



August 23, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for Glerum Elementary. Our annual report addresses the complex reporting information required by federal and state laws. Our school's report contains important information about our school, as well as student assessment results, Adequate Yearly Progress (AYP) and teacher qualifications. If you have any questions about our annual report, please contact Mary Gordon for assistance.

The AER is available for you to review electronically by visiting the following West Ottawa Public Schools web site: <http://www.westottawa.net/schools/> or you may review a printed copy from the main office at our school.

For 2009-2010, Glerum Elementary made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report additional information about our school. The attached report will provide you with the following additional information about our school and our achievements:

- Information about our school, including the process for assigning students to our school, and a description of the specialized programs that we have available for students at our school
- Our 3-5 year school improvement goals in the core content areas, and our progress to date in meeting the goals.
- A description of our core curriculum, how and how it is being implemented, as well as how you can access a copy of the core curriculum for review.
- Aggregate student achievement results for local assessments required by law and nationally normed achievement tests administered within the district
- Parent participation in parent-teacher conferences, and community involvement in our school.
- Additional points of pride about our school.
- Parents' Right to Know
- Additional state and federally required data regarding state assessment results, AYP, teacher quality, and national assessment results.

We are very proud of Glerum Elementary and appreciate the partnership of our families as a community nurturing future thinkers, and leaders. We are proud to be an International Baccalaureate (IB) Candidate school. Together it is understood only through a culture of collaboration is a learning environment created whereby internationally minded, 21<sup>st</sup> century leaders can grow and practice critical thinking, and inquiry based skills, effectively communicating as global citizens.

Sincerely,

*Mary Gordon*

Principal  
Glerum Elementary

# West Ottawa Public Schools

## Glerum Elementary School

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### **About Our School**

#### **Process For Assigning Pupils to the School:**

Students are assigned to Glerum based upon a geographical location. Boundaries for bussing exist in the districts nine elementary schools. If parents request Glerum for schools of choice, they must provide their own transportation. Glerum Elementary is frequently requested by parents as a school of choice.

#### **A Brief Description of Glerum Elementary School:**

During the 2010-2011 school years, Glerum will begin the process of becoming an International Baccalaureate School (IB) Candidate School. The International Baccalaureate (IB) Primary Years Programme (PYP) is a curriculum designed for young learners. The PYP program encourages students to understand their own identity, learning styles and interests while becoming knowledgeable, risk-takers, open-minded, well-balanced, and reflective.

Glerum Elementary School is a K-5 primary years candidate school. Our students represent our diverse and rich community. During the 2009-2010 school year 77% of Glerum students were economically disadvantaged and 30% were English Language Learners (ELL).

### **School Improvement**

The Glerum School Improvement Team remains focused on implementing best practices in all content areas. Within the school improvement process, our staff is able to analyze data and adjust instruction with a goal of improved student learning. Through this dedicated work of everyone in our school community we are able to accomplish these high academic student achievement goals. The Glerum School Improvement Plan calls for action in improving student achievement in the five core subjects. We have identified key strategies, as well as interventions and extensions, for these strategies.

We collect and measure the results of the data collected to assess evidence of impact and address implications and/or adjust the goals.

Our School Improvement Goals are as follows:

- 100% of Glerum students will be proficient in math as measured by MEAP scores and district math assessments by Spring of 2012. Additionally, each subgroup will increase their scores by 10% on the same measures.
  - Glerum students met our goal in math in all grade levels.
- 100% of Glerum students will be proficient in science as measured by MEAP scores and district science tests by Spring 2012. Additionally, each subgroup will increase their scores by 10% on the same measures.
  - Glerum students met our goal in science.
- 100% of Glerum students will be proficient writers as measured by district writing prompts by Spring of 2012. Additionally, each subgroup will either increase their scores by 10% on the same measures.
- 100% of Glerum students will be proficient readers as measured by MEAP scores and district reading assessments by Spring of 2012. Additionally, each subgroup will increase their scores by 10% on the same measures.

- Glerum third and fifth grade students met our goal in reading, however, the fourth grade students at Glerum did not make the gains expected therefore during the 2010-2011 school year we will implement additional core support and interventions.
- 100% of Glerum students will be proficient in social studies as measured by MEAP scores for Spring of 2012. Additionally, each subgroup will increase their scores by 10% on the same measures.

The Glerum staff also continues to focus on a child-centered positive behavior support model following the principles of Respect, Responsibility, and Ready to Learn.

Our school improvement plan is updated/reviewed annually. The school improvement plan is available for review on our district website:  
[www.westottawa.net/schools/glerumelementary](http://www.westottawa.net/schools/glerumelementary)

## **Our Core Curriculum**

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.

Glerum teachers use district approved curriculum resources to implement our core instruction these resources include: Math Expressions, Battle Creek Science Kits, Lucy Caulkins writing program, 6+1 writing traits, Houghton Mifflin Reading Program, SIOP, Social Studies Alive, and History Alive.

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 experiences are:

- 🐾 International Baccalaureate Primary Years Programme (begin writing units 2010-2011 school year)
- 🐾 clubs, organizations, and athletics
- 🐾 community partnerships
- 🐾 field trips, assemblies, and special activities/events
- 🐾 integration of technology into instruction and assessment
- 🐾 library-media resources
- 🐾 Project CHARLIE
- 🐾 special education
- 🐾 technology tools/resources

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 all students with an emphasis on college preparation skills. This program is supported by strong educational components that provide real-world vocational/technical training choices for 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.

**Aggregate Student Achievement Results on District Assessments and Nationally Normed Achievement Tests**

District Interim Assessments for math and English Language Arts was piloted during the 2009-2010 school year. Targeted date for reporting information related to these tests will be June 2012.

**Parent and Community Involvement in our School**

Parent and community involvement in the education of children and participation in the life of a school are reflected in many ways. One avenue is attendance at parent-teacher conferences:

Grade Level	Year 1 2009-10		Year 2 2008-09	
	#	%	#	%
<b>K</b>	<b>45</b>	<b>88</b>	<b>48</b>	<b>100</b>
<b>1</b>	<b>50</b>	<b>95</b>	<b>46</b>	<b>89</b>
<b>2</b>	<b>51</b>	<b>83</b>	<b>46</b>	<b>96</b>
<b>3</b>	<b>46</b>	<b>99</b>	<b>45</b>	<b>93</b>
<b>4</b>	<b>49</b>	<b>87</b>	<b>51</b>	<b>94</b>
<b>5</b>	<b>48</b>	<b>94</b>	<b>50</b>	<b>100</b>
<b>Total School Population</b>	<b>289</b>	<b>91</b>	<b>286</b>	<b>95</b>

The PTO is an active and dynamic part of the school community which supports and enhances the instructional programs and activities at Glerum. All Glerum parents are automatically members and encouraged to attend monthly meetings. Annual PTO fundraisers produce the means by which the PTO operates, providing activities, parties, assemblies, field trips, and special instructional materials for our students.

**Additional Points of Pride About Our School**

- o Glerum achieved the Annual Yearly Progress (AYP) target as established by the State of Michigan. Students made gains in the areas of English Language Arts and mathematics.

- Staff analyzed results from a variety of assessments (DIBELS, Running Records, Reading Theme Tests, MEAP and more) to drive planning and instruction and increase student achievement in all areas.
- All instruction is aligned to district curriculum and Michigan's Grade Level Content Expectations.
- Writing was a major focus area in 2008-2009. Staff implemented the school improvement plan K-5. They examined student writing, worked with experts and conferred with students about their writing. Teachers integrated the Lucy Calkins approach with 6+1 Writing traits to specifically teach students the characteristics of good writing. West Ottawa's High School Drama Troupe came to Glerum to act out selected students' writing in a Readers Theatre.
- Science is taught through inquiry. Students ask questions, explore concepts and learn through hands and minds on experiments and lessons.
- Staff implemented the research based math program, Math Expressions. The new program is closely aligned to the state expectations and offers students rigorous practice and application with important math concepts.
- Certified teachers in Art, Music, Physical Wellness, Library/Technology, and Spanish provided quality lessons to students in all grades.
- Several students qualified to take the Explore test.
- Through the Response to Intervention (RTI) model, the core support team offered students extra help and small group work in reading to many students throughout the year. They used carefully selected materials to increase students' fluency and comprehension.
- Child Assistance Team collaborated to identify areas of concern, determine strategies for intervention and assess the needs of individual students
- Social Work services were provided to some students. Students at specific grades received presentations designed to reduce bullying behaviors and promote a positive school climate.
- School Nurse Program supported many children and their families. They communicated with families, gave presentations about healthy eating and made referrals to community health organizations.
- Staff continues to grow their professional community through staff meetings, common planning time, and opportunities for collaboration. Professional learning communities are key to the success of all students.

- Field trips at all grade levels offered extensions for learning beyond the classroom. Field trips are also an important way of building students knowledge and experience base. Students are able to connect new learning to these experiences.
- The Positive Behavior Support (PBS) system is used to create a positive and safe environment for all students and staff.
- Students participated in the Student Council Organization and on Glerum's Safety Squad.
- Fifth grade students led their own parent-student-teacher conferences. This is an opportunity for students to take ownership of their learning. The fifth graders were proud to share their accomplishments.
- The End-of-Year Celebration of Learning gave students an opportunity to share what they had learned with their families. Students presented projects, did demonstrations, read to their families and even dressed up as historical figures.

### **Parents' Right to Know**

To comply with the Parents Right-To-Know legislation included in the No Child Left Behind Act of 2001, parents may request information regarding the professional qualifications of the student's classroom teachers and paraprofessional/education assistant, if applicable. For more information, please contact Sue Vincent in Human Resources via email at: [vincents@westottawa.net](mailto:vincents@westottawa.net) or by phone at (616) 638-5780.

### **Additional State and Federally Required State Assessment, AYP, Teacher Quality, and National Assessment Data For Our School**

The No Child Left Behind Act of 2001 requires that all districts and schools in Michigan report out on several educational components regarding state assessment results, AYP, teacher quality, and the NAEP. Below is a description of each of those components. The data for each of those components is reported out in the pages of our annual report that follow the descriptions.

- Results of State-Administered Assessments (MEAP, MME, Mi-Access)—these reports provide the results of the state assessments administered in our school the past two years, including how our students did overall and by group.
- AYP data—this report provides information about our school's AYP and Education YES! status.
- Teacher Quality—this report provides you with information on the professional qualifications of the teachers at our school

- NAEP—The National Assessment of Educational Progress assessment is administered annually to a representative sample of 4<sup>th</sup> and 8<sup>th</sup> graders in schools across the 50 states. This report reflects how 4<sup>th</sup> and 8<sup>th</sup> grade students in the Michigan part of this national sample achieved on the NAEP, and does not reflect the achievement of West Ottawa Public School students.

## Full Annual Education Report

# School-Level Student Assessment Data for Ottawa Area ISD, West Ottawa Public School District, Glerum Elementary School

### Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									
Grade: 03									
All Students	2008-09	100%	86.4%	89.1%	80%	33.3%	46.7%	20%	0%
All Students	2009-10	100%	89.8%	91%	95.7%	36.2%	59.6%	4.3%	0%
Female	2008-09	100%	88.3%	92.4%	87%	30.4%	56.5%	13%	0%
Female	2009-10	100%	91.9%	94.7%	96.2%	30.8%	65.4%	3.8%	0%
Male	2008-09	100%	84.6%	85.9%	72.7%	36.4%	36.4%	27.3%	0%
Male	2009-10	100%	87.9%	87.5%	95.2%	42.9%	52.4%	4.8%	0%
Asian,	2008-09	<10	93.1%	84.6%	<10	<10	<10	<10	<10

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Native Hawaiian, or Pacific Islander									
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.1%	89.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	79%	81.7%	71.4%	14.3%	57.1%	28.6%	0%
Hispanic or Latino	2009-10	100%	84.6%	85.7%	90%	25%	65%	10%	0%
White	2008-09	100%	90%	95.5%	100%	56.3%	43.8%	0%	0%
White	2009-10	100%	92.7%	94.7%	100%	46.2%	53.8%	0%	0%
Multiracial	2008-09	<10	85.2%	88.9%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	88.7%	94.3%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	100%	74.9%	82.2%	80%	26.7%	53.3%	20%	0%
Limited English Proficient	2009-10	100%	82.2%	83.1%	89.5%	31.6%	57.9%	10.5%	0%
Students with Disabilities	2008-09	<10	63.4%	66%	<10	<10	<10	<10	<10
Students with	2009-10	<10	71%	66.1%	<10	<10	<10	<10	<10

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Disabilities									
Economically Disadvantaged	2008-09	100%	79.1%	83.4%	80.6%	25.8%	54.8%	19.4%	0%
Economically Disadvantaged	2009-10	100%	84.5%	88.9%	94.6%	27%	67.6%	5.4%	0%
Grade: 04									
All Students	2008-09	100%	82.8%	84.6%	84%	28%	56%	16%	0%
All Students	2009-10	100%	84.1%	86.5%	76%	30%	46%	22%	2%
Female	2008-09	100%	84.7%	85.2%	91.3%	26.1%	65.2%	8.7%	0%
Female	2009-10	100%	86.1%	90.8%	84.6%	26.9%	57.7%	15.4%	0%
Male	2008-09	100%	80.9%	84%	77.8%	29.6%	48.1%	22.2%	0%
Male	2009-10	100%	82.1%	82.3%	66.7%	33.3%	33.3%	29.2%	4.2%
Black or African American	2008-09	<10	65.6%	73.7%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	83.5%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	91.6%	74.6%	<10	<10	<10	<10	<10
Asian, Native	2009-10	<10	90.5%	83.6%	<10	<10	<10	<10	<10

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Hawaiian, or Pacific Islander									
Hispanic or Latino	2008-09	100%	72.6%	75%	73.7%	21.1%	52.6%	26.3%	0%
Hispanic or Latino	2009-10	100%	74.3%	74.1%	57.9%	10.5%	47.4%	36.8%	5.3%
White	2008-09	100%	88%	91.2%	85.7%	38.1%	47.6%	14.3%	0%
White	2009-10	100%	88.9%	94.4%	83.3%	44.4%	38.9%	16.7%	0%
Multiracial	2008-09	<10	83.4%	91.9%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	81.1%	96.7%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	100%	61.2%	70.1%	86.7%	13.3%	73.3%	13.3%	0%
Limited English Proficient	2009-10	100%	64.3%	70.8%	64.3%	21.4%	42.9%	28.6%	7.1%
Students with Disabilities	2008-09	<10	54.7%	57.1%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	58%	66.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	72.9%	75.3%	84.2%	21.1%	63.2%	15.8%	0%
Economically Disadvantaged	2009-10	100%	75.7%	80%	71.8%	30.8%	41%	25.6%	2.6%

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Grade: 05									
All Students	2008-09	100%	81.5%	86.3%	78%	40%	38%	16%	6%
All Students	2009-10	100%	85.2%	87%	91.7%	58.3%	33.3%	6.3%	2.1%
Female	2008-09	100%	83.4%	89.5%	76%	32%	44%	16%	8%
Female	2009-10	100%	86.8%	85%	85.7%	66.7%	19%	9.5%	4.8%
Male	2008-09	100%	79.8%	83.2%	80%	48%	32%	16%	4%
Male	2009-10	100%	83.5%	88.8%	96.3%	51.9%	44.4%	3.7%	0%
Black or African American	2009-10	<10	70.4%	88.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	90.8%	86.3%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.6%	82.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	71.2%	75.2%	66.7%	22.2%	44.4%	16.7%	16.7%
Hispanic or Latino	2009-10	100%	74.6%	74.2%	84.2%	47.4%	36.8%	10.5%	5.3%
White	2008-09	100%	86.9%	93.4%	86.4%	54.5%	31.8%	13.6%	0%
White	2009-10	100%	89.8%	93.6%	94.1%	64.7%	29.4%	5.9%	0%

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Multiracial	2008-09	<10	82.9%	76.9%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	83.9%	91.3%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	100%	56.2%	75.4%	71.4%	28.6%	42.9%	14.3%	14.3%
Limited English Proficient	2009-10	100%	61.8%	73.2%	81.3%	50%	31.3%	12.5%	6.3%
Students with Disabilities	2008-09	<10	49.2%	51.6%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	57.6%	68.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	70.5%	77%	75.9%	27.6%	48.3%	17.2%	6.9%
Economically Disadvantaged	2009-10	100%	76.6%	80.1%	89.7%	53.8%	35.9%	7.7%	2.6%
Migrant	2009-10	<10	68.7%	56.3%	<10	<10	<10	<10	<10
Mathematics									
Grade: 03									
All Students	2008-09	100%	91.3%	93.3%	95.6%	60%	35.6%	4.4%	0%
All Students	2009-10	100%	94.8%	96%	97.8%	58.7%	39.1%	2.2%	0%
Female	2008-09	100%	90.9%	92.7%	95.7%	60.9%	34.8%	4.3%	0%

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Female	2009-10	100%	94.8%	97.4%	96%	56%	40%	4%	0%
Male	2008-09	100%	91.6%	93.8%	95.5%	59.1%	36.4%	4.5%	0%
Male	2009-10	100%	94.8%	94.8%	100%	61.9%	38.1%	0%	0%
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	96%	93.8%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	98%	97.1%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	86.9%	87.3%	90.5%	28.6%	61.9%	9.5%	0%
Hispanic or Latino	2009-10	100%	92.3%	92.1%	94.7%	52.6%	42.1%	5.3%	0%
White	2008-09	100%	94.9%	97.4%	100%	93.8%	6.3%	0%	0%
White	2009-10	100%	96.9%	98.1%	100%	69.2%	30.8%	0%	0%
Multiracial	2008-09	<10	92%	94.4%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	94.3%	97.2%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	100%	85.1%	86.1%	93.3%	46.7%	46.7%	6.7%	0%
Limited English Proficient	2009-10	100%	92.1%	91.9%	94.4%	55.6%	38.9%	5.6%	0%
Students	2008-09	<10	79.7%	83.6%	<10	<10	<10	<10	<10

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
with Disabilities									
Students with Disabilities	2009-10	<10	87.8%	91.9%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	85.7%	89.2%	96.8%	51.6%	45.2%	3.2%	0%
Economically Disadvantaged	2009-10	100%	91.9%	93.7%	97.3%	54.1%	43.2%	2.7%	0%
Grade: 04									
All Students	2008-09	100%	87.9%	89.4%	90.2%	45.1%	45.1%	9.8%	0%
All Students	2009-10	100%	92.3%	94.4%	93.9%	46.9%	46.9%	6.1%	0%
Female	2008-09	100%	87.9%	88.9%	95.8%	37.5%	58.3%	4.2%	0%
Female	2009-10	100%	92.9%	94.6%	96.2%	42.3%	53.8%	3.8%	0%
Male	2008-09	100%	87.8%	89.8%	85.2%	51.9%	33.3%	14.8%	0%
Male	2009-10	100%	91.6%	94.2%	91.3%	52.2%	39.1%	8.7%	0%
Black or African American	2008-09	<10	73.8%	70%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	89.5%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian,	2008-09	<10	95.1%	91.5%	<10	<10	<10	<10	<10

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
or Pacific Islander									
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	96.9%	94.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	81%	80.9%	85%	20%	65%	15%	0%
Hispanic or Latino	2009-10	100%	89.3%	88.9%	84.2%	21.1%	63.2%	15.8%	0%
White	2008-09	100%	92%	94.1%	90.5%	57.1%	33.3%	9.5%	0%
White	2009-10	100%	95.1%	98.7%	100%	66.7%	33.3%	0%	0%
Multiracial	2008-09	<10	86.7%	94.6%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	91%	93.1%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	100%	75.7%	80.6%	93.8%	31.3%	62.5%	6.3%	0%
Limited English Proficient	2009-10	100%	86.6%	87%	85.7%	35.7%	50%	14.3%	0%
Students with Disabilities	2008-09	<10	68.1%	74.2%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	80%	82.6%	<10	<10	<10	<10	<10
Economically	2008-09	100%	80.4%	83.5%	89.7%	38.5%	51.3%	10.3%	0%

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Disadvantaged									
Economically Disadvantaged	2009-10	100%	87.8%	91.4%	92.3%	43.6%	48.7%	7.7%	0%
Grade: 05									
All Students	2008-09	100%	76.8%	85.2%	76%	48%	28%	20%	4%
All Students	2009-10	100%	79.5%	81.3%	83.3%	35.4%	47.9%	14.6%	2.1%
Female	2008-09	100%	75.8%	84.6%	68%	28%	40%	24%	8%
Female	2009-10	100%	79.6%	81.7%	95.2%	28.6%	66.7%	4.8%	0%
Male	2008-09	100%	77.8%	85.8%	84%	68%	16%	16%	0%
Male	2009-10	100%	79.4%	80.9%	74.1%	40.7%	33.3%	22.2%	3.7%
Black or African American	2009-10	<10	62.5%	61.1%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	92.3%	86.3%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93%	86%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	66.1%	73.7%	72.2%	27.8%	44.4%	22.2%	5.6%
Hispanic or	2009-10	100%	71%	68%	73.7%	15.8%	57.9%	26.3%	0%

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Latino									
White	2008-09	100%	83%	92.1%	77.3%	54.5%	22.7%	22.7%	0%
White	2009-10	100%	84.3%	89.2%	82.4%	47.1%	35.3%	11.8%	5.9%
Multiracial	2008-09	<10	76.6%	76.9%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	78.2%	76.1%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	100%	60.7%	77.3%	71.4%	42.9%	28.6%	21.4%	7.1%
Limited English Proficient	2009-10	100%	67.6%	70.8%	87.5%	31.3%	56.3%	12.5%	0%
Students with Disabilities	2008-09	<10	46.9%	69.4%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	52.8%	52.2%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	64.4%	76.7%	72.4%	37.9%	34.5%	20.7%	6.9%
Economically Disadvantaged	2009-10	100%	69.8%	71.6%	84.6%	30.8%	53.8%	15.4%	0%
Migrant	2009-10	<10	72.4%	70.6%	<10	<10	<10	<10	<10
Science									
Grade: 05									

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
All Students	2008-09	100%	83.1%	88.8%	84%	48%	36%	16%	0%
All Students	2009-10	100%	81%	84.1%	89.6%	37.5%	52.1%	10.4%	0%
Female	2008-09	100%	83.3%	89.8%	80%	40%	40%	20%	0%
Female	2009-10	100%	81.1%	81.3%	90.5%	38.1%	52.4%	9.5%	0%
Male	2008-09	100%	82.9%	87.8%	88%	56%	32%	12%	0%
Male	2009-10	100%	80.8%	86.6%	88.9%	37%	51.9%	11.1%	0%
Black or African American	2009-10	<10	59.6%	72.2%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	90.9%	87.7%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.8%	80.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	72.9%	78.3%	77.8%	38.9%	38.9%	22.2%	0%
Hispanic or Latino	2009-10	100%	68.8%	69.3%	84.2%	26.3%	57.9%	15.8%	0%
White	2008-09	100%	89.4%	95.4%	90.9%	54.5%	36.4%	9.1%	0%
White	2009-10	100%	87.5%	92.6%	88.2%	58.8%	29.4%	11.8%	0%
Multiracial	2008-09	<10	84.5%	84.6%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	79.3%	87%	<10	<10	<10	<10	<10

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Limited English Proficient	2008-09	100%	59%	77.1%	78.6%	35.7%	42.9%	21.4%	0%
Limited English Proficient	2009-10	100%	56.7%	70.8%	87.5%	25%	62.5%	12.5%	0%
Students with Disabilities	2008-09	<10	63.6%	74.2%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	60.7%	66.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	72.3%	82.1%	82.8%	37.9%	44.8%	17.2%	0%
Economically Disadvantaged	2009-10	100%	70.6%	75.7%	89.7%	33.3%	56.4%	10.3%	0%
Migrant	2009-10	<10	64.6%	58.8%	<10	<10	<10	<10	<10

### Michigan Merit Examination (MME)

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
No records to display.									

## MI-Access

### Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

### Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

### Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

## MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
No records to display.								

## 2009-10 School-Level Accountability (AYP) Detail Reporting for Ottawa Area ISD, West Ottawa Public School District, Glerum Elementary School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	100.1%	95.8%
Mathematics	100%	96.3%
School		
English Language Arts / Reading	101.4%	97.8%
Mathematics	100%	97.8%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	100%	94.8%
Mathematics	100%	91.4%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	100%	95.4%
Mathematics	99.8%	96.6%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	100.7%	91.7%
Mathematics	100.5%	93.9%
School		
English Language Arts / Reading	101.8%	93.9%
Mathematics	100%	98.5%
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.8%	97.9%

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
Mathematics	99.7%	97.7%
School		
English Language Arts / Reading	100%	100%
Mathematics	100%	95.6%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	100.4%	96.4%
Mathematics	99.6%	95.5%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	119.5%	90.5%
Mathematics	120%	93.7%
School		
English Language Arts / Reading	175%	94.6%
Mathematics	171.4%	98.2%
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	112.3%	81.7%
Mathematics	112.1%	85.3%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	103.5%	93.7%
Mathematics	103.8%	94.7%
School		
English Language Arts / Reading	100.9%	97.7%
Mathematics	100.9%	98.5%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

\* [AYP Targets \(Annual Measurable Objectives\)](#)

<b>Graduation Rate (High Schools only)</b> <b>(Goal 80%)</b>	
All Students	
State	
75.39%	
District	

<b>Graduation Rate (High Schools only)</b> <b>(Goal 80%)</b>	
	77.39%
Black or African American	
State	
	56.59%
District	
	56%
American Indian or Alaska Native	
State	
	65%
District	
	<10
Asian, Native Hawaiian, or Pacific Islander	
State	
	84.47%

**Graduation Rate (High Schools only)**  
**(Goal 80%)**

District

69.84%

Hispanic or Latino

State

59.94%

District

66.94%

White

State

81.85%

District

84.23%

Multiracial

**Graduation Rate (High Schools only)**  
**(Goal 80%)**

State

71.12%

District

<10

Limited English Proficient

State

65.51%

District

58.89%

Students with Disabilities

State

57.61%

District

58.67%

**Graduation Rate (High Schools only)**  
**(Goal 80%)**

Economically Disadvantaged

State

59.8%

District

55.47%

**Attendance Rate**  
**(Goal 90%)**

All Students

State

94.7%

District

96.1%

School

95.9%

Black or African American

**Attendance Rate  
(Goal 90%)**

State

91%

District

94.6%

School

90.3%

American Indian or Alaska Native

State

93.7%

District

93.9%

Asian, Native Hawaiian, or Pacific Islander

State

96.5%

**Attendance Rate  
(Goal 90%)**

District

97.1%

School

96.9%

Hispanic or Latino

State

94.1%

District

95.4%

School

95.2%

White

State

95.7%

<b>Attendance Rate (Goal 90%)</b>	
District	
	96.4%
School	
	96.6%
Multiracial	
State	
	94.8%
District	
	95.5%
School	
	96%
Limited English Proficient	
State	
	94.6%

<b>Attendance Rate (Goal 90%)</b>	
District	
	95.8%
School	
	95.8%
Students with Disabilities	
State	
	93.5%
District	
	95.5%
School	
	96.3%
Economically Disadvantaged	
State	
	94.8%

<b>Attendance Rate (Goal 90%)</b>	
District	96%
School	96%

\* All data based on students enrolled for a full academic year.

\*\* More information regarding AYP can be found at the following link:

[http://www.michigan.gov/mde/0,1607,7-140-22709\\_22875---,00.html](http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html)

## Michigan Annual AYP Objectives

### Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

### **Michigan Annual AYP Objectives for Mathematics**

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

## **2009-10 School-Level Accountability (AYP) Status Reporting for Ottawa Area ISD, West Ottawa Public School District,**

# Glerum Elementary School

## School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	A	N/A	0

## December, 2009 School-Level Teacher Quality Reporting for Ottawa Area ISD, West Ottawa Public School District, Glerum Elementary School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	9	15	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
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	<b>School Aggregate</b>
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

# Michigan Report Card for the National Assessment of Educational Progress

## NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability	12	42	39	17	2
SD	88	19	44	31	6

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

## NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability	10	75	22	2	1
SD	90	27	39	27	7

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

## NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	#	‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	10	66	24	8	3
SD	90	32	36	25	7

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

## NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	9	73	22	4	#

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
SD Not SD	91	23	43	30	3
Student is an English Language Learner	2	60	33	8	#
ELL Not ELL	98	27	42	28	3

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505