



School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Green Tree East Elementary School

Address: 17246 Gibraltar Dr. , Victorville CA 92395-3360 **Phone:** 760-955-7600
Principal: Tanya Benitez **Grade Span:** K - 6

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. 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 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 schools contact information.

School		District	
School Name	Green Tree East Elementary	District Name	Victor Elementary
Street	17246 Gibraltar Dr.	Phone Number	760-245-1691
City, State, Zip	Victorville , CA 92395-3360	Web Site	www.vesd.net
Phone Number	760-955-7600	Superintendent	Dale Marsden
Principal	Tanya Benitez	E-mail Address	dmarsden@vesd.net
E-mail Address	tbenitez@vesd.net	CDS Code	36- 67918- 6110522

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

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Mission

- All students will be at or above grade level in all academic areas
- Every child can learn
- Quality education demands shared responsibility and participation by family, community, and school
- Every individual is unique, merits respect, and has talents to contribute
- Educated citizens continually improve society and safeguard American democracy
- Education nurtures an awareness of individual and cultural differences
- High expectations fosters high achievement
- Children have an innate curiosity to learn

Parameters

- Decisions based on needs of the students
- Degradation of any individual is unacceptable and not tolerated
- Work in an educational partnership with the community
- Continually improve our educational program
- Responsible budgeting ensures financial stability
- Always retain only those employees who meet high expectations
- Academic responsibility and citizenship are required from our students
- All levels of planning will demonstrate participatory management
- Always make responsible decisions, which are consistent with district mission
- Promote education through positive words and actions

Our School Governance Model Consists of...

- The two governing boards are the School Site Council (SSC) and English Limited Advisory Council (ELAC)
- School Site Council consists of: parents, staff, and principal
 - Meetings held once per month to discuss and improve school programs, policies, budgets, and site improvement/action plans
 - Reviews academic goals, as well as student progress
- School plan is written by school leadership team, approved by staff, School Site Council, District Advisory Council, and District Board of Education. Final decisions are then determined by the Board of Trustees
- Staff meetings, which are held weekly, address the needs of the whole school community
- Current decision making model is collaboration
- Each grade level consists of one district representative for the curriculum committee
- Committees, such as Spelling Bee and Science Fair, are established to encourage integration of science, social studies, and enrichment with core subjects

Minimum Days in School Year

- Every Friday minimum day shortened by one hour and 55 minutes
- Time is used for staff planning and collaboration
- Review of assessments and plan accordingly for the following week
- Score writing and analyze testing data
- Parent communication

Opportunities for Parental Involvement (School Year 2008-09)

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We believe that parent involvement has a positive effect on student achievement and conduct.

Parents can be involved at Green Tree East and the district through the following:

- Encourage high academic achievement at home by praising and encouraging children and speaking well of their school.
- Be a member of the Child Parent Teacher Organization (CPTO)
- Fill out the evaluation surveys that go out each year
- Attend your child's award assembly
- Come to watch class performances
- Attend "Pastries with the Principal" Meetings
- Attend the GTE Student Art Festival
- Participate in events scheduled throughout the year such as Skate Night, Daddy/Daughter Day, Mother/Son Day
- Participate in Parent Volunteer Training, which is required if parents desire to:
 - Volunteer in their child's classroom
 - Volunteer to chaperone on fieldtrips
 - Volunteer in the school library or the office

At the end of the year, parents are recognized for participating in school activities.

The following resources help parents stay informed of school activities, special dates, and important school information:

- The Green Tree East monthly newsletter.
- Classroom newsletters.
- The Principal's morning meeting: Important topics are discussed and include explanation of the school's AYP and API, Developmental Assets, survey results, ways to help your child, and other topics.
- Electronic Sign
- www.vesd.net

Parents can stay informed of their child's progress and school programs through the following:

- Family First Phone System
- The School Accountability Report Card
- Classroom Newsletters
- Teacher notes
- Parent/Teacher Conferences
- Progress Reports and Report Cards
- District Testing Results
- Student Study Teams
- Teacher Phone Calls and written communication
- The student handbook and calendar
- Teachers and Principal inform parents about expectation and how they can assist their child

Green Tree East hosts a Title I reading night each year in the Spring to learn about reading and to inform parents what title I funds are spent on

Green Tree East has a parenting class in the spring that consists of a variety of topics ranging from >>>>>

The Children Parent Teacher Organization (CPTO) continues to raise funds to improve the school

Special Education Local Plan Area (SELPA) services are used to provide parents and teachers with strategies for at risk and special needs students.

The San Bernardino Office of Education/Desert Mountain Consortium is located in a neighboring city and provides support for parents and teachers

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	84
Grade 1	88
Grade 2	92
Grade 3	85
Grade 4	98
Grade 5	94
Grade 6	90
Total Enrollment	631

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
African American	21.87 %
American Indian or Alaska Native	0.16 %
Asian	0.16 %
Filipino	0.16 %
Hispanic or Latino	58.48 %
Pacific Islander	0.48 %
White (not Hispanic)	16.48 %
Multiple or No Response	2.22 %
Socioeconomically Disadvantaged	86.00 %
English Learners	20.00 %
Students with Disabilities	7.00 %

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29.0	1	1	1	28.3		3		28.0		3	
1	24.7		3		27.7		3		25.3		3	
2	22.8	1	3		25.7				26.0		3	
3	31.0		3		31.5		2		32.0		2	
4	27.0		3		32.5		1	1	34.0			2
5	32.5		1	1	30.0		2		33.5			2
6	32.3		1	2	30.0		2		32.5		1	1
K-3	23.0		1		25.0		2		26.0		1	
3-4					21.0		1		31.0		1	
4-8	29.0		1		29.0		2		32.5		1	1
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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

- Our school site has a comprehensive program consisting of policies and procedures for all issues that involve student safety
- A notebook is maintained in the School Administrative Managers office for review at any time
- This notebook is regularly updated, and the information is shared with staff monthly
- The plan consists of fire and earthquake drills, lockdown procedures in the event of a threat to our students policies and procedures on dealing with student behavior, discipline issues, suspensions and expulsions as needed
- We also address various health issues that concern school sites as they arise

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	8.9	7.6	11.3	9.7	9.4	12.1
Expulsions	0.2	0.3	0.2	0.2	0.1	0.5

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, and a description of any planned or recently completed facility improvements.

- Green Tree East Elementary school provides a clean, safe, and functional environment for learning through facilities maintenance and campus supervision. Full-time day custodian works with the site administration to ensure completion of routine maintenance and daily custodial procedures. Restrooms are checked throughout the day to ensure that they are clean and all the necessary supplies are being provided (such as hand soap & toilet paper). Any repairs that can't be done by the day custodian are submitted to the maintenance/operation department through a work order program and the work is completed in a timely manner.
- Maintains condition of the school's grounds, buildings, and restrooms
- School was built in 1992
- Twice a year district personnel come to our site and do a complete inspection to make sure that everything is in place and we are meeting the goals of the Five Star award for outstanding cleanliness and safety. Our school has received this award every year since the program was started.
- One full time and three part-time custodians
- New restrooms added to lower field and upper campus in 2007
- 4 additional portable classrooms added for growth in 2007

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

DATE of the School Site Inspection (5 STAR) 11-17-09

DATE of the Williams Inspection 9-22-09

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			
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.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	27	25	23	488
Without Full Credential	0	1	2	11
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
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	.25	
Library Media Teacher (Librarian)	.75	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	0

VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton-Mifflin adopted 2003	0
Mathematics	Grade K - 2 - Houghton-Mifflin CA edition adopted 2009	0
	Grade 3 - 6 - Houghton-Mifflin adopted 2002	
Science	MacMillan / McGraw-Hill adopted 2008	0
History-Social Science	Scott-Forseman K-5 adopted 2007	0
	Harcourt 6 adopted 2007	

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 and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,955.85	\$2,442.21	\$5,513.65	\$74,150.08
District	N/A	N/A	\$5,291.73	\$69,070
Percent Difference – School Site and District	N/A	N/A	4%	7%
State	N/A	N/A	\$5,512	\$67,082
Percent Difference – School Site and State	N/A	N/A	0%	11%

Types of Services Funded (Fiscal 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.

4.1% District Administration 4.1% Instructional Support 9.8% Maintenance and Operations 2.8% Transportation 65.4% Instruction 7.0% School Site Administration 2.8% Facilities and 4.2% Food.

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.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,288	\$41,866
Mid-Range Teacher Salary	\$63,367	\$68,220
Highest Teacher Salary	\$87,491	\$86,536
Average Principal Salary (Elementary)	\$108,802	\$107,858
Average Principal Salary (Middle)		\$111,405
Average Principal Salary (High)		\$112,732
Superintendent Salary	\$240,600	\$178,938
Percent of Budget for Teacher Salaries	44.80 %	42.10 %
Percent of Budget for Administrative Salaries	4.70 %	5.50 %

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 for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public](#) guide. 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	37	43	42	41	46	52	43	46	50
Mathematics	41	44	40	50	54	59	40	43	46
Science	10	57	28	35	49	52	38	46	50
History-Social Science	0	0	0	0	0	0	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 by Student Group (School Year 2008-09)

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	38	32	25	
American Indian or Alaska Native				
Asian				
Filipino	*	*		
Hispanic or Latino	39	39	31	
Pacific Islander	*	*	*	
White (not Hispanic)	54	54	21	
Male	35	36	28	
Female	49	45	29	
Economically Disadvantaged	40	38	26	
English Learners	21	27	20	
Students with Disabilities	27	37	*	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.4	35.7	28.6

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 on the CDE [Academic Performance Index \(API\)](#) Web page.

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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	3	4	
Similar Schools	8	8	N/A

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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	33	N/A	B	B
African American		N/A		695
American Indian or Alaska Native		N/A		
Asian		N/A		
Filipino		N/A		
Hispanic or Latino	30	N/A		737
Pacific Islander		N/A		
White (not Hispanic)	15	N/A		785
Socioeconomically Disadvantaged	31	N/A		731
English Learners	4	N/A		687
Students with Disabilities		N/A		

"N/A" means a number is not applicable or not available due to missing data.

"*" 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.

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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

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

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	27.8

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.

- Summer Professional Training Institute
- VESD Trainings throughout the academic year
- Individual Teacher and Staff professional development meetings and conferences
- Once-a-month staff development and/or strategy sharing at school site.

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 [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 – 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 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 – 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