

Adams Elementary School

School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

Adams Elementary School
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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

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DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals

Adams Elementary School is located adjacent to the Santa Barbara Golf Club and the Earl Warren Showgrounds on an 8.5 acre site. Adams Elementary School enjoys a beautiful and safe campus. The school opened its doors in the fall of 1954 with 14 regular classrooms, an administrative wing, a large multipurpose building and a playground. Today there are 29 regular education classrooms, three special education classrooms, library, two computer labs, science lab, and large Child Development Program of one State Pre-School class and a Healthy Start Resource Center. Adams School is rich in ethnic and linguistic diversity. It draws students from a large area of Santa Barbara County.

The school's enrollment is approximately 559 students, and Adams School has a rich GATE cluster program in grades 3-6. There is also a fine arts program, including vocal and instrumental music, as well as art and ceramics. There are two after school programs that serve approximately 150 students, providing academic support and enrichment activities (A-OK! and Child Development). The learning environment is conducive to a strong academic focus, which is accomplished through a clear understanding of the state and district content and performance standards for all students. The Adams School faculty regularly participates in staff development

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opportunities to stay current with best practices on instructional strategies. Regular grade level meetings are held to analyze current instructional data and plan for improvement.

Adams School is a Character Counts! school and uses the six pillars of good character as the base for its behavior plan, which is based on positive reinforcement. The standards for behavior are made clear to teachers, parents and students each year, and the behavior plan is consistently enforced by all staff members. Special programs include our after school reading program, Youth Leadership Program, social skills groups and parenting programs.

Adams is a Character Counts! school, and the six pillars of good character comprise the school's positive discipline program. Adams has a strong PTA and English Learner Advisory Committee (ELAC) that coordinate many family events and activities throughout the school year to foster a community spirit. There is also strong support from business partners, including the Rotary North, Kiwanis, Cottage Hospital, the Optimist Club, Santa Barbara Bank and Trust, Samarkand Retirement Home, and the Earl Warren Showgrounds.

Mission Statement

The Adams School community is committed to excellence in the academic and social development of every child. Our goals are for students to receive a well-rounded education through:

- a working partnership among staff, students, parents and community;
- a challenging curriculum that is relevant, experience-based, complies with the California State standards and provides a foundation for future academic success;
- a safe, supportive environment where students develop their own uniqueness, creativity, and strengths as well as a sensitivity and respect for diversity.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Mrs. Amy Alzina, Principal

Contact Person Phone Number: (805) 563-2515

The PTA continuously lends support and financial assistance to a variety of school programs such as vocal music, dance, assemblies, field trips, Math Superbowl, and special projects. They sponsor family participation through activities like the Fall Family Festival, and the spring Olympiad. The current PTA president is Mrs. Pam MacFarlane, (805)-563-2515. The English Learner Advisory Committee also provides support for school programs, including vocal music. They advise and assist in the development of instruction for English Learners. Other parent groups at the school include the GATE Parent Advisory under the direction of Mrs. Jodi Miles, (805)-563-2515.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	17
Grade 1	82
Grade 2	82
Grade 3	78
Grade 4	80

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Grade 5	79
Grade 6	71
Total Enrollment	543

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2.0 %
American Indian or Alaska Native	0.4 %
Asian	1.7 %
Filipino	0.7 %
Hispanic or Latino	83.6 %
Pacific Islander	0.2 %
White (not Hispanic)	11.2 %
Multiple or No Response	0.2 %
Socioeconomically Disadvantaged	79 %
English Learners	67 %
Students with Disabilities	17 %

Average Class Size and Class Size Distribution

This table displays, by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.3	3	1		19.5	4			19.3	4		
1	20.0	5			18.5	4			19.0	5		
2	17.8	4			17.2	5			20.3	2	2	
3	20.2	4	1		15.6	5			19.5	4		
4	23.7		3		27.4		5		30.4		4	1
5	18.0	1			21.5	1	3		26.4		5	
6	26.5		2		25.3		3		23.0		3	
4-8	23.8		4									
Other	22.0		1									

School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update: March 2009

Date Last Discussed with Staff: March 2009

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During this period of heightened concern about emergencies, each school has a plan for the supervision of children, for access to local media, and for immediate notification of police and fire protection agencies. All emergency stores (rations, tool kits, bedding, etc.) are inventoried each year and replaced or upgraded as needed. In emergencies, students must remain on the school site until a designated person signs for their release. Children who are on their way home should continue to their homes. All parents are required to provide current correct home and work phone numbers, addresses, and names of trusted people to care for the children. Handbooks and procedures for safety and disaster are updated annually by the Adams Disaster Committee and discussed with the staff. Regular fire, earthquake and disaster drills are held at the school. School site personnel have been trained in disaster and earthquake preparedness and 90% of the staff has been trained in adult and child CPR.

Key Elements of Safety Plan

- student emergencies
- shelter in place drills
- fire drills
- safe routes to school
- school crossing guards
- hazardous materials
- infectious diseases
- health and safety
- drugs and alcohols

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	4.8	3.3	10.1	3.1	4.7	4.1
Expulsions	0	0	0	0	0	0

School Facilities

School Facility Conditions and Planned Improvement (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Adams Elementary School has a safe facility with more than adequate adult supervision. Adults supervise students on the playground and at the pick-up and drop-off areas before, during, and after school. Access to the school is limited, due to the fact that there is only one entrance and one exit at the school. Visitors to the school are required to check in at the office and receive a visitor's badge for easy identification.

There are 14 permanent classrooms at the school, constructed in 1954, which were modernized during the 2005-06 school year, along with electrical and Americans with Disabilities Act (ADA) upgrades. The remaining classrooms are portable buildings. Classrooms are at least 900 square feet with ample storage and learning areas. There are two grass fields and an expansive asphalt play area with equipment. Through a donation from PTA and the Kiwanis Club, play equipment was installed last year, with additional equipment to be installed next year

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through the help of our business partners. There is a staff lounge with eating tables and mailboxes, a book room for storage, and a workroom with two duplicating machines and classroom supplies.

The classrooms, buildings, and grounds are kept immaculate by an outstanding custodial crew. Restrooms are cleaned twice daily, and gardeners tend to the grounds on a weekly basis. All toilets are in working order. Classrooms and learning areas are cleaned regularly. The school district provides regular maintenance and repair on a monthly basis. Students are taught to take pride in their campus, and there is a monthly award to the cleanest rooms in the lower and upper grades.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			
Hazardous Materials (interior and exterior)				
Structural Damage		√		Portable #30 shows signs of rot in sidings.
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			Asphalt paving has some cracking and potholes.
Roofs	√			
Overall Cleanliness	√			
Inspection Date: June 2009.				

Overall Summary of School Facility Good Repair Status (School Year 2009-10)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	√			

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Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	31	33	32	302
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

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Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Library Media Services Staff (paraprofessional)	0.8
Psychologist	0.6
Nurse	0.1
Speech/Language/Hearing Specialist	0.7
Counselor	1.5
Healthy Start Family Advocate	1.0

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
All textbooks were selected from the State Board of Education list of standards-based materials.		
Reading/Language Arts	Grades K-6: SRA/McGraw-Hill, <i>SRA Open Court 2002</i> Grades 4-6 Intervention: Scholastic Inc., <i>Scholastic Read 180 California Enterprise Edition, 2009</i>	0%
Mathematics	Grades K-6: Scott Foresman, <i>Scott Foresman-Addison Wesley Math California, 2009</i>	0%
Science	Grades K-6: Houghton-Mifflin, <i>Houghton Mifflin California Science, 2007</i>	0%
History-Social Science	Grades K-6: Harcourt School Publishers, <i>Reflections: California Series, 2007</i>	0%
Data collected in October 2009.		

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School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,718	\$1,579	\$5,138	\$72,170
District			\$5,119	\$70,363
Percent Difference Between School Site and District			0%	+3%
State			\$5,512	\$65,905
Percent Difference Between School Site and State			-7%	+10%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Categorical funds help pay for the following programs and supplemental services:

- Instructional assistants and hourly tutors work directly with low achieving and underperforming students in the classroom under the direction of credentialed teachers.
- Americorps volunteers (K- 3) work with students in the Waterford Early Learning Center, and provide additional direct instruction to these students. They provide an after school reading program designed to improve oral comprehension and reading fluency. The Americorps volunteers also provide one-to-one and small group reading intervention for students in grades K-4.
- Evening Tutorial Program provides homework help for students and families with credentialed teachers that uses categorical funds to supplement CBET funding.
- Full-time school based counselors provide social and emotional support to students and families. They also provide support to staff and have developed some social skills groups for students who are having difficulty getting along with peers.
- Staff development opportunities for teachers and support staff are provided in reading/language arts, math and science to support the best practices in instruction.
- Field trips provide the missing experiential background for low-income and limited-English students so that they can connect experience with learning.
- Technology provides adequate training, learning, support, and materials that are unavailable in low-income homes.
- Supplemental materials provide students with tools for learning, including books, calculators, parent communications, and handouts that support learning.
- Differential staffing, such as the Newcomers Program, assists students in mastering the standards, and consultants provide in-services.

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- Clerical support provides telephone and personal assistance to low-income and limited English families, such as with attendance, meals applications, registration, school policies, etc.
- Before School Care/Tutorial provides students who arrive early in the morning with a tutorial and care center in addition to assistance with skills, reading, etc.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries can be on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,705	\$40,786
Mid-Range Teacher Salary	\$64,731	\$65,726
Highest Teacher Salary	\$76,556	\$85,230
Average Principal Salary (Elementary)	\$106,815	\$106,548
Average Principal Salary (Middle)	\$113,858	\$112,237
Average Principal Salary (High)	\$118,274	\$121,617
Superintendent Salary	\$181,725	\$191,155
Percent of Budget for Teacher Salaries	37.9%	40.6%
Percent of Budget for Administrative Salaries	4.7%	5.3%

Student Performance

California Standards Tests

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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Standardized Testing and Reporting Results for All Students – Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	36	35	40	43	45	51	43	46	50
Mathematics	50	50	46	50	52	56	40	43	46
Science	49	41	39	37	49	49	38	46	50

Standardized Testing and Reporting Results by Student Group – Three Year Comparison

English-Language Arts

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	English-Language Arts		
	2006-07	2007-08	2008-09
Hispanic or Latino	33	30	34
White (Not Hispanic)	63	62	88
Male	35	30	40
Female	38	35	40
Economically Disadvantaged	31	29	34
English Learners	28	24	29
Students with Disabilities	6	4	23

Mathematics

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	Mathematics		
	2006-07	2007-08	2008-09
Hispanic or Latino	47	45	42
White (Not Hispanic)	74	88	84
Male	49	51	48
Female	51	49	45
Economically Disadvantaged	46	45	41
English Learners	44	42	39
Students with Disabilities	13	21	31

Science

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	Science		
	2006-07	2007-08	2008-09
Hispanic or Latino	44	38	30
White	*	*	100
Male	58	50	44
Female	40	33	35
Economically Disadvantaged	49	33	35
English Learners	36	35	29
Students with Disabilities	67	*	56

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California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	23.1	76.9

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	5	5	4
Similar Schools	8	9	7

Academic Performance Index Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	4	-21	-3	739
Hispanic or Latino	5	-26	-11	713
Socioeconomically Disadvantaged	12	-26	-7	711
English Learners	-5	-31	-17	690

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Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	Yes
Percent Proficient - Mathematics	No	No
API	Yes	Yes

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2009-10	2004-05
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	6
Percent of Schools Currently in Program Improvement	---	42.9

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

	2006-07	2007-08	2008-09
School days dedicated to school-wide professional development	0	0	0

National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

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National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

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