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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.

Rudolph Rivera was a district superintendent who believed in providing equal opportunities for all children. His dedication to children prompted the district to name the school in his honor. Rivera Middle School is a traditional calendar school serving grades six through eight and lies in the north-central part of the city of Merced. As its top priority, the entire staff strives to meet the social, emotional, and physical needs of students. Rivera Middle School is committed to ensuring that its students come away with a well-rounded educational experience that will serve them well in the future. Our mission is to help promote a community of lifelong learners, prepared to meet the demands and challenges of the 21st century. By educating students in alignment with the California Content Standards, we expect all students to achieve their maximum potential toward becoming informed citizens and productive members of our society. Rivera Middle School Vision Statements: 1.To meet and exceed API targets in all areas. 2.To increase the number of students who score Proficient or above on the California Standards Tests in reading/language arts and math. 3.To provide scientifically research-based interventions and acceleration opportunities for all students who require them.

Opportunities for Parental Involvement (School Year 2009-10)

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

Rivera presents many opportunities for parents to get involved with their child's educational experience. Right after school begins we conduct a Back to School Night where parents are given the opportunity to meet their child's teachers and become acquainted with the curriculum and expectations for the coming school year. Twice a year, we conduct Parent Conferences to give parents further opportunity to meet with the teachers. Parents are also informed about their child's progress by receiving quarterly progress reports from the teachers in addition to the report cards. Throughout the year, Rivera schedules parent education nights on various subjects relevant to parents of adolescents. We also have an active Parent Teacher Club and a School Site Council to give parents the opportunity to be presented with information, provide feedback to school officials and make decisions about spending priorities. Students of English learners also have to opportunity to participate in the English Learners Advisory Committee which provides information about programs here that help students master the English language while learning academic subjects. Parents of eighth grade students are advised throughout the year on their child's progress toward graduating in the Spring. Each Spring Rivera has an Open House for parents and students to come show off their accomplishments in their classrooms. Finally, parents are invited to the graduation ceremony where the three years of hard work by their child is finally celebrated by passage to high school and beyond.

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	275
Grade 7	322
Grade 8	301
Total Enrollment	898

Student Enrollment by Group (School Year 2009-10)

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	9.13 %	White (not Hispanic)	19.26 %
American Indian or Alaska Native	0.11 %	Multiple or No Response	0.13 %
Asian	16.59 %	Socioeconomically Disadvantaged	72.60 %
Filipino	1.11%	English Learners	28.95 %
Hispanic or Latino	51.78 %	Students with Disabilities	8.12 %
Pacific Islander	0.89 %		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			2007-08			2008-09					
	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	28.2	14	52	16	27.7	13	50	12	28.0	14	51	12
Mathematics	24.8	16	30	3	30.1	18	18	14	30.1	6	18	14
Science	29.1	2	21	6	31.4	16	16	11	31.2	2	15	10
Social Science	30.9	1	17	8	29.8	19	5	6	29.8	1	19	6

III. School Climate

School Safety Plan (School Year 2009-10)

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

Our Crisis, Emergency, Disaster Preparedness Plan was last updated February, 2008 and prior to the 2003-2004 school year the entire school's evacuation route was revised and divided into three main staging areas; one located on each side of the school in the open playfields and the command center in front of the school. At least 30 new portable radios have been added to our communication system, with several aides and PE teachers assigned permanent radios in their rooms. To assist with the "Safe School Program," we have hired additional yard duty supervisors to man the two crosswalks in front of the school and at "R" St. A school anti-drug HELP counselor has been staffed by the district to assist with disciplinary issues and gang problems.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Number of Suspensions	23.8	17.0	17.8	13.3	10.4	12.1
Number of Expulsions	1.4	0.3	0.3	0.4	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.

Rivera has enacted an aggressive and proactive improvement, modernization and upkeep program aimed at providing a better and safer environment for students and staff. For example, prior to the beginning of the 2004-2005 school year, the teachers' workroom and staff lounge was doubled in size by removing a wall that separated the original space and a large office. Now, the staff has ample space to conduct small meetings, eat their meals and relax. The copying machines were relocated to provide better access and usability. During the year, the book storage room in room 14 was outfitted with book storage racks and a great deal of computer equipment, obsolete, broken and needless materials, tables and desks were removed by district personnel. Room 34 was cleaned and prepared for possible teacher usage and meetings. Wooden benches throughout the school were repaired and rooms 34 to 38 are undergoing repairs and repainting under the eaves. Chain link fencing in front of the school has been reinforced and repaired. Rubber chips were added under the pull bars on the playground field and additional electrical outlets and computer hubs will be added to four additional classrooms that we will be utilizing for Language Arts Reading intervention classes, Read 180. Additionally, summer modernization work will take place at Rivera. This will entail lowering sinks and widening center room pod doors to meet Federal and State standards for handicapped access, installing new white draw erase boards, replacing worn/damaged ceiling tiles, modernizing and updating the 7th and 8th grade boys/girls restrooms and the boys/girls PE locker room facilities and restrooms. An emergency exit door will be added to both PE areas. Fire alarms will be upgraded in rooms 1-12 and new air conditioning room units will be installed in room 7-12 and 13-16. Rooms 1 and 4 will have a permanent sound proof wall added with a door to facilitate teacher collaboration. Outlets and hubs and a computer shelf will be added to both sides of the new wall. New double wide student desks, replaced older, obsolete desk and chairs in approximately four classrooms. The QZAP modernization project was completed shortly after school started. Now room 14 is a science technology lab and room 16 is a science lab. Finally, the student office section of the administration building was modified with two additional windows to expedite and simplify student attendance and sales of student items; ie, PE clothes, yearbooks, etc. Recent renovations to the parking lot were made in 2009. The addition of the joint-use gym will be 90% complete by June, 2011.

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.

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 repair interior wall damage in Rm 34
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical			X		Work Order completed to install light covers in Rm 30
Restrooms/Fountains: Restrooms, Sinks/Fountains			X		Work Order completed to repair dispensers in restrooms
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			
Overall Rating		X			Overall rating for school is good 10/5/10

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	39	36	35	470
Without Full Credential	3	1	1	2
Teaching Outside Subject Area of Competence	0	0	2	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	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	1	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	94.0	6.0
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	.90	898
Library Media Teacher (Librarian)	.60	N/A
Library Media Services Staff (Paraprofessional)	.875	N/A
Psychologist	.65	N/A
Social Worker		N/A
Nurse	.20	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 2010-11)

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	Good - 898 - Literature & Language Arts, Holt	0
Mathematics	Good - 898 - California Mathematics, Holt, Rinehart & Winston	0
Science	Good - 898 - California Science, Holt, Rinehart & Winston	0
History-Social Science	Good - 898 - Ancient World - World Explorer - American Journey, Holt, Rinehart & Winston	0
Foreign Language		
Health	Good - 898 - 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	\$5,540	\$1,416	\$4,123	\$71,514
District	N/A	N/A	\$5,694	\$71,990
Percent Difference – School Site and District	N/A	N/A	38.0	.66
State	N/A	N/A	\$8,736	\$68,650
Percent Difference – School Site and State	N/A	N/A	1.11	4.1

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, Special Education, Community Based Education and Tutoring, Home-to-School Transportation, Class Size Reduction, Gifted and Talented Education, Economic Impact Aid and 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	\$41,866
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	43	48	47	39	43	46	46	50	55
Mathematics	29	31	32	41	42	37	43	46	49
Science	44	41	50	40	40	49	46	50	47
History-Social Science	32	30	38	24	28	33	36	41	51

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	27	27	14	17
American Indian or Alaska Native	*	*	*	*
Asian	50	44	54	45
Filipino	88	83	*	*
Hispanic or Latino	44	29	48	32
Pacific Islander	*	*	*	*
White (not Hispanic)	59	41	63	57
Male	42	31	52	43
Female	51	32	48	33
Economically Disadvantaged	40	30	43	34
English Learners	27	22	4	3
Students with Disabilities	13	15	*	13
Students Receiving Migrant Education Services	50	36	*	*

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	20.7	29.5	35.4
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

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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	5	5	4
Similar Schools	4	5	3

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	13	2	7	738
African American				
American Indian or Alaska Native				
Asian	27	7	22	794
Filipino				
Hispanic or Latino	-10	16	-1	710
Pacific Islander				
White (not Hispanic)	44	-21	17	793
Socioeconomically Disadvantaged	10	10	1	710
English Learners	0	14	2	676
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 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	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	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	1998-1999	2004-2005
Year in Program Improvement	Year 5	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.

Every year specific days are dedicated to staff development for teachers and other professional staff. Credentialed/licensed 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
Grades 6-8
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