2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[ ] Elementary [ ] MIddle [X] High [ ] K-12
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

Name of Principal: Mr. Karl Joseph Mueller
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Coronado High School
(As it should appear in the official records)

School Mailing Address: 650 D Avenue
(If address is P.O. Box, also include street address.)

Coronado	California	92118-2113
City	State	Zip Code+4(9 digits total)

County: San Diego State School Code Number*: 050680

Telephone: (619) 522-8907 Fax: (619) 437-0236

Web site/URL: www.coronado.k12.ca.us E-mail: kmueller@coronado.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.

Principal's Signature Date

Name of Superintendent: Dr. Susan K. Coyle
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Coronado Unified School District Tel.: (619) 522-8900

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.

(Superintendent's Signature) Date

Name of School Board President/Chairperson: Mr. Douglas Metz
(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.

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

**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

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:

2	Elementary schools
1	Middle schools
	Junior High Schools
1	High schools
1	Other
5	TOTAL

2. District Per Pupil Expenditure: 7724

   Average State Per Pupil Expenditure: 7521

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
[X] Suburban
[ ] Small city or town in a rural are
[ ] Rural

4. 2 Number of years the principal has been in her/his position at this school.

   2 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**	129	154	283
2			0		**10**	139	145	284
3			0		**11**	146	128	274
4			0		**12**	117	117	234
5			0		**Other**			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								1075

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
9 %	Asian or Pacific Islander
3 %	Black or African American
17 %	Hispanic or Latino
71 %	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 yea 7 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	25
(2)	Number of students who transferred from the school after October 1 until the end of the year	45
(3)	Total of all transferred students [sum of rows (1) and (2)]	70
(4)	Total number of students in the school as of October 1	1075
(5)	Total transferred students in row (3) divided by total students in row	0.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 1 %

13 Total Number Limited English Proficient

Number of languages represented 3

Specify languages: Spanish
Japanese
Cantonese

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

Total number students who qualify: 35

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: 8 %

82 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.

8	Autism	2	Orthopedic Impairment
0	Deafness	21	Other Health Impairment
0	Deaf-Blindnes	35	Specific Learning Disabilit
0	Emotional Disturbanc	4	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
6	Mental Retardation	0	Visual Impairment Including Blindness
2	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	2	1
Classroom teachers	34	20
Special resource teachers/specialist	5	2
Paraprofessionals	5	4
Support Staff	12	11
Total number	58	38

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 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	97	%	96	%	96	%	96	%	96	%
Daily teacher attendance	97	%	97	%	98	%	97	%	98	%
Teacher turnover rate	19	%	19	%	11	%	12	%	35	%
Student drop out rate (middle/high	1	%	3	%	1	%	1	%	1	%
Student drop-off rate (high school	33	%	34	%	48	%	33	%	24	%

Please provide all explanations below

The CHS student dropoff rate, approximately one third of the cohort population, is directly related to our transient military and military-related families. From 2007-08 and 2005-06, 29-35% of the student body was military related.

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	246	
Enrolled in a 4-year college or university	62	%
Enrolled in a community college	27	%
Enrolled in vocational training	1	%
Found employment	7	%
Military service	3	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Coronado High School (CHS), a public, four-year, comprehensive high school in the Coronado Unified School District (CUSD), is located in the center of the village of Coronado, an 'island' community connected to the city of San Diego by the San Diego-Coronado Bridge. The community, almost surrounded by the bay and ocean, is also the home of Naval Base Coronado, which includes Naval Air Station North Island and the Naval Amphibious Base. CHS students live in the village of Coronado, the Silver Strand Navy Housing Development, the Amphibious Base, North Island Naval Air Station, and the Coronado Cays. In addition, 20% of the 1075 CHS students are transfers from San Diego County schools participating in special programs, adding additional diversity and creativity to the campus.

'The staff of Coronado High School will create a student-centered learning environment that will serve the entire student population. We will enable each student to prepare for his or her future by developing the skills, the knowledge, and the confidence necessary for every student to seek a meaningful life both individually and as a productive member of the community.' This mission statement embodies the spirit of a staff that is proud that CHS is a home for each student on the campus.
CHS, the home of the 'Islanders,' has a tradition of exemplary achievement in academics, arts, and athletics. The school has been honored as a California Distinguished School in 1995, 2002, and 2007; and in 2002 and 2007, the school also won a special award from the California Department of Education in Career Technical Education. In 1996, CHS was named a National Blue Ribbon School, and in 1997, it was one of the first seven 'New American High Schools' in the country. The CHS campus has been undergoing an extensive remodeling/new construction period since 2002. Finished in December of 2007, CHS is now a state-of-the-art facility, with exceptional general and specialized classrooms for its programs.

The school's academic program includes the International Baccalaureate Program and extensive AP course selections. CHS also has a new program for special education students called the CHS Academy that reaches out to primarily autistic students and provides a standards-based curriculum with extensive support. The campus is also the home to a Special Day Class (SDC Moderate to Severe) that provides students with 'Workability' and 'Transition' programs.

Arts and athletic programs attract many students. Over 300 students take visual arts, ceramics, and music classes. A state-of-the-art Electronic Music Studio provides non-music and music students with the skills to write original compositions. The CHS Athletic Program includes 28 CIF teams and several club sports with equal opportunities for both boys and girls. A new Aquatics Complex provides a facility with a fifty-meter pool and an adaptive pool that can be used for physical education classes, the swim teams, water polo teams, and special education students.
CHS provides unique programs that offer students special opportunities. NJROTC is a popular choice for students, especially in a community that has many military families. The Coronado School of the Arts is a school-within-a-school that provides specialized training in the arts with a career focus. The school's counseling services include a coordinated counseling approach with strong academic counseling; a College and Career Center; Coronado Response Group, a program that provides social services to the student body; a testing system that includes giving the PSAT to all students; and a web-based counseling program called Family Connection that guides students towards careers and colleges. The community of Coronado is proud and supportive of its only high school and its young Islanders.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

CHS participates in the California State Testing (CST) assessment system and the California High School Exit Exam (CAHSEE). The state uses these data to determine the school's Academic Performance Index (API) score and Annual Yearly Progress (AYP). In addition, CHS tracks and analyzes students' Advanced Placement (AP), International Baccalaureate (IB), SAT, and PSAT scores.

The CST includes English Language Arts (ELA) and mathematics tests in Algebra I, Geometry, Algebra II, and higher mathematics. Scores are disaggregated by grade level and sub group, and they are calibrated by Advanced, Proficient, Basic, Below Basic, and Far Below Basic Performance Levels. The Proficient Performance Level meets the state standards.

In 2006, 77% of our students, grades 9-11, scored at the Proficient or above level on the ELA test. This is in contrast to 42% of the state's students scoring at Proficient or above. Our one significant sub group (Hispanic/Latino) scored 66% at the Proficient or above level.

In mathematics, the 2006 scores on the mathematics test were also higher than the state scores. Forty-six percent of the CHS students who took the mathematics test scored at the Proficient of above level, as opposed to 40% of the state's students. The Hispanic/Latino sub group scored 38% at the Proficient or above level.

A percentage of the subgroup is inter-district (students from outside the CUSD) or transient military. The inter-district population is 21% and the military-related population is 35% of the student body. These students typically have not attended school in the district K-12. Students who have gone through our feeder schools, Strand Elementary, Village Elementary, and Coronado Middle School, have demonstrated higher success rates in both ELA and math testing than students entering the district sometime later during their school career. Because of concerted efforts by the district faculty and supported by the District and CHS Strategic Plans, CHS teachers participate in vertical teams in all curricular areas in order to align curriculum to state standards and create curricular sequences from grade 1-12.

All students must pass the California High School Exit Exam (CAHSEE) given in ELA and math. In 2005-06, students in grade 10 passed both the CAHSEE ELA and math exams at a 98% pass rate. In 2006-07, the ELA pass rate for grade 10 was 96%, and the math pass rate was again 98%. Students who do not pass the CAHSEE in the tenth grade are tracked and given interventions until they pass the tests. The overall pass rate for the last two years was 100% for ELA and 99.992% for math.

State assessment results can be viewed on the California Department of Education's website at http://data1.cde.ca.gov/dataquest/.

Most CHS students take the SAT test (79% of seniors in 2006-07) and outperform their peers in California and the US. The SAT Verbal scores for 2006-07 were an average of 555, while the California average was 499, and the national average was 502. For math, CHS students scored an average of 557, while California's average was 516, and the national average was 515.

About 40% of the student body participates in AP classes. In 2006-07, the number of AP tests given was at an all-time high of 569 tests. Tests were given in all areas of the curriculum, and the over-all pass rate of 3 or above was 68%.

2. **Using Assessment Results:**

Data drive the school's improvement processes. Data are collected, disaggregated, and analyzed annually by a school assessment committee that includes math and science teachers and counselors who produce the 'CHS Summary of Demographic and Accountability Information,' a longitudinal data study with information from 1996-2007. These data are used in a systematic 'self study' that includes all stakeholders.

First, the data are used in the annual CHS Strategic Planning process. The Strategic Planning Committee, made up of staff, parents, students, and administrators, review the plan annually and make changes and adjustments to the 'Action Steps' based on the data presented to the committee. The strategic plan guides funding allocations based on identified areas aligned to the data results. Interdepartmental Action Teams are formed based on areas of need in the Strategic Plan and meet

monthly to further analyze the data, research strategies that can be used for improvement, and make recommendations for educational changes.

In addition to the strategic planning process, departments are presented with the newest data at the beginning of the school year. The assessment committee prepares notebooks of CST data in ELA, mathematics, science, and social studies, disaggregated by skill, sub group, and performance level. AP and IB testing data are given to AP and IB teachers. Staff members study the SAT and PSAT data for trends. Departments develop their yearly goals and objectives based on the data analysis and the Strategic Plan. For example, the mathematics department uses the CST mathematics data on a micro and macro level. Math teachers have created a tracking card system in which individual students have a card with their grades and CST scores that are passed from grade six teachers to high school teachers. Teachers monitor each student's progress on mastery of skills and concepts, determine readiness for the next math level, and even devise warm-up activities based on areas of difficulty. On the macro level, teachers study the trends, use the information to determine department goals, and make recommendations for additional tools, like 'Accelerated Math,' a software program used by students who are missing concepts in Algebra I. Because of these new strategies used in the math department, 'Below Basic and Far Below Basic' CST scores improved for Algebra I from 2005-2007 by 12 points.

3. **Communicating Assessment Results:**

The California State Department of Education (CDE), the CUSD, and CHS work together to communicate student performance, including yearly assessment results. The CDE reports demographic and testing results on its website by school district and school and prepares a yearly Academic Performance Index (API) score that compares the school to similar schools in the state. An Annual Yearly Progress (AYP) report is also posted on the website for each school in the state. The CUSD prepares a School Accountability Report (SARC) annually and posts it on its website, comparing the school's testing results to the state and county API and AYP averages. In addition, CHS displays the SARC on its website where the principal lists school goals.

The CUSD and CHS proactively report school progress in other ways. The school's API and relevant testing results are presented to the CUSD Board of Trustees and broadcast on local cable TV. The principal provides the CHS Parent Teacher Organization (PTO) with performance data, interprets the results, and shares identified department and site goals based on the findings. School progress is reported in the PTO's CHS newsletter, by counselors at evening counseling meetings for parents, and by the principal at 'Principal Nights.' The CHS Strategic Planning Committee analyzes the current data and looks for performance trends.

Both San Diego and Coronado newspapers report API and testing data, comparing the results by district and school for San Diego County. CHS has also been featured in San Diego Magazine as one of the top schools in the county.

4. **Sharing Success:**

CHS believes strongly in sharing best practices and has developed many avenues in which to do so. CHS recently entered into a consortium of similar schools in order to form partnerships. One of the consortium members, Laguna Beach High School, recently visited CHS, bringing their superintendent, principal, two board members, and parents to look at some of the programs at the school. CHS will provide its Western Association of Schools and Colleges (WASC) Self Study Report via a link on its website so other schools can access it.

The Coronado School of the Arts (CoSA), a school-within-a-school at CHS, is a CDE Demonstration Site for Specialized Secondary Programs (SSP). For the last five years, CoSA has hosted annual 'SSP Demonstration Days,' and schools from around the state have visited to learn about its unique structure and performance results. CHS is also part of the San Diego Arts Network (SDAN), a consortium of county schools interested in raising test scores by providing enriched arts curricula at their schools. SDAN members have visited CoSA several times, so administrators can see how in-depth arts instruction can improve a school. CoSA also has an outreach program that develops partnerships with schools in high poverty areas of San Diego County. In addition, CHS accommodates area administrators who contact the school for information and sets up visitations to see model programs.

CHS was honored as one of three top high schools for Career Technical Education (CTE) in the state in conjunction with its application for California Distinguished School in 2007. Subsequently, CHS and its Regional Occupation Program (ROP), which provides most of the CTE courses, have hosted many

schools and CDE consultants who visit the CTE program.

The San Diego County Office of Education (SDCOE) is using CHS as a resource for its county schools. The SDCOE superintendent recently toured the campus to observe its programs and assessment results in action. The CHS Special Day Class (Moderate to Severe) is already a model site for the SDCOE because of its unique use of a standards-based curriculum.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

CHS has a rich curriculum that provides challenging courses for all students. One of CHS's strengths is an 'open enrollment' policy that makes all courses available to all students. Any student can take an AP or IB course, and the school provides many support systems for students who need them through special education Resource Specialist Program (RSP) classes, Success Skills classes, English Language Development (ELD) class and tutoring opportunities.

A new instructional model, the CHS Academy, was created for students who qualify for special education services and typically struggle with reading disabilities, auditory/visual processing issues, Asperger's Syndrome, ADHD and other similar disabilities. Students receive core academic instruction from full-time general education teachers in a self-contained classroom. General education teachers are supported by a full-time special education teacher under a co-teaching model. University of California a-g requirements are emphasized to provide students with options for their post secondary education.

The English department provides a four-year sequence of courses in college-prep English. For students who want an additional challenge, the department offers honors English 10 and IB English 11 and 12. At the junior year, students can elect to take AP English Language and seniors can take AP English Literature. The department also offers Creative Writing as an elective.

The mathematics department offers a sequence of Algebra I, Geometry, and Algebra II as its core. Approximately forty percent of the entering ninth grade begin with Geometry. In order to provide a sequence of courses leading to advanced mathematics, the department offers Honors Geometry, Honors Algebra II/Trig, Honors Pre-calculus, AP Calculus AB and AP Calculus BC. In addition, students can select AP Statistics and Accounting as electives.

The science department provides core, college-prep, laboratory science courses for biology, chemistry, and physics, and an enriched curricular array of both high interest and AP courses. Students can choose from Environmental Science and Marine Biology, as well at AP Biology, AP Chemistry, and AP Physics B.

The social studies department has a four-year sequence of courses that exceeds the three-year state graduation requirement. Freshmen take World History I or Honors World History I. Sophomores take World History II or AP World History. Juniors can choose between US History or AP US History. Typically, over fifty percent of the junior class takes the AP class. As seniors, students take a semester economics class called Virtual Enterprise and a semester of government. Students can also elect to take AP Government. In addition, the department offers two IB courses, The Theory of Knowledge and IB Modern European History. In addition, Psychology, and AP Psychology are included as electives.

The foreign language department includes Spanish and French in its offerings, and all courses are one year. Spanish I, II, and III, AP Spanish Language, and AP Spanish Literature provide a challenging sequence of courses. French I, II, and III lead to AP French IV.

The visual and performing arts include many choices for students, including Art Fundamentals, Advanced Art, Portfolio Art, AP Art Studio, Ceramics, and Advanced Ceramics. Entry level media courses include video, animation, digital photography, and electronic music. Beginning courses in band, vocal music, dance, and stagecraft provide entry-level experiences in the performing arts, and AP Music Theory is offered as enrichment. CoSA offers an advanced curriculum in six different arts areas: Classical and Contemporary Dance, Digital Media and Filmmaking, Instrumental Music, Musical Theatre and Drama, Technical Theatre, and Visual Art. CoSA provides a four-year sequence of courses in each department, a longer school day (through period 8), and, through a partnership with Southwestern Community College, college credit for many of its courses. About 12% of the school participates in this program.

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

The English Language curriculum provides all students with instruction in reading, writing, literature, research, and speaking and listening skills. The department provides a four-year sequence that builds on

these skills and is aligned to the state ELA Framework. For enrichment, students may substitute their college prep classes for Honors English 10 and weighted AP or IB English classes in the junior and senior years.

Ninth grade English teachers work with the CUSD middle school humanities teachers as a vertical team to develop a continuum for building skills. In the ninth grade, the school participates in a state program that keeps class sizes at twenty-to-one, allowing teachers to work individually with students as they make the transition into high school.

In 2005-06, the CHS Strategic Planning Committee identified reading skills as an area of growth for our students and created the Reading Improvement Action Team, comprised of interdisciplinary staff members. The Action Team has developed a comprehensive, two-year staff development plan, focused on reading comprehension across the curriculum, called 'The Bridge to Comprehension.' Teachers receive ongoing professional development in staff meetings focused on reading skills. Teachers are then asked to apply these lessons to their classes and bring the results back to subsequent staff meetings.

The English department has reorganized its courses in order to make sure that reading levels are progressive from grades nine through twelve. English 9 and 10 are college-prep survey courses with literature at the proper reading levels. The literature is used to develop the close reading skills needed for essay writing assignments and to expand the students' vocabulary. Reading levels increase in the junior year with American Literature and increase again in the senior year with a survey of English Literature.

3. **Additional Curriculum Area:**

CHS is proud of its Career Technical Education (CTE) Program. In 2002 and 2007, the school was honored as one of the top high schools for career technical education by the CDE. CTE is an integral part of the CHS educational program and is guided by the CHS Vision Statement that promotes ' a sense of clear direction through career and guidance training.'

In 1975, the Regional Occupational Program (ROP) was established on the campus; in 1996, CoSA was initiated, providing dance, musical theatre, instrumental music, technical theatre, and visual art departments for career education; and in 2002, the digital media and filmmaking department in CoSA was funded. In 2003, the NJROTC program was established providing additional career education in military science. The ROP and CoSA curricula are aligned with industry standards and the California Career Technical Education Standards in which essential skills in writing, reading, and math are reinforced, as are selected core standards from each core academic area, including social studies and science. Most CTE classes are sequenced. CoSA has four-year sequences in six arts departments, and NJROTC has a four-year sequence of naval science courses.

CTE offerings also include Video 1 and 2, Woodshop 1 and 2, Animation, Newspaper, Yearbook, Digital Photography, Electronic Music Studio, Stagecraft, Computerized Accounting, Virtual Enterprise, Computer Services, Professional Dance, and Sports Medicine. All students, including special populations, have access to all CTE courses, and they fulfill the Practical Arts graduation requirement for students.

The high school has a modified block schedule that helps organize the instruction into larger blocks of time appropriate for working on projects and taking field trips. CoSA has a longer school day, extending from period six through period eight, in which internships, job shadowing, and performance set-ups are easily managed. NJROTC has an extended afternoon of tutoring, military drills, and competition teams.

CTE programs use projects as the main learning modality for students. ROP Virtual Enterprise students create small businesses; Computer Services students troubleshoot computer problems for teachers; Sports Medicine students practice their skills on the side-lines at games; and CoSA students prepare for music and dance concerts, theater productions, and art exhibitions. NJROTC students work within a military structure, filling positions such as platoon leaders, operations officer, and commanding officer of their unit.

4. **Instructional Methods:**

The CHS faculty is highly qualified and embraces new methodology and technology. Teachers are using techniques such as jigsaw grouping, student oral presentations using technology tools, collaborative learning activities, and research techniques involving both the library and the web with students to differentiate instruction. Using the school's Expected Schoolwide Learning Results (ESLRs), teachers devise lessons with strategies that, not only provide standards-based instruction, but address the more global ESLR skills desired by the school community.

Numerous projects are dedicated to student 'problem solvers who can analyze and synthesize information.' (ESLR #1) Students are using technology to assist their synthesizing abilities by incorporating PowerPoints, videos, sound recordings, musical compositions, and computer portfolios into their projects. Rubrics and discussions are used by students and teachers to analyze work. The AP portfolio art class requires candidates to create, photograph, and assemble a portfolio with an artist's statement. Science students use their knowledge of what structures are in DNA to create a 3-D DNA model from regular household materials. Geometry students choose an architectural structure to study, make a model of, and present to the class.

CHS has made a commitment to providing a rich education that builds 'strong communicators who will communicate thoughts well in written, oral, and visual forms.' (ESLR #2) The English department assigns a variety of written and oral challenges, such as essays, speeches, interviews, literary circles, and Socratic seminars. In Virtual Enterprise, students make board presentations in a business environment.

Students participate in projects that require them to be 'responsible citizens who will be aware of various viewpoints, belief systems, and cultures and contribute their time, energy, and talents to improve the quality of life in the community.' (ESLR #4) 'The Little Rock Nine Day,' a collaborative project, initiated in the social studies classes, celebrated the anniversary with a reenactment during a rally during the school day. Students with red hair were selected to depict the Little Rock Nine and NJROTC students acted as guards to protect them. For 'The Empty Bowls Project' 150 students made and donated 400 ceramics bowls. Families donated soup to fill the bowls, and the community contributed $4500 for the soup-filled bowls project at a fundraiser on the campus, donating the money to a downtown San Diego shelter.

5. **Professional Development:**

CHS has an extensive professional development program that includes every staff member. In 2005-06, the staff voted on a new bell schedule that provided collaboration time once a week and a staff development schedule that utilizes the time provided weekly. In addition, through the CHS Strategic Planning process, Action Teams, including Reading Improvement, Instructional Strategies, Technology, Assessment, Student Growth, and Academic Intervention, were formed with all staff in interdisciplinary teams.
The Action Teams' research and staff development have produced many results, including implementation of programs and solutions to increase student achievement (such as Success Skills class); sharing of best practices and encouragement of continual instructional improvement (Peer Observation Program); sustained, long-term staff development programs (such as Reading Strategies 'Bridge to Comprehension' Program); increased awareness and use of resources in technology; and increased staff participation in the overseeing and planning of site facilities.

The CHS staff is supported by time, personnel, materials, and fiscal resources for planning, and professional development.

Departments study data from schoolwide testing as well as classroom and grade levels to determine individual and department-wide goals during weekly collaboration time.

Release time is offered for teachers to observe one another and provide constructive feedback (Instructional Strategies Action Team's Peer Observation Program).

Release time is offered to department chairs to observe new teachers. Post observation meetings are scheduled to discuss curricular goals and make constructive suggestions.

Release time is provided for vertical teaming in math, music, physical education, writing and reading.

'Buy-Back' professional development days are offered to all teachers. When teachers present their 'Buy-Back' plans for approval, they are asked to connect their staff development activities with the goals in the Strategic Plan.

Funding for outside staff development is available from many different sources, including grants for the IB program; state support for art, music and physical education; ongoing subsidies for the school's counseling programs; funds for ROP Career Technical Education; block grants from the Coronado Schools Foundation (CSF); other special grants (Specialized Secondary Program Demonstration Grant), and the principal's discretionary budget.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 10 Test California standards Test (CST)

Edition/Publication Year Publisher Educational Testing Service

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient and Advanced	72	78	66	64	60
% "Exceeding" State Standards Advanced	44	46	29	35	26
Number of students tested	275	238	243	223	235
Percent of total students tested	99	99	98	98	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic or Latino					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	62	47	49		
% "Exceeding" State Standards Advanced	31	35			
Number of students tested	52	17	43		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	80	45	66	43	20
% "Exceeding" State Standards Advanced	33	18	22	29	0
Number of students tested	15	11			
3. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	10	32	28	23	18
% "Exceeding" State Standards Advanced	0	13	11		0
Number of students tested	10	16	18	18	11
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math(other) Grade 10 Test Califonia High School Exit Examination(CAHSEE)

Edition/Publication Year Publisher Educational Testing Service

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb	Feb	Feb		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Passed	98	98	94		
% "Exceeding" State Standards					
Number of students tested	262	226	230		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Hispanic Latino					
% "Meeting" plus % "Exceeding" State Standard % Passed	94	86	88		
% "Exceeding" State Standards					
Number of students tested	54	14	42		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % passed	98	82			
% "Exceeding" State Standards					
Number of students tested	14	11			
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					

Subject Reading (ELA) Grade 11 Test California standards Test (CST)

Edition/Publication Year Publisher Educational Testing Service

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient and Advanced	72	73	72	64	58
% "Exceeding" State Standards Advanced	46	46	40	26	29
Number of students tested	243	241	215	218	239
Percent of total students tested	98	96	99	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic or Latino					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	50	65	56		
% "Exceeding" State Standards Advanced	29	33	36		
Number of students tested	24	40	25		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	64	70	50	25	20
% "Exceeding" State Standards Advanced	18	25	17	0	0
Number of students tested	11				
3. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced		20	35	13	12
% "Exceeding" State Standards Advanced		0	10	13	
Number of students tested	14	15	20		18
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA) Grade 9 Test California standards Test (CST)

Edition/Publication Year Publisher Educational Testing Service

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient and Advanced	81	81	84	69	70
% "Exceeding" State Standards Advanced	48	55	52	27	33
Number of students tested	279	281	240	254	227
Percent of total students tested	98	98	99	97	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic or Latino					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	65	71	55		
% "Exceeding" State Standards Advanced	25	49	35		
Number of students tested	51	55	20		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	43	71	61	50	55
% "Exceeding" State Standards Advanced	14	29	33	0	22
Number of students tested	14	17	18	12	
3. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	20	23	41	13	30
% "Exceeding" State Standards Advanced	13	0	12	0	10
Number of students tested	15	13	17	16	20
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					