

State Accountability Report Card 2007-08

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
March 2009**

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 California Department of Education’s (CDE’s) Standardized Testing and Reporting (STAR) Program Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2006-07	465,245	461,365	99	10	15	25	30	18
2007-08	470,992	467,924	99	8	14	29	30	19

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	33,785	33,455	99	12	18	31	27	12
American Indian or Alaska Native	3,698	3,656	99	11	17	30	29	13
Asian	41,006	40,800	99	3	6	17	34	40
Filipino	12,769	12,733	100	3	6	22	40	30
Hispanic or Latino	244,488	243,165	99	11	19	33	27	10
Pacific Islander	3,038	3,013	99	6	12	33	35	14
White (not Hispanic)	125,432	124,396	99	5	9	23	35	30
Status								
Economically Disadvantaged	276,507	274,801	99	12	19	33	26	9
English Learners	175,284	174,480	100	12	20	33	25	9
Students with Disabilities	45,919	44,384	97	24	22	24	19	11
Migrant Education Services	10,086	10,028	99	17	25	34	19	5
Gender								
Male	242,027	240,087	99	10	16	29	28	17
Female	228,722	227,600	100	7	13	28	32	21

Note: The state goal for Adequate Yearly Progress for English-language arts is 35.2 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 CDE’s STAR Program Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2006-07	465,076	462,511	99	5	14	21	30	28
2007-08	470,790	468,701	100	4	15	21	30	29

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	33,749	33,530	99	8	22	24	27	17
American Indian or Alaska Native	3,697	3,671	99	6	18	24	30	22
Asian	40,996	40,852	100	2	6	11	27	55
Filipino	12,765	12,739	100	2	8	16	33	41
Hispanic or Latino	244,378	243,569	100	6	20	25	30	19
Pacific Islander	3,036	3,017	99	4	15	23	33	24
White (not Hispanic)	125,396	124,610	99	2	8	16	32	42
Status								
Economically Disadvantaged	276,356	275,323	100	6	20	25	30	19
English Learners	175,218	174,780	100	6	21	25	29	20
Students with Disabilities	45,894	45,291	99	17	24	19	22	17
Migrant Education Services	10,084	10,047	100	7	24	27	27	15
Gender								
Male	241,917	240,720	100	5	14	20	30	31
Female	228,630	227,743	100	4	16	22	31	27

Note: The state goal for Adequate Yearly Progress for mathematics is 37.2 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 CDE’s STAR Program Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2006-07	467,559	463,773	99	11	19	31	26	10
2007-08	464,531	461,954	99	11	17	34	26	12

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	34,203	33,943	99	15	21	35	22	7
American Indian or Alaska Native	3,738	3,711	99	13	19	36	24	9
Asian	37,819	37,667	100	4	8	26	34	28
Filipino	13,157	13,123	100	3	10	34	35	17
Hispanic or Latino	238,509	237,470	100	15	23	38	20	5
Pacific Islander	3,049	3,033	99	8	17	38	26	10
White (not Hispanic)	127,258	126,336	99	5	9	29	35	22
Status								
Economically Disadvantaged	271,662	270,321	100	15	23	37	20	5
English Learners	167,287	166,650	100	17	24	37	17	5
Students with Disabilities	53,555	52,278	98	24	23	26	18	10
Migrant Education Services	9,961	9,924	100	24	27	34	13	2
Gender								
Male	238,458	236,891	99	13	18	33	24	11
Female	225,761	224,769	100	9	16	34	27	14

Note: The state goal for Adequate Yearly Progress for English-language arts is 35.2 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 CDE's STAR Program Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2006-07	467,405	465,118	100	5	16	20	27	31
2007-08	464,403	462,340	100	4	14	21	28	33

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	464,403	462,340	100	4	14	21	28	33
American Indian or Alaska Native	34,187	33,984	99	8	21	25	26	20
Asian	3,735	3,719	100	5	17	25	28	25
Filipino	37,816	37,686	100	1	5	10	22	62
Hispanic or Latino	13,156	13,121	100	1	6	14	30	49
Pacific Islander	238,440	237,682	100	5	18	25	29	23
White (not Hispanic)	3,047	3,032	100	4	12	23	30	31
Status								
Economically Disadvantaged	271,566	270,566	100	5	19	25	28	23
English Learners	167,253	166,809	100	5	19	25	28	23
Students with Disabilities	53,548	52,737	98	13	24	21	22	19
Migrant Education Services	9,957	9,936	100	6	23	28	26	17
Gender								
Male	238,383	237,201	100	4	14	20	27	34
Female	225,708	224,850	100	3	14	22	28	32

Note: The state goal for Adequate Yearly Progress for mathematics is 37.0 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 CDE’s STAR Program Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2006-07	470,226	467,001	99	7	12	29	26	25
2007-08	466,921	465,168	100	5	12	28	27	28

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	35,167	34,922	99	8	17	33	25	17
American Indian or Alaska Native	3,812	3,783	99	7	15	31	26	21
Asian	38,079	37,997	100	2	5	16	25	53
Filipino	13,417	13,396	100	2	5	21	31	42
Hispanic or Latino	238,478	237,728	100	7	16	35	26	15
Pacific Islander	3,179	3,168	100	4	12	30	30	24
White (not Hispanic)	129,697	129,117	100	3	6	19	28	45
Status								
Economically Disadvantaged	271,027	270,013	100	7	17	35	26	15
English Learners	165,954	165,473	100	8	18	37	24	14
Students with Disabilities	57,889	56,743	98	16	24	26	18	16
Migrant Education Services	10,248	10,210	100	11	22	38	21	8
Gender								
Male	239,643	238,515	100	7	14	29	26	25
Female	227,084	226,462	100	4	10	28	28	30

Note: The state goal for Adequate Yearly Progress for English-language arts is 35.2 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 CDE’s STAR Program Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2006-07	470,054	467,583	100	3	16	23	26	30
2007-08	466,781	464,739	100	2	14	23	29	32

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	35,137	34,896	99	5	22	27	26	19
American Indian or Alaska Native	3,808	3,778	99	4	20	27	28	22
Asian	38,071	37,961	100	1	4	10	23	62
Filipino	13,416	13,382	100	1	6	16	30	48
Hispanic or Latino	238,407	237,632	100	3	18	28	29	22
Pacific Islander	3,178	3,167	100	2	13	25	31	29
White (not Hispanic)	129,672	128,888	99	1	8	18	30	43
Status								
Economically Disadvantaged	270,916	269,850	100	3	19	28	28	22
English Learners	165,913	165,450	100	3	18	27	28	23
Students with Disabilities	57,874	57,008	99	9	27	24	22	17
Migrant Education Services	10,248	10,203	100	4	22	30	27	17
Gender								
Male	239,572	238,366	99	3	15	22	28	32
Female	227,015	226,185	100	2	13	24	30	32

Note: The state goal for Adequate Yearly Progress for mathematics is 37.0 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 CDE's STAR Program Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2006-07	478,400	474,532	99	8	14	32	27	18
2007-08	470,780	468,414	99	7	13	32	30	18

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	35,615	35,296	99	10	18	37	26	10
American Indian or Alaska Native	3,819	3,781	99	7	15	36	30	13
Asian	40,083	39,976	100	2	6	20	32	40
Filipino	13,623	13,597	100	2	6	27	38	27
Hispanic or Latino	237,884	236,982	100	9	17	39	26	9
Pacific Islander	3,112	3,099	100	5	12	38	30	15
White (not Hispanic)	131,925	131,030	99	3	7	24	36	30
Status								
Economically Disadvantaged	271,322	270,092	100	9	18	39	26	9
English Learners	168,582	168,083	100	10	19	40	23	7
Students with Disabilities	58,800	57,507	98	18	25	28	17	11
Migrant Education Services	10,366	10,338	100	15	22	39	19	4
Gender								
Male	241,337	239,878	99	8	15	32	28	17
Female	229,245	228,349	100	5	11	32	32	20

Note: The state goal for Adequate Yearly Progress for English-language arts is 35.2 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 CDE's STAR Program Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2006-07	478,248	475,750	100	7	21	22	28	20
2007-08	470,675	468,747	100	6	19	24	29	22

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	35,593	35,364	99	11	26	26	25	11
American Indian or Alaska Native	3,818	3,786	99	8	22	27	28	15
Asian	40,078	39,986	100	2	7	13	28	50
Filipino	13,622	13,595	100	2	10	20	35	34
Hispanic or Latino	237,828	237,167	100	8	24	28	28	13
Pacific Islander	3,112	3,104	100	5	19	27	32	18
White (not Hispanic)	131,906	131,082	99	3	12	20	33	31
Status								
Economically Disadvantaged	271,246	270,360	100	8	24	27	27	13
English Learners	168,543	168,216	100	8	25	27	27	14
Students with Disabilities	58,792	57,955	99	17	30	22	19	12
Migrant Education Services	10,358	10,334	100	10	28	28	24	9
Gender								
Male	241,281	240,160	100	7	19	23	28	23
Female	229,196	228,398	100	5	18	25	31	21

Note: The state goal for Adequate Yearly Progress for mathematics is 37.0 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 CDE's STAR Program Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2006-07	484,818	480,940	99	9	17	31	25	17
2007-08	476,687	473,649	99	8	13	31	28	20

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	36,249	35,827	99	13	18	35	24	10
American Indian or Alaska Native	3,911	3,877	99	10	15	34	27	15
Asian	40,749	40,608	100	3	6	19	30	43
Filipino	13,702	13,658	100	2	6	26	36	29
Hispanic or Latino	237,918	236,619	99	11	18	38	24	9
Pacific Islander	2,993	2,976	99	6	14	33	31	17
White (not Hispanic)	136,557	135,531	99	4	7	23	33	33
Status								
Economically Disadvantaged	270,187	268,363	99	11	18	38	24	9
English Learners	166,921	166,076	99	12	20	40	22	7
Students with Disabilities	55,939	54,055	97	29	26	25	12	8
Migrant Education Services	10,316	10,259	99	15	22	38	19	5
Gender								
Male	244,442	242,494	99	10	15	31	26	18
Female	232,044	230,962	100	5	11	32	29	22

Note: The state goal for Adequate Yearly Progress for English-language arts is 35.2 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 CDE's STAR Program Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2006-07	484,713	481,722	99	6	22	29	27	14
2007-08	476,563	474,203	100	6	21	29	27	17

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	36,225	35,900	99	11	33	30	19	7
American Indian or Alaska Native	3,910	3,873	99	7	26	32	24	11
Asian	40,749	40,647	100	1	7	17	30	45
Filipino	13,699	13,656	100	2	11	26	36	25
Hispanic or Latino	237,861	237,017	100	7	28	33	23	8
Pacific Islander	2,992	2,978	100	5	21	31	28	15
White (not Hispanic)	136,524	135,575	99	3	12	25	33	27
Status								
Economically Disadvantaged	270,095	268,820	100	8	28	33	22	8
English Learners	166,892	166,416	100	8	29	33	22	8
Students with Disabilities	55,921	54,832	98	21	40	20	11	6
Migrant Education Services	10,315	10,280	100	8	32	34	20	6
Gender								
Male	244,372	242,906	99	7	22	27	26	18
Female	231,991	231,103	100	4	21	31	27	16

Note: The state goal for Adequate Yearly Progress for mathematics is 37.0 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 CDE’s STAR Program Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2006-07	490,623	487,830	99	9	17	27	30	16
2007-08	485,711	483,536	100	9	15	27	29	21

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	37,788	37,489	99	15	20	30	25	10
American Indian or Alaska Native	4,112	4,082	99	13	16	28	28	15
Asian	41,370	41,302	100	3	6	16	30	45
Filipino	13,807	13,783	100	3	7	22	37	32
Hispanic or Latino	238,965	237,860	100	13	20	32	26	10
Pacific Islander	3,302	3,294	100	8	14	31	30	16
White (not Hispanic)	141,457	140,857	100	5	8	20	34	33
Status								
Economically Disadvantaged	266,163	264,760	99	14	20	32	25	10
English Learners	156,004	155,257	100	15	23	34	22	6
Students with Disabilities	53,458	52,060	97	34	27	20	11	7
Migrant Education Services	10,152	10,106	100	17	24	34	20	5
Gender								
Male	249,273	247,894	99	12	17	26	27	18
Female	236,249	235,463	100	6	13	27	31	23

Note: The state goal for Adequate Yearly Progress for English-language arts is 35.2 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 CDE’s STAR Program Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2006-07	490,472	486,386	99	9	21	28	26	14
2007-08	485,529	482,408	99	11	19	27	28	15

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	37,760	37,307	99	19	28	29	19	5
American Indian or Alaska Native	4,107	4,050	99	14	23	29	25	9
Asian	41,367	41,264	100	3	6	16	34	41
Filipino	13,806	13,764	100	4	11	25	38	22
Hispanic or Latino	238,859	237,556	99	13	25	31	23	7
Pacific Islander	3,301	3,280	99	9	19	31	30	10
White (not Hispanic)	141,421	140,344	99	7	12	24	35	22
Status								
Economically Disadvantaged	266,038	264,259	99	14	25	30	23	8
English Learners	155,967	155,252	100	14	27	31	21	6
Students with Disabilities	53,426	52,291	98	32	33	19	11	5
Migrant Education Services	10,149	10,102	100	15	27	31	21	6
Gender								
Male	249,157	247,261	99	12	19	25	28	16
Female	236,183	234,966	99	9	19	29	28	14

Note: The state goal for Adequate Yearly Progress for mathematics is 37.0 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 CDE’s STAR Program Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2006-07	491,178	486,142	99	11	16	31	25	17
2007-08	490,815	486,671	99	10	15	29	27	18

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	39,396	38,811	99	16	20	32	23	9
American Indian or Alaska Native	4,082	4,021	99	11	17	32	26	13
Asian	41,966	41,843	100	4	7	19	30	40
Filipino	13,495	13,453	100	3	7	26	37	26
Hispanic or Latino	239,082	237,187	99	14	20	35	23	9
Pacific Islander	3,273	3,249	99	9	16	35	26	13
White (not Hispanic)	145,191	143,850	99	5	8	23	33	30
Status								
Economically Disadvantaged	262,769	260,360	99	14	20	34	23	9
English Learners	152,960	151,883	99	16	23	38	18	4
Students with Disabilities	51,748	50,083	97	36	26	21	10	7
Migrant Education Services	10,336	10,271	99	17	23	36	19	5
Gender								
Male	251,862	249,368	99	13	17	29	25	16
Female	238,752	237,112	99	7	13	30	30	21

Note: The state goal for Adequate Yearly Progress for English-language arts is 35.2 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 CDE's STAR Program Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2006-07	491,048	485,136	99	11	25	30	25	8
2007-08	490,673	485,804	99	11	24	27	27	12

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage					
				Far Below Basic	Below Basic	Basic	Proficient	Advanced	
Ethnicity									
African American	39,372	38,597	98	19	33	26	18	4	
American Indian or Alaska Native	4,081	4,001	98	13	27	30	23	7	
Asian	41,962	41,849	100	3	9	17	35	37	
Filipino	13,494	13,440	100	4	14	26	38	17	
Hispanic or Latino	239,008	236,938	99	14	31	29	22	5	
Pacific Islander	3,274	3,242	99	10	25	30	27	8	
White (not Hispanic)	145,153	143,513	99	6	16	26	35	16	
Status									
Economically Disadvantaged	262,669	259,946	99	15	30	28	21	6	
English Learners	152,925	151,880	99	15	33	28	19	5	
Students with Disabilities	51,726	50,037	97	32	34	18	11	5	
Migrant Education Services	10,335	10,289	100	14	31	29	22	4	
Gender									
Male	251,792	248,843	99	12	24	25	26	12	
Female	238,679	236,775	99	9	24	28	28	11	

Note: The state goal for Adequate Yearly Progress for mathematics is 37.0 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 grade ten administration of the CAHSEE are used to evaluate the Adequate Yearly Progress (AYP) of high schools. More information can be found at the CDE's CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

California High School Exit Examination Results in English-Language Arts, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage		
				Not Proficient	Proficient	Advanced
2006-07	500,975	481,025	96	51	24	24
2007-08	493,790	474,399	96	47	40	12

California High School Exit Examination Results in English-Language Arts Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage		
				Not Proficient	Proficient	Advanced
Ethnicity						
African American	39,577	36,807	93	63	32	5
American Indian or Alaska Native	4,385	4,101	94	51	40	9
Asian	44,522	43,880	99	29	46	26
Filipino	14,277	14,042	98	33	52	16
Hispanic or Latino	227,406	217,285	96	62	33	5
Pacific Islander	3,464	3,324	96	51	40	9
White (not Hispanic)	154,838	150,070	97	29	50	21
Status						
Economically Disadvantaged	230,021	219,218	95	64	32	4
English Learners	137,340	131,272	96	75	24	1
Students with Disabilities	45,735	39,668	87	88	11	1
Migrant Education Services	9,126	8,866	97	73	25	2
Gender						
Male	252,837	241,170	95	52	39	10
Female	240,757	233,065	97	43	42	15

Note: The state goal for Adequate Yearly Progress for English-language arts is 33.4 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 grade ten administration of the CAHSEE are used to evaluate the Adequate Yearly Progress (AYP) of high schools. More information can be found at the CDE's CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

California High School Exit Examination Results in Mathematics, 2006-07 and 2007-08

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage		
				Not Proficient	Proficient	Advanced
2006-07	502,143	483,244	96	50	31	19
2007-08	494,896	476,497	96	49	32	19

California High School Exit Examination Results in Mathematics Disaggregated by Student Subgroup, 2007-08

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentage		
				Not Proficient	Proficient	Advanced
Ethnicity						
African American	39,818	3,7316	94	70	23	6
American Indian or Alaska Native	4,395	4,138	94	56	32	12
Asian	44,449	43,864	99	19	32	50
Filipino	14,307	14,078	98	32	40	28
Hispanic or Latino	228,149	218,407	96	63	28	9
Pacific Islander	3,461	3,335	96	52	34	15
White (not Hispanic)	154,968	150,445	97	33	40	27
Status						
Economically Disadvantaged	230,725	220,586	96	63	27	10
English Learners	137,601	131,855	96	69	24	7
Students with Disabilities	45,807	41,153	90	87	10	2
Migrant Education Services	9,122	8,893	97	66	26	8
Gender						
Male	253,004	242,127	96	48	32	20
Female	241,693	234,199	97	50	32	18

Note: The state goal for Adequate Yearly Progress for mathematics is 32.2 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 AYP, required under the No Child Left Behind Act (NCLB) 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 can be found at the CDE’s API Web page at <http://www.cde.ca.gov/ta/ac/ap/index.asp>.

Actual Statewide API Compared to Statewide API Goal, 2007-08

Statewide API	Statewide API Goal
742	620

High School Graduation Rate

The high school graduation rate is a required component of California’s definition of AYP, required under the NCLB Act of 2001. The graduation rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades nine through twelve, 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, 2007-08

Statewide Graduation Rate	Statewide Graduation Rate Goal
80.5	83

Adequate Yearly Progress Status

The federal NCLB Act 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 AYP in meeting minimum annual measurable objectives in English-language arts and mathematics. Detailed information about AYP can be found at the CDE's 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 CDE's 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, 2007-08

Type	Adequate Yearly Progress (AYP) Status			Program Improvement (PI) Status		
	Total Number of LEAs/Schools	Number Making AYP	Percent Making AYP	Total Number of Eligible LEAs/Schools*	Number in PI	Percent in PI
LEAs	1,029	413	40.1	931	242	26.0
Schools	9,855	5,089	51.6	6,024	2,260	37.5

**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 and PI data released on September 4, 2008.*

Teacher Qualifications

The NCLB Act 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 CDE’s Improving Teacher Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Type of Teacher Credential, 2007-08

Type of Credential	Percent*
Full	95.0
Alternative routes to certification (District Internship/University Internship)	3.4
Pre-Internship	0.1
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	3.3
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, 2007-08

Education Level	Percent
Doctorate	0.9
Master’s Degree + 30 or more semester hours	16.8
Master’s Degree	18.6
Bachelor’s Degree + 30 or more semester hours	47.7
Bachelor’s Degree	15.8
Less than Bachelor’s Degree	0.2
None Reported	0.0

Percent of Core Academic Courses Taught by Highly Qualified Teachers, 2007-08

	Percent of Core Academic Courses	
	Not Taught by Highly Qualified Teachers	Taught by Highly Qualified Teachers
Statewide	7.67	92.33
In High-Poverty Schools	11.41	88.58
In Low-Poverty Schools	4.87	95.13

Statewide data source: 2007 California Basic Educational Data System (CBEDS) Assignment data.
 Poverty Level data source: 2007 CBEDS Assignment data and 2007 Free and Reduced Price Meals data.