

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page 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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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 2010-11)

This section provides the school's contact information.

| School | | District | |
|-------------------------|--------------------------|-----------------------|-----------------------|
| School Name | Mt. Carmel High School | District Name | Poway Unified |
| Street | 9550 Carmel Mountain Rd. | Phone Number | 858-521-2800 |
| City, State, Zip | San Diego, CA 92129-2738 | Web Site | www.powayusd.com |
| Phone Number | 858-484-1180 | Superintendent | John P. Collins, Ed.D |
| Principal | Dawn Kastner | E-mail Address | elehew@powayusd.com |
| E-mail Address | dkastner@powayusd.com | CDS Code | 37682963730074 |

School Description and Mission Statement (School Year 2009-10)

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

Nestled in the rolling hills of Rancho Penasquitos and opened in 1974, Mt. Carmel High School serves the Northeast San Diego communities of Rancho Penasquitos and Sabre Springs. Mt. Carmel additionally serves the Poway Unified School District as a "School of Choice" and over one third of MCHS students choose to attend Mt. Carmel instead of their home PUSD high school. Completely modernized between 2004 and 2007, the expansive campus offers classrooms capable of supporting the latest technology, 12 science laboratories, one Biotechnology laboratory, one virtual language laboratory, visual arts labs, an updated library with print and on-line collections, a state of the art Performing Arts Center, an expanded cafeteria and lunch shelter, and upgraded physical education, aquatics, and athletic facilities. In an effort to coordinate services for students, the MCHS SUN Center houses grade level teams of assistant principals, counselors, guidance technicians, as well as student assistance services, and the records, attendance, finance and health offices. Rancho Penasquitos and Sabre Springs are predominantly middle-class areas with more than 57,000 residents in over 17,000 households living in apartments, condominiums and single-family houses. 72% percent own their homes and 28% are renters. Slightly less than 11% of families have incomes below the poverty level. 31% percent of families have incomes of less than \$59,999 per year, 59% between \$60,000 and \$149,999 and 10% have incomes of \$150,000 or more. The predominant racial/ethnic groups of the

community are African-American (2.5%), Asian (17%), Filipino (15%), Hispanic (10%) and White/Caucasian (51%). More than one-quarter of these residents are foreign born and one-third speak a language other than English at home. Mt. Carmel's student enrollment is 2203 and has decreased by 183 students from the previous school year. Mt. Carmel has a significant population of students who qualify for Free/Reduced lunch (12%) and also a growing population of limited English proficient students (6%). Mt. Carmel's staff is predominantly white (91%) with some Asian, Filipino, and Hispanic staff members.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Parent and community involvement at Mt. Carmel is deep and positive, with an emphasis on a common goal of educating young people academically, physically, artistically and emotionally. Parent events throughout the year include, but are not limited to: Department Faire and Back to School Night, Eighth Grade Parent Night, Freshman Parent Night, along with College Application and Financial Aid workshops. The Mt. Carmel Athletic Foundation and its numerous parent booster groups support the programs in the MCHS athletic program. The Mt. Carmel Band Boosters support award winning instrumental, orchestral and vocal music programs. The MCHS PTSA offers volunteer hours to school programs, grants to staff members, and scholarships to students. This year a new Mt. Carmel Education Foundation is in development. Parents and students have access to teachers and grades through Learning Point, an internet site that allows parents and students to access information and communicate with teachers beyond the bell . All MCHS teachers have Learning Point sites.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 8 | 4 |
| Ungraded Elementary | 0 |
| Grade 9 | 453 |
| Grade 10 | 547 |
| Grade 11 | 611 |
| Grade 12 | 590 |
| Ungraded Secondary | 0 |
| Total Enrollment | 2,205 |

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 5 | White | 53 |
| American Indian or Alaska Native | 1 | Two or More Races | |
| Asian | 14.1 | Socioeconomically Disadvantaged | 13 |
| Filipino | 12 | English Learners | 6 |
| Hispanic or Latino | 11 | Students with Disabilities | 11 |
| Native Hawaiian/Pacific Islander | 0.86 | | |

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject | 2007-08 | | | | 2008-09 | | | | 2009-10 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 26.4 | 41 | 14 | 35 | 28.1 | 32 | 17 | 35 | 26.8 | 23 | 43 | 36 |
| Mathematics | 27.2 | 33 | 17 | 28 | 28.5 | 31 | 8 | 37 | 28.9 | 12 | 45 | 34 |
| Science | 31.6 | 6 | 17 | 34 | 33.5 | 3 | 8 | 45 | 27.5 | 15 | 38 | 23 |
| Social Science | 30.1 | 6 | 21 | 30 | 32.2 | 5 | 17 | 35 | 28.7 | 7 | 33 | 24 |

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Mt. Carmel places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire, evacuation and lock-down are held. School Administrators and Teachers work together with Campus Security Specialists to ensure a safe and secure campus environment on a daily basis.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspensions | 3.3 | 4.3 | 4.5 | 2.7 | 3.0 | 3.1 |
| Expulsions | 0.7 | 0.0 | 0.2 | 0.2 | 0.0 | 0.1 |

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The school district ensures that students attend clean and safe facilities. The district's maintenance staff follows a comprehensive scheduled preventive and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. A \$198 million school bond was passed by the community in 2002, which is funding the renovation of 23 older schools and replacing the oldest school in the district. Planned renovations at each school will address inequity of learning facilities, expand core facilities, add classrooms and improve access to technology.

In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|-------------------------------------|--------------------------|--------------------------|--------------------------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Interior: Interior Surfaces | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Electrical: Electrical | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Safety: Fire Safety, Hazardous Materials | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Structural: Structural Damage, Roofs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [] | [] | [] | |
| Overall Rating | [X] | [] | [] | [] | |

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2007-08 | 2008-09 | 2009-10 | 2009-10 |
| With Full Credential | 103 | 102 | 76 | 1278 |
| Without Full Credential | 0 | 0 | 3 | 11 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

| Indicator | 2008-09 | 2009-10 | 2010-11 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 3 | 0 | 0 |
| Total Teacher Misassignments | --- | 0 | 0 |
| Vacant Teacher Positions | --- | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page 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 | 98 | 2 |
| All Schools in District | 98.9 | 1.1 |
| High-Poverty Schools in District | N/A | N/A |
| Low-Poverty Schools in District | 100 | 0 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 5.5 | 432 |
| Counselor (Social/Behavioral or Career Development) | | --- |
| Library Media Teacher (Librarian) | | --- |
| Library Media Services Staff (paraprofessional) | | --- |
| Psychologist | | --- |
| Social Worker | | --- |
| Nurse | | --- |
| Speech/Language/Hearing Specialist | 2.0 | --- |
| Resource Specialist (non-teaching) | | --- |
| Other | | --- |

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|-----------------------|---|---|--|
| 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. | 0 | Yes |
| 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. | 0 | Yes |

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|---|--|---|--|
| Science | Each pupil, including English learners, has a textbook or 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. 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. | 0 | Yes |
| 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. | 0 | Yes |
| 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. | 0 | Yes |
| 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. | 0 | Yes |
| 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. | 0 | Yes |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|--|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | --- | --- | --- | \$69,096 |
| District | --- | --- | \$8,188 | 70,408 |
| Percent Difference: School Site and District | --- | --- | --- | 0.1% |
| State | --- | --- | 5,681 | 68,179 |
| Percent Difference: School Site and State | --- | --- | --- | 3.7% |

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | 39,013 | 42,377 |
| Mid-Range Teacher Salary | 67,709 | 67,667 |
| Highest Teacher Salary | 87,318 | 87,102 |
| Average Principal Salary (Elementary) | 120,288 | 108,894 |
| Average Principal Salary (Middle) | 123,997 | 113,713 |
| Average Principal Salary (High) | 135,512 | 124,531 |
| Superintendent Salary | 241,219 | 223,323 |
| Percent of Budget for Teacher Salaries | 43.9 | 40.2 |
| Percent of Budget for Administrative Salaries | 5.3 | 5.5 |

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | 64 | 66 | 66 | 74 | 78 | 78 | 46 | 50 | 52 |
| Mathematics | 38 | 38 | 38 | 67 | 69 | 69 | 43 | 46 | 48 |
| Science | 61 | 67 | 67 | 75 | 80 | 80 | 46 | 50 | 54 |
| History-Social Science | 60 | 58 | 58 | 64 | 68 | 68 | 36 | 41 | 44 |

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English- Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | | | | |
| All Student at the School | | | | |
| Male | 65 | 42 | 68 | 64 |
| Female | 67 | 34 | 66 | 53 |
| Black or African American | 44 | 23 | 48 | 42 |
| American Indian or Alaska Native | * | * | * | * |
| Asian | 76 | 60 | 79 | 65 |
| Filipino | 61 | 33 | 64 | 54 |
| Hispanic or Latino | 56 | 26 | 46 | 46 |
| Native Hawaiian/Pacific Islander | 54 | 25 | * | * |
| White | 69 | 38 | 71 | 63 |
| Two or More Races | 57 | 28 | 61 | 49 |
| Socioeconomically Disadvantaged | 40 | 25 | 39 | 38 |
| English Learners | 13 | 21 | 10 | 10 |
| Students with Disabilities | 25 | 13 | 15 | 18 |
| Students Receiving Migrant Education Services | | | | |

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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

| Subject | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | 79.0 | 69.8 | 72.2 | 80.5 | 77.8 | 77.2 | 52.9 | 52.0 | 54 |
| Mathematics | 78.6 | 74.7 | 76.5 | 78.6 | 80.5 | 81 | 51.3 | 53.3 | 53.4 |

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

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 23.4 | 22.7 | 53.9 | 19.7 | 37.7 | 42.6 |
| All Students at the School | | | | | | |
| Male | 32.0 | 24.6 | 43.4 | 22.7 | 32.0 | 45.3 |
| Female | 24.8 | 21.8 | 53.4 | 25.6 | 34.7 | 39.7 |
| Black or African American | 39.1 | 21.7 | 39.1 | 39.1 | 30.4 | 30.4 |
| American Indian or Alaska Native | * | * | * | * | * | * |
| Asian | 18.5 | 19.8 | 61.7 | 11.1 | 21.0 | 67.9 |
| Filipino | 22.0 | 37.3 | 40.7 | 22.0 | 37.3 | 40.7 |
| Hispanic or Latino | 49.2 | 18.5 | 32.3 | 44.6 | 29.2 | 26.2 |
| Native Hawaiian/Pacific Islander | * | * | * | * | * | * |
| White | 26.1 | 23.1 | 50.7 | 21.6 | 38.1 | 40.3 |
| Two or More Races | * | * | * | * | * | * |
| Socioeconomically Disadvantaged | 61.2 | 17.9 | 20.9 | 47.8 | 29.9 | 22.4 |
| English Learners | 51.8 | 30.4 | 17.9 | 55.4 | 17.9 | 26.8 |
| Students with Disabilities | 84.6 | 9.6 | 5.8 | 86.5 | 9.6 | 3.8 |
| Students Receiving Migrant Education Services | * | * | * | * | * | * |

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 3.1 | 11.5 | 84.4 |

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page 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 | 2007 | 2008 | 2009 |
|-----------------|------|------|------|
| Statewide | 9 | 9 | 9 |
| Similar Schools | 6 | 7 | 4 |

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 |
| All Students at the School | 11 | -11 | 3 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | 3 | -19 | 7 |
| Filipino | 10 | 6 | -6 |
| Hispanic or Latino | 20 | -17 | -5 |
| Native Hawaiian/Pacific Islander | | | |
| White | 16 | -16 | 9 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 15 | -4 | 7 |
| English Learners | | | 3 |
| Students with Disabilities | 34 | -18 | 17 |

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

| Group | 2010 Growth API | | |
|----------------------------------|-----------------|-----|-------|
| | School | LEA | State |
| All Students at the School | 818 | 883 | 767 |
| Black or African American | | 777 | 686 |
| American Indian or Alaska Native | | 818 | 728 |
| Asian | 876 | 943 | 890 |
| Filipino | 810 | 878 | 851 |
| Hispanic or Latino | 758 | 797 | 715 |
| Native Hawaiian/Pacific Islander | | 821 | 753 |
| White | 831 | 888 | 838 |
| Two or More Races | | | 808 |
| Socioeconomically Disadvantaged | 722 | 776 | 712 |
| English Learners | 714 | 829 | 692 |
| Students with Disabilities | 576 | 699 | 580 |

Adequate Yearly Progress

The federal NCLB Act 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) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|---|--------|----------|
| Overall | Yes | No |
| Participation Rate: English-Language Arts | Yes | Yes |
| Participation Rate: Mathematics | Yes | Yes |
| Percent Proficient: English-Language Arts | Yes | No |
| Percent Proficient: Mathematics | Yes | No |
| API | Yes | Yes |
| Graduation Rate | Yes | Yes |

Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| 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 | --- | |
| Percent of Schools Currently in Program Improvement | --- | |

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 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| Dropout Rate (1-year) | 1 | 0 | 0 | 1 | 1 | 1 | 5 | 5 | 6 |
| Graduation Rate | 97 | 98 | 98 | 96 | 97 | 98 | 81 | 80 | 79 |

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met 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 2010 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 96.4% | 92.7% | 94.5 |
| Black or African American | 91.3% | 82% | 89.7 |
| American Indian or Alaska Native | 100% | 85.7% | 95.3 |
| Asian | 97.6% | 97% | 97.4 |
| Filipino | 92.1% | 91.6% | 98.2 |
| Hispanic or Latino | 91.1% | 81.9% | 91.6 |
| Native Hawaiian/Pacific Islander | 100% | 94.7% | 95.2 |
| White | 97.9% | 94.4% | 98.1 |
| Socioeconomically Disadvantaged | 79.7% | 70.5% | 91.3 |
| English Learners | 76.9% | 67.7% | 98.5 |
| Students with Disabilities | 88.9% | 88.5% | 53.4 |

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

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 Pathway | Introductory | Concentrator | Capstone |
|--|---|---|---|
| Agriculture and Natural Resources Industry Sector | | | |
| Animal Science | ^{US} Agricultural Science 1,2; | ^{US} Agricultural Biology 1,2 | ^{US} Veterinary Science 1,2 |
| Ornamental Horticulture | ^{US} Agricultural Science 1,2; | ^{US} Agricultural Biology 1,2 | ^S Floral Design 1,2 |
| Arts, Media, and Entertainment Industry Sector | | | |
| Media and Design Arts | ^{UAS} Computer Graphic Arts 1,2 | ^{US} Computer Graphic Arts 3,4; | |
| | | ^{UAS} 3D Animation 1,2; | ^{US} 3D Animation 3,4; |
| | | ^{UAS} Digital Media Production 1,2 | ^{AS} Digital Media Production Advanced |
| | ^{US} Jewelry 1-2 | | ^{US} Jewelry 3-4 |
| | ^{US} Technical Theater/ Stagecraft | | |

| Engineering and Design Industry Sector | | | |
|--|---|--|--|
| Engineering Design | ^{AS} Computer Aided Drafting 1,2; ^{UAS} Introduction to Engineering Design | ^S Computer Aided Drafting 3,4; ^{UAS} Architectural Design 1,2; ^S Robotics | ^{US} Architectural Design 3,4; ^{UAS} Biotechnology; ^{UAS} Biomedical Technology 1,2 |
| Information Technology Industry Sector | | | |
| Media Support and Services | ^S Introduction to Computers | ^{AS} Internet Publishing | ^{AS} Computer Information Systems - Advanced; ^{AS} Business Technology |
| Programming and Systems Development | ^{US} Introduction to Computer Programming | ^{UAS} AP Computer Science A | ^{US} AP Data Structures |
| Manufacturing and Product Development Industry Sector | | | |
| Graphic Arts Technology | ^{UAS} Photography 1,2 | ^{US} Photography 3,4 | ^{US} AP Studio Art/ Photography; ^{UAS} Screen Printing & Design |
| Marketing, Sales, and Service Industry Sector | | | |
| Entrepreneurship | ^S Introduction to Business | ^S Marketing Education; ^{AS} Financial Accounting | ^{AS} Business Management; |
| Public Service Industry Sector | | | |
| Protective Services | ^{AS} Fire Science 1,2 | | |
| Transportation Industry Sector | | | |
| Vehicle Maintenance, Service, and Repair | ^{AS} Auto Mechanic 1,2 ^{AS} Auto Technology 1,2 | ^S Power Mechanics ^{AS} Auto Technology 3,4 ^{AS} Auto Body Repair | ^{AS} Auto Mechanic 3,4; ^{AS} Auto Technology 3,4 |

Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of pupils participating in CTE | 6,555 |
| % of pupils completing a CTE program and earning a high school diploma | 97% |
| % 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)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| UC/CSU Course Measure | Percent |
|---|---------|
| Students Enrolled in Courses Required for UC/CSU Admission | 100% |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 63% |

Advanced Placement Courses (School Year 2009-10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | 0 | --- |
| English | 2 | --- |
| Fine and Performing Arts | 5 | --- |
| Foreign Language | 2 | --- |
| Mathematics | 3 | --- |
| Science | 4 | --- |
| Social Science | 2 | --- |
| All courses | 18 | 62% |

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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.