

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 Ms. Evelyn Baffico

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

Official School Name West Campus High School

(As it should appear in the official records)

School Mailing Address 5022 58th Street

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

Sacramento

California

95820-9610

City

State

Zip Code+4(9 digits total)

County Sacramento

State School Code Number* 34674393430865

Telephone (916) 277-6400

Fax (916) 277-6593

Web site/URL www.westcampushigh.org

E-mail evelyn-baffico@sac-city.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 Dr. M. Magdalena Carrillo Mejia

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

District Name Sacramento City Unified School District

Tel. (916) 643-7400

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 Mr. Manny Hernandez

(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

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: _____ 64 Elementary schools
 _____ 8 Middle schools
 _____ 0 Junior High Schools
 _____ 14 High schools
 _____ 5 Other
 _____ 91 TOTAL
2. District Per Pupil Expenditure: _____ 9477
 Average State Per Pupil Expenditure: _____ 7584

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 [X] 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. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 5 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	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	99	130	229
2	0	0	0	10	98	149	247
3	0	0	0	11	98	124	222
4	0	0	0	12	74	93	167
5	0	0	0	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							865

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 32 | % Asian or Pacific Islander |
| 8 | % Black or African American |
| 27 | % Hispanic or Latino |
| 32 | % 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 2 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	6
(2)	Number of students who transferred from the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	865
(5)	Total transferred students in row (3) divided by total students in row (4)	0.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 3 %
- | | |
|----|---|
| 27 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 8

Specify languages: Spanish, Vietnamese, Cantonese, Tongan, Hmong, French, German, Mien

9. Students eligible for free/reduced-priced meals 44 %

Total number students who qualify: 381

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.

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	179	
Enrolled in a 4-year college or university	50	%
Enrolled in a community college	45	%
Enrolled in vocational training		%
Found employment	3	%
Military service	2	%
Other (travel, staying home, etc.)		%
Unknown		%
Total	100	%

PART III - SUMMARY

West Campus is a small, rigorous college preparatory high school supported by a closely knit learning community founded in 1985. Initially formed as a satellite school, in 2000 West Campus became the seventh comprehensive high school, taking its deserved place within the secondary community of the Sacramento City Unified School District. The success of West Campus was guided from the start by the following vision statement: 'The West Campus community will provide college bound students with a diverse and supportive environment focused on the development of academic skills with an emphasis on leadership and science.'

Based on this vision, West Campus has become one of the most successful academic high schools in the state, proudly ranking 27th among California's 1,059 public comprehensive high schools. A system of small Professional Learning Communities (PLC's) and interdisciplinary teaching teams are essential elements of West Campus' success. Carefully planned, standards-driven instruction based on ongoing assessment and the PLC structure ensures the delivery of the highest possible quality instruction to all students.

High expectations go hand-in-hand with the planning and delivery of high quality instruction. Upon entering the school each student and her/his parent sign a three-way (student, parent, school) contract affirming commitment to high academic standards and positive behavior expectations. Academic performance is carefully monitored by PLC's including regular communication with students and parents through periodic progress reports, report cards and parent conferences. Ongoing monitoring of student attendance supports a very high average daily attendance rate of 96.5%.

The creation of a diverse and supportive learning environment, as reflected in the West Campus vision statement, is also key to success. Diversity is reflected in the rich composition of the student body, representing all ethnic and socio-economic groups of Sacramento. West Campus also sponsors over thirty cultural and academic extra-curricular clubs, including the Academic Decathlon, Black Student Union, Chinese Cultural Club, Latino Club, Speech and Debate, Vietnamese Club and many others.

Support of the learning environment takes many forms, from commitment to the Search Institute's Forty Developmental Assets, to the important support provided by a very active PTSA and the non-profit West Campus Foundation for Excellence.

An 'Open Door Policy' which encourages and supports frequent student interaction and structured support programs such as our teacher-led after school tutoring program ensures a caring and rigorous learning environment.

The convergence and synergy of motivated and capable students, enthusiastic faculty, and caring and supportive parents creates and sustains a unique community of learners. West Campus provides a respectful educational environment where students are free to interact and collaborate in both social and academic settings throughout their high school experience.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

West Campus High School has shown remarkable performance both in English and mathematics as measured by California's STAR (Standardized Testing and Reporting) system.

Each spring virtually all students are assessed through the STAR Test, consisting of the CAT/6, a nationally normed test measuring achievement relative to students across the nation and the CST, or California Standards Test.

While the CAT/6 measures achievement against national norms, the CST is a norm referenced test designed to measure individual student progress in relation to mastery of the California state learning standards identified for each grade level. Ultimately, in order to graduate from high school, all students must demonstrate comprehensive mastery of the state standards by passing the CAHSEE (California High School Exit Exam). A detailed description on the state's assessment system is found at www.cde.ca.gov.

Student mastery of the CST measured state standards (in terms of meeting or exceeding the state standard criteria of the U.S Department of Education) is reported as follows: 1. Advanced (exceeds grade level learning standards); 2. Proficient (meets grade level learning standards); 3. Basic (approaches grade level standards); 4. Below Basic (falls below grade level learning standards); and, 5. Far Below Basic (falls well below meeting grade level learning standards).

To fully appreciate the performance of West Campus High School, it is important to understand the rigor of the California system, modeled on world class standards equivalent to those of the industrialized nations of Europe and Asia.

Statewide CST results are factored together with CAT/6 test results and other achievement criteria to determine the Academic Performance Index (API) score for each school. API measures, ranging from a low of 200 to a 'perfect' score of 1,000, are used both as a yearly measure of school achievement and the means of establishing annual growth targets for each school. Presently, an API score of 800 or higher is considered outstanding, and the basis for requiring no further state-mandated growth targets. Against this rigorous backdrop of achievement criteria, it is very significant to note that West Campus High School has shown remarkable performance by consistently exceeding state growth targets. Since 2005 the mean API of the State of California has increased from 671 to 689. West Campus has also increased 18 points; however, the overall total achievement has been significantly higher. West Campus API has increased from 862 to 880 during the same time period.

This achievement record, impressive by any account, is particularly laudable for a school characterized by a highly diversified ethnic and socio-economic population. It is also worth noting that no significant score disparities are found among the various subgroups identified on CST test profiles. Although an 'achievement gap' exists between the White/Asian students and Afro-American/Latino students, it is worth noting that the extent of the 'gap' is significantly less than that seen across the Sacramento district and across the state.

2. Using Assessment Results:

West Campus High School proactively utilizes the analysis of assessment data as a means of understanding and improving both student and school performance.

Data analysis begins each year at a two day in-service in August, where Data Director software is utilized to disaggregate state test results (STAR, CST, CAHSEE) by all relevant dimensions of student performance, including gender, race, home language, English language learners, socioeconomic level, and most importantly by individual student.

Disaggregated data is then used, both at departmental level and by PLC's (Professional Learning Communities), to determine the progress of individual students and groups, both in percentage growth from the previous year and in terms of meeting the state content standards in English, mathematics and other subject areas. School performance is also measured and analyzed by tracking the progress made by each grade level cohort group in terms of maintaining high achievement levels from year to year.

Based on the measurement and analysis of student progress from previous years, departments and PLC's develop data-driven instructional plans designed to ensure continued growth. Reporting Percentage Correct (RPC's) from the CST are used to frame and fine tune instructional plans at each grade level. Additionally, assessment data is used to develop specific instructional plans for students identified at the basic, below basic and far below basic levels, or at risk academically. Throughout the school year teachers continually analyze ongoing assessment results in order to understand and improve student performance. For example, using quarterly Data Director disaggregated benchmark assessment data, teachers ascertain progress made in achieving content standards in English and mathematics during the prior nine weeks.

Analysis of benchmark data is also used to modify pacing of standards-based instruction, as well as to determine the need for re-teaching of key concepts, and accelerating instruction as needed. Additionally, teachers incorporate regular, ongoing instructional assessments to measure students' knowledge, critical thinking and communication skills. Project based assessment is also an integral component of the West Campus assessment process.

3. Communicating Assessment Results:

Students, parents and the community are informed of school-wide performance and assessment results through varied venues. These include school meetings, such as Back-to-School-Night, and frequent reports in our parent newsletters. California STAR and CAHSEE test school-wide results also receive wide dissemination through the district (www.scusd.edu) and school website (www.westcampushigh.org) as well as the California Department of Education website (www.cde.ca.gov). Additionally, the district's Connection newspaper and the Sacramento Bee newspaper provide substantial coverage of STAR and CAHSEE assessment results for the greater Sacramento community.

Parents receive individual student assessment results throughout the school year, beginning with district mailings of state STAR results in August. Communication of individual student assessment results continues throughout the school year as report cards are issued and individual parent conferences are held to apprise parents of specific student needs identified through ongoing assessment.

Students receive direct communication of achievement expectations and results as teachers, counselors and administrators meet with small groups and individual students to communicate and explain outcomes of the comprehensive assessment process. These performance conferences also provide the opportunity for students to set individualized achievement goals designed to improve their own performance.

These dialogues foster each student's self-awareness of his/her own achievement of standards through the understanding and critical examination of her/his own performance. Students are encouraged to constantly reflect and 'self-communicate' on their own performance to identify individual strengths and weaknesses in relation to standards-aligned criteria as measured by a comprehensive assessment system.

4. Sharing Success:

As a small and innovative high school, West Campus shares its success as a key means of attracting the highly motivated students who ensure ongoing academic success.

Student 'emissaries' share the school's successes each year as they visit area middle schools in the spring. These student-to-student presentations have proven to be most effective in directly communicating the advantages of West Campus to potential students who hear first hand of the actual successes experienced by West Campus students. The student presentations focus on successful instructional practices, together with the advantages derived from a safe, highly supportive, closely-knit environment where learning is of paramount importance.

Teachers and administrators share successes with other schools at monthly district-wide curriculum meetings where effective instructional practices are disseminated. Staff sharing of success continues at the Area 3 history and cultures project and at advanced placement (AP) training where teachers share effective instructional practices with other schools. West Campus is currently exploring links to the San Francisco Bay Area Coalition of Essential Schools, which would allow us both to share our successes and to learn of others' successes through presentations at Title I professional conferences.

As a vital support arm of the school, the West Campus Foundation for Excellence constantly reaches out

to the greater Sacramento community to garner resources for the school. The Foundation shares with the community many of our elements of success, such as high academic performance, strong social and economic diversity, and a 95% college attendance rate.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

West Campus High School provides a rigorous college preparatory course, requiring all students to complete the comprehensive 'a-g' requirements for admission to the University of California System:

English: A rich and varied curriculum, closely aligned to the state standards, provides significant content in reading comprehension, structural analysis, literary analysis, writing, as well as oral and written language conventions. Limited English speakers are offered ELD instruction at the beginning, intermediate and advanced levels.

Mathematics: Through structured learning experiences emphasizing in-depth knowledge and practical applications, students progress through a sequential mathematics program closely correlated to the state standards. The core mathematics curriculum includes Algebra I and II, Geometry, Pre-Calculus, Calculus, Statistics and Calculus AP.

History/Social Science: Guided by a curriculum closely aligned to the state standards, the history/social science department engages students in challenging activities of significant content. The core curriculum includes Humanities, Geography, World History, U.S. History, Government and A.P. Government, U.S. Govt/Econ, and US Govt. AP/Econ.

Science: Characterized by laboratory-based learning experiences closely aligned to the state standards, the science program imparts rigorous content in the physical and life sciences. The core curriculum consists of Biology, Advanced Biology, Chemistry, Physics, Environmental Science and Human Anatomy, as well as Biology AP and Physics AP.

World Languages: Taught as full year courses, the natural language approach is used to teach and reinforce the four basic linguistic skills of listening, speaking, reading and writing. Three levels of French and four levels of Spanish are offered, as well as Spanish for Spanish Speakers.

Visual and Performing Arts: A vibrant department offers multiple opportunities for students to express their creativity in Band, Choir, Drama, and Art.

Physical Education/Health: The PE Department program offers varied programs to actively engage students in individual and group exercise activities, such as tennis and basketball. Health instruction emphasizes life-long fitness skills, together with drug, alcohol and tobacco prevention.

Vocational and Applied Arts: Ongoing opportunities are offered to students choosing supplemental work in this area. Currently, three students have elected to participate in the Regional Occupational Program (ROP).

Electives and Community College Courses Offered on Campus: Students may enroll in Speech and Debate, Yearbook, and other stimulating electives to supplement the core curriculum. Community college offerings include Cantonese, ceramics, psychology and voice. Our EAST (Environmental and Spatial Technologies Lab) affords 75 enrolled students the opportunity to apply their knowledge to community service projects, using a variety of state of the art technology.

Senior Project Requirement: Designed to provide students with the opportunity to demonstrate the full range of knowledge developed throughout their twelve years of schooling, the senior project extends learning, challenges abilities, stretches limitations, and builds confidence as students move on to college or the workplace. Seniors may choose one of four academic paths as the conceptual focus of the project:

1. Community Service; 2. Career; 3. Cultural or Creative Exploration; and, 4. Academic Research. The project components, consisting of the activity, the research paper, the portfolio and the presentation, are completed independently of any class. Once a project is chosen, seniors submit a letter of intent to the Senior Project Coordinator, whose approval is dependent on the authenticity and vigor of the proposed project.

2b. (Secondary Schools) English:

The English department delivers a high quality, standards-aligned curriculum to successfully address the wide-ranging needs of a diverse student population.

Ninth through twelfth grade classes, in keeping with the college preparatory emphasis, utilize Holt, Literature and Language, Course 3,4,5 and 6, together with supplementary texts and curriculum-mapped materials to assure full coverage of standards. Curriculum at each grade level is thematically structured; with ninth grade focusing on tolerance and coming of age; tenth grade, the individual and society; eleventh grade, the American Dream myth or reality; and, twelfth grade, the heroic journey. Summer reading, based on student interest and course relevance, is assigned each year for incorporation into the first two weeks of instruction. Across the grade levels, the program focuses on preparation for post-secondary education with a specific emphasis on composition and critical thinking skills.

Attention to multiple learning modalities shapes instruction department-wide. Research based ALS (Action Learning Systems) are used together with under the surface and above the surface critical thinking skills to add conceptual depth to the curriculum. Vertical planning is used as a departmental structure to ensure student success through fluid instruction articulated across grade levels. All course structures are designed to support the Senior Project, a school-wide graduation requirement.

Eleventh and twelfth grade advanced placement (AP) classes are carefully planned to meet College Board expectations. Both courses successfully met the AP course audit for the 2007-08 school year. For students scoring at the basic and below basic levels of the California Standards Test (CST) preparatory benchmarks, individual after school tutoring is offered as needed. Student Study Teams and 504 accommodation plans are utilized to support the needs of students experiencing difficulty in the Language Arts curriculum. Electives in creative writing, speech & debate and yearbook are also offered.

The West Campus English department is committed to ensuring the success of all students. Collaborative processes, such as sharing teaching strategies and aligning writing rubrics, ensure an effective well-coordinated learning program across the grade levels.

3. Additional Curriculum Area:

Approximately 90% of all West Campus' students are enrolled in one or more science classes. College preparatory biology is a requirement for all freshmen, and all sophomores take college preparatory chemistry. Upper division science electives are offered in physics, environmental science, human anatomy and physiology. Advanced placement classes currently include AP biology, and AP physics, with plans currently in the works for AP chemistry. Throughout West Campus' program, students engage in activity based learning closely driven by the California State Science Standards.

The science curriculum is delivered by an outstanding, highly qualified faculty of five teachers, each with at least eight years of teaching experience. To further enhance instruction, several department members currently participate in a University of California project to develop a model-based reasoning approach for science learning. In-depth faculty knowledge of the sciences is enhanced by field work completed in entomology, physiology and animal and plant biology.

Extending the science experience beyond the classroom, students participate in regular field trips to botanical gardens, Pacific coast inter-tidal zones, and many other settings which both extend and deepen their scientific knowledge. During the current school year, over 600 students will participate in a school-wide science project to be displayed at the annual science fair. Many of the science fair projects will be entered in the Sacramento Regional Engineering Science Fair, where some may be selected for Intel Corporation's International Science and Engineering Fair in Georgia. West Campus actively supports extra-curricular clubs, such as the Forensic Science Club, the Environmental Club, and MESA (Minorities in Engineering and Science Activities), which further promote development of the sciences.

4. Instructional Methods:

Teachers at West Campus High School use a variety of instructional methods to ensure the highest possible achievement of ESLR's (Expected Student Learning Results). In addition to direct instruction, teachers use a variety of research-based methods to meet the learning styles of all students and assure full access to the core curriculum. These methods, determined in advance through formal and informal assessments, include reciprocal teaching, differentiated instruction, re-teaching of key concepts,

scaffolding, small group instruction, collaborative learning groups, independent study, as well as compacting and acceleration of instruction. Clearly, in an effort to maximize learning for all students, West Campus' teachers continually strive to achieve a balance between direct instruction, inquiry based instruction, independent work, and collaborative work. Selection of instructional methodologies is also closely aligned to teaching particular state standards which closely frame development of all instructional methodologies at West Campus High School.

Instructional methods used at West Campus emphasize the development of communication skills together with critical thinking and collaboration skills in order to facilitate the understanding of complex subject matter. Teachers implement instructional methods, such as inquiry-based instruction, which focuses on Bloom's taxonomy to encourage greater depth and scope of learning for all students. Accordingly, students in all subject areas are challenged to make judgments, assessments, and critique thoughts or information based on evidence or other defined criteria.

Across the curriculum, high cognition, project-based learning activities promote student-directed learning. In a recent example, tenth grade English students worked collaboratively to create a fictional country, based on their research of current nations, to create allegories prior to reading George Orwell's *Animal Farm*.

Instructional methodologies emphasizing active participation in learning enthusiastically engage students and teachers in the learning process. Active involvement strategies have contributed strongly to the academic success which makes West Campus the highest achieving high school in the Sacramento metropolitan area.

5. Professional Development:

Recognizing that highly trained staff is essential to achieving excellence in the standards-based curriculum, high quality, long-range professional development is continuously planned for all staff. Professional development at West Campus focuses on developing teachers who are highly skilled in the instructional methods essential to high achievement described in the previous section. Professional development also focuses on developing support strategies such as peer coaching and integrating technology to support instruction. For instance, as part of the peer coaching program, peer coaches regularly co-plan lessons with teachers followed by structured post-lesson conferences. Teachers also attend on-site and district technology training, particularly in Power Point and other presentation tools. Similarly, PASCO software training adds relevance and vigor to the science program.

While providing global training and support in key instructional strategies, professional development at West Campus specifically focuses on the delivery of standards-based instruction, writing across the curriculum, and field-related professional development. All teachers receive training in standards benchmark assessments and standards-based instructional modifications, as well as Step Up to Writing training in all subject areas. All staff also receive training specific to their instructional areas or fields, such as recent University of California training received by West Campus counselors.

Test data strongly suggests that professional development at West Campus impacts directly on improving student achievement. The 2006 increase in STAR math scores confirm the intensive training received by the math department in key focus standards, where instruction was given in the curriculum, together with the instructional strategies best suited to address these standards. Similar processes also occurred in English, social studies, and other areas experiencing achievement growth.

West Campus staff is aligned into six Professional Learning Communities (PLC's) of five to seven cross-discipline teachers, teaching the same group of students. These PLC's actively promote collaborative professional development by focusing on best instructional practices, examining student work and discussing interventions through a cross-curricular lens.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Percent Passed	99	97	96		
% "Exceeding" State Standards					
Number of students tested	215	178	195		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
	98	95	90		
% "Exceeding" State Standards					
Number of students tested	57	58	49		
2. White					
% "Meeting" plus % "Exceeding" State Standard					
	100	98	98		
% "Exceeding" State Standards					
Number of students tested	55	48	51		
3. Asian					
% "Meeting" plus % "Exceeding" State Standard					
	100	100	100		
% "Exceeding" State Standards					
Number of students tested	79	55	68		
4. SED					
% "Meeting" plus % "Exceeding" State Standard					
	100	100	100		
% "Exceeding" State Standards					
Number of students tested	95	96	83		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	95	85	85		
% "Exceeding" State Standards					
Advanced	66	51	42		
Number of students tested	243	221	178		
Percent of total students tested	39	38	31		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
	90	83	82		
% "Exceeding" State Standards					
	60	59	26		
Number of students tested	59	63	57		
2. White					
% "Meeting" plus % "Exceeding" State Standard					
	97	90	93		
% "Exceeding" State Standards					
	77	63	48		
Number of students tested	96	59	50		
3. Asian					
% "Meeting" plus % "Exceeding" State Standard					
	94	92	89		
% "Exceeding" State Standards					
	61	41	32		
Number of students tested	50	67	52		
4. SED					
% "Meeting" plus % "Exceeding" State Standard					
	93	85	84		
% "Exceeding" State Standards					
	58	44	45		
Number of students tested	90	95	87		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	84	84	87		
% "Exceeding" State Standards					
Advanced	40	52	42		
Number of students tested	213	178	193		
Percent of total students tested	28	32	31		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
	84	63	71		
% "Exceeding" State Standards					
	38	20	31		
Number of students tested	56	56	45		
2. White					
% "Meeting" plus % "Exceeding" State Standard					
	88	74	82		
% "Exceeding" State Standards					
	51	32	39		
Number of students tested	51	50	44		
3. Asian					
% "Meeting" plus % "Exceeding" State Standard					
	86	77	77		
% "Exceeding" State Standards					
	35	35	17		
Number of students tested	52	43	57		
4. SED					
% "Meeting" plus % "Exceeding" State Standard					
	84	69	71		
% "Exceeding" State Standards					
	31	31	25		
Number of students tested	77	75	69		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	73	74	73		
% "Exceeding" State Standards					
Advanced	29	38	23		
Number of students tested	164	158	173		
Percent of total students tested	27	21	31		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	71	62	68		
% "Exceeding" State Standards	25	28	18		
Number of students tested	52	47	22		
2. White					
% "Meeting" plus % "Exceeding" State Standard	67	79	82		
% "Exceeding" State Standards	27	42	28		
Number of students tested	45	48	85		
3. Asian					
% "Meeting" plus % "Exceeding" State Standard	82	74	67		
% "Exceeding" State Standards	33	40	14		
Number of students tested	38	53	49		
4. SED					
% "Meeting" plus % "Exceeding" State Standard	85	91	69		
% "Exceeding" State Standards	32	35	16		
Number of students tested	73	83	64		

**FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS**

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.