

POWAY UNIFIED SCHOOL DISTRICT

STATE OF THE DISTRICT REPORT 2003-2004

College Readiness

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Message

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High expectations for academic achievement, responsibility, and commitment to learning abound in The Academy classrooms at Los Penasquitos Elementary School. This program is one example of how Poway Unified encourages student learning through the college readiness initiative. Students of The Academy make graduating from college their ultimate goal. These fourth and fifth graders are acquiring a strong foundation for academic and social success. (please see back page)

2003-2004 PUSD State of the District Report

SUPERINTENDENT'S MESSAGE

BOARD OF EDUCATION

Jeff Mangum
President

Andy Patapow
Vice President

Steve McMillan
Clerk

Penny Ranftle

Linda Vanderveen

SUPERINTENDENT OF SCHOOLS

Donald A. Phillips, Ed. D.

**Poway Unified
School District**
13626 Twin Peaks Road
Poway, CA 92064
(858) 748-0010
www.powayusd.com

For more information about any of the topics covered in this State of the District Report, please contact: Sharon Raffer, Director of Communications (858) 679-2631 sraffer@powayusd.com

Thank you to all PUSD staff who contributed to this report. Special thanks to Ray Wilson and Karen Eccles and the Assessment & Accountability team, whose expertise made this report possible and useful to the public, parents, and staff in our work to enhance student learning. Special thanks to Sharon Raffer and Marlene Cowell.

Dear Community,

This is the second annual State of the District report. We are very fortunate to live in a community that historically places a high value on education. Over the years, Poway Unified has been an innovative leader in education and has a strong local, state, and national reputation for the quality of its educational program.

We remain committed to moving Poway Unified to the next level of excellence. The School Board has adopted a strategic plan that builds on our tradition of excellence while raising expectations for all students. We are committed to providing opportunities for all students to reach their potential. In particular, we are striving to significantly increase the number of students who are well prepared for college. To help guide our efforts, we have set measurable targets for our graduates, including:

- A 100% pass rate for the new and rigorous California High School Exit Exam
- Increased completion of the University of California and California State University "a-g" entry requirements
- Expanded participation in advanced placement classes

In addition, we have established additional key indicators throughout the grade levels to help you better understand how your child is progressing and to inform systematic improvement efforts.

We appreciate and value the importance of helping each and every child succeed, and we understand that by having an accountability system where we share data and hold ourselves accountable, we can do an even better job than what we have done historically.

We recognize that in order to realize our vision of educational excellence for all students, we need to attract and retain the very best teachers, support staff, and administrative leaders. We also recognize the importance that parents play in the education of their children and the need for an active partnership between home and school. In addition, a cooperative relationship with city offices, businesses, nonprofit groups, citizenry, and local higher education institutions supports our efforts in the continued pursuit of excellence.

We believe that through shared commitment and thoughtful planning, coupled with a strong accountability system, we can build an even better educational program that will challenge all of our students to do their very best. We already see evidence that the annual State of the District report helps us realize this commitment. We look forward to working together with our community to continue to move our system forward.

Sincerely,



Donald A. Phillips, Ed.D.
Superintendent



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LEARNING ENVIRONMENT

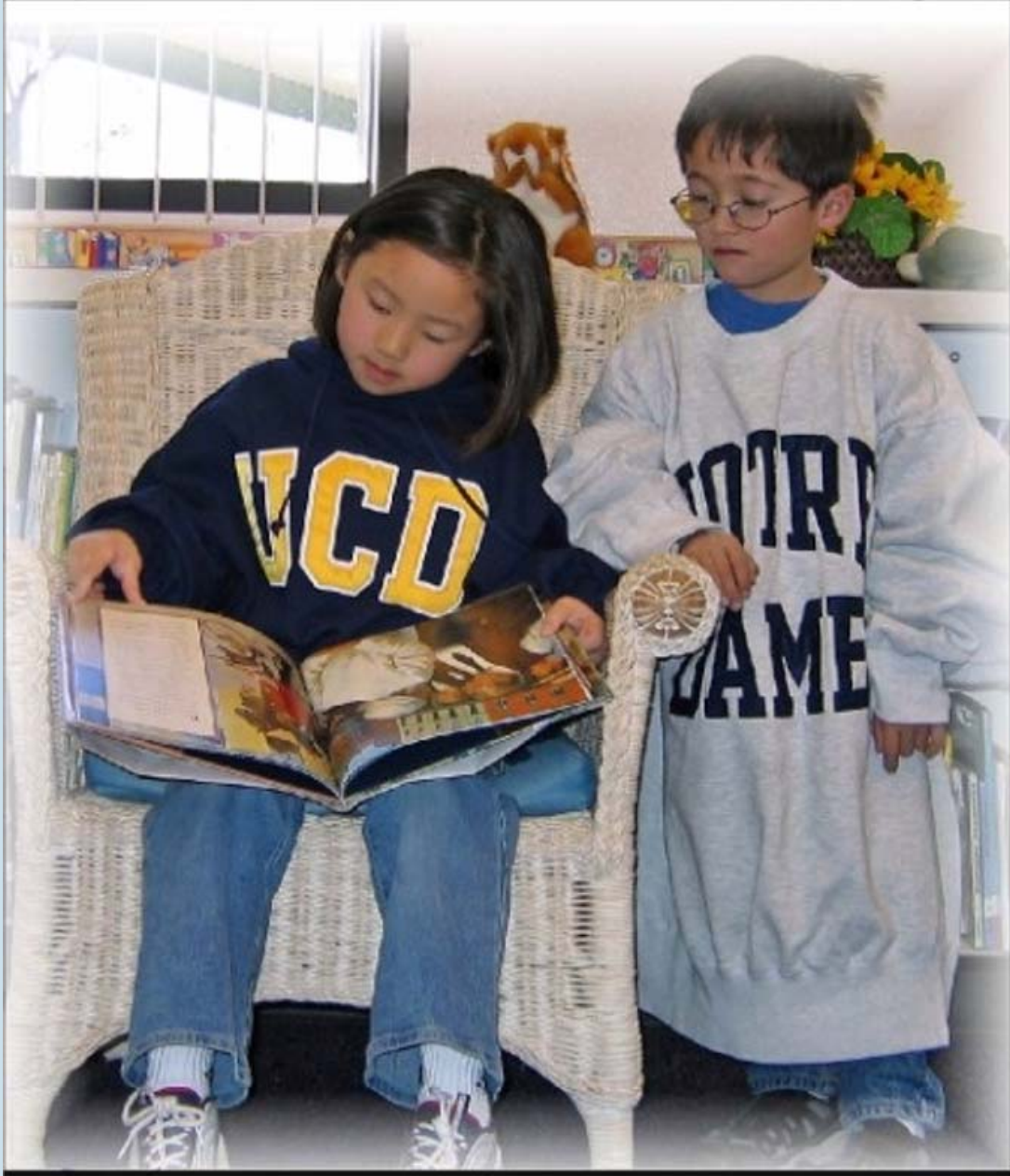
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ABOUT POWAY UNIFIED SCHOOL DISTRICT



Reading: the essential tool to learning. Giving children a strong foundation in reading opens doors to understanding a future technical world filled with the unknown. First graders from Shoal Creek Elementary School find the school's Learning Resource Center a place where exploring the wondrous worlds of adventure and make-believe come alive through books. Poway Unified's goal of literacy begins with reading readiness and mathematics in Pre-K and extends through all the intricacies of advanced calculus, in-depth research, solutions through collaboration, and literary critique.

MISSION AND CORE VALUES

1

SCHOOLS

ELEMENTARY

Adobe Bluffs
Canyon View
Chaparral
Creekside
Deer Canyon
Garden Road
Highland Ranch
Los Peñasquitos
Midland
Morning Creek
Painted Rock
Park Village
Pomerado
Rolling Hills
Shoal Creek
Stone Ranch
(Opening Aug. 2004)
Sundance
Sunset Hills
Tierra Bonita
Turtleback
Valley
Westwood

MIDDLE SCHOOLS

Bernardo Heights
Black Mountain
Meadowbrook
Mesa Verde
Twin Peaks

HIGH SCHOOLS

Abraxas
Mt. Carmel
Poway
Rancho Bernardo
Westview

Poway Adult School

Also:

Extended Student Services
Preschools
New Directions
ROP

Mission Statement

Our mission is to ensure that each student will master the knowledge and develop the skills and attitudes essential for success in school and in a diverse society.



Core Values

- ◆ All Students Learning
- ◆ Parents as Partners
- ◆ Competent and Caring Staff
- ◆ Staff Participation in Decision Making
- ◆ Effective Management of Resources
- ◆ A Safe, Orderly, and Attractive Environment
- ◆ Excellence In All We Do

Attitudes Expected of All Students and Staff

- ◆ Honesty
- ◆ Integrity
- ◆ Responsibility
- ◆ Loyalty
- ◆ Keeping Promises
- ◆ Pursuing Excellence
- ◆ Being Kind and Caring
- ◆ Being Respectful
- ◆ Being Fair
- ◆ Being a Good Citizen

Welcome to PUSD!

Poway Unified School District is located in the northwestern section of San Diego County in southern California. Extending over 100 square miles, the district serves approximately 33,000 students from the cities of Poway and San Diego, in the communities of Rancho Peñasquitos, Rancho Bernardo, Poway, Sabre Springs, Carmel Mountain Ranch, Santa Fe Valley, Black Mountain Ranch, Torrey Highlands, and 4S Ranch. Since becoming unified in 1962, the district has grown to become the 26th largest school district in California.

We are especially proud of the fine partnerships we have with our parents, businesses, and communities. Everyone strives to work together to provide our students with the best possible education.

PROFILE OF THE DISTRICT

Geographic Size: 100 sq. miles

PUSD serves the following communities:

Poway, Rancho Bernardo, Rancho Peñasquitos, Carmel Mountain Ranch, Sabre Springs, Black Mountain Ranch, Torrey Highlands, 4S Ranch, Santa Fe Valley

Size in California:

26th largest

Size in San Diego County:

3rd largest

2003-2004 Budget:

\$208 million

Number of Schools: 31

- 21 elementary schools
- 5 middle schools
- 4 comprehensive high schools
- 1 continuation high school
- 1 New Directions Program
- 14 preschools
- 1 Poway Adult School

Location of Schools:

PUSD schools are situated in two cities in San Diego County:

- 11 schools in the City of Poway
- 20 schools in the City of San Diego

Number of Students:

33,031 (K-12)

Ethnic Diversity:

African American	3.3%
American Indian/Alaskan	0.5%
Asian	11.9%
Filipino	6.6%
Hispanic	9.4%
Pacific Islander	0.5%
White	65.3%
Other	2.5%

Graduation Rate: 97.1%

Attendance Rate: 96.26%

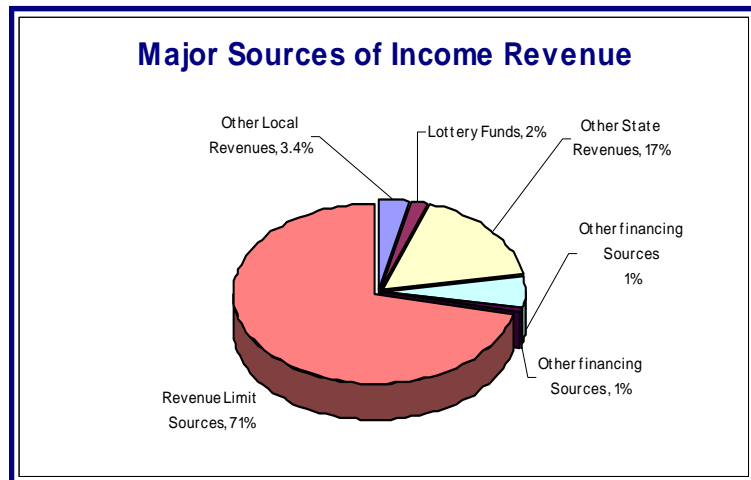
Number of Teachers: 1,632

WHERE DOES THE MONEY COME FROM?

Poway Unified's single largest source of revenue (71%) is Revenue Limit funds comprised of state aid and local taxes.

Each school district in the state has a uniquely-defined Base Revenue Limit from which the Revenue Limit funds are calculated. Poway Unified is considered a low wealth district because it receives funding that is below the statewide average.

The base amount for the Poway Unified School District starts from the 2002-03 rate of \$4,679.70 per student. The statutory Cost of Living Allowance (COLA) of 1.86% or \$88.00 is added to the 2002-03 rate, yielding a new base amount of \$4,767.70; however, in 2003-04 the revenue limit was deflated 3.0% or \$144.16. The net funded revenue limit is \$4,623.54. Therefore, the 2003-04 amount calculates to a 1.2% reduction or \$1,778,138 from the 2002-03 funded revenue limit.



For 2003-04, Poway's Base Revenue Limit is \$73.30 below the estimated statewide average of \$4,841 for unified school districts. If the district received funding at the statewide average, it would receive \$2,320,825 additional revenue based on a projected 31,662 Average Daily Attendance (ADA). ADA is calculated on the number of days students are present at school.

In addition to the Revenue Limit funding of \$149,509,516, Poway Unified School District also receives funding to operate various federal and state categorical programs. We anticipate receiving about 5.8 percent of the remaining revenue from the federal government (\$12,131,908) and 17 percent from the state government (\$35,929,152), and 2 percent Lottery Funds (\$4,074,380) for a total of \$52,135,440 from these sources.

Finally, the remaining 4.2 percent (\$9,016,307) comes from local sources, which include interest earned on deposits (\$1,000,000), transportation services fees (\$1,400,000), and other interagency and local revenues (\$6,215,557), and donations (\$400,750).

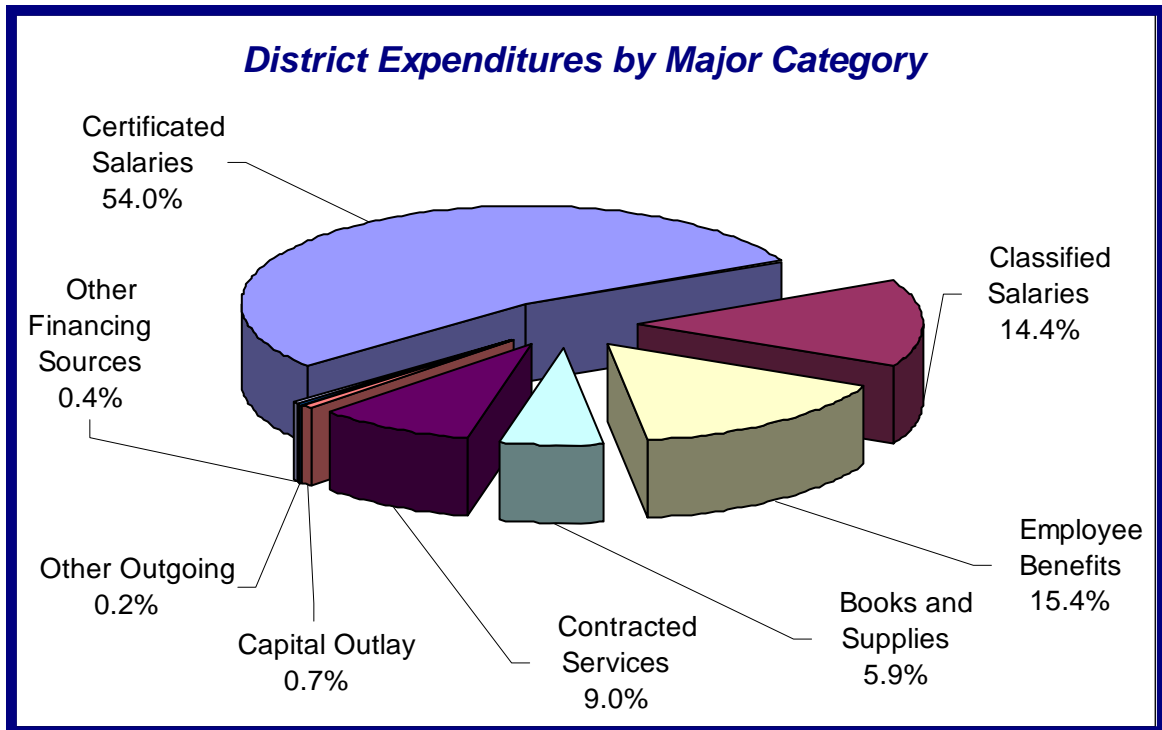
Source: 2003-04 First Interim Report

For more information about the PUSD budget, please visit our web site at www.powayusd.com/admin/bss/finance/budget.

HOW ARE THE FUNDS SPENT?

Poway Unified School District expenditures fall into the following eight major categories:

- Certificated Salaries – Salaries for teachers, librarians, administrators, etc.
- Classified Salaries – Salaries for custodians, bus drivers, secretaries, etc.
- Employee Benefits – Health and welfare, unemployment insurance, workers' compensation, etc.
- Books and Supplies – Textbooks, library books, instructional supplies, etc.
- Other Operating Services – Travel and conference, insurance, rentals, etc.
- Capital Outlay – Equipment and equipment replacement, sites and site improvements, buildings and building improvements.
- Contracted Services – Maintenance contracts, utilities, telephone service systems.
- Other Outgoing – State special schools, interfund transfers, debt service, etc.



A FREQUENTLY ASKED QUESTION:

DON'T YOU GET A LOT OF MONEY FROM THE LOTTERY?

Beginning in the 1985-1986 school year, school districts in California began receiving proceeds from the state lottery. Over time, lottery income has proven to be an unstable source of income. Fluctuating tremendously from a "high point" of \$189 per Average Daily Attendance (ADA) in 1988-1989 to a low of \$79 per ADA in 1991-1992, lottery funds now comprise approximately two percent of a school district's annual General Fund revenue. The district will receive a total of approximately \$4,074,380 in the budget year from lottery. Lottery fund allocations provide services to children in the areas of instructional materials, library materials, continuation/independent study, and technology. Some people ask why lottery funds cannot be used to build new schools. The Government Code specifically requires that all funds allocated from the California State Lottery Education Fund must be used exclusively for the education of students and no funds shall be spent for acquisition of real property, construction of facilities, financing of research, or any other non-instructional purpose. Even if it were legal to use the lottery money for school construction, the amount is not adequate to construct even a small school or renovate an existing school.

Source: 2003-04 First Interim Report

For more information about the PUSD budget, please visit our web site at www.powayusd.com/admin/bss/finance/budget/.

POWAY UNIFIED SCHOOL DISTRICT BUDGET

Frequently Asked Questions

HOW DOES CALIFORNIA PAY FOR ITS SCHOOLS?

When it comes to money, Poway Unified shares a school finance system with every other California school district. Essentially all the decisions about revenues for schools are made in the state capital or in the United States Congress.

The money comes from:

- taxes paid to the state and federal governments
- local property taxes
- local school bond
- a small amount of miscellaneous local income including developers fees
- and 2% from the California state lottery

With a few exceptions, the state decides the total amount, not our school board or even the San Diego and Poway voters.

WHAT IS REVENUE LIMIT?

Revenue Limit is the amount of money Poway Unified may receive for each student (ADA). Each district has its own revenue limit, which was set over 25 years ago by the Legislature.

WHAT DOES IT MEAN TO BE A LOW WEALTH DISTRICT?

Poway Unified receives less than the state average, because of the formula for revenue limit funding, which was set over 25 years ago when Poway was a rural community. Although adjustments have been made by the Legislature, that total has still not given Poway Unified equal funding when compared with other districts in the state.

WHAT IS ADA?

Average Daily Attendance (ADA) is the average number of students who attend school during the year. This number is smaller than total enrollment. ADA is important because it affects how much income we receive have been made, that total has still not given Poway Unified equal funding when compared with other districts in the state. Poway Unified has modified its school calendar to include a week of vacation in the fall and another in February to encourage families to take vacation during those breaks and have students attend school every day unless they are ill. This increases student learning and increases attendance. If every child in PUSD attended school one day more during the year, the district would receive an additional \$900,000 in ADA.

WHY ISN'T ENROLLMENT INCREASING WHEN NEW HOMES ARE BEING BUILT?

The district has a mixture of older and newer neighborhoods. While new homes are being built in the western area of the district, many families in the older areas of PUSD are remaining in their homes after their children have grown, or other homes are purchased without school-age children. As growth shifts to the west, new schools will be funded by the new communities through Mello Roos funds.

ENROLLMENT HISTORY

SCHOOL ENROLLMENT 2003*

ELEMENTARY SCHOOLS

Adobe Bluffs	733
Canyon View	635
Chaparral	861
Creskide	800
Deer Canyon	590
Garden Road	557
Highland Ranch	675
Los Peñasquitos	746
Midland	618
Morning Creek	524
Painted Rock	672
Park Village	921
Pomerado	549
Rolling Hills	787
Shoal Creek	853
Sundance	531
Sunset Hills	463
Tierra Bonita	659
Turtleback	681
Valley	726
Westwood	900

MIDDLE SCHOOLS

Bernardo Heights	1,869
Black Mountain	1,263
Meadowbrook	1,554
Mesa Verde	1,550
Twin Peaks	1,700

HIGH SCHOOLS

Abraxas	291
Mt. Carmel	2,538
Poway	3,120
Rancho Bernardo	3,159
Westview	1,522

Poway Adult School	
*TOTAL K-12	33,031

Also:

Extended Student Services	3,478
14 Preschools	523
New Directions	382
ROP	4,662

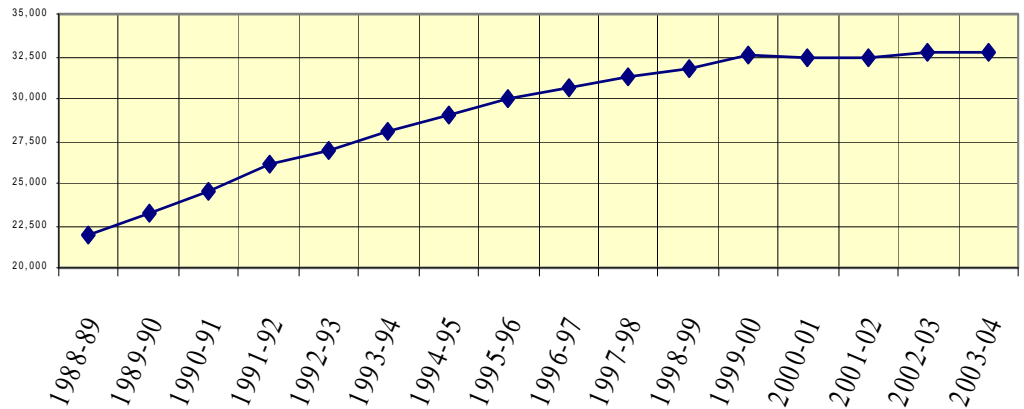
*CBEDS October 2003

NOTABLE FACTS:

PUSD became a unified school district in 1962 when Poway High School (through city elections) became part of what was the K-8 Pomerado Union School District. Additional school district history:

- In 1924, school buildings from Poway (Paguay), Merton, and Bernardo relocated to Midland Road on the present site of Midland Elementary School
- In 1948, 89 students; a teaching principal and four teachers at Midland
- In 1955, 224 students; nine teachers at Midland Elementary School
- In 1960, 1,591 students; Garden Road, Valley, and Pomerado elementary schools added
- In 1965, 3,434 students; Meadowbrook Middle School added

PUSD Student Enrollment 1992 - 2004



WHAT THE RESULTS SHOW:

During the last five years, enrollment growth has leveled off. Unlike the early 1990's when PUSD grew by approximately 1,000 students each year, in 2001 there was even a small decrease of students (25). Currently, enrollment is considered to be flat. The district has a mixture of older and new neighborhoods. While families with children may continue to move into some of the older homes, the area is experiencing a time when families with grown children remain in older homes, or other homes are purchased by families without school-age youngsters. New housing, particularly in the western portion of the district, is attracting school-age families. Although enrollment is not growing as rapidly as in the past, growth has shifted to the west. New schools will be funded by the new communities.

NEXT STEPS:

Goal II in PUSD's Strategic Plan focuses on providing a physical learning environment to support student learning for all. Staff will complete enrollment updates/projections, research and address enrollment fluctuations. Future enrollment trends will be studied to determine the best recommendations for school boundaries and the building of new schools. Timelines will be developed which will develop channels for communication and the involvement of stakeholders.

ELEMENTARY SCHOOL ENROLLMENT By Subgroup

Poway Unified serves many neighborhoods in the Rancho Peñasquitos, Rancho Bernardo, Poway, Sabre Springs, Carmel Mountain Ranch, Santa Fe Valley, Black Mountain Ranch, Torrey Highlands, and 4S Ranch areas. This distribution of the population by subgroups is listed on the chart below and on page 7. Our source of information is the 2002 California Basic Educational Data Systems Report (CBEDS). The 2002 numbers will be updated to 2003 when available and placed on the web edition of this report.

School	Enrollment 2002	% English Learners	% Low Income	% African American	% Asian	% Filipino	% Hispanic	% White
Elementary Schools								
Adobe Bluffs	597	9.7	4.2	4.9	12.9	7.2	5.5	65.8
Canyon View	632	10.0	7.8	3.2	14.7	7.1	8.1	63.3
Chaparral	882	6.7	4.1	3.3	12.4	1.4	7.9	73.8
Creekside	778	8.0	3.0	1.2	20.2	4.4	6.8	64.8
Deer Canyon	544	10.3	5.5	2.0	20.2	7.7	6.4	53.5
Garden Road	559	3.2	11.4	1.4	3.9	2.7	12.2	76.9
Highland Ranch	698	12.2	4.6	4.0	18.5	5.6	8.3	60.5
Los Peñasquitos	770	23.9	34.2	11.4	9.6	20.9	15.7	39.7
Midland	676	12.4	18.0	3.4	4.4	2.7	17.5	67.8
Morning Creek	509	12.0	7.7	5.1	19.3	7.1	8.6	55.2
Painted Rock	692	3.2	3.3	1.9	6.2	1.9	4.3	84.4
Park Village	962	11.6	2.4	0.8	26.0	8.6	5.1	58.8
Pomerado	567	13.6	18.3	3.5	5.8	4.6	18.0	65.3
Rolling Hills	653	11.9	12.6	5.7	12.7	8.6	9.2	60.3
Shoal Creek	831	13.2	2.4	3.5	21.2	7.7	7.1	58.7
Sundance	540	7.4	13.0	5.6	8.7	9.4	10.0	63.3
Sunset Hills	505	12.3	9.1	3.4	11.1	6.5	8.7	64.0
Tierra Bonita	678	5.6	1.6	1.3	4.1	1.5	5.6	83.0
Turtleback	729	11.2	6.9	5.8	18.1	4.5	11.8	57.9
Valley	712	26.4	39.8	2.5	3.5	6.2	30.5	44.0
Westwood	902	5.4	3.5	2.4	9.1	3.4	8.3	70.3

SECONDARY SCHOOL ENROLLMENT By Subgroup

7

School	Enrollment 2002	% English Learners	% Low Income	% African American	% Asian	% Filipino	% Hispanic	% White
Middle Schools								
Bernardo Heights	1,867	6.2	4.6	3.4	15.4	3.6	9.3	65.2
Black Mountain	1,204	7.6	17.2	4.9	11.2	11.6	9.1	59.3
Meadowbrook	1,603	6.6	10.7	3.1	11.1	6.4	11.1	62.5
Mesa Verde	1,542	4.9	5.6	3.0	17.6	10.3	6.5	59.7
Twin Peaks	1,700	2.1	6.9	1.6	5.0	1.4	8.6	80.1
High Schools								
Abraxas	302	4.6	13.2	3.6	5.6	5.3	12.3	68.5
Mt. Carmel	2,781	3.3	6.6	4.0	13.3	14.0	7.6	58.8
Poway	3,124	3.1	6.8	2.0	5.2	2.7	10.5	77.7
Rancho Bernardo	3,266	2.9	2.9	3.7	12.9	6.5	7.6	66.4
Westview	949	3.0	4.7	2.3	13.0	9.0	8.0	64.8

PUSD Student Ethnic Diversity

African American	3.3%
American Indian/Alaskan	0.5%
Asian	11.9%
Filipino	6.6%
Hispanic	9.4%
Pacific Islander	0.5%
White	65.3%
Other/No Response	2.5%

NEXT STEPS:

Poway Unified School District's Strategic Plan focuses on supporting student learning for all. Subgroup data are carefully monitored. Staff continuously reviews achievement and attendance data by subgroup.

WHAT THE RESULTS SHOW:

Poway Unified is comprised of a diversity of ethnic groups. The target subgroup by far, is white (65.3%). The largest minority subgroups are Asian (11.9%) followed closely by Hispanic (9.4%) and Filipino (6.6%). A review of individual school populations shows that the ethnic groups are not evenly distributed across the district. Hispanic populations tend to reside in the City of Poway or east of I-15, while Filipino, African American, and Asian tend to reside west of I-15. Within the subgroups in the district there are 60 different languages spoken. The many different cultures at the schools provide outstanding opportunities for learning through understanding of others.

STRATEGIC PLAN 2002-2008

THE PROCESS:

In the fall of 2002, more than 135 staff members, parents, community leaders, and students worked together to develop a comprehensive strategic plan in support of the two district goals. The district staff and Superintendent had worked closely with the Board of Education during the spring of 2003 to reduce the number of goals from as many as 40 annually to two goals that would be in place through the spring of 2008. The two goal areas focus on: 1) literacy in reading, writing, and mathematics, and 2) facilities to support teaching and learning. We recognized that we could collectively make even greater strides by having these goals take center stage both at school sites and throughout the district.

The strategic planning process helped the district obtain a broad base of input from the school community to develop the key initiatives that would drive the effort. The three-day workshop focused on developing key initiatives and work plans for each initiative, as well as a timeline for implementation over the next four years.

In 2003, specific measurable targets were developed. These measures became critical indicators of progress.

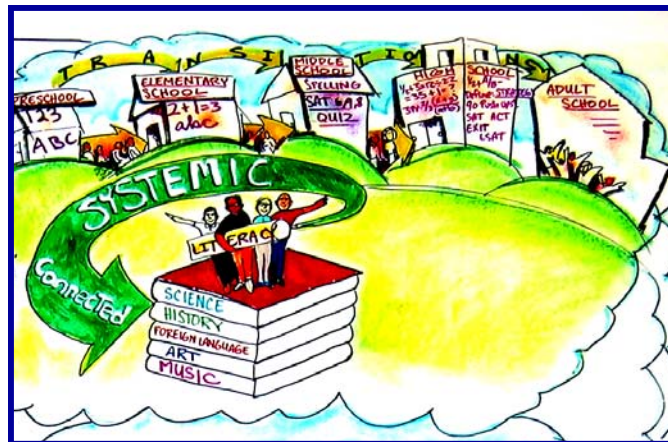
Strategic planning gave the district a work plan to move forward. We have a very powerful place to begin our efforts, thanks to the work by all who participated.

Goal I

Increase Achievement for All Students Through a Comprehensive Literacy Effort

GOAL I - INITIATIVES:

1. Identify basic curriculum for reading, writing, and mathematics literacy.
2. Develop and implement an effective, coherent curriculum integrating literacy across all subject areas.
3. Close the existing achievement gap for subgroups.
4. Demonstrate consistently that we honor and value diversity.
5. Personalize learning for each student.
6. Develop and implement a data and information system.
7. Promote and support innovative practices.



Portion of mural drawn during 2002 Strategic Planning sessions depicting the District Goal of Literacy.

GOAL I - Targets

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of "Proficient" and "Advanced" on the California Standards Tests as follows:

California Standards Tests Target for 2008				
Grade Span	English/Language Arts		Mathematics	
	2003	2008	2003	2008
2-5	69%	80%	72%	80%
6-8	66%	76%	58%	70%
9-12	60%	65%	32%	60%

- 100% of all schools in the district achieving No Child Left Behind requirements.
- Improve the initial pass rate of 10th grade students achieving college readiness passing scores on the California High School Exit Exam from 78% in English/Language Arts and 68% in Mathematics to 85% in English/Language Arts and 78% in Mathematics by 2006.
- Improve the pass rate of 12th grade students achieving the basic passing scores on the California High School Exit Exam from 95% in English/Language Arts and 91% in Mathematics to 100% on each by 2006.
- By 2008, increase from 53% to a minimum of 60%, the percentage of graduating students, including all subgroups, who complete the UC and CSU college prep, "a-g" requirements.
- By 2008, increase from 29% to 50% the percentage of high school graduates, including all subgroups, who satisfactorily complete at least one advanced placement course as preparation for college.
- By 2008, increase from 63% to 74% the percentage of students at the comprehensive high schools who take the SAT at least once, while maintaining or improving the district's average score.



Turtleback Elementary School students share ideas from the books they read as they discuss world geography. Poway Unified's literacy focus encourages students to read often and share ideas with each other.

STRATEGIC PLAN 2002-2008

Goal II

Provide a Physical Learning Environment to Support Student Learning for All

GOAL II - INITIATIVES:

1. Recruit, hire, support, and retain a diverse staff.
2. Explore best practices around optimal learning environments.
3. Design secure, efficient, sustainable facilities.
4. Research and address enrollment fluctuations.
5. Continue to seek outside funding to support grants and partnerships.

GOAL II- Targets

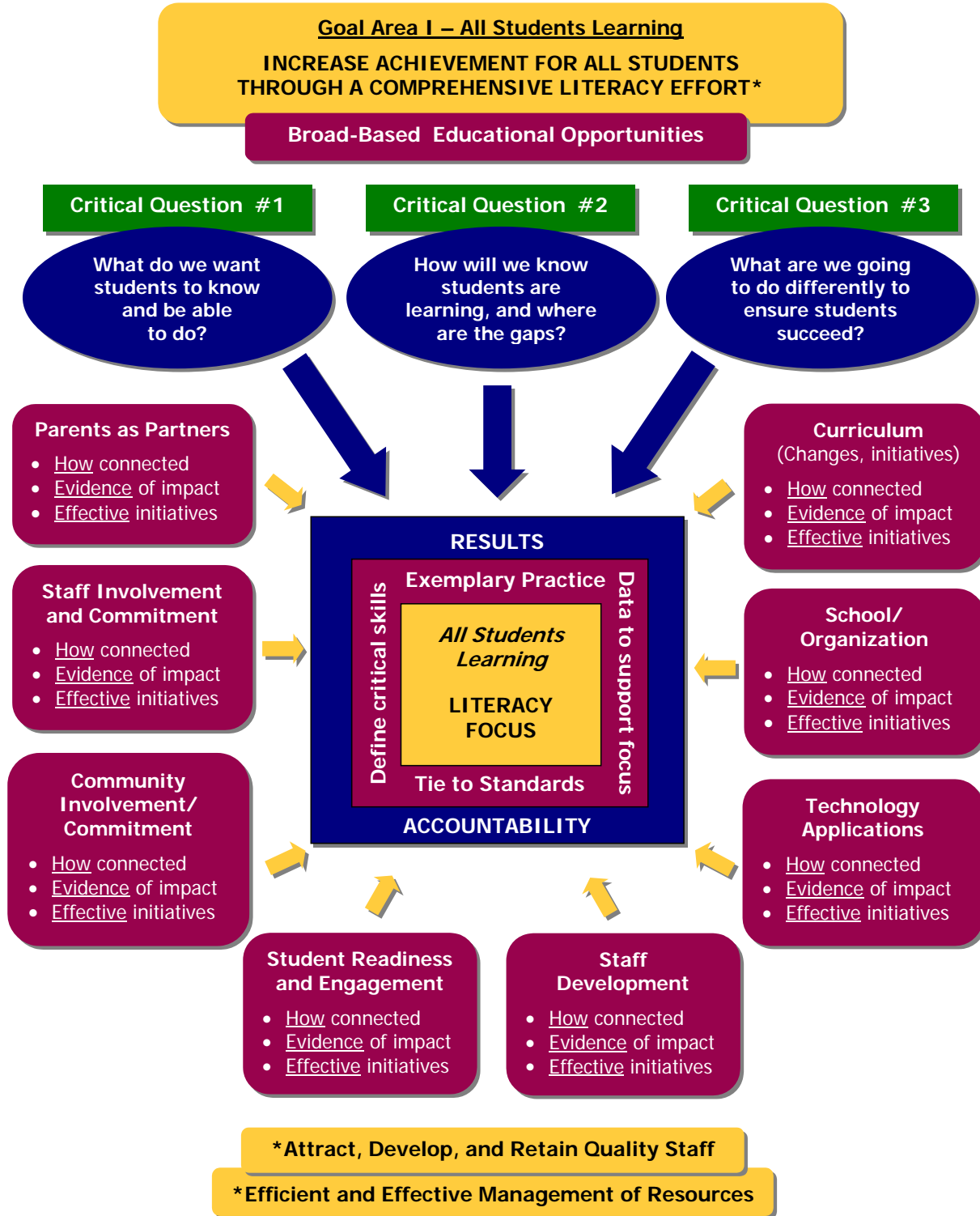
- By 2012, complete the repair and renovation of the 24 Poway Unified schools funded by the Proposition U, *Building for Success*, bond passed by voters in 2002.
- By 2010, plan, design, and build new schools in the western portion of the school district, as determined by enrollment.
- Monitor and proactively address enrollment changes and short-term and long-term growth or enrollment fluctuations through 2010.
- By 2008, increase the percentage of diverse staff to bring that percentage closer to ethnic make-up of the student population.
- By 2008, continue the establishment of a strong base for the outside funding for grants and support partnerships that advance the Poway Unified School District goals and targets.



Portion of mural drawn during 2002 Strategic Planning sessions depicting the District Goal of Facilities.

STRATEGIC PLAN - Goal Area I

Increase achievement for all students through a comprehensive literacy effort



STRATEGIC PLAN - Goal Area II

Provide a physical learning environment to support student learning for all

Goal Area II – Safe, Orderly, and Attractive Environment

PROVIDE A PHYSICAL LEARNING ENVIRONMENT TO SUPPORT STUDENT LEARNING FOR ALL*

Equity of Educational Opportunities

TARGET AREAS

- Maintain strong sense of PUSD community
- Update existing facilities to provide equitable educational opportunities
- Bring new schools on line to meet enrollment changes
- Proactively manage enrollment growth



*Attract, Develop, and Retain Quality Staff

*Efficient and Effective Management of Resources



Meet the college class of 2020! These young kindergarten students from Adobe Bluffs Elementary School are already acquiring important skills and learnings that will help them achieve success as they go forward in their education. College readiness skills translate into the tools students need for higher education whether at a four-year or two-year college, or at institutions of specified professions. Learning today for tomorrow's world should not end with high school graduation. Poway Unified School District provides educational programs for students from Pre-K to Adult Education.

STUDENT PERFORMANCE

SUMMARY AND HIGHLIGHTS

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The State of the District Report

This report contains an in-depth view of student performance. We believe that the sharing of data with teachers, school staff, parents, and the school community is an important step in making a difference to our students. Data analysis is a powerful tool for communicating student progress with parents and students. It pinpoints areas where programs and instruction can be improved and helps us understand program strengths. Programs and strategies that are successful can be utilized by schools throughout the district.

The web edition of the report will be updated throughout the year, with many links available to increase information in a particular section.

To access this report, visit the Poway Unified School District web site at www.powayusd.com.

The College Readiness Initiative

Poway Unified School District recognizes that education is the key to opening up future job opportunities and building a strong sense of community. For most, this will mean a college education or higher levels of training well beyond high school. PUSD is committed to working with our families to have their children college-ready, including technical training, when they graduate from our high schools. This year's State of the District report reflects the targets the district has set to increase the numbers of students taking college entry, honors, and advanced placement classes. The Next Steps sections under Student Performance further indicate the district's plans to help students gain the skills necessary to be prepared for college.

How Are We Doing?

- PUSD seniors have performed significantly better than other seniors in California in the **California High School Exit Exam**, with scores of 94% in English/Language Arts (69%/66%) and 89% (48%/43%) In Mathematics. The State stopped testing the class of 2004 last Spring, when the requirement date for passing the test was moved to 2006).
- Indicators for college success include performance on the **Scholastic Aptitude Test (SAT)**. PUSD students had an average total score of 1097 with 63% of the students tested compared to San Diego County students' 1028 total score and 41% tested.
- 818 high school students received **Governor's Award Scholarships** of \$1,000 each for college for their high school performance on the California Standards Tests.
- **Academic Performance Indicators (API)** in state testing showed 18 of 21 elementary schools scoring greater than the statewide target of 800, 18 of 20 elementary schools show growth since 1999, 5 of 5 middle schools scored greater than 800, 5 of 5 middle schools met growth targets. However, None scored greater than 800 and 1 of 3 showed growth. Each of Poway Unified School District comprehensive high school was ranked in the top 10% statewide.
- **Course (a thru g) requirements** for entrance into the UC and CSU systems were completed by 53.1% of PUSD students, with several subgroups as low as 35% completion. A district target is to increase the percentage for all students.
- **Advanced Placement Courses** is another college readiness area. Currently 29% of the students presently complete these courses. A district target is to increase the enrollment in these classes, to 50% which will give students a strong foundation for college level classes.

DID YOU KNOW? Beginning with the Class of 2006, each student must pass the CALIFORNIA HIGH SCHOOL EXIT EXAM to receive a high school diploma.

DID YOU KNOW? To pass the federal government's NO CHILD LEFT BEHIND provisions all 47 measures must be met.

2003-2004 PUSD State of the District Report

STUDENT PERFORMANCE

Introduction

Student performance in school can be measured in many ways. In the classroom, teachers continuously assess student performance and provide constructive feedback. Some assessments look ahead and are integral to the teaching and learning process. These are called "formative" assessments. For the purposes of this report, summative measures of student progress are used. Summative measures provide a comprehensive look back and allow useful comparisons to be made. District goals and performance targets are written using summative measures.

How This Report Is Organized

The student performance section of the 2003-2004 *State of the District Report* is divided into three parts and reflects the district's academic achievement goals and targets:

- **District Targets:** Poway Unified has identified key measures to track progress toward its goal to *"Increase achievement for all students through a comprehensive literacy effort"*. These measures consist of a combination of statewide assessments and district measures. Statewide measures include the STAR (State Testing Accountability and Reporting Test) and the California High School Exit Exam (CAHSEE). A major portion of the STAR test is the California Standards Tests (CST). This test is unique to California and is designed to compare student knowledge and skills to a standard of performance established by the state. Students are expected to achieve a predetermined score to demonstrate proficiency. A level of "Proficient" or "Advanced" means that the student is on track for college entrance upon graduation.
- **College Readiness Targets:** The district has a strong commitment to prepare its graduates for success after high school. College Readiness Targets include successful completion of college preparation requirements and enrollment in at least one advanced placement course. The Scholastic Aptitude Test (SAT) and the results of entrance exams when entering the University of California and California State University systems also provide useful information about how well students are prepared for academic study after completing high school.
- **Other Assessments:**
 - ◆ **State Tests:** The California Achievement Test Sixth Edition (CAT-6) is a nationally normed test administered annually to students in grades 2-11. It measures student performance in reading, language arts, and mathematics. In 2003, the CAT-6 replaced the more familiar SAT-9 and its relative importance in California's testing program was reduced significantly. The CAT-6 compares students to each other, thereby permitting comparisons across the state and nation. Also in this section are the results of the California Physical Fitness Test which is taken annually by all students statewide enrolled in grades 5, 7, and 9. Additionally, about 7% of our students come to the district with limited English skills. These students take the California English Language Development Test (CELDT) each fall. The CELDT measures the development of each student's English/Language skills from year to year.
 - ◆ **District Measures:** The district uses other data sources to evaluate program effectiveness. In this section of the report there is information about student attendance rates, student suspensions and expulsions, and a graduate survey; each representative of the effect that programs have on student behavior or attitudes.

How This Report Is Organized

Within each section, information is displayed in four parts:

1. **“Notable Facts”** - General background and content about the measures. Often there are internet links to more in-depth information.
2. **“What Is Being Measured”** - A brief narrative explanation. The content is typically displayed in tables or graphs.
3. **“What The Results Show”** - A brief summary of the data presented, pointing out key findings.
4. **“Next Steps”** - School district growth targets and/or strategies to improve student performance as measured by these measures.

Major Findings

1. Achievement of Academic Standards

On tests that measure student performance as the percentage achieving a desired standard such as the California Standards Test and the California High School Exit Exam, significant numbers of students performed below expectation. However, there is a three-year trend of continuously higher performance and all Poway Unified School District groups and subgroups significantly out performed county and state averages. Students performed generally better in Language Arts than Mathematics

- Students performance declined after grade 7 in all areas
- Dramatic declines were evident in Mathematics beginning with Algebra with only one student in three achieving proficiency
- Dramatic declines were evident in Language Arts after grade 9

2. State and Nation Comparisons

When compared to state or national groups taking nationally administered tests such as the SAT and CAT-6, Poway Unified School District students scored much higher than students across the county, state, and nation. This finding applies to Poway Unified District students from every ethnic subgroup who scored higher than their counterparts on every measure of academic progress.

3. Performance from Elementary to High School

On indexed measures of schoolwide performance such as Adequate Yearly Progress and the Academic Performance Index, there is a pattern of declining scores from elementary to high school. The decline is a statewide phenomenon. However, all of Poway Unified School District comprehensive high schools remain in the top 10% statewide.

4. Subgroup Performance

Student performance was differentiated by ethnic group with no measurable closing of the achievement gap from grades 2-11. However, when targeted interventions such as AVID were in place, the performance of all subgroups improved significantly.

CALIFORNIA HIGH SCHOOL EXIT EXAM

DISTRICT TARGET:

- Improve the pass rate of 12th grade students achieving the basic passing scores on the California High School Exit Exam from 95% in English/Language Arts and 91% in Mathematics to 100% on each by 2006.

NOTABLE FACTS:

The class of 2006 will be required to pass the California High School Exit Exam to earn a high school diploma. State Education Code establishes minimum levels of performance on the English/Language Arts and Mathematics sections of the California High School Exit Exam. All students take the California High School Exit Exam for the first time in the 10th grade. Students failing to pass one or both sections of the test may retake it twice in the 11th grade, twice in 12th grade, and once after 12th grade to demonstrate proficiency. The requirement to pass the California High School Exit Exam was to take effect with the class of 2004. However in 2003, the State Board of Education delayed implementation of this requirement until 2006. For more information, visit the state web site: www.cde.ca.gov/statetests/cahsee/index.html.

WHAT IS BEING MEASURED:

The chart below shows the percentage of 2004 high school students that achieved a minimum passing score of 350 or better on each section of the California High School Exit Exam. Students in this report had up to three opportunities to take the California High School Exit Exam, beginning in 9th grade.

CALIFORNIA HIGH SCHOOL EXIT EXAM 12th Grade - Class of 2004 Percentage Passing

2003	12 th Grade Enrollment	ENGLISH/ LANGUAGE ARTS	MATHEMATICS
Poway Unified	2,486	94%	91%
San Diego County	31,811	69%	48%
California	385,181	66%	43%
Abraxas	227	74%	56%
Mt. Carmel	893	96%	90%
Poway High	751	94%	92%
Rancho Bernardo	766	94%	93%
Westview²			
Other¹	130	38%	34%

WHAT THE RESULTS SHOW:

Poway students had passing rates significantly higher than students across the state and county. Students performed better in English/Language Arts than in Mathematics. A small population at Abraxas Continuation High School had much lower passing rates compared to other Poway Unified high schools, but higher than both the state and the county. Passing rates among Poway's three comprehensive high schools were similar.

¹ Fewer than 1% of Poway Unified School District high school students did not attend one of four district high schools in 2003. They were enrolled in alternative schools, home schools, or special non-public schools.

² No students at that grade level.

CALIFORNIA HIGH SCHOOL EXIT EXAM

Subgroup Performance

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DISTRICT TARGET:

- Improve the pass rate of 12th grade students achieving the basic passing scores on the California High School Exit Exam from 95% in English/Language Arts and 91% in Mathematics to 100% on each by 2006.

WHAT IS BEING MEASURED:

The chart below shows the percentage of 2004 high school students that achieved a passing score of 350 in each section of the California High School Exit Exam (CAHSEE), after multiple attempts since 2001. Results in the report are separated by subgroups.

CALIFORNIA HIGH SCHOOL EXIT EXAM Percentage of All Students Passing-Class of 2004

California High School Exit Exam - 2002	English/ Language Arts	Mathematics
Poway Unified	94%	91%
Ethnicity		
African American	83%	72%
Asian	93%	95%
Filipino	93%	88%
Hispanic	86%	73%
White	96%	92%
English Fluency		
English Language Learners	81%	81%
Parent Income		
Economically Disadvantaged	82%	72%
Special Education		
Students Receiving Special Education Services	65%	45%

WHAT THE RESULTS SHOW:

Within the Poway Unified School District, not all subgroups performed the same. African American and Hispanic students had passing rates that were significantly lower than other ethnic groups. The differences in math for these groups were more pronounced. Asian students scored much better as a group in math. Students not yet fluent in English, students from low income families, and students enrolled in special education scored well below district averages.

NEXT STEPS:

Identify and implement effective programs, K-12, to ensure that all high school students successfully pass the CAHSEE. Develop alternative programs such as tutorials, preparation courses, extended school day, and summer school to assist students who have not passed the High School Exit Exam.

CALIFORNIA HIGH SCHOOL EXIT EXAM

College Readiness Scores

DISTRICT TARGET:

- Improve the initial pass rate of 10th grade students achieving college readiness passing scores on the California High School Exit Exam from 78% in English/Language Arts and 68% in Mathematics to 85% in English/Language Arts and 78% in Mathematics by 2006.

NOTABLE FACT:

In 2003, California adopted two different standards of performance that apply to the California High School Exit Exam (CAHSEE). The basic standard established a minimum passing score of 350 on each section of the test necessary to earn a high school diploma. (See these results on pages 16 and 17.) The higher standards for passing the same test, 384 for English/Language Arts and 372 for Mathematics, means that the student is on schedule to enter a four-year college or institution of higher learning upon graduation. The higher level is compliant with the national No Child Left Behind Act. Pursuant to No Child Left Behind, the higher standard is applied only to 10th grade students taking the California High School Exit Exam for the first time. (Also visit the No Child Left Behind web site at www.ed.gov/nclb/landing.jhtml?src=pb for information about No Child Left Behind and Adequate Yearly Progress.)

WHAT IS BEING MEASURED:

The chart below shows the percentage of 10th grade students who passed the California High School Exit Exam on their first attempt at the higher performance levels, 384 for English/Language Arts and 372 for Mathematics. These students are progressing academically at rates that should permit them to succeed in a four-year college after graduation from high school if they continue to make appropriate progress in 11th and 12th grade.

CALIFORNIA HIGH SCHOOL EXIT EXAM Percentage Passing-Class of 2005

	English/ Language Arts		Mathematics	
	#	%	#	%
Poway Unified	2,479	78%	2,574	68%
San Diego County	36,926	76%	40,194	57%
California	427,274	74%	475,696	53%
Abraxas	41	20%	71	19%
Mt. Carmel	558	79%	588	68%
Poway High	728	78%	755	71%
Rancho Bernardo	754	79%	755	71%
Westview	374	83%	373	66%
Other*	24	79%	32	53%

WHAT THE RESULTS SHOW:

Passing rates for Poway Unified were relatively high compared to the state or county. Students performed much better in English/Language Arts than in Mathematics. There were no significant differences between Poway Unified School District's comprehensive high schools. The district is collecting comparative data on continuation high schools.

* Fewer than 1% of Poway Unified School District's high school students do not attend one of the four district comprehensive high schools. They were enrolled in alternative schools, home schools, or special non-public schools.

CALIFORNIA HIGH SCHOOL EXIT EXAM

Subgroup Performance Class of 2005

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DISTRICT TARGET:

- Improve the initial pass rate of 10th grade students achieving college readiness passing scores on the California High School Exit Exam from 78% in English/Language Arts and 68% in Mathematics to 85% in English/Language Arts and 78% in Mathematics by 2006.

WHAT IS BEING MEASURED:

The Percentage of 10th grade students achieving a passing score at the higher performance level of 384 for English/Language Arts and 372 for Mathematics on their first attempt. Results in this report are separated by subgroup.

CALIFORNIA HIGH SCHOOL EXIT EXAM Percentage of Tenth Grade Students Passing-Class of 2005

California High School Exit Exam - 2003	Number Tested in Poway Unified	English/ Language Arts	Mathematics
Poway Unified	2,573	78%	68%
Ethnicity			
African American	91	70%	40%
Asian	282	79%	85%
Filipino	210	83%	66%
Hispanic	247	63%	43%
White	1,672	81%	72%
Other	71	65%	54%
English Fluency			
English Language Learners Current LEP and RFEP	262	58%	58%
Parent Income			
Economically Disadvantaged	236	53%	46%
Special Education			
Students Receiving Special Education Services	210	30%	20%

WHAT THE RESULTS SHOW:

There were significant differences in performance between subgroups. Female students performed much better than males in English/Language Arts when the higher performance levels were applied. African American and Hispanic subgroups achieved lower passing rates than other ethnic subgroups. This pattern is evident statewide and nationally. The variance was most evident in Mathematics. Passing rates of students from economically disadvantaged families, English Language Learners, and students enrolled in special education programs were well below district averages.

NEXT STEPS:

Revise and implement a coherent curriculum in grades K–10 in the areas of reading, writing, and mathematics. Support site-based efforts such as the Advancement Via Individual Determination program (AVID) to assist all students in the successful completion of a rigorous curriculum. Focus staff development programs on training teachers in effective teaching strategies, developing and understanding assessment, and meeting needs of culturally diverse learners.

CALIFORNIA STANDARDS TESTS

DISTRICT TARGET:

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of "Proficient" and "Advanced" on the California Standards Tests as follows:

Grade Span	English/Language Arts				Mathematics		
	2001	2002	2003	By 2008	2002	2003	By 2008
2-5	64%	65%	69%	80%	69%	72%	80%
6-8	59%	61%	66%	76%	52%	58%	70%
9-12	56%	58%	60%	65%	35%	32%	60%

NOTABLE FACTS:

The California Standards Tests (CST) is a component of the State Testing, Accountability, and Reporting program (STAR). It is comprised of tests in reading, language arts, and general mathematics for grades 2-7. In grades 8-11, tests are specific to the courses in which each student is enrolled and may include, in addition to reading and language arts, course-specific math, science, and social science/history tests. The California Standards Tests was developed by the state to assess student achievement of the California State Academic Standards. The CST evaluates student performance by comparing it to a performance standard. In California, the performance standard is based on readiness to pass college entrance exams administered to freshmen entering the University of California or California State University system. The CST is administered annually in April. Results are reported in five student performance levels established by the state. Students may score *Far Below Basic*, *Below Basic*, *Basic*, *Proficient*, or *Advanced*. Students are considered to be meeting state standards and on target to pass college entrance exams when their scores fall into the performance ranges of *Proficient* or *Advanced*. For more information on the CST portion of the STAR, visit the web site at www.cde.ca.gov/statetests/.

WHAT THE CALIFORNIA STANDARDS TESTS COVER:

California Standards Tests Subject Areas Tested in 2003										
Subject Areas	Grades									
	2	3	4	5	6	7	8	9	10	11
English/Language Arts	x	x	x	x	x	x	x	x	x	x
Mathematics	x	x	x	x	x	x				
General Mathematics							x			
Writing			x			x				
Science				x						
Algebra I							x	x	x	x
Geometry							x	x	x	x
Algebra II								x	x	x
History/Social Science									x	x
World History									x	
United States History										x
Earth Science								x	x	x
Biology/Earth Science								x	x	x
Physics									x	x
Chemistry									x	x

CALIFORNIA STANDARDS TESTS

DISTRICT TARGET:

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of "Proficient" and "Advanced" on the California Standards Tests listed on page 20.

WHAT IS BEING MEASURED:

The chart below shows the percentage of students in elementary, middle, and high school performance levels that achieved "Proficient" or "Advanced" levels on the California Standards Tests. In California, the performance standard is based on readiness to pass college entrance exams administered to freshmen entering the University of California or California State University system. Results are organized by grade span: 2-5 elementary, 6-8 middle school, and 9-12 high school, and compares Poway Unified with San Diego County and California.

California Standards Tests Grade Span Results 2003 Proficient and Advanced Students

Grade Span	English/Language Arts			Mathematics		
	Poway Unified School District	San Diego County	State	Poway Unified School District	San Diego County	State
2-5	69%	42%	36%	72%	49%	45%
6-8	66%	40%	34%	58%	34%	31%
9-12	60%	39%	35%	32%	19%	21%

WHAT THE RESULTS SHOW:

At every level, students in Poway Unified scored well above their counterparts in San Diego County and California. As students progress from elementary school to middle and high school, there is a decline in the percent proficient. This is particularly evident in the area of mathematics. Similar declines are evident across the state. There is considerable room for improved achievement in Poway Unified School District in all areas and at every level.

CALIFORNIA STANDARDS TESTS

English/Language Arts

DISTRICT TARGET:

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of "Proficient" and "Advanced" on the California Standards Tests listed on page 20.

WHAT IS BEING MEASURED:

This report shows the percentage of students at each grade level that achieved "Proficient" or "Advanced" over the last three years on the English/Language Arts portion of the California Standards tests. Results are separated by district, county, and state to allow comparisons. In California, the performance standard is based on readiness to pass college entrance exams administered to freshmen entering the University of California or California State University system.

California Standards Tests English/Language Arts Grade Level Results 2001-2003

Grade	POWAY UNIFIED SCHOOL DISTRICT			SAN DIEGO COUNTY			STATE		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
2	67%	64%	69%	39%	39%	43%	32%	32%	36%
3	63%	67%	66%	37%	40%	39%	30%	34%	33%
4	68%	69%	74%	39%	42%	45%	33%	36%	39%
5	60%	62%	68%	35%	36%	41%	28%	31%	36%
6	58%	61%	71%	35%	36%	42%	31%	30%	36%
7	59%	62%	68%	35%	38%	41%	32%	33%	36%
8	61%	61%	60%	37%	36%	36%	32%	32%	30%
9	58%	60%	66%	33%	36%	43%	28%	33%	38%
10	57%	58%	59%	36%	36%	37%	31%	33%	33%
11	52%	54%	53%	33%	35%	36%	29%	31%	32%

WHAT THE RESULTS SHOW:

Since 2001, there has been a general trend toward higher scores across the state, county, and in Poway Unified School District. Scores tend to decline after grade 7. By grade 11, slightly more than half of Poway Unified students score "Proficient" or "Advanced" on the English/Language Arts portion of the California Standards Tests.

NEXT STEPS:

Revise and implement a coherent curriculum reading and writing in grades K–12, including adoption of a new language arts textbook for grades 1–5. Focus staff development on implementing a new language arts program, grades K-5, and a comprehensive writing program.

CALIFORNIA STANDARDS TESTS

Mathematics

DISTRICT TARGET:

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of "Proficient" and "Advanced" on the California Standards Tests listed on page 20.

WHAT IS BEING MEASURED:

This chart show the percentage of students at each grade level that achieved the targeted performance level of "Proficient" or "Advanced" over the last two years on the California Standards Mathematics Test. In California, the performance standard is based on readiness to pass college entrance exams administered to freshmen entering the University of California or California State University system. Beginning with Algebra, math tests are specific to Algebra, Geometry, or Advanced Algebra. Students who have completed all three courses take the High School Mathematics Test, a general survey of all math through Advanced Algebra. The California Standards Mathematics Test was implemented in 2002, therefore results for only two years are available.

WHAT THE RESULTS SHOW:

Scores in 2003 were generally higher than in 2002 at district, county, and state levels. With the exception of grades 9 and 10, Poway Unified scores improved in 2003. The report reveals a steady decline in student performance from grade 2 to 11 across the district, county, and state. Poway Unified shows a one-year decline of 18 points from grade 8 to grade 9 in 2003. Approximately one Poway Unified high school student in three was "Proficient" or "Advanced" on this measure last year.

California Standards Tests Mathematics Grade Level Results 2002-2003

Grade	POWAY UNIFIED		COUNTY		STATE	
	2002	2003	2002	2003	2002	2003
2	76%	79%	50%	57%	43%	53%
3	67%	72%	45%	51%	38%	46%
4	66%	71%	43%	49%	37%	45%
5	65%	66%	34%	39%	29%	35%
6	62%	64%	37%	39%	32%	34%
7	56%	59%	34%	34%	30%	30%
8	39%	50%	26%	29%	27%	29%
9	41%	32%	22%	22%	21%	23%
10	34%	34%	20%	18%	21%	20%
11	28%	30%	18%	17%	18%	18%

NEXT STEPS:

Revise and implement a coherent curriculum in mathematics grades K-12 with emphasis on evaluating and adopting a mathematics program, Kindergarten through Geometry. Create a comprehensive staff development program focused on implementing effective teaching strategies in mathematics.

CALIFORNIA STANDARDS TESTS

Subgroup Performance

DISTRICT TARGET:

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of "Proficient" and "Advanced" on the California Standards Tests listed on page 20.

WHAT IS BEING MEASURED:

The percentage of students achieving the proficiency level of "Proficient" or "Advanced" in 2003. In California, the performance standard is based on readiness to pass college entrance exams administered to freshmen entering the University of California or California State University system. Results are reported by subgroup.

California Standards Tests By Ethnicity

California Standards Test - 2003	# Tested	English/ Language Arts	# Tested	Mathematics
Poway Unified	24,692	65.5%	24,250	56.2%
Ethnicity				
African American	817	46.1%	798	33.4%
Asian	3,010	74.7%	2,982	74.1%
Filipino	1,649	61.0%	1,619	54.6%
Hispanic	2,218	48.2%	2,145	41.5%
White	16,031	68.0%	15,754	56.7%
English Fluency				
English Language Learners Current LEP and RFEP	2,870	43.5%	2,810	50.6%
Parent Income				
Economically Disadvantaged	2,568	39.3%	2,486	37.3%
Special Education				
Students Receiving Special Education Services	2,091	23.4%	1,934	25.0%

WHAT THE RESULTS SHOW:

Students performed much better in Language Arts than in Mathematics. Asians students scored well above district averages in English/Language Arts and in Mathematics, while African American, and Hispanic students scored well below the district averages in each area. Students from low-income families and students enrolled in Special Education classes fell below district averages. Limited English speakers performed better in Mathematics than in English/Language Arts. District averages are influenced by the large white population.

NEXT STEPS:

Efforts to provide differentiated instructional programs for students at risk of not being proficient on the California Standards Tests need to be increased. Programs such as AVID should be implemented more broadly at all schools and enrollment of targeted at-risk groups assured.

NO CHILD LEFT BEHIND REQUIREMENTS

DISTRICT TARGET:

- 100% of all schools in the district achieving No Child Left Behind requirements.

NOTABLE FACTS:

In 2001, Congress passed the "No Child Left Behind Act", the most comprehensive nationwide restructuring of federal legislation of public education since the 1960's. No Child Left Behind requires each state to establish proficiency standards and measures of student progress toward achieving world-class academic standards. The law establishes 47 possible measures that are monitored annually. For a school or district to achieve its No Child Left Behind requirement, all measures applicable to the school or district must be achieved. If a school fails to achieve any one of its requirements for two consecutive years, it becomes a "Program Improvement" school, subject to sanctions.

California establishes annual targets that every school and district must meet for every subgroup. These targets increase on a predetermined schedule from 2002 to 2014.

2003 State Targets		
Grades	English/ Language Arts	Mathematics
2-8	13.6%	16.0%
9-12	11.2%	9.6%
Districtwide	12.0%	12.8%

The table below shows that 41 of the 47 measures applied to Poway Unified at the district level and which applied at one or more schools in 2003. To meet No Child Left Behind requirements, the district and each school in the district must meet state and federal targets in every area that is marked.

NO CHILD LEFT BEHIND REQUIREMENTS

Subgroups	95% Participation		95% Proficient		API
	District	School	English/ Language Arts	Math	
African American	X	*	X	*	X
American Indian	X	*	X	*	X
Asian	X	X	X	X	X
Filipino	X	X	X	X	X
Pacific Islander	X	*	X	*	X
White	X	X	X	X	X
English Language Learners	X	X	X	X	X
Economically Disadvantaged	X	X	X	X	X
Enrolled in Special Ed	X	X	X	X	X
Graduation Rates	X	X	-	-	-

* Measure did not apply to Poway Unified School District in 2003 due to limited populations.

NO CHILD LEFT BEHIND REQUIREMENTS Subgroup Performance

DISTRICT TARGET:

- 100% of all schools in the district achieving No Child Left Behind requirements.

WHAT IS BEING MEASURED:

The districtwide participation rate of each subgroup in No Child Left Behind and the percentage of each subgroup that achieved "Proficient" or "Advanced" on the No Child Left Behind measures appear in the table below. The column on the far right indicates whether No Child Left Behind requirement was achieved.

No Child Left Behind Requirements District by Subgroup

SUBGROUPS	% Students Tested		% Proficient		Met All <u>NCLB</u> Average Requirements
	English/ Language Arts	Math	English/ Language Arts	Math	
Poway Unified	98.7%	98.5%	69.4%	66.2%	Yes
African American	99.2%	98.9%	51.4%	42.8%	Yes
American Indian	97.2%	98.1%	57.5%	42.0%	Yes
Asian	99.4%	99.5%	77.3%	82.0%	Yes
Filipino	99.0%	98.7%	67.9%	66.4%	Yes
Hispanic or Latino	97.9%	97.6%	50.4%	48.7%	Yes
Pacific Islander	98.8%	98.8%	54.2%	44.5%	Yes
White	98.6%	98.5%	72.0%	67.4%	Yes
Socioeconomically Disadvantaged	97.6%	97.1%	41.1%	43.2%	Yes
English Language Learner	98.4%	98.2%	47.5%	57.7%	Yes
Students with Disabilities	96.5%	95.7%	29.0%	29.9%	Yes

WHAT THE RESULTS SHOW:

Every subgroup in Poway Unified achieved the No Child Left Behind target for 2003. Significant differences between subgroups are evident, particularly in mathematics. Every subgroup exceeded the state targets for 2003. See page 25. In California, the performance standard is based on readiness to pass college entrance exams administered to freshmen entering the University of California or California State University system.

NO CHILD LEFT BEHIND TARGETS

Elementary Schools

DISTRICT TARGET:

- 100% of all schools in the district achieving No Child Left Behind requirements.

WHAT IS BEING MEASURED:

Just as the district must meet No Child Left Behind requirements and state targets, each school must meet the same No Child Left Behind requirements and targets as well. State targets increase in difficulty over time so that by 2014, all students in all schools are expected to be proficient. The chart below shows each elementary school's results for 2003.

No Child Left Behind Requirements By Elementary School

School	% Students Tested		% Proficient		Met all NCLB Requirements
	English/ Language Arts	Math	English/ Language Arts	Math	
Adobe Bluffs	100%	99.7%	71.8%	70.8%	YES
Canyon View	99.7%	99.5%	72.5%	81.4%	YES
Chaparral	98.5%	98.5%	74.1%	76.4%	YES
Creekside	99.1%	99.1%	80.0%	81.3%	YES
Deer Canyon	100%	99.7%	75.9%	72.2%	YES
Garden Road	97.8%	97.3%	62.4%	63.9%	YES
Highland Ranch	98.8%	98.8%	69.5%	74.8%	YES
Los Peñasquitos	100%	99.8%	55.4%	68.2%	YES
Midland	98.6%	98.6%	60.0%	59.6%	YES
Morning Creek	100%	99.4%	72.4%	68.6%	YES
Painted Rock	100%	99.7%	78.4%	74.8%	YES
Park Village	100%	100%	80.1%	82.0%	YES
Pomeroado	97.5%	97.5%	53.1%	57.2%	NO ¹
Rolling Hills	99.3%	98.8%	68.3%	76.3%	YES
Shoal Creek	98.7%	98.7%	70.4%	76.5%	YES
Sundance	100%	100%	68.6%	68.3%	YES
Sunset Hills	99.4%	99.4%	72.6%	74.1%	NO ²
Tierra Bonita	100%	99.7%	76.1%	80.2%	YES
Turtleback	99.5%	99.7%	68.1%	67.9%	YES
Valley	98.7%	97.4%	48.9%	58.9%	NO ¹
Westwood	99.8%	100%	70.6%	73.3%	YES

WHAT RESULTS SHOW:

Eighteen of 21 elementary schools achieved their No Child Left Behind requirement targets in 2003. There is a wide range of scores between schools, 31.2% difference in English/ Language Arts and a 24.8% difference in Mathematics.

¹ Failed to achieve 95% participation for one or more subgroup

² Adult testing irregularities invalidated some tests. The school failed to achieve 95% participation rate.

NO CHILD LEFT BEHIND TARGETS Secondary Schools

DISTRICT TARGET:

- 100% of all schools in the district achieving No Child Left Behind requirements.

WHAT IS BEING MEASURED:

Just as the district must meet No Child Left Behind requirements and state targets, each school must meet the No Child Left Behind requirements and targets as well. State targets increase in difficulty over time so that by 2014, all students in all schools are expected to be proficient. The chart below shows each middle school's results for 2003.

No Child Left Behind Requirements By Middle School

School	% of Students Tested		% Proficient		Met all NCLB Requirements
	English/ Language Arts	Math	English/ Language Arts	Math	
Bernardo Heights	99.6%	99.3%	68.9%	59.9%	YES
Black Mountain	99.4%	99.2%	62.1%	53.6%	YES
Meadowbrook	99.3%	98.5%	61.4%	50.1%	NO ¹
Mesa Verde	99.4%	99.4%	71.4%	65.2%	YES
Twin Peaks	99.3%	98.6%	68.9%	61.3%	YES

¹ Special Education students did not achieve state participation target of 95%.

WHAT THE RESULTS SHOW:

Four out of the five middle schools in the Poway Unified School District met or exceeded state No Child Left Behind targets for 2003. Differences in the percent proficient between schools were evident in both English/Language Arts and Mathematics. In California, the performance standard is based on readiness to pass college entrance exams administered to freshmen entering the University of California or California State University system.

NO CHILD LEFT BEHIND TARGETS

Secondary Schools

DISTRICT TARGET:

- 100% of all schools in the district achieving No Child Left Behind requirements.

WHAT IS BEING MEASURED:

Each school must meet No Child Left Behind requirements and targets that have been established by the state. Targets increase in difficulty over time so that by 2014 all students in all schools are expected to be proficient. The chart below shows each high school's results for 2003.

No Child Left Behind Requirements By High School

School	% of Students Tested		% Proficient			Met all NCLB Requirements
	English/ Language Arts	Math	English/ Language Arts	Math	Graduation Rate	
Abraxas	56.2%	66.6%	N/A	N/A	69.1%	NO ¹
Mt. Carmel	96.4%	97.5%	81.3%	70.0%	99.2%	NO ²
Poway High	96.3%	96.8%	78.6%	71.4%	99.6%	YES
Rancho Bernardo	96.9%	97.2%	80.1%	72.7%	98.9%	YES
Westview	96.4%	96.9%	73.5%	53.6%	N/A	YES

¹ Continuation High School did not achieve 85% participation rate
² Failed to achieve 95% participation rate for one or more subgroups

WHAT THE RESULTS SHOW:

Three of five high schools in the Poway Unified School District met or exceeded No Child Left Behind targets for 2003. Mt. Carmel tested 96.4% of their students, however not every subgroup achieved the 95% threshold that is required. Abraxas also did not have enough students participate in the test.

NEXT STEPS:

Establish policy and procedures to create and maintain a comprehensive assessment system which meets all No Child Left Behind requirements and assists teachers in instructional decision making. Develop a communication plan to increase parent community understanding of the elements of student achievement and the No Child Left Behind requirements. Highlight and implement instructional resources representing diverse cultures. Inform the community about the 95% participation rate and encourage all students to participate.

NO CHILD LEFT BEHIND

Academic Performance Index - API

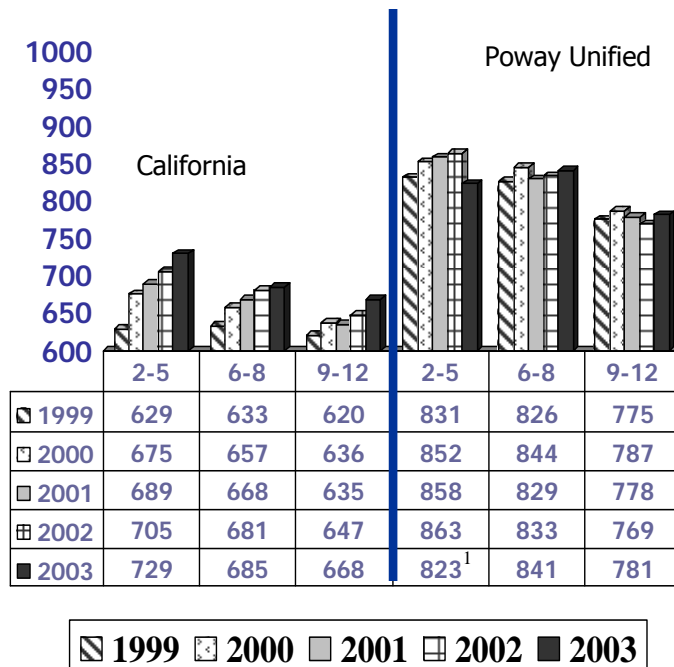
DISTRICT TARGET:

- 100% of all schools in the district achieving No Child Left Behind requirements.

NOTABLE FACTS:

The purpose of the Academic Performance Index (API) is to measure the academic performance and growth in schools from year to year. The API serves as the cornerstone of California's State Testing, Accountability and Reporting program (STAR), and is reported on a numeric scale that ranges from a low of 200 to a high of 1000. It is also one of the 47 measures of the No Child Left Behind requirements. See page 25. A school's score, or placement on the API, is an indicator of the performance level of its students. The current statewide target is for all schools to achieve an API of 800. A school's growth is measured by how well it is moving toward or past 800. The API combines student performance on the California Achievement Test and the California Standards Tests. For high schools, the results of the California High School Exit Exam are also factored in. The API is a component of No Child Left Behind. Additional API information for all California schools is available web site at www.cde.ca.gov/psaa/api/.

Average Academic Performance Index Grade Span



WHAT IS BEING MEASURED:

The performance of individual schools is important, but for the purpose of program evaluation, it is helpful to also evaluate changes in the API across grade spans, elementary, middle, and high school. This allows comparisons within and between grade spans.

¹ No API due to a Adult testing irregularities that invalidated some tests, resulted in a significant decline in the district's 2-5 average API.

WHAT THE RESULTS SHOW:

The average elementary, middle, and high schools in Poway Unified significantly outperform state averages. The 40-point decline for grades 2-5 in 2003 was due to an adult testing irregularity at one school. The average API at middle school level (grades 6-8) increased 7 points, while the average API at the high school level (grades 9-11) declined 6 points. State averages show increases at each level since 1999.

NO CHILD LEFT BEHIND

Academic Performance Index - API

DISTRICT TARGET:

- 100% of all schools in the district achieving No Child Left Behind requirements.

WHAT IS BEING MEASURED:

The table below shows each elementary school's original API (1999) compared to its most current API (2003) and the growth or change that has occurred. The State Rank column compares each school to all public schools in the state, using a scale of 1 (lowest) to 10 (highest). Also shown is the Similar School rank which compares each school to 100 demographically similar schools, again, on a 1 (lowest) to 10 (highest) scale. The "Growth Target Met" column shows whether the school made sufficient progress in 2003 to meet or exceed the state target. Schools meeting growth targets for every numerically significant subgroup are eligible for the Governor's Award. The last column, which is the 2003 API

base, reflects the revised API formula and the point from which growth will be measured in 2004.

Academic Performance Index - Elementary
1999-2003 API Growth and Similar School Rankings

SCHOOL	1999 API	2003 API	99-03 Growth	State Rank 2003	Similar School Rank 2003	Growth Target Met	Governor's Awards Eligibility	2003 Base
Adobe Bluffs	841	859	18	9	4	Yes	Yes	858
Canyon View	861	889	28	10	7	Yes	Yes	895
Chaparral	856	890	34	10	6	Yes	Yes	895
Creekside	<small>new school no results</small>	905		10	7	Yes	No ¹	913
Deer Canyon	858	886	28	10	7	Yes	Yes	891
Garden Road	801	844	43	8	3	Yes	No ¹	816
Highland Ranch	858	877	19	10	4	Yes	Yes	882
Los Peñasquitos ²	772	841	69	8	8	Yes	No ²	806
Midland	784	831	47	9	8	Yes	No	838
Morning Creek	848	856	8	9	4	Yes	Yes	859
Painted Rock	862	889	27	10	6	Yes	Yes	897
Park Village	884	904	20	10	4	Yes	Yes	914
Pomerado	813	796	-17	8	2	No	No ¹	787
Rolling Hills	854	874	20	10	8	Yes	No ¹	871
Shoal Creek	848	867	19	10	3	Yes	Yes	875
Sundance	821	853	32	9	4	Yes	Yes	857
Sunset Hills ²	839	*	*	*	*	*	*	*
Tierra Bonita	844	899	55	10	9	Yes	Yes	908
Turtleback	833	857	24	9	5	Yes	No	862
Valley	723	794	71	8	9	Yes	Yes	792
Westwood	826	875	49	10	8	Yes	Yes	881

¹ Failed to achieve 95% participation for one or more subgroup
² Adult testing irregularities invalidated some tests. The school failed to achieve 95% participation rate.

WHAT THE RESULTS SHOW:

Eighteen of 21 elementary schools exceeded the state API target of 800. Eighteen of 20 schools with scores since 1999 have shown growth. Nineteen of 21 schools met their growth targets for 2003. Fourteen of 21 schools showed significant gains in every subgroup and are therefore eligible for the Governor's Award. Compared to schools across the state, 11 of 21 were ranked in the top 10%. All other schools ranked 8 or 9 out of a possible 10. When compared to schools with similar demographics there was a wide variance with 11 schools ranked above 5.

* Irregularities by adults during testing invalidated API in 2003

NO CHILD LEFT BEHIND Academic Performance Index - API

DISTRICT TARGET:

- 100% of all schools in the district achieving No Child Left Behind requirements.

WHAT IS BEING MEASURED:

The table below shows each school's original API (1999) compared to its most-current API (2003) and the growth or change that has occurred. The state rank column compares each school to all public schools in the state using a scale of 1 (lowest) to 10 (highest). Also shown is the similar school rank which compares each school to 100 demographically similar schools, again on a 1 (lowest) to 10 (highest) scale. The "Growth Target Met" column shows whether the school made sufficient progress in 2003 to meet or exceed the state target. Schools meeting growth targets for every numerically significant subgroup become eligible for the Governor's Award. The last column, which is the 2003 API base, reflects the revised API formula and the point from which growth will be measured in 2004.

Academic Performance Index - Secondary 1999-2003 API Growth and Similar School Rankings

SCHOOL	1999 API	2003 API	99-03 Growth	State Rank 03	Similar School Rank 03	Growth Target Met	Governor's Award Eligibility	2003 Base
MIDDLE SCHOOLS								
Bernardo Heights	846	849	3	10	5	Yes	Yes	854
Black Mountain	818	823	5	10	8	Yes	No	830
Meadowbrook	790	815	25	9	3	Yes	No	801
Mesa Verde	863	864	1	10	6	Yes	Yes	865
Twin Peaks	812	852	40	10	6	Yes	Yes	850
HIGH SCHOOLS								
Abraxas	*	*	*	*	*	*	*	*
Mt. Carmel	786	773	-13	9	2	Yes	No	754
Poway	743	779	36	10	6	Yes	No	799
Rancho Bernardo	803	780	-23	9	3	Yes	Yes	776
Westview	New school	791		10	7			813

* Data not available

WHAT THE RESULTS SHOW:

Middle School: All of the Poway Unified School District middle schools exceeded the state API target of 800. All have shown some growth since 1999. All achieved the 2003 growth targets established by the state. Three of five had sufficient gains in all subgroups to be eligible for the Governor's Award in 2003. Four of 5 schools ranked in the top 10%, statewide.

High School: None of the Poway Unified School District high schools achieved the state API target of 800. All showed growth from 2002 as indicated by meeting state growth targets. However, since 1999, only one high school has shown growth. One high school showed significant gains in 2003 and was eligible for the Governor's Award. Two Poway Unified School District high schools were ranked "10" out of 10 in statewide rankings.

NEXT STEPS:

Continue to align curriculum and instruction with state tests and standards. Increase academic rigor and expectations for all high school students. Assure each school achieves 95% participation.

NO CHILD LEFT BEHIND

Academic Performance Index - Elementary

DISTRICT TARGET:

- 100% of all schools in the district achieving No Child Left Behind requirements.

WHAT IS BEING MEASURED:

The table below reflects the performance of “numerically significant” subgroups as measured by the API. Each school’s overall API for the year 2003 is provided for comparison. The state defines a “numerically significant” subgroup as any group that constitutes at least 15% of a school’s valid test scores and a minimum of 50 students. A group of 100 pupils is always considered “numerically significant,” even if it does not meet the 15% rule. Subgroups that do not have scores are groups that constitute less than 100 students or 15% and 50 students.

Academic Performance Index - API Elementary

SCHOOL	2003 API	African American ¹	Asian	Filipino	Hispanic	White	Low Income
ELEMENTARY SCHOOLS							
Adobe Bluffs	859					858	
Canyon View	889					896	
Chaparral	890					889	
Creekside	905		967			895	
Deer Canyon	886		933			880	
Garden Road	844					846	782
Highland Ranch	877		901			878	
Los Peñasquitos	841			869		884	764
Midland	831				744	853	751
Morning Creek	856		894			857	
Painted Rock	889					896	
Park Village	904		935			897	
Pomerado	796				698	833	701
Rolling Hills	874					875	796
Shoal Creek	867		917			861	
Sundance	853					862	
Sunset Hills ²	*	*	*	*	*	*	*
Tierra Bonita	899					899	
Turtleback	857		902			851	
Valley	794				707	835	737
Westwood	875					876	

¹ African American subgroups have no scores because the number/ percentage at each school does not meet the state threshold of 15% or 100 students.

² Irregularities by adults during testing invalidated scores for 2003.

* Data not available

WHAT THE RESULTS SHOW:

Asian students outperform their respective school API’s. Most Filipino and Hispanic subgroups score below their respective school API’s and below the state target of 800. In 6 schools with at least 100 low income students, none achieved 800. African American subgroups have no scores because the number/percentage at each school does not meet the threshold of 15% or 100 students.

NO CHILD LEFT BEHIND

Academic Performance Index - Secondary

DISTRICT TARGET:

- 100% of all schools in the district achieving No Child Left Behind requirements.

WHAT IS BEING MEASURED:

The table below reflects the performance of “numerically significant” subgroups as measured by the API. Each school’s overall API for the year 2003 is provided for comparison. The state defines a “numerically significant” subgroup as any group that constitutes at least 15% of a school’s valid test scores and a minimum of 50 students. A group of 100 pupils is always considered “numerically significant,” even if it does not meet the 15% rule. Subgroups that do not have scores are groups that constitute less than 100 students or 15% and 50 students.

Academic Performance Index - API Subgroups— Secondary

SCHOOL	2003 API	African American ¹	Asian	Filipino	Hispanic	White	Low Income
MIDDLE SCHOOLS							
Bernardo Heights	849		912		777	853	769
Black Mountain	823		882	777		840	721
Meadowbrook	815		878		685	831	682
Mesa Verde	864		903	856		865	768
Twin Peaks	852				736	861	682
HIGH SCHOOLS							
Abraxas	*	*	*	*	*	*	*
Mt. Carmel	773		796	757	666	778	656
Poway	779		839		608	770	612
Rancho Bernardo	780		833	755	740	779	712
Westview	791		846			757	

* Data not available

¹ African American subgroups have no scores because the number/percentage at each school does not meet the state threshold of 15% or 100 students.

WHAT THE RESULTS SHOW:

Asian students outperform their respective school API’s. No other subgroup at the high school level achieved the 800 target. Most Filipino and Hispanic subgroups score below their respective school API’s and below the state target of 800. In the 8 schools with at least 100 Low Income students, none achieved 800. African American subgroups have no scores because the number/percentage at each school does not meet the threshold of 15% or 100 students.

NEXT STEPS:

- Identify and support implementation of successful intervention strategies for all students not meeting standards.
- Explore, develop, and implement effective models of staff development focusing on AVID/AP strategies and curriculum, differentiated instruction, literacy training aligned to K-5 language arts, assessment literacy, culturally responsive teaching and leadership capacity-building.
- Develop, and maintain a comprehensive assessment system, Pre-K-12.
- Foster ongoing communication and understanding of expectations to parents and students.

NO CHILD LEFT BEHIND

Four-Year High School Completion Rates

DISTRICT TARGET:

- 100% of all schools in the district achieving No Child Left Behind requirements.

NOTABLE FACTS:

Poway keeps two different graduation rates. The first meets the requirement of No Child Left Behind. It is the percentage of students that earn the required 240 high school credits and demonstrated basic proficiency in reading, writing, and mathematics by graduation day in June. This is the No Child Left Behind, "Four-Year" High School Completion Rate, established by the National Center for Educational Statistics. See also No Child Left Behind web site at www.ed.gov/nclb/landing.jhtml?src=pb.

The second graduation rate kept by the district is a cumulative total graduation rate of students for one year after high school, our Five-Year Graduation Rate. Some students find it necessary to complete credits or pass basic proficiency tests during summer school immediately following their fourth year of high school. Still others continue to pursue their required high school credits and or proficiency tests for one more year.

WHAT IS BEING MEASURED:

The chart shows the No Child Left Behind Four-Year High School Completion Rate: percentage of students that complete all graduation requirements by the last day of their fourth year of high school. The table compares 2001 to 2002.

**No Child Left Behind
Four-Year High School Completion Rates
2001 and 2002**

	# of students in Class of 2002	% completing all requirements by June 2002	% completing all requirements by June 2001	Change
Abraxas	181	65.6%	66.6%	-1
Mt. Carmel	781	99.2%	97.9%	+1.3
Poway	748	99.1%	97.3%	+1.8
Ranch Bernardo	734	98.9%	97.6%	+1.3
Westview¹				
TOTAL	2444	97.1%	96.3%	+0.8

¹ Westview will graduate its first class in 2006

WHAT THE RESULTS SHOW:

The vast majority of Poway Unified School District's students graduate in four years. All Poway Unified School District's schools improved the graduation rates in 2002. The district is seeking comparative data on continuation high schools across the state and county.

NO CHILD LEFT BEHIND

Five-Year High School Completion Rates

WHAT IS BEING MEASURED: .

This chart shows the Five year high school completion rate of the percentage of students that completed all requirements needed to earn a high school diploma within one year after their scheduled graduation date. These numbers include all students who completed high school and earned a diploma in four years.

No Child Left Behind Five-Year High School Completion Rate		
School	# of Students Class of 2001	% completing all requirements by June 2002
Abraxas	119	78.4%
Mt. Carmel	836	98.6%
Poway	780	98.1%
Ranch Bernardo	681	98.7%
Westview ¹		
TOTAL	2461	98.5%

¹ Westview will graduate its first class in 2006

WHAT THE RESULTS SHOW:

Approximately 2% of the class of 2001 completed their high school graduation requirements before June, 2002.

NEXT STEPS:

Continue to offer alternative pathways for students to earn a high school diploma. Where feasible accelerate programs and expectations so that graduation in four-years can be achieved by students following alternative pathways.

"a-g" COMPLETION RATES FOR UC/CSU

DISTRICT TARGET:

- By 2008, increase from 53% to a minimum of 60%, the percentage of graduating students, including all subgroups, who complete the UC and CSU college prep, "a-g" requirements.

NOTABLE FACTS:

The college preparatory rates are often referred to as the "a-g" requirements. The college preparatory completion rate measures the percentage of high school students completing all 15 courses that are required for admission to the University of California (UC) or California State University (CSU) systems. Students must earn a "C" or better to earn credit. The course sequence required by both UC and CSU beginning in the fall of 2003 consists of four years of English; three years of math; two years of history, science, and foreign language; one year of visual and performing arts; and one year of an approved elective. The "a thru g" completion rate is a strong indicator of readiness for college. For additional information visit the web site at www.data1.cde.ca.gov/dataquest and a-g web site at www.asd.calstate.edu/remediation03/prof/Prof_Sys_Final_Fall2003.htm.

WHAT IS BEING MEASURED:

The table indicates the percentage of high school graduates completing all 15 of the "a thru g" courses with a grade of "C" or better during the last three years, in Poway, San Diego County, and California.

Percentage of Graduates Completing "a thru g" Requirements with Grades of "C" or Better 2001-2003

	2001	2002	2003
PUSD	51.7%	53.1%	54%
San Diego County	38.5%	37.3%	38%
California	35.6%	34.7%	35%
Mt. Carmel	60.0%	62.9%	63%
Poway	49.9%	47.5%	48%
Rancho Bernardo	50.7%	54.8%	55%
Westview¹			

¹ Westview will graduate its first class in 2006

WHAT THE RESULTS SHOW:

Compared to the state and county, a significantly larger percentage of Poway Unified School District students completed "a thru g" requirements. There has been a slight decline since 2000. Among Poway Unified high schools, there was a variance of 15.4% in 2002.

"a-g" COMPLETION RATES FOR UC/CSU Subgroup

DISTRICT TARGET:

- By 2008, increase from 53% to a minimum of 60%, the percentage of graduating students, including all subgroups, who complete the UC and CSU college prep, "a-g" requirements.

WHAT IS BEING MEASURED:

To determine if all students are benefiting equally, it is helpful to separate the results by subgroups. The table shows the percentage of students who completed "a thru g" courses by ethnicity in Poway Unified, San Diego County, and California. The 2002 numbers will be updated to 2003 when available and placed on the web edition of this report.

"a thru g" Completion Requirements by Subgroup 2002			
Ethnic Group	Poway Unified	San Diego County	California
African American	35.2%	21.7%	25.3%
Asian	74.5%	57.8%	57.5%
Filipino	62.3%	51.7%	43.6%
Hispanic	41.6%	21.7%	21.8%
White	51.2%	45.5%	40.3%
English Language Learners	6.0%	*	*
Economically Disadvantaged	4.0%	*	*
Enrolled in Special Education	3.0%	*	*

* Data not available

WHAT THE RESULTS SHOW:

For all ethnic groups, the "a thru g" completion rates were higher for Poway Unified students compared to the same ethnic groups across the county and state. However, there was a significant difference between groups evident in Poway and statewide.

NEXT STEPS:

Inform parents and students K-12 about the "a-g" course requirements. Development of real-time reports so that "a-g" completion rates are available to parents and students as needed to plan schedules. Target selected subgroups for additional support via AVID.

ADVANCED PLACEMENT COURSES AND EXAMS

DISTRICT TARGET:

- By 2008, increase from 29% to 50% the percentage of high school graduates, including all subgroups, who satisfactorily complete at least one advanced placement course as preparation for college.

NOTABLE FACTS:

The districtwide goal *“to increase student achievement through a comprehensive literacy effort”* requires preparing greater numbers of students for successful post-high school learning. Since most Poway Unified graduates enroll in college after grade 12, there is a clear and compelling need for all college-bound students to be adequately prepared. Poway Unified offers Advanced Placement (AP) courses in 19 subjects. The number of students who successfully complete at least one AP course before graduation is a key measure of progress. The district target is to increase the rate of successful completion of Advanced Placement courses while maintaining a high percentage of students earning a “3” or higher. Each AP course allows students to experience college-level curriculum and take a nationwide end-of-course exam to earn college credit. For more information about AP exams visit the College Board web site at www.collegeboard.com.

Advanced Placement Course Titles Offered in 2003

Mt. Carmel	19
Poway High	19
Rancho Bernardo	22
Westview	2¹

¹ No juniors or seniors attended Westview High School in 2003

WHAT IS BEING MEASURED:

The percentage of students graduating from high school with grade of “C” or better in at least one AP course over 3 years.

12th Grade Graduates that have taken at least one AP Course since 10th grade

	2003	2002	2001
All Students	29%	28%	27%
Mt. Carmel	26%	21%	29%
Poway	33%	34%	28%
Rancho Bernardo	34%	33%	28%
Westview ¹			

WHAT THE RESULTS SHOW:

Since 2001, there has been a 2% increase in students completing at least one AP course. Two high schools show significant gains and one shows a decline. Our target is to have 50% of our graduates experience an Advanced Placement Course.

¹ No juniors or seniors attended Westview High School in 2003

ADVANCED PLACEMENT COURSES AND EXAMS

DISTRICT TARGET:

- By 2008, increase from 29% to 50% the percentage of high school graduates, including all subgroups, who satisfactorily complete at least one advanced placement course as preparation for college.

WHAT IS BEING MEASURED:

The percentage of the 11th and 12th grade classes that took an AP exam, the number of AP exams taken (many students take more than one AP exam) and the percentage of tests earning a score of 3 or higher on a 5-point scale. Students with scores of 3 or higher earn college credit.

Advanced Placement Test Results 2001-2003

	2003			2002			2001		
	% of 11 th and 12 th taking an AP Exam	# of 3+ Exams	% of 3+ Exams	% of 11 th and 12 th taking an AP Exam	# of 3+ Exams	% of 3+ Exams	% of 11 th and 12 th taking an AP Exam	# of 3+ Exams	% of 3+ Exams
Poway Unified	31.2%	1,639	43.8%	27.1%	1,998	38.3%	27.1%	1,985	38.3%
San Diego County	25.9%	17,308	26.6%	24.7%	16,827	25.9%	22.8%	14,893	26.3%
California	18.7%	151,718	19.2%	17.9%	147,603	18.8%	16.3%	134,067	17.5%
Abraxas	0	0	0	*	*	*	0	0	0
Mt. Carmel	30.4%	815	45.9%	28.5%	729	41.7%	30.6%	794	46.0%
Poway High	28.8%	567	36.5%	26.6%	545	34.8%	25.2%	541	31.6%
Rancho Bernardo	33.8%	823	50.7%	31.7%	721	45.8%	30.2%	650	43.3%
Westview ¹									

¹ Westview will graduate its first class in 2006

* To protect privacy, asterisks appear when the results are for 10 or fewer students.

WHAT THE RESULTS SHOW:

The percentage of Poway Unified School District students taking AP exams increased 4% in 2003 while the percentage of 3+ exams also increased from 38.3 to 43.8. These increases were evident at every comprehensive high school. No students attending Abraxas Continuation took an AP exam in 2003. Compared to San Diego County and California, more Poway Unified School District students participated in the AP exams and they performed better than their counterparts.

ADVANCED PLACEMENT COURSES AND EXAMS

41

DISTRICT TARGET:

- By 2008, increase from 29% to 50% the percentage of high school graduates, including all subgroups, who satisfactorily complete at least one advanced placement course as preparation for college.

WHAT IS BEING MEASURED:

The ethnic distribution of students enrolled in Advanced Placement classes is one way to determine if all students are benefiting from the educational opportunities provided by taking Advanced Placement courses. The chart below displays the percentage of each ethnic group actually enrolled in 2003 and the percent enrolled in AP courses. From this we can determine if AP enrollment reflects school enrollment patterns.

Students Enrolled by Ethnicity in AP Courses in Grades 11 and 12

School	Student Enrollment in AP Courses	% Enrolled in AP Courses	African American		Asian		Filipino		Hispanic		White	
			% in School	% in AP	% in School	% in AP	% in School	% in AP	% in School	% in AP	% in School	% in AP
Mt. Carmel	370	14%	4.0%	0.8%	13.6%	27.6%	14.0%	11.1%	7.3%	6.8%	55.6%	47.6%
Poway High	328	12%	2.0%	0.3%	5.3%	12.8%	2.7%	2.4%	10.2%	7.0%	77.2%	76.2%
Rancho Bernardo	438	14%	3.5%	2.1%	13.6%	28.5%	6.5%	6.6%	7.4%	7.3%	64.1%	51.6%

WHAT THE RESULTS SHOW:

Compared to their proportion of the 11th and 12th grade populations, Asian students comprise a much greater proportion of AP classes. Most other ethnic groups are underrepresented in AP courses compared to their proportion of the student population.

NEXT STEPS:

Expand opportunities for students to enter and successfully complete advanced placement classes. Implement a staff development program geared toward increasing effective instructional strategies for student success in advanced placement courses. Institute a districtwide communication plan to inform parents and staff of course work and academic requirements for entering and successfully completing advanced placement courses.

SCHOLASTIC APTITUDE TEST - SAT

DISTRICT TARGET:

- By 2008, increase from 63% to 74% the percentage of students at the comprehensive high schools who take the SAT at least once, while maintaining or improving the district's average score.

NOTABLE FACTS:

The Scholastic Aptitude Test (SAT-I) is a voluntary test taken outside regular school hours primarily by eleventh and twelfth grade students who plan to attend college. Today, nearly 80 percent of four-year colleges and universities use these test scores in admission decisions. Colleges consider the SAT-I a good predictor of success in higher education. Poway Unified values the Scholastic Aptitude Test as a measure of academic rigor and has established targets to increase participation, while maintaining high mean scores. For more information about the SAT-I visit the College Board web site at www.collegeboard.com.

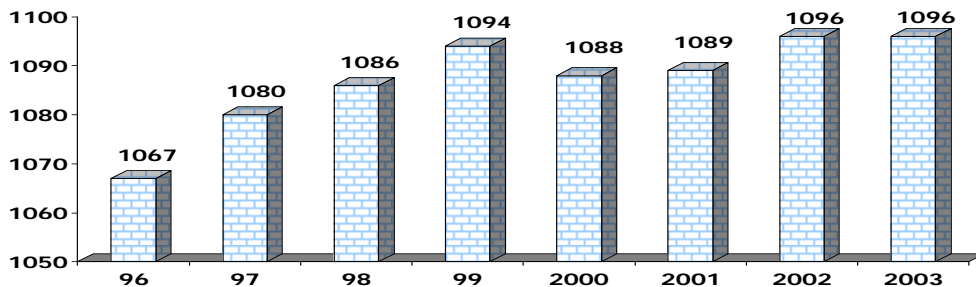
WHAT IS BEING MEASURED:

The Scholastic Aptitude Test is a three-hour exam that measures verbal and mathematical reasoning skills. The verbal and math sections of the SAT-I are each worth 800 points. A total score of 1600 is possible. The chart below shows the average SAT-I scores for Poway students over 8 years.

**Poway Unified Grade 12 Scores on the Scholastic Aptitude Test
1996-2003**

**POWAY UNIFIED SCHOOL DISTRICT
SAT Mean Scores
1996-2003**

	<u>96</u>	<u>97</u>	<u>98</u>	<u>99</u>	<u>00</u>	<u>01</u>	<u>02</u>	<u>03</u>
Verbal:	522	523	525	533	528	531	533	536
Math:	545	557	561	561	560	558	563	560
Total:	1067	1080	1086	1094	1088	1089	1096	1096



WHAT THE RESULTS SHOW:

The average total score remained at 1096 in 2003. There was a three-point gain in Verbal scores, off-set by a three-point decline in Mathematics. The eight-year trend continues to be positive.

SCHOLASTIC APTITUDE TEST - SAT

DISTRICT TARGET:

- By 2008, increase from 63% to 74% the percentage of students at the comprehensive high schools who take the SAT at least once, while maintaining or improving the district's average score.

WHAT IS BEING MEASURED:

The district is monitoring two key variables found in this table: Participation rate (% tested) and average scores in Verbal and Mathematics. The table provides comparisons of Poway Unified, San Diego County, and California. The bottom of the table compares the three comprehensive high

SAT Results—Percent tested and Mean Scores by Subgroups

	% Tested 2003	% Tested 2002	SAT Verbal 2003	SAT Verbal 2002	SAT Math 2003	SAT Math 2002	SAT Total 2003	SAT Total 2002
Poway Unified	63	55	536	533	560	563	1096	1096
San Diego County	41	41	505	499	523	519	1028	1018
California	37	37	499	490	518	516	1017	1006
Mt. Carmel	68	66	526	534	553	560	1079	1094
Poway High	56	53	546	535	567	564	1113	1099
Rancho Bernardo	67	62	542	530	563	566	1105	1096
Westview¹								

¹ Westview will graduate its first class in 2006

WHAT THE RESULTS SHOW:

In 2003, 8% more students took the SAT compared to 2002. Gains in percent tested were evident at every school. Significantly more Poway Unified School District students took the SAT compared to the state and county. Poway Unified School District students scored much higher overall compared to the state and county. Among Poway Unified School District schools there was a significant (12%) variance in participation rates. Higher total scores at Poway High are most likely attributed to lower participation rates. An 8% increase in participation while holding the total mean score constant at 1096 was achieved in 2003.

SCHOLASTIC APTITUDE TEST - SAT

DISTRICT TARGET:

- By 2008, increase from 63% to 74% the percentage of students at the comprehensive high schools who take the SAT at least once, while maintaining or improving the district's average score.

SCHOLASTIC APTITUDE TEST BY ETHNICITY 2003

WHAT IS BEING MEASURED:

The chart shows the ethnic distribution of student groups who took the SAT-I and the average score for each group in 2003.

SAT Results by Ethnicity

2003		VERBAL SCORE			MATH SCORE		
Ethnic Group	Number Tested	PUSD	CA	USA	PUSD	CA	USA
African American	41	476	428	431	461	427	426
Asian/Filipino	244	524	487	508	579	557	575
Hispanic	77	514	433	453	517	448	459
White	622	548	533	529	565	547	534
Other	6	487	487	498	487	494	508
Total	1,538						

WHAT THE RESULTS SHOW:

There is a significant gap between the performance of African American students and other ethnic groups. This finding is statistically limited due to the relatively low number of African American students. All Poway Unified ethnic groups including African American, scored higher than their counterparts in the state and nation.

NEXT STEPS:

Provides support services needed for students to enroll in more rigorous courses. Target services such as AVID see pages 54 and 55. for under performing groups. Institute a districtwide communication plan to inform parents and staff about SAT testing and encourage participation.

CALIFORNIA COLLEGE PLACEMENT EXAMS

45

NOTABLE FACTS:

When students actually enroll in the University of California (UC) or California State University (CSU), they may be required to demonstrate proficiency in the basic skills of reading, writing, and mathematics at a level that the university deems appropriate to accomplish advanced studies. The CSU system administers the English Placement Test (EPT) and the Entry-Level Math (ELM) test. The UC system administers the Subject A Exam, a test of reading and writing skills. Students who achieve high scores on the SAT, ACT, or Advanced Placement (AP) exams are exempt from placement testing and considered proficient. For additional information, visit the Subject A web site www.pathinfo.ucop.edu/subjecta and CSU analytic studies web site: www.asd.calstate.edu/.performance/index.html.

WHAT IS BEING MEASURED:

The table below shows the percentage of students found proficient at the college or university level in reading, writing, and mathematics by the California College System. Also shown is the number of Poway Unified graduates that actually enrolled in the UC or CSU system. These numbers should not be used to evaluate the overall effectiveness of the instructional program. A significant number of Poway graduates attend highly prestigious colleges and universities nationwide, other than the University of California or California State Universities.

College Enrollments Fall 2002-2003 Poway Unified Freshmen Meeting UC/CSU Placement Standards

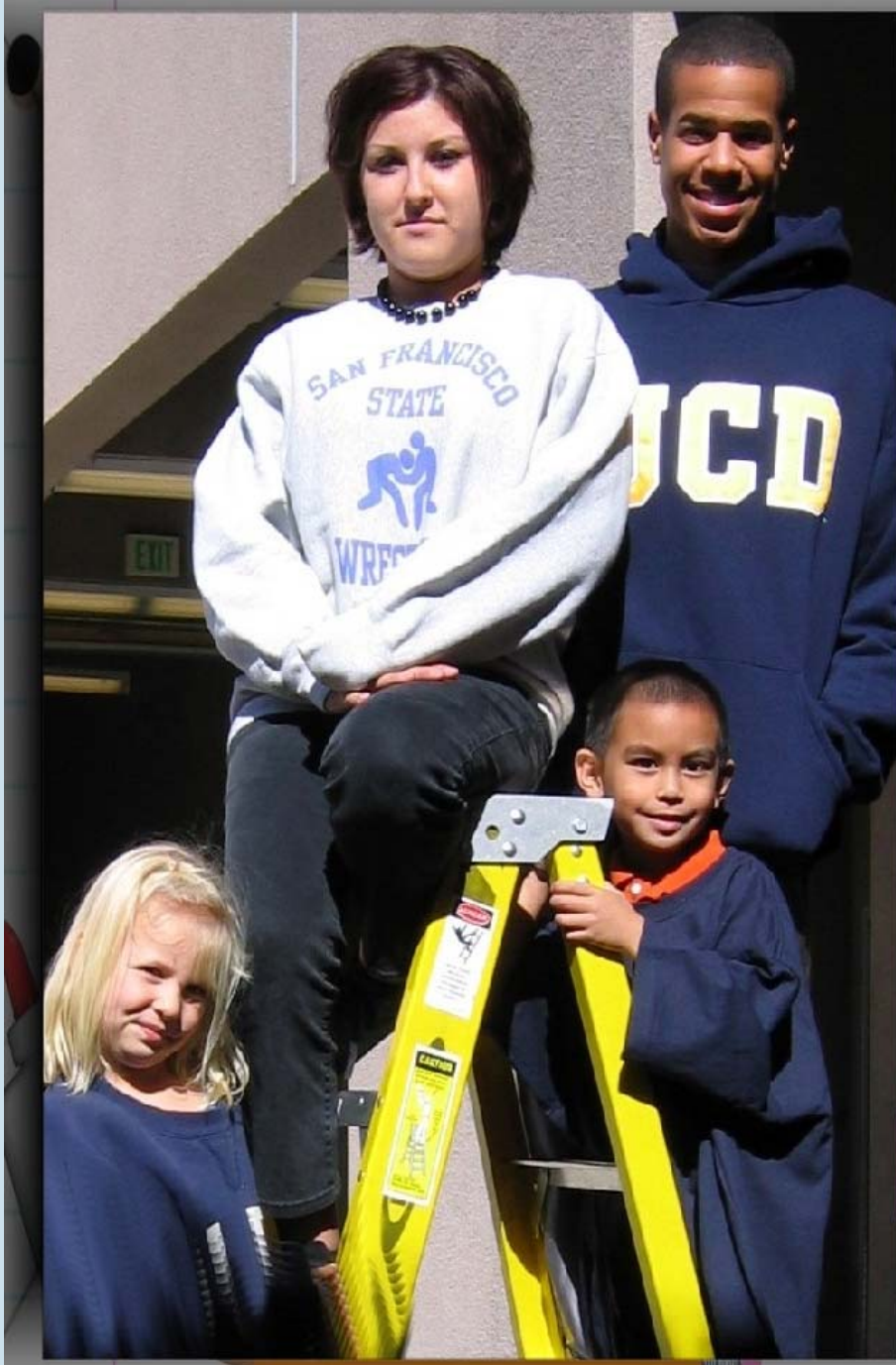
Number of 2002 Graduates		University of California		California State Universities		
		Students Enrolling in UC	% of Proficient Enrollees	Students Enrolling CSU	% Meeting English Requirement	% Meeting Math Requirement
PUSD	2230	305	75%	364	68%	79%
California	325,313	29,536	69%	37,870	51%	63%
San Diego County	27,313	2369	72%	2,757	58%	70%
Mt. Carmel	747	129	74%	140	58%	73%
Poway High	701	77	74%	123	81%	80%
Rancho Bernardo	697	99	79%	101	66%	74%
Westview¹						

¹ Westview will graduate its first class in 2006

WHAT THE RESULTS SHOW:

A significantly higher percentage of students from Poway Unified schools passed the CSU proficiency test compared to students from the county or state. Graduates of Poway High School performed scientifically higher. Valid conclusions regarding the Subject A Exam for UC schools are hard to draw as Poway Unified School District's most advanced students may have elected private colleges such as Stanford, Harvard, Notre Dame, Boston College, or Northwestern outside the state college system.

OTHER MEASURES



Reaching our goals: Westview High School is home to a Poway Unified School District pre-school. These youngsters become friends with their high school neighbors. The high school students pictured above are members of Westview's AVID (Advancement Via Individual Determination) class. The goal of the class is for all students to attend a four-year college or university. In the past, the students in AVID classes at Poway Unified have had 100% acceptance by a college or university.

CALIFORNIA ACHIEVEMENT TEST

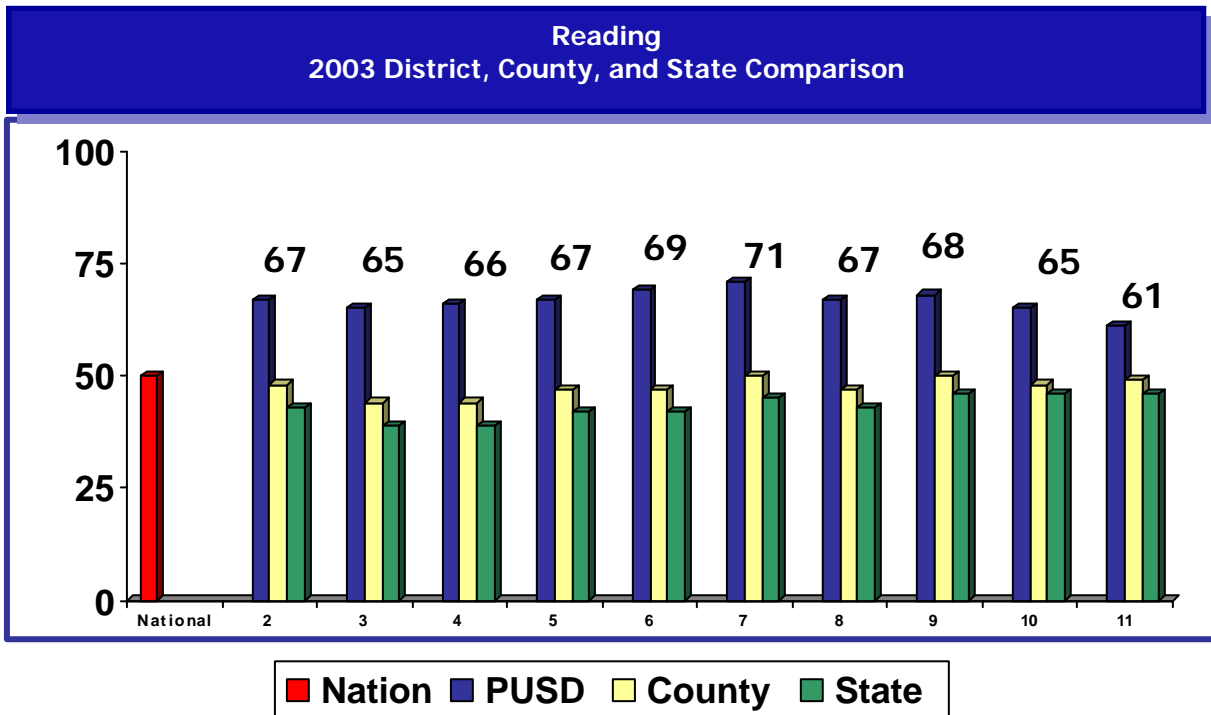
Reading

NOTABLE FACT:

The state requires that a national achievement test be administered between March 15 and May 15 each year to all students in grades 2-11. The State Board of Education selected the California Achievement Test, 6th Edition (CAT-6) for this purpose. The CAT-6 was normed in 2000 by giving the test throughout the United States to 250,000 students with demographic characteristics representative of the entire nation at the time. It is this group, the “norm group,” against which all students are measured. The CAT-6 assesses skills and concepts that are common in all states across the country. The average score or “grade level” on the CAT-6 is the 50th percentile. Additional information on the CAT-6 exam is available from the California Department of Education web site at www.cde.ca.gov/statetests/star/.

WHAT IS BEING MEASURED:

Results on the California Achievement Test, 6th Edition are reported in mean percentile ranks. On a scale of 1 to 99, where does the average student rank? The percentile rank score signifies the percentage of students that scored lower. So a mean percentile rank of 70 indicates that the average score for 70% of the norm groups was lower or below Poway Unified School District's. The graphs below compare average scores for Poway Unified students to averages for the state, county, and nation. Due to the type of test, most students should fall near the 50th percentile.



WHAT THE READING RESULTS SHOW:

The average Poway student scored much better in reading than students across the county, state, and nation. There was a significant decline in Poway Unified’s scores at grade 11 and a continuous decline after 7th grade.

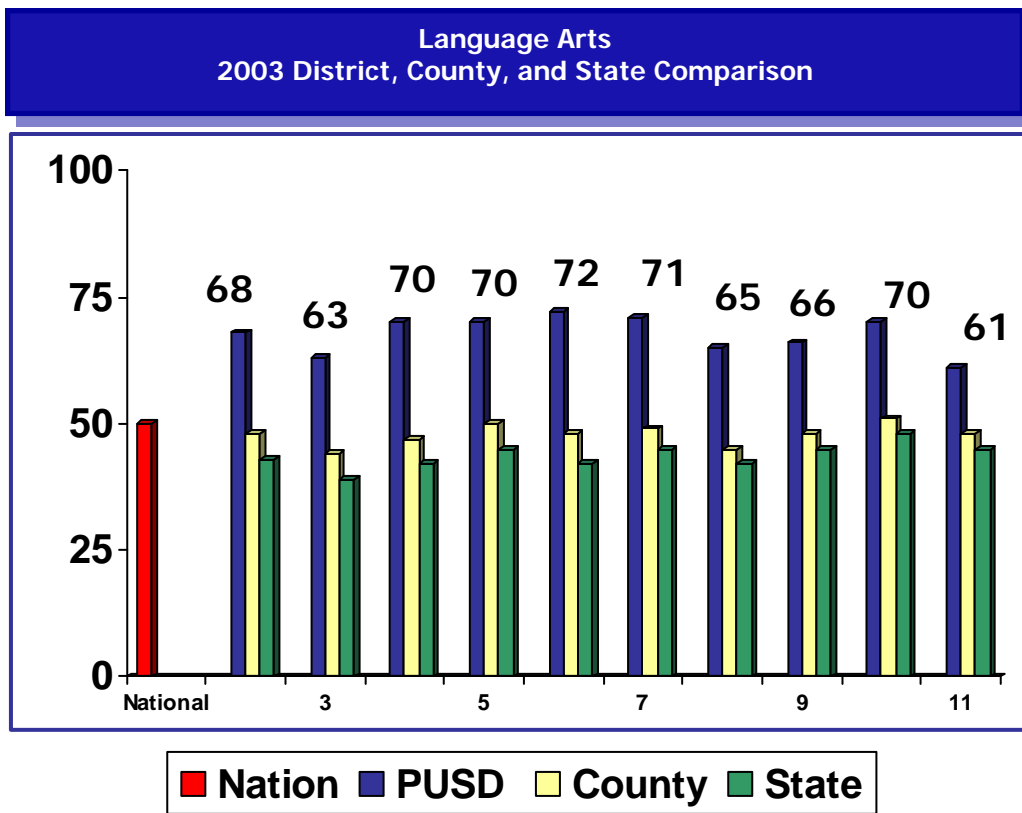
The difference between Poway Unified’s average scores and those of the county, state, and nation declined significantly at 11th grade.

CALIFORNIA ACHIEVEMENT TEST

Language Arts

WHAT IS BEING MEASURED:

The mean percentile ranks of Poway students compared to county, state, and national averages in the area of Language Arts. The CAT-6 Language Arts Test included vocabulary, spelling, grammar, usage, and literary analysis.



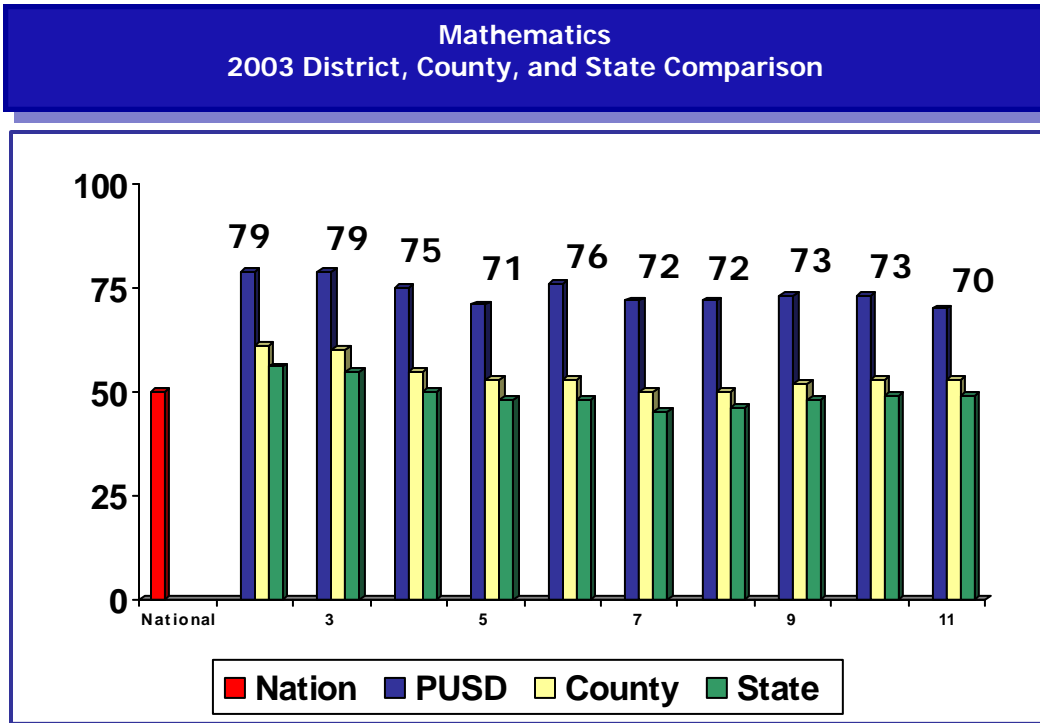
WHAT THE LANGUAGE ARTS RESULTS SHOW:

The average Poway Unified students performed in the top third compared to students across the nation. Generally, scores were sustained well until grade 11.

CALIFORNIA ACHIEVEMENT TEST Mathematics

WHAT IS BEING MEASURED:

The mean percentile ranks of Poway students compared to county, state and national averages in the area of Mathematics.



WHAT THE MATHEMATICS RESULTS SHOW:

Average scores in Poway Unified, San Diego County, and California are well above the national average in grades 2 and 3. A slight, but steady decline in performance is evident as students approach 11th grade. Scores in Mathematics are sustained much better than scores on the Reading and Language Arts portions of the California Achievement Test. See page 23 for comparisons.

CALIFORNIA FITNESS TEST

NOTABLE FACTS :

The California Fitness Test (*Fitnessgram*) is administered annually to all students throughout California in grades 5, 7, and 9. The test measures six elements of fitness:

- Flexibility
- Agility
- Aerobic Capacity
- Body Composition
- Abdominal Strength
- Trunk Extension

California Standards consider students to be physically fit when they score in the "Health Fitness Zone" on six of six standards. For more information in the California Fitness Test visit the web site at www.cde.ca.gov/statetests/pe/pe.html.

WHAT IS BEING MEASURED :

The percentage of students that achieved the Health Fitness Zone in six of six elements of fitness over four years. The chart show Poway Unified's scores compared to the county and state for four years.

**Percentage of Students Achieving State Fitness Standards
1999-2003**

Grade	Poway Unified School District				San Diego County	California
	1999	2001	2002	2003	2003	2003
Grade 5	35.4%	48%	48%	43.7%	26.0%	23.8%
Grade 7	32.5%	50%	48.3%	52.6%	31.7%	27.8%
Grade 9	31.0%	47%	47.7%	50.0%	25.7%	24.8%

WHAT THE RESULTS SHOW:

After dramatic increases in 2001, performance gains in grades 7 and 9 continued into 2003. Grade 5 students showed a significant decline in 2003. Compared to students in San Diego County and California, almost twice as many Poway Unified School District students achieved the health fitness zone in six of six areas tested.

NEXT STEPS:

Continue to emphasize the importance of daily exercise and nutritious eating habits in health and physical education classes. Provide each student with his/her personal performance results.

ENGLISH LANGUAGE LEARNER PROGRAM

NOTABLE FACTS:

The English Language Learner (ELL) program includes all services provided for students who have a home language other than English and who need extra assistance to develop English skills and meet grade level content standards. Because of the diversity of languages spoken by our ELL students, instruction at most sites is provided in English only, with some occasional support in the primary language for some of our early beginning level students. The goal of the program is to help ELL students develop conversational and academic English and to assist them in meeting the State academic content standards. ELL identified students continue to receive appropriate program services until they are able to meet the district criteria for reclassification to Fluent English Proficient (FEP) status, based on assessment results and input from teachers and parents.

WHAT IS BEING MEASURED:

The table below shows the number of English Language Learners enrolled in each Poway school in 2004.

ELEMENTARY	# ELL
Adobe Bluffs	75
Canyon View	72
Chaparral	61
Creekside	72
Deer Canyon	55
Garden Road	17
Highland Ranch	89
Los Peñasquitos	181
Midland	75
Morning Creek	57
Painted Rock	20
Park Village	94
Pomerado	95
Rolling Hills	106
Shoal Creek	96
Sundance	50
Sunset Hills	53
Tierra Bonita	42
Turtleback	64
Valley	194
Westwood	46
Total	1,614

MIDDLE	# ELL
Bernardo Heights	104
Black Mountain	109
Meadowbrook	111
Mesa Verde	74
Twin Peaks	45
Total	443

HIGH	# ELL
Abraxas	11
Mt. Carmel	98
Poway High	90
Rancho Bernardo	119
Westview	37
Total	355

NOTABLE FACTS:

Every Poway Unified school has English Language Learners. The distribution of English Language Learners is not distributed equally from school to school and ranges from 11 at Abraxas to 194 at Valley Elementary, its neighboring school.

ENGLISH LANGUAGE DEVELOPMENT TEST

NOTABLE FACTS:

The California English Language Development Test (CELDT) is administered annually to all currently identified English Language Learner (ELL) students. It is also administered to students who are new to the district and whose parents indicate that a language other than English is spoken in the home. The purpose of the CELDT is to:

- Measure ELL students' annual progress in learning English.
- Determine if newly registered students with a home language other than English would benefit from additional support through the English Language Learner (ELL) program.
- Serve as one of the indicators to determine if an ELL student has attained a level of English which would allow him/her to participate in the regular school academic program without the assistance of the ELL program services.

WHAT IS BEING MEASURED:

The California English Language Development Test measures a student's basic English language skills. The test is divided into three subtests: Listening and Speaking, Reading, and Writing. Students receive a score on each subtest, as well as an overall score. The five score levels are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Students who score at the Beginning through Intermediate levels are identified as English Language Learners and receive services through the ELL program. Students who score at the Early Advanced or Advanced level are considered Fluent English Proficient. Because the California English language Development Test assesses only basic English Language skills, a score of Early Advanced or Advanced does not necessarily mean the student meets grade level standards.

**California English Language Development Test
Percent Proficient
In District, State, and County**

GRADE	Poway Unified % Proficient	San Diego County % Proficient	California % Proficient
K	42%	22%	16%
1	52%	29%	28%
2	40%	16%	16%
3	34%	13%	13%
4	53%	28%	27%
5	61%	39%	39%
6	52%	35%	33%
7	66%	45%	41%
8	65%	49%	47%
9	44%	45%	42%
10	46%	48%	46%
11	56%	50%	49%
12	54%	53%	52%
All -K-12	50%	33%	32%

WHAT THE RESULT SHOW:

In 2003, a significantly greater percentage of students in grades K-8 were proficient on the California English Language Development Test compared to the county and state. After grade 8, fewer Poway Unified School District students were proficient than their counterparts in the county and state.

NEXT STEPS:

More secondary teachers authorized to teach ELL students. Re-examination of support services at the high school level for students recently graduated from the ELL program.

GRADUATE SURVEY RESULTS

NOTABLE FACTS:

Poway Unified has surveyed the graduating classes of 2000, 2001, and 2002 and is conducting ongoing surveys at 18-month and five-year intervals for those classes. The data below and on page 53 are the same presented in the 2003 State of the District Report and will be updated as it is collected.

WHAT IS BEING MEASURED:

The charts show graduates' work and college plans and the status of the class of 2000 18 months later by subgroup.

WHAT THE RESULTS SHOW:

More than 95% of the graduates of the last three years said that they planned to attend college. Only two or three percent of the graduates planned to enlist in the military or attend a voc/tech school. However, when comparing the class of 2000 to itself 18 months later, only 70.9% reported they were attending college. Attendance at a four-year college shows the greatest decrease, with only 43.7% reporting to be at school, while 71.5% reported they were planning to go at graduation, 18 months before.

The chart below indicates that although many students say they will attend college, there are a great number of students reporting not attending college 18 months after graduation.

Graduates Forecast Plans for After High School and Year 2000 18-Month Follow-up

Activity	2002	2001	2000	2000 18-month follow-up
Working full time	7.6%	5.2%	5.6%	16.5%
Working part time	23.1%	9.8%	10%	38.7%
Military	3.4%	3.6%	3.7%	2.7%
4-Year College	63%	71.1%	71.5%	43.7%
2-Year College	33.8%	22.8%	24.1%	27.2%
Voc/Tech School	2.7%	3.1%	2.8%	1.9%
Other	4.5%	Not included	Not included	Not included
Apprenticeship	1.1%	Not included	Not included as option	Not included as option
No Response	0.3%	2%	1.6%	12.3%

Status of Class of 2000 18 Months After Graduation by Subgroup

	Total # Responses	Working full time	Working part time	Military	4-year college	2-year college	Voc/tech School
African American	15	3	4	1	5	5	0
Asian	92	5	33	4	58	24	0
Hispanic	53	19	15	2	15	15	2
Native American	5	0	4	0	4	1	0
White	777	162	337	23	355	239	18
Other	128	16	68	1	74	50	3
No response	263	24	75	7	95	43	3
Total	1333	229 16.5%	536 38.7%	38 2.7%	606 43.7%	377 27.2%	26 1.9%

NEXT STEPS:

Staff will review this information searching for whether lack of academic success resulted in graduates not continuing in college. This correlates with the Strategic Plan Literacy Goal Initiative.

GRADUATE SURVEY RESULTS

WHAT IS BEING MEASURED:

Graduating seniors looked back on their high school experience by responding to a survey asking about the quality of education they received, and the assistance they received by school staff to make decisions regarding their future education and work goals. They were also asked about their participation in sports and clubs. In addition students were surveyed about whether they considered their school to be safe.

Poway Unified School District Graduate Survey Results

PUSD Student High School Experience	2002	2001	2000	2000 18-month follow-up
Offered a quality education	91.5%	91.6%	91.3%	86.6%
Given enough elective classes to explore different career opportunities	66.4%	64.1%	60.6%	61.8%
Helped by school counselors to select courses to meet needs and future goals	66.4%	67.5%	65.9%	61.8%
Adequately prepared to make transition to college or work place	85.2%	82.8%	81.9%	83.7%
More and more in charge of own learning	78.8%	78.7%	75.5%	
Participated in at least one club, sport, or intramural program	82.1%	83.8%	84.7%	

WHAT THE RESULTS SHOW:

Graduating seniors were consistent in their responses to the survey as the three-year results show, with few differences for the 18-month follow-up for the class of 2000. For the last question about participation in extracurricular activities, the 18-month follow-up survey question asked whether that participation was an important part of the high school experience. In response, 61.8% said Yes, 27.9% said No, and there was no response from 10.3%.

How would you rate your school's safe environment?

Year	Excellent	Good	Average	Poor
2002	37.7%	42.8%	14.3%	3.5%
2001	not a choice	60.1%	34.7%	4.8%
2000	not a choice	63.2%	31.8%	4.8%
18-month follow-up	40%	29.6%	13.1%	2.7%

WHAT THE RESULTS SHOW:

Few students responded that their school's safe environment was poor. When the choices for response included both excellent and good, 20% more students responded in the above average range.

AVID - ADVANCEMENT VIA INDIVIDUAL DETERMINATION

NOTABLE FACTS:

AVID (Advancement Via Individual Determination) is a highly successful secondary program designed to increase student learning and performance. The program is currently in place at all Poway Unified secondary schools. During the 2002-2003 school year, all the high schools and four of our five middle schools had AVID programs. AVID assures academic rigor and increases college matriculation rates. For more information regarding AVID, visit the web site at www.avidonline.org/.

THE AVID MISSION STATEMENT:

The mission of AVID is to ensure that all students, and most especially the least-served students in the middle, capable of completing a college path will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in four-year colleges, and will become educated and responsible participants and leaders in a democratic society.

Student Ethnic Distribution Percentages 2002-2003

Ethnic Group	Poway Unified All	Poway Unified AVID	County All	County AVID	State All	State AVID
African American	3.3%	9.2%	7.5%	10.1%	8.0%	10.0%
Asian	11.9%	7.7%	5.2%	4.7%	7.0%	6.0%
Filipino	6.6%	6.9%	5.7%	4.8%	3.0%	3.0%
Hispanic	9.4%	20.2%	36.3%	53.6%	43.0%	54.0%
White	65.3%	49.3%	42.4%	22.7%	35.0%	23.0%
Declined to state	2.5%	5.6%	1.2%	2.4%	1.0%	2.0%

WHAT IS BEING MEASURED:

The chart to the left shows the percentage of students in AVID as it compares to each ethnic group's total population in the district, county, and state.

Middle School AVID Student Enrollment by Ethnicity 2002-2003

Ethnic Group	Bernardo Heights Middle School		Black Mountain Middle School		Meadowbrook Middle School		Mesa Verde Middle School		Twin Peaks Middle School	
	School	AVID	School	AVID	School	AVID	School	AVID	School	AVID
African American	3.4%	10.5%	4.9%	9.7%	3.1%	6.3%	3.0%	6.5%	1.6%	7.4%
Asian/Filipino	19.0%	10.6%	22.8%	20.8%	17.5%	25.0%	27.9%	15.2%	6.4%	11.1%
Hispanic	9.3%	21.1%	9.1%	9.7%	11.1%	25.0%	6.5%	19.6%	8.6%	14.8%
White	65.2%	42.1%	59.3%	54.2%	62.5%	37.5%	59.7%	56.5%	80.1%	66.7%

WHAT THE RESULTS SHOW:

Poway Unified's two most under-represented groups and under-performing groups (African American and Hispanic) were strongly represented in AVID in 2003. This should help reverse the tendency of lower performance for these groups and increase post-graduate opportunities.

WHAT IS BEING MEASURED:

Students may enroll in AVID as early as seventh grade. The chart below shows the percentage of students in AVID as it compares to each ethnic group's population in each middle school.

avid *adj.*: Enthusiastic; ardent; characterized by vigorous pursuit (L., avidus, eager for knowledge)

High School AVID Student Enrollment by Ethnicity - 2002-2003

Ethnic Group	Poway High		Mt. Carmel High		Rancho Bernardo High	
	School	AVID	School	AVID	School	AVID
African American	1.8%	5.0%	3.8%	5.1%	3.7%	18.9%
Asian/Filipino	7.8%	6.0%	27.2%	22.8%	19.5%	14.2%
Hispanic	9.4%	35.6%	7.5%	10.1%	7.8%	22.6%
White	80.2%	53.5%	59.1%	55.7%	65.3%	39.6%

WHAT IS BEING MEASURED:

The chart above shows the percentage of students in AVID as it compares to each ethnic group's population in the school and district. The chart below gives specific information about AVID, AP courses, and results.

AVID High School Information 2002-2003

Information from AVID sites at Poway, Mt. Carmel, and Rancho Bernardo High	Total District	District %	Total County	County %	Total State	State %
AVID students	303	3.1%	6457	5.2%	33,905	4.4%
AVID students in college prep courses	198	65.3%	5979	92.6%	32,090	94.6%
On-track for four-year college admissions	303	100%	6000	92.9%	32,299	95.3%
Taking AP Calculus/Statistics	6	5.5%	161	7.1%	555	5.5%
Taking AP Language/Literature	6	5.5%	529	23.0%	1,735	17.1%
Taking AP Science	11	10.0%	225	10.0%	1,172	11.6%
Taking AP History/Social Science	44	40.0%	606	24.7%	2,153	21.3%
Taking World Language/Lit/Other	17	15.5%	502	22.3%	1,821	18.0%
Previous year's seniors graduating	38	100%	901	99.6%	2,958	98.6%
Previous year's seniors took SAT or ACT	35	92.1%	715	79.0%	2,514	83.8%
Previous year's seniors at least one AP exam	19	50.0%	367	40.6%	1,198	39.9%
Previous year's seniors applying at four-year colleges	34	89.5%	673	74.4%	2,340	78.0%
Of those applying, those accepted at four-year	33	97.1%	597	88.7%	2,108	90.1%
Previous year's seniors accepted at UC	4	10.5%	134	14.8%	572	19.1%
Previous year's seniors accepted at CSU	33	86.8%	514	56.8%	1,771	59.0%

NEXT STEPS:

Staff will use information about AVID as they work with the Strategic Plan Initiative of *Closing the Achievement Gap*. Suggestions will be made for ways to encourage success for all students and the role of AVID in achieving this goal.

STUDENT ATTENDANCE

NOTABLE FACTS:

Student attendance rates are a powerful predictor of achievement. Research shows that students with high attendance rates learn more. Attendance rates are also a useful indicator of the effect of school programs on student attitude. Students benefiting from instruction and actively engaged in school programs and extra curricular activities come to school more regularly.

WHAT IS BEING MEASURED:

There were 180 instructional days in 2003. The chart showing the average percentage of instructional days that the students attended is broken out by elementary, middle, and high schools for 1999-2003. The second chart shows the average attendance rate for each school in Poway Unified.

5-Year Attendance Rates Summary

School Level	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Elementary	97.10%	96.83%	96.11%	96.40%	96.19%
Middle	96.02%	96.35%	95.88%	96.38%	96.35%
High	95.93%	96.19%	95.85%	96.36%	96.28%
District Average	96.49%	96.52%	95.97%	96.38%	96.26%

2002-2003 Attendance Rates

SCHOOL	ATTENDANCE
ELEMENTARY SCHOOLS	
Adobe Bluffs	96.20%
Canyon View	96.44%
Chaparral	95.88%
Creekside	96.36%
Deer Canyon	96.55%
Garden Road	96.98%
Highland Ranch	96.06%
Los Peñasquitos	95.67%
Midland	95.92%
Morning Creek	96.44%
Painted Rock	95.84%
Park Village	96.80%
Pomerado	96.39%
Rolling Hills	96.20%
Shoal Creek	96.24%
Sundance	96.29%
Sunset Hills	96.64%
Tierra Bonita	96.45%
Turtleback	96.42%
Valley	95.18%
Westwood	96.27%

SCHOOL	ATTENDANCE
MIDDLE SCHOOLS	
Bernardo Heights	96.32%
Black Mountain	95.89%
Meadowbrook	96.55%
Mesa Verde	96.94%
Twin Peaks	95.99%
HIGH SCHOOLS	
Mt. Carmel	96.30%
Poway	95.91%
Rancho Bernardo	96.31%
Westview	97.25%

WHAT THE RESULTS SHOW:

Attendance rates did not change significantly from elementary to middle to high school. Districtwide, students missed fewer than 7 days of school in 2003. No significant variance between schools is evident.

NEXT STEPS:

In an effort to improve student attendance, the school calendar now includes two, two-week breaks during the year.

SUSPENSIONS AND EXPULSIONS

NOTABLE FACTS:

Maximum learning occurs in environments that are safe, free from distractions, and stimulating. The maintenance of safe and orderly learning environments is fundamental to the district mission. Students may be expelled or suspended for certain offenses against persons or property. Expulsion is the permanent removal of a student from a school or from the district. Suspension is temporary removal from school, usually less than 5 days.

WHAT IS BEING MEASURED:

The charts that follow show the actual numbers of students suspended or expelled in the last three years. The first chart shows expulsion for the more serious offenses broken out by ethnic group. The second chart shows suspensions broken out by school and ethnic group.

Three-Year Expulsion And Suspension Totals By Ethnicity

Year	African American	Asian	Filipino	Hispanic	Native American	Pacific Islander	White	Total Expulsions
2002-2003	1	7	1	11	0	0	41	61
2001-2002	3	10	4	8	0	0	28	53
2000-2001	5	1	0	2	0	0	21	29

Schools	African American			Asian			Filipino			Hispanic		
	02-03	01-02	00-01	02-03	01-02	00-01	02-03	01-02	00-01	02-03	01-02	00-01
Number of Suspensions												
All Elementary	8	13	8	4	4	5	3	3	6	10	8	12
MIDDLE SCHOOLS												
Bernardo Heights	9	13	8	5	5	6	5	2	2	17	12	15
Black Mountain	35	7	6	9	3	0	12	3	5	16	13	5
Meadowbrook	7	2	4	1	5	2	2	1	1	5	5	12
Mesa Verde	7	4	2	10	9	4	7	6	3	10	5	3
Twin Peaks	1	2	0	1	0	0	4	1	0	12	5	2
All Middle Schools	59	28	20	26	22	12	30	13	11	60	40	37
HIGH SCHOOLS												
Abraxas	18	4	4	26	5	1	10	3	4	32	10	18
Mt. Carmel	7	12	6	14	39	21	11	13	8	20	19	25
Poway	20	9	12	4	4	12	5	6	3	73	30	36
Rancho Bernardo	5	8	19	12	9	13	16	6	13	25	18	17
Westview	2			5			0			1		
All High Schools	52	33	41	61	57	47	42	28	28	151	77	96

SUSPENSIONS - PART 2

Three-Year Suspension Totals By Ethnicity - Part 2

Schools	Native American			Pacific Islander			White			Total Suspensions		
	02-03	01-02	00-01	02-03	01-02	00-01	02-03	01-02	00-01	02-03	01-02	00-01
Number of Suspensions												
All Elementary	2	1	0	2	1	0	81	46	81	110	76	112
MIDDLE SCHOOLS												
Bernardo Heights	2	1	2	1	1	1	88	77	58	127	111	92
Black Mountain	0	1	0	1	0	0	91	34	37	164	61	53
Meadowbrook	0	0	0	0	0	0	39	33	23	54	46	42
Mesa Verde	0	0	0	0	2	0	37	48	29	71	74	41
Twin Peaks	1	2	0	0	0	2	69	73	25	88	83	29
All Middle Schools	3	4	2	2	3	3	324	265	172	504	375	257
HIGH SCHOOLS												
Abraxas	3	1	0	1	0	1	112	75	71	202	98	99
Mt. Carmel	1	0	2	0	1	1	70	115	100	123	199	163
Poway	6	0	2	1	0	0	193	168	212	302	217	277
Rancho Bernardo	3	2	0	2	2	1	139	90	123	202	135	186
Westview	0			0			33			41		
Totals	13	3	4	4	3	3	547	448	506	870	649	725

WHAT THE RESULTS SHOW:

EXPULSIONS: (Page 57)

Since 2001, there has been a significant increase in the number of expulsions. Sixty-one expulsions for 32,810 students (.18%) is very low. Hispanic students are slightly over-represented in the number of expulsions.

SUSPENSIONS: (Page 57 and 58)

Very few suspensions occur at the elementary level. There has been no notable changes at the elementary level in three years. Suspensions at the middle school and high school levels have increased significantly for every subgroup and across the district as a whole, up 17% since 2001, and up 26% since 2002.

NEXT STEPS:

Character Counts training for all staff. Implementation of Character Counts curriculum at all Poway Unified School District schools. Currently funding additional counselors through Wellness grants. Implement districtwide surveys of student attitudes.

LEARNING ENVIRONMENT



Portion of mural drawn during 2002 Strategic Planning sessions depicting the District Goal of Facilities.

BOARD GOAL II - FACILITIES

Building for Success, Prop U

DISTRICT TARGET:

- By 2012, complete the repair and renovation of the 24 Poway Unified schools funded by the *Building for Success*, Proposition U, bond passed by voters in 2002.

Proposition U, the *Building for Success Program*

The Building for Success Program, authorized under the passage of Proposition U, includes modernization and expansion of 16 elementary schools, four middle schools, three high schools, and one continuation high school in the Poway Unified School District. A Citizen's Oversight Committee has been established to oversee the bond measure. Design and construction preparation is underway for the Group One Schools - Midland Elementary School, Poway High School, Mt. Carmel High School, and Westwood Elementary School.

BUILDING FOR SUCCESS PROGRAM TIMELINE

The following estimated timeline has been established to guide program progress. The timeline for the 24 Poway Unified schools in the program will continue to be updated as the program continues.

<u>School Site</u>	<u>Proposed Start</u>		<u>Proposed Completion</u>	
Group One				
Midland Elementary School	Summer	2004	Winter	2005/2006
Westwood Elementary School	Summer	2004	Winter	2005/2006
Mt. Carmel High School	Summer	2004	Fall	2006
Poway High School	Summer	2004	Winter	2006
Group Two				
Twin Peaks Middle School	Winter	2005	Winter	2006
Chaparral Elementary School	Spring	2006	Fall	2006
Painted Rock Elementary School	Summer	2006	Winter	2006/2007
Garden Road	Summer	2006	Summer	2007
Group Three				
Black Mountain Middle School	Fall	2007	Fall	2008
Meadowbrook Middle School	Winter	2007	Winter	2008
Valley Elementary School	Winter	2007	Winter	2008
Los Peñasquitos Elem. School	Winter	2007	Winter	2008/2009
Pomerado Elementary School	Summer	2008	Spring	2009
Tierra Bonita Elementary School	Fall	2008	Fall	2009
Group Four				
Canyon View Elementary School	Spring	2009	Spring	2010
Rolling Hills Elementary School	Summer	2009	Summer	2010
Sundance Elementary School	Summer	2009	Summer	2010
Abraxas High School	Spring	2009	Spring	2010
Group Five				
Deer Canyon Elementary School	Spring	2010	Winter	2010/2011
Morning Creek Elementary School	Spring	2010	Winter	2010/2011
Sunset Hills Elementary School	Summer	2010	Spring	2011
Turtleback Elementary School	Summer	2010	Spring	2011
Bernardo Heights Middle School	Fall	2010	Summer	2011
Rancho Bernardo High School	Winter	2010	Spring	2012

For further information on the Poway Unified building program visit the following web sites:

Building for Success Program - www.powayusd.com/bond/

Citizen's Oversight Committee - www.powayschools.com/news/coc/

Citizen's Oversight Committee Report - www.powayschools.com/news/coc/reports/

Schools in Program - www.pusd.info/bond/schinprog.htm

BOARD GOAL II - FACILITIES

Building New Schools

DISTRICT TARGETS:

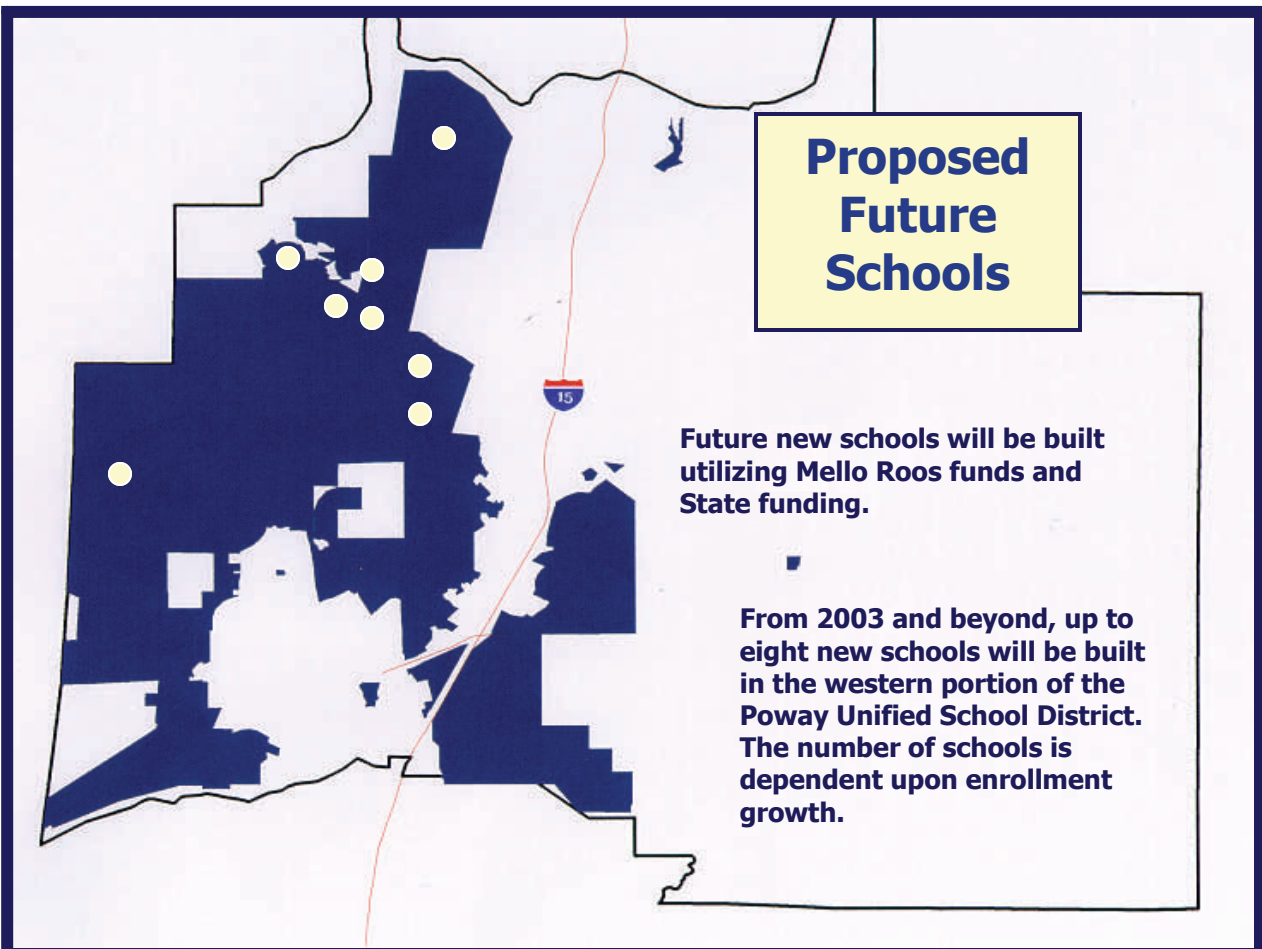
- By 2010, plan, design, and build new schools in the western portion of the school district, as determined by enrollment.
- Monitor and proactively address enrollment changes and short-term and long-term growth or enrollment fluctuations through 2010.

New schools in PUSD are funded through Community Financing Districts (CFDs) and developer fees. Stone Ranch Elementary School is scheduled for opening in August 2004, a second elementary school in 2005, Oak Valley Middle School in 2006, and Del Norte High School in 2008. Other new schools will be determined by enrollment growth.

For further information, visit the following web sites:

Stone Ranch Elementary School www.powayusd.sdcoe.k12.ca.us/news/stone-ranch-PR.html

Future Schools www.powayusd.sdcoe.k12.ca.us/news/4SRanch-pdfs/scan1.pdf



STAFF, STUDENT COMPARISONS By Ethnicity

DISTRICT TARGET:

- By 2008, the difference between student ethnicity and certificated staff ethnicity will be reduced by 50%.

WHAT IS BEING MEASURED:

The district is committed to the academic success of every student. It is important to monitor the effects of district programs on each ethnic group and students enrolled in special programs. Also the district is committed to employing a staff that closely represents the make-up of our community. Teachers can be powerful role models.

WHAT THE RESULTS SHOW:

The percentage of white students in the Poway Unified School District continues to decline as the percentage of African Americans, Asian, and Hispanic increases. The bottom chart indicates that the percentage of white teachers is declining, but at a rate significantly slower than the rate the white student population is declining.

NEXT STEPS:

Monitor and address the need for a more diverse teaching staff through targeted recruitment, focused selection, and support and retention, as much as possible given the state budget crisis in our schools. Closing the gap is a priority. Management training includes addressing issues of diversity.

Students By Ethnicity

Ethnicity	# PUSD Students 2002	% PUSD Students 2001	% PUSD Students 2000	% PUSD Students 2002	% County Students 2002
African American	1,090	3.1%	3.0%	3.3%	7.9%
American Indian/ Native American	154	0.5%	0.5%	0.5%	0.9%
Asian	3,904	11.1%	10.3%	11.9%	5.0%
Filipino	2,165	6.8%	6.9%	6.6%	4.9%
Hispanic	3,073	9.0%	8.8%	9.4%	39.8%
Pacific Islander	160	0.4%	0.5%	0.5%	0.9%
White	21,403	67.1%	67.8%	65.3%	39.8%
Multiple/No Response	805	2.0%	2.3%	2.5%	0.8%

PUSD Teachers By Ethnicity

Ethnicity	# PUSD Teachers 2002	% PUSD Teachers 2001	% PUSD Teachers 2000	% PUSD Teachers 2002	% County Teachers 2002
African American	14	1.0%	1.2%	0.9%	3.1%
American Indian/ Native American	6	0.3%	0.3%	0.4%	0.7%
Asian	52	3.5%	3.2%	3.3%	2.0%
Filipino	26	1.7%	1.6%	1.6%	1.6%
Hispanic	68	3.7%	3.7%	4.3%	13.5%
Pacific Islander	2	0%	0.1%	0.1%	0.3%
White	1,414	87.6%	89.9%	89.3%	78.1%

Source: CBEDS 2002

STAFF, STUDENT COMPARISONS By Ethnicity

DISTRICT TARGET:

- By 2008, the difference between student ethnicity and certificated staff ethnicity will be reduced by 50%.

WHAT IS BEING MEASURED:

The table compares the ethnic distribution of Poway Unified School District support staff for three years. These figures can be compared to the distribution of student enrollment on page 61.

Classified Staff By Ethnicity

Ethnicity	# PUSD Support Staff 2002	% PUSD Support Staff 2001	% PUSD Support Staff 2000	% PUSD Support Staff 2002	% County Support Staff 2002
African American	22	1.4%	2.4%	1.4%	6.2%
American Indian/Native American	3	0.5%	0.4%	0.2%	0.6%
Asian	102	7.9%	8.0%	6.3%	2.4%
Filipino	29	1.5%	0.7%	1.8%	2.5%
Hispanic	100	6.3%	6.0%	6.2%	28.1%
Pacific Islander	2	0%	0%	0%	0.7%
White	1359	82.2%	82.2%	84.0%	59.1%

WHAT THE CHARTS SHOW:

Source: CBEDS 2002

Compared to the population of teachers, the classified staff more closely reflects the ethnic distribution of the students they serve. The percentage of white staff is disproportionately large compared to the community.

NEXT STEPS:

Provide a more diverse staff for our students through increased outreach and recruitment, as much as possible given the state budget crisis in our schools. Closing the gap is a priority. Management training includes addressing issues of diversity.

PARTNERS IN EDUCATION

63

DISTRICT TARGET:

- By 2008, continue the establishment of a strong base for the outside funding for grants and support partnerships that advance the Poway Unified School District goals and targets.

102 Businesses Partner with PUSD

Strong business and community partnerships are fostering meaningful experiences for the students of the Poway Unified School District. The support from partners helps the district keep pace with technology and participate with the business community in meaningful activities. Through these links, students are able to develop the skills, knowledge, and attitudes necessary for success in the 21st century. Our 102 participating partners include:

AG Home Services
American Academy of Arts
Apple Computer, Inc.
Applied Micro Circuits Corporation
Arey Jones Educational Solutions
AT&T Wireless
Aurora Behavioral Health Care
Avaya, Inc.
Backyard Tourist Inc.
BAE Systems
Belmont Village
Bernardo Hills Apartments
Billiard Congress of America
Blue Bear Software
California Pizza Kitchen
Casa de las Campanas
Centre for Health Care
Children's Hospital & Health Center
Citibank - Poway
Citibank - Rancho Bernardo
City of Poway
Clever Promotions
COAST2COAST GRAPHICS, INC.
Coldwell Banker Associates Realty – Rancho Bernardo
ComputerSanDiego
Computing Solutions, Inc.
Costco Wholesale
Diamond Gateway Chamber of Commerce
Doubletree Golf Resort San Diego
Douglas E. Barnhart, Inc.
Farmers Insurance Group
Four Points by Sheraton Rancho Bernardo
Gateway Business
GEICO Direct
General Mortgage
Great American Credit Union

Hewlett-Packard
Intel Corporation
JTO Enterprises
Kinko's Copies
Kiwanis International - Los Peñasquitos
Lakeshore Learning Materials
Longs Drugs
Mervyn's
Mission Federal Credit Union Corporate
Mission Federal Credit Union Poway
Mission Federal Credit Union Rancho Peñasquitos
Mt. Woodson Golf Club
NCR Corporation
Nokia
North Island Financial Credit Union
Northrop Grumman Integrated Systems
Northrop Grumman Space Technology
NTD Architects
Olhausen Billiards Mfg. Inc.
Pardee Homes
Pearson Digital Learning
Pomerado Hospital
Pomerado Newspaper Group
Poway Center for the Performing Arts Foundation
Poway Chamber of Commerce
Poway Chevrolet
Poway Honda
Poway Toyota
Proficient Investigations
Prudential Financial
Qualcomm Incorporated
Ramada Limited
Rancho Bernardo Chamber of Commerce
Rancho Bernardo Inn

Roberto's Very Mexican Food
Salomon Smith Barney, Inc.
San Diego Digital Solutions
San Diego Gas & Electric
San Diego Police Department, Northeast Division
San Diego Sockers
Santaluz
SASinSchool
SBC
SCORE!
Sharp HealthCare
Shea Homes
SONY Technology Center – San Diego
Sorenson Media
Soroptimist International Poway
State Farm Insurance Companies
Sunrise Rotary of Rancho Bernardo
Sylvan Learning Center
Target – Poway
The Corky McMillin Companies
Time Warner Cable
Toby Wells Foundation
Totally Thomas' Toy Depot
Union Bank of California - 4S Ranch
Union Bank of California Rancho Peñasquitos
USSD - Team Focus
USA Federal Credit Union
Verde Publishing Inc.
Wal-Mart – Poway
Washington Mutual – Rancho Bernardo
Washington Mutual – Rancho Peñasquitos
Wells Fargo – Poway

PARENT TEACHER ASSOCIATION-PTA

DISTRICT TARGET:

- By 2008, continue the establishment of a strong base for the outside funding for grants and partnerships that support the Poway Unified School District goals and targets.

Working Together for All Children

PALOMAR COUNCIL PTA

Palomar Council PTA consists of 30 PTA/PTSA school site units located in the Poway Unified School District. The executive board consists of officers of the Council and the presidents of each unit.

Palomar Council was organized in 1948. In 1954 there were 2900 members. Last year the Council worked on two service projects: the NFL Sports Equipment and Book Recycling Program plus the Ready to Learn Lending Library Project. During December the units adopted local families for the holidays, sponsoring 240 families within the PUSD area. This year, after the devastating fires, the Palomar Council Fire Relief fund was established.

At the school site level, our PTAs/PTSAs provide daily assistance to classroom teachers and staff, organizing community service events, sponsoring fundraising events, assisting with field trips, following legislative issues, planning parent information meetings, and being advocates for our children and education.

The list of ways our parents help is endless and much appreciated.

**Poway Unified's PTA is
18,387 members strong!!**

**NATIONAL PTA
SINCE 1887
A VOICE FOR CHILDREN**

For more than 100 years, parents have met together to give support to public schools and to be a powerful voice for children. National PTA is the largest child advocacy organization in the United States — more than six million members strong — with local organizations in all 50 states, the District of Columbia, U.S. Virgin Islands, and in the Department of Defense Schools in Europe and the Pacific.

Membership is open to anyone who believes in the mission that PTA is a powerful voice for children, a relevant resource for parents, and a strong advocate for public education. The organization is committed to being inclusive in its efforts to represent and assist all who nurture and educate children. It not only welcomes but actively seeks in its male and female membership the widest diversity of cultures, races, ethnicities, creeds, and economic and educational status. Every person who joins a local PTA automatically becomes a member of both the state and National PTAs.

**359,704 Volunteer Hours
x \$6.75 (minimum wage) =
\$2,428,002**

PUSD's 30 School PTAs (PTSAs)

GRANTS

DISTRICT TARGET:

- By 2008, continue the establishment of a strong base for the outside funding for grants and support partnerships that advance the Poway Unified School District goals and targets.

The Poway Unified School District utilizes grants to fund programs that assist in meeting the district's goals and targets. Accessing grants is a challenging process because the district is considered suburban and middle class. Careful analysis of individual student needs plus visionary ideas for programs that assist students resulted in the grants below. For more information on individual grants, please visit our web site at www.powayusd.com.

GRANT	ANNUAL FUNDING
Student Support Services	
After-School Education Safety - ASA	\$750,000
Character Education – ECHO	\$484,000
Character Counts!	\$294,034
Elementary School Counselors	\$395,172
Primary Interaction Program – PIP/EMHI	\$303,144 \$227,354
Middle School Coordinator	\$77,000 (carryover)
Project STAT (Students Teaching Anti-Tobacco)	\$30,000
Safe & Caring Connections	\$1,952,000
Safe & Drug-Free Schools & Communities	\$115,000
School Community Policing Partnership	\$100,000
Tobacco Use Prevention Education – Grades 4-8	\$55,000
Tobacco Use Prevention Education – Grades 9-12	\$113,143
Safety & Violence Prevention / AB-1113	\$454,171
Extended Student Services	
Child Development Preschool Program	\$291,255
Ready to Learn	\$282,515
6 to 6 Extended School Day	\$124,800
Even Start Preschool	\$310,500
Information Support Services	
Last Mile Grant	\$12,006
AB-1339 Staff Development	\$65,860
Enhancing Education Through Technology (EETT) Formula	\$23,000 Yr 2003-04
School Renovation Technology (SRT)	\$70,000
TOTAL	\$6,529,954



Receiving a perfect score on the ACT, Eileen Xie (fifth from left) is presented with a glass plaque from a representative of the testing program. Eileen's score of 36 is equivalent to a score of 1600 on the SAT. The American College Test and the Scholastic Achievement Test are national standardized tests used by colleges and universities to predict how well a student is likely to perform in higher education. (Eileen earned a 1580 on her SAT.) The recognition event was held in the Sun Center at Mt. Carmel High School where counselors and students who work with Eileen as peer assistants joined her for the event. The peer assistants tutor other students to help them with their studies.

AWARDS AND RECOGNITION

Student Board Members

At the January 21, 2003, PUSD Board of Education meeting, Board members voted unanimously to give student representatives from each high school a preferential vote and the title of Student Board Members.

The current Student Board Members are:

Abraxas High School
Rachel Orr

Mt. Carmel High School
Paul Rumberger

Rancho Bernardo High School
Parisima Roshanzamir

Poway High School
Karen Friedenberg

Westview High School
Jessica Aguilar
Morgan Bridge

2002 TOP HONORS

Jessica Humphreys, *Rancho Bernardo High School*, was selected to participate in the "Leaders of Tomorrow Meeting Leaders of Today," conference in Washington D.C.

Anna Phillips, *Rancho Bernardo High School*, was chosen as one of two delegates from California to participate in the United States Senate Youth Program.

Brienne Buttner, *Westview High School* AVID student, was the first place winner of an essay contest honoring Martin Luther King, Jr.

Kim Weber, Ryan Panchadsaram, and Scott Sterahl were inducted into the Rancho Bernardo Youth Hall of Fame.

Olivea Issacs, *Garden Road Elementary School* fifth grader, won Best Essay in the "San Diego 50 Best Mom's" recognition event sponsored by Time Warner Cable.

Kevin Graham, Heather Thompson, and Ryan Panchadsaram, *Rancho Bernardo High School*, received Best News and Best Entertainment awards from the National Academy of Television Arts and Sciences.

Brittany Hinchliff, *Poway High School*, has been chosen to serve on the Youth Advisory Board of the National SAVE (Students Against Violence Everywhere) organization. She represented the western region of the United States.

National Merit Scholarship Finalists

14 PUSD Finalists for 2002-2003

In the spring of 2003, the College Board announced the 2002-2003 National Merit Finalists. These students are judged on college entrance exam scores, academic records, evidence of leadership, essays, and recommendations. Fourteen Poway Unified students were recognized:

Mt. Carmel High School:

Usha Chilukuri Andrew Frank
Charlie Lin Bryan Schell
Carolyn Schutt Julie Yen Nan Zhu

Poway High School:

Daniel DeWoskin Julie Schindall
Jared Schmitthenner

Rancho Bernardo High School:

Zachary Goldman Samuel Kang
Shayak Sarkar Stephanie Waidelich

25 Semifinalists in Fall of 2003

In the fall of 2003, the College Board announced the 2003-2004 National Merit Semifinalists. These students are eligible to compete for national scholarship awards. Twenty-five Poway Unified students were honored.

Mt. Carmel High School:

David Ramos Adam Sheets Yinbo Shi
Brandon Simmons Christine Vasica
Wei Xie Nan Yu JayZhu

Poway High School:

Daniel Arbeiter Jhoshua Friedman
Alex Tarzy David VanDerhoff Ying Wang

Rancho Bernardo High School:

Eric Abel Jeffrey Diamond Hannah Dubina
Sarah Dubina Dana Gersten Michael Gilik
Jerry Lee Victoria Lee
Erica Nunez
Joshua Parker
Kathleen Wang
Xinyi Xie



DISTINGUISHED AND BLUE RIBBON SCHOOLS

25 California Distinguished Schools

Adobe Bluffs Elementary School
1998
Bernardo Heights Middle School
1999, 1994
Black Mountain Middle School
1999, 1994, 1992
Chaparral Elementary School
2002, 2000, 1997, 1987
Deer Canyon Elementary School
2000, 1997, 1993
Garden Road Elementary School
2002, 1987
Highland Ranch Elementary School
1995
Los Peñasquitos Elementary School
2000, 1995, 1987
Meadowbrook Middle School
1999, 1988, 1986
Mesa Verde Middle School
1999
Midland Elementary School
2002, 1998, 1987
Morning Creek Elementary School
2002, 1997, 1993
Mt. Carmel High School
1999, 1986
Painted Rock Elementary School
1995
Park Village Elementary School
2000
Pomerado Elementary School
2002
Rancho Bernardo High School
1999
Rolling Hills Elementary School
1997, 1993, 1987
Shoal Creek Elementary School
2002
Sundance Elementary School
1987
Sunset Hills Elementary School
2000, 1995
Tierra Bonita Elementary School
1998
Turtleback Elementary School
1998
Twin Peaks Middle School
1999, 1986
Westwood Elementary School
2000, 1993

**NATIONAL EXEMPLARY
COMPENSATORY AWARD**
Los Peñasquitos Elementary School
1985
**STATE EXEMPLARY
COMPENSATORY AWARD**
Los Peñasquitos Elementary School
1991, 1985
Valley Elementary School
1988, 1985
**STATE CONTINUATION HIGH
SCHOOL AWARD**
Abraxas High School
1998 - 2002

15 Blue Ribbon Schools

Bernardo Heights Middle School
2000
Black Mountain Middle School
2000, 1991
Chaparral Elementary School
2001, 1992
Los Peñasquitos Elementary School
2001
Meadowbrook Middle School
2000, 1985
Mesa Verde Middle School
2000
Morning Creek Elementary School
1994
Mt. Carmel High School
2000, 1989
Park Village Elementary School
2001
Pomerado Elementary School
1990
Poway High School
1991
Rancho Bernardo High School
2000
Sundance Elementary School
1988
Twin Peaks Middle School
2000, 1991, 1984
Westwood Elementary School
2001



The Blue Ribbon Award Program was established in 1982 to honor America's finest schools. Schools in California that became Distinguished Schools were eligible to apply. They were judged on the basis of applications which were read competitively on the state and national levels, with top-scoring applications advancing to the next level. In addition, each school received a two-day site visit from a U.S. Department of Education reviewer who visited classrooms, interviewed students, parents, and teachers, and analyzed test scores and other educational information.



It's Official
writes Jeff King, Principal, in PTA Newsletter, Hawk Talk
"Los Peñasquitos is officially a National Blue Ribbon School! Congressman Duke Cunningham telephoned us personally from Washington D.C. to share this wonderful news. ... I believe that the most important benefit of being a Blue Ribbon School is not receiving the award, but rather independent acknowledgment that we have turned the corner, and now have children whose achievement is competitive with other top-achieving students throughout the nation. This is all about ensuring the success of every child, and we have made great strides toward making that a reality."

A SALUTE TO PUSD TOP EDUCATORS

Teachers of the Year

The Teacher of the Year Program invites each of our K-12 schools, Poway Adult School, and New Directions to nominate a teacher who exemplifies leadership, best practices, and commitment to his/her profession. In recent years, PUSD has qualified for three county nominations because we have more than 1500 teachers. Poway Unified has 13 San Diego County Teachers of the Year and one California Teacher of the Year.

POWAY UNIFIED TEACHERS OF THE YEAR 2004

LAURA D'ACQUISTO

KENNETH FAVERTY

BARBARA HENSLEY

PUSD TEACHERS OF THE YEAR SINCE 1974

2004	Laura D'Acquisto	Los Penasquitos Elementary School	
2004	Kenneth Faverty	Poway High School	
2004	Barbara Hensley	Mesa Verde Middle School	San Diego County Top Ten Finalist
2003	Willie DeJean	Rancho Bernardo High School	San Diego County Teacher of the Year
2003	Kim Valentine	Bernardo Heights Middle School	
2003	Noreen Walton	Poway High School	San Diego County Top Ten Finalist
2002	Larry Higgins	Twin Peaks Middle School	
2002	Mary Jo Thomas	Mt. Carmel High School	San Diego County Teacher of the Year
2002	Terri Gosen	Garden Road Elementary School	
2001	Harold Dorr	Mt. Carmel High School	
2001	Michelle Manos	Shoal Creek Elementary School	
2001	Julie Mori	Mesa Verde Middle School	San Diego County Teacher of the Year
2000	Karen O'Connor	Sunset Hills Elementary School	San Diego County Teacher of the Year California Teacher of the Year
1999	Bob Pacilio	Mt. Carmel High School	San Diego County Teacher of the Year
1998	Linda Foote	Garden Road Elementary School	San Diego County Teacher of the Year
1997	Cindy DeClerq	Twin Peaks Middle School	San Diego County Top Ten Finalist
1996	Lori Brickley	Rancho Bernardo High School	San Diego County Teacher of the Year
1995	Kristie Szentesi	Highland Ranch Elementary School	San Diego County Teacher of the Year
1994	Chris Evans	Bernardo Heights Middle School	
1993	Susan Hicks	Highland Ranch Elementary School	
1992	Tom March	Poway High School	
1991	Terri Jo McNaul	Rolling Hills Elementary School	
1990	Kay Harry	Pomerado Elementary School	
1989	Ann Guinn	Twin Peaks Middle School	
1988	Norm Weiss	Poway High School	
1987	Kris Acquarelli	Twin Peaks Middle School	
1986	Terry Campbell	Meadowbrook Middle School	San Diego County Teacher of the Year
1985	Greg Franzen	Poway High School	
1984	Alex Fousek	Mt. Carmel High School	
1979	Frank Barone	Poway High School	San Diego County Teacher of the Year
1976	Norma Kerby	Meadowbrook Middle School	San Diego County Teacher of the Year
1975	Patti Jo Cornish	Meadowbrook Middle School	San Diego County Teacher of the Year
1974	Don Love	Meadowbrook Middle School	San Diego County Teacher of the Year

A SALUTE TO PUSD TOP EMPLOYEES

Classified Employees of the Year

Each year the Poway Unified School District has the honor of recognizing and honoring the "best of the best" of our classified employees. The Classified Employees of the Year Program invites each school site, as well as all departments, to nominate a classified employee who exemplifies leadership, best practices, customer service, and commitment to his/her profession. The applications are reviewed by a selection committee. When the Classified Employees of the Year are chosen, one name is sent to the San Diego County Office of Education for County recognition.

POWAY UNIFIED CLASSIFIED EMPLOYEES OF THE YEAR 2003

MARY OCHOA

LOIS MANGARELLI

PUSD CLASSIFIED EMPLOYEES OF THE YEAR SINCE 1989

Year	Employee	Location	
2003	Mary Ochoa	Administrative Assistant II Learning Support Services	
2003	Lois Mangarelli	School Volunteer Coordinator Sundance Elementary	
2002	Judy Schenck	Transportation Dispatcher Transportation	
2002	Jack Clausen	Attendance Assistant Meadowbrook Middle School	
2001	Frank Serna	Warehouse Worker Warehouse	
2000	Joyce Anderson	Administrative Secretary Community Education Services	
1999	James Clyncke	Custodial Supervisor Meadowbrook Middle School	
1998	Glenn Bustillos	Lead Custodian Sundance Elementary School	
1997	Christie Cleland	Insurance Benefits Assistant Personnel Support Services	
1996	Tony Emery	Custodian Turtleback Elementary School	
1995	Elaine Browning	School Secretary Twin Peaks Middle School	
1994	Norma Dahlvig	Account Clerk Finance	
1993	Yoenda Dornan	ESL Aide Canyon View Elementary School	San Diego County Classified Employee of the Year
1992	Deborah Wulff	School Secretary Rolling Hills Elementary School	San Diego County Classified Employee of the Year
1991	Barbara Young	School Secretary Poway High School	
1990	Lea Johnson	Food Service Area Supervisor Food Service	
1989	Betty Dyer	Noon Duty Supervisor Meadowbrook Middle School	

NATIONAL BOARD CERTIFIED TEACHERS

70

A total of 86 Poway Unified teachers have earned certification from the National Board of Professional Teaching Standards. This affirmation of a teacher's knowledge and expertise has been compared to an accountant earning his or her CPA license or an attorney passing the bar exam.

1995 - 1996

Rae Adams

Deer Canyon Elementary School

Carol Gilbert

Adobe Bluffs Elementary School

Karen King

Park Village Elementary School

1997 - 1998

Mary Jo Dies

Black Mountain Middle School

Dan Lavine

Poway High School

Renie Martin

Canyon View Elementary School

Susan Tracy

Black Mountain Middle School

1998 - 1999

Suzanne Bounds

Tierra Bonita Elementary School

Kathy Brown

Highland Ranch Elementary School

Joy Cabral

Mt. Carmel High School

Robin Christopher

Rancho Bernardo High School

Cynthia Deavers

Bernardo Heights Middle School

Lynne Haman

Westwood Elementary School

Joan Hanley

Bernardo Heights Middle School

Nancy Hanssen

Highland Ranch Elementary School

Karen Harkins-Slocomb

Mt. Carmel High School

Jo Anne Hudson

Bernardo Heights Middle School

Laurie Jones-Ritt

Garden Road Elementary School

Pamela Klevesahl

Highland Ranch Elementary School

James Krenz

Poway High School

Michael Kurth

Poway High School

Konni Leavens

Midland Elementary School

Bob McHeffey

Poway High School

Kay McHeffey

Twin Peaks Middle School

Michelle Mullin

Twin Peaks Middle School

Michelle Wilson-Manos

Shoal Creek Elementary School

Dennis Wymbs

Poway High School

1999 - 2000

Hal Benham

Park Village Elementary School

Arno Chrispeels

Poway High School

Marycay Densmore

Mesa Verde Middle School

Harold Dorr

Mt. Carmel High School

Susan Foster

Rancho Bernardo High School

Dawn Gamberale

Rancho Bernardo High School

Ronald Garrett

Mt. Carmel High School

Carol Hetherington

Turtleback Elementary School

Gary Kroesch

Mt. Carmel High School

Karen Lafferty

Mt. Carmel High School

Sheryl Malone

Mt. Carmel High School

Terri Jo McNaul

Rolling Hills Elementary School

Robert Pacilio

Mt. Carmel High School

John Rankin

Mt. Carmel High School

Sharon Rosenthal

Sundance Elementary School

Kimberly Scattareggia

Midland Elementary School

Gary Snidecor

Rancho Bernardo High School

Carol Thomas

Tierra Bonita Elementary School

Carolyn Williams

Bernardo Heights Middle School

Karen Wusthoff

Rolling Hills Elementary School

2000 - 2001

Bonnie Corduan

Shoal Creek Elementary School

Rebecca Daniels

Adobe Bluffs Elementary School

(transferred from Virginia -

NBCT 1999-2000)

Continued on page 71

NATIONAL BOARD CERTIFIED TEACHERS

2000 - 2001

Lynne Harvey

Rolling Hills Elementary School

Larry Higgins

Twin Peaks Middle School

Victoria Ingle

Garden Road Elementary School

Dena Johnson

Chaparral Elementary School

Kelly Kent

Garden Road Elementary School

Cathleen Lund

Westwood Elementary School

Paige Metz

Twin Peaks Middle School

Ken Montgomery

Rancho Bernardo High School

Christine Overson

Sundance Elementary School

Paula Perkins

Garden Road Elementary School

Jill Roberts

Shoal Creek Elementary School

Pat Silva

Poway Federation of Teachers

2001 - 2002

Laura Bruvold

Chaparral Elementary School

Helice Callier

Rancho Bernardo High School

Lisa Casey O'Brien

Poway High School

Dan Commons

Bernardo Heights Middle School

Peggy Diemer

Adobe Bluffs Elementary School

Allen Dimacali

Westview High School

Mary Pat Fisk

Rancho Bernardo High School

Lynne Floto

Rancho Bernardo High School

Karen Garrett

Sundance Elementary School

Deborah Hibbs

Creekside Elementary School

Paul Kankowski

Bernardo Heights Middle School

Karen Kravchak

Rancho Bernardo High School

Kim Lundgren Pigorsch

Westwood, Adobe Bluffs, and Rolling Hills elementary schools

Cecile Nasland

2002-2003

Victoria Dickerson

Sundance Elementary School

Veronica Doud

Valley Elementary School

Maria Faulk-Stoudenmire

Rancho Bernardo High School

Lynneah Finkbeiner

Bernardo Heights Middle School

Nancy Gray

Poway High School

Lee Harms

Sundance Elementary School

Stephanie Hudson

Deer Canyon Elementary School

Kathy Kakacek

Pomerado Elementary School

Pat Pillsbury

Black Mountain Middle School

Elizabeth Robinson

Shoal Creek Elementary School

Andrea Zupancic

Deer Canyon Elementary School

College Readiness Skills Part of the Academic Culture at Los Pen's Academy

Visitors to The Academy at Los Peñasquitos Elementary School are greeted with a chant that includes the cheering of the year these fourth and fifth graders will graduate from college. Classroom walls are decorated with college banners and a map of the United States highlighted with universities and colleges. Here the children are filled with anticipation about the future. They are gaining the confidence and college readiness skills that will enable them to tackle the challenges ahead.

The philosophy of the Academy is based on the five basic principles - High Expectations, Choice and Commitment, More Time, Focus on Results, and Authority to Lead. These "pillars" were adapted from the KIPP Network of Schools. Parents and students from seven elementary schools on the Westside of the school district can choose the program. This year there were 125 fourth and fifth graders participating in the program.

Research indicates that when both time-on-task and effort increase, learning also increases. The Academy operates as a school-within-a-school at Los Pen. Students spend 48% more time in school (an extended school day and a four-week summer session).

The Academy educates children from a variety of educational, socio-economic, and ethnic backgrounds. Students and parents commit to a contract for a responsible work ethic, outstanding behavior, and extended hours. The program also commits parents and teachers to do everything in their power to support learning. Teachers are available on-call to their students six days a week from 6:00 a.m. to 9:00 p.m. Students are expected to call their teachers with questions about homework and class assignments. This academic culture expects a "No excuses" commitment to hard work. Frequent and multiple measures assess results, and students have shown increased confidence and exceptional growth.

For further information, visit the Los Peñasquitos Elementary School web site at:
www.powayusd.sdcoc.k12.ca.us/PUSDLPE/

