



Macatawa Bay Middle School

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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 the Macatawa Bay Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Principal Mike Fine for assistance. The AER is available for you to review electronically by visiting the following web site www.westottawa.net/schools/ or you may review a copy at the office of Macatawa Bay Middle School.

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

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to Macatawa Bay 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 District, a "school of choice". All West Ottawa students are eligible to apply for school of choice consideration.

Macatawa Bay Middle School is a candidate* school for the Middle Years Programme (MYP). We expect to be authorized in the Fall of 2013. All of the West Ottawa Public Schools share a common philosophy—a commitment to a high quality, challenging, international education for our students.

*Only schools authorized by the IB organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme. Candidate status gives no guarantee that authorization will be granted.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Macatawa Bay's School Improvement Plan is developed and implemented by instructional staff working collaboratively to develop goals and action steps to improve student achievement. The Macatawa Bay School Improvement plan is aligned to the District School Improvement Plan. An integral part of our school improvement effort is providing students with more instructional options and opportunities for success. S.M.A.R.T. goals (strategic/specific, measureable, achievable, results-oriented, time-bound) are developed in each core content area, along with a specific action plan and monitoring plan to meet those goals. The main focus of the goals and plan is on improving student achievement and meeting the varied needs of all children.

Our school improvement goals are:

- 👤 **Reading:** By the fall of 2011, 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 by 10% annually.

Current Progress by Grade Level

6 th Grade	Fall 2008 MEAP = 79%	Fall 2009 = 89%	→ Met Goal of 89%
7 th Grade	Fall 2008 MEAP = 84%	Fall 2009 = 85%	→ Improvement Toward Goal of 89%
8 th Grade	Fall 2008 MEAP = 81%	Fall 2009 = 88%	→ Improvement Toward Goal of 89%

Reading goal Improvement Steps

Introduction of a new Reading Course @ the 6th Grade Level
Common reading strategies to be used across all content areas

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

*Cannot evaluate this goal at the current time. The MEAP Writing assessment was only administered at the 7th Grade Level. The 7th Grade MEAP Writing Assessment was a pilot by the State of Michigan during the Fall 2009 administration.

- ☺ **Math:** By the fall of 2012, at least 90% of students at each grade level will be proficient in math as measured by the MEAP test, grade level common assessments and the EXPLORE test. Additionally, each subgroup falling below 90% will increase the percent of students that are proficient in math by 10% annually.

Current Progress by Grade Level

6th Grade	Fall 2008 MEAP = 80%	Fall 2009 = 91%	→ Met Goal of 90%
7th Grade	Fall 2008 MEAP = 89%	Fall 2009 = 84%	→ Improvement Needed Toward Goal of 90%
8th Grade	Fall 2008 MEAP = 86%	Fall 2009 = 76%	→ Improvement Needed Toward Goal of 90%

Math Goal Improvement Steps

- Curriculum re-alignment
- New Math intervention course
- New MEAP review strategies

- ☺ **Science:** By the fall of 2012, 92% of 6th - 8th grade students will be proficient in science, as measured by the MEAP, science common assessments and EXPLORE.

Current Progress by Grade Level

8th Grade	Fall 2008 MEAP = 84%	Fall 2009 = 84%	→ Improvement Needed Toward Goal of 92%
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Science Goal Improvement Steps

- Adoption of new science resources aligned more closely to the GLCE's

- ☺ **Social Studies:** By the fall of 2012, 85% of students in each grade level will be proficient in Social Studies as measured by the MEAP, common assessments, and a year end assessment. Additionally each subgroup will increase the percentage of students that are proficient in Social Studies by 10 percentage points annually or have at least 85% of students proficient in Social Studies.

Current Progress by Grade Level

6th Grade	Fall 2008 MEAP = 77%	Fall 2009 = 82%	→ Improvement Toward Goal of 85%
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Please visit the school website at www.westottawa.net/schools/macatawabaymiddleschool under the Parent Resources and Information section for more detailed information about the Macatawa Bay School Improvement Plan.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

A copy of the core curriculum is available in the Principal's office at Macatawa Bay Middle School and/or on the web at www.michigan.gov/GLCE. The core curriculum is implemented daily through the use of research based instructional materials and strategies.

THE AGGREGATE STUDENT ACHEIVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2009-2010 ACT Explore

College Readiness Standards Range	English	Math	Reading	Science
	Benchmark = 13	Benchmark = 17	Benchmark = 15	Benchmark = 20
	Local % / National %	Local % / National %	Local % / National %	Local % / National %
1 → 12	37 / 33	20 / 19	37 / 36	11 / 9
13 → 15	24 / 27	32 / 27	27 / 29	24 / 29
16 → 19	20 / 23	37 / 39	22 / 22	43 / 49
20 → 23	18 / 15	9 / 11	9 / 9	17 / 10
25 → 25	2 / 2	3 / 4	4 / 4	4 / 3
% At or Above Benchmark	63 / 67	41 / 42	47 / 44	22 / 13

2008-2009 ACT Explore

College Readiness Standards Range	English	Math	Reading	Science
	Benchmark = 13	Benchmark = 17	Benchmark = 15	Benchmark = 20
	Local % / National %	Local % / National %	Local % / National %	Local % / National %
1 → 12	28 / 33	18 / 19	25 / 36	7 / 9
13 → 15	31 / 27	19 / 27	39 / 29	20 / 29
16 → 19	26 / 23	52 / 39	23 / 22	51 / 49
20 → 23	14 / 15	6 / 11	10 / 9	18 / 10
25 → 25	1 / 2	5 / 4	3 / 4	4 / 3

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.

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

	Parent Conference Attendance			
	2009-2010		2008-2009	
	#	%	#	%
Grade 6	224/258	87	199/254	78.5
Grade 7	215/263	82	194/242	80
Grade 8	150/236	64	164/245	67
Building	589/757	77	741	75
School Enrollment	757		741	

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.

In closing, the staff at Macatawa Bay Middle School is committed to the academic success of each student. Our mission is "*In a safe, supportive learning environment, Macatawa Bay empowers students to develop the skills, knowledge and compassion to succeed in our local and global communities.*" Please call if you have any questions.

Sincerely,



Michael Fine, Principal
Macatawa Bay Middle School

Full Annual Education Report

School-Level Student Assessment Data for Ottawa Area ISD, West Ottawa Public School District, Macatawa Bay 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%	78.7%	38.6%	40.2%	15.3%	6%
All Students	2009-10	100%	87.7%	90.8%	89%	31.5%	57.5%	8.3%	2.8%
Female	2008-09	100%	82.9%	81.5%	82%	38.3%	43.8%	13.3%	4.7%
Female	2009-10	100%	90%	94.2%	90.8%	31.7%	59.2%	6.7%	2.5%
Male	2008-09	100%	78.2%	80.3%	75.2%	38.8%	36.4%	17.4%	7.4%
Male	2009-10	100%	85.4%	87.4%	87.3%	31.3%	56%	9.7%	3%
Black or	2008-09	<10	63.5%	64.3%	<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	75.8%	85.7%	<10	<10	<10	<10	<10
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%	69.2%	23.1%	46.2%	26.9%	3.8%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	93.8%	89.9%	93.3%	26.7%	66.7%	3.3%	3.3%
Hispanic or Latino	2008-09	100%	68.7%	66.9%	69%	22.5%	46.5%	25.4%	5.6%
Hispanic or Latino	2009-10	100%	82.3%	85.2%	83.8%	16.3%	67.5%	12.5%	3.8%
White	2008-09	100%	85.7%	89.6%	85.5%	52.4%	33.1%	8.1%	6.5%
White	2009-10	100%	91.1%	95.2%	91.8%	43.4%	48.4%	7.4%	0.8%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Multiracial	2008-09	100%	79.8%	83.3%	82.4%	35.3%	47.1%	11.8%	5.9%
Multiracial	2009-10	100%	87%	81.5%	100%	40%	60%	0%	0%
Limited English Proficient	2008-09	100%	51.2%	57.9%	53.3%	6.7%	46.7%	37.8%	8.9%
Limited English Proficient	2009-10	100%	70%	84.1%	82.7%	14.7%	68%	12%	5.3%
Students with Disabilities	2008-09	100%	44.7%	35.4%	28.6%	8.6%	20%	34.3%	37.1%
Students with Disabilities	2009-10	100%	59.9%	66.2%	63.9%	19.4%	44.4%	27.8%	8.3%
Economically Disadvantaged	2008-09	100%	69.2%	70.7%	72.2%	22.6%	49.6%	21.7%	6.1%
Economically Disadvantaged	2009-10	100%	81.1%	87.5%	87.1%	20.4%	66.7%	8.8%	4.1%
Migrant	2008-09	<10	61.8%	58.3%	<10	<10	<10	<10	<10
Migrant	2009-10	<10	77.4%	<10	<10	<10	<10	<10	<10
Grade: 07									
All Students	2008-09	100%	79.6%	82.7%	83.7%	33.9%	49.8%	10.9%	5.4%
All Students	2009-10	100%	82%	83.9%	84.8%	43.3%	41.4%	8%	7.2%
Female	2008-09	100%	82.8%	86.5%	90.5%	41.9%	48.6%	5.7%	3.8%
Female	2009-10	100%	84.5%	88.4%	88.9%	45.9%	43%	6.7%	4.4%
Male	2008-09	100%	76.5%	79%	78.4%	27.6%	50.7%	14.9%	6.7%

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)
Male	2009-10	100%	79.6%	79.4%	80.5%	40.6%	39.8%	9.4%	10.2%
Black or African American	2008-09	<10	61.6%	84.2%	<10	<10	<10	<10	<10
Black or African American	2009-10	100%	64.4%	60.7%	81.8%	36.4%	45.5%	18.2%	0%
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%	77.3%	27.3%	50%	13.6%	9.1%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	89.9%	87.7%	88%	28%	60%	12%	0%
Hispanic or Latino	2008-09	100%	69.9%	67.8%	71.2%	15.3%	55.9%	20.3%	8.5%
Hispanic or Latino	2009-10	100%	71.7%	70.6%	75.3%	27.4%	47.9%	9.6%	15.1%
White	2008-09	100%	84.7%	90.8%	90.2%	45.5%	44.7%	6.1%	3.8%
White	2009-10	100%	87.3%	92.7%	89.7%	58.7%	31%	6.3%	4%
Multiracial	2008-09	100%	78.3%	84.4%	81%	23.8%	57.1%	14.3%	4.8%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Multiracial	2009-10	100%	77.4%	85%	88%	32%	56%	0%	12%
Limited English Proficient	2008-09	100%	52.3%	63.9%	62.5%	12.5%	50%	27.5%	10%
Limited English Proficient	2009-10	100%	54.3%	63%	69.6%	16.1%	53.6%	14.3%	16.1%
Students with Disabilities	2008-09	100%	42.7%	49.2%	56.5%	21.7%	34.8%	26.1%	17.4%
Students with Disabilities	2009-10	100%	48%	47.1%	48.7%	7.7%	41%	17.9%	33.3%
Economically Disadvantaged	2008-09	100%	68.3%	74.2%	72.9%	17.8%	55.1%	19.6%	7.5%
Economically Disadvantaged	2009-10	100%	72.4%	74.9%	79.3%	24.1%	55.2%	11%	9.7%
Migrant	2008-09	<10	65.9%	75%	<10	<10	<10	<10	<10
Migrant	2009-10	<10	59.6%	50%	<10	<10	<10	<10	<10
Grade: 08									
All Students	2008-09	100%	75.5%	82%	80.7%	39.3%	41.4%	11.5%	7.8%
All Students	2009-10	100%	83.4%	86.5%	88%	37.8%	50.2%	9.4%	2.6%
Female	2008-09	100%	78.6%	84.8%	83.1%	39.5%	43.5%	12.1%	4.8%
Female	2009-10	100%	87.5%	89.9%	94.3%	45.7%	48.6%	3.8%	1.9%
Male	2008-09	100%	72.6%	79.4%	78.3%	39.2%	39.2%	10.8%	10.8%
Male	2009-10	100%	79.4%	83.1%	82.8%	31.3%	51.6%	14.1%	3.1%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2008-09	<10	56.5%	66.7%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	70.9%	89.5%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	86.1%	80.4%	86.7%	33.3%	53.3%	13.3%	0%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	91%	78.7%	85%	25%	60%	10%	5%
Hispanic or Latino	2008-09	100%	65.1%	66.7%	67.6%	18.9%	48.6%	16.2%	16.2%
Hispanic or Latino	2009-10	100%	76.5%	77.1%	78%	16.9%	61%	18.6%	3.4%
White	2008-09	100%	80.9%	92.5%	89.1%	54%	35%	6.6%	4.4%
White	2009-10	100%	86.9%	92.9%	93%	52.3%	40.6%	5.5%	1.6%
Multiracial	2008-09	100%	74.7%	70%	73.3%	13.3%	60%	26.7%	0%
Multiracial	2009-10	100%	79.1%	81.4%	85%	30%	55%	10%	5%
Limited English Proficient	2008-09	100%	46.4%	58%	60.5%	11.6%	48.8%	16.3%	23.3%
Limited	2009-10	100%	61%	72.2%	73.3%	13.3%	60%	20%	6.7%

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									
Students with Disabilities	2008-09	100%	35.1%	36.8%	31%	6.9%	24.1%	34.5%	34.5%
Students with Disabilities	2009-10	100%	48.6%	48.4%	57.1%	14.3%	42.9%	28.6%	14.3%
Economically Disadvantaged	2008-09	100%	62.7%	71.3%	70.2%	23.1%	47.1%	17.3%	12.5%
Economically Disadvantaged	2009-10	100%	75%	79%	80.5%	22.1%	58.4%	15%	4.4%
Migrant	2008-09	<10	54.2%	78.6%	<10	<10	<10	<10	<10
Migrant	2009-10	<10	70%	66.7%	<10	<10	<10	<10	<10
Mathematics									
Grade: 06									
All Students	2008-09	100%	79.9%	81.6%	80.5%	55.4%	25.1%	17.1%	2.4%
All Students	2009-10	100%	82%	88.8%	90.6%	62%	28.6%	7.8%	1.6%
Female	2008-09	100%	80.9%	82.7%	80.8%	52.3%	28.5%	18.5%	0.8%
Female	2009-10	100%	83%	90.4%	92.6%	63.6%	28.9%	6.6%	0.8%
Male	2008-09	100%	78.9%	80.6%	80.2%	58.7%	21.5%	15.7%	4.1%
Male	2009-10	100%	81.1%	87.2%	88.8%	60.4%	28.4%	9%	2.2%
Black or African	2008-09	100%	61.2%	58.6%	60%	60%	0%	40%	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)
American									
Black or African American	2009-10	<10	62.3%	50%	<10	<10	<10	<10	<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%	80.8%	57.7%	23.1%	15.4%	3.8%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	93.8%	91.5%	100%	66.7%	33.3%	0%	0%
Hispanic or Latino	2008-09	100%	71.3%	68.9%	69%	36.6%	32.4%	26.8%	4.2%
Hispanic or Latino	2009-10	100%	75.6%	80.4%	86.4%	40.7%	45.7%	9.9%	3.7%
White	2008-09	100%	85.2%	90.3%	88%	64%	24%	11.2%	0.8%
White	2009-10	100%	87.5%	94.9%	93.4%	77%	16.4%	6.6%	0%
Multiracial	2008-09	100%	79.2%	80%	82.4%	58.8%	23.5%	11.8%	5.9%

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)
Multiracial	2009-10	100%	80%	88.5%	100%	66.7%	33.3%	0%	0%
Limited English Proficient	2008-09	100%	62.3%	68.5%	65.2%	30.4%	34.8%	26.1%	8.7%
Limited English Proficient	2009-10	100%	68.7%	79%	88%	37.3%	50.7%	8%	4%
Students with Disabilities	2008-09	100%	45.5%	38%	44.4%	8.3%	36.1%	44.4%	11.1%
Students with Disabilities	2009-10	100%	52.3%	70.6%	78.4%	35.1%	43.2%	16.2%	5.4%
Economically Disadvantaged	2008-09	100%	69%	71.7%	74.1%	43.1%	31%	24.1%	1.7%
Economically Disadvantaged	2009-10	100%	72.5%	81.6%	85.7%	47.6%	38.1%	11.6%	2.7%
Migrant	2008-09	<10	72.5%	84.6%	<10	<10	<10	<10	<10
Migrant	2009-10	<10	68.1%	<10	<10	<10	<10	<10	<10
Grade: 07									
All Students	2008-09	100%	82.6%	88.5%	88.7%	64%	24.7%	10.9%	0.4%
All Students	2009-10	100%	82.2%	85.1%	83.7%	56.3%	27.4%	15.2%	1.1%
Female	2008-09	100%	84.2%	90.1%	90.5%	66.7%	23.8%	8.6%	1%
Female	2009-10	100%	82.6%	86.2%	83.7%	55.6%	28.1%	16.3%	0%
Male	2008-09	100%	81.1%	86.9%	87.3%	61.9%	25.4%	12.7%	0%
Male	2009-10	100%	81.7%	84%	83.6%	57%	26.6%	14.1%	2.3%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2008-09	<10	63.4%	84.2%	<10	<10	<10	<10	<10
Black or African American	2009-10	100%	62.6%	75%	90.9%	54.5%	36.4%	9.1%	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%	86.4%	59.1%	27.3%	13.6%	0%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	93.2%	86.2%	84%	64%	20%	16%	0%
Hispanic or Latino	2008-09	100%	75.4%	76.7%	79.7%	39%	40.7%	20.3%	0%
Hispanic or Latino	2009-10	100%	75.3%	74.4%	72.6%	37%	35.6%	24.7%	2.7%
White	2008-09	100%	87.9%	94.3%	93.2%	75.8%	17.4%	6.1%	0.8%
White	2009-10	100%	87.6%	92.3%	89.7%	69%	20.6%	10.3%	0%
Multiracial	2008-09	100%	79.6%	91.1%	85.7%	76.2%	9.5%	14.3%	0%
Multiracial	2009-10	100%	77%	82.5%	84%	44%	40%	12%	4%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Limited English Proficient	2008-09	100%	66%	75%	75%	35%	40%	25%	0%
Limited English Proficient	2009-10	100%	66%	71%	73.2%	37.5%	35.7%	23.2%	3.6%
Students with Disabilities	2008-09	100%	45.7%	56.5%	60.9%	30.4%	30.4%	34.8%	4.3%
Students with Disabilities	2009-10	100%	51.2%	56.5%	59%	12.8%	46.2%	38.5%	2.6%
Economically Disadvantaged	2008-09	100%	71.9%	79.8%	80.4%	46.7%	33.6%	18.7%	0.9%
Economically Disadvantaged	2009-10	100%	72.4%	77.2%	75.9%	40%	35.9%	22.8%	1.4%
Migrant	2008-09	<10	72.3%	75%	<10	<10	<10	<10	<10
Migrant	2009-10	<10	68.5%	68.8%	<10	<10	<10	<10	<10
Grade: 08									
All Students	2008-09	100%	74.5%	87%	86.1%	61.2%	24.9%	9.8%	4.1%
All Students	2009-10	100%	70.3%	77%	76%	56.2%	19.7%	19.3%	4.7%
Female	2008-09	100%	74.3%	90.6%	88.8%	62.4%	26.4%	8.8%	2.4%
Female	2009-10	100%	70.6%	80%	78.1%	58.1%	20%	20%	1.9%
Male	2008-09	100%	74.8%	83.5%	83.3%	60%	23.3%	10.8%	5.8%
Male	2009-10	100%	70%	74.1%	74.2%	54.7%	19.5%	18.8%	7%
Black or	2008-09	<10	51.6%	66.7%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
African American									
Black or African American	2009-10	<10	44.7%	57.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	89.4%	92.9%	100%	60%	40%	0%	0%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	88.7%	74.5%	80%	45%	35%	15%	5%
Hispanic or Latino	2008-09	100%	64.5%	78.9%	77%	37.8%	39.2%	14.9%	8.1%
Hispanic or Latino	2009-10	100%	59.1%	59%	59.3%	35.6%	23.7%	37.3%	3.4%
White	2008-09	100%	80.8%	93.1%	91.2%	74.5%	16.8%	5.8%	2.9%
White	2009-10	100%	77.1%	86.8%	82%	70.3%	11.7%	12.5%	5.5%
Multiracial	2008-09	100%	70.4%	67.7%	68.8%	62.5%	6.3%	31.3%	0%
Multiracial	2009-10	100%	64.2%	81.4%	90%	55%	35%	5%	5%
Limited English Proficient	2008-09	100%	57.1%	81.5%	79.1%	32.6%	46.5%	11.6%	9.3%
Limited English	2009-10	100%	50.2%	58.6%	60%	26.7%	33.3%	35.6%	4.4%

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	100%	38.6%	50%	55.2%	20.7%	34.5%	27.6%	17.2%
Students with Disabilities	2009-10	100%	31.6%	41.9%	38.1%	28.6%	9.5%	38.1%	23.8%
Economically Disadvantaged	2008-09	100%	61.6%	80.1%	82.7%	50%	32.7%	14.4%	2.9%
Economically Disadvantaged	2009-10	100%	56.3%	65.8%	63.7%	36.3%	27.4%	29.2%	7.1%
Migrant	2008-09	<10	64%	92.9%	<10	<10	<10	<10	<10
Migrant	2009-10	<10	49.6%	58.3%	<10	<10	<10	<10	<10
Science									
Grade: 08									
All Students	2008-09	100%	76.3%	85.7%	84%	47.5%	36.5%	13.1%	2.9%
All Students	2009-10	100%	75.9%	82.8%	84.1%	40.8%	43.3%	13.3%	2.6%
Female	2008-09	100%	77.2%	89.9%	87.2%	45.6%	41.6%	12.8%	0%
Female	2009-10	100%	77%	84.4%	85.7%	41.9%	43.8%	11.4%	2.9%
Male	2008-09	100%	75.4%	81.7%	80.7%	49.6%	31.1%	13.4%	5.9%
Male	2009-10	100%	74.9%	81.1%	82.8%	39.8%	43%	14.8%	2.3%
Black or African American	2008-09	<10	50.5%	73.3%	<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)
Black or African American	2009-10	<10	50%	57.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	87.3%	85.7%	86.7%	53.3%	33.3%	13.3%	0%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	86.9%	80.9%	80%	15%	65%	20%	0%
Hispanic or Latino	2008-09	100%	63.9%	75.8%	74.3%	32.4%	41.9%	23%	2.7%
Hispanic or Latino	2009-10	100%	65%	73.8%	83.1%	18.6%	64.4%	11.9%	5.1%
White	2008-09	100%	83.5%	93.1%	90.4%	56.6%	33.8%	7.4%	2.2%
White	2009-10	100%	83.1%	89.2%	86.7%	57.8%	28.9%	10.9%	2.3%
Multiracial	2008-09	100%	74.3%	71%	75%	37.5%	37.5%	12.5%	12.5%
Multiracial	2009-10	100%	69.6%	81.4%	80%	35%	45%	20%	0%
Limited English Proficient	2008-09	100%	48.3%	67.2%	67.4%	25.6%	41.9%	27.9%	4.7%
Limited English Proficient	2009-10	100%	48.3%	69%	77.8%	6.7%	71.1%	17.8%	4.4%
Students	2008-09	100%	42.5%	50.9%	48.3%	6.9%	41.4%	31%	20.7%

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)
with Disabilities									
Students with Disabilities	2009-10	100%	42.3%	48.4%	52.4%	23.8%	28.6%	33.3%	14.3%
Economically Disadvantaged	2008-09	100%	61.9%	77.1%	76%	36.5%	39.4%	20.2%	3.8%
Economically Disadvantaged	2009-10	100%	63.1%	72.8%	75.2%	22.1%	53.1%	21.2%	3.5%
Migrant	2008-09	<10	55.4%	71.4%	<10	<10	<10	<10	<10
Migrant	2009-10	<10	51.4%	66.7%	<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: 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
Female	2008-09	<10	90.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	91.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	86.6%	<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
Mathematics								
Grade: 06								

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	83.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	81.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	79.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	84.1%	<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

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: 06								
All Students	2008-09	<10	84.3%	<10	<10	<10	<10	<10
Female	2008-09	<10	87%	<10	<10	<10	<10	<10
White	2008-09	<10	85.9%	<10	<10	<10	<10	<10
Grade: 07								

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	81%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81.4%	<10	<10	<10	<10	<10
Female	2008-09	<10	84.5%	<10	<10	<10	<10	<10
Female	2009-10	<10	87.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	79.3%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	83.3%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	65%	<10	<10	<10	<10	<10
White	2008-09	<10	81.1%	<10	<10	<10	<10	<10
White	2009-10	<10	82.3%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2008-09	<10	80.2%	<10	<10	<10	<10	<10
All Students	2009-10	<10	79.6%	<10	<10	<10	<10	<10
Female	2008-09	<10	81%	<10	<10	<10	<10	<10
Female	2009-10	<10	83.5%	<10	<10	<10	<10	<10
Male	2008-09	<10	79.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	77.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	85.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	85%	<10	<10	<10	<10	<10
White	2008-09	<10	80.5%	<10	<10	<10	<10	<10
White	2009-10	<10	79.8%	<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)
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
White	2008-09	<10	90.5%	<10	<10	<10	<10	<10
Grade: 07								
All Students	2008-09	<10	87.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	87.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	88.6%	<10	<10	<10	<10	<10
Female	2009-10	<10	89.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	87%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	83.3%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	85%	<10	<10	<10	<10	<10
White	2008-09	<10	90.9%	<10	<10	<10	<10	<10
White	2009-10	<10	87.6%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2008-09	<10	89%	<10	<10	<10	<10	<10
All Students	2009-10	<10	87.4%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Female	2008-09	<10	89%	<10	<10	<10	<10	<10
Female	2009-10	<10	89.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	89%	<10	<10	<10	<10	<10
Male	2009-10	<10	86.3%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	90%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	80%	<10	<10	<10	<10	<10
White	2008-09	<10	90.4%	<10	<10	<10	<10	<10
White	2009-10	<10	87.9%	<10	<10	<10	<10	<10
Science								
Grade: 08								
All Students	2008-09	<10	74.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	74.3%	<10	<10	<10	<10	<10
Female	2008-09	<10	77.6%	<10	<10	<10	<10	<10
Female	2009-10	<10	82.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	73%	<10	<10	<10	<10	<10
Male	2009-10	<10	70%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	73.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	81.3%	<10	<10	<10	<10	<10
White	2008-09	<10	75.8%	<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	74.8%	<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
Reading								
Grade: 06								
All Students	2009-10	<10	48.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Male	2009-10	<10	47.8%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	39.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	44.3%	<10	<10	<10	<10	<10

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

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	100.1%	95.8%
Mathematics	100%	96.3%
School		
English Language Arts / Reading	99.9%	95.1%
Mathematics	100%	96.6%
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		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	100%	95.4%
Mathematics	99.8%	96.6%
School		
English Language Arts / Reading	100%	97.8%
Mathematics	100%	97.8%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	100.7%	91.7%
Mathematics	100.5%	93.9%
School		
English Language Arts / Reading	100%	89.9%
Mathematics	100%	96.6%
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.8%	97.9%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	99.7%	97.7%
School		
English Language Arts / Reading	99.7%	97.2%
Mathematics	100%	96.4%
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	100%	92.9%
Mathematics	100%	95.2%
Limited English Proficient		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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	129.7%	89.1%
Mathematics	129.7%	96.7%
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	109.5%	74.2%
Mathematics	109.5%	87.1%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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	108.4%	93.2%
Mathematics	108.4%	95.7%

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	

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

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

District

69.84%

Hispanic or Latino

State

59.94%

District

66.94%

White

State

81.85%

District

84.23%

Multiracial

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

State

71.12%

District

<10

Limited English Proficient

State

65.51%

District

58.89%

Students with Disabilities

State

57.61%

District

58.67%

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

Economically Disadvantaged

State

59.8%

District

55.47%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

96.1%

School

96.3%

Black or African American

**Attendance Rate
(Goal 90%)**

State

91%

District

94.6%

School

96.4%

American Indian or Alaska Native

State

93.7%

District

93.9%

School

97.7%

Asian, Native Hawaiian, or Pacific Islander

**Attendance Rate
(Goal 90%)**

State

96.5%

District

97.1%

School

97.3%

Hispanic or Latino

State

94.1%

District

95.4%

School

96.1%

White

**Attendance Rate
(Goal 90%)**

State

95.7%

District

96.4%

School

96.3%

Multiracial

State

94.8%

District

95.5%

School

95.4%

Limited English Proficient

**Attendance Rate
(Goal 90%)**

State

94.6%

District

95.8%

School

96.8%

Students with Disabilities

State

93.5%

District

95.5%

School

95.1%

Economically Disadvantaged

Attendance Rate (Goal 90%)	
State	94.8%
District	96%
School	96%

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

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

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

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%

2009-10 School-Level Accountability (AYP) Status Reporting for Ottawa Area ISD, West Ottawa Public School District, Macatawa Bay 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, Macatawa Bay Middle School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	26	29	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					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

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

NAEP 2009 Grade 8 Mathematics Results

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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

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

NAEP 2009 Grade 4 Reading Results

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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Rounds to zero

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

NAEP 2009 Grade 8 Reading Results

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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
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