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**Merced City Elementary**

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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 at the California Department of Education (CDE) Web site 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 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

### School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Allan Peterson Elementary was named in honor of a man who provided leadership for the Merced community. Mr. Peterson was a member of the Merced City School District Board of Education for nine years and served as President of the Board. Peterson Elementary School serves grades kindergarten through fifth and lies in the north-central part of the city of Merced. The staff, parents and students strive to work as a collaborative to ensure success for all students. The educational program at Peterson Elementary School is standards based. All teachers adhere to grade level pacing calendars in Reading Language Arts and Math. The biggest challenge at Peterson Elementary School is to ensure mastery and proficiency for all students, K- 5, in all curricular areas. Peterson School offers a variety of programs unique to the site. The Youth Enrichment Program (YEP) provides before and after school child care for Peterson students. The site also mainstreams communicatively handicapped students, deaf or hard of hearing, autistic and severely emotionally disturbed students from the Merced County Office of Education Program. Beginning in the 2006/2007 school year, Peterson School is offering a Preschool Program for three and four year old students. The mission of Peterson Elementary is to provide a safe, nurturing environment of mutual respect while inspiring children to achieve their academic potential as life-long learners, through the commitment of staff, parents, students and community.

### Opportunities for Parental Involvement (School Year 2009-10)

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

Parents and the community are very supportive of the educational program at Peterson Elementary School. Parents participate on the School Site Council and English Learner Advisory Committee. They are welcome to volunteer in classrooms and for special events. Parents are encouraged to volunteer and participate in the Parent Teacher Club (PTC), which serves as a strong partnership with the school and supports many activities including: fundraising for field trips and running special school-wide events. The PTC also helps with fundraising efforts to support campus equipment and school resources.

Allan Peterson Elementary 2009-10  
School Accountability Report Card

**Student Enrollment by Grade Level (School Year 2009-10)**

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	121
Grade 1	118
Grade 2	129
Grade 3	133
Grade 4	122
Grade 5	129
<b>Total Enrollment</b>	<b>752</b>

**Student Enrollment by Group (School Year 2009-10)**

This table displays the percent of students enrolled at the school who are identified as belonging to a particular sub-group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4.78 %	White (not Hispanic)	40.43 %
American Indian or Alaska Native	0.39 %	Multiple or No Response	1.76 %
Asian	12.76 %	Socioeconomically Disadvantaged	47.61 %
Filipino	0.66 %	English Learners	16.62 %
Hispanic or Latino	38.69 %	Students with Disabilities	3.85 %
Pacific Islander	0.53 %		

**Average Class Size and Class Size Distribution (Elementary)**

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

Grade Level	2007-08			Avg. Class Size	2008-09			Avg. Class Size	2009-10		
	Number of Classrooms				Number of Classrooms				Number of Classrooms		
	1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	6		18.8	6		24.2		5		
1	20.0	6		20.0	7		23.6		5		
2	20.0	6		20.0	6		23.4	1	5		
3	19.8	6		19.8	6		24.2	1	5		
4	30.3		4	32.0		4	30.5		4		
5	32.3		3	31.5		4	32.25		3	1	
K-3								1			
3-4											
4-8											

### III. School Climate

#### School Safety Plan (School Year 2009-10)

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

Safety of students and staff is a primary concern of Peterson Elementary School. The school complies with the 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 an emergency. Fire drills are held monthly, while other disaster drills are conducted on a regular basis throughout the school year. The school safety plan is revised and updated annually in the fall and reviewed with administrators, staff and School Site Council members at the beginning of each school year. The School Safety Plan was designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. Teachers and support staff monitor school grounds before, during and after school each day. All visitors are required to check in at the office before entering the campus.

#### 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Number of Suspensions</b>	2.8	2.3	2.2	13.3	10.4	12.1
<b>Number of Expulsions</b>	0.0	0.0	0.0	0.4	0.2	1.7

### IV. School Facilities

#### School Facility Conditions and Planned Improvement (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The school provides a safe and clean environment for students, staff and volunteers. School facilities were built in 1985 and include the multipurpose room, library, language arts book room, 22 permanent classrooms and ten portable classrooms, which are all up to date and provide adequate space for students and staff. A team of two custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. Merced City School District administers a scheduled maintenance program to ensure all facilities are maintained well. In 2001, the district designed a 20-year strategic plan, which includes plans for modernization, renovation and upgrading of various areas for each school site. For Peterson School, these modifications took place during the 2002-2003 school year, and included the replacement of carpeting in each classroom. Recent renovations include the replacement of the fire alarm system and the roofing on the permanent portable buildings in 2009.

**School Facility Good Repair Status. (School Year 2010-11)**

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

<b>System Inspected</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces			X		Work Order completed to repair walls in room 35
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			All fire inspections are current
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		X			
<b>Overall Rating</b>		X			Overall rating for school is good on 10/15/10

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	34	33	31	470
<b>Without Full Credential</b>	0	1	0	2
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	15

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
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

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
<b>All Schools in District</b>	96.9	3.1
<b>High-Poverty Schools in District</b>	96.4	3.6
<b>Low-Poverty Schools in District</b>	100	0.0

**VI. Support Staff**

**Academic Counselors and Other Support Staff (School Year 2009-10)**

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 the School	Average Number of Students per Academic Counselor
Academic Counselor	.20	752
Library Media Teacher (Librarian)	.30	N/A
Library Media Services Staff (Paraprofessional)	.875	N/A
Psychologist	.42	N/A
Social Worker		N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist (non - teaching)		N/A
Other	1.0	N/A

**VII. Curriculum and Instructional Materials**

**Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2010-11)**

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	Good - 752 - Reading California, Houghton Mifflin	0
Mathematics	Good - 752 - California Math, Houghton Mifflin	0
Science	Good - 752 - California Science, MacMillan/McGraw	0
History-Social Science	Good - 752 - California Vistas, MacMillan/McGraw	0
Foreign Language		
Health	Good - Health Wave, Health Wave	0
Science Laboratory Equipment (grades 9-12)		
Visual and Performing Arts	Good – Arts In Action, Holt	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,278.80	\$1,317.46	\$4,961.34	\$74,584.84
District	N/A	N/A	\$4,868.32	\$70,838
Percent Difference – School Site and District	N/A	N/A	1.01	1.05
State	N/A	N/A	\$5,512	\$67,082
Percent Difference – School Site and State	N/A	N/A	.90	1.11

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to general revenue funding from the State, the District receives state and federal categorical grants and allocations for special programs. This includes, but is not limited to the following categorical, special education, and support programs: Title I, Part A - Basic Grant, Title I, Program Improvement, Title II, Part A - Teacher Quality Title II, Part D - Technology Title III, Part A - Limited English Proficiency, Title III, Part A, Immigrant Students, Title IV, Part A - Safe and Drug Free Schools, Special Education, Community Based Education and Tutoring, Home-to-School Transportation, Class Size Reduction, Gifted and Talented Education, Economic Impact Aid and Quality Education Investment Act grant, Economic Impact Aid/State Compensatory Education & Economic Impact Aid/Limited English Proficient, English Language Acquisition Program.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,212	\$41,989
Mid-Range Teacher Salary	\$71,990	\$68,650
Highest Teacher Salary	\$83,980	\$87,157
Average Principal Salary (Elementary)	\$104,777	\$109,027
Average Principal Salary (Middle)	\$104,509	\$112,490
Average Principal Salary (High)		\$110,588
Superintendent Salary	\$173,568	\$181,891
Percent of Budget for Teacher Salaries	43.7 %	42.57 %

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5.8 %	5.55 %

## 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 California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. The CAPA includes ELA, mathematics, and science in grades 2 through 11, and for science for grades 5, 8 and 10. 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 3 through 8 and science in grade 5 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 CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Reports to the Public guide. Note: Scores are not shown when the number of students tested is 10 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>English-Language Arts</b>	52	53	61	38	39	43	43	46	50
<b>Mathematics</b>	58	59	63	40	41	42	40	43	46
<b>Science</b>	26	31	42	32	40	40	38	46	50
<b>History-Social Science</b>	0	0	0	24	24	28	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	52	68	*	
American Indian or Alaska Native	*	*		
Asian	56	71	69	
Filipino	*	*	*	
Hispanic or Latino	60	62	47	
Pacific Islander	*	*		
White (not Hispanic)	74	80	65	
Male	58	68	57	
Female	65	58	53	
Economically Disadvantaged	56	65	44	
English Learners	51	60	18	
Students with Disabilities	39	39	*	
Students Receiving Migrant Education Services	*	*	*	

### California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 at the 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 10 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 4 of 6 Standards	Percent of Students Meeting 5 of 6 Standards	Percent of Students Meeting 6 of 6 Standards
5	30.2	25.9	8.6
7	0	0	0
9	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 at the 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2007	2008	2009
<b>Statewide</b>	6	6	7
<b>Similar Schools</b>	2	1	3

### 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
	2007-08	2008-09	2009-10	2009-10
<b>All Students at the School</b>	3	47	23	855
<b>African American</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>	13	56	27	822
<b>Pacific Islander</b>				
<b>White (not Hispanic)</b>	-4	43	10	894
<b>Socioeconomically Disadvantaged</b>	0	67	43	825
<b>English Learners</b>	3	47		
<b>Students with Disabilities</b>				

### 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 English-language arts (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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

### Federal Intervention Program (School Year 2010-11)

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 (English-language arts 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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>		2004-2005
<b>Year in Program Improvement</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	14
<b>Percent of Schools Currently in Program Improvement</b>	N/A	82.0

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Every year specific days are dedicated to staff development for teachers and other professional staff. Credentialed/licensed staff members receive training in core curricular areas, instructional strategies and technology integration. District conducted staff development include:

#### **2007-2008**

K-5 History/Social Science Materials Introduction 6-  
8 Science Materials Introduction  
6-8 Holt Language Arts Strategies for Struggling Readers  
Academic Language in P.E. and Elective Classes Read 180  
Grades 6-8  
Read 180 Grades 4-8  
Strategic McDougal Littell Mathematics  
DIBELS

#### **2008-2009**

K-5 California Mathematics  
6-8 Holt California Mathematics  
CELDT Training  
CPR Training/First Aid  
Soar To Success Math/Destination Math/Expressions  
Fast Forward  
Read 180  
Data Director

#### **2009-2010**

Special Education Staff Development: 3 days  
Special Education SETPD: 4 days  
Autism: 3 days  
System 44: 1 day  
New Teacher Orientation: 2 days  
Dataworks Step Up academy: 10 days  
English Learner Professional Development: 5 days  
DataDirector Assessment: 1 day  
Houghton Mifflin Math: 3 days  
Holt Math: 3 days  
Core + 30: 1 day  
Explicit Direct Instruction: 4 days  
Strategic Schooling: 4 days  
SETPD English Learners: 5 days  
English Learners Language Arts West Ed: 5 days  
Coach Training: 18 days  
CELDT Support Coaching: 10 days  
Benchmark/Pacing Committee: 2 day

### XIII. National Assessment of Educational Progress

#### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

#### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

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

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2009, Grade 4	209	221	54	24	5
Reading 2009, Grade 8	253	264	64	22	2
Mathematics 2009, Grade 4	232	239	72	30	5
Mathematics 2009, Grade 8	270	283	59	23	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 2009, Grade 4	74	93	65	80
Reading 2009, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92