

INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

INFORMATIVE
 August 17, 2009

TO: Members, Board of Education
 Ramon C. Cortines, Superintendent

FROM: *Cynthia*
 Cynthia Lim, Executive Director
 Office of Data and Accountability

SUBJECT: 2009 STANDARDIZED TESTING AND REPORTING (STAR) RESULTS

This informative provides advance information regarding the Standardized Testing and Reporting (STAR) Program results. These results are embargoed until 9:30 a.m. Tuesday, August 18, when the California Department of Education releases this information via the Internet.

This informative provides the results for the California Standards Tests (CST), which is part of the STAR testing program. The CST assesses students in grades 2 through 11, including English learners and students in special education programs. Students with severe disabilities who cannot take the CST are assessed with the California Alternative Performance Assessment (CAPA). The California Modified Assessment (CMA) is also designed for students with disabilities. CAPA and CMA will be reported in a separate informative. In the 2008-09 school year, the norm-referenced California Achievement Test (CAT/6) was no longer administered.

CST English Language Arts Results

- **The percentage of students scoring proficient or advanced increased at every grade level except for grade 8.** The highest gains in percentage points were at the elementary level. Grade 4 percentage increased by 6 points, grades 3 and 5 increased by 5 points and grade 2 increased by 4 percentage points from the previous year. See Chart 1.
- **At middle schools, there were increases at grades 6 and 7 of 4 percentage points,** however, grade 8 scores remained the same with 31% of students scoring proficient or advanced. See Chart 2.
- Among senior high schools, there were modest gains in grades 9 and 10. **Grade 11 increased 4 percentage points.** See Chart 2.

Chart 1 LAUSD
 California Standards Test, English Language Arts
 Percentage of Students Scoring Proficient or Advanced, Grades 2-5

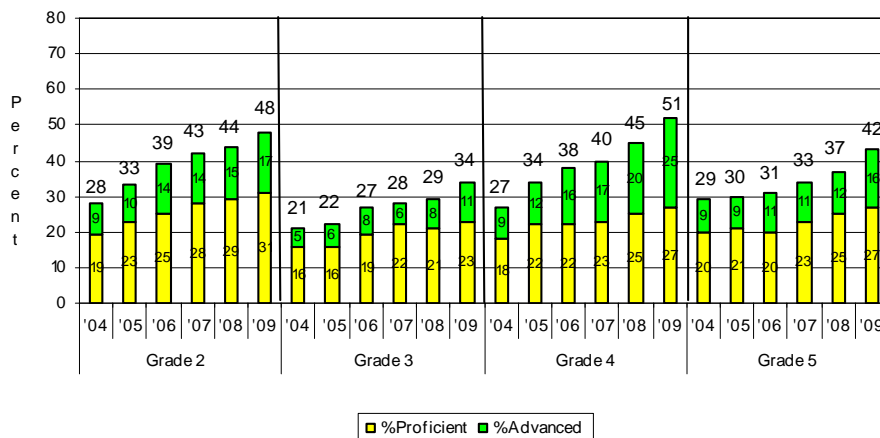
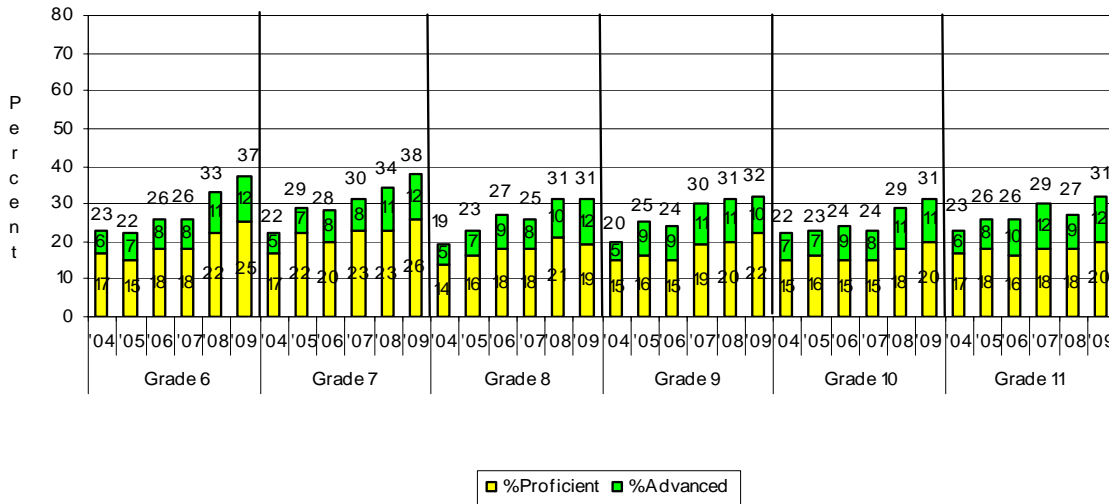


Chart 2 LAUSD
California Standards Test, English Language Arts
Percentage of Students Scoring Proficient or Advanced, Grades 6-11



Across the district, 80% of the schools increased the percentage of students scoring proficient or advanced in English language arts and 13% decreased the percentage. Among schools in Year 5 Program Improvement status, 86% of the schools increased the percentage of students scoring proficient or advanced, while only 7% posted decreases. Table 3 presents the number and percent of schools that increased, decreased or stayed the same in English language arts. Breakdowns by elementary, middle and high schools are provided in Attachment A.

Table 3
Number and Percent of Schools Improving or Decreasing in
English Language Arts from Previous Year

English Language Arts	All Schools		PI 5 Schools	
	#	%	#	%
Improved	550	80%	113	86%
Stayed Same	32	5%	9	7%
Decreased	90	13%	9	7%
Data for One Year Only	14	2%		
	686		131	

CST Mathematics Results

- **Among every grade level in elementary grades 2-5, more than 50% of the students were scoring proficient or above in mathematics.** Grade 3 had the highest percentage of students scoring proficient or advanced at 60%, followed by grade 4 with 59%. At grade 5, 53% of the students scored proficient or advanced.
- **In grade 6, the percentage of students scoring proficient and advanced increased by 4 percentage points and grade 7 students remained the same from the previous year.** At middle school, grade 6 students were assessed with the CST test designed for their grade level based on grade level standards. Grade 7 students who completed the course in Algebra 1 were administered the Algebra I test. The remaining 7th graders were assessed with the grade level standards test.

- The percentage of students scoring proficient or advanced in mathematics standards tests for grades 8-11 were lower than elementary and grades 6 and 7 math tests, however, **there were modest gains in each of the end-of-course math tests.**

Grades 8-11 students took the mathematics standards tests that were tied to specific end-of-course mathematics courses in which they were enrolled, such as Algebra I, Algebra II or Geometry. Grades 8-9 students who were not enrolled in a standards-based mathematics course or were enrolled in their first-year of a two-year Algebra I course took the General Mathematics test. Students in grades 9-11, who previously completed Algebra II or third-year Integrated Math, took the High School Summative Mathematics Standards Test.

Charts 4-6 present the percentage of students who scored proficient or advanced in each of the Mathematics standards tests.

Chart 4 LAUSD
California Standards Test, Mathematics
Percentage of Students Scoring Proficient or Advanced, Grades 2-5

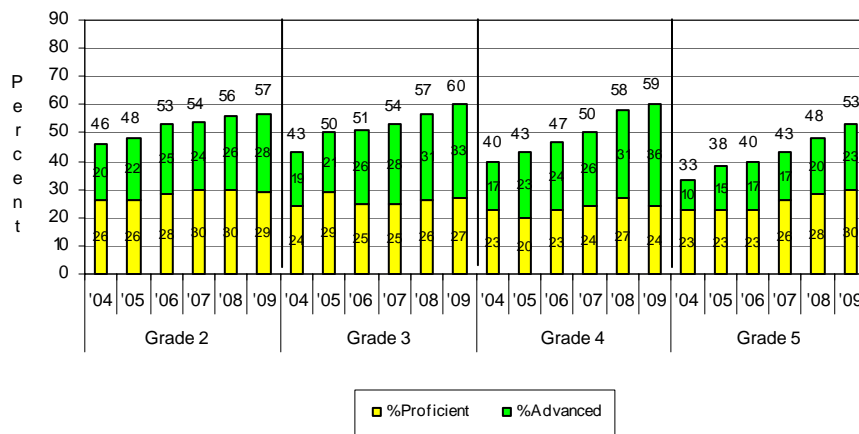


Chart 5 LAUSD
California Standards Test, Mathematics
Percentage of Students Scoring Proficient or Advanced – Grades 6 and 7

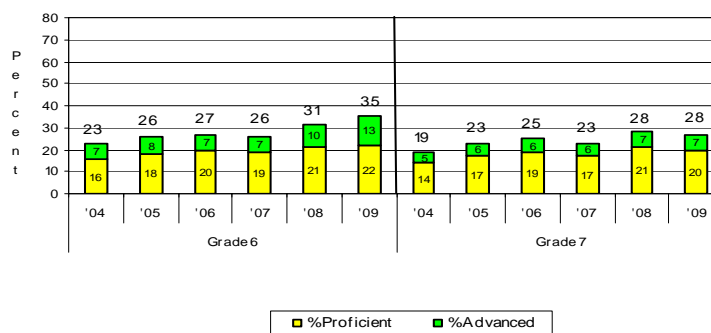
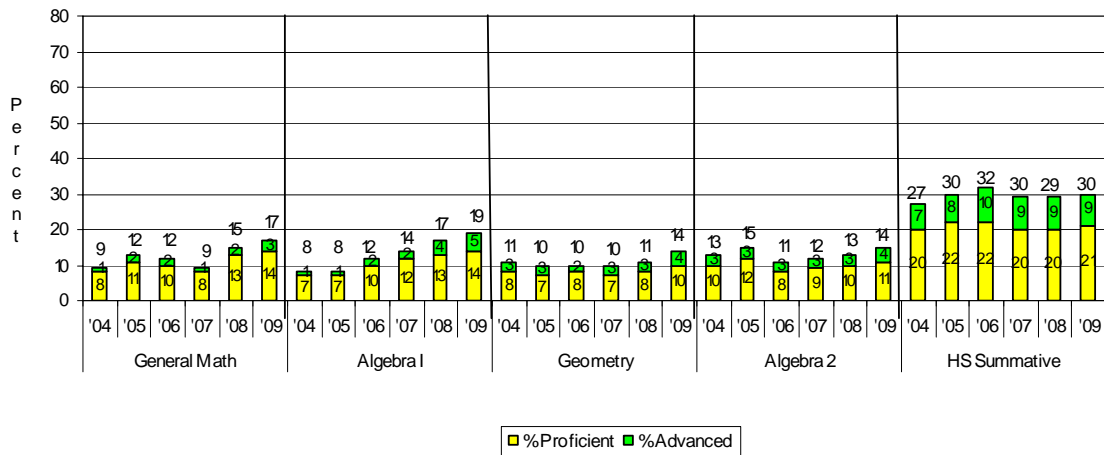


Chart 6 LAUSD
California Standards Test, Mathematics
Percentage of Students Scoring Proficient or Advanced



In Mathematics, 62% of schools district wide increased the percentage of students scoring proficient or advanced. A quarter of the schools decreased. Among Year 5 Program Improvement schools, 72% of the schools showed increases in the percentage of students scoring proficient or advanced, while 12% posted decreases. Table 7 presents the number and percent of schools that increased, decreased or stayed the same in English language arts. Breakdowns by elementary, middle and high schools are provided in Attachment A.

Table 7
Number and Percent of Schools Improving or Decreasing in
Mathematics from Previous Year

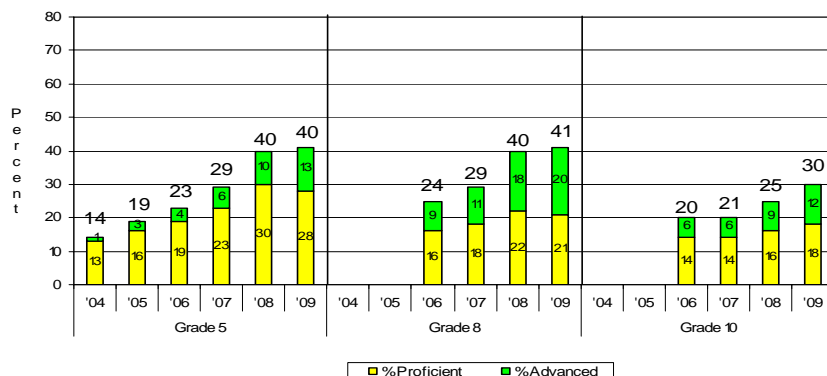
Math	All Schools		PI 5 Schools	
	#	%	#	%
Improved	424	62%	94	72%
Stayed Same	70	10%	21	16%
Decreased	170	25%	16	12%
Data for One Year Only	22	3%		
	686		131	

CST Science Results, Grades 5, 8 and 10

All students in grades 5, 8 and 10 took a grade level science test. These science tests fulfill one of the requirements for No Child Left Behind (NCLB).

- The percentage of students scoring proficient or advanced in grade 5 Science remained at 40% compared to the previous year. **There were modest gains in grade 8 and a gain of 5 percentage points in grade 10.**

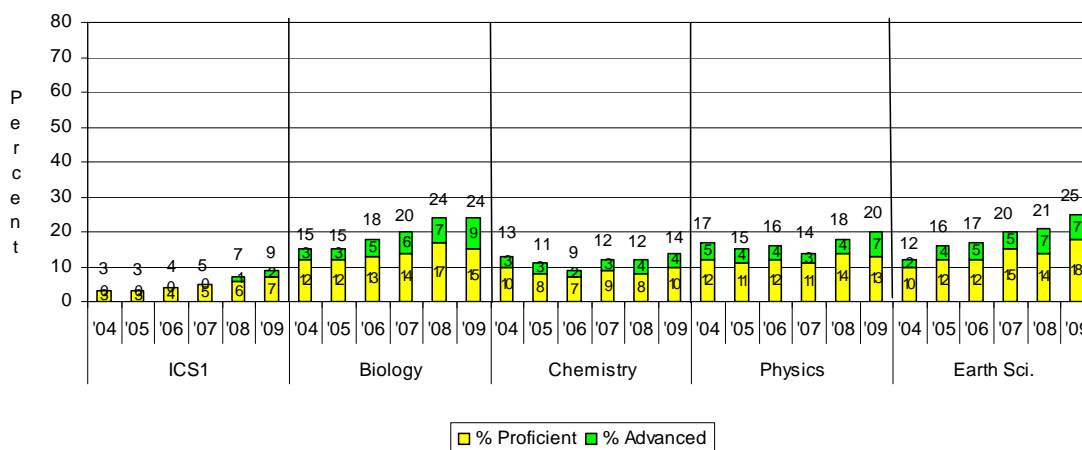
Chart 8 LAUSD
California Standards Test, Science
Percentage of Students Scoring Proficient or Advanced



Students who were enrolled in a standards-based science course in grades 9, 10, and 11 were assessed with standards tests that were designed for the course. Chart 9 presents the percentage of students in grades 9-11 scoring proficient or advanced in Integrated Coordinated Science, Biology, Chemistry, Physics, and Earth Science. Some grade 10 students took two science tests.

- **The percentage of students scoring proficient or advanced increased in every subject, except in Biology where the percentage remained at 24%.** Earth Science increased by 4 percentage points, Integrated Coordinated Science I, Chemistry and Physics by 2 percentage points each.

Chart 9 LAUSD
California Standards Test, Science
Percentage of Students Scoring Proficient or Advanced

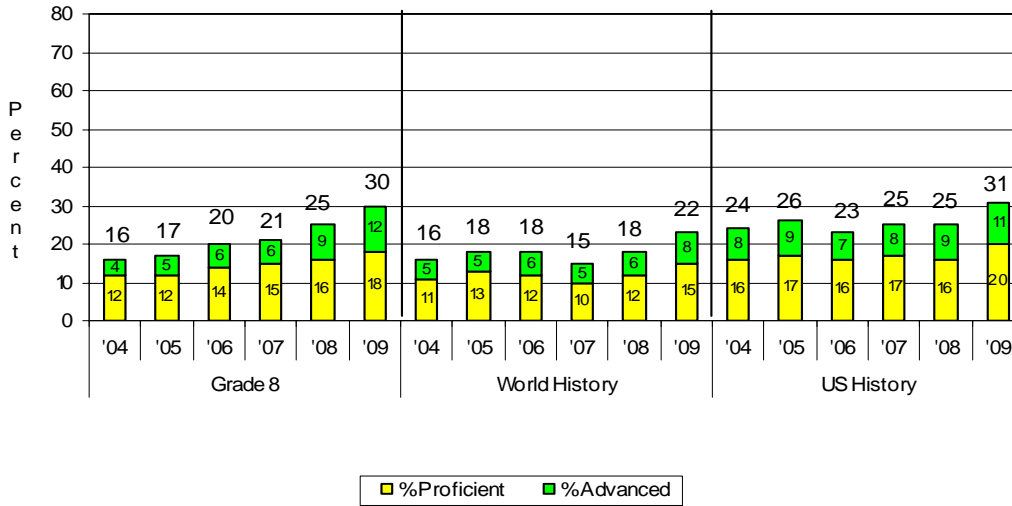


CST History-Social Science Results

Chart 10 presents the percentage of students scoring proficient or advanced in the history-social science tests taken in Social Science Cumulative (grade 8), World History (grades 9-11 end-of-course), and U.S. History (grade 11).

- The percentage of students scoring proficient or advanced increased in each of the social science tests:
 - **Grade 8 increased by 5 percentage points**
 - **World History increased by 4 percentage points**
 - **U.S. History increased by 6 percentage points.**

Chart 10 LAUSD
California Standards Test, History-Social Science
Percentage of Students Scoring Proficient or Advanced



CST – Summary by Subgroup

Tables 11 and 12 display the percentage of students scoring proficient or advanced in English language arts and math by subgroup from 2004 through 2009. The change in percentage points from 2008 to 2009 is also presented, as well as the change in percentage points from 2004 to 2009. The last column presents the average change in percentage points over a five year period.

- In English language arts, every subgroup increased the percentage of students scoring proficient or advanced from the previous year. The highest gain was among non-economically disadvantaged students with 8 percentage points. Hispanic students gained 4 percentage points while African American and White students gained 3 percentage points. English learners and students with disabilities gained by 2 percentage points.
- In Mathematics, every subgroup increased from the previous year, ranging from 1 to 6 percentage points. English learners increased and students with disabilities increased by 1 percentage point.
- A review of the change in percentage from 2004 to 2009 shows that, in English language arts every subgroup increased ranging from 3 to 17 percentage points. The Mathematics scores from 2004 to 2009 also reflected increases ranging from 2 to 15 percentage points.
- The average change in percentage points from 2004 to 2009 was 2.8 in English language arts and 2.2 in mathematics.

Table 11 LAUSD
California Standards Test, English-Language Arts Summary
Percentage of Students Scoring Proficient or Advanced

LAUSD		Percent Proficient or Advanced					Change in Percentage Points			
English-Language Arts CST										
Subgroup		2004	2005	2006	2007	2008	2009	'08-'09	'04-'09	'04-09 Avg. Change
All Students		24	27	30	31	34	38	4	14	2.8
Gender	Females	26	30	32	34	37	41	4	15	3.0
	Males	21	24	26	28	31	34	3	13	2.6
Ethnicity	African American	19	23	25	26	29	32	3	13	2.6
	American Indian	31	34	35	36	40	45	5	14	2.8
	Asian	56	60	63	65	69	71	2	15	3.0
	Filipino	48	53	55	58	61	64	3	16	3.2
	Hispanic	18	21	23	25	28	32	4	14	2.8
	Pacific Islander	29	32	35	38	39	44	5	15	3.0
	White	55	59	61	63	65	68	3	13	2.6
Economically Disadvantaged		19	22	24	26	29	33	4	14	2.8
Non-Economically Disadvantaged		40	46	47	47	49	57	8	17	3.4
Students with Disabilities		5	6	6	6	7	9	2	4	0.8
Students with no Disabilities		25	29	32	34	37	41	4	16	3.2
English Only		32	36	38	40	43	47	4	15	3.0
IFEP		44	48	52	53	56	60	4	16	3.2
RFEP		33	38	39	41	45	47	2	14	2.8
English Learner		9	10	10	10	10	12	2	3	0.6

Table 12 LAUSD
California Standards Test, Mathematics Summary
Percentage of Students Scoring Proficient or Advanced

LAUSD		Percent Proficient or Advanced						Change in Percentage Points		
Mathematics CST										
Subgroup		2004	2005	2006	2007	2008	2009	'08-'09	'04-'09	'04-09 Avg. Change
All Students		26	29	31	31	35	37	2	11	2.2
Gender	Females	25	28	30	31	34	37	3	12	2.4
	Males	27	29	31	32	35	37	2	10	2.0
Ethnicity	African American	17	19	20	21	25	27	2	10	2.0
	American Indian	31	34	34	35	37	40	3	9	1.8
	Asian	62	65	67	68	71	72	1	10	2.0
	Filipino	46	49	52	53	57	58	1	12	2.4
	Hispanic	22	25	27	27	31	33	2	11	2.2
	Pacific Islander	30	30	34	36	39	40	1	10	2.0
	White	50	53	55	55	60	62	2	12	2.4
Economically Disadvantaged		24	26	28	29	32	34	2	10	2.0
Non-Economically Disadvantaged		35	40	42	41	44	50	6	15	3.0
Students with Disabilities		7	8	8	9	11	12	1	5	1.0
Students with no Reported Disability		28	31	33	34	38	40	2	12	2.4
English Only		30	32	35	36	40	42	2	12	2.4
IFEP		44	48	51	52	56	57	1	13	2.6
RFEP		25	28	32	32	36	39	3	14	2.8
English Learner		21	22	22	21	22	23	1	2	0.4

Comparisons to California and Other School Districts

Tables 13 and 14 display the percentage of grades 2-11 students scoring proficient or advanced for California, LAUSD, and other urban school districts. These tables ranked in order with the school districts with the highest percentage of students scoring proficient or advanced in 2009. California is listed on the last row of each table.

- The increase in the percentage of students scoring proficient or advanced from 2008 to 2009 in English language arts was comparable to most urban districts in California. Pomona and San Francisco posted lower percentage point gains in English language arts from the previous year. The average change in percentage points was comparable to other urban districts at 2.8.
- In mathematics, LAUSD increased 2 percentage points from the previous year, which was lower compared to other urban districts. The average change in percentage points was also lower than other urban districts at 2.2 compared to 3 or above for most districts.

Table 13
 California Standards Test, English-Language Arts Summary
 Percent Scoring Proficient or Advanced, Grades 2-11
 Comparison of School Districts to California

English Language Arts	Percent Proficient or Advanced						Change in Percentage		
	2004	2005	2006	2007	2008	2009	'08-'09	'04-'09	'04-09 Avg. Change
San Francisco	40	45	48	49	51	54	3	14	2.8
San Jose	40	44	47	49	51	55	4	15	3.0
San Diego	37	42	44	44	47	52	5	15	3.0
Long Beach*	33	38	40	41	43	48	5	15	3.0
Sacramento	31	36	38	39	43	47	4	10	2.0
Pasadena	28	34	37	39	41	46	5	18	3.6
Pomona	25	30	32	34	38	40	2	15	3.0
LAUSD	24	27	30	31	34	38	4	14	2.8
Oakland	20	25	28	29	32	37	5	17	3.4
Fresno	21	25	28	29	31	36	5	15	3.0
Santa Ana	18	23	24	27	31	36	5	18	3.6
San Bernardino	20	22	24	25	27	32	5	12	2.4
California	35	40	42	43	46	50	4	15	3.0

* Data for Long Beach is incomplete until mid-September.

Table 14
 California Standards Test, Mathematics Summary
 Percent Scoring Proficient or Advanced, Grades 2-11
 Comparison of School Districts to California

Mathematics	Percent Proficient or Advanced						Change in Percentage		
	2004	2005	2006	2007	2008	2009	'08-'09	'04-'09	'04-09 Avg. Change
San Francisco	40	46	48	49	51	63	12	23	4.6
San Jose	34	40	46	47	48	53	5	19	3.8
San Diego	31	37	39	39	42	46	4	15	3.0
Long Beach*	33	38	40	41	44	45	1	12	2.4
Sacramento	31	35	39	39	42	45	3	14	2.8
Pasadena	27	32	36	37	38	43	5	16	3.2
Oakland	22	27	29	30	33	39	6	17	3.4
Santa Ana	22	25	26	29	33	39	6	17	3.4
LAUSD	26	29	31	31	35	37	2	11	2.2
Fresno	19	23	27	29	32	37	5	18	3.6
Pomona	27	31	33	33	34	35	1	8	1.6
San Bernardino	20	22	25	28	26	32	6	12	2.4
California	34	38	40	41	43	46	3	12	2.4

* Data for Long Beach is incomplete until mid-September.

I applaud the hard work of our teachers, school administrators, counselors, students and parents in increasing test results. In spite of the numerous challenges faced in the last school year, students continued to achieve, as evidenced by the gains in test scores.

I am heartened by the progress we are making as a District. Graduation rates are improving, our dropout rate is decreasing. Although we will continue to be faced with economic challenges and uncertainties in the 2009-10 school year and beyond, I believe as we continue to move forward as a team, student achievement will continue to rise. Parents, teachers, students, counselors, administrators, bargaining units, and community organizations will need to continue to work collaboratively and as a team to ensure higher academic achievement for our students.

We intend to release reports by August 28, 2009 that will disaggregate the CST results so that we can examine the performance of specific subgroups, (e.g., African American students, English learners, students with disabilities) to identify best practices. We will also be examining performance in Algebra and at magnet schools to determine areas where we can improve.

As evidenced by the test scores, we are building a strong foundation at the elementary level that needs to be expanded and carried forth to middle and high schools. We will be creating families of schools based on feeder patterns to implement Response to Instruction and Intervention. I expect principals and administrators to review the attached statistics to set targets and goals for their own schools. Local District Superintendents, Directors, counselors and teachers will be held accountable for ensuring proficiency for all students.

c: Local District Superintendents
Executive Staff
Principals

Attachments

- Attachment A presents the number and percentage of schools that increased, stayed the same or decreased by elementary, middle and high school level.
- Attachment B presents the percentage of students scoring proficient or advanced for LAUSD and by local district from 2004 through 2009 in English language arts, Mathematics, Science, and History-Social Science.
- Attachment C-1 and C-2 provides a school-by-school listing of the number and percent tested and the percentage of students scoring proficient or advanced in 2008 and 2009 for CST English language arts (C-1) Mathematics (C-2).
- Attachment D presents statistics for charter schools that tested with LAUSD.
- Attachment E presents statistics for partnership schools.
- Attachment F presents statistics for High Priority schools.

Data reports with disaggregated data by school to help identify best practices in serving African-American students, English learners, students with disabilities and other subgroups will be released August 28, 2009.

If there are any questions, please call me or Paula Moseley, Office of Data and Accountability, at (213) 241-2460.

c: Local District Superintendents
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Judy Elliott
Roberta Fesler
David Holmquist
Jerry Thornton
Jefferson Crain
Sharon Robinson
Matt Hill