

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	Children's Community Charter School	District Name	Paradise Unified School District
Street	6830 Pentz Road	Phone Number	530.872.6400
City, State, Zip	Paradise, CA 95969	Web Site	www.paradisecccs.org
Phone Number	530.872.2227	Superintendent	Roger Bylund
Principal	Michael Ettner	E-mail Address	cjohnson@pusdk12.org
E-mail Address	mettner@paradisecccs.org	CDS Code	04-61531-6113765

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

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

The goal of Children's Community Charter School is to incorporate parent participation on a small campus in an environment where teachers facilitate the student's learning process with high academic and behavioral expectations. The focus is on an integrated curriculum emphasizing the knowledge to function in our diverse society. Our goal is to provide a strong foundation in basic academic skills and content knowledge. CCCS' academic standards and curriculum content is consistent with the California State Standards and Framework's educational content. In addition,

It is our goal to develop students' abilities to gather information, analyze action and contribute to a global society. Our educational strategies focus on "best practices" and a cooperative model between parents, teachers, students, and community. Our educators are facilitators of the learning process and parents are actively involved in the supportive roles that benefit the school's goals.

A primary goal of CCCS is to create and develop opportunities for students to act as constructivist learners through project-based lessons and assessments, as well as through a critical-thinking focus. The CCCS middle school program incorporates an extensive kinesthetic-learning based electives program, while enrichment specialists in art, music and drama are incorporated at all grade levels.

Opportunities for Parental Involvement (School Year 2008-09)

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

Children’s Community Charter School believes parent involvement is a key factor in a child’s education. Researchers and educators agree parent involvement improves student achievement, and cooperative school programs and active participation positively affect achievement at all levels of a child’s education.

Toward this end, CCCS offers a dynamic way to compound the strength of parental involvement through a cooperative participation model involving all of our students’ parents, plus opportunities for parent education. Our parents are involved in many aspects of the school program from classroom participation to maintenance days, special projects, and the school’s governing board. In order to enrich and extend the educational environment for our students, parents’ commitment to the school is essential.

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	20
Grade 1	20
Grade 2	20
Grade 3	20
Grade 4	28
Grade 5	28
Grade 6	28
Grade 7	28
Grade 8	25
Total Enrollment	217

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	0.46	White (not Hispanic)	87.56
American Indian or Alaska Native	0.46	Multiple or No Response	3.69
Asian	0.92	Socioeconomically Disadvantaged	15.00
Filipino	0.00	English Learners	0.00
Hispanic or Latino	6.91	Students with Disabilities	5.00
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	20.0	2			20.0	1			20.0	1		
1	20.0	1			20.0	1			20.0	1		
2	20.0	1			20.0	1			20.0	1		
3	20.0	1			20.0	1			20.0	1		
4	24.0		1		27.0		1		28.0		1	
5	27.0		1		27.0		1		28.0		1	
6	20.0	1			27.0		2		28.0		2	

III. School Climate

School Safety Plan (School Year 2008-09)

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

Children's Community Charter School's Safety Plan exists to ensure the health and safety of all students and staff members. The plan is reviewed annually by all staff members. Adults supervise students before, during, and after school. Supervision is provided one-half hour before school begins, one hour after school, and also in our loading areas during student pickup times. Teachers and staff members assist each child being picked up to ensure safety to their cars.

Students are systematically taught school safety practices, and drills are held on a regular basis to emphasize safety in the event of an emergency (fire, earthquake, severe weather conditions or an intruder on campus).

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	6.7	1.9	0.9	16.5	16.3	23.3
Expulsions	0.0	0.0	0.0	1.1	1.0	0.9

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.

Our school campus was completed in the fall of 2002. The four-acre campus property was purchased by the school and financed for construction and site development. The modern school site consists of ten classrooms, two student restrooms and a maintenance room housed in two buildings, a beautifully remodeled office and a student resource building. The playground consists of nearly two acres (one and a half acres of grass field, playground structures, hard blacktop court play space and outside eating areas). The student resource building houses a library, a large multipurpose instructional area, two technology-equipped rooms for individual instruction, snack bar, restrooms, kitchen, and storage.

The maintenance and cleanliness of our school is facilitated by our dedicated school operations manager and assisted by parents, staff and students. Campus-wide monthly themes address the desire for our students to take action by becoming active participants in maintaining a safe, clean, and educationally sound environment.

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]	[]	[]	45% of all systems are on automated controls. Filters are changed regularly and maintenance is continuous.
Interior: Interior Surfaces	[]	[X]	[]	[]	Walls surfaces and classrooms are painted and repairs are made on an on-going basis.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	The site is in good repair and maintained in a clean condition.
Electrical: Electrical	[]	[X]	[]	[]	Exit and emergency lighting is checked regularly and noted monthly.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Restrooms are in good order; clean and well stocked.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Fire extinguishers are serviced yearly and checked monthly. The system is functioning. Fire Life Safety (FLS) strobe lights in restrooms are checked regularly. Chemical cleaners are stored out of reach of children. Material Safety Data Sheets (MSDS) are on site and updated regularly.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	There is no structural damage. The roofs are in good condition and maintenance is continuous.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	Grounds and equipment are checked and recorded monthly. Repairs are done by site staff and parent work crews. Drinking fountains receive regular maintenance and daily cleaning.
Overall Rating	[X]	[]	[]	[]	CCCS has a flourishing garden area and a clean, pleasant feeling tone due in large part to our physical plant.

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	11	229
Without Full Credential	0	0	0	8
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	94.8	5.2
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

VI. Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
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.

Textbooks of adequate quality and quantity are available for students at all grade levels. An effort has been made to update materials and textbooks to align to California State Standards, with limited funds precluding the purchase of some desired texts. In addition, there are many teacher-created materials that are photocopied, distributed and utilized. The school utilizes a top down approach to curriculum selection whereby California State Standards have been identified, then appropriate curriculum materials are selected in support of these standards.

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	Accelerated Reader, Step Up to Writing, Easy Grammar Plus, Rigby, Wright Group, Silver Burdett-Ginn, Zaner Blosser handwriting, core literature extension activities, California Standards Plus, Daily Language Review, Spectrum Phonics, Rebecca Sitton Spelling, Wordly Wise	0
Mathematics	Sadlier Oxford Progress in Mathematics, CA Edition 2008, CA Middle School Mathematics - Concepts and Skills-Course 1&2 by McDougal-Littell, Connected Mathematics, Accelerated Mathematics, Bag It-Box It, Saxon Algebra 1/2, Kim Sutton Math Focus, Otter Institute Math Activities	0
Science	Harcourt Science, Holt California Life Science, Holt California Earth Science, Holt California Physical Science, AIMS, Project Learning Tree	0
History-Social Science	Houghton Mifflin Social Science, History Alive! by Teacher's Curriculum Institute, Harcourt Reflections	0
Foreign Language	NA	
Health	NA	
Visual and Performing Arts	NA	

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	\$7,721	\$1,515	\$6,206	\$62,319
District	---	---	\$5,071	\$56,260
Percent Difference: School Site and District	---	---	22%	10%
State	---	---	\$4,943	\$63,640
Percent Difference: School Site and State	---	---	-10%	-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.

In addition to the core academic program, the school funded the following enrichment and elective programs: art, ceramics, competitive athletics, chess skills, dance, home economics, gardening, elementary music, drama and play production, martial arts, computer and technology instruction, outdoor education, journalism, ROV (remote operated vehicle) research and construction, and a variety of physical education-based courses. These classes change each quarter in an effort to ensure student interest and exposure to disciplines outside those included in the core curriculum.

For students who are performing below grade level standards, CCCS contracts with the DataDirector ZOOM student assessment system to track student performance and has invested in language arts and mathematics intervention programs and dedicated personnel in an effort to assist these students to reach grade level proficiency. Most recently, the school has hired a science teacher and is in the process of securing a science and technology lab to serve students at all grade levels.

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	\$34,340	\$38,941
Mid-Range Teacher Salary	\$50,504	\$59,686
Highest Teacher Salary	\$75,335	\$77,828
Average Principal Salary (Elementary)	\$75,603	\$94,258
Average Principal Salary (Middle)	\$76,118	\$98,271
Average Principal Salary (High)	\$78,435	\$104,869
Superintendent Salary	\$110,499	\$142,247
Percent of Budget for Teacher Salaries	37.9	38.2
Percent of Budget for Administrative Salaries	4.5	5.9

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	74	72	81	47	47	51	43	46	50
Mathematics	69	78	79	36	39	42	40	43	46
Science	69	98	74	46	51	53	38	46	50
History-Social Science	39	58	48	34	35	38	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	82	82		
Pacific Islander				
White (not Hispanic)	81	78	76	48
Male	82	81	70	54
Female	80	76	77	42
Economically Disadvantaged	71	79		
English Learners				
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

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	9	9	10
Similar Schools	8	9	9

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	21	18	-7	886
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	14	11	5	892
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	No
API	Yes	Yes
Graduation Rate	N/A	Yes

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	---	1
Percent of Schools Currently in Program Improvement	---	7.7

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.

The annual number of teacher contract days devoted to professional development during each of the last three years was three (3) days or the equivalent of 21 hours.

Teachers are encouraged to attend district-sponsored training events as well as those provided outside of the district. Professional development is considered an important element of our school's commitment to excellence. Friday collaboration days are used to support instruction through an examination of research-based practices.

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