



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2004 AGENDA

SUBJECT Standardized Testing and Reporting (STAR) Program: Release of the 2004 Test Results	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
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RECOMMENDATION

Receive report of 2004 STAR results and take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

- State Board of Education (SBE) designated the norm referenced California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) for use in the STAR Program, beginning with the 2003 administration.
- In 2003 all CSTs were administered as “stand alone” tests.
- In 2003 CST in history-social science changed from a 9th grade to an 8th grade administration. The 2004 test administration will have results for these tests in grades 8, 10, and 11.
- First administration of the 5th grade science test in 2004 and development begins for the comprehensive science test for grades 8 and 10 to meet No Child Left Behind requirements.

SUMMARY OF KEY ISSUES

STAR 2004 Test Administration

STAR is made up of the following tests:

- California Standards Tests (CSTs)
- California Alternate Performance Assessment (CAPA)
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

SUMMARY OF KEY ISSUES

The annual CST-CAT/6 Survey testing, which began in the third week of February, is 99 percent complete. There are five districts that have late test schools that were scheduled to have completed testing after June 25, 2004. To ensure consistency with the release of Adequate Yearly Progress (AYP) and the Academic Performance Index (API), which occurred on August 31, 2004, all STAR test results were posted on August 16, 2004, regardless of the completeness of the data for a particular district. The student results for districts with incomplete data will be included in a second Internet posting in mid-September.

Districts began receiving the 2004 results the week of July 19, 2004. The delivery of the new STAR Student Reports to districts began July 28, 2004. Parents/guardians should receive the Student Reports in August and September 2004.

More than 4.8 million students were tested as part of the 2004 STAR Program. New features include Grade 5 California Science Standards Test which was added to the Program this year, and reports have been combined so that districts will receive summary reports that include both the California Standards Tests (CSTs) and the California Alternate Performance Assessment (CAPA) results.

Attached is the STAR Reporting 2004 Summary Results that is developed for county offices of education, school districts, and schools. Additionally, the California Department of Education (CDE) has made available a number of tables providing information on the 2004 results.

FISCAL ANALYSIS (AS APPROPRIATE)

All items presented in this program update are currently funded under contracts with CDE.

ATTACHMENT(S)

Attachment 1: [STAR Reporting 2004 Summary Results \(43 Pages\)](#)

Attachment 2: [2004 STAR Summary of Results \(14 Pages\)](#)



STAR

Standardized Testing and Reporting Program

Reporting 2004 Summary Results

Information Guide for Counties, School Districts, and Schools

August 2004

Prepared by
California Department of Education



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Introduction

Results of the 2004 Standardized Testing and Reporting (STAR) Program are scheduled to be posted on the Internet on August 16, 2004. Reports include summary results for the California Standards Tests (CSTs); the California Alternate Performance Assessment (CAPA); the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey); and the Spanish Assessment of Basic Education, Second Edition (SABE/2). The annual release of these results continues to generate a great deal of public interest.

The increasing emphasis on the CSTs, the second year of reporting results for the CAPA, and the use of CST and CAPA results in calculating school district and school Adequate Yearly Progress (AYP), as required by federal No Child Left Behind (NCLB) legislation, are generating many questions from public education's stakeholders. This packet provides information and materials needed by county offices of education, school districts, and schools to (1) access summary results on the Internet and (2) respond to questions from the public as they arise.



Key School District Testing and Reporting Dates for 2004 STAR Program

May 14, 2004	Last day for SABE/2 administration
	Last day for CAPA administration
10 working days after 85 percent of instructional year for any school or track	Last day for regular and makeup testing for the CSTs and the CAT/6 Survey administration
Within 5 working days after school district testing completed	School districts submit Certification of Compliance to California Department of Education (CDE)
Beginning July 20, depending on school district testing window	School districts receive 2004 reports
Within 20 working days after school district receives STAR Student Reports	School districts distribute STAR Student Reports (CSTs–CAT/6 Survey or CAPA) to parents/guardians
Within 5 working days after school district receives report of results	School districts submit notification of receipt of complete and accurate reports to CDE
August 2004	Reporting 2004 STAR Program Results to Parents/Guardians Assistance Packet posted on the Internet
August 12, 2004	Press briefing on 2004 STAR Program and California High School Exit Examination (CAHSEE) results
	Press Briefing Packet posted on the Internet
August 13, 2004	STAR and CAHSEE results sites open to press



August 16, 2004

State Superintendent of Public Instruction holds press conference and teleconference

Press release on 2004 STAR Program and CAHSEE results distributed to media, school districts, and county offices

Preliminary STAR Program results for schools, school districts, counties, and the state posted on the Internet (will include only schools and school districts that completed testing and submitted tests for scoring by July 1, 2004)

September 2004

Second Internet posting of STAR Program results to include schools and school districts that completed testing by July 30

December 2004

Final Internet posting of STAR Program results that will include demographic data corrections school districts made after the August and September 2004 Internet postings



Key Facts about the 2004 Standardized Testing and Reporting (STAR) Program

- The Standardized Testing and Reporting (STAR) Program was authorized through Senate Bill 376 in 1997.
- The STAR Program requires that all California public school students in grades two through eleven take a national norm-referenced achievement test in English each spring to measure achievement in basic academic knowledge and skills.
- The law requires that students in grades two through eight be tested in reading, language (writing), spelling, and mathematics. Students in grades nine through eleven are to be tested in reading, language, mathematics, and science; students in grades eight, ten, and eleven are to be tested in history-social science. Students in grade five also are to be tested in science. (A complete listing of the STAR Program tests given in 2004 in all grade levels is provided on page 6.)
- All test questions are reviewed by the State-wide Pupil Assessment Review Panel to ensure that questions do not ask students to reveal personal or family beliefs. Panel members are appointed by the Governor, the Legislature, and the State Superintendent of Public Instruction. A majority of the panel consists of parents whose children attend California public schools.
- In spring 2004, the STAR Program included four components, designated by the State Board of Education (SBE):
 - California Standards Tests (CSTs), produced for California public schools
 - California Alternate Performance Assessment (CAPA), produced for California public school students with significant cognitive disabilities
 - California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), published by CTB/McGraw-Hill
 - Spanish Assessment of Basic Education, Second Edition (SABE/2), published by CTB/McGraw-Hill
- The CSTs are aligned with state academic standards and include tests in English-language arts and mathematics in grades two through eleven; history-social science tests in grades eight, ten, and eleven; and science tests in grades five and nine through eleven. All CSTs use multiple-choice questions, except for grades four and seven that include a writing component in addition to multiple-choice questions.
- The CAPA was added in spring 2003 for students with significant cognitive disabilities who are unable to take the CSTs or the CAT/6 Survey.
- In addition to the tests given in English, Spanish-speaking English learners who had been enrolled in California public schools for fewer than 12 months took the SABE/2. Primary language testing is a school district option for students enrolled more than 12 months prior to testing.



STAR Program Tests Students Took in 2004

Test	Grade Levels Tested
CSTs	
English-Language Arts	All students in grades two through eleven
English-Language Arts Writing Component	All students taking grades four and seven tests, including students taking these tests out-of-level
Mathematics	All students in grades two through seven
General Mathematics	All students in grades eight and nine not enrolled in a standards-based mathematics course or enrolled in the first year of a two-year Algebra I course
Algebra I, Geometry, or Integrated Mathematics 1 or 2	Grade eight through eleven students enrolled in the course or who completed the course during this school year
Algebra II or Integrated Mathematics 3	Grade eight through eleven students enrolled in the course
Summative High School Mathematics	Grades nine and ten students who completed Algebra II or Integrated Mathematics 3 prior to the 2003–04 school year and grade eleven students who completed Algebra II or Integrated Mathematics 3 before testing began*
Science	All students in grade five
Earth Science, Biology, Chemistry, Physics or Integrated/Coordinated Science 1, 2, 3, or 4	Grade nine through eleven students who were enrolled in or had just completed a standards-based science course this school year
History-Social Science	All students in grades eight, ten, and eleven
CAT/6 Survey	
Reading, Language, and Mathematics	All students in grades two through eleven
Spelling	All students in grades two through eight
Science	All students in grades nine through eleven
CAPA	
English-Language Arts	Students enrolled in grades two through eleven, eligible for alternate assessment as documented in the student's Individualized Education Program (IEP)
Mathematics	Students enrolled in grades two through eleven, eligible for alternate assessment as documented in the student's IEP
SABE/2	
Reading, Language, Mathematics, and Spelling	All Spanish-speaking English learners in grades two through eleven enrolled in California public schools less than 12 months**
Word Analysis	Designated students in grades two through eleven
	Designated students in grades two and three

* This included students taking higher mathematics courses or no mathematics course.

** Students must also take the CSTs and the CAT/6 Survey in English.



Facts about the 2004 California Standards Tests (CSTs) and California Alternate Performance Assessment (CAPA)

The California Standards Tests (CSTs) are given to public school students in grades two through eleven as part of the state's Standardized Testing and Reporting (STAR) Program. Enacted into law in 1997, the STAR Program currently has three components in addition to the California Standards Tests (CSTs): the California Alternate Performance Assessment (CAPA); the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey); and the Spanish Assessment of Basic Education, Second Edition (SABE/2).

A Test for California Schools

- The CSTs and the CAPA, developed specifically for California public schools, are aligned with state-adopted academic standards that describe what students should know and be able to do in each grade and subject tested.
- The CSTs in English-language arts and mathematics for grades two through eleven became part of the STAR Program in 1999. The CSTs in history-social science and science for selected grades were added in 2001. A writing component was added to the grades four and seven English-language arts CSTs in 2001. The CAPA was added in 2003. Grade five science was added in 2004.

Test Content and Format

- The CSTs are tied to specific grade levels in English-language arts, grades two through eleven; in mathematics, grades two through seven; in science, grade five; and in history-social science, grades eight, ten, and eleven.

- All students in grades eight and nine, who are not enrolled in a standards-based mathematics course, take the General Mathematics Standards Test that is based on the academic standards for grades six and seven. The CSTs in mathematics in grades eight through eleven are tied to specific mathematics courses. Students in grades nine and ten who had completed Algebra II or Integrated Mathematics 3 during a previous school year and grade eleven students who completed one of these two courses anytime prior to the beginning of testing were required to take the Summative High School Mathematics CST. This included students who were taking higher mathematics courses or no mathematics course.
- Students in grades nine, ten, and eleven take science standards tests that also are tied to specific courses rather than grade levels. Only students completing a standards-based science course take a CST.
- Questions for all CSTs, except for the writing component in grades four and seven, are in a multiple-choice format.
- Student responses to the writing tasks are scored using four-point scoring guides that are aligned with state-adopted standards for writing strategies, applications, and conventions.
- The grade four and seven English-language arts CST scores include the student responses to the multiple-choice questions and the writing task. There are no scale(d)* scores or performance levels for the writing component.

* Some STAR Program reports for the CSTs refer to scale(d) scores.



Facts about the 2004 California Standards Tests (CSTs) and California Alternate Performance Assessment (CAPA)

- Students with significant cognitive disabilities in grades two through eleven take the CAPA. This assessment includes tasks aligned to a subset of the California academic standards in English-language arts and mathematics that reflect important life skills. The CAPA is administered individually by certificated or licensed school staff members who are the students' teachers in most cases.

Performance Level Reporting

- The CSTs and the CAPA are criterion-referenced tests. Results are based on how well students achieve identified state-adopted content standards, not how student results compare with results of other students taking the same tests.
- The State Board of Education (SBE) approved five performance levels for reporting results of the CSTs and the CAPA. The performance levels designated are advanced, proficient, basic, below basic, and far below basic.
- Initial recommendations came from Performance Level Setting Panels for each content area. The SBE also scheduled regional hearings to receive public input before final performance levels were adopted.

Reporting CST and CAPA Results

- Individual student and group results for the CSTs and the CAPA are reported using the five performance levels adopted by the SBE.
- Performance levels establish the points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular achievement level.
- The scale score range for each performance level (by grade and subject area) does not change from year to year.
- The number or percent of questions that students must answer to score at each performance level may change slightly from year to year due to differences in the difficulty levels of the tests. Scale scores are used to adjust for these changes and to equate the tests between years.
- The SBE set the minimum scale score target of 350 as proficient for all California students for the CSTs.
- Scale scores of 35 or higher on the CAPA scale are at or above proficient.
- Scale score ranges for performance levels for the CSTs and the CAPA for all subject areas and grade levels are on pages 28 through 31 in the appendices.



Using 2004 STAR Program Results to Increase Academic Achievement

State law (Senate Bill 376) authorized the Standardized Testing and Reporting (STAR) Program in 1997 to provide an assessment system that could monitor the academic achievement of all students, including students with disabilities and English learners. Results from the annual administration of the STAR Program, along with other achievement data, are to be used by classroom teachers to help modify instruction to improve student learning. Central to the annual review process

Developing a Complete Picture of Academic Achievement

In addition to annual STAR Program results, school staffs should use as many information sources as possible to develop a complete picture of their students' academic knowledge and skills. These sources could include but are not limited to:

- Classroom assessments
- Report cards
- Samples of student work
- Teacher evaluations
- Assessment data from other standards-based tests

is a thorough examination of test results and other achievement data to: (1) measure the achievement of students on state academic standards for the core curriculum, (2) determine what instructional areas must be addressed more fully, and (3) specify classroom strategies to address identified learning needs.

Organizing for Success

The annual review of STAR Program results by a school staff requires sufficient time to prepare a comprehensive picture of the current level of academic achievement at the school level, to review the alignment of curriculum and instruction with state academic standards, to identify curricular areas that need a stronger focus (based on the standards), and to develop a schoolwide plan with instructional strategies to address those curricular areas. In addition to time, developing a cohesive plan that meets the identified learning needs of students (individually and as a group)

requires the collaborative effort of teachers, site administrators, and other staff members involved in increasing the academic achievement of all students.

Each school needs to develop a process and timeline that reflects the unique characteristics of its school organization and the grade levels covered. For example, elementary school staffs may organize their review process differently than school staffs on middle or high school campuses. Although many information gathering and/or review activities may need to be accomplished by individual teachers and/or departments or grade-level teams, staff members should work together as much as possible to complete the review process.



Purpose of Annual Review

A suggested five-step process for reviewing STAR Program data and developing strategies for addressing identified instructional needs of individual students and the school as a whole is outlined below. The purpose of this process is:

- To develop and implement an ongoing process for using STAR Program results, along with other standards-based evidence of student achievement, to review and improve classroom instruction and school programs.
- To include all school staff in the review process and to identify what staff, parents and guardians, and students can do to improve academic achievement.

Review Process

Step One: Determine a plan with a timeline for the schoolwide review process, using 2004 STAR Program results, and convene initial information session(s).

- Construct a schoolwide process for collecting, compiling, and examining achievement data and for completing the review process. It is suggested that a staff workgroup be convened for this purpose. (The workgroup would include representatives of grade levels and/or departments and special programs on campus; site administrators responsible for curriculum, instruction, and assessment; and program coordinators.)
- Have all staff (grade-level groups and/or departments or total school) review information about the 2004 STAR Program, its test components, any changes that have occurred, and the reporting process. During this information session, staff members should look at sample individual and school STAR Reports for the CSTs, CAPA, and CAT/6 Survey to become familiar with what and how test results are reported.

Step Two: Review the content of the CSTs by grade level and subject area to determine the degree to which the school curriculum addresses what is being assessed.*

- Review the state academic standards addressed in the CST blueprints for each grade level and subject area tested to identify the knowledge and skills needed to achieve these standards. Released CST items from the 2003 STAR administration and the state frameworks also can aid in this review. These documents are posted at <http://www.cde.ca.gov/ta/tg/sr/resources.asp> on the Internet.

* *The primary focus of the annual review of CST and CAPA results is to determine the extent of student achievement on state academic standards. Test results of the CSTs and the CAPA provide a vehicle for examining how well the current school curriculum addresses what all students should know and be able to do according to state-adopted academic standards. A staff review of the CAPA results would follow a similar process.*



- Look at the school curriculum to determine the degree of schoolwide emphasis being placed on the academic standards addressed. For every grade level and subject tested, determine the degree of emphasis given to each standard, strand, and content area (i.e., 1 – heavy emphasis, 2 – some emphasis, 3 – little emphasis, 4 – no emphasis).
- Determine how and when students are addressing identified academic standards in their classes (within and across grade levels).
- Analyze each standard addressed on the CSTs (by content area and grade level) to identify the essential elements. Use released CST items to further clarify what and how elements are being assessed.
- Have teachers (individually and as a group) determine how and when students are addressing the essential elements of the identified academic standards in their classes. Teachers also should examine how elements are being assessed in the classroom.

Step Three: Review CST results for each grade level and/or subject in relation to other results of standards-based assessments and available academic achievement data.

Review of 2002 and 2003 STAR Writing Tasks, Scoring Rubrics, and Sample Student Work with Commentary for Grades Four and Seven

- What did the task require students to do?
 - What writing application skills did students need to use to successfully accomplish the task?
 - What changes would need to occur in the sample student work (at score points 1 through 3) to improve the writing sufficiently to qualify it for at least one score point higher than it received?
- Review the CST results by grade level and content area and identify the percentage of students at each performance level according to their achievement of the standards. (There are five performance levels—advanced, proficient, basic, below basic, far below basic.)
 - At grades four and seven, also review the writing test results with the scoring rubrics, student work, and teacher commentaries posted on the Internet at www.cde.ca.gov/ta/tg/sr/resources.asp.
 - Compare CST results with other STAR Program test results, results of other standards-based assessments (e.g., CAHSEE – high school), and available academic achievement data to identify similarities and differences in student performance.



Essential Questions for Reviewing CST Results

- Is all of the content in the state standards included in our curriculum, instructional, and assessment programs?
- Do our curriculum, instructional, and assessment programs allow students to achieve mastery of the state standards, grade level by grade level?
- What changes are necessary to increase the achievement of all students?
- What instructional materials and professional development will be necessary to allow us to help all students meet the standards?
- What timelines and other planning are needed to increase standards-based achievement in our school?

Step Four: Analyze review of similarities and differences in student performance between CST results and other standards-based achievement data (identified in Step Three).

- Discuss identified similarities and differences between CST results and other achievement data as identified in Step Three.
- Where CST data appear similar to the other achievement data, look at (1) related content standards and the current degree of curriculum emphasis and (2) current strategies for aligning classroom instruction with academic standards and for addressing student needs identified from combined achievement data.
- Where CST results appear different from other achievement data, analyze possible reasons for the differences and identify issues that require further study and/or action.

Step Five: Develop strategies for addressing the issues identified in steps two through four to modify curriculum, instruction, and assessment to improve the academic achievement of all students.

- Review staff findings and issues identified in steps two through four for appropriate curriculum, instruction, and assessment modifications and standards alignment and/or other actions. (The staff workgroup would reconvene for this purpose.)
- Develop and prioritize specific strategies to address the identified issues. Strategies should provide direction to school staff for modifying curriculum, instruction, and assessment and for identifying what staff, students, and parents can do to improve student achievement.
- Incorporate those strategies into school curriculum, instruction, and assessment plans.



Internet Posting of 2004 STAR Program Results

The Internet report will:

- Be accessed through the CDE Web site at <http://www.cde.ca.gov>. Select the STAR link or go directly to the STAR Test Results page at <http://star.cde.ca.gov>.
- Allow users to search for results for all of the tests by county, school district, school name, or zip code.
- Display the CSTs and the CAT/6 Survey results by grade level and content area for the state, counties, school districts, and schools for all students tested.
- Include results for CSTs and CAT/6 Survey for the following eight reporting categories, with subgroups under each category except for all students:
 - All students
 - Gender
 - Ethnicity
 - Participation in special programs
 - English-language fluency
 - Economic status
 - Parent education
 - Disability
- Include the CST results for:
 - English-language arts and mathematics for grades two through eleven
 - science for grades five and nine through eleven
 - History-social science for grades eight, ten, and eleven
 - Mean scale scores and percentage of students scoring at each performance level (advanced, proficient, basic, below basic, and far below basic)
- Include CAT/6 Survey results for:
 - Reading, language, spelling, and mathematics for grades two through eight
 - Reading, language, mathematics, and science for grades nine through eleven
- Include CAPA results for:
 - English-language arts
 - Mathematics
- Include SABE/2 results for:
 - Reading, language, and mathematics for grades two through eleven
 - Spelling for grades two through eight



Reporting 2004 STAR Program Results

Reporting 2004 Summary Results: Information Guide for Counties, School Districts, and Schools

Questions and Answers About Internet Reporting

When and how will 2004 Standardized Testing and Reporting (STAR) Program test results be released to the public?

The public release of the 2004 STAR Program test results for schools, school districts, counties, and the state for all students is scheduled to be posted on the California Department of Education (CDE) Web site at <http://star.cde.ca.gov> on August 16, 2004. STAR Program test results include:

- California Standards Tests (CSTs)
- California Alternate Performance Assessment (CAPA)
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

Internet reports will include 2004 results for schools, school districts, counties, and the state. Reports will be available for:

- All students
- Gender
- Ethnicity
- Program participation
- English classification
- Economic status
- Parent education
- Disability

Data for over 50 demographic subgroups will be available.

What scores will be reported on the Internet?

The CST results will be reported for:

- English-language arts (grades two through eleven)
- Mathematics (grades two through eleven)
- History-social science (grades eight, ten, and eleven)
- Science (grades five and nine through eleven)

Grades eight through eleven, mathematics scores for the CSTs will be reported for:

- General mathematics (grades eight & nine)
- Integrated 1
- Integrated 2
- Integrated 3
- Summative High School Mathematics
- Algebra I
- Geometry
- Algebra II

Grades eight, ten, and eleven, history-social science scores for the CSTs will be reported for:

- History-social science (grade eight)
- World history (grade ten)
- U.S. history (grade eleven)

Grades nine through eleven, science scores for the CSTs will be reported for:

- Biology/life sciences
- Earth science
- Chemistry
- Physics
- Integrated/Coordinated Science 1, 2, 3, and 4

CAPA results will be reported for:

- English-language arts
- Mathematics

CAT/6 Survey scores will be reported for:

- Reading, language, spelling, and mathematics (grades two through eight)
- Reading, language, mathematics, and science (grades nine through eleven)

SABE/2 results will be reported by grade level for:

- Total reading
- Spelling
- Total language
- Total mathematics

What types of scores will be reported?

Internet reporting will include the following types of scores by grade level for each content area listed in the previous question:

CSTs/CAPA

- Number of students tested for each exam and grade
- Percentage of enrolled students who were tested
- Mean scale score
- Percentage of students scoring at each performance level

Note: CAPA results are reported by the five CAPA levels. Most of the students took the CAPA level (Levels II through V) corresponding to their grade placement, but students with complex, profound disabilities took Level I.



Reporting 2004 STAR Program Results

Reporting 2004 Summary Results: Information Guide for Counties, School Districts, and Schools

Questions and Answers About Internet Reporting

Type of scores (continued)

CAT/6 Survey

- Number of students tested
- National percentile rank (NPR) of the “average” student
- Percentage of students scoring in the top quarter (above 75th NPR)
- Percentage of students scoring in the top half (at or above 50th NPR)
- Percentage of students scoring in top three-quarters (above 25th NPR)
- Mean scale score

SABE/2

- Number of students tested
- Reference percentile rank of the “average” student
- Percentage of students scoring in the top quarter (above 75th percentile)
- Percentage of students scoring in the top half (at or above 50th percentile)
- Percentage of students scoring in top three-quarters (above 25th percentile)

Can the test results be compared from year to year?

General comparisons may be made from one grade to the next for the CSTs. For example, if a student scored at the proficient level in one grade, you generally would expect the student to score at the same or a higher level in the following grade. However, the tests are designed to assess the student’s attainment of the academic standards specified for the grade level. Since the academic standards change from grade to grade, it is important to remember that the difficulty level and the content of the tests also change from grade to grade.

The most appropriate comparison for the CSTs is the percentage of students scoring at proficient and advanced performance levels.

The most appropriate comparison for CAT/6 Survey results is the percentage of students scoring at or above the 50th national percentile rank (NPR).

Why do the CST and CAT/6 Survey results appear different?

The CSTs and the CAT/6 Survey were developed for different purposes. The CSTs are designed to assess the achievement of California students on the California academic standards. These standards are very rigorous and are generally more difficult than standards nationwide. The CAT/6 Survey assesses the achievement of general knowledge and academic skills in key subject areas that are commonly taught in public schools throughout the United States. This test allows us to compare the performance of California students to the performance of students throughout the nation.

How will the results for the grades four and seven California Writing Standards Tests be reported?

The scores for the writing section of the grades four and seven California English-Language Arts Standards Tests are added to the multiple-choice scores for each student to calculate the California English-Language Arts Standards Test scale scores and to assign each score to a performance level. There is no separate Internet reporting for the writing section of the test.

What is the mean scale score for CSTs?

This is the arithmetic mean or average of the scale scores for all students who took grade level CSTs without modifications and for whom no adult testing irregularities were reported. The scale scores for each grade and subject area range between 150 (low) and 600 (high). Scale scores are used to equate the CSTs from year to year and to determine the performance levels. Half of the CST questions are changed from year to year, and scale scores are used to adjust for any differences in the difficulty levels of the tests that result from this question replacement. While the average number of questions answered correctly should not be compared from year to year, scale scores and the percentage of students scoring at each performance level may be compared within each grade and subject area.



Reporting 2004 STAR Program Results

Reporting 2004 Summary Results: Information Guide for Counties, School Districts, and Schools

Questions and Answers About Internet Reporting

What is the mean scale score for CAPA?

This is the arithmetic or average of the scale scores for all students who took the CAPA at this grade (state results) or at this CAPA level (school, school district, and county results). The scale scores for each grade, subject area, and CAPA level range between 15 (low) to 60 (high). Like the CSTs, scale scores are used to equate the CAPA from year to year and to determine the performance levels. Half of the CAPA tasks are changed from year to year, and scale scores are used to adjust for any differences in the difficulty levels of the assessments that result from this task replacement. While the average number of questions answered correctly should not be compared from year to year, scale scores and performance levels may be compared within each CAPA level and subject area.

What is the mean scale score for the CAT/6 Survey?

A table provided by the test publisher is used to convert the number of questions each student answered correctly to a scale score. The CAT/6 Survey uses a scale from 0 to 999 that begins in kindergarten and goes through grade twelve. Scale scores are useful for reporting changes over time. The CAT/6 Survey provides results in terms of scale scores for individual students and mean or average scale scores for groups of students. CAT/6 Survey scale scores cannot be compared with the scale scores for the CSTs and should not be used to compare two different subject areas, such as reading and mathematics, within the CAT/6 Survey.

Scale scores for individual students or groups of students within each subject area should increase each year on the CAT/6 Survey because the tests use a continuous scale from the lowest to the highest grade levels of the tests. The CST scale scores may not increase from year to year because each grade for each subject area is scaled independently rather than using a continuous scale from the lowest to the highest grade.

What is a National Percentile Rank (NPR)?

A percentile rank is the percentage of scale scores for students in a national sample of students, in the same

grade, tested at a comparable time of the school year, that fall below the scale score for the student. This national sample is referred to as the norm group or norming sample. For example, if a student's scale score converts to the 60th NPR on the CAT/6 Survey reading test, this means that the student scored as well as or better than 60 percent of the students in the national sample (norm group). The students in the CAT/6 Survey norming sample were tested during spring 2000.

What is the NPR for "average" student score?

There is no provision for producing CAT/6 Survey school, school district, or state percentile ranks, and the percentile ranks of individual students cannot be averaged to produce a group NPR. Since NPRs cannot be averaged, the normal curve equivalent (NCE) scores for the individual students are averaged. This NCE score for the "average" student is then used to look up the corresponding NPR. The NPR is attributed to a hypothetical average student because the NCE score may not equal a score actually received by any student in the group.

What are "the percent scoring above the 75th NPR, percent scoring at or above the 50th NPR," and "the percent scoring above the 25th NPR"?

These scores correspond to the percentage of students in the school, school district, county, or state with scores corresponding to those students in the top quarter of the 2000 national sample (above 75th NPR), in the top half of the 2000 national sample (at or above the 50th NPR), and in the top three-quarters of the 2000 national sample (above the 25th NPR). The percentage of students scoring above each level is calculated by counting the number of students with scores above a particular NPR (75th NPR and higher) and dividing by the total number of students tested.

Note that the percentage of students scoring at or above the 50th NPR is a subset of students scoring above the 25th NPR, and the percentage of students scoring above the 75th NPR is a subset of the group scoring at or above the 50th NPR. The percentage of students scoring at or above the 50th NPR is sometimes referred to as the percentage of students



Reporting 2004 STAR Program Results

Reporting 2004 Summary Results: Information Guide for Counties, School Districts, and Schools

Questions and Answers About Internet Reporting

scoring at or above grade level. To obtain the percentage of students in the school, school district, county, or state that had scores in the lowest quarter of the national sample, subtract the percentage scoring above the 25th NPR from 100.

Will individual student results be posted on the Internet?

No. Results for individual students are confidential and can be reviewed only by the teacher, the parent or guardian, and the student. Results for individual students are available only at the schools and school districts where the students were tested.

How can media representatives get the STAR Program results?

The only direct source for the 2004 STAR Program results is the Internet report. Research files can be downloaded; instructions for downloading are included in this packet. Data disk files will not be available.

Can the media/public see the tests that were administered?

No. The test questions can be seen only by students when they take the tests and by legislators and school board members under special circumstances. These security precautions ensure that the tests are fair for all students and that test questions can be used for more than one year.

The California Department of Education (CDE) has released 25 percent of the spring 2003 CST items for review. These are items that no longer will be used. These released items may be viewed on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

How similar are the norming groups for CAT/6 Survey and SABE/2 to California's students?

The CAT/6 Survey is a national norm-referenced test, which means that the norming sample was representative of the nation, but not necessarily of the state. English learners represented about 2 percent of the national population used for the CAT/6 Survey norming samples; California's student population is about 25 percent English learners. The reference norming group for the SABE/2 was composed of Spanish-speaking students in bilingual programs from 142 schools in 12 states with large Spanish-speaking populations, including California.

How final are the Internet results?

The statewide results posted on the Internet on August 16 are preliminary and do not include results for approximately 25,000 students. School districts have not yet verified all school and school district results, so they also are preliminary. Reporting errors typically are not found until school districts start reviewing the data. Most school districts will not have had time to complete their review process. Revisions in these results are expected to be made throughout the summer and fall with the final 2004 results posted in December.



Sample Internet Reports

CSTs, CAPA, and CAT/6 Survey Research Data File

California Standardized Testing and Reporting (STAR)

State of California
All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: xxxxxxxxxxxx
 District Name: xxxxxxxxxxxxxxxxxxxxxxxxxxxx
 School Name: ----
 CDS Code: 00-00000-0000000

California Standards Test Scores - 2004

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	xxxx										
English Language Arts											
Students Tested	xxxx										
% of Enrollment	xx %										
Mean Scaled Score	xxx.x										
% Advanced	xx %										
% Proficient	xx %										
% Basic	xx %										
% Below Basic	xx %										
% Far Below Basic	xx %										
Mathematics											
Students Tested	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx					
% of Enrollment	xx %										
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x					
% Advanced	xx %										
% Proficient	xx %										
% Basic	xx %										
% Below Basic	xx %										
% Far Below Basic	xx %										
General Mathematics (Grades 6 & 7 Standards)											
Students Tested							xxxx	xxxx			xxx
% of Enrollment							xx %	xx %			
Mean Scaled Score							xxx.x	xxx.x			xxx.x
% Advanced							xx %	xx %			xx %
% Proficient							xx %	xx %			xx %
% Basic							xx %	xx %			xx %
% Below Basic							xx %	xx %			xx %
% Far Below Basic							xx %	xx %			xx %
Algebra I											
Students Tested							xxxx	xxxx	xxxx	xxxx	xxxx
% of Enrollment							xx %	xx %	xx %	xx %	
Mean Scaled Score							xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced							xx %				
% Proficient							xx %				
% Basic							xx %				
% Below Basic							xx %				
% Far Below Basic							xx %				
Integrated Mathematics I											
Students Tested							xxxx	xxxx	xxxx	xxxx	xxxx
% of Enrollment							xx %	xx %	xx %	xx %	
Mean Scaled Score							xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced							xx %				
% Proficient							xx %				



% Basic	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %
Geometry					
Students Tested	xxxx	xxxx	xxxx	xxxx	xxxx
% of Enrollment	xx %	xx %	xx %	xx %	xx %
Mean Scaled Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
Integrated Mathematics II					
Students Tested		xxxx	xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %	xx %
Mean Scaled Score		xx %	xx %	xx %	xx %
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
Algebra II					
Students Tested		xxx	xxx	xxx	xxx
% of Enrollment		xx %	xx %	xx %	xx %
Mean Scaled Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
Integrated Mathematics III					
Students Tested		xxxx	xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %	xx %
Mean Scaled Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
High School (Summative) Mathematics (Grades 9-11)					
Students Tested		xxxx	xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %	xx %
Mean Scaled Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
History Social Science 8 (Cumulative)					
Students Tested		xxxx			
% of Enrollment		xx %			
Mean Scaled Score		xxx.x			
% Advanced		xx %			
% Proficient		xx %			
% Basic		xx %			
% Below Basic		xx %			
% Far Below Basic		xx %			
History World History					
Students Tested			xxxx		
% of Enrollment			xx %		
Mean Scaled Score			xxx.x		
% Advanced			xx %		
% Proficient			xx %		



% Basic				xx %
% Below Basic				xx %
% Far Below Basic				xx %
History U.S. History				
Students Tested				xxxx
% of Enrollment				xx %
Mean Scaled Score				xxx.x
% Advanced				xx %
% Proficient				xx %
% Basic				xx %
% Below Basic				xx %
% Far Below Basic				xx %
Science				
Students Tested	xxxx			
% of Enrollment	xx %			
Mean Scaled Score	xxx.x			
% Advanced	xx %			
% Proficient	xx %			
% Basic	xx %			
% Below Basic	xx %			
% Far Below Basic	xx %			
Biology/Life Sciences				
Students Tested		xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %
Mean Scaled Score		xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %
% Proficient		xx %	xx %	xx %
% Basic		xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %
Chemistry				
Students Tested		xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %
Mean Scaled Score		xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %
% Proficient		xx %	xx %	xx %
% Basic		xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %
Earth Science				
Students Tested		xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %
Mean Scaled Score		xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %
% Proficient		xx %	xx %	xx %
% Basic		xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %
Physics				
Students Tested		xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %
Mean Scaled Score		xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %
% Proficient		xx %	xx %	xx %
% Basic		xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %
Integrated/Coordinated Science I				
Students Tested		xxxx	xxxx	xxxx
% of Enrollment		xx %	xx %	xx %
Mean Scaled Score		xxx.x	xxx.x	xxx.x xxx.n/TD>
% Advanced		xx %	xx %	xx %
% Proficient		xx %	xx %	xx %



% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
Integrated/Coordinated Science II				
Students Tested	xxxx	xxxx	xxxx	xxxx
% of Enrollment	xx %	xx %	xx %	
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
Integrated/Coordinated Science IV				
Students Tested	xxxx	xxxx	xxx	xxx
% of Enrollment	xx %	xx %	xx %	
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %

PRINT REPORT



PRINT REPORT

California Standardized Testing and Reporting (STAR)

State of California All Students

Total Enrollment on First Day of Testing: x,xxx
 Total Number Tested: x,xxx
 Total Number Tested in Selected Subgroup: x,xxx

County Name: ----
 District Name: ----
 School Name: ----
 CDS Code: 00-00000-0000000

California Alternate Performance Assessment Scores - 2004

	Level I Grades									
	2	3	4	5	6	7	8	9	10	11
Reported Enrollment	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx
English Language Arts										
Students Tested	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx
% of Enrollment	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
Mean Scaled Score										
% Advanced										
% Proficient										
% Basic										
% Below Basic										
% Far Below Basic										
Mathematics										
Students Tested	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx
% of Enrollment	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
Mean Scaled Score										
% Advanced										
% Proficient										
% Basic										
% Below Basic										
% Far Below Basic										

	Level II		Level III		Level IV			Level V		
	Grades		Grades		Grades			Grades		
	2	3	4	5	6	7	8	9	10	11
Reported Enrollment	xxxx	xxxx	xxxx	xxxx	xxx	xxx	xxxx	xxxx	xxxx	xxxx
English Language Arts										
Students Tested	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx
% of Enrollment	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
Mean Scaled Score										
% Advanced										
% Proficient										
% Basic										
% Below Basic										
% Far Below Basic										
Mathematics										
Students Tested	xxxx	xxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx
% of Enrollment	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
Mean Scaled Score										
% Advanced										
% Proficient										
% Basic										
% Below Basic										
% Far Below Basic										

PRINT REPORT



California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: xxxxxxxxxxxx
 District Name: xxxxxxxxxxxxxxxxxxxxxxxxxxxx
 School Name: ----
 CDS Code: 00-00000-0000000

CAT/6 Survey Test Scores - 2004

Grades

	2	3	4	5	6	7	8	9	10	11
Reported Enrollment	xxxx									
Reading										
Students Tested	xxxx									
NPR for "Avg." Student Score	xx %									
% Scoring Above 75th NPR	xx %									
% Scoring At Or Above 50th NPR	xx %									
% Scoring Above 25th NPR	xx %									
Mean Scale Score	xxx.x									
Language										
Students Tested	xxxx									
NPR for "Avg." Student Score	xx %									
% Scoring Above 75th NPR	xx %									
% Scoring At Or Above 50th NPR	xx %									
% Scoring Above 25th NPR	xx %									
Mean Scale Score	xxx.x									
Mathematics										
Students Tested	xxxx									
NPR for "Avg." Student Score	xx %									
% Scoring Above 75th NPR	xx %									
% Scoring At Or Above 50th NPR	xx %									
% Scoring Above 25th NPR	xx %									
Mean Scale Score	xxx.x									
Spelling										
Students Tested	xxxx									
NPR for "Avg." Student Score	xx %									
% Scoring Above 75th NPR	xx %									
% Scoring At Or Above 50th NPR	xx %									
% Scoring Above 25th NPR	xx %									
Mean Scale Score	xxx.x									
Science										
Students Tested								xxxx	xxxx	xxxx
NPR for "Avg." Student Score								xx %	xx %	xx %
% Scoring Above 75th NPR								xx %	xx %	xx %
% Scoring At Or Above 50th NPR								xx %	xx %	xx %
% Scoring Above 25th NPR								xx %	xx %	xx %
Mean Scale Score								xxx.x	xxx.x	xxx.x

PRINT REPORT



SABE/2 STAR Program

The California State Summary Report Spring 2004

SABE/2 STAR State Summary Report for All Student (Note: All data exclude Special Accommodations students.)

Total Number Tested: nnn,nnn
Data uploaded on August 15, 2003

	2	3	4	5	6	7	8	9	10	11
Total Reading	N=nnnnnn									
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
Total Mathematics	N=nnnnnn									
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
Total Language	N=nnnnnn									
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
Total Spelling	N=nnnnnn									
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										

1. RPR stands for Reference Percentile Rank.
2. The RPR is based on the Mean Reference Normal Curve Equivalent (MRNCE) score for each group.



Appendices

Chronology of State Testing in California

**Scale Score Ranges for CST Performance Levels
(by subject area and grade)**

**Scale Score Ranges for CAPA Performance Levels
(by subject area and CAPA level)**

Instructions for Downloading the 2004 Research Files

Downloading the CST, CAPA, and CAT/6 Survey Research Data File

Downloading SABE/2 Research Data File



Chronology of State Testing in California

- 1997**
- Senate Bill 376 authorized the Standardized Testing and Reporting (STAR) Program; required testing of all students in English with a State Board of Education-approved, nationally normed test in reading, spelling, written expression, and mathematics in grades two through eight; and in reading, writing, mathematics, history-social science, and science in grades nine through eleven; provided funding for testing to districts; required individual student, school, district, county, and state results
 - State Board designated Standard Achievement Test, Ninth Edition (Stanford 9) for use in STAR Program
 - Test in government/civics added to the Golden State Examination (GSE)
 - 1,418 graduates received the Golden State Seal Merit Diplomas
 - Assembly Bill 748 authorized development of a test of English language development in listening, reading, speaking, and writing skills
- 1998**
- Tests in reading/literature and high school mathematics added to the GSE
 - State Board-adopted Stanford 9 administered
 - 2,739 graduates received Golden State Diplomas
- 1999**
- California Standards Tests (CSTs) in English-language arts and mathematics added to STAR Program to address state content standards; designated test in Spanish added for limited English proficient (LEP) students
 - Second-year Spanish language and physics tests added to GSE
- 2000**
- Development of California High School Exit Examination (CAHSEE) authorized by Senate Bill 2X
 - 5,136 graduates received Golden State Diplomas
 - California Reading List Number added to STAR Performance Report
 - 6,008 graduates received Golden State Diplomas
- 2001**
- CSTs in history-social science and science for grades nine through eleven and writing tests for grades four and seven added to STAR Program
 - Performance levels designated for CST in English-language arts
 - CAHSEE administered to volunteer ninth graders
 - First administration of the California English Language Development Test (CELDT) completed
 - 7,259 graduates received Golden State Diplomas
- 2002**
- CAHSEE administered to all tenth graders
 - Performance levels used to report all CST results
 - STAR Program reports redesigned to focus on CST results; performance levels designated for mathematics, history-social science, and science
 - STAR Program reauthorized for 2003–05
 - Second annual administration of CELDT completed
 - 7,355 graduates received Golden State Diplomas



- 2003**
- CST in history-social science at grade nine moved to grade eight
 - Norm-referenced test for STAR Program changed from Stanford 9 to California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
 - California Alternate Performance Assessment (CAPA) added to STAR Program to assess students with significant cognitive disabilities
 - CAHSEE administered to all tenth and eleventh graders who had not yet passed the examination
 - CAHSEE graduation requirement postponed to 2006
 - Only three GSEs (reading, writing, and high school mathematics) administered in the spring as augmentations to the CSTs
 - Assembly Bill 1266 repealed the GSE Program (September)
 - Third annual administration of CELDT completed
 - 8,500 graduates received Golden State Diplomas
- 2004**
- Grade five science CST added to STAR Program
 - California State University System augmented grade eleven ELA, Algebra II, and Summative High School Mathematics CSTs to produce information about students' readiness for college
 - State Board authorized development of science tests in grades eight and ten for No Child Left Behind (NCLB) requirements
 - Senate Bill 1448 to authorize STAR Program is now in progress
- CAHSEE blueprints redesigned, decreasing testing time
 - CAHSEE test as tenth grade census administration given to students in class of 2006
 - Fourth annual administration of CELDT to be completed
 - SBE adopted regulations allowing the use of specified CST scores to qualify for the Golden State Diploma insignias on high school diplomas
 - 14,455 graduates received Golden State Diploma insignias on their high school diplomas



Scale Score Ranges for CST Performance Levels (by subject area and grade)

English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–261	262–299	300–349	350–401	402–600
3	150–258	259–299	300–349	350–401	402–600
4	150–268	269–299	300–349	350–392	393–600
5	150–270	271–299	300–349	350–394	395–600
6	150–267	268–299	300–349	350–393	394–600
7	150–262	263–299	300–349	350–400	401–600
8	150–265	266–299	300–349	350–394	395–600
9	150–264	265–299	300–349	350–396	397–600
10	150–262	263–299	300–349	350–391	392–600
11	150–258	259–299	300–349	350–395	396–600

**Mathematics**

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–235	236–299	300–349	350–413	414–600
3	150–235	236–299	300–349	350–413	414–600
4	150–244	245–299	300–349	350–400	401–600
5	150–247	248–299	300–349	350–429	430–600
6	150–252	253–299	300–349	350–414	415–600
7	150–256	257–299	300–349	350–413	414–600
General Mathematics*	150–256	257–299	300–349	350–413	414–600
Algebra I	150–252	253–299	300–349	350–427	428–600
Geometry	150–246	247–299	300–349	350–417	418–600
Algebra II	150–256	257–299	300–349	350–415	416–600
Summative High School Mathematics	150–234	235–299	300–349	350–419	420–600
Integrated Mathematics 1	150–248	249–299	300–349	350–424	425–600
Integrated Mathematics 2	150–257	258–299	300–349	350–417	418–600
Integrated Mathematics 3	150–251	252–299	300–349	350–427	428–600

* The General Mathematics CST assesses grade eight and nine students' knowledge of California's grade six and seven mathematics academic standards. Students who are not yet in Algebra I or who are taking the first year of a two-year Algebra I course take this test.

**History-Social Science**

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
8 Grade 6–8 Standards	150–270	271–299	300–349	350–395	396–600
10 World History	150–274	275–299	300–349	350–399	400–600
11 United States History	150–269	270–299	300–349	350–400	401–600

Science

Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
5 Grade 4–5 Standards	150–267	268–299	300–349	350–409	410–600
Earth Science	150–276	277–299	300–349	350–392	393–600
Biology	150–275	276–299	300–349	350–393	394–600
Chemistry	150–275	276–299	300–349	350–393	394–600
Physics	150–275	276–299	300–349	350–392	393–600
Integrated/ Coordinated Science 1	150–276	277–299	300–349	350–389	390–600
Integrated/ Coordinated Science 2	150–277	278–299	300–349	350–390	391–600
Integrated/ Coordinated Science 3	150–275	276–299	300–349	350–390	391–600
Integrated/ Coordinated Science 4	150–275	276–299	300–349	350–396	397–600



Scale Score Ranges for CAPA Performance Levels (by subject area and CAPA level)

English-Language Arts

CAPA Level	Performance Level				
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15-25	26-29	30-34	35-45	46-60
II	15-23	24-29	30-34	35-40	41-60
III	15-22	23-29	30-34	35-40	41-60
IV	15-24	25-29	30-34	35-40	41-60
V	15-24	25-29	30-34	35-41	42-60

Mathematics

CAPA Level	Performance Level				
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15-20	21-29	30-34	35-42	43-60
II	15-25	26-29	30-34	35-40	41-60
III	15-24	25-29	30-34	35-42	43-60
IV	15-25	26-29	30-34	35-40	41-60
V	15-26	27-29	30-34	35-40	41-60



Instructions for Downloading the 2004 Research Files

Downloading the CST, CAPA, and CAT/6 Survey Research Data File

Please note that using the research files provided at this site requires expertise in the management of large data files. These files can range from 1MB to 90MB and more and take many hours to download if using a 56kb modem.

Working with these research files requires advanced data management skills. Many of the school district and county research files are too large for spreadsheet applications such as MS Excel and Lotus. Database applications like MS Access, SAS, or SPSS will be required to fully manage these research files.

For each entity (school, school district, county, or state), there are on average 900 records. Each record represents a different combination of demographic subgroups, grade levels, and test types. With so many records per entity, it is critical that the desired combination of characteristics is accurately selected.

Copying individual report pages into a spreadsheet application is possible if the target computer is using the most current operating systems and spreadsheet application versions.

Selecting a Research File

The research files contain the aggregate score data for the CSTs, the CAPA, and the CAT/6 Survey. The research files are available in two formats: fixed width and comma delimited. A statewide research file containing the state, county, school district, and school data for "All Students" (no demographic subgroup data) will be available in both formats. In addition, a similar statewide research file containing the data for "All Subgroups" is available in both formats.

Files also can be downloaded for any single county or school district. These files contain all data (all subgroups and tests) for all entities comprising the selected entity. For example, if a school district file is selected, the data for all schools in that school district will be included in the file. The research files are comma delimited and zipped to allow easier download and file import management. "School only" files are not available.

The 2004 Entities File contains all school, school district, and county names. This file must be merged with the research file to join these entity names with the appropriate score data. A database program such as MS Access is most appropriate for this purpose.



Research File Formats, Layouts, and Lookup Tables

Research file layouts and value lookup tables are available at <http://star.cde.ca.gov/star2004/research.fixfileformat.asp>.

The Research File Layout link provides the following information:

- Type Legend – data format of individual data fields
- Entities File – layout of entity file data fields
- Test Data File – layout of test data file data fields
- Table A – demographic subgroup listing
- Table B – grade listing
- Table C – test name listing
- Table D – CAPA levels and corresponding grade spans

Users of comma delimited research files will find these layouts useful in confirming the sequence of elements as well as value lookup. Users may view and/or download any of the layouts and tables.

Also available from the Research File Layout page are two additional comma delimited lookup files:

- Tests ID/Name Lookup Table – This table identifies subject test names and IDs for each CAT/6 Survey, CST, and CAPA test.
- Subgroup ID/Name Lookup Table – This table identifies each of the demographic subgroups and IDs reported in the STAR Program results.

Both of these lookup tables are useful when associating test and subgroup IDs and names with codes in the comma-delimited or fixed-width files.

A database “shell” is another alternative provided at this site. Once downloaded to the target computer, this application provides a powerful school, school district, CDS, and ZIP code search capability as well as a formatted report containing all the data for the selected entity. This MS Access 2000 shell contains all entity data and is designed to import any of the selected state, county, or school district comma delimited files. MS Access 2000 must already be installed on your computer.

Compression Software Requirements

Research files downloaded from this site are compressed. If uncompression software is not already installed on the target computers, it is available at the following locations:



- For PC Users – Use uncompression software such as WinZip (An evaluation copy of WinZip is available at no cost at www.winzip.com.)
- For Mac Users – Use uncompression software such as Stuffit Expander (Stuffit Expander is available at no cost from Aladdin Systems at <http://www.aladdinsys.com/expander/>.)

Instructions for Downloading Data Files

1. Check your application software manuals to verify which record format best suits your needs.
2. From the STAR Program Test Results home page (<http://star.cde.ca.gov>), select the STAR Program Test Results for the desired year.
3. On the left sidebar, select **Research Files**. For SABE/2 research files, go to <http://www2.ctb.com/SABE2STAR/>.
4. Downloading a statewide file:
 - a. Double click on one of the four statewide files listed.
 - b. Save the compressed file to your computer.
 - c. Uncompress the zipped file. There will be two files saved to your computer: a results data file and an entity file.
 - d. These files are now ready to be imported into an appropriate application.
5. Downloading a county/school district file:
 - a. In the Search Panel, select a county or school district.
 - b. Select **Download Research Files**. A county and school district downloadable file will now be listed under the County/District level files heading. If only a county is selected in the Search Panel, a school district level file will not be listed.
 - c. Double click on the desired county or school district files.
 - d. Save the compressed file to your computer.
 - e. Double click on the appropriate entity file.
 - f. Save the compressed file to your computer.
 - g. Uncompress the zipped files.
 - h. These files are now ready to be imported into an appropriate application.
6. Downloading the 2004 Access Database Shell (Note: MS Access 2000 or later must already be installed on the target computer)
 - a. Under the Access Database – Main Component heading, select **2004 Access Database – Main Component**.
 - b. Save the compressed file to your computer.



- c. Uncompress the zipped file.
- d. Identify and download a statewide, county, or school district CSV (comma separated) file containing the data you wish to evaluate according to the directions above. Be sure to place the uncompressed data file in the same directory as the 2004 Access Database – Main Component.
- e. Open the Access Database. The program will give you the option to import any score data file in the same directory.
- f. Select the file(s) to import. (Note: the Access Database – Main Component already contains all entity data.)

Alternative Search Methods

In both the Search Panel and on the Research Files page, three search lists are identified:

- View County List
- View District List
- View Charter School List

Select the list corresponding to the data you wish to download. The resulting list will be alphabetical and give you the option of viewing the report or downloading the research data. Double click on your selection and use the directions above to complete downloading data.

The Search link to the left of the Search Panel also provides a powerful search tool. Selecting the Search link returns a search form. You can enter any combination of elements into the form and return all schools that meet that criteria. These elements include:

- County
- District
- School
- Zip Code
- CDS Code

Getting Accurate Results from the Research Files

Whether working with the fixed-width, comma-delimited, or MS Access 2000 research files, achieving accurate results requires an understanding of the structure and content of the two primary tables: the entities and the test data tables. The research files have many rows for each entity. There are records for each combination of 11 grades (includes end-of-course as a grade), 29 tests, and 51 subgroups. This means that there are hundreds to thousands of records for each



entity, with an average of approximately 900 records. In order to work correctly with the data, you must use constraints to limit the data you are reporting. These constraints are discussed below.

2004 Entities Table – This table is comprised of the state, all counties, school districts, and schools in California. Because there are both school level and school district summary records, as well as county and state summary records, it is critical that in any analysis, a “Type ID” record type be selected. This will help avoid double or triple counting that will occur when a school count is also counted in the associated school district record.

Test Data Table – This table is comprised of the school, school district, county, and state aggregate STAR counts and scores.

To accurately analyze and report from these research files, the appropriate constraints must be applied to the following elements:

- **CDS code** – The research files contain summary school district and county records. A school district summary record will have a “school” code of “0000000.” When working with the file, be sure to include the county, school district, and school codes. Failure to include all three will result in double counting in any summary calculations.
- **Test Type** – Identifying the desired test (CST, CAPA, or CAT/6 Survey) will help to provide clear query results.
- **Subgroup ID** – Each student will be included in both the “All Students” subgroup aggregation and each of the appropriate subgroup aggregations. Consequently, an individual subgroup must be selected to avoid duplicate counts.
- **Test ID** – In general, each student will take a number of tests (e.g., a grade five student would take the CAT/6 Survey grade five in reading, mathematics, language, and spelling, and CSTs in English-language arts, mathematics, and science). Consequently, a specific test should be selected to avoid confusion.

Providing accurate and meaningful reports from the research files generally requires the “linking” of the 2004 Entities and Test Data tables. Additional efforts might include linking to the “lookup” tables discussed above. Working with these tables requires an understanding of “relational” data tables and their manipulation.



STAR 2004 Fixed-Length ASCII Files Record Definitions

Type Legend	
T	Alphabetic text (letters only)
A	Alphanumeric text (letters and numbers allowed)
N	Number (numbers only)
SA	Alphanumeric with left-filled spaces
AS	Alphanumeric with right-filled spaces
ZA	Alphanumeric with left-filled zeroes
AZ	Alphanumeric with right-filled zeroes
ZN	Numeric with left-filled zeroes
NZ	Numeric with right-filled zeroes
SN	Numeric with left-filled spaces
4Y	4-digit year

Entities File				
The file created is comprised of the state, and all tested counties, school districts, and schools in California				
Data	Type	Length	Start Position	End Position
County Code	ZN	2	1	2
District Code	ZN	5	3	7
School Code	ZN	7	8	14
Charter Number	ZN	4	15	18
Test Year	ZN	4	19	22
Type ID '04' = State '05' = County '06' = District '07' = School '09' = Independent Charter School '10' = Dependent Charter School	ZN	2	23	24
County Name	SA	50	25	74
District Name	SA	50	75	124
School Name	SA	50	125	174
Zip Code	ZN	5	175	179



Test Data File				
Data/Column Heading	Type	Length	Start Position	End Position
County Code	ZA	2	1	2
District Code	ZA	5	3	7
School Code	ZA	7	8	14
Charter Number	ZA	4	15	18
Test Year - '2004'	4Y	4	19	22
Subgroup ID (Detailed listing provided Below – Table A)	ZN	3	23	25
Test Type *CST = 'C' *CAPA = 'P' *CAT/6 = 'N'	A	1	26	26
CAPA Assessment Level (Table D)	N	1	27	27
Total STAR Enrollment	SN	7	28	34
Total Tested at Entity Level	SN	7	35	41
Total Tested at Subgroup Level	SN	7	42	48
Grade (values 02 – 13) - Table B	ZN	2	49	50
Test ID (Detailed listing provided below – Table C)	ZN	2	51	52
STAR Reported Enrollment/CAPA Eligible	SN	7	53	57
Student Tested	SN	7	60	66
Percent Tested	SN	3	67	69
Mean Scaled Score	SN	5(999.9)	70	74
CST/CAPA Percentage Advanced	SN	3	75	77
CST/CAPA Percentage Proficient	SN	3	78	80
CST/CAPA Percentage At or Above Proficient	SN	3	81	83
CST/CAPA Percentage Basic	SN	3	84	86
CST/CAPA Percentage Below Basic	SN	3	87	89
CST/CAPA Percentage Far Below Basic	SN	3	90	92
Mean PR (NPR for Average Student Score)	SN	3	93	95
PAC75 (Percent Scoring above 75th NPR)	SN	3	96	98
PAC50 (Percent Scoring at or above 50th NPR)	SN	3	99	101
PAC25 (Percent Scoring above 25th NPR)	SN	3	102	104

* Note: Data will be blank if it is not applicable to that test.



Table A – Subgroup ID	
Subgroups	SubGroup ID
All Students	1
Gender	
Males	3
Females	4
English-Language Fluency	
Fluent-English Proficient and English Only	6
Initially Fluent-English Proficient (I-FEP)	7
Redesignated Fluent-English Proficient (R-FEP)	8
English Only	180
English Learner	160
English Learners Enrolled in CA Public Schools Less than 12 Months	120
English Learners Enrolled in CA Public Schools 12 Months or More	142
Economic Status	
Economically Disadvantaged	31
Non-Economically Disadvantaged	111
Students with Disabilities	
Students with Disability	128
Students with No Reported Disability	99
Ethnicity	
African American	74
American Indian or Alaska Native	75
Filipino	77
Hispanic or Latino	78
White (not Hispanic)	80
Asian	76

Chinese	129
Japanese	130
Korean	131
Vietnamese	132
Asian Indian	133
Laotian	134
Cambodian	135
Other Asian	136
Pacific Islander	79
Native Hawaiian	137
Guamanian	138
Samoan	139
Tahitian	140
Other Pacific Islander	141
Parent Education	
Not a High School Graduate	90
High School Graduate	91
Some College (Includes AA Degree)	92
College Graduate	93
Graduate School/Post Graduate	94
Parent Education -- Declined to State	121
Special Program Participation	
Class Size Reduction Option 1	24
Class Size Reduction Option 2	25
Migrant Education	28
Indian Education	29
Gifted and Talented	30
ESEA Title 1 School wide	146
ESEA Title 1 Targeted	147
English Learner in ELD	108
English Learner in ELD and SDAIE	165
English Learner in ELD and SDAIE with Primary Language Support	166
English Learner in ELD and Academic Subjects with Primary Language Support	167



Table B - Grade	
Grade	Description
02	2nd Grade
03	3rd Grade
04	4th Grade
05	5th Grade
06	6th Grade
07	7th Grade
08	8th Grade
09	9th Grade
10	10th Grade
11	11th Grade
12	12th Grade
13	End of Course

Table C -Tests	
Test ID	Test Name
01	CAT/6 Reading
02	CAT/6 Mathematics
03	CAT/6 Language
04	CAT/6 Spelling
05	CAT/6 Science
07	CST English-Language Arts Standards
08	CST Mathematics
09	CST Algebra I
10	CST Integrated Math 1
11	CST Geometry
12	CST Integrated Math 2
13	CST Algebra II
14	CST Integrated Math 3
15	CST High School (Summative) Mathematics (Grade 9-11)
18	CST World History
19	CST U.S. History
20	CST Biology/Life Sciences
21	CST Chemistry
22	CST Earth Science
23	CST Physics
24	CST Integrated/Coordinated Science I
25	CST Integrated/Coordinated Science II
26	CST Integrated/Coordinated Science III
27	CST Integrated/Coordinated Science IV
28	CST General Mathematics (Grades 6 & 7 Standards)
29	CST History - Social Science Grade 8 Cumulative
30	CAPA English-Language Arts
31	CAPA Mathematics
32	CST Grade 5 Science

Table D – CAPA Levels	
CAPA Level	Corresponding Grade Spans
1 (Level I)	Students in grades 2 – 11 (those with the most complex/profound disabilities)
2 (Level II)	Students in grades 2 and 3
3 (Level III)	Students in grades 4 and 5
4 (Level IV)	Students in grades 6 – 8
5 (Level V)	Students in grades 9 – 11



Downloading SABE/2 Research Data File

Research files for the SABE/2 are available in a variety of formats, depending on the type of system that you use (Windows or Macintosh) and record formats (fixed-length or tab-delimited ASCII).

1. Check your application software manuals to verify which record format best suits your needs.
2. From the STAR Test Results page (<http://star.cde.ca.gov>), select **Spanish Assessment of Basic Education, Second Edition (SABE/2)**.
3. On the left sidebar, select **Resources**.
4. Click the link for the file that corresponds to your system and preferred records format.
5. Click on the Summary level (state, county, district, school) and subgroup (all student, gender, etc.) that meet your needs.
6. Follow the directions to save the selected file to your computer.

Windows formatted files have been compressed using the ZIP format commonly used on DOS and Windows based computers, denoted by the “zip” extension to the file name. These are self-extracting zip files.

Macintosh formatted files are encoded using the Binhex format for transmission over the Internet. These files have also been compressed using the StuffIt format, denoted by the “sit” extension to the file name. Once you have downloaded the file in this format, it must be decoded. StuffIt Expander is included with many Web browsers and will decode files once they are downloaded.

7. Follow the directions in your application software manuals to open the file in your database, spreadsheet, or other program.
8. A description of the format of the fixed-length or tab-delimited ASCII SABE/2 research files follows.



SABE/2 File Layout

Starting Column	Length	Type	Data – NOTE: All data exclude Special Accommodations students.
1	2	ZN	County Code
3	5	ZN	District Code
8	7	ZN	School Code
15	20	T	County Name
35	20	T	District Name
55	20	T	School Name
75	4	4Y	Administration Cycle “2004”
79	1	N	Record Type
			4 = State
			5 = County
			6 = District
			7 = School
80	1	N	Summary Type
			1 = All Students
81	2	ZN	Grade Level
83	5	ZN	Filler
88	2	ZN	Filler
90	6	ZN	Total Number Tested
			Reading Test
96	6	N	Total Number Tested
102	5	T	Filler
107	2	T	RP of Mean RNCE (RP Rank for “average” student score)
109	3	T	Percent Scoring Above the 75th RP
112	3	T	Percent Scoring Above the 50th RP
115	3	T	Percent Above the 25th RP
			Math Test
118	6	N	Total Number Tested
124	5	T	Filler
129	2	T	RP of Mean RNCE (RP Rank for “average” student score)
131	3	T	Percent Scoring Above the 75th RP
134	3	T	Percent Scoring Above the 50th RP
137	3	T	Percent Scoring Above the 25th RP
			Language Test
140	6	N	Total Number Tested
146	5	T	Filler
151	2	T	RP of Mean RNCE (RP Rank for “average” student score)
153	3	T	Percent Scoring Above the 75th RP
156	3	T	Percent Scoring Above the 50th RP
159	3	T	Percent Scoring Above the 25th RP
			Spelling Test (Grades 2–8 only)
162	6	N	Total Number Tested
168	5	T	Filler
173	2	T	RP of Mean RNCE (RP Rank for “average” student score)
175	3	T	Percent Scoring Above the 75th RP
178	3	T	Percent Scoring Above the 50th RP
181	3	T	Percent Scoring Above the 25th RP



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CALIFORNIA
DEPARTMENT OF
EDUCATION

2004 Standardized Testing and Reporting (STAR) Program

Summary of Results

Standardized Testing and Reporting (STAR) Program

2004 California Standards Test Results

Background

- The California Standards Tests (CSTs) are designed to assess the achievement of students in California public schools on the state's academic content standards that specify what California students are to learn in each grade level and subject area.
- The CSTs in English-language arts and mathematics were first administered in spring 1999. Senior high school history-social science and science tests were added to the Program in 2001.
- In spring 2003, the history-social science test that had been administered at grade 9 was moved to grade 8. This test assesses the history-social science content standards for grades six through eight.
- A grade 5 science test that assesses the science content standards for grades four and five was administered for the first time during spring 2004.

Reporting Results

- The CST results are reported using five performance levels: advanced, proficient, basic, below basic, and far below basic.
- The percentage of students scoring at each performance level is reported by grade and subject area.
- The state target is to have all students score at proficient or advanced.

Summary of 2004 Results

English-Language Arts

- Performance levels were first reported for the California English-Language Arts Standards Tests in 2001.
- The percentage of students scoring at proficient and advanced between 2001 and 2004 has increased for all grades except grade three where the percentages are the same.
- The greatest growth is at grade five where there is a twelve-percentage point increase over the four-year period. At grade nine, there has been a nine-point increase in the percentage of students scoring proficient and advanced.
- Across the four years, there have been increases each year for grades four, five, nine, and ten. The percentages were unchanged from 2003 to 2004 for grades two,

six, seven, and eleven.

- The percentage of students scoring far below basic decreased at grades two, four, and six through ten over the four-year period.

Mathematics

- The percentage of students scoring at proficient and advanced in mathematics increased between 2001 and 2004 for all grades, two through seven, as well as for Integrated Mathematics 3 and Summative High School Mathematics.
- During the four-year period, there were significant increases in the number of students in grades eight through eleven taking the Algebra I, Geometry, and Algebra II CSTs. While the number of students tested has increased, the percentage of students scoring proficient or advanced on these tests has decreased.
- The greatest gains were made in grades two through four.

History-Social Science

- Between 2001 and 2004, there were slight increases in the percentages of students scoring proficient or advanced on the grade ten and eleven history-social science tests.

Science

- There were significant increases in the number of students in grades nine through eleven taking science standards tests between 2001 and 2004 with the greatest increase being between 2003 and 2004.
- Approximately 75,000 more students took the CST Biology test in 2004 than in 2003. This was approximately a 23% increase.
- The significant increase in the number of students tested in biology was accompanied by a significant decrease in the percentage of students scoring proficient and advanced.
- A higher percentage of students scored proficient and advanced (30 percent) on the biology test than on any of the other science end-of-course tests.
- Twenty-four percent of the grade five students scored proficient or advanced on the new grade five science test.

Table 1
Standardized Testing and Reporting (STAR) Program
California Standards Test
2001–04 State-Level Results
Percentage of All Students Scoring At or Above Proficient

ENGLISH-LANGUAGE ARTS

Grade	Annual Performance				Change	
	2001	2002	2003	2004	3-Year Change	1-Year Change
2	32	32	36	36	4	0
3	30	34	33	30	0	-3
4	31	36	39	40	9	1
5	28	31	36	40	12	4
6	31	31	36	36	5	0
7	34	33	36	36	2	0
8	32	32	31	33	1	2
9	28	33	38	37	9	-1
10	31	33	33	35	4	2
11	29	31	32	32	3	0

Table 2
Standardized Testing and Reporting (STAR) Program
California Standards Test
2001–04 State-Level Results
Percentage of All Students Scoring Far Below Basic

ENGLISH-LANGUAGE ARTS

Grade	Annual Performance				Change*	
	2001	2002	2003	2004	3-Year Change	1-Year Change
2	15	15	13	12	-3	-1
3	16	16	16	16	0	0
4	13	11	8	9	-4	1
5	12	9	11	13	1	2
6	13	15	13	10	-3	-3
7	15	15	14	12	-3	-2
8	14	14	15	12	-2	-3
9	18	18	12	14	-4	2
10	15	16	14	14	-1	0
11	16	18	20	19	3	-1

* A negative change indicates students are moving out of Far Below Basic and progressing toward proficiency.

Table 3
Standardized Testing and Reporting (STAR) Program
California Standards Test
2001–04 State-Level Results
Percentage of All Students Scoring At or Above Proficient

MATHEMATICS

Grade / Test	Annual Performance				Change	
	2001	2002	2003	2004	3-Year Change	1-Year Change
Grade 2	40	43	53	51	11	-2
Grade 3	38	38	46	48	10	2
Grade 4	33	38	45	45	12	0
Grade 5	30	29	35	38	8	3
Grade 6	31	32	34	35	4	1
Grade 7	29	30	30	33	4	3
Algebra I	21	22	21	18	-3	-3
Geometry	30	29	26	24	-6	-2
Algebra II	28	26	29	24	-4	-5
1st Year Integrated	10	7	7	7	-3	0
2nd Year Integrated	18	25	28	21	3	-7
3rd Year Integrated	20	21	21	27	7	6
General Mathematics	NA	16	20	20	4*	0
Summative High School Math	37	40	43	41	4	-2

* 2-Year Change

Table 4
Standardized Testing and Reporting (STAR) Program
California Standards Test
2002–04 State-Level Results
Percentage of All Students Scoring Far Below Basic

MATHEMATICS

Grade / Test	Annual Performance			Change*	
	2002	2003	2004	2-Year Change	1-Year Change
Grade 2	8	5	5	-3	0
Grade 3	9	7	4	-5	-3
Grade 4	7	7	3	-4	-4
Grade 5	9	13	10	1	-3
Grade 6	8	8	7	-1	-1
Grade 7	11	12	11	0	-1
Algebra I	14	16	14	0	-2
Geometry	10	7	8	-2	1
Algebra II	12	17	16	4	-1
1st Year Integrated	26	25	29	3	4
2nd Year Integrated	9	8	11	2	3
3rd Year Integrated	15	21	10	-5	-11
General Mathematics	15	19	19	4	0
Summative High School Math	15	15	6	-9	-9

* A negative change indicates students are moving out of Far Below Basic and progressing toward proficiency.

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Table 5
Standardized Testing and Reporting (STAR) Program
California Standards Test
2001–04 Test-Taking Patterns
Number of Students Tested

MATHEMATICS TESTS

Test	Number of Students Tested				Change			
	2001	2002	2003	2004	3-Year Change	Percent Change	1-Year Change	Percent Change
Algebra I	366,633	422,241	505,883	613,017	246,384	67.2%	107,134	21.2%
Geometry	213,795	240,512	270,560	300,905	87,110	40.7%	30,345	11.2%
Algebra II	126,997	148,333	162,672	181,878	54,881	43.2%	19,206	11.8%
1st Year Integrated	42,732	24,097	14,359	9,612	-33,120	-77.5%	-4,747	-33.1%
2nd Year Integrated	28,446	24,761	9,733	7,928	-20,518	-72.1%	-1,805	-22.8%
3rd Year Integrated	17,909	15,395	10,043	4,430	-13,479	-75.3%	-5,613	-55.9%
General Mathematics	NA	448,912	451,126	415,461	-33,451*	-7.5%	-35,665	-7.9%
High School Summative Math	51,792	70,594	76,560	80,504	28,712	55.4%	3,944	5.2%
Total	848,304	1,394,845	1,500,936	1,613,735	NA	NA	NA	NA

* 2-Year Change

Table 6
Standardized Testing and Reporting (STAR) Program
California Standards Test
2001–04 State-Level Results
Percentage of All Students Scoring At or Above Proficient

SCIENCE

Test	Annual Performance				Change	
	2001	2002	2003	2004	3-Year Change	1-Year Change
Grade 5	NA	NA	NA	24	--	--
Earth Science	20	21	22	22	2	0
Biology	34	37	37	30	-4	-7
Chemistry	28	29	31	28	0	-3
Physics	30	28	29	29	-1	0
Integrated 1	NA	NA	7	5	--	-2
Integrated 2	NA	NA	8	8	--	0
Integrated 3	NA	NA	7	8	--	1
Integrated 4	NA	NA	12	8	--	-4

Table 7
Standardized Testing and Reporting (STAR) Program
California Standards Test
2002–04 State-Level Results
Percentage of All Students Scoring Far Below Basic

SCIENCE

Test	Annual Performance			Change*	
	2002	2003	2004	2-Year Change	1-Year Change
Grade 5	NA	NA	10	--	--
Earth Science	19	17	19	0	2
Biology	9	12	11	2	-1
Chemistry	10	11	12	2	1
Physics	19	18	18	-1	0
Integrated 1	NA	25	28	--	3
Integrated 2	NA	30	26	--	-4
Integrated 3	NA	19	14	--	-5
Integrated 4	NA	30	23	--	-7

* A negative change indicates students are moving out of Far Below Basic and progressing toward proficiency.

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Table 8
Standardized Testing and Reporting (STAR) Program
California Standards Test
2001–04 Test-Taking Patterns
Number of Students Tested

SCIENCE

Test	Number of Students Tested				Change			
	2001	2002	2003	2004	3-Year Change	Percent Change	1-Year Change	Percent Change
Earth Science	69,255	80,096	89,676	134,870	65,615	94.7%	45,194	50.4%
Biology	269,602	298,475	334,005	397,701	128,099	47.5%	63,696	19.1%
Chemistry	132,908	144,933	153,491	181,298	48,390	36.4%	27,807	18.1%
Physics	33,123	41,762	44,878	52,401	19,278	58.2%	7,523	16.8%
Integrated 1	25,142	16,459	62,008	101,783	76,641	304.8%	39,775	64.1%
Integrated 2	49,455	38,988	25,983	24,686	-24,769	-50.1%	-1,297	-5.0%
Integrated 3	39,714	57,086	10,621	5,870	-33,844	-85.2%	-4,751	-44.7%
Integrated 4	24,808	25,468	1,515	1,602	-23,206	-93.5%	87	5.7%
Total: (Grades 9–11)	644,007	703,267	722,177	900,211	NA	NA	NA	NA
Grade 5 Science	--	--	--	479,845	NA	NA	NA	NA

Table 9
Standardized Testing and Reporting (STAR) Program
California Standards Test
2001–04 State-Level Results
Percentage of All Students Scoring At or Above Proficient

HISTORY-SOCIAL SCIENCE

Grade	Annual Performance				Change	
	2001	2002	2003	2004	3-Year Change	1-Year Change
8	NA	NA	28	28	NA	0
10	24	24	27	27	3	0
11	31	31	34	32	1	-2

Table 10
Standardized Testing and Reporting (STAR) Program
California Standards Test
2002–04 State-Level Results
Percentage of All Students Scoring Far Below Basic

HISTORY-SOCIAL SCIENCE

Grade	Annual Performance			Change*	
	2002	2003	2004	2-Year Change	1-Year Change
8	NA	15	18	NA	3
10	25	28	25	0	-3
11	15	13	15	0	2

* A negative change indicates students are moving out of Far Below Basic and progressing toward proficiency.

Table 11
Standardized Testing and Reporting (STAR) Program
California Achievement Tests, Sixth Edition Survey (CAT/6)
2003–04 State-Level Results
Percentage of All Students Scoring At or Above the 50th National Percentile Rank

Grade	Reading			Language			Mathematics			Spelling			Science		
	2003	2004	Chg	2003	2004	Chg	2003	2004	Chg	2003	2004	Chg	2003	2004	Chg
2	46	47	1	41	43	2	57	59	2	53	53	0	NA	NA	NA
3	34	35	1	42	43	1	52	54	2	53	54	1	NA	NA	NA
4	35	36	1	43	45	2	48	49	1	56	58	2	NA	NA	NA
5	40	41	1	44	46	2	49	50	1	50	51	1	NA	NA	NA
6	45	46	1	40	42	2	51	53	2	49	52	3	NA	NA	NA
7	45	45	0	41	43	2	46	48	2	53	55	2	NA	NA	NA
8	41	41	0	43	45	2	48	49	1	49	51	2	NA	NA	NA
9	50	48	-2	49	48	-1	46	46	0	NA	NA	NA	47	46	-1
10	49	49	0	49	50	1	51	52	1	NA	NA	NA	47	47	0
11	47	47	0	47	47	0	46	46	0	NA	NA	NA	49	49	0