

State Accountability Report Card 2008-09

The Elementary and Secondary Education Act (ESEA) requires each state to produce an annual report card that summarizes assessment results of students statewide and disaggregated by student subgroup. Information must also be included on high school graduation rates, teacher qualifications, other indicators used in each state's definition of Adequate Yearly Progress (AYP), and the AYP status of all schools and districts in the state. Questions about this state report card may be directed to the Evaluation, Research, and Analysis Unit in the Academic Accountability and Awards Division at 916-319-0875.

**California Department of Education
October 2009**

Grade 2 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (represents a superior performance), Proficient (represents a solid performance), Basic (represents a limited performance), and Below Basic/Far Below Basic (represents a serious lack of performance). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found on the California Department of Education (CDE) Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007-08	470,992	467,924	99	8	14	29	30	19
2008-09	464,986	461,870	99	8	12	26	33	21

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	33,243	32,913	99	11	15	30	31	13
American Indian or Alaska Native	3,905	3,864	99	11	14	30	30	16
Asian	39,444	39,273	100	2	5	16	34	43
Filipino	12,862	12,810	100	2	5	19	41	33
Hispanic or Latino	241,926	240,582	99	10	17	31	30	12
Pacific Islander	2,959	2,940	99	6	10	29	36	18
White (not Hispanic)	123,233	122,155	99	4	7	20	36	33
Status								
Economically Disadvantaged	279,400	277,634	99	11	17	31	30	12
English Learners	184,895	184,050	100	10	17	31	29	12
Students with Disabilities	46,511	44,859	96	24	20	24	20	12
Migrant Education Services	9,479	9,429	99	15	23	32	23	6
Gender								
Male	238,710	236,743	99	10	14	27	31	19
Female	226,069	224,922	99	6	11	26	34	23

Note: The state goal for Adequate Yearly Progress for English-language arts is 46.0 percent of students at or above Proficient.

Grade 2 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (represents a superior performance), Proficient (represents a solid performance), Basic (represents a limited performance), and Below Basic/Far Below Basic (represents a serious lack of performance). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found on the CDE STAR Results Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007-08	470,790	468,701	100	4	15	21	30	29
2008-09	464,783	462,575	100	4	13	20	31	32

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	33,203	32,958	99	7	19	25	29	20
American Indian or Alaska Native	3,900	3,859	99	5	16	22	32	25
Asian	39,439	39,298	100	1	5	10	26	58
Filipino	12,859	12,820	100	2	6	14	32	45
Hispanic or Latino	241,813	241,005	100	5	17	24	31	22
Pacific Islander	2,956	2,945	100	4	13	22	33	28
White (not Hispanic)	123,199	122,346	99	2	7	14	31	46
Status								
Economically Disadvantaged	279,231	278,108	100	5	17	24	31	22
English Learners	184,822	184,331	100	5	17	24	30	24
Students with Disabilities	46,491	45,723	98	16	23	20	22	18
Migrant Education Services	9,471	9,437	100	6	21	26	29	18
Gender								
Male	238,607	237,305	99	4	13	19	30	33
Female	225,969	225,066	100	3	13	21	31	32

Note: The state goal for Adequate Yearly Progress for mathematics is 47.5 percent of students at or above Proficient.

Grade 3 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (represents a superior performance), Proficient (represents a solid performance), Basic (represents a limited performance), and Below Basic/Far Below Basic (represents a serious lack of performance). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found on the CDE STAR Results Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007-08	464,531	461,954	99	11	17	34	26	12
2008-09	470,000	467,588	99	10	18	28	27	17

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	33,861	33,600	99	14	22	30	24	10
American Indian or Alaska Native	3,929	3,896	99	12	20	31	25	12
Asian	41,729	41,594	100	4	9	20	32	35
Filipino	13,228	13,197	100	3	11	27	36	23
Hispanic or Latino	241,698	240,700	100	14	24	32	22	8
Pacific Islander	3,123	3,110	100	8	19	33	28	12
White (not Hispanic)	126,255	125,407	99	4	10	23	34	29
Status								
Economically Disadvantaged	278,789	277,492	100	15	24	32	22	8
English Learners	175,370	174,754	100	16	25	32	20	7
Students with Disabilities	54,599	53,365	98	21	25	23	18	13
Migrant Education Services	9,169	9,137	100	23	28	30	15	4
Gender								
Male	241,101	239,642	99	12	19	28	26	16
Female	228,598	227,666	100	9	17	28	28	18

Note: The state goal for Adequate Yearly Progress for English-language arts is 46.0 percent of students at or above Proficient.

Grade 3 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (represents a superior performance), Proficient (represents a solid performance), Basic (represents a limited performance), and Below Basic/Far Below Basic (represents a serious lack of performance). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found on the CDE STAR Results Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007-08	464,403	462,340	100	4	14	21	28	33
2008-09	469,809	467,816	100	3	14	20	27	36

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	33,818	33,602	99	7	21	24	26	23
American Indian or Alaska Native	3,927	3,899	99	5	17	22	28	28
Asian	41,720	41,602	100	1	4	9	20	66
Filipino	13,225	13,201	100	1	6	13	27	52
Hispanic or Latino	241,597	240,824	100	4	17	24	29	26
Pacific Islander	3,122	3,113	100	3	14	22	29	32
White (not Hispanic)	126,226	125,494	99	2	8	15	27	49
Status								
Economically Disadvantaged	278,639	277,650	100	4	18	23	28	26
English Learners	175,317	174,892	100	4	18	23	28	27
Students with Disabilities	54,575	53,779	99	10	24	22	24	20
Migrant Education Services	9,167	9,145	100	6	21	25	27	20
Gender								
Male	241,000	239,888	100	4	13	19	26	38
Female	228,508	227,655	100	3	14	20	28	35

Note: The state goal for Adequate Yearly Progress for mathematics is 47.5 percent of students at or above Proficient.

Grade 4 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (represents a superior performance), Proficient (represents a solid performance), Basic (represents a limited performance), and Below Basic/Far Below Basic (represents a serious lack of performance). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found on the CDE STAR Results Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007-08	466,921	465,168	100	5	12	28	27	28
2008-09	464,040	462,489	100	5	10	24	28	32

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	34,585	34,394	99	8	14	29	28	21
American Indian or Alaska Native	3,973	3,955	100	7	13	27	30	24
Asian	38,569	38,490	100	2	4	13	23	59
Filipino	13,573	13,550	100	2	4	16	30	48
Hispanic or Latino	236,739	236,102	100	7	14	31	29	20
Pacific Islander	3,089	3,087	100	5	9	25	31	30
White (not Hispanic)	128,196	127,637	100	3	5	15	27	50
Status								
Economically Disadvantaged	273,844	272,972	100	8	14	31	28	19
English Learners	167,862	167,469	100	8	15	32	27	18
Students with Disabilities	58,078	57,011	98	15	20	25	21	18
Migrant Education Services	9,157	9,132	100	12	19	34	24	11
Gender								
Male	238,205	237,191	100	7	12	25	27	30
Female	225,690	225,157	100	4	9	24	29	35

Note: The state goal for Adequate Yearly Progress for English-language arts is 46.0 percent of students at or above Proficient.

Grade 4 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (represents a superior performance), Proficient (represents a solid performance), Basic (represents a limited performance), and Below Basic/Far Below Basic (represents a serious lack of performance). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found on the CDE STAR Results Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007-08	466,781	464,739	100	2	14	23	29	32
2008-09	463,892	461,913	100	2	13	20	26	39

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	34,557	34,343	99	5	20	25	25	25
American Indian or Alaska Native	3,972	3,941	99	3	17	23	28	29
Asian	38,558	38,454	100	1	4	9	18	69
Filipino	13,573	13,536	100	1	6	13	25	55
Hispanic or Latino	236,661	235,950	100	3	16	25	27	29
Pacific Islander	3,088	3,077	100	2	12	22	26	38
White (not Hispanic)	128,169	127,360	99	1	7	15	25	51
Status								
Economically Disadvantaged	273,724	272,750	100	3	17	25	27	28
English Learners	167,818	167,434	100	3	17	24	26	30
Students with Disabilities	58,057	57,220	99	8	25	24	23	21
Migrant Education Services	9,152	9,123	100	4	21	26	26	23
Gender								
Male	238,116	236,955	100	3	14	19	25	39
Female	225,631	224,817	100	2	12	21	27	39

Note: The state goal for Adequate Yearly Progress for mathematics is 47.5 percent of students at or above Proficient.

Grade 5 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (represents a superior performance), Proficient (represents a solid performance), Basic (represents a limited performance), and Below Basic/Far Below Basic (represents a serious lack of performance). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found on the CDE STAR Results Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007-08	470,780	468,414	99	7	13	32	30	18
2008-09	467,479	465,450	100	7	11	29	30	24

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	35,405	35,151	99	11	14	33	27	14
American Indian or Alaska Native	4,090	4,056	99	9	13	32	28	17
Asian	38,734	38,617	100	3	5	17	29	46
Filipino	13,863	13,832	100	2	5	23	36	34
Hispanic or Latino	237,190	236,435	100	10	15	35	28	13
Pacific Islander	3,240	3,230	100	6	11	31	33	19
White (not Hispanic)	130,368	129,572	99	3	5	19	33	39
Status								
Economically Disadvantaged	272,695	271,614	100	10	15	35	27	12
English Learners	162,902	162,452	100	11	16	36	25	11
Students with Disabilities	59,045	57,936	98	16	22	27	21	15
Migrant Education Services	9,202	9,177	100	16	19	36	22	7
Gender								
Male	239,792	238,557	99	9	12	29	28	21
Female	227,536	226,747	100	5	9	28	31	27

Note: The state goal for Adequate Yearly Progress for English-language arts is 46.0 percent of students at or above Proficient.

Grade 5 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (represents a superior performance), Proficient (represents a solid performance), Basic (represents a limited performance), and Below Basic/Far Below Basic (represents a serious lack of performance). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found on the CDE STAR Results Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007-08	470,675	468,747	100	6	19	24	29	22
2008-09	467,367	465,565	100	6	16	21	31	25

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	35,392	35,175	99	12	23	24	28	14
American Indian or Alaska Native	4,089	4,061	99	9	22	24	29	16
Asian	38,726	38,629	100	2	6	11	27	55
Filipino	13,863	13,832	100	2	9	16	35	39
Hispanic or Latino	237,127	236,523	100	8	21	25	31	16
Pacific Islander	3,238	3,227	100	6	16	22	34	21
White (not Hispanic)	130,345	129,561	99	3	11	17	34	35
Status								
Economically Disadvantaged	272,612	271,747	100	8	21	24	30	16
English Learners	162,867	162,548	100	8	21	24	30	17
Students with Disabilities	59,029	58,254	99	15	26	22	23	14
Migrant Education Services	9,201	9,178	100	11	24	24	28	12
Gender								
Male	239,736	238,672	100	7	17	20	30	26
Female	227,481	226,746	100	5	16	22	33	24

Note: The state goal for Adequate Yearly Progress for mathematics is 47.5 percent of students at or above Proficient.

Grade 6 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (represents a superior performance), Proficient (represents a solid performance), Basic (represents a limited performance), and Below Basic/Far Below Basic (represents a serious lack of performance). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found on the CDE STAR Results Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007-08	476,687	473,649	99	8	13	31	28	20
2008-09	468,771	466,476	100	5	12	30	31	22

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	35,494	35,169	99	9	17	34	28	12
American Indian or Alaska Native	4,052	4,018	99	7	14	34	30	16
Asian	40,543	40,463	100	2	5	17	31	45
Filipino	13,826	13,803	100	2	6	23	38	31
Hispanic or Latino	235,679	234,708	100	7	17	36	29	11
Pacific Islander	3,165	3,159	100	5	12	34	33	17
White (not Hispanic)	131,573	130,753	99	2	6	21	36	35
Status								
Economically Disadvantaged	269,170	267,892	100	8	17	36	28	11
English Learners	162,372	161,797	100	9	19	38	26	8
Students with Disabilities	56,440	55,179	98	18	23	29	19	11
Migrant Education Services	9,358	9,312	100	11	21	38	24	6
Gender								
Male	240,387	238,973	99	7	14	30	30	20
Female	228,227	227,352	100	4	10	29	33	24

Note: The state goal for Adequate Yearly Progress for English-language arts is 46.0 percent of students at or above Proficient.

Grade 6 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (represents a superior performance), Proficient (represents a solid performance), Basic (represents a limited performance), and Below Basic/Far Below Basic (represents a serious lack of performance). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found on the CDE STAR Results Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007-08	476,563	474,203	100	6	21	29	27	17
2008-09	468,661	466,521	100	6	19	26	28	21

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	35,482	35,205	99	12	28	28	22	10
American Indian or Alaska Native	4,052	4,027	99	8	23	29	28	13
Asian	40,539	40,459	100	2	7	14	28	50
Filipino	13,826	13,791	100	2	11	23	35	30
Hispanic or Latino	235,617	234,787	100	8	25	30	25	11
Pacific Islander	3,163	3,153	100	6	21	29	27	16
White (not Hispanic)	131,544	130,704	99	3	11	22	34	31
Status								
Economically Disadvantaged	269,081	267,996	100	9	25	30	25	12
English Learners	162,344	161,897	100	9	27	30	23	11
Students with Disabilities	56,428	55,520	98	20	30	23	17	10
Migrant Education Services	9,357	9,325	100	11	28	31	23	8
Gender								
Male	240,328	239,056	99	7	19	25	28	22
Female	228,176	227,314	100	5	19	27	28	20

Note: The state goal for Adequate Yearly Progress for mathematics is 47.5 percent of students at or above Proficient.

Grade 7 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (represents a superior performance), Proficient (represents a solid performance), Basic (represents a limited performance), and Below Basic/Far Below Basic (represents a serious lack of performance). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found on the CDE STAR Results Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007-08	485,711	483,536	100	9	15	27	29	21
2008-09	478,378	476,662	100	7	11	27	32	22

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	36,275	36,062	99	11	15	32	29	12
American Indian or Alaska Native	4,216	4,184	99	9	14	29	32	16
Asian	41,552	41,486	100	2	5	15	31	48
Filipino	14,077	14,060	100	2	5	20	39	34
Hispanic or Latino	237,486	236,746	100	10	15	34	30	11
Pacific Islander	3,069	3,064	100	6	11	30	34	18
White (not Hispanic)	137,286	136,687	100	3	5	19	36	36
Status								
Economically Disadvantaged	266,936	265,966	100	10	16	34	29	11
English Learners	157,876	157,460	100	12	18	38	26	7
Students with Disabilities	54,543	53,532	98	25	21	26	18	10
Migrant Education Services	9,210	9,195	100	15	20	36	24	6
Gender								
Male	245,366	244,307	100	9	13	28	30	20
Female	232,814	232,167	100	5	10	27	34	25

Note: The state goal for Adequate Yearly Progress for English-language arts is 46.0 percent of students at or above Proficient.

Grade 7 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (represents a superior performance), Proficient (represents a solid performance), Basic (represents a limited performance), and Below Basic/Far Below Basic (represents a serious lack of performance). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found on the CDE STAR Results Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007-08	485,529	482,408	99	11	19	27	28	15
2008-09	478,245	475,531	99	7	17	30	28	18

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	36,255	35,896	99	14	26	32	20	8
American Indian or Alaska Native	4,214	4,162	99	9	21	33	25	11
Asian	41,547	41,448	100	2	5	16	30	47
Filipino	14,077	14,035	100	3	9	26	36	27
Hispanic or Latino	237,423	236,392	100	10	23	34	24	10
Pacific Islander	3,066	3,055	100	5	19	33	28	14
White (not Hispanic)	137,246	136,191	99	4	11	26	34	26
Status								
Economically Disadvantaged	266,843	265,427	99	10	23	33	24	10
English Learners	157,846	157,320	100	11	24	34	22	9
Students with Disabilities	54,520	53,510	98	23	30	24	15	8
Migrant Education Services	9,209	9,182	100	12	24	34	22	8
Gender								
Male	245,290	243,689	99	8	17	28	27	19
Female	232,757	231,652	100	6	17	31	28	17

Note: The state goal for Adequate Yearly Progress for mathematics is 47.5 percent of students at or above Proficient.

Grade 8 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (represents a superior performance), Proficient (represents a solid performance), Basic (represents a limited performance), and Below Basic/Far Below Basic (represents a serious lack of performance). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found on the CDE STAR Results Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007-08	490,815	486,671	99	10	15	29	27	18
2008-09	486,009	482,746	99	9	13	30	26	23

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	37,773	37,383	99	14	18	34	22	12
American Indian or Alaska Native	4,330	4,272	99	11	15	32	25	18
Asian	42,017	41,892	100	3	6	19	27	45
Filipino	14,076	14,037	100	3	7	25	34	32
Hispanic or Latino	238,027	236,657	99	12	18	36	23	11
Pacific Islander	3,316	3,297	99	8	13	35	27	18
White (not Hispanic)	142,096	140,905	99	4	7	22	30	37
Status								
Economically Disadvantaged	265,917	264,151	99	13	18	35	23	11
English Learners	148,201	147,446	99	15	22	40	18	5
Students with Disabilities	52,911	51,665	98	28	23	25	14	10
Migrant Education Services	9,093	9,043	99	16	22	37	19	7
Gender								
Male	249,127	247,171	99	11	15	29	24	20
Female	236,696	235,398	99	6	11	30	28	25

Note: The state goal for Adequate Yearly Progress for English-language arts is 46.0 percent of students at or above Proficient.

Grade 8 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (represents a superior performance), Proficient (represents a solid performance), Basic (represents a limited performance), and Below Basic/Far Below Basic (represents a serious lack of performance). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found on the CDE STAR Results Web page at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007-08	490,673	485,804	99	11	24	27	27	12
2008-09	485,894	481,497	99	10	24	26	27	13

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnicity								
African American	37,758	37,185	98	18	32	26	19	5
American Indian or Alaska Native	4,330	4,248	98	14	26	29	24	7
Asian	42,012	41,871	100	3	8	16	33	40
Filipino	14,075	14,019	100	5	15	24	37	20
Hispanic or Latino	237,960	236,098	99	13	30	28	23	6
Pacific Islander	3,316	3,290	99	9	23	29	29	10
White (not Hispanic)	142,071	140,508	99	6	16	24	34	18
Status								
Economically Disadvantaged	265,834	263,411	99	14	29	27	22	7
English Learners	148,165	147,186	99	15	32	28	20	6
Students with Disabilities	52,898	51,148	97	30	35	18	11	5
Migrant Education Services	9,091	9,043	99	12	29	30	23	5
Gender								
Male	249,059	246,389	99	12	24	25	26	13
Female	236,650	234,931	99	9	23	27	28	13

Note: The state goal for Adequate Yearly Progress for mathematics is 47.5 percent of students at or above Proficient.

Grade 10 English-Language Arts

The California High School Exit Examination (CAHSEE) is one measure of whether students have mastered the skills necessary for high school graduation. Results from the grade ten administration of the CAHSEE are used to evaluate the Adequate Yearly Progress (AYP) of high schools. More information can be found on the CDE CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

California High School Exit Examination Results in English-Language Arts, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level		
				Not Proficient	Proficient	Advanced
2007-08	493,790	474,399	96	47	40	12
2008-09	492,904	476,905	97	48	25	27

California High School Exit Examination Results in English-Language Arts Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level		
				Not Proficient	Proficient	Advanced
Ethnicity						
African American	39,617	37,220	94	63	22	15
American Indian or Alaska Native	4,146	3,921	95	52	26	23
Asian	44,272	43,707	99	28	24	48
Filipino	14,607	14,421	99	34	30	36
Hispanic or Latino	232,917	224,412	96	63	23	14
Pacific Islander	3,449	3,325	96	53	26	21
White (not Hispanic)	149,636	145,890	97	29	29	42
Status						
Economically Disadvantaged	245,402	235,801	96	64	22	14
English Learners	140,498	135,389	96	76	18	6
Students with Disabilities	46,276	40,438	87	87	9	4
Migrant Education Services	8,222	8,049	98	73	18	9
Gender						
Male	252,778	242,852	96	53	24	23
Female	240,021	233,992	97	43	26	31

Note: The state goal for Adequate Yearly Progress for English-language arts is 44.5 percent of students at or above Proficient.

Grade 10 Mathematics

The California High School Exit Examination (CAHSEE) is one measure of whether students have mastered the skills necessary for high school graduation. Results from the grade ten administration of the CAHSEE are used to evaluate the Adequate Yearly Progress (AYP) of high schools. More information can be found on the CDE CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

California High School Exit Examination Results in Mathematics, 2007-08 and 2008-09

Year	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level		
				Not Proficient	Proficient	Advanced
2007-08	494,896	476,497	96	49	32	19
2008-09	493,842	478,355	97	47	34	19

California High School Exit Examination Results in Mathematics Disaggregated by Student Subgroup, 2008-09

Student Subgroup	Total Enrollment	Number Tested	Percent Tested	Percent at Performance Level		
				Not Proficient	Proficient	Advanced
Ethnicity						
African American	39,854	37,661	94	68	26	6
American Indian or Alaska Native	4,157	3,943	95	55	33	13
Asian	44,224	43,683	99	17	33	50
Filipino	14,615	14,428	99	29	44	27
Hispanic or Latino	233,506	225,174	96	60	31	9
Pacific Islander	3,450	3,326	96	50	35	14
White (not Hispanic)	149,764	146,106	98	31	42	27
Status						
Economically Disadvantaged	245,936	236,743	96	60	30	10
English Learners	140,609	135,717	97	66	27	7
Students with Disabilities	46,319	41,298	89	86	11	3
Migrant Education Services	8,220	8,045	98	63	29	8
Gender						
Male	252,857	243,353	96	45	34	20
Female	240,879	234,934	98	48	35	17

Note: The state goal for Adequate Yearly Progress for mathematics is 43.5 percent of students at or above Proficient.

Academic Performance Index

The Academic Performance Index (API) is a score ranging from 200 to 1000 that annually measures the academic performance and progress of individual schools in California. The API is one component of California’s definition of AYP, required under the Elementary and Secondary Education Act (ESEA). A procedure established by ESEA determined the statewide API goal. The API goal under AYP will increase over time so that all schools are expected to reach 800 by 2013-14. More information can be found on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Actual Statewide API Compared to Statewide API Goal, 2008-09

Statewide API	Statewide API Goal
755	650

High School Graduation Rate

The high school graduation rate is a required component of California’s definition of AYP, required under the ESEA. The graduation rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades nine through twelve, in consecutive years, plus the number of graduates. A procedure established by ESEA determined the statewide graduation rate goal.

Actual Statewide Graduation Rate Compared to Statewide Graduation Rate Goal, 2008-09

Statewide Graduation Rate	Statewide Graduation Rate Goal
80.2	83.1

Adequate Yearly Progress Status

The federal Elementary and Secondary Education Act (ESEA) requires that all students perform at or above the Proficient level on the state's standards-based assessments by 2013-14. In order to achieve this goal, districts and schools must make AYP in meeting minimum annual measurable objectives in English-language arts and mathematics. Detailed information about AYP can be found on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Schools and local educational agencies (LEAs) that do not make AYP for two consecutive years enter Program Improvement (PI). PI is a federal intervention program where schools and LEAs are subject to increasingly severe sanctions for each year they do not make AYP. The list of all schools and LEAs identified for PI can be found on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress and Program Improvement Status of Local Educational Agencies and Schools, 2008-09

Type	Adequate Yearly Progress (AYP) Status			Program Improvement (PI) Status		
	Total Number of LEAs/Schools	Number Making AYP	Percent Making AYP	Total Number of Eligible LEAs/Schools*	Number in PI	Percent in PI
LEAs	1,024	386	37.7	936	298	31.8
Schools	9,917	5,010	50.5	6,066	2,796	46.1

*Only schools and LEAs receiving Title I funding are eligible for PI identification and interventions. Single-school districts and direct-funded charter schools are included among the total number of eligible schools rather than the total number of eligible LEAs. Figures used are based on AYP and PI data released on September 2, 2009.

Note: LEA refers to school districts, county offices of education that operate schools, and direct-funded charter schools.

Teacher Qualifications

The Elementary and Secondary Education Act (ESEA) requires that all teachers teaching in core academic subjects be “highly qualified” not later than the end of the 2006-07 school year. In general, 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 ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Type of Teacher Credential, 2008-09

Type of Credential	Percent*
Full	95.99
Alternative routes to certification (District Internship/University Internship)	2.82
Pre-Internship	0.04
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	1.43
Waiver	0.84

*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.

Teacher Education Level, 2008-09

Education Level	Percent
Doctorate	0.8
Master’s Degree + 30 or more semester hours	17.8
Master’s Degree	19.2
Bachelor’s Degree + 30 or more semester hours	47.1
Bachelor’s Degree	14.7
Less than Bachelor’s Degree	0.3
None Reported	0.1

Percent of Core Academic Courses Taught by Highly Qualified Teachers, 2008-09

	Percent of Core Academic Courses	
	Not Taught by Highly Qualified Teachers	Taught by Highly Qualified Teachers
Statewide	4.64	95.36
In High-Poverty Schools	9.20	90.80
In Low-Poverty Schools	3.68	96.32

Statewide data source: 2008 California Basic Educational Data System (CBEDS) Assignment data.
 Poverty Level data source: 2008 CBEDS Assignment data and 2008 Free and Reduced Price Meals data.

**National Assessment of Educational Progress
Reading and Mathematics Grades 4 and 8**

The National Assessment of Educational Progress (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, writing, science, the arts, civics, economics, geography, and U.S. history. Information on student performance in reading (2007) and mathematics (2009) are reported, in the aggregate and disaggregated by subgroup, by achievement levels (i.e., below basic, basic, proficient, and advanced) and the participation of students with disabilities and English language learners. Complete results from the latest NAEP assessments can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

**California NAEP Results in Reading and Mathematics
by Grade Level, 2008-09**

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading Grades 4 and 8

The National Assessment of Educational Progress (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, writing, science, the arts, civics, economics, geography, and U.S. history. Information on student performance in reading (2007) and mathematics (2009) are reported, in the aggregate and disaggregated by subgroup, by achievement levels (i.e., below basic, basic, proficient, and advanced) and the participation of students with disabilities and English language learners. Complete results from the latest NAEP assessments can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

California NAEP Results in Reading Disaggregated by Student Subgroup, 2008-09

Student Subgroup and Grade Level	Percent at Achievement Level			
	Below Basic	Basic	Proficient	Advanced
Ethnicity				
African American, Grade 4	58	29	12	2
African American, Grade 8	53	38	9	0
American Indian or Alaska Native, Grade 4	*	*	*	*
American Indian or Alaska Native, Grade 8	38	40	17	4
Asian Pacific Islander, Grade 4	26	32	29	13
Asian Pacific Islander, Grade 8	25	40	31	4
Hispanic or Latino, Grade 4	61	28	10	1
Hispanic or Latino, Grade 8	50	39	10	0
White, Grade 4	26	34	30	10
White, Grade 8	22	44	31	3
Status				
Eligible for National School Lunch, Grade 4	62	27	10	1
Eligible for National School Lunch, Grade 8	50	39	10	0
English Language Learners, Grade 4	74	20	5	1
English Language Learners, Grade 8	74	23	3	0
Students With Disabilities, Grade 4	74	18	7	1
Students With Disabilities, Grade 8	79	17	4	0
Gender				
Male, Grade 4	51	30	16	4
Male, Grade 8	43	40	16	1
Female, Grade 4	43	31	20	7
Female, Grade 8	33	41	23	2

*Reporting standards were not met.

National Assessment of Educational Progress Mathematics Grades 4 and 8

The National Assessment of Educational Progress (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, writing, science, the arts, civics, economics, geography, and U.S. history. Information on student performance in reading (2007) and mathematics (2009) are reported, in the aggregate and disaggregated by subgroup, by achievement levels (i.e., below basic, basic, proficient, and advanced) and the participation of students with disabilities and English language learners. Complete results from the latest NAEP assessments can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

California NAEP Results in Mathematics Disaggregated by Student Subgroup, 2008-09

Student Subgroup and Grade Level	Percent at Achievement Level			
	Below Basic	Basic	Proficient	Advanced
Ethnicity				
African American, Grade 4	44	43	12	1
African American, Grade 8	60	30	9	1
American Indian or Alaska Native, Grade 4	*	*	*	*
American Indian or Alaska Native, Grade 8	*	*	*	*
Asian Pacific Islander, Grade 4	7	32	41	20
Asian Pacific Islander, Grade 8	18	36	33	13
Hispanic or Latino, Grade 4	41	45	13	1
Hispanic or Latino, Grade 8	55	34	10	1
White, Grade 4	11	38	42	9
White, Grade 8	22	39	29	10
Status				
Eligible for National School Lunch, Grade 4	40	45	14	1
Eligible for National School Lunch, Grade 8	53	35	11	1
English Language Learners, Grade 4	52	42	6	0
English Language Learners, Grade 8	79	18	3	0
Students With Disabilities, Grade 4	57	27	13	3
Students With Disabilities, Grade 8	82	15	3	0
Gender				
Male, Grade 4	28	41	26	6
Male, Grade 8	39	35	20	6
Female, Grade 4	29	42	24	5
Female, Grade 8	42	37	17	4

*Reporting standards were not met.

**National Assessment of Educational Progress
Students with Disabilities and English Language Learners Grades 4 and 8**

The National Assessment of Educational Progress (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, writing, science, the arts, civics, economics, geography, and U.S. history. Information on student performance in reading (2007) and mathematics (2009) are reported, in the aggregate and disaggregated by subgroup, by achievement levels (i.e., below basic, basic, proficient, and advanced) and the participation of students with disabilities and English language learners. Complete results from the latest NAEP assessments can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

**California and National NAEP Results in Reading and Mathematics
by Grade Level, 2008-09**

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	66	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92