

Castroville Elementary 2008-09
School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10



North Monterey County Unified

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

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

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

Student success is the number one priority at Castroville Elementary School. The entire staff and the school's resources are dedicated to improving student achievement.

The staff at Castroville Elementary School will implement an instructional program that promotes academic excellence, second language development, respect, and social responsibility. We will create a learning community where all members are nurtured, respected and inspired to reach their potential. We will work as a collaborative team, building relationships that will make learning fun and meaningful.

Our purpose is to educate students so they are prepared to become responsible, caring and contributing members of society. We will accomplish this through our collaborative work and the implementation of our agreed upon goals.

Castroville Elementary School proudly implements a Two Way-Dual Language Immersion program. Two Way Dual Language Immersion is a rigorous academic program in which the target language is used as the vehicle of instruction, not the focus. Two Way Immersion education provides students with a unique linguistic and cultural advantage in today's world. Native English speakers and Spanish speakers learn both Spanish and English, together in the same classroom, learning grade level subject matter and exiting our program as bilingual and biliterate.

Castroville Elementary School is a caring community that nurtures diversity. Students are challenged to reach for the future, to take pride in who they are and explore what they can become.

Opportunities for Parental Involvement (School Year 2008-09)

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

Parents have opportunities to become involved with the following Castroville Elementary School activities.

Classroom Support

Parent support in the classroom is critical to student success. We encourage parental involvement. Many parents have job skills and hobbies that could offer a significant contribution to the classroom.

Parent Teacher Club

Castroville Elementary School has a very active parent organization that has raised significant funds for fieldtrips, instructional resources enrichment activities, school assemblies, playground equipment, and technology for the students and staff. There are many ways parents can participate with this outstanding group of dedicated parents. Meetings are usually held the second Wednesday of the month at 7:00 P.M. Child care and refreshments are provided. Parents are encouraged to join this remarkable group so they can make a difference in the education of students at Castroville Elementary School.

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School Site Council

The Castroville Elementary School Site Council (SSC) annually develops, reviews, and updates the Single Plan for Student Achievement (SPSA), including proposed expenditures. The SPSA contains: an analysis of academic performance data to determine student needs; school goals to meet the identified academic needs of students; activities to reach school goals that improve academic performance of students; expenditures of funds allocated to the school; the means of evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards.

The SSC is composed of the following: half the members are the principal, classroom teachers and other school personnel, (classroom teachers make up a majority of this group), and half the members are parents or other community members. SSC members are elected to serve as representatives by their peers. Interested candidates must first be nominated and then his/her name will be placed on a ballot that will be distributed to all parents/guardians at Castroville Elementary School. All members are selected by peers. Nominations take place during the first two weeks of school and elections are held in early September.

English Language Learner Advisory Committee

Our English Language Learner Advisory Committee (ELAC) advises the principal and staff on the school's program for English learners and also advises the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA).

The ELAC has also assisted in the development of the school's needs assessment, language census (R-30LC), and efforts to make parents aware of the importance of regular school attendance. At least one member is elected by the ELAC to serve on the District English Language Learner Advisory Committee (DELAC).

ELAC parent members are elected by parents or guardians of English learners. Interested candidates must first be nominated and then his/her name will be placed on a ballot that will be distributed to parents/guardians of English learners at Castroville Elementary School. Nominations take place during the first two weeks of school and elections are held in early September.

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	87
Grade 1	84
Grade 2	108
Grade 3	76
Grade 4	89
Grade 5	84
Grade 6	91
Total Enrollment	619

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	0.81 %	White (not Hispanic)	5.82 %
American Indian or Alaska Native	0.16 %	Multiple or No Response	0.00 %
Asian	0.48 %	Socioeconomically Disadvantaged	71.00 %
Filipino	1.62 %	English Learners	58.00 %
Hispanic or Latino	90.79 %	Students with Disabilities	7.00 %
Pacific Islander	0.32 %	N/A	N/A

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	5			18.2	5			18.8	4		
1	17.5	4			18.8	5			19.0	4		
2	18.5	4			19.5	4			19.4	5		
3	19.5	2			19.8	4			18.0	3		
4	29.0		2		31.0		1		31.0		1	
5	29.0		2		29.5		2					
6	30.0		1	1	32.0		2		32.5		1	1
K-3	14.5	2			4.0	1			19.0	2		
3-4	27.0		2		28.5		2		12.5	2		
4-8	33.0			1	29.0		1		31.4		4	1
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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

Castroville Elementary School provides a safe and positive learning environment for all students. The school discipline plan is reviewed annually with students and parents for clarity and fairness. A school safety plan has been developed by staff for use in the event of an emergency.

The School Safety Plan includes four components: the personal characteristics of students and staff; the school's physical environment; the school's social environment; and the school's culture. By incorporating school safety into ongoing school improvement efforts, regular, systemic review of these components occurs.

The school collects and reports data on school crime in accord with the California Safe Schools Assessment Program. School crime and incident reporting forms are sent monthly to the district office. These reports are generated from the Notice of Suspension forms that the site administrator utilizes. The suspension notice form lists offenses that need to be reported.

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	1.6	14.3	10.3	12.2	15.1	10.8
Expulsions	0.0	0.0	1.0	0.2	0.2	0.6

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

There is adequate adult supervision at all times when students are present on the site. All public access points are controlled, and visitors are directed to the office. Each classroom meets or exceeds the states square footage requirement of 960 square feet, and there is adequate classrooms for the schools enrollment. All wiring and plumbing is being brought up to current code, and HVAC systems are being replaced. All restrooms are clean and function properly. The school has a regular cleaning schedule and the principal coordinates any additional cleaning that may be needed with the custodian.

*For the Annual Report for North Monterey County Unified School District click on the following link:
<http://www.nmcusd.org/pdfs/SARCs/Williams%20PD1.pdf>

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. **CASTROVILLE ELEMENTARY SCHOOL FACILITY RECEIVED A WILLIAMS/VALENZUELA SCHOOL VISITATION ON AUGUST 24, 2009.**

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	29	29	28	210
Without Full Credential	2	2	4	17
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	1	2	2
Total Teacher Misassignments	1	2	2
Vacant Teacher Positions	0	0	0

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

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	92.9	7.1
All Schools in District	88.4	11.6
High-Poverty Schools in District		
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)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Open Court English language arts instruction textbooks are published by McGraw-Hill. Lectura Spanish language arts instruction textbooks are published by Houghton-Mifflin.	0
Mathematics	Mathematics textbooks are published by Houghton-Mifflin.	0
Science	Science textbooks are published by McGraw-Hill.	0
History-Social Science	Reflections social science textbooks are published by Harcourt.	0
Foreign Language	No foreign language is taught.	0
Health	There is no district-adopted health curriculum.	0
Science Laboratory Equipment (grades 9-12)	n/a	0
Visual and Performing Arts	There is no district-adopted visual and performing arts curriculum.	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 / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,373.00	\$2,076.00	\$4,297.00	\$60,222.00
District	N/A	N/A	\$5,419.00	
Percent Difference – School Site and District	N/A	N/A	-20.70 %	
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	-22.04 %	-1.27 %

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.

Castroville Elementary School has implemented the following measures in order to ensure that students receive effective instruction:

Student Review Team (SRT). In the Fall, Winter and Spring trimesters, all students are assessed in language arts, math, and ELD. The Student Review Team (comprised of the Principal, Bilingual Resource Teacher, Resource Specialist, and Student Intervention Coordinator) meets with every grade-level team to review trimester assessment results and determine specific types of interventions that students need. Supplemental services are provided to these students by the Resource Team in the form of in-school or after-school support.

Student Study Team (SST). Students who fail to meet grade-level benchmarks and/or demonstrate social, emotional or behavioral needs are referred for a Student Study Team meeting, in which an action plan is developed regarding additional supports that should be offered. The SST is comprised of the principal, classroom teacher, resource team personnel, and parents. The SST meets on an as-needed basis.

After-school Supplemental Support. Based on student data from the SRTs, academic tutorials are offered. Castroville offers after-school homework centers and enrichment courses. Enrichment courses are available to GATE and all other interested students.

Intervention services funded by Title I are provided to lower-performing students in the form of small group instruction provided by credentialed teachers or instructional assistants.

An ELD Coach supports teachers in the development of standards-based ELD lessons to improve the English acquisition of our EL students.

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		\$38,941
Mid-Range Teacher Salary		\$59,686
Highest Teacher Salary		\$77,828
Average Principal Salary (Elementary)		\$94,258
Average Principal Salary (Middle)		\$98,271
Average Principal Salary (High)		\$104,869
Superintendent Salary		\$142,247
Percent of Budget for Teacher Salaries	35.40 %	38.20 %
Percent of Budget for Administrative Salaries	6.10 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade

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five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	19	18	18	32	32	34	43	46	50
Mathematics	32	29	32	28	25	28	40	43	46
Science	18	18	12	28	32	36	38	46	50
History-Social Science	0	0	0	21	25	34	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	16	31	10	
Pacific Islander	*	*		
White (not Hispanic)	54	48		
Male	17	33	8	
Female	20	29	18	
Economically Disadvantaged	14	27	10	
English Learners	6	25	2	
Students with Disabilities	3	10	*	
Students Receiving Migrant Education Services	8	22	5	

California Physical Fitness Test Results

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	24.4	25.6	8.1
7	0.0	0.0	0.0
9	0.0	0.0	0.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of 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	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note, "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	14	-4	-4	628
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	13	-1	0	617
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	7	-7	-6	598
English Learners	13	-3	7	588
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	No	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2009-10)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2009-2010
Year in Program Improvement	Year 5	Year 1
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The focus for staff development in North County is to improve grade level curriculum to meet California State Standards. Two annual staff development days focus on developing classroom strategies for teachers to improve student learning. Teachers are provided additional opportunities to attend workshops that enhance student achievement. Each Friday is a minimum day for students at Castroville Elementary School. This time is set aside for teacher planning and grade level articulation (APT), as well as individual parent conferences. The grade level articulation/planning meetings focus on language arts, math and English Language Development (ELD). During these collaborative meetings, grade level teams review student data, analyze student work, set instructional goals, and develop lessons. At times, the district curriculum coaches and the ELD coach help facilitate these meetings.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

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

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

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

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

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