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	Orangeview Junior High School	**District Name**	Anaheim Union High School District
Street	3715 West Orange Ave.	**Phone Number**	714-999-3502
City, State, Zip	Anaheim, CA 92804-2814	**Web Site**	Auhsd.k12.ca.us
Phone Number	714-220-4205	**Superintendent**	Joseph Farley, Ed.D.
Principal	Kevin Astor	**E-mail Address**	Farley_j@auhsd.us
E-mail Address	Astor_k@auhsd.us	**CDS Code**	30664316058861

School Description and Mission Statement (School Year 2008-09)
This section provides information about the school, its programs and its goals.

At Orangeview Junior High School we are committed to:

• A coordinated instructional program in which teachers collaborate to ensure all students learn at high levels – and –
• A systematic response to students' academic and social needs

So that all students can:

1. Increase literacy skills to read, write, perform mathematical computations and think critically at levels that will allow them to access information and demonstrate understanding at or above grade level and
2. Decrease social dysfunction to make the choices and decisions that foster social and academic growth – both for the individual and the community of learners

We have developed programming that allows us to meet the diverse needs of our students through course offerings. For example, we offer reading courses for students falling below grade level, we provide a full selection of honors courses (we were the first junior high school to offer 8th grade students the opportunity to enroll in Geometry), and we fully integrate many of our special education students into collaboratively taught math and English classes.

In addition to the specialized courses, our counseling department offers a comprehensive list of support services to assist students through academic and social challenges of junior high school. We provide one on one meetings, group sessions for everything from anger management to organizational skills to grief and also partner with outside agencies to connect students and families with deeper levels of support.

Opportunities for Parental Involvement (School Year 2008-09)
This section provides information about opportunities for parents to become involved with school activities.

Parents are encouraged to attend school activities and events to support their students as they get a better look at the many different facets of Orangeview life. Our Parent, Teacher, Student Association (PTSA) is looking for parents to partner with the school for increased success of our students. Every year we seek parents to partner with the school by participating in the School Site Council, in our committee for English Learners and representing the school at the Superintendent's Parent Advisory Group. Many of our programs such as Band, Choir, Athletics, ASB are looking for parents to help both inside and outside of the classroom. The most effective method for parents to be involved in the academic development of their student is to regular meet with their child and talk about both their agenda planner and any notes they have taken in class. All students have an agenda planner in which they are expected to record what they are learning in their classes and the assignments they need to complete. Also, all students use the same note taking format (Cornell Notes) and this can been easily reviewed to understand the key concepts of many classes.

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 7	547
Grade 8	528
Total Enrollment	1075

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	3.91	White (not Hispanic)	14.33
American Indian or Alaska Native	0.56	Multiple or No Response	4.74
Asian	8.93	Socioeconomically Disadvantaged	55.00
Filipino	4.65	English Learners	35.00
Hispanic or Latino	60.47	Students with Disabilities	12.00
Pacific Islander	2.42		

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	24.7	26	40	10	25.6	22	33	23	27.0	17	12	12
Mathematics	26.1	15	29	10	31.4		29	18	35.7		3	16
Science	30.0	4	19	14	31.2	2	7	21	35.5	2		24
Social Science	29.8	2	17	12	30.6	9	21	46	35.6	1	1	22

III. School Climate

School Safety Plan (School Year 2008-09)
This section provides information about the school's comprehensive safety plan.

School Safety plans are reviewed on an annual basis. Input is gathered from the School Site Council, staff, and community resource groups in order to determine any needed changes. The Orangeview Junior High School Safety Plan was updated in the spring of 2009.

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	15.7	16.7	23.7	6.0	6.6	16.7
Expulsions	1.1	1.5	2.8	0.9	0.9	1.1

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.

Orangeview Junior High School opened in 1958. The 20.6 acre site included 33 regular classrooms plus a number of portable classrooms. There are 14 labs which are designed for specific programs (i.e. computer labs, science lab, choral music room, etc.) The site also includes a library, a cafeteria, a gym, and a variety of sports fields. A large portion of the buildings on site were modernized in 1994 with State School Building funding. The exterior of all buildings will be painted with a new color scheme during the summer of 2007. This will include extensive repairs and prep work to address the wear and tear on many buildings for almost 50 years. There are plans to add climate control for the small number of rooms not completed through the 1994 modernization.

Maintenance and repair: Site and district maintenance staff ensure 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. Emergency repairs are given the highest priority.

Cleaning process and schedule: The district has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily and deep cleaning, waxing of floors, and painting takes place during times when students are not in class. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on December 3, 2009.

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]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[ ]	[X]	Various rooms have stained, missing, or broken ceiling tiles. Torn carpet in west side of room 38.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
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	53	54	43	1304
Without Full Credential	1	0	1	43
Teaching Outside Subject Area of Competence	2	0	1	---

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	1	1	0
Total Teacher Misassignments	3	1	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	99.7	0.3
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99.9	0.1

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	3	358
Library Media Teacher (Librarian)	1.0	---
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.

This information was collected in October 2009.

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	English language arts textbooks were adopted in 2008-09. There is one textbook available per student.	0
Mathematics	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	0
Visual and Performing Arts		

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	$10,113	$4,176	$5,937	$77,776
District	---	---	$5,575	$78,758
Percent Difference: School Site and District	---	---	6.5	-1.2
State	---	---	$5,512	$68,332
Percent Difference: School Site and State	---	---	20.1	13.8

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.

Through various funding sources, Orangeview Junior High School offers different support services for our students. Some of these include, but are not limited to: After school Homework Lab; Saturday Academic Academies in Math, English, and EL; Parent Conferences; Anaheim Achieves After School Program. In addition, we fund two additional teachers to serve students in English Language Arts / Reading.

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	$47,665	$42,810
Mid-Range Teacher Salary	$86,735	$69,375
Highest Teacher Salary	$99,631	$89,104
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	$129,393	$120,314
Average Principal Salary (High)	$146,174	$126,901
Superintendent Salary	$237,300	$198,563
Percent of Budget for Teacher Salaries	40	37.3
Percent of Budget for Administrative Salaries	4.2	5.2

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	33	38	40	41	43	44	43	46	50
Mathematics	31	34	26	32	30	28	40	43	46
Science	46	55	59	42	49	51	38	46	50
History-Social Science	34	35	44	36	38	43	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	37	20	50	28
American Indian or Alaska Native	*	*	*	*
Asian	66	58	90	79
Filipino	60	46	77	69
Hispanic or Latino	32	20	50	34
Pacific Islander	43	25	65	65
White (not Hispanic)	53	27	71	51
Male	38	27	67	49
Female	42	26	51	38
Economically Disadvantaged	36	23	56	39
English Learners	22	19	33	12
Students with Disabilities	20	14	24	12
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**
7	21.3	25.8	23.2

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	5	4	5
Similar Schools	7	6	6

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	1	27	1	741
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-5	26	-7	704
Pacific Islander				
White (not Hispanic)	10	17	11	771
Socioeconomically Disadvantaged	0	25	-3	719
English Learners	-9	38	9	715
Students with Disabilities	10	-10		

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	No	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	In PI	In PI
First Year of Program Improvement	2000-2001	2008-2009
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	36.4

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.

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. The Beginning Teacher Support and Assessment (BTSA) program, district workshops, and professional conferences are opportunities for professional development. The District continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize student assessment results in order to target instruction to better meet the individual needs of students. Classified staff members also have opportunities to participate in trainings designed to enhance their effectiveness with students. All district staff members are supported in their efforts to be considered highly qualified under NCLB.

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