

# State Accountability Report Card

## Reported Using Data from the 2015–16 School Year

The federal Elementary and Secondary Education Act (ESEA) requires each state to produce an annual report card that summarizes data of students statewide and disaggregated by student groups.

On December 10, 2015, President Obama signed the bipartisan Every Student Succeeds Act (ESSA), which reauthorizes the ESEA of 1965, and requires states to have a new multiple measures accountability system in effect by 2017–18.

On September 8, 2016, the State Board of Education (SBE) adopted a new accountability system and released the California School Dashboard in the Spring of 2017.

During the transition to the new accountability requirements under the ESSA, the California Department of Education (CDE) released the 2016 Accountability Transition Report which displays the following requirements under ESSA: (1) the 95 percent participation on the statewide assessments for local educational agencies (LEAs) and schools, and (2) the four-year cohort graduation rates. ESSA does not require states to make accountability determinations for LEAs or schools in the transition year. As a result, the report does not indicate whether LEAs and schools met participation rate or graduation rate targets.

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. ESSA requires each state to 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 by phone at 916-319-0406.

## 2016 Accountability Transition Report

The federal ESEA no longer requires states to produce Adequate Yearly Progress (AYP), but does require states to develop a new accountability system by 2017–18. As California transitions to the new accountability system, the CDE has developed the 2016 Accountability Transition Report, which provides information on the participation rates and graduation rates for LEAs and schools. (An LEA is a school district or a county office of education.)

The 2016 Accountability Transition Report was produced for California's nearly 10,000 public schools in over 1,000 LEAs and displays the following information:

- **Participation Rate** are calculated using the 2016 statewide test data and reflects the percent of students who participated in the English language arts/literacy (ELA) and mathematics tests. The statewide test is called the Smarter Balanced Summative Assessments.
- **Graduation Rate** is calculated based on the number of students who graduated from the class of 2015.

The 2016 Accountability Transition Report and prior year reports can be accessed on the CDE AYP Web page (<http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>).

### Participation Rate – ELA

Student Group	Enrollment	Number of Students Tested	Rate
Statewide	3,270,375	3,199,007	98%
Black or African American	189,584	182,619	96%
American Indian or Alaska Native	18,507	17,762	96%
Asian	294,043	290,492	99%
Filipino	77,270	76,506	99%
Hispanic or Latino	1,762,384	1,732,901	98%
Native Hawaiian or Pacific Islander	16,367	15,972	98%
White	796,694	772,255	97%
Two or More Races	105,088	102,336	97%
Socioeconomically Disadvantaged	2,018,854	1,980,512	98%
English Learners	1,055,032	1,041,914	99%
Students with Disabilities	399,294	380,745	95%

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
Statewide	3,282,887	3,206,645	98%
Black or African American	189,682	182,024	96%
American Indian or Alaska Native	18,515	17,718	96%
Asian	297,362	293,925	99%
Filipino	77,561	76,751	99%
Hispanic or Latino	1,769,563	1,736,943	98%
Native Hawaiian or Pacific Islander	16,406	15,974	97%
White	798,053	771,805	97%
Two or More Races	105,148	102,167	97%
Socioeconomically Disadvantaged	2,027,616	1,985,296	98%
English Learners	1,067,804	1,052,745	99%
Students with Disabilities	399,371	378,811	95%

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 the new accountability system required by ESSA and was reported in the 2016 Accountability Transition Report.

Further information about graduation rate can be found in the 2016 Accountability Transition Report Information Guide at <http://www.cde.ca.gov/ta/ac/ay/index.asp>.

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

The table below displays information by student group on the four-year cohort graduation rates for the class of 2015 and class of 2016 at the State level.

### Graduation Rate (Four-Year Cohort Rate) by Student Group, All Students

Student Group	State 2015 Cohort Graduation Rate (class of 2014–15)	State 2016 Cohort Graduation Rate (class of 2015–16)
Statewide	82.3	83.2
Black or African American	70.8	72.6
American Indian or Alaska Native	73.1	73.8
Asian	92.6	93.4
Filipino	93.0	93.6
Hispanic or Latino	78.5	80.0
Native Hawaiian or Pacific Islander	82.2	81.9
White	88.0	88.1
Two or More Races	86.0	84.9
Socioeconomically Disadvantaged	77.7	79.3
English Learners	69.4	72.1
Students with Disabilities	64.5	65.5

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.

## Program Improvement (PI)

Due to the flexibility allowed by the ESSA that became law in December 2015 and reauthorized the federal ESEA, no LEA or school will be newly identified for PI in the 2016–17 school year. LEAs and schools that received Title I, Part A funds for the 2015–16 school year and were “In PI” in the 2015–16 school year will retain their same PI status and placement year for 2016–17. LEAs and schools that have a PI status and placement year for 2016–17 must continue to implement the same interventions in the 2016–17 school year as when they were identified for improvement, corrective action, or restructuring in the 2015–16 school year. However, California elected not to require LEAs and schools to provide Supplemental Educational Services and Choice for the 2016–17 school year, as defined in Section 1116 of the ESEA. For further information, please reference the State’s ESSA 2016-17 School Year Transition Plan and ESSA Updates on the CDE ESSA Web page at <http://www.cde.ca.gov/re/es>.

LEAs and schools that received Title I, Part A funds for the 2015–16 school year and either had a status of “Not in PI” for the 2015–16 school year or did not receive Title I, Part A funds for the 2014–15 school year will have a status of “Not in PI” for the 2016–17 school year.

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

The table below displays the 2016–17 PI status of the LEAs and schools statewide; the number of LEAs and schools statewide that are eligible to receive Title I funds; and the number and percent of LEAs and schools statewide that are in PI.

### PI Status of LEAs and Schools, 2016–17

Type	Total Number of Eligible LEAs/Schools*	Number in PI	Percent in PI
LEAs	911	554	60.8%
Schools	6,354	4,678	73.6%

\*Only LEAs and schools 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. **Smarter Balanced Summative Assessments and California Alternative Assessments (CAAs) for English language arts/literacy (ELA)** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Standards Tests (CSTs), California Modified Assessments (CMAs), and California Alternative Performance Assessments (CAPAs) for science** in grades five, eight, and ten.

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

The Smarter Balanced Summative Assessments are comprehensive end-of-year assessments of grade-level learning that measure progress toward college and career readiness.

Information on the Smarter Balanced Summative Assessments can be found at the CDE Summative Assessment Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with significant cognitive disabilities. The CAA was field tested during the 2014–15 school year and became operational during the 2015–16 school year.

Further CAA information can be found on the CDE California Alternative Assessments Web page at <http://www.cde.ca.gov/ta/tg/ca/altassessment.asp>.

The CST for science is required for all students in grades five, eight, and ten unless their Individualized Education Program indicates assessment with the CMA or CAPA.

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

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 Two-Year Trend in CAASPP Assessment Results 2014–15 and 2015–16

### ELA – Grades Three through Eight and Grade Eleven

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
03	2014–15	488,360	475,953	97.46%	37.33%
03	2015–16	478,950	463,620	96.80%	42.20%
04	2014–15	477,134	466,153	97.70%	39.31%
04	2015–16	494,157	479,855	97.11%	43.43%
05	2014–15	473,661	463,306	97.81%	44.58%
05	2015–16	483,877	470,556	97.25%	48.25%
06	2014–15	470,783	459,972	97.70%	42.45%
06	2015–16	478,614	465,685	97.30%	46.80%
07	2014–15	466,444	454,109	97.36%	43.16%
07	2015–16	478,456	464,033	96.99%	47.36%
08	2014–15	469,247	456,219	97.22%	44.74%
08	2015–16	473,142	457,539	96.70%	48.40%
11	2014–15	479,051	433,593	90.51%	54.13%
11	2015–16	487,010	443,933	91.15%	58.47%

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 for other public assessment reports.

### Mathematics – Grades Three through Eight and Grade Eleven

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
03	2014–15	488,334	477,588	97.80%	40.02%
03	2015–16	478,946	465,991	97.30%	45.04%
04	2014–15	477,095	467,482	97.99%	34.47%
04	2015–16	494,150	482,078	97.56%	37.86%
05	2014–15	473,672	464,587	98.08%	30.21%
05	2015–16	483,877	472,524	97.65%	32.71%
06	2014–15	470,751	461,098	97.95%	32.64%
06	2015–16	478,611	467,556	97.69%	35.07%
07	2014–15	466,367	455,087	97.58%	33.43%
07	2015–16	478,443	465,762	97.35%	35.95%
08	2014–15	469,205	456,979	97.39%	32.77%
08	2015–16	473,143	458,907	96.99%	35.36%
11	2014–15	478,738	430,672	89.96%	28.84%
11	2015–16	486,979	442,786	90.93%	32.08%

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

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**CAASPP Assessment Results – ELA  
Disaggregated by Student Group and Grade  
2015–16**

**ELA – Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
Statewide	478,950	463,620	96.80%	42.20%
Male	246,191	237,856	96.61%	38.49%
Female	232,722	225,764	97.01%	46.11%
Black or African American	27,056	25,793	95.33%	26.86%
American Indian or Alaska Native	2,496	2,401	96.19%	31.62%
Asian	42,325	40,581	95.88%	68.54%
Filipino	9,958	9,712	97.53%	63.42%
Hispanic or Latino	262,713	256,588	97.67%	30.65%
Native Hawaiian or Pacific Islander	2,277	2,188	96.09%	35.66%
White	111,404	106,885	95.94%	59.50%
Two or More Races	17,030	16,461	96.66%	59.01%
Socioeconomically Disadvantaged	304,019	295,526	97.21%	29.17%
English Learners	140,224	135,206	96.42%	17.85%
Students with Disabilities	55,673	52,813	94.86%	17.00%
Students Receiving Migrant Education Services	4,612	4,472	96.96%	18.35%
Foster Youth	2,833	2,720	96.01%	18.96%

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

Note 2: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: 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 4: 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 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Statewide	494,157	479,855	97.11%	43.43%
Male	253,686	246,086	97.00%	39.22%
Female	240,471	233,769	97.21%	47.86%
Black or African American	27,745	26,576	95.79%	26.99%
American Indian or Alaska Native	2,608	2,508	96.17%	31.67%
Asian	43,574	42,031	96.46%	70.44%
Filipino	11,173	10,943	97.94%	66.02%
Hispanic or Latino	271,889	266,179	97.90%	31.88%
Native Hawaiian or Pacific Islander	2,326	2,227	95.74%	38.10%
White	114,718	110,383	96.22%	60.65%
Two or More Races	16,683	16,169	96.92%	60.18%
Socioeconomically Disadvantaged	314,212	306,326	97.49%	30.41%
English Learners	129,388	124,985	96.60%	14.66%
Students with Disabilities	60,850	58,269	95.76%	14.63%
Students Receiving Migrant Education Services	4,814	4,673	97.07%	19.96%
Foster Youth	2,683	2,594	96.68%	17.14%

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

Note 2: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: 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 4: 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	Percent Met or Exceeded
Statewide	483,877	470,556	97.25%	48.25%
Male	247,451	240,284	97.10%	42.76%
Female	236,426	230,272	97.40%	53.97%
Black or African American	27,327	26,225	95.97%	30.35%
American Indian or Alaska Native	2,568	2,467	96.07%	35.48%
Asian	43,570	42,196	96.85%	74.72%
Filipino	11,532	11,340	98.34%	69.60%
Hispanic or Latino	263,097	257,837	98.00%	36.95%
Native Hawaiian or Pacific Islander	2,404	2,333	97.05%	42.74%
White	114,980	110,803	96.37%	64.73%
Two or More Races	15,493	15,006	96.86%	64.09%
Socioeconomically Disadvantaged	304,293	297,049	97.62%	35.32%
English Learners	103,088	99,080	96.11%	13.34%
Students with Disabilities	61,778	59,138	95.73%	14.06%
Students Receiving Migrant Education Services	4,695	4,553	96.98%	26.12%
Foster Youth	2,491	2,392	96.03%	20.62%

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

Note 2: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: 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 4: 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	Percent Met or Exceeded
Statewide	478,614	465,685	97.30%	46.80%
Male	245,804	238,837	97.17%	40.85%
Female	232,809	226,848	97.44%	53.06%
Black or African American	27,552	26,385	95.76%	29.27%
American Indian or Alaska Native	2,611	2,500	95.75%	32.22%
Asian	44,346	43,014	97.00%	75.13%
Filipino	12,117	11,933	98.48%	68.59%
Hispanic or Latino	255,835	250,880	98.06%	35.17%
Native Hawaiian or Pacific Islander	2,460	2,370	96.34%	40.78%
White	115,976	111,863	96.45%	62.38%
Two or More Races	14,227	13,795	96.96%	61.45%
Socioeconomically Disadvantaged	297,227	290,186	97.63%	33.75%
English Learners	85,337	81,696	95.73%	9.86%
Students with Disabilities	58,796	56,388	95.90%	10.61%
Students Receiving Migrant Education Services	4,154	4,025	96.89%	23.69%
Foster Youth	2,321	2,206	95.05%	19.82%

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Note 2: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: 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 4: 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	Percent Met or Exceeded
Statewide	478,456	464,033	96.99%	47.36%
Male	245,593	237,912	96.87%	41.47%
Female	232,863	226,121	97.10%	53.56%
Black or African American	27,871	26,615	95.49%	29.93%
American Indian or Alaska Native	2,646	2,516	95.09%	35.36%
Asian	43,983	42,772	97.25%	75.59%
Filipino	12,827	12,630	98.46%	68.07%
Hispanic or Latino	254,419	248,381	97.63%	35.05%
Native Hawaiian or Pacific Islander	2,350	2,252	95.83%	40.93%
White	117,590	113,121	96.20%	64.09%
Two or More Races	13,300	12,839	96.53%	62.82%
Socioeconomically Disadvantaged	293,991	285,750	97.20%	33.86%
English Learners	69,907	66,158	94.64%	7.14%
Students with Disabilities	57,063	54,440	95.40%	10.57%
Students Receiving Migrant Education Services	3,899	3,746	96.08%	24.06%
Foster Youth	2,367	2,223	93.92%	20.26%

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## ELA – Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Statewide	473,142	457,539	96.70%	48.40%
Male	242,422	234,026	96.54%	41.91%
Female	230,718	223,513	96.88%	55.19%
Black or African American	28,815	27,357	94.94%	31.60%
American Indian or Alaska Native	2,803	2,636	94.04%	36.84%
Asian	42,650	41,564	97.45%	76.47%
Filipino	12,869	12,657	98.35%	69.00%
Hispanic or Latino	251,893	245,301	97.38%	36.88%
Native Hawaiian or Pacific Islander	2,473	2,374	96.00%	42.43%
White	116,247	111,296	95.74%	63.94%
Two or More Races	12,337	11,799	95.64%	62.69%
Socioeconomically Disadvantaged	289,658	280,781	96.94%	35.87%
English Learners	60,491	56,982	94.20%	6.71%
Students with Disabilities	54,682	51,585	94.34%	10.54%
Students Receiving Migrant Education Services	4,000	3,852	96.30%	26.05%
Foster Youth	2,543	2,266	89.11%	19.93%

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Note 5: Inclusion and exclusion rules are different for the STARC than for other public assessment reports.

## ELA – Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Statewide	487,010	443,933	91.15%	58.47%
Male	247,259	226,938	91.78%	52.70%
Female	234,303	216,995	92.61%	64.49%
Black or African American	30,453	26,792	87.98%	39.98%
American Indian or Alaska Native	2,988	2,631	88.05%	49.46%
Asian	42,424	40,588	95.67%	80.46%
Filipino	14,204	13,755	96.84%	77.59%
Hispanic or Latino	250,658	231,965	92.54%	49.37%
Native Hawaiian or Pacific Islander	2,559	2,347	91.72%	50.87%
White	123,069	112,587	91.48%	70.44%
Two or More Races	12,560	11,421	90.93%	69.62%
Socioeconomically Disadvantaged	279,129	256,149	91.77%	48.07%
English Learners	48,733	41,631	85.43%	9.04%
Students with Disabilities	49,549	43,122	87.03%	15.18%
Students Receiving Migrant Education Services	3,521	3,319	94.26%	37.95%
Foster Youth	3,372	2,519	74.70%	23.21%

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

Note 2: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: 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 4: 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 5: Inclusion and exclusion rules are different for the STARC than for other public assessment reports.

**CAASPP Assessment Results – Mathematics  
Disaggregated by Student Group and Grade  
2015–16**

**Mathematics – Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
Statewide	478,946	465,991	97.30%	45.04%
Male	246,192	239,149	97.14%	45.69%
Female	232,717	226,842	97.48%	44.36%
Black or African American	27,056	25,786	95.31%	25.98%
American Indian or Alaska Native	2,496	2,404	96.31%	33.10%
Asian	42,324	41,277	97.53%	75.60%
Filipino	9,958	9,766	98.07%	66.11%
Hispanic or Latino	262,707	257,766	98.12%	33.53%
Native Hawaiian or Pacific Islander	2,277	2,190	96.18%	39.05%
White	111,405	107,077	96.12%	61.83%
Two or More Races	17,030	16,472	96.72%	59.89%
Socioeconomically Disadvantaged	304,016	297,008	97.69%	32.32%
English Learners	140,222	137,298	97.91%	24.01%
Students with Disabilities	55,671	52,767	94.78%	18.86%
Students Receiving Migrant Education Services	4,612	4,524	98.09%	24.63%
Foster Youth	2,832	2,714	95.83%	20.53%

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

Note 2: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: 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 4: 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 5: Inclusion and exclusion rules are different for the STARC than for other public assessment reports.

### Mathematics – Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Statewide	494,150	482,078	97.56%	37.86%
Male	253,684	247,206	97.45%	39.01%
Female	240,466	234,872	97.67%	36.64%
Black or African American	27,744	26,549	95.69%	19.90%
American Indian or Alaska Native	2,608	2,510	96.24%	26.98%
Asian	43,574	42,652	97.88%	71.55%
Filipino	11,171	11,003	98.50%	60.02%
Hispanic or Latino	271,886	267,351	98.33%	25.33%
Native Hawaiian or Pacific Islander	2,326	2,236	96.13%	33.89%
White	114,715	110,545	96.36%	55.18%
Two or More Races	16,683	16,158	96.85%	54.66%
Socioeconomically Disadvantaged	314,206	307,764	97.95%	24.58%
English Learners	129,389	126,935	98.10%	13.78%
Students with Disabilities	60,847	58,219	95.68%	13.55%
Students Receiving Migrant Education Services	4,814	4,732	98.30%	16.00%
Foster Youth	2,682	2,585	96.38%	12.76%

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

Note 2: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: 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 4: 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 5: Inclusion and exclusion rules are different for the STARC than for other public assessment reports.



## Mathematics – Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Statewide	483,877	472,524	97.65%	32.71%
Male	247,451	241,323	97.52%	33.83%
Female	236,426	231,201	97.79%	31.54%
Black or African American	27,327	26,189	95.84%	15.00%
American Indian or Alaska Native	2,568	2,462	95.87%	22.88%
Asian	43,570	42,746	98.11%	67.17%
Filipino	11,532	11,401	98.86%	52.18%
Hispanic or Latino	263,097	258,894	98.40%	19.95%
Native Hawaiian or Pacific Islander	2,404	2,335	97.13%	25.16%
White	114,980	110,925	96.47%	49.55%
Two or More Races	15,493	15,009	96.88%	49.16%
Socioeconomically Disadvantaged	304,293	298,382	98.06%	19.49%
English Learners	103,088	100,913	97.89%	7.55%
Students with Disabilities	61,778	59,058	95.60%	9.67%
Students Receiving Migrant Education Services	4,695	4,624	98.49%	14.12%
Foster Youth	2,491	2,371	95.18%	10.01%

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

Note 2: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: 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 4: 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 5: Inclusion and exclusion rules are different for the STARC than for other public assessment reports.

## Mathematics – Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Statewide	478,611	467,556	97.69%	35.07%
Male	245,803	239,881	97.59%	34.46%
Female	232,807	227,675	97.80%	35.72%
Black or African American	27,552	26,356	95.66%	17.03%
American Indian or Alaska Native	2,611	2,503	95.86%	21.40%
Asian	44,346	43,570	98.25%	70.41%
Filipino	12,116	11,975	98.84%	55.09%
Hispanic or Latino	255,836	251,851	98.44%	22.07%
Native Hawaiian or Pacific Islander	2,460	2,376	96.59%	27.84%
White	115,974	111,969	96.55%	51.19%
Two or More Races	14,226	13,792	96.95%	50.28%
Socioeconomically Disadvantaged	297,225	291,408	98.04%	21.65%
English Learners	85,338	83,475	97.82%	6.61%
Students with Disabilities	58,797	56,313	95.78%	7.53%
Students Receiving Migrant Education Services	4,154	4,085	98.34%	14.73%
Foster Youth	2,321	2,202	94.87%	10.43%

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

Note 2: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: 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 4: 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 5: Inclusion and exclusion rules are different for the STARC than for other public assessment reports.

## Mathematics – Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Statewide	478,443	465,762	97.35%	35.95%
Male	245,586	238,875	97.27%	35.48%
Female	232,857	226,887	97.44%	36.45%
Black or African American	27,869	26,567	95.33%	17.61%
American Indian or Alaska Native	2,645	2,514	95.05%	25.47%
Asian	43,983	43,256	98.35%	72.66%
Filipino	12,827	12,669	98.77%	56.74%
Hispanic or Latino	254,413	249,397	98.03%	22.43%
Native Hawaiian or Pacific Islander	2,350	2,264	96.34%	31.12%
White	117,587	113,146	96.22%	52.29%
Two or More Races	13,299	12,825	96.44%	50.86%
Socioeconomically Disadvantaged	293,980	286,965	97.61%	22.30%
English Learners	69,906	67,919	97.16%	6.23%
Students with Disabilities	57,059	54,340	95.23%	7.76%
Students Receiving Migrant Education Services	3,899	3,815	97.85%	15.86%
Foster Youth	2,366	2,214	93.58%	10.00%

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

Note 2: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: 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 4: 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 5: Inclusion and exclusion rules are different for the STARC than for other public assessment reports.

## Mathematics – Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Statewide	473,143	458,907	96.99%	35.36%
Male	242,422	234,849	96.88%	33.94%
Female	230,719	224,058	97.11%	36.84%
Black or African American	28,815	27,292	94.71%	16.59%
American Indian or Alaska Native	2,803	2,631	93.86%	23.27%
Asian	42,650	41,979	98.43%	72.73%
Filipino	12,869	12,703	98.71%	55.77%
Hispanic or Latino	251,893	246,096	97.70%	22.66%
Native Hawaiian or Pacific Islander	2,473	2,376	96.08%	29.27%
White	116,248	111,298	95.74%	50.64%
Two or More Races	12,337	11,785	95.53%	48.34%
Socioeconomically Disadvantaged	289,658	281,685	97.25%	22.49%
English Learners	60,491	58,464	96.65%	6.65%
Students with Disabilities	54,683	51,513	94.20%	6.64%
Students Receiving Migrant Education Services	4,000	3,917	97.93%	18.26%
Foster Youth	2,543	2,249	88.44%	9.24%

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

Note 2: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: 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 4: 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 5: Inclusion and exclusion rules are different for the STARC than for other public assessment reports.

## Mathematics – Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Statewide	486,979	442,786	90.93%	32.08%
Male	247,241	226,506	91.61%	31.56%
Female	234,290	216,280	92.31%	32.61%
Black or African American	30,452	26,557	87.21%	14.46%
American Indian or Alaska Native	2,988	2,611	87.38%	22.28%
Asian	42,422	40,746	96.05%	69.55%
Filipino	14,204	13,750	96.80%	50.69%
Hispanic or Latino	250,637	231,328	92.30%	20.06%
Native Hawaiian or Pacific Islander	2,557	2,328	91.04%	24.86%
White	123,065	112,185	91.16%	44.29%
Two or More Races	12,559	11,380	90.61%	42.34%
Socioeconomically Disadvantaged	279,098	255,420	91.52%	20.78%
English Learners	48,733	42,154	86.50%	5.17%
Students with Disabilities	49,548	42,713	86.21%	4.98%
Students Receiving Migrant Education Services	3,521	3,341	94.89%	14.50%
Foster Youth	3,371	2,466	73.15%	5.79%

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

Note 2: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: 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 4: 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 5: Inclusion and exclusion rules are different for the STARC than for other public assessment reports.

## 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 CMA or 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>.

### Student Achievement Two-Year Trend in CAASPP CST Results 2014–15 and 2015–16

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

Grade	Year	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
05	2014–15	478,610	465,529	97.27%	54.41%
05	2015–16	483,877	469,515	97.61%	53.19%
08	2014–15	473,853	456,155	96.27%	62.03%
08	2015–16	473,154	454,957	97.19%	60.13%
10	2014–15	488,435	448,687	91.86%	52.43%
10	2015–16	499,688	462,271	95.03%	49.81%

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 for other public assessment reports.

## CAASPP Assessment Results – Science Disaggregated by Student Group and Grade 2015–16

### Science – Grade 5

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
Statewide	483,877	469,515	97.03%	53.19%
Male	247,451	239,628	96.84%	54.63%
Female	236,426	229,887	97.23%	51.69%
Black or African American	27,327	25,877	94.69%	36.68%
American Indian or Alaska Native	2,568	2,438	94.94%	45.90%
Asian	43,570	42,545	97.65%	77.27%
Filipino	11,532	11,355	98.47%	71.11%
Hispanic or Latino	263,097	257,149	97.74%	40.53%
Native Hawaiian or Pacific Islander	2,404	2,321	96.55%	44.59%
White	114,980	110,402	96.02%	73.35%
Two or More Races	15,493	14,929	96.36%	71.55%
Socioeconomically Disadvantaged	304,293	296,095	97.31%	39.91%
English Learners	103,088	99,974	96.98%	19.67%
Students with Disabilities	61,778	58,343	94.44%	39.70%
Students Receiving Migrant Education Services	4,695	4,570	97.34%	25.49%
Foster Youth	2,491	2,326	93.38%	33.32%

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

Note 2: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note 3: 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 4: 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 5: Inclusion and exclusion rules are different for the STARC than for other public assessment reports.

### Science – Grade 8

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
Statewide	473,154	454,957	96.15%	60.13%
Male	242,427	232,666	95.97%	61.02%
Female	230,727	222,291	96.34%	59.20%
Black or African American	28,816	26,817	93.06%	42.20%
American Indian or Alaska Native	2,803	2,586	92.26%	51.55%
Asian	42,650	41,814	98.04%	84.41%
Filipino	12,870	12,628	98.12%	78.17%
Hispanic or Latino	251,899	243,802	96.79%	48.92%
Native Hawaiian or Pacific Islander	2,473	2,340	94.62%	52.86%
White	116,250	110,615	95.15%	76.93%
Two or More Races	12,337	11,691	94.76%	73.62%
Socioeconomically Disadvantaged	289,665	278,776	96.24%	48.55%
English Learners	60,492	57,582	95.19%	20.92%
Students with Disabilities	54,685	50,536	92.41%	34.87%
Students Receiving Migrant Education Services	4,000	3,880	97.00%	38.76%
Foster Youth	2,544	2,165	85.10%	34.64%

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

Note 2: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note 3: 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 4: 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 5: Inclusion and exclusion rules are different for the STARC than for other public assessment reports.



## Science – Grade 10

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
Statewide	499,688	462,271	92.51%	49.81%
Male	256,783	236,488	92.10%	51.10%
Female	242,905	225,783	92.95%	48.45%
Black or African American	30,717	26,618	86.66%	32.08%
American Indian or Alaska Native	3,043	2,671	87.78%	43.58%
Asian	45,968	44,487	96.78%	75.29%
Filipino	14,211	13,813	97.20%	66.60%
Hispanic or Latino	264,168	243,400	92.14%	36.94%
Native Hawaiian or Pacific Islander	2,587	2,339	90.41%	40.62%
White	122,986	114,713	93.27%	68.05%
Two or More Races	12,769	11,764	92.13%	65.78%
Socioeconomically Disadvantaged	295,076	269,776	91.43%	36.72%
English Learners	60,176	52,459	87.18%	10.23%
Students with Disabilities	52,766	46,088	87.34%	24.92%
Students Receiving Migrant Education Services	3,699	3,479	94.05%	27.65%
Foster Youth	3,427	2,461	71.81%	23.00%

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

Note 2: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note 3: 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 4: 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 5: Inclusion and exclusion rules are different for the STARC than for 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, 2015–16

Type of Credential	Percent*
Teachers with Full Credentials	89.6
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)**	2.6
Teachers with Provisional Internship Permits**	0.3
Teachers with Waivers**	0.2

\*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, 2015–16

Education Level	Percent
Doctorate	1
Master's Degree plus 30 or more semester hours	18
Master's degree	28
Bachelor's degree plus 30 or more semester hours	33
Bachelor's degree	19
Less than Bachelor's Degree	0.3
None Reported	1

## Core Academic Classes Taught by Highly Qualified Teachers 2015–16

The percent of classes in ESEA core academic subjects taught by an ESEA Highly Qualified Teacher and by a non-ESEA Highly Qualified Teacher in all schools statewide, in high-poverty schools in the state, and in low-poverty schools in the state.

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	93	7
In High-Poverty Schools	96	4
In Low-Poverty Schools	92	8

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 for the NAEP are reported 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.

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 on the Nation's Report Card. As of June 2017, the most recent state-level NAEP results in reading and mathematics available are from 2015. The data in the following four tables reflect results from NAEP assessments that took place during the 2014–15 school year.

Detailed information regarding the NAEP results, including participation rates and test results for each subject and grade level, can be found on the National Center for Education Statistics Nation's Report Card Web site at <http://nces.ed.gov/nationsreportcard/>.

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