

Introduction

Student performance in school can be measured in many ways. In the classroom, teachers continuously monitor 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 2006-2007 *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 are 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 performance 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 completion of at least one advanced placement course. The Scholastic Aptitude Test (SAT-I), American College Testing program (ACT), and the results of college 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 beyond high school.
- **Other Assessments:**
 - ◆ **California English Language Development Test (CELDT):** About 9% of our students come to the district fluent in a language other than English and with limited English skills. The CELDT measures the development of each student's English language skills from year-to-year.
 - ◆ **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, suspensions and expulsions, and a graduate survey; each representative of the effects that programs have on student behavior or attitudes.

2006-2007 PUSD State of the District Report Report Information

How Information is Displayed

Within each section, information is displayed in five parts:

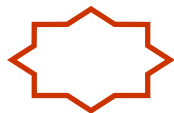
- Notable Facts** - General background and content about the measures. Often there are internet links to more in-depth information.
- What Is Being Measured** - A brief narrative explanation. The content is typically displayed in tables or graphs.
- What The Results Show** - A brief summary of the data presented, pointing out key findings.
- Next Steps** - School district growth targets and/or specific 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 four 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.