

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	Yucca Elementary School	District Name	Palmdale Elementary
Street	38440 Second Street East	Phone Number	(661) 947-7191
City, State, Zip	Palmdale CA 93550-3603	Web Site	http://www.psd.k12.ca.us/
Phone Number	(661) 273-5052	Superintendent	Roger Gallizzi
Principal	Kimberlee Shaw	E-mail Address	rmaldonado@palmdalesd.org
E-mail Address	yucca@palmdalesd.org	CDS Code	19-64857-6021208

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

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

Yucca Elementary is a K-6 Title I school in the Palmdale School District, located on the east side of Palmdale. Yucca Elementary was built in 1955 and is one of the oldest schools of the twenty-six schools in the Palmdale School District. It is located in the center of town in a low socio-economically disadvantaged community. Yucca serves a diverse and transient community of approximately 700 learners in grades Kindergarten through 6th of which approximately 88% or more are eligible for free and reduced lunch. 83% of the student population is Hispanic/Latino; the African American population comprises 11%; Caucasian is 4% and other comprises 1%. Yucca's English Language Learner population is over 50%.

Yucca has twenty six classroom teachers on staff that are fully credentialed. The teachers and support staff have received training in the district adopted Houghton Mifflin Reading program and we are currently implementing all components of this program as a part of our commitment to improving students' reading and comprehension skills. Our staff works diligently to ensure that our reading instruction is uninterrupted while using a variety of teaching modalities to address the learning styles of all students. Yucca provides students with a before and after school intervention program, reading and math tutoring, a computer lab, and other activities that are designed to enhance personal and academic growth.

Yucca School's Plan offers the on going opportunity to plan, implement, monitor and evaluate a meaningful standards-based curriculum for all students.

The school's goals, objectives and activities have been identified and written in part, based on needs expressed through teacher, student and parent surveys. Also used to guide instruction is the analysis of CST results which are reflective in the state API and federal AYP scores. These goals, objectives and activities are established to improve instruction at Yucca to provide students an opportunity to meet grade level, district and state standards.

The Principal, Assistant Principal, Instructional Coach, and Special Projects Teacher, in collaboration with the Principal's Leadership Team, and School Site Council, developed the plan and will continue to work towards the ongoing implementation, evaluation and revision of this plan.

The Yucca School community is committed to promoting a positive learning environment that fosters and nurtures a love of life-long learning for all students. Our mission is to help all students:

- develop and maintain oral language proficiency
- master basic skills
- develop critical thinking skills
- demonstrate respect for self and others
- become productive citizens
- maintain cognitive engagement in all academic areas

We are a school that believes that all children will:

- reach their full potential
- develop respect for self and others
- become productive citizens

A successful school experience is the foundation to life-long learning. Recognizing this, we commit to providing a safe, healthy, and caring environment.

Opportunities for Parental Involvement (School Year 2008-09)

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

Yucca Elementary strives to provide a welcoming environment which encourages parent and community involvement. Parents and community members play an important role in the implementation of all educational programs at our school. Parents are also involved in school governance through our School Site Council, School Leadership, and English Language Advisory Committee (ELAC).

The School Site Council (SSC) meets eight times a year and consists of parents, teachers, staff members, and administration. The purpose of this committee is to review and assess the effectiveness of the Yucca School Accountability Plan. All parents and community members are welcome to attend. The English Learner Advisory Committee or ELAC meets monthly to advise the staff and administration on programs and services for English learning students. Back to School Night, Open House and Trimester Award Ceremonies are also highly attended by Yucca parents and give Yucca students opportunities to shine in their academic and behavioral efforts. In order to make all parents feel welcome, Yucca provides translators on site for those who are not native English-speakers.

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	99
Grade 1	128
Grade 2	106
Grade 3	111
Grade 4	108
Grade 5	90
Grade 6	106
Total Enrollment	748

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	10.70	White (not Hispanic)	4.01
American Indian or Alaska Native	0.40	Multiple or No Response	4.55
Asian	0.40	Socioeconomically Disadvantaged	93.00
Filipino	1.60	English Learners	42.00
Hispanic or Latino	78.34	Students with Disabilities	16.00
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	33.3		3	1	30.0		4		24.8		4	
1	26.0		3		26.3		4		23.2		5	
2	26.8	1	3		26.3		4		26.5		4	
3	25.3	1	3		28.0		4		25.3		4	
4	27.3		3		28.7		3		31.3		2	1
5	23.4		5		24.8		4		30.0		3	
6	32.5		1	1	26.5		4		26.5		4	
K-3												
3-4												
4-8												
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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

Yucca School Safety Plan encompasses all aspects of safety on campus. Included are: a responsibility plan for staff members during an emergency, a dispersal and organizational plan, school personnel responsibilities, various plans for different types of emergencies such as fire and earthquake. The school staff received a copy of the Yucca Safety Plan along with the Site Emergency Preparedness Plan. Under the leadership of the assistant principal, the site safety committee meets monthly to make decisions regarding strategies to improve the safety of the school, students, staff, and visitors. All teachers have received in-service training to review safety guidelines and expectations. Yucca executes a monthly fire drill, drop and cover drill, and yearly disaster drill.

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	7.5	13.2	6.0	14.1	11.6	18.9
Expulsions	1.2	0.7	0.0	0.7	0.5	0.3

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.

Yucca School takes pride and strives to provide a safe, secure and clean environment for learning. School gates and entrances are locked during school hours. Yucca complies with the district's secure campus policy in order to ensure the safety of our staff and students. Parents, volunteers and community members must sign in at the front lobby before visiting during school hours. Students are supervised at the front gate as they come in and on the playground by our yard duty supervisors, administrators and teachers. Bathroom facilities are checked every morning and systematically throughout the day for cleanliness, supplies and repairs. Our nighttime custodial staff performs basic cleaning operations throughout the school on a regular basis.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
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	28	29	34	877
Without Full Credential	1	2	0	41
Teaching Outside Subject Area of Competence	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	2

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	100	0
All Schools in District	98.9	1.1
High-Poverty Schools in District	100	0
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)		---
Other		---

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.

All students are provided with appropriate textbooks in each curriculum area.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading California Edition (2003)	0
Mathematics	Scott Foresman-Addison Wesley envision Math, California	0
Science	Harcourt School Publishers Science 2008	0
History-Social Science	MacMillan McGraw-Hill Social Studies – California Vistas	0
Foreign Language	K-5 Hampton Brown Avenues 6th-8th -Hampton Brown High Point	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	\$4,708	---	---	\$55,199
District	---	---	---	\$62,672
Percent Difference: School Site and District	---	---	---	-12%
State	---	---	\$5,512	\$67,082
Percent Difference: School Site and State	---	---	---	-18%

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.

Yucca School receives funds from many sources that provide staff with new materials, equipment, and training. These funds also allow Yucca School to provide before and after school programs, Instructional Aides, RtI (Response to Intervention), and GATE supplies. Funding sources include: Title I, EIA/LEP, and ELAP.

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	\$35,094	\$41,866
Mid-Range Teacher Salary	\$63,873	\$68,220
Highest Teacher Salary	\$76,393	\$86,536
Average Principal Salary (Elementary)	\$94,424	\$107,858
Average Principal Salary (Middle)	\$0	\$111,405
Average Principal Salary (High)	\$0	\$112,732
Superintendent Salary	\$181,749	\$178,938
Percent of Budget for Teacher Salaries	31.7	42.1
Percent of Budget for Administrative Salaries	4.1	5.5

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>. *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	14	17	24	29	34	38	43	46	50
Mathematics	21	23	30	31	33	39	40	43	46
Science	21	23	32	23	35	39	38	46	50
History-Social Science				16	19	24	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	22	34	*	
American Indian or Alaska Native	*	*	*	
Asian	*	*		
Filipino	*	*	*	
Hispanic or Latino	24	28	34	
Pacific Islander				
White (not Hispanic)	50	63		
Male	22	28	34	
Female	27	32	30	
Economically Disadvantaged	25	29	31	
English Learners	13	17	19	
Students with Disabilities	15	27	*	
Students Receiving Migrant Education Services	36	36	*	

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	39.7	16.4	4.1

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 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	1	1	1
Similar Schools	1	1	2

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	21	20	16	654
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	21	17	23	654
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	23	14	21	654
English Learners	27	25	-5	619
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1997-1998	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	21
Percent of Schools Currently in Program Improvement	---	75.0

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.

Teachers meet frequently within and across grade levels to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that takes suggestions on the types of inservices necessary. While the district provides a professional staff development program, we can support the staff with specific information.

The Educational Services department directs the content of the district required days. These two days before the start of the school year allows teachers time to work with newly adopted materials or delve into research-based practices. All of Yucca's teachers and administrators have been attending a week's training to implement the district's new math adoption. Teachers worked in grade level groups to understand and implement the new math adoption (enVision).

Special Education, Educational Services/Professional Development, Human Resources, Migrant Immigrant & EL, and Assessment & Accountability departments participated in the planning and implementation of staff development activities. All workshops are designed around the academic content standards, the California Standards for the Teaching Profession, and research-based practices.

School sites are also encouraged to design site specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices. Site administrators submit their plan to Educational Services/Professional Development for approval and support.

Trainings are offered during the summer months on content specific areas such as SB 475 in mathematics, science curriculum workshops, mathematics workshops based on the California Mathematics Framework, and AVID.

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