

# **State Accountability Report Card 2006-07**

The No Child Left Behind Act of 2001 requires each state to produce an annual report card that summarizes assessment results of students statewide and disaggregated by student subgroup. Information must also be included on high school graduation rates, teacher qualifications, other indicators used in each state's definition of Adequate Yearly Progress (AYP), and the AYP status of all schools and districts in the state. Questions about this state report card may be directed to the Evaluation, Research, and Analysis Unit, in the Policy and Evaluation Division, at 916-319-0875.

**California Department of Education  
February 2008**

## Grade 2 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the Standardized Testing and Reporting (STAR) Program Web site at <http://star.cde.ca.gov/>.

### California Standards Test Results in English-Language Arts, 2005-06 and 2006-07

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2005-06	470,167	465,383	99	10	16	27	28	19
2006-07	465,245	461,365	99	10	15	25	30	18

### California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2006-07

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
<b>African American</b>	34,204	33,927	99	10	21	25	28	16
<b>American Indian or Alaska Native</b>	3,697	3,674	99	6	18	24	31	21
<b>Asian</b>	37,034	36,890	100	2	5	11	27	51
<b>Filipino</b>	12,602	12,556	100	2	7	16	33	39
<b>Hispanic or Latino</b>	240,814	239,758	100	6	18	25	30	18
<b>Pacific Islander</b>	3,059	3,044	100	4	14	23	32	25
<b>White (not Hispanic)</b>	127,516	126,574	99	2	7	16	33	41
<b>Economically Disadvantaged</b>	272,774	271,434	100	7	19	25	29	18
<b>English Learners</b>	166,153	165,561	100	7	20	26	29	18
<b>Students with Disabilities</b>	44,597	43,695	98	19	21	20	22	17
<b>Migrant Education Services</b>	11,336	11,284	100	8	22	26	27	15
<b>Male</b>	239,019	237,547	99	6	14	20	30	29
<b>Female</b>	225,812	224,728	100	4	14	22	31	27

*Note: The state goal for Adequate Yearly Progress for English-language arts is 24.4 percent of students at or above Proficient.*

## Grade 2 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the STAR Program Web site at <http://star.cde.ca.gov/>.

### California Standards Test Results in Mathematics, 2005-06 and 2006-07

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2005-06	469,960	466,841	99	5	15	21	30	29
2006-07	465,076	462,511	99	5	14	21	30	28

### California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2006-07

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
<b>African American</b>	34,204	33,927	99	10	21	25	28	16
<b>American Indian or Alaska Native</b>	3,697	3,674	99	6	18	24	31	21
<b>Asian</b>	37,034	36,890	100	2	5	11	27	51
<b>Filipino</b>	12,602	12,556	100	2	7	16	33	39
<b>Hispanic or Latino</b>	240,814	239,758	100	6	18	25	30	18
<b>Pacific Islander</b>	3,059	3,044	100	4	14	23	32	25
<b>White (not Hispanic)</b>	127,516	126,574	99	2	7	16	33	41
<b>Economically Disadvantaged</b>	272,774	271,434	100	7	19	25	29	18
<b>English Learners</b>	166,153	165,561	100	7	20	26	29	18
<b>Students with Disabilities</b>	44,597	43,695	98	19	21	20	22	17
<b>Migrant Education Services</b>	11,336	11,284	100	8	22	26	27	15
<b>Male</b>	239,019	237,547	99	6	14	20	30	29
<b>Female</b>	225,812	224,728	100	4	14	22	31	27

*Note: The state goal for Adequate Yearly Progress for mathematics is 26.5 percent of students at or above Proficient.*

### Grade 3 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the STAR Program Web site at <http://star.cde.ca.gov/>.

#### California Standards Test Results in English-Language Arts, 2005-06 and 2006-07

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2005-06	472,915	467,851	99	13	18	32	24	13
2006-07	467,559	463,773	99	11	19	31	26	10

#### California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2006-07

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
<b>African American</b>	35,078	34,581	99	15	24	33	22	6
<b>American Indian or Alaska Native</b>	3,792	3,744	99	12	23	33	24	7
<b>Asian</b>	37,444	37,241	100	4	9	25	36	24
<b>Filipino</b>	12,890	12,828	100	3	11	31	38	15
<b>Hispanic or Latino</b>	240,046	238,430	99	15	25	34	19	4
<b>Pacific Islander</b>	3,107	3,094	100	7	19	35	30	8
<b>White (not Hispanic)</b>	129,999	128,738	99	5	11	28	37	19
<b>Economically Disadvantaged</b>	271,850	269,697	99	15	25	34	19	4
<b>English Learners</b>	164,934	163,934	99	17	28	34	17	4
<b>Students with Disabilities</b>	52,152	49,882	96	31	24	22	15	8
<b>Migrant Education Services</b>	11,497	11,415	99	22	30	31	13	2
<b>Male</b>	240,052	237,615	99	13	21	31	24	9
<b>Female</b>	227,294	225,957	99	8	18	32	29	12

*Note: The state goal for Adequate Yearly Progress for English-language arts is 24.4 percent of students at or above Proficient.*

### Grade 3 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the STAR Program Web site at <http://star.cde.ca.gov/>.

#### California Standards Test Results in Mathematics, 2005-06 and 2006-07

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2005-06	472,748	469,647	99	5	17	21	28	30
2006-07	467,405	465,118	100	5	16	20	27	31

#### California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2006-07

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
<b>African American</b>	35,046	34,798	99	9	25	24	24	18
<b>American Indian or Alaska Native</b>	3,793	3,766	99	6	21	24	27	22
<b>Asian</b>	37,444	37,295	100	1	5	10	22	58
<b>Filipino</b>	12,888	12,846	100	2	7	15	29	44
<b>Hispanic or Latino</b>	239,958	239,046	100	6	21	24	27	21
<b>Pacific Islander</b>	3,107	3,100	100	4	16	22	29	29
<b>White (not Hispanic)</b>	129,972	129,141	99	2	10	16	28	43
<b>Economically Disadvantaged</b>	271,728	270,547	100	6	22	24	26	21
<b>English Learners</b>	164,896	164,369	100	6	22	24	26	21
<b>Students with Disabilities</b>	52,131	51,180	98	18	26	18	19	18
<b>Migrant Education Services</b>	11,496	11,441	100	8	25	25	24	16
<b>Male</b>	239,971	238,613	99	5	16	19	26	32
<b>Female</b>	227,222	226,302	100	4	17	21	27	29

*Note: The state goal for Adequate Yearly Progress for mathematics is 26.5 percent of students at or above Proficient.*

### Grade 4 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the STAR Program Web site at <http://star.cde.ca.gov/>.

#### California Standards Test Results in English-Language Arts, 2005-06 and 2006-07

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2005-06	479,450	474,984	99	8	13	28	26	25
2006-07	470,226	467,001	99	7	12	29	26	25

#### California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2006-07

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
<b>African American</b>	35,460	35,002	99	11	16	34	24	15
<b>American Indian or Alaska Native</b>	3,776	3,744	99	9	13	30	27	20
<b>Asian</b>	39,305	39,144	100	3	5	17	24	49
<b>Filipino</b>	13,133	13,095	100	2	5	22	31	37
<b>Hispanic or Latino</b>	238,778	237,329	99	10	16	35	24	13
<b>Pacific Islander</b>	3,121	3,111	100	5	11	32	28	22
<b>White (not Hispanic)</b>	131,996	130,971	99	3	6	20	29	42
<b>Economically Disadvantaged</b>	272,253	270,305	99	10	17	35	24	13
<b>English Learners</b>	174,089	173,111	99	11	18	36	23	13
<b>Students with Disabilities</b>	56,090	53,704	96	25	22	25	15	12
<b>Migrant Education Services</b>	11,629	11,552	99	15	21	36	18	7
<b>Male</b>	241,149	239,042	99	9	13	29	25	23
<b>Female</b>	228,882	227,774	100	5	10	28	27	28

*Note: The state goal for Adequate Yearly Progress for English-language arts is 24.4 percent of students at or above Proficient.*

## Grade 4 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the STAR Program Web site at <http://star.cde.ca.gov/>.

### California Standards Test Results in Mathematics, 2005-06 and 2006-07

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2005-06	479,281	475,838	99	4	17	24	26	29
2006-07	470,054	467,583	100	3	16	23	26	30

### California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2006-07

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
African American	35,429	35,117	99	7	25	27	23	18
American Indian or Alaska Native	3,776	3,746	99	4	22	25	26	22
Asian	39,296	39,150	100	1	5	10	22	59
Filipino	13,132	13,100	100	1	7	16	30	44
Hispanic or Latino	238,681	237,745	100	4	20	27	26	20
Pacific Islander	3,120	3,107	100	3	15	24	28	28
White (not Hispanic)	131,964	131,009	99	2	9	19	29	41
Economically Disadvantaged	272,117	270,869	100	5	21	27	25	20
English Learners	174,035	173,488	100	4	21	27	25	23
Students with Disabilities	56,058	54,874	98	14	31	22	17	15
Migrant Education Services	11,620	11,562	100	5	25	28	24	16
Male	241,041	239,594	99	4	17	22	25	31
Female	228,817	227,802	100	2	15	24	27	30

*Note: The state goal for Adequate Yearly Progress for mathematics is 26.5 percent of students at or above Proficient.*

### Grade 5 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the STAR Program Web site at <http://star.cde.ca.gov/>.

#### California Standards Test Results in English-Language Arts, 2005-06 and 2006-07

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2005-06	488,415	483,237	99	11	14	32	25	19
2006-07	478,400	474,532	99	8	14	32	27	18

#### California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2006-07

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
<b>African American</b>	36,250	35,778	99	13	19	35	23	10
<b>American Indian or Alaska Native</b>	3,941	3,895	99	10	16	34	27	12
<b>Asian</b>	40,376	40,214	100	3	6	20	30	38
<b>Filipino</b>	13,287	13,227	100	2	7	27	36	25
<b>Hispanic or Latino</b>	239,791	238,043	99	11	19	37	23	8
<b>Pacific Islander</b>	2,973	2,954	99	7	14	37	27	14
<b>White (not Hispanic)</b>	137,371	136,079	99	4	7	24	34	30
<b>Economically Disadvantaged</b>	274,895	272,630	99	12	19	37	22	7
<b>English Learners</b>	173,050	171,942	99	13	20	39	21	7
<b>Students with Disabilities</b>	57,759	55,173	96	29	25	24	13	9
<b>Migrant Education Services</b>	11,629	11,544	99	17	23	37	17	4
<b>Male</b>	244,930	242,461	99	11	15	31	25	16
<b>Female</b>	233,228	231,839	99	6	12	32	29	19

*Note: The state goal for Adequate Yearly Progress for English-language arts is 24.4 percent of students at or above Proficient.*



### Grade 5 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the STAR Program Web site at <http://star.cde.ca.gov/>.

#### California Standards Test Results in Mathematics, 2005-06 and 2006-07

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2005-06	488,265	484,802	99	9	21	21	26	22
2006-07	478,248	475,750	100	7	21	22	28	20

#### California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2006-07

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
<b>African American</b>	36,228	35,954	99	15	30	23	23	10
<b>American Indian or Alaska Native</b>	3,940	3,900	99	11	26	24	27	13
<b>Asian</b>	40,370	40,252	100	2	8	12	29	46
<b>Filipino</b>	13,285	13,250	100	2	11	18	35	30
<b>Hispanic or Latino</b>	239,719	238,775	100	9	27	25	26	11
<b>Pacific Islander</b>	2,971	2,957	100	7	21	23	31	17
<b>White (not Hispanic)</b>	137,325	136,306	99	4	14	19	33	30
<b>Economically Disadvantaged</b>	274,781	273,558	100	10	27	24	25	11
<b>English Learners</b>	173,013	172,495	100	10	28	25	26	12
<b>Students with Disabilities</b>	57,735	56,468	98	25	33	17	15	10
<b>Migrant Education Services</b>	11,625	11,587	100	12	31	25	22	7
<b>Male</b>	244,856	243,351	99	9	21	20	27	21
<b>Female</b>	233,150	232,165	100	6	21	23	30	19

*Note: The state goal for Adequate Yearly Progress for mathematics is 26.5 percent of students at or above Proficient.*

## Grade 6 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the STAR Program Web site at <http://star.cde.ca.gov/>.

### California Standards Test Results in English-Language Arts, 2005-06 and 2006-07

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2005-06	491,152	486,084	99	11	15	31	26	17
2006-07	484,818	480,940	99	9	17	31	25	17

### California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2006-07

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
<b>African American</b>	37,801	37,191	98	14	23	34	21	8
<b>American Indian or Alaska Native</b>	4,109	4,040	98	10	19	32	26	12
<b>Asian</b>	40,507	40,385	100	3	7	21	29	37
<b>Filipino</b>	13,371	13,326	100	3	8	27	35	25
<b>Hispanic or Latino</b>	239,506	237,805	99	12	23	36	21	7
<b>Pacific Islander</b>	3,185	3,172	100	7	16	35	28	13
<b>White (not Hispanic)</b>	141,716	140,464	99	4	9	25	33	30
<b>Economically Disadvantaged</b>	272,746	270,369	99	13	23	35	20	7
<b>English Learners</b>	161,880	160,830	99	14	26	37	18	5
<b>Students with Disabilities</b>	54,869	52,448	96	30	30	22	11	7
<b>Migrant Education Services</b>	11,661	11,580	99	15	27	36	16	4
<b>Male</b>	248,688	246,215	99	11	19	29	24	16
<b>Female</b>	235,861	234,464	99	6	15	32	27	18

*Note: The state goal for Adequate Yearly Progress for English-language arts is 24.4 percent of students at or above Proficient.*

## Grade 6 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the STAR Program Web site at <http://star.cde.ca.gov/>.

### California Standards Test Results in Mathematics, 2005-06 and 2006-07

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2005-06	491,029	486,936	99	8	22	27	29	13
2006-07	484,713	481,722	99	6	22	29	27	14

### California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2006-07

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
<b>African American</b>	37,781	37,305	99	12	33	30	19	5
<b>American Indian or Alaska Native</b>	4,109	4,053	99	7	27	31	26	9
<b>Asian</b>	40,506	40,405	100	2	8	17	32	39
<b>Filipino</b>	13,370	13,342	100	2	11	26	37	21
<b>Hispanic or Latino</b>	239,454	238,271	100	8	29	33	22	6
<b>Pacific Islander</b>	3,185	3,173	100	5	22	32	29	10
<b>White (not Hispanic)</b>	141,688	140,619	99	3	13	25	36	22
<b>Economically Disadvantaged</b>	272,657	270,969	99	9	29	32	22	6
<b>English Learners</b>	161,844	161,196	100	9	31	33	21	6
<b>Students with Disabilities</b>	54,861	53,421	97	23	39	21	11	5
<b>Migrant Education Services</b>	11,658	11,612	100	8	31	34	20	4
<b>Male</b>	248,623	246,824	99	7	23	27	27	15
<b>Female</b>	235,821	234,638	100	5	22	31	28	13

*Note: The state goal for Adequate Yearly Progress for mathematics is 26.5 percent of students at or above Proficient.*

**Grade 7  
English-Language Arts**

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the STAR Program Web site at <http://star.cde.ca.gov/>.

**California Standards Test Results in English-Language Arts,  
2005-06 and 2006-07**

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2005-06	492,416	488,711	99	10	17	29	28	16
2006-07	490,623	487,830	99	9	17	27	30	16

**California Standards Test Results in English-Language Arts  
Disaggregated by Student Subgroup, 2006-07**

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
<b>African American</b>	39,427	39,024	99	14	23	30	25	8
<b>American Indian or Alaska Native</b>	4,082	4,042	99	10	18	29	30	12
<b>Asian</b>	41,246	41,150	100	3	7	17	33	37
<b>Filipino</b>	13,120	13,091	100	3	8	23	40	25
<b>Hispanic or Latino</b>	239,996	238,710	100	12	23	32	25	7
<b>Pacific Islander</b>	3,224	3,211	100	8	17	31	31	13
<b>White (not Hispanic)</b>	145,168	144,303	99	4	9	21	37	28
<b>Economically Disadvantaged</b>	265,348	263,710	99	13	23	32	24	7
<b>English Learners</b>	159,642	158,808	100	14	26	35	21	4
<b>Students with Disabilities</b>	52,297	50,558	97	31	31	21	11	6
<b>Migrant Education Services</b>	11,707	11,652	100	15	26	33	19	5
<b>Male</b>	251,981	250,150	99	12	19	27	27	14
<b>Female</b>	238,330	237,385	100	6	14	28	32	19

*Note: The state goal for Adequate Yearly Progress for English-language arts is 24.4 percent of students at or above Proficient.*

## Grade 7 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the STAR Program Web site at <http://star.cde.ca.gov/>.

### California Standards Test Results in Mathematics, 2005-06 and 2006-07

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2005-06	492,263	487,156	99	10	22	26	28	14
2006-07	490,472	486,386	99	9	21	28	26	14

### California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2006-07

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
<b>African American</b>	39,406	38,790	98	17	31	29	18	5
<b>American Indian or Alaska Native</b>	4,080	4,017	99	12	24	30	24	10
<b>Asian</b>	41,245	41,133	100	3	7	17	33	37
<b>Filipino</b>	13,116	13,064	100	3	10	27	37	21
<b>Hispanic or Latino</b>	239,915	238,201	99	12	28	31	21	7
<b>Pacific Islander</b>	3,220	3,196	99	8	21	31	27	11
<b>White (not Hispanic)</b>	145,132	143,727	99	5	13	26	34	21
<b>Economically Disadvantaged</b>	265,244	262,948	99	13	28	30	21	7
<b>English Learners</b>	159,595	158,681	99	13	30	31	20	6
<b>Students with Disabilities</b>	52,269	50,680	97	31	36	18	10	5
<b>Migrant Education Services</b>	11,704	11,639	99	13	28	30	20	6
<b>Male</b>	251,898	249,417	99	11	22	25	26	15
<b>Female</b>	238,263	236,679	99	7	21	31	27	13

*Note: The state goal for Adequate Yearly Progress for mathematics is 26.5 percent of students at or above Proficient.*

**Grade 8  
English-Language Arts**

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the STAR Program Web site at <http://star.cde.ca.gov/>.

**California Standards Test Results in English-Language Arts,  
2005-06 and 2006-07**

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2005-06	491,947	485,846	99	9	17	32	23	18
2006-07	491,178	486,142	99	11	16	31	25	17

**California Standards Test Results in English-Language Arts  
Disaggregated by Student Subgroup, 2006-07**

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
<b>African American</b>	39,600	38,884	98	17	22	34	20	8
<b>American Indian or Alaska Native</b>	4,006	3,944	99	12	17	33	24	13
<b>Asian</b>	41,918	41,762	100	4	8	22	30	34
<b>Filipino</b>	13,423	13,355	100	3	9	30	35	20
<b>Hispanic or Latino</b>	235,639	233,293	99	15	21	36	20	7
<b>Pacific Islander</b>	3,185	3,151	99	11	18	34	25	11
<b>White (not Hispanic)</b>	149,036	147,478	99	5	8	24	33	29
<b>Economically Disadvantaged</b>	257,172	254,328	99	15	22	35	19	7
<b>English Learners</b>	153,259	151,881	99	18	26	39	14	3
<b>Students with Disabilities</b>	50,073	47,995	96	36	27	21	9	6
<b>Migrant Education Services</b>	11,422	11,344	99	18	25	35	15	5
<b>Male</b>	252,204	249,189	99	14	18	30	23	14
<b>Female</b>	238,724	236,714	99	7	14	32	27	19

*Note: The state goal for Adequate Yearly Progress for English-language arts is 24.4 percent of students at or above Proficient.*

## Grade 8 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the STAR Program Web site at <http://star.cde.ca.gov/>.

### California Standards Test Results in Mathematics, 2005-06 and 2006-07

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2005-06	491,810	484,951	99	13	26	27	25	9
2006-07	491,048	485,136	99	11	25	30	25	8

### California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2006-07

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
<b>African American</b>	39,585	38,737	98	20	35	29	15	2
<b>American Indian or Alaska Native</b>	4,004	3,929	98	15	29	30	21	5
<b>Asian</b>	41,916	41,749	100	3	10	21	37	28
<b>Filipino</b>	13,421	13,348	100	5	17	31	35	11
<b>Hispanic or Latino</b>	235,573	232,987	99	15	32	32	18	3
<b>Pacific Islander</b>	3,185	3,144	99	11	25	33	24	6
<b>White (not Hispanic)</b>	148,993	147,024	99	7	17	30	35	12
<b>Economically Disadvantaged</b>	257,091	253,927	99	15	32	31	17	3
<b>English Learners</b>	153,219	151,854	99	16	34	31	16	3
<b>Students with Disabilities</b>	50,053	48,078	96	32	36	19	9	4
<b>Migrant Education Services</b>	11,421	11,343	99	14	32	32	18	3
<b>Male</b>	252,127	248,604	99	13	25	28	24	8
<b>Female</b>	238,671	236,304	99	9	25	32	26	8

*Note: The state goal for Adequate Yearly Progress for mathematics is 26.5 percent of students at or above Proficient.*

**Grade 10  
English-Language Arts**

The California High School Exit Examination (CAHSEE) is one measure of whether students have mastered the skills necessary for high school graduation. Results from the tenth grade administration of the CAHSEE are used to evaluate the Adequate Yearly Progress (AYP) of high schools. More information on the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

**California High School Exit Exam Results in English-Language Arts,  
2005-06 and 2006-07**

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage		
				Not Proficient	Proficient	Advanced
2005-06	504,699	482,138	96	49	22	29
2006-07	500,975	481,025	96	51	24	24

**California High School Exit Exam Results in English-Language Arts  
Disaggregated by Student Subgroup, 2006-07**

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage		
				Not Proficient	Proficient	Advanced
<b>African American</b>	40,909	38,034	93	67	21	12
<b>American Indian or Alaska Native</b>	4,451	4,181	94	54	25	21
<b>Asian</b>	44,263	43,646	99	32	24	41
<b>Filipino</b>	14,502	14,275	98	36	30	32
<b>Hispanic or Latino</b>	225,166	214,785	95	66	21	11
<b>Pacific Islander</b>	3,382	3,243	96	55	25	18
<b>White (not Hispanic)</b>	163,598	158,579	97	32	29	39
<b>Economically Disadvantaged</b>	224,085	213,555	95	68	20	11
<b>English Learners</b>	138,598	132,491	96	79	16	5
<b>Students with Disabilities</b>	48,772	43,902	90	84	9	7
<b>Migrant Education Services</b>	10,204	9,904	97	76	16	6
<b>Male</b>	256,367	245,169	96	56	23	20
<b>Female</b>	244,506	235,776	96	45	25	29

*Note: The state goal for Adequate Yearly Progress for English-language arts is 22.3 percent of students at or above Proficient.*



## Grade 10 Mathematics

The California High School Exit Examination (CAHSEE) is one measure of whether students have mastered the skills necessary for high school graduation. Results from the tenth grade administration of the CAHSEE are used to evaluate the Adequate Yearly Progress (AYP) of high schools. More information on the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

### California High School Exit Exam Results in Mathematics, 2005-06 and 2006-07

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage		
				Not Proficient	Proficient	Advanced
2005-06	505,702	484,685	96	53	31	16
2006-07	502,143	483,244	96	50	31	19

### California High School Exit Exam Results in Mathematics Disaggregated by Student Subgroup, 2006-07

Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage		
				Not Proficient	Proficient	Advanced
<b>African American</b>	41,122	38,436	93	72	22	6
<b>American Indian or Alaska Native</b>	4,450	4,208	94	55	33	12
<b>Asian</b>	44,170	43,611	99	20	30	47
<b>Filipino</b>	14,518	14,307	98	33	40	26
<b>Hispanic or Latino</b>	225,957	215,988	95	64	26	9
<b>Pacific Islander</b>	3,395	3,259	96	53	32	14
<b>White (not Hispanic)</b>	163,786	159,099	97	34	39	27
<b>Economically Disadvantaged</b>	224,712	214,730	96	64	25	9
<b>English Learners</b>	138,831	133,062	96	69	24	7
<b>Students with Disabilities</b>	48,853	45,187	93	84	11	5
<b>Migrant Education Services</b>	10,203	9,951	98	66	24	7
<b>Male</b>	256,519	246,055	96	49	31	20
<b>Female</b>	245,520	237,103	97	51	31	17

*Note: The state goal for Adequate Yearly Progress for mathematics is 20.9 percent of students at or above Proficient.*

**Academic Performance Index**

The Academic Performance Index (API) is a score ranging from 200 to 1000 that annually measures the academic performance and progress of individual schools in California. The API is one component of California’s definition of Adequate Yearly Progress (AYP), required under the No Child Left Behind (NCLB) Act of 2001. A procedure established by NCLB determined the statewide API goal. The API goal under AYP will increase over time so that all schools are expected to reach 800 by 2013-14. More information on the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

**Actual Statewide API Compared to Statewide API Goal, 2006-07**

<b>Statewide API</b>	<b>Statewide API Goal</b>
727	590

**High School Graduation Rate**

The high school graduation rate is a required component of California’s definition of Adequate Yearly Progress (AYP), required under the No Child Left Behind (NCLB) Act of 2001. The graduation rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates. A procedure established by NCLB determined the statewide graduation rate goal.

**Actual Statewide Graduation Rate Compared to Statewide Graduation Rate Goal, 2006-07**

<b>Statewide Graduation Rate</b>	<b>Statewide Graduation Rate Goal</b>
83	82.9

### Adequate Yearly Progress Status

The federal No Child Left Behind (NCLB) Act of 2001 requires that all students perform at or above the Proficient level on the state's standards-based assessments by 2013-14. In order to achieve this goal, districts and schools must make Adequate Yearly Progress (AYP) in meeting minimum annual measurable objectives in English-language arts and mathematics. Detailed information about AYP can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Schools and local educational agencies (LEAs) that do not make AYP for two consecutive years enter Program Improvement (PI). PI is a federal intervention program where schools and LEAs are subject to increasingly severe sanctions for each year they do not make AYP. The list of all schools and LEAs identified for PI can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

*Note: LEA refers to school districts, county offices of education that operate schools, and direct-funded charter schools.*

### Adequate Yearly Progress and Program Improvement Status of Local Educational Agencies and Schools, 2006-07

	Adequate Yearly Progress Status			Program Improvement Status		
	Total Number of LEAs/Schools	Number Making AYP	Percent Making AYP	Total Number of "Eligible" LEAs/Schools*	Number in PI	Percent in PI
<b>Schools</b>	9,680	6,444	66.6	6,068	2204	36.3
<b>LEAs</b>	1,032	550	53.3	971	192	19.8

*\*Only schools and LEAs receiving Title I funding are eligible for PI identification and interventions. Single-school districts and direct-funded charter schools are included among the total number of eligible schools rather than the total number of eligible LEAs. Figures used are based on AYP data released on October 31, 2007, and PI data released on October 31, 2007.*

### Teacher Qualifications

The No Child Left Behind (NCLB) Act of 2001 requires that all teachers teaching in core academic subjects be “highly qualified” not later than the end of the 2006-07 school year. In general, NCLB requires that each teacher must have: (1) a Bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject taught. More information on teacher qualifications required by NCLB can be found at the NCLB Web page: <http://www.cde.ca.gov/nclb/sr/tq/>.

#### Type of Teacher Credential, 2006-07

Type of Credential	Percent*
Full	95.0
Alternative routes to certification (District Internship/University Internship)	3.5
Pre-Internship	.2
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	4.4
Waiver	0.4

*\*Teacher credential data may not have been submitted or a teacher may hold more than one type of credential. As a result, percentages reported in this table may not add to 100 percent.*

#### Teacher Education Level, 2006-07

Education Level	Percent
Doctorate	0.8
Master’s Degree + 30 or more semester hours	15.8
Master’s Degree	18.6
Bachelor’s Degree + 30 or more semester hours	47.5
Bachelor’s Degree	17.0
Less than Bachelor’s Degree	0.2
None Reported	0.1

#### Percent of Core Academic Courses Taught by Highly Qualified Teachers, 2006-07

	Percent of Core Academic Courses	
	Not Taught by Highly Qualified Teachers	Taught by Highly Qualified Teachers
Statewide	9.21	90.79
In High-Poverty Schools	14.22	85.78
In Low-Poverty Schools	5.72	94.28

*Statewide data source: 2006 CBEDS Assignment data.  
Poverty Level data source: 2006 CBEDS Assignment data and 2006 Free and Reduced Price Meals data.*