



CAASPP RESULTS: SPRING 2016

Achievement Level Descriptors

English Language Arts

Grade	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1
Grades 3–8	The student has made progress and exceeded the grade standard in English language arts/literacy. The student appears ready for future coursework.	The student has made progress and met the grade standard in English language arts/literacy. The student appears ready for future coursework.	The student has nearly met the grade standard English language arts/literacy needed for likely success in future coursework. Please discuss with the student’s teacher(s) ways to help the student improve.	The student has not met the achievement grade standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework. Please discuss with the student’s teacher(s) ways to help the student improve.

Mathematics

Grade	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1
Grades 3–8	The student has made progress and exceeded the grade standard for mathematics. The student appears ready for future coursework.	The student has made progress and met the grade standard for mathematics. The student appears ready for future coursework.	The student nearly met the grade standard for mathematics needed for likely success in future coursework. Please discuss with the student’s teacher(s) ways to help the student improve.	The student did not meet the grade standard for mathematics needed for likely success in future coursework. Please discuss with the student’s teacher(s) ways to help the student improve.

HILLSBOROUGH CITY SCHOOL DISTRICT

Summary of CAASPP Scores Spring 2016: District

ENGLISH/LANGUAGE ARTS

Grade	% of students Levels 3+4 Meets & Exceeds	% of students Level 4 Standard Exceeded	% of students Level 3 Standard Met	% of students Level 2 Standard Nearly Met	% of students Level 1 Standard Not Met
3	83	63	20	13	3
4	86	69	17	10	4
5	92	66	26	5	2
6	83	52	31	15	2
7	86	49	37	10	4
8	83	45	38	12	5
overall	86	57	29	11	3

HILLSBOROUGH CITY SCHOOL DISTRICT

Summary of CAASPP Scores Spring 2016: District

MATHEMATICS

Grade	% of students Levels 3+4 Meets & Exceeds	% of students Level 4 Standard Exceeded	% of students Level 3 Standard Met	% of students Level 2 Standard Nearly Met	% of students Level 1 Standard Not Met
3	92	60	32	7	1
4	91	66	25	8	1
5	90	75	15	8	2
6	85	63	22	13	3
7	80	59	21	14	6
8	89	64	25	6	5
Over all	88	65	23	9	3

Comparison of CAASPP Scores Spring 2015 to Spring 2016

Percent of Students Scoring at Levels 3+4 Combined				
DISTRICT	ELA		Math	
grade	2014-15	2015-16	2014-15	2015-16
3	82	83	89	92
4	85	86	91	91
5	89	92	86	90
6	87	83	84	85
7	85	86	88	80
8	80	83	78	89

Area (Claim) Descriptors

English Language Arts/Literacy

Area	Above Standard	Near Standard	Below Standard
Reading	The student demonstrates a thorough ability to read closely and analytically to understand a range of literacy texts (e.g. stories, plays, and poems) and informational texts (e.g. articles and other writing covering disciplines like science and social studies) of high complexity.	The student demonstrates some ability to read closely and analytically to understand a range of literacy texts (e.g. stories, plays, and poems) and informational texts (e.g. articles and other writing covering disciplines like science and social studies) of moderate complexity.	The student does not demonstrate an ability to read closely and analytically to comprehend literary and informational texts of moderate complexity understand a range of literacy texts (e.g. stories, plays, and poems) and informational texts (e.g. articles and other writing covering disciplines like science and social studies) of moderate complexity.
Writing	The student demonstrates a thorough ability to produce compelling, well-supported writing for a diverse range of well-organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different purposes and audiences.	The student demonstrates some ability to produce effective and well-grounded writing for a range of well-organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different purposes and audiences.	The student does not demonstrate an ability to produce well-organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different effective and well-grounded writing for a range of purposes and audiences.
Listening	The student demonstrates a thorough ability to deliver information orally for a variety of uses, effective listening skills for a range of purposes and audiences, and to critically interpret and use information delivered orally.	The student demonstrates some ability to deliver information orally for a variety use effective listening skills for a range of purposes and audiences, and to accurately interpret and use information delivered orally.	The student does not demonstrate the ability to use effective listening skills.
Research/Inquiry	The student demonstrates a thorough ability to use engage in research and inquiry methods as a way to engage with a topic and then to investigate topics, and to analyze, integrate, and present information in a persuasive and sustained exploration of a topic.	The student demonstrates some ability to use engage in research and inquiry methods to explore a topic and to investigate topics, and to analyze, integrate, and present information.	The student does not demonstrate the ability to engage in research and inquiry methods to investigate topics, and to analyze, integrate, and present information.

ENGLISH LANGUAGE ARTS CLAIM AREAS

Reading: Demonstrating Understanding of Literary and Non-fictional Texts

PERCENT OF STUDENTS SCORING AT EACH CLAIMS LEVEL: HCSD							
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Over-all
Above Standard	54	56	63	46	58	53	55
Near Standard	39	38	30	43	33	38	37
Below Standard	7	6	7	11	9	8	8

ENGLISH LANGUAGE ARTS CLAIM AREAS

Writing: Producing Clear and Purposeful Writing

PERCENT OF STUDENTS SCORING AT EACH CLAIMS LEVEL: HCSD							
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Over-all
Above Standard	56	66	75	57	68	63	64
Near Standard	40	31	23	37	26	31	31
Below Standard	5	4	2	6	6	6	5

ENGLISH LANGUAGE ARTS CLAIM AREAS

Listening: Demonstrating Effective Communication Skills

PERCENT OF STUDENTS SCORING AT EACH CLAIMS LEVEL: HCSD							
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Over-all
Above Standard	46	45	57	36	38	37	43
Near Standard	53	53	40	61	57	60	54
Below Standard	1	2	2	3	4	2	3

ENGLISH LANGUAGE ARTS CLAIM AREAS

Research/Inquiry: Investigating, Analyzing, and Presenting Information

PERCENT OF STUDENTS SCORING AT EACH CLAIMS LEVEL							
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Over- all
Above Standard	51	58	74	62	64	53	61
Near Standard	44	37	24	36	31	42	36
Below Standard	5	4	1	2	4	5	4

Area (Claim) Descriptors

Mathematics

Area	Above Standard	Near Standard	Below Standard
Concepts and Procedures	The student demonstrates a thorough ability to consistently solve a variety of well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates a strong ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.	The student demonstrates some ability to solve well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates some ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.	The student does not yet demonstrate the ability to explain and apply mathematical concepts, or the ability to interpret and carry out mathematical procedures with ease and accuracy.
Problem Solving/Modeling and Data Analysis	The student demonstrates a thorough ability to consistently solve a variety of well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates a strong ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.	The student demonstrates some ability to solve well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates some ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.	The student does not yet demonstrate the ability to solve a variety of mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student does not yet demonstrate the ability to analyze real-world problems, or build and use mathematical models to interpret and solve problems.
Communicating Reasoning	The student demonstrates the thorough ability to clearly and precisely put together valid arguments to support his or her own mathematical thinking and to critique the reasoning of others.	The student demonstrates some ability to clearly and precisely put together valid arguments to support his or her own mathematical thinking and to critique the reasoning of others.	The student does not demonstrate the ability to clearly and precisely to put together valid arguments to support his or her own mathematical thinking or to critique the reasoning of others.

MATHEMATICS CLAIM AREAS

Concepts and Procedures: Applying Mathematical Concepts and Procedures

PERCENT OF STUDENTS SCORING AT EACH CLAIMS LEVEL							
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Over-all
Above Standard	75	77	82	67	64	76	74
Near Standard	22	20	13	28	27	18	22
Below Standard	3	2	4	5	8	5	5

MATHEMATICS CLAIM AREAS

Problem Solving and Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems

PERCENT OF STUDENTS SCORING AT EACH CLAIMS LEVEL							
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Over-all
Above Standard	66	68	75	64	66	67	68
Near Standard	30	30	23	30	29	28	28
Below Standard	3	2	2	6	6	5	4

MATHEMATICS CLAIM AREAS

Communicating Reasoning:

Demonstrating ability to support mathematical conclusions

PERCENT OF STUDENTS SCORING AT EACH CLAIMS LEVEL							
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Over- all
Above Standard	75	75	66	60	62	64	67
Near Standard	23	20	31	35	32	33	29
Below Standard	1	5	4	6	6	3	4

CST Science Spring 2016

Scores not available yet

GRADE	% Combined Advanced and Proficient
5 th grade	
8 th grade	

GRADE:	5	8
Students Tested		
% of Enrollment		
Mean Scale Score		
% Advanced		
% Proficient		
% Basic		
% Below Basic		
% Far Below Basic		

Spring 2016 CAASPP Comparison Chart

The Hillsborough City School District (HCSD) is compared in the charts below to the State of California and to the Counties of San Mateo and Santa Clara. In addition, HCSD is compared to a selection of school districts. These Districts are 1) similar in terms of demographics and funding, 2) geographically close, or 3) both. This is meant as a representative comparison.

- For the columns "Exceeded Plus Met" and "Standard Exceeded, the *highest* percentage is marked in bold and shaded green.
- For the column "Standard Not Met," the *lowest* percentage is marked in bold and shaded green.
- HCSD led in nineteen categories (eight ELA/Literacy and eleven Mathematics), the most of any entity compared here.
- Portola Valley Elementary School District led in the second-most categories, leading in eight categories (five ELA/Literacy and three Mathematics).
- Cupertino Union SD led in seven categories (two ELA/Literacy and five Mathematics).
- Las Lomas ESD led in five categories (three ELA/Literacy and two Mathematics).
- Menlo Park led in one ELA/Literacy category.

	Grade Three English Language Arts/Literacy					Grade Three Mathematics				
	Exceeded Plus Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Exceeded Plus Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
HCSD	83	63	20	13	3	92	60	32	7	1
California	43	22	21	25	32	46	18	28	26	29
San Mateo County	55	33	22	22	23	60	31	29	21	19
Santa Clara County	57	35	22	21	23	63	34	29	19	18
Burlingame Elem	80	51	29	10	10	85	48	37	9	6
Las Lomas ESD	91	72	19	5	4	91	71	20	6	3
Menlo Park City	78	56	22	14	8	84	58	26	11	5
Portola Valley ESD	82	74	8	12	6	88	68	20	6	6
San Carlos ESD	74	50	24	16	10	77	46	31	16	7
San Mateo-FC SD	60	36	24	21	19	62	34	28	22	16
Cupertino Union	79	58	21	12	8	85	60	25	10	5
Los Gatos ESD	75	49	26	19	7	83	48	35	13	5
Palo Alto Unified	76	53	23	15	9	83	55	28	10	7

	Grade Four English Language Arts/Literacy					Grade Four Mathematics				
	Exceeded	Standard	Standard	Standard	Standard	Exceeded	Standard	Standard	Standard	Standard
	Plus Met	Exceeded	Met	Nearly Met	Not Met	Plus Met	Exceeded	Met	Nearly Met	Not Met
HCSD	86	69	17	10	4	91	66	25	8	1
California	44	23	21	20	36	38	15	23	33	28
San Mateo County	56	34	22	18	27	54	28	26	26	20
Santa Clara County	58	37	21	17	25	56	31	25	26	18
Burlingame Elem	75	54	21	16	9	78	57	21	16	6
Las Lomas ESD	84	66	18	10	6	79	51	28	16	5
Menlo Park City	80	61	19	11	8	82	55	27	12	7
Portola Valley ESD	84	62	22	7	9	84	54	30	15	1
San Carlos ESD	78	53	25	12	11	72	39	33	17	11
San Mateo-FC SD	60	38	22	15	26	59	33	26	22	19
Cupertino Union	83	63	20	9	8	88	64	24	9	3
Los Gatos ESD	77	52	25	17	6	79	44	35	18	3
Palo Alto Unified	84	61	23	10	7	83	57	26	13	3

	Grade Five English Language Arts/Literacy					Grade Five Mathematics				
	Exceeded Plus Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Exceeded Plus Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
HCSD	92	66	26	5	2	90	75	15	8	2
California	49	21	28	21	31	33	17	16	28	39
San Mateo County	61	31	30	17	22	49	30	19	25	26
Santa Clara County	63	35	28	16	20	53	35	18	23	24
Burlingame Elem	79	50	29	11	9	74	54	20	16	10
Las Lomitas ESD	81	56	25	8	10	79	52	17	21	10
Menlo Park City	85	60	25	8	8	82	66	16	12	7
Portola Valley ESD	86	60	26	4	9	83	62	21	10	7
San Carlos ESD	75	40	35	14	10	67	38	29	22	10
San Mateo-FC SD	65	37	28	15	20	56	37	19	21	22
Cupertino Union	86	61	25	8	6	83	68	15	12	5
Los Gatos ESD	86	51	35	9	5	74	46	28	20	5
Palo Alto Unified	87	62	25	7	6	86	65	21	10	5

	Grade Six English Language Arts/Literacy					Grade Six Mathematics				
	Exceeded Plus Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Exceeded Plus Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
HCS D	83	52	31	15	2	85	63	22	13	3
California	48	17	31	26	26	35	17	18	30	35
San Mateo County	59	26	33	22	18	49	29	20	26	24
Santa Clara County	62	30	32	20	17	54	35	19	23	22
Burlingame Elem	83	51	32	11	6	75	56	19	17	8
Las Lomas ESD	83	45	38	10	6	72	51	21	23	5
Menlo Park City	81	43	38	14	5	79	58	21	15	7
Portola Valley ESD	87	58	29	8	4	72	58	14	21	7
San Carlos ESD	75	33	42	18	7	70	44	26	20	10
San Mateo-FC SD	63	31	32	20	17	55	33	22	23	22
Cupertino Union	88	54	34	7	5	87	70	17	8	4
Los Gatos ESD	82	42	40	12	6	73	52	21	18	9
Palo Alto Unified	85	53	32	10	5	83	66	17	11	6

	Grade Seven English Language Arts/Literacy					Grade Seven Mathematics				
	Exceeded Plus Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Exceeded Plus Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
HCS D	86	49	37	10	4	80	59	21	14	6
California	48	15	33	24	28	36	17	19	30	34
San Mateo County	60	24	36	21	20	51	29	22	24	24
Santa Clara County	63	28	35	19	18	56	36	20	22	22
Burlingame Elem	82	43	39	8	9	73	47	26	18	8
Las Lomas ESD	81	50	31	9	10	84	64	20	7	9
Menlo Park City	81	44	37	13	6	78	55	23	14	8
Portola Valley ESD	89	56	33	10	1	88	68	20	10	3
San Carlos ESD	77	39	38	12	11	79	55	24	11	9
San Mateo-FC SD	62	27	35	20	18	54	32	22	23	23
Cupertino Union	88	51	37	7	5	89	73	16	8	4
Los Gatos ESD	83	41	42	13	4	83	58	25	12	5
Palo Alto Unified	86	48	38	9	5	84	62	22	11	5

	Grade Eight English Language Arts/Literacy					Grade Eight Mathematics				
	Exceeded Plus Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Exceeded Plus Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
HCS D	83	45	38	12	5	89	64	25	6	5
California	48	14	34	27	25	36	19	17	25	39
San Mateo County	60	23	37	23	17	50	31	19	22	28
Santa Clara County	64	28	36	21	16	55	38	17	20	25
Burlingame Elem	84	48	36	12	4	72	52	20	17	11
Las Lomas ESD	89	49	40	9	2	85	66	19	10	5
Menlo Park City	88	50	38	8	4	83	66	17	10	7
Portola Valley ESD	76	48	28	15	10	87	62	25	8	5
San Carlos ESD	83	49	34	12	5	78	60	18	14	8
San Mateo-FC SD	62	24	38	21	17	51	30	21	24	26
Cupertino Union	86	50	36	9	4	87	72	15	8	6
Los Gatos ESD	82	41	41	12	6	77	55	22	16	6
Palo Alto Unified	82	49	33	11	8	85	70	15	7	8

Additional Resources

- **CAASPP Results:** <http://www.caaspp.cde.ca.gov/>
- **CAASPP Sample Student Reports:** <http://www.cde.ca.gov/ta/tg/ca/documents/caaspp16scorerpt.pdf>
- **Guide to Understanding CAASPP Student Reports:** <http://www.cde.ca.gov/ta/tg/ca/caasppsreports.asp>
- **VIDEO: Student Score Reports** <https://www.youtube.com/watch?v=PoxPJtFbBKE>
- **FAQs about Smarter Balanced Assessments:** <http://www.cde.ca.gov/ta/tg/sa/sbcommonqa.asp>
- **Scale Score Ranges for ELA and Math 2016:** <http://www.cde.ca.gov/ta/tg/ca/sbscalerange.asp>
- **Descriptions Of What the Achievement Levels Mean at Each Grade:**
<http://www.cde.ca.gov/ta/tg/ca/sbachievedescript.asp>
- **Descriptions Of What the Claim Achievement Levels Mean at Each Grade:**
<http://www.cde.ca.gov/ta/tg/ca/elaclaimdescript.asp>