

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Dr. Chris L. Grado

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

Official School Name SOAR High School

(As it should appear in the official records)

School Mailing Address 3041 West Avenue K

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

City Lancaster State CA Zip Code+4 (9 digits total) 93536-5402

County Los Angeles County State School Code Number\* 19 64246 0111872

Telephone 661-722-6509 Fax 661-722-6609

Web site/URL http://soarhighschool.org/ E-mail cgrado@avhsd.org

Twitter Handle  
@SOARHighSchool Facebook Page n/a Google+ n/a

YouTube/URL n/a Blog n/a Other Social Media Link n/a

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\*Dr. David Vierra  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail: dvierra@avhsd.org

District Name Antelope Valley Union High School District Tel. 661-948-7655

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. Donita Winn  
(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**

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**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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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

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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)
  - 1 Middle/Junior high schools
  - 15 High schools
  - 0 K-12 schools
- 16 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
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 2 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	41	78	119
10	44	52	96
11	33	59	92
12	34	52	86
<b>Total Students</b>	152	241	393

5. Racial/ethnic composition of the school:
- 3 % American Indian or Alaska Native
  - 1 % Asian
  - 15 % Black or African American
  - 49 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 27 % 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 2013 - 2014 year: 6%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	384
(5) Total transferred students in row (3) divided by total students in row (4)	0.057
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 0 %  
1 Total number ELL  
 Number of non-English languages represented: 4  
 Specify non-English languages: Spanish, Vietnamese, Tagalog, Arabic
8. Students eligible for free/reduced-priced meals: 61 %  
 Total number students who qualify: 240

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 61 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 1 %  
5 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.

- |                                |  |
|--------------------------------|--|
| <u>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>2</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> 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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
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.	1

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 30:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	99%	95%	94%	96%
High school graduation rate	100%	100%	96%	98%	99%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	74
Enrolled in a 4-year college or university	86%
Enrolled in a community college	8%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	2%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

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

15. Please summarize your school mission in 25 words or less: The primary mission of SOAR High School is to provide the Early College High School (ECHS) experience for students of the Antelope Valley community.

## **PART III – SUMMARY**

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SOAR is located on the Antelope Valley College campus. It is an Early College High School (ECHS) supported by both AVUHSD and AVC.

In Fall 2005, the California Community College Foundation approached AVUHSD and AVC about the possibility of an Early College High School program in the area. Since the concept had to be supported by both districts, it would require cooperative agreements and staff with the vision and desire to operate outside the box to do something completely different than any other school program in the area. The college and high school district boards agreed and supported the creation of an Early College High School in the Antelope Valley.

SOAR High School is also an AVID (Advancement Via Individual Determination) school and all students participate in this program. Students who meet any of the following criteria are encouraged to apply for acceptance: current 8th grader, low socio-economic status, first generation college-going youth, underrepresented students, and students underperforming in a traditional setting who have the potential to be successful.

SOAR was designed to create rigor, depth, and intensity of learning for students at an early age, and to inspire underrepresented high school students to work hard and stretch themselves intellectually.

### **Mission**

SOAR provides a supportive, flexible, and academically enriched environment with an emphasis in mathematics, science, and engineering for underrepresented students who are high potential but low performing in the traditional educational system. SOAR is designed to promote academic achievement, social maturity, and enhanced economic opportunities through completion of high school and success in college.

SOAR embraces the core principles of the ECHS Initiative including improving the graduation rates by creating a flexible high school year, compressing the number of years to complete a college degree, and removing financial and other barriers to college.

### **Goals**

This unique program has high goals in mind:

- Encourage students to pursue higher education
- Bring together a community of learners
- Provide a supportive and caring educational environment
- Ensure opportunities for learning in an academically rigorous and flexible environment that stretches students intellectually
- Assist students to become self-directed in solving problems using oral and written communication, critical thinking, listening skills, planning and decision making skills, information literacy, and a variety of technologies in becoming responsible for their education
- Encourage students to demonstrate good citizenship and teamwork through respect, tolerance, and cultural awareness.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Our model is two-fold: an ECHS with an AVID focus. Each student begins our program during the summer before their freshman year by taking health and participating in Summer Bridge. This latter program is an introduction to SOAR's expectations and culture with daily lessons, collaborative experiences, one-on-one time with SOAR Ambassadors, and meetings with college and high school faculty.

The Early College High School Initiative Program facilitates academic excellence through incorporating High School A-G requirements necessary for graduation as well as the IGETC requirements at Antelope Valley College. Therefore, professional development is supported and mandatory to ensure academic achievement based on the SOAR's vision and its Expected School-wide Learning Results that state "students will become effective communicators through the mastery of written, verbal and mathematical reasoning skills."

Our model's other goals and expected outcomes are to:

- Encourage students to pursue high education
- Bring together a community of learners
- Provide a supportive and caring educational environment
- Ensure opportunities for learning in an academically rigorous and flexible environment that stretches students intellectually
- Assist students to become self-directed in solving problems using oral and written communication, critical thinking, listening skills, planning and decision making skills, information literacy, and a variety of technologies in becoming responsible for their education
- Encourage students to demonstrate good citizenship and teamwork through respect, tolerance, and cultural awareness

To accomplish these goals we have adopted AVID school-wide. This nationally recognized program teaches the necessary skills and behaviors for academic success. According to its website, AVID "provides intensive support with tutorials and strong student/teacher relationships" as well as "creating positive peer groups." To peer inside an AVID class is to see the 21st century student already practicing the components of Common Core. These students come into class with a focus question they created from reviewing their studies. They present a 30-second speech illustrating their confusion/question, what lead to that question, how they attempted to solve the question, and what help they still need. Their peers then help the student solve the problem by questioning and developing critical thinking. These groups start out as groups of individual families but they soon become small families whereby students support each other emotionally and academically. Behavior problems are minimal and students report higher success rates in classes because of their tutorial groups.

The essentials for AVID's success is dependent on continued professional development trainings. All teachers who teach AVID attend summer institutes, and other AVID workshops throughout the year. They are supported by a site coordinator and district coach. Teachers sign an agreement to teach the AVID elective. The AVID Site Team (total teaching staff) meets monthly and address programmatic needs and resource allocation. Additionally, teachers are given 20 hours of professional development hours to use to better their instruction and work with teachers in their own departments and across the board.

This program is directly linked to the four goals that have been established in our LCAP that address the following areas: college and career readiness, 21st Century learning environment, safe/secure/positive environment, and effective communication with community stakeholders.

### **2. Other Curriculum Areas:**

All students at SOAR focus on attaining A-G requirements by graduation. Students participate in elective credit that fulfills visual/and or performing arts, health, physical education, and foreign language. Students

have the option to participate in classes offered at SOAR like drama or other courses at AV College. Students are required to take SOAR Summer Bridge and Health during their first summer. Physical education credits can be earned by classes at the college level and PE over their second summer in high school. All foreign language is taken at the collegiate level. All students take foundational college classes before moving on to higher level coursework. One of those courses is Computer Applications. Technology is infused in all aspects of our curriculum. Students are proficient in Google Docs, OpenClass, and various programs utilized to support learning like Shmoop and turnitin.com.

### **3. Instructional Methods and Interventions:**

All SOAR faculty members are fully credentialed in their subject area and have been trained in AVID strategies, as well as, Early College High School, and Common Core strategies. The average years of teaching for staff members is around 18 years. Instructors implement a variety of appropriate strategies including, but not limited to the following: flipping the classroom, PBIS (Positive Behavioral Interventions and Supports), project-based learning, and investigation. One of the key aspects to success in our classrooms has to do with the relationship that our staff has with students. Students feel connected, cared for, and supported, as well as, challenged and engaged. Students that are unable to meet rigorous program demands will be put on Academic Probation. At that point, students are closely monitored for more strategic and intense support. The SOAR counselor takes an active role in providing instruction for students as well (not just Academic Probation students). They routinely receive program and college information. AV College staff provide several opportunities for learning and support. All students have access to the AV College Learning Center.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

SOAR students have consistently performed well on standardized tests with the majority of students scoring Proficient or above. SOAR has had a 100% CAHSEE pass rate for several years as well. Students take these exams seriously and are prepared well by staff. Testing as we know it looks different with new state assessments. Before, we identified the success for our students in English Language Arts and the struggle in math with especially Geometry and Algebra II. Some of the growing pains with math in the program have to do with students taking college math courses and getting support.

The SOAR staff is currently addressing the expectations of the new testing in classes. Future funding will be strategically spent to conduct professional development for the staff on new forms of data analysis to drive instruction in the classroom.

Current high school graduation completion is at 100% and A-G attainment is nearly 95%. 74% of last years seniors graduated with an AA from AV College. This year, 82% will graduate with an Associate's degree.

Several of SOAR's graduating seniors are going onto major universities. A few of the universities include MIT, UCLA, Vassar, Cal Berkeley, Stanford, UC Santa Cruz, UC San Diego, UC Irvine, and various Cal States.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

There has been a major shift in testing. Our district has created interim exams to help prepare students for the new testing they will encounter. After interim and other practice exams were given, SOAR conducted a debrief with students and staff. There has also been a survey conducted to gather data onto how better prepare students. Teachers have utilized feedback, as well as, state and district guided tools to aid students in test preparation. The school put a comprehensive plan together to address the newly identified gaps with Common Core testing expectations. There has been information on this testing shared with all stakeholders. The LCAP forums that were held earlier in the year aimed to share and gather data on how better to address testing concerns. Parents are always included in testing information by letters and SchoolMessengers.

## **Part VI School Support**

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### **1. School Climate/Culture**

SOAR is a small learning community and is unlike many traditional high schools. Students, staff, parents, and community members make up the unique environment that breeds success and encouragement. Students are like-minded and focused on academic success. The whole person is addressed in various ways throughout the SOAR experience. SOAR students are encouraged to take risks and are supported by the entire community along the way. In fact, SOAR provides opportunities for students to get involved on campus and in the community to expand their horizons.

SOAR continually asks stakeholders, especially students, for feedback. This continuous cycle of inquiry helps to address concerns and focus attention where it is needed. The SOAR ambassador program and Parent University are systems that promote this on campus. SOAR promotes a sense of community and has very much of a family feel.

Faculty and staff members are connected to students and to one another. No one, including teachers, is anonymous on campus. There is a culture of high expectations and excellence across the board. Teachers are invested in their work and take great pride in their accomplishments.

Several of the faculty are also club advisors. They dedicate a lot of time outside of class to promote the growth and achievement of our students. A few examples include the following: the InvenTeam (MIT-Lemelson Foundation Grant recipient/White House Science Fair Attendee), Robotics, Science Olympiad, Innovation Challenge, Enviro Fair, DTASC (Dramatic Arts competition), Key Club, ASB (ICC board meeting presentations), Journalism, Yearbook, NHS, and many more.

Recently, the school has been recognized for the students' and staff achievements with a Golden Bell and the Gold Ribbon award. The site leadership and community alike sincerely appreciate the dedication and passion of the SOAR staff. That gratitude is expressed continually throughout the year in a variety of ways.

### **2. Engaging Families and Community**

All students participate in AVID and are required to participate in community service. Many clubs exist on campus as well. Several have a community focus and necessitate student involvement in community activities throughout the year. Students take community college classes at AV College and are open to participate in any activities as an AVC student.

Students also take classes in their junior and senior years in order to gain internship opportunities in the community. The Antelope Valley has a large aerospace industry and therefore students have the opportunity to gain access through various internships and programs.

SOAR families participate by supporting students at various events: SOAR Family Barbecue, awards nights, graduation, club events, LCAP forums, and Parent University. Some families and community members donate their time and expertise by volunteering for various groups and clubs on campus. Some of those include the following: Robotics, Science Olympiad, Rocketry, InvenTeam, Key Club, Debate Club, Mock Trial, and Speech Club.

### **3. Professional Development**

The Antelope Valley Union High School District offers several professional development opportunities to help teachers better their instruction. They include, but are not limited to: Google Docs, Project-based Learning, School Net, Apex Learning, PowerTeacher, and Lexile Scores. At SOAR, administration added to these Professional Development opportunities by creating workshops for areas identified by its staff as areas of need. One workshop centered on how to better use Open Class as a technological resource for

students. Another workshop presented teachers with a new resource called Shmoop, a digital publishing company that makes teaching materials it describes as “fun and rigorous.”

Teachers are now following the lead of other schools by instituting instructional rounds, a “set of protocols and processes for observing, analyzing, discussing, and understanding instruction that can be used to improve student learning.” In groups of three or so, teachers visit each room for 15-20 minutes to observe/record student activities and behaviors as it relates to a specific question created by staff. The results of these observations are aggregated and presented at a debriefing session so staff can use them to modify instruction and examine trends. As more instructional rounds are completed staff can identify trends and improvement. The results are also included in Google Docs so staff can access information at their convenience.

The site leadership wholeheartedly believe in on-going, consistent, staff-led professional development. There will be much focus in the next year on data collection and analysis that is appropriate for Common Core delivery, as well as diversity training. There are preliminary talks with UCLA professor, Dr. Tyrone Howard, on this subject. There will also be a variety of staff members trained in WASC over the next few years.

In addition to teacher training, the site administration has participated in over 40 hours of professional development over the course of this school year. The district continues to support administration by offering purposeful training.

#### **4. School Leadership**

SOAR employs a very participative approach in respect to its leadership philosophy and structure. The principal of SOAR is also the principal of the Academies of the Antelope Valley and therefore relies on the vice principal to conduct the day-to-day management of the school. There is collaboration with the college liaisons, the SOAR counselor, and teachers as well. The success of the program heavily relies on a couple of major factors: having the best teaching staff possible and paving the way so that they may do their job.

It has been the goal of the current administration to provide professional development opportunities, collaboration time, and resources available to support student achievement such as technology and field trip experience. There are also systems in place that allow this program to continue and succeed in remarkable ways. Some of those include Parent University, Summer Bridge, Academic Probation, and Things You Need to Know.

The culture at SOAR high is well-established, focused on academic success, and promotes a tight-knit bond with students and staff. Authentic and positive relationships continually provide the foundation of our successful program. There is a lot of transparency and good communication which allow for continual growth. The principal, vice principal, college liaisons, counselor, staff members, and students are committed to keeping high expectations and promoting the legacy of excellence at SOAR High School.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CST - Geometry</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CDE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above		42	75	90	
Advanced		11	22	37	
Number of students tested		65	55	51	
Percent of total students tested		67	64	60	
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		44		86	
Advanced					
Number of students tested		36	5	28	
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above		36	61	91	
Advanced					
Number of students tested		44	23	23	0
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested		8	9	5	0
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above				95	
Advanced					
Number of students tested		5	0	19	0
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Students did not take the CST - Geometry last school year. There is also evidence that any student took this test in the 2009-10 school year. The sub-group data does not indicate "Advanced" scores on reports. The CDE reports a percentage for "Proficient or Above" -- thus several of those within the category may be "Advanced". Also, when there is a low number of students within a subgroup, the percentage data is limited. There is no data for Geometry from the 2009-10 school year.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CST - Algebra II</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CDE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above		41	40	13	46
Advanced		14	7	0	24
Number of students tested		22	30	32	58
Percent of total students tested		23	35	38	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		53		18	56
Advanced					
Number of students tested		15	6	1	27
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above		62	35	13	48
Advanced					
Number of students tested		13	17	16	27
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested		4	8	6	9
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					53
Advanced					
Number of students tested		5	8	8	17
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Students did not take the CST - Algebra II last school year. The sub-group data does not indicate "Advanced" scores on reports. The CDE reports a percentage for "Proficient or Above" -- thus several of those within the category may be "Advanced". Also, when there is a low number of students within a subgroup, the percentage data is limited.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CST - Algebra II</u>
<b>All Students Tested/Grade:</b> <u>11</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CDE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above					14
Advanced					7
Number of students tested					30
Percent of total students tested			1		42
Number of students tested with alternative assessment					
% of students tested with alternative assessment			0		0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					17
Advanced					
Number of students tested		0	0	0	18
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					14
Advanced					
Number of students tested		0	0	0	14
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested		0	1	0	8
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested		0	1	0	4
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Students did not take the CST - Algebra II last school year. There was no data to present for the one student that took it in 2011-12. The sub-group data does not indicate "Advanced" scores on reports. The CDE reports a percentage for "Proficient or Above" -- thus several of those within the category may be "Advanced". Also, when there is a low number of students within a subgroup, the percentage data is limited.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CST - Summative HS Math</u>
<b>All Students Tested/Grade:</b> <u>11</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CDE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above		62	55	51	38
Advanced		12	18	14	7
Number of students tested		52	49	43	42
Percent of total students tested		69	63	88	58
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		63	52	47	30
Advanced					
Number of students tested		30	25	19	20
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above		52	55	50	44
Advanced					
Number of students tested		21	22	22	16
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested		9	0	7	8
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		67			
Advanced					
Number of students tested		15	3	0	0
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Students did not take the CST - Summative HS Math last school year. The sub-group data does not indicate "Advanced" scores on reports. The CDE reports a percentage for "Proficient or Above" -- thus several of those within the category may be "Advanced". Also, when there is a low number of students within a subgroup, the percentage data is limited.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CST - Algebra I</u>
<b>All Students Tested/Grade:</b> <u>9</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CDE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above		86	98	90	91
Advanced		28	52	38	22
Number of students tested		50	63	29	36
Percent of total students tested		43	63	34	38
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		88	100		
Advanced					
Number of students tested		32	13	6	6
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above			98	83	88
Advanced					
Number of students tested		1	41	18	17
<b>5. African- American Students</b>					
Proficient and above		85			
Advanced					
Number of students tested		13	5	4	7
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		84			
Advanced					
Number of students tested		25	5	6	9
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Students did not take the CST - Algebra last school year. The sub-group data does not indicate "Advanced" scores on reports. The CDE reports a percentage for "Proficient or Above" -- thus several of those within the category may be "Advanced". Also, when there is a low number of students within a subgroup, the percentage data is limited.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>CST - ELA</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CDE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above		99	93	99	95
Advanced		64	66	67	64
Number of students tested		97	86	85	59
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		100	91	100	96
Advanced					
Number of students tested		54	11	45	27
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above		98	93	100	96
Advanced					
Number of students tested		60	40	39	27
<b>5. African- American Students</b>					
Proficient and above		100	94	100	
Advanced					
Number of students tested		14	17	11	9
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		100	94	100	94
Advanced					
Number of students tested		18	17	29	18
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** CSTs were not given last school year to provide 10th grade ELA data. The sub-group data does not indicate "Advanced" scores on reports. The CDE reports a percentage for "Proficient or Above" -- thus several of those within the category may be "Advanced". Also, when there is a low number of students within a subgroup, the percentage data is limited.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>CST - ELA</u>
<b>All Students Tested/Grade:</b> <u>11</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CDE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above		90	96	92	91
Advanced		55	65	61	53
Number of students tested		75	77	49	72
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		89	95	90	87
Advanced					
Number of students tested		46	39	21	38
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above		89	95	91	83
Advanced					
Number of students tested		35	37	23	30
<b>5. African- American Students</b>					
Proficient and above		87			100
Advanced					
Number of students tested		15	9	8	16
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		94		92	90
Advanced					
Number of students tested		17	9	13	20
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** CSTs were not given last school year to provide 11th grade ELA data. The sub-group data does not indicate "Advanced" scores on reports. The CDE reports a percentage for "Proficient or Above" -- thus several of those within the category may be "Advanced". Also, when there is a low number of students within a subgroup, the percentage data is limited.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>CST - ELA</u>
<b>All Students Tested/Grade:</b> <u>9</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CDE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above		99	96	95	99
Advanced		72	68	67	71
Number of students tested		116	100	86	94
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		97	89	91	100
Advanced					
Number of students tested		74	18	11	14
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above			93	95	98
Advanced					
Number of students tested		1	61	41	43
<b>5. African- American Students</b>					
Proficient and above		89	100	92	100
Advanced					
Number of students tested		18	13	13	11
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		100	100	96	100
Advanced					
Number of students tested		74	13	23	31
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** CSTs were not given last school year to provide 9th grade ELA data. The sub-group data does not indicate "Advanced" scores on reports. The CDE reports a percentage for "Proficient or Above" -- thus several of those within the category may be "Advanced". Also, when there is a low number of students within a subgroup, the percentage data is limited.