

# Rolling Hills Elementary 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)

School		District	
<b>School Name</b>	Rolling Hills Elementary School	<b>District Name</b>	Fullerton School District
<b>Street</b>	1460 East Rolling Hills Dr.	<b>Phone Number</b>	(714) 447-7400
<b>City, State, Zip</b>	Fullerton, CA 92835	<b>Web Site</b>	<a href="http://www.fsd.k12.ca.us">www.fsd.k12.ca.us</a>
<b>Phone Number</b>	(714) 447-7795	<b>Superintendent</b>	Mitch Hovey
<b>Principal</b>	Randa Schmalfeld	<b>E-mail Address</b>	<a href="mailto:mitch_hovey@fsd.k12.ca.us">mitch_hovey@fsd.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:randa_schmalfeld@fsd.k12.ca.us">randa_schmalfeld@fsd.k12.ca.us</a>	<b>CDS Code</b>	30-66506-6028153

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

Rolling Hills Elementary School is located in the northeastern section of Fullerton, one of 20 school sites in the Fullerton School District.

The Rolling Hills School community engages all students in a comprehensive and academically challenging arts-infused curriculum that fosters critical thinking and creativity within a safe and caring environment.



### III. School Climate

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

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256 and 32286 as well as applicable District policies and regulations. Each year, prior to March first, the school's safety plan is reviewed, updated and discussed with staff. Annually, during the month of July, the school reports on the status of its safety plan, including a description of the plan's key elements. The safety plan was updated in December 5, 2008 and reviewed with staff on December 10, 2008.

The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school and school sponsored activities and are encouraged to use safe practices when traveling to and from school and/or school related activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, parents, staff and community members interact in an atmosphere of mutual respect that enhances the environment for learning. A copy of the plan is available at the school office and will provide a more detailed description of each element of the plan including specific actions, resources and timelines to be implemented by the school.

#### **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
<b>Suspensions</b>	6.1	3.7	2.3	3.8	4.1	4.3
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0

### IV. School Facilities

#### **School Facility Conditions and Planned Improvements (School Year 2009-10)**

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Rolling Hills Elementary School has 24 classrooms, a daycare center, a multipurpose room and a library media center. The main campus was built in 1962. Additions were constructed in 1963 and 1972. Four portable classrooms were added in 1963, one was added in 1995, and one was added in 2001. The daycare building was purchased from the YMCA in 2005 and the multipurpose room was completed in 2006. In 2009 and additional 960 square foot relocatable was added to accommodate the expanding multi-age program.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During the 2008-09 school year, the district spent \$1,005,155 on deferred maintenance. For the 2009-10 school year, the District budgeted \$379,225 for the deferred maintenance program.

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

This table displays the results of the October 12, 2009 school site inspection to determine the school facilities good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)			X	Adjust drinking fountains water pressure.
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
<b>Overall Rating</b>	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	23	22	22	592
Without Full Credential	0	1	1	4
Teaching Outside Subject Area of Competence	2	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	2	2	2
Total Teacher Misassignments	5	2	4
Vacant Teacher Positions	0	0	1

## **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/tg/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	99.9	0.1
<b>High-Poverty Schools in District</b>		
<b>Low-Poverty Schools in District</b>	99.8	0.2

## **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
<b>Academic Counselor</b>		
<b>Library Media Teacher (librarian)</b>		n/a
<b>Library Media Services Staff (paraprofessional)</b>		n/a
<b>Psychologist</b>		n/a
<b>Social Worker</b>		n/a
<b>Nurse</b>		n/a
<b>Speech/Language/Hearing Specialist</b>	1.0	n/a
<b>Resource Specialist (non-teaching)</b>	1.0	n/a
<b>Other</b>		n/a

## VII. Curriculum and Instructional Materials

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

On October 13, 2009, the Governing Board of the Fullerton School District certified that, as of that date, each pupil in the District in kindergarten through grade eight, had been provided with a standards-aligned textbook or basic instructional materials purchased from the approved standards-aligned adoption list in the core curriculum areas listed below.

	<b>Quality, Currency, and Availability of Textbooks and Instructional Materials</b>	<b>Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials</b>
<b>Reading/Language Arts</b>	<u>2001-02 Houghton Mifflin K-5, c. 2003</u> <u>2001-02 Holt 6-8, c.2003</u>	0
<b>Mathematics</b>	<u>2008-09 Houghton Mifflin K-5, c. 2009</u> <u>2008-09 Holt McDougal 6-8, c. 2008</u>	0
<b>Science</b>	<u>2007-08 MacMillian McGraw Hill K-5, c. 2008</u> <u>2007-08 Holt McDougal 6-8, c. 2007</u>	0
<b>History-Social Science</b>	<u>206-07 Houghton Mifflin K-5, c. 2007</u> <u>2006-07 McDougal Littell 6-8, c. 2006</u>	0
<b>Foreign Language</b>	<u>2001-02 ¡En español! 7-8, c. 2004</u>	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/>.

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental / Restricted)</b>	<b>Expenditures Per Pupil (Basic / Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$5,148	\$247	\$4,901	\$75,023
<b>District</b>	n/a	n/a	\$4,521	\$69,771
<b>Percent Difference – School Site and District</b>	n/a	n/a	8.41%	7.53%
<b>State</b>	n/a	n/a	\$5,512	\$67,082
<b>Percent Difference – School Site and State</b>	n/a	n/a	-13.89%	11.84%

### 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.

<b>Programs</b>	<b>Number of Pupils</b>	<b>Funds</b>
<b>School and Library Improvement Program</b>	573	\$40,788

## **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/>.

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$43,513	\$41,866
<b>Mid-Range Teacher Salary</b>	\$74,026	\$68,220
<b>Highest Teacher Salary</b>	\$93,708	\$86,536
<b>Average Principal Salary (Elementary)</b>	\$110,815	\$107,858
<b>Average Principal Salary (Middle)</b>	\$114,658	\$111,405
<b>Average Principal Salary (High)</b>	n/a	\$112,732
<b>Superintendent Salary</b>	\$185,000	\$178,938
<b>Percent of Budget for Teacher Salaries</b>	42.00%	42.10%
<b>Percent of Budget for Administrative Salaries</b>	5.90%	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 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).

<b>Subject</b>	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>English-Language Arts</b>	60	60	62	53	57	61	43	46	50
<b>Mathematics</b>	67	69	72	58	61	68	40	43	46
<b>Science</b>	55	70	70	54	63	67	38	46	50
<b>History-Social Science</b>	0	0	0	47	44	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	36	31	*	
American Indian or Alaska Native	*	*		
Asian	72	90	*	
Filipino	64	73	*	
Hispanic or Latino	46	57	39	
Pacific Islander	*	*		
White (not Hispanic)	68	78	81	
Male	54	69	72	
Female	71	76	67	
Economically Disadvantaged	36	49	36	
English Learners	53	67	*	
Students with Disabilities	35	32	*	
Students Receiving Migrant Education Services				

## **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	4.8	35.7	41.7

## 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	8	8	8
Similar Schools	6	2	4

### 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	-19	19	0	842
African American				
American Indian or Alaska Native				
Asian				903
Filipino				
Hispanic or Latino	-39	13	27	770
Pacific Islander				
White (not Hispanic)	-2	32	-18	867
Socioeconomically Disadvantaged	-26	15	-20	731
English Learners				
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.

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

## **Federal Intervention Program (School Year 2009-10)**

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

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2008-2009
<b>Year in Program Improvement</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>	n/a	4
<b>Percent of Schools Currently in Program Improvement</b>	n/a	20.0

## **XI. Instructional Planning and Scheduling**

### **Professional Development**

In each of the last three school years, Fullerton School District dedicated three school days to staff development. This table indicates the focus of the different professional development events in the most recent three-year period.

<b>Year</b>	<b>Primary Focus</b>	<b>Delivery of Professional Development</b>	<b>Other Related Professional Development Activities</b>
2008-2009	<ul style="list-style-type: none"> <li>K-8 Mathematics Textbook Adoption</li> <li>K-5 Physical Education Program</li> <li>K-8 English Language Development</li> <li>K-8 Writing Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Staff Development Day</li> <li>Workshops</li> <li>Conferences</li> <li>After-school Workshops</li> <li>In-class Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Data-Driven Instruction</li> <li>Mathematics Training</li> <li>Differentiated Instruction</li> <li>Technology</li> <li>Physical Education/Wellness</li> <li>SDAIE Strategies</li> <li>Systematic ELD</li> <li>Response to Intervention</li> </ul>
2007-2008	<ul style="list-style-type: none"> <li>K-8 Science Textbook Adoption</li> <li>K-8 English Language Development</li> <li>K-8 Writing Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Staff Development Day</li> <li>Workshops</li> <li>Conferences</li> <li>After-school Workshops</li> <li>In-class Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Data-Driven Instruction</li> <li>History/Social Science</li> <li>Technology</li> <li>Systematic ELD</li> <li>SDAIE Strategies</li> <li>Step Up to Writing Program</li> </ul>
2006-2007	<ul style="list-style-type: none"> <li>K-8 History/Social Science Textbook Adoption</li> <li>K-8 Professional Learning Communities</li> <li>K-8 Research-based Instructional Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Staff Development Day</li> <li>Workshops</li> <li>Conferences</li> <li>After-school Workshops</li> <li>In-class Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Data –Driven Instruction</li> <li>History/Social Science</li> <li>Technology</li> <li>Systematic ELD</li> <li>SDAIE Strategies</li> <li>Step Up to Writing Program</li> </ul>

## 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 (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		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