

# NO CHILD LEFT BEHIND

## Academic Performance Index - API

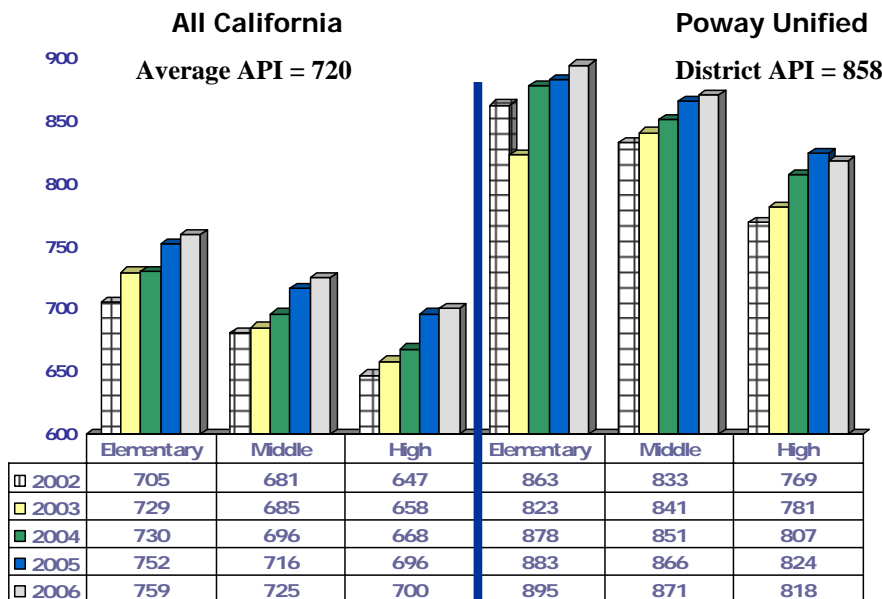
### DISTRICT TARGET:

- 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 — 2002-2006



### 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 five years.

### WHAT THE RESULTS SHOW:

- API scores improved significantly at elementary and middle school levels in 2006 and were the highest on record. The high school API dropped slightly after three years of double-digit gains. The average elementary, middle, and high school in Poway Unified significantly out-performed state averages.
- Elementary schools statewide continue to set the pace with the highest API among the three grade spans.

# 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 state has established a target for all schools and all subgroups to achieve an API of 800 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  
2004-2006**

Type of school	2004		2005		2006	
	PUSD	CA	PUSD	CA	PUSD	CA
Elementary	90%	27%	95%	32%	95%	35%
Middle	100%	18%	100%	21%	100%	24%
Comprehensive High Schools	75%	8%	100%	12%	100%	14%
All Schools <sup>1</sup>	90%	23%	97%	27%	94%	30%

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

<sup>1</sup>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 2004 to 2006 has been slow and far short of the growth needed to achieve 800 by 2014. All Poway Unified School District's comprehensive high schools, all middle schools, and 21 of 22 elementary schools achieved an API of 800 in 2006. Only Abraxas Continuation High School and Valley Elementary 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 (2006) 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 1999-2006 API Growth and Similar School Rankings

SCHOOL	1999 API	2006 API	99-06 Growth	State Rank 2006	Similar School Rank 2006
Adobe Bluffs	841	<b>907</b>	66	10	6
Canyon View	861	<b>909</b>	48	10	9
Chaparral	856	<b>924</b>	68	10	8
Creekside*	887	<b>961</b>	74	10	9
Deer Canyon	858	<b>947</b>	89	10	10
Garden Road	801	<b>856</b>	55	9	8
Highland Ranch	858	<b>895</b>	37	10	6
Los Peñasquitos	772	<b>902</b>	130	10	10
Midland	784	<b>880</b>	96	9	8
Monterey Ridge***	-	-	-	-	-
Morning Creek	848	<b>875</b>	27	9	5
Painted Rock	862	<b>922</b>	60	10	8
Park Village	884	<b>940</b>	56	10	6
Pomerado	813	<b>842</b>	29	8	7
Rolling Hills	854	<b>912</b>	58	10	10
Shoal Creek	848	<b>904</b>	56	10	6
Stone Ranch**	881	<b>884</b>	3	9	2
Sundance	821	<b>901</b>	80	10	10
Sunset Hills	839	<b>870</b>	31	9	3
Tierra Bonita	844	<b>897</b>	53	10	6
Turtleback	833	<b>905</b>	72	10	7
Valley	723	<b>791</b>	68	7	8
Westwood	826	<b>877</b>	51	9	4

### WHAT THE RESULTS SHOW:

- Twenty-one of 22 elementary schools exceeded the state API target of 800 in 2006.
- All schools have shown growth since 1999.
- State rankings in 2006 were extremely high with 20 of 22 schools earning a state rank of 9 or 10.
- Similar school rankings improved slightly to an average score of 9.5 on the state's 10 point scale.
- Four elementary schools earned 10/10 rankings placing them in the state's top 1%.

\*Creekside opened in 2001

\*\*Stone Ranch opened in 2005

\*\*\*Monterey Ridge opened in 2006

# 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 school's original API (1999) compared to its most current API (2006) 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

#### 1999-2006 API Growth and Similar School Rankings

SCHOOL	1999 API	2006 API	99-06 Growth	State Rank 2006	Similar School Rank 2006
<b>MIDDLE SCHOOLS</b>					
Bernardo Heights	846	877	31	10	7
Black Mountain	818	844	26	9	7
Meadowbrook	790	838	48	9	6
Mesa Verde	863	904	41	10	8
Oak Valley	-	892	n/a	10	9
Twin Peaks	812	873	61	10	8
<b>HIGH SCHOOLS</b>					
Abraxas	*	*	*	*	*
Mt. Carmel	773	806	33	9	7
Poway	779	815	36	10	7
Rancho Bernardo	780	833	53	10	4
Westview	791	820	29	10	4

- 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. State rankings remained high with all schools having a rank of 9 or 10. Similar school rankings inched higher with the addition of Oak Valley Middle School.

**High School:** All Poway Unified School District's high schools achieved the state API target of 800 in 2006. Since 1999, all comprehensive high schools have shown significant growth. All four comprehensive high schools achieved a State Rank of 9 or 10. Similar school rankings were more varied, ranging from 7 to 4.

### 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	2004 API Index	2005 API Index	2006 API Index	2006 State Rank	2006 Similar School
Adobe Bluffs	16	17	16	10	6
Canyon View	17	18	19	10	9
Chaparral	15	14	18	10	8
Creekside	16	19	19	10	9
Deer Canyon	16	19	20	10	10
Garden Road	-	14	17	9	8
Highland Ranch	16	17	16	10	6
Los Peñasquitos	20	19	20	10	10
Midland	15	15	17	9	8
Monterey Ridge	n/a	n/a	n/a	n/a	n/a
Morning Creek	16	15	14	9	5
Painted Rock	16	17	18	10	8
Park Village	13	14	16	10	6
Pomerado	17	18	15	8	7
Rolling Hills	18	17	20	10	10
Shoal Creek	10	15	16	10	6
Stone Ranch	n/a	12	11	9	2
Sundance	12	17	20	10	10
Sunset Hills	14	15	12	9	3
Tierra Bonita	18	15	16	10	6
Turtleback	17	15	17	10	7
Valley	18	12	15	7	8
Westwood	14	17	13	9	4
Elementary Avg.	15.7	15.95	16.59	9.50	7.09
Bernardo Heights	15	17	17	10	7
Black Mountain	17	16	16	9	7
Meadowbrook	16	17	15	9	6
Mesa Verde	17	17	18	10	8
Oak Valley	n/a	n/a	19	10	9
Twin Peaks	15	17	18	10	8
Middle School Avg.	16.00	16.80	17.17	9.67	7.5
Abrajas	*	*	*	*	*
Mt. Carmel	16	20	16	9	7
Poway	17	20	17	10	7
Rancho Bernardo	16	16	14	10	4
Westview	15	13	14	10	4
High School Avg.	16.00	17.25	15.25	9.75	5.5
All PUSD	15.79	16.67	16.53	9.56	6.96

### WHAT THE RESULTS SHOW:

- The API Composite Index improved slightly in 2006.
- Elementary and middle schools marked two consecutive years of improvement.
- After earning a composite average score of 17.25 in 2005, high school score declined to 15.25 due to declines in both similar school and state ranks.

n/a Monterey Ridge opened fall 2006, Stone Rancho opened fall 2004, Oak Valley opened fall 2005.

- No rank in 2004 due to testing irregularity.

\* 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 2006 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 fewer than 100 students or 15% and/or 50 students.

### Academic Performance Index - API Subgroup - Elementary

SCHOOL	2006 API	African American <sup>1</sup>	Asian	Filipino	Hispanic	White	Low Income
<b>All PUSD</b>	<b>858</b>	<b>766</b>	<b>919</b>	<b>852</b>	<b>769</b>	<b>866</b>	<b>729</b>
Adobe Bluffs	907		962			902	
Canyon View	909		926			911	
Chaparral	925					929	
Creekside	961		998			954	
Deer Canyon	947		980			944	
Garden Road	856					876	758
Highland Ranch	895		936			888	
Los Peñasquitos	902			924	800	933	830
Midland	880					896	778
Monterey Ridge	-	-	-	-	-	-	-
Morning Creek	876		910			869	
Painted Rock	922					933	
Park Village	940		967			935	
Pomerado	842				759	864	730
Rolling Hills	912					934	828
Shoal Creek	904		957			896	
Stone Ranch	884		932			873	
Sundance	901					928	
Sunset Hills	870					866	
Tierra Bonita	897					902	
Turtleback	905		949			909	
Valley	791				681	861	713
Westwood	877					888	
K-5 Averages	895						

<sup>1</sup> African American subgroups have no scores because their number/percentage at any school does not meet the state threshold of 15% or 100 students.  
 - Monterey Ridge opened 2006-2007

### WHAT THE RESULTS SHOW:

White and Asian subgroups were the most predominant. Scores of Hispanic, African American, and low income subgroups fell below 800. English language fluency affects many 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 2006 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 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 subgroup is not exclusive. Students may be counted in more than one subgroup.

### Academic Performance Index - API Subgroups — Secondary

SCHOOL	2006 API	African American <sup>1</sup>	Asian	Filipino	Hispanic	White	Low Income
<b>MIDDLE SCHOOLS</b>							
<b>ALL PUSD</b>	<b>858</b>	<b>766</b>	<b>919</b>	<b>852</b>	<b>769</b>	<b>866</b>	<b>729</b>
Bernardo Heights	877		904		848	880	
Black Mountain	844		910	836	766	862	695
Meadowbrook	838		920		673	867	656
Oak Valley	892		962			888	
Mesa Verde	904		949	882	860	906	768
Twin Peaks	873				746	889	692
<b>HIGH SCHOOLS</b>							
Abraxas*	*						
Mt. Carmel	806		883	782	753	810	689
Poway	815		881		681	833	650
Rancho Bernardo	833		889	801	776	835	
Westview	820		873	812	773	816	

<sup>1</sup>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 200 points below the school averages. Higher Hispanic enrollments generally signal greater numbers of English Language Learners which may lower scores.
- At the high school level, patterns to similar 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.