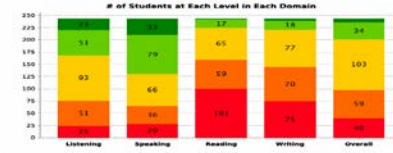


CELDT Reports in Illuminate

17% Proficient 83% Not Proficient

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	9.5	22	13.6	32	5.4	1	1.2	3	2.9	7
Early Advanced	21.1	51	32.6	79	7.0	17	7.4	18	14.8	34
Intermediate	38.4	93	27.3	66	23.9	58	21.8	50	28.5	68
Early Intermediate	21.1	51	14.9	36	24.4	59	28.5	70	24.4	58
Beginning	10.8	26	12.0	29	41.7	101	31.0	73	16.6	40

# Tested		243
# Proficient		41
% Proficient		17
Listening Average	FL	2.98
Speaking Average	SS	48.3
Reading Average	FL	3.03
Writing Average	SS	40.3
Reading Average	FL	2.00
Writing Average	SS	41.6
Writing Average	FL	2.19
Overall Average	SS	42.9
Overall Average	FL	2.63
Overall Average	SS	45.2



The California English Language Development Test (CELDT) is the state's English language proficiency test for all students whose home language is not English. These students must take it within 90 calendar days of enrolling in a California public school to determine classification as Fluent English Proficient (FEP) or English Learner (EL). ELs must take it every year thereafter until they are Reclassified as Fluent English Proficient (FEP). A student is considered Proficient on the CELDT only if meeting performance level 3 or above in every domain and also a 3 Overall (one more than should be 0), see comment for reclassification.

Site CELDT Student List & Comprehensive CELDT Student List

List of all students domain scores and Level if proficient on CELDT with test purpose, test date and chart

Teacher CELDT Student List

List of all students domain scores and Level if proficient on CELDT with test purpose, test date and chart by teacher with above chart

Grade Level CELDT Student List

List of all students LSWR scores and Level if proficient on CELDT with test purpose, test date and chart by grade level with above chart

Course CELDT Student List

List of all students domain scores and Level if proficient on CELDT with test purpose, test date and chart by courses with above chart

Section CELDT Student List

List of all students domain scores and Level if proficient on CELDT with test purpose, test date and chart by teacher and their sections with above chart

CELDT Longitudinal Roster

List of all students with their Overall and domain levels for all years of CELDT available

Test Purpose	Test Year	Test Grade Level	OVERALL		DOMAINS							
			Level	Score	Listening	Speaking	Reading	Writing				
A	2014	02	2	409	2	393	3	441	2	427	1	378
A	2013	01	1	277	1	220	1	317	1	329	2	393
I	2012	K	1	189	1	220	1	140	1	225	1	333

CELDT AMAO Student List with Summary

List of all students with overall 2 year performance level and if they made AMAO 1 and/or 2, LSRW levels for current year and Summary for school

AMAO 1 - Percentage of English Learners Making Annual Progress in Learning English	
# of 2015-16 Annual CELDT Takers	92
# with Required Prior CELDT Scores	46
% with Required Prior CELDT Scores	100.0 %
# in Cohort Meeting Annual Growth Target	46
% Meeting AMAO 1 at District / Site	50.0 %
MET 2016 TARGET FOR AMAO 1 (Target=62.0%)	No

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT			
Less than 5 Years Cohort		5 Years or More Cohort	
# of 2015-16 English Learners in Cohort	121	# of 2015-16 English Learners in Cohort	0
# in Cohort Attaining the English Proficient Level	21	# in Cohort Attaining the English Proficient Level	0
% in Cohort Attaining the English Proficient Level	17.4 %	% in Cohort Attaining the English Proficient Level	0.0 %
MET 2016 TARGET FOR AMAO 2 (Target=25.5%)	No	MET 2016 TARGET FOR AMAO 2 (Target=52.8%)	N/A

Title III of the No Child Left Behind Act (NCLB) Act provides funding to help English Learners (ELs) and immigrant students. Districts receiving funds must meet 3 Annual Measurable Achievement Objectives (AMAOs) each year. AMAO 1 requires EL students to show progress in attaining English proficiency, as measured by the California English Language Development Test (CELDT). AMAO 2 requires EL students to demonstrate Proficiency on the CELDT. AMAO 3 requires the EL subgroup to meet Adequate Yearly Progress (AYP) objectives at the District level; participation and proficiency in both ELA and Mathematics on the CAHSEE (grade 10) or STAR (all other grade levels). See the "CELDT and AYP: AMAOs and Title III Accountability" lesson for specifics on how AMAOs are calculated.

Student CELDT, SBAC and Science Results Data

List of all students with 2016 CELDT by domains, 2014-15 SBAC for ELA and math by overall performance level and claims and overall science performance level

CELDT Reports in Illuminate

Pivot Table

View 2 years data by subject with performance level change

Pivot Table Report Selected Tests: 2015 CELDT
2016 CELDT

08/28/201

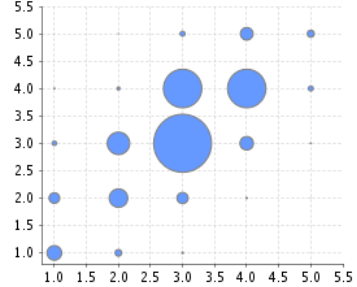
Total Student Count: 4040

Performance Level Change Data Grid

2016 CELDT	370	Adv				103	187	74	5	1			
	1259	E. Adv			74	566	567	39	13				
	1461	Int			10	200	854	331	66				
	615	E.Int			2	18	105	273	157				
	335	Beg			-	1	20	98	216				
		PL			-4	-3	-2	-1	0	+1	+2	+3	+4
TOTALS					0	3	48	537	2012	1242	179	18	1

*A comparison of performance levels between 2015 CELDT and 2016 CELDT. Positive values indicate an increase in PL from 2015 CELDT to 2016 CELDT.

Performance Level Change Bubble Chart



% Proficient Two Year Comparison

	2015 CELDT	2016 CELDT	Change 2016-2015
	%	%	
	#	#	
Advanced	5%	9%	4%
	189	370	
Early Advanced	24%	31%	7%
	972	1259	
Intermediate	42%	36%	-5%
	1680	1461	
Early Intermediate	18%	15%	-3%
	746	615	
Beginning	11%	8%	-3%
	453	335	

% Proficient Stacked Bar Graph

