

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10



South Pasadena Middle 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	South Pasadena Middle	District Name	South Pasadena Unified
Street	1600 Oak St.	Phone Number	626-441-5810
City, State, Zip	South Pasadena , CA 91030-4715	Web Site	www.spusd.net
Phone Number	626-441-5830	Superintendent	Joel Shapiro
Principal	Dave Kubela	E-mail Address	jshapiro@fc.spusd.net
E-mail Address	dkubela@fc.spusd.net	CDS Code	19-65029-6058556

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

South Pasadena Middle School is located in the San Gabriel valley, east of the city of Los Angeles. It is one of five schools and the only middle school in the South Pasadena Unified School District. South Pasadena (incorporated in 1880) is a small connected community of about 24,292 residents (according to the 2000 census) located in 3.44 square miles. The Middle School currently serves about 1000 students in sixth, seventh, and eighth grades.

The school provides its students with a Standards-based core curriculum of Math, English, Science, History, and Physical Education. Instruction is provided by forty four teachers who are all NCLB compliant. Each grade level includes teachers working in two teams (Science, English and History). Additionally, students are enrolled in an elective course. Some of the courses include band, computers, cooking, and wood shop. The purpose of electives is to expand our student's experiences in the arts, technology, and languages.

There are growing after-school opportunities. The South Pasadena Educational Foundation (SPEF) offers chess club and plans on adding a robotics class. The school's booster club offers flag-football, volleyball, and basketball to both boys and girls. The district's "Tiger Club" provides daycare and homework help for a fee.

Students with special needs such as English Language Learners, Gifted and Talented students, students with Individual Education Plans and 504 plans are mainstreamed when possible into all areas of our school. Differentiation of instruction continues to be a goal. Students are provided access to the core curriculum through the use of accommodations, modifications, and Specially Designed Academic Instruction in English (SAIDE).

The campus is in the final phase of construction. The first two phases included the modernization of the school's classrooms. Construction has begun on a new administration/library media room, and new state of the art, four court gym. The current time lines calls to completion in 2011.

Vision Statement

We will collaborate in order to nurture our students' creativity and to support them in becoming independent, contributing, and confident life-long learners. Working together with families and the community, we will create a safe, positive learning environment for all students.

Mission Statement

Our purpose is to inspire, challenge and empower all students to acquire the knowledge, skills and values to become a successful, responsible and caring citizen in a diverse society.

Opportunities for Parental Involvement (School Year 2008-09)

SPMS enjoys strong community support for our programs. Parents are active partners in their child's education. Our PTA meets monthly and organizes many events, including parent nights. During the 2008-2009 school year, a parent forum on drug prevention, "Everything you need to know about SPMS," and a student safety meeting were all sponsored events. The PTA is also active in its support for campus beautification and historical preservation, having created subcommittees in both areas. Parents also support the school financially. Each year parents contribute thousands of dollars to "Wish Night." Funds are provided for supplemental materials and equipment to the classroom.

The school also has an active athletic booster club. Each year the group helps organize and fund the school's after-school program. Sports include Volleyball, Basketball, and soccer, and football for both girls and boys. Meetings are held monthly with regular fundraisers (such as car washes).

Community members also play an important role on the School Site Council. In addition to the annual School Site Plan, the SSC has developed an annual survey given to students and created a subcommittee to revise the school's homework policy. Members include students, parents, teachers and other staff.

Parent support the students in many other ways by: chaperoning field trips and dances, volunteering for the annual Art Day and Father's Follies, participating in campus beautification and attending parent conferences.

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

Grade Level	Number of Students
Grade 6	332
Grade 7	346
Grade 8	335
Total Enrollment	1013

Student Enrollment by Group (School Year 2008-09)

Group	Percent of Total Enrollment
African American	3.26 %
American Indian or Alaska Native	0.39 %
Asian	37.12 %
Filipino	2.07 %
Hispanic or Latino	14.71 %
Pacific Islander	%
White (not Hispanic)	35.34 %
Multiple or No Response	7.11 %
Socioeconomically Disadvantaged	9.00 %
English Learners	6.00 %
Students with Disabilities	8.00 %

Average Class Size and Class Size Distribution (Secondary)

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32.1	2	11	22	27.7	7	20	11	29.1	6	16	14
Mathematics	32.9		13	19	28.9	2	24	9	29.2	4	21	10
Science	32.9		12	20	30.1		27	8	30.3	1	22	10
Social Science	33.8		7	24	29.9	2	21	10	30.9	1	18	13

III. School Climate

School Safety Plan (School Year 2008-09)

At South Pasadena Middle School, student safety is a primary concern. The school has developed a comprehensive School Safety Plan which is updated yearly. The plan includes safety statistics, policies and procedures, school rules, compliance information (Senate Bill 187) and an action plan for improvement. It is compliant with. School rules are revised yearly (using input from students and staff) and in 2009 a discipline matrix was created. Students are informed of any changes and a school-wide assembly is held at the beginning of each school year to review expectations. Parents are given copies of the matrix and rules at the beginning of school. The school rules are fairly and consistently enforced.

In addition to monthly fire drills, the school participates in the state-wide "Great California Shakeout" which includes an extensive disaster drill. The students perform a "Drop, Cover and Hold On" in the classroom and the orderly evacuation of the building. Teachers and staff practice first aid and the monitoring of the recovery area.

While the campus is open, all staff members work together to keep the school secure. Visitors are asked to check in at the office and wear a guest badge while on campus. Students are required to have a pass when not in class. Regular supervision is provided before, at lunch, and after school. The current plan was last updated during the 2008-2009 school year.

Suspensions and Expulsions

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	5.8	3.5	3.1	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)

South Pasadena Middle School's facilities sit on 8.4 acres and include 47,000 square feet of building space and three sports fields. Current facilities include 38 permanent classrooms, a library, gymnasium, staff room, and two computer labs. The school was built in 1927 and modernized with funds provided by a bond measure in 2002. Recent modernization efforts have included the remodeling of a classroom building.

A new school construction project is currently underway. Local bond funds from Measure M have provided the means to build a new administration building and gymnasium.

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 office, district office. The principal works daily with one part-time and two full-time custodians to develop cleaning schedules to ensure a clean and safe school.

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.

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 South Pasadena Middle School's restrooms were in good working order. The table 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 inspections process. The items noted in the table have been corrected or are in the process of remediation.

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

School Facility Conditions				
Date of Last Inspection: 11/24/2009				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned ** Deficiencies set for repair utilizing Deferred Maintenance funds 2010-2011
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences			X	** (Auditorium restoration)
Interior Surfaces (floors, walls, ceilings, etc.)			X	** (Auditorium restoration)
Hazardous Materials (interior/exterior)		X		
Structural Damage		X		** (Auditorium restoration)
Fire Safety	X			
Electrical (interior/exterior)		X		Deficiency due to modernization; correction in progress
Pest/Vermin Infestation	X			
Drinking Fountains (exterior/interior)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground)		X		Deficiency corrected
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	39	42	41	193
Without Full Credential	1	1	1	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	2	0	0
Vacant Teacher Positions	0	0	0

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	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	3.0	337
Library Media Teacher (Librarian)	1.0	N/A
Psychologist	0.40	N/A
Social Worker	0	N/A
Nurse	0.20 (1 District-wide for 5 schools)	N/A
Speech/Language/Hearing Specialist	0.50	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

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	76	81	82	77	78	81	43	46	50
Mathematics	70	77	79	74	74	75	40	43	46
Science	76	81	87	71	76	81	38	46	50
History-Social Science	75	74	82	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	74	65	71	71
American Indian or Alaska Native	*	*	*	*
Asian	86	90	93	82
Filipino	84	84	*	*
Hispanic or Latino	60	47	57	62
Pacific Islander	*	*	*	*
White (not Hispanic)	88	81	92	88
Male	80	81	91	82
Female	84	76	82	80
Economically Disadvantaged	69	67	83	66
English Learners	38	74	70	25
Students with Disabilities	40	33	54	58
Students Receiving Migrant Education Services	0	0	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	0.0	0.0	0.0
7	8.2	24.8	58.5
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	3	4	5

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	7	23	17	918
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	11	19	8	958
Filipino	*	*	*	*
Hispanic or Latino	-16	39	16	790
Pacific Islander	*	*	*	*
White (not Hispanic)	8	20	22	934
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)

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.

"Yes" indicates the 2009 AYP Requirement was met; "No" means the AYP Criteria was not met.

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

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

South Pasadena Unified and South Pasadena Middle School provides ongoing professional development and professional growth opportunities to all staff. Three professional development days are built into the school's calendar. In addition, one staff meeting a month at SPMS is also devoted to professional development. The focus of the sessions is based on the goals in the School Site Plan, an annual process that uses data from the CST (California Standards Test) and student surveys to determine areas of growth. The goals for the 2009-2010 school year include increasing Math and English achievement, increasing the number of students who feel connected to school, improving the integration of technology into the curriculum, and researching and implementing an inclusion Special Education model. To help accomplish these goals, the staff has agreed to focus on technology and interventions for their professional development. Sessions on "Moddle," California Streaming video instruction and InterWrite interactive tablet training are being planned. Training for school's new intervention program is also being organized. The school also provides opportunities for subject specific conferences, including technology and Science.

The district participates in the state-sponsored B.T.S.A. (Beginning Teacher Support and Assistance) program. The program helps support for beginning teachers with mentoring help.

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

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

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

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

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

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