

## DISTRICT TARGET:

- Improve the pass rate on the California High School Exit Exam from 91% in English/Language Arts and 88% in Mathematics to 100% on each by 2006.

## NOTABLE FACTS:

The class of 2006 will be the first class in California required to pass the California High School Exit Exam (CAHSEE) in order 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 are required to take the California High School Exit Exam for the first time in the 10<sup>th</sup> grade. Students failing to pass one or both sections of the test may retake it twice in the 11<sup>th</sup> grade and three times in 12<sup>th</sup> grade, to demonstrate proficiency. Next year's *State of the District Report* will include a thorough analysis of how the class of 2006 performed on this goal. For more information, visit the state web site: [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/).

## WHAT IS BEING MEASURED:

The chart below shows the percentage of students in the class of 2007 that achieved a passing score on each section of the California High School Exit Exam on their first attempt. Scores for 2004 and 2005 are included.

**CALIFORNIA HIGH SCHOOL EXIT EXAM**  
**First Time Pass Rate**  
**Classes of 2006 and 2007**

	ENGLISH/LANGUAGE ARTS		MATHEMATICS	
	Class of 2006	Class of 2007	Class of 2006	Class of 2007
<b>Poway Unified</b>	93%	94%	93%	95%
<b>San Diego County</b>	79%	80%	78%	79%
<b>California</b>	75%	76%	74%	74%
<b>Abraxas</b>	55%	71%	45%	63%
<b>Mt. Carmel</b>	93%	94%	94%	97%
<b>Poway High</b>	91%	93%	93%	95%
<b>Rancho Bernardo</b>	94%	95%	95%	97%
<b>Westview</b>	94%	95%	92%	95%
<b>Poway Programs<sup>1</sup></b>	92%	88%	76%	81%

## WHAT THE RESULTS SHOW:

Poway students achieved passing rates significantly higher than students across the county and state.

- Students performed equally well in English/Language Arts and Mathematics.
- A small population at Abraxas Continuation High School had much lower passing rates compared to other Poway Unified high schools.
- Passing rates among Poway's four comprehensive high schools were similar.

<sup>1</sup> Fewer than 1% of Poway Unified School District high school students did not attend one of four district high schools in 2005. They were enrolled in alternative schools, home schools, or special non-public schools.

# CALIFORNIA HIGH SCHOOL EXIT EXAM

## Subgroup Performance

### DISTRICT TARGET:

- Improve the pass rate on the California High School Exit Exam from 91% in English/Language Arts and 88% in Mathematics to 100% on each by 2006.

### WHAT IS BEING MEASURED:

The district's goal is for all students to pass the California High School Exit Exam. To more closely evaluate student performance, results are disaggregated by ethnic group, English fluency, income level, and special education to better determine student needs and program effectiveness.



### WHAT THE RESULTS SHOW:

- Within the Poway Unified School District, not all subgroups performed the same.
- System-wide gains were generally realized by all subgroups. Asian students scored better as a group. African American, Hispanic, Asian, and Filipino groups closed the Achievement Gap significantly in 2005.
- Students not yet fluent in English, students from low income families, and students enrolled in special education scored well below district averages.
- Analysis of individual student data reveals that limited English proficiency, Special Education, and Economically Disadvantaged are the primary factors affecting students not passing the high school exit exam regardless of racial/ethnic identification.

### CALIFORNIA HIGH SCHOOL EXIT EXAM

#### Classes of 2006 and 2007

#### Percentage of All Students Passing

	English/Language Arts		Mathematics	
	Class of 2006	Class of 2007	Class of 2006	Class of 2007
<b>Poway Unified</b>	93%	94%	93%	95%
<b>Ethnicity</b>				
African American	75%	85%	74%	87%
Asian	96%	94%	97%	98%
Filipino	91%	94%	94%	97%
Hispanic	79%	85%	81%	84%
White	95%	95%	95%	96%
<b>English Fluency</b>				
English Language Learners	53%	54%	66%	79%
<b>Parent Income</b>				
Economically Disadvantaged	79%	77%	81%	83%
<b>Special Education</b>				
Students Receiving Special Education Services	67%	70%	70%	77%

### NEXT STEPS:

Implement effective programs, to ensure that all students successfully pass the CAHSEE. Develop alternative intervention programs such as tutorials, preparation courses, extended school day, and summer school to assist students who have not taken or not yet passed both parts.

# CALIFORNIA HIGH SCHOOL EXIT EXAM

## College Readiness Scores

### DISTRICT TARGET:

- Improve the initial pass rate of 10<sup>th</sup> 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 2008.

### 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 19 and 20.) The higher standards for passing the same test (380 on each section) require students to be on schedule to enter a four-year college or institution of higher learning upon graduation if they continue learning at the same rate. The college readiness level is compliant with the national No Child Left Behind Act. Pursuant to No Child Left Behind, the higher standard is applied only to 10<sup>th</sup> 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](http://www.ed.gov/nclb/landing.jhtml?src=pb) for information about No Child Left Behind and Adequate Yearly Progress or [www.cde.ca.gov/nclb/.](http://www.cde.ca.gov/nclb/))

### WHAT IS BEING MEASURED:

The chart below shows the percentage of 10<sup>th</sup> grade students who passed the California High School Exit Exam on their first attempt at the college readiness performance level (380). These students are progressing academically at rates that should permit them to succeed in four-year colleges after graduation from high school if they continue to make appropriate progress in 11<sup>th</sup> and 12<sup>th</sup> grades.

### CALIFORNIA HIGH SCHOOL EXIT EXAM College Readiness Scores Percentage Passing-Class of 2007

	English/ Language Arts		Mathematics	
	2004	2005	2004	2005
<b>10<sup>th</sup> Graders</b>				
<b>Poway Unified</b>	75%	73%	72%	73%
<b>San Diego County</b>	n/a	n/a	n/a	n/a
<b>California</b>	n/a	n/a	n/a	n/a
<b>Abraxas*</b>	24%	30%	20%	13%
<b>Mt. Carmel</b>	77%	73%	75%	75%
<b>Poway High</b>	75%	73%	73%	77%
<b>Rancho Bernardo</b>	75%	78%	74%	74%
<b>Westview</b>	76%	76%	72%	72%
<b>Other*</b>	49%	54%	27%	30%

### WHAT THE RESULTS SHOW:

- Students performed the same in English/Language Arts and Mathematics in 2005.
- State and County percentages for this measure are not available.
- More students at Rancho Bernardo High and Westview achieved the 380 benchmark in English/Language Arts. Poway High and Mt. Carmel had more students achieve College Readiness Level in Mathematics.
- Overall performance on this measure declined slightly from 2004 to 2005 in English/Language Arts and improved slightly in Mathematics.



\* 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

### DISTRICT TARGET:

- Improve the initial pass rate of 10<sup>th</sup> 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 2008.

### WHAT IS BEING MEASURED:

The percentage of 10<sup>th</sup> grade students achieving a passing score at the college readiness level of 380 for each section 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 2007

California High School Exit Exam	English/Language Arts				Mathematics			
	2003	2004	2005	2008 Target	2003	2004	2005	2008 Target
Poway Unified	78%	75%	73%	85%	68%	72%	73%	78%
<b>Ethnicity</b>								
African American	70%	50%	50%	85%	40%	38%	38%	78%
Asian	79%	83%	82%	85%	85%	90%	89%	78%
Filipino	83%	71%	71%	85%	66%	68%	67%	78%
Hispanic	63%	57%	57%	85%	43%	49%	49%	78%
White	81%	78%	77%	85%	72%	75%	75%	78%
Other	65%	67%	70%	85%	54%	76%	66%	78%
<b>English Fluency</b>								
English Language Learners Current LEP and RFEP (99)	58%	59%	47%	85%	58%	51%	58%	78%
<b>Parent Income</b>								
Economically Disadvantaged (237)	53%	42%	50%	85%	46%	50%	50%	78%
<b>Special Education</b>								
Students Receiving Special Education Services	30%	30%	28%	85%	20%	29%	27%	78%

### WHAT THE RESULTS SHOW:

 In year three of a six-year effort, this district target has been achieved.

- Poway students did not make significant progress on this measure of college readiness in 2005.
- English/Language Arts scores have declined since 2003.
- Scores in Mathematics increased five percentage points since 2003; one point from 2004 to 2005.
- Subgroup scores show slightly positive trends in mathematics and negative trends in English/Language Arts.



### NEXT STEPS:

While much emphasis has been placed on the target for 100% of our students to pass the test at the minimal level (350), less has been done to assure that college-bound students excel. Increased focus on the CAHSEE as a measure of college readiness is needed.