

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mr. Stuart Allan Kew

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Mission San Jose High School

(As it should appear in the official records)

School Mailing Address 41717 Palm Avenue

(If address is P.O. Box, also include street address.)

Fremont

City

California

State

94539-4722

Zip Code+4(9 digits total)

County Alameda

State School Code Number\* 01 61176 0135244

Telephone (510) 657-3600

Fax (510) 657-2302

Web site/URL www.msjhs.org

E-mail skew@fremont.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Mr. Douglas Gephart

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fremont Unified

Tel. (510) 657-2350

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Ivy Wu

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 29 Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ 5 Junior High Schools  
 \_\_\_\_\_ 6 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 40 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 7593  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 8265

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 9 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 9 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	290	253	543
2			0	10	270	257	527
3			0	11	285	250	535
4			0	12	238	242	480
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>2085</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 80 | % Asian or Pacific Islander        |
| 1  | % Black or African American        |
| 2  | % Hispanic or Latino               |
| 17 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 3 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	21
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	43
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	64
<b>( 4 )</b>	Total number of students in the school as of October 1	2085
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.03
<b>( 6 )</b>	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 2 %
- |    |   |
|----|---|
| 52 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 12

Specify languages: Mandarin, Farsi, Japanese, Cantonese, Arabic, Vietnamese, Urdu, Taiwanese, Punjabi, Russian, Korean, Gujarati

9. Students eligible for free/reduced-priced meals 3 %

Total number students who qualify: 58

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{4}{83}$  % Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>10</u>	Autism	<u>3</u>	Orthopedic Impairment
<u>1</u>	Deafness	<u>4</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>39</u>	Specific Learning Disabilit
<u>7</u>	Emotional Disturbanc	<u>15</u>	Speech or Language Impairment
<u>3</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>90</u>	<u>7</u>
Special resource teachers/specialist	<u>4</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>11</u>
Support Staff	<u>10</u>	<u>1</u>
Total number	<u>108</u>	<u>20</u>

12. Average school student-classroom teacher ratio, that is, the number of 29 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98 %	98 %	98 %	98 %	97 %
Daily teacher attendance	95 %	95 %	95 %	95 %	95 %
Teacher turnover rate	8 %	11 %	14 %	11 %	16 %
Student drop out rate (middle/high	0 %	0 %	1 %	1 %	1 %
Student drop-off rate (high school	2 %	8 %	6 %	8 %	15 %

Please provide all explanations below

During the 2000-01 school year the District changed attendance boundaries for our school. This caused a major shift of students from one of our feeder elementary schools to another district high school. The district allowed sibling waivers to be implemented during

this boundary change process. A result of this was a substantial drop in student enrollment as these waivers expired that is reflected in the student drop-off data for the years prior to 2006-2007.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	537	
Enrolled in a 4-year college or university	80	%
Enrolled in a community college	13	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	7	%
<b>Total</b>	100	%

## PART III - SUMMARY

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Mission San Jose High School's vision is that our staff is committed to excellence in education, to high moral and ethical standards, and to the development of successful individuals. The Mission Statement of the school is preparing the new generations for a competitive, ever changing and advancing modern highly technological global community. We believe that a solid, well-rounded education is the basis for personal development. By providing a safe and supportive learning environment, we seek to nurture the academic, personal, and social development of our students, which will equip them for a lifetime of learning, service, and leadership. Parents are partners with the school in assisting students in their academic achievement, and growth toward full personal maturity. Teachers strive to create a positive learning environment, while students are encouraged to be active agents in their own development. Students strive to develop the understanding of continuity between the past and today's culturally diverse society. Students acquire an awareness for social justice in the world and a commitment to alert, responsible, and active citizenship. The result is to help provide stability and a sense of morality in a technologically driven 21st century, marked by innovation and constant change.

Mission San Jose High School, one of five comprehensive 9-12 high schools in the Fremont Unified School District, opened in 1964. Mission is located in the southeastern portion of the city of Fremont near the historic Mission District and Ohlone College. Parental involvement is one of the many strong points that characterize the school. The two main parent groups are Mission Possible, our PFA (Parent-Faculty Association), and Mission Boosters (Sports and Fine Arts parent support organization).

Mission's 2006 graduation rate was 99+%, virtually every senior graduates. Mission has a tradition of high expectations for all students regardless of ability level. An open enrollment policy for Advanced Placement courses has resulted in 712 junior and senior students completing 1,545 exams with a passage rate of 90% of which 69% scored a 4 or 5. Ninety-five percent of our graduates matriculate to post-secondary education with 77% attending four-year colleges/universities including all University of California and California State University campuses.

Mission High received a full 6-year WASC accreditation in 2002. Mission is the district leader in average SAT scores with a Reading of 603, Writing of 611 and Math of 659. Mission has consistently met both its API and AYP requirements with the most recent API score of 927 making Mission the top ranked non-magnet public high school out of 7,000 high schools in the state. Mission leads Alameda County in the number of National Merit Finalists (32), and National Merit Commended students (70). Newsweek has twice recognized Mission as one of its top high schools in the nation and, most recently, US News and World Report ranked Mission as the 49th Best High School in the nation and awarded the school a gold medal. The California Business for Educational Excellence Foundation has recognized Mission as a scholar school for the past three years. The College Board has identified Mission's AP Statistics and French Literature programs as the best in the nation. Our students, with the assistance of staff members, continue to accumulate awards for individual and group competitions. These awards include 1st place in both the National Science Bowl and Oceanic Bowl as well as national recognition by the Siemens Westinghouse and Intel Science Talent Search competitions. Mission is extremely proud of its students and the accomplishments of our rich and diverse community.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The No Child Left Behind Act (NCLB) of 2001 requires the California Department of Education (CDE) to make a determination of Adequate Yearly Progress (AYP) for every school in the state. The CDE calculates AYP for each school based on school-wide test score goals and score goals for all significant subgroups, test participation rate, API (Academic Performance Index) score and yearly graduation rate. Mission met all fourteen criteria for yearly progress in 2007.

The California Department of Education rates schools using the Academic Performance Index (API). Using student test scores, the API places schools on a scale from 200 to 1000. Individual school scores are based on student performance on state standards in English/Language Arts, Mathematics, Science and Social Studies for all numerically significant subgroups. On the California Standards Test students who score between 397-600 are categorized as advanced; those that score between 350-396 are listed as proficient; 300-349 are basic; 265-299 are below basic; and 150-264 are far below basic. These ranges are for all of the content area's and are subject specific, ie. biology, algebra I, U. S. History, etc. The website for the complete Standardized Testing and Reporting Program (STAR) is <http://star.cde.ca.gov> The state expects schools to eventually attain an API of 800. Mission has consistently maintained a score above 900.

In the 2006-07 academic year, 100% of all ninth, tenth and eleventh grade students at Mission San Jose High were assessed using the California Standards Test (CST). According to the California State Department of Education criteria of 100 students or 15% of the student body, Mission San Jose only has two significant subgroups of students, Asians and Caucasians. To meet the NCLB-Blue Ribbon criteria Mission has to use the two subgroups listed below. The percentage of ninth grade students who scored proficient and advanced in the area of English/Language Arts was 91%. The disaggregated data indicate that 47% of our economically disadvantaged and 58% of our special education students scored at proficient or advanced. Students in the tenth grade scoring at or above the proficient level were 86%. The tenth grade economically disadvantaged student score was 70% and for special education 34%. Students in the eleventh grade scoring proficient or above were 83%. The eleventh grade economically disadvantaged student score was 54% and for special education it was 17%. The subgroup students represented in the data are our most at risk students, are the result of district placement and often are the same student. We are encouraged by these students performance, as it is an indication that the intervention steps we are taking are indeed working.

With respect to math, all tenth grade students take the California High School Exit Exam (CAHSEE). The California High School Exit Exam is a scaled score ranging from 275-450. A scaled score of 350 is required to pass. The website for the CAHSEE is [www.ets.org/portal/site/ets/menuitem](http://www.ets.org/portal/site/ets/menuitem). Go to test directory and click on the CAHSEE link. For the last five years, the percentage of sophomores at or above the proficient (passing the test at the first administration) has been between 95 and 98 percent. For the last three years, 2005-2007, 98% of the sophomores have passed the test. The test includes probability and statistics, number sense, algebra and functions, measurement and geometry and algebra one concepts. Our socio-economic disadvantaged students at or above proficient level ranges from a low of 77% to a high of 90%. Students with disabilities have ranged from 44% to a high of 65%.

This data leads to two conclusions. First, Mission students perform exceptionally well in high stake tests among their peers. Sustained excellence in scores indicates that the scope and sequence, curriculum and methodology are all aligned to foster excellent learning outcomes for all students. Secondly, based on the subgroups assessed, statistically significant differences between our general population and our subgroups occurred in the areas of English Language Arts and mathematics. This data was used to institute additional support systems to help close the achievement gap.

### 2. Using Assessment Results:

Mission utilizes both formative and summative assessments aligned with state, district, school and grade level standards. The district adoption of state approved texts and ancillary materials ensures that content is standards based and assessments reflect the content. Advanced Placement courses follow the prescribed College Board curriculum as well as incorporating state standards into their content material so assessments at the advanced placement level are reflective of both the College Boards requirements and the states. Mission also utilizes assessment results from national measures (Advanced Placement, the Verbal and Mathematical Reasoning Test for AGS Publishing (VMRT), SAT, Field Tests) as a means of

gauging our students' achievement in comparison to other students. Assessment of a student's success in any course begins with a review of standardized test scores. Secondly a system linking state, district, school, grade level, and classroom assessment was developed. The system is evidenced by content rubrics that monitor student success towards meeting standards, development of standards-based essential outcomes, common assessments and grading for every course taught on site. Mission acknowledges that student performance must be continuously monitored if on-going success is to occur. To measure discrete skills and progress towards standards we reach consensus from a variety of sources. These include not only yearly standardized scores but grade reports, student work samples, long term projects, research based assignments, self- and peer-evaluation to determine student strengths and areas for growth as well as traditional assessments on a daily, weekly or monthly basis.

### **3. Communicating Assessment Results:**

Feedback is constant, and unique to Mission is the ability to tailor a schedule for any individual student need. Student assessment results including physical, social and emotional growth are communicated to parents via quarterly report cards, benchmark letters given in November during conferencing, standardized test scores mailed home, teacher-parent communication by phone or e-mail, Back to School Night and Open House programs, counselor parent information nights, IEP meetings, Student Study Team (SST) meetings, English Language Advisory Committee meetings (ELAC), counselor-parent meetings and our Stressed Out Students program (SOS).

Mission informs the general parent population through a monthly newsletter. The newsletter includes important school events, student successes and timely articles that educate the parent community on a variety of educational and healthy choice issues. The school's website includes links to all aspects of the school program including academics, school clubs and our parent-teacher association. Most recently, Missions parents were given access codes so that they could review student attendance as well as gain easier access to a teacher's email. In the near future, the program will allow parents access to their student's grades and testing data.

### **4. Sharing Success:**

US News and World Report recently recognized Mission San Jose High as the 49th Best High School in the nation. We have garnered numerous other recognition awards among them being Newsweek's Best High Schools, California Business for Educational Excellence-Just For The Kids Foundation Scholar School, College Boards Best Advanced Placement course in statistics and French literature, a three time California Distinguished School and a two time National Blue Ribbon School. As such, we receive inquiries and visitations from various other schools in order to discuss best practices. Our teachers welcome opportunities to collaborate and have presented at professional conferences throughout the state. We have even established sister school relations with two secondary schools in the People's Republic of China in order to exchange instructional practices that would enhance each other's programs. As an NCLB-Blue Ribbon recipient, MSJHS would seek and support connections with other schools to continue the educational dialogue of school improvement.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Mission students receive a balanced and comprehensive standards-aligned core curriculum across ability level. Mission provides a comprehensive and enriched core curriculum along with a wide variety of elective choices. The predominate academic culture that exists is one where students are held to high standards, given the widest degree of flexibility and access to rigorous curriculum and quality instruction that are intellectually challenging, develop reasoning ability, are calibrated to grade-level, develop reading and writing for content area literacy, and integrate technology for learning. All of our Advanced Placement courses are open enrollment classes that any student can take. Those students not enrolled in either Honors or Advanced Placement courses are in college preparatory classes. Mission does not offer any general level classes.

Mission also has a partnership with the local community college. College level courses are taught on site. Examples include Finite/Discrete math, foreign language and performing arts classes. Our educational philosophy is that all students are capable of learning and should be exposed to the most challenging curriculum available.

The English program at Mission San Jose High is a literature-based program that incorporates the study of grammar, the structure of the expository and personal essay, and vocabulary development. Each grade level focuses on a different literary era and literary genres are explored in depth. Textual materials complement the program and offer students a variety of comprehension skills.

The social studies program begins with a 9th grade geography/reference skills course that uses physical, cultural and political geography as a case study for learning computer skills. Students explore their role in a democracy and the global society through a study of world history, United States history and American Government/Economics. Advanced Placement courses include US History, world history and Psychology. We also offer an ethnic studies course of study.

The science program is a laboratory-based curriculum. There is focus on scientific concept acquisition utilizing the scientific method of discovery. The comprehensive curriculum includes both biological and physical sciences. Most Mission students take four years of science up through Advanced Placement courses in biology, chemistry and physics. Other elective courses include anatomy/physiology and biotechnology. Students demonstrate their knowledge through competitions such as the National Oceanic Bowl, Science Bowl, Biology Olympiad and both the Seimens-Westinghouse and Intel Science Talent Search.

The mathematics program is a sequential standards-based curriculum offered at college prep or honors level. Mission offers Advanced Placement courses in Calculus (both A and B) and Statistics. The College Board has recognized our AP Stats program as the best in the nation for the past three years. We also offer on site Finite and Discrete mathematics in conjunction with our local community college. The math program affords students the opportunity to pursue math courses based on their level of interest and proficiency.

Mission has a dynamic and flourishing visual and performing arts program. We offer a full four-year sequence in dramatic arts including stagecraft and sound production visual arts including digital imaging, digital photography, computer animation, art and Advanced Placement Studio Art as well as courses in vocal and instrumental music including Advanced Placement Music Theory, music theatre vocal workshop, jazz band and orchestra.

Missions world language program is founded on the philosophy of total immersion beginning with the introductory year through Advanced Placement. We offer French, Japanese, Mandarin and Spanish as well as accepting credit for private instruction in Hindi and American Sign Language. All of the foreign language courses adhere to established national standards by the American Council of Teaching Foreign Language (ACTFL) and include the five Cs: Communication, Culture, Connections, Comparisons and Communities.

### 2b. (Secondary Schools) English:

The English program at Mission San Jose High consists of Advanced Placement course work, honors course work and college preparatory course work in conjunction with an English Language Acquisition (EL) and a separate reading support program.

Advanced Placement English is a 12th grade English Literature and Composition course that is extremely rigorous. Students discover the meanings of literature by being attentive to the diction, imagery and other literary strategies authors use to evoke intellectual and emotional responses from readers. Students develop analytical and composition skills necessary for college and in preparation for the AP examination in May.

The honors program encompasses grades 9 through 11. The sequential nature of the curriculum scaffolds learning from the introductory 9th grade program to preparation for Advanced Placement in 12th grade. Students learn a variety of skills ranging from reading, writing, listening and speaking, and studying rhetorical structures in writing. Various literary genres are introduced at each level and style analysis, analytical writing and critical thinking necessary for mastery are stressed.

The college preparatory program is three-fold. It first focuses on necessary skills in reading, writing, speaking and listening through extensive expository writing and research assignments. Secondly, students develop vocabulary as guided by the California English Language Content Standards and for college preparation. Thirdly, students analyze, compare and discuss a variety of literary genres.

Our EL students are mainstreamed in core academic courses that are taught by a highly qualified teacher. Our ELL (Beginning English Speakers) program provides language support, encourages access and supports academic achievement at all fluency levels. Students are taught the state standards and frameworks for their individual grade level rather than repeating rudimentary material. For this reason, our re-designated EL's are on an even academic level with their English-speaking peers on the California State Standards (CST) English Language Arts test. Their scores run from a low of 329 to high of 529, a bandwidth comparable to native English speakers. By tailoring instruction to students' needs and linking cognitive and linguistic elements in the learning process, our EL's develop higher-order thinking skills needed for academic success.

Mission developed a Read to Achieve class for its ninth grade students that were identified as below or far below basic on the CST English/Language Arts test. Those students are subsequently enrolled with the same English teacher for their tenth grade English class to continue the support given in their freshman year. All of the students that have taken this course have passed the CAHSEE on the first administration.

### **3. Additional Curriculum Area:**

The visual arts department employs three full time teachers and one part-time teacher that instruct in the fields of drawing/painting, digital photography, digital imaging, computer animation, and three-dimensional art forms (woodworking). Students explore various media used in drawing and painting, sculpting, printmaking and other two- and three-dimensional art forms leading up to Advanced Placement Studio Art. Digital photography and imaging provides a solid grounding in digital photographic essentials focusing on the power of contemporary software tools such as Adobe Photoshop. Three-dimensional art includes a history of cabinetry, furniture and wood sculpture, the art of furniture design, the use of wood working tools and machines and the role of culture and values upon the art form. Our students have won many awards for their work including an unprecedented 19 consecutive years of the top woodworking project at the California State Fair.

The performing arts program employs three full time teachers in the fields of drama, vocal and instrumental music. Mission's program has received numerous awards including invitations to perform around the world, i.e. the Tulip Festival in Amsterdam, New Year parades in Paris, London, Madrid, and a personal invitation from the Lord High Mayor of Edinburgh, Scotland to perform at their 250th anniversary. Most recently the band played in the Bendigo Australia Easter Festival. Our vocal program ranges from beginning choir to chorale along with Advanced Placement Music, Music Theatre Vocal and Seminar in Treble Choral Literature. The drama program includes an introductory course to an advanced course that emphasizes classical and historical styles and includes two major productions a year. Students also participate in outside theater competitions.

### **4. Instructional Methods:**

Mission provides a comprehensive and enriched core curriculum along with a rich variety of elective choices. The predominate academic culture that exists is one where students are held to high standards, given the widest degree of flexibility and access to rigorous curriculum and quality instruction that is

intellectually challenging, develops reasoning ability, is calibrated to grade-level, develops reading and writing for content area literacy, and integrates technology.

Differentiated instruction is the hallmark for reaching students at all levels of proficiency. Students engage in activities within courses that address all learning quadrants. Activities include group work in multiple settings, projects, and presentations.

Curriculum enhancement is accomplished by incorporating real-world applications and experiences. Career education is a pivotal part of Mission's instructional practice. All courses have integrated the soft skills needed for the workplace and post secondary education into the curriculum. These soft skills are a result of a career symposium offered by local businesses and industry and they have been tied into both the state content and the career technical standards.

Students needing specific curricular help can obtain assistance from teachers in world language (i.e. the Mandarin teacher tutors students after school), social studies (World History peer tutoring) and English that offer tutoring assistance to students either before or after school. Math and science teachers offer peer tutoring (MASH), math and science help to students during lunch and after school daily. Students seeking advanced curricular challenges have the opportunity to participate in the California Mathematics League (CAML) competitions, Ocean Bowl, Science Bowl and Wonder Cup team competitions, literary and foreign language competitions sponsored by local colleges and universities and speech and debate contests.

#### **5. Professional Development:**

Staff development activities are derived from teacher input, community concerns, policy changes (both District and site), program review and assessment data analysis.

The focus of the development is on the student and helping them attain/maintain the proficient or advanced level. Professional development trainings in recent years have focused on obtaining CLAD credentials under SB 2913 which includes but is not limited to differentiation of instruction assessment practices ensuring continuity across courses curricular standards, student engagement, incorporating technology into instructional strategies and data driven decision making.

The continuing dialogue between educational research and teachers has created a common language that is spoken by all staff members and translated to the classroom through strategies and assessments common to all. The results, for our students, can be measured by the high level of achievement for all Mission students.

Administrative and support staff's commitment to professional development serves as the skeletal framework for the continued focus on student learning and the development of instructional practices that drives Mission's curricular approach.

# PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 9 Test California State Standards

Edition/Publication Year 2000-07 Publisher ETS/Harcourt Brace

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Advanced	91	92	89	87	85
% "Exceeding" State Standards					
Advanced	75	78	71	55	59
Number of students tested	518	548	495	557	513
Percent of total students tested	100	99	99	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Advanced	47		57	62	42
% "Exceeding" State Standards					
Advanced	21		36	24	17
Number of students tested	19		15	21	24
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Advanced	58		30	45	27
% "Exceeding" State Standards					
Proficient	32		24	17	0
Number of students tested	19		18	18	16
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Advanced	86	87	85	84	83
% "Exceeding" State Standards					
Advanced	63	66	54	62	50
Number of students tested	540	499	557	516	451
Percent of total students tested	99	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Advanced	70		63		44
% "Exceeding" State Standards					
Advanced	25		5		22
Number of students tested	21		19		19
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Advanced	34		30	31	8
% "Exceeding" State Standards					
Advanced	16		18	8	8
Number of students tested	18		19	13	14
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Advanced	83	83	80	85	75
% "Exceeding" State Standards					
Advanced	64	60	57	51	47
Number of students tested	479	543	484	433	450
Percent of total students tested	100	99	99	99	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Advanced	54		45		44
% "Exceeding" State Standards					
Advanced	47		39		13
Number of students tested	15		18		16
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Advanced	17		23	10	16
% "Exceeding" State Standards					
Proficient	11		23	0	8
Number of students tested	19		13	10	13
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Above	98	98	98	96	95
% "Exceeding" State Standards					
Number of students tested	538	492	555	525	445
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Above	90	77	86	79	88
% "Exceeding" State Standards					
Number of students tested	21	13	21	28	17
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Above	55	47	65	50	42
% "Exceeding" State Standards					
Number of students tested	20	17	23	22	19
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Above	98	98	98	96	95
% "Exceeding" State Standards					
Number of students tested	538	492	555	525	445
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Above	90	77	86	79	88
% "Exceeding" State Standards					
Number of students tested	21	13	21	28	17
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Above	55	47	65	50	42
% "Exceeding" State Standards					
Number of students tested	20	17	23	22	19
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					