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 [X] Charter [ ] Magnet [ ] Choice

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

Official School Name University High School
(As it should appear in the official records)

School Mailing Address 2611 East Matoian M/S UH134
(If address is P.O. Box, also include street address.)

City Fresno State CA Zip Code+4 (9 digits total) 93740-8010

County Fresno State School Code Number* 10-62166-0114553

Telephone 559-278-8263 Fax 559-278-0447

Web site/URL http://www.uhsfresno.com E-mail jbushman@csufresno.edu

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* _____ E-mail: _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fresno Unified Tel. 559-457-3000

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 Dr. Paul Beare
(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 (per district designation):
   0 Elementary schools (includes K-8)
   0 Middle/Junior high schools
   1 High schools
   0 K-12 schools

   1 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
   [X] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 8 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	0	0	0
7	0	0	0
8	0	0	0
9	53	77	130
10	56	77	133
11	58	60	118
12	46	68	114
Total Students	213	282	495

5. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
27 % Asian
5 % Black or African American
23 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
44 % White
0 % 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	3
(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)]	24
(4) Total number of students in the school as of October 1	484
(5) Total transferred students in row (3) divided by total students in row (4)	0.050
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

Number of non-English languages represented: 0
Specify non-English languages:

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

Total number students who qualify: 44

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: 1 %
3 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.

2 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
0 Deaf-Blindness	0 Specific Learning Disability
0 Emotional Disturbance	1 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 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	2
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 24:1

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%	97%	97%	97%	98%
High school graduation rate	100%	98%	99%	94%	98%

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	105
Enrolled in a 4-year college or university	79%
Enrolled in a community college	18%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	1%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes_ No X

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

PART III – SUMMARY

At the end of the 1990's, the dean of the College of Arts and Humanities on the campus of California State University, Fresno conceived the idea of starting a charter high school at Fresno State.The intent was "to create a school that articulated a vision for education in the 21st century" that would be based upon the latest educational research, implement best practices in instruction and serve as a model of educational innovation. At the time Fresno California had one of the highest poverty rates and lowest education rates in the nation.

With the support of the university's president, the dean began the process of creating the school.He called on many different educational leaders in the community to assist him.This collaboration included university administrators, professors, master teachers from local high schools, and community members from throughout Central California. The result of this collaboration was the University High School (UHS) Charter and its unique curriculum and organization, which included a clear vision and mission. The school would be a liberal-arts college prep program that included music in its curriculum in a small high school environment (490 students). All pupils would receive a strong foundation in music performance and theory as well as a full complement of college prep courses, including Latin, 5 sciences, social sciences, and math. All students graduate from UHS with almost a year of university work completed.

The school opened in the fall of the 2000-01 school year as an independent, direct-funded charter high school, unaffiliated with any larger organization or management group and governed by its own board.

Unlike students at other high schools, all students at UHS choose to come to the school and provide their own transportation.Currently students attend from 13 different cities and 36 different zip codes and may travel more than an hour each way to attend the school.

The 2014-15 school year will be the 15th in the school's history and in those 15 years the school has exceeded the expectations of its founders.It is a school worthy of National Blue Ribbon distinction for several reasons.

First, it has become an exceptional college prep program.For almost a decade it has been the highest performing high school in California's San Joaquin Valley, consistently ranking among California's best and was named the second best charter high school in California last year by the University of Southern California's School Performance Dashboard for 2013.That accolade followed a string of recognitions dating back to 2007-08 when US News and World Report listed it as the 5th best charter school and the 36th best public high school in the Nation.But the true measure of a college prep school is the success of its students in college, and here the data is clear. UHS, compared with local schools in the area, (according to National Student Clearinghouse Student Tracker report), sends more graduates to college (94%), and more students to a 4-year university (71%) than other schools.More important a larger percentage are staying in college and graduating than the national averages. The class of 2007, for example, had 49% graduate within 4 years, 75% by six (national average=59%).

And the parents and students are happy.The mobility rate is very low and despite the commute very few who begin their high school career at UHS leave before graduation.Of the 135 freshmen who started with UHS in 2012, after almost two full years, only 7 students have left. Perhaps this is why in a recent parent survey 86% of the parents gave the school the highest rating (on a five point scale) with 98% rating the school as excellent or good (response rate of 53%).

But what really makes UHS distinctive is the role is plays in the community.Because UHS exists as a charter school students may investigate alternatives to their traditional public high school.This is exactly what has happened.District superintendents have told us that over the years our school's presence has made them improve their own programs. Districts have created middle school articulation programs, changed district transportation, created new high school programs, and increased communication with their middle school students, all in attempts to reduce the attrition from their own schools.In the south part of town a school principal actually got up in his faculty meeting and stated "we will not lose any more of our students to

University High School.”That school then implemented a new program designed to keep their college bound students in their own school.

University High School's success has benefitted its own students, but also its community, and other community schools (including other National Blue Ribbon recognized schools).For this reason, the school is worthy of recognition.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A) University High School is a college preparatory charter high school that, since its inception, has routinely scored above the state target levels of proficiency. In California Standards Tests (CSTs), there are five deciles on the test and all students are expected to score in the top two deciles (proficient and advanced).UHS students score 40% better than the average California student in English and 50% better than students in Fresno Unified.In science and social studies, UHS doubles the proficiency rate of Fresno Unified and is approximately 30% higher than state averages.UHS math proficiency is 10-15% higher than Fresno Unified and the state.All students must pass both English and Math sections of the California High School Exit Exam (CAHSEE) in order to graduate from high school.Only 10 students from UHS have not passed the CAHSEE on the first attempt; 100% of students have ultimately passed.For the Physical Fitness Tests, 72% of UHS students meet six of six healthy fitness zones.In Fresno Unified, only 22% of students meet this standard, and in California, only 36%.In Academic Performance Index (API) ranking, UHS scores a 10 (out of 10) compared with all other schools, meaning that we are considered to be in the top 10% of the state.We receive a ranking of 9 when compared to statistically similar schools. Additionally, UHS has met 100% of our Adequate Yearly Progress (AYP) targets every year.These targets include participation rates and passage rates for the CAHSEE, graduation rate, and API score.

B)Standardized test results for English Language Arts have been outstanding for the past five years.Ninety-five percent of UHS students score proficient or advanced.Mathematics scores over the same period have varied more, but still exceed the district and state percentages during that period.

UHS percentages for English Language Arts on the CAHSEE are very similar to the standardized test results, but mathematics results are not.While district and state percentages are about the same, UHS mathematics percentages are much higher on the CASHEE than on the standardized tests.

This past year, although UHS scores were high, there were differences among demographic groups. Although UHS English Language Arts percentage scores did not vary significantly among different demographic groupings.Mathematics percentages were lower for the Hispanic/Latino and Black/African American groups and higher for the Asian group.Regardless of ethnic background, the Socioeconomically Disadvantaged group received the lowest scores in math.

UHS has taken many steps to reduce math gaps among our students, especially because our incoming 9th graders come from many different cities with very different skill levels.From 2000-2012, our school's math entrance requirement was completion of Algebra I with a grade of C or better because ALL freshman take Algebra 2 as a freshman.We noticed, however, that the Algebra I curriculum taught in 8th grade varied greatly by school and district.We also determined by 2006 that the quality of the students' middle school math education strongly influenced their performance in our freshman Algebra II course, affecting their later test scores.So we implemented the Mathematics Diagnostic Testing Project (MDTP) for our incoming students, which prompted curriculum changes to Algebra II.With the diagnostic program we were able to send all incoming students a report on their own math skill levels and give them access to summer work they could do to improve their skills before they even began school with us.We then tried to close the achievement gap by implementing Accelerated Math from Renaissance Learning.This helped but the program relied heavily on calculator usage, which was not permitted on standardized tests and didn't fit with our department philosophy.Next we introduced a mastery learning approach for Algebra II, which entailed creating a set of standards that ALL students must master to progress through our math program.Students were required to pass assessments with an 80% score or better, retaking them if necessary, to proceed to the next math course.This change helped but did not close the achievement gap as desired.So, with our expanded computer access, our math department began a blended learning approach using an online program called Study Island.We have noticed small improvements over the past couple of years using it, but have not seen expected improvement in test scores.Looking at the most recent sub-group data, we have decided that next year we will make another change.Currently, most of our math classes utilize teacher-centered, direct instruction.We will be changing teaching practices to be more student-centered and are

looking at Carnegie Learning to help us achieve this; they have an online component that differentiates instruction better than Study Island.

2. Using Assessment Results:

At University High School, assessment data is considered crucial to designing, refining, and articulating the educational experience for all of our students.Therefore, data from many assessments is systematically collected, evaluated, acted upon, and disseminated among community stakeholders.

First, analysis of data is a critical component of teaching improvement.Annually, the principal sends all faculty score data regarding state standardized (STAR) and Advanced Placement (AP) exams.Throughout the year, teachers receive additional data, including parent and student survey results.Teachers discuss this and other data during inservices in August and throughout the year trends and shifts.

Second, data is used to develop curricula and close achievement gaps.Our mathematics department goal has been to reduce the number of students scoring in the “basic” or “below basic” categories on the STAR exams.Incoming students are tested, and those who exhibit skill levels below UHS standards are given special attention with the use of the Study Island program. Other departments have also modified curricula and instruction accordingly.The social studies department noticed that students scored below expectations on questions related to post-World War II history.The teachers of U.S. History, therefore, compressed their fall curricula to save time in the spring for more coverage of recent history.

Third, faculty members are evaluated in part using various assessment data.Teachers meet individually with the principal annually and are given a performance evaluation.These reports routinely include STAR and AP data, along with data from the annual Parent Survey, in which the parents are asked to evaluate particular departments by grade level.The data is discussed with the teacher, with special attention given to possible means for improvement.Moreover, students evaluate teachers in the spring by rating them and providing written feedback.These ratings are included in faculty evaluations, and the comments provide additional material for professional development discussion.

Fourth, data guides UHS in accomplishing its goals of character education and improving the school’s technology level, both of which are current WASC goals as well as critical components of its Expected Schoolwide Learning Results.Annually, students take a “climate survey”, rating how well UHS maintains a safe and constructive learning environment.This data led to the introduction of a comprehensive online media and social networking policy to prevent behaviors such as “cyberbullying”.Moreover, our school administers a survey to alumni each year.The school embraced increased "technology curriculum integration" as a school goal, in part, because the school’s alumni indicated that they considered this to be essential.

Finally, UHS regularly disseminates data among students, parents, benefactors, and the public.The school sends daily e-mail bulletins to parents and teachers, often including news regarding assessment data.Assessment information is available on the U.H.S. website and on flyers available in the front office.Moreover, counselors and other administrators share data with parents during individual meetings.

3. Sharing Lessons Learned:

Our charter states “the school’s educators will use and continually develop exemplary instructional practices,” and will “spur ideas on educational innovation and reform and serve as a positive example for other schools and districts.”University High School has a full-time teaching staff of only 20 but it has had several opportunities to share successful strategies with other educators, both locally and nationally, particularly in the math and science departments.

In math, one of our teachers has been the lead instructor in the Summer Academy in Science, Technology, Engineering, and Mathematics at California State University, Fresno.In this week-long workshop, a select group of math teachers in the San Joaquin Valley along with two math professors and one representative from the Fresno County Office of Education train about 30 teachers every year in student-centered, debate-

style math instruction with a class of about 20 middle school students and 30 elementary school students serving as the model class for the workshop.

In the science department, we were awarded a $425,000 California Department of Education 'best practices' dissemination grant for the department's use of Modeling Instruction.This grant affected teachers both in the San Joaquin Valley and on the Central California Coast. In addition, two of our teachers have been involved in training high school and middle school physics, chemistry, and physical science teachers in Modeling Instruction, a nationally recognized instructional strategy.Our science teachers have been involved in mentoring first year science teachers in physics and chemistry while our department chair has been involved in developing and deploying chemistry modeling materials with collaborators at Arizona State University.

The PE department was the grand prize winners of the Governor's Fitness Challenge in 2008-09 and is currently working with Fresno State (under a grant from Kaiser), as a demonstration model PE program for preservice teachers who come to observe our program.

Since our school exists on the Fresno State campus, we have had a number of Fresno State students come to observe some of our classes every year in their particular disciplines as part of their teacher observation requirements for obtaining their teaching credential.

Finally, three of our teachers and administrators are involved in leadership instruction at Fresno State.One of our counselors teaches in the counseling program, one of our language teachers has taught the foreign language instruction methods class, and our Head of School teaches in the leadership program.

4. Engaging Families and Community:

Because we are a small charter school without a district office or other umbrella organization, and our students have come from all over the valley to attend, it was important for us to build camaraderie among our students.Equally important was the need to engage and empower our stakeholders to take an active role in every aspect of their students' education.We are too small to run a full-service program (with all the extra activities) without parent and community support.

So the school did two things.First it gave parents multiple resources to monitor their student's academic progress. Parents can track grades and attendance daily via a school server.Teachers share course syllabi, assignments, and additional resources through Moodle, a document sharing site.Counselors train parents and students to use Naviance and Family Connection, which allow users to take career assessments and research potential careers, develop a preferred college list, access an SAT test preparation program, and search for pertinent scholarships.The use of Naviance and Family Connection has facilitated college enrollment resulting in more than 90% of our students matriculating to colleges or universities upon graduation from UHS.

We meet with parents in grade level meetings to circulate information that is pertinent to each level.We hold a Freshman Parent orientation, in addition to the freshman student orientation. Each year we have two open school events, Back to School Night, and Open House.Informational sessions regarding enrollment in AP courses, senior student events, college entrance information, and general information specific to each grade level are offered.

Secondly the school created a very complex volunteer network.Phoenix Alliance is the official parent group at UHS but under Phoenix Alliance is our volunteer network that routinely makes volunteer activities available to parents.With this system parents are notified weekly of volunteer opportunities at the school from "clean-up days" to coaching opportunities to supervision assignments.

Lastly, our school has a unique elective session that at the end of each semester allows the larger community to actively engage with our students in their areas of expertise.For example, professional artists, business leaders, and medical professionals have been encouraged to teach elective classes at UHS, all to the benefit of our students.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

University High School is a college preparatory public charter high school with a liberal arts focus and music pathway located on the campus of California State University, Fresno.All students take an articulated college prep curriculum that includes both high school and college courses to earn a high school diploma.Students graduate from UHS with a year of university work completed as well as numerous AP courses.Because the school sits on the campus of a major university, college readiness is continually developed and reinforced throughout the instructional process all four years.It is important to note that students who graduate from UHS will have meet the course requirements of every major university in the country.

As a college prep school, ALL students at UHS are required to pass a comprehensive program, including the following to graduate:

English 4 years: With Advanced Placement English for both the junior and senior years.

Foreign Language 3-4 years: Two years of Latin (9th and 10th) and two semesters of a university foreign language.Students select the language of their choice.More Latin is an option among the other 13 language choices.

Science 4 years: Freshman year physics incorporates cross-curricular correlations with Algebra 2.Chemistry is taken during the sophomore year as a preparation for biology in the junior year, which is a college course. Senior year science is a CSU Fresno Environmental Science course.

Math 4 years: All freshman students are required to take Algebra 2, which emphasizes that math is the language of science; mastery assessments emphasize real world applications. Geometry and Pre-calculus are taught in the 10th grade.AP Calculus and AP Statistics are taken in the junior and senior years, with an option of taking advanced mathematics courses in the university mathematics department.

History 3 years: 1 year of university world history, AP US history (11th), and AP Government or AP Economics (12th).

PE 2 years: Lifetime health and fitness is at the core of our physical education program through all four years. All students participate in a variety of physical activities using proper form while also learning about the correlation between nutrition and health.

Music 4 years:Music courses are required of all students and include 4 years of music theory/ history organized in historical time bands.Performing groups include full offerings in instrumental music, vocal music, and theater arts.

Technology: UHS has adopted a full slate of student outcomes related to technology that have been embedded in all the UHS coursework.A large complement of technology allows teachers to meet these goals.UHS has a dedicated computer lab and a roving laptop cart for individual classroom use. There is also an on-campus state-of-the-art recording studio in the performing arts building that is used in the curriculum for recording and composition projects, and a classroom/practice room with access to computers for smart music. The musicianship I and II classroom has a full complement of electronic keyboards with onboard sequencers for student use in musicianship projects.

In addition to our course work there are two other defining features of our program unique to UHS.
First, our school requires continuous reading outside of class during all four years of attendance.Reading and discussion of a common core of significant books connects students of diverse backgrounds, improves writing skills, develops cultural literacy, and prepares students for the rigorous demands of college.We created the 48 Books Program, which gives all students one book per month (to keep) for the four years they

attend UHS.Incoming freshmen receive books the summer before they start and outgoing seniors receive books through their final month, so all graduates finish with 48 books.Our English department believes that this has contributed to our excellent scores in the English-Language Arts components of standardized testing and CAHSEE.Second, our school runs a required elective session at the end of each semester.These elective sessions vary from 7 to 10 days but during this time ALL students sign up for 1 or 2 intensive classes to take during that time.These classes are designed to provide students a unique experience separate from the academic work they take during the regular semester.

2. Reading/English:

2b.UHS requires students to take 4 years of English including AP Language and Composition in 11th grade and AP Literature in 12th grade.All 4 years require students to complete a rigorous curriculum in which no commercial curriculum is used.All courses study literature in whole and analyze works through lessons created by the teachers themselves.This creative liberty given to the teachers allows for a much broader exposure for students to the literature needed for success in college.On average, students study 6-8 core works of literature each year as a part of the curriculum in addition to the texts read as a part of the 48-Books Program (a supplemental reading program required of all students in addition to the core English curriculum). The 48-Books Program provides one book per calendar month to each student.Students keep these books as a part of their personal library.The 48-Books Program list includes works of literature from many authors, eras, and genres and helps our students become well-rounded in their reading experience.

English 9 emphasizes analytical reading skills, vocabulary development, grammar skills, and basic essay structure (Response to Literature, Expository, Compare and Contrast, Autobiographical Narrative, Persuasive, and Synthesis essays are all included) by closely examining works by Homer, Shakespeare, Steinbeck, Dickens, Hemingway, and Wilder.

English 10 emphasizes thematic analysis of literature and analytical and research writing skills, (in collaboration with the Latin II course), a business letter, and rhetorical analysis essays) by closely examining works by Golding, Harper Lee, Dickens, Kafka, Remarque, Shakespeare, and Forester.

AP Language and Composition emphasizes rhetorical analysis and recognition of the three major rhetorical appeals: ethos, logos, and pathos.Students demonstrate their writing skills including research papers, and synthesis, argument, and rhetorical analysis essays by closely examining works by Shakespeare, Hawthorne, Fitzgerald, Twain, Thoreau, and Conrad.

AP Literature emphasizes rhetoric and analysis using short stories, plays, poetry and novels to teach elements of fiction.Students demonstrate their expanded writing skills with reflective, cause and effect, and on- demand essays by closely examining works by Guest, Homer, Chopin, Shakespeare, Williams, Brecht, and Austin.

3. Mathematics:

UHS has a four-year rigorous standards-based math program culminating with either Advanced Placement Calculus or Advanced Placement Statistics.Up to and including this year, all students are required to pass Algebra I with a grade of B or better to gain entry as a freshman.Freshmen take Algebra II to partner with the physics requirement taken the same year.Algebra II students are required to pass a series of mastery assessments.If a student does not show mastery, remediation with the instructor is required.Following Algebra II, students are placed into their math courses based on Mathematics Diagnostic Test Project scores, GPA, CST results, and grades in previous math classes to ensure success.Math classes at the tenth grade level include Geometry and Pre-Calculus.The Geometry course is taught using Socratic Seminar and debate style learning.Students defend their thoughts and come to consensus.Junior and senior students take Pre-Calculus, AP Calculus, AP Statistics, or Discrete Math.Students who complete AP Calculus during their junior year have the option to take additional math courses on the Fresno State campus.All courses include both teacher and student use of technology.All students use Study Island (an online personalized study tool) to remediate areas of weakness.

With the move to Common Core Standards, the curriculum will be adjusted to accommodate an integrated math approach.Students will take three years of integrated math, culminating in a final year of Advanced Placement Statistics, or Advanced Placement Calculus.This new curriculum will be less teacher-centered and more student-driven.Students will have the ability to discover important mathematical concepts while the teacher facilitates learning.The current practice of group discovery used in the Geometry classes will be integrated throughout all new courses.

All math courses incorporate performance tasks similar to those being assessed by the new standards.These performance tasks will replace the current benchmark exams to emphasize the real-life application of mathematical concepts.The new courses will have an online individualized technology component as well as the incorporation of graphing calculators.

4. Additional Curriculum Area:

University High School believes that music should be a cornerstone subject in the academic curriculum for all high school students.Our school has created a comprehensive music pathway curriculum focusing on both the performing and academic aspects of a music education.This comprehensive approach to music is unique at the high school level.All of our students take both a Performance class as well as a Musicianship class each semester.

Our Musicianship class incorporates music history, theory, composition, and aural skills and is unique to University High School.Each academic year this class focuses on a specific historical period including Medieval, Renaissance, Baroque, Classical, Romantic, and 20th Century.Within these specific time periods our students work through the academic skill set needed for students to pursue a career in music.Approximately half of our Junior class will also take AP Music Theory.

Although our musicianship classes are unique to University High School, our advanced performing ensembles far exceed the level of the average high school.Our auditioned ensembles perform advanced level literature usually seen at the college and professional setting. We also send out musical groups to perform in the community at charity and business events.

Not only are we interested in a complete music education, we have also combined our music curriculum with theatre arts.University High School puts on both a play and musical every year.The musical is the triumphant culmination of student accomplishment. All aspects of our musicals are created and put together completely by students including acting, live music in the pit orchestra, costuming, set design, publicity, hair & makeup, and stage direction.

Striving for excellence in musical performance teaches students discipline and commitment.Performing music in groups teaches students to work cooperatively for a common goal.Performing for an audience is a culminating experience that draws on all of a student's personal resources.Listening actively to music trains the memory, sharpens the intellect, and enhances life.For these reasons, the study of music is part of our definition of a complete education.

University High School connects the outstanding human and material resources of the music department at California State University, Fresno.

5. Instructional Methods:

All teachers in all courses use a variety of instructional methods that accommodate students' learning modes.While UHS students are most often at or above grade level, instruction accommodates students of multiple abilities, this enhances learning for all students.

In addition to traditional instructional methods, UHS has a number of innovative classroom strategies being implemented across various disciplines.For example, the math department uses interactive software, including ActivInspire, which allows students to join the teacher in the lesson, Study Island, which gives

each student the ability to individualize tutorial review and strengthen personal foundations of understanding while addressing individual academic needs, and Geometer Sketchpad, which presents students with a method for conceptualizing mathematical equations.

The science department bases its curriculum planning on the Modeling Method, which builds coherent knowledge for students with increased engagement and develops a holistic understanding of the physical world.This means that interactive lab activities precede lecture and reading, thus engaging student learning first and foremost.Students also use an extensive collection of equipment, including Vernier probes and rapid student response survey technology, to build student understanding.Computers are also used consistently to simulate labs, collect data and create graphs, which allow for analysis and reflection.

The music department utilizes various technological tools for students, which allow them to engage in creation and production of music.For example, all senior students compose and record their own music using the on-site professional recording studio.Additionally, the comprehensive music pathway curriculum is designed to encourage learning in various modes through sight reading, audiation and active listening for musical analysis.

The physical education department teaches students to calculate their heart rate training zones and regularly utilizes polar heart rate monitors so students learn to not only monitor but also assess the effectiveness of their workout based on data.In English and Latin classes, Socratic Seminars are one of the ways that students' learning is facilitated with inquiry-based instructional methods.

Throughout all departments, strategies are specifically implemented to encourage increased student ownership of learning and independence.In the senior year, all students take 2-4 college classes, which requires that they take strategies used in the previous three years and apply them to their learning; students experience a high degree of success in college classes, which demonstrates their internalization of these effective strategies.

6. Professional Development:

Although the staff is very accomplished (over 50% of the teachers and administrators hold graduate degrees with four holding doctorate degrees) the school values continual improvement.Most members of the staff have worked at the school since it was opened, and as such there is a collective feeling of ownership by the staff.So while the school year is 182 days, the staff all works 190 days, with 8 full days of staff and professional development in addition to bimonthly faculty meetings and monthly in-service schedules.

The professional development undergone by teachers during this time varies.The staff will engage in some traditional activities such as mandated trainings (sexual harassment, mandated reporting, first aid) but the bulk of time spent each year is focused on a theme that emanates from a perceived need gleaned from different sources including alumni data, student feedback data, teacher or staff observations, etc.

For example, in 2010 the school changed facilities, moving from portable classrooms to a new facility built for the school.The new facility came with upgraded technology so the PD focus for that summer/fall was on improving teacher individual knowledge of classroom technology.About the same time, an alumni survey revealed that our graduates felt their high school preparation with common technology tools could have been improved.So the school professional development focus changed.The staff continued their efforts to improve their technology literacy but they also began in earnest to identify what technology skills their students should have and how those skills could be embedded in the different courses comprising the UHS program.This process resulted in identifying key skills that certain courses and grade levels would emphasize.More recently the focus has been on improving instructional practice, especially with the onset of the Common Core Standards.

Outside of school the teachers also participate in personal professional development activities such as AP workshops and institutes, certification training for elective courses such as culinary arts, sailing, rock climbing, and skiing. Teachers have also participated in educational international trips, the California

Writing Project, and curriculum writing projects.In school, out of school, the staff at UHS is committed to continual improvement in our attempt to create the best high school possible.

7. School Leadership

UHS is an independent school run by its own Board.The Head of School/Principal has the lead administrative role with a Dean of Students, two counselors, and full-time teaching staff of 20.Nearly half the teaching staff has been here since the school's origins and the "baptism by fire" that many staff members have participated in has fostered staff cohesion, a shared belief in the school's vision, and collective ownership of the school.

Because of the staff commitment, the Principal/Head of School's can serve as a Servant Leader:providing direction, then supporting and encouraging and independent staff as they move forward to achieve the goals. On a regular basis the staff will meet to discuss progress and focus.Administratively the staff meets weekly, while the entire staff will meet bimonthly for meetings and monthly for staff development. Teachers are broken into departments, each with its own department chair.These Chairs have an additionally monthly meeting to discuss school operations.At all the meetings discussed, decisions may be made about the school direction or organization most often in a collegial, shared-decision-making style.

The principal and staff monitors' student achievement and the schools progress towards achieving its vision through qualitative and quantitative assessment vehicles.The school uses the usual data points such as academic grades and testing data.In addition to these, the school has created several other data points such as the teacher climate survey, the parent survey, and alumni survey.These data points are client-focused and allow the school to better determine how well it is serving its school community.The parent survey, for example, is given annually (256 responses or 53% of student population in 2014).Parents are asked to rate each of the curricular areas and then asked to make suggestions and to weigh-in on the school's direction and goals.This feedback is shared with the staff and, like all data, is also shared with the school's Board of Directors and used to drive further improvement.

Teachers have control of their own instructional practice; they are required each year to have goals that they provide the school administration.These goals are monitored (each year each staff member has an evaluation meeting with the Head of School).At these evaluation meetings the administration will look at all available data, including students' comments and ratings of their own teachers, which are used as part of the faculty evaluations.

From top to bottom (from the Board to the school administration to the classroom), the school is a vision-driven organization that uses formative and summative data in a cycle of continuous improvement to achieve is goals.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** California Standards Test: Geometry
All Students Tested/Grade: 10	**Edition/Publication Year:** 2013
Publisher: Educational Testing Services	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	53	51	66	67	77
% Advanced	15	17	16	29	32
Number of students tested	81	90	80	77	69
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	45		82	50	66
% Advanced	18		9	30	33
Number of students tested	11	9	11	10	6
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	46	44	60	38	67
% Advanced	17		20	25	25
Number of students tested	24	18	5	8	12
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	40			69	75
% Advanced	0			38	50
Number of students tested	10	8		16	4
7. American Indian or					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	69	76	67	73	77
% Advanced	21		16	29	37
Number of students tested	33	45	74	48	43
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	**Test:** California Standards Test: Summative Math
All Students Tested/Grade: 10	**Edition/Publication Year:** 2013
Publisher: Educational Testing Services	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	89	83	71	73	57
% Advanced	29	43	22	49	22
Number of students tested	35	30	41	37	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	100		33	66	100
% Advanced	0		33	33	100
Number of students tested	1	4	3	9	1
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100		75	60	100
% Advanced	40		25	40	0
Number of students tested	5	6	4	5	2
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	92			100	57
% Advanced	50			62	43
Number of students tested	12	9		13	7
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
% 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	82	92	71	69	60
% Advanced	13		22	50	20
Number of students tested	16	12	37	16	15
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	**Test:** CAHSEE: Math
All Students Tested/Grade: 10	**Edition/Publication Year:** 2013
Publisher: Educational Testing Services	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	97	97	94	93	
% Advanced					
Number of students tested	118	121	120	114	
Percent of total students tested	100	99	99	100	
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	100	92	92	95	
% Advanced					
Number of students tested	1	12	12	19	
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	96	93	92	
% Advanced					
Number of students tested	30	24	14	13	
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	100	94	97	
% Advanced					
Number of students tested	22	19	17	29	
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	100	97	95	92	
% Advanced					
Number of students tested	50	63	57	65	
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	**Test:** California Standards Test: Summative Math
All Students Tested/Grade: 11	**Edition/Publication Year:** 2013
Publisher: Educational Testing Services	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	51	55	56	51	42
% Advanced	16	37	27	26	17
Number of students tested	115	108	111	102	77
Percent of total students tested	100	100	99	98	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	34		43	42	80
% Advanced	7		19	17	20
Number of students tested	15	9	21	13	5
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	29	50	46	44	20
% Advanced	4		23	25	0
Number of students tested	24	12	13	16	10
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	70	74	100	69	61
% Advanced	29		50	46	38
Number of students tested	17	19	4	13	13
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
% 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	58	52	57	49	36
% Advanced	17		27	28	16
Number of students tested	59	60	91	58	49
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	**Test:** California Standards Test
All Students Tested/Grade: 9	**Edition/Publication Year:** 2013
Publisher: Educational Testing Services	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	51	58	45	47	39
% Advanced	15	21	12	19	13
Number of students tested	131	123	132	138	127
Percent of total students tested	98	98	98	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	28		43	33	33
% Advanced	0		7	0	33
Number of students tested	18		14	15	3
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	31	61	25	35	24
% Advanced	3		5	6	0
Number of students tested	32	31	20	17	17
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	72	81	100	65	65
% Advanced	29		0	35	38
Number of students tested	28	21	1	20	26
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	45	58	48	49	37
% Advanced	18		13	19	8
Number of students tested	51	53	109	81	75
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: 10	**Edition/Publication Year:** 2013
Publisher: Educational Testing Services	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	98	96	96	93	97
% Advanced	75	75	70	74	70
Number of students tested	118	121	121	114	97
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	100		92	79	100
% Advanced	46		71	53	71
Number of students tested	13	9	14	19	7
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	88	100	92	93
% Advanced	63		89	54	86
Number of students tested	30	24	9	13	14
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	100		93	100
% Advanced	86			72	82
Number of students tested	22	17		29	11
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	98	100	95	95	96
% Advanced	86		68	81	67
Number of students tested	50	58	111	64	58
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:** CAHSEE: English
All Students Tested/Grade: 10	**Edition/Publication Year:** 2013
Publisher: Educational Testing Services	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	98	99	98	91	
% Advanced					
Number of students tested	118	122	120	114	
Percent of total students tested	100	100	99	100	
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	79	
% Advanced					
Number of students tested	12	13	13	19	
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	97	96	100	100	
% Advanced					
Number of students tested	30	24	14	13	
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	96	100	100	86	
% Advanced					
Number of students tested	22	19	17	29	
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	100	100	97	94	
% Advanced					
Number of students tested	50	64	57	65	
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: 11	**Edition/Publication Year:** 2013
Publisher: Educational Testing Services	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	95	76	95	95	93
% Advanced	72	21	74	81	74
Number of students tested	115	107	112	103	80
Percent of total students tested	100	99	100	98	99
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	86		81	84	80
% Advanced	53		67	67	80
Number of students tested	15	9	21	12	5
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	91	92	92	94	80
% Advanced	58		69	88	40
Number of students tested	24	12	13	16	10
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	95	100	93	92
% Advanced	82		100	85	77
Number of students tested	17	19	4	13	13
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	95	97	96	93	94
% Advanced	78		75	76	81
Number of students tested	59	60	91	59	52
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: 9	**Edition/Publication Year:** 2013
Publisher: Educational Testing Services	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	98	100	98	97	97
% Advanced	61	81	76	70	72
Number of students tested	132	125	132	139	130
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	100		100	87	100
% Advanced	33		57	60	67
Number of students tested	18	1	14	15	3
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	95	95	100
% Advanced	34		65	71	59
Number of students tested	32	32	20	17	17
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	96	100	100	100	93
% Advanced	72		100	55	68
Number of students tested	29	22	1	20	28
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	98	100	98	97	97
% Advanced	69		77	76	79
Number of students tested	51	53	111	82	76
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: