

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	John O. Tynes Elementary	District Name	Placentia-Yorba Linda Unified
Street	735 Stanford	Phone Number	714-996-2550
City, State, Zip	Placentia , CA 92870-5117	Web Site	www.pylusd.org
Phone Number	714-996-5550	Superintendent	Dennis Smith
Principal	Cristina McCall	E-mail Address	dsmith@pylusd.org
E-mail Address	cmccall@pylusd.org	CDS Code	30- 66647- 6097018

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

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

Named after a former school superintendent, John O. Tynes School is celebrating its thirty second year educating the children of Placentia. Located in the heart of Placentia, California, the school is just a few blocks from the Civic Center, library, and police station. In recent years, the surrounding new communities have brought many new enrollees to our school. This year, over 800 students attend the school.

Tynes is a award winning California Distinguished and Title I High Performing Academic Achievement School. There are 23 regular, 3 GATE Magnet and 7 special education classrooms. Students are presented with a standards-based curriculum, which includes, reading, written expression, mathematics, social science, science, physical education, visual and performing arts, and health. In addition to a wide range of materials and technology within the classrooms, students are also availed to an extensive library, a computer lab, a laptop lab, a science lab and a piano keyboarding lab. The school provides state of the art technological resources including laptops, LCD monitors, Interactive whiteboards and document cameras for each classroom and additional computer pods in close proximity to classrooms. A total of 65 staff members including regular education classroom teachers, GATE teachers, special education teachers, speech and language specialists, resource specialists, psychologists, a counselor, teacher -on -assignment administrative assistant and principal are joined by part-time staff all working closely to provide an

educational program rich in the acquisition of academic skills as well as strong character development. The part-time staff includes physical education specialists as well as instrumental music teachers for fifth and sixth grades and classroom instructional aides. The school is pleased to offer the innovative MIND Institute *ST (Spatial Temporal) Math + Music program* where all students take part in weekly standards-aligned web-based math activities and all K-6 students will take part in 2009 in weekly piano keyboard instruction. Fifth and sixth grade students take part in the district elementary band and orchestra music programs. We also house a district Child Care facility and an afterschool C.A.S.A. program for the convenience of our families. These programs offer child care, homework assistance, and enrichment activities in a safe environment during the after school hours until 6 pm.

Tynes School is well-known for providing a nurturing environment and high quality education to all students. Our outstanding PTA provides the foundation of support that is an integral part of our success. Students experience a rigorous academic curriculum through hands-on activities, use of technology and support through early interventions in order to ensure academic success. All K-6 students are given benchmark assessments in the area of reading three times per year as part of the Response to Intervention Program (RtI). Our intensive intervention plan not only ensures that struggling students are identified and helped early, but also that students needing enrichment are accelerated. Our experienced and innovative staff members work in collegial professional learning communities weekly to provide students with a balanced and comprehensive educational program. Teachers are highly qualified and child-centered. They willingly participate in on going professional growth and deliver the most current and relevant curriculum and instruction to students.

School Mission:

It is the mission of John O. Tynes Elementary School to provide, in partnership with students, parents and staff, a safe and nurturing environment that fosters personal growth and self-esteem, encourages respect, individual responsibility and grants each student equal educational opportunities in order to meet or exceed the California State Standards. We believe these qualities will create lifelong learners who are prepared to become contributing members of an evolving and diverse society. Endeavoring to equip tomorrow's leaders, we strive to build a community of collaborative and independent thinkers that are personally and academically prepared to meet the diverse and unknown challenges that lay ahead.

Our Core Values:

- TEAMWORK
- INTEGRITY
- GOOD JUDGEMENT
- EFFORT
- RESPONSIBILITY
- SUCCESS

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Parents are a child's first and most important teachers. John Tynes School's success is greatly due to the many ways parents become involved and participate at school. Our parents actively participate in PTA, events that support students and staff. Providing field trips for each class and a schoolwide ongoing "Meet the Masters" fine arts program are just a few examples of the wonderful programs that are supported by our parents and community. Parents participate in leadership roles on our School Site Council and English Learner Advisory Council recommending the expenditures of school funds and monitoring quality decisions for programs. Tynes parents attend Back-to-School Night, Academy Nights and Open House in full force. Parent-Teacher conferences are well attended and participation is encouraged in every way. On a daily basis, parents can be seen assisting students by tutoring in classrooms and student computer pod areas, assisting with GATE workshops or helping students with reading fluency by listening to them read. Parents also attend weekly parenting classes and daily CBET classes to improve their English language skills. Tynes parents know that their participation in their children's education has an overwhelmingly positive affect on student achievement.

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	95
Grade 1	113
Grade 2	138
Grade 3	106

III. School Climate

School Safety Plan (School Year 2008-09)

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

John O. Tynes Elementary School maintains a safe and healthy school environment. It is located in a very quiet neighborhood, a few blocks from the Placentia Public Library, City Hall and the Police Department. Tynes maintains effective security procedures by daily securing the campus perimeter. Entrance to the school during regular school hours can be accessed only through the office. Visitors are required to sign in and wear a visitor's badge while on campus. Regularly scheduled district maintenance crews facilitate necessary repairs and routine maintenance checks of all buildings. In addition, Tynes daily custodial procedures provide and maintain timely maintenance, cleanliness and attractive appearance of the campus and classrooms. Our "State of the Art" playground equipment and future modernization of Tynes brings an energized spirit to the campus. The School Safety Committee, comprised of parents, administrators, certificated and classified staff oversee the development and implementation of a comprehensive school safety plan that encompasses the four components of a safe school. The plan includes an environment of nonviolence; sets clear behavioral expectations, institutes fair and consistent disciplinary policies and accords recognition for positive behavior. The Safety Plan is reviewed and updated annually by the committee and reviewed with staff at the first staff meeting in August of every year.

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	1.2	3.5	3.0	6.6	7.0	6.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

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.

Tynes Elementary School was built in 1977. We gratefully acknowledge our generous community for approving Measure A in 2008. A major modernization of the school facilities took place during the 2008-2009 school year. The modernization project involved a complete renovation of the main building which includes all classrooms, restrooms and common areas. Brand new carpeting, paint, cabinetry, plumbing, electrical and furniture were installed. A new lunch shelter project is expected to be completed in the summer of 2010. Each classroom now has state of the art "SMART Classroom" technologies that include an interactive whiteboard, LCD projector, DVD player and a built-in sound system. Also included are 4 computer pods of 16 brand new computers located in close proximity to each classroom. New playground equipment in all play areas was installed in 2004. The campus is clean and well maintained through the services of 3.5 custodians – day and evening. Tynes School continues to maintain spotless facilities throughout the campus.

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.

The school meets most or all standards of good repair. Deficiencies noted are not significant and impacts a very small area of the school. Tynes was modernized in 2008/2009.

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.

DATE OF INSPECTION: 11/03/09

Item 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			Outside light not working. Work order submitted and completed
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			Window not closing right. Work order submitted and completed
Overall Rating	Exemplary				

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	41	1108
Without Full Credential	1	2	0	20
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	0

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	98.5	1.5
High-Poverty Schools in District	98.4	1.6
Low-Poverty Schools in District	98.2	1.8

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)	1	N/A
Psychologist	1.6	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	2.6	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.5	

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	100% of students have standards-aligned, State adopted Reading and Language Arts textbooks and instructional materials..	0%
Mathematics	100% of students have standards-aligned, State adopted Mathematics textbooks and instructional materials.	0%
Science	100% of students have standards-aligned, State adopted Science textbooks and instructional materials.	0%
History-Social Science	100% of students have standards-aligned, State adopted History/Social Science textbooks and instructional materials.	0%
Foreign Language	100% of students have standards-aligned Foreign Language instructional materials.	0%

Health	100% of students have standards-aligned Health instructional materials.	0%
Visual and Performing Arts	100% of students have access to standards-aligned Visual and Performing Arts instructional materials.	0%
Science Laboratory Equipment (grades 9-12)	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	LEA Provided	LEA Provided	LEA Provided	LEA Provided
District	N/A	N/A	LEA Provided	\$75,642
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

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.

The school district receives funds from the state which pay for staff salaries, school operations, facilities improvements, services for the school and district-wide programs such as music, health, physical education and more. Each school also receives a "site allocation" which support classroom instructional materials, office supplies, copiers and custodial supplies. Categorical funds support staff development, GATE Magnet program, Accelerated Reader, classroom libraries and instructional materials, School Library and current technology for Tynes School.

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	\$40,656	\$42,065
Mid-Range Teacher Salary	\$75,374	\$67,109
Highest Teacher Salary	\$94,560	\$86,293
Average Principal Salary (Elementary)	\$113,855	\$107,115
Average Principal Salary (Middle)	\$121,274	\$112,279
Average Principal Salary (High)	\$135,080	\$122,532
Superintendent Salary	\$241,068	\$216,356
Percent of Budget for Teacher Salaries	42.50 %	39.40 %

Percent of Budget for Administrative Salaries	4.80 %	5.50 %
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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	49	48	51	60	62	65	43	46	50
Mathematics	61	54	56	60	62	65	40	43	46
Science	38	53	51	56	63	65	38	46	50
History-Social Science	n/a	n/a	n/a	50	52	58	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	86	88	92	
Filipino	100	100		
Hispanic or Latino	42	48	34	
Pacific Islander	*	*		

White (not Hispanic)	68	65	78
Male	49	57	48
Female	52	53	56
Economically Disadvantaged	41	48	35
English Learners	20	38	6
Students with Disabilities	36	45	53
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	73.1	66.3	42.3
7			
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	6	7	6
Similar Schools	10	10	9

"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	32	-13	1	797
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	31	-22	6	763
Pacific Islander				
White (not Hispanic)	39			848
Socioeconomically Disadvantaged	29	-21	1	755
English Learners	39	-23	7	741
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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
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	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	9.1

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.

Preservice Days in 06/07 = 5 days at 7.0 hours per day
 Preservice Days in 07/08 = 5 days at 7.0 hours per day
 Preservice Days in 08/09 = 4 days at 7.0 hours per day

In the above years, schools were either on the weekly early release/late start (PLC's) or the (8) district staff development days.

Minimum days are separate.

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