

Grossmont Union High School District

Granite Hills High School

2008-2009 School Accountability Report Card

**Georgette Torres,
Principal**

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Principal's Message

Principal's Message and Mission Statement

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 Hills provides intervention opportunities in the four CORE academic areas for students taught by credentialed teachers both before and after school. CAHSEE intervention classes are offered during the school day as well as before and after school. 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 continues 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. 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 Sean Sayre 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. As a result of Prop H, approximately half the buildings on campus will be modernized and renovated. A new Science building is scheduled to be built during the 2009-10 school year. Prop U will complete the renovation of the remaining buildings, build a Performing Arts building, and pool. 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

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 2009-10, 2,734 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Student Enrollment by Ethnic Group

2008-09

| | Percentage |
|-------------------------|------------|
| African American | 2.0% |
| American Indian | 1.4% |
| Asian | 1.3% |
| Caucasian | 56.7% |
| Filipino | 0.8% |
| Hispanic or Latino | 21.6% |
| Pacific Islander | 0.1% |
| Multiple or No Response | 16.0% |

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, Fish/Red Sea, French Club, GHAW, Goodist Club, Green Club, GSA, Home Economics Club, Human Rights, Invisible Children, Japanese Animation Club, Key Club, Latter Day Saints Club, LEO's, Mountain Bike Club, National Honor Society, Native American Club, Red Sea Christian Club, Reflections Literary Magazine, Rolling Eagles Auto 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.

| Suspensions & Expulsions | | | | | | |
|--------------------------|--------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| Suspensions | 205 | 229 | 289 | 3656 | 3109 | 3856 |
| Suspension Rate | 7.7% | 8.4% | 10.6% | 15.3% | 12.8% | 15.6% |
| Expulsions | 18 | 11 | 16 | 182 | 195 | 230 |
| Expulsion Rate | 0.7% | 0.4% | 0.6% | 0.8% | 0.8% | 0.9% |

Enrollment By Grade

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

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 |
| 9th | 690 | 687 | 696 |
| 10th | 602 | 672 | 699 |
| 11th | 724 | 678 | 657 |
| 12th | 663 | 693 | 686 |

Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 37 students to 1 teacher.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|--------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|
| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
| | | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 |
| English | 20 | 23 | 22 | 88 | 71 | 76 | 31 | 18 | 14 | 28 | 33 | 37 |
| Mathematics | 24 | 26 | 26 | 41 | 38 | 35 | 23 | 21 | 20 | 39 | 40 | 43 |
| Science | 26 | 29 | 28 | 22 | 15 | 16 | 19 | 15 | 16 | 30 | 36 | 30 |
| Social Science | 19 | 25 | 25 | 86 | 57 | 60 | 36 | 19 | 14 | 35 | 41 | 45 |

Instructional Materials

Grossmont Union High School District held a Public Hearing on September 11, 2008, 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. 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.

<http://portal.guhhsd.net/GUHSD/depts/edserv/curriculum/textbook>

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located within their communities.

Curriculum Development

All curriculum development in the Grossmont Union High School District 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 2008/09 school year:

New Courses Course Number(s) Department
Advanced Digital Arts 1H, 2H B247/B248 & T247/T248 Art & ROP
Advanced Photography 1H, 2H B212/B213 & T264/265 Art & ROP
Biology 1, 2 IB SL R238/R239 Science
Cel Animation 1C, 2C B263/B264 Art
Civil Engineering & Arch 1H, 2H K718/K719 Industrial Tech
French 3, 4 IB HL2 G037/G038 Foreign Language
Professional Musical Theatre
Performer T510/T511 ROP
Science 1, 2 Sheltered R023/R024 Science
COURSES PENDING UC APPROVAL
Environmental Design I & II J140/J141
History IB HL1 S096/S097

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 Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Aides for Learning Handicapped | 7 | |
| Assistant Principal | 4 | |
| Athletic Director | 1 | |
| Attendance Clerk | 2 | |
| AVID Tutor | 2 | |
| AVID Tutor | 4 | |
| Band/Music Director | 1 | |
| CAHSEE Specialist | 1 | |
| Campus Supervisor | 8 | 6.5 |
| Computer Instructional Assistant | 1 | |
| Computer Technician | 1 | |
| Counselor | 4 | |
| DIS Teacher | 1 | |
| English Language Learner Teacher | 1 | |
| Guidance Secretary | 1 | |
| Guidance Technician | 4 | |
| Librarian | 1 | |
| Library Clerk | 1 | |
| Media Specialist | 1 | |
| Music Teacher | 1 | .6 |
| Nurse | 1 | |
| Police Officer | 1 | |
| Psychologist | 1 | |
| Social Worker | 2 | |
| Special Education Teacher | 10 | |
| Speech and Language Specialist | 1 | |

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 2009-10 school year, the most current data are reported.

| Teacher Credential Status | | | | |
|---------------------------|--------|-------|-------|----------|
| | School | | | District |
| | 06-07 | 07-08 | 08-09 | 08-09 |
| Fully Credentialed | 121 | 114 | 112 | 1080 |
| Without Full Credentials | 1 | 1 | 0 | 8 |
| Working Outside Subject | 0 | 0 | 0 | 22 |

| Misassignments/Vacancies | | | |
|--|----------|----------|----------|
| | 07-08 | 08-09 | 09-10 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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 2006-07 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.

| NCLB Compliant Teachers | | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 80.8% | 19.2% |
| District | 77.5% | 22.5% |
| High-Poverty Schools in District | 0.0% | 0.0% |
| Low-Poverty Schools in District | 77.7% | 22.3% |

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. The district dedicated 60 days to staff development annually for the past three years. Topics for staff development during the 2008-2009 school year included:

| | |
|--|---|
| Acupuncture and Nutrition | Algebra Workshop |
| Asperger's Syndrome | Assistant Principal Apprentice Program |
| Assistant Principal Leadership Seminar | Breakdown Those Classroom Walls |
| Collaboration Technology Tools | Conscious Classroom Management |
| Differentiated Instruction for the Teenage Brain, Parts I & II | Effective Teambuilding |
| EL Workshop | Equity & Diversity Training |
| Gang Awareness | Literacy Assessment |
| Making Common Assessments Meaningful Using Edu-Soft | Maximizing Student Access to Library Materials |
| Outrageous Teaching! | Papers, Papers, Papers -- Handling the Paperload |
| PLC On-Site Training | Poverty Training |
| Principal Leadership Seminar | ProACT Training & Refresher |
| Rebels With Applause -- Motivating Reluctant Learners | Special Ed in the Regular Ed Classroom |
| Strategies for Great Teaching | Stress Management |
| Teachers' Toolbox | Working and Communicating Effectively with Colleagues |
| Working With Challenging Students, Parts I & II | |

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 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.

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.

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 (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| English/Language Arts | 48 | 48 | 52 | 43 | 44 | 47 | 43 | 46 | 50 |
| Mathematics | 25 | 25 | 36 | 22 | 23 | 29 | 40 | 43 | 46 |
| Science | 42 | 49 | 53 | 32 | 41 | 46 | 38 | 46 | 50 |
| History/Social Science | 34 | 35 | 43 | 32 | 37 | 43 | 33 | 36 | 41 |

| California Standards Test (CST) | | | | |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups | | | | |
| Subject | English/ Language Arts | Mathematics | Science | History/ Social Science |
| African American | 46 | 34 | 41 | 38 |
| American Indian | 32 | 33 | 33 | 25 |
| Asian | 44 | 45 | * | 50 |
| Filipino | 67 | 47 | * | 59 |
| Hispanic or Latino | 37 | 25 | 39 | 32 |
| Pacific Islander | * | * | * | * |
| Caucasian | 58 | 39 | 58 | 47 |
| Males | 47 | 34 | 53 | 48 |
| Females | 56 | 37 | 52 | 38 |
| Socioeconomically Disadvantaged | 37 | 27 | 33 | 29 |
| English Learners | 13 | 13 | 18 | 13 |
| Students with Disabilities | 21 | 13 | 22 | 9 |
| Migrant Education | * | * | * | * |

**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 grade 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.

| Percentage of Students in Healthy Fitness Zone | | | |
|--|--------------------------|--------------------------|-------------------------|
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 6.7% | 32.0% | 52.5% |
| *Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. | | | |

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

| | Average Scale Score | | % at Each Achievement Level | | |
|----------------------|---------------------|----------|-----------------------------|------------|----------|
| | State | National | Basic | Proficient | Advanced |
| Reading 2007 Grade 4 | 209 | 220 | 30 | 18 | 5 |
| Reading 2007 Grade 8 | 251 | 261 | 41 | 20 | 2 |
| Math 2009 Grade 4 | 232 | 239 | 41 | 25 | 5 |
| Math 2009 Grade 8 | 270 | 282 | 36 | 18 | 5 |

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

| | Participation Rate | | | |
|----------------------|--------------------|-----|----------|-----|
| | State | | National | |
| | SD | ELL | SD | ELL |
| Reading 2007 Grade 4 | 74 | 93 | 65 | 80 |
| Reading 2007 Grade 8 | 78 | 92 | 66 | 77 |
| Math 2009 Grade 4 | 79 | 96 | 84 | 94 |
| Math 2009 Grade 8 | 85 | 96 | 78 | 92 |

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.

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.

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

API School Results

| | 06-07 | 07-08 | 08-09 | 2009 API Growth Score |
|---------------------------------|-------|-------|-------|-----------------------|
| Statewide Rank | 6 | 7 | 7 | |
| Similar Schools Rank | 3 | 4 | 4 | |
| All Students | | | | |
| Actual Growth | 15 | 16 | 6 | 753 |
| Socioeconomically Disadvantaged | | | | |
| Actual Growth | 14 | 36 | -6 | 684 |
| Hispanic or Latino | | | | |
| Actual Growth | 18 | -7 | 16 | 702 |
| Caucasian | | | | |
| Actual Growth | 15 | 25 | 4 | 772 |
| Students with Disabilities | | | | |
| Actual Growth | -9 | 5 | 30 | 512 |
| English Learners | | | | |
| Actual Growth | - | - | 50 | 674 |

Adequate Yearly Progress (AYP)

| | School | | District | |
|--------------------|-------------------------|-------------|-------------------------|-------------|
| | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Made AYP Overall | No | | No | |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | No | Yes |
| Percent Proficient | No | 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 Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | Not in PI | In PI |
| First Year in PI | - | 2004-2005 |
| Year in PI (2009-10) | - | Year 3 |
| # of Schools Currently in PI | - | 4 |
| % of Schools Identified for PI | - | 20.00% |

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

| CAHSEE By Subject | | | | | | | | | |
|-------------------|---------|----------|-------|---------|----------|-------|---------|----------|-------|
| | 2006-07 | | | 2007-08 | | | 2008-09 | | |
| | School | District | State | School | District | State | School | District | State |
| English | 55.9 | 49.9 | 48.6 | 60.3 | 54.6 | 52.9 | 55.7 | 51.8 | 52.0 |
| Mathematics | 55.4 | 55.8 | 49.9 | 58.6 | 55.7 | 51.3 | 56.3 | 58.4 | 53.3 |

| CAHSEE By Student Group | | | | | | |
|---------------------------------|----------------|------------|----------|----------------|------------|----------|
| | English | | | Mathematics | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 44.3 | 30.1 | 25.6 | 43.8 | 35.4 | 20.8 |
| Males | 50.6 | 29.9 | 19.5 | 43.9 | 33.0 | 23.1 |
| Females | 38.0 | 30.4 | 31.6 | 43.7 | 37.7 | 18.6 |
| African American | 55.6 | 33.3 | 11.1 | 61.1 | 27.8 | 11.1 |
| American Indian | 50.0 | 50.0 | - | 58.3 | 41.7 | - |
| Filipino | 28.6 | 21.4 | 50.0 | 14.3 | 64.3 | 21.4 |
| Hispanic or Latino | 58.8 | 26.8 | 14.4 | 58.3 | 28.2 | 13.5 |
| Caucasian | 39.7 | 30.7 | 29.6 | 39.4 | 37.0 | 23.6 |
| English Learners | 61.7 | 29.7 | 8.6 | 58.3 | 28.0 | 13.6 |
| Socioeconomically Disadvantaged | 59.1 | 27.7 | 13.2 | 61.2 | 28.5 | 10.3 |
| Students with Disabilities | 85.5 | 9.1 | 5.5 | 86.2 | 13.8 | - |

Completion of High School Graduation Requirements

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 2008-09 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.

| Completion of High School Graduation Requirements | | | |
|---|--------|----------|-------|
| | School | District | State |
| African American | 78.6% | * | * |
| American Indian | 81.3% | * | * |
| Asian | 83.3% | * | * |
| Filipino | 77.8% | * | * |
| Hispanic or Latino | 75.4% | * | * |
| Pacific Islander | 100.0% | * | * |
| Caucasian | 86.0% | * | * |

* Data was not available at the time of publication.

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.

| Advanced Placement Classes | | |
|-----------------------------------|--------------|------------|
| | # of Courses | Enrollment |
| Science | 1 | 13 |
| Social Science | 3 | 222 |
| English | 2 | 90 |
| Foreign Language | 1 | 59 |
| Mathematics | 2 | 90 |
| Totals | 9 | 474 |
| Percent of Students in AP Courses | 3.2% | |

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

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 Enrollment | |
|--|------------|
| | Percentage |
| % of Student Enrollment in Courses Required for UC/CSU Admission | 70.3% |
| % of Graduates Who Completed All Courses Required for UC/CSU Admission | 60.9% |

** Duplicated Count (one student can be enrolled in several courses).*

Career Technical Education Participation

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

| Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act) | |
|--|----------|
| Question | Response |
| How many of the school's pupils participate in CTE? | 1,269 |
| What percent of the school's pupils complete a CTE program and earn a high school diploma? | 86.6 |
| What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education? | 19.2 |

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, 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.

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, and summer school enrichment courses such as Bridging.

| CTE Programs | | | | |
|------------------------------------|---------------------------|--|---|---|
| Title of Career Preparation Course | Who offers the course | How do these classes support student achievement | How does the school address the needs of all students in career preparation | How are the courses evaluated for effectiveness |
| Web Design | Granite Hills High School | | | |
| Industrial Technology | Granite Hills High School | | | |
| Child Development | Granite Hills High School | | | |
| Photography | Granite Hills High School | | | |
| Computer Programming | Granite Hills High School | | | |
| Video Production-IB Film | Granite Hills High School | | | |
| Teaching Careers | Granite Hills High School | | | |
| Administration of Justice | Granite Hills High School | | | |
| Medical Pathways | Granite Hills High School | | | |
| Sports Medicine | Granite Hills High School | | | |
| Food-Culinary | Granite Hills High School | | | |
| Clothing & Fashion Design | Granite Hills High School | | | |
| Interior Design | Granite Hills High School | | | |
| Auto Technology | Granite Hills High School | | | |
| Computer Repair | Granite Hills High School | | | |

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.

School Facilities

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 will be built during the 2009-10 school year, and it is expected to open August 2010. Half of the restrooms on the campus have been upgraded and meet ADA requirements. New shade structures, as well as landscaping, was completed in the student quad area. Additionally, the stadium received new stadium lights, a sound system, and an artificial turf field. New bleachers were installed in the gym. Surveillance cameras were installed throughout the campus for increased security. With the passage of Prop U, Granite Hills continues to complete the modernization of the campus including building a rubberized track, a new pool.

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 Conditions | | | | |
|---|----------------------------------|------|------|--|
| Date of Last Inspection: 11/17/2009 | | | | |
| Overall Summary of School Facility Conditions: Fair | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | Rm. 173 - exhaust fan noisy. Mech. / RR - exhaust fan noisy. Boys PE - exhaust fan noisy. |
| Interior | | X | | Admin - stained ceiling tiles. Nurse - ceiling tiles stained in elec. rm, flooring damaged. Rm. 13 - wall damaged by the door. Rm. 61 science - stained ceiling tiles. Rm. 62 - damage at the west wall. Rm. 65 - stained ceiling tiles. Rm. 67 - flooring damaged at the door. Rm. 68 - cove base missing- north wall. Rm. 160 art - carpet transition loose- trip hazard. Rm. 163 - exterior wall damage- west wall. Auto shop - ceiling tiles missing / sagging, plaster damage at the east door. Rm. 240 - ceiling tiles hanging. Rm. 242 - stained ceiling tiles. Rm. 243 - ceiling tiles missing, ceiling tiles stained, carpet buckled in the office. Rm. 173 - wall damage in the restrooms, ceiling tile out in womens RR. Rm. 171 - flooring damage in both restrooms. Rm. 132 - flooring damaged / missing, stained ceiling tiles. Stadium - visitors - wall damage at west wall. Home team rm. - carpet transition missing at the west door, wall damage at the east wall, wall damage in the training rm. Equip. rm. - wall damage. Boys PE - wall damage above the terrazzo in the RR, ceiling tiles damaged / missing. Wrestling rm. - floor damaged at the north door, wall damage at the east wall. Coaches office 1 - tile transition loose. Girls PE - stained ceiling tiles in south office. Rm. 255 - ceiling tiles sagging. Rm. 233 - ceiling tile missing. Bldg. 100 RR girls - hole in south wall. Rm. 80 guidance - stained ceiling tiles. MDF - floor tile missing - trip hazard. Rm. 221 - ceiling damaged, floor tile damaged. Rm. 212 - ceiling tile missing. |
| Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation) | X | | | Rm. 242 - exterior area needs cleaning- typical. Rm. 233 - room needs cleaning. Rm. 233 prep. - room needs cleaning. Bldg. 100 RR-boys - ketchup smeared on walls and concrete. Rm. 84 - floor needs cleaning. Rm. 91 - east workroom needs cleaning. |
| Electrical | | X | | Nurse - elec rm. - panels blocked. Rm. 61 science - 3 lights out, 1 light flickering. Rm. 65 - 3 lights out, 1 diffuser cracked. Rm. 64 - 4 lights out, 2 lights flickering. Rm. 63 - 1 2x4, 1-4x4 j-box covers missing above the west door- low voltage. Rm. 162 - 1 light out. Auto shop - 2 lights out in the classroom. Rm. 240 - 2 lights out. Rm. 241 - all diffusers missing. Rm. 242 - diffusers missing. Rm. 243 - diffusers missing. Rm. 174 - 2 lights out. Rm. 173 - 1 diffuser missing, 1light flickering. Home team rm. - 2 lights out, 1 diffuser hanging, light switch plate cover missing. Visitors team rm. - 6 lights out. Gym - 1/2" conduit loose on the north wall. Equip. rm. - fire alarm box cover missing. Boys PE - 1 light out in uniform storage. Team rm. - 1 light, switch plate cover missing. Wrestling rm. - 1 light out, numerous diffusers missing. Girls PE - 1 light out, 1 diffuser hanging. Rm. 115 - 4 diffusers cracked, 2 missing. Kitchen - light out in the RR vestibule. Rm. 110 - 2 lights out. Rm. 259 - light out. Rm. 260 - 1 light out. Theatre office - switch damaged. Dressing rms. - light switch missing. Relo. RR - boys - light switch plate cover missing. Rm. 233 - 14 lights out. Rm. 236 - lights out in the prep rm. Library - 8 lights out, 1 diffused cracked. Tech. rm. - 3 lights out. Rm. 101 band - 2 lights out. Rm. 81 - 6 lights out in the computer rm. Rm. 83 - 2 lights out in the north rm., 2 lights out in the office, 2 lights out in the classroom. Rm. 91 - 2 lights out in the workroom. Rm. 221 - light out in the classroom, 2 lights out in the office. Rm. 222 - 2 diffusers missing. Rm. 224 - 1 light out. |
| Restrooms/Fountains | | X | | Stadium - home - 1 drinking fountain leaking. Stadium - visitors - floor drain grate missing. Mech. / RR - sink loose in the RR. Visitors team rm. - no water at the utility sink. Boys PE - drinking fountains - no water. Girls PE - 1 drinking fountain no water, 2 drinking fountains low pressure, 2 floor drain grates missing. Kitchen - 2 exterior drinking fountains - no water. Dressing rms. - 2 drinking fountains - no water, 1 sink plugged. Rm. 236 - 1 exterior drinking fountain no water, 1 no handle. TRC - 4 exterior drinking fountains - low pressure. Bldg. 100 RR-boys - 3 exterior drinking fountains no pressure. Bldg. 100 RR girls - exterior drinking fountain - no water. Rm. 92 - floor drain grate missing - trip hazard. Stadium - home - restrooms need cleaning. Visitors team rm. - severe leak in the urinal valve, when flushed. Boys PE - no toilet partition doors, unriinal in the shower is cracked. Girls PE - 2 hand dryers in the locker rm. - off, RR needs cleaning, toilet partition rusted. Bldg. 200 student RR - boys - 1 hand dryer not working. Bldg. 100 RR-boys - sink rusted. Bldg. 100 RR girls - room and fixtures need cleaning. Bldg. 70 boys RR - RR needs cleaning. Bldg. 70 RR girls - 1 hand dryer not working, RR needs cleaning. |
| Safety (Fire Safety, Hazardous Materials) | X | | | Admin - fire alarm panel trouble. Rm. 64 - no fire extinguisher. Rm. 165 - no fire extinguisher. Rm. 174 - no fire extinguisher. Rm. 170 - no fire extinguisher. Home team rm. - smoke detector covered by paper and tape. Elec. Block house 2 - storage of combustibles in the elec. Rm. 267 - excessive combustibles stored in the classroom - fire safety. Theatre office - fire extinguisher missing. Rm. 65 - peeling paint at the east wall. Rm. 63 - peeling paint at the exterior window sills and the south canopy. Rm. 174 - peeling paint at the canopy- typical. Stadium - home - peeling paint at snack bar west wall. Gym - peeling paint at the roof overhang. Boys PE - peeling paint at the rafter tails. Kitchen - peeling paint at the oven flue. Rm. 91 - peeling paint at the east exterior door. Rm. 220 - peeling paint at the canopy - typical, bldg. 200. Rm. 212 - chipping paint at exterior walls. Rm. 200 - peeling paint at the overhang. Rm. 150 - peeling paint at the window trim and overhang. |
| Structural (Structural Damage, Roofs) | X | | | Rm. 175 - gutter damaged. Rm. 212 - roof deteriorating. Rm. 241 - dry rot at the west wall. Rm. 175 - dry rot at the southeast corner. Gym - dry rot at the north wall. Rm. 200 - dry rot at the cripple wall. |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | Rm. 240 - severe trip hazard at the concrete joint. Stadium - home - loose and damaged wooden bleacher boards. Rm. 273 - hole in the landing plywood. Rm. 261 - large holes in the asphalt at the end of the ramp. Rm. 41 - trip hazard at the concrete south of the bldg. Rm. 224 - wood ramp deteriorating. Rm. 201 / 202 - plywood landing and ramp deteriorating. Stadium - visitors - wood rotten at the door frame. Boys PE - 1 jalousie window missing. Trainer - east door damaged and delaminating. PE attendant - exterior door damaged and delaminating. Rm. 252 - door closed disconnected. Rm. 100 choir - door trim damaged at the east door. Rm. 251 - door closer disconnected. Rm. 91 - east exterior door damaged. |

District Expenditures

Grossmont Union High School District spent an average of \$9,441 to educate each student, based on 2008-09 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.

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$9,441 |
| From Restricted Sources | - |
| From Unrestricted Sources | - |
| District | |
| From Unrestricted Sources | - |
| Percentage of Variation between School & District | - |
| State | |
| From Unrestricted Sources | \$5,512 |
| Percentage of Variation between School & 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 and participation in Project Shield.

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.

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2007-08 | | |
| | District | State |
| Beginning Teachers | \$41,911 | \$42,810 |
| Mid-Range Teachers | \$65,864 | \$69,375 |
| Highest Teachers | \$87,718 | \$89,104 |
| Elementary School Principals | - | - |
| Middle School Principals | - | \$120,314 |
| High School Principals | \$125,279 | \$126,901 |
| Superintendent | \$240,000 | \$198,563 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 38.7% | 37.3% |
| Administrative Salaries | 5.7% | 5.2% |

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on financial statements.

Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

| Average Teacher Salaries | |
|---------------------------|----------|
| School & District | |
| School | \$69,856 |
| District | \$68,475 |
| Percentage of Variation | 2.01% |
| School & State | |
| All High School Districts | \$68,332 |
| Percentage of Variation | 2.23% |