

**State Accountability Report Card**  
**Reported Using Data from the 2011–12 School Year**  
**Published in 2012–13**  
**September 2013**

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 Analysis, Measurement, and Accountability Reporting 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 and eight 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 2010–11, the CMA was administered for ELA in grades three through nine, for Mathematics in grades three through seven, for Algebra I in grades seven through eleven, and for Science in grades five, eight, and ten. In 2011–12, the CMA was administered for ELA in grades ten and eleven, and for Geometry in grades eight through eleven. 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 Program Results in English-Language Arts for 2010–11 and 2011–12

Year	Total Enrollment	Number Tested	Percent Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
<b>2010–11</b>	470,248	468,371	100	8	12	23	29	27
<b>2011–12</b>	466,460	465,063	100	8	12	22	30	28

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 2**  
**STAR Program Results in English-Language Arts**  
**Disaggregated by Student Subgroup, 2011–12**

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 U.S. 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
<b>Black or African American</b>	27,930	27,818	100	138	0	12	15	25	29	18
<b>American Indian or Alaska Native</b>	2,847	2,821	99	27	1	12	15	25	29	19
<b>Asian</b>	41,145	41,050	100	97	0	3	4	12	27	54
<b>Filipino</b>	10,528	10,507	100	22	0	2	5	15	33	45
<b>Hispanic or Latino</b>	250,705	250,222	100	561	0	10	15	27	30	18
<b>Native Hawaiian or Pacific Islander</b>	2,532	2,522	100	11	0	6	10	26	33	25
<b>White</b>	116,573	115,996	100	593	1	4	7	16	31	42
<b>Two or More Races</b>	14,200	14,127	99	79	1	5	7	17	30	41
<b>Socioeconomically Disadvantaged</b>	293,020	292,351	100	757	0	10	15	27	30	18
<b>English Learners</b>	173,610	173,266	100	380	0	11	16	28	29	16
<b>Students with Disabilities</b>	36,961	36,610	99	362	1	28	23	21	16	10
<b>Migrant Education Services</b>	6,539	6,533	100	9	0	13	21	29	27	10
<b>Recently-Enrolled Limited-English Proficient</b>	3,615	3,518	97	104	3	24	23	22	18	11
<b>Male</b>	238,866	238,085	100	858	0	9	13	23	29	26
<b>Female</b>	227,389	226,783	100	660	0	6	10	22	31	31

*Note: The state goal for AYP for English-language arts is 56.8 percent of students at or above Proficient.*

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 2  
Mathematics**

**STAR Program Results in Mathematics, 2010–11 and 2011–12**

<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Far Below Basic</b>	<b>Percent Below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>2010–11</b>	470,248	468,038	100	4	13	17	30	36
<b>2011–12</b>	466,460	465,063	100	8	12	22	30	28

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 2**  
**STAR Program Results in Mathematics**  
**Disaggregated by Student Subgroup, 2011–12**

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 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 U.S. 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	27,930	27,818	100	138	0	12	15	25	29	18
American Indian or Alaska Native	2,847	2,821	99	27	1	12	15	25	29	19
Asian	41,145	41,050	100	97	0	3	4	12	27	54
Filipino	10,528	10,507	100	22	0	2	5	15	33	45
Hispanic or Latino	250,705	250,222	100	561	0	10	15	27	30	18
Native Hawaiian or Pacific Islander	2,532	2,522	100	11	0	6	10	26	33	25
White	116,573	115,996	100	593	1	4	7	16	31	42
Two or More Races	14,200	14,127	99	79	1	5	7	17	30	41
Socioeconomically Disadvantaged	293,020	292,351	100	757	0	10	15	27	30	18
English Learners	173,610	173,266	100	380	0	11	16	28	29	16
Students with Disabilities	36,961	36,610	99	362	1	28	23	21	16	10
Migrant Education Services	6,539	6,533	100	9	0	13	21	29	27	10
Recently-Enrolled Limited-English Proficient	3,615	3,518	97	104	3	24	23	22	18	11
Male	238,866	238,085	100	858	0	9	13	23	29	26
Female	227,389	226,783	100	660	0	6	10	22	31	31

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

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 3  
English-Language Arts**

**STAR Program Results in English-Language Arts, 2010–11 and 2011–12**

<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Far Below Basic</b>	<b>Percent Below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>2010–11</b>	462,925	461,130	100	8	17	29	28	18
<b>2011–12</b>	442,951	441,792	100	10	13	29	29	19

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 3**  
**STAR Program Results in English-Language Arts**  
**Disaggregated by Student Subgroup, 2011–12**

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 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 U.S. 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
<b>Black or African American</b>	26,435	26,342	100	112	0	14	17	32	26	11
<b>American Indian or Alaska Native</b>	2,611	2,598	100	13	0	12	16	33	27	12
<b>Asian</b>	40,354	40,260	100	99	0	4	6	19	32	39
<b>Filipino</b>	11,285	11,262	100	26	0	3	7	25	37	27
<b>Hispanic or Latino</b>	234,049	233,648	100	459	0	13	18	34	25	10
<b>Native Hawaiian or Pacific Islander</b>	2,401	2,396	100	5	0	8	14	34	29	15
<b>White</b>	113,446	112,958	100	511	0	4	7	23	36	30
<b>Two or More Races</b>	12,370	12,328	100	45	0	6	8	24	34	28
<b>Socioeconomically Disadvantaged</b>	273,793	273,241	100	631	0	14	18	34	25	10
<b>English Learners</b>	138,886	138,594	100	317	0	18	22	36	19	5
<b>Students with Disabilities</b>	25,268	24,996	99	279	1	23	20	28	19	10
<b>Migrant Education Services</b>	6,108	6,100	100	11	0	22	22	32	19	5
<b>Recently-Enrolled Limited-English Proficient</b>	3,125	3,051	98	81	3	44	20	19	11	3
<b>Male</b>	222,854	222,215	100	696	0	11	14	29	28	17
<b>Female</b>	219,913	219,394	100	574	0	8	12	29	30	20

*Note: The state goal for AYP for English-language arts is 56.8 percent of students at or above Proficient.*

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 3  
Mathematics**

**STAR Program Results in Mathematics, 2010–11 and 2011–12**

<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Far Below Basic</b>	<b>Percent Below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>2010–11</b>	462,925	460,806	100	2	11	19	27	40
<b>2011–12</b>	445,554	444,394	100	10	13	29	29	19

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 3  
STAR Program Results in Mathematics  
Disaggregated by Student Subgroup, 2011–12**

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 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 U.S. 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
<b>Black or African American</b>	26,488	26,395	100	112	0	14	17	32	26	11
<b>American Indian or Alaska Native</b>	2,636	2,623	100	13	0	11	16	33	27	13
<b>Asian</b>	40,434	40,340	100	99	0	4	6	19	32	39
<b>Filipino</b>	11,300	11,277	100	26	0	3	7	25	37	27
<b>Hispanic or Latino</b>	235,646	235,245	100	460	0	13	18	34	25	10
<b>Native Hawaiian or Pacific Islander</b>	2,400	2,395	100	5	0	8	14	34	30	15
<b>White</b>	114,220	113,731	100	512	0	4	7	23	36	30
<b>Two or More Races</b>	12,430	12,388	100	45	0	6	8	24	34	28
<b>Socioeconomically Disadvantaged</b>	275,751	275,199	100	631	0	13	18	34	25	10
<b>English Learners</b>	139,983	139,692	100	317	0	18	22	36	19	5
<b>Students with Disabilities</b>	27,871	27,598	99	281	1	20	20	28	21	11
<b>Migrant Education Services</b>	6,167	6,159	100	11	0	22	22	32	19	5
<b>Recently-Enrolled Limited-English Proficient</b>	3,132	3,058	98	81	3	44	20	19	11	3
<b>Male</b>	224,921	224,280	100	698	0	11	14	29	28	17
<b>Female</b>	220,444	219,926	100	573	0	8	12	29	30	20

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

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 4  
English-Language Arts**

**STAR Program Results in English-Language Arts, 2010–11 and 2011–12**

<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Far Below Basic</b>	<b>Percent Below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>2010–11</b>	464,470	462,762	100	4	10	23	27	36
<b>2011–12</b>	430,026	429,052	100	3	8	22	28	39

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 4**  
**STAR Program Results in English-Language Arts**  
**Disaggregated by Student Subgroup, 2011–12**

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 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 U.S. 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	26,531	26,433	100	109	0	5	11	28	29	26
American Indian or Alaska Native	2,663	2,654	100	12	0	4	11	27	29	28
Asian	39,027	38,962	100	67	0	1	3	10	21	64
Filipino	11,203	11,192	100	13	0	1	3	14	28	55
Hispanic or Latino	226,127	225,813	100	370	0	4	11	29	31	26
Native Hawaiian or Pacific Islander	2,437	2,436	100	4	0	2	8	25	32	33
White	110,740	110,310	100	445	0	1	3	13	26	56
Two or More Races	11,298	11,252	100	48	0	2	4	15	27	52
Socioeconomically Disadvantaged	266,122	265,646	100	3,679	1	4	11	29	31	25
English Learners	117,530	117,327	100	1,461	1	6	16	39	29	10
Students with Disabilities	23,251	23,034	99	2,287	10	7	14	29	25	23
Migrant Education Services	5,923	5,915	100	63	1	8	16	32	29	15
Recently-Enrolled Limited-English Proficient	2,738	2,661	97	189	7	23	26	25	15	8
Male	215,069	214,511	100	3,623	2	4	9	24	28	36
Female	214,857	214,443	100	3,271	2	2	6	21	29	42

*Note: The state goal for AYP for English-language arts is 56.8 percent of students at or above Proficient.*

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 4  
Mathematics**

**STAR Program Results in Mathematics, 2010–11 and 2011–12**

<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Far Below Basic</b>	<b>Percent Below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>2010–12</b>	464,470	462,473	100	2	11	17	27	43
<b>2011–12</b>	434,360	433,371	100	3	8	22	28	39

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 4  
STAR Program Results in Mathematics  
Disaggregated by Student Subgroup, 2011–12**

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 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 U.S. 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
<b>Black or African American</b>	26,739	26,639	100	111	0	5	11	28	29	26
<b>American Indian or Alaska Native</b>	2,683	2,674	100	12	0	4	11	27	29	28
<b>Asian</b>	39,192	39,127	100	67	0	1	3	10	21	64
<b>Filipino</b>	11,267	11,256	100	13	0	1	3	14	28	55
<b>Hispanic or Latino</b>	228,742	228,422	100	376	0	4	11	29	31	26
<b>Native Hawaiian or Pacific Islander</b>	2,456	2,454	100	4	0	2	8	25	32	33
<b>White</b>	111,870	111,434	100	451	0	1	3	13	26	56
<b>Two or More Races</b>	11,411	11,365	100	48	0	2	4	15	27	52
<b>Socioeconomically Disadvantaged</b>	269,253	268,768	100	549	0	4	11	29	31	25
<b>English Learners</b>	119,436	119,229	100	232	0	6	16	38	29	11
<b>Students with Disabilities</b>	27,585	27,353	99	238	1	7	14	27	26	26
<b>Migrant Education Services</b>	5,990	5,982	100	10	0	8	16	32	29	16
<b>Recently-Enrolled Limited-English Proficient</b>	2,743	2,666	97	79	3	23	26	25	15	8
<b>Male</b>	218,380	217,814	100	606	0	4	9	24	28	36
<b>Female</b>	215,879	215,458	100	475	0	2	6	21	29	42

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

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 5  
English-Language Arts**

**STAR Program Results in English-Language Arts, 2010–11 and 2011–12**

<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Far Below Basic</b>	<b>Percent Below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>2010–11</b>	470,930	469,364	100	6	11	25	29	30
<b>2011–12</b>	434,052	433,140	100	4	8	25	32	31

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 5**  
**STAR Program Results in English-Language Arts**  
**Disaggregated by Student Subgroup, 2011–12**

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 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 U.S. 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
<b>Black or African American</b>	27,047	26,989	100	75	0	7	12	32	31	19
<b>American Indian or Alaska Native</b>	2,587	2,579	100	9	0	6	10	30	32	21
<b>Asian</b>	39,030	38,968	100	67	0	2	3	13	26	56
<b>Filipino</b>	11,812	11,799	100	14	0	1	3	18	35	43
<b>Hispanic or Latino</b>	224,553	224,278	100	339	0	6	11	32	32	18
<b>Native Hawaiian or Pacific Islander</b>	2,397	2,393	100	5	0	4	9	28	35	24
<b>White</b>	112,115	111,674	100	451	0	2	4	16	32	47
<b>Two or More Races</b>	11,003	10,960	100	45	0	2	5	17	31	44
<b>Socioeconomically Disadvantaged</b>	264,536	264,137	100	477	0	6	11	32	32	18
<b>English Learners</b>	94,391	94,228	100	192	0	12	20	44	21	4
<b>Students with Disabilities</b>	22,886	22,688	99	209	1	11	14	32	25	17
<b>Migrant Education Services</b>	5,919	5,917	100	8	0	12	15	35	27	11
<b>Recently-Enrolled Limited-English Proficient</b>	2,593	2,531	98	67	3	36	20	24	13	5
<b>Male</b>	215,341	214,827	100	567	0	5	9	26	31	28
<b>Female</b>	215,104	214,717	100	436	0	3	7	24	32	33

*Note: The state goal for AYP for English-language arts is 56.8 percent of students at or above Proficient.*

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 5  
Mathematics**

**STAR Program Results in Mathematics, 2010–11 and 2011–12**

<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Far Below Basic</b>	<b>Percent Below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>2010–11</b>	470,930	469,118	100	4	13	20	29	33
<b>2011–12</b>	434,052	433,140	100	4	8	25	32	31

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 5  
STAR Program Results in Mathematics  
Disaggregated by Student Subgroup, 2011–12**

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 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 U.S. 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
<b>Black or African American</b>	27,112	27,051	100	77	0	7	12	31	31	19
<b>American Indian or Alaska Native</b>	2,620	2,612	100	9	0	6	11	30	32	21
<b>Asian</b>	39,220	39,158	100	67	0	2	3	13	26	55
<b>Filipino</b>	11,849	11,836	100	14	0	1	3	18	35	43
<b>Hispanic or Latino</b>	226,977	226,698	100	343	0	6	11	32	32	18
<b>Native Hawaiian or Pacific Islander</b>	2,415	2,411	100	5	0	4	9	28	35	24
<b>White</b>	112,798	112,356	100	452	0	2	4	16	32	47
<b>Two or More Races</b>	11,061	11,018	100	45	0	2	5	17	31	44
<b>Socioeconomically Disadvantaged</b>	267,245	266,840	100	481	0	6	11	32	32	18
<b>English Learners</b>	96,241	96,074	100	196	0	11	20	44	21	4
<b>Students with Disabilities</b>	26,394	26,188	99	216	1	9	14	31	26	20
<b>Migrant Education Services</b>	5,985	5,983	100	8	0	12	15	35	27	11
<b>Recently-Enrolled Limited-English Proficient</b>	2,595	2,533	98	67	3	36	20	24	13	5
<b>Male</b>	218,112	217,590	100	573	0	5	9	26	31	28
<b>Female</b>	215,840	215,453	100	436	0	3	7	24	32	33

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

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 6  
English-Language Arts**

**STAR Program Results in English-Language Arts, 2010–11 and 2011–12**

<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Far Below Basic</b>	<b>Percent Below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>2010–11</b>	464,467	462,794	100	5	12	29	27	27
<b>2011–12</b>	435,396	434,500	100	3	11	27	29	30

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 6**  
**STAR Program Results in English-Language Arts**  
**Disaggregated by Student Subgroup, 2011–12**

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 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 U.S. 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
<b>Black or African American</b>	27,623	27,555	100	86	0	6	16	32	28	18
<b>American Indian or Alaska Native</b>	2,762	2,752	100	10	0	4	14	30	29	22
<b>Asian</b>	40,868	40,832	100	38	0	1	4	14	25	56
<b>Filipino</b>	12,123	12,112	100	12	0	1	5	19	33	42
<b>Hispanic or Latino</b>	224,449	224,122	100	369	0	4	14	34	30	18
<b>Native Hawaiian or Pacific Islander</b>	2,515	2,509	100	6	0	3	11	31	31	24
<b>White</b>	114,382	113,973	100	428	0	1	5	17	30	46
<b>Two or More Races</b>	10,674	10,645	100	33	0	2	6	19	29	44
<b>Socioeconomically Disadvantaged</b>	263,697	263,287	100	464	0	5	15	34	29	18
<b>English Learners</b>	75,243	75,113	100	152	0	10	29	43	14	3
<b>Students with Disabilities</b>	21,474	21,302	99	178	1	10	23	33	20	13
<b>Migrant Education Services</b>	5,914	5,911	100	7	0	8	20	37	24	11
<b>Recently-Enrolled Limited-English Proficient</b>	2,360	2,318	98	45	2	28	33	24	11	3
<b>Male</b>	218,213	217,736	100	521	0	4	12	27	28	28
<b>Female</b>	217,063	216,644	100	462	0	2	9	26	30	33

*Note: The state goal for AYP for English-language arts is 56.8 percent of students at or above Proficient.*

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 6  
Mathematics**

**STAR Program Results in Mathematics, 2010–11 and 2011–12**

<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Far Below Basic</b>	<b>Percent Below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>2010–11</b>	464,467	462,517	100	6	17	25	29	23
<b>2011–12</b>	437,869	436,970	100	3	11	27	29	31

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 6**  
**STAR Program Results in Mathematics**  
**Disaggregated by Student Subgroup, 2011–12**

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 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 U.S. 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
<b>Black or African American</b>	27,676	27,610	100	84	0	6	15	32	29	18
<b>American Indian or Alaska Native</b>	2,763	2,753	100	10	0	4	14	30	29	22
<b>Asian</b>	40,995	40,959	100	38	0	1	4	14	25	56
<b>Filipino</b>	12,160	12,149	100	12	0	1	5	19	33	42
<b>Hispanic or Latino</b>	226,314	225,983	100	371	0	4	14	34	29	18
<b>Native Hawaiian or Pacific Islander</b>	2,529	2,523	100	6	0	3	11	31	31	24
<b>White</b>	114,736	114,326	100	429	0	1	5	17	30	47
<b>Two or More Races</b>	10,696	10,667	100	33	0	2	6	19	29	44
<b>Socioeconomically Disadvantaged</b>	265,752	265,340	100	464	0	5	15	34	29	18
<b>English Learners</b>	76,710	76,578	100	154	0	10	29	43	14	3
<b>Students with Disabilities</b>	23,947	23,772	99	179	1	10	22	30	21	17
<b>Migrant Education Services</b>	5,962	5,959	100	7	0	8	21	37	24	11
<b>Recently-Enrolled Limited-English Proficient</b>	2,363	2,321	98	45	2	28	33	24	11	3
<b>Male</b>	220,151	219,670	100	524	0	4	12	27	28	28
<b>Female</b>	217,599	217,181	100	460	0	2	9	26	30	33

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

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 7  
English-Language Arts**

**STAR Program Results in English-Language Arts, 2010–11 and 2011–12**

<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Far Below Basic</b>	<b>Percent Below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>2010–11</b>	467,892	465,866	100	6	12	25	33	24
<b>2011–12</b>	432,728	431,461	100	4	10	24	33	29

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 7**  
**STAR Program Results in English-Language Arts**  
**Disaggregated by Student Subgroup, 2011–12**

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 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 U.S. 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
<b>Black or African American</b>	28,074	27,948	100	142	1	7	14	29	33	17
<b>American Indian or Alaska Native</b>	2,844	2,816	99	30	1	6	12	27	35	20
<b>Asian</b>	38,015	37,972	100	45	0	2	4	11	27	55
<b>Filipino</b>	12,607	12,598	100	11	0	1	4	16	37	41
<b>Hispanic or Latino</b>	221,794	221,334	100	511	0	6	14	30	34	16
<b>Native Hawaiian or Pacific Islander</b>	2,514	2,502	100	14	1	5	11	28	34	22
<b>White</b>	116,488	115,948	100	554	0	2	5	15	33	45
<b>Two or More Races</b>	10,392	10,343	100	52	1	3	6	17	34	41
<b>Socioeconomically Disadvantaged</b>	258,166	257,457	100	4,062	2	6	14	30	33	16
<b>English Learners</b>	63,005	62,844	100	1,113	2	16	30	39	14	2
<b>Students with Disabilities</b>	20,536	20,319	99	2,562	12	15	21	31	23	11
<b>Migrant Education Services</b>	5,473	5,470	100	57	1	11	19	32	29	10
<b>Recently-Enrolled Limited-English Proficient</b>	2,376	2,346	99	92	4	43	24	19	11	2
<b>Male</b>	217,373	216,682	100	4,238	2	6	12	24	32	26
<b>Female</b>	215,247	214,673	100	3,495	2	3	8	23	34	32

*Note: The state goal for AYP for English-language arts is 56.8 percent of students at or above Proficient.*

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 7  
Mathematics**

**STAR Program Results in Mathematics, 2010–11 and 2011–12**

<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Far Below Basic</b>	<b>Percent Below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>2010–11</b>	467,892	465,496	99	6	17	26	31	19
<b>2011–12</b>	433,423	432,163	100	4	10	23	33	29

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 7**  
**STAR Program Results in Mathematics**  
**Disaggregated by Student Subgroup, 2011–12**

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 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 U.S. 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	28,050	27,927	100	139	0	7	14	29	33	17
American Indian or Alaska Native	2,838	2,810	99	30	1	6	12	27	35	20
Asian	38,112	38,069	100	45	0	2	4	11	27	55
Filipino	12,624	12,614	100	12	0	1	4	16	37	41
Hispanic or Latino	222,529	222,071	100	510	0	6	14	30	34	16
Native Hawaiian or Pacific Islander	2,512	2,500	100	14	1	5	11	28	35	22
White	116,375	115,839	100	550	0	2	5	15	33	46
Two or More Races	10,383	10,333	100	53	1	3	6	16	34	41
Socioeconomically Disadvantaged	258,950	258,246	100	761	0	6	14	30	33	16
English Learners	63,723	63,562	100	179	0	16	30	39	14	2
Students with Disabilities	21,231	21,021	99	218	1	14	20	28	23	14
Migrant Education Services	5,502	5,499	100	4	0	11	19	32	29	10
Recently-Enrolled Limited-English Proficient	2,379	2,349	99	33	1	43	24	19	11	2
Male	218,172	217,486	100	738	0	6	12	24	32	26
Female	215,143	214,571	100	612	0	3	8	23	34	32

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

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 8  
English-Language Arts**

**STAR Program Results in English-Language Arts, 2010–11 and 2011–12**

<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Far Below Basic</b>	<b>Percent Below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>2010–11</b>	472,090	469,094	99	7	12	25	26	29
<b>2011–12</b>	437,797	436,169	100	6	10	25	26	33

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 8**  
**STAR Program Results in English-Language Arts**  
**Disaggregated by Student Subgroup, 2011–12**

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 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 U.S. 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
<b>Black or African American</b>	28,889	28,737	99	168	1	9	15	30	25	20
<b>American Indian or Alaska Native</b>	2,993	2,958	99	35	1	8	13	28	25	25
<b>Asian</b>	38,249	38,208	100	45	0	2	4	13	21	60
<b>Filipino</b>	12,968	12,957	100	12	0	2	5	18	29	47
<b>Hispanic or Latino</b>	223,147	222,548	100	635	0	7	13	31	27	21
<b>Native Hawaiian or Pacific Islander</b>	2,641	2,632	100	11	0	6	11	27	29	27
<b>White</b>	119,111	118,388	99	733	1	3	5	17	27	48
<b>Two or More Races</b>	9,799	9,741	99	58	1	4	7	18	26	44
<b>Socioeconomically Disadvantaged</b>	256,723	255,857	100	906	0	8	14	31	27	21
<b>English Learners</b>	56,123	55,913	100	223	0	20	30	36	10	2
<b>Students with Disabilities</b>	20,051	19,747	98	310	2	18	21	31	17	11
<b>Migrant Education Services</b>	5,488	5,481	100	10	0	11	19	32	24	14
<b>Recently-Enrolled Limited-English Proficient</b>	2,042	2,023	99	20	1	37	28	22	8	3
<b>Male</b>	219,635	218,783	100	888	0	7	12	26	25	30
<b>Female</b>	218,034	217,265	100	801	0	4	8	24	27	37

*Note: The state goal for AYP for English-language arts is 56.8 percent of students at or above Proficient.*

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 8  
Mathematics**

**STAR Program Results in Mathematics, 2010–11 and 2011–12**

<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Far Below Basic</b>	<b>Percent Below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>2010–11</b>	472,090	468,163	99	9	22	25	29	15
<b>2011–12</b>	456,753	455,079	100	6	11	25	26	32

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 8  
STAR Program Results in Mathematics  
Disaggregated by Student Subgroup, 2011–12**

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 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 U.S. 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
<b>Black or African American</b>	30,794	30,635	99	178	1	10	16	29	25	20
<b>American Indian or Alaska Native</b>	3,217	3,182	99	35	1	9	14	28	25	24
<b>Asian</b>	38,752	38,711	100	45	0	2	4	13	21	59
<b>Filipino</b>	13,160	13,149	100	12	0	2	5	18	29	47
<b>Hispanic or Latino</b>	234,971	234,347	100	661	0	8	14	30	27	21
<b>Native Hawaiian or Pacific Islander</b>	2,736	2,727	100	11	0	6	12	27	28	26
<b>White</b>	123,016	122,281	99	746	1	3	6	17	26	47
<b>Two or More Races</b>	10,107	10,047	99	60	1	4	7	19	26	43
<b>Socioeconomically Disadvantaged</b>	271,146	270,248	100	943	0	8	14	30	26	20
<b>English Learners</b>	63,454	63,232	100	236	0	20	30	35	11	3
<b>Students with Disabilities</b>	39,007	38,657	99	361	1	17	24	26	18	13
<b>Migrant Education Services</b>	5,759	5,752	100	10	0	12	19	31	24	14
<b>Recently-Enrolled Limited-English Proficient</b>	2,067	2,048	99	20	1	37	29	22	8	3
<b>Male</b>	232,499	231,610	100	928	0	8	13	25	25	29
<b>Female</b>	224,118	223,340	100	812	0	4	9	24	27	36

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

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**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,  
2010–11 and 2011–12**

<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Proficient</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>2010–11</b>	516,966	475,842	92	41	26	33
<b>2011–12</b>	482,663	470,222	97	45	24	31

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 10  
CAHSEE Results in English-Language Arts  
Disaggregated by Student Subgroup, 2011–12**

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 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 U.S. less than 12 cumulative months on the first day of testing.

<b>Student Subgroup</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Not Tested</b>	<b>Percent Not Tested</b>	<b>Percent Not Proficient</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>Black or African American</b>	32,683	31,110	95	1,573	5	60	22	18
<b>American Indian or Alaska Native</b>	3,676	3,495	95	181	5	50	25	25
<b>Asian</b>	43,385	43,042	99	343	1	25	21	55
<b>Filipino</b>	14,001	13,872	99	129	1	29	26	46
<b>Hispanic or Latino</b>	242,341	235,387	97	6,954	3	57	24	19
<b>Native Hawaiian or Pacific Islander</b>	2,780	2,712	98	68	2	49	25	26
<b>White</b>	133,938	131,034	98	2,904	2	28	26	46
<b>Two or More Races</b>	8,392	8,193	98	199	2	31	25	45
<b>Socioeconomically Disadvantaged</b>	265,116	256,937	97	8,179	3	58	23	19
<b>English Learners</b>	132,998	129,123	97	3,875	3	73	19	8
<b>Students with Disabilities</b>	47,917	44,138	92	3,779	8	87	8	4
<b>Migrant Education Services</b>	5,487	5,380	98	107	2	68	20	12
<b>Recently-Enrolled Limited-English Proficient</b>	2,917	2,813	96	104	4	92	6	2
<b>Male</b>	246,477	239,259	97	7,218	3	50	23	27
<b>Female</b>	236,098	230,903	98	5,195	2	39	25	36

*Note: The state goal for AYP for English-language arts is 55.6 percent of students at or above Proficient.*

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

## 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, 2010–11 and 2011–12

Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Proficient	Percent Proficient	Percent Advanced
2010–11	516,966	473,439	92	44	35	21
2011–12	483,277	471,901	98	43	36	21

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

**Grade 10  
CAHSEE Results in Mathematics  
Disaggregated by Student Subgroup, 2011–12**

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 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 U.S. less than 12 cumulative months on the first day of testing.

<b>Student Subgroup</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Not Tested</b>	<b>Percent Not Tested</b>	<b>Percent Not Proficient</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
<b>Black or African American</b>	32,809	31,426	96	1,383	4	63	28	8
<b>American Indian or Alaska Native</b>	3,673	3,516	96	157	4	51	36	13
<b>Asian</b>	43,382	43,072	99	310	1	15	31	54
<b>Filipino</b>	14,012	13,895	99	117	1	26	42	32
<b>Hispanic or Latino</b>	242,693	236,314	97	6,379	3	54	34	12
<b>Native Hawaiian or Pacific Islander</b>	2,785	2,722	98	63	2	47	37	16
<b>White</b>	134,054	131,365	98	2,689	2	30	41	29
<b>Two or More Races</b>	8,397	8,215	98	182	2	33	38	28
<b>Socioeconomically Disadvantaged</b>	265,513	258,067	97	7,446	3	54	33	13
<b>English Learners</b>	133,048	129,593	97	3,455	3	63	29	8
<b>Students with Disabilities</b>	47,916	45,400	95	2,516	5	86	11	3
<b>Migrant Education Services</b>	5,483	5,399	98	84	2	58	32	10
<b>Recently-Enrolled Limited-English Proficient</b>	2,920	2,820	97	100	3	67	23	10
<b>Male</b>	246,559	240,159	97	6,400	3	43	35	22
<b>Female</b>	236,628	231,675	98	4,953	2	43	37	20

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

*Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.*

### 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 2014–15. 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, 2011–12

Statewide API	Statewide API Goal
788	800

### 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, 2011–12

Statewide Graduation Rate	Statewide Graduation Rate Goal
79	90

## AYP Status

The federal ESEA requires that all students perform at or above the Proficient level on the state's standards-based assessments by 2014–15. 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, 2011–12

Type	Total Number of LEAs/Schools	Number Making AYP	Percent Making AYP
LEAs	1,016	170	17
Schools	9,905	2,578	26

### Program Improvement (PI) Status of LEAs and Schools, 2011–12

Type	Total Number of Eligible LEAs/Schools*	Number in PI	Percent in PI
LEAs	922	485	53
Schools	6,209	4,397	71

*\*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 2007–08 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, 2011–12

Type of Credential	Percent*
<b>Full</b>	99
<b>Alternative routes to certification (District Internship/University Internship)**</b>	1
<b>Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)**</b>	1
<b>Waiver**</b>	0

\*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.

\*\*Does not have a full credential

### Teacher Education Level, 2011–12

Education Level	Percent
<b>Doctorate</b>	1
<b>Master’s Degree + 30 or more semester hours</b>	17
<b>Master’s Degree</b>	23
<b>Bachelor’s Degree + 30 or more semester hours</b>	42
<b>Bachelor’s Degree</b>	17
<b>Less than Bachelor’s Degree</b>	0
<b>None Reported</b>	1

## Percent of Core Academic Courses Taught by Highly Qualified Teachers, 2011–12

High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free or reduced-price meals program. Low poverty schools are those with student eligibility of approximately 39 percent or less in the free or reduced-price meals program.

Indicator	Not Taught by Highly Qualified Teachers*	Taught by Highly Qualified Teachers*
<b>Statewide</b>	10	90
<b>In High-Poverty Schools</b>	11	89
<b>In Low-Poverty Schools</b>	8	92

Statewide data source: 2011 [California Longitudinal Pupil Achievement Data System](#) (CALPADS). Poverty Level data source: 2012 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/>.

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 January 2013, the most recent year for which state-level NAEP results in reading and mathematics are available is 2011. Therefore, the data in the following four tables reflects results from state-level NAEP assessments that took place during the 2010–11 school year.

**California NAEP Results in Reading and Mathematics by Grade Level  
All Students, 2010–11**

<b>Subject and Grade Level</b>	<b>State*</b>	<b>National*</b>	<b>Below Basic**</b>	<b>Basic**</b>	<b>Proficient**</b>	<b>Advanced**</b>
<b>Reading 2011, Grade 4</b>	211	220	44	32	19	6
<b>Reading 2011, Grade 8</b>	255	264	35	42	21	3
<b>Mathematics 2011, Grade 4</b>	234	240	26	40	28	6
<b>Mathematics 2011, Grade 8</b>	273	283	39	36	19	6

\*Average scale score.

\*\*Percent at achievement level (state).

**California NAEP Results in Reading by Grade Level  
Disaggregated by Student Subgroup, 2010–11**

<b>Student Subgroup and Grade Level</b>	<b>Below Basic*</b>	<b>Basic*</b>	<b>Proficient*</b>	<b>Advanced*</b>
<b>Black, Grade 4</b>	47	34	16	4
<b>Black, Grade 8</b>	47	42	10	1
<b>American Indian/Alaska Native, Grade 4</b>	**	**	**	**
<b>American Indian/Alaska Native, Grade 8</b>	**	**	**	**
<b>Asian/Pacific Islander, Grade 4</b>	20	32	33	15
<b>Asian/Pacific Islander, Grade 8</b>	21	39	34	6
<b>Hispanic, Grade 4</b>	58	29	11	1
<b>Hispanic, Grade 8</b>	44	42	14	1
<b>White, Grade 4</b>	24	36	30	10
<b>White, Grade 8</b>	21	43	30	5
<b>Eligible for National School Lunch, Grade 4</b>	58	30	11	1
<b>Eligible for National School Lunch, Grade 8</b>	45	41	13	1
<b>Not Eligible for National School Lunch, Grade 4</b>	23	34	31	12
<b>Not Eligible for National School Lunch, Grade 8</b>	22	42	31	5
<b>Male, Grade 4</b>	46	31	19	4
<b>Male, Grade 8</b>	41	40	18	1
<b>Female, Grade 4</b>	41	33	19	7
<b>Female, Grade 8</b>	28	43	24	4

\*Percent at achievement level.

\*\*Reporting standards were not met.

**California NAEP Results in Mathematics by Grade Level  
Disaggregated by Student Subgroup, 2010–11**

Student Subgroup and Grade Level	Below Basic*	Basic*	Proficient*	Advanced*
Black, Grade 4	32	50	18	1
Black, Grade 8	58	30	11	1
American Indian/Alaska Native, Grade 4	**	**	**	**
American Indian/Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	9	28	44	19
Asian/Pacific Islander, Grade 8	17	33	31	19
Hispanic, Grade 4	38	45	16	1
Hispanic, Grade 8	51	36	11	1
White, Grade 4	8	34	46	12
White, Grade 8	20	39	30	11
Eligible for National School Lunch, Grade 4	37	45	17	1
Eligible for National School Lunch, Grade 8	51	35	12	2
Not Eligible for National School Lunch, Grade 4	11	33	42	14
Not Eligible for National School Lunch, Grade 8	23	37	28	12
Male, Grade 4	25	40	28	7
Male, Grade 8	38	36	19	7
Female, Grade 4	27	40	27	6
Female, Grade 8	39	36	19	6

\*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, 2010–11**

Subject and Grade Level	Students With Disabilities*	English Language Learners*	Students With Disabilities**	English Language Learners**
Reading 2011, Grade 4	80	96	77	89
Reading 2011, Grade 8	79	95	76	86
Mathematics 2011, Grade 4	86	98	85	96
Mathematics 2011, Grade 8	91	97	81	93

\*State participation rate.

\*\*National participation rate.