

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

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Mill Street Elementary School	District Name	Orland Unified School District
Street	102 Mill Street	Phone Number	(530) 865-1200
City, State, Zip	Orland, CA 95963	Web Site	http://www.orlandusd.net
Phone Number	(530) 865-1240	Superintendent	Chris Von Kleist
Principal	Kelly Haight	E-mail Address	chris.vonkleist@orlandusd.net
E-mail Address	khaight@orlandusd.net	CDS Code	11754816007488

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

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

Principal's Message

The Mill Street School provides a quality academic and social education for kindergarten through second grade students. We accomplish our goals through instruction based on the California Content Standards, ongoing assessment, and high academic and behavioral expectations in a safe, engaging, and language-rich environment. Our students are known for high academic achievement and are recognized for having sound basic skills. Mill Street students feel safe in an environment where everyone is respectful, responsible, and resourceful. Our school is known for its unified and cooperative staff. The teachers, principal, and district administration demonstrate a clear understanding of our academic standards. Parents and community members are welcomed and encouraged to participate in any of our programs.

Major Achievements

- Our Academic Performance Index (API) has risen steadily over the past seven years. Last year our API was 773, representing an increase of 84 points over our 2000 score.
- Scores on district assessments at the close of last year indicate the following proficiency scores: Kindergarten 60% ELA, 71% math; First grade 57% ELA, 68% math; Second grade 45.1% ELA, 58.8% math.
- Our language support group, funded through Title I (federal aid for low-income students), shows a 75- percent growth for English learners.
- Mill Street School is host to a local SPARK after school program and participates in the SCNAC program. Our staff has fully integrated S'cool Moves into our daily activities.

Focus for Improvement

- Focus on English language development as a priority and place students in language groups to work on acquisition skills.
- Improve reading comprehension for targeted students by continuing to implement a comprehensive program of extra help that supports the Houghton Mifflin language arts curriculum.
- Increase collaboration between regular education and support programs.
- Increase instructional time and support from teachers and program specialists to assist targeted students; continue with our before-school and afterschool programs to provide instructional support.
- Train teachers on how to use Edusoft computer services to collect student data. We continually review and monitor student performance data for ways to enhance our delivery of instructional services.
- Follow a school-wide block schedule to increase core curriculum time, with the expectation of increased student learning.

Opportunities for Parental Involvement (School Year 2008-09)

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

Parent Involvement

Mill Street has a parent/community school club. Parents help the school organize annual events including the school carnival, activity nights, health fair, and other special events. Parents help teachers supervise students on field trips and with special activities in the classroom. Parents also serve on the ELAC and School Site Council. Parents can contact the school office at (530) 865-1240 to find out how they can help. All parents go through a district screening before they can help in the classroom on a regular basis. The parent members of our SSC are actively involved in daily school activities, and many are parent helpers in the classroom.

Homework

Our teachers assign homework four days a week. They send home a packet on Monday for students to complete during the week and return on Friday. Many teachers require parents to review and sign the packet each week. Teachers also assign reading for at least 15 minutes per night. We offer homework assistance throughout the school year. Bilingual support is offered as needed for families who need assistance with homework. Coordination with the County program (SPARK) has resulted in the creation of a homework club where students receive homework support daily.

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	173
Grade 1	176
Grade 2	157
Grade 3	9
Total Enrollment	515

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	Group	Percent of Total Enrollment
African American	0.00	White (not Hispanic)	37.09
American Indian or Alaska Native	0.58	Multiple or No Response	5.44
Asian	3.11	Socioeconomically Disadvantaged	77.00
Filipino	0.58	English Learners	38.00
Hispanic or Latino	53.20	Students with Disabilities	8.00
Pacific Islander	0.00		

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	19.3	11			19.9	9			18.9	10	1	
1	18.9	10			19.4	11			19.4	10		
2	18.0	10			16.9	9			18.4	8		
K-3									18.0	1		

III. School Climate

School Safety Plan (School Year 2008-09)

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

Our buildings are well maintained and safe. The school social environment is very positive, and the principal, teachers, staff, parents, and students actively work together to ensure everyone's safety. Parents receive a copy of our school rules in the Parent Handbook, and parents, students and teachers sign the Parent Compact at the beginning of each year. We teach the school rules in the classroom and all staff members enforce them uniformly. There is a consistent use of a reward and consequence system in classrooms, the cafeteria and the playground. The principal and staff deal with conflicts of any type immediately and include parents in the resolution.

Emergency action decisions are made through school, district, police and fire personnel. Key elements of the Safe School Plan cover fire, earthquakes, chemical spills, explosion, weapons, bomb threats, and evacuation and relocation procedures. Notification of extreme emergencies are announced by the Principal via an appropriate warning device or written notice. Teachers have action, evacuation, and relocation procedures posted in each classroom. Supervisors, custodians, office personnel and teachers have access to phone or 2-way radio communication at all times. The school is free of graffiti and vandalism and security checks are regular. Emergency Action Plans are in place and staff and students perform monthly emergency/evacuation drills. The school safety plan is updated annually in accordance with Senate Bill 187.

We revised our School Safety Plan on February 12, 2007 and again on December 10, 2009 to include updated safety procedures. We also upgraded our door locks to safety locks to insure safety during lockdown procedures. During the summer and early Fall of 2009, new 8 foot fencing was installed around the perimeter of our campus with locked gates, and our playground equipment and flooring were replaced to better serve and protect the students during recess.

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	0.0	0.8	1.0	12.5	6.5	25.0
Expulsions	0.0	0.0	0.0	0.2	0.4	0.4

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 based on the most recent data available, and a description of any planned or recently completed facility improvements.

Overall our facilities are very good. The district continues to maintain the facilities, providing upgrades during the summer months and throughout the year. To assist in this effort, the district uses a Facility Inspection Tool developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.orlandusd.net/Schools/Accountability/index.html>.

This school has 28 classrooms, a cafeteria, a library media center, and an administration building. Each classroom and bathroom is cleaned daily by our janitor. All kindergarten classrooms have bathrooms. There are two playgrounds with age-appropriate equipment to meet the unique needs of the kindergarten student and two playground areas for first and second graders. The school site has a security system in place, along with a public address system and bell system. Each classroom is carpeted and equipped with age-appropriate furnishings. Students are supervised on the playground beginning at 7:30 am, at all recesses, and while waiting to board the buses in the afternoon.

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. During the 2008-2009 school year, Hilliard Co was hired to map out a custodial schedule to make sure adequate time was allotted to each campus to ensure cleanliness. During the 2009-2010 year, local bond funds (Measure K), and state matching funds are being used to install new air conditioning units for all buildings, install the perimeter fence, and upgrade the playground equipment and flooring.

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]	[]	[]	HVAC unit on cafeteria needs to be upgraded.
Interior: Interior Surfaces	[X]	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[]	[]	[]	[X]	Insufficient electrical outlets in Administration Office, Media Center, and classrooms 2-20 due to increase of computers in the classroom.
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	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	34	32	32	120
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	---

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 at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	96.8	3.2
High-Poverty Schools in District	70.6	29.4
Low-Poverty Schools in District		

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		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

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.

For several years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks and assessments we use are based on these content standards, and our teachers are expected to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. In Kindergarten, students are expected to identify and know the sound of every letter of the alphabet and begin to read C-V-C words. By the end of first grade, students should be reading a level 17 book with appropriate fluency and comprehension and be able to write a cohesive paragraph with few errors. When students leave our school at the end of second grade, they are expected to be able to write a two paragraph essay and read small chapter books. Student progress is measured using the curriculum-embedded assessments as well as teacher created district progress assessments.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. With our new math adoption this year, teachers are using the curriculum to build foundational skills in number sense, algebra, measurement and geometry to prepare students for this goal. Each trimester, student progress in math is measured in two ways. First, the curriculum based measurements assess how well students have mastered the skills that were taught within a specific time frame using the adopted curriculum. In addition, students are given a district progress assessment three times during the year to show growth on the essential standards and to predict student success on the second grade CSTs in the spring.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials.

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	Houghton Mifflin California Adopted Curriculum Scholastic Reading Counts	0
Mathematics	Wright Group/McGraw-Hill California Adopted Curriculum -- "Everyday Math" Accelerated Math	0
Science	Houghton Mifflin California Adopted Curriculum	0
History-Social Science	Pearson Scott Foresman California Adopted Curriculum	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,230	\$1,643	\$4,587	\$61,408
District	---	---	\$6,028	\$60,595
Percent Difference: School Site and District	---	---	31.4%	.01%
State	---	---	\$5,512	\$60,994
Percent Difference: School Site and State	---	---	16.79%	.76%

Types of Services Funded (Fiscal Year 2008-09)

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

During the 2008-09 school year, our school offered before and after school intervention classes to assist underperforming students in math and language arts. Title 1 services were provided during the school day for students who qualified for this federal program. Summer reading program was also offered during the 2009 summer break.

Last year our parent-school committee raised money by sponsoring a book fair and school carnival. These funds were dedicated to assisting in the cost of educational field trips and providing special assemblies for the upcoming school year (09-10).

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,380	\$38,941
Mid-Range Teacher Salary	\$56,191	\$59,686
Highest Teacher Salary	\$76,542	\$77,828
Average Principal Salary (Elementary)	\$87,455	\$94,258
Average Principal Salary (Middle)	\$77,315	\$98,271
Average Principal Salary (High)	\$93,727	\$104,869
Superintendent Salary	\$122,592	\$142,247
Percent of Budget for Teacher Salaries	36.9	38.2
Percent of Budget for Administrative Salaries	5.8	5.9

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

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	44	35	45	33	34	37	43	46	50
Mathematics	58	58	58	29	32	31	40	43	46
Science				30	42	34	38	46	50
History-Social Science				19	26	30	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	*	*		
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino				
Hispanic or Latino	41	49		
Pacific Islander				
White (not Hispanic)	52	75		
Male	43	60		
Female	46	56		
Economically Disadvantaged	38	52		
English Learners	26	34		
Students with Disabilities	17	17		
Students Receiving Migrant Education Services	*	*		

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	6	5	6
Similar Schools	9	6	9

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	20	-8	773
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	15	20	-24	735
Pacific Islander				
White (not Hispanic)	-19	31	15	835
Socioeconomically Disadvantaged	-3	33	-25	737
English Learners	-45	81	-82	661
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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

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

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	No	No
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 at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2009-2010
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	57.1

XI. 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.

Built into the school year are seven minimum school days that allow for teacher professional development. Teacher and administrators work together at the beginning of the year to plan the content of these days according to the school-wide professional development goals. In addition, every Wednesday is a "modified" school day where students are released 45 minutes early and teachers meet in their grade level professional learning teams. This collaboration time consists of focused discussions around essential standards, curricular pacing schedules, effective teaching strategies, formative assessment, student achievement data, and student intervention and enrichment groups. Teachers also have three additional days available for professional development. These may consist of attending workshops, seminars, trainings, or observing other programs.

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 – All Students

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

Subject and Grade Level	Average Scale Score		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 – All Students

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

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