



California Assessment of Student Performance and Progress (CAASPP)

Student Results

Smarter Balanced Summative Assessments

November 2017

SMARTER BALANCED SUMMATIVE ASSESSMENTS

The Smarter Balanced Summative Assessments are comprehensive end of year assessments that measure progress toward college and career readiness in English-Language Arts /Literacy (ELA) and mathematics. Each test is composed of two parts: (1) a computer adaptive test, and (2) a performance task. The computer adaptive test includes a range of item types such as selected response, constructed response, table, and fill-in graphing. The performance task (PT) are extended activities that measure a student’s ability to integrate knowledge and skills across multiple standards – a key component of college and career readiness.

Students in grades 3 – 8 and 11 take the Smarter Balanced Summative Assessments. All students at the designated grade levels are required to participate with the following exceptions:

- Students who participate in the alternate assessments.
- For ELA only – English Learners who are in their first 12 months of attending a school in the United States.

The Summative Assessments are aligned with the California Standards, which were adopted by the State Board of Education in 2010.

Students will receive an Overall Scale Score for each content area. The Overall Scale Score ranges from 2,000 to 3,000 for each content area, and is aligned with a corresponding achievement level. There are four achievement levels: Standard Not Met, Standard Nearly Met, Standard Met, and Standard Exceeded.

Students also receive Claim Scores for each Claim. There are four claims in ELA: Reading, Writing, Listening, and Research; there are three claims in math: Concepts and Procedures, Problem Solving and Modeling & Data Analysis, and Communicating Reasoning. Claim Scores have three achievement levels: Above Standard, At or Near Standard, and Below Standard.

DISTRICT, COUNTY, AND STATE COMPARISONS

For the Woodland Joint Unified School District, Yolo County, and the State of California, the 2017 testing year brought slight increases or declines in the number of students at the Meets or Exceeds Standard level when compared to the 2016 testing year. When looking at 3 year growth however, from 2015 to 2017, students in Woodland Joint Unified made 3.6 percentage point gains in ELA and 3.8 percentage point gains in math. Table 1 shows that overall in Yolo County, students grew by 3% in ELA and 2.5% in math. At the state level, the number of students at the Meets or Exceeds Standards level improved by 4.6% in ELA and 3.6% in math.

Table 1. District, County, and State Overall Performance

	2015		2016		2017	
% Met or Exceeded Standard	English Language Arts/Literacy (ELA)	Math	English Language Arts/Literacy (ELA)	Math	English Language Arts/Literacy (ELA)	Math
State of California	44%	34%	48% (↑4%)	37% (↑3%)	48.6% (↑0.6%)	37.6% (↑0.6%)
Yolo	45%	36%	49% (↑4%)	39% (↑3%)	48.0% (↓1.0%)	38.5% (↓0.5%)
WJUSD	35%	24%	40% (↑5%)	27% (↑3%)	38.6% (↓1.4%)	27.8% (↑0.8%)

In WJUSD in 2017, the number of students at the Meets or Exceeds Standards level are 10 percentage points below the state overall in ELA and 9.8 percentage points below in Math .

PERFORMANCE BY STUDENT GROUP

Figures 1 and 2 show performance by four major student groups: Economically Disadvantaged, English Learner, Special Education, and Migrant students. In ELA, students who are Economically Disadvantaged have similar performance in WJUSD as in Yolo County Overall, with 31.2% Meeting or Exceeding Standard in 2016. The percent of Migrant students at the Meets or Exceeds Standard level is significantly higher in WJUSD than in Yolo County and the State of California, for both ELA and math.

Figure 1. Percent Met or Exceeded in ELA by Student Group, District, County, and State

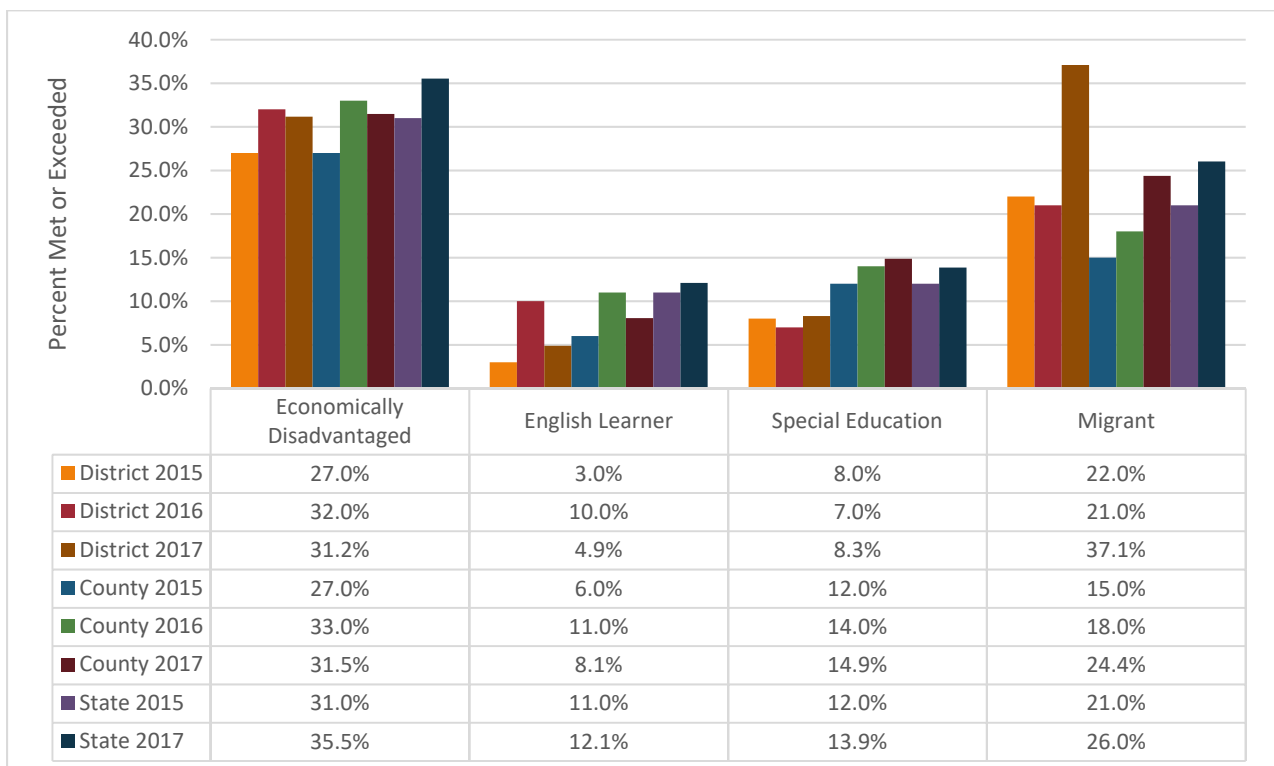
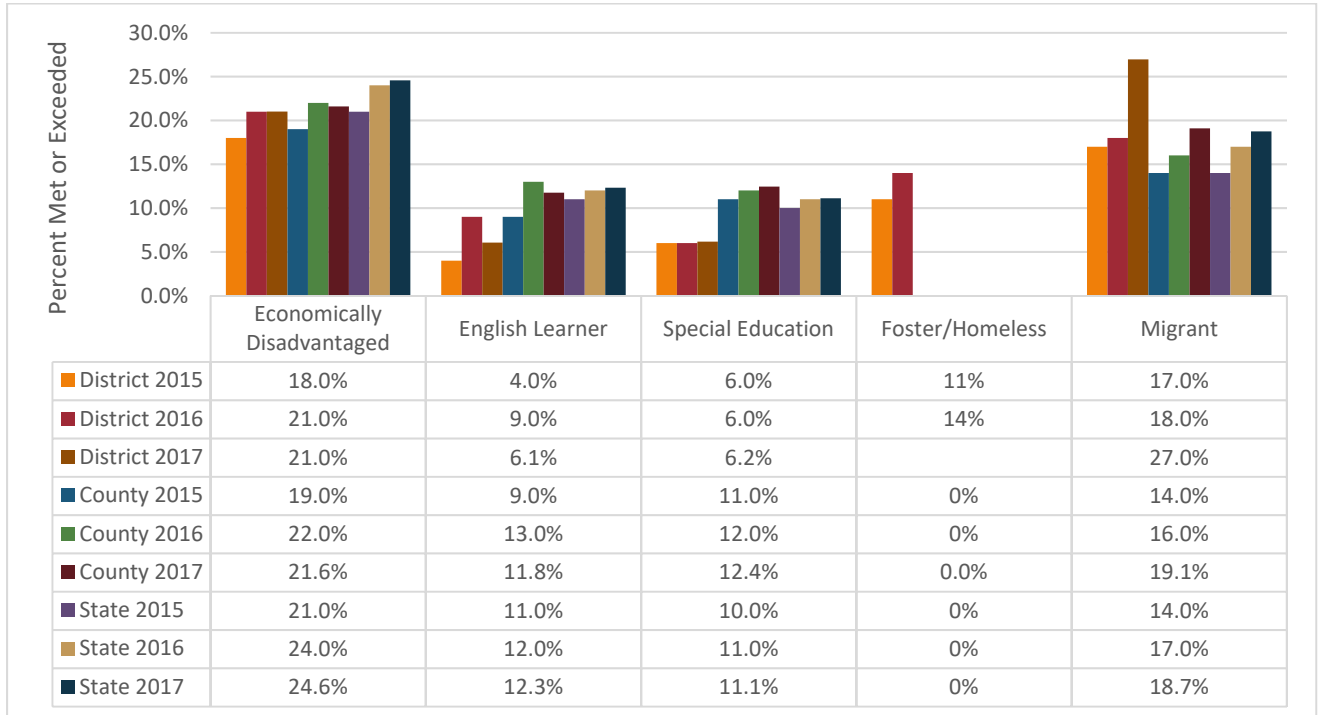


Figure 2. Percent Met or Exceeded in Math by Student Group, District, County, and State



Figures 3 and 4 show student performance by ethnic group, at the district, county, and state levels, in ELA and Math, respectively. In WJUSD, more Hispanic students score at the Meets or Exceeds Standard level in 2017 in LA, with a growth of 6.9%. In Math, Hispanic students in WJUSD score slightly above the County.

Figure 3. Percent Met or Exceeded in ELA by Ethnic Group, District, County, and State

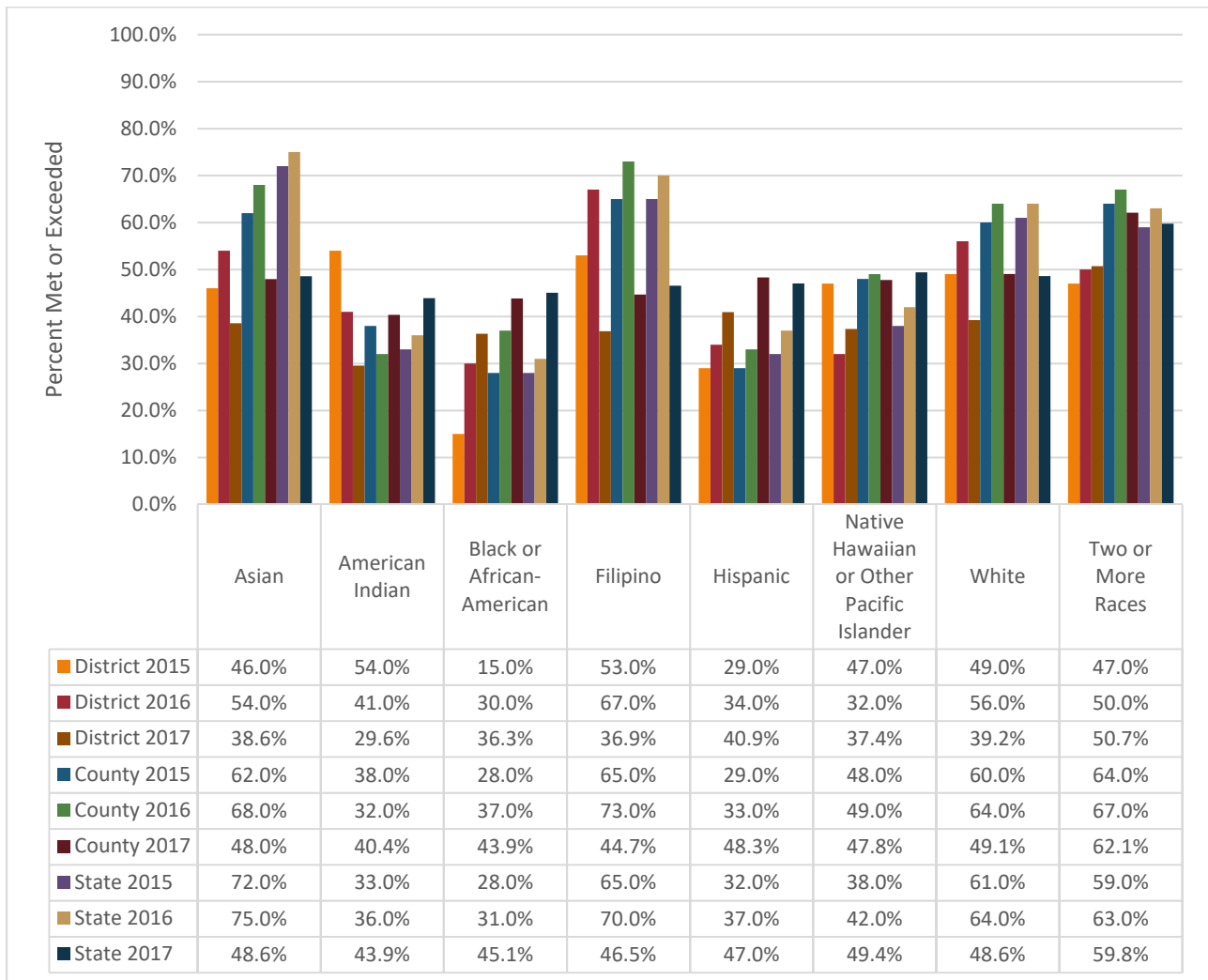
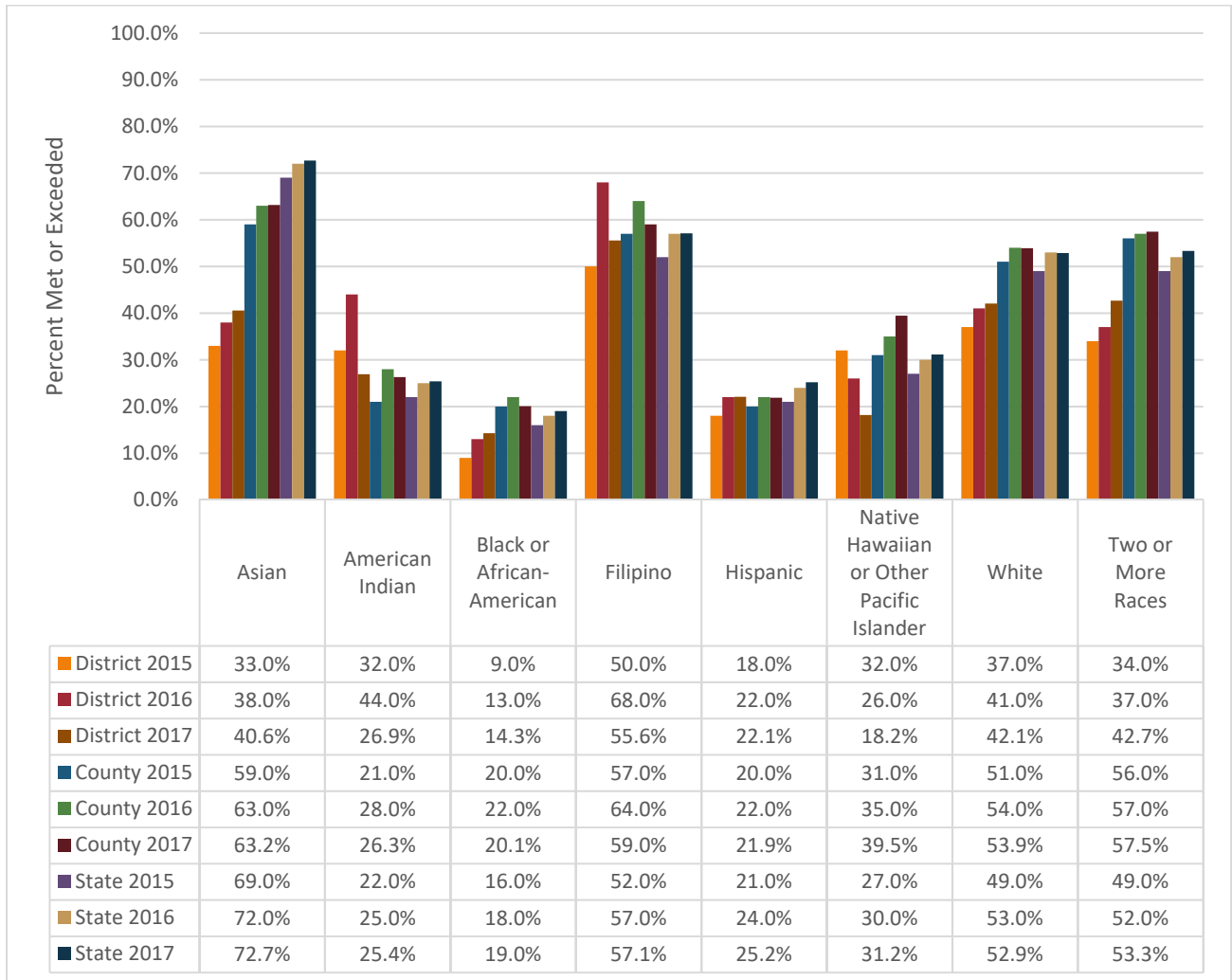


Figure 4. Percent Met or Exceeded by Ethnic Group in Math, District, County, and State



PERFORMANCE BY GRADE

Figures 5 and 6 show performance by grade level for district, county, and state, in ELA and math, respectively. In WJUSD, the number of students at the Meets or Exceeds Standard level declined for all grade levels in ELA except for 4th and 8th. In math, the number of students at the Meets or Exceeds Standard level declined for all grade levels except for 4th and 8th grade.

Figure 5. Percent Met or Exceeded by Grade in ELA, District, County, and State

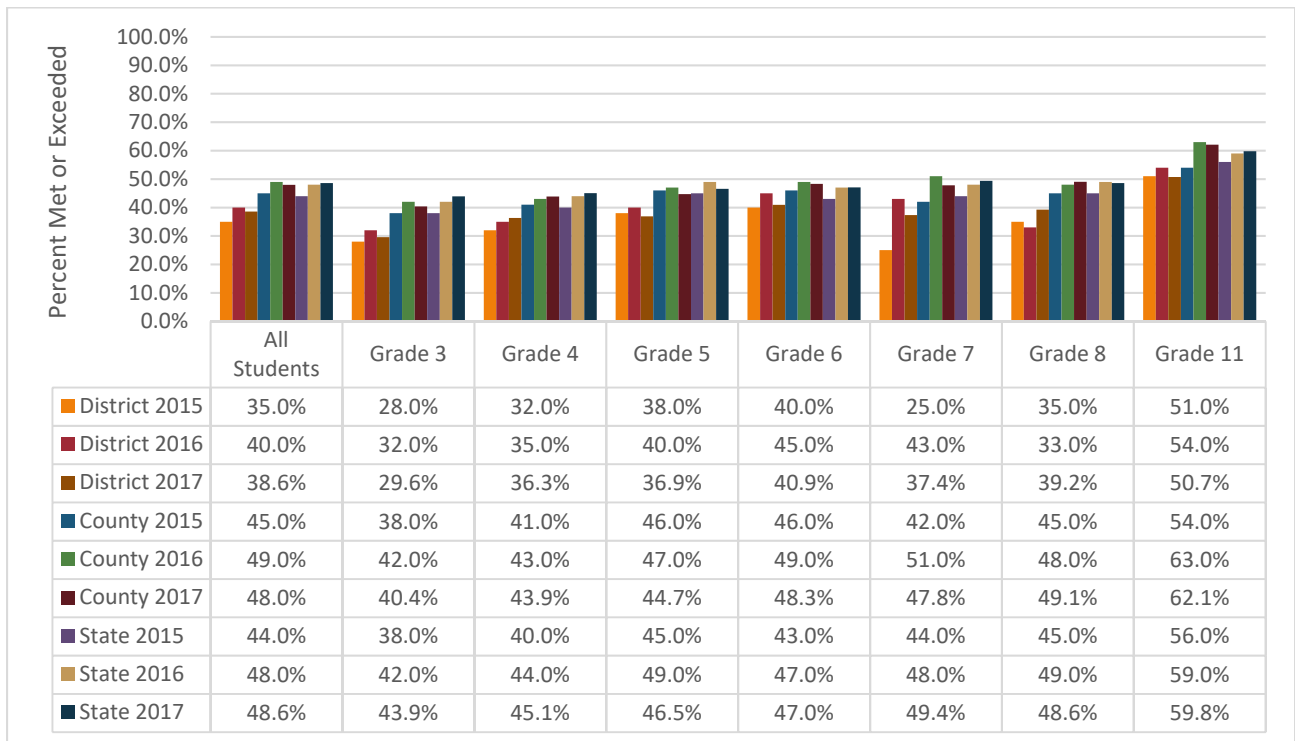
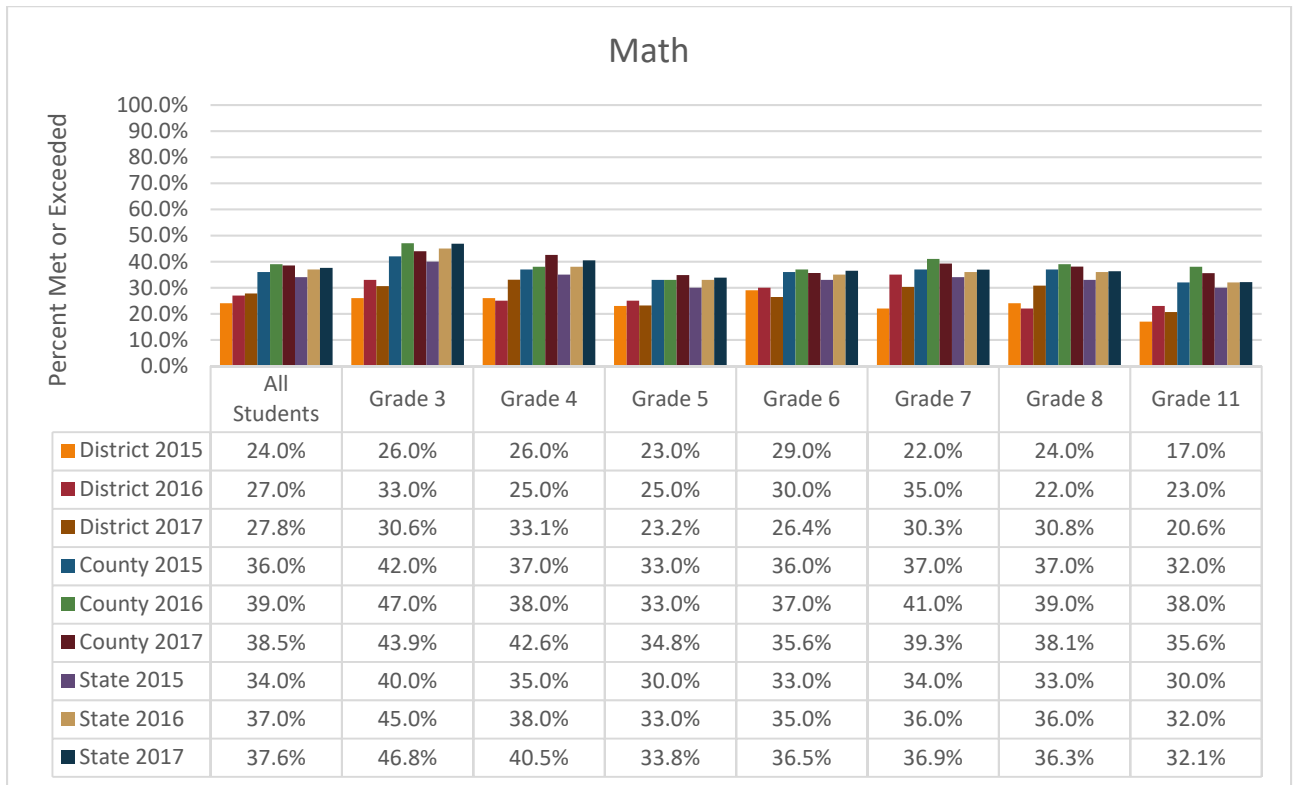


Figure 6. Percent Met or Exceeded by Grade in Math, District, County, and State



RESULTS FOR ALL PERFORMANCE LEVELS

Figures 7 and 8 show the results for ELA and math, respectively, by performance levels, for each grade level tested. As shown, there are four performance levels: (1) Standard Not Met, (2) Standard Nearly Met, (3) Standard Met, and (4) Standard Exceeded. In ELA, the grade level with the most students at levels 1 and 2 is 3rd grade. In math, the grade level with the most students at levels 1 and 2 is 11th grade.

Figure 7. ELA/Literacy, % at each performance level, 2017

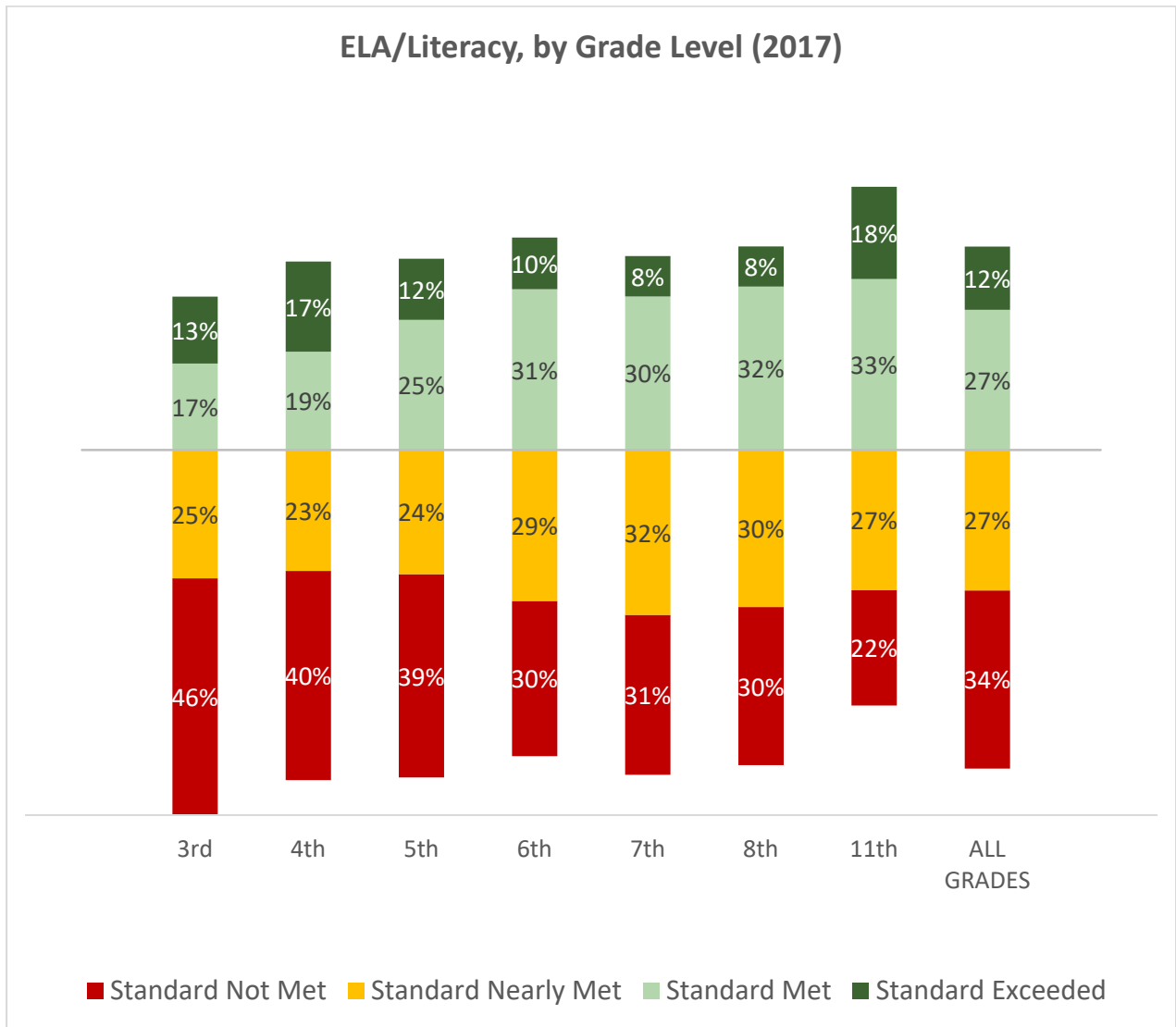
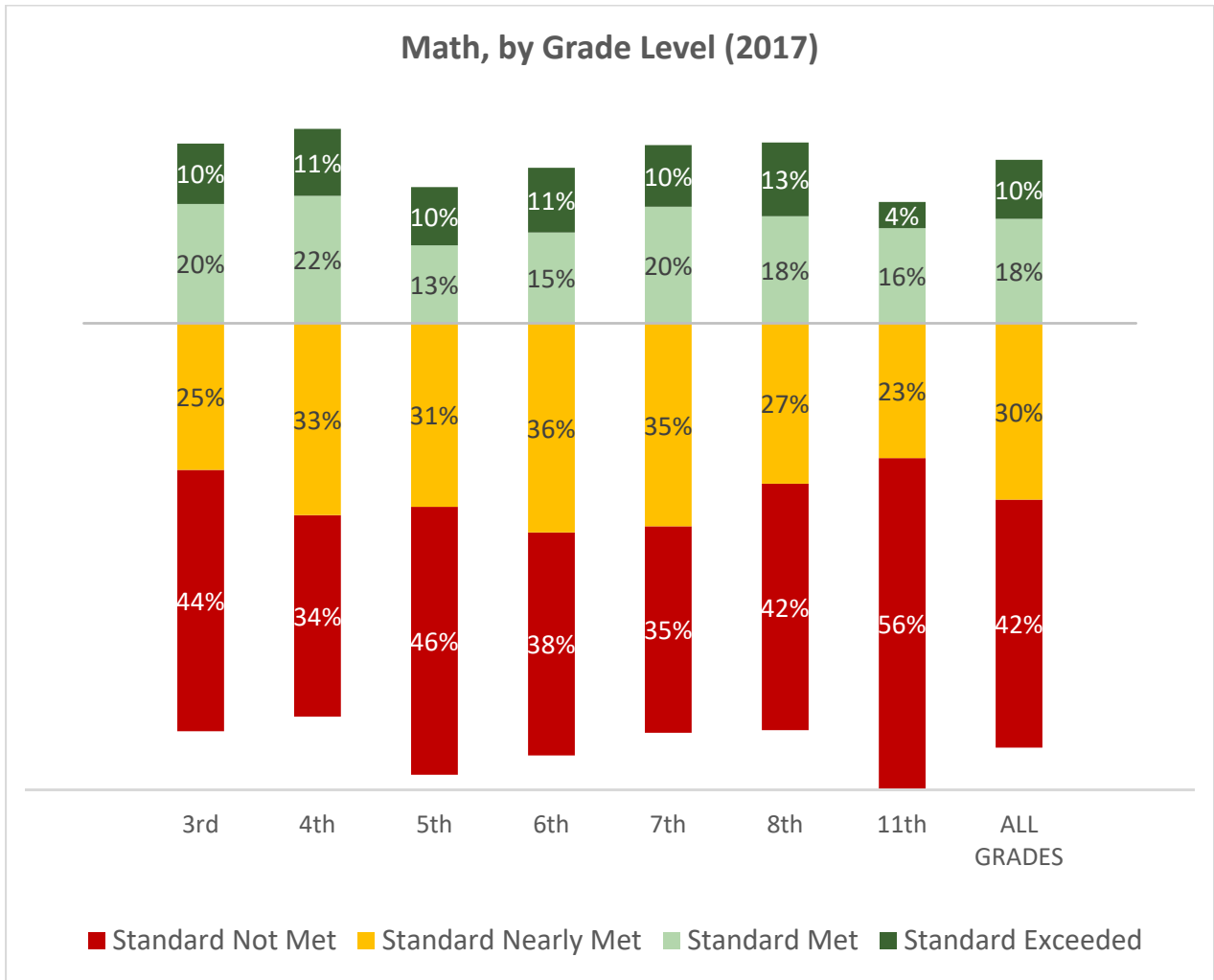


Figure 8. Math, % at each performance level, 2017



ACHIEVEMENT GAP IN WJUSD

The data show an achievement gap in WJUSD which mirrors the achievement gap at the state level. To illustrate the gap in ELA, Figure 9 shows the percentage of students at Meets or Exceeds Standard for each student group in blue. The red bar shows the distance, or gap, between the performance of that group and the performance of All Students.

Figure 9. Achievement gap in ELA, 2017

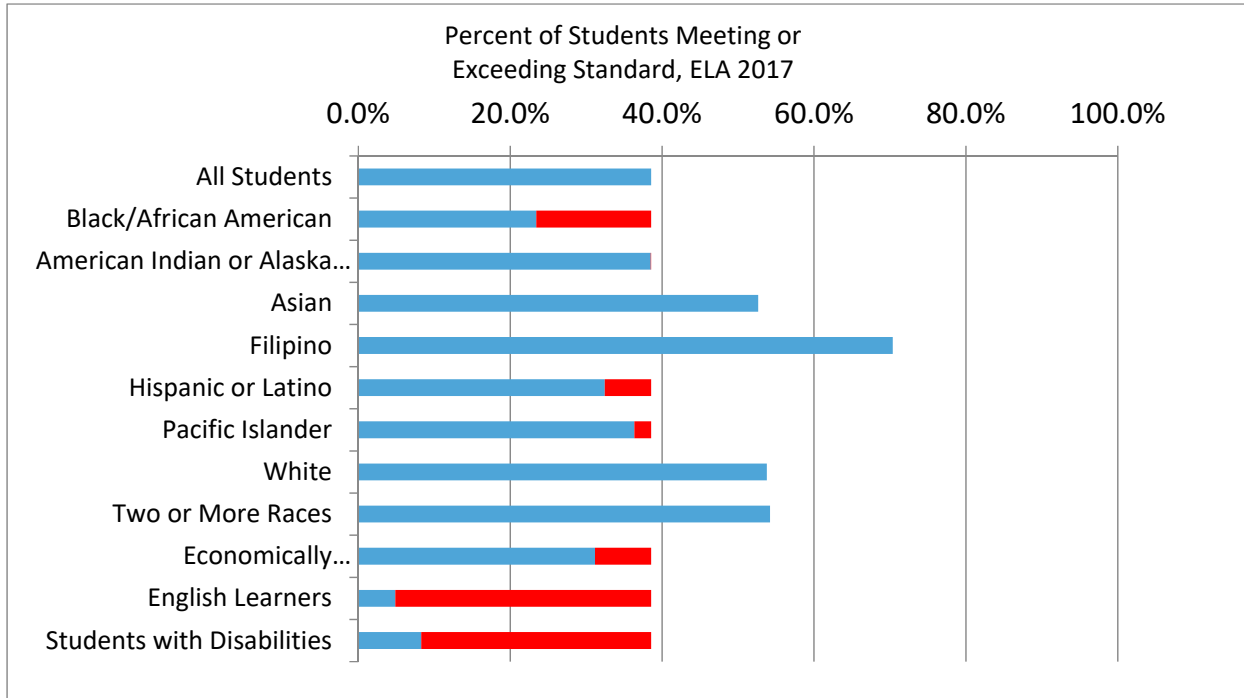
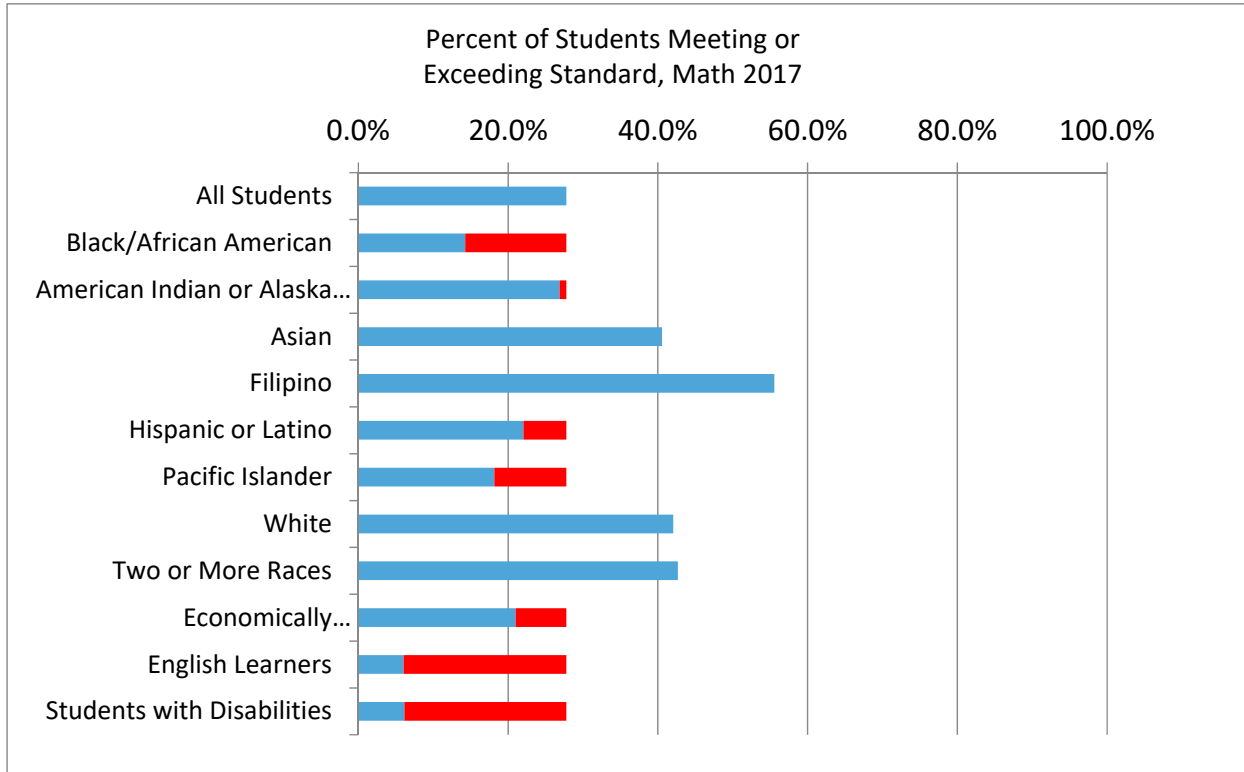


Figure 10. Achievement gap in math, 2017



PERCENT CHANGE IN GAP, 2014-15 TO 2016-17

From 2014-15 to 2016-17, the achievement gap has decreased for some student groups, and increased for others. Figure 10 shows the percent change in the achievement gap over three years. The green bars represent groups which had a decrease in the achievement gap, and the red bar shows groups which had an increase in the achievement gap. The achievement gap declined for Black/African American students, Asian students, Filipino students, White students, Two or More Races, and Economically Disadvantaged students. The gap increased for American Indian or Alaska Native students, Pacific Islander students, English Learners, and Students with Disabilities.

Figure 11

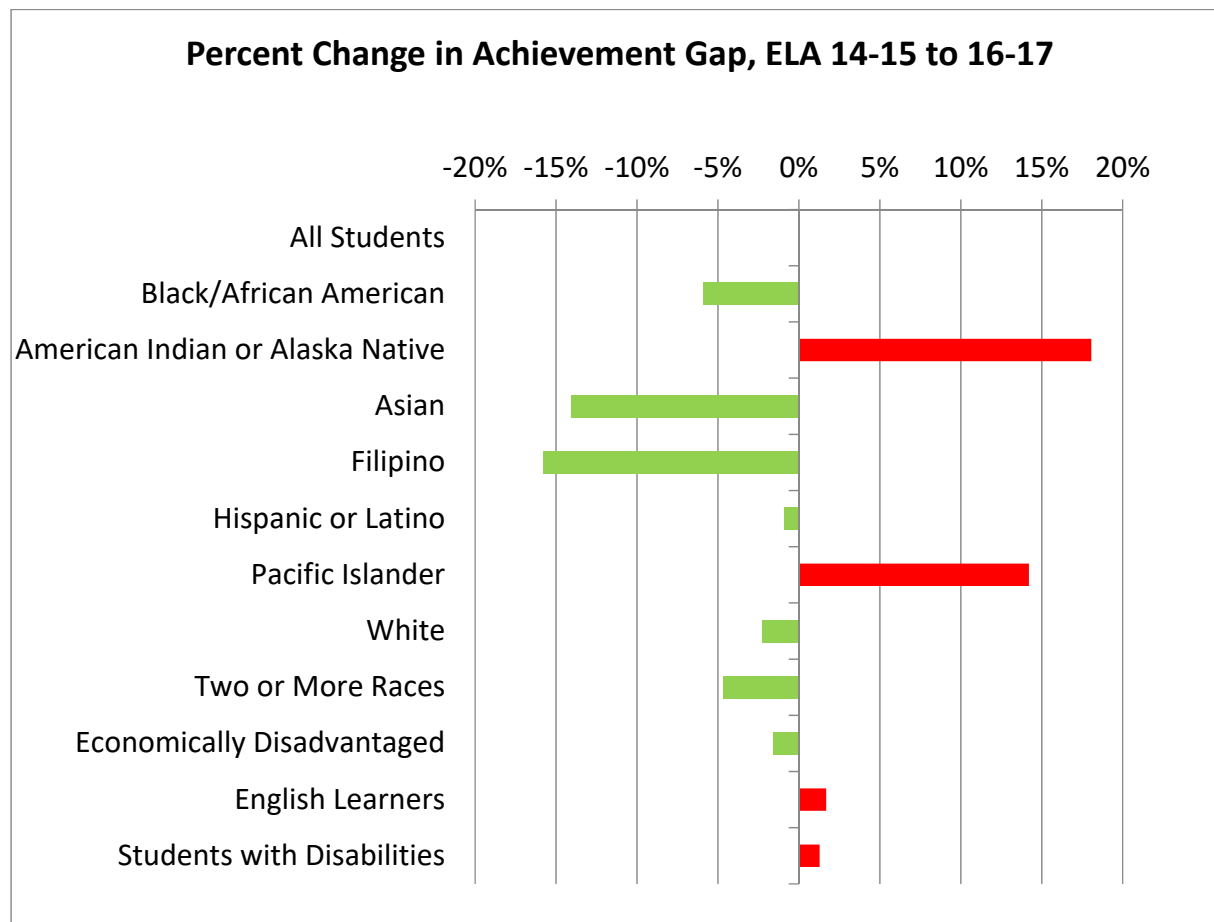
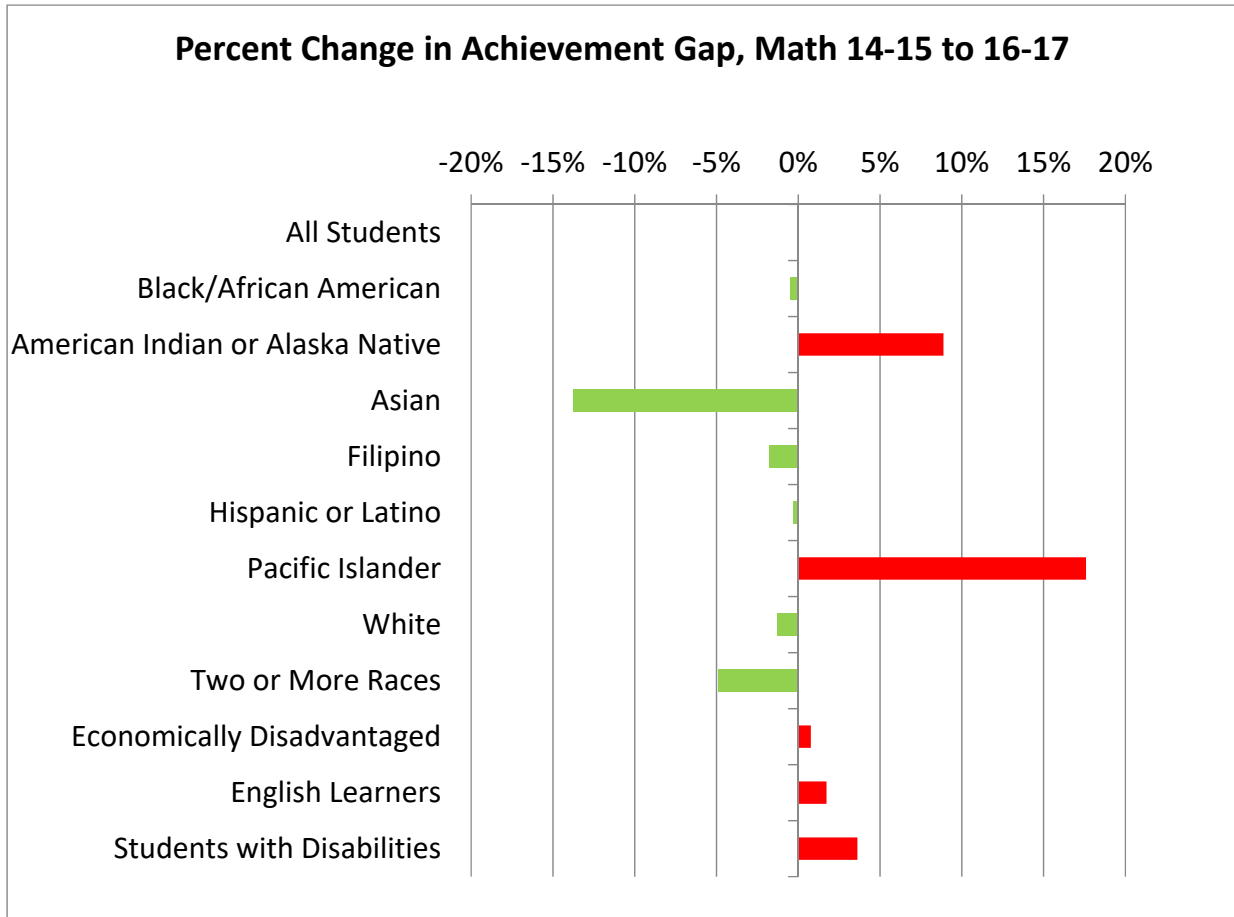


Figure 12 shows the percent change in the achievement gap from year to year for math. Six student groups improved relative to all students, thus decreasing the gap: Black or African American students, Asian students, Filipino students, Hispanic or Latino students, White students, and Two or More Races students. The gap increased for five student groups: American Indian or Alaska Native students, Pacific Islander students, Economically Disadvantaged students, English Learners, and Students with Disabilities.

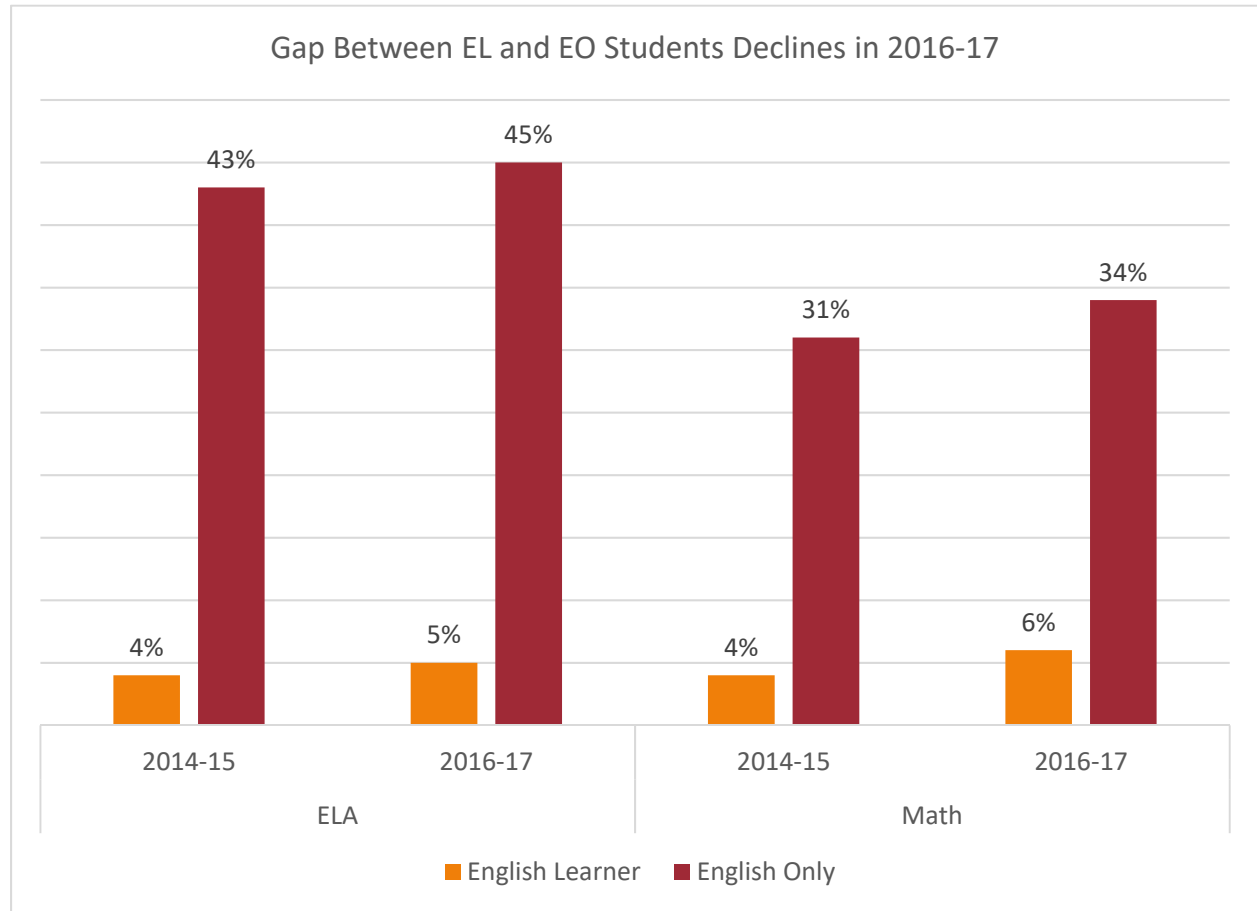
Figure 12



GAP BETWEEN ENGLISH LEARNERS (EL) AND ENGLISH ONLY (EO) STUDENTS

The achievement gap in WJUSD between English Learner and English Only students increased by 1% in ELA and 1% in math, from 2014-15 to 2016-17.

Figure 13. Gap between English Learner and English Only



CAASPP RESULTS FOR ELEMENTARY SCHOOLS – 3 YEAR CHANGE

BEAMER ELEMENTARY

Table 2 shows student performance on the CAASPP assessments at Beamer. The 2016-17 results show that overall, the number of Beamer students scoring at the Meets or Exceeds Standard level increased by 0.8% in ELA and 3.5% in math. Gains were seen for Economically Disadvantaged and English Learner students in both ELA and Math.

Table 2. Student Performance at Beamer Elementary

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	35%	36%	35.8%	0.8%	21%	25%	24.5%	3.5%
Grade 3	28%	37%	21.4%	-6.6%	15%	39%	18.0%	3.0%
Grade 4	42%	24%	29.6%	-12.4%	30%	11%	25.9%	-4.1%
Grade 5	36%	47%	39.3%	3.3%	19%	30%	27.7%	8.7%
Grade 6	34%	39%	56.2%	22.2%	19%	23%	27.4%	8.4%
Economically Disadvantaged	27%	29%	29.2%	2.2%	15%	20%	18.0%	3.0%
English Learner	4%	7%	6.5%	2.5%	4%	10%	4.7%	0.7%
Special Education	5%	4%	8.0%	3.0%	5%	0%	4.0%	-1.0%
Foster/Homeless	36%	31%			9%	23%		
Hispanic	30%	31%	31.1%	1.1%	18%	21%	19.5%	1.5%
White	81%	79%	77.8%	-3.2%	57%	61%	66.7%	9.7%

DINGLE ELEMENTARY

At Dingle Elementary, CAASPP Assessment results from 2016-17 show progress made for Special Education students in both ELA and math. Gains were seen for almost every group of students in the area of math.

Table 3. Student Performance at Dingle Elementary

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	26%	23%	25.3%	-0.7%	13%	17%	18.1%	5.1%
Grade 3	28%	28%	34.2%	6.2%	22%	28%	29.3%	7.3%
Grade 4	23%	22%	23.4%	0.4%	12%	16%	23.4%	11.4%
Grade 5	27%	24%	22.2%	-4.8%	7%	12%	11.1%	4.1%
Grade 6	28%	20%	22.5%	-5.5%	14%	13%	10.2%	-3.8%
Economically Disadvantaged	21%	18%	20.7%	-0.3%	11%	14%	15.2%	4.2%
English Learner	6%	10%	4.4%	-1.6%	6%	9%	10.1%	4.1%
Special Education	3%	4%	5.3%	2.3%	0%	4%	5.3%	5.3%
Foster/Homeless	28%	21%			7%	18%		
Migrant	25%	*	0.0%	-25.0%	0%	*	0.0%	0.0%
Hispanic	23%	22%	23.3%	0.3%	11%	16%	17.8%	6.8%
White	42%	31%	36.0%	-6.0%	18%	25%	20.0%	2.0%

FREEMAN ELEMENTARY

At Freeman Elementary, the number of students at the Meets or Exceeds Standard level in ELA improved by 206% from 2014-15 to 2016-17. 4th grade saw double-digit growth in ELA. Student groups who improved over three years in ELA are Economically Disadvantaged students, English Learner students, Foster/Homeless students, and Hispanic students.

Table 4. Student Performance at Freeman Elementary

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	29%	36%	31.6%	2.6%	27%	28%	27.1%	0.1%
Grade 3	18%	33%	27.0%	9.0%	24%	34%	33.3%	9.3%
Grade 4	29%	32%	40.3%	11.3%	40%	29%	33.3%	-6.7%
Grade 5	36%	31%	33.3%	-2.7%	23%	21%	17.5%	-5.5%
Grade 6	32%	48%	25.8%	-6.2%	22%	27%	24.2%	2.2%
Economically Disadvantaged	27%	35%	29.4%	2.4%	25%	27%	25.3%	0.3%
English Learner	3%	18%	5.5%	2.5%	13%	19%	5.5%	-7.5%
Special Education	0%	0%	2.9%	2.9%	4%	0%	5.7%	1.7%
Foster/Homeless	34%	41%			27%	23%		
Hispanic	29%	35%	33.0%	4.0%	26%	28%	29.1%	3.1%
White	27%	36%	18.8%	-8.2%	22%	19%	9.4%	-12.6%

GIBSON ELEMENTARY

Overall, the number of students scoring at the Meets or Exceeds Standard level at Gibson declined by 0.7% in ELA and increased by 1% in math, from 2014-15 to 2016-17. Economically Disadvantaged and English Learner students improved slightly in math.

Table 5. Student Performance at Gibson Elementary

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	30%	32%	29.3%	-0.7%	18%	19%	19.0%	1.0%
Grade 3	20%	26%	20.0%	0.0%	23%	31%	18.8%	-4.2%
Grade 4	34%	27%	29.3%	-4.7%	16%	13%	32.5%	16.5%
Grade 5	30%	39%	19.8%	-10.2%	14%	16%	11.4%	-2.6%
Grade 6	41%	37%	46.9%	5.9%	20%	17%	13.6%	-6.4%
Economically Disadvantaged	24%	25%	21.2%	-2.8%	13%	13%	13.3%	0.3%
English Learner	4%	8%	1.6%	-2.4%	2%	6%	3.3%	1.3%
Special Education	13%	8%	6.9%	-6.1%	10%	5%	3.3%	-6.7%
Foster/Homeless	18%	25%			18%	18%		
Asian	*	31%	14.3%	*	*	31%	23.1%	*
Hispanic	28%	27%	24.0%	-4.0%	15%	14%	13.5%	-1.5%
White	34%	40%	42.4%	8.4%	23%	24%	28.2%	5.2%

PLAINFIELD ELEMENTARY

Overall, the number of students at Plainfield scoring at the Meets or Exceeds Standard level declined by 1.6% in ELA and by 7.6% in math. Special Education students improved by 1.7% in ELA and 6.7% in Math.

Table 6. Student performance at Plainfield Elementary

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	42%	51%	40.4%	-1.6%	40%	41%	32.4%	-7.6%
Grade 3	41%	35%	28.9%	-12.1%	57%	33%	36.5%	-20.5%
Grade 4	33%	56%	33.9%	0.9%	22%	53%	16.1%	-5.9%
Grade 5	40%	51%	44.1%	4.1%	32%	41%	40.3%	8.3%
Grade 6	51%	59%	54.9%	3.9%	45%	38%	36.5%	-8.5%
Economically Disadvantaged	27%	31%	17.4%	-9.6%	22%	20%	12.5%	-9.5%
English Learner	4%	8%	0.0%	-4.0%	0%	5%	0.0%	0.0%
Special Education	15%	10%	16.7%	1.7%	10%	10%	16.7%	6.7%
Foster/Homeless	21%	60%			7%	30%		
Hispanic	26%	40%	19.8%	-6.2%	20%	21%	19.4%	-0.6%
White	54%	62%	56.9%	2.9%	55%	59%	44.0%	-11.0%

RAMON TAFOYA ELEMENTARY

Overall, the number of students scoring at the Meets or Exceeds Standard level at Tafoya improved by 2.6% in ELA and .6% in math. Several grade levels saw significant growth. Student groups improving from year to year in ELA are: Economically Disadvantaged students, English Learner students, Asian students, Hispanic students, and White students. Student groups improving from year to year in math are: Economically Disadvantaged students, English Learner students, Hispanic students, and White students.

Table 7. Student performance at Tafoya Elementary

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	34%	41%	36.6%	2.6%	29%	30%	29.6%	0.6%
Grade 3	30%	40%	36.6%	6.6%	34%	41%	35.3%	1.3%
Grade 4	20%	33%	41.1%	21.1%	18%	25%	37.9%	19.9%
Grade 5	44%	35%	30.5%	-13.5%	23%	20%	18.0%	-5.0%
Grade 6	40%	55%	39.7%	-0.3%	37%	38%	28.9%	-8.1%
Economically Disadvantaged	27%	33%	30.3%	3.3%	22%	23%	22.4%	0.4%
English Learner	2%	11%	8.0%	6.0%	3%	11%	7.1%	4.1%
Special Education	5%	5%	9.2%	4.2%	8%	2%	1.5%	-6.5%
Foster/Homeless	12%	20%			7%	7%		
Asian	43%	59%	44.6%	1.6%	43%	40%	35.7%	-7.3%
Hispanic	28%	34%	30.8%	2.8%	22%	24%	23.0%	1.0%
White	47%	61%	56.5%	9.5%	41%	44%	50.7%	9.7%

RHODA MAXWELL ELEMENTARY

Overall, the number of students scoring at the Meets or Exceeds Standard level declined by 4.9% in ELA and by 3.9% in math.

Table 8. Student performance at Maxwell Elementary

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	32%	40%	27.1%	-4.9%	21%	23%	17.1%	-3.9%
Grade 3	31%	32%	21.4%	-9.6%	24%	24%	30.4%	6.4%
Grade 4	31%	34%	25.5%	-5.5%	22%	19%	11.8%	-10.2%
Grade 5	40%	39%	27.5%	-12.5%	22%	29%	12.5%	-9.5%
Grade 6	29%	55%	32.8%	3.8%	16%	23%	15.6%	-0.4%
Economically Disadvantaged	29%	37%	25.6%	-3.4%	17%	20%	13.9%	-3.1%
English Learner	11%	21%	9.1%	-1.9%	6%	10%	9.1%	3.1%
Special Education	11%	6%	5.3%	-5.7%	7%	3%	5.3%	-1.7%
Foster/Homeless	21%	32%			16%	16%		
Hispanic	29%	38%	23.0%	-6.0%	17%	21%	14.2%	-2.8%
White	49%	53%	41.5%	-7.5%	45%	38%	28.3%	-16.7%

SCIENCE AND TECHNOLOGY ACADEMY (SCI TECH)

Overall, the number of Sci Tech students scoring at the Meets or Exceeds Standard level declined in ELA by 1.4% but improved in math by 9.1%. 3rd and 6th grade saw double-digit improvements in math. Grade 6 improved by double-digits in both ELA and math.

Table 9. Student performance at Sci Tech

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	47%	39%	45.6%	-1.4%	38%	40%	47.1%	9.1%
Grade 3	35%	30%	43.2%	8.2%	39%	49%	57.9%	18.9%
Grade 4	50%	30%	42.6%	-7.4%	47%	22%	53.2%	6.2%
Grade 5	68%	50%	40.0%	-28.0%	28%	45%	30.0%	2.0%
Grade 6	47%	58%	60.0%	13.0%	37%	54%	51.4%	14.4%
Economically Disadvantaged	29%	22%	27.3%	-1.7%	27%	23%	26.0%	-1.0%
English Learner	0%	0%	0.0%	0.0%	8%	13%	21.4%	13.4%
Special Education	*	13%	13.0%	*	*	27%	25.0%	*
Foster/Homeless	11%	0%			22%	20%		
Hispanic	27%	28%	33.3%	6.3%	29%	33%	38.5%	9.5%
White	61%	48%	57.3%	-3.7%	46%	45%	55.4%	9.4%

T.L. WHITEHEAD ELEMENTARY

Overall, the number of Whitehead students at the Meets or Exceeds Standards level improved by 0.4% for ELA and 3.3% for math. Student groups who improved over three years in ELA are: Economically Disadvantaged students, English Learner students, Special Education, and Asian students. Student groups who improved in math are: English Learners, Special Education students, Asian students, Hispanic students, and White students.

Table 10. Student performance at Whitehead Elementary

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	40%	45%	40.4%	0.4%	28%	29%	31.3%	3.3%
Grade 3	41%	39%	31.3%	-9.7%	31%	35%	26.6%	-4.4%
Grade 4	38%	41%	45.8%	7.8%	18%	21%	34.7%	16.7%
Grade 5	33%	57%	37.5%	4.5%	23%	23%	30.4%	7.4%
Grade 6	50%	39%	49.1%	-0.9%	41%	38%	34.6%	-6.4%
Economically Disadvantaged	36%	41%	38.5%	2.5%	26%	25%	26.0%	0.0%
English Learner	5%	15%	5.2%	0.2%	7%	10%	8.5%	1.5%
Special Education	17%	14%	17.7%	0.7%	0%	5%	11.8%	11.8%
Foster/Homeless	20%	26%			20%	13%		
Asian	47%	53%	52.9%	5.9%	35%	45%	58.8%	23.8%
Hispanic	38%	41%	35.9%	-2.1%	23%	24%	23.2%	0.2%
White	54%	64%	53.3%	-0.7%	54%	57%	60.0%	6.0%

WOODLAND PRAIRIE ELEMENTARY

Overall, the number of Prairie students at the Meets or Exceeds Standard level improved in ELA by 5.2% and in math by 3%. Student groups that improved in both ELA and math are: Economically Disadvantaged students, English Learner students, Migrant students, Asian students, and Hispanic students.

Table 11. Student performance at Prairie Elementary

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	26%	28%	31.2%	5.2%	19%	18%	22.0%	3.0%
Grade 3	9%	10%	20.5%	11.5%	12%	12%	19.3%	7.3%
Grade 4	28%	36%	23.7%	-4.3%	27%	25%	27.7%	0.7%
Grade 5	22%	28%	49.5%	27.5%	13%	11%	24.2%	11.2%
Grade 6	46%	39%	30.7%	-15.3%	23%	23%	16.5%	-6.5%
Economically Disadvantaged	24%	28%	30.5%	6.5%	17%	18%	20.6%	3.6%
English Learner	2%	13%	8.0%	6.0%	3%	9%	9.6%	6.6%
Special Education	14%	6%	6.9%	-7.1%	14%	3%	0.0%	-14.0%
Foster/Homeless	9%	12%			3%	8%		
Migrant	17%	7%	38.9%	21.9%	17%	11%	22.2%	5.2%
Asian	39%	48%	48.2%	9.2%	20%	24%	37.0%	17.0%
Hispanic	22%	26%	28.3%	6.3%	16%	18%	19.9%	3.9%
White	52%	43%	44.8%	-7.2%	45%	23%	33.3%	-11.7%

ZAMORA ELEMENTARY

Overall, the number of Zamora students at the Meets or Exceeds Standard level improved by 7.5% in ELA and 6.6% in math, from 2014-15 to 2016-17. Student groups that improved in both ELA and math are: Economically Disadvantaged students, Hispanic students, and White students.

Table 12. Student performance at Zamora Elementary

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	48%	55%	55.5%	7.5%	43%	48%	49.6%	6.6%
Grade 3	39%	47%	50.0%	11.0%	28%	43%	52.8%	24.8%
Grade 4	41%	61%	67.7%	26.7%	46%	47%	64.7%	18.7%
Grade 5	70%	51%	62.5%	-7.5%	62%	45%	38.9%	-23.1%
Grade 6	50%	62%	42.5%	-7.5%	43%	59%	44.3%	1.3%
Economically Disadvantaged	31%	38%	43.9%	12.9%	30%	30%	33.6%	3.6%
English Learner	4%	10%	0.0%	-4.0%	7%	13%	0.0%	-7.0%
Special Education	15%	0%	13.5%	-1.5%	15%	4%	13.5%	-1.5%
Foster/Homeless	26%	36%			29%	39%		
Hispanic	38%	43%	47.5%	9.5%	34%	37%	42.8%	8.8%
White	55%	65%	59.8%	4.8%	51%	57%	55.9%	4.9%

CAASPP RESULTS FOR SECONDARY SCHOOLS – 3 YEAR CHANGE

DOUGLASS MIDDLE

Overall, the number of Douglass students at the Meets or Exceeds Standard level improved by 14.6% for ELA and 12.6% for math, from 2014-15 to 2016-17. All student groups saw improvements from year to year in both ELA and math, except for Black or African-American students who declined in math.

Table 13. Student performance at Douglass Middle

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	29%	41%	43.6%	14.6%	22%	30%	34.6%	12.6%
Grade 7	26%	48%	42.5%	16.5%	20%	39%	37.2%	17.2%
Grade 8	33%	35%	44.8%	11.8%	23%	23%	31.7%	8.7%
Economically Disadvantaged	21%	33%	35.7%	14.7%	16%	24%	29.3%	13.3%
English Learner	0%	4%	1.3%	1.3%	2%	3%	4.9%	2.9%
Special Education	2%	3%	6.5%	4.5%	3%	5%	5.2%	2.2%
Foster/Homeless	15%	23%			13%	17%		
Migrant	*	40%	0.0%	*	*	31%	0.0%	*
Asian	40%	55%	66.0%	26.0%	25%	36%	48.0%	23.0%
Black or African-American	0%	15%	30.8%	30.8%	9%	0%	7.7%	-1.3%
Hispanic	24%	33%	66.0%	42.0%	18%	26%	28.1%	10.1%
White	42%	60%	63.8%	21.8%	29%	42%	50.3%	21.3%
Two or More Races	50%	53%	62.5%	12.5%	43%	29%	56.3%	13.3%

LEE MIDDLE

Overall, the number of Lee students at the Meets or Exceeds Standard level improved by 0.2% in ELA and 0.1% in math. Economically Disadvantaged students improved by 3.6% in ELA and 4% in Math.

Table 14. Student performance at Lee Middle

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	31%	33%	31.2%	0.2%	25%	26%	25.1%	0.1%
Grade 7	24%	36%	30.1%	6.1%	25%	29%	20.5%	-4.5%
Grade 8	37%	30%	32.4%	-4.6%	25%	23%	30.1%	5.1%
Economically Disadvantaged	21%	27%	24.6%	3.6%	16%	19%	20.0%	4.0%
English Learner	0%	2%	0.0%	0.0%	1%	5%	0.0%	-1.0%
Special Education	11%	8%	3.0%	-8.0%	4%	11%	6.2%	2.2%
Foster/Homeless	18%	35%			21%	10%		
Migrant	*	27%	0.0%	*	*	*	0.0%	*
Asian	39%	46%	37.5%	-1.5%	35%	43%	53.3%	18.3%
Hispanic	24%	27%	27.7%	3.7%	19%	19%	19.8%	0.8%
White	47%	50%	42.9%	-4.1%	39%	42%	40.3%	1.3%
Two or More Races	*	42%	45.5%	*	*	42%	0.0%	*

CACHE CREEK HIGH SCHOOL

Overall, the number of Cache Creek students at the Meets or Exceeds Standard level improved in ELA, from 2014-15 to 2016-17. Student groups who improved in ELA are: Economically Disadvantaged students and Hispanic students.

Table 15. Student performance at Cache Creek High

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	5%	4%	6.8%	1.8%	0%	0%	0.0%	0.0%
Grade 11	5%	4%	6.8%	1.8%	0%	0%	0.0%	0.0%
Economically Disadvantaged	2%	3%	4.6%	2.6%	0%	0%	0.0%	0.0%
English Learner	0%	0%	0.0%	0.0%	0%	0%	0.0%	0.0%
Foster/Homeless	0%	0%			60%	0%		
Hispanic	2%	4%	4.8%	2.8%	0%	0%	0.0%	0.0%
White	18%	6%	0.0%	-18.0%	0%	0%	0.0%	0.0%

PIONEER HIGH SCHOOL

At Pioneer, the number of 11th graders at Meets or Exceeds Standard declined by 1.9% in ELA and improved by 4.4% in Math. The number of Special Education students at Meets or Exceeds Standard improved by 8.8% in ELA and 5.3% in Math.

Table 16. Student performance at Pioneer High

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	61%	70%	59.1%	-1.9%	21%	35%	25.4%	4.4%
Grade 11	61%	70%	59.1%	-1.9%	21%	35%	25.4%	4.4%
Economically Disadvantaged	56%	63%	52.4%	-3.6%	16%	29%	21.6%	5.6%
English Learner	11%	18%	3.7%	-7.3%	0%	12%	0.0%	0.0%
Special Education	7%	17%	15.8%	8.8%	0%	17%	5.3%	5.3%
Foster/Homeless	13%	18%			0%	10%		
Asian	67%	78%	71.9%	4.9%	42%	61%	34.4%	-7.6%
Hispanic	55%	63%	52.9%	-2.1%	14%	25%	18.1%	4.1%
White	70%	81%	68.7%	-1.3%	32%	47%	37.4%	5.4%

WOODLAND SENIOR HIGH SCHOOL

Overall, the number of Woodland High students scoring at the Meets or Exceeds Standard level improved by 3.3% in ELA and 5.5% in math. Student groups that saw growth in ELA are: Economically Disadvantaged students, Special Education students, and Hispanic students. Student groups that saw growth in math are: Socioeconomically Disadvantaged students and Hispanic students.

% Meets or Exceeds Standard	ELA/Literacy				Math			
	2015	2016	2017	3 Yr Change	2015	2016	2017	3 Yr Change
All Students	49%	45%	52.3%	3.3%	15%	14%	20.5%	5.5%
Grade 11	49%	45%	52.3%	3.3%	15%	14%	20.5%	5.5%
Economically Disadvantaged	43%	41%	47.0%	4.0%	11%	9%	14.2%	3.2%
English Learner	4%	6%	0.0%	-4.0%	0%	0%	0.0%	0.0%
Special Education	0%	20%	47.0%	47.0%	0%	3%	0.0%	0.0%
Foster/Homeless	12%	5%			2%	2%		
Hispanic	44%	43%	50.3%	6.3%	10%	12%	17.7%	7.7%
White	59%	54%	58.3%	-0.7%	25%	20%	17.7%	-7.3%

CLAIMS SCORES FOR ELA/LITERACY

There are four claims for English Language Arts/Literacy. The claims are reported with three different performance levels: Below Standard, At/Near Standard, and Above Standard.

READING: DEMONSTRATING UNDERSTANDING OF LITERARY AND NON-FICTION TEXTS

The first claim is Reading. Students who score at the Above Standard level demonstrate a thorough ability to read closely and analytically to comprehend a range of literary and informational texts of high complexity.

In Woodland overall, the number of students scoring at Above Standard on the claim of Reading improved by 2.3%, from 2014-15 to 2016-17.

Table 17. Scores for ELA/Literacy Claim 1

ELA/Literacy Claim 1	Reading (% above standard)			
	2015	2016	2017	3 Yr Change
Beamer	15%	16%	15.6%	0.6%
Dingle	11%	10%	11.0%	0.0%
Freeman	9%	12%	12.0%	3.0%
Gibson	9%	12%	9.1%	0.1%
Maxwell	8%	15%	10.4%	2.4%
Plainfield	21%	18%	19.7%	-1.3%
Sci Tech	23%	15%	21.3%	-1.7%
Tafoya	16%	17%	14.4%	-1.6%
Whitehead	11%	12%	15.3%	4.3%
Prairie	6%	8%	12.2%	6.2%
Zamora	19%	25%	28.5%	9.5%
DMS	10%	17%	17.2%	7.2%
LMS	15%	13%	11.0%	-4.0%
PHS	28%	33%	31.2%	3.2%
WHS	23%	17%	23.1%	0.1%
CCHS	4%	3%	4.1%	0.1%
WJUSD	14%	16%	16.3%	2.3%
Yolo County	21%	23%	24.3%	3.3%
California	20%	22%	24.0%	4.0%

WRITING: PRODUCING CLEAR AND PURPOSEFUL WRITING

The second claim is for Writing. Students who score at Above Standard in Writing, are able to demonstrate a thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.

In Woodland overall, the number of students scoring at the Above Standard level in Writing improved by 3.3% from 2014-15 to 2016-17.

Table 18. Scores for ELA/Literacy Claim 2

ELA/Literacy Claim 2	Writing (% above standard)			
	2015	2016	2017	3 Yr Change
Beamer	14%	14%	15.9%	3.3%
Dingle	7%	9%	9.9%	2.9%
Freeman	8%	11%	11.6%	3.6%
Gibson	11%	12%	12.1%	1.1%
Maxwell	10%	14%	12.0%	2.0%
Plainfield	23%	22%	17.4%	-5.6%
Sci Tech	19%	25%	27.8%	8.8%
Tafoya	12%	17%	12.1%	0.1%
Whitehead	13%	15%	13.0%	0.0%
Prairie	9%	9%	11.9%	2.9%
Zamora	22%	30%	31.8%	9.8%
DMS	14%	19%	21.7%	7.7%
LMS	10%	13%	9.7%	-0.3%
PHS	27%	44%	35.3%	8.3%
WHS	17%	23%	24.6%	7.6%
CCHS	4%	0%	0.0%	-4.0%
WJUSD	14%	18%	17.3%	3.3%
Yolo County	22%	26%	25.6%	3.6%
California	22%	26%	26.7%	4.7%

LISTENING: DEMONSTRATING EFFECTIVE COMMUNICATION SKILLS

The third claim is for Listening. Students who score at the Above Standard level in Listening are able to demonstrate thorough ability to critically interpret and use information delivered orally.

In Woodland overall, the number of students scoring at Above Standard level in Listening improved by 1.8% from 2014-15 to 2016-17. Listening is the lowest-scoring of all of the claims in overall scores.

Table 19. Scores for ELA/Literacy Claim 3

ELA/Literacy Claim 3	Listening (% above standard)			
	2015	2016	2017	3 Yr Change
Beamer	9%	16%	10.7%	1.7%
Dingle	7%	9%	8.8%	1.8%
Freeman	9%	9%	11.2%	2.2%
Gibson	10%	10%	6.8%	-3.2%
Maxwell	6%	9%	6.8%	0.8%
Plainfield	15%	16%	15.1%	0.1%
Sci Tech	17%	18%	17.2%	0.2%
Tafoya	9%	13%	11.3%	2.3%
Whitehead	11%	10%	12.6%	1.6%
Prairie	7%	10%	10.3%	3.3%
Zamora	14%	17%	21.5%	7.5%
DMS	7%	13%	11.4%	4.4%
LMS	9%	7%	7.4%	-1.6%
PHS	15%	21%	19.0%	4.0%
WHS	14%	14%	16.4%	2.4%
CCHS	4%	4%	4.1%	0.1%
WJUSD	10%	12%	11.8%	1.8%
Yolo County	15%	18%	18.2%	3.2%
California	14%	17%	17.1%	3.1%

RESEARCH/INQUIRY: INVESTIGATING, ANALYZING, AND PRESENTING INFORMATION

The fourth ELA claim is Research/Inquiry. Students who score at the Above Standard level are able to demonstrate a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.

In Woodland overall, the number of students scoring at the Above Standard level improved by 2.5% from 2014-15 to 2016-17.

Table 20. Scores for ELA/Literacy Claim 4

ELA/Literacy Claim 4	Research and Inquiry (% above standard)			
	2015	2016	2017	3 Yr Change
Beamer	16%	21%	17.4%	1.4%
Dingle	10%	10%	7.1%	-2.9%
Freeman	16%	18%	18.0%	2.0%
Gibson	12%	18%	13.7%	1.7%
Maxwell	14%	19%	9.6%	-4.4%
Plainfield	17%	26%	22.5%	5.5%
Sci Tech	21%	18%	25.4%	4.4%
Tafoya	19%	23%	19.3%	0.3%
Whitehead	17%	20%	14.4%	-2.6%
Prairie	11%	14%	16.9%	5.9%
Zamora	20%	32%	29.9%	9.9%
DMS	15%	19%	23.5%	8.5%
LMS	14%	12%	13.0%	-1.0%
PHS	34%	47%	36.8%	2.8%
WHS	26%	27%	24.6%	-1.4%
CCHS	4%	0%	1.4%	-2.6%
WJUSD	17%	21%	19.5%	2.5%
Yolo County	23%	27%	26.5%	3.5%
California	23%	27%	27.7%	4.7%

CLAIM SCORES FOR MATH

There are three claims for Mathematics. The claims are reported with three different performance levels: Below Standard, At/Near Standard, and Above Standard.

CONCEPTS AND PROCEDURES: APPLYING MATHEMATICAL CONCEPTS AND PROCEDURES

The first Math claim is Concepts and Procedures. Students who score at the Above Standard level in Concepts and Procedures are able to demonstrate a thorough ability to consistently explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

In Woodland overall, the number of students scoring at the Above Standard level improved by 3.9% from 2014-15 to 2016-17.

Table 21. Scores for Math Claim 1

Math Claim 1	Concepts and Procedures (% Above Standard)			
	2015	2016	2017	3 Yr Change
Beamer	10%	12%	13.8%	3.8%
Dingle	4%	8%	10.4%	6.4%
Freeman	14%	19%	17.1%	3.1%
Gibson	9%	10%	11.8%	2.8%
Maxwell	11%	11%	10.0%	-1.0%
Plainfield	18%	26%	22.5%	4.5%
Sci Tech	18%	26%	28.2%	10.2%
Tafoya	15%	16%	18.0%	3.0%
Whitehead	13%	16%	19.2%	6.2%
Prairie	9%	8%	11.4%	2.4%
Zamora	27%	33%	36.8%	9.8%
DMS	11%	17%	23.0%	12.0%
LMS	15%	13%	14.1%	-0.9%
PHS	11%	24%	11.6%	0.6%
WHS	9%	9%	8.5%	-0.5%
CCHS	0%	0%	0.0%	0.0%
WJUSD	13%	16%	16.9%	3.9%
Yolo County	23%	26%	25.6%	2.6%
California	21%	24%	25.4%	4.4%

PROBLEM SOLVING/MODELING AND DATA ANALYSIS: USING APPROPRIATE TOOLS AND STRATEGIES TO SOLVE REAL WORLD AND MATHEMATICAL PROBLEMS

The second Math claim is Problem Solving/Modeling and Data Analysis. Students who score at the Above Standard level in this claim are able to demonstrate a thorough ability to consistently solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student demonstrates the ability to consistently analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

In Woodland overall, the number of students scoring at Above Standard on this claim improved by 2.6% from 2014-15 to 2016-17.

Table 22. Scores for Math Claim 2

Math Claim 2	Problem Solving and Modeling & Data Analysis (% Above Standard)			
	2015	2016	2017	3 Yr Change
Beamer	8%	11%	11.0%	3.0%
Dingle	5%	4%	6.6%	1.6%
Freeman	8%	10%	10.8%	2.8%
Gibson	7%	6%	9.5%	2.5%
Maxwell	9%	9%	6.8%	-2.2%
Plainfield	17%	20%	15.8%	-1.2%
Sci Tech	15%	20%	15.9%	0.9%
Tafoya	10%	10%	11.3%	1.3%
Whitehead	8%	12%	12.5%	4.5%
Prairie	6%	5%	9.8%	3.8%
Zamora	18%	21%	24.3%	6.3%
DMS	9%	14%	15.8%	6.8%
LMS	9%	10%	8.1%	-0.9%
PHS	7%	16%	11.3%	4.3%
WHS	5%	5%	6.0%	1.0%
CCHS	0%	0%	0.0%	0.0%
WJUSD	9%	11%	11.6%	2.6%
Yolo County	19%	21%	20.4%	1.4%
California	17%	19%	19.8%	2.8%

COMMUNICATING REASONING: DEMONSTRATING ABILITY TO SUPPORT MATHEMATICAL CONCLUSIONS

The third claim for Math is Communicating Reasoning. Students who score at the Above Standard level for this claim are able to demonstrate the thorough ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

In Woodland overall, the number of students scoring at Above Standard on this claim improved by 4.7% from 2014-15 to 2016-17.

Table 23. Scores for Math Claim 3

Math Claim 3	Communicating Reasoning (% Above Standard)			
	2015	2016	2017	3 Yr Change
Beamer	7%	11%	11.0%	4.0%
Dingle	3%	7%	8.2%	5.2%
Freeman	9%	14%	9.6%	0.6%
Gibson	6%	7%	7.8%	1.8%
Maxwell	4%	9%	6.4%	2.4%
Plainfield	13%	20%	16.7%	3.7%
Sci Tech	16%	16%	24.7%	8.7%
Tafoya	12%	12%	13.6%	1.6%
Whitehead	7%	11%	10.7%	3.7%
Prairie	7%	7%	10.1%	3.1%
Zamora	18%	21%	25.4%	7.4%
DMS	8%	12%	16.2%	8.2%
LMS	9%	10%	11.1%	2.1%
PHS	9%	15%	12.2%	3.2%
WHS	4%	9%	10.3%	6.3%
CCHS	0%	0%	0.0%	0.0%
WJUSD	8%	11%	12.7%	4.7%
Yolo County	19%	21%	21.0%	2.0%
California	17%	19%	20.3%	3.3%

GLOSSARY OF TERMS

Achievement gap: the difference in performance between student groups

CAASPP: California Assessment of Student Performance and Progress

Claim: Statement about what students know and can do on the SBAC assessment; there are four claims in ELA and three claims in math

ELA: English Language Arts/Literacy

SBAC: Smarter Balanced Assessment Consortium