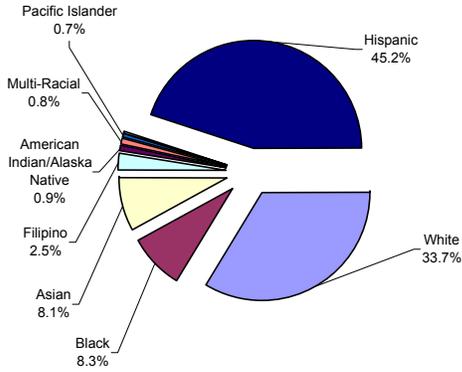


2002-2003 Enrollment

Students	6,244,403
Economically Disadvantaged	48.7%

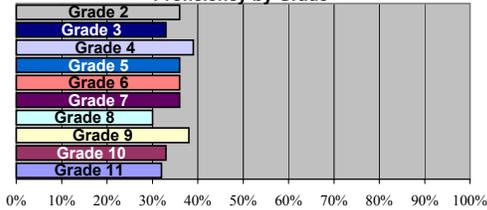
Enrollment by Race/Ethnicity



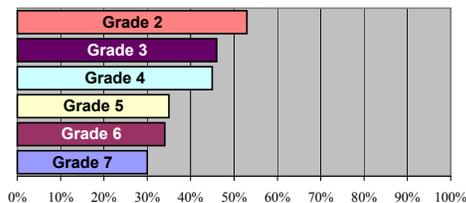
2002-2003 AYP Results

AYP Reading Proficiency	36.5%
AYP Math Proficiency	38.8%
AYP Reading Participation	97.8%
AYP Math Participation	97.8%

State Reading Assessments -- Proficiency by Grade

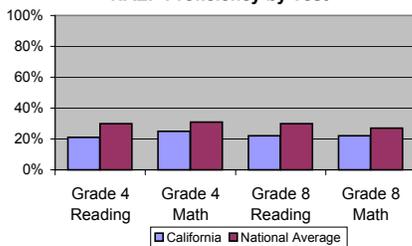


State Math Assessments -- Proficiency by Grade



2003 NAEP Results

NAEP Proficiency by Test



Other Academic Indicators

Graduation Rate	86.8%
Academic Performance Index	686.0

How does California define Adequate Yearly Progress^① for 2003?

Measure \ Target	Elem/Middle ¹	High ²	Unified ³
Reading ⁴ Proficiency	13.6%	11.2%	12.0%
Mathematics Proficiency	16.0%	9.6%	12.8%

- ¹ These include schools and school districts that only test students in serve grades 2-8.
- ² These include schools and school districts that only test students in grades 9-11.
- ³ These include schools and school districts that test students in grades 2-8 and 9-11.
- ⁴ Reading assessments included in this report refer to California's English-language arts (ELA) assessment.

Measure	Target
Participation Rate	95% participation rate required for each subject test.
Graduation Rate	Graduation rate must be improved by 0.1 percentage point for all high schools and districts for the current year or the average of the two-year change must be increased by 0.2 percentage points, unless target of 82.8% is met.
Academic Performance Index	Growth in the Academic Performance Index (API) score of at least 1 point must be achieved unless target of 560 is met.

	% of Schools Making AYP in 2003
<i>School AYP Comparison*</i>	California
What percentage of schools are making AYP?	
Statewide	53.9%
By Location ①	
Urban	48.1%
Suburban	56.1%
Rural	61.2%
By School Type ①	
Primary	68.4%
Middle	34.5%
High	31.1%
By Economically Disadvantaged Enrollment	
Less than 25%	68.4%
Between 25% and 50%	58.2%
Between 50% and 75%	50.7%
Greater than or equal to 75%	38.9%

	% of Districts Making AYP in 2003
<i>District AYP Comparison*</i>	California
What percentage of districts are making AYP?	
Statewide	42.8%
By Location ①	
Urban	20.6%
Suburban	33.5%
Rural	64.7%

* Schools and districts whose AYP status is pending or unavailable have not been included in these comparisons.

What is adequate yearly progress (AYP)?

No Child Left Behind requires each state to define Adequate Yearly Progress (AYP) for districts and schools to ensure that all students are proficient in reading and math by 2014. Each state sets an annual AYP target that indicates the minimum percentage of students that must achieve grade level standards in math and reading. AYP targets are also established for math and reading participation. The law requires states to set AYP targets that apply to "all students" and each major student subgroup. If a major student subgroup at the school or district level misses the AYP target, the school or district does not make AYP. In addition, each state must establish AYP targets for graduation rate, as well as another academic indicator selected by the state.

If a school or district that receives federal Title I funding (money designated for improving the performance of disadvantaged students) does not make AYP for two or more consecutive years, it will undergo improvement options outlined in the No Child Left Behind Act. Schools or districts that do not receive Title I funding do not have to take these same actions, but will face state designed improvement activities.

How are location types determined?

The location types displayed in the 2003 State Snapshot combine multiple NCES locale types, a descriptive term used by the U.S. Department of Education's National Center for Education Statistics (NCES) to indicate a school or district's urban, suburban, or rural status, based on its location relative to populous areas. NCES has developed eight locale type designations, which have been broken down in this document as follows:

- Urban: Large Central City, Mid-Size Central City
- Suburban: Urban Fringe of Large City, Urban Fringe of Mid-Size City, Large Town, Small Town
- Rural: Rural -- Inside MSA (metropolitan statistical area), Rural -- Outside MSA

What grade spans do the school types cover?

School types are determined by a school's corresponding low and high grade span values. They are as follows:

- Primary: low grade = Pre-K - 3; high grade = Pre-K - 8
- Middle: low grade = 4 - 7; high grade = 4 - 9
- High: low grade = 7 - 12; high grade = 12

This information is taken from the National Center for Education Statistics (NCES), Common Core of Data (CCD).

What is NAEP?

The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative and continuing assessment of what American students know and can do in various subject areas. Since 1969, NAEP tests have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students, schools, or districts; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations.