

La Cuesta Continuation High School

School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

La Cuesta Continuation High 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.

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

La Cuesta Continuation High School provides a supportive academic learning environment that assists students in completing their high school education by offering academic programs and options designed to meet individualized learning needs. With a focus on college as a possibility for all students, the goal is for students to be able to obtain a high school diploma, prepare for high school equivalency tests, and/or return to a traditional high school setting. La Cuesta staff strives to motivate and assist students to improve their academic skills, attendance, social, cultural and community involvement. The expected outcome is for students to obtain academic achievement, be productive, contributing members of society, and enhance individual self-worth through meeting with success in school and the community.

La Cuesta is an alternative education program offering a variety of instructional options to meet the educational needs of students. Small classes allow interaction and exchange of ideas between students and teachers, and among students themselves. In addition to cooperative and collaborative classroom activities, each student's individual educational needs are recognized and incorporated into the structured school day.

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Continuation and independent study students have unique needs, but they also have the desire for the realization of individual goals, effective human relationships, economic independence, and successful citizenship.

Securing a diploma gives students a sense of accomplishment and opens doors to employment and a future that is productive and fulfilling. Upon completing all district graduation requirements, students graduate from La Cuesta with a Santa Barbara High School District diploma that is the same as those received by students in the district who graduate from a traditional high school.

La Cuesta's main campus is located at 710 Santa Barbara Street, with two satellite continuation programs located at two of the traditional high school campuses (La Cuesta Dos Pueblos, La Cuesta San Marcos). Independent study students meet teachers on the main downtown campus. La Cuesta also partners with Santa Barbara City College in offering a Middle College program; students complete their high school coursework with La Cuesta teachers and also take classes at the college.

La Cuesta High School is structured to provide all students with the opportunity to:

- achieve academic excellence with a focus on an academic foundation that prepares students for college level work;
- understand and respect individual and cultural diversity;
- balance individual interests and civic responsibilities;
- participate effectively in our democratic society;
- participate in an increasingly technological society;
- develop strong moral and ethical values;
- develop and maintain confidence and a sense of self-worth;
- take responsibility for their own learning and development, and become life-long learners.

School Vision

The mission of La Cuesta Continuation High School is to provide each student with a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The La Cuesta team joins the parents and community to support students in developing skills to become resilient, self-sufficient adults who will succeed and contribute responsibly in a global community.

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: Ms. Kathleen L. Abney, principal

Contact Person Phone Number: (805) 966-0883 x 112

Parents are invited to participate as members of the La Cuesta-Community Day School combined Site Council and are encouraged to become involved in the ongoing educational program their student is involved in. Parents are invited to participate in annual or biannual parent conferences on individual sites, in addition to being involved in the process of student intakes and student transfers to other school sites. La Cuesta does not have a formal PTA or PTSA organization.

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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 | | |
|-------------------------|------------------------|--------------------------|-------------------------|
| | La Cuesta Continuation | Dos Pueblos Continuation | San Marcos Continuation |
| Grade 9 | 0 | 1 | 0 |
| Grade 10 | 13 | 11 | 10 |
| Grade 11 | 59 | 15 | 16 |
| Grade 12 | 78 | 14 | 13 |
| Total Enrollment | 150 | 41 | 39 |

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 | | |
|----------------------------------|-----------------------------|--------------------------|-------------------------|
| | La Cuesta Continuation | Dos Pueblos Continuation | San Marcos Continuation |
| African American | 2.0% | 0% | 5.1% |
| American Indian or Alaska Native | 1.3% | 0% | 0% |
| Asian | 2.0% | 0% | 0% |
| Filipino | 0% | 0% | 2.6% |
| Hispanic or Latino | 62.0% | 90.2% | 82.0% |
| White (not Hispanic) | 32.0% | 7.3% | 7.7% |
| Multiple or No Response | 0.7% | 2.4% | 2.6% |
| Socioeconomically Disadvantaged | 51% | 66% | 74% |
| English Learners | 24% | 41% | 41% |
| Students with Disabilities | 9% | 0% | 7% |

Average Class Size and Class Size Distribution (School Year 2008-09)

This table displays, by subject area, the average class size and the number of classrooms.

| Subject | La Cuesta Continuation | | Dos Pueblos Continuation | | San Marcos Continuation | |
|----------------|------------------------|----------------------|--------------------------|----------------------|-------------------------|----------------------|
| | Avg. Class Size | Number of Classrooms | Avg. Class Size | Number of Classrooms | Avg. Class Size | Number of Classrooms |
| English | 17.3 | 11 | 20.5 | 4 | 19.5 | 2 |
| Mathematics | 18.3 | 10 | 20.5 | 4 | 19.5 | 2 |
| Science | 18.8 | 8 | 20.5 | 2 | 19.5 | 1 |
| Social Science | 18.0 | 4 | 20.5 | 2 | 19.5 | 1 |

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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

Safe Schools Committee History

The La Cuesta High School Safe Schools Committee is an informal organization that meets annually and on an as needed basis. The data collection tools include student crime reports (site and police), suspension and discipline referral reports, attendance reports, injury reports, and observations.

Key Elements of School Safety Plan

- student emergencies
- fire drills
- safe routes to school
- health and safety
- drugs and alcohol
- harassment
- hate crime
- student field trips
- tobacco-free schools
- conduct code

La Cuesta has a safe school plan that is updated yearly. A stand-alone plan is in place for the downtown campus and host campuses include our satellites in their campus plans. Emergency and disaster plans are in place and staff and students know where they are to evacuate to in case of emergency, site by site. Emergency evacuation, active shooter, and disaster drills are held quarterly. District-wide drills are held twice a year. Each La Cuesta site follows the calendar and evacuation schedule for the traditional campus they are situated on. Copies of the La Cuesta school safety plans are on file at each site; the La Cuesta plans are enfolded into the plans of each host campus.

Keeping our students safe at school and on their way to and from school is a major consideration for us. Safety on campus is highlighted each semester when the principal and counselor make presentations to all of the students enrolled on a site. The student handbook is reviewed with students, along with rules on drugs, fighting, harassment, and other topics covered in the handbook.

La Cuesta students participate in a number of outside programs, including the Wilderness Youth Project, Tapas Yoga Project, Share the Word through Domestic Violence Solutions, yStrive, Tradart, and the Santa Barbara Museum of Art Collaborative. These programs offer activities and growth opportunities that enhance school and student safety.

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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.

| La Cuesta Continuation | School | | | District | | |
|--------------------------|---------|---------|---------|----------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| Suspensions | 17.3 | 10.6 | 3.3 | 11.0 | 14.4 | 7.1 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.5 | 0.4 | 0.4 |
| Dos Pueblos Continuation | School | | | District | | |
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| Suspensions | 8.3 | 55.6 | 2.4 | 11.0 | 14.4 | 7.1 |
| Expulsions | 2.8 | 3.7 | 0.0 | 0.5 | 0.4 | 0.4 |
| San Marcos Continuation | School | | | District | | |
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| Suspensions | 66.7 | 96.7 | 35.9 | 11.0 | 14.4 | 7.1 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.5 | 0.4 | 0.4 |

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.

La Cuesta is in a unique position of not having a single school facility. As enumerated in earlier paragraphs, we have a main campus with four classrooms downtown and we are located in two classrooms at two of the traditional high schools, in addition to having independent study classrooms downtown and at Santa Barbara City College. As a result, we co-share our facilities and our custodial staff with those schools. Consolidation has taken place just this year, with office space located at the downtown site. With the exception of the downtown site, our classroom setting consists of portable classrooms. There is not a method by which we are able to restrict access to the classrooms, although teachers on all sites are vigilant and aware when a non-student or staff members enters a classroom on the site.

Each teacher has his or her own classroom and staff meetings and Professional Learning Communities are, in the majority of cases, held in a classroom at the main La Cuesta site located at 710 Santa Barbara Street.

Classroom space is adequate and appropriate for the instruction that takes place. The learning environment is small and personal. Students work in small groups and one-on-one with instructors. Students on the satellite campuses are located in a small area of each school site, affording safety before, during and after school. The newly consolidated downtown location (teachers and students formerly housed at Santa Barbara High and Las Alturas on the La Colina Junior High School campus) allows for expanded course offerings and opportunities for student interaction. Supervision is provided before school, at breaks and after school.

Custodial staff on the downtown site maintain the campus buildings, while the district provides ongoing maintenance, as needed. The custodial and grounds crews of our host sites maintain school grounds and buildings; the district provides ongoing maintenance. The downtown campus has appropriate student restrooms specifically designed and designated for students, with 100 percent of the toilets in those facilities in appropriate working order. Students on our satellite sites access restrooms on the host campuses; those restrooms are also in 100 percent working order.

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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 | √ | | | |
| Fire Safety | √ | | | |
| Electrical (interior and exterior) | √ | | | |
| Pest/Vermin Infestation | √ | | | |
| Drinking Fountains (inside and outside) | √ | | | |
| Restrooms | √ | | | |
| Sewer | √ | | | |
| Playground/School Grounds | √ | | | |
| 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 | √ | | | |

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 | 10 | 11 | 13 | 447 |
| Without Full Credential | 0 | 1 | 1 | 10 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | --- |

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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 | 92.3 | 7.7 |
| All Schools in District | 99.5 | 0.5 |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | 99.8 | 0.2 |

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 | Average Number of Students per Academic Counselor |
|------------------------------------|----------------------------------|---|
| Counselor | 2.2 | 68 |
| Psychologist | 0.8 | --- |
| Resource Specialist (non-teaching) | 0.6 | --- |

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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.

| Quality, Currency, and Availability of Textbooks and Instructional Materials | Year Adopted by the Local Board of Education | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|--|--|---|
| All textbooks are aligned with state standards. Data collected in October 2009. | | |
| Reading/Language Arts | | |
| Grades 10-11: Holt, Rinehart and Winston: <i>Holt Literature and Language Arts, Fourth Course and Fifth Course 2003</i> | 2003 | 0% |
| Grades 9-12: Hampton-Brown Company: <i>High Point EL, 2001</i> | 2003 | 0% |
| Mathematics | | |
| Grades 9-12: Houghton Mifflin School: <i>Concepts and Skills California Teacher's Edition, 2001</i> | 2002 | 0% |
| Grades 9-12: CPM Education Programs: <i>Algebra Connections, 2004</i> | 2008 | 0% |
| Grades 9-12: CPM Education Programs: <i>Geometry Connections, 2006</i> | 2008 | 0% |
| Science | | |
| Grades 9-12: Holt Rinehart & Winston: <i>Holt Earth Science 2007 and Biology, California ed. 2007</i> | 2007 | 0% |
| History-Social Science | | |
| Grades 9-12: McDougal Littell: <i>Americans: Reconstruction to the 21st Century, and World History: Patterns of Interaction</i> | 2006 | 0% |
| Grades 9-12: Pearson Prentice Hall: <i>Magruder's American Government</i> | 2006 | 0% |
| Grades 9-12: Holt Rinehart & Winston: <i>Holt Economics</i> | 2000 | 0% |
| Foreign Language | | |
| Not Currently Offered | -- | -- |
| Health | | |
| Grades 9-12: Holt Rinehart and Winston: <i>Holt Lifetime Health</i> | 2005 | 0% |
| Science Laboratory Equipment (grades 9-12) | | |
| -- | -- | 0% |

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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 | \$11,413 | \$11,258 | \$155 | \$44,985 |
| District | | | \$5,119 | \$70,363 |
| Percent Difference Between School Site and District | | | --- | -36% |
| State | | | \$5,512 | \$65,905 |
| Percent Difference Between School Site and State | | | --- | -32% |

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.

La Cuesta does not receive any federal funding. Funds for English learners, English language arts, mathematics, staff development and school culture come primarily from the Pupil Retention Block Grant. Additional funds, also used for the same funding needs, come from LEP, Title II and district funds.

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% |

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School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| La Cuesta Continuation | School | | | District | | | State | | |
|--------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Dropout Rate (1-year) | 5.4 | 14.3 | 28.5 | 1.0 | 2.8 | 3.0 | 3.5 | 4.4 | 3.9 |
| Graduation Rate | 94.8 | 91.7 | 88.1 | 94.8 | 91.7 | 88.1 | 83.4 | 80.6 | 80.2 |
| Dos Pueblos Continuation | School | | | District | | | State | | |
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Dropout Rate (1-year) | --- | 19.4 | 40.7 | 1.0 | 2.8 | 3.0 | 3.5 | 4.4 | 3.9 |
| Graduation Rate | 94.8 | 91.7 | 88.1 | 94.8 | 91.7 | 88.1 | 83.4 | 80.6 | 80.2 |
| San Marcos Continuation | School | | | District | | | State | | |
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Dropout Rate (1-year) | 5.0 | 27.8 | 13.3 | 1.0 | 2.8 | 3.0 | 3.5 | 4.4 | 3.9 |
| Graduation Rate | 94.8 | 91.7 | 88.1 | 94.8 | 91.7 | 88.1 | 83.4 | 80.6 | 80.2 |

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

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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 |

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 |