

§ 15497. Local Control and Accountability Plan Data Addendum

LEA: San Mateo Union High School District
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LCAP Year: 2015-16

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

Introduction:

San Mateo Union High School's (SMUHSD) commitment to monitoring progress with the Local Control Accountability Plan (LCAP) is a high priority for all stakeholders—staff, families, and community members. This plan builds clear targets for continuous improvement and expects high performance for all students and adults. As a high performing district, SMUHSD's LCAP includes effective leadership, accountability, and an engaged community. The foundation of this LCAP is to improve the education and achievement outcomes for all students in the San Mateo Union High School District.

Coordination within and between district office divisions and schools and the allocation of resources to support student progress has been built into the goals and metrics of this LCAP. Identifiable ways to measure success on each of the goals and strategies will be expanded as the results of the spring 2015 base line performance for the California Assessment of Student Performance and Progress become one of our standard measures of student progress. The work in this plan represents ongoing improvement efforts and initiatives that are aligned to our LEA Plan, school SPSAs, and action plans required for WASC accreditation of our seven high schools.

As we implement this plan we will have regular "checkpoints" with the community, staff and Governing Board to reflect upon and monitor whether the strategies and initiatives are moving us toward our goals or whether we need to amend or refine certain elements to course correct.

Current funding sources and potential gaps will be determined with all work focused and aligned toward the goals set forth in the plan.

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A. Conditions of Learning

Priority 1: Basic Services

Teacher Assignments

This table provides information about the degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9 (SARC data).

Number of...	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments	1	3	10
Vacant Teacher Positions	0	0	0

Teacher Credentials

This table provides information about the degree to which teachers are fully credentialed in the subject areas and for the pupils they are teaching pursuant to Education Code section 60119 (SARC data).

Number of Teachers that are...	2012-13	2013-14	2014-15
Fully Credentialed	486	497	534
Not Fully Credentialed	2	1	4
Teaching Outside Subject Area of Competence (with full credential)	1	3	10

Student Access to Standards-Aligned Instructional Materials

This table provides information about the degree to which pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119 (SARC data).

Subject Area	Percent of Students Lacking Own Assigned Textbook/Instructional Materials		
	2012-13	2013-14	2014-15
Reading/Language Arts	0	0	0
Mathematics	0	0	0
Science	0	0	0
History-Social Science	0	0	0
Foreign Language	0	0	0
Health	0	0	0
Visual and Performing Arts	0	0	0
Science Laboratory Equipment (grades 9-12)	0	0	0

School Facilities

This table provides information about the degree to which school facilities are maintained in good repair pursuant to Education Code section 17002(d).

System Inspected	Percent of Markings on Most Recent Annual Facilities Inspection			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	85%	15%	0	
Interior: Interior Surfaces	100%	0	0	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	100%	0	0	
Electrical: Electrical	100%	0	0	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	85%	15%	0	
Safety: Fire Safety, Hazardous Materials	100%	0	0	
Structural: Structural Damage, Roofs	85%	15%	0	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	71%	29%	0	
	Exemplary	Good	Fair	Poor
Overall Rating	n/a	90.75%	09.25%	0

Priority 2: Implementation of State Standards

State-Adopted Content and Performance Standards

This section provides information about the implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

As stated in the LEA Plan, all content areas are aligning curriculum with the new California Common Core State Standards in ELA and Literacy in History/Social Science, and Technical Subjects and with the California Common Core State Standards in Mathematics. In the 2015-16 school year, all science teachers are educating themselves on the Next Generation Science Standards and developing curriculum that aligns. On November 19, 2014, the Instructional Quality Commission released the Schedule for Curriculum Framework Development and Adoption of K-8 Instructional Materials as approved by the SBE. This allows high school districts, such as SMUHSD, the opportunity to review and explore appropriate instructional materials aligned to the academic content and high performance standards of our Board approved curriculum. With the full implementation of CCSS in all content areas, focus will be on mathematics, ELA/ELD, science and the social sciences followed by elective area disciplines using the SBE calendar as a guide.

Priority 7: Course Access

Student Enrollment in a Broad Course of Study

This section provides information about pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

Grade Level	Subject/Course(s) Offered	
HS	ELA	Intensive English 9; Strategic English Support 9, 10; College Preparatory & Honors English I,II,III; English IV; AP/IB English Language & Composition;AP/IB English Literature & Composition; Intro and Adv. Publications, Intro & Adv.Journalism, Speech; ERWC; IB Eng
	ELD	ELD 1,2,3,4; Transitional 9th ELA; ELD Reading I, II; Sheltered Algebra/Biology/Physics/US History/Health
	Math	Algebra I, II; Geometry; Integrated Math; Intensive Algebra I; Strategic Algebra I; Strategic Geometry Support; Pre-Calculus; Finite Math & Statistics; AP Calculus AB, BC, AP Statistics; Multi-variable Calculus; IB Pre-Calculus Mathematics; IB Calculus AB, BC; IB Statistics Math Studies; AP Computer Science
	H/SS	World History Intro; Modern World History; Contemporary World Studies; US History; American Government; Economics, International Relations; Law & Society; Psychology; Sociology; Facing History; AP European History; AP US History; AP Government; AP Micro & Macro Economics; AP Comparative Government; AP Psychology;IB History of Americas HL; IB Theory of Knowledge; IB Psychology
	Science	Biology; Chemistry; Physics; Biotechnology I, II; Applied Chemistry; Applied Physics; Anatomy & Physiology; Integrated Science; Earth Science; Environmental Science; Science Research; AP Biology; AP Chemistry; AP Physics B, C: Mechanics; AP Environmental Science; IB Biology SL/HL; IB Chemistry SL I, II;
	P.E.	Physical Education I, II, III; PE Weight Conditioning; Adaptive PE;
	Health	Health [graduation requirement of 1 semester/5 credits]
	V&PA	Art; Advanced Art; Art & Multimedia; Ceramics; Drawing; Animation; 3D Game Art & Design; 3-D Art; Art of Video; Digital Photography; Dance; Musical Theater; Technical Theater; Audio Production; Concert/Marching/Symphonic Band; Chamber / String

Grade Level	Subject/Course(s) Offered	
	<p>World Language</p> <p>Career Technical Education</p>	<p>Orchestra; Jazz Ensemble; Guitar; Wind Ensemble; Cinema & Society; Music appreciation; Chorus; Concert Choir; Chamber Singers; AP Studio Art 2D & 3D; AP Studio Art-Drawing; AP Music Theory; AP Art History; IB Visual Arts SL/HL; IB Film SL/HL; IB Dance SL/HL; IB Theater SL/HL; IB Music SL/ HL; IB Visual Arts HL</p> <p>American Sign Language; Chinese; French; Italian; Japanese; Spanish; spanish for Native speakers; AP Chinese language & Culture; AP French; AP Italian Language & Culture; AP Japanese Language & Culture; AP Spanish;IB French B SL/HL; IB Spanish ab initio; IB Spanish B SL/HL</p> <p>Child Development; Child Development & Guidance; Foods & Nutrition;Culinary Arts; Feast; Health Care/Science Med Tech Intro & Advanced; Exploring Technology; Engineering Technology; Architectural Design I, II; Green Energy & Conservation; Conservation Strategies; Woodworking; Construction Technology; Introduction to Computer Science</p>
<p>Other: Middle College--High School students concurrently enrolled in SMUHSD and College of San Mateo the 11th and 12th grader year.</p>	<p>ELA</p> <p>H/SS</p>	<p>SMUHSD graduation requirements for English are met while students are concurrently enrolled at College of San Mateo.</p> <p>SMUHSD graduation requirements of US History, Government and Economics are met while students concurrently take a full schedule of community college courses through the Middle College Program.</p>

B. Pupil Outcomes

Priority 4: Pupil Achievement

Performance on Standardized Tests

These tables provides information about the district's performance on standardized tests (AYP data).

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
% At or Above Proficient	74.7	72.0	73.2	41.5	30.9	29.6	47.2	46.6	45.1	25.5	25.3	27.2
Met AYP Criteria	No	No	No	No	No	No	No	No	No	No	No	No

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
% At or Above Proficient	76.1	74.2	74.5	46.8	46.4	39.3	49.7	51.9	49.1	28.0	26.0	26.1
Met AYP Criteria	Yes	No	No	No	No	No	Yes	No	No	No	No	No

Academic Performance Index

These tables provides information about the district's score on Academic Performance Index (API-Growth data).

API-GROWTH	ACADEMIC PERFORMANCE INDEX BY STUDENT GROUP											
	All Students			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Growth API	822	828	N/A	675	679	N/A	694	714	N/A	532	556	N/A
Base API	813	822	828	695	675	679	684	694	714	535	533	556
Target												
Growth	9	6	N/A	-20	4	N/A	10	20	N/A	-3	23	N/A
Met Target	Y	Y	Y	N	Y	N/A	Y	Y	N/A	N	Y	N/A

CELDT Results

These tables provides information about the district's performance on the California English Language Development Test (CELDT data).

Assessment	CELDT Results																	
	Total Number Tested			% Advanced			% Early Advanced			% Intermediate			% Early Intermediate			% Beginning		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Initial	162	168	141	34	24	21	15	20	13	15	10	13	7	14	14	28	33	39
Annual	894	833	807	14	18	18	41	41	39	31	24	24	10	9	12	5	8	8
All Assessments	1056	1001	948	17	19	18	37	37	35	28	22	22	9	10	12	8	12	13

English Learner Progress

These tables provides information about the district's EL progress performance. (AMAO data).

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	894	833	807
Percent with Prior Year Data	99.9	100.0	99.9
Number in Cohort	893	833	806
Number Met	613	551	561
Percent Met	68.6	66.1	69.6
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	344	605	319	571	319	547
Number Met	114	348	121	352	107	332
Percent Met	33.1	57.5	37.9	61.6	33.5	60.7
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

CAHSEE Results

These tables provides information about the district's performance on the California High School Exit Examination (CAHSEE data).

CAHSEE Test	PERCENT OF STUDENTS PASSING CAHSEE											
	All Students			English Learners			RFEP			SED		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English-Language Arts	91.0	90.0	89.0	58.0	56.0	40.0	97.0	98.0	94.0	78.0	77.0	70.0
Mathematics	91.0	91.0	90.0	64.0	71.0	56.0	95.0	97.0	92.0	76.0	81.0	76.0

Advanced Placement Exams

These tables provides information about the share of pupils that pass Advanced Placement exams with 3 or higher. (AP data).

Advanced Placement Exams	2011-12	2012-13	2013-14
Number of students with a scores of 3 or higher	2996	2,790	3163
Percentage of exams passed with a score of 3 or higher	76%	78%	77%

Early Assessment Program

These tables provides information about the share of pupils determined prepared for college by the Early Assessment Program. (EAP data).

Advanced Placement Exams	2011-12	2012-13	2013-14
Percent of Students Taking EAP: English-Language Arts	88%	88%	88%
Percent of Students Taking EAP: Mathematics	53%	58%	59%
Percent of Students Passing EAP: English-Language Arts	55%	56%	60%
Percent of Students Passing EAP: Mathematics	77%	77%	68%

Priority 8: Other Pupil Outcomes

Other Subject Areas

These section provides information about pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable.

See Section A Priority 7: Course Access--Student Enrollment in a Broad Course of Study for course list, which provides information about pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.[Attachments "LCAP_2015.Priority 8.Data Addendum" provides Cohort Graduation Rate Trends; UC-A-G Completion Trends; AP/IB Results; and F/D rates for 9th grade students in English & Algebra I with comparison rates for Hispanic/Latino students--our target group.]

C. Engagement

Priority 3: Parent Involvement

Parent Input in Decision Making

This section provides information about the district's efforts to seek parent input in decision making.

1. Superintendent meetings with parent groups throughout winter and spring 2015 has met the LCAP statutory requirements for stakeholder engagement pursuant to Ed. Code sections 52062, 52068, and 47606., including engagement with representative parents of pupils identified in Ed. code section 42238.01
2. Site administrators facilitated the following meetings with stakeholders:
3. Monthly Principal Advisory Committees, Student Council and Staff meetings; ELAC parent meetings [Data reports: site specific achievement data including CELDT, CAHSEE, STAR, EAP and graduation rates] School Site Council meetings included LCAP on agenda for explanation; Department Chair Meetings; site Latino Parents' groups—reviewed questions & discussed progress on actions and services identified for Year One of the LCAP with recommendations for continued actions. [Data reports: site specific achievement data including CELDT, CAHSEE, EAP, AP/IB Exam results, and graduation rates]
4. Climate / School Satisfaction Surveys were conducted in 2014 to provide information/feedback from parents/teachers/and students, which serves as baseline for future LCAP reflection and comparison. All 9th and 11th grade students complete the Healthy Kids Survey annually; however, a more comprehensive survey to include 10th and 12th grade students will be developed.

Parent Participation in Programs

This section provides information about the district's efforts to promote parent participation in programs for unduplicated pupils and special need subgroups.

The District English Language Advisory Committee (DELAC) meets monthly as well. Beginning in January 2015, LCAP Annual Update Review questions were presented followed by small group discussion. The members then took these translated questions back to their respective site ELAC meetings for additional discussion and feedback for the February 2015 meeting. April 2015 meeting the completed Annual Update and draft of Section 2 was reviewed for further input. [Data examined: CELDT, CAHSEE, graduation rates, Title III— AMAO 1,2,3]

Parent Involvement Coordinators facilitated 12-week and 6-week education series at three high schools, as well as family nights such as the Latino Parent Group and Family Literacy Nights. Reclassification celebrations recognized students meeting these criteria with families invited to the events.

Priority 5: Pupil Engagement

Attendance and Chronic Absenteeism Rates

This table provides information about the district's attendance and chronic absenteeism rates.

Rates	2012-13	2013-14	2014-15
Attendance	N/A		95.9%
Chronic Absenteeism	N/A		5.51%

Dropout and Graduation Rates

This table provides information about the district's middle school dropout, high school dropout, high school graduation rates.

Rates	2011-12	2012-13	2013-14
Dropout	5.5	3.5	3.2
Graduation	91.5	94.4	94.7

Priority 6: School Climate

Suspension and Expulsion Rates

This table provides information about the district's suspension and expulsion rates (SARC Data).

Rates	2012-13	2013-14	2014-15
Suspension	.067	.048	.038
Expulsion	.005	.002	.002

School Safety and Connectidness Measures

This section provides information about local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

The Healthy Kids Survey (HKS) is used annually with all 9th and 11th grade classes participating; however, a more comprehensive tool is being considered to include 10th and 12th graders for input. Using the data from HKS, WestEd provided the "District School Climate Report Card" with an average response rate of 74%. SMUHSD received a a School Climate Index rating of 98% in comparison to other districts in the state. For "overall supports and engagement" the average score was 411. The "overall low violence, victimization, & substance abuse category received and overall rating of 427. Score range from approximately 100 to 500 with high schoores representing more positive school climates; higher supports and engagement; and lower levels of violence, etc.

San Mateo Union High School District						
Groups	Class of 2012		Class of 2013		Class of 2014	
	#	%	#	%	#	%
	Seniors	Graduates	Seniors	Graduates	Seniors	Graduates
District						
All Students	2019	92%	1979	94%	2002	95%
Comprehensive Schools						
Aragon	412	98%	353	99%	344	99%
Burlingame	304	94%	322	95%	338	94%
Capuchino	268	88%	249	96%	264	96%
Hillsdale	292	90%	299	92%	301	94%
Mills	330	97%	328	96%	313	96%
San Mateo	293	90%	323	96%	296	96%
Alternative Schools/Programs						
Peninsula Alternative	158	51%	157	57%	95	82.1
Ethnicities						
African American	40	90%	28	86%	24	88%
Asian	439	97%	482	96%	463	97%
Hispanic/Latino	563	86%	564	92%	533	91%
Pacific Islander	61	85%	59	90%	38	97%
Filipino	98	90%	108	97%	115	94%
White	645	93%	557	96%	642	96%
Two or More	N/A		178	96%	186	96%
Special Populations						
Special Education	219	76%	206	85%	204	86%
SocioEcon. Disadvantaged	639	86%	637	90%	585	91%
English Learners	266	76%	296	85%	295	86%
Foster Youth					*	
Homeless					*	
Global						
County	6703	84%	6622	88%		
State	500974	79%	495316	80%		

San Mateo Union High School District

A- G Completion Rates

Groups	Class of 2011		Class of 2012		Class of 2013		Class of 2014		
	# Seniors	% Seniors Completing A-G	# Seniors	% Seniors Completing A-G	# Seniors	% Seniors Completing A-G	# of Seniors	# Completing A-G	% Seniors Completing A-G
District									
All Students	1,850	56%	2,058	56%	2,134	64%	1915	1089	57%
Comprehensive Schools									
Aragon	382	62%	417	67%	357	62%	340	195	57%
Burlingame	313	69%	312	65%	349	67%	324	203	63%
Capuchino	229	43%	258	45%	265	47%	265	142	54%
Hillsdale	245	52%	301	53%	338	98%	284	175	62%
Mills	348	71%	334	70%	340	74%	315	188	60%
San Mateo	260	41%	278	40%	309	52%	300	186	62%
Alternative Schools/Programs									
Peninsula Alternative			158	1.20%	157	0	87	0	0
Ethnicities									
African American	29	30%	37	24%	24	38%	22	8	36%
Asian	442	76%	334	82%	468	83%	444	348	78%
Hispanic/Latino	411	30%	442	35%	534	39%	498	168	34%
Pacific Islander	57	31%	47	26%	53	42%	38	10	26%
Filipino	54	57%	69	59%	103	69%	132	73	55%
White	594	63%	601	63%	539	72%	623	383	62%
Two or More	147	59%	158	63%	173	69%	156	99	64%
Special Populations									
Special Education	**	**	**	**	**	**	**	**	**
SocioEcon. Disadvantaged	115	32.6	129	33.3	172	46.4%	405	140	35%
EL	89	28.4	86	28.1	29	26.1	137	16	12%
County	6,817	41%	6,881	52%	6,938	45%	6068	3177	52%
State	488,388	31%	495,945	39%	499,275	33%	421636	176688	42%

San Mateo Union High School District Number of Suspensions & Number and % of Incidents w/Hispanic/Latino

Groups	2013				2014			
	Total Incidents	# Incidents Hispanic/Latino	% Incidents Hispanic/Latino	Total Suspension Days	Total Incidents	# Incidents Hispanic/Latino	% Incidents Hispanic/Latino	Total Suspension Days
District								
All Students	440	212.00	48%	1055	318	170	53%	804.5
Comprehensive Schools								
Aragon	45	13.00	29%	113	29	10	34%	80.5
Burlingame	52	20.00	38%	97	28	10	35%	50
Capuchino	78	44.00	56%	230	36	18	50%	94
Hillsdale	47	14.00	30%	115	67	32	48%	175
Mills	32	17.00	53%	60.5	21	8	38%	60
San Mateo	58	36.00	62%	144	71	54	76%	169
Alternative Schools/Programs								
Peninsula Alternative	128	68.00	53%	296	66	38	58	176
Special Populations District			% Incidents				% Incidents	
Special Education	129		29%	315.5	99		31%	262.5
504	20		5%	45	19		6%	49
English Learners	97		22%	190	98		31%	258.5
RFEP	72		16%	181	40		13%	106

* Data As of 5.13.15

San Mateo Union High School District

Daily Attendance Summary Report

Groups	2014-15 Total Enrollment	% of Days Present	% of Absences
District			
All Students	7966*	95.9%	3.62
Comprehensive Schools			
AHS	1425	96.6%	3.35%
BHS	1320	96.3%	3.55%
CHS	1106	95.4%	4.35%
HHS	1345	95.1%	3.96%
MHS	1216	96.7%	2.87%
SMHS	1554	95.2%	4.46%
Alternative School/Programs			
PAHS			

[Data as of 08/12/2014--05/13/2015]

San Mateo Union High School District								
Advanced Placement Exams by School--Number & Percent Passing with 3+								
Groups	Class of 2013				Class of 2014			
	# of Students	# of Exams	# Exams with 3+ Score or Above	% 3+	# of Students	# of Exams	# Exams with 3+ Score or Above	% 3+
District								
All Students	1787	3,567	2790	78%	1894	4132	3163	77%
Comprehensive Schools								
Aragon	369	864	737	85%	426	924	802	87%
Burlingame	421	919	710	77%	443	964	690	72%
Hillsdale	258	581	385	66%	263	546	263	67%
Mills	191*	345	299	87%	308	713	308	79%
San Mateo	412	859	666	78%	454	927	454	78%
Capuchino (2014 only)					52	58	**	**

*MHS: A testing irregularity resulted in a retake and only 191 chose to participate in late testing conducted 08/2013.

San Mateo Union High School District						
International Baccalaureate Progame Exams --Number & Percent Passing with 4+						
School	Class of 2013			Class of 2014		
	# of Exams	# Exams with 4+ Score or Above	% 4+	# of Exams	# Exams with 4+ Score or Above	% 4+
Capuchino High School						
Schoolwide	336	268	80%	414	247	66%

Students Taking One or More IB Exams	
2012	
# Registered Candidates	169
# Diploma Candidates	19
# Successful Diploma Candidates	15
% Successful Diploma Candidates	79%
2013	
# Registered Candidates	118
# Diploma Candidates	18
# Successful Diploma Candidates	16
% Successful Diploma Candidates	89%
2014	
# Registered Candidates	167
# Diploma Candidates	25
# Successful Diploma Candidates	20
% Successful Diploma Candidates	80%