

**Patwin Elementary 2008-09
School Accountability Report Card**

Reported for School Year 2008-09

Published During 2009-10



Davis Joint Unified

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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 Patwin Mission is to establish a school that stimulates creativity and curiosity, and challenges our students to reach their highest potential. We provide an environment that is a safe, friendly, joyful place to learn where children feel free to explore and discover, to experiment with ideas, and to take creative risks.

We foster a learning community where, with effort and concentration, and with strong home and school support, all children can successfully acquire the basic skills needed to become lifelong learners and to participate fully in society and the workplace. We believe that thinking must pervade the curriculum for all students in all grades. Therefore, we seek to provide a curriculum for all children that engage them as active and responsible learners, encourage student collaboration, and provide students with real-life learning activities. We teach students to think, analyze, and find acceptable solutions to problems. Because we recognize that children have different learning styles, we employ a variety of teaching strategies. We pledge that our evaluation of student progress be sensitive and thorough.

We stand for the universal moral values that all members of our community can support honesty, respect, and compassion. We revere self-expression and we cherish diversity. We model the behavior we expect of our children, and we demonstrate our commitment to collaboration and shared decision-making through participation in the leadership of our school. Our strength lies in our bond, in the interdependence of willing parents, teachers, and children.

We believe and delight in the unlimited potential of our students. The hawk's flight symbolizes our vision for our children; to soar, to experience joy and freedom, and to apply strength, grace and a keen eye to a noble purpose.

Opportunities for Parental Involvement (School Year 2008-09)

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

The Patwin Community is a changing community that understands that the education of all students relies on a tight partnership between the school, the family, and the student. This partnership must be based on honest, clear, and frequent communication. The following are vehicles for that communication and participation:

Patwin PTA: Our PTA meets the third Tuesday of each month from 6:00-8:00 p.m. in the Library. The group is made up of parents who do much of the behind the scenes work at school. There is constant recruiting for the PTA and the major fundraising at this time is the Unfundraiser, Book Fair and Walk-a-thon. However, we are looking at ways of expanding our fundraising to possibly include an auction. We are changing the format of the meetings to be more workshop oriented, thus we hope to engage more parents actively into the PTA. Patwin Site Council: This is an elected group of parents, teachers, and staff who are key in determining the direction of our school. In addition to helping in the development of this document, they make the final determination on how funds are spent at the site. This group meets on the first Monday of each month from 3:30-4:30 p.m. and is open to everyone. We will soon be posting the agenda and minutes on our website to make the information more accessible.

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Patwin Site Council: This is an elected group of parents, teachers, and staff who are key in determining the direction of our school. In addition to helping in the development of this document, they make the final determination on how funds are spent at the site. This group meets on the first Monday of each month from 3:30-4:30 p.m. and is open to everyone. We will soon be posting the agenda and minutes on our website to make the information more accessible.

Patwin Climate Committee: This committee is open to everyone and meets the first Monday of each month from 4:30-5:30 p.m. We are currently examining ways to recruit more members which might involve moving the date and time of meetings. This committee works to improve and maintain a positive school climate for all students. One our of focuses is on how to do this through closing the achievement gap. We are looking at data and discussing what interventions and support need to be in place to close the gap.

ELAC: This English Learner Advisory Committee meets throughout the year with the purpose of communicating with the families of our English learners. This committee is lead by our EL Specialist, Andrea Thomas.

Title I Meetings: These meetings occur at least twice a year and include the students and families of students identified as Title I students. With a workshop format, it provides hands on opportunities for parents to learn how to support their student in their education. These are evening meetings that occur in the winter and spring.

Patwin Press: This newsletter is from the Principal's desk and is sent home via the mail once a trimester. It includes information on current and upcoming school events. It also reminds parents how they can participate in the school community, while thanking those who already do.

Class Newsletter: All teachers send home frequent, if not weekly, newsletters. These newsletters include class information on events, projects, curriculum, and school happenings.

Patwin Website: Our website is currently under renovation. It will include school and district information, STAR data, accountability data, resources, schedules, calendars, curriculum information, and links to teacher websites. This will further incorporate parents into our school community.

Patwin Participation Opportunities:

Nature Bowl, Running Club, Garden Club, Guest Speakers, Field trip Volunteers, Patwin Day, Special Events, Summer Red Wagon Reading Program, Parent Conferences, Library Volunteers, Back to School Night, and Open House are all additional opportunities for parents to participate in school life.

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	58
Grade 1	60
Grade 2	54
Grade 3	59
Grade 4	67
Grade 5	65
Grade 6	106
Total Enrollment	469

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	2.99 %	White (not Hispanic)	62.47 %
American Indian or Alaska Native	0.64 %	Multiple or No Response	1.92 %
Asian	16.63 %	Socioeconomically Disadvantaged	18.00 %
Filipino	0.85 %	English Learners	18.00 %
Hispanic or Latino	14.07 %	Students with Disabilities	10.00 %
Pacific Islander	0.43 %	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	20.0	1			19.7	3			19.0	2		
1	19.0	3			19.0	4			19.5	2		
2	21.0		2		19.5	2			19.0	4	1	
3	19.5	2			20.0	4			18.8	4		
4	30.0		3		29.0		2		27.5		2	
5	29.5		2		26.3		4		31.0		1	
6	26.7		3		26.3		3		30.0		3	

III. School Climate

School Safety Plan (School Year 2008-09)

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

Patwin Elementary is working diligently with the district office to create a more comprehensive and consistent emergency response plan. The staff worked with district personnel to do a thorough inventory of all emergency response equipment and postings. Expired items were replenished and every room now hosts a one page emergency response sheet near the door. An evacuation map is also posted near the door.

We are also re-educating the Patwin Community so they know to check into the office whenever on campus. They will then receive a badge indicating they are a visitor/volunteer. We are also trying to increase the number of noon duty supervisors (paid and volunteer) to ensure safety on the playground. The purchase of more radios will also improve the communication between supervisors, teachers, and the office.

Meanwhile the Patwin Safety Committee is meeting to discuss safety issues specific to Patwin and those ideas are shared with the district office. We also continue to work with Maintenance and Operations to make sure that buildings and classrooms are marked appropriately and the signs are visible. We are also working with facilities to close to the public, the bike path that runs through our playground. This is a serious safety concern.

Patwin is now having monthly emergency response drills that include fire, earthquake, lock down, lunchtime incident, and all school evacuations. These drills follow district established procedures.

Noon duty supervision has been a priority this year. We have also recruited parent volunteers to help supervise during lunch recess.

We continue to work on our Family Outreach which will include going into the community to hold our climate committee workshops. We also continue the recruitment of families from all backgrounds.

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	2.6	5.0	8.1	8.4	7.0	5.9
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

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.

Patwin Elementary school is in good repair, according to the criteria established by the Office of Public School Construction. Facility deficiencies are minor ones resulting from common wear and tear, and there are few of them. Patwin scored between 85 and 97 percent on the 15 categories of our evaluation.

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	—	✓	—	—	
Interior: Interior Surfaces	—	—	—	✓	Damaged/missing ceiling tiles, tackable walls and drywall throughout campus--work order issued to repair. MPR--crack in ceiling NE corner, paint peeling K Bldg Restrooms--work orders issued to repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	✓	—	—	
Electrical: Electrical	—	—	✓	—	All repairs completed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✓	—	—	D, M, K Bldg restroom fans not working--district-wide spring project.
Safety: Fire Safety, Hazardous Materials	—	✓	—	—	
Structural: Structural Damage, Roofs	—	✓	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	—	—	✓	Room 10--HVAC closet won't lock, bike path fence needs repair. Trim tree near room 3, lifted asphalt east edge of parking lot--work orders issued to correct.
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	28	28	25	438
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	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	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99	1
High-Poverty Schools in District		
Low-Poverty Schools in District	99	1

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)	0.7	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	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0
Mathematics	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0
Science	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0
History-Social Science	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0
Foreign Language	N/A	
Health	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	
Visual and Performing Arts	N/A	

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	\$8,487.00	\$2,000.00	\$6,487.00	\$73,196.00
District	N/A	N/A	\$6,462.00	\$63,809
Percent Difference – School Site and District	N/A	N/A	0.39 %	14.71 %
State	N/A	N/A	\$5,512	\$64,246
Percent Difference – School Site and State	N/A	N/A	17.69 %	13.93 %

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 2008-09 Patwin Elementary received categorical funding and services through the following federal, state and local resources: Title I, Part A Basic Grant; Title II Professional Development; English Language Acquisition Program; Arts, Music & Physical Education Block Grant; Economic Impact Aid – Limited English Proficiency; School and Library Improvement Block Grant; Site Discretionary Block Grant; Davis School Arts Foundation and parcel tax funding.

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	\$35,081	\$40,917
Mid-Range Teacher Salary	\$55,886	\$64,688
Highest Teacher Salary	\$77,965	\$82,849
Average Principal Salary (Elementary)	\$102,403	\$102,130
Average Principal Salary (Middle)	\$108,999	\$108,050
Average Principal Salary (High)	\$115,793	\$117,805
Superintendent Salary	\$201,760	\$176,845
Percent of Budget for Teacher Salaries	42.30 %	40.30 %
Percent of Budget for Administrative Salaries	6.30 %	5.90 %

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	67	65	72	73	73	75	43	46	50
Mathematics	67	64	72	66	67	66	40	43	46
Science	60	71	82	73	77	81	38	46	50
History-Social Science	0	0	0	69	70	75	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	50	42	*	
American Indian or Alaska Native	*	*		
Asian	63	75	*	
Filipino	*	*	*	
Hispanic or Latino	32	43		
Pacific Islander	*	*		
White (not Hispanic)	83	79	93	
Male	69	74	84	
Female	74	69	81	
Economically Disadvantaged	48	44	69	
English Learners	37	45	45	
Students with Disabilities	31	28	*	
Students Receiving Migrant Education Services				

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/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	20.6	30.2	23.8
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

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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	9	8	8
Similar Schools	5	1	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	-1	0	47	887
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	28			
Pacific Islander				
White (not Hispanic)	-12	-11	43	918
Socioeconomically Disadvantaged	35	39	47	775
English Learners				
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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (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	N/A	1
Percent of Schools Currently in Program Improvement	N/A	6.3

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.

All certificated staff are provided three days of professional development each year.

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