

State Accountability Report Card

Reported Using Data from the 2016–17 School Year

The federal Elementary and Secondary Education Act (also referred to as 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 (also referred to as 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 adopted a new accountability system and released the California School Dashboard, referred to as the Dashboard, in Spring 2017.

The Dashboard has since been updated in Fall 2017, and will be updated each fall with the most recent available data and design improvements based on user feedback. The Fall 2017 Dashboard shows how districts and schools are performing on test scores, graduation rates, and other measures of student success.

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 (also referred to as STARC) may be directed to the Data Visualization and Reporting Office by phone at 916-319-0406.

California Department of Education
Updated April 2019

Accountability

2017 California School Dashboard Accountability System

The federal Elementary and Secondary Education Act (also referred to as ESEA) no longer requires states to produce Adequate Yearly Progress (also referred to as AYP), but requires states to develop a new accountability system by 2017–18. The California School Dashboard (also referred to as the Dashboard) was released in Spring 2017, has since been updated in Fall 2017, and will be updated each fall.

The Dashboard was produced for California’s 10,000 public schools in over 1,000 local educational agencies¹ (also referred to as LEAs). The Dashboard is California’s new accountability system that is based on multiple measures. These measures are used to determine LEA and school progress toward meeting the needs of their students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner (also referred to as EL) progress, suspension rates, and parent engagement. In the Dashboard, charter schools’ (local funded and direct funded) data are not “rolled up” or included in the LEA-level data.

To view LEA and school information provided on the Dashboard, visit the California Accountability Model and School Dashboard Web page at <https://www.cde.ca.gov/ta/ac/cm/>.

The Technical Guide to the California School Dashboard is located at <https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguidefall17.pdf>.

¹ A local educational agency (also referred to as LEA) is a school district or a county office of education.

State Graduation Rate (Four-Year Cohort)

The Four-Year Adjusted Cohort Graduation Rate (ACGR) is the number of students who graduate from high school in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class. The four-year cohort is based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

For more information on the ACGR, visit the Information about Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/sd/sd/acgrinfo.asp>.

2016–17 State Graduation Rate (Four-Year Cohort) by Student Group

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Statewide	493,795	408,124	82.7%
Black or African American	31,730	23,191	73.1%
American Indian or Alaska Native	3,374	2,302	68.2%
Asian	42,903	39,948	93.1%
Filipino	14,284	13,286	93.0%
Hispanic or Latino	256,291	205,887	80.3%
Native Hawaiian or Pacific Islander	2,644	2,164	81.8%
White	124,184	108,399	87.3%
Two or More Races	13,383	11,213	83.8%
Socioeconomically Disadvantaged	336,139	264,936	78.8%
English Learners	72,583	48,738	67.1%
Students with Disabilities	56,021	36,421	65.0%
Students Receiving Migrant Education Services	6,336	5,094	80.4%
Foster Youth	7,222	3,666	50.8%

Note 1: Due to rounding, the sum of the cohort graduation rate may not total 100 percent.

Note 2: Socioeconomically disadvantaged (also referred to as SED) 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

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 Program Improvement (also referred to as PI) in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. LEAs and schools that have a PI status and placement year for 2017–18 must continue to implement the same interventions in the 2017–18 school year as when they were identified for improvement, corrective action, or restructuring in the 2016–17 school year. However, California elected not to require LEAs and schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

The table below displays the 2017–18 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, 2017–18

Type	Total Number of Eligible LEAs/Schools*	Number in PI	Percent in PI
LEAs	908	548	60.4%
Schools	6,634	4,635	69.9%

*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

The California Assessment of Student Performance and Progress (also referred to as 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 (also referred to as CAAs) for English language arts/literacy (also referred to as 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 (also referred to as CSTs), California Modified Assessments (also referred to as CMAs), and California Alternative Performance Assessments (also referred to as CAPAs) for science** in grades five, eight, and ten.

Further CAASPP information can be found on the California Department of Education (also referred to as 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 (also referred to as 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 California Science Test Web page at <http://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>.

The data displayed in the State Accountability Report Card (also referred to as STARC) may differ from other data sources because the inclusion and exclusion rules are different for the STARC.

**Student Achievement
Two-Year Trend CAASPP Test Results
2015–16 and 2016–17**

ELA – Grades Three through Eight and Grade Eleven

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
03	2015–16	478,950	463,620	96.80%	3.20%	42.20%
03	2016–17	464,441	456,898	98.38%	1.62%	45.66%
04	2015–16	494,157	479,855	97.11%	2.89%	43.43%
04	2016–17	470,374	463,104	98.45%	1.55%	46.65%
05	2015–16	483,877	470,556	97.25%	2.75%	48.25%
05	2016–17	486,744	479,510	98.51%	1.49%	47.97%
06	2015–16	478,614	465,685	97.30%	2.70%	46.80%
06	2016–17	475,166	467,754	98.44%	1.56%	48.38%
07	2015–16	478,456	464,033	96.99%	3.01%	47.36%
07	2016–17	472,898	463,951	98.11%	1.89%	50.96%
08	2015–16	473,142	457,539	96.70%	3.30%	48.40%
08	2016–17	472,070	461,648	97.79%	2.21%	50.06%
11	2015–16	487,010	443,933	91.15%	8.85%	58.47%
11	2016–17	473,192	448,381	94.76%	5.24%	62.23%

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.

Mathematics – Grades Three through Eight and Grade Eleven

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
03	2015–16	478,946	465,991	97.30%	2.70%	45.04%
03	2016–17	467,469	459,281	98.25%	1.75%	48.83%
04	2015–16	494,150	482,078	97.56%	2.44%	37.86%
04	2016–17	473,166	465,350	98.35%	1.65%	42.07%
05	2015–16	483,877	472,524	97.65%	2.35%	32.71%
05	2016–17	489,320	481,520	98.41%	1.59%	35.03%
06	2015–16	478,611	467,556	97.69%	2.31%	35.07%
06	2016–17	477,571	469,373	98.28%	1.72%	37.72%
07	2015–16	478,443	465,762	97.35%	2.65%	35.95%
07	2016–17	475,490	465,838	97.97%	2.03%	38.32%
08	2015–16	473,143	458,907	96.99%	3.01%	35.36%
08	2016–17	474,407	462,945	97.58%	2.42%	37.59%
11	2015–16	486,979	442,786	90.93%	9.07%	32.08%
11	2016–17	474,552	446,680	94.13%	5.87%	33.52%

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 Test Results in ELA Disaggregated by Student Group 2016–17

ELA – Grades Three through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Statewide	3,315,808	3,241,978	97.77%	2.23%	48.21%
Male	1,701,828	1,660,632	97.58%	2.42%	43.11%
Female	1,613,980	1,581,346	97.98%	2.02%	53.56%
Black or African American	186,723	179,764	96.27%	3.73%	30.90%
American Indian or Alaska Native	18,276	17,466	95.57%	4.43%	35.81%
Asian	303,614	299,848	98.76%	1.24%	74.96%
Filipino	76,223	75,284	98.77%	1.23%	69.48%
Hispanic or Latino	1,799,527	1,767,323	98.21%	1.79%	37.04%
Native Hawaiian or Pacific Islander	16,062	15,659	97.49%	2.51%	41.59%
White	788,786	764,461	96.92%	3.08%	63.70%
Two or More Races	115,590	112,501	97.33%	2.67%	63.18%
Socioeconomically Disadvantaged	2,028,431	1,987,724	97.99%	2.01%	35.34%
English Learners	562,534	550,990	97.95%	2.05%	11.03%
Students with Disabilities	412,965	387,624	93.86%	6.14%	14.05%
Students Receiving Migrant Education Services	27,118	26,793	98.80%	1.20%	26.02%
Foster Youth	25,392	23,412	92.20%	7.80%	21.20%

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 Test Results in Mathematics Disaggregated by Student Group 2016–17

Mathematics – Grades Three through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Statewide	3,332,902	3,251,661	97.56%	2.44%	37.25%
Male	1,710,844	1,665,528	97.35%	2.65%	37.34%
Female	1,622,058	1,586,133	97.79%	2.21%	37.15%
Black or African American	186,955	179,178	95.84%	4.16%	18.80%
American Indian or Alaska Native	18,287	17,410	95.20%	4.80%	24.87%
Asian	307,694	303,615	98.67%	1.33%	72.12%
Filipino	76,617	75,556	98.62%	1.38%	56.49%
Hispanic or Latino	1,809,250	1,773,079	98.00%	2.00%	25.00%
Native Hawaiian or Pacific Islander	16,132	15,681	97.20%	2.80%	30.84%
White	790,993	764,601	96.66%	3.34%	52.31%
Two or More Races	115,663	112,261	97.06%	2.94%	52.84%
Socioeconomically Disadvantaged	2,040,649	1,994,773	97.75%	2.25%	24.39%
English Learners	579,937	565,752	97.55%	2.45%	11.45%
Students with Disabilities	412,869	384,604	93.15%	6.85%	10.73%
Students Receiving Migrant Education Services	27,439	27,057	98.61%	1.39%	18.68%
Foster Youth	25,400	23,196	91.32%	8.68%	12.92%

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 CST for Science Test 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 California Science Test Web page at <http://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>.

Student Achievement Two-Year Trend in CAASPP CST for Science Test 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: The 2016-17 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (also referred to as CA NGSS). The new California Science Test (also referred to as CAST) was piloted in Spring 2017. The CST and CMA for Science will no longer be administered.

Note 2: Due to rounding, the sum of all achievement levels may not total 100 percent.

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 for other public assessment reports.

CAASPP Test Results in Science Disaggregated by Student Group 2015–16

Science – Grades Five, Eight, and Ten

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
Statewide	1,456,719	1,386,743	95.20%	54.34%
Male	746,661	708,782	94.93%	55.55%
Female	710,058	677,961	95.48%	53.07%
Black or African American	86,860	79,312	91.31%	37.00%
American Indian or Alaska Native	8,414	7,695	91.45%	46.99%
Asian	132,188	128,846	97.47%	78.90%
Filipino	38,613	37,796	97.88%	71.82%
Hispanic or Latino	779,164	744,351	95.53%	42.10%
Native Hawaiian or Pacific Islander	7,464	7,000	93.78%	46.03%
White	354,216	335,730	94.78%	72.72%
Two or More Races	40,599	38,384	94.54%	70.41%
Socioeconomically Disadvantaged	889,034	844,647	95.01%	41.74%
English Learners	223,756	210,015	93.86%	17.65%
Students with Disabilities	169,229	154,967	91.57%	33.73%
Students Receiving Migrant Education Services	12,394	11,929	96.25%	30.44%
Foster Youth	8,462	6,952	82.16%	30.08%

Note 1: The 2016-17 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (also referred to as CA NGSS). The new California Science Test (also referred to as CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Note 2: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 3: 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 4: 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 5: 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 6: Inclusion and exclusion rules are different for the STARC than for other public assessment reports.

Teacher Qualifications

Information on teacher qualifications required by the federal 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, 2016–17

Type of Credential	Percent*
Teachers with Full Credentials	94.44%
Teachers with Alternative routes to certification (District Internship/University Internship)**	2.28%
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)**	3.28%
Teachers with Provisional Internship Permits**	0.58%
Teachers with Waivers**	0.22%

*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, 2016–17

Education Level	Percent
Doctorate degree	0.75%
Master's degree plus 30 or more semester hours	15.53%
Master's degree	25.38%
Bachelor's degree plus 30 or more semester hours	34.94%
Bachelor's degree	20.88%
Less than Bachelor's Degree	0.31%
None Reported	1.51%

National Assessment of Educational Progress Results

The National Assessment of Educational Progress (also referred to as 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 2018, the most recent state-level NAEP results in reading and mathematics available are from 2017. The data in the following four tables reflect results from NAEP assessments that took place during the 2016–17 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, 2016–17

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 2017, Grade 4	215	221	39%	30%	23%	8%
Reading 2017, Grade 8	263	265	28%	40%	28%	4%
Mathematics 2017, Grade 4	232	239	29%	40%	25%	6%
Mathematics 2017, Grade 8	277	282	38%	33%	20%	9%

**California NAEP Results in Reading by Grade Level
Disaggregated by Student Group, 2016–17**

Student Group and Grade Level	Percent below Basic Achievement Level	Percent at Basic Achievement Level	Percent at Proficient Achievement Level	Percent at Advanced Achievement Level
Black, Grade 4	57%	27%	14%	2%
Black, Grade 8	38%	43%	18%	1%
American Indian/Alaska Native, Grade 4	**	**	**	**
American Indian/Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	15%	26%	35%	24%
Asian/Pacific Islander, Grade 8	15%	31%	43%	11%
Hispanic, Grade 4	50%	31%	17%	3%
Hispanic, Grade 8	37%	44%	18%	1%
White, Grade 4	22%	31%	33%	14%
White, Grade 8	14%	35%	43%	8%
Eligible for National School Lunch, Grade 4	51%	31%	16%	3%
Eligible for National School Lunch, Grade 8	37%	44%	18%	1%
Not Eligible for National School Lunch, Grade 4	20%	28%	35%	17%
Not Eligible for National School Lunch, Grade 8	15%	34%	43%	8%
Students with Disabilities, Grade 4	75%	15%	8%	3%
Students with Disabilities, Grade 8	74%	19%	6%	#
English Learners, Grade 4	69%	23%	7%	1%
English Learners, Grade 8	74%	22%	4%	#
Male, Grade 4	43%	28%	22%	7%
Male, Grade 8	32%	39%	25%	3%
Female, Grade 4	35%	31%	24%	10%
Female, Grade 8	23%	41%	31%	5%

**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, 2016–17**

Student Group and Grade Level	Percent below Basic Achievement Level	Percent at Basic Achievement Level	Percent at Proficient Achievement Level	Percent at Advanced Achievement Level
Black, Grade 4	47%	38%	14%	1%
Black, Grade 8	57%	33%	8%	2%
American Indian/Alaska Native, Grade 4	**	**	**	**
American Indian/Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	8%	28%	42%	22%
Asian/Pacific Islander, Grade 8	14%	23%	32%	31%
Hispanic, Grade 4	38%	43%	17%	2%
Hispanic, Grade 8	50%	34%	13%	2%
White, Grade 4	15%	37%	37%	10%
White, Grade 8	19%	36%	30%	14%
Eligible for National School Lunch, Grade 4	40%	42%	16%	2%
Eligible for National School Lunch, Grade 8	51%	34%	12%	2%
Not Eligible for National School Lunch, Grade 4	11%	35%	40%	14%
Not Eligible for National School Lunch, Grade 8	21%	32%	29%	18%
Students with Disabilities, Grade 4	68%	21%	9%	2%
Students with Disabilities, Grade 8	80%	15%	4%	2%
English Learners, Grade 4	53%	38%	8%	#
English Learners, Grade 8	79%	16%	4%	2%
Male, Grade 4	29%	38%	25%	7%
Male, Grade 8	38%	32%	19%	10%
Female, Grade 4	29%	41%	24%	5%
Female, Grade 8	37%	34%	20%	9%

**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, 2016–17**

Subject and Grade Level	State Participation Rate Students with Disabilities and/or English Language Learners	National Participation Rate Students with Disabilities and/or English Language Learners	State Participation Rate Students with Disabilities	National Participation Rate Students with Disabilities	State Participation Rate English Language Learners	National Participation Rate English Language Learners
Reading 2017, Grade 4	94%	91%	87%	88%	95%	92%
Reading 2017, Grade 8	89%	89%	87%	88%	90%	89%
Mathematics 2017, Grade 4	92%	92%	83%	89%	95%	93%
Mathematics 2017, Grade 8	92%	90%	91%	89%	92%	90%