

# 2006-2007

## West Ottawa Public Schools Annual Report

*Bright Futures Begin at West Ottawa Public Schools!*

A commitment to excellence is shared by staff, students, parents, and our community. Our staff is committed and works diligently to meet the following Board of Education goals:

- Increase student achievement for all children
- Refine our district strategic plan
- Expand communication with our community members
- Establish a respectful learning community

The many challenges associated with funding education have increasingly demanded our attention. Staffing and program changes were necessary to reduce budget expenditures as revenues have declined and costs increased.

West Ottawa continues to be the "heart of our community." Our district has a visionary Board of Education, dedicated teachers and support staff, and talented students. Our students' accomplishments are a source of pride for our entire community.

Thank you for reviewing our Annual Report regarding the district's progress. You can learn more about West Ottawa Public Schools on our website ([www.westottawa.net](http://www.westottawa.net)) and through our own cable access station, The Education Station (channel 21 on Charter Communications, channel 2 on T<sup>2</sup> Communications).



### West Ottawa Quick Facts

**Area:** 69 sq. miles (Ottawa County)

**District Population:** 44,000+

**Number of Schools:** 12

9 Elementary Schools (Gr. PreK-5)

2 Middle Schools (Gr. 6-8)

1 High School (Gr. 9-12)

- ✓ Moderately above-average student results as measured by reading and math proficiency with moderately below-average core spending and state-source revenue per student, relative to other districts in Michigan
- ✓ 73.6% of MEAP tests taken by W.O. students meet or exceed state standards
- ✓ Above-average ACT scores
- ✓ Exceptionally above-average advanced placement participation and scores
- ✓ Average proportion of special needs students
- ✓ Community's median household income of \$77,611 is exceptionally above the state average of \$62,535
- ✓ Proportion of adults in the community with at least a bachelor's degree is estimated to be 30.6%, well above the estimated state average of 24.4%

*Based on 2000 US Census and [www.schoolmatters.com](http://www.schoolmatters.com) figures*

Glerum Elementary    Great Lakes Elementary    Lakeshore Elementary    Lakewood Elementary  
North Holland Elementary    Pine Creek Elementary    Sheldon Woods Elementary    Waukazoo Elementary  
Woodside Elementary    Harbor Lights Middle School    Macatawa Bay Middle School    West Ottawa High School

# 2006-2007

The West Ottawa School District was organized in October of 1958, when 13 rural districts consolidated into one K-12 district with 2,000 students. The District encompasses major portions of four townships (Holland, Park, Port Sheldon, and Olive) in southwestern Ottawa County. We are bordered to the north by Grand Haven Public Schools, to the south by Holland Public Schools, and to the east by Zeeland Public Schools. Lake Michigan is to the west.


## The District at a Glance

**Mission Statement**  
*West Ottawa Public Schools, a caring community, challenging and inspiring students to learn and succeed in a diverse world.*

**Teacher Quality**

Professional qualifications of all teachers at West Ottawa:

- ✓ B.A.: 45
- ✓ B.A.+10: 43
- ✓ B.A.+20: 60
- ✓ B.A.+30: 47
- ✓ M.A.: 44
- ✓ M.A.+10: 54
- ✓ M.A.+20: 24
- ✓ M.A.+30: 22
- ✓ Spec.: 1



Percentage of teachers at West Ottawa with provisional certification: 17.2%

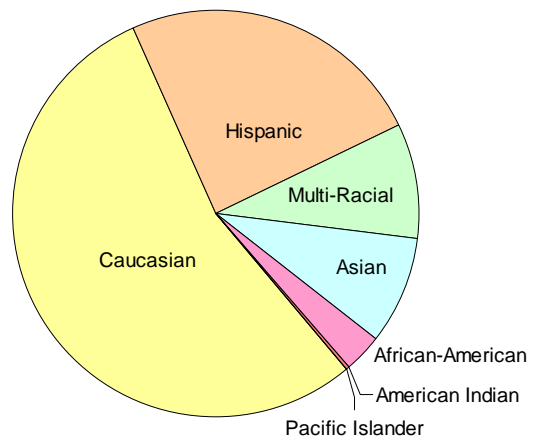
Percentage of teachers at West Ottawa with emergency certification: 0%

Percentage of core academic subject classes not taught by Highly Qualified teachers: 0%

### Racial/Ethnic Diversity Increasing

Our district is growing increasingly diverse. In **2006-07, 45.3% of our population was non-Caucasian** (43.7 in 2005-06; 42.0% in 2004-05, 39.0% in 2003-04, 37.3% in 2002-03, 31.5 in 2001-02, 28.2% in 2000-01).

	2006-07	2005-06
Caucasian	54.7%	56.3%
Hispanic	24.3%	23.0%
Multi-Racial	9.2%	8.6%
Asian	8.7%	8.6%
African-American	3.0%	3.1%
American Indian	0.3%	0.2%
Pacific Islander	0.1%	0.1%



**Free and Reduced-Price Breakfast/Lunch Data**

Students applying for Free & Reduced-Price Lunch and Breakfast (monthly average August 2006– June 2007):

	2006-07		2005-06	
	Total Meals	% of Students	Total Meals	% of Students
Free	41,765	28.18%	37,243	25.70%
Reduced	10,318	8.95%	9,882	8.80%

**Student Enrollment**

	2006-07	2005-06	2004-05
<i>Total</i>	<i>8,003</i>	<i>8,090</i>	<i>8,126</i>
Grades K-5	3,854	3,820	3,794
Grades 6-8	1,741	1,797	1,862
Grades 9-12	2,408	2,473	2,470

## 2006-07 Financial Information

- ✓ **General Fund Budget:** \$69,857,577.00 (\$67,333,409.00 in 2005-06)
- ✓ **Taxable Value:** \$1,829,707,894.00 (\$1,724,166,381.00 in 2005-06)
- ✓ **Instructional Expenditures Per Pupil:** \$5,603
- ✓ **Total General Fund Operating Expenditures Per Pupil:** \$8,564
- ✓ **Millage Breakdown:** 6.0 mills state tax levy + 6.25 mills debt retirement + 0.30 mill repair & improvement sinking fund (+ 18.0 voted mills for non-homestead only) = 12.55 homestead; 30.55 non-homestead

## A Caring, Dedicated Staff



✓ More than 480 certified staff members include regular classroom teachers; special education teachers; migrant, bilingual and ESL teachers; counselors; social workers; school psychologists; speech/language therapists; healthy living teachers; preschool teachers; teacher-librarians; art, health, music, and physical wellness teachers; and Montessori teachers.

- ✓ West Ottawa has no staff teaching with emergency certificates. 81 teachers (16.7% of our certified staff) are in their first 3-6 years of teaching and therefore have provisional certificates.
- ✓ Percent of classes taught by "highly qualified" teachers:
  - Elementary: 100%
  - Harbor Lights: 100%
  - Macatawa Bay: 100%
  - West Ottawa High School: 100%
  - District: 100%
- ✓ More than 400 support staff also play a vital role in a child's education, transporting students safely to and from school, preparing and serving nutritious meals, keeping schools and district grounds well-maintained, and assisting students, teachers, parents, and community members.

## Facilities and Resources

Quality, equity, and accessibility describe the facilities and programs available to **all** West Ottawa students, staff, parents, and community members. Our facilities and resources provide:

- ✓ an integrated voice/video/data network
- ✓ a phone, computer, data projector, television, and VCR in every classroom

# The District at a Glance



✓ television studios, production facilities, and cable television access through our The Education Station



- ✓ computer labs, automated library-media centers, music labs, cafeterias, gymnasiums



- ✓ West Ottawa Performing Arts Center/Auditorium located at Harbor Lights Middle School
- ✓ a planetarium at Macatawa Bay

- ✓ vocational/technical/robotics labs at all secondary schools
- ✓ art, music, and physical wellness at all grade levels
- ✓ child care programs
- ✓ Project ChARLIE (CHemical Abuse Resolution Lies in Education) and PALS (Peer Assistant Listeners) intervention and prevention programs
- ✓ diversity training for students and staff
- ✓ conflict management training for students and staff
- ✓ crisis intervention teams and strategies in place

## Additional Services Provided by the District

- ✓ An average of 4,708 students, including special education and parochial students, were bussed to and from school daily by our Transportation Department.
 
- ✓ A fleet of 58 regular education buses plus 11 special education busses and their drivers averaged 5,128 miles each day in 2006-07.
- ✓ Building Services staff maintain over 1.6 million square feet of building space and 440 acres of property, 136 acres of which are irrigated. Well-kept buildings and manicured grounds are evidence of our crew's diligence.
- ✓ We make every attempt to assure your child's going to school for the first time is a positive experience. A tour of their new school before new students arrive helps ease anxieties.
- ✓ West Ottawa provides services to parochial, charter, and private schools, including transportation, meals, art, physical wellness, technology, special education, social workers, and speech/language therapy.
 

Every school in the district has a **School Improvement Team** focused on the development, evolution, and implementation of a school improvement process and plan. Each school improvement team submitted a MI-Plan report.

School improvement involves the active participation of students, parents, staff, administrators, and community, assuring all groups are represented in creating a common mission that is in keeping with the Board of Education's goals.

The process of school improvement provides students with more instructional options and opportunities for success. Goals are student-centered, learning-focused, measurable, and targeted at every student. The main focus is on improving student achievement and meeting the varied needs of all children.

Comprehensive school improvement efforts exemplify West Ottawa's commitment to continuous improvement. Changes brought about through these efforts enhance and support teaching and learning.

### **A Recipe for Success**

We use a variety of methods for enhancing communication between home and school.

The home-school connection and community support are key components in assuring a student's success. A child's school experience is enhanced by parent and community involvement in the educational process.

A tremendous amount of support and involvement is reflected in the 44,000+ hours of volunteer service recorded each year, active participation in PTOs and booster clubs, a high level of attendance at parent-teacher conferences and student activities (athletic contests, concerts, art and science fairs, etc.), and participation in advisory groups such as the Task Force.

### **Meeting Student Needs**

Continuing efforts to meet the needs of our school community in 2006-07 resulted in:

- ✓ Task Force study of K-12 programs and options
- ✓ additional courses and programs to meet the needs of all learners
- ✓ realignment of core support program through the

use of Response to Intervention (RTI)

- ✓ additional programming:
  - Young Kinders
  - Michigan School Readiness Program for four-year-olds
  - Language classes
  - Honors and Advanced Placement classes
  - Evening college classes on the high school campus provided through Grand Rapids Community College and Kendall School of Art and Design
- ✓ new materials and textbooks
- ✓ further integration of curriculum and technology
- ✓ all of our schools being NCA accredited
- ✓ renewal of operational millage

### **Measuring Success**

Assessment practices are frequently reviewed and revised. Multiple assessments are used to evaluate student performance and provide varied instructional strategies. Results assist in:

- ✓ evaluating the extent to which school improvement goals are being met,
- ✓ implementing and monitoring common assessment goals and teaching strategies, and
- ✓ defining professional development needs that will help students better meet their academic goals.



# District School Improvement

## Addressing the National Education Goals: *The Educate America Act*

### Readiness for School

**Panther Paws Preschool** was initiated in 1995-96. State aid grant increases have enabled the program to increase in sections and students served during the past few years. In 2006-07, we provided services to 108 students in four classrooms.



West Ottawa instituted the **WOW** preschool program in 2001-02, replacing programs previously offered by Community Education. WOW provides a theme-based curriculum which includes a variety of child-centered activities to promote social, emotional, cognitive, and physical development. The three-year-old and four-year-old programs enrolled 75 children in 2006-07.

**Young Kinders** provided service to 39 children in 2006-07.

West Ottawa's **Panther Place** offered childcare services at five schools in 2006-07, enrolling 120 children in the before- and after-school program. Two schools hosted **Kinder Cubs** with 48 youngsters. The summer childcare program enrolled 97 students.

### Science Curriculum Improvements

Adjustments in the science curriculum have been made in response to analyses of student achievement levels on standardized tests and to realign with state standards.

The high school offers specialized science courses such as anatomy, astronomy, botany, geology, environmental issues, and zoology.

Science knowledge and skills are applied across the curriculum in areas such as industrial technology and in extracurricular activities such as FIRST Robotics, LEGO League, and the Science Olympiad.

More students are taking advantage of advanced placement science classes such as biology, chemistry, physics, and environmental sciences. West Ottawa High School offers eighteen advanced placement courses covering all core academic areas which prepare students for the rigors of college.

Further, an increasing number of students are participating in and finding success in math and science events such as the Michigan Math Competition, American Math Test, Math Challenge, Math Counts!, Physics Day at Hope College, and the Chemistry Olympiad.

### Student Achievement and Citizenship

School improvement measures, professional development, curriculum revisions, expanded course offerings, and enhanced instructional opportunities raise student achievement in core academic areas.

Maintaining a respectful environment and displaying a regard for others are district goals stressed in every school. Diversity awareness and acceptance are important life lessons bolstered by diversity training, special assemblies, and events such as International Night.



Each school has a student council with numerous opportunities for involvement and interaction with the community. Core Democratic Values are part of the K-12 curriculum and classroom expectations. WOHS's Youth Political Awareness Club (YPAC) works to decrease apathy, promote activism, and encourage open-mindedness.

Annual Veterans' Day assemblies put students in touch with those who served our country to protect our

*(Continued on page 6)*

### School Completion

- ◆ Average Attendance Rates 2006-07:
  - Elementary - 94.63%
  - Middle School - 94.62%
  - High School- 94.11%
- ◆ Students had greater opportunities for success:
  - more course offerings
  - advanced placement classes in all core areas
  - instructional programs to meet individual needs
- ◆ Graduation Rate\*
  - Class of 2006 was 89.06%
  - Class of 2005 was 91.04%
  - Class of 2004 was 90.39%

\*The calculation used to determine the graduation rate takes into account student attrition in a high school over a four-year period. This is done by multiplying the class retention rates for four grades in the secondary school (9-12).

The retention rate is a yearly calculation and is defined as the percentage of students who progress to the next grade, adjusting for students who move in and out of the district or into alternative programs.

*(Continued from page 5)*

freedoms. Eighth grade students travel to Washington, D.C. to learn firsthand about our nation's capital and to observe government in action. Participation in Model United Nations and Student Congress provide similar experiences.

Community service-learning is integrated with the curriculum at all grade levels. Special individualized projects are incorporated into the curriculum of high school government.

Students learn about being good citizens by recycling at school, participating in mock elections, helping their peers, visiting nursing homes, working at the local food bank, and assisting service agencies. Students at all grade levels participate in food, clothing, toy, and fundraising drives.

Educational partnerships with local government and businesses created the Waukazoo Habitats and an outdoor classroom at the Keppel Preserve across from Lakewood School thanks to *Community Care by Kids*.

### **Safe/Disciplined/Drug-Free**

Safe schools will always be an integral part of a positive learning environment. The district has taken many steps to support a safe and respectful environment. Safety policies and procedures are in place at every school and strictly enforced. Ottawa County Sheriff's deputies work in our secondary buildings and are a visible presence.

A 24-hour Safety Hotline [738-5750] is in place to report any safety concerns. A parent/staff Safe Schools Committee meets throughout the year.

Proactive intervention/prevention programs are incorporated into the curriculum:

- PALs (Peer Assistant Listeners)
- Project ChARLIE

Students learn conflict resolution strategies. A crisis management team, immediate intervention, and response strategies are in place at each school. *Crisis Management* handbooks are in classrooms and offices.

A Student Code of Conduct holds all students accountable for their actions. The Non-Discrimination Policy protects students, staff, volunteers, Board members, applicants, and contractors. An Acceptable Use Policy governs the use of district technology.

## District School Improvement

### **Adult Literacy and Lifelong Learning**

Integration of Learner Exit Outcomes, what our students will demonstrate upon graduation, throughout the curriculum, emphasizes lifelong learning skills.

### **Parental Participation**

The home/school connection is a key component in assuring the success of students. Family involvement enhances a child's school experience.

West Ottawa invites parent participation. Involvement is encouraged with activities such as:

- Fall parent-teacher conferences: 90.78% average participation in 2006 for Gr. K-12 (90.64% in 2005)
- open houses
- school functions
- student performances
- PTO/PTC/PTA and booster organizations
- volunteerism
- advisory committees



### **Professional Development**

Professional development is closely linked with school improvement goals and student success. Staff development opportunities enable the introduction and incorporation of more effective teaching and learning strategies. All new certified staff undergo an intensive, week-long orientation including technology training. They are assigned a mentor teacher to guide them through their first few years at West Ottawa.

### **No Child Left Behind (NCLB)**

Federal law NCLB requires schools to demonstrate Adequate Yearly Progress (AYP) in student achievement. Please see pages 11 and 12 for more information regarding our AYP status.

A component of NCLB requires all teachers be "highly qualified," specifically certified to teach in a subject area, by June 30, 2006. The provision has been reviewed with all staff. The district has reviewed each teacher's certificate and transcript to ensure they are in compliance with NCLB.

**Cultivating a Climate for Success**

West Ottawa Schools are committed to parent and community involvement, a key factor in excellent schools. Participation is strongly encouraged, from tutoring to supervising popcorn days. We strive to channel the rich human resources of our community into a dependable volunteer and partnership program.

**Volunteers Support Instruction**

Volunteers are our partners in teaching and learning. They are caring individuals of all ages, from all walks of life. They supply what tax dollars can't buy in time, talent, energy, and ideas, as well as funding, materials, services, and facilities to support and enhance the educational experiences of our students.

A broad range of programs are made possible through:

- ✓ parents, guardians, and other family members
- ✓ students
- ✓ staff
- ✓ community members
- ✓ businesses
- ✓ agencies and organizations

Volunteers translate their concern for children and quality education into involvement in numerous capacities. Students reap the rewards of individual attention, positive role models, and a greater motivation to learn that volunteers provide. Volunteers assist teachers and administrators, creating opportunities for them to increase their effectiveness. Virtually every West Ottawa child and teacher has benefited from these necessary partnerships.

Volunteers also strengthen school-community relations by increasing communication and knowledge of school programs and educational efforts.

**Participation in School Improvement Efforts**

Hundreds of community members, parents, staff, and students provide insight and expertise serving on school improvement and advisory committees.

**Partnerships Provide Experience**

Community *Partners in Education* links schools and community, providing practical, real-life experiences such as:

- ✓ school-to-work placements
- ✓ Co-Op, internships, and more
- ✓ educational programs such as *FIRST Robotics* and *LEGO League*
- ✓ career shadowing
- ✓ service-learning projects
- ✓ resource speakers
- ✓ mentorships

Long-term partnerships exist with Johnson Controls, Meijers, and Holland and Park Townships, to name a few.

*Kids Hope* pairs students with local church members who serve as tutors and mentors. *Communities in Schools* (Life Services Systems) places representatives of area agencies directly in touch with children and families needing support services. The *Co-Pilot Mentoring Program* pairs staff, community members, and high school students with elementary students.

**Student Volunteers**

Service-learning experiences help students become responsible, involved citizens; self-directed achievers; and caring individuals.

Nationally award-winning programs such as Waukazoo's *ChildTeach* and *Kids Healing Kids*, a choir of district 3rd-5th grade volunteers who are cheerleaders for kids with catastrophic illness, are models of a student body which readily demonstrates concern for others and is eager to help those in need, including their peers. Programs such as Lakewood's *Community Care by Kids* take on community improvement projects.

Hundreds of our students volunteer at food banks and churches and for community projects. They collect thousands of dollars, food, clothing, and toys for those less fortunate.

**Volunteerism Documented**

The home-school connection and community support are evident daily in our schools. The documentation of volunteer hours is just one measure of the resources benefiting students; however, many hours are never recorded. Volunteers are asked to sign in whenever they report to school and wear an ID badge for the safety of students and staff. They fill out a profile which assists each building's volunteer coordinator match skills with opportunities to help.

**Parent/Guardian Involvement**

We are proud of our high level of parent involvement and support. There are a variety of opportunities for home-school communication and participation in a child's education.

Parents demonstrate their concern for students in many ways, including:

- ✓ participation in parent/teacher conferences
- ✓ involvement in PTO/PTC/PTA, Academic Boosters, Athletic Boosters, Drama Boosters, Music Boosters, extracurricular activities
- ✓ attendance at school events, athletic contests, student performances, and more
- ✓ volunteering
- ✓ serving on advisory groups
- ✓ talking about school with their children
- ✓ supporting the need for quality education

Active parent/teacher and booster organizations provide much-needed support to enhance educational programs. Proceeds from fundraisers help sponsor school

(Continued on page 8)

## Community Involvement

The West Ottawa School District desires and encourages broad-based community involvement. The purpose of community involvement is to identify and appropriately channel community resources (i.e. human, material, financial, etc.) to enrich educational experiences for students, to provide professional development for staff, and to assure the maximum mutual benefit for the school system and community. Community involvement may include, but is not limited to the following:

1. The initiation and direction of a district-wide coordinated volunteer program with the assistance and cooperation of the superintendent's designee.
2. School-based parent/teacher organizations (such as PTO/PTA groups) and organizational volunteers from school or community organizations (such as Music Boosters, Athletic Boosters, Project ChARLIE, Junior Welfare League).
3. Joint Ventures/Partnership programs between the district, schools of the district, or specific departments within the district school, and business and/or educational institutions for the mutual benefit of the students, professional staff, and outside organizations and in support of the instructional

program of the district. Participation in these partnerships is voluntary. Promotion of products produced or distributed by the partner or the recruitment of members to a particular organization will only be done by mutual consent of the partner or organization and the West Ottawa Public Schools.

4. Participation in regional, state, or national cooperative partnership programs with other educational institutions, business and industry, and/or other community organizations.
5. Community involvement in short and long-range planning such as district committees and school improvement initiatives.

*(Continued from page 7)*

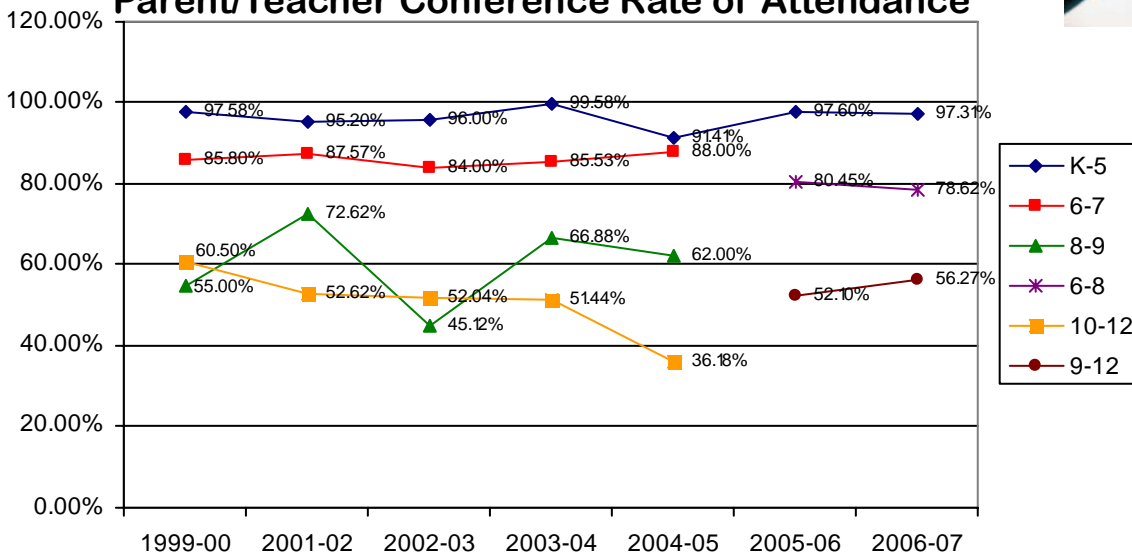
activities, assemblies, field trips, and programs, and supply books, equipment, and materials. Parents share their time, talents, and experiences to strengthen our schools.

West Ottawa schedules parent/teacher conferences each semester. Attendance is greater in the fall. Parents are also welcome and encouraged to arrange individual sessions with teachers and/or counselors throughout the school year. Conferences give teachers, parents, and students an opportunity to directly communicate about a child's academic and social progress.

Our Volunteers		
Year	# of Volunteers	Hours
2006-07	2,228	38,053
2005-06	1,995	37,307
2004-05	2,081	44,765



## Parent/Teacher Conference Rate of Attendance



Note: With the opening of a second high school building, secondary students were realigned to reflect traditional middle (grades 6-8) and high school (grades 9-12) configurations starting with the 2005-06 school year.

### Alternatives for Students With Special Needs

West Ottawa takes pride in being responsive to the needs of all children. Those who are identified as having a disability receive instruction with direct and indirect support in academic and/or social areas.

A broad range of special education instructional and support services were provided to 12.8% of the district's total number of students in pre-kindergarten through 12th grade in 2005-06.

### Eligibility

The decision to provide special education services is made by an Individualized Educational Planning Committee (IEPC) which minimally includes:

- ◆ parents
- ◆ teachers
- ◆ diagnostic personnel
- ◆ school administrators

Success of a program is monitored by improvement in the child's functioning in the areas identified within his or her IEP (individualized education plan).

Services are provided under federal and state guidelines such as IDEA, which was newly reauthorized in 2004, and the Mandatory Special Education Act (Public Act 198) for students suspected of having a handicapping condition.

### Philosophy

West Ottawa is strongly committed to the concept of "least restrictive environment" for all children.

Students from birth to age 26 who are identified as being eligible for special education programs/services under Federal and Michigan guidelines are provided with appropriate experiences in their own classrooms to the greatest extent

possible with special education instruction and support. Teams of diagnostic, consultative, supportive, and direct instruction professionals work with general education teachers to help each student maximize his or her potential and participate in a school's educational program as fully as possible.

The nature and extent of services provided are dependent upon individual needs. Classroom environment and curriculum may be accommodated and modified. Placements of eligible students in



## Specialized Schools: Special Education

specialized programs outside the district are made only after all available options have been explored.

### Services

Our services include:

- ◆ School psychologists
- ◆ School social workers
- ◆ Speech therapists
- ◆ Adaptive physical wellness
- ◆ Physical therapy
- ◆ Occupational therapy
- ◆ Audio enhancement
- ◆ Assistive technology



### Section 504

Section 504 is the section of the federal Rehabilitation Act of 1973 which applies to persons with disabilities. Basically, it is a civil rights act which protects the civil and constitutional rights of persons with disabilities. For a student to qualify for Section 504 services, they must have a physical or mental impairment which substantially limits one or more major life activities, have a record of such an impairment, or be regarded as having such an impairment. Major life activities include such things as walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks. If a student meets the criteria, a Section 504 is created and implemented by parents and school staff.

Auxiliary aids and services, such as signers or audio tapes of printed materials, are provided at Board of Education meetings and district functions upon receipt of seven days prior notice.



## Specialized Schools: English As A Second Language (ESL) & Migrant Education

West Ottawa Public Schools believes strongly that students of limited English proficiency can achieve levels of academic performance comparable to those of the general English-speaking population. We are committed to providing appropriate instructional services to ensure that our students are not deprived of the opportunity to learn content matter while they also gain proficiency in English. Two separately funded, yet programmatically blended programs are offered in the district.

### English as a Second Language (ESL) Program

Using mostly district funds and minimal state dollars, the district provides instructional services to students in grades K-12 who have limited English proficiency. Students qualify for the program in several ways:

- Home language survey
- Test of English reading comprehension, writing, speaking, and listening

Our ESL teachers are Spanish speakers with university endorsements in teaching limited English proficient children. There are *English as a Second Language* (ESL) classes at the secondary level. In addition, West Ottawa employs educational assistants who are native speakers of Spanish, Vietnamese, Cambodian, and Lao.

The district made a major commitment in 2001-02 to improve curriculum by purchasing specialized K-12th grade materials from Hampton-Brown publishers. The early elementary program, *Phonics and Friends*, and the *Into English* materials for older students blend the teaching of English with mastery of core content as recommended for all students in Michigan.

### Migrant Education Program

Migrant education programs are federally-funded through Title I legislation. Children (ages 0-21) of migratory workers involved primarily with the nursery tree industry or blueberry harvesting are provided with instructional support services during the spring, summer, and fall seasons.

Teachers and educational assistants work collaboratively with the children's general education teachers during the regular school year. During the summer months, certified and non-certified staff provide intensive instruction for six weeks (150 hours minimum) to pre-kindergarten through seventh grade children.

Program staff work diligently to ensure that student records are transferred on a timely basis between their schools in Texas, Florida, Mexico, and West Ottawa. As much as possible, children are assisted in overcoming educational disruptions and fragmentation of instruction, social isolation, health-related problems, and other factors which inhibit their success in school.

The same Hampton-Brown educational materials are used in the migrant program as are used in the ESL program.

### ESL & Migrant School-Year Program Enrollment (K-12):

- 2006-07: 892
- 2005-06: 1,094
- 2004-05: 936

### Migrant Summer Program Enrollment (PreK-8):

- 2006: 192
- 2005: 310
- 2004: 249

## Advanced and Accelerated Programs

Our primary focus is to provide higher level thinking, creative opportunities, and challenges within the regular instructional setting.

### • Accelerated learning

- ✓ Students progress more rapidly in specific curricular areas
- ✓ Middle school students can take high school courses for credit at their middle school site.
- ✓ 4th and 5th grade elementary students attend advanced classes at their elementary site or classes at middle school locations.

### • Advanced placement (AP) classes

- ✓ WOHS students may take courses which present college-level material and can earn college credit through AP testing.
- ✓ Sixteen different AP courses are offered on our high school campus on a yearly basis.

• **District, regional, state, and national competitions** in art, creative writing, debate, forensics, geography, instrumental music, Latin, math, robotics, science, spelling, theater, vocal music, and industrial/vocational arts

### • Dual enrollment

- ✓ WOHS students take classes at area colleges
- ✓ Grand Rapids Community College and Kendall School of Art and Design offer classes on our high school campus.

### • Enrichment classes and activities

- ✓ Offered periodically throughout the year
- ✓ Opportunity to explore various interests and strengthen skills

### • Extracurricular activities and programs

- ✓ FIRST Robotics (high school)

- ✓ LEGO Mindstorms (middle school)
- ✓ Science Olympiad (high school)
- ✓ Academic and service clubs/organizations

### • Midwest Talent Search (MTS)

- ✓ 5th-8th grade students take the SAT or ACT college entrance exam to assess academic abilities and apply to the PATH program

### • Program for Academically Talented at Hope College (PATH)

- ✓ Accelerated math and writing skills program
- ✓ 7th-9th grade participants meet once a week, progressing through the equivalent of four years of high school in two years

### • School math, science, and world studies fairs

### • Student art shows and exhibits

Accreditation is a process to which the staff, administration, and Board of Education commit in order to meet a set of standards required for a quality education and desired outcomes. The process promotes school improvement through self-study, input from other educators, and evaluation of all programs and services.

West Ottawa is committed to continuous school improvement, increasing student achievement, and excellence in education.

**North Central Accreditation**

All West Ottawa schools are North Central Association (NCA) accredited.

The NCA process confirms that a school has the resources, facilities, support, teamwork, commitment, and leadership necessary for continuous improvement.

NCA accreditation is granted annually and school progress is monitored throughout a five-year cycle. Criteria for accreditation include assessment of standardized test scores over a three-year period and school improvement measures.

West Ottawa High School, having successfully fulfilled the requirements for Outcomes Accreditation in 2000, is now seeking the highest level of Performance Accreditation, the Transitions Model.

**State Accreditation - Education YES!**

The Michigan school accreditation process has been undergoing constant review and revision. Enactment of the federal legislation, **No Child Left Behind**, has resulted in the current state accreditation program, **Education YES!** These programs are intended to hold schools more accountable, to expand options, and to ensure every student is provided with the tools they need to be successful, productive citizens. Both detail the parameters by which a school's performance is measured. Six key components are assessed and graded on a 100-point scale to determine a school's overall rating as follows:

**Achievement Status** (34 pts possible)

- Three years of comparable MEAP scores in math and English language arts at the elementary level. It also includes science and social studies at the middle and high school levels.

**Achievement Change** (33 pts possible)

- Five-year trend of scores, showing continuous and substantial progress for all

**School Performance Indicators** (33 pts possible)

**Engagement**

- Curriculum alignment
- Continuous improvement
- Performance management

**Instructional Quality**

- Highly qualified teachers and professional development
- Arts education and humanities for all students
- Extended learning opportunities

**Learning Opportunities**

- Advanced coursework
- Family involvement

**School Accreditation**

- Attendance and drop-out rate
- Four-year education/job plan
- School facilities

Letter grades will be given based on the number of points earned. Schools that receive an overall grade of "A" will be accredited. Schools receiving a "B," "C," or "D/Alert" will continue to work toward an "A" status.

**Adequate Yearly Progress - AYP**

2006-07 Michigan School Report Card Grades			
Building	Did School Meet AYP?	MI School Report Card Grade	Identified for Improvement?
Elementary Buildings			
Glerum*	Yes	B	No
Great Lakes*	Yes	B	No
Lakeshore	Yes	A	No
Lakewood	Yes	A	No
North Holland*	Yes	B	No
Pine Creek*	Yes	C	No
Sheldon Woods	Yes	A	No
Waukazoo	Yes	A	No
Woodside*	Yes	B	No
Secondary Buildings			
Harbor Lights	Yes	B	No
Macatawa Bay	Yes	A	No
High School	N/A	N/A	N/A

\* Indicates a Title 1 federally funded building.

**Building Level** - The Michigan Department of Education annually makes a determination of Adequate Yearly Progress (AYP) for all public elementary, middle schools, and high schools in Michigan. AYP evaluates schools and school districts in the areas of academic achievement, participation in state assessment, graduation rate for high schools, and student attendance for elementary and middle schools. In addition, the Department reports on Education YES! - a Yardstick for Excellent Schools, the state school accreditation system under which letter grades are assigned for academic achievement and indicators of school performance to determine state accreditation of Michigan schools.

For more information about achievement scores and AYP, visit <https://oeaa.state.mi.us/ayp/>.



**District Level** - In calculating adequate yearly progress (AYP) for a district, the district is considered to be one big "school." The requirements for an individual school to make AYP are then applied to the district. Total district enrollment

## School Accreditation (continued)

### Adequate Yearly Progress - AYP (cont'd)

(Continued from page 11)

is thus used (for example, all 4th graders in the district combined together) to determine if the district makes AYP in terms of participation in state assessment. The same calculation is carried out for proficiency and for the additional academic indicator. Note that a school district is considered to have "made AYP" if the district makes AYP (in both English language arts and in mathematics) at two of the three grade ranges - elementary, middle school and high school.

For more information on AYP and the Michigan School Report Card, visit <https://oeaa.state.mi.us/ayp/>, click on Guide to Reading School Report Cards.

### 2007 District AYP Status—Yes

Grade Level	AYP Status: ELA	AYP Status: Math	AYP Status
Elementary	Yes	Yes	Met AYP
Middle School	Yes	Yes	Met AYP
High School	N/A	N/A	N/A

## Assessment Data

Multiple assessments are used to evaluate student performance and progress. Results assist in evaluating the extent to which school improvement goals are being met, revising goals and instructional strategies, and defining professional development needs. Assessment practices are frequently reviewed and revised.

A combination of in-house common assessments per marking period, standardized (MEAP), and nationally-normed (CTBS/Terra Nova) tests help measure the curriculum's effectiveness in providing students with the knowledge and skills deemed essential by the West Ottawa Board of Education and Michigan Department of Education.



Frequent progress reports and parent-teacher conferences communicate student growth and achievement levels.

## meap Michigan Educational Assessment Program

### Class of 2007

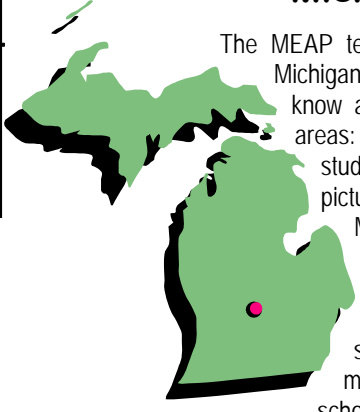
Following are the **Class of 2007** MEAP test scores, with comparisons to Class of 2006, Class of 2005, and statewide scores. This chart represents scores of the graduating Class of 2007 and may include scores from one or more of the following test administrations:

- Fall 2006 (retest) and/or Spring 2007 (retest),
- Fall 2005 (retest) and/or Spring 2006 (normal high school test administration in 11th grade),
- Fall 2004 and/or Spring 2005 (dual enrollment).

A student's highest scores in each content area are the only scores used when reporting by graduating class.

West Ottawa High School Campus	Math			Reading			Science			Social Studies			Writing		
	Class 2005	Class 2006	Class 2007	Class 2005	Class 2006	Class 2007	Class 2005	Class 2006	Class 2007	Class 2005	Class 2006	Class 2007	Class 2005	Class 2006	Class 2007
Level 1 Exceeded	17%	10%	15%	10%	2%	1%	7%	9%	8%	2%	2%	38%	6%	4%	4%
Level 2 Met	44%	48%	46%	67%	65%	70%	56%	48%	56%	37%	37%	43%	47%	46%	55%
Level 3 Basic	11%	12%	10%	12%	21%	18%	13%	13%	15%	28%	25%	9%	37%	42%	37%
Level 4 Apprentice	28%	30%	29%	11%	12%	11%	24%	29%	21%	33%	36%	9%	11%	7%	3%
<b>W.O. Met or Exceeded</b>	<b>61%</b>	<b>58%</b>	<b>61%</b>	<b>77%</b>	<b>67%</b>	<b>71%</b>	<b>63%</b>	<b>58%</b>	<b>65%</b>	<b>39%</b>	<b>39%</b>	<b>81%</b>	<b>52%</b>	<b>51%</b>	<b>60%</b>
W.O. Not Met	39%	42%	39%	23%	33%	29%	37%	42%	35%	61%	61%	19%	48%	49%	40%
<b>State Met or Exceeded</b>	<b>57%</b>	<b>52%</b>	<b>54%</b>	<b>78%</b>	<b>70%</b>	<b>68%</b>	<b>58%</b>	<b>57%</b>	<b>60%</b>	<b>34%</b>	<b>36%</b>	<b>78%</b>	<b>58%</b>	<b>55%</b>	<b>56%</b>
State Not Met	43%	48%	47%	22%	30%	32%	42%	43%	40%	66%	64%	22%	42%	45%	44%

### Michigan Educational Assessment Program (MEAP)



The MEAP tests were developed to measure what Michigan educators believe all students should know and be able to achieve in five content areas: mathematics, reading, science, social studies, and writing. The test results paint a picture of how well Michigan students and Michigan schools are doing when compared standards established by the State Board of education. The MEAP test is the only common measure given statewide to all students. It serves as a measure of accountability for Michigan schools.

Results of MEAP tests can be used by schools for school improvement purposes. The results indicate overall strengths and weaknesses of a school district's curriculum, and can be used to modify instructional practice. Results have been used for the Michigan Accreditation Program, and will continue to be used as one piece of this program as it evolves into an accountability model.



### 3rd Grade

ELA	Student Group	FALL 2006 % Proficient*	%Level 1		%Level 2		%Level 3		%Level 4	
			Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005
			State	<b>79</b>	20	13	59	65	16	19
District	<b>82</b>	23	14	59	61	14	22	4	4	
Male	<b>77</b>	20	11	57	60	16	24	7	4	
Female	<b>87</b>	27	16	60	61	11	19	2	4	
Asian	<b>77</b>	14	5	63	64	17	27	6	5	
Black	<b>73</b>	9	6	64	56	18	38	9	0	
Hispanic	<b>71</b>	7	3	64	53	23	36	6	9	
Caucasian	<b>90</b>	36	21	54	65	7	11	3	3	
Multiracial	<b>78</b>	9	12	69	55	16	31	6	1	
Ec. Dis.	<b>73</b>	9	6	64	56	21	31	6	7	
Sp. Ed	<b>39</b>	3	4	36	39	42	50	19	7	
LEP	<b>66</b>	4	0	62	36	26	50	9	14	
Migrant	<b>57</b>	5	0	52	52	33	24	10	24	

Reading	Student Group	FALL 2006 % Proficient*	%Level 1		%Level 2		%Level 3		%Level 4	
			Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005
			State	<b>87</b>	42	30	45	56	9	10
District	<b>87</b>	44	28	43	56	10	12	3	4	
Male	<b>83</b>	41	26	42	57	13	12	4	5	
Female	<b>93</b>	48	29	45	55	6	12	1	3	
Asian	<b>86</b>	37	14	49	66	11	19	3	2	
Black	<b>78</b>	14	13	64	75	9	6	14	6	
Hispanic	<b>82</b>	22	8	60	61	16	22	3	10	
Caucasian	<b>92</b>	61	41	31	51	6	6	2	2	
Multiracial	<b>87</b>	31	25	56	58	13	13	0	3	
Ec. Dis.	<b>80</b>	27	14	53	60	16	19	4	8	
Sp. Ed	<b>48</b>	6	11	42	54	42	21	11	14	
LEP	<b>74</b>	19	4	55	50	21	31	5	15	
Migrant	<b>81</b>	10	5	71	52	14	24	5	19	

Writing	Student Group	FALL 2006 % Proficient*	%Level 1		%Level 2		%Level 3		%Level 4	
			Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005
			State	<b>52</b>	2	4	50	47	37	40
District	<b>62</b>	2	4	60	44	29	43	8	10	
Male	<b>56</b>	2	2	54	39	32	47	12	12	
Female	<b>70</b>	3	5	67	48	26	39	3	9	
Asian	<b>51</b>	0	5	51	48	39	36	10	11	
Black	<b>36</b>	0	0	36	25	55	69	9	6	
Hispanic	<b>47</b>	1	1	46	29	39	51	13	19	
Caucasian	<b>76</b>	4	5	72	52	20	37	4	6	
Multiracial	<b>50</b>	0	1	50	34	38	51	13	13	
Ec. Dis.	<b>48</b>	1	2	47	34	40	50	11	14	
Sp. Ed	<b>22</b>	0	0	22	18	53	71	25	11	
LEP	<b>42</b>	1	1	41	19	43	57	14	23	
Migrant	<b>43</b>	0	0	43	33	48	33	10	33	

Mathematics	Student Group	FALL 2006 % Proficient*	%Level 1		%Level 2		%Level 3		%Level 4	
			Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005
			State	<b>88</b>	51	48	37	39	11	12
District	<b>89</b>	53	51	36	39	10	10	0	0	
Male	<b>89</b>	56	53	33	38	10	9	1	0	
Female	<b>88</b>	50	50	38	39	11	11	0	0	
Asian	<b>88</b>	47	48	41	47	11	5	0	0	
Black	<b>78</b>	14	29	64	41	23	29	0	0	
Hispanic	<b>79</b>	31	25	48	54	19	20	1	0	
Caucasian	<b>96</b>	71	68	25	27	4	5	0	0	
Multiracial	<b>78</b>	31	68	47	27	22	5	0	0	
Ec. Dis.	<b>82</b>	34	33	48	49	17	17	0	0	
Sp. Ed	<b>72</b>	14	31	58	48	28	21	0	0	
LEP	<b>78</b>	27	14	51	59	22	27	0	0	
Migrant	<b>71</b>	33	19	38	62	29	19	0	0	

## 4th Grade

ELA	Student Group	FALL 2006 % Proficient*	%Level 1			%Level 2			%Level 3			%Level 4			Writing	Student Group	FALL 2006 % Proficient*	%Level 1			%Level 2			%Level 3			%Level 4		
			Fall 2006	Fall 2005	Winter 2005	Fall 2006	Fall 2005	Winter 2005	Fall 2006	Fall 2005	Winter 2005	Fall 2006	Fall 2005	Winter 2005				Fall 2006	Fall 2005	Winter 2005	Fall 2006	Fall 2005	Winter 2005	Fall 2006	Fall 2005	Winter 2005	Fall 2006	Fall 2005	Winter 2005
			State	<b>78</b>	13	8	6	65	68	63	20	22	28	2				3	3	State	<b>45</b>	1	3	3	44	52	43	51	40
District	<b>83</b>	21	10	5	62	66	67	17	22	26	1	1	2	District	<b>53</b>	2	5	2	51	48	40	45	43	53	2	3	5		
Male	<b>80</b>	16	7	4	64	63	63	19	28	30	1	2	3	Male	<b>46</b>	1	4	0	45	42	32	53	49	62	1	5	6		
Female	<b>83</b>	24	13	7	59	70	70	16	16	22	1	0	1	Female	<b>61</b>	3	6	3	58	55	47	38	36	45	2	2	5		
Asian	<b>79</b>	16	5	2	63	64	61	19	32	30	2	0	7	Asian	<b>51</b>	0	2	0	51	39	39	43	52	48	6	7	13		
Black	<b>81</b>	0	0	0	81	58	73	19	37	20	0	5	7	Black	<b>25</b>	0	0	0	25	47	33	75	42	53	0	11	13		
Hispanic	<b>70</b>	7	0	1	63	60	53	29	38	43	1	2	3	Hispanic	<b>41</b>	1	0	0	40	31	41	57	66	52	2	3	7		
Caucasian	<b>89</b>	30	17	8	59	69	74	11	13	18	0	1	0	Caucasian	<b>62</b>	3	9	3	59	58	40	38	30	54	1	2	2		
Multiracial	<b>79</b>	9	4	2	70	71	67	20	22	31	0	3	0	Multiracial	<b>43</b>	0	1	0	43	45	38	57	49	56	0	4	6		
Ec. Dis.	<b>72</b>	9	3	1	63	58	54	27	37	41	1	3	4	Ec. Dis.	<b>40</b>	1	0	0	39	33	39	57	61	52	3	6	10		
Sp. Ed.	<b>44</b>	0	0	2	44	48	45	54	48	45	2	5	7	Sp. Ed.	<b>15</b>	0	0	0	15	30	27	77	66	62	8	5	11		
LEP	<b>61</b>	0	0	0	61	43	45	37	54	49	2	4	5	LEP	<b>32</b>	0	0	0	32	12	32	62	79	55	6	10	13		
Migrant	<b>63</b>	5	0	0	58	56	36	37	44	61	0	0	3	Migrant	<b>47</b>	0	0	0	47	17	39	53	83	58	0	0	3		

## 5th Grade

Science	Student Group	FALL 2006 % Proficient*	%Level 1			%Level 2			%Level 3			%Level 4		
			Fall 2006	Fall 2005	Winter 2005	Fall 2006	Fall 2005	Winter 2005	Fall 2006	Fall 2005	Winter 2005	Fall 2006	Fall 2005	Winter 2005
			State	<b>83</b>	37	29	25	46	47	54	14	20	20	3
District	<b>87</b>	44	39	25	43	47	55	11	13	20	2	1	0	
Male	<b>85</b>	46	43	25	39	45	56	11	11	19	3	1	0	
Female	<b>89</b>	43	34	25	46	49	55	10	16	20	1	1	0	
Asian	<b>82</b>	31	30	2	51	52	68	16	18	27	2	0	2	
Black	<b>67</b>	17	0	7	50	71	60	33	29	33	0	0	0	
Hispanic	<b>77</b>	21	20	5	56	52	59	16	25	36	7	2	0	
Caucasian	<b>94</b>	58	52	38	36	41	51	5	6	11	0	0	0	
Multiracial	<b>84</b>	46	25	23	38	57	64	16	16	13	0	2	0	
Ec. Dis.	<b>78</b>	26	20	8	52	57	64	18	21	29	4	2	0	
Sp. Ed.	<b>80</b>	25	25	18	55	46	54	13	27	26	7	2	1	
LEP	<b>69</b>	14	12	3	55	52	57	26	33	39	6	3	1	
Migrant	<b>77</b>	27	18	3	50	71	60	18	12	37	5	0	0	



## 5th Grade (continued)

	Student Group	FALL 2006 % Proficient*	%Level 1		%Level 2		%Level 3		%Level 4			Student Group	FALL 2006 % Proficient*	%Level 1		%Level 2		%Level 3		%Level 4	
			Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005				Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005
<b>ELA</b>	State	<b>77</b>	15	10	62	65	18	21	4	4	<b>Writing</b>	State	<b>57</b>	1	3	56	60	36	34	6	3
	District	<b>87</b>	23	11	64	72	11	16	2	1		District	<b>73</b>	3	3	70	74	25	22	2	1
	Male	<b>84</b>	18	12	66	68	13	19	4	1		Male	<b>66</b>	2	3	64	70	31	26	3	1
	Female	<b>90</b>	28	11	62	76	10	13	0	1		Female	<b>80</b>	4	3	76	78	19	19	0	0
	Asian	<b>90</b>	16	2	74	84	6	15	4	0		Asian	<b>70</b>	8	2	62	75	28	24	2	0
	Black	<b>94</b>	11	0	83	73	6	27	0	0		Black	<b>67</b>	0	0	67	80	33	20	0	0
	Hispanic	<b>71</b>	9	4	62	68	25	26	4	2		Hispanic	<b>60</b>	1	2	59	67	37	30	3	1
	Caucasian	<b>93</b>	32	18	61	71	7	11	1	0		Caucasian	<b>80</b>	4	3	76	77	19	19	1	1
	Multiracial	<b>91</b>	5	5	86	75	8	16	0	5		Multiracial	<b>73</b>	0	5	73	70	27	23	0	2
	Ec. Dis.	<b>75</b>	7	4	68	72	21	22	4	2		Ec. Dis.	<b>61</b>	0	3	61	67	36	28	3	1
	Sp. Ed.	<b>55</b>	2	2	53	43	32	51	13	4		Sp. Ed.	<b>34</b>	0	0	34	47	57	51	9	2
	LEP	<b>63</b>	5	0	58	61	33	36	4	3		LEP	<b>52</b>	1	1	51	62	43	35	5	2
Migrant	<b>59</b>	9	0	50	71	36	29	5	0	Migrant	<b>32</b>	0	0	32	59	55	41	14	0		
<b>Reading</b>	State	<b>84</b>	36	24	48	56	11	13	5	7	<b>Mathematics</b>	State	<b>76</b>	36	32	40	42	20	21	4	5
	District	<b>90</b>	42	29	48	58	7	9	4	4		District	<b>84</b>	49	44	35	43	13	12	2	1
	Male	<b>87</b>	39	29	48	55	8	11	6	5		Male	<b>84</b>	51	44	33	42	14	13	2	1
	Female	<b>93</b>	45	29	48	60	6	8	2	3		Female	<b>86</b>	48	44	38	43	12	11	2	2
	Asian	<b>90</b>	28	13	62	75	6	7	4	5		Asian	<b>83</b>	50	34	33	50	15	16	2	0
	Black	<b>100</b>	33	13	67	53	0	33	0	0		Black	<b>73</b>	6	7	67	60	22	33	6	0
	Hispanic	<b>79</b>	19	12	60	67	13	13	8	8		Hispanic	<b>69</b>	35	24	34	50	28	23	3	3
	Caucasian	<b>93</b>	55	41	38	51	4	6	2	3		Caucasian	<b>92</b>	58	59	34	35	5	5	2	1
	Multiracial	<b>95</b>	30	27	65	52	5	16	0	5		Multiracial	<b>87</b>	49	25	38	59	14	16	0	0
	Ec. Dis.	<b>82</b>	25	14	57	67	11	13	7	7		Ec. Dis.	<b>74</b>	35	26	39	51	23	21	4	2
	Sp. Ed.	<b>68</b>	8	6	60	45	13	31	19	18		Sp. Ed.	<b>61</b>	16	19	45	50	32	25	7	6
	LEP	<b>72</b>	12	4	60	66	19	18	10	11		LEP	<b>63</b>	26	15	37	54	33	28	3	3
Migrant	<b>77</b>	18	6	59	76	5	18	18	0	Migrant	<b>68</b>	41	24	27	71	27	6	5	0		



## 6th Grade

ELA	Student Group	FALL 2006 %Proficient*	%Level 1		%Level 2		%Level 3		%Level 4	
			Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005
State	78	15	10	63	64	18	21	4	6	
District	83	18	13	65	62	15	21	3	4	
Male	71	15	7	63	56	18	28	4	8	
Female	88	21	13	67	67	11	19	2	1	
Asian	77	14	2	78	63	7	32	2	2	
Black	49	13	0	63	36	25	50	0	14	
Hispanic	62	7	1	60	55	26	36	7	8	
Caucasian	93	25	16	65	68	8	14	1	2	
Multiracial	41	3	12	68	38	29	36	0	14	
Ec. Dis.	65	9	2	64	56	22	34	5	9	
Sp. Ed	26	0	0	33	26	49	50	18	24	
LEP	52	4	1	66	48	23	44	7	7	
Migrant	41	0	4	82	41	12	44	6	11	

Mathematics	Student Group	FALL 2006 %Proficient*	%Level 1		%Level 2		%Level 3		%Level 4	
			Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005
State	69	34	29	35	36	23	25	8	10	
District	77	47	36	30	36	19	22	5	6	
Male	76	44	36	32	32	20	25	4	7	
Female	78	51	36	27	39	17	19	5	5	
Asian	85	47	34	38	29	12	29	3	7	
Black	56	25	0	31	36	31	43	13	21	
Hispanic	61	29	8	32	49	27	36	11	7	
Caucasian	85	60	53	25	30	14	13	1	4	
Multiracial	69	25	26	44	31	28	29	3	14	
Ec. Dis.	67	29	15	38	42	25	32	8	11	
Sp. Ed	29	5	9	24	16	53	45	17	30	
LEP	57	23	4	34	42	34	45	10	10	
Migrant	76	35	8	41	50	24	38	0	4	

Reading	Student Group	FALL 2006 %Proficient*	%Level 1		%Level 2		%Level 3		%Level 4	
			Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005
State	83	33	23	50	57	11	14	6	6	
District	86	38	25	48	50	10	17	5	8	
Male	83	34	20	49	49	11	19	6	12	
Female	88	41	29	47	51	8	15	4	4	
Asian	92	28	5	64	68	5	22	3	5	
Black	81	31	0	50	43	13	36	6	21	
Hispanic	73	19	8	54	53	18	28	9	11	
Caucasian	92	50	36	42	49	5	9	3	5	
Multiracial	71	26	29	45	31	19	21	10	19	
Ec. Dis.	78	20	8	58	54	14	25	8	14	
Sp. Ed	31	5	3	26	32	44	30	25	35	
LEP	72	12	5	60	47	18	34	10	14	
Migrant	83	18	4	65	44	12	37	6	15	

Social Studies	Student Group	FALL 2006 %Proficient*	%Level 1		%Level 2		%Level 3		%Level 4	
			Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005
State	74	40	50	34	28	16	13	9	9	
District	84	52	53	32	32	12	10	3	5	
Male	83	53	51	30	31	13	11	4	7	
Female	87	52	55	35	33	10	8	3	3	
Asian	87	40	41	47	44	12	5	2	10	
Black	69	13	21	56	43	19	21	13	14	
Hispanic	69	33	26	36	50	23	16	8	8	
Caucasian	95	68	71	27	21	4	4	1	3	
Multiracial	65	34	40	31	31	25	24	9	5	
Ec. Dis.	74	34	34	40	44	20	15	6	7	
Sp. Ed	62	21	19	41	43	33	26	5	12	
LEP	69	22	19	47	51	22	17	10	13	
Migrant	64	35	29	29	36	29	18	6	18	

Writing	Student Group	FALL 2006 %Proficient*	%Level 1		%Level 2		%Level 3		%Level 4	
			Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005
State	74	4	7	70	68	19	22	7	3	
District	83	4	10	79	70	13	19	4	1	
Male	77	3	2	74	57	17	38	6	4	
Female	90	6	9	84	68	9	22	1	0	
Asian	87	3	0	84	63	10	37	2	0	
Black	75	6	0	69	29	19	64	6	7	
Hispanic	69	1	1	68	50	21	46	9	3	
Caucasian	89	6	8	83	72	9	18	2	2	
Multiracial	84	0	7	84	43	16	45	0	5	
Ec. Dis.	73	1	1	72	51	20	45	8	3	
Sp. Ed	46	0	0	46	26	35	61	19	14	
LEP	72	2	1	70	51	20	46	9	1	
Migrant	76	0	0	76	48	12	44	12	7	



## 7th Grade

	Student Group	FALL 2006 %Proficient*	%Level 1			%Level 2			%Level 3			%Level 4		
			Fall 2006	Fall 2005	Winter 2005	Fall 2006	Fall 2005	Winter 2005	Fall 2006	Fall 2005	Winter 2005	Fall 2006	Fall 2005	Winter 2005
<b>ELA</b>	State	<b>75</b>	9	7	11	66	66	55	17	19	24	7	8	10
	District	<b>79</b>	12	12	12	67	63	59	16	19	19	5	6	9
	Male	<b>72</b>	8	9	9	64	60	57	19	22	23	8	9	11
	Female	<b>86</b>	16	15	16	70	67	61	13	15	15	1	3	7
	Asian	<b>65</b>	2	10	19	63	66	47	30	18	27	5	7	8
	Black	<b>47</b>	0	4	0	47	50	59	33	38	32	20	8	9
	Hispanic	<b>64</b>	1	4	5	63	50	54	27	36	26	9	11	16
	Caucasian	<b>90</b>	20	17	15	70	70	64	8	10	14	2	3	7
	Multiracial	<b>77</b>	10	10	9	67	64	46	13	19	33	10	7	13
	Ec. Dis.	<b>68</b>	1	5	3	67	54	54	24	30	24	8	11	19
	Sp. Ed	<b>36</b>	0	0	2	36	27	24	43	42	28	21	31	45
	LEP	<b>59</b>	0	0	<	59	30	<	31	54	<	10	16	<
	Migrant	<b>52</b>	0	0	4	52	41	56	35	37	12	13	22	28
<b>Reading</b>	State	<b>80</b>	26	18	25	54	58	48	10	14	13	10	11	14
	District	<b>83</b>	29	24	27	54	53	48	9	15	11	8	8	13
	Male	<b>78</b>	27	21	23	51	50	51	11	16	11	11	12	15
	Female	<b>89</b>	31	26	32	58	55	45	8	14	12	4	4	11
	Asian	<b>72</b>	21	13	0	51	66	45	16	13	41	12	8	14
	Black	<b>53</b>	0	4	0	53	50	27	20	33	73	27	13	0
	Hispanic	<b>72</b>	8	7	0	64	50	24	16	29	66	12	15	10
	Caucasian	<b>91</b>	42	33	1	49	53	32	5	9	58	4	4	8
	Multiracial	<b>84</b>	26	29	2	58	45	15	6	14	74	10	12	9
	Ec. Dis.	<b>75</b>	14	10	1	61	49	21	13	26	64	12	15	15
	Sp. Ed	<b>35</b>	5	2	0	30	23	8	32	40	52	32	35	40
	LEP	<b>68</b>	5	3	<	63	35	<	15	38	<	18	24	<
	Migrant	<b>71</b>	4	4	0	67	44	16	13	22	64	17	30	20
<b>Writing</b>	State	<b>66</b>	2	3	3	64	64	50	24	28	43	10	5	4
	District	<b>70</b>	3	4	3	67	70	55	22	23	36	8	2	5
	Male	<b>62</b>	2	1	1	60	66	46	25	29	46	13	4	7
	Female	<b>78</b>	4	7	5	74	75	67	19	18	25	3	0	4
	Asian	<b>63</b>	0	8	4	63	64	57	28	25	27	9	3	12
	Black	<b>40</b>	0	0	0	40	75	50	47	25	50	13	0	0
	Hispanic	<b>54</b>	1	1	1	53	51	50	31	42	41	15	6	8
	Caucasian	<b>82</b>	6	4	4	76	81	59	15	14	34	4	1	4
	Multiracial	<b>63</b>	0	5	2	63	57	41	27	36	50	10	2	7
	Ec. Dis.	<b>59</b>	1	1	1	58	58	43	28	35	46	14	5	9
	Sp. Ed	<b>36</b>	0	0	0	36	25	16	36	61	59	29	14	24
	LEP	<b>56</b>	1	0	<	55	38	<	31	54	<	13	8	<
	Migrant	<b>39</b>	0	0	0	39	44	52	43	44	36	17	11	12
<b>Mathematics</b>	State	<b>64</b>	34	27	30	33	29	30	7	11				
	District	<b>68</b>	40	40	28	29	26	24	6	7				
	Male	<b>65</b>	41	38	24	27	28	27	7	8				
	Female	<b>72</b>	40	42	32	31	24	21	4	6				
	Asian	<b>61</b>	35	31	26	39	33	23	7	7				
	Black	<b>26</b>	13	8	13	29	67	46	7	17				
	Hispanic	<b>48</b>	14	17	34	26	41	43	11	14				
	Caucasian	<b>81</b>	57	56	24	28	16	13	3	3				
	Multiracial	<b>73</b>	33	24	40	33	20	36	7	7				
	Ec. Dis.	<b>52</b>	22	21	30	27	40	40	8	12				
	Sp. Ed	<b>18</b>	8	8	10	16	53	52	29	25				
	LEP	<b>49</b>	15	3	34	21	44	63	7	13				
	Migrant	<b>48</b>	12	14	36	25	48	46	4	14				



## 8th Grade

	Student Group	FALL 2006 %Proficient*	%Level 1		%Level 2		%Level 3		%Level 4			Student Group	FALL 2006 %Proficient*	%Level 1			%Level 2			%Level 3			%Level 4		
			Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005				Fall 2006	Fall 2005	Fall 2006	Fall 2005	Winter 2005	Fall 2006	Fall 2005	Winter 2005	Fall 2006	Fall 2005	Winter 2005	Fall 2006
<b>ELA</b>	State	<b>71</b>	18	10	53	59	19	21	9	10	<b>Mathematics</b>	State	<b>68</b>	29	31	36	39	33	26	25	23	21	7	14	16
	District	<b>76</b>	23	12	53	58	16	19	8	11		District	<b>77</b>	40	38	38	37	32	24	18	19	18	5	11	19
	Male	<b>69</b>	16	9	53	56	18	22	13	13		Male	<b>73</b>	40	41	39	33	29	23	21	19	18	6	11	21
	Female	<b>83</b>	31	16	52	60	14	15	3	9		Female	<b>81</b>	39	35	37	42	36	26	15	19	19	4	9	18
	Asian	<b>72</b>	17	22	55	51	17	20	12	6		Asian	<b>71</b>	37	40	31	34	33	25	23	15	10	6	13	35
	Black	<b>54</b>	9	4	45	46	27	29	18	21		Black	<b>41</b>	5	22	15	36	43	19	45	17	30	14	17	37
	Hispanic	<b>54</b>	7	4	47	48	33	27	13	22		Hispanic	<b>55</b>	12	13	14	43	31	26	33	32	26	12	24	34
	Caucasian	<b>87</b>	32	15	55	64	9	15	4	7		Caucasian	<b>90</b>	55	50	52	35	31	24	9	14	14	1	6	10
	Multiracial	<b>81</b>	23	4	58	52	8	30	12	13		Multiracial	<b>69</b>	19	24	25	50	37	23	23	35	33	8	4	20
	Ec.Dis.	<b>62</b>	10	3	52	49	26	26	13	21		Ec.Dis.	<b>63</b>	19	16	21	44	36	29	30	29	21	7	20	29
	Sp.Ed	<b>24</b>	2	0	22	18	30	30	46	53		Sp.Ed	<b>38</b>	5	6	9	33	16	18	38	35	16	24	43	57
	LEP	<b>36</b>	0	4	36	32	55	29	9	36		LEP	<b>44</b>	9	7	8	35	31	25	50	38	17	6	24	50
	Migrant	<b>64</b>	5	12	59	35	32	18	5	35		Migrant	<b>60</b>	17	11	9	43	28	17	35	39	39	4	22	35
	<b>Reading</b>	State	<b>76</b>	33	19	43	54	15	16	10		12	<b>Science</b>	State	<b>75</b>	32	33	13	43	44	51	17	16	25	8
District		<b>81</b>	40	26	41	47	12	15	7	12	District	<b>81</b>		39	39	15	42	43	51	14	14	24	5	4	10
Male		<b>76</b>	35	22	41	49	13	16	11	13	Male	<b>79</b>		40	39	19	39	44	48	15	13	23	6	4	10
Female		<b>85</b>	45	31	40	44	11	14	3	10	Female	<b>84</b>		39	39	11	45	41	54	13	15	26	4	5	9
Asian		<b>77</b>	30	32	47	50	14	8	9	10	Asian	<b>79</b>		35	38	12	44	48	37	15	10	40	6	4	12
Black		<b>64</b>	23	8	41	46	23	25	14	21	Black	<b>59</b>		14	13	0	45	46	39	27	29	43	14	13	18
Hispanic		<b>62</b>	16	10	46	42	26	26	12	22	Hispanic	<b>61</b>		9	9	3	52	51	33	29	30	43	10	10	21
Caucasian		<b>90</b>	52	34	38	47	6	11	4	8	Caucasian	<b>92</b>		54	53	22	38	38	61	6	7	13	2	2	4
Multiracial		<b>84</b>	46	17	38	54	8	15	8	13	Multiracial	<b>80</b>		42	33	13	38	46	43	15	20	33	4	2	13
Ec.Dis.		<b>67</b>	23	11	44	49	23	18	10	22	Ec.Dis.	<b>68</b>		19	15	6	49	48	42	24	27	39	8	10	13
Sp.Ed		<b>33</b>	8	4	25	23	29	19	38	55	Sp.Ed	<b>39</b>		6	8	4	33	39	25	38	36	41	23	18	30
LEP		<b>47</b>	3	7	44	38	47	24	6	31	LEP	<b>44</b>		6	3	0	38	43	25	41	33	58	15	20	17
Migrant		<b>65</b>	13	12	52	41	22	12	13	35	Migrant	<b>57</b>		9	11	0	48	22	30	30	56	39	13	11	30
<b>Writing</b>		State	<b>67</b>	5	8	62	57	20	28	13	8	<b>Social Studies</b>		State	<b>74</b>	29	31	45	43	20	20	6	5		
	District	<b>64</b>	5	8	59	58	24	27	12	7	WOHS		<b>78</b>	31	29	47	42	19	23	3	6				
	Male	<b>51</b>	2	4	49	53	29	32	20	10	Male		<b>77</b>	33	31	44	38	20	25	3	7				
	Female	<b>78</b>	8	12	70	63	19	21	4	4	Female		<b>79</b>	28	26	51	48	19	22	3	4				
	Asian	<b>58</b>	6	10	52	57	29	31	14	2	Asian		<b>81</b>	29	25	52	55	16	13	3	7				
	Black	<b>36</b>	0	4	36	46	45	50	18	0	Black		<b>57</b>	14	8	43	46	40	38	3	8				
	Hispanic	<b>39</b>	1	3	38	48	37	34	24	15	Hispanic		<b>69</b>	10	9	59	44	27	39	4	8				
	Caucasian	<b>78</b>	7	10	71	64	15	21	6	6	Caucasian		<b>84</b>	43	43	41	39	13	14	3	4				
	Multiracial	<b>54</b>	4	2	50	43	38	46	8	9	Multiracial		<b>65</b>	18	19	47	43	33	31	2	7				
	Ec.Dis.	<b>47</b>	3	2	44	47	31	37	22	14	Ec. Dis.		<b>64</b>	15	14	49	46	30	34	5	6				
	Sp.Ed	<b>21</b>	0	0	21	14	37	51	43	35	Sp. Ed		<b>40</b>	5	5	35	30	47	52	13	13				
	LEP	<b>30</b>	0	4	30	32	36	46	33	18	LEP		<b>59</b>	6	0	53	27	33	51	8	22				
	Migrant	<b>59</b>	0	0	59	41	23	35	18	24	Migrant		<b>55</b>	10	5	45	36	35	45	10	14				



Grade 9										
	Student Group	FALL 2006 % Proficient*	% Level 1		% Level 2		% Level 3		% Level 4	
			Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005	Fall 2006	Fall 2005
<b>Social Studies</b>	State	<b>74</b>	29	31	45	43	20	20	6	5
	WOHS	<b>78</b>	31	29	47	42	19	23	3	6
	Male	<b>77</b>	33	31	44	38	20	25	3	7
	Female	<b>79</b>	28	26	51	48	19	22	3	4
	Asian	<b>81</b>	29	25	52	55	16	13	3	7
	Black	<b>57</b>	14	8	43	46	40	38	3	8
	Hispanic	<b>69</b>	10	9	59	44	27	39	4	8
	Caucasian	<b>84</b>	43	43	41	39	13	14	3	4
	Multiracial	<b>65</b>	18	19	47	43	33	31	2	7
	Ec. Dis.	<b>64</b>	15	14	49	46	30	34	5	6
	Sp. Ed	<b>40</b>	5	5	35	30	47	52	13	13
LEP	<b>59</b>	6	0	53	27	33	51	8	22	
Migrant	<b>55</b>	10	5	45	36	35	45	10	14	

%Proficient = Lev 1 + Lev 2

Level 1 = Exceeds Michigan Standards	Level 3 = At Basic Level
Level 2 = Meets Michigan Standards	Level 4 = Apprentice

2005-06 was first year of testing Social Studies in 9th grade.

NOTE: Percents may not total 100% due to rounding.

# 2006-2007

The ACT is America's most widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work.

- The multiple-choice tests cover four skill areas: English, mathematics, reading, and science.
- The writing test, which is optional, measures skill in planning and writing a short essay.
- A composite score is determined from the results of the individual assessments.

West Ottawa students consistently score above state and national averages.



## Student Achievement

### Total ACT Composite Results

Year	West Ottawa	State	National
2007	22.1	21.5	21.2
2006	21.8	21.5	20.9
2005	22.3	21.3	20.8
2004	22.8	21.4	20.9
2003	22.6	21.3	20.8
2002	22.3	21.3	20.8
2001	22.2	21.3	21.0
2000	22.0	21.3	21.0

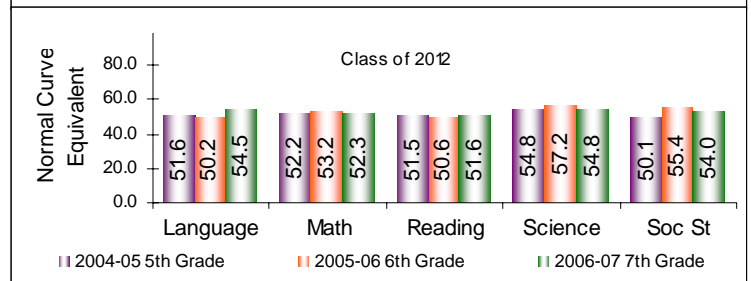
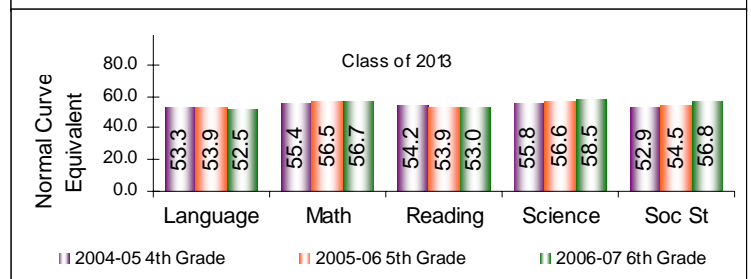
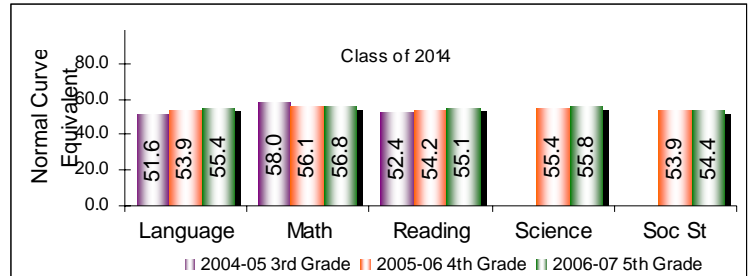
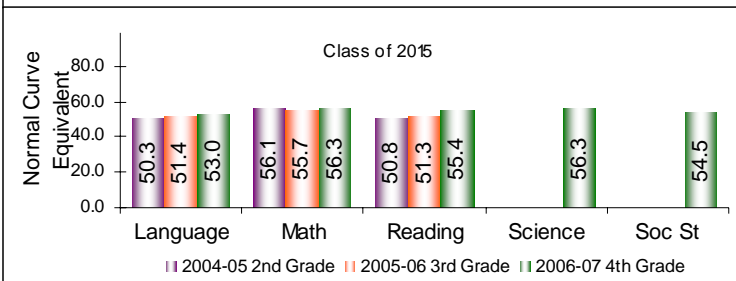
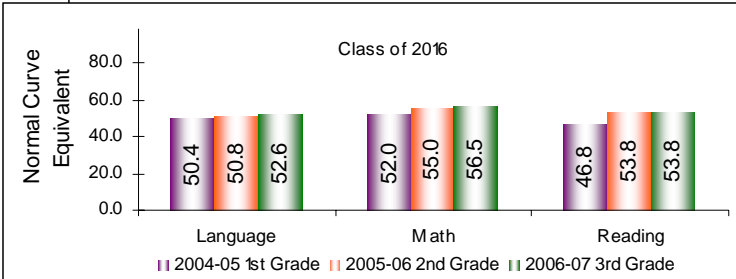
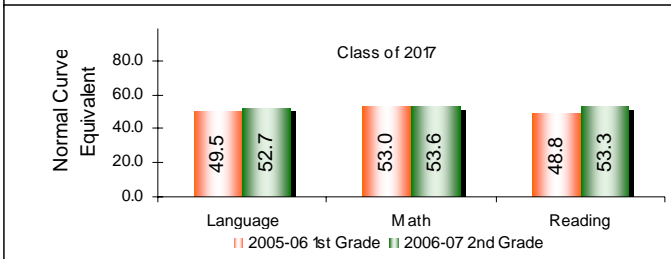
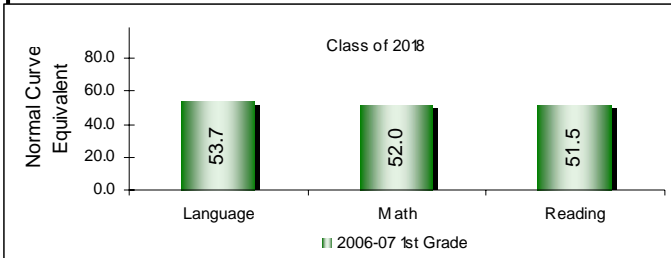
(Scores range from 0-36. Average composite scores are shown.)

### Comprehensive Test of Basic Skills (CTBS)

The purpose of CTBS testing is to enable us to compare the scores of our students to a nationally norm-referenced group of students at the same grade level, and to measure the growth or improvement of an individual student from year to year. A Normal Curve Equivalent (NCE) score of 50 is equivalent to the median score or score in the

middle of the nationally norm-referenced group. This is considered the "typical" performance level of a "typical" student at that grade level. Scores above 64 NCE represent significant achievement above the typical student within that grade level. Scores below 36 NCE represent significant achievement below the typical student within that grade level.

The following tables represent the longitudinal progress of students in each graduating class. This data allows us to track the progress of a group of students as they progress through the grade levels (from year to year). These charts represent scores of students who have attended our building/district during their entire school career.



West Ottawa students excel in many venues, capturing individual and team honors in a wide variety of academic and extracurricular programs. Our students have earned awards and distinction for/in: art, athletics, band, career preparation programs, community service, creative writing, debate, forensics, geography, government, jazz band, industrial arts, Latin, leadership, marketing, math, Midwest Talent Search, Model United Nations, National Merit Scholars, orchestra, robotics, rocketry, science, scholastic achievement, spelling, theater, video, vocal music, and yearbook.

Among our outstanding accomplishments in 2005-06:

### Fall

- Two seniors were recognized as National Merit Commended students.
- The Boys Soccer Team was OK Conference tournament and district champions.
- Twelve seniors were recognized as AP Scholars, two with honors and two with distinction.
- The Girls Tennis Team placed second in the OK Red Conference.
- The Girls and Boys Cross Country Teams both placed second in the OK Red conference and qualified for the state finals.
- There were forty-six senior Scholar Athletes in the fall, maintaining an overall 3.8 GPA.



- The Boys Cross Country Team received Academic All-State for the fourth year in a row.
- The High School Marching Band received a Division I rating at the



- The Boys Cross Country Team received Academic All-State for the fourth year in a row.
- The High School Marching Band received a Division I rating at the

District Marching Band Festival.

- The Girls Swim and Dive Team qualified for state competition.
- The senior-led Student Senate collected over three tons of food worth more than \$10,000 for the Community Action House during the Month of Caring.

### Winter

- The West Ottawa Theatre Team presented "Once Upon a Playground" coming in fourth in the state MIFA competition.
- The Competitive Cheer Team was the OK Red Conference champion.
- The Boys Swim and Dive Team qualified for state competition.



- West Ottawa Science Olympiad Team finished fourth in the state competition.
- CTEE and WOstock raised over \$6,000 to send more than 250 computers to Cameroon; four seniors will accompany these computers

to set up computer labs in schools in Africa.

- The Varsity Volleyball Team was District champion and Academic All-State.
- The Vocalaires received Division I ratings at both the District and State Solo & Ensemble Festivals as well as at the District and State Choral Festivals.
- The Boys Ice Hockey Team placed second in the OK Rainbow Conference.
- The Symphony Orchestra, with twenty-three seniors, received a Division I rating at the State Orchestra Festival.



### Spring

- The High School Percussion Ensemble was chosen as the best high school chamber percussion ensemble in Michigan.

- West Ottawa High School was one of only twenty-two high schools in the nation selected as a Grammy Foundation Signature School in recognition of the outstanding music education our school offers.
- Eight seniors were recognized as Tri-Sport Athletes.
- FIRST Robotics Team was published in the first-ever edition of "Robots: Behind the Design." West Ottawa's team is one of the top-notch teams selected around the country for publication because of their award-winning 2006 robot.
- FIRST Robotics Team finished in the quarter-finals at the West Michigan Regional and went on to compete well at nationals in Atlanta. They were twice awarded a "Judges Award" in their competitions. The first was presented at the Boilermaker Regional for the team's exceptional commitment to involving all team members and for sustained excellence over the years. The second was presented at the West Michigan Regional for their role in Senator Wayne Kuipers' naming March 2007 as For Inspiration and Recognition of Science and Technology (FIRST) Programs Month in the State of Michigan.
- The Boys Tennis Team placed first in the OK Red Conference and at the Conference Tournament.
- 406 members of the senior class earned a National Work Readiness certificate by taking the WorkKeys test.



- Over 150 students received some type of a merit scholarship from their college.
- 137 seniors earned gold cord honors for having a 3.5 GPA or higher.
- Five seniors were recognized as salutatorians with a 3.99 GPA.
- Five seniors were recognized as valedictorians who have maintained a perfect 4.0 GPA throughout their entire high school career.
- The Class of 2007 earned:
  - Over \$200,000 in scholarships from local memorials, service clubs, and businesses.
  - Over \$2,250,000 in college scholarships.
  - Potentially another \$2,080,000 in Michigan Promise scholarships based on their MEAP scores.
  - A total of over \$4,545,000 in possible scholarship money, the highest total in West Ottawa High School history!

A Core Curriculum Founded on the Basics

The core curriculum provides a framework for our educational programs. It is a set of expectations all students should achieve to progress in their schooling.

We are working to deliver a curriculum that provides all students with the knowledge and skills necessary for living effectively today and in the future.

Our curriculum provides expanded opportunities designed to meet individual needs. Course offerings exceed core curriculum requirements established by the Michigan Department of Education. Strong academic programming is supported by quality technology and facilities.

Integrated with our core academic curriculum and enhancing a student's quality educational experience are:

- childcare options
- clubs, organizations, and athletics
- community partnerships
- conflict management training
- counseling/guidance
- field trips, assemblies, and special activities/events
- forensics and debate
- industrial arts (including CAD, robotics, engineering, WoodLINKS, and architectural drawing)
- integration of technology into instruction and assessment
- library-media resources
- journalism and yearbook
- Junior Achievement
- preschool
- Project ChARLIE
- publishing centers

- special education
- student government
- technology tools/resources
- theater/performing arts
- video/television production instruction
- vocational/technical classes and experience

Measuring Success

A combination of in-house common assessments for courses and standardized testing (CTBS/Terra Nova, MEAP, EXPLORE, PLAN, ACT, and SAT) measure the curriculum's effectiveness in providing students with the knowledge deemed essential by the West Ottawa Board of Education, Michigan Department of Education, and the U.S. Department of Education.

Frequent progress reports communicate student growth and achievement levels. Parent/teacher conferences also communicate student academic and social progress.

Recognizing the Individual

Student achievement remains our top priority. Higher standards and greater expectations have resulted in the implementation of a variety of instructional methods, progressive teaching strategies, and specialized programs designed to respond to the individual needs and learning styles of a diverse student population. We offer a demanding academic schedule for college-bound students and a strong basic education, and real-world vocational/technical training for non-college bound students.

We embrace the concept of a brain-compatible learning environment, recognizing that individuals learn at different rates of growth through different methods of instruction and a variety of teaching/learning styles. Our curriculum makes provisions for the variability of academic skills, interests, and social, emotional, and physical development within our student population.

*(Continued on page 22)*

**West Ottawa Schools Offer Instructional Options**

The following ongoing efforts provide **responsive and individualized instructional opportunities** to help each child succeed:

- |   |   |                                 |
|---|---|---------------------------------|
| ✓ Accelerated learning:   | ✓ Dual enrollment                       | ✓ Migrant education             |
| – S.A.I.L (Students Accelerating In Learning) at elementary level | ✓ English as a Second Language          | ✓ Montessori elementary classes |
| – Academically advanced courses at middle school and high school  | ✓ Enrichment classes                    | ✓ Peer-assisted learning        |
| ✓ College credit classes on high school campus                    | ✓ Extended day options                  | ✓ Preschool                     |
| ✓ Advanced placement  | ✓ Extended year options (summer school) | ✓ Remediation                   |
| ✓ Alternative education   | ✓ Flexible grouping of students         | ✓ School-to-work options        |
| ✓ At-risk programs  | ✓ Homebound instruction                 | ✓ Seminar                       |
| ✓ Career preparation  | ✓ Integrated instruction                | ✓ Service-learning              |
| ✓ Cross-curricular, computer-assisted learning                    | ✓ Literacy learning                     | ✓ Team teaching                 |
|   | ✓ Looping                               | ✓ Test-out options              |
|   | ✓ Mentoring                             | ✓ Tutoring                      |

(Continued from page 21)

The Core Curriculum of English/Language Arts, Mathematics, Science, Social Studies has been expanded to include:

- Career Exploration
- Fine Arts (instrumental music, vocal music, visual arts, dance, and the performing arts)
- World Languages
- Healthy Living
- Physical Wellness
- Technology Standards

#### Continuous Improvement

Curriculum changes are driven by analysis of student achievement data. We are continually working to improve the curriculum (targeted standards), assessment system, and instructional strategies to help children succeed, and to increase the level of challenge for our students.

Curricular assessment and instructional improvement are ongoing processes. Teachers and administrators work collaboratively to evaluate, update, enhance, and realign each curricular area with state recommendations and federal mandates.

The West Ottawa Leadership Team and curriculum committees serve as advisory groups which:

- aim to raise student achievement by revising the curriculum
- implement and monitor assessment data collection systems to provide feedback on student performance
- ensure that state mandates are met
- increase the level of academic rigor for all students
- focus on curriculum and assessment practices related to improving student achievement
- coordinate professional development opportunities to support district goals
- integrate technology into all classrooms, with an emphasis on information access
- support the team concept in grades 6-8
- maintain consistent, challenging K-12 educational programs
- support curriculum review, revision, and implementation year-round
- research, evaluate, and recommend new courses, textbooks, software, and related instructional materials

The district is committed to a career preparation system and through this system has expanded offerings for students. Specialized K-12th grade materials were purchased for the English as a Second Language and migrant education programs. These materials blend the teaching of English with mastery of core content recommended for all students in Michigan.

#### Lifelong Learning

Our instructional program is designed to serve the entire West Ottawa community. Hundreds of children and adults took advantage of extended learning opportunities and support services, including those offered in conjunction with Life Services Systems, Community

Education, and the Ottawa Area Intermediate School District. Options included:

- preschool
- year-round child care
- enrichment programs
- after-school study sessions and tutoring
- professional development
- Careerline Tech Center classes
- West Ottawa Bookmobile (summer)
- West Ottawa Youth Sports Program
- West Ottawa Community Pool programs
- Township recreation programs
- Ottawa Area Intermediate (OAISD) instruction and resources

#### Resources and Support

Staff and community contribute to the West Ottawa Educational Foundation which rewards instructional innovation, educational enhancement, and excellence in teaching. The Foundation awards between \$10,000-\$18,000 in grants to district staff each year.

In 2006-07 federal and state grants provided support and/or enhance instructional programs and increase student achievement in the following areas:

- **Michigan School Readiness** - funds preschool program for 4-year-olds who meet specific state criteria
- **Title I/ Part A: Improving Basic Programs** - provides supplementary instruction for children who are most at risk of failing to meet district core academic curriculum standards in language arts, mathematics, science, and social studies
- **Part C: Migrant Education Program** - provides educational and support services to migrant children
- **Title III** - funds programming for English language learners
- **Title V: Innovative Education Program Strategies** - supports local innovation and educational/school reform
- **State Section 31a: Programs for At-Risk Pupils** - funds supplementary instructional and pupil support services for students who meet specific state at-risk criteria
- **State Section 41: Bilingual Education** - funds support programming for English language learners
- **State Section 57.3: Gifted and Talented-** funds advanced and accelerated programs such as after-school enrichment classes

