

SCHOOL ACCOUNTABILITY REPORT CARD

Short Version, Issued Spring 2008 for Academic Year 2006–07

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www.sandi.net/hsrenewal/sm_schools_kearny_ib.html

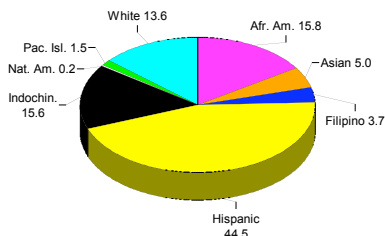
Ana Diaz-Booz, Principal

School of International Business

Principal's Statement

The School of International Business (SIB) at the Kearny High Educational Complex emerged to improve learning opportunities for students. SIB provides instructional support and a purposeful, student-centered infrastructure to promote academic achievement among all students, including those who have traditionally been under-represented in comprehensive high school settings. The intimate and direct connection between SIB students and the school's community is the unique asset that sets SIB apart from many urban high schools. Consequently, the school's core values and belief system reflect a strong sense of personal growth and local community involvement, along with an awareness of world languages and business practices. The school is committed to providing students with a high quality education in a personalized learning environment. It is uniquely structured to produce innovative, principled, culturally aware, and insightful leaders of business, government, and nonprofit organizations. SIB students acquire the necessary skills to challenge themselves, as the school's slogan suggests, "beyond borders and beyond barriers," in order to make meaningful contributions to their community.

Enrollment Breakdown



Attendance

Year	Percent Attendance Over the Course of the Year
02–03	
03–04	
04–05	95.82
05–06	95.93
06–07	96.68

Business and Community Partners

San Diego Mesa College
Bayside Community Center
Kiwanis Club
Home Depot, Inc.

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted California State Board of Education-approved academic standards and curriculum frameworks for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

The School of International Business is committed to the concept of "distributive" leadership. The decision-making structure of the school includes the administration, all staff members, and a representative panel of students, parents, and community members. Teachers meet on regular basis to refine the curriculum and examine instructional practice. Students are provided academic support through tutoring by a credentialed teacher, the Advancement via Individual Determination (AVID) program, and grade-level advisories. SIB is proud of its long-standing partnership with Mesa Community College. Through the dual enrollment program all students have access to a wide variety of college courses. In 2008, all seniors will have completed at least one college class and nearly two-thirds completed nine college units.

Opportunities for Parent Involvement

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

We at Kearny International Business are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

The SIB governance board, comprising staff, students, and parents, serves as a liaison between the community and administration, advocating for innovative methods of communication such as the on-line ParentConnection application, homework update line, and Grade Night, where parents receive their child's progress grades and all teachers are available to confer about the student's academic progress. The English Learner Advisory Committee plays an active role in empowering parents of second-language students.

If you want to get involved, please contact LaCreshia Lee at (858) 496-8370, ext. 2789.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2005	2006	2007	2008
Full credential and teaching in subject area	12	17	23	5,351
Full credential but teaching outside subject area	5	2	1	516
Without full credential	3	4	2	625
Total	20	23	26	6,492

Academic Performance Index (API)

The API is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide API performance target of 800. Detailed information about the API can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/.

This table displays the school's statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar-schools rank of 1 means that the school's academic performance is in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2005	2006	2007
Statewide		4	4
Similar Schools		3	8

Standardized Testing and Reporting (STAR) Program

Through the California STAR Program, students in Grades 2–11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 10, and 11). Prior to 2005, the norm-referenced test (NRT) tested reading/language arts and mathematics (Grades 2–11), spelling (Grades 2–8), and science (Grades 9–11). Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in Grades 3 and 7 only, and no longer test science in any grade. To protect student privacy, “–” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	ENGLISH LANGUAGE ARTS									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007		2005	2006	2007	2005	2006	2007	2005	2006	2007
9	32.6	40.9	50.4	38.9	45.9	43.7	37	43	44	9	3.1	7.4	19.4	13.2	17.0	16.8	21	23	25
10	23.4	53.3	58.2	35.5	36.9	37.9	35	36	37	10	6.3	7.6	9.7	9.3	11.1	11.4	17	19	20
11	23.0	31.8	39.6	35.3	38.5	37.5	32	36	36	11	5.6	9.4	13.2	8.3	10.5	10.5	14	16	17

Norm-Referenced Test (NRT): Reading and Mathematics

Percentage of students scoring at or above the 50th percentile (the national average):

Gr	READING									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007		2005	2006	2007	2005	2006	2007	2005	2006	2007

This section does not apply to this school.

The complete **SCHOOL ACCOUNTABILITY REPORT CARD (SARC)** may be obtained from the school or from the Internet (studata.sandi.net/research/sarcs/). The complete SARC is roughly 12 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finance. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement or International Baccalaureate programs; SAT scores; college test-preparation courses; and the degree to which students are prepared to enter the workforce).