International Polytechnic High School • www.ipolyhighschool.org

An on-campus academic program affiliated with CSU-Pomona's College of Education and Integrative Studies

School Profile (Updated for 2017–2018)

Vision

The innovative environment of IPoly High School develops informed, resourceful, collaborative students who are college-ready and civic-minded individuals. Students are prepared to complete postsecondary programs to become productive and respected leaders in a just and sustainable world.

Mission

IPoly High School provides a college preparatory, project-based curriculum that is socially and environmentally relevant. Students develop curiosity, gain knowledge, and acquire new skills through the projects and state-mandated curriculum. IPoly's values are the focus of the projects, ensuring that students:

- Develop **C**reativity
- Think **C**ritically
- **C**ommunicate Effectively
- Work **C**ollaboratively
- Embrace **C**ulture
- Demonstrate **C**haracter

Description

Located in the sprawling East San Gabriel Valley Township, International Polytechnic High School (IPoly High School) is a specialized secondary high school focused on project-based learning, collaboration, interdisciplinary and thematic instruction, international and global awareness, and community service and civic understanding. IPoly is an alternative to the large, traditional high school with a current enrollment of 540 students. The Los Angeles County Office of Education (LACOE) operates IPoly High School in partnership with California State Polytechnic University, Pomona (Cal Poly Pomona). IPoly is a tuition-free, public high school located on the campus of Cal Poly Pomona and is affiliated with the College of Education and Integrative Studies (CEIS).

Cost

IPoly is a public high school and is tuition free.

Transportation

Students provide their own transportation or use public transportation.

Admission Requirements

IPoly strives to maintain a student body that is representative of larger high schools in the Los Angeles area. Our population comes from 40 cities and represents a broad range of backgrounds and preparation. We seek a broad range of students, academically and demographically. A minimum academic GPA of 2.5 is required for admission, and students must pass entrance exams in English and Math. Qualified applicants participate in a lottery selection to determine enrollment eligibility. Students who reside outside of Los Angeles County must obtain a permit from their district.

Curriculum & Instructional Emphasis

At IPoly High School, all students take the same interdisciplinary, project-based curriculum that is designed to challenge and inspire rigorous learning. Foundational to the educational mission of the school is the belief that all students will learn if learning is relevant to the student and experienced in a real-world context. Constructivist pedagogy is basic to the IPoly program. The unique curriculum at IPoly High School is comprised of interdisciplinary course work in math, science, social science, and English Language Arts, as well as courses in foreign language, physical education, and an array of electives.

IPoly's curriculum provides a well-rounded education that integrates critical thinking, communication, collaboration, and creativity as well as the California state content standards. Content standards are embedded into the curriculum in two ways. The first and most powerful is the integration of standards into student projects. The relevance of the standard is realized when it is connected to the project. Essential questions drive the curriculum and the projects. Content standards are also taught discretely within each subject area. Even when standards are not integrated into major projects, they are presented in a manner that is relevant to the student. Both formally and informally, students attest to the significance of their learning and the connections that are made to the real world. The core curriculum that every student takes meets the University of California and California State University admissions A-G course requirements.

Highest Level of Parent Education (%)

Based on API base reports

	not a HS grad	HS grad	some college	college	graduate school
2014–2015	6	14	27	35	16
2015–2016	6	14	24	42	13
2016–2017	5	12	23	46	12
2017–2018	4	12	23	46	12

Ethnic Distribution (%)

	African Am	Asian	Filipino	Hispanic	Nat. Am	Pac Islander	White
2014–2015	2	9	7	62	<1	<1	15
2015–2016	3	9	10	62	<1	<1	13
2016–2017	2	9	10	63	0	<1	11

Graduation & Post-Graduation Statistics

school year	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017
number of graduates	103	116	127	128	129	131
graduation rate	100%	100%	96%	100%	99%	100%
4-year university	50%	51%	58%	67%	66%	59%
community college	48%	49%	39%	39%	36%	39%
first-generation attending college	-	-	-	47%	44%	41%
UC A–G Course Completed	-	-	-	-	100%	99%

SAT Scores 2008–2015

school year		% tested	Critical reading average	Writing average	Math average
2013–2014	IPoly	90	511	499	536
	State	40	496	514	488
2014–2015	IPoly	85	508	495	519
	State	42	489	484	500
2015–2016	IPoly	88	516	510	525
	State	n/a	491	485	500
2016–2017	IPoly	85	575	n/a	548
	State	85	537	n/a	530

California Assessment of Student Performance & Progress (CAASPP)

school year	result	Eng/Language Arts IPoly	Eng/Language Arts State	Math IPoly	Math State
2014–2015	exceeded*	48%	23%	21%	11%
	met	40%	33%	37%	18%
	Nearly met	11%	24%	28%	26%
	not met	1%	20%	14%	45%
2015–2016	exceeded*	63%	26%	18%	13%
	met	33%	33%	45%	20%
	nearly met	4%	22%	26%	25%
	not met	0	49%	11%	43%
2016–2017	exceeded*	52%	28%	16%	13%
	met	42%	33%	35%	29%
	nearly met	7%	21%	34%	24%
	not met	0	19%	15%	44%