

**INTER-OFFICE CORRESPONDENCE**  
**Los Angeles Unified School District**

**INFORMATIVE**

**TO:** Members, Board of Education Date: September 2, 2008

**FROM:** Randy Ross  
Director of Educational Policy

Rima Zobayan  
Program Analyst

**SUBJECT: Implications of the 2008 CST Results for Key Board Policies**

**CC:** D. Brewer, R. Cortines, J. Morris, J. Elliott, C. Lim, J. Slayton, J. Crain, J. Thornton

## **Introduction**

This informative examines the implications of the 2008 California Standards Test (CST) results for the following Board policy areas: (1) Proficiency+; (2) A-G Curriculum; and (3) ELs/SELs.<sup>1</sup>

Our analyses – which focus on English Language Arts and Math – employ multiple comparisons. For one, we compare student performance against the state/federal minimum performance target of Proficiency. In LAUSD, this threshold is referred to as Proficiency+ (i.e., Proficient and/or Advanced). The commonality of the goal of Proficiency+ across the federal government, California, and LAUSD diminishes the utility of comparing lower performing student groups against higher performing ones (e.g., African American or Latino versus White). Hence, this Informative de-emphasizes the use of such measures of the “achievement gap.” Under Proficiency+, every student’s performance is gauged against a target of excellence.<sup>2</sup>

Secondly, we compare the results for 2008 with those for the prior year (2007) – a measure of growth. “Growth” is generally viewed as a more defensible basis for meaningful accountability as contrasted with absolute performance. In this regard, the state of California’s accountability system combines “absolute” and “growth” measures. In absolute terms, schools with an Academic Performance Index (API) of 800 or more are viewed as successful. However, schools whose APIs fall below 800 are assigned numerical growth targets by the state; pursuant to California’s focus on educational equity, the lower the API, the higher the growth target.

---

<sup>1</sup> In a subsequent report, the IAU will also use CST data to examine the implications and impact of California’s new 8<sup>th</sup> grade testing policy on LAUSD.

<sup>2</sup> See IAU Board Informative, “The Board’s Proficiency+ Motion – Implementation Q&A,” July 24, 2006.

Third, we compare the performance of LAUSD on California Standards Tests with that of (the balance of) Los Angeles County as well as the state of California. To the extent these comparisons reveal significant differences (especially in growth), they help to raise questions about LAUSD's policies and practices for pursuing the Board's vision that *every LAUSD student will receive a state-of-the-art education in a safe, caring environment, and every graduate will be college-prepared and career-ready.*

Because of differences in student composition geographically and temporally, each of these common comparisons defy straightforward interpretation. Yet, in the aggregate, a compelling story emerges. In the main, LAUSD showed modest growth in both ELA and Math achievement from 2007 to 2008. On a positive note, the growth in LAUSD's performance (as measured by the percent of students scoring Proficient or Advanced) generally slightly outpaced the growth of both the state and LA County. Yet, Proficiency+ has eluded the vast majority of LAUSD's students in both ELA and Math. Of particular concern is the performance of English Learners, African Americans (English Only), Latinos (English Only), and Disabled Students.

Below, these findings are discussed in greater detail. To supplement the narrative, data tables are provided in an appendix.

## **Proficiency+**

One of the Board's long-range goals is that "All students in all subgroups will score Proficient or above (Proficiency+) on California's standards-based assessments." From 2007 to 2008, the percentage of LAUSD's students in grades 2 through 11 scoring Proficient or higher on the California Standards Test for English Language Arts grew from 31.2 percent to 34.3 percent, an increase of about 3 percentage points. This exceeded the growth rates for both the balance of LA County (2.5 percentage points) and the state (2.7 percentage points). To place the District's Proficiency+ growth rate in perspective, note that while the number of test takers dropped by over 10,000 students (declining enrollment), the number of students scoring Proficient or higher rose by over 12,000 students.

LAUSD's Proficiency+ rate in Math grew from 31.1 percent to 34.9 percent, an increase of nearly 4 percentage points (which is about 2 percentage points higher than the state and the balance of LA County). Despite declining enrollment, the number of LAUSD's 2<sup>nd</sup> to 11<sup>th</sup> graders scoring Proficient or higher in Math grew by nearly 16,000, which exceeds the size of most school districts in the state of California.

Among students who are *not economically disadvantaged*, over half (52.3 percent) of LAUSD's students scored Proficient or higher in English Language Arts, which is about 10 percentage points lower than the Proficiency+ rate for not-economically-disadvantaged students in the state or balance of LA County. Note, however, that LAUSD's students in this category showed a slightly higher rate of growth in performance (2.8 percentage points, compared to 1.7 and 2.2 percentage points for the balance of LA County and the state, respectively). LAUSD's not-economically-disadvantaged students also showed a higher rate of growth in Proficiency+ in Math (3.7

Analysis of 2008 CST Results

percentage points). However, fewer than half (47 percent) of LAUSD’s not-economically-disadvantaged students scored Proficient or higher, while the percentage was about 54 percent elsewhere in the state.

About 29 percent of LAUSD’s *economically-disadvantaged* students scored Proficient or higher in English Language Arts in 2008. This percent is two percentage points lower than the figure for the state as a whole (31 percent), but not as close to the performance of economically-disadvantaged students in the balance of LA County (34 percent). Moreover, the performance growth for LAUSD’s economically-disadvantaged students (2.7 percentage points) was slightly lower than that for both the State of California (2.9 percentage points) and the balance of LA County (3.9 percentage points). The Proficiency+ rate in Math for economically-disadvantaged students was a few percentage points higher (31.6 percent), with growth from 2007 of 3.4 percentage points which resulted in LAUSD’s economically-disadvantaged students performing in Math at similar levels to the balance of LA County and the state of California. Overall, however, in LAUSD, LA County, and the state as a whole, a third or fewer of economically-disadvantaged students scored Proficient or higher in English Language Arts or Math.

This year, the state began parsing the performance of economically disadvantaged students by ethnicity. While, overall, less than a third of LAUSD’s economically-disadvantaged students score Proficient+ in ELA and Math, the table below (Table 1) shows that economic disadvantage, per se, does not necessarily imply low performance. For example, two-thirds of economically-disadvantaged Asian students score Proficient+ in Math.

TABLE 1  
 Los Angeles Unified School District  
 Economically Disadvantaged by Ethnicity  
 California Standards Tests, 2008, Grades 2 – 11

Subgroup	% Proficient or Advanced	
	English Language Arts	Math
African American	25%	23%
Asian	61%	66%
Latino	28%	31%
White	47%	45%
All Students	29%	32%

Despite small growth in the numbers, very low percentages of LAUSD’s *disabled* students scored Proficient or higher on CST – about 7 percent for English Language Arts and nearly 11 percent for Math. These Proficiency+ percentages are about half the size of those for the balance of LA County and the state as a whole. Moreover, performance growth rates for LA County and the state were about twice that of LAUSD.

## A-G Curriculum

In June 2005, the Board passed the *Resolution to Create Educational Equity in Los Angeles through the Implementation of the A-G Course Sequence as Part of the High School Graduation Requirements* (“A-G Resolution”). The A-G Resolution stipulates that beginning in 2008, every student entering the ninth grade will enroll in the A-G course sequence, and beginning in 2012 every student entering the ninth grade must complete the A-G course sequences in order to graduate.

The A-G requirements<sup>3</sup> are as follows:

- (A) **Social Science:** Two courses that must include one year of world history, cultures, or historical geography, and one year of U.S. History
- (B) **English:** Four courses of college preparatory composition and literature which include reading and writing components
- (C) **Math:** Three courses of college preparatory mathematics – elementary algebra, geometry, and advanced algebra – as either separate courses or through integrated mathematics
- (D) **Science:** Two laboratory science courses in either biology, chemistry, or physics, or three years of integrated science
- (E) **Foreign Language:** Two years of coursework in a single language
- (F) **Arts:** One year of visual or performing arts
- (G) **Elective:** One yearlong or two one-semester college preparatory courses from an approved list

Evaluation of the A-G Resolution would entail at minimum a review of the following factors: (1) the number/percentage of students taking and passing A-G courses; and (2) the number/percentage of graduating students who are eligible to attend UC/CSU schools. Prior LAUSD studies have begun to shed some light on these parameters. One recent analysis of 2006-07 data indicated that about 89% of nearly 59,000 first-year high school students took English 9B and about 85% took Algebra 1B. About 36% of ninth grade students passed both Algebra 1B and English 9B with a grade of C or better.<sup>4</sup> Another report indicated that about 45% of the LAUSD graduating class of 2006 had completed all courses required for admission to UC and CSU.<sup>5</sup>

While CST results do not currently play a direct role in the implementation of the A-G Resolution, CST offers a more valid measure (as compared with course grades) of student proficiency in some A-G subjects. Below, we have grouped CST results for A-G courses into three areas:

- (A) **Social Science:** World History and U.S. History
- (C) **Math:** Algebra 1, Geometry, and Algebra 2
- (D) **Science:** Biology, Chemistry, and Physics

---

<sup>3</sup> Source: University of California, *2008 Guide to “a-g” Requirements and Instructions for Updating Your School’s “a-g” Course List*, <http://www.ucop.edu/doorways/guide>

<sup>4</sup> Source: G. Lopez, J. Rickles, and R. Valdés, *Implementation of the A-G Initiative: 2006-07 Final Report*, February 2008

<sup>5</sup> Source: *Achieving A+ Summit Fact Book*, December 2007

Because a very small number of students take “integrated” Math and Science courses, CST results for these courses are not included in our review. Additionally, CST results in English Language Arts are not included because the ELA test does not distinguish between students on the A-G track versus students taking non A-G English courses.

The percentage of LAUSD students scoring Proficient or Advanced increased across the three A-G subject areas. However, only about one-fifth of students achieved Proficiency+ in Social Science and Science, and fewer than 15% of students scored Proficient or Advanced in Math (see Table 2). Compared to LA County and California, a smaller percentage of LAUSD’s students achieved Proficiency+. However, the percentage of LAUSD students performing Proficient+ in Math increased at a higher rate between 2007 and 2008 than the county or the state (see the appendix).

**Table 2: Percent of LAUSD Students Scoring Proficient or Advanced on CST for A-G Courses**

Social Science		
2007	2008	Change
18.7%	20.7%	2.0%
Math		
2007	2008	Change
11.1%	14.2%	3.1%
Science		
2007	2008	Change
17.2%	19.8%	2.6%

The percentage of students achieving Proficiency+ on CST A-G courses varies widely among ethnic subgroups. As Table 3 shows, in 2008 more than half of LAUSD’s Asian students scored Proficient+ in Social Science, Math, and Science. Less than 45% of White students achieved Proficiency+ in these subjects, with only 36% scoring Proficient+ in Math. The numbers are much lower for African American and Latino students, of whom no more than 16% achieved Proficiency+ in Social Science, Math, or Science.

**Table 3: Percent of Students Scoring Proficient or Advanced on CST for A-G Courses, by Ethnicity**

Subgroup	Social Science			Math			Science		
	2007	2008	Change	2007	2008	Change	2007	2008	Change
African American	11.3%	12.9%	1.6%	5.5%	7.4%	1.8%	11.9%	14.8%	2.9%
Asian	47.2%	51.1%	3.9%	45.0%	53.4%	8.5%	49.3%	53.0%	3.8%
Latino	13.9%	16.1%	2.3%	7.4%	9.9%	2.5%	11.5%	14.7%	3.2%
White	42.6%	46.2%	3.6%	29.9%	35.6%	5.7%	39.6%	43.6%	4.0%

Note that CST growth by ethnic group appears strongly correlated with the proficiency rate – the higher the prior year Proficiency+ level, the higher the growth rate. Thus, African American and Latino had both the lowest proficiency rates as well as the lowest rates of growth in proficiency. This finding holds for all three subject areas.

Already the highest performing group in LAUSD, Asian students also experienced a remarkable jump of 8.5 percentage points in their proficiency rate in A-G Math during the year. This exceeds the A-G proficiency growth rate for any subgroup in LAUSD as well as in the county and state. Equally remarkable, the 8.5% growth rate occurred despite a very large increase (about 10%) in the proportion of Asian students taking A-G Math CST exams.

An analysis of the CST A-G data by language classification shows that English Learners lag far behind non-ELs in completing A-G courses. In 2005-06, only 15.2% of LAUSD's English Learners completed A-G courses, far below the overall percentage for the District (44.9%).<sup>6</sup> Perhaps more revealing, despite modest increases from 2007 to 2008, hardly any ELs (2.6% or less) score Proficient+ on A-G course CSTs (see Table 4).

About one-fourth or fewer of English Only students scored Proficient+ in Social Science and Science, while fewer (17%) scored Proficient+ in Math. Reclassified Fluent English Proficient (RFEP) students scored lower than English Only students by a few percentage points. However, RFEP's growth in Proficiency+ from 2007 to 2008 exceeded that of English Only students.

**Table 4: Percent of Students Scoring Proficient or Advanced on CST for A-G Courses, by EL Status**

Subgroup	Social Science			Math			Science		
	2007	2008	Change	2007	2008	Change	2007	2008	Change
English Only	23.5%	25.9%	2.3%	14.5%	16.7%	2.2%	23.7%	25.6%	1.9%
Reclassified Fluent English Proficient (RFEP)	21.1%	23.8%	2.7%	12.5%	16.1%	3.7%	17.3%	21.4%	4.0%
English Learner	1.3%	2.6%	1.2%	2.5%	2.5%	0.0%	1.9%	2.4%	0.5%

Our review of the CST results for A-G courses shows that gains have been made across the three subjects areas (Social Science, Math, and Science) for almost all subgroups. However, as we noted earlier, a fuller picture of student performance on A-G courses would include up-to-date information on course grades and the percent of students who are eligible to attend UC/CSU schools.<sup>7</sup>

**English Learners**

Of the more than 163,000 English Learners who took a CST English Language Arts exam in 2008 (of whom 95 percent had been in the U.S. for at least 12 months), only 10 percent scored Proficient or higher, which was the same as the prior year. The 166,000

<sup>6</sup> See Office of Research and Planning, *Achieving A+ Summit Fact Book*, December 2007.

<sup>7</sup> For additional information, see Maddahian et al. and *Achieving A+ Summit Fact Book*.

## Analysis of 2008 CST Results

English Learner CST ELA test-takers in the balance of LA County scored nearly twice as high (19 percent) and experienced modest growth from 2007 to 2008 (2.7 percentage points).

In Math, about 22 percent of LAUSD's English Learners scored Proficient+, which was several percentage points lower than English Learners in the balance of LA County and the state. The proportion scoring Proficient or higher grew by 1.5 percentage points, which was comparable to the growth rate for the balance of LA County, but less than that for the state (about 2 percentage points).

As a whole, throughout the state as well as the balance of LA County, over 55 percent of the approximately 329,000 reclassified Fluent English Proficient (RFEP) students scored Proficient+ in English Language Arts. However, of LAUSD's approximately 58,000 RFEPs, only 45 percent scored Proficient+, which was higher than the prior year by about 4 percentage points.

Across the state, RFEPs scored lower in Math (about 45 percent scored Proficient+) than in ELA. In LAUSD, about 36 percent of RFEPs scored Proficient or Advanced on the Math CSTs, which represented an increase of about 4 percentage points.

### ***Standard English Learners***

In general, Standard English Learners (SELs) are Native American, African American, Latino, indigenous Hawaiian students whose home language differs in structure and form from standard academic English. Specifically, these students' home languages generally incorporate English vocabulary but embody the phonology, grammar, and sentence structure rules of indigenous languages other than English (e.g., the Niger-Congo languages of West Africa).

While no precise measures are currently available for counting SELs, in LAUSD SELs are included among about 150,000 English Only students in the following four ethnic groups: Native American (1%), African American (44%), Latino (54%), and Pacific Islander (1%) (see Table 5 below).<sup>8</sup> Moreover, because the degree of difference between SELs' home/community language and Standard English is connected to the degree of racial-economic segregation, we also distinguish between SELs who are economically disadvantaged and those who are not.

---

<sup>8</sup>Also see *Achieving A+ Summit Fact Book*.

**Table 5**  
**LAUSD Enrollment of Core Groups that Make Up Standard English Learners**

Group	Enrollment, June 2008	Percent
Native American - English Only	1,598	1%
African American - English Only	65,557	44%
Latino -- English Only	79,412	54%
Pacific Islander -- English Only	1,675	1%
<b>TOTAL</b>	<b>148,242</b>	<b>100%</b>

The state of California’s CST research file does not provide results for combinations of ethnicity and language classification (e.g., English-Only Asians). However, LAUSD’s Decision Support System (DSS) does provide such data. Because DSS does not currently contain CST data for 2008, in this report we briefly summarize CST data for 2007.<sup>9</sup>

In every SEL group and subject except one, less than half the students scored Proficient or above. The exception is non-economically-disadvantaged Native Americans in English Language Arts.<sup>10</sup>

About one-third of economically-disadvantaged SELs in every ethnic group, except one, scored Proficient+ in English Language Arts and Math. The exception is economically-disadvantaged African American students of whom only about one-fifth scored Proficient+ in ELA and Math.

Nearly 29 percent of African American students scored Proficient+ on the 2008 CST English Language Arts exam. While this represented a 2.4 percentage point increase over the prior year, note that African American students throughout the state and the balance of LA County did better on the CST for English Language Arts. About one-fourth (24.6 percent) of African American students score Proficient+ on CST Math exams. Despite falling below the performance of the state and LA County, LAUSD’s performance showed some positive growth (3.4 percent).

Once the 2008 CST detailed results become available in DSS, we will further examine the status of SELs.

## Concluding Remarks

In the main, from 2007 to 2008 the performance of LAUSD students on California Standards Tests in ELA and Math grew by 3 and 4 percentage points, respectively. Moreover, LAUSD’s CST growth rates slightly exceeded those for the state as a whole as well as the balance of Los Angeles County.

<sup>9</sup> Also see Office of Research and Evaluation, *Achieving A+ Summit: Fact Book*, LAUSD, December 2007.

<sup>10</sup> See SEL tables in the appendix.



## Analysis of 2008 CST Results

This is encouraging. Yet the Proficiency+ rate increases are too slow to promote timely excellence. At current growth rates, No Child Left Behind targets will not be achieved in the foreseeable future by many LAUSD students, especially Latino and African American students.

The swelling investment in alternative education initiatives in LAUSD (magnets, charters, and iDesign schools) has begun to charge the educational landscape with enhanced systems of accountability and high energy. It's an empirical question as to which of these initiatives will walk on water. Shy of that miracle, if all the key agents of learning in LAUSD improved their ability to navigate culturally saline water, LAUSD's students would benefit measurably.

## Selected References

Blume, Howard, and Sandra Poindexter, "California test scores are higher, but higher federal targets put more schools at risk," *Los Angeles Times*, August 15, 2008.

Cortines, Ray, "Release of the 2008 STAR Results," LAUSD, August 13, 2008

The Education Trust-West, "Achievement in California 2008: Fading Gains, Growing Gaps," August 14, 2008.

Independent Analysis Unit, "The Board's Proficiency+ Motion – Implementation Q&A," LAUSD Board of Education, July 24, 2006.

Lopez, G., J. Rickles, and R. Valdés, *Implementation of the A-G Initiative: 2006-07 Final Report*, LAUSD, Research and Planning, February 2008.

Maddahian, E., J. Stern, and H. Chen, *2002-2005 Students' Outcome Report by Local District and Ethnicity*, LAUSD – PERB, March 2006

Office of Research and Evaluation, *Achieving A+ Summit: Fact Book*, LAUSD, December 2007.

University of California, *2008 Guide to "a-g" Requirements and Instructions for Updating Your School's "a-g" Course List*, <http://www.ucop.edu/doorways/guide>.

Wong, Esther, "2008 Standardized Testing and Reporting (STAR) Results," LAUSD, PAR, August 13, 2008.

Wong, Esther, "2008 CST Results for High Priority Schools," LAUSD, PAR, August 26, 2008.

## Data Tables

### Proficiency+

#### ALL STUDENTS

District	English Language Arts, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	509,164	31.2%	499,100	34.3%	-10,064	3.1%
LA County	1,263,194	38.7%	1,227,894	41.4%	-35,300	2.7%
LA County (excl LAUSD)	754,030	43.8%	728,794	46.3%	-25,236	2.5%
California	4,731,751	43.0%	4,659,711	45.7%	-72,040	2.7%

District	Mathematics, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	494,522	31.1%	483,992	34.9%	-10,530	3.9%
LA County	1,219,605	37.6%	1,185,999	40.0%	-33,606	2.4%
LA County (excl LAUSD)	725,083	42.1%	702,007	43.5%	-23,076	1.4%
California	4,570,432	40.4%	4,500,885	42.5%	-69,547	2.1%

#### ECONOMICALLY DISADVANTAGED (31)

District	English Language Arts, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	403,636	26.5%	396,862	29.2%	-6,774	2.7%
LA County	821,761	28.5%	793,271	31.7%	-28,490	3.3%
LA County (excl LAUSD)	418,125	30.4%	396,409	34.3%	-21,716	3.9%
California	2,515,172	28.5%	2,490,351	31.4%	-24,821	2.9%

District	Mathematics, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	393,687	28.3%	386,313	31.6%	-7,374	3.4%
LA County	797,482	30.6%	768,044	32.8%	-29,438	2.2%
LA County (excl LAUSD)	403,795	32.8%	381,731	34.0%	-22,064	1.2%
California	2,431,882	30.5%	2,406,153	33.1%	-25,729	2.6%

**NOT ECONOMICALLY DISADVANTAGED  
(111)**

District	English Language Arts, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	105,362	49.5%	102,020	52.3%	-3,342	2.8%
LA County	439,633	58.0%	432,393	60.0%	-7,240	2.0%
LA County (excl LAUSD)	334,271	60.7%	330,373	62.4%	-3,898	1.7%
California	2,208,112	60.2%	2,159,286	62.3%	-48,826	2.2%

District	Mathematics, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	100,677	43.2%	97,478	47.0%	-3,199	3.7%
LA County	420,459	50.8%	415,894	52.8%	-4,565	2.0%
LA County (excl LAUSD)	319,782	53.2%	318,416	54.6%	-1,366	1.4%
California	2,130,768	51.6%	2,085,461	53.9%	-45,307	2.3%

**A-G Curriculum**

**ALL STUDENTS (1)**

District	"A" Requirement: Social Science (World History and U.S. History)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	84,970	18.7%	82,368	20.7%	(2,602)	2.0%
LA County	241,970	27.7%	238,079	30.8%	(3,891)	3.1%
LA County (excl LAUSD)	218,683	26.5%	155,711	36.2%	(62,972)	9.6%
California	933,242	31.3%	930,559	34.8%	(2,683)	3.5%

Analysis of 2008 CST Results

District	"C" Requirement: Mathematics (Algebra 1, Geometry, and Algebra 2)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	134,166	11.1%	141,223	14.2%	7,057	3.1%
LA County	356,080	19.5%	368,335	21.7%	2,255	2.3%
LA County (excl LAUSD)	221,914	24.5%	227,112	26.4%	5,198	1.9%
California	1,325,528	22.9%	1,370,592	25.2%	5,064	2.3%

District	"D" Requirement: Science (Biology, Chemistry, and Physics)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	80,384	17.2%	83,510	19.8%	3,126	2.6%
LA County	216,207	28.8%	227,637	32.1%	11,430	3.3%
LA County (excl LAUSD)	135,823	35.7%	144,127	39.2%	8,304	3.5%
California	798,471	35.2%	821,672	39.0%	23,201	3.8%

**AFRICAN AMERICAN (74)**

District	"A" Requirement: Social Science (World History and U.S. History)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	9,979	11.3%	9,251	12.9%	(728)	1.6%
LA County	25,045	14.2%	23,719	17.7%	(1,326)	3.5%
LA County (excl LAUSD)	15,066	16.2%	14,468	20.8%	(598)	4.7%
California	72,504	16.2%	71,323	19.1%	(1,181)	2.9%

District	"C" Requirement: Mathematics (Algebra 1, Geometry, and Algebra 2)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	15,197	5.5%	15,161	7.4%	(36)	1.8%
LA County	36,639	7.8%	36,170	9.3%	(469)	1.5%
LA County (excl LAUSD)	21,442	9.4%	21,009	10.6%	(433)	1.3%
California	102,594	9.9%	103,748	11.5%	1,154	1.6%

Analysis of 2008 CST Results

District	"D" Requirement: Science (Biology, Chemistry, and Physics)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	8,990	11.9%	8,740	14.8%	(250)	2.9%
LA County	20,935	15.2%	21,027	17.8%	92	2.7%
LA County (excl LAUSD)	11,945	17.6%	12,287	20.0%	342	2.4%
California	56,874	17.2%	58,085	21.1%	1,211	3.9%

**ASIAN (76)**

District	"A" Requirement: Social Science (World History and U.S. History)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	3,602	47.2%	3,666	51.1%	64	3.9%
LA County	23,872	56.8%	23,127	60.2%	(745)	3.4%
LA County (excl LAUSD)	20,270	58.5%	19,461	61.9%	(809)	3.4%
California	88,255	52.9%	88,297	56.9%	42	4.0%

District	"C" Requirement: Mathematics (Algebra 1, Geometry, and Algebra 2)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	5,226	45.0%	5,779	53.4%	553	8.5%
LA County	31,489	56.3%	33,768	61.9%	2,279	5.6%
LA County (excl LAUSD)	26,263	58.6%	27,989	63.6%	1,726	5.1%
California	124,418	51.0%	132,907	55.0%	8,489	4.1%

District	"D" Requirement: Science (Biology, Chemistry, and Physics)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	3,801	49.3%	3,869	53.0%	68	3.8%
LA County	25,511	59.5%	26,153	63.7%	642	4.2%
LA County (excl LAUSD)	21,710	61.3%	22,284	65.5%	574	4.3%
California	96,102	56.4%	99,223	61.1%	3,121	4.8%

Analysis of 2008 CST Results

<b>LATINO (78)</b>						
"A" Requirement: Social Science (World History and U.S. History)						
		2007		2008		Change
District	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	59,895	13.9%	58,495	16.1%	(1,400)	2.3%
LA County	137,813	18.3%	137,941	21.5%	128	3.1%
LA County (excl LAUSD)	77,918	21.7%	79,446	25.4%	1,528	3.6%
California	404,570	19.1%	416,319	22.1%	11,749	3.0%

"C" Requirement: Mathematics (Algebra 1, Geometry, and Algebra 2)						
		2007		2008		Change
District	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	97,153	7.4%	103,244	9.9%	6,091	2.5%
LA County	213,959	11.0%	223,489	12.9%	9,530	2.0%
LA County (excl LAUSD)	116,806	13.9%	120,245	15.5%	3,439	1.6%
California	600,550	12.6%	634,204	14.5%	33,654	1.9%

"D" Requirement: Science (Biology, Chemistry, and Physics)						
		2007		2008		Change
District	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	56,302	11.5%	59,865	14.7%	3,563	3.2%
LA County	119,101	17.4%	128,545	20.8%	9,444	3.3%
LA County (excl LAUSD)	62,799	22.7%	68,680	26.1%	5,881	3.3%
California	323,108	19.6%	346,006	23.3%	(58,564)	3.7%

<b>WHITE (80)</b>						
"A" Requirement: Social Science (World History and U.S. History)						
		2007		2008		Change
District	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	8,386	42.6%	7,834	46.2%	(552)	3.6%
LA County	45,437	47.0%	43,236	50.9%	(2,201)	3.9%
LA County (excl LAUSD)	37,051	48.0%	35,402	52.0%	(1,649)	3.9%
California	315,571	45.4%	302,095	49.3%	(13,476)	3.9%

"C" Requirement: Mathematics (Algebra 1, Geometry, and Algebra 2)						
		2007		2008		Change
District	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	11,837	29.9%	11,926	35.6%	89	5.7%
LA County	60,118	35.1%	60,007	37.4%	(111)	2.4%
LA County (excl LAUSD)	48,281	36.3%	48,081	37.9%	(200)	1.6%
California	424,822	32.9%	422,888	34.5%	(1,934)	1.6%

Analysis of 2008 CST Results

District	"D" Requirement: Science (Biology, Chemistry, and Physics)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	8,186	39.6%	7,810	43.6%	(376)	4.0%
LA County	41,367	49.6%	41,945	52.6%	578	3.1%
LA County (excl LAUSD)	33,181	52.0%	34,135	54.7%	954	2.7%
California	275,677	49.9%	269,974	54.2%	(5,703)	4.3%

**FLUENT-ENGLISH PROFICIENT AND ENGLISH ONLY (6)**

District	"A" Requirement: Social Science (World History and U.S. History)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	65,098	23.4%	64,384	25.6%	(714)	2.2%
LA County	197,459	32.5%	195,679	36.5%	(1,780)	4.1%
LA County (excl LAUSD)	132,361	37.0%	131,295	41.9%	(1,066)	4.9%
California	790,453	36.4%	788,384	40.3%	(2,069)	3.8%

District	"C" Requirement: Mathematics (Algebra 1, Geometry, and Algebra 2)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	101,649	14.1%	108,663	17.4%	7,014	3.3%
LA County	286,388	22.4%	298,461	25.2%	12,073	2.9%
LA County (excl LAUSD)	184,739	26.9%	189,798	29.7%	5,059	2.9%
California	1,117,467	26.4%	1,157,800	28.3%	40,333	1.9%

District	"D" Requirement: Science (Biology, Chemistry, and Physics)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	63,868	20.6%	66,741	24.1%	2,873	3.6%
LA County	182,601	33.7%	192,215	36.7%	9,614	2.9%
LA County (excl LAUSD)	118,733	40.8%	125,474	43.4%	6,741	2.5%
California	700,326	39.3%	720,571	43.7%	20,245	4.4%



Analysis of 2008 CST Results

**INITIALLY FLUENT-ENGLISH PROFICIENT (I-FEP) (7)**

District	"A" Requirement: Social Science (World History and U.S. History)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	6,743	33.3%	6,678	36.6%	(65)	3.3%
LA County	25,725	42.0%	24,985	45.9%	(740)	3.9%
LA County (excl LAUSD)	18,982	45.1%	18,307	49.3%	(675)	4.2%
California	83,528	42.2%	81,419	46.2%	(2,109)	4.1%

District	"C" Requirement: Mathematics (Algebra 1, Geometry, and Algebra 2)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	10,523	20.7%	11,655	26.2%	1,132	5.5%
LA County	36,925	29.4%	40,253	34.1%	3,328	4.7%
LA County (excl LAUSD)	26,402	32.9%	28,598	37.4%	2,196	4.5%
California	118,345	31.1%	123,448	34.5%	5,103	3.4%

District	"D" Requirement: Science (Biology, Chemistry, and Physics)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	6,767	29.9%	7,123	34.0%	356	4.1%
LA County	25,016	42.5%	26,280	46.4%	1,264	4.0%
LA County (excl LAUSD)	18,249	47.1%	19,157	51.1%	908	3.9%
California	80,099	43.6%	81,754	48.8%	1,655	5.2%

**RECLASSIFIED FLUENT-ENGLISH PROFICIENT (R-FEP) (8)**

District	"A" Requirement: Social Science (World History and U.S. History)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	32,614	21.1%	32,778	23.8%	164	2.7%
LA County	62,494	28.4%	64,795	32.4%	2,301	4.0%
LA County (excl LAUSD)	29,880	36.4%	32,017	41.2%	2,137	4.8%
California	155,449	32.1%	168,559	35.6%	13,110	3.5%

Analysis of 2008 CST Results

District	"C" Requirement: Mathematics (Algebra 1, Geometry, and Algebra 2)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	52,050	12.5%	55,852	16.1%	3,802	3.7%
LA County	97,235	19.6%	103,232	22.7%	5,997	3.1%
LA County (excl LAUSD)	45,185	27.8%	47,380	30.5%	2,195	2.7%
California	242,475	23.6%	267,507	26.4%	25,032	2.8%

District	"D" Requirement: Science (Biology, Chemistry, and Physics)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	33,136	17.3%	35,282	21.4%	2,146	4.0%
LA County	62,355	25.8%	67,766	30.0%	5,411	4.2%
LA County (excl LAUSD)	29,219	35.4%	32,484	39.4%	3,265	4.0%
California	152,584	29.7%	169,498	35.0%	16,914	5.3%

**ENGLISH ONLY (180)**

District	"A" Requirement: Social Science (World History and U.S. History)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	25,741	23.5%	24,928	25.9%	(813)	2.3%
LA County	109,240	33.3%	105,899	36.8%	(3,341)	3.5%
LA County (excl LAUSD)	83,499	36.3%	80,971	40.1%	(2,528)	3.8%
California	551,476	36.3%	538,406	40.6%	(13,070)	4.3%

District	"C" Requirement: Mathematics (Algebra 1, Geometry, and Algebra 2)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	39,076	14.5%	41,156	16.7%	2,080	2.2%
LA County	152,228	22.9%	154,976	24.9%	2,748	2.0%
LA County (excl LAUSD)	113,152	25.7%	113,820	27.8%	668	2.1%
California	756,647	26.1%	766,845	27.9%	10,198	1.8%

District	"D" Requirement: Science (Biology, Chemistry, and Physics)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	23,965	23.7%	24,336	25.6%	371	1.9%
LA County	95,230	35.9%	98,169	39.3%	2,939	3.4%
LA County (excl LAUSD)	71,265	40.0%	73,833	43.8%	2,568	3.8%
California	467,643	41.8%	469,319	45.6%	1,676	3.8%

Analysis of 2008 CST Results

**ENGLISH LEARNER (160)**

District	"A" Requirement: Social Science (World History and U.S. History)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	19,861	1.3%	17,943	2.6%	(1,918)	1.2%
LA County	44,251	4.9%	42,037	5.7%	(2,214)	0.8%
LA County (excl LAUSD)	24,390	7.8%	24,094	7.9%	(296)	0.1%
California	141,456	5.3%	140,642	6.3%	(814)	1.0%

District	"C" Requirement: Mathematics (Algebra 1, Geometry, and Algebra 2)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	32,507	2.5%	32,477	2.5%	(30)	0.0%
LA County	69,333	6.3%	69,373	7.2%	40	0.9%
LA County (excl LAUSD)	36,826	9.7%	36,896	11.3%	70	1.6%
California	206,397	7.6%	210,829	8.2%	4,432	0.7%

District	"D" Requirement: Science (Biology, Chemistry, and Physics)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	16,512	1.9%	16,732	2.4%	220	0.5%
LA County	33,436	5.8%	35,148	6.7%	1,712	0.9%
LA County (excl LAUSD)	16,924	9.6%	18,416	10.7%	1,492	1.1%
California	97,331	6.8%	100,152	7.9%	2,821	1.1%

**ENGLISH LEARNERS ENROLLED IN SCHOOLS IN THE U.S. LESS THAN 12 MONTHS (120)**

District	"A" Requirement: Social Science (World History and U.S. History)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	2,067	3.1%	1,073	5.1%	(994)	2.0%
LA County	3,223	4.1%	2,509	5.8%	(714)	1.7%
LA County (excl LAUSD)	1,156	5.9%	1,436	6.3%	280	0.4%
California	8,327	5.7%	7,332	7.9%	(995)	2.2%

Analysis of 2008 CST Results

"C" Requirement: Mathematics (Algebra 1, Geometry, and Algebra 2)						
District	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	4,458	6.8%	3,001	7.7%	(1,457)	0.9%
LA County	6,442	12.0%	5,634	13.5%	(808)	1.5%
LA County (excl LAUSD)	1,984	23.8%	2,633	20.1%	649	-
California	14,227	15.9%	13,179	17.7%	(1,048)	3.7%

"D" Requirement: Science (Biology, Chemistry, and Physics)						
District	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	1,613	3.6%	992	7.7%	(621)	4.1%
LA County	2,217	6.5%	2,084	9.5%	(133)	2.9%
LA County (excl LAUSD)	604	14.4%	1,092	11.1%	488	-
California	4,949	10.3%	4,788	14.2%	(161)	3.3%

**ENGLISH LEARNERS ENROLLED IN SCHOOLS IN THE U.S. 12 MONTHS OR MORE (142)**

"A" Requirement: Social Science (World History and U.S. History)						
District	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	17,794	1.4%	16,870	2.2%	(924)	0.9%
LA County	41,028	4.9%	39,528	5.7%	(1,500)	0.7%
LA County (excl LAUSD)	23,234	7.7%	22,658	8.2%	(576)	0.5%
California	133,129	5.3%	133,310	6.3%	181	1.0%

"C" Requirement: Mathematics (Algebra 1, Geometry, and Algebra 2)						
District	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	28,047	1.7%	29,474	2.3%	1,427	0.6%
LA County	62,884	5.7%	63,739	6.2%	855	0.5%
LA County (excl LAUSD)	34,837	8.9%	34,265	9.5%	(572)	0.7%
California	192,156	7.1%	197,650	7.3%	5,494	0.3%

Analysis of 2008 CST Results

District	"D" Requirement: Science (Biology, Chemistry, and Physics)					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	14,884	1.9%	15,721	1.9%	837	0.1%
LA County	31,212	5.8%	33,061	6.6%	1,849	0.8%
LA County (excl LAUSD)	16,328	9.3%	17,340	10.8%	1,012	1.5%
California	92,382	6.6%	95,364	7.8%	2,982	1.2%

**English Learners**

**FLUENT-ENGLISH PROFICIENT AND ENGLISH ONLY (6)**

District	English Language Arts, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	331,006	42.3%	335,573	45.6%	4,567	3.3%
LA County	908,512	48.9%	896,503	52.3%	-12,009	3.4%
LA County (excl LAUSD)	577,506	52.7%	560,930	56.3%	-16,576	3.6%
California	3,593,886	52.1%	3,555,521	54.8%	-38,365	2.6%

District	Mathematics, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	320,696	37.0%	324,977	41.0%	4,281	3.9%
LA County	874,752	42.7%	864,758	45.1%	-9,994	2.4%
LA County (excl LAUSD)	554,056	45.9%	539,781	47.5%	-14,275	1.6%
California	3,466,904	45.2%	3,430,193	47.1%	-36,711	1.9%

Analysis of 2008 CST Results

**INITIALLY FLUENT-ENGLISH PROFICIENT (I-FEP) (7)**

District	English Language Arts, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	50,838	53.5%	52,827	56.2%	1,989	2.7%
LA County	134,074	57.7%	134,212	60.8%	138	3.0%
LA County (excl LAUSD)	83,236	60.3%	81,385	63.7%	-1,851	3.4%
California	378,625	58.3%	369,469	61.7%	-9,156	3.4%

District	Mathematics, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	49,876	52.3%	51,826	55.8%	1,950	3.5%
LA County	131,080	53.6%	131,139	56.2%	59	2.6%
LA County (excl LAUSD)	81,204	54.4%	79,313	56.4%	-1,891	2.1%
California	369,382	52.5%	360,157	55.0%	-9,225	2.5%

**RECLASSIFIED FLUENT-ENGLISH PROFICIENT (R-FEP) (8)**

District	English Language Arts, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	125,384	40.9%	128,324	45.0%	2,940	4.1%
LA County	231,492	47.2%	232,076	50.6%	584	3.4%
LA County (excl LAUSD)	106,108	54.7%	103,752	57.6%	-2,356	2.9%
California	571,758	51.2%	597,718	55.0%	25,960	3.8%

District	Mathematics, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	121,061	32.1%	123,971	36.2%	2,910	4.1%
LA County	224,327	38.6%	224,519	40.9%	192	2.3%
LA County (excl LAUSD)	103,266	46.2%	100,548	46.7%	-2,718	0.5%
California	556,380	42.2%	580,924	44.7%	24,544	2.6%

Analysis of 2008 CST Results

**ENGLISH ONLY (180)**

District	English Language Arts, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	154,784	40.2%	154,422	42.8%	-362	2.5%
LA County	542,946	47.6%	530,215	50.1%	-12,731	2.5%
LA County (excl LAUSD)	388,162	50.5%	375,793	53.1%	-12,369	2.6%
California	2,643,503	51.6%	2,588,334	53.6%	-55,169	2.0%

District	Mathematics, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	149,707	36.2%	149,176	39.5%	-531	3.3%
LA County	519,345	41.9%	509,093	44.2%	-10,252	2.3%
LA County (excl LAUSD)	369,638	44.2%	359,917	46.2%	-9,721	2.0%
California	2,541,121	44.7%	2,489,079	46.6%	-52,042	1.9%

**ENGLISH LEARNER (160)**

District	English Language Arts, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	178,128	9.7%	163,354	9.8%	-14,774	0.1%
LA County	353,422	12.7%	329,612	14.2%	-23,810	1.5%
LA County (excl LAUSD)	175,294	15.8%	166,258	18.6%	-9,036	2.7%
California	1,131,120	14.7%	1,096,358	16.5%	-34,762	1.7%

District	Mathematics, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
LAUSD	173,769	20.7%	158,806	22.3%	-14,963	1.5%
LA County	343,677	24.3%	319,608	25.9%	-24,069	1.6%
LA County (excl LAUSD)	169,908	28.0%	160,802	29.5%	-9,106	1.5%
California	1,097,319	25.7%	1,063,473	27.9%	-33,846	2.2%

**ENGLISH LEARNERS ENROLLED IN SCHOOLS IN THE U.S. LESS THAN 12 MONTHS (120)**

	English Language Arts, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
District						
LAUSD	11,901	5.2%	8,883	6.2%	-3,018	1.0%
LA County	19,988	7.5%	20,979	11.7%	991	4.3%
LA County (excl LAUSD)	8,087	10.8%	12,096	15.8%	4,009	5.0%
California	56,595	9.2%	54,017	10.9%	-2,578	1.6%

	Mathematics, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
District						
LAUSD	11,438	11.5%	8,578	14.3%	-2,860	2.8%
LA County	19,299	18.8%	20,268	25.0%	969	6.2%
LA County (excl LAUSD)	7,861	29.5%	11,690	32.9%	3,829	3.4%
California	54,313	22.5%	51,807	25.6%	-2,506	3.1%

**ENGLISH LEARNERS ENROLLED IN SCHOOLS IN THE U.S. 12 MONTHS OR MORE (142)**

	English Language Arts, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
District						
LAUSD	166,227	10.1%	154,471	10.0%	-11,756	0.0%
LA County	333,434	13.0%	308,633	14.3%	-24,801	1.3%
LA County (excl LAUSD)	167,207	15.9%	154,162	18.6%	-13,045	2.8%
California	1,074,525	15.0%	1,042,341	16.8%	-32,184	1.9%

	Mathematics, Grades 2 - 11					
	2007		2008		Change	
	# Tested	% P/A	# Tested	% P/A	# Tested	% P/A
District						
LAUSD	162,305	21.4%	150,217	22.9%	-12,088	1.4%
LA County	324,355	24.8%	299,326	26.0%	-25,029	1.2%
LA County (excl LAUSD)	162,050	28.1%	149,109	29.1%	-12,941	1.0%
California	1,042,962	26.0%	1,011,648	28.2%	-31,314	2.2%



**Standard English Learners**

**TABLE SEL.NA**  
**Percent of English-Only Native American Students Scoring Proficient/Advanced on CST in 2007**

<i>Subject</i>	<i>Students Counted -</i>		<i>Economically Disadvantaged?</i>	
	<i>All</i>	<i>All</i>	<i>No</i>	<i>Yes</i>
ENGLISH LANGUAGE ARTS	1,227	40%	52%	31%
MATHEMATICS	1,191	36%	45%	29%
SCIENCE	598	29%	37%	22%
SOCIAL SCIENCE	311	26%	36%	17%

**TABLE SEL.AA**  
**Percent of English-Only African American Students Scoring Proficient/Advanced on CST in 2007**

<i>Subject</i>	<i>Students Counted -</i>		<i>Economically Disadvantaged?</i>	
	<i>All</i>	<i>All</i>	<i>No</i>	<i>Yes</i>
ENGLISH LANGUAGE ARTS	53,048	27%	36%	23%
MATHEMATICS	51,343	21%	26%	19%
SCIENCE	28,273	15%	18%	13%
SOCIAL SCIENCE	14,526	13%	16%	11%

**TABLE SEL.L**  
**Percent of English-Only Latino Students Scoring Proficient/Advanced on CST in 2007**

<i>Subject</i>	<i>Students Counted -</i>		<i>Economically Disadvantaged?</i>	
	<i>All</i>	<i>All</i>	<i>No</i>	<i>Yes</i>
ENGLISH LANGUAGE ARTS	55,022	34%	44%	30%
MATHEMATICS	53,525	34%	38%	32%
SCIENCE	25,134	22%	27%	19%
SOCIAL SCIENCE	12,160	20%	26%	17%

**TABLE SEL.PI**

Analysis of 2008 CST Results

**Percent of English-Only Pacific Islander (including Hawaiian) Students  
Scoring Proficient/Advanced on CST in 2007**

<i>Subject</i>	<i>Students Counted –</i>		<i>Economically Disadvantaged?</i>	
			<i>No</i>	<i>Yes</i>
ENGLISH LANGUAGE ARTS	1,311	39%	49%	32%
MATHEMATICS	1,282	38%	43%	34%
SCIENCE	625	24%	30%	17%
SOCIAL SCIENCE	314	18%	22%	14%