



Explaining 2004–05 Summary Results

**California High School
Exit Examination (CAHSEE)**

**Standardized Testing and
Reporting (STAR) Program**

Media Briefing Packet

August 2005

**Revised August 11, 2005
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**Prepared by
California Department of Education**

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Introduction

This *Media Briefing Packet* has been prepared to help media representatives who are responsible for reporting state assessment results. State, county, school district, and school results for the 2004–05 administrations of the *California High School Exit Examination (CAHSEE)* and the Standardized Testing and Reporting (STAR) Program are scheduled to be posted and released to the public on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov> on Monday, August 15, 2005.

The intent of the release of 2004–05 results of the *CAHSEE* and the STAR Program on the same date is to facilitate the reporting process. The results should not be compared due to differences in purposes and content between the two programs. The *CAHSEE* is designed to ensure that all high school graduates have achieved a solid foundation of knowledge and skills in English-language arts and mathematics. The purpose of the *California Standards Tests (CSTs)* in the STAR Program is to help ensure that all students reach high levels of proficiency in key subject areas, based on California’s rigorous academic standards.

Reporting information provided for these two programs includes the following:

■ ***California High School Exit Examination (CAHSEE): Explaining 2004–05 Summary Results — Media Briefing Part One***

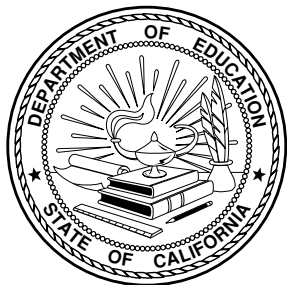
This part of the packet provides a brief description about the *CAHSEE*, information about student performance, sample Internet reports of results, and assistance information for accessing results online and interpreting those results.

■ ***Standardized Testing and Reporting (STAR) Program: Explaining 2005 Summary Results — Media Briefing Part Two***

This part features a brief description of the STAR Program and the tests administered in spring 2005, sample Internet reports and a listing of what the reports include, and assistance information for accessing results online and interpreting those results.

■ **Appendix**

- *A Chronology of State Testing: 1997–2005* briefly outlines historical events that have occurred within the state’s student assessment system from 1997 through the 2004–05 school year.
- The *Glossary of Terms/Acronyms* provides definitions of common terms and acronyms related to the *CAHSEE* and the STAR Program.
- The *Web Site Resources* page provides a list of CDE Web links to additional information related to state testing and accountability.



California High School Exit Examination (CAHSEE)

Explaining 2004–05 Summary Results

Media Briefing Part One

August 2005

Prepared by
California Department of Education

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2004–05 CAHSEE Key Reporting Dates

August 3, 2005	<i>Explaining 2004–05 Summary Results: Information for Counties, School Districts, and Schools</i> posted on the CDE Web site.
August 8, 2005	CAHSEE 2004–05 summary results available to school districts for review on the Internet.
August 10, 2005	<i>Media Briefing Packet</i> posted on the Internet.
August 11, 2005	Media briefing on 2004–05 CAHSEE summary results and 2005 STAR Program results.
August 12, 2005	CAHSEE results accessible to the media through the Internet (with embargo).
August 15, 2005	State Superintendent of Public Instruction holds a news conference and teleconference. News release on 2004–05 CAHSEE summary results and 2005 STAR Program results distributed to the media, school districts, and county offices of education. CAHSEE 2004–05 summary results for schools, school districts, counties, and the state are posted on the Internet.
September 2005	<i>CAHSEE Reporting Individual Students Results for the 2005–06 School Year: Assistance Packet for School Districts and Schools</i> posted on the Internet.

Facts about the *California High School Exit Examination (CAHSEE)*

State law authorized the development of the *California High School Exit Examination (CAHSEE)*, which students in California public schools must pass to earn a high school diploma beginning in the 2005–06 school year.

Purpose of the *CAHSEE*

The purpose of the *CAHSEE* is (1) to improve student achievement in high school; and (2) to help ensure that students who graduate from high school can demonstrate competency in reading, writing, and mathematics.

Notification of the *CAHSEE* Requirement

All students and their parents or guardians must be provided with notice of the *CAHSEE* requirement beginning in grade nine and each year thereafter (*Education Code* Section 60850[f][2]). At a minimum, the notification must include the following: the date of the exam; the requirements for passing the exam; the consequences of not passing the exam; and a statement that passing the examination is a condition of graduation (*Education Code* Section 48980[e]). Students who transfer from another school district must be notified at the time of enrollment.

Test Content

The *CAHSEE* is divided into two parts: English-language arts and mathematics. Test questions address California content standards that a High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, determined students should know and be able to do to graduate from high school.

English-Language Arts

One part of the *CAHSEE* addresses state English-language arts standards. This part of the exam, which consists of multiple-choice questions and a writing task, has a reading and a writing section. The reading section covers vocabulary, decoding, informational reading, and literary reading. This section includes 50 percent literary texts and 50 percent informational texts.

The writing section addresses writing strategies, applications, and conventions. In addition to the multiple-choice questions, students are asked to complete one writing task on a specific topic or in response to a literary or informational passage.

Mathematics

The second part of the *CAHSEE* addresses state mathematics content standards. The math part of the exam consists of all multiple-choice questions. It includes statistics, data analysis and probability, number sense, measurement and geometry, algebra and functions, mathematical reasoning, and Algebra I. Students must demonstrate computational skills and a foundation in arithmetic, including working with decimals, fractions, and percentages.

The *CAHSEE* blueprints, which list the state content standards that are assessed on each part of the exam, are posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>.

Test Variations

A test variation is a change in the manner in which a test is presented or administered, or in how an examinee is allowed to respond. Test variations include, but are not limited to, accommodations and modifications. An accommodation is a change in the testing environment or process that does not alter what is intended to be tested by the

CAHSEE, whereas a modification is a change that alters what is intended to be tested.

Students with disabilities must meet the *CAHSEE* requirement to receive a California high school diploma beginning with the 2005–06 school year. Students must be allowed to take the *CAHSEE* with any accommodations and modifications that are specified in their individualized education program (IEP) or Section 504 Plan for use on the *CAHSEE*, standardized testing, or for use during classroom instruction and assessment. Students who use an accommodation and earn a score of 350 or higher have passed that part of the *CAHSEE*. Students who use a modification on one or both parts of the *CAHSEE* and have earned the equivalent of a passing score may be eligible for a diploma if a waiver of the requirement to pass is granted by the local governing board. Parents or guardians must ask the school principal to submit a waiver on behalf of their student. More information on accommodations and modifications can be found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/accomod.asp>.

Test variations must also be provided to English learners who regularly use them in the classroom. Examples include being tested in a separate room with other English learners, additional supervised breaks, extra time within the testing day, English-to-primary language or primary language-to-English translation glossaries, or allowing students to hear a translated version of the test directions and to ask clarifying questions in their primary language.

Testing Opportunities

All students are required to take the *CAHSEE* for the first time in grade ten. Students who do not pass one or both parts of the *CAHSEE* in grade ten will be given up to five additional opportunities to retake the part(s) of the test not yet passed. Students may only retake the part(s) of the exam not passed. The *CAHSEE* testing schedule through the 2007–08 school year is

posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>. School districts select their schools' testing dates from this schedule.

Reporting and Using Results

Within ten weeks of the administration, school districts are sent two copies of the Student and Parent Report for each student who took the exam. One copy is to be provided to parents or guardians of the student and the other may be placed in the student's permanent record. Summary results for each school, school district, county, and the state are posted annually on the Internet.

The passing score for the mathematics part of the exam is approximately 55 percent of the test questions correct, or a scale score of 350. The passing score for the English-language arts part of the exam is approximately 60 percent, or a scale score of 350.

Supplemental Instruction

School districts must provide supplemental instruction aligned with the state content standards to assist students in grades seven through twelve who do not demonstrate sufficient progress toward passing the *CAHSEE* (*Education Code* sections 37252 and 60851[f]).

State and Federal Accountability Requirements

The *CAHSEE* results are used as one indicator in calculating the Academic Performance Index (API) for each high school and school district for the state accountability program. The *CAHSEE* results are also used to calculate Adequate Yearly Progress (AYP), part of the federal No Child Left Behind (NCLB) requirement.

More Information

Additional information about the *CAHSEE* is available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs> or by contacting a high school principal or counselor.

Overview of Internet Reports

The 2004–05 *CAHSEE* summary results will be accessible through the CDE Web site at <http://cahsee.cde.ca.gov>. This Web site has a link to the CDE DataQuest Web site, where the reports are generated. Instructions to assist you in accessing this Web site are included in this section.

The DataQuest Web site will display:

- Summary results for the September and November 2004 and the February, March, and May 2005 administrations.
- Summary results at the school, school district, county, and state levels.
- Combined results of the September and November 2004 and the February, March, and May 2005 administrations.
- Summary results for students by grade, gender, ethnicity, language fluency, socioeconomic status, and special education program participation.
- Summary results for English-language arts, including number of students tested, number passed, percent passed, average (mean) scale score, average percent correct for reading (word analysis, reading comprehension, literary response and analysis) and writing (writing strategies, writing conventions), and the average of two independent scores for the writing application (i.e. essay).
- Summary results for mathematics, including number of students tested, number passed, percent passed, number not passed, mean scale score, and average percent correct for mathematics strands (probability and statistics, number sense, algebra and functions, measurement and geometry, and Algebra I).
- Summary roster reports at the school district, county, and state levels. For example, a school district roster report for any given administration would display the overall results for each school in the school district that participated in that administration.

When the 2004–05 *CAHSEE* summary results are released, research files also will be available in tab-delimited format to allow for more complex analyses and customized reporting of the data. These research files will be available on the CDE Web site at <http://cahsee.cde.ca.gov>. The research file layout is located on page 14 of Part One.

Accessing Internet Reports

This section provides directions to access district-level results on the CDE Web site. Reports for schools, counties, and the state can be accessed using a similar approach.

The screenshot shows the California Department of Education website. At the top left is the state seal and the text "California Department of EDUCATION". To the right is a navigation menu with categories: Curriculum & Instruction, Testing & Accountability, Professional Development, Finance & Grants, Data & Statistics, Learning Support, and Specialized Programs. Below the menu, the breadcrumb "CAHSEE Results » Reports" is visible. The main heading is "California High School Exit Exam (CAHSEE) Internet Reports". Underneath, there are four bullet points with links: School Reports, District Reports, County Reports, and State Reports. At the bottom, contact information for the CAHSEE Office is provided, along with the date "Last Modified: August 15, 2005".

To access the CAHSEE district-level results:

1. Go to *http://cahsee.cde.ca.gov/reports.asp*
2. Click on "District Reports."

The screenshot shows the "DataQuest" interface on the California Department of Education website. It features a navigation bar with links to various sites like CDE Home, API Home, AYP Home, CAHSEE Home, CELDT Home, Demographic Data Files, Physical Fitness Test Site, SARC Home, Special Education Home, and STAR Home. The main heading is "DataQuest" and the sub-heading is "California High School Exit Exam (CAHSEE) CAHSEE Research Files". The instruction "Select Year of Data and Enter District Name" is followed by two steps: 1) Determine time frame: A radio button is selected for "Single year -- select year:" with a dropdown menu showing "2004 - 05". 2) Type a portion of the name then press the "Submit" button. Below this is an empty text input field and a "Submit" button.

3. From the drop down menu, select a school year.
4. Type a portion of the district name.
5. Click the "Submit" button.

California Department of EDUCATION **DataQuest**

CDE Home | API Home | AYP Home | CAHSEE Home | CELDT Home | Demographic Data Files
 Physical Fitness Test Site | SARC Home | Special Education Home | STAR Home

California High School Exit Exam (CAHSEE) [CAHSEE Research Files](#)
 Year of data selected: 2004-05

Select District:
 3467439 -- Sacramento City Unified

Select Report

- High School Exit Exam Results by Program
- High School Exit Exam Results (with school info.)
- High School Exit Exam Results by Gender, Ethnicity
- High School Exit Exam Results (with school data) by Gender, Ethnicity
- District Roster (with school data)
- CAHSEE District Report

Specify administration: Combined

Select Test: (District Roster or CAHSEE District Report)

- English-Language Arts (ELA)
- Mathematics

Specify grade level: AG (All Grades)

Submit

6. From the drop down menu under “Select District,” select a school district.
7. Under “Select Report,” select one option.
8. From the drop down menu beside “Specify administration,” select one of the administrations. The “Combined” option will combine results from all administrations during the selected school year.*
9. Under “Select Test,” select one option.
10. Use the drop down menu next to “specify grade level” to choose a grade.
11. Click the “Submit” button.

* Combined results for grade eleven, adult students, or all grades will include results for grade eleven and adult education students, who may have tested up to two times during the school year.

CAHSEE Summary Reports

The CAHSEE summary reports are available through the CDE Web site at <http://cahsee.cde.ca.gov> and provide school, school district, county, and state results for either a single test administration or for combined administrations within a school year. Various report options are available through DataQuest, but two primary reports are the Demographic Summary Reports and Roster Reports. The Demographic Summary Reports display results for various demographic categories including grade, gender, ethnicity, language fluency, economic status, and special education program participation. The Roster Reports display overall results for (1) all schools within a school district, (2) all school districts within a county, and (3) all counties within the state. This section contains samples of the following school district reports:

Sample Reports:

- English-Language Arts Demographic Summary for All Students Tested
- Mathematics Demographic Summary for Grade Ten Students
- Mathematics Demographic Summary for All Students Tested
- Mathematics Roster for All Students Tested

Similar reports are available at the school, county, and state levels.

What's New on the 2004–05 Internet Reports

The CAHSEE reports for the 2004–05 school year can be produced to show results for “all students tested” or for a specific grade such as “grade 10” students only. In addition to these new reporting options, the following two reporting categories have been added on these reports:

Number Tested with Modifications – This is the number of students tested with a modification specified in their IEP or Section 504 Plan. This number is not included in the number tested column. No scores are reported because these students are subject to the local waiver process to satisfy the CAHSEE requirements.

Number of Grade 10 Answer Documents Processed – The number of grade 10 answer documents processed includes students who were tested, were absent, previously passed, or did not attempt the examination.

Demographic Summary Report Column Heading Definitions

The following are the definitions for each column heading used on Demographic Summary Reports and Roster Reports.

Number Tested – This represents the number of valid answer documents scored overall and by demographic category. Number tested does not include invalid answer documents that represent students who were tested and did not answer enough test questions to be scored, took the test with a modification, or cheated. The sum of the number tested by demographic category is equal to the number for “All Students Tested.”

Number Passed – This represents the number of students who received a passing score (i.e., a scale score of 350 or greater). The number passed by demographic category is a subset of the Number Tested.

Percent Passed – This represents the percentage of students who received a passing score (i.e., a scale score of 350 or greater). The percent passed is calculated by dividing the number of students who passed by the number of students for whom there were valid answer documents and multiplying by 100.

Number Not Passed – This represents the number of students who did not receive a passing score (i.e., a scale score of less than 350). The number not passed by demographic category is a subset of the Number Tested. The number passed plus the number not passed equals the number tested.

Percent Not Passed – This represents the percentage of students who did not pass. The percent not passed is calculated by dividing the number of students who did not pass by the number of students for whom there were valid answer documents and multiplying by 100.

Mean Scale Score – This is the average scale score of all students who took the English-language arts examination on the test date. The mean scale score is calculated by summing the actual scale scores for each student tested and dividing the sum by the number of students for whom there were valid answer documents.

English-Language Arts

The English-language arts reports provide the following results:

Reading – The reading section includes the percent correct in each reading strand (Word Analysis, Reading Comprehension, Literary Response and Analysis) tested in English-language arts.

Writing – The writing section includes the percent correct in each writing strand (Writing Strategies, Writing Conventions) tested in English-language arts.

Writing Application – The writing application includes the total number of points awarded to the student essay. The student essay receives two scores that range from 1.0 (lowest) to 4.0 (highest) or non-scorable (NS). The average of these two scores is listed. The writing application score counts for 20 percent of the total English-language arts score.

Mathematics

The mathematics reports provide the following results:

Strands for Mathematics – The average percent correct for each mathematics strand (Probability & Statistics, Number Sense, Algebra & Functions, Measurement & Geometry, and Algebra I) is listed in the last five columns, overall and by demographic category.

Note: Dashes (--) indicate that for groups of ten or fewer students, data were suppressed to maintain the anonymity of the students tested.

Sample School District Report: English-Language Arts Demographic Summary for All Students Tested

California High School Exit Examination
Demographic Summary
English-Language Arts (March 2005) for (All Grades)
File Date: 8/4/2005

- To Research Files
- District Roster Report
- CAHSEE web site
- DataQuest Home Page

County: 00 – EXAMPLE COUNTY
District: 00000 – EXAMPLE SCHOOL DISTRICT

Number of grade 10 answer documents processed: 925

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scale Score	Reading			Writing		Writing Application* Average Score
							Avg. Percent Correct			Avg. Percent Correct		
							Word Analysis	Reading Comp.	Lit. Resp. Analysis	Writing Strat.	Writing Conv.	
All Students Tested	1,150	805	70%	345	30%	379	83%	76%	80%	65%	74%	2.3
Grade												
Tenth	910	637	70%	273	30%	379	83%	76%	80%	65%	74%	2.3
Eleventh	205	143	70%	62	30%	379	83%	76%	80%	65%	74%	2.3
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Adult Students	30	21	70%	9	30%	379	83%	76%	80%	65%	74%	2.3
Unknown	5	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Gender												
Male	620	434	70%	186	30%	379	83%	76%	80%	65%	74%	2.3
Female	525	367	70%	158	30%	379	83%	76%	80%	65%	74%	2.3
Unknown	5	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Race/Ethnicity												
American Indian or Alaska Native	10	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Asian	70	49	70%	21	30%	379	83%	76%	80%	65%	74%	2.3
Pacific Islander	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Filipino	20	14	70%	6	30%	379	83%	76%	80%	65%	74%	2.3
Hispanic or Latino	625	437	70%	188	30%	379	83%	76%	80%	65%	74%	2.3
African American or black (not of Hispanic origin)	115	80	70%	35	30%	379	83%	76%	80%	65%	74%	2.3
White (not of Hispanic origin)	310	217	70%	93	30%	379	83%	76%	80%	65%	74%	2.3
Declined to State	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Language Fluency												
English Only Students	715	500	70%	215	30%	379	83%	76%	80%	65%	74%	2.3
Initially Fluent English Proficient (IFEP)	200	140	70%	60	30%	379	83%	76%	80%	65%	74%	2.3
Redesignated Fluent English Proficient (RFEP)	150	105	70%	45	30%	379	83%	76%	80%	65%	74%	2.3
English Learner Students	150	105	70%	45	30%	379	83%	76%	80%	65%	74%	2.3
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Economic Status												
Non-Economically Disadvantaged Students	930	651	70%	279	30%	379	83%	76%	80%	65%	74%	2.3
Economically Disadvantaged Students	165	116	70%	49	30%	379	83%	76%	80%	65%	74%	2.3
Unknown	55	38	70%	17	30%	379	83%	76%	80%	65%	74%	2.3
Special Education Program Participation												
Students Receiving Services	80	56	70%	24	30%	379	83%	76%	80%	65%	74%	2.3
Students Tested with Modifications	25											

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Application score counts as 20% of the total English-Language Arts score

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tq/hs>.

Sample School District Report: Mathematics

Demographic Summary for Grade Ten Students

California High School Exit Examination
 Demographic Summary
 Mathematics (March 2005) for (Grade 10)
 File Date: 8/4/2005

- [To Research Files](#)
- [District Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY
 District: 00000 – EXAMPLE SCHOOL DISTRICT

Number of grade 10 answer documents processed: 1,040

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scale Score	Strands for Mathematics (Average Percent Correct)					
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I	
All Students Tested	1,025	717	70%	308	30%	379	71%	73%	68%	65%	59%	
Gender												
Male	575	402	70%	173	30%	379	71%	73%	68%	65%	59%	
Female	445	311	70%	134	30%	379	71%	73%	68%	65%	59%	
Unknown	5	--	--%	--	--%	--	--%	--%	--%	--%	--%	
Ethnicity												
American Indian or Alaska Native	10	--	--%	--	--%	--	--%	--%	--%	--%	--%	
Asian	40	28	70%	12	30%	379	71%	73%	68%	65%	59%	
Pacific Islander	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	
Filipino	20	14	70%	6	30%	379	71%	73%	68%	65%	59%	
Hispanic or Latino	540	378	70%	162	30%	379	71%	73%	68%	65%	59%	
African American or black (not of Hispanic origin)	100	70	70%	30	30%	379	71%	73%	68%	65%	59%	
White (not of Hispanic origin)	315	220	70%	95	30%	379	71%	73%	68%	65%	59%	
Declined to State	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	
Language Fluency												
English Only Students	760	532	70%	228	30%	379	71%	73%	68%	65%	59%	
Initially Fluent English Proficient (IFEP)	105	74	70%	32	30%	379	71%	73%	68%	65%	59%	
Redesignated Fluent English Proficient (RFEP)	120	84	70%	36	30%	379	71%	73%	68%	65%	59%	
English Learner Students	40	28	70%	12	30%	379	71%	73%	68%	65%	59%	
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	
Economic Status												
Non-Economically Disadvantaged Students	715	549	70%	236	30%	379	71%	73%	68%	65%	59%	
Economically Disadvantaged Students	33	129	70%	56	30%	379	71%	73%	68%	65%	59%	
Unknown	55	38	70%	17	30%	379	71%	73%	68%	65%	59%	
Special Education Program Participation												
Students Receiving Services	80	56	70%	24	30%	379	71%	73%	68%	65%	59%	
Students Tested with Modifications	11											

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs>.

Sample School District Report: Mathematics Demographic Summary for All Students Tested

California High School Exit Examination
Demographic Summary
Mathematics (March 2005) for (All Grades)
File Date: 8/4/2005

- [To Research Files](#)
- [District Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY
District: 00000 – EXAMPLE SCHOOL DISTRICT

Number of grade 10 answer documents processed: 1,040

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scale Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested	1,355	948	70%	407	30%	379	71%	73%	68%	65%	59%
Grade											
Tenth	1,025	717	70%	308	30%	379	71%	73%	68%	65%	59%
Eleventh	290	203	70%	87	30%	379	71%	73%	68%	65%	59%
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Adult Students	40	28	70%	12	30%	379	71%	73%	68%	65%	59%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Gender											
Male	700	490	70%	210	30%	379	71%	73%	68%	65%	59%
Female	645	451	70%	194	30%	379	71%	73%	68%	65%	59%
Unknown	10	--	--%	--	--%	--	--%	--%	--%	--%	--%
Ethnicity											
American Indian or Alaska Native	20	14	70%	6	30%	379	71%	73%	68%	65%	59%
Asian	70	49	70%	21	30%	379	71%	73%	68%	65%	59%
Pacific Islander	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Filipino	30	21	70%	9	30%	379	71%	73%	68%	65%	59%
Hispanic or Latino	70	5	7%	65	93%	379	71%	73%	68%	65%	59%
African American or black (not of Hispanic origin)	175	121	69%	54	31%	379	71%	73%	68%	65%	59%
White (not of Hispanic origin)	440	308	70%	132	30%	379	71%	73%	68%	65%	59%
Declined to State	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Language Fluency											
English Only Students	675	470	70%	205	30%	379	71%	73%	68%	65%	59%
Initially Fluent English Proficient (IFEP)	195	136	70%	59	30%	379	71%	73%	68%	65%	59%
Redesignated Fluent English Proficient (RFEP)	145	101	70%	44	30%	379	71%	73%	68%	65%	59%
English Learner Students	100	70	70%	30	30%	379	71%	73%	68%	65%	59%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Economic Status											
Non-Economically Disadvantaged Students	1,035	724	70%	311	30%	379	71%	73%	68%	65%	59%
Economically Disadvantaged Students	250	175	70%	75	30%	379	71%	73%	68%	65%	59%
Unknown	70	49	70%	21	30%	379	71%	73%	68%	65%	59%
Special Education Program Participation											
Students Receiving Services	100	70	70%	30	30%	379	71%	73%	68%	65%	59%
Students Tested with Modifications	15										

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs>.

Sample School District Report: Mathematics Roster for All Students Tested

California High School Exit Examination
School Listing – EXAMPLE SCHOOL DISTRICT
Mathematics (March 2005) for (All Grades)
File Date:8/4/2005

- [To Research Files](#)
- [Back to District Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

Number of Students Tested: 1,355

District Code and Name	Number Tested	Number Passed	Percent Passed	Number of Students	Percent of Students	Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested	1,355	978	72%	40	30%	379	71%	73%	68%	65%	59%
0000001 Example School #1	275	192	70%	33	30%	379	71%	73%	68%	65%	59%
0000002 Example School #2	508	358	70%	162	30%	379	71%	73%	68%	65%	59%
0000003 Example School #3	125	88	70%	38	30%	379	71%	73%	68%	65%	59%
0000004 Example School #4	520	365	70%	125	30%	379	71%	73%	68%	65%	59%

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

2004–05 CAHSEE Summary Results: Tab-Delimited Research File Layout

Field Description	Corresponding Database Field	Acceptable Values
County Code	CountyCode	Alpha
District Code	DistrictCode	Alpha
Charter Number (only populated for independent charters)	CharterNumber	Alpha
School Code	SchoolCode	Alpha
County Name	CountyName	Alpha
District Name	DistrictName	Alpha
School Name	Schoolname	Alpha
Record Type	RecordType	04 = state 05 = county 06 = district 07 = school
Summary Type	SummaryType	01 = All Students Tested 02 = Grade 10 03 = Grade 11 04 = Grade 12 05 = Grade AE 06 = Grade Unknown 07 = Male 08 = Female 09 = Gender Unknown 10 = American Indian or Alaskan Native 11 = Asian 12 = Pacific Islander 13 = Filipino 14 = Hispanic or Latino 15 = African American 16 = White 17 = Declined to state 18 = Race/Ethnicity Unknown 19 = English Only 20 = Initially Fluent English Proficient (IFEP) 21 = Redesignated Fluent English Proficient (R-FEP) 22 = English Learner (EL) 23 = Language Fluency Unknown 24 = Not Economically Disadvantaged 25 = Economically Disadvantaged 26 = Economic Status Unknown 27 = Participating in Special Education Program 28 = Tested with modifications
Administration	Administration	C = Combined Administration S = Single Administration
Math Test Date	MathTestDate	MM/DD/YY or Blank

Field Description	Corresponding Database Field	Acceptable Values
Math Grade 10 Answer Documents Processed	MathGrade10	1–99999999
Math Number Tested	MathNumberTested	0–99999999
Math Number Passed	MathNumberPassed	0–99999999
Math Percentage Passed	MathPercentPassed	0–100
Math Number Not Passed	MathNumberNotPassed	0–99999999
Math Percentage Not Passed	MathPercentageNotPassed	0–100
Math Mean Scale Score	MathMeanScaleScore	275–450
Math <i>Probability & Statistics</i> Percent Correct	MathPSPercentCorrect	0–100
Math <i>Number Sense</i> Percent Correct	MathNSPercentCorrect	0–100
Math <i>Algebra & Functions</i> Percent Correct	MathAFPPercentCorrect	0–100
Math <i>Measurement & Geometry</i> Percent Correct	MathMGPercentCorrect	0–100
Math <i>Algebra 1</i> Percent Correct	MathA1PercentCorrect	0–100
ELA Test date	ELATestDate	MM/DD/YY or Blank
ELA Grade 10 Answer Documents Processed	ELAGrade10	0–99999999
ELA Number Tested	ELANumberTested	0–99999999
ELA Number Passed	ELANumberPassed	0–99999999
ELA Percentage Passed	ELAPercentPassed	0–100
ELA Number Not Passed	ELANumberNotPassed	0–99999999
ELA Percentage Not Passed	ELAPercentageNotPassed	0–100
ELA Mean Scale Score	ELAMeanScaleScore	275–450
ELA Reading - <i>Word Analysis</i> Percent Correct	ELAWAPercentCorrect	0–100
ELA Reading - <i>Reading Comprehension</i> Percent Correct	ELARCPercentCorrect	0–100
ELA Reading - <i>Literary Responses and Analysis</i> Percent Correct	ELALRAPercentCorrect	0–100
ELA Writing - <i>Writing Strategies</i> Percent Correct	ELAWSPercentCorrect	0–100
ELA Writing - <i>Writing Conventions</i> Percent Correct	ELAWCPercentCorrect	0–100
ELA Writing Applications - <i>Essay</i> Scale Score	ELAES1AvgScore	0.0–4.0
System Date	SystemDate	MM/DD/YY
Grade Level	GradeLevel	10, 11, or AE



Standardized Testing and Reporting (STAR) Program

Explaining 2005 Summary Results

Media Briefing Part Two

August 2005

Prepared by
California Department of Education

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2005 STAR Program

Key Reporting Dates

August 2005	<i>The STAR Student Reports: Explaining 2005 Test Results to Parents and Guardians—Assistance for School Districts and Schools</i> posted on the CDE STAR Program Web site.
August 5, 2005	<i>Explaining 2005 Internet Reports to the Public: Information for Counties, School Districts, and Schools</i> posted on the CDE STAR Program Web site.
August 8, 2005	STAR Program and <i>California High School Exit Examination (CAHSEE)</i> result sites open to school districts for review.
August 10, 2005	<i>Media Briefing Packet</i> posted on the Internet.
August 11, 2005	Media briefing on 2005 STAR Program and <i>CAHSEE</i> results held for media.
August 12, 2005	STAR Program and <i>CAHSEE</i> result sites open for the media (with embargo).
August 15, 2005	State Superintendent of Public Instruction holds news conference and teleconference held for the media. News release on 2005 STAR Program and <i>CAHSEE</i> results distributed to the media, school districts, and county offices of education. Preliminary STAR Program results for schools, school districts, counties, and the state posted on the Internet (will include only schools and school districts that completed testing and submitted tests for scoring by July 1).
September 2005	Complete preliminary STAR Program results posted on the Internet, including schools and school districts that completed testing by July 30.
December 2005	Final STAR Program results posted on the Internet, including demographic data corrections that school districts made after the August and September 2005 Internet postings.

2005 STAR Program Tests Taken by Students

Test	Grade									
	2	3	4	5	6	7	8	9	10	11
California Standards Tests (CSTs)										
English-Language Arts	√	√	√	√	√	√	√	√	√	√
Mathematics	√	√	√	√	√	√	√*	√*	√*	√*
History-Social Science							√		√	√
Science				√				√*	√*	√*
California Alternate Performance Assessment (CAPA)**										
English-Language Arts	√	√	√	√	√	√	√	√	√	√
Mathematics	√	√	√	√	√	√	√	√	√	√
California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)										
Reading/Language		√				√				
Spelling		√				√				
Mathematics		√				√				
Spanish Assessment of Basic Education, Second Edition (SABE/2)***										
Reading/Language	√	√	√	√	√	√	√	√	√	√
Spelling	√	√	√	√	√	√	√			
Mathematics	√	√	√	√	√	√	√	√	√	√
Word Analysis	√	√								

√ Tests required for all students taking the tests at this grade level.

* Tests based on course completion.

** The CAPA is taken by students with significant cognitive disabilities who are not able to take the CSTs (and the CAT/6 Survey for grades three and seven) even with accommodations or modifications.

*** The SABE/2 must be taken by Spanish-speaking English learners who are enrolled in a California public school and who have attended a California public or nonpublic school less than 12 months. The SABE/2 is taken in addition to the CSTs and CAT/6 Survey (for grades three and seven).

Facts About the 2005 California Standards Tests (CSTs)

The *California Standards Tests*, or *CSTs*, are given to students in grades two through eleven as part of the Standardized Testing and Reporting (STAR) Program. The *CSTs* were developed specifically for California public schools. The purpose of the *CSTs* is to determine how well students are achieving state-adopted content standards in English-language arts, mathematics, history-social science, and science.

Changes to the *CSTs* in 2005

There were no changes to the *CSTs* in 2005, but new science tests required by the federal No Child Left Behind (NCLB) Act of 2001 were field-tested in grades eight and ten. The field-test results will not be reported on any 2005 student or Internet summary reports. These two new tests will be operational in the spring of 2006.

Student Participation

All students who participate in the STAR Program take the *CSTs* (and, for grades three and seven, the *California Achievement Tests, Sixth Edition Survey [CAT/6 Survey]*) except for those with significant cognitive disabilities. Students with significant cognitive disabilities take the *California Alternate Performance Assessment (CAPA)*, an assessment aligned to a subset of the California content standards in English-language arts and mathematics.

Most students with disabilities and English learners take the *CSTs* under standard conditions. Others may receive special assistance when taking the *CSTs*. This assistance takes the

form of test variations, accommodations, or modifications. A complete list of the allowable accommodations and modifications for students with disabilities and test variations for English learners is outlined in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

Test Content

All of the *CSTs* are aligned to state content standards. The *CSTs* are given at specific grade levels and subject areas or for specific courses. Students take two, three, or four *CSTs* depending on their grade level or course enrollment. Subject areas tested by the *CSTs* at each grade level in 2005 were as follows:

- Grades two, three, four, six, and seven
 - English-language arts*
 - Mathematics
- Grade five
 - English-language arts
 - Mathematics
 - Science
- Grade eight
 - English-language arts
 - Mathematics (end-of-course tests)
 - History-social science
- Grade nine
 - English-language arts
 - Mathematics (end-of-course tests)
 - Science (end-of-course tests)

*Students in grades four and seven also completed a writing task as part of the *CST* in English-Language Arts.

- Grades ten and eleven
 - English-language arts
 - Mathematics (end-of-course tests)
 - History-social science
 - Science (end-of-course tests)

Many *CSTs* cover content standards for one grade-level subject area or one course. Two *CSTs* that cover content standards for more than one grade level are as follows:

- The *Grade Five Science CST* covers science content standards for grades four and five.
- The *Grade Eight History-Social Science CST* covers history-social science content standards for grades six, seven, and eight.

There are eight end-of-course *CSTs* in mathematics. Students in grades eight through eleven take an end-of-course *CST* in mathematics according to the following guidelines:

- The *General Mathematics CST* is for students in grades eight and nine who are not enrolled in or completing a standards-based mathematics course designated for these grades. For example, grade eight students who are completing the first year of a two-year Algebra I sequence take the *General Mathematics CST*. The *General Mathematics CST* is based on content standards for grades six and seven.
- The *CSTs in Algebra I, Geometry, or Algebra II* are for students in grades eight through eleven who are completing the respective mathematics course. These *CSTs* are based on the content standards for Algebra I, Geometry, or Algebra II, respectively.
- The *CSTs in Integrated Mathematics 1, Integrated Mathematics 2, or Integrated Mathematics 3* are for students in grades eight through eleven who are completing the respective integrated mathematics course. These *CSTs* are based on selected

combinations of content standards from Algebra I, Geometry, and Algebra II.

- The *Summative High School Mathematics CST* is for the following two categories of students:
 - Students in grades nine and ten who completed Algebra II or Integrated Mathematics 3 during a previous school year. These students will take the *Summative High School Mathematics CST* each year through grade eleven.
 - Students in grade eleven who completed Algebra II or Integrated Mathematics 3 any time prior to the beginning of STAR Program testing. This includes students in grade eleven who are taking higher mathematics courses or no mathematics courses.

There are a total of eight end-of-course *CSTs* in science. There are four end-of-course *CSTs* in science that are based on the content standards for earth science, biology, chemistry, and physics respectively. In addition, there are four end-of-course *CSTs* for integrated/coordinated science that are based on selected combinations of the content standards for earth science, biology, chemistry, and physics. Only students completing a standards-based science course take a *CST* in science.

The *CST* blueprints, or documents that show the specific standards tested on each *CST*, are available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>.

Released *CST* questions from previous administrations have been posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. These released questions are to be used in conjunction with the *Guidelines on Academic Preparation for State Assessments*. These guidelines are posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sa>.

Question Format

Questions for all of the *CSTs*, except for the writing tasks in grades four and seven, are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from four possible choices. Students mark their answer choices in the test booklet for grades two and three and on an answer document for grades four through eleven. All multiple-choice questions are machine scored.

For the *CST in English-Language Arts*, students in grades four and seven respond to multiple-choice questions and write an essay in response to a writing task or prompt. The score on the writing task is combined with the results of the multiple-choice questions to produce the total English-language arts score and performance level.

Writing Tasks

The writing tasks in grades four and seven address the writing applications strand from the state content standards in English-language arts.

In grade four, students are required to produce one of three types of writing: narratives (stories), summaries, or responses to literature. In grade seven, students are required to produce one of four types of writing: fictional narratives, persuasive essays or letters, summaries, or responses to literature. In the spring 2005, students in grade four were required to write a narrative (story). Students in grade seven were required to write a fictional narrative.

The student responses to the writing tasks were scored using a four-point holistic rubric or scoring guide, with four being the highest score. The criteria in the rubric were derived from the content standards for the English-language arts strands of writing applications, writing strategies, and written conventions.

Additional information about the writing tasks is available in teacher guides for grades four and seven at <http://www.cde.ca.gov/ta/tg/sr/resources.asp> on the Internet. These guides include sample writing tasks with student work and teacher commentaries about the work as well as the rubrics used to score student writing.

Reporting CST Results

Individual student and summary results on the *CSTs* are reported according to the performance levels approved by the State Board of Education (SBE). These levels establish the cut points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular performance level. The five performance levels designated for reporting *CST* results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient level.

CST results also are reported as scale scores between 150 and 600. The SBE set 350 as the minimum scale score for the proficient level on the *CSTs*. The scale score ranges corresponding to each performance level for all subject areas and grade levels on the *CSTs* do not change from year to year (see pages 6 through 8 of Part Two).

Internet summary *CST* results are reported for schools, school districts, counties, and the state on the CDE Web site at <http://star.cde.ca.gov/>. *CST* scores are used, with results of other state tests, to meet state and federal accountability requirements.

More Information

Additional information about the STAR Program and the *CSTs* is available from the STAR Program Web site at <http://www.cde.ca.gov/ta/tg/sr/> or by contacting the STAR Office at STAR@cde.ca.gov or (916) 445-8765.

2005 STAR Program

Scale Score Ranges for CST Performance Levels**(by subject area and grade)****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	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

* The *General Mathematics CST* is for students in grades eight and nine who are not enrolled in or completing a standards-based mathematics course designated for these grades. For example, grade eight students who are completing the first year of a two-year Algebra I sequence take the *General Mathematics CST*. The *General Mathematics CST* is based on content standards for grades six and seven.

History-Social Science

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
8 Grade 6–8 Standards	150–270	271–299	300–349	350–395	396–600
10 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

Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
5 Grade 4–5 Standards	150–267	268–299	300–349	350–409	410–600
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

Facts About the 2005 *California Alternate Performance Assessment (CAPA)*

The *California Alternate Performance Assessment*, or *CAPA*, is a performance assessment for students with significant cognitive disabilities who are unable to take the *California Standards Tests (CSTs)* and the *California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)* even with accommodations or modifications. (The *CAT/6 Survey* is given only in grades three and seven.) The *CAPA* was added to the STAR Program in 2003 to ensure that all California students could participate in statewide assessments.

Student Participation

Special education students with significant cognitive disabilities enrolled in grades two through eleven and special education students between the ages of seven and sixteen in ungraded programs took the *CAPA* in 2005.

CAPA Eligibility

Each student's individualized education program (IEP) team determines if a student takes the *CAPA* and what level of the *CAPA* he or she takes. The *CAPA* has five levels. Most students eligible for the *CAPA* take the level corresponding to their grade placement.

The five *CAPA* levels are as follows:

- Level I — grades two through eleven for students with complex, profound disabilities
- Level II — grades two and three

- Level III — grades four and five
- Level IV — grades six through eight
- Level V — grades nine through eleven

Test Content

For the 2005 administration, students were assessed in English-language arts and mathematics. Students taking the *CAPA* in grades five, eight, and ten also participated in a field test of science performance tasks. The *CAPA* is aligned to a subset of the California content standards that is appropriate for students taking the *CAPA*. The subset of standards identified for the *CAPA* is posted on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/sp/se/sr/cntntstnd.asp>.

Question Format

The *CAPA* is administered individually. The examiner asks the student to perform a task, then observes the performance and records the response according to a specific scoring guide. A certificated or licensed school staff member who has been trained in *CAPA* testing procedures administers the *CAPA*.

Reporting CAPA Results

CAPA reports for the 2005 administration will show how well students performed according to a subset of the California content standards in English-language arts and mathematics. *CAPA* results are reported by performance level for each content area tested. The State Board of

Education established five performance levels for reporting *CAPA* results: advanced, proficient, basic, below basic, and far below basic.

CAPA results also are reported as scale scores between 15 and 60. Scale scores of 35 or higher on the *CAPA* scale are at or above proficient. The scale score ranges corresponding to each performance level for all subject areas and levels on the *CAPA* do not change from year to year (see page 11 of Part Two).

Internet Report Differences

The format of the *CAPA* Internet reports for the state is different from the format for the county, school district, and school reports. The state report includes the percentage of students by grade level and subject area that received scores within each of the five performance levels. The results are reported by grade level for each of the five *CAPA* levels (e.g., grade two

CAPA Level I, grade three *CAPA* Level I, grade two *CAPA* Level II, grade three *CAPA* Level II). The county, school district, and school reports include only the percentage of students that scored at or above proficient for each of the five *CAPA* levels.

Internet summary *CAPA* results are reported for schools, school districts, counties, and the state on the CDE Web site at <http://star.cde.ca.gov/>. *CAPA* scores are used, with results of other state tests, to meet state and federal school accountability requirements.

More Information

Additional information about the STAR Program and the *CAPA* is available from the STAR Program Web site at <http://www.cde.ca.gov/ta/tg/sr/> or by contacting the STAR Office at STAR@cde.ca.gov or (916) 445-8765.

2005 STAR Program
**Scale Score Ranges for
 CAPA Performance Levels**
 (by subject area and CAPA level)

English-Language Arts

CAPA Level	Performance Level				
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15-25	26-29	30-34	35-45	46-60
II	15-23	24-29	30-34	35-40	41-60
III	15-22	23-29	30-34	35-40	41-60
IV	15-24	25-29	30-34	35-40	41-60
V	15-24	25-29	30-34	35-41	42-60

Mathematics

CAPA Level	Performance Level				
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15-20	21-29	30-34	35-42	43-60
II	15-25	26-29	30-34	35-40	41-60
III	15-24	25-29	30-34	35-42	43-60
IV	15-25	26-29	30-34	35-40	41-60
V	15-26	27-29	30-34	35-40	41-60

Overview of Internet Reports

The 2005 STAR Program Internet summary reports will be accessible through the California Department of Education (CDE) Web site at <http://star.cde.ca.gov/>. This site allows users to access results for the four components of the STAR Program:

- *California Standards Tests (CSTs)*
- *California Alternate Performance Assessment (CAPA)*
- *California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)*
- *Spanish Assessment of Basic Education, Second Edition (SABE/2)*

The results Web site also provides a link to previous years' STAR Program results (going back to 1998) and other related resources.

In order to view the 2005 STAR Program Internet summary reports, the minimum Web browser requirements are Microsoft Internet Explorer versions 5.5 or above, Netscape Navigator versions 6.x or above, or another browser compatible with these standards.

When the 2005 STAR Program Internet summary results are released, research files that contain the same information provided on the Internet reports will be available in comma-delimited and fixed-width formats. These formats are provided to allow for more complex analyses and customized reporting of the summary data. These files will be available on the CDE Web site at <http://star.cde.ca.gov/star2005/>. Instructions for downloading the research files, a description of the software requirements, and file layouts are available on pages 26 through 34 of Part Two.

Levels and Groups Reported

The Internet summary reports can be viewed for each of the STAR Program tests by the state, county, school district, or school level. In addition, the Internet summary reports for all tests except *SABE/2* can be accessed for "All Students" and the following groups, incorporating over 40 demographic subgroups:

- (Students with) Disabilities
- Economic Status
- English-Language Fluency

- Ethnicity
- Gender
- Special Program Participation (e.g., Title 1, Gifted and Talented, English Learner in ELD)
- Parent Education

The groups and subgroups for the *SABE/2* results are found on <http://www2.ctb.com/SABE2STAR/>.

Grade Levels and Subject Areas/Courses Reported

The Internet reports display summary results organized by grade level and subject area and/or course. Specifically the Internet reports will:

- Include *CST* grade-level results for:
 - English-language arts (grades two through eleven)
 - Mathematics (grades two through seven)
 - History-social science (grade eight)
 - Science (grade five)
- For grades eight through eleven, include *CST* results in mathematics for:
 - General Mathematics (grades eight and nine)
 - Algebra I
 - Geometry
 - Algebra II
 - Summative High School Mathematics
 - Integrated Mathematics 1, 2, and 3
- For grades ten and eleven, include *CST* results in history-social science for:
 - World History (grade ten)
 - U.S. History (grade eleven)
- For grades nine through eleven, include *CST* results in science for:
 - Biology
 - Earth Science
 - Chemistry
 - Physics
 - Integrated/Coordinated Science 1, 2, 3, and 4
- Include *CAT/6 Survey* results for:
 - Reading, language, spelling, and mathematics (grades three and seven only)

- Include *CAPA* results for:
 - English-language arts
 - Mathematics
- Include *SABE/2* results for:
 - Reading, language, and mathematics (grades two through eleven)
 - Spelling (grades two through eight)

Types of Scores Reported

The STAR Program Internet reports will display results for each test by the following types of scores:

- ***CSTs***
 - Number of students tested for each test and grade
 - Percentage of enrolled students who were tested
 - Mean scale score
 - Percentage of students scoring at each performance level
- ***CAPA***
 - Number of students tested for each test level and grade (state report only)
 - Number of students tested for each test level (county, school district, and school reports)
 - Mean scale score
 - Percentage of students scoring at each performance level (state report only)
 - Percentage of students scoring at or above proficient (county, school district, and school reports)
- ***CAT/6 Survey***
 - Number of students tested
 - National percentile rank (NPR) for an “average” student
 - Percentage of students scoring in the top quarter (above 75th NPR)
 - Percentage of students scoring in the top half (at or above 50th NPR)
 - Percentage of students scoring in top three-quarters (above 25th NPR)
 - Mean scale score
- ***SABE/2***
 - Number of students tested
 - Reference percentile rank for an “average” student
 - Percentage of students scoring in the top quarter (above 75th RP*)
 - Percentage of students scoring in the top half (above 50th RP*)
 - Percentage of students scoring in top three-quarters (above 25th RP*)

* *RP* stands for Reference Percentile (Rank).

Individual Student Results

Individual student results are not reported on the Internet. They are available only to the students' parents and guardians through the schools where the students were tested or are currently enrolled. Further, in order to protect the confidentiality of students, results are not reported for any group of ten or fewer students.

Overview of Internet Reports

Questions and Answers About Internet Reporting

How can the media/public get the 2005 STAR Program results?

The primary source for the 2005 STAR Program summary results is the Internet reports and the research files, which can be accessed as noted in the box below.

Will individual student results be posted on the Internet?

No. Results for individual students are confidential and only are available to the students' parents and guardians. Results for individual students are available only at the schools and school districts where the students were tested.

How will the results for the grades four and seven California Writing Standards Tests be reported?

The scores for the writing section of the grades four and seven *California English-Language Arts Standards Tests* are added to the multiple-choice scores for each student to calculate the *California English-Language Arts Standards Test* scale scores and to assign each score to a performance level. There is no separate Internet reporting for the writing section of the test.

Can Internet summary results be compared from year to year?

California Standards Test (CST) results can be compared within the same grade level and subject area. For example, 2005 grade six mathematics results can be compared to 2004 grade six mathematics results. This comparison can be made across years within a school, between schools, or between a school, its school district, county, or the state.

When making comparisons, one can compare the average scale score, the percentage of students scoring at each performance level, or the percentage of students scoring at the proficient or advanced performance levels. Comparisons should not be made between grades or subject areas. For example, grade

six mathematics should not be compared to grade five mathematics or to grade six English-language arts.

More information about comparing results on the 2005 CSTs and *California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)* is available at http://star.cde.ca.gov/star2005help_comparescores.asp.

Can the media/public see the tests that were administered?

No. The tests can be seen only by students who participate in the STAR Program and by legislators and school board members under special circumstances. These security precautions ensure that the tests are fair for all students and that test questions can be used for more than one year.

The California Department of Education (CDE) has released CST questions from previous administrations. These released questions may be viewed on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

How final are the Internet results posted on August 15?

The results posted on the Internet on August 15 are preliminary, until school districts complete their review of the data. Revisions in these results are expected to be made during the fall with the final 2005 results posted in December. Additionally, some school districts do not complete testing until after August 15, and preliminary results for these school districts will not be posted until September 16 or later.

Note:

- The 2005 STAR Program Internet summary reports will be posted at <http://star.cde.ca.gov/>.
- The research files will be posted at <http://star.cde.ca.gov/star2005/>.

Overview of Internet Reports

Accessing the Internet Reports

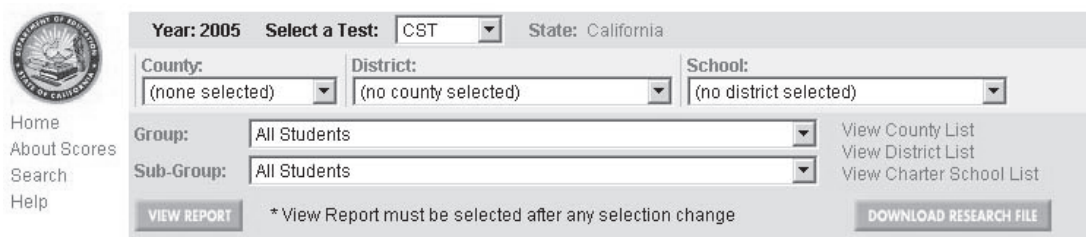
This section provides directions to access STAR Program test results on the CDE Web site. Reports for the state, counties, school districts, and schools and for any tests in the STAR Program can be accessed using the information that follows.

Accessing the CST, CAPA, and CAT/6 Survey Results

To access the 2005 CST, CAPA, and CAT/6 Survey results:

1. Go to <http://star.cde.ca.gov/>.
2. Click on “STAR 2005 Test Results (Schools, District, County and Statewide Summary Results).”
3. Click on “Test Results.”

The following panel will appear in the screen:



The screenshot shows a web interface for selecting test results. On the left is a navigation menu with links: Home, About Scores, Search, and Help. The main panel has a header with 'Year: 2005', 'Select a Test: CST', and 'State: California'. Below this are three dropdown menus for 'County: (none selected)', 'District: (no county selected)', and 'School: (no district selected)'. Further down are 'Group: All Students' and 'Sub-Group: All Students' dropdowns. On the right side, there are three links: 'View County List', 'View District List', and 'View Charter School List'. At the bottom, there is a 'VIEW REPORT' button, a note '* View Report must be selected after any selection change', and a 'DOWNLOAD RESEARCH FILE' button.

On this panel, use the pull-down menus to select the results you want to view.

4. Select the test (CST, CAPA, or CAT/6).
5. Select the level of results (State, County, District, or School). The state-level results are provided if no level is specified. If another level is desired, select the County first, followed by the District, and then the School.
6. Select the Group and Subgroup.

Once you have made your selections, click on “View Report” to see the report. More detailed information about how to use the pull-down menus to find test results is available at http://star.cde.ca.gov/star2004/help_navigating.asp. (After August 15, the Web site is http://star.cde.ca.gov/star2005/help_navigating.asp.)

Any of the STAR Program Internet summary reports for 2005 may be printed by clicking on “Print Report” which appears on the upper and lower right-hand side of the report. More detailed instructions about printing reports are available at http://star.cde.ca.gov/star2004/help_viewscores.asp. (After August 15, the Web site is http://star.cde.ca.gov/star2005/help_viewscores.asp.)

Accessing the *SABE/2* Results

To access the *SABE/2* summary results:

1. Go to <http://star.cde.ca.gov/>.
2. Click on “Spanish Assessment of Basic Education, Second Edition (*SABE/2*).”
3. Follow the directions on the “*SABE/2* STAR Report Site.”

Sample Internet Reports

Sample Internet reports for each test in the STAR Program are provided on pages 19 to 25 of Part Two.

Sample Internet Reports

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: ---
 District Name: ---
 School Name: ---
 CDS Code: 00-00000-000000

California Standards Test Scores - 2005

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
CST English-Language Arts											
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
CST Mathematics											
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
CST General Mathematics (Grades 6 & 7 Standards)											
Students Tested							xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment							xx.x %	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score							xxx.x	xxx.x	xxx.x	*	* xxx.x
% Advanced							xx %	xx %	xx %	*	* xx %
% Proficient							xx %	xx %	xx %	*	* xx %
% Basic							xx %	xx %	xx %	*	* xx %
% Below Basic							xx %	xx %	xx %	*	* xx %
% Far Below Basic							xx %	xx %	xx %	*	* xx %
CST Algebra I											
Students Tested							xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment							xx.x %	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score							xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced							xx %	xx %	xx %	xx %	xx %
% Proficient							xx %	xx %	xx %	xx %	xx %
% Basic							xx %	xx %	xx %	xx %	xx %
% Below Basic							xx %	xx %	xx %	xx %	xx %
% Far Below Basic							xx %	xx %	xx %	xx %	xx %
CST Integrated Math 1											
Students Tested							xxxxx	xxxxx	xxxxx	xxxxx	xxxxx

% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Geometry				
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xxx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Integrated Math 2				
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Algebra II				
Students Tested	xxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Integrated Math 3				
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Summative High School Mathematics (Grades 9-11)				
Students Tested	xxxxx	xxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST History - Social Science Grade 8 Cumulative				
Students Tested	xxxxxx			
% of Enrollment	xx.x %			
Mean Scale Score	xxx.x			
% Advanced	xx %			
% Proficient	xx %			
% Basic	xx %			
% Below Basic	xx %			

% Far Below Basic					xx %
CST World History					
Students Tested					xxxxxx
% of Enrollment					xx.x %
Mean Scale Score					xxx.x
% Advanced					xx %
% Proficient					xx %
% Basic					xx %
% Below Basic					xx %
% Far Below Basic					xx %
CST U.S. History					
Students Tested					xxxxxx
% of Enrollment					xx.x %
Mean Scale Score					xxx.x
% Advanced					xx %
% Proficient					xx %
% Basic					xx %
% Below Basic					xx %
% Far Below Basic					xx %
CST Science					
Students Tested	xxxxxx				
% of Enrollment	xx.x %				
Mean Scale Score	xxx.x				
% Advanced	xx %				
% Proficient	xx %				
% Basic	xx %				
% Below Basic	xx %				
% Far Below Basic	xx %				
CST Biology/Life Sciences					
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx	
% of Enrollment	xx.x %	xx.x %	xx.x %		
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	
% Advanced	xx %	xx %	xx %	xx %	
% Proficient	xx %	xx %	xx %	xx %	
% Basic	xx %	xx %	xx %	xx %	
% Below Basic	xx %	xx %	xx %	xx %	
% Far Below Basic	xx %	xx %	xx %	xx %	
CST Chemistry					
Students Tested	xxxxx	xxxxxx	xxxxxx	xxxxxx	
% of Enrollment	xx.x %	xx.x %	xx.x %		
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	
% Advanced	xx %	xx %	xx %	xx %	
% Proficient	xx %	xx %	xx %	xx %	
% Basic	xx %	xx %	xx %	xx %	
% Below Basic	xx %	xx %	xx %	xx %	
% Far Below Basic	xx %	xx %	xx %	xx %	
CST Earth Science					
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx	
% of Enrollment	xx.x %	xx.x %	xx.x %		
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	
% Advanced	xx %	xx %	xx %	xx %	
% Proficient	xx %	xx %	xx %	xx %	
% Basic	xx %	xx %	xx %	xx %	
% Below Basic	xx %	xx %	xx %	xx %	
% Far Below Basic	xx %	xx %	xx %	xx %	
CST Physics					
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx	
% of Enrollment	xx.x %	xx.x %	xx.x %		
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	
% Advanced	xx %	xx %	xx %	xx %	

% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Integrated/Coordinated Science 1				
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Integrated/Coordinated Science 2				
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Integrated/Coordinated Science 3				
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Integrated/Coordinated Science 4				
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %

Sample State Report

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing:	x,xxx,xxx	County Name:	
Total Number Tested:	x,xxx,xxx	District Name:	
Total Number Tested in Selected Subgroup:	x,xxx,xxx	School Name:	
		CDS Code:	00-00000-0000000

California Alternate Performance Assessment Scores - 2005

Total Number Tested in CAPA: xx,xxx
Percent Tested: (x,xxx / x,xxx,xxx) xx.xx %

Level I Grades

	2	3	4	5	6	7	8	9	10	11
CAPA English-Language Arts										
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
Mean Scaled Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
CAPA Mathematics										
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
Mean Scaled Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %

Level II Level III Level IV Level V

Level II		Level III		Level IV			Level V		
Grades		Grades		Grades			Grades		
2	3	4	5	6	7	8	9	10	11

CAPA English-Language Arts										
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
Mean Scaled Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
CAPA Mathematics										
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
Mean Scaled Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: ----
 District Name: ----
 School Name: ----
 CDS Code: 00-00000-0000000

CAT/6 Survey Test Scores - 2005

Grades

	2	3	4	5	6	7	8	9	10	11
Reported Enrollment		xxxxxx								xxxxxx
CAT/6 Reading										
Students Tested		xxxxxx								xxxxxx
NPR for "Avg." Student Score		xx								xx
% Scoring Above 75th NPR		xx %								xx %
% Scoring At or Above 50th NPR		xx %								xx %
% Scoring Above 25th NPR		xx %								xx %
Mean Scale Score		xxx.x								xxx.x
CAT/6 Language										
Students Tested		xxxxxx								xxxxxx
NPR for "Avg." Student Score		xx								xx
% Scoring Above 75th NPR		xx %								xx %
% Scoring At or Above 50th NPR		xx %								xx %
% Scoring Above 25th NPR		xx %								xx %
Mean Scale Score		xxx.x								xxx.x
CAT/6 Mathematics										
Students Tested		xxxxxx								xxxxxx
NPR for "Avg." Student Score		xx								xx
% Scoring Above 75th NPR		xx %								xx %
% Scoring At or Above 50th NPR		xx %								xx %
% Scoring Above 25th NPR		xx %								xx %
Mean Scale Score		xxx.x								xxx.x
CAT/6 Spelling										
Students Tested		xxxxxx								xxxxxx
NPR for "Avg." Student Score		xx								xx
% Scoring Above 75th NPR		xx %								xx %
% Scoring At or Above 50th NPR		xx %								xx %
% Scoring Above 25th NPR		xx %								xx %
Mean Scale Score		xxx.x								xxx.x

Sample SABE/2 Summary Report

The California State Summary Report
Spring 2005

SABE/2 STAR State Summary Report for All Student
(Note: All data exclude Special Accommodations
students.)

Total Number Tested: nnn,nnn
Data uploaded on August 15, 2005

	2	3	4	5	6	7	8	9	10	11
Total Reading	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
Total Mathematics	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
Total Language	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
Total Spelling	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										

1. RPR stands for Reference Percentile Rank.
2. The RPR is based on the Mean Reference Normal Curve Equivalent (MRNCE) score for each group.

Research File Downloading Instructions

Downloading the *CST*, *CAPA*, and *CAT/6 Survey* Research Data File

Please note that using the research files provided at this site requires expertise in the management of large data files. These files can range from 1MB to 90MB and more and take many hours to download if using a 56kb modem.

Many of the school district and county research files are too large for spreadsheet applications such as MS Excel and Lotus. Database applications like MS Access, SAS, or SPSS will be required to fully manage these research files.

For each entity (school, school district, county, or state), there are on average 900 records. Each record represents a different combination of demographic subgroups, grade levels, and test types. With so many records per entity, it is critical that the desired combination of characteristics is accurately selected.

Copying individual report pages into a spreadsheet application is possible if the target computer is using the most current operating systems and spreadsheet application versions.

Selecting a Research Files

The research files contain the aggregate score data for the *CSTs*, the *CAPA*, and the *CAT/6 Survey*. The research files are available in two formats: fixed-width and comma-delimited. A statewide research file containing the state, county, school district, and school data for "All Students" (no demographic subgroup data) will be available in both formats. In addition, a similar statewide research file containing the data for "All Subgroups" is available in both formats.

Files also can be downloaded for any single county or school district. These files contain all data (all subgroups and tests) for all entities comprising the selected entity. For example, if a school district file is selected, the data for all schools in that school district will be included in the file. The research files are comma-delimited and zipped to allow easier download and file import management. "School only" files are not available.

The 2005 Entities File contains all school, school district, and county names. This file must be merged with the research file to join these entity names with the appropriate score data. A database program such as MS Access is most appropriate for this purpose.

Research File Formats, Layouts, and Lookup Tables

Research file layouts and value lookup tables are available at <http://star.cde.ca.gov/star2005/research.fixfileformat.asp>.

The Research File Layout link provides the following information:

- Type Legend – data format of individual data fields
- Entities File – layout of entity file data fields
- Test Data File – layout of test data file data fields
- Table A – demographic subgroup listing
- Table B – grade listing
- Table C – test name listing
- Table D – CAPA levels and corresponding grade spans

Users of comma-delimited research files will find these layouts useful in confirming the sequence of elements as well as value lookup. Users may view and/or download any of the layouts and tables.

Also available from the Research File Layout page are two additional comma-delimited lookup files:

- Tests ID/Name Lookup Table – This table identifies subject test names and IDs for each CST, CAT/6 Survey, and CAPA test.
- Subgroup ID/Name Lookup Table – This table identifies each of the demographic subgroups and IDs reported in the STAR Program results.

Both of these lookup tables are useful when associating test and subgroup IDs and names with codes in the comma-delimited or fixed-width files.

A database “shell” is another alternative provided at this site. Once downloaded to the target computer, this application provides a powerful school, school district, CDS, and ZIP code search capability as well as a formatted report containing all the data for the selected entity. This MS Access 2000 shell contains all entity data and is designed to import any of the selected state, county, or school district comma-delimited files. MS Access 2000 must already be installed on your computer.

Compression Software Requirements

Research files downloaded from this site are compressed. If uncompression software is not already installed on the target computers, it is available at the following locations:

- For PC Users – Use uncompression software such as WinZip (An evaluation copy of WinZip is available at no cost at <http://www.winzip.com>.)
- For Mac Users – Use uncompression software such as Stuffit Expander (Stuffit Expander is available at no cost from Aladdin Systems at <http://www.aladdinsys.com/expander/>.)

Instructions for Downloading Data Files

1. Go to <http://star.cde.ca.gov>.
2. Click on “STAR 2005 Test Results.”
3. Click on “Research Files.”
4. Click on “Research Download File Instructions, Formats, File Layout, and Usage.”

Getting Accurate Results from the Research Files

Whether working with the fixed-width, comma-delimited, or MS Access 2000 research files, achieving accurate results requires an understanding of the structure and content of the two primary tables: the entities and the test data tables. The research files have many rows for each entity. There are records for each combination of 11 grades (includes end-of-course as a grade), 29 tests, and 54 subgroups. This means that there are hundreds to thousands of records for each entity, with an average of approximately 900 records. In order to work correctly with the data, you must use constraints to limit the data you are reporting. These constraints are discussed in “Research Download File Instructions, Formats, File Layout, and Usage.”

Providing accurate and meaningful reports from the research files generally requires working with multiple data tables and an understanding of “relational” data tables and their manipulations.

Downloading *SABE/2* Research Data File

Research files for the *SABE/2* are available in a variety of formats, depending on the type of system that you use (Windows or Macintosh) and record formats (fixed-length or tab-delimited ASCII).

1. Check your application software manuals to verify which record format best suits your needs.
2. From the STAR Test Results page (<http://star.cde.ca.gov>), select “Spanish Assessment of Basic Education, Second Edition (*SABE/2*).”
3. On the left sidebar, select “Resources.”
4. Click the link for the file that corresponds to your system and preferred records format.
5. Click on the Summary level (state, county, district, school) and subgroup (all student, gender, etc.) that meet your needs.
6. Follow the directions to save the selected file to your computer.

Windows formatted files have been compressed using the ZIP format commonly used on DOS and Windows based computers, denoted by the “zip” extension to the file name. These are self-extracting zip files.

Macintosh formatted files are encoded using the Binhex format for transmission over the Internet. These files have also been compressed using the Stuffit format, denoted by the “sit” extension to the file name. Once you have downloaded the file in this format, it must be decoded. Stuffit Expander is included with many Web browsers and will decode files once they are downloaded.

7. Follow the directions in your application software manuals to open the file in your database, spreadsheet, or other program.
8. A description of the format of the fixed-length or tab-delimited ASCII *SABE/2* research files is on page 34 of Part Two.

Research File Layout

2005 STAR Program Fixed-Length ASCII Files Record Definitions

The data layout for the 2005 fixed-length ASCII file can be accessed at <http://star.cde.ca.gov>. This page includes a number of additional tables that identify the subgroups, grades, CAPA level, and test names.

A	Alphanumeric text (letters and numbers allowed)
N	Number (numbers only)
SA	Alphanumeric with left-filled spaces
AS	Alphanumeric with right-filled spaces
ZA	Alphanumeric with left-filled zeroes
AZ	Alphanumeric with right-filled zeroes
ZN	Numeric with left-filled zeroes
NZ	Numeric with right-filled zeroes
SN	Numeric with left-filled spaces
4Y	4-digit year

Entities File				
The file created is comprised of state, all tested counties, districts, and schools in California				
Data	Type	Length	Start Position	End Position
County Code	ZN	2	1	2
District Code	ZN	5	3	7
School Code	ZN	7	8	14
Charter Number	ZN	4	15	18
Test Year	ZN	4	19	22
Type ID '04' = State '05' = County '06' = District '07' = School '09' = Independent Charter School '10' = Dependent Charter School	ZN	2	23	24
County Name	SA	50	25	74
District Name	SA	50	75	124
School Name	SA	50	125	174
Zip Code	ZN	5	175	179

Test Data File				
Data/Column Heading	Type	Length	Start Position	End Position
County Code	ZA	2	1	2
District Code	ZA	5	3	7
School Code	ZA	7	8	14
Charter Number	ZA	4	15	18
Test Year - '2005'	4Y	4	19	22
Subgroup ID (Detailed listing provided Below – Table A)	ZN	3	23	25
Test Type *CST = 'C' *CAPA = 'P' *CAT/6 = 'N'	A	1	26	26
CAPA Assessment Level (Table D)	N	1	27	27
Total STAR Enrollment	SN	7	28	34
Total Tested at Entity Level	SN	7	35	41
Total Tested at Subgroup Level	SN	7	42	48
Grade (values 02 – 13) - Table B	ZN	2	49	50
Test ID (Detailed listing provided below – Table C)	ZN	2	51	52
STAR Reported Enrollment/CAPA Eligible	SN	7	53	59
Students Tested	SN	7	60	66
Percent Tested	SN	5	67	71
Mean Scale Score	SN	5(999.9)	72	76
CST/CAPA Percentage Advanced	SN	3	77	79
CST/CAPA Percentage Proficient	SN	3	80	82
CST/CAPA Percentage At or Above Proficient	SN	3	83	85
CST/CAPA Percentage Basic	SN	3	86	88
CST/CAPA Percentage Below Basic	SN	3	89	91
CST/CAPA Percentage Far Below Basic	SN	3	92	94
Mean PR (NPR for Average Student Score)	SN	3	95	97
PAC75 (Percent Scoring above 75th NPR)	SN	3	98	100
PAC50 (Percent Scoring at or above 50th NPR)	SN	3	101	103
PAC25 (Percent Scoring above 25th NPR)	SN	3	104	106

* Note: Data will be blank if it is not applicable to that test.

Table A – Subgroup ID	
Subgroups	SubGroup ID
All Students	1
Gender	
Males	3
Females	4
English-Language Fluency	
Fluent-English Proficient and English Only	6
Initially Fluent-English Proficient (I-FEP)	7
Redesignated Fluent-English Proficient (R-FEP)	8
English Only	180
English Learner	160
English Learners Enrolled in CA Public Schools Less than 12 Months	120
English Learners Enrolled in CA Public Schools 12 Months or More	142
Economic Status	
Economically Disadvantaged	31
Non-Economically Disadvantaged	111
Students with Disabilities	
Students with Disability	128
Students with No Reported Disability	99
Ethnicity	
African American	74
American Indian or Alaska Native	75
Filipino	77
Hispanic or Latino	78
White (not Hispanic)	80
Asian	76
Chinese	129
Japanese	130

Korean	131
Vietnamese	132
Asian Indian	133
Laotian	134
Cambodian	135
Other Asian	136
Pacific Islander	79
Native Hawaiian	137
Guamanian	138
Samoan	139
Tahitian	140
Other Pacific Islander	141
Delined to State	999
Parent Education	
Not a High School Graduate	90
High School Graduate	91
Some College (Includes AA Degree)	92
College Graduate	93
Graduate School/Post Graduate	94
Parent Education -- Declined to State	121
Special Program Participation	
Class Size Reduction Option 1	24
Class Size Reduction Option 2	25
Migrant Education	28
Indian Education	29
Gifted and Talented	30
ESEA Title 1 School wide	146
ESEA Title 1 Targeted	147
English Learner in ELD	108
English Learner in ELD and SDAIE	165
English Learner in ELD and SDAIE with Primary Language Support	166
English Learner in ELD and Academic Subjects with Primary Language Support	167
English Learner Program – other	170
English Learner Program – none	171

Grade	Description
02	2nd Grade
03	3rd Grade
04	4th Grade
05	5th Grade
06	6th Grade
07	7th Grade
08	8th Grade
09	9th Grade
10	10th Grade
11	11th Grade
12	12th Grade
13	End of Course

CAPA Level	Corresponding Grade-Spans
Level 1	Students in grades 2 – 11 (those with the most complex/profound disabilities)
Level II	Students in grades 2 and 3
Level III	Students in grades 4 and 5
Level IV	Students in grades 6 – 8
Level V	Students in grades 9 – 11

Test ID	Test Name
01	CAT/6 Reading
02	CAT/6 Mathematics
03	CAT/6 Language
04	CAT/6 Spelling
05	CAT/6 Science
07	CST English-Language Arts
08	CST Mathematics
09	CST Algebra I
10	CST Integrated Math 1
11	CST Geometry
12	CST Integrated Math 2
13	CST Algebra II
14	CST Integrated Math 3
15	CST High School (Summative) Mathematics (Grade 9-11)
18	CST World History
19	CST U.S. History
20	CST Biology/Life Sciences
21	CST Chemistry
22	CST Earth Science
23	CST Physics
24	CST Integrated/Coordinated Science 1
25	CST Integrated/Coordinated Science 2
26	CST Integrated/Coordinated Science 3
27	CST Integrated/Coordinated Science 4
28	CST General Mathematics (Grades 6 & 7 Standards)
29	CST History - Social Science Grade 8 Cumulative
30	CAPA English-Language Arts
31	CAPA Mathematics
32	CST Grade 5 Science

SABE/2 File Layout

Starting Column	Length	Type	Data – NOTE: All data exclude Special Accommodations students.
1	2	ZN	County Code
3	5	ZN	District Code
8	7	ZN	School Code
15	20	T	County Name
35	20	T	District Name
55	20	T	School Name
75	4	4Y	Administration Cycle “2005”
79	1	N	Record Type
			4 = State
			5 = County
			6 = District
			7 = School
80	1	N	Summary Type
			1 = All Students
81	2	ZN	Grade Level
83	5	ZN	Filler
88	2	ZN	Filler
90	6	ZN	Total Number Tested
			Reading Test
96	6	N	Total Number Tested
102	5	T	Filler
107	2	T	RP of Mean RNCE (RP Rank for “average” student score)
109	3	T	Percent Scoring Above the 75th RP
112	3	T	Percent Scoring Above the 50th RP
115	3	T	Percent Above the 25th RP
			Math Test
118	6	N	Total Number Tested
124	5	T	Filler
129	2	T	RP of Mean RNCE (RP Rank for “average” student score)
131	3	T	Percent Scoring Above the 75th RP
134	3	T	Percent Scoring Above the 50th RP
137	3	T	Percent Scoring Above the 25th RP
			Language Test
140	6	N	Total Number Tested
146	5	T	Filler
151	2	T	RP of Mean RNCE (RP Rank for “average” student score)
153	3	T	Percent Scoring Above the 75th RP
156	3	T	Percent Scoring Above the 50th RP
159	3	T	Percent Scoring Above the 25th RP
			Spelling Test (Grades 2–8 only)
162	6	N	Total Number Tested
168	5	T	Filler
173	2	T	RP of Mean RNCE (RP Rank for “average” student score)
175	3	T	Percent Scoring Above the 75th RP
178	3	T	Percent Scoring Above the 50th RP
181	3	T	Percent Scoring Above the 25th RP

Appendix

A Chronology of State Testing: 1997–2005

Glossary of Terms/Acronymns

Web Site Resources

A Chronology of State Testing: 1997–2005

- | | |
|--|---|
| <p>1997</p> <ul style="list-style-type: none"> • Senate Bill 376 authorized the Standardized Testing and Reporting (STAR) Program; required testing of all students in English with a State Board of Education (SBE)-approved, nationally normed test in reading, spelling, written expression, and mathematics in grades two through eight; and in reading, writing, mathematics, history-social science, and science in grades nine through eleven; provided funding for testing to school districts; required individual student, school, school district, county, and state results • The SBE designated <i>Stanford Achievement Test, Ninth Edition (Stanford 9)</i> for use in STAR Program • Assembly Bill 748 authorized development of English Language Development (ELD) Standards and the <i>California English Language Development Test (CELDT)</i> for students whose primary language is other than English <p>1998</p> <ul style="list-style-type: none"> • <i>Stanford 9</i> administered <p>1999</p> <ul style="list-style-type: none"> • <i>California Standards Tests (CSTs)</i> in English-language arts and mathematics added to the STAR Program to address state content standards; designated test in Spanish added for limited English proficient (LEP) students • Development of <i>California High School Exit Examination (CAHSEE)</i> authorized by Senate Bill 2X • The SBE adopted ELD Standards • Senate Bill 638 passed to authorize the assessment of English learners | <p>2000</p> <ul style="list-style-type: none"> • California Reading List Number added to reports of STAR Program results • <i>CELDT</i> annual testing window established by the SBE and the State Superintendent of Public Instruction <p>2001</p> <ul style="list-style-type: none"> • <i>CSTs in History-Social Science and Science</i> for grades nine through eleven and <i>CST in Writing</i> for grades four and seven added to the STAR Program • Performance levels designated for <i>CST in English-Language Arts</i> • <i>CAHSEE</i> administered to volunteer grade nine students • First administration of the <i>CELDT</i> • <i>CELDT</i> cut scores adopted by the SBE for five proficiency levels: beginning, early intermediate, intermediate, early advanced, advanced <p>2002</p> <ul style="list-style-type: none"> • <i>CAHSEE</i> administered to all grade ten students • STAR Program reports redesigned to focus on <i>CST</i> results • Performance levels designated for <i>CSTs</i> in mathematics, history-social science, and science • STAR Program reauthorized for 2003–05 • <i>CELDT</i> blueprint redesigned, reducing testing time |
|--|---|

- | | |
|---|--|
| <p>2003</p> <ul style="list-style-type: none"> • <i>CST in History-Social Science</i> at grade nine moved to grade eight • Norm-referenced test for the STAR Program changed from <i>Stanford 9</i> to <i>California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)</i> • <i>California Alternate Performance Assessment (CAPA)</i> added to the STAR Program to assess students with significant cognitive disabilities • <i>CAHSEE</i> administered to all grades ten and eleven students who had not yet passed the examination • <i>CAHSEE</i> graduation requirement postponed to 2006 <p>2004</p> <ul style="list-style-type: none"> • Grade five science <i>CST</i> added to the STAR Program • California State University System augmented grade eleven <i>ELA, Algebra II, and Summative High School Mathematics CSTs</i> to produce information about students' readiness for college • The SBE authorized development of science tests in grades eight and ten to meet requirements of No Child Left Behind (NCLB) Act of 2001 • Senate Bill 1448 passed to reauthorize the STAR Program | <ul style="list-style-type: none"> • <i>CAHSEE</i> blueprints redesigned, decreasing testing time • <i>CAHSEE</i> administered as grade ten census to students in Class of 2006 • Listening, Speaking sections of the <i>CELDT</i> revised to improve reliability and validity • The SBE adopted regulations allowing the use of specified <i>CST</i> scores to qualify for the Golden State Seal Merit Diploma <p>2005</p> <ul style="list-style-type: none"> • Science standards tests field-tested for grades eight and ten to meet NCLB requirements • <i>CAPA</i> science tasks field-tested for grades five, eight, and ten • <i>CAHSEE</i> administered as grade ten census to students in the Class of 2007 and to all students in the Class of 2006 who had not passed both parts of the test |
|---|--|

Glossary of Terms/Acronyms

Academic Performance Index (API)

The API is a state requirement under the Public Schools Accountability Act (PSAA) of 1999. The API is a single number that ranges from 200 to 1000 and indicates how well a school performed academically the previous year. A complete explanation of all API criteria is available on the CDE Web site.

Accommodations

Accommodations are variations in the administration of an assessment. Accommodations include variations in scheduling, setting, timing, response mode, presentation format, and others. The term accommodation commonly refers to changes that do not alter in any significant way what the test measures or the comparability of scores. Accommodations are identified in the student's individualized education program (IEP) or Section 504 Plan and should be used regularly during instruction and classroom assessments. A complete list of allowable accommodations is included in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the CDE Web site.

Adequately Yearly Progress (AYP)

AYP is a requirement under the federal No Child Left Behind (NCLB) Act of 2001. Under the NCLB criteria, schools and local educational agencies (i.e., school districts and county offices of education) must annually meet or exceed specified criteria in order to make AYP. A complete explanation of all AYP criteria is available on the CDE Web site.

Blueprints

The blueprints outline the specific content standards tested and the number of questions included for each grade level and subject area or end-of-course *California Standards Test (CST)*. Similar blueprints are also available for each part of the *CAHSEE*.

California High School Exit Examination (CAHSEE)

The *CAHSEE* is a graduation requirement that was first authorized by state law in 1999. Beginning with the graduating Class of 2006, California public school students must pass both parts of the *CAHSEE*, including English-language arts (ELA) and mathematics, to receive a high school diploma. The purpose of the *CAHSEE* is to significantly improve student achievement in

public high schools and to ensure that students who graduate from public high schools can demonstrate grade-level competency in reading, writing, and mathematics. This test is aligned to selected state-adopted content standards in ELA and mathematics.

California Standards Tests (CSTs)

The *CSTs* are the primary component of the Standardized Testing and Reporting (STAR) Program. These tests were developed exclusively for California's public schools to determine how well students are achieving state-adopted content standards in English-language arts, mathematics, history-social science, and science.

California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)

The *CAT/6 Survey*, administered in grades three and seven only, is a set of nationally normed-referenced tests that measure the achievement of general academic knowledge and provide national comparisons.

Content Standards

Adopted by the State Board of Education (SBE), state content standards are statements that describe what all students in California public schools should know and be able to do in particular subject areas or courses and grade levels. These standards define for administrators, teachers, parents, guardians, students, and the community what is expected for all students.

Mean Scale Score

A mean scale score, reported for the *CSTs*, is the arithmetic mean or average of the scale scores for all students who took the grade-level *CSTs* without modifications. A mean scale score reported for the *California Alternate Performance Assessment (CAPA)* is the arithmetic mean or average of the scale scores for all students who took the *CAPA* at the relevant grade or *CAPA* level. A mean scale score for the *CAHSEE* is the average score of all students who took the English-language arts or mathematics part of the examination on the test date.

Modifications

A modification is a change to the testing conditions, procedures, and/or formatting so that the measurement of the intended construct is no longer valid. A complete list of modifications on the state assessments is included in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the CDE Web site.

National Percentile Rank (NPR)

A national percentile rank is the percentage of scale scores for students in a national sample in the same grade, tested at a comparable time of the school year, that fall below the scale score for the student. For example, if a student scores at the 60th NPR on the *CAT/6 Survey* reading test, this means that the student scored as well as or better than 60 percent of the students in the national sample (norm group).

Norm-Referenced Test (NRT)

An NRT is a test in which individual student or group performance is compared to that of a larger group. Usually the larger group (norm group) is a national sample representing a wide and diverse cross-section of students. The *CAT/6 Survey* and *SABE/2* are NRTs.

Participation Rate

The participation rate is the percentage of students in a particular group or subgroup who took a test compared to the total number within the group or subgroup that could have taken the test.

Performance Levels

Performance levels are ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular achievement level. California has identified five performance levels for reporting individual student and group results of the *CSTs* and the *CAPA*: advanced, proficient, basic, below basic, and far below basic. The SBE set proficient as the target performance level for all California students on the *CSTs* and *CAPA*.

Reference Group Percentile Rank (RPR)

RPR is a reference group percentile rank that is similar to a national percentile rank. Where an NPR compares student achievement to a sample of students selected to represent the nation as a whole, an RPR is used to compare student achievement to a specific reference group. *Spanish Assessment of Basic Education, Second Edition (SABE/2)* uses RPRs that compare each student's scores to the scores of a reference group of Spanish-speaking students in bilingual classes.

Scale Score

The number or percent of questions that students must answer to score at each performance level may change slightly from year to year due to differences in the difficulty levels of the standards-based tests (i.e., *CSTs*, *CAPA*, and *CAHSEE*). Scale scores are used to adjust for these changes and to equate the tests between years. The scale scores for the *CSTs* range between 150 (low) and 600 (high). The *CAPA* scale scores range between 15 (low) to 60 (high). The *CAHSEE* scale scores range between 275 and 450. These scale score ranges do not change from year to year.

Scoring Rubric

Scoring rubrics are guidelines that are used to score the student essays written in response to the writing tasks that are part of the *CST in English-Language Arts* in grades four and seven and the English-language arts part of the *CAHSEE*. The criteria in the rubrics address state writing strategies, writing applications, and written conventions standards that are part of the California English-language arts content standards. Readers use the rubrics to assign a score from 4 (high) to 1 (low) to each student's essay.

Spanish Assessment of Basic Education, Second Edition (SABE/2)

See STAR Program below.

Standards-Based Assessments

Standards-based assessments are developed to be aligned with specific content standards. Results on standards-based assessments are reported based on clearly defined performance categories or levels. Since the interpretation of performance is relative to a criterion or cut score (i.e., a scale score of 350 defines the lower range of proficient), such standards-based assessments support criterion-referenced interpretations. The *CSTs*, *CAPA*, and *CAHSEE* are standards-based assessments.

Standardized Testing and Reporting (STAR) Program

First authorized by law in 1997, the STAR Program is administered annually to measure how well California public school students in grades two through eleven are learning the knowledge and skills of the state-adopted content standards for English-language arts, mathematics, history-social science, and science. The STAR Program for 2005 had four components:

- *California Standards Tests (CSTs)*
- *California Alternate Performance Assessment (CAPA)*
- *California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)*
- *Spanish Assessment of Basic Education, Second Edition (SABE/2)*

Subgroup

A subgroup is a well-defined group of students. For example, the federal No Child Left Behind (NCLB) Act of 2001 identifies specific subgroups of students who must achieve adequate yearly progress. These identified subgroups are race or ethnicity, students with disabilities, limited English proficient, and socioeconomically disadvantaged.

Writing Prompt

A writing prompt is a task that a student is to complete. The prompt includes all pertinent information the student needs to develop or write a response. Writing prompts are included with the *CSTs in English-Language Arts* for grades four and seven and the English-language arts part of the *CAHSEE*. Each of these tests includes one writing prompt.

Web Site Resources

Academic Performance Index (API)

<http://www.cde.ca.gov/ta/ac/ap/index.asp>

Adequately Yearly Progress (AYP)

<http://www.cde.ca.gov/ta/ac/ay/index.asp>

California High School Exit Examination (CAHSEE)

<http://www.cde.c.gov/ta/tg/hs/index.asp>

CAHSEE Blueprints

<http://www.cde.ca.gov/ta/tg/hs/admin.asp>

CAHSEE Internet Reports

<http://cahsee.cde.ca.gov/reports.asp>

California Standards Tests (CSTs)

<http://www.cde.ca.gov/ta/tg/sr/>

CST Blueprints

<http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>

CST in Writing

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)

<http://www.cde.ca.gov/ta/tg/sr/>

Content Standards

<http://www.cde.ca.gov/be/st/ss/>

**Matrix of Test Variations, Accommodations, and Modifications
for Administration of California Statewide Assessments**

<http://www.cde.ca.gov/ta/tg/sr/>

Standardized Testing and Reporting (STAR) Program

<http://www.cde.ca.gov/ta/tg/sr/>

2005 STAR Program Internet Summary Reports

<http://star.cde.ca.gov/>

2005 STAR Program Summary Results Research Files

<http://star.cde.ca.gov/star2005/>