

State Accountability Report Card
Reported Using Data from the 2009–10 School Year
Published in 2010-11
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The federal Elementary and Secondary Education Act (ESEA) requires each state to produce an annual report card that summarizes assessment results of students statewide and disaggregated by student subgroup. Information must also be included on high school graduation rates, teacher qualifications, other indicators used in each state's definition of Adequate Yearly Progress (AYP), and the AYP status of all schools and local educational agencies in the state.

Questions about this state report card may be directed to the Evaluation, Research, and Analysis Unit in the Assessment and Accountability Division at 916-319-0869.

California Department of Education

The Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR Program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications, or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven, and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the California Department of Education (CDE) STAR Results Web site at <http://star.cde.ca.gov>.

Grade 2 English-Language Arts

STAR Results in English-Language Arts for 2008–09 and 2009–10

Year	Total Enrollment	Number Tested	Percent Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
2008–09	464910	463105	100	8	13	26	32	21
2009–10	463097	461387	100	8	12	26	30	24

Grade 2
STAR Results in English-Language Arts
Disaggregated by Student Subgroup, 2009–10

Under the STAR Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]), or neither of the student's parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black or African American	30331	30206	100	125	0	11	16	30	28	16
American Indian or Alaska Native	3071	3051	99	20	1	11	16	30	27	16
Asian	38389	38273	100	116	0	3	5	15	30	48
Filipino	10770	10745	100	25	0	2	6	20	35	37
Hispanic or Latino	246592	245902	100	690	0	10	16	31	28	15
Native Hawaiian/Pacific Islander	2571	2562	100	9	0	7	10	29	34	20
White	116969	116307	99	662	1	5	7	20	33	35
Two or More Races	14404	14341	100	63	0	6	9	21	32	33
Socioeconomically Disadvantaged	284288	286463	100	825	0	11	16	31	28	14
English Learners	177803	177295	100	508	0	11	18	32	26	14
Students with Disabilities	41679	41122	99	557	1	27	21	22	18	13
Migrant Education Services	8002	7982	100	20	0	15	22	32	23	8
Recently Enrolled Limited English Proficient	4106	3997	97	109	3	24	24	25	18	9
Male	237428	236422	100	1006	0	10	14	27	28	22
Female	225499	224799	100	700	0	6	11	26	31	26

Note: The state goal for AYP for English-Language Arts is 56.8 percent of students at or above Proficient.

**Grade 2
Mathematics**

STAR Reporting Results in Mathematics, 2008–09 and 2009–10

Year	Total Enrollment	Number Tested	Percent Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
2008–09	464910	462720	100	4	13	20	31	32
2009–10	463097	461077	100	4	14	20	26	36

Grade 2
STAR Results in Mathematics
Disaggregated by Student Subgroup, 2009–10

Under the STAR Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]) or neither of the student’s parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black or African American	30331	30144	99	187	1	8	21	24	25	23
American Indian or Alaska Native	3071	3055	100	16	1	5	18	22	26	28
Asian	38389	38262	100	127	0	1	5	10	21	63
Filipino	10770	10741	100	29	0	2	7	15	29	48
Hispanic or Latino	246592	245744	100	848	0	5	18	24	27	26
Native Hawaiian/Pacific Islander	2571	2559	100	12	1	4	14	23	30	29
White	116969	116250	99	719	1	2	7	14	26	50
Two or More Races	14404	14322	99	82	1	3	10	16	26	45
Socioeconomically Disadvantaged	284288	283226	100	1062	0	6	18	24	27	26
English Learners	177803	177204	100	599	0	6	19	24	26	26
Students with Disabilities	41679	41073	99	606	2	20	24	19	19	19
Migrant Education Services	8002	7985	100	17	0	7	21	25	26	21
Recently Enrolled Limited English Proficient	4106	4004	98	102	3	12	22	21	22	23
Male	237428	236238	100	1190	1	5	14	19	25	37
Female	225499	224674	100	825	0	4	14	21	27	35

Note: The state goal for AYP for mathematics is 58 percent of students at or above Proficient.

**Grade 3
English-Language Arts**

STAR Results in English-Language Arts, 2008–09 and 2009–10

Year	Total Enrollment	Number Tested	Percent Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
2008–09	469941	468294	100	11	18	28	27	17
2009–10	463877	462044	100	9	17	31	25	18

Grade 3
STAR Results in English-Language Arts
Disaggregated by Student Subgroup, 2009–10

Under the STAR Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]) or neither of the student’s parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black or African American	30869	30710	100	159	1	12	21	35	22	10
American Indian or Alaska Native	3112	3089	99	23	1	11	19	34	24	12
Asian	38279	38167	100	112	0	4	8	22	30	37
Filipino	11350	11322	100	28	0	3	9	29	33	26
Hispanic or Latino	244861	244152	100	709	0	12	22	35	21	9
Native Hawaiian/Pacific Islander	2524	2513	100	11	0	7	16	37	26	14
White	118256	117562	99	694	1	4	9	26	32	29
Two or More Races	14626	14529	99	97	1	5	11	28	30	26
Socioeconomically Disadvantaged	284359	283464	100	895	0	12	22	35	21	9
English Learners	158851	158340	100	511	0	16	26	36	16	6
Students with Disabilities	49052	48345	99	707	2	19	25	25	18	13
Migrant Education Services	8150	8131	100	19	0	21	26	34	15	5
Recently Enrolled Limited English Proficient	3732	3585	96	147	4	41	22	22	10	4
Male	237907	236814	100	1093	1	11	18	31	24	16
Female	225699	224981	100	718	0	7	15	32	26	19

Note: The state goal for AYP for English-Language Arts is 56.8 percent of students at or above Proficient.

**Grade 3
Mathematics**

STAR Results in Mathematics, 2008–09 and 2009–10

Year	Total Enrollment	Number Tested	Percent Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
2008–09	469941	467899	100	3	14	20	27	36
2009–10	463877	461751	100	3	13	20	27	38

**Grade 3
STAR Results in Mathematics
Disaggregated by Student Subgroup, 2009–10**

Under the STAR Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]) or neither of the student’s parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black or African American	30869	30653	99	216	1	5	21	25	26	23
American Indian or Alaska Native	3112	3086	99	26	1	4	17	23	28	29
Asian	38279	38170	100	109	0	1	4	9	20	66
Filipino	11350	11316	100	34	0	1	6	14	27	52
Hispanic or Latino	244861	244017	100	844	0	3	17	24	29	27
Native Hawaiian/Pacific Islander	2524	2510	99	14	1	2	13	22	29	34
White	118256	117491	99	765	1	1	7	14	26	51
Two or More Races	14626	14508	99	118	1	2	10	16	26	45
Socioeconomically Disadvantaged	284359	283252	100	1107	0	4	17	24	28	27
English Learners	158851	158276	100	575	0	4	19	26	28	23
Students with Disabilities	49052	48248	98	804	2	8	24	23	25	20
Migrant Education Services	8150	8138	100	12	0	5	20	26	27	21
Recently Enrolled Limited English Proficient	3732	3598	96	134	4	11	24	22	22	21
Male	237907	236643	100	1264	1	3	13	19	26	39
Female	225699	224870	100	829	0	2	13	21	28	36

Note: The state goal for AYP for mathematics is 58 percent of students at or above Proficient.

**Grade 4
English-Language Arts**

STAR Results in English-Language Arts, 2008–09 and 2009–10

Year	Total Enrollment	Number Tested	Percent Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
2008–09	463945	462368	100	6	10	24	28	32
2009–10	469202	467678	100	5	11	23	26	35

**Grade 4
STAR Results in English-Language Arts
Disaggregated by Student Subgroup, 2009–10**

Under the STAR Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]) or neither of the student’s parents was a high school graduate. A student is defined as recently-enrolled limited -English proficient if the student will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black or African American	31752	31611	100	141	0	8	15	27	27	24
American Indian or Alaska Native	3149	3131	99	18	1	7	13	26	27	28
Asian	40593	40495	100	98	0	2	4	12	21	60
Filipino	11752	11730	100	22	0	2	5	16	28	50
Hispanic or Latino	244899	244344	100	555	0	7	14	29	28	23
Native Hawaiian/Pacific Islander	2641	2637	100	4	0	5	11	26	31	28
White	121540	120910	100	630	1	2	5	15	25	53
Two or More Races	12876	12820	100	56	0	3	7	17	25	49
Socioeconomically Disadvantaged	284874	284107	100	767	0	8	14	29	27	22
English Learners	134599	134181	100	418	0	11	20	36	24	10
Students with Disabilities	52431	51820	99	611	1	13	23	23	22	20
Migrant Education Services	8159	8139	100	20	0	13	19	32	24	13
Recently Enrolled Limited English Proficient	3322	3192	96	130	4	31	24	23	14	8
Male	240634	239704	100	930	0	7	12	23	25	33
Female	228476	227884	100	592	0	4	9	22	27	37

Note: The state goal for AYP for English-Language Arts is 56.8 percent of students at or above Proficient.

**Grade 4
Mathematics**

STAR Results in Mathematics, 2008–09 and 2009–10

Year	Total Enrollment	Number Tested	Percent Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
2008–09	463945	462019	100	2	13	20	26	39
2009–10	469202	467400	100	2	12	20	26	41

**Grade 4
STAR Results in Mathematics
Disaggregated by Student Subgroup, 2009–10**

Under the STAR Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]) or neither of the student’s parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black or African American	31752	31560	99	192	1	4	19	25	26	26
American Indian or Alaska Native	3149	3125	99	24	1	3	17	23	28	30
Asian	40593	40495	100	98	0	1	3	8	18	70
Filipino	11752	11731	100	21	0	1	5	13	25	56
Hispanic or Latino	244899	244225	100	674	0	2	15	24	28	31
Native Hawaiian/Pacific Islander	2641	2634	100	7	0	2	12	22	30	34
White	121540	120820	99	720	1	1	7	15	26	52
Two or More Races	12876	12810	100	66	1	2	9	16	26	47
Socioeconomically Disadvantaged	284874	283928	100	946	0	3	15	24	28	31
English Learners	134599	134152	100	447	0	3	19	28	28	23
Students with Disabilities	52431	51748	99	683	1	7	23	25	26	19
Migrant Education Services	8159	8136	100	23	0	3	19	25	27	26
Recently Enrolled Limited English Proficient	3322	3213	97	109	3	7	23	25	23	23
Male	240634	239547	100	1087	1	2	12	19	26	40
Female	228476	227763	100	713	0	1	11	20	27	41

Note: The state goal for AYP for mathematics is 58 percent of students at or above Proficient.

**Grade 5
English-Language Arts**

STAR Results in English-Language Arts, 2008–09 and 2009–10

Year	Total Enrollment	Number Tested	Percent Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
2008–09	467447	466019	100	7	11	29	30	24
2009–10	464615	463136	100	6	11	27	32	26

**Grade 5
STAR Results in English-Language Arts
Disaggregated by Student Subgroup, 2009–10**

Under the STAR Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]) or neither of the student’s parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black or African American	32449	32306	100	143	0	8	15	31	30	16
American Indian or Alaska Native	3263	3244	99	19	1	8	14	29	31	19
Asian	37687	37582	100	105	0	3	5	15	29	49
Filipino	12082	12055	100	27	0	2	5	20	37	37
Hispanic or Latino	240566	240051	100	515	0	7	14	33	31	15
Native Hawaiian/Pacific Islander	2625	2616	100	9	0	4	11	30	34	21
White	123258	122654	100	604	1	3	5	18	34	41
Two or More Races	12685	12628	100	57	1	3	7	21	33	36
Socioeconomically Disadvantaged	280816	280153	100	663	0	8	15	33	31	14
English Learners	110505	110153	100	352	0	13	23	40	19	5
Students with Disabilities	52870	52318	99	552	1	11	24	27	21	17
Migrant Education Services	7996	7984	100	12	0	14	20	34	24	8
Recently Enrolled Limited English Proficient	2971	2868	97	103	4	37	24	24	12	4
Male	238560	237694	100	866	0	7	12	27	30	23
Female	225945	225333	100	612	0	4	9	26	33	28

Note: The state goal for AYP for English-Language Arts is 56.8 percent of students at or above Proficient.

**Grade 5
Mathematics**

STAR Results in Mathematics, 2008–09 and 2009–10

Year	Total Enrollment	Number Tested	Percent Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
2008–09	467447	465699	100	6	16	21	31	25
2009–10	464615	462884	100	5	15	21	31	29

**Grade 5
STAR Results in Mathematics
Disaggregated by Student Subgroup, 2009–10**

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Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black or African American	32449	32268	99	181	1	9	21	24	29	16
American Indian or Alaska Native	3263	3245	99	18	1	8	20	25	29	19
Asian	37687	37590	100	97	0	1	5	10	25	60
Filipino	12082	12050	100	32	0	2	8	15	33	43
Hispanic or Latino	240566	239925	100	641	0	6	18	24	32	20
Native Hawaiian/Pacific Islander	2625	2613	100	12	1	5	15	22	34	24
White	123258	122577	99	681	1	3	10	17	33	38
Two or More Races	12685	12616	100	69	1	4	12	19	31	34
Socioeconomically Disadvantaged	280816	279975	100	841	0	7	19	24	31	20
English Learners	110505	110121	100	384	0	9	25	28	27	11
Students with Disabilities	52870	52256	99	614	1	10	24	25	26	15
Migrant Education Services	7996	7978	100	18	0	9	21	26	29	15
Recently Enrolled Limited English Proficient	2971	2883	97	88	3	17	23	22	21	17
Male	238560	237559	100	1001	0	6	15	20	30	29
Female	225945	225217	100	728	0	4	14	21	33	28

Note: The state goal for AYP for mathematics is 58 percent of students at or above Proficient.

**Grade 6
English-Language Arts**

STAR Results in English-Language Arts, 2008–09 and 2009–10

Year	Total Enrollment	Number Tested	Percent Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
2008–09	468749	467182	100	5	12	28	30	21
2009–10	465951	464321	100	6	12	28	30	24

Grade 6
STAR Results in English-Language Arts
Disaggregated by Student Subgroup, 2009–10

Under the STAR Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]) or neither of the student’s parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black or African American	32671	32483	99	188	1	9	17	33	27	14
American Indian or Alaska Native	3336	3320	100	16	1	8	15	31	30	16
Asian	37908	37826	100	82	0	2	5	16	28	48
Filipino	12558	12535	100	23	0	2	5	22	36	35
Hispanic or Latino	239605	239029	100	576	0	8	16	35	28	14
Native Hawaiian/Pacific Islander	2801	2792	100	9	0	6	12	31	32	19
White	124441	123753	99	688	1	3	6	20	33	38
Two or More Races	12631	12583	100	48	0	4	8	23	33	33
Socioeconomically Disadvantaged	276406	275617	100	789	0	8	16	35	28	13
English Learners	92034	91734	100	300	0	16	28	39	14	4
Students with Disabilities	51688	51092	99	596	1	17	25	27	19	13
Migrant Education Services	7949	7929	100	20	0	12	21	37	23	8
Recently Enrolled Limited English Proficient	3290	3221	98	69	2	35	28	24	10	4
Male	239009	238054	100	955	0	7	14	28	29	22
Female	226845	226173	100	672	0	4	10	28	31	26

Note: The state goal for AYP for English-Language Arts is 56.8 percent of students at or above Proficient.

**Grade 6
Mathematics**

STAR Results in Mathematics, 2008–09 and 2009–10

Year	Total Enrollment	Number Tested	Percent Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
2008–09	468749	466739	100	6	18	25	27	20
2009–10	465951	463993	100	6	18	26	29	22

Grade 6
STAR Results in Mathematics
Disaggregated by Student Subgroup, 2009–10

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Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black or African American	32671	32425	99	246	1	10	27	29	24	11
American Indian or Alaska Native	3336	3313	99	23	1	8	23	29	28	13
Asian	37908	37826	100	82	0	1	6	13	27	52
Filipino	12558	12529	100	29	0	2	10	21	34	33
Hispanic or Latino	239605	238903	100	702	0	7	23	30	27	13
Native Hawaiian/Pacific Islander	2801	2787	100	14	1	6	18	29	30	18
White	124441	123647	99	794	1	3	10	21	34	32
Two or More Races	12631	12563	100	68	1	5	15	23	31	27
Socioeconomically Disadvantaged	276406	275407	100	999	0	8	23	29	27	13
English Learners	92034	91684	100	350	0	13	34	30	18	6
Students with Disabilities	51688	50990	99	698	1	15	30	23	22	10
Migrant Education Services	7949	7929	100	20	0	9	25	31	25	10
Recently Enrolled Limited English Proficient	3290	3223	98	67	2	20	29	24	17	10
Male	239009	237857	100	1152	1	6	18	24	29	23
Female	226845	226045	100	800	0	5	18	27	30	21

Note: The state goal for AYP for mathematics is 58 percent of students at or above Proficient.

**Grade 7
English-Language Arts**

STAR Results in English-Language Arts, 2008–09 and 2009–10

Year	Total Enrollment	Number Tested	Percent Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
2008–09	478346	476161	100	7	11	27	31	22
2009–10	469719	467687	100	8	12	27	31	23

**Grade 7
STAR Results in English-Language Arts
Disaggregated by Student Subgroup, 2009–10**

Under the STAR Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]) or neither of the student’s parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black or African American	32820	32584	99	236	1	12	17	31	28	12
American Indian or Alaska Native	3317	3283	99	34	1	10	14	28	31	18
Asian	40128	40066	100	62	0	3	5	15	30	47
Filipino	12696	12671	100	25	0	2	5	20	39	33
Hispanic or Latino	238991	238184	100	807	0	10	16	33	29	12
Native Hawaiian/Pacific Islander	2864	2849	100	15	1	7	12	32	32	17
White	126376	125589	99	787	1	3	6	19	35	37
Two or More Races	12527	12461	100	66	1	5	9	21	34	32
Socioeconomically Disadvantaged	272419	271296	100	1123	0	11	17	33	29	11
English Learners	87525	87189	100	336	0	22	29	35	11	3
Students with Disabilities	50184	49568	99	616	1	20	26	24	18	12
Migrant Education Services	7909	7882	100	27	0	16	20	33	24	7
Recently Enrolled Limited English Proficient	3426	3372	98	54	2	43	26	20	8	2
Male	240891	239679	100	1212	1	10	14	27	30	20
Female	228706	227890	100	816	0	5	10	27	33	25

Note: The state goal for AYP for English-Language Arts is 56.8 percent of students at or above Proficient.

**Grade 7
Mathematics**

STAR Results in Mathematics, 2008–09 and 2009–10

Year	Total Enrollment	Number Tested	Percent Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
2008–09	478346	475779	100	7	17	29	27	17
2009–10	469719	467308	100	7	17	27	31	19

**Grade 7
STAR Results in Mathematics
Disaggregated by Student Subgroup, 2009–10**

Under the STAR Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]) or neither of the student’s parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black or African American	32820	32542	99	278	1	13	25	30	24	8
American Indian or Alaska Native	3317	3278	99	39	1	9	21	29	28	13
Asian	40128	40056	100	72	0	2	5	14	30	49
Filipino	12696	12670	100	26	0	2	8	24	37	29
Hispanic or Latino	238991	237992	100	999	0	9	21	31	28	11
Native Hawaiian/Pacific Islander	2864	2849	100	15	1	7	18	30	31	14
White	126376	125483	99	893	1	4	10	23	36	27
Two or More Races	12527	12438	99	89	1	6	14	25	33	23
Socioeconomically Disadvantaged	272419	271063	100	1356	1	9	22	30	27	12
English Learners	87525	87124	100	401	1	16	32	31	16	5
Students with Disabilities	50184	49457	99	727	2	21	29	23	19	9
Migrant Education Services	7909	7878	100	31	0	11	23	31	26	9
Recently Enrolled Limited English Proficient	3426	3368	98	58	2	21	29	24	17	9
Male	240891	239467	99	1424	1	8	17	25	30	20
Female	228706	227721	100	985	0	6	16	28	31	19

Note: The state goal for AYP for mathematics is 58 percent of students at or above Proficient.

**Grade 8
English-Language Arts**

STAR Results in English-Language Arts, 2008–09 and 2009–10

Year	Total Enrollment	Number Tested	Percent Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
2008–09	486050	483188	99	9	13	29	25	22
2009–10	478697	475746	99	8	12	27	25	28

Grade 8
STAR Results in English-Language Arts
Disaggregated by Student Subgroup, 2009–10

Under the STAR Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]) or neither of the student’s parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black or African American	33398	33001	99	397	1	13	17	31	22	17
American Indian or Alaska Native	3431	3386	99	45	1	11	14	29	25	22
Asian	41072	40977	100	95	0	3	5	16	23	53
Filipino	12886	12852	100	34	0	3	5	22	29	41
Hispanic or Latino	240675	239492	100	1183	1	11	16	33	24	16
Native Hawaiian/Pacific Islander	2710	2703	100	7	0	9	12	30	26	23
White	131696	130642	99	1054	1	4	7	19	27	43
Two or More Races	12829	12693	99	136	1	6	9	23	26	36
Socioeconomically Disadvantaged	273677	272043	99	1634	1	12	17	32	23	16
English Learners	82127	81608	99	519	1	24	30	34	10	3
Students with Disabilities	49923	48969	98	954	2	23	25	25	15	12
Migrant Education Services	7692	7674	100	18	0	16	19	34	20	11
Recently Enrolled Limited English Proficient	3142	3077	98	65	2	42	26	22	7	2
Male	245293	243541	99	1752	1	11	14	27	23	25
Female	233226	232046	100	1180	1	6	11	27	26	31

Note: The state goal for AYP for English-Language Arts is 56.8 percent of students at or above Proficient.

**Grade 8
Mathematics**

STAR Results in Mathematics, 2008–09 and 2009–10

Year	Total Enrollment	Number Tested	Percent Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
2008–09	486050	482094	99	10	24	26	27	13
2009–10	478697	474681	99	9	22	26	28	14

**Grade 8
STAR Results in Mathematics
Disaggregated by Student Subgroup, 2009–10**

Under the STAR Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]) or neither of the student’s parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black or African American	33398	32850	98	548	2	17	29	26	20	6
American Indian or Alaska Native	3431	3371	98	60	2	12	24	29	26	8
Asian	41072	40964	100	108	0	2	8	15	32	42
Filipino	12886	12850	100	36	0	4	14	24	38	21
Hispanic or Latino	240675	238949	99	1726	1	12	27	28	24	7
Native Hawaiian/Pacific Islander	2710	2700	100	10	0	8	21	30	30	11
White	131696	130390	99	1306	1	5	15	24	36	19
Two or More Races	12829	12607	98	222	2	8	19	24	31	16
Socioeconomically Disadvantaged	273677	271354	99	2323	1	13	27	28	24	8
English Learners	82127	81401	99	726	1	21	35	26	13	4
Students with Disabilities	49923	44405*	97	1378	3	27	29	17	12	6
Migrant Education Services	7692	7666	100	26	0	13	27	29	24	7
Recently Enrolled Limited English Proficient	3142	3089	98	53	2	23	29	22	16	10
Male	245293	242858	99	2435	1	11	22	25	27	14
Female	233226	231684	99	1542	1	8	21	27	29	14

Note: The state goal for AYP for mathematics is 58 percent of students at or above Proficient.

*This number does not include the 4140 students who took the California Modified Assessment Algebra I.

**Grade 10
English-Language Arts**

The California High School Exit Examination (CAHSEE) is one measure of whether students have mastered the skills necessary for high school graduation. Results from the grade ten administration of the CAHSEE are used to evaluate the AYP of high schools. More information can be found on the CDE CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

**CAHSEE Results in English-Language Arts,
2008–09 and 2009–10**

Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Proficient	Percent Proficient	Percent Advanced
2008–09	492955	475849	97	48	24	28
2009–10	494660	480116	97	46	23	31

Grade 10
CAHSEE Results in English-Language Arts
Disaggregated by Student Subgroup, 2009–10

For CAHSEE reporting purposes, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]) or neither of the student’s parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Not Proficient	Percent Proficient	Percent Advanced
Black or African American	36988	35052	95	1936	5	62	21	18
American Indian or Alaska Native	3795	3611	95	184	5	51	23	26
Asian	43498	43076	99	422	1	25	20	55
Filipino	13672	13540	99	132	1	29	26	45
Hispanic or Latino	242239	234026	97	8213	3	59	22	19
Native Hawaiian/Pacific Islander	3130	3044	97	86	3	53	22	25
White	142775	139475	98	3300	2	29	25	46
Two or More Races	6030	5885	98	145	2	33	25	43
Socioeconomically Disadvantaged	259619	250456	96	9163	4	60	21	18
English Learners	137244	132565	97	4679	3	74	18	8
Students with Disabilities	47341	43039	91	4302	9	87	8	5
Migrant Education Services	7313	7078	97	235	3	70	18	12
Recently Enrolled Limited English Proficient	3521	3411	97	110	3	92	6	3
Male	253635	245215	97	8420	3	51	22	26
Female	240968	234855	97	6113	3	41	23	36

Note: The state goal for AYP for English-Language Arts is 55.6 percent of students at or above Proficient.

Grade 10 Mathematics

The CAHSEE is one measure of whether students have mastered the skills necessary for high school graduation. Results from the grade ten administration of the CAHSEE are used to evaluate the AYP of high schools. More information can be found on the CDE CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

CAHSEE Results in Mathematics, 2008–09 and 2009–10

Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Proficient	Percent Proficient	Percent Advanced
2008–09	493879	477343	97	47	34	20
2009–10	495298	482263	97	47	34	20

**Grade 10
CAHSEE Results in Mathematics
Disaggregated by Student Subgroup, 2009–10**

For CAHSEE reporting purposes, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]) or neither of the student’s parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Not Proficient	Percent Proficient	Percent Advanced
Black or African American	37157	35461	95	1696	5	68	25	7
American Indian or Alaska Native	3801	3626	95	175	5	54	34	13
Asian	43469	43123	99	346	1	17	32	51
Filipino	13675	13551	99	124	1	29	42	29
Hispanic or Latino	242633	235248	97	7385	3	59	31	11
Native Hawaiian/Pacific Islander	3133	3051	97	82	3	51	35	14
White	142859	139892	98	2967	2	32	41	27
Two or More Races	6027	5891	98	136	2	38	37	26
Socioeconomically Disadvantaged	259952	251831	97	8121	3	59	30	11
English Learners	137319	133211	97	4108	3	67	26	7
Students with Disabilities	47383	44504	94	2879	6	86	11	3
Migrant Education Services	7308	7113	97	195	3	63	29	9
Recently Enrolled Limited English Proficient	3520	3430	97	90	3	72	20	9
Male	253654	246306	97	7348	3	46	33	21
Female	241587	235908	98	5679	2	48	34	18

Note: The state goal for A for mathematics is 54.8 percent of students at or above Proficient.

Academic Performance Index

The Academic Performance Index (API) is a score ranging from 200 to 1000 that annually measures the academic performance and progress of individual schools in California. The API is one component of California's definition of AYP, required under the Federal ESEA. A procedure established by the ESEA was used to set the statewide API goal. The API goal under AYP will increase over time so that all schools are expected to reach a score of 800 by 2013–14. More information can be found on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Actual Statewide API Compared to Statewide API Goal, 2009–10

Statewide API	Statewide API Goal
767	680

High School Graduation Rate

The high school graduation rate is a required component of California's definition of AYP, required under the ESEA. The graduation rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades nine through twelve, in consecutive years, plus the number of graduates. A procedure established by ESEA determined the statewide graduation rate goal.

Actual Statewide Graduation Rate Compared to Statewide Graduation Rate Goal, 2009–10

Statewide Graduation Rate	Statewide Graduation Rate Goal
78.59	90.0

AYP Status

The Federal ESEA requires that all students perform at or above the Proficient level on the state's standards-based assessments by 2013–14. In order to achieve this goal, local educational agencies (LEAs) and schools must make AYP by meeting minimum annual measurable objectives in English-Language Arts and mathematics. Detailed information about AYP can be found on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Schools and LEAs that do not make AYP for two consecutive years enter Program Improvement (PI). PI is a federal intervention program where schools and LEAs are subject to increasingly severe sanctions for each year they do not make AYP. The list of all schools and LEAs identified for PI can be found on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Note: LEA refers to school districts, county offices of education that operate schools, Statewide Benefit Charters, and direct funded charter schools.

Adequate Yearly Progress (AYP) Status of LEAs and Schools, 2009–10

Type	Total Number of LEAs/Schools	Number Making AYP	Percent Making AYP
LEAs	1021	252	25
Schools	9863	3791	38

Program Improvement (PI) Status of LEAs and Schools, 2009–10

Type	Total Number of Eligible LEAs/Schools*	Number in PI	Percent in PI
LEAs	935	358	38
Schools	6142	3162	51

**Only schools and LEAs receiving Title I funding are eligible for PI identification and interventions. Single-school districts and direct-funded charter schools are included among the total number of eligible schools rather than the total number of eligible LEAs.*

Teacher Qualifications

The Federal ESEA requires that all teachers teaching in core academic subjects be “highly qualified” by the end of the 2006–07 school year. In general, the ESEA requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject taught. More information on teacher qualifications required by the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Type of Teacher Credential, 2009–10

Type of Credential	Percent*
Full	**
Alternative routes to certification (District Internship/University Internship)	**
Pre-Internship	**
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	**
Waiver	**

*Teacher credential data may not have been submitted or a teacher may hold more than one type of credential. As a result, percentages reported in this table may not add to 100 percent.

** Data unavailable for 2009-10.

Teacher Education Level, 2009–10

Education Level	Percent
Doctorate	**
Master’s Degree + 30 or more semester hours	**
Master’s Degree	**
Bachelor’s Degree + 30 or more semester hours	**
Bachelor’s Degree	**
Less than Bachelor’s Degree	**
None Reported	**

** Data unavailable for 2009-10.

Percent of Core Academic Courses Taught by Highly Qualified Teachers, 2009–10

High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

	Not Taught by Highly Qualified Teachers*	Taught by Highly Qualified Teachers*
Statewide	5	95
In High-Poverty Schools	5	95
In Low-Poverty Schools	3	97

Statewide data source: 2009 California Basic Educational Data System (CBEDS) Assignment data. Poverty Level data source: 2009 CBEDS Assignment data and 2009 Free and Reduced Price Meals data.

*Percent of core academic courses.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported, in the aggregate and disaggregated by subgroup, as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English-language learners. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Center for Education Statistics Web page at <http://nces.ed.gov/nationsreportcard/> (Outside Source).

The U.S. Department of Education administers state-level NAEP assessments in reading and mathematics in January through March of every odd-numbered year. As of April 2011, the most recent year for which state-level NAEP results in reading and mathematics are available is 2009. Therefore, the data in the following four tables reflects results from state-level NAEP assessments that took place during the 2008–09 school year.

**California NAEP Results in Reading and Mathematics by Grade Level
All Students, 2008–09**

Subject and Grade Level	State*	National*	Below Basic**	Basic**	Proficient**	Advanced**
Reading 2009, Grade 4	210	221	46	30	18	5
Reading 2009, Grade 8	253	264	36	41	20	2
Mathematics 2009, Grade 4	232	239	28	41	25	5
Mathematics 2009, Grade 8	270	282	41	36	18	5

*Average scale score.

**Percent at achievement level (state).

**California NAEP Results in Reading by Grade Level
Disaggregated by Student Subgroup, 2008–09**

Student Subgroup and Grade Level	Below Basic*	Basic*	Proficient*	Advanced*
African American, Grade 4	58	28	13	1
African American, Grade 8	47	42	11	0
American Indian or Alaska Native, Grade 4	**	**	**	**
American Indian or Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	22	30	32	16
Asian/Pacific Islander, Grade 8	23	42	32	3
Hispanic or Latino, Grade 4	62	27	9	1
Hispanic or Latino, Grade 8	48	40	12	1
White, Grade 4	26	36	30	8
White, Grade 8	20	44	33	4
Eligible for National School Lunch, Grade 4	62	28	9	1
Eligible for National School Lunch, Grade 8	48	40	11	0
Not Eligible for National School Lunch, Grade 4	27	34	30	10
Not Eligible for National School Lunch, Grade 8	22	43	32	4
Male, Grade 4	49	29	18	4
Male, Grade 8	40	42	18	1
Female, Grade 4	43	31	19	6
Female, Grade 8	33	41	23	3

*Percent at achievement level.

** Reporting standards were not met.

**California NAEP Results in Mathematics by Grade Level
Disaggregated by Student Subgroup, 2008–09**

Student Subgroup and Grade Level	Below Basic*	Basic*	Proficient*	Advanced*
African American, Grade 4	44	43	12	1
African American, Grade 8	60	30	9	1
American Indian or Alaska Native, Grade 4	**	**	**	**
American Indian or Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	7	32	41	20
Asian/Pacific Islander, Grade 8	18	36	33	13
Hispanic or Latino, Grade 4	41	45	13	1
Hispanic or Latino, Grade 8	55	34	10	1
White, Grade 4	11	38	42	9
White, Grade 8	22	39	29	10
Eligible for National School Lunch, Grade 4	40	45	14	1
Eligible for National School Lunch, Grade 8	53	35	11	1
Not Eligible for National School Lunch, Grade 4	14	38	38	11
Not Eligible for National School Lunch, Grade 8	26	36	27	10
Male, Grade 4	28	41	26	6
Male, Grade 8	39	35	20	6
Female, Grade 4	29	42	24	5
Female, Grade 8	42	37	17	4

*Percent at achievement level.

** Reporting standards were not met.

**California and National NAEP Results in Reading and Mathematics by Grade Level
for Students with Disabilities and/or English Language Learners, 2008–09**

Subject and Grade Level	Students With Disabilities*	English Language Learners*	Students With Disabilities**	English Language Learners**
Reading 2009, Grade 4	73	95	71	84
Reading 2009, Grade 8	81	95	72	83
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

*State participation rate.

**National participation rate.