

Orland Unified School District
11-75481

LEA Plan Addendum
January 2010



**Orland Unified School District
Local Education Plan Addendum
January 2010**

Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

Orland Unified School District (OUSD) is located in rural Glenn County in the North Sacramento River Valley, 100 miles north of Sacramento. The district serves approximately 2200 students in grades K-12. The district maintains four comprehensive schools and three alternative education sites. The current configuration of the four comprehensive schools are: Mill Street Elementary – K-2, Fairview Elementary – 3-5, C.K. Price Intermediate – 6-8, and Orland High School – 9-12. District level demographic percentages for 2008-09 were:

- 53.6% Hispanic
- 38.0% White
- 3.2% Asian
- 1.2 African American
- 4.0 Other
- 24.6% English Learners
- 73.6% Free and Reduced Meals
- 2.22 Parent Education Level (STAR) 1 equals “not a high school graduate” and 5 equals “graduate School”

For purposes of Adequate Yearly Progress (AYP) the district level subgroups percentages of students tested for 2008-09 were:

- 56.6% Hispanic
- 38.0% White
- 73.8% Socioeconomically Disadvantaged
- 37.6% English Learners
- 9.9% Students with Disabilities

OUSD has all four comprehensive schools in program improvement with Orland High School entering into year 1 in the fall of 2009. The original district LEA plan did not lead to sustained or increased academic achievement for several reasons: there was a lack of a coherent districtwide curriculum plan which included fully realized pacing guides, interim assessments for all students in each core subject, and an intervention program that responded quickly to students that were not meeting learning expectations. Also, some district procedures were implemented differently site by site. In addition, there was inconsistent site leadership with a turnover rate of principals that was not conducive to providing the critical leadership needed to produce sustained positive change.

Under the leadership of a new superintendent in the spring of 2006, the district has made many organizational changes including:

- Increasing the instructional minute's requirements for ELA and Math to those suggested in the Academic Program Survey districtwide.
- Requiring and ensuring all teachers in the district are certified to teach English Learners.
- Passing a bond for school construction to build new classrooms and school facilities and modernize older school classrooms and buildings.
- Creating a district instructional materials adoption committee to preview and adopt new core materials. A math adoption took place in 2008 and materials were purchased. An ELA adoption was planned but was halted when the state stopped their process.
- Adoption of new supplemental ELD materials for grades K-5.
- Provided elementary teachers the opportunity to attend SB 472 training in the newly adopted math curriculum.
- Securing early release time on most Wednesdays for all comprehensive schools in the district to enable grade level and content area teams to meet in collaborative groups for the purpose of developing pacing guides, interim assessments and student data analysis.
- Providing each school with a full time EL Coordinator to provide instruction for EL's, provide support for classroom teachers and assist the principal in implementing the EL program.
- Providing each elementary school with a full time Title I teacher and the middle and high school with a part time Title I teacher to support student intervention programs.
- Reorganized the district administration to better serve the district.
- Requiring principals and vice principals to monitor core instruction pacing and instructional strategy usage with daily classroom visits and walkthroughs.

This work toward district and school improvement has yielded slow but steady progress of the students in the district, both LEA wide and for most of the LEA's student subgroups. Although there has been growth in the percentage of students meeting the AYP targets, there is a substantial portion of the district population that is not meeting the state standard of proficient as measured by state mandated assessments. The elements of the current LEA plan which was approved in 2003 lacks the clear focus and specific goals necessary to move toward meeting the goal of 100% of our students scoring proficient by 2014. Prior to 2004 there was a lack of consistent leadership at the upper levels of management which lead to a lack of cohesiveness within the district. Individual schools made many decisions related to curriculum and instruction that lead to a lack of a clarity on specific goals on a districtwide level.

To bring coherence to the various efforts of improvement and to provide an "umbrella" for program improvement, the district has implemented Professional Learning Communities (PLC). This collaborative process provides the foundation for building and supporting a coherent, standards-based instructional program for all students with a specific focus on student learning. This process provides an effective foundation for professional development by unifying our work and refocusing it around four essential questions:

1. What do we want students to learn?
2. How will we know when they have learned it?
3. What will we do if they don't learn it?
4. What will we do to further challenge those students who have learned it?

These four questions define the focus of our work and leads us to define and implement specific actions. We have begun the work of identifying essential standards, developing common formative assessments, implementing common district assessments, and building teacher capacity to incorporate day-by-day, lesson-by-lesson, formative assessment techniques in the everyday work of teaching.

District Site Leadership Team - The superintendent set the vision for the district and with the assistance of the Region 2 RSDSS director, the district created a District Site Leadership Team (DSLTL) last spring. The DSLTL is currently operating to develop SMART goals for the district and planning for their implementation. The DSLTL consists of district personnel, teachers from each site, special education personnel, parents and/or community members and Glenn County Office of Education personnel. After reviewing district and site level assessment data, data from CDE state assessment tools, and parent survey data the DSLTL agreed on three focus areas for the district as a whole:

- English Language Arts*
- English Learners*
- Professional Learning Committees*

Focus on English Language Arts – Fundamental to all subject areas is the ability to read, understand and communicate that understanding at a high level. The district supports the full implementation of the core ELA instruction at each school site. There are sufficient core ELA instructional materials at each site. Each site will increase and/or standardize instructional minute requirements for ELA as detailed by the State.

K	60 minutes daily
Grades 1-3	2.5 hours daily
Grades 4-5	2 hours daily
Grades 6-12	1 to 2 teaching periods per day

Focus on English Learners – A new position of site EL Coordinator was created and experienced teachers of English Learners were placed at each comprehensive school to provide instruction, leadership and continuity of the programs for English Learners. The Title III Action Plan was developed and implemented, the Master Plan for English Learners was revised and approved by the board, all district teachers are required to be certified to teach English Learners and those who were not certified were enrolled in programs toward that end, additional and new instructional materials were purchased, and an ELD benchmark assessment was developed and administered for the first time last winter.

Superintendent's Cabinet - A strong district and site management team has been assembled and this cabinet's primary focus is improving the learning results of each and every student. Cabinet meetings focus on site principals, their leadership, and their attention to building the capacity of the organization to change and grow in a positive direction.

Professional Development for staff in Professional Learning Communities – First adopted by CK Prince Intermediate School, PLC's are being implemented at each school beginning with this school year. A critical mass of teachers and administrators have been trained in PLC's and their leadership and encouragement has helped move the district to our current stage of PLC implementation.

The following data table represents current district level achievement status and demonstrates continued need for improving learning outcomes districtwide and to subgroups who are not meeting AYP targets. Additional data tables can be found in Appendix A.

ORLAND UNIFIED SCHOOL DISTRICT – Accountability Progress Report – AYP:

Annual Measurable Objectives	% ELA Proficient 2009 AMOs: 45.0% 2010 AMOs: 55.6%							% Math Proficient 2009 AMOs: 45.5% 2010 AMOs: 56.4%						
	2004 ELA	2005 ELA	2006 ELA	2007 ELA	2008 ELA	2009 ELA		2004 Math	2005 Math	2006 Math	2007 Math	2008 Math	2009 Math	
AYP Target	12.0	23.0	23.0	23.0	34.0	45.0		12.8	23.7	23.7	23.7	34.6	45.5	
LEA – wide	28.2	32.4	34.0	35.3	37.6	38.3		27.8	37.8	40.0	38.0	42.1	41.7	
Hispanic	19.0	24.8	24.8	29.6	30.1	31.3		19.7	31.9	34.6	34.5	37.0	36.4	
White	37.6	40.6	44.2	42.3	48.3	49.6		35.7	42.7	46.5	43.2	49.5	51.3	
Socioeconomically Disadvantaged	20.5	23.2	26.9	28.6	30.7	32.3		21.7	30.7	36.0	33.0	37.2	37.3	
English Learners	9.6	13.9	15.0	19.1	21.5	19.0		16.4	26.8	28.1	25.5	30.7	28.2	
Students with Disabilities	8.2	12.2	13.9	16.0	21.7	18.8		17.6	21.1	19.3	15.2	25.2	21.6	

ORLAND UNIFIED SCHOOL DISTRICT – Title III Accountability Report

AMAO 1 = *Percent of Students Making Annual Progress in Learning English (advancing at least one level as measured by the CELDT)*

AMAO 2 = *Percent of Students Attaining English Proficiency on CELDT (achieving Early Advanced or Advanced levels on the CELDT)*

AMAO 3 = *Adequate Yearly Progress for English Learner Subgroup at the LEA Level*

School Year	AMAO 1	AMAO 2	AMAO 3
2004-2005	Yes	Yes	No
2005-2006	Yes	Yes	No
2006-2007	Yes	Yes	No
2007-2008	No	No	No
2008-2009	Yes	Yes	No

Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP)

What actions will we take, what goals will we set, what strategies and best practices will we use to improve student learning?	Who will be involved?	How will we know if we have met our targets and/or actions?	What related support and/or expenditures will be required?	What fiscal support will be needed?
<p>Students in the OUSD will make steady progress toward meeting grade-level standards (proficient) in core academic subjects.</p> <p>The percentage of students in the LEA, school, and/or subgroup performing below the proficient level in either ELA or math will decrease by at least 10% of that percentage from the preceding year and each year thereafter.</p> <p>The LEA, school, or subgroup will demonstrate at least a 95% participation rate.</p> <p>The LEA, school or subgroup will demonstrate at least a one-point growth in the API or will have a Growth API of 680 or more.</p> <p>The LEA or school will meet graduation rate criteria, as applicable.</p>	<p>All District Administrators Teachers Leadership Teams</p>	<p>As measured by:</p> <p>The California Standards tests in ELA and math as indicated on AYP reports in the fall of each year – AMO’s</p> <p>California Growth API</p>	<p>Salary costs</p> <p>Intervention salary costs</p> <p>Instructional materials and supplies</p>	<p>Position specific revenue Title I Title I ARRA</p> <p>General Funds</p>
<p>English Learners (ELs) will make steady progress in developing academic English Language proficiency as measured by the CELDT and District ELD Benchmark Assessment.</p> <p>-Students at Beginning will progress in one year to Early Intermediate.</p> <p>-Students at Early Intermediate will progress in one year to Intermediate.</p> <p>-Students at Intermediate will progress in one year to Early Advanced.</p> <p>-Students at Early Advanced will progress in one year to the English proficient level.</p> <p>-Students reaching the English proficient level will maintain this level until reclassified fluent English proficient.</p>	<p>All District Administrators Teachers EL Coordinators District Bilingual Services Aides Leadership Teams Parents</p>	<p>Annual CELDT scores and Title III Accountability Report – AMAO’s</p> <p>District ELD Benchmark Assessment</p>	<p>Salary Costs</p> <p>Instructional Materials</p>	<p>Position specific revenue Title I Title I ARRA Title III</p> <p>EIA/LEP</p>

Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

<i>What actions will we take, what goals will we set, what strategies and best practices will we use to improve student learning?</i>	<i>Who will be involved?</i>	<i>How will we know if we have met our targets and/or actions?</i>	<i>What related support and/or expenditures will be required?</i>	<i>What fiscal support will be needed?</i>
<p>Orland Unified School District is committed to continue the steady progress toward improved student achievement accomplished during the past years.</p> <p>Keep current district DSLT team structures for LEA Plan Addendum implementation – DSLT Focus Teams, site Leadership Teams, and the Superintendent’s Cabinet</p> <p>Continue to strengthen teacher collaborative structures districtwide.</p> <ul style="list-style-type: none"> • Provide time for greater collaboration between Special Education and General Education teachers • Provide time for districtwide grade level collaboration thru the PLC model • Promote collaboration time for vertical teams of teachers of English and math • Provide time for greater collaboration between general education teachers and EL Coordinators • Provide collaboration time job alike positions within the district such as EL Coordinators, Title I teachers and paraprofessionals. <p>Continue to complete and advance the implementation of DSLT and LEA Plan Addendum priorities by continuing on-site technical assistance by Region 2 RSDSS Director.</p>	<p>Superintendent All District and Site Administrators EL Coordinators Title I teachers Teachers Counselors Paraprofessionals Parents</p>	<p>Improvement of student achievement on as measured by:</p> <p>CST – ELA & Math</p> <p>AYP/API Growth</p> <p>District Assessments (when adopted and implemented)</p> <p>DSLST Focus Team implementation of Action plans</p> <p>Implementation of LEA Plan</p> <p>School Collaboration Schedules</p>	<p>Salary Costs</p> <p>Edusoft (or other vendor) annual fees</p> <p>PLC implementation costs</p>	<p>General Fund</p> <p>Categorical funds as appropriate</p>

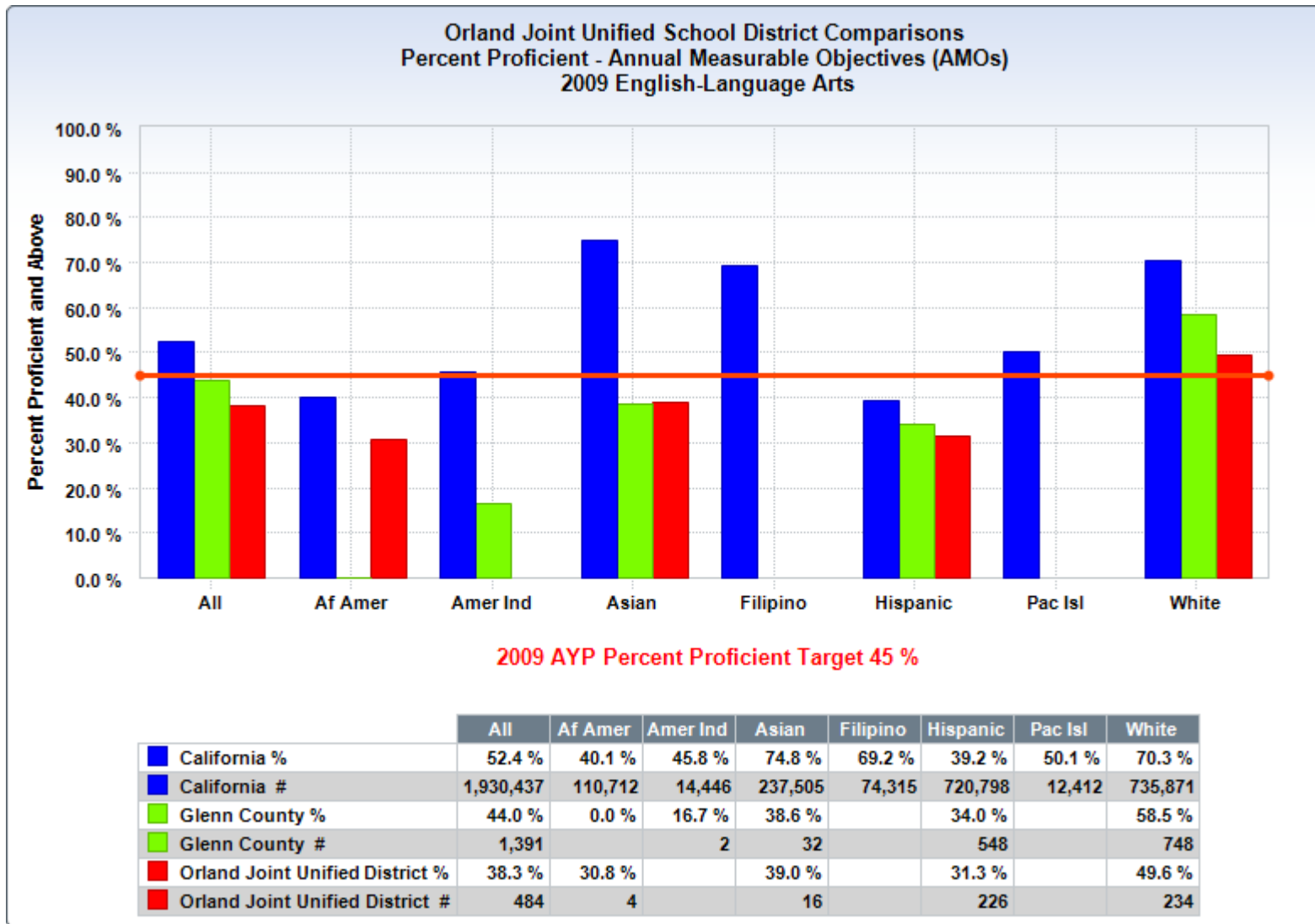
What actions will we take, what goals will we set, what strategies and best practices will we use to improve student learning?	Who will be involved?	How will we know if we have met our targets and/or actions?	What related support and/or expenditures will be required?	What fiscal support will be needed?
<p>OUSD proposes the following activities to accomplish our academic and English proficiency goals:</p> <p>Create common District assessments for ELA and math to be adopted in 2009-10 and implemented as soon as possible. Develop a system to gather and disseminate the data compiled from district common assessments to sites by grade and classroom level.</p> <p>Continue to assess each English learner with the District ELD benchmark test twice per school year in addition to the CELDT.</p> <p>Continuation of bi-monthly Wednesday afternoon teacher grade level/department collaboration time for the purposes of developing common pacing guides for core content areas, developing and implementation of common formative assessments, and reviewing student achievement data from assessments.</p> <p>Focus on instructional practices review via Principal Walkthroughs at District Cabinet meetings.</p>	<p>Superintendent All District and Site Administrators EL Coordinators Title I teachers Teachers Counselors Paraprofessionals Student Data Coordinator Parents</p>	<p>Improvement of student achievement on as measured by:</p> <p>CST – ELA & Math</p> <p>AYP/API Growth</p> <p>District Assessments in place</p> <p>District data system in place for common assessments</p>	<p>Identification of person(s) responsible for implementing common district assessments and data dissemination</p>	<p>Position specific revenue</p> <p>General fund</p>
<p>Establish an ELA Adoption Committee to begin the process of new adoption materials review and selection. Goal = adoption recommendation to the Superintendent and School Board by spring 2011 for projected implementation SY 2011-2012 (<i>funding is contingent upon state fiscal guidance and flexibility</i>). Include Special Education personnel participation in committee formation and materials selection. Focus of committee materials review to be on integration, access and support for ELs and Students with Disabilities; assessment structures and quality; Writing component; and availability of professional development and support for teachers (k-8</p>	<p>ELA core teachers Principals District admin EL Coordinators</p>	<p>ELA adoption and instructional materials purchased (contingent on additional funding from State)</p>		<p>Instructional Materials Fund Lottery</p>

<i>What actions will we take, what goals will we set, what strategies and best practices will we use to improve student learning?</i>	<i>Who will be involved?</i>	<i>How will we know if we have met our targets and/or actions?</i>	<i>What related support and/or expenditures will be required?</i>	<i>What fiscal support will be needed?</i>
<p>Establish a High School ELA adoption committee to begin the review process for the adoption of new ELA materials for grades 9-12. Include Special Education personnel participation in committee formation and materials selection. Focus of committee materials review to be on integration, access and support for ELs and Students with Disabilities; assessment structures and quality; Writing component; and availability of professional development and support for teachers (9-12). Board to approve the adoption by spring of 2011 for projected implementation in SY 2011-2012 (funding is contingent upon state fiscal guidance and flexibility).</p>	<p>English department teachers EL coordinator Special Education teachers</p>	<p>ELA adoption and instructional materials purchased (contingent on additional funding from State)</p>		<p>Instructional Materials Fund Lottery</p>
<p>Fully implement the newly adopted mathematics curriculum (K-6). Provide training for all Mathematics core and Special Education teachers as needed. Currently most teachers have received SB 472 training in the new curriculum.</p>	<p>Teachers Special Education teachers SB 472 Provider</p>	<p>All teachers of math are trained in the new math adoption</p>	<p>Textbooks and instructional materials, including consumables</p>	<p>Lottery General Funds</p>
<p>Formalize the ELA, specifically reading, intervention programs at each schoolsite for students who are reading below proficient and/or one or more years below grade level. Identify specific reading intervention curriculum materials</p> <p>Review current programs and assess their use and effectiveness for specific student populations.</p> <p>Provide ELA/reading intervention programs at each school site using state adopted materials and/or certified supplemental materials for ELs. Interventions to be provided during the school day as scheduled within the master schedule of each school, at lunch and after school hours.</p>	<p>DSLIT Focus Team Title I teachers EL Coordinators Paraprofessionals SES Providers</p>	<p>Student participation lists Class lists Inventory and recommendations of Reading intervention programs within the district</p>	<p>SES cost of services Intervention materials Cost of Accelerated Reader</p>	<p>General Funds Title I Title I ARRA</p>

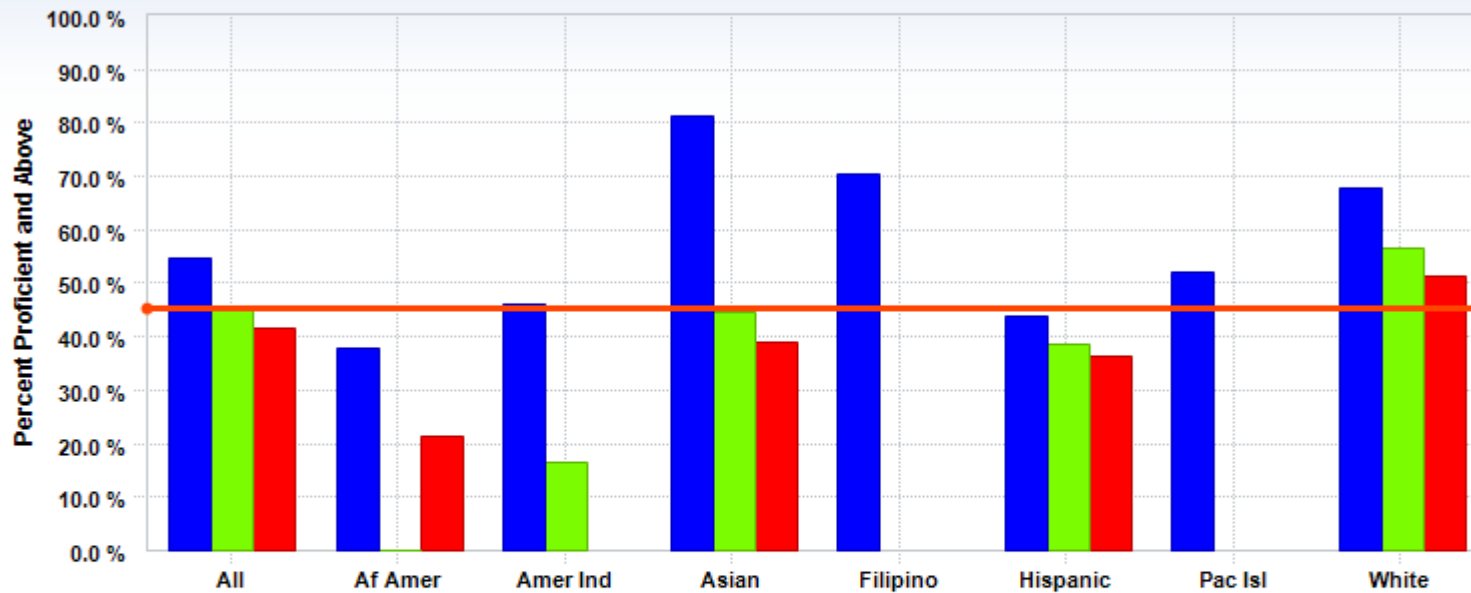
<i>What actions will we take, what goals will we set, what strategies and best practices will we use to improve student learning?</i>	<i>Who will be involved?</i>	<i>How will we know if we have met our targets and/or actions?</i>	<i>What related support and/or expenditures will be required?</i>	<i>What fiscal support will be needed?</i>
Provide ELA grade level teacher representatives and grade 7-12 ELA teachers with collaboration time for vertical team meeting twice each school year. Teachers will collaborate on the effectiveness of the ELA/reading intervention programs and student data from district and/or site assessments. ELA team will make recommendation to the DSLT and district administration.	Grade level teachers reps (K-6) ELA teachers (7-12)	Collaboration meetings will be scheduled and take place. Team will report recommendations and/or findings		
Continue daily monitoring of ELA, Math, ELD and all instruction through Principal Walkthroughs. Continue to focus on improving instructional practice through the use of explicit instructional practices. Continued focus of monitoring of Principal Walkthroughs in District Cabinet meetings.	Principals Vice Principals Superintendent	Principal's walkthrough records	Salary Costs	General fund
The PLC model will support development of a common instructional content – pacing guides for individual subjects, focused explicit instruction and monitoring of student learning on a timely basis, providing for interventions when students do not learn with additional time and support. At each site available for review: <ul style="list-style-type: none"> • Core subject learning targets • Common pacing guides by grade level or course • Common formative assessments to monitor student learning and data used to modify instruction based on results • Interventions identified and available to ensure student success 	District and Site Administrators Teachers EL Coordinators Title I Teachers	Documents: Pacing guides Common assessments Data from assessments Pyramid of Interventions in place	Salary Costs	General fund Title I Title I ARRA
Continue monitoring of EL schedules to ensure that ELs have access to both the core curriculum in ELA and ELD as described in the Title III Action Plan and the District Master Plan for English Learners.	District and Site Administrators Teachers EL Coordinators	Review of EL daily schedules		

<i>What actions will we take, what goals will we set, what strategies and best practices will we use to improve student learning?</i>	<i>Who will be involved?</i>	<i>How will we know if we have met our targets and/or actions?</i>	<i>What related support and/or expenditures will be required?</i>	<i>What fiscal support will be needed?</i>
<p>Continued professional development for administrators and instructional staff in Professional Learning Communities through trainings provided by Solution Tree or others as appropriate.</p> <p>Continue to implement the strategies in “Learning by Doing” as sites formalize their collaboration time and create communities that are focused on student learning.</p> <p>Provide additional professional development in direct explicit instruction and specific strategies for providing ELD and SDAIE to all ELs.</p> <p>Continue providing ongoing professional development to EL Coordinators through the Sonoma County Office of Education. EL Coordinators to provide leadership and training to school site teachers as appropriate.</p>	<p>All district and site Administrators</p> <p>All teachers</p> <p>EL Coordinators Teachers</p>	<p>Majority of district instructional staff have received formal PLC training</p> <p>Sonoma County of Education ELL Services director will provide half-day training to secondary teachers and continued training for EL Coordinators</p>	<p>Professional development costs</p> <p>Release time</p> <p>Consultant costs</p> <p>Sub costs</p> <p>Travel Costs</p>	<p>Title I</p> <p>Title II</p> <p>General fund</p> <p>Title III</p> <p>REAP</p>
<p>Provide parents access to information on their students via the internet. The district will invest additional time and resources to make the ParentConnect program available to all parents district wide.</p> <p>Parents may register for the program and have access to daily attendance, grading/progress report information, discipline records, assignments, and their students transcript history through the internet program. Data is uploaded each evening, which means that the current day’s attendance and tardies are available that evening; report card grades will be available the day after teachers finish them (grades 6-12), and assignments are posted the day after a teacher enters the grades.</p>	<p>District and site Administrators</p> <p>Tech consultants</p> <p>Teachers</p>	<p>Parents will be able to sign up and gain access to ParentConnect</p> <p>A majority of teachers will use the Aeries Gradebook for assignments and posting grades</p>	<p>Tech support costs</p> <p>Training costs for teachers</p> <p>Costs for notifying & training parents</p>	<p>General Fund</p> <p>Title II Tech funds</p>

<i>What actions will we take, what goals will we set, what strategies and best practices will we use to improve student learning?</i>	<i>Who will be involved?</i>	<i>How will we know if we have met our targets and/or actions?</i>	<i>What related support and/or expenditures will be required?</i>	<i>What fiscal support will be needed?</i>
<p>Provide parent workshops/training in areas identified by parents through the ELAC/DELAC committees. Parents top areas of need include, but are not limited to:</p> <ul style="list-style-type: none"> How to be an active part of the homework process Summer activities to help your child stay at grade level How to communicate positively with your child; guidance and discipline Educational opportunities beyond high school How to increase your participation in your child's Education <p>Continue the active parent involvement in the ELAC/DELAC committees. Continue to focus on parent needs and program requirements through multiple meetings throughout the school year. Continue to provide translation and childcare services for each meeting.</p>	<p>District and Site Administrators</p> <p>EL Coordinators</p> <p>Teachers</p> <p>Parents</p>	<p>Parent workshops will be scheduled and presented</p> <p>Parent feedback will be solicited</p>	<p>Training costs for materials and/or extra duty time for teachers</p>	<p>EIA/LEP</p> <p>Title III</p>
<p>Encourage additional parent involvement in the DSLT, SSC, parent clubs, and other opportunities for parent participation.</p>	<p>District and Site Administrators</p> <p>Teachers</p> <p>Parents</p>	<p>Increased parent participation in district and site committees</p>		



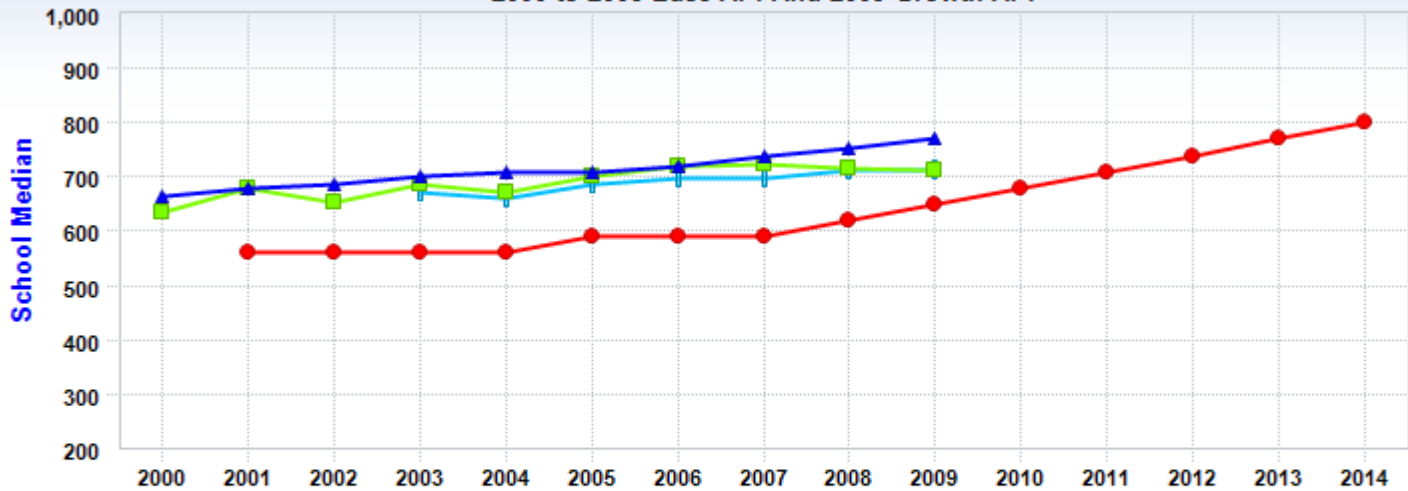
**Orland Joint Unified School District Comparisons
Percent Proficient - Annual Measurable Objectives (AMOs)
2009 Mathematics**



2009 AYP Percent Proficient Target 45.5 %

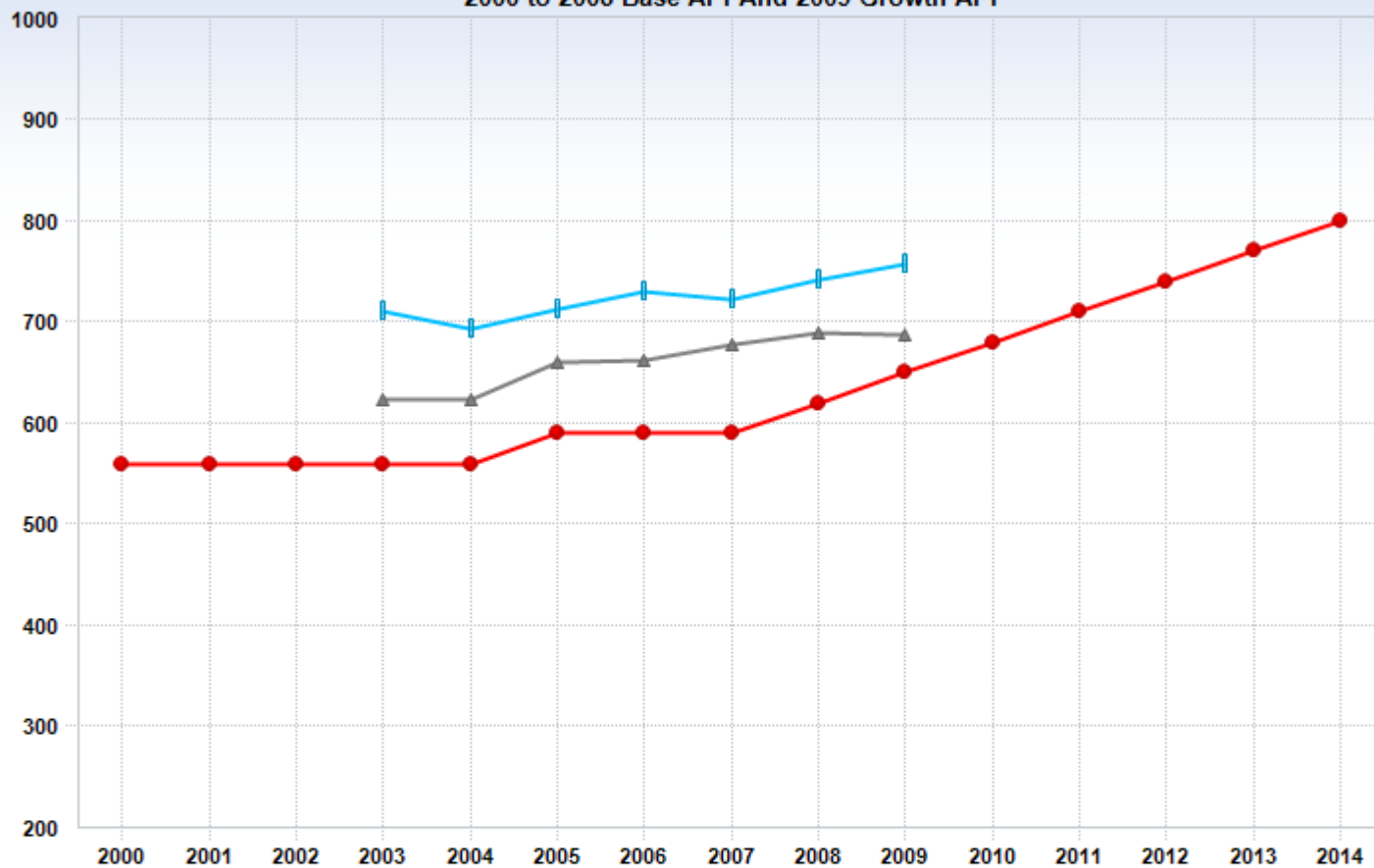
	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
California %	54.5 %	37.9 %	45.9 %	81.1 %	70.5 %	44.0 %	52.1 %	67.7 %
California #	2,014,732	105,230	14,568	257,756	75,762	814,232	12,938	710,318
Glenn County %	45.5 %	0.0 %	16.7 %	44.6 %		38.5 %		56.7 %
Glenn County #	1,447		2	37		624		728
Orland Joint Unified District %	41.7 %	21.4 %		39.0 %		36.4 %		51.3 %
Orland Joint Unified District #	530	3		16		264		244

Orland Joint Unified School District vs. Glenn County
2000 to 2008 Base API And 2009 Growth API



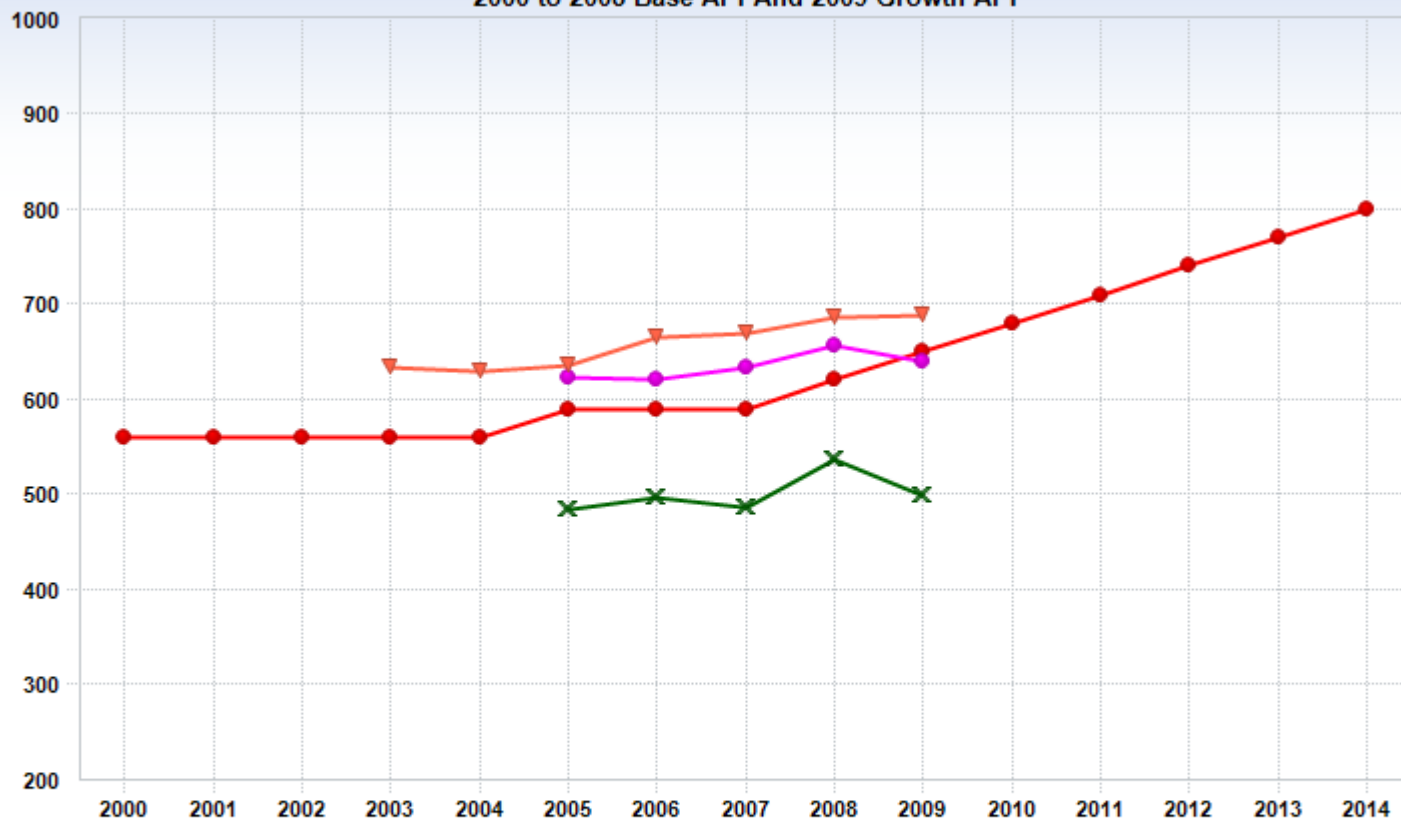
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
▲ California School Median	666	679	686	703	707	709	720	740	754	770					
■ Glenn County School Median	634	679	654	688	672	701	719	722	717	711					
+ Orland Joint Unified District API				673	661	686	696	696	712	714					
● API Target of AYP		560	560	560	560	590	590	590	620	650	680	710	740	770	800

Orland Joint Unified School District
2000 to 2008 Base API And 2009 Growth API



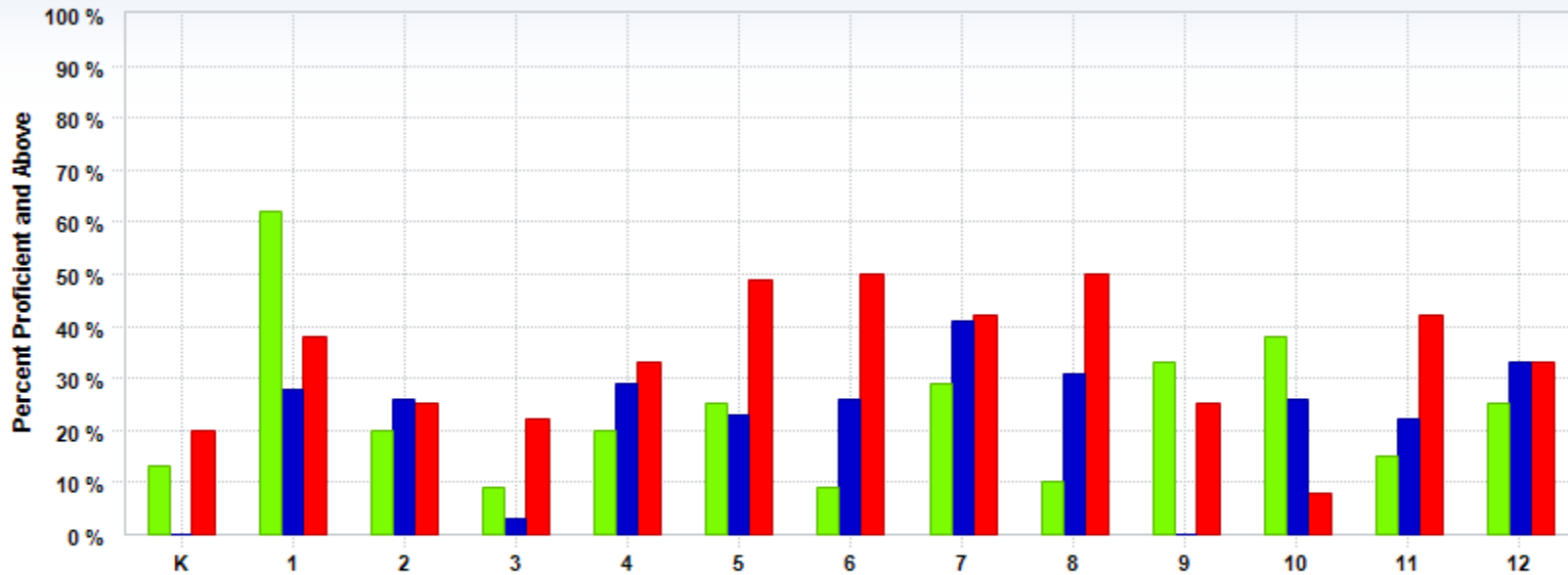
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
African American															
American Indian															
Asian															
Filipino															
Hispanic				623	624	660	662	677	689	687					
Pacific Islander															
White				711	694	713	730	723	741	758					
API Target of AYP	560	560	560	560	560	590	590	590	620	650	680	710	740	770	800

Orland Joint Unified School District
2000 to 2008 Base API And 2009 Growth API



	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
— Econ. Disadvan.				634	629	636	666	670	686	688					
— Students w/ Disab.						484	496	487	536	498					
— Eng. Learners						623	622	634	656	640					
— API Target of AYP	560	560	560	560	560	590	590	590	620	650	680	710	740	770	800

**Orland Joint Unified School District
California English Language Development Test (CELDT)
2007 to 2009 Percent Proficient and Above**



	K	1	2	3	4	5	6	7	8	9	10	11	12
2007 %	13 %	62 %	20 %	9 %	20 %	25 %	9 %	29 %	10 %	33 %	38 %	15 %	25 %
2007 #	1	39	13	7	9	9	2	5	1	5	3	2	2
2008 %	0 %	28 %	26 %	3 %	29 %	23 %	26 %	41 %	31 %	0 %	26 %	22 %	33 %
2008 #	0	16	16	2	20	9	9	9	5	0	5	2	5
2009 %	20 %	38 %	25 %	22 %	33 %	49 %	50 %	42 %	50 %	25 %	8 %	42 %	33 %
2009 #	2	23	13	15	21	28	17	14	9	4	1	8	3