School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Mare Island Technology Academy School

Address:	2 Positive Pl. , Vallejo CA 94589-1825	Phone:	707-552-6482
Principal:	Rick van Adelsberg	Grade Span:	6 - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Our Vision:

What it means to be an educated person in the 21st century: MIT Academy stakeholders believe that, to be an educated person in the 21st century, Americans must have basic academic skills and the critical thinking skills to apply and transfer academics in predictable and unpredictable circumstances; an understanding of arts, world cultures, and basic communication in at least two languages; the ability to work collaboratively in groups; an understanding of local, national, and global citizenship and leadership skills; lifelong learning skills; basic technology skills and the ability to transfer and update those skills; and knowledge of how to handle personal health, financial, and career issues.

Vision statement: MIT Academy is a school where students, parents, staff, and Board are mutually respected, active partners in achieving success for every young adult. With technology and creativity to enhance the learning process, students graduate with leadership skills and excellent preparation enabling pupils to become self-motivated, competent, and lifelong learning. Our high academic standards are made possible by a safe and disciplined environment that allows learning to be fun. The MIT Board, staff, and parents form a trusting and nurturing partnership characterized by honest, open communication and an enthusiastic, optimistic, and open-minded approach. MIT Academy is an effective and diverse organization that is an asset to the community.

How learning best occurs: Our vision is also responsive to our understanding of how learning best occurs and conditions that promote academic success for all students. MIT stakeholders believe that...

- Effort is a more important determinant of achievement than "natural ability."
- Having all students achieve at high levels depends on clear, common expectations.
- All students need a thinking curriculum—one that generates a deep content understanding and opportunities to apply that understanding to complex, real-world problems.
- All students learn best when they are using knowledge/skills that challenge and engage them and when they are teaching others.
- People learn best when working beside a caring expert who models skilled practice and encourages and guides learners as they create products or performances for audiences who matter.

Our Mission—Success for All Students: The mission of MIT Academy middle and high schools is to challenge our diverse student body to master a rigorous curriculum in a safe, disciplined, and nurturing environment. MIT's graduates are self-motivated, technologically-skilled, responsible global citizens equipped to succeed in post secondary training/education.

Student Enrollment

Group	Percent
African American	21.01 %
American Indian or Alaska Native	0.84 %

Asian	3.08 %
Filipino	14.29 %
Hispanic or Latino	45.94 %
Pacific Islander	0.56 %
White (not Hispanic)	11.48 %
Multiple or No Response	2.80 %
Socioeconomically Disadvantaged	54.00 %
English Learners	19.00 %
Students with Disabilities	1.00 %
Total Number of Students	357

Teachers

Indicator	Teachers
Teachers with full credential	6
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	3
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	4

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	42%
Mathematics	25%
Science	32%
History-Social Science	13%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	694
Statewide Rank (from 2008 Base API Report)	3
2009-10 Program Improvement Status (PI Year)	In PI

School Facilities

Summary of Most Recent Site Inspection

The most recent site inspection was conducted after the rainy season in late February and early March. The buildings were inspected for structural soundness, the roofs were checked and the insides of the classrooms were inspected for leaks and minor, miscellaneous teacher reported problems. The physical plant was inspected for areas where water accumulates and minor flooding occurs.

Repairs Needed

Repairs must be continuously made to building walls, roof and window leaks in the old portables that make up the buildings of the school. On occasion repairs must also be done to the decks around the classrooms and offices. Drains and drainage must also be checked and cleaned to prevent water from backing up during large winter storms and to prevent small areas of flooding on the campus.

Corrective Actions Taken or Planned

On an ongoing basis, repairs are being made to building walls, roof and window leaks. On occasion, repairs are also made to the decking around the classrooms and offices. The decks are annually painted with a non-skid material to prevent students, staff and the public from slipping and/or falling. Drains and drainage are regularly checked to prevent water from backing up during large storms and/or to prevent small areas of the campus to flood.

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$5,237
District	$8,797
State	$5,512

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

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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 on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Mare Island Technology Academy	District Name	Vallejo City Unified
Street	2 Positive Pl.	Phone Number	70...
City, State, Zip	Vallejo , CA 94589-1825	Web Site	www.vallejo.k12.ca.us
Phone Number	707-552-6482	Superintendent	Reynaldo Santa Cruz
Principal	Rick van Adelsberg	E-mail Address	RSantCruz@vallejo.k12.ca.us
E-mail Address	radelsberg@mitacademy.org	CDS Code	48- 70581- 6116255

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

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

Our Students: Mare Island Technology (MIT) Academy Middle School addresses the unique developmental characteristics and needs of students in grades 6-8. Early adolescence is a time of promise and potential. It is also a time when our children are most at risk. If early adolescents are to experience academic and personal success, we must provide them with a sense of competence and achievement. We must ensure that they have positive and caring interaction with adults and peers. We must hold high expectations, offer structure, and provide clear limits, along with opportunities for exploration and self-definition. And we must ensure that they participate in meaningful ways in the school and community.

We must also insist on success for all students, many of whom are under-prepared and under-challenged. Marshaling the knowledge and skills of our stakeholders, we will ensure that all students have access to learning that will prepare them for secondary and post-secondary education/training, for the 21st century's global workplace, and for a satisfying and productive life.

MIT Academy Middle School places a priority on serving students who live within the geographic boundaries of the Vallejo City Unified School District (VCUSD). Specific efforts are made to solicit applications from students representing the cross section of race/ethnicity and family income in VCUSD.

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Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Parents are involved in the following groups: Parent Teacher Network (PTN), MIT Board, and English Learners Advisory Committee. They are also involved in volunteering in classrooms and office, providing grounds maintenance, chaperoning student events, participating in fundraisers, providing school yard supervision, and volunteering in the after-school program.

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	128
Grade 7	110
Grade 8	119
Total Enrollment	357

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
African American	21.01 %
American Indian or Alaska Native	0.84 %
Asian	3.08 %
Filipino	14.29 %
Hispanic or Latino	45.94 %
Pacific Islander	0.56 %
White (not Hispanic)	11.48 %
Multiple or No Response	2.80 %
Socioeconomically Disadvantaged	54.00 %
English Learners	19.00 %
Students with Disabilities	1.00 %

III. School Climate

School Safety Plan (School Year 2008-09)

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

Parents are involved in the following groups: Parent Teacher Network (PTN), MIT Board, and English Learners Advisory Committee. They are also involved in volunteering in classrooms and office, providing grounds maintenance, chaperoning student events, participating in fundraisers, providing school yard supervision, and volunteering in the after-school program.

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		.19	.25	26.3	36.3	41.0
Expulsions		0.0	.04	0.6	0.4	0.7

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The school is located on grounds that vary between a small hilly area where the middle school is located and sloops gradually to a central campus area with an open field and then continues to the high school campus on relatively level ground. The grounds are relatively barren with large eucalyptus trees and some other planted areas around the perimeter of the campus.

The buildings are all old portables that have been maintained on the site for several years. The multi-purpose room, offices, and restrooms are all converted portable buildings. The school has always maintained the desire to build permanent structures on the current site but to date this has not been financially feasible. Continuing efforts to obtain facilities grant money from the state have not been successful.

Improvements continue to be made in the decking around the classrooms, the walls of the classrooms are continuously examined and repaired as needed and the roofing is inspected annually and repaired each season. Parent volunteers also assist in the maintenance of the school's grounds and facilities. On most weekends, parents are volunteering their time in weekend work parties.

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	7	5	6	764
Without Full Credential	1	4	3	79
Teaching Outside Subject Area of Competence	1	4	3	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	1	1	1
Total Teacher Misassignments	N/A	3	3
Vacant Teacher Positions	0	0	0

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	72.7	27.3
All Schools in District	93.6	6.4
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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	1	357
Library Media Teacher (Librarian)	0	N/A
Psychologist	.1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.1	N/A
Resource Specialist (non-teaching)	1	N/A
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of	Percent of Pupils Who Lack Their Own

	Textbooks and Instructional Materials	Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good	25%
Mathematics	Good	10%
Science	Good	50%
History-Social Science	Good	50%
Foreign Language	Good	0%
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	Good	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 and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$7,411	$2,174	$5,237	$64,084
District	N/A	N/A	$8,797	$57,604
Difference – School Site and District	N/A	N/A	$3,560	$6,480
State	N/A	N/A	$5,512	$65,905

Types of Services Funded (Fiscal Year 2008-09)

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

Categorical and grant funds provide full or partial support for an after-school program, Saturday Credit Recovery School, summer school, after school tutoring, Mandarin Chinese course support, and character education.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$37,186	$40,786
Mid-Range Teacher Salary	$55,019	$65,726
Highest Teacher Salary	$71,305	$85,230
Average Principal Salary (Elementary)	$87,427	$106,548
Average Principal Salary (Middle)	$90,924	$112,237

Average Principal Salary (High)	$98,344	$121,617
Superintendent Salary	$195,000	$191,155
Percent of Budget for Teacher Salaries	36.60 %	40.60 %
Percent of Budget for Administrative Salaries	6.50 %	5.30 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modifiedachievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	38	37	42	33	35	40	43	46	50
Mathematics	19	32	25	28	31	37	40	43	46
Science	28	24	32	21	27	33	38	46	50
History-Social Science	14	12	12	18	21	26	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	33	11	23	6
American Indian or Alaska Native	*	*	*	*
Asian	45	36	*	*

Filipino	72	52	*	*
Hispanic or Latino	30	18	32	11
Pacific Islander	*	*	*	*
White (not Hispanic)	62	41	38	15
Male	41	24	40	17
Female	42	25	26	9
Economically Disadvantaged	34	20	26	10
English Learners	31	28	9	0
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	26.9	26.9	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 on the CDE Academic Performance Index (API) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	4	4	3
Similar Schools	2	2	4

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

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in

recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	7	5	1	694
African American	3	-4	16	629
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	11	1	-14	653
Pacific Islander				
White (not Hispanic)	38			
Socioeconomically Disadvantaged	9	12	6	664
English Learners				675
Students with Disabilities				

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

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

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

    Participation rate on the state's standards-based assessments in ELA and mathematics
    Percent proficient on the state's standards-based assessments in ELA and mathematics
    API as an additional indicator
    Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District

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

"Yes"   Met 2009 AYP Criteria
"No"   Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	39.3

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 8	85	96	78	92