

EDUCATION



Superintendent's Message

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Public education in California faces many challenges today. Predominant among them is a funding mechanism that has consistently underfunded education, leaving educators scrambling to find a way to give their students the skills needed to succeed in academics and in life.

Fortunately, despite the challenges, schools in Santa Clara County continue to produce student results that often are the envy of the rest of the state, as evidenced in the data you'll find in these pages.

And yet, we all know there is much more to be done. You'll find evidence of that herein as well. Not all of our students succeed in school, and too many drop out. A recent study by the Public Policy Institute of California about the state's dwindling middle class came to this conclusion: *The most important factor driving the gap between high- and low-income workers is education.*

We hear more and more these days about "the gap"—the income gap, the achievement gap, the opportunity gap. Our SJ/SV 2020 initiative strives to provide every student in every school with the chance to succeed, by eliminating these insidious gaps.

I invite you to visit our website, at www.sccoe.org, to learn more about the progress made in this and other initiatives of the County Office of Education. Thank you for your interest in, and support for, public education.

TABLE OF CONTENTS

INITIATIVES

SJ/SV 2020	2-3
Early Learning Services	4
Career Technical Education (CTE)	5

DEMOGRAPHICS

Public School Facts.	6
Enrollment Projections	7
Charter Schools	8
Demographic Shifts	9
Languages of English Learners	10

PERFORMANCE

Physical Fitness.	11
California English Language Development Test (CELDT)	12
California Standards Test Scores- English/Language Arts (ELA)	13
California Standards Test Scores- Mathematics	14
California Standards Test Scores- History and Science	15
Academic Performance Index (API)	16
API Subgroup Data	17
Adequate Yearly Progress (AYP)	18
California High School Exit Examination (CAHSEE)	19
Graduation Rates	20
Dropout Rates	21

HIGHER EDUCATION

Advanced Placement Courses	22
Advanced Placement Passing Rates	23
College Prep Courses	24
College Prep Courses by Subgroup	25
Scholastic Aptitude Test (SAT) Scores	26
Early Assessment Program (EAP)	27
California and National College Attendance Rates.	28

SCHOOL RESOURCES

Teacher Data	29
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SJ/SV 2020

The goal of SJ/SV 2020 is long-term and ambitious — eliminating the achievement gap by the year 2020. In the summer of 2011 the SJ/SV 2020 Baseline Metrics Report was published. This report illustrated City of San José student performance and achievement gap data in 13 areas ranging from kindergarten readiness to high school. The Baseline Report also established annual targets for reducing the gap in each of these areas in order to meet the year 2020 target.

The 2012 Annual Report (www.sccoe.org; January 2012), presented 2011 student performance data on key indicators, both for students within the City of San José and for Santa Clara County as a whole. The analysis focused on overall proficiency (proficient and advanced) rates in the California Standards Test by the four major subgroups in our community (using designations reported by the California Department of Education - Hispanic/Latino, African-American, Caucasian, and Asian-American) in each of the 13 areas; as well as on the gap between the proficiency of the highest- and lowest-performing subgroups.

The results were mixed. One promising finding was that the percentage of Hispanic/Latino students scoring proficient and advanced increased on nearly all indicators in both the city and county. However, proficiency scores for African-American students were more varied, with some increases and some declines. This volatility is also seen in the multiple-year analysis, and is attributable at least in part to the relatively small number of student test scores reported.

The “gap analysis” revealed that, while progress was made in increasing proficiency, the achievement gap issues remain. Within the City of San José, the SJ/SV 2020 annual target for reducing the gap was achieved in three areas: 3rd, 5th, and 8th grade English-Language Arts. In other areas, the gap either did not change appreciably or it increased. Similar results were found for the county as a whole.

The “achievement gap” measure is a dynamic metric, and there are multiple explanations for the gap findings among the various indicators, such as greater growth by the highest performing subgroup, which increased the gap even though other subgroups had grown; a significant drop by the lowest performing subgroup, which increased the gap; and simply not enough growth among the lower performing subgroups.

This report showed that some progress has been made, but there is much work ahead. In order to achieve the goal by 2020, accelerated progress over time is required. This means building upon successes, strengthening and developing new partnerships, and implementing programs and strategies that will enable all students to thrive.

SJ/SV 2020 Indicators and Measurements

The table below is a summary of the SJ/SV 2020 indicators for Santa Clara County: 2010 and 2011 gaps, whether the gap reduction target was met, and relevant comments.

Santa Clara County						
Indicator	Measure	2010 Gap* Baseline % Points	Annual Gap Decrease Target % Points/Year	2011 Gap* % Points	Met Gap Reduction Target	Comments
Kindergarten Readiness	School Readiness Assessment	N/A	N/A	N/A	N/A	N/A
3rd grade English-Language Arts (ELA)	California Standards Test (CST)	46	4.6	44	NO	Gap reduced by 2 percentage points
3rd grade Math	CST	37	3.7	33	YES	Gap reduced by 4 percentage points
5th grade ELA	CST	42	4.2	38	NO	Gap reduced by 4 percentage points
5th grade Math	CST	42	4.2	42	NO	No change in the gap
8th grade ELA	CST	45	4.5	42	NO	Gap reduced by 3 percentage points
8th grade Algebra	CST	52	5.2	47	NO	Gap reduced by 5 percentage points
10th grade Math	California High School Exit Exam (CAHSEE)	44	4.4	43	NO	Gap reduced by 1 percentage points
11th grade ELA	CST	44	4.4	43	NO	Gap reduced by 1 percentage points
11th grade Early Assessment Program (EAP) English	EAP	38	3.8	39	NO	Gap increased by 1 percentage point
11th grade EAP - Math	EAP	9	0.9	12	NO	Gap increased by 3 percentage points
12th grade A-G completion (2009-10)	# of graduates and graduates with UC/CSU required courses	40	4.0	46	NO	Gap increased by 6 percentage points
High school graduation rates (2009-10)	# of graduates	26	2.6	29	NO	Gap increased by 3 percentage points
Graduates enrolled in post-secondary (2008-09)	# of graduates enrolled nationally	N/A	N/A	27	N/A	First year of data

*Difference between percentage of highest- and lowest-performing student ethnic subgroups achieving proficient or advanced level on corresponding measure.

Source: California Department of Education, available at <http://dq.cde.ca.gov/dataquest>; The California State University, available at <http://www.calstate.edu/eap/>.

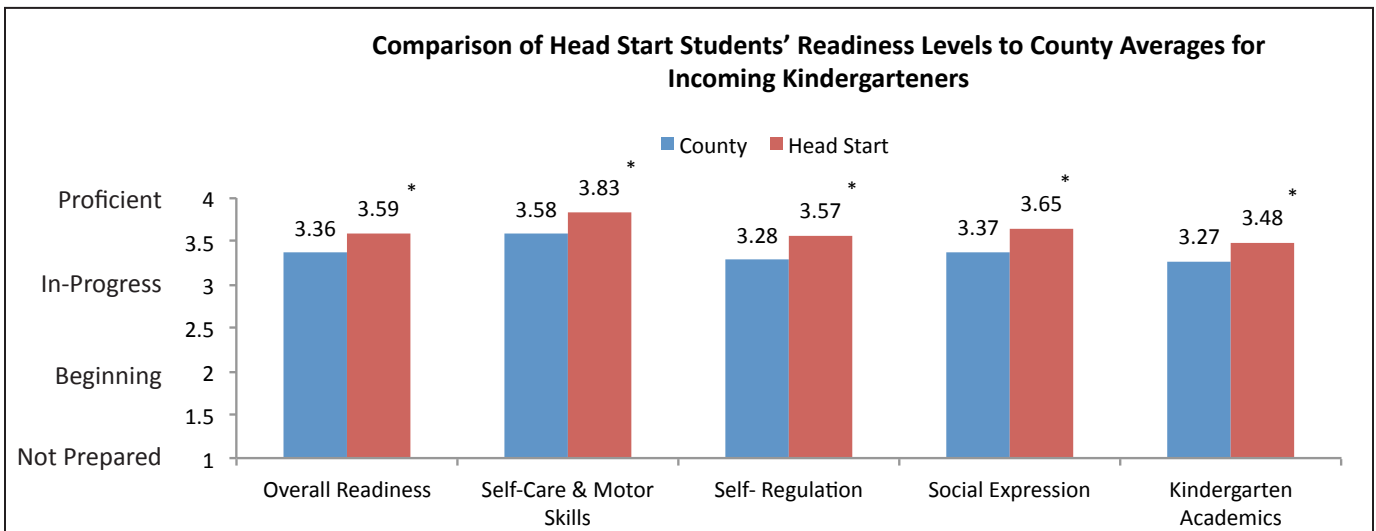
Notable Facts:

From 2010 to 2011 the achievement gap decreased for all elementary, middle, and 10th grade indicators (with the exception of 'no change' for 5th grade math). From 2010 to 2011 the achievement gap increased for EAP, A-G completion, and high school graduation rates.

Early Learning Services

The SCCOE is a significant provider of early learning services in Santa Clara County, serving more than 4,600 preschoolers through the Head Start, Parkway Child Development Program (State Preschool Program), Migrant Education, and Special Education programs.

Research has shown that children who attend preschool acquire many benefits: they develop social skills, have the building blocks for literacy and math skills, and score better on reading and math achievement tests than children who did not attend preschool. Communities as a whole also benefit because children who attend preschool are less likely to be placed in special education, are more likely to graduate from high school, and are less likely to be involved in criminal activities. It is estimated that for every \$1 spent on quality preschool services, the return to society ranges from \$3 to \$7. The figure below shows a comparison between individuals who are in the Head Start Readiness program and their readiness as incoming kindergartners compared to county levels.



Note: For each individual readiness skill, children were scored on a scale from Not yet Prepared (1) to Proficient (4). Average scores for each Basic Building Block range from 1 to 4. The scores for overall readiness – as well as three of the Basic Building Blocks – were between the In Progress (3) and Proficient (4) levels.

Source: *Pre-Kindergarten Observation Form* (2010), N=1,128-1,131; *Kindergarten Observation Form* (2008), N=710-718. Asterisks (*) denotes significant mean differences at the $p < .01$ level.

Notable Facts:

Participants in the Head Start program in Santa Clara County are better prepared when entering kindergarten than those who do not attend preschool.

Career Technical Education (CTE)

Career Technical Education (CTE) programs teach students 21st century skills. CTE is made up of 15 industry sectors, which include 58 career pathways related to all occupations, and is offered in middle and high school Santa Clara County districts (see table below). A career pathway is a sequence of rigorous academic and technical courses that integrate core academic knowledge with technical knowledge, providing students with a pathway to post-secondary education and careers.

CTE programs bring students, teachers, administrators, and employers together to strengthen and develop the relationship between what is being taught in the classroom and its application in the workplace. CTE classes can be delivered in a variety of ways; some are stand-alone classes and others are found in California Partnership Academies, Linked Learning programs, or Regional Occupational Programs.

CTE provides opportunities for college and careers: 80% of CTE concentrators persisted in post-secondary education. Four out of five secondary CTE graduates pursued post-secondary education immediately after high school. A student who takes a ratio of one CTE class for every two academic classes is less likely to drop out of high school than a non-CTE student.

CTE Enrollment by Industry Sector in Santa Clara County Schools

Industry Sector	Number of Students Enrolled*		Percent of Students Enrolled	
	2008-2009	2009-2010	2008-2009	2009-2010
Agriculture & Natural Resources	225	560	1.0%	2.3%
Arts, Media & Entertainment	9,145	7,414	34.8%	30.1%
Building Trades & Construction	990	1,528	3.8%	6.2%
Education, Child Development	1,011	1,163	3.8%	4.7%
Energy & Utilities	104	403	0.4%	1.6%
Engineering & Design	1,642	1,314	6.2%	5.3%
Fashion & Interior Design	360	513	1.4%	2.1%
Finance & Business	1,065	2,405	4.0%	9.8%
Health Science & Medical Technology	1,235	1,273	4.7%	5.2%
Hospitality, Tourism, & Recreation	3,389	3,891	12.9%	15.8%
Information Technology	2,594	1,450	9.9%	5.9%
Manufacturing & Product Development	532	168	2.0%	0.7%
Marketing, Sales, & Service Education	1,478	622	5.6%	2.2%
Public Service	925	709	3.5%	2.9%
Transportation	1,589	1,211	6.0%	4.9%
Total	26,314	24,624	100%	100%

* Data includes Perkins and ROP sponsored programs.

Source: California Department of Education.

Notable Facts:

The Arts, Media & Entertainment industry sector with the largest student enrollment for both 2008-2009 and 2009-2010 school years (9,145 and 7,414, respectively), offers three career pathways: (1) Media & Design Arts, (2) Performing Arts & Production, and (3) Managerial Arts. Classes offered include Web Page Design, Video Production, Commercial Art, and Digital Design.

Public School Facts

Data on public schools include the number and type of schools, and student enrollment for districts, traditional, and non-traditional public schools in the county.

Santa Clara County Public School Facts

	Fall 2010		Fall 2011*
	Number	Number of Students	Number
Districts			
Elementary	20	120,197	20
Unified	6	90,884	6
High	5	50,455	5
County Office of Education	1	4,720	1
All Districts	32	266,256	32
Traditional Schools			
Elementary School	241	134,080	247
Intermediate/Middle Schools	55	46,580	53
Junior High Schools	4	3,340	5
High Schools	50	75,496	54
K-12 Schools	2	363	2
Charter**	44	17,612**	47
All Traditional Schools	352	259,859	361
Non-Traditional Schools			
Alternative Schools	10	2,353	9
Community Day Schools	9	129	7
Continuation Schools	18	2,367	18
Other Schools***	6	1,548	7
All Non-Traditional Schools	43	6,397	41
ALL SCHOOLS	395	266,256	402

*Student enrollment data is not yet available.

**Included in elementary, middle, and high school counts.

***"Other schools" includes: County Community, Juvenile Court School, ROP, Special Education, and Home and Hospital Schools.

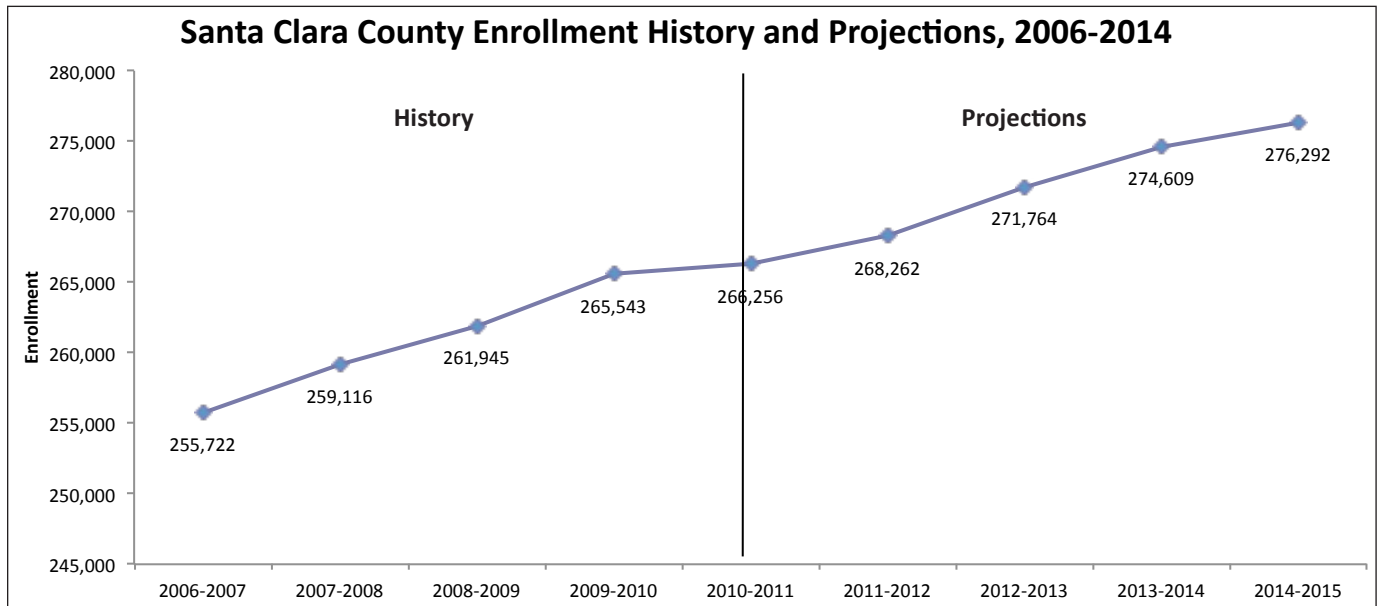
Sources: California Department of Education.

Notable Facts:

Santa Clara County, situated in the southern end of the San Francisco Bay, covers a diverse geographic area of 1,312 square miles. The student population of the 31 school districts and one County Office of Education range from 85 students in Lakeside Joint Union to more than 33,000 students in San Jose Unified. Three school districts have only one school and serve fewer than 1,000 students – Lakeside Joint (85), Luther Burbank (563), and Orchard (880).

Enrollment Projections

The student enrollment numbers illustrated below represent the number of public school students in kindergarten through 12th grade in Santa Clara County. Preschool, adult school, home school, and private school students are not counted. The figure below shows actual enrollment over the last five years as well as projected enrollment numbers for the next five years. Enrollment projections are calculated using a grade progression ratio (GPR), cohort-survival, projection model that factors in previous enrollment patterns and number of births in the county.



Sources: California Department of Education, available at <http://dq.cde.ca.gov/dataquest>; California Department of Finance, available at <http://www.dof.ca.gov/research>.

Notable Facts:

Since 2006, total enrollment in Santa Clara County public schools has increased. Enrollment is predicted to grow by 3.0% between fall 2012 and fall 2014, when it is expected that 276,292 students will be enrolled in Santa Clara County schools.

Charter Schools

California's Charter School laws allow opportunities for teachers, parents, pupils, and community members to petition to charter a school to operate independently from the existing school district structure. The table below shows total fall enrollment counts in Santa Clara County charter schools.

Enrollment in Santa Clara County Charter Schools

Chartering Agency/District	# of Schools (2010-2011)	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012*
Alum Rock Union	1	358	360	369	392	398
Cambrian	4	2,422	2,479	2,532	2,636	2,459
Campbell Union	11	4,470	5,713	6,848	6,844	6,695
East Side Union	6	1,741	905	1,944	1,291	2,188
Franklin-McKinley	4	103	1,901	901	1,030	1,436
Gilroy Unified	1	164	145	0	0	176
Morgan Hill Unified	1	489	158	520	525	534
Mount Pleasant Elementary	1	0	0	323	335	471
San Jose Unified	2	422	959	986	1,018	1,119
Santa Clara Unified	0	0	84	129	106	0
Santa Clara County Office of Education	13	1,390	1,784	2,673	3,435	4,275
Total	44	11,559	14,488	17,225	17,612	19,751

*2011-12 data is preliminary

Sources: California Department of Education, available at <http://dq.cde.ca.gov/dataquest/>; Santa Clara County Office of Education, www.sccoe.org.

Notable Facts:

The first charter school opened in Santa Clara County in 1999. In the fall of 2011, 47 charter schools operated. In the last four years, charter school enrollment has increased 71%, from more than 11,000 students in fall 2007 to more than 19,000 students in fall 2011.

Demographic Shifts

Total student enrollment in Santa Clara County public schools has grown approximately 5% over the last decade. As is true for the rest of the state, the number of Caucasian students in Santa Clara County has declined and the number of Hispanic/Latino and Asian-American students has increased. The diversity of the student population in Santa Clara County also includes many low-income children. Nearly four out of ten of Santa Clara County K-12 students currently participate in subsidized lunch programs. One in five (22.8%) Santa Clara County students is an English Learner (EL), who reports speaking a primary language other than English and lack the defined English language skills necessary to succeed in regular instructional programs at schools. These skills include listening, comprehension, speaking, reading, and writing in English.

Santa Clara County's Student Population

	2000-2001		2005-2006		2010-2011		Difference 2000-2010	Percent Change 2000-2010
	Count	Percentage	Count	Percentage	Count	Percentage		
African-American	9,199	3.6%	8,534	3.4%	7,190	2.7%	-2,009	-21.8
Asian-American	55,267	21.8%	62,540	24.6%	71,170	26.7%	+15,903	+28.8
Caucasian	86,165	33.9%	69,985	27.5%	61,603	23.1%	-24,562	-28.5
Hispanic/Latino	84,959	33.4%	91,012	35.7%	101,625	38.2%	+16,666	+19.6
Other*	18,414	7.3%	22,551	8.8%	24,668	9.3%	+2,642	+34.0
Low-Income**	69,050	27.4%	89,521	35.3%	99,709	38.0%	+30,659	+44.4
English Learners	57,968	22.8%	65,110	25.6%	60,657	22.8%	+2,689	+4.6
Total Enrollment	254,004		254,622		266,256		+12,252	+4.8

* "Other" includes: American Indian or Alaskan Native, Filipino-American, Pacific Islander, Multiple or No Response.

** Low-income is based on Free or Reduced Price Meal Eligibility: the number of enrolled students ages 5-17 who are eligible for Free or Reduced Price Meals as part of the National School Lunch Program, and/or the School Breakfast Program. These school-level counts exclude those younger than age of 5 or older than 17.

Source: California Department of Education, available at <http://dq.cde.ca.gov/dataquest>.

Notable Facts:

Over the past 10 years (2000-2010), total enrollment in Santa Clara County has grown by 12,252 students or five percent. Caucasian enrollment has decreased by 24,562 students and African-American enrollment has decreased by 2,009 students from 2000 to 2010. The number of low-income students has increased by 44.4%, and the number of English Learners increased by almost five percent over the last 10 years.

Languages of English Learners

The table below illustrates the languages spoken at home for students designated as English Learners (EL) in Santa Clara County public schools. EL students are provided targeted instruction to help teach them skills in listening, comprehension, speaking, reading, and writing.

Percentage of English Learners by Native Language

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Difference 2006-2010
Spanish	66.6%	66.6%	66.8%	66.5%	65.6%	-1.0
Vietnamese	12.0%	11.9%	12.1%	12.1%	11.2%	-0.8
Filipino	3.3%	3.3%	3.3%	3.3%	3.6%	+0.3
Mandarin	3.3%	3.3%	3.2%	3.4%	3.6%	+0.3
Cantonese	1.8%	1.7%	1.7%	1.7%	1.8%	0.0
Other Languages	13.0%	13.2%	12.9%	13.0%	14.2%	+1.2
Total EL Students	66,838	67,291	67,943	69,662	60,657	-6,181
% Total EL Students	26.1%	26.0%	25.9%	26.2%	22.8%	-3.3

Source: California Department of Education, available at <http://dq.cde.ca.gov/dataquest>.

Notable Facts:

The total number of English Learners in Santa Clara County schools has decreased by 6,181 students in the past five years. In fall 2010, there were eight Santa Clara County school districts in which EL students accounted for at least one-third of the total enrollment:

- | | |
|--|---|
| 1. Alum Rock Union
(50.9% EL; EL enrollment = 6,651 of 13,060 students) | 5. Mountain View Whisman
(40.1% EL; EL enrollment = 1,935 of 4,824 students) |
| 2. Berryessa
(39.1% EL; EL enrollment = 3,215 of 8,224 students) | 6. Mount Pleasant Elementary
(53.0% EL; EL Enrollment = 1,373 of 2,593 students) |
| 3. Campbell Union
(35.9% EL; EL enrollment = 2,713 of 7,555 students) | 7. Orchard
(35.9% EL; EL Enrollment = 316 of 880 students) |
| 4. Luther Burbank
(50.1% EL; EL Enrollment = 282 of 563 students) | 8. Sunnyvale
(38.4% EL; EL enrollment = 2,493 of 6,496 students) |

Physical Fitness

The table below shows the percentage of students considered fit at each grade level as measured by the California Kids' Physical Fitness. Students must meet the minimum fitness standards for all six areas (e.g., aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength, and flexibility) of the test to be considered physically fit.

Percentage of Students Meeting Six of Six Fitness Standards by Grade Level

	Grade Level Tested	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Difference 2006-2010
Santa Clara County	5	27.4%	27.5%	29.1%	28.8%	24.7%	-2.7
	7	34.0%	36.6%	35.4%	37.7%	33.0%	-1.0
	9	35.0%	39.9%	46.2%	46.5%	42.7%	+7.7
California	5	27.1%	28.5%	29.2%	29.0%	25.2%	-1.9
	7	30.9%	32.9%	34.2%	35.0%	32.1%	+1.2
	9	30.1%	35.6%	37.9%	38.7%	36.8%	+6.7

Source: California Department of Education, available at <http://dq.cde.ca.gov/dataquest>.

Notable Facts:

Of the grades tested – grades 5, 7, and 9 - the percentage of students considered physically fit is higher in Santa Clara County (SCC) compared to California for 7th and 9th graders but lower for 5th graders. Older SCC students (9th graders) have improved over the past five years while 5th and 7th graders have declined in the percentage of students meeting six of the six fitness standards, (-2.7% and -1.0%, respectively).

California English Language Development Test (CELDT)

The CELDT assessment is used for initial identification of all students whose primary language is not English. It is also given annually to identify English Learners (ELs) until they are reclassified as Fluent English Proficient (R-FEP). The CELDT assesses listening, speaking, reading and writing skills for kindergarten through twelfth grade. CELDT scores are reported on five performance levels, from Beginning to Advanced. State Board of Education (SBE) criterion for EL language proficiency require students to attain an overall CELDT level of Early Advanced or higher, and the level of Intermediate or higher in each of the four domains. School districts must use individual CELDT results as one of four criteria when considering reclassifying English learners. Additional measures that must be considered are the comparison of the student's performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age, teacher evaluation, and parent or guardian opinion and consultation.

Number of Students Tested on CELDT by Grade Span

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Difference 2006-2010
K-2	16,006	17,738	18,132	18,587	17,737	+1,731
3-5	16,052	17,396	18,224	18,582	18,746	+2,694
6-8	10,754	11,031	11,046	10,618	10,039	-715
9-12	8,570	8,540	9,240	9,573	8,772	+202
Total	51,382	54,705	56,642	57,360	55,294	+3,912

Percentage of Students Meeting CELDT Criterion by Grade Span

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Difference 2006-2010
K-2	25%	32%	34%	36%	35%	+10
3-5	29%	36%	40%	40%	37%	+8
6-8	40%	44%	45%	48%	44%	+4
9-12	36%	37%	42%	43%	38%	+2
Total	31%	37%	39%	41%	38%	+7

Source: California Department of Education, available at <http://dq.cde.ca.gov/dataquest>.

Notable Facts:

There are more students taking the CELDT that are in grades K through five than students in grades 6 to 12. Younger students are also taking more tests: there was an increase of 1,731 tests taken for students in grades K-2 and 2,694 tests taken for students in grades 3-5 when comparing the number of tests taken in 2006 to the number of tests taken in 2010. From 2006 to 2010, there has also been an increase in the number of students meeting CELDT criterion with K-2 students making the most gains (10 percentage points).

California Standards Test Scores – English-Language Arts (ELA)

The California Standards Tests (CST) are administered to students in California public schools. All questions are multiple choice, except for a writing component that is administered as part of the fourth- and seventh-grade English-Language Arts (ELA) test. The tests were developed specifically to assess students' knowledge of the California Academic Content Standards. The State Board of Education adopted the standards to specify what all California children are expected to know and be able to do in each grade or course.

CST scores are reported as one of five performance levels from “far below basic” to “advanced.” The scores are used for calculating each school's Academic Performance Index (API). The table below shows the percentage of students considered proficient and advanced on the CST in ELA for the 2007-2008 to 2010-2011 school years (the state has established the goal that all students will score as proficient and advanced).

Percentage of Students at the Proficient and Advanced Level on the ELA CST by Grade

	2007-2008	2008-2009	2009-2010	2010-2011	Difference 2007-2010
2	59%	63%	64%	67%	+8
3	50%	56%	55%	59%	+9
4	65%	69%	72%	74%	+9
5	60%	65%	68%	70%	+10
6	58%	62%	65%	65%	+7
7	61%	65%	66%	69%	+8
8	57%	60%	64%	67%	+10
9	60%	63%	65%	66%	+6
10	53%	54%	56%	58%	+5
11	48%	52%	51%	55%	+7

Source: California Department of Education, Standardized Testing and Reporting, available at <http://star.cde.ca.gov>.

Notable Facts:

Approximately half to two-thirds of all Santa Clara County students in grades two through eleven are proficient and advanced in English-Language Arts. All grade levels showed an improvement from 2007 to 2010 (grades 5 and 8 improved the most of all grades - 10 percentage points each).

California Standards Test Scores – Mathematics

The CST in Mathematics is grade-specific for grades two through seven. The table below shows the percentage of students scoring proficient and advanced by grade level on the spring administration of the test. The second table illustrates the percentage of students at the proficient and advanced level for secondary level Mathematics courses.

Percentage of Students at the Proficient and Advanced Level on the Mathematics CST by Grade

	2007-2008	2008-2009	2009-2010	2010-2011	Difference 2007-2010
2	69%	71%	73%	77%	+8
3	70%	73%	74%	77%	+7
4	68%	72%	76%	78%	+10
5	61%	66%	69%	72%	+11
6	55%	59%	62%	63%	+8
7	51%	51%	58%	57%	+6

Percentage of Students in Grades Nine through Eleven at the Proficient and Advanced Level in High School End of Course (EOC) Math Assessments

	2007-2008	2008-2009	2009-2010	2010-2011	Difference 2007-2010
General Math	33%	29%	28%	29%	-4
Algebra I	36%	38%	40%	43%	+7
Geometry	36%	39%	39%	43%	+7
Algebra II	41%	42%	44%	46%	+5
Summative Math	67%	70%	72%	74%	+7

Source: California Department of Education, Standardized Testing and Reporting, available at <http://star.cde.ca.gov>.

Notable Facts:

More than half of the students in grades two through seven scored in the range of proficient and advanced on the Mathematics CST. Seventy-seven percent (77%) of third grade students scored proficient and advanced, whereas 57% of seventh grade students scored in the range of proficient and advanced in math. In 2010, almost three-quarters of the students in grades nine through 11 scored in the range of proficient and advanced in Summative Math.

California Standards Test Scores – History and Science

The History Social Science CST is taken in grade eight. World History is taken by mostly 10th graders (some 9th and 11th graders also take the World History CST). The CST in U.S. History is taken by 11th graders. The Science CST is taken in grades five, eight and 10. The first table shows the percentage of students scoring as proficient and advanced on the spring administration of the History test. The second table illustrates the percentage of students in grades five, eight and 10 at the proficient and advanced level of the Science CST.

Percentage of Students at the Proficient and Advanced Level on the History CST

	2007-2008	2008-2009	2009-2010	2010-2011	Difference 2007-2010
CST History Social Science Grade 8 Cumulative	50%	53%	57%	60%	+10
CST World History (Grades 9-11)	46%	49%	53%	54%	+8
CST U.S. History (Grade 11)	48%	55%	54%	57%	+9

Percentage of Students at the Proficient and Advanced Level on the Science CST by Grade

	2007-2008	2008-2009	2009-2010	2010-2011	Difference 2007-2010
5	60%	61%	67%	70%	+10
8	62%	64%	69%	73%	+11
10	52%	54%	56%	60%	+8

Source: California Department of Education, Standardized Testing and Reporting, available at <http://star.cde.ca.gov>.

Notable Facts:

More than half of Santa Clara County students tested in History CST scored in the range of proficient and advanced in 2010. More than half of the students tested in Science CST scored proficient and advanced in 2010.

Academic Performance Index (API)

The Academic Performance Index (API) measures academic progress and school performance. It is the cornerstone of the Public Schools Accountability Act (PSAA) passed by the California Legislature in 1999. The API is a single number rating for a school on a scale of 200 to 1,000, with 800 as the state target. The table shows school data relating to API scores based on student performance measures in spring 2010.

2010 Median Base API

	Santa Clara County Schools Below 800 API	Santa Clara County Schools Above 800 API	All Santa Clara County Schools	All California Schools
Numbers of Schools with Valid Scores	166 (44.0%)	211 (56.0%)	377	9,153
Median Base 2010 API	751	890	816	779
Percentage of Socioeconomically Disadvantaged Students	62%	23%	40%	57%
Median Base 2010 API for Socioeconomically Disadvantaged Students	717	780	746	747
Percentage of English Learners	47%	26%	35%	22%
Median Base 2010 API for English Learner Students	712	837	775	732
Average Parent Education Level*	2.4	3.6	3.1	2.7

*1 = not a high school grad; 2 = high school grad; 3 = some college; 4 = college grad; 5 = graduate/professional school

Note: The numbers above reflect schools that have valid API scores.

Source: California Department of Education, available at <http://www.cde.ca.gov/ta/ac/ap/>.

Notable Facts:

On average, schools in Santa Clara County consistently achieve higher API scores compared to schools statewide. The table above shows that Santa Clara County schools below 800 have a higher percentage of students from low-income families as well as English Learners.

Academic Performance Index (API) Subgroup Data

The table below illustrates both the population percentage and the 2010 Medium Base API scores of major subgroups in both Santa Clara County and California.

2010 Median Base API by Subgroup

	Student Population		Median Base API Score		
	Santa Clara County	California	Santa Clara County	California	SCC Compared to State
African-American	2.7%	6.5%	739	737	+2
Asian-American	26.7%	8.8%	925	897	+28
Caucasian	24.0%	27.5%	888	838	+50
Hispanic/Latino	37.3%	50.7%	740	750	-10
English Learners	34.9%	33.7%	775	732	+43
Socioeconomically Disadvantaged	39.8%	57.0%	746	747	-1
Students with Disabilities	9.8%	10.8%	643	624	+19

Source: California Department of Education, available at <http://www.cde.ca.gov/ta/ac/ap/>.

Notable Facts:

In Santa Clara County, students categorized as African-American, Asian-American, Caucasian, English Learners, and Students with Disabilities outperformed their California counterparts based on the API scores. The achievement gap between Asian-American students and other subgroups is apparent in Santa Clara County and California. The largest gaps in Santa Clara County exist between Asian-American students and Hispanic/Latino students (185 points), and Asian-American and African-American students (186 points).

Adequate Yearly Progress (AYP)

A statewide accountability system mandated by the No Child Left Behind Act of 2001 requires each state to ensure that all schools and districts make Adequate Yearly Progress (AYP). In August 2011, the California Department of Education released the 2011 Accountability Progress Report (APR), which includes the 2011 Growth Academic Performance Index (API) and 2011 Adequate Yearly Progress (AYP).

Percentage of Santa Clara County Schools Meeting 2011 AYP Criteria

	ELA Proficient and Advanced	Math Proficient and Advanced	Met API Criteria	Met Graduation Rate	Met All AYP Criteria
% Schools that Met Criteria	48%	55%	96%	74%	41%
Number of Schools that Met Criteria	188	215	350	41	160
Number of Schools that Did Not Meet Criteria	203	176	13	15	231

Source: Assessment and Accountability Department of the Santa Clara County Office of Education, August 2011.

Percentage of Students Meeting AYP Criteria of Proficient and Advanced by Subgroup

	English-Language Arts					Difference 2007-2011
	2007	2008	2009	2010	2011	
African-American	43.5%	45.2%	48.1%	50.0%	53.1%	+9.6
Asian-American	79.3%	81.6%	83.4%	85.1%	86.4%	+7.1
Caucasian	74.8%	77.2%	80.2%	81.1%	82.3%	+7.5
Hispanic/Latino	32.1%	35.4%	39.2%	41.7%	44.5%	+12.4
English Learners	36.5%	39.8%	44.0%	46.6%	49.5%	+13.0
Socioeconomically Disadvantaged	33.1%	36.3%	40.4%	43.3%	46.1%	+13.0
Students with Disabilities	25.4%	30.5%	35.0%	36.7%	40.5%	+15.1

	Math					Difference 2007-2011
	2007	2008	2009	2010	2011	
African-American	38.2%	41.0%	43.4%	45.8%	48.1%	+9.9
Asian-American	84.7%	86.4%	87.5%	89.0%	90.5%	+5.8
Caucasian	73.0%	75.2%	76.7%	78.5%	79.5%	+6.5
Hispanic/Latino	36.5%	39.1%	42.1%	45.4%	48.6%	+12.1
English Learners	46.2%	49.0%	52.5%	55.4%	58.5%	+12.3
Socioeconomically Disadvantaged	39.1%	42.0%	45.2%	48.4%	51.6%	+12.5
Students with Disabilities	28.4%	33.0%	35.6%	39.2%	41.7%	+13.3

Source: Assessment and Accountability Department of the Santa Clara County Office of Education, August 2011.

Notable Facts:

In Santa Clara County, 41% of schools successfully met all AYP criteria. Of those schools, 48% were proficient or advanced in ELA, 55% were proficient and advanced in math, and 90% of all schools met the API criteria. In terms of student subgroups meeting 2011 AYP criteria, Asian-American students scored the highest in ELA (86.4%) and Math (90.5%)

California High School Exit Examination (CAHSEE)

Beginning with the Class of 2006, all high school students in California are required to pass the California High School Exit Examination (CAHSEE), along with all other state and local requirements, to earn a high school diploma. The exam was designed to ensure that students in California public high schools can demonstrate competency in three core subjects: Reading, Writing, and Mathematics. Data presented in the table below are for 10th graders based on all tests administered for the year.

CAHSEE Passing Rates in California and Santa Clara County by Subgroup

	2007-2008	2008-2009	2009-2010	2010-2011	Difference 2007-2010
English-Language Arts					
California	79%	79%	81%	82%	+3
Santa Clara County	84%	83%	85%	86%	+2
African-American	78%	77%	81%	79%	+1
Asian-American	93%	92%	94%	94%	+1
Caucasian	94%	94%	94%	95%	+1
Hispanic/Latino	68%	69%	72%	73%	+5
English Learners	41%	40%	43%	44%	+3
Mathematics					
California	78%	80%	81%	83%	+5
Santa Clara County	85%	86%	86%	88%	+3
African-American	76%	73%	78%	78%	+2
Asian-American	97%	97%	98%	98%	+1
Caucasian	94%	94%	94%	95%	+1
Hispanic/Latino	70%	72%	72%	75%	+5
English Learners	56%	58%	57%	61%	+5

Source: California Department of Education, available at <http://www.cde.ca.gov/ds/sp/ap/>.

Notable Facts:

All subgroups showed improvement in scores from 2007-2010. Hispanic/Latino students showed the greatest improvements from 2007 to 2010 with a five percentage point increase in both ELA (68 to 73 percentage points) and Mathematics (70 to 75 percentage points) CAHSEE passing rates.

Graduation Rates

In August of 2011, for the first time, the California Department of Education (CDE) released cohort graduation rates for the 2009-2010 school year (based on four years of cohort data). From the beginning of the school year, students who are entering a grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during grade nine and the next three years, and subtracting any students who transfer out, emigrate to another county, or die during the same period. The 4-year cohort graduation rate is the number of students who graduate in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class.

2009-2010 4-Year Adjusted Cohort Graduation Counts and Rates by Major Subgroup

	Santa Clara County		California	
	Number of Cohort Graduates	Cohort Graduation Rate	Number of Cohort Graduates	Cohort Graduation Rate
African-American	506	74.6%	25,770	59.7%
Asian-American	4,668	93.5%	41,092	89.7%
Caucasian	5,007	89.1%	133,213	84.1%
Hispanic/Latino	4,800	63.4%	165,127	68.8%
Total*	16,448	79.2%	393,570	75.2%

*Total includes additional subgroups not shown in table.

Source: California Department of Education, available at <http://dq.cde.ca.gov/dataquest/>.

Notable Facts:

Santa Clara County’s cohort graduation rate (79.2%) is four percentage points higher than California’s rate (75.2). All Santa Clara County subgroups have a higher cohort graduation rate than California’s rates with the exception of the Hispanic/Latino subgroup. The cohort graduation rate for the Hispanic/Latino subgroup is five percentage points lower in Santa Clara County when compared to California (63.4 and 68.8 percentage points, respectively).

Dropout Rates

In August of 2011, for the first time, the California Department of Education (CDE) released cohort dropout rates for the 2009-2010 school year (based on four years of cohort data). The formula for calculating the 4-year dropout rate is similar to the formula used to calculate the 4-year graduation rate, except that the numerator used is the number of students in the 4-year cohort that *dropped out* by the end of the 2009-2010 school year (number in cohort who dropped out before the end of the 2009-10 school year divided by number of first-time grade 9 students in fall 2006 (starting cohort) *plus* students who transfer in, *minus* students who transfer out, emigrate, or die during school years 2006-2007, 2007-2008, 2008-2009, and 2009-2010). This formula does not count Special Education students as dropouts who earn a certificate of completion or students who remain enrolled beyond the four-year period. It does count as dropouts students who finish grade 12 without a high school diploma.

2009-2010 4-year Adjusted Cohort Dropout Counts and Rates by Major Subgroup

	Santa Clara County		California	
	Number of Cohort Dropouts	Cohort Dropout Rate	Number of Cohort Dropouts	Cohort Dropout Rate
African-American	122	18.0%	12,605	29.2%
Asian-American	266	5.3%	3,451	7.5%
Caucasian	434	7.7%	17,546	11.1%
Hispanic/Latino	2,154	28.4%	52,499	21.9%
Total*	3,362	16.2%	91,821	17.5%

*Total includes additional subgroups not shown in table.

Source: California Department of Education, available at <http://dq.cde.ca.gov/dataquest/>.

Notable Facts:

Santa Clara County's cohort dropout rate is slightly less than California's rate (difference of 1.3 percentage points). All Santa Clara County subgroups have a lower cohort dropout rate when compared to California's rates, with the exception of the Hispanic/Latino subgroup. The cohort dropout rate for the Hispanic/Latino subgroup is almost 7% higher in Santa Clara County than in California.

Advanced Placement Courses

Advanced Placement (AP) courses require college-level work and are offered in 21 subject areas. Students preparing for university admissions are motivated to complete AP courses to obtain college credit and increase their grade point average (GPA). A student's GPA is calculated by assigning a number value to each letter grade (A=4, B=3, etc.) and averaging the grades that the student receives in all subjects. There are AP courses in such areas as Art, Computer Education, English, Foreign Languages, Mathematics, Music, Science, and Social Sciences. The table below shows the number of AP courses available at schools and enrollment numbers for these courses in the county.

Advanced Placement Courses by Subject

	2007-2008		2008-2009		2010-2011		Difference 2007-2010	
	# of Classes	Enrolled	# of Classes	Enrolled	# of Classes	Enrolled	# of Classes	Enrolled
Art	17	372	15	319	19	381	+2	+9
Computer Education	10	257	14	393	10	316	0	+59
English	123	3,453	133	3,699	143	4,084	+20	+631
Foreign Language	123	2,960	120	2,960	134	3,570	+11	+610
Mathematics	195	5,796	196	5,892	227	6,894	+32	+1,098
Music	7	114	6	129	7	156	0	+42
Science	189	5,161	197	5,611	216	6,325	+27	+1,164
Social Science	233	6,782	242	7,098	285	8,762	+52	+1,980
Santa Clara County Total	897	24,895	923	26,101	1,041	30,488	+144	+5,593
California Total	16,708	447,237	17,221	469,242	19,092	546,269	+2,384	+99,032

Note: Data for 2009-2010 was not available.

Source: California Department of Education, available at <http://dq.cde.ca.gov/dataquest/>.

Notable Facts:

The number of students in Santa Clara County enrolled in AP courses has increased 22% from 2007-2010. In 2010, the AP subjects with the highest enrollments were Social Science, Mathematics, and Science. The number of AP classes available to Santa Clara County students has increased 16% from 2007 to 2010.

Advanced Placement Passing Rates

A score of three or higher on the Advanced Placement (AP) exam is considered a passing score and the students may be eligible for college credit. Because of the rigor of the courses, students receive extra GPA points for their grades in these courses (5 for an A, 4 for a B), which in turn gives them an advantage in college admissions. The following table shows the percentage of AP exams taken between the school years of 2005 to 2009 that received a score of three or higher.

Percentage of AP Exams Receiving a Passing Score

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Difference 2005-2009
Santa Clara County						
Passing Rates	68.5%	71.7%	72.3%	73.0%	71.6%	+3.1
# of Exams Taken	21,505	22,373	23,610	24,850	27,972	+6,467
California						
Passing Rates	57.1%	57.2%	56.7%	58.3%	58.2%	+1.1
# of Exams Taken	355,309	376,712	396,455	417,588	448,575	+93,266
United States						
Passing Rates	59.4%	59.0%	57.4%	58.5%	57.5%	-1.9
# of Exams Taken	2,266,038	2,476,962	2,674,296	2,860,912	3,134,686	+868,648

Source: California Department of Education, available at <http://dq.cde.ca.gov/dataquest/>.

Advanced Placement statistics for the nation and individual states are available at <http://professionals.collegeboard.com/data-reports-research/ap>.

Notable Facts:

The Santa Clara County AP passing rate consistently surpasses the state and the national rates. Although five-year trends in passing rates have declined slightly across the country, the most recent passing rates show an overall increase in Santa Clara County. The number of AP exams taken in the county has increased by 30% in the past five years.

College Prep Courses

The courses students take in high school often indicate their preparation and intent to go to a four-year college. Students who plan to attend the University of California (UC) or California State University (CSU) systems must take certain courses that meet UC/CSU standards of content and rigor. Those courses are History/Social science (two years required); English (four years required); Mathematics (three years required, through Algebra II, four years recommended); Laboratory Science (two years required, three years recommended); language other than English (two years of the same language required, three years recommended); College Preparatory Electives (one year required); and Visual and Performing Arts (one year required, beginning with the class of 2003). The table below shows the percentage of high school graduates whose coursework meets these UC/CSU requirements.

Percentage of High School Graduates Meeting UC/CSU Course Requirements

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Difference 2006-2010
Number of UC/CSU Santa Clara County Graduates	7,405	7,910	7,586	8,003	8,229	+824
Percent of UC/CSU Santa Clara County Graduates	48.4%	52.4%	47.6%	49.3%	48.9%	+0.5
Percent of UC/CSU California Graduates	36.1%	35.5%	33.9%	35.3%	36.3%	+0.2

Source: California Department of Education, available at <http://dq.cde.ca.gov/dataquest/>.

Notable Facts:

The percentage of students in Santa Clara County completing UC/CSU course requirements has increased since 2006. Almost half of Santa Clara County graduates completed UC/CSU required courses in 2010. There has been an increase (11.1%) in the number of Santa Clara County graduates who completed UC/CSU required courses in the last five years.

College Prep Courses by Subgroup

The following table displays the percentage of high school graduates by subgroup that completed all courses required for UC or CSU entrance. These rates vary widely by subgroup.

Percentage of High School Graduates Meeting UC/CSU Course Requirements by Major Subgroup

	2006	2007	2008	2009	2010	Difference 2006-2010
African-American	25.2%	29.5%	26.5%	34.3%	31.8%	+6.6
Asian-American	69.6%	72.6%	70.2%	70.1%	70.8%	+1.2
Caucasian	53.7%	56.6%	51.9%	55.5%	57.1%	+3.4
Hispanic/Latino	22.8%	29.6%	22.7%	25.7%	24.6%	+1.8
Santa Clara County*	48.4%	52.4%	47.6%	49.3%	48.9%	+0.5
California	36.1%	35.5%	33.9%	35.3%	36.3%	-0.2

*County data includes additional subgroups not shown in table.

Source: California Department of Education, available at <http://dq.cde.ca.gov/dataquest/>.

Notable Facts:

Asian-American and Caucasian students are more likely to meet the criteria for UC/CSU eligibility than are graduates who are Hispanic/Latino or African-American. These variations by subgroup have held steady over the past several years. For example, in 2010, 24.6% of Hispanic/Latino students completed the college prep courses, compared to 70.8% of Asian-American students. However, over the last five years, the percentage of students meeting requirements has increased for each subgroup.

Scholastic Aptitude Test (SAT) Scores

The SAT Exam is taken primarily by 11th and 12th grade students who plan to attend college. SAT results are considered a predictor of college success and are one factor used by many colleges to select students for admission. The test was redesigned in 2005 and now includes a writing section, along with traditional mathematics and verbal sections. Although the new SAT test is longer in duration by approximately one hour, it is designed to better reflect typical high school curricula. Each section on the exam is worth up to 800 points. The table on the following page displays average SAT scores by ethnicity.

Average SAT Scores by Nation, State, and County by Year

	United States			California			Santa Clara County		
	Verbal Score	Math Score	Writing Score	Verbal Score	Math Score	Writing Score	Verbal Score	Math Score	Writing Score
2005-2006	503	518	497	495	516	496	530	570	533
2006-2007	502	515	494	493	513	491	534	572	533
2007-2008	502	515	494	494	513	493	537	573	539
2008-2009	501	515	493	495	513	494	539	579	543
2009-2010	501	516	492	501	520	500	550	588	556
Difference 2005-2009	-2	-2	-5	+6	+4	+4	+20	+18	+23

Sources: California Department of Education, available at <http://dq1.cde.ca.gov/dataquest>. SAT results for the nation are available at <http://www.collegeboard.com/>.

Notable Facts:

On average, Santa Clara County students earn higher scores compared to students in California and the United States. In 2009, for the writing portion of the exam, Santa Clara County students scored 56 points higher than California students and 64 points higher than students nationwide.

Early Assessment Program (EAP)

Created in 2006, the EAP is a collaborative effort between the CSU, the California Department of Education, and the California State Board of Education to ensure that the state's college-bound high school seniors are college ready in the critically important content areas of English and Mathematics. When students take the 11th grade California Standards Tests (CSTs) in English and in either Algebra II or Summative High School Mathematics, the students may also complete a brief set of optional multiple-choice questions and a writing exercise that are part of the EAP. Students who score high enough on the EAP test can receive exemptions from being required to take CSU English and Math placement tests given to entering freshman. By receiving results prior to their final year of high school, students can make better use of their senior year to prepare them for college. Students taking the EAP tests can opt to authorize the release of their EAP test results to the CSU or California Community Colleges (CCC) for use in placement decisions.

Percent of Students Fully Ready for College by Major Subgroup

	English					Difference 2007-2011
	2007	2008	2009	2010	2011	
African-American	12%	13%	14%	16%	15%	+3
Asian-American	37%	40%	41%	48%	51%	+14
Caucasian	30%	35%	33%	40%	43%	+13
Hispanic/Latino	7%	9%	8%	10%	12%	+5
Santa Clara County*	24%	27%	26%	29%	32%	+8
California	16%	17%	16%	21%	23%	+7

	Mathematics					Difference 2007-2011
	2007	2008	2009	2010	2011	
African-American	5%	9%	9%	6%	8%	+3
Asian-American	33%	40%	42%	44%	47%	+14
Caucasian	19%	22%	23%	26%	27%	+8
Hispanic/Latino	4%	6%	6%	7%	8%	+4
Santa Clara County*	20%	24%	26%	27%	29%	+9
California	12%	13%	13%	15%	15%	+3

*County data includes additional subgroups not shown in table.

Source: California State University, available at <http://eap2011.ets.org/>.

Notable Facts:

Overall, Santa Clara County's students outscore the state in both English and Mathematics across all subgroups. However, less than one third of all students tested are fully ready for college level English and Mathematics courses. The achievement gap between the highest and lowest student subgroups is significant for both subjects for both Santa Clara County and the state. In 2011, almost 17,000 students were tested in Santa Clara County.

California and National College Attendance Rates

The table below provides the percentage of 2007 Santa Clara County high school graduates attending the University of California (UC), California State University (CSU), or California Community Colleges (CCC).

2007 Santa Clara County High School Graduates: California College Attendance Rates by Subgroup

	Total High School Graduates	Number Enrolled in CA Public Postsecondary Institutions	Percent Enrolled in CA Public Postsecondary Institutions	Number that completed 1 year of credit within 2 years of postsecondary enrollment	Percentage that completed 1 year of credit within 2 years of postsecondary enrollment
African-American	468	193	41.2%	82	17.5%
Asian-American	4,266	2,822	66.2%	2,096	49.1%
Caucasian	5,127	2,672	52.1%	1,628	31.8%
Hispanic/Latino	3,619	1,318	36.4%	485	13.4%
Socioeconomically Disadvantaged	3,358	1,537	45.8%	731	21.8%
English Learner	3,336	1,694	50.8%	874	26.2%
Students with Disabilities	924	314	34.0%	50	5.4%
Total*	15,092	7,852	52.0%	4,737	31.4%

*Total includes additional subgroups not shown in table.

Source: California Department of Education, available at <http://dq.cde.ca.gov/dataquest/>.

The table below provides the percentages of 2009 Santa Clara County high school graduates attending public or private higher education institutions nationally.

2009 Santa Clara County High School Graduates: National College Attendance Rates by Subgroup

	Total High School Graduates	Number of High School Graduates Enrolled in Postsecondary Institutions	Percentage of Total High School Graduates Enrolled in Postsecondary Institutions
African-American	505	410	81.2%
Asian-American	5,570	4,759	85.4%
Caucasian	5,058	3,929	77.7%
Hispanic/Latino	4,567	2,664	58.3%
Socioeconomically Disadvantaged	4,458	2,907	65.2%
English Learner	1,280	667	52.1%
Students with Disabilities	892	521	58.4%
Total*	16,236	12,146	74.8%

*Total includes additional subgroups not shown in table.

Source: California Department of Education, available at <http://dq.cde.ca.gov/dataquest/>.

Notable Facts:

Of the 15,092 Santa Clara County 2007 high school graduates, 7,852 or 52% have enrolled in a California public postsecondary institution. Of the 16,236 Santa Clara County 2009 high school graduates, 12,146, or 75%, were enrolled in a college either inside or outside California. Asian-American students have the highest college attendance rates when compared to other subgroups.

Teacher Data

The following table provides specific data on teachers employed in Santa Clara County public schools.

Portrait of Santa Clara County Teachers

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Difference 2006-2010
Number of full-time teachers	13,012	13,099	13,146	13,172	12,714	-298
Average teacher salary	\$63,917	\$68,745	\$71,619	\$73,583	\$72,454	+\$8,537
Average years teaching	12.1	12.2	12.3	12.7	12.4	+0.3
Master's degree or higher	34.9%	35.7%	37.0%	39.6%	40.1%	+6.3
Fully credentialed	92.1%	92.3%	93.5%	*	*	*
Female	75.5%	76.0%	76.2%	76.2%	75.9%	+0.4
First- or second-year teachers	15.5%	14.0%	12.2%	9.3%	9.1%	-6.4
African-American	2.2%	2.2%	2.1%	2.1%	1.9%	-0.3
Asian-American	9.9%	10.7%	11.1%	11.0%	11.1%	+1.2
Caucasian	70.6%	69.0%	67.8%	67.9%	67.6%	-3.0
Hispanic/Latino	11.3%	11.5%	11.9%	13.3%	13.0%	+1.7

*Data is not available.

Sources: Average teaching experience, level of degree, credentialing, and ethnicity data are available at California Department of Education, <http://dq.cde.ca.gov/dataquest/>.

Salary data are available at <http://www.cde.ca.gov/fg/fr/sa/>.

Notable Facts:

The average teacher in Santa Clara County is female and has been teaching for a little over 12 years. The percentage of teachers with a master's degree or higher in Santa Clara County has steadily increased since the 2006-2007 school year; two out of five teachers had a master's degree in 2010-2011. The percentage of first- and second-year teachers has declined by six percent (6.4%).

THE STATE OF

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