



SCHOOL ACCOUNTABILITY REPORT CARD FOR 2003-2004
SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

Mission Viejo High School

ADDRESS: 25025 Chrisanta Dr., Mission Viejo, CA 92691 **PHONE:** (949) 837-7722

PRINCIPAL: Marilyn McDowell **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	2,724	1,937	1,351
Teachers	Number of classroom teachers (full-time equivalent)	99	74	58
Students per teacher	How many students there are per teacher	28	26	24
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	803	742	670
Students per computer	How many students share one computer	4	4	4

Principal's Comments

Mission Viejo High School is known as one of the premier high schools in California and in the nation, thanks to its high academic achievement, strong athletics and activities, and excellence in the arts and technology. As a true comprehensive high school, we have programs to engage every student's interest and level of ability. We have the prestigious pre-university International Baccalaureate (IB) program, the E-Core Laptop Program that incorporates the use of laptops into the core curriculum, the Future Farmers of America (FFA) vocational agriculture program, an English learners' program, and courses for students who need special assistance with academic skills. Our campus dates from 1966. For the past five years, we have been renovating our facilities extensively. Our new two-story, state-of-the-art science building opened in the fall of 2004.

Major Achievements

- In 2001 we received our third California Distinguished School award.
- In 2002 we received our third National Blue Ribbon School award.
- In 2004 we had 41 IB diploma candidates, and students took 686 Advanced Placement (AP) exams.
- Ninety percent of the class of 2004 went to a two- or four-year college.
- Ninety-five percent of sophomores passed the English/language arts portion of the California High School Exit Exam (CAHSEE), and 92 percent in math.
- Kimberly Miller was selected National Agriculture Teacher of the Year.
- CIF championships in both football and swimming.

Focus for Improvement

- Continue to focus on teaching the state standards in core academic areas.
- Develop common assessments and benchmarks for each course.
- Emphasize and strengthen the Sustained Silent Reading program.
- Provide more help for students at risk with a focus on freshmen.
- Implement a tutorial period two days a week to assist student learning.

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Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The state Department of Education (CDE) calculates our school’s API score using student test results from the California Standards Tests, the CAT/6, and, for high schools, the California High School Exit Exam. API scores range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800.

Mission Viejo’s API was 803 (out of 1000). This is an increase of 12 points compared to last year’s API. About 99 percent of students took the test, which did meet the state’s required participation rate of 90 percent.

API RANKINGS: Based on our API score, our school is ranked on a scale from 1 to 10 (10 being the highest). We receive one ranking that compares us to all high schools in the state. Compared to all high schools in California, our school currently ranks 10 out of 10.

We also receive a second ranking that compares us to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 7 out of 10.

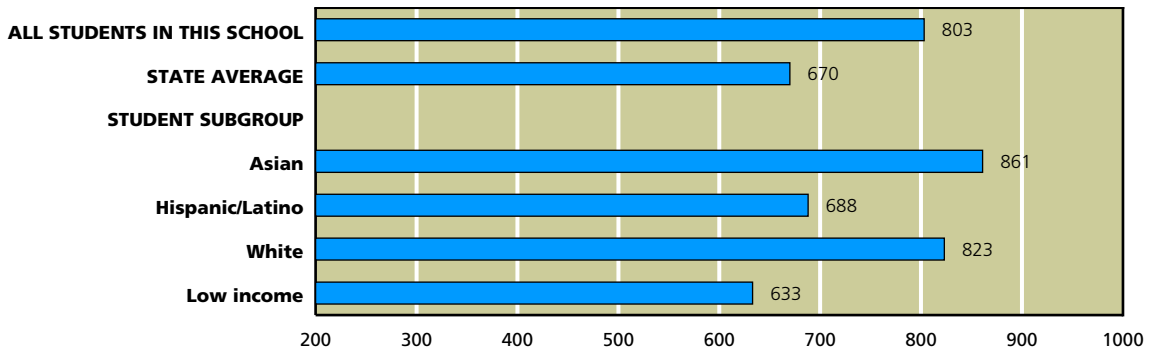
API GROWTH TARGETS: Each year, the state Department of Education sets specific API “growth targets” for every school. They assign one growth target for the entire school, and they set additional targets for ethnic or socioeconomic subgroups that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do not, they may be eligible for awards, such as the Governor’s Performance Award; if they do not, they may receive sanctions. We met our assigned growth targets during the 2003–2004 school year and qualified for the Governor’s Performance Award. Just for reference, 47 percent of high schools met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	803
Growth attained from prior year	+12
Met subgroup* growth targets	Yes
Governor’s Performance Award	Yes
Underperforming school	No

SOURCE: API based on spring 2004 test cycle. Growth scores alone are displayed, and are current as of February 2004.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Academic Performance Index, Spring 2004



SOURCE: Academic Performance Index based on spring 2004 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet new requirements set by the federal education law known as No Child Left Behind. This law requires all schools to report how well students are achieving based on a concept called Adequate Yearly Progress (AYP).

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above proficient levels on the California High School Exit Exam (11.2 percent on the English test and 9.6 percent on the math test). These goals must also be met by significant ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 560 or increase their API by one point. Third, 95 percent of 10th grade students must take the high school exit exam. Fourth, the graduation rate for the class of 2002–2003 must be higher than 82.8 percent (or satisfy alternate improvement criteria).

If a school fails to meet even one of the criteria, it fails to meet AYP. While all schools must report their progress towards meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. If these schools fail to meet AYP for two consecutive years or more, they must provide special services to students, such as a transfer to a different school or tutoring. In some cases, the school faces intervention from the state of California.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Met graduation rate	Yes
Program Improvement School	No

SOURCE: AYP is based on Phase I, II, and III results released by the CDE between October 2003 and March 2004.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL ● NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE TEST?	DID 11.2% MEET OBJECTIVE ON EXIT EXAM?	DID 95% OF STUDENTS TAKE THE TEST?	DID 9.6% MEET OBJECTIVE ON EXIT EXAM?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students with disabilities	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
African American	●	●	●	●
American Indian	●	●	●	●
Asian	●	●	●	●
Filipino	●	●	●	●
Hispanic/Latino	●	●	●	●
Pacific Islander	●	●	●	●
White/Other	●	●	●	●

The table at left shows where we met our AYP goals. The gray dots represent where we’ve met our goals; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as “Adequate Yearly Progress.”

Note: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test for statistical significance.

SOURCE: AYP release of January 2005, Calif. Dept. of Education.

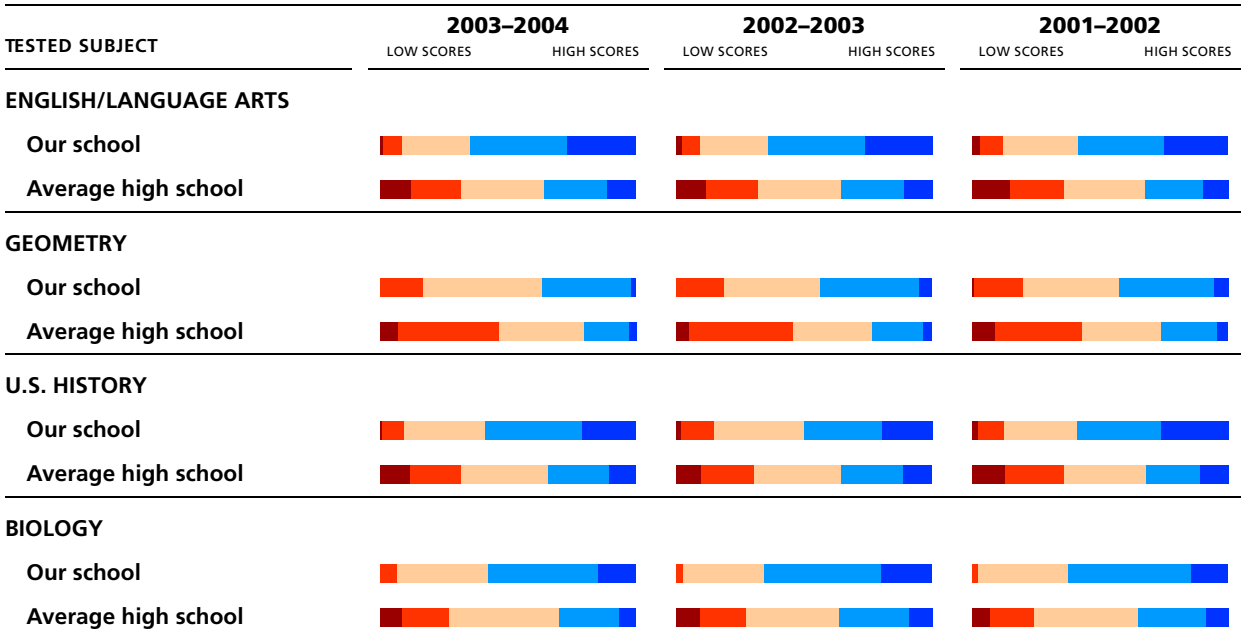
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests in selected subjects. We present our schoolwide results next to the results for the average high school in California. On the following pages we provide more detail for each test, including the scores for different groups of students. In addition, we provide links to the California Standards on which these tests are based. If you'd like more information about the CSTs, please contact our principal or our teaching staff.

California Standards Test Scores

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

California Standards Test Scores: Top Scores Only (Advanced and Proficient)

TESTED SUBJECT	2003-2004	2002-2003	2001-2002
ENGLISH/LANGUAGE ARTS			
Our school	64%	62%	59%
Average high school	37%	36%	33%
GEOMETRY			
Our school	37%	43%	44%
Average high school	22%	25%	27%
U.S. HISTORY			
Our school	59%	51%	59%
Average high school	35%	36%	33%
BIOLOGY			
Our school	58%	66%	62%
Average high school	31%	37%	36%

SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

Frequently Asked Questions

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and our concern for statistical reliability, we have omitted grade-level detail from these test results. Presenting the results at the schoolwide level enables readers to view the results of far more students than any one grade level would contain. This also improves the statistical reliability of the results. Grade-level results can be found online at the [STAR testing Web site](#).

WHAT DO THE FIVE PROFICIENCY LEVELS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level, and our eventual goal is to enable all students to reach either of the top two bands, advanced or proficient. Those who score in the middle band, basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—below basic or far below basic—need more help to reach the proficient level. The number of questions students must answer correctly in order to be grouped into one of these five proficiency levels is revealed in the [CDE's technical memo](#) available on the CDE's Web site.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY? These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So in theory, all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This is similar to grading “on the curve.” Students' CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? California's standards are very high, and the tests that measure students' mastery are similarly difficult. This is reflected in the results, with just over 36 percent of elementary school students scoring proficient or advanced on the English/language arts test. Our state's standards are considered by experts to be among the clearest and most rigorous in the country. To see for yourself how difficult the [California Standards](#) are, spend a few minutes reviewing them.

ARE ALL STUDENTS' SCORES INCLUDED? Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and 10 or fewer students in one grade or subgroup take a test, state officials remove their scores from the report. They do this to protect students' privacy as called for by federal law. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS WHEN VIEWED AT THE SCHOOL LEVEL? The reliability of results depends on the number of students tested and the number of questions on the test. The scores of 300 students who answered 60 questions, for example, result in a very reliable schoolwide score. This means the results would be very similar if the same test were given to an identical group of students. However, if you're reviewing the scores of only 20 students, you can expect the results to be quite different than if another group of 20 nearly identical students took the test. When fewer than 30 students' scores are available, we do not report them because of this low level of reliability.

WHERE CAN I FIND SAMPLE TEST QUESTIONS TO REVIEW? You can find sample test questions for all of the California Standards Tests by going to the [CDE's Web site](#). They are a helpful way to see actual samples of live questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The California Department of Education has placed a wealth of resources on its Web site. First, the STAR test reporting site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The [grades and subjects](#) covered by these tests are fully described. Explanations of [technical terms](#) and scores can be most helpful. You'll also find a guide to navigating the STAR reporting tool, as well as help understanding how to [compare test scores](#).

WHY ARE YOU REPORTING ONLY SOME OF THE RESULTS FOR ALL THE TESTS STUDENTS TAKE? California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting the California Standards Test results from one course in each of the four core subjects. From the science series, we've selected biology because it is the science course taken by more students statewide than any other. In the math series, we've selected geometry because algebra is now supposed to be taken by all eighth graders, leaving geometry as the class designated to be the class freshmen and sophomores take. In social studies, we've selected American history, taken by all juniors (eleventh graders).

We are not reporting the result of the High School Exit Exam until 2005–2005, when the test determines which students in the class of 2006 will graduate with a diploma.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			64%	100%	SCHOOLWIDE AVERAGE: About 27 percent more students at our school scored proficient or higher than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			37%	96%	

English/Language Arts, by subgroup

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT to RIGHT):

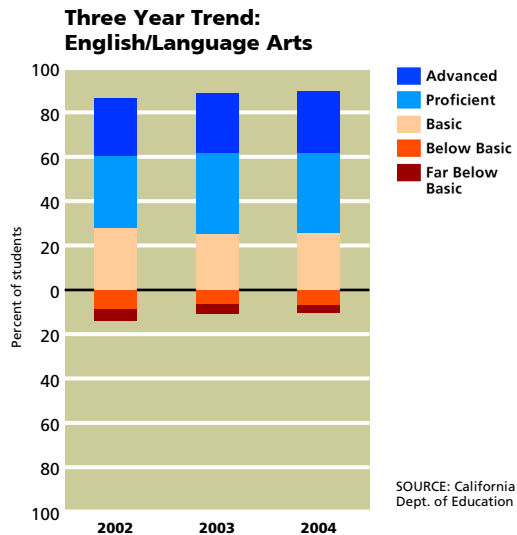
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			58%	990	GENDER: About 12 percent more girls than boys at our school scored proficient or higher.
Girls			70%	1,040	
English proficient			67%	1,892	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			24%	136	
Low income			31%	95	INCOME: About 35 percent fewer students from lower income families scored proficient or higher than our other students.
Not low income			66%	1,932	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			66%	1,959	
African American			44%	50	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Asian American			76%	111	
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	13	
Hispanic			39%	301	
White			68%	1,519	

SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. The three top bands appear above the black horizontal line, and the two lowest proficiency bands appear below. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year to year. This means progress can be fewer students in the lower two proficiency bands, or more students in the top proficiency bands.

To read more about the English/language arts standards for [ninth and tenth](#) grades and [eleventh and twelfth](#) grades, visit the California Department of Education's Web site.



Geometry

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			37%	28%	SCHOOLWIDE AVERAGE: About 15 percent more students at our school scored proficient or higher than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			22%	22%	

Geometry, by subgroup

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT to RIGHT):

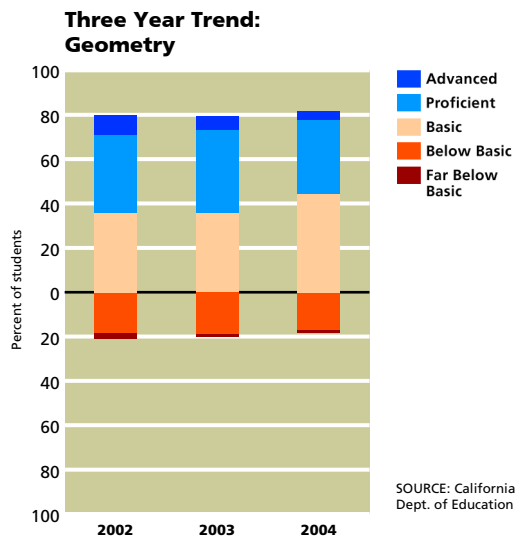
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			36%	265	GENDER: About the same percent of boys and girls at our school scored proficient or higher.
Girls			37%	305	
English proficient			37%	546	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	24	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			37%	566	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	18	INCOME: We cannot compare scores for these two groups because the number of students from low income families was either zero or too small to be statistically significant.
Not low income			37%	552	
African American	DATA STATISTICALLY UNRELIABLE		N/S	13	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	26	
Hispanic			29%	73	
White			39%	444	

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To read more about the math standards for grades **eight through twelve**, as well as the California standards for **geometry**, visit the California Department of Education's Web site.



U.S. History

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			59%	99%	SCHOOLWIDE AVERAGE: About 24 percent more students at our school scored proficient or higher than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			35%	93%	

U.S. History, by subgroup

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT to RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

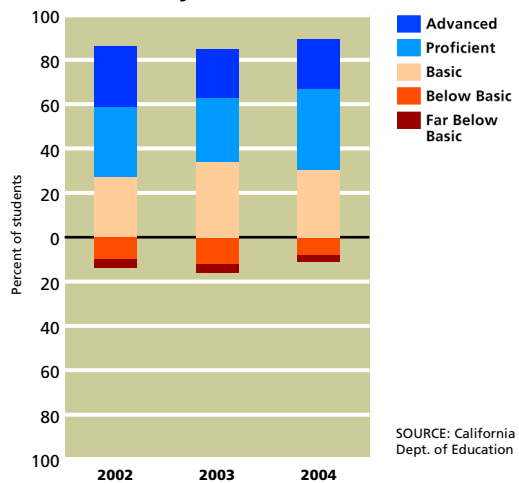
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			57%	267	GENDER: About two percent more girls than boys at our school scored proficient or higher.
Girls			59%	306	
English proficient			61%	535	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			24%	37	
Low income			19%	32	INCOME: About 42 percent fewer students from lower income families scored proficient or higher than our other students.
Not low income			61%	540	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			61%	550	
African American	DATA STATISTICALLY UNRELIABLE		N/S	20	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Asian American			76%	37	
Hispanic			37%	93	
White			63%	410	

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To read more about the California history standards for **tenth**, **eleventh**, and **twelfth** grades, visit the California Department of Education's Web site.

Three Year Trend: U.S. History



Biology

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			58%	26%	SCHOOLWIDE AVERAGE: About 27 percent more students at our school scored proficient or higher than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			31%	30%	

Biology, by subgroup

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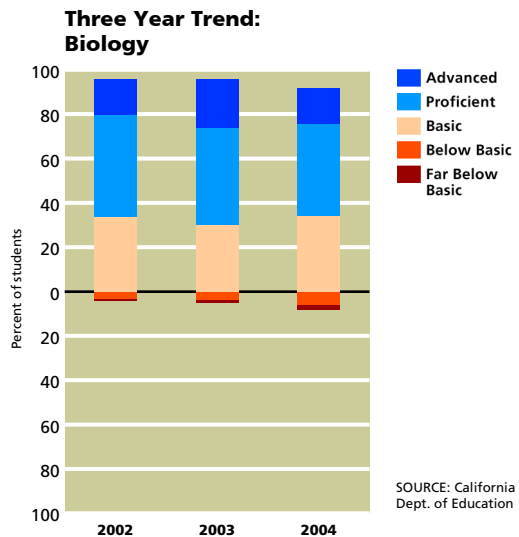
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			54%	248	GENDER: About seven percent more girls than boys at our school scored proficient or higher.
Girls			61%	277	
English proficient			59%	500	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	25	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	11	INCOME: We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
Not low income			57%	514	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			58%	519	
Asian American			58%	36	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Hispanic			46%	54	
White			59%	413	

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To read more about the California standards for [biology/life sciences](#), [physics](#), [chemistry](#), and [earth sciences](#), visit the California Department of Education's Web site.



California Achievement Test (CAT/6)

The CAT/6 is a “nationally normed” test, which means that students are scored against each other, much like being graded “on the curve.” The CAT/6 reflects national academic standards, and it enables us to see how our students are doing compared to other students in the nation. We’ve constructed two schoolwide perspectives on the results: high-scoring students (those in the top quarter of students nationally) and students scoring at or above average (those in the top half). We also separate the scores of students proficient in English compared to their peers, and the scores of students still learning English compared to their peers.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percent of students scoring at or above the 75th percentile nationally	44%	31%	24%
Students scoring at or above average (all students)	Percent of students scoring at or above the 50th percentile nationally	75%	59%	50%
English proficient students	Percent of English proficient students scoring at or above the 50th percentile nationally	78%	70%	58%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	33%	16%	12%
LANGUAGE				
High-scoring students	Percent of students scoring at or above the 75th percentile nationally	45%	33%	25%
Students scoring at or above average (all students)	Percent of students scoring at or above the 50th percentile nationally	75%	60%	50%
English proficient students	Percent of English proficient students scoring at or above the 50th percentile nationally	77%	70%	58%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	42%	18%	14%
MATH				
High-scoring students	Percent of students scoring at or above the 75th percentile nationally	50%	38%	27%
Students scoring at or above average (all students)	Percent of students scoring at or above the 50th percentile nationally	75%	62%	50%
English proficient students	Percent of English proficient students scoring at or above the 50th percentile nationally	77%	70%	56%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	48%	27%	20%
SCIENCE				
High scoring students	Percent of students scoring at or above the 75th percentile nationally	50%	31%	24%
Students scoring above average (all students)	Percent of students scoring at or above the 50th percentile nationally	80%	59%	49%
English-proficient students	Percent of English-proficient students scoring at or above the 50th percentile nationally	83%	69%	56%
English learners	Percent of English learners scoring at the 50th percentile and higher nationally	43%	19%	14%

SOURCE: The scores for the CAT/6 are from the spring 2004 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Mission Viejo, 75 percent of students scored at or above average in reading (compared to 50 percent statewide); 75 percent scored at or above average in language (compared to 50 percent statewide); 75 percent scored at or above average in math (compared to 50 percent statewide); and 80 percent scored at or above average in science (compared to 49 percent statewide). The subject with the most students scoring at or above average was science.

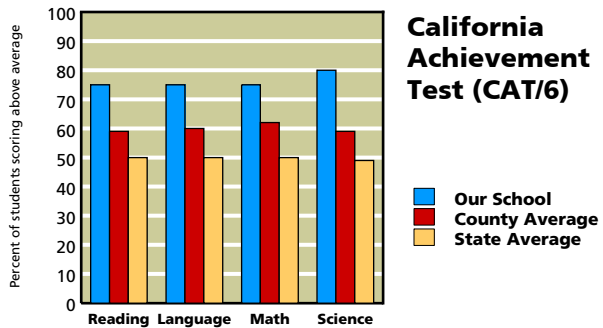
HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). At Mission Viejo, 44 percent of students scored at the top in reading (compared to 24 percent statewide); 45 percent scored at the top in language (compared to 25 percent statewide); 50 percent scored at the top in math (compared to 27 percent statewide); and 50 percent scored at the top in science (compared to 24 percent statewide). The subjects with the most high-scoring students were math and science.

ENGLISH PROFICIENT STUDENTS SCORING ABOVE AVERAGE: Here we've separated the results of students who are English proficient from students who are learning English. At Mission Viejo, 78 percent of English proficient students scored at or above average in reading (compared to 58 percent statewide); 77 percent scored at or above average in language (compared to 58 percent statewide); 77 percent scored at or above average in math (compared to 56 percent statewide); and 83 percent scored at or above average in science (compared to 56 percent statewide). The subject with the most English proficient students scoring at or above average was science.

ENGLISH LEARNERS SCORING ABOVE AVERAGE: This view of test scores examines how well students classified as English learners performed on the CAT/6. At Mission Viejo, 33 percent of English learners scored at or above average in reading (compared to 12 percent statewide); 42 percent scored at or above average in language (compared to 14 percent statewide); 48 percent of English learners scored at or above average in math (compared to 20 percent statewide); and 43 percent of English learners scored at or above average in science (compared to 14 percent statewide). The subject with the most English learners scoring at or above average was math.

Our CAT/6 Results Compared

Students at our school take the CAT/6 in grades nine through eleven. In the graph to the right, you'll see the results of all students in each of the subjects we tested. The values displayed represent the percent of our students who scored at or above average compared to other high students in the county and state. This is just one way to view results. More specific grade-level results are available on request.



SOURCE: Spring 2004 test cycle. State average represents high schools only.

Other Measures of Student Achievement

In addition to standardized testing, teachers assess student learning daily through Socratic Seminars (structured discussions), cooperative learning groups, labs, oral exams, projects, reports, and class participation. Students help select samples of their best writing to place in a portfolio. By senior year, this portfolio showcases their growth as writers, and they keep it upon graduation. English learners take the California English Language Development Test each year to determine progress, and learning-disabled students take the California Alternative Performance Assessment; we share results with students and parents. Traditional classroom testing focuses on state standards in core academic areas and on state or industry standards in the arts and technical education.

PREPARATION FOR COLLEGE AND THE WORKFORCE

College Preparation

Guidance specialists hold four-year planning conferences with all parents and students and strongly encourage students to attend college. Last year’s graduating class had an 89 percent college entrance rate, with 46 percent attending a two-year college and 43 percent attending a four-year college. We inform parents of the college entrance requirements through publications and parent meetings. We provide students with test-preparation sessions at little or no cost. A college fair is held annually in the district, and college recruiters visit at snack time and lunch time. Scholarships are widely publicized in the daily bulletin to students and to parents who subscribe online.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT verbal	Average score of juniors and seniors taking the test, 2003–2004	541	523	496
SAT math	Average score of juniors and seniors taking the test, 2003–2004	567	557	519
SAT participation rate	Percent of seniors who took the test, 2003–2004	51%	43%	39%
Advanced classes	Ratio of the number of Advanced Placement classes taken and passed to the number of juniors and seniors, 2003–2004	42%	34%	22%
Students meeting UC or CSU course requirements	Percent of graduates passing all of the courses required for admission to the UC or CSU systems, 2002–2003	52%	39%	34%
Students attending UC	Percent of graduates who actually attended any campus of the University of California system, 2002–2003	6%	9%	8%
Students attending CSU	Percent of graduates who actually attended any campus of the California State University system, 2002–2003	11%	10%	11%
Students attending community colleges	Percent of graduates who actually attended any campus of the California community college system, 2002–2003	34%	40%	30%

SOURCE: SAT test data provided by the College Board for the 2002–2003 school year. They also provide the information about Advanced Placement courses taken and passed. College attendance data is from the California Post-Secondary Education Commission for the graduating class of 2003. Enrollment in UC/CSU qualifying courses comes from the PAIF report of October 2003. County and state averages represent high schools only.

In the 2003–2004 academic year, 51 percent of Mission Viejo students took the SAT, compared to 39 percent of high school students in California.

Mission Viejo students scored 541 on the verbal portion of the SAT, compared to 496 for students throughout the state. On the math portion of the SAT, Mission Viejo students scored 567 compared to 519 for students throughout the state.

Advanced Placement classes (AP) are a useful indicator of how college-oriented students are doing. These classes are not offered by all high schools. AP classes are usually considered to be the equivalent of college courses. Here at Mission Viejo, the number of AP exams taken and passed was 42 per 100 juniors and seniors. In California, by comparison, high school students successfully completed AP classes at a rate of 22 per 100 juniors and seniors.

The percent of Mission Viejo’s students taking courses required for admission to the University of California or the California State University system was 52 percent, compared to 34 percent for students in the state. This is an indicator of whether the school is offering, and students are taking, the classes required for admission to the University of California or California State University systems.

College attendance data is limited to public colleges in California. Out of Mission Viejo’s 2003 graduating class, 51 percent went on to enroll in some part of the California public college system, compared to 49 percent of students throughout the state. Here’s the detail: six percent of the graduating class went to UC campuses, 11 percent went to CSU campuses, and 34 percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students, in their junior or senior year, may enroll in courses that are more challenging. These include Advanced Placement, or International Baccalaureate courses. Students who take these AP or IB courses and pass with scores of 3.0 or higher usually qualify for college credit. Our high school offers 13 different courses that you'll see listed in the table.

SUBJECT	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	3	3	36
Computer Science	0	0	0
English	3	10	282
Foreign Language	5	6	165
Mathematics	2	3	81
Science	3	6	168
Social Science	4	9	280

SOURCE: CBEDS PAIF October 2004

Dropouts and Graduates

We identify students who are at risk of dropping out through grade checks, discipline referrals, and parent requests for help. We invite parents of students with less than a 2.0 grade point average to a study-skills evening presentation so that they can assist their child at home. Guidance personnel counsel students and parents about tutoring and counseling resources. Our Student Study Team, made up of teaching and specialized staff, helps students who may need special services. Students who are behind in credits may enroll in adult education or summer school courses. They may be referred to continuation school or independent study, if appropriate.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropouts			
2003-2004	0%	1%	3%
2002-2003	0%	1%	3%
2001-2002	1%	1%	2%
Graduates			
2003-2004	99%	95%	87%
2002-2003	97%	91%	87%
2001-2002	99%	91%	87%

SOURCE: Dropout data comes from the CBEDS census of October 2004. County and state averages represent high schools only.

We now count as a **dropout** any student who left school during 2002-2003 prior to completing the year and did not reenroll. A dropout can also be a student who hasn't reenrolled in our school for the 2003-2004 year by October 2003. Our dropout rate for the prior three years appears in the top part of the table.

Identifying dropouts is difficult because many students who leave our school unexpectedly don't let us know why they're leaving or where they're going. As a result, we often have to trace their steps so we can determine whether they have really left school. This is imprecise, at best.

The **graduation rate** is an estimate of our school's success in keeping students in school. It is a rough estimate, at best. Because the calculation relies on dropout counts, which are imprecise, our graduation rate is also inexact. If you have questions about this, you can find help on the [California Department of Education Web site](#).

Workforce Preparation

We have a strong career preparation program, and in the last three years we have participated in the interdisciplinary Vision 20/20 grant program through the Orange County Department of Education. Teachers have visited businesses related to their field and interned with companies such as Mazda. We have developed internships for students in a partnership with Unisys, a local technology company. Each of our technical education programs has a community advisory committee. Our automotive program is one of the top programs in the county, and our engineering/drafting and architecture program sends many students to top architecture colleges.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Vocational education	Percent of students enrolled in a vocational education course	28%	27%	29%
Vocational graduates	Percent of graduates who completed a series of vocational education courses	N/A	N/A	N/A

SOURCE: CBEDS census, October 2003. County and state averages represent high schools only.

Our high school offers courses intended to help students prepare for the world of work. These courses are open to all students. The first row of the table above shows the percent of our students who enrolled in a vocational education course at any time during the school year. The second row, in prior years, used to show the percent of graduating seniors who completed an entire series of vocational education courses. This was a useful indicator of a high school's ability to enable students to enter the work world well prepared to succeed. Unfortunately, the California Department of Education no longer gathers and reports this information. So if you'd like to know more about our school's vocational education program, please contact our principal.

STUDENTS

Students' English Language Skills

At Mission Viejo, 96 percent of students were considered to be proficient in English, compared to 84 percent of high school students in California overall. Of the four percent of Mission Viejo students who were still learning English, 14 percent advanced to English proficiency since the census of 2003–2004.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	96%	80%	84%
English learners	4%	20%	16%

SOURCE: Language Census for school year 2003–2004. County and state averages represent high schools only.

Home Languages of Students Learning English

Please note that the adjacent table describes the home languages of just the 98 students classified as English learners. At Mission Viejo, the language these students most often speak at home is Spanish. In California, it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	83%	81%	81%
Vietnamese	2%	7%	2%
Hmong	0%	0%	2%
Cantonese	0%	0%	2%
Filipino/Tagalog	0%	1%	2%
Khmer/Cambodian	0%	0%	1%
Korean	2%	4%	1%
All other	13%	6%	9%

SOURCE: Language Census for school year 2003–2004. County and state averages represent high schools only.

Ethnicity

Most students at Mission Viejo identify themselves as White/European American/Other. In fact, there are about five times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Mission Viejo. The state of California allows citizens to choose more than one ethnic identity, or to select “multi-ethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	2%	8%
Asian American/Pacific Islander	6%	17%	12%
Latino/Hispanic	15%	37%	40%
White/European American/Other	75%	45%	39%

SOURCE: CBEDS census of October 2003. County and state averages represent high schools only.

Family Income and Education

The [free or reduced-price meal](#) subsidy goes to students whose families earn less than \$34,040 a year (based on a family of four). At Mission Viejo, five percent of the students qualified for this program, compared to 35 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	5%	26%	35%
Parents with some college	86%	62%	59%
Parents with college degree	68%	42%	35%

SOURCE: The free and reduced-price lunch information is gathered by most districts at the start of each school year in October. This is from the 2003–2004 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

The parents of 86 percent of the students at Mission Viejo have attended college, and 68 percent have a college degree. Note that not all students provide this data, so it may be less than fully accurate.

CLIMATE FOR LEARNING

Average Class Sizes

Classes at Mission Viejo vary in average class size from a low of 31 students to a high of 34. Our average class size schoolwide is 32 students. The average class size for high schools in the state is 29 students. The adjacent table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	31	28	26
History	32	33	31
Math	34	31	28
Science	32	32	30

SOURCE: CBEDS census, October 2003. County and state averages represent high schools only.

Safety

Here we're sharing facts with you about our school's safety in three areas: drug or alcohol incidents, crimes against people, and property crimes. These facts are a summary of the reports we've filed with the California Safe School Assessment. If you wish, you may request additional information by contacting the district office.

NUMBER OF INCIDENTS PER 1,000 STUDENTS	2001-2002	2002-2003	2003-2004
Drug or alcohol related	6	0	5
Crimes against people	0	0	0
Property crimes	6	2	0

SOURCE: California Safe School Assessment, last reported for the 2001-2002 school year.

In the calendar year 2004, we reported 14 drug or alcohol incidents (five per thousand students), one crime against people (zero per thousand students), and no property crimes (zero per thousand students). For comparison, in 2001 the average high school in California reported 12 drug or alcohol incidents per thousand students, five crimes against people per thousand students, and six property crimes per thousand students. Note that these factors are expressed as a ratio (incidents per thousand students), to help you compare our school to others.

The full report of the [California Safe School Assessment](#) for 2001 can be found on the Web site of the California Department of Education. Because the law creating this crime assessment was not renewed by the Legislature, this is the last year this report was published.

Students feel safe at Mission Viejo. The campus climate is characterized by cooperative, respectful students and concerned adults. Administrators, teachers, and campus security staff supervise the campus before and after school and at snack and lunch times. The campus is closed except at lunch for juniors and seniors, and teachers maintain consistent standards of behavior in their classrooms. We revise the school safety plan each year, and we conduct regular emergency drills.

Homework

Students typically receive homework assignments Monday through Thursday, in addition to tests and long-term projects. A college-prep class averages 20 to 30 minutes of homework per day and honors classes up to an hour each. We expect students to keep a homework log and to be responsible for turning work in on time. We encourage parents to monitor their student's progress.

Discipline

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

The Student Handbook outlines all school rules and policies. We provide this guide to all students each year and review it with all freshmen. It includes a strict dress code and attendance/tardy policies and outlines the consequences for disruptive, defiant, or dangerous behavior. Teachers typically assign detentions and call parents before referring a student to the assistant principal, who may assign Saturday school or in-house or home suspension, or may recommend expulsion in severe cases involving assault, harassment, drugs, or weapons.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2003–2004	7	13
	2002–2003	4	11
	2001–2002	6	11
Expulsions per 100 students	2003–2004	1	1
	2002–2003	0	1
	2001–2002	1	1

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent high schools only.

During the 2003–2004 school year, we suspended 190 students and expelled 15. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percent of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the district and state.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Boys in Fitness Zone	52%	50%	27%
Girls in Fitness Zone	56%	44%	25%
Total	54%	47%	26%

SOURCE: 2003–2004 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Grade 9	64,800	64,800
Grade 10	64,800	64,800
Grade 11	64,800	64,800
Grade 12	64,800	64,800

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

Principal

Marilyn McDowell has been principal of this school for eight years. Our principal has 11 years of experience as a principal and six as a teacher.

I believe in and practice a collaborative decision-making model that includes all individuals affected by the decision. To accomplish this, I work with and through key groups such as the PTSO, School Site Council (SSC), Associated Student Body, administrative team, and the Leadership Council, which represents all faculty groups, to ensure that everyone is working toward the same goals.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	15	14	13
Newer teachers	Percent of teachers with one or two years of teaching of experience	8%	13%	13%
Teachers holding a B.A. degree only	Percent holding a bachelor's degree only from a four-year college	56%	52%	62%
Teachers holding an M.A. degree or higher	Percent holding a master's degree or higher from a graduate school	44%	47%	37%

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About eight percent of our teachers are relatively new to teaching, having taught two years or less. This is below the percentage of new teachers in other high schools in California. Our teachers have, on average, 15 years of experience. About 56 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 44 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of teachers holding a full, clear authorization to teach	96%	94%	88%
Trainee credential holders	Percent of staff holding an internship credential	1%	2%	6%
Emergency permit holders	Percent of staff holding an emergency permit	3%	4%	6%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	1%

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 96 percent of the faculty at Mission Viejo hold a full credential. About one percent of the faculty at Mission Viejo hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, six percent of high school teachers throughout the state hold trainee credentials. Finally, about three percent of our faculty hold emergency permits. Very few high school teachers hold this authorization statewide (just six percent).

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standard in NCLB	48%	15%	31%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the right credential for the course	7%	9%	14%
Out-of-field teaching: students	Percentage of students in core courses taught by a teacher who lacks the right credential for the course	7%	8%	12%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	4%	6%	12%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the Calif. Dept. of Education. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment and Information Form (PAIF) of October 2003.

This year, all schools in the nation are required by federal law to report new facts about teachers. These facts are intended to share with parents the experience and qualifications of our teaching staff. The federal law known as No Child Left Behind (NCLB) now asks schools to report the number of teachers considered to be "highly qualified." As defined under NCLB, "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. In the table above, we report the percentage of our core courses that are taught by teachers who are considered to be less than "highly qualified" as defined by NCLB.

Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. About four percent of our teachers were working without full credentials, compared to 12 percent of teachers in high schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
ENGLISH				
Courses	Percent of English courses taught by a teacher lacking the right subject area authorization	6%	4%	11%
Enrollment	Percent of English students taught by a teacher lacking the right subject area authorization	6%	4%	9%
MATH				
Courses	Percent of math courses taught by a teacher lacking the right subject area authorization	7%	7%	12%
Enrollment	Percent of math students taught by a teacher lacking the right subject area authorization	7%	6%	10%
SCIENCE				
Courses	Percent of science courses taught by a teacher lacking the right subject area authorization	7%	11%	14%
Enrollment	Percent of science students taught by a teacher lacking the right subject area authorization	8%	10%	13%
SOCIAL SCIENCE				
Courses	Percent of social science courses taught by a teacher lacking the right subject area authorization	3%	9%	14%
Enrollment	Percent of social-science students taught by a teacher lacking the right subject area authorization	4%	8%	13%

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

A high school teacher is teaching out-of-field when he lacks expertise in the subject matter he is teaching. For example, if an unexpected vacancy in an algebra class occurs, and a teacher who normally teaches English literature (and who has no degree in math education) fills in to teach for the rest of the year, that teacher would be teaching out-of-field. About seven percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 14 percent of core courses taught by high school teachers statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available from the links below. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2004–2005 school year.

Districtwide Distribution of Not “Highly Qualified” Teachers

This table shows how teachers considered to be not “highly qualified” are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB’s standard.

DISTRICT FACTOR	DESCRIPTION	DISTRICT AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by “highly qualified” teachers	41%
Schools with most low income students	Percentage of core courses not taught by “highly qualified” teachers	0%
Schools with least low income students	Percentage of core courses not taught by “highly qualified” teachers	41%

SOURCE: Consolidated Application. Schools in the district are divided into quartiles, based on their students’ free lunch entitlements. Top and bottom quartiles are compared.

The districtwide average is 41 percent, compared to 48 percent statewide. But for those schools with the highest percentage of students getting free and reduced-price lunches, this factor is zero percent, compared to 60 percent statewide. And for those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is 41 percent, compared to 40 percent statewide.

Evaluating and Improving Teachers

We evaluate all teachers based on the California Standards for the Teaching Profession: engaging and supporting all students, maintaining effective environments, organizing subject matter, planning instruction, assessment, developing as a professional educator, and maintaining district standards and expectations. We evaluate tenured teachers every other year and new or probationary teachers yearly.

Staff Development

Our district provides three staff development days each year, as well as six late-start days that provide additional time for collaboration. Last year we devoted the time to teacher training in content standards, technology, instructional strategies, school culture and climate, human relations, critical thinking, and brain research. Staff development also focuses on a variety of learning-related areas identified by teachers and through data analysis.

Teacher Assignment

Approximately ten new teachers join the faculty yearly because of retirements and growth in the student population. We are fortunate to have enough teacher candidates to hire credentialed teachers in all subject areas and to have mentor teachers who provide support for new teachers. We also provide a Beginning Teacher Support and Assessment (BTSA) program for new teachers as well as an Induction Program (CFAST).

Substitute Teachers

The district maintains a list of qualified substitute teachers who are able to implement lesson plans in all subject areas. We maintain follow-up reports to ensure that ineffective substitutes are not sent back to the school. An automated system enables our teachers to request their preferred substitute.

Specialized Programs and Staff

Mission Viejo High School has a full-time psychologist, two guidance specialists, five student-services technicians, a full-time librarian and library clerk, and a part-time speech and language specialist. Guidance specialists provide college and career counseling through a weeklong career unit at each grade level; four-year planning conferences with all students and their parents; and parent information nights that cover college applications, testing, and financial aid. We also offer educational placement, crisis counseling, and community resource referrals.

GIFTED AND TALENTED EDUCATION: Starting in second grade, educators identify academically gifted or talented students based on teacher recommendations or tests. When enough students are identified this way, schools create enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 455 students who qualify for this program. Approximately 15 percent of the student population at Mission Viejo High School is made up of GATE or honors-level students. The honors program begins in the freshman year and includes advanced courses in all subject areas, including the IB and E-Core Laptop Program, and Model United Nations. Honors students may elect to take AP and IB courses in their junior year, along with the accompanying exams, which can lead to earning a maximum of two years of college credit.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 110 students who qualify for these **special education** programs. Two full-time resource specialist program teachers, two full-time special day class teachers, and six instructional assistants serve the needs of our special education population. They collaborate with the parents, regular education teachers, and psychologist to assess each student, set goals to meet content standards and proficiency skills, and plan an appropriate schedule. A part-time Workability coordinator helps each student implement a career development plan.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that emphasize gaining fluency in English. We strive to advance our **English learners (EL)** into regular classes as soon as possible. We assess incoming English learners through the District Language Assessment Center and place them in appropriate classes. One teacher coordinates and works with other teachers, all of whom are certified for Cross-cultural, Language, and Academic Development (CLAD). They teach one or more sheltered classes composed entirely of students learning English, or college-prep seminar classes. Two part-time bilingual instructional assistants work in the sheltered classes. We offer sheltered and seminar classes in social studies, English, science, math, and reading.

Specialized Resource Staff

In addition to teachers and administrators, our school employs other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Students have access to these staff members either individually or through specific programs. Most of these professionals work part time at our school. For more information on our specialized programs and staff, please contact our principal.

Academic Guidance Counselors

Our school has two full-time equivalent academic counselors. This means that we have the equivalent of one counselor for every 1,362 students. Just for reference, California districts employ about one academic counselor for every 499 high school students in the state.

STAFF POSITION	STAFF (FTE)
Counselors	2.0
Librarians	1.0
Psychologists	1.0
Social Workers	0.0
Nurses	0.0
Speech/Language/ Hearing Specialists	0.4
Resource Specialists (non-teaching)	0.0

SOURCE: CBEDS census, October 2003.

CURRICULUM AND TEXTBOOKS

We offer a challenging curriculum founded upon the educational standards set by the state of California. To read more about these standards, contact the California Department of Education at www.cde.ca.gov/BE/ST/SS.

Reading and Writing

Our English/language arts curriculum is based on state standards. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. Our students read and respond to significant works of literature that enhance their studies of history and social science. They also write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters. For graduation we require four years of English with an emphasis on writing, plus successful completion of the district writing assessment.

Math

Our math curriculum is based on state standards. According to these standards, most students take algebra during middle school, but many study algebra in high school. By studying algebra, students develop an understanding of the symbolic language of mathematics. They also learn to use their algebraic skills to problem solve. Three years of math is required for graduation. Upon completion of Algebra I, students may progress through an applied math program of accounting and business math or work up to AP/IB calculus, math methods, and/or statistics.

Science

Our science curriculum is based on state standards. In accordance with these standards, our science program features courses in physics, chemistry, biology, life sciences, and earth science. Our students learn to apply the principles of investigation and experimentation. Many science courses are elective but are required for admission to colleges. We require all students at our school to study biology and life sciences, as well as the principles of physiology, cell biology, genetics, ecology, and evolution. Students must complete three years of science for graduation and may choose AP/IB courses in physics, chemistry, and biology.

Social Studies

Our social studies curriculum is based on state standards. According to the standards, high school students must gain a greater knowledge of United States history from the late 18th century through the present. They study world geography, the rise of democratic ideas throughout the world, the roots of current world issues, global industrialization, and the impact of new technology. As part of our program, students also study the movement toward equal rights for racial minorities and women, the role of the U.S. as a major world power, and the U.S. Constitution. Four years of social studies are required for graduation.

Textbooks

Below we show some of the textbooks we use at our school.

TITLE	DATE OF PUBLICATION	SUBJECT	IS THERE A BOOK FOR EACH STUDENT?	IS THIS BOOK ALIGNED WITH STATE STANDARDS?
Reader's Choice - British Literature	2000	Language arts	Yes	Yes
Pre-Calculus & Calculus of a Single Variable	1998	Math	Yes	Yes
Holt Physics	2002	Science	Yes	Yes
Magruder's American Government & Economics, Principles & Practices	1995	Social studies	Yes	Yes

SOURCE: This information is reported by school district staff.

More facts about our textbooks, called for by the recent Williams legislation of 2004, are available from the links below. What you will find is whether we had a textbook for each student in each core course in the 2004–2005 school year, and whether those **textbooks** were in line with the California Content Standards.

More facts about our science labs, called for by the recent Williams legislation of 2004, are available from the link below. What you will find is whether we had sufficient lab equipment and materials for our **science lab** courses during the 2004–2005 school year.

RESOURCES

Buildings

Although Mission Viejo High School is 38 years old, the buildings and grounds have been maintained, modernized, and beautified. Over the past six years, we have renovated our parking, landscaping, roofing, air conditioning, lighting, and gymnasium. We built a new weight room and have a new two-story, state-of-the-art science building. Current projects include expansion of the performing arts facility and library, improvements in the athletic fields, and rehabilitation of the interior of all classrooms with Measure B facilities bond funds.

The physical quality of our school buildings influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land we've been given by the public and we take pride in a beautiful, well-maintained campus. Please let us know if you think we're succeeding. We welcome your suggestions for improvements.

More facts about the [condition of our school buildings](#), called for by the recent Williams legislation of 2004, are available from the link above. What you will find is the result of a survey we conducted during the 2004-2005 school year to determine whether our buildings were in good repair.

Library

We have a full-time librarian and a full-time clerk in our library, which is open from 6:45 a.m. to 3:30 p.m. There are 40 computers for student use as well as stations for student laptops. The librarian has updated the book collection in the last two years and has made the library a popular place. Every freshman receives an orientation on research skills and library resources.

Computers

We have 626 computers available for student use, which means that, on average, there is one computer for every four students. There are 101 classrooms connected to the Internet.

Teachers and students have access to

Microsoft Office software in all classrooms. Students have server space for their documents, which can be accessed from any computer on campus and then printed in the library. Teachers and students use presentation software and do research and word processing in their classes. Parents may access their student's grades online to check progress and teachers update online gradebooks every two weeks.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	4	4
Internet-connected classrooms	101	68	48

SOURCE: CBEDS census of October 2003. County and state averages represent high schools only.

Parent Involvement

Parent participation and support are an integral part of the success of Mission Viejo High School's programs and activities. The Parent-Teacher-Student Organization (PTSO) provides funding for technology, teacher mini-grants, and other school needs, as well as hospitality for staff development days, student and teacher recognition, and reprographic services for teachers. Music, athletics, and other campus organizations would not survive without the thousands of hours of volunteer parent participation and fund-raising. Parents are also a key component of the School Site Council (SSC), which makes decisions about school goals and how resources should be allocated.

FUNDING

School Expenses, 2003–2004

We spend the majority of our funds on teacher salaries and benefits, classroom aides, and textbooks, all of which directly relate to classroom instruction.

We currently receive IB grant funding from the state in the amount of \$25,000 per year for staff development. We also received a state Specialized Secondary Program grant for \$225,000 over three years to implement our E-Core Laptop Program (plus an additional \$1,000 as a demonstration site), and an Automotive Service Excellence certification grant of \$100,000. Our PTSO raised more than \$28,000 last year for technology and other school needs.

District Expenses

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2003–2004			
Total expenses	\$209,724,702	N/A	N/A
Expenses per student (ADA)	\$6,058	\$6,987	\$6,919
FISCAL YEAR 2002–2003			
Total expenses	\$209,614,519	N/A	N/A
Expenses per student (ADA)	\$5,930	\$6,882	\$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Additional detail about our expenditures can be found at the [Ed-Data Partnership's Web site](#).

The current expense of education is a measure of the cost of direct educational services to students. This figure is then divided by the average daily attendance (ADA) to arrive at an expenditure-per-pupil figure. Since the current expense figure does not include food services, land acquisition, new construction, and other expenditures, the current expense per ADA really describes the cost of operating schools for core educational purposes. More information about this is available on the [CDE's Web site](#).

Actual expenditures for our school alone are not available at this time. For further information, you may contact the superintendent's office.

District Salaries, 2002–2003

This table reports the salaries of teachers and administrators in our district for the year 2002–2003. More current information for the 2003–2004 school year was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percent of our district’s total budget dedicated to teachers’ and administrators’ salaries. The cost of health insurance, pensions, and other indirect compensation are not included.

Actual staff salaries for our school alone are not available at this time. For further information, you may contact the superintendent’s office.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$30,000	\$36,856
Midrange teacher’s salary	\$57,677	\$58,263
Highest-paid teacher’s salary	\$78,015	\$72,665
Average principal’s salary (high)	\$114,129	\$106,858
Superintendent’s salary	\$209,935	\$177,295
Percent of budget for teachers’ salaries	48%	42%
Percent of budget for administrators’ salaries	5%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2002–2003, the Fiscal Services Division, California Department of Education.

TECHNICAL NOTE ON DATA RECENCY: All data is current as of May 15, 2005. The CDE may release additional or revised data for the 2003–2004 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (October 2003 census); Language Census (April 2004); CAT/6 and California Standards Tests (spring 2004 test cycle); Academic Performance Index (January 2005 growth score release); Adequate Yearly Progress (February 2005). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.

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