

Del Rey Elementary 2008-09  
School Accountability Report Card

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Reported for School Year 2008-09

Published During 2009-10



King City Union Elementary

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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) Web site 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.

## I. Data and Access

### 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.

## II. About This School

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

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

The King City Union School District is located in Central California's agriculturally rich Salinas Valley. During the 2008-09 school year, the district educated 2,431 students in kindergarten through eighth grade. The district is comprised of two K-5 elementary schools, one middle school, and one K-5 arts charter school. Thirty percent of our students' parents completed high school and eight percent completed college or attended graduate school. Eighty-seven percent of the district's students are identified as Hispanic, with ten percent classified as White. Fifty-nine percent of our district's students are English learners. Spanish is spoken by ninety-eight percent of the English learners enrolled in the district; the other two percent speak Filipino, Arabic, Cebuano, Gujarati, and other non-English languages.

During the 2008-09 school year, 741 students were enrolled in grades K-5 at Del Rey School.

Del Rey School is a supportive learning community dedicated to academic excellence and student growth in all areas including responsibility, respect and creativity.

### Opportunities for Parental Involvement (School Year 2008-09)

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

We are partners with parents in the education of their children. Parents are always welcome at Del Rey School and are encouraged to get involved in the educational process of their children. Parents are needed to serve on the School Site Council and are welcome to participate in the Parent Teacher Organization which is very active in finding ways to provide field trips and extras for our school. The District English Learner Advisory Council meets throughout the year to give information to parents of English learners about our educational programs. The Migrant Education Program has monthly meetings for parents. Our Art Docent Program is dependent on parent volunteers who will give some time to help with art lessons, and individual teachers welcome the help of parent volunteers in the classrooms. The Parental Involvement Committee hosts Family Literacy Nights twice a year to assist parents in helping their students with reading and language arts.

Parents who wish to participate in Del Rey School's leadership teams, school committees, school activities, or become a volunteer may contact the school office at (831) 385-4884. Additionally, Del Rey's website ([www.kcusd.org/~drey](http://www.kcusd.org/~drey)) provides a variety of resources and information for parents, staff, students, and community members.

### 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	126
Grade 1	133
Grade 2	116
Grade 3	128
Grade 4	120
Grade 5	107
Total Enrollment	741

### 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	Group	Percent of Total Enrollment
African American	0.54 %	White (not Hispanic)	10.12 %
American Indian or Alaska Native	0.13 %	Multiple or No Response	0.54 %
Asian	0.27 %	Socioeconomically Disadvantaged	100.00 %
Filipino	0.81 %	English Learners	62.00 %
Hispanic or Latino	87.58 %	Students with Disabilities	17.00 %
Pacific Islander	0.00 %	N/A	N/A

### Average Class Size and Class Size Distribution (Elementary)

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	17.7	8		1	20.3	5	2		21.0	1	5	
1	18.8	8			19.0	7			18.9	7		
2	18.3	8			18.8	8			19.4	6	1	
3	18.4	8			19.7	7			18.4	8		
4	23.4	1	4						30.0		4	
5	25.2		5						26.8		4	
K-3												
3-4												
4-8												
Other												

### III. School Climate

#### School Safety Plan (School Year 2008-09)

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

The safety of students and staff is a primary concern at Del Rey Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous material and state earthquake standards. The School Site Plan includes the school's disaster preparedness plan, which outlines steps for ensuring student and staff safety during a disaster. Fire and disaster drills are held monthly throughout the year. Del Rey School's Site Safety Plan is available to the public at the school office.

To ensure student safety, supervision is provided on campus at all times. School staff and teachers supervise students before and after school and during recess. Students are monitored at lunch by yard duty assistants. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

#### 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	3.3	2.1	3.1	16.1	17.0	16.4
Expulsions	0.0	0.0	0.3	0.2	0.9	0.7

### IV. 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.

The Del Rey Elementary School campus was originally constructed in 1987 and modernized in 2000. The school is currently comprised of 20 stationary classrooms, 25 portable classrooms, a multipurpose room, a library, one computer lab, three playgrounds, and an administration building. At the time of publication, 100% of the school's open restrooms were in good working order. All buildings/facilities are ADA compliant. The school's most recent Williams Settlement visit occurred on September 11, 2009.

#### 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.

Inspected On:	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	—	—	—	n/a

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Inspected On:	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Interior: Interior Surfaces	—	—	—	—	CRK1: Linoleum at entrance door is cracking (completed). CR32: Carpet is frayed (completed). CR29: Stained ceiling tile (completed). CR28: Stained ceiling tile (completed). BRR Portable: Linoleum cracked and torn RR cleaned and closed indefinitely). GRR Cafeteria: Broken tile at entrance door (completed). CR27: Loose ceiling tiles (completed). CR12: Stained ceiling tiles (completed). CR10: Stained ceiling tiles (completed). CR18: Stained ceiling tiles (completed). CRO: Stained ceiling tile (completed). CRP: Stained ceiling tile (completed).
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	—	—	—	n/a
Electrical: Electrical	—	—	—	—	CR30: Missing outlet cover under whiteboard (completed). CR6: Daisy chained surge protectors to copy machine. CR5: No ground plug in outlet for copy machine (completed). Cafeteria: No comment noted on FIT form. CR2: Missing lens cover (completed). CR3: Missing lens cover (completed). CR14: Missing lens cover (completed). CR15: Broken lens cover (completed). CRG: Surge protector hanging from wall. Electric skillet, toaster oven, electric hot plate, crock pot, and electric popcorn popper in room.
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	—	—	—	CR31: Loose faucet (completed). CR28: Loose faucet (completed). BRR Portable: Last urinal doesn't drain, handicap toilet doesn't drain correctly and Sloan valve leaks. Not enough water flow to first urinal (RR cleaned and closed indefinitely). GRR Cafeteria: Sloan valve sticks in center stall (completed). CR10: Outside drinking fountain doesn't work (completed). BRR near CR15: Hand dryer not working (parts on order 12/09).
Safety: Fire Safety, Hazardous Materials	—	—	—	—	CR9: Paint peeling on door.

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Inspected On:	Repair Status				
System Inspected	Exemplary	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	—	—	—	—	CR28: Gutters rusted (completed). CR29: Gutters rusted (completed). CR1: No comment noted on FIT form.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	—	—	—	CR31: Trip hazard at end of ramp (completed). CR30: Trip hazard at end of ramp (completed). CR6: Ramps need to be resurfaced. CR5: Ramps need to be resurfaced. CR8: Ramp needs anti-slip paint (completed). CR7: Ramp needs anti-slip paint (completed). CRO: Foam padding damaged by playground equipment (completed). Playground: Sand compacted in fall zones. Wood chips need to be replaced (new chips on order).
Overall Rating	—	✔	—	—	

V. 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	47	30	44	133
Without Full Credential	0	2	1	7
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	97.3	2.7
All Schools in District	85.1	14.9
High-Poverty Schools in District	85.1	14.9
Low-Poverty Schools in District		

VI. 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
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

VII. 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/or Instructional Materials
Reading/Language Arts	Houghton Mifflin (adopted 2002) Language! (grades 3-5, adopted 2006) Reach (grades 4-5, adopted 2005)	0
Mathematics	Pearson-Scott Foresman (adopted 2009)	0
Science	Houghton Mifflin (adopted 2002)	0
History-Social Science	Houghton Mifflin (adopted 2006)	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		
Visual and Performing Arts		

VIII. 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 CDE 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 CDE Certificated Salaries & 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	\$5,167.00	\$704.00	\$4,463.00	\$64,555.00
District	N/A	N/A	\$4,207.00	\$57,003
Percent Difference - School Site and District	N/A	N/A	6.09 %	13.25 %
State	N/A	N/A	\$5,512	\$63,421
Percent Difference - School Site and State	N/A	N/A	-19.03 %	1.79 %

### 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.

In addition to general state funding, King City Union School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I, Part A (Basic Grant)
- Title I, Part B (Reading First)
- Title II, Part D (Enhancing Education Through Technology)
- Title III, Part A (LEP Students)
- Title V, Part A (Innovative Education)
- School Safety and Violence Prevention
- Arts and Music
- Gifted and Talented Education
- School/Library Improvement
- Economic Impact Aid
- Tobacco Use Prevention and Education
- Quality Education Investment Act

### 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 may be found 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	\$34,825	\$41,031
Mid-Range Teacher Salary	\$58,480	\$63,366
Highest Teacher Salary	\$82,293	\$80,596
Average Principal Salary (Elementary)	\$97,669	\$100,937
Average Principal Salary (Middle)	\$113,513	\$105,066
Average Principal Salary (High)		\$106,534
Superintendent Salary	\$160,000	\$147,438
Percent of Budget for Teacher Salaries	39.20 %	40.60 %
Percent of Budget for Administrative Salaries	6.70 %	6.10 %

IX. Student Performance

Standardized Testing and Reporting Program

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 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 ten 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.

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	34	19	35	31	30	30	43	46	50
Mathematics	43	30	44	34	35	34	40	43	46
Science	31	0	42	27	34	41	38	46	50
History-Social Science	0	0	0	21	19	30	33	36	41

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	30	39	36	
Pacific Islander				
White (not Hispanic)	65	78	79	
Male	34	48	58	
Female	36	39	25	
Economically Disadvantaged	34	44	42	
English Learners	15	26	14	
Students with Disabilities	21	23	21	
Students Receiving Migrant Education Services	22	27	*	

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the 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 on the CDE 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 ten 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	26.2	20.6	7.5
7	0.0	0.0	0.0
9	0.0	0.0	0.0

X. 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 ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	2	2	1
Similar Schools	2	6	1

### Academic Performance Index Growth 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	22	-58	69	705
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	31	-53	73	682
Pacific Islander				
White (not Hispanic)	7			
Socioeconomically Disadvantaged	77	-61	69	705
English Learners	48	-52	74	657
Students with Disabilities				515

### 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 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	No	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

### 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 (ELA 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	2007-2008	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0

## XII. 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.

Del Rey School teachers and administrators continually analyze student data and identify areas of need. Our primary area of need has been English language arts, math, and English Language Development. Our teachers attend three days of professional development each school year. Topics for these days have included: Making Data Work for Student Achievement, Student Management, Standards and Accountability, and Focusing on English Learners. Teachers in kindergarten through fifth grade have attended 40 hour SB472 institutes focusing on English Language Arts each summer with some teachers completing 4 levels of training. Additionally, some teachers of kindergarten through fifth grade attended the SB472 mathematics institute. Many teachers attended the SB472 English Learner Professional Development, an additional 40 hour institute intended specifically for teachers of English Learners.

On Wednesdays, Del Rey School students are dismissed early and teachers and administrators conduct Curriculum Enhancement Meetings. Professional Learning Communities meet for grade level collaboration and planning, analyzing data to determine student achievement and instructional needs. Additional staff development is provided in focus areas such as comprehension, writing, phonemic awareness, fluency, early intervention, math skills, specific English Language Development strategies, and gang awareness. Two Reading First coaches have supported the implementation of the English Language Arts program by observing students, meeting with teachers individually, in grade levels, facilitating discussions, and modeling classroom instruction. A Math Coach helped refine, distribute and collect the District Benchmark Assessments, entered the data in the online reporting system, and guided teachers in the study of the data.

## XIII. 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 – All Students

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 – All Students

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