

San Pasqual High School

ESCONDIDO UNION HIGH SCHOOL DISTRICT

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Erin Smith, Principal

2007-2008 School Accountability Report Card

Published in the 2008-09 School Year

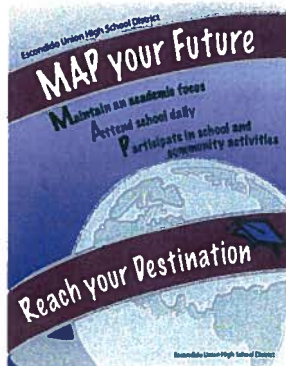
School Profile

San Pasqual High School is proud of its academic achievements. A majority of the 2007 graduating class moved on to two-year or four-year colleges. The school has a history of National Merit Scholars, and a large number of sophomores pass the California High School Exit Exam on their first attempt. The school's teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. In the 2007-08 school year, San Pasqual High School served 2,555 students.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	1.9%
American Indian	0.7%
Asian	3.0%
Caucasian	46.7%
Filipino	2.1%
Hispanic or Latino	43.6%
Pacific Islander	0.4%
Multiple or No Response	1.6%

School Leadership

Leadership at San Pasqual High School is a responsibility shared among District administration, school administration, instructional staff, students, and parents. Principal Erin Smith has led the school for two years, backed by more than 24 years of experience in education, with 10 years in administration. Working with her are Assistant Principals Damon Blackman, Anne Fusco, and Rich Watkins.



Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan and to ensure instructional programs are consistent with students' needs and comply with District goals. Committees and organizations include the School Site Council, Parent Club, Athletic and Music Boosters, English Learners Advisory Committee (ELAC), Graduation Night Committee, and WASC Accreditation Committee. The School Site Council meets monthly to discuss the educational needs of the students.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP's, and the former school would be required to provide transportation to the new site. Results of school and District performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Made AYP Overall	Adequate Yearly Progress (AYP)			
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		No	