POWAY UNIFIED SCHOOL DISTRICT

STATE OF THE DISTRICT REPORT
2007-2008

College Readiness

A Lifetime of Learning for Poway Unified students begins in Pre-K and continues beyond graduation. Our school district strives to provide a rigorous curriculum and the college readiness skills needed for continuous learning.

BOARD OF EDUCATION

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SUPERINTENDENT OF SCHOOLS

Donald A. Phillips, Ed.D.

Poway Unified School District

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

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

Dear Parents and Community,

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

We are committed to continuous improvement focused on increased student achievement. In 2002 the Board of Education adopted a strategic plan that builds on increasing literacy skills in reading, writing, and mathematics. We have raised the academic bar for all graduates because we believe graduates will need to pursue college or other postsecondary training to remain competitive in a global economy. As a result of the District's consistent focus, we have realized significant growth over the past six years.

Since 2002 the District's overall Academic Performance Index (API) has grown from 818 to 872. The growth numbers districtwide and at the elementary, middle, and high school levels are on the chart at the right.

The State of California has set a target of 800 or better by the year 2014; currently, only 36% of schools in the state are above 800. All of our schools have an API of 800 or better.

The new high stakes graduation test, the California High School Exit Exam (CAHSEE), took effect for the class of 2006. In 2007, only five students in Poway Unified who were on track to graduate did not pass the final test.

PUSD Academic Performance Index		
Level	**2002**	**2008**
Elementary	863	900
Middle	833	878
High	769	825
Districtwide	818	872

The percentage of students taking one or more advanced placement class during their high school career has risen from 29% in 2002 to 60% in 2007. The State of the District Report further refines the data by subgroup performance and looks at a host of other measures. This data is tracked over time as one part of our accountability and improvement system.

In 2002, the Board set forward a plan to modernize and expand our aging school facilities and complete the buildout of the school district. Voters passed Proposition U in November of 2002 to support the renovation and expansion of 24 schools in the School Facilities Improvement District. In addition to $198 million from Proposition U, the District secured $68 million from state funding and an additional $34 million from a variety of local funding sources. While we were not able to complete all projects set out under Proposition U due to unprecedented levels of building industry inflation, the community passed Proposition C in February of 2008, which will allow us to complete all modernization and expansion programs by the 2010-2011 school year.

The Board also set forward a plan to complete the buildout of our school district in the northwest quadrant (west of Interstate 15 and north of Interstate 56) by completing Stone Ranch, Monterey Ridge, Willow Grove, and Del Sur Elementary Schools, Oak Valley Middle School, and Del Norte High School (opening fall 2009).

In June 2008 the Board of Education passed an updated strategic vision for 2008-2014 to support college readiness for all. The vision document can be viewed on our website at www.powayusd.com.

Finally, I wish to thank you for your ongoing involvement and support. We know that the power of our partnership with our parents and community serves as the bedrock of our success in making Poway Unified one of the finest school districts. We look forward to working together to continue to move our district forward for the benefit of all of our students.

Don Phillips visits students at Garden Road Elementary School during the school's rededication ceremony held Sept. 19, 2007.

Sincerely,

Donald A. Phillips, Ed.D.
Superintendent

Poway Unified School District State of the District Report 2007-2008

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ABOUT POWAY UNIFIED SCHOOL DISTRICT

Kindergarten

First Grade

Second Grade

Third Grade

The Journey Continues as the College Class of 2020 reaches fourth grade. These fourth graders from Adobe Bluffs Elementary School are continuing on their college readiness pathway of learning. They are acquiring the skills needed for success in future careers and in higher education, whether at a four-year or two-year college, or at institutions for specific professions and careers.

Fourth Grade

SCHOOLS

ELEMENTARY
Adobe Bluffs
Canyon View
Chaparral
Creekside
Deer Canyon
Del Sur
(Opening Aug. 2008)
Garden Road
Highland Ranch
Los Peñasquitos
Midland
Monterey Ridge
Morning Creek
Painted Rock
Park Village
Pomerado
Rolling Hills
Shoal Creek
Stone Ranch
Sundance
Sunset Hills
Tierra Bonita
Turtleback
Valley
Westwood
Willow Grove
(Opening Aug. 2008)

MIDDLE SCHOOLS
Bernardo Heights
Black Mountain
Meadowbrook
Mesa Verde
Oak Valley
Twin Peaks

HIGH SCHOOLS
Abraxas
Mt. Carmel
Poway
Rancho Bernardo
Westview
Poway Adult School

Also:
Extended Student Services
Preschools
Alternative Programs
ROP

Mission Statement

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

Two Key Goals

PUSD is committed to providing opportunities for all students to reach their potential.

Goal I   Increase achievement for all students through a comprehensive literacy effort.

Goal II   Provide a physical learning environment to support student learning for all.

To help guide our efforts, we have set measurable targets for our students. We believe that all students should have college readiness skills to help them be successful after they graduate from high school.

Character Counts!

PUSD, through a generous donation from a community member, is implementing the program, Character Counts! The over-arching goal of the program is to adopt the "Six Pillars of Character," a common framework to develop positive character in the school community.

- ◆ **Trustworthiness**
- ◆ **Respect**
- ◆ **Responsibility**
- ◆ **Fairness**
- ◆ **Caring**
- ◆ **Citizenship**

Welcome to PUSD!

Poway Unified School District is located in the northwestern section of San Diego County in southern California. Extending over 100 square miles, the district serves approximately 33,000 students from the cities of Poway and San Diego, in the communities of Black Mountain Ranch, Carmel Mountain Ranch, Del Sur, Poway, Rancho Bernardo, Rancho Peñasquitos, Sabre Springs, Santa Fe Valley, Santaluz, StoneBridge, Torrey Highlands, and 4S Ranch. The Poway school district became a unified school district in 1962. PUSD is currently the 26th largest school district in California.

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

POWAY UNIFIED SCHOOL DISTRICT PROFILE

PROFILE OF THE DISTRICT

Geographic Size: 100 sq. miles

PUSD serves the following communities:
Black Mountain Ranch, Carmel Mountain Ranch, Del Sur, Poway, Rancho Bernardo, Rancho Peñasquitos, Sabre Springs, Santa Fe Valley, Santaluz, StoneBridge, Torrey Highlands, and 4S Ranch.

Size in California:
26th largest

Size in San Diego County:
3rd largest

2007-2008 Budget:
$260 million

Number of Schools: 34
- 23 Elementary schools
- 6 Middle schools
- 4 Comprehensive high schools
- 1 Continuation high school

Also:
- 1 New Directions Program
- 21 Preschools
- 1 Poway Adult School

Location of Schools:
PUSD schools are situated in two cities and in the unincorporated area of San Diego County:
- 11 Schools in the City of Poway
- 20 Schools in the City of San Diego
- 3 Schools in the unincorporated area of San Diego County

Number of Students:
33,282 (K-12)

Ethnic Diversity:

African American	3.1%
American Indian/Alaskan	0.4%
Asian	15.8%
Filipino	7.2%
Hispanic	10.7%
Pacific Islander	0.7%
White	56.7%
Multiple or No Response	5.3%

Graduation Rate: 96.2%
Attendance Rate: 96.6%
Number of Teachers: 1,555
PTA/PTSA Membership:
17,965

Accomplishments

Top High Schools in San Diego County
Mt. Carmel High School
Poway High School
Rancho Bernardo High School
Westview High School
(*San Diego Magazine* ratings)

Top Elementary Schools in San Diego County
Adobe Bluffs Elementary School
Chaparral Elementary School
Creekside Elementary School
Deer Canyon Elementary School
Los Peñasquitos Elementary School
Painted Rock Elementary School
Park Village Elementary School
Rolling Hills Elementary School
Shoal Creek Elementary School
Turtleback Elementary School
(*San Diego Magazine* ratings)

Top Middle Schools in San Diego County
Mesa Verde Middle School
(*San Diego Magazine* ratings)

Abraxas California Model Continuation High School

Valley Elementary School CA Title I Academic Achievement

Meadowbrook Middle School State Democracy Award

All Comprehensive High Schools Have Academic Performance Index (API) Above 800

San Diego County Taxpayers Association Golden Watchdog Award

Business Performance Management Vision Award for Excellence 2006 (*Business Finance Magazine*)

California Distinguished Schools (26)

National Blue Ribbon Schools (15)

National Spelling Bee Champion

National Merit Scholarship Finalists (27)

San Diego County Urban League Gold Award

National Board Certificated Teachers (113)

NOTABLE FACTS:

PUSD became a unified school district in 1962 when Poway High School became part of what was the K-8 Pomerado Union School District.

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

PUSD Student Enrollment 1992 - 2007
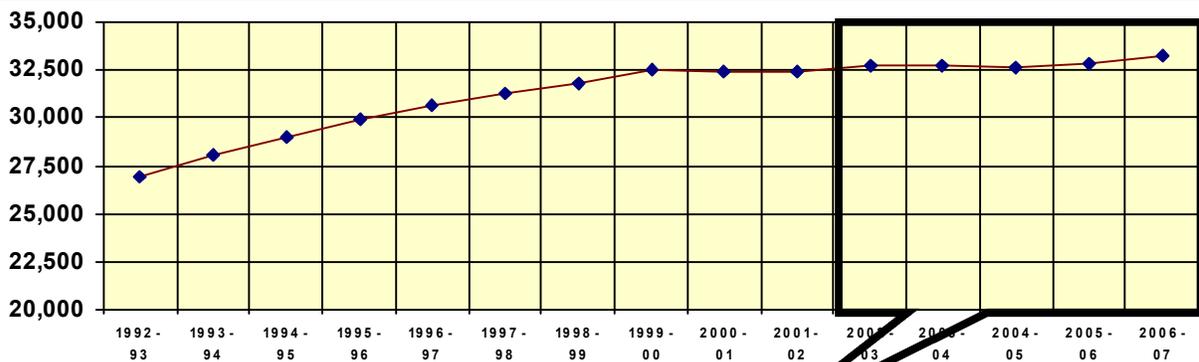
PUSD Student Enrollment 2001 - 2007
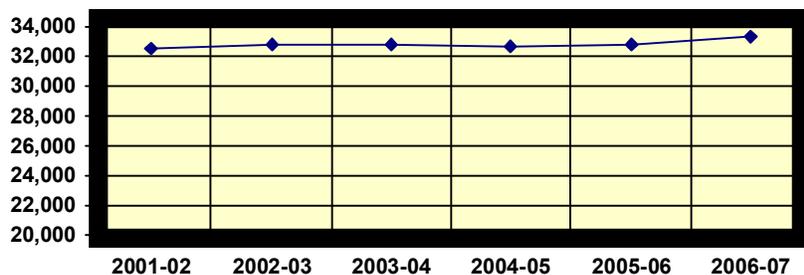
WHAT THE RESULTS SHOW:

During the last five years, enrollment growth has leveled off with a slight increase in 2006-2007. From 1995 to 2000, PUSD grew by approximately 1,000 students each year. From 2000 to 2006, enrollment grew only by 199 students. The district has a mixture of older and newer neighborhoods. While families with children may continue to move into some of the older homes, the Poway City area in particular is experiencing a time when families with grown children remain in older homes, or other homes are purchased by families without school-age youngsters. New housing, particularly in the western portion of the district, is attracting families of school-age children, resulting in a redistribution of students.

PUSD Student Enrollment by Ethnic Group 1997 - 2007

WHAT IS BEING MEASURED:

The chart below shows the percentage of the district's enrollment by ethnic groups over the 11-year period from 1997 to 2007:

	African American	Asian	Filipino	Hispanic	White	All Other
1997	2.8%	8.8%	7.5%	7.8%	72.3%	-
1998	3.0%	9.2%	7.3%	7.9%	71.9%	0.0%
1999	2.8%	9.7%	6.9%	8.4%	68.8%	2.5%
2000	3.0%	10.3%	6.9%	8.8%	67.8%	2.3%
2001	3.1%	11.1%	6.8%	9.0%	67.1%	2.0%
2002	3.3%	11.9%	6.6%	9.4%	65.3%	2.5%
2003	3.3%	12.9%	6.7%	9.5%	63.6%	3.0%
2004	3.0%	13.0%	6.0%	9.0%	61.0%	3.0%
2005	3.1%	14.7%	6.7%	10.0%	59.9%	4.4%
2006	3.0%	15.0%	7.0%	10.0%	58.0%	7.0%
2007	3.0%	15.0%	7.0%	10.0%	56.0%	7.0%

WHAT THE RESULTS SHOW:

Over the last ten years, the white population has declined by 16.3% and been replaced by growing numbers of Asian, Hispanic, and "other." The Filipino population has declined slightly, while the African American population has remained fairly constant. The district's ethnic enrollment profile is rapidly changing to include the "other" category which has doubled in recent years. In 2007, the white population, which comprises 56.0% of the district population, remained the predominate subgroup.

NEXT STEPS:

By 2008, increase the percentage of diverse staff to bring the percentage closer to the ethnic make-up of the student population. This will require the district to increase the percentage of African American, Asian, Filipino, and Hispanic teachers, administrators, and support staff to better reflect the changing ethnic character of the community. See Goal II, page 12.

Poway Unified serves many neighborhoods in Black Mountain Ranch, Carmel Mountain Ranch, Del Sur, Poway, Rancho Bernardo, Rancho Peñasquitos, Sabre Springs, Santa Fe Valley, Santaluz, StoneBridge, Torrey Highlands, and 4S Ranch. A distribution of the population by subgroups is listed on the chart below and on the next page. The source of information is the 2006-2007 California Basic Educational Data Systems Report (CBEDS).

School	Enrollment 2007	English Learners	Low Income	African American	Asian	Filipino	Hispanic	White
Elementary Schools								
Adobe Bluffs	695	11.9%	9.0%	2.2%	23.0%	7.6%	9.4%	48.2%
Canyon View	545	18.1%	6.7%	2.8%	19.3%	6.8%	7.7%	51.9%
Chaparral	830	11.9%	4.8%	2.0%	11.6%	2.8%	8.1%	66.5%
Creekside	809	11.2%	2.9%	1.6%	24.6%	5.1%	6.9%	54.4%
Deer Canyon	575	14.0%	4.6%	1.9%	26.3%	8.7%	7.3%	50.6%
Garden Road	511	7.8%	18.7%	1.8%	3.7%	4.7%	15.1%	63.4%
Highland Ranch	645	16.6%	6.6%	4.0%	25.9%	7.1%	8.2%	45.3%
Los Peñasquitos	553	34.8%	42.7%	6.5%	12.5%	21.5%	16.8%	35.9%
Midland	585	19.8%	26.6%	2.9%	6.2%	2.9%	21.2%	56.9%
Monterey Ridge	746	15.4%	12.7%	4.4%	28.5%	13.6%	7.7%	38.4%
Morning Creek	577	19.5%	8.5%	4.7%	23.2%	10.6%	11.3%	41.4%
Painted Rock	587	1.4%	4.7%	1.0%	7.7%	3.9%	7.5%	73.9%
Park Village	782	15.4%	1.7%	0.6%	34.4%	4.9%	4.7%	51.0%
Pomerado	489	26.1%	26.7%	2.5%	9.2%	7.0%	27.2%	49.5%
Rolling Hills	405	18.2%	21.7%	4.2%	7.7%	13.8%	10.9%	55.1%
Shoal Creek	641	12.4%	3.4%	2.3%	23.6%	5.4%	6.8%	55.9%
Stone Ranch	967	3.4%	3.9%	1.0%	25.2%	7.0%	7.0%	52.4%
Sundance	487	9.8%	15.4%	7.0%	11.9%	12.1%	8.4%	46.2%
Sunset Hills	643	13.5%	10.8%	2.3%	12.4%	7.6%	9.0%	57.4%
Tierra Bonita	541	8.8%	7.3%	0.6%	5.7%	1.7%	8.1%	77.4%
Turtleback	536	11.9%	10.2%	5.8%	18.1%	4.3%	13.0%	52.5%
Valley	650	24.7%	41.3%	2.8%	6.9%	6.6%	38.6%	34.0%
Westwood	764	15.3%	6.8%	5.2%	15.1%	6.2%	9.8%	54.8%

SECONDARY SCHOOL ENROLLMENT
By Subgroup

School	Enrollment 2007	English Learners	Low Income	African American	Asian	Filipino	Hispanic	White
Middle Schools								
Bernardo Heights	1,400	5.5%	7.9%	3.8%	15.0%	5.9%	9.6%	60.3%
Black Mountain	1,291	9.6%	18.3%	4.5%	16.3%	11.9%	10.9%	49.3%
Meadowbrook	1,337	8.8%	18.3%	3.6%	16.6%	7.2%	17.3%	51.3%
Mesa Verde	1,375	3.1%	6.9%	2.8%	22.0%	8.7%	6.6%	54.1%
Oak Valley	947	4.1%	7.5%	4.8%	21.9%	8.2%	7.3%	53.1%
Twin Peaks	1,383	5.0%	11.7%	1.7%	6.2%	2.4%	11.8%	73.4%
High Schools								
Abraxas	353	4.6%	17.9%	4.9%	4.6%	6.1%	18.0%	58.6%
Mt. Carmel	2,331	5.4%	13.0%	4.8%	13.4%	13.1%	9.7%	52.7%
Poway	3,019	3.3%	18.6%	1.5%	5.6%	3.0%	13.1%	72.6%
Rancho Bernardo	2,895	2.5%	4.4%	3.8%	16.6%	5.9%	8.3%	61.7%
Westview	2,398	2.8%	6.8%	2.6%	20.7%	8.3%	7.0%	56.9%
Totals	**33,282**	**10.7%**	**9.3%**	**3.1%**	**15.8%**	**7.2%**	**10.7%**	**56.7%**

PUSD Student Ethnic Diversity 2007
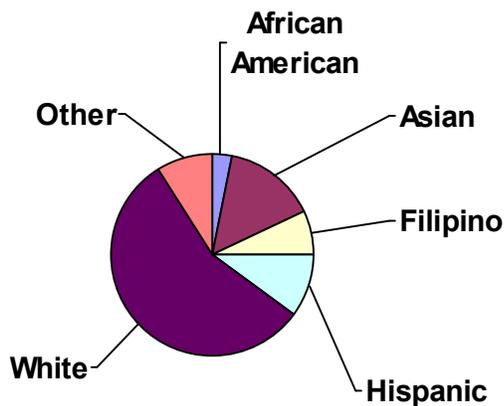
WHAT THE RESULTS SHOW:

Poway Unified is comprised of diverse ethnic groups. The largest subgroup by far, is white (56.0%). The largest minority subgroups are Asian (15.0%) followed closely by Hispanic (10.0%) and Filipino (7.0%). A review of individual school populations shows that the ethnic groups are not evenly distributed across the district. Hispanic populations tend to reside in the City of Poway or east of I-15, while Filipino, African American, and Asians tend to reside west of I-15. The majority of low income families and limited English speaking families tend to be concentrated in about one-third of the schools.

NEXT STEPS:

Poway Unified School District's Strategic Plan focuses on supporting student learning for all. The district will continue to monitor subgroup data to recruit teachers from represented ethnic groups and assure learning for all.

WHERE DOES THE MONEY COME FROM?

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

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

The base amount for the Poway Unified School District starts from the 2005-06 rate of $5,125.22 per student. The statutory Cost of Living Allowance (COLA) of $308.00 is added to the 2005-06 rate, yielding a new base amount of $5,433.22; however, in 2006-07 the revenue limit includes equalization aid of $94.00. The estimated net funded revenue limit is $5,527.22.

Poway Unified School District
2006-07 First Interim Revenue Budget
General Fund Combined

Other Sources, 0.8%

Local, 3.1%

Federal, 3.8%

Other State, 21.6%

Revenue Limit Sources 70.7%

Property Taxes, 52.3%

State Aid, 47.7%

Total Revenue: $251,325,915
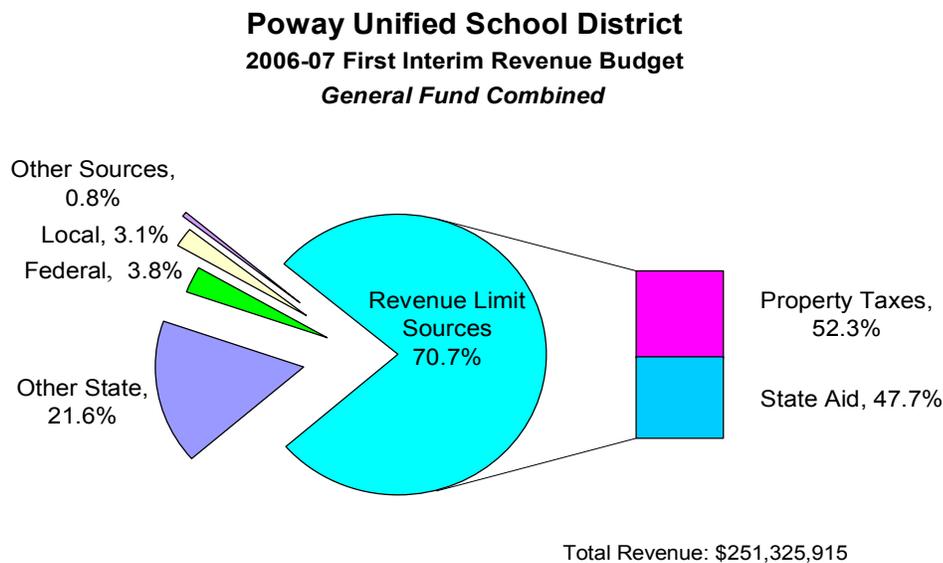
For 2006-07, Poway's Base Revenue Limit was $36.78 below the estimated statewide average of $5,564 for unified school districts. If the district received funding at the statewide average, it would receive $1,165,080 in additional revenue based on a projected Average Daily Attendance (ADA) of 31,677. ADA is calculated on the number of days students are present at school.

In addition to the Revenue Limit funding of $177,786,816, Poway Unified School District also receives funding to operate various federal and state categorical programs. *Revenue Limit* is the amount of money Poway Unified may receive for each student (ADA). Each district has its own revenue limit, which was determined over 25 years ago by the Legislature.

We anticipate receiving about 3.8% of the remaining revenue from the federal government ($9,524,793), 21.6% from the state government ($49,347,181), and 2% Lottery Funds ($4,839,600).

Finally, the remaining 3.1% ($7,913,948) comes from local sources, which include interest earned on deposits ($852,500), transportation services fees ($1,645,000), other interagency and local revenues ($3,661,115), and donations ($1,755,333).

Source: 2006-07 First Interim Report

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

POWAY UNIFIED SCHOOL DISTRICT BUDGET

HOW ARE THE FUNDS SPENT?

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

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

Poway Unified School District
2006-07 First Interim Expenditure Budget
General Fund Combined

Other Outgo, 1.5%
Capital Outlay, 0.4%
Services, 9.4%
Supplies, 5.5%
Salaries & Benefits 83.2%
Certificated, 62.3%
Classified, 18.6%
Benefits, 19.1%
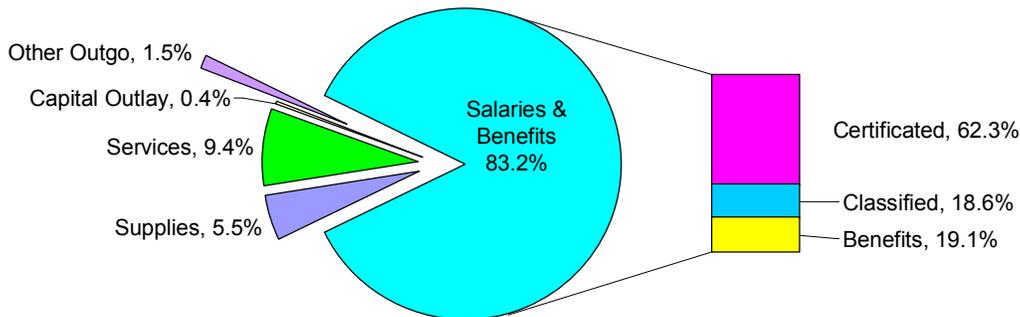
Total Expenditures: $250,375,447

A FREQUENTLY ASKED QUESTION:

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

Beginning in the 1985-1986 school year, school districts in California began receiving proceeds from the state lottery. Over time, lottery income has proven to be an unstable source of income. Fluctuating tremendously from a high point of $189 per Average Daily Attendance (ADA) in 1988-1989 to a low of $79 per ADA in 1991-1992, lottery funds now comprise approximately two percent of a school district's annual General Fund revenue. The district will receive approximately $4,839,600 in the budget year from lottery. Lottery fund allocations provide services to children in the areas of instructional materials, library materials, continuation/ independent study, and technology. Some ask why lottery funds cannot be used to build new schools. The Government Code specifically <u>requires</u> that all funds allocated from the California State Lottery Education Fund be used exclusively for the education of students and no funds shall be spent for acquisition of real property, construction of facilities, financing of research, or any other non-instructional purpose. Even if it were legal to use the lottery money for school construction, the amount is not adequate to construct even a small school or renovate an existing school.

Source: 2006-2007 First Interim Report

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

HOW DOES CALIFORNIA PAY FOR ITS SCHOOLS?

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

The revenue comes from:
- taxes paid to the state and federal governments
- local property taxes
- local school bonds
- a small amount of miscellaneous local income, including developer fees
- 2% from the California state lottery

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

WHAT IS REVENUE LIMIT?

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

WHAT DOES IT MEAN TO BE A LOW WEALTH DISTRICT?

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

WHAT IS ADA?

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

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

The district contains a mixture of older and newer neighborhoods. There are many families in the older areas of PUSD who are remaining in their homes after their children have grown. Some other homes are being purchased by families without school-age children. At the same time, new homes are being built in the recently-developed western area of the district. The combination of areas of growth and decline in enrollment has led to little change in district-wide enrollment. As growth shifts to the west, new schools will be funded for the new communities through Mello-Roos funds.

THE PROCESS:

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

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

In 2003, specific measurable targets were developed. These measures became critical indicators of progress that are addressed in the annual State of the District Report.

Strategic planning gave the district a work plan to move forward. Thanks to the work by all who participated, the district has a strong foundation upon which to confirm its improvement efforts.

Goal I
Increase Achievement for All Students Through a Comprehensive Literacy Effort

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GOAL I - INITIATIVES:

1. Identify basic curriculum for reading, writing, and mathematics literacy.
2. Develop and implement an effective, coherent curriculum integrating literacy across all subject areas.
3. Close the existing achievement gap for subgroups.
4. Demonstrate consistently that we honor and value diversity.
5. Personalize learning for each student.
6. Develop and implement a data and information system.
7. Promote and support innovative practices.
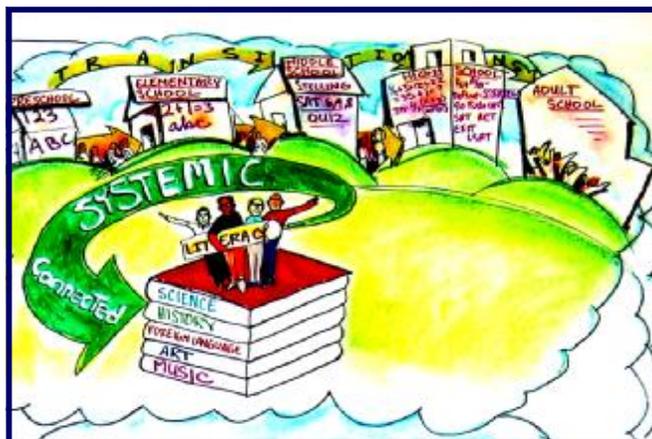
Portion of mural drawn during 2002 Strategic Planning sessions depicting the district Goal of Literacy.

GOAL I - Targets

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

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

- By 2008, 100% of all schools in the district achieving No Child Left Behind (NCLB) requirements.

- By 2008, improve the initial pass rate of 10th grade students achieving college readiness scores of 380 or higher on the California High School Exit Exam from 78% in English/Language Arts and 68% in Mathematics to 85% in English/Language Arts and 78% in Mathematics by 2008.

- By 2006, improve the pass rate of 12th grade students achieving the basic passing scores on the California High School Exit Exam from 91% in English/Language Arts and 88% in Mathematics to 100% on each.

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

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

- By 2008, increase from 63% to 74%, the percentage of students at the comprehensive high schools who take the SAT at least once, while maintaining or improving the district's average score.
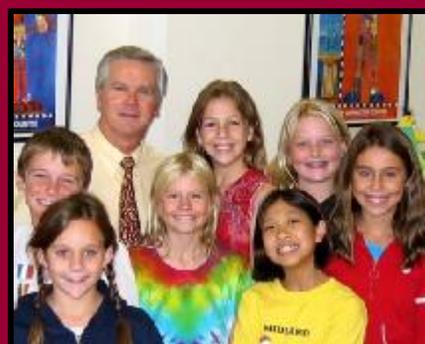
Goal II
Provide a Physical Learning Environment to Support Student Learning for All

GOAL II - INITIATIVES:

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

GOAL II - Targets

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

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

STRATEGIC PLAN - Goal Area I
Increase achievement for all students through a comprehensive literacy effort

Goal Area I – All Students Learning
INCREASE ACHIEVEMENT FOR ALL STUDENTS THROUGH A COMPREHENSIVE LITERACY EFFORT*

Broad-Based Educational Opportunities

Critical Question #1

What do we want students to know and be able to do?

Critical Question #2

How will we know students are learning, and where are the gaps?

Critical Question #3

What are we going to do differently to ensure students succeed?

Parents as Partners
- How connected
- Evidence of impact
- Effective initiatives

Staff Involvement and Commitment
- How connected
- Evidence of impact
- Effective initiatives

Community Involvement/ Commitment
- How connected
- Evidence of impact
- Effective initiatives

Curriculum
(Changes, initiatives)
- How connected
- Evidence of impact
- Effective initiatives

School/ Organization
- How connected
- Evidence of impact
- Effective initiatives

Technology Applications
- How connected
- Evidence of impact
- Effective initiatives

RESULTS

Exemplary Practice

Define critical skills

Data to support focus

All Students Learning

LITERACY FOCUS

Tie to Standards

ACCOUNTABILITY

Student Readiness and Engagement
- How connected
- Evidence of impact
- Effective initiatives

Staff Development
- How connected
- Evidence of impact
- Effective initiatives

*Attract, Develop, and Retain Quality Staff

*Efficient and Effective Management of Resources

14

STRATEGIC PLAN - Goal Area II
Provide a physical learning environment to support student learning for all

Goal Area II – Safe, Orderly, and Attractive Environment

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

Equity of Educational Opportunities

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

Community Building
- Partnerships with PUSD
- Open communication, including information regarding budget and facility needs of the District

Bond Initiative
- Develop facility plan for bond
- Prepare bond logistics for election
- Secure potential state funding
- Address equity of educational opportunities

Renovation/Expansion Efforts
- Update existing schools, including infrastructure
- Oversee deferred maintenance
- Manage design, oversee construction

Parent, Student, Staff Input and Involvement
- How connected
- Evidence of impact
- Additional initiatives

Safe, Orderly, Attractive Environment

PROVIDE FACILITIES AND MANAGE ENROLLMENT CHANGE

District Operations
- Centralize District operations
- Allocate District services to regions where appropriate

Enrollment Changes
- Monitor/adjust inter-intradistrict transfers
- Oversee enrollment projections
- Monitor/adjust boundaries based on demographic shifts, including enrollment growth

Staffing
- Transfers
- Assignment of staff
- Organization
- Provide staff to support expanded needs

School Safety and Climate
- Campus access
- Campus upgrades
- Student well being

Educational Effort
- Curriculum
- Instruction
- Staff development
- Art & architecture

CFD Schools
- Land acquisition
- Funding
- Design
- New school construction

*Attract, Develop, and Retain Quality Staff

*Efficient and Effective Management of Resources

Introduction

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

How This Report is Organized

The student performance section of the 2007-2008 *State of the District Report* is divided into three parts and reflects the district's academic achievement goals and targets:

- **Academic Achievement:** Poway Unified has identified key measures to monitor progress toward its goal to *"Increase achievement for all students through a comprehensive literacy effort."* These measures are a combination of statewide assessments and district measures. Statewide measures include the STAR (State Testing, Accountability, and Reporting) test and the California High School Exit Exam (CAHSEE). A major portion of the STAR test is the California Standards Tests (CST). This test is unique to California and is designed to compare student knowledge and skills to a standard of performance established by the state. Students are expected to achieve predetermined scores to demonstrate proficiency. **A performance level of Proficient or Advanced means that the student is on track for college entrance upon graduation.**

- **College Readiness Targets:** The district has a strong commitment to prepare its graduates for success after high school. College Readiness Targets include successful completion of college preparation requirements and completion of at least one advanced placement course. The Scholastic Aptitude Test (SAT-I), American College Testing program (ACT), and the results of college entrance exams when entering the University of California and California State University systems also provide useful information about how well students are prepared for academic study beyond high school.

- **Other Assessments:**
  - **California English Language Development Test (CELDT):** About 9% of our students come to the district fluent in a language other than English and with limited English skills. The CELDT measures the development of each student's English language skills from year to year.

  - **California Physical Fitness Test:** The California Physical Fitness is taken annually by all students statewide enrolled in grades 5, 7, and 9.

  - **District Measures:** The district uses other data sources to evaluate program effectiveness. In this section of the report, there is information about student attendance rates, suspensions and expulsions, and a graduate survey; each representative of the effects that programs have on student behavior or attitudes.

How Information is Displayed

Within each section, information is displayed in five parts:

☐ **Notable Facts** - General background and content about the measures. Often there are internet links to more in-depth information.

☐ **What Is Being Measured** - A brief narrative explanation. The content is typically displayed in tables or graphs.

☐ **What The Results Show** - A brief summary of the data presented, pointing out key findings.

☐ **Next Steps** - School district growth targets and/or specific strategies to improve student performance.

☐ **Icons** - Throughout the report icons are used to highlight information that directly relates to district initiatives and targets:

 College Readiness Targets—Several district initiatives and targets relate to college readiness. These are noted by the red icon.

 Closing the Achievement Gap—All district goals include a districtwide effort to reduce the performance gaps between ethnic groups, English language learners, special education students, and students from economically disadvantaged homes. The blue icon denotes these sections of the report.

 Target achieved—In year five of a six-year effort, some targets are being achieved. These high points are noted by this symbol.

DID YOU KNOW? Beginning with the Class of 2006, each student must pass the California High School Exit Exam to receive a high school diploma.

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

The State of the District Report

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

The web edition of the State of the District Report is updated throughout the year, with links to provide additional information in particular sections.

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

The College Readiness Initiative

Poway Unified School District recognizes that education is the key to opening future job opportunities and building a strong sense of community. For most, this will mean a college education or higher levels of training beyond high school. PUSD is committed to working with our families to have students college-ready, including technical training, when they graduate from our high schools. The State of the District Report reflects targets the district has established to increase the number of students taking college prep, honors, and advanced placement classes. The College Readiness icon on the right highlights sections of this report that are key indicators of progress related to the College Readiness Initiative.

How Are We Doing?

- **99.96 percent of Poway Unified School District** seniors passed the CAHSEE in 2007. Only five seniors with the required 230 credits needed to graduate had not passed the California High School Exit Exam (CAHSEE) by June 2007. The district target of a 100% pass rate for students who complete the required course of study remains just beyond our grasp.

- **Academic Performance Indicators (API) for all PUSD improved** for the sixth consecutive year. The District's overall API improved to 864 in 2007 on a scale of 200 to 1000, the highest ever. In August 2008, the 2008 API scores were released by the state and PUSD's score reached an all-time high of 872.

- **Every Comprehensive High School achieved an API above 800,** the state target set for 2014. Poway Unified's average elementary school achieved an API of 899, our average middle school achieved an API of 878, and Poway Unified's four comprehensive high schools achieved an average API score of 825, each an all-time high.

- **District Achieves Two College Readiness Targets:** In 2007, 60% of the high school graduates completed the rigorous UC/CSU college preparatory requirements. Participation in Advanced Placement (AP) Courses jumped dramatically from 49% in 2006 to 60% in 2007. Since 2003, completion of at least one AP course with a grade of "C" or better has increased from 29% to 60%.

Major Findings

1. **District Achieves Two of Three College Readiness Targets.**
   Two of three measures associated with College Readiness: a-g completion rates and AP participation rates were achieved in 2007. The class of 2007 improved a-g completion rates from 57.5% (class of 2006) to 60%. AP participation, as measured by the proportion of graduates earning a "C" or better in at least one AP Class during high school jumped dramatically from 49% in 2006 to 60% in 2007.

2. **Student Performance on Major Student Performance Indexes Remains High.**
   Poway Unified achieved an all-time high API of 864 in 2007, and continued that trend by reaching 872 in 2008. In 2007, PUSD met 100% of the federal No Child Left Behind (NCLB) requirements to demonstrate Adequate Yearly Progress (AYP). Five schools failed to achieve AYP, four due to participation rates below 95% for the students in the disabilities subgroup.

3. **State and Similar School Rankings Show Mixed Results.**
   Three elementary schools moved into the top decile rank (10), increasing the total number of elementary schools with a rank of 10 to 17, and five jumped more than one similar school rank to offset a few declines. At the middle school level, one more school joined four others with a state rank of 10, but similar school rankings declined at three schools. The high schools lost ground in both state and similar school ranks in 2007.

4. **Achievement of Academic Performance Targets for 2008 Within Reach.**
   In English/Language arts, all high schools have achieved the 2008 target of 65% proficiency. Middle and elementary schools are approaching their targets after gains in three consecutive years. In mathematics, the elementary schools have achieved the 2008 target of 80% proficiency. Middle schools are within two percentage points of achieving the target of 70% proficiency. At the high school level the target of 60% remains illusive.

5. **Achievement Gap Persists.**
   The performance of all subgroups continued to improve and lower performing subgroups kept pace with the gains of other subgroups. In addition, on measures of college readiness, the achievement gap was relatively unchanged.

6. **Diversity Gap Persists.**
   There has been no significant change in the ethnic diversity of the Poway Unified School District teaching staff, while the diversity of the school community continues to grow.

Strategies that Work

In the fall of 2002, the Poway Unified School District Board of Education established two major goals and adopted specific, measurable targets for each (see pages 10-14). Since that time, the district has achieved consistent growth toward the accomplishment of each of these targets. Reflecting upon the district's progress, Poway Unified School District's Superintendent of Schools Don Phillips attributed the following keys to our district's current success:

1. **Staying the course with long-term goals and measurable targets**
   Since the 2002-2003 school year, the entire school district has focused its efforts on the achievement of two broad goals:
   - Increase achievement for all students through a comprehensive literacy effort
   - Provide a physical learning environment to support learning for all

2. **Clear focus on academic standards**
   Poway Unified has adopted the California State Academic Standards and focused efforts on helping teachers and students fully comprehend, implement and master them. Our district is creating a curriculum mapping project. We have implemented a standards-based elementary progress report and identified "essential learnings" distilled from state standards.

3. **Using student performance data to inform classroom practices**
   Since 2002, Poway Unified has developed and maintained a data management system and benchmarking assessments that provide teachers, students and parents timely information on student progress.

4. **Empowering students to set goals, track their own progress, and participate in the management of their own learning**
   A byproduct of using performance data to inform classroom practice has been the active participation of students in understanding and managing some aspects of their own learning. Improved assessments and feedback systems have provided teachers and students opportunities to identify and manage classroom and individual learning goals. These practices have become well-established in grades 2-5 and are beginning to be used at other grade levels as well.

5. **Participation by PUSD parents, volunteers, businesses and the school community**
   The Poway Unified School District continues to benefit from a highly educated and involved community base that values education and supports district efforts. Parent participation in shared governance and decision-making at the polls in support of Proposition "U", service on School Site Councils (SSC) at each school and District Advisory Councils (DAC) and the Citizens' Oversight Committee have advanced district efforts. At the grassroots level, our active PTA, which boasted a membership of 18,587, recorded over 300,000 hours of volunteer service.

Continuing the Momentum

The district has made excellent gains on almost every academic measure first established in 2002-2003. With a passing rate of 99.97% for students in the graduating class of 2007, the district nearly achieved its target for all students to pass the California High School Exit Exam (CAHSEE), missing by only five students in 2006 and 2007. The district eliminated the achievement gap between ethnic subgroups on the CAHSEE. One hundred percent of the district's African American, Asian, and Filipino students passed the CAHSEE, making them eligible for a school diploma. Most students who did not pass the CAHSEE were limited English speakers.

The district is on-track to achieve most, if not all, of its targets for 2008. College readiness targets that include participation in Advanced Placement (AP) courses and completion of the UC/CSU systems a-g college preparedness requirements were achieved in 2007. Districtwide attainment of the California Academic Standards targets for students in grades 2-11, as measured by performance on California Achievement Tests, appear to be reachable by 2008.

It is time for the district to review and revise current goals and consider the adoption of new targets beyond 2008 that align with its strategic vision.

- **Revisit the 2002 strategic plan**
    - Revise and update 2008 targets
    - Consider new targets that will drive new work

- **Revisit the achievement gap**
  Data indicate that student performance is not only differentiated by ethnicity, but by factors that cut across ethnic identity such as socio-economic status (SES) level and English language proficiency. District goals need also to identity and identify causes for differences in student performance and develop appropriate student support systems.

- **Increase efforts to differentiate instruction**
  As student performance data become more immediately available to teachers and students, classrooms are rich with information useful to help individual students achieve more. New strategies must be implemented that allow students and teachers to more immediately respond to information about student achievement and employee technology to address individual differences among students.

- **Systematic Intervention Strategies**
  Utilize the information system to monitor and record the impact of instructional interventions for students who need remedial or supplementary support and measure the effectiveness of each intervention.

Navigating the Future

"In order for each and every student to reach his or her potential, we need to be passionate about setting high expectations for all students.

"As an organization focused on student learning, we need to be relentless about improvement in the classroom, school, and district.

"I believe Poway Unified is well positioned to continue the quest toward excellence and helping students realize their dreams."

Donald A. Phillips, Ed.D., Superintendent
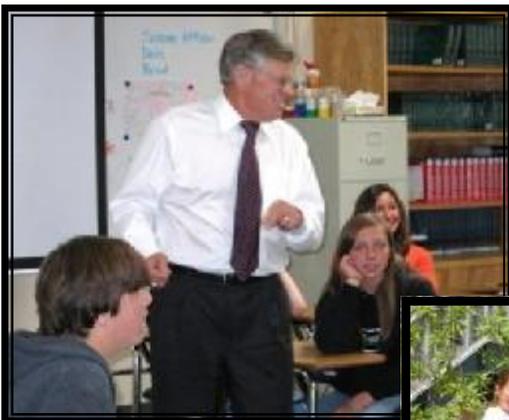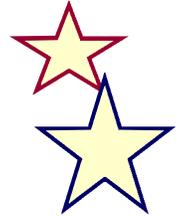
CALIFORNIA HIGH SCHOOL EXIT EXAM
Class of 2007

DISTRICT TARGET:

- Improve the pass rate on the California High School Exit Exam from 91% in English/Language Arts and 88% in Mathematics to 100% on each by 2006 and beyond.

NOTABLE FACTS:

The class of 2006 was the first class in California required to pass the California High School Exit Exam (CAHSEE) to earn a high school diploma. All students are required to take the California High School Exit Exam for the first time in the 10th grade. Students failing to pass one or both sections of the test may retake it twice in the 11th grade and three times in 12th grade to demonstrate proficiency. Some Special Ed students received a state exemption from this requirement. For more information, visit the state web site: www.cde.ca.gov/ta/tg/hs/.

WHAT IS BEING MEASURED:

The chart below shows the percentage of students in the class of 2007 who completed all graduation requirements and met the CAHSEE requirements as 10th, 11th, and 12th graders. Scores are cumulative. Cumulative scores are not available for San Diego County or all California.

CALIFORNIA HIGH SCHOOL EXIT EXAM
Class of 2007

WHAT THE RESULTS SHOW:

- Five students in the graduating class of 2007 with sufficient credits for graduation did not pass one or both sections of the CAHSEE by June 2007.
- Students performed similarly in English/Language Arts and Mathematics.
- Two schools, Abraxas and Rancho Bernardo High Schools, achieved 100% pass rates in 2007.
- Passing rates among Poway's four comprehensive high schools were similar.

	English/Language Arts			Mathematics		
	10th grade	11th grade	12th grade	10th grade	11th grade	12th grade
Poway Unified	94%	95%	**99%****	95%	95%	**99%****
Abraxas*	66%	81%	**100%**	63%	78%	**100%**
Mt. Carmel	93%	95%	**99%**	93%	94%	**99%**
Poway High	91%	96%	**99%**	93%	96%	**99%**
Rancho Bernardo	94%	97%	**100%**	94%	96%	**100%**
Westview	94%	97%	**99%**	95%	98%	**98%**

* Continuation high school with fewer than 30 tenth grade students

** State exemptions for a few students with disabilities accounted for 2% of students meeting the CAHSEE requirement in 12th Grade

DISTRICT TARGET:

- Improve the pass rate on the California High School Exit Exam from 91% in English/Language Arts and 88% in Mathematics to 100% on each by 2006.

WHAT IS BEING MEASURED:

To more closely evaluate student performance, results are disaggregated by ethnic group, English fluency, income level, and special education to better determine student needs and program effectiveness. The table below tracks the graduating class of 2007 for three years. Scores are cumulative. Some students in Special Education received State Exemptions in 2007.

CALIFORNIA HIGH SCHOOL EXIT EXAM
Class of 2007
in 2005, 2006, and 2007
Cumulative Percent Proficient

PUSD
Closing the Gap

	English/Language Arts			Mathematics		
	10th Grade	11th Grade	12th Grade	10th Grade	11th Grade	12th Grade
Poway Unified	95%	95%	99%	94%	95%	99%
Ethnicity						
African American	81%	95%	100%	76%	86%	100%
Asian	94%	96%	100%	98%	98%	100%
Filipino	95%	95%	100%	96%	97%	100%
Hispanic	80%	86%	94%	82%	86%	98%
White	93%	97%	99%	94%	96%	99%
English Fluency						
English Language Learners	45%	62%	86%	68%	84%	94%
Parent Income						
Economically Disadvantaged	72%	80%	91%	75%	84%	89%
Special Education						
Students With Disabilities *	42%	67%	94%	45%	58%	92%

* Some students were granted exemptions in 2007.

WHAT THE RESULTS SHOW:

- All subgroups made steady progress toward the target of 100% passing.

- Some students with disabilities achieved the target helped by a state exemption.

- Limited English proficiency and students with disabilities had the greatest difficulty passing CAHSEE.

- Some students are counted in more than one category.

NEXT STEPS:

Maintain efforts for selected students. Develop alternative intervention programs such as tutorials, preparation courses, extended school day, and summer school to assist students who have not taken or not yet passed.

CALIFORNIA HIGH SCHOOL EXIT EXAM

DISTRICT TARGET:

- Improve the pass rate on the California High School Exit Exam from 91% in English/Language Arts and 88% in Mathematics to 100% on each by 2006.

WHAT IS BEING MEASURED:

The chart below shows the percentage of 10th grade students in 2005, 2006, and 2007 that achieved a passing score on each section of the California High School Exit Exam <u>on their first attempt in 10th grade</u>. The district believes that it is in the student's best interest to pass the CAHSEE on their first attempt in 10th grade.

CALIFORNIA HIGH SCHOOL EXIT EXAM
First Time Pass Rate of 10th Grade Students

	English/Language Arts			Mathematics		
	2005	2006	2007	2005	2006	2007
Poway Unified	94%	94%	94%	95%	95%	95%
San Diego County	80%	81%	80%	79%	81%	80%
California	76%	77%	77%	74%	76%	76%
Abraxas*	71%	67%	73%	63%	71%	63%
Mt. Carmel	94%	95%	95%	97%	96%	96%
Poway High	93%	93%	92%	95%	95%	95%
Rancho Bernardo	95%	97%	96%	97%	96%	96%
Westview	95%	96%	97%	95%	98%	96%

* Continuation high school with fewer than 30 tenth grade students

WHAT THE RESULTS SHOW:

- Poway students continued to achieve initial passing rates significantly higher than students across the county and state.

- Students performed similarly in English/Language Arts and Mathematics.

- A small population at Abraxas Continuation High School had much lower passing rates compared to other Poway Unified high schools.

- Passing rates among Poway's four comprehensive high schools were similar.

DISTRICT TARGET:

- Improve the pass rate on the California High School Exit Exam from 91% in English/Language Arts and 88% in Mathematics to 100% on each.

WHAT IS BEING MEASURED:

The district's goal is for all students to pass the California High School Exit Exam. High pass rates on the first attempt are desirable. Results are disaggregated by ethnic group, English fluency, income level, and special education.

CALIFORNIA HIGH SCHOOL EXIT EXAM
2005, 2006, and 2007
Percentage of 10th Grade Students Passing on the First Attempt

PUSD
Closing the Gap
PUSD

	English/Language Arts			Mathematics		
	Class of 2005	Class of 2006	Class of 2007	Class of 2005	Class of 2006	Class of 2007
Poway Unified	94%	94%	94%	95%	95%	95%
Ethnicity						
African American	91%	93%	89%	87%	91%	81%
Asian	94%	95%	96%	98%	97%	99%
Filipino	94%	92%	97%	97%	96%	97%
Hispanic	85%	85%	83%	84%	87%	87%
White	95%	96%	96%	96%	97%	97%
English Fluency						
English Language Learners	54%	61%	51%	79%	82%	72%
Parent Income						
Economically Disadvantaged	77%	77%	77%	83%	86%	82%
Special Education						
Students With Disabilities	70%	68%	55%	77%	63%	67%

WHAT THE RESULTS SHOW:

- Since 2005, high initial pass rates have been maintained by most subgroups.

- African American and Hispanic students have significantly lower pass rates on the first attempt.

- Students with disabilities and students from low income families show little change and continue to lag behind district averages.

NEXT STEPS:

Maintain efforts for selected subgroups. Develop alternative intervention programs such as tutorials, preparation courses, extended school day, and summer school to assist students who have not taken or not yet passed the California High School Exit Exam.

CALIFORNIA HIGH SCHOOL EXIT EXAM
College Readiness Scores

DISTRICT TARGET:

- Improve the initial pass rate of 10th grade students achieving college readiness passing scores of 380 on the California High School Exit Exam from 78% in English/Language Arts and 68% in Mathematics to 85% in English/Language Arts and 78% in Mathematics by 2008.

NOTABLE FACT:

In 2003, California adopted two different standards of performance that apply to the California High School Exit Exam (CAHSEE). The basic standard established a minimum passing score of 350 on each section of the test necessary to earn a high school diploma. The higher standards for passing the same test (380 on each section) require students to be on schedule to enter a four-year college or institution of higher learning upon graduation if they continue learning at the same rate. The college readiness level is compliant with the national No Child Left Behind Act. Pursuant to No Child Left Behind, the higher standard is applied only to 10th grade students. (Also visit the No Child Left Behind web site at www.ed.gov/nclb/landing.jhtml?src=pb for information about No Child Left Behind and Adequate Yearly Progress or visit www.cde.ca.gov/nclb/.)

WHAT IS BEING MEASURED:

The chart below shows the percentage of 10th grade students who passed the California High School Exit Exam on their first attempt at the college readiness performance level (380 or better). These students are progressing academically at rates that should permit them to succeed in four-year colleges after graduation from high school if they continue to make appropriate progress in 11th and 12th grades.

CALIFORNIA HIGH SCHOOL EXIT EXAM
College Readiness Scores
Percentage Passing - Class of 2008

10th Graders	English/Language Arts			Mathematics		
	2005	2006	2007	2005	2006	2007
Poway Unified	73%	75%	74%	73%	74%	78%
Abraxas*	30%	25%	12%	13%	19%	23%
Mt. Carmel	73%	72%	73%	75%	73%	75%
Poway High	73%	76%	72%	77%	76%	78%
Rancho Bernardo	78%	78%	78%	74%	75%	80%
Westview	76%	79%	78%	72%	80%	81%

* Continuation high school with fewer than 30 tenth grade students

In year five of a six-year effort, this group achieved the target

WHAT THE RESULTS SHOW:

- Students have performed about the same in English/Language Arts and Mathematics since 2005.

- State and County percentages for this measure are not available.

- Achievement of the 2008 targets appears doubtful in English/Language Arts.

- Three of five high schools achieved the target for mathematics with broad gains districtwide in 2007.

PUSD
USD
College Readiness

DISTRICT TARGET:

- Improve the initial pass rate of 10th grade students achieving college readiness passing scores of 380 on the California High School Exit Exam from 78% in English/Language Arts and 68% in Mathematics to 85% in English/Language Arts and 78% in Mathematics by 2008.

WHAT IS BEING MEASURED:

The percentage of 10th grade students achieving a passing score at the college readiness level of 380 for each section on their first attempt. Results in this report are separated by subgroup.

CALIFORNIA HIGH SCHOOL EXIT EXAM
Percentage of Tenth Grade Students Passing Exam
Class of 2007

California High School Exit Exam	English/Language Arts				Mathematics			
	2005	2006	2007	2008 Target	2005	2006	2007	2008 Target
Poway Unified	73%	75%	**74%**	**85%**	73%	74%	**78%**	**78%**
Ethnicity								
African American	50%	53%	**51%**	**85%**	38%	55%	**46%**	**78%**
Asian	82%	81%	**82%**	**85%**	89%	88%	**92%**	**78%**
Filipino	71%	70%	**72%**	**85%**	67%	74%	**79%**	**78%**
Hispanic	57%	58%	**52%**	**85%**	49%	56%	**59%**	**78%**
White	77%	78%	**77%**	**85%**	75%	76%	**80%**	**78%**
English Fluency								
English Language Learners Current LEP and	47%	54%	**53%**	**85%**	58%	66%	**68%**	**78%**
Parent Income								
Economically Disadvantaged	50%	37%	**43%**	**85%**	50%	47%	**49%**	**78%**
Special Education								
Students Receiving Special Education Services	28%	23%	**18%**	**85%**	27%	19%	**23%**	**78%**

✿ In year five of a six-year effort, this group achieved the target

WHAT THE RESULTS SHOW:

- Poway students did not make significant progress on this measure of college readiness in English/ Language Arts.
- Scores in Mathematics increased significantly in 2007, led by gains in the Asian, Filipino, White, Limited English, Special Education, and Economically Disadvantaged.

NEXT STEPS:

While much emphasis has been placed on the target for 100% of our students to pass the test at the minimal level (350), there has been less emphasis by the district in using the California High School Exit Exam as a measure of college readiness. Consider dropping this target in favor of SAT-I, AP, and other more valid measures of college readiness.

CALIFORNIA STANDARDS TESTS

DISTRICT TARGET:

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

Grade Span	English/Language Arts	Mathematics
	2008 Target	**2008 Target**
2-5	80%	80%
6-8	76%	70%
9-11	65%	60%

NOTABLE FACTS:

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

SUBJECTS COVERED BY THE CALIFORNIA STANDARDS TESTS:

**California Standards Tests
Subject Areas Tested
in 2007**

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

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

The table below shows the progress of each grade span toward the 2008 targets. Progress is shown from 2003 to 2007, along with each grade span's target score. Scores reflect the percentage of students determined to be Proficient or Advanced on the California Standards Tests. Results are organized by grade span: 2-5 elementary, 6-8 middle school, and 9-11 high school, because district goals are stated similarly on page 28.

	California Standards Tests Grade Span Results—2003-2007 Percent Proficient and Advanced Scores											
PUSD	**English/Language Arts**						**Mathematics**					
	2003	2004	*2005*	2006	***2007***	By 2008	2003	2004	*2005*	2006	***2007***	By 2008
2-5	69%	*68%*	*73%*	76%	***77%***	80%	72%	72%	*76%*	81%	***80%***	80%
6-8	66%	*66%*	*72%*	73%	***75%***	76%	58%	59%	*65%*	68%	***68%***	70%
9-11	60%	*58%*	*66%*	65%	***65%***	65%	32%	24%	*34%*	40%	***38%***	60%

✦ In year five of a six-year effort, this group achieved the target.

WHAT THE RESULTS SHOW:

English/Language Arts: Performance in 2007 was mixed as schools approached their target scores. Students in grades 2-8 realized a gain for the third consecutive year and have nearly achieved their target scores. High school students (grades 9-11) achieved their target in 2005, but have not advanced performance since.

Mathematics: In 2007, no grade span advanced toward the district target. Students in grades 2-5 achieved the 80% proficiency target, but slipped back slightly after advances in 2005 and 2006. Grades 6-8 scores were unchanged. Grades 9-11 slipped after two years of gains and will not achieve the 2008 target of 60% proficient.

CALIFORNIA STANDARDS TESTS

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

The chart below compares PUSD's grade spans to the performance of San Diego County and California on the same tests for 2007.

California Standards Tests 2007
Grade Span Results
Percent Proficient and Advanced Students

Grade Span	English/Language Arts			Mathematics		
	Poway Unified School District	San Diego County	State	Poway Unified School District	San Diego County	State
2-5	*77%*	51.%	45%	*80%*	60%	56%
6-8	*75%*	50%	43%	*68%*	43%	38%
9-11	*65%*	45%	40%	*38%*	21%	21%

WHAT THE RESULTS SHOW:

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

CALIFORNIA STANDARDS TESTS

DISTRICT TARGET:

- By 2008, increase the percentage of all students, including all demographic groups, performing at the college readiness levels of Proficient or Advanced on the California Standards Tests.

Grade Span	English/Language Arts	Mathematics
	By 2008	**By 2008**
2-5	80%	80%
6-8	76%	70%
9-11	65%	60%

WHAT IS BEING MEASURED:

The district target specifies that all demographic groups achieve at the college readiness levels. Scores for subgroups are shown in the table below.

California Standards Tests
Percent Proficient and Advanced 2003 - 2007
Grades 2 - 11 Combined

	English/Language Arts						Mathematics					
PUSD	2003	2004	2005	2006	**2007**	By 2008	2003	2004	2005	2006	**2007**	By 2008
Low SES	39%	43%	35%	43%	**47%**	See chart above	37%	32%	36%	44%	**46%**	See chart above
African American	46%	54%	50%	53%	**53%**	See chart above	33%	30%	37%	43%	**45%**	See chart above
Asian	75%	77%	79%	81%	**83%**	See chart above	74%	66%	77%	81%	**81%**	See chart above
Filipino	61%	62%	66%	69%	**71%**	See chart above	54%	52%	70%	61%	**61%**	See chart above
Hispanic	48%	50%	50%	52%	**54%**	See chart above	41%	27%	43%	49%	**49%**	See chart above
White	68%	66%	73%	74%	**76%**	See chart above	56%	55%	60%	65%	**66%**	See chart above

⬡ District target achieved

WHAT THE RESULTS SHOW:

English/Language Arts: All demographic groups, save one, showed modest gains in 2007 and registered all-time highs. The African American demographic group was the exception. The performance gap between the various groups persisted in 2007.

Mathematics: Three of the six demographic groups showed modest gains in 2007, each achieving an all-time high. Three sustained 2006 levels of performance. The performance gap persisted in 2007.

CALIFORNIA STANDARDS TESTS

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

The percentage of students proficient on the California Standards Test for each school from 2003-2007. Refer to page 31 for Elementary School Targets.

California Standards Tests
Percent Proficient 2003 - 2007

STAR	Percent Proficient									
	2003		**2004**		**2005**		**2006**		**2007**	
School	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Adobe Bluffs	69.9	67.9	68.4	73.8	76.1	75.1	78.5	81.8	78.0	81.5
Canyon View	71.8	80.2	70.4	80.2	73.2	82.2	78.5	86.3	78.5	85.2
Chaparral	74.7	76.7	74.2	78.4	74.9	78.7	81.4	86.8	81.5	82.5
Creekside	79.5	81.1	82.3	83.7	89.1	93.4	89.7	94.8	87.1	93.2
Deer Canyon	77.3	73.9	75.2	75.8	83.5	85.7	85.5	89.7	87.3	90.1
Garden Road	64.8	67.8	63.9	68.8	64.5	69.4	68.1	74.1	71.7	74.3
Highland Ranch	69.8	74.4	68.2	79.9	73.5	80.6	72.9	79.9	78.6	79.0
Los Peñ	58.2	72.9	66.2	73.5	64.2	75.3	74.3	80.7	74.2	79.9
Midland	60.1	59.1	60.5	59.7	66.3	68.0	72.5	76.5	73.0	74.4
Monterey Ridge[1]	-	-	-	-	-	-	-	-	73.7	77.2
Morning Creek	69.5	66.8	69.3	74.0	76.9	73.7	72.4	75.3	76.8	81.6
Painted Rock	76.2	72.7	79.3	77.7	80.6	83.7	81.1	87.3	77.7	81.8
Park Village	80.1	82.3	79.4	83.2	82.8	82.8	87.1	89.9	87.8	88.0
Pomerado	52.9	55.9	62.3	62.0	67.7	65.5	59.9	70.9	73.6	72.0
Rolling Hills	69.5	76.6	68.0	76.0	64.1	74.7	75.3	83.5	71.6	82.0

[1] Opened in fall 2006

⬡ District target of 80% proficient achieved

DISTRICT TARGET:

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

California Standards Tests Percent Proficient 2003-2007

| | Percent Proficient | | | | | | | | | |
| | 2003 | | 2004 | | 2005 | | 2006 | | 2007 | |
School	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Shoal Creek	69.8	75.5	65.7	69.5	77.7	77.8	79.6	82.9	80.5	85.9
Stone Ranch[2]	-	-	-	-	72.3	75.7	73.1	78.1	79.6	82.3
Sundance	67.5	68.3	63.5	66.7	73.9	72.3	76.0	80.2	80.6	82.4
Sunset Hills	72.5	72.9	68.3	71.7	69.6	72.8	72.6	75.7	68.9	69.9
Tierra Bonita	75.5	80.2	76.3	79.8	76.9	78.6	76.2	75.7	74.7	79.1
Turtleback	67.2	66.6	71.0	68.9	74.1	76.2	77.9	83.9	78.9	82.4
Valley	49.0	57.8	47.6	58.4	49.7	55.2	50.5	57.0	53.2	60.7
Westwood	69.6	71.7	65.4	72.5	70.2	75.7	73.4	78.1	75.1	80.3

[2] opened in fall 2004

⬡ District target achieved

WHAT THE RESULTS SHOW:

English/Language Arts: Fourteen of 22 elementary schools posted gains from 2006 to 2007; thirteen schools posted all-time highs and six achieved the district target of 80% set for 2008. Districtwide, 77% of the elementary students were proficient/advanced (see page 29), however there was a 34.6 point difference between the highest and lowest performing schools, driven primarily by family income levels (see page 37).

Mathematics: Eight of 22 elementary schools posted gains in 2007 and fourteen surpassed the district's 2008 target of 80%, proficient/advanced up from twelve the previous year. Math scores are generally higher than English/Language Arts. As with English/Language Arts, school demographics predicts performance.

CALIFORNIA STANDARDS TESTS

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

The percentage of students Proficient or Advanced on the California Standards Tests for each secondary school from 2003-2007. Refer to page 28 for District targets.

California Standards Tests
Percent Proficient 2003 - 2007

STAR	Percent Proficient									
	2003		2004		2005		2006		2007	
School	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Bernardo Heights	68.1	58.0	71.0	67.8	73.4	70.9	75.0	70.2	75.8	68.9
Black Mountain	61.2	51.5	61.0	57.2	67.6	60.1	68.1	61.3	71.6	66.7
Meadowbrook	61.0	48.5	63.7	55.8	66.6	56.5	65.7	61.5	68.1	60.1
Mesa Verde	71.3	62.9	72.9	67.5	78.7	74.3	80.6	76.7	80.8	75.8
Oak Valley[1]	-	-	-	-	-	-	77.8	73.7	81.5	71.6
Twin Peaks	69.1	58.0	68.8	55.8	75.0	65.2	76.1	69.8	76.2	68.6
Abraxas+	14.6	+	15.3	0.0	6.8	1.2	11.1	0.0	9.9	0.0
Mt. Carmel	56.5	31.1	61.7	29.3	63.0	35.5	64.1	42.0	65.7	38.3
Poway High	61.4	36.9	62.0	28.8	66.0	36.7	64.7	44.0	68.4	47.8
Rancho Bernardo	59.5	34.3	64.7	30.8	67.3	34.7	66.7	39.3	66.6	42.8
Westview	67.7	21.4	66.1	22.9	69.5	27.3	69.6	34.7	72.7	34.9

District target achieved

[1] Oak Valley opened fall 2005

\+ Abraxas Continuation High School tested fewer than 100 students

WHAT THE RESULTS SHOW:

English/Language Arts: With the exception of Rancho Bernardo and Abraxas Continuation High school, every school showed a gain in the percentage of students proficient/advanced in 2007. The same schools registered all-time highs. Every comprehensive high school and three of six middle schools achieved district targets for 2008. Overall performance (page 29) was up 1% for grade 6-8 (middle school) and was unchanged for grades 9-11 (high school).

Mathematics: Significant gains in 2006 were followed by a leveling of scores in 2007. Only one middle school and three high schools posted gains in 2007.

CALIFORNIA STANDARDS TESTS
English/Language Arts

DISTRICT TARGET:

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of Proficient or Advanced on the California Standards Tests listed on page 25.

WHAT IS BEING MEASURED:

This report shows the percentage of students at each grade level that achieved Proficient or Advanced over the last three years on the English/Language Arts portion of the California Standards Tests. Results are separated by district, county, and state. Students who are proficient or advanced are on track to pass University of California and California State University college entrance exams should they continue to make appropriate progress.

California Standards Tests
English/Language Arts
Grade Level Results 2005-2007

	POWAY UNIFIED SCHOOL DISTRICT			SAN DIEGO COUNTY			STATE		
Grade	2005	2006	2007	2005	2006	2007	2005	2006	2007
TOTALS	70%	72%	73%	45%	47%	47%	40%	42%	43%
2	71%	78%	79%	48%	52%	53%	42%	47%	48%
3	64%	67%	69%	37%	42%	43%	31%	36%	37%
4	80%	82%	84%	54%	56%	58%	47%	49%	51%
5	75%	76%	76%	49%	49%	50%	43%	43%	44%
6	69%	73%	74%	44%	48%	49%	38%	41%	42%
7	74%	75%	78%	49%	50%	52%	43%	43%	46%
8	71%	72%	73%	44%	47%	48%	39%	41%	41%
9	72%	75%	77%	48%	48%	52%	43%	44%	47%
10	62%	62%	65%	38%	40%	41%	36%	37%	37%
11	58%	58%	61%	38%	38%	40%	36%	36%	43%

In year five of a six-year effort, this district target has been achieved.

WHAT THE RESULTS SHOW:

Performance in English/Language Arts improved statewide in 2007. Poway Unified School District scores improved in 9 of 10 grade levels compared to 2006. Poway Unified School District scores continued to exceed county and state averages. Significant numbers of students not proficient/advanced remained. Grades 4, 7, 9, and 10 reached district targets for 2008.

NEXT STEPS:

Continue to align instruction with a coherent curriculum in reading and writing. Focus staff development on implementing a program for English Language Learners and a comprehensive writing program.

CALIFORNIA STANDARDS TESTS
Mathematics

DISTRICT TARGET:

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of Proficient or Advanced on the California Standards Tests listed on page 28.

WHAT IS BEING MEASURED:

This table displays the percentage of students at each grade level that achieved the performance levels of Proficient and Advanced over the last three years on the California Standards Mathematics Test. In California, the performance level Proficient is based on readiness to pass college entrance exams administered upon entry to University of California or California State University system. Beginning with algebra, math tests are specific to algebra, geometry, or advanced algebra. Students who have completed all three courses take the High School Mathematics Test, a general survey of high school math through advanced algebra.

WHAT THE RESULTS SHOW:

- Performance on the mathematics portion of the CST improved statewide at 7 of 10 grade levels.

- San Diego County students performed better than students statewide and students from Poway Unified scored significantly higher than both in 2007.

- Sharp declines at grades 7 and 8 off-set modest gains.

- Overall, scores in 2007 were unchanged.

California Standards Tests Mathematics Grade Level Results 2005 - 2007

Grade	POWAY UNIFIED			COUNTY			STATE		
	2005	2006	**2007**	2005	2006	**2007**	2005	2006	**2007**
All	*60%*	*65%*	**65%**	35%	43%	**46%**	38%	41%	**41%**
2	*83%*	*86%*	**85%**	63%	64%	**64%**	56%	59%	**59%**
3	*78%*	*82%*	**82%**	61%	63%	**63%**	54%	58%	**58%**
4	*72%*	*77%*	**79%**	55%	59%	**62%**	50%	54%	**57%**
5	*70%*	*78%*	**77%**	49%	54%	**53%**	44%	48%	**49%**
6	*67%*	*69%*	**69%**	45%	47%	**47%**	40%	41%	**42%**
7	*66%*	*71%*	**64%**	41%	46%	**44%**	37%	41%	**40%**
8	*62%*	*65%*	**58%**	34%	38%	**38%**	31%	35%	**37%**
9	*43%*	*54%*	**56%**	25%	27%	**29%**	23%	25%	**27%**
10	*29%*	*34%*	**40%**	17%	18%	**19%**	19%	20%	**22%**
11	*26%*	*31%*	**42%**	14%	15%	**15%**	16%	17%	**18%**

In year five of a six-year effort, this district target has been achieved by this group.

NEXT STEPS:

Continue to align instruction and pacing with a coherent math curriculum at all grade levels. Continue comprehensive staff development program focused on implementing effective teaching strategies with an emphasis on algebraic thinking and problem solving. Continue to address lower performance evident at grades 6 and above.

CALIFORNIA STANDARDS TESTS
Subgroup Performance

DISTRICT TARGET:

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of Proficient or Advanced on the California Standards Tests listed on page 28.

WHAT IS BEING MEASURED:

The percentage of students achieving the levels of Proficient and Advanced in 2007. Results are reported by subgroup. Districtwide percentages are provided to facilitate comparisons.

California Standards Tests — Proficient and Advanced By Subgroup 2007

California Standards Test - 2007	# Tested	English/Language Arts	# Tested	Mathematics
Poway Unified	25,226	73%	24,703	65%
Ethnicity				
African American	774	53%	738	45%
Asian	3,907	83%	3,882	81%
Filipino	1,804	71%	1,781	61%
Hispanic	2,592	54%	2,510	49%
White	14,757	76%	14,434	66%
English Fluency				
English Language Learners Current EL and Reclassified	2,039	41%	1,996	52%
Parent Income				
Economically Disadvantaged	2,914	47%	2,791	46%
Special Education				
Students Receiving Special Education Services	2,372	37%	2,252	38%

WHAT THE RESULTS SHOW:

Students generally performed better in English/Language Arts than in Mathematics. Asian students scored well above district averages, while African American and Hispanic students scored well below district averages in each area. Students from low-income families and students enrolled in special education classes fell below district averages. Limited English speakers performed better in mathematics than in English/Language Arts. District averages were influenced by the large white population.

NEXT STEPS:

Increase efforts to provide differentiated instructional programs for students at risk of not being proficient on the California Standards Tests. Continue to align materials and instruction to state standards.

NO CHILD LEFT BEHIND REQUIREMENTS

DISTRICT TARGET:

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

NOTABLE FACTS:

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

California establishes minimum performance targets that every school and district must meet for every subgroup. These targets increase on a predetermined schedule from 2002 to 2014. See table at right for 2007 state targets.

2007 State Minimum Performance Percent Proficient Targets				
Grades	**English/ Language Arts**	**Mathematics**	**Participation Rate**	**API**
2-8	24.4%	26.5%	95%	590
9-11	22.3%	20.9%	95%	590
Districtwide	23.0%	23.7%	95%	590

Forty-six out of forty-seven measures applied to Poway Unified School District in 2007 and most applied at each school. To meet No Child Left Behind requirements, the district and each school in the district must meet state and federal targets in every area that is marked.

NO CHILD LEFT BEHIND (NCLB) Requirements					
Subgroups	**95% Participation**		**Percent Proficient**		**API**
	District	School	English/ Language Arts	Math	
African American	X	*	X	*	X
American Indian	X	*	X	*	X
Asian	X	X	X	X	X
Filipino	X	X	X	X	X
Pacific Islander	X	*	X	*	X
White	X	X	X	X	X
English Language Learners	X	X	X	X	X
Economically Disadvantaged	X	X	X	X	X
Students with Disabilities	X	X	X	X	X
Graduation Rates	X	X	-	-	-

* Measure did not apply to individual schools in 2007 due to limited populations, but did apply to the district.

DISTRICT TARGET:

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

NOTABLE FACTS:

No Child Left Behind requirements apply to every public school and district in the nation that accepts federal funds. In California, 99% of the public schools were subject to NCLB regulations in 2007. Performance on NCLB is determined annually by achieving Adequate Yearly Progress (AYP) targets. The AYP performance of each school and district in California is available on the state website: http://www.cde.ca.gov/ta/ac/ar/index.asp.

WHAT IS BEING MEASURED:

Below find the percentage of schools in California that achieved the No Child Left Behind Adequate Yearly Progress (AYP) requirements in 2005, 2006, and 2007 compared to the performance of PUSD. Information is disaggregated by school level and combined for all schools.

Schools Achieving NCLB Requirements

	2005		2006		2007	
	California	PUSD	California	PUSD	California	PUSD
Elementary	60%	95%	57%	100%	51%	87%
Middle	39%	100%	43%	100%	35%	67%
Comprehensive High Schools	55%	100%	36%	100%	27%	100%
All Schools*	56%	94%	52%	97%	45%	88%
Total Number of Schools	9,288	32	9,429	33	9,653	34

* including Abraxas Continuation High School

In year five of a six-year effort, this district target has been achieved.

WHAT THE RESULTS SHOW:

Poway Unified School District slipped back from gains in 2006 in the percentage of schools achieving No Child Left Behind requirements. Compared to the state, Poway Unified School District schools at all levels have performed much better. From 2005 to 2007, the percentage of schools in the state meeting requirements declined, Poway Unified School District schools maintained high levels of performance but missed 95% participation rates for some subgroups. Abraxas Continuation High School (not shown) did not achieve NCLB targets in 2007. Abraxas has different measures established by the state.

NO CHILD LEFT BEHIND REQUIREMENTS
Subgroup Performance

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

The districtwide participation rate of each subgroup is a key measure on the No Child Left Behind Act and appears in the table below. The column on the far right indicates whether all 46 No Child Left Behind requirements were achieved by the district in 2007. See page 28 for 2007 State Performance targets.

No Child Left Behind (NCLB) Requirements
2007 - District by Subgroup

Subgroups	% Students Tested		Met All NCLB Requirements
	English/Language Arts	Mathematics	
Poway Unified	99	99	Yes
African American	99	99	Yes
American Indian	98	99	—-
Asian	100	100	Yes
Filipino	100	100	Yes
Hispanic or Latino	99	99	Yes
Pacific Islander	99	99	Yes
White	99	99	Yes
Socio-economically Disadvantaged	99	99	Yes
English Language Learner	99	99	Yes
Students with Disabilities	95	97	Yes

— Number of students too small

WHAT THE RESULTS SHOW:

Every demographic group in Poway Unified achieved the No Child Left Behind participation and performance targets for 2007. Participation rates for the students with disabilities demographic group improved in 2007 to 95% the lowest limit of NCLB.

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

Just as the district must meet No Child Left Behind requirements and state targets, each school must meet the same requirements. State targets increase in difficulty over time until 2014 when all students are expected to be proficient. The chart below shows each elementary school's NCLB results for 2007. A "Yes" in the far right column signifies that all of the requirements applicable to that school, were achieved.

No Child Left Behind (NCLB) Requirements Elementary School 2007

School	Percent Students Tested		Met all NCLB Requirements
	English/ Language Arts	Mathematics	
Adobe Bluffs	100	100	Yes
Canyon View[+]	99	99	Yes
Chaparral	100	100	Yes
Creekside	100	100	Yes
Deer Canyon	100	99	Yes
Garden Road	99	99	Yes
Highland Ranch	100	100	Yes
Los Peñasquitos	100	100	Yes
Midland	98	99	Yes
Monterey Ridge	98	99	Yes
Morning Creek	99	100	Yes
Painted Rock	99	100	Yes
Park Village	100	100	Yes
Pomerado	99	100	Yes
Rolling Hills	100	100	Yes
Shoal Creek[+]	97	100	Yes[+]
Stone Ranch	100	100	Yes
Sundance	100	99	Yes
Sunset Hills[+]	98	100	Yes[+]
Tierra Bonita	100	100	Yes
Turtleback	100	100	Yes
Valley	99	100	Yes
Westwood	100	100	Yes

WHAT RESULTS SHOW:

- Twenty-three of 23 elementary schools achieved every No Child Left Behind target in 2007.

- Participation rates for students with disabilities fell below 95% in one subject area at two elementary schools. The target of 95% participation was achieved at each school via an averaging formula. The participation rate appearing in the table represents the schoolwide rate.

+one subgroup fell below 95% participation. Target achieved via an averaging formula.

NO CHILD LEFT BEHIND TARGETS
Secondary Schools

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

Just as the district must meet No Child Left Behind requirements and state targets, each school must meet the same requirements. A "Yes" in the far right column indicates that the school met every applicable target in English/Language Arts and Mathematics for every demographic group. The specific number of demographic groups varies from school-to-school based upon the number of students in each.

No Child Left Behind (NCLB) Requirements
Middle School 2007

School	% of Students Tested		Met all NCLB Requirements
	English/ Language Arts	Mathematics	
Bernardo Heights	99	99	Yes
Black Mountain	99	99	No
Meadowbrook	100	100	Yes
Mesa Verde	99	98	No
Oak Valley	100	100	Yes
Twin Peaks	99	99	Yes

WHAT THE RESULTS SHOW:

Four of six middle schools achieved all NCLB requirements in 2007; two of six middle schools met all but one NCLB requirement.

Black Mountain Middle School did not achieve 95% participation of the students within the disabilities demographic group in English/Language Arts and Mesa Verde Middle School missed the participation rate for the same demographic group in the area of Mathematics.

NO CHILD LEFT BEHIND TARGETS
Secondary Schools

43

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

Each school must meet No Child Left Behind requirements and targets that have been established by the state. The chart below shows each high school's results for 2007. A "Yes" in the far right column indicates that the school met every applicable target in English/Language Arts and Mathematics for every demographic group. The specific number of demographic groups varies from school-to-school based upon the number of students in each demographic group.

No Child Left Behind Requirements
High School 2007

School	% of Students Tested		Met all NCLB Requirements
	English/ Language Arts	Mathematics	
Abraxas[+]	82	89	No
Mt. Carmel	96	99	Yes
Poway High	99	99	Yes
Rancho Bernardo	99	100	Yes
Westview	99	98	Yes

+ At least one subgroup fell below state targets. School did not achieve minimum API.

WHAT THE RESULTS SHOW:

All of the comprehensive high schools in the Poway Unified School District met or exceeded No Child Left Behind targets for 2007. Abraxas Continuation High School failed to achieve the minimum percent proficient established for 2007 and the 95% participation rate.

NEXT STEPS:

- Establish policy and procedures to create and maintain a comprehensive assessment system which meets all No Child Left Behind requirements and assists teachers in instructional decision-making.
- Develop a communication plan to maintain parent community understanding of the elements of No Child Left Behind requirements and encourage participation.
- Modify testing procedures to assure at least a 95% participation rate for every demographic group.

NO CHILD LEFT BEHIND
## Academic Performance Index - API

DISTRICT TARGET:

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

NOTABLE FACTS:

The Academic Performance Index (API) measures the academic performance and growth in schools from year to year. The API serves as the cornerstone of California's State Testing, Accountability, and Reporting program (STAR), and is reported on a numeric scale that ranges from a low of 200 to a high of 1000. It is also one of the 47 measures of the No Child Left Behind requirements. (See page 35.) A school's API is an indicator of the performance level of its students. The current statewide target is for all schools and subgroups to achieve an API of 800. A school's growth is measured by how well it is moving toward or past 800. The API combines student performance on the California Achievement Test and the California Standards Tests. For high schools, the results of the California High School Exit Exam are also factored in. Additional API information for all California schools is available on the California Department of Education web site at http://www.cde.ca.gov/ta/ac/ap/.

Average Academic Performance Index
Grade Span — 2002-2007
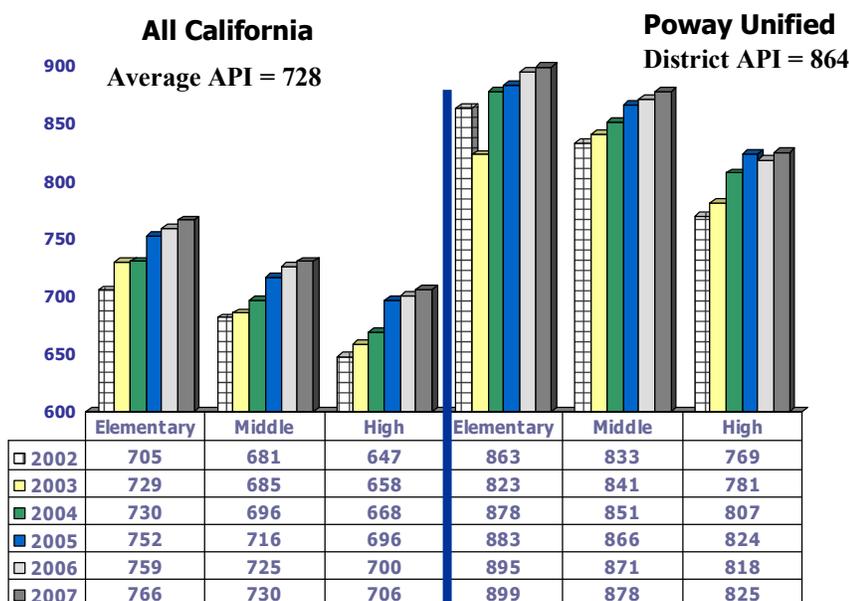
WHAT IS BEING MEASURED:

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

- The chart compares API by grade span for Poway Unified School District and California for the last six years.

All California
Average API = 728

Poway Unified
District API = 864

	Elementary	Middle	High	Elementary	Middle	High
2002	705	681	647	863	833	769
2003	729	685	658	823	841	781
2004	730	696	668	878	851	807
2005	752	716	696	883	866	824
2006	759	725	700	895	871	818
2007	766	730	706	899	878	825

WHAT THE RESULTS SHOW:

- API scores improved again at all school levels in 2007 and were the highest on record.
- The average elementary, middle, and high school in Poway Unified significantly out-performed state averages.
- Elementary schools statewide continue to set the pace. Similarly, Poway Unified elementary schools posted the highest API Average (899) among the three grade spans.

DISTRICT TARGET:

• 100% of all schools in the district achieving No Child Left Behind (NCLB) requirements.

WHAT IS BEING MEASURED:

The state has established a target API of 800 for all schools and all subgroups to achieve by 2014. This target will require the typical student in the state to be Proficient. The API is one component of the No Child Left Behind (NCLB) that monitors growth from year to year. The chart below shows the percentage of schools at or above the API performance target of 800 and compares Poway Unified School District to the state.

Percentage of Schools at or Above 800 API 2005-2007

	2005		2006		2007	
Type of school	PUSD	CA	PUSD	CA	PUSD	CA
Elementary	95%	32%	95%	35%	100%	36%
Middle	100%	21%	100%	24%	100%	24%
Comprehensive High Schools	100%	12%	100%	14%	100%	14%
All Schools[1]	97%	27%	94%	30%	97%	31%

In year five of a six-year effort, this district target has been achieved.

[1]All schools includes Abraxas Continuation High School.

WHAT THE RESULTS SHOW:

Statewide, elementary schools perform better than middle schools, and middle schools perform better than high schools. Progress statewide from 2005 to 2007 has been slow and far short of the growth needed to achieve 800 by 2014. In 2007, all Poway Unified School District's schools, achieved an API of 800. Only Abraxas Continuation High School achieved an API of less than 800.

NO CHILD LEFT BEHIND
Academic Performance Index - API

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

The table below shows each elementary school's original API (1999) compared to its most current API (2007) and the growth or change that has occurred. The State Rank column compares each school to all public schools in the state, using a scale of 1 (lowest) to 10 (highest). Also shown is the Similar School Rank which compares each school to 100 demographically similar schools, again, on a 1 (lowest) to 10 (highest) scale.

Academic Performance Index - Elementary
1999-2007 API Growth and Similar School Rankings

SCHOOL	1999 API	2007 API	99-07 Growth	State Rank 2007	Similar School Rank 2007	2008 API
Adobe Bluffs	841	**913**	72	10	4	917
Canyon View	861	**902**	41	10	9	925
Chaparral	856	**919**	63	10	8	922
Creekside*	887	**957**	70	10	9	952
Deer Canyon	858	**949**	91	10	8	951
Garden Road	801	**858**	57	9	8	868
Highland Ranch	858	**904**	46	10	6	903
Los Peñasquitos	772	**906**	134	10	10	917
Midland	784	**875**	91	9	9	879
Monterey Ridge***	-	**877**	-	10	9	907
Morning Creek	848	**904**	56	10	9	892
Painted Rock	862	**913**	51	10	7	903
Park Village	884	**941**	57	10	4	921
Pomerado	813	**888**	75	9	10	868
Rolling Hills	854	**905**	51	10	10	917
Shoal Creek	848	**910**	62	10	5	912
Stone Ranch**	881	**915**	34	10	6	922
Sundance	821	**909**	88	10	10	921
Sunset Hills	839	**855**	16	9	2	858
Tierra Bonita	844	**892**	48	10	6	880
Turtleback	833	**913**	80	10	8	902
Valley	723	**805**	82	7	6	815
Westwood	826	**893**	67	9	7	894

WHAT THE RESULTS SHOW:

- All elementary schools exceeded the state API target of 800 in 2007.

- All schools have shown growth in API since 1999.

- State rankings in 2007 were extremely high with 22 of 23 elementary schools earning a state rank of 9 or 10.

- Similar school rankings improved slightly to an average score of 7.39 on the state's 10 point scale.

*Creekside opened in 2001
**Stone Ranch opened in 2005
***Monterey Ridge opened in 2006

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

The table below shows each school's original API (1999) compared to its most current API (2007) and the growth or change that has occurred. The State Rank column compares each school to all public schools in the state using a scale of 1 (lowest) to 10 (highest). Also shown is the Similar School Rank, which compares each school to 100 demographically similar schools, again on a 1 (lowest) to 10 (highest) scale.

Academic Performance Index - Secondary
1999-2007 API Growth and Similar School Rankings

SCHOOL	1999 API	2007 API	99-07 Growth	State Rank 2007	Similar School Rank 2007	2008 API
MIDDLE SCHOOLS						
Bernardo Heights	846	**873**	27	10	6	893
Black Mountain	818	**863**	45	10	8	877
Meadowbrook	790	**855**	65	9	6	851
Mesa Verde	863	**897**	34	10	6	918
Oak Valley	-	**904**		10	9	895
Twin Peaks	812	**881**	69	10	8	884
HIGH SCHOOLS						
Abraxas	*	*	*	*	*	*
Mt. Carmel	773	**816**	43	9	6	827
Poway	779	**833**	54	10	7	845
Rancho Bernardo	780	**818**	38	9	3	834
Westview	791	**836**	45	10	4	843

- Oak Valley Middle School opened in fall 2005.
* Data not available for continuation high school.

WHAT THE RESULTS SHOW:

Middle School: All of the Poway Unified School District middle schools exceeded the state API target of 800. All have shown significant growth since 1999. Five of six earned the highest State Rank (top 10%) in 2007.

High School: All Poway Unified School District's high schools achieved the state API target of 800 in 2007. Since 1999, all comprehensive high schools have shown significant growth. Similar School Rankings have dropped below expectations.

NEXT STEPS:

Continue to align curriculum and instruction with state tests and standards. Increase academic rigor and expectations for all students. Share best practices among schools.

NO CHILD LEFT BEHIND
Academic Performance Index - API

WHAT IS BEING MEASURED:

By combining the State Rank and the Similar School Rank for each school, the district creates an API Composite Index. The API Composite Index gives equal weight to the State rank and Similar School rank discussed on pages 43 and 44 and provides an overall look at student performance that permits trend analysis.

SCHOOL	2005 API Index	2006 API Index	2007 API Index	2007 State Rank	2007 Similar School
Adobe Bluffs	17	16	**14**	10	4
Canyon View	18	19	**19**	10	9
Chaparral	14	18	**18**	10	8
Creekside	19	19	**19**	10	9
Deer Canyon	19	20	**18**	10	8
Garden Road	14	17	**17**	9	8
Highland Ranch	17	16	**16**	10	6
Los Peñasquitos	19	20	**20**	10	10
Midland	15	17	**18**	9	9
Monterey Ridge	n/a	n/a	**19**	10	9
Morning Creek	15	14	**19**	10	9
Painted Rock	17	18	**17**	10	7
Park Village	14	16	**14**	10	4
Pomerado	18	15	**19**	9	10
Rolling Hills	17	20	**20**	10	10
Shoal Creek	15	16	**15**	10	5
Stone Ranch	12	11	**16**	10	6
Sundance	17	20	**20**	10	10
Sunset Hills	15	12	**11**	9	2
Tierra Bonita	15	16	**16**	10	6
Turtleback	15	17	**18**	10	8
Valley	12	15	**13**	7	6
Westwood	17	13	**16**	9	7
Elementary Avg.	15.95	16.59	**17.04**	9.65	7.39
Bernardo Heights	17	17	**16**	10	6
Black Mountain	16	16	**18**	10	8
Meadowbrook	17	15	**15**	9	6
Mesa Verde	17	18	**16**	10	6
Oak Valley	n/a	19	**19**	10	9
Twin Peaks	17	18	**18**	10	8
Middle School Avg.	16.80	17.17	**17**	9.83	7.16
Abraxas	*	*	*	*	*
Mt. Carmel	20	16	**15**	9	6
Poway	20	17	**17**	10	7
Rancho Bernardo	16	14	**12**	9	3
Westview	13	14	**14**	10	4
High School Avg.	17.25	15.25	**14.5**	9.5	5
All PUSD	16.67	16.53	**16.72**	9.66	7.06

WHAT THE RESULTS SHOW:

- The API Composite Index inched upward in 2007. All PUSD schools combined reached an all-time high of 16.72 out of 20.

- Elementary schools marked two consecutive years of improvement.

- Middle and high schools slipped in 2007 as a few schools declined.

n/a Monterey Ridge opened fall 2006, Oak Valley opened fall 2005.
* Continuation High School

NO CHILD LEFT BEHIND
Academic Performance Index - Elementary

DISTRICT TARGET:
- 100% of all schools in the district achieving No Child Left Behind (NCLB) requirements.

WHAT IS BEING MEASURED:

The table below reflects the performance of "numerically significant" subgroups as measured by the API. Each school's overall API for 2007 is provided for comparison. The state defines a "numerically significant" subgroup as any group that constitutes at least 15% of a school's valid test scores and at least 50 students. A group of 100 pupils is always considered "numerically significant," even if it does not meet the 15% rule. Subgroups that do not have scores are groups that constitute fewer than 100 students or 15% and/or 50 students at their particular school student's may belong to more than one group.

Academic Performance Index - 2007 API
Subgroup - Elementary

SCHOOL	2007 API	African American[1]	Asian	Filipino	Hispanic	White	Low Income
All PUSD	864	768	925	854	780	871	749
Adobe Bluffs	913		965			906	
Canyon View	902		933			912	
Chaparral	919					922	
Creekside	957		993			957	
Deer Canyon	949		987			940	
Garden Road	858					876	789
Highland Ranch	904		971			893	
Los Peñasquitos	906			940	819	923	829
Midland	875				737	905	758
Monterey Ridge	877		964			864	
Morning Creek	904		932			898	
Painted Rock	913					922	
Park Village	941		971			936	
Pomerado	888				800	906	806
Rolling Hills	905					923	839
Shoal Creek	910		940			910	
Stone Ranch	915		958			900	
Sundance	909					930	
Sunset Hills	855		926			849	
Tierra Bonita	892					900	
Turtleback	913		954			925	
Valley	805				708	876	747
Westwood	893					894	

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

WHAT THE RESULTS SHOW:

White and Asian subgroups were the most predominant. Scores of some Hispanic, African American, and low income groups at some schools remain below 800. English language fluency affects the performance of some Hispanic and low income students.

NO CHILD LEFT BEHIND
Academic Performance Index - Secondary

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

The table below reflects the performance of "numerically significant" subgroups as measured by the API. Each school's overall API for 2007 is provided for comparison. The state defines a "numerically significant" demographic groups as any group that constitutes at least 15% of a school's valid test scores and a minimum of 50 students. A group of 100 pupils is always considered "numerically significant," even if it does not meet the 15% rule. Demographic groups that do not have scores constitute fewer than 100 students or 15% and/or 50 students. These students are aggregated at the district level and displayed after all PUSD. Membership in a demographic group is not exclusive. Students may be counted in more than one group.

Academic Performance Index - 2007 API
Subgroups - Secondary

SCHOOL	2007 API	African American[1]	Asian	Filipino	Hispanic	White	Low Income
MIDDLE SCHOOLS							
ALL PUSD	**864**	768	925	854	780	871	749
Bernardo Heights	873		917		842	878	
Black Mountain	863		925	855	800	878	747
Meadowbrook	855		943		715	875	694
Mesa Verde	897		944	862		901	801
Oak Valley	904		949			903	
Twin Peaks	881				766	896	735
HIGH SCHOOLS							
Abraxas*	*						
Mt. Carmel	816		885	800	761	823	704
Poway	833		865		704	853	657
Rancho Bernardo	818		875	818	746	818	
Westview	836		886	806	791	832	743

[1]African American subgroups have no scores at the school level because the number/percentage enrolled at any school does not meet the state threshold of 15% or 100 students.
* Continuation High School

WHAT THE RESULTS SHOW:

- Middle schools scores were bolstered by the consistently high performance of the Asian students. Low income students performed about 100-150 points below the school averages. Higher Hispanic enrollments generally signal greater numbers of English Language Learners, which may impact scores.
- At the high school level, patterns similar to middle school were evident. High school scores were low compared to middle schools.

NEXT STEPS:

Focus programs and resources on students with limited English fluency and students from low income families to close the achievement gap while maintaining program opportunities for all students.

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

The table below reflects the performance of "numerically significant" subgroups as measured by the API. Each school's overall API for 2008 is provided for comparison. The state defines a "numerically significant" subgroup as any group that constitutes at least 15% of a school's valid test scores and at least 50 students. A group of 100 pupils is always considered "numerically significant," even if it does not meet the 15% rule. Subgroups that do not have scores are groups that constitute fewer than 100 students or 15% and/or 50 students at their particular school student's may belong to more than one group.

Academic Performance Index - 2008 API
Subgroup - Elementary

SCHOOL	2008 API	African American[1]	Asian	Filipino	Hispanic	White	Low Income
All PUSD	872	777	934	866	788	878	769
Adobe Bluffs	917		966			910	
Canyon View	925		940			932	
Chaparral	922					927	
Creekside	952		991			949	
Deer Canyon	951		979			956	
Garden Road	868					884	803
Highland Ranch	903		980			892	
Los Peñasquitos	917			926	867	933	862
Midland	879				759	906	769
Monterey Ridge	907		947			904	771
Morning Creek	892		925			902	
Painted Rock	903					914	
Park Village	921		954			913	
Pomerado	868				822	872	802
Rolling Hills	917					943	855
Shoal Creek	912		938			918	
Stone Ranch	922		956			921	
Sundance	921					927	
Sunset Hills	858		950			849	
Tierra Bonita	880					890	
Turtleback	902		971			911	
Valley	815				748	862	757
Westwood	894					899	

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

WHAT THE RESULTS SHOW:

White and Asian subgroups were the most predominant. Scores of some Hispanic, African American, and low income groups at some schools remain below 800, although most scores show some growth. English language fluency affects the performance of some Hispanic and low income students.

NO CHILD LEFT BEHIND
Academic Performance Index - Secondary

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

The table below reflects the performance of "numerically significant" subgroups as measured by the API. Each school's overall API for 2008 is provided for comparison. The state defines a "numerically significant" demographic groups as any group that constitutes at least 15% of a school's valid test scores and a minimum of 50 students. A group of 100 pupils is always considered "numerically significant," even if it does not meet the 15% rule. Demographic groups that do not have scores constitute fewer than 100 students or 15% and/or 50 students. These students are aggregated at the district level and displayed after all PUSD. Membership in a demographic group is not exclusive. Students may be counted in more than one group.

Academic Performance Index - 2008 API
Subgroups - Secondary

SCHOOL	2008 API	African American[1]	Asian	Filipino	Hispanic	White	Low Income
MIDDLE SCHOOLS							
ALL PUSD	**872**	777	934	866	788	878	769
Bernardo Heights	**893**		934		876	896	856
Black Mountain	**877**		938	874	778	895	756
Meadowbrook	**851**		952		712	872	713
Mesa Verde	**918**		971	885		916	817
Oak Valley	**895**		956			891	
Twin Peaks	**884**				776	899	753
HIGH SCHOOLS							
Abraxas[*]	*****						
Mt. Carmel	**827**		888	810	781	839	719
Poway	**845**		898		714	866	675
Rancho Bernardo	**834**		895	847	775	832	792
Westview	**843**		893	816	823	835	767

[1] African American subgroups have no scores at the school level because the number/percentage enrolled at any school does not meet the state threshold of 15% or 100 students.
* Continuation High School

WHAT THE RESULTS SHOW:

- Middle schools scores continue to be bolstered by the consistently high performance of the Asian students. One middle school's gain of 20 points in the API resulted in significant subgroup gains.
- All four comprehensive high schools showed gains in APIs and subgroup scores. Low income students performed about 50-150 points below the school averages.

NEXT STEPS:

Focus programs and resources on students with limited English fluency and students from low income families to close the achievement gap while maintaining program opportunities for all students.

DISTRICT TARGET:

• 100% of all schools in the district achieving No Child Left Behind (NCLB) requirements.

NOTABLE FACTS:

The high school four-year completion rate is the percentage of students that earn the required 230 high school credits and demonstrate basic proficiency in reading, writing, and mathematics by passing the California High School Exit Exam before graduation day. The NCLB target is a Four-Year High School Completion Rate of 82.9% or better. See also the No Child Left Behind web site at www.ed.gov/nclb/ landing.jhtml?src=pb.

WHAT IS BEING MEASURED:

The chart shows the Four-Year High School Completion Rates which is the percentage of students that complete all graduation requirements by the last day of their fourth year of high school. The table compares the classes of 2003, 2004, 2005, and 2006. Results are delayed one year due to state auditing and reporting.

No Child Left Behind
Four-Year High School Completion Rates — 2003 - 2006

	Rate for 2003	Rate for 2004	Rate for 2005	Rate for 2006	Change 2005 - 2006
California	87.0%	86.8%	85.1%	85%	-.1%
Poway Unified	97.6%	95.6%	96.3%	96.2%	-.1%
Abraxas Continuation	69.1%	55.5%	68.3%	58.1%	-10.2%
Mt. Carmel	99.2%	98.4%	98.7%	99.6%	+.9%
Poway	99.6%	97.9%	96.3%	98.6%	+2.3%
Rancho Bernardo	98.9%	97.1%	98.8%	98.5%	-.3%
Westview	n/a	95.6%	96.3%	99.9%	+3.6%

WHAT THE RESULTS SHOW:

The vast majority of Poway Unified School District students graduate in four years. Poway Unified School District graduation rates declined slightly in 2006. Poway Unified School District's graduation rate is much higher than the state's. Abraxas Continuation High School did not achieve the state target of 82.9% and suffered a significant decline from 2004 to 2006.

NO CHILD LEFT BEHIND
Four-Year High School Dropout Rates

DISTRICT TARGET:
- 100% of all schools in the district achieving No Child Left Behind (NCLB) requirements.

NOTABLE FACTS:

The high school dropout rate measures the cumulative percentage of students from grade 9 to grade 12 that disappears from high school. Some students leave the country or state and fail to notify their school. Most transfer to another school or district and fail to show-up. In recent years, California has given every student a state identification number. This has improved the ability to track students who move between schools/districts within California. NCLB has established a target to reduce the dropout rate to 17.1% by 2014.

WHAT IS BEING MEASURED:

The chart below shows the cumulative Four-Year Dropout rate, or the percentage of student unaccounted for from grade 9 to grade 12.

NOTE: In 2007 California used State ID numbers for the first time to determine dropout rates. The more accurate data source significantly increased the dropout rates, statewide.

No Child Left Behind
Four-Year High School High School Rates 2003-2007*

	2003	2004	2005	2006	2007*
California	12.5	12.9	12.3	13.9	24.2
San Diego County	10.7	15.0	12.0	13.9	22.9
Poway Unified	3.6	3.9	3.3	3.9	3.8
Abraxas	30.9	44.5	31.7	41.9	**
Mt. Carmel	1.8	1.1	.2	1.8	3.3
Poway	1.8	4.2	.8	3.0	2.3
Rancho Bernardo	2.0	2.1	.8	3.7	2.0
Westview	n/a	n/a	**	.4	1.1

*2007 data derived from state student I.D. Numbers for the first time. Formula changed in 2007.
** School had zero students in one or more grades and rate cannot be calculated.

WHAT THE RESULTS SHOW:

The vast majority of Poway Unified School District students remain in school to graduation. Poway Unified's four-year dropout rate is much lower than the state and county. The improved data source in 2007 did not raise Poway Unified's dropout rate, as it did with many school districts in the state and county.

DISTRICT TARGET:
- By 2008, increase from 53% to a minimum of 60%, the percentage of graduating students, including all subgroups, who complete the University of California and California State University college prep, a-g requirements.

NOTABLE FACTS:

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

WHAT IS BEING MEASURED:

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

Percentage of Graduates Completing a-g Requirements with Grades of "C" or Better 2003-2007

	2003	2004	2005	2006	2007
PUSD	54%	58.0%	58.4%	57.5%	60.9%
San Diego	38%	37.4%	37.2%	38.6%	39.9%
California	35%	33.7%	35.2%	35.9%	35.3%
Mt. Carmel	63%	72.0%	64.5%	52.1%	62.2%
Poway	48%	54.0%	54.6%	50.6%	54.2%
Rancho Bernardo	55%	54.5%	59.0%	60.8%	68.4%
Westview[1]	n/a	n/a	71.0%	73.7%	70.6%

[1] Westview graduated its first class in 2005.

In year five of a six-year effort, this district target has been achieved.

a-g Requirements

a	American History Economics	2 years
b	English, Writing, and Literature	4 years
c	Math (Algebra or higher)	3 years
d	Science • Biology • Chemistry • Physics	1 year 1 year 1 year
e	Language other than English	2 years
f	Visual/ Performing Arts	1 year
g	Elective from a, b, d	1 year

WHAT THE RESULTS SHOW:

a-g completion rates rebound in 2007, driven by sharp increases at three comprehensive high schools. Three of four comprehensive high schools reached the 2008 target of 60% and carried the district average to 60% for the first time.

COLLEGE READINESS
a-g Completion Rates By Subgroup

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

To determine if all students are benefiting equally from district programs, it is helpful to separate the results by subgroups. The table shows the percentage of students in each ethnic subgroup who completed a-g courses in Poway Unified, San Diego County, and California. The 2003-2007 results for Poway Unified School District are shown along with results for San Diego County and California.

a-g Completion Requirements by Subgroup
2003-2007

Ethnic Group	Poway Unified 2003	Poway Unified 2004	Poway Unified 2005	Poway Unified 2006	Poway Unified 2007	S.D. County 2007	California 2007
TOTALS	54.6%	58%	58.4%	57.5%	60.9%	39.9%	35.3%
African American	38.1%	40.7%	47.1%	47.6%	44.9%	21.7%	28.4%
Asian	68.9%	76.0%	76.0%	75.1%	77.5%	59.9%	61.3%
Filipino	49.7%	64.5%	58.0%	51.9%	48.6%	52.0%	46.0%
Hispanic	39.2%	39.1%	41.5%	41.6%	44.4%	27.0%	25.6%
White	55.6%	57.7%	58.2%	57.9%	60.6%	48.3%	38.4%

In year five of a six-year effort, this district target has been achieved.

WHAT THE RESULTS SHOW:

For all ethnic groups, the a-g completion rates were higher for Poway Unified students compared to the same ethnic subgroups across the county and state. There were significant differences between subgroups evident in Poway and statewide. Gains have been modest and indicate no significant reduction of the achievement gap. The overall trend has been positive.

NEXT STEPS:

Better inform parents and students about the a-g course requirements. Develop real-time reports so that a-g completion rates are available to parents and students on-demand to plan schedules. Target selected subgroups for additional support through Advancement Via Individual Determination (AVID) or community outreach.

DISTRICT TARGET:

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

NOTABLE FACTS:

The districtwide goal *to increase student achievement through a comprehensive literacy effort* requires preparing greater numbers of students for successful post-high school learning. Since most Poway Unified graduates enroll in college after grade 12, there is a clear and compelling need for these college-bound students to be adequately prepared. Poway Unified offers Advanced Placement (AP) courses in 21 subjects out of 21. The number of students who successfully complete at least one AP course before graduation is a key measure of progress. The district target is to increase the rate of successful completion of Advanced Placement courses while maintaining a high percentage of students earning a 3 or higher on the National AP Exams.   Each AP course allows students to experience college-level curriculum and take a nationwide end-of-course exam to earn college credit.   For more information about AP exams, visit the College Board web site at: www.collegeboard.com.

Advanced Placement Course Titles Offered in 2007

Mt. Carmel	18
Poway High	19
Rancho Bernardo	18
Westview	21

WHAT IS BEING MEASURED:

The percentage of students graduating from high school with a grade of C or better in at least one AP course over 3 years.
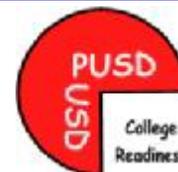
12th Grade Graduates 2003 - 2007 that have taken at least one AP Course since 10th grade

	2003	2004	2005	2006	2007
All PUSD Students	29%	40%	46%	49%	60%
Mt. Carmel	26%	39%	41%	45%	50%
Poway	33%	46%	46%	49%	56%
Rancho Bernardo	34%	48%	49%	57%	66%
Westview[1]	n/a	n/a	47%	60%	68%

In year five of a six-year effort, this district target has been achieved.

[1] No seniors attended Westview High School until 2004-2005.

WHAT THE RESULTS SHOW:

- Since 2003, there has been a significant increase (31%) in the percentage of students completing at least one AP course with a grade of C or better.

- All high schools made significant gains in 2007.

COLLEGE READINESS
Advanced Placement Courses and Exams

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

The ethnic distribution of students enrolled in Advanced Placement courses is one way to determine if all students are benefiting from the educational opportunities provided by taking Advanced Placement courses. The chart below displays the proportion of 10th, 11th, and 12th grade students in each ethnic group enrolled compared to the percent enrolled in AP courses. From this we can determine if AP enrollment reflects school enrollment patterns.

Students Enrolled in AP Courses in 2007 by Ethnicity in Grades 10, 11, and 12

School	Student Enrollment in AP Courses in Grades 10, 11, 12	10th-12th % Enrolled in AP Courses	African American		Asian		Filipino		Hispanic		White	
			% in School	% in AP	% in School	% in AP	% in School	% in AP	% in School	% in AP	% in School	% in AP
Mt. Carmel	630	37%	3.6%	2.1%	13.1%	21.1%	14.2%	11.6%	9.0%	7.5%	55.5%	53.7%
Poway High	703	32%	1.6%	0.6%	5.5%	8.8%	2.8%	1.6%	11.3%	6.5%	74.7%	78.1%
Rancho Bernardo	872	42%	3.5%	1.7%	17.3%	29.8%	5.9%	4.0%	8.5%	5.3%	61.9%	56.8%
Westview	947	56%	3.2%	1.6%	21.5%	29.6%	9.0%	8.8%	7.0%	6.2%	54.9%	50.3%

WHAT THE RESULTS SHOW:

- Compared to their proportion of the population, Asian students comprise a much greater proportion of the enrollment in Advanced Placement courses.
- All other ethnic groups are under-represented in Advanced Placement courses compared to their proportion of the student population.

NEXT STEPS:

- Expand opportunities for students to enter and successfully complete Advanced Placement courses.
- Implement a staff development program geared toward increasing effective instructional strategies for a diverse population of students enrolled in Advanced Placement courses.
- Continue to implement AVID and AVID strategies to encourage participation of under-represented groups.

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

WHAT IS BEING MEASURED:

The 11th and 12th grade enrollment compared to the number and percent of 11th and 12th grade students taking Advanced Placement (AP) exams. These numbers reflect the degree of participation in the AP Test. The participation rate is the number of AP test takers divided by 11th and 12th grade enrollment. Also visit http://data1.cde.ca.gov/dataquest/. Some AP students elect not to participate in the AP Test. The district target is to increase the numbers taking AP classes.

Advanced Placement Test Participation Rates

	2005			2006			2007		
	Grade 11 and 12 Enrollment	# of test takers	Participation Rate	Grade 11 and 12 Enrollment	# of test takers	Participation Rate	Grade 11 and 12 Enrollment	# of test takers	Participation Rate
Poway Unified	**4,961**	**2,315**	**44%**	**5,069**	**2,494**	**49.2%**	**5,260**	**2,733**	**52%**
San Diego County	69,867	21,111	30%	67,435	22,927	34.0%	76,936	24,064	31%
California	868,700	183,365	21%	771,489	196,807	25.5%	927,095	208,299	22%
Mt. Carmel	1,027	438	43%	1,053	478	45.3%	1,139	535	47%
Poway High	1,476	592	40%	1,456	626	42.9%	1,547	634	41%
Rancho Bernardo	1,534	703	45%	1,437	674	46.9%	1,463	691	47%
Westview	924	582	62%	1,123	716	63.7%	1,111	873	79%

WHAT THE RESULTS SHOW:

Participation rates declined across state and county in 2007. The participation rate in Poway Unified School District has increased for the third consecutive year, up eight percentage points since 2005. Westview High School had a significantly higher participation rate compared to the other Poway Unified School District high schools.

COLLEGE READINESS
Advanced Placement Courses and Exams

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

WHAT IS BEING MEASURED:

The percentage of 11th and 12th grade students earning college credit via an AP exam. To earn college credit, a student must earn a score of 3 or better on a 5-point scale. Students may take several AP exams, therefore, percentages may exceed 100%.

Advanced Placement Test Results
2005-2007

	2005		2006		2007	
	Grade 12 AP Exams %≥ 3	Grades 11 and 12 AP Exams %≥3	Grade 12 AP Exams %≥ 3	Grades 11 and 12 AP Exams %≥3	Grade 12 AP Exams %≥ 3	Grades 11 and 12 AP Exams %≥3
Poway Unified	**120.0%**	**60.0%**	**148.4%**	**70.6%**	**160.2%**	**75.0%**
San Diego County	62.0%	30.0%	71.0%	33.9%	65.4%	32.2%
California	45.0%	21.0%	56.3%	26.3%	48.6%	23.1%
Mt. Carmel	106.0%	58.7%	142.0%	61.0%	137.4%	66.8%
Poway High	105.0%	51.7%	119.0%	56.0%	130.8%	58.1%
Rancho Bernardo	133.0%	64.1%	142.0%	72.0%	161.0%	73.6%
Westview	209.0%	85.7%	199.0%	96.0%	218.6%	108.8%

WHAT THE RESULTS SHOW:

The percentage of 11th and 12th grade students earning college credit via Advanced Placement Exams declined statewide in 2007. Poway Unified School District results have increased steadily since 2005, driven by significant increases in grade 12. In 2007, Poway Unified School District seniors were nearly four times more likely to earn college credit via Advanced Placement Exams than students in California.

NOTABLE FACTS:

PSAT/NMSQT is the acronym for the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test. It is a standardized test that provides students firsthand practice for the SAT reasoning test. It also gives students a chance to qualify for National Merit Scholarship Corporation scholarships. The PSAT/ NMSQT gives students early feedback about their strengths and weaknesses in skills necessary for college and helps them prepare for the SAT by familiarizing them with the kind of questions they will experience. Since 2004, the district has sponsored the PSAT/NMSQT for all sophomores to encourage participation in the SAT during their junior and senior years and provide feedback to students regarding their college preparation and course of study. The target is to increase the percentage of students electing to take the SAT. By encouraging participation in the PSAT/NMSQT the district hopes to improve the attainment of that target. For more information regarding the PSAT/NMSQT, visit www.collegeboard.com/student/testing.

WHAT IS BEING MEASURED:

The chart below shows the percentage of the 10th grade students electing to take the PSAT/NMSQT from 2003 to 2007. The graph compares the participation rates of Poway, California, and the nation for five years.
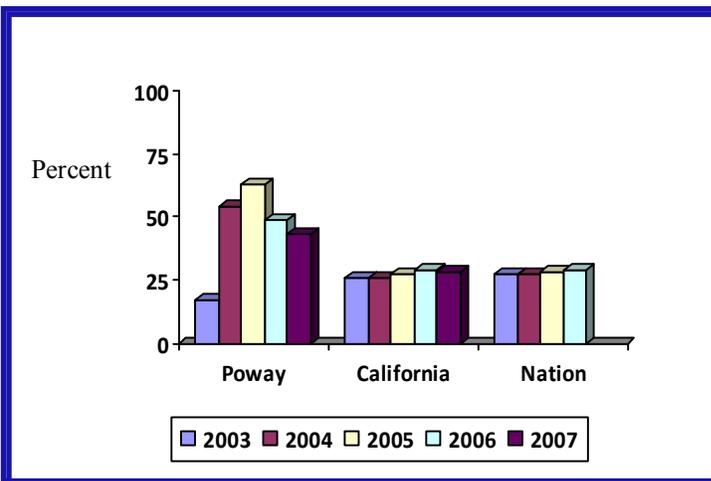
WHAT THE RESULTS SHOW:

Almost twice the number of students in Poway Unified elected to take the PSAT/NMSQT compared to California and the nation. In spite of a decline in 2006 and 2007, over the last three years participation in Poway Unified has improved while state and national numbers have inched upward.

WHAT IS BEING MEASURED:

The performance rate on each of three subtests of the PSAT/NMSQT is reported as the average number of correct responses for sophomores taking the test in 2007 compared to California and the nation.

Sophomore Performance
Mean Percent Correct 2007
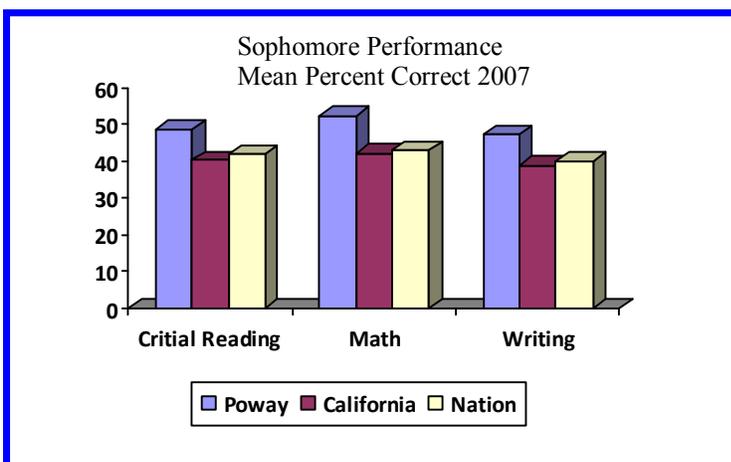
WHAT THE RESULTS SHOW:

Poway students performed much higher on this measure of college readiness on all three tests compared to California and the nation.

COLLEGE READINESS
Preliminary Scholastic Aptitude Test /National Merit Scholarship Qualifying Test

WHAT IS BEING MEASURED:

The graph below compares student performance on each part of the PSAT/NMSQT across four ethnic groups in 2007. Results are reported as the average number of correct responses.

**Poway Unified School District
Sophomore Performance
Mean Percent Correct - 2007**

Legend: Asian, African American, Hispanic, White

Critical Reading: 48.8, 43, 45.7, 49.6
Math: 54.5, 47.5, 48.6, 52.5
Writing: 48.4, 42.2, 43.7, 47.7
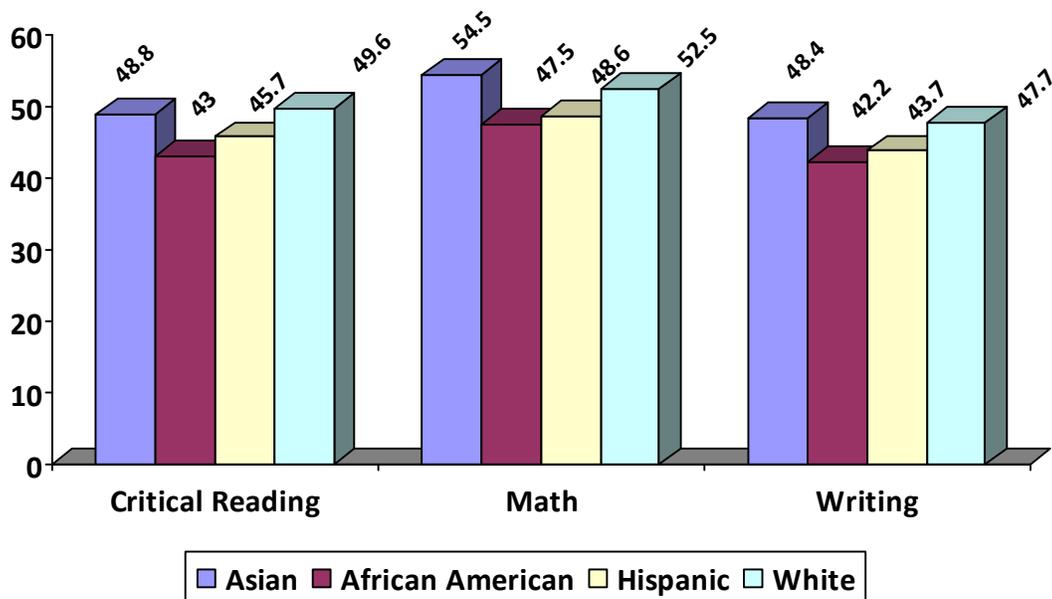
WHAT THE RESULTS SHOW:

Variations between ethnic groups are evident. However, every subgroup performed well above the state and national averages shown at the bottom of page 58.

COLLEGE READINESS
Scholastic Aptitude Test - SAT-I

DISTRICT TARGET:

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

NOTABLE FACTS:

The Scholastic Aptitude Test (SAT-I) is a voluntary test taken outside the normal school day, generally by eleventh and twelfth grade students who plan to attend college. Poway Unified values the SAT-I as a measure of academic rigor and student intention to attend college and established a target to increase voluntary participation while maintaining high mean scores. In 2005, the SAT-I was revised to include a writing test and the maximum scale score increased from 800 to 2400. Also, the verbal and math portions of the test were revised making year-to-year comparisons impossible. The district will maintain its target of 74% participation, however the new baseline score will be 1644.

WHAT IS BEING MEASURED:

The Scholastic Aptitude Test measures verbal and mathematical reasoning skills. In 2006, a new test was introduced with the verbal, math, and writing sections of the SAT-I, each worth 800 points. A total score of 2400 is possible. he chart below shows the average SAT-I scores for Poway Unified students over five years. The district goal is to maintain the average score while increasing participation.

Scholastic Aptitude Test
2003-2007

POWAY UNIFIED SCHOOL DISTRICT
SAT Mean Scores
2003-2007

	2003	2004	2005	2006	2007
Verbal	536	543	549	537	541
Writing	-	-	-	539	538
Math	560	571	573	568	569
Total	1096	1114	1122	1644	1648
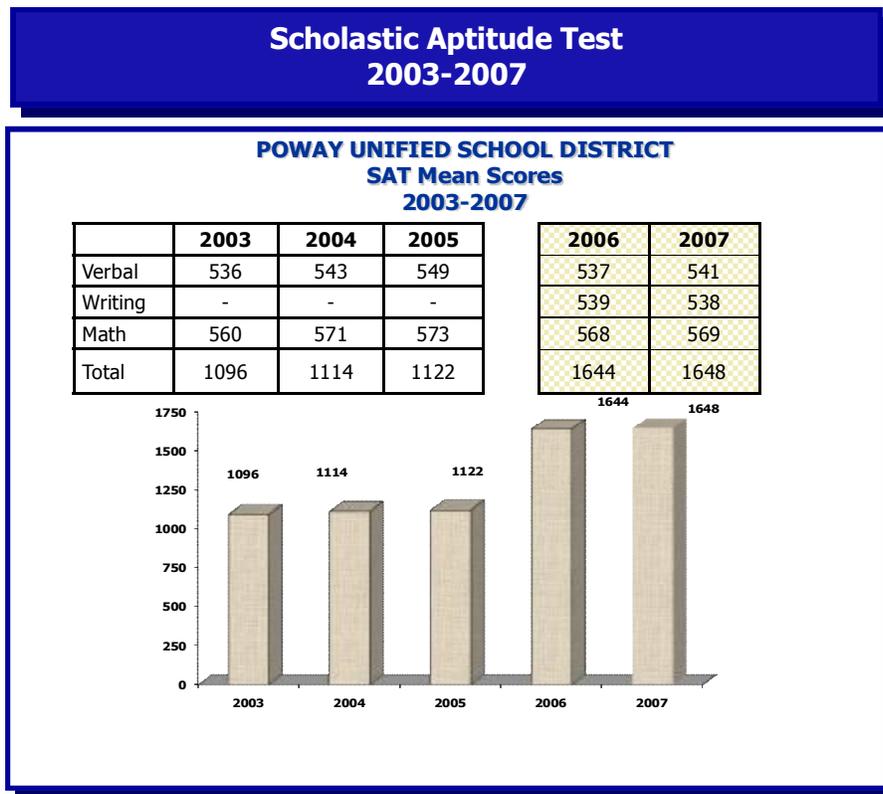
WHAT THE RESULTS SHOW:

The total mean score improved slightly in 2007. There was a four-point gain in verbal scores, and a one point gain in mathematics and a one point decline in writing. The trend continues to be positive. A new baseline for mean scores (1644) was established in 2006.

COLLEGE READINESS
## Scholastic Aptitude Test - SAT-I

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

Beginning 2006, the "new" SAT-I established new baseline data. The district will continue to pursue its goal to increase student participation to 74% by 2008 without falling below the 2006 baseline of 1644. The table below shows the participation rates for the last three years and mean scores for 2007.

"New" SAT-I Results - Percent Tested and Mean Scores

| | Percent Tested 2003-2007 | | | | | Mean Scores 2007 | | | |
	2003	2004	2005	2006	2007	Critical Reading	Writing	Mathematics	Total
Poway Unified	**63%**	**66%**	**67%**	**68%**	**67%**	**541**	**538**	**569**	1648
San Diego	41%	49%	49%	49%	38%	502	494	515	1511
California	37%	40%	40%	41%	37%	499	**498**	516	1513
Mt. Carmel	**68%**	**65%**	**72%**	**73%**	**68%**	**531**	**518**	**566**	1615
Poway High	**64%**	**63%**	**66%**	**67%**	**61%**	**545**	**541**	**566**	1652
Rancho Bernardo	**64%**	**68%**	**74%**	**74%**	**74%**	**541**	**545**	**577**	1663
Westview[1]	-	-	**66%**	**68%**	**77%**	**545**	**543**	**566**	1654

⬙ In year five of a six-year effort, this district target has been achieved.

[1] Westview graduated its first class in 2005

WHAT THE RESULTS SHOW:

The district realized a sharp decline in participation after three years of gains. It is unlikely the district will achieve a 74% participation rate by 2008. There is a significant difference between Poway's four comprehensive high schools. Only Westview and Rancho Bernardo have achieved the district target of 74% participation. Participation in the SAT-I declined significantly statewide in 2007.

NEXT STEPS:

Investigate causes for the decline at two of four comprehensive high schools.

DISTRICT TARGET:

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

SCHOLASTIC APTITUDE TEST BY ETHNICITY 2006

WHAT IS BEING MEASURED:

The chart shows the ethnic comparison of graduates who took the SAT-I at least once while in high school and the average score for each group in 2006 for Poway, California, and the nation.

SAT Mean Scale Scores by Ethnicity

2007 Ethnic Group	PUSD Percent Tested	CRITICAL READING			MATH			WRITING		
		PUSD	CA	USA	PUSD	CA	USA	PUSD	CA	USA
African American	66%	**490**	437	433	**491**	429	429	**485**	435	425
Asian/Filipino*	79%	**542**	508	514	**604**	563	578	**549**	510	513
Hispanic	58%	**505**	456	457	**540**	460	461	**500**	445	449
White	58%	**539**	538	527	**564**	546	534	**539**	535	518
Other/No Response	98%	**564**	514	488	**574**	523	504	**551**	514	483
Totals	67%	**528.0**	490.6	483.8	**554.6**	504.2	501.2	**524.8**	487.8	477.6

* SAT combined Asian and Filipino for reporting purposes.

WHAT THE RESULTS SHOW:

There is a significant gap between the performance of African American students and other ethnic groups. Conclusions are limited due to the relatively low number of students in this subgroup. All Poway Unified ethnic groups scored higher than their counterparts in the state and nation. African American students in Poway Unified scored slightly below the state and national averages for all groups combined.

NEXT STEPS:

Continue to provide support services needed for students to enroll in more rigorous courses. Target services such as AVID, see pages 71-72. Institute a districtwide communication plan to inform parents and staff about SAT-I testing, and implement programs that encourage participation. Focus on African American and Hispanic students.

COLLEGE READINESS
Academic Achievement Test (ACT)

NOTABLE FACTS:

The ACT is a test of academic achievement in English, social science, algebra, and biology. These are the first credit-bearing courses most commonly taken by first-year college students. Unlike the SAT-I, which is a test of aptitude, the ACT measures the attainment of academic skills and concepts required for success in college. The ACT recently established benchmark scores for each subject tested. Students achieving the benchmark scores have approximately a 50% chance of earning a "B" and 75% chance of earning a "C" or better in the corresponding college course. Each test has 36 questions. Visit www.act.org for more information.

ACT Mean Scores 2004-2007

Test Name	Course/Area	Benchmark Score	PUSD Mean Score			
			2004	**2005**	**2006**	**2007**
English	English Composition	18	23.7	24.0	23.9	23.9
Reading	Social Science	21	24.6	24.9	24.4	24.4
Mathematics	Algebra	22	25.2	25.4	25.5	25.4
Science	Biology	24	23.5	23.6	23.3	23.4
All Combined	**Complete Score**	-	**24.4**	**24.6**	**24.4**	**24.4**
Number Tested			507	571	548	698

ACT Comparisons 2007 Average Number Correct

	English	Mathematics	Reading	Science	Composite
Poway Unified	**23.9**	**25.4**	**24.4**	**23.4**	**24.4**
California	21.6	22.6	22.2	21.2	22.1
Nation	20.7	21.0	21.5	21.0	21.2

WHAT THE RESULTS SHOW:

Student performance on this measure of student achievement has improved steadily. 2007 scores were unchanged. Compared to California and the nation, Poway Unified students scored significantly higher than both. Only in the area of biology/science did Poway Unified students not achieve the benchmark score. Participation in the ACT increased dramatically in 2007.

NEXT STEPS:

Continue to focus on California Standards. Examine the ACT Biology Test for alignment to California curriculum standards and determine root causes of the discrepancy.

NOTABLE FACTS:

When students actually enroll in the University of California (UC) or California State University (CSU), they are required to demonstrate proficiency in the basic skills of reading, writing, and mathematics at a level that the university deems appropriate to accomplish advanced studies. The CSU system administers the English Placement Test (EPT) and the Entry-Level Math (ELM) test. The UC system administers the Subject A Exam, a test of reading and writing skills. Students who achieve high scores on the SAT-I, ACT, EAP, or Advanced Placement (AP) exams are exempt from placement testing and considered proficient. For additional information, visit the Subject A web site www.ucop.edu/sas/awpe/ and CSU analytic studies web site www.asd.calstate.edu/performance/index.shtml. University of California results for 2007 will be posted summer 2008.

WHAT IS BEING MEASURED:

The table below shows the percentage of students determined to be proficient in English/Language Arts, and mathematics by the California College System. Also shown is the number of Poway Unified graduates who actually enrolled in the UC or CSU system. A significant number of Poway graduates attend highly prestigious colleges and universities nationwide other than the University of California or California State Universities.

College Enrollments Fall 2006 and 2007
Poway Unified Graduates Meeting UC/CSU Placement Standards

2006-2007 Graduates	University of California 2006		California State Universities 2007		
	Students Enrolling in UC	% Proficient	Freshman Enrolling CSU	% Meeting English Requirement	% Meeting Math Requirement
PUSD	**407**	**83%**	**447**	**71%**	**80%**
California	33,495	71.6%	51,460	53%	44%
San Diego County	2,524	76.9%	5,140	57%	65%
Mt. Carmel	80	78.8%	112	72%	82%
Poway	89	84.3%	110	75%	83%
Rancho Bernardo	109	89.0%	117	68%	75%
Westview	129	80.6%	108	70%	81%

WHAT THE RESULTS SHOW:

A higher percentage of students from PUSD met the placement proficiency requirements for both the University of California and California State University systems compared to freshmen from San Diego County and California. There were slight differences between the four Poway comprehensive high schools. Definitive conclusions regarding college readiness are hard to draw from these results alone because many PUSD students eligible for University of California and California State University elect to attend other schools.

COLLEGE READINESS
College Acceptance

NOTABLE FACTS:

A key measure of college readiness is acceptance into college after graduation from high school. Some students enroll in college immediately upon graduation, others matriculate to four-year institutions via community college and still others elect to take time off from academic studies before enrolling in college. Therefore, the district monitors students' enrollment in college for five years after graduation from high school.   For the purpose of this report, all students who enroll in a four-year college, public or private, within five years of graduation from high school are counted. The data we use comes from the National Clearinghouse, www.studentclearinghouse.org, to which 92% of all U.S. colleges and universities report. The reports that follow are limited to these data.

Top 10 Four-Year Colleges/Universities of 2007 Graduates

Name of Institution	# Enrolled	% of 2007 Graduates
California State University - San Marcos	97	8.5
San Diego State University	93	8.2
University of California - San Diego	70	6.2
University of California - Irvine	60	5.3
California Polytechnic State University	54	4.7
University of California - Berkeley	54	4.7
University of California - Los Angeles	51	4.5
University of California - Santa Barbara	49	4.3
California State University - Long Beach	36	3.2
California State University - Riverside	28	2.5

WHAT IS BEING MEASURED:

The percentage of high school graduates from 2002 to 2003 that enrolled in a four-year college within five years of graduation from high school.
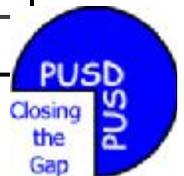
Class of 2002 Graduates Entering Four-Year Colleges 2002-2006

	# of Graduates 2002 - 2003	# Enrolling in a four-year college by 2006	Percentage in a four-year college by 2006
Poway Unified	4,139	2,234	54%
Mt. Carmel	1,505	830	55%
Poway High	1,269	664	52%
Rancho Bernardo	1,365	740	54%
Westview	No grads in 2001-02	-	-

Data does not included students attending two-year colleges.

COLLEGE READINESS
College Acceptance

WHAT IS BEING MEASURED:

The percentage of students who matriculated directly to college immediately after high school from 2005 to 2007. The table distinguishes between 2-year and 4-year institutions. The table that follows disaggregates the same student population by subgroup.

COLLEGE ENTRY RATES 2005-2007

	% Entering 2-Year			% Entering 4-Year			2005 Totals	2006 Totals	2007 Totals
	2005	2006	**2007**	2005	2006	**2007**	2 yr + 4 yr	2 yr + 4 yr	2 yr + 4 yr
Poway Unified	36%	35%	**35%**	48%	44%	**48%**	84%	79%	**83%**
Mt. Carmel	38%	38%	**40%**	49%	40%	**45%**	87%	78%	**85%**
Poway High	35%	34%	**33%**	48%	41%	**45%**	83%	75%	**78%**
Rancho Bernardo	34%	36%	**36%**	48%	41%	**47%**	82%	77%	**83%**
Westview	37%	32%	**30%**	47%	55%	**56%**	84%	87%	**86%**

COLLEGE ENTRY RATES 2005-2007 SUBGROUPS

	% Entering 2-Year			% Entering 4-Year			2005 Totals	2006 Total	2007 Totals
	2005	2006	**2007**	2005	2006	**2007**	2 yr + 4 yr	2 yr + 4 yr	2 yr + 4 yr
African American	37%	30%	**41%**	40%	38%	**36%**	77%	68%	**77%**
Asian	31%	28%	**29%**	63%	55%	**57%**	94%	83%	**86%**
Filipino	45%	42%	**48%**	41%	38%	**32%**	86%	80%	**80%**
Hispanic	40%	41%	**43%**	32%	30%	**31%**	72%	71%	**74%**
White	35%	34%	**34%**	49%	46%	**48%**	84%	80%	**82%**
Other	39%	42%	**33%**	47%	28%	**43%**	86%	70%	**76%**
Low SES	56%	43%	**42%**	25%	24%	**25%**	81%	67%	**66%**
Students with Disabilities	57%	49%	**53%**	11%	12%	**10%**	68%	61%	**63%**

WHAT THE RESULTS SHOW:

The vast majority of students (83%) enrolled in college immediately after high school. Higher percentages of Asian, Filipino, and White students pursue college immediately. Poway High School has a significantly lower total compared to other high schools.

ENGLISH LANGUAGE LEARNER PROGRAM

Number of English Language Learners			
	2005	2006	2007
Adobe Bluffs	83	86	72
Canyon View	78	80	88
Chaparral	71	69	88
Creekside	63	65	79
Deer Canyon	63	56	73
Garden Road	34	36	34
Highland Ranch	109	100	103
Los Peñasquitos	189	163	192
Midland	73	72	93
Monterey Ridge[1]	-	-	87
Morning Creek	72	75	90
Painted Rock	19	14	21
Park Village	119	111	119
Pomerado	117	114	146
Rolling Hills	64	62	66
Shoal Creek	76	75	89
Stone Ranch	147	156	137
Sundance	59	64	54
Sunset Hills	80	73	98
Tierra Bonita	36	40	37
Turtleback	61	62	64
Valley	256	244	266
Westwood	74	65	80
Bernardo Heights	81	75	68
Black Mountain	138	142	115
Meadowbrook	135	102	132
Mesa Verde	74	48	51
Oak Valley	27	22	34
Twin Peaks	58	57	63
Abraxas	15	20	25
Mt. Carmel	93	77	120
Poway	116	102	108
Rancho Bernardo	92	79	90
Westview	67	69	76
Total	2,839	2675	3058

[1] Monterey Ridge opened fall 2006

NOTABLE FACTS:

The English Language Learner (ELL) program includes all services provided for students who have a home language other than English and who need extra assistance to develop English skills and meet grade level content standards. Students appearing on pages 67 and 68 are actively enrolled in the EL program and comprise only part of the entire English Learner subgroup appearing on pages 5 and 6. Because of the diversity of languages spoken by our ELL students, instruction at most sites is provided in English only, with occasional support in the primary language for some of our early beginning level students. The ELL program develops conversational and academic English and assists in meeting the state academic content standards. ELL-identified students continue to receive program services until they are able to meet the district criteria for reclassification to Fluent English Proficient (FEP) status based on assessment results and input from teachers and parents. Students remain in the ELL subgroup until they are proficient on the California Standards ELA Test. Poway Unified School District has ELL students at every grade level at every school. Students speak over 70 different home languages. A little over 30% percent of these students have Spanish as their home language. As of March 1, 2007, 9.2% or 3058 of Poway Unified School District students were identified as English Language Learners.

WHAT IS BEING MEASURED:

The table on the left shows the actual enrollment of English Language Learners at each site from 2005 to 2007.

WHAT THE RESULTS SHOW:

- Every Poway Unified school has English Language Learners.
- English Language Learners are not distributed equally from school to school and ranges from 21 students at Painted Rock to 266 students at Valley Elementary.
- From 2006 to 2007, the ELL population grew 383 students.
- Twenty-six of 33 schools realized gains in the number of ELL students.

NOTABLE FACTS:

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

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

WHAT IS BEING MEASURED:

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

California English Language Development Test 2007 Percent Proficient in District, County, and State

Grade	Poway Unified	San Diego County	California
K	**36%**	8%	6%
1	**41%**	21%	25%
2	**47%**	17%	19%
3	**52%**	20%	20%
4	**51%**	30%	30%
5	**61%**	29%	39%
6	**54%**	36%	37%
7	**58%**	44%	46%
8	**68%**	44%	47%
9	**33%**	28%	36%
10	**29%**	30%	36%
11	**44%**	36%	41%
12	**38%**	40%	45%
All K-12	**49%**	30%	32%

WHAT THE RESULTS SHOW:

In 2007, a significantly greater percentage of Poway Unified School District students were proficient on the California English Language Development Test compared to the county and state.

Proficiency peaks in grades 5-8 and declines significantly when students enter high school.

NEXT STEPS:

More secondary teachers are being certified to teach ELL students. Re-examination of support services at the high school level for students recently graduated from the ELL program is underway. Continue to hire teachers bilingual in Spanish.

NCLB AND ENGLISH LANGUAGE LEARNERS

NOTABLE FACTS:

One element of the No Child Left Behind Act of 2001 (see page 35 for background) focuses on the progress of English Language Learners toward the acquisition of English. In addition to reporting the academic progress of English Learners as a subgroup (AMAO#3), two Annual Measurable Achievement Objectives (AMAO) specifically monitor student progress in English. AMAO#1 measures the acquisition of English proficiency on a scale from level 1 to 5. Students are expected to progress through the five levels in six years. AMAO#2 measures the percentage of students achieving proficiency levels 4 and 5, considered proficient in English.

WHAT IS BEING MEASURED:

AMAO refers to Annual Measurable Achievement Objectives.
CELDT refers to California English Language Development Test used to test language proficiency, annually.

The chart below shows the state target for 2007 and district results shown as the percentage reaching each target.

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO)

AMAO #1	AMAO #2	AMAO #3
Advancement on CELDT of one or more levels	Attainment of English Language Proficiency	Attainment of Academic Proficiency in English/Language Arts and Mathematics
State Target: 52%	State Target: 31%	State Target: English/Language Arts 23% Mathematics 23.7%
Poway Unified results: 66.1%	Poway Unified results: 50.5%	Poway Unified results: English/Language Arts 56.3% Mathematics 62.9%

WHAT THE RESULTS SHOW:

English Language Learners in Poway Unified made significant progress in 2007 with 66.1% showing gains on the CELDT administered annually. Also, 50.5% attained English Proficiency in 2007. Poway Unified results exceed state targets.

NEXT STEPS:

Continue to provide resources for English Language Learners.

CALIFORNIA FITNESS TEST

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NOTABLE FACTS:

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

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

For more information on each school site's results regarding the California Fitness test (*Fitnessgram®*), visit: http://www.cde.ca.gov/ta/tg/pf/.

WHAT IS BEING MEASURED:

To be considered physically fit by California standards, students must achieve the Health Fitness Zone (HFZ) in each of the six elements of fitness. The table below shows the percentage of students that achieved the HFZ in six of six areas over the last three years.

Percentage of Students Achieving State Fitness Standards 2005-2007					
Level	**Poway Unified School District**			**San Diego County**	**California**
	2005	2006	**2007**	**2007**	**2007**
Grade 5	45.8%	48.8%	**49.9%**	29.9%	21.1%
Grade 7	54.8%	57.4%	**62.9%**	35.1%	30.9%
Grade 9	55.2%	56.0%	**62.7%**	27.3%	30.1%

WHAT THE RESULTS SHOW:

Performance has improved since 2005 at every level. The percentage achieving the Health Fitness Zone improved significantly in 2007 led by gains in grades 7 and 9. Grade 5 recovered from a decline in 2005. Compared to students in San Diego County and California, twice as many Poway Unified students achieved the HFZ in six of six areas tested. Overall, there remains much room for improvement.

NEXT STEPS:

Focus physical education classes on elements of fitness defined by state standards. Encourage personal goal setting and regular monitoring of student progress throughout the year. Provide staff development opportunities for all teachers responsible for physical education.

AVID - ADVANCEMENT VIA INDIVIDUAL DETERMINATION

NOTABLE FACTS:

AVID (Advancement Via Individual Determination) is a highly successful secondary program designed to increase student learning and performance. The program is currently in place at all Poway Unified secondary schools. During the 2006-2007 school year, all the high schools and middle schools had AVID programs. AVID assures academic rigor and increases college matriculation rates. For more information regarding AVID, visit the web site at www.avidonline.org/.

THE AVID MISSION STATEMENT:

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

WHAT IS BEING MEASURED:

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

AVID Student Ethnic Distribution Percentages 2007

Ethnic Group	Poway Unified All	Poway Unified AVID	County All	County AVID	State All	State AVID
African American	3%	7%	7.1%	10.0%	7.6%	8.4%
Asian	15%	11%	5.3%	3.9%	8.1%	6.0%
Filipino	7%	9%	4.7%	4.2%	2.6%	2.7%
Hispanic	10%	18%	43.5%	57.9%	48.1%	60.6%
White	56%	50%	35.3%	19.9%	29.4%	18.7%
Other	7%	6%	4.1%	4.1%	4.1%	3.7%

WHAT THE RESULTS SHOW:

Poway Unified School District's two most under-represented groups and most under-performing groups (African American and Hispanic) were strongly represented in AVID in 2007. This should help reverse the tendency of lower performance for students in these subgroups and increase post-graduate opportunities. Enrollment patterns at the district, county, and state levels are similar.

WHAT IS BEING MEASURED:

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

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

Middle School AVID Student Enrollment by Ethnicity 2006-2007

Ethnic Group	Bernardo Heights		Black Mountain		Meadowbrook		Mesa Verde		Oak Valley		Twin Peaks	
	School	AVID	School	AVID	School	AVID	School	AVID	School	AVID	School	AVID
African American	4%	2%	5%	6%	3%	2%	3%	2%	4%	4%	2%	2%
Asian	15%	10%	14%	14%	15%	3%	21%	27%	22%	15%	6%	2%
Filipino	6%	7%	12%	19%	7%	3%	9%	15%	7%	5%	2%	2%
Hispanic	8%	21%	10%	19%	15%	12%	6%	15%	8%	16%	10%	32%
White	61%	54%	52%	36%	53%	76%	56%	34%	53%	52%	74%	60%
Other	6%	7%	7%	7%	7%	3%	5%	5%	6%	8%	5%	4%

High School AVID Student Enrollment Ethnicity - 2006-2007

Ethnic Group	Mt. Carmel		Poway		Rancho Bernardo		Westview	
	School	AVID	School	AVID	School	AVID	School	AVID
African American	4%	7%	2%	4%	4%	15%	3%	10%
Asian	13%	6%	6%	6%	17%	8%	21%	12%
Filipino	14%	23%	2%	2%	6%	5%	9%	8%
Hispanic	9%	14%	12%	22%	9%	16%	8%	17%
White	54%	41%	74%	60%	62%	50%	55%	49%
Other	6%	10%	4%	6%	3%	6%	5%	3%

WHAT THE RESULTS SHOW:

Generally, the Hispanic population was strongly represented in AVID. African American was under-represented in several middle schools, yet strongly represented in high schools.

NEXT STEPS:

Under-performing subgroups, African American and Hispanics, should be over-represented in the AVID program. Continue to monitor enrollments.

STUDENT ATTENDANCE

NOTABLE FACTS:

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

WHAT IS BEING MEASURED:

There were 180 instructional days in 2007. The chart showing the average percentage of instructional days that students attended is shown by elementary, middle, and high schools for 2003-2007. The second chart shows the average attendance rate for each school in Poway Unified.

5-Year Attendance Rates Summary

School Level	2003	2004	2005	2006	2007
Elementary	96.19%	96.48%	96.47%	96.40%	**96.56%**
Middle	96.35%	96.30%	96.70%	96.68%	**96.96%**
High	96.28%	96.49%	96.56%	96.48%	**96.47%**
District Average	96.26%	96.44%	96.55%	96.49%	**96.63%**

2006-2007 Attendance Rates

SCHOOL	ATTENDANCE
ELEMENTARY SCHOOLS	
Adobe Bluffs	96.7%
Canyon View	96.9%
Chaparral	96.1%
Creekside	97.1%
Deer Canyon	96.9%
Garden Road	96.2%
Highland Ranch	96.0%
Los Peñasquitos	96.6%
Midland	96.5%
Monterey Ridge	96.5%
Morning Creek	96.6%
Painted Rock	96.5%
Park Village	97.2%
Pomerado	96.7%
Rolling Hills	96.5%
Shoal Creek	96.8%
Stone Ranch	96.3%
Sundance	96.3%
Sunset Hills	96.3%
Tierra Bonita	96.6%
Turtleback	96.3%
Valley	95.5%
Westwood	96.7%

SCHOOL	ATTENDANCE
MIDDLE SCHOOLS	
Bernardo Heights	97.0%
Black Mountain	96.7%
Meadowbrook	96.8%
Mesa Verde	97.3%
Oak Valley	96.9%
Twin Peaks	96.8%
HIGH SCHOOLS	
Mt. Carmel	96.5%
Poway	95.6%
Rancho Bernardo	96.6%
Westview	97.2%

WHAT THE RESULTS SHOW:

Attendance rates remain high from elementary to middle to high school. Districtwide, students missed fewer than 7 days of school in 2007. No significant differences between schools is evident.

NEXT STEPS:

Daily monitoring of attendance will continue as well as encouraging families to send children to school unless they are ill.

NOTABLE FACTS:

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

WHAT IS BEING MEASURED:

The charts that follow show the actual number of students suspended or expelled in the last three years. The first chart shows expulsion by ethnic group. The second chart, which continues onto page 75, shows suspensions by school and ethnic group.

Three-Year Expulsion Totals by Ethnicity

Year	African American	Asian	Filipino	Hispanic	Native American	Pacific Islander	White	Other	Total Expulsions
2005	3	2	2	7	0	1	14	2	31
2006	4	5	0	8	0	1	28	5	51
2007	3	6	9	11	0	3	39	6	77

Three-Year Suspensions Totals By School

Schools	African American			Asian			Filipino			Hispanic		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
All Elementary	7	5	**14**	3	4	**14**	3	4	**8**	2	4	**22**
MIDDLE SCHOOLS												
Bernardo Heights	3	2	**2**	9	2	**1**	3	0	**2**	5	8	**6**
Black Mountain	17	2	**1**	4	2	**6**	13	1	**5**	4	15	**9**
Meadowbrook	12	3	**9**	2	2	**7**	6	3	**5**	23	40	**47**
Mesa Verde	5	14	**12**	8	8	**9**	6	3	**4**	4	8	**3**
Oak Valley[1]	-	1	**4**	-	2	**4**	-	0	**1**	-	5	**10**
Twin Peaks	1	2	**4**	1	0	**2**	2	3	**0**	13	15	**11**
All Middle Schools	38	24	**32**	24	16	**29**	30	10	**17**	49	91	**86**
HIGH SCHOOLS												
Abraxas	8	8	**3**	6	10	**5**	6	1	**3**	14	11	**15**
Mt. Carmel	18	32	**15**	16	14	**7**	13	22	**11**	28	36	**12**
Poway	8	8	**8**	2	1	**5**	9	2	**1**	34	30	**61**
Rancho Bernardo	19	6	**21**	9	6	**7**	5	5	**3**	24	8	**15**
Westview	10	7	**6**	8	9	**4**	4	6	**3**	5	6	**6**
All High Schools	63	61	**53**	41	40	**28**	37	36	**21**	105	91	**109**

[1] Oak Valley Middle School opened in fall 2005.

SUSPENSIONS - PART 2

Three-Year Suspension Totals By Ethnicity - Part 2

Schools	Native American			Pacific Islander			White			Total Suspensions		
	2005	2006	**2007**	2005	2006	**2007**	2005	2006	**2007**	2005	2006	**2007**
Three-Year Suspensions Totals By School												
All Elementary	0	0	**0**	0	6	**0**	43	35	**39**	58	58	**97**
MIDDLE SCHOOLS												
Bernardo Heights	1	0	**0**	2	0	**2**	37	23	**16**	60	35	**29**
Black Mountain	0	0	**2**	2	0	**0**	12	19	**25**	52	39	**48**
Meadowbrook	0	1	**1**	1	0	**2**	58	61	**55**	102	110	**126**
Mesa Verde	0	0	**0**	0	0	**0**	16	10	**23**	49	43	**51**
Oak Valley	-	0	**3**	-	0	**1**	-	36	**10**	-	44	**33**
Twin Peaks	0	3	**0**	1	0	**0**	22	40	**68**	40	63	**85**
All Middle Schools	1	4	**6**	6	0	**5**	155	189	**197**	303	336	**372**
HIGH SCHOOLS												
Abraxas	1	0	**0**	0	1	**5**	74	63	**39**	109	94	**70**
Mt. Carmel	1	1	**1**	1	2	**0**	77	75	**63**	154	182	**109**
Poway	0	0	**0**	1	0	**2**	118	81	**81**	172	122	**158**
Rancho Bernardo	3	2	**0**	3	5	**1**	94	65	**57**	157	97	**104**
Westview	2	0	**0**	0	1	**1**	40	51	**22**	69	80	**42**
All High Schools	3	1	**1**	5	9	**9**	403	335	**262**	661	575	**483**

- Oak Valley opened in fall 2005

WHAT THE RESULTS SHOW:

EXPULSIONS: (Page 74)
The number of expulsions has increased dramatically since 2005. Overall, 77 expulsions for 33,200 (0.23%) students is very low. All subgroups except African American increased since 2005.

SUSPENSIONS: (Pages 74 and 75)
Very few suspensions occur at the elementary level. However 2007 marked a significant increase. Total suspensions at the middle school level also increased in 2007, but remain high compared to 2005. African American and Hispanic subgroups are significantly over-represented. At the high school level, suspensions decreased in 2007. Poway High and Meadowbrook accounted for 50% of the suspension in 2007.

NEXT STEPS:

More proactive steps are needed at all levels with particular attention at some schools

NOTABLE FACTS:

Poway Unified School District's Early Childhood Development and Education Program provides community-based high-quality preschool, child care, and parent education program options for PUSD's youngest children and their families.

- The early education and care programs provide safe and nurturing environments that promote the physical, social, emotional, aesthetic, intellectual, and language development of each child while being sensitive to the needs and preferences of families.
- The Ready-to-Learn/Parent Education Project and Even Start Literacy Program support parents in their roles as their child's first teachers.
- PUSD now has an Employee Child Care Center for Infants and Toddlers.

Poway Unified School District
Preschool Programs

OUR MISSION ...to ensure that children are ready to succeed and experience success when they begin kindergarten.

There are 48 preschool classes at 19 elementary schools and two high schools. These community-based preschool options for three- and four- year-old children include fee-based parent participation classes part-days 2-5 days per week, preschool with full day child care, State-funded classes for children from families who meet income eligibility, and infant and toddler care for children of parents enrolled in Even Start programs.

Part-Day Program	Full-Day Program	State-Funded Program	Head Start Program	Infants and Toddlers	Total Children Served
565	254	120	154	62*	1155

* Includes 45 children at PEARL Center

- **Parent Participation/Non Participation:** Chaparral, Deer Canyon, Garden Road, Monterey Ridge, Morning Creek, Pomerado, Shoal Creek, Stone Ranch, Sundance, Sunset Hills, Turtleback, Valley
- **State Preschool:** Garden Road, Los Peñasquitos, Pomerado, Sundance, Valley,
- **Pre-kindergarten:** Creekside, Morning Creek, Shoal Creek, Stone Ranch, Valley (Spanish Instruction)
- **Full Day:** Adobe Bluffs, Creekside, Monterey Ridge, Rolling Hills, Stone Ranch, Sunset Hills, Tierra Bonita, Turtleback, Westwood, Poway High, Westview High
- **Head Start:** Midland, Los Peñasquitos, Rolling Hills, Valley The District Early Childhood Program works in close collaboration with the federally-funded Head Start program which offers full - and part-day preschool and family service opportunities for children from families who meet federal income eligibility.

The Ready to Learn/Parent Education Project provides workshops and classes for parents of young children in support of their roles as their child's first teachers. Parents learn skills and strategies to give their children strong foundations in preparation for school entry. Almost 300 families have participated in workshops and classes this year.

The Even Start Literacy Program is a state-funded family literacy program for parents and their young children ages birth to seven. This program has been located at Valley and Los Peñasquitos elementary schools for the past four years. Thirty families consistently participate in this comprehensive program. The four components of the program are Adult, Childhood, Parenting Education, and Parent and Child Interactive Literacy.

Poway Unified School District's Employee Child Care Center for Infants and Toddlers opened August 15, 2006, and has been named the **PEARL (P**oway's **EAR**ly **L**earning) **Center**. Ages accepted are 6 weeks to 18 months (infants) and 18 months to 30 months (toddlers). Forty-five young children are enrolled in this Center, which is located at Rolling Hills Elementary School.

BOARD GOAL II - FACILITIES
Building for Success Program

DISTRICT TARGETS:

- By 2010, plan, design, and build new schools in the western portion of the school district, as determined by enrollment.
- By 2012, complete the repair and renovation of the 24 Poway Unified schools funded by the *Building for Success*, Proposition U and Proposition C bonds.

The *Building for Success* Program

The *Building for Success* Program manages the modernization and expansion of the 24 PUSD schools funded by Proposition U and Proposition C bonds, and the building of new schools through the Community Facilities Districts.

Schools completed under Proposition U include Garden Road, Los Peñasquitos, Midland, Painted Rock, Tierra Bonita, and Westwood elementary schools, Twin Peaks Middle School, and Mt. Carmel and Poway High Schools.

The first phase of Chaparral Elementary School is complete. Technology and playground upgrades are also complete at Canyon View, Deer Canyon, Morning Creek, Rolling Hills, Sundance, Sunset Hills, and Turtleback Elementary Schools.

Schools currently undergoing modernization and expansion include Valley Elementary School and Abraxas High School. Schools in the design process include Pomerado and Rolling Hills Elementary Schools, and Meadowbrook and Black Mountain Middle Schools.

New schools opening in 2008 are Del Sur and Willow Grove Elementary Schools. Del Norte High School is scheduled to open in August 2009.

DISTRICT TARGET:

- By 2012, complete the repair and renovation of the 24 Poway Unified schools funded by the *Building for Success*, Proposition U and Proposition C bonds.

Proposition U, the *Building for Success* Program, Citizens' Oversight Committee

The Citizens' Oversight Committee is actively carrying out its mission of overseeing the Proposition U *Building for Success* program, and reviewing and informing the public regarding the expenditure of the bond funds. The Committee meets regularly and receives project and program updates from Poway Unified District facility staff and their program management team. The Committee has reviewed project plans and management processes and found them to be consistent with the provisions of the bond measure. The review and oversight process also includes examination of project-planning documents and audit reports to verify that the school district is using tax dollars responsibly and effectively. A committee for Proposition C was formed in May, 2008. The Citizens' Oversight Committee Report can be found at: http://www.powayschools.com/news/coc/reports/COC_AnnualReport2007.pdf
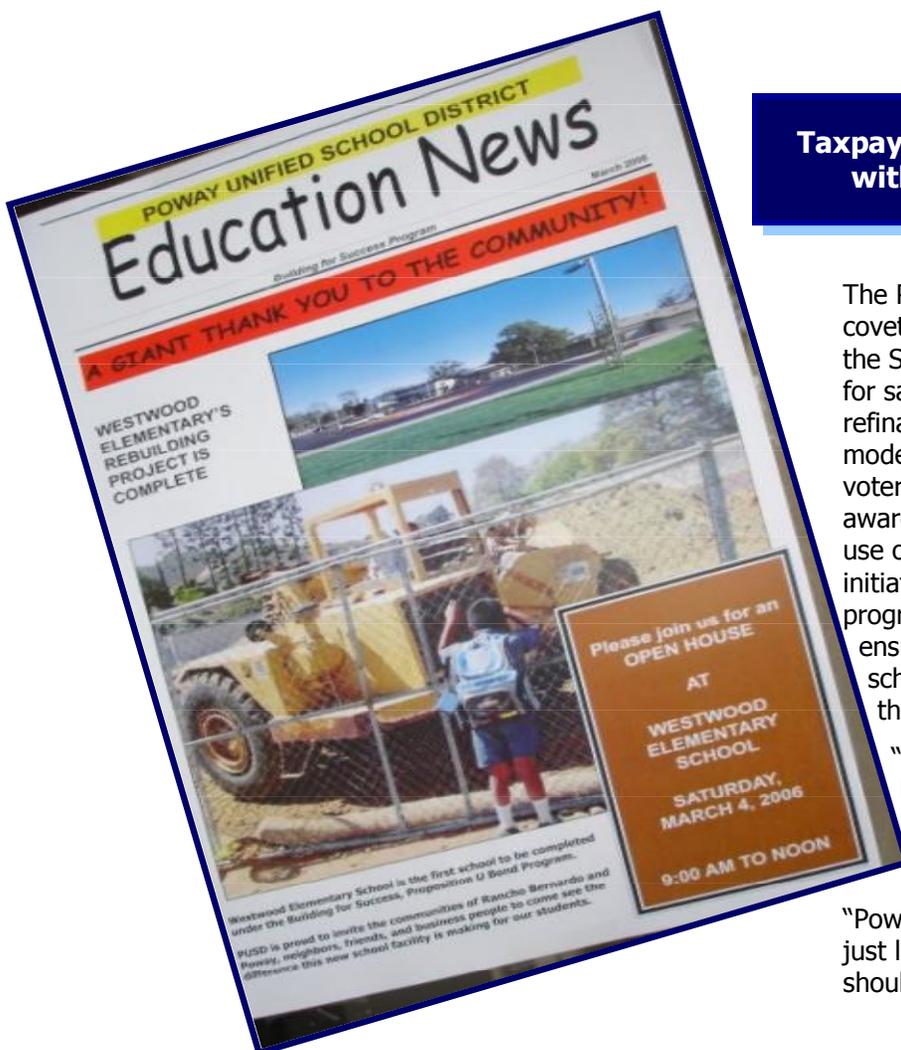
Taxpayers Association Recognizes PUSD with its Golden Watchdog Award

The Poway Unified School District received a coveted 2005 Golden Watchdog Award from the San Diego County Taxpayers Association for saving taxpayers close to $9 million by refinancing school construction and modernization bonds approved by district voters in 2002. Golden Watchdogs are awarded to programs that exemplify efficient use of tax dollars. PUSD's Bridge Financing initiative as part of the *Building for Success* program lessens the impact of inflation, ensures needed renovations for district schools, and completes the work sooner than anticipated.

"We are very impressed with the Poway Unified School District pulling from best practices in the business community," said San Diego County Taxpayers Association President/CEO, Lisa Briggs. "Poway Unified is handling its bond proceeds just like a portfolio, and that's exactly as it should be done."

BOARD GOAL II - FACILITIES
Building for Success Program

DISTRICT TARGET:

- By 2012, complete the repair and renovation of the 24 Poway Unified schools funded by the *Building for Success*, Proposition U and Proposition C bonds.

Proposition U, the *Building for Success* Program

The *Building for Success* Program, authorized under the passage of Proposition U, includes modernization and expansion of 16 elementary schools, four middle schools, three high schools, and one continuation high school in the Poway Unified School District. A Citizens' Oversight Committee, comprised of seven members, has been established to oversee the bond measure.

Five Rededications in 2007-2008 (continued on next page)

Garden Road Elementary School

Re-dedication Ceremony September 19, 2007

Re-dedication Ceremony October 9, 2007

Mt. Carmel High School

NATIONAL BLUE RIBBON SCHOOL

BOARD GOAL II - FACILITIES
Building for Success Program

DISTRICT TARGET:

- By 2012, complete the repair and renovation of the 24 Poway Unified schools funded by the *Building for Success*, Proposition U and Proposition C bonds.

Five School Rededications in 2007- 2008 (continued from previous page)

Poway High School

Re-dedication Ceremony March 5, 2008

Painted Rock Elementary School

Re-dedication Ceremony May 6, 2008

Los Peñasquitos Elementary School

Re-dedication Ceremony May 14, 2008

BOARD GOAL II - FACILITIES
Building for Success Program

DISTRICT TARGET:

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

Abraxas High School
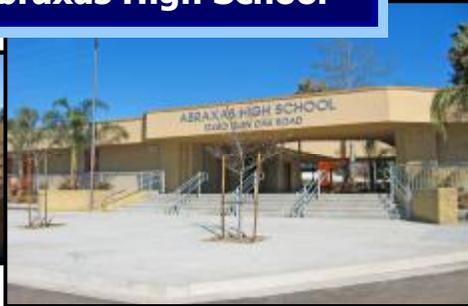
Chaparral Elementary School

CURRENT BUILDING FOR SUCCESS TIMELINE

The current project timeline as of May 2008 is listed below. This timeline for the schools in the program will continue to be updated as the program continues.

School Site	Construction Start		Construction Completion	
Abraxas High School	March	2008	September	2008
Rolling Hills Elementary School	June	2008	February	2009
Black Mountain Middle School	June	2008	May	2009
Meadowbrook Middle School	June	2008	May	2009
Valley Elementary School	April	2008	December	2008
Chaparral Elementary School	April	2008	December	2008
Canyon View Elementary School	April	2009	September	2009
Deer Canyon Elementary School	April	2009	September	2009
Morning Creek Elementary School	April	2009	September	2009
Turtleback Elementary School	April	2009	September	2009
Pomerado Elementary School	September	2008	May	2009
Sunset Hills Elementary School	June	2009	December	2009
Sundance Elementary School	March	2009	September	2009
Tierra Bonita Elementary School	June	2009	August	2009
Mt. Carmel High School	June	2009	August	2009
Poway High School	June	2009	August	2009
Bernardo Heights Middle School	August	2009	May	2010
Rancho Bernardo High School	October	2009	September	2010

Please visit the Building for Success website at http"//www.powayusd.com/bond/propindex.html for a history of school construction under Proposition U and Proposition C.

BOARD GOAL II - FACILITIES
Building New Schools

85

DISTRICT TARGETS:

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

New Schools

Del Sur Elementary School
August 2008

Del Sur Elementary School
Exterior

Del Sur Elementary School
Main Building Interior Mall

Willow Grove Elementary School
August 2008

Willow Grove Elementary School
Learning Resource Center

Willow Grove Elementary School
Campus

Willow Grove Elementary School
Classroom Interior
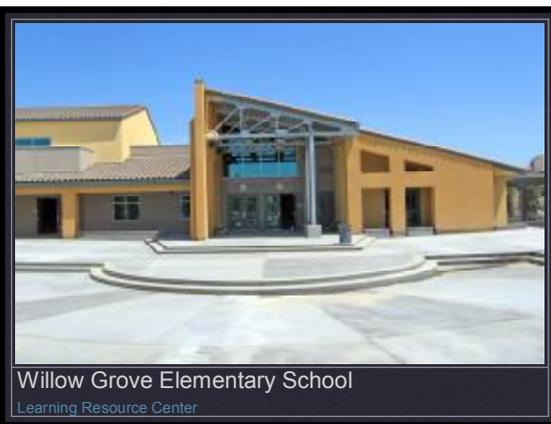
BOARD GOAL II - FACILITIES
Building New Schools

DISTRICT TARGETS:

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

New Schools (continued)

Del Norte High School
2009-2010

Schools Planned for Opening in 2008-2010

Del Sur Elementary School
August 2008

Willow Grove Elementary School
August 2008

Del Norte High School
2009-2010

For further information, visit the following web sites:
Del Sur Elementary School
http://www.powayusd.com/PUSDDSES/
Willow Grove Elementary School
http://www.powayusd.com/PUSDWGES/
Del Norte High School
http://www.powayusd.com/PUSDDNHS/

DISTRICT TARGET:

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

The district is committed to employing a staff that closely represents the make-up of our community. Teachers can be powerful role models.

WHAT IS BEING MEASURED:

The table shows the racial/ethnic distribution of students from 2003 to 2007. The table on the following page shows the racial/ethnic distribution of PUSD teachers.

Students By Ethnicity
2003-2007

Ethnicity	# PUSD Students 2003	% PUSD Students 2003	% PUSD Students 2004	% PUSD Students 2005	% PUSD Students 2006	# PUSD Students 2007	% PUSD Students 2007
African American	1,090	3.3%	3.3%	3.2%	3.0%	1,001	3.0%
American Indian/Native American	154	0.5%	0.5%	0.5%	0.5%	142	0.4%
Asian	3,904	11.9%	12.9%	13.8%	15.0%	5,058	15.4%
Filipino	2,165	6.6%	6.7%	6.8%	7.0%	2,299	7.0%
Hispanic	3,073	9.4%	9.5%	9.6%	10.0%	3,414	10.4%
Pacific Islander	160	0.5%	0.6%	0.6%	0.6%	210	0.6%
White	21,403	65.3%	63.6%	61.7%	58.0%	19,095	58.1%
Multiple/No Response	805	2.5%	3.0%	3.8%	7.0%	1,654	5.0%

Source: Data Quest 2007

WHAT THE RESULTS SHOW:

The percentage of white students in the Poway Unified School District continues to decline as the percentage of Asians and Hispanics increase.

STAFF/STUDENT COMPARISONS
By Ethnicity

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

The district is committed to employing a staff that closely represents the make-up of our community. Teachers can be powerful role models.

WHAT IS BEING MEASURED:

The table shows the racial/ethnic distribution of Poway Unified School District teachers from 2003 to 2007.

PUSD Teachers By Ethnicity

Ethnicity	# PUSD Teachers 2003	% PUSD Teachers 2003	% PUSD Teachers 2004	% PUSD Teachers 2005	% PUSD Teachers 2006	# PUSD Teachers 2007	% PUSD Teachers 2007
African American	14	0.9%	0.9%	0.8%	0.7%	10	0.7%
American Indian/Native American	6	0.4%	0.6%	0.4%	0.4%	6	0.4%
Asian	52	3.3%	3.1%	4.9%	4.8%	73	4.9%
Filipino	26	1.6%	2.3%	0.5%	0.6%	9	0.6%
Hispanic	68	4.3%	4.5%	3.5%	4.2%	61	4.1%
Pacific Islander	2	0.1%	0.1%	0.0%	0.0%	0	0.0%
White	1,413	89.3%	87.6%	89.8%	87.3%	1,338	89.4%

WHAT THE RESULTS SHOW:

The percentage of white teachers remains unchanged since 2003 while the white student population (page 85) is declining. The percentage of Asian teachers increased since 2003, however the number and percentages of Filipino, Hispanic, and African American teachers declined.

NEXT STEPS:

Monitor and address the need for a more diverse teaching staff through targeted recruitment, selection, support, and retention. Management training includes addressing issues of diversity.

DISTRICT TARGET:

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

WHAT IS BEING MEASURED:

The table compares the ethnic distribution of Poway Unified School District support staff for three years. These figures can be compared to the distribution of student enrollment on page 85.

Classified Staff By Ethnicity

Ethnicity	# PUSD Support Staff 2003	% PUSD Support Staff 2003	% PUSD Support Staff 2004	% PUSD Support Staff 2005	% PUSD Support Staff 2006	# PUSD Support Staff 2007	% PUSD Support Staff 2007
African American	20	1.0%	1.3%	1.3%	1.4%	23	1.3%
American Indian/Native American	7	0.1%	0.1%	0.4%	0.3%	5	0.3%
Asian	114	8.0%	6.3%	7.7%	7.6%	130	7.6%
Filipino	21	1.0%	1.7%	1.9%	3.1%	54	3.1%
Hispanic	91	6.0%	6.1%	7.3%	6.8%	107	6.2%
Pacific Islander	0	0.0%	0.1%	0.0%	.06%	0	0%
White	1,185	82.0%	84.0%	81.4%	80.7%	1,329	77.3%

Source: Data Quest 2005

WHAT THE RESULTS SHOW:

Compared to the population of teachers shown on page 86, the classified staff more closely reflects the ethnic distribution of the students they serve. The percentage of white staff has declined steadily since 2003 and needs to continue if parity is to be achieved.

NEXT STEPS:

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

PARENT TEACHER ASSOCIATION - PTA

DISTRICT TARGET:

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

Working Together for All Children

PALOMAR COUNCIL PTA

Palomar Council PTA consists of 34 PTA/PTSA school site units located in the Poway Unified School District. The executive board consists of officers of the Council and the presidents of each unit.

Palomar Council was organized in 1948. In 1954, there were 2900 members. Last year, the membership of 17,965 was the highest in Southern California's Ninth District, which includes all of San Diego and Imperial counties.

Palomar Council PTAs set goals for 2007 which include increase awareness and participation in College Readiness, Emergency Preparedness, Character Counts!, Parent Education, National PTA Reflections, Council Unit Grants, and local community resources to families in need.

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

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

313,627 Volunteer Hours

**PUSD's School PTAs (PTSAs)
2007**

Poway Unified's PTA is 17,965 members strong!!

NATIONAL PTA
since 1887
A Voice for Children

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

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

Gifts to Schools

**$600,000
2007**

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

The Poway Unified School District utilizes grants to fund programs that assist in meeting the district's goals and targets. Accessing grants is a challenging process because the district is considered suburban and middle class. Careful analysis of individual student needs plus visionary ideas for programs that assist students resulted in the grants below.

GRANT	ANNUAL FUNDING
Student Support Services	
After-School Education Safety - ASES	$1,750,592
Alcohol Abuse Reduction — RAAP Project	$488,215
Character Education Grants **Including Every Citizen Honoring Others (ECHO)**	$619,998
Elementary School Counselors — Project SUCCESS	$400,000
Elementary School Counselors — Counselors Creating Caring Communities (C⁴)	$154,817
Emergency Response — Project ASSERT	$92,797
Primary Interaction Program – PIP/EMHI	$274,400 $235,060 $398,372
Safe & Drug-Free Schools & Communities	$63,995
Safety & Violence Prevention / AB1113	$447,235
Tobacco Use Prevention Education – Grades 4-8	$46,095
Tobacco Use Prevention Education – Grades 9-12	$118,798
Early Childhood Development and Education	
Child Development Preschool Program	$345,405
Even Start Preschool	$172,500
2007-2008 TOTAL	**$5,608,279**

PARTNERS IN EDUCATION

DISTRICT TARGET:

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

140 Businesses are Partners with PUSD Strong business and community partnerships are fostering meaningful experiences for the students of PUSD. The support from partners helps the district keep pace with technology and participate with the business community in meaningful activities. Our participating partners include:

4GL School Solutions
A+ Family Chiropractic
Access Direct—Bobby Thompson
AFLAC - Jack Holder
Albertsons - Rancho Bernardo & Poway
Apple Computer Inc.
Applied Micro Circuits Corporation
Arey Jones Educational Solutions
AT&T
Aurora Behavioral Health Care
BAE Systems
Bank of America - Poway
Belmont Village
Bernardo Hills Apartments
Blue Bear Software
Borders - Carmel Mountain
Café Merlot
California Pizza Kitchen
Casa de las Campanas
Case N Clip
Centre for Health Care
Cheeburger Cheeburger
Children's Hospital & Health Center
Citibank - Poway
Citibank - Rancho Bernardo
City of Poway
Clever Promotions
Coldwell Banker Residential Brokerage – Rancho Bernardo
Coldwell Banker Residential Brokerage – 4S Ranch
College Bound Consulting
College Prep Now!
Copy Link
Costco Wholesale - Carmel Mountain Ranch
Costco Wholesale - Poway
Courtyard by Marriott - Rancho Bernardo
Dell, Inc.
Discovery Bank - Poway
Doubletree Golf Resort San Diego
douglas e. barnhart, inc.
Entrees Made Easy
Event Party Rentals
Farmers Insurance Group - Joseph Giamanco
FedEx Kinko's - Poway
Firstline Merchant Services
Foot Solutions
Gateway Business
GEICO Direct

General Mortgage
Glaser & Bailey Awards, Inc.
Greiner Buick-Pontiac-GMC
Health Net of San Diego
Hewlett-Packard
Hilton Garden Inn
Huntington Learning Center
Intel Corporation
It's A Grind - Poway
Joe Balding
Jimbo's...*Naturally!*
Kiwanis International - Los Peñasquitos
Lenovo, Inc.
M. Davis Financial - Cherie Carey
Maderas Golf Club
Mark Goldman - Windsor Capital Mortgage
Mervyn's
Mission Federal Credit Union - Corporate
Mission Federal Credit Union - Poway
Mission Federal Credit Union - Rancho Bernardo
Mossy Nissan Poway
NCR Corporation
North County Credit Union
North County Soccer Park
North Island Credit Union - Scripps Poway
Northrop Grumman Integrated Systems
Northrop Grumman Space Technology
NTD Architecture
Office Depot - Poway
Office Depot - Rancho Peñasquitos
Office Max
Oki Data Americas, Inc.
Outback Steakhouse - Poway
Pardee Homes
Pearson Digital Learning
Peter Barron Stark & Associates
PinnacleOne
Pomerado Hospital
Pomerado Newspaper Group
Poway Chamber of Commerce
Poway Chevrolet
Poway Honda
Poway Toyota
Proficient Investigations
Prudential Financial
Qualcomm Incorporated
Quiznos Sub - Poway
Ramada Limited

Rancho Bernardo Inn
Rotary Club of Poway
San Diego Gas & Electric
San Diego North Chamber of Commerce
San Diego Police Department NE Division
SAS inSchool
Sharp Rees-Stealy Medical Centers
Shea Homes
Sherwin Williams
SIGN-A-RAMA
Smith Barney, Inc.
Sony Electronics, Inc.
Sorenson Media
Souplantation & Sweet Tomatoes
St. Tropez Bakery & Bistro
State Farm-Lori Long
Sunrise Rotary of Rancho Bernardo
Sylvan Learning Center
Target - Poway
Teachers Financial Services
The Catering Group @ Dad's Firehouse Pizza
The Corky McMillin Companies
The Little Gym
Time Warner Cable
Toby Wells Foundation
Totally Thomas' Toy Depot
Tutoring Club - Poway
Tutoring Club - Torrey Highlands
Union Bank - 4S Ranch
Union Bank - Rancho Peñasquitos
United Studios of Self Defense - Poway
USSD - Team Focus
Van Nostrand & Associates, Inc.
Verdiem Corporation
Visual Photography
Wal-Mart - Poway
Washington Mutual - Carmel Mountain
Washington Mutual - Poway
Washington Mutual - Rancho Bernardo
Washington Mutual - Rancho Peñasquitos
Washington Mutual - 4S Ranch
Wells Fargo - 4S Ranch
Wells Fargo - Poway
Wells Fargo - Rancho Bernardo
West Coast Mortgage - Roger Tso

Student Board Members - 2007

PUSD Board of Education members voted unanimously on January 31, 2003, to give student representatives from each high school preferential votes and the title of Student Board Members.

Abraxas High School
Yasmin Mojadedi

Mt. Carmel High School
Zara Vakharia

Rancho Bernardo High School
Theresa Gallego

Poway High School
Matt Roberts

Westview High School
Marie Shimansky

2007 TOP HONORS

Second grade students **Kian Faizi**, **David Mao**, and **Cameryn Cousar**, Adobe Bluffs Elementary School, were recognized for their ExploraVision Project entitled, "Polymer Activated Life Saving System (PALSS), the Next Generation of Fire Fighting," which was chosen as the national winner of the Toshiba/NSTA (National Science Teachers Association) ExploraVision Award at the elementary school level.

Mt. Carmel High School senior **Karen A. Hsu**, Poway High School senior **Emily L. Hulme**, and Westview High School senior **Linda Ge** were named as candidates in the 2007 Presidential Scholars Program.

Kevin Harris, **Sean Harris**, and **Nick Socha**, juniors from Poway High School, were awarded the Gandhi Nonviolence Award by the Tariq Khamisa Foundation.

Chanel Mize, a seventh grader at Meadowbrook Middle School, was named 'Youth of the Year' at the Poway Sulpizio Boys and Girls Club.

David Kaufman, Poway High School eleventh grader, was chosen to be an Easter Seals ambassador.

Carolina Calvin, Oak Valley Middle School seventh grader, was selected as an AVID Padres Scholar.

Kevin Leu, Rancho Bernardo High School senior, was named to the Third Team in the USA Today All-USA High School Academic Team program. **Taylor Yi**, Westview High School senior, received honorable mention in the USA Today All-USA High School Academic Team program.

Black History Month Essay Contest winners are: First Place, **Jessica Hong** (sixth grade), Second Place, **Gianna Christie** (sixth grade), and Third Place, **Pearl Beavers** (sixth grade), all from Meadowbrook Middle School.

Amanda Nuñez, senior from Rancho Bernardo High School, has earned the title of "Best Teen Chef 2007."

Black Mountain Middle School sixth grade student **Eddie (Dong Hyun) Kim** won First Place (with a perfect score) at the San Diego Math Competition, which was sponsored by the Korean-American Scientists and Engineers Association on April 21, 2007.

Ruthie Arbeiter, junior, Poway High School, won the 2007 California LegiSchool Project Essay Contest for her essay titled, "Teens and Junk Food: Should Schools Have Limits?"

Cassie Hwang, a sixth grader at Meadowbrook Middle School, took First Place in the City of San Diego Water Department's Water Conservation Poster Contest.

Daniel Rodriguez and **John Patterson,** seniors from Poway High School, received Gold Medals for their team effort in Mechatronics at the California State Skills USA competition.

Creekside Elementary School fourth and fifth graders participated in the Online Math League. Fifth graders took first place in California and the nation, with a perfect score, and the fourth graders came in second in California and seventh in the nation.

Turtleback Elementary School students participated in the Destination Imagination State Tournament in Sacramento on March 31. Fourth grade students **Adam Bilmes**, **Kiyo Hachisuka**, **Parker Lappin**, and **Richard Zhang** placed second in California.

Ben Blaustein, Westview High School sophomore, was awarded First Place in the North County Rotary Chapter's Four-way Speech Contest.

STUDENT RECOGNITION

National Merit Scholarship Finalists

28 PUSD National Merit Semi-Finalists in 2007

In the fall of 2007, the College Board announced the 2007-2008 National Merit Semifinalists. These students are eligible to compete for national scholarship awards. Twenty-eight Poway Unified students were honored.

Mt. Carmel High School:
Ryan Augst
Monique Wolfe

Poway High School:
Ruth Arbeiter
Elle Lipson
Kristin Liska
Ian Ross

Rancho Bernardo High School:
Steven Abel	Roscoe Huo
Spencer Breidenbach	Brenda Lin
Sean Brennan	Jeffrey Mihalik
Diana Chang	Dana Mohammad-Zadeh
Do Il Choi	Tara Norris
Andrew Flood	Donghua Shen
Robert Hadacek	

Westview High School:
Sara Cheng	Pallavi Powale
Allison Finn	Justine Quach
Matthew Groesbeck	Victoria Wang
Stephany Lai	Charles Yang
Michael Liu	

25 PUSD National Merit Finalists in 2006

The College Board announced the 2006-2007 National Merit Finalists in the spring of 2007. These students are judged on college entrance exam scores, academic records, evidence of leadership, essays, and recommendations. Twenty-five students were recognized:

Mt. Carmel High School:
Margaret Heck	Alaric Junhui Zhu
Ryan Menefee	

Poway High School:
Staci Gold	Emily Hulme
Tim Scheffelin	

Rancho Bernardo High School:
Hannah Al-Sodani	Eric Hwang
Megan Leahy	Kevin Leu
Neeraj Sathnur	Matthew Soave
Ting Wang	Yunnuo Zhu

Westview High School:
Tat Ben Chan	Fang Cheng
So Yeon Choe	Linda Ge
Timothy Han	Patrick Scott
Sandy Truong	Jenny Wang
Taylor Yi	Lee Ying
Lisa Zhu	

Seven PUSD National Hispanic Scholars

The College Board announced the 2007-2008 National Hispanic Scholars in the fall of 2007. These students are judged on college entrance exams and their academic achievements. Seven students were recognized:

Mt. Carmel High School
Ashley Morales
Elizabeth Rowe

Poway High School
Joseph Armstrong	Meriel Melendrez
Jennifer Leyva	

Rancho Bernardo High School
Brian Contratto
Michelle Haikalis

26 California Distinguished Schools

Adobe Bluffs Elementary School
2006, 1998
Bernardo Heights Middle School
1999, 1994
Black Mountain Middle School
1999, 1994, 1992
Chaparral Elementary School
2002, 2000, 1997, 1987
Deer Canyon Elementary School
2000, 1997, 1993
Garden Road Elementary School
2002, 1987
Highland Ranch Elementary School
1995
Los Peñasquitos Elementary School
2000, 1995, 1987
Meadowbrook Middle School
1999, 1988, 1986
Mesa Verde Middle School
1999
Midland Elementary School
2002, 1998, 1987
Morning Creek Elementary School
2006, 2002, 1997, 1993
Mt. Carmel High School
2005, 1999, 1986
Painted Rock Elementary School
1995
Park Village Elementary School
2000
Pomerado Elementary School
2002
Poway High School
1990
Rancho Bernardo High School
1999
Rolling Hills Elementary School
1997, 1993, 1987
Shoal Creek Elementary School
2002
Sundance Elementary School
1987
Sunset Hills Elementary School
2000, 1995
Tierra Bonita Elementary School
1998
Turtleback Elementary School
1998
Twin Peaks Middle School
1999, 1986
Westwood Elementary School
2000, 1993

15 Blue Ribbon Schools

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

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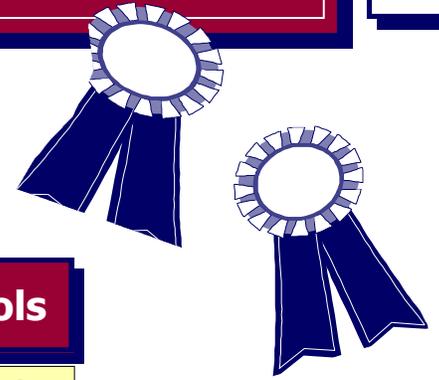
State and National Awards

STATE TITLE I ACADEMIC ACHIEVEMENT AWARD
Valley Elementary School
2007-2008

STATE CONTINUATION HIGH SCHOOL AWARD
Abraxas High School
2007-2011
1998-2002

NATIONAL EXEMPLARY COMPENSATORY AWARD
Los Peñasquitos Elementary School
1985

STATE EXEMPLARY COMPENSATORY AWARD
Los Peñasquitos Elementary School
1991, 1985

Valley Elementary School
1988, 1985

A SALUTE TO PUSD TOP EDUCATORS
Teachers of the Year

The Teacher of the Year Program invites each K-12 school, Poway Adult School, and New Directions to nominate a teacher who exemplifies leadership, best practices, and commitment to his/her profession. In recent years, PUSD has qualified for three county nominations because it has more than 1500 teachers. Poway Unified has six Top Ten County Finalists, 14 San Diego County Teachers of the Year, and one California Teacher of the Year.

POWAY UNIFIED TEACHERS OF THE YEAR 2007-2008

BARBARA FLETCHER   **LYNNE HARVEY**   **SARAH WOOLLEY**

PUSD TEACHERS OF THE YEAR SINCE 1974

2008	Barbara Fletcher	Westview High School	
2008	Lynne Harvey	Monterey Ridge Elementary School	
2008	Sarah Woolley	Oak Valley Middle School	
2007	Dan Lutgen	Rancho Bernardo High School	
2007	Marissa Ochoa	Valley Elementary School	San Diego County Top Ten Finalist
2007	Leonora Persichina	Bernardo Heights Middle School	
2006	Keith Koelzer	Rancho Bernardo High School	San Diego County Teacher of the Year
2006	Blanca Labunog	Valley Elementary School	
2006	Kenneth Matson	Mt. Carmel High School	
2005	Barbara Charlebois	Mt. Carmel High School	San Diego County Top Ten Finalist
2005	Shari Lyon	Twin Peaks Middle School	
2005	Tanya MacMartin	Bernardo Heights Middle School	San Diego County Top Ten Finalist
2004	Laura D'Acquisto	Los Peñasquitos Elementary School	
2004	Kenneth Faverty	Poway High School	
2004	Barbara Hensley	Mesa Verde Middle School	San Diego County Top Ten Finalist
2003	Willie DeJean	Rancho Bernardo High School	San Diego County Teacher of the Year
2003	Kim Valentine	Bernardo Heights Middle School	
2003	Noreen Walton	Poway High School	San Diego County Top Ten Finalist
2002	Larry Higgins	Twin Peaks Middle School	
2002	Mary Jo Thomas	Mt. Carmel High School	San Diego County Teacher of the Year
2002	Terri Gosen	Garden Road Elementary School	
2001	Harold Dorr	Mt. Carmel High School	
2001	Michelle Manos	Shoal Creek Elementary School	
2001	Julie Mori	Mesa Verde Middle School	San Diego County Teacher of the Year
2000	Karen O'Connor	Sunset Hills Elementary School	San Diego County Teacher of the Year California Teacher of the Year
1999	Bob Pacilio	Mt. Carmel High School	San Diego County Teacher of the Year
1998	Linda Foote	Garden Road Elementary School	San Diego County Teacher of the Year

PUSD TEACHERS OF THE YEAR SINCE 1974

1997	Cindy DeClercq	Twin Peaks Middle School	San Diego County Top Ten Finalist
1996	Lori Brickley	Rancho Bernardo High School	San Diego County Teacher of the Year
1995	Kristie Szentesi	Highland Ranch Elementary School	San Diego County Teacher of the Year
1994	Chris Evans	Bernardo Heights Middle School	
1993	Susan Hicks	Highland Ranch Elementary School	
1992	Tom March	Poway High School	
1991	Terri Jo McNaul	Rolling Hills Elementary School	
1990	Kay Harry	Pomerado Elementary School	
1989	Ann Guinn	Twin Peaks Middle School	
1988	Norm Weiss	Poway High School	
1987	Kris Acquarelli	Twin Peaks Middle School	
1986	Terry Campbell	Meadowbrook Middle School	San Diego County Teacher of the Year
1985	Greg Franzen	Poway High School	
1984	Alex Fousek	Mt. Carmel High School	
1979	Frank Barone	Poway High School	San Diego County Teacher of the Year
1976	Norma Kerby	Meadowbrook Middle School	San Diego County Teacher of the Year
1975	Patti Jo Cornish	Meadowbrook Middle School	San Diego County Teacher of the Year
1974	Don Love	Meadowbrook Middle School	San Diego County Teacher of the Year

**2007-2008 PUSD
Teachers of the Year**

2007-2008 Teacher of the Year Barbara Fletcher with the 2006-07 PUSD Teachers of the Year.

2007-2008 Teacher of the Year Lynne Harvey with some of her students and Monterey Ridge Principal Rebecca Wardlow.

2007-2008 Teacher of the Year Sarah Woolley shares ideas for engaging students with PUSD staff members.

A SALUTE TO PUSD TOP EMPLOYEES
Classified Employees of the Year

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

PUSD CLASSIFIED EMPLOYEES OF THE YEAR SINCE 1989

POWAY UNIFIED CLASSIFIED EMPLOYEES OF THE YEAR 2007

JAMAL FELTON   **DAVID MACNEIL**

Year	Employee	Position
2007	**Jamal Felton**	**Campus Security Specialist**, Westview High School
2007	**David MacNeil**	**Maintenance Worker**, Maintenance & Operations Department
2006	**Terri Horan**	**Instructional Aide, Special Education**, Deer Canyon Elementary School
2006	**Melinda Turnwall**	**School Bus Driver,** Transportation Department
2005	**Joseph Dunne**	**Bus Transportation Aide**, Special Education
2005	**Edna Mailey**	**Student Services Specialist**, Mt. Carmel High School
2004	**Beverly Flynn**	**Instructional Assistant I Special Education**, Midland Elementary School
2004	**Mary Herrmann**	**Career Development Technician**, Partners in Education/Youth Programs
2003	**Lois Mangarelli**	**School Volunteer Coordinator**, Sundance Elementary School
2003	**Mary Ochoa**	**Administrative Assistant II**, Learning Support Services
2002	**Jack Clausen**	**Attendance Assistant**, Meadowbrook Middle School
2002	**Judy Schenck**	**Transportation Dispatcher**, Transportation
2001	**Frank Serna**	**Warehouse Worker**, Warehouse
2000	**Joyce Anderson**	**Administrative Secretary**, Community Education Services
1999	**James Clyncke**	**Custodial Supervisor**, Meadowbrook Middle School
1998	**Glenn Bustillos**	**Lead Custodian**, Sundance Elementary School
1997	**Christie Cleland**	**Insurance Benefits Assistant**, Personnel Support Services
1996	**Tony Emery**	**Custodian**, Turtleback Elementary School

PUSD CLASSIFIED EMPLOYEES OF THE YEAR SINCE 1989

Year	Employee	Position
1995	Elaine Browning	**School Secretary**, Twin Peaks Middle School
1994	Norma Dahlvig	**Account Clerk**, Finance
1993	Yoenda Dornan	**ESL Aide**, Canyon View Elementary School [*San Diego County Classified Employee of the Year*]
1992	Deborah Wulff	**School Secretary**, Rolling Hills Elementary School [*San Diego County Classified Employee of the Year*]
1991	Barbara Young	**School Secretary**, Poway High School
1990	Lea Johnson	**Food Service Area Supervisor**, Food Service
1989	Betty Dyer	**Noon Duty Supervisor**, Meadowbrook Middle School

2007 PUSD Classified Employees of the Year

2007 Classified Employee of the Year and San Diego County Nominee for California Employee of the Year David MacNeil with PUSD Superintendent Don Phillips.

Photo below: David MacNeil with PUSD Board member Todd Gutschow, Superintendent Don Phillips, Deputy Superintendent John Collins and staff.

2007 Classified Employee of the Year Jamal Felton with PUSD Superintendent Don Phillips, Deputy Superintendent John Collins and Osceola and Jackie Felton.

Photo below right: Jamal Felton with Westview High School students.

NATIONAL BOARD CERTIFIED TEACHERS

A total of 113 Poway Unified teachers have earned certification from the National Board of Professional Teaching Standards. The district supports teachers who pursue this avenue of staff development. This affirmation of a teacher's knowledge and expertise has been compared to an accountant earning his or her CPA license or an attorney passing the bar exam.

2006-2007
Kara Morales
Westview High School
Mark Pyle
Rancho Bernardo High School
Kori Smyth
Pomerado Elementary School
Gene Tallon
Poway High School

2005-2006
Divona Roy
Poway High School

2004 - 2005
Robert Kinder
Stone Ranch Elementary School
Tanya MacMartin
Bernardo Heights Middle School
Katharine Murphy
Adobe Bluffs Elementary School
Dena Riedhl
Sundance Elementary School
Vickie Stowe
Black Mountain Middle School
Jan Van Horne
Twin Peaks Middle School
Robert Voelkel
Oak Valley Middle School

2003 - 2004
Hala Bushra
Creekside Elementary School
Pauline Crooks
Bernardo Heights Middle School
Patti Einspar
Garden Road Elementary School
Coreen Gardella
Shoal Creek Elementary School
Karen Goodman
Poway High School
Daniel Harris
Poway High School
Susan Killen
Shoal Creek Elementary School
Theresa Kreutzer
Morning Creek Elementary School
Denise Mikkonen
Stone Ranch Elementary School
Dennis Moore
Black Mountain Middle School
Rhonda Reed
Creekside Elementary School
Linda Reeve
Sunset Hills Elementary School
Kay van Jaarsveld
Tierra Bonita Elementary School

* Karen King, 1st Poway teacher renewing certification for + 10 yrs.

2002 - 2003
Victoria Dickerson
Sundance Elementary School
Veronica Doud
Valley Elementary School
Maria Faulk-Stoudenmire
Rancho Bernardo High School
Lynneah Finkbeiner
Bernardo Heights Middle School
Nancy Gray
Poway High School
Lee Harms
Sundance Elementary School
Stephanie Hudson
Deer Canyon Elementary School
Kathy Kakacek
Pomerado Elementary School
Julie Lerner
Rec'd before coming to PUSD
Pat Pillsbury
Black Mountain Middle School
Elizabeth Robinson
Shoal Creek Elementary School
Andrea Zupancic
Deer Canyon Elementary School

2001 - 2002
Laura Bruvold
Chaparral Elementary School
Helice Callier
Rancho Bernardo High School
Lisa Casey O'Brien
Poway High School
Dan Commons
Bernardo Heights Middle School
Peggy Diemer
Adobe Bluffs Elementary School
Allen Dimacali
Westview High School
Mary Pat Fisk
Rancho Bernardo High School
Lynne Floto
Rancho Bernardo High School
Karen Garrett
Sundance Elementary School
Deborah Hibbs
Creekside Elementary School
Paul Kankowski
Bernardo Heights Middle School
Karen Kravchak
Rancho Bernardo High School
Kim Lundgren Pigorsch
Westwood, Adobe Bluffs, and
Rolling Hills elementary schools

Cecile Nasland
Valley Elementary School
2000 - 2001
Bonnie Corduan
Shoal Creek Elementary School
Rebecca Daniels
Adobe Bluffs Elementary School
(transferred from Virginia - NBCT 1999-2000)
Lynne Harvey
Rolling Hills Elementary School
Larry Higgins
Twin Peaks Middle School
Victoria Ingle
Garden Road Elementary School
Dena Johnson
Chaparral Elementary School
Kelly Kent
Garden Road Elementary School
Cathleen Lund
Westwood Elementary School
Paige Metz
Twin Peaks Middle School
Ken Montgomery
Rancho Bernardo High School
Christine Overson
Sundance Elementary School
Paula Perkins
Garden Road Elementary School
Jill Roberts
Shoal Creek Elementary School
Pat Silva
Poway Federation of Teachers
1999 - 2000
Hal Benham
Park Village Elementary School
Kathy Brown
Rec'd before coming to PUSD
Arno Chrispeels
Poway High School
Marycay Densmore
Mesa Verde Middle School
Harold Dorr
Mt. Carmel High School
Susan Foster
Rancho Bernardo High School
Dawn Gamberale
Rancho Bernardo High School
Ronald Garrett
Mt. Carmel High School
Carol Hetherington
Turtleback Elementary School
Gary Kroesch
Mt. Carmel High School
Karen Lafferty
Mt. Carmel High School
Sheryl Malone
Mt. Carmel High School

Terri Jo McNaul
Rolling Hills Elementary School
Robert Pacilio
Mt. Carmel High School
John Rankin
Mt. Carmel High School
Sharon Rosenthal
Sundance Elementary School
Kimberly Scattareggia
Midland Elementary School
Gary Snidecor
Rancho Bernardo High School
Carol Thomas
Tierra Bonita Elementary School
Carolyn William
Bernardo Heights Middle School
Karen Wusthoff
Rolling Hills Elementary School
1998 - 1999
Suzanne Bounds
Tierra Bonita Elementary School
Kathy Brown
Highland Ranch Elementary School
Joy Cabral
Mt. Carmel High School
Robin Christopher
Rancho Bernardo High School
Cynthia Deavers
Bernardo Heights Middle School
Lynne Haman
Westwood Elementary School
Joan Hanley
Bernardo Heights Middle School
Nancy Hanssen
Highland Ranch Elementary School
Karen Harkins-Slocomb
Mt. Carmel High School
Jo Anne Hudson
Bernardo Heights Middle School
Laurie Jones-Ritt
Garden Road Elementary School
Pamela Klevesahl
Highland Ranch Elementary School
James Krenz
Poway High School
Michael Kurth
Poway High School
Konni Leavens
Midland Elementary School
Bob McHeffey
Poway High School
Kay McHeffey
Twin Peaks Middle School
Michelle Mullin
Twin Peaks Middle School
Michelle Wilson-Manos
Shoal Creek Elementary School
Dennis Wymbs
Poway High School

1997 - 1998
Mary Jo Dies
Black Mountain Middle School
Dan Lavine
Poway High School
Renie Martin
Canyon View Elementary School
Susan Tracy
Black Mountain Middle School
1995 - 1996
Rae Adams
Deer Canyon Elementary School
Carol Gilbert
Adobe Bluffs Elementary School
Karen King*
Park Village Elementary School

About National Board Certification

National Board assessments measure not only the knowledge teachers possess, but the actual use of their skills and the ability to demonstrate highly accomplished teaching in the classroom as they work to improve student learning.

The National Board for Professional Teaching Standards, based in Arlington, Virginia, began certifying teachers in 1995. Since 1995, there have been 3,379 teachers in California who have received certification. (California has a total of 300,000 public school teachers.) California certified 298 teachers this year, ranking seventh in the nation.

National Board Certification is the highest credential in the teaching profession. A voluntary process established by the National Board for Professional Standards, certification is achieved through a detailed assessment process that requires teachers to demonstrate how their activities, both inside and outside the classroom, improve student achievement.
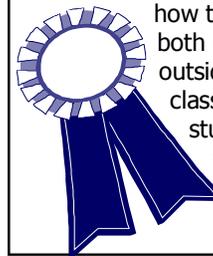
REMEMBERING THE OCTOBER 2007 WILDFIRES

Thank you firefighters   October was a difficult month for the Poway school community. Raging wildfires engulfed much of our school district. Most of our students and families had to evacuate their homes, and more than 300 students lost their homes. Firefighters from across California came to help fight the fires. Poway High School served as a place where these brave men and women could rest and eat as they continued to battle the wildfires. The PUSD Food and Nutrition Department provided meals during this time. Poway staff and students volunteered to help as an incredible emergency taskforce made up of firefighters and law enforcement first team responders worked to keep us safe.