McFarland Middle 2008-09
School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

McFarland Unified

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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

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

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

Vision:

The faculty, staff, students and community of McFarland Middle School are devoted to the goal of providing students with academic excellence, a quest for life-long learning, and the development of individual strengths and talents in a safe, supportive environment. We believe that school and community behavior should be guided by respect for individual differences and the rights of others. McFarland Middle School is committed to excellence in education. We will facilitate a partnership of educators, parents and the community to provide a meaning-centered curriculum that includes high expectations in order to nurture each student's intellectual, physical, and moral capacities so that they are able to function responsibly, positively, and productively in our democratic society.

Mission:

The mission of McFarland Middle School is to insure that each student reaches his/her full potential academically and socially. We at McFarland believe that all students can learn at high levels of rigor and that it is our duty to set high standards for each student and provide intervention for those having difficulty meeting those standards. All students at McFarland will be provided the most recently adopted SBE curriculum and will receive differentiated instruction based on research of proven methods to support learning and to provide universal access to the California Standards through data driven, direct instruction. Students, teachers, parents and the community share in the responsibility to provide an environment that is conducive to academic success as measured by the California Content Standards.

Opportunities for Parental Involvement (School Year 2008-09)

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

McFarland Middle School recognizes the importance of parental involvement in the education of middle school students. For this reason, many opportunities for parental input into the operation of the school and for support of the educational program exist at MMS. Parents can have input into the educational programs at the school by becoming a member of our School Site Council or ELAC, and DELAC committees. Parents are also encouraged to visit and volunteer at the school on a regular or as needed basis. Parent conferences are held twice a year and all parents are invited to attend. Back to School Night and Open House are planned and coordinated with the help of teachers, students and parent volunteers.
Parent Education nights are also held on a regular basis at McFarland Unified School District. Parents are invited to attend computer classes, English classes and Family Resource activities throughout the year. The UC Scholars program also offers classes to parents during the school year. These classes are designed to inform and prepare parents and students for a college education.

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
Grade 6	249
Grade 7	251
Grade 8	218
Total Enrollment	718

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	0.56 %	White (not Hispanic)	1.81 %
American Indian or Alaska Native	0.14 %	Multiple or No Response	0.28 %
Asian	0.14 %	Socioeconomically Disadvantaged	99.00 %
Filipino	0.28 %	English Learners	36.00 %
Hispanic or Latino	96.80 %	Students with Disabilities	14.00 %
Pacific Islander	0.00 %	N/A	N/A

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2006-07 Avg. Class Size	2006-07 Number of Classrooms 1-22	2006-07 Number of Classrooms 23-32	2006-07 Number of Classrooms 33+	2007-08 Avg. Class Size	2007-08 Number of Classrooms 1-22	2007-08 Number of Classrooms 23-32	2007-08 Number of Classrooms 33+	2008-09 Avg. Class Size	2008-09 Number of Classrooms 1-22	2008-09 Number of Classrooms 23-32	2008-09 Number of Classrooms 33+
English	25.3	5	32		23.0	14	26		23.2	14	14	
Mathematics	27.0	6	33		24.2	11	27		23.4	15	11	1
Science	27.2	2	23		26.3	1	15		23.8	6	6	
Social Science	27.0	4	21		25.3	3	19		23.7	5	6	

III. School Climate

School Safety Plan (School Year 2008-09)

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

The Assistant Principal and the McFarland Middle School Safety Team continually review and update the School Safety Plan as needed throughout the school year. Team members periodically attend workshops conducted by the Kern County Superintendent of Schools to keep abreast of current trends and requirements for the School Safety Plan. The McFarland Middle School staff is updated regularly regarding the latest changes in the plan and is provided with a condensed flipchart of emergency procedures at the beginning of each year. The flipchart is placed in the classroom within easy access to the teacher. In addition, the School Safety Plan successfully passed the CCR review conducted in May 2008.

Students at McFarland Middle School participate in the Go program which is a version of the "Seven Highly Effective Habits of Highly Effective Teens" book. It is taught each day in advisement and students are encouraged to develop goals and discuss strategies for success. The first quarter of the school year, the intervention classes provide study skills where students are provided school planners and taught to use them effectively. Students are also expected to keep a three-ring binder with all necessary supplies for school. Students set AR goals, social goals and personal goals that are revisited quarterly. The school counselor also has group meetings at lunch time with students needing additional help with anger management, conflict resolution or bullying issues.
Students are also offered opportunities to participate in a variety of sports at the middle school. Wrestling, soccer, baseball and softball, basketball, volleyball and track as well as cross-country are offered. Students can also choose to participate in after-school programs offered at the site.

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	24.5	24.2	67.5	15.7	18.3	21.3
Expulsions	0.3	0.7	2.6	0.5	0.7	0.9

IV. School Facilities

School Facility Conditions and Planned Improvement (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.

McFarland Middle School was built in 1998. It consists of nineteen permanent classrooms and nineteen portable classrooms. There is a multi-purpose room, a library, a band room, a chorus room, a physical education building with an attached fitness center, one computer lab, a woodshop room, a home economics room and three science lab classrooms. The school is in excellent repair and passed the Williams Act review with an exemplary rating. Three custodial staff keep the grounds and buildings neat, clean and in good repair.

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	—	✔	—	—	
Interior: Interior Surfaces	—	✔	—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	✔	—	—	
Electrical: Electrical	—	✔	—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✔	—	—	
Safety: Fire Safety, Hazardous Materials	—	✔	—	—	
Structural: Structural Damage, Roofs	—	✔	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✔	—	—	
Overall Rating	—	✔	—	—	

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	29	32	34	158
Without Full Credential	8	3	6	15
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	1	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	Taught by Non-NCLB Compliant Teachers
This School	89.6	10.4
All Schools in District	92.2	7.8
High-Poverty Schools in District	91.9	8.1
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)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and 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/or Instructional Materials
Reading/Language Arts	6th Grade Literature and Language Introductory Course Holt, Rinehart and Winston 2003 7th Grade Literature and Language First Course Holt, Rinehart and Winston 2003 8th Grade Literature and Language Second Course Holt, Rinehart and Winston 2003 Language! Sopris West 2005 Inside Hampton Brown/National Geographic 2007	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Mathematics	6th Grade California Math Houghton Mifflin 2009 7th Grade California Pre-Algebra Prentice Hall Mathematics 2009 8th Grade California Algebra Prentice Hall Mathematics 2009 Intervention: California Math Triumphs Macmillian/McGraw Hill, Glencoe 2005 UCLA Math Algebra Readiness UCLA 2007	0
Science	6th Grade California Earth Science Holt, Rinehart and Winstorn 2007 7th Grade California Life Science Holt, Rinehart and Winston 2007 8th Grade California Physical Science Holt, Rinehart and Winston 2007	0
History-Social Science	6th Grade California Ancient Civilizations Pearson Prentice Hall 2006 7th Grade California Medieval and Early Modern Times Pearson Prentice Hall 2006 8th Grade California America History of Our Nation Pearson Prentice Hall 2006	0
Foreign Language	NA	0
Health	NA	0
Science Laboratory Equipment (grades 9-12)	NA	0
Visual and Performing Arts	NA	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 / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$1,000.66	$60.40	$769.07	$56,262.00
District	N/A	N/A	$171.19	$59,359
Percent Difference – School Site and District	N/A	N/A	349.25 %	-5.22 %
State	N/A	N/A	$5,512	$60,994
Percent Difference – School Site and State	N/A	N/A	-86.05 %	-7.76 %

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.

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	$40,811	$38,941
Mid-Range Teacher Salary	$60,058	$59,686
Highest Teacher Salary	$77,961	$77,828
Average Principal Salary (Elementary)	$94,252	$94,258
Average Principal Salary (Middle)	$98,965	$98,271
Average Principal Salary (High)	$103,975	$104,869
Superintendent Salary	$125,000	$142,247
Percent of Budget for Teacher Salaries	35.00 %	38.20 %
Percent of Budget for Administrative Salaries	4.50 %	5.90 %

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 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 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	20	26	26	22	26	25	43	46	50
Mathematics	14	21	27	25	27	29	40	43	46
Science	20	25	32	15	23	25	38	46	50
History-Social Science	20	16	20	17	19	22	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	26	27	33	21
Pacific Islander				
White (not Hispanic)	8	25		*
Male	22	26	33	21
Female	30	28	31	19
Economically Disadvantaged	27	27	32	20
English Learners	3	7	7	1
Students with Disabilities	3	3	4	4
Students Receiving Migrant Education Services	23	31	30	13

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 the 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 Web page at http://www.cde.ca.gov/ta/tg/pf/. 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.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0	0.0	0.0
7	25.1	32.4	17.8
9	0.0	0.0	0.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the 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	1	1	2
Similar Schools	7	5	5

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	-1	18	8	662
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-3	23	10	661
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	0	23	8	662
English Learners	-20	18	27	635
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	No	No
Percent Proficient - Mathematics	No	No
API	Yes	No
Graduation Rate	N/A	No

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	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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.

Staff development is an on-going process at McFarland Middle School. Staff are continually provided training and assistance at the district and site level through the use of the site reading coach and district math coach. The McFarland Middle School Schedule provides for an early release day each Wednesday that allows 90 minutes for teacher collaboration and training. In addition, the district provided 3 days of staff development before the beginning of the school year, as well as an additional day in October. SB472 training was offered during the summer at Kern County Superintendent of Schools office.

Teachers are provided SB472 training in newly adopted curriculum. Site staff have been trained in Kagan Cooperative Learning strategies, Marzano's vocabulary development as well as the Marzano classroom instruction that works strategies. Thinking Maps, SIOP strategies and Step Up to Writing training has also been provided to staff.

The staff has most recently finished training on Professional Learning Communities and Data Teams. Both of these trainings have been used by staff to meet in teams and disaggregate data to determine the needs of the students on the team. The curriculum has been aligned to the state standards and the essential standards that are critical for students to know have been identified. Three week common assessments are developed by teams and then administered to students. The results are used to see who needs additional help. An intervention class is included in the schedule and students needing additional help are given the assistance they need in the intervention class. The use of the Data Team training and Professional Learning Communities has helped the academic growth of the students here at McFarland.

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 (SD) and English language learners (ELL) 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 at http://nces.ed.gov/nationsreportcard/. 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 at http://www.cde.ca.gov/ta/tg/nr/.

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.

	Average Scale Score		State Percent at Achievement Level		
Subject and Grade 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.

	State Participation Rate		National Participation Rate	
Subject and Grade Level	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