



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

Sixth Street Prep School

Address: 15478 Sixth St. , Victorville CA 92392
Principal: Linda Mikels

Phone: 760-241-0962
Grade Span: K - 6

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	Sixth Street Prep	District Name	Victor Elementary
Street	15478 Sixth St.	Phone Number	760-245-1691
City, State, Zip	Victorville , CA 92392	Web Site	www.vesd.net
Phone Number	760-241-0962	Superintendent	Dale Marsden
Principal	Linda Mikels	E-mail Address	dmarsden@vesd.net
E-mail Address	lmikels@vesd.net	CDS Code	36- 67918- 6101927

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

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

Principal's Message

The purpose of the School Accountability Report Card is to provide parents and community members with information about the school's instructional programs, student achievement, and opportunities for parent and community involvement. With a staff that is dedicated to "All Students Learning, Whatever It Takes" and strong family-school partnerships, we believe that all students can achieve high standards of academic performance and behavior. We are proud of our students' academic and social growth over the past year.

Our Vision

The vision of the Victor Elementary School District is to prepare students to be able to select from a variety of career opportunities and to be successful in the world of work.

Our Mission

The mission of Sixth Street Prep School, a parent choice charter school, is to work together with parents and the community to ensure that all students are at or above grade level in reading, writing and math as measured on state exams.

Sixth Street Prep School is located in Old Town Victorville between A Street and Forrest Avenue. The school operates on a modified traditional calendar with breaks in November, December and April. Our courteous and professional staff is committed to our district's motto: Learning for All, Whatever It Takes.

Sixth Street Prep School is a conversion school that first opened its doors as a charter school in July, 2000. It is a parent choice school committed to educating the whole child. The educational program is based on the latest brain research coupled with the use of effective instructional strategies for academic and character development. Focused on mastery learning through a coaching model, teachers collaborate with their grade level teams to achieve instructional excellence and to address individual student needs with an extended day schedule.

At the beginning of each school year parents, students and staff sign a school compact in which they agree to support the school expectations in the areas of attendance, conduct and academic effort. In the school compact, parents also agree to communicate monthly with their child's teacher to keep informed of their child's progress and to demonstrate to their child that education is among their highest priorities.

Our most significant accomplishment in the 2008-2009 school year was to receive the NCLB National Blue Ribbon Award based on our high achievement on the state exams and to reach 938 on our API. Sixth Street Prep now ranks #3 of all schools in San Bernardino County. Congratulations to the staff, parents and students for also being recognized as a Title I AAA school for a fourth year in a row and for receiving the California Star Schools recognition for the 3rd year in a row.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

At Sixth Street Prep School, the community and school work together to provide the best educational program for students. Sixth Street Prep has an active Parent Support Group (PSG), English Language Learner Advisory Committee (ELLAC), and School Site Council. The PSG supports the school through active involvement in sponsoring various fundraisers throughout the year. PSG funds assist the school by providing trophies and awards as part of our student recognition program, coordinating Red Ribbon Week activities, and purchasing books for our library.

Sixth Street Prep School offers monthly training to parents of English Language Learners in parenting skills, nutrition and safety.

For the past five years, Sixth Street Prep School has participated in partnership with San Bernardino County Library through a grant to provide books for the school library and services to the parents and students for whom English is a second language. The ELLI program has served the families of our school community by encouraging reading and writing in the home.

Sixth Street Prep School has several Partners-in-Education that support the students, staff, and mission of our school: San Bernardino County Library, Red Robin Restaurant, Pizza Hut, John's Incredible Pizza, Bob's Big Boy, Old Town Merchants Association and Mimi's Café.

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	40
Grade 1	37
Grade 2	36
Grade 3	30
Grade 4	26
Grade 5	27
Grade 6	25
Total Enrollment	221

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	6.33 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	83.71 %
Pacific Islander	0.45 %
White (not Hispanic)	9.05 %
Multiple or No Response	0.45 %
Socioeconomically Disadvantaged	89.00 %
English Learners	24.00 %
Students with Disabilities	1.00 %

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	2			20.0	2			19.5	2		
1												
2												
3	20.0	1			30.0		1		30.0		1	
4												
5												
6												
K-3	19.3	4			18.8	4			18.5	4		
3-4	29.0		1		28.0		1		25.0		1	
4-8	29.0		2		27.5		2		26.5		2	
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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

Safety of students and staff is a primary concern of Sixth Street Prep School. The school is compliant with all laws, rules and regulations pertaining to hazardous materials and safety procedures.

The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive School Safety Plan was developed by the School Site Council in cooperation with law enforcement and other agencies in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Procedures for safe entering to and exiting from school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code

The School Site Council and the Safe Schools Team evaluate the plan each spring and update the plan as needed. All staff members are informed of any changes to the plan. An updated copy of the plan is available to the public at the school's office.

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	0.0	0.9	2.3	9.7	9.4	12.1
Expulsions	0.0	0.0	0.0	0.2	0.1	0.5

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.

Sixth Street Prep School provides a safe, clean environment for students, staff and volunteers. School facilities, which include the Old Victor School, a multipurpose building and the Victor Primary building, provide adequate space for students and instructional programs. One full time custodian and one half time custodian work on the campus daily to ensure classrooms, restrooms, and campus grounds are kept clean and safe. On a daily basis, school grounds are cleared of debris, playground equipment is inspected, buildings are assessed for safety concerns, and restrooms are thoroughly cleaned and maintained. A scheduled maintenance program is administered by the Victor Elementary School District to ensure that campus facilities and grounds are maintained to support a positive learning environment.

School Facility Good Repair Status (School Year 2009-10)

DATE of the School Site Inspection (5 STAR)

December 3, 2008

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	Good				

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	9	10	10	488
Without Full Credential	1	0	0	11
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		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 Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton-Mifflin adopted 2003	0
Mathematics	Grade K - 2 - Houghton-Mifflin CA edition adopted 2009	0
	Grade 3 - 6 - Houghton-Mifflin adopted 2002	
Science	MacMillan / McGraw-Hill adopted 2008	0
History-Social Science	Scott-Foresman K-5 adopted 2007	0
	Harcourt 6 adopted 2007	

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	\$7,706.63	\$1,127.67	\$6,578.96	\$58,955.00
District	N/A	N/A	\$5,291.73	\$69,070
Percent Difference – School Site and District	N/A	N/A	24%	-15%
State	N/A	N/A	\$5,512	\$67,082
Percent Difference – School Site and State	N/A	N/A	19%	-12%

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.

District Instructional costs include teachers' salaries, aides' salaries, employee benefits, textbooks and travel expenses. Allocated Instructional costs include salaries and benefits for certificated and classified employees in instructional administration, instructional media, transportation services, data processing services, and plant maintenance and operations. Central Administration costs include salaries for certificated and classified employees in general administration, central administration data processing costs and other general administrative costs. Other costs include facilities acquisition and construction and all other outgo.

In addition to general state funding, the Victor Elementary School District receives state and federal categorical funding for special programs. For the 2008-2009 school year, the district received federal and state funding for the following categorical, special education, and support programs:

- Elementary Education
- Special Education
- EESA/ Math and Science
- Drug Free School
- School Improvement
- Economic Impact Aid
- Instructional Materials
- Staff Development
- BTSA Support
- Class Size Reduction
- Peer Assistance and Review
- Title 1
- Title 2
- Title 4
- Title 5

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	\$42,288	\$41,866
Mid-Range Teacher Salary	\$63,367	\$68,220
Highest Teacher Salary	\$87,491	\$86,536
Average Principal Salary (Elementary)	\$108,802	\$107,858
Average Principal Salary (Middle)		\$111,405
Average Principal Salary (High)		\$112,732
Superintendent Salary	\$240,600	\$178,938
Percent of Budget for Teacher Salaries	44.80 %	42.10 %
Percent of Budget for Administrative Salaries	4.70 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	59	64	81	41	46	52	43	46	50
Mathematics	85	92	94	50	54	59	40	43	46
Science	68	81	92	35	49	52	38	46	50
History-Social Science	0	0	0	0	0	0	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	83	83	*	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	81	95	95	
Pacific Islander				
White (not Hispanic)	80	100	*	
Male	83	96	*	
Female	78	92	89	
Economically Disadvantaged	79	94	91	
English Learners	61	88	*	
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
5	24.0	28.0	40.0

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	7	9	10
Similar Schools	10	10	10

"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	50	29	46	938
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	61	23	57	937
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	55	27	50	932
English Learners				
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	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

"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	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	27.8

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.

Sixth Street Prep School places a high priority on the professional development of staff. After analyzing student achievement data and current research, staff determines the Professional development focus for the year and aligns all training with that focus. Classified staff attends job specific training throughout the year and certificated staff participates in both district and site training.

New teachers to the district attend a week of professional development focused on classroom management, instruction and assessment. Each new teacher is assigned a peer coach to work with them throughout the year, observing in their classrooms and providing release time for them to observe other classes. Second year teachers in the district receive similar support throughout the year with specific training as determined by a teacher survey. Second year teachers who have received their preliminary credential participate in a one year Beginning Teacher Support and Assessment (BTSA) program with a Support Provider who assists the teacher in the pursuit of a professional clear credential.

In addition to district wide training, certificated personnel work as grade level teams every Friday (minimum days) to share best practices and plan instruction. Periodically, staff also attends training on Friday that addresses a felt professional development need.

Sixth Street staff takes very seriously their responsibility to continue to learn and grow as professionals.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

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

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

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

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

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

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

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

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92