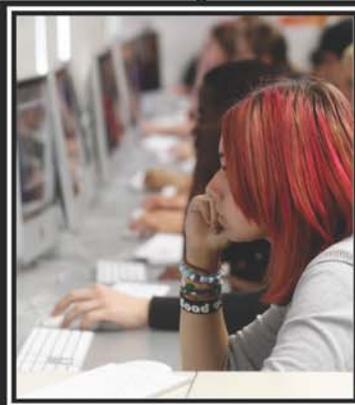
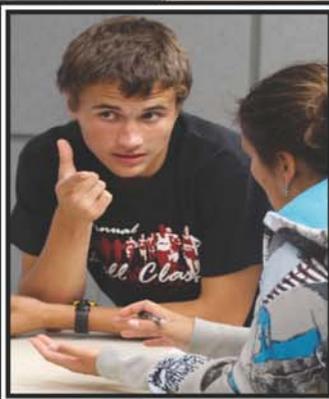


WASC

MARCH 2012

WOODSIDE HIGH SCHOOL



Woodside High School

199 CHURCHILL AVENUE
WOODSIDE, CA 94062-1152

(650) 367-9750

David Reilly, Principal

BOARD OF TRUSTEES

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JAMES LIANIDES,
Superintendent

January 2012

Dear Visiting Committee Members:

The stakeholders of Woodside High School are looking forward to your visit as an opportunity to gain a new perspective on the quality and efficacy of the school's curricular offerings, support programs, modes of assessment, and student activities. Woodside High School has put great time and energy assessing and addressing the areas of critical follow-up identified by the previous visiting committee in the spring of 2005.

The Shared Decision-Making Council (SDMC), comprised of all stakeholders, has approved and implemented annual short-term goals based on the action steps delineated in the *Focus on Learning* long-term action plans of 2005. The SDMC will continue this practice of aligning its annual goals to the long-term vision provided by the WASC action plans in Chapter V. The stakeholders of Woodside High School have worked sedulously to improve the areas of critical follow-up, in that self-evaluation is a vital component of the decision-making process.

One of the greatest challenges in recent years has been a significant change in student demographics. The percentage of students who qualify for the federal free and reduced lunch program has increased sharply, from 38% in 2010-2011 to 53% in 2011-12. Our Hispanic population continues to grow, while our Caucasian population continues to decrease. This shift in demographics was one of the factors for which Woodside High School chose to work with the east-coast based Quaglia Institute. The work with Quaglia is founded upon the "8 Conditions for Student Success," which the SDMC adopted as the school's ESLRs in the spring of 2011. Through a focus on the "8 Conditions," the Woodside High School staff hopes to foster genuine relationships with students so that educators can better understand the challenges and adverse circumstances that students face. For more information about the Quaglia Institute and its research-based framework, please visit www.qisa.org.

Once again, the stakeholders of Woodside High School are looking forward to your visit. Having served on several visiting committees, I understand and appreciate the time and energy that a visit requires; I wish to extend my gratitude, in advance, for the role you will play in improving Woodside High School.

Sincerely,

Wendy Porter
WASC Self-Study Coordinator

WOODSIDE HIGH SCHOOL

Sequoia Union High School District

Focus on Learning Self-Study 2012

submitted to the

Western Association of Schools and Colleges

and the

California State Department of Education

March 5-7, 2012

David Reilly, Principal

Diane Mazzei, Instructional Vice Principal

Wendy Porter, WASC Self-Study Coordinator

Gay Buckland, WASC Leadership Team Member

Board of Trustees

Carrie Du Bois

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Dr. James Lianides, *Superintendent*

Morgan Marchbanks, *Assistant Superintendent, Ed Services*

Susan Vickrey, *Interim Assistant Superintendent, Human Resources*

Enrique Navas, *Assistant Superintendent, Admin Services*

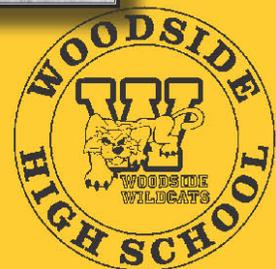
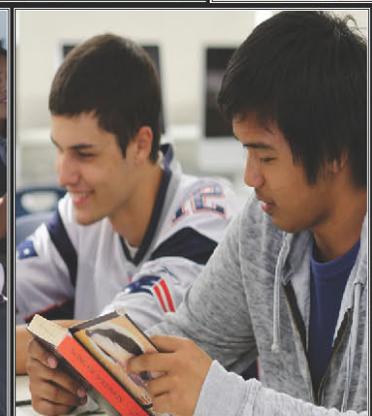
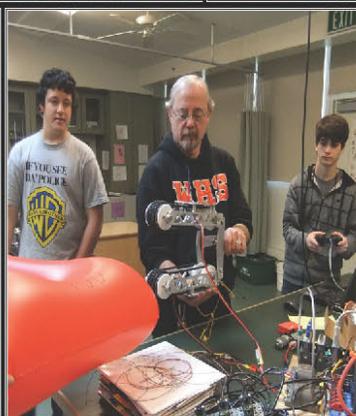
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CHAPTER I

Student/Community Profile



School Background and Student Demographics

Student/ Community Profile and Supporting Data

Woodside High School, home of the Wildcats, has been serving the communities of the mid-peninsula since its opening in 1958. The 34-acre campus lies just east of the Santa Cruz Mountains and is one of five campuses in the Sequoia Union High School District. Woodside has approximately 1,810 students who come from the surrounding communities of Redwood City, Woodside, Portola Valley, and East Palo Alto.

The school community reflects the cultural and socio-economic makeup of California. The mid-peninsula is an area of great economic diversity containing some of the most affluent and the most economically deprived communities in the state. Just north of Silicon Valley and Stanford University, Woodside High School is influenced greatly by the rapidly evolving business and cultural interests of the region.

Woodside High School offers a comprehensive, standards-based curriculum. Academic departments have adopted either the California Content Standards or the Sequoia Union High School District Content Standards as the framework for both curriculum and assessment. The use of Data Director has provided WHS decision-makers with valuable and practical information as it relates to teaching standards and their connections to high stakes assessments.

Currently, Woodside High School receives students from over 29 feeder schools; consequently, students enter with great variance in terms of academic and social preparedness for the rigors of a comprehensive, college-preparatory high school program.

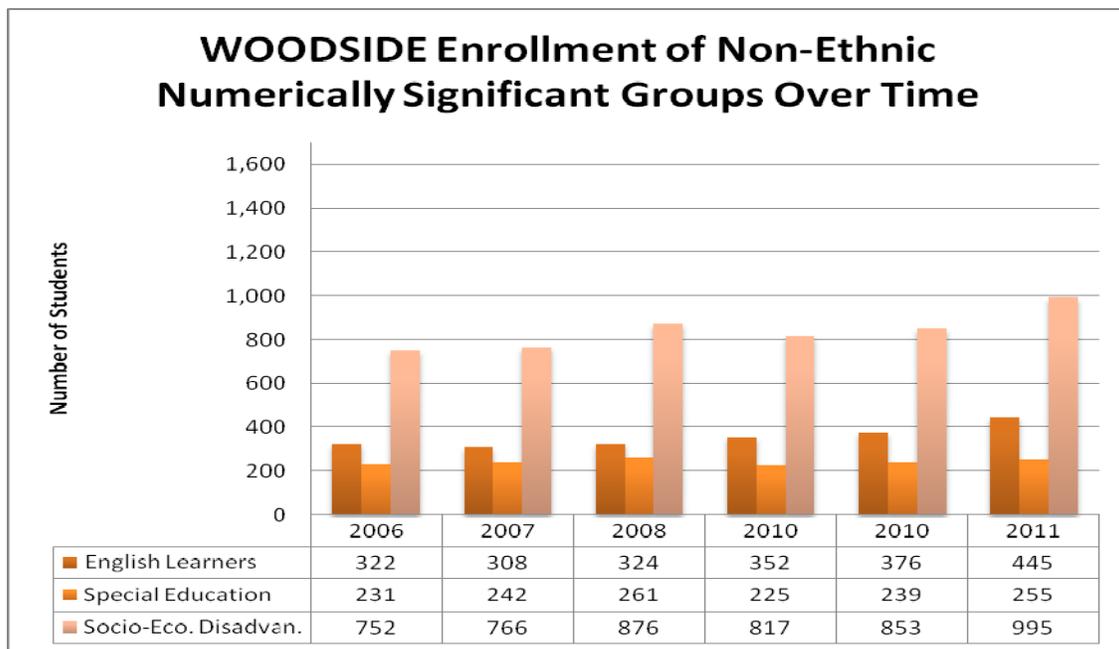
Woodside High School's short term goals focus on improvements in proficiency rates on the CSTs, CELDT and CAHSEE exams, and also identifies goals in UC/CSU "a-g" completion rates, grade point averages for freshmen, and school spirit.

Woodside has been engaged in a three-year professional development program with Action Learning Systems (ALS) with a focus on engagement and differentiation strategies and the needs of our long-term English learner students. All of our core subject departments have been engaged in a series of all-day workshops and collaboration sessions. For the past three years a cohort of interdisciplinary teachers has formed Collaborative Learning Groups (CLGs). These teams attended a summer institute and held regular meetings during the school year. In addition, now that Woodside is in Program Improvement (PI), the school is using ALS as their District Assistance Instructional Team (DAIT).

In addition to the implementation of targeted instructional strategies, Woodside has introduced a number of interventions, support systems, and programs to support the achievement of all students: Freshman English Pods, Academic Mentor Program/ Academic Tutorials, After School Program, Mental Health Counseling, Small Learning Communities (SLC-9, SLC-10), CAHSEE Tutoring, College Counseling.

New to Woodside in the 2010-11 school year has been the commencement of a three-year professional development endeavor with the Quaglia Institute which is based on the "8 Conditions" of student success: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action. In the spring of 2011 Woodside High School adopted these eight conditions as its revised ESLRs. Woodside also redefined its mission statement after much stakeholder input and discussion of the principles on which Quaglia was founded. The mission statement is now "All Woodside High School students can and will learn."

Woodside High School has placed great emphasis upon the needs of the long-term English Learner population, as well as the needs of students who qualify for Title I services. In the spring of 2007, Woodside High School was designated as a Title I school. WHS currently identifies approximately 995 students eligible to receive Title 1 services. The SUHSD identifies Title I students as any who are deficient in credits, qualify for Free and Reduced Lunch, have not passed either section of CAHSEE by 11th grade, have scored at far below basic and below basic on the CST English Language Arts and Mathematics exams. The percentage of students who qualify for the Free and Reduced Lunch Program has increased steadily over the last five years from 40% in 2007-08 to 53% this year. Students included are those with disabilities, migrant children or limited English proficient students (English Learners). We now receive additional funding for students meeting this criterion. This amounts to approximately \$200,000 annually.



Staff

The staff of Woodside High School is committed, dedicated, and professional. The faculty, administration and classified employees are actively involved in improving the quality of education for all students. Of the 109 certificated staff members, 100% meet

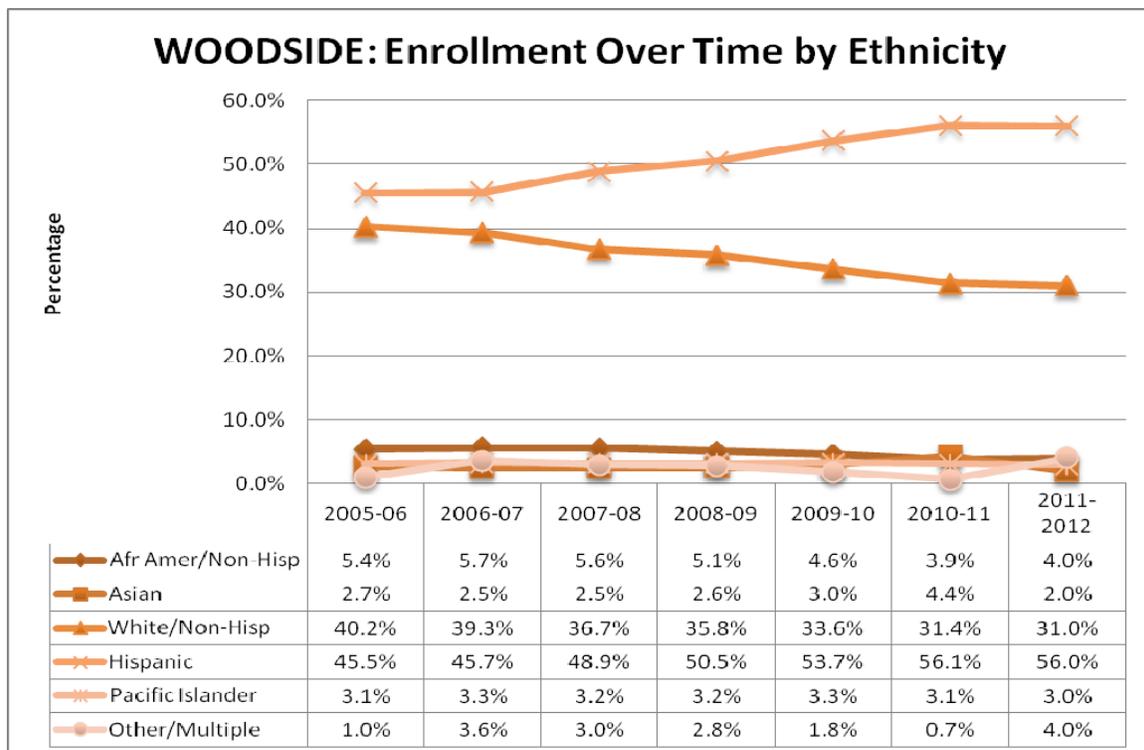
the federal guidelines for being highly qualified in their respective fields. Fifty-two percent of the faculty have Master’s Degrees or higher. Teachers continue their professional development by consistently attending conferences, workshops and continuing education programs to meet and anticipate the needs of all students.

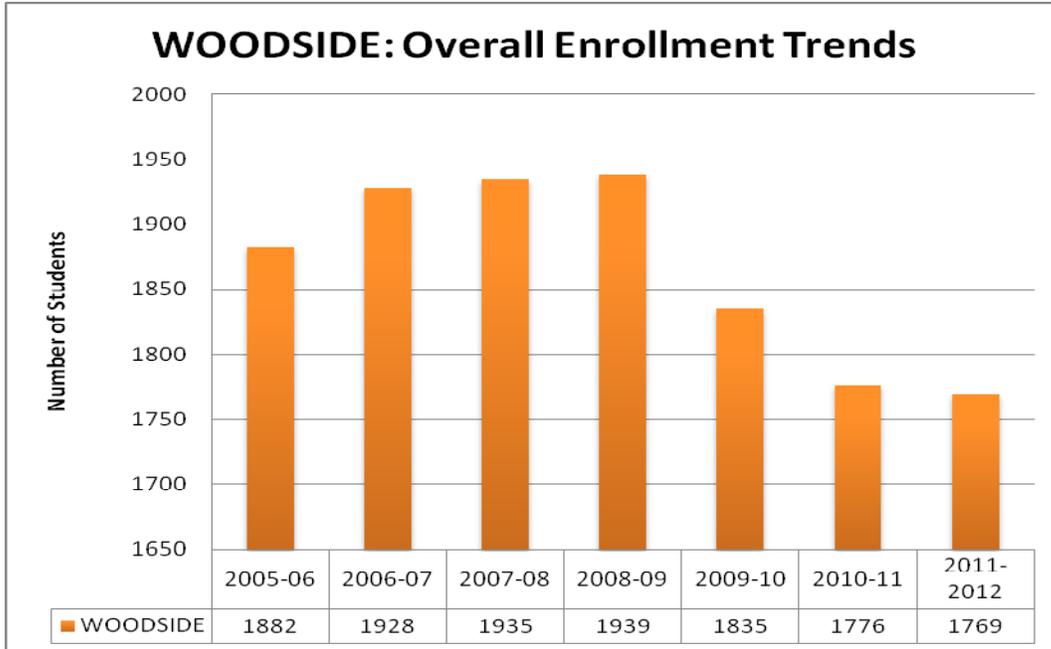
Ninety-nine percent of the teachers hold CLAD or BCLAD (Bilingual, Cultural, Language, Acquisition and Development) certification. Classified and administrative staff members are integral to the successful operation of the school and support of the educational

mission. While the staff has yet to reflect the ethnic makeup of the student population, a concerted effort has been made to broaden employee diversity with some degree of success as evidenced by the increased numbers of Spanish speaking staff members.

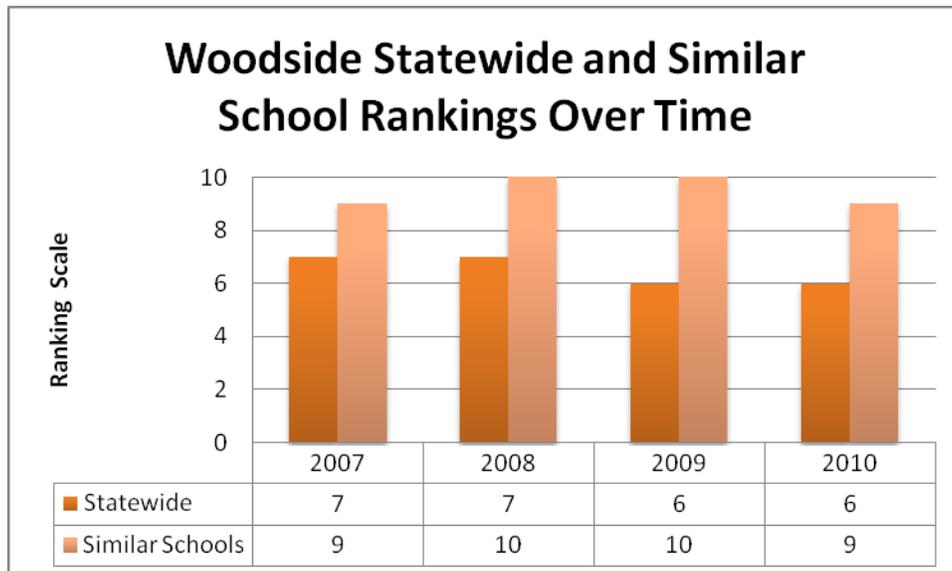
Students

Our students reflect the cultural diversity of the community. The ethnic pluralism of the campus provides a rich academic and social environment as well as a broad spectrum of perspectives and experiences. Woodside High School's enrollment demographics have changed greatly in recent years. The population of Hispanic students has risen steadily; in 2005-06, Hispanic students comprised 45% of Woodside's total population, and in the current school year, Hispanic students comprise 56% of the total population.

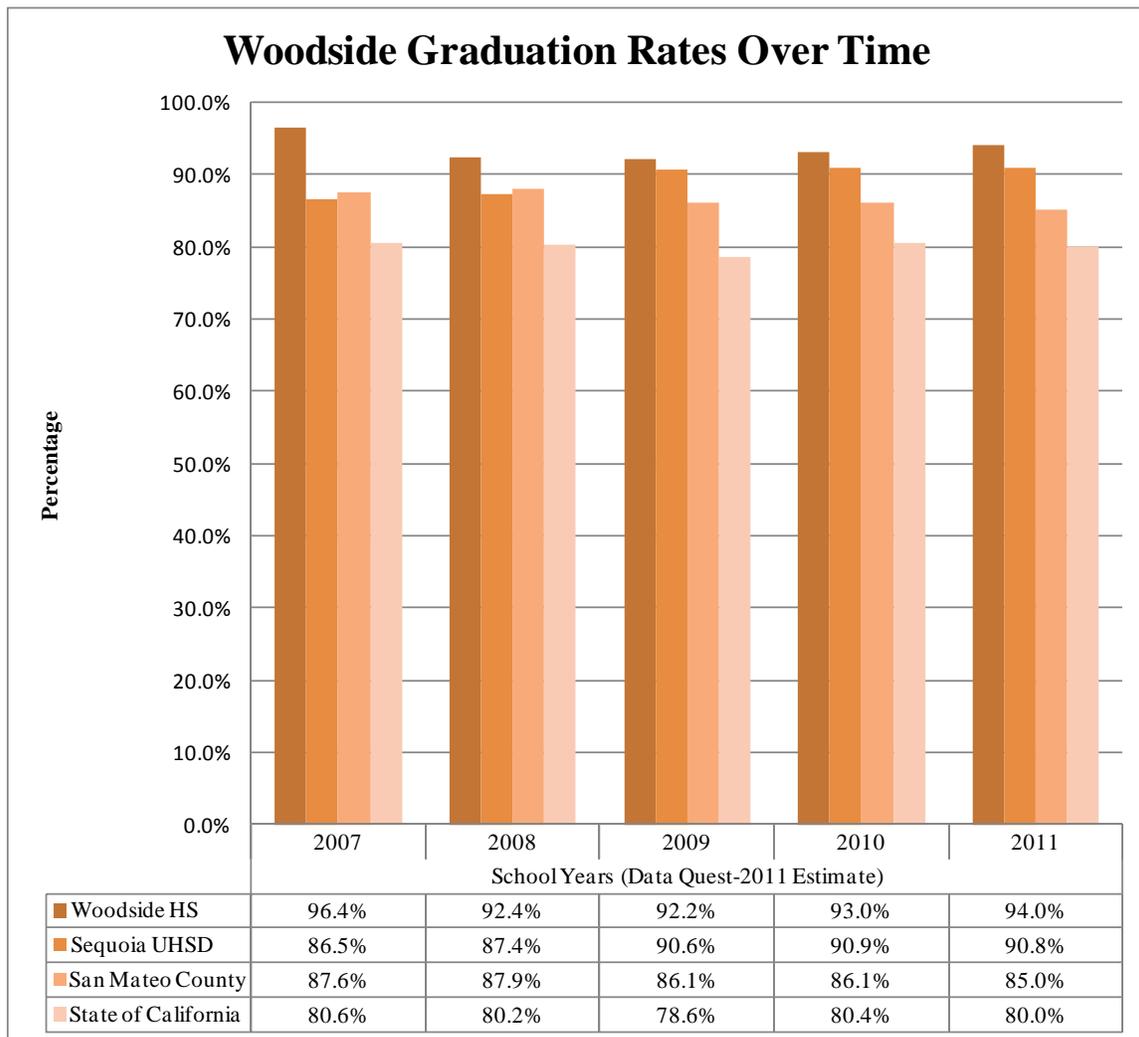




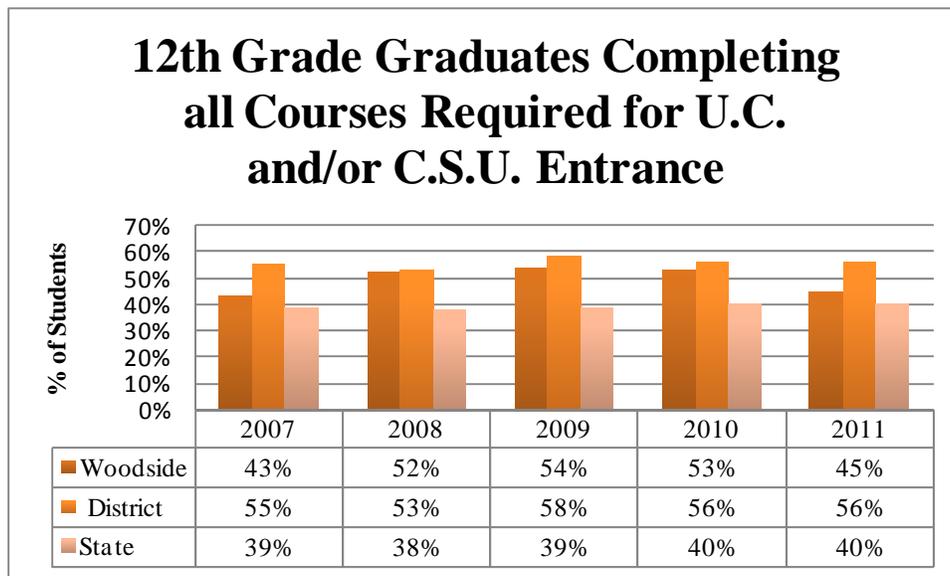
Woodside High School takes pride in the fact that it continues to earn a high CA Similar Schools Ranking (currently a three year average of 9.7).



The Graduation Rate (four-year), at 93.6%, far exceeds the district's composite graduation rate of 89%.



University of California/ California State University “a-g” completion rates are something we are continuing to work on because although we saw some growth (43% pass rate in 2006-2007 to 54% in 2009-2010), there have been some fluctuations.



Parent and Community Involvement

Current community involvement is accomplished through our Parent, Teacher, Student Association (PTSA), School-Site Council, English Language Learners’ Advisory Council (ELAC), Drama Boosters, Athletic Boosters, Music Boosters, Robotics Boosters, Shared Decision-Making Council, School Site Council, Student Advisory, various task forces, Parent Advisory Group, Business Technology Academy, Green and Clean Academy, MESA, AVID, and Compass groups.

The Woodside Foundation, comprised of parents, staff and community members, is committed to improving Woodside’s academic programs, and continues to provide necessary support and funding. In addition to larger school projects, the WHS Foundation annually funds grants to individual teachers. Some of the projects they have funded over the course of the past school years include:

- Website and PR Materials
- Students Offering Support (SOS) Program
- Technology Support
- Library Books
- Testing Coordination
- College and Career Center
- Principal’s discretionary fund
- 40 Smart Boards
- Class Sections

- Staff Development
- Tutoring Services
- Mental Health Counseling

In 2008, the Foundation shifted its focus to reducing class sizes in specific content areas in need of improvement. Each spring, the site administration presents CST performance data to the Foundation Board and makes recommendations of specific content areas to apply the class size reduction funds.

There is opportunity and encouragement for parent and community involvement in our task forces, and representation of all stakeholders is required in our SDMC. This is the ninth year that our Parent and Student Principal's Advisory Groups have been in operation. Parents and students meet once per month with the Principal to review current progress, issues and concerns.

The District

The Sequoia Union High School District was founded in 1895 with Sequoia High School, and the district rapidly expanded in the 1950s and 1960s. Constructed in 1958, Woodside is one of five high schools in the District. The District has adopted the Teacher Induction Program (TIP) to ensure support and training for teachers in their first and second years in the profession. With increased focus upon standardized testing and assessment of student progress, the District hired a specialist in statistical analysis to help each school site draw conclusions so that the results of testing can drive effective change. It is our hope that the district will continue to develop mechanisms to streamline data collection and analysis so that the onus of these tasks is not left to the limited resources of our site.

Physical Plant

WHS has undergone major renovations as part of a modernization process that began with the passing of Measure V in 1996 and continued in 2001 with the passing of Measure G. In addition, voters passed Measure H in November 2004, which further precipitated construction and facility enhancements. In November 2008, voters passed Measure J, which further assisted the district with its goal to provide the very best facilities to its students.

Woodside High School has modernized all of its classrooms as of 2007 and completed upgrades to existing facilities including the boys' and girls' locker rooms, the faculty dining room, Multi-Use Room bathrooms and all student restrooms, athletic fields, the weight room and the central courtyard (quad). Major landscaping has also improved the aesthetic quality of the school. The new 500-seat Performing Arts Center was completed in 2005; it provides space for musical productions, assemblies, and special events. With the help of private donations, WHS has completed the construction of a new gymnasium and pool that has a modern fitness center adjacent. In 2011 a new field house and concession stand was completed. Other improvements include computer labs and several additional classrooms and offices. WHS has also made an effort to redesign and

reallocate the wings of the school for specific content areas. Woodside's new Career Technology Education (CTE) facilities include a state-of-the-art Robotics and Engineering room, as well as a large and productive garden.

Woodside hopes to break new ground in the next year with the addition of a Digital Media Pathways building with the assistance of \$3M in matching funds from the state of California as a result of a grant. Ongoing construction and renovations reflect the ever-improving quality of WHS's programs and the commitment to its students and community.

WASC Accreditation History

Woodside High School last renewed its accreditation during the 2004-2005 school year, and the visiting committee awarded the school with a six-year accreditation (2005-2011) with a three-year review in 2008. In the spring of 2010, Woodside High School requested a one-year extension of its scheduled 2011 accreditation visit, as the school had just embarked on a three-year professional development endeavor with the Quaglia Institute. Sensing that the work with Quaglia, which is based on the "8 Conditions for Student Success," would have a significant impact on the culture of the school, Woodside requested an additional year in order to delve deeper into the Quaglia framework. WASC approved the extension request, which proved to be advantageous, as Woodside High School adopted the "8 Conditions" as its ESLRs in the spring of 2011.

The Visiting Committee's *Summary of Findings* from the 2005 visit delineated nineteen school-wide strengths, and particularly noted the efficacy and success of its shared decision-making model, the processes for data review, and its efforts towards closing the achievement gap. Two members from the 2005 visiting committee returned to Woodside High School in February of 2008. The committee noted: "There have been significant changes since the last visit. This is a school that doesn't stand still and there is a strong commitment here to continual improvement of all kinds." Furthermore, the committee noted: "This is a school that doesn't miss a step. Following the last visit, action plans were developed, or amended, to reflect the recommendations left by the visiting team." The visiting team did recommend that Woodside High School continue to look at the achievement gap "to ensure that all that can be done is being done." The committee also recommended "the school look at ways to increase representation of Hispanic students in Advanced Placement programs and classes."

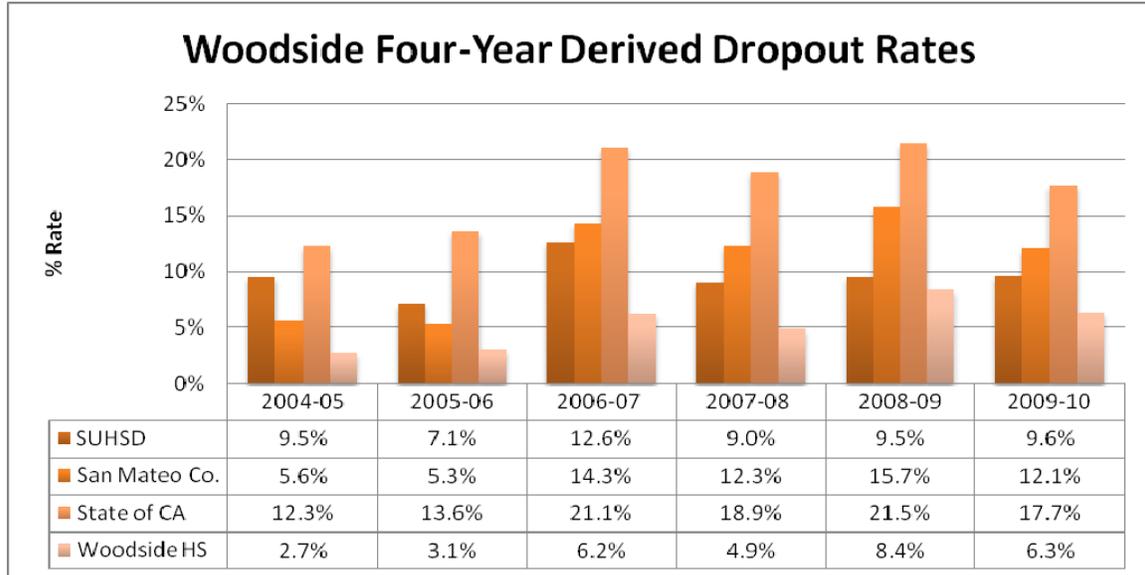
Woodside High School, under the leadership and guidance of its Shared Decision-Making Council, has remained focused on its long-term action plans by setting appropriate and relevant annual goals and respective targets.

Summary of School Performance Data: Woodside High School

(Data derived from CA Department of Ed-Data Quest and SUHSD Director of Assessment)

WHS Dropout Rate

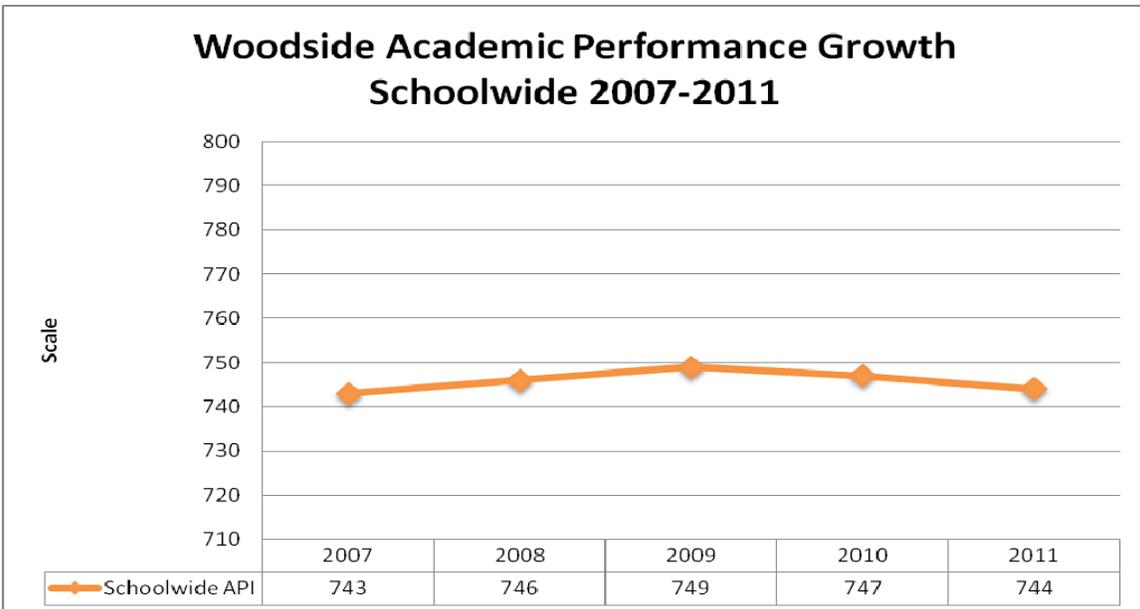
- WHS has the lowest dropout rate of all district schools.



Four-Year Derived Dropout Rate is an estimate of the % of students who would dropout in a four-year period, based on data collected for a single year.
 Formula: $(1 - ((1 - (\text{Reported or Adjusted Gr. 9 Dropouts} / \text{Gr. 9 Enrollment})) * (1 - (\text{Reported or Adjusted Gr. 10 Dropouts} / \text{Gr. 10 Enrollment})) * (1 - (\text{Reported or Adjusted Gr. 11 Dropouts} / \text{Gr. 11 Enrollment})) * (1 - (\text{Reported or Adjusted Gr. 12 Dropouts} / \text{Gr. 12 Enrollment}))))$

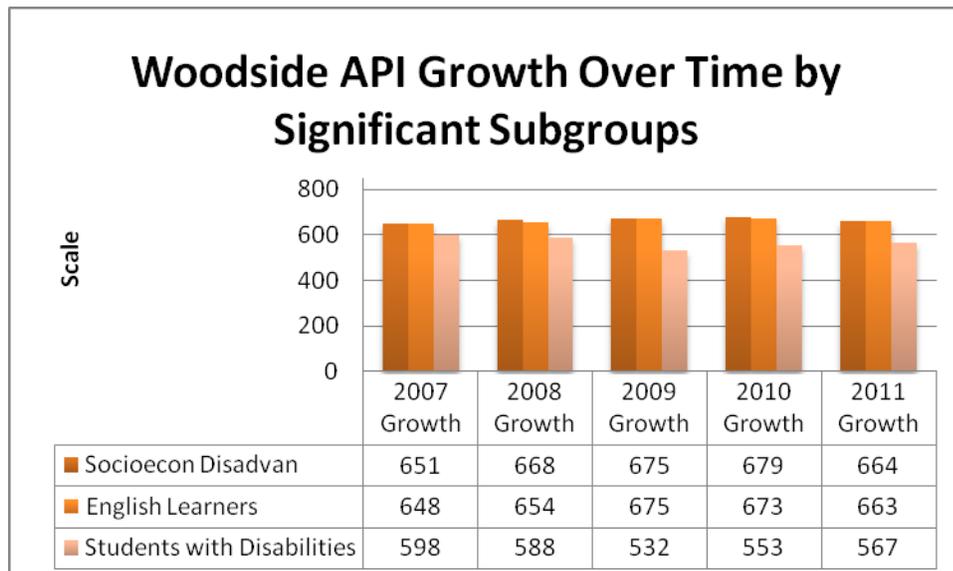
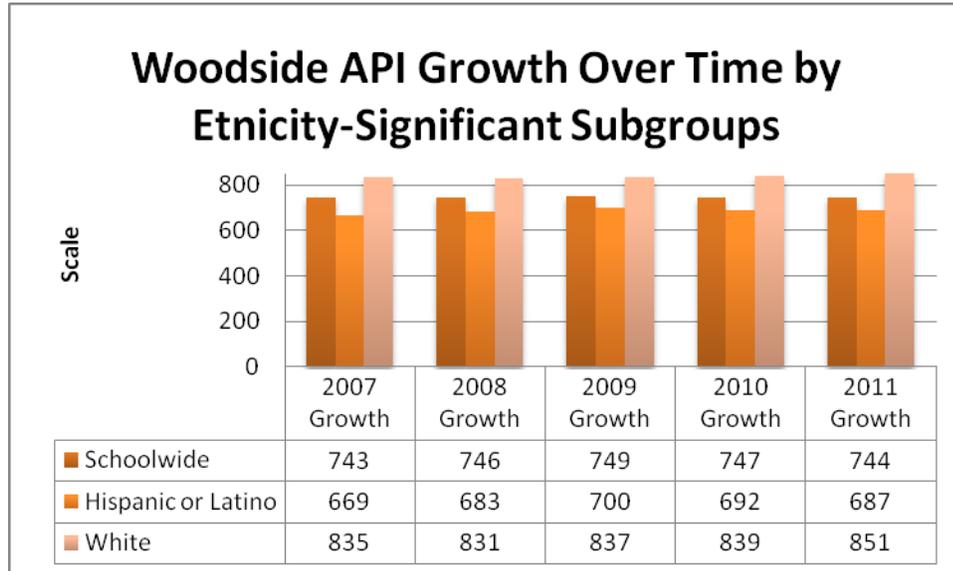
WHS Academic Performance Index (API) Results

- WHS has not met schoolwide API Growth Targets since 2006
- WHS API results remain relatively stagnant for the past five years



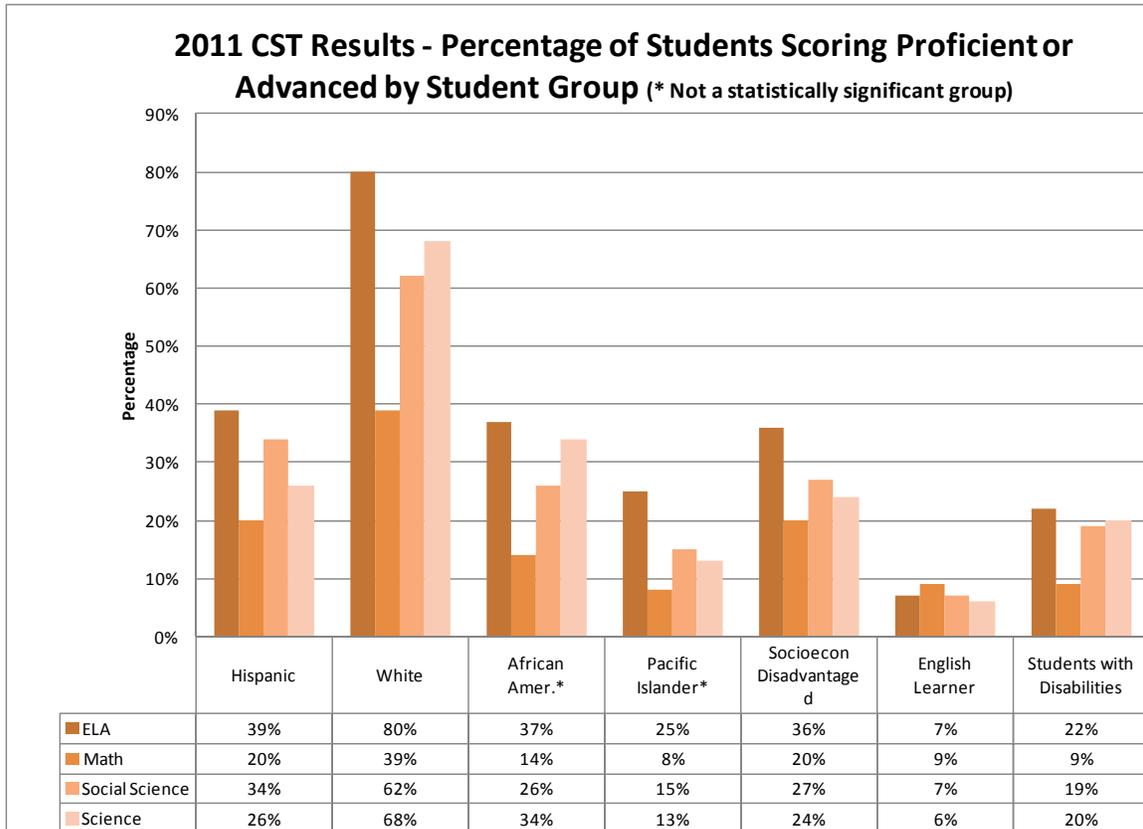
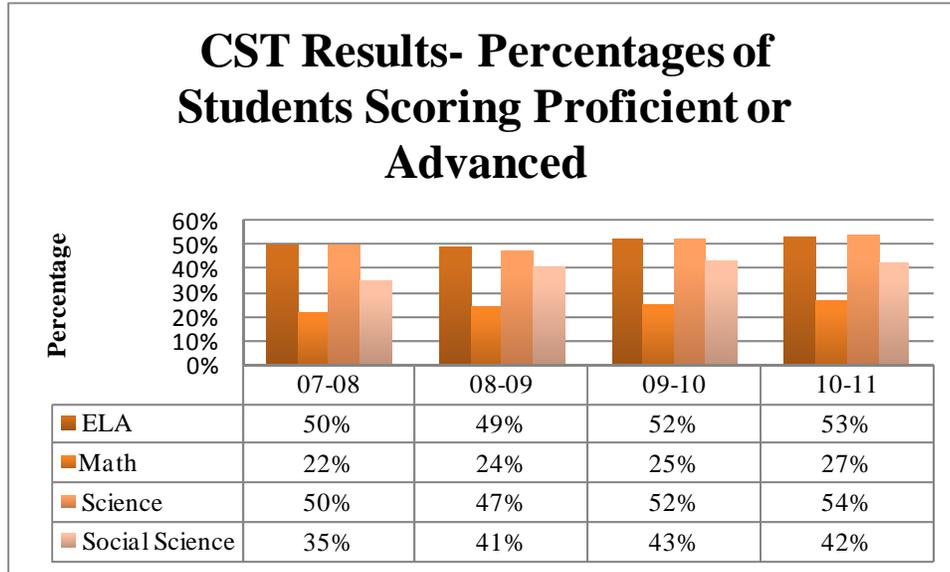
WHS API Subgroup Growth

- WHS white subgroup continues to exceed expectations in overall API growth; significant achievement gaps remain
- Students With Disabilities API increased 14 percentage points in 2011



WHS CST Results

- The percentage of students scoring proficient or advanced on all sections of the CST exams has increased since 2007.



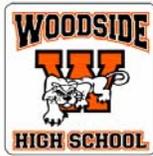
WHS CST ELA

- The percentage of students scoring proficient or advanced is consistently lower than the district average in grades 9-11
- Overall, ELA CST scores remain relatively stagnant in grade cohorts and year-to-year comparisons

 Woodside High School CST Results: English Language Arts												
	Woodside			SUHSD			San Mateo County			State of CA		
PROFICIENCY LEVELS*	ELA (Grade 9)			ELA (Grade 9)			ELA (Grade 9)			ELA (Grade 9)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Advanced	24%	26%	26%	33%	39%	42%	31%	33%	38%	23%	24%	28%
Proficient	27%	28%	26%	24%	27%	23%	28%	30%	26%	27%	30%	27%
Basic	26%	27%	28%	24%	20%	20%	23%	21%	21%	27%	25%	26%
Below Basic	13%	12%	13%	12%	9%	9%	12%	10%	9%	15%	13%	11%
Far Below Basic	9%	6%	7%	7%	5%	6%	6%	6%	6%	8%	8%	7%
# Students with Scores	452	412	365	1,982	1,847	1,846	6,742	6,620	6,576	506,149	488,790	476,596
PROFICIENCY LEVELS*	ELA (Grade 10)			ELA (Grade 10)			ELA (Grade 10)			ELA (Grade 10)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Advanced	24%	26%	27%	29%	33%	36%	26%	30%	31%	19%	22%	21%
Proficient	28%	27%	28%	25%	21%	25%	27%	24%	27%	25%	23%	27%
Basic	29%	27%	26%	26%	24%	22%	26%	25%	24%	29%	29%	30%
Below Basic	12%	13%	11%	11%	11%	10%	11%	11%	11%	14%	14%	14%
Far Below Basic	8%	7%	7%	9%	10%	7%	10%	10%	7%	13%	12%	9%
# Students with Scores	466	443	409	1,944	1,900	1,888	6,587	6,616	6,612	477,994	480,786	465,450
PROFICIENCY LEVELS*	ELA (Grade 11)			ELA (Grade 11)			ELA (Grade 11)			ELA (Grade 11)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Advanced	22%	26%	26%	27%	29%	33%	24%	27%	29%	18%	21%	21%
Proficient	24%	25%	25%	21%	21%	21%	24%	23%	24%	22%	22%	24%
Basic	24%	25%	28%	21%	24%	23%	23%	25%	25%	25%	27%	28%
Below Basic	16%	14%	11%	16%	14%	12%	16%	13%	12%	19%	15%	14%
Far Below Basic	14%	10%	10%	15%	12%	11%	13%	12%	11%	16%	15%	12%
# Students with Scores	411	432	405	1,747	1,929	1,853	6,262	6,463	6,361	446,087	449,930	445,352
* State of California Goal: For all students to score at Advanced or Proficient Levels												

WHS CST Mathematics

- Smallest number of students taking the General Math CST exam in 2011
- 15% of students taking the Algebra 1 CST scored proficient or advanced in 2011

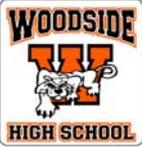


Woodside High School CST Results: General Math / Algebra I / Integrated Math I

	Woodside	SUHSD	San Mateo County	State of CA
PROFICIENCY LEVELS*	General Math (Grade 9)			
	2009	2010	2011	2009
Advanced	0%	0%	0%	2%
Proficient	5%	2%	4%	15%
Basic	33%	25%	26%	28%
Below Basic	44%	53%	42%	35%
Far Below Basic	19%	21%	28%	21%
# Students with Scores	43	53	20	67,473
	General Math (Grade 9)			
	2009	2010	2011	2009
Advanced	1%	1%	0%	3%
Proficient	7%	4%	6%	16%
Basic	25%	28%	23%	27%
Below Basic	38%	43%	38%	33%
Far Below Basic	29%	24%	32%	22%
# Students with Scores	191	191	229	581
	General Math (Grade 9)			
	2009	2010	2011	2009
Advanced	3%	2%	0%	2%
Proficient	16%	15%	5%	15%
Basic	27%	27%	22%	28%
Below Basic	33%	33%	43%	35%
Far Below Basic	22%	23%	9%	21%
# Students with Scores	581	431	406	67,473
	General Math (Grade 9)			
	2009	2010	2011	2009
Advanced	2%	2%	3%	2%
Proficient	15%	15%	15%	15%
Basic	28%	27%	28%	28%
Below Basic	35%	31%	33%	35%
Far Below Basic	21%	25%	22%	21%
# Students with Scores	67,473	57,469	50,517	67,473
PROFICIENCY LEVELS*	Algebra I (EOC)			
	2009	2010	2011	2009
Advanced	1%	1%	1%	8%
Proficient	15%	12%	14%	20%
Basic	28%	28%	27%	23%
Below Basic	39%	44%	44%	32%
Far Below Basic	17%	15%	14%	17%
# Students with Scores	418	362	362	756,447
	Algebra I (EOC)			
	2009	2010	2011	2009
Advanced	2%	2%	4%	12%
Proficient	21%	19%	20%	24%
Basic	27%	30%	29%	23%
Below Basic	35%	35%	34%	27%
Far Below Basic	15%	13%	13%	14%
# Students with Scores	1,782	1,600	1,532	10,712
	Algebra I (EOC)			
	2009	2010	2011	2009
Advanced	12%	13%	14%	8%
Proficient	24%	24%	25%	20%
Basic	23%	23%	23%	23%
Below Basic	27%	27%	26%	23%
Far Below Basic	14%	13%	12%	32%
# Students with Scores	10,712	10,850	10,991	756,447
	Algebra I (EOC)			
	2009	2010	2011	2009
Advanced	8%	9%	10%	8%
Proficient	20%	22%	22%	20%
Basic	23%	24%	24%	23%
Below Basic	32%	31%	30%	22%
Far Below Basic	17%	14%	14%	22%
# Students with Scores	756,447	748,443	737,902	756,447
PROFICIENCY LEVELS*	Integrated Math I (EOC)			
	2009	2010	2011	2009
Advanced	0%	0%	0%	2%
Proficient	2%	1%	6%	9%
Basic	23%	28%	24%	9%
Below Basic	64%	50%	47%	24%
Far Below Basic	10%	20%	24%	49%
# Students with Scores	81	74	89	22%
	Integrated Math I (EOC)			
	2009	2010	2011	2009
Advanced	0%	0%	1%	0%
Proficient	5%	9%	9%	5%
Basic	30%	31%	29%	7%
Below Basic	52%	46%	44%	24%
Far Below Basic	14%	14%	17%	49%
# Students with Scores	222	150	171	22%
	Integrated Math I (EOC)			
	2009	2010	2011	2009
Advanced	0%	0%	1%	2%
Proficient	5%	7%	9%	9%
Basic	24%	23%	29%	11%
Below Basic	49%	52%	46%	24%
Far Below Basic	22%	18%	16%	25%
# Students with Scores	619	499	547	22%
	Integrated Math I (EOC)			
	2009	2010	2011	2009
Advanced	2%	2%	2%	2%
Proficient	9%	11%	12%	9%
Basic	22%	24%	25%	22%
Below Basic	45%	46%	39%	45%
Far Below Basic	22%	18%	21%	22%
# Students with Scores	9,935	11,327	11,987	9,935

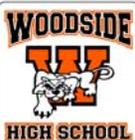
WHS CST Mathematics

- 65% of students taking the High School Summative Math CST scored proficient or advanced in 2011

	Woodside High School											
	CST Results: Geometry / Algebra II / HS Summative Math											
	Woodside			SUHSD			San Mateo County			State of CA		
PROFICIENCY LEVELS*	Geometry (EOC)			Geometry (EOC)			Geometry (EOC)			Geometry (EOC)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Advanced	5%	7%	7%	12%	14%	13%	13%	13%	14%	8%	8%	9%
Proficient	23%	19%	18%	27%	26%	30%	25%	25%	28%	18%	19%	22%
Basic	27%	24%	28%	26%	25%	25%	24%	28%	26%	23%	27%	27%
Below Basic	39%	39%	37%	29%	28%	24%	28%	27%	23%	37%	34%	31%
Far Below Basic	5%	11%	11%	6%	6%	7%	9%	7%	8%	14%	12%	12%
# Students with Scores	410	368	302	1,464	1,517	1,442	5,519	5,580	5,715	398,730	409,586	407,668
PROFICIENCY LEVELS*	Algebra II (EOC)			Algebra II (EOC)			Algebra II (EOC)			Algebra II (EOC)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Advanced	11%	17%	17%	16%	20%	21%	10%	15%	18%	8%	11%	12%
Proficient	17%	24%	18%	27%	26%	29%	24%	24%	26%	20%	20%	21%
Basic	28%	30%	38%	25%	28%	30%	28%	30%	29%	28%	28%	28%
Below Basic	32%	21%	18%	23%	21%	13%	25%	21%	18%	27%	25%	23%
Far Below Basic	13%	7%	9%	9%	5%	6%	13%	10%	9%	17%	16%	15%
# Students with Scores	223	243	215	1,128	1,185	1,238	3,927	3,927	3,950	250,899	265,175	277,494
PROFICIENCY LEVELS*	HS Summative Math (EOC)			HS Summative Math (EOC)			HS Summative Math (EOC)			HS Summative Math (EOC)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Advanced	22%	15%	24%	35%	40%	36%	24%	28%	24%	18%	22%	20%
Proficient	29%	32%	44%	34%	37%	42%	34%	34%	39%	32%	32%	35%
Basic	28%	27%	16%	22%	14%	16%	23%	21%	20%	24%	23%	23%
Below Basic	19%	23%	13%	8%	9%	5%	16%	14%	15%	21%	19%	18%
Far Below Basic	2%	3%	4%	1%	1%	1%	3%	3%	3%	5%	4%	4%
# Students with Scores	117	120	140	578	682	737	2,096	2,315	2,423	123,650	130,588	139,969

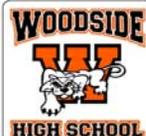
WHS CST Science

- In 2011, all students enrolled in 9th grade Integrated Science took the Earth Science CST. The percentage of students scoring far below basic and below basic decreased. The Integrated Science curriculum was changed to align with Earth Science Standards. (Students enrolled in AP Environmental Science take the Earth Science CST.)

												
Woodside High School												
CST Results: Life Science / Integrated Science I / Earth Science												
	Woodside			SUHSD			San Mateo County			State of CA		
PROFICIENCY LEVELS*	Life Science (Grade 10)											
	2009	2010	2011									
Advanced	23%	26%	27%	32%	33%	37%	27%	29%	33%	22%	23%	26%
Proficient	25%	26%	28%	24%	23%	25%	25%	25%	25%	22%	23%	24%
Basic	32%	29%	20%	24%	25%	20%	26%	26%	24%	27%	29%	26%
Below Basic	12%	12%	13%	12%	9%	8%	12%	10%	9%	15%	13%	11%
Far Below Basic	8%	8%	11%	9%	10%	10%	10%	10%	10%	15%	12%	12%
# Students with Scores	466	425	392	1,895	1,824	1,835	6,402	6,417	6,495	465,931	465,956	458,852
PROFICIENCY LEVELS*	Integrated Science I (EOC)											
	2009	2010	2011									
Advanced	0%	0%	N/A	0%	1%	0%	1%	1%	2%	2%	2%	3%
Proficient	7%	13%	N/A	6%	11%	10%	7%	12%	14%	11%	15%	17%
Basic	44%	44%	N/A	41%	45%	44%	41%	45%	43%	39%	41%	43%
Below Basic	24%	21%	N/A	25%	24%	22%	24%	20%	19%	22%	19%	17%
Far Below Basic	25%	22%	N/A	28%	20%	24%	28%	22%	22%	26%	22%	21%
# Students with Scores	327	289	0	1,084	893	636	2,184	1,622	1,383	69,374	64,056	54,712
PROFICIENCY LEVELS*	Earth Science (EOC)											
	2009	2010	2011									
Advanced	16%	26%	7%	6%	13%	6%	7%	9%	11%	8%	9%	12%
Proficient	29%	36%	23%	11%	17%	20%	23%	26%	24%	20%	24%	23%
Basic	33%	26%	35%	34%	34%	31%	41%	38%	36%	39%	36%	36%
Below Basic	9%	8%	16%	23%	14%	15%	15%	13%	13%	16%	15%	13%
Far Below Basic	13%	4%	21%	26%	21%	28%	15%	14%	16%	18%	16%	16%
# Students with Scores	55	53	257	155	132	305	1,491	1,642	1,969	225,709	217,870	215,338

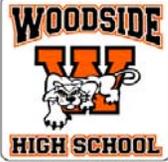
WHS CST Science

- The number of students taking the Chemistry and Physics CST exams has increased significantly, since 2009. In 2010, WHS added 3 sections of Physics for 9th-grade and 5 sections of Conceptual Chemistry.

	Woodside High School											
	CST Results: Biology / Chemistry / Physics											
	Woodside			SUHS			San Mateo County			State of CA		
PROFICIENCY LEVELS*	Biology (EOC)			Biology (EOC)			Biology (EOC)			Biology (EOC)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Advanced	21%	21%	18%	28%	29%	33%	24%	27%	31%	20%	21%	24%
Proficient	21%	26%	28%	26%	27%	25%	25%	28%	26%	22%	25%	25%
Basic	34%	27%	27%	29%	26%	24%	31%	29%	26%	33%	32%	29%
Below Basic	11%	15%	15%	9%	9%	10%	10%	8%	10%	13%	12%	13%
Far Below Basic	13%	11%	12%	8%	8%	8%	9%	8%	7%	12%	11%	10%
# Students with Scores	600	530	486	2,419	2,519	2,472	7,732	8,192	7,932	534,140	544,938	552,023
PROFICIENCY LEVELS*	Chemistry (EOC)			Chemistry (EOC)			Chemistry (EOC)			Chemistry (EOC)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Advanced	20%	18%	9%	22%	25%	20%	14%	17%	14%	13%	14%	14%
Proficient	37%	26%	24%	29%	29%	29%	26%	26%	27%	23%	23%	24%
Basic	35%	33%	36%	32%	29%	32%	37%	35%	39%	35%	36%	39%
Below Basic	5%	14%	18%	10%	9%	11%	13%	11%	12%	16%	15%	14%
Far Below Basic	3%	9%	12%	7%	8%	8%	9%	11%	8%	14%	12%	9%
# Students with Scores	142	242	265	892	1,126	1,191	3,768	4,033	4,076	247,163	256,573	265,159
PROFICIENCY LEVELS*	Physics (EOC)			Physics (EOC)			Physics (EOC)			Physics (EOC)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Advanced	13%	11%	17%	32%	29%	35%	30%	20%	25%	22%	21%	22%
Proficient	18%	26%	24%	25%	29%	30%	27%	29%	32%	24%	28%	30%
Basic	27%	34%	38%	26%	27%	26%	29%	33%	28%	32%	33%	31%
Below Basic	20%	18%	14%	10%	9%	6%	8%	10%	9%	12%	11%	9%
Far Below Basic	21%	12%	7%	7%	6%	4%	5%	7%	5%	10%	8%	7%
# Students with Scores	104	112	138	579	516	588	1,889	2,047	2,154	67,767	72,766	76,092

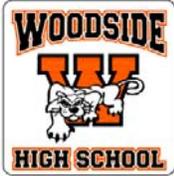
WHS CST Social Science

- The percentage of students scoring proficient or advanced on the World History and United States History CST exams have remained consistent from 2009-2011 (lower than the district, similar to state averages).

	Woodside High School											
	CST Results: World History / U.S. History											
	Woodside			SUHSD			San Mateo County			State of CA		
PROFICIENCY LEVELS*	World History (EOC)			World History (EOC)			World History (EOC)			World History (EOC)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Advanced	19%	18%	15%	30%	33%	38%	26%	29%	35%	17%	20%	23%
Proficient	23%	25%	27%	23%	22%	21%	24%	24%	23%	21%	22%	21%
Basic	27%	24%	33%	19%	20%	19%	21%	22%	21%	25%	25%	24%
Below Basic	14%	12%	12%	12%	8%	9%	12%	8%	8%	14%	10%	12%
# Students with Scores	18%	22%	13%	16%	17%	14%	18%	17%	13%	23%	23%	19%
# Students with Scores	469	434	410	1,911	1,851	1,869	6,635	6,546	6,552	425,941	475,421	473,699
PROFICIENCY LEVELS*	U.S. History (Grade 11)			U.S. History (Grade 11)			U.S. History (Grade 11)			U.S. History (Grade 11)		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Advanced	20%	18%	16%	28%	27%	30%	26%	27%	28%	20%	20%	21%
Proficient	26%	27%	29%	24%	24%	24%	26%	26%	29%	24%	25%	27%
Basic	22%	23%	25%	19%	21%	20%	23%	21%	21%	23%	23%	23%
# Students with Scores	11%	14%	11%	10%	12%	11%	10%	11%	10%	12%	13%	12%
Far Below Basic	20%	19%	19%	18%	16%	15%	16%	15%	12%	21%	18%	17%
# Students with Scores	415	426	403	1,718	1,895	1,820	6,151	6,370	6,286	435,829	442,083	446,549

WHS CAHSEE Results - First Time Passing Rates: ELA

- CAHSEE ELA first-time passing rate for WHS English Learners, Students With Disabilities, and Socio-Economically Disadvantaged students is higher than that of the District, County and State.

	Woodside High School CAHSEE: ELA / Non-Ethnic Sub-Groups First Time Passing Rates for Grade 10											
	WOODSIDE			SUHSD			County of San Mateo			State of California		
School Year: 2010-11 Test Date: March 2011 Class of 2013	#	#	%	#	#	%	#	#	%	#	#	%
	Tested	Passed	Passed	Tested	Passed	Passed	Tested	Passed	Passed	Tested	Passed	Passed
All Students	430	357	83%	2,005	1,693	84%	6,807	5,808	85%	475,801	391,967	82%
English Learners	106	57	54%	390	172	44%	1,056	478	45%	68,326	30,180	44%
RFEP	92	86	93%	383	360	94%	1,311	1,226	94%	98,117	91,912	94%
Special Education	51	27	53%	197	101	51%	566	254	45%	39,064	15,314	39%
Socio-Eco. Disadvan.	197	143	73%	773	525	68%	2,282	1,627	71%	252,826	189,728	75%
School Year: 2009-10 Test Date: March 2010 Class of 2012	#	#	%	#	#	%	#	#	%	#	#	%
	Tested	Passed	Passed	Tested	Passed	Passed	Tested	Passed	Passed	Tested	Passed	Passed
All Students	444	362	82%	1,932	1,592	82%	6,655	5,662	85%	478,099	385,196	81%
English Learners	96	44	46%	373	148	40%	1,009	454	45%	72,963	30,431	42%
RFEP	124	114	92%	438	403	92%	1,326	1,232	93%	95,731	88,540	92%
Special Education	33	14	42%	178	88	49%	580	271	47%	38,309	14,267	37%
Socio-Eco. Disadvan.	232	170	73%	835	565	68%	2,286	1,633	71%	248,864	179,839	72%
School Year: 2008-09 Test Date: March 2009 Class of 2011	#	#	%	#	#	%	#	#	%	#	#	%
	Tested	Passed	Passed	Tested	Passed	Passed	Tested	Passed	Passed	Tested	Passed	Passed
All Students	483	401	83%	1,999	1,658	83%	6,614	5,576	84%	476,830	377,693	79%
English Learners	91	35	38%	371	140	38%	979	399	41%	76,649	30,927	40%
RFEP	145	139	96%	417	389	93%	1,235	1,141	92%	89,222	81,519	91%
Special Education	55	21	38%	251	133	53%	662	314	47%	38,332	14,269	37%
Socio-Eco. Disadvan.	239	176	74%	816	553	68%	2,103	1,448	69%	236,510	164,752	70%
Data obtained from DataQuest.												

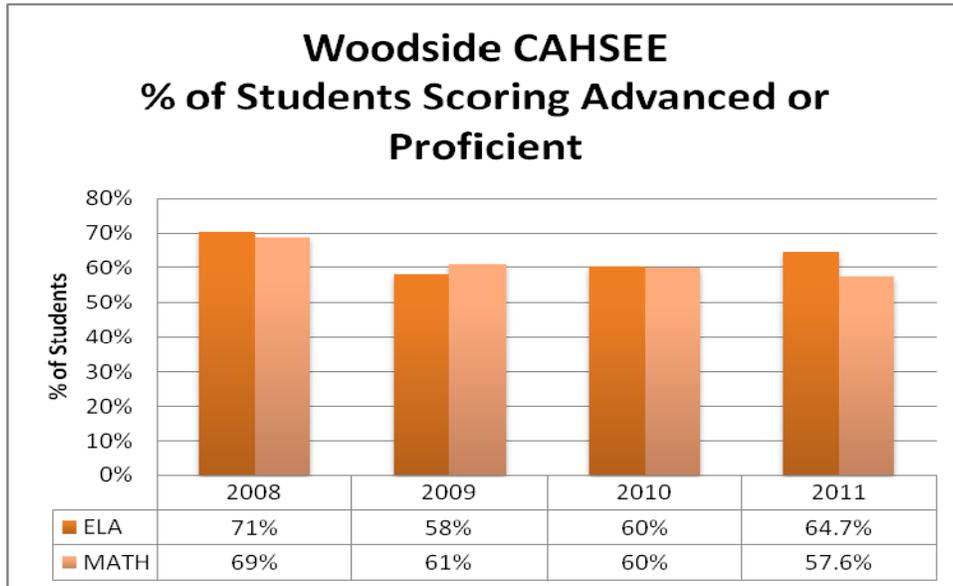
WHS CAHSEE Results - First Time Passing Rates: MATH

- CAHSEE Math first-time passing rate for WHS English Learners and Socio-Economically Disadvantaged students is higher than that of the District and State.
- CAHSEE Math first-time passing rate for WHS Students with Disabilities and RFEP students is higher than that of the District, County and State.

	Woodside High School											
	CAHSEE: Math / Non-Ethnic Sub-Groups First Time Passing Rates for Grade 10											
	WOODSIDE			SUHSD			County of San Mateo			State of California		
	#	#	%	#	#	%	#	#	%	#	#	%
	Tested	Passed	Passed	Tested	Passed	Passed	Tested	Passed	Passed	Tested	Passed	Passed
School Year: 2010-11 Test Date: March 2011 Class of 2013												
All Students	432	363	84%	1,993	1,706	86%	6,731	5,848	87%	473,428	391,519	83%
English Learners	106	61	58%	377	210	56%	1,024	617	60%	67,442	37,639	56%
RFEP	92	87	95%	383	356	93%	1,309	1,214	93%	98,210	90,513	92%
Special Education	53	28	53%	181	92	51%	497	229	46%	36,495	14,617	40%
Socio-Eco. Disadvan.	196	143	73%	759	546	72%	2,239	1,679	75%	251,524	192,049	76%
School Year: 2009-10 Test Date: March 2010 Class of 2012												
All Students	431	376	87%	1,896	1,635	86%	6,558	5,617	86%	475,452	383,887	81%
English Learners	89	56	63%	355	200	56%	987	555	56%	72,176	37,693	52%
RFEP	125	117	94%	436	400	92%	1,312	1,206	92%	95,680	86,912	91%
Special Education	16	10	63%	144	79	55%	488	223	46%	35,412	13,673	39%
Socio-Eco. Disadvan.	224	182	81%	812	605	75%	2,239	1,653	74%	247,693	181,974	73%
School Year: 2008-09 Test Date: March 2009 Class of 2011												
All Students	462	406	88%	1,959	1,694	86%	6,527	5,617	86%	474,327	378,440	80%
English Learners	79	53	67%	354	205	58%	955	550	58%	75,613	39,788	53%
RFEP	145	137	94%	417	387	93%	1,231	1,133	92%	89,345	80,488	90%
Special Education	35	18	51%	227	123	54%	601	287	48%	35,400	13,497	38%
Socio-Eco. Disadvan.	228	188	82%	798	601	75%	2,061	1,527	74%	235,179	168,834	72%
Data obtained from DataQuest.												

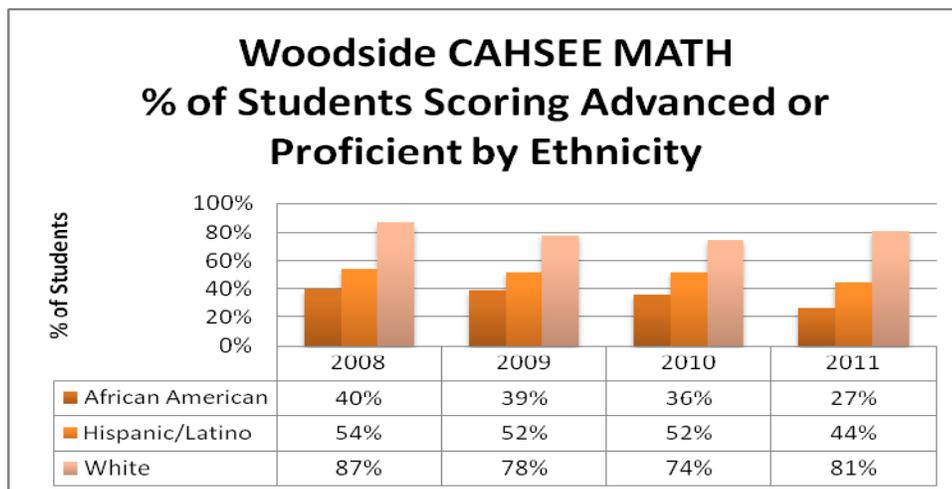
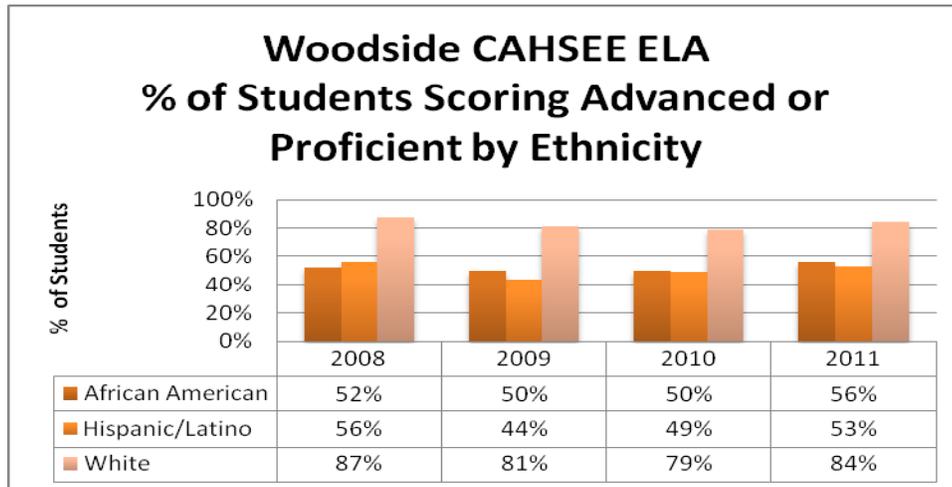
WHS CAHSEE Results: Percent Proficient ELA

- The percentage of students scoring advanced or proficient on the 2011 ELA CAHSEE has increased.
- The percentage of students scoring advanced or proficient on the 2011 Math CAHSEE has decreased.



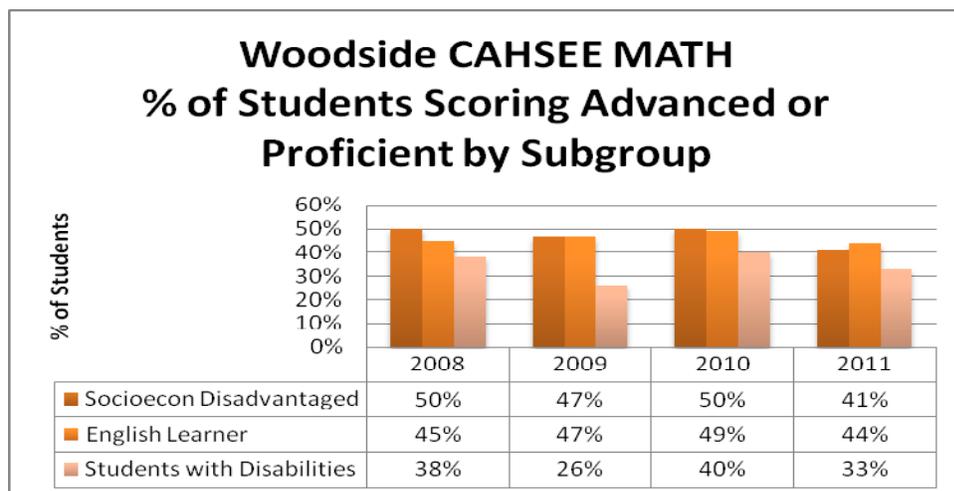
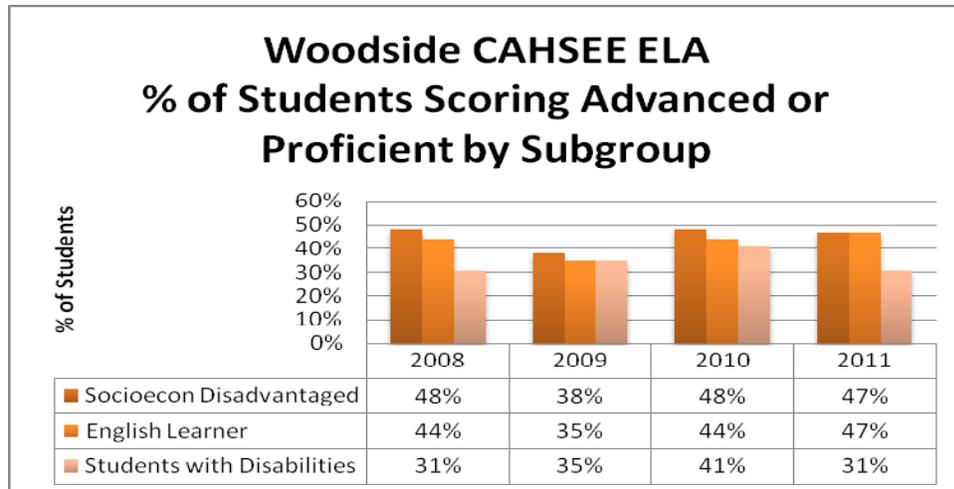
WHS CAHSEE Subgroup Data

- The percentage of White students scoring advanced or proficient on the 2011 ELA and Math CAHSEE has increased since 2009.
- The percentage of African American and Hispanic students scoring advanced or proficient on the 2011 ELA CAHSEE has increased since 2009.
- The percentage of African American and Hispanic students scoring advanced or proficient on the 2011 Math CAHSEE has decreased since 2009.
- A significant achievement gap remains



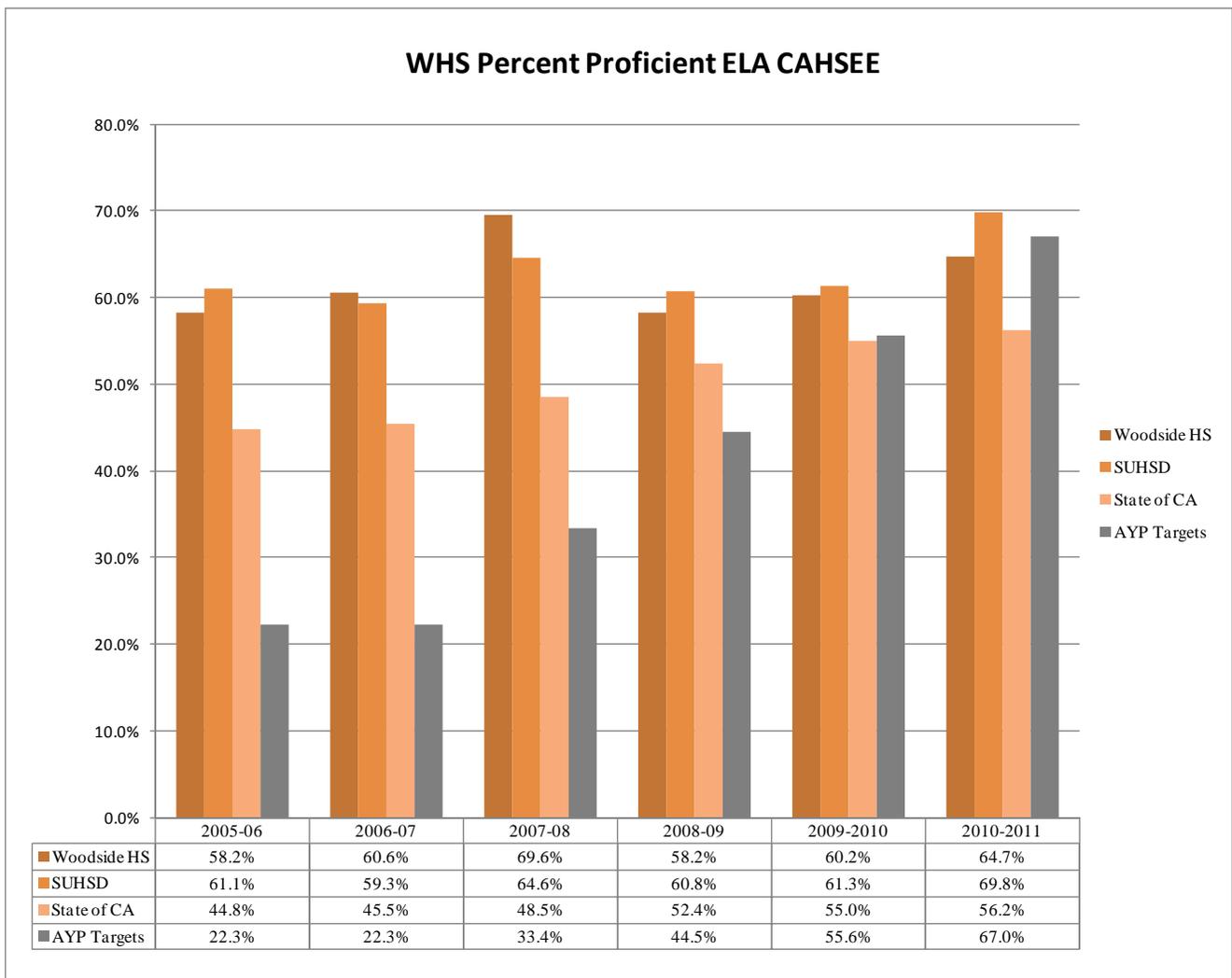
WHS CAHSEE Subgroup Data

- The percentage of English Learners scoring advanced or proficient on the 2011 ELA CAHSEE has increased since 2008.
- The percentage of socio-economically disadvantaged and students with disabilities scoring advanced or proficient on the 2011 ELA CAHSEE has fluctuated since 2009.
- The percentage of EL, SED and SWD scoring advanced or proficient on the 2011 Math CAHSEE, has decreased since 2010.



WHS Adequate Yearly Progress (AYP) Data

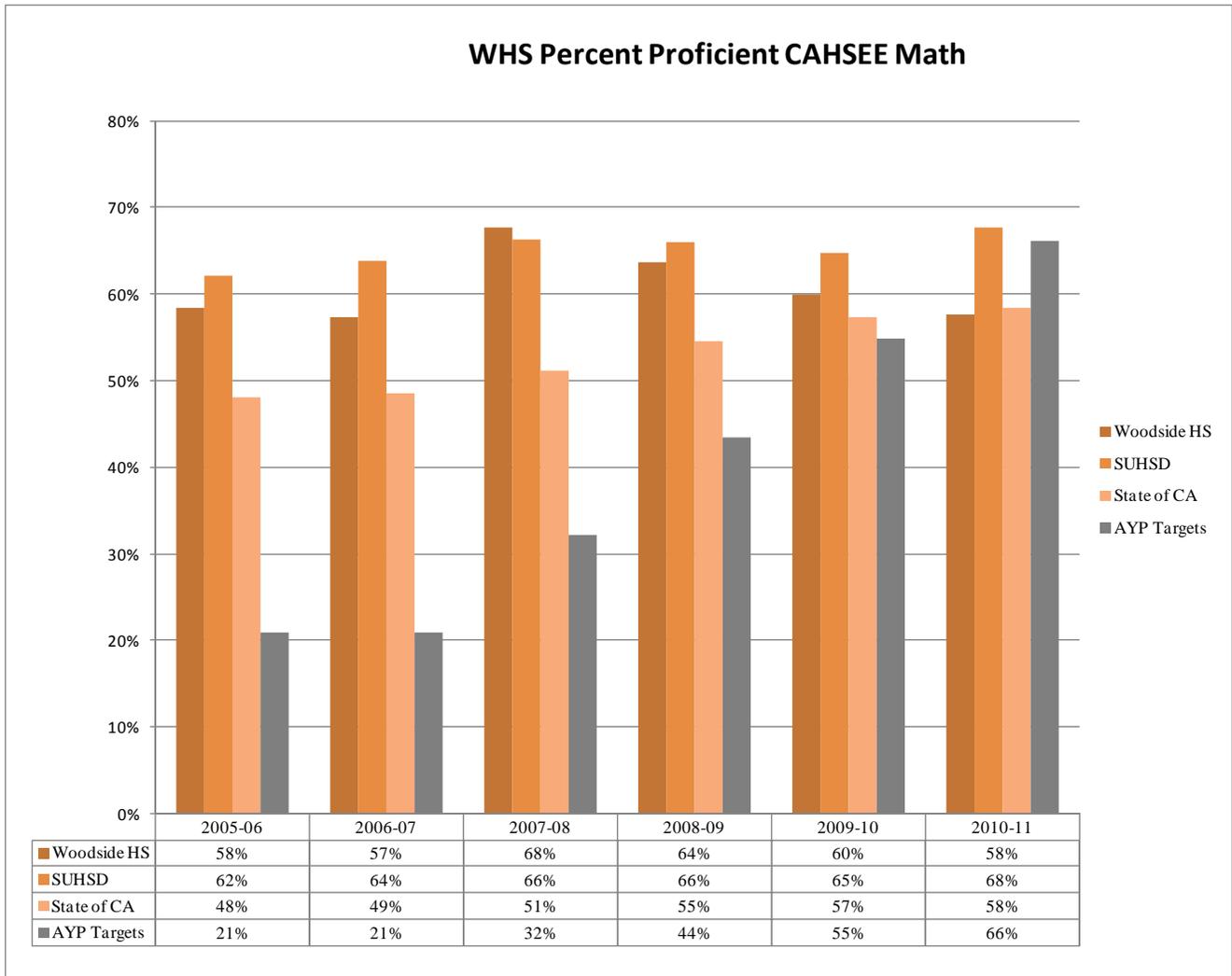
- WHS has not met AYP since 2008.
 - The 2010-2011 Accountability Progress Reports indicates WHS met 16 of 22 AYP criteria.
 - WHS is in Year 2 of Program Improvement.
- **AYP ELA Results:**
 - WHS met its AYP in the following subgroups: White and schoolwide.
 - The number of students scoring proficient or advanced increased in 2011.



WHS Adequate Yearly Progress (AYP) Data

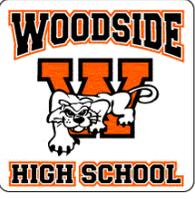
- **AYP Math Results:**

- WHS met AYP in the White subgroup.
- The number of students scoring proficient or advanced decreased in 2011.



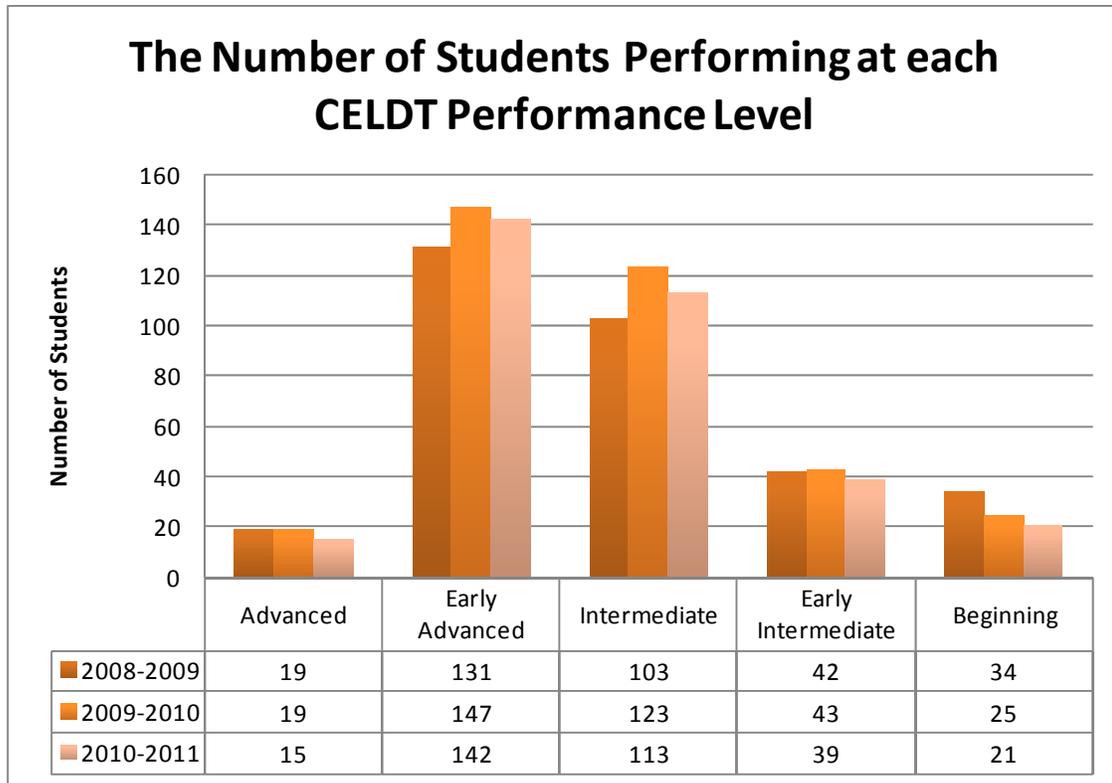
WHS Title III Accountability Report

- The percentage of WHS students meeting annual growth targets is consistently higher than that of the district.
- 2010-2011 was the first year WHS did not meet the Federal AMAO Targets.

		Woodside High School Title III Accountability									
		Annual Measurable Achievement Objectives (AMAO) 1 & 2									
		Woodside HS					SUHSD				
AMAO 1		# in Cohort	# Meeting Annual Target Growth	% Meeting Annual Target Growth	Federal Target	Met Federal Target?	# in Cohort	# Meeting Annual Target Growth	% Meeting Annual Target Growth	Federal Target	Met Federal Target?
School Years	2010-11	330	168	50.9%	54.6%	No	1258	641	51.0%	53.1%	No
	2009-10	356	206	57.9%	53.1%	Yes	1395	768	55.1%	53.1%	Yes
	2008-09	329	190	57.8%	51.6%	Yes	1324	721	54.5%	51.6%	Yes
	2007-08	290	161	55.5%	50.1%	Yes	1310	702	53.6%	50.1%	Yes
	2006-07	333	169	50.8%	48.7%	Yes	1331	720	54.1%	48.7%	Yes
AMAO 2 Less than 5 Years		# in Cohort	# Meeting Annual Target Growth	% Meeting Annual Target Growth	Federal Target	Met Federal Target?	# in Cohort	# Meeting Annual Target Growth	% Meeting Annual Target Growth	Federal Target	Met Federal Target?
School Years	2010-11	75	17	22.7%	18.7%	Yes	354	55	15.5%	18.7%	No
	2009-10	92	24	26.1%	17.4%	Yes	404	94	23.3%	17.4%	Yes
AMAO 2 More than 5 Years		# in Cohort	# Meeting Annual Target Growth	% Meeting Annual Target Growth	Federal Target	Met Federal Target?	# in Cohort	# Meeting Annual Target Growth	% Meeting Annual Target Growth	Federal Target	Met Federal Target?
School Years	2010-11	300	125	41.7%	43.2%	No	1087	451	41.5%	43.2%	No
	2009-10	277	131	47.3%	41.3%	Yes	1072	472	44.0%	41.3%	Yes
Data obtained from DataQuest.											

WHS CELDT Results

- The majority of WHS students perform at the Intermediate and Early Advanced performance level on the CELDT Exam.



- The number of 12th-grade students meeting the CELDT criterion for English proficiency increased by twelve percentage points from 2010 to 2011
- The number of 11th-grade students meeting the CELDT criterion for English proficiency increased by five percentage points from 2010-2011

	Students Meeting CELDT Criterion (English Proficiency)									
	2009-10					2010-11				
	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
WOODSIDE										
# Meeting Criterion	47	47	37	24	155	25	40	47	30	142
# in Cohort	115	112	74	56	357	89	100	86	55	330
% English Proficient	41%	42%	50%	43%	43%	28%	40%	55%	55%	43%

WHS Advanced Placement Exam Results

With more than 96% of students going on to college following graduation, Woodside offers a full range of advanced placement (AP) classes that meet admissions requirements for all top universities. Along with its strong “a-g” college preparatory focus, Woodside welcomes and supports all students in fulfilling their maximum potential. We require *all* students enrolled in an AP class to take the respective AP Examination. One of Woodside’s challenges is to increase the number of ethnically underrepresented students in honors and AP classes.

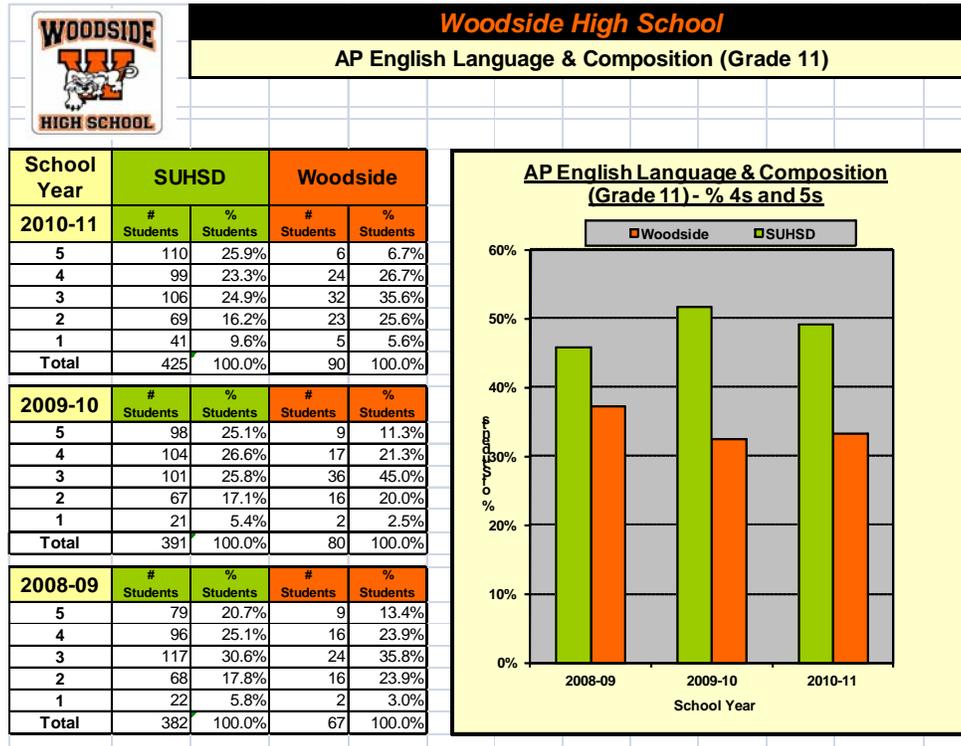
Advanced Placement Results 2010:

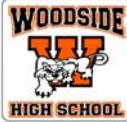
of students tested – 334

of AP Exams – 596

% scoring 3 or higher – 66%

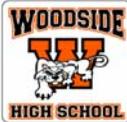
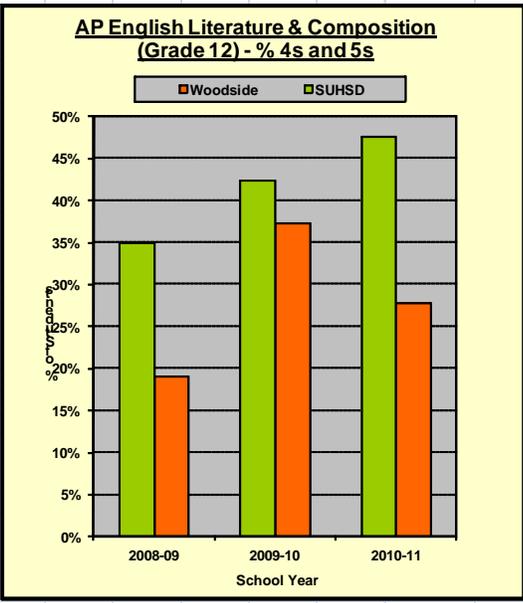
The following AP Data Tables represent three years of comparative data results.





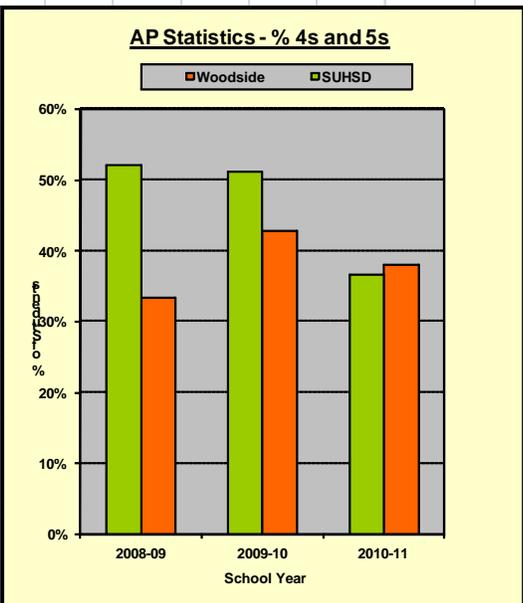
Woodside High School
AP English Literature & Composition (Grade 12)

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2010-11				
5	65	19.3%	7	9.7%
4	95	28.3%	13	18.1%
3	90	26.8%	32	44.4%
2	72	21.4%	18	25.0%
1	14	4.2%	2	2.8%
Total	336	100.0%	72	100.0%
2009-10				
5	63	17.8%	11	14.7%
4	87	24.6%	17	22.7%
3	107	30.2%	22	29.3%
2	80	22.6%	22	29.3%
1	17	4.8%	3	4.0%
Total	354	100.0%	75	100.0%
2008-09				
5	38	10.5%	3	3.6%
4	88	24.4%	13	15.5%
3	113	31.3%	24	28.6%
2	95	26.3%	40	47.6%
1	27	7.5%	4	4.8%
Total	361	100.0%	84	100.0%



Woodside High School
AP Statistics

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2010-11				
5	38	17.8%	2	9.5%
4	40	18.8%	6	28.6%
3	48	22.5%	6	28.6%
2	19	8.9%	7	33.3%
1	28	13.1%	9	42.9%
Total	173	81.2%	30	142.9%
2009-10				
5	54	25.4%	3	14.3%
4	55	25.8%	6	28.6%
3	38	17.8%	4	19.0%
2	26	12.2%	3	14.3%
1	40	18.8%	5	23.8%
Total	213	100.0%	21	100.0%
2008-09				
5	29	19.6%	4	16.7%
4	48	32.4%	4	16.7%
3	35	23.6%	5	20.8%
2	18	12.2%	5	20.8%
1	18	12.2%	6	25.0%
Total	148	100.0%	24	100.0%





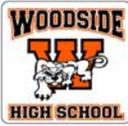
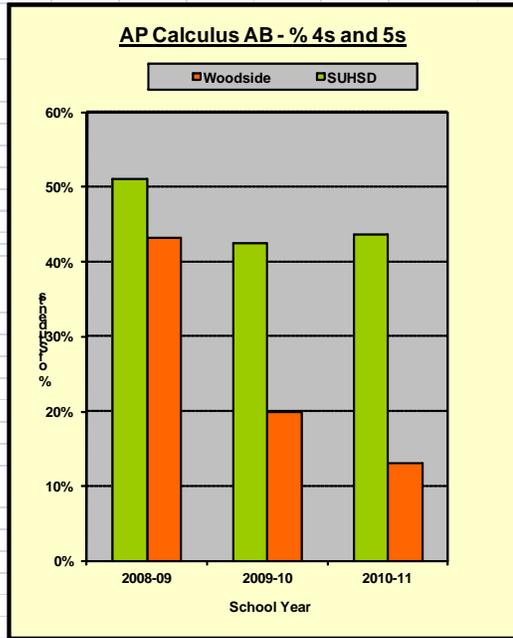
Woodside High School

AP Calculus AB

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2010-11				
5	63	21.6%	4	8.7%
4	64	22.0%	2	4.3%
3	66	22.7%	9	19.6%
2	38	13.1%	7	15.2%
1	60	20.6%	24	52.2%
Total	291	100.0%	46	100.0%

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2009-10				
5	64	22.9%	1	2.5%
4	55	19.6%	7	17.5%
3	51	18.2%	4	10.0%
2	35	12.5%	5	12.5%
1	75	26.8%	23	57.5%
Total	280	100.0%	40	100.0%

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2008-09				
5	61	26.0%	6	16.2%
4	59	25.1%	10	27.0%
3	43	18.3%	9	24.3%
2	41	17.4%	3	8.1%
1	31	13.2%	9	24.3%
Total	235	100.0%	37	100.0%



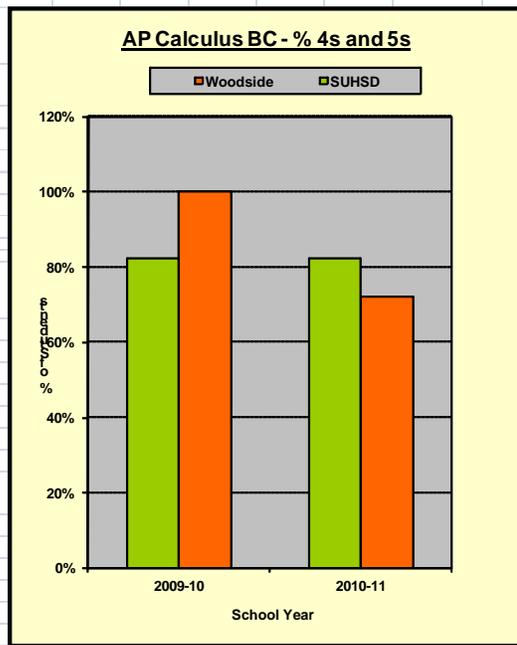
Woodside High School

AP Calculus BC

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2010-11				
5	119	65.7%	10	55.6%
4	30	16.6%	3	16.7%
3	16	8.8%	2	11.1%
2	9	5.0%	1	5.6%
1	7	3.9%	2	11.1%
Total	181	100.0%	18	100.0%

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2009-10				
5	87	69.6%	2	100.0%
4	16	12.8%	0	0.0%
3	19	15.2%	0	0.0%
2	1	0.8%	0	0.0%
1	2	1.6%	0	0.0%
Total	125	100.0%	2	100.0%

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2008-09				
5	75	61.5%	0	0.0%
4	25	20.5%	0	0.0%
3	17	13.9%	0	0.0%
2	4	3.3%	0	0.0%
1	1	0.8%	0	0.0%
Total	122	100.0%	0	0.0%

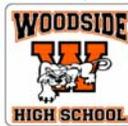
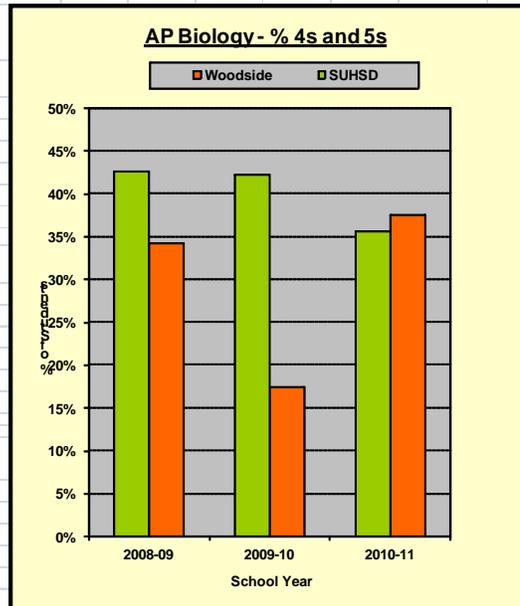




Woodside High School

AP Biology

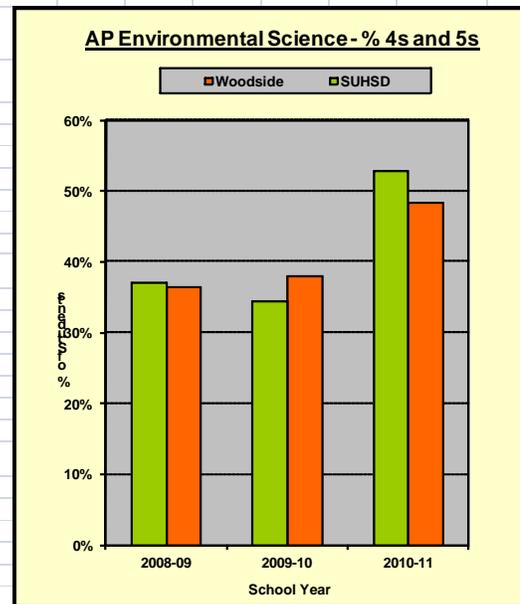
School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2010-11				
5	37	15.0%	5	15.6%
4	51	20.6%	7	21.9%
3	53	21.5%	6	18.8%
2	37	15.0%	3	9.4%
1	69	27.9%	11	34.4%
Total	247	100.0%	32	100.0%
2009-10				
5	37	20.3%	3	13.0%
4	40	22.0%	1	4.3%
3	30	16.5%	2	8.7%
2	26	14.3%	6	26.1%
1	49	26.9%	11	47.8%
Total	182	100.0%	23	100.0%
2008-09				
5	47	24.7%	11	31.4%
4	34	17.9%	1	2.9%
3	53	27.9%	11	31.4%
2	24	12.6%	5	14.3%
1	32	16.8%	7	20.0%
Total	190	100.0%	35	100.0%

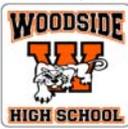


Woodside High School

AP Environmental Science

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2010-11				
5	17	18.7%	3	9.7%
4	31	34.1%	12	38.7%
3	14	15.4%	7	22.6%
2	16	17.6%	5	16.1%
1	13	14.3%	4	12.9%
Total	91	100.0%	31	100.0%
2009-10				
5	15	12.9%	8	16.0%
4	25	21.6%	11	22.0%
3	21	18.1%	8	16.0%
2	21	18.1%	11	22.0%
1	34	29.3%	12	24.0%
Total	116	100.0%	50	100.0%
2008-09				
5	18	15.5%	6	10.9%
4	25	21.6%	14	25.5%
3	19	16.4%	7	12.7%
2	14	12.1%	7	12.7%
1	40	34.5%	21	38.2%
Total	116	100.0%	55	100.0%





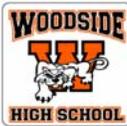
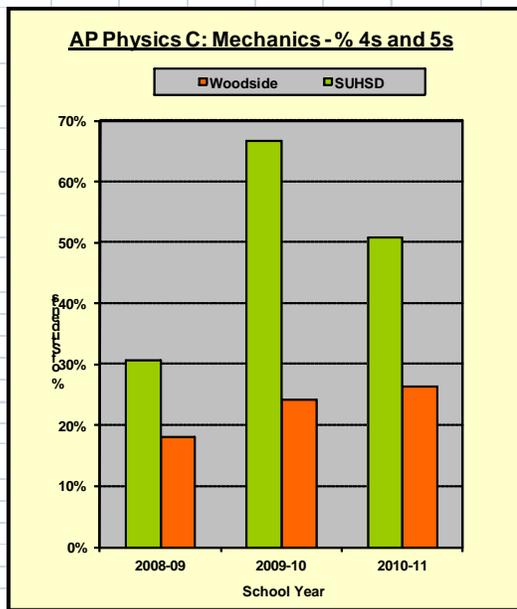
Woodside High School

AP Physics C: Mechanics

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2010-11				
5	17	30.9%	2	5.9%
4	11	20.0%	7	20.6%
3	11	20.0%	10	29.4%
2	12	21.8%	7	20.6%
1	4	7.3%	8	23.5%
Total	55	100.0%	34	100.0%

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2009-10				
5	40	44.4%	2	6.1%
4	20	22.2%	6	18.2%
3	15	16.7%	10	30.3%
2	7	7.8%	11	33.3%
1	8	8.9%	4	12.1%
Total	90	100.0%	33	100.0%

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2008-09				
5	6	11.5%	1	4.5%
4	10	19.2%	3	13.6%
3	13	25.0%	4	18.2%
2	16	30.8%	10	45.5%
1	7	13.5%	4	18.2%
Total	52	100.0%	22	100.0%



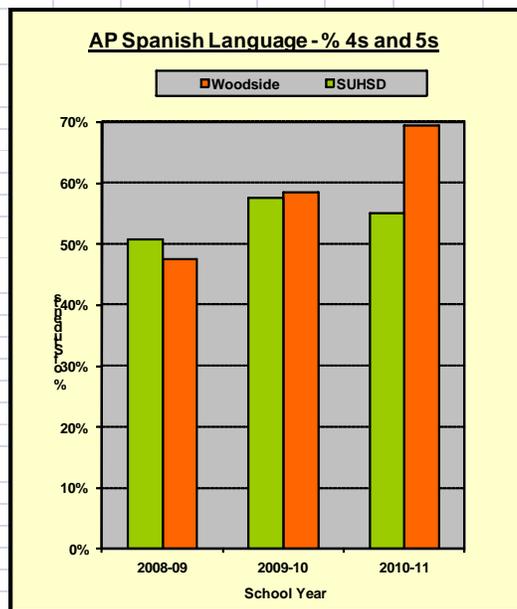
Woodside High School

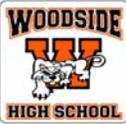
AP Spanish Language

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2010-11				
5	69	22.0%	19	26.4%
4	104	33.1%	31	43.1%
3	81	25.8%	12	16.7%
2	51	16.2%	9	12.5%
1	9	2.9%	1	1.4%
Total	314	100.0%	72	100.0%

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2009-10				
5	75	28.2%	33	29.2%
4	78	29.3%	33	29.2%
3	58	21.8%	26	23.0%
2	39	14.7%	15	13.3%
1	16	6.0%	6	5.3%
Total	266	100.0%	113	100.0%

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2008-09				
5	43	17.1%	14	17.9%
4	85	33.7%	23	29.5%
3	63	25.0%	17	21.8%
2	35	13.9%	12	15.4%
1	26	10.3%	12	15.4%
Total	252	100.0%	78	100.0%

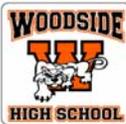
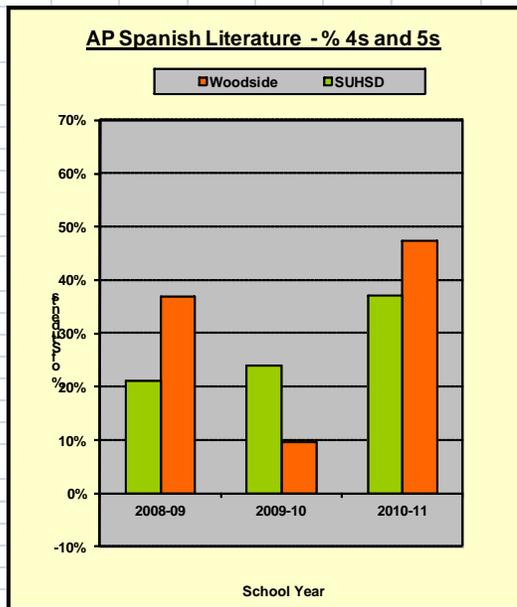




Woodside High School

AP Spanish Literature

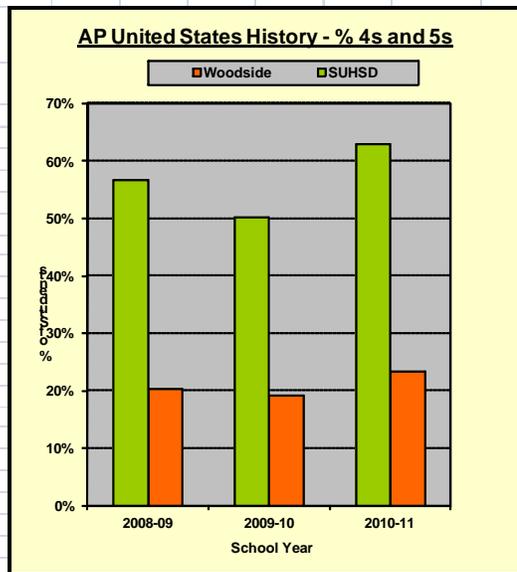
School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2010-11				
5	5	11.6%	1	5.3%
4	11	25.6%	8	42.1%
3	14	32.6%	6	31.6%
2	6	14.0%	1	5.3%
1	7	16.3%	3	15.8%
Total	43	100.0%	19	100.0%
2009-10				
5	6	12.0%	0	0.0%
4	6	12.0%	2	9.5%
3	17	34.0%	7	33.3%
2	9	18.0%	2	9.5%
1	12	24.0%	10	47.6%
Total	50	100.0%	21	100.0%
2008-09				
5	5	6.6%	2	10.5%
4	11	14.5%	5	26.3%
3	18	23.7%	6	31.6%
2	14	18.4%	4	21.1%
1	28	36.8%	2	10.5%
Total	76	100.0%	19	100.0%



Woodside High School

AP United States History

School Year	SUHSD		Woodside	
	# Students	% Students	# Students	% Students
2010-11				
5	63	35.4%	5	11.6%
4	49	27.5%	5	11.6%
3	30	16.9%	9	20.9%
2	22	12.4%	12	27.9%
1	14	7.9%	12	27.9%
Total	178	100.0%	43	100.0%
2009-10				
5	41	23.4%	1	2.1%
4	47	26.9%	8	17.0%
3	37	21.1%	11	23.4%
2	36	20.6%	17	36.2%
1	14	8.0%	10	21.3%
Total	175	100.0%	47	100.0%
2008-09				
5	47	26.9%	4	7.4%
4	52	29.7%	7	13.0%
3	31	17.7%	12	22.2%
2	28	16.0%	18	33.3%
1	17	9.7%	13	24.1%
Total	175	100.0%	54	100.0%



WHS Perception Data – Analysis of staff, student and parent My Voice surveys related to the ESLRs (8 Conditions). The following findings are a summary of The My Voice survey results; for a complete analysis of the Survey results, refer to the appendix of this report.

Belonging (SDMC 9/26/11 and 10/10/11)

- 50% say teachers make an effort to get to know students
- 39% - bullying is an issue (consistent throughout grades). Are they bullied or do they see it (or just think it's a problem)?
- 41% say they are a valued member of the school community – low
- 82% say they are accepted for who they are – how does that square with the low percentages about feeling valued or known.

Heroes (SDMC 10/10/11)

- 42% of students respect teachers
- 40% respect each other (males 47%, females 34%)
- 64% feel teachers respect them
- Staff survey – 75% of students care about me as an individual

Sense of Accomplishment (SDMC 10-10-11)

- Staff survey – 99% encourage good citizenship
- Student survey – 77% of teachers encourage good citizenship
- More boys than girls respond that they have never been recognized for something positive at school, yet a higher % feel valued as a member of the community and accepted.
- Staff – 20% never been recognized (80% answered yes)
- Staff – 48% recognized when I try my best

Fun and Excitement (SDMC (10-24-11)

- Students – 44% find school boring
- Students – 74% say learning can be fun – 46% say teachers have fun at school
- Sad similarities – 73% staff, 74% students have fun at school
- Delusional differences – 100% staff/74% of students say learning can be fun
- 91% of staff have fun at school – students say 46% of staff have fun at school.

Curiosity and Creativity (SDMC 10-24-11)

- 85% of students say they enjoy learning new things, 66% school inspires me to learn (discussion of word learn = implies academics?)
- 48% of students say classes help understand everyday life.
- 66% of students enjoy working in groups (students on council say in class groups better, than working outside of class on group projects).
- Gender responses indicate we boys enjoyment of school is lower.
- Sad similarities - 68% students/69% staff say creativity is encouraged in class and by admin.
- Delusional differences – staff – 75% say they are encouraged to be creative, but 69% say building admin. is open to new ideas
- 100% of staff /85% of students say they enjoy learning new things – not tied to school? Standardization – feeling “hemmed in.”

Spirit of Adventure (10-24-11)

- 43% of students like challenging assignments – increases from 9-12
- 64% of teachers help me learn from my mistakes – decreases 9-12
- 51% of students say students are supportive of each other.
- 81% of students – I push myself to do better academically – 86% want to do better in school. 59% are excited to tell friends when they get good grades
- 76% of the staff supportive of each other
- 65% of staff say colleagues help them learn from their mistakes – more collaboration time – higher score?

Leadership and Responsibility (11-14-11)

- 45% of students (9th highest) and 79% of staff know goals of the school (students more in tune with goals of class?)
- Delusional diff. 73% of students say teachers encourage them to make decisions (100% of teachers say this)
- Delusional diff. 85% of teachers say they actively seek opinions and ideas from students – 50% of students say teachers are willing to learn from students.
- Are low numbers regarding leadership from students because they are unwilling or don't feel they have the power/opportunity?
- Sad Similar. 59% Staff and 57% students feel they have no voice in decision making.
- Staff voice in decision making (59%) and Admin. learn from staff (52%) lower than should be.

Confidence to Take Action (11-14-11)

- 93% of students and 100% of staff believe they can be successful – high
- I know the person I want to become increases with grade levels
- Females score higher in all questions in this category – concern for boys.
- Excited about future (in education for staff) both groups 80% agreement.
- School preparing me for my future – 72% of students (meaning of future?)
- Delusional diff. – 70% of students and 96% of staff feel they can make a difference (why – more experience w/age?).

My Voice Survey- parents (11-28-11)

- Belonging
 - Not representative of parent population
 - Rep a key demographic, would like to get to the other demo
 - Group who took survey feels positive about the school
 - Feel school is supportive, but only say 67% of teachers care about my child's problems
 - Child has difficulty fitting in
- Heroes
 - Troubled with 55% response on teacher let me know when my child does well
 - "If my child has a problem if there is a teacher to talk to", parents may not really know

- Sense of Accomplishment
 - Struck by “important my child gets good grades” 75%
 - Effort at 93%, parents care more about effort than grades
 - Child gives up when difficult at 16% not sure if a true reflection
 - Teacher recognize child as helpful similar to teacher let me know if child does well
- Fun and Excitement
 - Child is bored/ I was bored numbers seem low
 - Great 87% thought parent evening were worth attending
 - How do parents know teachers enjoy working with child
- Curiosity & Creativity
 - Confused by actively involved with child education
 - Last two questions interesting
- Spirit of Adventure
 - Only 2/3 of parents think their child can be successful where as 91% of parents think teachers think their child can be successful
- Leadership and Responsibility
 - 99% encourage child to make decisions
 - 71% see their child as a leader - low
- Confidence to take Action
 - 99% believe their child will be successful – contrast w/spirit of adventure
 - 76% think school prepared them well for their future