

## DISTRICT TARGET:

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of Proficient and Advanced on the California Standards Tests as follows:

Grade Span	English/Language Arts	Mathematics
	2008 Target	2008 Target
2-5	80%	80%
6-8	76%	70%
9-11	65%	60%

## NOTABLE FACTS:

The California Standards Tests (CST) are a component of the State Testing, Accountability, and Reporting program (STAR). They are comprised of tests in reading, language arts, and general mathematics for grades 2-7. In grades 8-11, tests are specific to the courses in which each student is enrolled and may include, in addition to reading and language arts, course-specific math, science, and social science/history tests. The California

Standards Tests were developed by the state to assess student achievement of the California State Academic Standards. In California, the performance standard is based on readiness to pass college entrance exams administered to freshmen entering the University of California or California State University system. Results are reported in five student performance levels established by the state.

Students may score *Far Below Basic*, *Below Basic*, *Basic*, *Proficient*, or *Advanced*. Students are considered to be meeting state standards and on target to pass college entrance exams when their scores fall into the performance ranges of *Proficient* or *Advanced*. For more information on the CST portion of the STAR, visit the web site at [www.cde.ca.gov/statetests/](http://www.cde.ca.gov/statetests/).



## WHAT SUBJECTS THE CALIFORNIA STANDARDS TESTS COVER:

California Standards Tests Subject Areas Tested in 2005										
Subject Areas	Levels									
	2	3	4	5	6	7	8	9	10	11
English/Language Arts	x	x	x	x	x	x	x	x	x	x
Mathematics	x	x	x	x	x	x				
General Mathematics (2-7)							x			
Algebra I							x	x	x	x
Geometry							x	x	x	x
Algebra II								x	x	x
Writing			x			x				
Science				x						
History/Social Science							x		x	x
World History									x	
United States History										x
Earth Science								x	x	x
Biology/Earth Science								x	x	x
Physics									x	x
Chemistry									x	x

# CALIFORNIA STANDARDS TESTS

## DISTRICT TARGET:

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of Proficient and Advanced on the California Standards Tests.

## WHAT IS BEING MEASURED:

The table below shows progress toward specific targets that the district has established to be accomplished by 2008. Progress is shown from 2003 to 2005, with the target score for 2008. Scores reflect the percentage of students determined to be Proficient or Advanced on the California Standards Tests. Results are organized by grade span: 2-5 elementary, 6-8 middle school, and 9-11 high school, because district goals are stated similarly see page 23.

### California Standards Tests Grade Span Results—2003-2005 Proficient and Advanced Scores

	English/Language Arts				Mathematics			
	2003	2004	2005	By 2008	2003	2004	2005	By 2008
2-5	69%	68%	73%	80%	72%	72%	76%	80%
6-8	66%	66%	72%	76%	58%	59%	65%	70%
9-11	60%	58%	66%	65%	32%	24%	34%	60%



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

## WHAT THE RESULTS SHOW:

English/Language Arts: Students in all grade spans made significant gains in 2005. Elementary grades reversed a one-year decline. Students appear to be on track to achieve the 2008 targets. High school students achieved a portion of their 2008 target in 2005.

Math: Significant gains were realized for all grade spans and all subgroups in 2005. The general performance of students in grades 9-11 remained extremely low, even after a ten percent gain in 2005. Students in grades 2-8 appear to be on track to achieve their respective targets for 2008.

## DISTRICT TARGET:

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of Proficient and Advanced on the California Standards Tests.

## WHAT IS BEING MEASURED:

The chart below compares PUSD's grade spans to the performance of San Diego County and California on the same tests for 2005.

California Standards Tests 2005  
Percent Proficient and Advanced Students

Grade Span	English/Language Arts			Mathematics		
	Poway Unified School District	San Diego County	State	Poway Unified School District	San Diego County	State
2-5	<b>73%</b>	46%	41%	<b>76%</b>	57%	51%
6-8	<b>72%</b>	45%	40%	<b>65%</b>	40%	36%
9-11	<b>66%</b>	42%	39%	<b>34%</b>	19%	20%

## WHAT THE RESULTS SHOW:

At every level, students in Poway Unified scored well above their counterparts in San Diego County and California. As students progress from elementary school to middle and high school, there is a decline in the percent proficient; this is particularly evident in the area of mathematics. Similar declines are evident across the state. There is considerable room for improved achievement in Poway Unified School District in both subject areas and at every level.

# CALIFORNIA STANDARDS TESTS

## DISTRICT TARGET:

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of Proficient and Advanced on the California Standards Tests.

Grade Span	English/Language Arts	Mathematics
	By 2008	By 2008
2-5	80%	80%
6-8	76%	70%
9-11	65%	60%



## WHAT IS BEING MEASURED:

The district target specifies that all subgroups achieve at the college readiness targets. Scores for subgroups are shown in the table below.

**California Standards Tests  
Percent Proficient and Advanced 2004—2005  
Grades 2 - 11**

	English/Language Arts			Mathematics		
	2004	2005	By 2008	2004	2005	By 2008
Low Socio-economic	43%	35%	See chart above	32%	36%	See chart above
African American	54%	50%	See chart above	30%	37%	See chart above
Asian	77%	79%	See chart above	66%	77%	See chart above
Filipino	62%	66%	See chart above	52%	70%	See chart above
Hispanic	50%	50%	See chart above	27%	43%	See chart above
White	66%	73%	See chart above	55%	60%	See chart above



## WHAT THE RESULTS SHOW:

**English/Language Arts:** Asian, Filipino, and white students made measurable gains in 2005. Analysis of subgroup performance indicates a widening of the achievement gap in 2005, as the scores of lower performing groups declined.

**Math:** Significant gains were realized for all subgroups in 2005. Asian and Filipino subgroups stayed well above all others. Hispanic and African American students made significant gains in 2005, but the achievement gap persisted as all subgroups showed improvements.

# CALIFORNIA STANDARDS TESTS

## English/Language Arts

### DISTRICT TARGET:

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of Proficient and Advanced on the California Standards Tests listed on page 23.

### WHAT IS BEING MEASURED:

This report shows the percentage of students at each grade level that achieved Proficient or Advanced over the last three years on the English/Language Arts portion of the California Standards Tests. Results are separated by district, county, and state. Students who are proficient or advanced are on track to pass University of California and California State University college entrance exams should they continue to make appropriate progress.



### California Standards Tests English/Language Arts Grade Level Results 2003-2005

Grade	POWAY UNIFIED SCHOOL DISTRICT			SAN DIEGO COUNTY			STATE		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>TOTALS</b>	66%	66%	<b>70%</b>	40%	41%	<b>45%</b>	35%	35%	<b>40%</b>
2	69%	66%	<b>71%</b>	43%	42%	<b>48%</b>	36%	36%	<b>42%</b>
3	66%	63%	<b>64%</b>	39%	37%	<b>37%</b>	33%	30%	<b>31%</b>
4	74%	72%	<b>80%</b>	45%	45%	<b>54%</b>	39%	40%	<b>47%</b>
5	68%	72%	<b>75%</b>	41%	46%	<b>49%</b>	36%	40%	<b>43%</b>
6	71%	68%	<b>69%</b>	42%	42%	<b>44%</b>	36%	36%	<b>38%</b>
7	68%	71%	<b>74%</b>	41%	42%	<b>49%</b>	36%	36%	<b>43%</b>
8	60%	62%	<b>71%</b>	36%	37%	<b>44%</b>	30%	33%	<b>39%</b>
9	66%	67%	<b>72%</b>	43%	43%	<b>48%</b>	38%	37%	<b>43%</b>
10	59%	60%	<b>62%</b>	37%	39%	<b>38%</b>	33%	35%	<b>36%</b>
11	53%	58%	<b>58%</b>	36%	36%	<b>38%</b>	32%	32%	<b>36%</b>



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

### WHAT THE RESULTS SHOW:

Performance in English/Language Arts improved statewide in 2005. Poway Unified School District scores, as measured by percent Proficient/Advanced, improved in 9 of 10 grade levels compared to 2004. Increases in grades 4 and 8 were most noteworthy. Poway Unified School District scores continued to far exceed county and state averages. Significant numbers of students not proficient/advanced remained. Grade 4 and 9 have reached a portion of their district targets for 2008. Other grades are on pace to reach the 2008 targets.

### NEXT STEPS:

Continue to align instruction with a coherent curriculum in reading and writing. Focus staff development on implementing a new language arts program and a comprehensive writing program.

# CALIFORNIA STANDARDS TESTS

## Mathematics

### DISTRICT TARGET:

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of Proficient and Advanced on the California Standards Tests listed on page 23.

### WHAT IS BEING MEASURED:

This table displays the percentage of students at each grade level that achieved the targeted performance levels of Proficient and Advanced over the last three years on the California Standards Mathematics Test. In California, the performance level proficient is based on readiness to pass college entrance exams administered upon entry to University of California or California State University system. Beginning with algebra, math tests are specific to algebra, geometry, or advanced algebra. Students who have completed all three courses take the High School Mathematics Test, a general survey of high school math through advanced algebra.

### WHAT THE RESULTS SHOW:

- Performance on the mathematics portion of the CST improved statewide at every grade level.
- San Diego County students performed better than students statewide and students from Poway Unified School District scored significantly higher than both in 2005.
- Poway Unified School District scores improved in 8 of 10 grade levels in 2005, led by significant gains at grades nine (+10), eight (+7), and ten (+6).
- Overall, the trend is toward steadily improving performance over the last three years.

### California Standards Tests Mathematics Grade Level Results 2003-2005

Grade	POWAY UNIFIED			COUNTY			STATE		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
All PUSD	56%	56%	60%	37%	36%	35%	35%	34%	38%
2	79%	78%	83%	57%	57%	63%	53%	51%	56%
3	72%	74%	78%	51%	55%	61%	46%	48%	54%
4	71%	72%	72%	49%	50%	55%	45%	45%	50%
5	66%	66%	70%	39%	41%	49%	35%	38%	44%
6	64%	62%	67%	39%	39%	45%	34%	35%	40%
7	59%	65%	66%	34%	38%	41%	30%	33%	37%
8	50%	55%	62%	29%	30%	34%	29%	30%	31%
9	32%	33%	43%	22%	21%	25%	23%	21%	23%
10	34%	23%	29%	18%	14%	17%	20%	17%	19%
11	30%	26%	26%	17%	12%	14%	18%	12%	16%



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

### NEXT STEPS:

Continue to align instruction and pacing with a coherent curriculum in mathematics, grades K-12. Create a comprehensive staff development program focused on implementing effective teaching strategies in mathematics beginning in elementary school with an emphasis on algebraic thinking. Investigate reason for significant declines as students enter algebra in grades 8 and 9.

# CALIFORNIA STANDARDS TESTS Subgroup Performance

## DISTRICT TARGET:

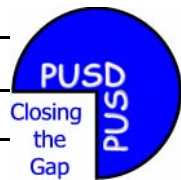
- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of Proficient and Advanced on the California Standards Tests listed on page 23.

## WHAT IS BEING MEASURED:

The percentage of students achieving the levels of Proficient and Advanced in 2005. Results are reported by subgroup. Districtwide percentages are provided to facilitate comparisons

## California Standards Tests — Proficient and Advanced By Subgroup 2005

California Standards Test - 2005	# Tested	English/ Language Arts	# Tested	Mathematics
<b>Poway Unified</b>	<b>24,966</b>	<b>70%</b>	<b>24,531</b>	<b>60%</b>
<b>Ethnicity</b>				
African American	780	50%	751	37%
Asian	3,454	79%	3,429	77%
Filipino	1,698	66%	1,671	70%
Hispanic	2,410	50%	2,359	43%
White	15,780	73%	15,176	60%
<b>English Fluency</b>				
English Language Learners Current EL and Reclassified	3,298	48%	3,240	52%
<b>Parent Income</b>				
Economically Disadvantaged	2,449	34.7%	2,363	36%
<b>Special Education</b>				
Students Receiving Special Education Services	2,658	33%	2,262	30%



## WHAT THE RESULTS SHOW:

Students generally performed better in English/Language Arts than in Mathematics. Asian students scored well above district averages, while African American and Hispanic students scored well below the district averages in each area. Students from low-income families and students enrolled in special education classes fell below district averages. Limited English speakers performed better in Mathematics than in English/Language Arts. District averages are influenced by the large white population.

## NEXT STEPS:

Increase efforts to provide differentiated instructional programs for students at risk of not being proficient on the California Standards Tests. Continue to align materials and instruction to state standards.