

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mr. Stephen Wehr

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Oak Ridge High School

(As it should appear in the official records)

School Mailing Address 1120 Harvard Way

(If address is P.O. Box, also include street address.)

El Dorado Hills

California

95762-3901

City

State

Zip Code+4(9 digits total)

County El Dorado

State School Code Number\* 09 61853 0930081

Telephone (916) 933-6980

Fax (916) 933-6987

Web site/URL orhs.eduhsd.k12.ca.us

E-mail swehr@eduhsd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Mrs. Sherry Smith

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name El dorado Union High School district

Tel. (530) 622-5081

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Mary T Muse

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 10 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 10 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 7736  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 8838

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 4 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	276	292	568
2			0	10	269	280	549
3			0	11	291	275	566
4			0	12	256	246	502
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>2185</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 1  | % American Indian or Alaska Native |
| 9  | % Asian or Pacific Islander        |
| 1  | % Black or African American        |
| 5  | % Hispanic or Latino               |
| 84 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 9 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	102
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	98
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	200
<b>( 4 )</b>	Total number of students in the school as of October 1	2185
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.09
<b>( 6 )</b>	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 0 %  
5 Total Number Limited English Proficient

Number of languages represented 4

Specify languages: Spanish, French, Hindi and Punjabi

9. Students eligible for free/reduced-priced meals 3 %

Total number students who qualify: 56

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{5}{105}$  % Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u>	Autism	<u>4</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>33</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>79</u>	Specific Learning Disabilit
<u>7</u>	Emotional Disturbanc	<u>11</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>4</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>1</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>80</u>	<u>11</u>
Special resource teachers/specialist	<u>8</u>	<u>2</u>
Paraprofessionals	<u>1</u>	<u>6</u>
Support Staff	<u>22</u>	<u>17</u>
Total number	<u>115</u>	<u>36</u>

12. Average school student-classroom teacher ratio, that is, the number of 26 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	97 %	92 %	97 %	97 %	96 %
Teacher turnover rate	6 %	7 %	14 %	0 %	1 %
Student drop out rate (middle/high	0 %	1 %	0 %	0 %	0 %
Student drop-off rate (high school	3 %	4 %	4 %	3 %	3 %

Please provide all explanations below

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	448	
Enrolled in a 4-year college or university	51	%
Enrolled in a community college	40	%
Enrolled in vocational training	4	%
Found employment	2	%
Military service	1	%
Other (travel, staying home, etc.)	2	%
Unknown	0	%
<b>Total</b>	100	%

## PART III - SUMMARY

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The Oak Ridge High School (ORHS) vision statement reads: 'The Oak Ridge High School community envisions its students becoming lifelong learners who are responsible, productive, and caring citizens in a global society. To that end, Oak Ridge High School will provide students with a rigorous and relevant education designed to give them the opportunity to acquire, practice, and apply the knowledge, skills and behaviors needed to fulfill their roles and responsibilities both today and into the future.'

Oak Ridge is one of ten high schools in the El Dorado Union High School District. The school opened in 1980 with 222 students and currently serves 2154 students in grades 9-12. The comprehensive high school is located in the Sierra Nevada foothills approximately 20 miles east of Sacramento.

The entire staff is committed to providing pertinent curricular and co-curricular programs to engage and challenge students, while maintaining a positive, safe learning environment based on principles of dignity and respect. Academically, all students are counseled to engage in an academic path that will allow them to maximize their post secondary options upon graduation. Students participate in an extensive athletic program and a variety of other activities and clubs, such as the Speech and Debate, Student Council, Safe School Ambassadors, Peer Counseling, and National Honor Society. The Link Crew includes students trained to help incoming freshmen and new students make a successful transition to high school. Students can participate in the student newspaper, or the Key Club which works on developing leadership skills. Students in the Community Service class volunteer their time in areas such as convalescent homes and elementary school classrooms. Students learn about the legislative process through Youth and Government. With athletics and other student organizations combined, it is estimated that 89% of students participate in extracurricular activities/programs.

Oak Ridge is fully accredited by the Western Association of Schools and Colleges (WASC). ORHS practices a shared decision making process. School policies, goals, and plans are primarily made by one of four groups: the Leadership Team, the Student Guidance Team, the Management Team, and Site Council. The school's professional staff includes a faculty of 91 teachers, one certificated library media teacher, and 4.5 counselors, and one school psychologist. The principal and three assistant principals constitute the administrative staff. A dedicated group of classified personnel constitute the educational support staff.

Counseling services manage all student class placements, monitor progress toward graduation, promote college admissions, coordinate all assessment testing, and meet with parents to discuss 4-year plans. A fully networked career center helps students understand career paths and their own aptitudes, plan college choices, attain local, regional, and national scholarships, and become aware of important college bound testing. The career guidance specialist plans and organizes college nights, financial aid presentations, college/career speakers, and armed services representatives. The Special Education Department and counselors work in concert with all teachers to provide needed accommodations for special needs students.

Parents are critical to a student's success and can become involved in various ways to enhance the ORHS academic community. Parent organization include athletic, drama, music and theatre booster clubs, School Site Council, Friends of Oak Ridge and the ORHS Community Foundation. All of these parent groups organize student activities, student tutorial opportunities, fundraisers, provide input on policy and procedures issues, and master plan development.

ORHS, a cooperative learning community, works as a team to empower students to achieve grade/course level standards, to pass the CAHSEE, graduate, and successfully engage in post-secondary options. With a 2007 API score of 841, ORHS is well above the State goal of 800. The school continues to meet its school-wide growth targets as well as targets for comparable improvement. The senior graduation rate is 99+%; with 97% of sophomore students passing both parts of the CAHSEE in 2007. This data validates the success of our support systems in decreasing the student dropout rate, and fulfilling its mission to educate students with a rigorous, relevant curriculum while helping them to become responsible citizens.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The state of California requires that all high schools administer the California High School Exit Exam and the California Standards Tests. The California High School Exit (CAHSEE) is given to all tenth grade students in either February or March. The exam assesses student proficiency in mathematics and language arts. The California Standards Tests (CST) are given to students who have completed specific courses in language arts, mathematics, social science, and science. The CST's are criterion reference tests based on the statewide adopted California Content Standards. More information about the California assessment system may be found at the following website: <http://www.cde.ca.gov/ta/>.

The California Academic Performance Index, (API) is a numeric index or score between 200 and 1000, which reflects a school's performance on assessments administered annually to California public school students as a part of the Standardized Testing and Reporting (STAR) program. The calculation for the API includes ninth, tenth and eleventh-grade student results from the California Standards Tests in English, math, science and social science and the California High School Exit Exam. The results of the new federal life science test, administered for the second year to all tenth-grade students, were also included in this year's API calculation. A school score of 800 is considered proficient and thus meeting or exceeding state standards. The API scores for Oak Ridge High School for the past five years are: 2007=852, 2006=839, 2005=826, 2004=822 and 2003=812.

Assessment data is collected and analyzed in a purposeful way to improve instructional practices designed to enable all students to achieve at the proficient level or above. In English, teachers meet on a regular basis to examine assessment data for the purpose of modifying curriculum and instruction based on identified student need. Over the past few years our assessment data indicated that writing needed to be a focus for improvement. To that end, Oak Ridge High School (ORHS) developed a series of teacher in-services that led to writing becoming an integral component of all curricular areas. This year we have begun the process of norming our school-wide rubric as we analyze student writing. The impact of this effort on student achievement is demonstrated in 82% of our freshman being proficient or above on the English CST.

In an effort to improve critical thinking and writing skills, a cross-curriculum research paper between the English and social sciences departments was instituted at the Sophomore and Junior levels. In conjunction with these two departments, the librarian set up library workshops as well as 'Pathfinders' on essential topics to facilitate deeper student research. This collaboration was part of our Writing Across the Curriculum effort that led to an increased awareness as to the purpose and structure of research essays and greater proficiency in writing conventions.

The assessment data also suggested that our students were better at decoding than actually reading for deeper meaning. This year the Oak Ridge teaching staff focused on reading in all content areas.

The faculty examined best practices and implemented research-based instructional strategies to improve student achievement.

Oak Ridge is not recognized by California State criteria as having any statistically significant sub-group (100 or more students in any particular sub-group) other than Caucasian. However, data suggests that in both English and math our Hispanic and Special Education students are scoring below the overall Oak Ridge High School wide proficiency level. Our 2007 data indicates that our subgroup students consistently score above the California State average for these subgroups.

ORHS 9th grade Hispanic students scored 64% proficient or above in English as compared to 32% state wide and 20% of our 9th grade special education students scored proficient or above compared to 10% state wide. At the sophomore level, 50% of our Hispanic students scored proficient or above in English as compared to 21% state wide and 8% of our special education students scored proficient or above as compared to 7% state wide. At the junior level, 47% of our Hispanic students scored proficient or above in English as compared to 21% state wide and 12% of our special education students scored proficient or above compared to 6% state wide. This trend of the Oak Ridge High School subgroups performing above the California State average is consistent year after year.

The 2007 ORHS Math score on the California High School Exit Exam demonstrate a similar pattern.

Ninety-two percent of ORHS Hispanic students passed the CAHSEE as compared to 66% state wide and 64% of our Special Education students passed the CAHSEE as compared to 34% state wide.

In our ongoing effort to close the achievement gap our course-a-like teachers and departments collaborate weekly to renew student assessment data and share effective instructional strategies.

Standardized testing has also shown that Algebra 1 is an area that needs attention. Data suggests that we have students that need the foundational skills necessary to succeed in Algebra. To support these students we provide specific in school (shadow) classes and after-school tutorials to support students that have yet to master the standards. Oak Ridge has initiated the Future Teacher Program assigning 11th and 12th grade students who excel in Algebra to act as student tutors for these students.

First semester student achievement data indicates that this intervention has made a positive impact on struggling student's sense of their capacity as a math student and their mastery of standards.

## **2. Using Assessment Results:**

At the site level, the School Site Council (SSC) and the faculty review assessment data, evaluating student achievement related to State content standards. These tools include external assessments such as CST tests, SAT, PSAT, CAHSEE, Advanced Placement Exams, and summative district benchmark assessments. The school district publishes a Comprehensive Assessment of Student Achievement (CASA) report that includes this data on an annual basis. Based on these assessment instruments and professional expertise, the faculty seeks to improve instructional delivery strategies. Site formative and summative assessment tools include course alike common assessments, rubric scoring sheets, writing samples, uniform scoring project assessments (benchmarks), and portfolios. Students are encouraged to evaluate these products using the rubrics. Department chairs, counselors, and administrators use data in a collaborative manner for the purpose of academic planning, planning staff development, and maximizing master schedule core offerings and for developing independent learning strategies.

Assessment of achievement is done in a variety of ways. In English, assignment specific, standards-based rubrics, peer-editing, Socratic Seminars, Cornell Notes with reflection, and a school wide writing rubric are all examples of frequent monitoring of student achievement. In math, formative standard-based quizzes, skills tests, benchmark activities, projects and group problem solving are all used in assessing students. In foreign language, A/B partner work, white board exercises for ongoing and immediate assessment and feedback, and skits and conversations assess acquisition of the target language. All English, math, science, and social science course content is fully aligned with the California State Standards and are certified by the Board of Trustees, having met the scrutiny of our SILT Committee.

CST data is provided by the counseling office to all faculty teaching ELA, math, science, and social science courses regarding performance levels for their current students. All staff has access to this data through the Aeries (computer program) Test Screen. Students who have not passed the CAHSEE or are below basic are identified and interventions are put into place. Examples include focused student study groups and intensive English and math instruction during 1st and 7th periods.

## **3. Communicating Assessment Results:**

Assessment results are communicated in multiple ways to the ORHS community. Important avenues of parent communication include the online publication of the School Accountability Report Card, Course Catalog and Parent Handbook, the ORHS newsletter, AP parent advisory group, Friends of ORHS and School Site Council meeting minutes. All parents have access to their students individual test scores in the Aeries Online student data management system. This program is designed to provide real time assessment results.

Parent information meetings are held in the fall for continuing students and spring for incoming 9th grade parents so that parents can receive information about the school, graduation and post-secondary requirements. If a parent is concerned about any aspect of his/her student's academic success, individual student-parent-counselor conferences can be set up to review student's goal setting and progress.

Counselors identify the at-risk population so that their needs are met. Individual counseling meetings are made with all 10th -12th grade students behind in credits. Senior transcripts are reviewed at the beginning of the school year to identify students who are deficient credits towards graduation. Letters are mailed home and individual conferences scheduled to address deficiency.

#### 4. **Sharing Success:**

Oak Ridge High School has the opportunity to share the school's success with other schools. Each month district Principals, Assistant Principals, Director of Guidance and Counselors, from the other high schools meet in their various like-groups to discuss school issues ranging from improving standardized test performance, curriculum, academic interventions for struggling students, asset development, and a myriad of other challenges facing each of the district high schools, as well an opportunity to share successful programs and methods used to improve student achievement. In addition to the monthly meetings, these same groups are all invited to attend and share best practices during a Management Professional Learning Community forum facilitated by the Superintendent.

Oak Ridge High School administration, counselors, and teaching staff meet annually with feeder school personnel to collaborate in the alignment of curriculum, share expectations and best practices to maximize student transitions into high school, ensuring student readiness for the rigor of the curriculum. The teaching staff willingly shares best practices with other teachers in the district, either formally via district or site staff development sessions, or informally through private communication.

On a monthly basis, the School Site Council, consisting of parents, teachers, students, and administration, discusses curriculum, budget, and other challenges facing Oak Ridge. The principal and teachers share with the council successful programs and interventions (i.e. CAHSEE support, algebra support class, Advanced Placement results, field trips, athletics, performing arts, GATE, technology, University A-G completion). Students share with the council current projects, fundraising efforts, and upcoming events. Bi-yearly, the principal mails home to parents/students an 'Academic Excellence' newsletter outlining student success. In addition, the local newspaper 'Village Life' continually runs stories and features about successful Oak Ridge students and programs throughout the school year.

Annually, students are celebrated for their academic and co-curricular accomplishments through programs such as Renaissance (over 1200 students are recognized each spring who have over a 3.0 grade point average and those students who have raised their grade point average .5), the Board of Trustees 'Outstanding Student of the Year' evening which celebrates the top students in all curricular areas, senior scholarship/award night, and the athletic/performing arts departments awards programs held in the spring.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

A challenging course of study and rigorous graduation requirements are in place for all students. Starting with the class of 2004, 240 credits have been required for graduation including four years of English, three years in math with algebra required, two years of laboratory science, three years of social studies, a year of either foreign language or visual/performing arts, two years of physical education, a semester of health, and a semester of computer technology. This district credit requirement allows students to gain college preparedness, as well as offering space for a wide variety of electives. Students are encouraged and guided to complete the UC/CSU admission requirements with 47.1% in 2005, 56% in 2006 and 59.8% in 2007. Oak Ridge High School students are afforded a full-breadth of advanced and advanced placement courses designed to maximize learning opportunities. ORHS offers levels one through four in five foreign languages, Spanish, French, Japanese, Italian and German, with Advanced Placement courses in Spanish and French. All students are exposed to the various stages of the language learning continuum as they work toward mastery of a second language. The core of the Visual and Performing Arts program is to nurture the creative spirit. Through guided practice, performance, and display focused on high standards, students build skills and acquire confidence in two/three dimensional art, various levels of drama and dance as well as a breadth of instrumental and choral opportunities. Through the district technology requirements, students learn computer literacy, file management, desktop publishing, MLA format, spreadsheet, database, graphics presentations, and Internet research.

ORHS has designed curriculum offerings that provide access to appropriate courses focused on meeting the needs of all students. Through relevant learning experiences all students are provided with a teaching and learning environment that affords them the opportunity to acquire, practice and apply the knowledge, skill and behaviors they have learned. Students who are identified as basic or below basic have many options at ORHS. Several examples include the Algebra I Shadow class, student and adult private tutors, learning center for Individualized Education Program (IEP)/504 students, high school readiness math and ELA program offers the summer after eighth grade, reading improvement and reading strategy classes, the Transitional Learning Center program and online credit recovery courses through Cyber High.

ORHS is dedicated to ensuring the success of all students and believes in full inclusion. Special needs students are placed in the least restrictive environment as deemed appropriate by their IEP Team. Students are provided with a variety of support to ensure success in the mainstream. This support can be in the form of accommodations/ modifications, personnel support (instructional technician/specialist) in their regular classroom, Learning Center (students receive assistance on specific assignments, study skills, organization, and the CAHSEE), and modified course work. An example of an accommodation would be a student in a wheelchair using a special program designed to allow the use of a computer by touching the screen with an implement held in the mouth.

All core subject area courses are aligned to State content standards, and common benchmark assignments have been created to assess progress toward meeting or exceeding proficiency. In English, all students benefit from rigorous, core literature based scaffolded courses that focus on developing quality reading, writing, research and presentation skills. Mathematics courses are sequential beginning with Algebra 1 and culminating with either Advanced Placement Calculus or Advanced Placement Statistics. Using time as the variable rather than compliance students demonstrate movement toward mastery through common standards based assessments of and for learning. For students that require more support in mastering algebraic skills parallel 'shadow classes' and learning center opportunities are available. Within these settings teachers, assisted by instructional specialists and peer tutors, reteach concepts through a variety of instructional strategies. Science curricula provide students with the knowledge and skill to understand their responsibility to the world within which they live. Through inquiry, hypotheses are tested as students engage in thinking critically and preparing scholarly written lab reports strengthening their knowledge of the scientific method and reinforcing our school wide commitment to reading and writing across the curriculum. Students complete a three year sequence of standards-based history/social science and may elect Advanced Placement course work at each level. Through project-based learning activities, simulations, debates, historical novels, supplemental readings and research papers students are able to examine the literal and interpretive meaning of primary and secondary historical source material as well as how history applies to their lives.

## 2b. (Secondary Schools) English:

ORHS meets the needs of all students by offering specially designed standard based English course work to all qualified special need students, and college preparatory advanced honors and advanced placement English courses. To support incoming freshman that may struggle in English we have historically offered a section of instruction in reading/reading comprehension. Further, through a collaborative effort with our feeder schools, we identify students that may require additional support and enroll them into our Transitional Learning Center (TLC) where they receive intensive support in English and study skills. Additionally, a section of instruction in the master schedule is designed to support grades 10 through 12 who have not passed the CAHSEE or need concepts retaught using various research-based instructional strategies. Teachers at each grade level have developed common standards-based benchmark writing assignments designed to connect the works being read to the lives of the students. All freshman complete an essay on irony using the text of 'Romeo and Juliet' or 'The Cask of Amontillado'. This enables students to discuss with their friends their reading, their essays and teachers' comments-thus creating a community of readers as well as writers. The sophomores write a combined assignment with social studies whereby both departments teach themes of interest and read selections/novels while looking for common threads or themes. These papers also require the application of knowledge gleaned from the reading to their writing and understanding the final work product as in the case of 'The Lord of the Flies' an essay on the different types of leadership. The second product is a research essay based on world War I and using 'All Quiet on the Western Front' as the literature vehicle.

Juniors write a research essay based on a topic of interest from the social studies department but also using a relevant literary basis. This year for example it is a quote from Tom Brokaw's 'The Greatest Generation' and (curriculum gleaned from our collaborative work with the CSUS system) dealing with World War II. In the senior year Expository Reading and Writing uses all the reading strategies to improve not only reading skills but especially critical reading and thereby writing. Some of the skills used are: mapping; jig-sawing; GIST; SPQ2R2 and many others. We have also instituted a program of directed teaching called Reach for the Stars. This department wide effort reviews comprehension (both prose and poetry) techniques using the 5-S method specifically for poetry; writing; and grammar.

## 3. Additional Curriculum Area:

In part, the ORHS community envisions our students as responsible caring citizens in a global society. The science department has aligned all course work around state and national standards with the intent of helping students understand their role in our world and their responsibility to the stewardship of our planet. Using a professional learning community model, science teachers collaborate regularly to examine student achievement data, effective instructional strategies as well as intervention strategies to support student learning. Through this collaborative process, common lab experience have been created for each level of course work and students experience an academic environment that fosters their growth in concept acquisition, the scientific method, reading and writing and presentation skills. One outcome of this approach is that 86% of the 194 freshman biology students in 2007 scored proficient or above on the California State Standards assessment. To support struggling students a structured teacher run tutorial program is in place, where all students have the opportunity to participate before school, during lunch and after school. Additionally, paraprofessionals attend courses through out the academic day to support all students with a focus on students with IEP's and 504 plans.

To bring the classroom alive our students have the opportunity to participate in the Watershed Education Summit. Together, students work with representatives from the U.S. Forest Service, State Water Resources Control Board, U.S. Department of Agriculture and the local Resource Conservation District to monitor the health of three tributaries in the American River Watershed. Through these and other opportunities students come to realize that they have the capability to do important meaningful work.

## 4. Instructional Methods:

ORHS provides a relevant and rigorous curriculum designed to maximize student learning and fully prepare students for post secondary options. To this end multiple instructional practice (direct instruction, project based learning, collaborative groups, critical thinking activities, Socratic Seminar methodologies, etc.) and assessments for and of learning are used to meet the varied needs of our students. Teachers from all departments, especially ELA and math have found that having students assess their own work against model assignments against grading rubrics. Students are able to reflect on those findings, both strengths and weaknesses, which helped students practice meta-cognitive studying skills. Practicing both modeling and reflecting activities through every grade level has proven to aid students to succeed in mastering the California State Standards.

ORHS teachers are trained in instructional strategies based on current research. During the past three years we are focusing on the work of Robert Marzano and Richard DuFour, Rick Stiggins and Mike Schmoker. Student centered instructional strategies include the use of the strategies of summarizing and note taking, cooperative learning, providing valuable feedback, testing hypotheses and purposeful question strategies, to name a few.

Teachers also differentiate, accelerate, and compact instruction to meet the needs of all students. Students with IEPs and 504 Plans are supported as teachers implement identified modifications such as extended time and breaking down large projects into smaller parts with frequent progress checks. Conversely, accelerated learners can take advantage of the 14 Advanced Placement (AP) courses offered at ORHS.

Teachers strive to ensure that an appropriate academic balance is achieved between independent and collaborative work; direct instruction; and inquiry-based instruction; and teacher-directed and student-directed activities and projects. For example, the social science faculty frequently uses inquiry-based instruction in their daily lessons.

Students will often complete exercises, which require them to analyze and use primary source material. Some students need supplemental instruction, such as tutoring or before-and-after-school programs in order to become proficient. Cyber High is an accredited, standards-based after-school online program offered to students who are deficient credits.

Career Technical Education is an essential component of the ORHS educational experience. Students also have access to our district Regional Occupational Program (ROP). ORHS houses ROP AutoCad, Auto, and Marketing. In addition, our architectural design course meets 'a-g' visual and performing arts requirements. These programs provide students with meaningful pathways to career opportunities and certification programs. Technology has been effectively used to enhance instructional practices. Smart Boards have been introduced in math and science classes as well as a variety of software packages specific to various academic departments. Parents and students can access our website [www.orhs.eduhsd.k12.ca.us](http://www.orhs.eduhsd.k12.ca.us) where teachers post homework, academic resources and grades. Internet access is available in all classrooms and two library computer labs provide opportunities for whole-class instruction using technology to support student learning.

## **5. Professional Development:**

The ORHS Staff Development Plan is a data-driven system designed to improve teaching and learning and thus student achievement. All certificated and classified staff members are encouraged to participate and adequate funding sources are made available to ensure that professional development remains a focus. To this end, multiple achievement data points are examined, district and site goals developed, and a staff development action plan put in place. Further, assessment of the plan is done on an ongoing basis. As an outcome of this process our Staff Development Plan has focused on research-based instruction and assessment strategies as well as methodologies to personalize the learning experience for all students.

To effectively support our Staff Development Plan we have developed a schedule to maximize participation in professional staff development; collaboration takes place each Monday afternoon and bi-monthly on Monday mornings. Through district support and site efforts a multitude of professional development opportunities are structured into the workday. ORHS teachers have had the opportunity to participate in district funded Specially Designed Academic Instruction in English (SDAIE) training and Cross-Cultural, Language and Academic Development (CLAD) certification.

Our long range professional development, designated to support quality teaching and learning, has focused on the California Department of Education publication, Aiming High: High Schools for the 21st Century, Robert Marzano's work on researched-based classroom instruction for increasing student achievement, Rick Stiggins work on assessment, Richard DeFour's work on Professional Learning Communities, differentiated instruction, writing across the curriculum, reading in the content area, accommodation and modification for special need students, and research-based instructional strategies. A strong example of this effort is the agreed upon writing rubrics used throughout the school. Currently, we are implementing this and other departmental rubrics.

One of the most powerful components of our Staff Development Plan is that our own teachers and specialist facilitate much of the research-based professional development for their colleagues. Examples include

demonstration lessons on Socratic Seminar methodologies, the use of Cornell Note taking as a school wide learning tool, implementing standards-based instruction in the classroom, and hands on strategies to use technology as a tool to enhance teaching and learning.

The ORHS staff has spent quality time examining the research on how to personalize the learning environment for all students. Through this process we developed an ORHS Honor Code that all stakeholders are to abide by, and have begun implementing strategies that support Search Institutes work on developmental assets. Using the Professional Learning Community model, departments have the opportunity to work together weekly to share lesson designs, develop common assessments, monitor student achievement within courses, and develop strategies to support struggling students.

# PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 9 Test California Standard Test (CST)

Edition/Publication Year 2002 with Annu Publisher Educational Testing Service (ETS)

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	82	80	80	73	79
% "Exceeding" State Standards					
Advanced	53	45	49	30	37
Number of students tested	552	582	531	464	503
Percent of total students tested	99	99	99	99	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	91	90	89	91	82
% "Exceeding" State Standards					
Advanced	61	45	68	41	64
Number of students tested	33	33	28	22	22
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	64	78	73	57	80
% "Exceeding" State Standards					
Advanced	58	30	27	18	33
Number of students tested	26	27	26	28	30
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	20	18	20	17	25
% "Exceeding" State Standards					
Advanced	1	11	1	0	10
Number of students tested	27	27	32	18	20
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	70	69	68	65	59
% "Exceeding" State Standards					
Advanced	36	37	30	30	23
Number of students tested	565	534	474	503	414
Percent of total students tested	98	99	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	69	89	71	65	74
% "Exceeding" State Standards					
Advanced	47	57	39	72	27
Number of students tested	31	28	28	26	15
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	50	50	62	58	54
% "Exceeding" State Standards					
Advanced	19	14	17	22	9
Number of students tested	26	28	29	36	22
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	8	7	11	8	10
% "Exceeding" State Standards					
Advanced	0	0	0	0	1
Number of students tested	26	27	18	25	34
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	67	67	66	56	60
% "Exceeding" State Standards					
Advanced	38	38	29	23	26
Number of students tested	517	470	488	374	424
Percent of total students tested	99	99	99	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	77	71	69	65	80
% "Exceeding" State Standards					
Advanced	58	50	38	29	53
Number of students tested	30	34	26	14	15
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	47	57	58	47	65
% "Exceeding" State Standards					
Advanced	11	14	26	6	36
Number of students tested	28	28	34	17	28
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	12	19	5	15	11
% "Exceeding" State Standards					
Advanced	4	6	0	0	0
Number of students tested	24	16	21	27	19
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	67	67	66	56	60
% "Exceeding" State Standards					
Advanced	38	38	29	23	26
Number of students tested	517	470	488	374	424
Percent of total students tested	99	99	99	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	77	71	69	65	80
% "Exceeding" State Standards					
Advanced	58	50	38	29	53
Number of students tested	30	34	26	14	15
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	February	February
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Passing or Higher	96	94	95	97	86
% "Exceeding" State Standards					
No State Label					
Number of students tested	552	523	446	499	420
Percent of total students tested	95	97	92	97	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Passing or Higher	100	96	96	96	86
% "Exceeding" State Standards					
No State Label					
Number of students tested	34	27	26	24	14
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Passing or Higher	92	86	87	94	81
% "Exceeding" State Standards					
No State Label					
Number of students tested	25	28	30	35	21
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Passing or Higher	64	52		73	53
% "Exceeding" State Standards					
No State Label					
Number of students tested	22	27	9	15	40
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					