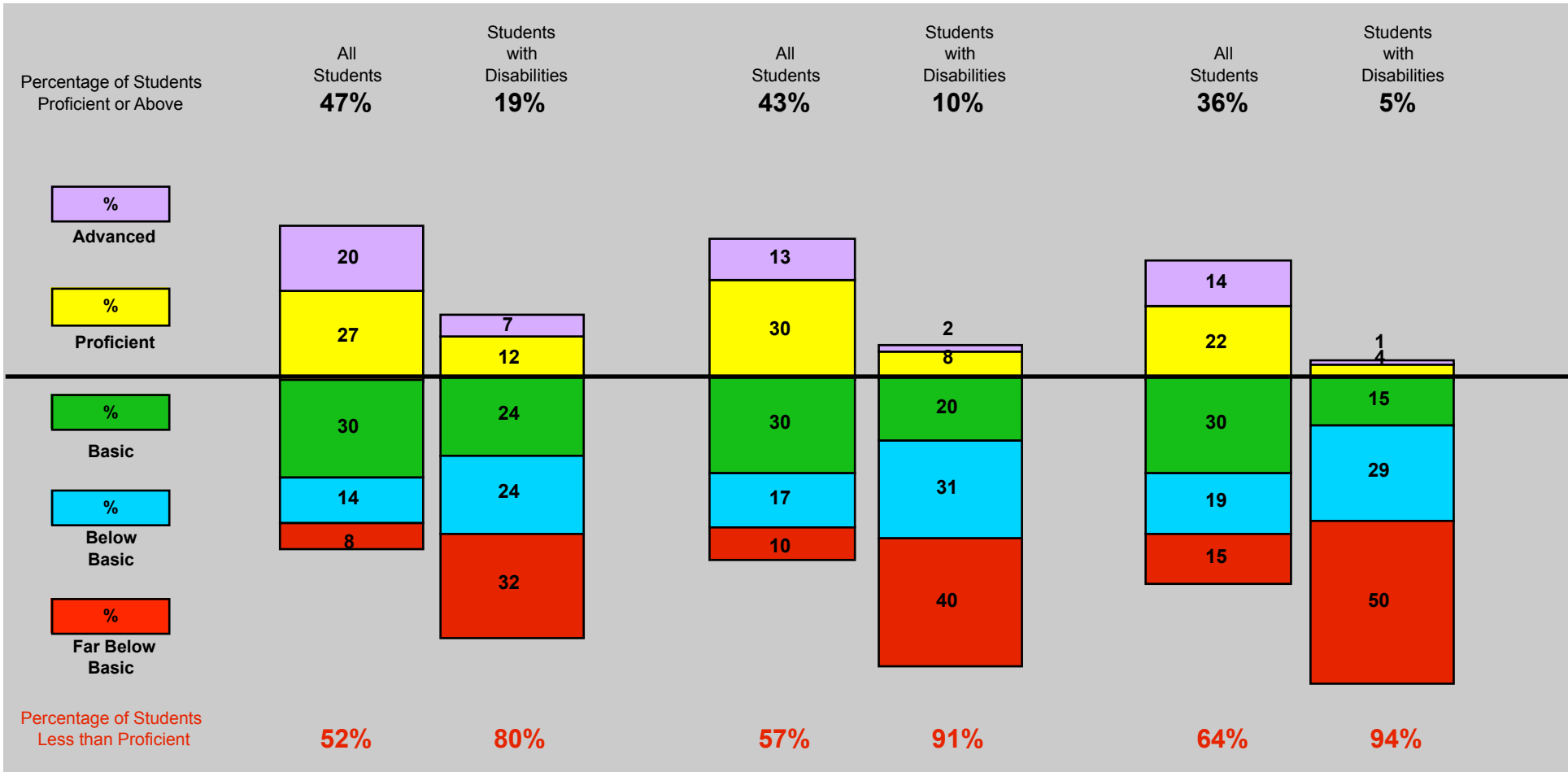


California Standards Test Scores English Language Arts Proficiency ~ By Grade Level Statewide ~ 2005



Due to rounding error, the percentages in each column may not add up to 100%

4th Grade

7th Grade

10th Grade

California Standards Test in English-Language Arts 2005 Accompanying Narrative to the Chart

The attached chart illustrates the level of English-language arts proficiency of all students and students with disabilities in California according to their test scores on the 2005 California Standards Test (CST) in the area of English-language arts (ELA). ELA proficiency levels are being calculated and reported in accordance with the federal requirements of the No Child Left Behind Act and California's accountability plan. Recognizing that California has set rigorous standards for students, and that we are still early on in the implementation of those standards, ELA proficiency test scores are being tracked to measure progress toward the goal of all students becoming proficient in the English-language arts.

The chart shows CST/ELA scores for CA students at the 4th, 7th, and 10th grade levels.

- Most students take the test, and their scores are reported, based on the grade in which they are enrolled. Some students with disabilities in grades 5 through 11 may have taken tests up to two grades lower than the grades in which they were enrolled.

In the chart, there are two bars showing the levels of proficiency at the designated grade levels. The first bar shows all students (including students with disabilities). The second bar shows only students with disabilities as a subgroup.

When comparing 2005 scores with 2004 scores for 4th and 7th graders (a comparison not reflected in the chart), an additional 7-8% of all students and an additional 3% of students with disabilities reached proficient or above. Among 10th graders there was virtually no change.

- Since students with disabilities make up approximately 10% of all students in California, it follows that 10% of the test scores on the bars showing all students are those of students with disabilities. To ascertain how that 10% is broken down by level of proficiency, look to the bars showing the test scores of students with disabilities, then simply shift the decimal point. For example, looking at the ELA test scores of 4th grade students with disabilities:

7%	Advanced	.7%
12%	Proficient	1.2%
24%	Basic	2.4%
24%	Below Basic	2.4%
32%	Far Below Basic	3.2%
Total		9.9% of all students (with rounding error =10%)

Then, you can examine the 4th grade proficiency levels for all students, factoring in the scoring of students with disabilities and students without disabilities:

All students	=	Stu w/ Dis	+	Stu w/o Dis
20% Advanced		.7%		19.3%
27% Proficient		1.2%		25.8%
30% Basic		2.4%		27.6%
14% Below Basic		2.4%		11.6%
8% Far Below Basic		3.2%		4.8%

The data in the chart doesn't tell us: the relationship of proficiency to specific disability categories, the connection with students being English language learners or socio-economically disadvantaged, or even the percentage of students testing out of grade level. There is strong interest in delving into these questions in the coming years.