



Santa Clara County Office of Education

Charles Weis, Ph.D.
County Superintendent of Schools

August 16, 2011

TO: Charles Weis, Ph.D., County Superintendent of Schools

FROM: Edith Mourtos, Chief Academic Officer, Educational Services Branch
Bill Conrad, Ed.D., Director, Assessment and Accountability
Trish Hernandez, Research Analyst, Assessment and Accountability
Dan Mason, Research Analyst, Assessment and Accountability

SUBJECT: August 15, 2011 CST Release

The California Department of Education (CDE) released the 2011 California Standards Tests (CST) results to the public on August 15, 2011. CST scores are used to calculate Academic Performance Index (API) and are compared to Adequate Yearly Progress (AYP) accountability targets (See [Appendix](#) for AYP accountability targets). AYP and API reports are scheduled for public release on August 31, 2011.

Santa Clara County Office of Education's Assessment and Accountability Department prepared the following analysis of the 2011 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 summarizes performance of students in SCC on the CSTs from 2004 to 2011, both overall and for selected ethnic subgroups. Spring 2011 data are also analyzed for SCC students who are Economically Disadvantaged (ED), English Learners (ELs), Students with Disabilities (SWD), and five ethnic subgroups. Throughout this memo, students are reported as proficient or above, which is considered to be an indicator for students on a better track towards attending a four-year college.

The Santa Clara County Office of Education seeks to provide high quality service to all of our school districts. As one key element of this goal, we seek to analyze state test data in ways that provide useable information to our school districts, analyze data to celebrate success, and identify academic growth areas. You can find a [glossary](#) of key terms at the end of the document. We have also hyperlinked the tables in this memo for easy access. The initial analyses of the 2011 data include the following key findings:

Key Findings

- 1) The Hispanic subgroup demonstrated academic growth on all four academic areas assessed by the CST between 2010 and 2011:
 - Hispanic students demonstrated a 3 percentage point gain on the English-Language Arts (ELA) Grades 2-11 CST assessment between 2010 and 2011 by moving from 39% proficient or above to 42% proficient or above ([Figure 7](#)).

- Hispanic students demonstrated a 3 percentage point gain on the Mathematics Grades 2-7 CST assessment between 2010 and 2011 by moving from 49% proficient or above to 52% proficient or above ([Figure 11](#)).
- Hispanic students demonstrated a 4 percentage point gain on the Grade 5 Science CST assessment between 2010 and 2011 moving from 42% proficient or above to 46% proficient or above ([Figure 15](#)).
- Hispanic students demonstrated a 4 percentage point gain on the History-Social Science Grade 8 CST assessment between 2010 and 2011 by moving from 31% proficient or above to 35% proficient or above ([Figure 18](#)).

2) Not only did Hispanic students demonstrate growth in academic areas measured by the CST, they also reduced the achievement gap with the White subgroup (who also demonstrated academic growth) in ELA and Math between 2004 and 2011:

- Between 2004 and 2011, the Hispanic/White achievement gap on the ELA CST assessment was reduced from a gap of 43 percentage points to 38 percentage points ([Figure 7](#)).
- Between 2004 and 2011, the Hispanic/White achievement gap on the Math Grades 2-7 CST assessment was reduced from a gap of 39 percentage points to 30 percentage points ([Figure 11](#)).

3) Between 2007 and 2011, there has been a widespread increase in student participation on the Algebra I CST – both overall and among the Hispanic and African American 7th and 8th grade students ([Table 1](#), [Table 2](#), [Table 3](#)). This increase in participation exceeds the change in the number of students with scores on CST in any Mathematics between 2007 and 2011 ([Table 4](#)). During the same time interval, the percentage of students performing at the proficient or above levels demonstrated modest growth.

- Between 2007 and 2011, 7th grade student participation in the Algebra I CST increased 49%. The percent of students scoring proficient or above during the same time period increased from 92% to 93% ([Table 1](#)).
- Between 2007 and 2011, 8th grade student participation in the Algebra I CST increased by 24%. The percent of students scoring proficient or above during the same time period increased from 52% to 58% ([Table 1](#)).
- Between 2007 and 2011, Hispanic student participation in 7th grade Algebra increased by 45% and proficiency rose by 2 percentage points. Hispanic 8th grade participation in Algebra 1 increased by 29% while proficiency rose by 11 percentage points ([Table 2](#)).
- Between 2007 and 2011, African American participation in 8th grade Algebra increased by 6% and proficiency rose by 10 percentage points ([Table 3](#)).

4) Student participation in advanced science End-of-Course (EOC) CST assessments increased strongly between 2007 and 2011 ([Table 5](#)). During the same time interval, the percent of students performing at the proficient or above levels also demonstrated growth ([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 2011 ([Table 8](#)).

- Between 2007 and 2011, high school student participation in the Biology EOC CST assessment increased by 13% ([Table 5](#)). The percentage of students scoring proficient or above during the same time period increased by 9 percentage points ([Table 5](#)).
- Between 2007 and 2011, high school student participation in the Chemistry EOC CST assessment increased by 10%. The percent of students scoring proficient or above during the same time period increased by 9 percentage points ([Table 5](#)).
- Between 2007 and 2011, high school student participation in the Physics EOC CST assessment increased by 42%. The percent of students scoring proficient or above during the same time period increased by 13 percentage points ([Table 5](#)).
- Between 2007 and 2011, Hispanic participation in the Biology EOC CST assessment increased by 27%, in the Chemistry EOC assessment increased by 34%, and in the Physics EOC CST assessment increased by 42%. At the same time, proficiency also increased ([Table 6](#)).
- Between 2007 and 2011, African American participation in the Physics EOC CST assessment increased by 52% and proficiency increased by 9 percentage points. During the same time period, African American participation decreased in both the Biology EOC CST assessment (by 8%) and the Chemistry EOC CST assessment (by 6%). Among African American students who took the Biology EOC CST assessment, the percent proficient or above increased by 9 percentage points between 2007 and 2011. The opposite was true for the Chemistry EOC CST assessment, with the percentage of African American students scoring proficient or above decreasing by 1 percentage point between 2007 and 2011 ([Table 7](#)).

Part 1: Santa Clara County Compared to California

This section details the following findings for the 2011 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	65% of SCC students scored proficient or above compared to 54% 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	In SCC, the achievement gap between White and Hispanic students decreased by 5 percentage points from 2004 to 2011 (from a 43 point gap to 38 point gap), and the achievement gap between Asian and Hispanic students decreased by 4 percentage points (from a 46 point gap to a 42 point gap). Over the same time period, the CA achievement gap between White and Hispanic students decreased by 4 percentage points (from a 33 point gap to 29 point gap), while the achievement gap between Asian and Hispanic students decreased by only 1 percentage point (from a 35 point gap to a 34 point gap).	Figure 7
Mathematics	Overall	71% of SCC students scored proficient or above compared to 62% statewide.	Figure 1
	All Subgroups	For all subgroups, except Hispanic and Filipino, a higher percentage of SCC students (grades 2-7) scored proficient or above than students statewide.	Figure 3
	Achievement Gap	In SCC, the achievement gap between White and Hispanic students decreased by 9 percentage points from 2004 to 2011 (from a 39 point gap to 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). 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 point (from a 41 point gap to a 32 point gap).	Figure 11
Science	Overall	A higher percentage of SCC students scored proficient or above than students statewide.	Figure 4
History-Social Science	Overall	A higher percentage of SCC students scored proficient or above than students statewide.	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 2011 CST;
- (2) Differences across SCC subgroups performance on the 2011 CST;
- (3) Grade level trends;
- (4) Ethnic Subgroup trends over time.

English-Language Arts - Grades 2-11			
Santa Clara County Findings			Figure
2011 Snapshot	Overall	65% of SCC students scored proficient or above.	Figure 1
	All Subgroups	A greater percentage of Asian and White students scored at proficient or above (84% and 80% respectively) than the other subgroups.	Figure 2
Change Over Time	Grade Level	All SCC grades except 6 th improved from 2010 to 2011. (Grade 6 had no change since last year.) 4 th graders showed the greatest improvement from 2004 to 2011 (+21 percentage points).	Figure 6
	Ethnic Subgroups	The trend of Asian and White students scoring higher than other ethnic subgroups has been consistent over the past seven years. All subgroups are improving over time. From 2004 to 2011, the achievement gap between White and Hispanic students decreased by 5 percentage points and the achievement gap between Asian and Hispanic students decreased by 4 percentage points.	Figure 7

Mathematics			
Santa Clara County Findings			Figure
2011 Snapshot	Overall	<p>71% of SCC students (grades 2-7) were proficient or above.</p> <p>SCC student performance ranged from 29% to 74% proficient or above on EOC mathematics tests (including 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>SCC students in grades 2 through 6 improved from 2010 to 2011, with grade 2 showing the largest increase in percentage of students scoring proficient or above, from 73% to 77%. In grade 7, students scoring proficient or above decreased by 1 percentage point, from 58% to 57%.</p> <p>5th graders showed the greatest improvement from 2004 to 2011 (+25 percentage points), increasing from 47% proficient or above to 72% proficient or above.</p> <p>Proficiency has improved over time in all EOC math tests.</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 on CST Mathematics (grades 2-7) than all other ethnic subgroups since 2004, all ethnic subgroups have improved over the last eight years.</p> <p>The Hispanic subgroup has shown the greatest improvement on CST Mathematics (grades 2-7) since 2004, with proficiency increasing 25 percentage points, from 27% in 2004 to 52% in 2011. The African American subgroup increased 21 percentage points, from 33% in 2004 to 54% in 2011.</p> <p>From 2004 to 2011 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
2011 Snapshot	Overall	68% percent of SCC students (grades 5, 8, and 10) scored proficient or above on the grade level science tests. Student performance ranged from 42% to 67% proficient or above on EOC science tests (including Biology, Chemistry, Earth Science, and Physics).	Figure 4 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	Students improved in all areas of science from 2010 to 2011. 5 th graders showed the greatest improvement over the past eight years (+34 percentage points).	Figure 12
	Ethnic Subgroups	Asian and White students scored higher than all other ethnic subgroups on the 5 th grade Science test, a trend that has been consistent since 2004. The Hispanic subgroup has shown the greatest improvement on the 5 th grade Science test since 2004, with proficiency increasing 34 percentage points, from 12% in 2004 to 46% in 2011.	Figure 15

History-Social Science			
Santa Clara County Findings			Figure
2011 Snapshot	Overall	60% of SCC students scored proficient or above on the 8 th grade History-Social Science test. 57% were proficient or above on the 11 th grade U.S. History test. 54% of students were proficient or above on the EOC World History test.	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 grade level and EOC assessments, students showed the greatest gains on the 8 th grade History-Social Science test with a gain of 20 percentage points between 2004 and 2011.	Figure 16
	Ethnic Subgroups	In 8 th grade History-Social Science, the achievement gap has increased over the past eight years. Between 2004 and 2011, the achievement gap between Hispanic and Asian students on the 8 th grade History-Social Science CST increased by 4 percentage points and the gap between Hispanic and White students increased by 3 percentage points.	Figure 18

Table 1: Increase in SCC participation and proficiency in 7th and 8th Grade Algebra 1 (Overall)

OVERALL	2007 % Proficient or Above and Students with scores (n)	2011 % Proficient or Above and Students with scores (n)	Change in Students Scoring Proficient or Above (% points) 2007-2011	2007-2011 Percent Change in Students with scores
Algebra I (7 th grade)	92% (1,823)	93% (2,723)	+1% points	+49%
Algebra I (8 th grade)	52% (9,729)	58% (12,053)	+6% points	+24%
Algebra I (9 th grade)	26% (10,501)	26% (8,977)	+0% points	-15%

Table 2: Increase in SCC participation and proficiency in 7th and 8th Grade Algebra (Hispanic)

HISPANIC	2007 % Proficient or Above and Students with scores (n)	2011 % Proficient or Above and Students with scores (n)	Change in Students Scoring Proficient or Above (% points) 2007-2011	2007-2011 Percent Change in Students with scores
Algebra I (7 th grade)	74% (188)	76% (272)	+2% points	+45%
Algebra I (8 th grade)	25% (3,006)	36% (3,889)	+11% points	+29%
Algebra I (9 th grade)	14% (4,744)	17% (4,679)	+3% points	-1%

Table 3: Increase in SCC participation and proficiency in 7th and 8th Grade Algebra (African American)

AFRICAN AMERICAN	2007 % Proficient or Above and Students with scores (n)	2011 % Proficient or Above and Students with scores (n)	Change in Students Scoring Proficient or Above (% points) 2007-2011	2007-2011 Percent Change in Students with scores
Algebra I (7 th grade)	68% (25)	80% (55)	+12% points	+120%
Algebra I (8 th grade)	26% (284)	36% (301)	+10% points	+6%
Algebra I (9 th grade)	18% (453)	18% (327)	+0% points	-28%

Table 4: Change in number of SCC students with scores on CST in Mathematics* between 2007 and 2011

Grade	Overall			Hispanic			African American		
	2007	2011	Change	2007	2011	Change	2007	2011	Change
7	18,904	18,456	-2%	6,900	6481	-1%	669	556	-17%
8	18,685	18,999	2%	6,831	6745	-1%	644	557	-14%
9	18,890	18,900	<1%	6,521	6752	4%	658	517	-21%

*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: Increase in SCC participation and proficiency in higher-level Science (Overall)

OVERALL	2007 % Proficient or Above and Students with scores (n)	2011 % Proficient or Above and Students with scores (n)	Change in Students Scoring Proficient or Above (% points) 2007-2011	2007-2011 Percent Change in Students with scores
Biology/Life Sciences EOC	51% (20,855)	60% (25,564)	+9 % points	13%
Chemistry EOC	41% (11,812)	50% (12,962)	+9% points	10%
Physics EOC	54% (3,754)	67% (5,312)	+13% points	42%

Table 6: Increase in SCC participation and proficiency in higher-level Science (Hispanic)

HISPANIC	2007 % Proficient or Above and Students with scores (n)	2011 % Proficient or Above and Students with scores (n)	Change in Students Scoring Proficient or Above (% points) 2007-2011	2007-2011 Percent Change in Students with scores
Biology/Life Sciences EOC	22% (6,325)	32% (8,048)	+10 % points	27%
Chemistry EOC	14% (2,209)	21% (2,967)	+7% points	34%
Physics EOC	23% (467)	34% (913)	+11% points	96%

Table 7: Increase in SCC participation and proficiency in higher-level Science (African American)

AFRICAN AMERICAN	2007 % Proficient or Above and Students with scores (n)	2011 % Proficient or Above and Students with scores (n)	Change in Students Scoring Proficient or Above (% points) 2007-2011	2007-2011 Percent Change in Students with scores
Biology/Life Sciences EOC	29% (702)	38% (646)	+ 9% points	-8%
Chemistry EOC	22% (300)	21% (283)	-1% points	-6%
Physics EOC	19% (71)	28% (108)	+9% points	+46%

Table 8: Change in number of SCC students with scores on CST 10th grade Life Science between 2007 and 2011

	Overall			Hispanic			African American		
	2007	2011	Change	2007	2011	Change	2007	2011	Change
Grade 10 Life Science	18,027	18,520	+3%	5,726	6,414	+12%	651	516	-21%

Figure 1

**Santa Clara County vs. California
 2011 CST English-Language Arts and Mathematics
 Percent of Students Proficient or Above**

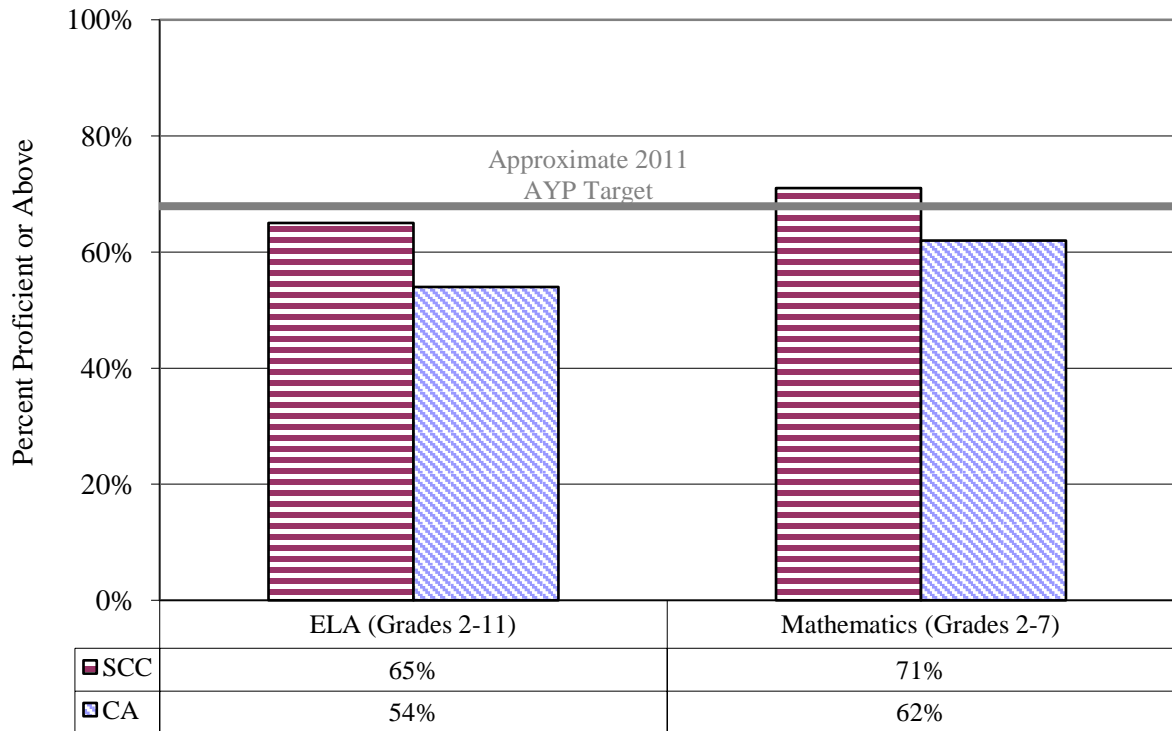


Figure 2

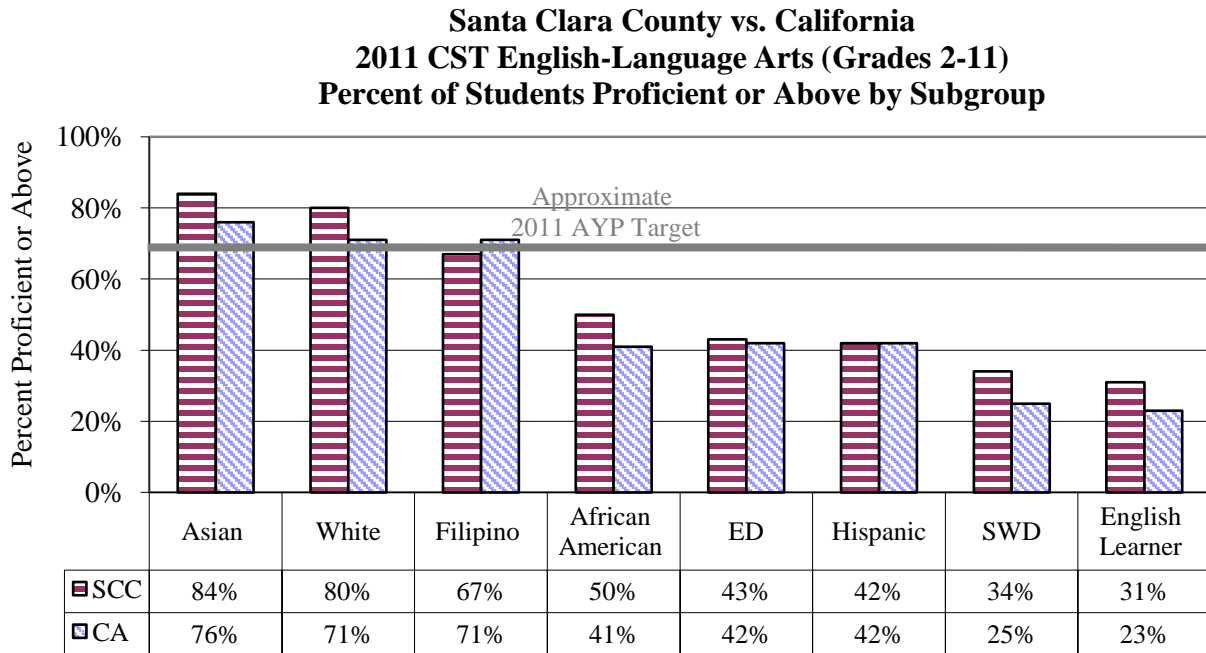


Figure 3

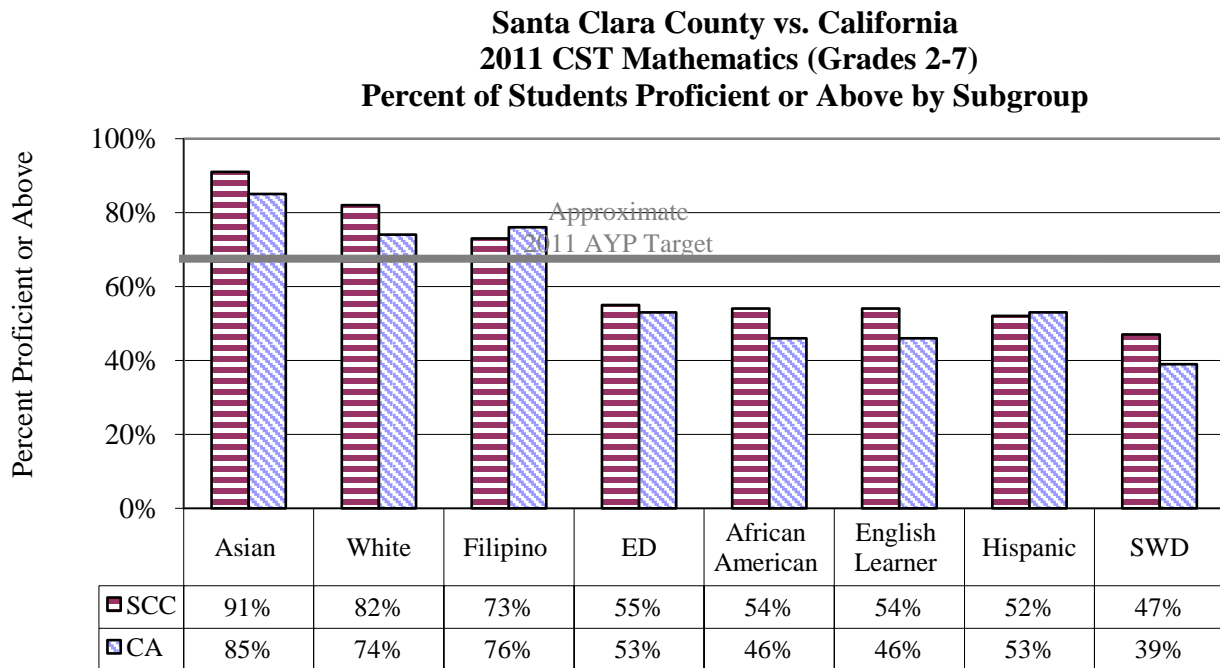


Figure 4

**Santa Clara County vs. California
2011 CST Grade-level and EOC Science Assessments
Percent of Students Proficient or Above**

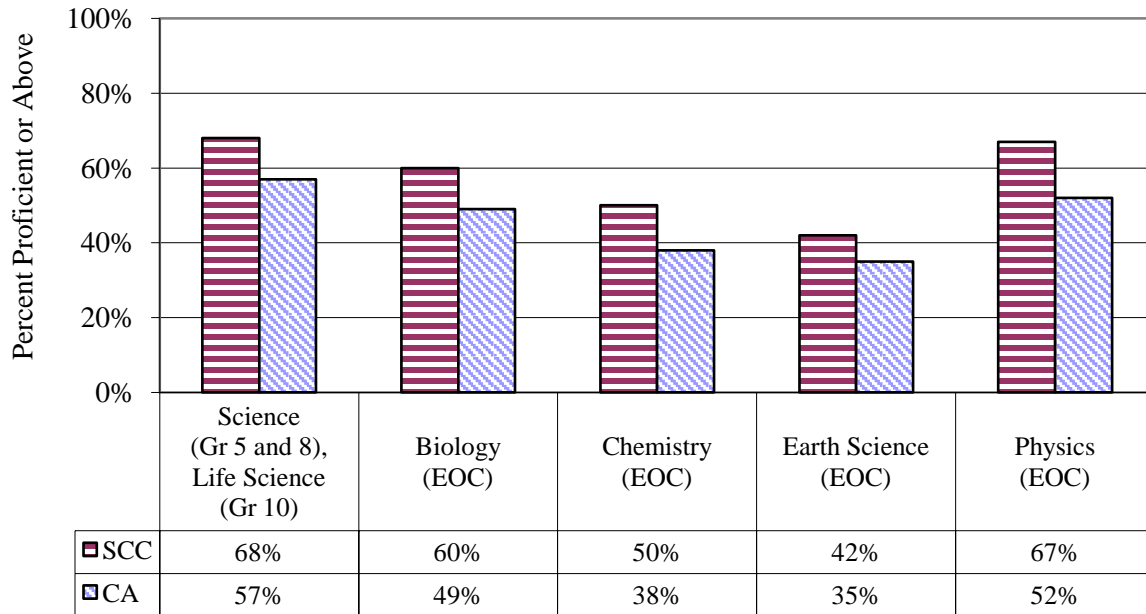


Figure 5

**Santa Clara County vs. California
 2011 CST Grade-level and EOC History-Social Science Assessments
 Percent of Students Proficient or Above**

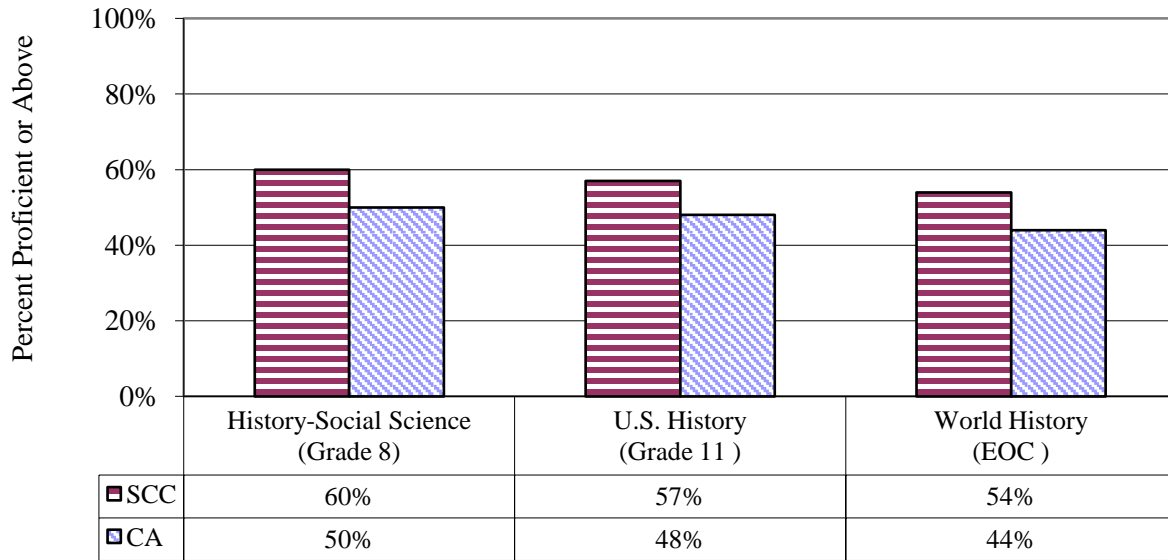


Figure 6

**Santa Clara County
2004 to 2011 CST English-Language Arts (Grades 2-11)
Percent of Students Proficient or Above by Grade Level**

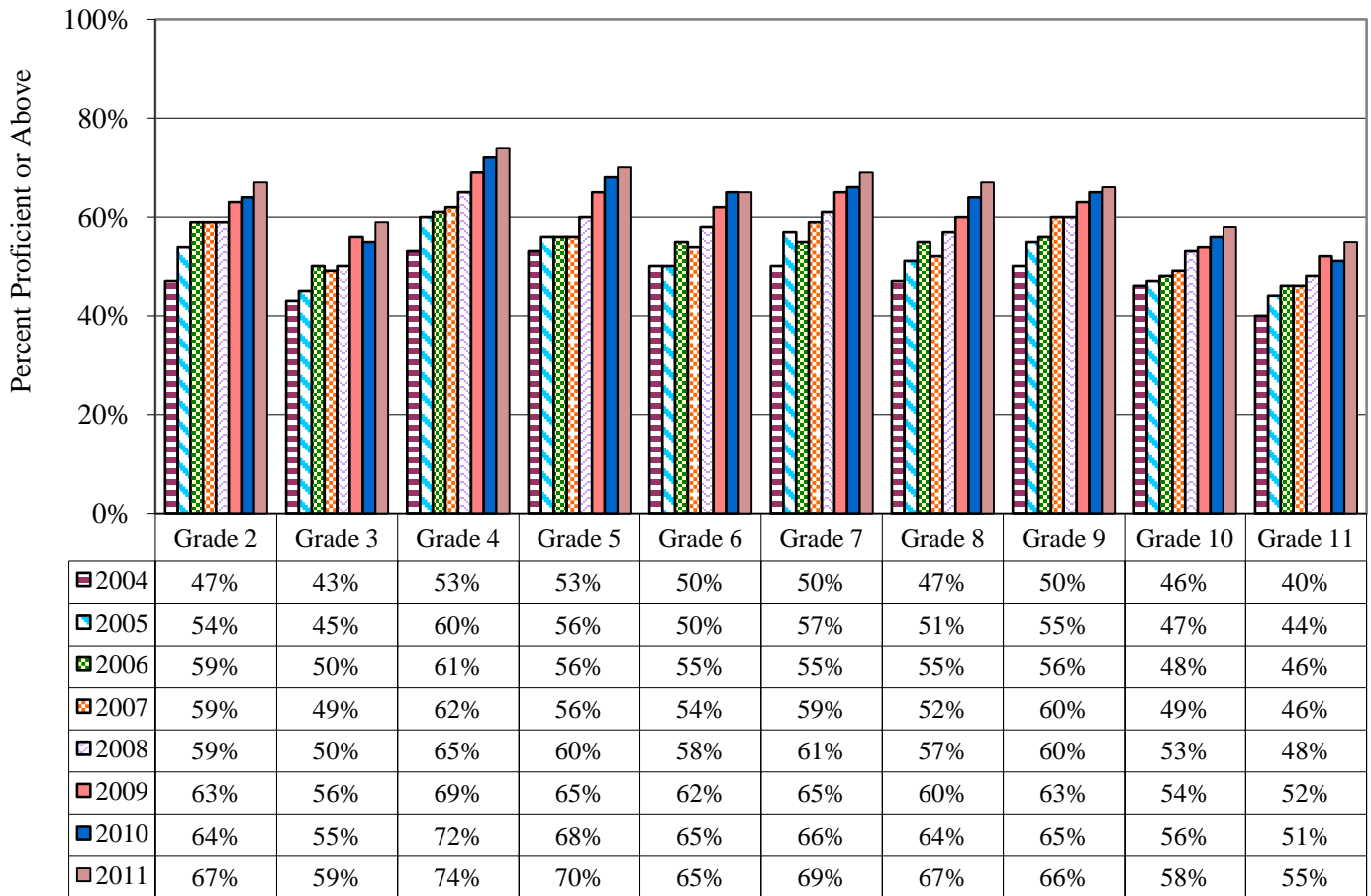


Figure 7

**Santa Clara County
 2004 to 2011 CST English-Language Arts (Grades 2-11)
 Percent of Students Proficient or Above for Selected Race/Ethnicity
 Subgroups**

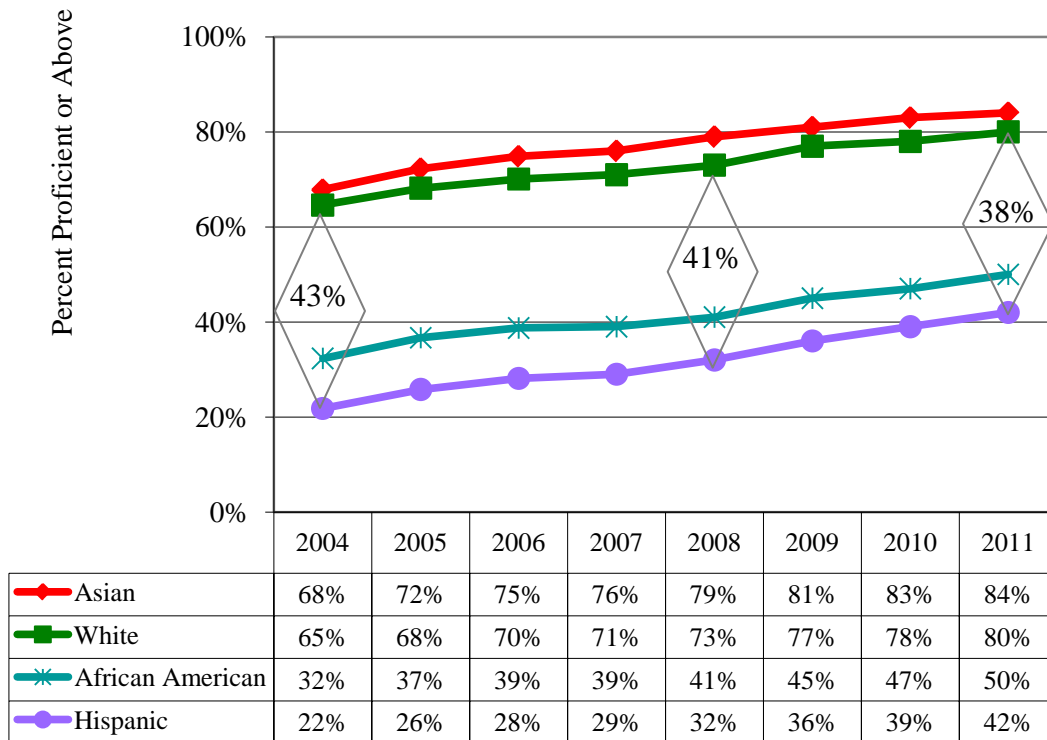


Figure 8

**Santa Clara County
2004 to 2011 CST Mathematics (Grades 2-7)
Percent of Students Proficient or Above by Grade Level**

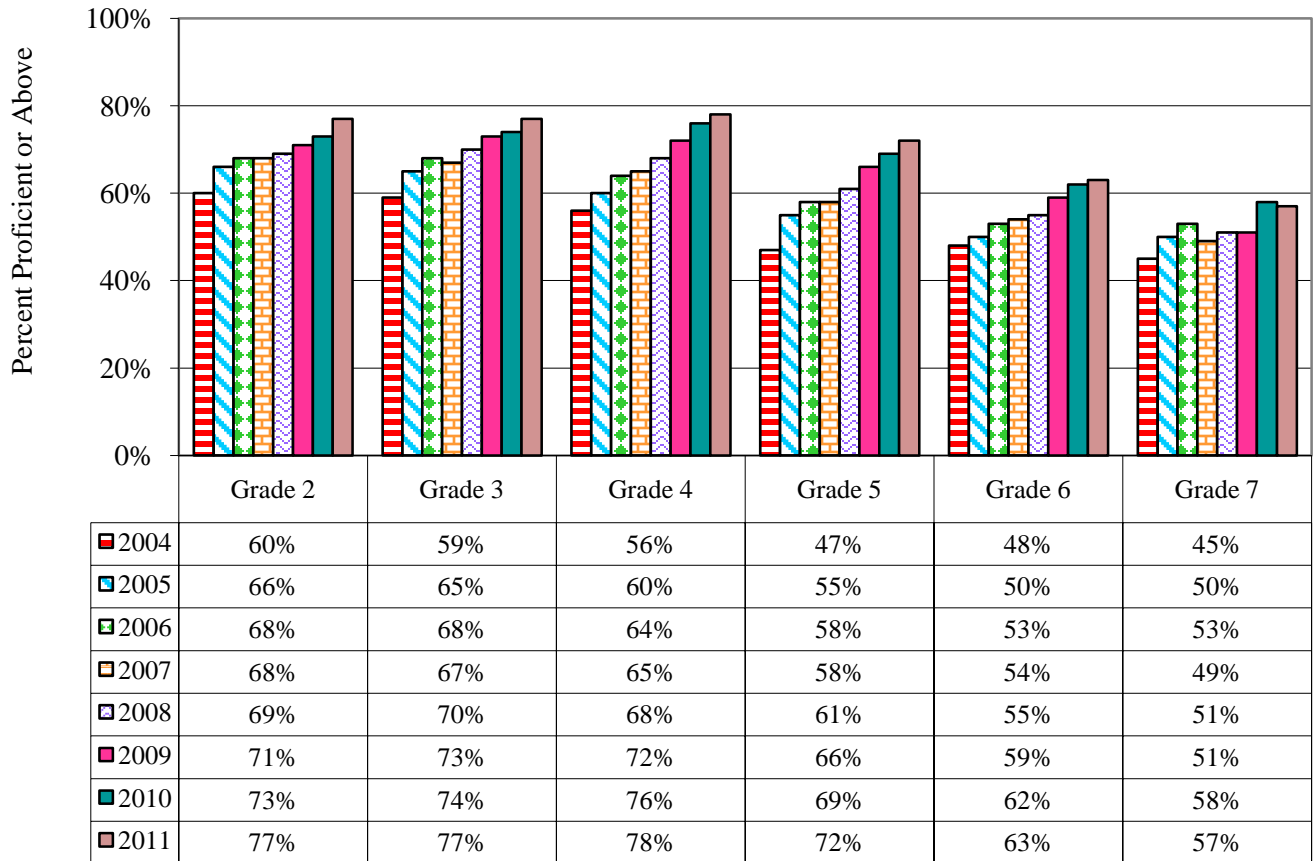


Figure 9

**Santa Clara County
2004 to 2011 CST EOC Mathematics Assessments
Percent of Students Proficient or Above**

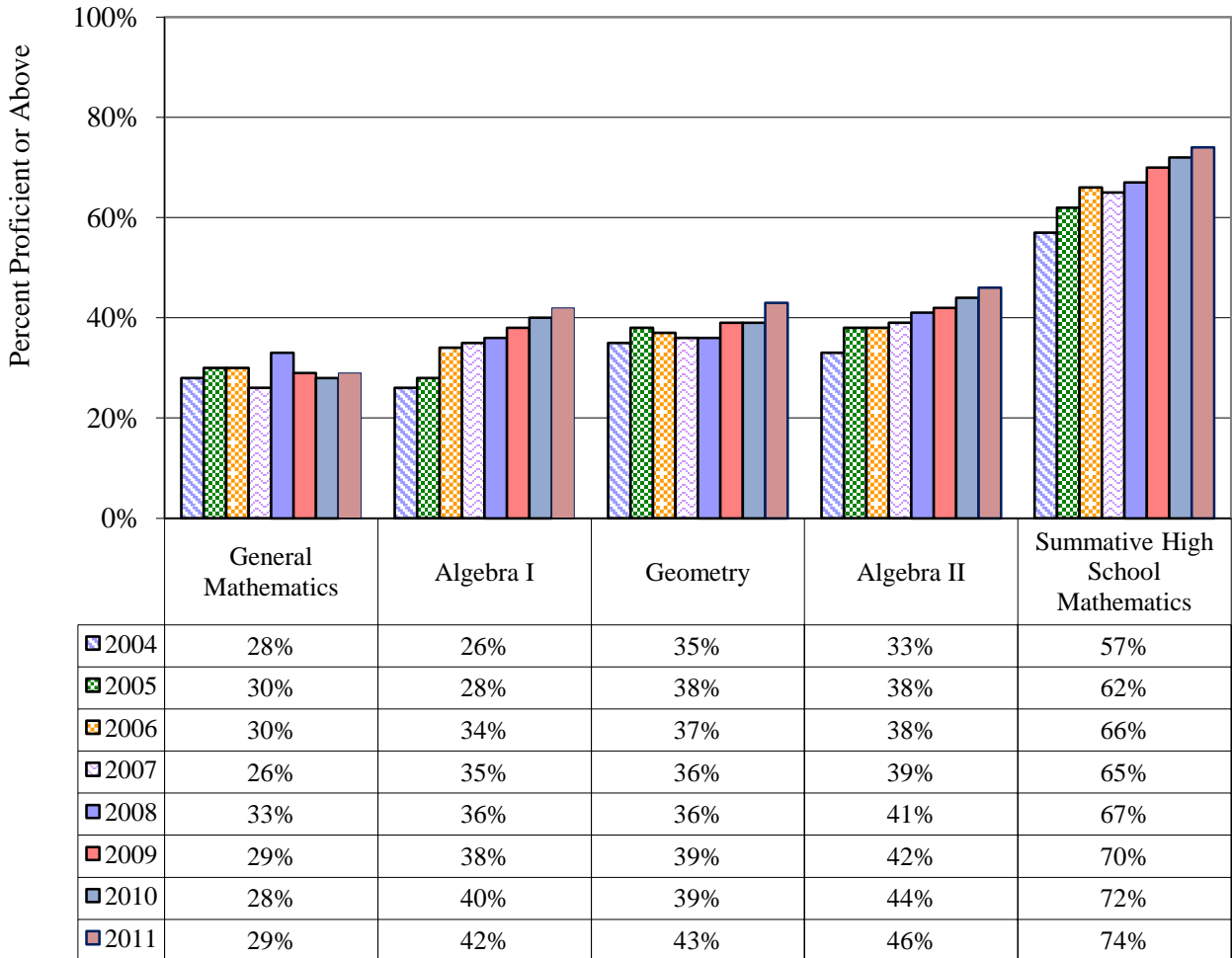
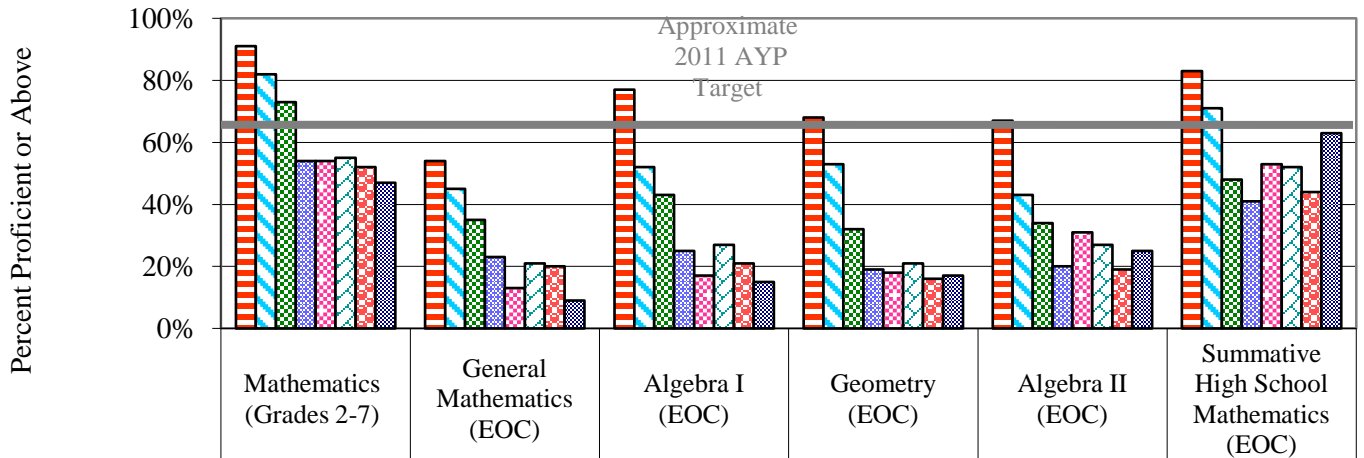


Figure 10

**Santa Clara County
2011 CST Grade-level and EOC Mathematics Assessments
Percent of Students Proficient or Above by Subgroup**



	Mathematics (Grades 2-7)	General Mathematics (EOC)	Algebra I (EOC)	Geometry (EOC)	Algebra II (EOC)	Summative High School Mathematics (EOC)
Asian	91%	54%	77%	68%	67%	83%
White	82%	45%	52%	53%	43%	71%
Filipino	73%	35%	43%	32%	34%	48%
African American	54%	23%	25%	19%	20%	41%
English Learner	54%	13%	17%	18%	31%	53%
ED	55%	21%	27%	21%	27%	52%
Hispanic	52%	20%	21%	16%	19%	44%
SWD	47%	9%	15%	17%	25%	63%

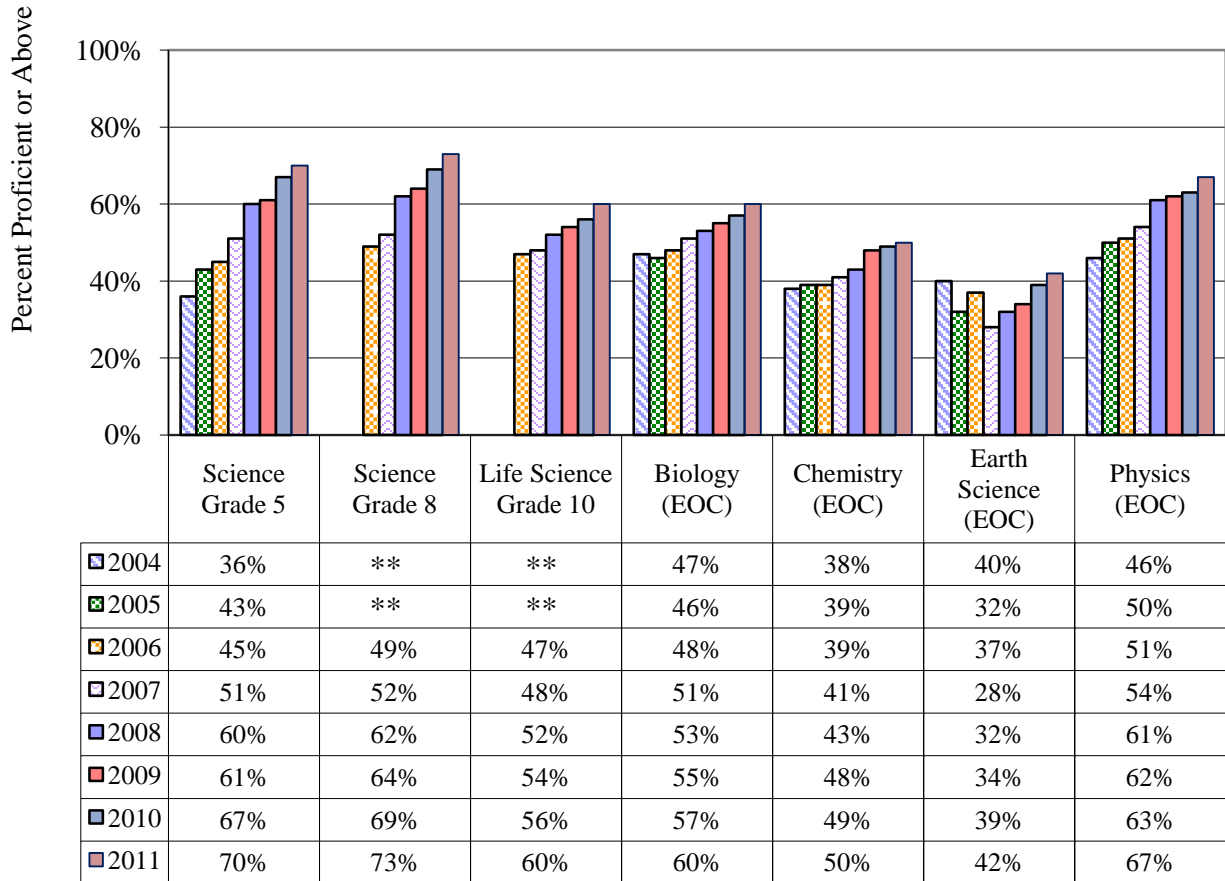
Figure 11

**Santa Clara County
 2004 to 2011 CST Mathematics (Grades 2-7)
 Percent of Students Proficient or Above for Selected Race/Ethnicity
 Subgroups**



Figure 12

**Santa Clara County
2004 to 2011 CST Grade-level and EOC Science Assessments
Percent of Students Proficient or Above**



** No test administered

Figure 13

**Santa Clara County
2011 CST Science (Grades 5, 8, and 10)
Percent of Students Proficient or Above by Subgroup**

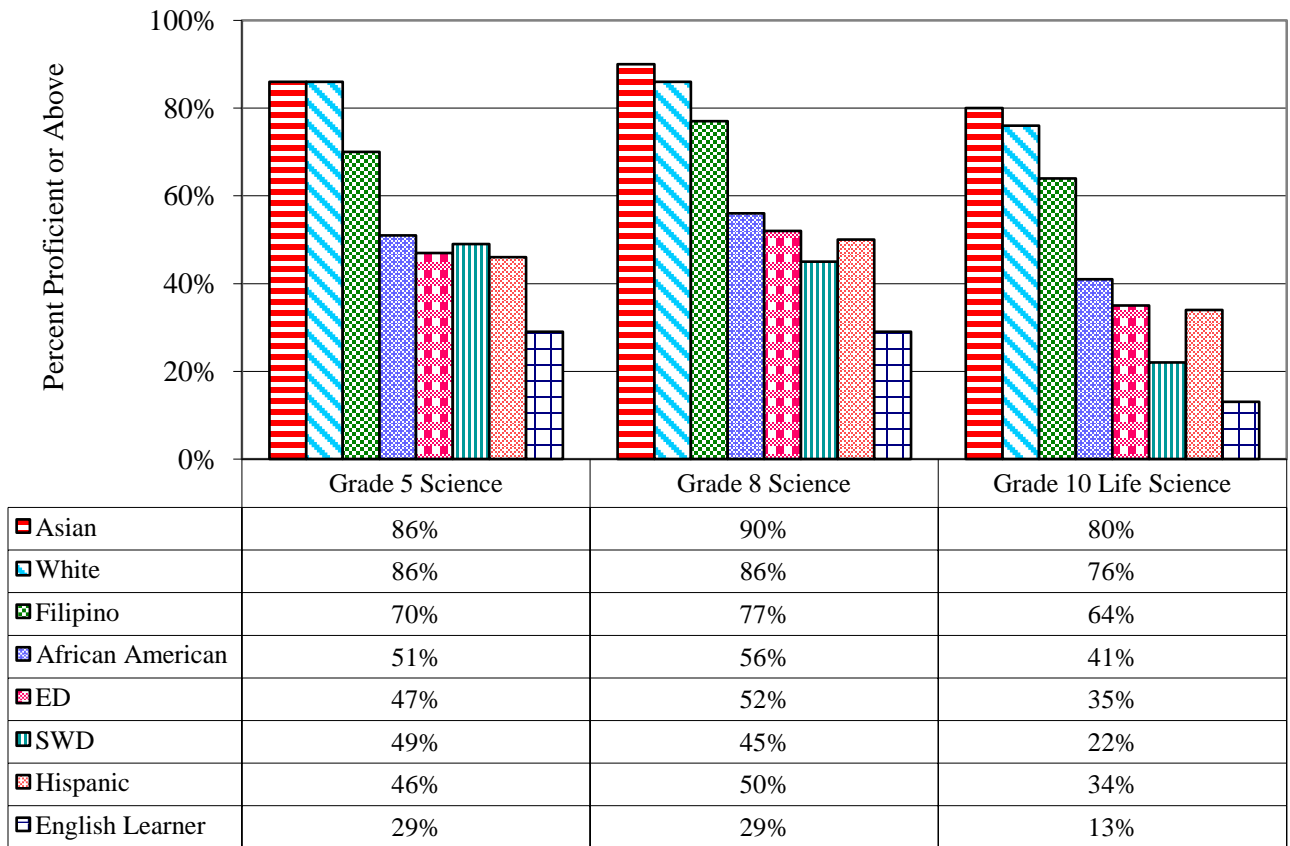


Figure 14

**Santa Clara County
2011 CST EOC Science Assessments
Percent of Students Proficient or Above by Subgroup**

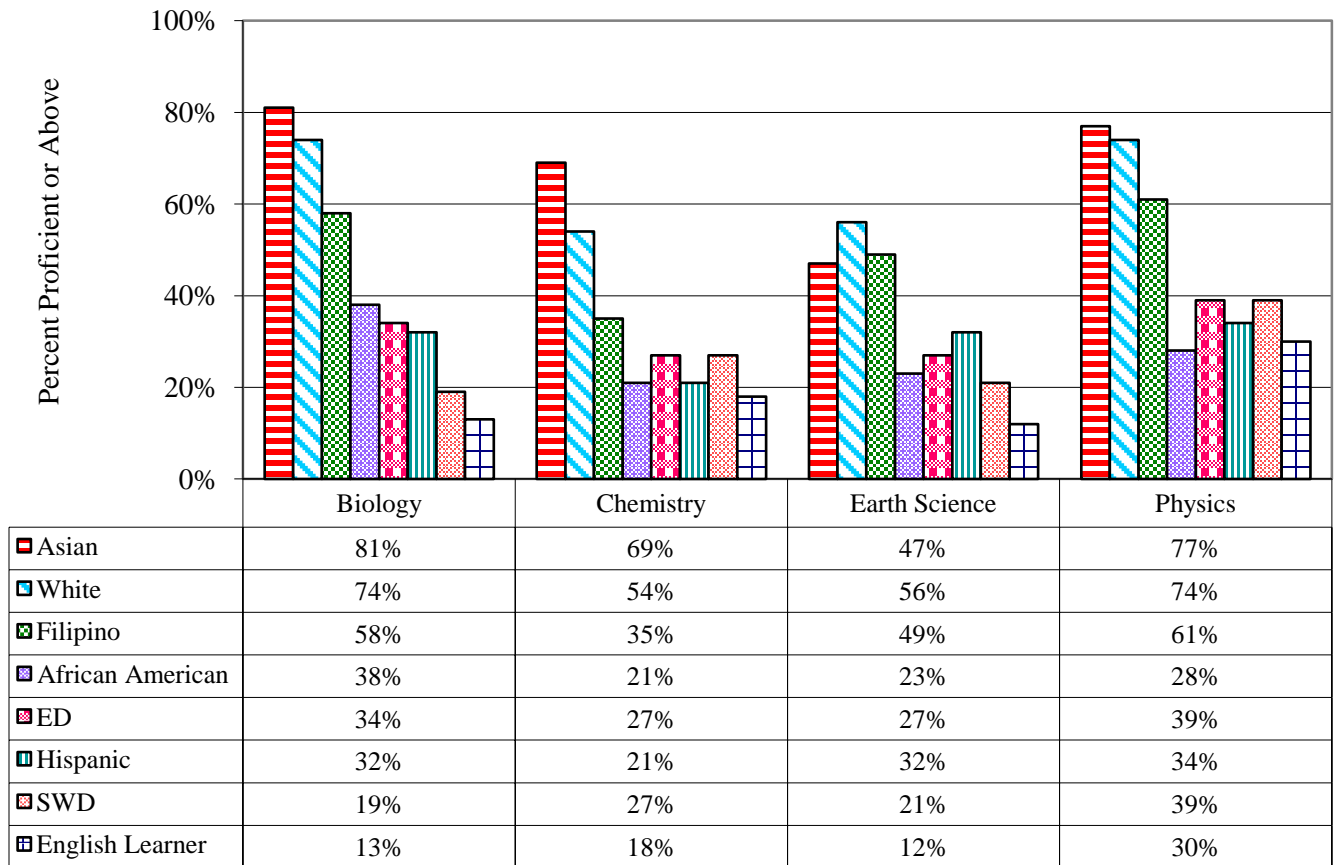


Figure 15

**Santa Clara County
2004 to 2011 CST Grade 5 Science
Percent of Students Proficient or Above for Selected Race/Ethnicity
Subgroups**

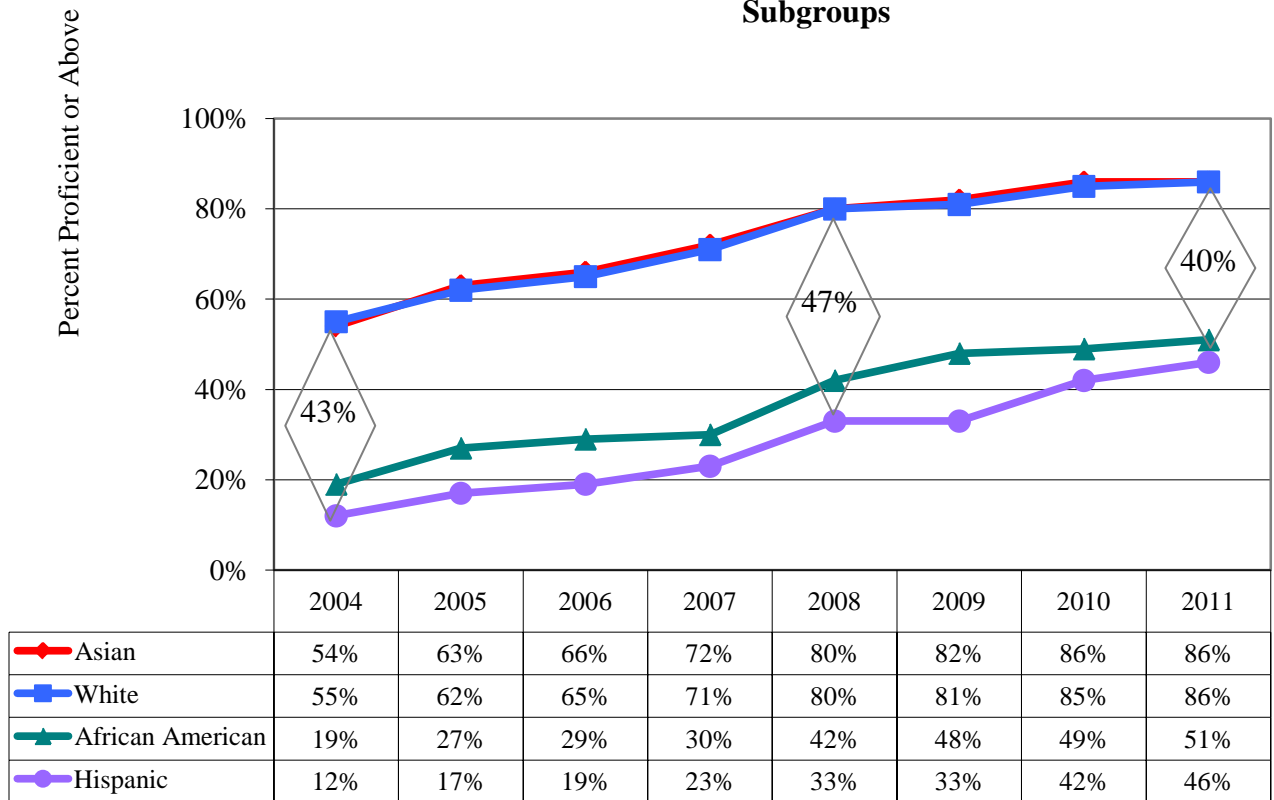


Figure 16

**Santa Clara County
2004 to 2011 CST Grade-level and EOC History-Social Science
Assessments
Percent of Students Proficient or Above**

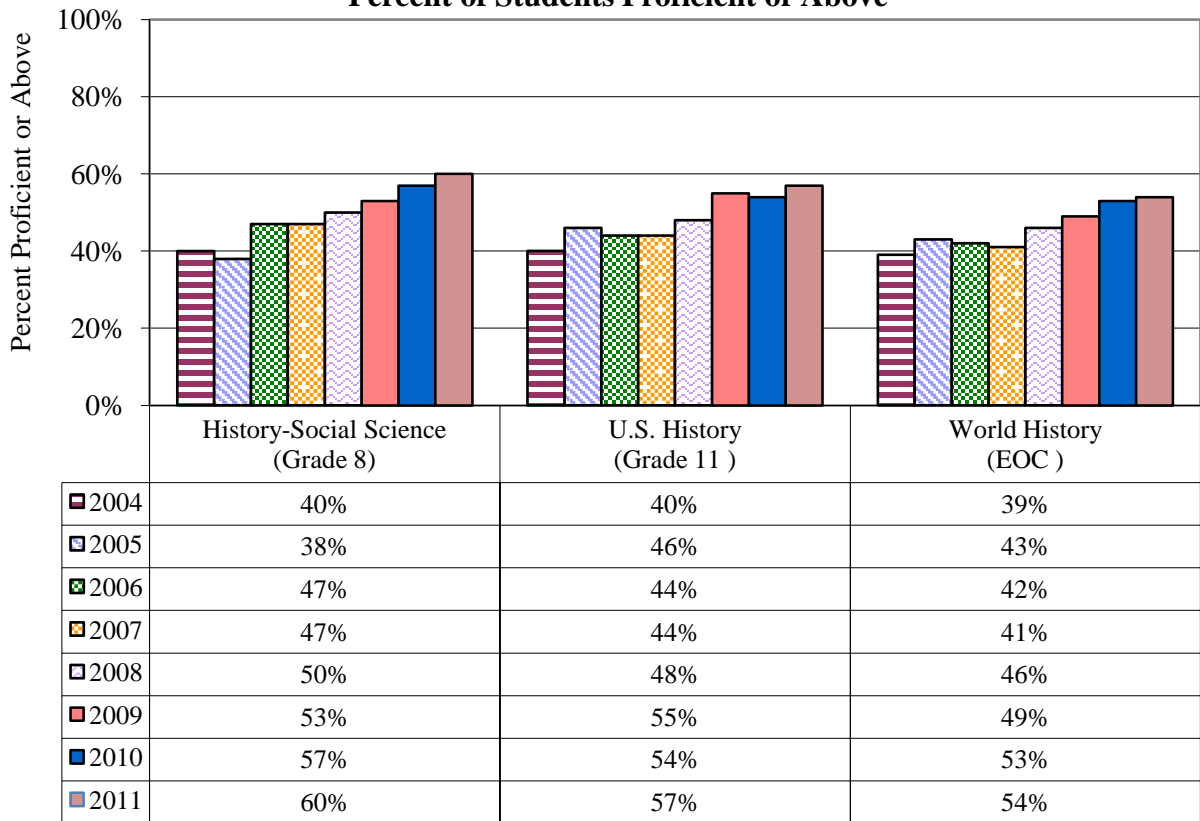
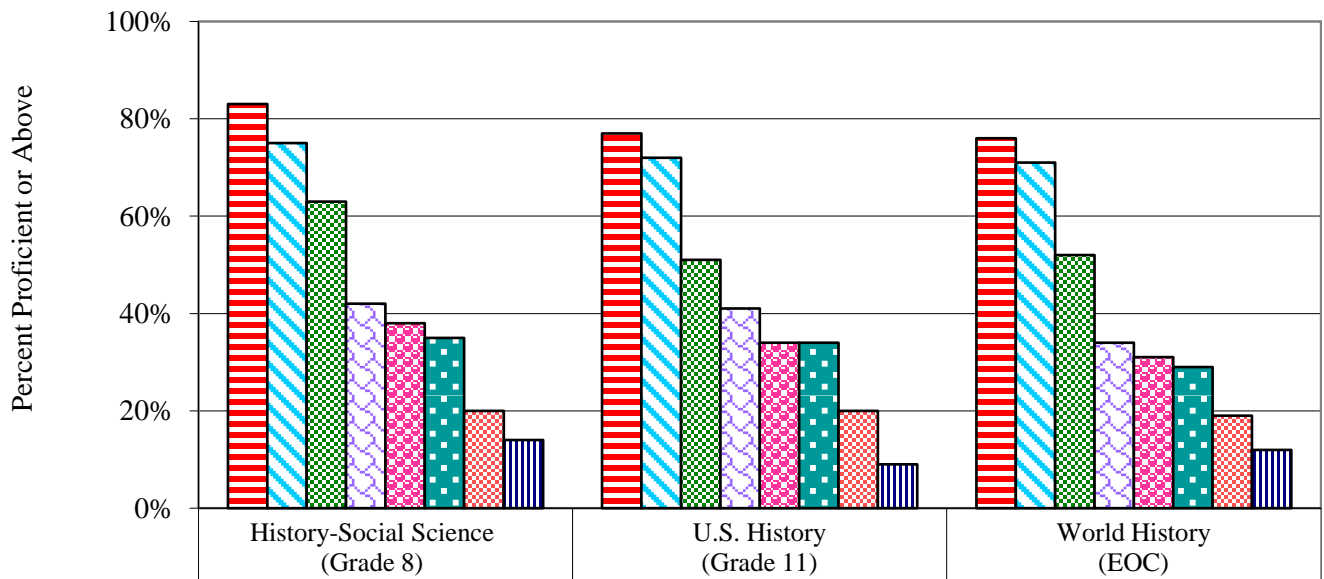


Figure 17

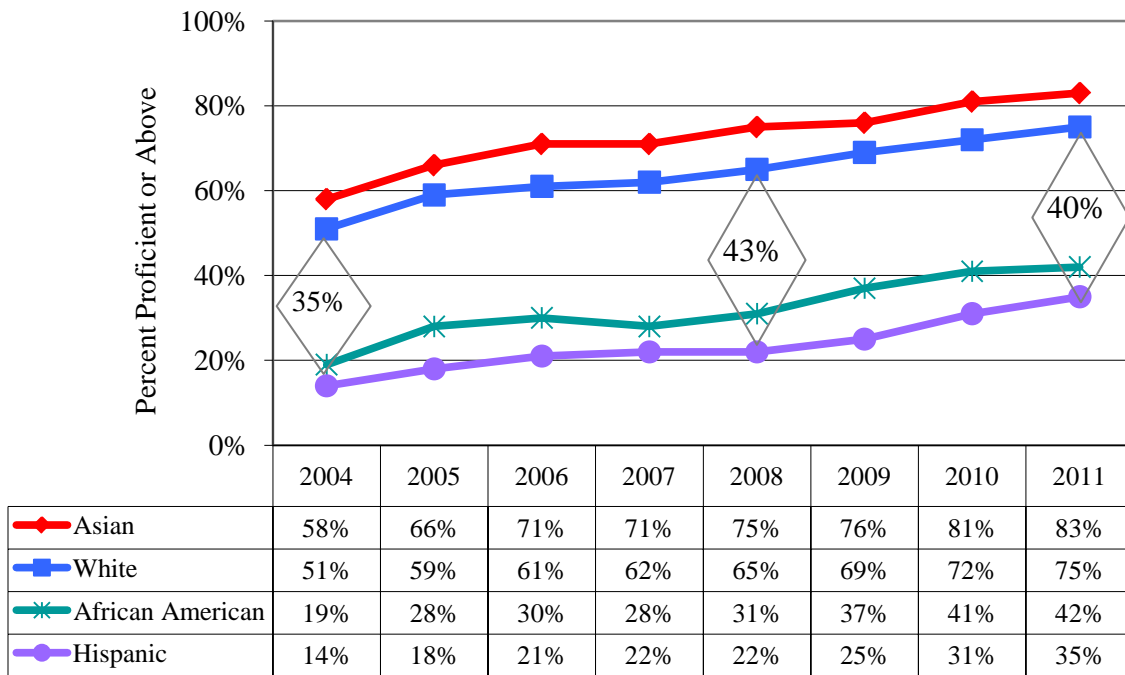
**Santa Clara County
2011 CST Grade-level and EOC History-Social Science Assessments
Percent of Students Proficient or Above by Subgroup**



■ Asian	83%	77%	76%
■ White	75%	72%	71%
■ Filipino	63%	51%	52%
■ African American	42%	41%	34%
■ ED	38%	34%	31%
■ Hispanic	35%	34%	29%
■ SWD	20%	20%	19%
■ English Learner	14%	9%	12%

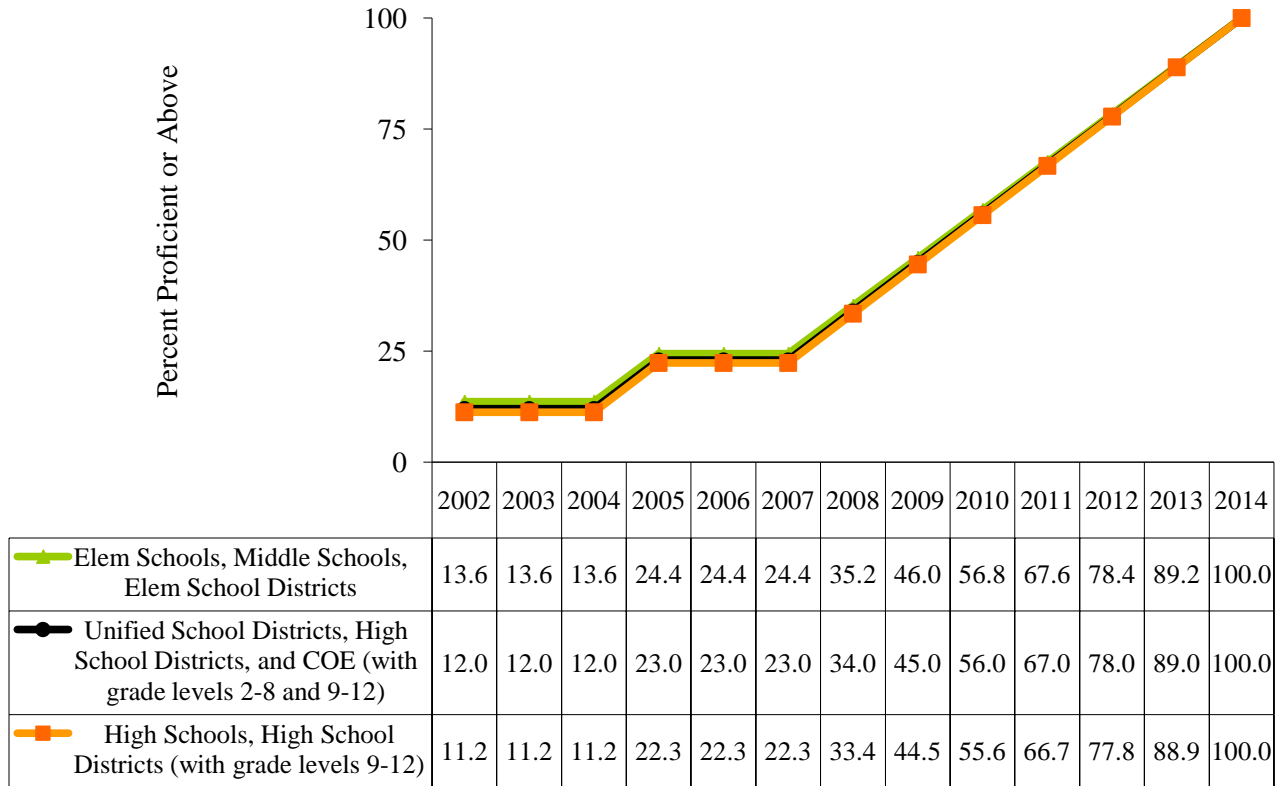
Figure 18

**Santa Clara County
2004 to 2011 CST Grade 8 History-Social Science
Percent of Students Proficient or Above for Selected Race/Ethnicity
Subgroups**

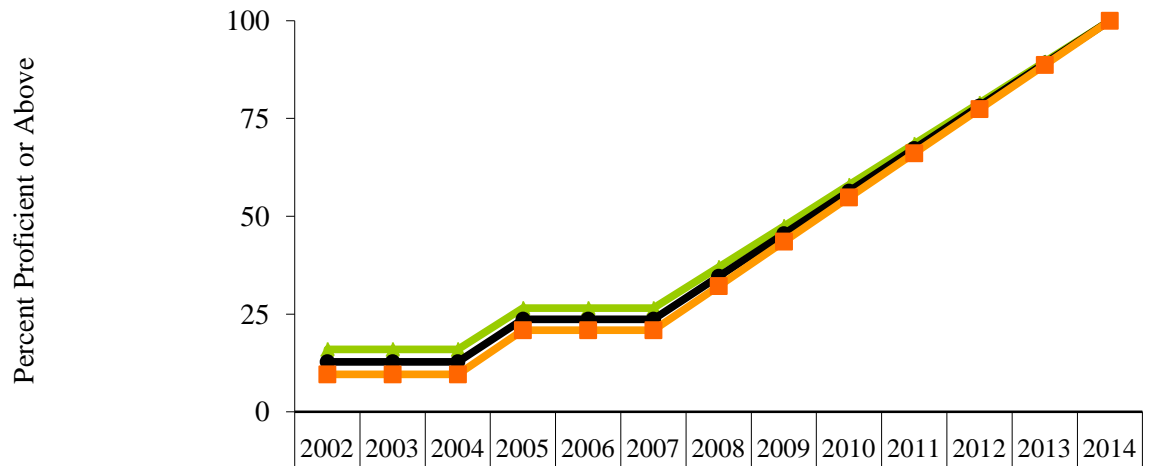


Appendix: AYP Targets

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



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



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

Numbers of Students with scores on the 2011 CST by Subject and Course

	SCC	CA
CST English-Language Arts (Grades 2-11)	192,597	4,455,197
CST Mathematics (Grades 2-7)	115,724	2,601,201
CST General Mathematics (Grades 6 & 7 Standards)	5,782	200,217
CST Algebra I	29,263	737,902
CST Integrated Math 1	22	11,987
CST Geometry	17,874	407,668
CST Integrated Math 2	21	4,492
CST Algebra II	13,331	277,494
CST Integrated Math 3	28	732
CST Summative High School Mathematics (Grades 9-11)	9,077	139,969
CST History-Social Science Grade 8 Cumulative	19,297	461,585
CST World History	19,041	473,699
CST U.S. History	18,357	446,549
CST Science Grade 5	19,870	435,965
CST Science Grade 8	18,392	440,747
CST Science Grade 10 (Life Science)	18,520	458,842
CST Biology	23,564	552,023
CST Chemistry	12,962	265,159
CST Earth Science	3,117	215,338
CST Physics	5,312	76,092
CST Integrated/Coordinated Science 1	4,209	54,712
CST Integrated/Coordinated Science 2	3	4,117
CST Integrated/Coordinated Science 3	1	1,286
CST Integrated/Coordinated Science 4	0	157

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.