



# Santa Clara County Office of Education

Charles Weis, Ph.D.  
County Superintendent of Schools

May 10, 2011

**TO:** Charles Weis, Ph.D., Superintendent

**FROM:** Linda Aceves, Chief Academic Officer, Educational Services Branch  
Bill Conrad, Ed.D., Director, Assessment & Accountability  
Trish Hernandez, Research Analyst, Assessment & Accountability  
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**SUBJECT:** 2010-11 California English Language Development Test (CELDT) Annual Assessment Results

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The following is a summary of annual CELDT assessment results for Santa Clara County (SCC). The CELDT assessment is used for initial identification of all students whose primary language is not English. It is also given annually to identify English Learners (ELs) until they are reclassified as Fluent English Proficient (R-FEP).

The CELDT assesses listening, speaking, reading and writing skills for kindergarten through twelfth grade. CELDT scores are reported on five performance levels, from Beginning to Advanced. State Board of Education (SBE) criteria for EL language proficiency require students to attain an overall CELDT level of Early Advanced or higher, and the level of Intermediate or higher in each of the four domains. School districts must use individual CELDT results as one of four criteria when considering reclassifying English learners. Additional measures that must be considered are the comparison of the student's performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age, teacher evaluation, and parent or guardian opinion and consultation.

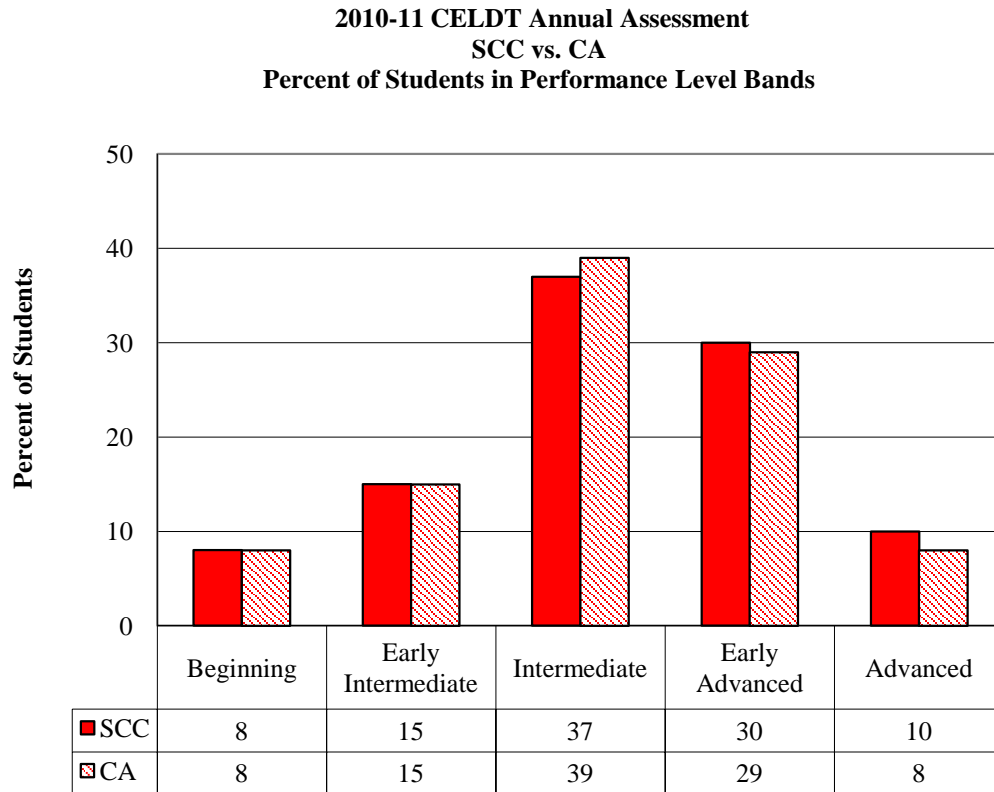
The 2006-07 version of the CELDT assessment incorporated a new scale, which reflected an increased difficulty level and incorporated cut points that better align the CELDT performance levels with California's English Language Development (ELD) standards. With the 2010-11 CELDT scores, there are now four years of valid and unadjusted comparisons to the 2006-07 CELDT administration and its increased rigor.

## **Findings**

- From 2009-10 to 2010-11, the number of SCC students taking the CELDT Annual assessment decreased by four percent (from 57,360 to 55,294). The number of students statewide who took the CELDT also decreased, by three percent (from 1,292,131 to 1,253,583) (*Figure 2*).

- During the 2010-11 CELDT Annual Assessment, SCC had a higher percentage of students who achieved the Advanced level than did the state (10% vs. 8%) (*Figure 1*).
- The percentage of students in SCC who achieved the Early Advanced and Advanced levels fell slightly since last year. In 2009-10, 32% of SCC students tested at the Early Advanced level, compared to 30% in 2010-11. The percentage that tested at the Advanced level also dropped by two percent, from 12% in 2009-10 to 10% in 2010-11. (*Figure 3*).
- SCC had a higher percentage of students meeting the SBE CELDT criterion for English Proficiency than did the state (38% and 34% respectively) (*Figure 4*).
- There is a CELDT achievement gap in SCC between EL students whose primary language is Spanish and EL students of all other primary languages, with less than a third of Spanish-speaking students (31%) meeting the CELDT criterion on the 2010-11 Annual Assessment compared to 46% to 67% of students of all other primary languages (*Figures 7 and 8*).

**Figure 1:**

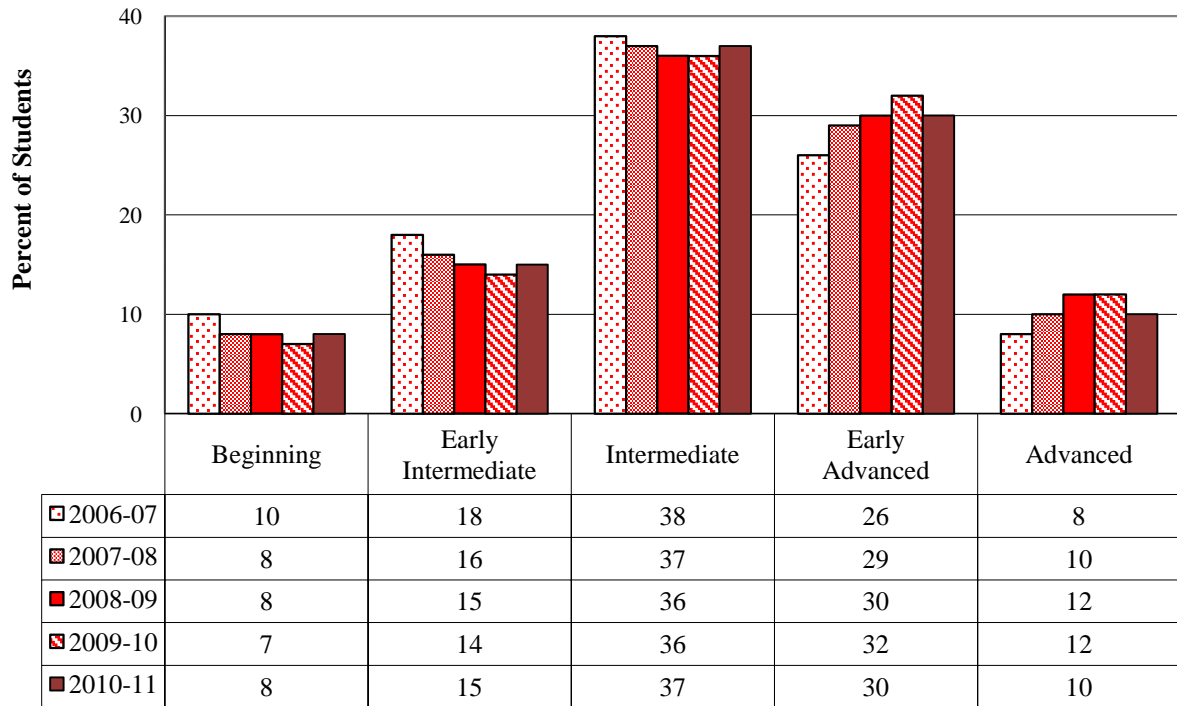


**Figure 2: 2010-11 SCC and CA Students by Performance Level**

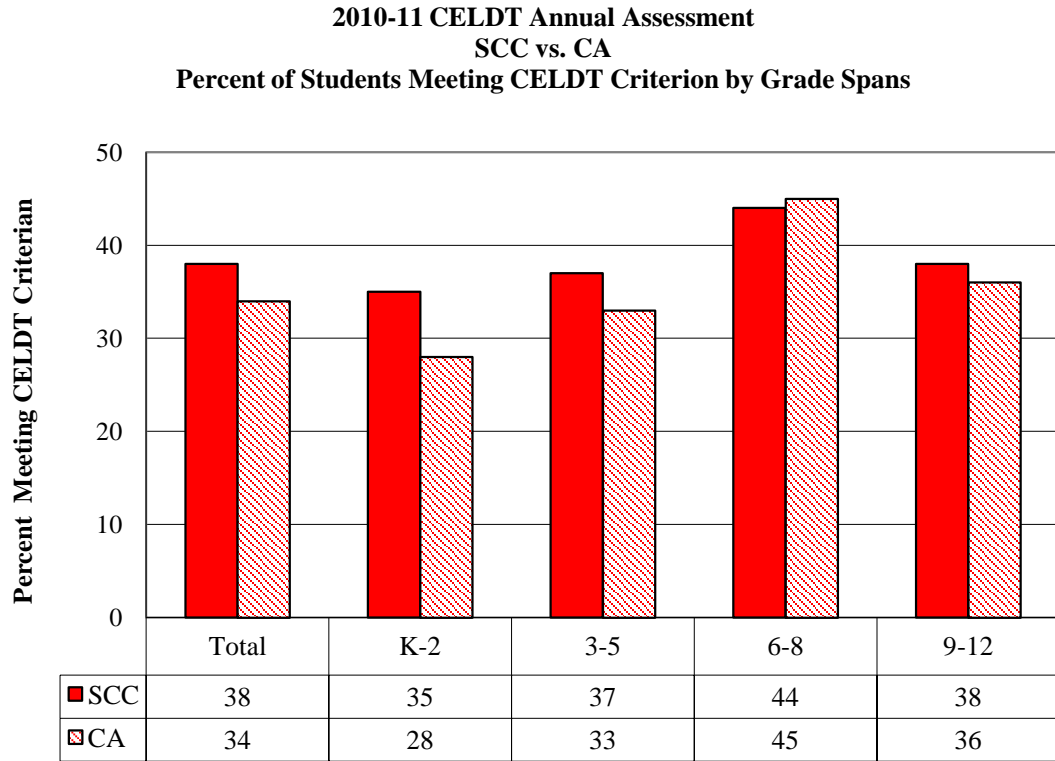
<b>CELDT Performance Level</b>	<b>SCC</b>	<b>CA</b>
Beginning	4,218	100,536
Early Intermediate	8,147	191,363
Intermediate	20,715	493,304
Early Advanced	16,771	368,578
Advanced	5,443	99,802
<b>Total</b>	<b>55,294</b>	<b>1,253,583</b>

**Figure 3:**

**2006-07 through 2010-11 CELDT Annual Assessments  
 SCC  
 Percent of Students in Performance Level Bands**



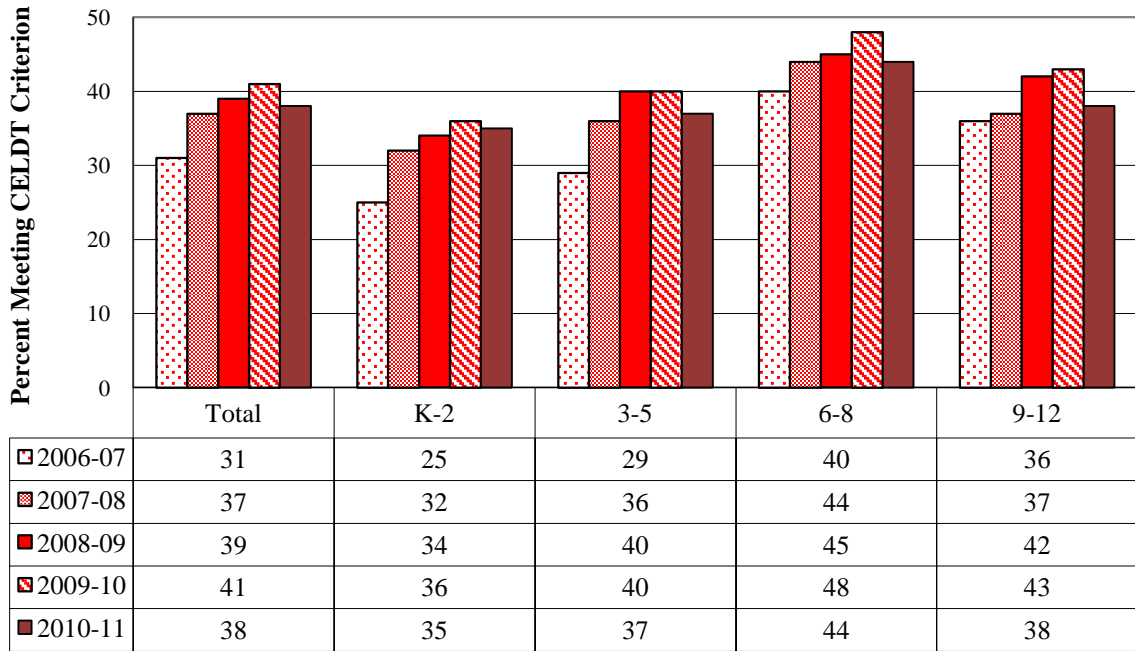
**Figure 4:**



\*The CELDT Criterion is an overall score of Early Advanced or higher and scores for each domain (listening, speaking, reading, and writing) at Intermediate or higher.

**Figure 5:**

**2006-07 through 2010-11 CELDT Annual Assessments  
 SCC  
 Percent of Students Meeting CELDT Criterion by Grade Spans**



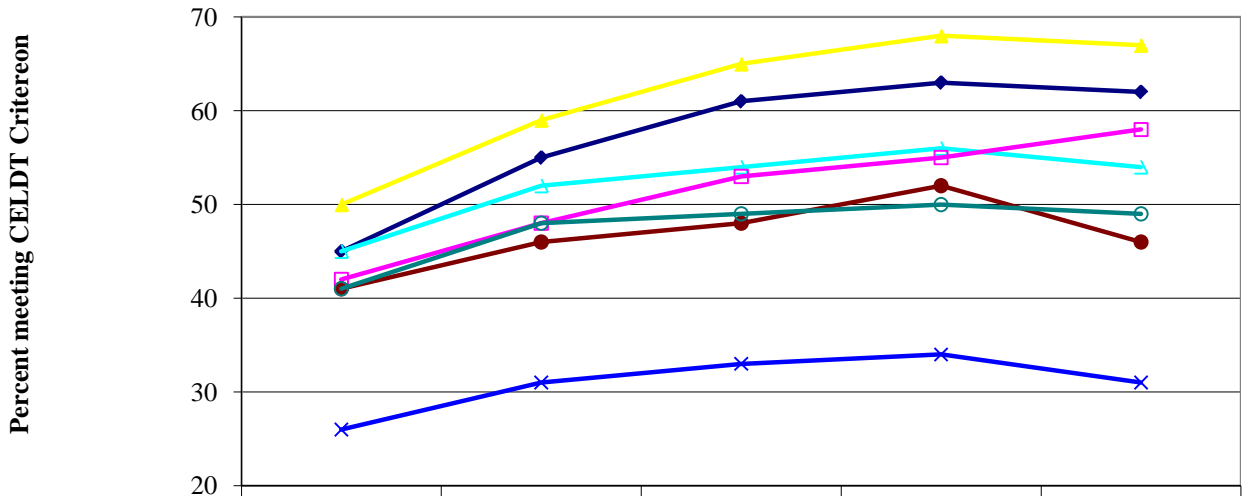
\*The CELDT Criterion is an overall score of Early Advanced or higher and scores for each domain (listening, speaking, reading, and writing) at Intermediate or higher.

**Figure 6: 2010-11 Students Tested and Meeting CELDT Criterion by Grade Spans**

		<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Total</b>
SCC	Number Tested	17,737	18,746	10,039	8,772	55,294
	Number Meeting Criterion	6,190	6,992	4,458	3,292	20,862
	Percent Meeting Criterion	35%	37%	44%	38%	38%
CA	Number Tested	350,901	409,802	239,688	253,192	1,253,583
	Number Meeting Criterion	96,896	135,371	108,275	91,773	432,315
	Percent Meeting Criterion	28%	33%	45%	36%	34%

**Figure 7:**

**2006-07 through 2010-11 CELDT Annual Assessments  
 SCC  
 Percent of Students Meeting CELDT Criterion by Primary Language**



	2006-07	2007-08	2008-09	2009-10	2010-11
▲ Mandarin (Putonghua)	50	59	65	68	67
◆ Korean	45	55	61	63	62
↗ Cantonese	45	52	54	56	54
□ Other	42	48	53	55	58
● Filipino (Pilipino or Tagalog)	41	46	48	52	46
○ Vietnamese	41	48	49	50	49
× Spanish	26	31	33	34	31

\*The CELDT Criterion is an overall score of Early Advanced or higher and scores for each domain (listening, speaking, reading, and writing) at Intermediate or higher.

**Figure 8: 2010-11 Students Tested and Meeting CELDT Criterion by Primary Language**

<b>Primary Language</b>	<b>SCC Number Tested</b>	<b>SCC Number Meeting Criterion</b>	<b>SCC Percent Meeting Criterion</b>	<b>CA Percent Meeting Criterion</b>
Spanish	37,581	11,615	31%	32%
Vietnamese	7,034	3,474	49%	51%
Other	1,492	860	58%	50%
Filipino (Pilipino or Tagalog)	1,789	831	46%	48%
Mandarin (Putonghua)	1,452	967	67%	58%
Cantonese	916	496	54%	49%
Korean	645	401	62%	61%

**Figure 9: 2010-11 Number of SCC and CA Students Who Took the CELDT and Percent of All Students Tested by Primary Language**

<b>Primary Language</b>	<b>SCC Number Tested</b>	<b>Percent of All SCC Students Tested</b>	<b>CA Number Tested</b>	<b>Percent of All CA Students Tested</b>
Spanish	37,581	68%	1,068,084	85%
Vietnamese	7,034	13%	30,062	2%
All other languages	5,877	10%	100,012	8%
Filipino (Pilipino or Tagalog)	1,789	3%	17,585	2%
Mandarin (Putonghua)	1,452	3%	9,830	1%
Cantonese	916	2%	17,111	1%
Korean	645	1%	10,899	1%
Total	55,294	100%	1,253,583	100%

**Figure 10: Comparison of CELDT and CST Proficiency Levels**

<b>CELDT</b>	<b>CST</b>
Advanced	Advanced
Early Advanced	Proficient
Intermediate	Basic
Early Intermediate	Below Basic
Beginning	Far Below Basic