



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 Sheldon Woods Elementary School. Our annual report addresses the complex reporting information required by federal and state laws. Our school's report contains important information about our school, as well as student assessment results, Adequate Yearly Progress (AYP) and teacher qualifications. If you have any questions about our annual report, please contact Karen Abraham 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, Sheldon Woods Elementary 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.
- 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.

In addition to making AYP, Sheldon Woods staff is proud to be an International Baccalaureate (IB) Candidate school. We will continue to work together as a school staff to provide the excellent education the community has come to expect.

Sincerely,

Karen Abraham, Principal
Sheldon Woods Elementary
15050 Blair Street
West Olive, MI 49460

Sheldon Woods Elementary

15050 Blair St. 📍 West Olive, MI 49460 📞 (616) 786.1700 📠 Fax: (616) 786.1791

Karen Abraham, Principal

About Our School

Sheldon Woods Elementary has been a rural neighborhood school since 1965. Students are assigned to Sheldon Woods based upon geographical location determined by boundaries for each of the nine elementary schools in the district.

During the 2009-2010 school year, Sheldon Woods 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

Our School Improvement Team developed 3 year goals in all content areas. The 2009-2010 component of each goal was not met this year.

By 2012, 100% of students at Sheldon Woods will be proficient in reading as measured by MEAP, Rigby Running Records, DIBELS, and District Interim Reading assessments. Additionally, each subgroup will increase the percentage of students scoring proficient on MEAP, Rigby Running Records, DIBELS and District common assessments by at least 10% each year.

We met our reading goal in 4th grade but not in 3rd or 5th during 2009-2010. We met our goal in 4th grade in the following subgroups: economically disadvantaged and males. Strategies that we will use to improve our schools reading scores include using collaborative grade level and school teams to consistently analyze demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in reading K-5. Staff will also work on curriculum alignment and resources in the targeted areas.

By 2012, 100% of students at Sheldon Woods will be proficient in writing as measured by MEAP and District common assessments. Additionally, each subgroup will increase the percentage of students scoring proficient on MEAP and district common assessments by at least 10% each year.

Due to significant changes in the Writing test on the MEAP during the 2009-2010 school year, no results were provided to school this year only. Therefore, MEAP data is based on previous years' data. We met our writing goal in 5th grade but not in 3rd or 4th during 2008-2009. Significant declines in writing scores were seen in the following subgroups: males, females, economically disadvantaged, and Caucasians. To address these challenge areas in writing, Sheldon Woods' staff plans to work in collaborative grade level and school teams to analyze writing data, study and implement Lucy Calkins' Writer's Workshop model, and consistently use SIOP instructional strategies to meet individual student needs.

By 2012, 100% of students at Sheldon Woods will be proficient in math as measured by MEAP and District math assessments. Additionally, in each subgroup 100% of the students will be proficient or the percentage of students proficient in math as measured by MEAP and District math assessments will increase by at least 10% each year.

We met our math goal of 100% proficient in 4th grade during 2009-2010. We did not meet the goal in 3rd or 5th grade. Significant declines in writing scores were seen in the following subgroups: economically disadvantaged 3rd graders and 5th grade males. Strategies that Sheldon Woods' staff will use to address these areas of need include working in collaborative teams to analyze math data, implementing Math RtI, and using SIOP instructional strategies.

By 2012, 100% of students at Sheldon Woods will be proficient in science as measured by MEAP and District science assessments. Additionally, each subgroup will score 100% proficient on MEAP and District science assessments by 2012 or increase by at least 10% each year.

We did not meet our science goal of 100% proficient in 5th grade during 2009-2010. Significant declines were observed in the following subgroups: 5th grade males and 5th grade Caucasians. In order to meet our school goal of 100% proficient, staff will work in collaborative grade level and school teams to consistently analyze demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in science K-5. School teams will also work on curriculum alignment to ensure complete coverage of grade level content expectations.

By 2012, 100% of students at Sheldon Woods will be proficient in social studies as measured by MEAP and District social studies assessments. Additionally, each subgroup will score 100% proficient on MEAP and District social studies assessments by 2012.

We met our goal in social studies and have seen significant improvements in the following subgroups: economically disadvantaged and Caucasians.

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
- 🐾 **96%** of our parents/guardians attended spring conferences

Additionally, parents are actively involved in school activities through volunteering and the Sheldon Woods PTO:

- 🐾 **2, 385 hours of service** (1, 555 in 2008-09; 3,000 in 2007-08) were registered by **110 volunteers** (86 in 2008-09; 112 in 2007-08)

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

Additional Points of Pride About Our School

Field Trips:

- 🐾 Kindergarten and AI class to Post Family Farm
- 🐾 Kindergarten and AI to Champion Gymnastics
- 🐾 AI class – weekly community trips
- 🐾 AI class to Holland Rotary Club luncheon
- 🐾 AI class swimming lessons
- 🐾 1st grade to Crane's Apple Orchard
- 🐾 1st grade to John Ball Zoo
- 🐾 2nd grade to Downtown Holland
- 🐾 2nd grade swimming lessons
- 🐾 3rd grade to DeGraaf Nature Center
- 🐾 4th grade overnight trip to Mackinac Island
- 🐾 4th grade to Hoffmaster State Park
- 🐾 4th and 5th grade trip to the Holland Gem & Mineral Show
- 🐾 5th grade trip to Knickerbocker Theatre
- 🐾 5th grade trip to Grand Rapids Symphony
- 🐾 5th grade trip to Windmill Island for the Historic Dutch Fair

- 🐾 5th grade trip to Ford and Grand Rapids Public Museums
- 🐾 5th grade trip to Chicago, Illinois

School & Community Projects:

- 🐾 Kids Hope Mentors/tutors from Harlem Reformed Church
- 🐾 Student Council
- 🐾 Michigan Coastal Cleanup at Windsnest Park
- 🐾 Veteran's Day Assembly
- 🐾 Student letters to the troops in Iraq
- 🐾 Celebration of Learning program, Art Exhibit
- 🐾 Job Squad teacher helpers
- 🐾 Harbor Shores Humane Society Donation from 3rd Grade Market Day
- 🐾 Student Council Food Drive for Community Action House
- 🐾 5th grade visitation to Harbor Lights Middle School
- 🐾 All School Skating Party
- 🐾 All School White Caps Game Outing
- 🐾 Feelin' Good Mileage Club
- 🐾 Red Robin and Lost City Academic/Behavior Rewards
- 🐾 Herrick Public Library Summer Reading program
- 🐾 West Michigan Whitecaps Reading Club
- 🐾 Friday School Store
- 🐾 Fun Run
- 🐾 Girls On The Run
- 🐾 School Garage Sale
- 🐾 Volunteer Appreciation Breakfast
- 🐾 Monthly Positive Behavior (PBS) awards for classrooms
- 🐾 Girl Scouts
- 🐾 Lego League
- 🐾 Monthly Birthday Table with the Principal
- 🐾 Lunch Bunch Reading
- 🐾 Kids Healing Kids

Educational Assemblies (sponsored by PTO):

- 🐾 Monthly Positive Behavior Support (3 R's) Assemblies
- 🐾 NED Assembly
- 🐾 Internet Safety Assembly
- 🐾 High School Vocalaires Assembly
- 🐾 High School Jazz Band Assembly
- 🐾 Hope College Science Assembly

PTO Sponsored Activities:

- 🐾 Book Fairs
- 🐾 Box Tops for Education
- 🐾 Family Story Nights
- 🐾 Project Charlie
- 🐾 Christmas Carnival
- 🐾 RIF 3rd grade book parties

- 🐾 March is Reading Month activities
- 🐾 5th grade gift of calculators & Year End Awards Assembly
- 🐾 Staff appreciation lunches
- 🐾 Parent/Teacher conference night dinners
- 🐾 Tulip Time Children's Parade (organization & props)
- 🐾 End of the Year Field Day

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, Sheldon Woods 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%	100%	44.8%	55.2%	0%	0%
All Students	2009-10	100%	89.8%	91%	87.5%	54.2%	33.3%	12.5%	0%
Female	2008-09	100%	88.3%	92.4%	100%	31.3%	68.8%	0%	0%
Female	2009-10	<10	91.9%	94.7%	<10	<10	<10	<10	<10
Male	2008-09	100%	84.6%	85.9%	100%	61.5%	38.5%	0%	0%
Male	2009-10	100%	87.9%	87.5%	93.8%	62.5%	31.3%	6.3%	0%
Asian,	2008-09	<10	93.1%	84.6%	<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)
Native Hawaiian, or Pacific Islander									
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.1%	89.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<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%	50%	50%	0%	0%
White	2009-10	100%	92.7%	94.7%	100%	62.5%	37.5%	0%	0%
Limited English Proficient	2008-09	<10	74.9%	82.2%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	82.2%	83.1%	<10	<10	<10	<10	<10
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%	100%	35.7%	64.3%	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)
Economically Disadvantaged	2009-10	100%	84.5%	88.9%	78.6%	50%	28.6%	21.4%	0%
Grade: 04									
All Students	2008-09	100%	82.8%	84.6%	87.9%	42.4%	45.5%	12.1%	0%
All Students	2009-10	100%	84.1%	86.5%	93.1%	41.4%	51.7%	6.9%	0%
Female	2008-09	100%	84.7%	85.2%	85.7%	42.9%	42.9%	14.3%	0%
Female	2009-10	100%	86.1%	90.8%	86.7%	40%	46.7%	13.3%	0%
Male	2008-09	100%	80.9%	84%	89.5%	42.1%	47.4%	10.5%	0%
Male	2009-10	100%	82.1%	82.3%	100%	42.9%	57.1%	0%	0%
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	91.6%	74.6%	<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%	95.5%	45.5%	50%	4.5%	0%
White	2009-10	100%	88.9%	94.4%	95.2%	47.6%	47.6%	4.8%	0%
Multiracial	2008-09	<10	83.4%	91.9%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	61.2%	70.1%	<10	<10	<10	<10	<10
Limited English	2009-10	<10	64.3%	70.8%	<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	54.7%	57.1%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	58%	66.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	72.9%	75.3%	80%	26.7%	53.3%	20%	0%
Economically Disadvantaged	2009-10	100%	75.7%	80%	93.8%	31.3%	62.5%	6.3%	0%
Migrant	2009-10	<10	68.3%	45.5%	<10	<10	<10	<10	<10
Grade: 05									
All Students	2008-09	100%	81.5%	86.3%	95%	45%	50%	5%	0%
All Students	2009-10	100%	85.2%	87%	90.3%	41.9%	48.4%	9.7%	0%
Female	2008-09	100%	83.4%	89.5%	100%	30%	70%	0%	0%
Female	2009-10	100%	86.8%	85%	91.7%	50%	41.7%	8.3%	0%
Male	2008-09	100%	79.8%	83.2%	90%	60%	30%	10%	0%
Male	2009-10	100%	83.5%	88.8%	89.5%	36.8%	52.6%	10.5%	0%
American Indian or Alaska Native	2008-09	<10	80.9%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian,	2008-09	<10	90.8%	86.3%	<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)
or Pacific Islander									
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 Latino	2009-10	<10	74.6%	74.2%	<10	<10	<10	<10	<10
White	2008-09	100%	86.9%	93.4%	100%	46.2%	53.8%	0%	0%
White	2009-10	100%	89.8%	93.6%	90.5%	47.6%	42.9%	9.5%	0%
Multiracial	2008-09	<10	82.9%	76.9%	<10	<10	<10	<10	<10
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	<10	49.2%	51.6%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	57.6%	68.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	70.5%	77%	<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)
Economically Disadvantaged	2009-10	100%	76.6%	80.1%	92.9%	28.6%	64.3%	7.1%	0%
Migrant	2009-10	<10	68.7%	56.3%	<10	<10	<10	<10	<10
Mathematics									
Grade: 03									
All Students	2008-09	100%	91.3%	93.3%	100%	63.3%	36.7%	0%	0%
All Students	2009-10	100%	94.8%	96%	91.3%	56.5%	34.8%	8.7%	0%
Female	2008-09	100%	90.9%	92.7%	100%	56.3%	43.8%	0%	0%
Female	2009-10	<10	94.8%	97.4%	<10	<10	<10	<10	<10
Male	2008-09	100%	91.6%	93.8%	100%	71.4%	28.6%	0%	0%
Male	2009-10	100%	94.8%	94.8%	100%	66.7%	33.3%	0%	0%
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	96%	93.8%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	98%	97.1%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	86.9%	87.3%	<10	<10	<10	<10	<10
Hispanic or	2009-10	<10	92.3%	92.1%	<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)
Latino									
White	2008-09	100%	94.9%	97.4%	100%	70%	30%	0%	0%
White	2009-10	100%	96.9%	98.1%	100%	66.7%	33.3%	0%	0%
Limited English Proficient	2008-09	<10	85.1%	86.1%	<10	<10	<10	<10	<10
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%	100%	46.7%	53.3%	0%	0%
Economically Disadvantaged	2009-10	100%	91.9%	93.7%	85.7%	42.9%	42.9%	14.3%	0%
Grade: 04									
All Students	2008-09	100%	87.9%	89.4%	97%	42.4%	54.5%	3%	0%
All Students	2009-10	100%	92.3%	94.4%	100%	57.1%	42.9%	0%	0%
Female	2008-09	100%	87.9%	88.9%	92.9%	50%	42.9%	7.1%	0%
Female	2009-10	100%	92.9%	94.6%	100%	57.1%	42.9%	0%	0%
Male	2008-09	100%	87.8%	89.8%	100%	36.8%	63.2%	0%	0%
Male	2009-10	100%	91.6%	94.2%	100%	57.1%	42.9%	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)
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	95.1%	91.5%	<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	100%	92%	94.1%	100%	54.5%	45.5%	0%	0%
White	2009-10	100%	95.1%	98.7%	100%	60%	40%	0%	0%
Multiracial	2008-09	<10	86.7%	94.6%	<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	<10	68.1%	74.2%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	80%	82.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	80.4%	83.5%	93.3%	20%	73.3%	6.7%	0%
Economically Disadvantaged	2009-10	100%	87.8%	91.4%	100%	43.8%	56.3%	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)
Migrant	2009-10	<10	88.1%	100%	<10	<10	<10	<10	<10
Grade: 05									
All Students	2008-09	100%	76.8%	85.2%	95%	65%	30%	5%	0%
All Students	2009-10	100%	79.5%	81.3%	80.6%	51.6%	29%	19.4%	0%
Female	2008-09	100%	75.8%	84.6%	90%	50%	40%	10%	0%
Female	2009-10	100%	79.6%	81.7%	75%	50%	25%	25%	0%
Male	2008-09	100%	77.8%	85.8%	100%	80%	20%	0%	0%
Male	2009-10	100%	79.4%	80.9%	84.2%	52.6%	31.6%	15.8%	0%
American Indian or Alaska Native	2008-09	<10	72.3%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	92.3%	86.3%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93%	86%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	66.1%	73.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	71%	68%	<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)
White	2008-09	100%	83%	92.1%	92.3%	69.2%	23.1%	7.7%	0%
White	2009-10	100%	84.3%	89.2%	81%	61.9%	19%	19%	0%
Multiracial	2008-09	<10	76.6%	76.9%	<10	<10	<10	<10	<10
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	<10	46.9%	69.4%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	52.8%	52.2%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	64.4%	76.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	69.8%	71.6%	85.7%	42.9%	42.9%	14.3%	0%
Migrant	2009-10	<10	72.4%	70.6%	<10	<10	<10	<10	<10
Science									
Grade: 05									
All Students	2008-09	100%	83.1%	88.8%	95%	65%	30%	5%	0%
All Students	2009-10	100%	81%	84.1%	90.3%	58.1%	32.3%	9.7%	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	2008-09	100%	83.3%	89.8%	90%	40%	50%	10%	0%
Female	2009-10	100%	81.1%	81.3%	91.7%	50%	41.7%	8.3%	0%
Male	2008-09	100%	82.9%	87.8%	100%	90%	10%	0%	0%
Male	2009-10	100%	80.8%	86.6%	89.5%	63.2%	26.3%	10.5%	0%
American Indian or Alaska Native	2008-09	<10	83.9%	<10	<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 Latino	2009-10	<10	68.8%	69.3%	<10	<10	<10	<10	<10
White	2008-09	100%	89.4%	95.4%	100%	69.2%	30.8%	0%	0%
White	2009-10	100%	87.5%	92.6%	90.5%	66.7%	23.8%	9.5%	0%
Multiracial	2008-09	<10	84.5%	84.6%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	59%	77.1%	<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)
Limited English Proficient	2009-10	<10	56.7%	70.8%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	63.6%	74.2%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	60.7%	66.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	72.3%	82.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	70.6%	75.7%	92.9%	50%	42.9%	7.1%	0%
Migrant	2009-10	<10	64.6%	58.8%	<10	<10	<10	<10	<10

Michigan Merit Examination (MME)

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

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 03								
All Students	2008-09	<10	82.8%	81.8%	<10	<10	<10	<10
Male	2008-09	<10	83.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	79.8%	<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								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Grade: 03								
All Students	2008-09	<10	83.3%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	82.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	80.2%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	82.4%	<10	<10	<10	<10	<10
White	2008-09	<10	84.2%	<10	<10	<10	<10	<10
White	2009-10	<10	80.6%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2009-10	<10	79.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	79.5%	<10	<10	<10	<10	<10
White	2009-10	<10	79.4%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2008-09	<10	85.2%	<10	<10	<10	<10	<10
All Students	2009-10	<10	87.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	85.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	88.3%	<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)
Black or African American	2008-09	<10	82.1%	<10	<10	<10	<10	<10
White	2008-09	<10	86.2%	<10	<10	<10	<10	<10
White	2009-10	<10	86.2%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2009-10	<10	90.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	91%	<10	<10	<10	<10	<10
White	2009-10	<10	89.7%	<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, Sheldon Woods 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	100%	99%
Mathematics	98.8%	100%
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%
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	<30	<30
School		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
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	100%	98.6%
Mathematics	98.3%	100%

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	N/A	N/A
Mathematics	N/A	N/A
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	<30	<30
Mathematics	<30	<30
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%	100%
Mathematics	100%	100%

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

96.4%

Black or African American

State

Attendance Rate (Goal 90%)	
	91%
District	
	94.6%
School	
	94.7%
American Indian or Alaska Native	
State	
	93.7%
District	
	93.9%
School	
	97.7%
Asian, Native Hawaiian, or Pacific Islander	
State	

Attendance Rate (Goal 90%)	
	96.5%
District	
	97.1%
School	
	97.1%
Hispanic or Latino	
State	
	94.1%
District	
	95.4%
School	
	96.8%
White	
State	

Attendance Rate (Goal 90%)	
	95.7%
District	
	96.4%
School	
	96.2%
Multiracial	
State	
	94.8%
District	
	95.5%
School	
	96.6%
Limited English Proficient	
State	

Attendance Rate (Goal 90%)	
	94.6%
District	
	95.8%
School	
	96.4%
Students with Disabilities	
State	
	93.5%
District	
	95.5%
School	
	95.4%
Economically Disadvantaged	
State	

Attendance Rate (Goal 90%)	
94.8%	
District	
96%	
School	
96.3%	

* 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%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
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, Sheldon Woods Elementary School

School AYP Status

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

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

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	6	11	1

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

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
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	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	12	42	39	17	2
SD	88	19	44	31	6

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

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

NAEP 2009 Grade 8 Mathematics Results

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

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

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

NAEP 2009 Grade 4 Reading Results

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

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

Rounds to zero

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

NAEP 2009 Grade 8 Reading Results

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

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

Rounds to zero

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

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