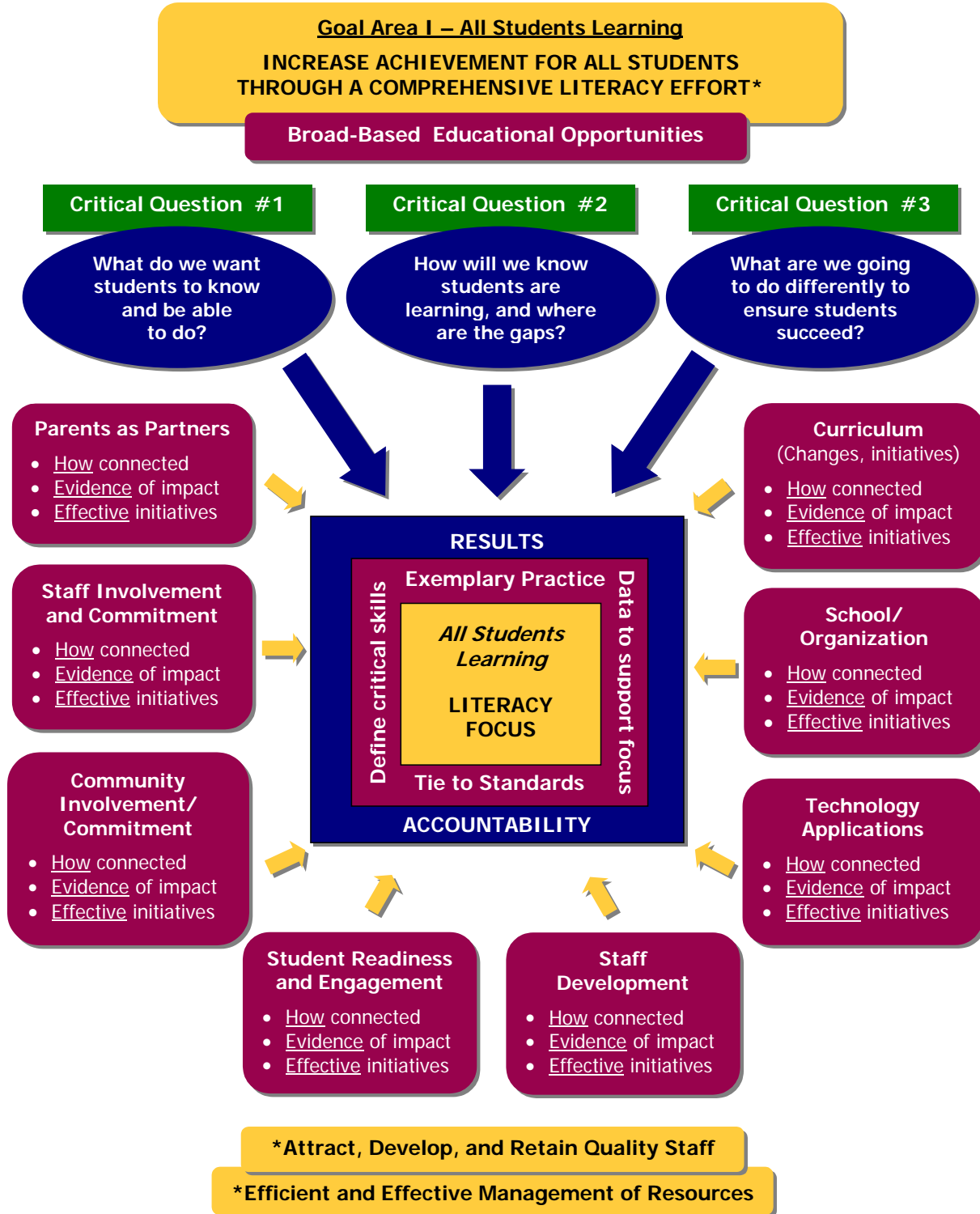


STRATEGIC PLAN - Goal Area I

Increase achievement for all students through a comprehensive literacy effort



STRATEGIC PLAN - Goal Area II

Provide a physical learning environment to support student learning for all

Goal Area II – Safe, Orderly, and Attractive Environment

PROVIDE A PHYSICAL LEARNING ENVIRONMENT TO SUPPORT STUDENT LEARNING FOR ALL*

Equity of Educational Opportunities

TARGET AREAS

- Maintain strong sense of PUSD community
- Update existing facilities to provide equitable educational opportunities
- Bring new schools on line to meet enrollment changes
- Proactively manage enrollment growth



*Attract, Develop, and Retain Quality Staff

*Efficient and Effective Management of Resources

SUMMARY AND HIGHLIGHTS

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The State of the District Report

This report contains an in-depth view of student performance. We believe that the sharing of data with teachers, school staff, parents, and the school community is an important step in making a difference to our students. Data analysis is a powerful tool for communicating student progress with parents and students. It pinpoints areas where programs and instruction can be improved and helps us understand program strengths. Programs and strategies that are successful can be utilized by schools throughout the district.

The web edition of the report will be updated throughout the year, with many links available to increase information in a particular section.

To access this report, visit the Poway Unified School District web site at www.powayusd.com.

The College Readiness Initiative

Poway Unified School District recognizes that education is the key to opening up future job opportunities and building a strong sense of community. For most, this will mean a college education or higher levels of training well beyond high school. PUSD is committed to working with our families to have their children college-ready, including technical training, when they graduate from our high schools. This year's State of the District report reflects the targets the district has set to increase the numbers of students taking college entry, honors, and advanced placement classes. The Next Steps sections under Student Performance further indicate the district's plans to help students gain the skills necessary to be prepared for college.

How Are We Doing?

- PUSD seniors have performed significantly better than other seniors in California in the **California High School Exit Exam**, with scores of 94% in English/Language Arts (69%/66%) and 89% (48%/43%) In Mathematics. The State stopped testing the class of 2004 last Spring, when the requirement date for passing the test was moved to 2006).
- Indicators for college success include performance on the **Scholastic Aptitude Test (SAT)**. PUSD students had an average total score of 1097 with 63% of the students tested compared to San Diego County students' 1028 total score and 41% tested.
- 818 high school students received **Governor's Award Scholarships** of \$1,000 each for college for their high school performance on the California Standards Tests.
- **Academic Performance Indicators (API)** in state testing showed 18 of 21 elementary schools scoring greater than the statewide target of 800, 18 of 20 elementary schools show growth since 1999, 5 of 5 middle schools scored greater than 800, 5 of 5 middle schools met growth targets. However, None scored greater than 800 and 1 of 3 showed growth. Each of Poway Unified School District comprehensive high school was ranked in the top 10% statewide.
- **Course (a thru g) requirements** for entrance into the UC and CSU systems were completed by 53.1% of PUSD students, with several subgroups as low as 35% completion. A district target is to increase the percentage for all students.
- **Advanced Placement Courses** is another college readiness area. Currently 29% of the students presently complete these courses. A district target is to increase the enrollment in these classes, to 50% which will give students a strong foundation for college level classes.

DID YOU KNOW? Beginning with the Class of 2006, each student must pass the CALIFORNIA HIGH SCHOOL EXIT EXAM to receive a high school diploma.

DID YOU KNOW? To pass the federal government's NO CHILD LEFT BEHIND provisions all 47 measures must be met.

2003-2004 PUSD State of the District Report

STUDENT PERFORMANCE

Introduction

Student performance in school can be measured in many ways. In the classroom, teachers continuously assess student performance and provide constructive feedback. Some assessments look ahead and are integral to the teaching and learning process. These are called "formative" assessments. For the purposes of this report, summative measures of student progress are used. Summative measures provide a comprehensive look back and allow useful comparisons to be made. District goals and performance targets are written using summative measures.

How This Report Is Organized

The student performance section of the 2003-2004 *State of the District Report* is divided into three parts and reflects the district's academic achievement goals and targets:

- **District Targets:** Poway Unified has identified key measures to track progress toward its goal to *"Increase achievement for all students through a comprehensive literacy effort"*. These measures consist of a combination of statewide assessments and district measures. Statewide measures include the STAR (State Testing Accountability and Reporting Test) and the California High School Exit Exam (CAHSEE). A major portion of the STAR test is the California Standards Tests (CST). This test is unique to California and is designed to compare student knowledge and skills to a standard of performance established by the state. Students are expected to achieve a predetermined score to demonstrate proficiency. A level of "Proficient" or "Advanced" means that the student is on track for college entrance upon graduation.
- **College Readiness Targets:** The district has a strong commitment to prepare its graduates for success after high school. College Readiness Targets include successful completion of college preparation requirements and enrollment in at least one advanced placement course. The Scholastic Aptitude Test (SAT) and the results of entrance exams when entering the University of California and California State University systems also provide useful information about how well students are prepared for academic study after completing high school.
- **Other Assessments:**
 - ◆ **State Tests:** The California Achievement Test Sixth Edition (CAT-6) is a nationally normed test administered annually to students in grades 2-11. It measures student performance in reading, language arts, and mathematics. In 2003, the CAT-6 replaced the more familiar SAT-9 and its relative importance in California's testing program was reduced significantly. The CAT-6 compares students to each other, thereby permitting comparisons across the state and nation. Also in this section are the results of the California Physical Fitness Test which is taken annually by all students statewide enrolled in grades 5, 7, and 9. Additionally, about 7% of our students come to the district with limited English skills. These students take the California English Language Development Test (CELDT) each fall. The CELDT measures the development of each student's English/Language skills from year to year.
 - ◆ **District Measures:** The district uses other data sources to evaluate program effectiveness. In this section of the report there is information about student attendance rates, student suspensions and expulsions, and a graduate survey; each representative of the effect that programs have on student behavior or attitudes.

How This Report Is Organized

Within each section, information is displayed in four parts:

1. **“Notable Facts”** - General background and content about the measures. Often there are internet links to more in-depth information.
2. **“What Is Being Measured”** - A brief narrative explanation. The content is typically displayed in tables or graphs.
3. **“What The Results Show”** - A brief summary of the data presented, pointing out key findings.
4. **“Next Steps”** - School district growth targets and/or strategies to improve student performance as measured by these measures.

Major Findings

1. Achievement of Academic Standards

On tests that measure student performance as the percentage achieving a desired standard such as the California Standards Test and the California High School Exit Exam, significant numbers of students performed below expectation. However, there is a three-year trend of continuously higher performance and all Poway Unified School District groups and subgroups significantly out performed county and state averages. Students performed generally better in Language Arts than Mathematics

- Students performance declined after grade 7 in all areas
- Dramatic declines were evident in Mathematics beginning with Algebra with only one student in three achieving proficiency
- Dramatic declines were evident in Language Arts after grade 9

2. State and Nation Comparisons

When compared to state or national groups taking nationally administered tests such as the SAT and CAT-6, Poway Unified School District students scored much higher than students across the county, state, and nation. This finding applies to Poway Unified District students from every ethnic subgroup who scored higher than their counterparts on every measure of academic progress.

3. Performance from Elementary to High School

On indexed measures of schoolwide performance such as Adequate Yearly Progress and the Academic Performance Index, there is a pattern of declining scores from elementary to high school. The decline is a statewide phenomenon. However, all of Poway Unified School District comprehensive high schools remain in the top 10% statewide.

4. Subgroup Performance

Student performance was differentiated by ethnic group with no measurable closing of the achievement gap from grades 2-11. However, when targeted interventions such as AVID were in place, the performance of all subgroups improved significantly.

CALIFORNIA HIGH SCHOOL EXIT EXAM

DISTRICT TARGET:

- Improve the pass rate of 12th grade students achieving the basic passing scores on the California High School Exit Exam from 95% in English/Language Arts and 91% in Mathematics to 100% on each by 2006.

NOTABLE FACTS:

The class of 2006 will be required to pass the California High School Exit Exam to earn a high school diploma. State Education Code establishes minimum levels of performance on the English/Language Arts and Mathematics sections of the California High School Exit Exam. All students take the California High School Exit Exam for the first time in the 10th grade. Students failing to pass one or both sections of the test may retake it twice in the 11th grade, twice in 12th grade, and once after 12th grade to demonstrate proficiency. The requirement to pass the California High School Exit Exam was to take effect with the class of 2004. However in 2003, the State Board of Education delayed implementation of this requirement until 2006. For more information, visit the state web site: www.cde.ca.gov/statetests/cahsee/index.html.

WHAT IS BEING MEASURED:

The chart below shows the percentage of 2004 high school students that achieved a minimum passing score of 350 or better on each section of the California High School Exit Exam. Students in this report had up to three opportunities to take the California High School Exit Exam, beginning in 9th grade.

CALIFORNIA HIGH SCHOOL EXIT EXAM 12th Grade - Class of 2004 Percentage Passing

2003	12 th Grade Enrollment	ENGLISH/ LANGUAGE ARTS	MATHEMATICS
Poway Unified	2,486	94%	91%
San Diego County	31,811	69%	48%
California	385,181	66%	43%
Abraxas	227	74%	56%
Mt. Carmel	893	96%	90%
Poway High	751	94%	92%
Rancho Bernardo	766	94%	93%
Westview²			
Other¹	130	38%	34%

WHAT THE RESULTS SHOW:

Poway students had passing rates significantly higher than students across the state and county. Students performed better in English/Language Arts than in Mathematics. A small population at Abraxas Continuation High School had much lower passing rates compared to other Poway Unified high schools, but higher than both the state and the county. Passing rates among Poway's three comprehensive high schools were similar.

¹ Fewer than 1% of Poway Unified School District high school students did not attend one of four district high schools in 2003. They were enrolled in alternative schools, home schools, or special non-public schools.

² No students at that grade level.

CALIFORNIA HIGH SCHOOL EXIT EXAM

Subgroup Performance

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DISTRICT TARGET:

- Improve the pass rate of 12th grade students achieving the basic passing scores on the California High School Exit Exam from 95% in English/Language Arts and 91% in Mathematics to 100% on each by 2006.

WHAT IS BEING MEASURED:

The chart below shows the percentage of 2004 high school students that achieved a passing score of 350 in each section of the California High School Exit Exam (CAHSEE), after multiple attempts since 2001. Results in the report are separated by subgroups.

CALIFORNIA HIGH SCHOOL EXIT EXAM Percentage of All Students Passing-Class of 2004

California High School Exit Exam - 2002	English/ Language Arts	Mathematics
Poway Unified	94%	91%
Ethnicity		
African American	83%	72%
Asian	93%	95%
Filipino	93%	88%
Hispanic	86%	73%
White	96%	92%
English Fluency		
English Language Learners	81%	81%
Parent Income		
Economically Disadvantaged	82%	72%
Special Education		
Students Receiving Special Education Services	65%	45%

WHAT THE RESULTS SHOW:

Within the Poway Unified School District, not all subgroups performed the same. African American and Hispanic students had passing rates that were significantly lower than other ethnic groups. The differences in math for these groups were more pronounced. Asian students scored much better as a group in math. Students not yet fluent in English, students from low income families, and students enrolled in special education scored well below district averages.

NEXT STEPS:

Identify and implement effective programs, K-12, to ensure that all high school students successfully pass the CAHSEE. Develop alternative programs such as tutorials, preparation courses, extended school day, and summer school to assist students who have not passed the High School Exit Exam.

CALIFORNIA HIGH SCHOOL EXIT EXAM

College Readiness Scores

DISTRICT TARGET:

- Improve the initial pass rate of 10th grade students achieving college readiness passing scores on the California High School Exit Exam from 78% in English/Language Arts and 68% in Mathematics to 85% in English/Language Arts and 78% in Mathematics by 2006.

NOTABLE FACT:

In 2003, California adopted two different standards of performance that apply to the California High School Exit Exam (CAHSEE). The basic standard established a minimum passing score of 350 on each section of the test necessary to earn a high school diploma. (See these results on pages 16 and 17.) The higher standards for passing the same test, 384 for English/Language Arts and 372 for Mathematics, means that the student is on schedule to enter a four-year college or institution of higher learning upon graduation. The higher level is compliant with the national No Child Left Behind Act. Pursuant to No Child Left Behind, the higher standard is applied only to 10th grade students taking the California High School Exit Exam for the first time. (Also visit the No Child Left Behind web site at www.ed.gov/nclb/landing.jhtml?src=pb for information about No Child Left Behind and Adequate Yearly Progress.)

WHAT IS BEING MEASURED:

The chart below shows the percentage of 10th grade students who passed the California High School Exit Exam on their first attempt at the higher performance levels, 384 for English/Language Arts and 372 for Mathematics. These students are progressing academically at rates that should permit them to succeed in a four-year college after graduation from high school if they continue to make appropriate progress in 11th and 12th grade.

CALIFORNIA HIGH SCHOOL EXIT EXAM Percentage Passing-Class of 2005

	English/ Language Arts		Mathematics	
	#	%	#	%
Poway Unified	2,479	78%	2,574	68%
San Diego County	36,926	76%	40,194	57%
California	427,274	74%	475,696	53%
Abraxas	41	20%	71	19%
Mt. Carmel	558	79%	588	68%
Poway High	728	78%	755	71%
Rancho Bernardo	754	79%	755	71%
Westview	374	83%	373	66%
Other*	24	79%	32	53%

WHAT THE RESULTS SHOW:

Passing rates for Poway Unified were relatively high compared to the state or county. Students performed much better in English/Language Arts than in Mathematics. There were no significant differences between Poway Unified School District's comprehensive high schools. The district is collecting comparative data on continuation high schools.

* Fewer than 1% of Poway Unified School District's high school students do not attend one of the four district comprehensive high schools. They were enrolled in alternative schools, home schools, or special non-public schools.

CALIFORNIA HIGH SCHOOL EXIT EXAM

Subgroup Performance Class of 2005

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DISTRICT TARGET:

- Improve the initial pass rate of 10th grade students achieving college readiness passing scores on the California High School Exit Exam from 78% in English/Language Arts and 68% in Mathematics to 85% in English/Language Arts and 78% in Mathematics by 2006.

WHAT IS BEING MEASURED:

The Percentage of 10th grade students achieving a passing score at the higher performance level of 384 for English/Language Arts and 372 for Mathematics on their first attempt. Results in this report are separated by subgroup.

CALIFORNIA HIGH SCHOOL EXIT EXAM Percentage of Tenth Grade Students Passing-Class of 2005

California High School Exit Exam - 2003	Number Tested in Poway Unified	English/ Language Arts	Mathematics
Poway Unified	2,573	78%	68%
Ethnicity			
African American	91	70%	40%
Asian	282	79%	85%
Filipino	210	83%	66%
Hispanic	247	63%	43%
White	1,672	81%	72%
Other	71	65%	54%
English Fluency			
English Language Learners Current LEP and RFEP	262	58%	58%
Parent Income			
Economically Disadvantaged	236	53%	46%
Special Education			
Students Receiving Special Education Services	210	30%	20%

WHAT THE RESULTS SHOW:

There were significant differences in performance between subgroups. Female students performed much better than males in English/Language Arts when the higher performance levels were applied. African American and Hispanic subgroups achieved lower passing rates than other ethnic subgroups. This pattern is evident statewide and nationally. The variance was most evident in Mathematics. Passing rates of students from economically disadvantaged families, English Language Learners, and students enrolled in special education programs were well below district averages.

NEXT STEPS:

Revise and implement a coherent curriculum in grades K–10 in the areas of reading, writing, and mathematics. Support site-based efforts such as the Advancement Via Individual Determination program (AVID) to assist all students in the successful completion of a rigorous curriculum. Focus staff development programs on training teachers in effective teaching strategies, developing and understanding assessment, and meeting needs of culturally diverse learners.