TO: Thomas M. Gemetti

Pablo A. Beltran   Daniel M.S. Cohen

Richard H. Nguyen   Michael L. Snyder

FROM: Whitney Holton, Assistant Superintendent, Instructional Services

April Mouton, Equity, Assessment & Accountability Administrator

SUBJECT: 2016-2017 Campbell Union School District California Assessment of Student Performance and Progress (CAASPP) Report

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The 2016-2017 school year marked the third 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 spring of 2017 marked the third year of operational testing of the Smarter Balanced Summative Assessments. The Smarter Balanced Summative Assessments (SBA) 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 third operational year of the tests means that it is the second year that growth comparisons are available.

For students with significant cognitive abilities, the California Alternative Assessments (CAA) in ELA and mathematics is available grades 3 through 8 and 11. This is a new assessment, in its second year of administration.

For each grade level and subject area, students receive a scale score from approximately 300 to 800 based on their grade level. The overall score falls into one of three achievement levels:

- *Level 3 Understanding*: Students at this level demonstrate **understanding** of core subject matter in the content area. They are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.
- *Level 2 Foundational Understanding*: Students at this level demonstrate **foundational understanding** of core subject matter in the content area when provided with frequent prompts and supports. They are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may frequently need supports to complete tasks and activities.
- *Level 1 Limited Understanding:* Students at this level demonstrate **limited understanding** of adapted grade level content that focuses on much of the basic knowledge and skills, even with extensive supports.

The following is a summary of the CAASPP summative assessment results for Campbell Union School District.

CUSD Overall Key Findings

For the ELA Assessments:
- Overall student performance in ELA increased from 52% to 54%
- CUSD has a three year growth in ELA of 6% as compared to 4% of Santa Clara County
- All grade levels increased the percentages of students meeting or exceeding standards from the previous year with the exception of 4th grade (-1%) and 8th grade (-2%)
- 7th grade made the highest percentage of growth from the previous year (+5%)
- There are a greater percentage of females meeting or exceeding standards in ELA than males (59% vs. 47%) This trend is the same in Santa Clara County with females performing 9% higher than males.
- CUSD had lower student proficiency than Santa Clara County in in grades 4-8
- CUSD is showing higher three year gains in ELA overall (6%) than Santa Clara County (4%)
- RFEP students are outperforming all students by 15 percentage points in ELA. *RFEP (Redesignated-fluent-English-proficient): Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the LEA criteria for English language proficiency are determined to be RFEP. These students are redesignated according to the multiple criteria adopted by the district and demonstrate that students being redesignated have English language proficiency comparable to that of average native English speakers.*

Response to ELA Assessments:
- Speculation and teacher input on the male/female gap indicates that the core curriculum literature may be of more interest to females. Student input from 4th and 8th grade will be gathered this year to further investigate this gap
- Strengthen foundational literacy by implementing a district plan to ensure all students are readers by 4th grade to increase overall scores
- CUSD has a higher percentage of English Learners (19% vs. 18%), Hispanic/Latino (48% vs. 38%), Economically disadvantaged (44% vs. 38%) and White students (26% vs. 20%) compared to Santa Clara County
- CUSD has a lower percentage of Asian students (13% vs. 30%) compared to Santa Clara County

For the Math Assessments:
- Overall student performance in Math increased from 45% to 48%
- CUSD has a three year growth in math of 6% as compared to 4% in Santa Clara County
- All grade levels increased the percentage of students meeting or exceeding standards on the math assessment. The largest gain happening at 3rd grade (+6%)
- There was a greater percentage of growth of CUSD students meeting or exceeding standards in math as compared to language arts (District overall growth 3% in math and 2% in ELA)
- CUSD had lower student proficiency than Santa Clara County in in grades 4-8

Response to Math Assessments:
- Strategic focus on math instruction in 4th and 5th grade where there is an identified proficiency drop at title I schools and growth over time declines from 3rd to 4th to 5th grade
- Create additional intervention opportunities and out of school time instructional options
- Provide on-going professional development on the new math curriculum to all teachers

Within Santa Clara County there is a substantial achievement gap between sub-groups. In CUSD our highest performing sub-group is Asian and key findings in relation to their progress as compared with other groups indicate:
- For ELA there is a 66-percentage point difference between the percent of Students with Disabilities/Asian students that met or exceeded standard (15% vs. 81%)
- For ELA there is a 73-percentage point difference between the percent of English Language learners/Asian students that met or exceeded standard (8% vs. 81%)

- For ELA there is a 50-percentage point difference between the percent of Socio-Economically disadvantaged/Asian students that met or exceeded standard (31% vs. 81%)
- The gap is nearly the same for students in math for the above sub-groups

Response to Achievement Gap
- The number of students who were reclassified in 2017 was 430. This is an increase of 152 students from the previous year (2015-2016: 278 RFEP students). When students are reclassified they are pulled from EL data, therefore taking the highest achieving students out of this sub-group
- CUSD will have a district wide focus beginning in 2017 on meeting the needs of our Hispanic students, who represent our largest sub-group who are performing well below the Asian sub-group (49% gap in ELA and 54% gap in math)
- Data will be analyzed formally 4 times a year and sites will create response plans for the data
- Provide on-going professional development in Culturally Responsive Teaching Strategies
- Increase parent engagement opportunities and education for this population

The Smarter Balanced summative assessments are based on a vertically calibrated growth model, so with the exceptions of grade 3 it is possible to view growth in performance over time and grade levels.
- 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 (58% vs. 52% the previous year in grade 4)
- On the Math assessment, the largest grade level gains in terms of students meeting or exceeding standard over the prior year's grade level occurred in Grade 8 (41% vs. 37% the previous year in grade 7)

For Special Education Assessments:
Smarter Balanced Summative Assessments-
- District-wide SWD made 2% pt. growth in ELA and Math.
- Forest Hill (FH) and Marshall Lane (ML) educators are having significant success with supporting Students with Disabilities. At FH 66% of SWD met/exceed standards in ELA (11% pt. growth) and 80% of SWD met/exceed standards in Math (21% pt. growth). At ML 60% of SWD met/exceed standards in ELA (42% pt. growth) and 53% of SWD met/exceed standards in ELA (23% pt. growth).
- The three sites with a continuum of support for SDC 3rd-5th graders, Capri, Castlemont, and Lynhaven saw significant academic achievement for their SWD. (CAP: 8% pt. growth in ELA, CAS: 8% pt. growth in math, and LYN: 7% pt. growth in ELA and 13% pt. growth in Math).
- Village had the biggest decline in growth with SWD (-16% pt. decrease in ELA and -21% pt. decrease in Math)

California Alternative Assessment (CAA)-
- On the CAA ELA assessment, there was a 9% pt. growth for all students obtaining a level 3 score.
- There was a 7% pt. growth for all students obtaining a level 3 score in mathematics.
- EL students that took the CAA assessments had no growth in ELA and decreased by 8% pts in Math (level 3).

Response to Special Education Assessments:
- Increase strategic collaboration between Special Education and General Education teachers
- Review, replicate, and monitor the implementation success at Forest Hill, Marshall Lane, Lynhaven, Castlemont, and Capri and use that information to support SWD services and supports district-wide.
- Refine collaboration with integrated and designated ELD instruction for SWD
- Increase use of targeted formative assessments for special education progress monitoring

In the following data charts, District Data will be labeled with letters (A thru Q); site data will be labeled with numbers (1-72).

Figure A: Percent of Campbell Union School District Students Meeting or Exceeding Standard in English Language Arts/Literacy by Grade Level, by Year

Met/Exceed SBA ELA 3yr Progression by Grade Level

	Third (792)	Fourth (827)	Fifth (815)	Sixth (747)	Seventh (707)	Eighth (699)	DistrictWide (4,587)
2015	50%	47%	51%	43%	52%	45%	48%
2016	53%	52%	54%	50%	48%	53%	52%
2017	56%	51%	58%	52%	53%	51%	54%
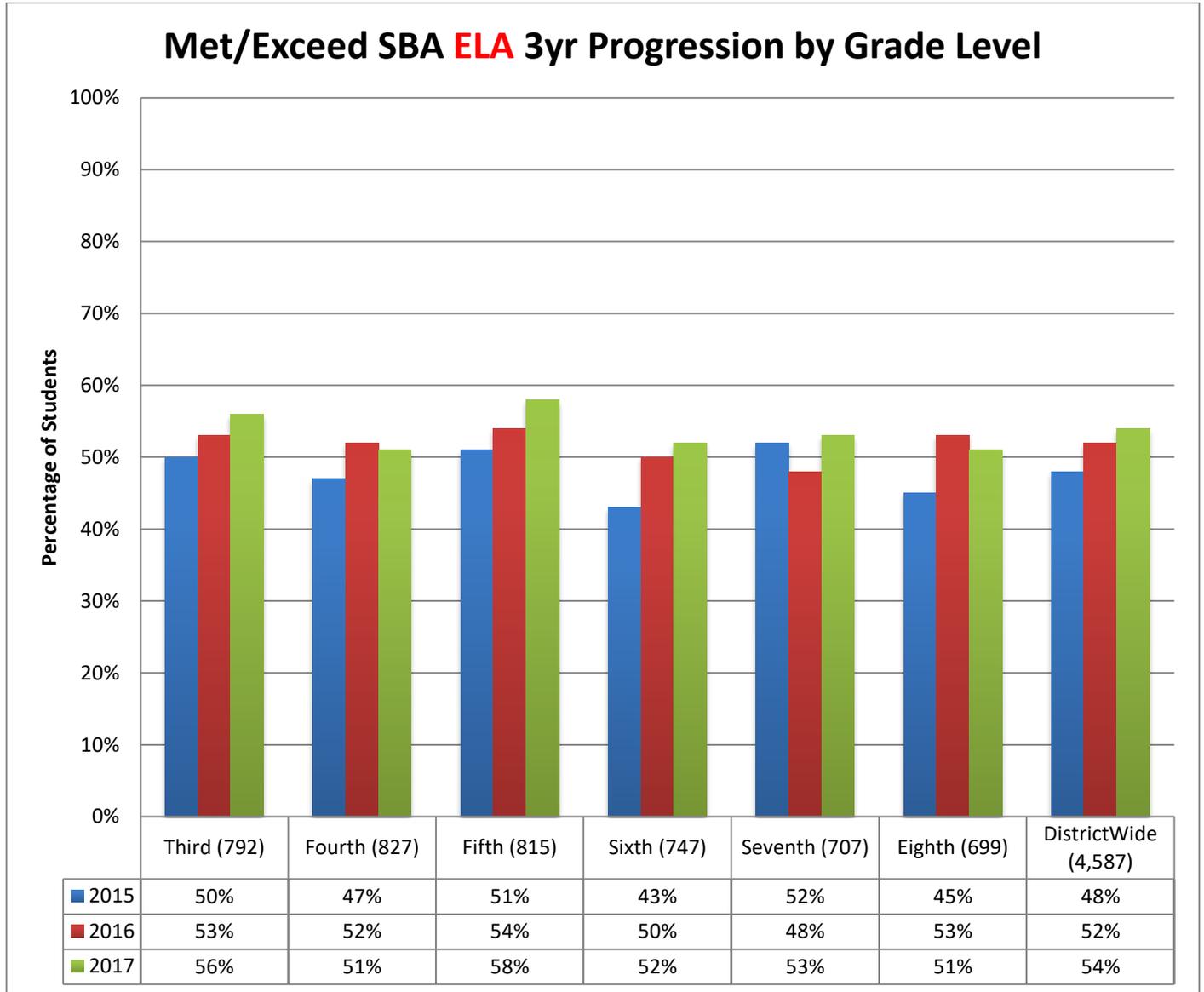
Santa Clara County Comparison of Percentage of Students (Met/Exceed) in ELA

SCCOE (ELA)	Third	Fourth	Fifth	Sixth	Seventh	Eighth	County-Wide*
2015	54%	56%	61%	57%	58%	59%	58%
2016	57%	58%	63%	62%	63%	64%	62%
2017	56%	59%	60%	61%	65%	63%	62%

* includes 11th grade data

Figure B: 2015-2017 Percent of Campbell Union School District Students Meeting or Exceeding Standard in English Language Arts/Literacy by Student Group and Year
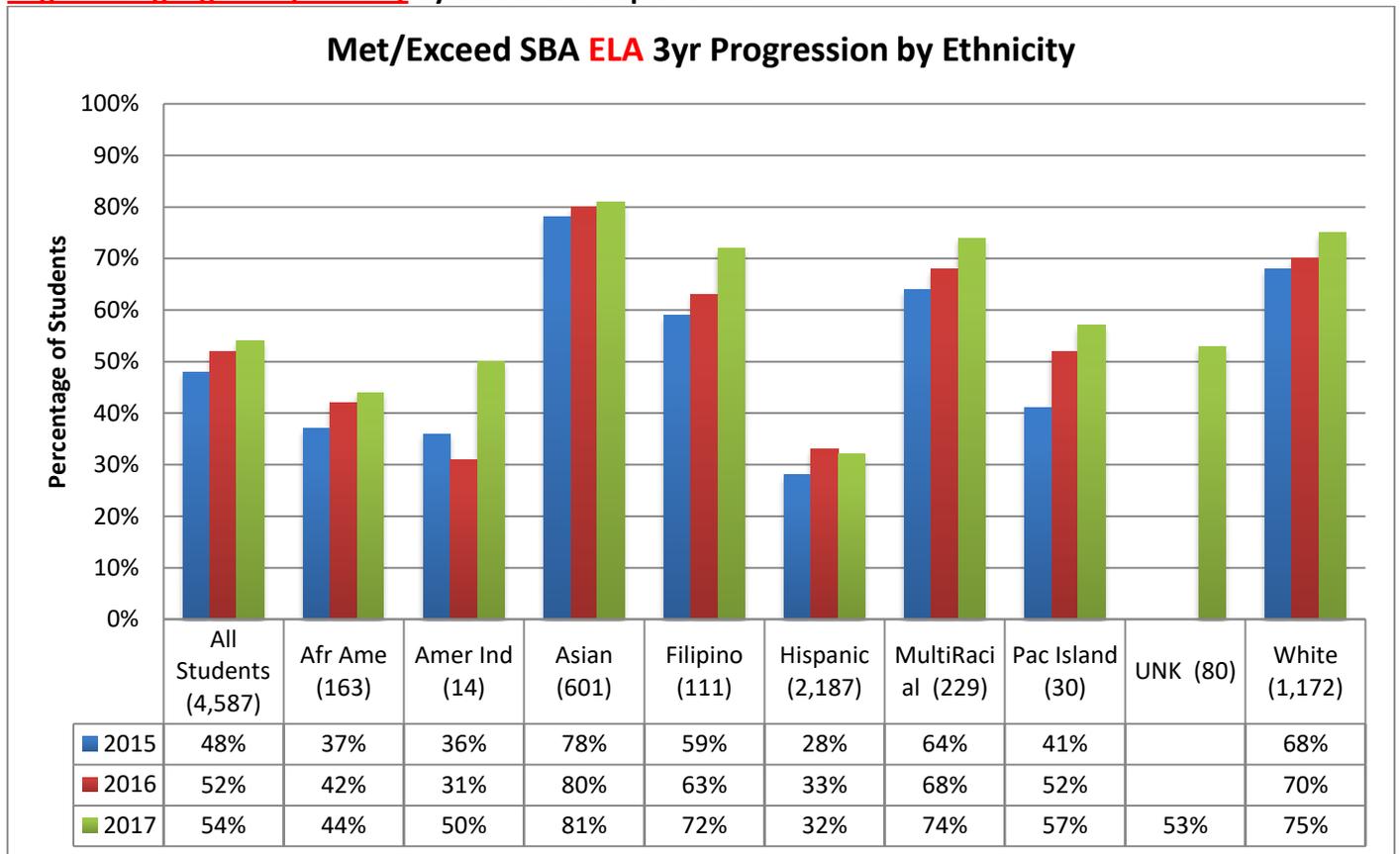
Met/Exceed SBA ELA 3yr Progression by Ethnicity

	All Students (4,587)	Afr Ame (163)	Amer Ind (14)	Asian (601)	Filipino (111)	Hispanic (2,187)	MultiRacial (229)	Pac Island (30)	UNK (80)	White (1,172)
2015	48%	37%	36%	78%	59%	28%	64%	41%		68%
2016	52%	42%	31%	80%	63%	33%	68%	52%		70%
2017	54%	44%	50%	81%	72%	32%	74%	57%	53%	75%

UNK students are factored into the overall district-wide score. This group represents students who do not have an ethnicity or race tagged in the CALPADs reporting system.

Met/Exceed SBA ELA 3yr Progression by Sub-Group

	ELL (879)**	RFEP (1,243)	SED (2,017)	SWD (461)	Males (2,365)	Females (2,222)	All Students (4,587)
2015	10%	51%	26%	12%	42%	54%	48%
2016	16%	61%	31%	13%	44%	59%	52%
2017	8%	69%	31%	15%	47%	59%	54%
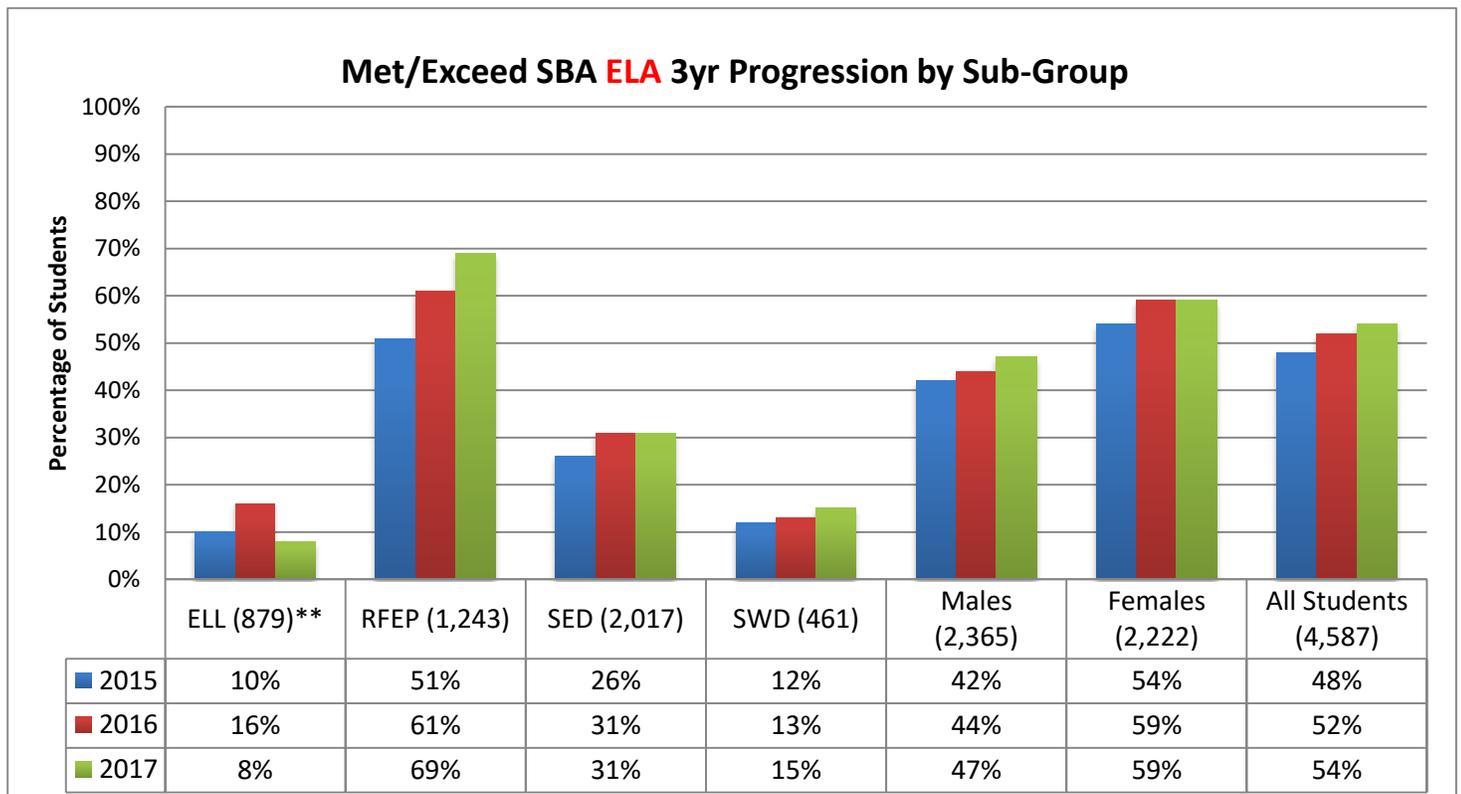
*** Change of over 200 fewer EL students compared to 2016 data*

Figure C: Percent of Campbell Union School District Students Meeting or Exceeding Standard in Mathematics by Grade Level, by Year

Met/Exceed SBA Math 3yr Progression by Grade Level

	Third (800)	Fourth (831)	Fifth (821)	Sixth (752)	Seventh (713)	Eighth (701)	DistrictWide (4,618)
2015	54%	43%	43%	35%	44%	34%	42%
2016	58%	49%	42%	43%	37%	41%	45%
2017	64%	50%	46%	44%	42%	41%	48%
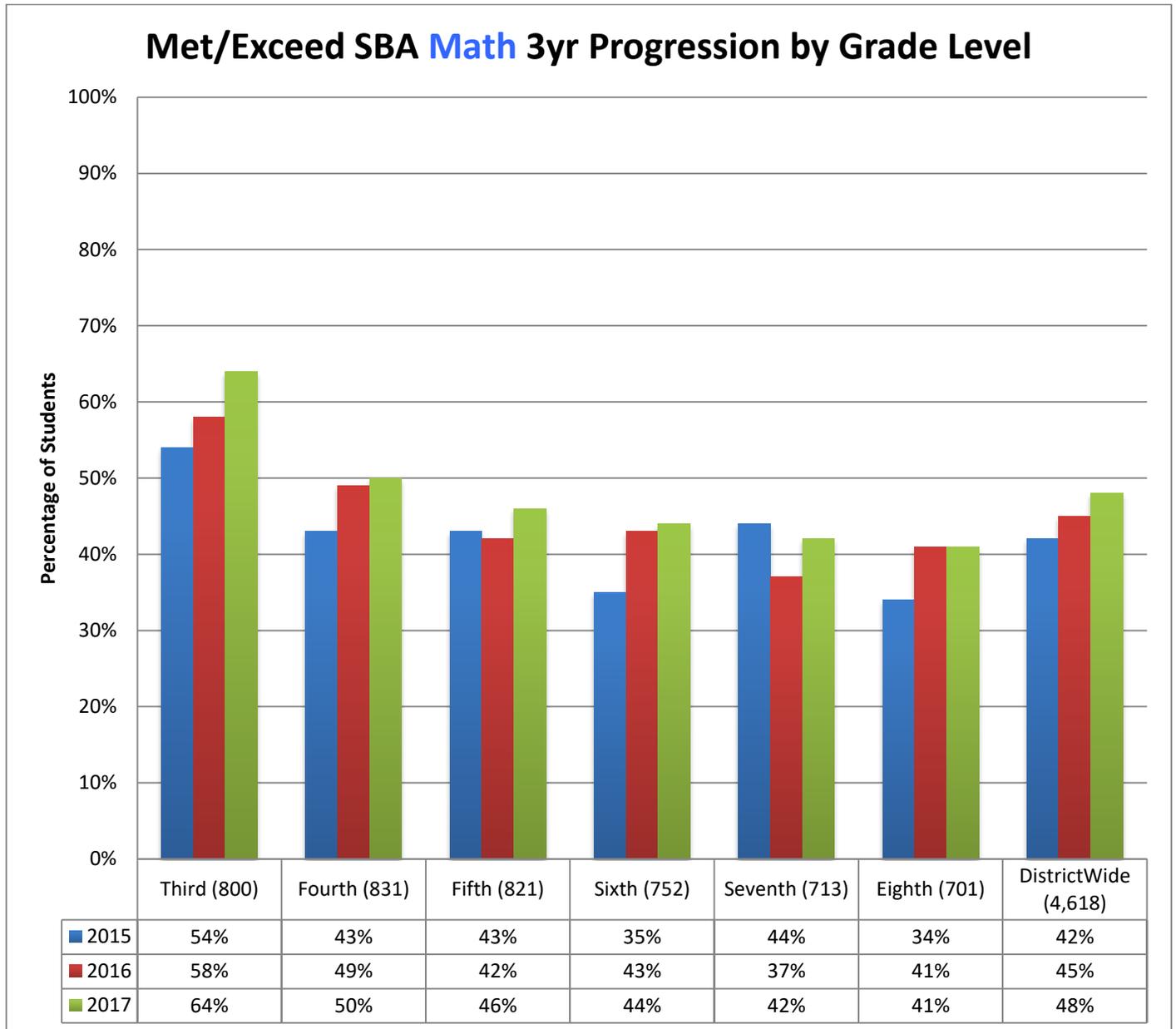
Santa Clara County Comparison of Percentage of Students (Met/Exceed) in Math

SCCOE (MATH)	Third	Fourth	Fifth	Sixth	Seventh	Eighth	County-Wide*
2015	57%	53%	50%	50%	53%	51%	52%
2016	63%	56%	53%	54%	56%	55%	55%
2017	62%	58%	51%	55%	58%	55%	56%

* includes 11th grade data

Campbell
UNION SCHOOL DISTRICT

Figure D: 2015-2017 Percent of Campbell Union School District Students Meeting or Exceeding Standard in Mathematics by Student Group and Year
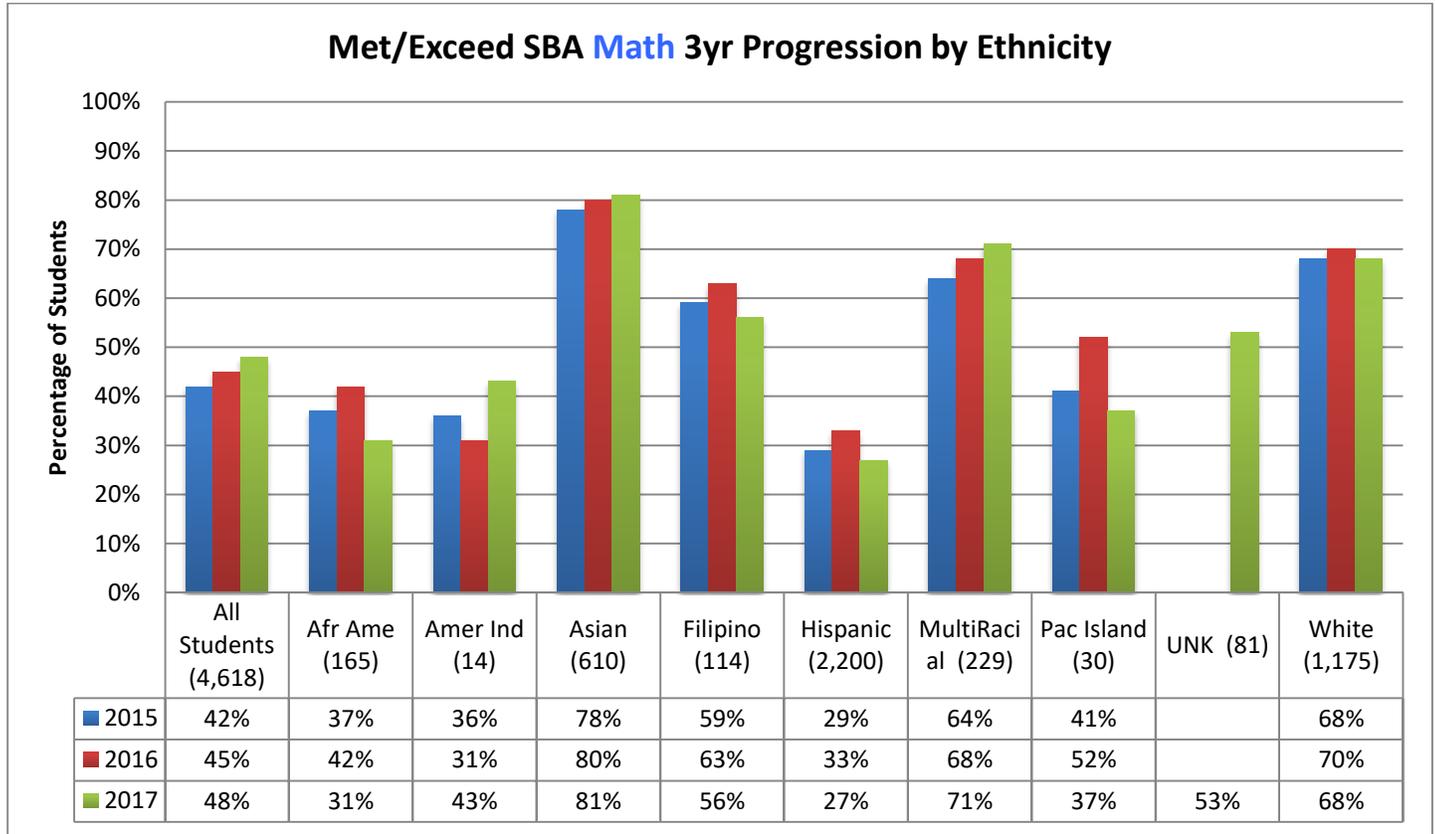
Met/Exceed SBA Math 3yr Progression by Ethnicity

	All Students (4,618)	Afr Ame (165)	Amer Ind (14)	Asian (610)	Filipino (114)	Hispanic (2,200)	MultiRacial (229)	Pac Island (30)	UNK (81)	White (1,175)
2015	42%	37%	36%	78%	59%	29%	64%	41%		68%
2016	45%	42%	31%	80%	63%	33%	68%	52%		70%
2017	48%	31%	43%	81%	56%	27%	71%	37%	53%	68%

UNK students are factored into the overall district-wide score. This group represents students who do not have an ethnicity or race tagged in the CALPADs reporting system.

Met/Exceed SBA Math 3yr Progression by Sub-Group

	ELL (911)**	RFEP (1,242)	SED (2,032)	SWD (460)	Males (2,383)	Females (2,235)	DistrictWide (4,618)
2015	11%	42%	20%	11%	42%	44%	42%
2016	16%	49%	23%	12%	44%	46%	45%
2017	13%	49%	26%	14%	48%	49%	48%
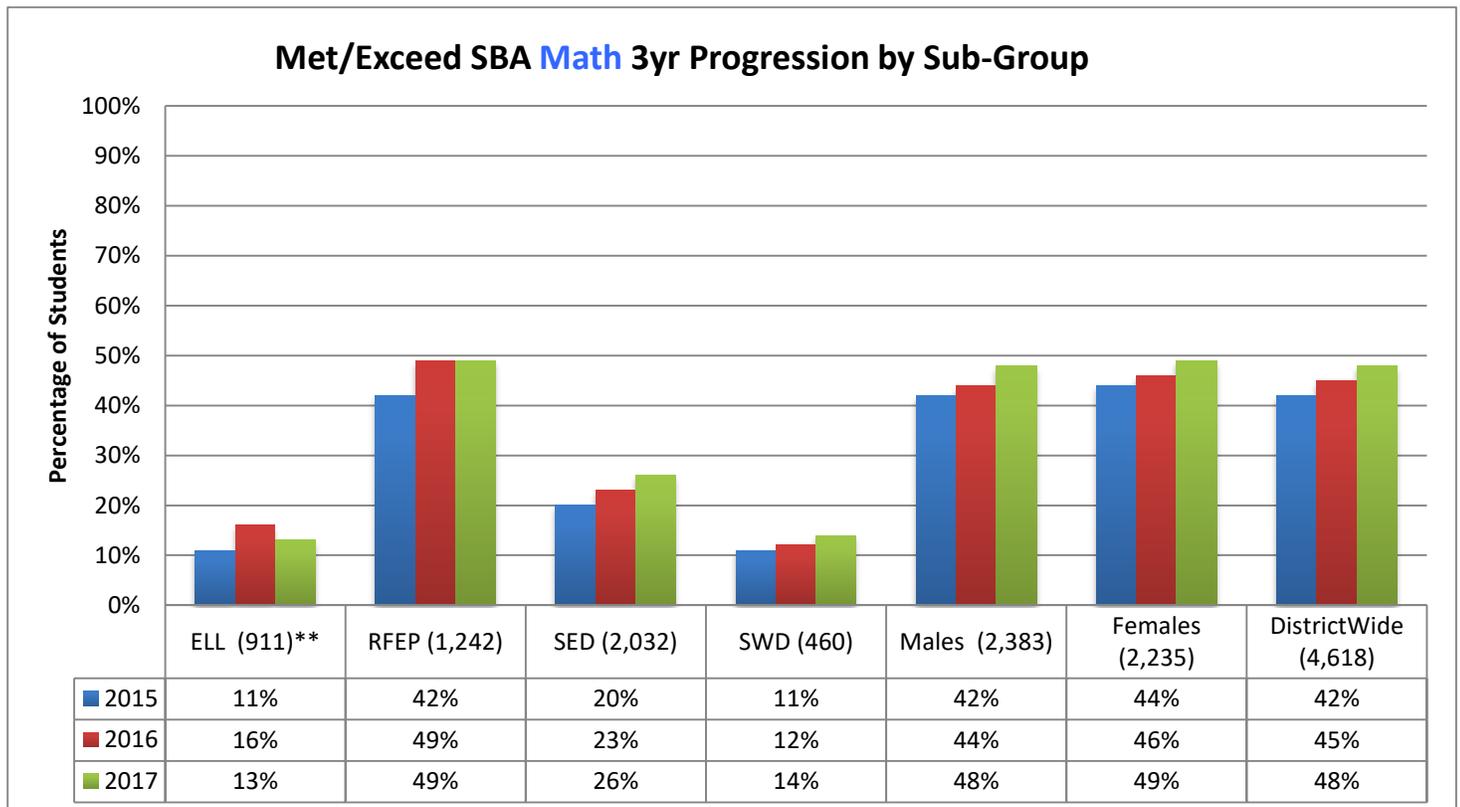
*** Change of over 200 fewer EL students compared to 2016 data*

Figure E: 2017 Smarter Balanced Summative Assessments ELA & Mathematics Overall Results, Percent of Campbell Union School District Students District-wide at each Achievement Level

	ELA 2015 (4,756)	ELA 2016 (4,733)	ELA 2017 (4,587)	Math 2015 (4,764)	Math 2016 (4,772)	Math 2017 (4,618)
Standard Exceeded	29%	24%	25%	21%	25%	27%
Standard Met	28%	28%	29%	21%	20%	21%
Standard Nearly Met	24%	22%	21%	27%	25%	23%
Standard Not Met	28%	27%	25%	31%	29%	29%

Legend: ■ Standard Not Met ■ Standard Nearly Met ■ Standard Met ■ Standard Exceeded

Figure E: 2017 Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Percent of Campbell Union School District by Ethnicity at each Achievement Level

	All Students (4,587)	Afr Ame (163)	Amer Ind (14)	Asian (601)	Filipino (111)	Hispanic (2,187)	MultiRacial (229)	Pac Island (30)	UNK (80)	White (1,172)
Standard Exceeded	25%	17%	14%	47%	30%	9%	43%	17%	23%	40%
Standard Met	29%	27%	36%	34%	42%	23%	31%	40%	30%	35%
Standard Nearly Met	21%	28%	29%	11%	15%	26%	16%	20%	17%	16%
Standard Not Met	25%	28%	21%	8%	13%	42%	10%	23%	30%	10%

Legend: ■ Standard Not Met ■ Standard Nearly Met ■ Standard Met ■ Standard Exceeded

Table 1: 2017 Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Percent of Campbell Union School Subgroups Above and Below Standard Met

	All	African Amer.	Asian	Filipino	Hispanic	White	Multi	SED	ELL	SWD
Number of Students	4,587	163	601	111	2,187	1,172	229	2,017	879**	461
Percent Met/ Exceeded	54%	44%	81%	72%	32%	74.5%	74%	31%	8%	15%
Percent Not/ Nearly Met	46%	56%	19%	28%	68%	25.5%	26%	69%	92%	84%

*** Change of over 200 fewer EL students compared to 2016 data.*

Figure F: 2017 Smarter Balanced Summative Assessments Mathematics Overall Results, Percent of Campbell Union School District by Ethnicity at each Achievement Level
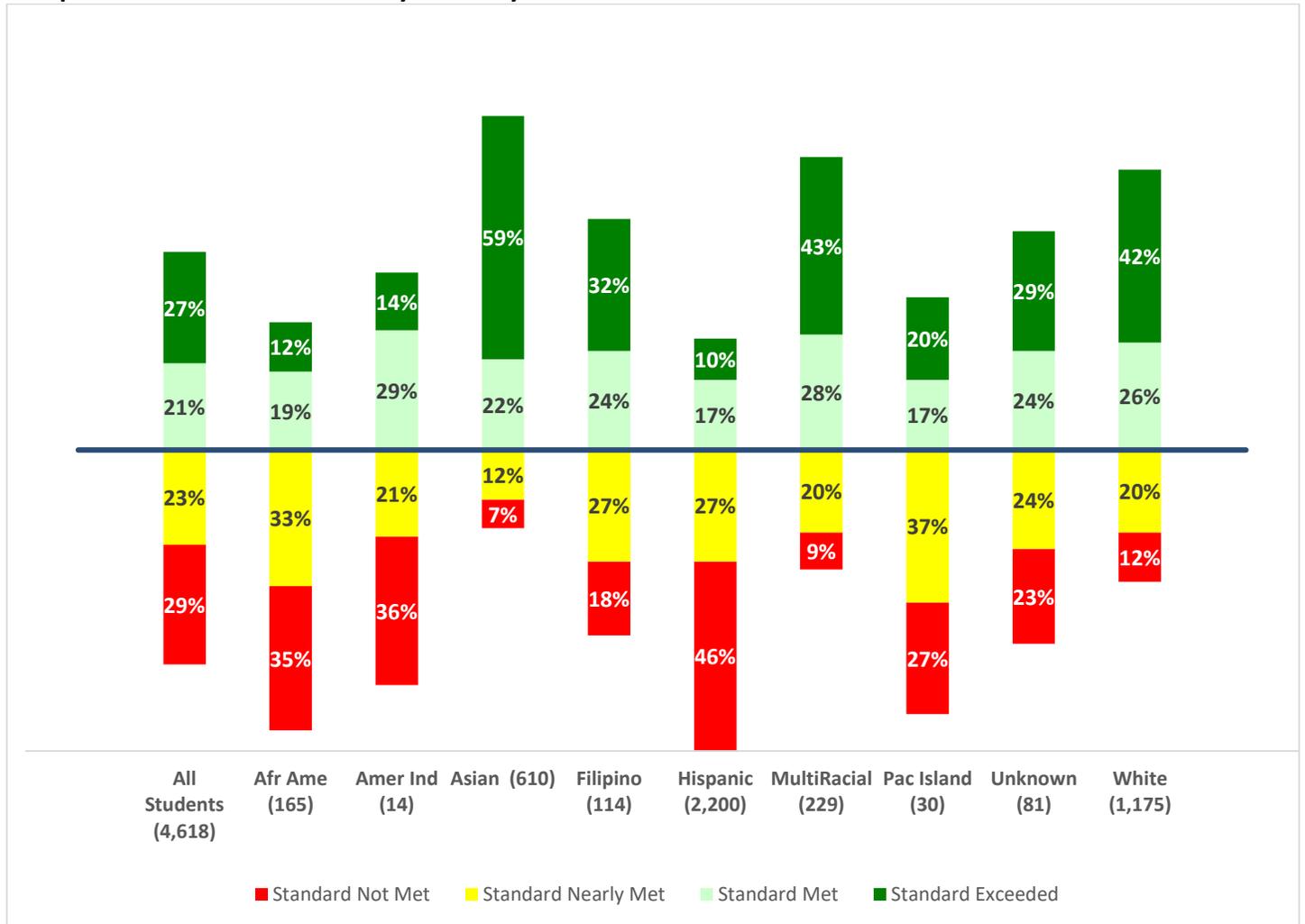
Table 2: 2017 Smarter Balanced Summative Assessments Mathematics Overall Results, Percent of Campbell Union School District Subgroups Above and Below Standard Met

	All	African Amer.	Asian	Filipino	Hispanic	White	Multi	SED	ELL	SWD
Number of Students	4,618	165	610	114	2,200	1,175	229	2,032	911	460
Percent Met/ Exceeded	48%	32%	81%	56%	27%	68%	71%	26%	13%	14%
Percent Not/ Nearly Met	52%	68%	19%	44%	73%	32%	29%	74%	87%	86%

Figure G: 2017 Smarter Balanced Summative Assessments English Language Arts/Literacy Results, Percent of Campbell Union School District Students Meeting or Exceeding Standard; Displaying the Achievement Gap between Asian Students and Other Student Groups

Group	ELA/Literacy	GAP (btwn Asian and Other Student Groups)
All Students (4,587)	54%	
Asian (601)	81%	
Afr. Amer (163)	44%	37%
Filipino (111)	72%	9%
Hispanic/Latino (2,187)	32%	49%
White (1,172)	75%	6%
SED (2,017)	31%	50%
Non-SED (2,570)	72%	9%
SWD (461)	15%	66%
Non-SWD (4,126)	58%	23%
English Only (2,214)	65%	16%
RFEP (1,243)	60%	21%
ELL (879)	8%	73%
RFEP Hisp/Lat (792)	47%	34%
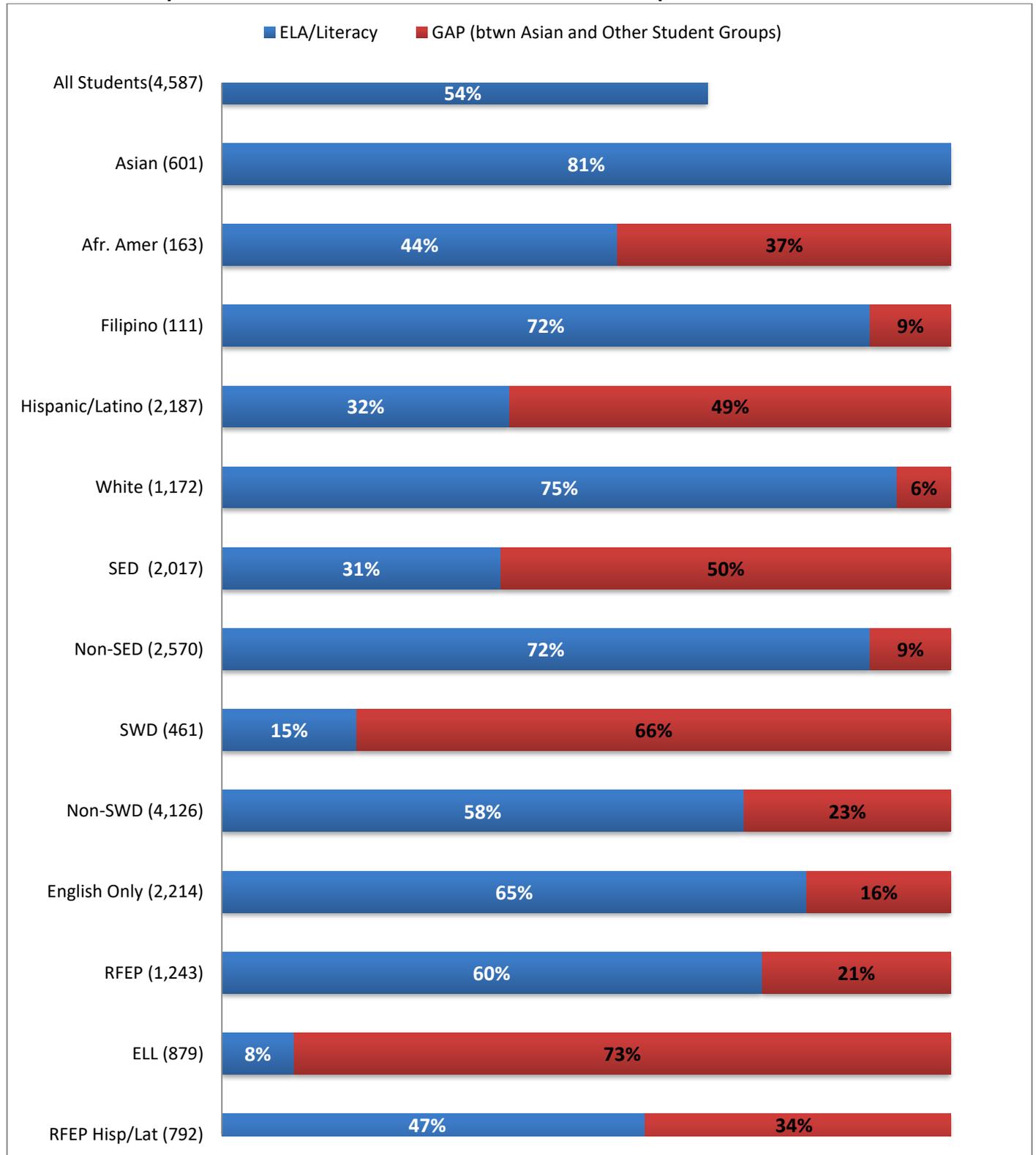
Figure H: 2017 Smarter Balanced Summative Assessments Mathematics Results, Percent of Campbell Union School District Students Meeting or Exceeding Standard; Displaying the Achievement Gap between Asian Students and Other Student Groups

Legend: ■ Mathematics ■ GAP (btwn Asian and Other Student Groups)

Group	Mathematics	GAP
All Students (4,618)	48%	
Asian (610)	81%	
Afr. Amer (165)	32%	49%
Filipino (114)	56%	25%
Hispanic/Latino (2,200)	27%	54%
White (1,175)	68%	13%
SED (2,032)	26%	55%
Non-SED (2,586)	68%	13%
SWD (460)	14%	67%
Non-SWD (4,158)	52%	29%
English Only (2,213)	59%	22%
RFEP (1,242)	49%	32%
ELL (911)	13%	68%
RFEP Hisp/Lat (790)	33%	48%
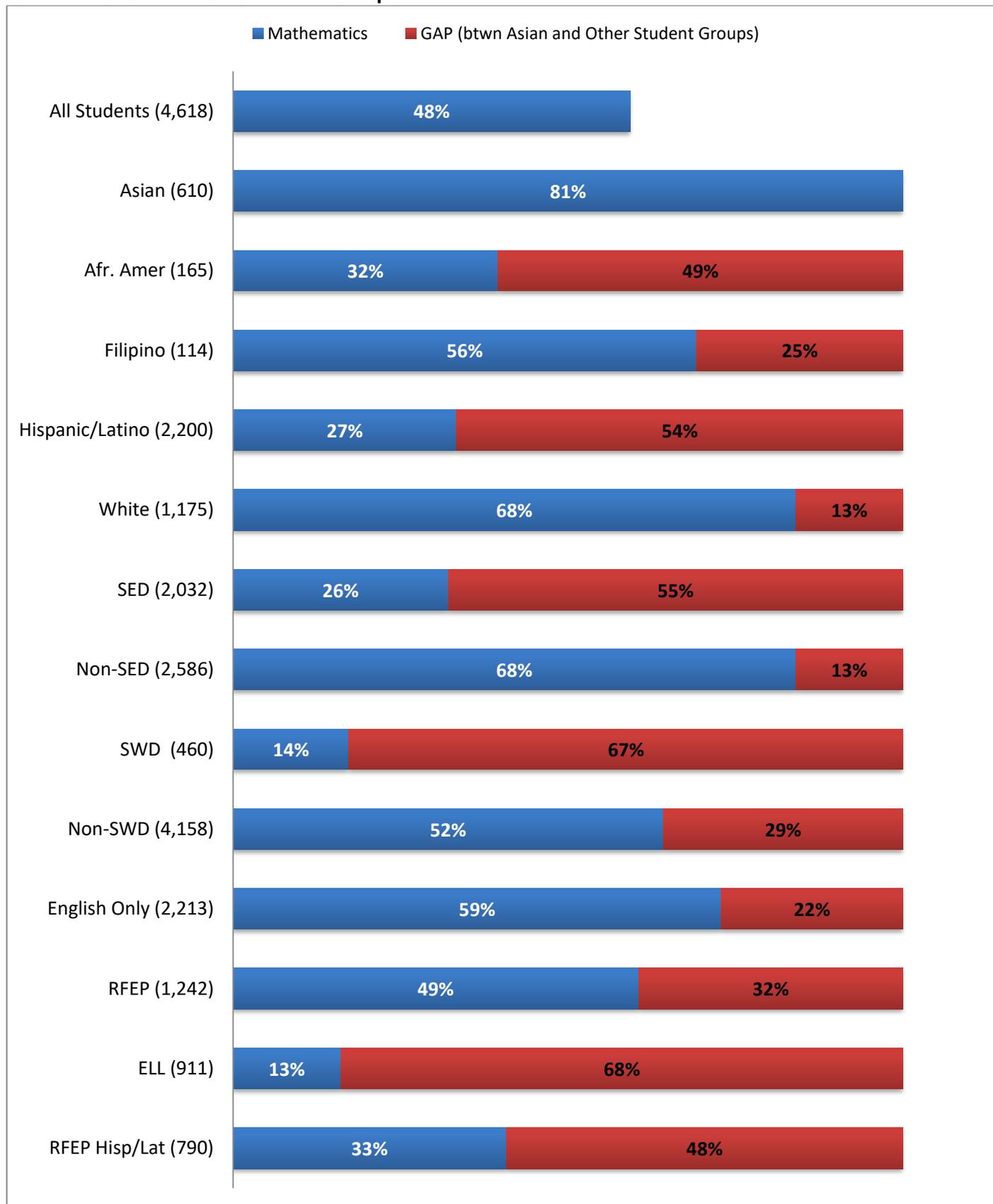
Figure I: Cohort Change over Time: Percentage of Campbell Union School District Students Meeting or Exceeding Standard in English Language Arts/Literacy

ELA Met/Exceed Cohort Change Over Time
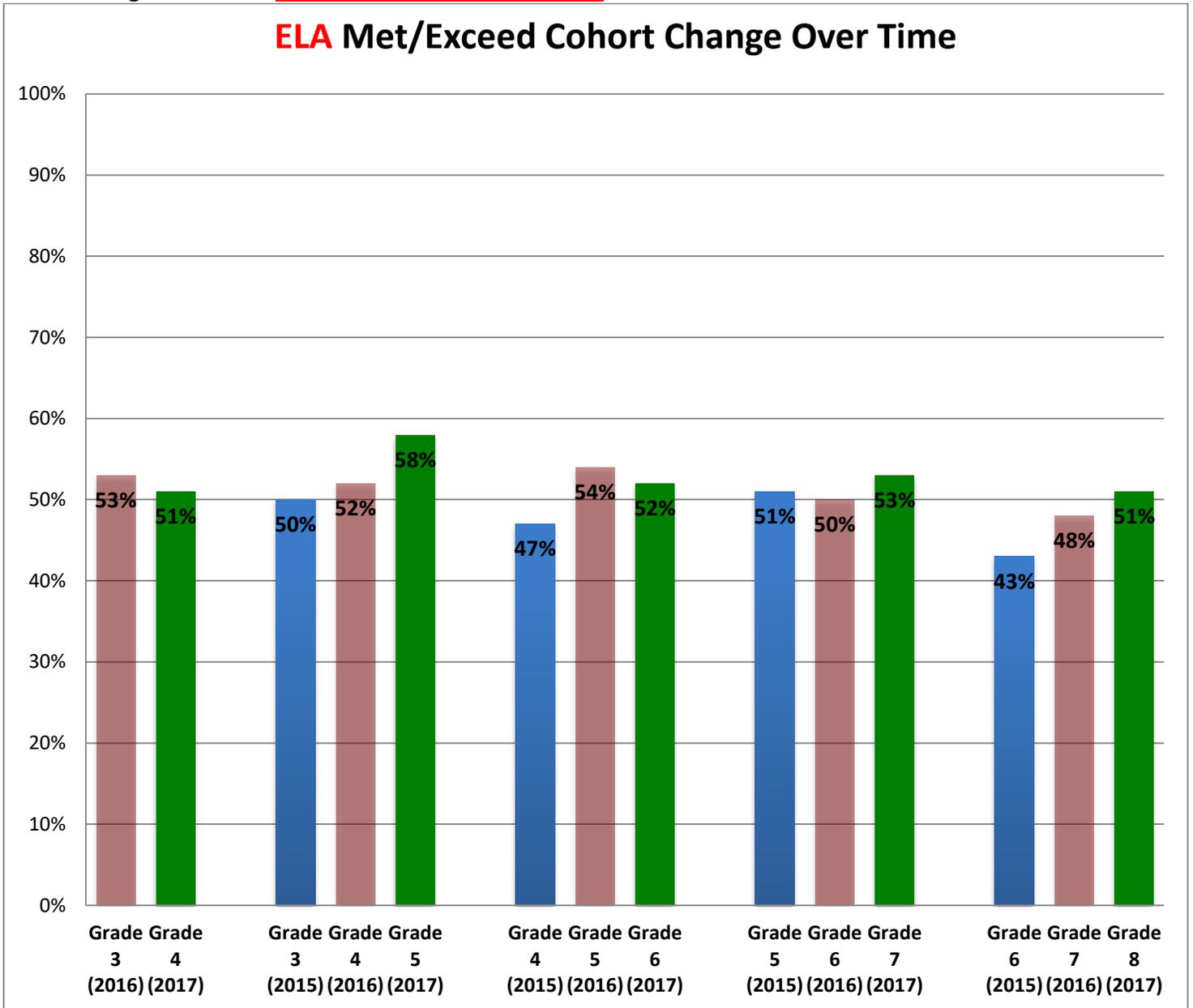
* Spring 2017: 5th graders and 8th graders made the largest three-year cohort growth of 8 percentage points in ELA.

Figure J: Cohort Change over Time: Percentage of Campbell Union School District Students Meeting or Exceeding Standard in Mathematics

Math Met/Exceed Cohort Change Over Time

Cohort	Percentages
Grade 3 (2016)	58%
Grade 4 (2017)	50%
Grade 3 (2015)	54%
Grade 4 (2016)	49%
Grade 5 (2017)	46%
Grade 4 (2015)	43%
Grade 5 (2016)	42%
Grade 6 (2017)	44%
Grade 5 (2015)	43%
Grade 6 (2016)	43%
Grade 7 (2017)	42%
Grade 6 (2015)	35%
Grade 7 (2016)	37%
Grade 8 (2017)	41%
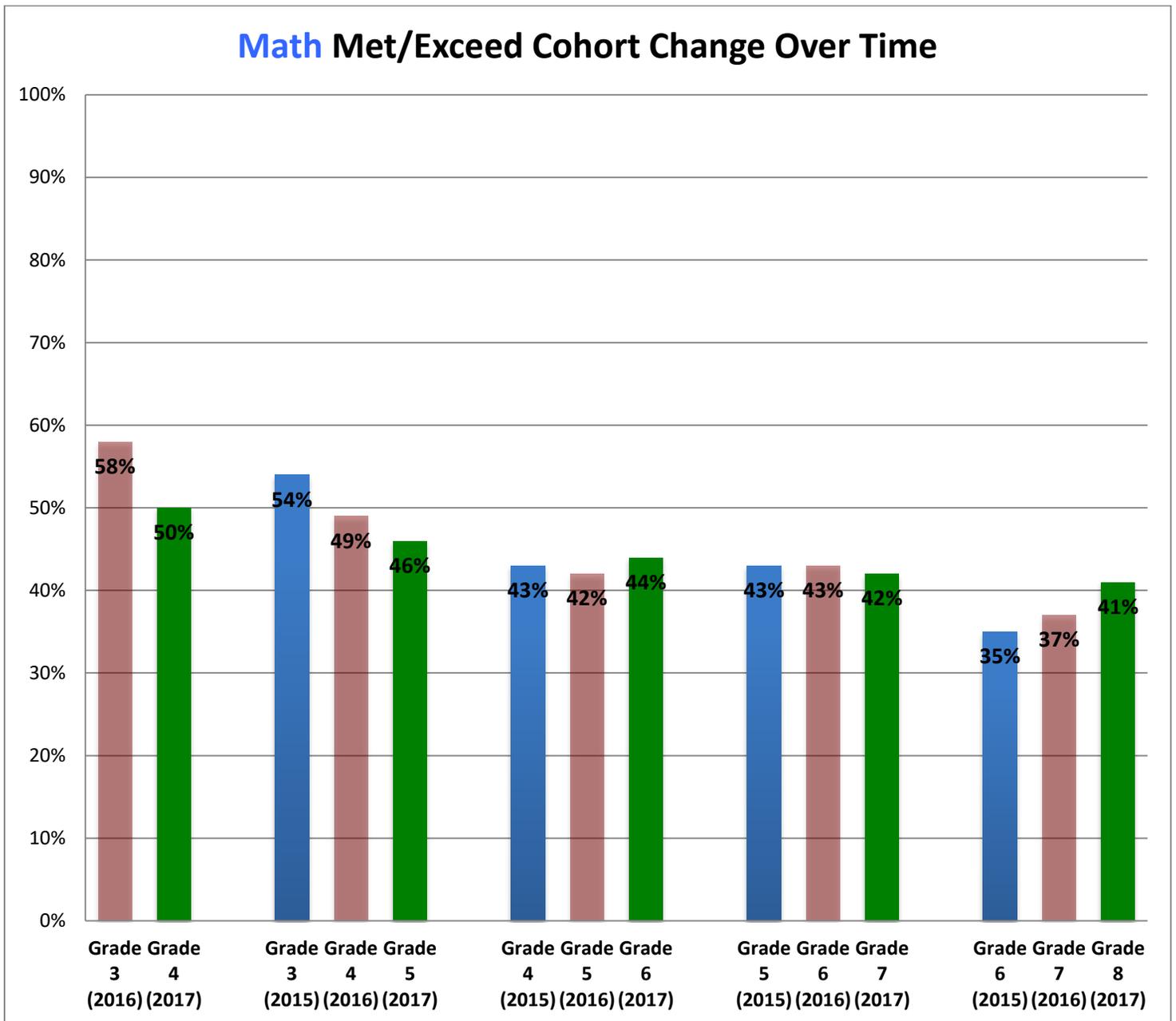
* Spring 2017: 8th graders made the largest three-year cohort growth of 7 percentage points in mathematics.

Figure K: Percentage of Campbell Union School District Students Obtaining Level 1, 2, or 3 in California Alternative Assessment (CAA): English Language Arts/Literacy & Mathematics (2 year comparison)

(Level 1: Limited Understanding, Level 2: Foundational Understanding, & Level 3: Understanding)

CAA 2 year Comparison (ELA)

	Level 1 (2016)	Level 2 (2016)	Level 3 (2016)	Level 1 (2017)	Level 2 (2017)	Level 3 (2017)
All (49)	55%	36%	9%	47%	35%	18%
Hispanic (20)	61%	26%	13%	40%	50%	10%
White (12)	53%	35%	12%	33%	33%	33%
EL (14)	83%	17%	0%	57%	43%	0%
SED (22)	45%	36%	18%	41%	45%	14%

CAA 2 year Comparison (Math)

	Level 1 (2016)	Level 2 (2016)	Level 3 (2016)	Level 1 (2017)	Level 2 (2017)	Level 3 (2017)
All (49)	67%	26%	7%	61%	24%	14%
Hispanic (20)	71%	21%	8%	65%	20%	15%
White (12)	59%	35%	6%	50%	33%	17%
EL (14)	85%	8%	8%	86%	14%	0%
SED (22)	61%	30%	9%	64%	18%	18%

Figure L: 2017 Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Achievement Level Distributions, Campbell USD vs. Santa Clara County vs. California

	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Met/Exceed
Campbell USD	26%	21%	29%	25%	54%
Santa Clara County	20%	18%	29%	33%	62%
California	28%	23%	28%	20%	48%
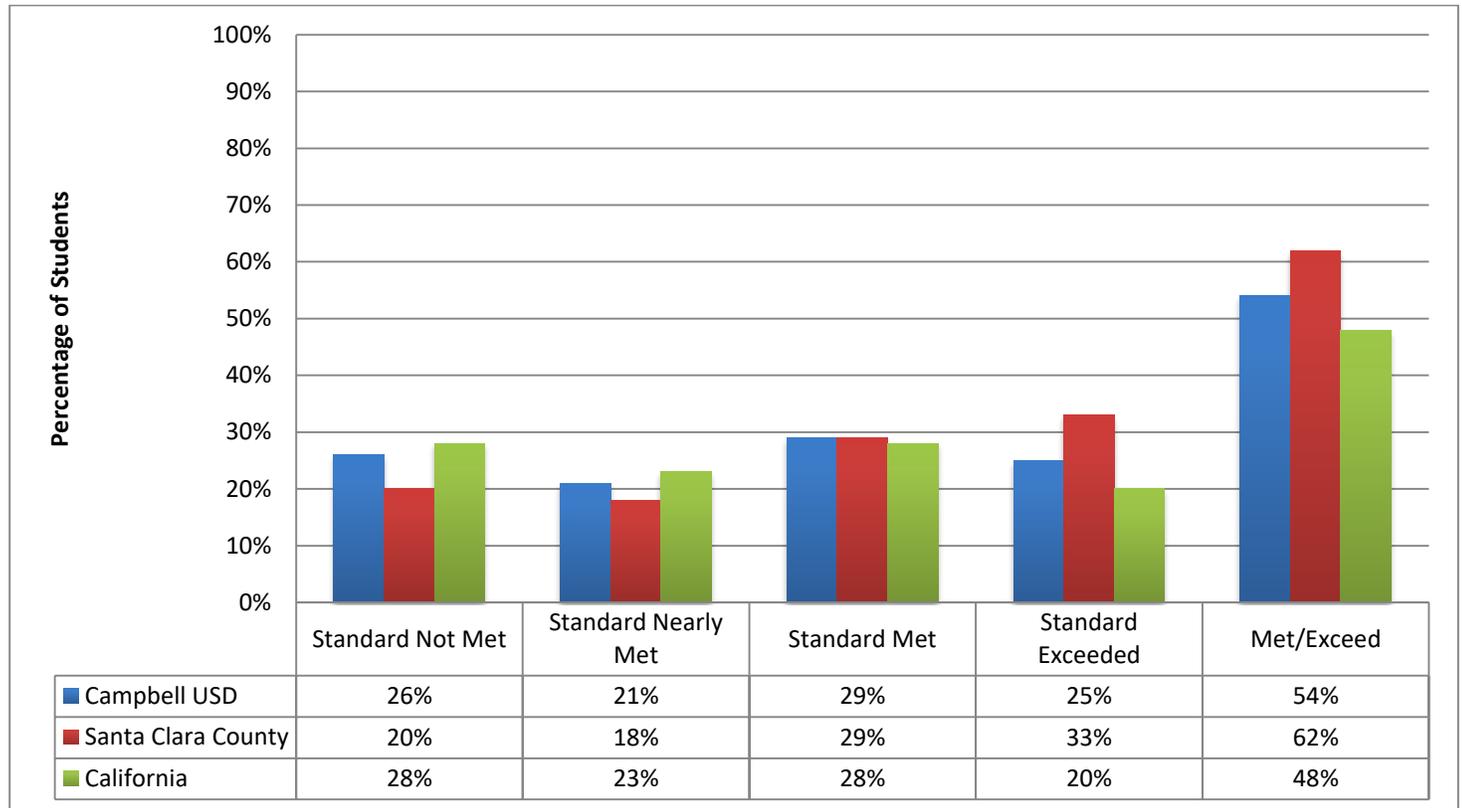
Figure M: 2017 Smarter Balanced Summative Assessments Mathematics Overall Results, Achievement Level Distributions, Campbell USD vs. Santa Clara County vs. California

	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Met/Exceed
Campbell USD	29%	23%	21%	27%	48%
Santa Clara County	24%	21%	21%	35%	56%
California	36%	27%	20%	18%	38%
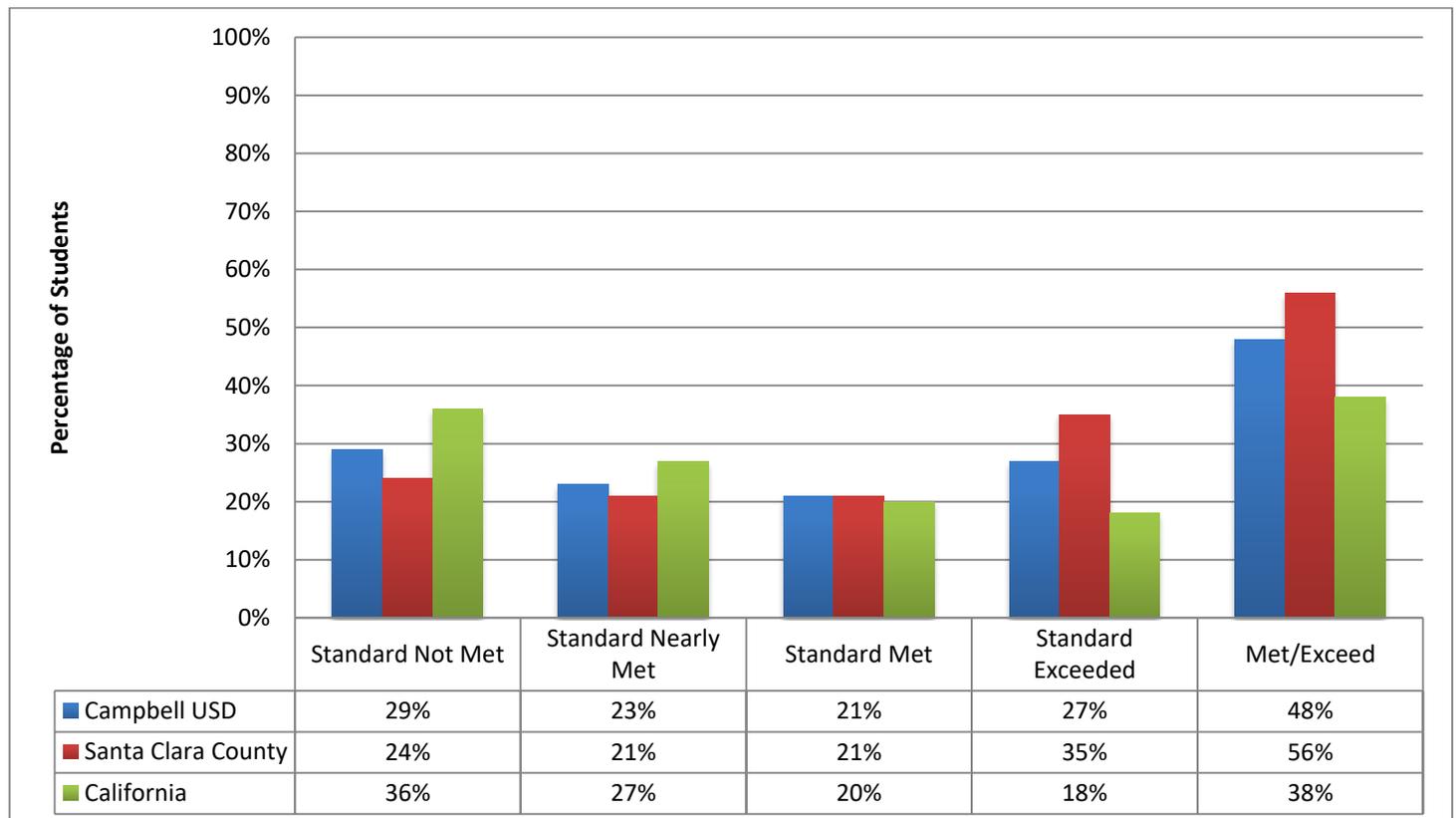
Figure N: 2017 Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Percent of Student Groups Meet/Exceeding Standard, Campbell USD vs. Santa Clara County vs. California

	All	Afr. Am	Asian	Filipino	Hispanic	White	SED	EL	RFEP	SWD
Campbell USD	54%	44%	81%	72%	32%	75%	31%	8%	69%	15%
Santa Clara County	62%	46%	83%	66%	37%	76%	37%	18%	73%	20%
California	48%	31%	75%	70%	37%	65%	36%	12%	58%	14%
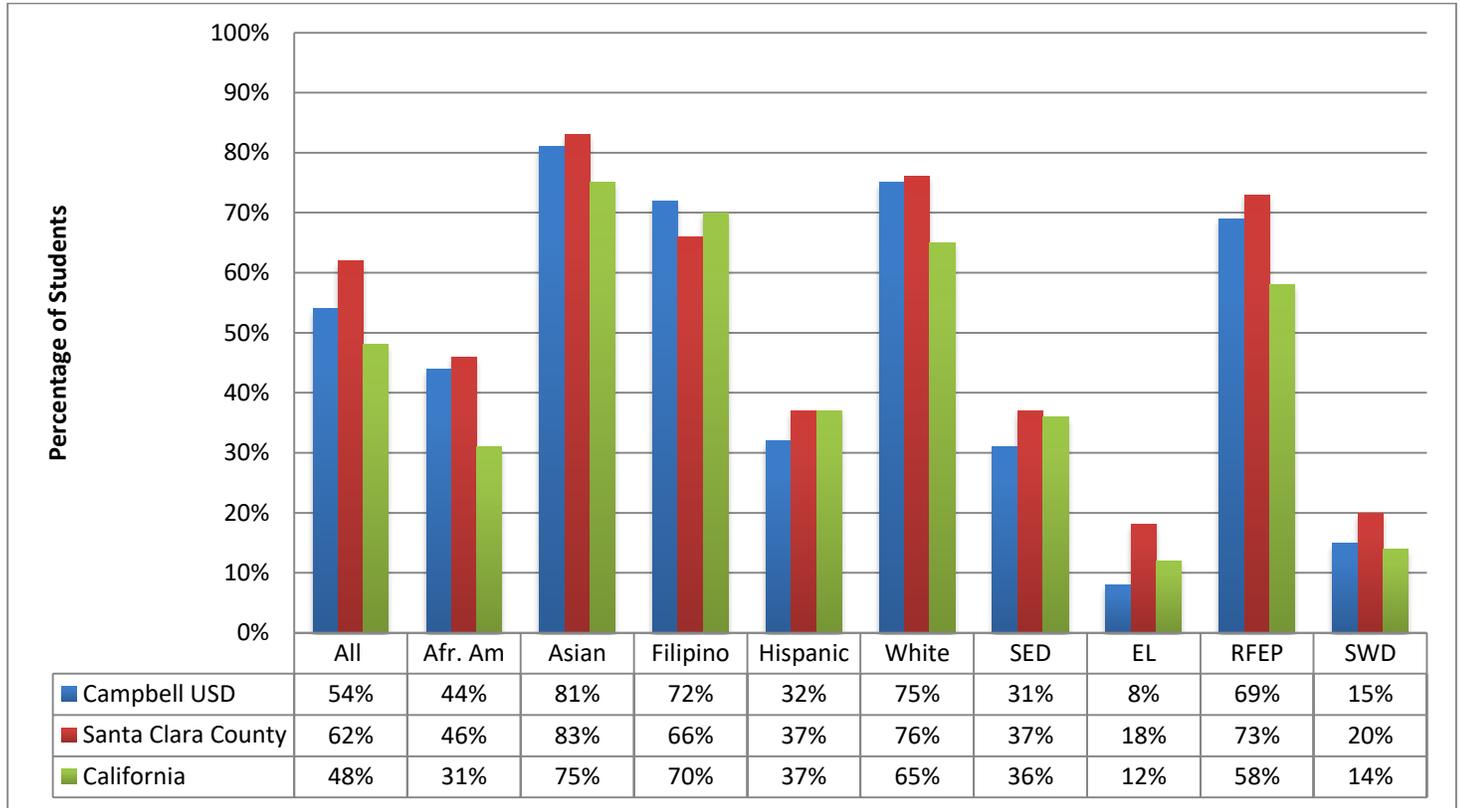
Figure O: 2017 Smarter Balanced Summative Assessments Mathematics Overall Results, Percent of Student Groups Meet/Exceeding Standard, Campbell USD vs. Santa Clara County vs. California

	All	Afr. Am	Asian	Filipino	Hispanic	White	SED	EL	RFEP	SWD
Campbell USD	48%	32%	81%	56%	27%	68%	26%	13%	49%	14%
Santa Clara County	56%	34%	83%	53%	26%	70%	29%	21%	62%	18%
California	38%	19%	72%	57%	25%	53%	24%	12%	41%	11%
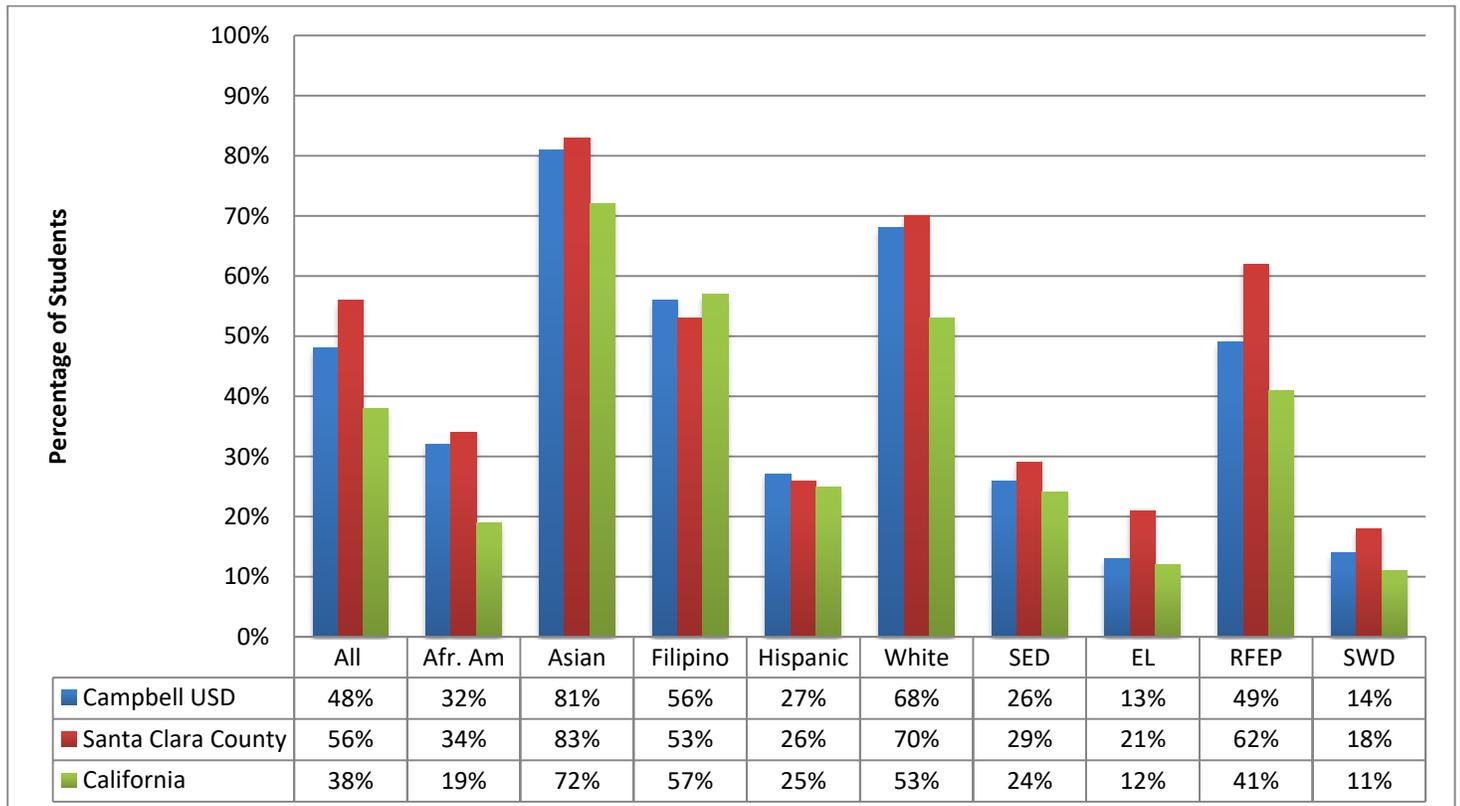
**Figure P: 2015-2017 Percent of Campbell Union School District Students Meeting or Exceeding Standard in English Language Arts/Literacy by ELL and RFEP students, Campbell USD vs. Santa Clara County vs. CA**

SBA ELA 3yr Progression EL & RFEP Students

	CUSD EL	Santa Clara EL	California EL	DistrictWide (4,587)	CUSD RFEP	Santa Clara RFEP	California RFEP
2015	10%	18%	11%	48%	51%	67%	52%
2016	16%	19%	13%	52%	61%	73%	58%
2017	8%	18%	12%	54%	69%	73%	58%
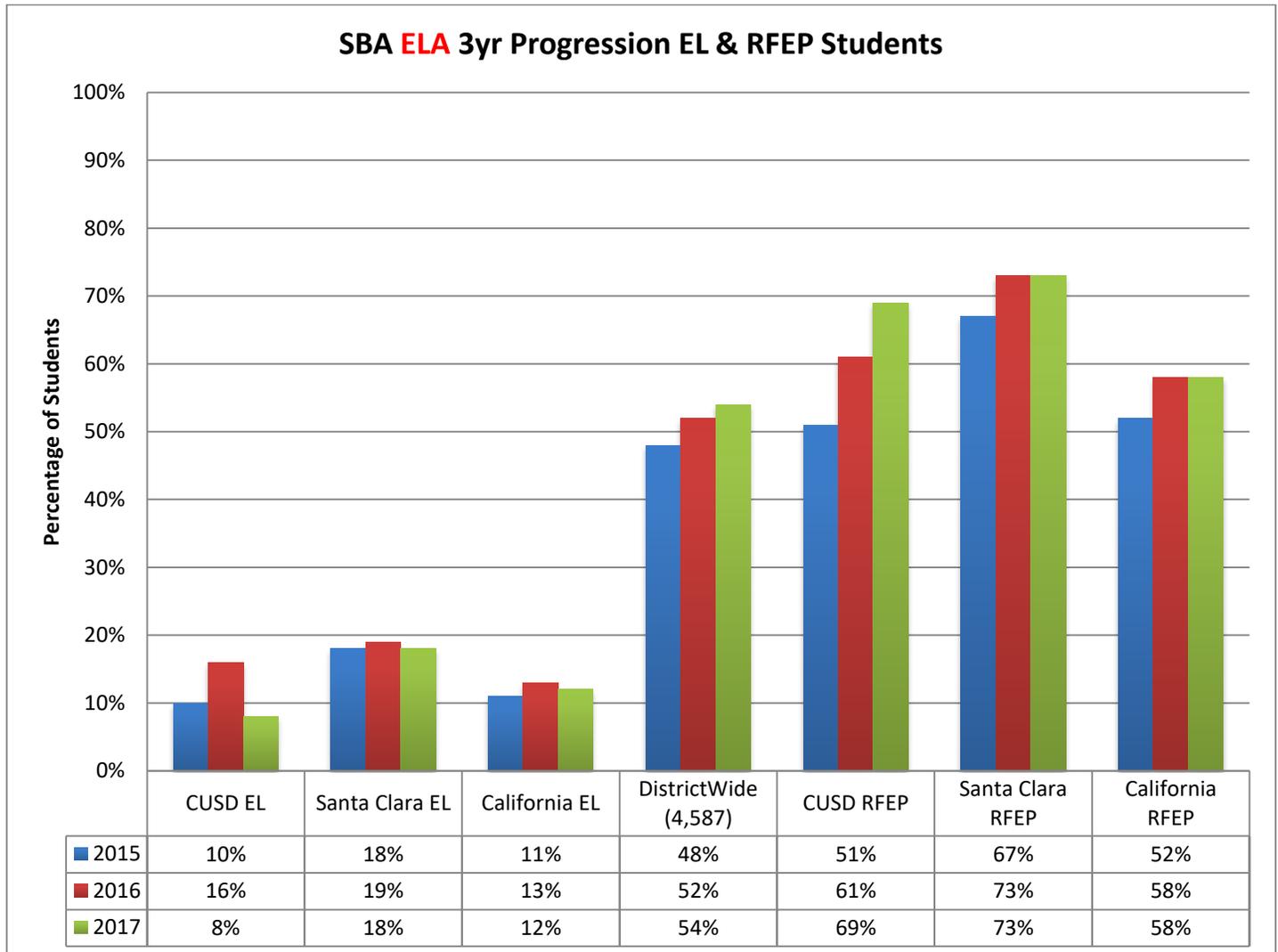
# of ELA Students Tested	2015	2016	2017	'16 to '17 Change	% change
CUSD EL	892	1,114	879	-235	-21.1%
CUSD ALL	4,756	4,737	4,587	-150	-3.2%
CUSD RFEP	1,327	1,142	1,243	101	8.8%

Data Statements:

- 16.06% of ELs at the 3rd grade level, scored Met Standard or above on SBAC ELA.
- Our largest amount of ELs at the testing grades was 3rd. There were 218 ELs that tested in ELA.
- 4th (10/211 = 4.74%) and 7th grade (4/90 = 4.44%) ELs had the lowest percentage of ELs who scored Met/Exceed on SBAC ELA.
- Although SCCOE had 18% of ELs scoring Met/Exceed on SBAC ELA, 6th-8th grade ELs county-wide scored between 12.09% - 15.44%.
- Instructional Services department is responding to this data by having strategic support via ELD/ELA TOSAs at 4th, 5th, and 8th grades providing strategic scaffolds for students along with supporting teachers in delivering best ELD/ELA instructional practices through professional collaborative discussions.

Figure Q: 2015-2017 Percent of Campbell Union School District Students Meeting or Exceeding Standard in Mathematics by ELL and RFEP students, Campbell USD vs. Santa Clara County vs. CA

SBA Math 3yr Progression EL & RFEP Students

Percentage of Students	CUSD EL	Santa Clara EL	California EL	DistrictWide (4,618)	CUSD RFEP	Santa Clara RFEP	California RFEP
2015	11%	20%	11%	42%	42%	57%	36%
2016	16%	22%	12%	45%	49%	62%	40%
2017	13%	21%	12%	48%	49%	62%	41%
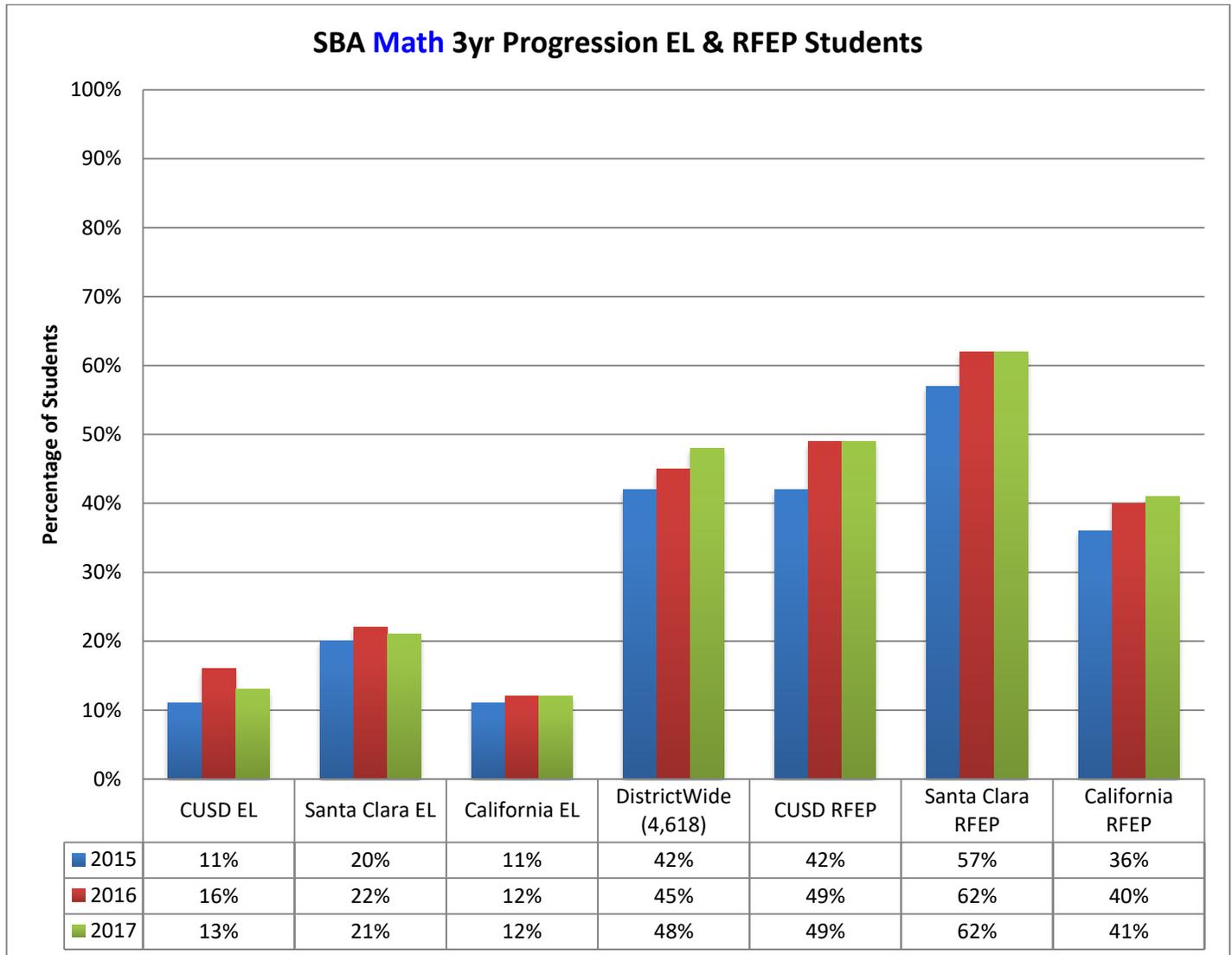
| # of Math Students Tested	2015	2016	2017	'16 to '17 Change	% change
CUSD EL	909	1,149	911	-238	-20.7%
CUSD ALL	4,764	4,772	4,618	-154	-3.2%
CUSD RFEP	1,324	1,141	1,242	101	8.9%

Data Statements:

- 30.23% of ELs at the 3rd grade level, scored Met Standard or above on SBAC math.
- Our largest amount of ELs at the testing grades was 3rd. There were 225 ELs that tested in math.
- 5th (9/154 = 5.85%) and 7th grade (4/98 = 4.08%) ELs had the lowest percentage of ELs who scored Met/Exceed Standard on SBAC Math.
- Although SCCOE had 21% of ELs scoring Met/Exceed Standard on math, 5th - 8th grade ELs county-wide scored 14.24% - 16.61%.
- Integrated ELD is a focus area at all grade levels.

The following pages contain Campbell USD data disaggregated by <u>School Site</u>: Grade Level, Ethnicity, and Sub-Groups for English Language Arts/Literacy (ELA) and Mathematics.

Figure 1: Percent of Blackford Elementary (BLK) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Grade Level, by Year

Met/Exceed SBA ELA 3yr Progression by Grade Level (BLK)

	Third (85)	Fourth (83)	Fifth (63)	All BLK Students 3rd-5th (231)	Districtwide 3rd-5th(2,418)
2015	22%	25%	26%	24%	49%
2016	30%	31%	45%	35%	53%
2017	22%	27%	30%	26%	55%
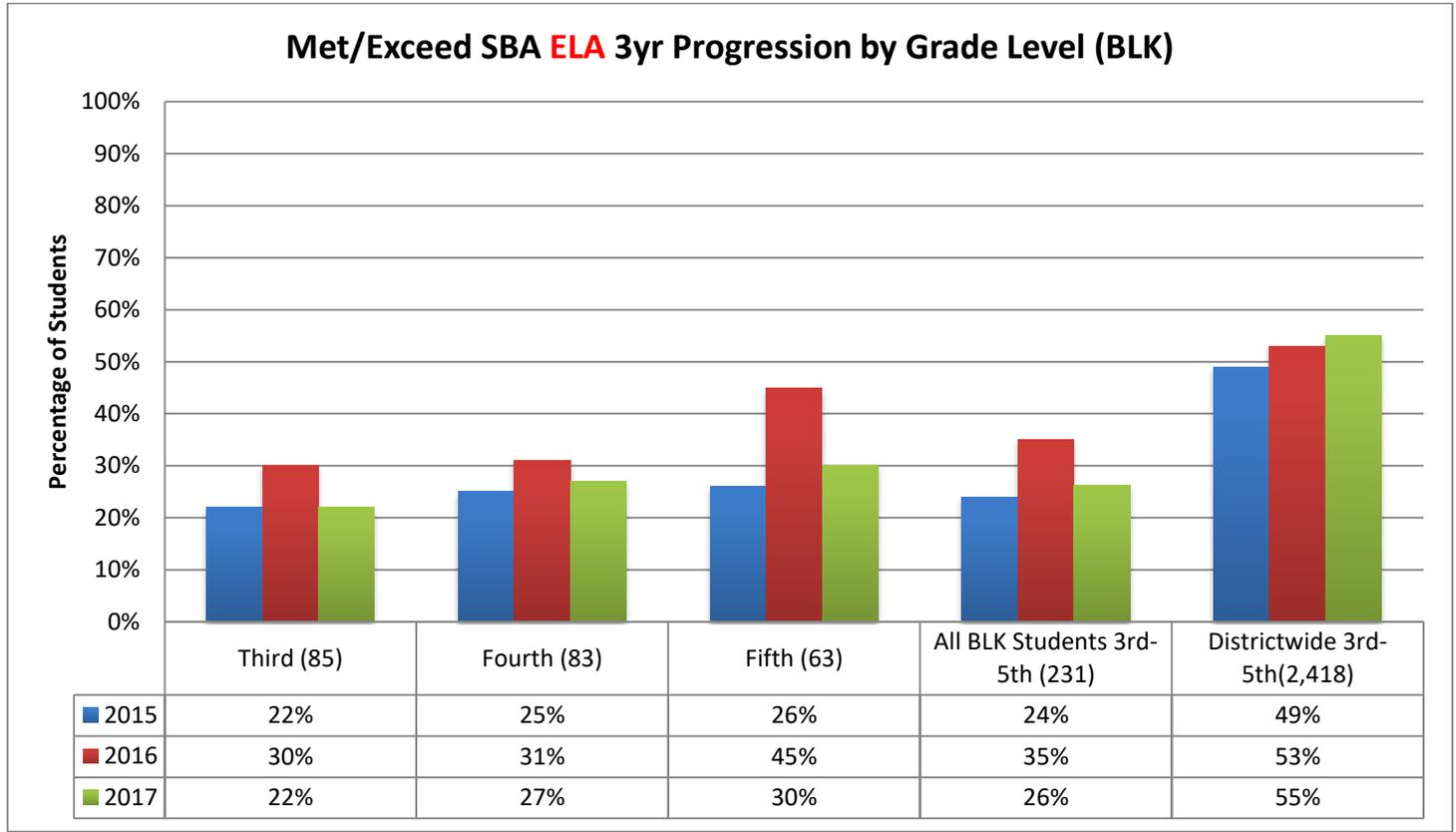
Figure 2: Percent of Blackford Elementary (BLK) Students Meeting or Exceeding Standard in Mathematics by Grade Level, by Year

Met/Exceed SBA Math 3yr Progression by Grade Level (BLK)

	Third (85)	Fourth (85)	Fifth (63)	All BLK Students 3rd-5th (233)	Districtwide 3rd-5th(2,435)
2015	18%	15%	10%	15%	47%
2016	30%	20%	15%	22%	50%
2017	28%	21%	13%	21%	54%
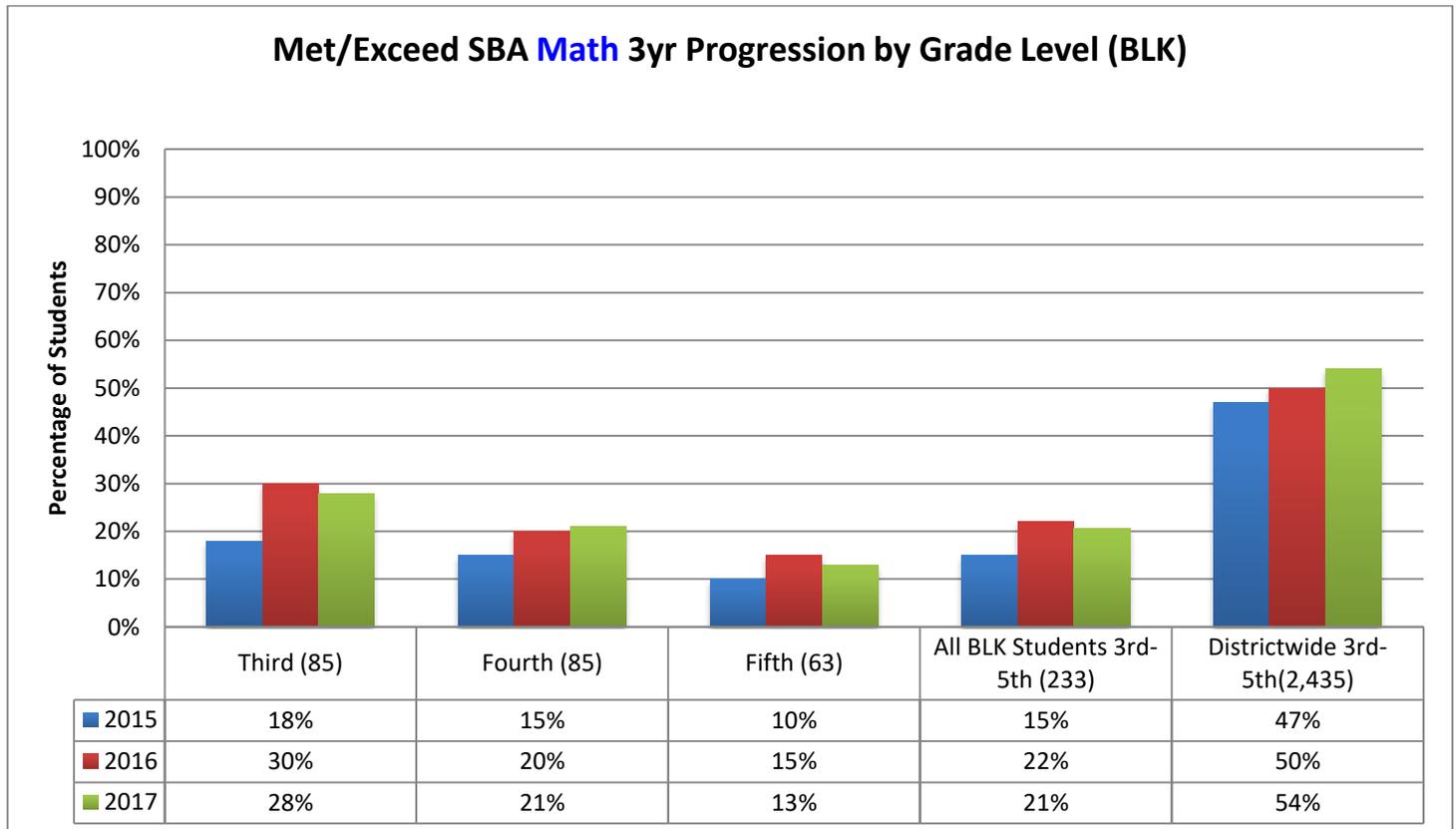
Figure 3: 2015-2017 Percent of Blackford Elementary (BLK) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Ethnicity and Year

Met/Exceed SBA ELA 3yr Progression by Ethnicity (BLK)

	All BLK Students 3rd-5th (234)	Afr Amer (18)	Asian (11)	Hispanic (175)	White (16)
2015	24%	20%	43%	19%	37%
2016	35%	37%	61%	29%	32%
2017	27%	39%	73%	20%	37%
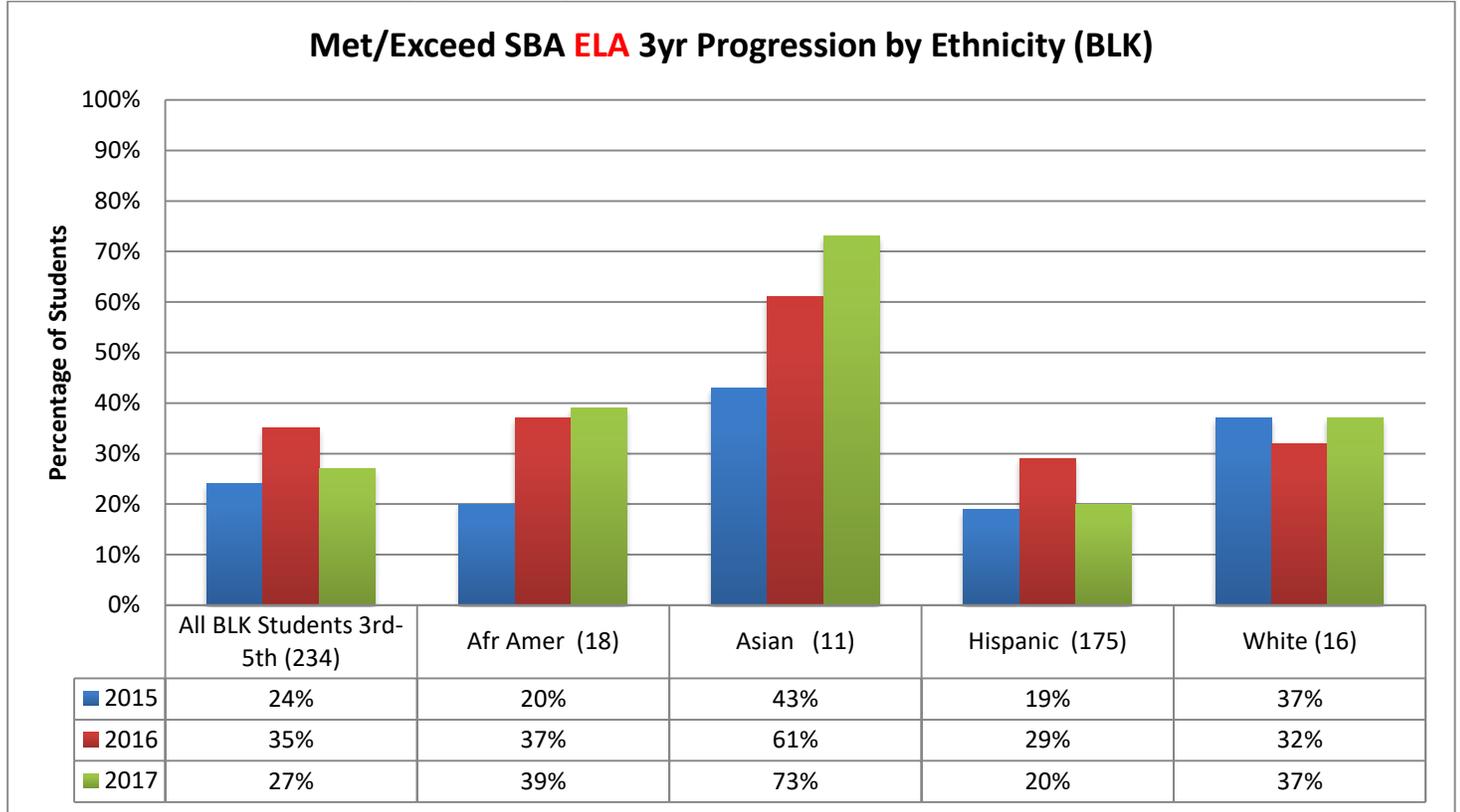
Figure 4: 2015-2017 Percent of Blackford Elementary (BLK) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year

Met/Exceed SBA Math 3yr Progression by Ethnicity (BLK)

	All BLK Students 3rd-5th (236)	Afr Ame (18)	Asian (11)	Hispanic (177)	White (16)
2015	15%	20%	33%	10%	33%
2016	22%	23%	35%	17%	28%
2017	21%	34%	55%	16%	31%
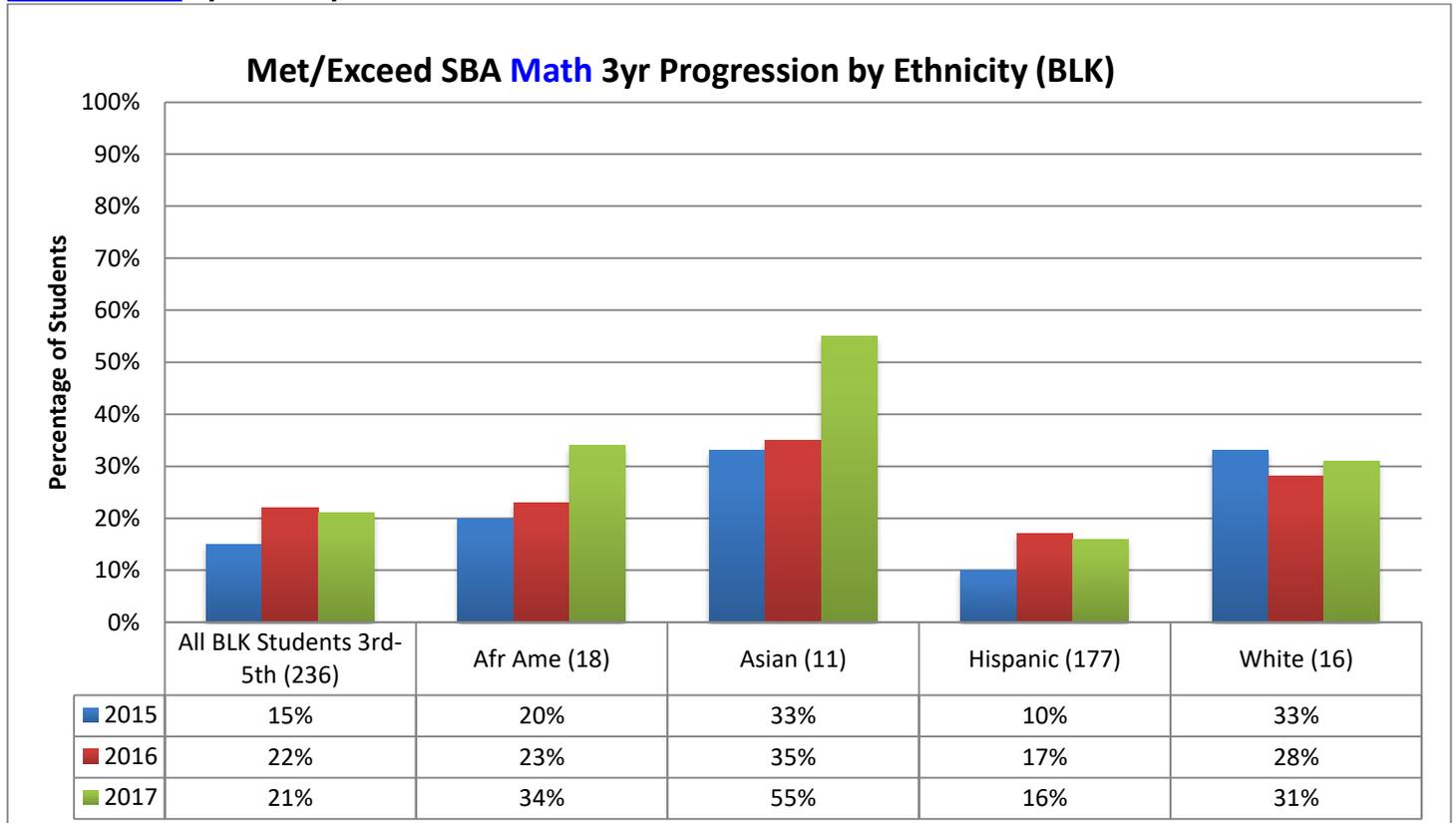
Figure 5: 2015-2017 Percent of Blackford Elementary (BLK) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Sub-Group and Year

Met/Exceed SBA ELA 3yr Progression by Sub-Group (BLK)

	ELL (77)	RFEP (52)	SED (171)	SWD (40)	Males (104)	Females (130)	All BLK Students 3rd-5th (234)	Districtwide 3rd-5th (2,434)
2015	4%	43%	19%	5%	21%	28%	24%	49%
2016	12%	61%	30%	6%	25%	33%	35%	53%
2017	4%	47%	23%	5%	21%	31%	27%	55%
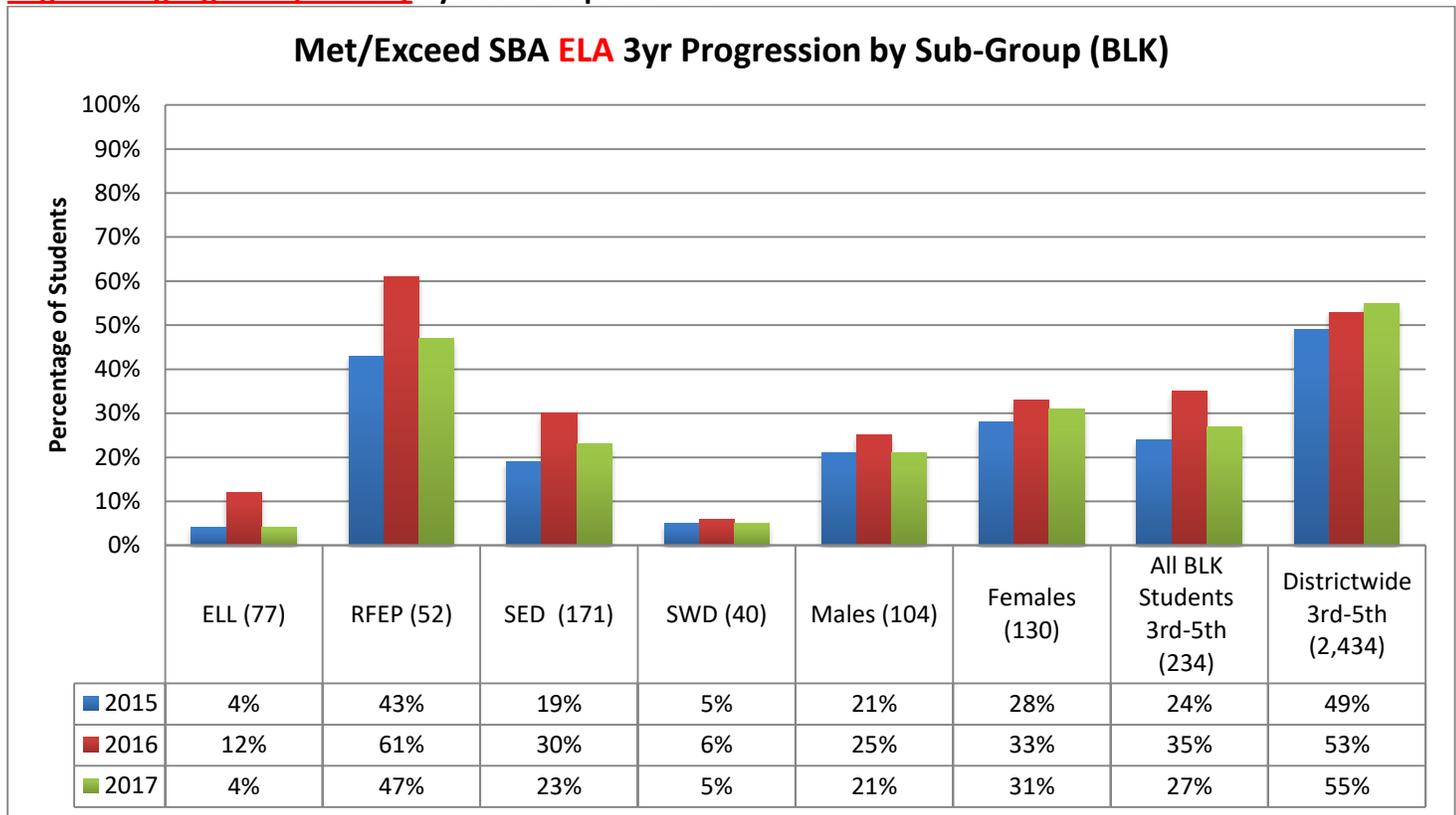
Figure 6: 2015-2017 Percent of Blackford Elementary (BLK) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year

Met/Exceed SBA Math 3yr Progression by Sub-Group (BLK)

	ELL (79)	RFEP (52)	SED (178)	SWD (40)	Males (105)	Females (131)	All BLK Students 3rd-5th (236)	Districtwide 3rd-5th (2,452)
2015	3%	26%	13%	5%	18%	13%	15%	47%
2016	6%	40%	15%	0%	18%	26%	22%	50%
2017	3%	35%	18%	0%	17%	24%	14%	53%
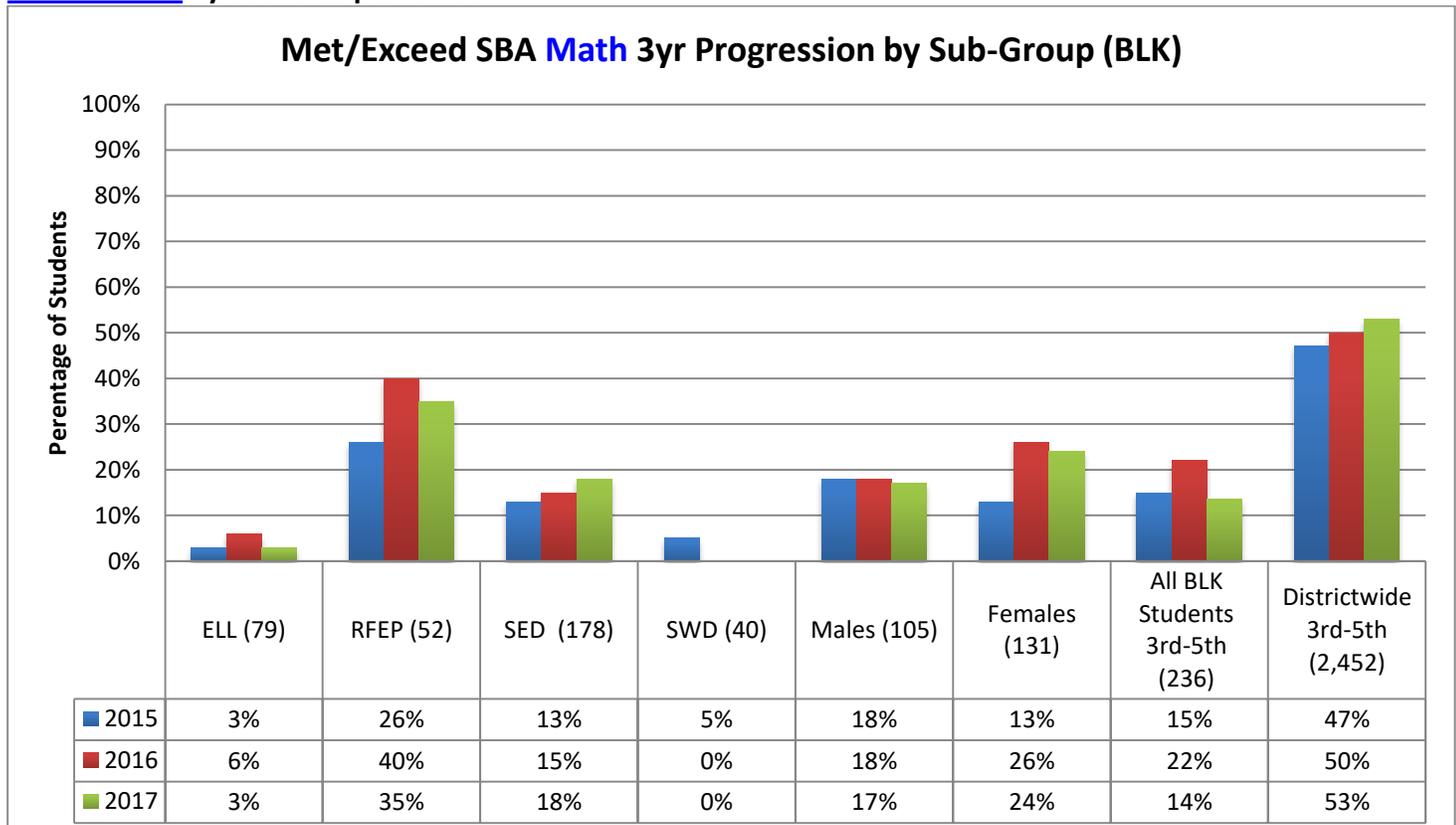
Figure 7: Percent of Campbell Middle (CMS) Students Meeting or Exceeding Standard in <u>English Language Arts/Literacy</u> by Grade Level, by Year

Met/Exceed SBA ELA 3yr Progression by Grade Level (CMS)

	Fifth* (58)	Sixth (219)	Seventh (165)	Eighth (175)	ALL CMS Students (617)	Districtwide 5th-8th (2,968)
■ 2015	22%	25%	31%	18%	24%	48%
■ 2016	21%	28%	30%	36%	29%	51%
■ 2017	44%	30%	32%	42%	36%	54%
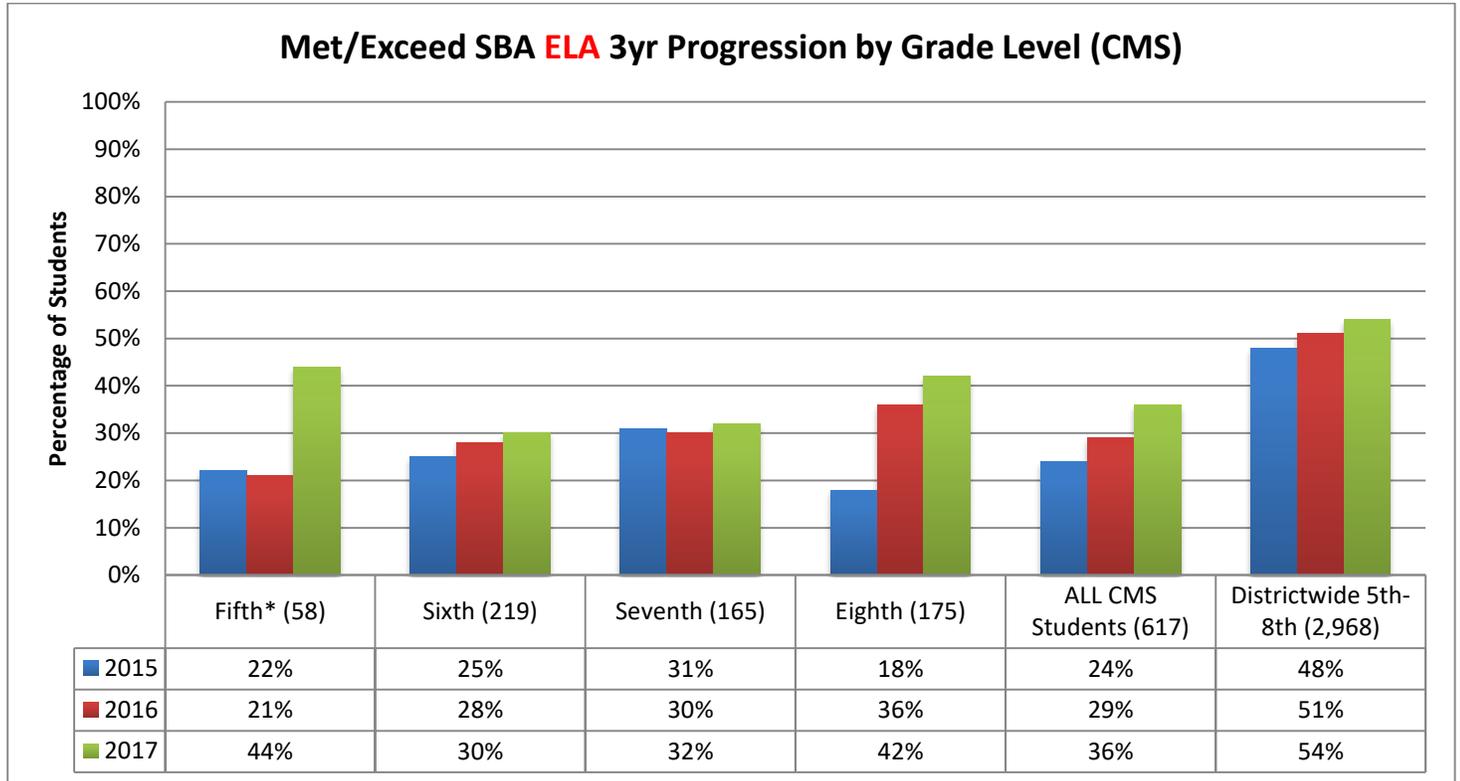
* From 2016 to 2017 the number of 5th graders tested at CMS decreased from 108 n 2016 to 57 in 2017 due to the addition of 5th grade at Rosemary Elementary

Figure 8: Percent of Campbell Middle (CMS) Students Meeting or Exceeding Standard in <u>Mathematics</u> by Grade Level, by Year

Met/Exceed SBA Math 3yr Progression by Grade Level (CMS)

	Fifth* (59)	Sixth (222)	Seventh (167)	Eighth (174)	ALL CMS Students (622)	Districtwide 5th-8th (2,987)
■ 2015	17%	16%	24%	12%	17%	39%
■ 2016	20%	19%	23%	20%	21%	41%
■ 2017	41%	22%	19%	29%	25%	43%
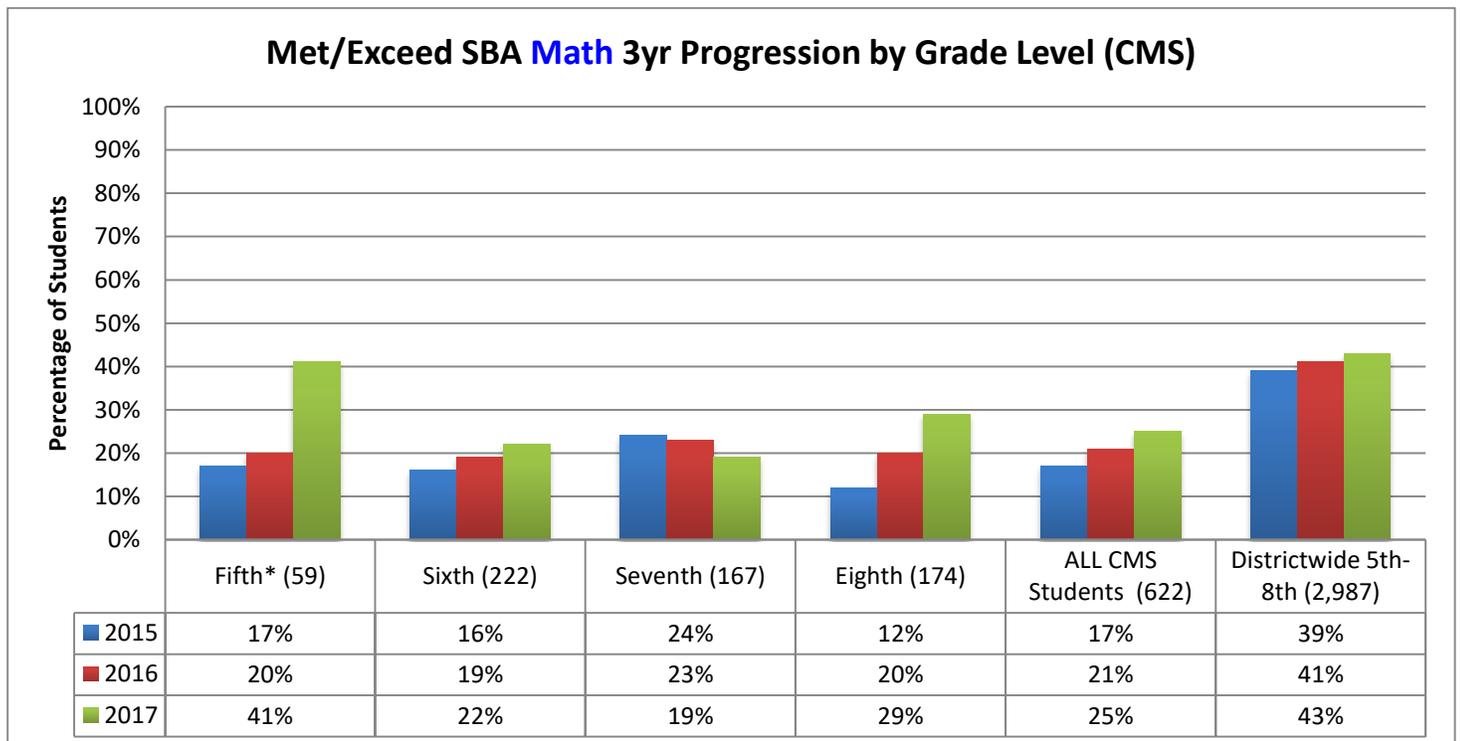
* From 2016 to 2017 the number of 5th graders tested at CMS decreased from 110 n 2016 to 58 in 2017 due to the addition of 5th grade at Rosemary Elementary

Figure 9: 2015-2017 Percent of Campbell Middle (CMS) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Ethnicity and Year

Met/Exceed SBA ELA 3yr Progression by Ethnicity (CMS)

	ALL CMS Students (617)	Afr Ame (28)	Asian (39)	Filipino (28)	Hispanic (396)	MultiRacial (18)	White (92)
2015	24%	27%	49%	35%	17%	66%	45%
2016	29%	44%	45%	41%	22%	63%	49%
2017	36%	43%	54%	72%	26%	44%	53%
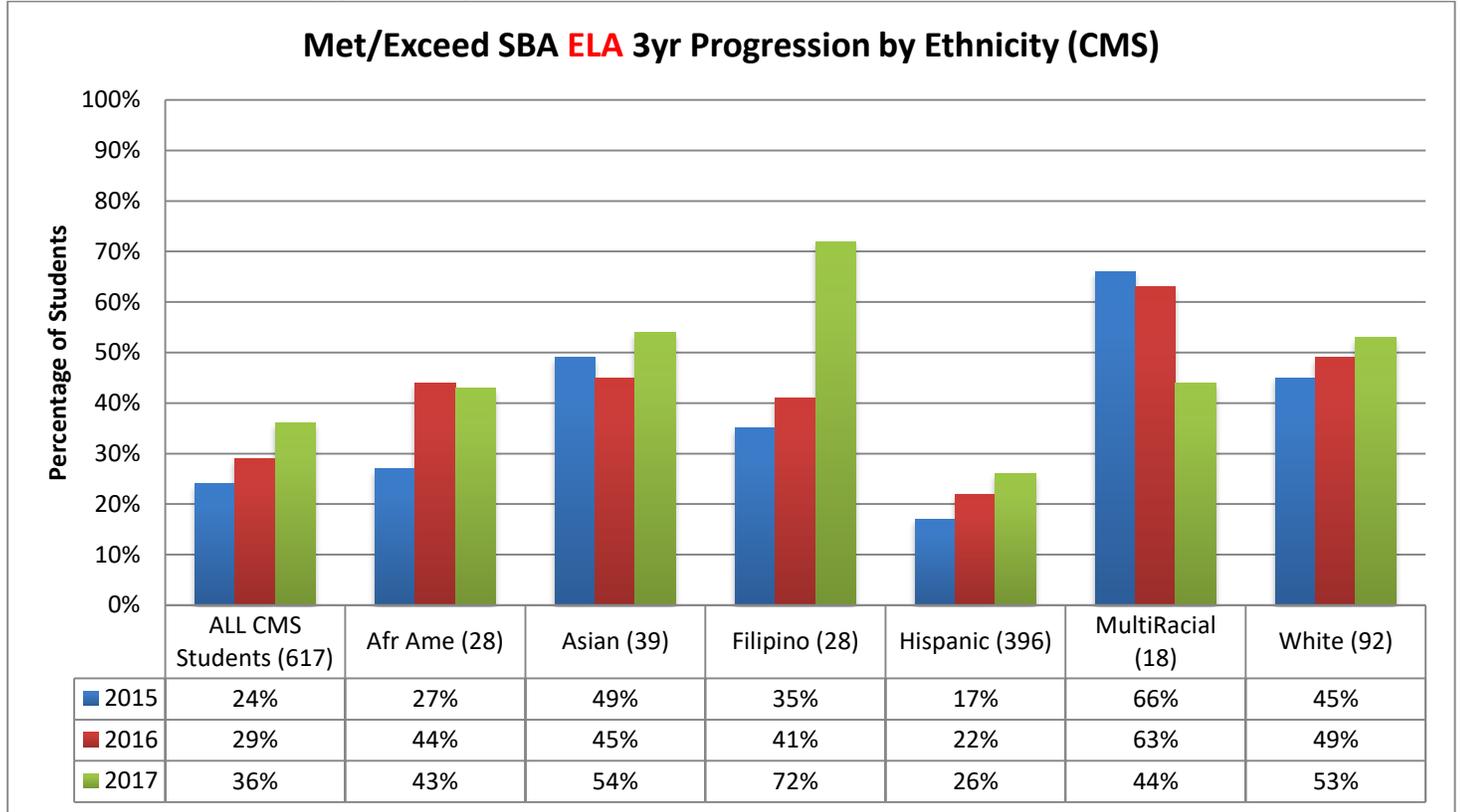
Figure 10: 2015-2017 Percent of Campbell Middle (CMS) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year

Met/Exceed SBA Math 3yr Progression by Ethnicity (CMS)

|	ALL CMS Students (622)	Afr Ame (28)	Asian (39)	Filipino (29)	Hispanic (401)	MultiRacial (18)	White (91)
2015	17%	8%	50%	42%	10%	66%	33%
2016	21%	34%	40%	37%	13%	57%	33%
2017	25%	36%	51%	49%	17%	45%	35%
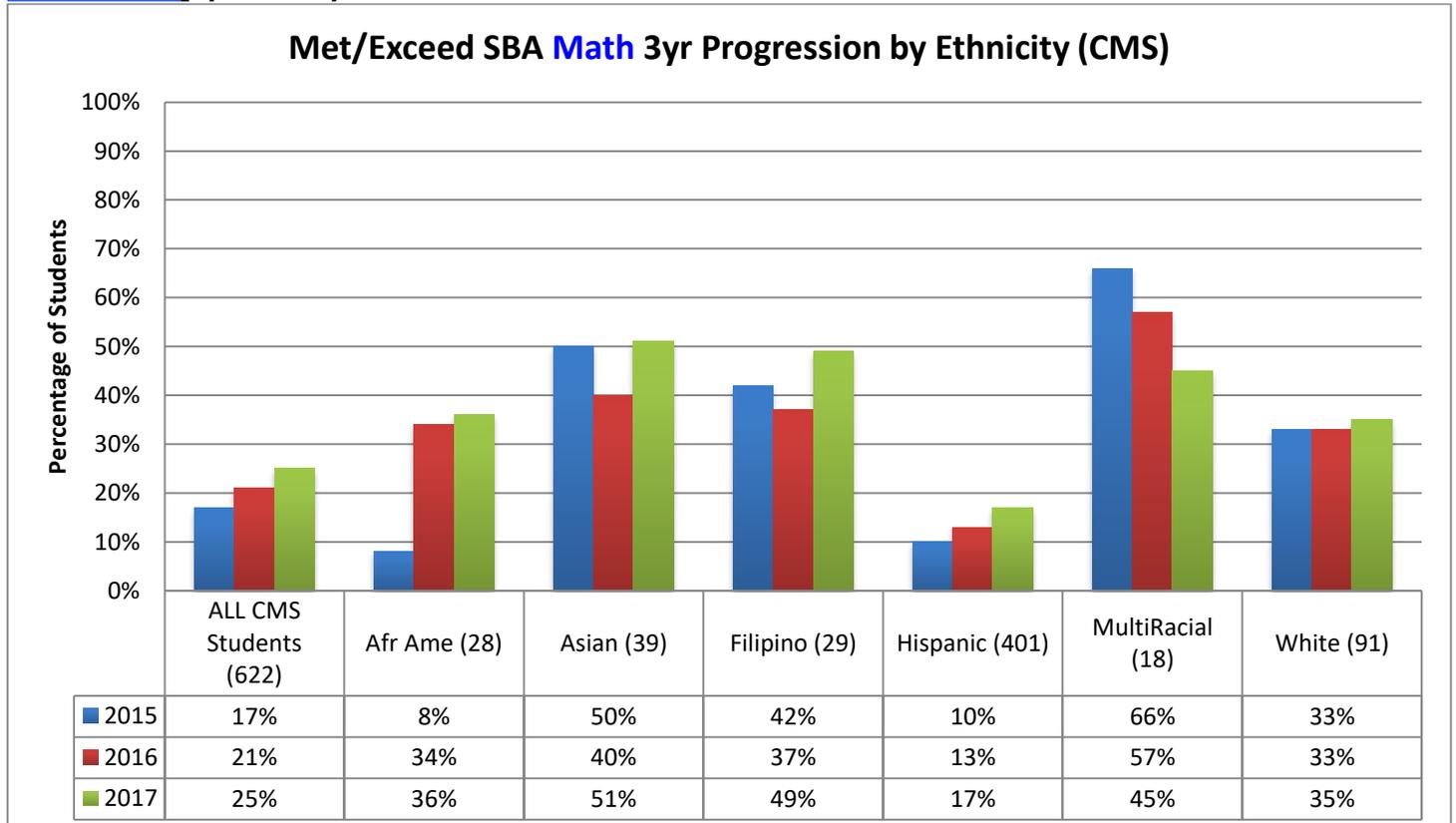
Figure 11: 2015-2017 Percent of Campbell Middle (CMS) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Sub-Group and Year

Met/Exceed SBA ELA 3 yr Progression by Sub-Group (CMS)

	ELL (142)	RFEP (231)	SED (405)	SWD (72)	Males (313)	Females (304)	ALL CMS Students (617)	Districtwide 5th-8th (2,968)
2015	2%	24%	19%	3%	19%	30%	24%	48%
2016	4%	37%	23%	3%	24%	36%	29%	51%
2017	2%	42%	27%	3%	31%	40%	36%	54%
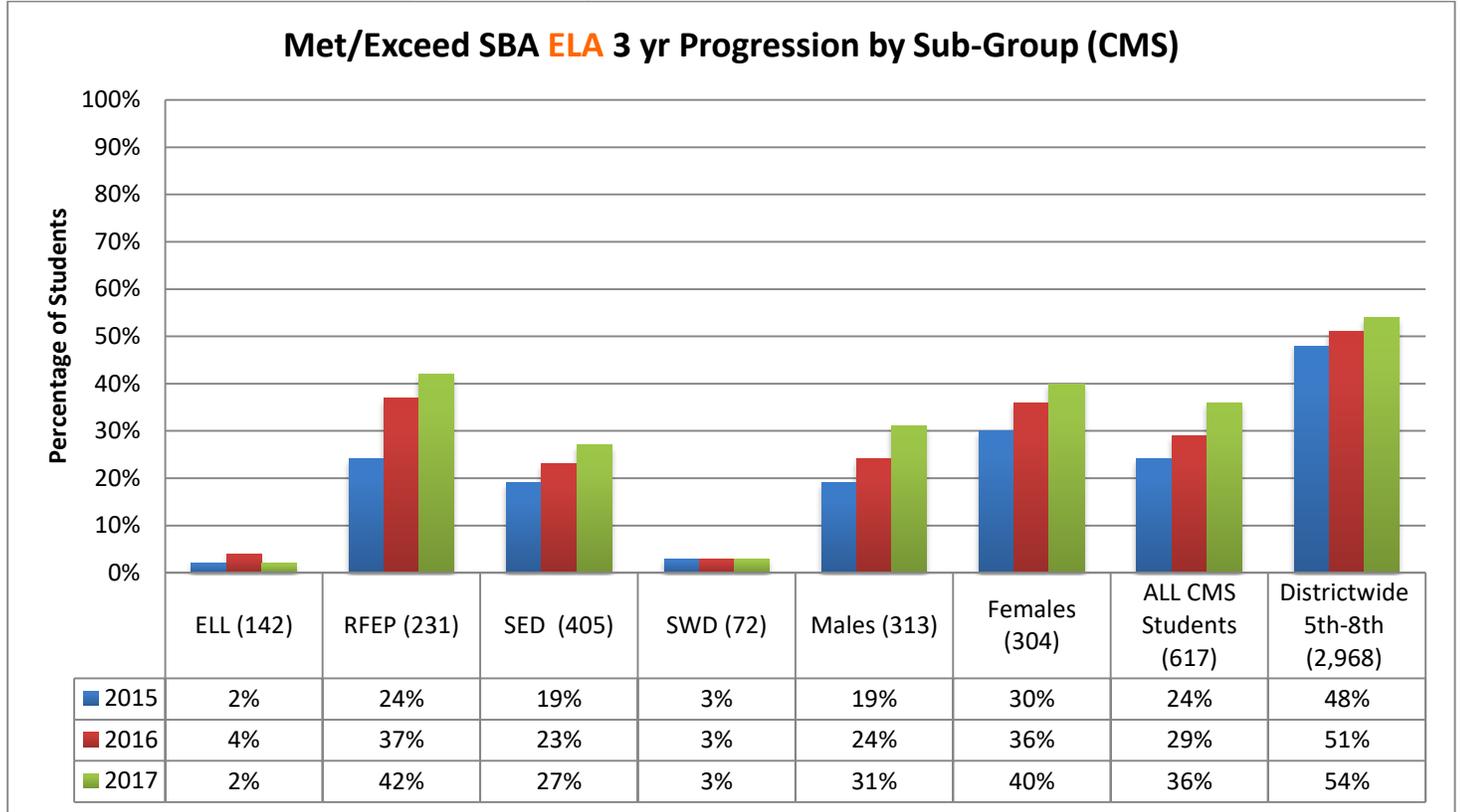
**Figure 12: 2015-2017 Percent of Campbell Middle (CMS) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year**

Met/Exceed SBA Math 3 yr Progression by Sub-Group (CMS)

|	ELL (149)	RFEP (230)	SED (408)	SWD (71)	Males (315)	Females (307)	ALL CMS Students (622)	Districtwide 5th-8th (2,987)
2015	1%	17%	12%	0%	16%	18%	17%	39%
2016	4%	24%	15%	1%	22%	19%	21%	41%
2017	1%	30%	19%	0%	26%	23%	25%	43%
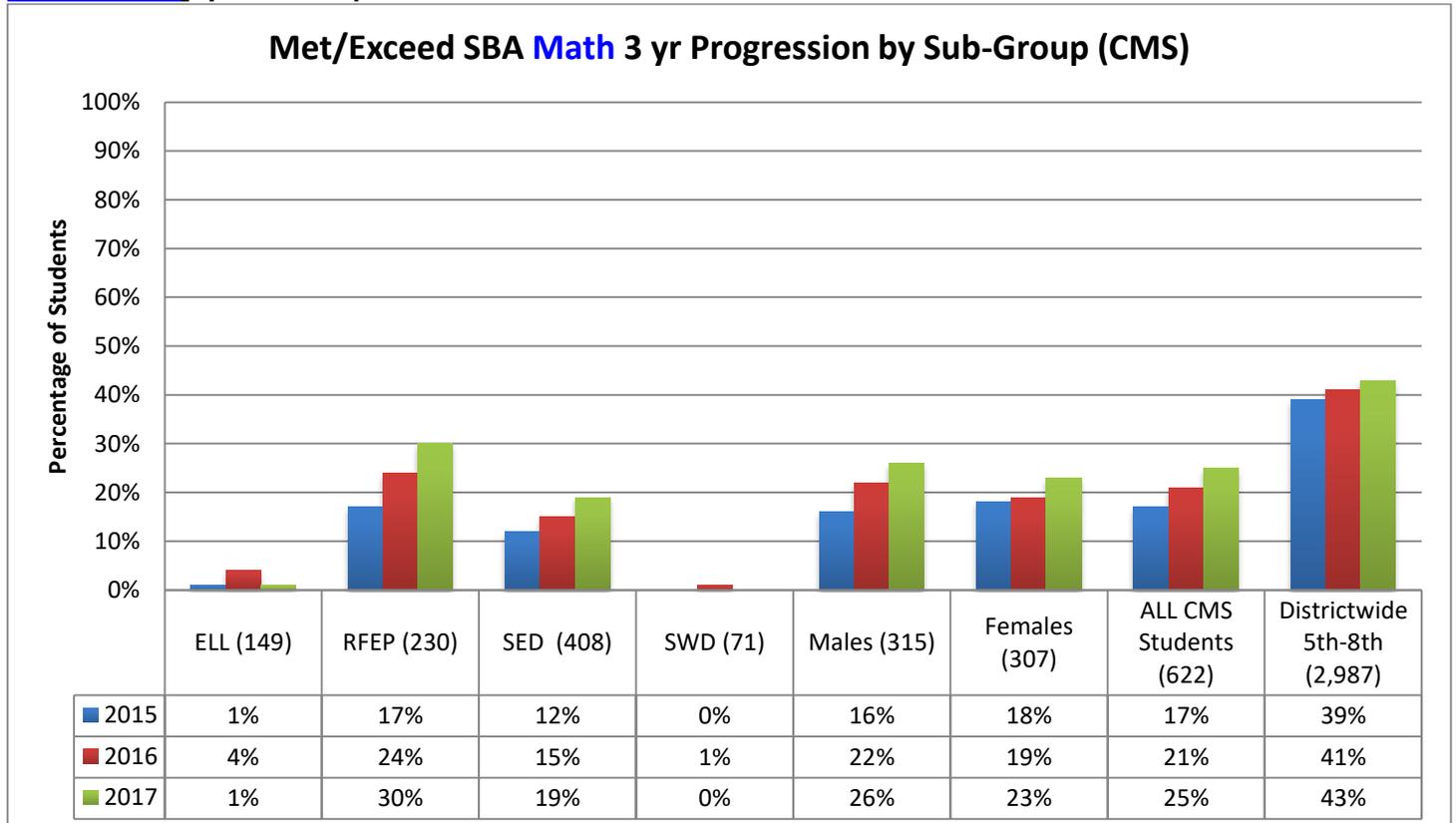
Figure 13: Percent of Capri Elementary (CAP) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Grade Level, by Year

Met/Exceed SBA ELA 3yr Progression by Grade Level (CAP)

	Third (95)	Fourth (147)	Fifth (64)	ALL CAP Students (303)	Districtwide 3rd-5th(2,434)
2015	57%	58%	50%	56%	49%
2016	52%	56%	67%	57%	53%
2017	54%	52%	68%	55%	55%
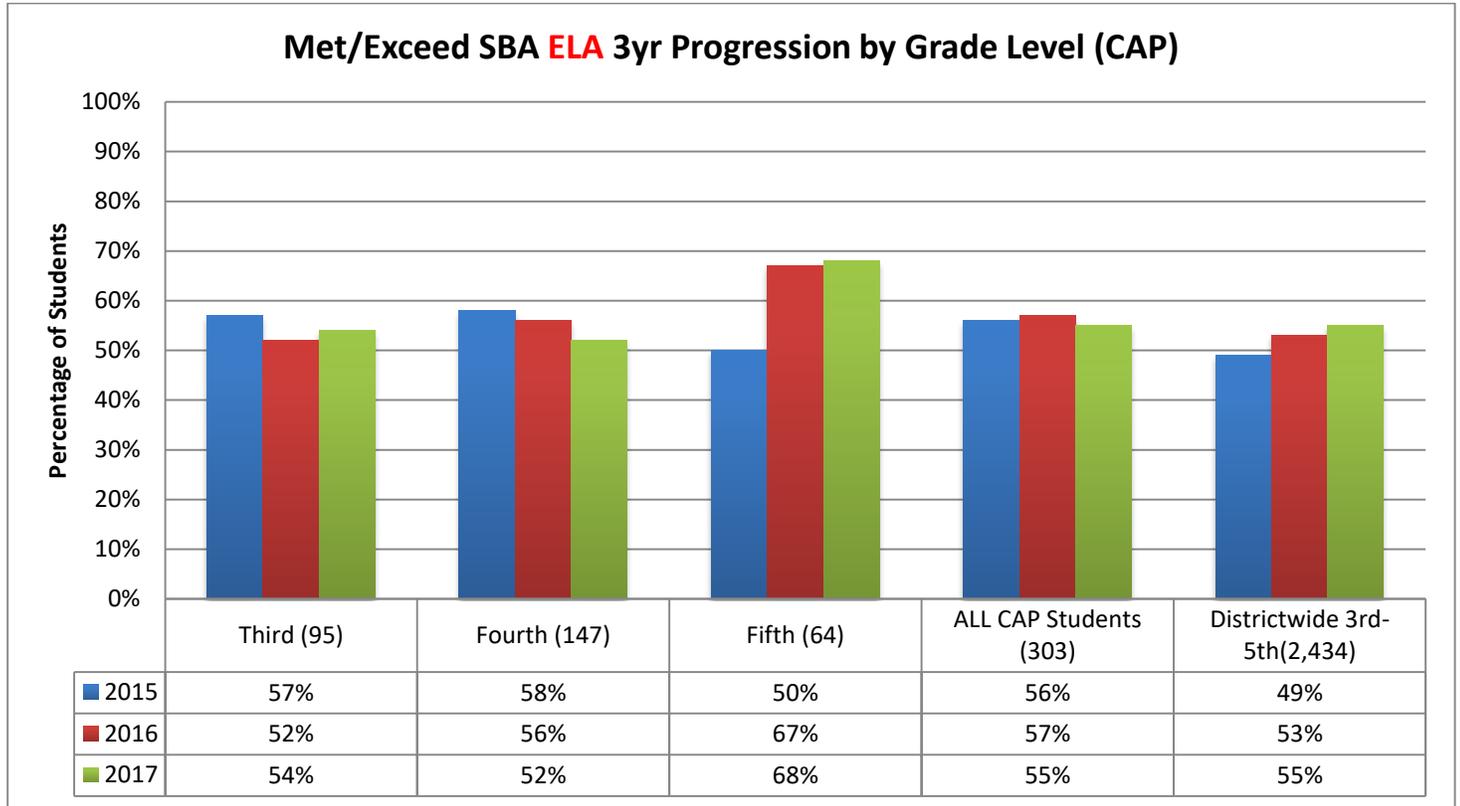
Figure 14: Percent of Capri Elementary (CAP) Students Meeting or Exceeding Standard in Mathematics by Grade Level, by Year

Met/Exceed SBA Math 3yr Progression by Grade Level (CAP)

	Third (93)	Fourth (150)	Fifth (64)	ALL CAP Students (307)	Districtwide 3rd-5th(2,452)
2015	65%	62%	44%	60%	47%
2016	69%	60%	59%	64%	50%
2017	65%	65%	55%	64%	53%
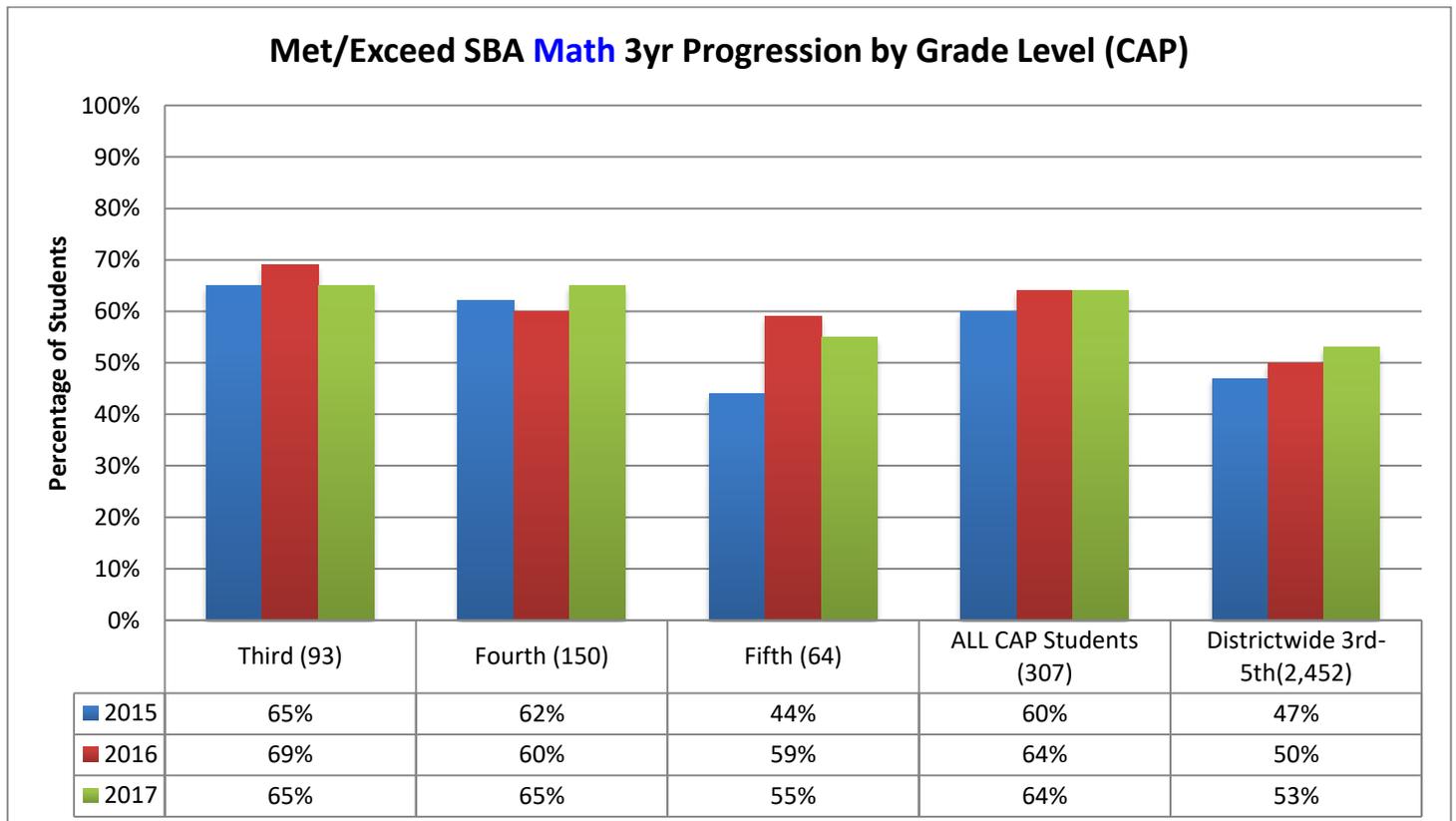
Figure 15: 2015-2017 Percent of Capri Elementary (CAP) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Ethnicity and Year

Met/Exceed SBA ELA 3yr Progression by Ethnicity (CAP)

	ALL CAP Students (303)	Afr Ame (17)*	Asian (46)	Hispanic (111)	MultiRacial (27)	White (85)
■ 2015	56%		82%	39%	72%	64%
■ 2016	57%		80%	42%	60%	66%
■ 2017	55%	24%	74%	37%	88%	67%
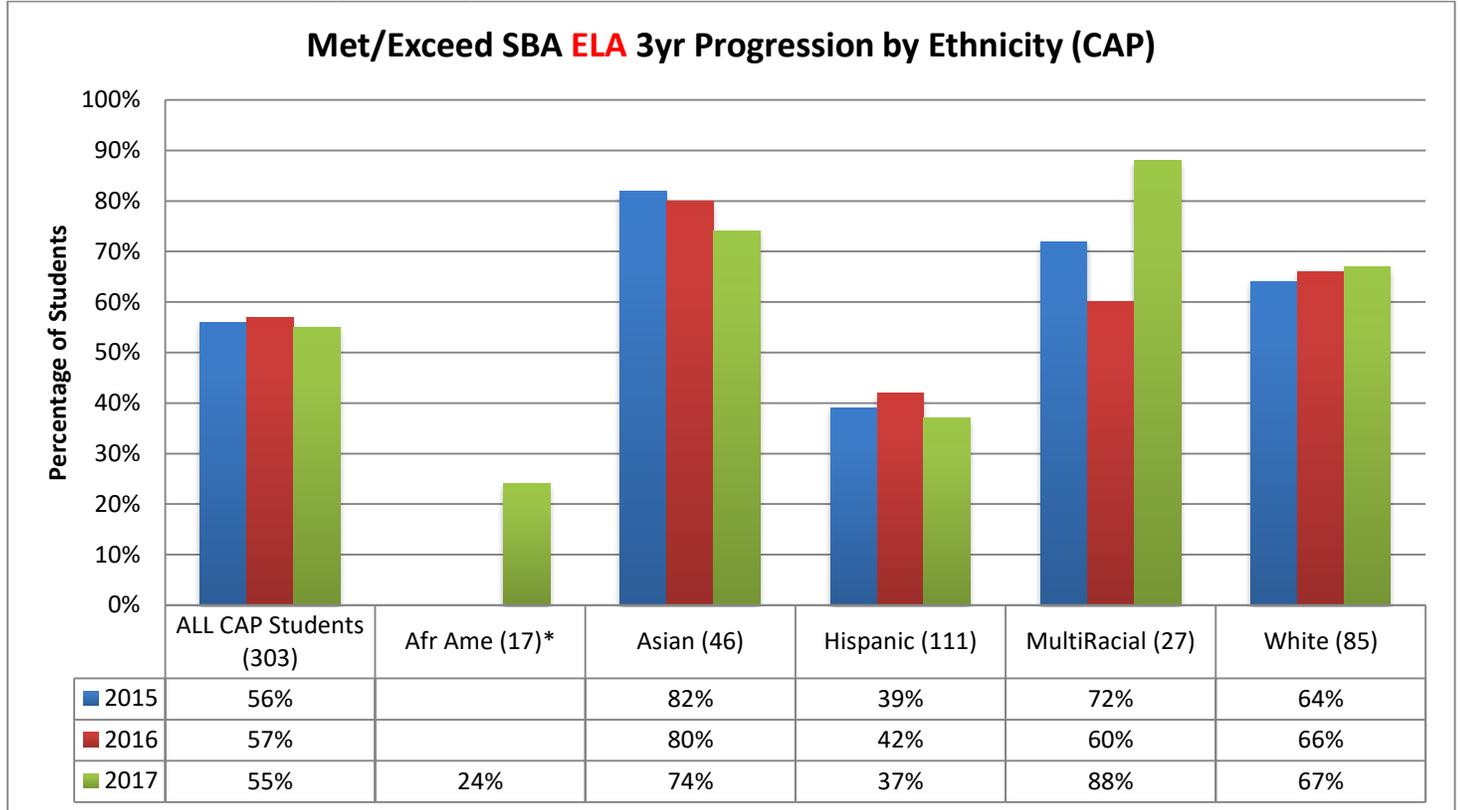
Total number of Afr. Amer. students tested in 2015 and 2016 was less than 10, data hidden for privacy by state

Figure 16: 2015-2017 Percent of Capri Elementary (CAP) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year

Met/Exceed SBA Math 3yr Progression by Ethnicity (CAP)

	ALL CAP Students (307)	Afr Ame (22)*	Asian (48)	Hispanic (112)	MultiRacial (27)	White (85)
■ 2015	60%		84%	41%	72%	73%
■ 2016	64%		85%	48%	67%	77%
■ 2017	64%	27%	89%	46%	89%	74%
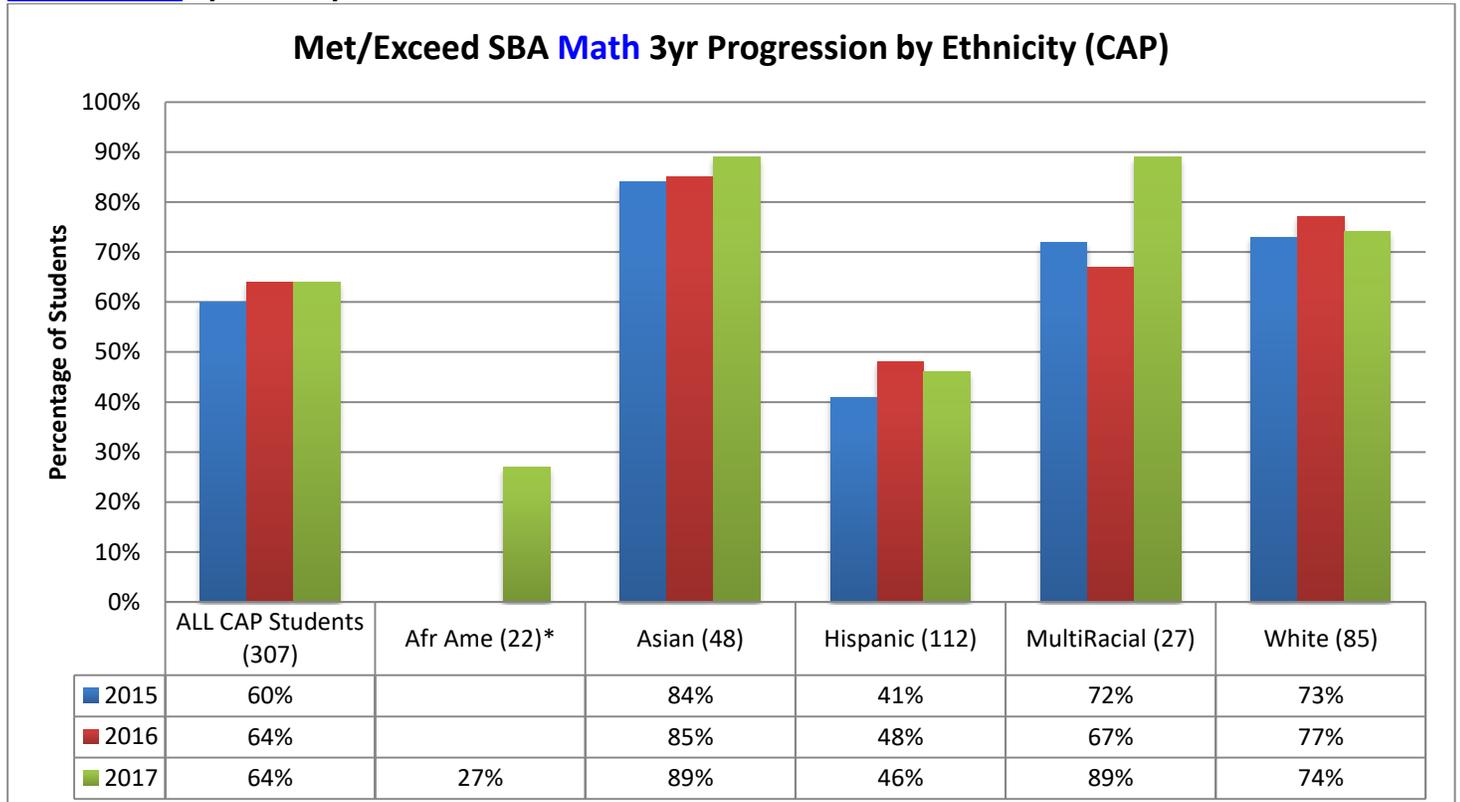
*Total number of Afr. Amer. students tested in 2015 and 2016 was less than 10, data hidden for privacy by state*

Figure 17: 2015-2017 Percent of Capri Elementary (CAP) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Sub-Group and year

Met/Exceed SBA ELA 3yr Progression by Sub-Group (CAP)

	ELL (46)	RFEP (52)	SED (119)	SWD (46)	Males (172)	Females (130)	ALL CAP Students (303)	Districtwide 3rd-5th (2,434)
2015	26%	77%	40%	24%	49%	62%	56%	49%
2016	27%	81%	41%	14%	51%	62%	57%	53%
2017	9%	71%	39%	22%	48%	65%	55%	55%
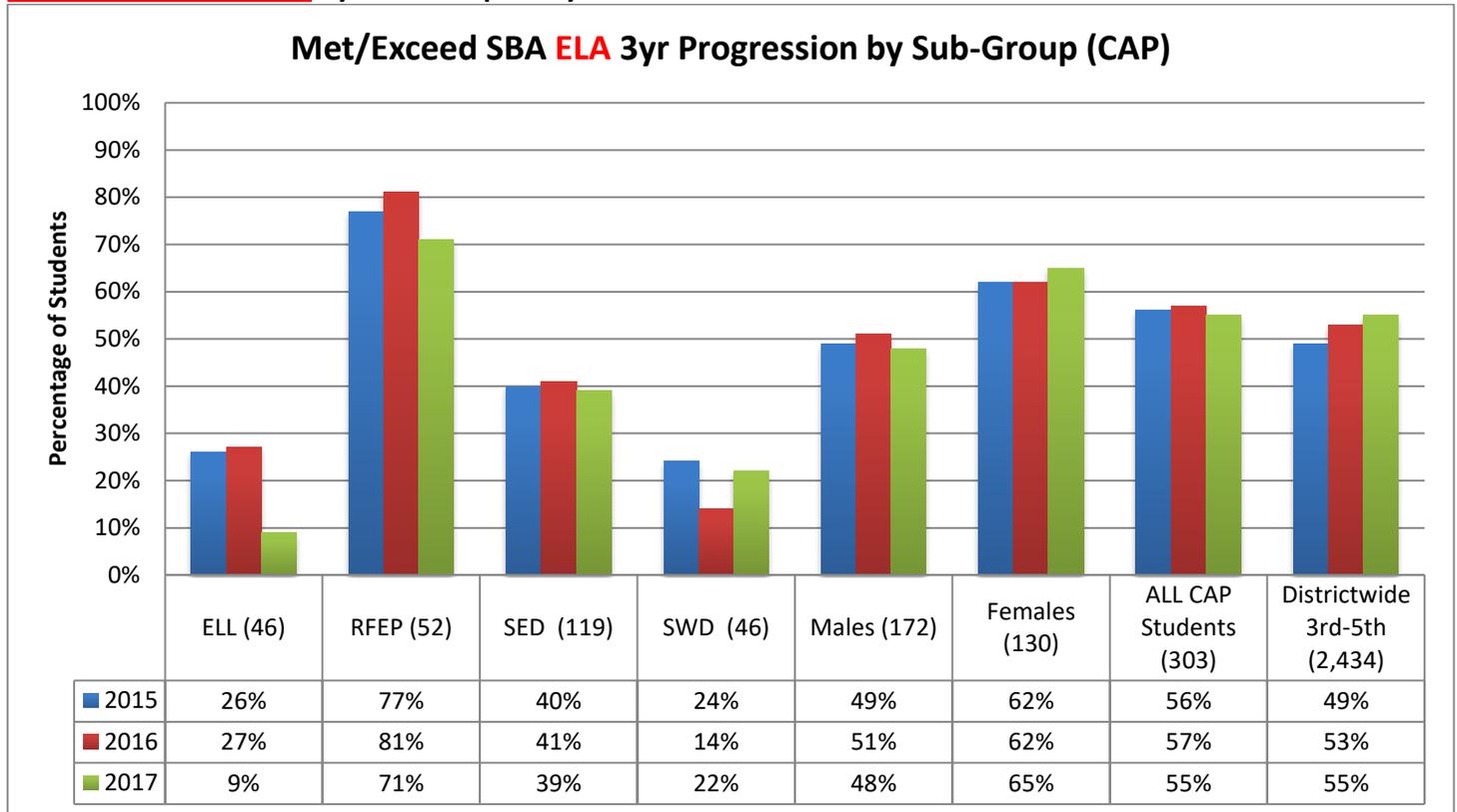
Figure 18: 2015-2017 Percent of Capri Elementary (CAP) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and year

Met/Exceed SBA Math 3yr Progression by Sub-Group (CAP)

|	ELL (50)	RFEP (52)	SED (121)	SWD (47)	Males (174)	Females (132)	ALL CAP Students (307)	Districtwide 3rd-5th (2,452)
2015	33%	79%	45%	31%	62%	58%	60%	47%
2016	36%	76%	41%	26%	70%	59%	64%	50%
2017	30%	79%	45%	26%	63%	63%	64%	53%
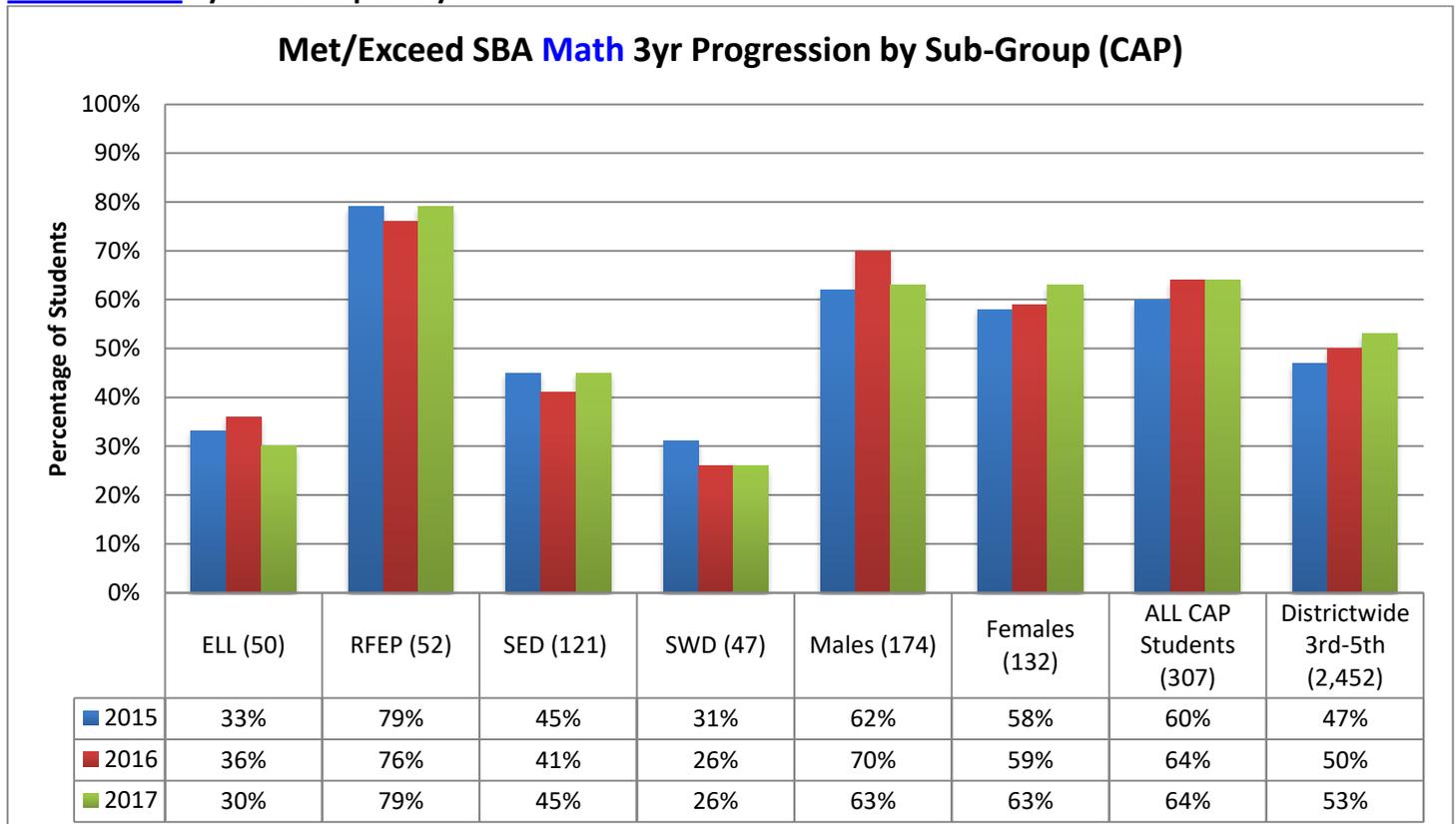
Figure 19: Percent of Castlemont Elementary (CAS) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Grade Level, by Year

Met/Exceed SBA ELA 3yr Progression by Grade Level (CAS)

	Third (110)	Fourth (119)	Fifth (87)	ALL CAS Students (316)	Districtwide 3rd-5th(2,434)
2015	54%	38%	36%	44%	49%
2016	37%	59%	33%	45%	53%
2017	45%	41%	58%	47%	55%
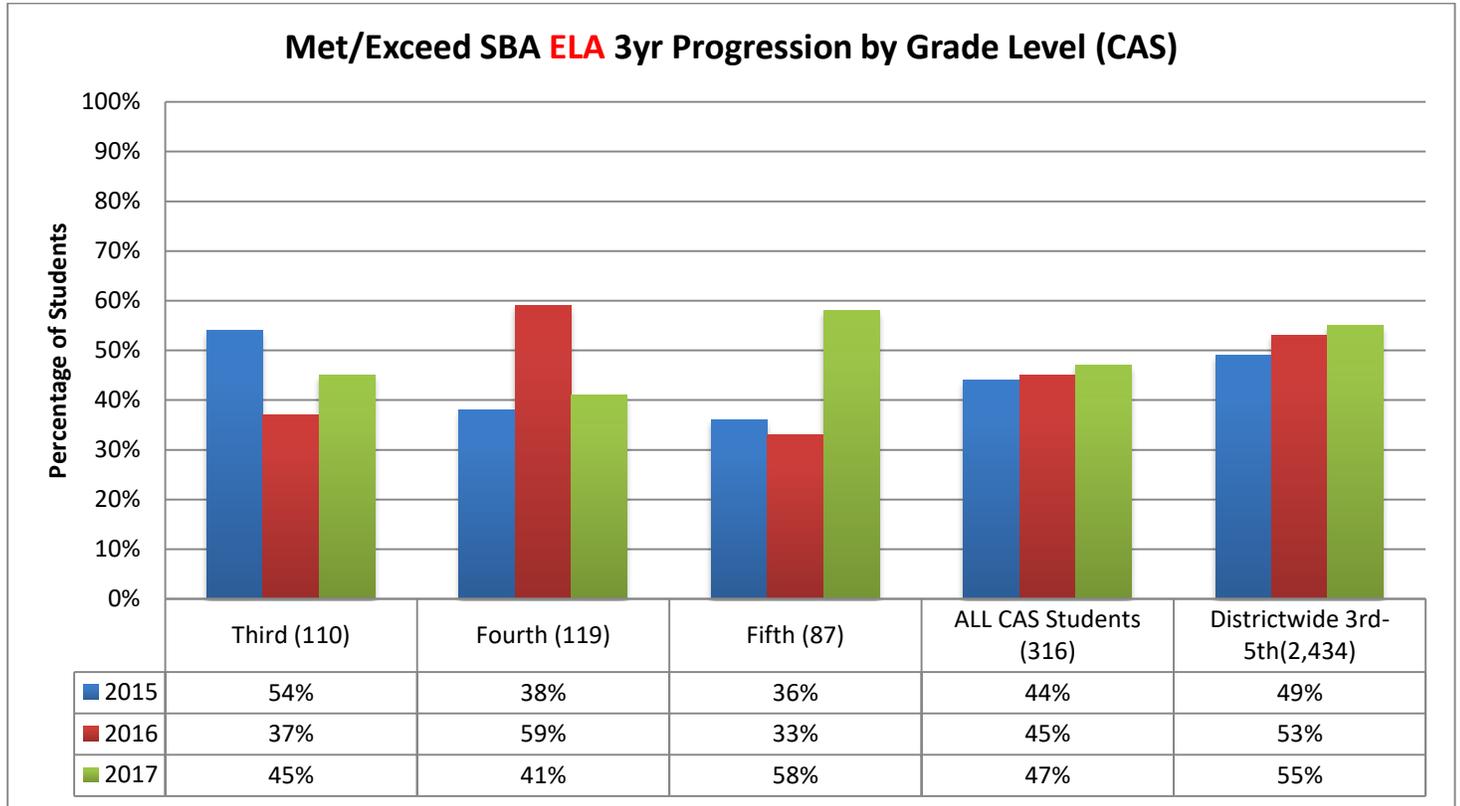
Figure 20: Percent of Castlemont Elementary (CAS) Students Meeting or Exceeding Standard in Mathematics by Grade Level, by Year

Met/Exceed SBA Math 3yr Progression by Grade Level (CAS)

|	Third (112)	Fourth (118)	Fifth (87)	ALL CAS Students (317)	Districtwide 3rd-5th(2,452)
2015	61%	36%	35%	45%	47%
2016	50%	51%	25%	45%	50%
2017	56%	43%	45%	48%	53%
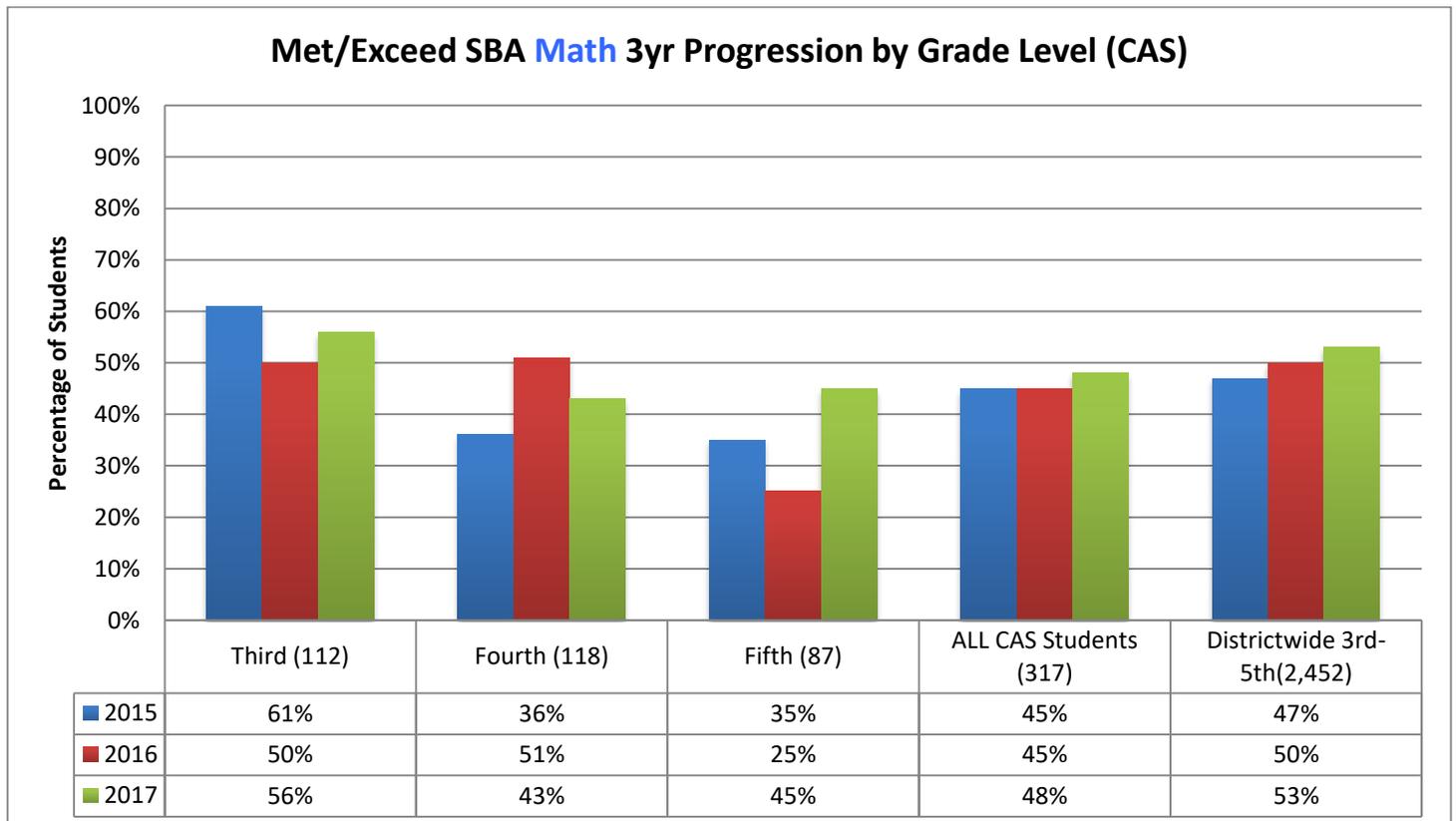
Figure 21: Percent of Castlemont Elementary (CAS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Ethnicity and Year

Met/Exceed SBA ELA 3yr Progression by Ethnicity (CAS)

	ALL CAS Students (316)	Asian (19)	Hispanic (180)	MultiRacial (28)	White (67)
2015	44%	68%	28%	57%	57%
2016	45%	77%	28%	63%	66%
2017	47%	68%	31%	75%	70%
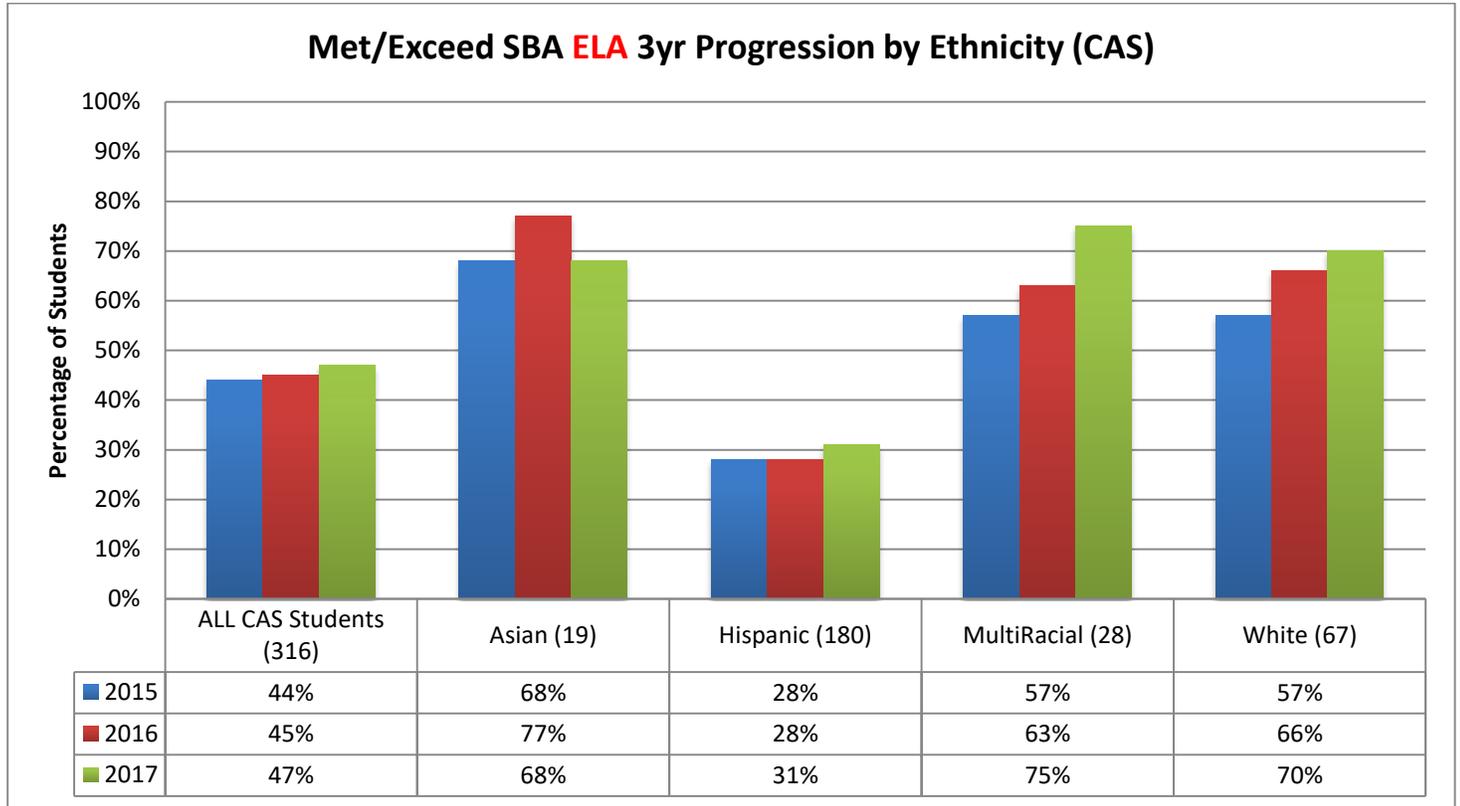
Figure 22: Percent of Castlemont Elementary (CAS) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year

Met/Exceed SBA Math 3yr Progression by Ethnicity (CAS)

	ALL CAS Students (317)	Asian (19)	Hispanic (181)	MultiRacial (28)	White (67)
2015	45%	80%	28%	57%	64%
2016	45%	78%	26%	63%	69%
2017	53%	73%	32%	75%	71%
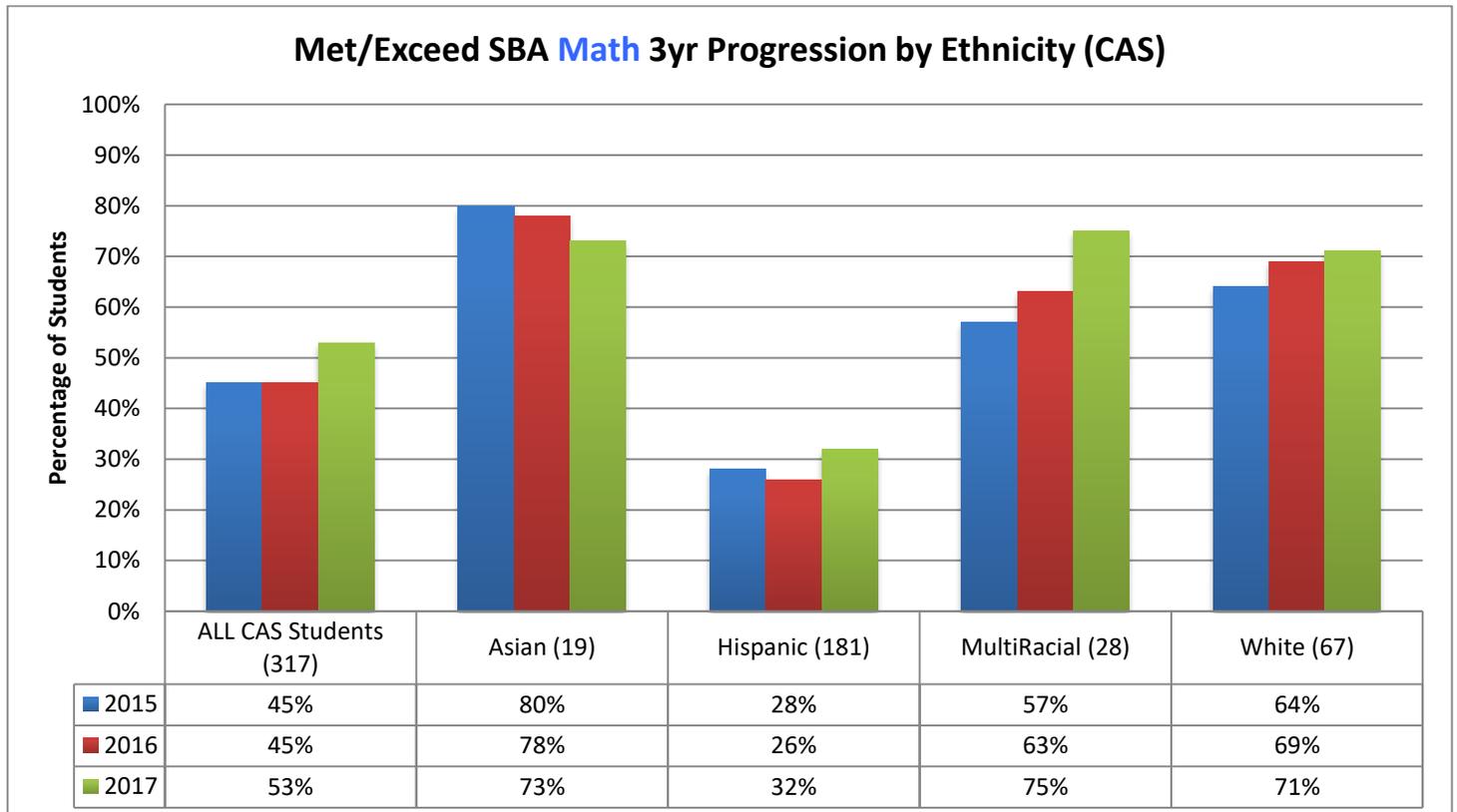
Figure 23: Percent of Castlemont Elementary (CAS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Sub-Group and Year

Met/Exceed SBA ELA 3yr Progression by Sub-Group (CAS)

	ELL (85)	RFEP (52)	SED (174)	SWD (37)	Males (177)	Females (139)	ALL CAS Students (316)	Districtwide 3rd-5th (2,434)
2015	4%	71%	27%	3%	39%	49%	44%	49%
2016	13%	79%	31%	13%	37%	55%	45%	53%
2017	6%	82%	32%	8%	38%	60%	47%	55%
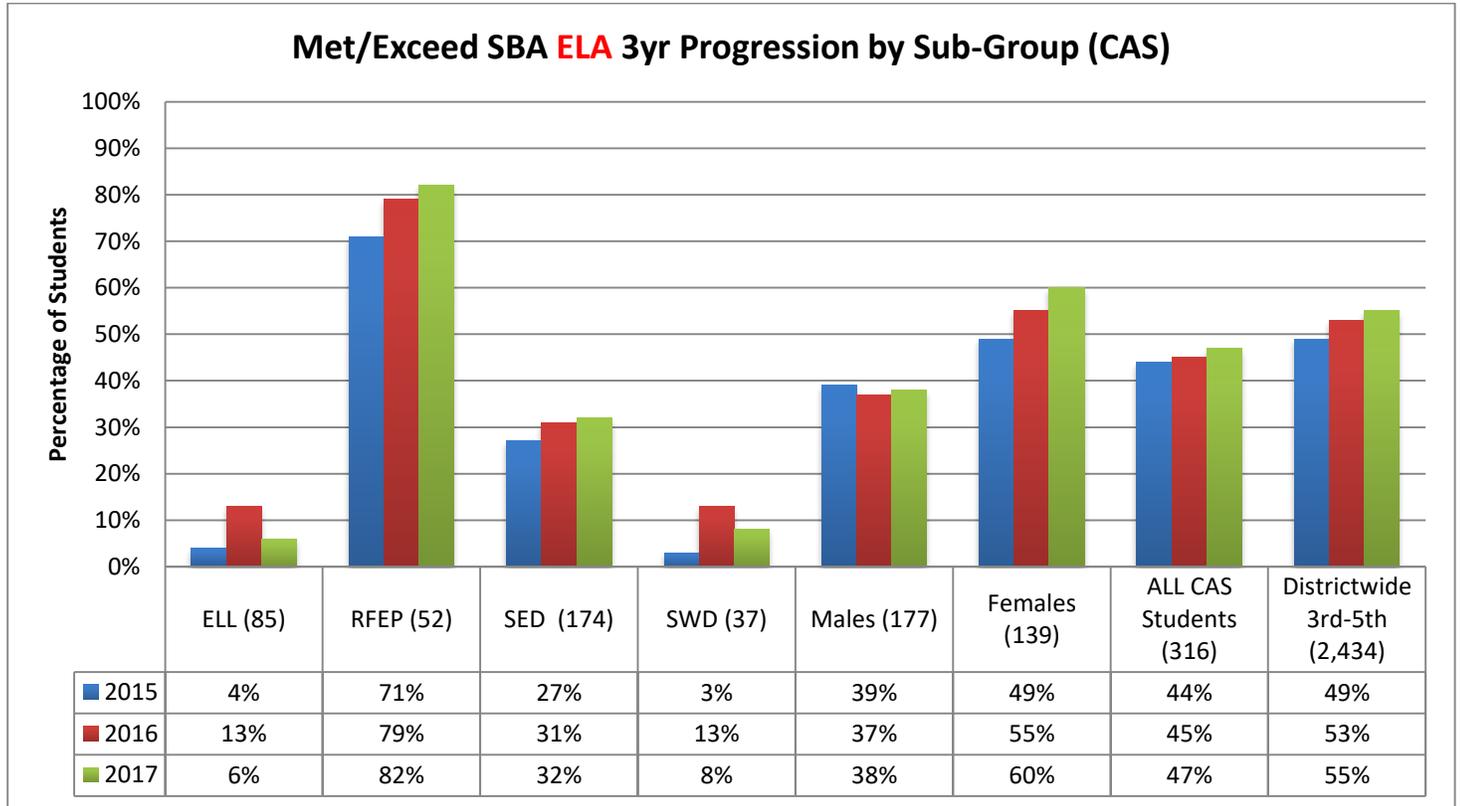
Figure 24: Percent of Castlemont Elementary (CAS) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year

Met/Exceed SBA Math 3yr Progression by Sub-Group (CAS)

|	ELL (85)	RFEP (52)	SED (174)	SWD (37)	Males (176)	Females (138)	ALL CAS Students (317)	Districtwide 3rd-5th (2,452)
2015	14%	64%	29%	3%	44%	47%	45%	47%
2016	16%	66%	28%	11%	44%	46%	45%	50%
2017	8%	75%	29%	19%	49%	47%	38%	53%
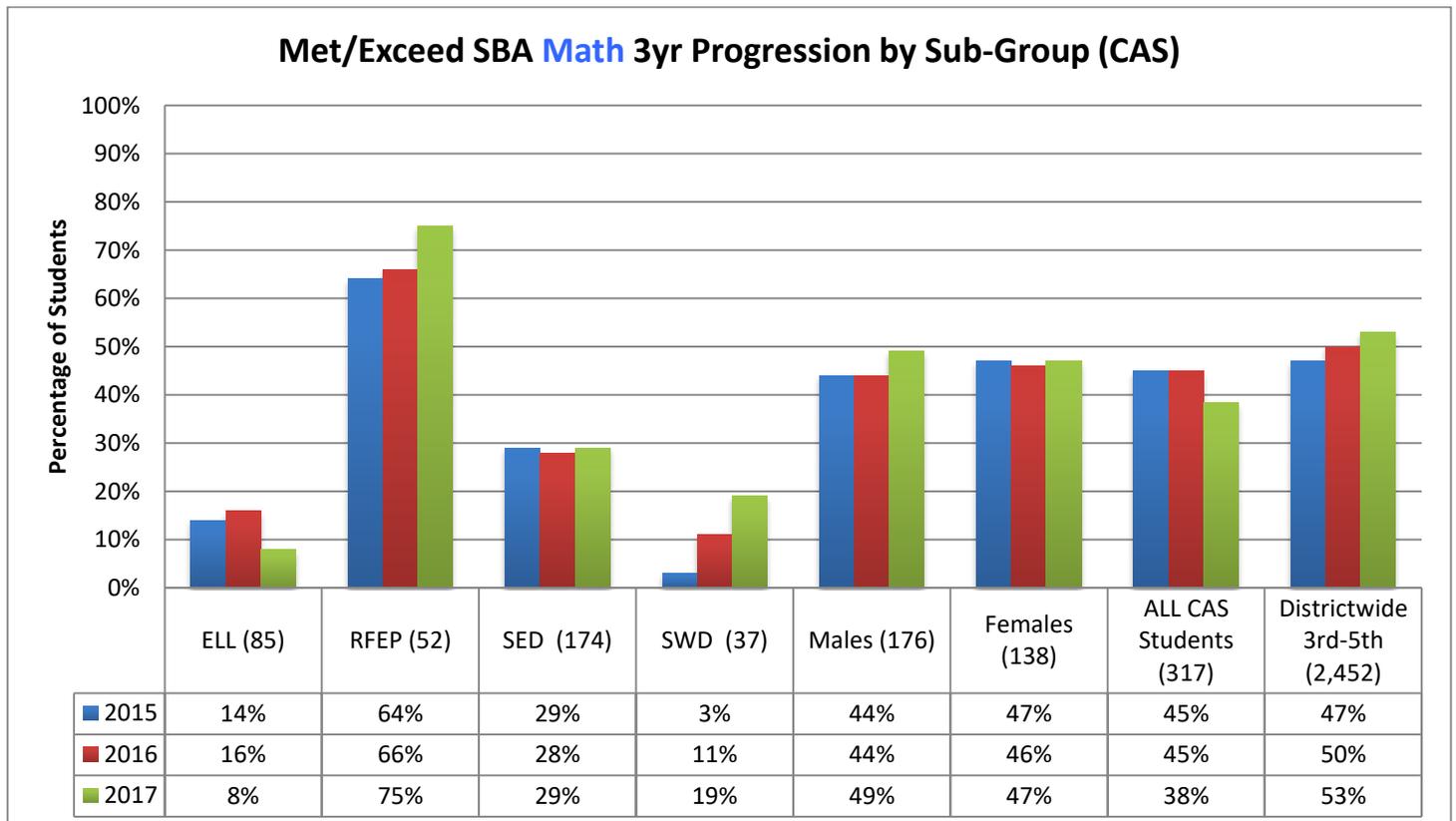
Figure 25: Percent of Forest Hill Elementary (FH) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Grade Level and Year

Met/Exceed SBA ELA 3yr Progression by Grade Level (FH)

	Third (109)	Fourth (90)	Fifth (87)	ALL FH Students (286)	Districtwide 3rd-5th (2,434)
2015	80%	72%	78%	77%	49%
2016	91%	73%	84%	81%	53%
2017	91%	88%	85%	88%	55%
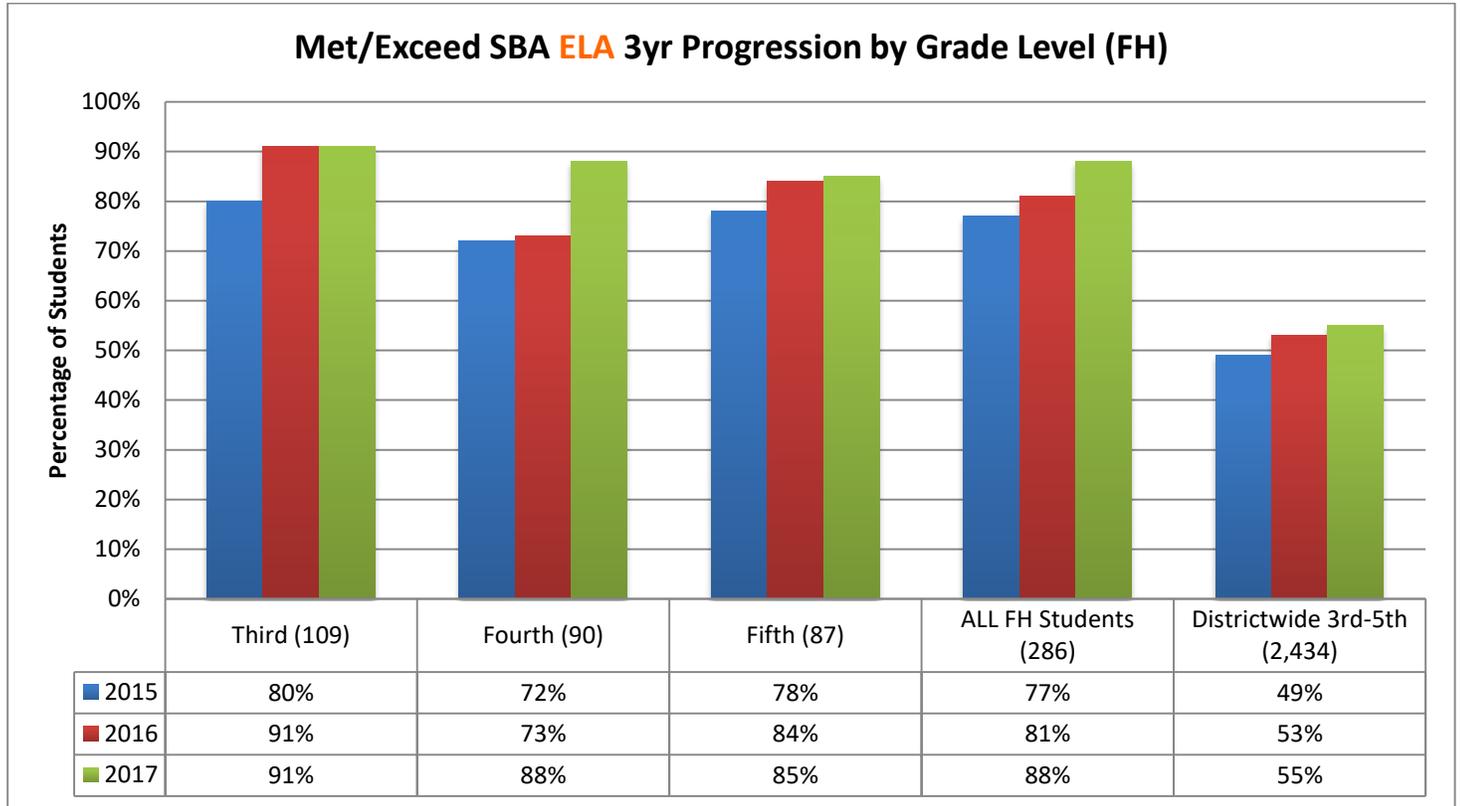
Figure 26: Percent of Forest Hill Elementary (FH) Students Meeting or Exceeding Standard in Mathematics by Grade Level and Year

Met/Exceed SBA Math 3yr Progression by Grade Level (FH)

|	Third (111)	Fourth (90)	Fifth (88)	ALL FH Students (289)	Districtwide 3rd-5th (2,452)
2015	91%	73%	84%	81%	47%
2016	88%	75%	85%	80%	50%
2017	95%	90%	81%	89%	53%
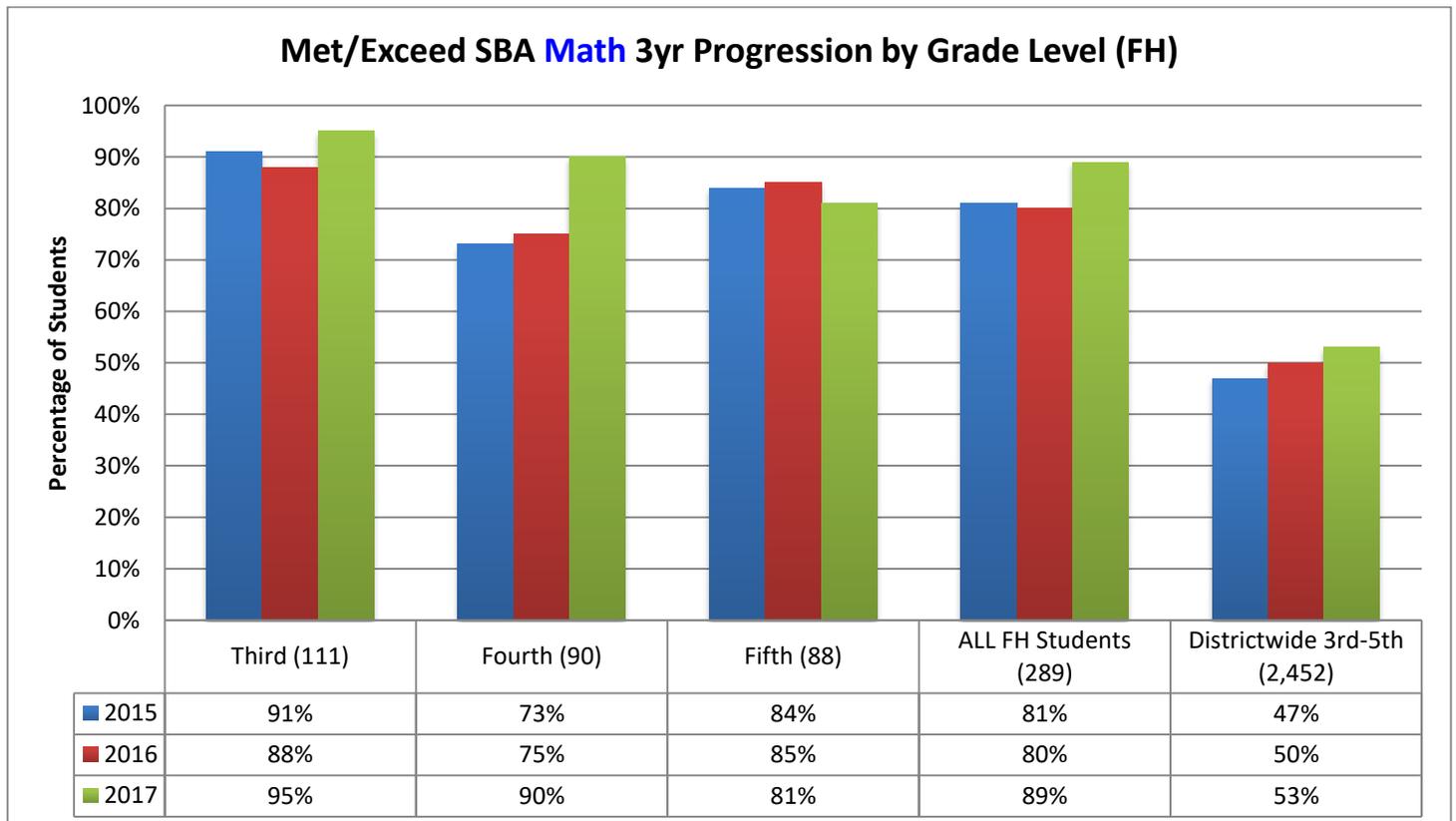
Figure 27: Percent of Forest Hill Elementary (FH) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Ethnicity and Year

Met/Exceed SBA ELA 3yr Progression by Ethnicity (FH)

	ALL FH Students (286)	Asian (107)	Hispanic (32)	MultiRacial (30)	White (103)
2015	77%	87%	48%	69%	78%
2016	81%	88%	78%	78%	76%
2017	88%	96%	69%	84%	88%
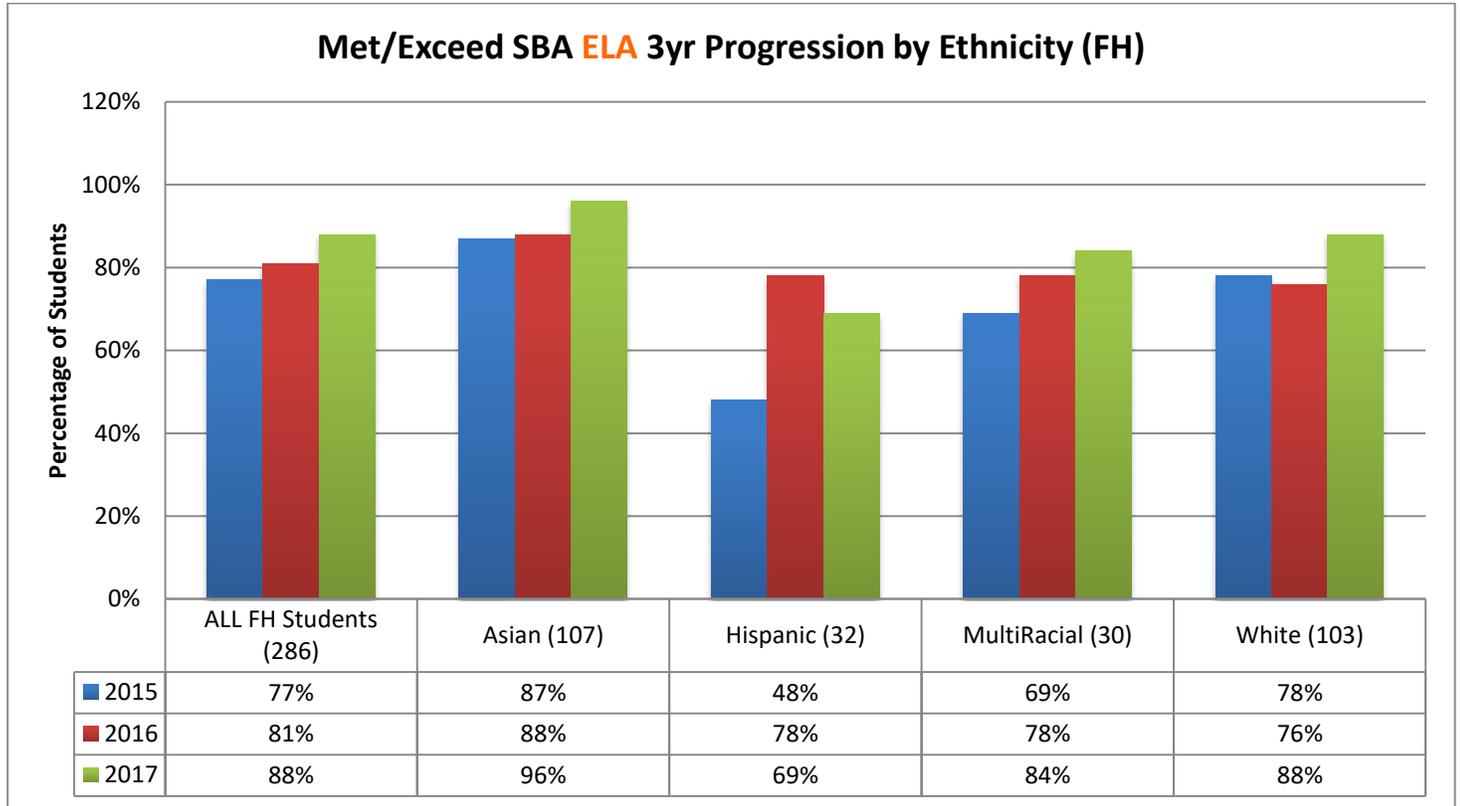
Figure 28: Percent of Forest Hill Elementary (FH) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year

Met/ExceedSBA Math 3yr Progression by Ethnicity (FH)

|	ALL FH Students (289)	Asian (110)	Hispanic (32)	MultiRacial (30)	White (103)
2015	81%	84%	52%	81%	70%
2016	80%	91%	79%	87%	76%
2017	89%	99%	69%	97%	84%
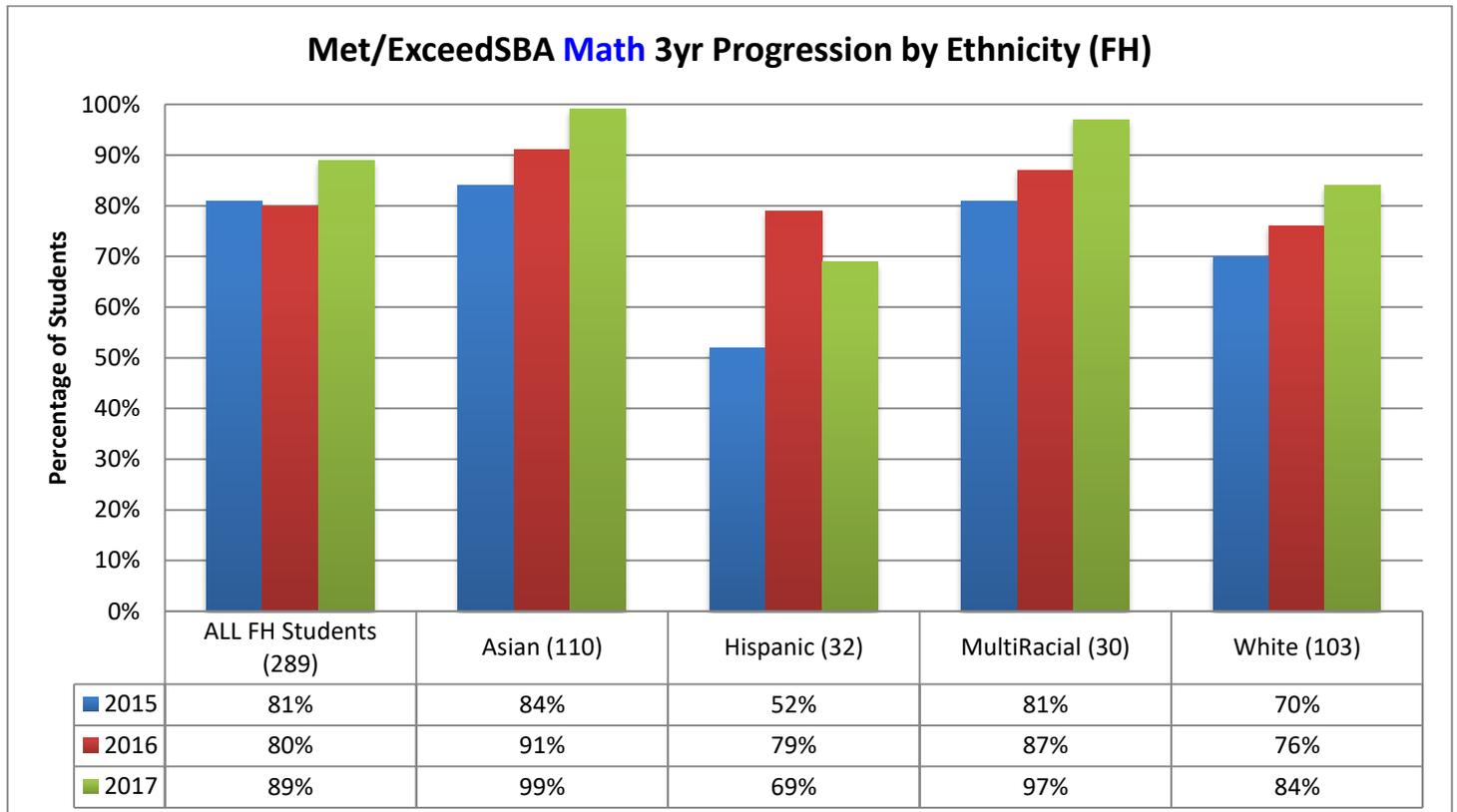
Figure 29: Percent of Forest Hill Elementary (FH) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Sub-Group and Year

Met/Exceed SBA ELA 3yr Progression by Sub-Group (FH)

	ELL *	RFEP (60)	SED (22)	SWD (15)	Males (142)	Females (144)	ALL FH Students (286)	Districtwide 3rd-5th (2,434)
2015	40%	87%	39%	50%	70%	84%	77%	49%
2016	64%	90%	59%	55%	78%	85%	81%	53%
2017		88%	64%	66%	89%	87%	81%	55%
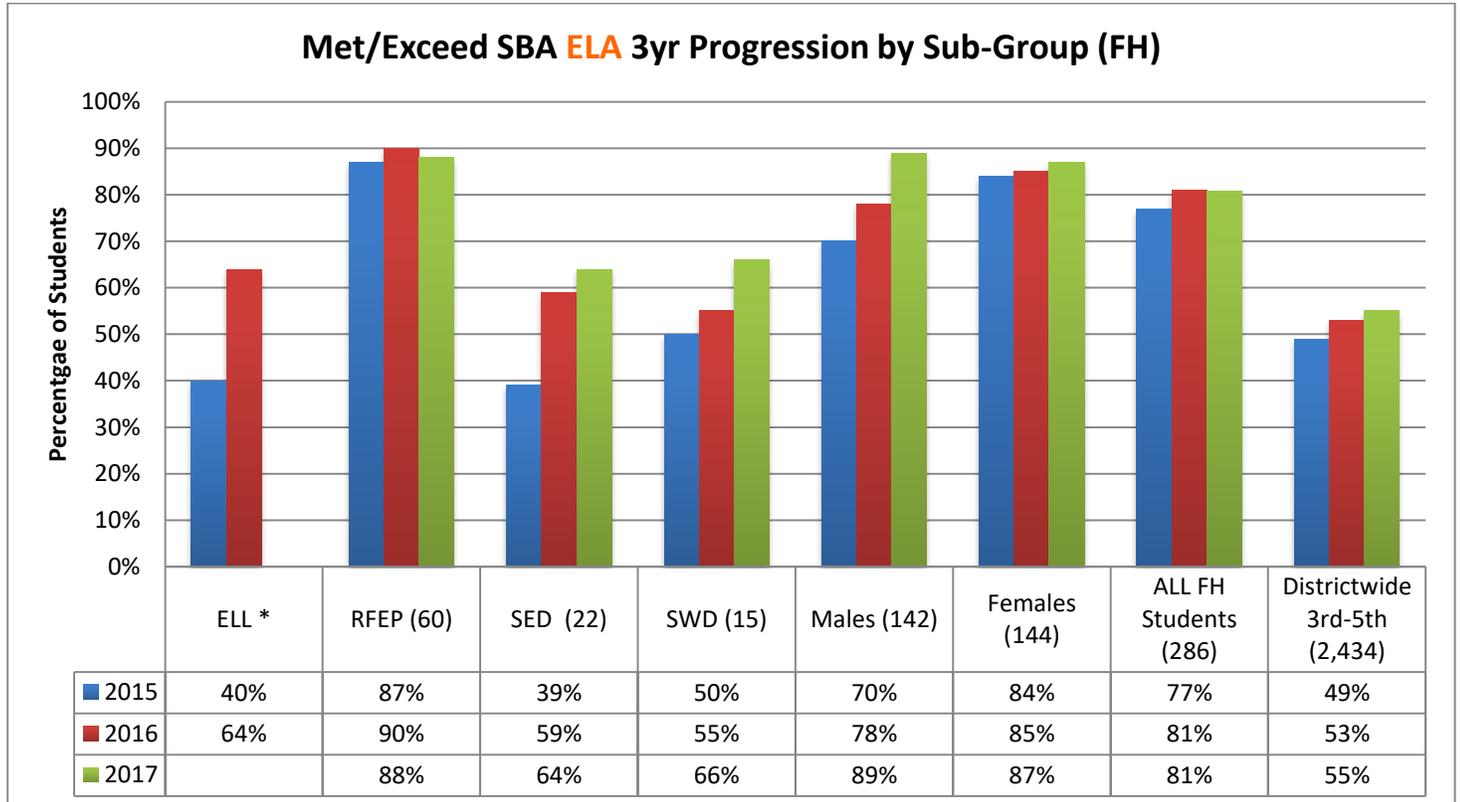
Total number of ELL students tested in 2017 was less than 10, data hidden for privacy by state

Figure 30: Percent of Forest Hill Elementary (FH) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year

Met/Exceed SBA Math 3yr Progression by Sub-Group (FH)

|	ELL (11)	RFEP (60)	SED (22)	SWD (15)	Males (143)	Females (146)	ALL FH Students (289)	Districtwide 3rd-5th (2,452)
2015	47%	78%	48%	50%	73%	70%	81%	47%
2016	71%	91%	50%	59%	84%	79%	80%	50%
2017	73%	90%	54%	80%	88%	89%	89%	53%
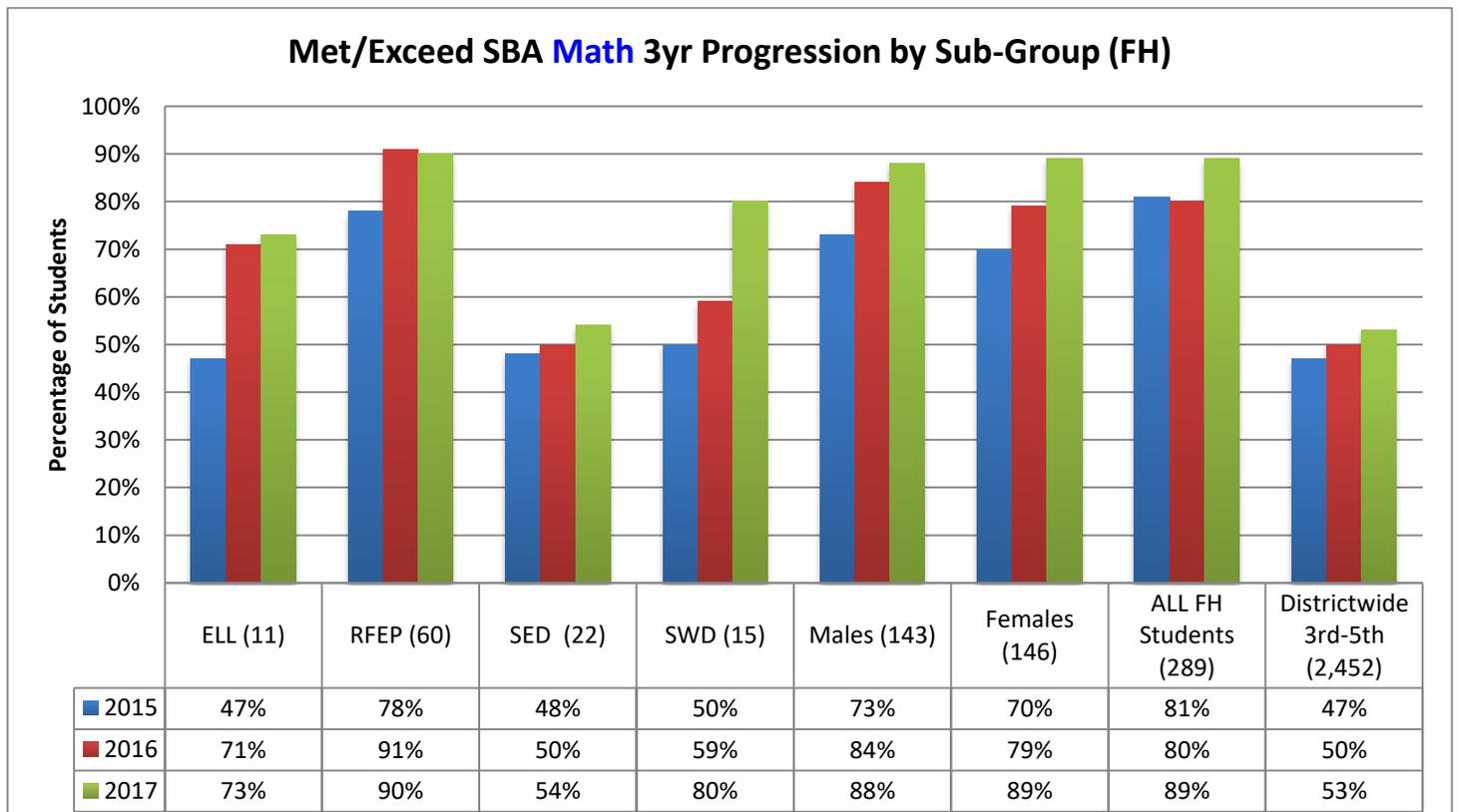
Figure 31: Percent of Lynhaven Elementary (LYN) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Grade Level and Year

Met/Exceed SBA ELA 3yr Progression by Grade Level (LYN)

	Third (96)	Fourth (80)	Fifth (57)	ALL LYN Students (232)	Districtwide 3rd-5th (2,434)
2015	38%	31%	41%	36%	49%
2016	43%	34%	36%	38%	53%
2017	39%	46%	42%	42%	55%
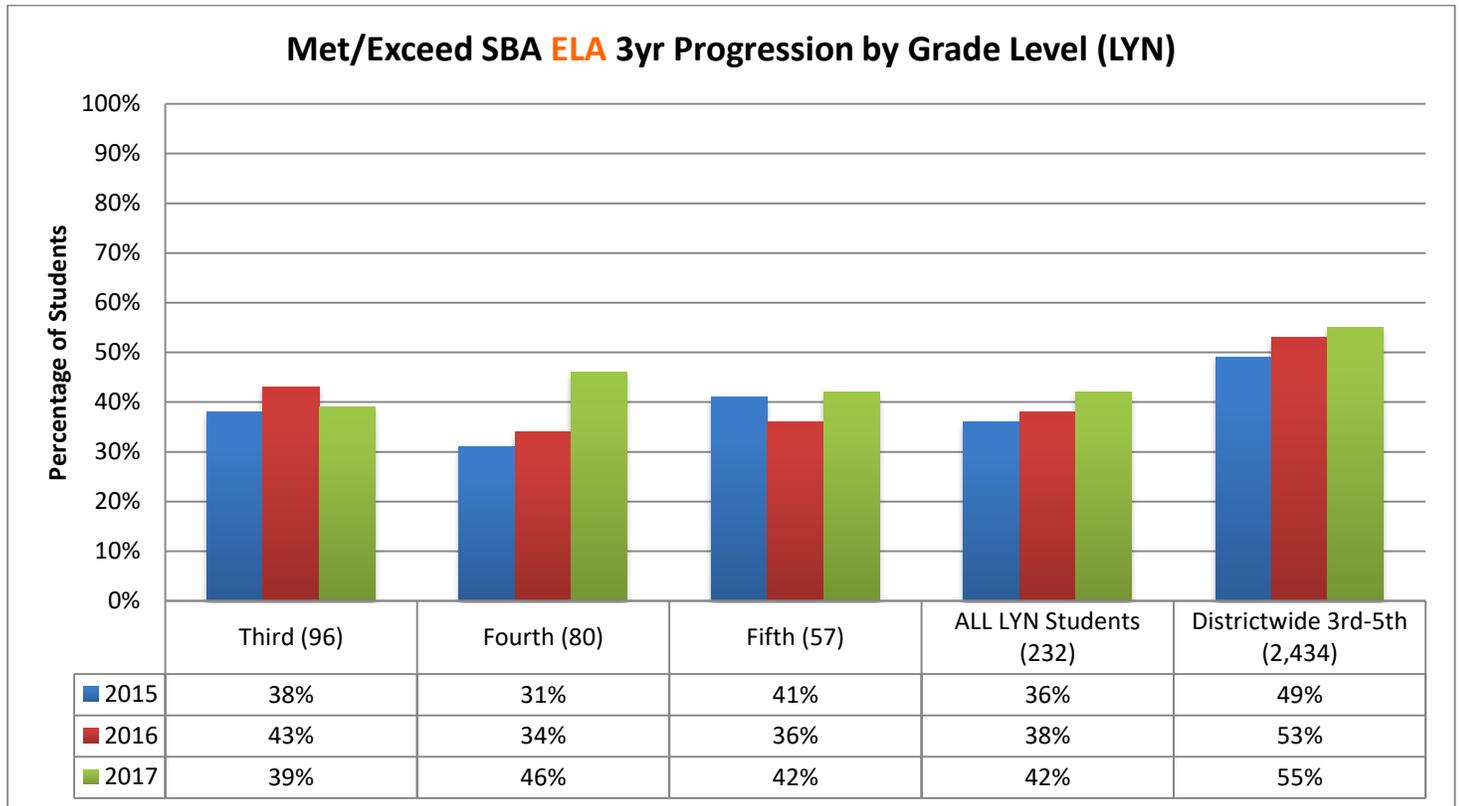
Figure 32: Percent of Lynhaven Elementary (LYN) Students Meeting or Exceeding Standard in Mathematics by Grade Level and Year

Met/Exceed SBA Math 3yr Progression by Grade Level (LYN)

|	Third (96)	Fourth (80)	Fifth (58)	ALL LYN Students (234)	Districtwide 3rd-5th (2,452)
2015	42%	24%	32%	32%	47%
2016	42%	37%	21%	35%	50%
2017	58%	40%	35%	45%	53%
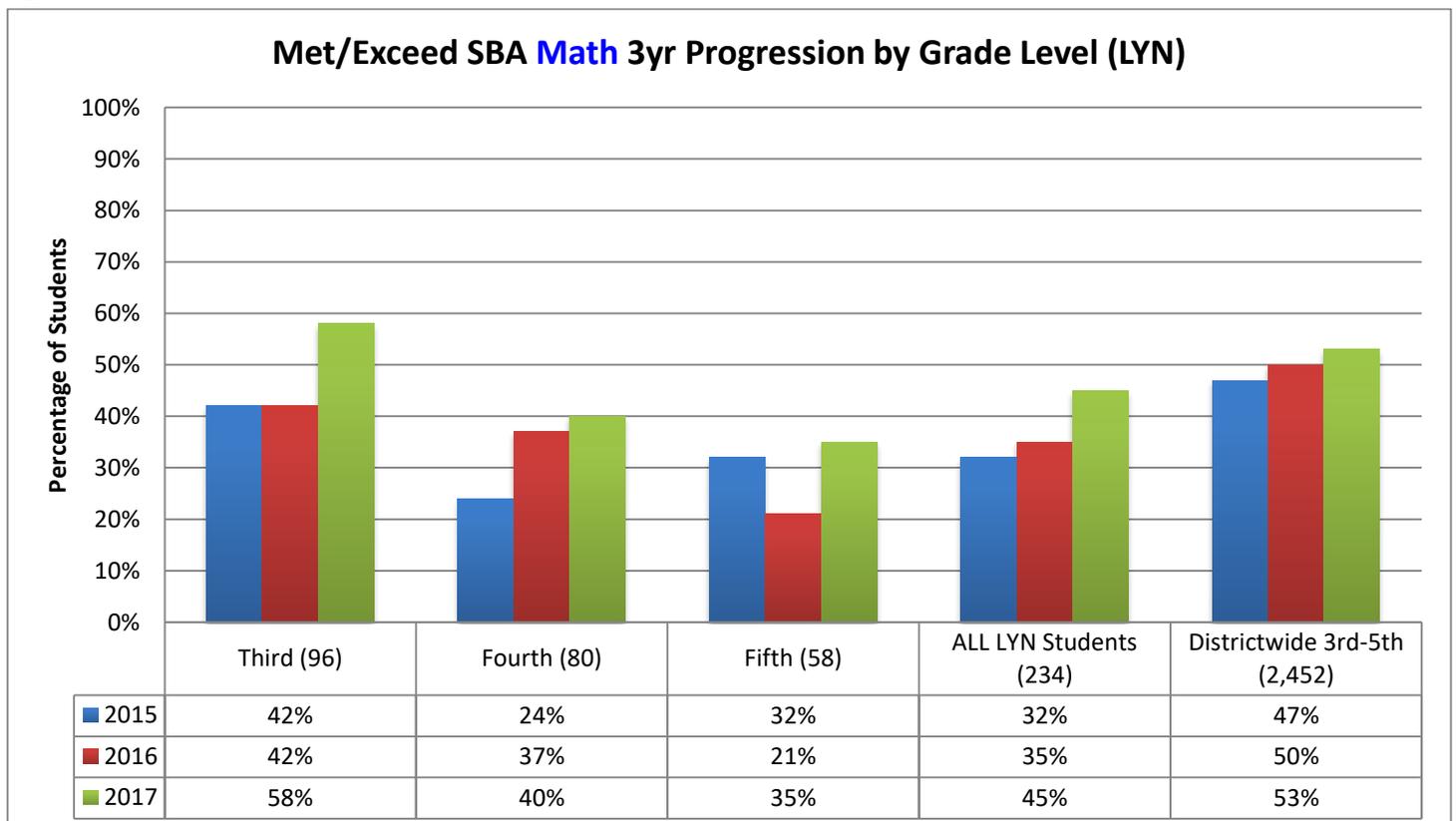
Figure 33: Percent of Lynhaven Elementary (LYN) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Ethnicity and Year

**Met/Exceed SBA ELA 3yr Progression by Ethnicity (LYN)**

	ALL LYN Students (232)	Asian (17)	Hispanic (137)	White (46)
2015	36%	72%	26%	43%
2016	38%	77%	26%	51%
2017	42%	53%	33%	52%
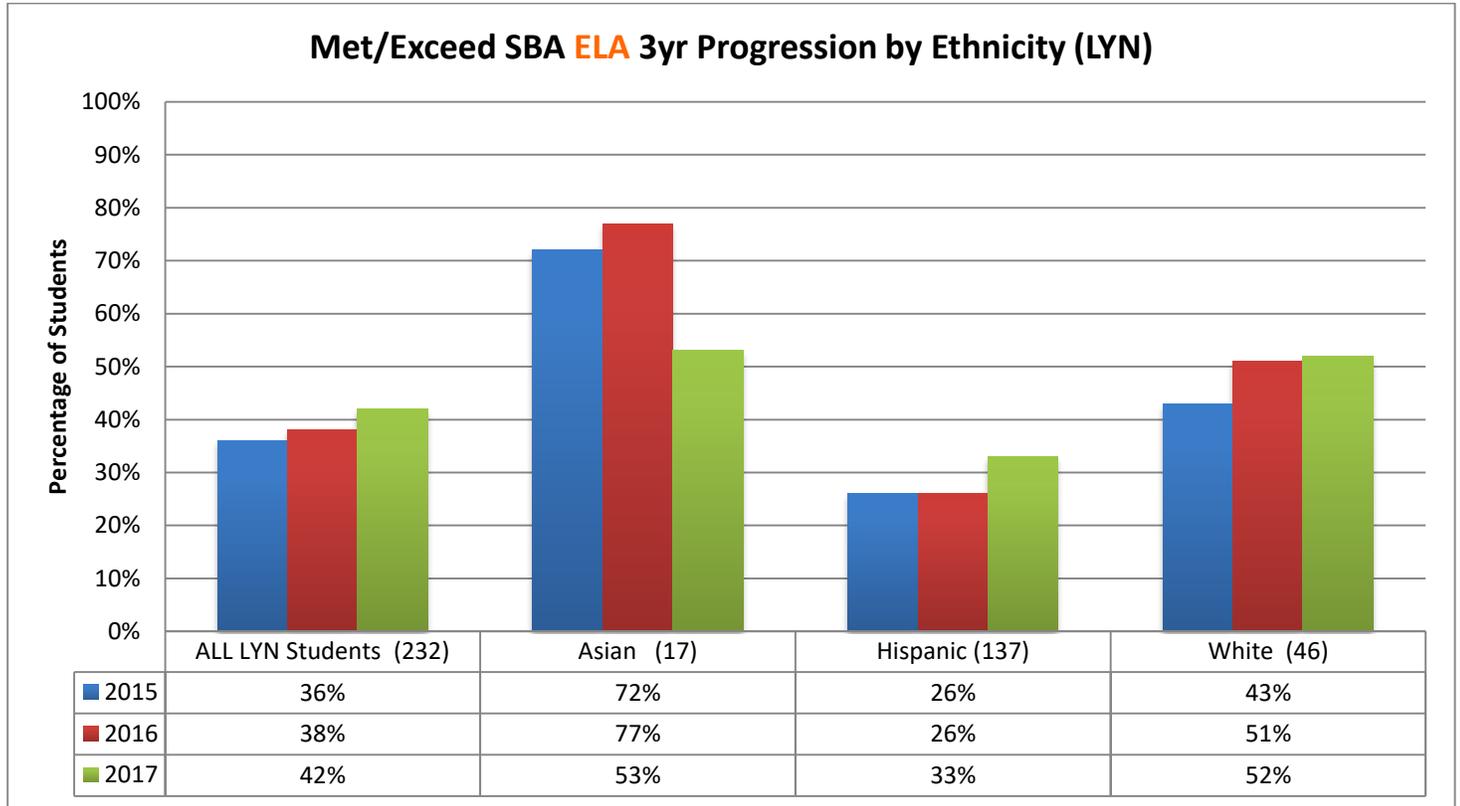
Figure 34: Percent of Lynhaven Elementary (LYN) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year

Met/Exceed SBA Math 3yr Progression by Ethnicity (LYN)

|	ALL LYN Students (234)	Asian (19)	Hispanic (135)	White (47)
2015	32%	50%	24%	40%
2016	35%	65%	23%	50%
2017	45%	53%	38%	58%
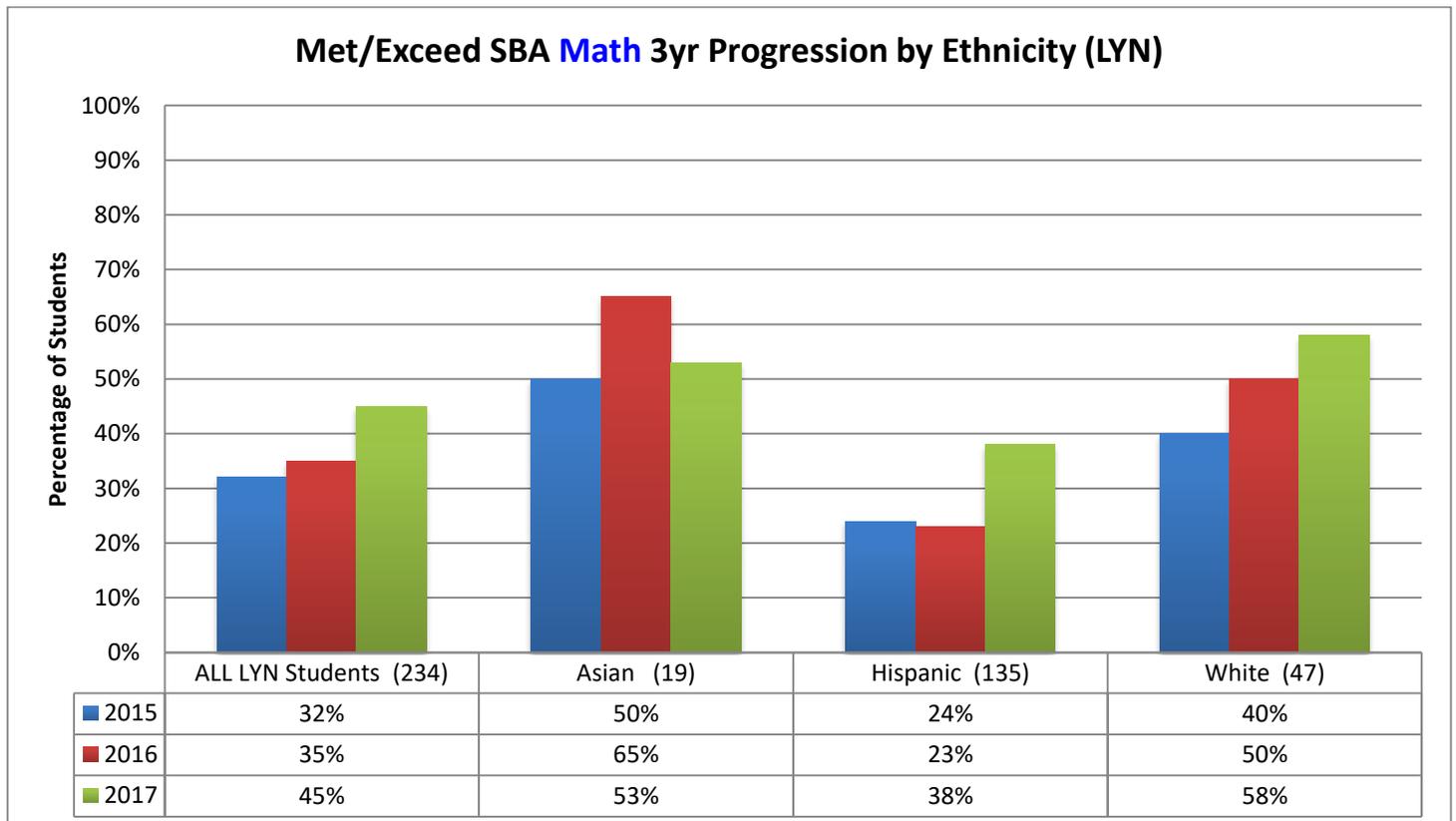
Figure 35: Percent of Lynhaven Elementary (LYN) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Sub-Group and Year

Met/Exceed SBA ELA 3yr Progression by Sub-Group (LYN)

	ELL (70)	RFEP (54)	SED (130)	SWD (31)	Males (116)	Females (116)	ALL LYN Students (232)	Districtwide 3rd-5th (2,434)
2015	7%	51%	27%	0%	31%	42%	36%	49%
2016	17%	76%	31%	6%	32%	47%	38%	53%
2017	7%	76%	37%	13%	37%	47%	42%	55%
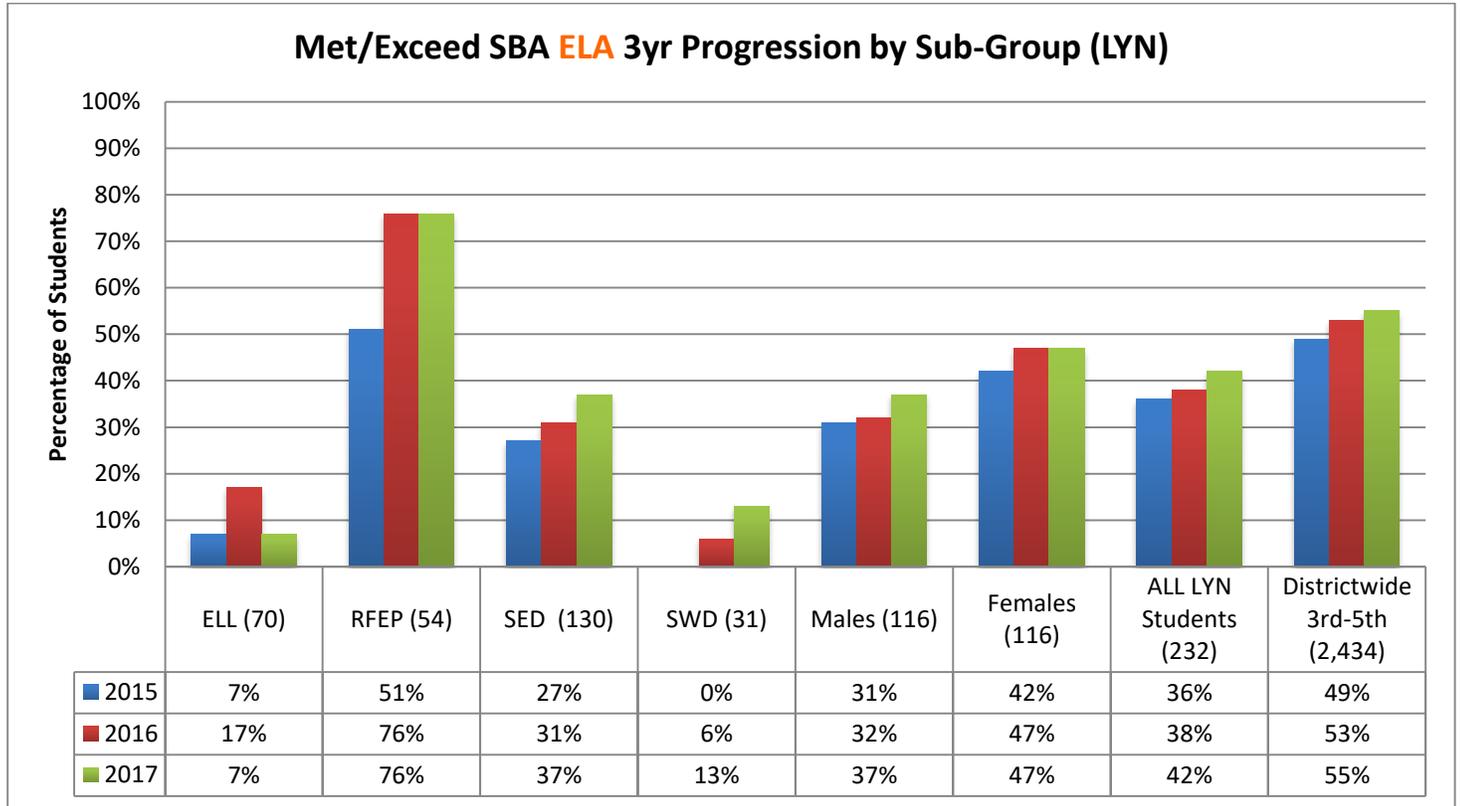
Figure 36: Percent of Lynhaven Elementary (LYN) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year

Met/Exceed SBA Math 3yr Progression by Sub-Group (LYN)

	ELL (72)	RFEP (53)	SED (130)	SWD (31)	Males (117)	Females (117)	ALL LYN Students (234)	Districtwide 3rd-5th (2,452)
2015	9%	39%	25%	4%	35%	29%	32%	47%
2016	15%	74%	27%	6%	33%	37%	35%	50%
2017	14%	70%	42%	19%	47%	44%	45%	53%
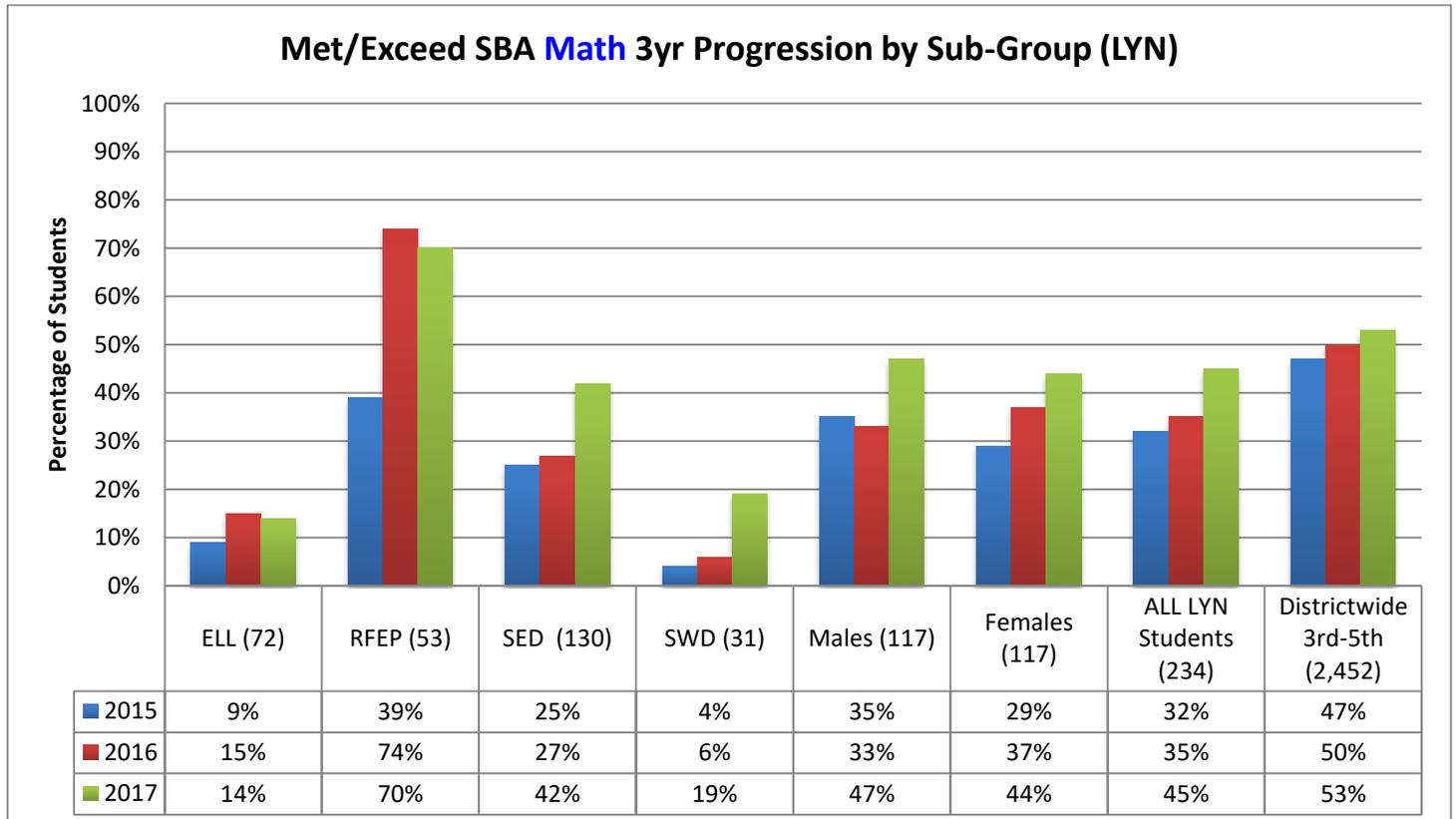
Figure 37: Percent of Marshall Lane Elementary (ML) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Grade Level and Year

Met/Exceed SBA ELA 3yr Progression by Grade Level (ML)

	Third (93)	Fourth (91)	Fifth (79)	ALL MLane Students (263)	Districtwide 3rd-5th (2,434)
2015	73%	72%	91%	77%	49%
2016	82%	73%	77%	77%	53%
2017	92%	77%	69%	80%	55%
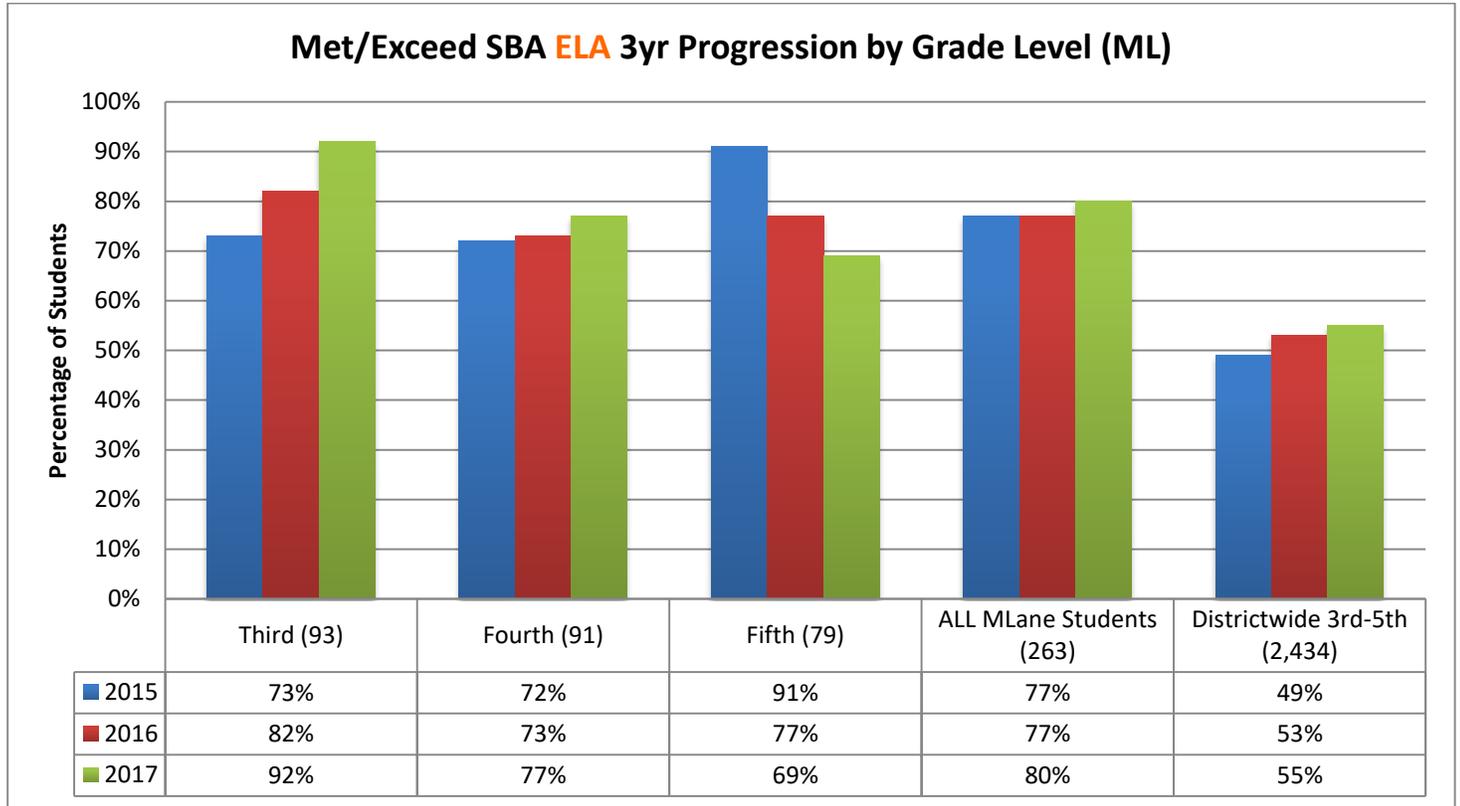
Figure 38: Percent of Marshall Lane Elementary (ML) Students Meeting or Exceeding Standard in Mathematics by Grade Level and Year

Met/Exceed SBA Math 3yr Progression by Grade Level (ML)

|	Third (93)	Fourth (91)	Fifth (80)	ALL MLane Students (264)	Districtwide 3rd-5th (2,452)
2015	77%	72%	72%	74%	47%
2016	92%	75%	71%	79%	50%
2017	92%	77%	74%	81%	53%
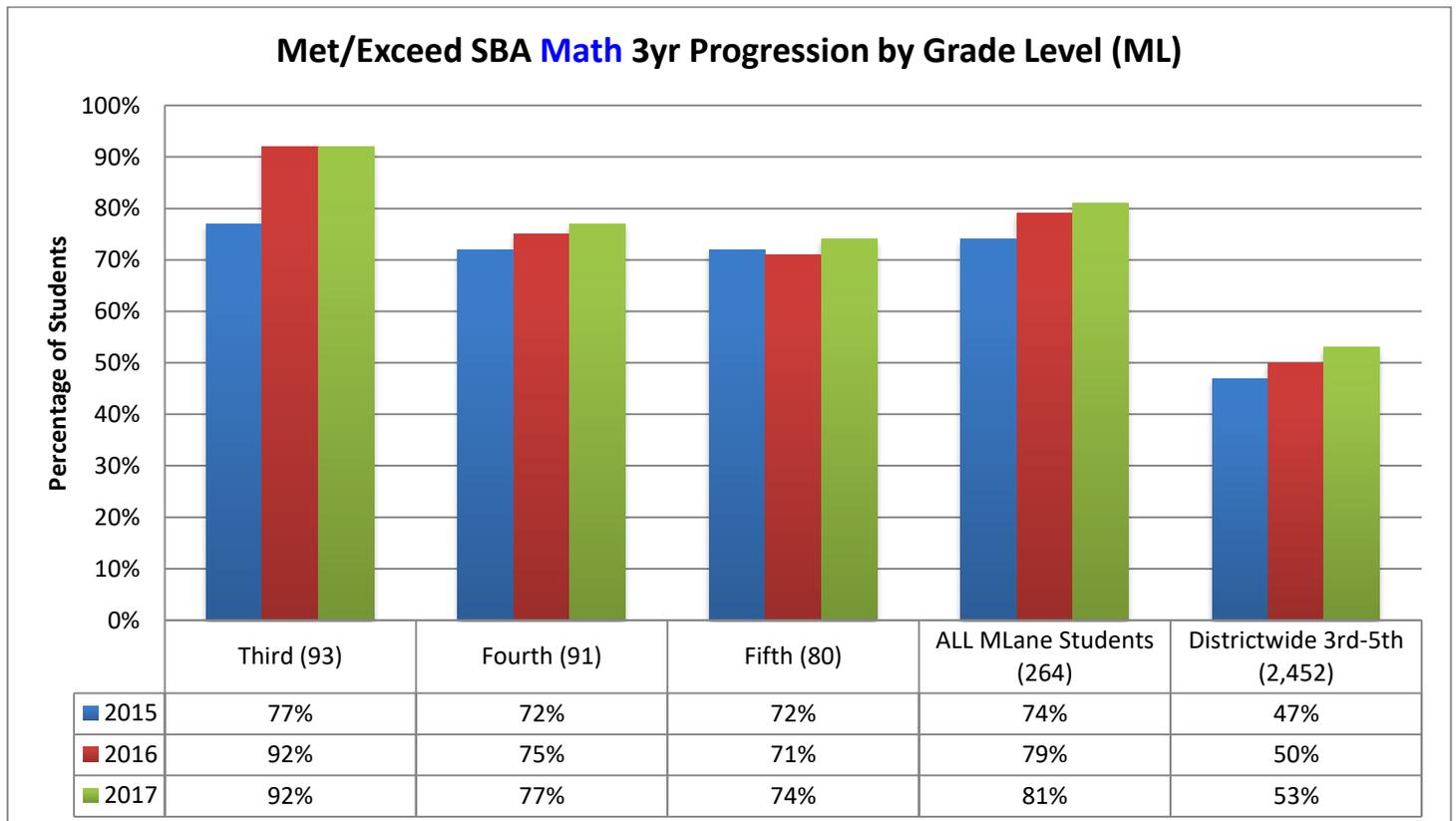
Figure 39: Percent of Marshall Lane Elementary (ML) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Ethnicity and Year

Met/Exceed SBA ELA 3yr Progression by Ethnicity (ML)

	ALL MLane Students (263)	Asian (62)	Hispanic (27)	MultiRacial (29)	White (129)
2015	77%	82%	52%	81%	81%
2016	77%	78%	60%	85%	78%
2017	80%	86%	56%	76%	82%
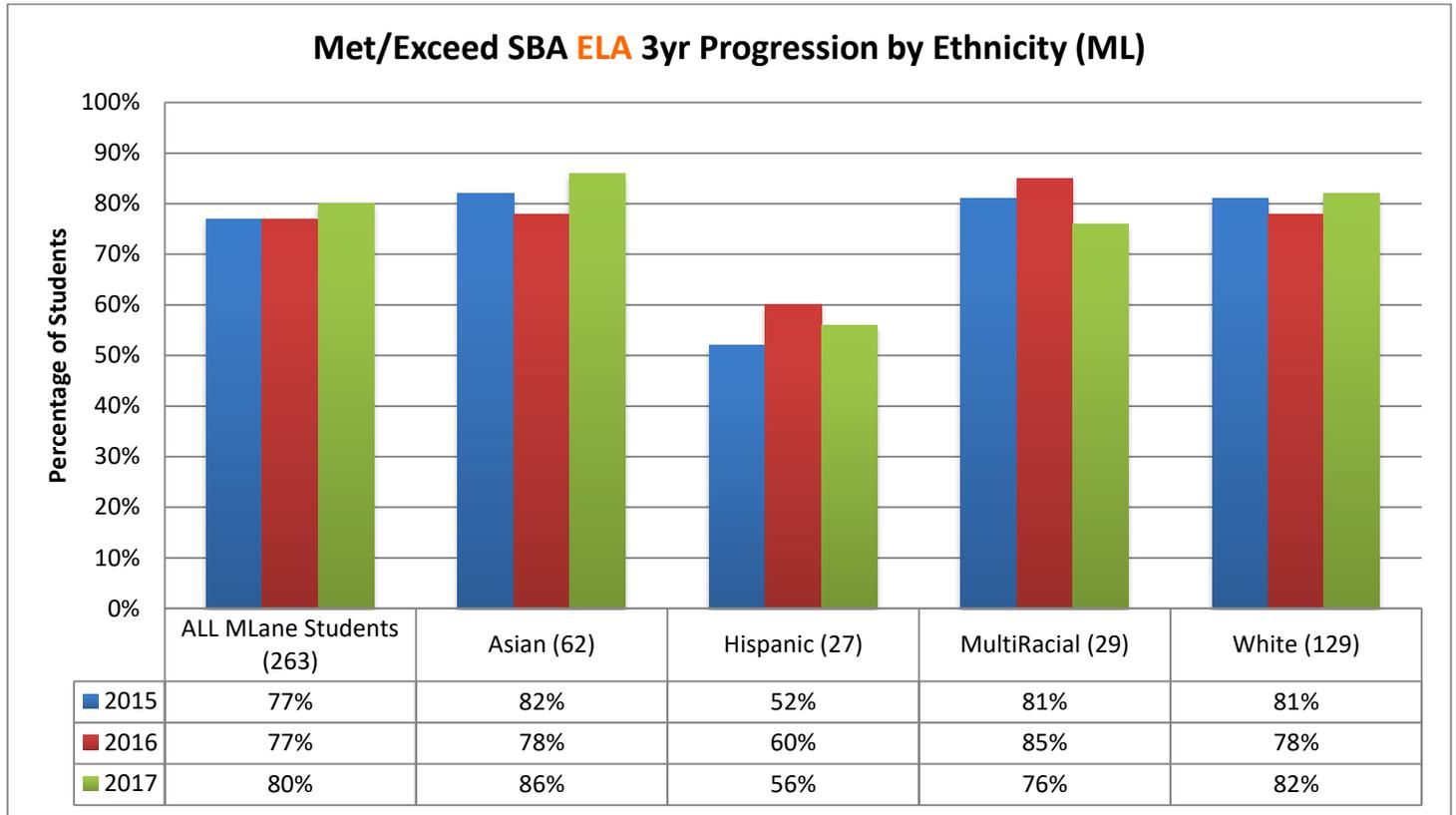
Figure 40: Percent of Marshall Lane Elementary (ML) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year

Met/Exceed SBA Math 3yr Progression by Ethnicity (ML)

|	ALL MLane Students (264)	Asian (62)	Hispanic (27)	MultiRacial (29)	White (130)
2015	74%	89%	41%	71%	75%
2016	79%	88%	72%	82%	78%
2017	81%	92%	66%	76%	80%
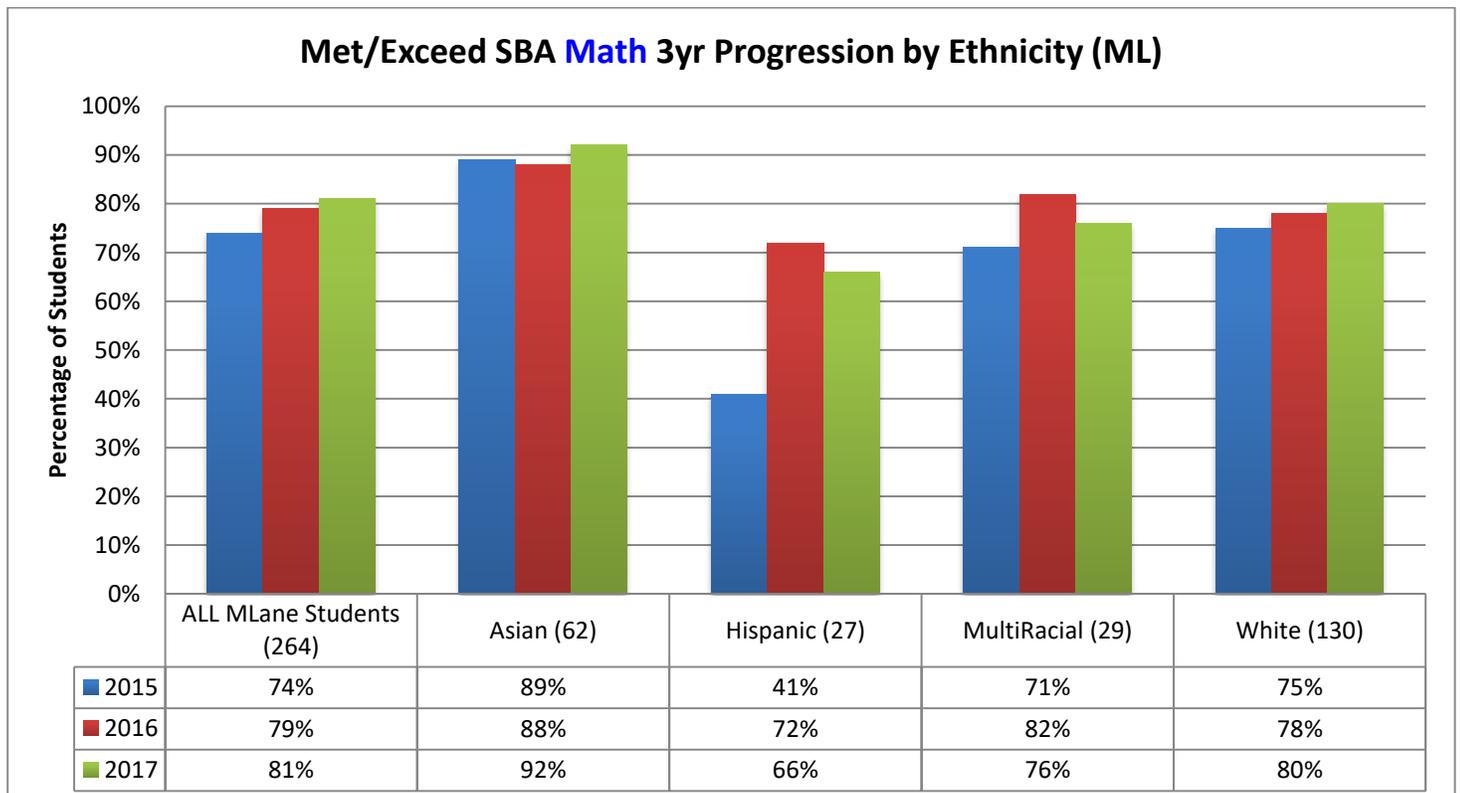
Figure 41: Percent of Marshall Lane Elementary (ML) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Sub-Group and Year

Met/Exceed SBA ELA 3yr Progression by Sub-Group (ML)

	ELL *	RFEP (53)	SED (19)	SWD (15)	Males (138)	Females (125)	ALL MLane Students (263)	Districtwide 3rd-5th (2,434)
2015	42%	78%	38%	22%	71%	82%	77%	49%
2016	53%	79%	32%	18%	73%	80%	77%	53%
2017		83%	63%	60%	79%	80%	80%	55%
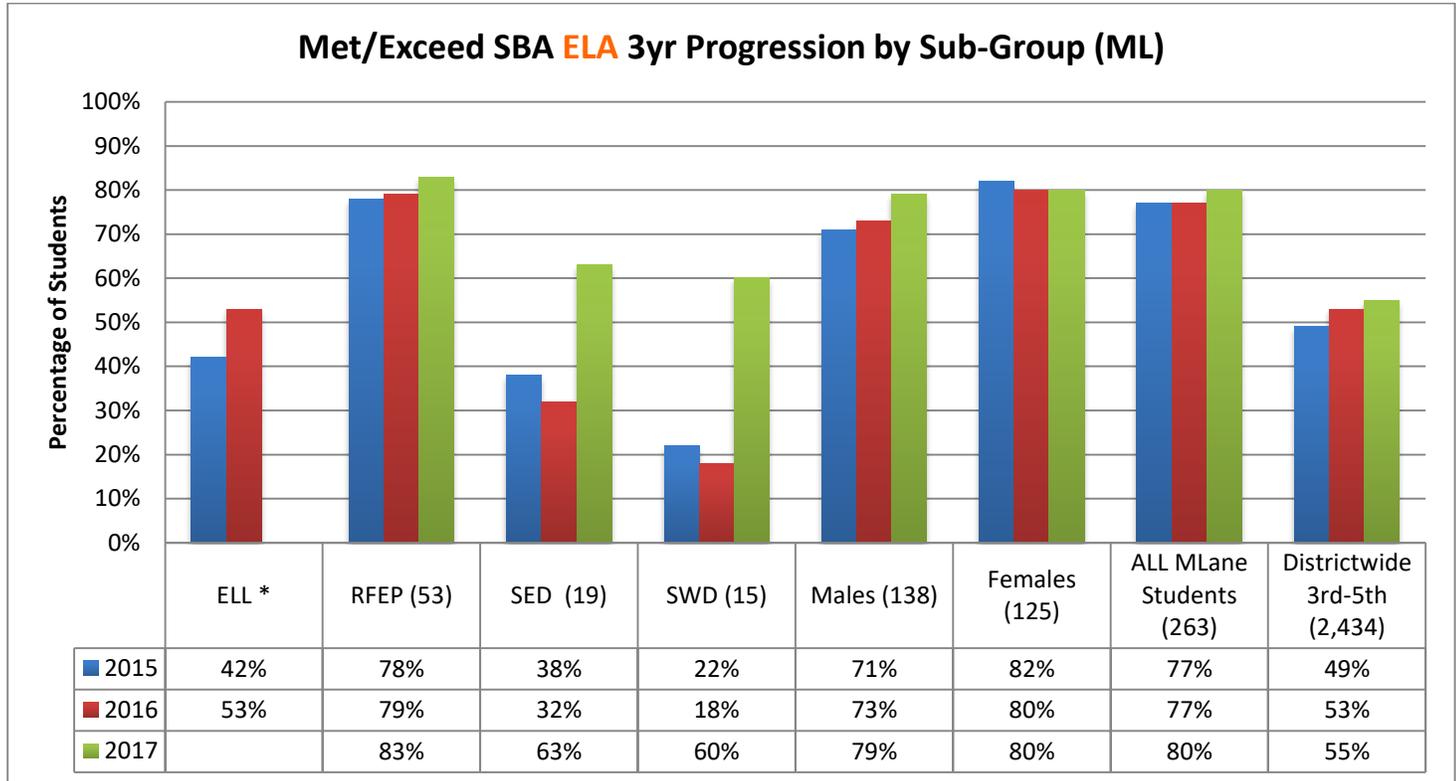
Total number of ELL students tested in 2017 was less than 10, data hidden for privacy by state

Figure 42: Percent of Marshall Lane Elementary (ML) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year

Met/Exceed SBA Math 3yr Progression by Sub-Group (ML)

	ELL *	RFEP (53)	SED (20)	SWD (16)	Males (139)	Females (125)	ALL MLane Students (264)	Districtwide 3rd-5th (2,452)
2015	31%	82%	32%	16%	75%	73%	74%	47%
2016	65%	90%	41%	30%	85%	74%	79%	50%
2017		85%	65%	53%	85%	79%	81%	53%
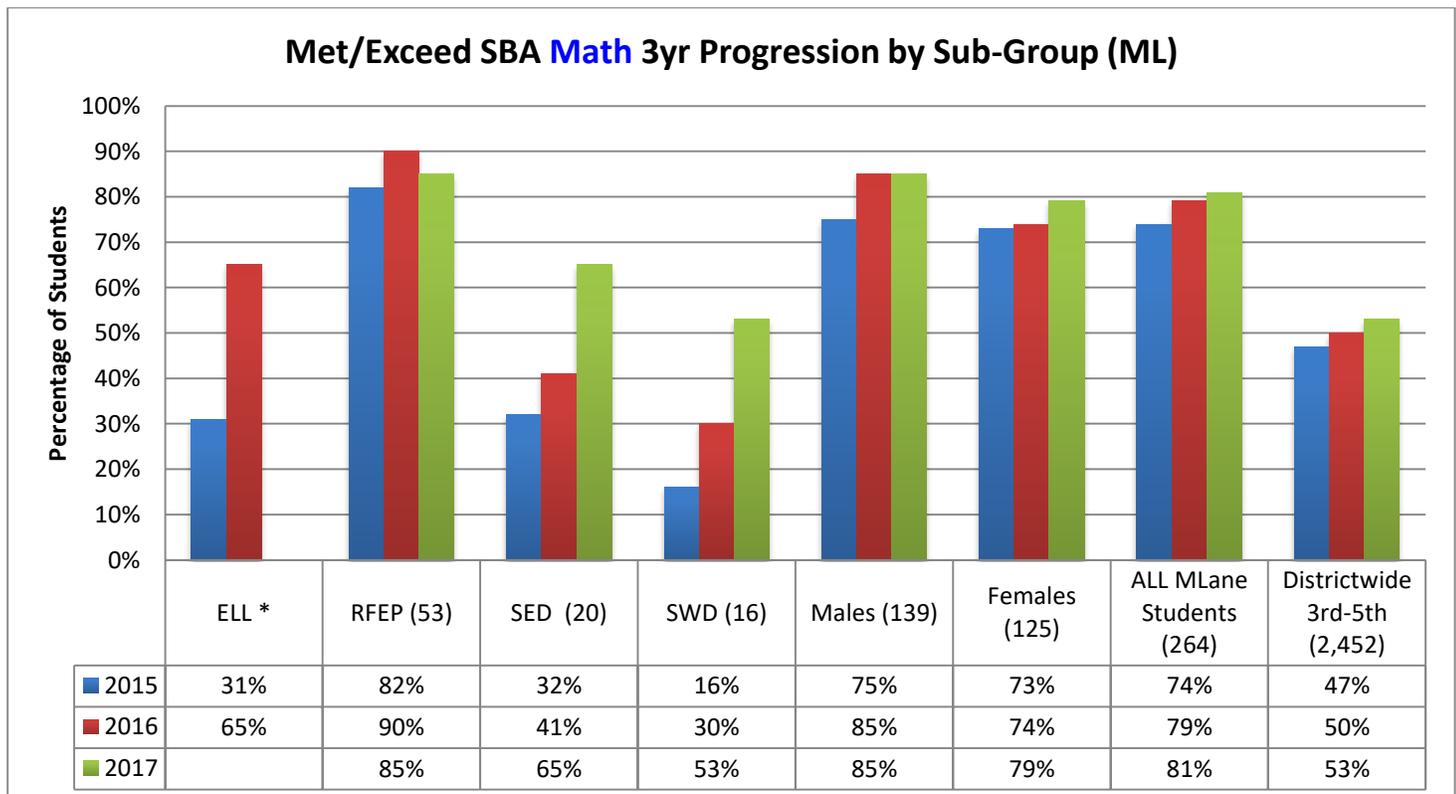
Total number of ELL students tested in 2017 was less than 10, data hidden for privacy by state

Figure 43: Percent of Monroe Middle (MMS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Grade Level and Year

Met/Exceed SBA ELA 3yr Progression by Grade Level (MMS)

	Fifth (81)	Sixth (203)	Seventh (265)	Eighth (256)	ALL MMS Students (805)	Districtwide 5th-8th (2,968)
2015	30%	33%	40%	37%	36%	48%
2016	55%	37%	41%	41%	41%	51%
2017	50%	41%	44%	39%	42%	54%
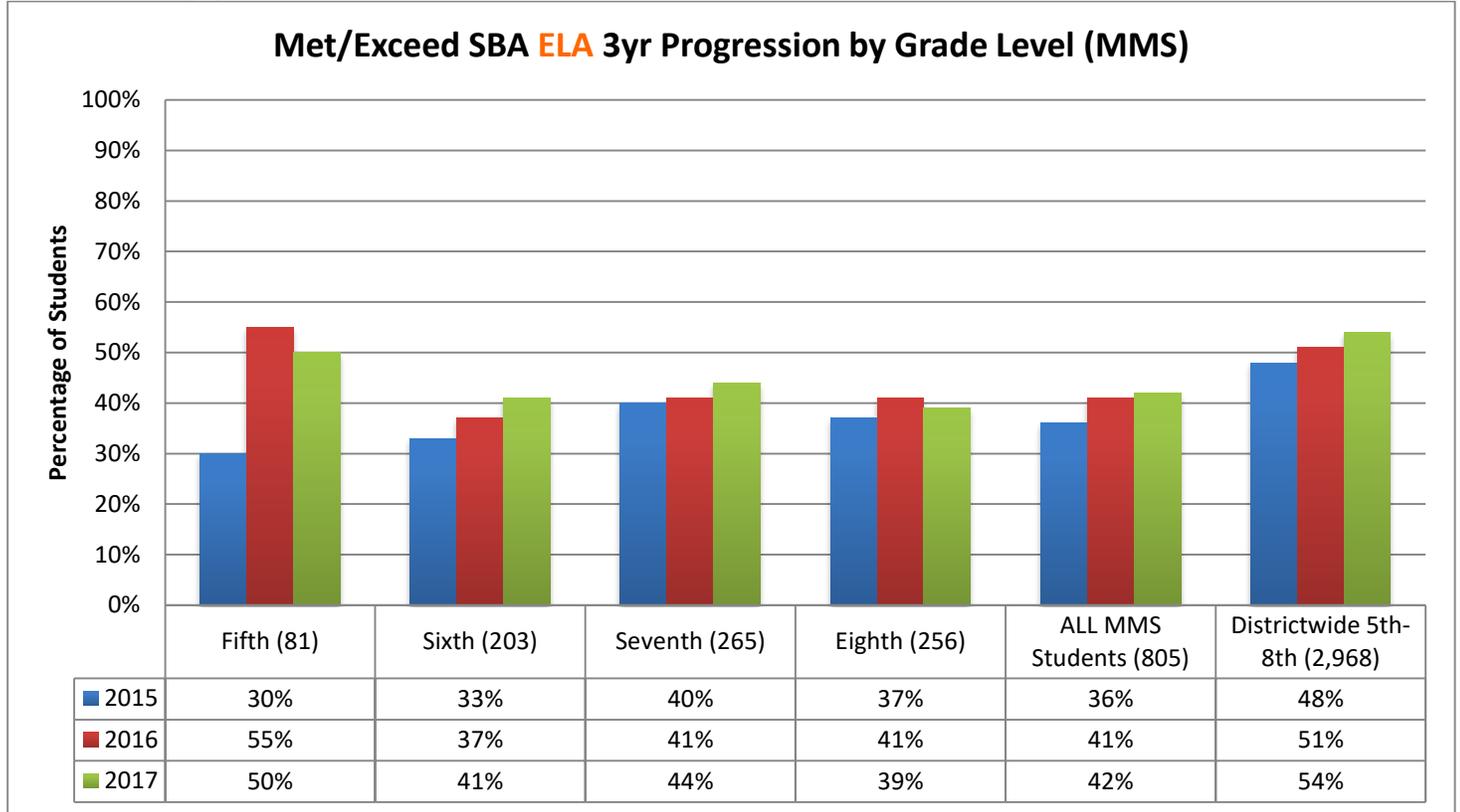
Figure 44: Percent of Monroe Middle (MMS) Students Meeting or Exceeding Standard in Mathematics by Grade Level and Year

Met/Exceed SBA Math 3yr Progression by Grade Level (MMS)

	Fifth (83)	Sixth (205)	Seventh (267)	Eighth (259)	ALL MMS Students (814)	Districtwide 5th-8th (2,987)
2015	32%	30%	28%	21%	26%	39%
2016	32%	37%	25%	25%	29%	41%
2017	34%	43%	32%	21%	32%	43%
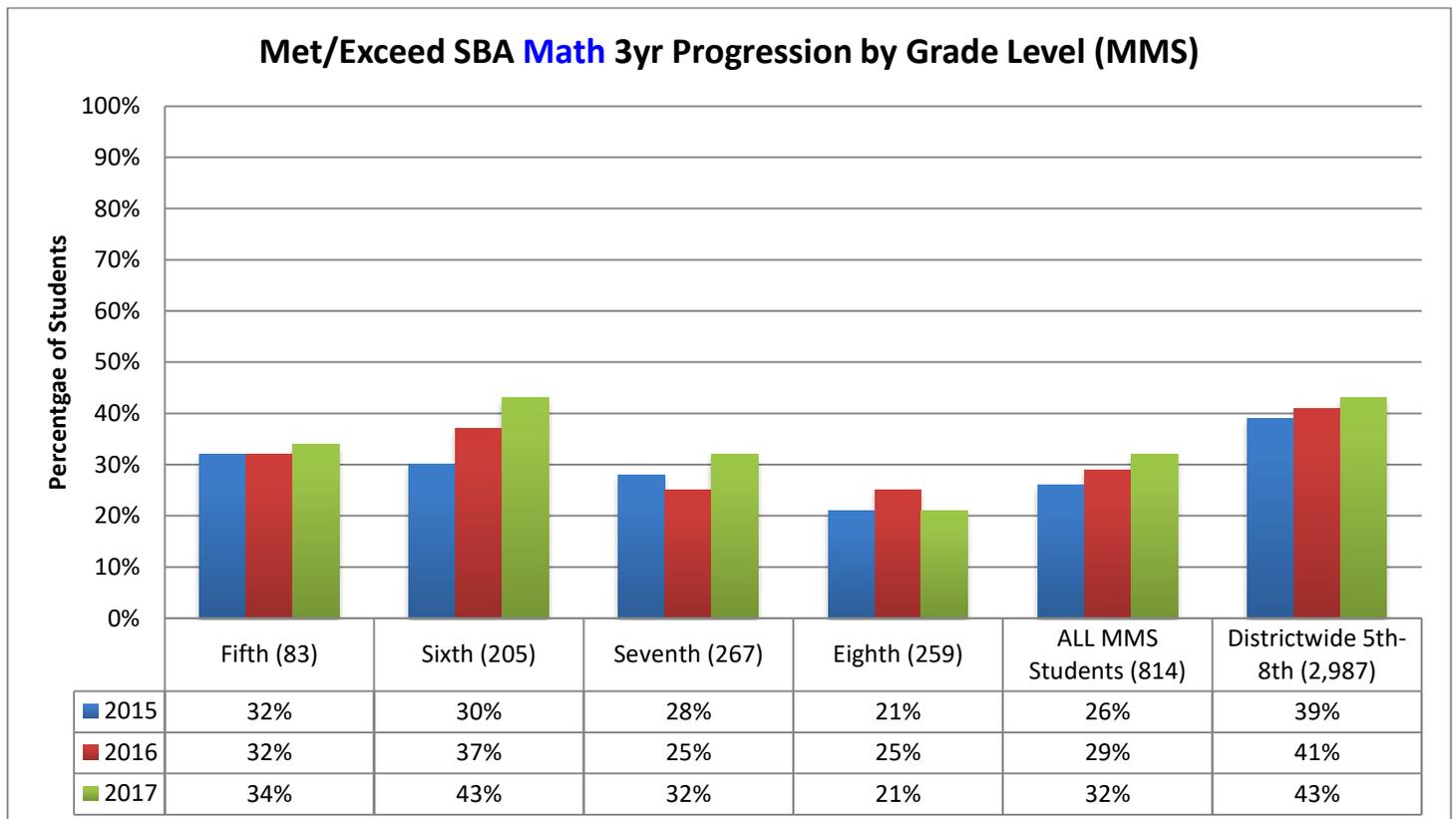
Figure 45: Percent of Monroe Middle (MMS) Students Meeting or Exceeding Standard in <u>English Language Arts/ Literacy</u> by Ethnicity and Year

Met/Exceed SBA ELA 3yr Progression by Ethnicity (MMS)

	ALL MMS Students (805)	Afr Ame (41)	Asian (64)	Filipino (27)	Hispanic (513)	MultiRacial (21)	White (121)
2015	36%	46%	62%	59%	26%	33%	46%
2016	41%	53%	65%	55%	32%	60%	59%
2017	42%	54%	67%	67%	29%	72%	69%
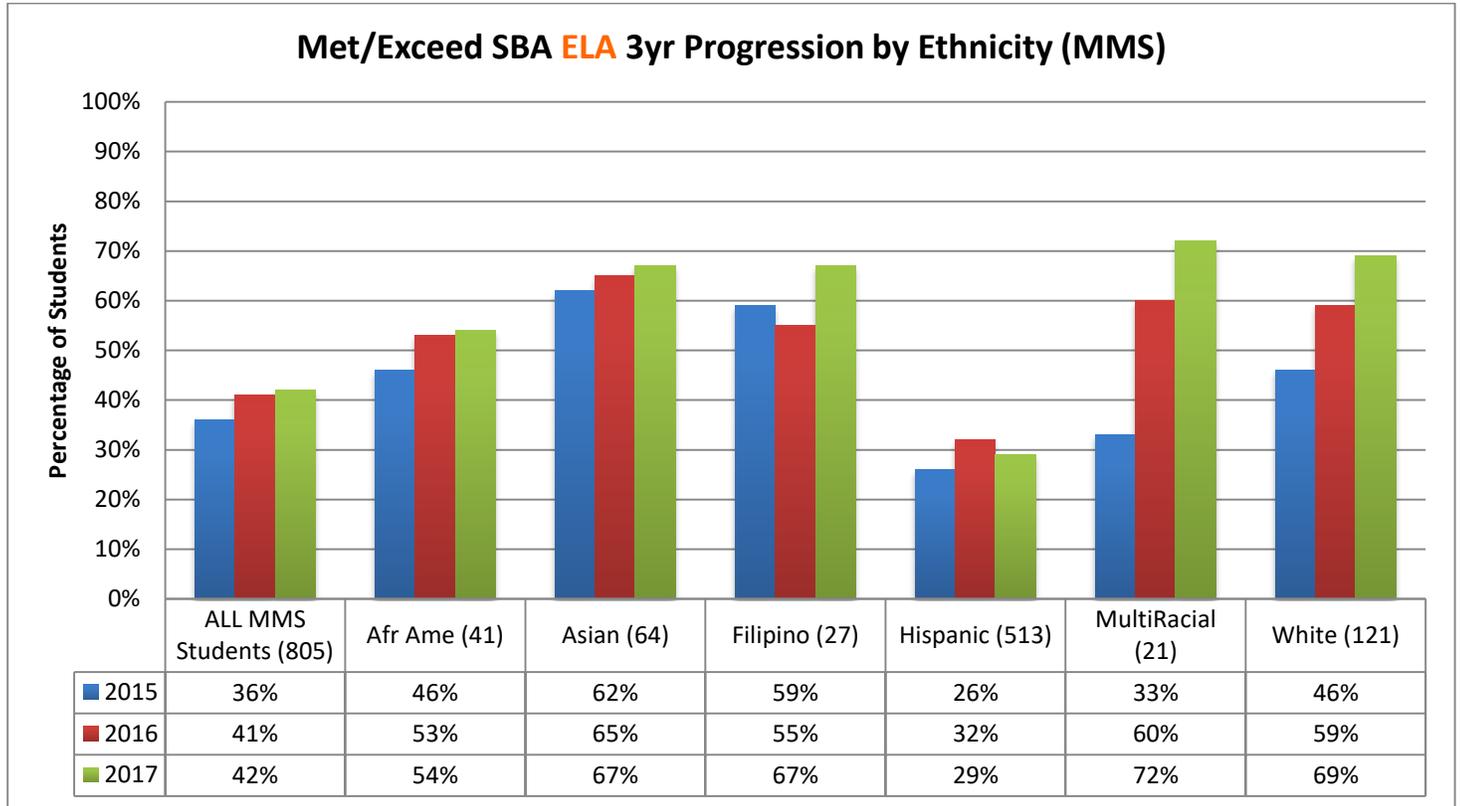
Figure 46: Percent of Monroe Middle (MMS) Students Meeting or Exceeding Standard in <u>Mathematics</u> by Ethnicity and Year

Met/Exceed SBA Math 3yr Progression by Ethnicity (MMS)

	ALL MMS Students (814)	Afr Ame (42)	Asian (64)	Filipino (28)	Hispanic (518)	MultiRacial (21)	White (122)
2015	26%	33%	58%	42%	16%	34%	47%
2016	29%	46%	64%	39%	18%	50%	51%
2017	32%	31%	63%	43%	20%	53%	60%
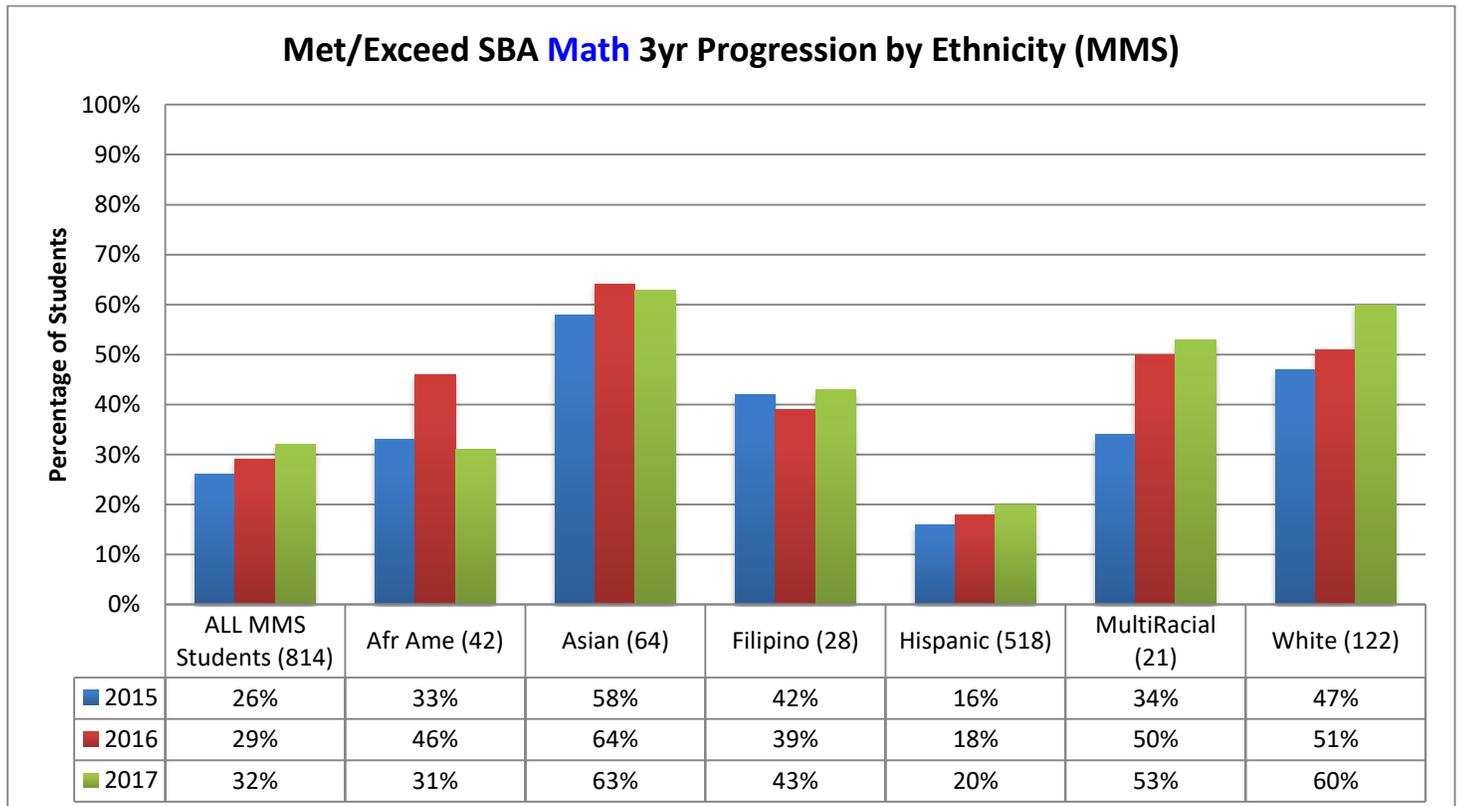
Figure 47: Percent of Monroe Middle (MMS) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Sub-Group and Year

Met/Exceed SBA ELA 3yr Progression by Sub-Group (MMS)

	ELL (141)	RFEP (334)	SED (449)	SWD (83)	Males (410)	Females (395)	ALL MMS Students (805)	Districtwide 5th-8th (2,968)
2015	5%	39%	25%	5%	31%	42%	36%	48%
2016	8%	48%	30%	6%	32%	51%	41%	51%
2017	3%	42%	28%	6%	33%	52%	42%	54%
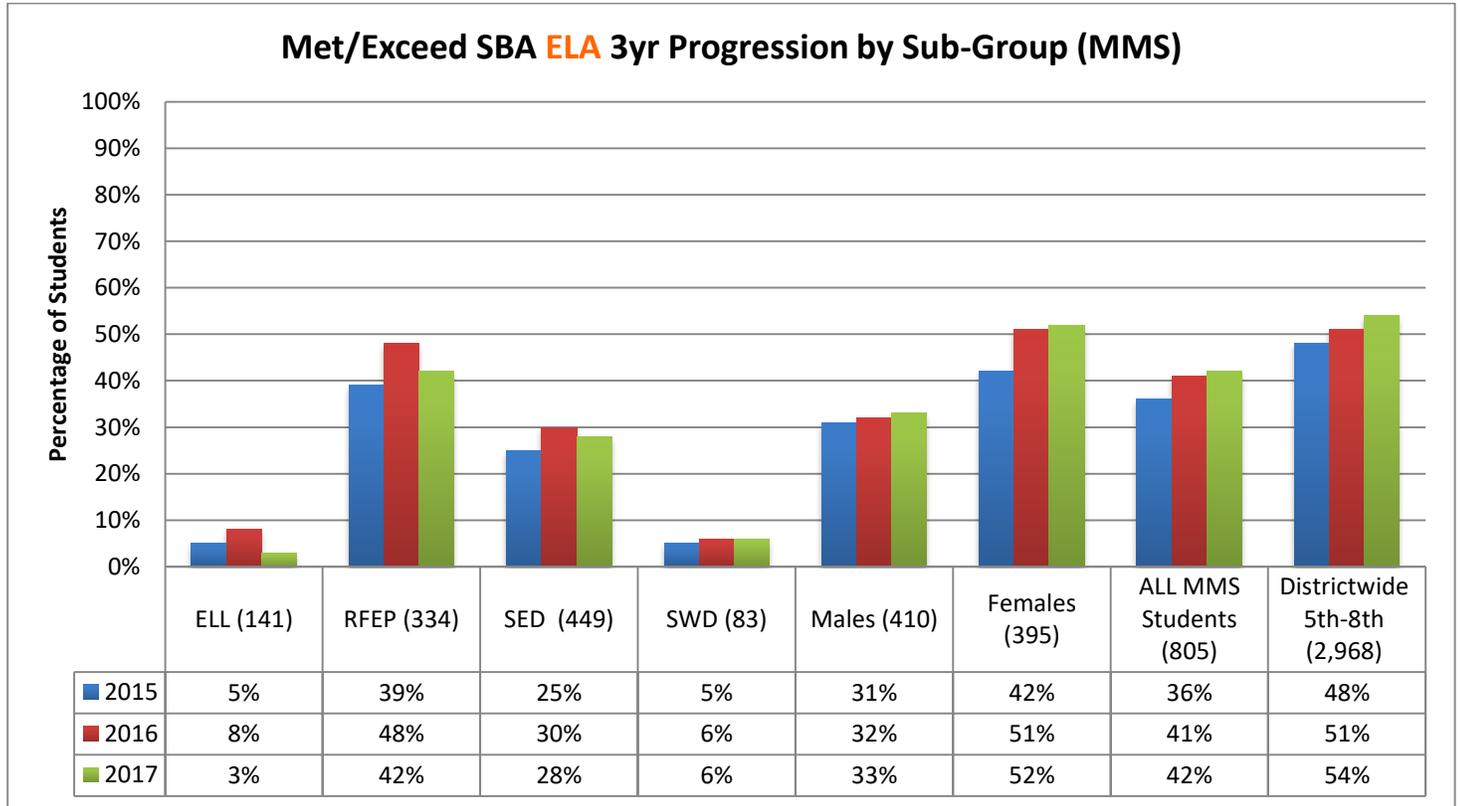
Figure 48: Percent of Monroe Middle (MMS) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year

Met/Exceed SBA Math 3yr Progression by Sub-Group (MMS)

	ELL (150)	RFEP (335)	SED (454)	SWD (83)	Males (415)	Females (399)	ALL MMS Students (814)	Districtwide 5th-8th (2,987)
2015	5%	27%	16%	1%	24%	29%	26%	39%
2016	7%	29%	18%	5%	26%	32%	29%	41%
2017	6%	29%	20%	4%	28%	36%	32%	43%
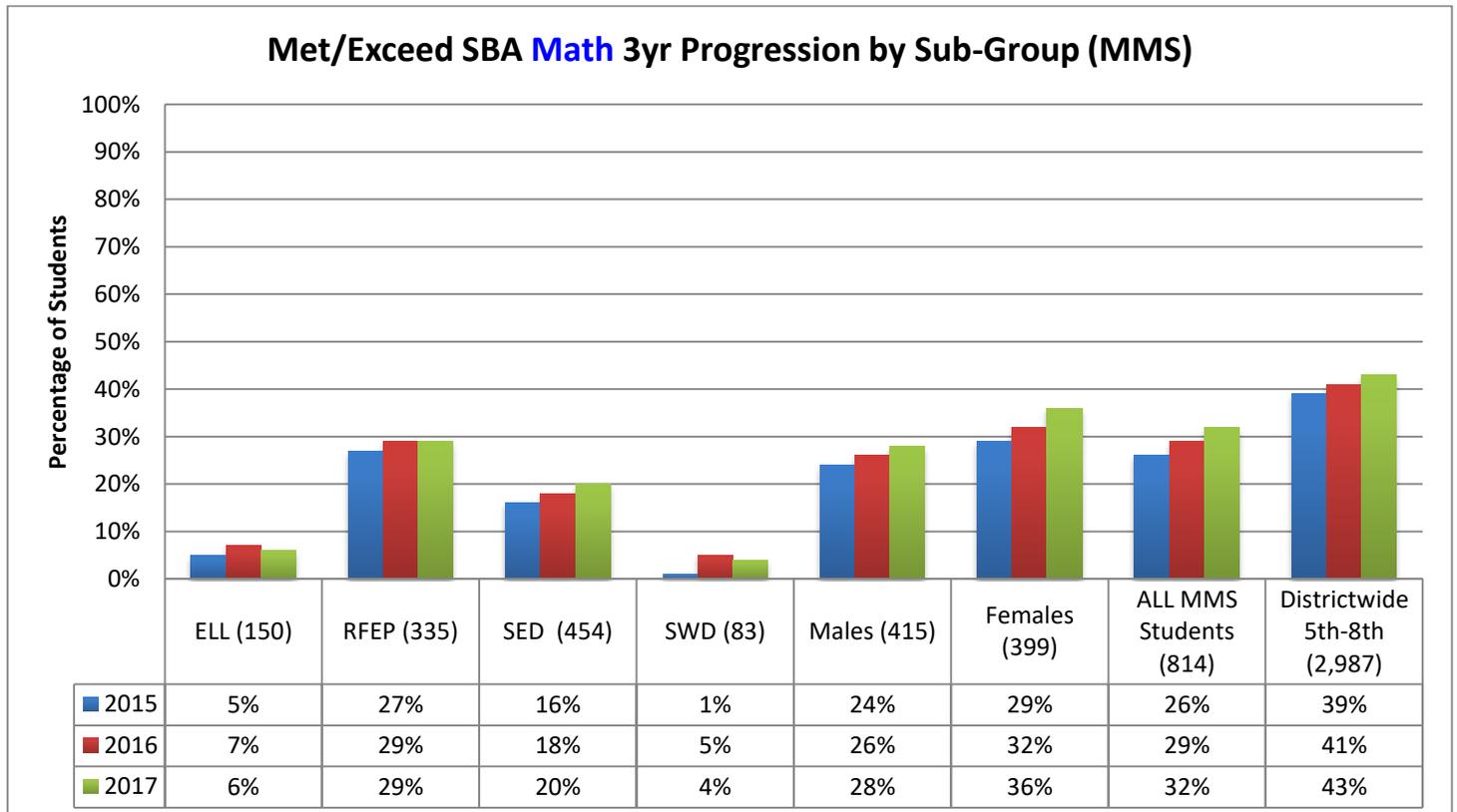
Figure 49: Percent of Rolling Hills Middle (RHMS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Grade Level and Year

Met/Exceed SBA ELA 3yr Progression by Grade Level (RHMS)

	Fifth (85)	Sixth (279)	Seventh (275)	Eighth (267)	ALL RHMS Students (907)	Districtwide 5th-8th (2,968)
2015	74%	66%	76%	69%	71%	48%
2016	67%	74%	69%	77%	72%	51%
2017	76%	77%	74%	67%	72%	54%
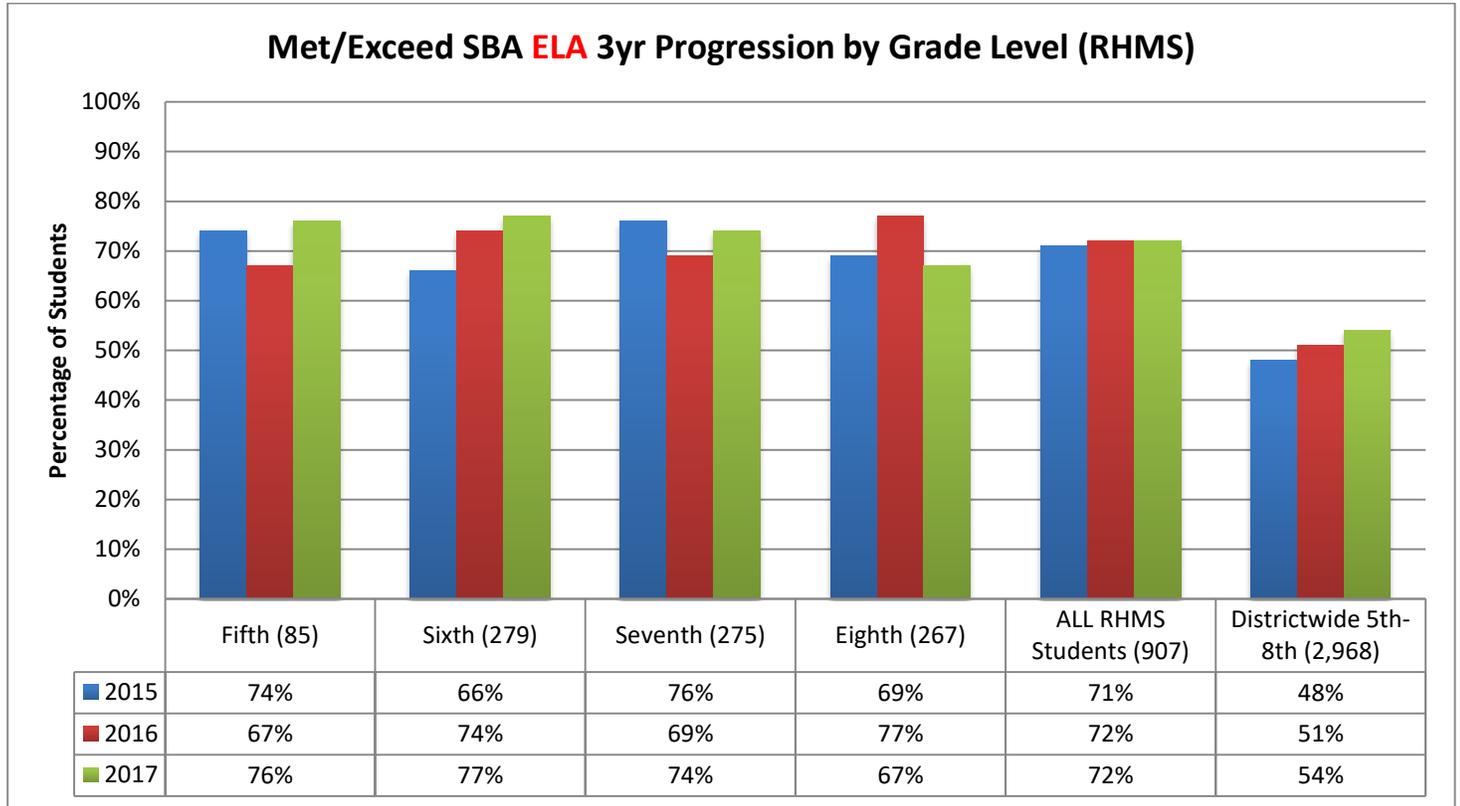
Figure 50: Percent of Rolling Hills Middle (RHMS) Students Meeting or Exceeding Standard in Mathematics by Grade Level and Year

Met/Exceed SBA Math 3yr Progression by Grade Level (RHMS)

	Fifth (85)	Sixth (279)	Seventh (277)	Eighth (267)	ALL RHMS Students (909)	Districtwide 5th-8th (2,987)
2015	58%	58%	69%	62%	62%	39%
2016	58%	63%	61%	71%	64%	41%
2017	66%	66%	66%	69%	67%	43%
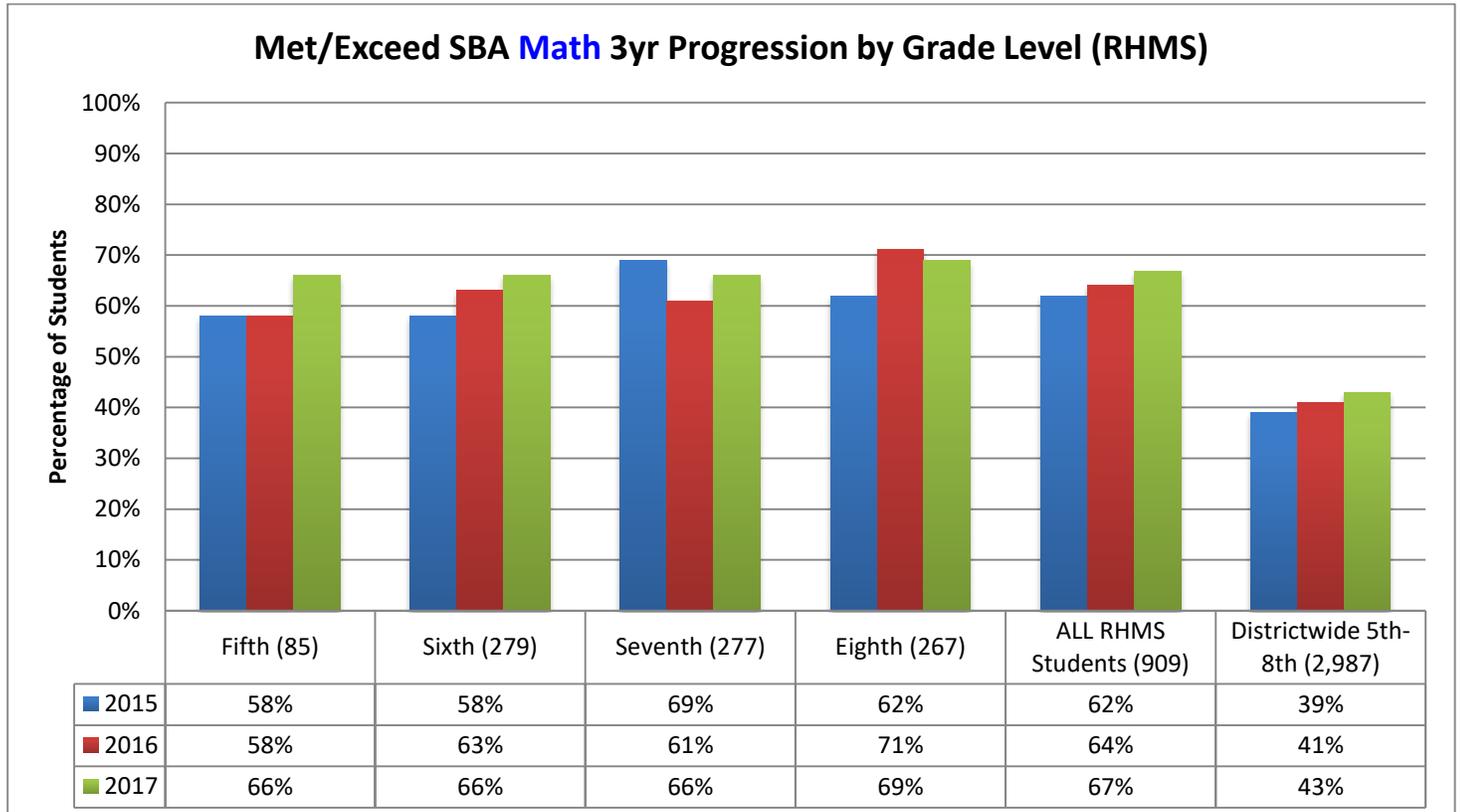
Figure 51: Percent of Rolling Hills Middle (RHMS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Ethnicity and Year

Met/Exceed SBA ELA 3yr Progression by Ethnicity (RHMS)

	ALL RHMS Students (907)	Afr Ame (20)	Asian (215)	Filipino (20)	Hispanic (158)	MultiRacial (38)	White (424)
2015	71%	41%	86%	69%	54%	80%	72%
2016	72%	29%	88%	86%	51%	66%	76%
2017	72%	30%	83%	85%	46%	76%	79%
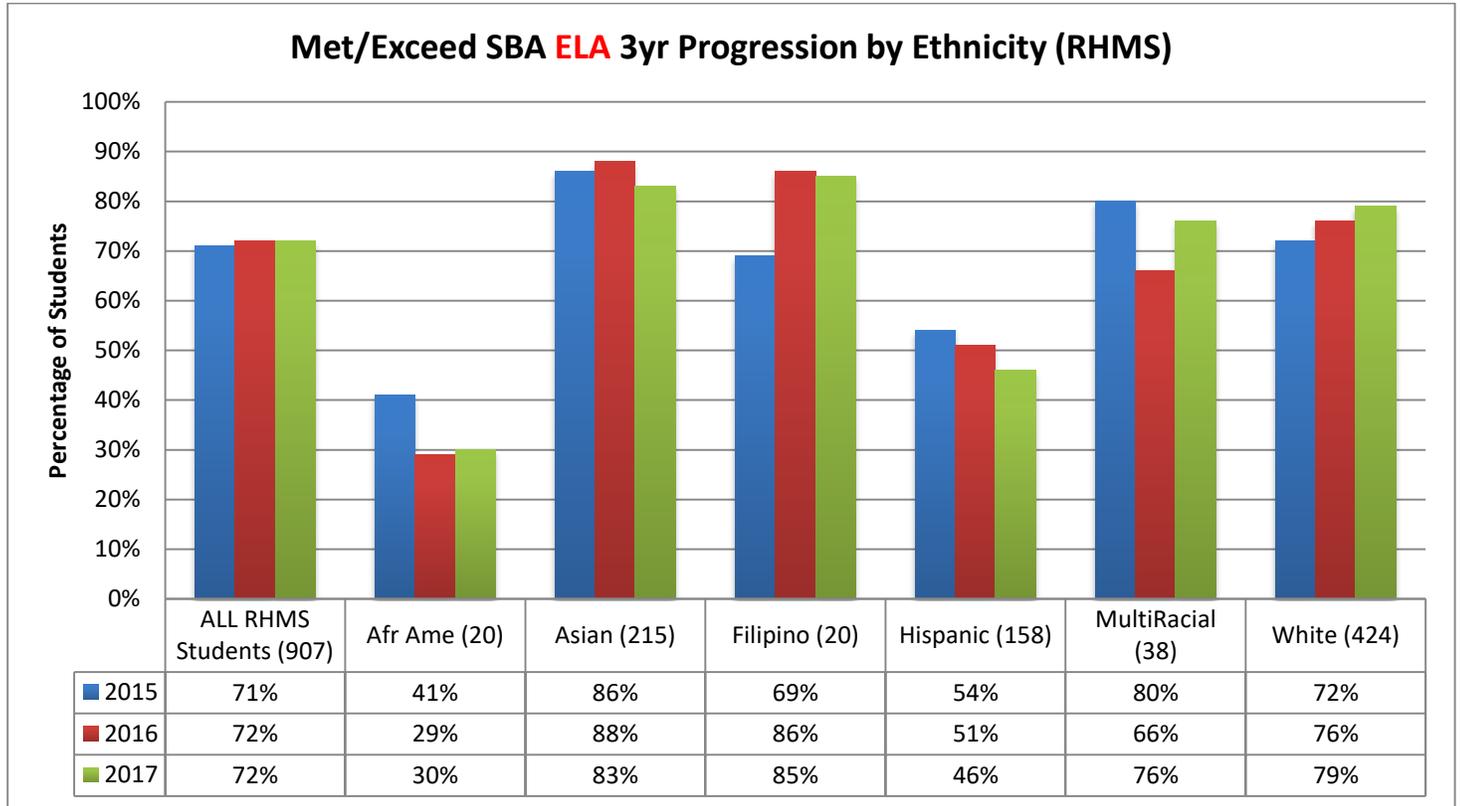
Figure 52: Percent of Rolling Hills Middle (RHMS) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year

Met/Exceed SBA Math 3yr Progression by Ethnicity (RHMS)

	ALL RHMS Students (909)	Afr Ame (20)	Asian (217)	Filipino (20)	Hispanic (158)	MultiRacial (38)	White (422)
2015	62%	46%	85%	69%	38%	47%	64%
2016	64%	39%	88%	64%	40%	56%	66%
2017	67%	20%	83%	75%	39%	69%	71%
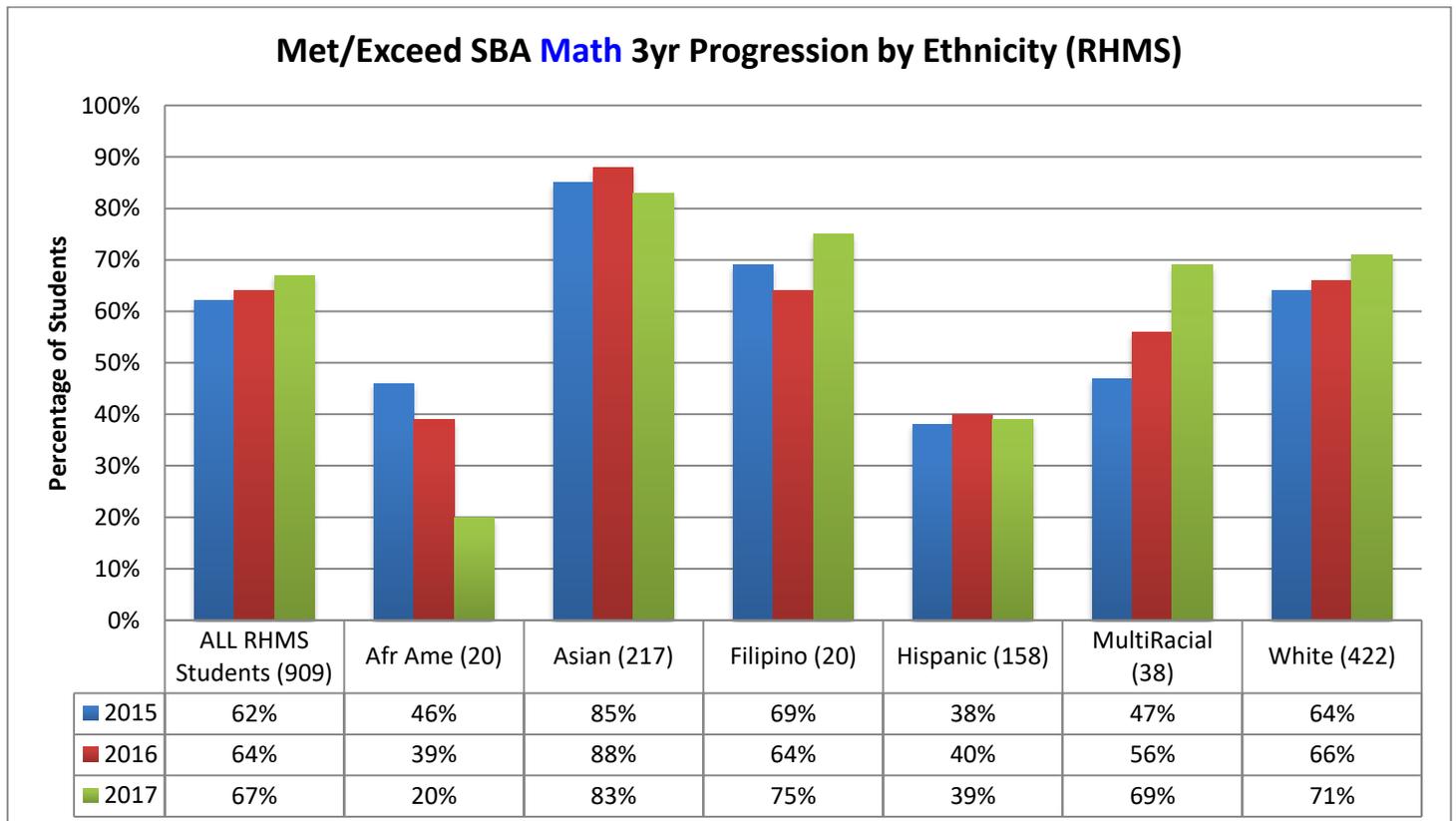
Figure 53: Percent of Rolling Hills Middle (RHMS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Sub-Group and Year

Met/Exceed SBA ELA 3yr Progression by Sub-Group (RHMS)

	ELL (41)	RFEP (192)	SED (123)	SWD (73)	Males (474)	Females (433)	ALL RHMS Students (907)	Districtwide 5th-8th (2,968)
2015	38%	76%	46%	20%	64%	78%	71%	48%
2016	39%	82%	45%	17%	67%	79%	72%	51%
2017	17%	77%	42%	20%	66%	79%	72%	54%
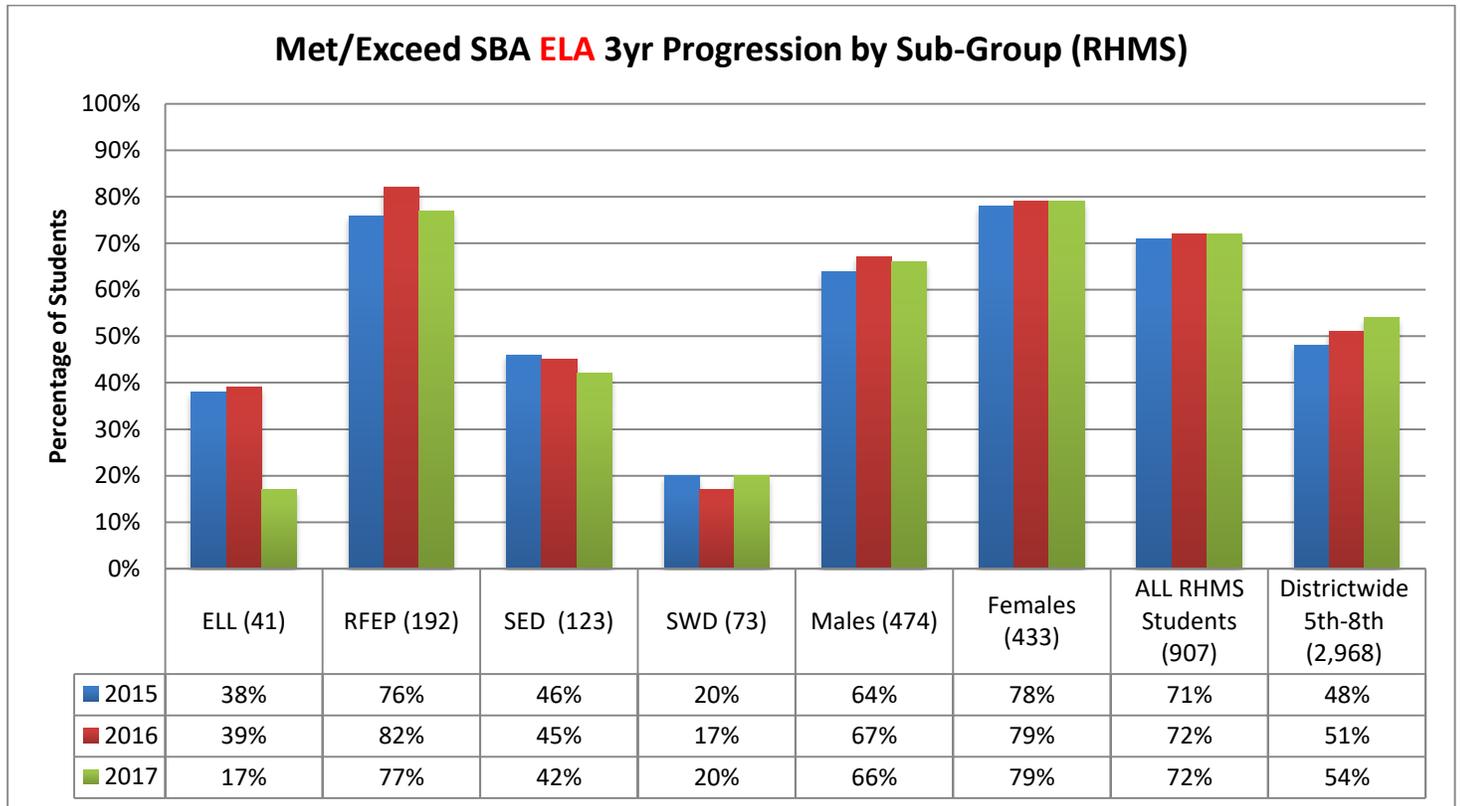
Figure 54: Percent of Rolling Hills Middle (RHMS) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year

Met/Exceed SBA Math 3yr Progression by Sub-Group (RHMS)

|	ELL (43)	RFEP (192)	SED (123)	SWD (73)	Males (475)	Females (434)	ALL RHMS Students (909)	Districtwide 5th-8th (2,987)
2015	31%	69%	32%	19%	61%	64%	62%	39%
2016	32%	72%	34%	14%	62%	67%	64%	41%
2017	23%	70%	35%	19%	65%	68%	67%	43%
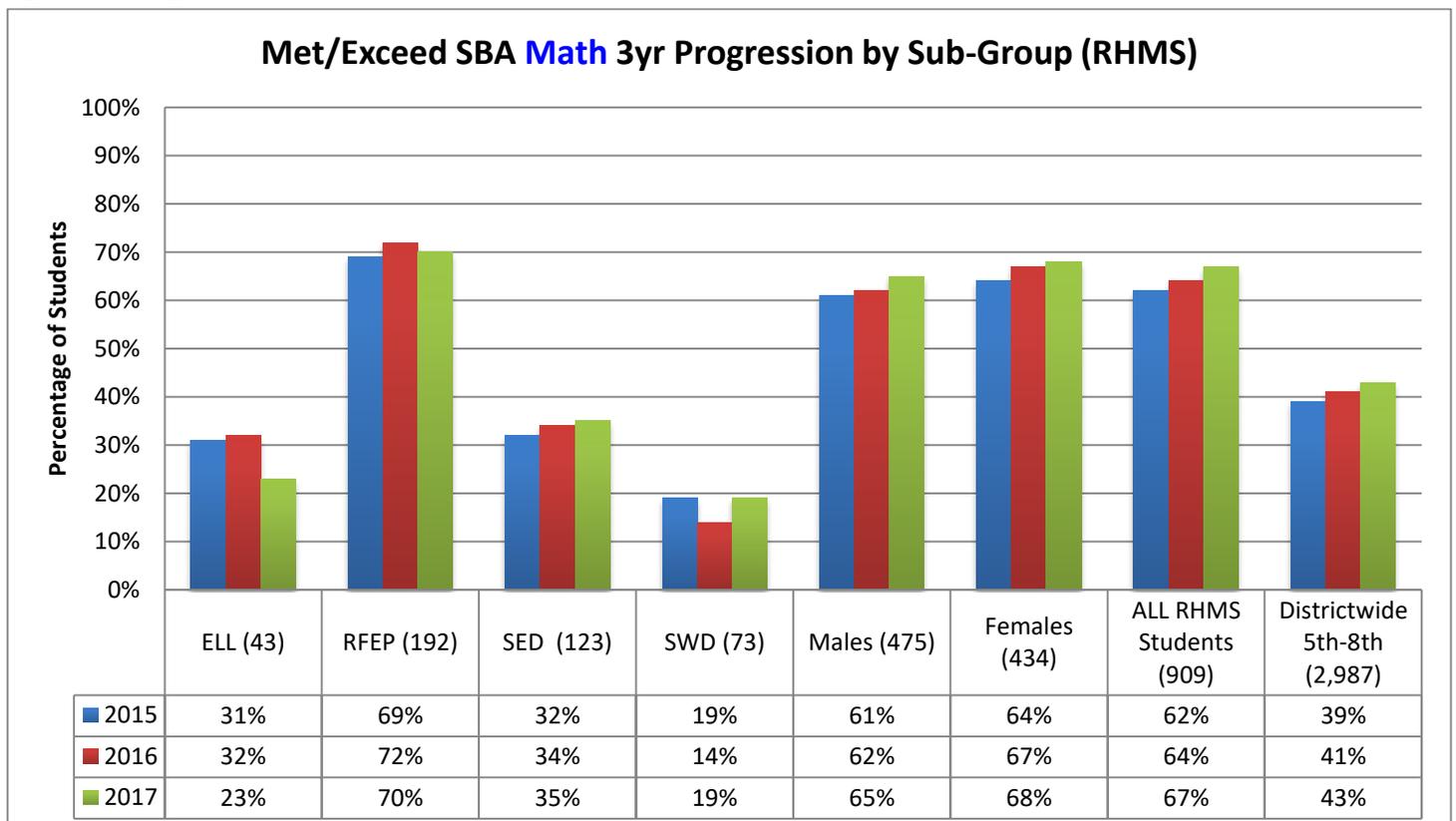
Figure 55: Percent of Rosemary Elementary (ROS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Grade Level and Year

Met/Exceed SBA ELA 3yr Progression by Grade Level (ROS)

	Third (88)	Fourth (104)	Fifth (56)	ALL ROS Students (248)	Districtwide 3rd-5th (2,434)
2015	22%	25%		23%	49%
2016	36%	19%		29%	53%
2017	38%	31%	21%	32%	55%
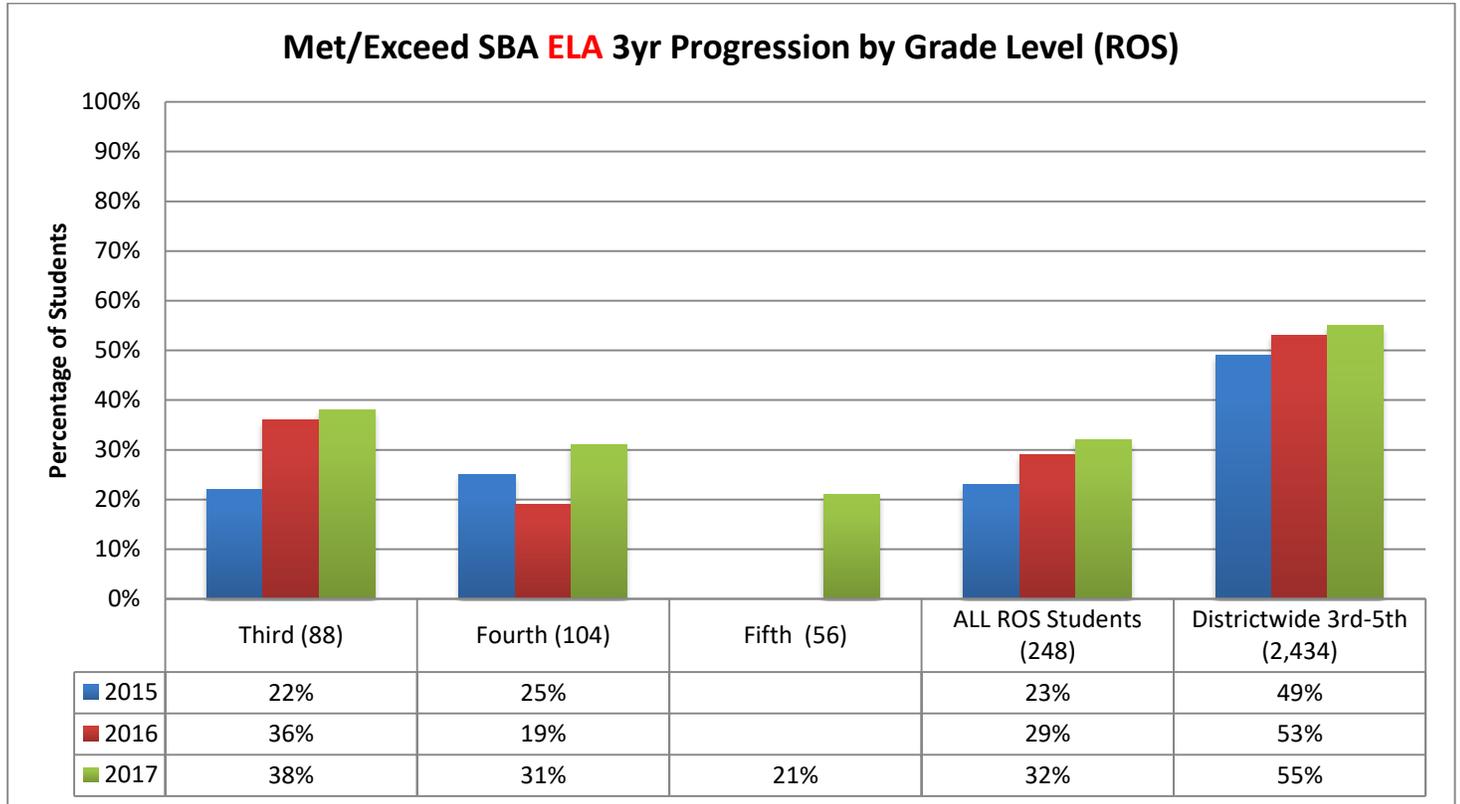
Rosemary expanded from a TK-4 school to a TK-5th grade school at the start of the 2016-2017 school year.

Figure 56: Percent of Rosemary Elementary (ROS) Students Meeting or Exceeding Standard in Mathematics by Grade Level and Year

Met/Exceed SBA Math 3yr Progression by Grade Level (ROS)

|	Third (90)	Fourth (104)	Fifth (56)	ALL ROS Students (250)	Districtwide 3rd-5th (2,452)
2015	29%	22%		25%	47%
2016	45%	11%		30%	50%
2017	51%	22%	7%	29%	53%
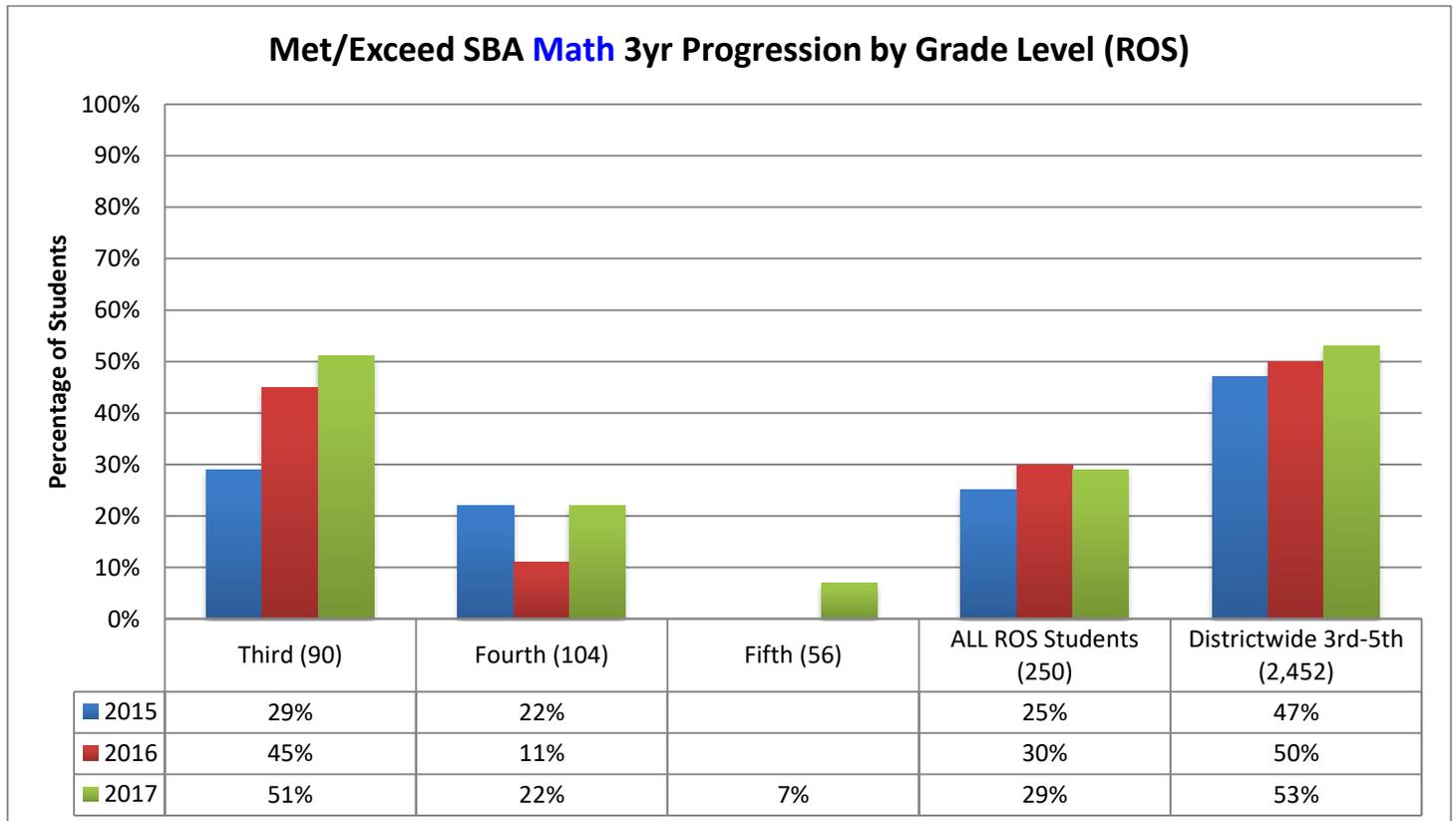
Figure 57: Percent of Rosemary Elementary (ROS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Ethnicity and Year

Met/Exceed SBA ELA 3yr Progression by Ethnicity (ROS)

	ALL ROS Students (248)	Hispanic (216)
2015	23%	18%
2016	29%	25%
2017	32%	28%
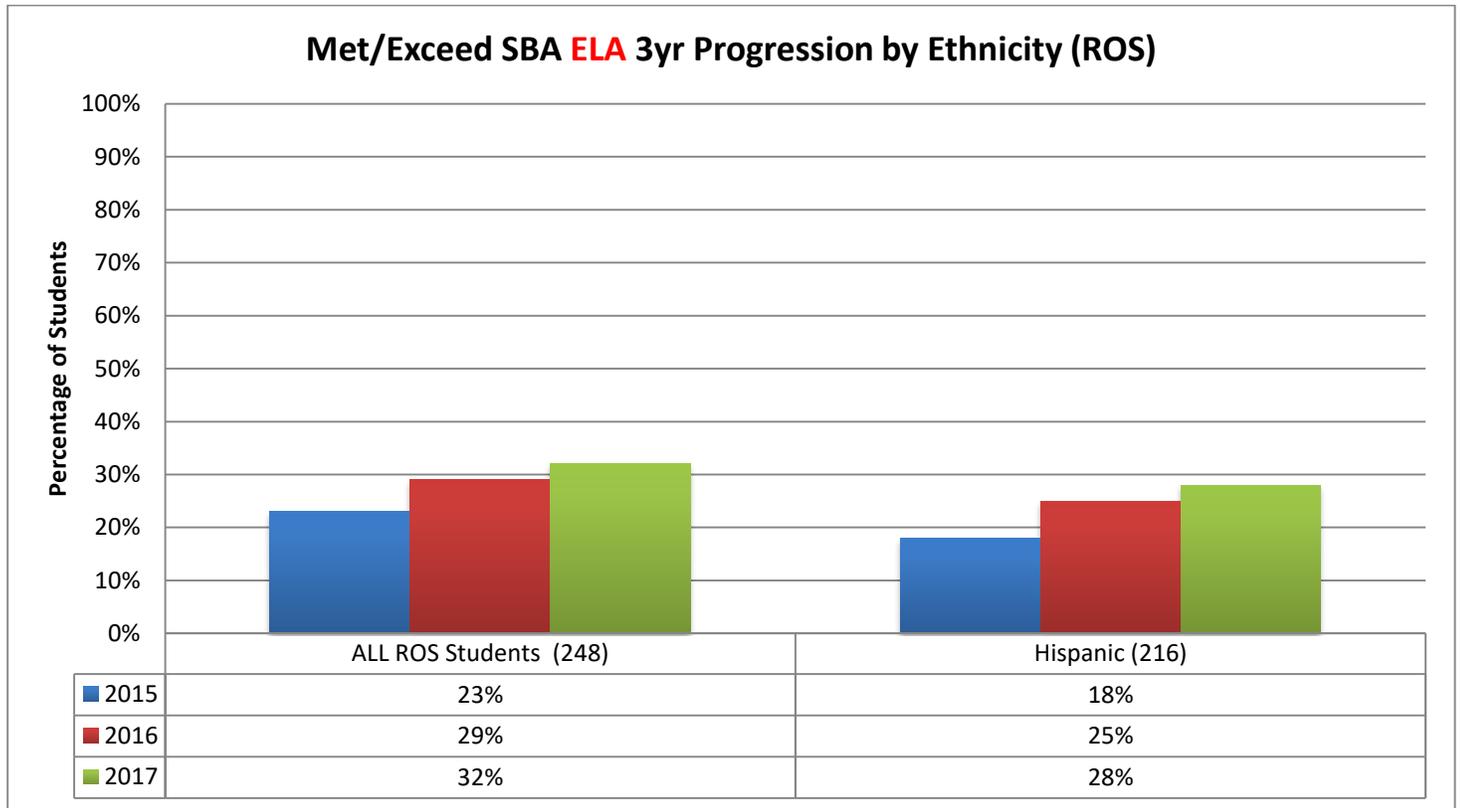
Figure 58: Percent of Rosemary Elementary (ROS) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year

Met/Exceed SBA Math 3yr Progression by Ethnicity (ROS)

|	ALL ROS Students (250)	Hispanic (217)
2015	25%	19%
2016	30%	23%
2017	29%	26%
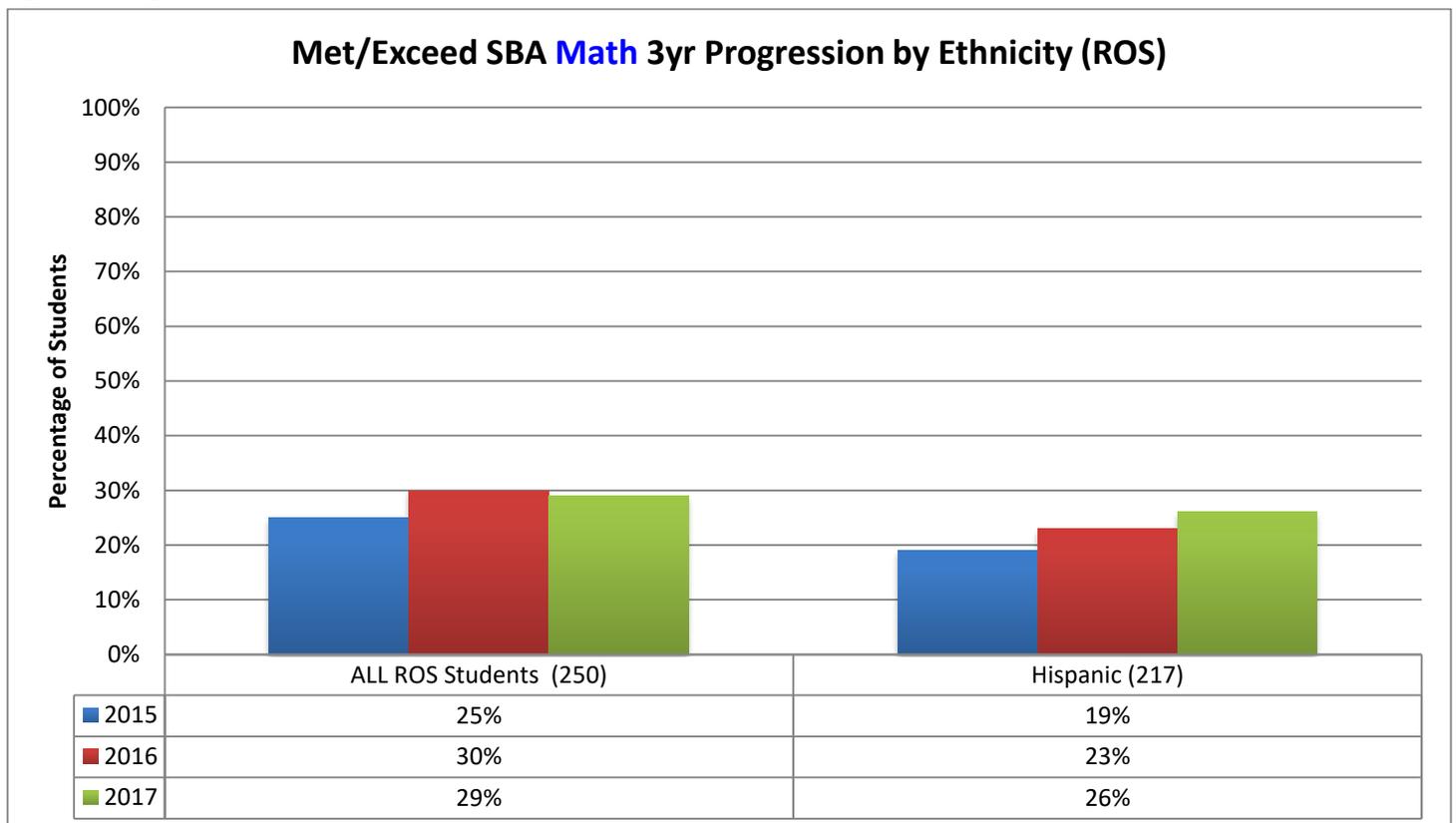
Figure 59: Percent of Rosemary Elementary (ROS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Sub-Group and Year

Met/Exceed SBA ELA 3yr Progression by Sub-Group (ROS)

	ELL (158)	RFEP (52)	SED (222)	SWD (30)	Males (122)	Females (126)	ALL ROS Students (248)	Districtwide 3rd-5th (2,434)
2015	7%	56%	20%	6%	23%	24%	23%	49%
2016	18%	69%	26%	8%	26%	32%	29%	53%
2017	13%	71%	28%	10%	26%	37%	32%	55%
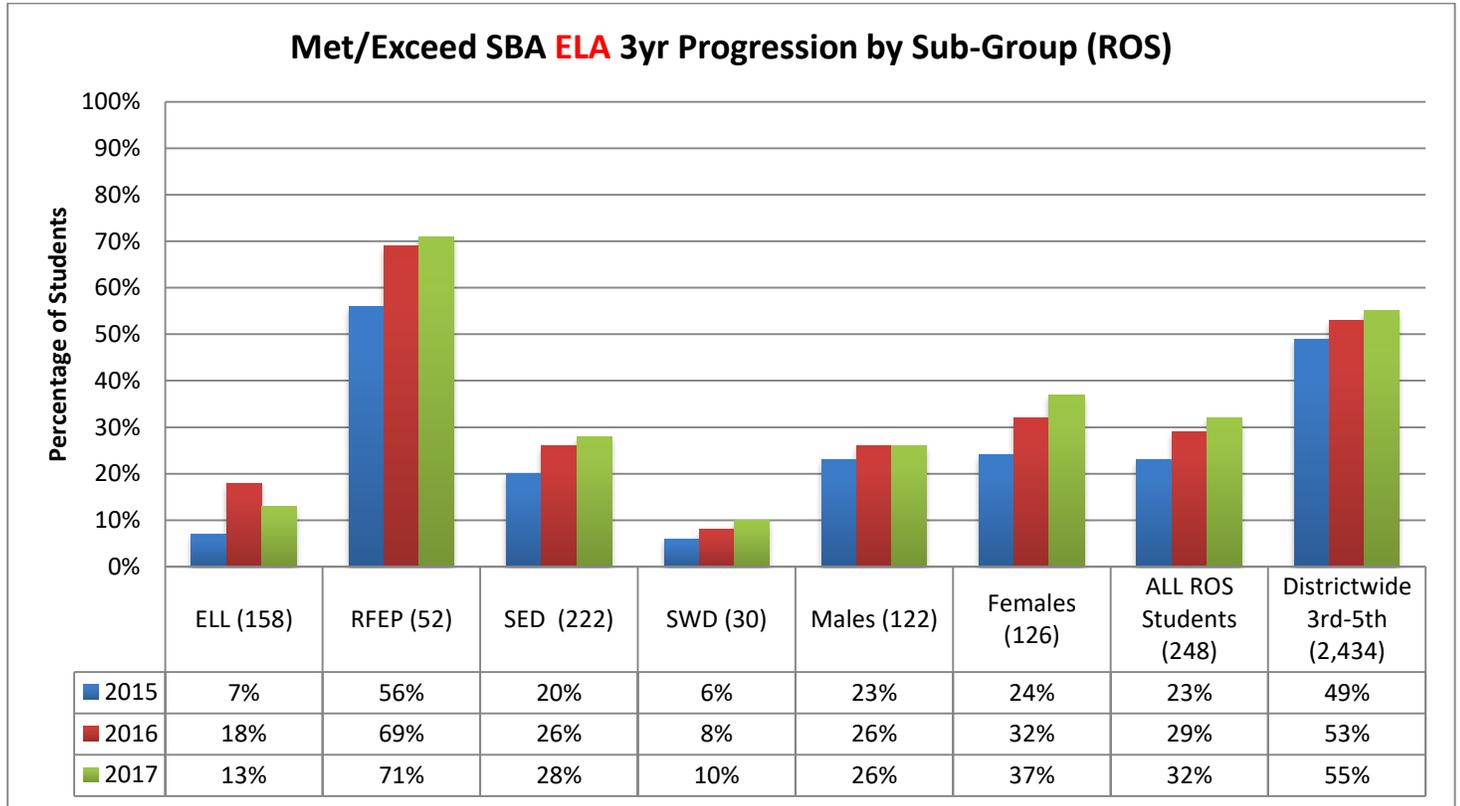
Figure 60: Percent of Rosemary Elementary (ROS) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year

Met/Exceed SBA Math 3yr Progression by Sub-Group (ROS)

|	ELL (160)	RFEP (52)	SED (224)	SWD (30)	Males (123)	Females (127)	ALL ROS Students (250)	Districtwide 3rd-5th (2,452)
2015	12%	47%	23%	6%	32%	21%	25%	47%
2016	19%	58%	27%	4%	31%	29%	30%	50%
2017	22%	46%	26%	3%	25%	33%	29%	53%
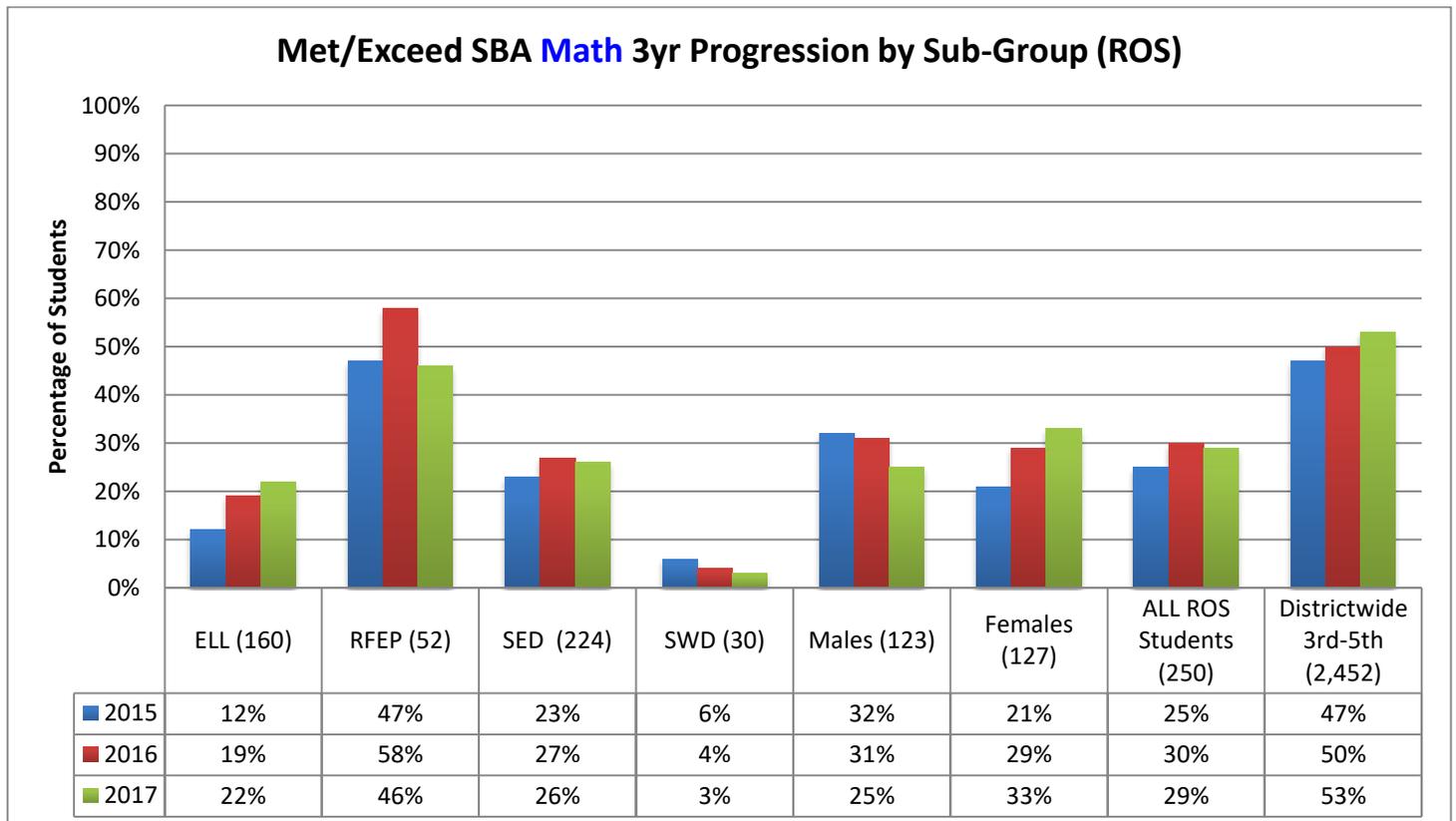
Figure 61: Percent of Sherman Oaks Elementary (SOAKS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Grade Level and Year

Met/Exceed SBA ELA 3yr Progression by Grade Level (SOAKS)

|	Third (78)	Fourth (67)	Fifth (55)	Sixth (45)	ALL SOAKS Students (245)	Districtwide 3rd-6th (3,181)
2015	27%	36%	44%	26%	26%	48%
2016	49%	37%	47%	54%	48%	52%
2017	46%	30%	53%	55%	45%	54%
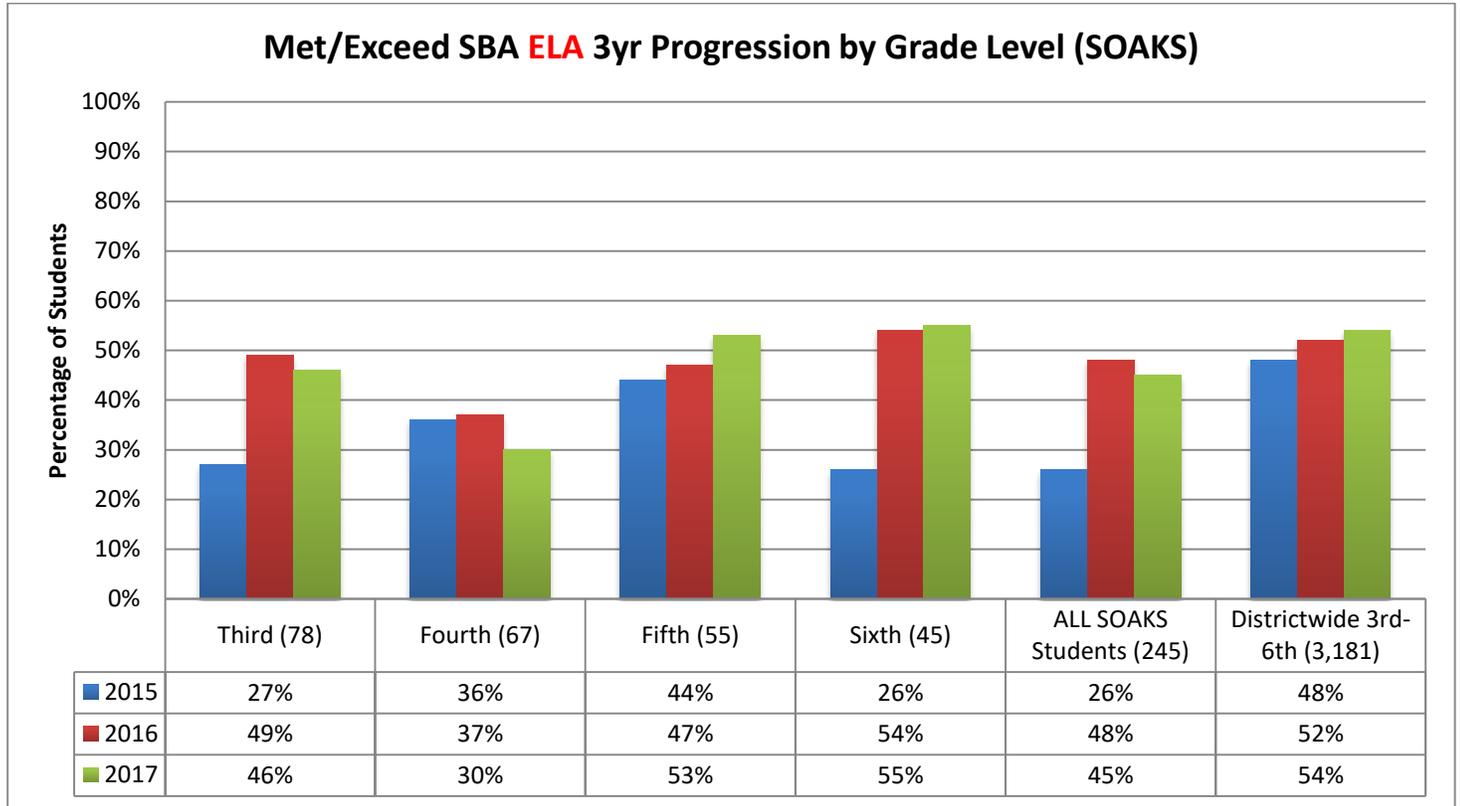
Figure 62: Percent of Sherman Oaks Elementary (SOAKS) Students Meeting or Exceeding Standard in Mathematics by Grade Level and Year

Met/Exceed SBA Math 3yr Progression by Grade Level (SOAKS)

|	Third (78)	Fourth (67)	Fifth (55)	Sixth (45)	ALL SOAKS Students (245)	Districtwide 3rd-6th (3,204)
2015	26%	24%	27%	11%	23%	44%
2016	30%	25%	20%	46%	23%	48%
2017	55%	32%	26%	26%	37%	51%
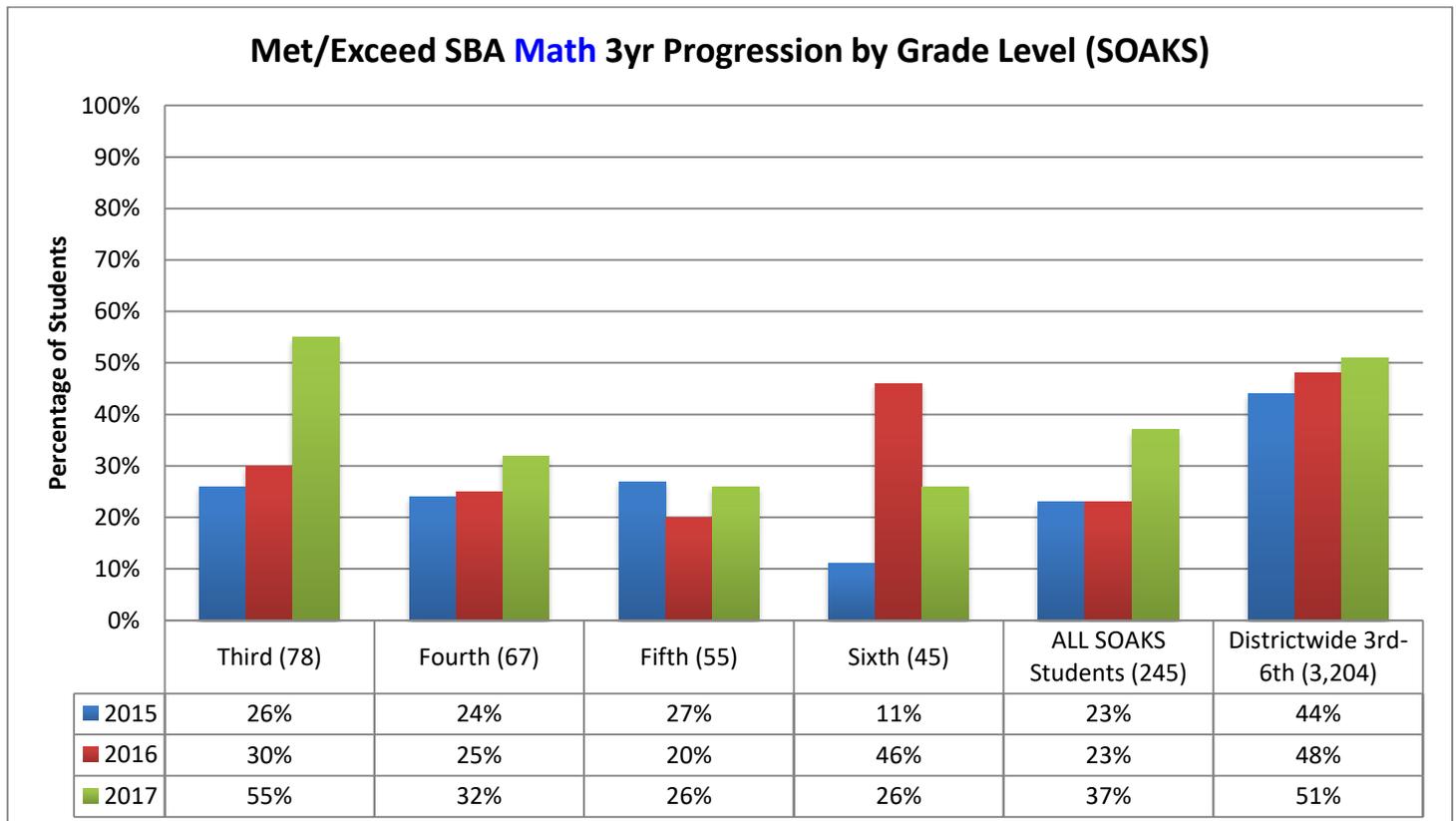
Figure 63: Percent of Sherman Oaks Elementary (SOAKS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Ethnicity and Year

Met/Exceed SBA ELA 3yr Progression by Ethnicity (SOAKS)

	ALL SOAKS Students (245)	Hispanic (223)	White (11)*
2015	26%	33%	
2016	48%	46%	
2017	45%	43%	82%
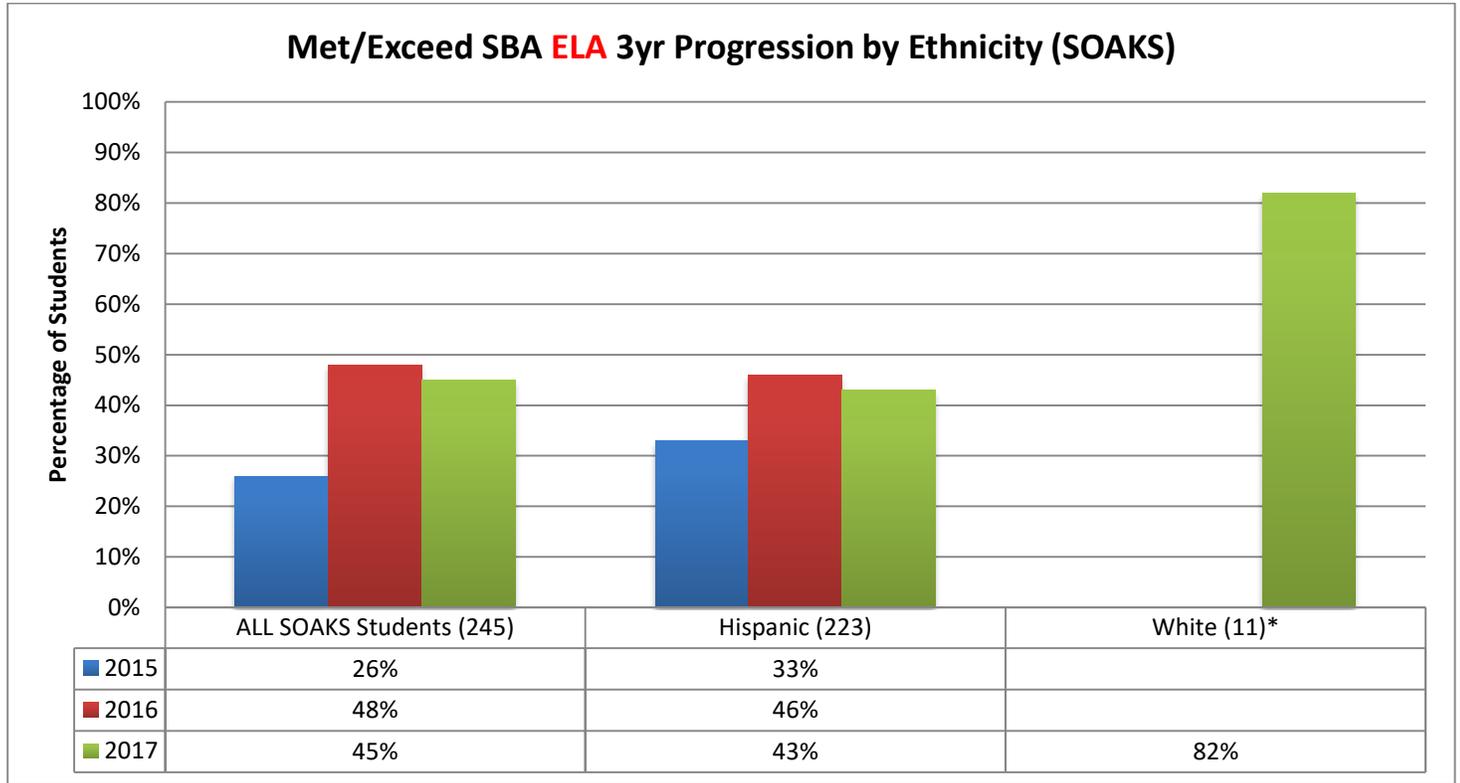
Total number of White students tested in 2015 and 2016 was less than 10, data hidden for privacy by state

Figure 64: Percent of Sherman Oaks Elementary (SOAKS) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year

Met/Exceed SBA Math 3yr Progression by Ethnicity (SOAKS)

	ALL SOAKS Students (245)	Hispanic (223)	White (11)*
2015	23%	23%	
2016	23%	32%	
2017	37%	36%	74%
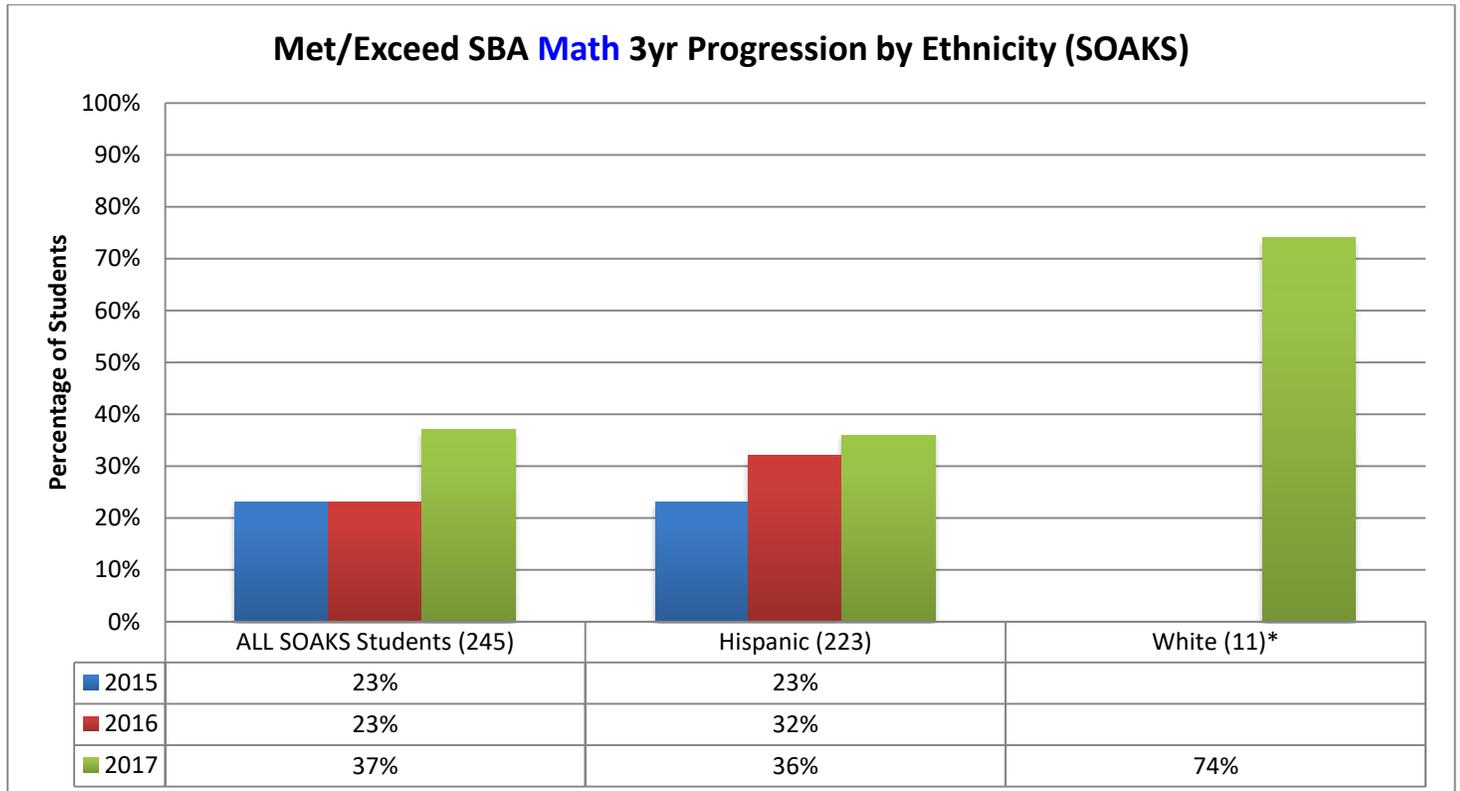
Total number of White students tested in 2015 and 2016 was less than 10, data hidden for privacy by state

Figure 65: Percent of Sherman Oaks Elementary (SOAKS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Sub-Group and Year

Met/Exceed SBA ELA 3yr Progression by Sub-Group (SOAKS)

	ELL (101)	RFEP (97)	SED (174)	SWD (13)	Males (129)	Females (116)	ALL SOAKS Students (245)	Districtwide 3rd-6th (3,181)
2015	3%	49%	23%		22%	48%	26%	48%
2016	15%	74%	34%	0%	34%	61%	48%	52%
2017	9%	72%	34%	8%	38%	52%	45%	54%
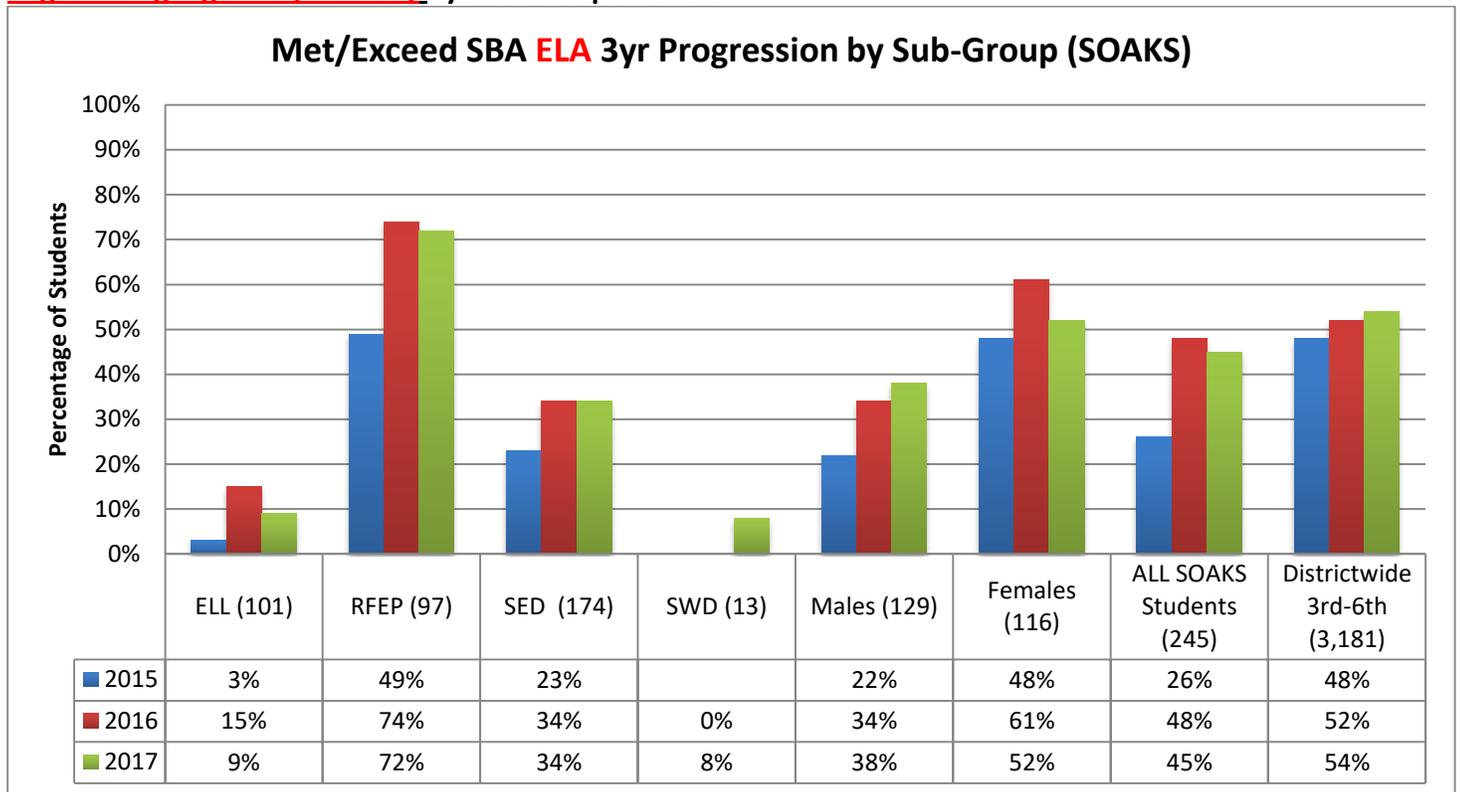
Figure 66: Percent of Sherman Oaks Elementary (SOAKS) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year

Met/Exceed SBA Math 3yr Progression by Sub-Group (SOAKS)

	ELL (101)	RFEP (97)	SED (174)	SWD (13)	Males (129)	Females (116)	ALL SOAKS Students (245)	Districtwide 3rd-6th (3,204)
2015	3%	32%	15%		23%	25%	23%	44%
2016	9%	44%	23%	0%	27%	39%	23%	48%
2017	12%	46%	29%	8%	35%	39%	37%	51%
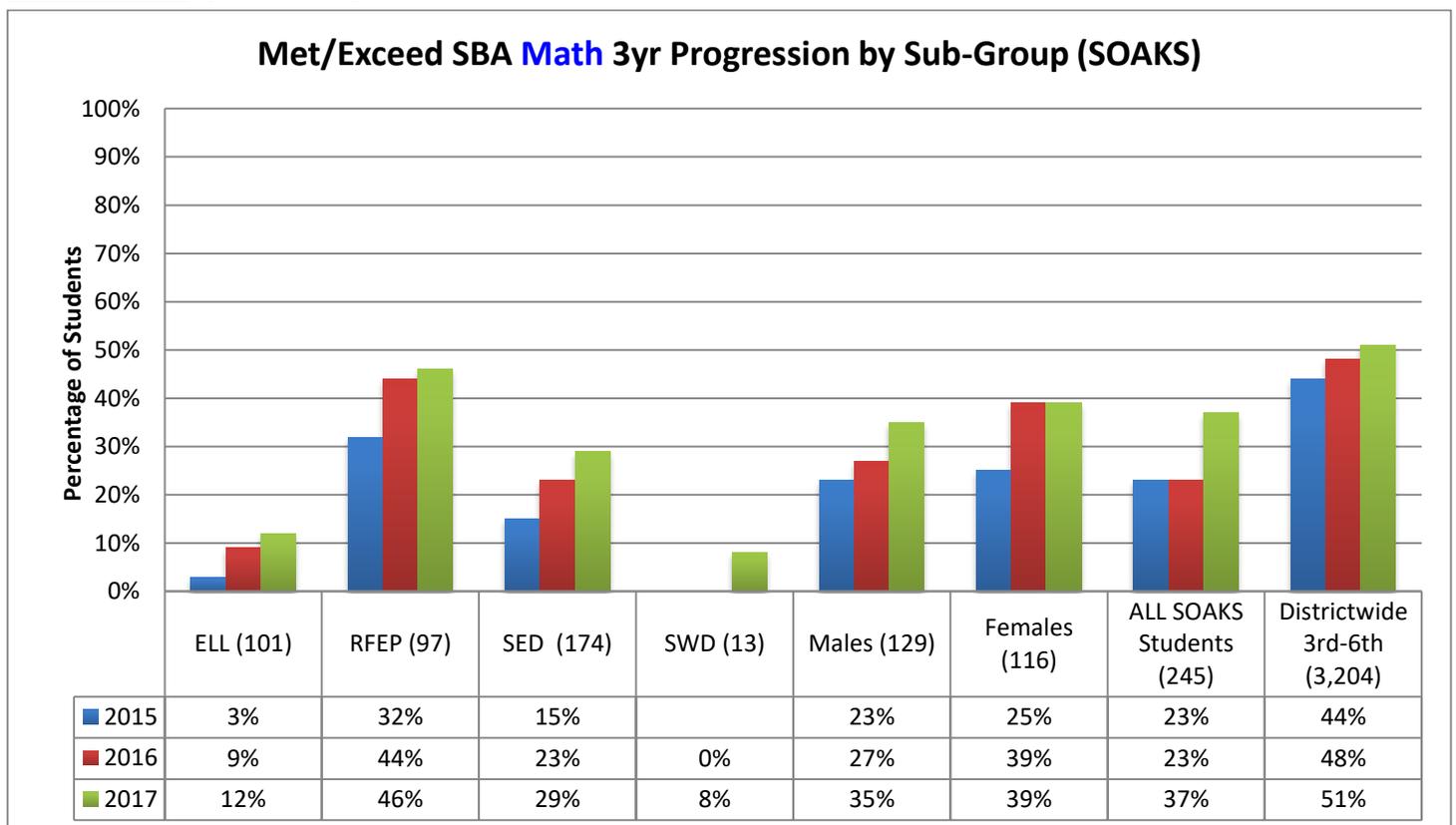
**Figure 67: Percent of Village Elementary (VIL) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Grade Level and Year**

Met/Exceed SBA ELA 3yr Progression by Grade Level (VIL)

|	Third (42)	Fourth (42)	Fifth (43)	ALL VIL Students (127)	Districtwide 3rd-5th (2,434)
2015	75%	70%	78%	74%	49%
2016	78%	81%	89%	83%	53%
2017	81%	76%	77%	78%	55%
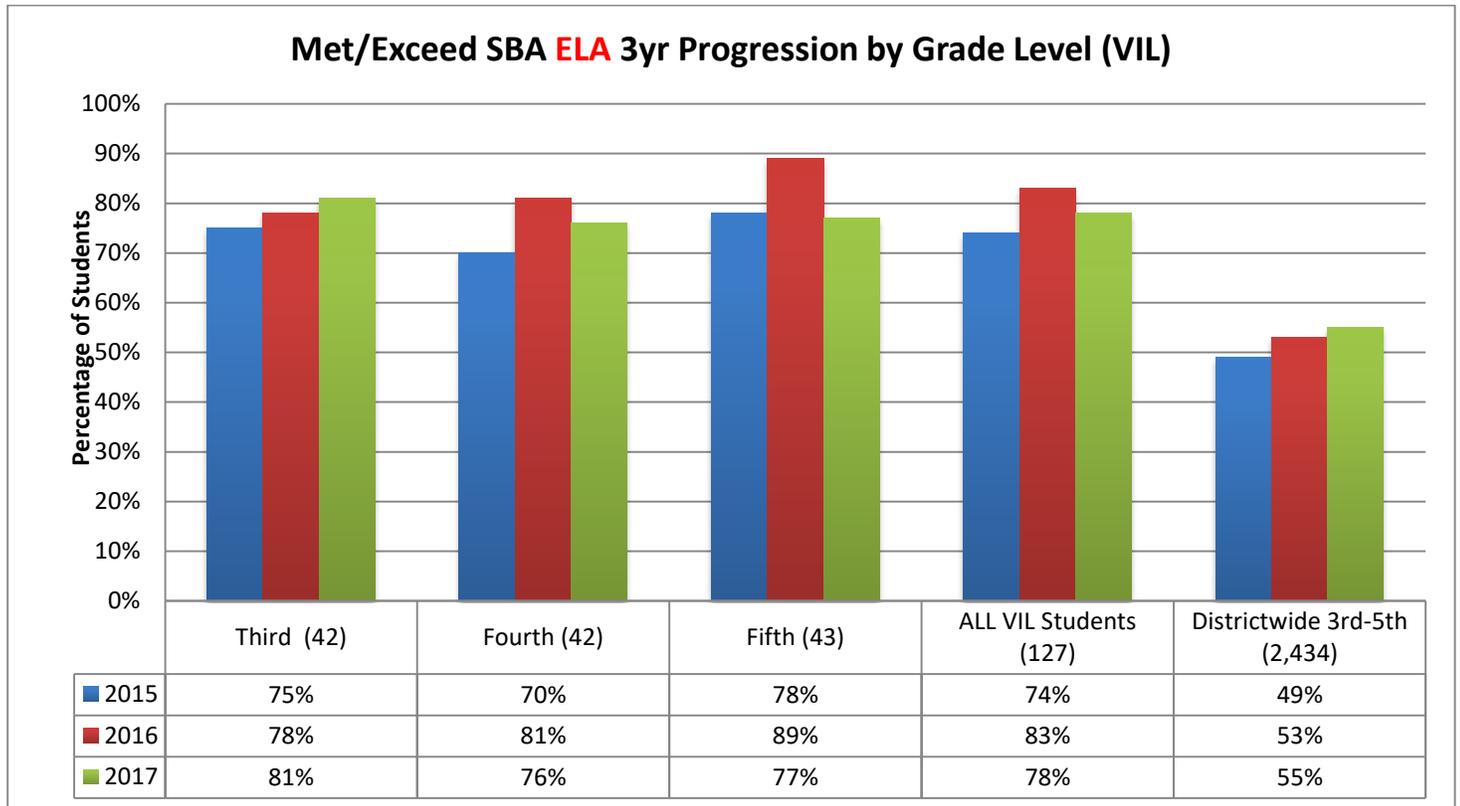
Figure 68: Percent of Village Elementary (VIL) Students Meeting or Exceeding Standard in Mathematics by Grade Level and Year

Met/Exceed SBA Math 3yr Progression by Grade Level (VIL)

|	Third (42)	Fourth (42)	Fifth (43)	ALL VIL Students (127)	Districtwide 3rd-5th (2,452)
2015	77%	64%	86%	75%	47%
2016	74%	79%	79%	78%	50%
2017	81%	50%	57%	63%	53%
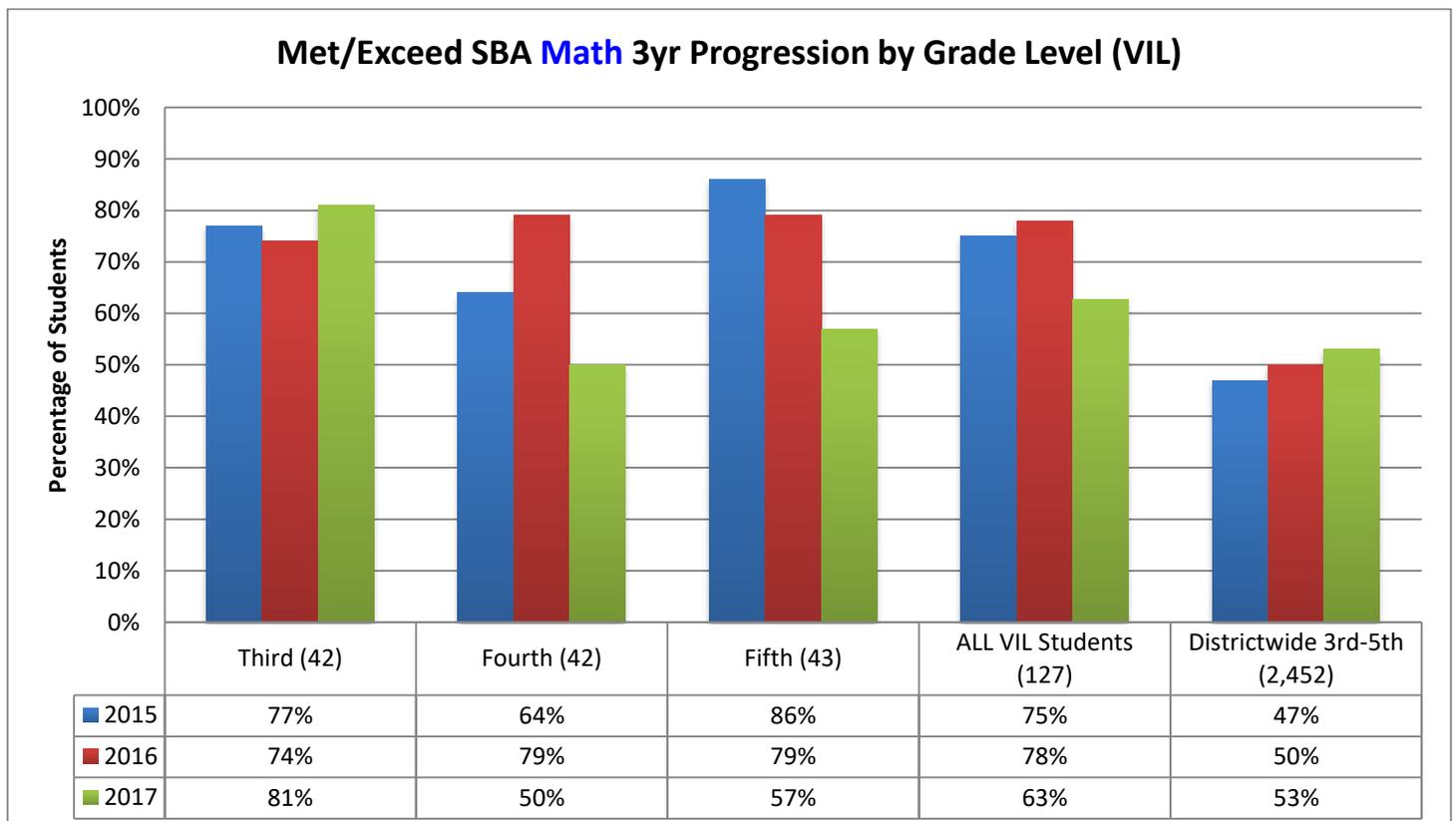
Figure 69: Percent of Village Elementary (VIL) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Ethnicity and Year

Met/Exceed SBA ELA 3yr Progression by Ethnicity (VIL)

|	ALL VIL Students (127)	Asian (13)	Hispanic (18)	MultiRacial (14)	White (72)
2015	74%	84%	48%		77%
2016	83%	93%	74%	89%	85%
2017	78%	100%	50%	72%	85%
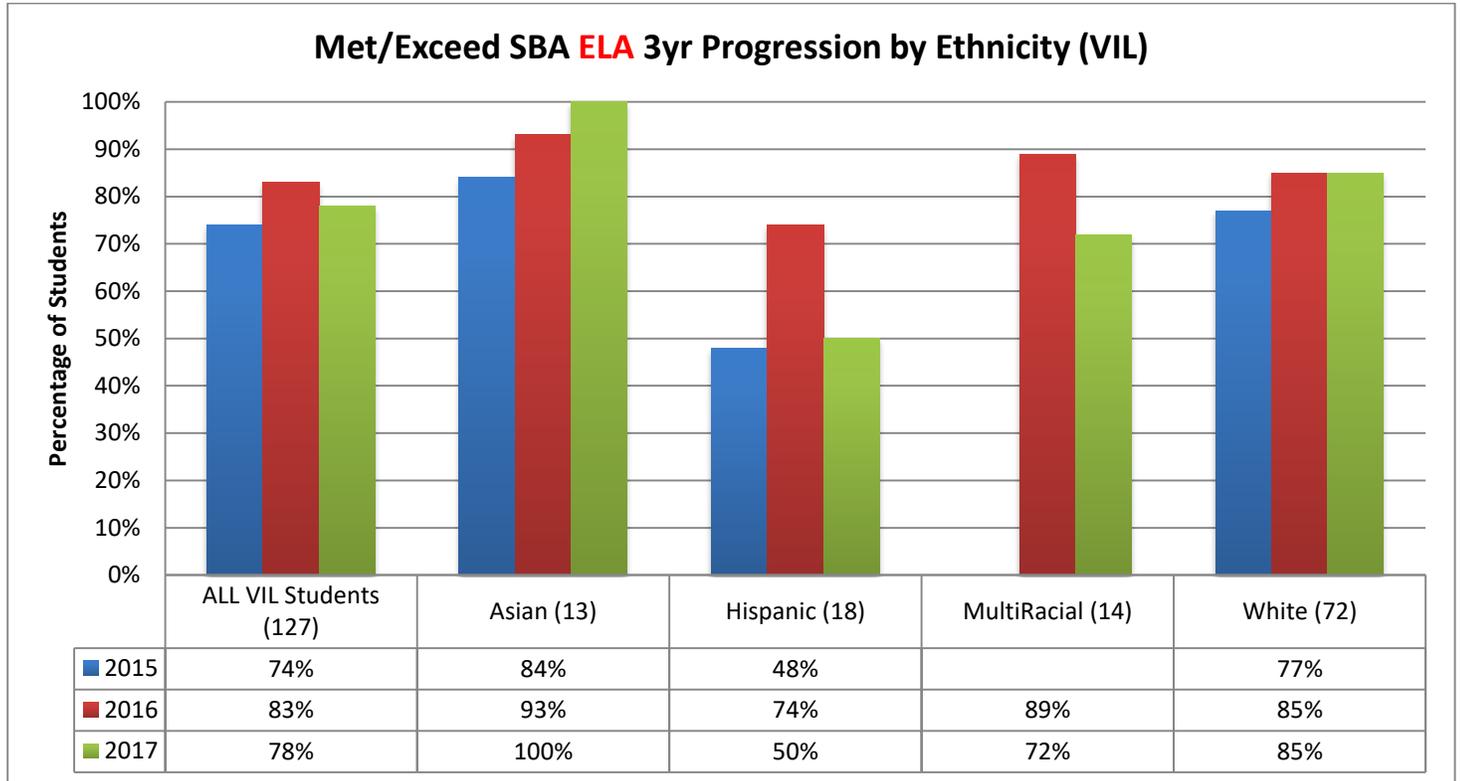
Total number of Multi-Racial students tested in 2015 was less than 10, data hidden for privacy by state

Figure 70: Percent of Village Elementary (VIL) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year

Met/Exceed SBA Math 3yr Progression by Ethnicity (VIL)

|	ALL VIL Students (127)	Asian (13)	Hispanic (18)	MultiRacial*	White (72)
2015	75%	100%	62%		74%
2016	78%	94%	73%	95%	75%
2017	63%	74%	36%		71%
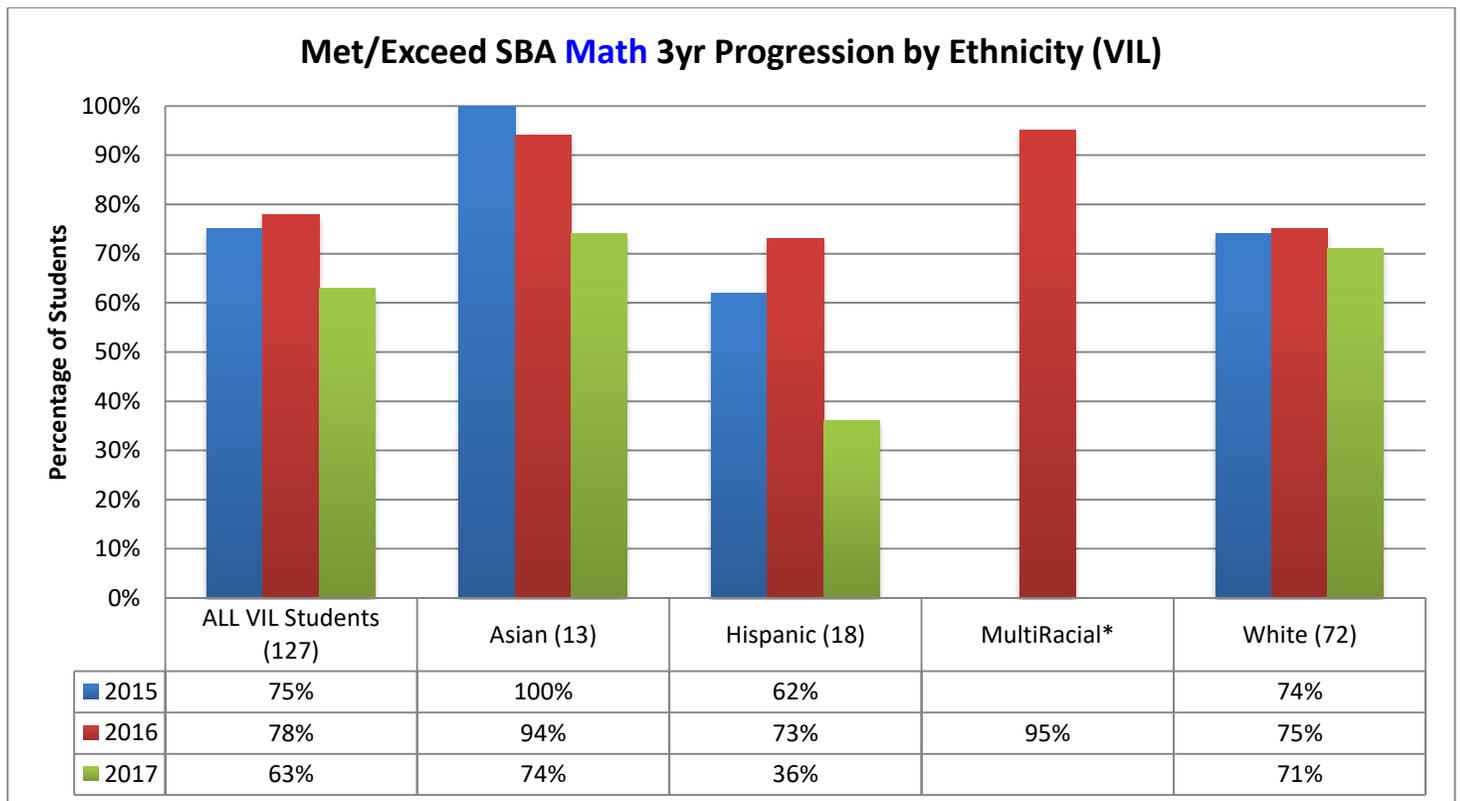
Total number of Multi-Racial students tested in 2015 and 2017 was less than 10, data hidden for privacy by state

Figure 71: Percent of Village Elementary (VIL) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Sub-Group and Year

Met/Exceed SBA ELA 3 yr Progression by Sub-Group (VIL)

	ELL *	RFEP (14)	SED**	SWD (14)	Males (65)	Females (65)	ALL VIL Students (127)	Districtwide 3rd-5th (2,434)
■ 2015			38%		72%	76%	74%	49%
■ 2016		73%	47%	73%	81%	85%	83%	53%
■ 2017		85%		57%	71%	85%	71%	55%
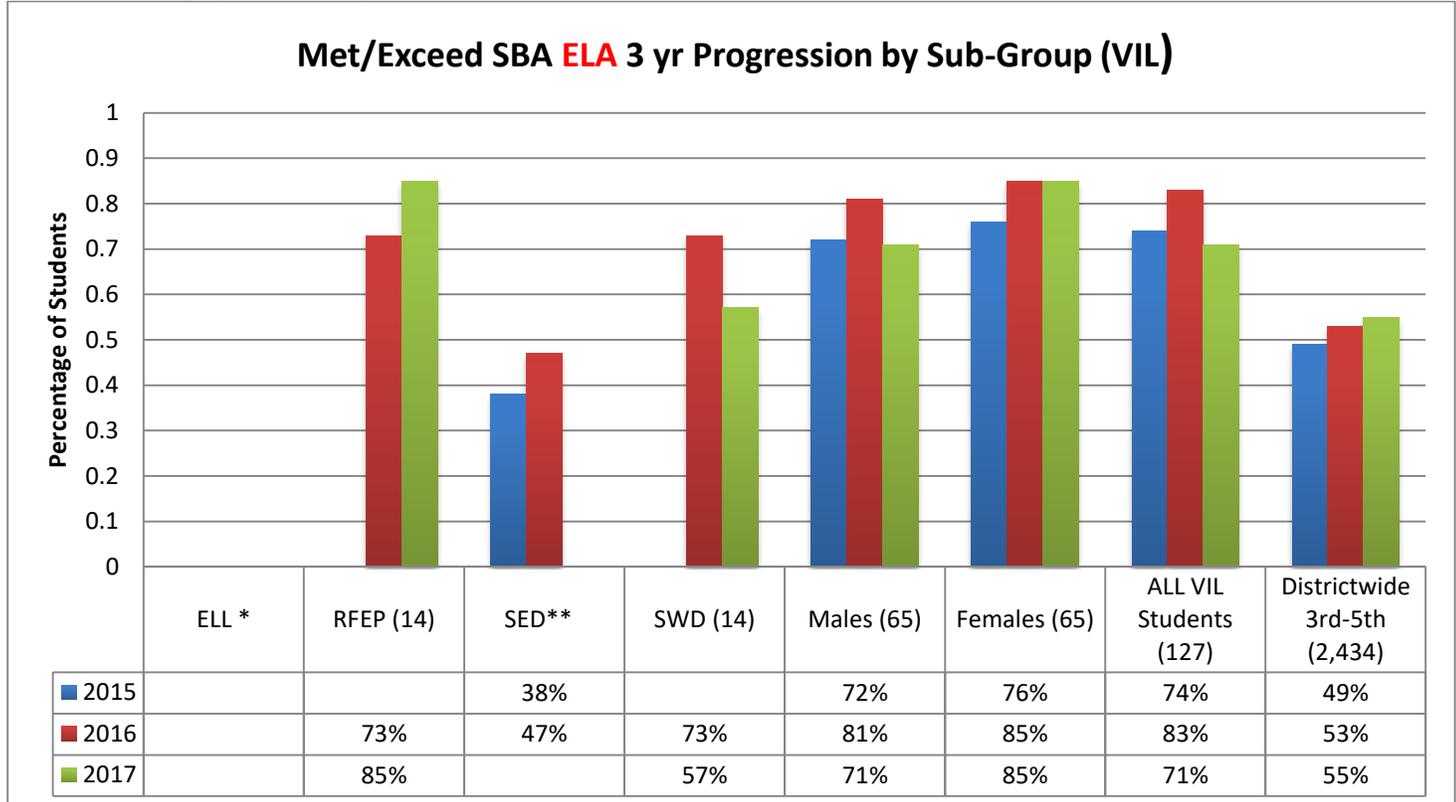
Total number of ELL (2015-2017) and SED (2017) students tested was less than 10, data hidden for privacy by state

Figure 72: Percent of Village Elementary (VIL) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year

Met/Exceed SBA Math 3yr Progression by Sub-Group (VIL)

	ELL *	RFEP (14)	SED**	SWD (14)	Males (64)	Females (63)	ALL VIL Students (127)	Districtwide 3rd-5th (2,452)
■ 2015			38%		81%	67%	75%	47%
■ 2016		82%	33%	46%	76%	79%	78%	50%
■ 2017		81%		25%	62%	65%	51%	53%
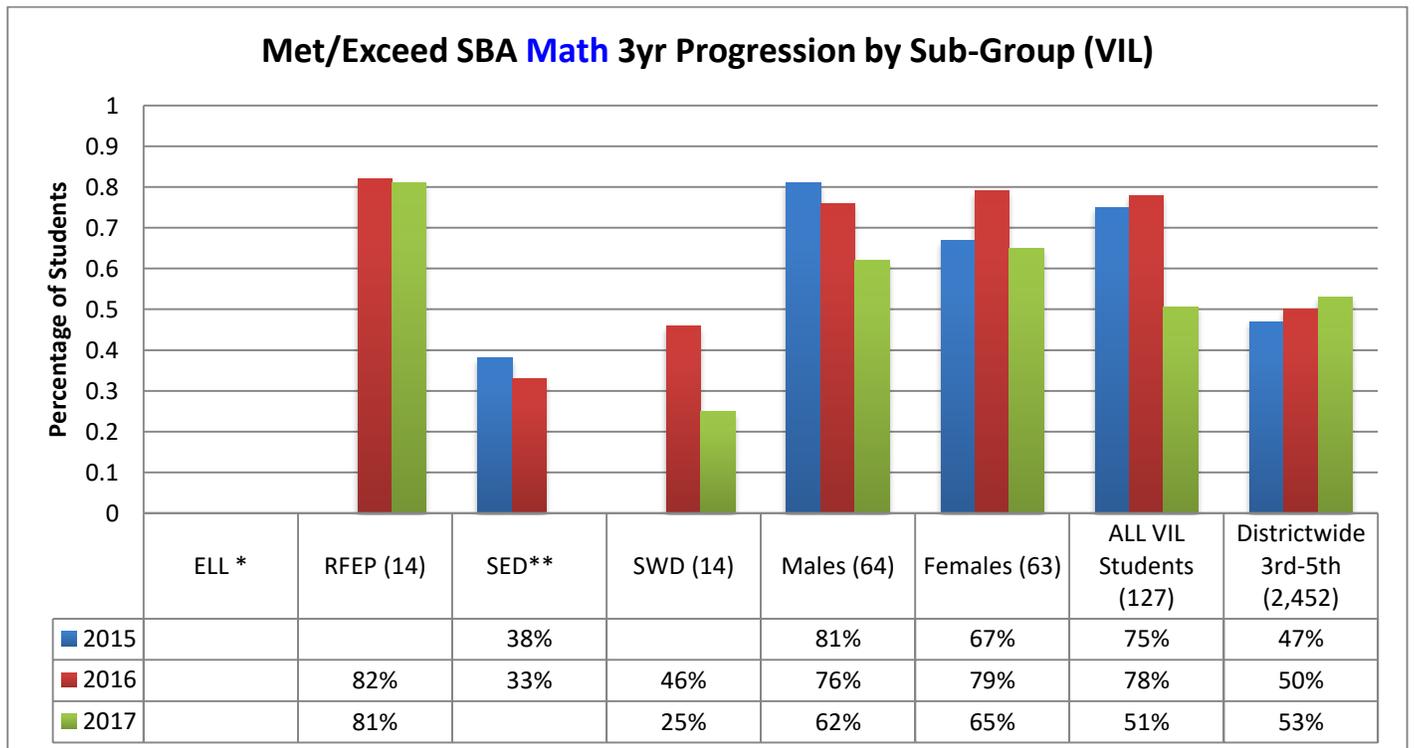
Total number of ELL (2015-2017) and SED students (2017) tested was less than 10, data hidden for privacy by state