



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 Lakewood Elementary. Our annual report addresses the complex reporting information required by federal and state laws. Our school's report contains important information about our school, as well as student assessment results, Adequate Yearly Progress (AYP) and teacher qualifications. If you have any questions about our annual report, please contact Jacquelyn Del Raso 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 office at our school.

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

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

- Information about our school, including the process for assigning students to our school, and a description of the specialized programs that we have available for students at our school
- Our 3-5 year school improvement goals in the core content areas, and our progress to date in meeting the goals.
- A description of our core curriculum, how and how it is being implemented, as well as how you can access a copy of the core curriculum for review.
- Aggregate student achievement results for local assessments required by law and nationally normed achievement tests administered within the district

- Parent participation in parent-teacher conferences, and community involvement in our school.
- Additional points of pride about our school.
- Parents' Right to Know
- Additional state and federally required data regarding state assessment results, AYP, teacher quality, and national assessment results.

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

Sincerely,

Jacquelyn Del Raso
Principal



2134 W. Lakewood Blvd. • Holland, MI 49424 • (616) 786.1300 • Fax: (616) 786.1391

Jacquelyn Del Raso, Principal

About Our School

Process For Assigning Pupils to the School:

Students are assigned to Lakewood based upon a geographical location. Boundaries for bussing exist in the nine elementary schools district. If parents request Lakewood, they must provide their own transportation. Lakewood Elementary is frequently requested by parents as a school of choice. Lakewood is fortunate to house the S.A.I.L. (students accelerated in learning) Gifted and Talented English Language Arts curriculum for grades 2 through 5.

During the 2009-2010 school years, Lakewood began the process of becoming an International Baccalaureate School and was awarded IB Candidate School status in the spring of 2010. The International Baccalaureate (IB) Primary Years Programme (PYP) is a curriculum designed for young learners. The PYP program encourages students to understand their own identity, learning styles and interests while becoming knowledgeable, risk-takers, open-minded, well-balanced, and reflective.

School Improvement

The Lakewood 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 our accomplish these high academic student achievement goals. The Lakewood School Improvement Plan calls for action in improving student achievement in the five core subjects. We have identified key strategies, as well as interventions and extensions, for these strategies.

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

Our School Improvement Goals, all of which were met this year (the 2009-10 component of the three year goal), are as follows:

By the 2011-12 school year, 90% of Lakewood students will be proficient writers as measured by MEAP, district writing prompts, and theme tests.

By the 2011-12 school year, students scoring proficient in reading comprehension will increase to at least 80% as measured by MEAP, Rigby Running Records, and DIBELS.

By the 2011-12 school year gaps will not exist in numeration data in Math, and 91% of students will be proficient in Math as measured by MEAP and district assessments.

By the 2010-11 school year, 80% of Lakewood students will be proficient in science as measured by the MEAP science test, unit and district assessments.

By the 2011-12 school year, 95% of Lakewood students will be proficient as measured by MEAP, common assessments and projects.

The Lakewood staff also continues to focus on a child-centered positive behavior model. Following the principles of Respect, Responsibility, and Ready to Learn, students integrate the learner profile traits outlined the international baccalaureate curriculum.

Our Core Curriculum

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

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

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

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

- 🐾 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
- 🐾 student government
- 🐾 technology tools/resources

Student achievement remains our top priority. Higher standards and greater expectations have resulted in the implementation of a variety of instructional methods, progressive teaching strategies, and specialized programs designed to respond to the individual needs and learning styles of a diverse student population. We offer a demanding academic schedule for all students with an emphasis on college preparation skills. This program is supported by strong educational components that provide real-world vocational/technical training choices for students.

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

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

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

Parent and Community Involvement in our School

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

- 👤 **98%** of our parents/guardians attended fall conferences
- 👤 **94%** of our parents/guardians attended spring conferences

Additionally, parents are actively involved in school activities through volunteering and the Lakewood PTA:

- 👤 **5,846 hours of service** (6,850 in 2008-09; 5,659 in 2007-08) were registered by **291 volunteers** (301 in 2008-09; 284 in 2007-08)

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

Additional Points of Pride About Our School

Lakewood second through fifth grade students participated in the Ottawa Area Intermediate School district affiliated gifted and talented SAIL (Students Accelerating In Learning) program. This enhanced language arts experience allowed 52 students to learn and apply advanced reading and writing skills while participating in a comprehensive study of literature genres. Critical thinking skills, presentation opportunities, and collaborative efforts to share knowledge and skills allowed the SAIL program to extend beyond the classroom and reach the Lakewood school community.

A peer mentoring program between upper and lower elementary students was successfully implemented with plans for expansion next year.

Lakewood also continued to offer advanced placement math classes.

Lakewood was awarded official recognition as a "Michigan Green School" for our efforts in conservation, and sustainability.

Our Success Groups are a tiered fluid, data driven approach to progress monitoring and instruction that is utilized in kindergarten through fifth grades. Students are assessed using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and benchmarked three times each academic year. Recommendations for instructional interventions were monitored and reviewed every six weeks.

The Lakewood Times published three issues this year.

All Lakewood students, Kindergarten through 5th grades, celebrated their culmination of the year through song, dance, and demonstration in our annual Celebration of Learning. This year's performance, "Time To Shine" was a community event, performed on an outdoor stage, on the Lakewood campus.

Professional development opportunities and professional learning communities afforded educators at Lakewood , growth in International Baccalaureate unit development, Change Leadership, new teacher mentoring, DIBELS, Guided Read Naturally, Rewards, Rigby Running Records, Road for the Code, K Pals, Michigan Model, Lucy Calkins, Writing process with Dave Matteson and Kathy Gilbert, Positive Behavior Supports (PBS), SIOP, Science, Social Studies, differentiated and gifted & talented instructional practices, and A Framework for Understanding Poverty.

Additionally, teachers began collaboration across the Ottawa Area Intermediate School District to begin the study of the RtI process in the Math domain for grades K-5.

Teachers also collaborated in development of the OAISD "Framework for Literacy" web site and literacy network.

Kids Hope USA, now in its second decade of commitment to Lakewood, continued to provide students with mentors who offered academic support, personal guidance, and positive role models.

The Lakewood PTA, an incredible organization of caring people, contributed overwhelming hours of volunteer time to create an outstanding environment for children. Their efforts provide the numerous field trips, assemblies, family nights, Doughnut Daze, popcorn, ice cream,, classroom parties, Square One Art, Keppel Park "Community Care by Kids" project, Project Charlie, hiking club, RIF activities, Open House ice cream social, conflict manger support, and Science Night. Additionally, a modest donation was given to each teacher during 2009-2010. Thank you, PTA!

Field trips provided by PTA this year:

- o Kindergarten: Post Family Farms, Deanna's Playhouse, Herrick Library
- o 1st grade: John Ball Zoo, and DeGraaf Nature Center
- o 2nd grade: Meijer Gardens, Swim Lessons, and Saugatuck Dune Study and ride.
- o 3rd grade: Stomp, Windmill Island, and Holland city study
- o 4th grade: Wade's Bayou, Lansing State Capitol building, Grand Rapids Gerald Ford Museum and Meyer May House
- o 5th grade: Chicago Museum of Science and Industry, Outdoor Discovery Center, and Grand Rapids Symphony.

Assemblies provided through the support of PTA included: West Ottawa award winning Vocalaires and band members; Robotics, Chinese Acrobats, Alaskan sled dogs and their "musher"; Herrick Library summer reading club and sponsorship of Bill Harley. Strike Time Dance Troupe from Hope College.

Veteran's Day welcomed members of the Grand Haven American Legion Fifth grade students were treated to an end of the year celebration provided by the PTA and organized by parents of our 5th graders. The celebration was a sendoff as the students prepare to transition to middle school. This year's theme was "Under The Big Top".

Lou Hooker presented to 4th and 5th grades on farm life in Michigan pre WWII.

Student Council afforded students opportunities to become actively involved in leadership. Community service projects focused on helping organizations such as Women in Transition, Salvation Army, and Community Action House.

The Conflict Managers Program, a problem-solving program for fourth and fifth grade students, continued to grow. Over 100 students trained to act as mentors, helping solve minor conflicts occurring on the playground and during indoor recess. Their leadership in this positive intervention program was very much appreciated.

Lego League, a Lego exploration and engineering competition, included two teams this year with mentoring from West Ottawa Robotics team

members. This fee-based, after-school opportunity, gave fourth and fifth grade students the challenge to design and program robots to accomplish specific missions. Lakewood's four teams competed against other Michigan teams in early November at a regional tournament, with one team advancing to the state finals held in Flint.

March is Reading Month, Read Around The World, earned classrooms pizza parties for over 10,000 minutes read.

Service Learning initiatives included a St Jude's Math A Thon, and monthly themed collections donated to Holland Rescue Mission and Women in Transition.

The 5th grade class organized a penny drive that collected money given to Three Cups of Tea author, Greg Mortenson, which they presented to him in person and were recognized at a public forum in April.

We utilized a \$1000 grant from the Holland Hospital Wellness team to create a community garden.

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 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 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.

Full Annual Education Report

School-Level Student Assessment Data for Ottawa Area ISD, West Ottawa Public School District, Lakewood 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%	93.1%	62.1%	31%	5.7%	1.1%
All Students	2009-10	100%	89.8%	91%	95.7%	66.7%	29%	4.3%	0%
Female	2008-09	100%	88.3%	92.4%	100%	74.4%	25.6%	0%	0%
Female	2009-10	100%	91.9%	94.7%	97.1%	74.3%	22.9%	2.9%	0%
Male	2008-09	100%	84.6%	85.9%	87.5%	52.1%	35.4%	10.4%	2.1%
Male	2009-10	100%	87.9%	87.5%	94.1%	58.8%	35.3%	5.9%	0%
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									
Black or African American	2009-10	<10	80.6%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	93.1%	84.6%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.1%	89.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	79%	81.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	84.6%	85.7%	<10	<10	<10	<10	<10
White	2008-09	100%	90%	95.5%	100%	66.7%	33.3%	0%	0%
White	2009-10	100%	92.7%	94.7%	96.6%	72.9%	23.7%	3.4%	0%
Multiracial	2008-09	<10	85.2%	88.9%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	88.7%	94.3%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	74.9%	82.2%	<10	<10	<10	<10	<10
Limited English	2009-10	<10	82.2%	83.1%	<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)
Proficient									
Students with Disabilities	2008-09	<10	63.4%	66%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	71%	66.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	79.1%	83.4%	72.2%	44.4%	27.8%	22.2%	5.6%
Economically Disadvantaged	2009-10	100%	84.5%	88.9%	86.7%	46.7%	40%	13.3%	0%
Grade: 04									
All Students	2008-09	100%	82.8%	84.6%	92.1%	50.8%	41.3%	7.9%	0%
All Students	2009-10	100%	84.1%	86.5%	96.3%	65.4%	30.9%	3.7%	0%
Female	2008-09	100%	84.7%	85.2%	86.7%	50%	36.7%	13.3%	0%
Female	2009-10	100%	86.1%	90.8%	100%	70%	30%	0%	0%
Male	2008-09	100%	80.9%	84%	97%	51.5%	45.5%	3%	0%
Male	2009-10	100%	82.1%	82.3%	92.7%	61%	31.7%	7.3%	0%
Black or African American	2009-10	<10	68.6%	73.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	91.6%	74.6%	<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)
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.5%	83.6%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	72.6%	75%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	74.3%	74.1%	<10	<10	<10	<10	<10
White	2008-09	100%	88%	91.2%	93.1%	55.2%	37.9%	6.9%	0%
White	2009-10	100%	88.9%	94.4%	98.6%	67.6%	31%	1.4%	0%
Multiracial	2009-10	<10	81.1%	96.7%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	61.2%	70.1%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	64.3%	70.8%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	54.7%	57.1%	60%	20%	40%	40%	0%
Students with Disabilities	2009-10	<10	58%	66.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	72.9%	75.3%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	75.7%	80%	87.5%	50%	37.5%	12.5%	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)
Grade: 05									
All Students	2008-09	100%	81.5%	86.3%	91.4%	50%	41.4%	5.7%	2.9%
All Students	2009-10	100%	85.2%	87%	91.7%	66.7%	25%	3.3%	5%
Female	2008-09	100%	83.4%	89.5%	96.3%	51.9%	44.4%	0%	3.7%
Female	2009-10	100%	86.8%	85%	90%	66.7%	23.3%	3.3%	6.7%
Male	2008-09	100%	79.8%	83.2%	88.4%	48.8%	39.5%	9.3%	2.3%
Male	2009-10	100%	83.5%	88.8%	93.3%	66.7%	26.7%	3.3%	3.3%
Black or African American	2008-09	<10	63.5%	75%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	70.4%	88.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	90.8%	86.3%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.6%	82.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	71.2%	75.2%	<10	<10	<10	<10	<10
Hispanic or	2009-10	<10	74.6%	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)
Latino									
White	2008-09	100%	86.9%	93.4%	94.9%	55.9%	39%	3.4%	1.7%
White	2009-10	100%	89.8%	93.6%	94.4%	70.4%	24.1%	0%	5.6%
Limited English Proficient	2008-09	<10	56.2%	75.4%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	61.8%	73.2%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	49.2%	51.6%	69.2%	23.1%	46.2%	15.4%	15.4%
Students with Disabilities	2009-10	100%	57.6%	68.1%	72.7%	36.4%	36.4%	9.1%	18.2%
Economically Disadvantaged	2008-09	100%	70.5%	77%	84.6%	23.1%	61.5%	15.4%	0%
Economically Disadvantaged	2009-10	<10	76.6%	80.1%	<10	<10	<10	<10	<10
Mathematics									
Grade: 03									
All Students	2008-09	100%	91.3%	93.3%	95.4%	80.5%	14.9%	4.6%	0%
All Students	2009-10	100%	94.8%	96%	97.1%	69.6%	27.5%	2.9%	0%
Female	2008-09	100%	90.9%	92.7%	100%	92.3%	7.7%	0%	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)
Female	2009-10	100%	94.8%	97.4%	97.1%	71.4%	25.7%	2.9%	0%
Male	2008-09	100%	91.6%	93.8%	91.7%	70.8%	20.8%	8.3%	0%
Male	2009-10	100%	94.8%	94.8%	97.1%	67.6%	29.4%	2.9%	0%
Black or African American	2008-09	<10	78.9%	86.4%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	87.7%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	96%	93.8%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	98%	97.1%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	86.9%	87.3%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	92.3%	92.1%	<10	<10	<10	<10	<10
White	2008-09	100%	94.9%	97.4%	100%	86.1%	13.9%	0%	0%
White	2009-10	100%	96.9%	98.1%	98.3%	74.6%	23.7%	1.7%	0%
Multiracial	2008-09	<10	92%	94.4%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	94.3%	97.2%	<10	<10	<10	<10	<10
Limited	2008-09	<10	85.1%	86.1%	<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)
English Proficient									
Limited English Proficient	2009-10	<10	92.1%	91.9%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	79.7%	83.6%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	87.8%	91.9%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	85.7%	89.2%	77.8%	55.6%	22.2%	22.2%	0%
Economically Disadvantaged	2009-10	100%	91.9%	93.7%	93.3%	60%	33.3%	6.7%	0%
Grade: 04									
All Students	2008-09	98.4%	87.9%	89.4%	93.7%	74.6%	19%	6.3%	0%
All Students	2009-10	100%	92.3%	94.4%	100%	71.6%	28.4%	0%	0%
Female	2008-09	96.7%	87.9%	88.9%	93.1%	79.3%	13.8%	6.9%	0%
Female	2009-10	100%	92.9%	94.6%	100%	75%	25%	0%	0%
Male	2008-09	100%	87.8%	89.8%	94.1%	70.6%	23.5%	5.9%	0%
Male	2009-10	100%	91.6%	94.2%	100%	68.3%	31.7%	0%	0%
Black or African American	2008-09	<10	73.8%	70%	<10	<10	<10	<10	<10
Black or	2009-10	<10	82.3%	82.6%	<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)
African American									
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	95.1%	91.5%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	96.9%	94.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	81%	80.9%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	89.3%	88.9%	<10	<10	<10	<10	<10
White	2008-09	98.3%	92%	94.1%	94.7%	78.9%	15.8%	5.3%	0%
White	2009-10	100%	95.1%	98.7%	100%	76.1%	23.9%	0%	0%
Multiracial	2009-10	<10	91%	93.1%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	75.7%	80.6%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	86.6%	87%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	90%	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	<10	80%	82.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	80.4%	83.5%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	87.8%	91.4%	100%	54.2%	45.8%	0%	0%
Grade: 05									
All Students	2008-09	100%	76.8%	85.2%	90%	68.6%	21.4%	8.6%	1.4%
All Students	2009-10	100%	79.5%	81.3%	86.7%	68.3%	18.3%	10%	3.3%
Female	2008-09	100%	75.8%	84.6%	96.3%	70.4%	25.9%	0%	3.7%
Female	2009-10	100%	79.6%	81.7%	80%	66.7%	13.3%	13.3%	6.7%
Male	2008-09	100%	77.8%	85.8%	86%	67.4%	18.6%	14%	0%
Male	2009-10	100%	79.4%	80.9%	93.3%	70%	23.3%	6.7%	0%
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 Islander	2008-09	<10	92.3%	86.3%	<10	<10	<10	<10	<10
Asian,	2009-10	<10	93%	86%	<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)
Native Hawaiian, or Pacific Islander									
Hispanic or Latino	2008-09	<10	66.1%	73.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	71%	68%	<10	<10	<10	<10	<10
White	2008-09	100%	83%	92.1%	94.9%	72.9%	22%	5.1%	0%
White	2009-10	100%	84.3%	89.2%	88.9%	74.1%	14.8%	9.3%	1.9%
Limited English Proficient	2008-09	<10	60.7%	77.3%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	67.6%	70.8%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	46.9%	69.4%	61.5%	30.8%	30.8%	30.8%	7.7%
Students with Disabilities	2009-10	100%	52.8%	52.2%	45.5%	27.3%	18.2%	36.4%	18.2%
Economically Disadvantaged	2008-09	100%	64.4%	76.7%	84.6%	53.8%	30.8%	15.4%	0%
Economically Disadvantaged	2009-10	<10	69.8%	71.6%	<10	<10	<10	<10	<10
Science									

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)
Grade: 05									
All Students	2008-09	100%	83.1%	88.8%	94.3%	64.3%	30%	5.7%	0%
All Students	2009-10	100%	81%	84.1%	93.3%	75%	18.3%	3.3%	3.3%
Female	2008-09	100%	83.3%	89.8%	96.3%	74.1%	22.2%	3.7%	0%
Female	2009-10	100%	81.1%	81.3%	86.7%	70%	16.7%	6.7%	6.7%
Male	2008-09	100%	82.9%	87.8%	93%	58.1%	34.9%	7%	0%
Male	2009-10	100%	80.8%	86.6%	100%	80%	20%	0%	0%
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	<10	90.9%	87.7%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.8%	80.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	72.9%	78.3%	<10	<10	<10	<10	<10
Hispanic or	2009-10	<10	68.8%	69.3%	<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)
Latino									
White	2008-09	100%	89.4%	95.4%	98.3%	71.2%	27.1%	1.7%	0%
White	2009-10	100%	87.5%	92.6%	94.4%	77.8%	16.7%	1.9%	3.7%
Limited English Proficient	2008-09	<10	59%	77.1%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	56.7%	70.8%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	63.6%	74.2%	92.3%	30.8%	61.5%	7.7%	0%
Students with Disabilities	2009-10	100%	60.7%	66.7%	72.7%	45.5%	27.3%	18.2%	9.1%
Economically Disadvantaged	2008-09	100%	72.3%	82.1%	76.9%	30.8%	46.2%	23.1%	0%
Economically Disadvantaged	2009-10	<10	70.6%	75.7%	<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
Female	2009-10	<10	80.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	83.2%	<10	<10	<10	<10	<10
White	2008-09	<10	87.2%	<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)
White	2009-10	<10	83.3%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2009-10	<10	75.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.5%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	81.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	68.4%	<10	<10	<10	<10	<10
White	2009-10	<10	77.8%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2009-10	<10	81%	<10	<10	<10	<10	<10
Male	2009-10	<10	80.6%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	70%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2008-09	<10	80.1%	<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)
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
White	2008-09	<10	83.4%	<10	<10	<10	<10	<10
White	2009-10	<10	79.3%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2009-10	<10	85%	<10	<10	<10	<10	<10
Male	2009-10	<10	85.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	87.1%	<10	<10	<10	<10	<10
White	2009-10	<10	88.4%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2009-10	<10	71.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	74.2%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	58.8%	<10	<10	<10	<10	<10
Science								

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: 05								
All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Male	2009-10	<10	61.6%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	42.1%	<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)
English Language Arts								
Grade: 03								
All Students	2009-10	<10	81.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	83.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	88.9%	<10	<10	<10	<10	<10
Grade: 04								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
All Students	2008-09	<10	78.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	77.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	79.6%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	92.9%	<10	<10	<10	<10	<10
White	2008-09	<10	76.8%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2009-10	<10	72.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	69.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	74.1%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	64.7%	<10	<10	<10	<10	<10
White	2009-10	<10	70.7%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2009-10	<10	87.2%	<10	<10	<10	<10	<10
Female	2009-10	<10	84.9%	<10	<10	<10	<10	<10
Hispanic or	2009-10	<10	88.9%	<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)
Latino								
Grade: 04								
All Students	2008-09	<10	88.1%	<10	<10	<10	<10	<10
Female	2008-09	<10	89.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.6%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	92.9%	<10	<10	<10	<10	<10
White	2008-09	<10	87.2%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2009-10	<10	85.9%	<10	<10	<10	<10	<10
Female	2009-10	<10	85.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	86.1%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.2%	<10	<10	<10	<10	<10
White	2009-10	<10	85.1%	<10	<10	<10	<10	<10
Science								
Grade: 05								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
All Students	2009-10	<10	76.1%	<10	<10	<10	<10	<10
Female	2009-10	<10	75.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	76.2%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	68.8%	<10	<10	<10	<10	<10
White	2009-10	<10	76.4%	<10	<10	<10	<10	<10

Participation

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

MEAP-Access

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

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

Subject	% Tested (Goal 95%)	% Proficient for AYP*
School		
English Language Arts / Reading	99.5%	98.2%
Mathematics	99.5%	98.9%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	100%	94.8%
Mathematics	100%	91.4%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%

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

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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	<30	<30
Mathematics	<30	<30
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	99.5%	98.3%
Mathematics	99.5%	99.2%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	100.4%	96.4%
Mathematics	99.6%	95.5%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	119.5%	90.5%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	120%	93.7%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	112.3%	81.7%
Mathematics	112.1%	85.3%
School		
English Language Arts / Reading	125%	91.9%
Mathematics	125%	94.6%
Economically Disadvantaged		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	103.5%	93.7%
Mathematics	103.8%	94.7%
School		
English Language Arts / Reading	100%	93.9%
Mathematics	100%	96.9%

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	

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

State

56.59%

District

56%

American Indian or Alaska Native

State

65%

District

<10

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

69.84%

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

Hispanic or Latino

State

59.94%

District

66.94%

White

State

81.85%

District

84.23%

Multiracial

State

71.12%

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

District

<10

Limited English Proficient

State

65.51%

District

58.89%

Students with Disabilities

State

57.61%

District

58.67%

Economically Disadvantaged

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

State

59.8%

District

55.47%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

96.1%

School

96.1%

Black or African American

State

Attendance Rate (Goal 90%)	
	91%
District	
	94.6%
School	
	94.3%
American Indian or Alaska Native	
State	
	93.7%
District	
	93.9%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	

Attendance Rate (Goal 90%)	
	97.1%
School	
	98.1%
Hispanic or Latino	
State	
	94.1%
District	
	95.4%
School	
	95.5%
White	
State	
	95.7%
District	

Attendance Rate (Goal 90%)	
	96.4%
School	
	96.1%
Multiracial	
State	
	94.8%
District	
	95.5%
School	
	97.9%
Limited English Proficient	
State	
	94.6%
District	

Attendance Rate (Goal 90%)	
	95.8%
School	
	96.7%
Students with Disabilities	
State	
	93.5%
District	
	95.5%
School	
	95.9%
Economically Disadvantaged	
State	
	94.8%
District	

Attendance Rate (Goal 90%)	
96%	
School	
96%	

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

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

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

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%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Michigan Annual AYP Objectives for Mathematics

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

2009-10 School-Level Accountability (AYP) Status Reporting for Ottawa Area ISD, West Ottawa Public School District, Lakewood 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
No	Met	Met	Met	A	N/A	0

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

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	13	18	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 Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability					
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
	97	21	43	31	5

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not ELL					

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

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
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
	98	32	37	24	7

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not ELL					

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

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
#		‡	‡	‡	‡
Info not available		‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
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
	97	35	35	24	7

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not ELL					

Rounds to zero

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

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner	2	60	33	8	#

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

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

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