## The Academic Indicator

## Academic Indicator

TOM TORLAKSON State Superintendent of Public Instruction

- This indicator will be based separately on the English language arts/literacy (ELA) and mathematics proficiency results from the statewide assessments (Smarter Balanced).
- Because there is only one year of Smarter Balanced Assessment results, a Change level cannot be considered at this time. Only the Status level will be used to determine the performance categories, based on 2015 assessment results.


## Academic Indicator (Cont.)

- Because the Smarter Balanced Assessment results varied significantly between grades three through eight and eleven, the cut points were set by grade spans and by content areas for schools:
- ELA:
- Elementary and Middle Schools
- High Schools
- Math:
- Elementary and Middle Schools
- High Schools

TOM TORLAKSON State Superintendent of Public Instruction

## Academic Indicator (Cont.)

- The cut points for districts were set using all assessment results (e.g., grades 3 through 8 and grade 11).


## Status Cut Points

- The Status cut points for "Very Low" were set at the following levels:
- ELA:
- Elementary and Middle: less than 15\%
- High: less than 25\%
- Districts: less than 20\%
- Math:
- Elementary and Middle: less than 10\%
- High: less than 5\%
- Districts: less than $10 \%$


## Status Cut Points for ELA: Elementary and Middle

ELA Status: The following table provides the proposed cut points for each level:

| ELA Status <br> Level | ELA Status Cut Point |
| :---: | :--- |
| Very Low | Proficiency rate is less than $15 \%$ |
| Low | Proficiency rate is $15 \%$ to less than $35 \%$ |
| Median | Proficiency rate is $35 \%$ to less than $60 \%$ |
| High | Proficiency rate is $60 \%$ to less than $75 \%$ |
| Very High | Proficiency rate is $75 \%$ or greater |

TOM TORLAKSON
State Superintendent of Public Instruction

Total Number of Schools $=7,068$

See Handout 1
Status Cut Points for ELA: Elementary and Middle (Cont.)

| Percentiles | \% Proficient | Status Level |
| :---: | :---: | :---: |
| 3 | 13.20 | Very Low |
| 5 | 15.10 | Low |
| 10 | 18.60 |  |
| 15 | 21.10 |  |
| 20 | 23.50 |  |
| 25 | 25.70 |  |
| 30 | 28.00 |  |
| 35 | 30.50 |  |
| 40 | 32.90 |  |
| 44.2 | 35.00 | Median |
| 45 | 35.60 |  |
| 50 | 38.50 |  |
| 55 | 41.40 |  |
| 60 | 44.70 |  |
| 65 | 47.80 |  |
| 70 | 51.50 |  |
| 75 | 55.40 |  |
| 80 | 59.90 |  |
| 80.1 | 60.00 | High |
| 85 | 65.07 |  |
| 90 | 70.90 |  |
| 93.4 | 75.20 | Very High |
| 95 | 77.75 |  |

## Status Cut Points for ELA: High School

ELA Status: The following table provides the proposed cut points for each level:
ELA Status Level

## ELA Status Cut Point

Very Low Proficiency rate is less than 25\%
Low Proficiency rate is $25 \%$ to less than $50 \%$
Median Proficiency rate is $50 \%$ to less than $70 \%$
High Proficiency rate is $70 \%$ to less than $85 \%$
Very High Proficiency rate is $85 \%$ or greater

## Status Cut Points for ELA: High School (Cont.)

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Total Number of
Schools $=1,327$

See Handout 2

| Percentiles | \% Proficient | Status Level |
| :---: | ---: | :---: |
| 5 | 23.70 | Very Low |
| 5.7 | 25.00 |  |
| 10 | 30.98 |  |
| 15 | 36.92 |  |
| 20 | 40.76 | Low |
| 25 | 43.70 |  |
| 30 | 46.30 |  |
| 35 | 48.78 |  |
| 37.6 | 50.07 |  |
| 40 | 51.50 |  |
| 45 | 54.20 |  |
| 50 | 56.40 |  |
| 55 | 59.24 | Median |
| 60 | 62.20 |  |
| 65 | 64.32 |  |
| 70 | 66.70 |  |
| 75 | 69.60 |  |
| 75.6 | 70.19 |  |
| 80 | 73.24 |  |
| 85 | 76.58 | High |
| 90 | 80.02 |  |
| 95 | 85.36 | Very High |
| 98 | 92.14 |  |

## Status Cut Points for ELA: Districts

ELA Status: The following table provides the proposed cut points for each level:

| ELA Status <br> Level | ELA Status Cut Point |
| :---: | :--- |
| Very Low | Proficiency rate is less than $20 \%$ |
| Low | Proficiency rate is $20 \%$ to less than $40 \%$ |
| Median | Proficiency rate is $40 \%$ to less than $60 \%$ |
| High | Proficiency rate is $60 \%$ to less than $75 \%$ |
| Very High | Proficiency rate is $75 \%$ or greater |

TOM TORLAKSON
State Superintendent of Public Instruction

Total Number of Districts $=1,866$

See Handout 3

## Status Cut Points for ELA:

 Districts (Cont.)| Percentiles | \% Proficient | Status Level |
| :---: | :---: | :---: |
| 5 | 17.5 | Very Low |
| 7.4 | 20.0 | Low |
| 10 | 22.5 |  |
| 15 | 25.7 |  |
| 20 | 28.9 |  |
| 25 | 31.3 |  |
| 30 | 34.1 |  |
| 35 | 36.8 |  |
| 40 | 39.3 |  |
| 41.4 | 40.0 | Median |
| 45 | 41.9 |  |
| 50 | 44.2 |  |
| 55 | 46.5 |  |
| 60 | 49.0 |  |
| 65 | 52.1 |  |
| 70 | 55.1 |  |
| 75 | 58.1 |  |
| 77.8 | 60.0 | High |
| 80 | 61.5 |  |
| 85 | 66.2 |  |
| 90 | 71.4 |  |
| 93 | 75.0 | Very High |
| 95 | 77.6 |  |

## Status Cut Points for Math: Elementary and Middle

Math Status: The following table provides the proposed cut points for each level:
Math Status Level

## Math Status Cut Point

Very Low Proficiency rate is less than 10\%
Low Proficiency rate is $10 \%$ to less than $25 \%$
Median Proficiency rate is $25 \%$ to less than $55 \%$
High Proficiency rate is $55 \%$ to less than $75 \%$
Very High Proficiency rate is $75 \%$ or greater

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Total Number of Schools = 7,065

See Handout 4

## Status Cut Points for Math:

 Elementary and Middle (Cont.)| Percentiles | \% Proficient | Status Level |
| :---: | :---: | :---: |
| 5 | 9.80 | Very Low |
| 5.5 | 10.10 | Low |
| 10 | 12.60 |  |
| 15 | 14.79 |  |
| 20 | 16.70 |  |
| 25 | 18.60 |  |
| 30 | 20.50 |  |
| 35 | 22.50 |  |
| 40 | 24.70 |  |
| 40.8 | 25.09 | Median |
| 45 | 27.20 |  |
| 50 | 29.90 |  |
| 55 | 32.70 |  |
| 60 | 35.70 |  |
| 65 | 38.90 |  |
| 70 | 42.90 |  |
| 75 | 47.40 |  |
| 80 | 52.60 |  |
| 82.2 | 55.00 | High |
| 85 | 58.00 |  |
| 90 | 64.80 |  |
| 95 | 74.20 |  |
| 95.4 | 75.10 | Very High |
| 98 | 82.50 |  |

## Status Cut Points for Math: High

Math Status: The following table provides the proposed cut points for each level:

## Math Status Level

## Math Status Cut Point

Very Low Proficiency rate is less than 5\%
Low Proficiency rate is $5 \%$ to less than $25 \%$
Median Proficiency rate is $25 \%$ to less than $40 \%$
High Proficiency rate is $40 \%$ to less than $70 \%$
Very High Proficiency rate is $70 \%$ or greater

## Status Cut Points for Math: High (Cont.)

Total Number of
Schools $=1,324$

See Handout 5

| Percentiles | \% Proficient | Status Level |
| :---: | :---: | :---: |
| 3 | 3.68 | Very Low |
| 4.8 | 5.12 | Low |
| 5 | 5.33 |  |
| 10 | 9.10 |  |
| 15 | 11.68 |  |
| 20 | 13.90 |  |
| 25 | 16.10 |  |
| 30 | 17.90 |  |
| 35 | 20.15 |  |
| 40 | 21.90 |  |
| 45 | 23.90 |  |
| 48.5 | 25.06 | Median |
| 50 | 25.55 |  |
| 55 | 28.00 |  |
| 60 | 30.50 |  |
| 65 | 33.60 |  |
| 70 | 36.50 |  |
| 75 | 39.95 |  |
| 75.2 | 40.10 | High |
| 80 | 45.20 |  |
| 85 | 50.43 |  |
| 90 | 57.40 |  |
| 95 | 66.38 |  |
| 96 | 70.20 | Very High |
| 98 | 77.70 |  |

## Status Cut Points for Math: Districts

Math Status: The following table provides the proposed cut points for each level:
Math Status Level

## Math Status Cut Point

Very Low Proficiency rate is less than 10\%
Low Proficiency rate is $10 \%$ to less than $25 \%$
Median Proficiency rate is $25 \%$ to less than $50 \%$
High Proficiency rate is $50 \%$ to less than $70 \%$
Very High Proficiency rate is $70 \%$ or greater

## Status Cut Points for Math: Districts (Cont.)

Total Number of
Districts $=1,863$

See Handout 6

| Percentiles | \% Proficient | Status Level |
| :---: | :---: | :---: |
| 5 | 8.2 | Very Low |
| 7.0 | 10.0 | Low |
| 10 | 12.3 |  |
| 15 | 15.1 |  |
| 20 | 17.7 |  |
| 25 | 19.8 |  |
| 30 | 21.7 |  |
| 35 | 23.7 |  |
| 38.8 | 25.0 | Median |
| 40 | 25.5 |  |
| 45 | 28.0 |  |
| 50 | 30.5 |  |
| 55 | 33.2 |  |
| 60 | 35.5 |  |
| 65 | 38.3 |  |
| 70 | 41.3 |  |
| 75 | 45.1 |  |
| 80 | 49.2 |  |
| 81.1 | 50.0 | High |
| 85 | 54.4 |  |
| 90 | 59.9 |  |
| 95 | 69.6 |  |
| 95.3 | 70.0 | Very High |

## Statewide Summary Results for ELA

|  | Red | Orange | Yellow | Green | Blue |
| :--- | :---: | :---: | :---: | :---: | :---: |
| ALL Districts* | 135 | 633 | 678 | 289 | 131 |
| $(1,866)$ | $(7.2 \%)$ | $(33.9 \%)$ | $(36.3 \%)$ | $(15.5 \%)$ | $(7.0 \%)$ |
| ALL SCHOOLS* | 421 | 3179 | 3051 | 1198 | 541 |
| $(8,395)$ | $(5.0 \%)$ | $(37.9 \%)$ | $(36.3 \%)$ | $(14.3 \%)$ | $(6.4 \%)$ |

See Handout 7

See Handout 8 for student group results.

* Alternative schools, county offices of education, and schools with less than 30 enrolled students were excluded from the count.


## Statewide Summary Results for Math

|  | Red | Orange | Yellow | Green | Blue |
| :--- | :---: | :---: | :---: | :---: | :---: |
| ALL Districts* | 130 | 580 | 795 | 269 | 89 |
| $(1,863)$ | $(7.0 \%)$ | $(31.1 \%)$ | $(42.7 \%)$ | $(14.4 \%)$ | $(4.8 \%)$ |
| ALL SCHOOLS* | 438 | 2744 | 3316 | 1206 | 385 |
| $(8,389)$ | $(5.2 \%)$ | $(32.7 \%)$ | $(39.5 \%)$ | $(14.4 \%)$ | $(4.6 \%)$ |

See Handout 7

See Handout 8 for student group results.

* Alternative schools, county offices of education, and schools with less than 30 enrolled students were excluded from the count.


## Discussion Questions

Is the Red performance category, which will trigger interventions for schools, and possibly for local educational agencies (LEAs), appropriately set for non-alternative schools by grade span and for LEAs?

- ELA:
- Elementary and Middle: less than 15\%
- High: less than 25\%
- Districts: less than 20\%
- Math:
- Elementary and Middle: less than 10\%
- High: less than 5\%
- Districts: less than 10\%


## Discussion Questions (Cont.)

- Is the Green performance category, which establishes a statewide goal, appropriate for all non-alternative schools and for LEAs?
- ELA:
- Elementary and Middle: 60\%
- High: 70\%
- Districts: 60\%
- Math:
- Elementary and Middle: 55\%
- High: 40\%
- Districts: 50\%

CPAG June 2016 Item 2
Academic Indicator
Handout 1

## Distribution for Status

 Academic Indicator-ELA Elementary and Middle Schools
## STATUS

| Percentiles | \% Proficient | Status Level |
| :---: | :---: | :---: |
| 3 | 13.20 | Very Low |
| 5 | 15.10 | Low |
| 10 | 18.60 |  |
| 15 | 21.10 |  |
| 20 | 23.50 |  |
| 25 | 25.70 |  |
| 30 | 28.00 |  |
| 35 | 30.50 |  |
| 40 | 32.90 |  |
| 44.2 | 35.00 | Median |
| 45 | 35.60 |  |
| 50 | 38.50 |  |
| 55 | 41.40 |  |
| 60 | 44.70 |  |
| 65 | 47.80 |  |
| 70 | 51.50 |  |
| 75 | 55.40 |  |
| 80 | 59.90 |  |
| 80.1 | 60.00 | High |
| 85 | 65.07 |  |
| 90 | 70.90 |  |
| 93.4 | 75.20 | Very High |
| 95 | 77.75 |  |

Total Number of Schools $=7,068$

CPAG June 2016 Item 2
Academic Indicator
Handout 2

## Distribution for Status

Academic Indicator-ELA
High Schools

## STATUS

| Percentiles | \% Proficient | Status Level |
| :---: | ---: | :---: |
| 5 | 23.70 | Very Low |
| 5.7 | 25.00 |  |
| 10 | 30.98 |  |
| 15 | 36.92 | Low |
| 20 | 40.76 |  |
| 25 | 43.70 |  |
| 30 | 46.30 |  |
| 35 | 48.78 |  |
| 37.6 | 50.07 |  |
| 40 | 51.50 |  |
| 45 | 54.20 |  |
| 50 | 56.40 | Median |
| 55 | 59.24 |  |
| 60 | 62.20 |  |
| 65 | 64.32 |  |
| 70 | 66.70 |  |
| 75 | 70.60 |  |
| 75.6 | 73.24 | High |
| 80 | 76.58 |  |
| 85 | 80.02 |  |
| 90 | 85.36 | Very High |
| 95 | 92.14 |  |
| 98 |  |  |

Total Number of Schools $=1,327$

## Distribution for Status

Academic Indicator-ELA Districts

## STATUS

| Percentiles | \% Proficient | Status Level |
| :---: | :---: | :---: |
| 5 | 17.5 | Very Low |
| 7.4 | 20.0 |  |
| 10 | 22.5 |  |
| 15 | 25.7 |  |
| 20 | 28.9 | Low |
| 25 | 31.3 |  |
| 30 | 34.1 |  |
| 35 | 36.8 |  |
| 40 | 39.3 |  |
| 41.4 | 40.0 |  |
| 45 | 41.9 |  |
| 50 | 44.2 |  |
| 55 | 46.5 | Median |
| 60 | 49.0 |  |
| 65 | 52.1 |  |
| 70 | 55.1 |  |
| 75 | 58.1 |  |
| 77.8 | 60.0 |  |
| 80 | 61.5 | High |
| 85 | 66.2 |  |
| 90 | 71.4 |  |
| 93 | 75.0 | Very High |
| 95 | 77.6 |  |

Total Number of Districts $=1,866$

CPAG June 2016 Item 2
Academic Indicator
Handout 4

## Distribution for Status Academic Indicator-Math Elementary and Middle Schools

## STATUS

| Percentiles | \% Proficient | Status Level |
| :---: | ---: | :---: |
| 5 | 9.80 | Very Low |
| 5.5 | 10.10 |  |
| 10 | 12.60 |  |
| 15 | 14.79 | Low |
| 20 | 16.70 |  |
| 25 | 20.50 |  |
| 30 | 22.50 |  |
| 35 | 24.70 |  |
| 40 | 25.09 |  |
| 40.8 | 27.20 |  |
| 45 | 29.90 |  |
| 50 | 32.70 |  |
| 55 | 35.70 | Median |
| 60 | 38.90 |  |
| 65 | 42.90 |  |
| 70 | 47.40 |  |
| 75 | 52.60 |  |
| 80 | 55.00 |  |
| 82.2 | 58.00 |  |
| 85 | 64.80 | High |
| 90 | 74.20 |  |
| 95 | 75.10 | Very High |
| 95 | 82.50 |  |

Total Number of Schools $=7,065$

## Distribution for Status Academic Indicator-Math High Schools

## STATUS

| Percentiles | \% Proficient | Status Level |
| :---: | :---: | :---: |
| 3 | 3.68 | Very Low |
| 4.8 | 5.12 | Low |
| 5 | 5.33 |  |
| 10 | 9.10 |  |
| 15 | 11.68 |  |
| 20 | 13.90 |  |
| 25 | 16.10 |  |
| 30 | 17.90 |  |
| 35 | 20.15 |  |
| 40 | 21.90 |  |
| 45 | 23.90 |  |
| 48.5 | 25.06 | Median |
| 50 | 25.55 |  |
| 55 | 28.00 |  |
| 60 | 30.50 |  |
| 65 | 33.60 |  |
| 70 | 36.50 |  |
| 75 | 39.95 |  |
| 75.2 | 40.10 | High |
| 80 | 45.20 |  |
| 85 | 50.43 |  |
| 90 | 57.40 |  |
| 95 | 66.38 |  |
| 96 | 70.20 | Very High |
| 98 | 77.70 |  |

Total Number of Schools $=1,324$

CPAG June 2016 Item 2
Academic Indicator
Handout 6

## Distribution for Status Academic Indicator-Math Districts

## STATUS

| Percentiles | \% Proficient | Status Level |
| :---: | :---: | :---: |
| 5 | 8.2 | Very Low |
| 7.0 | 10.0 | Low |
| 10 | 12.3 |  |
| 15 | 15.1 |  |
| 20 | 17.7 |  |
| 25 | 19.8 |  |
| 30 | 21.7 |  |
| 35 | 23.7 |  |
| 38.8 | 25.0 | Median |
| 40 | 25.5 |  |
| 45 | 28.0 |  |
| 50 | 30.5 |  |
| 55 | 33.2 |  |
| 60 | 35.5 |  |
| 65 | 38.3 |  |
| 70 | 41.3 |  |
| 75 | 45.1 |  |
| 80 | 49.2 |  |
| 81.1 | 50.0 | High |
| 85 | 54.4 |  |
| 90 | 59.9 |  |
| 95 | 69.6 |  |
| 95.3 | 70.0 | Very High |

Total Number of Districts $=1,863$

## CAASPP Performance Categories

 English Language Arts/Literacy STATUS ONLY MODEL—Reflects 2015 Assessment Results Only| Type | Red | Orange | Yellow | Green | Blue |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Districts | 135 | 633 | 678 | 289 | 131 |
| $(1,866)$ | $(7.2 \%)$ | $(33.9 \%)$ | $(36.3 \%)$ | $(15.5 \%)$ | $(7.0 \%)$ |
| Schools | 421 | 3179 | 3051 | 1198 | 541 |
| $(8,395)$ | $(5.0 \%)$ | $(37.9 \%)$ | $(36.3 \%)$ | $(14.3 \%)$ | $(6.4 \%)$ |

## Performance by School Type

| School Type | \# of Schools | Red | Orange | Yellow | Green | Blue |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Non Charter | 7429 | $364(4.9 \%)$ | 2866 <br> $(38.6 \%)$ | 2665 <br> $(35.9 \%)$ | 1034 <br> $(13.9 \%)$ | $495(6.7 \%)$ |
| Charter | 966 | $57(5.9 \%)$ | $313(32.4 \%)$ | $386(40.0 \%)$ | $164(17.0 \%)$ | $46(4.8 \%)$ |
| Small <br> Schools* | 110 | $17(15.5 \%)$ | $30(27.3 \%)$ | $44(40.0 \%)$ | $9(8.2 \%)$ | $10(9.1 \%)$ |
| Non Small <br> Schools | 8285 | $404(4.9 \%)$ | 3149 <br> $(38.0 \%)$ | 3007 <br> $(36.3 \%)$ | 1189 <br> $(14.4 \%)$ | $531(6.4 \%)$ |

CAASPP Performance Categories

## Math

STATUS ONLY MODEL—Reflects 2015 Assessment Results Only

| Type | Red | Orange | Yellow | Green | Blue |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Districts | 130 | 580 | 795 | 269 | 89 |
| $(1,863)$ | $(7.0 \%)$ | $(31.1 \%)$ | $(42.7 \%)$ | $(14.4 \%)$ | $(4.8 \%)$ |
| Schools | 438 | 2744 | 3316 | 1206 | 385 |
| $(8,389)$ | $(5.2 \%)$ | $(32.7 \%)$ | $(39.5 \%)$ | $(14.4 \%)$ | $(4.6 \%)$ |

## Performance by School Type

| School Type | \# of Schools | Red | Orange | Yellow | Green | Blue |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Non Charter | 7424 | $375(5.1 \%)$ | 2435 <br> $(32.8 \%)$ | 2895 <br> $(39.0 \%)$ | 1063 <br> $(14.3 \%)$ | $356(4.8 \%)$ |
| Charter | 965 | $63(6.5 \%)$ | $309(32.0 \%)$ | $421(43.6 \%)$ | $143(14.8 \%)$ | $29(3.0 \%)$ |
| Small <br> Schools* | 109 | $16(14.7 \%)$ | $27(24.8 \%)$ | $53(48.6 \%)$ | $10(9.2 \%)$ | $3(2.8 \%)$ |
| Non Small <br> Schools | 8280 | $422(5.1 \%)$ | 2717 <br> $(32.8 \%)$ | 3263 <br> $(39.4 \%)$ | 1196 <br> $(14.4 \%)$ | $382(4.6 \%)$ |

*Small schools have 30 to 99 students enrolled.

## School Level Academic Indicator: ELA ELEMENTARY/MIDDLE Student Group Results - Status Only Reflects 2015 Assessment Results Only

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Schools <br> (Total $=7,068$ ) | 7,068 | $\begin{gathered} 347 \\ (4.9 \%) \end{gathered}$ | $\begin{gathered} 2767 \\ (39.1 \%) \end{gathered}$ | $\begin{gathered} 2543 \\ (36.0 \%) \end{gathered}$ | $\begin{gathered} 938 \\ (13.3 \%) \end{gathered}$ | $\begin{gathered} 473 \\ (6.7 \%) \end{gathered}$ |
| African American | 1,422 | $\begin{gathered} 378 \\ (5.4 \%) \end{gathered}$ | $\begin{gathered} 699 \\ (9.9 \%) \end{gathered}$ | $\begin{gathered} 313 \\ (4.4 \%) \end{gathered}$ | $\begin{gathered} 29 \\ (0.4 \%) \end{gathered}$ | $\begin{gathered} 3 \\ (0.04 \%) \end{gathered}$ |
| Asian | 1,781 | $\begin{gathered} 11 \\ (0.2 \%) \end{gathered}$ | $\begin{gathered} 107 \\ (1.5 \%) \end{gathered}$ | $\begin{gathered} 363 \\ (5.1 \%) \end{gathered}$ | $\begin{gathered} 439 \\ (6.2 \%) \end{gathered}$ | $\begin{gathered} 861 \\ (12.2 \%) \end{gathered}$ |
| Filipino | 503 | - | $\begin{gathered} 10 \\ (0.1 \%) \end{gathered}$ | $\begin{gathered} 172 \\ (2.4 \%) \end{gathered}$ | $\begin{gathered} 179 \\ (2.5 \%) \end{gathered}$ | $\begin{gathered} 142 \\ (2.0 \%) \end{gathered}$ |
| Hispanic/Latino | 6,282 | $\begin{gathered} 419 \\ (5.9 \%) \end{gathered}$ | $\begin{gathered} 3453 \\ (48.9 \%) \end{gathered}$ | $\begin{gathered} 2073 \\ (29.3 \%) \end{gathered}$ | $\begin{gathered} 291 \\ (4.1 \%) \end{gathered}$ | $\begin{gathered} 46 \\ (0.7 \%) \end{gathered}$ |
| Native American | 33 | $\begin{gathered} 12 \\ (0.17 \%) \end{gathered}$ | $\begin{gathered} 18 \\ (0.3 \%) \end{gathered}$ | $\begin{gathered} 3 \\ (0.04 \%) \end{gathered}$ | - | - |
| Pacific Islander | 14 | $\begin{gathered} 3 \\ (0.04 \%) \end{gathered}$ | $\begin{gathered} 7 \\ (0.1 \%) \end{gathered}$ | $\begin{gathered} 4 \\ (0.1 \%) \end{gathered}$ | - | - |
| Two or More Races | 634 | - | $\begin{gathered} 32 \\ (0.5 \%) \end{gathered}$ | $\begin{gathered} 162 \\ (2.3 \%) \end{gathered}$ | $\begin{gathered} 216 \\ (3.1 \%) \end{gathered}$ | $\begin{gathered} 224 \\ (3.2 \%) \end{gathered}$ |
| White | 4,152 | $\begin{gathered} 32 \\ (0.5 \%) \end{gathered}$ | $\begin{gathered} 495 \\ (7.0 \%) \end{gathered}$ | $\begin{gathered} 1698 \\ (24.0 \%) \end{gathered}$ | $\begin{gathered} 1216 \\ (17.2 \%) \end{gathered}$ | $\begin{gathered} 711 \\ (10.1 \%) \end{gathered}$ |
| Socioeconomically Disadvantaged | 6,550 | $\begin{gathered} 451 \\ (6.4 \%) \end{gathered}$ | $\begin{gathered} 3734 \\ (52.8 \%) \end{gathered}$ | $\begin{gathered} 2170 \\ (30.7 \%) \end{gathered}$ | $\begin{gathered} 172 \\ (2.4 \%) \end{gathered}$ | $\begin{gathered} 23 \\ (0.3 \%) \end{gathered}$ |
| English learners | 5,686 | $\begin{gathered} 1341 \\ (19.0 \%) \end{gathered}$ | $\begin{gathered} 2908 \\ (41.1 \%) \end{gathered}$ | $\begin{gathered} 1100 \\ (15.6 \%) \end{gathered}$ | $\begin{gathered} 246 \\ (3.5 \%) \end{gathered}$ | $\begin{gathered} 91 \\ (1.3 \%) \end{gathered}$ |
| Students with Disabilities | 4,282 | $\begin{gathered} 2729 \\ (38.6 \%) \end{gathered}$ | $\begin{gathered} 1153 \\ (16.3 \%) \end{gathered}$ | $\begin{gathered} 356 \\ (5.0 \%) \end{gathered}$ | $\begin{gathered} 38 \\ (0.5 \%) \end{gathered}$ | $\begin{gathered} 6 \\ (0.1 \%) \end{gathered}$ |

*Total = Number of schools with 30 or more students at the school level and student group level taking the California Assessment of Student Performance and Progress (CAASPP).

- = No data available due to less than 30 for that subgroup taking the CAASPP.

Note: For all percentages calculated above, the total number of schools $(7,068)$ was used for the denominator.

## School Level Academic Indicator: MATH ELEMENTARY/MIDDLE Student Group Results - Status Only Reflects 2015 Assessment Results Only

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Schools <br> (Total $=7,065$ ) | 7,065 | $\begin{gathered} 376 \\ (5.3 \%) \end{gathered}$ | $\begin{gathered} 2476 \\ (35.1 \%) \end{gathered}$ | $\begin{gathered} 2953 \\ (41.8 \%) \end{gathered}$ | $\begin{gathered} 930 \\ (13.2 \%) \end{gathered}$ | $\begin{gathered} 330 \\ (4.7 \%) \end{gathered}$ |
| African American | 1,415 | $\begin{gathered} 472 \\ (6.7 \%) \end{gathered}$ | $\begin{gathered} 644 \\ (9.1 \%) \end{gathered}$ | $\begin{gathered} 293 \\ (4.2 \%) \end{gathered}$ | $\begin{gathered} 6 \\ (0.1 \%) \end{gathered}$ | - |
| Asian | 1,780 | $\begin{gathered} 14 \\ (0.2 \%) \end{gathered}$ | $\begin{gathered} 84 \\ (1.2 \%) \end{gathered}$ | $\begin{gathered} 373 \\ (5.3 \%) \end{gathered}$ | $\begin{gathered} 526 \\ (7.5 \%) \end{gathered}$ | $\begin{gathered} 783 \\ (11.1 \%) \end{gathered}$ |
| Filipino | 502 | - | $\begin{gathered} 9 \\ (0.1 \%) \end{gathered}$ | $\begin{gathered} 246 \\ (3.5 \%) \end{gathered}$ | $\begin{gathered} 203 \\ (2.9 \%) \end{gathered}$ | $\begin{gathered} 44 \\ (0.6 \%) \end{gathered}$ |
| Hispanic/Latino | 6,279 | $\begin{gathered} 492 \\ (7.0 \%) \end{gathered}$ | $\begin{gathered} 3125 \\ (44.2 \%) \end{gathered}$ | $\begin{gathered} 2454 \\ (34.7 \%) \end{gathered}$ | $\begin{gathered} 190 \\ (2.7 \%) \end{gathered}$ | $\begin{gathered} 18 \\ (0.3 \%) \end{gathered}$ |
| Native American | 33 | $\begin{gathered} 13 \\ (0.2 \%) \end{gathered}$ | $\begin{gathered} 14 \\ (0.2 \%) \end{gathered}$ | $\begin{gathered} 6 \\ (0.1 \%) \end{gathered}$ | - | - |
| Pacific Islander | 14 | $\begin{gathered} 2 \\ (0.03 \%) \end{gathered}$ | $\begin{gathered} 8 \\ (0.1 \%) \end{gathered}$ | $\begin{gathered} 4 \\ (0.1 \%) \end{gathered}$ | - | - |
| Two or More Races | 631 | $\begin{gathered} 4 \\ (0.1 \%) \end{gathered}$ | $\begin{gathered} 25 \\ (0.4 \%) \end{gathered}$ | $\begin{gathered} 219 \\ (3.1 \%) \end{gathered}$ | $\begin{gathered} 252 \\ (3.6 \%) \end{gathered}$ | $\begin{gathered} 131 \\ (1.9 \%) \end{gathered}$ |
| White | 4,143 | $\begin{gathered} 44 \\ (0.6 \%) \end{gathered}$ | $\begin{gathered} 437 \\ (6.2 \%) \end{gathered}$ | $\begin{gathered} 2041 \\ (28.9 \%) \end{gathered}$ | $\begin{gathered} 1268 \\ (18.0 \%) \end{gathered}$ | $\begin{gathered} 353 \\ (5.0 \%) \end{gathered}$ |
| Socioeconomically Disadvantaged | 6,544 | $\begin{gathered} 508 \\ (7.2 \%) \end{gathered}$ | $\begin{gathered} 3261 \\ (46.2 \%) \end{gathered}$ | $\begin{gathered} 2615 \\ (37.0 \%) \end{gathered}$ | $\begin{gathered} 142 \\ (2.0 \%) \end{gathered}$ | $\begin{gathered} 18 \\ (0.3 \%) \end{gathered}$ |
| English learners | 5,684 | $\begin{gathered} 1186 \\ (16.8 \%) \end{gathered}$ | $\begin{gathered} 2587 \\ (36.6 \%) \end{gathered}$ | $\begin{gathered} 1482 \\ (21.0 \%) \end{gathered}$ | $\begin{gathered} 302 \\ (4.3 \%) \end{gathered}$ | $\begin{gathered} 127 \\ (1.8 \%) \end{gathered}$ |
| Students with Disabilities | 4,269 | $\begin{gathered} 2316 \\ (32.8 \%) \end{gathered}$ | $\begin{gathered} 1273 \\ (18.0 \%) \end{gathered}$ | $\begin{gathered} 611 \\ (8.7 \%) \end{gathered}$ | $\begin{gathered} 62 \\ (0.9 \%) \end{gathered}$ | $\begin{gathered} 7 \\ (0.1 \%) \end{gathered}$ |

*Total = Number of schools with 30 or more students at the school level and student group level taking the CAASPP.

- = No data available due to less than 30 for that subgroup taking the CAASPP.

Note: For all percentages calculated above, the total number of schools $(7,065)$ was used for the denominator.

## School Level Academic Indicator: ELA HIGH Student Group Results - Status Only Reflects 2015 Assessment Results Only

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Schools <br> (Total $=1,327$ ) | 1,327 | $\begin{gathered} 74 \\ (5.6 \%) \end{gathered}$ | $\begin{gathered} 417 \\ (31.4 \%) \end{gathered}$ | $\begin{gathered} 508 \\ (38.3 \%) \end{gathered}$ | $\begin{gathered} 260 \\ (19.6 \%) \end{gathered}$ | $\begin{gathered} 68 \\ (5.1 \%) \end{gathered}$ |
| African American | 251 | $\begin{gathered} 43 \\ (3.2 \%) \end{gathered}$ | $\begin{gathered} 137 \\ (10.3 \%) \end{gathered}$ | $\begin{gathered} 62 \\ (4.7 \%) \end{gathered}$ | $\begin{gathered} 7 \\ (0.5 \%) \end{gathered}$ | $\begin{gathered} 2 \\ (0.2 \%) \end{gathered}$ |
| Asian | 326 | $\begin{gathered} 1 \\ (0.1 \%) \end{gathered}$ | $\begin{gathered} 19 \\ (1.4 \%) \end{gathered}$ | $\begin{gathered} 60 \\ (4.5 \%) \end{gathered}$ | $\begin{gathered} 127 \\ (9.6 \%) \end{gathered}$ | $\begin{gathered} 119 \\ (9.0 \%) \end{gathered}$ |
| Filipino | 113 | - | $\begin{gathered} 8 \\ (0.6 \%) \end{gathered}$ | $\begin{gathered} 27 \\ (2.0 \%) \end{gathered}$ | $\begin{gathered} 50 \\ (3.8 \%) \end{gathered}$ | $\begin{gathered} 28 \\ (2.1 \%) \end{gathered}$ |
| Hispanic/Latino | 1,117 | $\begin{gathered} 70 \\ (5.3 \%) \end{gathered}$ | $\begin{gathered} 469 \\ (35.3 \%) \end{gathered}$ | $\begin{gathered} 459 \\ (34.6 \%) \end{gathered}$ | $\begin{gathered} 100 \\ (7.5 \%) \end{gathered}$ | $\begin{gathered} 19 \\ (1.4 \%) \end{gathered}$ |
| Native American | 3 | $\begin{gathered} 1 \\ (0.1 \%) \end{gathered}$ | - | $\begin{gathered} 1 \\ (0.1 \%) \end{gathered}$ | - | $\begin{gathered} 1 \\ (0.1 \%) \end{gathered}$ |
| Pacific Islander | 0 | - | - | - | - | - |
| Two or More Races | 81 | - | $\begin{gathered} 1 \\ (0.1 \%) \end{gathered}$ | $\begin{gathered} 19 \\ (1.4 \%) \end{gathered}$ | $\begin{gathered} 38 \\ (2.9 \%) \end{gathered}$ | $\begin{gathered} 23 \\ (1.7 \%) \end{gathered}$ |
| White | 768 | $\begin{gathered} 8 \\ (0.6 \%) \end{gathered}$ | $\begin{gathered} 83 \\ (6.3 \%) \end{gathered}$ | $\begin{gathered} 267 \\ (20.1 \%) \end{gathered}$ | $\begin{gathered} 316 \\ (23.8 \%) \end{gathered}$ | $\begin{gathered} 94 \\ (7.1 \%) \end{gathered}$ |
| Socioeconomically Disadvantaged | 1,175 | $\begin{gathered} 78 \\ (5.9 \%) \end{gathered}$ | $\begin{gathered} 529 \\ (40.0 \%) \end{gathered}$ | $\begin{gathered} 466 \\ (35.1 \%) \end{gathered}$ | $\begin{gathered} 84 \\ (6.3 \%) \end{gathered}$ | $\begin{gathered} 18 \\ (1.4 \%) \end{gathered}$ |
| English learners | 651 | $\begin{gathered} 477 \\ (36.0 \%) \end{gathered}$ | $\begin{gathered} 149 \\ (11.2 \%) \end{gathered}$ | $\begin{gathered} 21 \\ (1.6 \%) \end{gathered}$ | $\begin{gathered} 4 \\ (0.3 \%) \end{gathered}$ | - |
| Students with Disabilities | 528 | $\begin{gathered} 433 \\ (32.6 \%) \end{gathered}$ | $\begin{gathered} 86 \\ (6.5 \%) \end{gathered}$ | $\begin{gathered} 9 \\ (0.7 \%) \end{gathered}$ | - | - |

*Total = Number of schools with 30 or more students at the school level and student group level taking the CAASPP.

- = No data available due to less than 30 for that subgroup taking the CAASPP.

Note: For all percentages calculated above, the total number of schools $(1,327)$ was used for the denominator.

## School Level Academic Indicator: MATH HIGH Student Group Results - Status Only Reflects 2015 Assessment Results Only

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Schools <br> (Total = 1,324) | 1,324 | $\begin{gathered} 62 \\ (4.7 \%) \end{gathered}$ | $\begin{gathered} 568 \\ (42.9 \%) \end{gathered}$ | $\begin{gathered} 363 \\ (27.4 \%) \end{gathered}$ | $\begin{gathered} 276 \\ (20.9 \%) \end{gathered}$ | $\begin{gathered} 55 \\ (4.2 \%) \end{gathered}$ |
| African American | 250 | $\begin{gathered} 47 \\ (3.6 \%) \end{gathered}$ | $\begin{gathered} 161 \\ (12.2 \%) \end{gathered}$ | $\begin{gathered} 39 \\ (3.0 \%) \end{gathered}$ | $\begin{gathered} 3 \\ (0.2 \%) \end{gathered}$ | - |
| Asian | 325 | - | $\begin{gathered} 18 \\ (1.4 \%) \end{gathered}$ | $\begin{gathered} 28 \\ (2.1 \%) \end{gathered}$ | $\begin{gathered} 117 \\ (8.8 \%) \end{gathered}$ | $\begin{gathered} 162 \\ (12.2 \%) \end{gathered}$ |
| Filipino | 115 | - | $\begin{gathered} 9 \\ (0.7 \%) \end{gathered}$ | $\begin{gathered} 26 \\ (2.0 \%) \end{gathered}$ | $\begin{gathered} 73 \\ (5.5 \%) \end{gathered}$ | $\begin{gathered} 7 \\ (0.5 \%) \end{gathered}$ |
| Hispanic/Latino | 1,112 | $\begin{gathered} 57 \\ (4.3 \%) \end{gathered}$ | $\begin{gathered} 705 \\ (53.3 \%) \end{gathered}$ | $\begin{gathered} 266 \\ (20.1 \%) \end{gathered}$ | $\begin{gathered} 77 \\ (5.8 \%) \end{gathered}$ | $\begin{gathered} 7 \\ (0.5 \%) \end{gathered}$ |
| Native American | 3 | - | $\begin{gathered} 1 \\ (0.1 \%) \end{gathered}$ | - | $\begin{gathered} 2 \\ (0.2 \%) \end{gathered}$ | - |
| Pacific Islander | 0 | - | - | - | - | - |
| Two or More Races | 78 | - | $\begin{gathered} 2 \\ (0.2 \%) \end{gathered}$ | $\begin{gathered} 15 \\ (1.1 \%) \end{gathered}$ | $\begin{gathered} 50 \\ (3.8 \%) \end{gathered}$ | $\begin{gathered} 11 \\ (0.8 \%) \end{gathered}$ |
| White | 762 | $\begin{gathered} 8 \\ (0.6 \%) \end{gathered}$ | $\begin{gathered} 121 \\ (9.1 \%) \end{gathered}$ | $\begin{gathered} 239 \\ (18.1 \%) \end{gathered}$ | $\begin{gathered} 348 \\ (26.3 \%) \end{gathered}$ | $\begin{gathered} 46 \\ (3.5 \%) \end{gathered}$ |
| Socioeconomically Disadvantaged | 1,169 | $\begin{gathered} 57 \\ (4.3 \%) \end{gathered}$ | $\begin{gathered} 722 \\ (54.5 \%) \end{gathered}$ | $\begin{gathered} 275 \\ (20.8 \%) \end{gathered}$ | $\begin{gathered} 104 \\ (7.9 \%) \end{gathered}$ | $\begin{gathered} 11 \\ (0.8 \%) \end{gathered}$ |
| English learners | 651 | $\begin{gathered} 306 \\ (23.1 \%) \end{gathered}$ | $\begin{gathered} 285 \\ (21.5 \%) \end{gathered}$ | $\begin{gathered} 32 \\ (2.4 \%) \end{gathered}$ | $\begin{gathered} 25 \\ (1.9 \%) \end{gathered}$ | $\begin{gathered} 3 \\ (0.2 \%) \end{gathered}$ |
| Students with Disabilities | 508 | $\begin{gathered} 287 \\ (21.7 \%) \end{gathered}$ | $\begin{gathered} 215 \\ (16.2 \%) \end{gathered}$ | $\begin{gathered} 4 \\ (0.3 \%) \end{gathered}$ | $\begin{gathered} 2 \\ (0.2 \%) \end{gathered}$ | - |

*Total = Number of schools with 30 or more students at the school level and student group level taking the CAASPP.

- = No data available due to less than 30 for that subgroup taking the CAASPP.

Note: For all percentages calculated above, the total number of schools $(1,324)$ was used for the denominator.

## District Level Academic Indicator: ELA <br> Student Group Results - Status Only <br> Reflects 2015 Assessment Results Only

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Districts <br> (Total $=1,866$ ) | 1,866 | $\begin{gathered} 135 \\ (7.2 \%) \end{gathered}$ | $\begin{gathered} 633 \\ (33.9 \%) \end{gathered}$ | $\begin{gathered} 678 \\ (36.3 \%) \end{gathered}$ | $\begin{gathered} 289 \\ (15.5 \%) \end{gathered}$ | $\begin{gathered} 131 \\ (7.0 \%) \end{gathered}$ |
| African American | 512 | $\begin{gathered} 85 \\ (4.6 \%) \end{gathered}$ | $\begin{gathered} 262 \\ (14.0 \%) \end{gathered}$ | $\begin{gathered} 137 \\ (7.3 \%) \end{gathered}$ | $\begin{gathered} 26 \\ (1.4 \%) \end{gathered}$ | $\begin{gathered} 2 \\ (0.1 \%) \end{gathered}$ |
| Asian | 495 | $\begin{gathered} 2 \\ (0.1 \%) \end{gathered}$ | $\begin{gathered} 26 \\ (1.4 \%) \end{gathered}$ | $\begin{gathered} 101 \\ (5.4 \%) \end{gathered}$ | $\begin{gathered} 152 \\ (8.2 \%) \end{gathered}$ | $\begin{gathered} 214 \\ (11.5 \%) \end{gathered}$ |
| Filipino | 312 | - | $\begin{gathered} 1 \\ (0.1 \%) \end{gathered}$ | $\begin{gathered} 78 \\ (4.2 \%) \end{gathered}$ | $\begin{gathered} 153 \\ (8.2 \%) \end{gathered}$ | $\begin{gathered} 80 \\ (4.3 \%) \end{gathered}$ |
| Hispanic/Latino | 1,503 | $\begin{gathered} 151 \\ (8.1 \%) \end{gathered}$ | $\begin{gathered} 773 \\ (41.4 \%) \end{gathered}$ | $\begin{gathered} 434 \\ (23.3 \%) \end{gathered}$ | $\begin{gathered} 119 \\ (6.4 \%) \end{gathered}$ | $\begin{gathered} 26 \\ (1.4 \%) \end{gathered}$ |
| Native American | 131 | $\begin{gathered} 23 \\ (1.2 \%) \end{gathered}$ | $\begin{gathered} 73 \\ (3.9 \%) \end{gathered}$ | $\begin{gathered} 29 \\ (1.6 \%) \end{gathered}$ | $\begin{gathered} 5 \\ (0.3 \%) \end{gathered}$ | $\begin{gathered} 1 \\ (0.1 \%) \end{gathered}$ |
| Pacific Islander | 121 | $\begin{gathered} 6 \\ (0.3 \%) \end{gathered}$ | $\begin{gathered} 64 \\ (3.4 \%) \end{gathered}$ | $\begin{gathered} 39 \\ (2.1 \%) \end{gathered}$ | $\begin{gathered} 10 \\ (0.5 \%) \end{gathered}$ | $\begin{gathered} 2 \\ (0.1 \%) \end{gathered}$ |
| Two or More Races | 430 | $\begin{gathered} 3 \\ (0.2 \%) \end{gathered}$ | $\begin{gathered} 67 \\ (3.6 \%) \end{gathered}$ | $\begin{gathered} 142 \\ (7.6 \%) \end{gathered}$ | $\begin{gathered} 133 \\ (7.1 \%) \end{gathered}$ | $\begin{gathered} 85 \\ (4.6 \%) \end{gathered}$ |
| White | 1,298 | $\begin{gathered} 18 \\ (1.0 \%) \end{gathered}$ | $\begin{gathered} 187 \\ (10.0 \%) \end{gathered}$ | $\begin{gathered} 540 \\ (28.9 \%) \end{gathered}$ | $\begin{gathered} 356 \\ (19.1 \%) \end{gathered}$ | $\begin{gathered} 197 \\ (10.6 \%) \end{gathered}$ |
| Socioeconomically Disadvantaged | 1,646 | $\begin{gathered} 189 \\ (10.1 \%) \end{gathered}$ | $\begin{gathered} 931 \\ (49.9 \%) \end{gathered}$ | $\begin{gathered} 423 \\ (22.7 \%) \end{gathered}$ | $\begin{gathered} 77 \\ (4.1 \%) \end{gathered}$ | $\begin{gathered} 26 \\ (1.4 \%) \end{gathered}$ |
| English learners | 1,140 | $\begin{gathered} 475 \\ (25.5 \%) \end{gathered}$ | $\begin{gathered} 486 \\ (26.0 \%) \end{gathered}$ | $\begin{gathered} 140 \\ (7.5 \%) \end{gathered}$ | $\begin{gathered} 30 \\ (1.6 \%) \end{gathered}$ | $\begin{gathered} 9 \\ (0.5 \%) \end{gathered}$ |
| Students with Disabilities | 936 | $\begin{gathered} 652 \\ (34.9 \%) \end{gathered}$ | $\begin{gathered} 231 \\ (12.4 \%) \end{gathered}$ | $\begin{gathered} 45 \\ (2.4 \%) \end{gathered}$ | $\begin{gathered} 8 \\ (0.4 \%) \end{gathered}$ | - |

*Total = Number of districts with 30 or more students at the district level and student group level taking the CAASPP.

- = No data available due to less than 30 for that subgroup taking the CAASPP.

Note: For all percentages calculated above, the total number of schools $(1,866)$ was used for the denominator.

## District Level Academic Indicator: MATH Student Group Results - Status Only Reflects 2015 Assessment Results Only

| Student Groups | Total* | Red | Orange | Yellow | Green | Blue |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Districts (Total $=1,863$ ) | 1,863 | $\begin{gathered} 130 \\ (7.0 \%) \end{gathered}$ | $\begin{gathered} 580 \\ (31.1 \%) \end{gathered}$ | $\begin{gathered} 795 \\ (42.7 \%) \end{gathered}$ | $\begin{gathered} 269 \\ (14.4 \%) \end{gathered}$ | $\begin{gathered} 89 \\ (4.8 \%) \end{gathered}$ |
| African American | 512 | $\begin{gathered} 94 \\ (5.0 \%) \end{gathered}$ | $\begin{gathered} 254 \\ (13.6 \%) \end{gathered}$ | $\begin{gathered} 155 \\ (8.3 \%) \end{gathered}$ | $\begin{gathered} 9 \\ (0.5 \%) \end{gathered}$ | - |
| Asian | 495 | $\begin{gathered} 3 \\ (0.2 \%) \end{gathered}$ | $\begin{gathered} 16 \\ (0.9 \%) \end{gathered}$ | $\begin{gathered} 115 \\ (6.2 \%) \end{gathered}$ | $\begin{gathered} 149 \\ (8.0 \%) \end{gathered}$ | $\begin{gathered} 212 \\ (11.4 \%) \end{gathered}$ |
| Filipino | 311 | - | $\begin{gathered} 5 \\ (0.3 \%) \end{gathered}$ | $\begin{gathered} 109 \\ (5.9 \%) \end{gathered}$ | $\begin{gathered} 164 \\ (8.8 \%) \end{gathered}$ | $\begin{gathered} 33 \\ (1.8 \%) \end{gathered}$ |
| Hispanic/Latino | 1,503 | $\begin{gathered} 130 \\ (7.0 \%) \end{gathered}$ | $\begin{gathered} 741 \\ (39.8 \%) \end{gathered}$ | $\begin{gathered} 538 \\ (28.9 \%) \end{gathered}$ | $\begin{gathered} 85 \\ (4.6 \%) \end{gathered}$ | $\begin{gathered} 9 \\ (0.5 \%) \end{gathered}$ |
| Native American | 131 | $\begin{gathered} 16 \\ (0.9 \%) \end{gathered}$ | $\begin{gathered} 68 \\ (3.7 \%) \end{gathered}$ | $\begin{gathered} 44 \\ (2.4 \%) \end{gathered}$ | $\begin{gathered} 3 \\ (0.2 \%) \end{gathered}$ | - |
| Pacific Islander | 123 | $\begin{gathered} 4 \\ (0.2 \%) \end{gathered}$ | $\begin{gathered} 50 \\ (2.7 \%) \end{gathered}$ | $\begin{gathered} 61 \\ (3.3 \%) \end{gathered}$ | $\begin{gathered} 8 \\ (0.4 \%) \end{gathered}$ | - |
| Two or More Races | 427 | $\begin{gathered} 3 \\ (0.2 \%) \end{gathered}$ | $\begin{gathered} 41 \\ (2.2 \%) \end{gathered}$ | $\begin{gathered} 191 \\ (10.3 \%) \end{gathered}$ | $\begin{gathered} 133 \\ (7.1 \%) \end{gathered}$ | $\begin{gathered} 59 \\ (3.2 \%) \end{gathered}$ |
| White | 1,296 | $\begin{gathered} 15 \\ (0.8 \%) \end{gathered}$ | $\begin{gathered} 154 \\ (8.3 \%) \end{gathered}$ | $\begin{gathered} 666 \\ (35.7 \%) \end{gathered}$ | $\begin{gathered} 353 \\ (18.9 \%) \end{gathered}$ | $\begin{gathered} 109 \\ (5.9 \%) \end{gathered}$ |
| Socioeconomically Disadvantaged | 1,645 | $\begin{gathered} 159 \\ (8.5 \%) \end{gathered}$ | $\begin{gathered} 821 \\ (44.1 \%) \end{gathered}$ | $\begin{gathered} 589 \\ (31.6 \%) \end{gathered}$ | $\begin{gathered} 63 \\ (3.4 \%) \end{gathered}$ | $\begin{gathered} 13 \\ (0.7 \%) \end{gathered}$ |
| English learners | 1,141 | $\begin{gathered} 268 \\ (14.4 \%) \end{gathered}$ | $\begin{gathered} 551 \\ (29.6 \%) \end{gathered}$ | $\begin{gathered} 246 \\ (13.2 \%) \end{gathered}$ | $\begin{gathered} 61 \\ (3.3 \%) \end{gathered}$ | $\begin{gathered} 15 \\ (0.8 \%) \end{gathered}$ |
| Students with Disabilities | 936 | $\begin{gathered} 471 \\ (25.3 \%) \end{gathered}$ | $\begin{gathered} 340 \\ (18.3 \%) \end{gathered}$ | $\begin{gathered} 110 \\ (5.9 \%) \end{gathered}$ | $\begin{gathered} 15 \\ (0.8 \%) \end{gathered}$ | - |

*Total = Number of districts with 30 or more students at the district level and student group level taking the CAASPP.

- = No data available due to less than 30 for that subgroup taking the CAASPP.

Note: For all percentages calculated above, the total number of schools $(1,863)$ was used for the denominator.

