# State Accountability Report Card

**Reported Using Data from the 2022–23 School Year**

The federal Elementary and Secondary Education Act (ESEA) requires each state to produce an annual report card that summarizes data of students statewide and disaggregated by student groups.

For further information regarding the ESSA, visit the
U.S. Department of Education ESSA web page at <https://www.ed.gov/>.

Questions about the State Accountability Report Card (STARC) may be directed to the Accountability Development and Policy Analysis Unit
by phone at 916-319-0406.

**California Department of Education**

**November 2024**

## California Assessment of Student Performance and Progress (CAASPP)

California has adopted more rigorous academic standards that emphasize not only subject knowledge, but also the critical thinking, analytical writing, and problem-solving skills students need to be successful in college and career. These standards set a higher bar for California students to help ensure they are prepared to succeed in the future.

The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and California Alternative Assessment (CAA) for English language arts/literacy (ELA)** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Further CAASPP information can be found on the CDE CAASPP System web page at <https://www.cde.ca.gov/ta/tg/ca/>.

The Smarter Balanced Summative Assessments are comprehensive end-of-year assessments for ELA and mathematics that are aligned with the Common Core State Standards (CCSS) for ELA and mathematics of grade-level learning that measure progress toward college and career readiness.

Information on the Smarter Balanced Summative Assessments can be found at the CDE Smarter Balanced Summative Assessments web page at <https://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

CAA items are aligned with alternate achievement standards, which are linked with the CCSS for students with significant cognitive disabilities. The CAA was field tested during the 2014–2015 school year and became operational during the 2015–2016 school year.

Further CAA information can be found on the CDE California Alternative Assessments for ELA and Math web page at <https://www.cde.ca.gov/ta/tg/ca/altassessment.asp>.

The CDE developed a science assessment called CAST based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST is aligned with these standards. The CAST was administered operationally during the 2018–19 school year.

Science assessments include both the CAST and the CAA for Science for students with an Individualized Education Program designating an alternate assessment. Students take the CAST or CAA for Science assessment in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Information about the CAASPP System science assessments can be found at the CDE California Science Test web page at <https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>.

A few notes about test results:

* Due to rounding, the sum of all achievement levels may not total 100 percent.
* The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.
* Inclusion and exclusion rules are different for the STARC than for other public assessment reports.

### Statewide CAASPP Test Results

#### Statewide CAASPP Test Results (School Year 2022–23)

| **Subject** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- |
| **English Language Arts** | 3,095,581 | 2,992,984 | 96.7% | 46.3% |
| **Mathematics** | 3,095,581 | 3,004,930 | 97.1% | 34.3% |
| **Science** | 1,327,323 | 1,271,793 | 95.8% | 30.1% |

### English Language Arts/Literacy (ELA)

#### CAASPP Test Results in ELA (School Year 2022–23)

| **Grade** | **Year** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- | --- |
| **3** | 2022–23 | 426,123 | 415,649 | 97.5% | 2.5% | 42.7% |
| **4** | 2022–23 | 430,762 | 421,068 | 97.7% | 2.3% | 43.4% |
| **5** | 2022–23 | 436,681 | 426,852 | 97.7% | 2.3% | 46.3% |
| **6** | 2022–23 | 441,186 | 430,419 | 97.6% | 2.4% | 43.8% |
| **7** | 2022–23 | 442,835 | 429,081 | 96.9% | 3.1% | 47.1% |
| **8** | 2022–23 | 438,919 | 423,172 | 96.4% | 3.6% | 45.3% |
| **11** | 2022–23 | 479,075 | 446,743 | 93.3% | 6.7% | 55.0% |

#### CAA for ELA (School Year 2022–23)

| **Grade** | **Total Enrollment** | **Number of Students taking the Alternate Assessment** | **Percent of Students Taking the Alternate Assessment** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- |
| **3** | 426,123 | 5,359 | 1.3% | 21.6% |
| **4** | 430,762 | 5,229 | 1.2% | 15.4% |
| **5** | 436,681 | 5,180 | 1.2% | 15.6% |
| **6** | 441,186 | 5,030 | 1.1% | 12.5% |
| **7** | 442,835 | 5,185 | 1.2% | 18.2% |
| **8** | 438,919 | 4,895 | 1.1% | 12.7% |
| **11** | 479,075 | 4,615 | 1.0% | 13.6% |

#### CAASPP Test Results in ELA by Student Group (School Year 2022–23)

**Grades Three through Eight and Grade Eleven**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| **Statewide** | 3,095,581 | 2,992,984 | 96.7% | 3.3% | 46.3% |
| **Female** | 1,504,044 | 1,455,269 | 96.8% | 3.2% | 50.4% |
| **Male** | 1,589,181 | 1,535,635 | 96.6% | 3.4% | 42.4% |
| **American Indian or Alaska Native** | 13,735 | 12,913 | 94.0% | 6.0% | 33.7% |
| **Asian** | 304,078 | 296,180 | 97.4% | 2.6% | 74.0% |
| **Black or African American** | 157,552 | 150,259 | 95.4% | 4.6% | 29.6% |
| **Filipino** | 70,805 | 69,683 | 98.4% | 1.6% | 69.1% |
| **Hispanic or Latino** | 1,737,646 | 1,685,021 | 97.0% | 3.0% | 35.8% |
| **Native Hawaiian or Pacific Islander** | 13,045 | 12,514 | 95.9% | 4.1% | 38.2% |
| **Two or More Races** | 135,836 | 131,261 | 96.6% | 3.4% | 61.5% |
| **White** | 633,961 | 607,677 | 95.9% | 4.1% | 60.3% |
| **English Learners** | 797,717 | 761,857 | 95.5% | 4.5% | 25.0% |
| **Foster Youth** | 19,292 | 17,762 | 92.1% | 7.9% | 20.4% |
| **Homeless** | 126,737 | 117,410 | 92.6% | 7.4% | 25.4% |
| **Socioeconomically Disadvantaged** | 1,956,204 | 1,890,024 | 96.6% | 3.4% | 35.0% |
| **Non-Socioeconomically Disadvantaged** | 1,139,377 | 1,102,960 | 96.8% | 3.2% | 65.7% |
| **Students with Disabilities** | 452,089 | 423,731 | 93.7% | 6.3% | 16.5% |
| **Students without Disabilities**  | 2,643,492 | 2,569,253 | 97.2% | 2.8% | 51.2% |
| **Migrant Students** | 30,442 | 29,026 | 95.3% | 4.7% | 23.4% |
| **Military** | 54,447 | 53,056 | 97.4% | 2.6% | 49.3% |

### Mathematics

#### CAASPP Test Results in Mathematics (School Year 2022–23)

| **Grade** | **Year** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- | --- |
| **03** | 2022–23 | 426,123 | 418,854 | 98.3% | 1.7% | 44.6% |
| **04** | 2022–23 | 430,762 | 424,006 | 98.4% | 1.6% | 40.3% |
| **05** | 2022–23 | 436,681 | 429,444 | 98.3% | 1.7% | 33.0% |
| **06** | 2022–23 | 441,186 | 432,320 | 98.0% | 2.0% | 33.0% |
| **07** | 2022–23 | 442,835 | 430,590 | 97.2% | 2.8% | 32.9% |
| **08** | 2022–23 | 438,919 | 424,189 | 96.6% | 3.4% | 29.7% |
| **11** | 2022–23 | 479,075 | 445,527 | 93.0% | 7.0% | 27.2% |

#### CAA for Mathematics (School Year 2022–23)

| **Grade** | **Total Enrollment** | **Number of Students taking the Alternate Assessment** | **Percent of Students Taking the Alternate Assessment** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- |
| **3** | 426,123 | 5,359 | 1.3% | 9.1% |
| **4** | 430,762 | 5,237 | 1.2% | 4.7% |
| **5** | 436,681 | 5,189 | 1.2% | 5.3% |
| **6** | 441,186 | 5,033 | 1.1% | 10.6% |
| **7** | 442,835 | 5,168 | 1.2% | 12.7% |
| **8** | 438,919 | 4,874 | 1.1% | 10.4% |
| **11** | 479,075 | 4,615 | 1.0% | 9.6% |

#### CAASPP Test Results in Mathematics by Student Group (School Year 2022–23)

**Grades Three through Eight and Grade Eleven**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| **Statewide** | 3,095,581 | 3,004,930 | 97.1% | 2.9% | 34.3% |
| **Female** | 1,504,044 | 1,460,723 | 97.1% | 2.9% | 32.6% |
| **Male** | 1,589,181 | 1,542,130 | 97.0% | 3.0% | 36.0% |
| **American Indian or Alaska Native** | 13,735 | 12,856 | 93.6% | 6.4% | 21.8% |
| **Asian** | 304,075 | 299,426 | 98.5% | 1.5% | 69.3% |
| **Black or African American** | 157,553 | 149,771 | 95.1% | 4.9% | 16.7% |
| **Filipino** | 70,807 | 69,774 | 98.5% | 1.5% | 55.4% |
| **Hispanic or Latino** | 1,737,649 | 1,692,135 | 97.4% | 2.6% | 22.5% |
| **Native Hawaiian or Pacific Islander** | 13,043 | 12,547 | 96.2% | 3.8% | 25.3% |
| **Two or More Races** | 135,839 | 131,084 | 96.5% | 3.5% | 50.2% |
| **White** | 633,956 | 609,610 | 96.2% | 3.8% | 48.6% |
| **English Learners** | 797,721 | 778,877 | 97.6% | 2.4% | 19.2% |
| **Foster Youth** | 19,295 | 17,734 | 91.9% | 8.1% | 11.4% |
| **Homeless** | 126,737 | 120,285 | 94.9% | 5.1% | 15.8% |
| **Socioeconomically Disadvantaged** | 1,956,170 | 1,898,577 | 97.1% | 2.9% | 22.7% |
| **Non-Socioeconomically Disadvantaged** | 1,139,411 | 1,106,353 | 97.1% | 2.9% | 54.2% |
| **Students with Disabilities** | 452,074 | 422,180 | 93.4% | 6.6% | 12.7% |
| **Students without Disabilities**  | 2,643,507 | 2,582,750 | 97.7% | 2.3% | 37.9% |
| **Migrant Students** | 30,442 | 29,710 | 97.6% | 2.4% | 14.2% |
| **Military** | 54,454 | 53,034 | 97.4% | 2.6% | 37.2% |

### California Science Test (CAST)

#### CAST (School Year 2022–23)

| **Grade** | **Year** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- | --- |
| **5** | 2022–23 | 436,682 | 429,258 | 98.3% | 1.7% | 31.7% |
| **8** | 2022–23 | 438,920 | 424,979 | 96.8% | 3.2% | 28.7% |
| **HS** | 2022–23 | 451,721 | 417,556 | 92.4% | 7.6% | 29.8% |

#### CAA for Science (School Year 2022–23)

| **Grade** | **Total Enrollment** | **Number of Students taking the Alternate Assessment** | **Percent of Students Taking the Alternate Assessment** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- |
| **5** | 436,682 | 4,954 | 1.1% | 21.2% |
| **8** | 438,920 | 4,672 | 1.1% | 27.0% |
| **HS** | 451,721 | 1,552 | 0.3% | 24.5% |

#### CAST by Student Group (School Year 2022–23)

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

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| **Statewide** | 1,327,323 | 1,271,793 | 95.8% | 4.2% | 30.1% |
| **Female** | 645,644 | 618,483 | 95.8% | 4.2% | 29.3% |
| **Male** | 680,284 | 652,100 | 95.9% | 4.1% | 30.8% |
| **American Indian or Alaska Native** | 5,876 | 5,390 | 91.7% | 8.3% | 20.5% |
| **Asian** | 131,022 | 127,772 | 97.5% | 2.5% | 60.0% |
| **Black or African American** | 66,969 | 62,585 | 93.5% | 6.5% | 14.2% |
| **Filipino** | 32,785 | 31,919 | 97.4% | 2.6% | 48.3% |
| **Hispanic or Latino** | 742,901 | 715,770 | 96.3% | 3.7% | 18.8% |
| **Native Hawaiian or Pacific Islander** | 5,799 | 5,490 | 94.7% | 5.3% | 19.6% |
| **Two or More Races** | 57,621 | 54,493 | 94.6% | 5.4% | 45.9% |
| **White** | 276,319 | 260,647 | 94.3% | 5.7% | 45.0% |
| **English Learners** | 282,468 | 273,288 | 96.8% | 3.2% | 11.0% |
| **Foster Youth** | 7,162 | 6,407 | 89.5% | 10.5% | 9.9% |
| **Homeless** | 53,118 | 49,332 | 92.9% | 7.1% | 12.8% |
| **Socioeconomically Disadvantaged** | 818,168 | 785,889 | 96.1% | 3.9% | 19.2% |
| **Non-Socioeconomically Disadvantaged** | 509,155 | 485,904 | 95.4% | 4.6% | 47.7% |
| **Students with Disabilities** | 181,802 | 166,414 | 91.5% | 8.5% | 10.3% |
| **Students without Disabilities**  | 1,145,521 | 1,105,379 | 96.5% | 3.5% | 33.1% |
| **Migrant Students** | 12,414 | 12,021 | 96.8% | 3.2% | 11.1% |
| **Military** | 22,654 | 21,886 | 96.6% | 3.4% | 31.9% |