



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 Great Lakes Elementary School. 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 David Stefanich for assistance.

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

For 2009-2010, Great Lakes 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:

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, 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.

Our mission is to develop individuals with the capacity to think, inquire, problem solve, collaborate and reflect. We will develop a strong sense of community built on mutual understanding and respect. We will strive to continuously improve and take action to build a better, more peaceful world.

Our vision is to build a school where continuous improvement and the desire to be better is the norm. We will develop a learning community. We will accomplish this by building a learner profile that includes; balanced, risk-taker, communicator, inquirer, principled, open-minded, knowledgeable, caring, reflective, and thinker.

Our instruction will be purposeful and transdisciplinary. We will work to make everything we do in our community, outside of our school, and in our classrooms connect. Everything for which we take responsibility will have a purpose. That purpose will be to help learners construct meaning. We will share this purpose will all of our constituents.

We will encourage our children and school community to take action by choosing, acting, and reflecting. These actions will have an impact on individuals, families, our school, our local community, and our world.

In order to take action we will prepare our students with the skills necessary to be successful. These include; social, communication, thinking, and the self-management techniques that are necessary for success.

In the end, we will continuously reflect on what it is we are doing, if it is working, and what we can do better.

Great Lakes Elementary is appreciative of your continued partnership and the educational growth and development of your child(ren). Thank you for your continued support, dedication, and commitment.

Sincerely,

David Stefanich

Principal

West Ottawa Public Schools

Great Lakes Elementary School



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Children Are Our Future

About Our School

Process For Assigning Pupils to the School:

Students are assigned to Great Lakes based upon a geographical location. Boundaries for bussing exist in the nine-elementary school district. If parents request Great Lakes, they provide their own transportation. Great Lakes Elementary is frequently requested by parents.

A Brief Description of Great Lakes Elementary School:

Great Lakes Elementary School is a K – 5 primary years school. We annually serve over 500 students in our school. Our students represent our diverse and rich community. During the 2009-2010 school 68% of our students were economically disadvantaged and 34% of our students were English Language Learners. Great Lakes Elementary School is an International Baccalaureate (IB) Candidate School and is currently in its authorization phase. The 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. The Great Lakes community is extremely excited as we continue on this journey.

School Improvement

The Great Lakes 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 Great Lakes 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 plan is updated and reviewed annually. We are currently in the 2nd year of our current cycle.

Our School Improvement Goals are as follows:

- Writing: In 2010-2011 the overall percentage of students performing proficiently on the MEAP Writing Test, district writing assessment, and building writing assessment will increase by 10%. Additionally, each subgroup will increase the percentage of students performing proficiently on the same measures by 10%.
- Reading: In 2010-2011 the percentage of students scoring proficient in reading as measured by MEAP, Running Records, and DIBELS Benchmark will increase by 5%. Additionally, English Language Learners will increase the percent of students scoring proficient on the same measures by 5%.
- Math: In 2010-2011 the overall percentage of students performing proficiently in math on the MEAP and common district assessment will increase by 5%. Additionally, each subgroup will increase the percentage of students performing proficiently on the same measures by 7%.
- Science: In 2010-2011 the overall percentage of students performing proficiently in science on the MEAP and district assessment will increase by 5%. Additionally, each subgroup will increase the percentage of students performing proficiently on the same measure by 7%.
- Social Studies: In 2010-2011 the overall percentage of students performing proficiently in social studies on the MEAP will increase by 5%. Additionally, each subgroup will increase the percentage of students performing proficiently on the same measures by 7%.

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

The school improvement plan is available for review on our district website:
www.westottawa.net/schools/greatlakeselementary

THE CORE CURRICULUM and A DESCRIPTION OF ITS IMPLEMENTATION

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.

Great Lakes teachers use district approved curriculum resources to implement our core instruction. These resources include: math expressions, Battle Creek science kits, Lucy Calkins 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.
- 🐾 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.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR 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. In 2008-2009, the percentage of parents that attended parent-teacher conferences was 98%. In 2009-2010, the percentage of parents that attended parent-teacher conferences was 97% .

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 or by phone at (616) 638-5780.

Additional state and federally required data regarding state assessment results, AYP, teacher quality, and national assessment results.

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 4th and 8th graders in schools across the 50 states. This report reflects how 4th and 8th 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.

We are very proud of Great Lakes 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. It is understood, only through a culture of collaboration, internationally minded, 21st century learners can grow, practice critical thinking and inquiry based skills, and effectively communicate as global citizens.

Sincerely,

David Stefanich

Principal

Full Annual Education Report

School-Level Student Assessment Data for Ottawa Area ISD, West Ottawa Public School District, Great Lakes 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%	86.3%	33.1%	53.2%	12.9%	0.8%
All Students	2009-10	100%	89.8%	91%	90%	23.3%	66.7%	8.9%	1.1%
Female	2008-09	100%	88.3%	92.4%	90%	38.3%	51.7%	10%	0%
Female	2009-10	100%	91.9%	94.7%	97.6%	26.2%	71.4%	2.4%	0%
Male	2008-09	100%	84.6%	85.9%	82.8%	28.1%	54.7%	15.6%	1.6%
Male	2009-10	100%	87.9%	87.5%	83.3%	20.8%	62.5%	14.6%	2.1%
Black or	2008-09	<10	75.1%	77.3%	<10	<10	<10	<10	<10

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)
African American									
American Indian or Alaska Native	2008-09	<10	84.6%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	84.9%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	93.1%	84.6%	81.8%	27.3%	54.5%	18.2%	0%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	95.1%	89.7%	87.5%	25%	62.5%	12.5%	0%
Hispanic or Latino	2008-09	100%	79%	81.7%	82.4%	25.5%	56.9%	15.7%	2%
Hispanic or Latino	2009-10	100%	84.6%	85.7%	88.9%	24.4%	64.4%	8.9%	2.2%
White	2008-09	100%	90%	95.5%	94.6%	51.4%	43.2%	5.4%	0%
White	2009-10	100%	92.7%	94.7%	96.4%	21.4%	75%	3.6%	0%
Multiracial	2008-09	<10	85.2%	88.9%	<10	<10	<10	<10	<10
Limited English	2008-09	100%	74.9%	82.2%	75.6%	8.9%	66.7%	22.2%	2.2%

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)
Proficient									
Limited English Proficient	2009-10	100%	82.2%	83.1%	82.4%	17.6%	64.7%	14.7%	2.9%
Students with Disabilities	2008-09	100%	63.4%	66%	50%	0%	50%	41.7%	8.3%
Students with Disabilities	2009-10	<10	71%	66.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	79.1%	83.4%	80.5%	20.7%	59.8%	18.3%	1.2%
Economically Disadvantaged	2009-10	100%	84.5%	88.9%	87.7%	19.3%	68.4%	10.5%	1.8%
Migrant	2008-09	<10	72.6%	<10	<10	<10	<10	<10	<10
Migrant	2009-10	<10	79.4%	<10	<10	<10	<10	<10	<10
Grade: 04									
All Students	2008-09	98.9%	82.8%	84.6%	75.3%	15.7%	59.6%	22.5%	2.2%
All Students	2009-10	100%	84.1%	86.5%	84.5%	30.2%	54.3%	14.7%	0.9%
Female	2008-09	100%	84.7%	85.2%	76.2%	11.9%	64.3%	21.4%	2.4%
Female	2009-10	100%	86.1%	90.8%	91.2%	33.3%	57.9%	7%	1.8%
Male	2008-09	97.9%	80.9%	84%	74.5%	19.1%	55.3%	23.4%	2.1%
Male	2009-10	100%	82.1%	82.3%	78%	27.1%	50.8%	22%	0%
Black or African American	2008-09	<10	65.6%	73.7%	<10	<10	<10	<10	<10

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)
Black or African American	2009-10	<10	68.6%	73.9%	<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	100%	91.6%	74.6%	55%	15%	40%	45%	0%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	90.5%	83.6%	88.9%	27.8%	61.1%	11.1%	0%
Hispanic or Latino	2008-09	97.2%	72.6%	75%	74.3%	5.7%	68.6%	22.9%	2.9%
Hispanic or Latino	2009-10	100%	74.3%	74.1%	74.5%	12.8%	61.7%	23.4%	2.1%
White	2008-09	100%	88%	91.2%	90.3%	25.8%	64.5%	9.7%	0%
White	2009-10	100%	88.9%	94.4%	91.9%	56.8%	35.1%	8.1%	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%	50%	3.8%	46.2%	46.2%	3.8%

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)
Limited English Proficient	2009-10	100%	64.3%	70.8%	71.4%	4.8%	66.7%	26.2%	2.4%
Students with Disabilities	2008-09	<10	54.7%	57.1%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	100%	58%	66.7%	52.9%	5.9%	47.1%	41.2%	5.9%
Economically Disadvantaged	2008-09	98.4%	72.9%	75.3%	74.6%	9.5%	65.1%	22.2%	3.2%
Economically Disadvantaged	2009-10	100%	75.7%	80%	79.8%	22.6%	57.1%	19%	1.2%
Migrant	2008-09	<10	63.1%	71.4%	<10	<10	<10	<10	<10
Migrant	2009-10	<10	68.3%	45.5%	<10	<10	<10	<10	<10
Grade: 05									
All Students	2008-09	100%	81.5%	86.3%	81.3%	28.1%	53.1%	17.7%	1%
All Students	2009-10	100%	85.2%	87%	75.9%	25.3%	50.6%	13.3%	10.8%
Female	2008-09	100%	83.4%	89.5%	87.2%	34%	53.2%	12.8%	0%
Female	2009-10	100%	86.8%	85%	78.6%	21.4%	57.1%	16.7%	4.8%
Male	2008-09	100%	79.8%	83.2%	75.5%	22.4%	53.1%	22.4%	2%
Male	2009-10	100%	83.5%	88.8%	73.2%	29.3%	43.9%	9.8%	17.1%
Black or African American	2008-09	<10	63.5%	75%	<10	<10	<10	<10	<10
Black or	2009-10	<10	70.4%	88.9%	<10	<10	<10	<10	<10

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)
African American									
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	90.8%	86.3%	73.1%	15.4%	57.7%	23.1%	3.8%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	90.6%	82.5%	70%	15%	55%	20%	10%
Hispanic or Latino	2008-09	100%	71.2%	75.2%	89.3%	28.6%	60.7%	10.7%	0%
Hispanic or Latino	2009-10	100%	74.6%	74.2%	59.3%	7.4%	51.9%	18.5%	22.2%
White	2008-09	100%	86.9%	93.4%	84.4%	40.6%	43.8%	15.6%	0%
White	2009-10	100%	89.8%	93.6%	89.7%	48.3%	41.4%	6.9%	3.4%
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%	74.1%	11.1%	63%	22.2%	3.7%
Limited English Proficient	2009-10	100%	61.8%	73.2%	56%	8%	48%	16%	28%
Students with	2008-09	<10	49.2%	51.6%	<10	<10	<10	<10	<10

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)
American Indian or Alaska Native	2009-10	<10	92.8%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	96%	93.8%	95.5%	54.5%	40.9%	4.5%	0%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	98%	97.1%	93.8%	56.3%	37.5%	6.3%	0%
Hispanic or Latino	2008-09	100%	86.9%	87.3%	88.5%	36.5%	51.9%	11.5%	0%
Hispanic or Latino	2009-10	100%	92.3%	92.1%	97.9%	48.9%	48.9%	2.1%	0%
White	2008-09	100%	94.9%	97.4%	97.3%	75.7%	21.6%	2.7%	0%
White	2009-10	100%	96.9%	98.1%	96.4%	42.9%	53.6%	3.6%	0%
Multiracial	2008-09	<10	92%	94.4%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	100%	85.1%	86.1%	84.8%	32.6%	52.2%	15.2%	0%
Limited English Proficient	2009-10	100%	92.1%	91.9%	94.3%	40%	54.3%	5.7%	0%
Students with	2008-09	100%	79.7%	83.6%	84.6%	7.7%	76.9%	15.4%	0%

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)
Native									
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	95.1%	91.5%	85%	45%	40%	15%	0%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	96.9%	94.5%	94.4%	16.7%	77.8%	5.6%	0%
Hispanic or Latino	2008-09	100%	81%	80.9%	86.1%	25%	61.1%	13.9%	0%
Hispanic or Latino	2009-10	100%	89.3%	88.9%	85.1%	17%	68.1%	12.8%	2.1%
White	2008-09	100%	92%	94.1%	96.8%	64.5%	32.3%	3.2%	0%
White	2009-10	100%	95.1%	98.7%	97.3%	59.5%	37.8%	2.7%	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%	76.9%	23.1%	53.8%	23.1%	0%
Limited English Proficient	2009-10	100%	86.6%	87%	81%	9.5%	71.4%	16.7%	2.4%
Students with Disabilities	2008-09	<10	68.1%	74.2%	<10	<10	<10	<10	<10

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)
Students with Disabilities	2009-10	100%	80%	82.6%	64.7%	0%	64.7%	29.4%	5.9%
Economically Disadvantaged	2008-09	100%	80.4%	83.5%	85.9%	37.5%	48.4%	14.1%	0%
Economically Disadvantaged	2009-10	100%	87.8%	91.4%	89.3%	19%	70.2%	9.5%	1.2%
Migrant	2008-09	<10	82.1%	71.4%	<10	<10	<10	<10	<10
Migrant	2009-10	<10	88.1%	100%	<10	<10	<10	<10	<10
Grade: 05									
All Students	2008-09	100%	76.8%	85.2%	77.1%	37.5%	39.6%	19.8%	3.1%
All Students	2009-10	100%	79.5%	81.3%	65.9%	25.6%	40.2%	25.6%	8.5%
Female	2008-09	100%	75.8%	84.6%	76.6%	36.2%	40.4%	19.1%	4.3%
Female	2009-10	100%	79.6%	81.7%	64.3%	16.7%	47.6%	26.2%	9.5%
Male	2008-09	100%	77.8%	85.8%	77.6%	38.8%	38.8%	20.4%	2%
Male	2009-10	100%	79.4%	80.9%	67.5%	35%	32.5%	25%	7.5%
Black or African American	2008-09	<10	55.2%	75%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	62.5%	61.1%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific	2008-09	100%	92.3%	86.3%	69.2%	30.8%	38.5%	26.9%	3.8%

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)
Islander									
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	93%	86%	75%	25%	50%	15%	10%
Hispanic or Latino	2008-09	100%	66.1%	73.7%	75%	39.3%	35.7%	25%	0%
Hispanic or Latino	2009-10	100%	71%	68%	40.7%	11.1%	29.6%	48.1%	11.1%
White	2008-09	100%	83%	92.1%	81.3%	40.6%	40.6%	15.6%	3.1%
White	2009-10	100%	84.3%	89.2%	82.1%	39.3%	42.9%	17.9%	0%
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%	77.8%	18.5%	59.3%	18.5%	3.7%
Limited English Proficient	2009-10	100%	67.6%	70.8%	44%	4%	40%	48%	8%
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%	73.2%	32.1%	41.1%	23.2%	3.6%

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)
Economically Disadvantaged	2009-10	100%	69.8%	71.6%	56.9%	20.7%	36.2%	31%	12.1%
Migrant	2009-10	<10	72.4%	70.6%	<10	<10	<10	<10	<10
Science									
Grade: 05									
All Students	2008-09	100%	83.1%	88.8%	88.5%	40.6%	47.9%	9.4%	2.1%
All Students	2009-10	100%	81%	84.1%	73.5%	28.9%	44.6%	22.9%	3.6%
Female	2008-09	100%	83.3%	89.8%	91.5%	38.3%	53.2%	6.4%	2.1%
Female	2009-10	100%	81.1%	81.3%	73.8%	23.8%	50%	23.8%	2.4%
Male	2008-09	100%	82.9%	87.8%	85.7%	42.9%	42.9%	12.2%	2%
Male	2009-10	100%	80.8%	86.6%	73.2%	34.1%	39%	22%	4.9%
Black or African American	2008-09	<10	61.8%	81.3%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	59.6%	72.2%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	90.9%	87.7%	80.8%	30.8%	50%	15.4%	3.8%
Asian, Native	2009-10	100%	88.8%	80.7%	70%	25%	45%	25%	5%

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)
Hawaiian, or Pacific Islander									
Hispanic or Latino	2008-09	100%	72.9%	78.3%	92.9%	46.4%	46.4%	7.1%	0%
Hispanic or Latino	2009-10	100%	68.8%	69.3%	55.6%	11.1%	44.4%	37%	7.4%
White	2008-09	100%	89.4%	95.4%	93.8%	50%	43.8%	6.3%	0%
White	2009-10	100%	87.5%	92.6%	93.1%	48.3%	44.8%	6.9%	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
Limited English Proficient	2008-09	100%	59%	77.1%	81.5%	22.2%	59.3%	18.5%	0%
Limited English Proficient	2009-10	100%	56.7%	70.8%	56%	12%	44%	32%	12%
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%	87.5%	33.9%	53.6%	10.7%	1.8%
Economically Disadvantaged	2009-10	100%	70.6%	75.7%	69.5%	20.3%	49.2%	25.4%	5.1%
Migrant	2009-10	<10	64.6%	58.8%	<10	<10	<10	<10	<10

Michigan Merit Examination (MME)

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)
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)
English Language Arts								
Grade: 03								
All Students	2008-09	<10	82.8%	81.8%	<10	<10	<10	<10
All Students	2009-10	<10	81%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Female	2009-10	<10	80.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	83.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	79.8%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	77.2%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2008-09	<10	83.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	75.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	83.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	87.6%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	68.4%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2008-09	<10	83.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	83%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	82.2%	<10	<10	<10	<10	<10
Mathematics								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Grade: 03								
All Students	2008-09	<10	80.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	76.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	71.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	81.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	82.4%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	73.5%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2008-09	<10	86.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	85%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	85.9%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	87.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	87.1%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2008-09	<10	74.6%	<10	<10	<10	<10	<10
Male	2008-09	<10	75.9%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Hispanic or Latino	2008-09	<10	73.9%	<10	<10	<10	<10	<10
Science								
Grade: 05								
All Students	2008-09	<10	59.6%	<10	<10	<10	<10	<10
Male	2008-09	<10	60.6%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	57.4%	<10	<10	<10	<10	<10

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
Reading								
Grade: 05								
All Students	2009-10	<10	50%	<10	<10	<10	<10	<10
Male	2009-10	<10	48%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	55.8%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	47.3%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Mathematics								
Grade: 05								
All Students	2009-10	<10	62.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	63.6%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	62.1%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	62.5%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	60.3%	<10	<10	<10	<10	<10

**2009-10 School-Level Accountability (AYP) Detail Reporting
for Ottawa Area ISD, West Ottawa Public School District,
Great Lakes 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		
English Language Arts / Reading	100.1%	95.8%
Mathematics	100%	96.3%
School		
English Language Arts / Reading	99.7%	94.9%
Mathematics	99.7%	97%
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%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	100%	91.4%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		
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		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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	100%	95%
Mathematics	100%	95%
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	99.2%	90.2%
Mathematics	100%	96.2%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.8%	97.9%
Mathematics	99.7%	97.7%
School		
English Language Arts / Reading	100%	99.2%
Mathematics	98.9%	99.2%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	100.4%	96.4%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	99.6%	95.5%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		
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	105.1%	89.6%
Mathematics	106.1%	94.4%
Students with Disabilities		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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	119.4%	81%
Mathematics	119.4%	90.5%
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	99.5%	94.1%
Mathematics	99.5%	95.6%

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

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

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
	75.39%
District	
	77.39%
Black or African American	
State	
	56.59%
District	
	56%
American Indian or Alaska Native	
State	

Graduation Rate (High Schools only) (Goal 80%)	
	65%
District	
	<10
Asian, Native Hawaiian, or Pacific Islander	
State	
	84.47%
District	
	69.84%
Hispanic or Latino	
State	
	59.94%
District	
	66.94%
White	

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

State

81.85%

District

84.23%

Multiracial

State

71.12%

District

<10

Limited English Proficient

State

65.51%

District

58.89%

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

Students with Disabilities

State

57.61%

District

58.67%

Economically Disadvantaged

State

59.8%

District

55.47%

Attendance Rate
(Goal 90%)

All Students

State

Attendance Rate (Goal 90%)	
	94.7%
District	
	96.1%
School	
	95.2%
Black or African American	
State	
	91%
District	
	94.6%
School	
	95.4%
American Indian or Alaska Native	
State	

Attendance Rate (Goal 90%)	
	93.7%
District	
	93.9%
School	
	95.5%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	
	97.1%
School	
	96.7%
Hispanic or Latino	
State	

Attendance Rate (Goal 90%)	
	94.1%
District	
	95.4%
School	
	94.3%
White	
State	
	95.7%
District	
	96.4%
School	
	95.6%
Multiracial	
State	

Attendance Rate (Goal 90%)	
	94.8%
District	
	95.5%
School	
	92.8%
Limited English Proficient	
State	
	94.6%
District	
	95.8%
School	
	95.3%
Students with Disabilities	
State	

Attendance Rate (Goal 90%)	
	93.5%
District	
	95.5%
School	
	95.6%
Economically Disadvantaged	
State	
	94.8%
District	
	96%
School	
	95.1%

* 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

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%
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%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
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, Great Lakes 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, Great

Lakes Elementary School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	17	21	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%
	School Aggregate
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					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Program Eligibility	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
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					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

‡ 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					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Program Eligibility	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
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					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

‡ 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					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Program Eligibility	43	52	33	13	2
Eligible	57	24	36	31	10
Not Eligible	#	‡	‡	‡	‡
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					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
National Lunch Program Eligibility	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
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					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
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