

# 2008-09 School Accountability Report Card Report (SARC)

Los Angeles Unified School District, Superintendent Ramon C. Cortines  
Prepared by The Office of Data and Accountability



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[www.lausd.k12.ca.us/Community\\_EL](http://www.lausd.k12.ca.us/Community_EL)



## I. Data and Access

### DataQuest

[DataQuest](#) is an online data tool 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

### Message From The Principal

The School Accountability Report Card is issued annually for each school in the State of

California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this report for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with groups such as Parent Teacher Student Association (PTSA)/PTA, School Advisory Councils, school volunteers and Adopt-A-School Partners.

As a parent or other interested person, you may be interested in additional information regarding the school or parent/community involvement. For such information, please call the school office.

PAMELA A. MARTON, Principal

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

- Advisory Council
- Governance Council
- PTA/PTO
- Classroom Volunteer
- Office Volunteer
- Supervision Volunteer
- Fund Raising
- School Beautification

To participate with any of the above opportunities, contact the school principal.

<p><b>Student Enrollment Grade Level (School Year 2008-09)</b> This table displays the number of students enrolled in each grade level at the school.</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>80</td> </tr> <tr> <td>Grade 1</td> <td>60</td> </tr> <tr> <td>Grade 2</td> <td>60</td> </tr> <tr> <td>Grade 3</td> <td>60</td> </tr> <tr> <td>Grade 4</td> <td>88</td> </tr> <tr> <td>Grade 5</td> <td>87</td> </tr> <tr> <td>Total Enrollment</td> <td>435</td> </tr> </tbody> </table>	Grade Level	Enrollment	Kindergarten	80	Grade 1	60	Grade 2	60	Grade 3	60	Grade 4	88	Grade 5	87	Total Enrollment	435	<p><b>Student Enrollment Racial and Ethnic Subgroups (School Year 2008-09)</b> This table displays the number and percent of students enrolled at the school by subgroup.</p> <table border="1"> <thead> <tr> <th>Racial and Ethnic Subgroup</th> <th># of Students</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>103</td> <td>23.7%</td> </tr> <tr> <td>American Indian or Alaska Native</td> <td>1</td> <td>0.2%</td> </tr> <tr> <td>Asian</td> <td>106</td> <td>24.4%</td> </tr> <tr> <td>Filipino</td> <td>2</td> <td>0.5%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>53</td> <td>12.2%</td> </tr> <tr> <td>Pacific Islander</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>White (Not Hispanic)</td> <td>167</td> <td>38.4%</td> </tr> </tbody> </table>	Racial and Ethnic Subgroup	# of Students	% of Students	African American	103	23.7%	American Indian or Alaska Native	1	0.2%	Asian	106	24.4%	Filipino	2	0.5%	Hispanic or Latino	53	12.2%	Pacific Islander	0	0.0%	White (Not Hispanic)	167	38.4%
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	Multiple or No Response	3	0.7%	
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### 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	3	0	0	20.0	3	0	0	20.0	4	0	0
01	20.0	3	0	0	20.0	3	0	0	20.0	3	0	0
02	20.0	4	0	0	20.0	3	0	0	20.0	3	0	0
03	20.0	5	0	0	20.0	5	0	0	20.0	3	0	0
04	28.0	0	3	0	28.0	0	3	0	29.3	0	3	0
05	23.0	1	2	0	28.0	0	3	0	29.0	0	3	0

## III. School Climate

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff.

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

As required by California Education Code (CEC), Section 35294, the school's Safe School Plan was revised and reviewed with staff on the following dates:

Safe School Plan	Date revised	Date reviewed with staff
Volume 1 Prevention Programs	02/01/08	09/02/08
Volume 2 Emergency Procedures	08/19/08	09/02/08

### Suspensions and Expulsions

This table displays the number and rate of suspensions and expulsions at the school and district levels for the most recent three-year period. The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for a given year.

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Number of Suspensions	9	4	5	60,962	52,432	42,620
Rate of	2.1	0.9	1.1	8.4	7.6	6.2

Suspensions						
Number of Expulsions	0	0	0	512	418	324
Rate of Expulsions	0.0	0.0	0.0	0.1	0.1	0.0

## IV. School Facilities

### School Facility Conditions, Planned Improvements, and Needed Repairs (School Year 2009-10)

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on a less than daily frequency due to the limitation of available custodial resources.

School facility data is as of October 15, 2009.

School Facility Conditions and Planned Improvements (School Year 2009-10)				
Determination of repair status is based on the most recent Safe School Inspection. The assessment areas listed as "Poor" have been determined to have deficiencies as described in the Department of Education "Interim Evaluation Instrument." Deficiency details can be found at <a href="http://www.lausd-oehs.org">www.lausd-oehs.org</a> under "School Inspection Results." Additional information about the condition of the school facilities may be obtained from the school.				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Note: "Poor" means that cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Trouble Call or identified as a major maintenance or bond project and will be completed as soon as feasible.

### Overall Summary of School Facility Good Repair Status (School Year 2009-10)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential and without a full credential. Detailed information about teacher qualifications can be found at the DataQuest Web page <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	21	22	21	34,116
Without Full Credential	1	0	0	1,348

### Teacher Misassignments and Teacher Vacancies

This table displays the number of teacher misassignments (those classes that do not have a teacher with a state recognized certificate or credential) and the number of teacher vacancies (those classes without a full-time, permanent teacher).

	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners*	0	0	0
Misassignments of Other Subjects*	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: Misassignments and vacancies for the 2009-10 school year are as of October 1, 2009.

### Core Academic Classes Taught by No Child Left Behind (NCLB) Compliant Teachers (School Year 2008-09)

NCLB compliant teachers meet the following standards: (1) a bachelor's degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject to be taught by the teacher.

This table displays the percentage of classes in core academic subjects taught by NCLB-compliant and non-NCLB compliant teachers at the school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes
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	In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	84.6%	15.4%
High-Poverty Schools in District	85.5%	14.5%
Low-Poverty Schools in District	90.6%	9.4%

## VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)	
<p>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. One FTE is defined as a staff person working 100% (i.e., full time). Two staff persons working 50% of full time also equals one FTE.</p>	
Title	Number of FTE Assigned to School
Academic Counselor	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.3
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.0
Other	0.4

*Note: Please contact school principal for updated counts of support staff for this school.*

## VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

### Elementary Schools

The Open Court Reading (Foro Abierto Para la Lectura) Program provides standards-based

instruction literacy development. Health textbooks were purchased for grades K-5/6 in Spring 2005 and implemented in 2005-06. History/Social Science textbooks and instructional materials were adopted in Spring 2006 and implemented in 2006-07. FOSS kits were adopted for Science textbooks in Spring 2007 and implemented in 2007-08. New Mathematics textbooks were adopted in Spring 2008 and implemented in 2009-10.

Sufficient core program textbooks and instructional materials are available in the 2009-10 school year for on-track students in grades K-12 to support the core curriculum areas of Reading/English/English Language Development (ELD), English as a Second Language (ESL), and/or Intervention, History/Social Science, Mathematics, and Science. Thus, there is a one textbook per pupil ratio for on-track pupils at multi-track schools. Since the District is not required to have one textbook per off-track student at multi-track schools, except in classes where homework is assigned, the off-track ratio of textbooks per pupil at multi-track schools varies from school to school.

To provide sufficient textbooks in subject areas consistent with the content and cycles of the curriculum framework adopted by the State Board of Education, the Los Angeles Unified School District continued to target State textbook money, available District general funds, categorical funds, as well as any additional funding provided by the State, toward the purchase of core textbooks and instructional materials. In 2008-09, the District expended \$48 million for Core and Required textbooks (of which \$29.6 million was funded through the State Instructional Materials Realignment Fund Program IMRFP). In the 2009-10 final budget, the District has a budget of \$83.3 million (of which \$50 million is from IMRFP) primarily to purchase other Core and Required textbooks in 2009-10 and/or in 2010-11. As of September 8, 2009, the District has already expended and encumbered \$55 million (\$22.9 million of which is charged to IMRFP).

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 Textbooks and Instructional Materials
Reading/Language Arts (including ELD)	Sufficient	0%
Mathematics	Sufficient	0%
Science	Sufficient	0%
History-Social Science	Sufficient	0%
Foreign Language	Sufficient	0%
Health	Sufficient	0%
Visual and Performing Arts	Sufficient	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

Note: Textbook sufficiency data are as of October 6, 2009.

## VIII. School Finances

### School Site Teacher Salaries (Fiscal Year 2007-08)

This information provides a comparison of the average teacher salary at the school site with the average teacher salaries at the district and state levels.

Average Teacher Salary			Percent Difference Between School Site and	
School Site	District	State	District	State
\$58,524	\$63,391	\$67,049	-7.7%	-12.7%

### Expenditures Per Pupil (Fiscal Year 2007-08)

This information provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil			Expenditures per Pupil from Unrestricted Sources		Percent Difference Between School Site and	
Total	Restricted Sources	Unrestricted Sources	District	State	District	State
\$10,496	\$4,854	\$5,642	\$4,438	\$5,512	27.1%	2.4%

### Types of Services Funded (School Year 2008-09)

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

#### Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, and achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

### Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information 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. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,788	\$42,065
Mid-Range Teacher Salary	\$63,553	\$67,109
Highest Teacher Salary	\$78,906	\$86,293
Average Principal Salary (Elementary)	\$108,621	\$107,115
Average Principal Salary (Middle)	\$117,632	\$112,279
Average Principal Salary (High)	\$120,447	\$122,532
Superintendent Salary	\$300,000	\$216,356
Percent of Budget for Teacher Salaries	36.9%	39.4%

Percent of Budget for Administrative Salaries	5.6%	5.5%
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## IX. Student Performance

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-Language Arts and Mathematics in grades 2 through 11; Science in grades 5, 8, 9, 10 and 11; and History-Social Science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding the CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE website at <http://star.cde.ca.gov>

*Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

### CST - 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	78%	75%	82%	31%	35%	38%	43%	46%	50%
Mathematics	87%	89%	89%	31%	35%	37%	40%	43%	46%
Science	75%	93%	88%	27%	36%	38%	38%	46%	50%

### CST - Racial/Ethnic Groups - Most Recent Year

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English-Language Arts	74%	**	84%	**	68%		89%
Mathematics	78%	**	94%	**	86%		92%
Science	80%		100%		77%		93%

### CST - Other Subgroups - Most Recent Year

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	Economically Disadvantaged	English Learners	Students with Disabilities	Students Receiving Migrant Education Services
English-	78%	85%	69%	50%	48%	

Language Arts						
Mathematics	89%	88%	79%	78%	71%	
Science	85%	91%	83%		**	

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

The California Physical Fitness Test is administered to students in grade 5, 7, 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
05	16.5%	24.7%	54.1%

## 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 1000, with a statewide target of 800. Detailed information about the API can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ap/>.

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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.

	2007	2008	2009
Statewide API Rank	10	10	10
Similar Schools API Rank	7	7	8

### API Changes 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.

Group	Actual API Change			API Score
	2006-07 Growth	2007-08 Growth	2008-09 Growth	2009 Growth

	Points	Points	Points	
All Students at the School	14	6	18	930
African American	28	24	15	877
American Indian or Alaska Native				
Asian	12	0	-1	963
Filipino				
Hispanic or Latino				
Pacific Islander				
White (Not Hispanic)	9	-15	35	954
Socioeconomically Disadvantaged	-5	35	8	888
English Learners				
Students with Disabilities				
<b>"N/A"</b>	means a number is not applicable or not available due to missing data.			
<b>"**"</b>	means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.			
<b>"A"</b>	means the school or subgroups scored at or above the statewide performance target of 800 in 2009.			
<b>"B"</b>	means the school did not have a valid 2008 Base API and will not have any growth or target information.			
<b>"C"</b>	means the school had significant demographic changes and will not have any growth or target information.			
<b>"D"</b>	means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.			
<b>"E"</b>	indicates this school was an ASAM school in the 2008 Base API Report and has no target information even though the school is no longer an ASAM school.			

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind (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 English-Language Arts (ELA) and Mathematics
- Percent proficient on the state's standards-based assessments in ELA and Mathematics
- API as an additional indicator
- Graduation rate (for high schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ay/>

### AYP 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	Yes
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 Adequate Yearly Progress (AYP) for two consecutive years in the same content area (English-Language Arts or Mathematics) 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 website at <http://www.cde.ca.gov/ta/ac/ay>.

	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	390
Percent of Schools Currently in Program Improvement	N/A	45.5%

## XII. Instructional Planning and Scheduling

### Professional Development

Beginning with the 2008-09 school year, all professional development efforts have been aligned to a multi-tiered framework called Response to Instruction and Intervention (RtI<sup>2</sup>). RtI<sup>2</sup> is student-centered, data-based, and promotes the practice of providing high-quality, effective instruction to all students across all arenas - academic, social-emotional, and behavioral. There is district-wide emphasis on the problem-solving model that utilizes and builds on:

- the work of educators who team together to increase student engagement, motivation, and achievement;
- content knowledge and access strategies to support the achievement of diverse learners- English Learner (EL) and Standard English Learner (SEL) students, Gifted/High Achieving students, and Students With Disabilities (SWD);
- the analysis of multiple sources of data; and
- evidence-based instruction and intervention matched to student need.

## Time Dedicated Annually To Professional Development For Teachers

### AM/PM Kinder

Academic Year	Banked Time (up to)	Buy Back (up to)	Pupil Free (up to)	Total Possible Hours (up to)
2008-09	0 Hours	0 Hours	6 Hours	6 Hours
2007-08	0 Hours	18 Hours	6 Hours	24 Hours
2006-07	0 Hours	18 Hours	6 Hours	24 Hours

### Elementary Schools (Full Day Kinder - 5/6)

Academic Year	Banked Time (up to)	Buy Back (up to)	Pupil Free (up to)	Total Possible Hours (up to)
2008-09	26 Hours	0 Hours	6 Hours	32 Hours
2007-08	26 Hours	18 Hours	6 Hours	50 Hours
2006-07	26 Hours	18 Hours	6 Hours	50 Hours

## 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 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 [General Admissions Information](#) 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- Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percentage Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

### National Assessment of Educational Progress reading and Mathematics Results for Students with Disabilities and/ or English Language Learners by Grade Level- Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English language Learners	Students With Disabilities	English language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92