

Coronado High School

A New American High School

A National Blue Ribbon School

A California Distinguished School

650 D Avenue • Coronado, California 92118

Telephone (619) 522 8907 • Fax (619) 437 0236

www.chs.coronadousd.net

Jennifer Moore, *Principal* Timothy Hopper, *Assistant Principal* Miriam Tullgren, *Assistant Principal*

Shane Schmeichel, *Director of Coronado School of the Arts (CoSA)*

CHS Learning Report 2017

CHS Demographic Data

CHS Enrollment	Total	October 15, 2017: 1,160 (December 4, 2017: 1149) November 8, 2016: 1,210 2015: 1,236 At time of WASC report (2014): 1,169		
Category	Number 2016	Number 2017	Percentage of Total Enrollment 2016	Percentage of Total Enrollment 2017
Girls	612	589	51%	51%
Boys	598	571	49%	49%
9th Grade	291	272	24%	24%
10th Grade	313	289	26%	25%
11th Grade	314	285	26%	24%
12th Grade	292	311	24%	27%
Inter-District Transfers	186	191	15%	16%
CoSA IDTs	104	92	9% of CHS/56% of CoSA	8% of CHS/50% of CoSA

CoSA	187 total 55 9 th 49 10 th 34 11 th 49 12 th 146 girls/41 boys 70 Musical Theatre/Drama 47 Digital Arts 22 Dance 20 Instrumental Music 19 Visual Arts 9 Technical Theatre	184 total 57 9 th 54 10 th 43 11 th 30 12 th 124 girls/60 boys 65 MTD 50 Dig Arts 20 Dance 18 Inst Music 21 Visual 10 Technical Theatre	15%	16%
Palm Academy	23 total 15 boys/8 girls	19 girls 56% 15 boys 44% 34 total	2%	
NJROTC	105 total 62 boys/43 girls 47 9 th 24 10 th 17 11 th 17 12 th	103 total 66 boys/37 girls 31 9 th 37 10 th 23 11 th 12 12 th	9%	9%
Military Affiliated	246	256	20%	22%
Free/Reduced Lunch	70	89	5.8%	8%
Students in Special Education	112	114	9.25	10%
Students CELDT Tested	101	17 initials in fall 2017, all will be tested again in spring of 2018	8%	NA
English Learners	10	11	.8%	1%
Initial Fluent English Proficient	75	85	6%	7%
Reclassified English Proficient	10	50	.8%	4%
Students EL TBD	6	0	.5%	0%

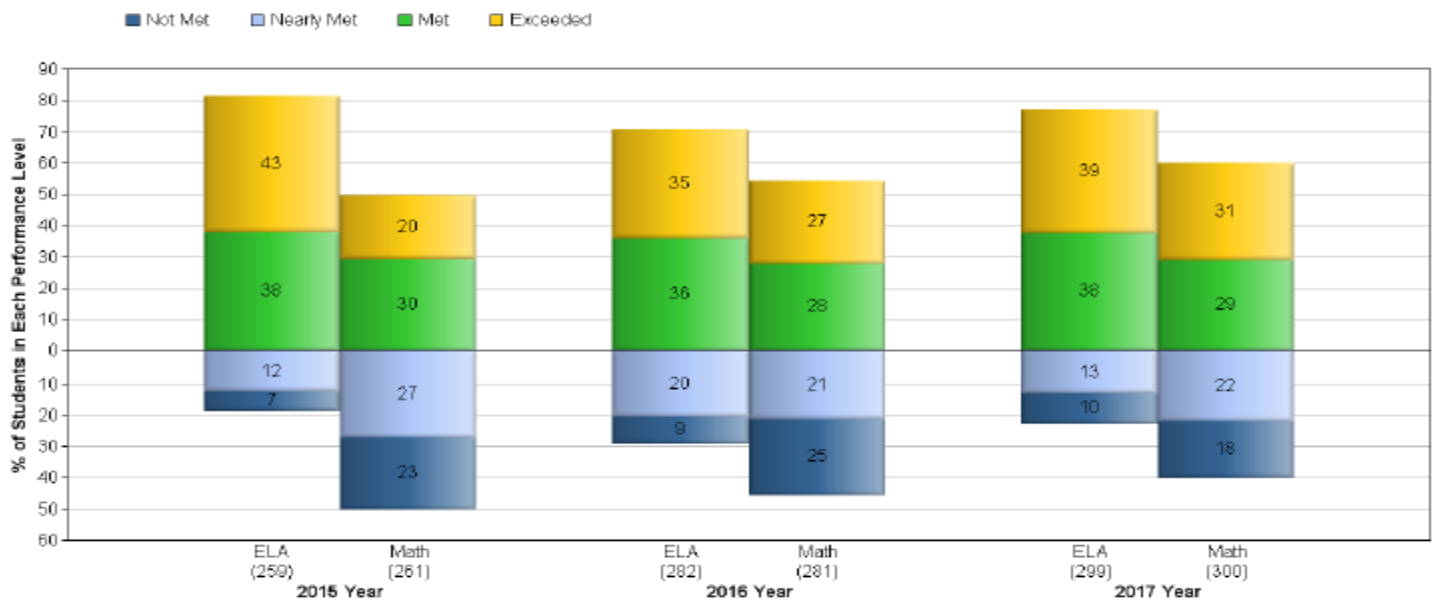
White	787	714	65%	62%
Hispanic	256	221	21%	19%
Asian	41	28	3%	2%
Filipino	22	19	2%	2%
Black	20	17	2%	1%
Pacific Islander	6	4	.5%	.3%
American Indian/Alaska Native	6	7	.5%	.6%
Representing Two or More Categories	46	71	4%	6%
Decline to State/Left Blank/Other	2	79		7%

CHS Staff Demographics	
Total Staff	100
Male	38
Female	62
Administrators	4
Counselors	4
Teachers	63
Assistants/Other	15
Instructional Assistants	14
White	79
Hispanic	8
Asian	0
Filipino	1
Black	3

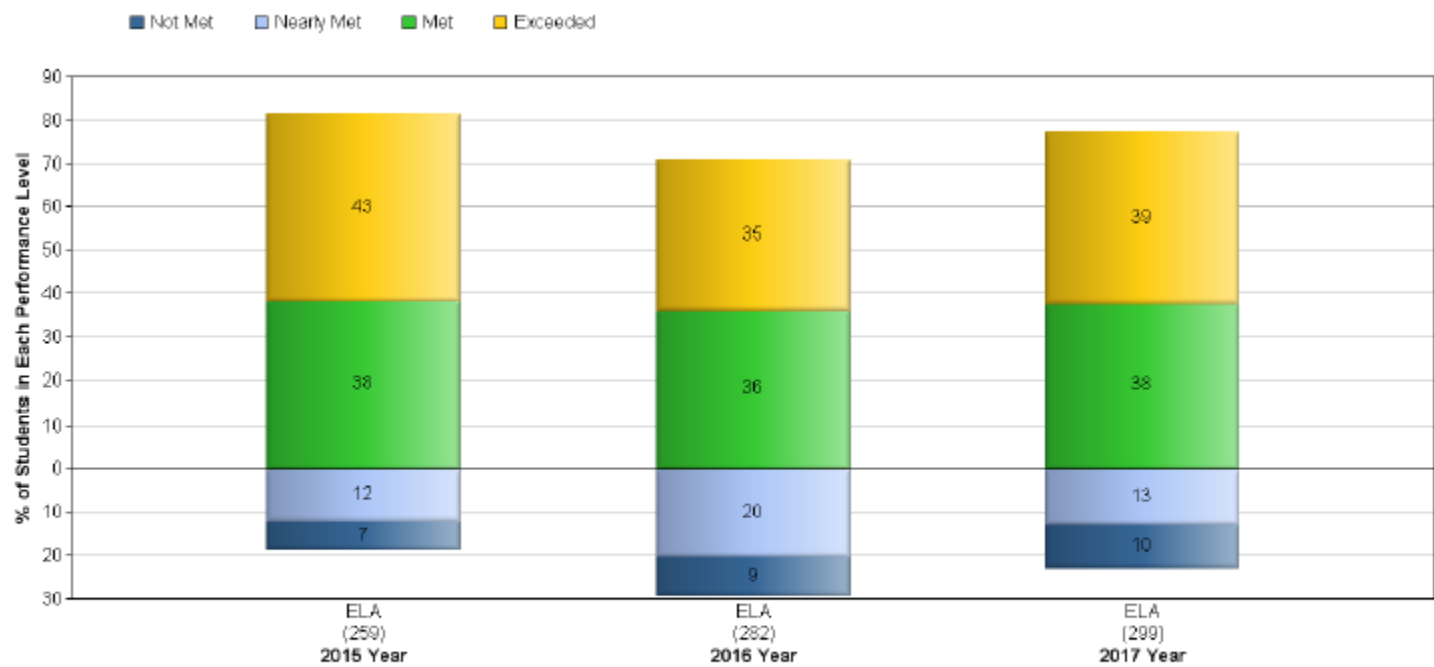
Pacific Islander	0
American Indian/Alaska Native	1
Representing Two or More Categories	0
Decline to State/Left Blank	8
Experience:	
Teachers with 20+ years of experience	11
Teachers with 11 to 20 years of experience	21
Teachers with 7 to 10 year of experience	6
Teachers with 3 to 6 years of experience	11
New Teachers	22

CAASPP Data

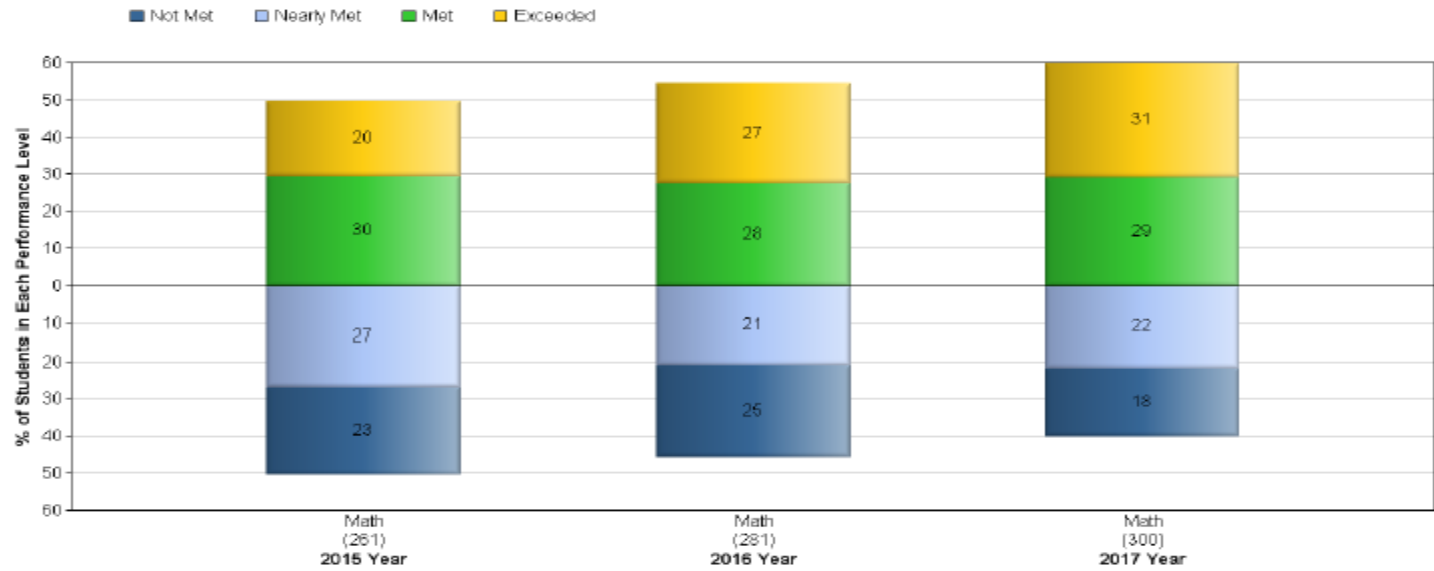
Math and ELA: Steady growth trend in math over three years and improvement in ELA from 2016



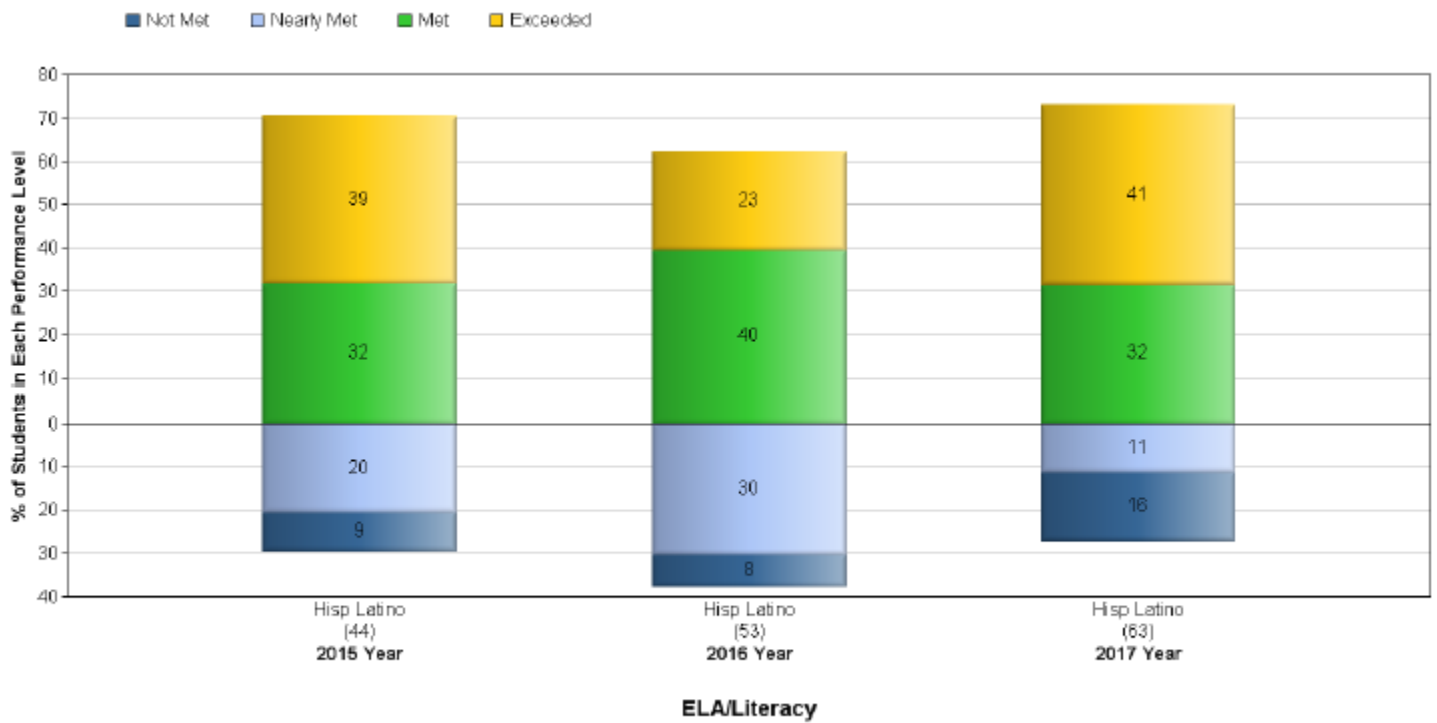
ELA



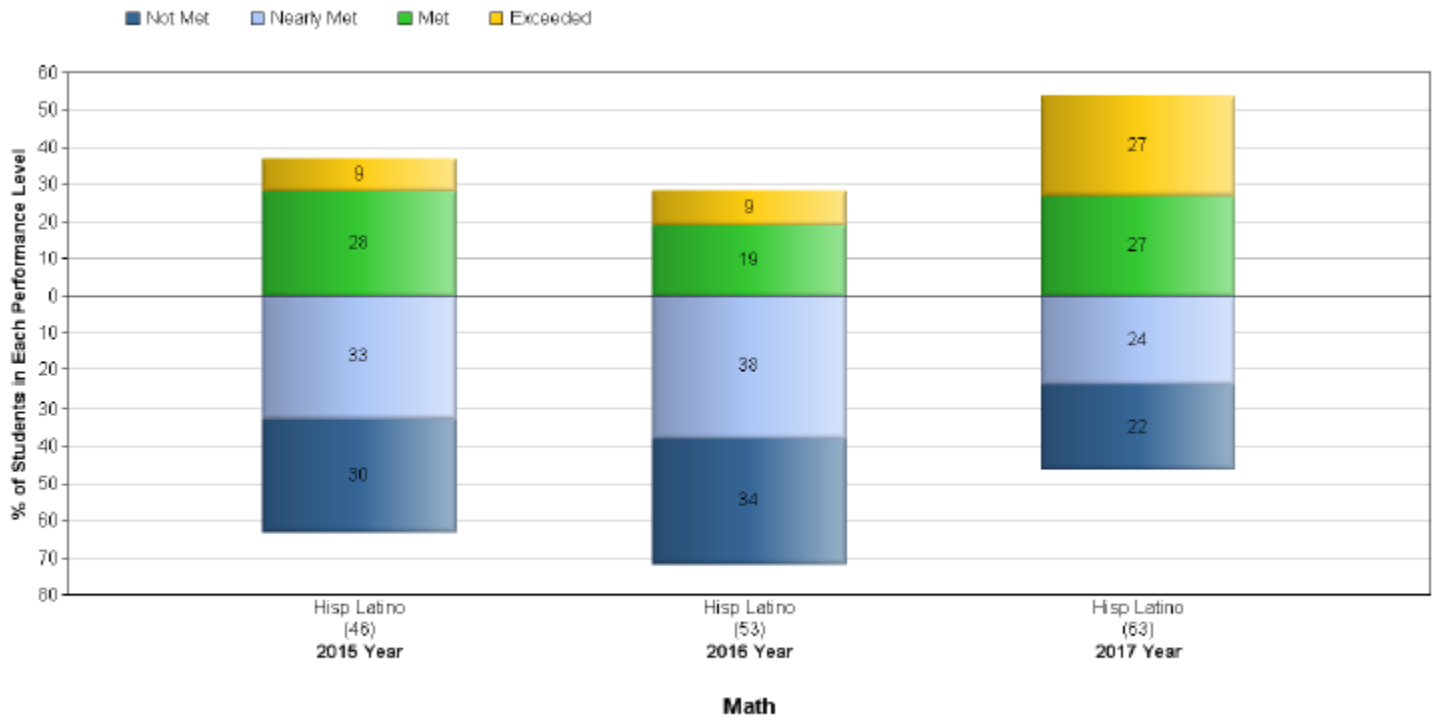
Math



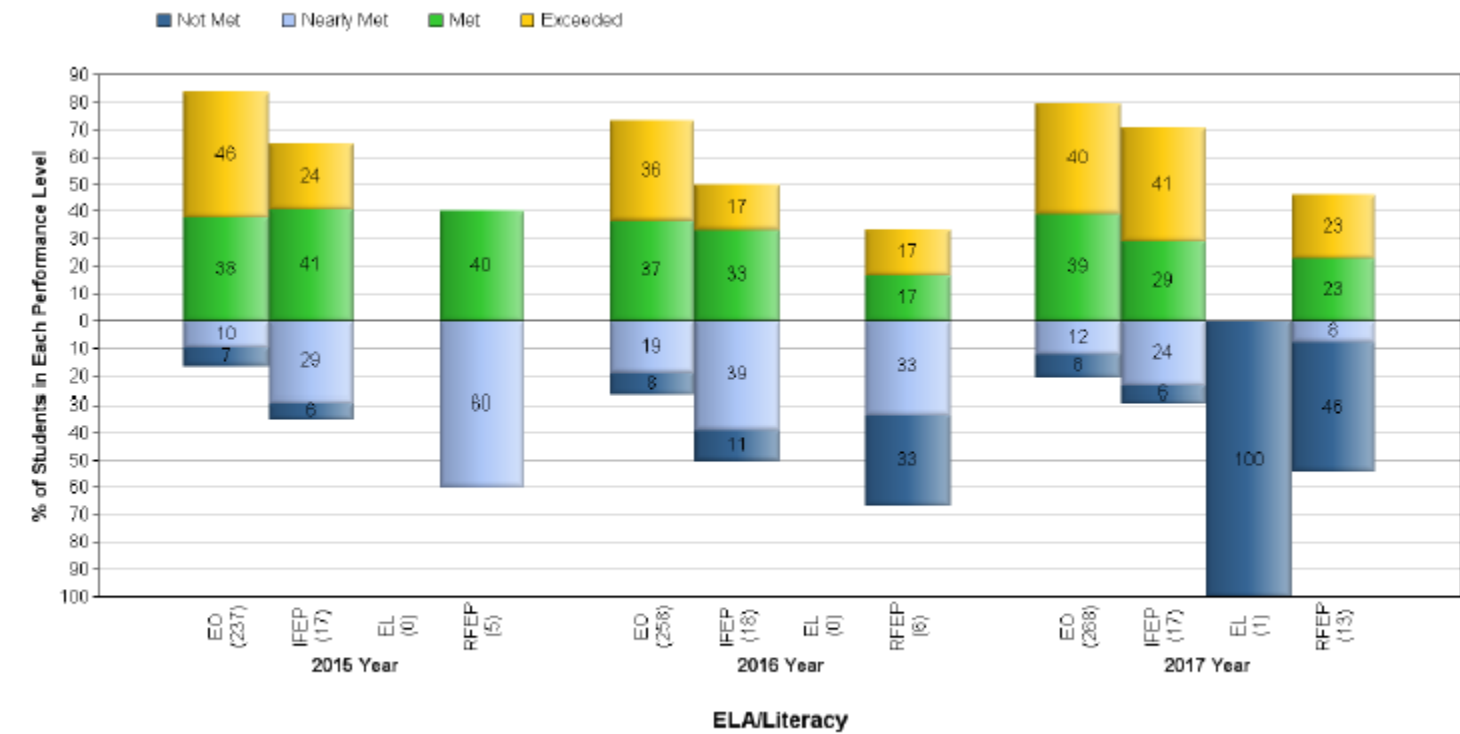
ELA Hispanic/Latino Subgroup: Significant growth in ELA from 2016 in this target subgroup



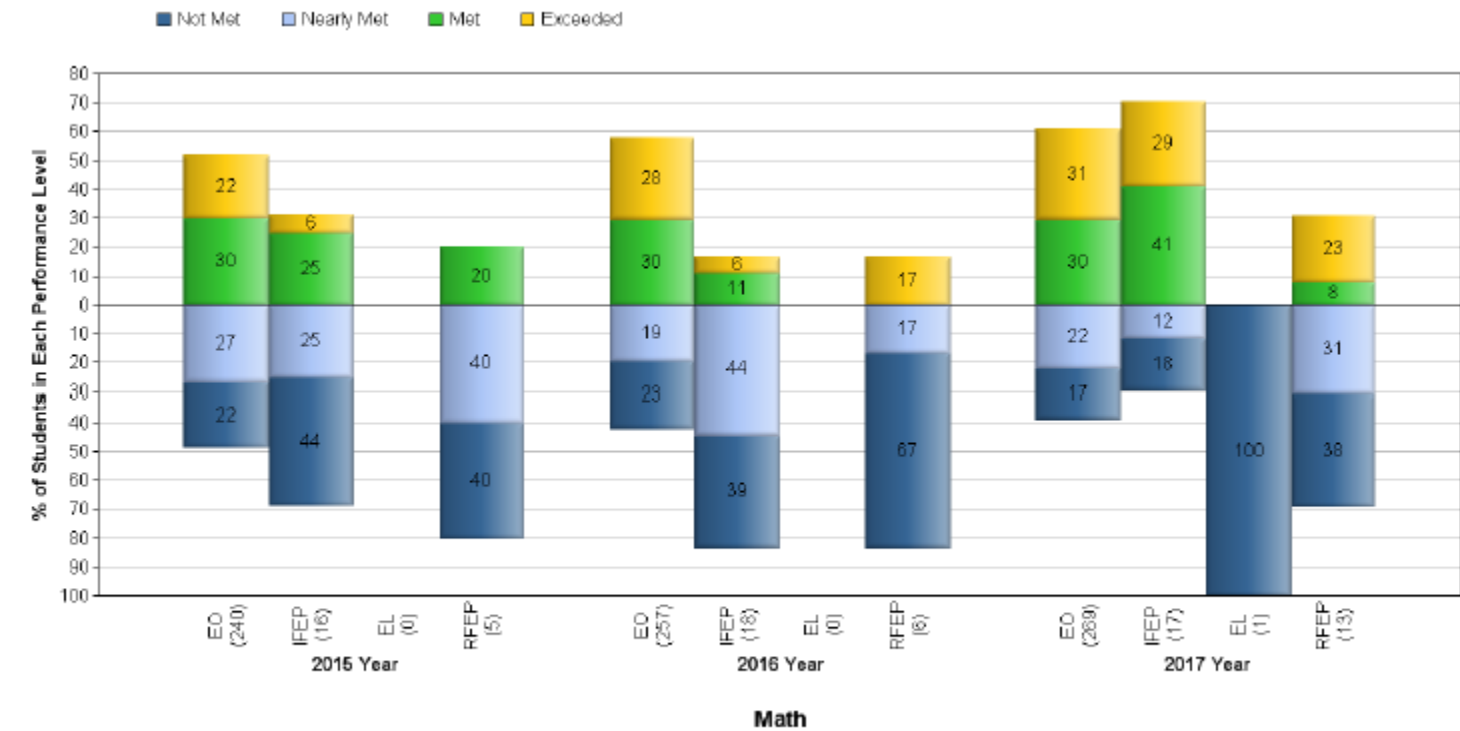
Math Hisp/Latino Subgroup: Significant leap in math from 2016



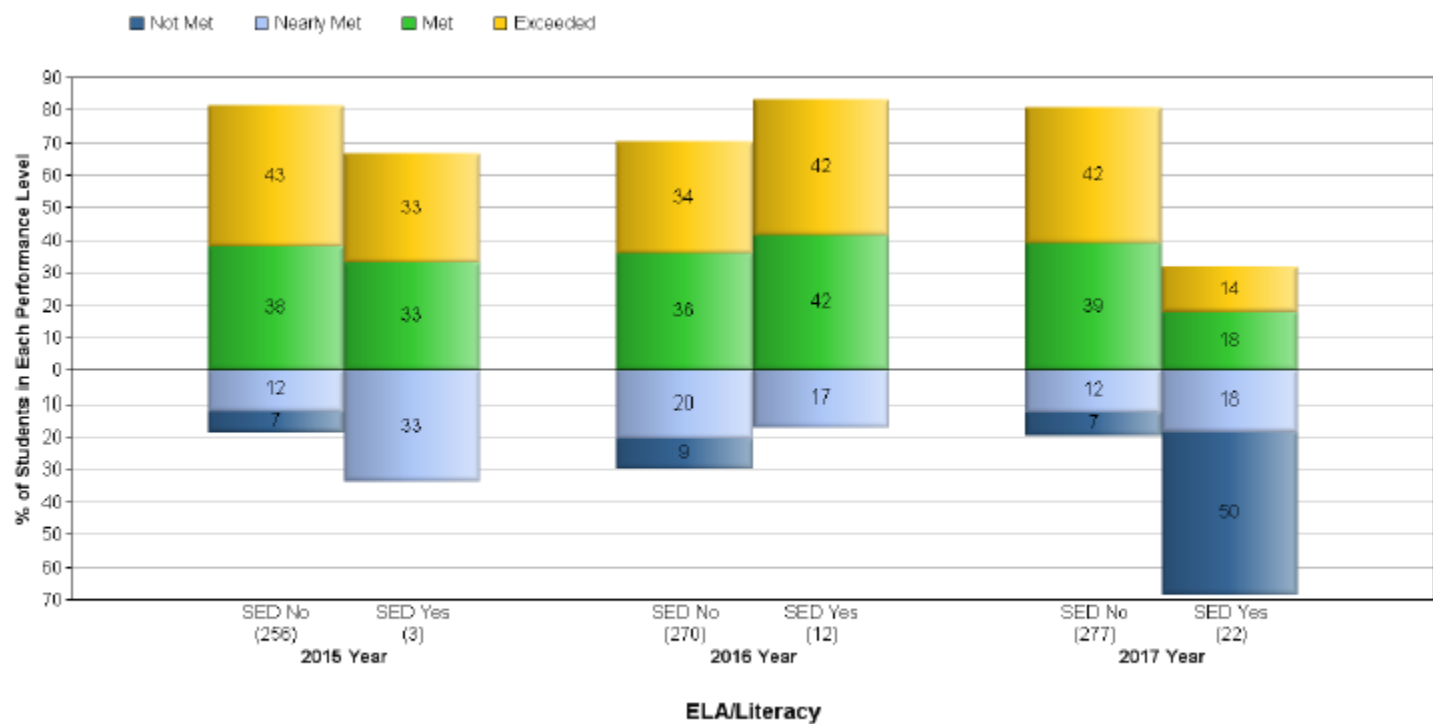
ELA by ELA Status



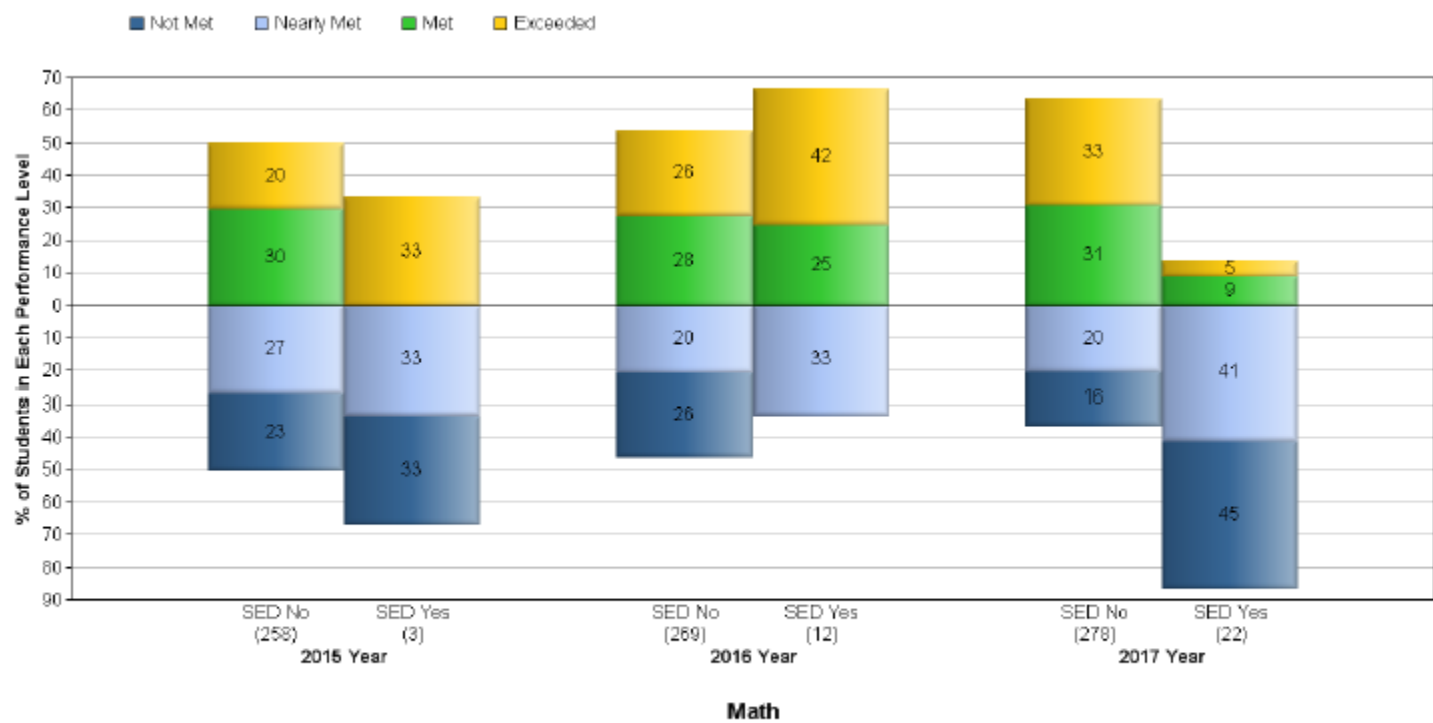
Math by ELA Status



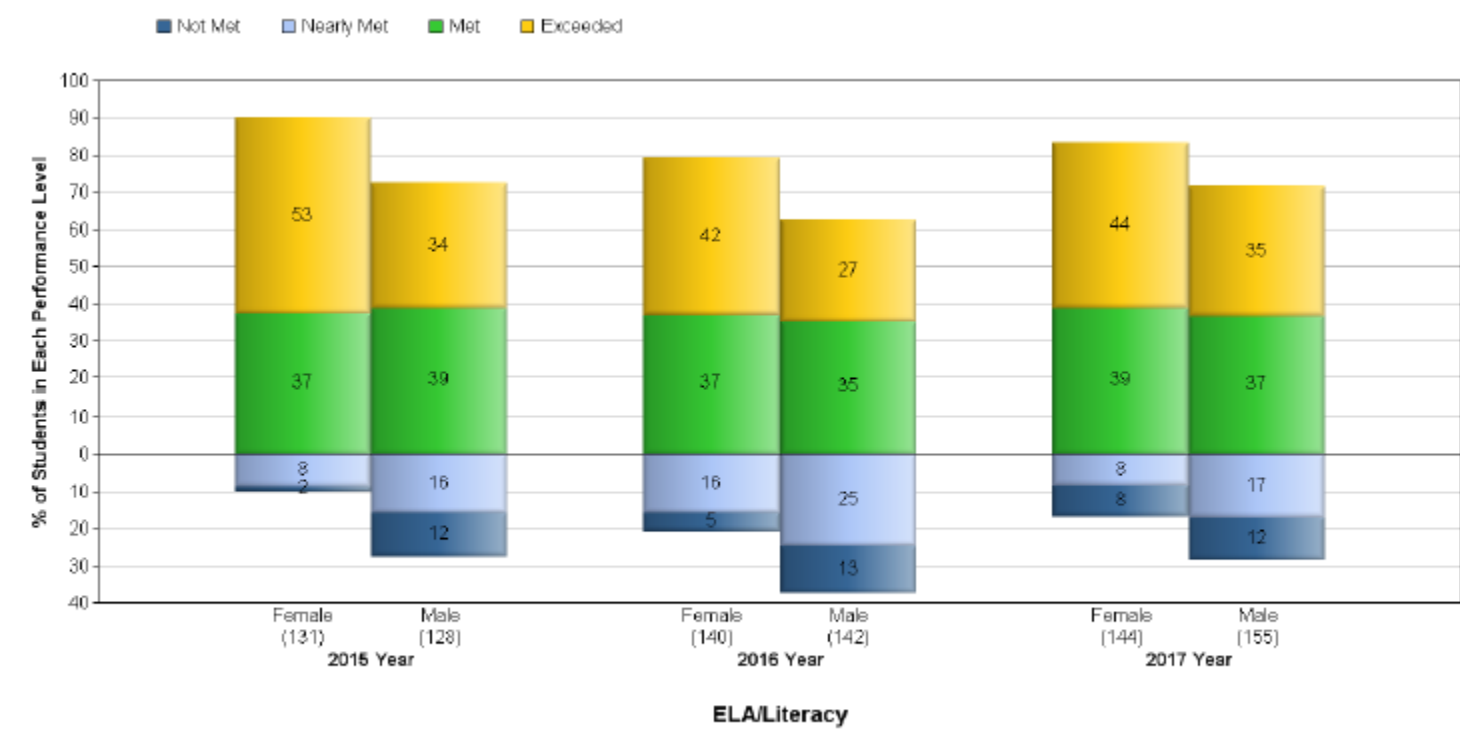
ELA by Economically Disadvantaged or Not: Concern that as our identified group grows, scores have dropped



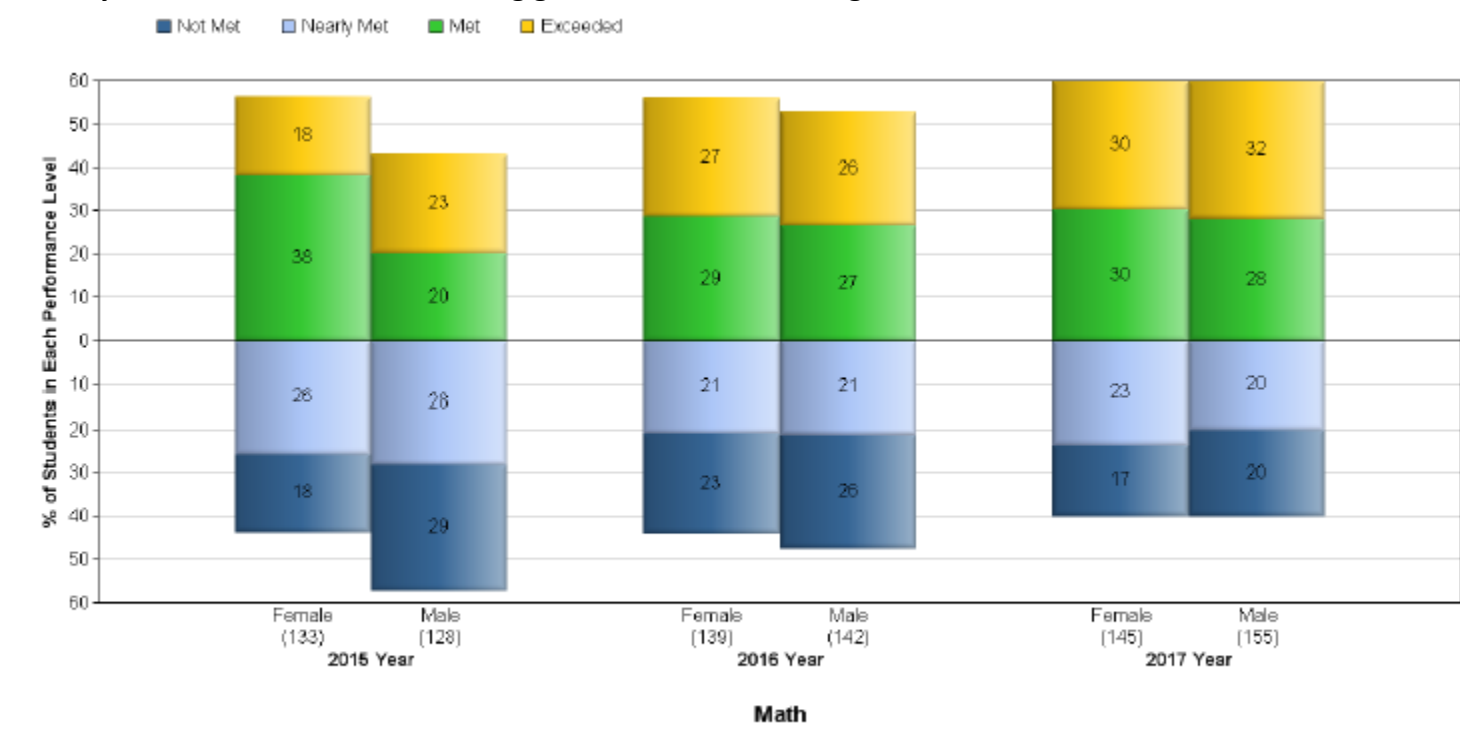
Math by Economically Disadvantaged or Not



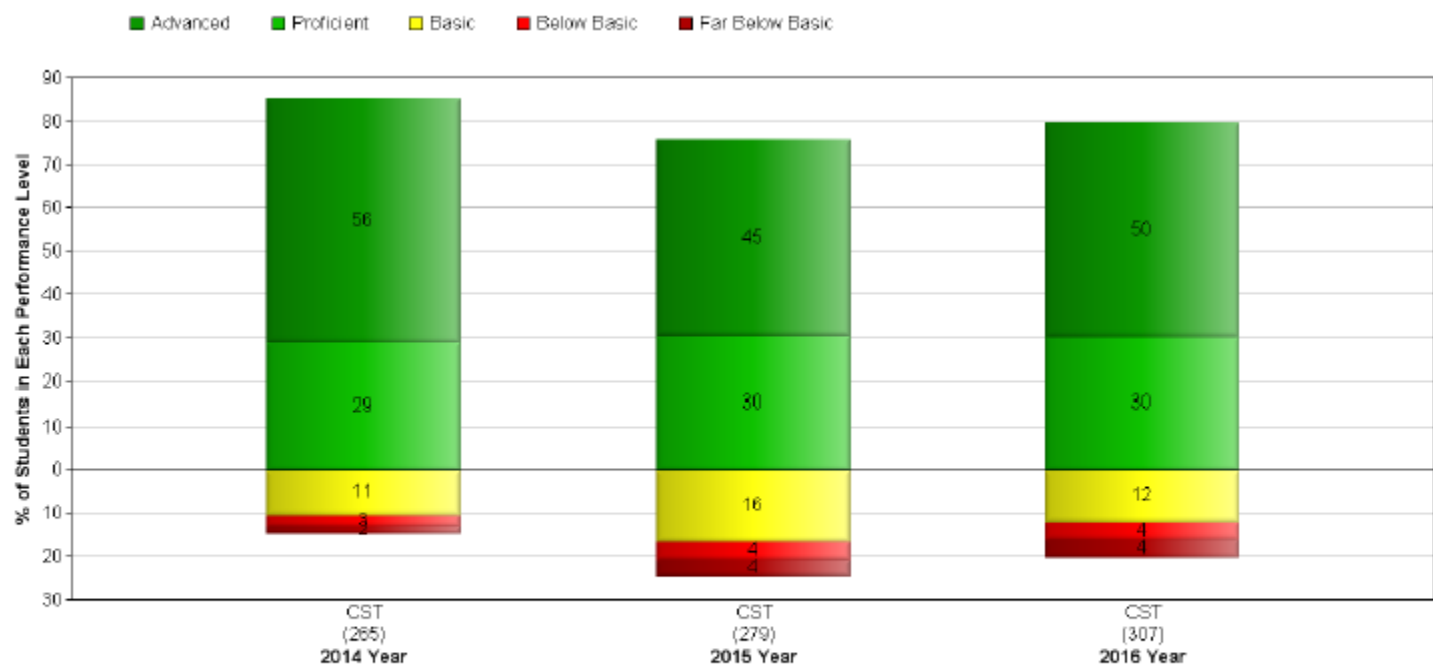
ELA by Gender: Girls continue to outperform boys in ELA



Math by Gender: Males demonstrating growth to near matching achievement with females in 2017



CAASPP Science by Performance Level (10th grade)



**Coronado High School
Advanced Placement Testing**

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-2017		Global Average Pass Rate
Number of tests given	728/384 Students		826/405 Students		812/416 Students		922/440 Students		935/411 Students		947/402 Students		
Score = 3, 4, or 5		77%		79%		74%		72%		73%		77%	58%
Score = 5		21%		16%		18%		13%		15%		17%	13%
Number tested and percent of students scoring 3 or better													
Vis & Perf Art	#	%	#	%	#	%	#	%	#	%	#	%	
Art History									1	100%			
Art-Drawing	4	75%	7	100%			3	100%	1	100%	1	100%	86%
Art 2D	3	100%	1	100%									
Art 3D	1	100%											
Music Theory	8	63%	3	67%	6	67%	8	75%	11	55%	8	38%	61%
History/Soc Sci													
US History	115	77%	128	65%	110	68%	141	58%	108	69%	133	59%	51%
Govt & Politics	27	48%	69	74%	40	58%	76	70%	85	53%	76	64%	50%
Psychology	17	100%	61	89%	47	87%	65	88%	57	82%	46	74%	64%
World History	137	72%	112	70%	144	63%	116	59%	132	69%	102	75%	56%
Science													
Biology	61	61%	58	91%	55	89%	71	87%	103	81%	110	82%	64%
Chemistry	20	90%	25	96%	17	82%	29	69%	41	66%	55	82%	51%
Computer Sci					5	80%	6	50%	6	66%	11	64%	67%
Physics B	73	74%	44	77%	96	59%							
Physics 1							74	62%	43	49%	93	74%	41%
Physics 2									26	92%	21	86%	61%
English													
English Lang/C	87	90%	111	73%	82	73%	95	79%	74	82%	58	95%	55%
English Lit/Coe	20	75%	41	88%	29	79%	42	79%	62	66%	36	83%	53%
Foreign Language													
French Language	10	80%	9	89%	7	57%	7	43%	8	100%	14	86%	75%
Spanish Language	24	75%	27	85%	41	98%	35	97%	30	100%	43	98%	89%
Spanish Literature	3	33%	8	100%	7	86%							
Mathematics													
Calculus AB	69	94%	71	82%	78	85%	87	70%	70	73%	83	84%	58%
Calculus BC	24	92%	27	96%	27	96%	37	84%	40	85%	31	94%	81%
Calculus BC: AB subscore													
Statistics	22	59%	24	83%	20	70%	23	91%	21	66%	26	81%	54%

Attendance Data:

CURRENT YEAR					
2017-2018	9	10	11	12	Total
Enrollment	271	289	284	308	1,152
Attendance Rate	97.6%	97.3%	97.0%	95.4%	96.8%
Number of Student Absences	356	420	455	773	2,004
Lost Instructional Time (HOURS)	2,314	2,730	2,958	5,025	13,026
Lost Revenue	\$ 21,360	\$ 25,200	\$ 27,300	\$ 46,380	\$ 120,240

HISTORICAL INFORMATION							
School Year	ENROLLMENT					# of Student Absences	Attendance Rate %
	9	10	11	12	Total		
2016-2017	292	313	317	289	1,211	7,124	95.7%
2015-2016	304	322	307	298	1,231	6,501	96.3%
2014-2015	315	291	285	302	1,193	5,300	96.7%
2013-2014	287	295	296	280	1,158	4,741	97.1%

We have district-wide renewed efforts related to daily prompt attendance due to decreases in ADA over the past few years. At CHS we have emphasized expectations, implemented a new hall pass protocol, replaced punitive Saturday School with Friday School for consequences and Saturday School for voluntary enrichment to recoup ADA. Most recent data suggest our attendance pattern is starting strong, and we hope to target above 97% attendance. We continue to address chronic absenteeism, particularly related to mental health and other health concerns.

Significant Changes to CHS over Past Year:

- 1) Counseling and Administration Staffing
- 2) Online Learning focus on Credit Recovery
- 3) Increase science graduation requirements from 20 to 30 credits
- 4) Increased focus on intervention courses and implementation of PEP (ELD, Math Support, Success Skills, Credit Recovery)

Curriculum: Areas of Attention and Focus:

- 1) Adoption of Curriculum and Frameworks:
 - a) Math: CPM trainings, development of assessments
 - b) Science: Implementation of NGSS in Biology, Chemistry, Physics

c) Social Sciences: Exploration of framework and implementation

Next Steps Based on Data:

- 1) Expand opportunities for students to orally discuss, negotiate, and problem solve in classrooms
- 2) Expand writing opportunities in Social Studies
- 3) Continue attendance communications and interventions
- 4) Increased attention to student registrations in honors and AP courses
- 5) More deeply explore gender as it relates to data, grades

WASC-Identified Areas of Focus:

- 1) Develop site Professional Development Plan and provide increased direction/priorities for departments
- 2) Continue development of department- and course-wide common assessments and aligned curriculum
- 3) Provide instructional and curricular resources for departments with new adoptions, frameworks
- 4) Communicate and explain instructional shifts with students, families
- 5) Expand opportunities for staff involvement in exploring, planning, and calendaring events

Celebrations:

- 1) Robust social-emotional supports and learning/awareness opportunities (mindfulness, Check Your Mood, Human Relations, Every 15 Minutes, Student2Student, etc)
- 2) Increase in common core and student-centered instructional strategies
- 3) Palm Academy and online learning transitions
- 4) Professional Development cycle on Wednesday mornings (department, curricular teams, all-staff presentations) balances opportunities for autonomy with strategy and resource presentations
- 5) Increased involvement of parents in school community (PTO, School Site Council, campus activities)
- 6) Grant funding (CTE, Arts, DoDEA math)