

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

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.

Additional Resources

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.

Additional Information

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	San Ardo Elementary School	District Name	San Ardo Union Elementary School District
Street	62428 Center Street	Phone Number	831.627.2520
City, State, Zip	San Ardo, CA 93450	Web Site	http://schools.monterey.k12.ca.us/~sanardo
Phone Number	831.627.2520	Superintendent	Carlos Vega
Principal	Carlos Vega	E-mail Address	arcmvega@hotmail.com
E-mail Address	arcmvega@hotmail.com	CDS Code	27661756026637

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

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

District Mission Statement

The San Ardo Union Elementary School District is committed to providing the children of the community with a high quality educational experience. The School District will remain a safe and healthy environment to aid all children in the learning process. The staff will maximize the students' opportunities to increase their knowledge, self-worth, respect for others, and a sense of community responsibility. The San Ardo Union Elementary School District is dedicated to providing students with the foundation they need to reach their goals.

Community & School Profile

San Ardo Union Elementary School District is located in the small rural town of San Ardo, about 20 miles south of King City on Highway 101, in southern Monterey County. Located in the agriculturally rich Salinas Valley, San Ardo's primary industries are farming and ranching, and the town is the hub of Monterey County's oil industry. San Ardo, which takes its name from the San Bernardo Ranch on which it was established in 1886, is a community of nearly 600 residents with culturally diverse backgrounds.

Opportunities for Parental Involvement (School Year 2008-09)

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

Parents may participate in the School Site Council, which meets regularly to address the goals and needs of the school. San Ardo School also utilizes a volunteer coordinator, who contacts parents to volunteer in classrooms and for special events, such as field trips.

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	12
Grade 2	18
Grade 3	14
Grade 4	12
Grade 5	12
Grade 6	16
Grade 7	8
Grade 8	10
Total Enrollment	119

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	0.00	White (not Hispanic)	6.72
American Indian or Alaska Native	0.00	Multiple or No Response	0.00
Asian	0.00	Socioeconomically Disadvantaged	100.00
Filipino	0.00	English Learners	74.00
Hispanic or Latino	93.28	Students with Disabilities	14.00
Pacific Islander	0.00		

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	Avg. Class Size	2006-07			Avg. Class Size	2007-08			Avg. Class Size	2008-09		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	8.0	1	0	0	0.0	0	0	0	0.0	0	0	0
1	15.0	1	0	0	0.0	0	0	0	12.0	1	0	0
2	0.0	0	0	0	16.0	1	0	0	17.0	1	0	0
3	0.0	0	0	0	0.0	0	0	0	15.0	1	0	0
4	19.0	1	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
K-3	16.0	2	0	0	0.0	0	0	0	0.0	0	0	0
3-4	0.0	0	0	0	24.0	0	1	0	0.0	0	0	0
4-8	21.0	1	1	0	21.0	1	2	0	18.5	4	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

11. School Discipline

School Safety Plan (School Year 2008-09)

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

Students at San Ardo School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of San Ardo School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of school rules and discipline policies at the beginning of each school year through the Student Handbook. Any updates or changes to policies are communicated to both parents and students. To prevent distractions and to assist students in focusing on their schoolwork, all students at San Ardo School are required to wear a uniform, consisting of white or navy blue collared shirts and navy blue or khaki pants/skirts/shorts.

The Suspensions and Expulsions table below illustrates total cases for the last three years, as well as a percentage of enrollment. Expulsions occur only when required by law or when all other alternatives are exhausted.

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	0.0	8.3	3.4	0.0	8.3	3.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

12. School Facilities

School Facility Conditions and Planned Improvements (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.

San Ardo School offers a safe and secure campus for students, staff, and visitors. The campus was originally constructed in 1935, and is comprised of the main building, which houses seven classrooms and the administrative offices, and a secondary building, which houses two additional classrooms and the science lab. A new building housing the Healthy Start program was recently added to the campus, and a preschool is also located on the grounds of the school. Recent remodeling includes the new Preschool offered by San Luis Obispo EOC, Migrant Education, and Head Start.

San Ardo School also enjoys three playgrounds, with one specifically for kindergarten students, as well as a blacktop area and a track.

Safety

San Ardo School's School Site Safety Plan is revised each spring by the School Site Council, which consists of the Superintendent/Principal, a certificated staff member, three teachers, and five parents.

Key elements of the Safety Plan include: Management, Search and Accountability, Student Assembly/Shelter, and Release and Communication. All staff members have copies of the plan and any revisions are communicated annually.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Earthquake preparedness drills and fire drills are held on a regular basis. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Safety of students is a priority of the school staff. Students are supervised throughout the day by staff members and yard duty supervisors. There is a designated area for student dropoff and pickup in front of the school. Visitors to the school must register at the office, where they receive identification badges that must be displayed at all times.

Cleaning Process

The custodial team of one ensures classrooms, restrooms, and campus grounds are kept clean, safe and well-maintained. The district governing board has adopted cleaning standards for the school. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. Deferred maintenance projects for the school included fencing repairs.

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.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

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	8	6	8	8
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence				--

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	0	0	0
Total Teacher Misassignments	0	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	Non-NCLB Compliant Teachers
This School	10	0
All Schools in District		
High-Poverty Schools in District	100%	0
Low-Poverty Schools in District	100%	0

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	1.0	1.0
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	1	---
Social Worker		---
Nurse	1	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	1	---
Other	1	---

Quality, Currency, and Availability of Textbooks

Quality, Currency, 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.

San Ardo Union Elementary School determined that the school has a sufficient and adequate supply of textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks and/or instructional materials in core subjects for use in the classroom and to take home.

Although San Ardo School does not have its own library on campus, students regularly visit the local branch of the Monterey County Library, located just down the street from the school. The county library is stocked with a selection of reference and recreational reading materials.

Computer skills and concepts provided through standard curriculum prepare students for technological growth and opportunities. San Ardo School has a computer lab with four Internet-connected workstations.

At least two computers are available in each classroom for student use, and one additional computer is for teacher use only; all classrooms are connected to the Internet. Students are trained on Microsoft Office and Scholastic Reading Inventory (SRI) software.

All curriculum development at San Ardo School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of San Ardo School's curriculum is an ongoing process.

The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin (K-8) 2002-03	
Mathematics	Houghton Mifflin (K-8) 2001-02	
Science	Houghton Mifflin (K-8) 2000-2001 Harcourt Brace (7-8) 2000-2001	
History-Social Science		

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Foreign Language		
Health		
Visual and Performing Arts		

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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)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$10,121			\$36,765
District	---	---		\$36,765
Percent Difference: School Site and District	---	---		
State	---	---	\$5,512	\$56,284
Percent Difference: School Site and State	---	---		

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.

San Ardo Union Elementary School District spent an average of \$8,593 to educate each student. The chart at right provides a comparison of a school's per-pupil funding from unrestricted sources with other schools throughout the state.

San Ardo Union Elementary School District receives state and federal categorical funding for special programs. The district received state and federal categorical funding for the following support programs:

- Title I, Part A - Basic Grant
- Title II, Part A - Teacher Quality
- Title II, Part D - Technology
- Title V, Innovative Strategies
- School Improvement Program (SIP)
- Economic Impact Aid (EIA)
- Home-to-School Transportation
- Basic Reading Act
- Miller-Unruh Reading
- Class Size Reduction K-3
- Peer Assistance & Review (PAR)
- Tobacco Use Prevention Education (TUPE)
- Healthy Start
- Title IV - Safe and Drug Free Schools and Communities (SDFSC)

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	\$34,000	\$35,546
Mid-Range Teacher Salary	\$42,690	\$51,472
Highest Teacher Salary	\$53,340	\$62,511
Average Principal Salary (Elementary)	\$0	\$78,512
Average Principal Salary (Middle)	\$0	\$82,123
Average Principal Salary (High)	\$0	\$64,642
Superintendent Salary	\$84,879	\$94,827
Percent of Budget for Teacher Salaries	25.7%	38.9%
Percent of Budget for Administrative Salaries	9.6%	6.4

5.1. 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 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 for grades three through eight and science in grades five and eight 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/ta/sr/documents/starpkt5introts.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	25	23	23	25	23	23	43	46	50
Mathematics	32	21	26	32	21	26	40	43	46
Science	6	7	14	6	7	14	38	46	50
History-Social Science		8			8		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	21	24	16	
Pacific Islander				
White (not Hispanic)				
Male	16	24		
Female	32	27	17	
Economically Disadvantaged	25	26	14	
English Learners	14	19	*	
Students with Disabilities	8	8	*	
Students Receiving Migrant Education Services	32	18	*	

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

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/tq/pfi/>. 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			

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*	3	1
Similar Schools	N/A	N/A	N/A

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	30	-51	15	667 *
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	35	-51	25	664
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	40	-48	15	667
English Learners	29	-79	29	646
Students with Disabilities				

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	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	Yes	Yes
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	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

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 and English language learners 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](#) (Outside Source).

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](#).

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