

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Del Norte High School	District Name	Poway Unified
Street	16601 Nighthawk Ln	Phone Number	858-521-2800
City, State, Zip	San Diego, CA 92127	Web Site	www.powayusd.com
Phone Number	858-487-0877	Superintendent	John P. Collins, Ed.D
Principal	Greg Mizel	E-mail Address	elehew@powayusd.com
E-mail Address	gmizel@powayusd.com	CDS Code	39682960118935

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Inspiring passion and preparing all students to be college ready, future focused and globally aware

Del Norte High School opened relatively small (520 freshmen; 275 sophomores). And even now, in year three, with 1573 students (426 freshmen, 405 sophomores, 495 juniors, and 247 seniors), we're still roughly two-thirds the size of our sister high schools: Rancho Bernardo, Poway High School and Westview and several hundred students smaller than Mount Carmel High School. The result is that while student-teacher ratios here are the same as they are elsewhere in PUSD, the campus feels more intimate. Staff and students immediately recognize visitors on campus. They recognize new transfer students. No one is anonymous. With fewer students on campus and initiatives like Link Crew, PLUS, and Homeroom, there is an uncommon familiarity here.

DNHS is an *inclusive* school by design. Del Norte did not open as a "boundary school." In fact, in the first year, half of our students in the Freshman and Sophomore classes lived outside the natural boundary. Within the Nighthawk community today, we have students representing *every* middle and high school in PUSD, as well as a number of neighboring communities (San Dieguito, Escondido, San Diego, Ramona, etc.). Additionally, we have a significant number of formerly home-schooled and private school students attending DNHS as well. To bring such a diverse group of students together, successfully, requires an openness to and respect for personal differences and a willingness and interest to identify commonality and share community. To support the principle of inclusiveness, the staff at Del Norte does not artificially label or track students. Every student has access to AP and honors - level classes. Special Education students have access to "a-g" courses (as a result of our utilization of the collaborative model of instruction). Every student is encouraged to join a club, play a sport, and/or pursue/explore personal interests. As only one example, last year, over 70% of our students participated in athletics. And this year, that percentage will likely rise to 75%! Many students at Del Norte are competing in sports they have never played before. It certainly helps, that in several instances, there are no cuts. Wearing school colors, participating on a team, and winning and losing with teammates contributes to the glue that bonds us all together.

The administrative team meets with a cluster of Homerooms every Monday (seeing every student at least once each trimester). Topics related to drug and alcohol abuse, bullying, peer acceptance and inclusion, and academic honesty frequently come up. Student groups like Link Crew, ASB, and PLUS facilitate conversations around similar topics in small and large group settings as well.

The administrative team is also reaching out to under-represented members of our community - creating advisory and focus groups and hosting informal, Q and A style meetings in club houses within neighboring apartment complexes. The goal is to grow in our understanding of how best to support college readiness for all.

Del Norte Design Principles

International Emphasis

- Plans to offer the International Baccalaureate Diploma Program as soon as adequate funding is available
- Promote intercultural respect and understanding and infuse a global perspective throughout the curriculum

Academic Rigor

- Offer a full array of Advanced Placement Classes (14 AP classes are offered this school year)
- Open access to the UC/CSU "a-g" courses
- Performance-based assessment

Student-Centered Learning

- Every student is to a homeroom staff advisor in addition to their counselor
- Small group and project-based learning opportunities
- Plans to create internship opportunities for upperclassmen

Preparing Students for the 21st Century: A Vision for Del Norte High School

- Solid foundation in global literacy with a particular emphasis on critical and technical reading, writing, informational fluency and oral communication
- Integrated math, science and engineering instruction taught within career clusters
- Comprehensive music, visual and performing arts, health and physical education and athletic programs
- Interdisciplinary knowledge acquired through contextualized instruction with an emphasis on creativity, collaboration, innovation and community service
- 21st century skills, attitudes and behaviors integrated into all subject areas with special emphasis placed on analysis, interpretation, precision and accuracy, problem solving and reasoning
- Promotion of intercultural respect, appreciation and understanding; emphasis placed on ethical responsibility and global engagement

DNHS Graduate Profile

Over the next several years, the staff at Del Norte High School will be working to support the following graduate profile: Del Norte High School seniors will graduate college ready, future focused, and globally aware – equipped for success in post-secondary education and life. DNHS graduates will possess the knowledge, skills, and habits of mind necessary to contribute, compete, and excel in the 21st century global environment.

Del Norte graduates will be **College Ready**. They will have successfully

- Earned a high school diploma with sufficient credit to pursue a college education in the United States or abroad and/or to pursue other rigorous post-secondary career paths
- Completed a rigorous course of study that has resulted in exposure to ideas and issues that have local and global significance and learned how to identify options, evaluate opportunities, and organize educational experiences in such a way as to enable them to pursue college and/or viable career paths

Del Norte graduates will be **21st Century Literate**. They will have demonstrated

- Proficiency in critical reading, writing, information literacy, and oral communication
- Proficiency analyzing and evaluating local, domestic, and global issues, taking into consideration multiple perspectives, gathering and synthesizing relevant information from around the world, and drawing conclusions that consider diverse viewpoints
- An independence and eagerness to explore new roles, ideas and strategies
- Proficiency using emerging technologies. They are effective consumers of information trained to evaluate the validity and integrity of information and to identify sources of bias

Del Norte graduates are **Community Oriented**. They

- Understand and appreciate the unique history of the United States and the U.S. Constitution. At the same time, they maintain an openness to and awareness of perspectives, values and traditions of other individuals and world cultures
- Value the opportunity to work collaboratively with individuals from diverse cultural backgrounds recognizing the limitations of their own perspective and the value that comes from listening to others
- Understand how the world's people and institutions are interconnected and interdependent: economically, politically, technologically, environmentally, and socially. They realize that decisions and actions taken in the United States may have international consequences, and that global events may have national and local implications
- Understand their responsibility to make moral and ethical decisions and that the consequences of their action or inaction can have far reaching – even global – implications
- Are committed to living with personal integrity and honesty. DNHS seniors will graduate with a strong sense of fairness, justice and respect for the dignity of the individual, groups and broader community
- Show empathy, compassion and respect towards the needs and feelings of others. They are personally committed to community service, and they are fully prepared to take their place in the world, pursuing a life of active, responsible citizenship

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Long before Del Norte High School officially opened on August 20, 2009, we had forged strong partnerships with our incoming parents. These partnerships were solidified through a series of focus group meetings, multiple community meetings, the creation of a school website, and through the struggle to "save our sophomore class." Since August 2009 we have chartered a very successful DNHS Parent Teacher Student Association - which has already earned distinction from the 9th District Palomar Council PTA - and we've recently established a site foundation (501(c)3). Both organizations enjoy strong community support, and both make a visible and much appreciated impact here supporting students and staff. To learn more about supporting the PTSA, contact Agi Barad (1st VP Membership) at a7gj3@san.rr.com and for the Foundation contact Jeff Erwin (760-975-4900) or Missy Faucher (858-336-0706).

Parents have additional opportunities to get involved: participating on the School Site Council, the DNHS Safety Council, joining parent booster groups, assisting students in school clubs and during tutorials, joining students in community service, attending school events, attending the quarterly Principal's Coffee, attending mid-trimester parent conferences, and/or by simply volunteering on campus - in the office, in the library, or in the classrooms. For information about any of these opportunities, please contact Mrs. Biggs, Administrative Assistant(cbiggs@powayusd.com).

We recognize that open lines of communication are imperative to building and maintaining trust. The administrative team places a high priority on visibility. Administrators regularly visit classrooms, walk the campus during periods of transition and at lunch, and maintain an open door policy - meaning students, staff, and/or parents can drop in to visit, share concerns, or discuss items of interest almost anytime with or without a formal appointment.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	413
Grade 10	510
Grade 11	269
Total Enrollment	1,192

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.6	White	61.6
American Indian or Alaska Native	0.3	Two or More Races	2.3
Asian	17.4	Socioeconomically Disadvantaged	9.2
Filipino	5.1	English Learners	4.4
Hispanic or Latino	8.3	Students with Disabilities	7.2
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English				26.6	9	33	11	31.8	5	0	19	
Mathematics				27.2	14	41	18	33.8	2	4	15	
Science				30.1	3	23	22	36.6	0	4	13	
Social Science				26.1	3	13	1	35.8	1	0	7	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

We have a well-articulated Disaster Preparedness Action Plan developed in partnership with the San Diego Police Department and the Rancho Santa Fe Fire Department. Fire drills, disaster drills, duck-and-cover and lock down drills occur once per semester as dictated by District and state policy. We formally review our site safety plan with all staff twice per year - once during an inservice day in August (prior to students returning to school) and again in January during our Professional Growth Day - scheduled this year for January 27, 2012.

Additionally, twice a year, during **School Safety Week** (SSW), members of the administrative team review with students and staff emergency related protocols, and students practice appropriately responding and evacuating when/as prompted. During this school year (2011-12), SSW occurred during the weeks of September 27th and January 17th.

Finally, our Campus Security Specialists work to ensure a safe and secure campus - daily. Their approach is two-pronged – relational and logistical. Our Security Team has developed mutually respectful relationships with our students that often lead to “tips” that prevent inappropriate behaviors before they occur, or result in forthright student assistance with disciplinary investigations. On the logistical front, Security Specialists patrol the campus daily, reporting any safety concerns to the appropriate parties. In short, this team is on the front lines when it comes to protecting our campus community.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	5.59	4.36	2.97	3.06	3.08
Expulsions	0	0	1.17	0	0.09	0.26

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 6/20/2011

A brand new campus, our learning facilities are excellent. Students and staff have access to an impressive array of technology. Every classroom is equipped with a SMART board, mounted LCD projector, teacher computer, audio amplification system, and document camera. In several subjects areas like math and science, additional technology is used: Hand held InSpire, SPARKS, Pasco Probeware, etc.... Staff here has embraced the technology and tools available; it is being well utilized. Our campus supports 45 classrooms, 12 science labs, 11 vocational education classrooms, 6 physical education classrooms, 2 music classrooms, a drama classroom, a performing arts center, an ASB classroom, and a host of athletic facilities.

Currently there are no significant campus improvements scheduled or pending.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[X]	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential		32	55	1363
Without Full Credential		0	0	21
Teaching Outside Subject Area of Competence	0	0	1	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	99.1	0.9
All Schools in District	99.29	0.71
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99.35	0.65

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	7 hours/day	---
Psychologist	.80 (80%)	---
Social Worker		---
Nurse	1.0	---
Speech/Language/Hearing Specialist	.60 (60%)	---
Resource Specialist (non-teaching)	.75 (75%)	---
Other		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 10/1/2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Foreign Language	Each pupil, including English learners, has a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Each pupil, including English learners, has a textbook or health material, or both as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	Each pupil, including English learners, has a textbook or science laboratory material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	--	--	--	\$54,364
District	---	---	\$7,379	\$63,343
Percent Difference: School Site and District	---	---	--	-14.2%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	--	-21.4%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district's general fund includes monies for:

1. General operations—services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Gifted and Talented Education—specialized learning assistance for students with high ability, achievement, or potential
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,960	\$42,017
Mid-Range Teacher Salary	\$73,570	\$67,294
Highest Teacher Salary	\$84,960	\$86,776
Average Principal Salary (Elementary)	\$115,784	\$108,534
Average Principal Salary (Middle)	\$122,284	\$112,893
Average Principal Salary (High)	\$129,238	\$123,331
Superintendent Salary	\$253,280	\$226,417
Percent of Budget for Teacher Salaries	43%	38%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts		77	76	76	78	78	49	52	54
Mathematics		56	49	67	69	69	46	48	50
Science		65	83	77	80	81	50	54	57
History-Social Science		47	68	69	68	71	41	44	48

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	69	81	71
All Student at the School	76	49	83	68
Male	70	50	83	71
Female	82	49	83	64
Black or African American	41	32	58	30
American Indian or Alaska Native	0	0	0	0
Asian	85	72	91	83
Filipino	75	45	80	64
Hispanic or Latino	73	36	70	60
Native Hawaiian/Pacific Islander	0	0	0	0
White	76	46	84	67
Two or More Races				
Socioeconomically Disadvantaged	44	39	78	47
English Learners	19	39	38	24
Students with Disabilities	31	27	54	31
Students Receiving Migrant Education Services				

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts		76	85	78	77	80	52	54	59
Mathematics		78	86	81	81	80	53	54	56

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	20	24	56	20	39	41
All Students at the School	15	20	65	14	40	46
Male	18	27	55	15	39	46
Female	12	11	76	13	42	45
Black or African American	48	26	26	43	48	9
American Indian or Alaska Native	0	0	0	0	0	0
Asian	11	14	76	7	19	74
Filipino	19	10	71	14	43	43
Hispanic or Latino	18	29	53	32	50	18
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	13	20	66	12	45	43
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	36	16	48	30	39	32
English Learners	64	29	7	50	29	21
Students with Disabilities	66	20	14	66	14	20
Students Receiving Migrant Education Services	0	0	0	0	0	0

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.7	22.1	63.8

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide			10
Similar Schools			5

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School		B	8
Black or African American			
American Indian or Alaska Native			
Asian			3
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			1
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,127	864	25,098	887	4,683,676	778
Black or African American	53	735	802	797	317,856	696
American Indian or Alaska Native	4		126	819	33,774	733
Asian	211	921	4,910	947	398,869	898
Filipino	67	856	1,949	881	123,245	859
Hispanic or Latino	93	848	3,013	805	2,406,749	729
Native Hawaiian/Pacific Islander	8		204	848	26,953	764
White	691	858	14,093	891	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	100	772	3,531	781	2,731,843	726
English Learners	71	749	3,871	830	1,521,844	707
Students with Disabilities	86	656	2,877	708	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	2.7

XI. School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0	0	0	0.8	0.5	0.8	4.9	5.7	4.6
Graduation Rate					97.53	96.84		78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students			N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino			N/D
Native Hawaiian/Pacific Islander			N/D
White			N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Poway Unified School District and our entire community value the key role that Career-Technical Education (CTE) plays in helping to fulfill the District's mission of college readiness for every student. As an integral part of the entire educational program, Career Technical Education in Poway Unified School District offers academically challenging technical courses and programs. These courses and programs are comprehensive and future-oriented, are responsive to student, parent, community and workforce development needs, and are proven to positively affect student achievement. The CTE courses offered during the 2009-10 school year are displayed below, listed by industry sector (U denotes a course that is UC approved, A denotes a course that is articulated, S denotes a course that is sequenced).

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	5,485
% of pupils completing a CTE program and earning a high school diploma	92.81%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	2	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	3	---
Science	3	---
Social Science	5	---
All courses	13	9.3

XII. Instructional Planning and Scheduling**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Research supports the positive effects professional development has on increasing student learning. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.