

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)

This section provides the school's contact information.

School		District	
School Name	Olga L. Reed Elementary School	District Name	Los Alamos School District
Street	480 Centennial Street	Phone Number	(805) 344-2401
City, State, Zip	Los Alamos, CA 93440	Web Site	www.losalamosschool.org
Phone Number	(805) 344-2401	Superintendent	Ron Barba
Principal	Linda Denton	E-mail Address	rbarba@losalamosschool.org
E-mail Address	ldenton@losalamosschool.org	CDS Code	42-69237-6045702

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

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

The faculty and staff are made up of ten certificated teachers and fifteen full or part-time support staff, including two instructional aides, two cafeteria staff, a library/computer lab director, two custodians and one school secretary and a business manager. Mr. Ron Barba serves as the district superintendent and Mrs. Linda Denton serves as the school principal, (2009-2010). The district is a direct services district and receives support from the Santa Barbara County Education Office through the part-time positions of school psychologist, resource teacher, school nurse, migrant education aide, adaptive PE aide and speech therapist. Two county operated Special Day Classes are also housed on the campus. The Special Day Class/Resource Specialist Program is staffed with two teachers and four instructional assistants. We also offer after-school activities for students through our 'After School Education and Safety' grant. Students have the opportunity to complete homework with additional support, enjoy a snack, and enjoy physical activities.

The Special Day Class for students with severe handicaps is staffed by a classroom teacher and four instructional assistants. Olga Reed School maintains a comprehensive After School Program on campus in which 50% of the students are enrolled daily until 6pm. There is also a Family Resource Center available to students and their families through tutoring, counseling; medical services and family support are offered. A Youth Program for students in grades 6-12 is funded through state grants and jointly maintained through a community partnership with People Helping People. Olga Reed Elementary School qualifies for federal and state categorical funds in the following areas: Title I, Title II, Title VI, Migrant Education, Economic Impact and School Improvement Funds.

We invite you to visit our campus any time. We know that all students, given the preparation, encouragement, and inspiration needed, can be successful. That's our dream and our mission.

Opportunities for Parental Involvement (School Year 2008-09)

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

Our school recognizes parents as valuable partners in the success of our students. We strongly encourage parents to visit their child's classroom and meet with their child's teacher. We have parent conferences twice a year at which time the teacher meets the parent to discuss the progress of their child. Parent attendance at these meetings is critical. We strive to work together cohesively to promote academic, social and civic values.

Olga Reed School has strong parental and community support. Our PTF (Parents, Teachers and Friends) is an integral part of the school. They promote several fundraisers throughout the year to provide student incentives, rewards, assemblies, end of the year activities, and field-trips. We are also supported in part by the 'Los Alamos Men's Club'. The Men's Club supports us with fundraising activities during 'Old Days', 6th grade camp, and various other activities.

Our parents are encouraged to be involved in local school governance activities, including School Site Council and our English Language Acquisition Committee and the District's English Language Acquisition Committee. The Los Alamos Educational Foundation writes grants and contributes funding for the Artist in Residence Program, end of the year activities, the winter program, and 6th grade camp.

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	28
Grade 1	29
Grade 2	26
Grade 3	15
Grade 4	22
Grade 5	32
Grade 6	19
Grade 7	25
Grade 8	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	Group	Percent of Total Enrollment
African American	0.90	White (not Hispanic)	39.37
American Indian or Alaska Native	2.26	Multiple or No Response	0.00
Asian	1.81	Socioeconomically Disadvantaged	64.00
Filipino	0.00	English Learners	28.00
Hispanic or Latino	55.66	Students with Disabilities	0.00
Pacific Islander	0.00		

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	16.5	2			14.5	2			19.0	1		
1	22.0		1		21.0		1		19.0	1		
2					15.0	1			19.0	1		
3	20.0	1			18.0	1						
4	22.0		1		24.0		1		22.0		1	
5	28.0		1		22.0		1		32.0		1	
6	22.0		1		29.0		1		19.0	1		
K-3	17.5	2							20.5	1	1	
3-4					16.0	1						
4-8												
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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

Olga Reed School is fortunate to have very few serious discipline problems. Teachers and staff maintain structured procedures that all students follow. The environment is calm and peaceful, a place conducive to learning. Assertive discipline is used throughout the campus.

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including:

- (1) child abuse reporting,
- (2) disaster response,
- (3) suspensions and expulsion policies,
- (4) notification of teachers of dangerous pupils,
- (5) sexual harassment,
- (6) school wide dress codes,
- (7) procedures for safe entry and exit from school,
- (8) procedures to ensure a safe and orderly environment conducive to learning, and
- (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5.

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	4.4	3.6	0.0	4.4	3.6
Expulsions	0.4	0.0	0.0	0.4	0.0	0.0

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 based on the most recent data available, and a description of any planned or recently completed facility improvements.

Olga Reed School constantly seeks to improve all of its facilities. A five year Deferred Maintenance Plan is updated as necessary. Olga Reed School continues to place great emphasis on providing its students and staff with a safe, clean, attractive, and well-maintained campus.

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

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]	[]	[]	Will schedule local gas company to check appliances.
Interior: Interior Surfaces	[]	[]	[X]	[]	Interior and exterior needs painting.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[X]	[]	
Electrical: Electrical	[]	[X]	[]	[]	Lighting conduit in front of school in need of repair.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	Needs paint and tile repair.
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	[]	Check needed by Simplex.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[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	11	11	10	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

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 at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District		
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)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
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	K-5 Open Court 6-8 Holt, Rinehart, Winston 6-8 Holt Handbook	0
Mathematics	K-5 Saxon Math 6th Grade - Saxon Intermediate 6 7th Grade -Saxon Algebra 1/2 8th Grade- Algebra 1	0
Science	Good quality books and materials are available. K-5 - McGraw-Hill 6th-8th Grade-Holt, Rinehart, Winston	0
History-Social Science	K-5 Grade-Scott Foresman 6th Grade-Prentice Hall Ancient Civilizations 7th Grade-Prentice Hall Medieval and Modern Times 8th Grade-Prentice Hall American Nation	0
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A

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)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,808	\$1,388	\$6,420	\$61,460
District	---	---	\$6,420	\$61,460
Percent Difference: School Site and District	---	---	0%	0%
State	---	---	\$5,512	\$56,284
Percent Difference: School Site and State	---	---	16.5%	9.2%

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 and supplemental services enhanced at Olga Reed School through categorical funds or other sources include: instructional aides, and instructional materials, Title 1 and Title 5 funding, GATE, EIA, School Safety and Violence Prevention Programs, Safe and Drug-Free School, EETT (Enhancing Education Through Technology), Art and Music Grants, NCLB Teacher Quality Program, ELAC, and DELAC.

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	\$34,985	\$38,481
Mid-Range Teacher Salary	\$56,995	\$55,789
Highest Teacher Salary	\$77,747	\$70,849
Average Principal Salary (Elementary)	N/A	\$88,862
Average Principal Salary (Middle)	N/A	\$94,015
Average Principal Salary (High)	N/A	\$97,594
Superintendent Salary	\$86,700	\$110,994
Percent of Budget for Teacher Salaries	37.7	37.2
Percent of Budget for Administrative Salaries	4.6	6.6

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	42	47	49	42	47	49	43	46	50
Mathematics	56	63	59	56	63	59	40	43	46
Science	35	64	48	35	64	48	38	46	50
History-Social Science	32	45	56	32	45	56	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	*	*	*	*
Filipino				
Hispanic or Latino	35	49	32	31
Pacific Islander				
White (not Hispanic)	69	67	74	82
Male	47	61	53	50
Female	51	57	40	
Economically Disadvantaged	35	51	37	47
English Learners	18	36	7	*
Students with Disabilities				
Students Receiving Migrant Education Services	28	41	32	*

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	35.5	12.9	
7	33.3	16.7	20.8

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	7	5	7
Similar Schools	10	8	10

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	-22	41	-20	787
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-13	46	-50	725
Pacific Islander				
White (not Hispanic)	-39	31	4	862
Socioeconomically Disadvantaged	-6	22	-38	734
English Learners	60			
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	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	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	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

XI. 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.

Investing in the continued growth and quality of our staff is one of the most important things we can do to improve the achievement of our students. Olga Reed School is committed to the goal of helping each student achieve and provides professional development that is part of a comprehensive effort to improve teacher quality at all stages: preparation, induction, support, and ongoing professional development. Olga Reed provides 3 full days of professional development to teachers each year in order to help improve the success of our students. The school encourages teachers to participate in trainings throughout the year pertinent to curriculum to help students achieve success. During the 2008-2009 school-year professional development was focused on Differentiated Instruction, the use of the Smart Board in the classroom, and First-Aid with all teachers earning their First-Aid certificate.

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 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 – 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		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 – 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