

# **State Accountability Report Card**

## **Reported Using Data from the 2014–15 School Year**

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 groups. 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 (LEAs) in the state.

On December 10, 2015, President Obama signed the bipartisan Every Student Succeeds Act (ESSA), which reauthorizes the ESEA of 1965.

The recent enactment of the ESSA gives states greater discretion to implement academic content standards, administer statewide and local assessments, and set ambitious performance goals to direct evidence-based improvement strategies and interventions to improve student performance. Until ESSA requirements are fully operational, each state must continue to implement the state report card requirements specified under Title I, Part A of the ESEA, as amended by No Child Left Behind.

For further information regarding the ESSA, visit the U.S. Department of Education ESSA Web page at <http://www2.ed.gov/policy/elsec/leg/essa/index.html>.

Questions about the State Accountability Report Card (STAR) may be directed to the Data Visualization and Reporting Office at 916-319-0406.

## Adequate Yearly Progress (AYP)

The federal ESEA requires that all LEAs and schools meet the following AYP criteria (LEA refers to school districts, county offices of education that operate schools, Statewide Benefit Charters, and direct funded charter schools):

- **Participation rate** on the state's standards-based assessments in English language arts/literacy (ELA) and mathematics
- **Graduation rate** as an additional indicator (for schools, LEAs, and student groups with grade 12 enrollment or at least one graduate in the cohort)
- **Attendance rate** as an additional indicator (for schools and LEAs with Transitional Kindergarten through grade eight [TK-8])

Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's (CDE) waiver request to exclude the percent proficient results from AYP determinations. Therefore, the percent proficient information is not reported in the 2014–15 STARC.

Information about AYP, including participation rates by student groups can be found on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Further information about AYP can be found in the AYP Information Guide at <http://www.cde.ca.gov/ta/ac/ay/documents/aypinfoguide15.pdf>.

### Statewide AYP, 2014–15

State Number of AYP Criteria Met Out of the Total Number of Criteria Possible	State Met All AYP Requirements
Met 26 of 26	Yes

### AYP Status of LEAs and Schools, 2014–15

Type	Total Number of LEAs/Schools	Number Making AYP	Percent Making AYP
LEAs	1,002	815	81.3
Schools	9,963	8,932	89.7

### Participation Rate – ELA

Student Group	Enrollment	Number of Students Tested	Rate	Met 2015 AYP Criteria
Statewide	3,298,149	3,205,026	97	Yes
Black or African American	198,688	189,015	95	Yes
American Indian or Alaska Native	19,491	18,409	94	Yes
Asian	293,350	288,695	98	Yes
Filipino	81,351	80,013	98	Yes
Hispanic or Latino	1,766,161	1,724,031	98	Yes
Native Hawaiian or Pacific Islander	16,929	16,460	97	Yes
White	818,184	788,008	96	Yes
Two or More Races	95,010	92,217	97	Yes
Socioeconomically Disadvantaged	2,039,774	1,988,598	97	Yes
English Learners	975,726	957,922	98	Yes
Students with Disabilities	431,318	401,195	93	Yes

Note: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

### Participation Rate – Mathematics

Student Group	Enrollment	Number of Students Tested	Rate	Met 2015 AYP Criteria
Statewide	3,310,486	3,208,346	97	Yes
Black or African American	198,762	188,345	95	Yes
American Indian or Alaska Native	19,496	18,314	94	Yes
Asian	296,784	291,668	98	Yes
Filipino	81,631	80,113	98	Yes
Hispanic or Latino	1,773,103	1,726,338	97	Yes
Native Hawaiian or Pacific Islander	16,964	16,440	97	Yes
White	819,547	786,574	96	Yes
Two or More Races	95,093	92,011	97	Yes
Socioeconomically Disadvantaged	2,047,813	1,991,399	97	Yes
English Learners	988,371	967,589	98	Yes
Students with Disabilities	431,446	398,570	92	Yes

Note: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

## High School Graduation Rate

The high school graduation rate is a required component of California's definition of AYP, required under the ESEA. A procedure established by the ESEA was used to set the statewide graduation rate goal of 90 percent. A school or an LEA with grade twelve enrollment or at least one graduate in the cohort must meet one of three graduation rate targets to make AYP: (1) a graduation rate of at least 90 percent, (2) a fixed growth target rate, or (3) a variable growth target rate. The fixed and variable growth target rates are unique to each school and LEA rather than a standard target rate for all. Fixed and variable target graduation rates are calculated for LEAs and schools that have not reached the 90 percent goal.

Further information about graduation rate can be found in the AYP Information Guide at <http://www.cde.ca.gov/ta/ac/ay/documents/aypinfoguide15.pdf>.

### Graduation Rate by Student Group, All Students

Student Group	State 2014 Cohort Graduation Rate (class of 2012–13)	State 2015 Cohort Graduation Rate (class of 2013–14)	State 2015 Target Graduation Rate	State 2015 Graduation Rate Criteria Met	State 2016 Target Graduation Rate (class of 2014–15)
Statewide	80.44	80.95	82.35	Yes	83.21
Black or African American	68.09	68.19	72.47	Yes	73.64
American Indian or Alaska Native	72.83	70.55	76.26	Yes	75.41
Asian	91.59	92.43	89.49	Yes	89.61
Filipino	91.55	92.18	88.68	Yes	89.01
Hispanic or Latino	75.74	76.55	78.60	Yes	79.91
Native Hawaiian or Pacific Islander	78.35	80.40	80.68	Yes	82.80
White	87.67	87.58	86.76	Yes	87.57
Two or More Races	84.47	85.62	85.58	Yes	86.72
Socioeconomically Disadvantaged	74.78	75.58	77.82	Yes	79.19
English Learners	63.05	65.40	68.44	Yes	71.55
Students with Disabilities	61.89	62.33	67.51	Yes	69.25

Note: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

## Attendance Rate

Based on federal regulations, all states are required to have an additional indicator that schools and LEAs must meet. Due to the suspension of the Academic Performance Index (API) and the ongoing development of a new accountability system, the API was removed as an additional indicator within AYP and was replaced, after approval from the State Board of Education, with attendance rates for the 2015 AYP. Therefore, any school or LEA with a numerically significant student population enrolled in TK-8 (as of the Fall Census Day) must meet the attendance rate target of 90 percent to make AYP. Direct-funded charter schools and LEAs submitted their attendance data to the CDE. At the state level, only average daily attendance (ADA) was calculated and used for accountability purposes.

ADA data represent the 2014–15 ADA data as of the second period (P-2) reporting, which is from July 1 through the last school month that ends before April 15, 2015.

Further information about attendance rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

School, LEA, and state attendance comparisons can be found on the CDE Find a SARC Web page at <http://www.sarconline.org/>.

### Attendance Rate Target: 90 Percent

Average Daily Attendance	Met Criteria
96%	Yes

## Program Improvement (PI)

The state is not subject to PI. As a result there is no state PI report. Schools and LEAs that receive Title I, Part A funds are identified for PI if they do not meet AYP criteria for two reporting cycles in the same subject area or on the same indicator. Because only high schools and high school LEAs received a 2014 AYP report, the two AYP reports used for PI determinations for high schools and high school LEAs were 2014 and 2015. For elementary and middle schools, elementary school districts, and unified school districts, the two AYP reports used for PI determinations were 2013 and 2015. In addition, if an LEA that formerly was not identified for PI failed to make AYP in the same subject area for two reporting cycles, it also would have to fail to make AYP in this subject area for all of its grade spans for these two reporting cycles before the LEA would be identified for PI.

The ESEA requirements for PI schools and LEAs can be found on the CDE PI Web page at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

The list of schools within LEAs and their PI status can be found on the CDE DataQuest AYP and PI Web page at <http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=District&submit1=Submit>. On this Web page, type in the name of the district, select submit, then select the desired year of AYP – List of Schools in the District.

### PI Status of LEAs and Schools, 2015–16

Type	Total Number of Eligible LEAs/Schools*	Number in PI	Percent in PI
LEAs	912	555	60.86
Schools	6,453	4,740	73.45

\*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.

## California Assessment of Student Performance and Progress (CAASPP)

The CAASPP System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting Program, which became inoperative on July 1, 2013.

California has adopted more rigorous academic standards that emphasize not only subject knowledge, but also the critical thinking, analytical writing, and problem-solving skills students need to be successful in college and career. These standards set a higher bar for California students to help ensure they are prepared to succeed in the future.

The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.

The CAASPP System encompasses the following assessments and student participation requirements:

1. **CAASPP for ELA and mathematics** in grades three through eight and eleven.
2. **CAASPP for Science California Standards Tests (CSTs) assessment** in grades five, eight, and ten.

Four achievement levels are reported for CAASPP Assessment results:

Level 1: Standard not met

Level 2: Standard nearly met

Level 3: Standard met

Level 4: Standard exceeded

Further CAASPP information can be found on the CDE CAASPP System Web page at <http://www.cde.ca.gov/ta/tg/ca/>.

The data displayed in the STARC may differ from other data sources because the inclusion and exclusion rules are different for the STARC.

## Student Achievement CAASPP Assessment Results 2014–15

### ELA – Grades Three through Eight and Eleven

Grade	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Standard Not Met	Percent Standard Nearly Met	Percent Standard Met	Percent Standard Exceeded
03	488,360	475,953	97.46	13,133	2.69	36.13	26.37	19.90	17.60
04	477,134	466,153	97.70	11,712	2.45	39.13	21.36	20.52	18.98
05	473,661	463,306	97.81	10,987	2.32	33.78	21.45	27.41	17.36
06	470,783	459,972	97.70	11,385	2.42	28.19	29.06	29.47	13.28
07	466,444	454,109	97.36	13,076	2.80	30.94	25.48	31.68	11.90
08	469,247	456,219	97.22	13,754	2.93	25.67	29.16	33.37	11.80
11	479,051	433,593	90.51	46,227	9.65	19.87	24.36	33.20	22.57

Note 1: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note 2: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 3: Inclusion and exclusion rules are different for the STARC than other public assessment reports.

### Mathematics – Grades Three through Eight and Eleven

Grade	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Standard Not Met	Percent Standard Nearly Met	Percent Standard Met	Percent Standard Exceeded
03	488,334	477,588	97.80	11,290	2.31	33.17	26.61	26.20	14.02
04	477,095	467,482	97.99	10,117	2.12	30.67	34.70	21.87	12.76
05	473,672	464,587	98.08	9,520	2.01	40.95	28.70	15.43	14.92
06	470,751	461,098	97.95	10,128	2.15	36.13	31.00	17.93	14.94
07	466,367	455,087	97.58	11,853	2.54	37.05	29.19	18.95	14.82
08	469,205	456,979	97.39	12,758	2.72	40.63	26.24	16.70	16.43
11	478,738	430,672	89.96	48,511	10.13	45.45	24.89	18.35	11.31

Note 1: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note 2: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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## CAASPP Assessment Results – ELA Disaggregated by Student Group 2014–15

### ELA – Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Standard Not Met	Percent Standard Nearly Met	Percent Standard Met	Percent Standard Exceeded
Statewide	488,360	475,953	97.46	13,133	2.69	36.13	26.37	19.90	17.60
Male	250,001	243,358	97.34	7,031	2.81	40.66	25.83	18.45	15.06
Female	238,359	232,595	97.58	6,102	2.56	31.39	26.93	21.42	20.26
Black or African American	27,778	26,778	96.40	1,090	3.92	51.65	25.41	14.87	8.07
American Indian or Alaskan Native	2,689	2,577	95.83	118	4.39	47.06	25.74	17.71	9.48
Asian	42,304	40,954	96.81	1,369	3.24	15.51	19.65	24.90	39.94
Filipino	11,205	10,808	96.46	406	3.62	16.44	24.46	28.27	30.82
Hispanic or Latino	268,089	263,363	98.24	5,194	1.94	45.71	28.82	16.60	8.86
Native Hawaiian or Pacific Islander	2,323	2,233	96.13	91	3.92	36.81	30.33	21.06	11.79
White	114,662	110,768	96.60	3,999	3.49	20.91	23.75	25.72	29.63
Two or More Races	16,315	15,554	95.34	781	4.79	21.77	23.54	24.27	30.41
Socioeconomically Disadvantaged	302,671	296,635	98.01	6,534	2.16	47.22	28.54	16.06	8.18
English Learners	155,984	152,216	97.58	4,001	2.57	55.29	27.59	12.01	5.11
Students with Disabilities	47,390	45,439	95.88	1,997	4.21	67.72	17.60	8.66	6.02
Students Receiving Migrant Education Services	4,820	4,679	97.07	147	3.05	60.00	25.57	10.52	3.89

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 4: Inclusion and exclusion rules are different for the STARC than other public assessment reports.

### ELA – Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Standard Not Met	Percent Standard Nearly Met	Percent Standard Met	Percent Standard Exceeded
Statewide	477,134	466,153	97.70	11,712	2.45	39.13	21.36	20.52	18.98
Male	243,311	237,477	97.60	6,229	2.56	43.78	20.82	19.22	16.17
Female	233,823	228,676	97.80	5,483	2.34	34.32	21.92	21.86	21.89
Black or African American	27,225	26,378	96.89	955	3.51	56.31	20.37	14.95	8.37
American Indian or Alaskan Native	2,615	2,491	95.26	131	5.01	48.81	21.71	18.02	11.46
Asian	42,481	41,273	97.16	1,226	2.89	16.22	15.60	23.99	44.19
Filipino	11,508	11,217	97.47	302	2.62	19.27	19.82	28.11	32.80
Hispanic or Latino	258,809	254,593	98.37	4,639	1.79	49.87	23.21	17.40	9.52
Native Hawaiian or Pacific Islander	2,383	2,305	96.73	82	3.44	41.18	25.88	20.00	12.94
White	114,503	110,953	96.90	3,683	3.22	22.69	19.89	26.43	30.98
Two or More Races	15,057	14,466	96.07	614	4.08	23.98	18.96	24.79	32.27
Socioeconomically Disadvantaged	293,278	287,887	98.16	5,871	2.00	51.25	23.05	16.84	8.85
English Learners	124,053	120,891	97.45	3,362	2.71	68.49	20.24	8.67	2.59
Students with Disabilities	51,269	49,438	96.43	1,898	3.70	73.87	12.56	8.08	5.48
Students Receiving Migrant Education Services	4,636	4,519	97.48	119	2.57	62.40	21.59	11.94	4.07

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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## ELA – Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Standard Not Met	Percent Standard Nearly Met	Percent Standard Met	Percent Standard Exceeded
Statewide	473,661	463,306	97.81	10,987	2.32	33.78	21.45	27.41	17.36
Male	242,213	236,638	97.70	5,909	2.44	39.30	21.31	25.26	14.12
Female	231,448	226,668	97.93	5,078	2.19	28.02	21.59	29.65	20.74
Black or African American	27,616	26,771	96.94	937	3.39	50.02	22.06	20.68	7.23
American Indian or Alaskan Native	2,650	2,557	96.49	102	3.85	48.01	22.66	20.93	8.40
Asian	43,485	42,372	97.44	1,133	2.61	13.83	13.87	30.80	41.49
Filipino	12,106	11,842	97.82	270	2.23	15.88	19.09	35.60	29.42
Hispanic or Latino	252,397	248,558	98.48	4,198	1.66	43.33	24.22	24.01	8.44
Native Hawaiian or Pacific Islander	2,472	2,406	97.33	70	2.83	37.08	25.04	26.25	11.63
White	116,673	113,152	96.98	3,634	3.11	19.52	18.59	33.94	27.95
Two or More Races	13,753	13,197	95.96	579	4.21	20.60	18.26	32.20	28.94
Socioeconomically Disadvantaged	286,829	281,852	98.26	5,402	1.88	44.95	23.99	23.18	7.87
English Learners	103,897	101,069	97.28	2,964	2.85	67.27	21.49	9.92	1.30
Students with Disabilities	52,833	51,123	96.76	1,759	3.33	73.16	13.64	9.34	3.87
Students Receiving Migrant Education Services	4,595	4,496	97.85	100	2.18	56.33	22.66	17.32	3.69

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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## ELA – Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Standard Not Met	Percent Standard Nearly Met	Percent Standard Met	Percent Standard Exceeded
Statewide	470,783	459,972	97.70	11,385	2.42	28.19	29.06	29.47	13.28
Male	240,745	234,957	97.60	6,091	2.53	33.64	29.20	26.46	10.70
Female	230,038	225,015	97.82	5,294	2.30	22.52	28.91	32.60	15.97
Black or African American	27,891	26,916	96.50	1,061	3.80	43.28	29.96	21.30	5.46
American Indian or Alaskan Native	2,679	2,555	95.37	132	4.93	39.31	30.13	23.61	6.96
Asian	42,904	41,948	97.77	970	2.26	10.44	17.16	36.48	35.92
Filipino	12,765	12,489	97.84	279	2.19	12.37	23.86	40.10	23.65
Hispanic or Latino	249,583	245,441	98.34	4,475	1.79	36.41	33.28	24.44	5.87
Native Hawaiian or Pacific Islander	2,382	2,315	97.19	68	2.85	29.38	32.86	29.12	8.65
White	117,078	113,482	96.93	3,697	3.16	16.07	25.13	37.88	20.92
Two or More Races	12,465	11,866	95.19	621	4.98	17.86	24.35	36.00	21.79
Socioeconomically Disadvantaged	283,760	278,323	98.08	5,819	2.05	37.91	32.90	23.60	5.58
English Learners	79,809	77,034	96.52	2,865	3.59	65.69	26.85	6.82	0.63
Students with Disabilities	50,110	48,265	96.32	1,882	3.76	70.88	19.29	7.83	2.00
Students Receiving Migrant Education Services	4,075	3,959	97.15	118	2.90	48.51	30.83	17.89	2.77

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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### ELA – Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Standard Not Met	Percent Standard Nearly Met	Percent Standard Met	Percent Standard Exceeded
Statewide	466,444	454,109	97.36	13,076	2.80	30.94	25.48	31.68	11.90
Male	238,165	231,566	97.23	7,016	2.95	36.49	25.37	28.49	9.65
Female	228,279	222,543	97.49	6,060	2.65	25.18	25.60	34.98	14.23
Black or African American	28,699	27,477	95.74	1,330	4.63	46.77	26.41	22.53	4.28
American Indian or Alaskan Native	2,865	2,729	95.25	142	4.96	42.06	26.65	25.79	5.50
Asian	41,591	40,653	97.74	957	2.30	11.21	15.28	39.00	34.51
Filipino	12,855	12,552	97.64	310	2.41	14.05	21.23	44.66	20.05
Hispanic or Latino	247,879	242,769	97.94	5,538	2.23	40.11	28.99	26.01	4.88
Native Hawaiian or Pacific Islander	2,443	2,355	96.40	90	3.68	31.65	30.96	30.75	6.64
White	115,741	111,898	96.68	3,984	3.44	17.32	22.12	41.38	19.18
Two or More Races	11,825	11,222	94.90	625	5.29	18.66	21.72	39.38	20.23
Socioeconomically Disadvantaged	279,860	273,349	97.67	6,987	2.50	41.48	28.66	25.10	4.76
English Learners	69,497	66,585	95.81	3,053	4.39	74.07	20.22	5.28	0.40
Students with Disabilities	48,065	46,006	95.72	2,119	4.41	74.11	16.45	7.81	1.63
Students Receiving Migrant Education Services	3,905	3,784	96.90	123	3.15	51.98	27.37	18.60	2.03

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 4: Inclusion and exclusion rules are different for the STARC than other public assessment reports.

### ELA – Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Standard Not Met	Percent Standard Nearly Met	Percent Standard Met	Percent Standard Exceeded
Statewide	469,247	456,219	97.22	13,754	2.93	25.67	29.16	33.37	11.80
Male	239,809	232,972	97.15	7,255	3.03	31.56	29.43	29.72	9.29
Female	229,438	223,247	97.30	6,499	2.83	19.53	28.87	37.18	14.41
Black or African American	29,713	28,400	95.58	1,409	4.74	40.31	31.35	23.73	4.61
American Indian or Alaskan Native	2,823	2,666	94.44	169	5.99	34.31	33.04	26.94	5.72
Asian	41,791	40,913	97.90	889	2.13	9.30	16.64	40.85	33.21
Filipino	13,367	13,038	97.54	333	2.49	10.71	22.89	47.57	18.83
Hispanic or Latino	247,892	242,445	97.80	5,894	2.38	33.14	33.87	27.97	5.02
Native Hawaiian or Pacific Islander	2,407	2,343	97.34	68	2.83	28.95	32.93	31.07	7.05
White	117,443	113,389	96.55	4,182	3.56	14.43	24.21	42.46	18.90
Two or More Races	11,252	10,571	93.95	697	6.19	16.28	23.12	40.40	20.19
Socioeconomically Disadvantaged	277,934	271,079	97.53	7,324	2.64	34.45	33.43	27.16	4.95
English Learners	62,051	59,152	95.33	3,009	4.85	68.33	26.04	5.30	0.32
Students with Disabilities	47,477	45,356	95.53	2,178	4.59	68.89	21.39	8.28	1.44
Students Receiving Migrant Education Services	4,038	3,927	97.25	112	2.77	44.43	32.47	20.41	2.70

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 4: Inclusion and exclusion rules are different for the STARC than other public assessment reports.

## ELA – Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Standard Not Met	Percent Standard Nearly Met	Percent Standard Met	Percent Standard Exceeded
Statewide	479,051	433,593	90.51	46,227	9.65	19.87	24.36	33.20	22.57
Male	244,603	220,626	90.20	24,483	10.01	24.77	25.07	30.60	19.55
Female	234,448	212,967	90.84	21,744	9.27	14.82	23.63	35.87	25.67
Black or African American	31,213	26,841	85.99	4,483	14.36	32.88	28.21	27.94	10.96
American Indian or Alaskan Native	3,258	2,737	84.01	532	16.33	24.86	26.77	31.47	16.90
Asian	41,510	39,190	94.41	2,340	5.64	8.56	13.51	30.39	47.54
Filipino	14,762	13,973	94.66	800	5.42	8.26	17.56	40.20	33.98
Hispanic or Latino	246,917	225,400	91.29	21,968	8.90	24.90	29.13	32.73	13.23
Native Hawaiian or Pacific Islander	2,694	2,446	90.79	254	9.43	23.64	28.06	32.77	15.52
White	125,158	111,266	88.90	14,030	11.21	12.60	18.95	35.38	33.07
Two or More Races	11,711	10,182	86.94	1,549	13.23	13.11	18.85	35.01	33.02
Socioeconomically Disadvantaged	263,523	239,166	90.76	24,796	9.41	26.12	28.91	31.69	13.28
English Learners	48,954	41,626	85.03	7,457	15.23	62.98	29.04	7.30	0.66
Students with Disabilities	42,914	36,228	84.42	6,752	15.73	59.85	25.67	11.31	3.16
Students Receiving Migrant Education Services	3,681	3,466	94.16	219	5.95	34.13	32.80	25.86	7.21

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 4: Inclusion and exclusion rules are different for the STARC than other public assessment reports.

## CAASPP Assessment Results – Mathematics Disaggregated by Student Group 2014–15

### Mathematics – Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Standard Not Met	Percent Standard Nearly Met	Percent Standard Met	Percent Standard Exceeded
Statewide	488,334	477,588	97.80	11,290	2.31	33.17	26.61	26.20	14.02
Male	249,980	244,223	97.70	6,049	2.42	33.36	25.65	26.03	14.95
Female	238,354	233,365	97.91	5,241	2.20	32.97	27.61	26.38	13.04
Black or African American	27,759	26,763	96.41	1,085	3.91	50.56	27.08	17.69	4.66
American Indian or Alaskan Native	2,687	2,577	95.91	118	4.39	44.00	27.08	22.25	6.67
Asian	42,323	41,497	98.05	839	1.98	11.09	16.61	31.56	40.74
Filipino	11,206	10,906	97.32	306	2.73	14.88	22.92	38.05	24.15
Hispanic or Latino	268,088	264,220	98.56	4,209	1.57	42.39	29.79	21.71	6.11
Native Hawaiian or Pacific Islander	2,320	2,240	96.55	81	3.49	33.69	30.42	25.89	10.00
White	114,639	110,903	96.74	3,804	3.32	18.66	23.42	35.00	22.92
Two or More Races	16,315	15,553	95.33	775	4.75	20.30	23.02	32.30	24.38
Socioeconomically Disadvantaged	302,643	297,502	98.30	5,515	1.82	43.46	29.53	21.04	5.97
English Learners	156,035	153,704	98.51	2,499	1.60	49.20	28.83	17.04	4.94
Students with Disabilities	47,357	45,371	95.81	2,014	4.25	63.62	18.28	12.47	5.62
Students Receiving Migrant Education Services	4,822	4,739	98.28	85	1.76	51.81	29.25	15.99	2.94

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 4: Inclusion and exclusion rules are different for the STARC than other public assessment reports.



### Mathematics – Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Standard Not Met	Percent Standard Nearly Met	Percent Standard Met	Percent Standard Exceeded
Statewide	477,095	467,482	97.99	10,117	2.12	30.67	34.70	21.87	12.76
Male	243,295	238,196	97.90	5,379	2.21	31.11	33.24	21.78	13.87
Female	233,800	229,286	98.07	4,738	2.03	30.22	26.22	21.96	11.60
Black or African American	27,210	26,317	96.72	963	3.54	47.74	34.85	13.54	3.87
American Indian or Alaskan Native	2,613	2,490	95.29	128	4.90	38.01	37.40	17.72	6.83
Asian	42,509	41,797	98.33	735	1.73	9.39	21.55	28.98	40.07
Filipino	11,505	11,319	98.38	194	1.69	13.26	32.72	32.28	21.74
Hispanic or Latino	258,795	255,294	98.65	3,783	1.46	40.12	38.14	16.75	4.98
Native Hawaiian or Pacific Islander	2,381	2,302	96.68	80	3.36	32.69	40.53	19.47	7.31
White	114,475	110,990	96.96	3,578	3.13	16.22	32.13	31.14	20.51
Two or More Races	15,052	14,472	96.15	596	3.96	17.58	31.11	28.71	22.60
Socioeconomically Disadvantaged	293,248	288,646	98.43	4,941	1.68	40.96	37.82	16.22	4.99
English Learners	124,099	122,263	98.52	1,985	1.60	54.16	34.48	9.00	2.35
Students with Disabilities	51,239	49,329	96.27	1,945	3.80	64.15	22.61	8.80	4.44
Students Receiving Migrant Education Services	4,635	4,556	98.30	81	1.75	50.40	35.13	12.17	2.29

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 4: Inclusion and exclusion rules are different for the STARC than other public assessment reports.

## Mathematics – Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Standard Not Met	Percent Standard Nearly Met	Percent Standard Met	Percent Standard Exceeded
Statewide	473,672	464,587	98.08	9,520	2.01	40.95	28.70	15.43	14.92
Male	242,210	237,290	97.97	5,142	2.12	41.52	27.14	15.55	15.79
Female	231,462	227,297	98.20	4,378	1.89	40.35	30.32	15.31	14.02
Black or African American	27,598	26,724	96.83	947	3.43	60.41	25.96	8.89	4.74
American Indian or Alaskan Native	2,653	2,557	96.38	102	3.84	54.06	28.75	10.46	6.73
Asian	43,516	42,836	98.44	691	1.59	14.28	20.88	21.22	43.62
Filipino	12,101	11,907	98.40	198	1.64	21.50	30.07	23.47	24.96
Hispanic or Latino	252,409	249,269	98.76	3,380	1.34	52.97	29.61	11.42	5.99
Native Hawaiian or Pacific Islander	2,472	2,410	97.49	65	2.63	45.01	32.00	13.81	9.18
White	116,663	113,220	97.05	3,522	3.02	23.48	30.16	22.21	24.14
Two or More Races	13,752	13,209	96.05	558	4.06	25.73	27.99	21.23	25.04
Socioeconomically Disadvantaged	286,824	282,566	98.52	4,548	1.59	53.73	29.14	11.11	6.02
English Learners	103,951	102,336	98.45	1,709	1.64	72.62	20.87	4.55	1.95
Students with Disabilities	52,811	51,040	96.65	1,807	3.42	75.75	14.90	5.22	4.13
Students Receiving Migrant Education Services	4,596	4,538	98.74	59	1.28	63.17	26.68	7.23	2.92

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 4: Inclusion and exclusion rules are different for the STARC than other public assessment reports.

## Mathematics – Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Standard Not Met	Percent Standard Nearly Met	Percent Standard Met	Percent Standard Exceeded
Statewide	470,751	461,098	97.95	10,128	2.15	36.13	31.00	17.93	14.94
Male	240,725	235,542	97.85	5,444	2.26	38.20	29.73	17.01	15.06
Female	230,026	225,556	98.06	4,684	2.04	33.98	32.32	18.88	14.82
Black or African American	27,877	26,873	96.40	1,078	3.87	54.73	29.29	10.97	5.01
American Indian or Alaskan Native	2,674	2,545	95.18	135	5.05	46.48	31.97	14.35	7.16
Asian	42,945	42,360	98.64	598	1.39	11.56	20.24	22.89	45.31
Filipino	12,763	12,576	98.53	188	1.47	18.22	30.69	26.02	25.07
Hispanic or Latino	249,557	246,011	98.58	3,803	1.52	46.84	33.24	13.93	5.99
Native Hawaiian or Pacific Islander	2,383	2,324	97.52	63	2.64	37.72	35.50	16.58	10.20
White	117,059	113,576	97.02	3,577	3.06	20.90	30.63	25.00	23.47
Two or More Races	12,458	11,857	95.18	619	4.97	23.06	29.45	23.23	24.25
Socioeconomically Disadvantaged	283,713	278,964	98.33	5,063	1.78	47.82	32.64	13.49	6.05
English Learners	79,848	78,255	98.00	1,676	2.10	73.11	21.29	4.05	1.54
Students with Disabilities	50,079	48,164	96.18	1,960	3.91	77.55	14.85	4.74	2.85
Students Receiving Migrant Education Services	4,077	4,012	98.41	69	1.69	55.83	30.42	10.66	3.09

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 4: Inclusion and exclusion rules are different for the STARC than other public assessment reports.

**Mathematics – Grade 7**

<b>Student Group</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 Standard Not Met</b>	<b>Percent Standard Nearly Met</b>	<b>Percent Standard Met</b>	<b>Percent Standard Exceeded</b>
Statewide	466,367	455,087	97.58	11,853	2.54	37.05	29.19	18.95	14.82
Male	238,117	232,084	97.47	6,367	2.67	38.77	27.73	18.43	15.08
Female	228,250	223,003	97.70	5,486	2.40	35.27	30.70	19.48	14.54
Black or African American	28,670	27,388	95.53	1,359	4.74	56.01	27.88	11.73	4.38
American Indian or Alaskan Native	2,865	2,733	95.39	140	4.89	46.51	31.57	14.49	7.43
Asian	41,622	41,055	98.64	577	1.39	10.96	18.06	23.84	47.14
Filipino	12,854	12,625	98.22	233	1.81	18.39	28.47	28.41	24.74
Hispanic or Latino	247,843	243,381	98.20	4,792	1.93	48.08	31.45	14.70	5.77
Native Hawaiian or Pacific Islander	2,442	2,357	96.52	87	3.56	38.29	33.40	19.10	9.21
White	115,703	111,865	96.68	3,955	3.42	21.44	28.78	26.50	23.28
Two or More Races	11,822	11,211	94.83	629	5.32	23.27	27.51	25.04	24.18
Socioeconomically Disadvantaged	279,787	273,947	97.91	6,202	2.22	48.67	30.89	14.40	6.04
English Learners	69,535	67,777	97.47	1,859	2.67	76.24	17.98	4.11	1.66
Students with Disabilities	48,031	45,875	95.51	2,202	4.58	78.24	14.38	4.84	2.53
Students Receiving Migrant Education Services	3,906	3,843	98.39	64	1.64	55.14	30.54	11.12	3.20

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 4: Inclusion and exclusion rules are different for the STARC than other public assessment reports.

## Mathematics – Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Standard Not Met	Percent Standard Nearly Met	Percent Standard Met	Percent Standard Exceeded
Statewide	469,205	456,979	97.39	12,758	2.72	40.63	26.24	16.70	16.43
Male	239,785	233,369	97.32	6,732	2.81	43.10	24.69	15.73	16.48
Female	229,420	223,610	97.47	6,026	2.63	38.07	27.85	17.70	16.38
Black or African American	29,688	28,293	95.30	1,477	4.98	60.90	23.44	10.27	5.39
American Indian or Alaskan Native	2,821	2,660	94.29	169	5.99	51.99	26.69	13.21	8.11
Asian	41,829	41,281	98.69	560	1.34	12.88	16.72	20.15	50.26
Filipino	13,367	13,137	98.28	235	1.76	20.49	26.55	25.59	27.37
Hispanic or Latino	247,872	242,959	98.02	5,228	2.11	51.65	28.12	13.26	6.97
Native Hawaiian or Pacific Islander	2,406	2,344	97.42	64	2.66	44.08	29.62	15.80	10.49
White	117,415	113,269	96.47	4,236	3.61	25.48	26.43	23.02	25.07
Two or More Races	11,248	10,560	93.88	698	6.21	27.82	24.98	20.61	26.58
Socioeconomically Disadvantaged	277,882	271,565	97.73	6,658	2.40	52.30	27.16	13.05	7.50
English Learners	62,104	60,292	97.08	1,901	3.06	79.55	14.53	3.70	2.21
Students with Disabilities	47,449	45,207	95.27	2,292	4.83	81.41	12.01	3.94	2.65
Students Receiving Migrant Education Services	4,042	3,980	98.47	62	1.53	59.48	25.40	10.51	4.61

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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## Mathematics – Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Standard Not Met	Percent Standard Nearly Met	Percent Standard Met	Percent Standard Exceeded
Statewide	478,738	430,672	89.96	48,511	10.13	45.45	24.89	18.35	11.31
Male	244,408	219,212	89.69	25,486	10.43	47.80	22.94	17.03	12.23
Female	234,330	211,460	90.24	23,025	9.83	43.01	26.91	19.71	10.36
Black or African American	31,138	26,483	85.05	4,723	15.17	64.60	21.81	10.62	2.98
American Indian or Alaskan Native	3,254	2,696	82.85	566	17.39	55.54	23.81	14.79	5.85
Asian	41,532	39,241	94.48	2,297	5.53	15.61	17.72	26.82	39.85
Filipino	14,753	13,948	94.54	811	5.50	26.35	27.56	30.08	16.00
Hispanic or Latino	246,778	223,715	90.65	23,305	9.44	56.36	25.87	13.74	4.03
Native Hawaiian or Pacific Islander	2,692	2,432	90.34	264	9.81	49.70	29.36	13.83	7.11
White	125,066	110,514	88.36	14,649	11.71	32.88	25.75	24.63	16.74
Two or More Races	11,698	10,085	86.21	1,626	13.90	33.74	25.45	23.53	17.28
Socioeconomically Disadvantaged	263,319	237,447	90.17	26,129	9.92	56.27	25.05	13.77	4.92
English Learners	48,950	41,614	85.01	7,407	15.13	84.48	10.40	3.50	1.62
Students with Disabilities	42,820	35,561	83.05	7,292	17.03	85.70	9.71	3.28	1.30
Students Receiving Migrant Education Services	3,677	3,457	94.02	222	6.04	62.57	24.38	10.79	2.25

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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## CAASPP Science CST Results

The CAASPP CST for science is required from all students in grades five, eight, and ten unless their Individualized Education Program indicates assessment with a California Modified Assessment (CMA) or California Alternate Performance Assessment (CAPA).

Information about science assessments, can be found at the CDE Science Assessments Web page at <http://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>.

### Two-Year Trend in Student Achievement CAASPP CST Results 2013–14 and 2014–15

#### Science – Grades Five, Eight, and Ten

Grade	Year	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
05	2013–14	450,961	447,020	99.13	3,887	0.86	5.97	11.19	24.44	32.54	25.86
05	2014–15	478,610	466,918	97.56	11,707	2.45	6.93	10.40	28.10	34.18	20.38
08	2013–14	446,647	439,099	98.31	7,444	1.67	6.77	9.63	18.65	22.33	42.63
08	2014–15	473,853	457,807	96.61	16,067	3.39	8.39	10.22	19.15	23.03	39.23
10	2013–14	438,781	421,652	96.10	16,979	3.87	7.55	11.33	26.03	27.78	27.31
10	2014–15	488,435	451,089	92.35	37,346	7.65	7.77	10.79	28.73	27.80	24.91

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 3: Inclusion and exclusion rules are different for the STARC than other public assessment reports.

## CAASPP Assessment Results – Science Disaggregated by Student Group 2014–15

### Science – Grade 5

Student Group	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
Statewide	478,610	466,918	97.56	11,707	2.45	6.93	10.40	28.10	34.18	20.38
Male	245,565	239,223	97.42	6,356	2.59	7.49	10.13	26.39	34.01	21.97
Female	233,045	227,695	97.70	5,351	2.30	6.34	10.67	29.90	34.37	18.72
Black or African American	28,006	26,794	95.67	1,212	4.33	12.12	15.82	33.82	28.52	9.73
American Indian or Alaska Native	2,682	2,564	95.60	118	4.40	9.37	12.56	33.03	33.07	11.97
Asian	43,895	43,072	98.13	825	1.88	3.07	4.18	14.68	33.81	44.26
Filipino	12,253	11,997	97.91	256	2.09	2.65	4.72	21.73	42.20	28.71
Hispanic or Latino	255,189	250,647	98.22	4,549	1.78	9.46	14.16	34.70	31.08	10.60
Native Hawaiian or Pacific Islander	2,495	2,420	96.99	75	3.01	7.88	12.66	33.86	33.61	11.99
White	117,690	113,737	96.64	3,958	3.36	2.49	4.34	18.83	41.02	33.31
Two or More Races	13,857	13,211	95.34	647	4.67	2.73	5.12	19.34	39.43	33.39
Socioeconomically Disadvantaged	289,930	283,894	97.92	6,041	2.08	9.87	14.38	34.63	30.80	10.32
English Learners	105,655	103,389	97.86	2,269	2.15	17.99	23.02	37.52	17.74	3.74
Students with Disabilities	57,675	55,343	95.96	2,345	4.07	12.09	17.62	28.98	27.84	13.47
Students Receiving Migrant Education Services	4,624	4,536	98.10	88	1.90	18.06	19.68	36.66	21.27	4.33

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 4: Inclusion and exclusion rules are different for the STARC than other public assessment reports.



### Science – Grade 8

Student Group	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
Statewide	473,853	457,807	96.61	16,067	3.39	8.39	10.22	19.15	23.03	39.23
Male	242,805	234,208	96.46	8,608	3.55	9.55	9.65	17.53	21.81	41.47
Female	231,048	223,599	96.78	7,459	3.23	7.17	10.81	20.84	24.30	36.88
Black or African American	30,138	28,308	93.93	1,832	6.08	14.69	16.11	24.62	22.81	21.76
American Indian or Alaska Native	2,851	2,623	92.00	228	8.00	11.40	12.48	21.73	26.45	27.95
Asian	42,200	41,327	97.93	874	2.07	2.46	3.67	8.63	15.79	69.45
Filipino	13,519	13,190	97.57	329	2.43	2.57	4.63	13.15	23.53	56.12
Hispanic or Latino	250,311	243,405	97.24	6,920	2.76	11.24	13.46	23.79	24.73	26.77
Native Hawaiian or Pacific Islander	2,429	2,338	96.25	91	3.75	10.37	12.01	21.21	25.04	31.37
White	118,455	113,571	95.88	4,888	4.13	3.79	5.16	12.79	22.07	56.19
Two or More Races	11,359	10,573	93.08	786	6.92	4.79	6.04	14.02	21.13	54.03
Socioeconomically Disadvantaged	280,749	271,847	96.83	8,912	3.17	11.59	13.72	23.71	24.37	26.60
English Learners	63,566	60,992	95.95	2,585	4.07	26.63	24.17	26.26	15.18	7.76
Students with Disabilities	51,987	48,941	94.14	3,064	5.89	19.16	18.01	25.19	21.69	15.94
Students Receiving Migrant Education Services	4,063	3,967	97.64	96	2.36	18.47	18.12	23.80	21.64	17.97

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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## Science – Grade 10

Student Group	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
Statewide	488,435	451,089	92.35	37,346	7.65	7.77	10.79	28.73	27.80	24.91
Male	251,171	230,856	91.91	20,315	8.09	9.14	10.49	26.02	27.09	27.26
Female	237,264	220,233	92.82	17,031	7.18	6.33	11.11	31.56	28.55	22.45
Black or African American	31,620	27,332	86.44	4,288	13.56	14.10	16.75	33.79	23.69	11.67
American Indian or Alaska Native	3,210	2,771	86.32	439	13.68	9.07	11.66	30.76	28.57	19.93
Asian	41,906	40,653	97.01	1,253	2.99	2.90	4.67	16.22	26.79	49.43
Filipino	14,656	14,025	95.69	631	4.31	2.55	5.07	23.13	34.15	35.11
Hispanic or Latino	254,595	233,846	91.85	20,749	8.15	10.44	14.42	35.07	26.09	13.99
Native Hawaiian or Pacific Islander	2,620	2,400	91.60	220	8.40	10.41	13.53	32.53	28.15	15.38
White	125,403	117,169	93.43	8,234	6.57	3.57	5.34	20.50	31.47	39.12
Two or More Races	12,281	11,002	89.59	1,279	10.41	3.93	6.33	21.66	30.87	37.22
Socioeconomically Disadvantaged	274,520	250,950	91.41	23,570	8.59	10.85	14.72	34.63	25.74	14.05
English Learners	58,221	50,851	87.34	7,370	12.66	28.29	29.07	31.06	9.10	2.48
Students with Disabilities	49,356	43,323	87.78	6,033	12.22	21.85	22.24	28.85	17.75	9.31
Students Receiving Migrant Education Services	3,790	3,574	94.30	216	5.70	16.49	19.55	36.35	19.16	8.46

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 3: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 4: Inclusion and exclusion rules are different for the STARC than other public assessment reports.

## 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.

Further information on teacher qualifications required by the ESEA can be found at the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Detailed information on teacher qualification data can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

### Teacher Credentials, 2014–15

Type of Credential	Percent*
Teachers with Full Credentials	96.4
Teachers with Alternative routes to certification (District Internship/University Internship)**	1.6
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)**	0.1
Teachers with Provisional Internship Permits**	0.1
Teachers with Waivers**	3.0

\*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 Levels, 2014–15

Education Level	Percent
Doctorate	10
Master's Degree plus 30 or more semester hours	16
Master's degree	25
Bachelor's degree plus 30 or more semester hours	38
Bachelor's degree	18
Less than Bachelor's Degree	0.1
None Reported	0.7

## Core Academic Classes Taught by Highly Qualified Teachers 2014–15

The poverty levels are determined by the percentage of the students who were eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP).

The poverty quartiles for each elementary and secondary school are calculated separately. The schools in the top 25 percent quartile of poverty percentage are considered high-poverty; the schools in the bottom 25 percent quartile of poverty percentage are considered low-poverty; the schools in the middle 50 percent quartile are neither high nor low.

Location of Classes	Percent of Classes in Core Academic Subjects Taught by an ESEA Highly Qualified Teacher	Percent of Classes in Core Academic Subjects Taught by a Non-ESEA Highly Qualified Teacher
Statewide	94	5
In High-Poverty Schools	94	5
In Low-Poverty Schools	94	5

Note: ESEA defines core academic subject areas as English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography.

## National Assessment of Educational Progress (NAEP) Results

The 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, social studies, technology and engineering literacy, and the arts. Student scores are reported, in the aggregate and disaggregated by student groups, as scale scores and performance levels (i.e., Basic, Proficient, and Advanced). The participation of students with disabilities and English language learners is reported based on the number of students identified, excluded, and assessed.

Detailed information regarding the NAEP results for each subject and grade level 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 NAEP assessments in reading and mathematics in January through March of every odd-numbered year, and reports state-level results at the Nation's Report Card. As of October 2015, the most recent state-level NAEP results in reading and mathematics are from 2015. The data in the following four tables reflect results from NAEP assessments that took place during the 2014–15 school year.

### California NAEP Results in Reading and Mathematics by Grade Level, All Students, 2014–15

Subject and Grade Level	State Average Scale Score	National Average Scale Score	State Percent below Basic Achievement Level	State Percent at Basic Achievement Level	State Percent at Proficient Achievement Level	State Percent at Advanced Achievement Level
Reading 2015, Grade 4	213	221	41	31	22	6
Reading 2015, Grade 8	259	264	30	42	26	3
Mathematics 2015, Grade 4	232	240	28	43	25	5
Mathematics 2015, Grade 8	275	281	36	37	21	6

**California NAEP Results in Reading by Grade Level  
Disaggregated by Student Group, 2014–15**

<b>Student Group and Grade Level</b>	<b>Percent below Basic Achievement Level</b>	<b>Percent at Basic Achievement Level</b>	<b>Percent at Proficient Achievement Level</b>	<b>Percent at Advanced Achievement Level</b>
Black, Grade 4	54	33	12	1
Black, Grade 8	40	44	15	1
American Indian/Alaska Native, Grade 4	**	**	**	**
American Indian/Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	17	33	35	15
Asian/Pacific Islander, Grade 8	14	37	41	8
Hispanic, Grade 4	54	30	14	2
Hispanic, Grade 8	39	43	17	1
White, Grade 4	22	32	35	11
White, Grade 8	15	40	40	4
Eligible for National School Lunch, Grade 4	53	31	14	2
Eligible for National School Lunch, Grade 8	40	43	17	1
Not Eligible for National School Lunch, Grade 4	22	31	34	14
Not Eligible for National School Lunch, Grade 8	16	41	38	5
Students with Disabilities, Grade 4	80	12	6	1
Students with Disabilities, Grade 8	77	18	5	#
English Learners, Grade 4	73	21	5	#
English Learners, Grade 8	79	20	2	#
Male, Grade 4	43	31	20	5
Male, Grade 8	34	42	23	2
Female, Grade 4	39	31	23	7
Female, Grade 8	26	42	29	3

\*\*Reporting standards were not met.

# Equals less than 1% and rounds to zero.

**California NAEP Results in Mathematics by Grade Level  
Disaggregated by Student Group, 2014–15**

<b>Student Group and Grade Level</b>	<b>Percent below Basic Achievement Level</b>	<b>Percent at Basic Achievement Level</b>	<b>Percent at Proficient Achievement Level</b>	<b>Percent at Advanced Achievement Level</b>
Black, Grade 4	37	45	17	1
Black, Grade 8	55	31	13	1
American Indian/Alaska Native, Grade 4	**	**	**	**
American Indian/Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	11	35	37	17
Asian/Pacific Islander, Grade 8	13	31	34	22
Hispanic, Grade 4	38	46	15	1
Hispanic, Grade 8	48	38	12	2
White, Grade 4	12	41	41	7
White, Grade 8	19	38	34	10
Eligible for National School Lunch, Grade 4	38	46	15	1
Eligible for National School Lunch, Grade 8	47	37	14	2
Not Eligible for National School Lunch, Grade 4	11	38	40	11
Not Eligible for National School Lunch, Grade 8	19	36	32	13
Students with Disabilities, Grade 4	59	30	8	3
Students with Disabilities, Grade 8	79	17	3	1
English Learners, Grade 4	53	38	7	1
English Learners, Grade 8	76	22	2	0
Male, Grade 4	27	42	25	6
Male, Grade 8	36	37	21	6
Female, Grade 4	29	44	24	3
Female, Grade 8	36	37	21	6

\*\*Reporting standards were not met.

# Equals less than 1% and rounds to zero.

**California NAEP Results in Reading and Mathematics by Grade Level  
for Students with Disabilities and/or English Language Learners, 2014–15**

<b>Subject and Grade Level</b>	<b>State Participation Rate Students With Disabilities and/or English Language Learners</b>	<b>State Participation Rate Students With Disabilities</b>	<b>State Participation Rate English Language Learners</b>	<b>National Participation Rate Students With Disabilities and/or English Language Learners</b>	<b>National Participation Rate Students With Disabilities</b>	<b>National Participation Rate English Language Learners</b>
Reading 2015, Grade 4	95	85	97	91	87	93
Reading 2015, Grade 8	93	88	94	89	87	90
Mathematics 2015, Grade 4	95	86	97	93	89	95
Mathematics 2015, Grade 8	94	89	97	91	90	93