

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	Poway High School	District Name	Poway Unified
Street	15500 Espola Rd.	Phone Number	858-521-2800
City, State, Zip	Poway, CA 92064-2207	Web Site	www.powayusd.com
Phone Number	858-748-0245	Superintendent	John P. Collins, Ed.D
Principal	Scott Fisher	E-mail Address	elehew@powayusd.com
E-mail Address	sfisher@powayusd.com	CDS Code	37682963735867

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

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

Located thirty-five miles northeast of metropolitan San Diego, Poway High School serves a quickly growing and changing area. When the school was built fifty years ago, it faced fields and groves. Now luxury homes surround us, and our neighborhood includes custom homes, a mobile home park, tract homes, apartments, a country club, and some backyards that still corral horses. Poway High School, located just north of San Diego in the city of Poway, aims to prepare students for life after graduation. We are proud of our strong academic record. Our 2011 API score of 855 reflects our commitment to academic excellence. While we are heavily oriented towards college and future success with eighteen AP courses and nine "honors" courses offered we give students myriad ways to find interest-based links to school. Our varied course offerings include computer animation, architectural design, digital media, floral design, and agriculture. We take pride in the breadth and depth of our extra-curricular and co-curricular programs. We have a phenomenal visual and performing arts program, including a marching band that achieves top ratings against other schools in the state, a choir that has

performed to rave reviews in national competitions, and a photography program that helped students to earn top honors, including Best of Show at a recent county fair. Our digital media classes have fostered multiple winners of San Diego's Best Fest for video and film, and our automotive technology and engineering students have received top honors in Chrysler's Build Your Own Dream Car competition as well as other state and national level contests. Part of our campus culture is the wide variety of support programs and ways to connect kids outside of class. These include ASB, over fifty clubs, Peer Counseling, and Link Crew (upperclassmen who put on activities to acclimate and support freshmen). Our Student Services office offers support groups, conflict mediation and drug, alcohol and tobacco cessation classes. Because of our academic program, realtors routinely use our District's reputation as a selling point for people moving into the area. We are also known in the county as an athletics powerhouse with hundreds of Palomar League, CIF, and State championship titles over the years. We field Varsity, JV and freshman teams in 26 CIF-sanctioned sports and four club sports, with JV and freshman levels in most.

The Poway High School Community will ensure a safe, respectful, challenging learning environment that requires all students to meet high expectations and pursue their goals.

- Staff, students, and parents of the learning community will support, and have a personal connection to, the Poway High School Mission and Vision.
- Communication among staff, students and parents will be coordinated and clear, and will strengthen the connection between home and school.
- The school community will partner with the greater Poway Community and its businesses to promote interaction, and community members will have a supporting role on and off our campus.
- All members of the learning community will maintain a clean, safe and secure environment that requires respectful speech and behavior and instills pride in our school.
- All members of the learning community will give and receive common courtesy, inside and outside of classrooms, and for and among members of diverse groups.
- Staff will exemplify professionalism and model the speech and behavior expected of students.
- Students at all grade levels will meet or exceed academic standards and will demonstrate personal, social and career skills expected of all Poway High School graduates.
- Students will make connections between subject areas and the real world -- with staff assisting, and community partners providing opportunities for real-life experience.
- Staff will provide rigorous and relevant curriculum and daily lessons driven by academic standards and student performance.
- Teachers in all subject areas will support the basic skills of reading, speaking, writing, using technology and problem-solving in their curriculum.
- Staff will participate in professional development activities that result in measurable improvement in student learning.
- All students will graduate prepared for many options after high school.
- Students at all grade levels will set, and make progress towards, academic, personal, and future goals.
- Staff will assist students in goal-setting and achievement and help them to follow a plan for their future.

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.

Poway High recognizes the importance of the partnership between home/school and remains committed to supporting the Parents as Partners Core Value. Parents can get involved in the following ways:

1. **School Site Council:** School Site Council meets regularly to discuss and revise the Single Plan for Student Achievement (SPSA) as well as allocate funds to support the goals within. The site team is made up of teachers, students and parents who are committed to helping make Poway a better school. School site parents participate in decisions that involved funding for projects, academic programs, and other needs on campus.
2. **Friends of Poway Foundation:** The foundation, which was revived five years ago, is committed to raising money for Poway High students. Over the five years, the foundation has provided technology for all classrooms on our campus including LCD projectors in every room, document cameras for a quarter of the staff, computers for public labs, software for both the library and credit recovery, and has even helped finance the new dance floor in the Titan Athletic Center. The foundation is made up of mostly parents who volunteer to manage the fundraising activities and authorize spending based on recommendations from students, teachers and administrators who also serve on the board. Parents can serve as executive members, members at large, or simply help out putting on a fundraising activity.
3. **Booster Clubs:** Booster clubs at Poway function much like the foundation with the exception that they are designed to raise money for a specific sport or program. At Poway there are a variety of Booster Clubs parents can get involved with including Band, Choir, Robotics, and Athletics. Parents are on the board and/or help out in a volunteer fashion.
4. **Parent Teacher Student Association:** PTSA meets regularly at Poway High and functions as support group for Poway by raising funds, providing communication through the Titan Times Newsletter, and planning and organizing the Grad Night program at the end of the year. PTSA members are voted in and plan fundraisers and activities that help get parents involved. Monies raised often go to support programs such as credit recovery or student services.
5. **Parent Volunteers/Mentors:** There are many examples of how parents participate in the school programs through being volunteers or mentors. A few examples include parent volunteers in the library, the Digital Oasis, AVID, and main offices. Parents often help out in the overall running of certain areas where permitted by Education Code. Parents help out to organize and run events such as registration and Senior Project. Parents in the Titan Digital Oasis volunteer to help the manager run the store, fulfill orders, and help customers. They work on a regular schedule and are essential to making it run smoothly. Senior Project allows parents and community members to serve not only as mentors to student in specific areas, but as panelists on the day of the event. Panelists evaluate the presentations and provide feedback to the presenters.
6. **AVID Site Team:** This team meets three times a year to discuss AVID and how it can best support students at Poway. Parents meet with students, teachers, and the AVID coordinators to help plan ways to improve AVID and help students experience success. Parents on the site team often volunteer to help with end of the year banquets, fundraisers, field trips, and incentive programs for students who are doing well.
7. **Principal's Coffee:** Quarterly meetings are held where parents come to Poway to visit with the administration to become better acquainted with their schools, ask questions, or find ways to becoming more involved. Parents provide feedback and ask questions related to the school and ways they can help. They often serve as a sounding board for ideas and/or issues that may need parental input. Some parents are regular attendees while others only come a few times. This is a very informal and non-committal way of getting involved and providing feedback to the school.

There are many ways parents can become involved at Poway High. There are also varying degrees to how much time or energy parents can offer. As a school we encourage parents to get involved in whatever way they can and believe that the more parental support and input we have, the better we will be able to serve our students.

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

Grade Level	Number of Students
Grade 8	1
Grade 9	647
Grade 10	595
Grade 11	631
Grade 12	731
Total Enrollment	2,605

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.7	White	68.6
American Indian or Alaska Native	0.4	Two or More Races	2.3
Asian	5.5	Socioeconomically Disadvantaged	17.2
Filipino	3.1	English Learners	6.4
Hispanic or Latino	17.8	Students with Disabilities	9.5
Native Hawaiian/Pacific Islander	0.7		

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	26.4	44	32	31	26.2	16	54	20	32	10	10	50
Mathematics	28.3	25	37	25	28.9	12	36	23	32.7	7	11	41
Science	31.3	7	23	41	29.1	6	37	21	36.3	4	2	45
Social Science	31.4	4	30	35	29	7	29	24	34.4	4	5	34

* 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.

Poway High places a strong emphasis on safety for students and staff. At the start of each school year, administrators communicate with each student by visiting classes for a Poway High Behavior and Discipline presentation, which includes a question and answer period. Additionally, PHS administrators have conducted a teacher training relative to our PUSD Hate/Harassment Policy. PHS administrators present to all students information relative to the Hate/Harassment district policy. This policy and the video are made available to parents on-line. Emergency plans are reviewed annually. Annual training procedures and drills for earthquakes, fire and bus evacuation are held. Asbestos plan is updated annually. The Poway Fire Department conducts an annual inspection of the entire facility for fire safety and hazardous materials at the beginning of each year. After-school activities, extra-curricular programs, and homework classes are available to offer a safe environment for students at the end of the day.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	4.93	7.15	5.87	2.97	3.06	3.08
Expulsions	0	0.3	0.46	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: 06/20/2011

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 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	121	90	84	1363
Without Full Credential	1	1	6	21
Teaching Outside Subject Area of Competence	0	0	2	---

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	98.78	1.22
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	4	597
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	1	---
Speech/Language/Hearing Specialist	1.2	---
Resource Specialist (non-teaching)	0	---
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 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
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
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			

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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	--	--	--	\$57,322
District	---	---	\$7,379	\$63,343
Percent Difference: School Site and District	---	---	--	-9.5%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	--	-17.2%

* **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 assists 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/td/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	71	72	71	76	78	78	49	52	54
Mathematics	58	55	59	67	69	69	46	48	50
Science	75	71	75	77	80	81	50	54	57
History-Social Science	69	71	71	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	71	59	75	71
Male	66	58	76	72
Female	76	60	75	69
Black or African American	62	50	65	58
American Indian or Alaska Native	57	36	0	45
Asian	83	78	89	84
Filipino	72	67	65	63
Hispanic or Latino	46	43	43	50
Native Hawaiian/Pacific Islander	71	69	0	0
White	77	60	82	75
Two or More Races				
Socioeconomically Disadvantaged	40	36	43	43
English Learners	7	20	16	15
Students with Disabilities	30	27	35	33
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	79	72	76	78	77	80	52	54	59
Mathematics	80	77	75	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	24	24	52	25	39	36
Male	27	26	48	22	35	42
Female	21	22	57	28	43	29
Black or African American	39	28	33	39	33	28
American Indian or Alaska Native	0	0	0	0	0	0
Asian	8	23	69	5	34	61
Filipino	21	16	63	16	37	47
Hispanic or Latino	51	22	27	48	35	16
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	18	25	57	21	41	38
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	53	24	22	51	41	8
English Learners	89	11	0	76	22	3
Students with Disabilities	70	18	12	79	21	0
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
5	0	0	0
7	0	0	0
9	13.2	22.1	54.7

* 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	10	10
Similar Schools	8	8	8

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	6	7	-2
Black or African American			
American Indian or Alaska Native			
Asian	25	11	-6
Filipino			
Hispanic or Latino	2	34	-7
Native Hawaiian/Pacific Islander			
White	8	1	2
Two or More Races	N/D		
Socioeconomically Disadvantaged	16	42	-18
English Learners		51	-30
Students with Disabilities	7	43	30

* "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	1,770	854	25,098	887	4,683,676	778
Black or African American	38	801	802	797	317,856	696
American Indian or Alaska Native	14	720	126	819	33,774	733
Asian	118	926	4,910	947	398,869	898
Filipino	68	869	1,949	881	123,245	859
Hispanic or Latino	312	741	3,013	805	2,406,749	729
Native Hawaiian/Pacific Islander	13	864	204	848	26,953	764
White	1,207	876	14,093	891	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	308	713	3,531	781	2,731,843	726
English Learners	202	670	3,871	830	1,521,844	707
Students with Disabilities	175	621	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	No	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	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	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)	0.4	0.2	0.4	0.8	0.5	0.8	4.9	5.7	4.6
Graduation Rate	98.0	98.68	98.14	96.8	97.53	96.84	80.21	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	95.8	97	N/D
Black or African American	100	97.4	N/D
American Indian or Alaska Native	100	100	N/D
Asian	97.1	97	N/D
Filipino	82.6	94.9	N/D
Hispanic or Latino	85.3	92.1	N/D
Native Hawaiian/Pacific Islander	85.7	94.4	N/D
White	98.6	98.1	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	83.5	89.4	N/D
English Learners	44.4	67	N/D
Students with Disabilities	93.2	92.2	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	60.3

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	8	---
Fine and Performing Arts	0	---
Foreign Language	5	---
Mathematics	7	---
Science	7	---
Social Science	17	---
All courses	44	12.4

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.