

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. Summative measures provide a comprehensive look back and allow useful comparisons to be made. For the purposes of this report, summative measures of student progress are used. District goals and performance targets are written using summative measures.

How This Report is Organized

The student performance section of the 2006 *State of the District Report* is divided into three parts and reflects the district’s academic achievement goals and targets:

- **Academic Achievement:** Poway Unified has identified key measures to monitor 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 predetermined scores 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-I) 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 high school.
- **Other Assessments:**
 - ◆ **California English Language Development Test (CELDT):** About 7% of our students come to the district fluent in a language other than English and 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. The test results can be found in this section of the report.
 - ◆ **California Physical Fitness Test:** The California Physical Fitness is taken annually by all students statewide enrolled in grades 5, 7, and 9.
 - ◆ **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 effects that programs have on student behavior or attitudes.

2005-2006 PUSD State of the District Report Report Information

How Information is Displayed

Within each section, information is displayed in five parts:

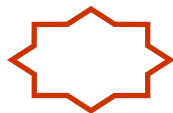
- Notable Facts** - General background and content about the measures. Often there are internet links to more in-depth information.
- What Is Being Measured** - A brief narrative explanation. The content is typically displayed in tables or graphs.
- What The Results Show** - A brief summary of the data presented, pointing out key findings.
- Next Steps** - School district growth targets and/or strategies to improve student performance.
- Icons** - Throughout the report icons are used to highlight information that directly relates to district initiatives and targets:



College Readiness targets—Several district initiatives and targets relate to college readiness. These are noted by the red icon.



Closing the Achievement Gap—All district goals include a districtwide effort to reduce the performance gaps between ethnic groups, English language learners, special education students, and students from economically disadvantaged homes. The blue icon denotes these sections of the report



Target achieved—In year three of a six-year effort, some targets are being achieved. These high points are noted by this symbol.

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, 47 of 47 measures must be met.

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 parents, teachers, school staff, students, 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 State of the District Report will be updated throughout the year, with links to provide additional information in particular sections.

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. The State of the District Report reflects targets the district has established to increase the number of students taking college prep, honors, and advanced placement classes. The College Readiness Icon on the right will highlight sections of this report that are key indicators of progress related to the College Readiness Initiative.



How Are We Doing?

- **Ninty-four percent of Poway Unified School District's 10th graders passed the California High School Exit Exam in 2005 on their very first attempt.** This performance was much better than students across the state (74%-76%). Those who did not pass have five more opportunities to pass during their junior and senior years.
- **Poway Unified School District SAT-I scores improved** for the third consecutive year (and the 8th time out of the last 9 years) elevating PUSD students to an all-time high of 1122 in 2005 while at the same time, increasing participation to 67%. All subgroups out-performed their counterparts' scores across the state and nation.
- **Academic Performance Indicators (API) for all PUSD improved** for the 4th consecutive year from 835 in 2004 to 849 in 2005. Twenty-one of 22 elementary schools scored greater than the statewide target of 800. Five middle schools scored greater than 800, exceeding state targets. Each of Poway Unified School District's comprehensive high schools met its growth target, and all four exceeded the state target of 800. Eleven schools ranked among California's top 17%. Lifted by significant gains in similar school rankings, eleven Poway Unified schools achieved status as 10/10 schools. Districtwide, 26 schools improved similar school ranking, 20 earning a 10.
- **Advanced Placement Course Completion Increased** is another college readiness area. In 2005, the percentage of students completing at least one AP course with a grade C or better increased from 41% to 46%, the third consecutive year of increases. The district target in this college readiness area is to increase the enrollment in these classes to 50% by 2008, which will give more students a strong foundation for college level classes.
- **Ninety-eight percent of PUSD seniors passed CAHSEE with two more attempts remaining.** As of March 2006, with two more administrations of the CAHSEE scheduled, 98% of the graduates of 2006 have passed the test.

2005-2006 PUSD State of the District Report

MAJOR FINDINGS

Major Findings

1. College Readiness Indicators Improving

The district is making significant progress on all college readiness indicators. Specifically, higher participation rates in college preparatory classes, advanced placement courses, SAT, and PSAT have resulted in improved performance on high school exit exams and college placement tests. The district appears to be on pace to achieve its college readiness targets by 2008.



2. Performance on Major Student Performance Indexes Remains High

On state and national indexes of schoolwide performance such as Adequate Yearly Progress (AYP) and the state's Academic Performance Index (API), Poway Unified School District achieved all-time highs in 2005. The API at every level increased to all-time highs, well above the state's goal of 800. In 2005, 31 of 32 eligible schools achieved Adequate Yearly Progress (AYP) targets. Similar school rankings improved for the third consecutive year to an average of 6.7 on a 10 point scale. Seventeen schools posted gains in Similar School ranking compared to 2004.

3. Achievement of Academic Standards On Track

Gains from 2004 to 2005 put the district on track to achieve its 2008 targets related to the mastery of California Academic Standards. On state tests that measure student performance as the percentage achieving California Academic Standards, nearly every grade level recorded gains from 2004 to 2005 in English/language arts and mathematics. In English/language arts, eight of ten grade levels recorded all-time highs in the percentage of students proficient or advanced. In mathematics, seven of ten grade levels posted all-time high scores. More importantly, there is a four-year trend of continuously higher performance for all subjects and all subgroups. In spite of these gains, 25-30 percent of Poway Unified School District students performed below expectations in 2005.

4. State and National Comparisons Favorable

When compared to state or national groups taking nationally scored tests such as the SAT-I and Advanced Placement Exams, Poway Unified students scored much higher than students across the county, state, and nation. This finding applies to Poway Unified School District students from every ethnic subgroup who scored higher than their counterparts on every measure of academic progress in 2005.

5. Low Socio-economic Subgroup Reveals Performance Problems

Student performance on district, state, and national assessments was differentiated by socio-economic status. Two of three students from low socio-economic status (SES) families in Poway Unified School District under-performed in 2005. The performance of subgroups most heavily represented in the low SES category (African American, Hispanic, Limited English speakers) fell significantly below district averages. Compared to their subgroups across the state and nation, Poway Unified students scored higher than their counterparts on every measure of performance.

