

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.

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

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Maple Elementary School	District Name	Maple Elementary School District
Street	29161 Fresno Ave.	Phone Number	(661) 746-4439
City, State, Zip	Shafter, CA 93263	Web Site	www.maple.k12.ca.us
Phone Number	(661) 746-4439	Superintendent	Rebecca Devahl
Principal	Rebecca Devahl	E-mail Address	redevah@zeus.kern.org
E-mail Address	redevah@zeus.kern.org	CDS Code	15-63610-6009732

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

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

Maple School District is a single school, school district. The district has approximately 270 students in grades kindergarten through eighth. It is located in a rural, agricultural setting in Shafter, California. It has a hundred year history of high academic achievement, highly qualified certificated and classified staff, active parent participation, a beautiful safe campus, and a reputation for high expectations of student behavior. In 1999 Maple School became a District of Choice. Approximately half of our student population is here on this program. We have an extensive waiting list of families that would like to send their children to Maple as space becomes available.

The district poverty rate based upon free and reduced lunch eligibility is 47%. Maple receives targeted assistance through Title I funds. Based upon the current year R30, 21 students at Maple are English Language Learners or 12.8% of our student population. According to the criteria established by the California Department of Education, the three significant subgroups found in our district are: White (not of Hispanic origin), Hispanic or Latino, and socioeconomically disadvantaged. Our staff is dedicated to meeting the needs of all Maple Students, including those identified as high achieving, Title I, English Language Learners and students in Special Education.

Vision Statement

At Maple Elementary School, students, staff, administration, parents, and the community will cooperatively provide a safe child-centered environment that builds self-esteem, self-discipline, and the essential skills for life-long learning. Students will learn the American democratic way of life and accept the differences of others. Using responsible decision making, students will exhibit qualities of good citizenship with the motivation to invent dreams and explore our changing world. At Maple Elementary School, all children will experience success.

Mission Statement

The mission of the Maple School District is to provide a high quality standards-based educational program that promotes each student's intellectual, ethical, emotional, social and physical growth and that prepares each student to become a productive and responsible citizen. The staff at Maple Elementary School believes that education is a cooperative effort between home, school, and the community. We believe that all children learn in a positive environment, which encourages excellence, promotes self-esteem, and values individual and cultural diversity. The school motto is "Maple School: Where Excellence is a Tradition!"

Opportunities for Parental Involvement (School Year 2008-09)

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

We are committed to connecting community resources to our school and invite all constituencies within our community to assist us in supporting the education of our students. Parents and community members are encouraged to become actively involved at Maple by volunteering in classrooms, attending school events, joining various committees such as the School Site Council, driving on field trips, and helping with fund-raisers.

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	28
Grade 1	29
Grade 2	30
Grade 3	31
Grade 4	29
Grade 5	32
Grade 6	31
Grade 7	32
Grade 8	32
Total Enrollment	274

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	0.36	White (not Hispanic)	50.36
American Indian or Alaska Native	0.00	Multiple or No Response	0.00
Asian	0.73	Socioeconomically Disadvantaged	48.00
Filipino	0.00	English Learners	6.00
Hispanic or Latino	48.54	Students with Disabilities	0.00
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	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	29.0		1		28.0		1		28.0		1	
1	28.0		1		31.0		1		29.0		1	
2	30.0		1		31.0		1		30.0		1	
3	31.0		1		33.0			1	31.0		1	
4	30.0		1		32.0		1		29.0		1	
5	33.0			1	30.0		1		32.0		1	
6	31.0		1		32.0		1		31.0		1	

III. School Climate

School Safety Plan (School Year 2008-09)

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

Maple School has developed a comprehensive school safety plan that meets state requirements. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies. Our staff follows a procedure to review and inspect any health and safety hazards on the grounds, facilities, equipment, and student travel routes to and from school. The district uses cell phones to enhance communication in the district. There is exterior lighting throughout the school. The classrooms, restrooms, and cafeteria facilities are cleaned and disinfected daily. All restrooms are equipped and stocked in accordance with the Williams Act.

Every effort is made to provide a safe and orderly environment for students and staff. Supervision of students on campus is provided from 7:45 a.m. to 3:00 p.m. each school day. A crossing guard is provided after school each day. Students involved in extra-curricular activities before, after, or during the above times are provided by the activity sponsor.

The school site has a state-mandated Safe School Plan located in the school office. This plan includes information regarding all safety issues on and around the campus, board policies on school safety, our emergency plan, and our student/parent handbook. Emergency drills are conducted routinely. Staff members are instructed in their responsibilities for emergency and daily supervision practices. Accident reports are submitted and kept on file in the office. Teen health, safety, and substance abuse education are provided as part of each student's regular curriculum.

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	7.0	2.9	0.0	7.0	2.9
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. 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.

Maple School students and staff enjoy and benefit of a well-maintained campus that is clean and provides a safe learning environment. Classrooms and bathrooms are cleaned daily. Grounds are well groomed; and playground equipment is monitored for safety. The plant and its surrounding areas are continually checked to ensure a clean and safe environment. Staff members are encouraged to notify the M.O.T. of any needed repairs in the classroom or on the playgrounds. The District completed inspections of restroom facilities with the provisions of the Williams Act. All needed repairs or modifications to comply with the Williams Act have been accomplished. The M.O.T. inspects all of the facilities on a regular basis to ensure ongoing compliance.

School facilities provide adequate space for students and staff. A scheduled maintenance program is administered by the district to ensure that all classrooms and facilities are maintained to a high degree.

The most recent facilities inspection was completed on August 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.

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]	[]	[]	Plan to update during modernization.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	Plan to update during modernization.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[]	[X]	Plan to update during modernization.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Plan to update during modernization.
Overall Rating	[]	[X]	[]	[]	

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	10	9	9	9
Without Full Credential	0	1	1	1
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	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	90	10
All Schools in District	90	10
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

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

VII. Curriculum and Instructional Materials

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.

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	<ul style="list-style-type: none"> Houghton Mifflin, Reading California – 2003 (K-6) Prentice Hall Literature – 2002 (7-8) 	0%
Mathematics	<ul style="list-style-type: none"> Houghton Mifflin, Mathematics – 2002 (K-5) Ansmar, Excel Math – 2007 (K-6) Prentice Hall – Pre-Algebra – 2001 (7) Prentice Hall – Algebra – 2001 (8) 	0%
Science	<ul style="list-style-type: none"> Delta Education, FOSS – 2007 (K-5) Prentice Hall, Earth Science – 2008 (6) Prentice Hall, Life Science – 2008 (7) Prentice Hall, Physical Science – 2008 (8) 	0%
History-Social Science	<ul style="list-style-type: none"> Harcourt Brace Social Studies– 2007 (K-5) McDougal Little, World History: Ancient Civilizations – 2006 (6) McDougal Little, World History: Medieval and Early Modern Times – 2006 (7) McDougal Little, Creating America: A History of the United States – 2006 (8) 	0%

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)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,239	\$130	\$6,505	\$54,976
District	---	---	\$6,505	\$54,976
Percent Difference: School Site and District	---	---	0	0
State	---	---	\$5,512	\$56,284
Percent Difference: School Site and State	---	---	15.27	-2.32

Types of Services Funded (Fiscal Year 2008-09)

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

The district's general fund includes monies for:

1. General operations - services, materials, and support to the general education
2. Special education - programs offering appropriate, individualized education to students with special needs
3. Special projects - monies from agencies (e.g. federal, state) earmarked for specific services
4. Transportation
5. Maintenance and operations
6. District administration

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	\$38,082	\$38,481
Mid-Range Teacher Salary	\$55,940	\$55,789
Highest Teacher Salary	\$67,621	\$70,849
Average Principal Salary (Elementary)	\$0	\$88,862
Average Principal Salary (Middle)	\$0	\$94,015
Average Principal Salary (High)	\$0	\$97,594
Superintendent Salary	\$82,000	\$110,994
Percent of Budget for Teacher Salaries	32.9	37.2
Percent of Budget for Administrative Salaries	4.7	6.6

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 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/tg/sr/documents/starpkt5intrpts.pdf>.

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	44	45	50	44	45	50	43	46	50
Mathematics	57	56	56	57	56	56	40	43	46
Science	37	42	51	37	42	51	38	46	50
History-Social Science	38	33	62	38	33	62	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	48	54	53	55
Pacific Islander				
White (not Hispanic)	52	58	48	75
Male	40	55	45	57
Female	61	57	56	67
Economically Disadvantaged	40	53	52	69
English Learners	7	43	*	
Students with Disabilities				
Students Receiving Migrant Education Services				

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.

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	29.0	12.9	
7	20.0	33.3	40.0

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	6	6	5
Similar Schools	5	4	3

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	8	-5	21	793
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	5	-12	35	785
Pacific Islander				
White (not Hispanic)	13	2	6	800
Socioeconomically Disadvantaged	-8	7	21	763
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	Yes
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	Yes
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	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

XI. 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 classroom teachers at Maple School are provided on-site staff development prior to the beginning of school and at various times throughout the year. The district supports and encourages the staff to seek professional development, emphasizing curriculum development instruction, introduction to new programs, and innovative strategies based on current research through the Kern County Superintendent of Schools Office, local colleges and universities for their professional growth, as well as for the benefit of the school. Teachers are given release time during the school day to attend professional development opportunities.

Many of our teachers have received extensive training in specialized areas such as technology, language arts, mathematics, as well as the needs of the English language learners and challenged students. Maple School District offers in-service instruction, concentrating on specific subject areas each year, including training focused on language arts, reading, math, science, and technology.

A Beginning Teacher Support and Assessment (BTSA) Support Provider works with our first and second year teachers over a period of two years. The state-funded BTSA Program is based on the California Standards for the Teaching Profession. BTSA is a highly-structured and effective program.

XII. 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