

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	Turtle Rock Elementary	District Name	Irvine Unified
Street	5151 Amalfi Dr.	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92603-3443	Web Site	www.iusd.org
Phone Number	949-936-6250	Superintendent	Gwen Gross
Principal	Karen Catabijan	E-mail Address	ggross@iusd.org
E-mail Address	katabij@iusd.org	CDS Code	30- 73650- 6068647

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

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Turtle Rock School prepares students to meet high expectations of academic and social requirements that lead to a bright productive future. Turtle Rock School is awarded the honored title of California Distinguished School due to the high academic standing, excellent programs, dedicated staff and strong sense of community support. The school supports the on-going belief that "each student is a learner." This core belief is embedded in our continually evolving vision statement:

“We will enable each student to become contributing members of society empowered with the skills, knowledge and values necessary to meet the challenges of a changing world, by providing the highest quality educational experience we can envision.”

The 2008-2009 school year was rigorous and exciting as we prepared our younger generation to savor the challenges of the future. The Turtle Rock staff pulled together to move forward in all areas of the curriculum, teaching practices and technology. Language Arts, Social Science, and Physical Education were focal areas in the curriculum. Professional Learning Community strategies directed our focus on each child mastering Standards.

Our School Site Council supported and approved school plans that reflect our community goals and student outcomes. The outstanding California Standards Test scores validated our successful programs. Turtle Rock’s Academic Performance Index (API) was 968. We also ranked 9 on a scale of 1-10 as compared to other schools in the state and to other socio-economically similar schools.

Turtle Rock Elementary School had an enrollment of approximately 790 students during the 2008-2009 school year. Our school serves a diversified population, and is proud to serve both heterogeneous and academically accelerated classrooms.

Turtle Rock staff, students, parents, and community are to be commended for their cooperative spirit. It is with the parents’ unending support that we are able to accomplish our goals and help the students fulfill their potential.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Parental support at Turtle Rock School is welcomed and encouraged both in and out of the classroom. There are plenty of wonderful opportunities for involvement. Our PTA president can be reached to answer specific questions and the PTA web page is a source of detailed information: turtlerockpta.org/. You can also find valuable information about the school by visiting our web site located at www.iusd.org/tr

Valuable parental involvement is seen through membership and participation in School Site Council, English Language Learner Advisory Committee, and PTA. The School Site Council is involved in setting academic and policy priorities. The ELAC Committee members advise the school regarding English Learner issues and services/programs available for English language learners. CBET classes are offered to parents of English learners. Over 8,000 hours of volunteer time per year is not unusual. Art Masters involves parents who are trained in presenting well designed art lessons to classrooms. After school, enrichment classes are available through a program called After-Class Enrichment (ACE) organized by the parents with the assistance of the Irvine Public School Foundation. Specific educational programs also bring families on campus and involve them in the school. For example, the Partners in Print program is offered three evenings per year in the first grade. Science Fair Family Night is offered annually. The school holds daytime and evening exhibitions of annual science fair projects, Reflections projects, and the Astounding Inventions creations. Participation in field trips, class parties, and classroom assistance are also ways in which parents provide valuable support to the school.

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	91
Grade 1	85

III. School Climate

School Safety Plan (School Year 2008-09)

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

Turtle Rock has a Safe Schools Plan that is reviewed by the school district team and the School Site Council and updated each year. Fire drills are held monthly and earthquake drills twice per year. Most teachers are certified in First Aid and CPR. For emergency purposes there is a school site communication system, stored water, emergency equipment, and medical supplies. In addition, the PTA has supported the site disaster team by providing funds to update our disaster preparedness supplies.

To encourage appropriate behaviors, each school year begins with a school-wide behavior management system kick-off event. Students are taught Respect, Organization, Character, Kindness and Service (ROCKS). In addition, a statement of the district policy of "zero tolerance" for drugs, alcohol and violence must be signed by parents and returned to the classroom teacher.

Student access to support services in physical, mental, and social/emotional health is organized through a collaborative effort between the teachers, administrator, school psychologist, counseling assistants, and resource team, English Language aide and speech therapist. The school screens specific grade levels and all new students for impaired vision or hearing. A confidential list of student health problems is maintained in the health office and is provided to the classroom teacher and administrative staff. The Student Success Team provides a forum for support of family issues and referral to outside programs. In appropriate cases, a family may be referred to the Families Forward program operated by the City of Irvine, which sponsors counseling and parenting classes on campus, or to Operation School Bell, which provides clothes twice a year to needy families. Mental health resources available to support at-risk students include Time Together for qualified K-3 students and Stages and Second Step for qualified 4-6 grade students. The STAGES program deals with students who have difficulty with change. Teachers and counseling assistants implement the Second Step bully prevention curriculum and Don't Laugh at Me curriculum in the classroom. We have a school nurse assigned to Turtle Rock one day per week and a daily health aide is funded by the joint partnership of district and PTA. The district provides an attendance clerk. The average attendance is very high, averaging 97%. The health staff maintains ongoing records of screenings, care obtained, appropriate health history and immunization status.

Health education is incorporated into the curriculum at all grade levels through the Great Body Shop curriculum. In-service instruction is provided to the teachers addressing special needs. The library contains an educational series on values and health that is incorporated by teachers into their health curriculum. Drug and alcohol abuse education is provided in collaboration with the Irvine Police Department through the DARE program and Red Ribbon Week.

In compliance with Education Code, physical education is offered to all students every week for a minimum of 100 minutes. Together the physical education specialist and the classroom teacher present a program that is fun, effective and meets state standards. A Jog-a-thon is incorporated into the schools week long fundraising efforts which emphasizes during the week of the event that physical health is part of life and school. Fitness testing occurs in the fifth grade and testing for the Presidential Fitness Award is done every spring. After school "Fun & Games", "Soccer Mania", and ACE after school programs like Soccer, Flag Football or Dance are available to students.

Efforts to assure safety on-site have included placing phones into each classroom, enclosing the rear part of the school during the instructional day, re-organizing and re-striping the parking lot, and obtaining ongoing oversight by the Irvine Police Department of traffic in and around the school during the hours when students are entering or leaving 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	0.4	0.9	0.1	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.

Turtle Rock School opened its doors to children in 1970. Built to accommodate 730 students, the building is designed with three classroom clusters, each containing from five to eight individual instructional areas. The classrooms are self-contained in design. Portables have been added to accommodate additional students. At present there are approximately 800 students.

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	39	38	37	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)	.7	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	.625	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0	---

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	0

	instructional material as determined by a survey conducted in October, 2009. All textbooks purchased are state-adopted, and are standards aligned.	
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 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 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	\$4,854	\$468	\$4,386	\$68,651
District	N/A	N/A	\$4,863	\$72,719
Percent Difference – School Site and District	N/A	N/A	-10.89%	-5.93%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	-25.68%	2.34%

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, Turtle Rock Elementary School received special funds in the amount of \$147,320.00. 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:

Special Programs	Amount
English Language Acquisition Program	\$ 3,423.00
Economic Impact Aid	\$ 37,549.00
Gifted and Talented	\$ 1,924.00
School Improvement Plan	\$ 51,672.00
Title 1	\$ 52,752.00

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 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	87	88	92	76	78	80	43	46	50
Mathematics	90	92	95	74	76	78	40	43	46
Science	86	93	95	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	93	97	97	*
Filipino	*	*	*	*
Hispanic or Latino	79	79	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	93	96	94	*
Male	90	95	98	*
Female	94	94	92	*
Economically Disadvantaged	72	72	*	*
English Learners	74	88	73	*
Students with Disabilities	71	71	*	*
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	46.9	26.9	3.1

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	13	14	980
African American	---	---	---	---
American Indian or Alaska Native	---	---	---	---
Asian	3	5	2	991
Filipino	---	---	---	---
Hispanic or Latino	---	---	---	---
Pacific Islander	---	---	---	---
White (not Hispanic)	-10	16	9	972
Socioeconomically Disadvantaged	---	---	---	---
English Learners	---	---	---	---
Students with Disabilities	---	---	---	---

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

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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

N/A

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.

Turtle Rock Elementary School and the Irvine Unified School District are committed to continuous professional improvement. The District and site has staff development days, as well as afternoon and evening workshops for teachers. We continue to develop [research based](#) instructional strategies and practices, as well as methods to differentiate instruction to better meet student needs through the Professional Learning Communities model. This year's school-wide goals for improving student achievement included efforts to refine our instructional focus based on student achievement data and to intervene and support all students more effectively.

Number of school days dedicated to staff development

	2005-07	2007-08	2008-09
Full Days	2	2	2
2 hour after-school sessions	6	4	4

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