

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Granite Hills High School	District Name	Grossmont Union High School District
Street	1719 East Madison Ave.	Phone Number	(619) 644-8000
City, State, Zip	El Cajon, CA 92019	Web Site	www.guhsd.net
Phone Number	(619) 593-5500	Superintendent	Ralf Swenson
Principal	Georgette Torres	E-mail Address	rswenson@guhsd.net
E-mail Address	gtorres@guhsd.net	CDS Code	37681303732336

School Description and Mission Statement (School Year 2009–10)

Dear Parents and Community:

Granite Hills High School continues to focus on four main goals: Improving Student Achievement, Improving Client Services, Integrating Technology, and continuing to ensure School Safety. We are an official International Baccalaureate (IB) school. The International Baccalaureate program offers a range of study in six academic subject areas, the Theory of Knowledge, independent research and analysis in an extended essay, and a community service requirement. Many diverse and prestigious educational institutions worldwide recognize this program and the education provided. Additionally, a wide variety of Advanced Placement and honor courses are also available. Granite Hills provides tutorial opportunities in the four CORE academic areas for students taught by credentialed teachers both before and after school. CAHSEE intervention classes are offered to assist students in passing this high school graduation requirement. An Eagle Link class provides mentorship and guidance to 9th grade students. Students have many opportunities to be involved in extra-curricular activities and athletics. Our strong AVID program and AVID Site Team provide services for students wanting to attend a four-year university.

Students will complete STAR testing, International Baccalaureate and Advanced Placement testing during the month of May. Every year we increase the number of students taking the AP/IB exams and passing those exams. Granite Hills works to improve overall student attendance every month because we know consistent attendance at school improves learning and grades for students.

Technology is infused in all curriculum areas and new classrooms being renovated are equipped with the latest technology equipment. Parents have access to student information through the online Parent Portal. Parents are able to monitor attendance, discipline and view progress report grades and transcripts. A telephone is available in every classroom, and each staff member has an email account. In addition to improving and facilitating teacher/parent communication, these two features add to our overall school safety plan. Officer Eric Thornton serves as our School Resource Officer from the El Cajon Police Department and conducts monthly safety workshops for our staff.

The curricular and facilities improvements at Granite Hills during the last five years have greatly enhanced our program. As a result of Prop H, approximately half the buildings on campus will be modernized and renovated. A new Science building opened with the beginning of the 2010-11 school year. Prop. U will complete the renovation of the remaining buildings, build a two-story Arts, Media and Entertainment building, a Health and Medical building, a Performing Arts building, and a 50-meter pool with new tennis and multi-purpose courts. We will continue to explore new programs and improve our curriculum through grant writing and visiting successful programs in other schools. We look forward to working with you to meet the educational needs of our community.

Goregette Torres
Principal

Opportunities for Parental Involvement (School Year 2009–10)

Granite Hills greatly benefits from its supportive parents who are actively involved in their student's education. The school has a strong base of parent volunteers who assist in building our strong programs even stronger through fundraising and supervision. Parents are also welcome to join a number of committees and groups on campus, including the PTSA, Vision in Planning (VIP) Commission, School Site Council and Athletic Booster Committee (ABC). The school also benefits from several community partnerships, including ROP Advisory Boards and articulation with community colleges regarding our career courses. The school also sponsors several clubs which articulate with community and business organizations, including Destination Imagination, Key Club, Leo Club, and Rotary Interact. Parent Portal allows parents to access student attendance, discipline, and academic records online.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Granite Hills at (619) 593-5500. The Attendance Office can be reached at (619) 593-5532. The Registrar can be reached at (619) 593-5530. Guidance can be reached at (619) 593-5540.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	7
Grade 1		Ungraded Elementary	0
Grade 2		Grade 9	745
Grade 3		Grade 10	688
Grade 4		Grade 11	693
Grade 5		Grade 12	664
Grade 6		Ungraded Secondary	0
Grade 7	2	Total Enrollment	2,799

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.7	White	60.8
American Indian or Alaska Native	2.3	Two or More Races	0.1
Asian	1.4	Socioeconomically Disadvantaged	27.4
Filipino	1.6	English Learners	7.5
Hispanic or Latino	26.3	Students with Disabilities	11.1
Native Hawaiian/Pacific Islander	0.4		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	71	18	33	22	76	14	37	33	6	17	36
Mathematics	26	38	21	40	26	35	20	43	36	0	16	48
Science	29	15	15	36	28	16	16	30	33	2	18	31
Social Science	25	57	19	41	25	60	14	45	31	6	25	36

III. School Climate

Climate for Learning

Students at Granite Hills are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Granite Hills discipline program is to ensure the safety of all students and promote a positive learning environment for all students. Parents and students are informed of school rules and discipline policies through the Student Handbook (posted on the GHHS website), the PTSA newsletters, and the inserts included in the progress grading reports, which are mailed home approximately every six weeks.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Academic League, Accounting Club, ASB, ASL—American Sign Language, Band, Big Brothers Big Sisters, California Scholarship Federation, Cheer, Choir, Clarion, Club AVID, Colorguard, Dance Club, Destination Imagination, Eagle Link, Europe Club, Fellowship of Christian Athletes, French Club, Friday Night Live, GHAW, GSA, Home Economics Club, Invisible Children, Japanese Animation Club, Key Club, Latter Day Saints Club, LEO's Club, Mountain Bike Club, National Honor Society, Native American Club, Rate "E" for Everyone, Red Sea Christian Club, Reflections Literary Magazine, Rotary Interact Club, Satire Appreciation Club, Science Club, Si Se Puede, Surf Club, Touchdown Club, and Yearbook.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Boy's & Girl's sports in Cross Country, Waterpolo, Golf, Volleyball, Tennis, Basketball, Soccer, Lacrosse, Swim, and Track and Field, as well as Football, Wrestling, Gymnastics, Field Hockey, Baseball and Softball. Granite Hills recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during the annual Athletic Awards Evening and the Academic Awards Assembly, as well as through intercom announcements and Soaring Eagle nominations.

School Safety Plan (School Year 2009–10)

Safety of students and staff is a primary concern of Granite Hills. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated throughout the school year by the School Site Council and the School Safety Committee. All revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown and Secure-Campus drills are held twice a year, including a lockdown drill conducted between classes. Students are supervised before and after school and during lunch by campus security, the School Resource Officer, and Administration. Certificated staff are available to assist with supervision during lunch and break periods. There is a designated area for student drop off and pick up. This curb area is located to the north of the staff parking lot on Fourth Street. Visitors may park in the 24-minute parking located in front of the Administration Building on East Madison Avenue. Visitors must check in the Administration Building during school hours.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	8.4	10.6	11.5	14.4	17.2	16.1
Expulsions	0.4	0.6	1.0	0.9	1.0	0.9

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

Granite Hills was originally constructed in 1960 and is comprised of 106 classrooms, 1 gym, 1 cafeteria (no indoor seating for students), 1 library, 1 staff lounge, and 3 computer labs. Prop H allowed the campus to modernize the 10, 20, 40, 50, 70, and 140 buildings. A new Science building and restroom facility opened in September 2010. Half of the restrooms on the campus have been upgraded and meet ADA requirements. New shade structures, as well as landscaping, were completed in the student quad area. Additionally, the stadium received a new turf field, synthetic track, stadium lights, landscaping, a scoreboard, a built-in barbeque and a sound system. New bleachers were installed in the gym. Surveillance cameras have been installed throughout the campus for increased security. With the passage of Prop U, Granite Hills continues to complete the modernization of the campus including

construction of an Arts, Media & Entertainment building, a Health & Medical building, a Performing Arts building and a 50-meter pool with new tennis and multi-purpose courts.

Cleaning Process: The Manager of School Facilities works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	x			Rm. 173- exhaust fan noisy. Staff lounge-exhaust fan extremely noisy. Rm. 92 art-sewer clean out cover missing and filled with debris.
Interior: Interior Surfaces	n/a		x		Admin.- stained ceiling tiles at HVAC grille. Conference rm.- stained ceiling tiles at the HVAC grille. Nurse- stained/sagging ceiling tiles in the small office. Rm. 66- stained and damaged ceiling tiles at HVAC grille. Rm. 61- stained ceiling tiles. Rm. 62- ceiling damaged, wall damaged at the door, stained ceiling tiles. Rm. 161 tech- stucco damage at the exterior. Rm. 163- ceiling tile out in 1 st office. Rm. 168- stained ceiling tiles. Rm. 244 late rm.- vinyl flooring damaged (safety), ceiling damaged. Rm. 164 storage- ceiling falling, wall damage. Rm. 67- ceiling stained/sagging, vinyl floor damaged at the door. Rm. 65- stained ceiling tiles. Rm. 132- stained ceiling tiles. Rm. 173- mens wall damaged at sinks and toilets, womens cove base loose. Rm. 240- ceiling damaged. Rm. 242- ceiling tiles stained, missing. Bldg. 180 prep rm.#1- stained ceiling tiles. Rm. 251- ceiling tiles sagging. Rm. 257- ceiling tiles stained. ASB rm. 113- vinyl tile damaged. Boys PE- ceiling tiles damaged and missing, tile in office is damaged, plaster damage at restroom walls. Elec. @ PE- hole in exterior stucco. Girls PE- stained ceiling tiles in the small office.Trainer- carpet damage (trip hazard). Gym exterior- stucco damage-roof overhang. Football home- numerous large holes in the wall. Science core- ceiling tile damaged in the elec. rm. Library- carpet damaged at the east door, stained ceiling tiles. IT tech- ceiling tiles missing. Girls restroom 100- hole in the wall. Rm. 92 art- vinyl tile damaged. IDF 40- ceiling tile missing. Guidance- stained ceiling tiles. Rm. 84- stained ceiling tiles in the office.

Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	n/a	x		Rm. 265- pigeons roosting on the gutter and beam. Boys PE- office and storage rooms need cleaning. Football home- all rooms very dirty (health issue).
Electrical: Electrical	n/a		x	Rm. 22- file cabinet blocking the electrical panel. Rm. 61- 1 light out, lights flickering. Science core- 1 light out. Rm. 62- several lights flickering. Rm. 163- 1 light out in production. Rm. 244 late rm.- light switch cover broken. Rm. 165- 3 lights out. Rm. 166- electrical panel blocked by a refrigerator. Rm. 64- lights flickering. Rm. 175- 4 diffusers missing. Rm. 240- 2 lights out. Rm. 241- electrical disconnect at the west exterior wall not anchored (safety), all diffusers missing. Rm. 251- 1 diffuser missing, switch plate cracked. Rm. 259- 2 lights out. Rm. 260- 1 light out. Rm. 270- 1 light out. Rm. 271- 1 diffuser hanging. ASB rm. 113- 4 lights out. Kitchen- 2 lights out. Snack bar- 1 light out. Equipment storage- 1 light out. Elec. @ PE- light switch plate missing. Gym interior- receptacle cover broken west wall, elec. panels blocked in storage, fixture in the lobby hanging. Football home- lights out in the west rm., 1 cage hanging. Football visitors- light out in the restroom. Theatre- light switch at the north west floor broken (backstage), dimmer switch missing in the west dressing room, light out in the west and northeast vestibules, 5 lights out, 1 diffuser missing. Rm. 236- diffuser cracked in the office storage, 1 light out, 1 diffuser missing. Science core- 1 light out-east, 3 lights out- west. Rm. 231- 4 lights out, 1 diffuser missing. IT tech- 7 lights out. Computer lab- 3 lights out. EWR- 3 lights out. Rm. 115- 2 diffusers missing, 3 diffusers cracked.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	n/a		x	Rm. 171- womens 1 sink loose. Girls restroom- 1 exterior drinking fountain low pressure. Kitchen- 2 exterior drinking fountains- 1 no water, 1 no handle. Boys PE- 1 toilet loose at the floor, interior drinking fountain leaking. Girls PE- exterior drinking fountain 1 no water. Weight rm.- drinking fountain push button is missing. Stadium home- girls 1 toilet leaking, drinking fountain push button missing. Football visitors- urinal leaks from the valve-floods floor, sink no water, hose bibs leaking on the floor. Theatre- 2 exterior drinking fountains- 1 low pressure, 1 knob missing. Boys restroom 100- sink fixture deteriorated, 3 exterior drinking fountains no water. Girls restroom 100- 1 exterior drinking fountain no water. Library- 4 exterior drinking fountains no water.

Safety: Fire Safety, Hazardous Materials	n/a	x		Admin.- remote annunciator panel reads "trouble", fire extinguisher missing in the kitchen. Rm. 164 storage- 2 fire extinguishers missing. Rm. 131- peeling paint at the fascia. Rm. 65- peeling paint at the door and window frames. Rm. 170- peeling paint at the roof and overhang. Rm. 267- pigeon droppings on the handrail/ramp (health and safety issue). Rm. 266- pigeon droppings on the handrail/ramp (health and safety issue). Rm. 263- pigeon droppings on the handrail/ramp (health and safety issue). ASB rm. 113- no fire extinguisher. Boys PE- peeling paint in restroom, ceiling of the vestibule. Electrical @ PE- 4 blue poly mats stored in the electrical room. Stadium home- peeling paint at the snack bar. Football home- smoke detector covered (safety). Computer lab- no fire extinguisher.
Structural: Structural Damage, Roofs	n/a	x		Rm. 241- dry rot at the west wall siding. Rm. 243- dry rot at the east wall siding. Bldg. 180 prep rm.#1- gutter downspouts drain to the path of travel (safety) typical of building 180. Rm. 251- gutter leaking and rusted. Rm. 256- gutter leaking in path of travel- typical at the portables. Gym exterior- dry rot at the wood north wall.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	x		Rm. 10- west door in the core exit from the inside can be locked (Fire egress violation safety). Rm. 168- ramp plywood delaminated, deteriorated (trip hazard). Rm. 244 late rm.- numerous trip hazards in the asphalt/concrete path of travel. Rm. 240- severe trip hazard at the concrete joint (safety). Rm. 272- holes in the asphalt at the bottom of the ramp. Gym interior- concrete trip hazard south of the SW door. Stadium home- girls door knob missing, snack bar west door damaged. Girls restroom 100- door lock broken. Rm. 92 art- east door deteriorated and delaminating. Core 50- east door (exit) can be locked on the inside (Fire safety issue/violation). Rm. 83- north door damaged.
Overall Rating		x		n/a

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	114	112		
Without Full Credential	1	0		
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	700
Library Media Teacher (librarian)	1	n/a
Nurse	1	n/a
Administrators	5	n/a
Pupil Services	9	n/a
Classified	33	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts		0%	See Appendix 1
Mathematics		0%	
Science		0%	
History-Social Science		0%	
Foreign Language		0%	
Health		0%	
Visual and Performing Arts		0%	
Science Laboratory Equipment (grades 9-12)		0%	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,584	-	-	\$69,856
District	n/a	n/a	-	\$68,475
Percent Difference – School Site and District	n/a	n/a	-	2.01
State	n/a	n/a	\$5,512	
Percent Difference – School Site and State	n/a	n/a		

Types of Services Funded (Fiscal Year 2009–10)

In addition to general state funding, Granite Hills receives state and federal funding for the following categorical funds and other support programs: professional development training funds for the International Baccalaureate program.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,911	\$42,810
Mid-Range Teacher Salary	\$65,864	\$69,375
Highest Teacher Salary	\$87,718	\$89,104
Average Principal Salary (Elementary)	-	-
Average Principal Salary (Middle)	-	\$120,314
Average Principal Salary (High)	\$125,279	\$126,901
Superintendent Salary	\$240,000	\$198,563
Percent of Budget for Teacher Salaries	38.7	37.3
Percent of Budget for Administrative Salaries	5.7	5.2

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	48	52	51	44	47	48	46	50	52
Mathematics	25	36	38	23	29	31	43	46	48
Science	48	50	58	38	41	44	41	44	48
History-Social Science	35	43	45	37	43	46	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	46.4	27.9	43.3	46.3
All Students at the School	50.2	37.6	58.0	44.8
Male	45.4	36.6	60.8	51.5
Female	54.8	37.6	55.3	38.9
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	37.6	28.2	46.2	32.9
Native Hawaiian or Pacific Islander				
White	54.7	41.0	62.6	49.8
Two or More Races				
Socioeconomically Disadvantaged	36.0	29.2	49.5	38.9
English Learners	12.1	10.5	26.6	17.2
Students with Disabilities	13.2	7.1	20.0	15.5
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	60.3	55.7	49.0	54.6	51.8	48.0	52.9	52.0	54.0
Mathematics	58.6	56.3	58.0	55.7	58.4	55.0	51.3	53.3	54.0

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	23	29	48	17	28	55
All Students at the School	21	30	49	15	27	58
Male	26	33	41	16	25	59
Female	16	28	56	13	30	57
Black or African American	24	21	55	23	31	46
American Indian or Alaska Native				9	46	45
Asian	31	44	25	33	27	40
Filipino						
Hispanic or Latino	30	35	35	25	32	43
Native Hawaiian/Pacific Islander						
White	16	29	55	9	26	65
Two or More Races						
Socioeconomically Disadvantaged	34	33	33	24	29	47
English Learners	60	31	9	56	31	13
Students with Disabilities	54	34	12	28	41	31
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	6.7	32.0	52.5

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	4	5	6
Similar Schools	1	4	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	41	18	2
Black or African American	58	26	46
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	38	9	2
Native Hawaiian/Pacific Islander			
White	43	23	0
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	47	22	2
English Learners			-37
Students with Disabilities	53	3	37

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	758	735	729
Black or African American		670	638
American Indian or Alaska Native		701	703
Asian		780	857
Filipino		818	812
Hispanic or Latino	704	687	672
Native Hawaiian/Pacific Islander			706
White	783	768	801
Two or More Races		638	747
Socioeconomically Disadvantaged	699	664	669
English Learners	631	620	626
Students with Disabilities	532	509	494

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	98.0	88.0
Participation Rate - Mathematics	98.0	91.0
Percent Proficient - English-Language Arts	50.5	48.9
Percent Proficient - Mathematics	50.8	54.5
API	Yes	No
Graduation Rate	No	No

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-10	2004-05
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	n/a	4
Percent of Schools Currently in Program Improvement	n/a	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

Granite Hills believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Alternative Education programs through the district, ED 2020 online learning, before and after school tutorial programs, CAHSEE tutorials, a Learning Center, and summer school enrichment courses such as Bridging.

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	2.0	2.0	2.3	3.3	2.6	3.6	5.5	4.9	5.7
Graduation Rate	93.3	90.2	92.1	89.5	87.0	84.0	80.6	80.2	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs (School Year 2009–10)

Granite Hills career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Granite Hills have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including: PSAT is available to take with a teach-back organized by the Guidance Center, Four-Year Academic Plans, including an Individual Graduation Plan (IGP) and Post-Secondary Plan (PSP). The three main CTE pathways at Granite Hills are AME (Arts, Media & Entertainment), Health Science & Medical Technology and Hospitality (Culinary). In addition, Granite Hills offers and supports AOJ (Administration of Justice) and the Education, Child Development & Family Services career paths.

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	861
Percent of pupils completing a CTE program and earning a high school diploma	12.7%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	37.0%

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	64.6%

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	n/a
English	8	n/a
Fine and Performing Arts	14	n/a
Foreign Language	12	n/a
Mathematics	10	n/a
Science	10	n/a
Social Science	15	n/a
All courses		

XII. Instructional Planning and Scheduling

Professional Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. 15 days per year over the last 3 years have been dedicated to staff development Topics for staff development during the 2009-2010 school year included:

- Algebra Workshop: Development of the End-of-Course Exam
- Algebra Seminar
- Assistant Principal Apprentice Program
- Assistant Principal PLC Meetings
- Principal PLC Meetings
- Technology Tools
- Conscious Classroom Management
- Differentiated Instruction for the Teenage Brain, Parts I & II
- Effective Teambuilding
- Literacy for all Core Content Areas
- Literacy for Special Ed
- Literacy for EL
- Making Common Assessments Meaningful Using Edu-Soft
- Outrageous Teaching!
- Poverty Training
- Special Ed in the Regular Ed Classroom
- Working and Communicating Effectively with Colleagues

