U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mr. David M. Bolin

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

Official School Name Windemere Ranch Middle School

(As it should appear in the official records)

School Mailing Address 11611 East Branch Parkway

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

City San Ramon   State CA   Zip Code+4 (9 digits total) 94582-1502

County   Contra Costa   State School Code Number* 07 61804 0108324

Telephone 925-479-7400   Fax 925-479-7469

Web site/URL   http://www.wrms.srvusd.k12.ca.us   E-mail dbolin@srvusd.net

Twitter Handle _____   Facebook Page _____   Google+ _____

YouTube/URL _____   Blog _____   Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Ms. Mary Shelton   E-mail: mshelton@srvusd.net

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

District Name San Ramon Valley Unified   Tel.   925-552-5500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Rachel Hurd

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

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

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The 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.

10. 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.

11. 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.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   21 Elementary schools (includes K-8)
    (per district designation):   8 Middle/Junior high schools
                                                 5 High schools
                                                 1 K-12 schools

                                                 35 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

    [ ] Urban or large central city
    [ ] Suburban with characteristics typical of an urban area
    [X] Suburban
    [ ] Small city or town in a rural area
    [ ] Rural

3. 9 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	218	200	418
7	217	193	410
8	215	199	414
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	650	592	1242

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 79 % Asian
                                           2 % Black or African American
                                           5 % Hispanic or Latino
                                           0 % Native Hawaiian or Other Pacific Islander
                                           10 % White
                                           4 % Two or more races
                                           100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 5%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	32
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	53
(4) Total number of students in the school as of October 1	1126
(5) Total transferred students in row (3) divided by total students in row (4)	0.047
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 3 %
                                                        30 Total number ELL
    Number of non-English languages represented: 27
    Specify non-English languages: Spanish, Vietnamese, Cantonese, Korean, Filipino, Portuguese, Mandarin, Khmer, Arabic, Burmese, Farsi, Hebrew, Hindi, Indonesian, Italian, Russian, Thai, Urdu, Polish, Gujarati, Rumanian, Taiwanese, Bengali, Telugu, Tamil, Kannada, Dutch

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

    Total number students who qualify: 33

    If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 3 %
                                                       38 Total number of students served

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

    4 Autism   1 Orthopedic Impairment
    1 Deafness   4 Other Health Impaired
    0 Deaf-Blindness   10 Specific Learning Disability
    1 Emotional Disturbance   8 Speech or Language Impairment
    0 Hearing Impairment   0 Traumatic Brain Injury
    7 Mental Retardation   0 Visual Impairment Including Blindness
    2 Multiple Disabilities   0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of
personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	48
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

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

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes   No <u>X</u>

    If yes, select the year in which your school received the award.

PART III – SUMMARY

Windemere Ranch Middle School, home of the Falcons, is located in the city of San Ramon, California, in Southern Contra Costa County. The school, built by the Windemere BLC Developers, is a state of the art middle school campus with wireless access throughout, model science labs, an art room, a video production facility, full gym, and beautiful landscaping including softball and soccer fields. As a school community, we are committed to our mission statement: "All students will learn at high levels and become responsible, productive citizens." To that end, we continuously work toward becoming a professional learning community where teachers, staff, and administration work together to analyze student data, design instruction, develop assessments, and provide students with the additional support that they need to achieve at increasingly higher levels each year.

Since opening in 2005, we have seen continued growth in our Academic Performance Index (API) scores, including a thirteen point gain two years ago (966 to 979) and another seven point gain last year (979 to 986). Our most recent score distinguished us as the top middle school in our district, in our county, and in our state where we share this honor with two other middle schools. In 2009 and 2013, Windemere Ranch was recognized as a California Distinguished School for our high student achievement, innovative support programs, and overall school climate.

At Windemere Ranch, students pursue a rigorous, comprehensive, college-preparatory oriented curriculum. Sixth graders are enrolled in seven classes per day that include general education classes and opportunities to explore several areas of knowledge and enhance a variety of skills through our exploratory elective wheel (music, world language, art, drama, speech/debate, foods, and computer applications). In seventh and eighth grades, students continue their studies in language arts, social studies, mathematics, science, and physical education. Their elective program includes a wide array of high interest courses including instrumental and vocal music, video production, computer applications, advanced technology, digital photography, art, yearbook, leadership, world language (Spanish, French, Mandarin Chinese), drama, dance, speech and debate, baking, living skills, and Advancement Via Individual Determination (AVID). All students end the day with an academic prep period that provides them with an opportunity to begin homework assigned that day, to participate in skill-based intervention programs facilitated by teachers, and to develop citizenship skills through activities facilitated by our Leadership students.

Academic Prep (AP) and Zeros Are Preventable (ZAP) are two innovative programs developed by Windemere administrators and staff with input from both students and parents prior to implementation. There are three main objectives for our AP and ZAP programs: (1) improve academic performance, (2) increase student responsibility, and (3) alleviate student stress. These two programs form a support system that continues to result in a reduction of failing grades, development of better study habits, increased student confidence, greater focus on learning, and a healthier school environment. Our school community is committed to all students and wants them to know that we will do everything possible to help them succeed.

Windemere Ranch parents actively participate on various decision-making committees including our Site Council, Education Fund, and Parent Teacher Student Association (PTSA). Our PTSA program supports the school both financially and with volunteer hours. The parents support student academics and school-wide programs and activities with annual fund raising, which lowers class size, provides an after school sports program, supports yearbook activities, contributes supplies for individual classrooms, and meets other identified needs. Parents volunteer as the need arises in the office, media center, classrooms, and in the supervision of activities and field trips.

Access to technology plays a vital role in the education of our students. Due to the outstanding fundraising efforts of our Education Foundation, Windemere Ranch has been able to provide its students with state of the art technology resources. In almost all classes, students participate in learning activities that integrate the use of computers, iPads, and most recently, personal devices such as cell phones, iPods, electronic readers, and other tablets with wifi capability. With technology, student learning at Windemere is collaborative, relevant, and engaging.

The high academic achievement of our students is one facet that makes Windemere Ranch a great middle school. Our students benefit from a high quality, college-preparatory curriculum that is focused on developing critical thinking skills, integrating technology, and addressing the needs of all learners. Our innovative programs have been recognized as successfully supporting student learning and serve as a model for surrounding schools both within and outside our school district. A wide selection of elective courses, character education activities, and community/family events round out the educational experience for our students. We are very proud of our school and the learning community that we have been able to create.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A.   Each spring, all California public schools participate in the California Standardized Testing and Reports (STAR) program. The STAR program measures the levels at which students have mastered the California content standards in English, math, science and history-social science. Results include scaled scores, performance levels, and cluster results by subject area. The performance levels include advanced, proficient, basic, below basic, and far below basic. The state, district, and school goal is for all students to attain advanced or proficient on each California Standardized Test (CST).

The California Department of Education uses an Academic Performance Index (API) to measure standardized test score performance for individual schools and districts. Schools are assigned a number between 200 and 1,000 with a score of 800 as the goal. Windemere Ranch has consistently exceeded the goal of 800 since opening in 2005. Looking at the past five years, our 2009 score of 950 ranked us as the number one middle school in Contra Costa county and 14th overall in the state. Since then, our API has increased every year, keeping us as the number one middle school in our county and maintaining a ranking in the top 15 schools statewide. In 2013, we celebrated an API score of 986 which ranked us as the number one middle school in California.

B.   Several factors can be attributed to Windemere Ranch's gain in standardized test scores over the past five years. Two factors are the ZAP and AP programs. The ZAP program provides students with the opportunity to complete homework assignments for partial credit rather than receiving a zero. This program is based on the belief that all student work is necessary for student learning to occur. By design, it targets those students who typically do not turn in homework. However, because it has been implemented school wide, all students benefit.

The AP period provides our students with the opportunity to start and/or complete homework assignments before the school day ends. This period supports our belief that homework is an integral component of education that deepens student learning and understanding. Time spent on homework should be balanced with the importance of personal and family well-being, and the wide array of family obligations in our society today. Most important, during AP, teachers have the opportunity to provide intervention sessions for students identified as struggling in a content area.

Three years ago, Windemere Ranch implemented the Advancement Via Individual Determination (AVID) program. Using grade point averages and standardized test scores, students are invited to apply for the AVID program. Once applications have been submitted, teachers rate the candidates on their work habits, peer/adult relationships, attendance, motivation, school attitude, homework habits, and leadership potential. Using the teacher ratings, eligible students are interviewed. Qualified students are enrolled in AVID the following year. Currently, we offer two sections of AVID – one in seventh grade and one in eighth grade. In these classes, students learn about study skills, note-taking strategies, test-taking strategies, and time management. The overall goal of AVID is to develop a college mindset in these students and provide them with college-readiness skills.

Our math assessment data indicates that our school has experienced a significant increase in the number of students scoring advanced on the CST. In 2009, 80% of our eighth grade students scored proficient or advanced with 51% scoring advanced. By 2013, 94% scored proficient or advanced with 73% scoring advanced, a 22% increase. Similar trends are seen in sixth grade math (17% increase) and seventh grade math (11% increase) for students scoring advanced. In the most recent year's data, we did not have an achievement gap of 10% or more between the math test scores of all students and the scores of our significant subgroups.

Our English language arts assessment data indicates that our school has experienced a significant increase in the number of students scoring advanced on the CST. In 2009, 85% of our sixth grade students scored proficient or advanced, with 57% scoring advanced. By 2013, 94% of our sixth grade students scored

proficient or advanced, with 72% scoring advanced, a 15% increase. Similar trends are seen in seventh grade language arts (10% increase) and eighth grade language arts (14% increase) for students scoring advanced. In the most recent year's data, we did not have an achievement gap of 10% or more between the English language arts test scores of all students and the scores of our significant subgroups.

The Windemere Ranch staff is committed to providing an education that supports our mission of all students achieving at a high level. To that end, we continuously monitor various types of assessment data and fine-tune curriculum to address any identified trends. While it is the state's goal is to have all students scoring proficient or advanced on standardized assessments, our school community strives to have all students scoring at the advanced level on these assessments.

2. Using Assessment Results:

Student assessment data is available to all school staff using the district-supported Data Director program. Our counseling office closely monitors CST data for all students and identifies students scoring basic or below in each content area. These students are recommended for intervention programs. In addition to Data Director, our counselors use Schoolloop to generate reports on students who have grades of C- or lower. This information, along with teacher input and recommendations, is used to schedule fall and spring parent conferences. If intervention strategies are unsuccessful, then a Student Study Team meeting will be scheduled to further investigate the causes for low academic performance and prepare an action plan to address the needs of the student.

English teachers use CST data to help them identify the reading and writing levels of their students. Next, they develop units and lessons that are accessible to each student and serve to increase reading and writing ability. Math teachers review cluster scores to identify trends. For example, algebra teachers noticed that students scored lower last year in evaluating rational expressions than in previous years. This information prompted professional dialogue about how the unit and teaching strategies could be revised for the current year. Increasing cluster scores can validate teaching strategies and curricular units.

Quantitative data validated both ZAP and AP programs. In the fall of 2007, teachers counted the number of assignments receiving a score of zero in their grade books. The results ranged from a high of 4.4% in language arts to a low of 2.6% in world languages. After one year with the ZAP and AP programs in place, the teachers once again counted the zeros in the fall of 2008. The results were impressive with a high of 1.2% in mathematics and a low of 0.5% in world languages. For our at-risk groups in math, sixth grade dropped from 11% to 3.4% and eighth grade dropped from 11.1% to 3.8%. Because students are completing and receiving credit for more assignments, we have seen a decrease in the number of students receiving D's and F's and an increase in student learning and confidence.

Teachers and staff use Schoolloop to inform parents of academic achievement. Student progress reports are updated weekly and quarterly emails are sent to parents if a student has a grade of C- or lower in any class. Other academic achievement information is available on the school's website and daily bulletins.

3. Sharing Lessons Learned:

Bi-annually, the district facilitates professional development days. Often, the district calls upon its own teachers to serve as experts in the field. Windemere Ranch teachers have shared their successful teaching strategies and/or innovative programs on several occasions. Some examples of workshop titles that our teachers have presented include: Habitudes – a program that teaches character and leadership through powerful images, conversations, and experiences; Standards for Mathematical Practice – activities for recognizing patterns in systems of equations and strategies for helping students to justify their solutions; iMovie and Keynote – how to create and use in the classroom; Educreations – engaging and assessing students through online video creation; YouTube and Advanced Google Search – how to use the tools to create multi-media text sets; Google Forms – using them to scaffold student thinking; and, Ning – creating a protected academic social networking environment.

Two California Distinguished School awards and increasing standardized test scores have drawn the attention of schools within our district and surrounding districts. Representatives from interested schools have come to see how our ZAP and AP programs are facilitated. As a result, many schools have adopted our model or a version of our model for their own students. Additionally, both programs were presented at a California League of Middle Schools conference in Sacramento. Research to support the design of each program and assessment data to show that the programs resulted in increased student achievement was included in the presentation.

Aside from ZAP and AP, our teachers have presented a variety of strategies and programs at summer workshops and annual conferences. Some examples include: Flip Teaching – East Bay Computer Using Educators (EBCUE) conference, Challenge Based Learning Projects – EBCUE, Creating a Google Site – University of Phoenix, and Using QR Codes to Engage Students – Foothill College. Whenever teachers present at or attend professional development conferences, they are always encouraged to share what they have learned with their school community.

Each year, teachers participate in vertical articulation to ensure the smooth transition between grade levels and between feeder schools. As we complete the transition to the Common Core standards these meetings are vital to ensuring student success as they move from the elementary to middle school and middle school to high school. At these meetings teachers are able to discuss curriculum alignment and share strategies, resources, and assessments.

4. **Engaging Families and Community:**

Heritage Night, Back to School Night, and Open House are three major community events where Windemere Ranch students, teachers, staff, and families share and learn about the many facets that make our school a wonderful place for learning. Heritage Night is an evening devoted to celebrating culture. In the multi-purpose room, families prepare cultural displays that include artifacts, clothing, traditions, and food samples. This is followed by student performances in the gymnasium.

At Back to School Night, the principal welcomes parents and teachers share the curriculum and general school/classroom expectations. This past year, the focus was on helping parents understand the Common Core standards and providing resources to help them better understand this new curriculum. At Open House, the community is invited to celebrate the hard work of our Windemere Ranch students. Families tour classrooms and see a variety of students' assignments, projects, experiments, and live performances.

Other examples of community events include, but are not limited to, the annual Science Fair, Robofest, Street Smarts, Girls in Technology, and Kids Against Hunger. With a $25 donation, students and families can purchase and package highly nutritious meals that will be delivered by Kids Against Hunger to malnourished children in underdeveloped countries, disaster situations, and children in the United States. The Street Smarts program encourages middle school students to create a sixty-second public safety announcement on traffic safety. Winning videos are premiered at an annual community awards ceremony.

Our leadership students coordinate fundraising efforts for our community. Some examples are Pennies for Patients, Coins for a Cure, Coins for Campers, and Hurricane Katrina Relief (Red Cross). Locally, donation drives for our sister school in Oakland, California are coordinated with PTSA. Prior to and during a fundraiser, the leadership students come into the AP classrooms to educate the students about the cause and how the donations will impact the lives of those in need.

In both fifth and eighth grades, students participate in assemblies and interact with faculty, staff, and students from their future school. Parents are encouraged to attend information nights where they learn about the transitions between elementary, middle, and high school.

At Windemere Ranch, our community is committed to educating the whole child – academically, socially, emotionally, and morally. We recognize that maintaining an active relationship with our parents and

community is vital to achieving our mission – "all students will achieve at high levels and become responsible, productive citizens."

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

As a school community, we are currently in the process of transitioning from our traditional California State standards to the new Common Core standards. Our teachers have embraced the new curriculum and are working toward implementing the philosophy of Common Core into all content areas.

In English language arts, the Reading and Writing Project workshop model provides teachers with learning activities that require students to read, write, speak, listen, and effectively synthesize language. By eighth grade, students have engaged in the following types of writing: expository, narrative, analytical, persuasive, and argumentative. With technology, students can collaborate, produce, and publish original writing using programs such as Ning, Google Docs, and Prezi. Reading instruction includes the close reading of both fictional and non-fictional texts and focuses on furthering the students' ability to read at greater text complexity. Explicit reading strategies help students master citing evidence in research papers. Accountable talk strategies help students engage in and sustain productive collaborative discussions. Finally, vocabulary and grammar development are integrated in both writing and discussion.

In mathematics, we currently offer the following courses: Common Core Math 6, Common Core Math 7, Accelerated Math 7, Common Core Math 8, Advanced Algebra, and Geometry. Using Common Core standards, pathways for acceleration allow high achieving students to complete a high school level Algebra 1 course before enrolling in ninth grade. Long before the introduction of Common Core, our math department embraced the Standards for Mathematical Practice with an emphasis on critical thinking, perseverance, and justification. In all courses, students participate in performance tasks, real-world application problems, study skills development, and peer collaboration.

In science, our sixth grade curriculum focuses on earth science where students learn about the foundation of the earth and its atmosphere (geology, oceanography, and meteorology). Our seventh grade curriculum focuses on life science where students learn about the structure and function of living things (cell biology, genetics, and evolution). In addition to these topics, seventh grade students explore the physical principles of light. Our eighth grade curriculum focuses on physical science where students learn about the basic principles of physics (motion, force, matter, and density/buoyancy). In all three years, students participate in laboratory experiments and utilize technology to bring real-world relevance to the curriculum. This year, the science department and our students built our first school garden.

In social studies, our sixth grade curriculum focuses on ancient civilizations with an emphasis on the development of early civilizations, including the Paleolithic era. Our seventh grade curriculum continues this study with an emphasis on the development of civilizations in Middle Ages and Medieval times. In both curriculums, students explore the geography, culture, religion and the political structure of each civilization. Our eighth grade curriculum focuses on the formation of our nation starting with the events that led to the development of the Constitution and ending with the Civil War, Reconstruction, and Industrial Revolution. In all three courses, students make cross-curricular connections, develop arguments based on cause/effect, work collaboratively, and think critically about issues and themes and their relevance in today's world.

Our elective program offers students a wide variety of courses essential to providing our students with a well-rounded education. The world language program offers a two-year study of high school level Spanish 1, French 1, or Chinese 1. With a passing grade in eighth grade, students can take Spanish 2, French 2, or Chinese 2 at the high school. The visual and performing arts program offers band, orchestra, choir, drama, dance, stagecraft, video production, speech and debate, visual arts, and digital media. The technical arts program offers computer projects, computer applications, and homepage design. Other elective courses include living skills, AVID, teacher/office aide, leadership, forensic science, and yearbook.

In physical education, the curriculum has a strong emphasis on the health component of fitness. All students participate in their PE class five days a week. Three of these days are devoted to developing skills, practicing, and playing a wide variety of sports. The remaining two days are devoted to muscular and

cardiovascular development and endurance activities. The curriculum is modified to accommodate all students regardless of skill and fitness levels. Students are encouraged to set fitness goals and monitor their progress toward those goals.

2. Reading/English:

Windemere Ranch implements the district supported Reading and Writing Project model of teaching, which immerses students in authentic, explicit instruction of strategies and skills that facilitate their lifelong development as effective readers and writers. For example, students are taught to recognize the elements of good writing through apprenticeship of novels, short stories, and non-fiction text. They then apply these strategies by mirroring the quality of experienced writers in their own work. Regardless of a student's reading and writing level, all benefit from this model of teaching by becoming better readers and writers as well as developing effective communication and critical thinking skills.

In addition to the Reading and Writing Project, teachers develop text sets to provide multiple perspectives on complex issues. Text sets enrich the curriculum and develop students' reading ability by providing a variety of forms of texts/images, and support synthesis, application, and critical thinking. Instruction with text sets allows students to make connections between texts, reflect on previous related texts, and construct new knowledge by debating issues both formally and informally.

To support and improve the reading skills of all of our students, our teachers integrate Newsela into the curriculum. At this site, students engage in close non-fiction reading based on current events. When a student opens an article, they are given a version based on his/her reading ability (lexile). Students can take quick online assessments that are Common Core-aligned and teachers can monitor the results. Using these results and other standardized test data, teachers can set and change the lexile level for each individual student. Outside of Newsela, students participate in book clubs based on their lexile levels.

To develop vocabulary, students and teachers use Membean. This website provides multimodal vocabulary instruction with audio and visual engagement (videos), immersion word pages, word constellations to develop connectedness, root pages, and game-like practice pages to engage students. This program can be customized for varied student ability and updated based on progress. In sixth grade, Spelling City is used to support vocabulary in language arts, social studies, and science.

Our goal has always been to have 100% of our students scoring proficient or advanced on the CST for English language arts. To that end, we are constantly looking for innovative ways to further develop the reading, writing, and speaking ability of all students and provide a curriculum that supports college and career readiness.

3. Mathematics:

Mathematics instruction at Windemere Ranch is currently focused on transitioning from the California state standards to the Common Core national standards and the integration of the Standards for Mathematical Practice. Grade level teachers collaborate weekly to develop units of instruction, lesson plans, common assessments, and performance tasks. During collaboration meetings, teachers explore strategies to support struggling learners and develop enrichment activities for advanced learners.

Our ZAP and AP programs support all learners at the school. We believe there is value in meaningful homework assignments and students who complete these assignments will build a stronger mathematical foundation. Rather than earning zero grades for missing or incomplete work, students can take advantage of the ZAP program. By offering partial credit, this program communicates to students that math homework is important and valuable to their overall learning. After the first semester, student data is reviewed. Students with a homework average of 70% or lower and/or an assessment average of 75% or lower are scheduled into an AP class with a math teacher. During AP, these students correct past homework assignments, complete current assignments, and/or receive additional instruction.

In our math classrooms, students deepen their understanding of the curriculum by explaining and justifying their own work and the work of their peers. Performance tasks and critical thinking problems are integrated into every unit. Strategic student grouping and scaffolding activities help students increase their ability to complete these higher-order learning activities. Our teachers benefit from the resources available through the Silicon Valley Math Initiative. This organization offers an annual Mathematics Assessment Resource Service (MARS) exam, a summative math assessment that includes non-routine math problems where students must justify and explain their answers, and Problem of the Month, a leveled problem solving series.

Outside of the classroom, students have the opportunity to participate in the AMC 8 math competition, join the MathCounts team, and attend Family Math nights. Last year, Family Math nights focused on introducing students and their parents to the new Common Core math curriculum and to the Standards of Mathematical Practice. At each event, teachers provide leveled problems around a central theme so that regardless of age everyone remains engaged. Finally, each family picks one problem and makes a poster showing their solution and process. These posters are hung around the perimeter of the multi-purpose room. Families are encouraged to see all of the different ways that problems are solved.

4. Additional Curriculum Area:

The Windemere Ranch science program offers students engaging lessons and labs that address a variety of learning modalities. In the Fast Plant Lab, students plant a seed and care for the developing plant. The Elodea Lab allows students to observe prepared plant cell slides using a microscope and then create their own slides. The Frog Dissection Lab starts with dissection of an actual frog and then moves to using an iPad app to review the dissection with a simulation. Murder mystery labs engage students in solving a mystery using data collection, data analysis, blood typing information, and Punnett squares, pedigree charts and probability for genetics.

Students are assessed using a variety of techniques. On chapter exams and quizzes, students answer multiple-choice questions and short answer questions. These may ask a student to analyze data in a chart or diagram and then respond to a question using that data. Starting in sixth grade, students complete lab write-ups following a specific format. The expectations for these write-ups increase in complexity in seventh grade and again in eighth grade. Webb's four levels of Depth of Knowledge are used to develop performance tasks to ensure that students extend their learning beyond the exercise of recalling facts. Finally, activities such as quick writes and warm-ups are used regularly as one type of formative assessment.

Using Netlogo simulations, students explore behaviors under various environmental conditions. Teachers can choose from pre-written models that can be modified or create their own. A student favorite is the Wolf Sheep Predation model where students study the stability of an environment despite changes in population size. Zingy provides students with online animated science lessons that support and reinforce the curriculum. While all students participate in the program, it is particularly effective for our under achieving students who benefit from the extra practice and review.

Other data-based websites (Facts on File, Infotrac) support student research and provide supplemental resources (articles, videos). This year, the science department participated in a cross-curricular project on the Bubonic Plague. Students read science related articles, studied the historical impact of the disease, and modeled the infection rate at our site with graphing. Ultimately, the students connected the results to the spread of modern day infectious diseases.

Our science department creates interactive units of instruction that meet the curriculum standards and ensures that all students will learn at high levels and become responsible, productive citizens.

5. Instructional Methods:

Differentiated instruction to meet the needs of a diverse student community is integrated into all curricular areas. Students engagement and responsiveness is increased when instruction is provided at their readiness levels and considers their interests. By providing students with choices in learning activities and

assessments, students take ownership of their education and, with success, increase their confidence.

In many courses, students are given choices for topics on individual and small group open-ended and performance-based projects. Prior to starting a unit, pre-assessments may be used to identify skills needing reinforcement. After receiving additional instruction during AP or after school, some students may be re-assessed to demonstrate their learning. Extension activities are available to students to further explore a topic. Lessons are presented in a variety of modalities, including but not limited to video, computer applications, interactive lectures, labs, student response systems (clickers), and Socratic seminars.

In sixth through eighth grade social studies, teachers enhance the curriculum by providing cross-curricular lessons to help students analyze connections and evaluate sources with a critical eye. Students explore cause and effect by tracing arguments and developing their own arguments. Students are offered choices in how they will demonstrate their learning. Finally, Newsela provides articles on current events at each student's individual reading level.

In visual and performing arts, students work both independently and collaboratively to produce a project or performance. Through group work, students are engaged in creative problem solving, goal setting, and strategizing to overcome challenges and obstacles. Computers and iPads are used to create music, sound effects, digital photography, homepage development, and graphic media. All these activities develop higher level thinking skills that ultimately support college and career readiness.

Technology is widely available to all teachers and students. Aside from the previously mentioned Newsela, Membean, Ning, Netlogo and Zingy sites, students use technology to practice math skills (IXL), make videos (Educreations, iMovie), create presentations or forms (Google Docs), practice grammar (NoRedInk), and participate in flipped lessons (YouTube, Mimio).

Culturally and Linguistically Responsive Teaching (CLRT) is being implemented in sixth grade to inform, influence and inspire our school population through the use of culturally responsive text and vocabulary acquisition strategies. Other CLRT strategies include movement, call/response, and instructional variety that motivate students and hold them accountable for their learning.

6. **Professional Development:**

Working together, we are stronger. One of the strengths of our school community is staff commitment to supporting each other and lifelong learning. Every Wednesday mornings following a short staff meeting, teachers collaborate to develop lessons/units, create common assessments, share teaching strategies, share evaluation of student work, and/or analyze student data. Occasionally, staff members are available to train each other on topics such as Socratic seminars, Cornell note taking, differentiated instruction strategies, brain research, and technology in the classroom, to name a few. Also, time is provided for annual trainings on mandated reporting policies, safety protocols, and student health issues.

Two years ago, the administration developed a peer observation form. All teachers are encouraged to observe each other and provide feedback. When observing, teachers look for new and interesting strategies that could be implemented in their own classrooms. If a teacher wants to observe a class during a time that s/he would otherwise be teaching, then an administrator helps make arrangements for a paid substitute. Some teachers use it for vertical articulation, exploring classes outside of their content area, or studying classroom management strategies, to name a few. Ultimately, we learn that we all have strengths and that sharing them benefits our entire school community.

The administration at Windemere Ranch encourages professional development and has created several opportunities for all staff members to participate in activities that are aligned with academic standards and support student achievement and/or school improvement. This past year, Our Site Improvement Plan funded $30,000 in requests. These opportunities included sending teachers to conferences offered by the California Association of Teachers of English, Computer Using Educators, California Math Council, National Council of Teacher of Mathematics Interactive Common Core Institute, America Geophysical Union, California

Music Educators Association, Special Education Law symposium, and California League of Middle Schools, to name a few.

Our district develops and facilitates two professional development days for all certificated staff members. For the past two years, the focus has been on the transition to the Common Core standards in all content areas. Input from site administrators and site curriculum leaders is used to develop the theme of the day and the individual sessions that will be offered to staff. Aside from these training opportunities, district professional development days afford teachers an opportunity to meet with teachers from sites other than their own. Many valuable strategies and programs are shared during this collaborative time.

7. School Leadership

At Windermere Ranch, school leadership begins with the principal and is shared among the assistant principals, curriculum leaders, Principal's Cabinet, School Site Council, Student Council, and PTSA. Guided by our mission, this shared leadership model provides opportunities to explore and give input regarding programs and services that impact curriculum and climate.

Principal's Cabinet comprises the principal, assistant principals, and site curriculum leaders. At weekly meetings, members discuss and advise on current, on-going, and new school programs. Additionally, the cabinet provides suggestions for weekly staff meetings and professional development. Finally, members can present issues and concerns raised by staff for discussion and, ultimately, resolution with the focus on student achievement.

School Site Council oversees the school improvement plan and allocates resources to support the plan. Aside from the principal, all other members are elected by their peers to serve a two-year term on the council. The elected members include parents, students, certificated staff, and classified staff. All are welcome to attend School Site Council meetings; however, only elected members of the council are allowed to vote.

Student Council representatives are elected in each AP classroom. These representatives attend monthly meetings facilitated by our elected student leaders. Our student leaders, in collaboration with the leadership teacher and the administration, create the agenda. At the meetings, representatives vote on expenditures from the Associated Student Body account and discuss school related matters. Following the meeting, representatives report outcomes to their AP class.

The Parent Teacher Student Association provides leadership for the school by funding projects and organizing a variety of activities that support the academic and social development of our students. Community events include a welcome back ice cream social and parent education nights. This year, parents were invited to hear a guest speaker on the effects of name calling and bullying. Each fall, PTSA is instrumental in planning, funding, and facilitating our annual Heritage Night where students and their families celebrate the diversity of our school through cultural exhibits, food, and performances. Other student activities funded by PTSA include the AMC 8 math contest, STEM Q & A, Red Ribbon Week, Reflections art contest, and new student orientation. Field trip scholarships and classroom resources are some examples of how PTSA supports academic learning. Throughout the year, parent members coordinate teacher appreciation/hospitality events. Finally, PTSA augments safety/emergency supplies and donation drives (toys, coats, books, school supplies) for our sister school in Oakland.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: California Department of Education

Test: California Standards Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	91	90	85	91	83
% Advanced	74	68	66	66	57
Number of students tested	402	397	316	308	258
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced		92	90	86	67
% Advanced		65	63	57	40
Number of students tested		78	40	35	30
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	95	96	96	93	93
% Advanced	83	79	82	76	72
Number of students tested	289	291	204	198	149
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	90	86	79	87	80
% Advanced	55	38	53	44	40
Number of students tested	40	42	38	39	55
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 7
Publisher: California Department of Education

Test: California Standards Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	91	90	90	83	83
% Advanced	70	71	70	59	61
Number of students tested	412	312	326	282	223
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced		94		77	89
% Advanced		66		50	71
Number of students tested		32		34	28
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	96	96	94	96	96
% Advanced	82	85	82	76	79
Number of students tested	304	212	217	167	136
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	83	85	81	72	78
% Advanced	39	55	44	33	49
Number of students tested	41	33	41	46	37
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

Subject: Math　　　　　　　　　　　　　**Test:** California Standards Test
All Students Tested/Grade: 8　　　　　　**Edition/Publication Year:** 2013
Publisher: California Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	93	90	93	80
% Advanced	73	68	60	75	51
Number of students tested	311	332	285	245	373
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced			85	100	
% Advanced			59	85	
Number of students tested			34	34	
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	98	96	96	98	93
% Advanced	86	80	76	85	70
Number of students tested	216	225	185	164	212
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	87	85	70	94	69
% Advanced	52	44	32	74	28
Number of students tested	31	41	40	31	94
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: California Department of Education

Test: California Standards Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	92	88	93	85
% Advanced	72	72	69	71	57
Number of students tested	402	397	316	308	258
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced		89	83	74	60
% Advanced		63	55	49	33
Number of students tested		78	40	35	30
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	97	97	94	93	91
% Advanced	80	79	80	78	67
Number of students tested	289	291	204	198	149
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	93	83	90	92	84
% Advanced	60	52	71	64	49
Number of students tested	40	42	38	39	55
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA   **Test:** California Standards Test
All Students Tested/Grade: 7   **Edition/Publication Year:** 2013
Publisher: California Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	93	94	93	87	89
% Advanced	73	79	72	58	63
Number of students tested	412	312	326	282	223
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced		88		68	89
% Advanced		66		29	64
Number of students tested		32		34	28
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	97	97	95	92	97
% Advanced	81	89	78	72	76
Number of students tested	304	212	217	167	136
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	88	94	85	78	87
% Advanced	56	64	46	48	60
Number of students tested	41	33	41	46	37
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA   **Test:** California Standards Test
All Students Tested/Grade: 8   **Edition/Publication Year:** 2013
Publisher: California Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	92	92	91	89	85
% Advanced	72	73	66	72	58
Number of students tested	311	332	285	245	372
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced			77	77	
% Advanced			41	59	
Number of students tested			34	34	
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	96	93	95	96	91
% Advanced	82	77	77	82	70
Number of students tested	216	225	185	164	211
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	84	88	85	90	80
% Advanced	61	56	53	68	45
Number of students tested	31	41	40	31	94
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: