

The Education of



*J*A*I*M*E
C*A*P*E*L*L*Á*N:*

English Learner Success in California Schools

By Joanne Jacobs

JUNE 2008

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EXECUTIVE SUMMARY

Some of the highest-performing students in California public schools are children who knew little English when they started kindergarten but achieved proficiency in elementary school. “English Learners” who are reclassified as fluent and proficient often outperform native English speakers on a range of standardized tests, including tests of English reading. They are more likely to take college-prep courses in high school.

School districts have widely varying policies for reclassifying these children once they learn English. While 29 percent of them scored well enough on the California English Language Development Test to qualify as proficient in 2007, only 9.2 percent were reclassified.

This paper examines factors contributing to these reclassification rates, and examines the success of students after they have been redesignated. It includes data from school districts with large English learner populations, including CAT/6 test scores, discusses educational approaches used, and demonstrates the relative success of students after they have been reclassified. It discusses statewide trends, as well as findings in school districts including Elk Grove, Corona-Norco, Long Beach and Alford Unified.

Details follow.

The Education of
J A* I* M* E C* A* P* E* L* L* Á* N:*

English Learner Success in
California Schools

BY JOANNE JACOBS JUNE 2008

*The Education of J*A*I*M*E C*A*P*E*L*L*Á*N:*

English Learner Success in California Schools

Born in California, Jaime Capellán started kindergarten speaking a mixture of Spanish learned from his immigrant parents and English he'd picked up from TV. Like 85 percent of English Learners, Jaime is the child of poorly educated, low-income parents; odds are he attends an underperforming school that has trouble hiring and retaining qualified, effective teachers.

But don't assume Jaime – the heir to Leo Rosten's Hyman Kaplan – is bound to fail. If he learns to read and write in English in elementary school, he's got a good chance to finish high school and go on to college.

When California tests students, one of the lowest scoring groups is made up of English Learners, students from non-English-speaking families who have below-average English skills. Their test scores in academic English keep them in the EL category long after they learn to speak "playground English" fluently. About 40 to 60 percent who start school as ELs never achieve proficiency – as defined by their district – in English reading and writing. Many of these "EL lifers" don't graduate from high school.

But some students from immigrant families -- the ones who learn English early -- are outperforming native-English speakers.



In every grade, students who learned English as a second language before starting school outscore native English speakers in both English language arts and math. These students -- known as Initial Fluent English Proficient, or IFEP -- also are the most likely to take college-prep classes.

A larger group of students start as English Learners but achieve proficiency, making them Reclassified Fluent English Proficient (RFEP). These students “do just as well as, and, in some cases, even better than non-EL students on every state standardized academic test, including the California Standards Test, the Stanford Assessment Test and the California High School Exit Exam,” notes the 2007 Evaluation Report on the California High School Exit Exam (CAHSEE) by Human Resources Research Organization.

Some 42 percent of public school students in California come from a home where another language is spoken, usually Spanish. Seventeen percent are considered fluent and proficient; 25 percent are ELs. Only 15 percent of “language-minority” children are considered fluent and proficient in kindergarten; by eighth grade, that’s up to only 54 percent.

According to U.S. Census data, 59 percent of English Learners in elementary school are U.S.-born children of immigrants, 18 percent are third generation, and only 24 percent are foreign-born. At the secondary level, as those with the most English are reclassified and new students arrive, 44 percent are foreign-born. Of course, that means the majority of students who haven’t achieved proficiency by middle school were born in the U.S.

Most English Learners come to school with all the disadvantages of poverty compounded by the disadvantages of

trying to learn a new language while also learning reading, writing and arithmetic.

Fact: 59 percent of English Learners in elementary school are U.S.-born children of immigrants, 18 percent are third generation, and only 24 percent are foreign-born.

Those reclassified in elementary school outperform native speakers through seventh grade on the English Language Arts portion of the California Standards Test, write Russell Rumberger and Patricia Gándara of the University of California’s Linguistic Minority Research Institute in Resource Needs for California’s English Learners (2006).

Reclassified students are strong on basic skills. On the state’s graduation exam, reclassified students have higher pass rates than any other group: While 88.8 percent of RFEPs passed the English exam as 10th graders and 85.4 percent passed the math, only 82.7 percent of English Only students passed English and 79.1 passed math. By contrast, only 36 percent of ELs passed the English portion and 46 percent passed the math.



2007 CAT/6 Scores* - Selected Districts

School District	Population	District Scores				Variance from Statewide Average			
		Reading	Language	Math	Spelling	Reading	Language	Math	Spelling
Long Beach Unified	R-FEP 3rd	636.9	633.6	642.3	637.4	1.4	-2.6	2.2	-2.3
	All Students - 3rd	618.7	614.9	619.2	612.3	-1.3	-3	2.4	4.8
	R-FEP 7th	665.1	661.4	680.2	680	-5	-7.2	-4.5	-3
	All Students - 7th	656	654.3	668.8	670.5	-3.5	-4.8	-3.1	1.5
Elk Grove Unified	R-FEP 3rd	633.1	633.2	637.1	645.9	-2.4	-3	-3	6.2
	All Students - 3rd	625	622.3	622.9	623.1	5	4.4	6.1	15.6
	R-FEP 7th	686.7	683.6	707.1	701.8	16.6	15	22.4	18.8
	All Students - 7th	666.7	666	682.2	680.2	7.2	6.9	10.3	11.2
Corona-Norco	R-FEP 3rd	635.8	635.2	637	634.8	0.3	-1	-3.1	-4.9
	All Students - 3rd	622.5	620.6	619.4	609.4	2.5	2.7	2.6	1.9
	R-FEP 7th	662.7	661.9	677.9	674	-7.4	-6.7	-6.8	-9
	All Students - 7th	661.6	661.1	675.7	669.6	2.1	2	3.8	0.6
Alvord Unified	R-FEP 3rd	**na	na	na	na	na	na	na	na
	All Students - 3rd	610.4	608.7	609.7	596.8	-9.6	-9.2	-7.1	-10.7
	R-FEP 7th	675.7	673.7	687.3	680	5.6	5.1	2.6	-3
	All Students - 7th	650.6	650.7	663.3	659.6	-8.9	-8.4	-8.6	-9.4
Statewide Average	R-FEP 3rd	635.5	636.2	640.1	639.7				
	All Students - 3rd	620	617.9	616.8	607.5				
	R-FEP 7th	670.1	668.6	684.7	683				
	All Students - 7th	659.5	659.1	671.9	669				

* The Mean Scale Scores for each grade and subject range from 0 (low) to 999 (high).

** Student population too small to report results.

The 2007 CAHSEE report found that a majority of 10th grade ELs had been enrolled in U.S. schools since kindergarten or first grade. Less than a third had arrived in sixth grade or later.

Fact: While 88.8 percent of RFEPs passed the English section on the state graduation exam, only 82.7 of English Only students did.

Not surprisingly, new arrivals tested poorly but did better in math than English.

More than 80 percent of ELs said Spanish was their primary language. Pass rates in English were highest for Korean, Vietnamese, Russian and Armenian speakers. English Learners speaking Korean, Vietnamese and Chinese did

exceptionally well in math, equaling or outperforming all other categories of students: 63.3 percent of Korean ELs passed English and 94.5 percent passed math.

Most students were reclassified in fourth through sixth grade, with another large group reclassified in eighth and ninth. Students reclassified in third through sixth grade had the highest pass rates on the English exam; in math, scores peaked for those reclassified in first through sixth. The newly reclassified did less well, scoring just under native English speakers.

“Linguistic minority status is intertwined with low socio-economic and racial minority status to exacerbate educational disadvantages,” the report concludes,

However, “lack of English proficiency per se is not an insurmountable obstacle to academic achievement.”

A majority of 10th grade English learners have been enrolled in U.S. schools since kindergarten or first grade.

Reclassified students had to work hard to achieve English proficiency and their motivation pays off.

Remarkably, 52 percent of reclassified students passed the college-prep courses required by the University of California and California State University systems in 2003, compared to only 32 percent of students who speak English as their first language.

Starting in eighth grade, native speakers move ahead of reclassified students on the English portion of the California Standards Test. “Some of this backsliding may be due to the fact that English Learners come from lower socioeconomic backgrounds than English-only (EO) students,” they write. However, non-poor students who speak English as a second language also slip below non-poor students from English-speaking families.

“In the upper grades, English demands get harder for non-native speakers and you see a falling off in high school,” says Rumberger.

IFEPs and RFEPs earn the highest scores on the seventh grade math test, well above scores for native English speakers. English Learners trail far behind. However, it’s impossible to compare in eighth grade and above because the best students are taking algebra, while others are taking lower-level math classes.

Why do IFEPs and RFEPs do so well?

Basically, it’s because they’re select groups. The brighter and harder-working students achieve proficiency earlier.

IFEPs may have exposure to English at home, perhaps from a parent who’s fluent. It’s believed they’re more likely to have education-savvy parents who’ve prepared them for school. They enjoy the cognitive benefits of learning two languages at an early age.

However, this is a small group that’s getting even smaller: California has changed the cut score on the language test given to new students, making it harder for students to qualify as proficient. “We’ve created another 20,000 ELs,” says Rumberger.

Districts that require students to score at the low end of the basic range qualify more students earlier for reclassification. That means kids are in the mainstream earlier, avoiding the risk that they’ll be tracked into classes with lower expectations. However, it raises the risk that they’ll struggle with school work without getting the special help provided to English Learners. The state now advises districts to use a mid-basic cut score to ensure students have solid English skills. Some districts require high basic or proficient scores, arguing that students will make the transition more easily if their skills equal or surpass mainstream students’ skills.

Remarkably, 52 percent of reclassified students passed the college-prep courses required by the University of California system in 2003, compared with 32 percent of native English speakers.

English Learners who are reclassified as proficient in the early grades are a “select minority,” notes the CAHSEE report.

2006 CAT/6 Scores* - Selected Districts

School District	Population	District Scores				Variance from Statewide Average			
		Reading	Language	Math	Spelling	Reading	Language	Math	Spelling
Long Beach Unified	R-FEP 3rd	636.1	632.5	642.8	639.5	-0.6	-4.4	0.2	-0.5
	All Students - 3rd	618.3	614.5	617.2	613.1	-1.2	-2.7	0.7	7.3
	R-FEP 7th	664.9	663.5	680.5	682.6	-4.1	-4.9	-3.1	0.4
	All Students - 7th	654.3	654.8	668.8	671.9	-4.5	-4.1	-1.8	3.6
Elk Grove Unified	R-FEP 3rd	635.9	635.8	646.4	645.7	-0.8	-1.1	3.8	5.7
	All Students - 3rd	626.2	623	625	621	6.7	5.8	8.5	15.2
	R-FEP 7th	682	682.8	703.4	699.8	13	14.4	19.8	17.6
	All Students - 7th	663.5	663.5	678.3	676.4	4.7	4.6	7.7	8.1
Corona-Norco	R-FEP 3rd	636.3	634.9	643.8	639.1	-0.4	-2	1.2	-0.9
	All Students - 3rd	623.1	619.9	621.6	609.5	3.6	2.7	5.1	3.7
	R-FEP 7th	665.6	664	676.6	675.7	-3.4	-4.4	-7	-6.5
	All Students - 7th	662.2	661.4	673.1	668.8	3.4	2.5	2.5	0.5
Alvord Unified	R-FEP 3rd	**na	na	na	na	na	na	na	na
	All Students - 3rd	612.6	608.9	612.6	595.2	-6.9	-8.3	-3.9	-10.6
	R-FEP 7th	673	670.1	685.9	682.3	4	1.7	2.3	0.1
	All Students - 7th	651.8	650.5	663.5	659.3	-7	-8.4	-7.1	-9
Statewide Average	R-FEP 3rd	636.7	636.9	642.6	640				
	All Students - 3rd	619.5	617.2	616.5	605.8				
	R-FEP 7th	669	668.4	683.6	682.2				
	All Students - 7th	658.8	658.9	670.6	668.3				

* The Mean Scale Scores for each grade and subject range from 0 (low) to 999 (high).

** Student population too small to report results.

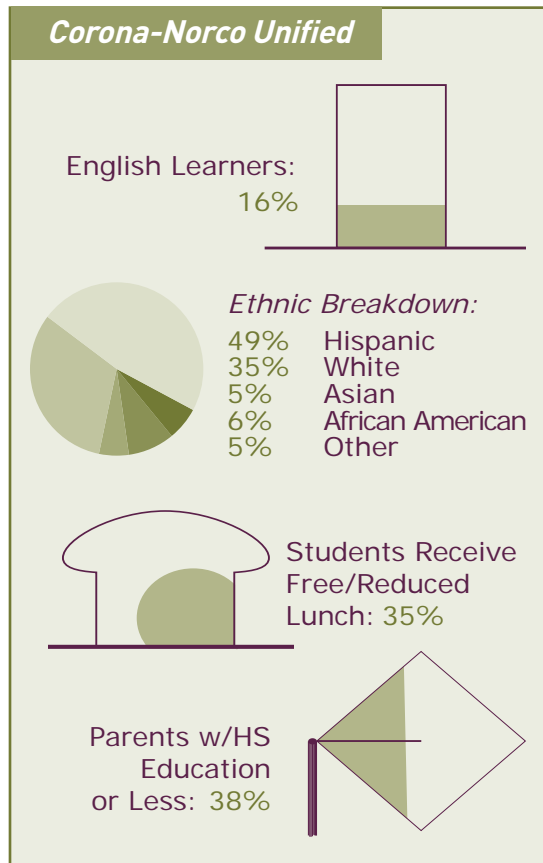
“They’ve fulfilled complex and stringent reclassification criteria.”

Only 5.5 percent of California students remain in bilingual programs that teach partially in the children’s home language. Typically, these children learn in Spanish for 90 percent of the day in kindergarten and first grade, then add more English in upper grades. Children are expected to learn to read in their first language, then transfer their reading skills to English, usually in third grade. Two-way immersion, a model that’s proven effective, combines English Learners with children from English-speaking homes who want to be bilingual. This avoids the segregation of traditional bilingual programs and the risk that teachers will expect less from students.

Jaime probably will be taught in English by a teacher who tries to “differentiate”

instruction for children with special needs. She’ll use repetition, rhyme, outlines and graphics; she’ll try to avoid lecturing and encourage students to give oral presentations. Jaime will spend 30 minutes a day in an English Language Development pull-out class, but most of his time will be spent with English-speaking classmates and classmates who aren’t yet fluent in English. Some schools are so segregated that children rarely hear a native English speaker their own age. But this is not the result of school policy, but rather of living in all-immigrant neighborhoods, often with little language diversity.

Children learn basic English quickly. In kindergarten, two-thirds of English Learners score in the two bottom levels, beginner and early intermediate, on the California English Language Development Test (CELDT) which tests speaking and



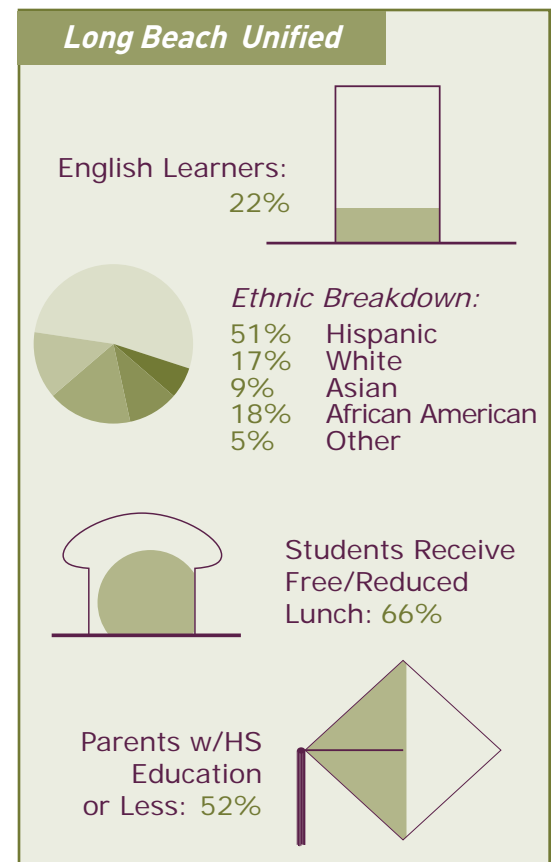
(level 2), intermediate (level 3), early advanced (level 4) and advanced (level 5). A student who averages a 4 or 5 is labeled “proficient,” and should be eligible for reclassification as “fluent and proficient” if no subtest score is below 3. However, districts also consider standardized test scores, teacher recommendations and often grades and additional test scores in deciding who to reclassify. Roughly two-thirds of students who score as advanced or early advanced on CELDT remain as English Learners.

Districts vary on reclassification policy: Some require a high basic or proficient score on the CST, basic math scores, minimum grades, passage of a district writing test or other criteria. Many students from English-speaking homes wouldn’t qualify.

listening and, starting in second grade, reading and writing. Only 7 percent score at the top two levels, early advanced and advanced. By first grade, one third have reached level three, intermediate, and nearly a third are early advanced or advanced.

Let’s say Jaime averages a CELDT level 4 (early advanced) in third grade with no subtest score under 3. His home district is supposed to look at his score on the California Standards Test, consult with his teachers and parents and decide whether he’s ready to be reclassified as fluent and proficient in English.

CELDT was developed to measure whether English Learners were actually learning English reading, writing, speaking and listening skills. Students are supposed to move up at least one level per year from beginner (level 1) to advanced beginner



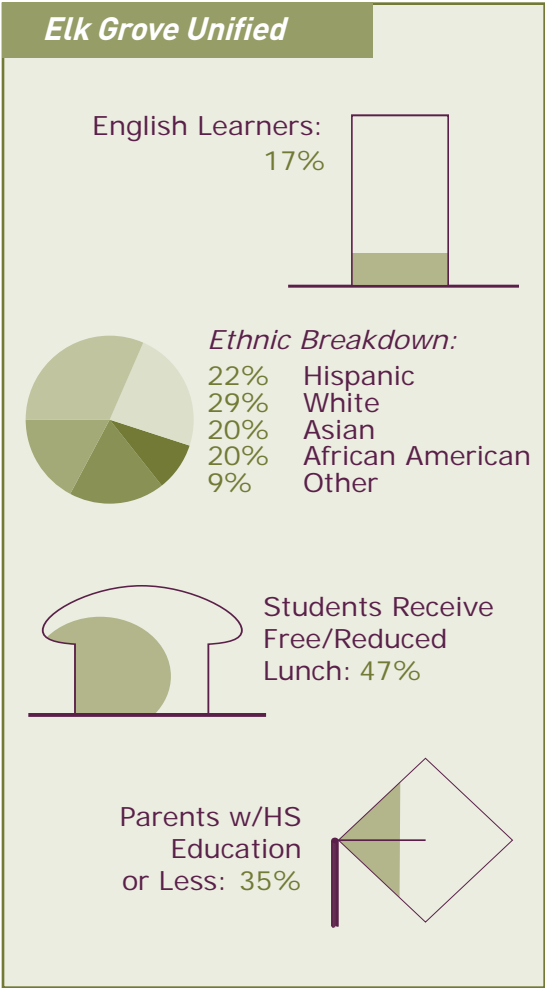


Fact: While 29 percent of students met the CELDT criteria for reclassification in 2007, only 9.2 percent were reclassified.

In addition, some districts are vigilant about identifying students who should be considered for reclassification, while others don't consider it a priority.

Jaime may score at the top level on CELDT for years without being reclassified: While 29 percent of students met the CELDT criteria for reclassification in 2007, only 9.2 percent were reclassified. In 2008, 33 percent met the CELDT standard but the reclassification rate is not yet available. Superintendent Jack O'Connell is pushing districts to move more students to the mainstream.

Once Jaime is reclassified, the district will lose the extra funding that pays for language classes, tutoring and other services and Jaime will lose his eligibility for help.



2005 CAT/6 Scores* - Selected Districts

School District	Population	District Scores				Variance from Statewide Average			
		Reading	Language	Math	Spelling	Reading	Language	Math	Spelling
Long Beach Unified	R-FEP 3rd	632.8	631.3	639.8	636.7	-3.5	-5.3	-2.3	-2.3
	All Students - 3rd	617.6	614.8	617.4	612.6	-0.6	-1.3	1.7	8.8
	R-FEP 7th	666.7	665.1	682.6	685.8	-1.9	-2.9	-0.1	3.1
	All Students - 7th	654.4	655.1	668.2	671.6	-3.8	-3.2	-1.4	3.8
Elk Grove Unified	R-FEP 3rd	636.6	636.7	645.3	648.8	0.3	0.1	3.2	9.8
	All Students - 3rd	627.1	623.4	625	622.9	8.9	7.3	9.3	19.1
	R-FEP 7th	685.4	683.8	703.6	703.2	16.8	15.8	20.9	20.5
	All Students - 7th	665.2	663.9	677.2	678.7	7	5.6	7.6	10.9
Corona-Norco	R-FEP 3rd	632.4	628.6	635.2	631.9	-3.9	-8	-6.9	-7.1
	All Students - 3rd	623.4	618.7	620.1	606.5	5.2	2.6	4.4	2.7
	R-FEP 7th	666.6	664.9	679	681.1	-2	-3.1	-3.7	-1.6
	All Students - 7th	662.2	660.6	670.9	668.7	4	2.3	1.3	0.9
Alvord Unified	R-FEP 3rd	**na	na	na	na	na	na	na	na
	All Students - 3rd	609.3	608	610	591	-8.9	-8.1	-5.7	-12.8
	R-FEP 7th	676.5	669.4	686.1	681.5	7.9	1.4	3.4	-1.2
	All Students - 7th	652.2	651	664.1	659.4	-6	-7.3	-5.5	-8.4
Statewide Average	R-FEP 3rd	636.3	636.6	642.1	639				
	All Students - 3rd	618.2	616.1	615.7	603.8				
	R-FEP 7th	668.6	668	682.7	682.7				
	All Students - 7th	658.2	658.3	669.6	667.8				

* The Mean Scale Scores for each grade and subject range from 0 (low) to 999 (high).

** Student population too small to report results.

“Reclassification is not the end of the story,” says Robert Linqanti of WestEd. “These students have ongoing academic, language and content needs.”

Students are supposed to be monitored for two years after reclassification. “However, funding is tied to the EL label so there’s no extra money for help if students need it,” says Linqanti.

“The big challenge is getting from basic to proficient,” he says. “The kids who are below basic aren’t even in the ballpark.”

Most students are at basic on the English standards test when they’re reclassified and half remain at basic or slip below. “By 10th grade, 40 percent are basic and 16 below basic and 6 far below basic,” Linqanti says.

Only 27 percent of English Only 10th graders score at basic, but 16 percent are below basic and 12 percent are far below basic. That is,

compared to RFEPs, there are more high-scoring students and more very low-scoring students.

The optimal zone for reclassification is second through fifth grade, says Eric Zilbert, a psychometrician for the state education department. “If you’re reclassified by fourth or fifth grade, you’ll probably do fine. If you come here in sixth or seventh grade with no English, you’re probably never going to be reclassified.”

If Jaime goes to middle school still designated an English Learner, his chances of success diminish significantly.

In middle school, long-time ELs may find themselves retaking the same English language courses they took in younger grades. They may be in social studies, science or math classes offered in “sheltered English.” Expectations are low

and so is performance. It's hard for them to work their way into the mainstream. They get stuck.

"English Learner should not be a life sentence," says Linqanti.

By high school, English Learners are a mix of newcomers -- students who arrived too recently to have mastered English -- and long-term ELs. Students who've been in U.S. schools since kindergarten without reaching proficiency may be slower learners for reasons that have nothing to do with the language spoken by their parents. Or their initial problems with English may have put them on the wrong track in school. In any case, there's a high risk that older ELs will drop out of high school; those who persist have great trouble passing the graduation exam.

"The optimal zone for reclassification is second through fifth grade.... If you're reclassified by fourth or fifth grade, you'll probably do fine."

"Kids tend to get tracked in high school," says Linqanti. "It's a nasty cycle." Taking easier classes, they're not pushed to improve. In recent years, districts have tried to encourage English Learners to take college-prep courses, but without much success.

"State-mandated classification, selective testing and tracking inadvertently create new forms of segregation that trap EL students," warns the 2007 CAHSEE report. "Linguistic tracking can limit education choices, access to quality academic programs and opportunity to advance beyond high school."

For his doctoral dissertation in economics and education at Stanford, Joe Robinson analyzed whether reclassification as fluent helped students achieve. He looked at a

single California district and warns that the results can't be generalized to all districts because policies vary so much.

"State-mandated classification, selective testing and tracking inadvertently create new forms of segregation that trap EL students.... Linguistic tracking can limit education choices, access to quality academic programs and opportunity to advance beyond high school."

He compared students in fifth through 11th grade who just qualified for reclassification with those who just missed the district criteria. There was no reclassification bump or dip; students handled the transition smoothly.

"If you compare those who just made it and those who just missed, the scores for reclassified students are about the same or slightly lower in fifth through eighth grade," Robinson says. In 11th grade, reclassified students do better than those who just missed it.





Students who qualify for reclassification tend to be the most motivated, he says. Robinson sees evidence that districts relax their criteria for reclassification in high school, which may account for RFEPs losing their edge over EO students.

Elk Grove Unified near Sacramento boosted its reclassification rate from 6.7 percent in 2002 to 22.9 percent in 2003 and has remained well above the state average ever since. In 2007, 14.7 percent of ELs were reclassified.

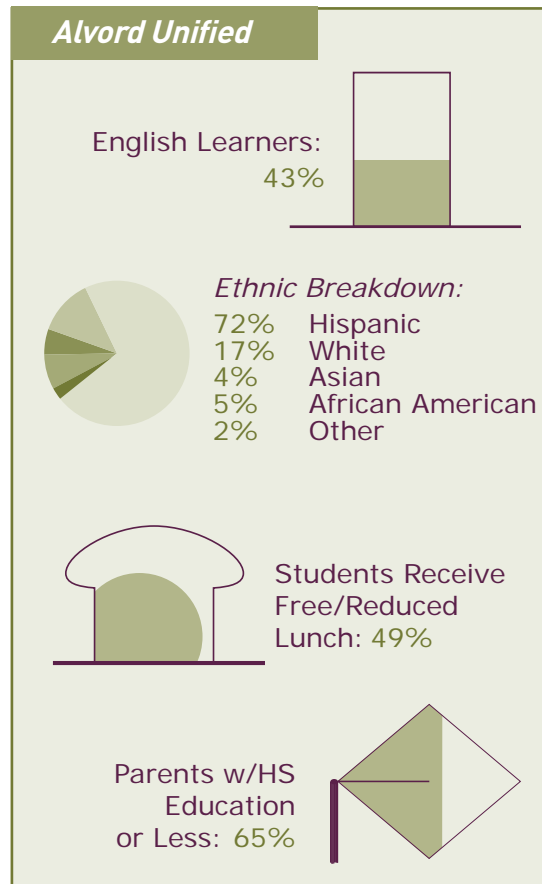
The district decided to redesignate students in K-2, even before they had CST scores, based on teacher recommendations. Many students turned out to be eligible. Once scores are available, Elk Grove requires CELDT of 4 or 5 plus a high basic CST score; student must be passing reading or English.

RFEPs outperform all other students in every grade. "They're motivated," says Christina DeWall, program specialist. Being multilingual becomes a strength.

Most districts don't even think about reclassifying till third grade, when CELDT reading and writing scores and the end-of-the-year second grade test scores are available. If the student isn't solidly successful, they wait.

Elk Grove closely monitors all students' progress with meetings three times a year for teachers to discuss each student. Who needs acceleration? Who needs extra help? The goal is to intervene when a student starts to wobble, before he gets a chance to fail.

The district never offered bilingual classes because there are so many languages -- currently 72 -- spoken by students that it was impractical. Students are in mainstream classes; teachers use structured English immersion techniques to help them understand. In secondary school, ELs take English Language Development in lieu of English classes; those with poor English skills may take sheltered classes in some



subjects if there are enough students to warrant a class.

Most districts don't even think about reclassifying till third grade, when CELDT reading and writing scores and the end-of-the-year second grade test scores are available. If the student isn't solidly successful, they wait.

In low-scoring districts, students may wait a long, long time.

In Riverside County south of Los Angeles, Alvord Unified almost never redesignates students before middle school: The rock-bottom 1 percent rate in 2005 rose to 3.3 percent in 2007.

Students who do become RFEPs earn significantly higher test scores in English and math than the district average.

Corona-Norco, also in Riverside County, used to have a low reclassification rate, but it jumped up in 2002; in 2007, it was 16.1 percent. Furthermore, students are achieving proficiency early: Some elementaries reclassify 30 to 49 percent of students.

"When I came here in 2002, ELD was very haphazard," says Nivia Gallardo, English Learner program director for Corona-Norco. Most of the teaching materials had vanished; what was available didn't stress literacy. She bought new books, trained teachers and reorganized the reclassification process.

"Knowledge is power," she says. "In the past, only the site admin was doing redesignation. Now we have teachers involved, principals, we have parents who are asking good questions." An EL specialist meets monthly at each school to go over the progress of ELs. Students receive goal sheets that show where they are on CELDT and the standards test, so they can shoot for the next level. Teachers meet with students and their parents.

A two-way immersion program -- Spanish speakers learn English while English speakers learn Spanish -- has proven very effective at two schools. "A lot of their ELs are reclassified in third grade," Gallardo says.

On the other hand, "all of us have the lifers who've been with us since kindergarten and are stuck at CELDT 3. Helping kids make the jump is our priority."

EL specialists also look for "in-class dropouts" who are just going through the motions. "We need to get to kids in elementary school," Gallardo says. "We have three kids I call the tres amigos. They're CELDT 2 after eight years. They were always in trouble because they didn't want to show people they couldn't

read. It's better to be sent to the office than to be embarrassed in class."

"We may not reclassify if the student is low basic," Gallardo says. "If he's low basic, he may fall off a cliff when he stops receiving services." Reclassified students are "solid" achievers who outperform native English speakers.

For years, Long Beach Unified had one of the highest reclassification rates, remarkable for a very diverse district with many low-income students. Like Corona-Norco, Long Beach tracks students' progress closely to make sure that students are considered for reclassification as soon as possible. But some reclassified students were struggling to succeed, so the district decided to require a mid-basic score rather than low basic on the standards test. The reclassification rate, which peaked at 18 percent in 2004-05, fell to 12.1 percent in 2006-07, still higher than the state average.

Districts that have interventions set up to help struggling students are more confident about reclassifying.

Districts that have interventions set up to help struggling students are more confident about reclassifying: Jaime won't need EL status to get help from a tutor or an after-school program or a summer school class. But some districts can't afford extra programs or aren't good at keeping track of students' progress.

"It's districts that pay attention to all kids that do a good job with RFEPs," Linqanti says.

Schools that are organized to educate all their students -- with strong leadership, trained teachers and a coherent curriculum -- tend to do well with students who are learning English. Jaime benefits especially

from clear expectations, prompt intervention when he runs into trouble and a strong push to master English and move into the mainstream by the end of elementary school.

All too often, Jaimes grow up to be EL lifers turned drop-outs turned car wash attendants and burger flippers. But Jaime can learn English and succeed, if he's willing to work hard. Teach him well and he'll learn.

Again and again, educators say of their reclassified students, "They are our best students."

Joanne Jacobs, Lexington Institute adjunct fellow and a freelance writer in California, is the author of a book about a school that prepares Mexican-American students for college, "Our School: The Inspiring Story of Two Teachers, One Big Idea and the Charter School That Beat the Odds." She blogs on education at JoanneJacobs.com.

A proposed change in federal funding for English Learners could move students out of the program much earlier.

Currently, states can meet federal targets for bringing students to proficiency but keep the "proficient" students as English Learners, eligible for federal funding. In 2007, California reported that 29 percent of English Learners were proficient based on CELDT alone; districts only reclassified 9.2 percent. The U.S. Education Department wants states to use the same criteria for reclassification as for reporting proficiency.

If states are required to comply, California could use CELDT scores alone to determine proficiency, tripling the reclassification rate. Those reclassified would include students who can communicate in English but aren't doing well on tests of English content knowledge. Or, the state could use its reclassification guidelines -- CELDT scores plus scores on the California Standards Test -- to define proficiency. But school districts must show that English learners are moving toward proficiency to satisfy federal targets: If reclassification guidelines are used, the number of students reaching proficiency would fall by two-thirds; most districts would miss their federal targets and face sanctions.

APPENDIX A

Percent of EL Students Redesignated to FEP Top 50 California School Districts by EL Population

DISTRICT	% of Students Redesignated FEP 2006-07	% of Students Redesignated FEP 2005-06	% of Students Redesignated FEP 2004-05	% of Students Redesignated FEP 2003-04
ALHAMBRA UNIFIED	5.4	7.1	0	0
ALUM ROCK UNION ELEMENTARY	2.4	8.8	6.4	4.6
ALVORD UNIFIED	3.3	1	2	1.9
ANAHEIM CITY	11.2	12.2	9.4	9.6
ANAHEIM UNION HIGH	11	11.4	6.1	10.5
BALDWIN PARK UNIFIED	6.8	2.5	7.3	8.2
CALEXICO UNIFIED	10.2	3.6	6.9	7.5
CHULA VISTA ELEMENTARY	5.1	9.2	8.1	7.1
COACHELLA VALLEY UNIFIED	3.8	8.3	6	7
COMPTON UNIFIED	5.5	6.7	6.1	8.2
CORONA-NORCO UNIFIED	16.1	14.4	13.9	6.8
DESERT SANDS UNIFIED	10.1	9.6	10.1	8.5
ELK GROVE UNIFIED	14.7	13.9	14.8	18.2
ESCONDIDO UNION ELEMENTARY	9.4	6.9	7.2	5.6
FONTANA UNIFIED	5.8	7.7	1.6	6.8
FRESNO UNIFIED	4.5	9.1	8.9	6.7
GARDEN GROVE UNIFIED	8.6	9.3	9.3	9.4
GLENDALE UNIFIED	20.6	19.7	21.8	23.6
HAYWARD UNIFIED	8.4	6.7	6.7	5.2
JURUPA UNIFIED	5.5	4.4	1.9	5.8
LODI UNIFIED	5.4	6.3	5.4	3.3
LONG BEACH UNIFIED	12.1	15.2	18	16.9
LOS ANGELES UNIFIED	13.4	9.5	7.7	4.2
LYNWOOD UNIFIED	9.9	12.3	14.4	12.5
MADERA UNIFIED	6.6	4.9	4.1	4.2
MONTEBELLO UNIFIED	8.5	12.1	11.8	9.4
MORENO VALLEY UNIFIED	7.7	9.4	10.7	6.1
MT. DIABLO UNIFIED	18.2	5.7	5.1	6.3
OAKLAND UNIFIED	9.5	13.4	13.4	14.7
ONTARIO-MONTCLAIR ELEMENTARY	5	9.5	8.1	10.3
ORANGE UNIFIED	3.2	6.8	5.9	3.2
OXNARD ELEMENTARY	4.3	10.4	7.9	9.5
PAJARO VALLEY UNIFIED	9.7	6.7	5.7	5.7
PALM SPRINGS UNIFIED	10	12.4	9.6	8.3
PALMDALE ELEMENTARY	7	9.5	10.5	5.4
PARAMOUNT UNIFIED	10.4	10.7	10.3	4.8
POMONA UNIFIED	6.4	5.3	3.7	4.3
RIALTO UNIFIED	2.1	3.4	2.9	2.5
RIVERSIDE UNIFIED	8.3	6.7	8.3	11.1
SACRAMENTO CITY UNIFIED	4.1	4.1	6.3	5.7
SAN BERNARDINO CITY UNIFIED	4	4.7	5.5	5.6
SAN DIEGO UNIFIED	6.4	10.4	8.7	10
SAN FRANCISCO UNIFIED	10.1	12.6	9.8	10.2
SAN JOSE UNIFIED	9	8.2	7.4	5.5
SANTA ANA UNIFIED	8.9	8	7.2	9.3
STOCKTON UNIFIED	7.7	14.2	7.1	8.3
SWEETWATER UNION HIGH	10.7	13.8	13.9	14
VISTA UNIFIED	5.4	9	9.9	7.5
WEST CONTRA COSTA UNIFIED	4.8	7.5	4.8	5.1
STATE TOTALS	9.2	9.6	9	8.3

Source: California Department of Education, Dataquest

APPENDIX B

2007 STAR - CAT/6 Scores R-FEP

School District	3rd Grade Scores				Variance from R-FEP Statewide			
	Reading	Language	Math	Spelling	Reading	Language	Math	Spelling
Alhambra Unified	**na	na	na	na	na	na	na	na
Alum Rock Union Elementary	645	650.7	658.7	671.2	9.5	14.5	18.6	31.5
Alvord Unified	na	na	na	na	na	na	na	na
Baldwin Park Unified	na	na	na	na	na	na	na	na
Calexico Unified	642.4	635.7	637.8	621.5	6.9	-0.5	-2.3	-18.2
Chula Vista Elementary	na	na	na	na	na	na	na	na
Coachella Valley Unified	na	na	na	na	na	na	na	na
Compton Unified	636.1	636	619.6	660.5	0.6	-0.2	-20.5	20.8
Corona-Norco Unified	635.8	635.2	637	634.8	0.3	-1	-3.1	-4.9
Desert Sands Unified	646.1	642.3	642.4	634.3	10.6	6.1	2.3	-5.4
Elk Grove Unified	633.1	633.2	637.1	645.9	-2.4	-3	-3	6.2
Escondido Union Elementary	na	na	na	na	na	na	na	na
Fontana Unified	na	na	na	na	na	na	na	na
Fresno Unified	642.8	644	644.1	643.4	7.3	7.8	4	3.7
Garden Grove Unified	645.7	645.4	651.6	653.6	10.2	9.2	11.5	13.9
Glendale Unified	633.6	640.3	644.7	635.4	-1.9	4.1	4.6	-4.3
Hayward Unified	625.1	634.8	633.3	627.2	-10.4	-1.4	-6.8	-12.5
Jurupa Unified	638.2	638	637.8	633.8	2.7	1.8	-2.3	-5.9
Lodi Unified	635.6	633.5	639.4	633.4	0.1	-2.7	-0.7	-6.3
Long Beach Unified	636.9	633.6	642.3	637.4	1.4	-2.6	2.2	-2.3
Los Angeles Unified	630.4	632.2	635.1	640.4	630.4	-4	-5	0.7
Lynwood Unified	635.4	639.4	635.9	647	-0.1	3.2	-4.2	7.3
Madera Unified	634.2	631.3	645.7	630.5	-1.3	-4.9	5.6	-9.2
Montebello Unified	635.1	636	639	626.8	-0.4	-0.2	-1.1	-12.9
Moreno Valley Unified	641.5	635.7	628.7	651	6	-0.5	-11.4	11.3
Mt. Diablo Unified	na	na	na	na	na	na	na	na
Oakland Unified	633.2	636.3	645.2	649.3	-2.3	0.1	5.1	9.6
Ontario-Montclair Elementary	na	na	na	na	na	na	na	na
Orange Unified	658.9	656.4	660.3	635.9	23.4	20.2	20.2	-3.8
Oxnard Elementary	na	na	na	na	na	na	na	na
Pajaro Valley Unified	632.7	629.8	627.7	620	-2.8	-6.4	-12.4	-19.7
Palm Springs Unified	636.5	634.2	633.5	642.5	1	-2	-6.6	2.8
Palmdale Elementary	630.1	628.2	625.3	634.2	-5.4	-8	-14.8	-5.5
Paramount Unified	634.3	633.1	634	642.8	-1.2	-3.1	-6.1	3.1
Pomona Unified	633.2	633.3	635.2	638.5	-2.3	-2.9	-4.9	-1.2
Rialto Unified	642.8	638.8	651.6	640.4	7.3	2.6	11.5	0.7
Riverside Unified	na	na	na	na	na	na	na	na
Sacramento City Unified	na	na	na	na	na	na	na	na
San Bernardino City Unified	633.4	629.9	636	625.9	-2.1	-6.3	-4.1	-13.8
San Diego Unified	645.3	643.2	657.7	644.3	645.3	7	17.6	4.6
San Francisco Unified	638.7	642.3	659.3	655.6	3.2	6.1	19.2	15.9
San Jose Unified	643.3	644.7	648.7	649.5	7.8	8.5	8.6	9.8
Santa Ana Unified	na	na	na	na	na	na	na	na
Stockton Unified	635	638.1	637.7	633	-0.5	1.9	-2.4	-6.7
Vista Unified	654.2	652.4	650.7	646	18.7	16.2	10.6	6.3
West Contra Costa Unified	638.3	645.6	652.1	658.4	2.8	9.4	12	18.7
California R-FEP Statewide	635.5	636.2	640.1	639.7				
California ALL Statewide	620	617.9	616.8	607.5				
CA Statewide English Only	629.3	625.6	623	614.1				

* The Mean Scale Scores for each grade and subject range from 0 (low) to 999 (high).

** Student population too small to report results.

2007 STAR - CAT/6 Scores R-FEP

School District	7th Grade Scores				Variance from R-FEP Statewide			
	Reading	Language	Math	Spelling	Reading	Language	Math	Spelling
Alhambra Unified	695	697.1	730.8	722.2	24.9	28.5	46.1	39.2
Alum Rock Union Elementary	676.4	676.5	696.8	691.3	6.3	7.9	12.1	8.3
Alvord Unified	675.7	673.7	687.3	680	5.6	5.1	2.6	-3
Baldwin Park Unified	677.4	673.6	695.6	685.6	7.3	5	10.9	2.6
Calexico Unified	680.7	675.1	686.5	698	10.6	6.5	1.8	15
Chula Vista Elementary	689.8	682.4	712.7	690.6	19.7	13.8	28	7.6
Coachella Valley Unified	674.8	673.2	680.9	685.7	4.7	4.6	-3.8	2.7
Compton Unified	664	663	674.6	681.6	-6.1	-5.6	-10.1	-1.4
Corona-Norco Unified	662.7	661.9	677.9	674	-7.4	-6.7	-6.8	-9
Desert Sands Unified	663	664.9	671.3	672.3	-7.1	-3.7	-13.4	-10.7
Elk Grove Unified	686.7	683.6	707.1	701.8	16.6	15	22.4	18.8
Escondido Union Elementary	672.1	671.1	685.6	679	2	2.5	0.9	-4
Fontana Unified	673.1	670.3	683.9	676.1	3	1.7	-0.8	-6.9
Fresno Unified	665.7	665.8	676.8	685.1	-4.4	-2.8	-7.9	2.1
Garden Grove Unified	689.1	687.6	708.3	703.5	19	19	23.6	20.5
Glendale Unified	676.6	678.2	700	685.7	6.5	9.6	15.3	2.7
Hayward Unified	673.4	671.5	687.7	679.6	3.3	2.9	3	-3.4
Jurupa Unified	676.5	670.2	689.9	681.5	6.4	1.6	5.2	-1.5
Lodi Unified	678.8	673.6	691.7	686.2	8.7	5	7	3.2
Long Beach Unified	665.1	661.4	680.2	680	-5	-7.2	-4.5	-3
Los Angeles Unified	661.2	660.3	672.3	678.4	-8.9	-8.3	-12.4	-4.6
Lynwood Unified	658	655.8	673	676.4	-12.1	-12.8	-11.7	-6.6
Madera Unified	686.6	680.5	697.7	685.7	16.5	11.9	13	2.7
Montebello Unified	660.9	660.6	678.8	676.6	-9.2	-8	-5.9	-6.4
Moreno Valley Unified	667.3	662.7	675.9	675.7	-2.8	-5.9	-8.8	-7.3
Mt. Diablo Unified	673	671.6	688.3	684.2	2.9	3	3.6	1.2
Oakland Unified	661.8	663.1	677.4	681.8	-8.3	-5.5	-7.3	-1.2
Ontario-Montclair Elementary	668	665.7	684.4	683.5	-2.1	-2.9	-0.3	0.5
Orange Unified	677.2	677.4	689.3	696	7.1	8.8	4.6	13
Oxnard Elementary	662.6	662.7	676.6	678.1	-7.5	-5.9	-8.1	-4.9
Pajaro Valley Unified	667.1	665	675	671.5	-3	-3.6	-9.7	-11.5
Palm Springs Unified	668.3	665.3	673.3	674.5	-1.8	-3.3	-11.4	-8.5
Palmdale Elementary	666	662.7	678.3	684.9	-4.1	-5.9	-6.4	1.9
Paramount Unified	674.8	671.6	678.6	680.6	4.7	3	-6.1	-2.4
Pomona Unified	673.2	669.5	688.9	681.2	3.1	0.9	4.2	-1.8
Rialto Unified	674.7	673.6	680.8	679.5	4.6	5	-3.9	-3.5
Riverside Unified	666	664.4	678.2	672.1	-4.1	-4.2	-6.5	-10.9
Sacramento City Unified	684.3	684.6	709.4	700.2	14.2	16	24.7	17.2
San Bernardino City Unified	672.5	670	688.4	685.6	2.4	1.4	3.7	2.6
San Diego Unified	669.5	665.9	682.4	678.2	-0.6	-2.7	-2.3	-4.8
San Francisco Unified	680	683.7	714.1	698.2	9.9	15.1	29.4	15.2
San Jose Unified	677.8	673.8	692.9	684.8	7.7	5.2	8.2	1.8
Santa Ana Unified	660	664.1	677.6	677.1	-10.1	-4.5	-7.1	-5.9
Stockton Unified	663.3	662.1	679.3	677.9	-6.8	-6.5	-5.4	-5.1
Vista Unified	675.5	670.6	687.1	696.6	5.4	2	2.4	13.6
West Contra Costa Unified	674.7	672.2	686.3	689.3	4.6	3.6	1.6	6.3
California R-RFEP Statewide	670.1	668.6	684.7	683				
California ALL Statewide	659.5	659.1	671.9	669				
CA Statewide English Only	669	666.7	679.2	672.1				

2006 STAR - CAT/6 Scores R-FEP

School District	3rd Grade Scores				Variance from R-FEP Statewide			
	Reading	Language	Math	Spelling	Reading	Language	Math	Spelling
Alhambra Unified	**na	na	na	na	na	na	na	na
Alum Rock Union Elementary	na	na	na	na	na	na	na	na
Alvord Unified	na	na	na	na	na	na	na	na
Baldwin Park Unified	na	na	na	na	na	na	na	na
Calexico Unified	635	630.1	629.5	620.6	-1.7	-6.8	-13.1	-19.4
Chula Vista Elementary	643.5	640.2	649.5	647.6	6.8	3.3	6.9	7.6
Coachella Valley Unified	na	na	na	na	na	na	na	na
Compton Unified	653	651	683.2	651.5	16.3	14.1	40.6	11.5
Corona-Norco Unified	636.3	634.9	643.8	639.1	-0.4	-2	1.2	-0.9
Desert Sands Unified	642	633	643	634.4	5.3	-3.9	0.4	-5.6
Elk Grove Unified	635.9	635.8	646.4	645.7	-0.8	-1.1	3.8	5.7
Escondido Union Elementary	na	na	na	na	na	na	na	na
Fontana Unified	na	na	na	na	na	na	na	na
Fresno Unified	639.6	640.4	643.7	653.4	2.9	3.5	1.1	13.4
Garden Grove Unified	644.6	646.3	655.9	651.1	7.9	9.4	13.3	11.1
Glendale Unified	639.1	640.9	648.7	637.1	2.4	4	6.1	-2.9
Hayward Unified	635.3	636.6	648.9	648.4	-1.4	-0.3	6.3	8.4
Jurupa Unified	na	na	na	na	na	na	na	na
Lodi Unified	637.2	640.7	648.8	641.8	0.5	3.8	6.2	1.8
Long Beach Unified	636.1	632.5	642.8	639.5	-0.6	-4.4	0.2	-0.5
Los Angeles Unified	634.5	637.6	642	645.9	-2.2	0.7	-0.6	5.9
Lynwood Unified	621.4	623.1	621.2	633	-15.3	-13.8	-21.4	-7
Madera Unified	632.1	640.8	650.1	631.5	-4.6	3.9	7.5	-8.5
Montebello Unified	627.1	633.7	639.6	628.6	-9.6	-3.2	-3	-11.4
Moreno Valley Unified	628.2	635.8	634.1	625.5	-8.5	-1.1	-8.5	-14.5
Mt. Diablo Unified	na	na	na	na	na	na	na	na
Oakland Unified	632.9	636.7	646.7	655.5	-3.8	-0.2	4.1	15.5
Ontario-Montclair Elementary	na	na	na	na	na	na	na	na
Orange Unified	648.9	651.7	653.5	652.5	12.2	14.8	10.9	12.5
Oxnard Elementary	na	na	na	na	na	na	na	na
Pajaro Valley Unified	630.7	628.2	629.8	626.6	-6	-8.7	-12.8	-13.4
Palm Springs Unified	639.2	635.1	635.5	632.9	2.5	-1.8	-7.1	-7.1
Palmdale Elementary	634.6	631.5	633.7	639.3	-2.1	-5.4	-8.9	-0.7
Paramount Unified	632.4	634.1	631.8	641	-4.3	-2.8	-10.8	1
Pomona Unified	627	627.9	628.5	623.2	-9.7	-9	-14.1	-16.8
Rialto Unified	635.4	641.9	643.8	650.5	-1.3	5	1.2	10.5
Riverside Unified	na	na	na	na	na	na	na	na
Sacramento City Unified	na	na	na	na	na	na	na	na
San Bernardino City Unified	639.1	636.8	641.4	641.3	2.4	-0.1	-1.2	1.3
San Diego Unified	648.3	644.7	665.7	645.4	11.6	7.8	23.1	5.4
San Francisco Unified	641	645.2	657.7	659.3	4.3	8.3	15.1	19.3
San Jose Unified	646.3	647.9	650.6	652.4	9.6	11	8	12.4
Santa Ana Unified	635.6	634.8	637	636	-1.1	-2.1	-5.6	-4
Stockton Unified	629.6	630.9	634.6	625.0	-5.3	-4.4	-7.5	-11.2
Vista Unified	654.6	663.3	664.7	679.8	17.9	26.4	22.1	39.8
West Contra Costa Unified	639.2	640.7	645.7	652.2	2.5	3.8	3.1	12.2
California R-FEP Statewide	636.7	636.9	642.6	640				
California ALL Statewide	619.5	617.2	616.5	605.8				
CA Statewide English Only	629.7	625.5	623.4	612.9				

* The Mean Scale Scores for each grade and subject range from 0 (low) to 999 (high).

** Student population too small to report results.

2006 STAR - CAT/6 Scores R-FEP

School District	7th Grade Scores				Variance from R-FEP Statewide			
	Reading	Language	Math	Spelling	Reading	Language	Math	Spelling
Alhambra Unified	693.6	696.2	722.9	722.9	24.6	27.8	39.3	40.7
Alum Rock Union Elementary	683.2	680.4	708.1	692.4	14.2	12	24.5	10.2
Alvord Unified	673	670.1	685.9	682.3	4	1.7	2.3	0.1
Baldwin Park Unified	671.8	670.8	691.4	682	2.8	2.4	7.8	-0.2
Calexico Unified	673.7	671.1	680.4	691.8	4.7	2.7	-3.2	9.6
Chula Vista Elementary	**na	na	na	na	na	na	na	na
Coachella Valley Unified	666.8	663.8	675.8	684.2	-2.2	-4.6	-7.8	2
Compton Unified	663.3	662.3	677.8	681.5	-5.7	-6.1	-5.8	-0.7
Corona-Norco Unified	665.6	664	676.6	675.7	-3.4	-4.4	-7	-6.5
Desert Sands Unified	661.5	660.5	669.7	672.6	-7.5	-7.9	-13.9	-9.6
Elk Grove Unified	682	682.8	703.4	699.8	13	14.4	19.8	17.6
Escondido Union Elementary	675.9	671.5	686.4	680.3	6.9	3.1	2.8	-1.9
Fontana Unified	676.2	672.3	684.3	679.3	7.2	3.9	0.7	-2.9
Fresno Unified	663.6	662.6	678.3	681.6	-5.4	-5.8	-5.3	-0.6
Garden Grove Unified	685.8	686.3	707.2	702.9	16.8	17.9	23.6	20.7
Glendale Unified	670.4	673.8	695	680.3	1.4	5.4	11.4	-1.9
Hayward Unified	673.2	674.1	690.2	683.8	4.2	5.7	6.6	1.6
Jurupa Unified	670.9	666.8	687.6	677.1	1.9	-1.6	4	-5.1
Lodi Unified	678.6	675.3	688.5	684.8	9.6	6.9	4.9	2.6
Long Beach Unified	664.9	663.5	680.5	682.6	-4.1	-4.9	-3.1	0.4
Los Angeles Unified	660.5	660.8	672.1	676.6	-8.5	-7.6	-11.5	-5.6
Lynwood Unified	659.1	654.9	666	675.9	-9.9	-13.5	-17.6	-6.3
Madera Unified	676.1	671.6	690.2	680.9	7.1	3.2	6.6	-1.3
Montebello Unified	665.6	664.5	679.7	679.6	-3.4	-3.9	-3.9	-2.6
Moreno Valley Unified	662.4	660.6	672.3	671.9	-6.6	-7.8	-11.3	-10.3
Mt. Diablo Unified	674.7	676.6	688.7	681.5	5.7	8.2	5.1	-0.7
Oakland Unified	661.8	663.3	679.3	681.1	-7.2	-5.1	-4.3	-1.1
Ontario-Montclair Elementary	668.5	667.1	687.4	682.1	-0.5	-1.3	3.8	-0.1
Orange Unified	675.8	673	685.9	690.3	6.8	4.6	2.3	8.1
Oxnard Elementary	663.9	664.4	677.7	678.6	-5.1	-4	-5.9	-3.6
Pajaro Valley Unified	666.2	664.2	673.8	676.5	-2.8	-4.2	-9.8	-5.7
Palm Springs Unified	663.5	662.4	674.6	674.4	-5.5	-6	-9	-7.8
Palmdale Elementary	664.7	663	675.6	682.4	-4.3	-5.4	-8	0.2
Paramount Unified	669.6	668.8	674.3	674.6	0.6	0.4	-9.3	-7.6
Pomona Unified	673.5	671	687.2	680.8	4.5	2.6	3.6	-1.4
Rialto Unified	672.8	670.3	688.8	676.3	3.8	1.9	5.2	-5.9
Riverside Unified	664	659.7	675.4	672	-5	-8.7	-8.2	-10.2
Sacramento City Unified	682.4	684	707.7	701	13.4	15.6	24.1	18.8
San Bernardino City Unified	674.1	671.4	687.5	688.1	5.1	3	3.9	5.9
San Diego Unified	669.6	666.6	680.2	678.5	0.6	-1.8	-3.4	-3.7
San Francisco Unified	683.2	686.7	713.1	697.3	14.2	18.3	29.5	15.1
San Jose Unified	676.6	677.7	687	690.4	7.6	9.3	3.4	8.2
Santa Ana Unified	660	666.4	678.4	676.4	-9	-2	-5.2	-5.8
Stockton Unified	654.6	656.2	677.6	676.4	-2.8	-3.1	-1.5	-2.7
Vista Unified	670.7	665.2	679.9	689.9	1.7	-3.2	-3.7	7.7
West Contra Costa Unified	671.1	671.8	685.3	683.6	2.1	3.4	1.7	1.4
California R-FEP Statewide	669	668.4	683.6	682.2				
California ALL Statewide	658.8	658.9	670.6	668.3				
CA Statewide English Only	668.8	666.9	678.3	671.8				

** Student population too small to report results.

2005 STAR - CAT/6 Scores R-FEP

School District	3rd Grade Scores				Variance from R-FEP Statewide			
	Reading	Language	Math	Spelling	Reading	Language	Math	Spelling
Alhambra Unified	**na	na	na	na	na	na	na	na
Alum Rock Union Elementary	637.1	637.3	651.5	659.1	0.8	0.7	9.4	20.1
Alvord Unified	na	na	na	na	na	na	na	na
Baldwin Park Unified	631.7	634.4	638.9	629.3	-4.6	-2.2	-3.2	-9.7
Calexico Unified	628.5	629.8	628.7	623.3	-7.8	-6.8	-13.4	-15.7
Chula Vista Elementary	644.7	643.3	648.6	637.1	8.4	6.7	6.5	-1.9
Coachella Valley Unified	635.1	640.1	649.3	635.2	-1.2	3.5	7.2	-3.8
Compton Unified	na	na	na	na	na	na	na	na
Corona-Norco Unified	632.4	628.6	635.2	631.9	-3.9	-8	-6.9	-7.1
Desert Sands Unified	641.3	640.4	648.1	633	5	3.8	6	-6
Elk Grove Unified	636.6	636.7	645.3	648.8	0.3	0.1	3.2	9.8
Escondido Union Elementary	na	na	na	na	na	na	na	na
Fontana Unified	637.3	638.4	649	629.3	1	1.8	6.9	-9.7
Fresno Unified	641.4	642.1	650.9	653	5.1	5.5	8.8	14
Garden Grove Unified	644.9	643.3	652.4	653.2	8.6	6.7	10.3	14.2
Glendale Unified	635.7	643.5	647.1	636.3	-0.6	6.9	5	-2.7
Hayward Unified	632.4	643	654.4	636.5	-3.9	6.4	12.3	-2.5
Jurupa Unified	632.6	636.8	631.9	608.7	-3.7	0.2	-10.2	-30.3
Lodi Unified	637.2	630.9	625.5	637.3	0.9	-5.7	-16.6	-1.7
Long Beach Unified	632.8	631.3	639.8	636.7	-3.5	-5.3	-2.3	-2.3
Los Angeles Unified	636	639.1	643.9	646.4	-0.3	2.5	1.8	7.4
Lynwood Unified	629.9	640.1	632.6	644.6	-6.4	3.5	-9.5	5.6
Madera Unified	633.9	631.6	633.8	624	-2.4	-5	-8.3	-15
Montebello Unified	628.9	632	631.7	630.5	-7.4	-4.6	-10.4	-8.5
Moreno Valley Unified	637.5	636.6	638.6	620.1	1.2	0	-3.5	-18.9
Mt. Diablo Unified	637.7	634.1	644.3	629.3	1.4	-2.5	2.2	-9.7
Oakland Unified	638.6	636.4	646.6	654.2	2.3	-0.2	4.5	15.2
Ontario-Montclair Elementary	634.6	634.8	631.6	631.7	-1.7	-1.8	-10.5	-7.3
Orange Unified	639.7	634.4	634.4	637.6	3.4	-2.2	-7.7	-1.4
Oxnard Elementary	na	na	na	na	na	na	na	na
Pajaro Valley Unified	643.5	635.8	636.6	624.7	0.5	-4	-10.4	-15.9
Palm Springs Unified	635.6	632.5	632.7	630.8	-0.7	-4.1	-9.4	-8.2
Palmdale Elementary	635.2	627	632.1	631.4	-1.1	-9.6	-10	-7.6
Paramount Unified	633	633.4	634.6	647.6	-3.3	-3.2	-7.5	8.6
Pomona Unified	627.6	627.2	634.6	627.5	-8.7	-9.4	-7.5	-11.5
Rialto Unified	646.6	655.5	662.4	642.6	10.3	18.9	20.3	3.6
Riverside Unified	na	na	na	na	na	na	na	na
Sacramento City Unified	na	na	na	na	na	na	na	na
San Bernardino City Unified	628.9	632.5	637.2	630	-7.4	-4.1	-4.9	-9
San Diego Unified	653.6	643.4	654.8	654.6	17.3	6.8	12.7	15.6
San Francisco Unified	643.7	648.3	665.6	664.2	7.4	11.7	23.5	25.2
San Jose Unified	649.1	649.5	653.2	651.8	12.8	12.9	11.1	12.8
Santa Ana Unified	632.5	632.3	637.3	634.8	-3.8	-4.3	-4.8	-4.2
Stockton Unified	629.6	625.3	634.2	625.8	-6.7	-11.3	-7.9	-13.2
Vista Unified	645.2	648.6	662.2	646.3	8.9	12	20.1	7.3
West Contra Costa Unified	na	na	na	na	0.8	0.7	9.4	20.1
California R-FEP Statewide	636.3	636.6	642.1	639				
California ALL Statewide	618.2	616.1	615.7	603.8				
CA Statewide English Only	628.4	624.4	622.4	610.7				

* The Mean Scale Scores for each grade and subject range from 0 (low) to 999 (high).

** Student population too small to report results.

2005 STAR - CAT/6 Scores R-FEP

School District	7th Grade Scores				Variance from R-FEP Statewide			
	Reading	Language	Math	Spelling	Reading	Language	Math	Spelling
Alhambra Unified	690.9	692.3	724.3	722.4	22.3	24.3	41.6	39.7
Alum Rock Union Elementary	679.5	675.5	694.4	689.5	10.9	7.5	11.7	6.8
Alvord Unified	676.5	669.4	686.1	681.5	7.9	1.4	3.4	-1.2
Baldwin Park Unified	666.8	665.8	693.3	682.2	-1.8	-2.2	10.6	-0.5
Calexico Unified	671.2	671.9	682.1	681.6	2.6	3.9	-0.6	-1.1
Chula Vista Elementary	•na	na	na	na	na	na	na	na
Coachella Valley Unified	667.2	663.9	677.1	676.3	-1.4	-4.1	-5.6	-6.4
Compton Unified	666.1	665.7	680.7	686.3	-2.5	-2.3	-2	3.6
Corona-Norco Unified	666.6	664.9	679	681.1	-2	-3.1	-3.7	-1.6
Desert Sands Unified	664.7	663.8	676.8	677	-3.9	-4.2	-5.9	-5.7
Elk Grove Unified	685.4	683.8	703.6	703.2	16.8	15.8	20.9	20.5
Escondido Union Elementary	673.6	670.4	684.8	683.8	5	2.4	2.1	1.1
Fontana Unified	675.1	669.4	683.7	676.8	6.5	1.4	1	-5.9
Fresno Unified	665.4	665.1	675.9	683.5	-3.2	-2.9	-6.8	0.8
Garden Grove Unified	687.1	686.7	710.5	706.1	18.5	18.7	27.8	23.4
Glendale Unified	668.5	673.6	690.8	677.1	-0.1	5.6	8.1	-5.6
Hayward Unified	678.3	676.3	690.8	686.3	9.7	8.3	8.1	3.6
Jurupa Unified	665.7	664	680.4	674.2	-2.9	-4	-2.3	-8.5
Lodi Unified	673.5	673.4	691.3	688.8	4.9	5.4	8.6	6.1
Long Beach Unified	666.7	665.1	682.6	685.8	-1.9	-2.9	-0.1	3.1
Los Angeles Unified	659.8	660.3	670.6	677.1	-8.8	-7.7	-12.1	-5.6
Lynwood Unified	655.3	653.4	659.4	677.5	-13.3	-14.6	-23.3	-5.2
Madera Unified	677.2	669.9	683.8	677.5	8.6	1.9	1.1	-5.2
Montebello Unified	668.2	668.5	680.7	681.5	-0.4	0.5	-2	-1.2
Moreno Valley Unified	663	660.9	671	673.4	-5.6	-7.1	-11.7	-9.3
Mt. Diablo Unified	673.3	674	689.5	682.2	4.7	6	6.8	-0.5
Oakland Unified	652.6	654.3	663.3	671.2	-16	-13.7	-19.4	-11.5
Ontario-Montclair Elementary	671.9	668.8	686.1	684.7	3.3	0.8	3.4	2
Orange Unified	672.5	670.2	681	685.5	3.9	2.2	-1.7	2.8
Oxnard Elementary	658.4	664.3	677.3	677.2	-10.2	-3.7	-5.4	-5.5
Pajaro Valley Unified	662.8	661.3	672.8	673.9	-2.9	-4.5	-9.3	-9
Palm Springs Unified	662.2	663.3	675.2	674.7	-6.4	-4.7	-7.5	-8
Palmdale Elementary	667.8	665.5	674.1	685	-0.8	-2.5	-8.6	2.3
Paramount Unified	667.5	664.5	676.3	678.2	-1.1	-3.5	-6.4	-4.5
Pomona Unified	670.5	670.2	688	677.7	1.9	2.2	5.3	-5
Rialto Unified	680.6	674.3	685.9	681.7	12	6.3	3.2	-1
Riverside Unified	665.8	666	675.7	673.7	-2.8	-2	-7	-9
Sacramento City Unified	686	683.3	709.9	700.8	17.4	15.3	27.2	18.1
San Bernardino City Unified	667.4	664.9	684.2	688.2	-1.2	-3.1	1.5	5.5
San Diego Unified	666.8	665.5	678.8	678.8	-1.8	-2.5	-3.9	-3.9
San Francisco Unified	680.8	683.2	708.7	697	12.2	15.2	26	14.3
San Jose Unified	673.2	673.3	688.3	688.3	4.6	5.3	5.6	5.6
Santa Ana Unified	666.7	665.4	677.8	680.3	-1.9	-2.6	-4.9	-2.4
Stockton Unified	655.6	655.8	676.1	674.2	-13	-12.2	-6.6	-8.5
Vista Unified	670.3	665.9	681.4	695.4	1.7	-2.1	-1.3	12.7
West Contra Costa Unified	674.5	671.9	685.7	681.6	10.9	7.5	11.7	6.8
California R-FEP Statewide	668.6	668	682.7	682.7				
California ALL Statewide	658.2	658.3	669.6	667.8				
CA Statewide English Only	668.6	666.2	677.3	671.1				

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1600 Wilson Boulevard, #900
Arlington, VA 22209

Telephone: 703-522-5828
Fax: 703-522-5837
Web: www.lexingtoninstitute.org
mail@lexingtoninstitute.org