



## Santa Clara County Office of Education

Jon R. Gundry  
County Superintendent of Schools

August 24, 2016

**TO:** Jon R. Gundry, County Superintendent of Schools

**FROM:** Dan Mason, Manager, Assessment & Accountability  
Mary Ann Dewan, Ph.D., Deputy Superintendent

**SUBJECT:** 2015-16 Santa Clara County California Assessment of Student Performance and Progress (CAASPP) Results

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The 2015-16 school year marked the second year of California's new statewide student assessment system - California Assessment of Student Performance and Progress (CAASPP) – which replaced the previous Standardized Testing and Reporting (STAR) system. The CAASPP system consists of:

- Smarter Balanced assessments, which incorporate:
  - Summative Assessments in grades 3 through 8 and 11 for English language arts/literacy (ELA) and mathematics,
  - Interim Assessments for all grades in ELA and mathematics, and
  - the Digital Library, which is a repository of tools and practices designed to help teachers utilize formative assessment processes for improved teaching and learning in all grades.
- California Alternative Assessments (CAA) in ELA and mathematics for students with significant cognitive abilities in grades 3 through 8 and 11.
- Science assessments in grades 5, 8, and 10 (California Standards Test [CST], California Modified Assessment [CMA], and California Alternate Performance Assessment [CAPA]).
- Standards-based Tests in Spanish (STS) for reading/language arts in grades 2 through 11 (optional).

The spring of 2016 marked the second year of operational testing of the Smarter Balanced Summative Assessments. The Smarter Balanced Summative Assessments are the focal point of this analysis.

The new Smarter Balanced Summative Assessments are very different from the old STAR tests in several ways:

- They are aligned with California's updated content standards for ELA and mathematics.

- They reflect the critical thinking and problem solving skills that students will need to be ready for college and the 21st century job market.
- They are taken on a computer and are adaptive, which means that during the test, the questions become more or less difficult on the basis of how the student performs.
- They provide many more supports for students who need them, including students learning English and students with disabilities.
- The Smarter Balanced assessment system includes a variety of item types, including:
  - Selected-response items, which prompt students to choose one or more answers.
  - Technology-enhanced items, which might prompt students to edit text or draw an object.
  - Constructed-response items, which prompt students to write a short written or numerical response.
  - Performance tasks, in which students engage in a complex set of tasks to demonstrate their understanding. Students may be asked to conduct research and then write an argumentative essay, using sources as evidence. Or they may be asked to solve a complex problem in mathematics. Performance tasks integrate knowledge and skills across many areas and standards.

For each grade level and subject area, students receive a scale score from approximately 2000 to 3000. The overall score falls into one of four achievement levels:

- *Standard Exceeded*: The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.
- *Standard Met*: The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework.
- *Standard Nearly Met*: The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.
- *Standard Not Met*: The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.

The test reports also show how students performed in key content *claims*, also called *areas*, in ELA and mathematics.

- ELA Claims: Reading, Writing, Listening, and Research/Inquiry
- Mathematics Claims: Problem Solving & Modeling/Data Analysis, Concepts & Procedures, and Communicating Reasoning

For each claim, a student's performance is represented as "*Above Standard*," "*Near Standard*," or "*Below Standard*." There are only three content claim levels reported, rather than four, because they are based on fewer test items and therefore less precise than the overall scores.

Unlike the CSTs, the Smarter Balanced Summative Assessments are based on a vertically calibrated growth model that allows the California Department of Education (CDE) to produce growth comparisons that can track students' progress through the grade levels. This being the second operational year of the tests means that it is the first year that growth comparisons are available.

The results of the Smarter Balanced Summative Assessments should under no circumstance be compared to the CST results of the outmoded STAR system. The new assessments are far too different from the old assessments (e.g., the standards being measured, the adaptive nature of the new assessments, the types of test items in the assessments, the types of critical thinking that students are asked to demonstrate, the growth model of the new assessments) to make any valid comparisons.

The following is a summary of the CAASPP summative assessment results for Santa Clara County and California.

## **Key Findings**

For the ELA assessments:

- 62% of Santa Clara County students reached the Standard Met or Standard Exceeded achievement levels (29% reached Standard Met and 33% reached Standard Exceeded) compared to 49% students statewide (29% reached Standard Met and 20% reached Standard Exceeded). See [Figure 1](#)

For the mathematics assessments:

- 55% of Santa Clara County students reached the Standard Met or Standard Exceeded achievement levels (21% reached Standard Met and 34% reached Standard Exceeded) compared to 37% students statewide (20% reached Standard Met and 17% reached Standard Exceeded). See [Figure 2](#).

With the exception of the Filipino subgroup, and the Hispanic/Latino subgroup on the ELA assessment, Santa Clara County subgroups met or exceeded standard at higher rates than their statewide counterparts on both the ELA and mathematics assessments. See [Figure 3](#) and [Figure 4](#).

Within Santa Clara County there is a substantial achievement gap between Hispanic/Latino students and white and Asian students:

- For ELA, there is a 47 percentage point difference between the percent of Hispanic/Latino and Asian students that met or exceeded standard (37% vs. 84%, respectively). See [Figure 3](#), [Figure 5](#), [Figure 7](#), [Table 3](#) and [Figure 9](#).
- The gap is even larger in math, where there is a 57 percentage point difference (26% vs. 83%, respectively). See [Figure 4](#), [Figure 6](#), [Figure 8](#), [Table 4](#) and [Figure 10](#).

Within Santa Clara County there is a substantial achievement gap between Economically Disadvantaged<sup>1</sup> and Not Economically Disadvantaged students:

- For ELA, there is a 40 percentage point difference between the percent of Economically Disadvantaged and Not Economically Disadvantaged students that met or exceeded standard (38% vs. 78%, respectively). See [Figure 3](#), [Figure 5](#), [Figure 7](#) and [Table 3](#).
- The gap is even larger in math, where there is a 44 percentage point difference (29% vs. 73%, respectively). See [Figure 4](#), [Figure 6](#), [Figure 8](#) and [Table 4](#).

All Santa Clara County subgroups increased their percentages of students meeting or exceeding standards on both assessments by at least one percentage point:

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<sup>1</sup> Economically Disadvantaged students include students eligible for the free and reduced priced meal program (FRPM), foster youth, homeless students, migrant students, and students for whom neither parent is a high school graduate.

- For ELA, while the overall population grew from 58% to 62% meeting or exceeding standard, Filipino grew from 60% to 67%, Hispanic/Latino grew from 33% to 37%, and Economically Disadvantaged grew from 33% to 38%. See [Figure 5](#).
- For mathematics, while the overall population grew from 52% to 55% meeting or exceeding standard, Filipino grew from 48% to 53%, Hispanic/Latino grew from 23% to 26%, and Not Economically Disadvantaged grew from 68% to 73%. See [Figure 6](#).

Within Santa Clara County, for the ELA and mathematics assessments:

- Hispanic/Latino students had the highest rates of Standard Not Met among the racial/ethnic subgroups (35% on ELA and 43% on mathematics). Almost three quarters of Hispanic/Latino students did not meet standard on the math assessments. See [Figure 7](#), [Table 3](#), [Figure 8](#) and [Table 4](#).
- A significant majority of Economically Disadvantaged students did not meet standard (62% on ELA and 71% on mathematics). See [Figure 7](#), [Table 3](#), [Figure 8](#) and [Table 4](#).

Santa Clara County students met or exceeded standard at higher rates than their statewide counterparts at all grade levels on the ELA and mathematics assessments. Within Santa Clara County:

- On the ELA assessments, the rates of Santa Clara County students meeting or exceeding standard ranged from 57% (grade 3) to 68% (grade 11). See [Figure 11](#) and [Figure 13](#).
- On the mathematics assessments, the low and high performing grades for Santa Clara County students were the reverse of ELA (49% of grade 11 reached Standard Met or Standard Exceeded and 63% of grade 3). See [Figure 12](#) and [Figure 14](#).
- Comparing like grade levels from last year to this year, three grades had 5 percentage point gains of students meeting or exceeding standard on the ELA assessment: Grade 6 went from 57% to 62%; Grade 7 went from 58% to 63%; and Grade 8 went from 59% to 64%. See [Figure 13](#).
- Comparing the students meeting or exceeding standard by like grade levels from last year to this year on the mathematics assessment: Grade 3 went from 57% to 63%; Grade 6 went from 50% to 54%; and Grade 8 went from 51% to 55%. See [Figure 14](#).

The Smarter Balanced summative assessments are based on a vertically calibrated growth model, so with the exceptions of grades 3 and 11, it is possible to view growth in performance over time and grade levels. Within Santa Clara County:

- On the ELA assessment, the largest grade level gains in terms of students meeting or exceeding standard over the prior year's grade level occurred at Grade 5 (63% vs. 56% the previous year in Grade 4), Grade 8 (64% vs. 58% the previous year in Grade 7), and Grade 4 (58% vs. 53% the previous year in Grade 3). Hispanic/Latino and Economically Disadvantaged Grade 5 students had gains of 12 percentage points (40% vs 28% the previous year in Grade 4). See [Figure 15](#) and [Table 7](#).

- On the mathematics assessment, the largest grade level gains in terms of students meeting or exceeding standard over the prior grade year's grade level occurred at Grade 7 (56% vs. 50% the previous year in Grade 6) and Grade 6 (54% vs. 50% the previous year in Grade 5). Filipino Grade 7 and Grade 6 students had gains of 10 and 8 percentage points respectively. See [Figure 16](#) and [Table 8](#).

Within Santa Clara County:

- For the ELA assessments, Grade 3 had the highest rate of students not meeting standard (44%). See [Figure 17](#) and [Table 9](#).
- For the mathematics assessments, grade 11 had the highest rate of students not meeting standard (52%). See [Figure 18](#) and [Table 10](#).
- The mean scale scores rose by 4 to 12 points per grade on the ELA assessments and by 4 to 13 points on the mathematics assessments. The Grade 6 ELA mean scale score was 12 points higher than Grade 6 last year and the Grade 8 Mathematics mean scale score was 13 points higher than Grade 8 last year. With the exception of Grade 11 mathematics, the mean scale scores for both subjects are in the lower range of the scale scores for Standard Met. The Grade 11 mathematics mean scale score is in the upper range of the scale scores for Standard Nearly Met. See [Figure 19](#) and [Figure 20](#).

For the ELA claims (areas):

- Santa Clara County students performed best on the Listening claim (13% below standard), followed by Research/Inquiry (15% below standard), Writing (20% below standard) and Reading (24% below standard). See [Table 11](#) and [Table 15](#).
- The percentage of students scoring above standard on the Research/Inquiry claim rose from 35% to 40% and the percentage of students scoring above standard on the Writing claim rose from 36% to 40%. See [Table 11](#), [Table 12](#), [Table 15](#) and [Table 16](#).

For the mathematics claims (areas):

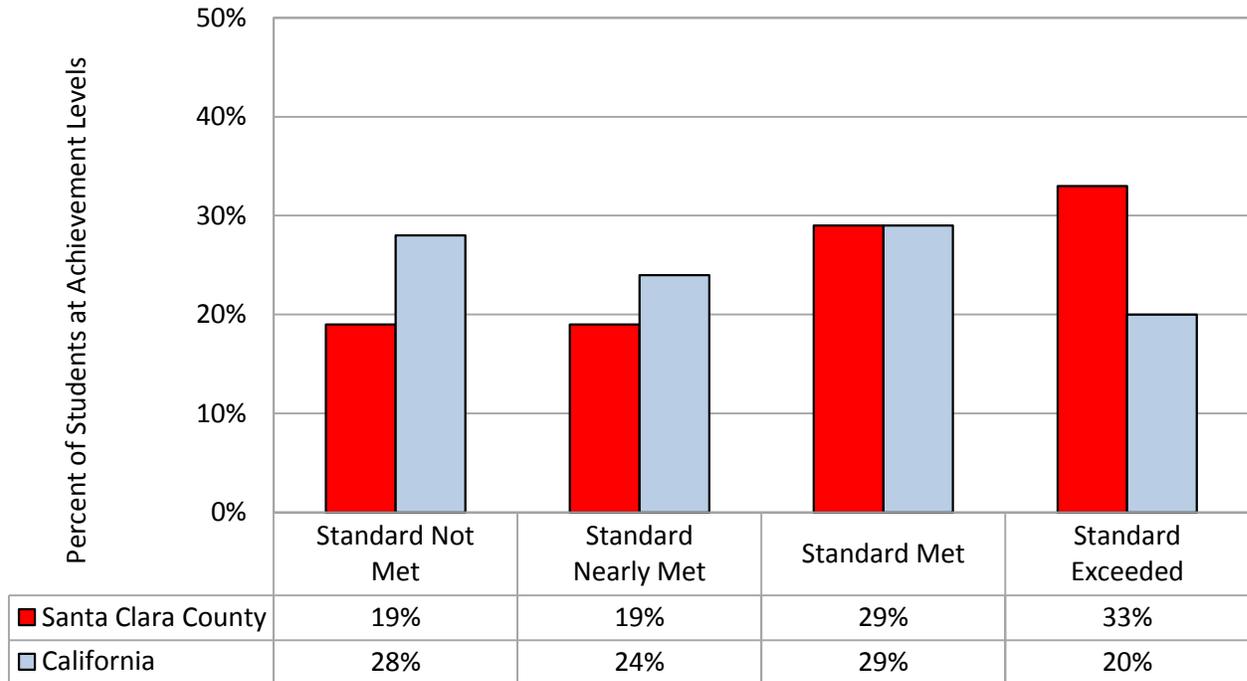
- Santa Clara County students performed best on the Communicating Reasoning claim (20% below standard), followed by Problem Solving/Modeling and Data Analysis (24% below standard) and Concepts and Procedures (30% below standard). See [Table 13](#) and [Table 17](#).
- The percentage of students scoring above standard on the Concepts and Procedures claim rose from 38% to 42%. See [Table 13](#), [Table 14](#), [Table 17](#) and [Table 18](#).

Of Santa Clara County students, Hispanic/Latino students made up the largest racial/ethnic subgroup portion of the students tested (38%), followed by Asian students (29%) and white students (21%). See [Table 19](#).

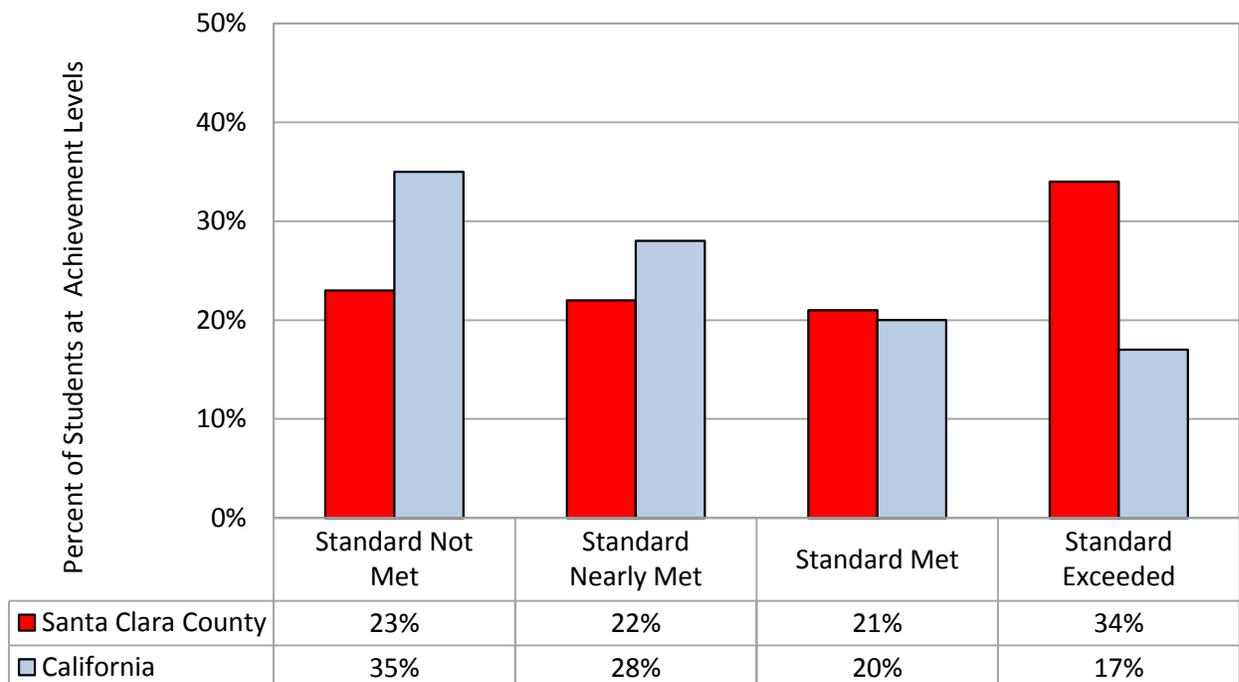
Please note: Because of space constraints, abbreviations were sometimes necessary in the graphs and tables. The following is a list of the terms that the CDE uses followed by the abbreviations:

- Black or African American: African American, African Amer., Af. Am.
- Hispanic or Latino: Hispanic/Latino, Hispanic, Hispan.
- Economically Disadvantaged\*: Econ. Dis., ED
- Not Economically Disadvantaged: Not Econ. Dis., Not ED
- English Learner: EL
- Students with Disability: Students w/ Disab., SWD

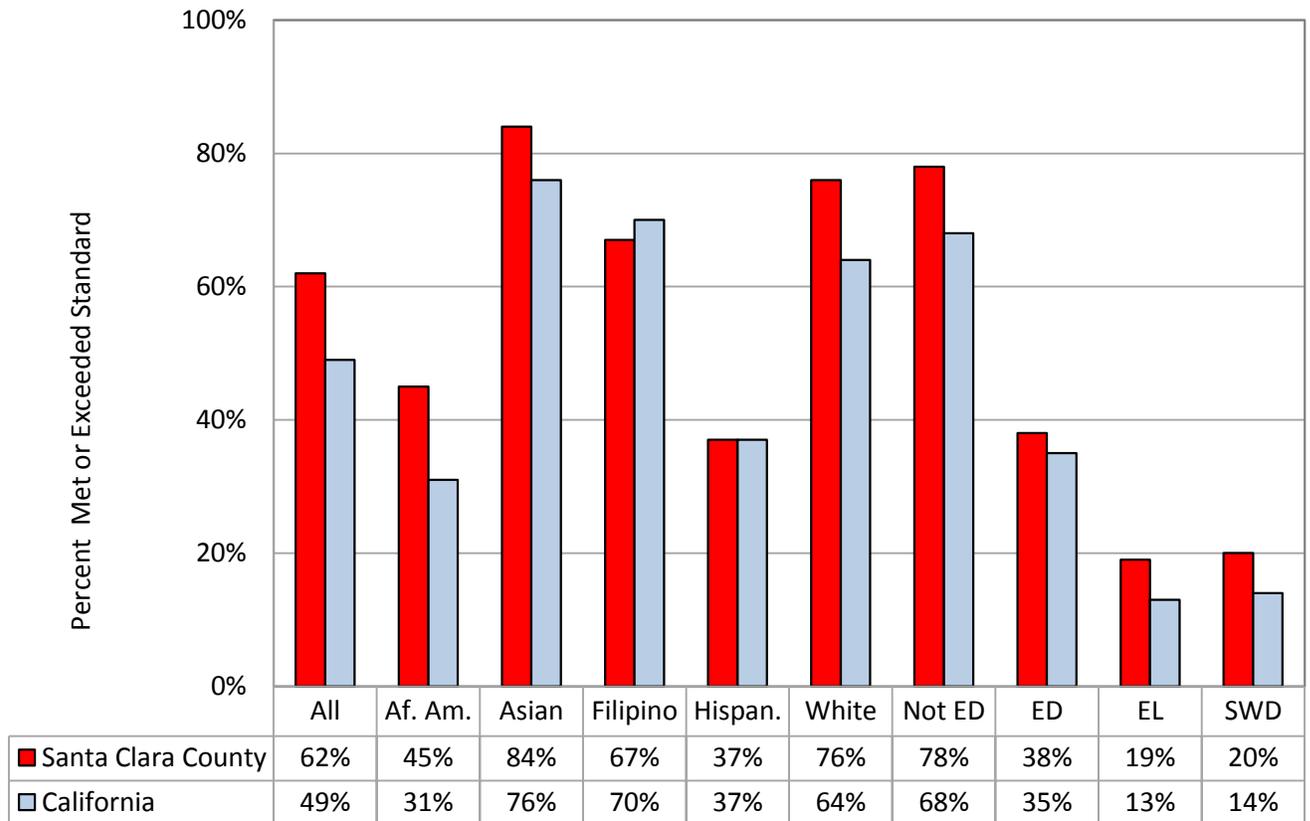
**Figure 1: 2016 CAASPP English Language Arts/Literacy Overall Results, Achievement Level Distributions, Santa Clara County vs. California**



**Figure 2: 2016 CAASPP Mathematics Overall Results, Achievement Level Distributions, Santa Clara County vs. California**



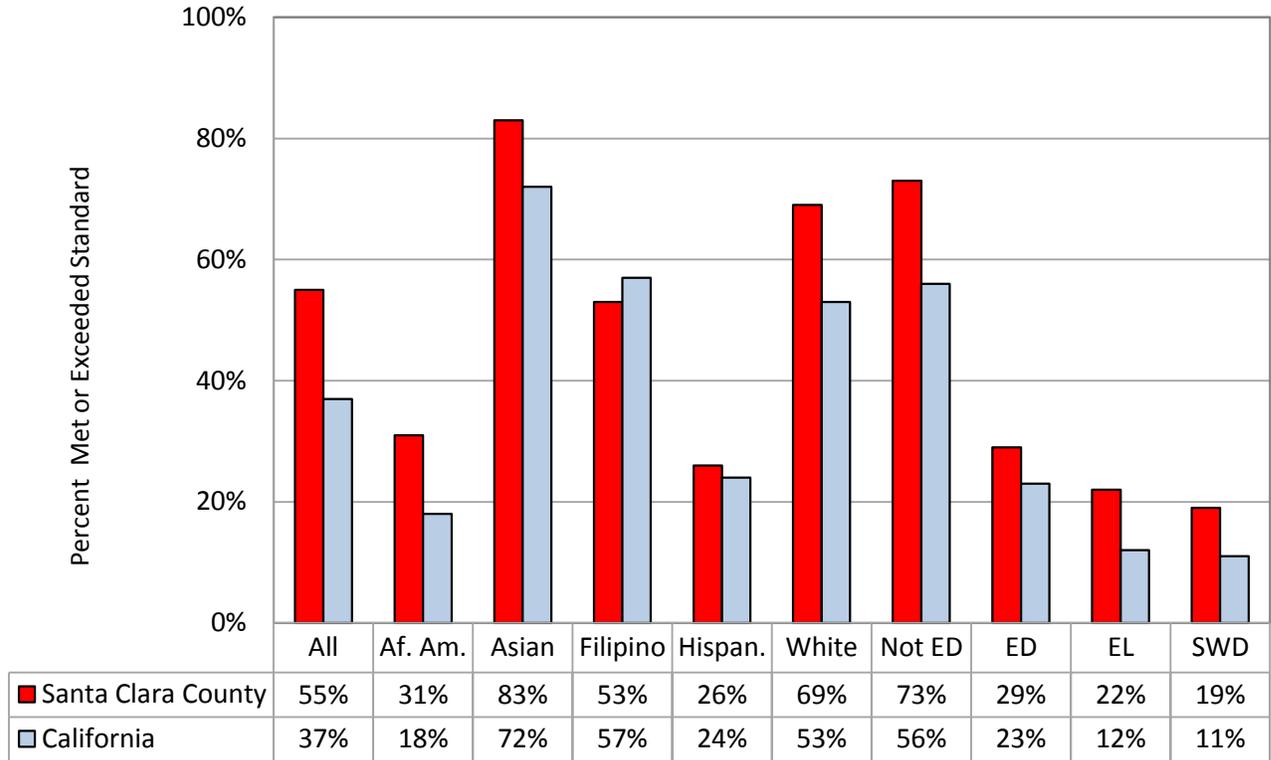
**Figure 3: 2016 CAASPP English Language Arts/Literacy Overall Results, Percent of Subgroups Meeting or Exceeding Standard, Santa Clara County vs. California**



**Table 1: 2016 CAASPP English Language Arts/Literacy, Santa Clara County Students with Scores by Subgroup**

Subgroup	Students with Scores
All Students	142,401
African American	2,855
Asian	41,602
Filipino	6,238
Hispanic or Latino	54,685
White	29,307
Not Economically Disadvantaged	85,278
Economically Disadvantaged	57,123
English Learner	27,263
Students with Disability	13,496

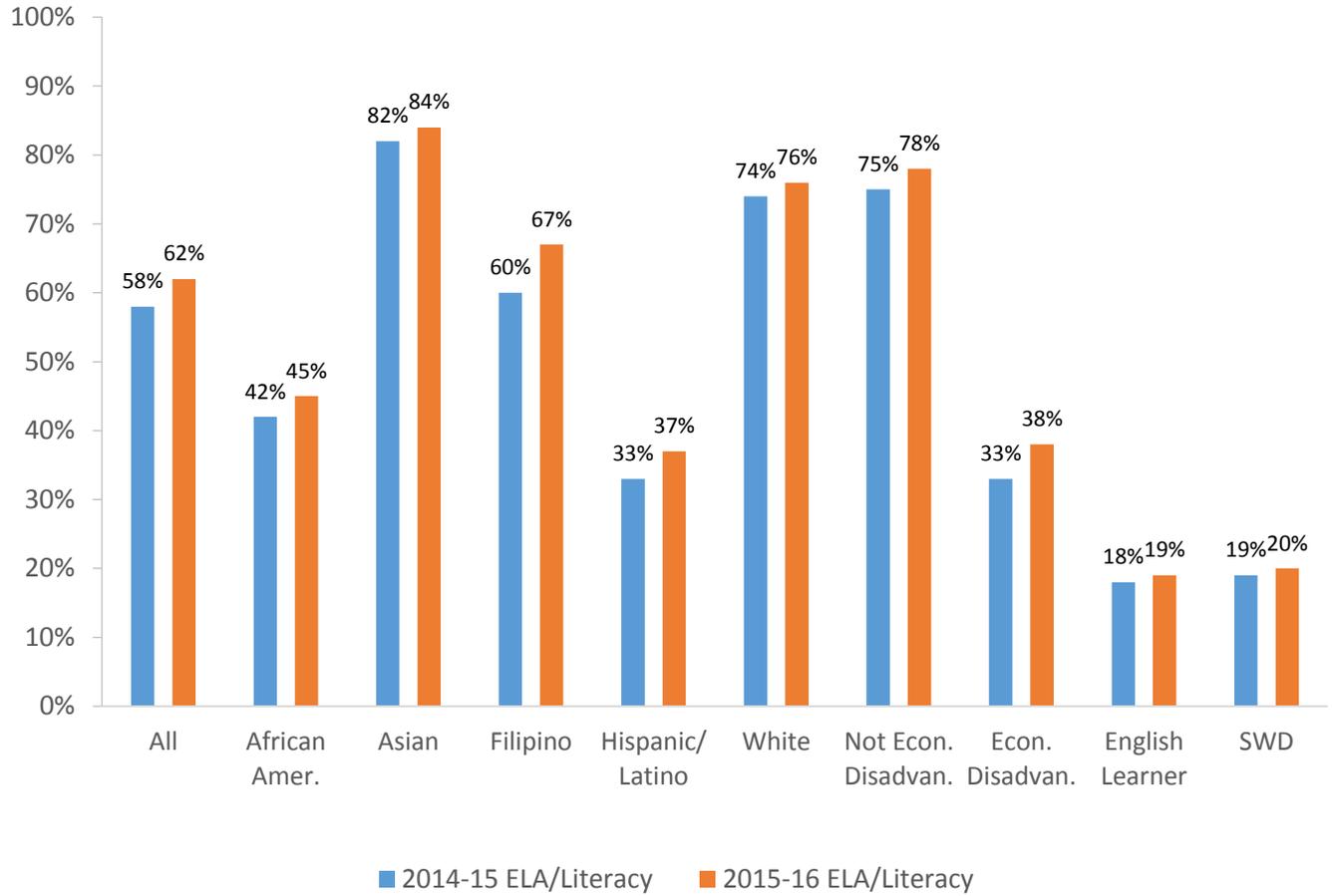
**Figure 4: 2016 CAASPP Mathematics Overall Results, Percent of Subgroups Meeting or Exceeding Standard, Santa Clara County vs. California**



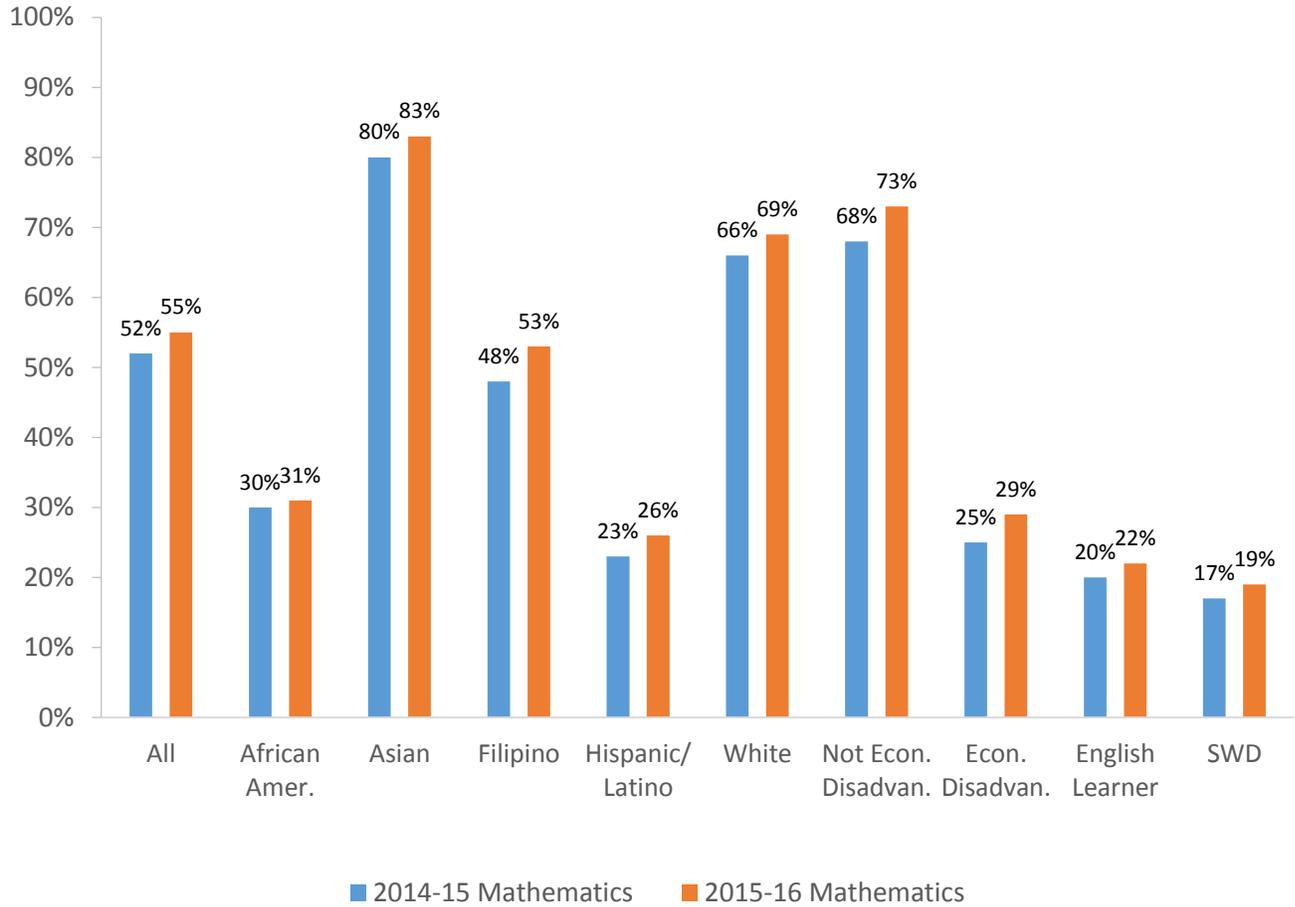
**Table 2: 2016 CAASPP Mathematics, Santa Clara County Students with Scores by Subgroup**

Subgroup	Students with Scores
All	143,202
African American	2,847
Asian	41,994
Filipino	6,279
Hispanic	54,795
White	29,435
Not Economically Disadvantaged	85,796
Economically Disadvantaged	57,406
English Learner	27,869
Students with Disability	13,408

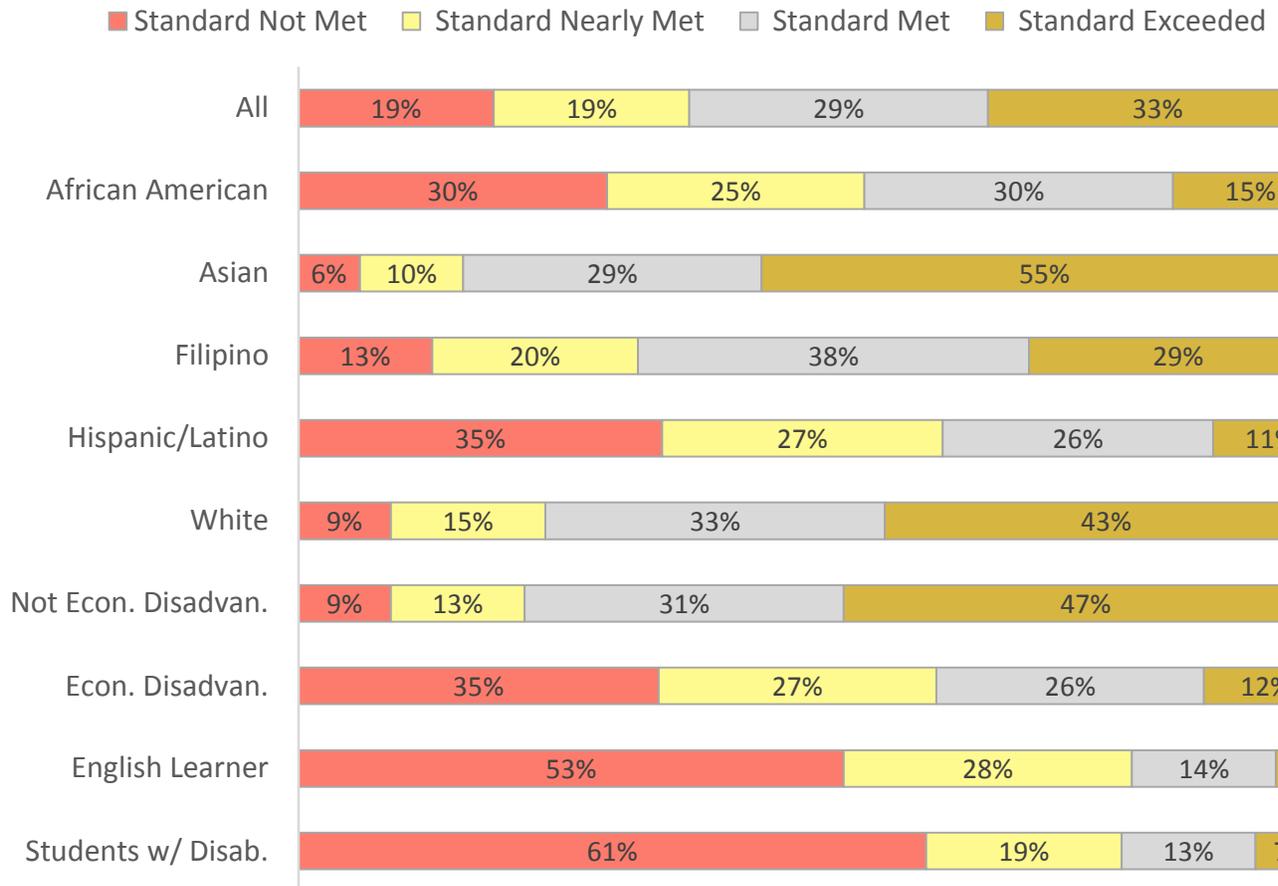
**Figure 5: Percent of Santa Clara County Students Meeting or Exceeding Standard in English Language Arts/Literacy by Subgroup, by Year**



**Figure 6: Percent of Santa Clara County Students Meeting or Exceeding Standard in Mathematics by Subgroup, by Year**



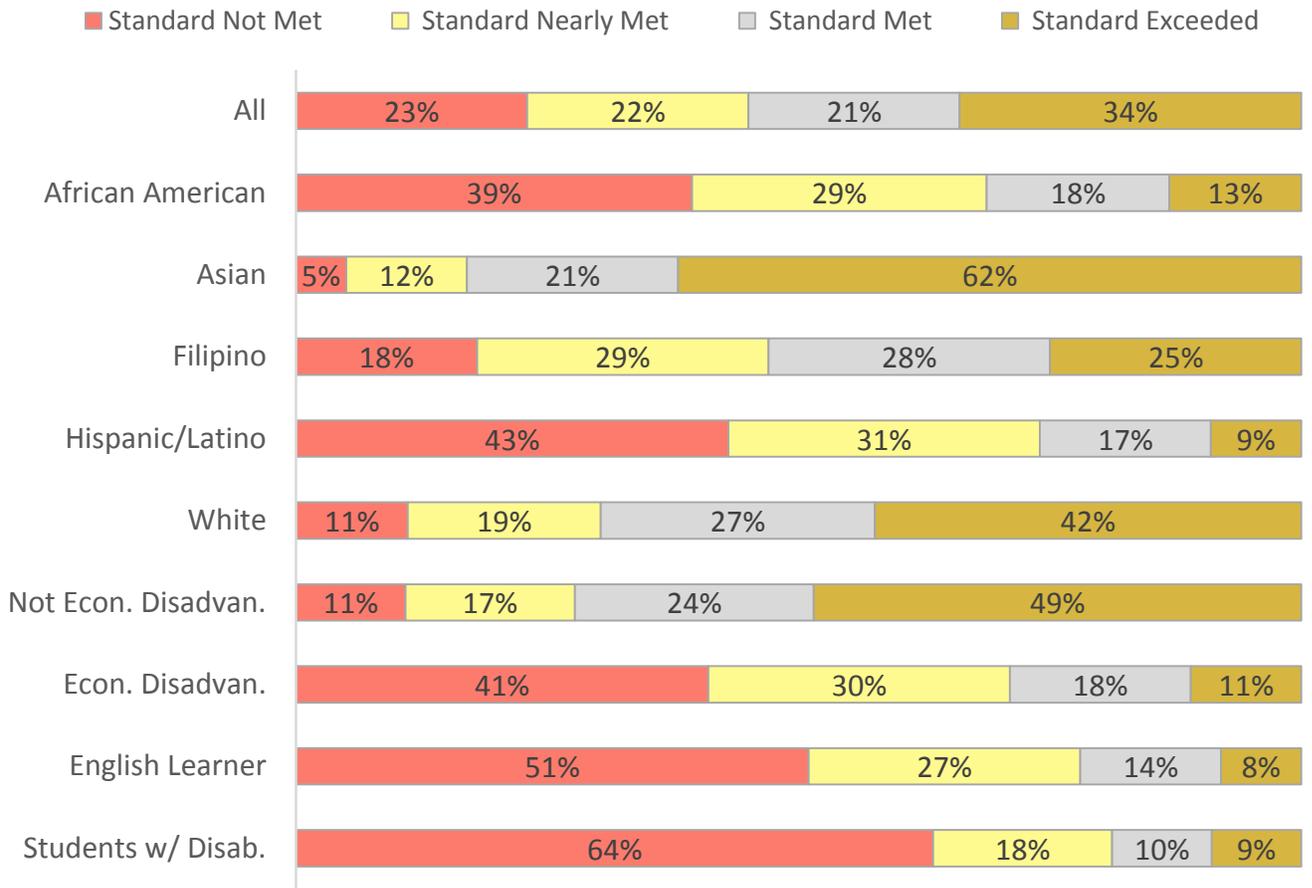
**Figure 7: 2016 CAASPP English Language Arts/Literacy Overall Results, Percent of Santa Clara County Subgroups at each Achievement Level**



**Table 3: 2016 CAASPP English Language Arts/Literacy Overall Results, Percent of Santa Clara County Subgroups Above and Below Standard Met**

	All	African Amer.	Asian	Filipino	Hispanic	White	Not Econ. Dis.	Econ. Dis.	EL	SWD
Number of Students	142,401	2,855	41,602	6,238	54,685	29,307	85,278	57,123	27,263	13,496
Percent Met/ Exceeded	62%	45%	84%	67%	37%	76%	78%	38%	19%	20%
Percent Not/ Nearly Met	38%	55%	16%	33%	63%	24%	22%	62%	81%	80%

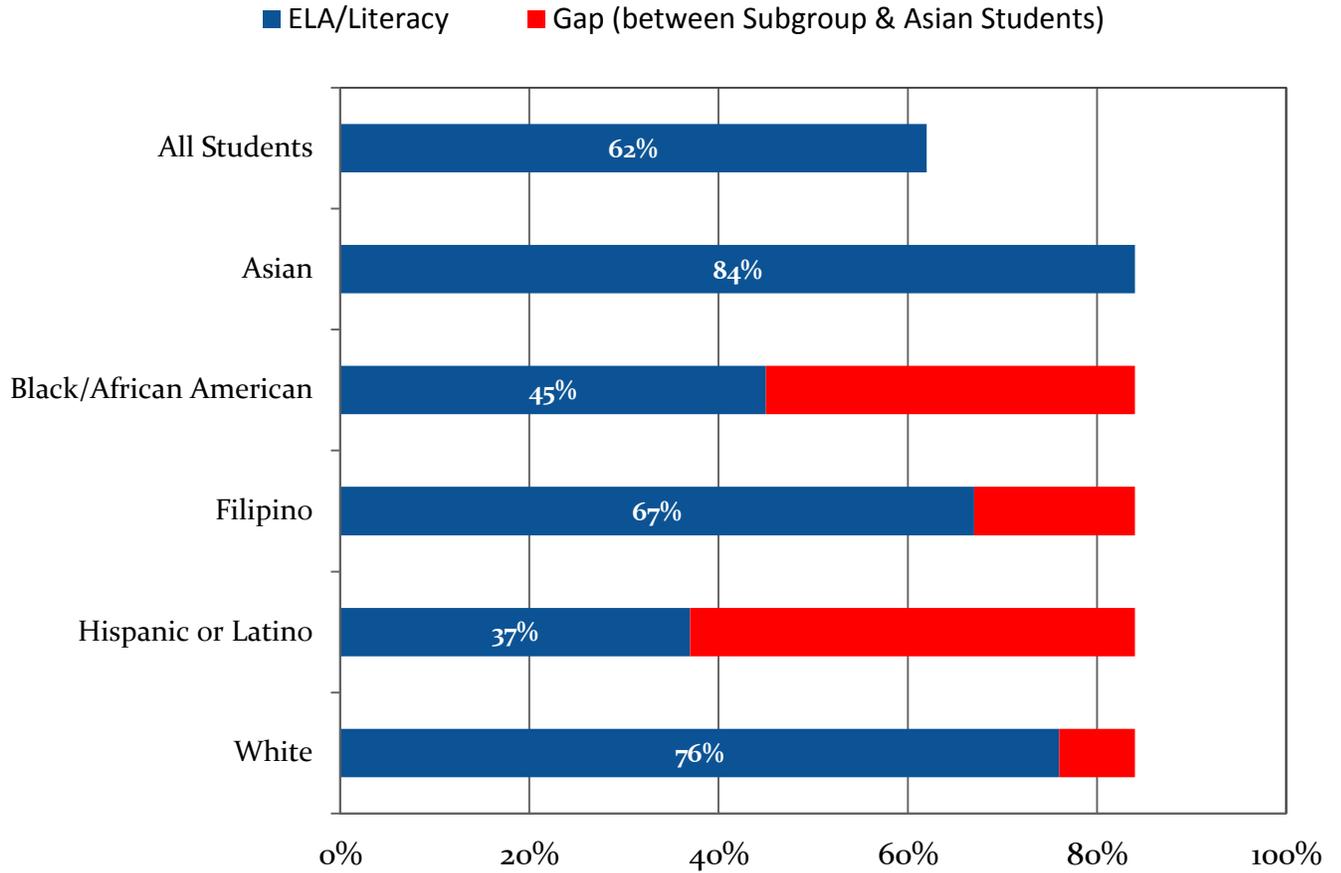
**Figure 8: 2016 CAASPP Mathematics Overall Results, Percent of Santa Clara County Subgroups at each Achievement Level**



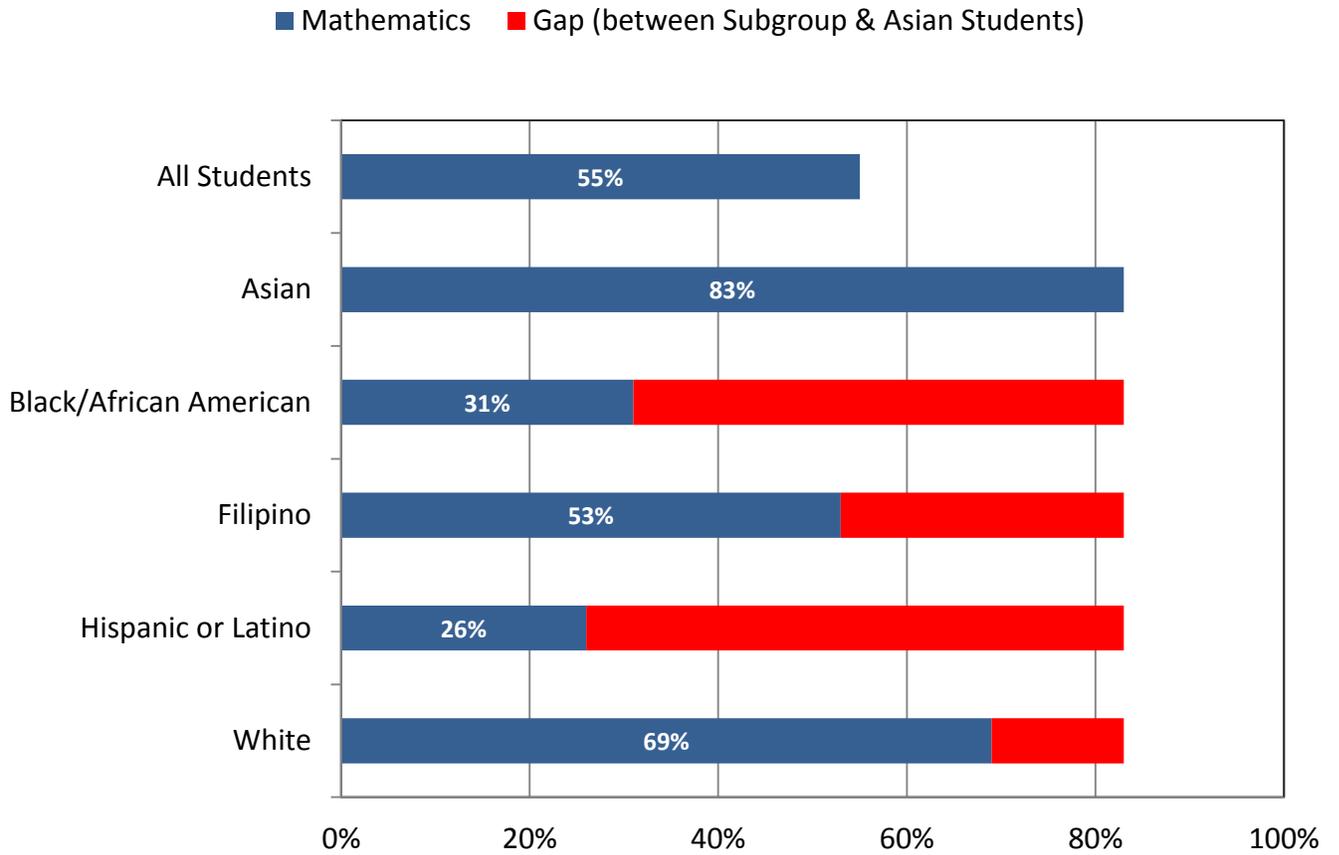
**Table 4: 2016 CAASPP Mathematics Overall Results, Percent of Santa Clara County Subgroups Above and Below Standard Met**

	All	African Amer.	Asian	Filipino	Hispanic	White	Not Econ. Dis.	Econ. Dis.	EL	SWD
Number of Students	143,202	2,847	41,994	6,279	54,795	29,435	85,796	57,406	27,869	13,408
Percent Met/ Exceeded	55%	31%	83%	53%	26%	69%	73%	29%	22%	19%
Percent Not/ Nearly Met	45%	68%	17%	47%	74%	30%	28%	71%	78%	82%

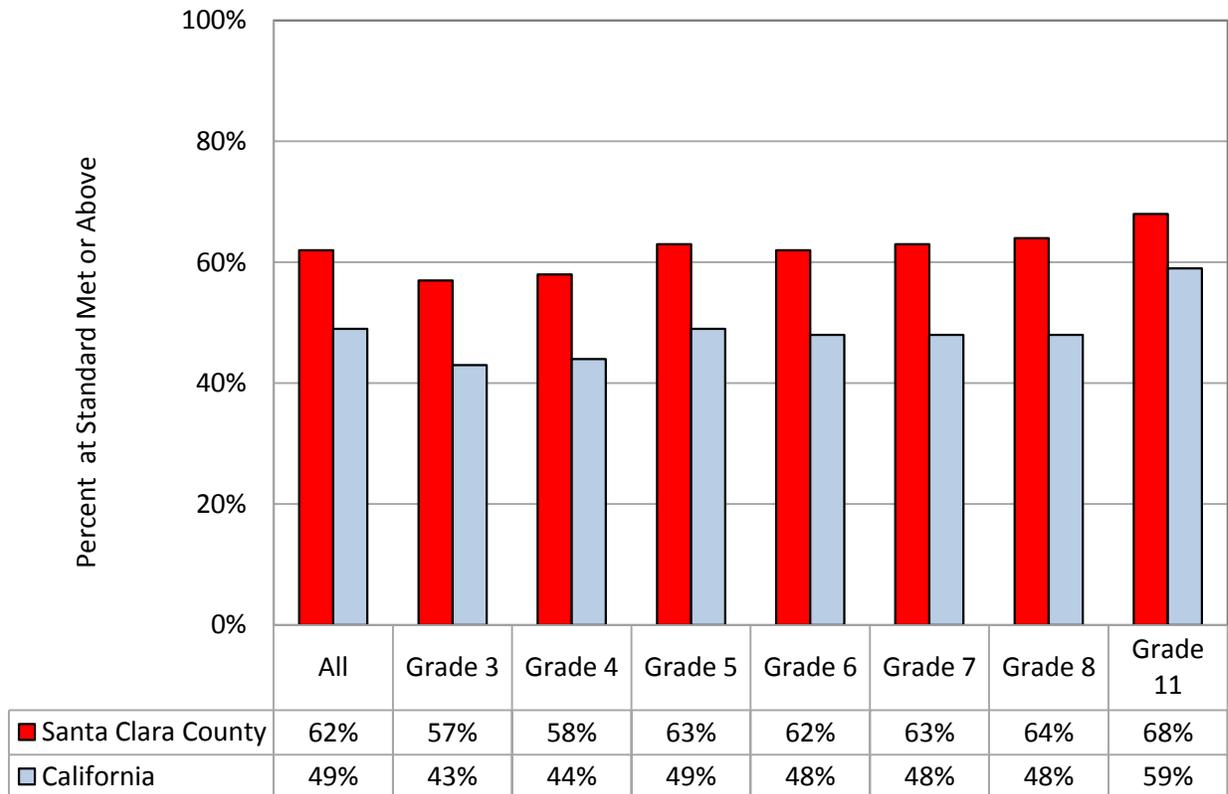
**Figure 9: 2016 CAASPP English Language Arts/Literacy Results, Percent of SCC Students Meeting or Exceeding Standard; Displaying the Achievement Gap between Asian Students and Other Subgroups**



**Figure 10: 2016 CAASPP Mathematics Results, Percent of SCC Students Meeting or Exceeding Standard; Displaying the Achievement Gap between Asian Students and Other Subgroups**



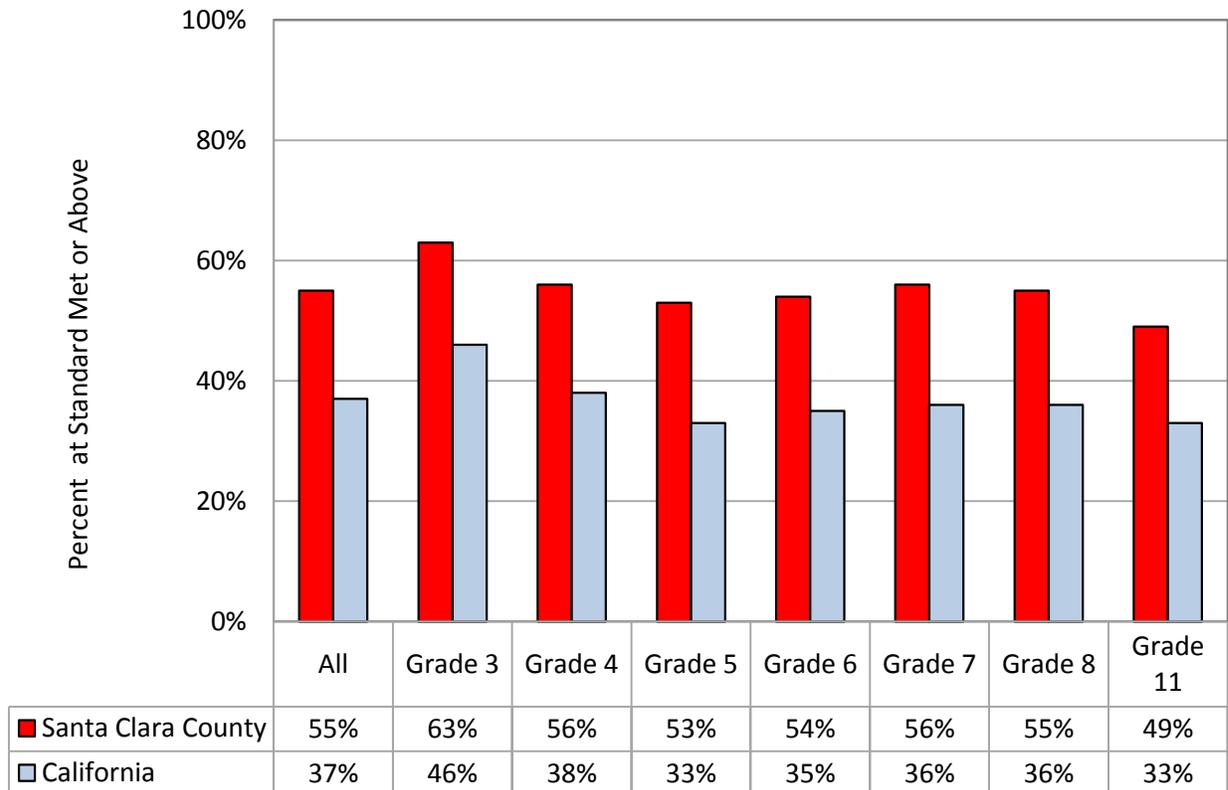
**Figure 11: 2016 CAASPP English Language Arts/Literacy Overall Results, Percent of Grade Level Meeting or Exceeding Standard, Santa Clara County vs. California**



**Table 5: 2016 CAASPP English Language Arts/Literacy, Santa Clara County Students Tested by Grade Level, with Mean Scale Scores**

Subgroup	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students with Scores	Mean Scale Score
All	148,724	142,695	95.9%	142,401	N/A
Grade 3	21,315	20,495	96.2%	20,463	2444.6
Grade 4	22,062	21,296	96.5%	21,270	2488.6
Grade 5	21,785	21,137	97.0%	21,115	2533.5
Grade 6	21,503	20,756	96.5%	20,709	2555.9
Grade 7	21,421	20,766	96.9%	20,720	2577.8
Grade 8	20,855	20,334	97.5%	20,296	2597.0
Grade 11	19,783	17,911	90.5%	17,828	2629.1

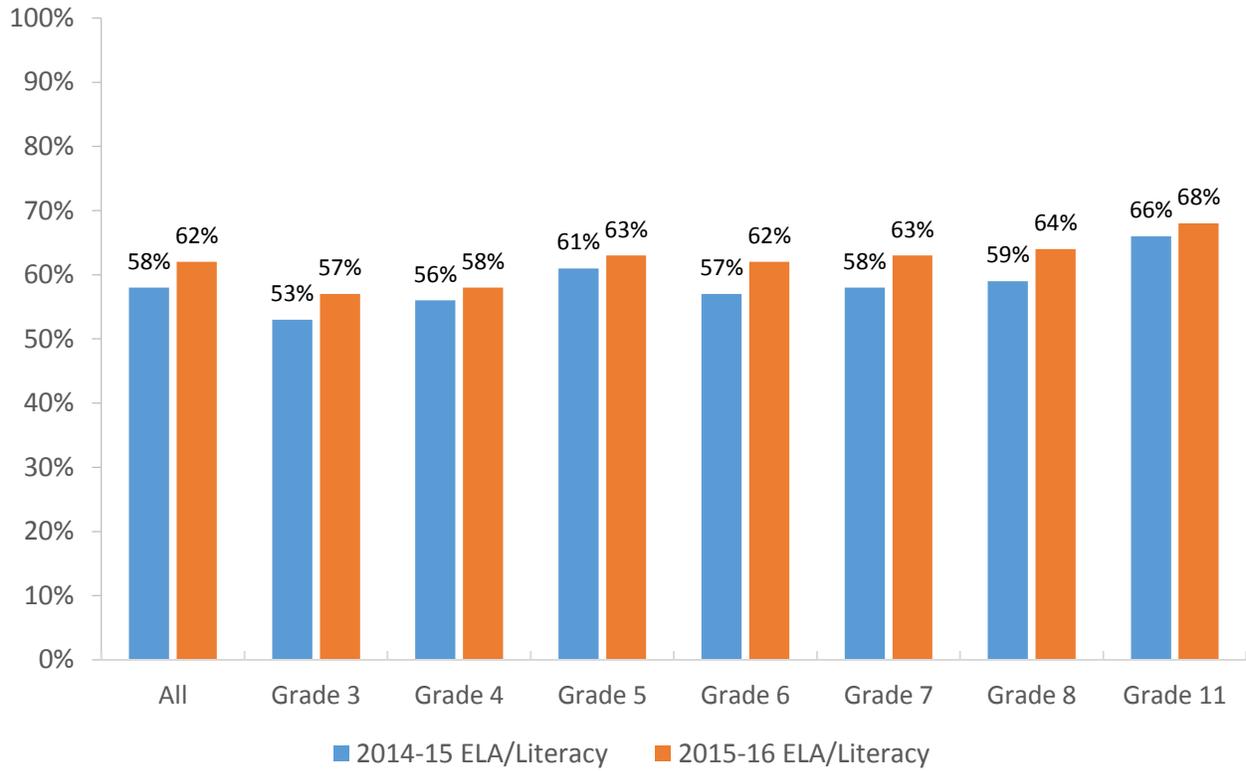
**Figure 12: 2016 CAASPP Mathematics Overall Results, Percent of Grade Level Meeting or Exceeding Standard, Santa Clara County vs. California**



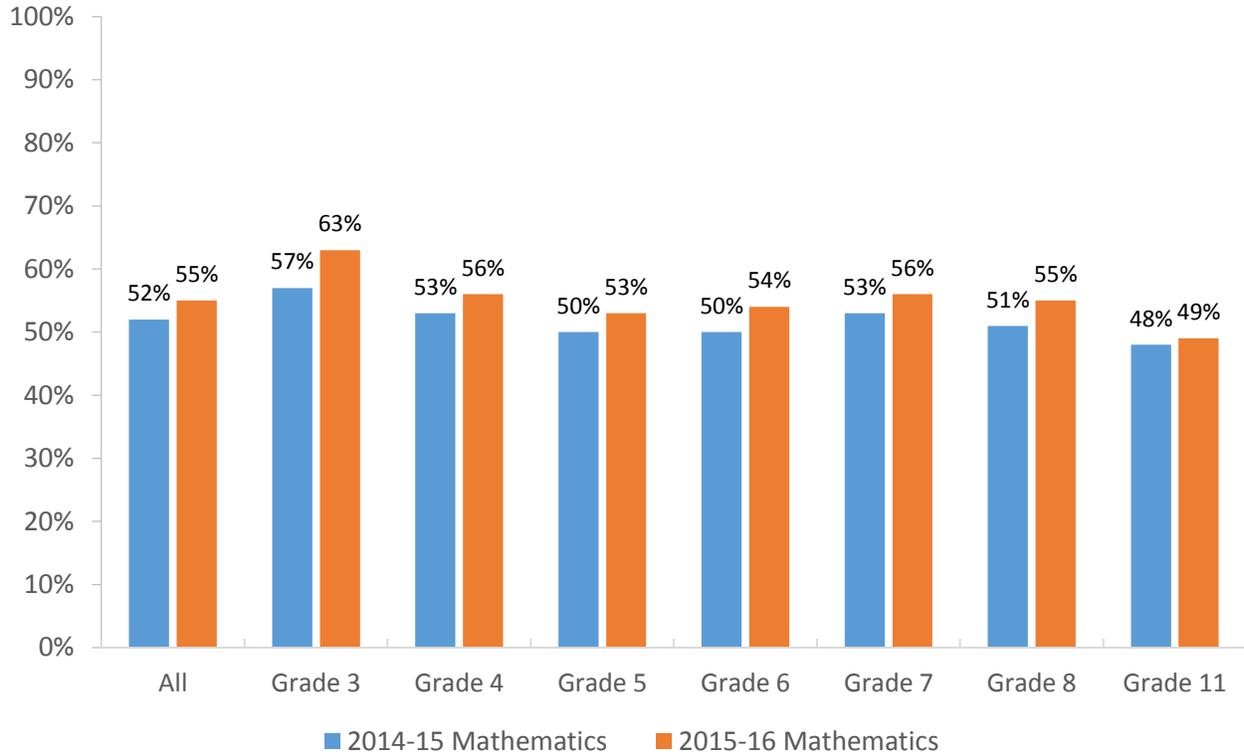
**Table 6: 2016 CAASPP Mathematics, Santa Clara County Students Tested by Grade Level, with Mean Scale Scores Achievement**

Subgroup	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students with Scores	Mean Scale Score
All	148,724	143,674	96.6%	143,202	N/A
Grade 3	21,314	20,717	97.2%	20,669	2459.6
Grade 4	22,061	21,457	97.3%	21,392	2497.7
Grade 5	21,787	21,305	97.8%	21,261	2529.4
Grade 6	21,502	20,901	97.2%	20,862	2558.4
Grade 7	21,420	20,915	97.6%	20,873	2578.2
Grade 8	20,857	20,427	97.9%	20,372	2598.2
Grade 11	19,783	17,952	90.7%	17,773	2618.9

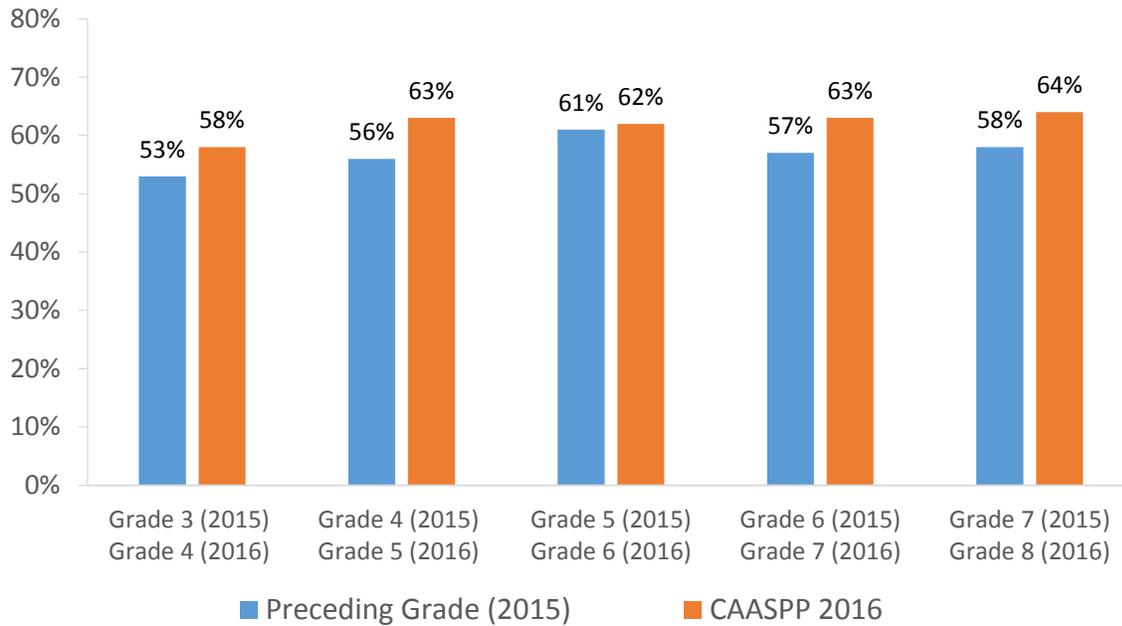
**Figure 13: Percent of Santa Clara County Students Meeting or Exceeding Standard in English Language Arts/Literacy by Grade Level, by Year**



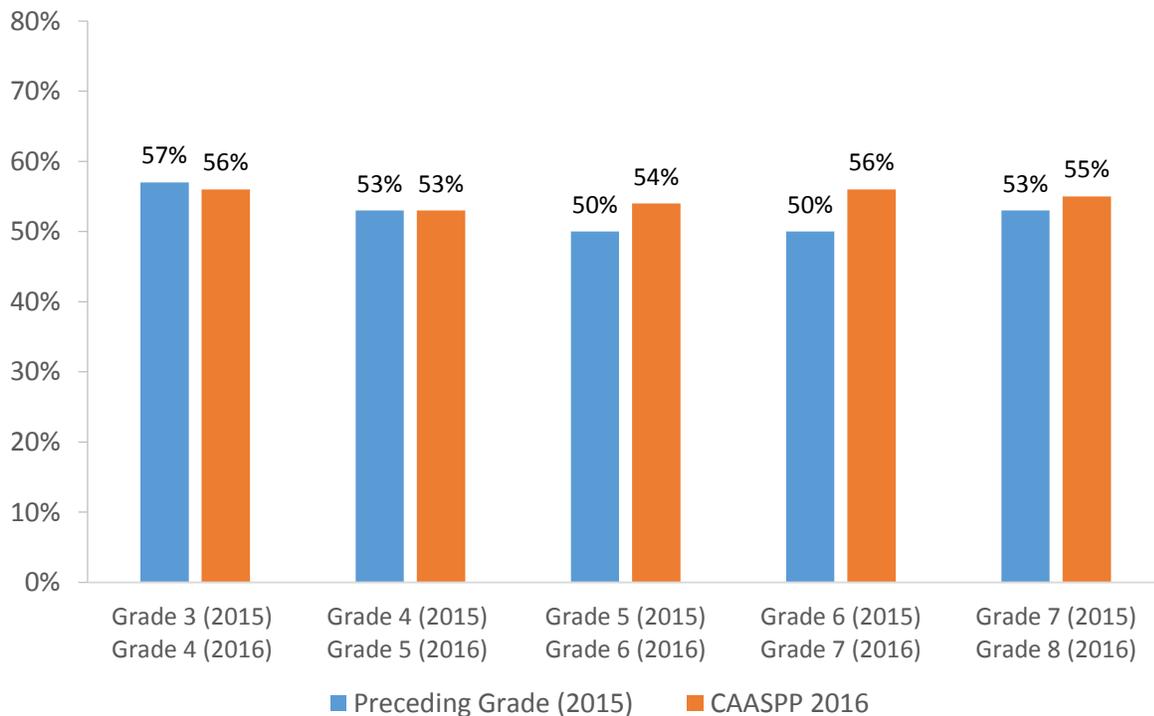
**Figure 14: Percent of Santa Clara County Students Meeting or Exceeding Standard in Mathematics by Grade Level, by Year**



**Figure 15: Change over Time: Percentage of Santa Clara County Students Meeting or Exceeding Standard in English Language Arts/Literacy**



**Figure 16: Change over Time: Percentage of Santa Clara County Students Meeting or Exceeding Standard in Mathematics**



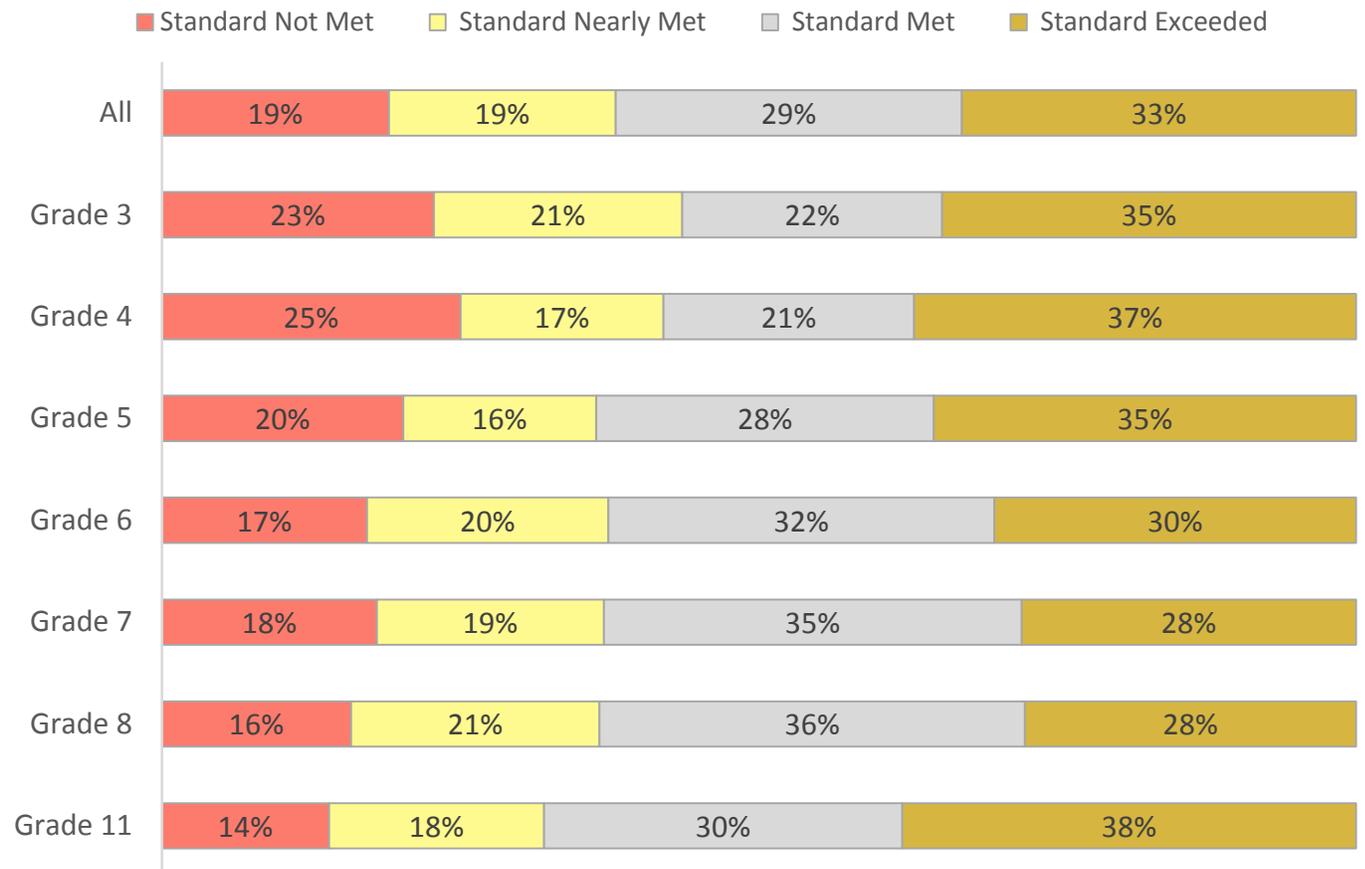
**Table 7: Change over Time: Percentage of Santa Clara County Students Meeting or Exceeding Standard in English Language Arts/Literacy by Subgroup**

Student Group	Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Gr. 3 (2015) to Gr. 4 (2016)		Gr. 4 (2015) to Gr. 5 (2016)		Gr. 5 (2015) to Gr. 6 (2016)		Gr. 6 (2015) to Gr. 7 (2016)		Gr. 7 (2015) to Gr. 8 (2016)	
	Gr. 3	Gr. 4	Gr. 4	Gr. 5	Gr. 5	Gr. 6	Gr. 6	Gr. 7	Gr. 7	Gr. 8
All	53%	58%	56%	63%	61%	62%	57%	63%	58%	58%
African American	35%	40%	37%	45%	45%	46%	41%	45%	41%	47%
Asian	76%	80%	80%	84%	83%	85%	82%	85%	82%	86%
Filipino	56%	63%	59%	67%	61%	65%	58%	66%	61%	67%
Hispanic or Latino	27%	33%	28%	40%	35%	37%	29%	35%	32%	39%
White	69%	74%	72%	79%	76%	78%	72%	77%	73%	77%
Not Econ. Disadvan.	70%	76%	73%	80%	77%	79%	74%	79%	74%	79%
Econ. Disadvan.	27%	33%	28%	40%	35%	38%	32%	37%	33%	40%
English Learners	28%	24%	18%	22%	18%	16%	12%	13%	8%	11%
Students w/ Disab.	24%	24%	22%	22%	21%	17%	16%	16%	15%	17%

**Table 8: Change over Time: Percentage of Santa Clara County Students Meeting or Exceeding Standard in Mathematics by Subgroup**

Student Group	Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Gr. 3 (2015) to Gr. 4 (2016)		Gr. 4 (2015) to Gr. 5 (2016)		Gr. 5 (2015) to Gr. 6 (2016)		Gr. 6 (2015) to Gr. 7 (2016)		Gr. 7 (2015) to Gr. 8 (2016)	
	Gr. 3	Gr. 4	Gr. 4	Gr. 5	Gr. 5	Gr. 6	Gr. 6	Gr. 7	Gr. 7	Gr. 8
All	57%	56%	53%	53%	50%	54%	50%	56%	53%	55%
African American	32%	30%	31%	28%	29%	31%	31%	35%	30%	31%
Asian	83%	84%	81%	80%	77%	82%	79%	85%	82%	84%
Filipino	59%	58%	51%	50%	43%	51%	44%	54%	49%	53%
Hispanic or Latino	31%	27%	24%	24%	20%	24%	19%	26%	23%	24%
White	73%	71%	67%	68%	64%	69%	65%	71%	68%	69%
Not Econ. Disadvan.	71%	73%	71%	71%	67%	73%	68%	74%	71%	73%
Econ. Disadvan.	33%	29%	26%	24%	22%	27%	22%	29%	25%	28%
English Learners	37%	25%	21%	15%	14%	14%	11%	15%	12%	13%
Students w/ Disab.	27%	24%	22%	18%	18%	15%	14%	15%	15%	15%

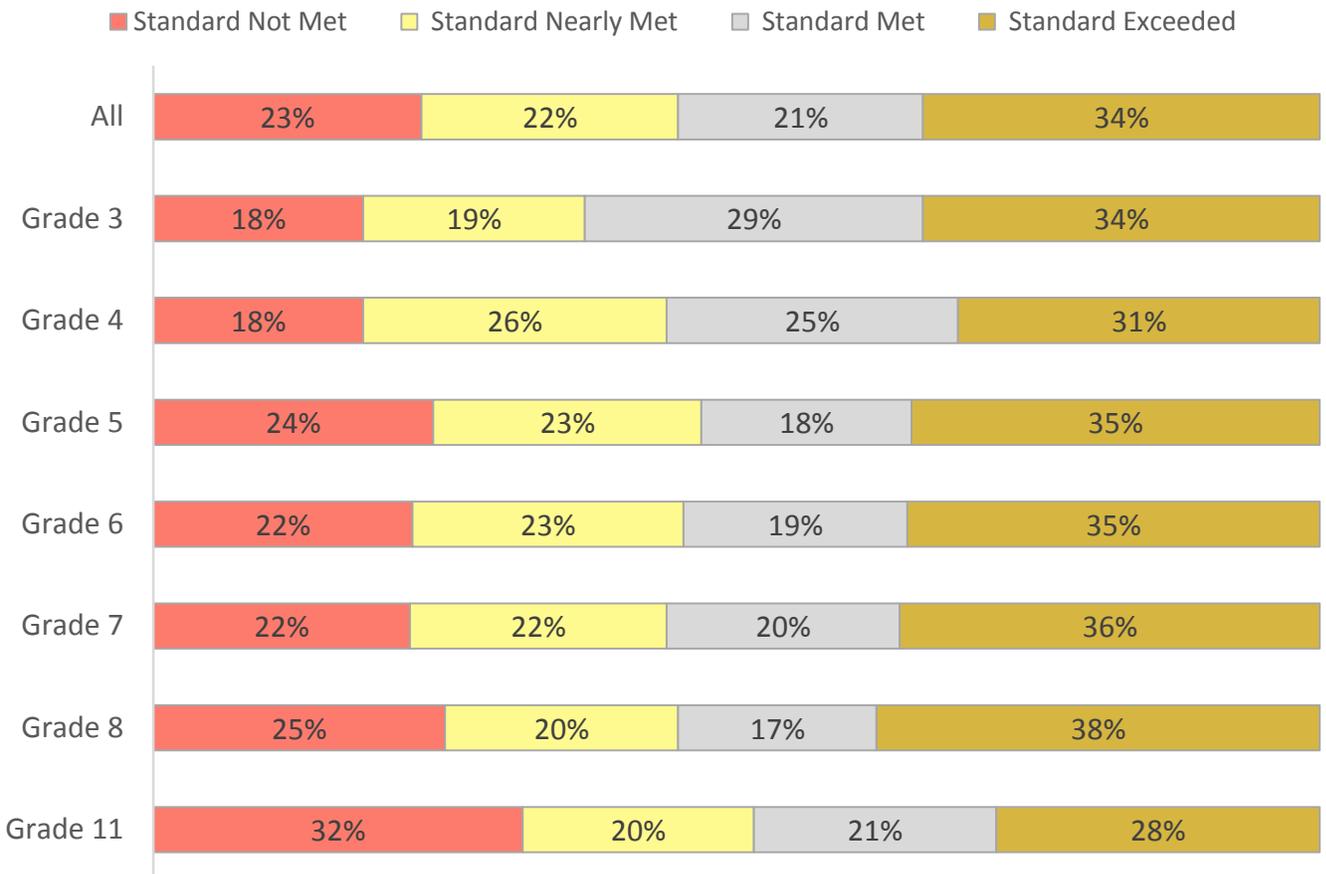
**Figure 17: 2016 CAASPP English Language Arts/Literacy Overall Results, Percent of Santa Clara County Grade Levels at each Achievement Level**



**Table 9: 2016 CAASPP English Language Arts/Literacy Overall Results, Percent of Santa Clara County Grades Above and Below Standard Met**

	All	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Number of Students	142,401	20,463	21,270	21,115	20,709	20,720	20,296	17,828
Percent Met/Exceeded	62%	57%	58%	63%	62%	63%	64%	68%
Percent Not/Nearly Met	38%	44%	42%	36%	37%	37%	37%	32%

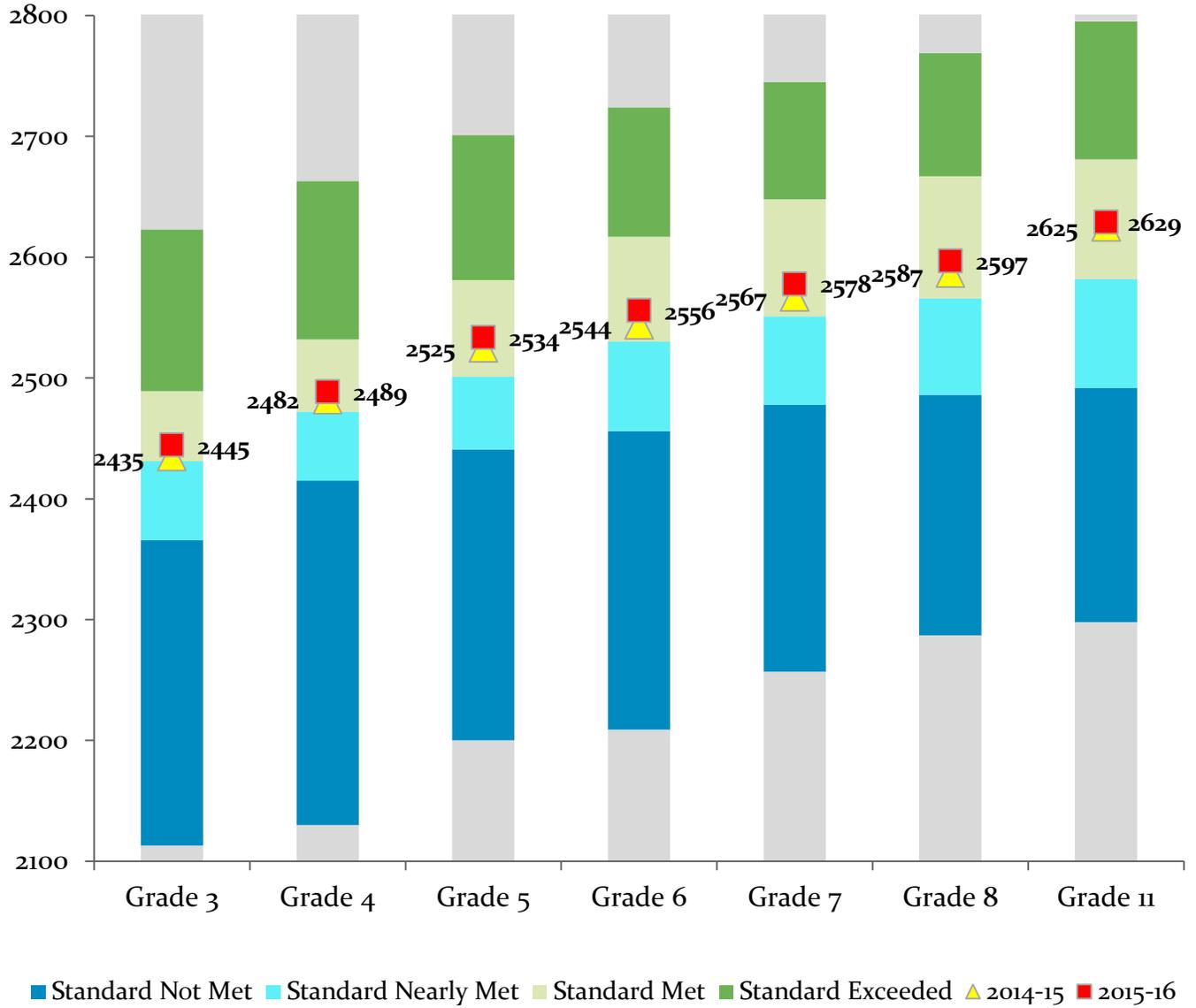
**Figure 18: 2016 CAASPP Mathematics Overall Results, Percent of Santa Clara County Grade Levels at each Achievement Level**



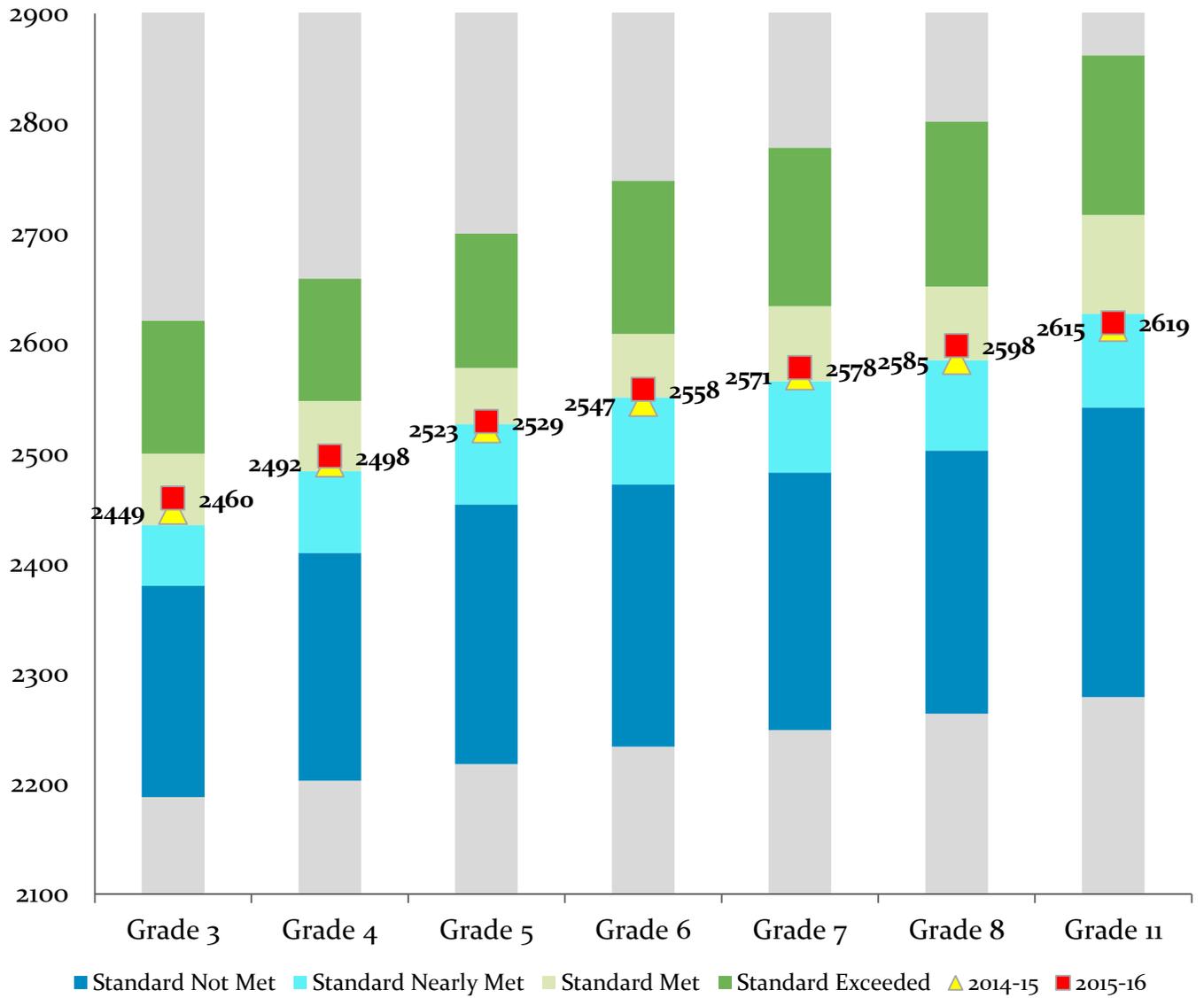
**Table 10: 2016 CAASPP Mathematics Overall Results, Percent of Santa Clara County Grades Above and Below Standard Met**

	All	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Number of Students	143,202	20,669	21,392	21,261	20,862	20,873	20,372	17,773
Percent Met/ Exceeded	55%	63%	56%	53%	54%	56%	55%	49%
Percent Not/ Nearly Met	45%	37%	44%	47%	45%	44%	45%	52%

**Figure 19: Santa Clara County CAASPP English Language Arts/Literacy Mean Scale Scores, 2015 to 2016 by Grade Level**



**Figure 20: Santa Clara County CAASPP Mathematics Mean Scale Scores, 2015 to 2016 by Grade Level**



**Table 11: 2016 CAASPP English Language Arts/Literacy Claims (Areas), Santa Clara County Performance by Sub Groups**

	All	Afr. Am	Asian	Fili-pino	Hispanic	White	Not ED	ED	EL	SWD
<b>Reading: Demonstrating Understanding of Literacy and Non-Fictional Texts</b>										
Above Standard	34%	19%	52%	29%	14%	45%	47%	14%	6%	9%
Near Standard <sup>2</sup>	42%	47%	38%	51%	45%	42%	41%	45%	36%	30%
Below Standard	24%	34%	10%	20%	41%	13%	12%	41%	58%	61%
<b>Writing: Producing Clear and Purposeful Writing</b>										
Above Standard	40%	23%	63%	42%	16%	49%	54%	18%	7%	9%
Near Standard	40%	46%	30%	45%	47%	40%	36%	46%	40%	30%
Below Standard	20%	32%	7%	13%	36%	11%	10%	36%	52%	61%
<b>Listening: Demonstrating Effective Communication Skills</b>										
Above Standard	25%	16%	39%	20%	11%	34%	35%	11%	6%	8%
Near Standard	62%	65%	56%	69%	66%	59%	59%	66%	60%	50%
Below Standard	13%	19%	5%	11%	24%	6%	6%	24%	34%	42%
<b>Research/Inquiry: Investigating, Analyzing, and Presenting Information</b>										
Above Standard	40%	23%	61%	41%	20%	49%	53%	21%	10%	11%
Near Standard	45%	53%	34%	49%	53%	43%	40%	53%	51%	42%
Below Standard	15%	24%	5%	10%	27%	8%	7%	27%	39%	46%

**Table 12: 2015 CAASPP English Language Arts/Literacy Claims (Areas), Santa Clara County Performance by Sub Groups**

	All	Afr. Am	Asian	Fili-pino	Hispanic	White	Not ED	ED	EL	SWD
<b>Reading: Demonstrating Understanding of Literacy and Non-Fictional Texts</b>										
Above Standard	31%	18%	50%	27%	12%	42%	44%	12%	6%	9%
At or Near Standard	43%	45%	40%	50%	43%	43%	42%	43%	34%	29%
Below Standard	26%	37%	10%	23%	45%	14%	14%	45%	60%	62%
<b>Writing: Producing Clear and Purposeful Writing</b>										
Above Standard	36%	20%	58%	35%	13%	46%	49%	14%	7%	9%
At or Near Standard	42%	46%	34%	49%	47%	42%	39%	46%	39%	29%
Below Standard	22%	33%	8%	16%	39%	12%	11%	39%	54%	61%
<b>Listening: Demonstrating Effective Communication Skills</b>										
Above Standard	23%	13%	36%	18%	9%	31%	31%	9%	5%	7%
At or Near Standard	61%	63%	58%	68%	63%	61%	60%	63%	56%	47%
Below Standard	16%	23%	6%	14%	28%	8%	8%	28%	39%	45%
<b>Research/Inquiry: Investigating, Analyzing, and Presenting Information</b>										
Above Standard	35%	21%	55%	33%	16%	44%	47%	16%	8%	10%
At or Near Standard	48%	54%	38%	53%	54%	46%	44%	54%	50%	44%
Below Standard	16%	24%	6%	13%	29%	9%	9%	29%	41%	45%

<sup>2</sup> The Near Standard level was reported as At or Near Standard in 2015.

**Table 13: 2016 CAASPP Mathematics Claims (Areas), Santa Clara County Performance by Sub Groups**

	All	Afr. Am.	Asian	Filipino	Hispanic	White	Non-ED	ED	EL	SWD
<b>Concepts and Procedures: Applying mathematical concepts and procedures</b>										
Above Standard	42%	19%	72%	36%	15%	52%	58%	17%	14%	12%
Near Standard	28%	31%	20%	38%	31%	31%	26%	30%	25%	17%
Below Standard	30%	50%	8%	26%	54%	17%	16%	52%	61%	71%
<b>Problem Solving/Modeling and Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems</b>										
Above Standard	36%	15%	62%	28%	11%	46%	51%	13%	9%	10%
Near Standard	40%	45%	31%	51%	45%	41%	37%	45%	38%	29%
Below Standard	24%	40%	7%	22%	44%	13%	12%	42%	53%	61%
<b>Communicating Reasoning: Demonstrating ability to support mathematical conclusions</b>										
Above Standard	36%	16%	63%	30%	12%	46%	51%	14%	10%	10%
Near Standard	43%	51%	31%	54%	51%	43%	39%	51%	46%	36%
Below Standard	20%	33%	6%	16%	37%	11%	10%	36%	44%	54%

**Table 14: 2015 CAASPP Mathematics Claims (Areas), Santa Clara County Performance by Sub Groups**

	All	Afr. Am.	Asian	Filipino	Hispanic	White	Non-ED	ED	EL	SWD
<b>Concepts and Procedures: Applying mathematical concepts and procedures</b>										
Above Standard	38%	16%	67%	31%	12%	47%	53%	14%	13%	12%
At or Near Standard	30%	32%	23%	40%	31%	33%	29%	31%	25%	17%
Below Standard	32%	51%	10%	29%	57%	19%	18%	55%	62%	71%
<b>Problem Solving/Modeling and Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems</b>										
Above Standard	33%	13%	59%	25%	9%	43%	47%	11%	9%	9%
At or Near Standard	42%	46%	33%	52%	46%	44%	40%	45%	37%	30%
Below Standard	25%	41%	8%	23%	45%	13%	14%	44%	54%	60%
<b>Communicating Reasoning: Demonstrating ability to support mathematical conclusions</b>										
Above Standard	33%	13%	59%	26%	9%	41%	46%	11%	9%	9%
At or Near Standard	45%	51%	34%	54%	51%	46%	41%	51%	45%	37%
Below Standard	22%	35%	7%	20%	40%	12%	12%	38%	46%	54%

**Table 15: 2016 CAASPP English Language Arts/Literacy Claims (Areas), Santa Clara County Performance by Grades**

	All	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>Reading: Demonstrating Understanding of Literacy and Non-Fictional Texts</b>								
Above Standard	34%	31%	33%	35%	29%	33%	37%	39%
Near Standard	42%	42%	40%	40%	46%	43%	41%	45%
Below Standard	24%	27%	27%	25%	26%	24%	22%	16%
<b>Writing: Producing Clear and Purposeful Writing</b>								
Above Standard	40%	33%	35%	42%	38%	42%	40%	46%
Near Standard	40%	43%	42%	38%	41%	40%	41%	37%
Below Standard	20%	25%	23%	20%	21%	17%	18%	17%
<b>Listening: Demonstrating Effective Communication Skills</b>								
Above Standard	25%	26%	25%	28%	24%	23%	23%	28%
Near Standard	62%	60%	62%	58%	65%	63%	64%	59%
Below Standard	13%	14%	13%	14%	11%	14%	13%	13%
<b>Research/Inquiry: Investigating, Analyzing, and Presenting Information</b>								
Above Standard	40%	33%	33%	46%	44%	39%	39%	48%
Near Standard	45%	46%	48%	43%	45%	45%	46%	41%
Below Standard	15%	21%	19%	11%	11%	16%	15%	11%

**Table 16: 2015 CAASPP English Language Arts/Literacy Claims (Areas), Santa Clara County Performance by Grades**

	All	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>Reading: Demonstrating Understanding of Literacy and Non-Fictional Texts</b>								
Above Standard	31%	29%	31%	32%	26%	30%	33%	41%
At or Near Standard	43%	41%	42%	41%	45%	44%	43%	43%
Below Standard	26%	30%	28%	27%	29%	27%	23%	16%
<b>Writing: Producing Clear and Purposeful Writing</b>								
Above Standard	36%	29%	31%	39%	34%	38%	36%	45%
At or Near Standard	42%	44%	44%	39%	43%	41%	44%	38%
Below Standard	22%	27%	24%	22%	23%	21%	19%	17%
<b>Listening: Demonstrating Effective Communication Skills</b>								
Above Standard	23%	24%	26%	25%	21%	19%	20%	24%
At or Near Standard	61%	60%	58%	59%	65%	63%	64%	59%
Below Standard	16%	16%	16%	16%	14%	17%	16%	16%
<b>Research/Inquiry: Investigating, Analyzing, and Presenting Information</b>								
Above Standard	35%	29%	28%	41%	35%	35%	34%	45%
At or Near Standard	48%	48%	46%	46%	52%	48%	49%	43%
Below Standard	16%	23%	20%	13%	13%	17%	16%	12%

**Table 17: 2016 CAASPP Mathematics Claims (Areas), Santa Clara County Performance by Grades**

	All	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>Concepts and Procedures: Applying mathematical concepts and procedures</b>								
Above Standard	42%	47%	42%	40%	40%	43%	43%	38%
Near Standard	28%	30%	29%	27%	29%	28%	26%	26%
Below Standard	30%	23%	30%	33%	31%	29%	30%	36%
<b>Problem Solving/Modeling and Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems</b>								
Above Standard	36%	39%	34%	34%	35%	39%	38%	30%
Near Standard	40%	40%	42%	36%	39%	37%	42%	44%
Below Standard	24%	20%	24%	30%	26%	24%	20%	26%
<b>Communicating Reasoning: Demonstrating ability to support mathematical conclusions</b>								
Above Standard	36%	41%	37%	32%	36%	39%	37%	32%
Near Standard	43%	45%	39%	42%	44%	42%	44%	49%
Below Standard	20%	14%	24%	26%	20%	19%	19%	20%

**Table 18: 2015 CAASPP Mathematics Claims (Areas), Santa Clara County Performance by Grades**

	All	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>Concepts and Procedures: Applying mathematical concepts and procedures</b>								
Above Standard	38%	41%	38%	36%	35%	40%	39%	36%
At or Near Standard	30%	32%	29%	29%	30%	29%	28%	29%
Below Standard	32%	27%	32%	35%	34%	31%	33%	35%
<b>Problem Solving/Modeling and Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems</b>								
Above Standard	33%	36%	32%	31%	30%	36%	35%	29%
At or Near Standard	42%	40%	43%	38%	43%	42%	43%	46%
Below Standard	25%	25%	25%	31%	27%	22%	22%	25%
<b>Communicating Reasoning: Demonstrating ability to support mathematical conclusions</b>								
Above Standard	33%	36%	34%	22%	32%	35%	33%	31%
At or Near Standard	45%	45%	39%	43%	44%	53%	43%	49%
Below Standard	22%	19%	26%	28%	24%	13%	24%	21%

**Table 19: 2016 CAASPP Testing, Santa Clara County Subgroups by Percent**

<b>Subgroup</b>	<b>Percent of Students Tested</b>
African American	2.0%
Asian	29.3%
Filipino	4.4%
Hispanic	38.3%
White	20.6%
Not Economically Disadvantaged	59.9%
Economically Disadvantaged	40.1%
English Learners	19.5%
Students with Disability	9.4%

**Table 20: Smarter Balanced English Language Arts/Literacy Scale Score Ranges**

<b>Grade</b>	<b>Minimum Scale Score</b>	<b>Maximum Scale Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>
3	2114	2623	2114–2366	2367–2431	2432–2489	2490–2623
4	2131	2663	2131–2415	2416–2472	2473–2532	2533–2663
5	2201	2701	2201–2441	2442–2501	2502–2581	2582–2701
6	2210	2724	2210–2456	2457–2530	2531–2617	2618–2724
7	2258	2745	2258–2478	2479–2551	2552–2648	2649–2745
8	2288	2769	2288–2486	2487–2566	2567–2667	2668–2769
11	2299	2795	2299–2492	2493–2582	2583–2681	2682–2795

**Table 21: Smarter Balanced Mathematics Scale Score Ranges**

<b>Grade</b>	<b>Minimum Scale Score</b>	<b>Maximum Scale Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>
3	2189	2621	2189–2380	2381–2435	2436–2500	2501–2621
4	2204	2659	2204–2410	2411–2484	2485–2548	2549–2659
5	2219	2700	2219–2454	2455–2527	2528–2578	2579–2700
6	2235	2748	2235–2472	2473–2551	2552–2609	2610–2748
7	2250	2778	2250–2483	2484–2566	2567–2634	2635–2778
8	2265	2802	2265–2503	2504–2585	2586–2652	2653–2802
11	2280	2862	2280–2542	2543–2627	2628–2717	2718–2862