



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 Harbor Lights Middle 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 Jeri Page 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/](http://www.westottawa.net/schools/) or you may review a printed copy from the main office at our school.

For 2009-2010, Harbor Lights Middle School 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 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.
- Parents' Right to Know
- Additional state and federally required data regarding state assessment results, AYP, teacher quality, and national assessment results.

We continue to be proud of our students and appreciate the continued support from our parents and community. Our staff focuses on continuous improvement efforts to ensure the success of all students. Working together, we will continue to provide all of our students with a quality education.

Sincerely,

Jeri Page  
Principal



**HARBOR LIGHTS MIDDLE SCHOOL**  
**1024 136th Avenue • Holland, MI 49424**

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**Jeri Page, Principal**

### **About Our School**

**Process for Assigning Pupils to Harbor Lights Middle School:** Students are assigned to Harbor Lights Middle School based upon elementary attendance areas. The elementary attendance areas are based upon geographical location established by the Board of Education. Parents may choose to request their child be placed in another school within the school district, a "school of choice". All West Ottawa students are eligible to apply for school of choice consideration.

Harbor Lights Middle School is an International Baccalaureate candidate school. The aim of the International Baccalaureate (IB) Middle Years Programme (MYP) is to develop a curriculum encouraging international awareness in young people with emphasis on the skills, attitudes and knowledge needed to participate in an increasingly global society. The MYP encourages students to:

- understand the connections between subjects through interdisciplinary learning
- understand the connections between subjects and the real world
- become critical and reflective thinkers
- develop a sense of personal and cultural identity and a respect for themselves and for others

### **School Improvement**

The school improvement plan is reviewed and updated annually. The school improvement plan is available for review at

<http://www.westottawa.net/schools/harborlightsmiddleschool/>

Harbor Lights Middle School's measurable goals in the core content areas are as follows:

**Reading:** By the 2011-12 school year, at least 89% of students in each grade level will be proficient readers as measured by the MEAP, EXPLORE, and local reading assessments. Additionally, each subgroup will score at least 89% proficient or increase the percentage of students who are proficient readers by 10% annually.

- We made progress toward this goal.

**Writing:** By the 2011-12 school year, at least 89% of students in each grade level will be proficient writers as measured by the MEAP, common assessments, and district writing prompts (administered 3 times a year). Additionally, each subgroup will score at least 89% proficient or increase the percentage of students who are proficient writers by 10% annually.

- The fall 2009 MEAP writing assessment was only administered at the 7<sup>th</sup> grade level. The 7<sup>th</sup> grade MEAP writing assessment was a pilot by the State of Michigan during the fall 2009 administration. Therefore, the MEAP cannot be used to measure progress of this goal.
- District writing prompts indicate that we need to make additional progress on this goal.

**Math:** By the end of the 2011-12 school year, at least 90% of students at each grade level will be proficient in math as measured by the MEAP, EXPLORE, and grade level common assessments. Additionally each subgroup falling below 90% will increase the percent of students that are proficient in math by 10% annually.

- A significant decrease in the total percent of students proficient in mathematics on the MEAP occurred from 2008-2009 in grade 8. Scores decreased from 88% to 78%. Gaps in the curriculum were discovered after a careful analysis of the MEAP data. New curriculum maps are being developed and instructional materials reviewed for complete alignment of the Grade Level Content Expectations.

**Science:** By the 2012-2013 school year, at least 92% of students in each grade level will be proficient in science as measured by the MEAP, EXPLORE, and common assessments. Additionally, each subgroup will score at least 92% proficient or increase the percentage of students who are proficient in science by 10% annually.

- A significant decrease in the total percent of students proficient in science on the MEAP occurred from 2008-2009. Scores decreased from 87% to 82%. Curriculum maps were revised and new instructional materials purchased for the 2010-11 school year.

**Social Studies:** By the 2012-13 school year, at least 90% of students in each grade level will be proficient in Social Studies as measured by the MEAP, district common assessments, and grades. Additionally, each subgroup will increase the percentage of students that are proficient in Social Studies by ten percentage points annually or have at least 90% of students proficient in Social studies.

- We made progress toward this goal.

## **Our Core Curriculum**

A copy of the core curriculum is available in the Principal's office at Harbor Lights Middle School and in the office of the Assistant Superintendent of Curriculum and Instruction at the West Ottawa Public Schools Administration Building. The core curriculum is implemented daily through the use of research based materials and strategies.

The Social Studies, Science, Math, and English departments use the Michigan Grade Level Content Expectations when designing lessons and common assessments. All other departments use State and/or National Standards for their content area.

In addition to our core curriculum, Harbor Lights Middle School offers the following services/programs:

- Special Education
- English as a Second Language
- Reading classes for struggling readers
- Extended math classes
- Academically advanced classes in the four core content areas

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

The EXPLORE Test is given each winter as part of the ACT testing battery. It serves as an individualized assessment to help students gauge academic progress, evaluate college readiness, and explore future career possibilities. The following are scores for Harbor Lights for the past two years.

**Average EXPLORE Scores for the 2008-09 and 2009-10 school years** (students were tested in February of the identified school years)

	<b>Total Tested</b>	<b>English</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>	<b>Composite</b>
<b>2009</b>	322	14.9	15.9	14.7	17.3	15.8
<b>2010</b>	506	14.4	15.7	14.2	16.9	15.4

## **Parent and Community Involvement in our School**

Harbor Lights family members and community members continue to be actively involved in our school, assisting students and staff each and every day.

Parents/guardians are involved at Harbor Lights in many ways. They show concern for children through attendance at parent teacher conferences, open houses, assemblies, athletic contests, student performances, and other events throughout the year.

Harbor Lights also offers the following forms of home-school communication: Harbor

Headlines school newsletter, Harbor Lights website, Classline, Infinite Campus Parent Portal, and the Education Station cable access television station.

**77%** of our parents/guardians attended fall 2009 conferences (86% in fall 2008)  
**66%** of our parents/guardians attended spring 2010 conferences (70% in spring 2009)

**113 volunteers** (134 in 2008-09, 268 in 2007-08; 279 in 2006-07) registered more than **1421 hours** of service (867 in 2008-09, 3,261 in 2007-08; 3,017 in 2006-07)

### **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) 738-5780.

### **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, Harbor Lights Middle 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: 06									
All Students	2008-09	100%	80.5%	80.9%	82.4%	40.8%	41.6%	11.6%	6.1%
All Students	2009-10	100%	87.7%	90.8%	92.4%	33.1%	59.3%	6.6%	1%
Female	2008-09	100%	82.9%	81.5%	81.1%	43.4%	37.7%	11.4%	7.4%
Female	2009-10	100%	90%	94.2%	96.8%	32.3%	64.6%	2.5%	0.6%
Male	2008-09	100%	78.2%	80.3%	83.5%	38.3%	45.2%	11.7%	4.8%
Male	2009-10	100%	85.4%	87.4%	87.5%	34%	53.5%	11.1%	1.4%
Black or	2008-09	100%	63.5%	64.3%	57.9%	10.5%	47.4%	21.1%	21.1%

<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>
African American									
Black or African American	2009-10	100%	75.8%	85.7%	100%	10%	90%	0%	0%
American Indian or Alaska Native	2008-09	<10	78.2%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	84.7%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	89.1%	82.1%	90.2%	34.1%	56.1%	4.9%	4.9%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	93.8%	89.9%	87.2%	25.6%	61.5%	12.8%	0%
Hispanic or Latino	2008-09	100%	68.7%	66.9%	65.4%	19.2%	46.2%	25%	9.6%
Hispanic or Latino	2009-10	100%	82.3%	85.2%	87%	10.1%	76.8%	10.1%	2.9%
White	2008-09	100%	85.7%	89.6%	92.4%	58.2%	34.2%	4.9%	2.7%
White	2009-10	100%	91.1%	95.2%	97.7%	45.6%	52%	1.8%	0.6%

<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>
Multiracial	2008-09	100%	79.8%	83.3%	84.6%	38.5%	46.2%	7.7%	7.7%
Multiracial	2009-10	100%	87%	81.5%	58.3%	33.3%	25%	41.7%	0%
Limited English Proficient	2008-09	100%	51.2%	57.9%	60.5%	13.2%	47.4%	23.7%	15.8%
Limited English Proficient	2009-10	100%	70%	84.1%	85.7%	11.1%	74.6%	11.1%	3.2%
Students with Disabilities	2008-09	100%	44.7%	35.4%	40.9%	15.9%	25%	29.5%	29.5%
Students with Disabilities	2009-10	100%	59.9%	66.2%	68.8%	9.4%	59.4%	28.1%	3.1%
Economically Disadvantaged	2008-09	100%	69.2%	70.7%	69.6%	16.5%	53.2%	19%	11.4%
Economically Disadvantaged	2009-10	100%	81.1%	87.5%	87.9%	18.4%	69.5%	9.9%	2.1%
Migrant	2008-09	100%	61.8%	58.3%	54.5%	9.1%	45.5%	18.2%	27.3%
Migrant	2009-10	<10	77.4%	<10	<10	<10	<10	<10	<10
Grade: 07									
All Students	2008-09	100%	79.6%	82.7%	82%	36.4%	45.6%	12%	6%
All Students	2009-10	100%	82%	83.9%	83.3%	47.3%	36.1%	11.2%	5.5%
Female	2008-09	100%	82.8%	86.5%	84%	37.9%	46.2%	12.4%	3.6%
Female	2009-10	100%	84.5%	88.4%	88%	51.4%	36.6%	7.1%	4.9%
Male	2008-09	100%	76.5%	79%	79.6%	34.7%	44.9%	11.6%	8.8%

<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>
Male	2009-10	100%	79.6%	79.4%	78.7%	43.2%	35.5%	15.3%	6%
Black or African American	2008-09	100%	61.6%	84.2%	78.6%	21.4%	57.1%	21.4%	0%
Black or African American	2009-10	100%	64.4%	60.7%	47.1%	5.9%	41.2%	41.2%	11.8%
American Indian or Alaska Native	2009-10	<10	79.2%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	89.9%	76%	75%	21.4%	53.6%	10.7%	14.3%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	89.9%	87.7%	87.5%	45%	42.5%	7.5%	5%
Hispanic or Latino	2008-09	100%	69.9%	67.8%	65.5%	17.2%	48.3%	23%	11.5%
Hispanic or Latino	2009-10	100%	71.7%	70.6%	67.3%	20.2%	47.1%	21.2%	11.5%
White	2008-09	100%	84.7%	90.8%	91.4%	47.2%	44.2%	6.7%	1.8%
White	2009-10	100%	87.3%	92.7%	94.7%	66.3%	28.3%	3.2%	2.1%
Multiracial	2008-09	100%	78.3%	84.4%	87.5%	58.3%	29.2%	4.2%	8.3%

<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	2009-10	100%	77.4%	85%	80%	46.7%	33.3%	20%	0%
Limited English Proficient	2008-09	100%	52.3%	63.9%	64.7%	14.7%	50%	22.1%	13.2%
Limited English Proficient	2009-10	100%	54.3%	63%	58.2%	13.9%	44.3%	27.8%	13.9%
Students with Disabilities	2008-09	100%	42.7%	49.2%	44.7%	10.5%	34.2%	23.7%	31.6%
Students with Disabilities	2009-10	100%	48%	47.1%	45.7%	21.7%	23.9%	30.4%	23.9%
Economically Disadvantaged	2008-09	100%	68.3%	74.2%	75.2%	23.4%	51.7%	16.6%	8.3%
Economically Disadvantaged	2009-10	100%	72.4%	74.9%	71.4%	26.4%	45.1%	18.7%	9.9%
Migrant	2008-09	100%	65.9%	75%	90%	20%	70%	0%	10%
Migrant	2009-10	100%	59.6%	50%	46.2%	7.7%	38.5%	23.1%	30.8%
Grade: 08									
All Students	2008-09	100%	75.5%	82%	83%	35%	48%	12.8%	4.3%
All Students	2009-10	100%	83.4%	86.5%	85.4%	36.8%	48.6%	13%	1.6%
Female	2008-09	100%	78.6%	84.8%	86.3%	38.6%	47.7%	9.8%	3.9%
Female	2009-10	100%	87.5%	89.9%	87.1%	42.7%	44.4%	11.7%	1.2%
Male	2008-09	100%	72.6%	79.4%	80.1%	31.8%	48.3%	15.3%	4.5%
Male	2009-10	100%	79.4%	83.1%	83.3%	29.9%	53.5%	14.6%	2.1%

<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>
Black or African American	2008-09	100%	56.5%	66.7%	75%	25%	50%	8.3%	16.7%
Black or African American	2009-10	100%	70.9%	89.5%	84.6%	30.8%	53.8%	7.7%	7.7%
American Indian or Alaska Native	2008-09	<10	72.6%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	86.1%	80.4%	78%	34.1%	43.9%	19.5%	2.4%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	91%	78.7%	74.1%	33.3%	40.7%	22.2%	3.7%
Hispanic or Latino	2008-09	100%	65.1%	66.7%	65.9%	17.6%	48.4%	23.1%	11%
Hispanic or Latino	2009-10	100%	76.5%	77.1%	76.5%	23.5%	52.9%	21.2%	2.4%
White	2008-09	100%	80.9%	92.5%	95.2%	45.2%	50%	4.2%	0.6%
White	2009-10	100%	86.9%	92.9%	92.8%	46.1%	46.7%	6.6%	0.6%
Multiracial	2008-09	100%	74.7%	70%	66.7%	33.3%	33.3%	33.3%	0%
Multiracial	2009-10	100%	79.1%	81.4%	78.3%	26.1%	52.2%	21.7%	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>
Limited English Proficient	2008-09	100%	46.4%	58%	56.6%	14.5%	42.1%	30.3%	13.2%
Limited English Proficient	2009-10	100%	61%	72.2%	71.4%	25.7%	45.7%	24.3%	4.3%
Students with Disabilities	2008-09	100%	35.1%	36.8%	42.9%	3.6%	39.3%	42.9%	14.3%
Students with Disabilities	2009-10	100%	48.6%	48.4%	43.9%	9.8%	34.1%	53.7%	2.4%
Economically Disadvantaged	2008-09	100%	62.7%	71.3%	72.1%	20.6%	51.5%	19.1%	8.8%
Economically Disadvantaged	2009-10	100%	75%	79%	78%	28.6%	49.4%	19.6%	2.4%
Migrant	2008-09	100%	54.2%	78.6%	76.9%	23.1%	53.8%	7.7%	15.4%
Migrant	2009-10	100%	70%	66.7%	70%	40%	30%	30%	0%
Mathematics									
Grade: 06									
All Students	2008-09	100%	79.9%	81.6%	82.4%	56.3%	26.1%	14%	3.6%
All Students	2009-10	100%	82%	88.8%	87.3%	62.1%	25.2%	10.8%	2%
Female	2008-09	100%	80.9%	82.7%	84.1%	55.7%	28.4%	13.6%	2.3%
Female	2009-10	100%	83%	90.4%	88.7%	65.4%	23.3%	10.1%	1.3%

<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>
Male	2008-09	100%	78.9%	80.6%	80.9%	56.9%	23.9%	14.4%	4.8%
Male	2009-10	100%	81.1%	87.2%	85.7%	58.5%	27.2%	11.6%	2.7%
Black or African American	2008-09	100%	61.2%	58.6%	57.9%	42.1%	15.8%	26.3%	15.8%
Black or African American	2009-10	100%	62.3%	50%	60%	30%	30%	30%	10%
American Indian or Alaska Native	2008-09	<10	76.6%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	78.2%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	93%	85.1%	87.8%	61%	26.8%	7.3%	4.9%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	93.8%	91.5%	85.4%	48.8%	36.6%	14.6%	0%
Hispanic or Latino	2008-09	100%	71.3%	68.9%	68.9%	29.2%	39.6%	27.4%	3.8%
Hispanic or	2009-10	100%	75.6%	80.4%	73.6%	33.3%	40.3%	22.2%	4.2%

<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%	85.2%	90.3%	91.8%	73.8%	18%	6.6%	1.6%
White	2009-10	100%	87.5%	94.9%	95.9%	78.9%	17%	3.5%	0.6%
Multiracial	2008-09	100%	79.2%	80%	76.9%	46.2%	30.8%	15.4%	7.7%
Multiracial	2009-10	100%	80%	88.5%	72.7%	63.6%	9.1%	18.2%	9.1%
Limited English Proficient	2008-09	100%	62.3%	68.5%	70.5%	29.5%	41%	25.6%	3.8%
Limited English Proficient	2009-10	100%	68.7%	79%	69.1%	30.9%	38.2%	26.5%	4.4%
Students with Disabilities	2008-09	100%	45.5%	38%	32.6%	11.6%	20.9%	46.5%	20.9%
Students with Disabilities	2009-10	100%	52.3%	70.6%	61.3%	16.1%	45.2%	29%	9.7%
Economically Disadvantaged	2008-09	100%	69%	71.7%	70%	34.4%	35.6%	23.8%	6.3%
Economically Disadvantaged	2009-10	100%	72.5%	81.6%	77.4%	44.5%	32.9%	18.5%	4.1%
Migrant	2008-09	100%	72.5%	84.6%	83.3%	33.3%	50%	8.3%	8.3%
Migrant	2009-10	<10	68.1%	<10	<10	<10	<10	<10	<10
Grade: 07									
All Students	2008-09	100%	82.6%	88.5%	88.3%	64.4%	24%	11.7%	0%
All Students	2009-10	100%	82.2%	85.1%	86.2%	58.8%	27.4%	12.7%	1.1%

<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	2008-09	100%	84.2%	90.1%	89.9%	68%	21.9%	10.1%	0%
Female	2009-10	100%	82.6%	86.2%	88%	63%	25%	11.4%	0.5%
Male	2008-09	100%	81.1%	86.9%	86.5%	60.1%	26.4%	13.5%	0%
Male	2009-10	100%	81.7%	84%	84.3%	54.6%	29.7%	14.1%	1.6%
Black or African American	2008-09	100%	63.4%	84.2%	78.6%	42.9%	35.7%	21.4%	0%
Black or African American	2009-10	100%	62.6%	75%	64.7%	35.3%	29.4%	35.3%	0%
American Indian or Alaska Native	2009-10	<10	78.5%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	93.9%	88%	89.3%	60.7%	28.6%	10.7%	0%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	93.2%	86.2%	87.5%	57.5%	30%	10%	2.5%
Hispanic or Latino	2008-09	100%	75.4%	76.7%	74.7%	42.5%	32.2%	25.3%	0%
Hispanic or Latino	2009-10	100%	75.3%	74.4%	75.7%	32.7%	43%	22.4%	1.9%

<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>
White	2008-09	100%	87.9%	94.3%	95.1%	76.8%	18.3%	4.9%	0%
White	2009-10	100%	87.6%	92.3%	94.1%	77.5%	16.6%	5.3%	0.5%
Multiracial	2008-09	100%	79.6%	91.1%	95.8%	75%	20.8%	4.2%	0%
Multiracial	2009-10	100%	77%	82.5%	80%	46.7%	33.3%	20%	0%
Limited English Proficient	2008-09	100%	66%	75%	75%	45.6%	29.4%	25%	0%
Limited English Proficient	2009-10	100%	66%	71%	69.5%	24.4%	45.1%	28%	2.4%
Students with Disabilities	2008-09	100%	45.7%	56.5%	53.8%	20.5%	33.3%	46.2%	0%
Students with Disabilities	2009-10	100%	51.2%	56.5%	54.3%	19.6%	34.8%	41.3%	4.3%
Economically Disadvantaged	2008-09	100%	71.9%	79.8%	79.5%	48.6%	30.8%	20.5%	0%
Economically Disadvantaged	2009-10	100%	72.4%	77.2%	78.3%	39.7%	38.6%	20.7%	1.1%
Migrant	2008-09	100%	72.3%	75%	80%	60%	20%	20%	0%
Migrant	2009-10	100%	68.5%	68.8%	66.7%	33.3%	33.3%	33.3%	0%
Grade: 08									
All Students	2008-09	100%	74.5%	87%	87.6%	59.7%	27.9%	9.7%	2.7%
All Students	2009-10	100%	70.3%	77%	77.8%	53.2%	24.7%	16.1%	6%
Female	2008-09	100%	74.3%	90.6%	92.2%	62.1%	30.1%	7.2%	0.7%

<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%	70.6%	80%	81.2%	57.1%	24.1%	14.7%	4.1%
Male	2008-09	100%	74.8%	83.5%	83.6%	57.6%	26%	11.9%	4.5%
Male	2009-10	100%	70%	74.1%	74%	48.6%	25.3%	17.8%	8.2%
Black or African American	2008-09	100%	51.6%	66.7%	58.3%	50%	8.3%	41.7%	0%
Black or African American	2009-10	100%	44.7%	57.9%	61.5%	15.4%	46.2%	30.8%	7.7%
American Indian or Alaska Native	2008-09	<10	71.9%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	89.4%	92.9%	90.2%	56.1%	34.1%	7.3%	2.4%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	88.7%	74.5%	70.4%	44.4%	25.9%	22.2%	7.4%
Hispanic or Latino	2008-09	100%	64.5%	78.9%	80.4%	38%	42.4%	14.1%	5.4%
Hispanic or Latino	2009-10	100%	59.1%	59%	58.8%	34.1%	24.7%	29.4%	11.8%
White	2008-09	100%	80.8%	93.1%	94.6%	73.8%	20.8%	4.8%	0.6%

<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>
White	2009-10	100%	77.1%	86.8%	90.5%	66.7%	23.8%	7.1%	2.4%
Multiracial	2008-09	100%	70.4%	67.7%	66.7%	46.7%	20%	20%	13.3%
Multiracial	2009-10	100%	64.2%	81.4%	73.9%	56.5%	17.4%	17.4%	8.7%
Limited English Proficient	2008-09	100%	57.1%	81.5%	82.9%	32.9%	50%	14.5%	2.6%
Limited English Proficient	2009-10	100%	50.2%	58.6%	57.7%	35.2%	22.5%	26.8%	15.5%
Students with Disabilities	2008-09	100%	38.6%	50%	44.8%	17.2%	27.6%	41.4%	13.8%
Students with Disabilities	2009-10	100%	31.6%	41.9%	43.9%	12.2%	31.7%	34.1%	22%
Economically Disadvantaged	2008-09	100%	61.6%	80.1%	78.1%	43.8%	34.3%	17.5%	4.4%
Economically Disadvantaged	2009-10	100%	56.3%	65.8%	67.3%	36.9%	30.4%	22.6%	10.1%
Migrant	2008-09	100%	64%	92.9%	100%	30.8%	69.2%	0%	0%
Migrant	2009-10	100%	49.6%	58.3%	60%	50%	10%	30%	10%
Science									
Grade: 08									
All Students	2008-09	100%	76.3%	85.7%	86.9%	49.2%	37.7%	9.4%	3.6%

<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>
All Students	2009-10	100%	75.9%	82.8%	81.8%	38.4%	43.4%	14.5%	3.8%
Female	2008-09	100%	77.2%	89.9%	92.2%	49%	43.1%	5.2%	2.6%
Female	2009-10	100%	77%	84.4%	83.6%	37.4%	46.2%	14%	2.3%
Male	2008-09	100%	75.4%	81.7%	82.4%	49.4%	33%	13.1%	4.5%
Male	2009-10	100%	74.9%	81.1%	79.6%	39.5%	40.1%	15%	5.4%
Black or African American	2008-09	100%	50.5%	73.3%	75%	25%	50%	8.3%	16.7%
Black or African American	2009-10	100%	50%	57.9%	53.8%	30.8%	23.1%	30.8%	15.4%
American Indian or Alaska Native	2008-09	<10	74.4%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	87.3%	85.7%	85.4%	46.3%	39%	12.2%	2.4%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	86.9%	80.9%	81.5%	29.6%	51.9%	18.5%	0%
Hispanic or Latino	2008-09	100%	63.9%	75.8%	76.9%	26.4%	50.5%	15.4%	7.7%
Hispanic or	2009-10	100%	65%	73.8%	67.4%	18.6%	48.8%	25.6%	7%

<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%	83.5%	93.1%	95.2%	64.3%	31%	3.6%	1.2%
White	2009-10	100%	83.1%	89.2%	91.1%	52.1%	39.1%	7.7%	1.2%
Multiracial	2008-09	100%	74.3%	71%	66.7%	40%	26.7%	33.3%	0%
Multiracial	2009-10	100%	69.6%	81.4%	82.6%	26.1%	56.5%	8.7%	8.7%
Limited English Proficient	2008-09	100%	48.3%	67.2%	67.1%	22.4%	44.7%	21.1%	11.8%
Limited English Proficient	2009-10	100%	48.3%	69%	63.4%	22.5%	40.8%	29.6%	7%
Students with Disabilities	2008-09	100%	42.5%	50.9%	53.6%	17.9%	35.7%	32.1%	14.3%
Students with Disabilities	2009-10	100%	42.3%	48.4%	46.5%	16.3%	30.2%	41.9%	11.6%
Economically Disadvantaged	2008-09	100%	61.9%	77.1%	77.9%	27.2%	50.7%	16.2%	5.9%
Economically Disadvantaged	2009-10	100%	63.1%	72.8%	71.2%	23.5%	47.6%	22.9%	5.9%
Migrant	2008-09	100%	55.4%	71.4%	69.2%	15.4%	53.8%	15.4%	15.4%
Migrant	2009-10	100%	51.4%	66.7%	70%	30%	40%	10%	20%

## 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: 06								
All Students	2008-09	<10	87.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	88.2%	<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
Female	2008-09	<10	90.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	86.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	86.5%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	84.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	88.3%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	87.3%	<10	<10	<10	<10	<10
White	2008-09	<10	89.4%	<10	<10	<10	<10	<10
Grade: 07								
All Students	2008-09	<10	87.7%	<10	<10	<10	<10	<10
All Students	2009-10	<10	88.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	89%	<10	<10	<10	<10	<10
Male	2008-09	<10	86.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	86.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	92.9%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	87.9%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	82.9%	<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
White	2008-09	<10	89.5%	<10	<10	<10	<10	<10
White	2009-10	<10	90.2%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2008-09	<10	91.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	91.4%	<10	<10	<10	<10	<10
Female	2008-09	<10	91.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	92.7%	<10	<10	<10	<10	<10
Male	2008-09	<10	90.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	90.6%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	88.2%	<10	<10	<10	<10	<10
White	2009-10	<10	93.5%	<10	<10	<10	<10	<10
Multiracial	2008-09	<10	89.3%	<10	<10	<10	<10	<10
Mathematics								
Grade: 06								
All Students	2008-09	<10	83.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81.2%	<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
Female	2008-09	<10	81.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	84.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	82.3%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	77.8%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	82.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	85.4%	<10	<10	<10	<10	<10
White	2008-09	<10	85.6%	<10	<10	<10	<10	<10
Grade: 07								
All Students	2008-09	<10	72.7%	<10	<10	<10	<10	<10
All Students	2009-10	<10	70.9%	<10	<10	<10	<10	<10
Female	2008-09	<10	69.7%	<10	<10	<10	<10	<10
Male	2008-09	<10	74.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	72.2%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	68%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	76.4%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	72.4%	<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
White	2008-09	<10	76.5%	<10	<10	<10	<10	<10
White	2009-10	<10	74.9%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2008-09	<10	83.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81.1%	<10	<10	<10	<10	<10
Female	2008-09	<10	80.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	79.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	85.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	82.1%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	84%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	81.7%	<10	<10	<10	<10	<10
White	2009-10	<10	83.9%	<10	<10	<10	<10	<10
Multiracial	2008-09	<10	75%	<10	<10	<10	<10	<10
Science								
Grade: 08								
All Students	2008-09	<10	47.5%	<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
All Students	2009-10	<10	52.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	42.1%	<10	<10	<10	<10	<10
Female	2009-10	<10	50%	<10	<10	<10	<10	<10
Male	2008-09	<10	50.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	53.5%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	44.4%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	35.3%	<10	<10	<10	<10	<10
White	2009-10	<10	60.9%	<10	<10	<10	<10	<10
Multiracial	2008-09	<10	51.9%	<10	<10	<10	<10	<10

### **Supported Independence**

<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
English Language Arts								
Grade: 06								
All Students	2008-09	<10	84.3%	<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
Female	2008-09	<10	87%	<10	<10	<10	<10	<10
Male	2008-09	<10	83%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	82.2%	<10	<10	<10	<10	<10
White	2008-09	<10	85.9%	<10	<10	<10	<10	<10
Grade: 07								
All Students	2009-10	<10	81.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	87.4%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	82.3%	<10	<10	<10	<10	<10
Mathematics								
Grade: 06								
All Students	2008-09	<10	87.7%	<10	<10	<10	<10	<10
Female	2008-09	<10	89.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	86.8%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	85%	<10	<10	<10	<10	<10
White	2008-09	<10	90.5%	<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
Grade: 07								
All Students	2009-10	<10	87.2%	<10	<10	<10	<10	<10
Female	2009-10	<10	89.2%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	86.6%	<10	<10	<10	<10	<10

## Participation

<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
No records to display.								

## MEAP-Access

<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>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>
Reading								
Grade: 06								
All Students	2009-10	<10	48.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	47.8%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	39.1%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	42.2%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	44.3%	<10	<10	<10	<10	<10
Migrant	2009-10	<10	<10	<10	<10	<10	<10	<10
Grade: 07								
All Students	2009-10	<10	52.1%	<10	<10	<10	<10	<10
Female	2009-10	<10	56.2%	<10	<10	<10	<10	<10
White	2009-10	<10	55.7%	<10	<10	<10	<10	<10
Mathematics								
Grade: 06								

<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>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>
All Students	2009-10	<10	47.7%	<10	<10	<10	<10	<10
Female	2009-10	<10	46.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	48.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	46.1%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	34.8%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	53.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48.1%	<10	<10	<10	<10	<10
Migrant	2009-10	<10	<10	<10	<10	<10	<10	<10
Grade: 07								
All Students	2009-10	<10	47.2%	<10	<10	<10	<10	<10
Female	2009-10	<10	43.5%	<10	<10	<10	<10	<10
White	2009-10	<10	50.6%	<10	<10	<10	<10	<10

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

# Harbor Lights Middle 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	100%	96%
Mathematics	100.1%	96.3%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
District		
English Language Arts / Reading	100%	94.8%
Mathematics	100%	91.4%
School		
English Language Arts / Reading	100%	93.3%
Mathematics	100%	96.7%
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		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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	98.2%	95.5%
Mathematics	99.1%	95.5%
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		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	100.8%	93.5%
Mathematics	100.8%	92.9%
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%	97.4%
Mathematics	100%	98%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	100.4%	96.4%
Mathematics	99.6%	95.5%
School		
English Language Arts / Reading	100%	96.9%
Mathematics	100%	96.9%
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	118.6%	90.8%
Mathematics	122.4%	89.3%
Students with Disabilities		
State		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
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	115.9%	83.9%
Mathematics	115.9%	86%
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	107.5%	93.3%
Mathematics	108.8%	94.5%

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	
	77.39%
Black or African American	
State	
	56.59%
District	
	56%
American Indian or Alaska Native	
State	

<b>Graduation Rate (High Schools only)</b> <b>(Goal 80%)</b>	
	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

<b>Attendance Rate (Goal 90%)</b>	
	94.7%
District	
	96.1%
School	
	96.3%
Black or African American	
State	
	91%
District	
	94.6%
School	
	94.4%
American Indian or Alaska Native	
State	

<b>Attendance Rate (Goal 90%)</b>	
	93.7%
District	
	93.9%
School	
	94.5%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	
	97.1%
School	
	98.1%
Hispanic or Latino	
State	

<b>Attendance Rate (Goal 90%)</b>	
	94.1%
District	
	95.4%
School	
	95.6%
White	
State	
	95.7%
District	
	96.4%
School	
	96.6%
Multiracial	
State	

<b>Attendance Rate (Goal 90%)</b>	
	94.8%
District	
	95.5%
School	
	95.2%
Limited English Proficient	
State	
	94.6%
District	
	95.8%
School	
	96.3%
Students with Disabilities	
State	

<b>Attendance Rate (Goal 90%)</b>	
	93.5%
District	
	95.5%
School	
	95.7%
Economically Disadvantaged	
State	
	94.8%
District	
	96%
School	
	96.4%

\* 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%
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, Harbor Lights Middle 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
No	Met	Met	Met	A	N/A	0

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

# Lights Middle School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	34	37	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%
	<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					

<b>Reporting Group</b>	<b>Percent of Students</b>	<b>Percent below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
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**

<b>Reporting Group</b>	<b>Percent of Students</b>	<b>Percent below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
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

<b>Reporting Group</b>	<b>Percent of Students</b>	<b>Percent below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
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					
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.

<b>Grade</b>	<b>Subject</b>	<b>Participation Rate for Students with Disabilities</b>	<b>Standard Error</b>	<b>Participation Rate for IEP Students</b>	<b>Standard Error</b>	<b>Participation Rate for Limited English Proficient Students</b>	<b>Standard Error</b>
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