

# NO CHILD LEFT BEHIND REQUIREMENTS

## DISTRICT TARGET:

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

## NOTABLE FACTS:

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

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

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

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

## NO CHILD LEFT BEHIND REQUIREMENTS

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

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

## NO CHILD LEFT BEHIND REQUIREMENTS Subgroup Performance

### DISTRICT TARGET:

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

### WHAT IS BEING MEASURED:

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

### No Child Left Behind Requirements District by Subgroup

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

### WHAT THE RESULTS SHOW:

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

# NO CHILD LEFT BEHIND TARGETS

## Elementary Schools

### DISTRICT TARGET:

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

### WHAT IS BEING MEASURED:

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

### No Child Left Behind Requirements By Elementary School

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

### WHAT RESULTS SHOW:

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

<sup>1</sup> Failed to achieve 95% participation for one or more subgroup

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

## NO CHILD LEFT BEHIND TARGETS Secondary Schools

### DISTRICT TARGET:

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

### WHAT IS BEING MEASURED:

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

### No Child Left Behind Requirements By Middle School

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

<sup>1</sup> Special Education students did not achieve state participation target of 95%.

### WHAT THE RESULTS SHOW:

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

# NO CHILD LEFT BEHIND TARGETS

## Secondary Schools

### DISTRICT TARGET:

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

### WHAT IS BEING MEASURED:

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

### No Child Left Behind Requirements By High School

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

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

### WHAT THE RESULTS SHOW:

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

### NEXT STEPS:

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

# NO CHILD LEFT BEHIND

## Academic Performance Index - API

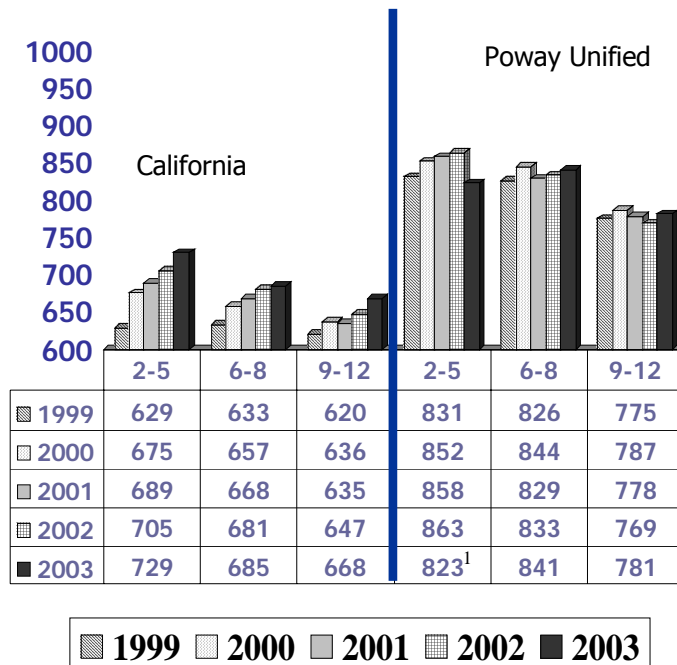
### DISTRICT TARGET:

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

### NOTABLE FACTS:

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

### Average Academic Performance Index Grade Span



### WHAT IS BEING MEASURED:

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

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

### WHAT THE RESULTS SHOW:

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

# NO CHILD LEFT BEHIND

## Academic Performance Index - API

### DISTRICT TARGET:

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

### WHAT IS BEING MEASURED:

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

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

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

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

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

### WHAT THE RESULTS SHOW:

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

\* Irregularities by adults during testing invalidated API in 2003

## NO CHILD LEFT BEHIND Academic Performance Index - API

### DISTRICT TARGET:

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

### WHAT IS BEING MEASURED:

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

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

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

\* Data not available

### WHAT THE RESULTS SHOW:

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

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

### NEXT STEPS:

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

# NO CHILD LEFT BEHIND

## Academic Performance Index - Elementary

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### DISTRICT TARGET:

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

### WHAT IS BEING MEASURED:

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

## Academic Performance Index - API Elementary

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

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

<sup>2</sup> Irregularities by adults during testing invalidated scores for 2003.

\* Data not available

### WHAT THE RESULTS SHOW:

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

# NO CHILD LEFT BEHIND

## Academic Performance Index - Secondary

### DISTRICT TARGET:

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

### WHAT IS BEING MEASURED:

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

### Academic Performance Index - API Subgroups— Secondary

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

\* Data not available

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

### WHAT THE RESULTS SHOW:

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

### NEXT STEPS:

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