

GRADUATE SURVEY RESULTS

NOTABLE FACTS:

Poway Unified has surveyed the graduating classes of 2000, 2001, and 2002 and is conducting ongoing surveys with each graduating class at 18-month and five-year intervals. The data below and on page 61 are for the class of 2000. Graduates are surveyed eighteen months and five years after graduating from high school.

Poway Unified School District Graduate Survey

Activity	June 2000	December 2001	June 2005
Working full time	5.6%	16.5%	44.2%
Working part time	10.0%	38.7%	18.2%
Military	3.7%	2.7%	3.4%
4-Year College	71.5%	43.7%	30.0%
2-Year College	24.1%	27.2%	5.7%
Voc/Tech School	2.8%	1.9%	1.2%
No Response	1.6%	12.3%	19.7%

WHAT IS BEING MEASURED:

Graduating seniors from the class of 2000 looked back on their high school experience by responding to surveys during the past five years asking about the quality of education they received, and the assistance they received from school staff to make decisions regarding their future education and work goals. They were also asked about their participation in sports and clubs. In addition, students were surveyed about whether they considered their high school to be safe.

WHAT THE RESULTS SHOW:

Five years after graduating from high school, fewer than half of the students (44%) are employed full-time and about 37% are still in school—most in four-year colleges. Enrollment in post education has declined steady since 2000 with a significant decline from 2000 to 2002 in 4-year college enrollment. Military and voc/tech school numbers are relatively unchanged over time.

How would you rate your school's safe learning environment?

Year	Excellent	Good	Average	Poor
June 2005	46.4%	30.1%	7.0%	2.4%
2002	37.7%	42.8%	14.3%	3.5%
2001	not a choice	60.1%	34.7%	4.8%
June 2000	not a choice	63.2%	31.8%	4.8%
December 2001	40%	29.6%	13.1%	2.7%

WHAT THE RESULTS SHOW:

Changes in the survey questions from 2001 to 2002 affected results. Since 2002, many students' opinions about school shifted from "Average" to "Good" or "Excellent". Students appear to have generally positive opinions about high school safety in retrospect.

GRADUATE SURVEY RESULTS

61

WHAT IS BEING MEASURED:

Student opinions about their recollection of their high school experience five years after graduation. Four hundred and ninety four of 1087 students (24.8%) responded. Also measured was the student's current status related to work and school.

Poway Unified School District Graduate Survey Results Class of 2000 Responds Five Years After Graduation

	Excellent	Good	Average	Below Average	Needs Improvement	No Response
High school counseling services	16.3%	32.6%	19.9%	5.1%	4.0%	22.1%
My education in relation to its usefulness	26.8%	38.0%	16.2%	2.2%	1.7%	15.2%
My academic effort	26.5%	31.1%	22.0%	4.0%	1.6%	13.8%
High school taught me to think and solve problems	22.8%	38.3%	17.0%	2.6%	1.9%	17.4%
High school prepared me to utilize technology	19.4%	30.8%	23.6%	5.8%	2.2%	18.1%
High school prepared me to enter work force	14.2%	29.8%	26.7%	6.7%	3.8%	18.8%
High school prepared me to continue my education	34.8%	32.1%	13.5%	2.2%	2.2%	15.2%

	Yes	No	No Response
Have you graduated from college?	43.3%	43.3%	13.3%
Are you currently employed in the area for which you were trained?	32.4%	39.6%	28.0%
Do you feel you were academically challenged?	62.4%	20.2%	17.4%
Has your career path changed since high school?	44.5%	40.8%	14.7%

WHAT THE RESULTS SHOW:

- The vast majority of respondents believe high school prepared them to continue their education but not to enter the workforce or to use technology.
- Most found their education useful and believe they gave at least average effort while in school.
- After five years, half of the respondents were still in school, and 44% had changed career paths.

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 2004-2005 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.

Student Ethnic Distribution Percentages 2005

Ethnic Group	Poway Unified All	Poway Unified AVID	County All	County AVID	State All	State AVID
African American	3.1%	8.6%	7.7%	9.9%	8.3%	9.4%
Asian	14.7%	10.5%	6.0%	4.1%	7.2%	6.0%
Filipino	6.7%	6.5%	5.0%	5.0%	3.0%	3.0%
Hispanic	10.0%	18.3%	41.0%	54.1%	46.5%	56.1%
White	59.6%	49.6%	38.7%	22.7%	32.6%	22.0%
Other	4.4%	6.4%	1.6%	4.1%	2.4%	3.6%

WHAT THE RESULTS SHOW:

Poway Unified School District's two most under-represented groups and under-performing groups (African American and Hispanic) were strongly represented in AVID in 2005. This should help reverse the tendency of lower performance for student 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 as it compares to each 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 2004-2005

Ethnic Group	Bernardo Hts		Black Mountain		Meadowbrook		Mesa Verde		Twin Peaks	
	School	AVID	School	AVID	School	AVID	School	AVID	School	AVID
African American	3.6%	11.9%	5.4%	12.1%	3.1%	3.8%	3.0%	5.2%	1.5%	4.7%
Asian/Filipino	17.8%	15.5%	25.1%	21.2%	18.1%	7.6%	27.9%	25.0%	7.4%	7.8%
Hispanic	8.4%	20.3%	9.1%	12.1%	12.6%	11.5%	7.5%	7.3%	9.8%	14.1%
White	62.3%	42.4%	50.3%	47.0%	60.3%	62.9%	58.0%	59.4%	76.4%	67.2%
Other	7.1%	10.1%	10.1%	7.6%	5.9%	7.9%	3.6%	3.1%	4.9%	6.2%

High School AVID Student Enrollment Ethnicity - 2004-2005

Ethnic Group	Mt. Carmel		Poway		Rancho Bernardo		Westview	
	School	AVID	School	AVID	School	AVID	School	AVID
African American	4.0%	7.8%	n/a	n/a	3.6%	10.5%	n/a	n/a
Asian/Filipino	28.2%	20.6%	n/a	n/a	21.3%	12.9%	n/a	n/a
Hispanic	8.0%	10.8%	n/a	n/a	8.1%	20.2%	n/a	n/a
White	55.9%	48.1%	n/a	n/a	61.6%	26.6%	n/a	n/a
Other	3.0%	7.4%	n/a	n/a	5.6%	29.1%	n/a	n/a

WHAT THE RESULT SHOW:

The charts above show the percentage of students in AVID in each school as it compares to each ethnic group's population in the school. Generally, majority populations are well represented in AVID. In two middle schools, the majority white population is over-represented in AVID. Missing data from two of four high school limit analysis.

AVID - ADVANCEMENT VIA INDIVIDUAL DETERMINATION

WHAT IS BEING MEASURED:

The chart below gives specific information about AVID, AP courses, and college matriculation.

AVID High School Information 2004-2005

Information from AVID sites at Poway, Mt. Carmel, Rancho Bernardo, and Westview High Schools	Total District	District %	Total County	County %	Total State	State %
AVID students in 2005	427	6.1%	8,471	5.5%	54,378	2.8%
On-track for four-year college admissions	420	99.5%	7,980	94.2%	46,384	85.3%
Previous year's seniors graduating	427	100%	7,860	98.5%	45,967	99.1%
Previous year's seniors took SAT or ACT	309	82.4%	9,270	119.9%	49,680	126.5%
Previous year's seniors taking at least one AP exam	45	12.0%	4,820	52.0%	23,903	52.0%
Previous year's seniors applying at four-year colleges	300	80.0%	6,856	88.0%	38,796	84.4%
Of those applying, those accepted at four-year colleges	196	70.6%	-	73.7%	-	74.2%
Previous year's seniors accepted at UC	55	14.7%	-	15.0%	-	19.2%
Previous year's seniors accepted at CSU	188	50.0%	-	51.2%	-	55.3%

WHAT THE RESULTS SHOW:

- Data on graduates are very positive, 99% of Poway Unified's AVID students graduated high school in 2005. Of those applying 70.6% were accepted at four-year colleges, the majority attending California State Universities.
- College matriculation rates for Poway Unified were slightly lower than county and state, while participation was slightly higher in Poway Unified School District.

NEXT STEPS:

Staff will use information about AVID as they work with the Strategic Plan Initiative of *Closing the Achievement Gap*. Expand AVID programs to middle school and expand AVID concepts to elementary school. Work to increase acceptance rates at four-year colleges.



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 2005. The chart showing the average percentage of instructional days that students attended is shown by elementary, middle, and high schools for 2001-2005. The second chart shows the average attendance rate for each school in Poway Unified.

5-Year Attendance Rates Summary

School Level	2001	2002	2003	2004	2005
Elementary	96.11%	96.40%	96.19%	96.48%	96.47%
Middle	95.88%	96.38%	96.35%	96.30%	96.70%
High	95.85%	96.36%	96.28%	96.49%	96.56%
District Average	95.97%	96.38%	96.26%	96.44%	96.55%

2004-2005 Attendance Rates

SCHOOL	ATTENDANCE
ELEMENTARY SCHOOLS	
Adobe Bluffs	96.48%
Canyon View	96.98%
Chaparral	96.02%
Creekside	96.97%
Deer Canyon	96.80%
Garden Road	96.12%
Highland Ranch	96.37%
Los Peñasquitos	96.61%
Midland	96.18%
Morning Creek	96.70%
Painted Rock	96.60%
Park Village	97.20%
Pomerado	96.36%
Rolling Hills	96.53%
Shoal Creek	96.67%
Stone Ranch	96.48%
Sundance	96.18%
Sunset Hills	95.98%
Tierra Bonita	96.77%
Turtleback	96.34%
Valley	95.48%
Westwood	96.23%

SCHOOL	ATTENDANCE
MIDDLE SCHOOLS	
Bernardo Heights	96.78%
Black Mountain	96.56%
Meadowbrook	96.63%
Mesa Verde	96.88%
Oak Valley	-
Twin Peaks	96.65%
HIGH SCHOOLS	
Mt. Carmel	96.50%
Poway	95.88%
Rancho Bernardo	96.67%
Westview	97.49%

- Oak Valley Middle School not opened in 2004-2005.

WHAT THE RESULTS SHOW:

Attendance rates did not change significantly from elementary to middle to high school. Districtwide, students missed fewer than 7 days of school in 2005. No significant differences between schools is evident.

NEXT STEPS:

Monitoring of attendance will continue as well as encouragement of families to send children to school unless they are ill.

SUSPENSIONS AND EXPULSIONS

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 for the more serious offenses by ethnic group. The second chart which continues onto page 67 shows suspensions by school and ethnic group.

Three-Year Expulsion And Suspension 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
2004	9	2	2	11	1	1	32	0	58
2003	1	7	1	11	0	0	41	0	61

Schools	African American			Asian			Filipino			Hispanic		
	2005	2004	2003	2005	2004	2003	2005	2004	2003	2005	2004	2003
Number of Suspensions												
All Elementary	7	26	8	3	5	4	3	1	3	2	12	10
MIDDLE SCHOOLS												
Bernardo Heights	3	14	9	9	6	5	3	3	5	5	7	17
Black Mountain	17	12	35	4	7	9	13	9	12	4	19	16
Meadowbrook	12	8	7	2	3	1	6	4	2	23	28	5
Mesa Verde	5	14	7	8	5	10	6	2	7	4	5	10
Twin Peaks	1	2	1	1	1	1	2	0	4	13	16	12
All Middle Schools	38	50	59	24	22	26	30	18	30	49	75	60
HIGH SCHOOLS												
Abraxas	8	2	18	6	2	26	6	0	10	14	8	32
Mt. Carmel	18	14	7	16	2	14	13	2	11	28	21	20
Poway	8	3	20	2	2	4	9	4	5	34	21	73
Rancho Bernardo	19	6	5	9	8	12	5	1	16	24	8	25
Westview	10	4	2	8	5	5	4	1	0	5	5	1
All High Schools	63	29	52	41	19	61	37	8	42	105	63	151

SUSPENSIONS - PART 2

67

Three-Year Suspension Totals By Ethnicity - Part 2

Schools	Native American			Pacific Islander			White			Other	Total Suspensions		
	2005	2004	2003	2005	2004	2003	2005	2004	2003	2005	2004	2003	
Number of Suspensions													
All Elementary	0	1	2	0	0	2	43	47	81	3	61	95	110
MIDDLE SCHOOLS													
Bernardo Heights	1	0	2	2	2	1	37	42	88	6	66	81	127
Black Mountain	0	1	0	2	7	1	12	34	91	11	63	96	164
Meadowbrook	0	0	0	1	0	0	58	46	39	8	110	92	54
Mesa Verde	0	0	0	0	1	0	26	23	37	2	51	51	71
Twin Peaks	0	6	1	1	1	0	22	52	69	2	42	80	88
All Middle Schools	1	7	3	6	11	2	155	197	324	29	332	400	504
HIGH SCHOOLS													
Abraxas	1	0	3	0	0	1	74	35	112	5	114	50	202
Mt. Carmel	1	2	1	1	1	0	77	35	70	12	166	79	123
Poway	0	2	6	1	0	1	118	123	193	4	116	157	302
Rancho Bernardo	3	0	3	3	0	2	94	45	139	4	161	71	202
Westview	2	1	0	0	0	0	40	36	33	2	71	56	41
All High Schools	7	5	13	5	1	4	403	274	547	27	688	413	870

WHAT THE RESULTS SHOW:

EXPULSIONS: (Page 67)

Since 2003, there has been a significant decrease in the number of expulsions. Thirty-one expulsions for 32,000 students (.01%) is very low. Hispanic and African American students are slightly over-represented in the number of expulsions for their proportion of enrollment.

SUSPENSIONS: (Page 67 and 68)

Very few suspensions occur at the elementary level. There has been a 45% decline in the number of suspensions at the elementary level in three years. Suspensions at the middle school level have declined 35% across the district as a whole. African American and Hispanic subgroups are significantly over-represented. At the high school level, suspensions increased significantly in 2005 driven by gains in five of the seven subgroups.

NEXT STEPS:

Character Counts! training at the elementary and middle school levels may be influencing suspension/expulsion rates positively. Additional funding of counselors through wellness grants at elementary levels may be a second contributing factor. Continuation of these efforts is indicated. Proactive high school programs may be needed.