

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



Marengo Elementary School

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 and Internet Access

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 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	
School Name	Marengo Elementary	District Name	South Pasadena Unified
Street	1400 Marengo Ave.	Phone Number	626-441-5810
City, State, Zip	South Pasadena, CA 91030-3951	Web Site	www.spusd.net
Phone Number	626-441-5850	Superintendent	Joel Shapiro
Principal	Kimberly Sinclair	E-mail Address	jshapiro@fc.spusd.net
E-mail Address	ksinclair@fc.spusd.net	CDS Code	19-65029-6022776

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

Marengo Elementary School is guided by the following core values:

- * Respect for the worth of the individual;
- * Personal and institutional integrity; and
- * Diversity enriches our community.

Marengo staff, students and parents also aspire to uphold the South Pasadena Unified School District Community Code of Conduct, which reads:

In order to best support our students' success...

- We treat each other with respect, by greeting each other upon meeting, and by expressing ourselves with kind words.
- We practice active listening, by focusing on the message we are hearing, not just the words.
- We care for and about each other, by seeking first to understand, then seeking to be understood and by being courteous and demonstrating kind acts.

Marengo Elementary School is located in the city of South Pasadena and serves 641 students from kindergarten through fifth grade. It is one of three elementary schools within the South Pasadena Unified School District and operates on a traditional school calendar system. Our student population reflects the ethnic and cultural diversity of the greater Los Angeles area. Within that student population, 33.54% are Asian, 37.97% White, 1.11% African-American, 10.6% Hispanic, 1.42% Filipino, .16% Native American and 14.87% multiple ethnicity/no response. Of the current student population, 8% are English Learners and 7% qualify for the Free or Reduced Lunch Program.

Mission Statement

Marengo Elementary School supports self-directed, life-long learners as they grow into resourceful and productive citizens. We provide a safe, creative environment with respect for students of diverse backgrounds and learning styles. We encourage risk-taking and the use of higher level thinking skills to increase academic achievement.

In order to fulfill this commitment, the staff will work as a team to provide student-centered learning, using developmentally appropriate curriculum and instructional strategies. We will provide a rigorous, standards-based curriculum which will integrate language arts, math, social studies, science, arts and physical education. We will use a broad range of assessments to measure and ensure the growth of all students.

We will provide for professional development and opportunities for collegial collaboration and reflection to aid staff in continuing to provide a quality educational program.

We recognize the essential role families and community play in the education of our students, and we therefore will continue to promote a positive home/school connection.

Opportunities for Parental Involvement (School Year 2008-09)

Marengo benefits from an outstanding Parent Teacher Association. More than 40,000 volunteer hours are logged annually, and the PTA provides \$130,000 annually to support Marengo instructional programs, classroom equipment and instructional supplies, as well as field trips. More than 500 parents and staff have joined the PTA, and many regularly attend monthly PTA meetings. Marengo parents and teachers participate in parent-teacher conference days (in November and March), Back-to-School Night, Open House, and Site Council (which includes a GATE Committee member and an English Learner Advisory Committee (ELAC) member). Parents are also active in planning myriad school social and academic events, such as a Jog-a-thon, a World Arts Day, a Talent Show, and Continental Math League.

Student Enrollment by Grade Level (School Year 2008-09)

Grade Level	Number of Students
Kindergarten	97
Grade 1	98
Grade 2	120
Grade 3	114
Grade 4	104
Grade 5	99
Total Enrollment	632

Student Enrollment by Group (School Year 2008-09)

Group	Percent of Total Enrollment
African American	1.11 %
American Indian or Alaska Native	0.16 %
Asian	33.54 %
Filipino	1.42 %
Hispanic or Latino	10.60 %
Pacific Islander	0.32 %
White (not Hispanic)	37.97 %
Multiple or No Response	14.87 %
Socioeconomically Disadvantaged	8.00 %
English Learners	12.00 %
Students with Disabilities	8.00 %

Average Class Size and Class Size Distribution (Elementary)

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	21.3	3	1		19.5	4			19.4	5		
1	19.3	6			19.9	7			19.5	6		
2	20.0	4			19.8	5			20.0	6		
3	19.4	5			19.8	5			19.2	5		
4	31.8		3	1	33.0			3	30.5	1		3
5	30.2	1	1	3	32.5		1	3	33.0		1	2
6												
K-3					20.0	1						
3-4												
4-8												
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

The safety of students and staff is a primary concern at Marengo Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis throughout the school year and earthquake drills are held once a year. Monitoring of school grounds is performed by assigned staff before, during, and after school. All visitors must report to the front office, sign in, obtain a visitor's pass, and sign out upon leaving the campus.

In 2007, the Comprehensive Safety Plan was updated by the school administration and School Site Council in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment.

Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy.

Marengo Elementary reviews the plan annually and updates it as needed. The plan was last updated at the beginning of the 2007-08 school year. The plan is also reviewed with school staff at the beginning of each school year. An updated copy of the plan is available to the public at the school office.

Suspensions and Expulsions

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.6	0.6	0.2	5.4	4.3	4.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0

IV. School Facilities

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

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school and district offices. The principal works daily with two full time and one part time custodians to develop cleaning schedules to ensure a clean and safe school.

Maintenance & Repair

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. At the time of publication 100% of Marengo Elementary's restrooms were in good working order. The chart below displays the results of the most recent school facilities inspection collected in November 2009. While reviewing this report please note that even minor discrepancies are reported in the inspection process. The items noted in the chart have been corrected or are in the process of remediation.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year the district allocated \$175,000 for its deferred maintenance program. This represents 0.5% of the district's general fund budget.

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

School Facility Conditions				
Date of Last Inspection: 11/23/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			None needed
Mechanical Systems	X			
Windows/Doors/Gates/Fences	X			
Interior Surfaces (floors, walls, ceilings, etc.)	X			
Hazardous Materials (interior/exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior/exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (exterior/interior)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground)	X			
Playground/School Grounds	X			
Overall Cleanliness	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	30	30	30	194
Without Full Credential	0	0	0	3
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	2	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. 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	N/A	N/A
Low-Poverty Schools in District	100.0	0.0

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	0	N/A
Library Media Teacher (Librarian)	0	N/A
Psychologist	0.50	N/A
Social Worker	0	N/A
Nurse	0.20 (1 District-wide for 5 schools)	N/A
Speech/Language/Hearing Specialist	0.80	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0.20 Adaptive P.E. Teacher (1 District-wide)	

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	↑	0
Mathematics		0
Science		0
History-Social Science	Sufficient textbooks/instructional materials	0
Foreign Language	↓	0
Health		0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)		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 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	LEA Provided	LEA Provided	LEA Provided	LEA Provided
District	N/A	N/A	LEA Provided	\$73,095
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

Types of Services Funded (Fiscal Year 2008-09)

In addition to general state funding, South Pasadena Unified School District receives federal and state aid for the following categorical, special education, and support programs		
<ul style="list-style-type: none"> • Class Size Reduction Program • School Improvement Program • Gifted and Talented Education • Economic Impact Aid 	<ul style="list-style-type: none"> • Special Education • Special Education Transportation • Instructional Materials • Home-to-School Transportation 	<ul style="list-style-type: none"> • Economic Impact Aid • Peer Assistance and Review • Federal, Special Education, Entitlement by UDC • Safe and Drug Free Schools Program

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	\$39,976	\$38,941
Mid-Range Teacher Salary	\$69,749	\$59,686
Highest Teacher Salary	\$90,800	\$77,828
Average Principal Salary (Elementary)	\$99,769	\$94,258
Average Principal Salary (Middle)	\$109,035	\$98,271
Average Principal Salary (High)	\$117,232	\$104,869
Superintendent Salary	\$171,831	\$142,247
Percent of Budget for Teacher Salaries	46.00 %	38.20 %
Percent of Budget for Administrative Salaries	5.30 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and 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	84	84	88	77	78	81	43	46	50
Mathematics	87	88	90	74	74	75	40	43	46
Science	76	84	90	71	76	81	38	46	50
History-Social Science	0	0	0	62	65	70	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	82	82	*	↑
American Indian or Alaska Native	*	*	*	↑
Asian	91	96	95	
Filipino	100	100	*	
Hispanic or Latino	73	72	64	
Pacific Islander	*	*	*	N/A
White (not Hispanic)	93	92	97	↓
Male	90	93	94	↓
Female	86	87	86	↓
Economically Disadvantaged	71	77	*	↓
English Learners	81	88	71	↓
Students with Disabilities	66	69	*	↓
Students Receiving Migrant Education Services	0	0	*	

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	4.0	21.0	71.0
7	0.0	0.0	0.0
9	0.0	0.0	0.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found 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	10	10	10
Similar Schools	5	5	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: An asterisk (*) means that the student group is not numerically significant (fewer than 100 students in the group).

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-8	10	15	946
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	-10	17	9	963
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	-1	-9	27	964
Socioeconomically Disadvantaged	*	*	*	*
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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

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

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

"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	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. Instructional Planning and Scheduling

Professional Development

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

All of Marengo's classroom teachers are credentialed. Training on adopted materials is provided by the central office when a new adoption occurs.

Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Marengo's Leadership Team will support planning and decision-making around priorities for professional development at conferences. Teachers are required to share knowledge or expertise gained through participating in professional development. This is done at faculty meetings, district-wide professional development days, and grade level team meetings.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Title II and other appropriate funds will be utilized to provide professional development opportunities for teachers. Teachers are encouraged to utilize substitutes for the purpose of observation of same-grade level and contiguous grade-level colleagues in order to improve instructional practice and create and sustain effective instructional environments.

Teacher collaboration by grade level (EPC)

Teachers meet for a half-day for collaborative work four times per year (October, November, March and May). Grade Level Chairs and the principal co-generate agendas with the grade level teams.

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 – Aggregated

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

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