

# State Accountability Report Card

## Reported Using Data from the 2018–19 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.

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 <https://www2.ed.gov/policy/elsec/leg/essa/index.html>.

On September 8, 2016, the State Board of Education adopted a new accountability system and first released the California School Dashboard, referred to as the Dashboard, in Spring 2017. The Dashboard shows how districts and schools are performing on test scores, graduation rates, and other measures of student success.

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 August 2021

# Accountability

## 2019 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 first released in Spring 2017.

The Dashboard was produced for California’s 10,000 public schools in over 1,000 local educational agencies<sup>1</sup> (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 School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/>.

The Technical Guide to the 2019 California School Dashboard is located at <https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide19.pdf>.

---

<sup>1</sup> 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 Information about Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

### 2018–19 State Graduation Rate (Four-Year Cohort) by Student Group

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Statewide	494,337	417,496	84.5%
Black or African American	29,058	22,312	76.8%
American Indian or Alaska Native	2,839	2,123	74.8%
Asian	45,347	42,631	94.0%
Filipino	14,613	13,750	94.1%
Hispanic or Latino	263,794	216,451	82.1%
Native Hawaiian or Pacific Islander	2,421	2,048	84.6%
White	116,638	103,110	88.4%
Two or More Races	14,367	12,284	85.5%
Socioeconomically Disadvantaged	340,910	276,339	81.1%
Not Socioeconomically Disadvantaged	153,427	141,157	92.0%
English Learners	72,913	50,108	68.7%
Students with Disabilities	58,104	39,352	67.7%
Students with No Reported Disabilities	436,233	378,144	86.7%
Students Receiving Migrant Education Services	5,621	4,586	81.6%
Foster Youth	7,647	4,279	56.0%
Homeless	34,470	24,122	70.0%

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

# School Improvement Funds

The ESSA requires the California Department of Education (CDE) to determine school eligibility for comprehensive support and improvement (CSI) (ESSA Section 1003 funds) based on the criteria in California's ESSA State Plan. This requirement went into effect for the first time in the 2018–19 school year. Schools were selected for the first time in January 2019 based on the 2018 California School Dashboard.

California's ESSA State plan defines LEAs as school districts, county offices of education (COEs), and direct-funded charter schools.

The ESSA requires LEAs with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes.

COEs that have LEAs within their county that serve schools eligible for CSI are required to:

- Support LEAs to meaningfully address the CSI prompts in the Plan Summary of the Local Control and Accountability Plan (LCAP) related to CSI activities.
- Review and approve the CSI prompts in the LEA LCAP Plan Summary.

For more information on the CSI visit the Comprehensive Support and Improvement web page at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>.

## **2018–19 LEAs with School Improvement Funds**

The 2018–19 LEAs with School Improvement Funds data is available within each 2018–19 LEA Accountability Report Card (LARC). The LARCs are located on the Local Educational Agency Accountability Report Card web page at <https://www.cde.ca.gov/ta/ac/le/>.

# 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 Science Test (also referred to as CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Further CAASPP information can be found on the California Department of Education (also referred to as CDE) CAASPP System web page at <https://www.cde.ca.gov/ta/tg/ca/>.

The Smarter Balanced Summative Assessments are comprehensive end-of-year assessments for ELA and mathematics that are aligned with the Common Core State Standards (also referred to as CCSS) for ELA and mathematics 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 Smarter Balanced Summative Assessments web page at <https://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

CAA items are aligned with alternate achievement standards, which are linked with the 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 for ELA and Math web page at <https://www.cde.ca.gov/ta/tg/ca/altassessment.asp>.

The CDE developed a new science assessment called CAST based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new CAST is aligned with these standards.

Science assessments include both the CAST and the CAA for Science for students with an Individualized Education Program designating an alternate assessment. Students take the CAST or CAA for Science assessment in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). The CAST was administered operationally during the 2018–19 school year. The 2018–19 field test administration of CAA for Science was a census administration and will not be included in the 2018–19 STARC. These data will be included in the 2019–20 STARC.

Information about the CAASPP System science assessments can be found at the CDE California Science Test web page at <https://www.cde.ca.gov/ta/tq/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  
2017–18 and 2018–19

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

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
03	2017–18	439,269	432,830	98.53%	1.47%	50.04%
03	2018–19	452,653	446,731	98.69%	1.31%	50.25%
04	2017–18	463,798	457,591	98.66%	1.34%	50.34%
04	2018–19	445,024	439,598	98.78%	1.22%	51.06%
05	2017–18	469,444	463,159	98.66%	1.34%	50.98%
05	2018–19	464,429	458,978	98.83%	1.17%	53.18%
06	2017–18	484,039	477,013	98.55%	1.45%	49.23%
06	2018–19	468,196	461,919	98.66%	1.34%	49.81%
07	2017–18	474,887	465,903	98.11%	1.89%	51.87%
07	2018–19	484,146	476,259	98.37%	1.63%	53.08%
08	2017–18	472,680	462,284	97.80%	2.20%	50.59%
08	2018–19	475,560	466,289	98.05%	1.95%	50.82%
11	2017–18	459,552	436,875	95.07%	4.93%	58.33%
11	2018–19	464,424	443,244	95.44%	4.56%	59.45%

Note 1: Due to rounding, the sum of all achievement levels may not equal 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**

<b>Grade</b>	<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
03	2017–18	442,977	436,105	98.45%	1.55%	50.87%
03	2018–19	456,678	450,310	98.61%	1.39%	52.10%
04	2017–18	467,446	460,770	98.57%	1.43%	44.61%
04	2018–19	448,949	443,049	98.69%	1.31%	46.60%
05	2017–18	472,764	466,009	98.57%	1.43%	37.31%
05	2018–19	467,987	462,008	98.72%	1.28%	39.23%
06	2017–18	487,078	479,429	98.43%	1.57%	38.68%
06	2018–19	471,591	464,676	98.53%	1.47%	39.77%
07	2017–18	478,018	468,346	97.98%	2.02%	38.66%
07	2018–19	487,692	478,926	98.20%	1.80%	39.28%
08	2017–18	475,310	463,885	97.60%	2.40%	38.08%
08	2018–19	478,538	468,104	97.82%	2.18%	37.88%
11	2017–18	461,870	436,798	94.57%	5.43%	32.78%
11	2018–19	466,924	442,652	94.80%	5.20%	33.59%

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



**Science – Grades Five, Eight, and High School**

<b>Grade</b>	<b>Year</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
05	2017–18	N/A	N/A	N/A	N/A	N/A
05	2018–19	463,976	456,604	98.41%	1.59%	31.72%
08	2017–18	N/A	N/A	N/A	N/A	N/A
08	2018–19	474,832	463,151	97.54%	2.46%	30.84%
High school	2017–18	N/A	N/A	N/A	N/A	N/A
High school	2018–19	625,185	557,251	89.13%	10.87%	27.67%

Note 1: The 2017–18 data is not available (N/A), cells with N/A values do not require data.

Note 2: The new California Science Test (also referred to as CAST) was administered operationally during the 2018–19 school year. The CAST is administered in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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 2018–19**

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Statewide	3,255,857	3,194,191	98.11%	1.89%	50.57%
Male	1,671,203	1,637,489	97.98%	2.02%	45.67%
Female	1,584,654	1,556,702	98.24%	1.76%	55.72%
Black or African American	174,936	170,034	97.20%	2.80%	32.77%
American Indian or Alaska Native	16,413	15,854	96.59%	3.41%	37.95%
Asian	297,576	295,045	99.15%	0.85%	76.72%
Filipino	77,618	76,836	98.99%	1.01%	71.52%
Hispanic or Latino	1,783,931	1,758,661	98.58%	1.42%	40.39%
Native Hawaiian or Pacific Islander	14,885	14,583	97.97%	2.03%	43.18%
White	739,523	718,772	97.19%	2.81%	65.04%
Two or More Races	122,392	119,376	97.54%	2.46%	64.47%
Socioeconomically Disadvantaged	2,038,094	2,004,017	98.33%	1.67%	39.04%
Not Socioeconomically Disadvantaged	1,217,763	1,190,174	97.73%	2.27%	69.97%
English Learners	522,404	513,841	98.36%	1.64%	12.96%
Students with Disabilities	445,853	424,318	95.17%	4.83%	16.81%
Students with No Reported Disabilities	2,810,004	2,769,873	98.57%	1.43%	55.74%
Students Receiving Migrant Education Services	25,589	25,331	98.99%	1.01%	30.01%
Foster Youth	20,885	19,751	94.57%	5.43%	23.83%
Homeless	117,449	113,835	96.92%	3.08%	32.68%

Note 1: Due to rounding, the sum of all achievement levels may not equal 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note 3: Socioeconomically disadvantaged (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.

Note 4: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received 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 2018–19**

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Statewide	3,279,793	3,210,894	97.90%	2.10%	39.36%
Male	1,684,056	1,646,722	97.78%	2.22%	39.53%
Female	1,595,737	1,564,172	98.02%	1.98%	39.18%
Black or African American	175,091	169,522	96.82%	3.18%	20.38%
American Indian or Alaska Native	16,447	15,826	96.22%	3.78%	26.34%
Asian	302,554	299,720	99.06%	0.94%	73.74%
Filipino	78,494	77,618	98.88%	1.12%	59.81%
Hispanic or Latino	1,799,474	1,770,219	98.37%	1.63%	27.84%
Native Hawaiian or Pacific Islander	14,973	14,611	97.58%	2.42%	32.23%
White	741,389	719,058	96.99%	3.01%	53.86%
Two or More Races	122,445	119,153	97.31%	2.69%	54.00%
Socioeconomically Disadvantaged	2,055,330	2,016,337	98.10%	1.90%	27.46%
Not Socioeconomically Disadvantaged	1,224,463	1,194,557	97.56%	2.44%	59.45%
English Learners	545,883	535,605	98.12%	1.88%	12.50%
Students with Disabilities	446,297	422,905	94.76%	5.24%	12.88%
Students with No Reported Disabilities	2,833,496	2,787,989	98.39%	1.61%	43.37%
Students Receiving Migrant Education Services	26,226	25,937	98.90%	1.10%	21.53%
Foster Youth	20,942	19,689	94.02%	5.98%	14.76%
Homeless	120,227	116,215	96.66%	3.34%	22.53%

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

Note 2: Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternative Assessment (also referred to as 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note 3: Socioeconomically disadvantaged (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.

Note 4: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

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

**CAASPP Test Results in Science  
Disaggregated by Student Group 2018–19**

**CAST – Grades Five, Eight and High School**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Statewide	1,563,993	1,477,006	94.44%	5.56%	29.93%
Male	798,748	752,970	94.27%	5.73%	29.96%
Female	765,245	724,036	94.61%	5.39%	29.91%
Black or African American	85,376	78,167	91.56%	8.44%	13.60%
American Indian or Alaska Native	8,234	7,486	90.92%	9.08%	21.16%
Asian	145,598	141,013	96.85%	3.15%	58.68%
Filipino	38,377	36,890	96.13%	3.87%	44.35%
Hispanic or Latino	845,305	802,572	94.94%	5.06%	18.80%
Native Hawaiian or Pacific Islander	7,338	6,870	93.62%	6.38%	21.01%
White	366,641	341,893	93.25%	6.75%	44.42%
Two or More Races	56,801	53,277	93.80%	6.20%	44.93%
Socioeconomically Disadvantaged	926,779	877,811	94.72%	5.28%	18.76%
Not Socioeconomically Disadvantaged	637,214	599,195	94.03%	5.97%	46.30%
English Learners	203,009	190,718	93.95%	6.05%	2.90%
Students with Disabilities	181,098	160,762	88.77%	11.23%	8.10%
Students with No Reported Disabilities	1,382,895	1,316,244	95.18%	4.82%	32.60%
Students Receiving Migrant Education Services	12,008	11,475	95.56%	4.44%	12.21%
Homeless	55,001	50,767	92.30%	7.70%	14.84%

Note 1: Science assessments include both the new California Science Test (also referred to as CAST) and the California Alternative Assessment (also referred to as CAA) for Science for students with an Individualized Education Program designating an alternate assessment. Students take the CAST or CAA for Science assessment in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). The CAST was administered operationally during the 2018–19 school year. The 2018–19 field test administration of CAA for Science was a census administration and will not be included in the 2018–19 STARC. These data will be included in the 2019–20 STARC. The formula for calculating the “Percent Met or Exceeded” is the total number of students who met or exceeded the standard on the CAST divided by the total number of students who participated in CAST assessments.

Note 2: Socioeconomically disadvantaged (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.

Note 3: 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 & Principal Quality web page at <https://www.cde.ca.gov/nclb/sr/tq/>.

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

### Teacher Credentials, 2018–19

Type of Credential	Percent*
Teachers with Full Credentials	92.97%
Teachers with Alternative routes to certification (District Internship/University Internship)**	2.88%
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)**	3.40%
Teachers with Provisional Internship Permits**	0.65%
Teachers with Waivers**	0.26%

\*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 equal 100 percent.

\*\*Does not have a full credential.

### Teacher Education Levels, 2018–19

Education Level	Percent
Doctorate degree	0.87%
Master's degree plus 30 or more semester hours	11.91%
Master's degree	29.79%
Bachelor's degree plus 30 or more semester hours	29.06%
Bachelor's degree	26.46%
Less than Bachelor's Degree	0.16%
None Reported	1.13%

# 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 March 2020, the most recent state-level NAEP results in reading and mathematics available are from 2019. The data in the following four tables reflect results from NAEP assessments that took place during the 2018–19 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 website at <https://nces.ed.gov/nationsreportcard/>.

## California NAEP Results in Reading and Mathematics for All Students Grades Four and Eight, 2018–19

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 2019, Grade 4	216	220	37%	30%	24%	8%
Reading 2019, Grade 8	259	263	32%	38%	26%	4%
Mathematics 2019, Grade 4	235	241	25%	41%	27%	7%
Mathematics 2019, Grade 8	276	282	39%	32%	19%	10%



**California NAEP Results in Reading, Disaggregated by Student Group  
Grades Four and Eight, 2018–19**

<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	58%	24%	16%	2%
Black, Grade 8	57%	33%	9%	1%
American Indian/Alaska Native, Grade 4	**	**	**	**
American Indian/Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	20%	24%	34%	22%
Asian/Pacific Islander, Grade 8	14%	30%	42%	13%
Hispanic, Grade 4	47%	31%	18%	4%
Hispanic, Grade 8	40%	40%	18%	1%
White, Grade 4	19%	32%	34%	15%
White, Grade 8	17%	38%	39%	6%
Eligible for National School Lunch, Grade 4	49%	31%	17%	3%
Eligible for National School Lunch, Grade 8	42%	39%	17%	1%
Not Eligible for National School Lunch, Grade 4	18%	30%	35%	17%
Not Eligible for National School Lunch, Grade 8	17%	36%	39%	8%
Students with Disabilities, Grade 4	75%	16%	7%	2%
Students with Disabilities, Grade 8	73%	23%	4%	#
English Learners, Grade 4	68%	23%	8%	1%
English Learners, Grade 8	79%	19%	1%	#
Male, Grade 4	42%	29%	22%	7%
Male, Grade 8	37%	38%	23%	3%
Female, Grade 4	33%	32%	25%	10%
Female, Grade 8	27%	38%	29%	5%

\*\*Reporting standards were not met.

# Equals less than 1% and rounds to zero.

**California NAEP Results in Mathematics, Disaggregated by Student Group  
Grades Four and Eight, 2018–19**

<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	33%	47%	17%	2%
Black, Grade 8	61%	29%	8%	2%
American Indian/Alaska Native, Grade 4	**	**	**	**
American Indian/Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	9%	28%	42%	21%
Asian/Pacific Islander, Grade 8	15%	24%	28%	33%
Hispanic, Grade 4	34%	45%	18%	2%
Hispanic, Grade 8	51%	34%	12%	3%
White, Grade 4	11%	35%	41%	13%
White, Grade 8	20%	34%	33%	14%
Eligible for National School Lunch, Grade 4	35%	46%	17%	2%
Eligible for National School Lunch, Grade 8	51%	33%	13%	3%
Not Eligible for National School Lunch, Grade 4	10%	34%	41%	15%
Not Eligible for National School Lunch, Grade 8	19%	31%	30%	20%
Students with Disabilities, Grade 4	60%	28%	10%	3%
Students with Disabilities, Grade 8	77%	18%	3%	2%
English Learners, Grade 4	54%	37%	8%	1%
English Learners, Grade 8	81%	16%	2%	1%
Male, Grade 4	24%	40%	27%	8%
Male, Grade 8	40%	32%	18%	10%
Female, Grade 4	26%	42%	26%	6%
Female, Grade 8	38%	33%	20%	10%

\*\*Reporting standards were not met.

# Equals less than 1% and rounds to zero.

**California NAEP Results in Reading and Mathematics,  
for Students with Disabilities and/or English Language Learners  
Grades Four and Eight, 2018–19**

<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 2019, Grade 4	92%	92%	82%	88%	96%	94%
Reading 2019, Grade 8	93%	91%	90%	89%	95%	92%
Mathematics 2019, Grade 4	92%	93%	84%	89%	94%	95%
Mathematics 2019, Grade 8	93%	93%	91%	91%	94%	93%