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	Rea Elementary School	**District Name**	Newport-Mesa Unified School District
Street	661 Hamilton Street	**Phone Number**	(714) 424-5000
City, State, Zip	Costa Mesa, CA 92627	**Web Site**	www.nmusd.us
Phone Number	(949) 515-6905	**Superintendent**	Dr. Jeffrey Hubbard
Principal	Anna Corral	**E-mail Address**	superintendent@nmusd.us
E-mail Address	acorral@nmusd.us	**CDS Code**	30-66597-6029326

School Description and Mission Statement (School Year 2008-09)
This section provides information about the school, its programs and its goals.

Vision:
"Working together in the life of the "whole child" to achieve success for all students"

Belief Statement:
Our mission at Rea Elementary School is to provide a safe and positive learning environment where all students can develop into responsible individuals who make a positive contribution to society and have the opportunity to experience personal success academically, physically and socially.

Commitment Statements:

- Rea students will work daily to become literate members of society
- Rea students will take ownership of their education
- Rea students will be role models, contributing to their community
- Rea students will successfully integrate in more diverse environments
- Rea students will make choices that provide options and future opportunities
- Bilingual Rea families nurture cultural traditions within the family
- The families of Rea join the efforts of the school to instill responsible, respectful and goal-seeking behavior
- Rea faculty will teach students daily to comprehend grade level content standards.
- Faculty/Staff/Administration will confidently address the specific academic needs of the English learner and at risk student

School Motto:
"Believe, Achieve, Succeed"

Student Motto:
“I am a Capable, Talented, and Intelligent student”

Student Pledge

- I am a capable, talented and intelligent student.
- I am capable because with hard work, desire, and determination I can achieve my goals.
- I am talented because I can contribute to my world.
- I am intelligent because I can use my mind to make the right choices that will impact my future in a positive way.
- I am a responsible Rea student!

Opportunities for Parental Involvement (School Year 2008-09)

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

Rea Elementary School is committed to creating a school culture that includes parents as partners in the educational process. Rea has an active and supportive Parent-Teacher Association which assists the school financially and with parent volunteers. Numerous parent councils and committees exist which include: School Site Council, English Learners Advisory Committee, and PTA. This year a new Parent Volunteer Program has parents helping with daily tasks including everything from making copies for teachers to assisting with bus duty and supervision.

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	88
Grade 1	29
Grade 2	22
Grade 3	32
Grade 4	32
Grade 5	243
Grade 6	240
Total Enrollment	710

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	0.70	**White (not Hispanic)**	1.55
American Indian or Alaska Native	0.00	**Multiple or No Response**	0.00
Asian	0.56	**Socioeconomically Disadvantaged**	99.00
Filipino	0.42	**English Learners**	77.00
Hispanic or Latino	96.62	**Students with Disabilities**	13.00
Pacific Islander	0.14		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K									20.0	4		
1									20.0	1		
2									16.0	1		
3									19.0	1		
4	29.0		8		32.7		3	4	32.0		1	
5	30.3		8		32.4		2	5	34.3			7
6	30.3		7		31.4		7	1	30.0		8	
K-3									18.5	2		
4-8					30.0		1					

III. School Climate

School Safety Plan (School Year 2008-09)

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

Two and a half custodians, along with the students, help keep the campus clean. The campus is inspected regularly to ensure safe conditions. The school has a Disaster Preparedness Plan and materials on hand in case of an emergency. The school conducts regular emergency fire, intruder, and disaster drills. Staff has received Emergency Disaster Preparedness training through American Homeland Security. New this year is a "P.M. emergency plan" to address the special needs of our unique facility. The Rea site hosts many programs such as The Boys and Girls Club, SOY (Save Our Youth), and the Hope Clinic. In addition to all the outside programs, Rea also is host to many programs that support student success such as Project Success and WEIT (Whatever It Takes). There are several students on campus after hours and an emergency plan is in place to care for of all the students still on site. All Rea staff members as well as representatives from SOY and Boys and Girls Club were in-serviced and CERT trained in March of 2009.

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	4.7	11.9	8.3	8.0	8.0	6.4
Expulsions	0.3	0.6	0.0	0.3	0.3	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.

REA – 30,720 Classroom Sq. Ft.

This school was built in 1953. There are 27 permanent classrooms, a multi-purpose room, a library, and an administration building. 5 portables were constructed in 2000. The school, along with the portables, was modernized in 2006.

507 work orders were completed for Rea in the 2008-2009 fiscal year. The site was inspected on 10/15/09.

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]	[ ]	Work order #140490: Room #2: carpet seam near sink is loose. Room 6: fire alarm pull box needs to be attached to the wall. Main electrical closet at the end of the wing: key will not unlock door. Kitchen: repair plaster on corner of hood over the stoves needs repair. Work in progress 11/13/2009.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	[ ]	Work order #140492: Room 16: outside on the end of the building, repair light fixture; Women's ADA restroom outside room 22: replace missing light diffuser. Work in progress 11/13/2009.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Work order #140490: reset loose toilet in men's restroom. Work order #140491: Rooms 9, 13, 19, 20 drinking fountain handle is loose. Rooms 9, 14, 19, MPR: adjust water pressure to drinking fountains. Room 8: drinking fountain loose. Room 17: drinking fountain outside has debris in the bubbler. Work in progress 11/13/2009.
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]	[ ]	[ ]	Work order #140490: Administration, repair loose base cove near front entry; replace broken ceiling tile; Library: wire mold on wall near main entrance needs to be replaced or removed.; store room near computer room: wire mold for rear door alarm is loose; repair rotting door; MPR: repair rotting fascia board on Hamilton St. side; Kitchen: repair plaster on corner of hood over the stoves; Dumpster area: remove excess trash around dumpster. Playground equipment: loose and missing bolts on rings; room 27 repair loose door handle; Room 23: repair door handle; MDF room by room 11: remove tape covering fire sprinkler; Rooms 18 & 29: repair door closer. Administration: repair loose base cove near front entry. Work began 11/13/2009.
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	31	28	32	1023
Without Full Credential	0	0	0	4
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	0

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

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100.0	
All Schools in District	98.3	1.7
High-Poverty Schools in District	100	
Low-Poverty Schools in District	99.7	0.3

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	0.6	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	3.0	---
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.

The Newport-Mesa Unified School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with District and State content standards. Teachers also select supplementary instructional materials to meet the specific needs of their students. History/Social Science and Science curriculum instruction are aligned with the District and State content standards. Elementary schools also participate in the Beckman@Science Program. Individual schools also support instruction by providing a library/media center and technology resources in the classroom including computers, CD-ROM, and instructional television. Internet access is currently available in the library/media center and in many classrooms. Teachers and administrators have been trained in using the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into instruction and curriculum.

Data collected: October 2009

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
Reading/Language Arts	Houghton-Mifflin Reading: A Legacy of Literacy, 2003-All students have one student anthology or classroom Big Books and corresponding practice book.
Mathematics	McGraw-Hill Mathematics, 2001. All students have a textbook. Additionally, students in grades 1-6 have a homework practice book.
Science	Pearson Scott Foresman Science Text. All students have a textbook, Big Books and practice books. Teachers supplement this curriculum with the Hands-on, Inquiry-based science kits. Kits are provided to each classroom teacher on a rotation schedule.
History-Social Science	Pearson Scott Foresman 2007. All K-5 students have student text materials and web based support documents. 6-8 grade students – Glencoe student text materials and web based support documents.
Visual and Performing Arts	McGraw-Hill Textbooks

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
District	---	---	$10,287	$70,130
State	---	---	$5,512	$67,049

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.

Each district school receives categorical funding to provide supplemental services to assist students:

- in reaching academic proficiency
- in mastering grade level content standards and
- successfully graduate from high school.

Services throughout the district include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Programs for English Language Learners
- Extended Day/Year/Summer School
- Enrichment Programs
- Access to Technology
- AVID/MESA Programs
- Parent Education/Family Nights
- Social Services (Healthy Start)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (Academic and Career)
- Gifted and Talented Education (GATE)
- Special Education

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

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	$44,853	$42,065
Mid-Range Teacher Salary	$71,374	$67,109
Highest Teacher Salary	$93,923	$86,293
Average Principal Salary (Elementary)	$106,885	$107,115
Average Principal Salary (Middle)	$118,152	$112,279
Average Principal Salary (High)	$121,935	$122,532
Superintendent Salary	$237,073	$216,356
Percent of Budget for Teacher Salaries	34.9	39.4
Percent of Budget for Administrative Salaries	6.2	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	29	32	34	55	57	61	43	46	50
Mathematics	36	38	35	49	51	55	40	43	46
Science	20	22	28	52	58	64	38	46	50
History-Social Science				45	47	55	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	33	34	28	
Pacific Islander	*	*		
White (not Hispanic)				
Male	28	33	31	
Female	41	36	24	
Economically Disadvantaged	35	34	28	
English Learners	22	24	14	
Students with Disabilities	10	14	15	
Students Receiving Migrant Education Services	27	24	17	

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	14.6	28.7	40.4

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	2	3	2
Similar Schools	6	9	8

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	29	6	-17	693
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	25	9	-20	690
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	29	5	-17	693
English Learners	33	3	-16	679
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	Yes
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make 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	Not In PI
First Year of Program Improvement	2005-2006	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement	---	7
Percent of Schools Currently in Program Improvement	---	21.9

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.

For the past 3 years there have been 2 pupil free staff development days.

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