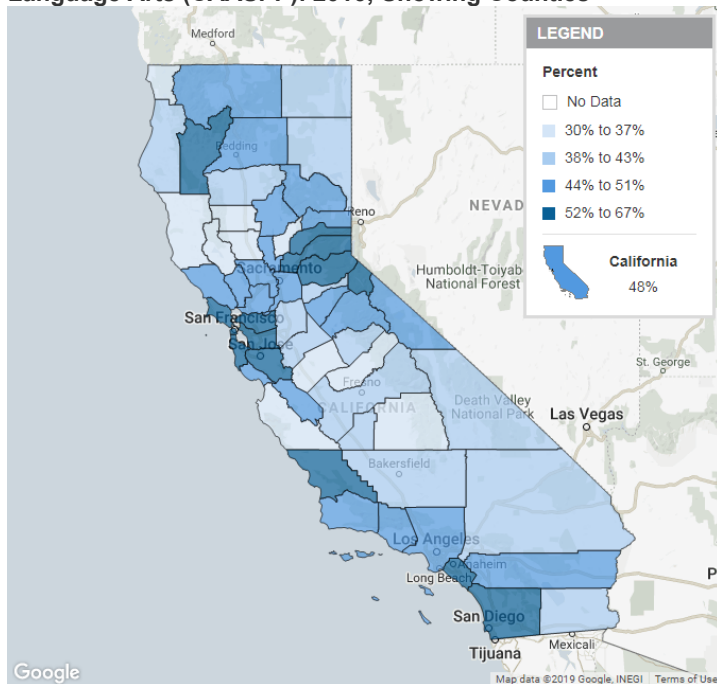


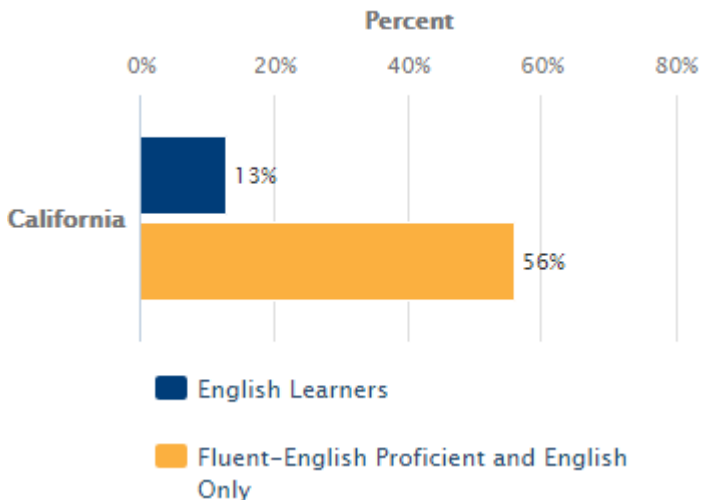
Reading Proficiency in California

Students Meeting or Exceeding Grade-Level Standard in English Language Arts (CAASPP): 2016; Showing Counties



Definition: Percentage of all public school students tested who completed the English Language Arts/Literacy (ELA) California Assessment of Student Performance and Progress (CAASPP) test with a score of Standard Met or Above (e.g., in 2016, 59% of grade 11 students in California scored at or above their grade-level standard).
Data Source: California Dept. of Education, CAASPP Test Results (Oct. 2016).

Students Meeting or Exceeding Grade-Level Standard in English Language Arts (CAASPP), by English Language Fluency: 2016



Definition: Percentage of all public school students tested who completed the English

What It Is

On kidsdata.org, reading proficiency is measured by the percentage of public school students meeting or exceeding their grade-level standard on the California Assessment of Student Performance and Progress (CAASPP) test in English Language Arts/Literacy (ELA).^{*} These data are available by grade level for counties and school districts, and, for counties only, by English fluency, race/ethnicity, and socioeconomic status.

Why This Topic Is Important

Students proficient in reading are more likely to be engaged in school, graduate from high school, and go to college (1). Students with limited reading abilities have a harder time keeping up across multiple subjects, including math and science, and those who fall behind in the early grades often stay behind (1, 2). Early intervention is critical for children who are struggling with reading (2). Limited reading skills can have effects into adulthood, too, as reading proficiency is associated with better employment and income prospects, and adults with limited reading abilities are likely to have children who struggle with reading (1).

State and national data consistently show achievement gaps in reading by race/ethnicity, income, and English Learner status. Some progress has been made in reducing the gaps, but large inequities remain (3).

How Children Are Faring

In 2016, 48% of public school students who took the California Assessment of Student Performance and Progress (CAASPP) met or exceeded their grade-level standard in English Language Arts/Literacy. At the county level, proficiency ranged from 30% (Lake) to 67% (Marin). Data also show variation by English fluency, race/ethnicity, and socioeconomic status. For example, 35% of socioeconomically disadvantaged students in California scored at or above their grade-level standard in 2016, compared with 69% of their non-disadvantaged peers. Among racial/ethnic groups, proficiency rates were 70% or higher among Asian American and Filipino students, and below 40% for African American/black, American Indian/Alaska Native, and Hispanic/Latino groups.

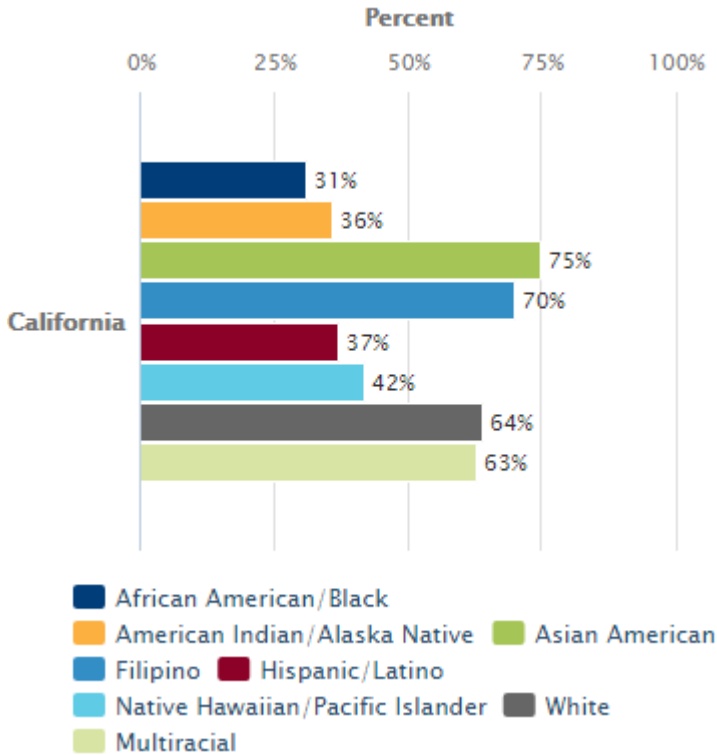
View references for this text and additional research on this topic:

<https://www.kidsdata.org/topic/25/reading-proficiency/summary>

Language Arts/Literacy (ELA) California Assessment of Student Performance and Progress (CAASPP) test with a score of Standard Met or Above, by fluency in English (e.g., in 2016, 13% of English Learner students in California scored at or above their grade-level standard).

Data Source: California Dept. of Education, [CAASPP Test Results](#) (Oct. 2016).

Students Meeting or Exceeding Grade-Level Standard in English Language Arts (CAASPP), by Race/Ethnicity: 2016



Definition: Percentage of all public school students tested who completed the English Language Arts/Literacy (ELA) California Assessment of Student Performance and Progress (CAASPP) test with a score of Standard Met or Above, by race/ethnicity (e.g., in 2016, 63% of multiracial students in California scored at or above their grade-level standard).

Data Source: California Dept. of Education, [CAASPP Test Results](#) (Oct. 2016).



More Data: www.kidsdata.org

Sign Up for Data Updates: www.kidsdata.org/signup

This PDF Was Generated On: 1/17/2019