

State Accountability Report Card

Reported Using Data from the 2021–22 School Year

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

On December 10, 2015, President Obama signed the bipartisan Every Student Succeeds Act (ESSA), which reauthorizes the ESEA of 1965, and requires states to have a new multiple measures accountability system in effect by 2017–18.

The recent enactment of the ESSA gives states greater discretion to implement academic content standards, administer statewide and local assessments, and set ambitious performance goals to direct evidence-based improvement strategies and interventions to improve student performance. ESSA requires each state to continue to implement the state report card requirements specified under Title I, Part A of the ESEA, as amended by No Child Left Behind.

For further information regarding the ESSA, visit the U.S. Department of Education ESSA web page at <https://www2.ed.gov/policy/elsec/leg/essa/index.html>.

On September 8, 2016, the State Board of Education adopted a new accountability system and first released the California School Dashboard, referred to as the Dashboard, in Spring 2017. The Dashboard shows how districts and schools are performing on test scores, graduation rates, and other measures of student success.

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

California Department of Education
July 2023

Accountability

California School Dashboard Accountability System

The federal Elementary and Secondary Education Act (ESEA) no longer requires states to produce Adequate Yearly Progress (AYP), but requires states to develop a new accountability system by 2017–2018. The California School Dashboard (Dashboard) was first released in Spring 2017.

The Dashboard was produced for California’s 10,000 public schools in over 1,000 local educational agencies¹ (LEAs). The Dashboard is California’s new accountability system that is based on multiple measures. These measures are used to determine LEA and school progress toward meeting the needs of their students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner (EL) progress, suspension rates, and parent engagement. In the Dashboard, charter schools’ (local funded and direct funded) data are not “rolled up” or included in the LEA-level data.

To view LEA and school information provided on the Dashboard, visit the California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/>.

For detail information about the California School Dashboard, please refer to the Dashboard Technical Guide web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

¹ For purposes of the STARC, an LEA is a school district or a county office of education or a direct funded charter school.

State High School Graduation Rate (Four-Year Cohort)

The Four-Year Adjusted Cohort Graduation Rate (ACGR) is the number of students who graduate from high school in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class.

The four-year cohort is based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

For more information on the ACGR, visit the Information about Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

2021–22 State High School Graduation Rate (Four-Year Cohort) by Student Group

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Statewide	497,884	433,339	87.0%
Female	241,220	216,558	89.8%
Male	256,160	216,381	84.5%
Non-Binary	504	400	79.4%
American Indian or Alaska Native	2,580	2,032	78.8%
Asian	47,100	44,836	95.2%
Black or African American	26,811	21,063	78.6%
Filipino	13,587	12,968	95.4%
Hispanic or Latino	273,928	232,030	84.7%
Native Hawaiian or Pacific Islander	2,390	2,028	84.9%
Two or More Races	16,874	15,085	89.4%
White	111,065	100,600	90.6%
English Learners	70,376	50,524	71.8%
Foster Youth	497,884	433,339	87.0%
Homeless	33,764	24,629	72.9%
Socioeconomically Disadvantaged	347,030	293,404	84.5%
Not Socioeconomically Disadvantaged	150,854	139,935	92.8%
Students Receiving Migrant Education Services	5,305	4,511	85.0%
Students with Disabilities	63,360	46,744	73.8%
Students with No Reported Disabilities	434,524	386,595	89.0%

Note 1: Due to rounding, the sum of the cohort graduation rate may not total 100 percent.

Note 2: Socioeconomically disadvantaged (SED) students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the

National School Lunch Program, or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

School Improvement Funds

The ESSA requires the California Department of Education (CDE) to determine school eligibility for comprehensive support and improvement (CSI) (ESSA Section 1003 funds) based on the criteria in California's ESSA State Plan. This requirement went into effect for the first time in the 2018–2019 school year. Schools were selected for the first time in January 2019 based on the 2018 California School Dashboard.

California's ESSA State plan defines LEAs as school districts, county offices of education (COEs), and direct-funded charter schools.

The ESSA requires LEAs with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes.

COEs that have LEAs within their county that serve schools eligible for CSI are required to:

- Support LEAs to meaningfully address the CSI prompts in the Plan Summary of the Local Control and Accountability Plan (LCAP) related to CSI activities.
- Review and approve the CSI prompts in the LEA LCAP Plan Summary.

For more information on the CSI visit the Comprehensive Support and Improvement web page at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>.

2021–22 LEAs with School Improvement Funds

The 2021–22 LEAs with School Improvement Funds data are available within each 2021–22 LEA Accountability Report Card (LARC). The LARCs are located on the Local Educational Agency Accountability Report Card web page at <https://www.cde.ca.gov/ta/ac/le/>.

CAASPP Test Results

The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting Program, which became inoperative on July 1, 2013.

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

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

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

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

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

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

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

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

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

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

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

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

The data displayed in the State Accountability Report Card (STAR) may differ from other data sources because the inclusion and exclusion rules are different for the STAR.

**Student Achievement
Two-Year Trend CAASPP Test Results
2020–21 and 2021–22**

ELA – Grades Three through Eight and Grade Eleven

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
03	2020–21	N/A	N/A	N/A	N/A	N/A
03	2021–22	1,847,104	1,793,721	97.11%	2.89%	40.27%
04	2020–21	N/A	N/A	N/A	N/A	N/A
04	2021–22	1,872,780	1,820,768	97.22%	2.78%	42.08%
05	2020–21	N/A	N/A	N/A	N/A	N/A
05	2021–22	1,889,714	1,839,036	97.32%	2.68%	44.90%
06	2020–21	N/A	N/A	N/A	N/A	N/A
06	2021–22	1,873,788	1,815,706	96.90%	3.10%	43.05%
07	2020–21	N/A	N/A	N/A	N/A	N/A
07	2021–22	1,847,149	1,776,489	96.17%	3.83%	47.07%
08	2020–21	N/A	N/A	N/A	N/A	N/A
08	2021–22	1,925,344	1,842,907	95.72%	4.28%	44.64%
11	2020–21	N/A	N/A	N/A	N/A	N/A
11	2021–22	1,983,327	1,793,102	90.41%	9.59%	52.86%

Note 1: Cells with N/A values do not require data.

Note 2: The 2020–21 statewide assessment results are not provided. Due to the COVID-19 pandemic, during 2020–21 school year, where a statewide summative assessment was not the most viable option, the LEAs were allowed to administer locally determined assessments. As a result, approximately 25 percent of eligible students participated in the Smarter Balanced Summative Assessments for ELA and mathematics and are not representative sample of the state's student population.

Mathematics – Grades Three through Eight and Grade Eleven

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
03	2020–21	N/A	N/A	N/A	N/A	N/A
03	2021–22	1,847,104	1,804,221	97.68%	2.32%	41.54%
04	2020–21	N/A	N/A	N/A	N/A	N/A
04	2021–22	1,872,780	1,830,218	97.73%	2.27%	36.31%
05	2020–21	N/A	N/A	N/A	N/A	N/A
05	2021–22	1,889,714	1,846,685	97.72%	2.28%	29.87%
06	2020–21	N/A	N/A	N/A	N/A	N/A
06	2021–22	1,873,788	1,820,886	97.18%	2.82%	30.88%
07	2020–21	N/A	N/A	N/A	N/A	N/A
07	2021–22	1,847,149	1,780,159	96.37%	3.63%	30.51%
08	2020–21	N/A	N/A	N/A	N/A	N/A
08	2021–22	1,925,344	1,845,007	95.83%	4.17%	27.96%
11	2020–21	N/A	N/A	N/A	N/A	N/A
11	2021–22	1,983,327	1,781,698	89.83%	10.17%	25.97%

Note 1: Cells with N/A values do not require data.

Note 2: The 2020–21 statewide assessment results are not provided. Due to the COVID-19 pandemic, during 2020–21 school year, where a statewide summative assessment was not the most viable option, the LEAs were allowed to administer locally determined assessments. As a result, approximately 25 percent of eligible students participated in the Smarter Balanced Summative Assessments for ELA and mathematics and are not representative sample of the state's student population.

Science – Grades Five, Eight, and High School

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
05	2020–21	N/A	N/A	N/A	N/A	N/A
05	2021–22	1,889,791	1,845,532	97.66%	2.34%	29.61%
08	2020–21	N/A	N/A	N/A	N/A	N/A
08	2021–22	1,925,427	1,848,642	96.01%	3.99%	28.03%
High school	2020–21	N/A	N/A	N/A	N/A	N/A
High school	2021–22	3,326,291	2,845,225	85.54%	14.46%	27.80%

Note 1: Cells with N/A values do not require data.

Note 2: The 2020–21 statewide assessment results are not provided. Due to the COVID-19 pandemic, during 2020–21 school year, where a statewide summative assessment was not the most viable option, the LEAs were allowed to administer locally determined assessments. As a result, approximately 25 percent of eligible students participated in the Smarter Balanced Summative Assessments for ELA and mathematics and are not representative sample of the state’s student population.

CAASPP Test Results in ELA Disaggregated by Student Group 2021–22

ELA – Grades Three through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Statewide	3,132,019	3,002,859	95.88%	4.12%	46.63%
Female	1,521,035	1,459,772	95.97%	4.03%	51.10%
Male	1,609,141	1,541,472	95.79%	4.21%	42.37%
American Indian or Alaska Native	14,147	13,046	92.22%	7.78%	32.99%
Asian	301,154	292,896	97.26%	2.74%	74.60%
Black or African American	162,622	151,972	93.45%	6.55%	29.96%
Filipino	72,791	71,177	97.78%	2.22%	69.16%
Hispanic or Latino	1,752,172	1,687,995	96.34%	3.66%	36.10%
Native Hawaiian or Pacific Islander	13,549	12,785	94.36%	5.64%	39.28%
Two or More Races	163,646	154,170	94.21%	5.79%	59.36%
White	651,938	618,818	94.92%	5.08%	60.87%
English Learners	569,037	537,700	94.49%	5.51%	12.47%
Foster Youth	20,663	18,601	90.02%	9.98%	20.86%
Homeless	98,453	91,840	93.28%	6.72%	27.62%
Military	46,587	44,989	96.57%	3.43%	50.63%
Socioeconomically Disadvantaged	1,865,235	1,791,632	96.05%	3.95%	34.88%
Not Socioeconomically Disadvantaged	1,266,784	1,211,227	95.61%	4.39%	64.00%
Students Receiving Migrant Education Services	22,977	22,152	96.41%	3.59%	25.22%
Students with Disabilities	423,577	389,835	92.03%	7.97%	15.06%
Students with No Reported Disabilities	2,708,442	2,613,024	96.48%	3.52%	51.34%

CAASPP Test Results in Mathematics Disaggregated by Student Group 2021–22

Mathematics – Grades Three through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Statewide	3,132,019	3,006,461	95.99%	4.01%	33.07%
Female	1,521,035	1,461,080	96.06%	3.94%	31.65%
Male	1,609,141	1,543,773	95.94%	4.06%	34.41%
American Indian or Alaska Native	14,147	13,003	91.91%	8.09%	20.46%
Asian	301,154	294,569	97.81%	2.19%	68.84%
Black or African American	162,622	151,202	92.98%	7.02%	15.74%
Filipino	72,791	71,044	97.60%	2.40%	53.47%
Hispanic or Latino	1,752,172	1,690,865	96.50%	3.50%	21.07%
Native Hawaiian or Pacific Islander	13,549	12,764	94.21%	5.79%	24.40%
Two or More Races	163,646	154,846	94.62%	5.38%	46.62%
White	651,938	618,168	94.82%	5.18%	47.78%
English Learners	569,037	549,111	96.50%	3.50%	9.67%
Foster Youth	20,663	18,486	89.46%	10.54%	10.80%
Homeless	98,453	92,965	94.43%	5.57%	15.81%
Military	46,587	44,897	96.37%	3.63%	36.95%
Socioeconomically Disadvantaged	1,865,235	1,793,157	96.14%	3.86%	21.00%
Not Socioeconomically Disadvantaged	1,266,784	1,213,304	95.78%	4.22%	50.90%
Students Receiving Migrant Education Services	22,977	22,468	97.78%	2.22%	14.42%
Students with Disabilities	423,577	388,130	91.63%	8.37%	10.80%
Students with No Reported Disabilities	2,708,442	2,618,331	96.67%	3.33%	36.37%

CAASPP Test Results in Science Disaggregated by Student Group 2021–22

CAST – Grades Five, Eight and High School

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Statewide	1,708,179	1,564,223	91.57%	8.43%	29.42%
Female	831,147	761,090	91.57%	8.43%	28.45%
Male	875,638	801,969	91.59%	8.41%	30.32%
American Indian or Alaska Native	7,822	6,785	86.74%	13.26%	20.04%
Asian	164,595	154,490	93.86%	6.14%	59.13%
Black or African American	87,988	77,253	87.80%	12.20%	13.93%
Filipino	43,772	40,525	92.58%	7.42%	46.47%
Hispanic or Latino	948,255	877,442	92.53%	7.47%	18.35%
Native Hawaiian or Pacific Islander	7,555	6,744	89.27%	10.73%	20.77%
Two or More Races	79,805	71,537	89.64%	10.36%	43.04%
White	368,387	329,447	89.43%	10.57%	43.93%
English Learners	234,729	216,501	92.23%	7.77%	2.96%
Foster Youth	10,296	8,505	82.60%	17.40%	10.04%
Homeless	51,703	46,101	89.17%	10.83%	13.60%
Military	26,639	24,581	92.27%	7.73%	31.52%
Socioeconomically Disadvantaged	997,259	917,285	91.98%	8.02%	18.58%
Not Socioeconomically Disadvantaged	710,920	646,938	91.00%	9.00%	44.79%
Students Receiving Migrant Education Services	12,065	11,400	94.49%	5.51%	11.92%
Students with Disabilities	219,885	188,592	85.77%	14.23%	9.46%
Students with No Reported Disabilities	1,488,294	1,375,631	92.43%	7.57%	32.16%

Teacher Qualifications

Information on teacher qualifications required by the federal ESEA can be found at the CDE Improving Teacher & Principal Quality web page at <https://www.cde.ca.gov/nclb/sr/tq/>.

Detailed information on teacher qualification data can be found on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

For information on “ineffective” and “out-of-field” teacher definitions refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2021–22 Teacher Credentials and Misassignments

Teacher Preparation and Placement

Authorization/Assignment	Number	Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	234,405.2	84.00%
Intern Credential Holders Properly Assigned	4,853.0	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12,001.5	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	11,953.1	4.28%
Unknown	15,831.9	5.67%
Total Teaching Positions	279,044.8	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	Number
Permits and Waivers	2,660.10
Misassignments	9,295.70
Vacant Positions	45.60
Total Teachers Without Credentials and Misassignments	12,001.50

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	1,938.80
Local Assignment Options	10,014.30
Total Out-of-Field Teachers	11,953.10

Class Assignments

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.20%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.40%

2021–22 Teacher Education Levels

Teacher Education Levels

Education Level	Percent
Doctorate degree	0.94%
Master’s degree plus 30 or more semester hours	12.30%
Master’s degree	30.93%
Bachelor’s degree plus 30 or more semester hours	26.22%
Bachelor’s degree	27.56%
Less than Bachelor’s degree	0.29%
None Reported	1.22%

National Assessment of Educational Progress Test Results

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, and other subjects. Student scores for the NAEP are reported as scale scores and performance levels (i.e., NAEP Basic, NAEP Proficient, and NAEP Advanced). The participation of students with disabilities and English language learners is reported based on the number of students identified, excluded, and assessed.

The U.S. Department of Education administers NAEP assessments in reading and mathematics, and reports state-level results on the Nation's Report Card. The NAEP assessments had been administered in January through March of every odd-numbered year. However, due to the impact of the COVID-19 pandemic, in late November 2020, the National Center for Education Statistics Commissioner, with support of the National Assessment Governing Board (NAGB), decided to postpone the NAEP 2021 assessments.

The postponement moved the grades four and eight mathematics and reading assessments to the 2021–22 school year. Under Every Student Succeeds Act (ESSA) of 2015, state/district applications for Title I funds must include an assurance that the state/district will participate in the biennial NAEP Mathematics and Reading assessments in grades four and eight.

On March 5, 2021, NAGB released an updated assessments calendar, available on the Nation's Report Card Assessment Schedule web page at <https://www.nagb.gov/naep/assessment-schedule.html>, moving the grades four and eight mathematics and reading assessments from every odd-numbered year to every even-numbered year (i.e., 2022, 2024, 2026, etc.).

Therefore, as of June 2023, the most recent state-level NAEP results in reading and mathematics available are from 2022. The data in the following four tables reflect results from NAEP assessments that took place during the 2021–22 school year.

Detailed information regarding the NAEP results, including participation rates and test results for each subject and grade level, can be found on the National Center for Education Statistics Nation's Report Card website at <https://nces.ed.gov/nationsreportcard/>.

Reading and Mathematics for All Students

2022 NAEP Test Results for grades four and eight

Subject and Grade Level	State Average Scale Score	National Average Scale Score	State Percent below NAEP Basic Achievement Level	State Percent at NAEP Basic Achievement Level	State Percent at NAEP Proficient Achievement Level	State Percent at NAEP Advanced Achievement Level
Reading 2022, Grade 4	214	216	42%	27%	22%	9%
Reading 2022, Grade 8	259	259	33%	37%	26%	4%
Mathematics 2022, Grade 4	230	235	33%	37%	23%	7%
Mathematics 2022, Grade 8	270	273	44%	33%	15%	8%

**Reading, Disaggregated by Student Group
2022 NAEP Test Results for grades four and eight**

Student Group and Grade Level	Percent below NAEP Basic Achievement Level	Percent at NAEP Basic Achievement Level	Percent at NAEP Proficient Achievement Level	Percent at NAEP Advanced Achievement Level
Black, Grade 4	62	26	10	1
Black, Grade 8	41	43	15	#
American Indian/Alaska Native, Grade 4	**	**	**	**
American Indian/Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	15	24	35	26
Asian/Pacific Islander, Grade 8	14	29	44	12
Hispanic, Grade 4	54	28	15	3
Hispanic, Grade 8	41	38	19	1
White, Grade 4	25	28	33	15
White, Grade 8	22	39	33	5
Eligible for National School Lunch, Grade 4	54	28	14	3
Eligible for National School Lunch, Grade 8	43	37	18	1
Not Eligible for National School Lunch, Grade 4	22	26	34	18
Not Eligible for National School Lunch, Grade 8	18	37	37	8
Students with Disabilities, Grade 4	71	17	10	1
Students with Disabilities, Grade 8	67	24	9	#
English Learners, Grade 4	70	21	7	1
English Learners, Grade 8	77	21	2	#
Male, Grade 4	44	26	21	9
Male, Grade 8	36	35	25	4
Female, Grade 4	39	29	22	9
Female, Grade 8	30	39	27	4

**Reporting standards were not met.

Equals less than 1% and rounds to zero.

**Mathematics, Disaggregated by Student Group
2022 NAEP Test Results for grades four and eight**

Student Group and Grade Level	Percent below NAEP Basic Achievement Level	Percent at NAEP Basic Achievement Level	Percent at NAEP Proficient Achievement Level	Percent at NAEP Advanced Achievement Level
Black, Grade 4	51	33	14	2
Black, Grade 8	62	31	5	1
American Indian/Alaska Native, Grade 4	**	**	**	**
American Indian/Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	11	26	36	27
Asian/Pacific Islander, Grade 8	13	29	31	27
Hispanic, Grade 4	44	39	15	2
Hispanic, Grade 8	56	32	10	1
White, Grade 4	16	37	36	11
White, Grade 8	29	37	21	13
Eligible for National School Lunch, Grade 4	45	38	15	1
Eligible for National School Lunch, Grade 8	58	30	9	2
Not Eligible for National School Lunch, Grade 4	14	34	35	17
Not Eligible for National School Lunch, Grade 8	23	36	25	16
Students with Disabilities, Grade 4	61	26	9	4
Students with Disabilities, Grade 8	78	16	4	2
English Learners, Grade 4	56	34	9	1
English Learners, Grade 8	82	15	2	1
Male, Grade 4	30	35	25	9
Male, Grade 8	44	32	16	8
Female, Grade 4	36	39	20	5
Female, Grade 8	45	33	15	7

**Reporting standards were not met.

Equals less than 1% and rounds to zero.

**Reading and Mathematics, Students with Disabilities and/or English Language Learners
2022 NAEP Test Results for grades four and eight**

Subject and Grade Level	State Participation Rate Students with Disabilities and/or English Language Learners	National Participation Rate Students with Disabilities and/or English Language Learners	State Participation Rate Students with Disabilities	National Participation Rate Students with Disabilities	State Participation Rate English Language Learners	National Participation Rate English Language Learners
Reading 2022, Grade 4	93%	93%	84%	91%	96%	95%
Reading 2022, Grade 8	91%	92%	86%	91%	91%	93%
Mathematics 2022, Grade 4	94%	93%	87%	91%	96%	95%
Mathematics 2022, Grade 8	92%	93%	89%	92%	94%	94%