

August 8, 2013

TO: Xavier De La Torre, Ed.D., County Superintendent of Schools

FROM: Dan Mason, Research Analyst, Assessment and Accountability
Lisa Andrew, Ed.D., Director, Assessment and Accountability
Angelica Ramsey, Ed.D., Chief Academic Officer, Educational Services Branch

SUBJECT: August 8, 2013 CST Release

The California Department of Education (CDE) released the 2013 California Standards Tests (CST) results to the public on August 8, 2013. CST scores are used to calculate Academic Performance Index (API) and are compared to Adequate Yearly Progress (AYP) accountability targets (See [Appendix A](#) for AYP accountability targets). AYP and API reports are tentatively scheduled for public release on September 6, 2013.

The Santa Clara County Office of Education's Assessment and Accountability Department prepared the following analysis of the 2013 CST data for your review. The findings are presented in two parts: Part 1 compares performance of Santa Clara County (SCC) students with all California (CA) students; Part 2 examines the 2013 performance of Santa Clara County student subgroups and details one year and nine year trends. Data are displayed and/or analyzed by up to five ethnic subgroups, African American, Asian, Filipino, Hispanic and White, three demographic subgroups Economically Disadvantaged (ED), English Learners (EL), Students with Disabilities (SWD) and grade levels. The initial analyses of the 2013 data include the following key findings:

Key Findings

1) Overall, Santa Clara County students outperformed California students in all four subjects covered by the CST tests (English-Language Arts, Mathematics, Science, and History-Social Science). However, Santa Clara County Hispanic and Filipino students were outperformed by their statewide counterparts on the English-Language Arts and Mathematics (grades 2-7) tests. Furthermore, there was a wide-ranging leveling off of performance growth both overall and within subgroups countywide and statewide:

- Two-thirds (67%) of SCC students were proficient or above in English-Language Arts compared to 57% statewide. On the Mathematics (grades 2-7) tests, 72% of SCC students scored proficient or above, compared to 63% statewide ([Figure 1](#)). These percentages are far below the 2013 AYP English-Language Arts and Mathematics proficiency targets of roughly 89% [Appendix A](#).
- The Hispanic and Filipino subgroups were the only SCC subgroups that were outperformed by their statewide counterparts ([Figure 2](#), [Figure 3](#)).

- For English-Language Arts and Mathematics (grades 2-7), SCC had a 1 percentage point drop from the previous year in percent proficient or above. The CA English-Language Arts and Mathematics (grade 2-7) proficient or above rates remained the same the previous year. After years of slow, but consistent growth, each of the four selected SCC ethnic subgroups either had the same proficiency levels as the previous year or dropped by a percentage point in one or both subjects ([Figure 7](#), [Figure 11](#)).

2) Though the achievement gaps between Asian and White students and Hispanic students are still rather wide, they did narrow between 2004 and 2013:

- Between 2004 and 2013, the Hispanic/White achievement gap on the ELA CST tests was reduced from a gap of 43 percentage points to 37 percentage points ([Figure 7](#)).
- Between 2004 and 2013, the Hispanic/White achievement gap on the Mathematics (grades 2-7) CST tests was reduced from a gap of 39 percentage points to 30 percentage points ([Figure 11](#)).

3) Between 2007 and 2013, Santa Clara County sustained widespread increases in grades 7 and 8 students taking the Algebra I CST – both overall and among the Hispanic and African American students ([Table 1](#), [Table 2](#), [Table 3](#)). These increases in participation easily exceed the 3 percentage point increase in the numbers of grades 7 and 8 students taking any mathematics CST test over the same time period ([Table 4](#)). Despite the significant growth in numbers of grade 7 and 8 students taking the Algebra I CST, proficiency levels have slowly increased or stayed relatively constant.

- From 2007 to 2013, grade 7 Algebra I CST participation increased by 74% (from 1,823 to 3,169 students). The percent of students scoring proficient or above remained 92% ([Table 1](#)).
- From 2007 to 2013, grade 8 Algebra I CST participation increased by 30% (from 9,729 to 12,635 students). The percent of students scoring proficient or above increased from 52% to 57% ([Table 1](#)).
- From 2007 to 2013, Hispanic grade 8 Algebra I CST participation increased by 48% (from 3,006 to 4,460 students). The percent of Hispanic grade 8 students scoring proficient or above rose from 25% to 34%. ([Table 2](#))

4) Student participation in advanced science End-of-Course (EOC) CST assessments increased in Santa Clara County between 2007 and 2013 ([Table 5](#)). This increase in participation exceeds the change in the number of students with scores on the CST in 10th grade Life Science between 2007 and 2013 ([Table 8](#)). During the same time interval, the percent of students performing at the proficient or above levels also demonstrated growth ([Table 5](#)).

- Between 2007 and 2013, high school student participation in the Biology EOC CST test increased by 22% ([Table 5](#)). The percent of students scoring proficient or above during the same time period increased by 7 percentage points, from 51% to 58% ([Table 5](#)).

- Between 2007 and 2013, high school student participation in the Chemistry EOC CST assessment increased by 21%. The percent of students scoring proficient or above during the same time period increased by 8 percentage points, from 41% to 49% ([Table 5](#)).
- Between 2007 and 2013, high school student participation in the Physics EOC CST assessment increased by 59%. The percent of students scoring proficient or above during the same time period increased by 7 percentage points, from 54% to 61% ([Table 5](#)).
- Between 2007 and 2013, Hispanic students increased both their participation and proficiency in the Science EOC CST tests: Participation in the Biology EOC assessment increased by 53% and proficiency increased 8 percentage points (from 22% in 2007 to 30% in 2013); participation in the Chemistry EOC test increased by 71% and proficiency increased 7 percentage points (from 14% in 2007 to 21% in 2013); and participation in the Physics EOC test increased by 210% while proficiency increased 9 percentage points (from 23% in 2007 to 32% in 2013). ([Table 6](#))
- Between 2007 and 2013, African American participation in the Physics EOC CST assessment increased by 75% and proficiency increased by 18 percentage points (from 19% to 37%). ([Table 7](#)).

Part 1: Santa Clara County Compared to California

This section details the following findings for the 2012 CSTs:

- (1) Comparison between SCC and CA students scoring proficient or above for ELA, Mathematics, Science, and History-Social Science;
- (2) Comparison between SCC and CA subgroups scoring proficient or above for ELA and Mathematics.

Santa Clara County & California Findings			Figure
English-Language Arts	Overall	67% of SCC students scored proficient or above compared to 57% statewide	Figure 1
	All Subgroups	For all subgroups except Hispanic and Filipino, a higher percentage of SCC students scored proficient or above than students statewide.	Figure 2
	Achievement Gap	<p>In SCC, the achievement gap between White and Hispanic students decreased by 6 percentage points from 2004 to 2013 (from a 43 point gap to 37 point gap), and the achievement gap between Asian and Hispanic students decreased by 5 percentage points (from a 46 point gap to a 42 point gap).</p> <p>Over the same time period, the CA achievement gap between White and Hispanic students decreased by 6 percentage points (from a 33 point gap to 27 point gap), while the achievement gap between Asian and Hispanic students decreased by 2 percentage points (from a 35 point gap to a 33 point gap).</p>	Figure 7
Mathematics	Overall	72% of SCC grades 2-7 students scored proficient or above compared to 63% statewide.	Figure 1
	All Subgroups	For all subgroups, except Hispanic and Filipino, a higher percentage of SCC grades 2-7 students scored proficient or above than students statewide.	Figure 3
	Achievement Gap	<p>In SCC, the achievement gap between White and Hispanic students decreased by 9 percentage points from 2004 to 2013 (from a 39 point gap to a 30 point gap), and the achievement gap between Asian and Hispanic students decreased by 12 percentage points (from a 51 point gap to a 39 point gap).</p> <p>Over the same time period, the CA achievement gap between White and Hispanic students decreased by 7 percentage points (from a 28 point gap to 21 point gap), while the achievement gap between Asian and Hispanic students decreased by 9 percentage points (from a 41 point gap to a 32 point gap).</p>	Figure 11
Science	Overall	A higher percentage of SCC students than students statewide scored proficient or above on all of the grade level and EOC Science tests.	Figure 4
History-Social Science	Overall	A higher percentage of SCC students than students statewide scored proficient or above on all of the grade level and EOC History-Social Science tests.	Figure 5

Part 2: Santa Clara County Findings

This section details four major findings for each CST:

- (1) Percent of SCC students scoring proficient or above on the 2013 CST;
- (2) Differences across SCC subgroups performance on the 2013 CST;
- (3) Grade level trends;
- (4) Ethnic subgroup trends.

English-Language Arts - Grades 2-11			
		Santa Clara County Findings	Figure
2013 Snapshot	Overall	67% of SCC students scored proficient or above.	Figure 1
	All Subgroups	A greater percentage of Asian and White students scored at proficient or above (86% and 81% respectively) than the other subgroups.	Figure 2
Change Over Time	Grade Level	<p>From 2012 to 2013, the percentages of students proficient or above dropped in six grade levels and improved in four grade levels (grades 3, 9, 10 and 11).</p> <p>Between 2004 and 2013, the percentage of students scoring proficient or above increased at all grade levels, ranging from a 16 percentage point gain at the grade 10 level to a 22 percentage point gain at the grade 4 level.</p>	Figure 6
	Ethnic Subgroups	<p>The trend of Asian and White students scoring higher than other ethnic subgroups has been consistent over the past nine years.</p> <p>Until 2013, all subgroups were improving over time.</p> <p>From 2004 to 2013, the achievement gap between White and Hispanic students decreased by 6 percentage points (from 43 to 37 percentage points) and the achievement gap between Asian and Hispanic students decreased by 4 percentage points (from 46 to 42 percentage points).</p>	Figure 7

Mathematics			
		Santa Clara County Findings	Figure
2013 Snapshot	Overall	<p>72% of SCC grades 2-7 students were proficient or above.</p> <p>SCC student performance ranged from 22% to 72% proficient or above on EOC mathematics tests (General Math, Algebra I, Geometry, Algebra II, and Summative Math).</p>	<p>Figure 1</p> <p>Figure 9</p>
	All Subgroups	<p>A greater percentage of Asian and White students scored at proficient or above than the other subgroups on all grade level and EOC math tests.</p>	<p>Figure 10</p>
	Grade Level/ EOC	<p>From 2012 to 2013, the percentages of students proficient or above on the grade level math tests dropped in four grade levels and improved in two grade levels (grades 4 and 5).</p> <p>Grade 5 students showed the greatest improvement from 2004 to 2013 (27 percentage points), increasing from 47% proficient or above to 74% proficient or above.</p> <p>Between 2012 and 2013, student proficiency in EOC math tests either decreased three to four percentage points (Algebra II, Geometry and General Math), remained unchanged (Summative High School Mathematics) or increased two percentage points (Algebra I – from 42% proficient or above to 44% proficient or above).</p>	<p>Figure 8</p> <p>Figure 8</p> <p>Figure 9</p>
Change Over Time	Ethnic Subgroups	<p>Though Asian and White students have consistently scored higher than all other ethnic subgroups on the CST Mathematics (grades 2-7) tests since 2004, all ethnic subgroups have demonstrated improved levels of proficiency over this time span.</p> <p>The Hispanic subgroup has shown the greatest improvement on CST Mathematics (grades 2-7) since 2004, with proficiency increasing 26 percentage points (from 27% in 2004 to 53% in 2013). The African American subgroup increased 23 percentage points, from 33% in 2004 to 56% in 2013.</p> <p>From 2004 to 2013 on CST Mathematics (grades 2-7), the achievement gap between Hispanic and Asian students decreased by 12 percentage points and the gap between Hispanic and White students decreased by 9 percentage points.</p>	<p>Figure 11</p>

Science			
		Santa Clara County Findings	Figure
2013 Snapshot	Overall	<p>69% percent of SCC students (grades 5, 8, and 10) scored proficient or above on the grade level science tests.</p> <p>Student performance ranged from 38% to 61% proficient or above on EOC science tests (Biology, Chemistry, Earth Science, and Physics).</p>	Figure 4
	All Subgroups	A greater percentage of Asian and White students scored at proficient or above than the other subgroups on grade level and EOC Science tests.	Figure 13 Figure 14
Change Over Time	Grade Level/ EOC	<p>From 2012 to 2013, students improved on only one of the seven grade level and EOC science tests (Earth Science).</p> <p>Students showed the greatest improvement over the past nine years (33 percentage points) on the Grade 5 Science test..</p>	Figure 12
	Ethnic Subgroups	<p>Asian and White students scored higher than all other ethnic subgroups on the Grade 5 Science test, a trend that has been consistent since 2004.</p> <p>The African American subgroup has shown the greatest improvement on the Grade 5 Science test since 2004, with proficiency increasing 38 percentage points, from 19% in 2004 to 57% in 2013.</p>	Figure 15

History-Social Science			
		Santa Clara County Findings	Figure
2013 Snapshot	Overall	<p>62% of SCC students scored proficient or above on the 8th grade History-Social Science test.</p> <p>58% were proficient or above on the 11th grade U.S. History test.</p> <p>56% of students were proficient or above on the EOC World History test.</p>	Figure 16
	All Subgroups	A greater percentage of Asian and White students scored at proficient or above on the grade level and EOC tests than did the other subgroups.	Figure 17
Change Over Time	Grade Level/ EOC	Of the three History-Social Science grade level and EOC assessments, students showed the greatest gains on the Grade 8 test, with the proportion of students scoring proficient or above increasing by 22 percentage points between 2004 and 2013.	Figure 16
	Ethnic Subgroups	For Grade 8 History-Social Science, the achievement gap between Hispanic and White students has grown over the past nine years, measuring 37 percentage points in 2004 and 40 percentage points in 2013. The gap between Hispanic and Asian students remains the same as it was in 2004 (48 percentage points).	Figure 18

Table 1: Change in SCC participation and proficiency in Algebra I between 2007 and 2013 (Overall)

	2007 % Proficient or Above and Students with Scores (n)	2013 % Proficient or Above and Students with Scores (n)	Change in Students Scoring Proficient or Above (percentage points) 2007-2013	2007-2013 Percent Change in Students with Scores
OVERALL				
Algebra I (grade 7)	92% (1,823)	92% (3,169)	0 percentage points	+74%
Algebra I (grade 8)	52% (9,729)	57% (12,635)	+5 percentage points	+30%
Algebra I (grade 9)	26% (10,501)	23% (7,888)	-3% percentage points	-25%

Table 2: Change in SCC participation and proficiency in Algebra I between 2007 and 2013 (Hispanic)

	2007 % Proficient or Above and Students with Scores (n)	2013 % Proficient or Above and Students with Scores (n)	Change in Students Scoring Proficient or Above (percentage points) 2007-2013	2007-2013 Percent Change in Students with Scores
HISPANIC				
Algebra I (grade 7)	74% (188)	69% (346)	-5 percentage points	+84%
Algebra I (grade 8)	25% (3,006)	34% (4,460)	+9 percentage points	+48%
Algebra I (grade 9)	14% (4,744)	14% (4,468)	0 percentage points	-6%

Table 3: Change in SCC participation and proficiency in Algebra I between 2007 and 2013 (African American)

	2007 % Proficient or Above and Students with Scores (n)	2013 % Proficient or Above and Students with Scores (n)	Change in Students Scoring Proficient or Above (percentage points) 2007-2013	2007-2013 Percent Change in Students with Scores
AFRICAN AMERICAN				
Algebra I (grade 7)	92% (25)	92% (36)	0 percentage points	+44%
Algebra I (grade 8)	26% (284)	35% (333)	+9 percentage points	+17%
Algebra I (grade 9)	18% (453)	14% (283)	-4% percentage points	-38%

Table 4: Change in number of SCC students with Mathematics* CST scores between 2007 and 2013

Grade	Overall			Hispanic			African American		
	2007	2013	Change	2007	2013	Change	2007	2013	Change
7	18,904	19,547	+3%	6,900	7,047	+2%	669	470	-30%
8	18,685	19,197	+3%	6,831	7,238	+6%	644	515	-20%
9	18,890	19,109	+1%	6,521	7,296	+12%	658	514	-22%

*Based on number of students with scores on CST in Mathematics (7th Grade Math, General Math, Algebra I, Geometry, Integrated Math 1, Integrated Math 2, Integrated Math 3, Algebra II, Summative HS Math)

Table 5: Change in SCC participation and proficiency in higher-level Science between 2007 and 2013 (Overall)

	2007 % Proficient or Above and Students with Scores (n)	2013 % Proficient or Above and Students with Scores (n)	Change in Students Scoring Proficient or Above (percentage points) 2007-2013	2007-2013 Percent Change in Students with Scores
OVERALL				
Biology EOC	51% (20,855)	58% (25,516)	+7 percentage points	+22%
Chemistry EOC	41% (11,812)	49% (14,294)	+8 percentage points	+21%
Physics EOC	54% (3,754)	61% (5,957)	+7 percentage points	+59%

Table 6: Change in SCC participation and proficiency in higher-level Science between 2007 and 2013 (Hispanic)

	2007 % Proficient or Above and Students with Scores (n)	2013 % Proficient or Above and Students with Scores (n)	Change in Students Scoring Proficient or Above (percentage points) 2007-2013	2007-2013 Percent Change in Students with Scores
HISPANIC				
Biology EOC	22% (6,325)	30% (9,676)	+8 percentage points	+53%
Chemistry EOC	14% (2,209)	21% (3,770)	+7 percentage points	+71%
Physics EOC	23% (467)	32% (1,447)	+9 percentage points	+210%

Table 7: Change in SCC participation and proficiency in higher-level Science between 2007 and 2013 (African American)

	2007 % Proficient or Above and Students with Scores (n)	2013 % Proficient or Above and Students with Scores (n)	Change in Students Scoring Proficient or Above (percentage points) 2007-2013	2007-2013 Percent Change in Students with Scores
AFRICAN AMERICAN				
Biology EOC	29% (702)	37% (635)	+8 percentage points	-10%
Chemistry EOC	22% (300)	26% (297)	+4 percentage points	-1%
Physics EOC	19% (71)	37% (124)	+18 percentage points	+75%

Table 8: Change in number of SCC students with scores on the Grade 10 Life Science CST between 2007 and 2013

	Overall			Hispanic			African American		
	2007	2013	Change	2007	2013	Change	2007	2013	Change
Grade 10 Life Science	18,027	18,556	+3%	5,726	6,847	+20%	651	469	-28%

Figure 1

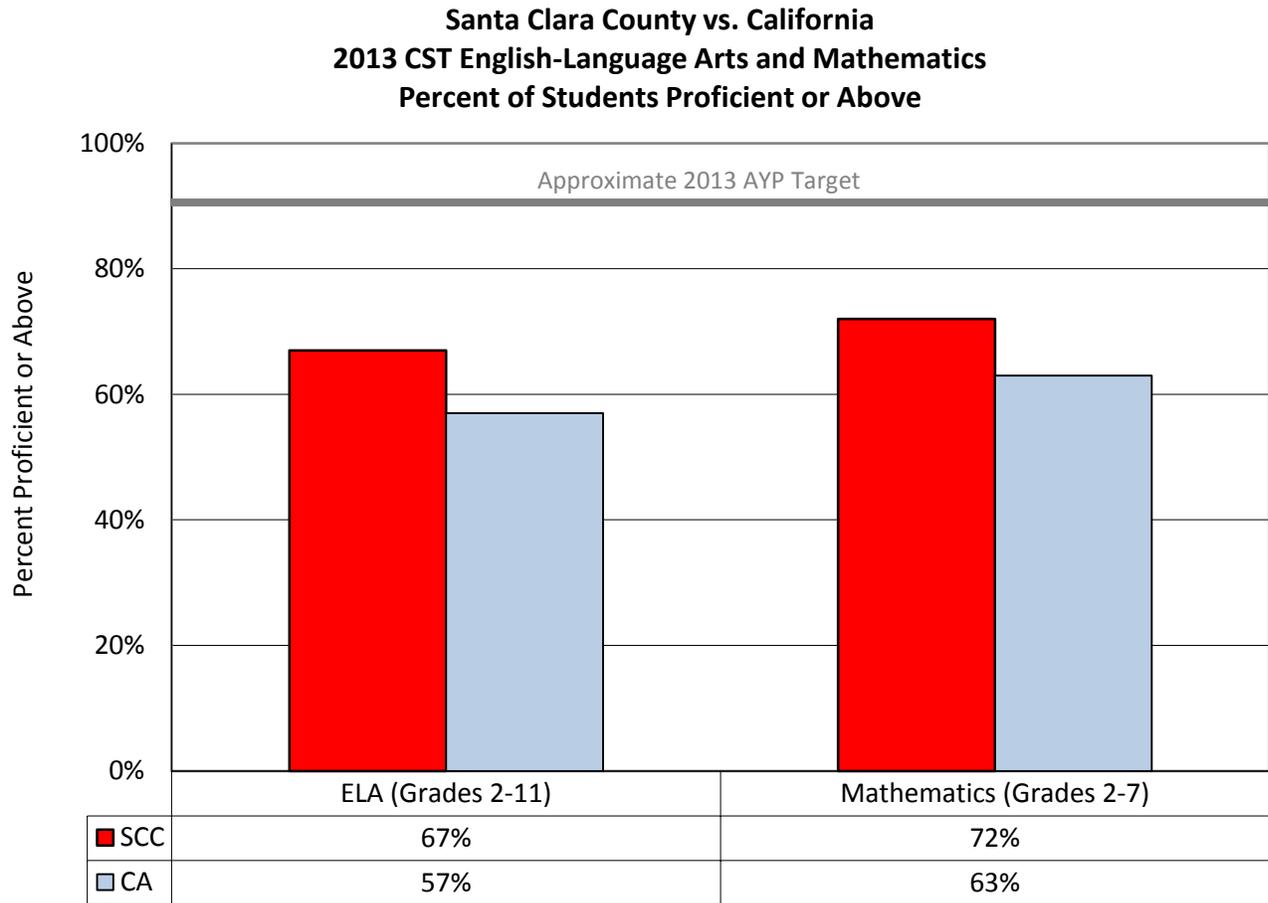


Figure 2

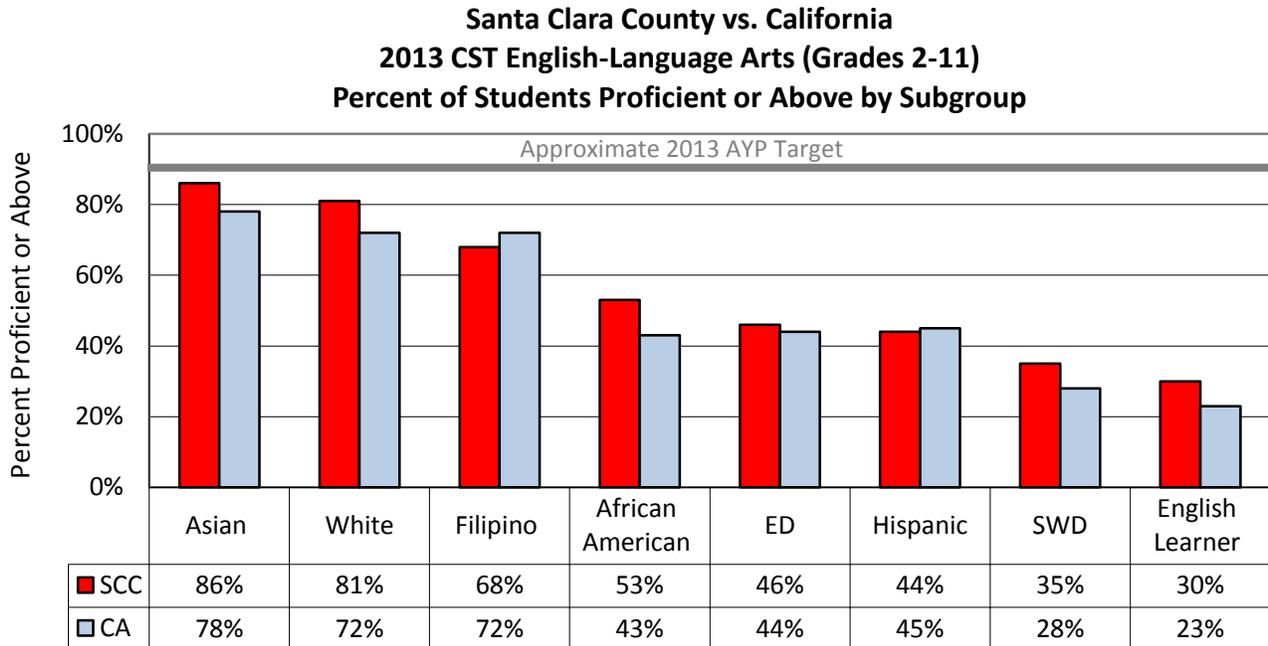


Figure 3

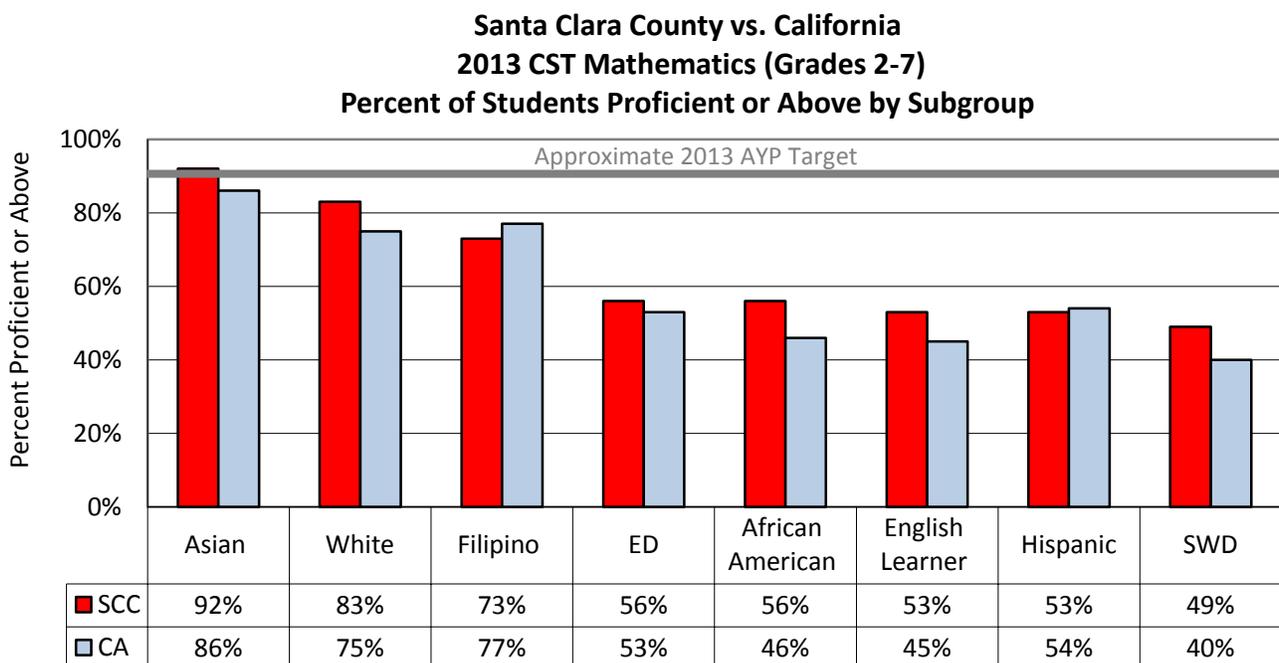


Figure 4

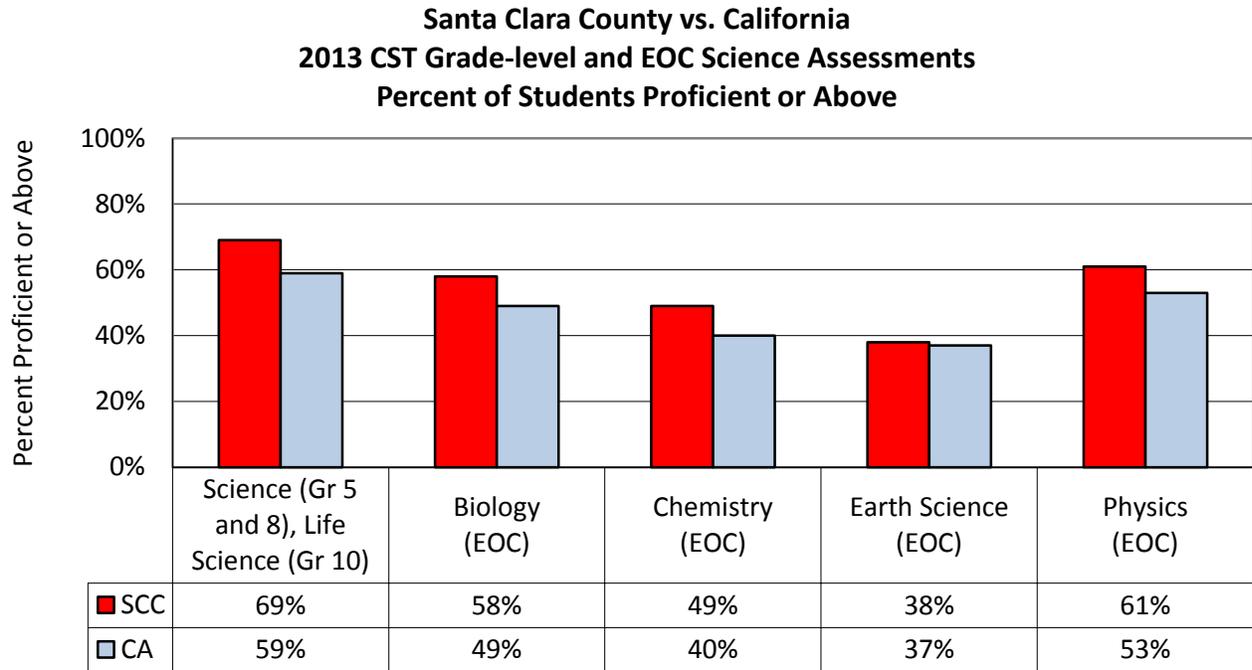


Figure 5

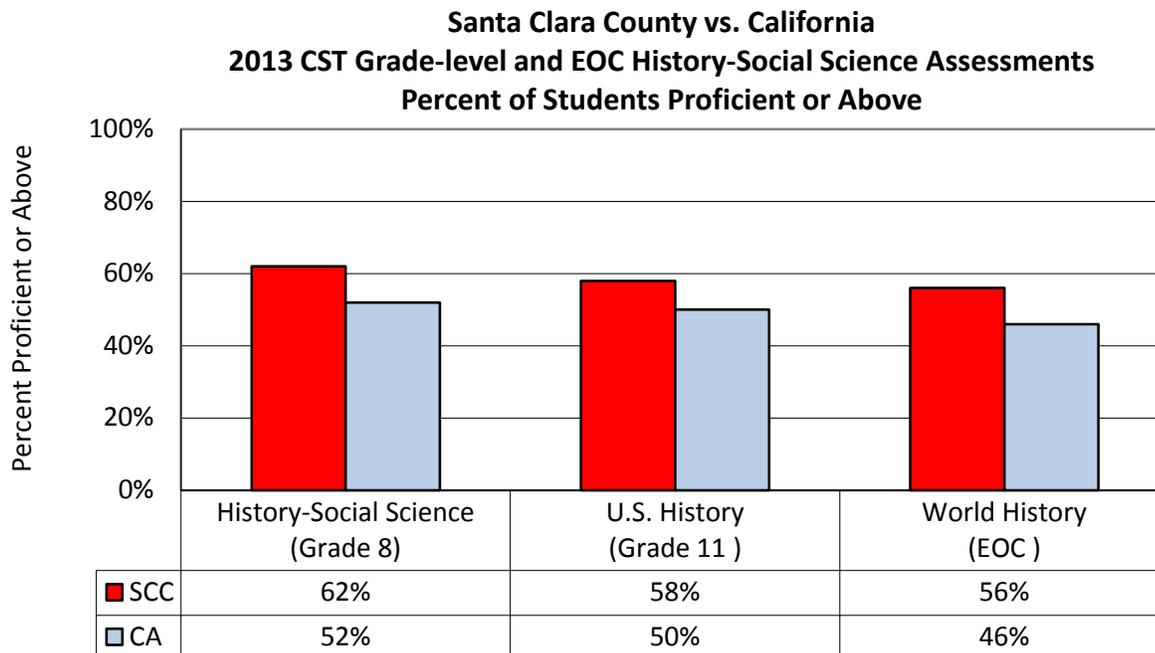


Figure 6

**Santa Clara County
2004 to 2013 CST English-Language Arts (Grades 2-11)
Percent of Students Proficient or Above by Grade Level**

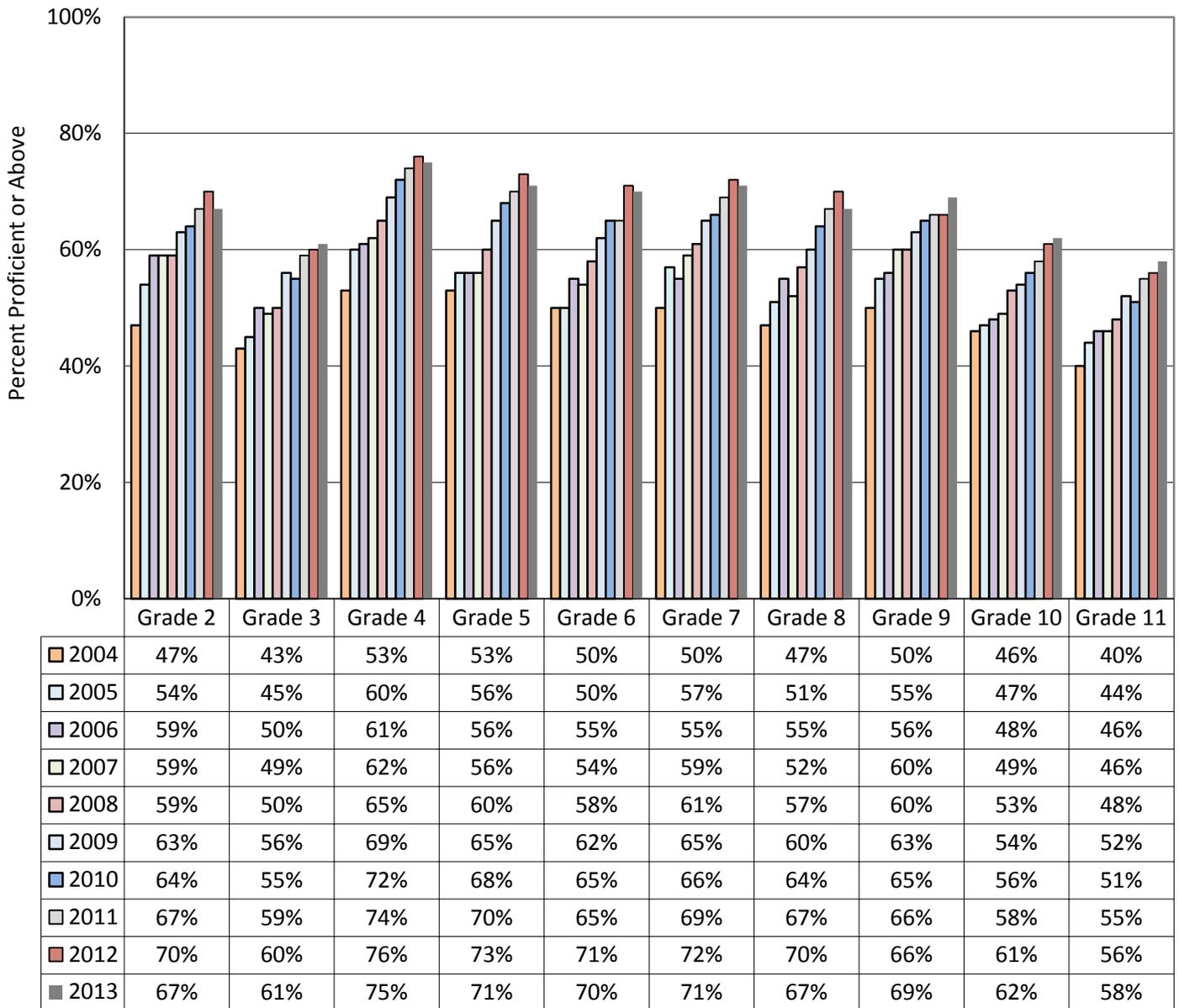
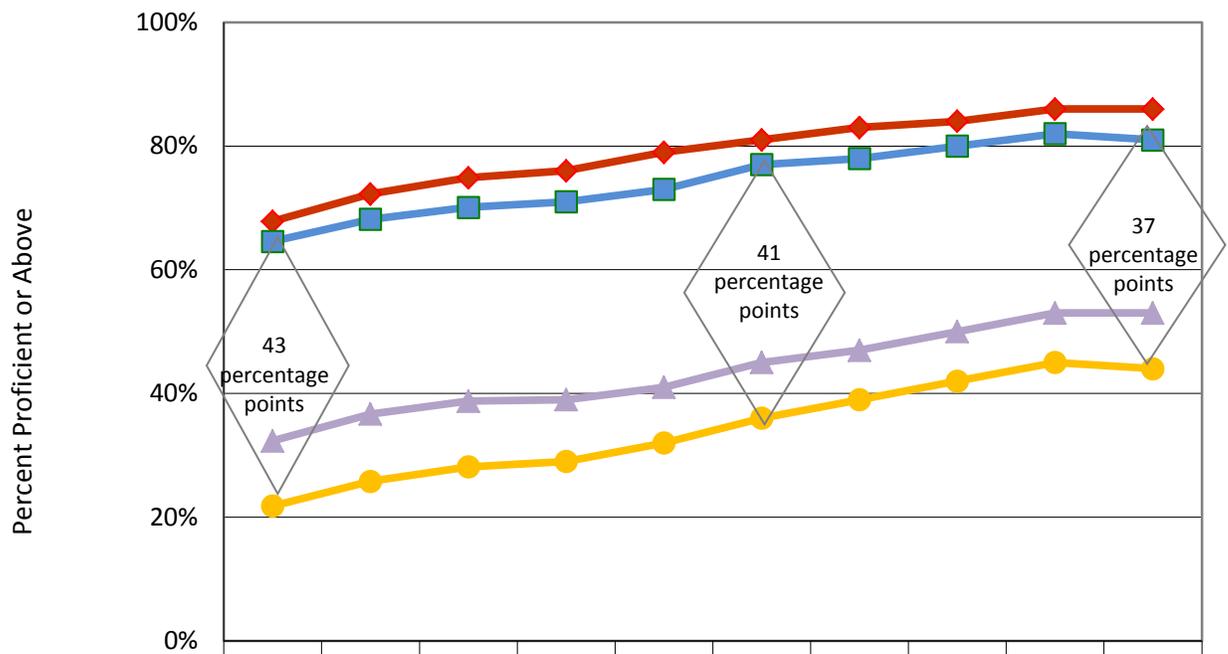


Figure 7

Santa Clara County
2004 to 2013 CST English-Language Arts (Grades 2-11)
Percent of Students Proficient or Above for Selected Race/Ethnicity Subgroups



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	68%	72%	75%	76%	79%	81%	83%	84%	86%	86%
White	65%	68%	70%	71%	73%	77%	78%	80%	82%	81%
African American	32%	37%	39%	39%	41%	45%	47%	50%	53%	53%
Hispanic	22%	26%	28%	29%	32%	36%	39%	42%	45%	44%

Figure 8

**Santa Clara County
 2004 to 2013 CST Mathematics (Grades 2-7)
 Percent of Students Proficient or Above by Grade Level**

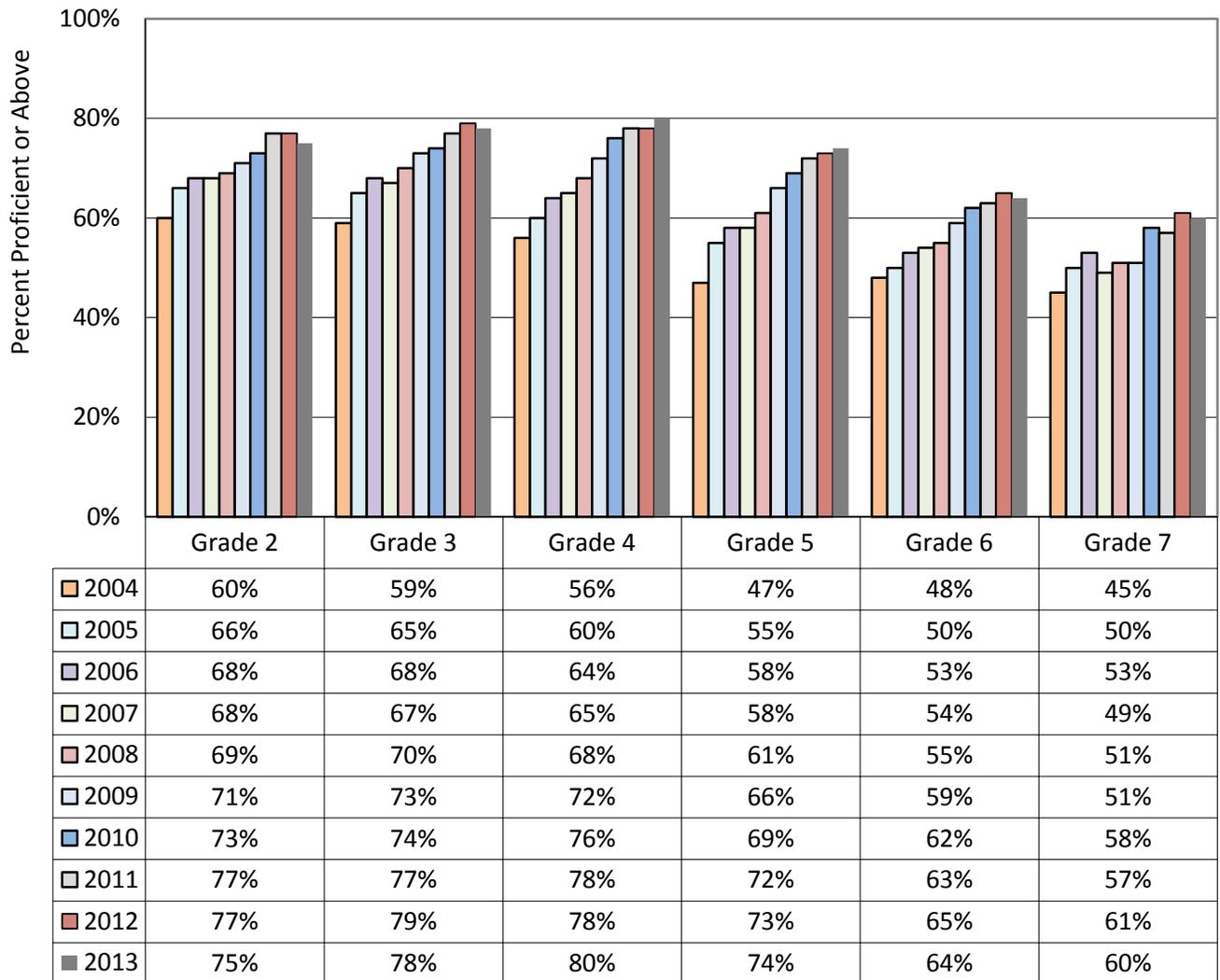


Figure 9

**Santa Clara County
 2004 to 2013 CST EOC Mathematics Assessments
 Percent of Students Proficient or Above**

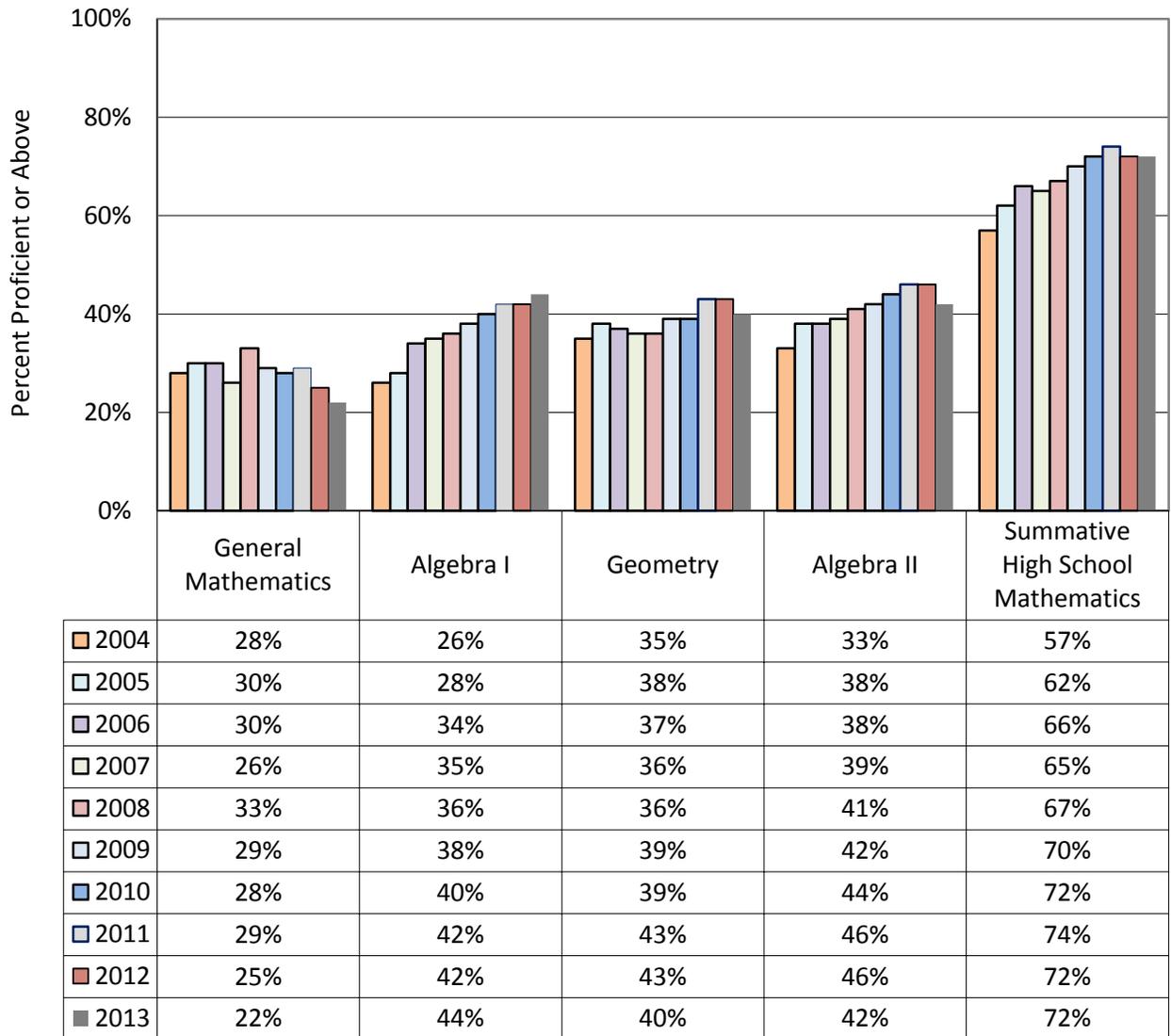
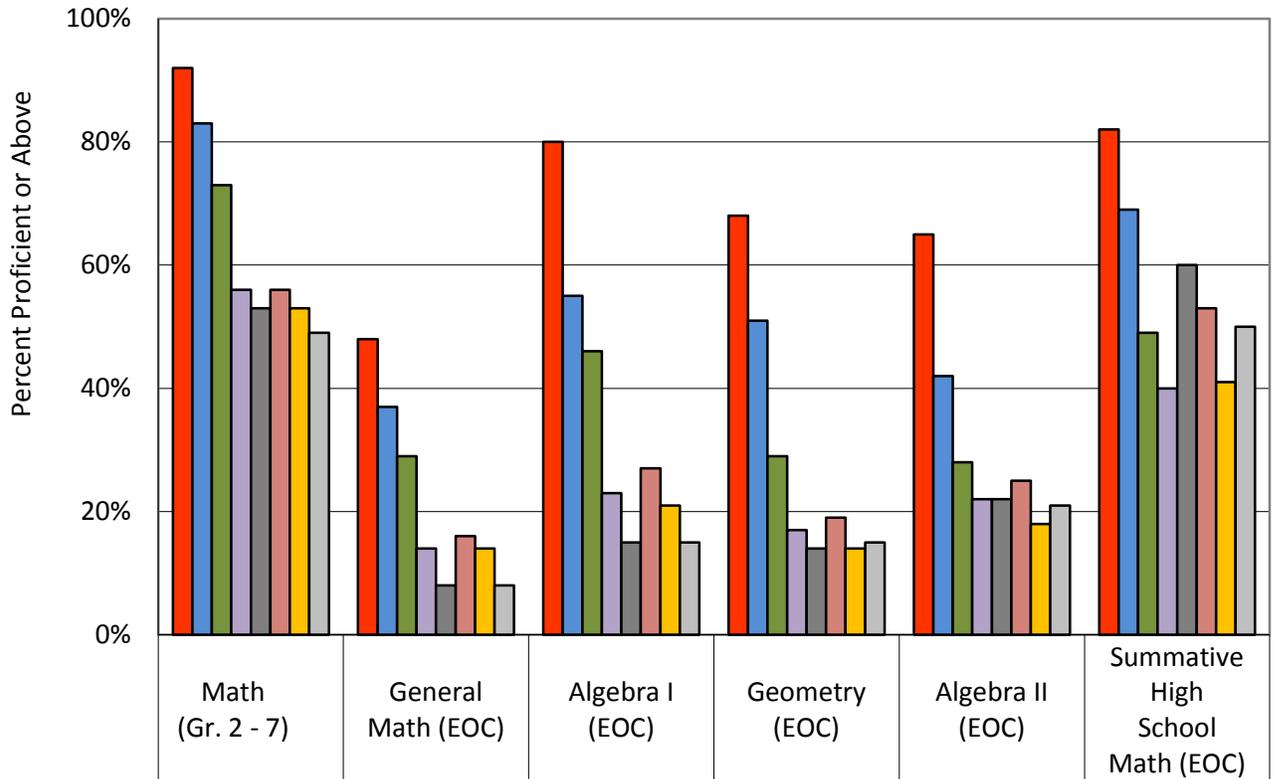


Figure 10

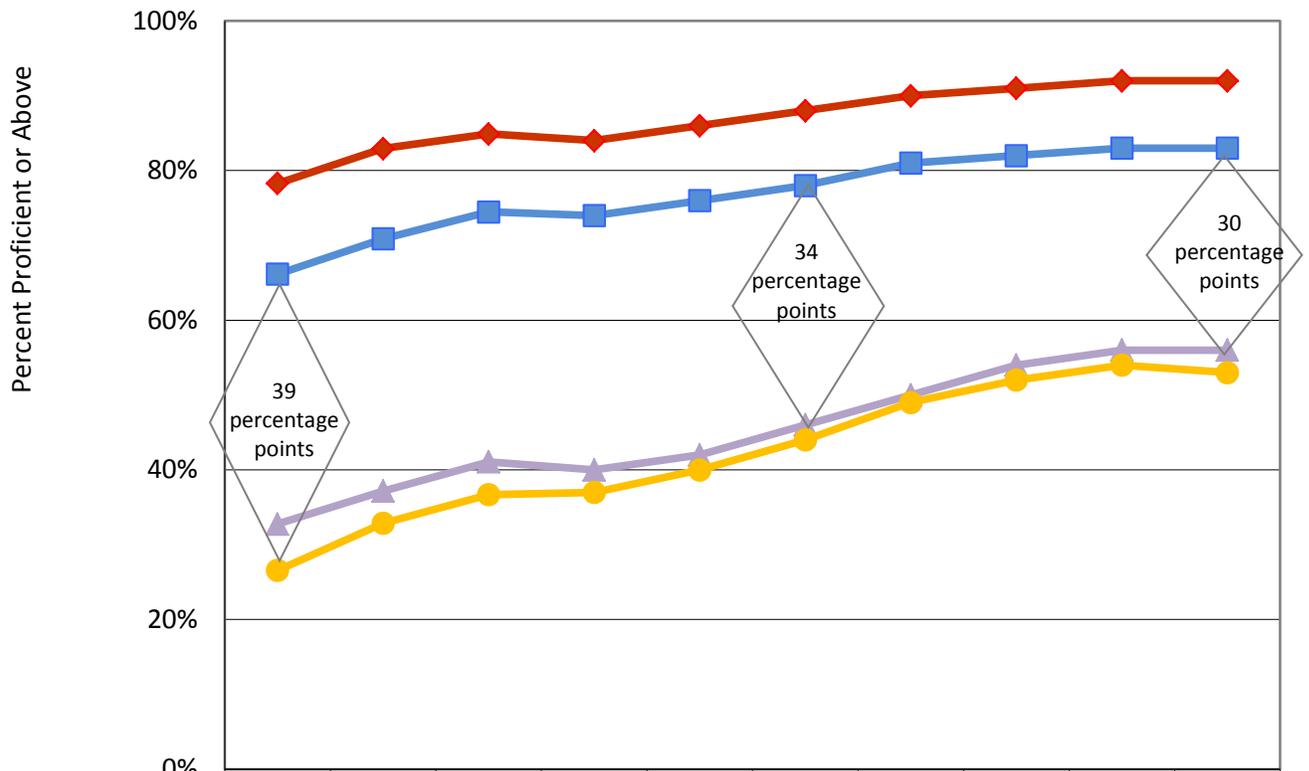
**Santa Clara County
2012 CST Grade-level and EOC Mathematics Assessments
Percent of Students Proficient or Above by Subgroup**



■ Asian	92%	48%	80%	68%	65%	82%
■ White	83%	37%	55%	51%	42%	69%
■ Filipino	73%	29%	46%	29%	28%	49%
■ African American	56%	14%	23%	17%	22%	40%
■ English Learner	53%	8%	15%	14%	22%	60%
■ ED	56%	16%	27%	19%	25%	53%
■ Hispanic	53%	14%	21%	14%	18%	41%
■ SWD	49%	8%	15%	15%	21%	50%

Figure 11

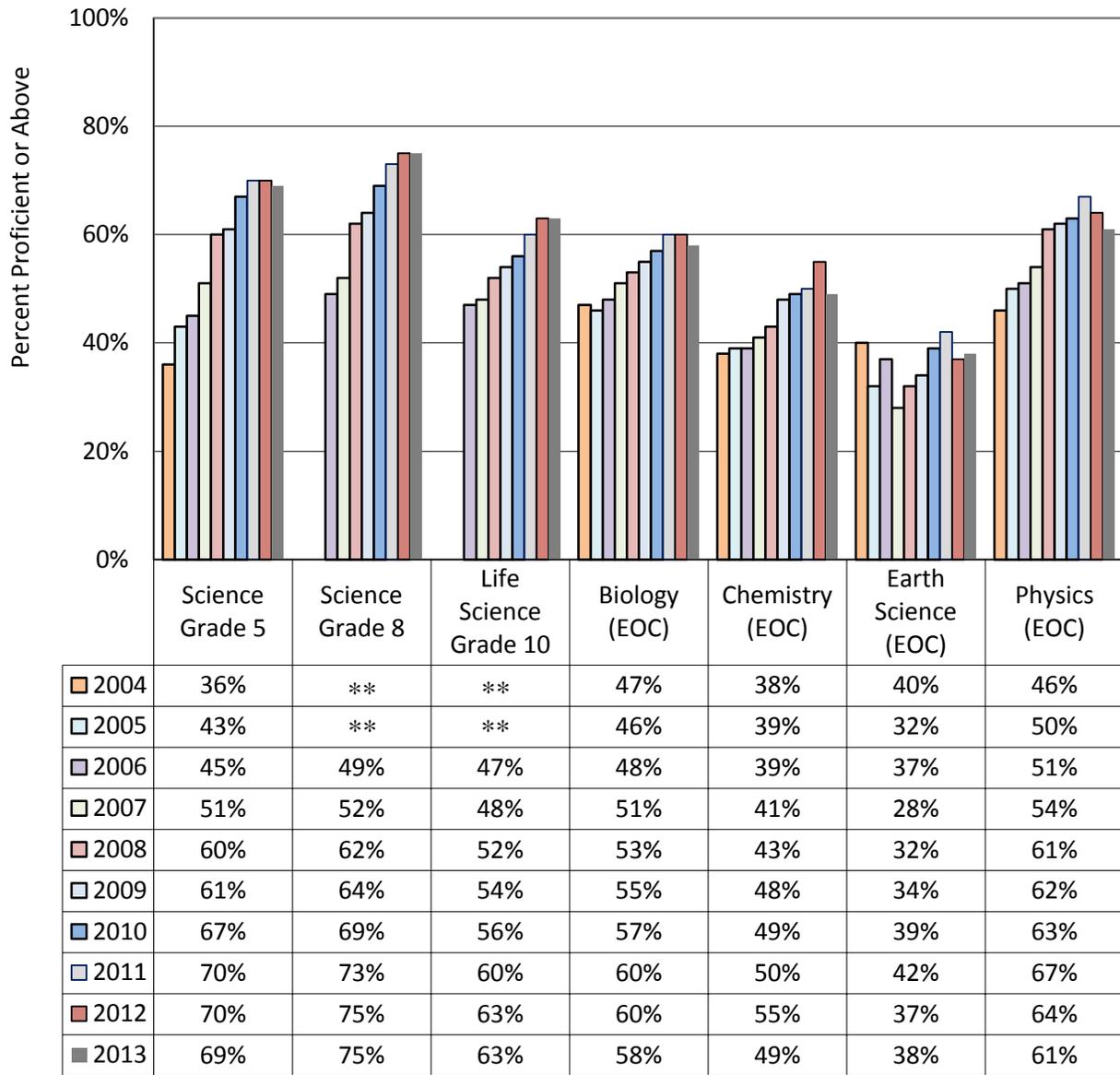
**Santa Clara County
 2004 to 2013 CST Mathematics (Grades 2-7)
 Percent of Students Proficient or Above for Selected Race/Ethnicity Subgroups**



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
◆ Asian	78%	83%	85%	84%	86%	88%	90%	91%	92%	92%
■ White	66%	71%	74%	74%	76%	78%	81%	82%	83%	83%
▲ African American	33%	37%	41%	40%	42%	46%	50%	54%	56%	56%
● Hispanic	27%	33%	37%	37%	40%	44%	49%	52%	54%	53%

Figure 12

**Santa Clara County
2004 to 2013 CST Grade-level and EOC Science Assessments
Percent of Students Proficient or Above**



** No test administered

Figure 13

**Santa Clara County
 2013 CST Science (Grades 5, 8, and 10)
 Percent of Students Proficient or Above by Subgroup**

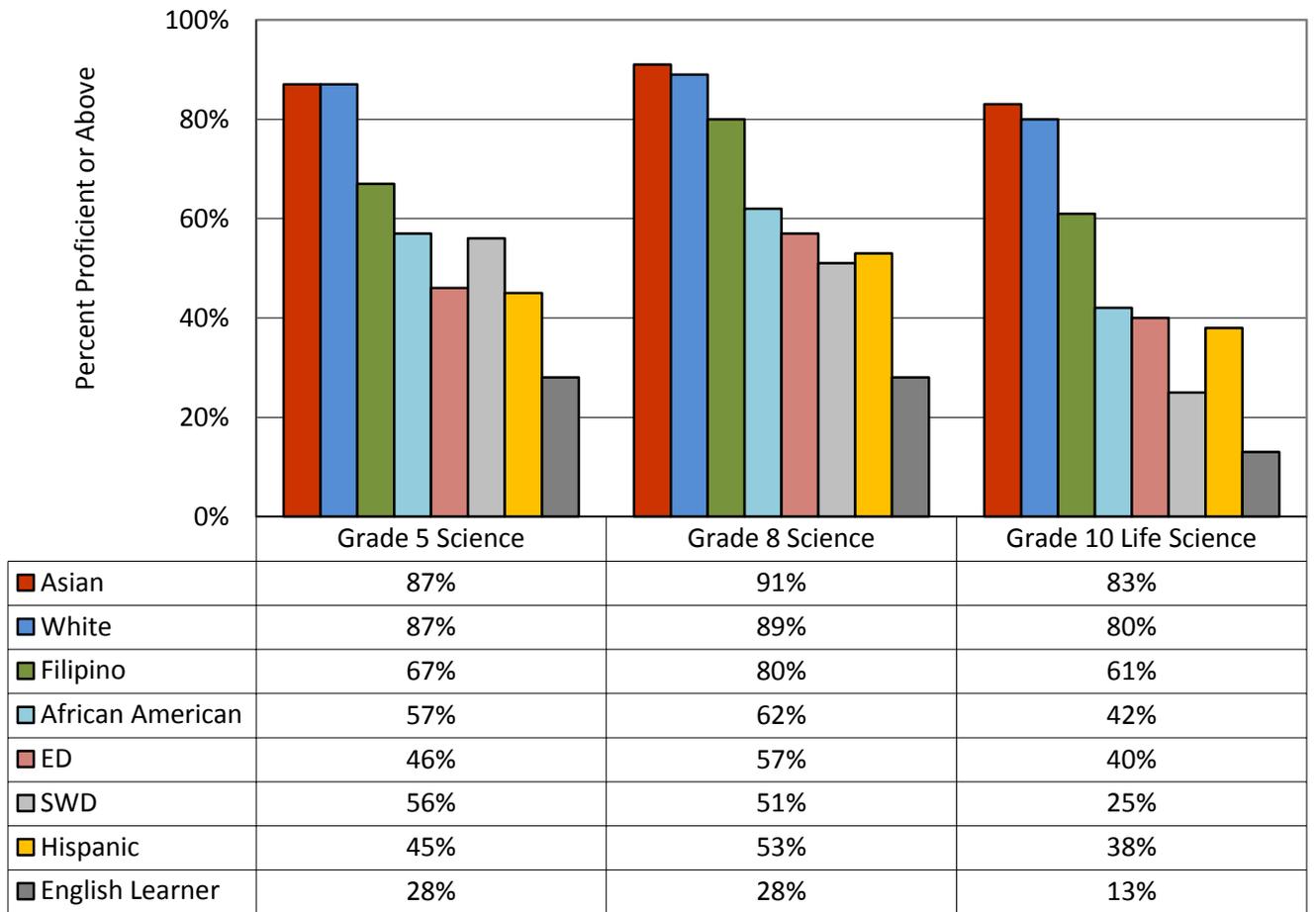


Figure 14

**Santa Clara County
2013 CST EOC Science Assessments
Percent of Students Proficient or Above by Subgroup**

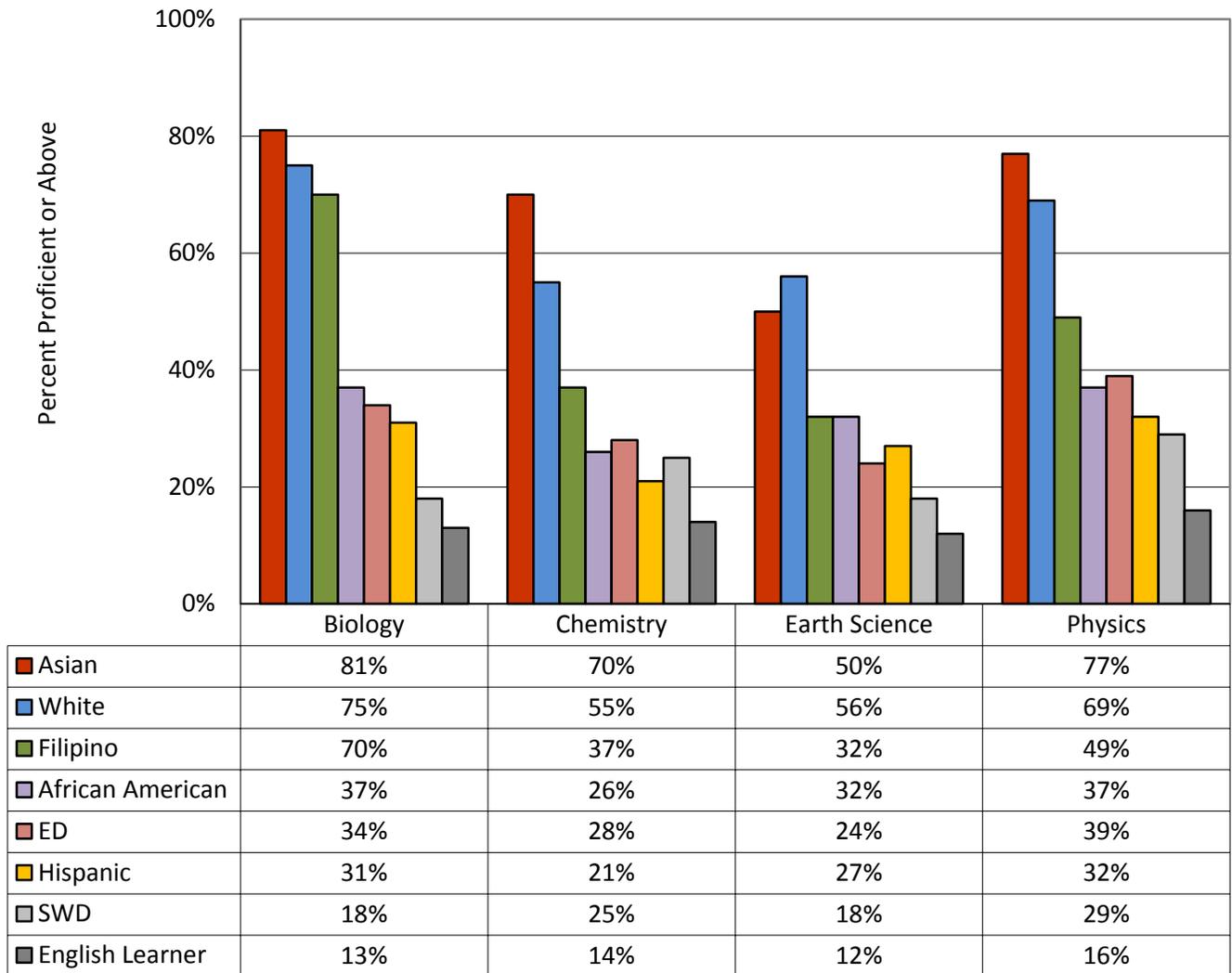
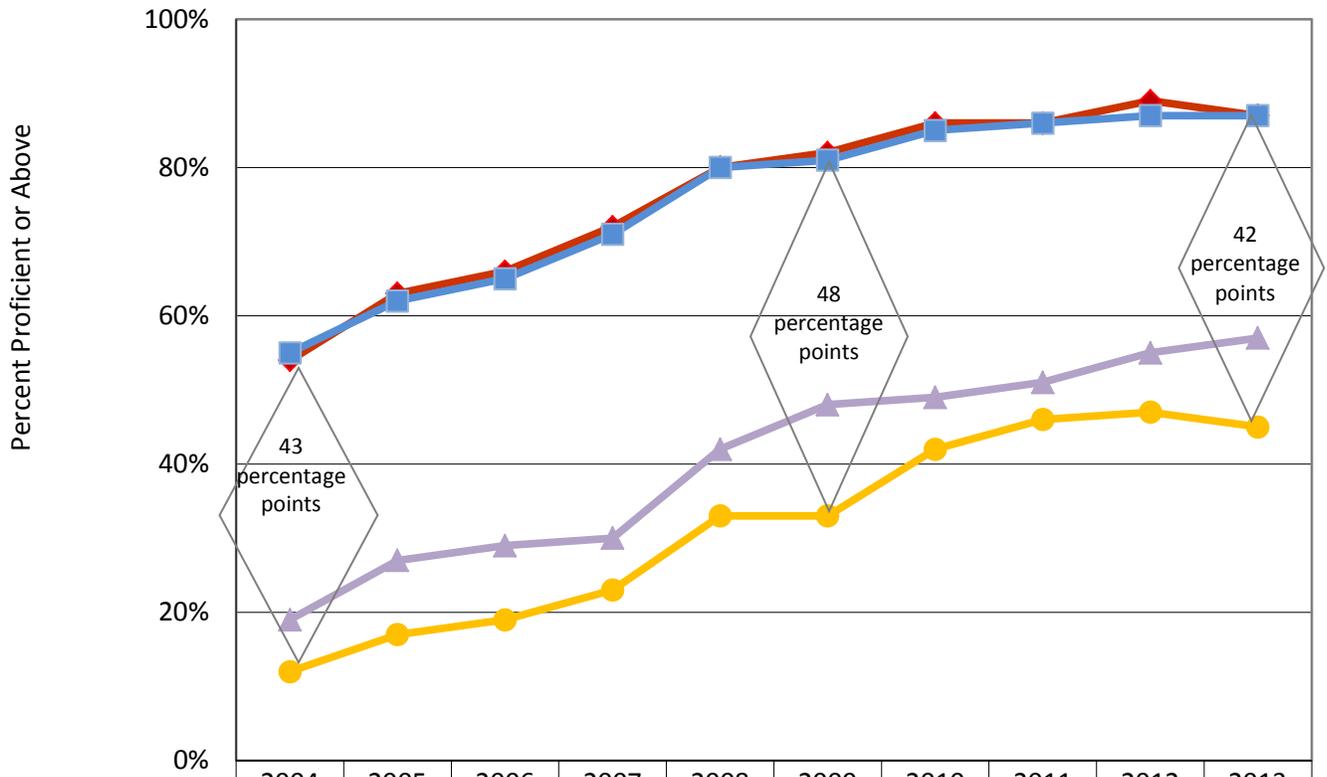


Figure 15

**Santa Clara County
 2004 to 2013 CST Grade 5 Science
 Percent of Students Proficient or Above for Selected Race/Ethnicity Subgroups**



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	54%	63%	66%	72%	80%	82%	86%	86%	89%	87%
White	55%	62%	65%	71%	80%	81%	85%	86%	87%	87%
African American	19%	27%	29%	30%	42%	48%	49%	51%	55%	57%
Hispanic	12%	17%	19%	23%	33%	33%	42%	46%	47%	45%

Figure 16

**Santa Clara County
 2004 to 2013 CST Grade-level and EOC History-Social Science Assessments
 Percent of Students Proficient or Above**

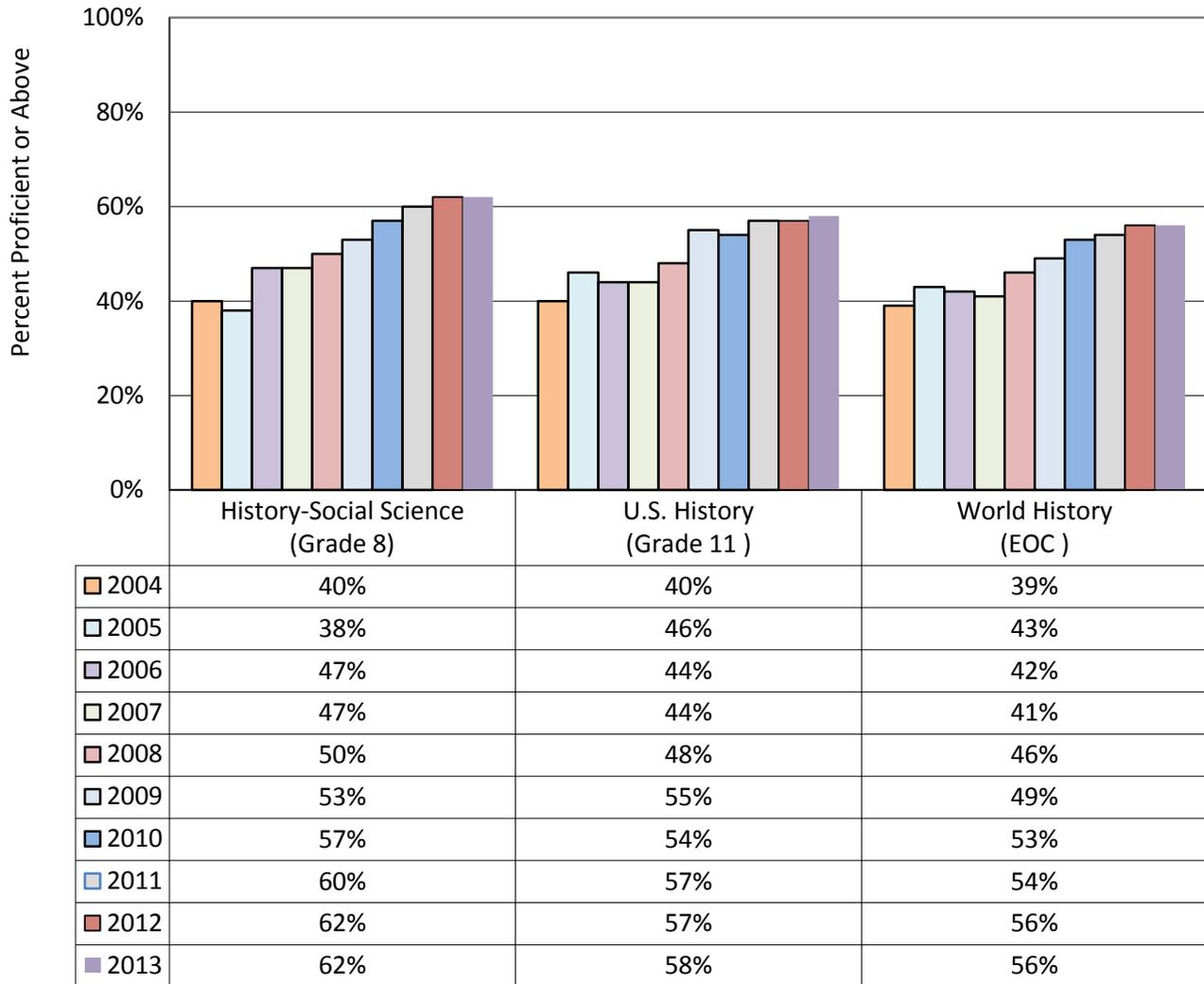


Figure 17

**Santa Clara County
 2013 CST Grade-level and EOC History-Social Science Assessments
 Percent of Students Proficient or Above by Subgroup**

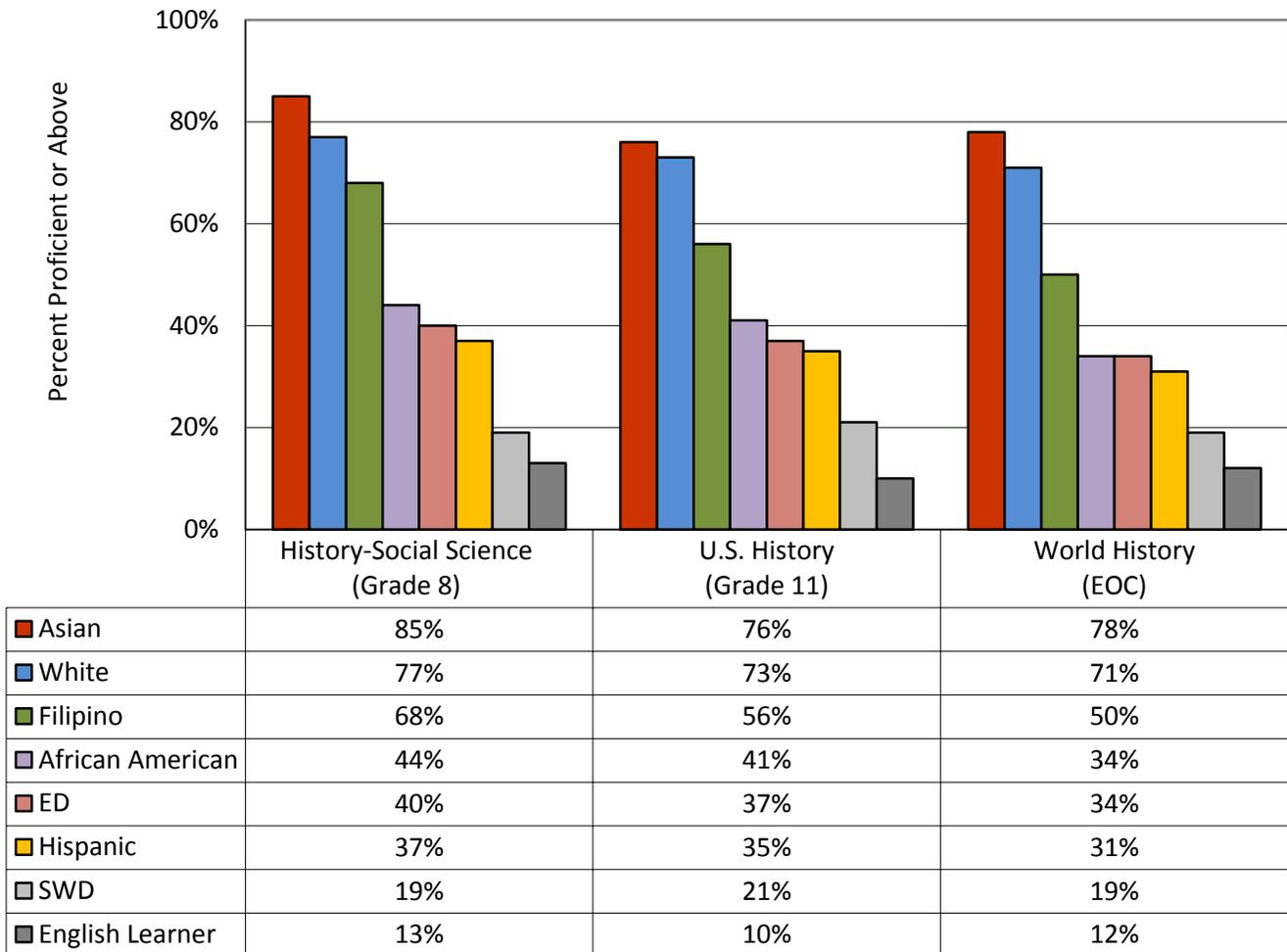
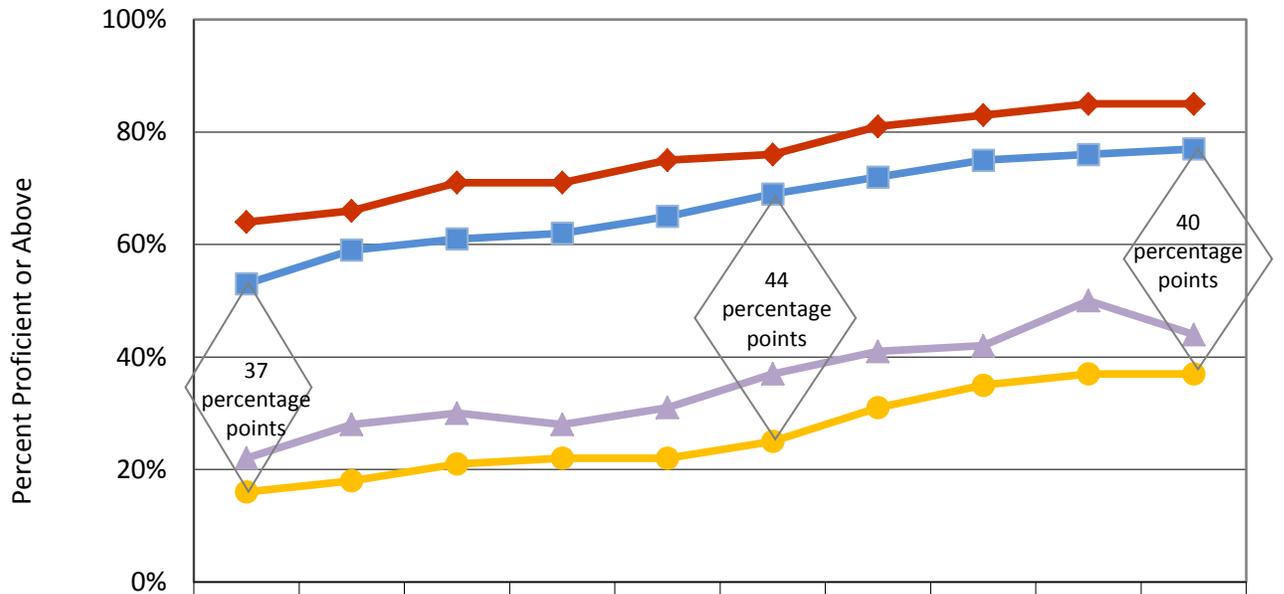


Figure 18

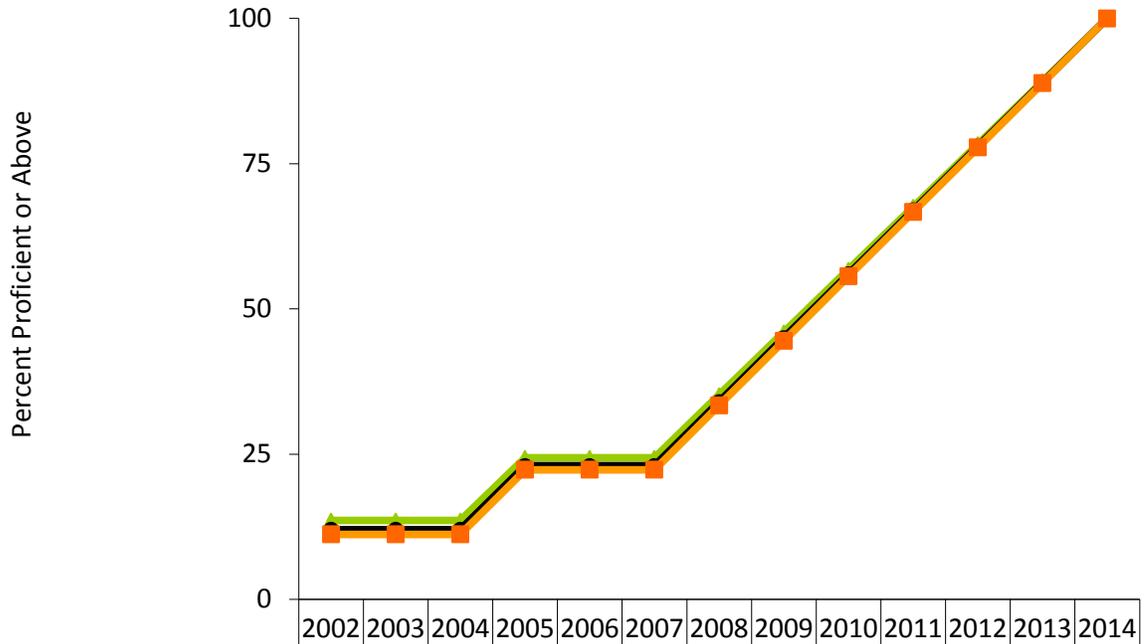
**Santa Clara County
 2004 to 2013 CST Grade 8 History-Social Science
 Percent of Students Proficient or Above for Selected Race/Ethnicity Subgroups**



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	64%	66%	71%	71%	75%	76%	81%	83%	85%	85%
White	53%	59%	61%	62%	65%	69%	72%	75%	76%	77%
African American	22%	28%	30%	28%	31%	37%	41%	42%	50%	44%
Hispanic	16%	18%	21%	22%	22%	25%	31%	35%	37%	37%

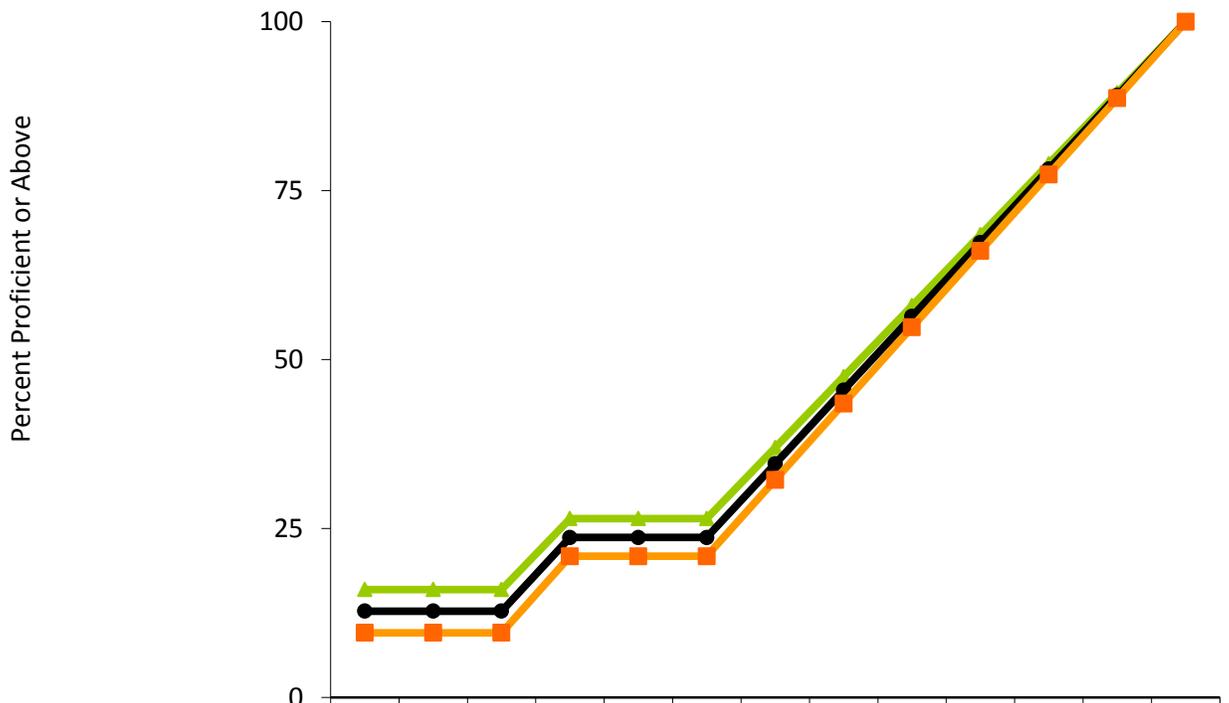
Appendix A - AYP Targets

**AYP English-Language Arts Target Percent Proficient or Above
 by School/District Level**



Elem Schools, Middle Schools, Elem School Districts	13.6	13.6	13.6	24.4	24.4	24.4	35.2	46.0	56.8	67.6	78.4	89.2	100.0
Unified School Districts, High School Districts, and COE (with grade levels 2-8 and 9-12)	12.0	12.0	12.0	23.0	23.0	23.0	34.0	45.0	56.0	67.0	78.0	89.0	100.0
High Schools, High School Districts (with grade levels 9-12)	11.2	11.2	11.2	22.3	22.3	22.3	33.4	44.5	55.6	66.7	77.8	88.9	100.0

**AYP Mathematics Targets Percent Proficient or Above
by School/District Level**



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
▲ Elem Schools, Middle Schools, and Elem School Districts	16.0	16.0	16.0	26.5	26.5	26.5	37.0	47.5	58.0	68.5	79.0	89.5	100.0
● Unified School Districts, High School Districts, and COE (with grade levels 2-8 and 9-12)	12.8	12.8	12.8	23.7	23.7	23.7	34.6	45.5	56.4	67.3	78.2	89.1	100.0
■ High Schools, High School Districts (with grade levels 9-12)	9.6	9.6	9.6	20.9	20.9	20.9	32.2	43.5	54.8	66.1	77.4	88.7	100.0

Appendix B - Numbers of Students with scores on the 2013 CST by Subject and Course

	SCC	CA
CST English-Language Arts (Grades 2-11)	195,015	4,369,156
CST Mathematics (Grades 2-7)	117,865	2,575,077
CST General Mathematics (Grades 6 & 7 Standards)	4,964	189,240
CST Algebra I	27,917	682,306
CST Integrated Math 1	29	13,537
CST Geometry	18,235	405,787
CST Integrated Math 2	14	4,962
CST Algebra II	14,442	294,303
CST Integrated Math 3	73	745
CST Summative High School Mathematics (Grades 9-11)	10,620	160,714
CST History-Social Science Grade 8 Cumulative	19,445	454,603
CST World History	19,141	462,583
CST U.S. History	18,280	443,361
CST Science Grade 5	19,752	422,560
CST Science Grade 8	18,468	430,680
CST Science Grade 10 (Life Science)	18,556	442,095
CST Biology	25,516	552,843
CST Chemistry	14,294	285,324
CST Earth Science	2,895	198,931
CST Physics	5,957	85,378
CST Integrated/Coordinated Science 1	2,044	39,702
CST Integrated/Coordinated Science 2	43	3,415
CST Integrated/Coordinated Science 3	2	867
CST Integrated/Coordinated Science 4	0	56

Appendix C - Glossary of Terms

Academic Performance Index (API)

The cornerstone of California's Public Schools Accountability Act of 1999. The API measures the academic performance and growth of schools based on a variety of tests and establishes a statewide ranking of schools according to those scores. Most schools have an API, a state ranking (by elementary, middle, or high school), a ranking in comparison to 100 similar schools, and growth targets for the following year.

Adequate Yearly Progress (AYP)

A goal of the 2001 federal law No Child Left Behind (NCLB) that requires schools and districts to measure and report students' annual progress toward proficiency in English-Language Arts and Mathematics by 2013-14. Progress is based on whether the school or district met its Annual Measurable Objectives and demonstrated 95% participation on standardized tests, achieved its target on the Academic Performance Index and, for high schools, met target graduation rates.

California Department of Education (CDE)

The California Department of Education is a California agency that oversees public education. The Department oversees funding, testing, and holds local educational agencies accountable for student achievement. Its stated mission is to provide leadership, assistance, oversight, and resources in the form of teaching and teaching materials so that every Californian has access to a good education.

California Standards Tests (CSTs)

Tests in English-Language Arts and Mathematics in grades 2-11, Science in grades 5 and 9-11, and History-Social Science in grades 8, 10 and 11 based on California's academic content standards. This is the core of California's statewide Standardized Testing and Reporting Program (STAR).

End-of-Course Test (EOC)

These are CST tests that are administered at the end of high school classes in Mathematics and Science such as Algebra I, Algebra II, Geometry, Biology, Chemistry, and Physics.

English Learner (EL)

A student who is not sufficiently proficient in the English language to succeed in the school's regular instructional programs. The former designation was Limited English Proficient (LEP). Students' English proficiency is assessed annually.

Ethnicity

This is a designation of students and staff according to seven ethnic/racial groups for the California Department of Education's California Basic Educational Data System (CBEDS). These

include Black or African American, American Indian/Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian/Pacific Islander, and White.

General Math

This CST assessment is given to students in grades 2-7 and assesses pre-Algebra mathematics standards. It is not intended for use beyond the 7th grade.

Integrated/Coordinated Science

This CST assessment options includes Earth Science, Biology, Chemistry and Physics. As with math, this test reflects an "integrated" approach to science.

Integrated Math

In California, the Integrated Mathematics option refers specifically to an alternative to the Algebra I, Geometry, Algebra II secondary sequence wherein districts are allowed to provide the same content but in a different sequence over three years.

Socio-economically Disadvantaged (ED)

A student who participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP).

Students with Disabilities (SWD)

A student who receives special education services, has a valid disability code or a student who was previously identified as special education but who is no longer receiving special education services for two years after exiting special education.

Summative High School Mathematics Test

The Summative High School Math test is a CST is a higher level math test for students who have completed a sequence of math courses that includes Algebra I in 8th grade, Geometry in grade 9, and Algebra II in 10th grade.