L.A. County and Inland Empire report card

In California, about 4.5 million public school students in grades 2 through 11 took tests last spring tied to the state’s academic standards in English/language arts, math, science and history/social science.

For the first time, students also took the California Achievement Test/Sixth Edition, known as the CAT/6. That compared students against a national sample in reading, language skills, math, spelling and science.

In addition, schools had to meet new criteria, including test score targets, for “adequate yearly progress” under the federal No Child Left Behind education law. For example, in many schools, 12% of students had to be proficient in English/language arts and 12.8% proficient in math. Proficiency means students have a strong mastery of their grade level’s material. Schools that repeatedly miss targets may face corrective actions, especially those that receive Title I federal aid for educating low-income students.

Readers who want to know how a school in Los Angeles County and some parts of the Inland Empire is doing can use this listing of scores as a gauge. These are results for individual grades, not the entire school.

Results for all grades, schools and districts are available on the Internet at http://star.cde.ca.gov

### How to read the scores

<table>
<thead>
<tr>
<th>School districts</th>
<th>English</th>
<th>Math</th>
<th>CAT/6 Read</th>
<th>CAT/6 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>XYZ Unified</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISTRICT</td>
<td>'03 Chg.</td>
<td>'03 Chg.</td>
<td>Read</td>
<td>Math</td>
</tr>
<tr>
<td>A Elementary(1)</td>
<td>50</td>
<td>5</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>B Elementary(3)</td>
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<td>50</td>
</tr>
<tr>
<td>C Elementary(2)</td>
<td>50</td>
<td>5</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>D Elementary</td>
<td>50</td>
<td>5</td>
<td>50</td>
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</tr>
<tr>
<td>E Elementary(2)</td>
<td>50</td>
<td>5</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

#### Inadequate progress

Numbers in parentheses indicate how many years in the last three that a school has made inadequate progress, as reflected by test scores and other factors. Only schools that receive federal aid are included in the two- and three-year categories.

1. This year
2. Two years in a row
3. Three or more years in a row
No mark: adequate progress

* Algebra I for 8th grade.
** Point change from the 2002 percentage.

Note: Schools for which data were not provided, including all of Long Beach and Pasadena, are not listed.
Orange County Report Card

In California, about 4.5 million public school students in grades 2 through 11 took tests last spring tied to the state’s academic standards in English/language arts, math, science and history/social science.

For the first time, students also took the California Achievement Test/Sixth Edition, known as the CAT/6. That compared students against a national sample in reading, language skills, math, spelling and science.

In addition, schools had to meet new criteria, including test score targets, for “adequate yearly progress” under the federal No Child Left Behind education law. For example, in many schools, 12% of students had to be proficient in English/language arts and 12.8% proficient in math. Proficiency means students have a strong mastery of their grade-level’s material. Schools that repeatedly miss targets may face corrective actions, especially those that receive Title I federal aid for educating low-income students.

Readers who want to know how a school in Orange County is doing can use this listing of scores as a gauge. These are results for individual grades, not the entire school.

Results for all grades, schools and districts are available on the Internet at http://star.cde.ca.gov

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**How to read the scores**

**School Districts**

Listed in alphabetical order by grade. Scores for the district are listed first, followed by scores for individual schools.

**English**

Percentage of students whose scores on California’s English and language arts standards questions were considered “at or above proficient.”

**Math**

Percentage of students whose scores on California’s math standards questions were considered “at or above proficient.”

**CAT/6 Read**

Percentage of students scoring at or above the national reading average. A 50 means that half the school’s students were at or above the national average.

**CAT/6 Math**

Percentage of students scoring at or above the national math average. A 50 means that half the school’s students were at or above the national average.

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**XYZ Unified DISTRICT**

<table>
<thead>
<tr>
<th>School Grade</th>
<th>English '03</th>
<th>Chg.**</th>
<th>Math* '03</th>
<th>Chg.**</th>
<th>Read '03</th>
<th>Math '03</th>
<th>CAT/6 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Elementary(1)</td>
<td>50</td>
<td>5</td>
<td>50</td>
<td>5</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>B Elementary(3)</td>
<td>50</td>
<td>5</td>
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<td>5</td>
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<td>5</td>
<td>50</td>
<td>5</td>
<td>50</td>
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</tr>
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<td>50</td>
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<td>50</td>
</tr>
<tr>
<td>E Elementary(2)</td>
<td>50</td>
<td>5</td>
<td>50</td>
<td>5</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

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**Inadequate Progress**

Numbers in parentheses indicate how many years in the last three that a school has made inadequate progress, as reflected by test scores and other factors. Only schools that receive federal aid are included in the two- and three-year categories.

(1) This year.
(2) Two years in a row.
(3) Three or more years in a row.

No mark: adequate progress

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* Algebra I for 8th and 9th grades. Geometry for 10th grade. Algebra II for 11th grade.
** Point change from the 2002 percentage.
Note: Schools for which data were not provided are not listed.

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File name: me-oceanscores16
Headline: O.C. Report Card
Desk: ME
Run date: 08/16/2003
Artist: Pat Rathbun
Size: 31p5 x 50
Ventura County

In California, about 4.5 million public school students in grades 2 through 11 took tests last spring tied to the state’s academic standards in English/language arts, math, science and history/social science.

For the first time, students also took the California Achievement Test/Sixth Edition, known as the CAT/6. That compared students against a national sample in reading, language skills, math, spelling and science.

In addition, schools had to meet new criteria, including test score targets, for “adequate yearly progress” under the federal No Child Left Behind education law. For example, in many schools, 12% of students had to be proficient in English/language arts and 12.8% proficient in math. Proficiency means students have a strong mastery of their grade-level material. Schools that repeatedly miss targets may face corrective actions, especially those that receive Title I federal aid for educating low-income students.

Readers who want to know how a school in Ventura County is doing can use this listing of scores as a gauge. These are results for individual grades, not the entire school.

Results for all grades, schools and districts are available on the Internet at http://star.cde.ca.gov

How to read the scores

School Districts
Listed in alphabetical order by grade, with grades 4, 8 and 10 included. Scores for the district are listed first, followed by scores for individual schools.

<table>
<thead>
<tr>
<th>District</th>
<th>03 Chg.**</th>
<th>03 Chg.**</th>
<th>Read</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>XYZ Unified</td>
<td>50</td>
<td>5</td>
<td>50</td>
<td>50</td>
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</tbody>
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How to read the scores

English
Percentage of students whose scores on California’s English and language arts standards questions were considered “at or above proficient.”

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Percentage of students whose scores on California’s math standards questions were considered “at or above proficient.”

CAT/6 Read
Percentage of students scoring at or above the national reading average. A 50 means that half the school’s students were at or above the national average.

CAT/6 Math
Percentage of students scoring at or above the national math average. A 50 means that half the school’s students were at or above the national average.

(* Algebra I for 8th grade. Geometry for 10th grade.
** Point change from the 2002 percentage. Note: Schools for which data were not provided are not listed.)

Inadequate Progress

Numbers in parentheses indicate how many years in the last three that a school has made inadequate progress, as reflected by test scores and other factors. Only schools that receive federal aid are included in the two- and three-year categories.

(1) This year.
(2) Two years in a row.
(3) Three or more years in a row.
No mark: adequate progress