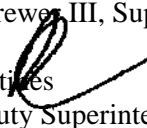


INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

DATE: August 26, 2008

TO: Members, Board of Education
David L. Brewer III, Superintendent

FROM: Ramon Cortines 
Senior Deputy Superintendent

SUBJECT: RELEASE OF THE 2008 SAT SCORES

The 2008 SAT scores are being released this morning by the College Board. The attached informative tells us that 46% of the class of 2008 in LAUSD took the SAT. This is 1,036 more students than last year. I believe that this increase in participation is due to our A-G initiative and the efforts that our high school teachers, counselors and administrators are placing on our students to be college ready.

A review of the 2008 scores show that the trend in LAUSD is not much different in California or across the nation. LAUSD's Critical Reading scores remained the same as did California and the nation. LAUSD's Math scores declined by 5 points, California declined 1 point and the nation remained the same. Our Writing scores declined 1 point while California and the nation remained the same. LAUSD has the largest language diversity among its students compared to California and the nation. Seventy percent (70%) of our students' first language learned was "English and/or Another Language" compared to only 42% for California and 24% for the nation. In terms of family income, 53% of our students come from homes where the family income is under \$30,000 compared to 23% for California and 18% for the nation.

We need to encourage our students to take the SAT multiple times as students tend improve their scores as they become more familiar with the test. The local districts need to work with their high schools in making sure that the students have SAT preparation classes either at their school of attendance or in a regional site. Schools need to insist on the participation of our African American and Hispanic students. Parents need to know the importance of the SAT, how their children can benefit, and how to be supportive of their children.

While we recognize that we are a diverse District, it should not be used as an excuse. We simply must work smarter to raise the performance level of our students. It is incumbent upon us to help them build their numbers if they are to be "college ready."

c: Local District Superintendents
High School Principals
James Morris
Judy Elliott
Roberta Fesler
David Holmquist
Jerry Thornton
Jefferson Crain
Randy Ross

INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

INFORMATIVE

Date: August 26, 2008

TO: Members, Board of Education
David L. Brewer III, Superintendent

FROM: Esther Wong, *EW* Assistant Superintendent
Planning and Assessment Division

SUBJECT: SAT REASONING TEST (SAT) RESULTS, CLASS OF 2008

The data contained in this informative are embargoed until Tuesday, August 26, 2008, when the College Board releases the SAT scores for the class of 2008 to the media at 8:30 a.m. PDT.

This informative presents the results of the 2008 SAT scores for the Los Angeles Unified School District (LAUSD), California and the Nation. These scores are for those students who indicated a spring 2008 graduation date. If a student took the test more than once, only the most recent score is used. Additional information is available on the internet at www.collegeboard.com.

Class of 2008 Results

Table 1 presents the mean SAT scores from 2003-2004 to 2007-2008 for LAUSD, California and the Nation. When less than 25 students are tested at a school, the mean results for the school are not reported, but the student scores are included in the District's scores. Based on the fall 2007 enrollment of 35,904 grade 12 students, 46% of the class took the SAT.

Table 1
Mean SAT Scores 2003-2004 to 2007-2008

	Year	Number Tested	Critical Reading Scores	Math Scores	Writing Scores
LAUSD	2007-2008	16,665	438	438	440
	2006-2007	15,627	438	443	441
	2005-2006	14,711	442	447	445
	2004-2005	13,576	443	458	NA
	2003-2004	13,304	438	455	NA
CALIFORNIA	2007-2008	205,145	499	515	498
	2006-2007	195,406	499	516	498
	2005-2006	191,740	501	518	501
	2004-2005	186,552	504	522	NA
	2003-2004	177,400	501	519	NA
NATION	2007-2008	1,518,859	502	515	494
	2006-2007	1,494,531	502	515	494
	2005-2006	1,465,744	503	518	497
	2004-2005	1,475,623	508	520	NA
	2003-2004	1,419,007	508	518	NA

Highlights from Table 1:

- The number of LAUSD students taking the SAT increased by 1038 students.
- District SAT mean Critical Reading scores remained the same from 2007 to 2008. California and the Nation also remained unchanged.
- The Writing score for LAUSD decreased 1 point to 440 from 2007 to 2008. California and the Nation remained the unchanged.
- LAUSD's Math scores decreased 5 points from the previous year. California decreased by 1 point and the Nation remained unchanged.
- Over a 5 year period the LAUSD mean Critical Reading score remained the same. California decreased by 2 points and the Nation decreased by 6 points. The LAUSD Math score decreased 17 points whereas the State decreased 4 points and the Nation decreased 3 points.
- California students (498) scored higher than the Nation (494) on the Writing test.

LAUSD Class of 2008 Results

- Schools testing the largest number of students were El Camino Real (496), Marshall (479), Hamilton (405), Cleveland (395), Roosevelt (370), South Gate (362), Carson (343), Birmingham (336), Fremont (328), North Hollywood (323), and Bell (318).
- SOCES had the highest LAUSD mean SAT Critical Reading score of 524, Van Nuys had the highest Mathematics score of 535 and LACES had the highest Writing score of 540.
- The following schools had Critical Reading scores equal to or above the national average of 502: SOCES (524), LACES (523), El Camino Real (511), Cleveland (510), High Tech High (507), Van Nuys (506), and Venice (503).
- The following schools had Mathematics scores equal to or above the national average of 515: Van Nuys (535), High Tech High (534), SOCES (534), LACES (531), El Camino Real (528), and Cleveland (520).
- The following schools had Writing scores above the national average of 494: LACES (540), SOCES (529), Cleveland (525), El Camino (520), Taft (507), Van Nuys (507), Venice (502), High Tech High (497), and Hamilton (495).

Charter Schools

- Former LAUSD schools that converted to charter -- Palisades and Granada Hills scored above the national average in all three subject areas.
- With few exceptions the remaining charters scored below the LAUSD average in all three subject areas.

Table 2 displays the percentage of students taking the SAT and the scores by gender. More LAUSD female students (58%) took the SAT than male students (42%). In California, 45% of the SAT test takers were male and 55% were female. In the Nation, 46% were male and 54% female. In 2008, males had higher mean SAT scores in Critical Reading and Mathematics. Females scored higher in Writing.

Table 2
Mean SAT Scores by Gender 2003-2004 to 2007-2008

Gender	2003	2004	2005	2006	2007	2008
Male Test-Takers	41%	42%	41%	42%	42%	42%
Critical Reading Mean	449	449	454	447	445	441
Mathematics Mean	478	479	482	468	467	461
Writing Mean	NA	NA	NA	443	443	437
Female Test-Takers	59%	58%	59%	58%	57%	58%
Critical Reading Mean	430	431	436	439	432	435
Mathematics Mean	438	437	442	431	425	422
Writing Mean	NA	NA	NA	447	440	441

The College Board disaggregates the Hispanic population into three groups: Mexican, Puerto Rican, and Other Hispanic. Table 3 examines SAT scores by ethnicity.

- White students in LAUSD scored higher than all other ethnic groups with 538 in Critical Reading, 545 in Math and 548 in Writing. These scores are 2-8 points higher than in 2007. The Writing scores exceeded California and the Nation. The Critical Reading and Math scores exceeded the Nation.
- There is a significant difference in proficiency between the White subgroup and the other ethnic subgroups' SAT scores at the District, State, and National levels.
- The proficiency gap remains for the African American and Hispanic subgroup in LAUSD, California and the Nation.

Table 3
2008 Mean SAT Scores by Ethnicity

	Group	Number Tested	Critical Reading	Math Score	Writing
LAUSD	American Indian/Alaska Native	54	467	458	459
	Asian, Asian-American/Pacific Islander	2,192	481	526	486
	African-American/Black	2,040	414	396	416
	Mexican or Mexican American	4,996	416	413	415
	Puerto Rican	40	435	424	429
	Other Hispanic, Latino, or Latin Amer.	4,348	406	397	407
	White	1,739	538	545	548
	Other	640	470	473	475
	No Response	616	434	423	434
	CALIFORNIA	American Indian/Alaska Native	1,383	496	496
Asian, Asian-American/Pacific Islander		43,310	510	564	514
African-American/Black		13,654	438	429	436
Mexican or Mexican American		35,867	446	453	444
Puerto Rican		718	486	487	479
Other Hispanic, Latino, or Latin Amer.		18,499	443	443	442
White		73,403	541	549	537
Other		9,747	509	521	514
No Response		8,564	518	519	512

Table 3 -- continued
2008 Mean SAT Scores by Ethnicity

	Group	Number Tested	Critical Reading	Math Score	Writing
NATION	American Indian/Alaska Native	9,595	485	491	470
	Asian, Asian-American/Pacific Islander	151,235	513	581	516
	African-American/Black	174,383	430	426	424
	Mexican or Mexican American	70,661	454	463	447
	Puerto Rican	21,953	456	453	445
	Other Hispanic, Latino, or Latin Amer.	97,589	455	461	448
	White	858,561	528	537	518
	Other	52,016	496	512	494
	No Response	82,866	471	492	467

Table 4 disaggregates the SAT scores by gender within ethnicity. Males scored higher in Mathematics in all ethnic groups except Puerto Rican. Females scored better in Writing in all ethnic groups except American Indian/Alaska Native. Critical Reading produced mixed results. American Indian/Alaska Native, Mexican, and other Hispanic males scored higher. Asian/Pacific Islander, African American, Puerto Rican and White females scored higher.

Table 4
Male and Female Mean Scores by Ethnicity

Test-Takers Who Described Themselves as:	Test-Takers		Critical Reading		Mathematics		Writing	
	Male	Female	Male	Female	Male	Female	Male	Female
American Indian or Alaska Native	22	32	492	451	485	439	470	450
Asian, Asian American, or Pacific Islander	1,049	1,143	480	483	541	511	479	493
Black or African American	815	1,224	408	418	406	389	406	423
Mexican or Mexican American	2,045	2,950	417	415	429	401	411	418
Puerto Rican	15	25	418	446	416	429	420	434
Other Hispanic, Latino or Latin American	1,615	2,732	411	403	419	384	406	408
White	816	923	537	539	566	526	539	555
Other	272	368	470	470	504	450	467	481
No Response	270	346	432	435	444	407	426	441
Total	6,919	9,743	441	435	461	422	437	441

Demographic Profile of SAT Test Takers

The demographic profile of LAUSD students taking the SAT differs greatly from the SAT takers across the State and across the Nation. These differences include first language learned, family income, parent education level, and ethnicity. Tables 5 through 7 present student reported background information about the Class of 2008.

Table 5 shows that LAUSD has the largest language diversity among its students as compared to the California and the Nation. Seventy percent (70%) of LAUSD students' first language learned was "English and Another Language" or "Another Language" compared to only 42% for California and 24% for the Nation. Only 29% of LAUSD test takers (2% fewer than last year) reported English as the first language learned. At the State level, students reporting English as the first language learned was 58% and 76% for the Nation.

Table 5
2008 SAT Profiles by First Language Learned

Group	Percent		
	LAUSD	CA	Nation
English	29%	58%	76%
English and Another Language	40%	25%	15%
Another Language	30%	17%	9%

Table 6 compares family income among LAUSD, California, and the Nation. For LAUSD SAT test takers, 53% of the students self-reported family incomes under \$30,000. Compared to LAUSD, California had 23% and the Nation had only 18% of the students reporting family incomes under \$30,000. In the highest category of \$100,000 and above, California students and the Nation reported 30% of students in this category. For LAUSD only 7% reported family incomes over \$100,000.

Table 6
2008 SAT Profiles by Family Income

Group	Percent		
	LAUSD	CA	Nation
\$100,000 and above	7%	30%	30%
\$50,000 to less than \$100,000	18%	32%	37%
\$30,00 - \$50,000	22%	16%	16%
Below \$30,000	53%	23%	18%

Table 7 profiles the parent education level of SAT test takers. LAUSD students had the largest percentage of students whose parents did not have a high school diploma (33%) compared to California (12%) and the Nation (5%). These students most likely will be the first generation in their family to graduate from high school and attend college. When compared to California and the Nation, LAUSD had the smallest percentage of students whose parents had advanced degrees.

Table 7
2008 SAT Profiles by Parent Education Level

Group	Percent		
	LAUSD	California	Nation
No HS Diploma	33%	12%	5%
HS Diploma or Associate Degree	43%	40%	40%
Bachelor's or 4 Year Degree	14%	26%	30%
Graduate or Professional Degree	10%	22%	25%

Self-Reported Profile of the Class of 2008 SAT Test Takers

Most students complete the optional SAT questionnaire when they register for the SAT. This provides contextual information about the class of 2008.

The LAUSD class of 2008 taking the SAT had an overall grade point average (GPA) of 3.06 and 29% ranked in the top tenth of their graduating class. All but 14% taking the SAT had prior experience in their sophomore and/or junior year taking the PSAT/NMSQT. And a majority of the students reported having an adequate level of computer literacy.

According to the test-takers, 87% had completed one or more years of Arts or Music, 81% had 3 or more years of Social Sciences or History and 79% had 4 or more years of English. Only 52% of the students reported completing 3 or more years of Foreign Languages and 4 or more years of Mathematics. A very limited number of students (22%) had completed Calculus.

The class of 2008 took 23,585 SAT Subject Tests and 48% of the student test takers took 3 different SAT Subject Tests. Literature, Mathematics Level 2 and United States History were the top three SAT subjects selected by students in the class of 2007. The three core subjects least selected by test takers were Physics, World History and Biology-Ecological. The most popular SAT Foreign and Classical Languages selected by test takers was Spanish, followed by Spanish/Listening, and Korean/Listening.

The future outlook for the class of 2008 during their college years indicated that the Biological Sciences (24%), Social Sciences (25%) and related areas respectively, were the intended college majors for 49% of the students. Only 3% of the students at the time of taking the SAT were undecided about their future college major.

More than half of the students indicated that once they are in college, their goal is to receive a Master's Degree or higher. In addition, 83% of LAUSD students will be pursuing their goals by applying for financial aid. In California and the Nation only 71% reported that they were applying for financial aid.

The institutions that received the highest percentage of SAT score reports for the class of 2007 were the University of California, Los Angeles; University of California, Santa Barbara; California State University at Northridge; and the University of Southern California. The University of California schools and the California State University schools overall were the most popular. New York University was the only out of state university where 6% of the students designated to receive their scores. The class of 2008 almost exclusively selected California as the location for their higher education experience.

SAT Background

The Scholastic Aptitude Test was first introduced in 1926. The current test called the SAT Reasoning Test is a measure of the critical thinking skills students will need for academic success in college. The SAT assesses how well students analyze and solve problems. In March 2005 the College Board introduced the writing component which is a skill cited as important for college success and supports the teaching of writing at every grade level. Colleges are able to see the essays. Each section of the SAT is scored on a scale of 200 – 800 with two writing subscores for multiple-choice and the essay.

The three sections of the SAT are:

- Critical Reading includes sentence completion and passage-based questions.
- Mathematics includes the Math that college-bound students typically learn during their first three years of high school.
- Writing includes multiple-choice questions on grammar and usage, and a written essay.

All of the SAT is multiple-choice except for the 25-minute written essay and 10 student produced response Math questions, which ask students to fill in their own answers using a special section of the answer sheet.

The Critical Reading section contains two types of questions:

- Sentence completion items measure knowledge of the meanings of words and the students' ability to understand how the different parts of a sentence fit together.
- Passage-based reading questions measure vocabulary in context, literal comprehension and extended reasoning.

The Math section of the SAT contains two types of questions:

- Standard multiple-choice
- Student produced response questions that provide no answer choices. Students mark the answers into the answer grid.

The Math section covers numbers and operations; algebra and functions; geometry and measurement; and data analysis, statistics, and probability.

The SAT Writing section includes an essay and multiple choice questions. The essay assesses the students' ability to develop a point of view on an issue, support their point of view using reasoning and evidence, and follow the conventions of standard written English.

The multiple choice questions involve improving sentences, identifying sentence errors, and improving paragraphs.

The school-by-school test results for LAUSD and Charter Schools are listed in Attachment A.

If there are any questions regarding the SAT results or for additional information, please call me at 213-241-2460 or Paula Moseley at 213/241-4104.

c: Ramon Cortines
James Morris
Judy Elliott
Roberta Fesler
David Holmquist
Jerry Thornton
Jefferson Crain
Randy Ross

**Mean SAT Scores by School
2003-2004 to 2007-2008**

School	Year	Number of Students	Critical Reading	Math	Writing
Amino Venice Charter HS	2007-08	79	401	379	393
Animo South Los Angeles HS	2007-08	97	386	358	389
	2006-07	10	350	368	391
Annenberg HS	2007-08	48	388	407	397
	2006-07	29	403	433	396
Banning SH	2007-08	275	393	404	398
	2006-07	212	414	427	423
	2005-06	153	409	423	416
	2004-05	159	421	430	NA
	2003-04	188	401	419	NA
Bell SH	2007-08	318	406	410	404
	2006-07	296	400	417	399
	2005-06	285	396	421	405
	2004-05	265	399	423	NA
	2003-04	337	382	417	NA
Belmont SH	2007-08	220	371	381	373
	2006-07	285	393	412	388
	2005-06	280	397	412	401
	2004-05	255	382	404	NA
	2003-04	239	406	421	NA
Birmingham SH	2007-08	336	455	448	456
	2006-07	261	435	436	445
	2005-06	260	440	434	448
	2004-05	244	433	444	NA
	2003-04	264	433	442	NA
Bravo Medical Magnet	2007-08	260	480	488	478
	2006-07	233	486	493	486
	2005-06	235	469	485	476
	2004-05	267	471	484	NA
	2003-04	285	468	485	NA
CALs Early College HS	2007-08	38	417	412	417
	2006-07	29	424	400	437
	2005-06	2	350	425	390
Camino Nuevo HS	2007-08	97	384	391	399
Canoga Park SH	2007-08	121	470	467	454
	2006-07	167	447	458	438
	2005-06	157	439	463	439
	2004-05	106	452	476	NA
	2003-04	126	451	482	NA
Carson SH	2007-08	343	410	405	410
	2006-07	336	409	411	410
	2005-06	345	414	408	424
	2004-05	354	412	418	NA
	2003-04	297	410	425	NA
Central City Value HS	2007-08	41	378	370	370
Central HS	2006-07	27	384	359	379
	2005-06	7	337	323	377
	2004-05	11	NA	NA	NA
	2003-04	3	NA	NA	NA

**Mean SAT Scores by School
2003-2004 to 2007-2008**

School	Year	Number of Students	Critical Reading	Math	Writing
Chatsworth SH	2007-08	299	461	490	464
	2006-07	329	466	496	472
	2005-06	269	473	500	474
	2004-05	244	492	510	NA
	2003-04	301	473	500	NA
Cleveland SH	2007-08	395	510	520	525
	2006-07	395	510	510	511
	2005-06	353	504	510	510
	2004-05	323	506	519	NA
	2003-04	269	514	516	NA
Community Charter Early	2007-08	34	418	405	444
Community Harvest Charter	2007-08	32	398	376	408
	2006-07	27	393	396	420
	2005-06	31	401	354	395
Contreras Learning Center	2007-08	151	375	368	378
	2006-07	33	401	421	407
Crenshaw Arts/Tech HS	2007-08	43	346	313	356
	2006-07	42	343	340	360
Crenshaw SH	2007-08	161	391	379	394
	2006-07	238	367	363	368
	2005-06	237	378	360	374
	2004-05	316	376	367	NA
	2003-04	317	362	348	NA
De La Hoya Animo	2007-08	112	361	359	365
	2006-07	104	386	381	390
Discovery Charter Prep	2007-08	62	383	376	376
	2006-07	54	374	351	380
	2005-06	61	399	380	397
Dorsey SH	2007-08	165	394	364	386
	2006-07	174	378	362	384
	2005-06	171	379	364	387
	2004-05	170	385	392	NA
	2003-04	132	377	375	NA
Downtown Business Magnet	2007-08	121	414	417	425
	2006-07	116	421	417	416
	2005-06	122	413	404	420
	2004-05	117	418	430	NA
	2003-04	99	424	435	NA
Eagle Rock SH	2007-08	257	469	459	467
	2006-07	315	460	454	462
	2005-06	238	456	446	458
	2004-05	229	454	466	NA
	2003-04	184	461	469	NA
El Camino SH	2007-08	496	511	528	520
	2006-07	494	513	528	520
	2005-06	553	515	533	519
	2004-05	526	522	551	NA
	2003-04	419	517	539	NA

**Mean SAT Scores by School
2003-2004 to 2007-2008**

School	Year	Number of Students	Critical Reading	Math	Writing
Elizabeth Learning Ctr	2007-08	101	400	374	403
	2006-07	85	398	389	410
	2005-06	44	412	393	428
	2004-05	68	407	426	NA
	2003-04	46	405	421	NA
Fairfax SH	2007-08	267	451	468	459
	2006-07	213	454	468	457
	2005-06	219	433	452	448
	2004-05	258	422	456	NA
	2003-04	230	428	464	NA
Foshay Learning Center	2007-08	83	450	437	447
	2006-07	106	434	429	440
	2005-06	119	432	421	433
	2004-05	134	439	450	NA
	2003-04	105	440	468	NA
Franklin SH	2007-08	218	434	417	424
	2006-07	224	424	420	416
	2005-06	249	425	428	437
	2004-05	184	411	412	NA
	2003-04	227	395	407	NA
Fremont SH	2007-08	328	370	356	370
	2006-07	306	358	361	361
	2005-06	340	363	363	363
	2004-05	312	352	368	NA
	2003-04	287	360	379	NA
Fulton College Prep	2007-08	39	425	400	415
	2006-07	0	NA	NA	NA
	2005-06	2	525	440	400
Gardena SH	2007-08	249	402	387	401
	2006-07	238	401	404	406
	2005-06	199	411	407	412
	2004-05	204	401	403	NA
	2003-04	200	399	414	NA
Garfield SH	2007-08	261	404	406	409
	2006-07	270	402	412	404
	2005-06	251	404	407	405
	2004-05	310	399	415	NA
	2003-04	299	384	413	NA
Gertz –Ressler Academy	2007-08	151	408	382	415
Granada Hills Charter HS	2007-08	485	522	564	534
	2006-07	540	513	548	526
	2005-06	480	518	544	528
	2004-05	552	526	554	NA
	2003-04	516	520	555	NA
Grant SH	2007-08	152	461	463	467
	2006-07	127	455	470	465
	2005-06	189	444	454	457
	2004-05	204	441	451	NA
	2003-04	234	436	447	NA

**Mean SAT Scores by School
2003-2004 to 2007-2008**

School	Year	Number of Students	Critical Reading	Math	Writing
Hamilton SH	2007-08	405	487	467	495
	2006-07	413	485	455	486
	2005-06	384	492	467	492
	2004-05	333	480	469	NA
	2003-04	285	492	481	NA
Harbor Teacher Prep Academy	2007-08	63	479	473	477
	2006-07	37	485	468	479
	2005-06	31	478	489	486
High Tech High School	2007-08	66	507	534	497
	2006-07	27	473	494	486
	2005-06	24	435	434	444
Hollywood SH	2007-08	174	446	432	444
	2006-07	137	435	428	432
	2005-06	110	425	422	444
	2004-05	139	415	426	NA
	2003-04	152	405	412	NA
Huntington Park SH	2007-08	196	416	421	418
	2006-07	251	398	387	400
	2005-06	221	405	401	405
	2004-05	179	406	422	NA
	2003-04	233	401	421	NA
Jefferson SH	2007-08	70	386	386	381
	2006-07	96	376	379	366
	2005-06	157	388	376	391
	2004-05	112	379	402	NA
	2003-04	144	372	383	NA
Jordan SH	2007-08	142	373	360	367
	2006-07				
	2005-06	192	353	339	344
	2004-05	110	365	368	NA
	2003-04	104	355	365	NA
Kennedy SH	2007-08	235	446	461	448
	2006-07	246	449	465	453
	2005-06	260	453	466	452
	2004-05	203	446	474	NA
	2003-04	164	449	473	NA
King-Drew Medical Magnet	2007-08	228	428	406	432
	2006-07	251	426	407	429
	2005-06	262	429	401	428
	2004-05	248	437	429	NA
	2003-04	287	420	408	NA
LAUSD/USC Math Science	2007-08	57	398	365	391
	2006-07	62	399	388	413
	2005-06	60	408	406	416
	2004-05	48	430	422	NA
	2003-04	44	435	424	NA
Lincoln SH	2007-08	245	409	434	397
	2006-07	233	414	450	414
	2005-06	228	419	446	413
	2004-05	194	393	457	NA
	2003-04	205	400	461	NA

**Mean SAT Scores by School
2003-2004 to 2007-2008**

School	Year	Number of Students	Critical Reading	Math	Writing
Locke SH	2007-08	199	364	368	368
	2006-07	217	360	364	360
	2005-06	189	357	362	354
	2004-05	111	357	387	NA
	2003-04	92	358	369	NA
Los Angeles CES	2007-08	180	523	531	540
	2006-07	175	517	516	520
	2005-06	166	515	508	518
	2004-05	173	536	531	NA
	2003-04	170	530	521	NA
Los Angeles Leadership Academy	2007-08	35	356	351	349
Los Angeles SH	2007-08	213	424	449	430
	2006-07	254	429	475	432
	2005-06	286	419	445	417
	2004-05	223	425	480	NA
	2003-04	218	421	463	NA
Manual Arts SH	2007-08	233	379	361	382
	2006-07	268	387	369	387
	2005-06	301	378	364	372
	2004-05	230	384	385	NA
	2003-04	180	368	366	NA
Marshall SH	2007-08	479	462	454	457
	2006-07	494	452	445	455
	2005-06	460	463	469	470
	2004-05	395	464	470	NA
	2003-04	386	427	443	NA
Maywood Academy HS	2007-08	60	385	386	401
Middle College HS	2007-08	61	417	391	420
	2006-07	55	434	419	447
	2005-06	45	432	412	442
	2004-05	38	411	402	NA
	2003-04	37	434	404	NA
Monroe SH	2007-08	229	448	452	446
	2006-07	239	442	448	441
	2005-06	239	431	437	434
	2004-05	290	431	444	NA
	2003-04	265	421	434	NA
Narbonne SH	2007-08	224	453	459	449
	2006-07	225	437	446	448
	2005-06	259	443	461	449
	2004-05	204	464	492	NA
	2003-04	223	462	498	NA
New Tech HS @ Jordan	2006-07	164	350	341	345
No. Hollywood SH	2007-08	323	491	484	486
	2006-07	329	501	502	498
	2005-06	367	510	504	504
	2004-05	414	494	499	NA
	2003-04	390	482	485	NA
Northridge Academy HS	2007-08	105	458	447	457
Orthopaedic HS	2007-08	108	426	415	439
	2006-07	72	423	398	427

**Mean SAT Scores by School
2003-2004 to 2007-2008**

School	Year	Number of Students	Critical Reading	Math	Writing
Palisades Charter HS	2007-08	450	528	536	533
	2006-07	397	536	546	542
	2005-06	410	525	535	535
	2004-05	311	527	535	NA
	2003-04	340	524	525	NA
Panorama HS	2007-08	138	378	370	370
Polytechnic SH	2007-08	274	418	412	416
	2006-07	304	407	415	417
	2005-06	307	406	407	403
	2004-05	284	395	408	NA
	2003-04	245	410	426	NA
Renaissance Arts Academy	2006-07	5	534	414	500
	2005-06	28	532	519	539
Reseda SH	2007-08	236	453	467	448
	2006-07	257	456	473	460
	2005-06	296	463	481	467
	2004-05	268	447	480	NA
	2003-04	199	447	487	NA
Roosevelt SH	2007-08	370	392	392	397
	2006-07	299	390	392	391
	2005-06	335	385	394	391
	2004-05	271	390	418	NA
	2003-04	322	391	424	NA
San Fernando SH	2007-08	303	410	425	409
	2006-07	299	418	427	426
	2005-06	248	421	431	428
	2004-05	264	419	436	NA
	2003-04	252	415	435	NA
San Pedro SH	2007-08	229	469	480	465
	2006-07	187	489	486	484
	2005-06	207	479	488	483
	2004-05	202	469	477	NA
	2003-04	220	485	489	NA
Santee Education Complex	2007-08	258	345	333	340
	2006-07	229	348	336	346
Sherman Oaks CES	2007-08	125	524	534	529
	2006-07	114	499	524	505
	2005-06	114	506	516	515
	2004-05	130	501	531	NA
	2003-04	113	519	539	NA
South East HS	2007-08	224	407	389	413
	2006-07	223	388	377	397
	2005-06	5	370	414	406
South Gate SH	2007-08	362	392	387	397
	2006-07	297	402	406	406
	2005-06	370	412	416	418
	2004-05	259	425	442	NA
	2003-04	275	431	442	NA

**Mean SAT Scores by School
2003-2004 to 2007-2008**

School	Year	Number of Students	Critical Reading	Math	Writing
Sylmar SH	2007-08	252	422	412	423
	2006-07	211	412	409	413
	2005-06	230	412	415	422
	2004-05	206	419	428	NA
	2003-04	210	413	427	NA
Taft SH	2007-08	243	491	511	507
	2006-07	291	495	507	508
	2005-06	249	510	528	520
	2004-05	308	510	535	NA
	2003-04	306	493	522	NA
University SH	2007-08	191	463	480	464
	2006-07	248	473	489	476
	2005-06	254	468	476	474
	2004-05	160	459	486	NA
	2003-04	229	464	477	NA
Valley Alternative	2006-07	20	483	459	468
	2005-06	19	469	478	442
	2004-05	28	448	418	NA
	2003-04	17	NA	NA	NA
Van Nuys SH	2007-08	243	506	535	507
	2006-07	247	505	546	509
	2005-06	301	501	517	492
	2004-05	298	518	546	NA
	2003-04	301	517	542	NA
Venice SH	2007-08	263	503	513	502
	2006-07	229	484	490	483
	2005-06	247	486	495	483
	2004-05	230	490	510	NA
	2003-04	224	463	497	NA
Verdugo Hills SH	2007-08	224	446	442	444
	2006-07	191	452	449	452
	2005-06	148	441	445	439
	2004-05	184	437	447	NA
	2003-04	164	433	454	NA
View Park HS	2006-07	66	402	407	407
	2005-06	1	390	360	400
	2004-05	0	NA	NA	NA
	2003-04	0	NA	NA	NA
View Park Prep HS	2007-08	57	454	428	455
Washington Prep. SH	2007-08	262	366	335	362
	2006-07	246	359	353	364
	2005-06	245	379	357	379
	2004-05	212	369	362	NA
	2003-04	272	381	367	NA
Westchester SH	2007-08	229	443	435	445
	2006-07	204	444	433	444
	2005-06	252	443	439	444
	2004-05	203	449	443	NA
	2003-04	185	445	448	NA

**Mean SAT Scores by School
2003-2004 to 2007-2008**

School	Year	Number of Students	Critical Reading	Math	Writing
William Tell Aggeler HS	2006-07	0	NA	NA	NA
	2005-06	1	440	330	320
Wilson SH	2007-08	224	405	410	409
	2006-07	243	394	408	397
	2005-06	248	408	426	412
	2004-05	251	404	421	NA
	2003-04	226	399	421	NA

Appendix A: STAR CST Reporting Clusters

The tables in this appendix present the reporting clusters, the number of items in each reporting cluster, and the average percent correct for a sample of students statewide for the 2008 CSTs.

The last three columns of each table, labeled “All,” “Minimally Proficient,” and “Minimally Advanced,” provide the expected average percent correct scores on each cluster for a representative sample of the state’s students as well as the average percent correct for a representative sample of the state’s students who scored at the lowest score for proficient and at the lowest score for advanced on the CSTs (that is, for proficient, a sample of students statewide who obtained a scale score of exactly 350 or the lowest reported scale score above 350; and for advanced, a sample of students statewide who scored at the lowest score for advanced).

Because the goal for the state is for all students to score at the proficient level or above, a useful benchmark for interpreting cluster scores is the performance on the cluster for students who scored between minimally proficient and minimally advanced on the total test. These average percent correct values provide information about the relative difficulty of different clusters, which is important to take into account when considering the performance of students in the school or district.

CSTs for English–Language Arts Reporting Clusters

CALIFORNIA ENGLISH–LANGUAGE ARTS STANDARDS TESTS					
Number of Questions for 2008 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
Grade 2					
	Word Analysis and Vocabulary Development	22	68	73	88
	Reading Comprehension	15	60	63	81
	Literary Response and Analysis	6	68	74	90
	Written Conventions	14	65	71	89
	Writing Strategies	8	50	51	71
Grade 3					
	Word Analysis and Vocabulary Development	20	70	78	89
	Reading Comprehension	15	62	70	86
	Literary Response and Analysis	8	67	80	95
	Written Conventions	13	67	74	87
	Writing Strategies	9	56	65	82
Grade 4					
	Word Analysis and Vocabulary Development	18	70	71	86
	Reading Comprehension	15	58	55	74
	Literary Response and Analysis	9	67	67	82
	Written Conventions	18	66	66	79
	Writing Strategies	15	57	54	72
	Writing Applications	1 (8 points)	63	63	68
Grade 5					
	Word Analysis and Vocabulary Development	14	69	73	87
	Reading Comprehension	16	58	58	78
	Literary Response and Analysis	12	66	69	86
	Written Conventions	17	72	76	89
	Writing Strategies	16	56	57	74
Grade 6					
	Word Analysis and Vocabulary Development	13	66	71	84
	Reading Comprehension	17	61	63	78
	Literary Response and Analysis	12	56	58	75
	Written Conventions	16	73	79	90
	Writing Strategies	17	59	62	78
Grade 7					
	Word Analysis and Vocabulary Development	11	66	70	84
	Reading Comprehension	18	65	69	85
	Literary Response and Analysis	13	59	64	79
	Written Conventions	16	62	65	79
	Writing Strategies	17	58	59	79
	Writing Applications	1 (8 points)	70	70	79

CALIFORNIA ENGLISH–LANGUAGE ARTS STANDARDS TESTS					
Number of Questions for 2008 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
Grade 8					
	Word Analysis and Vocabulary Development	9	64	68	82
	Reading Comprehension	18	62	66	81
	Literary Response and Analysis	15	62	66	81
	Written Conventions	16	70	77	87
	Writing Strategies	17	55	58	75
Grade 9					
	Word Analysis and Vocabulary Development	8	66	71	85
	Reading Comprehension	18	61	64	79
	Literary Response and Analysis	16	64	67	85
	Written Conventions	13	59	61	77
	Writing Strategies	20	54	56	72
Grade 10					
	Word Analysis and Vocabulary Development	8	71	79	88
	Reading Comprehension	18	60	69	84
	Literary Response and Analysis	16	59	65	81
	Written Conventions	13	66	76	85
	Writing Strategies	20	61	70	84
Grade 11					
	Word Analysis and Vocabulary Development	8	59	66	80
	Reading Comprehension	19	55	64	77
	Literary Response and Analysis	17	60	71	82
	Written Conventions	9	59	71	88
	Writing Strategies	22	57	69	82

CSTs for Mathematics Reporting Clusters

CALIFORNIA MATHEMATICS STANDARDS TESTS					
Number of Questions for 2008 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade/ Test	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
GRADE-LEVEL MATHEMATICS					
Grade 2					
	Place Value, Addition, and Subtraction	15	76	77	91
	Multiplication, Division, and Fractions	23	74	73	88
	Algebra and Functions	6	78	77	93
	Measurement and Geometry	13	70	69	81
	Statistics, Data Analysis, and Probability	7	73	72	88
Grade 3					
	Place Value, Fractions, and Decimals	16	76	75	88
	Addition, Subtraction, Multiplication, Division	16	72	68	87
	Algebra and Functions	12	75	72	87
	Measurement and Geometry	16	78	76	87
	Statistics, Data Analysis, and Probability	5	83	85	93
Grade 4					
	Decimals, Fractions, and Negative Numbers	17	79	78	90
	Operations and Factoring	14	73	70	89
	Algebra and Functions	18	76	77	90
	Measurement and Geometry	12	68	62	82
	Statistics, Data Analysis, and Probability	4	71	68	83
Grade 5					
	Estimation, Percents, and Factoring	12	63	61	82
	Operations with Fractions and Decimals	17	64	64	84
	Algebra and Functions	17	68	70	86
	Measurement and Geometry	15	60	59	83
	Statistics, Data Analysis, and Probability	4	76	78	92
Grade 6					
	Ratios, Proportions, Percentages, Negative Fractions	15	57	58	80
	Operations and Problem Solving with Fractions	10	65	68	86
	Algebra and Functions	19	66	72	89
	Measurement and Geometry	10	58	60	80
	Statistics, Data Analysis, and Probability	11	63	70	86
Grade 7					
	Rational Numbers	14	59	64	84
	Exponents, Powers, and Roots	8	51	54	77
	Quantitative Relationships and Evaluating Expressions	10	58	63	78
	Multistep Problems, Graphing, and Functions	15	57	63	82
	Measurement and Geometry	13	55	58	80
	Statistics, Data Analysis, and Probability	5	62	70	88

CALIFORNIA MATHEMATICS STANDARDS TESTS					
Number of Questions for 2008 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade/ Test	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
END-OF-COURSE MATHEMATICS					
General Mathematics					
	Rational Numbers	14	48	59	84
	Exponents, Powers, and Roots	10	41	53	77
	Quantitative Relationships and Evaluating Expressions	11	58	74	86
	Multistep Problems, Graphing, and Functions	10	55	69	85
	Measurement and Geometry	11	43	52	76
	Statistics, Data Analysis, and Probability	9	51	63	80
Algebra I					
	Number Properties, Operations, and Linear Equations	17	55	72	87
	Graphing and Systems of Linear Equations	14	45	56	79
	Quadratics and Polynomials	21	45	57	80
	Functions and Rational Expressions	13	38	46	71
Geometry					
	Logic and Geometric Proofs	23	54	70	87
	Volume and Area Formulas	11	49	64	83
	Angle Relationships, Constructions, and Lines	16	52	68	84
	Trigonometry	15	54	74	90
Algebra II					
	Polynomials and Rational Expressions	19	64	78	92
	Quadratics, Conics, and Complex Numbers	16	50	60	82
	Exponents and Logarithms	16	49	62	83
	Series, Combinatorics, Probability and Statistics	14	46	54	72
Summative High School Mathematics					
	Algebra I	18	73	80	93
	Geometry	19	70	75	88
	Algebra II	23	66	70	88
	Probability and Statistics	5	63	66	84
Integrated Mathematics 1					
	Number Properties, Operations, and Linear Equations	15	51	80	91
	Graphing	9	41	64	79
	Quadratics and Polynomials	14	37	63	86
	Functions and Rational Expressions	7	30	45	76
	Geometry	20	33	46	68
Integrated Mathematics 2					
	Algebra I	20	44	56	76
	Logic and Geometric Proofs	22	42	56	75
	Angle Relationships, Constructions, and Lines	8	44	56	75
	Trigonometry	10	45	58	88
	Algebra II/Probability and Statistics	5	39	45	70

CALIFORNIA MATHEMATICS STANDARDS TESTS					
Number of Questions for 2008 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade/ Test	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
Integrated Mathematics 3					
	Geometry	5	56	69	86
	Polynomials and Rational Expressions	19	50	62	80
	Quadratics, Conics, and Complex Numbers	16	43	55	77
	Exponents and Logarithms	16	44	61	81
	Series, Combinatorics, Probability and Statistics	9	36	46	69

CSTs for Science Reporting Clusters

CALIFORNIA SCIENCE STANDARDS TESTS					
Number of Questions for 2008 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade/ Test	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
GRADE-LEVEL SCIENCE					
Grade 5 Science (Grades 4 and 5 Standards)					
	Physical Science, Grade 5	11	72	78	91
	Physical Science, Grade 4	8	70	74	91
	Life Science, Grade 5	13	64	65	83
	Life Science, Grade 4	9	62	64	83
	Earth Science, Grade 5	11	63	67	82
	Earth Science, Grade 4	8	68	74	91
Grade 8 Science					
	Motion	8	70	73	84
	Forces, Density, and Buoyancy	13	70	73	86
	Structure of Matter and Periodic Table	16	64	65	80
	Earth in the Solar System	7	66	68	81
	Reactions and the Chemistry of Living Systems	10	57	56	71
	Investigation and Experimentation	6	64	66	77
Grade 10 Life Science					
	Cell Biology	10	56	61	79
	Genetics	12	59	66	79
	Physiology	10	64	75	88
	Ecology	11	61	71	84
	Evolution	11	54	62	83
	Investigation and Experimentation	6	68	81	91
END-OF-COURSE SCIENCE					
Biology					
	Cell Biology	9	55	58	77
	Genetics	18	61	68	84
	Ecology and Evolution	16	58	63	83
	Physiology	11	65	76	88
	Investigation and Experimentation	6	60	68	83
Chemistry					
	Atomic and Molecular Structure	8	63	73	86
	Chemical Bonds, Biochemistry	9	68	80	91
	Kinetics, Thermodynamics	14	61	71	85
	Chemical Reactions	13	55	65	79
	Conservation of Matter and Stoichiometry	10	56	66	84
	Investigation and Experimentation	6	69	82	91
Earth Science					
	Astronomy and Cosmology	12	60	73	85
	Solid Earth	14	59	73	85
	The Earth's Energy	28	50	62	81
	Investigation and Experimentation	6	62	76	87

CALIFORNIA SCIENCE STANDARDS TESTS					
Number of Questions for 2008 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade/ Test	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
Physics					
	Motion and Forces	12	61	64	79
	Conservation of Energy and Momentum	12	58	65	83
	Heat and Thermodynamics	9	59	66	83
	Waves	10	60	65	81
	Electric and Magnetic Phenomena	11	48	52	70
	Investigation and Experimentation	6	64	72	86
Integrated/Coordinated 1					
	Biology/Life Sciences	10	51	77	90
	Chemistry	15	41	61	80
	Earth Sciences	17	54	79	89
	Physics	12	37	52	72
	Investigation and Experimentation	6	48	75	86
Integrated/Coordinated 2					
	Biology/Life Sciences	15	52	78	91
	Chemistry	6	41	65	83
	Earth Sciences	15	51	76	84
	Physics	18	36	49	70
	Investigation and Experimentation	6	48	70	84
Integrated/Coordinated 3					
	Biology/Life Sciences	16	45	60	79
	Chemistry	23	38	69	83
	Earth Sciences	7	47	61	79
	Physics	8	35	62	80
	Investigation and Experimentation	6	55	80	90
Integrated/Coordinated 4					
	Biology/Life Sciences	13	55	72	86
	Chemistry	10	36	68	82
	Earth Sciences	15	50	69	84
	Physics	16	31	62	78
	Investigation and Experimentation	6	49	78	90

CSTs for History–Social Science Reporting Clusters

CALIFORNIA HISTORY–SOCIAL SCIENCE STANDARDS TESTS					
Number of Questions for 2008 Reporting Clusters and the Average Percent Correct on Each Reporting Cluster					
Grade/ Test	Reporting Cluster	No. of Questions	Avg % Correct Statewide		
			All	Minimally Proficient	Minimally Advanced
Grade 8 (Grades 6, 7, 8 Standards)					
	World History and Geography: Ancient Civilizations	16	53	58	72
	Late Antiquity and the Middle Ages	14	53	60	75
	Renaissance/Reformation	10	52	57	74
	U.S. Constitution and the Early Republic	22	53	62	76
	Civil War and Its Aftermath	13	53	62	76
Grade 11 (U.S. History)					
	Foundations of American Political and Social Thought	10	54	60	77
	Industrialization and the U.S. Role as a World Power	13	53	59	78
	United States Between the World Wars	12	53	63	76
	World War II and Foreign Affairs	12	51	59	78
	Post-World War II Domestic Issues	13	51	59	74
END-OF-COURSE HISTORY–SOCIAL SCIENCE					
World History					
	Development of Modern Political Thought	13	53	63	78
	Industrial Expansion and Imperialism	10	53	66	81
	Causes and Effects of the First World War	14	51	62	79
	Causes and Effects of the Second World War	13	50	59	77
	International Developments in the Post-World War II Era	10	49	59	77

2008 STAR Program Questions and Answers: Reporting the Results of the California Standards Tests

The California Standards Tests (CSTs) are given to students in grades two through eleven as a part of the Standardized Testing and Reporting (STAR) Program. The purpose of the CSTs, which were developed exclusively for California's public schools, is to provide information that can be used to determine how well students are achieving content standards adopted by the State Board of Education. These standards describe the knowledge and skills that students should learn at each grade. The content standards for all subjects tested are available on the Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/>.

What are performance levels?

The five performance levels designated for reporting overall CST results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level.

Each of the five performance levels includes a range of scale scores. When a student's scale score falls within the range possible for a given performance level, this indicates that the student has demonstrated sufficient knowledge and skills to be regarded as performing at that particular level.

The range of scale scores for each performance level has been established for each CST and does not change from year to year. The CST results are reported as scale scores that range from 150 to 600. For all CSTs, the minimum scale score required to achieve at the proficient level is 350.

CST in Writing

What writing tasks were given in grades four and seven in spring 2008?

In spring 2008, students in grades four were required to write a response to literature. Students in grade seven were required to write a persuasive letter.

How is the student work scored?

Experienced readers are trained to use specific rubrics (guidelines) to score student work. Tasks (prompts), rubrics, sample student work, and teacher commentaries from previous test administrations are included in the grades four and seven teacher guides for the CSTs in writing (2001 through 2007), which can be found on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

What is the "passing" score for the CST in writing?

There is no "passing" score for the CST in writing. The points assigned to the student's writing are combined with the number of multiple-choice questions answered correctly to produce the overall score and performance level for the CST in English–language

arts. The score on the writing task is converted to a percent correct, which is reported under the writing applications content area on the back of the STAR Student Report for the CSTs for grades four and seven.

What Are the Purpose and Uses of the CST Results?

The CSTs are best described as standardized tests that are summative and standards-based. These tests are standardized in that students participate in the CSTs under the same conditions. These tests are summative because they are administered close to the end of a course or unit of instruction. They are standards-based in that student achievement is measured against a specific set of California content standards. The standards targeted on each CST are outlined in the test blueprints, which are available on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

Appropriate Uses of CST Results

The CSTs provide schools with achievement information that can serve different purposes. In addition to providing results for use in state and federal accountability programs, the following uses are appropriate for CST results:

- To help inform school district and school-level decisions related to student learning
- To identify grade-level curricular strengths and needs
- To examine the multiyear progress of groups of students within a grade level (These analyses should take into consideration that results for each year in a grade level are for different groups of students.)
- To help identify groups of students requiring additional, targeted assistance (e.g., English learners, students with disabilities, socioeconomically disadvantaged students)
- To identify curricular areas where additional diagnosis is needed for groups of students in order to prescribe a course of intervention or remediation or to prescribe specialized services

Uses of CST Results with Caution

The CSTs should be used with caution for the following purposes and should be used only in conjunction with other related achievement information:

- To identify the level and range of achievement in a class or grade level
- To inform placement, retention, and promotion decisions for individual students

Inappropriate Uses of CST Results

The CSTs should never be used for the following purposes:

- To compare performance between subjects (e.g., English–language arts and mathematics) (The CST for each subject covers different content. The performance standards were set independently for each subject and cannot be compared.)

- To monitor the progress of cohorts of students as they move through the grades (Differences in state academic standards tested between grades, differences in performance level setting, and other factors prohibit cohort tracking with CST results.)

2008 STAR Program Scale Scores on the California Standards Tests

Scale scores are widely used to report student performance on educational tests, including the California Standards Tests (CSTs), which are a key component of the Standardized Testing and Reporting (STAR) Program. For all CSTs, scale scores are reported along with the corresponding performance levels achieved (i.e., advanced, proficient, basic, below basic, and far below basic). On the CSTs, higher scale scores indicate higher levels of performance, while lower scores indicate lower levels of performance.

Scale Score Range for the CSTs

CST scale scores range from a low of 150 to a high of 600. The minimum scale score required to score proficient is 350. The state target is for all students to score at the proficient or advanced level. Information on the scale score ranges of STAR Program tests can be found on pages 7 through 9.

An Important Note . . .

It is important to keep in mind that any single score, including a scale score, shows the results for only one measure of a student's academic achievement. No test or score is intended for use as the complete measure of a student's knowledge and skills. Administrators, teachers, parents, and guardians always should use other available information (i.e., other test results, grades, teacher judgments or ratings) about student achievement in conjunction with state test results. This is particularly important when decisions to be made from the achievement information can lead to significant consequences for students.

2008 STAR Program Scale Score Ranges for the Performance Levels of the California Standards Tests (By Subject and Grade)

The 2008 results for each subject tested (English–language arts, mathematics, history–social science, and science) are reported according to scale scores and the corresponding performance levels, as shown in the tables that follow. The five performance levels designated for reporting overall California Standards Test (CST) results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level.

English–Language Arts

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

Mathematics

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

History–Social Science

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

Science

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
5	150–267	268–299	300–349	350–409	410–600
8	150–252	253–299	300–349	350–402	403–600
10 Life Science	150–268	269–299	300–349	350–398	399–600
Earth Science	150–276	277–299	300–349	350–392	393–600
Biology	150–275	276–299	300–349	350–393	394–600
Chemistry	150–275	276–299	300–349	350–393	394–600
Physics	150–275	276–299	300–349	350–392	393–600
Integrated/ Coordinated Science 1	150–276	277–299	300–349	350–389	390–600
Integrated/ Coordinated Science 2	150–277	278–299	300–349	350–390	391–600
Integrated/ Coordinated Science 3	150–275	276–299	300–349	350–390	391–600
Integrated/ Coordinated Science 4	150–275	276–299	300–349	350–396	397–600