



# SCHOOL ACCOUNTABILITY REPORT CARD

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Dr. Terry Grier, Superintendent

4100 Normal Street

San Diego, CA 92103

[www.sandi.net](http://www.sandi.net)



10510 Reagan Rd, San Diego, CA

Phone: (858) 566-2262, Fax: (858) 549-9541

[canderson@sandi.net](mailto:canderson@sandi.net)

[www.sandi.net/miramesa](http://www.sandi.net/miramesa)

Scott Giusti, Principal

## Mira Mesa High School

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### What Is a School Accountability Report Card?

Since November 1988, state law has required all public schools to prepare and distribute annually a School Accountability Report Card (SARC). The purpose of the report card is to provide parents and the community with important information about the performance and condition of each California public school. The SARC can also be an effective way for a school to report the progress it has made toward achieving its goals. In addition, the public may use the SARC to evaluate and compare schools throughout the state on a variety of indicators.

More information about SARC requirements is available on the SARC Web page:

[www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

Additional copies of this SARC may be obtained from the school office or from the district's SARC Web site:

[studata.sandi.net/research/sarcs/](http://studata.sandi.net/research/sarcs/)

### School Description and Mission Statement

Our most important job at Mira Mesa High School (MMHS) is to offer students the opportunity to prepare for college admission, a career, and to be intelligent, well-adjusted, responsible, and productive members of the community. The faculty and staff at Mira Mesa High School enhance the quality of education by encouraging the students to excel in all areas.

At Mira Mesa High School, we strive to:

- Provide a clean, safe, and orderly environment for teaching and learning.
- Recognize students' academic and extracurricular successes.
- Prepare all students for college and careers.

### Opportunities for Parent Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students.

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Both staff and community members have numerous opportunities to become involved at many levels at MMHS. Parents along with the faculty and administration members can participate in the MMHS Foundation, School-Based Coordinated Program, Parent Teacher Student Association, Business Partnership Council, and Site Governance Team. In addition, we have:

- Parent booster clubs for academic, athletic, and extracurricular programs.
- Community-oriented service clubs on campus, including Key Club and Ecology Club.
- Parent representatives, who are essential members on the Gifted and Talented Education (GATE) program committee and the English Learner Advisory Committee.

If you want to get involved, please contact Jennifer Kvalvik at (858) 566-2262, ext. 2161 or [jkvalvik@sandi.net](mailto:jkvalvik@sandi.net).

## DATA AND ACCESS

Most of the data in this SARC are from the 2007–08 school year or the two preceding years (2005–06 and 2006–07). Graduation, dropout, and fiscal data are from 2006–07. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education Web site: [www.cde.ca.gov/ta/ac/sa/definitions08.asp](http://www.cde.ca.gov/ta/ac/sa/definitions08.asp).

### DataQuest

*DataQuest* is an online data tool (<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. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, 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 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.

## ABOUT THIS SCHOOL

### Student Enrollment by Grade Level

Grade Level	Enrollment on October 1, 2007
9	793
10	728
11	545
12	520
TOTAL	2,586

### Student Enrollment by Group (2007–08)

Student Subgroup	Number of Students	Percentage of Enrollment
African American	247	9.6
Asian	137	5.3
Filipino	799	30.9
Hispanic	454	17.6
Indochinese	365	14.1
Native American	8	0.3
Pacific Islander	30	1.2
White (Not Hispanic)	546	21.1
Socioeconomically Disadvantaged	755	29.2
English Learners	257	9.9
Students with Disabilities	218	8.4

### Average Class Size and Class Size Distribution (Secondary)

This table displays the average class size for each subject area and the number of classrooms that fall into each class size category.

Subject	2005–06				2006–07				2007–08			
	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	31	11	33	47	26	37	26	39	25	40	36	33
Mathematics	32	4	35	39	29	19	20	46	29	16	28	46
Science	37	2	9	51	33	6	13	46	31	11	20	43
History–Social Studies	34	2	18	45	31	11	24	38	31	8	28	44

## SCHOOL CLIMATE

### School Safety Plan (2007–08)

Last Review/Update: December, 2007

Last Discussed with Staff: December 19, 2007

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Mira Mesa High School administrators consider a safe learning environment for students and staff members a top priority. Administrators, in concert with students, parents, teachers, and counselors, implement a strong code of discipline based on respect, which promotes a positive climate for learning. This code is made clear to parents and students and is consistently enforced by teachers, counselors, and administrators. At the start of the year all students and parents receive Mira Mesa High School handbooks that outline behavioral expectations for all students. In addition, proper behavior is reinforced through grade-level assemblies, during which school rules and guidelines are discussed by associated student body (ASB) officers, administrators, and the school police officer. To keep students focused on learning, MMHS has implemented two disciplinary measures, our after-school detention plan and our half-day Saturday school format, which ensure that students are held accountable for their behavior.

The school has a part-time school police officer on site and several campus security assistants. Campus activities, both curricular and extracurricular, before, during, and after school are supervised by administrators, faculty members, and/or campus security. Tardy and truancy policies are enforced, and there are occasional tardy sweeps. Peer counselors mediate student conflicts, provide sympathetic listening to troubled peers, and present important information in classes about teen relationship violence and suicide prevention. A tutoring program is provided three days a week, both before and after school. We believe our discipline measures help us keep Mira Mesa High School an excellent environment for learning.

### Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

Type of Action		2005–06		2006–07		2007–08	
		School	District	School	District	School	District
Suspensions	Number	201	14,420	157	14,738	269	12,803
	Rate per 100 students	7.88	13.24	6.16	13.67	10.40	10.53
Expulsions	Number	12	610	5	394	16	376
	Rate per 100 students	0.47	0.68	0.20	0.49	0.62	0.39

## SCHOOL FACILITIES

### School Facility Conditions and Improvements (2008–09)

Our community and students take great pride in keeping the campus clean and maintaining a school environment that pleases the eye and supports learning. The Mira Mesa High School site covers 55 acres and consists of eight permanent buildings, six of which were constructed in 1976, one in 2001, and one (a weight room) in 2005. In 2004, one of the original buildings was completely remodeled to better support science instruction. In 2006, the remodel of the former weight room into a cheer-and-dance room was complete. Also completed in 2006 was the conversion of a large storage area in the 400 building into a space for advanced weight training. There are 43 bungalow classrooms. Upgrades to our internet, phone, and intercom systems continue in all buildings and bungalows on campus. Campus safety was enhanced by installing a camera-surveillance system in 2006.

## School Facility Good-Repair Status (2008–09)

This table displays the results of the most recently completed school-site inspection to determine the facility's good-repair status. The data are not comparable with some previous years' summaries, which cited only "emergency needs."

Inspection Date: 10/14/2008

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas leaks	✓			
Mechanical systems	✓			
Windows/doors/gates (interior and exterior)	✓			
Interior surfaces (walls, floors, and ceilings)		✓		Graffiti on door - Boy's R/R library, Cracked window - B-22 Hole in wall - Admin, Stained Ceiling tiles - 219, Floor tile broken & hole in ceiling tile - library, Floor tiles loose -200 Hallway, Hole in wall - boy's R/R #5 & Boy's/Girl's locker Rooms, Graffiti
Hazardous materials (interior and exterior)	✓			Paint chipping on the exterior of B-2
Structural damage	✓			Dry rot o/s - B-18
Fire safety	✓			Panel shows fire trouble - Admin, Fire extinguisher o/s 405 & 411 Lights out - Fac. Lounge, 200, Men's Women's R/R - Kitchen, Gym, Girl's Locker Rm, B-15, Lens Broken - B-22, Missing electric plate - 600 Hall missing lens - Women's R.R, Hand dryer not working., Light
Electrical (interior and exterior)			✓	
Pest/vermin infestation	✓			
Drinking fountains (inside and out)		✓		No water - Admin, Low water pressure 400 hall, valve leaks - Stadium, not working in Girl's gym & B-22
Restrooms			✓	Hand dryer not working -204 R/R, Girl's 400 R/R, Boy's locker Rm, Missing faucet - Boy's R/R library, floor tile broken - Central library, Graffiti in stall - Boy's R/R #5,
Sewer	✓			Cover off drain - 410
Playground/school grounds		✓		Trip Hazard in concrete - Lunch court, South lunch court,
Roofs	✓			
Overall Cleanliness	✓			

	Exemplary	Good	Fair	Poor
Overall Summary		✓		

## TEACHERS

### Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2005–06	2006–07	2007–08	2007–08
Full credential and teaching in subject area	98	109	101	6392
Full credential but teaching outside subject area	15	13	3	177
Without full credential	9	4	6	756
<b>Total</b>	<b>122</b>	<b>126</b>	<b>110</b>	<b>7325</b>

### 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 (long-term vacancies for which there was no teacher assigned by the twentieth school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2008, the most current data are reported.

	2006–07		2007–08		2008–09	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Misassignments of Teachers of English Learners	0	0	0	0	0	N/A
Total Teacher Misassignments	0	0	0	0	0	N/A
Vacant Teacher Positions	0	0	2	0	0	N/A

## Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2007–08)

The No Child Left Behind (NCLB) Act required all teachers of core academic subjects to be “highly qualified” no later than the end of the 2007–08 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by NCLB-compliant and non-NCLB-compliant teachers at the school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB-Compliant Teachers
This School	99.8	0.2
All Schools in District	97.6	2.4
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	99.6	0.4

## SUPPORT STAFF

### Academic Counselors and Other Support Staff (2007–08)

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 the School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	431.00
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	2.0	
Psychologist	1.0	
Social Worker	0.0	
Nurse	1.0	
Speech/Language/Hearing Specialist	0.5	
Resource Specialist (Non-Teaching)	0.0	
Special Education Administrator	1.0	
Special Education Transition Specialist	1.0	
Life Skills Counselor	1.0	

## CURRICULUM AND INSTRUCTIONAL MATERIALS

### Quality, Currency, and Availability of Textbooks and Instructional Materials (2008–09)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social studies, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in Grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	0
Health	0
History–Social Studies	0
Mathematics	0
Science	0
Science Laboratory Equipment (Grades 9–12)	0
Visual and Performing Arts	0
World Language	0

## List of Textbooks and Instructional Materials Used in Core Subject Areas (2008–09)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English-language arts, mathematics, science, and history-social science), may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials.

## SCHOOL FINANCES

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2006–07)

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 and teacher salaries can be found at the CDE Web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,145	\$4,220	\$925	\$62,904
District	—	—	\$6,772	\$55,123
Percentage Difference: School Site and District	—	—	-86.3	0.4
State	—	—	\$5,300	\$65,008
Percentage Difference: School Site and State	—	—	-82.6	-3.2

### Types of Services Funded (2007–08)

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

### Teacher and Administrative Salaries (Fiscal Year 2006–07)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$37,790	\$40,721
Mid-Range Teacher Salary	\$57,422	\$65,190
Highest Teacher Salary	\$76,834	\$84,151
Average Principal Salary (Elementary School Level)	\$104,884	\$104,476
Average Principal Salary (Middle School Level)	\$106,912	\$108,527
Average Principal Salary (High School Level)	\$112,437	\$119,210
Superintendent Salary	\$273,706	\$210,769
Percentage of Budget for Teachers' Salaries	37.2%	39.9%
Percentage of Budget for Administrative Salaries	5.0%	5.5%

# STUDENT PERFORMANCE

## Standardized Testing and Reporting

Through the California Standardized Testing and Reporting (STAR) Program, students in Grades 2–11 are tested annually in various subject areas. In the 2007–08 school year, the STAR program included the California Standards Tests (CST) and a norm-referenced test. School districts are not required to report results of the norm-referenced test in this year's SARC.

To protect student privacy, “—” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category. Data for migrant education services are not available.

### California Standards Tests

The CST shows how well students are doing in relation to state content standards. The CST tests English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 10, and 11). Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data are rounded to the nearest percentage point. Detailed information regarding CST and CAPA results can be found at the CDE Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

The following tables show the percentage of students achieving the Proficient or Advanced levels (meeting or exceeding state standards):

### CST – English Language Arts

Grade Level	School			District			State		
	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08
9	60.6	60.9	61.2	43.7	45.4	50.3	44	47	49
10	49.1	46.0	50.1	37.9	36.3	40.6	37	37	41
11	46.9	49.0	50.3	37.5	39.9	38.0	36	37	37

### CST – Mathematics

Grade Level	School			District			State		
	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08
9	31.8	35.8	34.7	16.8	16.6	19.1	25	25	26
10	19.2	20.8	28.9	11.4	11.9	13.4	20	19	19
11	14.7	18.3	23.2	10.5	12.9	12.9	17	17	17

### CST – Grade-Level Science

Grade Level	School			District			State		
	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08
10			42.0	17.2	17.4	31.1	35	35	40

### CST – End-of-Course Science

Grade Level	School			District			State		
	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08
9			40.1	13.0	16.3	26.5	29	32	37
10			37.0	12.1	15.6	27.4	28	30	35
11			60.7	30.1	34.5	36.9	27	30	32

### CST – History–Social Science

Grade Level	School			District			State		
	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08
10			33.2	28.5	25.6	28.1	30	29	33
11			50.4	34.3	35.4	35.5	35	34	36

### 2007–08 CST Subgroups – English Language Arts

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	60.4	62.3	8.5	70.7	41.0	71.1	22.9	64.1
10	45.8	55.4	3.9	56.1	37.6	55.2	10.0	54.1
11	44.0	57.8	6.3	54.4	48.1	51.2	4.4	54.3

**2007–08 CST Subgroups – Mathematics**

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	37.9	30.8	7.5	39.5	24.5	39.7	10.2	36.5
10	29.6	28.1	11.7	31.2	19.6	32.8	5.3	31.1
11	24.7	21.4	2.3	24.9	21.7	23.8	2.5	24.8

**2007–08 CST Subgroups – Grade-Level Science**

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
10	45.7	37.5	12.8	45.8	31.8	46.1	10.9	44.8

**2007–08 CST Subgroups – End-of-Course Science**

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	45.3	33.9	9.9	45.3	27.7	46.1	17.1	41.6
10	39.2	34.2	10.4	40.5	28.9	40.2	10.4	39.1
11	59.3	62.4	11.9	64.7	61.0	60.6	10.5	64.4

**2007–08 CST Subgroups – History–Social Science**

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	72.3	60.4	—	67.0	49.0	70.1	—	66.3
10	39.2	25.0	5.8	38.4	24.1	37.7	14.0	35.3
11	50.3	50.4	4.3	54.6	47.1	51.6	15.0	53.1

**2007–08 CST Racial/Ethnic Groups – English Language Arts**

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	50.7	82.5	71.6	41.0	69.2	—	—	62.2
10	40.0	61.1	53.3	37.3	53.3	—	—	55.1
11	31.4	69.6	50.6	36.0	51.1	—	—	63.7

**2007–08 CST Racial/Ethnic Groups – Mathematics**

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	18.9	52.5	37.4	19.2	61.5	—	—	32.3
10	13.8	44.4	29.5	10.1	45.3	—	—	33.6
11	4.0	45.8	21.8	11.0	29.5	—	—	32.3

**2007–08 CST Racial/Ethnic Groups – Grade-Level Science**

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
10	22.0	54.3	44.4	30.9	44.3	—	—	52.0

**2007–08 CST Racial/Ethnic Groups – End-of-Course Science**

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	30.1	60.0	43.0	22.7	52.0	—	—	46.5
10	22.4	47.1	37.4	29.6	35.8	—	—	48.0
11	40.0	79.2	60.8	46.3	71.6	—	—	66.9

**2007–08 CST Racial/Ethnic Groups – History–Social Science**

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	27.9	40.0	36.5	24.7	30.8	—	—	41.3
10	32.7	72.7	48.6	34.1	56.2	—	—	64.4
11								

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in English–language arts and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at [cahsee.cde.ca.gov/](http://cahsee.cde.ca.gov/).

To protect student privacy, “—” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

### CAHSEE Results by Performance Level for All Students—Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English–language arts and mathematics.

Subject	School			District			State		
	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08
English–Language Arts	59.8	57.5	64.7	50.1	47.0	52.2	51.1	48.6	52.9
Mathematics	63.1	63.2	63.5	48.0	49.9	49.2	46.8	49.9	51.3

### 2007–08 CAHSEE Results by Student Group

Group	English–Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	35.3	49.4	15.3	36.5	34.0	29.4
African American	50.0	44.6	5.4	50.9	38.6	10.5
American Indian	-	-	-	-	-	-
Asian	28.7	53.7	17.6	23.5	32.4	44.1
Filipino	34.5	48.2	17.3	31.1	41.1	27.9
Hispanic	51.4	40.2	8.4	61.7	26.2	12.1
Pacific Islander	-	-	-	-	-	-
White (not Hispanic)	25.6	55.2	19.2	32.0	29.6	38.4
Male	38.5	46.1	15.4	35.3	33.9	30.8
Female	31.3	53.4	15.3	38.0	34.2	27.8
Economically Disadvantaged	80.0	20.0	0.0	80.4	17.6	2.0
English Learners	72.2	27.8	0.0	63.9	27.8	8.3
Students with Disabilities	-	-	-	-	-	-

## California Physical Fitness Test Results (2007–08)

The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. This table displays by grade level the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six 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 at the CDE Web site at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percentage of Students Meeting Fitness Standards
9	34.1

## ACCOUNTABILITY

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the 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 at the API Web page at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school’s academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2005–06	2006–07	2007–08
Statewide	8	8	8
Similar Schools	9	9	8

### API Changes by Student Group—Three-Year Comparison

This table displays by student group the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth). Note: a blank means that the student group is not numerically significant, “B” means the school did not have a valid 2008 API Base and will not have any growth or target information, and “C” means the school had significant demographic changes and will not have any growth or target information.

Group	Actual API Change			API Score
	2005–06	2006–07	2007–08	2007–08
All Students at the School	17	1	28	788
African American	38	-14	30	710
American Indian or Alaska Native				
Asian	13	6	37	835
Filipino	20	-7	28	809
Hispanic	19	12	23	704
Indochinese				
Pacific Islander				
White	7	10	28	815
Socioeconomically Disadvantaged	19	-1	17	731
English Learners	—	—	21	674
Students with Disabilities	—	—	48	575

### Adequate Yearly Progress

The federal NCLB 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 English-language arts (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 at the AYP Web page [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

### AYP Overall and by Criteria (2007–08)

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 AYP criteria.

AYP Criteria	School	District
Overall	No	Yes
Participation Rate—English Language Arts	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percentage Proficient—English Language Arts	No	Yes
Percentage Proficient—Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

### Federal Intervention Program (2008–09)

Schools that receive Title I funding must enter federal Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts 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 at the CDE Web site at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		—
Year in Program Improvement		—
Number of Schools Currently in Program Improvement	—	55
Percentage of Schools Currently in Program Improvement	—	25.8

## SCHOOL COMPLETION AND POSTSECONDARY PREPARATION (SECONDARY SCHOOLS)

### Admission Requirements for California 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 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 University of California Web site at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

#### 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 site at [www.calstate.edu/admission/](http://www.calstate.edu/admission/).

### Dropout Rate and Graduation Rate

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 *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (one-year)	0.5	0.5	1.5	2.8	3.3	4.5	3.1	3.5	4.4
Graduation Rate	96.6	97.3	95.8	82.9	83.2	78.8	85.0	83.0	79.5

### Completion of High School Graduation Requirements

Beginning with the graduating class of 2007, students in California public schools must pass both the English language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. This table displays, by student group, the percentage of students who began the 2007-08 school year in Grade 12 that met all state and local graduation requirements for Grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/). Note: A blank means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	99.0	77.0	—
African American	93	66.1	—
American Indian or Alaska Native		75.4	—
Asian	100	88.7	—
Filipino	100+	89.2	—
Hispanic or Latino	94.7	70.2	—
Indochinese	95.3	85.5	—
Pacific Islander		75.7	—
White	99.2%	83.1	—
Socioeconomically Disadvantaged	99.2	63.2	—
English Learners	82.6	45.9	—
Students with Disabilities	96.2	27.3	—

**NOTE:** Percentages may be greater than 100 due to changes in enrollment between the beginning of school and graduation.

### Career Technical Education Programs (2007-08)

Career Technical Education (CTE) in the San Diego Unified School District is a program of study involving a sequence of courses that integrate core academic knowledge with technical skills. The program provides students with multiple pathways to college and careers. Students complete a *career pathway*, which includes foundation, intermediate, and capstone (Regional Occupational Program or ROP) courses in a single, defined field of study. The career pathways are organized around 14 different *industry sectors*, which have been determined to be the growth industry sectors for the local economy. Students are encouraged to complete an internship in their chosen industry sector prior to completing their senior year. CTE programs of study lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

Mira Mesa High School offers CTE programs in the following industry sectors:

- Education, Child Development, and Family Services
- Engineering and Design
- Hospitality, Tourism, and Recreation
- Manufacturing and Product Development

### Career Technical Education Participation (2007–08)

Data reported in the following table are intended to measure the performance of the school’s career technical education (CTE) programs.

“Number of pupils” is the total number of students in all grades at the school who took at least one CTE course during the most recently completed school year.

“Percentage of pupils earning a high school diploma who also completed a CTE program” is the number of students who earned a high school diploma during the most recently completed school year *and* who completed a CTE program at some time during their high school career, divided by the total number of students who earned a high school diploma during the most recently completed school year.

“Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education” is the number of CTE courses the school offers that are linked (through formal articulation agreements) to courses or programs offered by colleges, universities, or other institutions of postsecondary education, divided by the total number of all CTE courses offered by the school. Such articulation provides high school students the opportunity to transfer smoothly into postsecondary education and training programs without experiencing delay or duplication of learning.

Measure	CTE Program Participation
Number of pupils	1,164
Percentage of pupils earning a high school diploma who also completed a CTE program	16
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	35

### Courses for University of California and/or California State University Admission (2007–08)

This table displays for the most recent year two measures related to the school’s courses that are required for UC and/or CSU admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at [dg.cde.ca.gov/dataquest/](http://dg.cde.ca.gov/dataquest/).

Indicator	Courses Required for UC/CSU Admission
Number of Students Enrolled in Courses	75
Percentage of Graduates Who Completed All Courses	46

### Advanced Placement Courses (2007–08)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered, by subject, and the percentage of the school’s students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at [dg.cde.ca.gov/dataquest/](http://dg.cde.ca.gov/dataquest/).

Subject	Number of AP Courses Offered	Percentage of Students in AP Courses
Computer Science		—
English	2	—
Visual and Performing Arts	2	—
World Language	3	—
Mathematics	1	—
Science	4	—
History–Social Studies	5	—
TOTAL	17	8

## INSTRUCTIONAL PLANNING AND SCHEDULING

### Professional Development

Through the district’s educational strategies, the Curriculum and Instruction Division has engaged teachers and administrators in ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, history–social studies, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Each year, principals identify a schoolwide professional development focus, as well as determine areas of individual need. Throughout the year, principals conduct large- and small-group staff conferences and coach teachers at the school site to improve instructional practice. Teachers in the district participated in a total of three mandatory staff development days in each of the last four school years. These days focused primarily on school-based professional learning in relation to the school’s needs.

## APPENDIX: ADOPTED TEXTS AND INSTRUCTIONAL MATERIALS

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
<b>Senior High School</b>				
English Language Arts	9	English 1,2	<i>Literature</i> , Grade 9, McDougal Littell	2008–09
English Language Arts	10	English 3,4	<i>Literature</i> , Grade 10, McDougal Littell	2008–09
English Language Arts	10	English 3,4	<i>Bridges to Literature</i> , McDougal Littell	2002–03
English Language Arts	10	English 3,4 Advanced	<i>Prentice Hall Literature: World Masterpieces</i> , Pearson Prentice Hall	2008–09
English Language Arts	10	English 3,4 Advanced	<i>World Literature</i> , Glencoe	2002–03
English Language Arts	11	American Literature 1,2	<i>The Language of Literature, American Literature</i> , McDougal Littell	2003–04
English Language Arts	11	American Literature 1,2 Honors	<i>The Language of Literature, American Literature</i> , McDougal Littell	2003–04
English Language Arts	11–12	Contemporary Voices in Literature 1,2	<i>Contemporary Reader</i> , Prentice Hall or <i>Legacies</i> , Thomson Learning	2003–04
English Language Arts	11–12	World Literature 1,2	<i>The Language of Literature, World Literature</i> , McDougal Littell	2003–04
English Language Arts	12	English Literature 1,2	<i>Timeless Voices, Timeless Themes—The British Tradition</i> , Prentice Hall	2004–05
English Lang Dev	9–12	ESL Newcomers 9th–12th	<i>Word by Word Basic Picture Dictionary</i> , Longman	2002–03
English Lang Dev	9–12	ESL 1-2	<i>Champion—Red Level</i> , Ballard & Tighe	2008–09
English Lang Dev	9–12	ESL 1-2	<i>Keys to Learning</i> , Longman	2008–09
English Lang Dev	9–12	ESL 3-4	<i>Champion—Blue Level</i> , Ballard & Tighe	2008–09
English Lang Dev	9–12	ESL 3-4	<i>Quest: Introduction</i> , McGraw-Hill ESL/ELT	2008–09
English Lang Dev	9–12	ESL 5-6	<i>Quest 1</i> , McGraw-Hill ESL/ELT	2008–09
Health & Drivers Ed	10–12	Health & Driver Ed 1	<i>Health: Guide to Wellness</i> , Glencoe	1997–98
Health & Drivers Ed	10–12	Health & Driver Ed 1	<i>Responsible Driving</i> , Glencoe	1997–98
History–Social Studies	10	Modern World History and Geography 1,2	<i>Modern World History: Patterns of Interaction</i> , McDougal Littell	2008–09
History–Social Studies	10	Modern World History and Geography 1,2 Advanced	<i>World History: Modern Times, California Edition</i> , Glencoe	2005–06
History–Social Studies	11	U.S. History & Geography 1,2	<i>The Americans: Reconstruction to the 21st Century</i> , McDougal Littell	2008–09
History–Social Studies	11	U.S. History & Geography 1,2 Honors	<i>A People and a Nation</i> , McDougal Littell	2008–09
History–Social Studies	12	Principles of Economics 1	<i>Economics: Principles In Action</i> , Prentice Hall	2003–04
History–Social Studies	12	Government 1	<i>United States Government: Democracy in Action</i> , Glencoe	2003–04
History–Social Studies	12	Am. Gov. in World Affairs	<i>World Politics in the 21st Century</i> , Prentice Hall	2004–05
Mathematics	8–10	Advanced Geometry 1-2	<i>Geometry: Reasoning, Measuring, Applying</i> , McDougal Littell	2004–05
Mathematics	8–12	Geometry 1-2	<i>Discovering Geometry</i> , Key Press	2003–04
Mathematics	9	Algebra Explorations	<i>Algebra Connections</i> , CPM	2007–08
Mathematics	10–12	Intermediate Algebra 1-2	<i>Algebra 2</i> , Holt	2005–06
Mathematics	10–12	Intermediate Algebra 1, 2 Advanced	<i>Algebra 2, California Edition</i> , Glencoe	2005–06
Mathematics	11–12	Honors Precalculus 1,2	<i>Precalculus: Graphical, Numerical, Algebraic, 6th ed.</i> , Prentice Hall	2004–05
Mathematics	11–12	Precalculus 1,2	<i>Precalculus, 2nd ed.</i> , Prentice Hall	2004–05
Science	9–12	Physics 1,2	<i>Conceptual Physics</i> , Pearson Prentice Hall	2007–08
Science	9–12	Earth Science 1,2	<i>Holt Earth Science</i> , Holt Rinehart Winston	2007–08
Science	9–12	Advanced Physics 1,2	<i>CA Physics: Principles and Problems</i> , Glencoe/McGraw-Hill	2007–08
Science	10–12	Chemistry 1,2	<i>Living By Chemistry</i> , Key Press	2003–04
Science	10–12	Chemistry 1,2	<i>Chemistry</i> , Addison Wesley	2003–04
Science	10–12	Chemistry 1,2 Honors	<i>Chemistry: Principle and Reactions</i> , Thomson	2004–05
Science	11–12	Biology 1,2	<i>BSCS Biology: A Human Approach, 2nd ed.</i> , Kendall Hunt	2004–05
Science	11–12	Biology 1,2 Advanced	<i>Biology: Concepts and Connections</i> , Pearson Prentice Hall	2005–06
Science	11–12	Marine Science 1, 2	<i>Oceanography: An Invitation to Marine Science</i> , Thomson	2007–08

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
VAPA	9–12	Music Appreciation 1,2	<i>Music: Its Role and Importance in Our Lives</i> , Glencoe/McGraw-Hill	2000–01
VAPA	9–12	Music Theory 1,2	<i>Tonal Harmony with an Introduction to 20th Century Music</i> , 6th ed., Glencoe	2008–09
VAPA	10–12	Music Theory 1,2 AP	<i>Music in Theory in Practice, Vol. 2</i> , 7th ed., McGraw-Hill	2006–07
VAPA	9–12	Theatre 1,2; 3,4; 5,6; 7,8	<i>Theatre: Art in Action</i> , Glencoe	1999–2000
VAPA	9–12	Theatre 1,2; 3,4; 5,6; 7,8	<i>Drama for Reading and Performance, Collection 1</i> , Perfection Learning	2000–01
VAPA	9–12	Theatre 1,2; 3,4; 5,6; 7,8	<i>Drama for Reading and Performance, Collection 2</i> , Perfection Learning	2000–01
VAPA	9–12	Art 1,2	<i>Exploring Visual Design</i> , 3rd ed., Davis	2000–01
VAPA	10–12	Art History 1,2	<i>Gardner's Art through the Ages</i> , 11th ed., Harcourt	2001–02
VAPA	10–12	Art History 1,2; Art History 1,2 AP	<i>Art History</i> , rev. 2nd ed., Prentice Hall	2005–06
VAPA	10–12	Art History 1,2 AP	<i>Gardner's Art through the Ages</i> , 13th ed., Harcourt	2008–09
VAPA	10–12	Ceramics 1,2; 3,4	<i>Claywork</i> , 3rd ed., Davis	1995–96
VAPA	10–12	Printmaking 1,2	<i>2D: Visual Basics for Designers</i> , Thompson Learning	2007–08
VAPA	11–12	Studio Art: 2-D Design 1,2	<i>Launching the Imagination</i> , 3rd ed., Glencoe/McGraw-Hill	2008–09
VAPA	11–12	Studio Art: 3-D Design 1,2 AP	<i>Launching the Imagination</i> , 3rd ed., Glencoe/McGraw-Hill	2008–09
VAPA	11–12	Studio Art: Drawing Portfolio 1,2 AP	<i>Launching the Imagination</i> , 3rd ed., Glencoe/McGraw-Hill	2008–09
World Language	9–12	Filipino 1-2	<i>Learn Filipino: Book 1</i> , Magsimba	2008–09
World Language	9–12	Filipino 1-2	<i>Sining ng Wika at Pagbasa 1</i> , Phoenix House	2008–09
World Language	9–12	Filipino 3-4	<i>Learn Filipino: Book 1</i> , Magsimba	2008–09
World Language	9–12	Filipino 3-4	<i>Ugnayan 3: Aklat sa Wika at Pagbasa</i> , Vibal	2008–09
World Language	9–12	Filipino 5-6	<i>Learn Filipino: Book 2</i> , Magsimba	2008–09
World Language	9–12	Filipino 5-6	<i>Ugnayan 4: Aklat sa Wika at Pagbasa</i> , Vibal	2008–09
World Language	9–12	French 1-2 & French 3-4	<i>Bon Voyage 1</i> , Glencoe/McGraw-Hill	2001–02

Note: Adoptions prior to the 1999–2000 school year were adopted before content standards and standards-based materials were adopted by the State Board of Education.