



GRANITE HILLS HIGH SCHOOL

1719 E. Madison Ave. El Cajon, CA 92019 • (619) 593-5500

Georgette Torres, Principal

School Accountability Report Card

Report 2005-06 Published in 2006-07

General Information



Parents play a very important role in the success of the school and its students. Read more about how parents can get involved ...

Curriculum

The curriculum that students are taught is determined by the content standards adopted by the California State Board of Education. Read more ...



Policies & Statistics

Providing a positive and safe school environment is crucial to students' success. Read more about our school's policies and statistics...



Educational Team



In order for a school to succeed it must have quality teachers and support programs in place. Read more ...

Assessments



Each year students are given multiple assessments to measure their understanding of the standards-based curriculum in which they were taught. Find out how our students are doing...

Principal's Message

Dear Parents and Community:

Granite Hills High School will 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 provides a Freshman Academy. This academy is a school within schools where additional support is given to freshmen that have not yet realized their academic potential. A team of cooperative and collaborative teachers design curriculum and meet regularly to plan and design activities for their students. 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 continues to improve overall student attendance every month because we know consistent attendance at school improves learning and grades for students.

This year, we will continue with our series of popular technology courses offered to the community. There is now at least one Internet connected computer in every classroom for student use. Students and staff have heavily used and appreciate our Technology Research Lab.

A telephone is also available in every classroom, and each staff member has an email accounts. In addition to improving and facilitating teacher/parent communication, these two features add to our overall school safety plan. Officer Manny Sandoval continues as our School Resource Officer from the El Cajon Police Department.

The curricular and facilities improvements at Granite Hills during the last five years have greatly enhanced our program. 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.

Georgette Torres
Principal

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Jeanette Lijestrom at (619) 593-5500.

School Profile

Granite Hills is one of 11 comprehensive high schools in the Grossmont Union High School District. Curriculum is focused on addressing California State Content Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and multiple clubs and intercom announcements.

During the 2005/06, 2,887 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

School Profile

Student Enrollment by Ethnic Group	
2005-06	
	Percentage
African American	2.8
American Indian	2.5
Asian	1.6
Caucasian	68.6
Filipino	1.4
Hispanic	17.5
Pacific Islander	0.6
Multiple or No Response	4.9

Parent Involvement

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, which is a strong advocate for improving education. 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 Robotics, Destination Imagination, Key Club, and Rotary Interact.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment By Grade

Enrollment Trend by Grade Level			
	2003-04	2004-05	2005-06
9th	828	850	734
10th	756	730	765
11th	616	679	674
12th	522	557	694

Enrollment By Program

During the 2005/06 school year 2892 students were enrolled at Granite Hills High, of which 12% were students with disabilities, 5% were English Learners, and 18% were socioeconomically disadvantaged.

Safe School Plan

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 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.

Discipline & 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 the learning environment for all students. Parents and students are informed of school rules and discipline policies through the Student handbook, the PTSA newsletters, and the inserts included in the progress grading reports, which are mailed home approximately every six weeks. School rules and discipline policies are also posted on the school website.

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, ASB, Band, Colorguard, Big Brothers Big Sisters, California Scholarship Federation, Cheer, Choir, Clarion, Club AVID, Destination Imagination, Europe Club, Fellowship of Christian Athletes, French Club, GHAW, Green Club, GSA, Home Economics Club, Human Rights, Key Club, LEO's, National Honor Society, Native American Club, Red Sea Christian Club, Reflections Literary Magazine, Robotics, Rolling Eagles, Science Club, Si Se Puede, Surf Club, Touchdown Club, Trap Shooting Club, World Beat, Yearbook and Young Black Scholars.

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, Track and Football, Wrestling, Gymnastics, 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.

Discipline & Climate for Learning						
Suspensions & Expulsions						
	Granite Hills High			Grossmont Union High		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	303	320	318	4,607	4,000	4,230
Suspension Rate	10.870%	11.160%	11.000%	18.840%	18.060%	17.300%
Expulsions	10	14	17	215	160	186
Expulsion Rate	0.360%	0.490%	0.590%	0.880%	0.720%	0.760%

* District numbers are for entire district.

School Facilities

Granite Hills was originally constructed in 1960 and is comprised of 106 classrooms, 1 gyms, 1 cafeteria (no indoor seating for students), 1 library, 1 staff lounge, and 3 computer labs. Recent remodeling includes work currently being done to modernize the 40 and 50 buildings. Last year, water, sewer, and electrical infrastructures were put in place. The student quad areas have received recent upgrades with new concrete, landscaping and expected shade structures. Additionally, the stadium will be receiving new stadium lights and a sound system, and new bleachers will be installed in the gym. Surveillance cameras have been installed throughout the campus for increased security.

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.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2005/06 school year the district allocated \$2.4 Million for deferred maintenance program.

School Facilities		
School Facility Conditions		
Date of Last Inspection: Unknown		
Overall Summary of School Facility Conditions:		
Interim Evaluation Instrument Guidelines	Facility in Good Repair	Deficiency & Remedial Actions Taken or Planned
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior/Exterior)	Yes	
Interior Surfaces (Walls, Floors, and Ceilings)	Yes	
Hazardous Materials (Interior/Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior/Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside/Outside)	Yes	
Restrooms	Yes	

Sewer	Yes	
Playground/School Grounds	Yes	
Other	Yes	

Teacher Assignment

Grossmont Union High recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2005/06 school year, the most current data are reported.

Teacher Assignment

Teacher Credential Status				
	School			District
	03-04	04-05	05-06	05-06
Fully Credentialed	129	113	111	972
Without Full Credentials	0	7	7	58

Teacher Assignment

Teacher Credential Status			
	04-05	05-06	06-07
Working Outside Subject			N/A
Vacant Teacher Positions			
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	45	45	1
Misassignments of Teachers of English Learners	45	45	1
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Highly Qualified Teachers

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
Granite Hills High	84.6	15.4
Grossmont Union High	88.1	11.9
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	87.0	12.0

Substitute Teachers

The Grossmont Union High district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Granite Hills High. Generally, the district does not experience any problems finding qualified substitute teachers.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Principal or the Vice-Principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated against the California teacher's standards.

At Risk Interventions

Granite Hills provides before and after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Intersession courses are offered during vacation periods when necessary. Other intervention programs offered at Granite Hills include: before and after school tutorial classes for students needing to pass the CAHSEE, Eagle Link mentorship program and tutorials, support groups and other intervention programs being established by the Guidance Center.

Counseling & Support Staff

It is the goal of Granite Hills High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Granite Hills High.

Counseling & Support Staff

Curriculum Development

All curriculum development in the Grossmont Union High is based on the California State Content Standards and Frameworks. Curriculum is reviewed monthly at subject matter council meetings in order to insure alliance with the state standards, district goals, and the statewide assessment program. The following changes to curriculum have been added during the 2005/06 school year:

Completion of chemistry curriculum guide

Revised First Aid curriculum

Alignment of AP/IB course titles with College Board

English Language Development courses receive English graduation requirement credit

English as a Second Language courses receive elective credit

Addition of the following courses to the Master Course Catalog:

- CAHSEE English Intervention

- Bible as Literature, 2A

- IB Theatre Arts 1st Year, 1-2HL

- IB Theatre Arts 2nd Year, 3-4 HL

- IB Film 1st Year, 1-2

- IB Film 2nd Year, 3-4

- CAHSEE Math Intervention

- AVID Junior Seminar

- IB/CAS International Baccalaureate/Community Action Service

Instructional Materials

Grossmont Union High School District held a Public Hearing on September 14, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The link below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District Expenditures

Grossmont Union High spent an average of \$8,290 to educate each student, based on 2005-06 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

District Revenue Sources

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 & Administrative Salaries as a Percentage of Total Budget

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 the districts 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.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The

combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test																
California Standards Test (CST)																
Combined % of Students Scoring at Proficient and Advanced Levels																
	Language Arts									Social Science			Social Science			
	9			10			11			10			11			
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	
All Students																
Granite Hills High	49	51		45	38		35	31		36	31		34	31		
GUHSD	46	48	53	38	37	39	33	34	37	33	30	32	35	33	34	
California	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35	
Males																
Granite Hills High	37	43	50	36	29	41	29	23	32	41	34	38	34	31	36	
GUHSD	40	44	46	31	30	35	29	28	31	36	32	35	35	33	36	
California	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37	
Females																
Granite Hills High	61	59	66	52	45	49	41	38	50	31	27	26	32	31	36	
GUHSD	54	53	60	45	45	44	38	39	45	30	28	28	35	32	34	
California	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33	
Socioeconomically Disadvantaged																
Granite Hills High	24	40	43	23	16	32	18	13	20	17	15	19	22	15	20	
GUHSD	27	31	33	18	19	24	17	16	21	19	16	18	18	16	21	
California	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22	
African American																
Granite Hills High	21	35	56	19	14	27	8	5	24	13	29	19	33	5	24	
GUHSD	27	33	37	23	18	26	19	19	23	22	17	18	26	21	23	
California	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19	
American Indian																
Granite Hills High	33	33	50	43	27	33	*	28	40	33	31	22	*	32	40	
GUHSD	45	38	45	29	35	31	23	23	29	28	26	21	24	27	27	
California	39	42	43	32	34	34	31	29	31	26	26	26	30	29	30	
Asian																
Granite Hills High	46	63	27	*	*	67	*	*	46	*	*	47	*	*	38	
GUHSD	67	67	58	60	66	61	44	52	53	60	51	57	48	53	50	
California	64	66	71	56	58	58	53	55	57	52	53	51	56	54	54	
Filipino																
Granite Hills High	50	33	*	*	55	*	*	*	38	*	36	*	*	*	38	
GUHSD	54	61	62	40	39	55	50	27	42	33	42	41	55	30	38	
California	60	62	65	48	51	51	44	46	49	40	39	38	46	45	43	
Hispanic																
Granite Hills High	38	42	43	27	27	31	22	21	30	19	24	22	24	21	26	
GUHSD	34	33	37	23	23	24	21	21	24	24	19	19	24	23	21	
California	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22	
Caucasian																
Granite Hills High	56	55	64	50	41	49	39	34	45	41	33	35	35	34	39	
GUHSD	55	57	62	45	45	48	39	39	45	38	36	38	40	37	41	
California	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48	
Students with Disabilities																
Granite Hills High	14	13	8	10	8	11	7	5	4	9	7	5	6	3	7	
GUHSD	8	9	14	5	5	8	4	7	6	9	8	9	6	7	8	
California	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9	
English Learners																
Granite Hills High	12	13	9	9	9	3	11	5	5	4	6	3	8	8	8	
GUHSD	6	5	8	5	4	2	6	4	4	9	6	7	10	7	5	
California	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6	

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Therefore, students at Granite Hills High did not participate in the California Achievement Test.

CAT-6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, schools are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Physical Fitness			
Percentage of Students in Healthy Fitness Zone			
Test Results			
	5th Grade	7th Grade	9th Grade
Granite Hills High			
School Overall	0.0%	0.0%	8.9%
School (Boys)	0.0%	0.0%	9.4%
School (Girls)	0.0%	0.0%	8.4%
Grossmont Union High			
GUHSD Overall	0.0%	0.0%	11.9%
GUHSD (Boys)	0.0%	0.0%	12.8%
GUHSD (Girls)	0.0%	0.0%	10.9%
California			
State Overall	25.6%	29.6%	27.4%
State (Boys)	23.3%	27.6%	28.3%
State (Girls)	28.0%	31.7%	26.4%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Academic Performance Index							
API School Results							
All Students	Base			Growth			
	02-03	03-04	04-05		03-04	04-05	05-06
API Score	691	702	709	API Growth Score	698	709	711
Growth Target	5	5	5	Actual Growth	7	7	2
Statewide Rank	7	7	6	Eligible for Awards	No		
Similar Schools Rank	5	4	4	Eligible for II/USP	No	No	No
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	592	607	622	API Growth Score	593	622	631
Growth Target	4	4	4	Actual Growth	1	15	9
Caucasian							
Base API Score	705	715	732	API Growth Score	710	732	726
Growth Target	4	4	4	Actual Growth	5	17	-6
Hispanic							
Base API Score	646	642	654	API Growth Score	634	654	660
Growth Target	4	4	4	Actual Growth	-12	12	6
A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.							
Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.							

California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. NCLB requires that all schools and districts meet

the following Adequate Yearly Progress (AYP) requirements:

- 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).

Results of school and district performance are displayed in the chart.

Adequate Yearly Progress				
Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	No	No
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

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 (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.

Federal Intervention Program					
Federal Intervention Programs					
	Program Improvement (PI) Status	First Year in PI	Year in PI	# of Schools Currently in PI	% of Schools Identified for PI
Granite Hills High				-	-
Grossmont Union High	-	-	-	1	3.85

Dropout & Graduation Rates

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, before and after school tutorial programs, CAHSEE tutorials both inside and outside the school day, a Freshman Academy for underprepared students, and summer school enrichment courses such as Bridging.

Dropout & Graduation Rates			
Graduation & Dropout Rates			
	02-03	03-04	04-05
Dropout Rate	0.89%	1.14%	0.60%
Graduation Rate	95.4%	96.7%	94.0%

CAHSEE

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who 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 <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

CAHSEE			
Completion of High School Graduation Requirements			
School	District	State	

Career Technical Education (CTE) Programs

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: PLAN testing is administered to all Sophomore students (results interpreted in Sophomore conference with student and parent), Four-Year Academic Plans, and a new Guidance Career configuration, which will

include job shadows and internships.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Participation	
Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the schools pupils participate in CTE?	1,765
What percent of the schools pupils complete a CTE program and earn a high school diploma?	7.3
What percent of the schools CTE courses are sequenced or articulated between the school and institutions of post secondary education?	40.6

UC/CSU Course Completion

Students at Granite Hills High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Completion	
UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
66.7%	32.4%
* Duplicated Count (one student can be enrolled in several courses).	

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. Granite Hills offers two college admission test preparation courses each year, one in the fall and one in the spring. Additionally, the PTSA sponsors the Kaplan SAT practice test and teach-back twice yearly. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT-1					
SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
Granite Hills High					
03-04	522	35.1%	508	539	0
04-05	557	31.4%	527	548	0
05-06	694	38.5%	498	517	495
Grossmont Union High					
03-04	4,849	35.1%	508	524	0
04-05	4,986	35.5%	514	527	0
05-06	5,395	33.6%	497	511	493
California					
03-04	395,194	35.2%	496	519	0
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496

Advanced Placement Classes

Granite Hills High encourages students to continue their education past high school. Granite Hills High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2005/06, 276 students participated in taking the exams. Of the 276 students, 217 exams were scored as "3" or better.

Advanced Placement Classes		
	# Classes	Enrollment
English	4	120
Foreign Language	4	108
Mathematics	4	132
Social Science	10	258
All Courses	22	618

School Leadership

Leadership at Granite Hills is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past 8 years, leadership duties were assumed by Principal Georgette Torres. Principal Torres has 32 years of experience in education with positions as Special Education Aide, Teacher, Special Education Department Chairperson, AVID Trainer (Administration Strand), Assistant Principal, and governing board member of CASA (Communities Against Substance Abuse). Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: Department Chair Council, Vision in Planning (VIP) Commission, Staff Development Committee, Student-Administration Summit and School Site Council.

Staff 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. Granite Hills dedicated at least 11 days to staff development annually for the past three years. The district has provided many more professional development opportunities through BTSA, Summer Institute, Professional Development, and VISIONS (Technology). Topics for staff development during the 2005/06 school year included: Developing Assessment Tools, Teaching Bell to Bell, Understanding the Cycles of Poverty, Using the Data from the Performance Profile, Crisis Drills, Special Education Law, 504 Accommodations, Reading Strategies, Differentiated Instruction, Best Practices, Reading Readiness Skills, and Improving Reading Comprehension.

Instructional Time (includes Minimum days)

For the 2005/06, Granite Hills offered 180 days of instruction, comprised of 166 regular days. The additional 14 minimum days were utilized for: Collaboration time for teacher professional learning communities, and time to address departmental and schoolwide goals outlined in the Single Plan for Student Achievement. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Time (includes Minimum days)

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	71,737