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

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 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 on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2009-10)

School		District	
School Name	Laguna Road Elementary School	**District Name**	Fullerton School District
Street	300 West Laguna Rd.	**Phone Number**	(714) 447-7400
City, State, Zip	Fullerton, CA 92835	**Web Site**	www.fsd.k12.ca.us
Phone Number	(714) 447-7725	**Superintendent**	Mitch Hovey
Principal	Harold Sullivan	**E-mail Address**	mitch_hovey@fsd.k12.ca.us
E-mail Address	harold_sullivan@fsd.k12.ca.us	**CDS Code**	30-66506-6028088

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

Laguna Road Elementary School is located in the northern section of Fullerton, one of 20 school sites in the Fullerton School District.

The mission of Laguna Road Elementary is to achieve educational excellence, in partnership with parents and the community, and to prepare all students to meet the challenges of today and tomorrow through the use of knowledge, skills and behaviors. Volunteers are welcome!

Opportunities for Parental Involvement (School Year 2008-09)

Parents who wish to participate in leadership teams, school committees, school activities, PTA activities, or become a volunteer may contact the school office.

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 Level	Number of Students
Kindergarten	64	**Grade 8**	0
Grade 1	77	**Ungraded Elementary**	0
Grade 2	80	**Grade 9**	0
Grade 3	86	**Grade 10**	0
Grade 4	90	**Grade 11**	0
Grade 5	98	**Grade 12**	0
Grade 6	101	**Ungraded Secondary**	0
Grade 7	0	**Total Enrollment**	596

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.01%	**White (not Hispanic)**	26.17%
American Indian or Alaska Native	%	**Multiple or No Response**	10.23%
Asian	54.70%	**Socioeconomically Disadvantaged**	5.00%
Filipino	1.17%	**English Learners**	12.00%
Hispanic or Latino	6.71%	**Students with Disabilities**	7.00%
Pacific Islander	%	**n/a**	n/a

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	32.0		2		29.0		2		32.0		2	
1	19.0	4			19.5	4			19.3	4		
2	19.0	4			19.8	4			20.0	4		
3	30.8		4		27.3		4		27.5		4	
4	32.7		2	1	33.3		1	2	30.0		3	
5	34.3		1	2	32.3		2	1	32.7		1	2
6	32.7		1	2	33.7			3	33.7			3
K-3												
3-4												
4-8												
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256 and 32286 as well as applicable District policies and regulations. Each year, prior to March first, the school's safety plan is reviewed, updated and discussed with staff. Annually, during the month of July, the school reports on the status of its safety plan, including a description of the plan's key elements. The safety plan was updated in October 29, 2008 and reviewed with staff on November 19, 2008.

The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school and school sponsored activities and are encouraged to use safe practices when traveling to and from school and/or school related activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, parents, staff and community members interact in an atmosphere of mutual respect that enhances the environment for learning. A copy of the plan is available at the school office and will provide a more detailed description of each element of the plan including specific actions, resources and timelines to be implemented by the school.

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	0.8	0.8	1.0	3.8	4.1	4.3
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0

IV. School Facilities

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

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Laguna Road Elementary School has 21 classrooms, a technology center, a library media center and a multipurpose room. The main campus was built in 1961. Additions were constructed in 1962 and 1964. Six portable classrooms were added to the campus between 1965 and 1997. The multipurpose room was completed in 2006.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During the 2008-09 school year, the district spent $1,005,155 on deferred maintenance. For the 2009-10 school year, the District budgeted $379,225 for the deferred maintenance program.

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

This table displays the results of the September 21, 2009 school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)			X	Repair faucets and adjust drinking fountain water pressure.
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Rating	X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	25	24	24	592
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	3	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	2	2	2
Total Teacher Misassignments	5	2	4
Vacant Teacher Positions	0	0	1

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.9	0.1
High-Poverty Schools in District		
Low-Poverty Schools in District	99.8	0.2

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		801
Library Media Teacher (librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist	1.0	n/a
Resource Specialist (non-teaching)	1.0	n/a
Other		n/a

VII. Curriculum and Instructional Materials

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

On October 13, 2009, the Governing Board of the Fullerton School District certified that, as of that date, each pupil in the District in kindergarten through grade eight, had been provided with a standards-aligned textbook or basic instructional materials purchased from the approved standards-aligned adoption list in the core curriculum areas listed below.

	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	2001-02 Houghton Mifflin K-5, c. 2003 2001-02 Holt 6-8, c.2003	0
Mathematics	2008-09 Houghton Mifflin K-5, c. 2009 2008-09 Holt McDougal 6-8, c. 2008	0
Science	2007-08 MacMillian McGraw Hill K-5, c. 2008 2007-08 Holt McDougal 6-8, c. 2007	0
History-Social Science	2006-07 Houghton Mifflin K-5, c. 2007 2006-07 McDougal Littell 6-8, c. 2006	0
Foreign Language	2001-02 ¡En español! 7-8, c. 2004	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$4,903	$207	$4,695	$77,000
District	n/a	n/a	$4,521	$69,771
Percent Difference – School Site and District	n/a	n/a	3.85%	10.36%
State	n/a	n/a	$5,512	$67,082
Percent Difference – School Site and State	n/a	n/a	-17.51%	14.78%

Types of Services Funded (Fiscal Year 2008-09)

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

Programs	Number of Pupils	Funds
School and Library Improvement Program	596	$41,626

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,513	$41,866
Mid-Range Teacher Salary	$74,026	$68,220
Highest Teacher Salary	$93,708	$86,536
Average Principal Salary (Elementary)	$110,815	$107,858
Average Principal Salary (Middle)	$114,658	$111,405
Average Principal Salary (High)	n/a	$112,732
Superintendent Salary	$185,000	$178,938
Percent of Budget for Teacher Salaries	42.00%	42.10%
Percent of Budget for Administrative Salaries	5.90%	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 in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	82	84	87	53	57	61	43	46	50
Mathematics	87	88	90	58	61	68	40	43	46
Science	85	91	93	54	63	67	38	46	50
History-Social Science	0	0	0	47	44	55	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native				
Asian	93	95	91	
Filipino	*	*	*	
Hispanic or Latino	67	67	*	
Pacific Islander				
White (not Hispanic)	81	90	100	
Male	85	91	94	
Female	88	89	91	
Economically Disadvantaged	76	76	*	
English Learners	71	84	*	
Students with Disabilities	59	62	*	
Students Receiving Migrant Education Services				

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	2.0	26.5	67.3

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	10	10	10
Similar Schools	6	3	4

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	6	9	949
African American				
American Indian or Alaska Native				
Asian	-6	13	0	972
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-8	-2	9	933
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

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

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

AYP Criteria	School	District
Overall	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	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2009-10)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	n/a	4
Percent of Schools Currently in Program Improvement	n/a	20.0

XI. Instructional Planning and Scheduling

Professional Development

In each of the last three school years, Fullerton School District dedicated three school days to staff development. This table indicates the focus of the different professional development events in the most recent three-year period.

Year	Primary Focus	Delivery of Professional Development	Other Related Professional Development Activities
2008-2009	• K-8 Mathematics Textbook Adoption • K-5 Physical Education Program • K-8 English Language Development • K-8 Writing Strategies	• Staff Development Day • Workshops • Conferences • After-school Workshops • In-class Coaching	• Data-Driven Instruction • Mathematics Training • Differentiated Instruction • Technology • Physical Education/ • Wellness • SDAIE Strategies • Systematic ELD • Response to Intervention
2007-2008	• K-8 Science Textbook Adoption • K-8 English Language Development • K-8 Writing Strategies	• Staff Development Day • Workshops • Conferences • After-school Workshops • In-class Coaching	• Data-Driven Instruction • History/Social Science • Technology • Systematic ELD • SDAIE Strategies • Step Up to Writing Program
2006-2007	• K-8 History/Social Science Textbook Adoption • K-8 Professional Learning Communities	• Staff Development Day • Workshops • Conferences • After-school	• Data –Driven Instruction • History/Social Science • Technology • Systematic ELD • SDAIE Strategies

	• K-8 Research-based Instructional Strategies	Workshops • In-class Coaching	• Step Up to Writing Program

XII. National Assessment of Educational Progress

National Assessment of Educational Progress

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

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

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

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

Subject and Grade Level	Average Scale Score		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 – All Students

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

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