

Herbert H. Cruickshank Middle 2009-10
School Accountability Report Card

Published During 2010-11



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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 at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located 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 2009-10)

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

Cruickshank Middle School caters to students living in the Northeast section of Merced and also houses the district's middle school Spanish Bilingual program. Most students attend Merced High School or Golden Valley High School upon graduating from Cruickshank Middle School. As its top priority, the entire staff strives to meet the social, emotional, and physical needs of students. Educational programs have been developed to meet the diverse and changing needs of the student population. Cruickshank Middle School specializes in visual, performing, and practical arts and often include semester classes in Exploring Art, Exploring Music, and Exploring Technology. Cruickshank Middle School is dedicated to ensuring that students come away with a well-rounded educational experience that will serve them well in the future. Cruickshank Middle School is named in recognition of a sixth grade GATE teacher whose dedication and hard work in the district earned him a large amount of respect from students, parents, and staff. Herbert H. Cruickshank Middle School presents a vision of... • Challenge and Achievement • A Safe and Accepting Environment with Opportunities for All • Collaboration among Families, School and Community • Responsible, Resourceful and Respectful Learners • Knowledge of and Preparation for Career Choices • Contributing Citizens

Opportunities for Parental Involvement (School Year 2009-10)

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

Cruickshank Middle School will involve parents and the community in programs that will enhance the educational experiences of all students. This involvement will contribute to student success and expand the curricular, co-curricular, and extra-curricular programs. Communication between school and home will be supported by weekly phone updates through the CONNECT-ED system. Parent Education will be offered throughout the year dealing with topics as determined by parent needs. Parents and community members will be supported as decision-makers and develop their leadership through School Site Council, English Learners Advisory Committee, P.T.S.C., Athletic and Performing Arts Booster Clubs.

Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Grade 6	284
Grade 7	289
Grade 8	294
Total Enrollment	867

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as belonging to a particular sub-group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	6.34 %	White (not Hispanic)	36.36%
American Indian or Alaska Native	0.69 %	Multiple or No Response	0.11 %
Asian	13.84 %	Socioeconomically Disadvantaged	50.05 %
Filipino	1.61 %	English Learners	19.26 %
Hispanic or Latino	40.59 %	Students with Disabilities	6.11 %
Pacific Islander	0.46 %	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	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.2	18	38	4	25.0	15	31	9	26.0	15	30	9
Mathematics	25.1	13	20	9	27.6	8	13	14	27.0	7	13	14
Science	27.4	5	25	5	31.0	2	25	12	31.5	3	25	11
Social Science	25.6	8	25	4	26.5	7	20	8	26.0	7	19	8

III. School Climate

School Safety Plan (School Year 2009-10)

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

The School Safety Plan is revised in the spring and reviewed with administrators, staff, and School Site Council members at the beginning of each school year. The School Safety Plan was designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of facilities, and communication with staff and students. Key elements of the School Safety Plan include school safety, review of lock-down policy and parent notification during emergency situations, and evaluation of school crime occurring on campus and at school functions.

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Number of Suspensions	12.2	11.5	12.3	13.3	10.4	12.1
Number of Expulsions	0.0	0.0	1.9	0.1	0.2	1.7

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2010-11)

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.

Cruickshank Middle School provides a safe and clean environment for students, staff, and volunteers. School facilities were built in 1994 and include the gymnasium, art lab, multipurpose room, technology lab, science labs, computer lab, 24 permanent classrooms, and 10 portable classrooms, which are all up-to-date and provide adequate space for students and staff. A team of three full-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. Merced City School District administers a scheduled maintenance program to ensure that all facilities are well-maintained. Safety of students and staff is a primary concern of Cruickshank Middle School. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire drills are held monthly and other disaster drills are conducted on a regular basis throughout the school year. Teachers and other staff members monitor the school grounds before, during, and after school each day. All visitors are required to check in at the office before entering the campus.

School Facility Good Repair Status. (School Year 2010-11)

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

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System Inspected	Exemplary	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		Work Order completed to fix restroom wall damage and stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			All fire inspections are current
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences			X		Work Order completed to repair exterior doors near bike rack
Overall Rating		X			Overall rating for school is good on 10/12/10

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	40	36	35	470
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence	0	0	0	15

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 2009-10)

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. More information on teacher qualifications required under NCLB can be found 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	100.0	0.0
All Schools in District	96.9	3.1
High-Poverty Schools in District	96.4	3.6
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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	.70	867
Library Media Teacher (Librarian)	.50	N/A
Library Media Services Staff (Paraprofessional)	.875	N/A
Psychologist	.65	N/A
Social Worker		N/A
Nurse	.30	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist (non - teaching)	1.0	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.

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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	Good - 867 - Literature & Language Arts, Holt	0
Mathematics	Good - 867 - California Mathematics, Holt	0
Science	Good - 867 - California Science, Holt, Rinehart & Winston	0
History-Social Science	Good - 867 - Ancient World- World Explorer - American Journey, Holt, Rinehart & Winston	0
Foreign Language		
Health	Good - 867 - Teen Health, Glencoe/McGraw	0
Science Laboratory Equipment (grades 9-12)		
Visual and Performing Arts	Good – Arts In Action, Holt	0

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 at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,715	\$1,368	\$4,346	\$75,430
District	N/A	N/A	\$5,694	\$71,990
Percent Difference – School Site and District	N/A	N/A	31.0	4.7
State	N/A	N/A	\$8,736	\$68,650
Percent Difference – School Site and State	N/A	N/A	100	9.8

Types of Services Funded (Fiscal Year 2009-10)

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

In addition to general revenue funding from the State, the District receives state and federal categorical grants and allocations for special programs. This includes, but is not limited to the following categorical, special education, and support programs: Title I, Part A - Basic Grant, Title I, Program Improvement, Title II, Part A - Teacher Quality Title II, Part D - Technology Title III, Part A - Limited English Proficiency, Title III, Part A, Immigrant Students, Title IV, Part A - Safe and Drug Free Schools, Tobacco Use Prevention Education, Special Education, School Library Improvement Block Grant Art, Music and PE Block Grant, Community Based Education and Tutoring, Home-to-School Transportation, Class Size Reduction, Gifted and Talented Education, Economic Impact Aid, Quality Education Investment Act grant, Economic Impact Aid/State Compensatory Education & Economic Impact Aid/Limited English Proficient, English Language Acquisition Program.

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. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,212	\$41,989
Mid-Range Teacher Salary	\$71,990	\$68,650
Highest Teacher Salary	\$83,980	\$87,157
Average Principal Salary (Elementary)	\$104,777	\$109,027
Average Principal Salary (Middle)	\$104,509	\$112,490
Average Principal Salary (High)		\$110,588
Superintendent Salary	\$173,568	\$181,891
Percent of Budget for Teacher Salaries	43.7%	42.57%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5.8%	5.55%

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 California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. The CAPA includes ELA, mathematics, and science in grades 2 through 11, and for science for grades 5, 8 and 10. 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 3 through 8 and science in grade 5 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 CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Reports to the Public guide. Note: Scores are not shown when the number of students tested is 10 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	51	55	62	39	43	46	46	50	55
Mathematics	34	33	56	41	42	37	43	46	49
Science	53	53	54	40	40	49	46	50	47
History-Social Science	29	39	49	24	28	33	36	41	51

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 at the 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 10 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 4 of 6 Standards	Percent of Students Meeting 5 of 6 Standards	Percent of Students Meeting 6 of 6 Standards
5	0.0	0.0	0.0
7	17.7	24.3	28.1
9	0.0	0.0	0.0

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	58	41	57	38
American Indian or Alaska Native	*	*	*	*
Asian	51	58	45	36
Filipino	93	64	*	*
Hispanic or Latino	52	35	41	37
Pacific Islander	*	*	*	*
White (not Hispanic)	78	59	67	65
Male	58	46	51	48
Female	66	49	56	50
Economically Disadvantaged	50	38	41	33
English Learners	8	14	9	4
Students with Disabilities	17	29	9	6
Students Receiving Migrant Education Services	18	*	18	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 at the 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2007	2008	2009
Statewide	6	6	6
Similar Schools	2	2	1

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
	2007-08	2008-09	2009-10	2009-10
All Students at the School	29	-13	48	806
African American				
American Indian or Alaska Native				
Asian			52	807
Filipino				
Hispanic or Latino	39	-19	50	743
Pacific Islander				
White (not Hispanic)	20	-16	814	868
Socioeconomically Disadvantaged	63	-32	70	745
English Learners			49	680
Students with Disabilities	N/A			

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 English-language arts (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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010-11)

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 (English-language arts 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 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	2004-2005	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	82.0

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. Each year specific days are dedicated to staff development for teachers and other professional staff where licensed and credentialed staff members receive training in core curricular areas, instructional strategies and technology integration. District conducted staff development include:

2007-2008

- K-5 History/Social Science Materials Introduction 6-
- 8 Science Materials Introduction
- 6-8 Holt Language Arts Strategies for Struggling Readers
- Academic Language in P.E. and Elective Classes Read 180
- Read 180 Grades 4-8
- Strategic McDougal Littell Mathematics
- DIBELS

2008-2009

- K-5 California Mathematics
- 6-8 Holt California Mathematics
- CELDT Training
- CPR Training/First Aid
- Soar To Success Math/Destination Math/Expressions
- Fast Forward
- Read 180
- Data Director

2009-2010

- Special Education Staff Development: 3 days
- Special Education SETPD: 4 days
- Autism: 3 days
- System 44: 1 day
- New Teacher Orientation: 2 days
- Dataworks Step Up academy: 10 days
- English Learner Professional Development: 5 days
- DataDirector Assessment: 1 day
- Houghton Mifflin Math: 3 days
- Holt Math: 3 days
- Core + 30: 1 day
- Explicit Direct Instruction: 4 days
- Strategic Schooling: 4 days
- SETPD English Learners: 5 days
- English Learners Language Arts West Ed: 5 days
- Coach Training: 18 days
- CELDT Support Coaching: 10 days
- Benchmark/Pacing Committee: 2 day

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 2009, Grade 4	209	221	54	24	5
Reading 2009, Grade 8	253	264	64	22	2
Mathematics 2009, Grade 4	232	239	72	30	5
Mathematics 2009, Grade 8	270	283	59	23	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 2009, Grade 4	74	93	65	80
Reading 2009, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92