



[CDE Home](#)

# Local Educational Agency Accountability Report Card

## Local Educational Agency Contact Information (school year 2010-11)

[Home - LEA Accountability Report Card](#) | [Search](#)

[LEA Contact Information](#) | [Accountability](#) | [Program Improvement](#) | [Academic Assessment](#)  
[STAR Results - ELA](#) | [STAR Results - Math](#) | [CAHSEE Results](#) | [Teacher Information](#) | [NAEP Results](#)  
[Complete LEA Accountability Report Card](#)

This section provides the local educational agency's contact information.

<b>LEA Name</b>	Sweetwater Union High
<b>Phone Number</b>	619-691-5500
<b>Web Site</b>	<a href="http://www.sweetwaterschools.org/">http://www.sweetwaterschools.org/</a>
<b>Superintendent</b>	Dr. Edward M. Brand, Acting Superintendent
<b>E-mail Address</b>	<a href="mailto:edward.brand@sweetwaterschools.org">edward.brand@sweetwaterschools.org</a>
<b>CDS Code</b>	37684110000000

\* County District School Code

## Section I. Accountability

### Part A. Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and local educational agencies (LEAs) meet the following Adequate Yearly Progress (AYP) criteria:

- **Participation rate** on the state's standards-based assessments in English-language arts (ELA) and Mathematics
- **Percent proficient** on the state's standards-based assessments in ELA and mathematics
- **Academic Performance Index** as an additional indicator
- **Graduation rate** as an additional indicator (for secondary schools)

Information about AYP, including participation rates and percent proficient results by student group, can be found at the [California Department of Education AYP](#) Web page.

### Adequate Yearly Progress, 2010–11

Table 1 displays information on the performance of the LEA regarding whether it made AYP and information on the number and percent of schools making AYP.

### Table 1 Adequate Yearly Progress

LEA Number of AYP Criteria Met Out of the Total Number of Criteria Possible	LEA MET All AYP Requirements	Total Number of Schools	Number of Schools Making AYP	Percent of Schools Making AYP
Met 36 of 46	No	30	8	26.7

Note: Percent proficient targets vary by school type.

## Part B. Academic Performance Index

The Academic Performance Index (API) is an additional indicator used by the state to determine Adequate Yearly Progress (AYP). It is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Detailed information about the API can be found at the [California Department of Education API](#) Web page.

### Academic Performance Index

Table 2 displays 2010–11 API data for the LEA and the State.

### Table 2 Academic Performance Index

LEA 2010 Base API	LEA 2011 Growth API	LEA 2010-11 Growth	LEA Met 2011 API Criteria	State 2010 Base API	State 2011 Growth API	State 2010-11 Growth	State Met 2011 API Criteria
760	785	25	Yes	768	778	10	Yes

Note: The LEA and state "Met 2011 API Criteria" refers to meeting the API additional indicator criteria for AYP--LEAs do not receive API Growth Targets.

## Part C. Graduation Rate

The graduation rate is an additional indicator used by the state to determine AYP. This rate is consistent with U.S. Department of Education approved definitions.

Further information about graduation rates can be found on the [California Department of Education DataQuest](#) Web page.

Table 3 displays graduation rate data for the most recent year.

### Table 3 Graduation Rate

Rate for 2010, Class of 2008-09	Rate for 2011, Class of 2009-10	Change	Target	Met 2011 Graduation Rate Criteria
84.98	88.25	3.27	85.54	Yes

## Section II. Program Improvement

Schools and local educational agencies (LEAs) that receive Title I, Part A, funds are identified for Program Improvement (PI) if they do not meet Adequate Yearly Progress (AYP) criteria for two consecutive years in specific areas.

The Elementary and Secondary Education Act requirements for PI schools and LEAs can be found on the [California Department of Education \(CDE\) PI](#) Web page.

The names of schools within LEAs by year in PI can be found on the [CDE Accountability Progress Reporting \(APR\)](#) Web page.

### Program Improvement Status of Schools in the Local Educational Agency, 2010–11

Table 4 displays the LEA's PI status; the number and percent of schools in the LEA in PI; and the number of schools in the LEA in PI years one through five.

**Table 4 Program Improvement**

LEA PI Status	Number of Schools Receiving Title I Funds	Total Number of Schools in PI	Percent of Schools in PI	Number of Schools in Year 1	Number of Schools in Year 2	Number of Schools in Year 3	Number of Schools in Year 4	Number of Schools in Year 5
In PI	20	14	70.0	3	5	0	0	6

## Section III. Academic Assessment Results

### Part A. Standardized Testing and Reporting Program Results

The state of California uses the results of the Standardized Testing and Reporting (STAR) Program in grades two through eight and the California High School Exit Examination (CAHSEE) in grade ten to evaluate Adequate Yearly Progress (AYP) under the federal Elementary and Secondary Education Act.

The STAR Program includes three components:

1. **California Standards Tests (CSTs):** assess students' achievement of California's content standards
2. **California Modified Assessment (CMA):** assesses students' on modified achievement standards who have an individualized education program who meet the eligibility criteria adopted by the State Board of Education.
3. **California Alternate Performance Assessment (CAPA):** assesses students' achievement on content standards who have significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with modifications or the CMA with accommodations.

Five performance levels are reported for STAR results: advanced, proficient, basic, below basic, and far below

basic.

STAR program results information can be found on the [California Department of Education \(CDE\) STAR Results](#) Web site.

Further information on the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide on the [CDE STAR 2009 Program Information](#) Web page.

## 2010–11 California Standards Test Results for All Students, Grades Two through Eight

Table 5 displays information on how students served by the local educational agency achieved on STAR tests compared to students in the state as a whole.

**Table 5 STAR Results**

Subject	LEA Number Tested	LEA Percent Proficient or Advanced	State Number Tested	State Percent Proficient or Advanced
English-Language Arts	11,829	58.8	3,259,381	55.7
Mathematics	11,824	51.9	3,256,611	58.9

Note 1: The number of students tested includes students that did not receive a score. This is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

Note 2: Inclusion and exclusion rules are different for the LEA Report Card than other public assessment reports.

## Two-year Trend in Student Achievement, STAR Results

Tables 6 and 7 display the most recent two-year trend data in student achievement in English-language arts and mathematics in grades two through eight.

**Table 6 English-Language Arts**

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
07	2010	5,969	5,947	99.6	22	0.4	6.0	12.0	28.6	33.1	20.4
07	2011	5,881	5,861	99.7	20	0.3	5.4	10.6	24.8	37.0	22.2
08	2010	6,271	6,253	99.7	18	0.3	6.9	12.1	28.6	27.3	25.1
08	2011	5,991	5,968	99.6	23	0.4	5.3	10.2	26.0	28.9	29.6

Note 1: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

## Table 7 Mathematics

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
07	2010	5,969	5,948	99.6	21	0.4	5.2	14.8	27.0	31.7	21.2
07	2011	5,881	5,861	99.7	20	0.3	3.9	14.9	26.4	35.5	19.3
08	2010	6,271	6,247	99.6	24	0.4	7.1	18.2	30.5	33.6	10.6
08	2011	5,991	5,963	99.5	28	0.5	5.5	18.7	26.9	34.1	14.9

Note 1: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

## English-Language Arts STAR Results

### 2010–11 STAR Results Disaggregated by Student Group

Tables 8 through 14 display information on enrollment; the number and percentage of students tested, the number and percentage of students not tested, and information on student achievement at each proficiency level in English-language arts for the local educational agency, by group, for grades two through eight.

A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP) or neither of the student's parents was a high school graduate.

A student is defined as recently enrolled limited English proficient if the student was enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

### Table 8 English-Language Arts Grade 2

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note 1: The goal for Adequate Yearly Progress of proficient or above in English-Language Arts varies by district type. For elementary school districts the goal is 67.6 percent, for high school districts, 66.7 percent, and for unified school districts, 67.0 percent.

Note 2: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

### Table 9 English-Language Arts Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note 1: The goal for Adequate Yearly Progress of proficient or above in English-Language Arts varies by district type. For elementary school districts the goal is 67.6 percent, for high school districts, 66.7 percent, and for unified school districts, 67.0 percent.

Note 2: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

### Table 10 English-Language Arts Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note 1: The goal for Adequate Yearly Progress of proficient or above in English-Language Arts varies by district type. For elementary school districts the goal is 67.6 percent, for high school districts, 66.7 percent, and for unified school districts, 67.0 percent.

Note 2: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

### Table 11 English-Language Arts Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note 1: The goal for Adequate Yearly Progress of proficient or above in English-Language Arts varies by district type. For elementary school districts the goal is 67.6 percent, for high school districts, 66.7 percent, and for unified school districts, 67.0 percent.

Note 2: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

### Table 12 English-Language Arts Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced

Student Group	Total Enrollment	Number Tested	Percent Tested	Not Tested	Not Tested	Below Basic	Below Basic	Basic	Proficient	Advanced
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note 1: The goal for Adequate Yearly Progress of proficient or above in English-Language Arts varies by district type. For elementary school districts the goal is 67.6 percent, for high school districts, 66.7 percent, and for unified school districts, 67.0 percent.

Note 2: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

**Table 13 English-Language Arts Grade 7**

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
All Students	5,881	5,861	99.7	20	0.3	5.4	10.6	24.8	37.0	22.2
Black or African American	218	217	99.5	1	0.5	4.1	12.9	26.3	35.5	21.2
American Indian or Alaska Native	53	53	100	0	0	3.8	15.1	26.4	37.7	17.0
Asian	144	143	99.3	1	0.7	5.6	4.2	9.8	41.3	39.2
Filipino	565	565	100	0	0	2.0	4.1	16.7	42.2	35.1
Hispanic or Latino	4,282	4,267	99.6	15	0.4	6.4	12.1	27.5	36.2	17.8
Native Hawaiian/Pacific Islander	41	41	100	0	0	4.9	4.9	29.3	43.9	17.1
White	567	565	99.6	2	0.4	2.1	5.9	15.4	36.5	40.1
Two or More Races	11	10	90.9	1	9.1	--	--	--	--	--
Socioeconomically Disadvantaged	3,478	3,467	99.7	11	0.3	7.2	13.2	29.3	35.7	14.6
English Learners	1,386	1,381	99.6	5	0.4	16.0	25.2	37.6	16.5	4.7
Students with Disabilities	671	661	98.5	10	1.5	11.7	19.7	19.4	27.1	22.1
Migrant Education Services	1	1	100	0	0	--	--	--	--	--
Recently Enrolled Limited English Proficient	102	101	99.0	1	1.0	41.6	30.7	18.8	5.9	3.0
Male	3,068	3,057	99.6	11	0.4	7.0	12.8	25.8	35.9	18.5
Female	2,813	2,804	99.7	9	0.3	3.6	8.2	23.7	38.2	26.2

Note 1: The goal for Adequate Yearly Progress of proficient or above in English-Language Arts varies by district type. For elementary school districts the goal is 67.6 percent, for high school districts, 66.7 percent, and for unified school districts, 67.0 percent.

Note 2: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

**Table 14 English-Language Arts Grade 8**

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
All Students	5,991	5,968	99.6	23	0.4	5.3	10.2	26.0	28.9	29.6
Black or African American	241	241	100	0	0	5.8	7.9	23.2	30.3	32.8
American Indian or Alaska Native	18	18	100	0	0	0.0	11.8	41.2	23.5	23.5
Asian	130	130	100	0	0	2.3	6.9	13.8	26.2	50.8
Filipino	577	575	99.7	2	0.3	1.4	3.8	15.1	29.2	50.4
Hispanic or Latino	4,399	4,378	99.5	21	0.5	6.4	11.9	28.6	29.4	23.7
Native Hawaiian/Pacific Islander	49	49	100	0	0	6.1	10.2	24.5	30.6	28.6
White	564	564	100	0	0	2.1	5.5	19.9	24.5	48.0
Two or More Races	13	13	100	0	0	0.0	7.7	38.5	30.8	23.1
Socioeconomically Disadvantaged	3,456	3,441	99.6	15	0.4	6.9	12.9	30.0	28.3	22.0
English Learners	1,339	1,329	99.3	10	0.7	17.2	26.9	35.7	13.9	6.3
Students with Disabilities	733	724	98.8	9	1.2	8.1	17.5	27.2	24.2	22.9
Migrant Education Services	5	5	100	0	0	--	--	--	--	--
Recently Enrolled Limited English Proficient	77	77	100	0	0	35.1	32.5	24.7	7.8	0.0
Male	3,117	3,105	99.6	12	0.4	6.4	11.8	26.0	29.4	26.4
Female	2,874	2,863	99.6	11	0.4	4.1	8.6	25.9	28.3	33.0

Note 1: The goal for Adequate Yearly Progress of proficient or above in English-Language Arts varies by district type. For elementary school districts the goal is 67.6 percent, for high school districts, 66.7 percent, and for unified school districts, 67.0 percent.

Note 2: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

## Mathematics STAR Results

### 2010–11 STAR Results Disaggregated by Student Group

Tables 15 through 21 display information on enrollment; the number and percentage of students tested, the number and percentage of students not tested, and information on student achievement at each proficiency level in mathematics for the local educational agency, by group, for grades two through eight.

A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP) or neither of the student's parents was a high school graduate.



A student is defined as recently enrolled limited English proficient if the student was enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

### Table 15 Mathematics Grade 2

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note 1: The goal for Adequate Yearly Progress of proficient or above in mathematics varies by district type. For elementary school districts the goal is 68.5 percent, for high school districts, 66.1 percent, and for unified school districts, 67.3 percent.

Note 2: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

### Table 16 Mathematics Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note 1: The goal for Adequate Yearly Progress of proficient or above in mathematics varies by district type. For elementary school districts the goal is 68.5 percent, for high school districts, 66.1 percent, and for unified school districts, 67.3 percent.

Note 2: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

### Table 17 Mathematics Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note 1: The goal for Adequate Yearly Progress of proficient or above in mathematics varies by district type. For elementary school districts the goal is 68.5 percent, for high school districts, 66.1 percent, and for unified school districts, 67.3 percent.

Note 2: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

### Table 18 Mathematics Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note 1: The goal for Adequate Yearly Progress of proficient or above in mathematics varies by district type. For elementary school districts the goal is 68.5 percent, for high school districts, 66.1 percent, and for unified school districts, 67.3 percent.

Note 2: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

### Table 19 Mathematics Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note 1: The goal for Adequate Yearly Progress of proficient or above in mathematics varies by district type. For elementary school districts the goal is 68.5 percent, for high school districts, 66.1 percent, and for unified school districts, 67.3 percent.

Note 2: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

### Table 20 Mathematics Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
All Students	5,881	5,861	99.7	20	0.3	3.9	14.9	26.4	35.5	19.3
Black or African American	218	216	99.1	2	0.9	2.8	18.1	26.0	33.5	19.5
American Indian or Alaska Native	53	53	100	0	0	3.8	17.0	24.5	41.5	13.2
Asian	144	144	100	0	0	1.4	4.2	14.6	35.4	44.4
Filipino	565	565	100	0	0	2.0	5.5	17.0	38.1	37.4
Hispanic or Latino	4,282	4,267	99.6	15	0.4	4.4	17.2	29.0	34.9	14.5
Native Hawaiian/Pacific Islander	41	41	100	0	0	4.9	19.5	17.1	29.3	29.3

White	567	565	99.6	2	0.4	3.0	7.3	19.8	39.1	30.8
Two or More Races	11	10	90.9	1	9.1	--	--	--	--	--
Socioeconomically Disadvantaged	3,478	3,465	99.6	13	0.4	5.1	18.6	30.3	34.1	11.9
English Learners	1,386	1,382	99.7	4	0.3	9.4	29.1	32.8	22.2	6.4
Students with Disabilities	671	662	98.7	9	1.3	13.2	23.6	21.0	27.2	15.0
Migrant Education Services	1	1	100	0	0	--	--	--	--	--
Recently Enrolled Limited English Proficient	102	101	99.0	1	1.0	14.9	34.7	31.7	13.9	5.0
Male	3,068	3,057	99.6	11	0.4	4.7	15.4	25.3	34.9	19.6
Female	2,813	2,804	99.7	9	0.3	3.0	14.3	27.6	36.3	18.9

Note 1: The goal for Adequate Yearly Progress of proficient or above in mathematics varies by district type. For elementary school districts the goal is 68.5 percent, for high school districts, 66.1 percent, and for unified school districts, 67.3 percent.

Note 2: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

## Table 21 Mathematics Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
All Students	5,991	5,963	99.5	28	0.5	5.5	18.7	26.9	34.1	14.9
Black or African American	241	240	99.6	1	0.4	7.5	21.7	26.7	31.7	12.5
American Indian or Alaska Native	18	18	100	0	0	11.1	11.1	44.4	33.3	0.0
Asian	130	129	99.2	1	0.8	2.3	6.2	16.3	36.4	38.8
Filipino	577	575	99.7	2	0.3	1.0	7.0	16.9	45.0	30.1
Hispanic or Latino	4,399	4,376	99.5	23	0.5	6.4	21.1	29.2	32.0	11.3
Native Hawaiian/Pacific Islander	49	49	100	0	0	4.1	14.3	28.6	34.7	18.4
White	564	564	100	0	0	2.8	14.0	20.6	40.0	22.6
Two or More Races	13	12	92.3	1	7.7	0.0	8.3	25.0	33.3	33.3
Socioeconomically Disadvantaged	3,456	3,436	99.4	20	0.6	7.0	22.6	29.1	30.3	10.9
English Learners	1,339	1,327	99.1	12	0.9	13.2	31.8	29.9	19.3	5.7
Students with Disabilities	733	721	98.4	12	1.6	18.9	32.6	20.6	15.7	12.1
Migrant Education Services	5	5	100	0	0	--	--	--	--	--
Recently Enrolled Limited English Proficient	77	77	100	0	0	13.0	36.4	27.3	16.9	6.5
Male	3,117	3,101	99.5	16	0.5	6.6	19.3	26.1	33.0	15.0
Female	2,874	2,862	99.6	12	0.4	4.3	18.0	27.6	35.2	14.8

Note 1: The goal for Adequate Yearly Progress of proficient or above in mathematics varies by district type. For elementary school districts the goal is 68.5 percent, for high school districts, 66.1 percent, and for unified school districts, 67.3 percent.

Note 2: There are five performance levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced)

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

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

## CAHSEE Results

### Part B. The California High School Exit Examination

The California High School Exit Examination (CAHSEE) is one measure of whether students have mastered the skills necessary for high school graduation.

The three performance levels are Not Proficient (did not meet state requirements), Proficient (met state requirements), and Advanced (exceeded state requirements).

More information can be found on the [California Department of Education CAHSEE](#) Web page.

### 2010–11 California High School Exit Examination Results for All Students, Grade Ten

Table 22 displays information on how students served by the local educational agency (LEA) achieved on the CAHSEE compared to students in the state as a whole.

**Table 22 California High School Exit Examination Results**

Subject	LEA Number Tested	LEA Percent Proficient or Advanced	State Number Tested	State Percent Proficient or Advanced
English Language Arts	6,955	62.1	475,842	58.9
Mathematics	6,948	64.0	473,439	56.2

Note: Inclusion and exclusion rules are different for the LEA Report Card than other public assessment reports.

### Two-Year Trend in Student Achievement, California High School Exit Examination, Grade Ten

Tables 23 and 24 display the most recent two-year trend data in student achievement in English-language arts and mathematics in grade ten.

### Table 23 English-Language Arts Grade 10

Year	Total Enrollment	Number Tested	Percent Tested	Not Proficient	Proficient	Advanced
2009-10	7,403	7,054	95.3	47.6	23.3	29.1
2010-11	7,280	6,955	95.5	37.9	28.2	33.9

Note: Inclusion and exclusion rules are different for the LEA Report Card than other public assessment reports.

## Table 24 Mathematics Grade 10

Year	Total Enrollment	Number Tested	Percent Tested	Not Proficient	Proficient	Advanced
2009-10	7,403	7,044	95.2	41.6	37.2	21.2
2010-11	7,280	6,948	95.4	36.0	38.6	25.4

Note: Inclusion and exclusion rules are different for the LEA Report Card than other public assessment reports.

## 2010–11 California High School Exit Examination Results Disaggregated by Student Group

Tables 25 and 26 display information for grade ten on enrollment; the number and percentage of students tested; the number and percentage of students not tested in English-language arts and mathematics for the local educational agency; and student achievement at each proficiency level by group for grade ten.

A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP) or neither of the student's parents was a high school graduate.

A student is defined as recently enrolled limited English proficient if the student will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

## Table 25 English-Language Arts Grade 10

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Not Proficient	Proficient	Advanced
All Students	7,280	6,955	95.5	325	4.5	37.9	28.2	33.9
Black or African American	297	284	95.6	13	4.4	39.4	25.4	35.2
American Indian or Alaska Native	37	32	86.5	5	13.5	25.0	37.5	37.5
Asian	169	163	96.4	6	3.6	16.6	19.6	63.8
Filipino	627	610	97.3	17	2.7	16.4	23.9	59.7
Hispanic or Latino	5,414	5,175	95.6	239	4.4	43.1	28.7	28.2
Native Hawaiian/Pacific Islander	54	49	90.7	5	9.3	32.7	34.7	32.7
White	682	642	94.1	40	5.9	22.3	30.8	46.9
Socioeconomically Disadvantaged	4,226	4,007	94.8	219	5.2	46.3	29.1	24.5
English Learners	1,768	1,646	93.1	122	6.9	85.2	12.6	2.2
Students with Disabilities	821	685	83.4	136	16.6	81.9	12.8	5.3
Migrant Education	10	10	100	0	0	--	--	--

Services								
Recently Enrolled Limited English Proficient	185	179	96.8	6	3.2	91.6	6.7	1.7
Male	3,772	3,593	95.3	179	4.7	41.0	28.8	30.3
Female	3,508	3,362	95.8	146	4.2	34.6	27.6	37.8

Note 1: The goal for Adequate Yearly Progress of proficient or above in English-Language Arts varies by district type. For elementary school districts the goal is 67.6 percent, for high school districts, 66.7 percent, and for unified school districts, 67.0 percent.

Note 2: There are three performance levels (Not Proficient, Proficient, Advanced)

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

## Table 26 Mathematics Grade 10

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Not Proficient	Proficient	Advanced
All Students	7,280	6,948	95.4	332	4.6	36.0	38.6	25.4
Black or African American	297	285	96.0	12	4.0	42.1	38.6	19.3
American Indian or Alaska Native	37	33	89.2	4	10.8	30.3	45.5	24.2
Asian	169	165	97.6	4	2.4	13.9	23.6	62.4
Filipino	627	613	97.8	14	2.2	16.8	37.2	46.0
Hispanic or Latino	5,414	5,161	95.3	253	4.7	39.9	39.1	21.0
Native Hawaiian/Pacific Islander	54	49	90.7	5	9.3	28.6	49.0	22.4
White	682	642	94.1	40	5.9	27.1	38.5	34.4
Socioeconomically Disadvantaged	4,226	4,005	94.8	221	5.2	41.7	37.5	20.7
English Learners	1,768	1,651	93.4	117	6.6	66.7	26.2	7.1
Students with Disabilities	821	686	83.6	135	16.4	80.6	15.2	4.2
Migrant Education Services	10	10	100	0	0	--	--	--
Recently Enrolled Limited English Proficient	185	181	97.8	4	2.2	79.0	16.6	4.4
Male	3,772	3,591	95.2	181	4.8	34.2	38.0	27.8
Female	3,508	3,357	95.7	151	4.3	38.0	39.2	22.8

Note 1: The goal for Adequate Yearly Progress of proficient or above in Mathematics varies by district type. For elementary school districts the goal is 68.5 percent, for high school districts, 66.1 percent, and for unified school districts, 67.3 percent.

Note 2: There are three performance levels (Not Proficient, Proficient, Advanced)

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

## Section IV. Teachers

The federal Elementary and Secondary Education Act (ESEA) requires that all teachers teaching in core academic subjects be "highly qualified" by the end of the 2006–07 school year. In general, the ESEA requires that each teacher must have: (1) a bachelor's degree; (2) a state credential or an Intern Certificate/Credential for no

more than three years; and (3) demonstrated subject matter competence for each core subject taught.

More information on teacher qualifications required by the ESEA can be found at the [California Department of Education \(CDE\) Improving Teacher and Principal Quality](#) Web page.

Detailed information on teacher qualification data can be found on the [CDE DataQuest](#) Web page.

## 2010–11 Teacher Education Level

Table 27 displays information on the professional qualifications of teachers in the local educational agency, including the percentage of teachers at each education level.

**Table 27 Teacher Education Levels**

Education Level	Percent
Doctorate	1.4
Master's degree plus 30 or more semester hours	10.4
Master's degree	38.4
Bachelor's degree plus 30 or more semester hours	44.5
Bachelor's degree	4.3
Less than bachelor's degree	0
Not reported	1.0

## 2010–11 Teacher Credentials

Table 28 displays information on the professional qualifications of teachers in the local educational agency, including the percentage of teachers teaching with an emergency or provisional credential.

**Table 28 Teacher Credentials**

\* These data were not collected by the California Department of Education in 2010-11

## 2010–11 Core Academic Classes Taught by Highly Qualified Teachers

Table 29 displays the percent of classes in ESEA core academic subjects taught by an ESEA Highly Qualified Teacher and by a non-ESEA Highly Qualified Teacher in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

**Table 29 Core Academic Classes Taught by Highly Qualified Teachers**

Location of Classes	Percent of classes in Core Academic Subjects Taught by an ESEA Highly Qualified Teacher	Percent of classes in Core Academic Subjects Taught by a Non-ESEA Highly Qualified Teacher

All Schools in District	65.4	34.6
High-Poverty Schools in District	58.7	41.3
Low-Poverty Schools in District	81.4	18.6

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

## Section V. National Assessment of Educational Progress

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 in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed).

### Sampling

Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the local educational agency or the individual school.

### Comparing National Assessment of Educational Progress Results to Standardized Testing and Reporting Program Results

Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight, and twelve and for long-term trends assesses ages nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight.

The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts, encompassing reading as well as writing conventions, spelling, and grammar.

Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations.

Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks.

### More Information

Detailed information regarding the NAEP results, including participation rates and test results for each grade and performance level, can be found on the [National Center for Education Statistics](#) Web page (Outside Source).

Information on the differences between NAEP and CST can be found on the [CDE NAEP](#) Web page.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level, All Students

Table 30 displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2011) and mathematics (2011) for grades four and eight.

### Table 30 All Students

--	--	--	--	--	--



Subject and Grade Level	State Average Scale Score	National Average Scale Score	Percent at Basic Achievement Level	Percent at Proficient Achievement Level	Percent at Advanced Achievement Level
Reading 2011, Grade 4	211	220	32	19	6
Reading 2011, Grade 8	255	264	42	21	3
Mathematics 2011, Grade 4	234	240	40	28	6
Mathematics 2011, Grade 8	273	283	36	19	6

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level, Students with Disabilities, and/or English Language Learners

Table 31 displays the state and national participation rates on the National Assessment of Educational Progress for reading (2011) and mathematics (2011) for students with disabilities and/or English language learners for grades four and eight.

### Table 31 Results by Grade Level, Students with Disabilities, and/or English Language Learners

Subject and Grade Level	State Participation Rate Students With Disabilities and/or English Language Learners	State Participation Rate Students With Disabilities	State Participation Rate English Language Learners	National Participation Rate Students With Disabilities and/or English Language Learners	National Participation Rate Students With Disabilities	National Participation Rate English Language Learners
Reading 2011, Grade 4	94	80	96	83	77	89
Reading 2011, Grade 8	91	79	95	80	76	86
Mathematics 2011, Grade 4	96	86	98	90	85	96
Mathematics 2011, Grade 8	95	91	97	85	81	93

Questions: SARC Team | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0869

California Department of Education  
1430 N Street  
Sacramento, CA 95814

Web Policy