

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

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Greentree Elementary	District Name	Irvine Unified
Street	4200 Manzanita	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92604-2711	Web Site	www.iusd.org
Phone Number	949-936-5800	Superintendent	Gwen Gross
Principal	Tamara Brown	E-mail Address	ggross@iusd.org
E-mail Address	tbrown@iusd.org	CDS Code	30- 73650- 6089445

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

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

I am pleased and honored to present Greentree Elementary School's Annual School Accountability Report Card. This Report Card reflects current information. It provides an overview of our school profile and communicates specific data regarding demographics and student achievement results.

There are many people who share the responsibility for the successful education of children at Greentree School. We have a strong instructional staff that is committed to providing children the highest educational experience possible. Ou

school support staff, our school office, and our custodial staff are an integral part of our school. Together we all work to provide children an outstanding education. Our school environment is warm and welcoming and strives to develop students who are strategic thinkers and exemplify excellence in personal character. We are proud to have been recognized as a **California Distinguished School**.

Greentree school is located in the village of Greentree. Our attendance area includes the communities of California Homes, Greentree, Heritage Park, Heritage Point, Irvine Groves, Walnut Square, El Camino Glen and the Willows. We are a neighborhood school and have an open enrollment policy that allows children from other communities in Irvine the opportunity to attend Greentree. Greentree School has a diverse community with children coming to us from many cultural backgrounds. This diversity allows for many additional learning experiences for our students.

It is our philosophy to provide an academic environment that is safe and child-centered. Our teachers are involved in staff development opportunities that provide further excellence in teaching. They work together in Professional Learning Communities to plan and analyze student work and progress. All students are challenged to reach their individual potential. Students who have not reached proficiency in reading or math are offered additional instruction in before-and-after-school classes, as well as during summer school. Teachers use research based instructional strategies to develop each student to his/her greatest potential.

Greentree School embraces an important character value each year. These values are taught and reinforced to help students build internal practices so they can experience healthy self-esteem and develop vision and passion about ways to contribute to their community. We also have an All-Star Program where children are "honored for making choices of excellence." A strong student council has students involved with civic duties and responsibilities, while providing them with leadership opportunities.

The Greentree School Community is an outstanding example of a true "team." All staff members, our parent community and our remarkable students work together to consistently be successful.

It is with a strong sense of school pride that I share this Accountability Report Card with you.

Sincerely,

Tamara J. Brown, Principal

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

There are many wonderful opportunities for parental involvement. The School Site Council (SSC) is an advisory group that meets regularly to receive information, discuss school programs and provide input towards school based decision making. PTA support the school program by encouraging and organizing parent involvement and enriching the school programs by providing special assemblies, services, and activities. Teachers enjoy having V.I.T.A.L. (Volunteers in Teaching and Learning) parents support their classrooms by working with small groups of children, assisting on fieldtrips, and/or helping to coordinate classroom activities.

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

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

Grade Level	Number of Students
Kindergarten	66
Grade 1	71
Grade 2	66
Grade 3	66
Grade 4	65
Grade 5	88
Grade 6	88
Total Enrollment	510

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2.55 %
American Indian or Alaska Native	0.59 %
Asian	30.39 %
Filipino	7.06 %
Hispanic or Latino	16.47 %
Pacific Islander	0.39 %
White (not Hispanic)	32.35 %
Multiple or No Response	10.20 %
Socioeconomically Disadvantaged	20.00 %
English Learners	20.00 %
Students with Disabilities	11.00 %

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.0	1	1		27.0		2		33.0			2
1	19.0	3			19.7	3			17.8	4		
2	19.5	4			20.3	3			18.7	3		
3	19.7	3			16.8	4			18.7	3		
4	35.0			2	32.0		2		32.5		1	1

5	36.0			2	30.0		2		35.0			2
6	36.5			2	36.0			2	36.0			2
K-3	18.0	1							20.0	2		
3-4												
4-8					31.0		1		34.0			1
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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

Greentree School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council and School Safety Planning Committee. Key elements of the plan include:

- Disaster Procedures
- Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees
- Procedures that Create a Safe and Orderly Environment Conducive to Learning at School
- Rules and Procedures on School Discipline.
- Assessing the current status of school crime committed on the school campus and at school-related functions
- Child Abuse Reporting Procedures
- Policies for Suspension, Expulsion and Mandatory Expulsion
- Procedures for Notification of Staff Regarding Dangerous Students
- Policies on Sexual Harassment
- Policy Relating to School Dress Code

Monthly evacuation drills are conducted for both fire and earthquake preparedness during the year as part of our commitment to a safe and orderly campus. The disaster preparedness committee meets on a regular basis to continually update and improve our plan. A school crisis team has also been formed for an unforeseen crisis situation. This school year, our staff participated in lock down drills, in conjunction with the Irvine Police Department, to prepare for situations that would require us to lock down our campus. In addition, Greentree has an "InTouch" Web Portal messaging system that allows us the opportunity to contact all parents at once in the event of an emergency via their phones, e-mail or a combination of both.

We place a high value and have a strong commitment to safety at Greentree School.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	1.3	0.0	0.6	3.1	3.6	2.8
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2

IV. School Facilities

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

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

Greentree is a facility made up of 5 pods developed around a central office, a little theater, and a media center. Each pod consists of four classrooms, two learning alcoves, restrooms, and workstations for teachers and students. Four portable classrooms, located to the North of the main building house our science lab, Speech/Read 180 labs, and two additional classroom spaces. This year our old science lab portable was replaced with a new model. We have a large field area directly behind our school which is used for K-6 Physical Education and recreation activities during recess and lunch periods. This field is also used by community groups on evenings and weekends with prior district approval. A 3 foot high barrier wall separates our field from the Metro Link tracks. During the 2008-2009 school year a six foot high fence was installed along the inside of the wall for preventative measures and to ensure student safety.

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

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	x				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x				
Overall Rating	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.				N/A

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	21	21	24	1216
Without Full Credential	0	0	0	1
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	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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	99.6	0.4
High-Poverty Schools in District		
Low-Poverty Schools in District	99.6	0.4

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	N/A	
Library Media Teacher (Librarian)	0	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other - Guidance Counselor	.325	N/A
Library /Media Services - (paraprofessional)	1.09	N/A

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	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted, and are standards aligned.	0
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted, and are standards aligned.	0
Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted, and are standards aligned.	0
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted, and are standards aligned.	0
Foreign Language	N/A	N/A
Health	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted, and are standards aligned.	0
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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	\$5,668	\$496	\$5,172	\$64,569
District	N/A	N/A	\$4,863	\$72,719
Percent Difference – School Site and District	N/A	N/A	5.97%	-12.62%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	-6.57%	-3.84%

Types of Services Funded (Fiscal Year 2008-09)

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

For 2008-2009, Greentree Elementary School received special funds in the amount of \$ 131,969.00. The majority of these funds were spent on personnel, including – classroom teachers, and instructional assistants, and to serve with unique educational needs in the following programs:

<u>Special Programs</u>	<u>Amount</u>
English Language Acquisition Program	\$ 4,772.00
Economic Impact Aid	\$ 30,854.00
Gifted and Talented	\$ 143.00
School Improvement	\$ 33,400.00
Title 1	\$ 62,800.00

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	\$40,814	\$42,065
Mid-Range Teacher Salary	\$72,891	\$67,109
Highest Teacher Salary	\$94,223	\$86,293
Average Principal Salary (Elementary)	\$112,370	\$107,115
Average Principal Salary (Middle)	\$116,909	\$112,279
Average Principal Salary (High)	\$131,659	\$122,532
Superintendent Salary	\$232,875	\$216,356
Percent of Budget for Teacher Salaries	43.10 %	39.40 %
Percent of Budget for Administrative Salaries	5.00 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, 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	72	80	80	76	78	80	43	46	50
Mathematics	83	82	80	74	76	78	40	43	46
Science	82	89	90	75	80	83	38	46	50
History-Social Science	0	0	0	60	67	71	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	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	85	90	92	*
Filipino	80	94	*	*
Hispanic or Latino	69	59	81	*
Pacific Islander	*	*	*	*
White (not Hispanic)	82	82	92	*
Male	80	84	92	*

Female	79	76	86	*
Economically Disadvantaged	71	66	76	*
English Learners	66	70	92	*
Students with Disabilities	46	54	*	*
Students Receiving Migrant Education Services	*	*	*	*

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	4.7	17.4	70.9

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	9	10	10

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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	3	12	-2	912
African American	---	---	---	---
American Indian or Alaska Native	---	---	---	---
Asian	-8	27	-17	942
Filipino	---	---	---	---
Hispanic or Latino	---	---	---	850
Pacific Islander	---	---	---	---
White (not Hispanic)	14	-6	24	919
Socioeconomically Disadvantaged	---	---	---	856
English Learners	---	---	-5	901
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.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
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. School Completion and Postsecondary Preparation

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.

Greentree Elementary School staff exemplifies a strong community of learners. Staff development has been a powerful and essential ingredient of teachers' continuing education. At Greentree, our staff takes seriously the commitment of lifelong learning. Teachers are involved in workshops that continually refine and extend their teaching strategies. Each grade level team works together to plan, share ideas and materials, analyze student learning and to problem solve strategies to provide a cohesive program within each classroom. Current research in education continues to be an ongoing priority for us. Last year teachers were involved in extensive professional growth in the area of math education due to our newly adopted math program, Math Expressions, as well as district and site-based professional development opportunities. For the past 4 years, teachers have attended two full-day staff development days in addition to their own ongoing learning. These staff development days have addressed areas such as; language development, vocabulary strategies, reading comprehension, math skills, special education, behavioral strategies, and Professional Learning Communities.

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 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