

2006-2007 PUSD State of the District Report LOOKING AHEAD

Continuing the Momentum

The district has made excellent gains on almost every academic measure first established in 2002-2003. With a passing rate of 99.97% for students in the graduating class of 2006, the district nearly achieved its 2006 target for all students to pass the California High School Exit Exam (CAHSEE), missing by only five students. The district eliminated the achievement gap between ethnic subgroups on the CAHSEE in 2006. One hundred percent of the district's African American, Asian, and Filipino students passed the CAHSEE, making them eligible for a school diploma. The two students to not pass the CAHSEE were limited English speakers.

The district is on track to achieve most, if not all, of its targets for 2008. College readiness targets that include performance on the SAT-I, participation in Advanced Placement (AP) courses and completion of the UC/CSU systems a-g college preparedness requirements were nearly achieved in 2006. District-wide attainment of the California Academic Standards targets for students in grades 2-11, as measured by performance on California Achievement Tests, appear to be reachable by 2008.

Therefore, it is time for the district to review and revise current goals and consider the adoption of new targets beyond 2008.

- **Revisit the 2002 strategic plan**

- ◆ Revise and update current targets
- ◆ Consider new targets

- **Revisit the achievement gap**

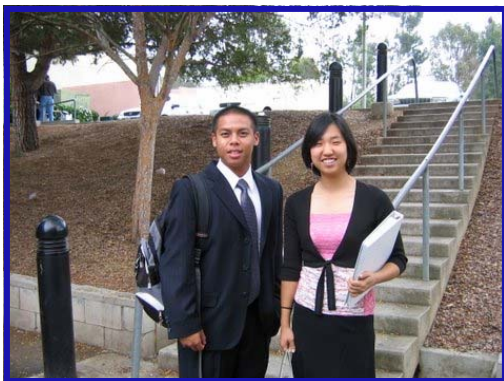
Data indicate that student performance is not only differentiated by ethnicity, but by sub-groups that cut across ethnic identity such as family income level and English language proficiency. District goals need to go beyond ethnic identity and identify other causes for differences in student performance within subgroups and put in place appropriate student support structures.

- **Increase efforts to differentiate instruction**

As student performance data become more immediately available to teachers and students, classrooms are rich with information useful to help individual students achieve more. New strategies must be implemented that allow students and teachers to more immediately respond to information about student achievement.

- **Systematic Intervention Strategies**

Utilize the information system to monitor and record the impact of instructional interventions for students who need remedial or supplementary support and measure the effectiveness of each intervention.



High school students complete their senior project presentations in June, 2006.