

La Entrada Middle 2008-09
School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10



Las Lomas Elementary

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located 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

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

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

La Entrada School is located in the city of Menlo Park in San Mateo County California. It is one of two schools in the Las Lomas Elementary School District and includes grades four through eight. Graduates of La Entrada School attend Menlo Atherton High School or Woodside High School in the Sequoia Union High School District as well as private preparatory schools throughout the San Francisco Peninsula

The Las Lomas Elementary School District includes the western-most part of Atherton, an unincorporated section of San Mateo County between Atherton and Menlo Park, the western section of Menlo Park (Sharon Heights), a portion of Woodside, and the community of Ladera (unincorporated San Mateo County). La Entrada participates in the Voluntary Transfer Program and receives approximately five percent of its population from East Palo Alto and East Menlo Park. The enrollment at La Entrada is 618 students. La Entrada parents attach an extremely high value to rigorous academic programs and positive social and emotional growth without sacrificing art, music, and physical education. The parent community is well established and provides strong support to La Entrada School by contributing time and other resources to help achieve the schools educational goals. There is little transience. Most of the students entering La Entrada School in the fourth grade stay through 8th grade.

More school information can be found at the district website at <http://www.llesd.org>.

La Entrada Operational Vision Statement:

La Entrada is an inclusive community of dedicated staff, students, and parents engaged in maximizing the academic, social, ethical and physical growth of every student.

Our collaborative community embraces the ideals of critical thinking, life-long learning, and global responsibility in a safe and respectful environment.

Opportunities for Parental Involvement (School Year 2008-09)

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

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Members of the community are strong supporters of the school and contribute time and resources in order to achieve the school and district educational goals. La Entrada has an active Parent-Teacher Association (PTA) that sponsors many programs annually for the benefit and welfare of students and families. Sports and enrichment activities are offered to all students through the Las Lomas League, a parent organization. Parents also participate as members of our English Language Advisory Committee (ELAC), which helps and advises us in relation to our plan for English Language Learners. In addition, parents volunteer in classrooms and help with special events such as the Science Fair, Spelling Bee and Geo Bee. Three parents and three students are members of the School Site Council and are an integral part of planning school improvement. The Las Lomas Foundation raised \$1,400,000 through the combined efforts of the Annual Giving Campaign, annual auction event, eScrip Sales, and corporate donor programs which enhance the educational efforts of the District. These funds are used to maintain small class size, to provide a wide array of electives, and to support programs and staff in all academic areas. Local businesses and corporations enrich our technological needs through the donation of equipment and financial resources.

The parent organized Outreach Program provides ongoing financial assistance and tutoring for students with identified need.

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 4	142
Grade 5	121
Grade 6	134
Grade 7	105
Grade 8	116
Total Enrollment	618

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	1.29 %	White (not Hispanic)	66.83 %
American Indian or Alaska Native	0.00 %	Multiple or No Response	7.44 %
Asian	12.62 %	Socioeconomically Disadvantaged	2.00 %
Filipino	1.62 %	English Learners	5.00 %
Hispanic or Latino	8.41 %	Students with Disabilities	10.00 %
Pacific Islander	1.78 %	N/A	N/A

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.6	14	16		19.4	24	9		17.6	29	7	
Mathematics	21.7	9	9		21.2	9	9		22.7	8	9	2
Science	24.1	5	8	1	23.9	6	8		24.9	4	8	2
Social Science	22.5	7	8		21.9	11	4		22.3	8	7	

III. School Climate

School Safety Plan (School Year 2008-09)

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

The School Safety Committee, which meets monthly, is comprised of four teachers led by a fourth grade teacher who also serves as the District Safety Coordinator. A School Safety Plan is on record in the school office and District Office. It is updated annually in May and reviewed in September. School staff receives monthly updates from the District Safety Coordinator and different types of evacuation drills are held monthly.

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	2.6	3.6	2.3	1.5	1.9	1.3
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvement (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.

Classroom space is adequate to support the school’s instructional program. The district maintains a planned program that ensures routine maintenance functions are performed on a scheduled basis. Members of the custodial staff clean classrooms and restrooms daily. The district also maintains a five-year plan for major repairs and capital improvements. Renovation was completed in every classroom in the school, Jensen Hall, all restrooms and the administrative offices in the spring of 2004. Construction of a new gymnasium and eating area was begun in the fall of 2004 and was completed in January 2006.

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.

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

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	36	37	35	74
Without Full Credential	2	0	1	1
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	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.3	0.7
High-Poverty Schools in District		
Low-Poverty Schools in District	99.3	0.7

VI. Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	618
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non - teaching)	2.0	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and 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/or Instructional Materials
Reading/Language Arts	current state adoptions in good condition	0
Mathematics	current state adoptions in good condition	0
Science	current state adoptions in good condition	0
History-Social Science	current state adoptions in good condition	0
Foreign Language	current state adoptions in good condition	0
Health	current state adoptions in good condition	0
Science Laboratory Equipment (grades 9-12)	n/a	0
Visual and Performing Arts	current state adoptions in good condition	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			\$14,500.00	\$88,334.00
District	N/A	N/A	\$14,500.00	\$88,334
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5,512	\$63,421
Percent Difference – School Site and State	N/A	N/A	163.06 %	39.28 %

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.

Total estimated income for Las Lomas District in 2008-2009 was \$17,274,146. The average expenditure per elementary student in California was approximately \$5512 in 2008-2009. The Las Lomas School District spent an estimated \$14,500 in 2008-2009 per child. District rental properties, a voter-approved parcel tax, the Las Lomas Education Foundation, and PTA fundraising efforts helped to put Las Lomas above the state average. In addition to the school district funding, La Entrada School received \$44,955 in School Improvement Plan (SIP) funding from the State. These funds provide instructional materials and staff development to extend the efforts of the regular classroom teacher.

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	\$50,179	\$41,031
Mid-Range Teacher Salary	\$98,729	\$63,366
Highest Teacher Salary	\$107,586	\$80,596
Average Principal Salary (Elementary)	\$141,561	\$100,937
Average Principal Salary (Middle)	\$132,056	\$105,066
Average Principal Salary (High)		\$106,534
Superintendent Salary	\$160,000	\$147,438
Percent of Budget for Teacher Salaries	42.50 %	40.60 %
Percent of Budget for Administrative Salaries	7.20 %	6.10 %

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 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 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	89	91	94	87	89	92	43	46	50
Mathematics	87	87	88	87	90	90	40	43	46
Science	81	88	93	81	88	93	38	46	50
History-Social Science	91	90	97	91	90	97	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	96	93	100
Filipino	*	*	*	*
Hispanic or Latino	78	65	84	100
Pacific Islander	*	*	*	*
White (not Hispanic)	97	92	96	99
Male	93	89	93	98
Female	95	88	92	96
Economically Disadvantaged		50		
English Learners	68	62	*	*
Students with Disabilities	77	67	80	*
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

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	4.8	25.0	62.1
7	14.4	25.0	53.8
9	0.0	0.0	0.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of 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	10	10	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	0	12	11	971
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-8	14	11	985
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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
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
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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.

Teachers, the assistant principal, the principal, and other staff members participate in staff development activities to update and enhance their professional skills. Wednesday afternoons are set aside for regularly scheduled grade level and subject matter meetings, professional development, faculty meetings, district-wide curriculum planning meetings, School Site Council and other committee meetings. Veteran teachers mentor new teachers while other experienced teachers serve as curriculum coaches. In order to achieve school goals teachers are provided opportunities to attend staff development opportunities as a group and then provided time to work together with the new material and strategies in order to initiate implementation. Teachers are also encouraged to observe colleagues and teachers in other schools; substitutes are provided. Training workshops and technology classes are provided by the District throughout the year and during the summer.

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 (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		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