California Assessment of Student Performance and Progress (CAASPP) 2015 Results
2015 CAASPP Results

ABOUT THE TEST SCORES
• The California Assessment of Student Performance and Progress (CAASPP) was administered for the first time in 2015. This assessment, which is aligned with new California standards—standards that are based on the Common Core—is more challenging than the previous California Standards Test (CST). These new test results should not be compared to previous CST results. Instead, they should serve as a baseline from which we can measure future growth.
• The CAASPP measures knowledge and skills in English language arts/literacy (ELA) and mathematics. These standards are meant to foster college and career readiness.
• These baseline scores tell us how many students are meeting these new, more rigorous standards. They also tell us how many students are exceeding standards, nearly meeting standards, and not meeting standards.

WHAT THE RESULTS TELL US
• Large percentages of students are not yet performing at a level that suggests they are on track to college and career readiness. There is plenty of room to grow.
• There are large achievement gaps, with economically disadvantaged students, English learners, African American students, and Latino students performing far below their economically advantaged, White, and Asian peers.
MATHEMATICS RESULTS
Math CAASPP, 2015
By Grade Level

Percent of Students at Each Performance Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard Not Met</th>
<th>Standard Nearly Met</th>
<th>Standard Met</th>
<th>Standard Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>33%</td>
<td>14%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>4th</td>
<td>31%</td>
<td>26%</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>5th</td>
<td>41%</td>
<td>22%</td>
<td>15%</td>
<td>19%</td>
</tr>
<tr>
<td>6th</td>
<td>36%</td>
<td>29%</td>
<td>18%</td>
<td>26%</td>
</tr>
<tr>
<td>7th</td>
<td>37%</td>
<td>29%</td>
<td>19%</td>
<td>25%</td>
</tr>
<tr>
<td>8th</td>
<td>41%</td>
<td>26%</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>11th</td>
<td>45%</td>
<td>25%</td>
<td>18%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Source: California Department of Education
3rd Grade Math CAASPP, 2015
By Student Race/Ethnicity

Percent of Students at Each Performance Level

- Standard Not Met
- Standard Nearly Met
- Standard Met
- Standard Exceeded

Source: California Department of Education
3rd Grade Math CAASPP, 2015
By Student Subgroups

Percent of Students at Each Performance Level

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>All Students</th>
<th>Economically Disadvantaged</th>
<th>Not Economically Disadvantaged</th>
<th>English Learner</th>
<th>Reclassified English Learner</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>14%</td>
<td>26%</td>
<td>27%</td>
<td>5%</td>
<td>22%</td>
<td>6%</td>
</tr>
<tr>
<td>20%</td>
<td>33%</td>
<td>43%</td>
<td>35%</td>
<td>29%</td>
<td>40%</td>
<td>18%</td>
</tr>
<tr>
<td>40%</td>
<td>49%</td>
<td>22%</td>
<td>16%</td>
<td>49%</td>
<td>27%</td>
<td>64%</td>
</tr>
<tr>
<td>60%</td>
<td>64%</td>
<td>11%</td>
<td>22%</td>
<td>22%</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>80%</td>
<td>18%</td>
<td>6%</td>
<td>27%</td>
<td>17%</td>
<td>22%</td>
<td>6%</td>
</tr>
<tr>
<td>100%</td>
<td>12%</td>
<td>6%</td>
<td>30%</td>
<td>17%</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Source: California Department of Education
8th Grade Math CAASPP, 2015
By Student Race/Ethnicity

Percent of Students at Each Performance Level

- **All Students**
  - Standard Not Met: 41%
  - Standard Nearly Met: 61%
  - Standard Met: 52%
  - Standard Exceeded: 17%

- **Black or African American**
  - Standard Not Met: 16%
  - Standard Nearly Met: 10%
  - Standard Met: 8%
  - Standard Exceeded: 13%

- **American Indian or Alaska Native**
  - Standard Not Met: 17%
  - Standard Nearly Met: 26%
  - Standard Met: 52%
  - Standard Exceeded: 27%

- **Asian**
  - Standard Not Met: 20%
  - Standard Nearly Met: 27%
  - Standard Met: 25%
  - Standard Exceeded: 28%

- **Filipino**
  - Standard Not Met: 13%
  - Standard Nearly Met: 21%
  - Standard Met: 52%
  - Standard Exceeded: 27%

- **Hispanic or Latino**
  - Standard Not Met: 44%
  - Standard Nearly Met: 23%
  - Standard Met: 29%
  - Standard Exceeded: 29%

- **Native Hawaiian or Pacific Islander**
  - Standard Not Met: 26%
  - Standard Nearly Met: 23%
  - Standard Met: 23%
  - Standard Exceeded: 18%

- **White**
  - Standard Not Met: 26%
  - Standard Nearly Met: 25%
  - Standard Met: 25%
  - Standard Exceeded: 25%

- **Two or More Races**
  - Standard Not Met: 34%
  - Standard Nearly Met: 25%
  - Standard Met: 27%
  - Standard Exceeded: 13%

Source: California Department of Education
8th Grade Math CAASPP, 2015
By Student Subgroups

Percent of Students at Each Performance Level

- **All Students**
  - Standard Not Met: 41%
  - Standard Nearly Met: 52%
  - Standard Met: 25%
  - Standard Exceeded: 24%

- **Economically Disadvantaged**
  - Standard Not Met: 16%
  - Standard Nearly Met: 27%
  - Standard Met: 22%
  - Standard Exceeded: 4%

- **Not Economically Disadvantaged**
  - Standard Not Met: 17%
  - Standard Nearly Met: 22%
  - Standard Met: 30%
  - Standard Exceeded: 4%

- **English Learner**
  - Standard Not Met: 15%
  - Standard Nearly Met: 32%
  - Standard Met: 79%
  - Standard Exceeded: 3%

- **Reclassified English Learner**
  - Standard Not Met: 15%
  - Standard Nearly Met: 32%
  - Standard Met: 79%
  - Standard Exceeded: 3%

- **Students with Disabilities**
  - Standard Not Met: 12%
  - Standard Nearly Met: 81%
  - Standard Met: 3%
  - Standard Exceeded: 4%

Source: California Department of Education
11th Grade Math CAASPP, 2015
By Student Race/Ethnicity

11th graders who score in the Standard Exceeded range are considered ready for college-level math upon entering a CSU or CCC and may directly enroll in a for-credit math course without taking a placement exam or first enrolling in a developmental math course.
### 11th Grade Math CAASPP, 2015
By Student Subgroups

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>All Students</th>
<th>Economically Disadvantaged</th>
<th>Not Economically Disadvantaged</th>
<th>English Learner</th>
<th>Reclassified English Learner</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Not Met</td>
<td>45%</td>
<td>56%</td>
<td>32%</td>
<td>84%</td>
<td>44%</td>
<td>85%</td>
</tr>
<tr>
<td>Standard Nearly Met</td>
<td>18%</td>
<td>14%</td>
<td>24%</td>
<td>10%</td>
<td>18%</td>
<td>29%</td>
</tr>
<tr>
<td>Standard Met</td>
<td>11%</td>
<td>5%</td>
<td>25%</td>
<td>2%</td>
<td>9%</td>
<td>18%</td>
</tr>
<tr>
<td>Standard Exceeded</td>
<td>3%</td>
<td>1%</td>
<td>19%</td>
<td>10%</td>
<td>3%</td>
<td>10%</td>
</tr>
</tbody>
</table>

11th graders who score in the Standard Exceeded range are considered ready for college-level math upon entering a CSU or CCC and may directly enroll in a for-credit math course without taking a placement exam or first enrolling in a developmental math course.

Source: California Department of Education
ENGLISH LANGUAGE ARTS/LITERACY RESULTS
ELA CAASPP, 2015
By Grade Level

Percent of Students at Each Performance Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard Not Met</th>
<th>Standard Nearly Met</th>
<th>Standard Met</th>
<th>Standard Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>36%</td>
<td>26%</td>
<td>18%</td>
<td>19%</td>
</tr>
<tr>
<td>4th</td>
<td>39%</td>
<td>21%</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td>5th</td>
<td>34%</td>
<td>21%</td>
<td>17%</td>
<td>27%</td>
</tr>
<tr>
<td>6th</td>
<td>28%</td>
<td>29%</td>
<td>13%</td>
<td>30%</td>
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<tr>
<td>7th</td>
<td>31%</td>
<td>25%</td>
<td>12%</td>
<td>32%</td>
</tr>
<tr>
<td>8th</td>
<td>26%</td>
<td>29%</td>
<td>12%</td>
<td>33%</td>
</tr>
<tr>
<td>11th</td>
<td>20%</td>
<td>24%</td>
<td>23%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Source: California Department of Education
# 3rd Grade ELA CAASPP, 2015
By Student Race/Ethnicity

## Percent of Students at Each Performance Level

<table>
<thead>
<tr>
<th>Category</th>
<th>Standard Not Met</th>
<th>Standard Nearly Met</th>
<th>Standard Met</th>
<th>Standard Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>18%</td>
<td>8%</td>
<td>9%</td>
<td>36%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>20%</td>
<td>25%</td>
<td>26%</td>
<td>20%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>26%</td>
<td>47%</td>
<td>16%</td>
<td>36%</td>
</tr>
<tr>
<td>Asian</td>
<td>25%</td>
<td>27%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Filipino</td>
<td>29%</td>
<td>27%</td>
<td>25%</td>
<td>18%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>30%</td>
<td>17%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>30%</td>
<td>29%</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>White</td>
<td>26%</td>
<td>24%</td>
<td>21%</td>
<td>26%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>22%</td>
<td>25%</td>
<td>27%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Source: California Department of Education
3rd Grade ELA CAASPP, 2015
By Student Subgroups

Percent of Students at Each Performance Level

- Standard Not Met
- Standard Nearly Met
- Standard Met
- Standard Exceeded

- All Students
- Economically Disadvantaged
- Not Economically Disadvantaged
- English Learner
- Reclassified English Learner
- Students with Disabilities

Source: California Department of Education
8th Grade ELA CAASPP, 2015
By Student Race/Ethnicity

Percent of Students at Each Performance Level

Source: California Department of Education
8th Grade ELA CAASPP, 2015
By Student Subgroups

Percent of Students at Each Performance Level

- All Students: 12% Standard Not Met, 5% Standard Nearly Met, 22% Standard Met, 5% Standard Exceeded
- Economically Disadvantaged: 26% Standard Not Met, 33% Standard Met, 23% Standard Exceeded
- Not Economically Disadvantaged: 33% Standard Not Met, 42% Standard Met, 68% Standard Exceeded
- English Learner: 26% Standard Not Met, 26% Standard Met, 36% Standard Exceeded
- Reclassified English Learner: 17% Standard Not Met, 38% Standard Met, 36% Standard Exceeded
- Students with Disabilities: 1% Standard Not Met, 21% Standard Met, 69% Standard Exceeded

Source: California Department of Education
11th Grade ELA CAASPP, 2015
By Student Race/Ethnicity

Percent of Students at Each Performance Level

11th graders who score in the Standard Exceeded range are considered ready for college-level English upon entering a CSU or CCC and may directly enroll in a for-credit English course without taking a placement exam or first enrolling in a developmental English course.

Source: California Department of Education
11th Grade ELA CAASPP, 2015
By Student Subgroups

Percent of Students at Each Performance Level

11th graders who score in the Standard Exceeded range are considered ready for college-level English upon entering a CSU or CCC and may directly enroll in a for-credit English course without taking a placement exam or first enrolling in a developmental English course.

Source: California Department of Education
LARGEST DISTRICT COMPARISONS
3rd Grade Math CAASPP, 2015
Ten Largest Districts

Percent of Students at Each Performance Level

Source: California Department of Education
8th Grade ELA CAASPP, 2015
Ten Largest Districts

Percent of Students at Each Performance Level

Source: California Department of Education