



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 Woodside 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 Lisa Neumann 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 main office at our school.

For 2009-2010, Woodside 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. Each year we analyze the effectiveness of our School Improvement Plan and student achievement data to ensure that we deliver high quality instruction to all students. Based on our results, the School Improvement Plan is adjusted yearly. Parents are an integral part of our school. Parents can be involved through many avenues which include, volunteering, attending workshops, attending events and PTO representation. 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.

Woodside is very appreciative of our continued partnership with staff, parents and community members in the educational growth and development of our students. Thank you for your continued support, dedication and commitment to all Woodside students.

Sincerely,

Lisa Neumann
Principal

Woodside Elementary School

Mrs. Lisa Neumann, Principal

2591 North Division Ave., Holland MI 49424



About Our School

Students are assigned to Woodside based upon a geographical location. Boundaries for bussing exist in the nine-elementary school district. If parents request Woodside, they provide their own transportation. Woodside Elementary is frequently requested by parents and often needs to send students to other schools as overflow. During the 2010 – 2011 school year, Woodside staff will work towards our International Baccalaureate authorization.

School Improvement

The Woodside School Improvement Team consists of the principal, parent members, as well as teaching and support staff. The team is focused on researching and implementing best instructional practices in all content areas. Within the school improvement process, our staff analyzes data and adjusts instruction based on every child's needs. All staff members are involved in decision-making and assessment of student growth.

During the school year of 2009 – 2010, Woodside met most components for the year on the following School Improvement goals, and is implementing additional strategies for the 2010 - 2011 school year to ensure we meet all components of all goals:

Reading: By the end of the 2012-2013 school year, at least 92% of the students at each grade level will be proficient in reading, as measured by the MEAP test and grade level district common assessments in reading. Additionally, each subgroup that scores below the building average will increase the percent of students that are proficient in reading by 10% annually.

Math: By the end of the 2012-2013 school year, at least 91% of students at each grade level will be proficient in math as measured by the MEAP-mathematics test in grades 3-5 and on the grade level interim common assessments. Additionally, each subgroup falling below 65% will increase the percent of students that are proficient in math , using the same measures, by 10% annually.

Science: By the end of the 2012-2013 school year, at least 90% of students at each grade level will be proficient in science solving as measured by the MEAP Science test and grade level common assessments. Additionally, each subgroup falling below 65% will increase the percent of students that are proficient in science by 10 % annually.

Writing: By the end of the 2012-2013 school year, at least 90% of students at each grade level will be proficient in writing, as measured by the MEAP-writing test (grade 4) and grade

level benchmark interim common assessments. Each grade level or subgroup falling below 65% will increase the percent of students that are proficient by 10 % annually.

Social Studies: By the end of the 2012-2013 school year, at least 93% of students from Woodside in sixth grade will be proficient in social studies as measured by the MEAP Social Studies test (grade 6) and grade level interim common assessments in grades K-5. Additionally, each subgroup falling below 65% will increase the percent of students that are proficient by 10% annually on the same measures.

School improvement continues to be a positive factor for Woodside and one in which all staff members are invested. Excellent professional development has helped us to serve our dynamic population and ensure our best teaching with students. In addition, the in-depth analysis of data provides the necessary information to identify students’ strengths and targeted growth areas.

Our Core Curriculum

A copy of the core curriculum is available in the Principal’s office at Woodside Elementary and on the web at www.westottawa.net. The core curriculum is implemented daily through the use of research based materials, best instructional strategies and quality instruction.

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

We are extremely pleased with the level of involvement our parents demonstrated during Parent/Teacher Conferences this year. Per the table below, parent teacher conferences are widely attended.

Parent Conference Attendance by grade level	2009-2010		2008-2009		2007-2008	
	#	%	#	%	#	%
K	93	96	96	100	83	96
1	95	94	79	93	100	93
2	77	94	87	99	88	88
3	82	93	93	96	91	90

4	89	99	98	95	95	92
5	88	96	97	94	101	96
Total School Population	550	95	554	96	558	92

During the 2009 – 2010 school year, Woodside adopted a new Parent Involvement Policy. Below is a summary of this Parent Involvement Policy. A copy of the full parent involvement policy is available at Woodside Elementary School.

WOODSIDE PARENT INVOLVEMENT POLICY

Woodside Elementary believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student’s parents/guardians. Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. providing a school and home environment which encourages learning, and augments the learning experiences provided by the school at home;
- C. establishing the learning outcomes for their child with the goal of developing a responsible, adult member of society;
- D. establishing and supporting a consistent and shared approach to child guidance and discipline;
- E. providing for the proper health, safety, and well-being for their child;
- F. developing English language proficiency;
- G. supporting school initiatives to provide intervention strategies.

Woodside School is committed to communicating to parents at a level and in a language they can understand, where practicable.

PARENT/COMMUNITY INVOLVEMENT

Involvement in the education of children and participation in the life of a school are reflected in many ways including volunteerism and attendance at parent teacher conferences.

Additionally, parents were actively involved in school activities through volunteering and the PTO. Woodside is fortunate to have an active PTO that supports the educational objectives of the school and plays an active role in daily operations. Highlights of the PTO's involvement include:

- 🐾 Providing activities and assemblies: Madcap Puppets, Spirit Week Activities, Box-Tops-For-Education Competitions, Authors Visit, Bingo For Books, etc.
- 🐾 Providing grade level exciting activities: Dr. Seuss day, 100's day, Math Mondays, Fantastic Fridays, Reading is Fundamental parties.
- 🐾 Providing Birthday Book Club, Popcorn/Cookie Days, student birthday recognition, Scholastic Book Fairs.
- 🐾 Sponsoring family activities: Bingo for Books, Chucky Cheese Night, Woodside Carnival, Field Day and Bike Rodeo.
- 🐾 Financial support of classroom teachers: classroom start-up checks, recess play equipment, playground equipment, dollars for media center books, fifth grade student gifts, and first grade Take Home books.

West Ottawa High School students volunteered at Woodside through both career placement programs and the PAL program. Post-secondary students from Hope, Grand Valley, Western Michigan, and other local universities volunteered in our classrooms at Woodside.

The KIDS Hope USA program continued at Woodside, providing over thirty students with mentors who provided academic support, personal guidance, and positive role modeling to our students. This ongoing partnership with Beechwood church provides support both in and out of the classroom.

Woodside hosted two fall semester and 2 spring semester student teachers. The practice of hosting student teachers benefits Woodside by providing consistent, professional support to our classrooms.

Additional Points of Pride About Woodside Elementary School

- 🐾 Woodside continues to make progress towards maintaining state accreditation experiencing success in many areas of the MEAP assessments.
- 🐾 Exceptional Centered Learning allows students who are above grade level in both reading and writing to participate in this accelerated cross-curricular project-based learning opportunity.
- 🐾 Students traveled on various field trips to increase their first-hand knowledge, which is a strong builder of background knowledge and vocabulary. Examples include Teusink's Pony Farm (K), Farmer's Market (1), VanAndel Museum (2), Meijer Gardens (2), Chicago's Museum of Science & Industry (5), Voyagers Canoeing (4), State Capitol & Museum (4), Hoffmaster State Park (3), Pumpkin Patch/Orchard (K), Outdoor Discovery Center and Camp Pendalouan (5).
- 🐾 Two full-time classroom assistants were dedicated to kindergarten. By placing resources in the early elementary classrooms, we believe that children will reap greater learning rewards over the course of their lives.
- 🐾 More than 225 students per school day benefitted from core support staff who delivered small group instruction based on the monthly Response to Intervention (RTI) meetings.

- 🐾 Poem of the Week continued every Friday. During "POW", classrooms recited poems that they had practiced during the week. "POW" helps to build fluency, self confidence and comprehension
- 🐾 Caught with Character continued to be an exciting part of Woodside where students were recognized for acts which demonstrated the three character traits of responsible, respectful, and ready to learn. The Caught with Character program provided all staff members with a ticket system for praising students. At the end of each week, a Caught with Character prize drawing was held where students were randomly recognized with additional prizes.
- 🐾 Words of Wisdom, a daily affirmation and modeling of good character, was utilized as an instructional strategy to support character education. Each morning, a parent, child, school staff member, or special guest read a brief announcement which highlighted the best ways to live life.
- 🐾 All classroom teachers implemented the Lucy Calkin's writer's workshop into their daily curriculum. Students spent approximately forty-five minutes every day increasing their writing skills.
- 🐾 K-5 teachers continued to monitor their students using assessments such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills) measures, running records, MLPP, and the phonics decoding screening test, which are designed to analyze student reading skills and provide recommendations for instructional focus.
- 🐾 All children in grades K-5 were benchmarked three times this year using the DIBELS measures. These results were shared with school staff and the improvement of students was targeted and tracked. In addition, all children who received special education or core support, DIBELS progress monitoring was conducted which provided data which validates the use of intervention programs.
- 🐾 Road to the Code, Read Naturally, Soar to Success, and Early Success gained widespread use as intervention programming for children with reading difficulties. Woodside saw significant improvements in children's ability to read from the beginning to end of the school year.
- 🐾 Celebration of Learning was a wonderful experience where the children performed different dances, songs or poems from various celebrations around the world. The PAC was completely filled and the children sang We Are the World.
- 🐾 After-school activities include two levels of karate, Total Trek Quest, Girls on the Run, Girl Scouts, Boy Scouts and staff sponsored CHAMPS program.
- 🐾 Various classroom speakers and presenters visited our school throughout the year including the Park Township Fire Department, Ottawa County Sheriff Department, a meteorologist, military veterans, Junior Achievement volunteers, Project Charlie volunteers, etc.
- 🐾 During spring conferences most of our fifth grade classrooms held student-led conferences. The children explained, modeled, and showed examples of what they had been learning to their parents.
- 🐾 Woodside was host to students from Hope College in Liverpool England. For one week, our children enjoyed learning from these third year students about where they lived and how their lives were similar and different. The Hope College students had a wonderful time and were impressed with the Woodside students.

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, Woodside 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%	79.8%	32.6%	47.2%	20.2%	0%
All Students	2009-10	100%	89.8%	91%	85.1%	27.6%	57.5%	12.6%	2.3%
Female	2008-09	100%	88.3%	92.4%	80.9%	38.3%	42.6%	19.1%	0%
Female	2009-10	100%	91.9%	94.7%	82.9%	17.1%	65.7%	14.3%	2.9%
Male	2008-09	100%	84.6%	85.9%	78.6%	26.2%	52.4%	21.4%	0%
Male	2009-10	100%	87.9%	87.5%	86.5%	34.6%	51.9%	11.5%	1.9%
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
American Indian or Alaska Native	2009-10	<10	84.9%	<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	100%	79%	81.7%	77.3%	22.7%	54.5%	22.7%	0%
Hispanic or Latino	2009-10	100%	84.6%	85.7%	77.3%	13.6%	63.6%	18.2%	4.5%
White	2008-09	100%	90%	95.5%	82.8%	41.4%	41.4%	17.2%	0%
White	2009-10	100%	92.7%	94.7%	93.1%	51.7%	41.4%	6.9%	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	2008-09	100%	74.9%	82.2%	72.2%	16.7%	55.6%	27.8%	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)
English Proficient									
Limited English Proficient	2009-10	100%	82.2%	83.1%	80.4%	13%	67.4%	15.2%	4.3%
Students with Disabilities	2008-09	100%	63.4%	66%	72.7%	9.1%	63.6%	27.3%	0%
Students with Disabilities	2009-10	100%	71%	66.1%	41.7%	8.3%	33.3%	41.7%	16.7%
Economically Disadvantaged	2008-09	100%	79.1%	83.4%	76.4%	21.8%	54.5%	23.6%	0%
Economically Disadvantaged	2009-10	100%	84.5%	88.9%	84.5%	22.5%	62%	14.1%	1.4%
Migrant	2008-09	<10	72.6%	<10	<10	<10	<10	<10	<10
Migrant	2009-10	<10	79.4%	<10	<10	<10	<10	<10	<10
Grade: 04									
All Students	2008-09	100%	82.8%	84.6%	78.6%	26.5%	52%	17.3%	4.1%
All Students	2009-10	100%	84.1%	86.5%	79.3%	20.7%	58.6%	18.4%	2.3%
Female	2008-09	100%	84.7%	85.2%	77.5%	37.5%	40%	17.5%	5%
Female	2009-10	100%	86.1%	90.8%	88.4%	25.6%	62.8%	9.3%	2.3%
Male	2008-09	100%	80.9%	84%	79.3%	19%	60.3%	17.2%	3.4%
Male	2009-10	100%	82.1%	82.3%	70.5%	15.9%	54.5%	27.3%	2.3%
Black or African	2008-09	<10	65.6%	73.7%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
American									
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
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.5%	83.6%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	72.6%	75%	68.2%	13.6%	54.5%	22.7%	9.1%
Hispanic or Latino	2009-10	100%	74.3%	74.1%	78%	14.6%	63.4%	19.5%	2.4%
White	2008-09	100%	88%	91.2%	85.7%	48.6%	37.1%	14.3%	0%
White	2009-10	100%	88.9%	94.4%	82.1%	28.6%	53.6%	14.3%	3.6%
Multiracial	2008-09	100%	83.4%	91.9%	90%	20%	70%	10%	0%
Multiracial	2009-10	<10	81.1%	96.7%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	100%	61.2%	70.1%	69.4%	13.9%	55.6%	27.8%	2.8%
Limited English Proficient	2009-10	100%	64.3%	70.8%	73.5%	11.8%	61.8%	23.5%	2.9%

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)
Students with Disabilities	2008-09	100%	54.7%	57.1%	50%	21.4%	28.6%	35.7%	14.3%
Students with Disabilities	2009-10	100%	58%	66.7%	50%	10%	40%	50%	0%
Economically Disadvantaged	2008-09	100%	72.9%	75.3%	69%	13.8%	55.2%	24.1%	6.9%
Economically Disadvantaged	2009-10	100%	75.7%	80%	73.2%	14.3%	58.9%	23.2%	3.6%
Migrant	2008-09	<10	63.1%	71.4%	<10	<10	<10	<10	<10
Migrant	2009-10	<10	68.3%	45.5%	<10	<10	<10	<10	<10
Grade: 05									
All Students	2008-09	100%	81.5%	86.3%	85.4%	35.4%	50%	11.5%	3.1%
All Students	2009-10	100%	85.2%	87%	81.3%	37.4%	44%	13.2%	5.5%
Female	2008-09	100%	83.4%	89.5%	95.5%	38.6%	56.8%	4.5%	0%
Female	2009-10	100%	86.8%	85%	77.1%	45.7%	31.4%	17.1%	5.7%
Male	2008-09	100%	79.8%	83.2%	76.9%	32.7%	44.2%	17.3%	5.8%
Male	2009-10	100%	83.5%	88.8%	83.9%	32.1%	51.8%	10.7%	5.4%
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,	2008-09	100%	90.8%	86.3%	100%	58.3%	41.7%	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)
Native Hawaiian, 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	100%	71.2%	75.2%	79.2%	20.8%	58.3%	16.7%	4.2%
Hispanic or Latino	2009-10	100%	74.6%	74.2%	72.1%	18.6%	53.5%	18.6%	9.3%
White	2008-09	100%	86.9%	93.4%	90.9%	48.5%	42.4%	9.1%	0%
White	2009-10	100%	89.8%	93.6%	90.9%	60.6%	30.3%	6.1%	3%
Multiracial	2008-09	<10	82.9%	76.9%	<10	<10	<10	<10	<10
Multiracial	2009-10	100%	83.9%	91.3%	90%	30%	60%	10%	0%
Limited English Proficient	2008-09	100%	56.2%	75.4%	85.7%	22.9%	62.9%	11.4%	2.9%
Limited English Proficient	2009-10	100%	61.8%	73.2%	75%	16.7%	58.3%	16.7%	8.3%
Students with Disabilities	2008-09	<10	49.2%	51.6%	<10	<10	<10	<10	<10
Students with	2009-10	100%	57.6%	68.1%	64.7%	23.5%	41.2%	29.4%	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)
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	100%	86.9%	87.3%	77.8%	31.1%	46.7%	22.2%	0%
Hispanic or Latino	2009-10	100%	92.3%	92.1%	88.9%	11.1%	77.8%	11.1%	0%
White	2008-09	100%	94.9%	97.4%	89.7%	41.4%	48.3%	10.3%	0%
White	2009-10	100%	96.9%	98.1%	100%	65.5%	34.5%	0%	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 English Proficient	2008-09	100%	85.1%	86.1%	75.7%	29.7%	45.9%	24.3%	0%
Limited English Proficient	2009-10	100%	92.1%	91.9%	91.3%	13%	78.3%	8.7%	0%
Students with Disabilities	2008-09	100%	79.7%	83.6%	72.7%	27.3%	45.5%	27.3%	0%
Students	2009-10	100%	87.8%	91.9%	76.9%	38.5%	38.5%	23.1%	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)
with Disabilities									
Economically Disadvantaged	2008-09	100%	85.7%	89.2%	76.8%	26.8%	50%	23.2%	0%
Economically Disadvantaged	2009-10	100%	91.9%	93.7%	91.7%	29.2%	62.5%	8.3%	0%
Migrant	2008-09	<10	79.9%	<10	<10	<10	<10	<10	<10
Migrant	2009-10	<10	90.5%	<10	<10	<10	<10	<10	<10
Grade: 04									
All Students	2008-09	100%	87.9%	89.4%	77.6%	30.6%	46.9%	18.4%	4.1%
All Students	2009-10	100%	92.3%	94.4%	83%	34.1%	48.9%	17%	0%
Female	2008-09	100%	87.9%	88.9%	82.5%	35%	47.5%	15%	2.5%
Female	2009-10	100%	92.9%	94.6%	81.8%	31.8%	50%	18.2%	0%
Male	2008-09	100%	87.8%	89.8%	74.1%	27.6%	46.6%	20.7%	5.2%
Male	2009-10	100%	91.6%	94.2%	84.1%	36.4%	47.7%	15.9%	0%
Black or African American	2008-09	<10	73.8%	70%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	82.3%	82.6%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	95.1%	91.5%	<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	96.9%	94.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	81%	80.9%	68.2%	13.6%	54.5%	25%	6.8%
Hispanic or Latino	2009-10	100%	89.3%	88.9%	81%	26.2%	54.8%	19%	0%
White	2008-09	100%	92%	94.1%	88.6%	48.6%	40%	8.6%	2.9%
White	2009-10	100%	95.1%	98.7%	92.9%	46.4%	46.4%	7.1%	0%
Multiracial	2008-09	100%	86.7%	94.6%	80%	40%	40%	20%	0%
Multiracial	2009-10	<10	91%	93.1%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	100%	75.7%	80.6%	69.4%	13.9%	55.6%	22.2%	8.3%
Limited English Proficient	2009-10	100%	86.6%	87%	76.5%	26.5%	50%	23.5%	0%
Students with Disabilities	2008-09	100%	68.1%	74.2%	64.3%	21.4%	42.9%	28.6%	7.1%
Students with Disabilities	2009-10	100%	80%	82.6%	60%	30%	30%	40%	0%
Economically Disadvantaged	2008-09	100%	80.4%	83.5%	72.4%	22.4%	50%	20.7%	6.9%
Economically Disadvantaged	2009-10	100%	87.8%	91.4%	75.4%	24.6%	50.9%	24.6%	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)
Disadvantaged									
Migrant	2008-09	<10	82.1%	71.4%	<10	<10	<10	<10	<10
Migrant	2009-10	<10	88.1%	100%	<10	<10	<10	<10	<10
Grade: 05									
All Students	2008-09	100%	76.8%	85.2%	87.6%	57.7%	29.9%	12.4%	0%
All Students	2009-10	100%	79.5%	81.3%	67.4%	26.1%	41.3%	22.8%	9.8%
Female	2008-09	100%	75.8%	84.6%	93.2%	68.2%	25%	6.8%	0%
Female	2009-10	100%	79.6%	81.7%	75%	30.6%	44.4%	19.4%	5.6%
Male	2008-09	100%	77.8%	85.8%	83%	49.1%	34%	17%	0%
Male	2009-10	100%	79.4%	80.9%	62.5%	23.2%	39.3%	25%	12.5%
Black or African American	2008-09	<10	55.2%	75%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	62.5%	61.1%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	92.3%	86.3%	100%	75%	25%	0%	0%
Asian, Native Hawaiian, or Pacific Islander	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)
Hispanic or Latino	2008-09	100%	66.1%	73.7%	79.6%	38.8%	40.8%	20.4%	0%
Hispanic or Latino	2009-10	100%	71%	68%	59.1%	13.6%	45.5%	25%	15.9%
White	2008-09	100%	83%	92.1%	97%	81.8%	15.2%	3%	0%
White	2009-10	100%	84.3%	89.2%	78.8%	39.4%	39.4%	15.2%	6.1%
Multiracial	2008-09	<10	76.6%	76.9%	<10	<10	<10	<10	<10
Multiracial	2009-10	100%	78.2%	76.1%	60%	40%	20%	40%	0%
Limited English Proficient	2008-09	100%	60.7%	77.3%	83.3%	36.1%	47.2%	16.7%	0%
Limited English Proficient	2009-10	100%	67.6%	70.8%	62.2%	10.8%	51.4%	29.7%	8.1%
Students with Disabilities	2008-09	<10	46.9%	69.4%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	100%	52.8%	52.2%	41.2%	17.6%	23.5%	23.5%	35.3%
Economically Disadvantaged	2008-09	100%	64.4%	76.7%	82.9%	50%	32.9%	17.1%	0%
Economically Disadvantaged	2009-10	100%	69.8%	71.6%	55.6%	19%	36.5%	31.7%	12.7%
Migrant	2009-10	<10	72.4%	70.6%	<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%	85.6%	45.4%	40.2%	11.3%	3.1%
All Students	2009-10	100%	81%	84.1%	72.8%	35.9%	37%	22.8%	4.3%
Female	2008-09	100%	83.3%	89.8%	93.2%	50%	43.2%	6.8%	0%
Female	2009-10	100%	81.1%	81.3%	66.7%	36.1%	30.6%	27.8%	5.6%
Male	2008-09	100%	82.9%	87.8%	79.2%	41.5%	37.7%	15.1%	5.7%
Male	2009-10	100%	80.8%	86.6%	76.8%	35.7%	41.1%	19.6%	3.6%
Black or African American	2008-09	<10	61.8%	81.3%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	59.6%	72.2%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	90.9%	87.7%	100%	58.3%	41.7%	0%	0%
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.8%	80.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	72.9%	78.3%	77.6%	30.6%	46.9%	16.3%	6.1%
Hispanic or	2009-10	100%	68.8%	69.3%	59.1%	15.9%	43.2%	36.4%	4.5%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Latino									
White	2008-09	100%	89.4%	95.4%	93.9%	63.6%	30.3%	6.1%	0%
White	2009-10	100%	87.5%	92.6%	81.8%	63.6%	18.2%	12.1%	6.1%
Multiracial	2008-09	<10	84.5%	84.6%	<10	<10	<10	<10	<10
Multiracial	2009-10	100%	79.3%	87%	90%	20%	70%	10%	0%
Limited English Proficient	2008-09	100%	59%	77.1%	77.8%	22.2%	55.6%	13.9%	8.3%
Limited English Proficient	2009-10	100%	56.7%	70.8%	67.6%	16.2%	51.4%	27%	5.4%
Students with Disabilities	2008-09	<10	63.6%	74.2%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	100%	60.7%	66.7%	58.8%	29.4%	29.4%	41.2%	0%
Economically Disadvantaged	2008-09	100%	72.3%	82.1%	84.3%	38.6%	45.7%	12.9%	2.9%
Economically Disadvantaged	2009-10	100%	70.6%	75.7%	61.9%	25.4%	36.5%	31.7%	6.3%
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
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	83.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	75.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	83.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.5%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	81.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	87.6%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	68.4%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2008-09	<10	83.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	83%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	82.2%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2008-09	<10	80.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	81.7%	<10	<10	<10	<10	<10
Hispanic or	2008-09	<10	82.4%	<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)
Latino								
Grade: 04								
All Students	2008-09	<10	86.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	85%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	85.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	87.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	87.1%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2008-09	<10	74.6%	<10	<10	<10	<10	<10
Male	2008-09	<10	75.9%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	73.9%	<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	2008-09	<10	59.6%	<10	<10	<10	<10	<10
Male	2008-09	<10	60.6%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	57.4%	<10	<10	<10	<10	<10

Supported Independence

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

Participation

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

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Reading								
Grade: 03								
All Students	2009-10	<10	31.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	31.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	28%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	30.4%	<10	<10	<10	<10	<10

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

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	100.1%	95.8%
Mathematics	100%	96.3%
School		
English Language Arts / Reading	100%	93.9%
Mathematics	99.6%	94.2%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	100%	94.8%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	100%	91.4%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	100%	95.4%
Mathematics	99.8%	96.6%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	100.7%	91.7%
Mathematics	100.5%	93.9%
School		
English Language Arts / Reading	99.2%	90.4%
Mathematics	100%	93.2%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.8%	97.9%
Mathematics	99.7%	97.7%
School		
English Language Arts / Reading	100%	98.2%
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%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	99.6%	95.5%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	119.5%	90.5%
Mathematics	120%	93.7%
School		
English Language Arts / Reading	113.3%	92%
Mathematics	111.4%	96%
Students with Disabilities		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	112.3%	81.7%
Mathematics	112.1%	85.3%
School		
English Language Arts / Reading	107.5%	77.6%
Mathematics	107.5%	81.6%
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	100.5%	91.9%
Mathematics	100%	92.7%

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

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

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

State

81.85%

District

84.23%

Multiracial

State

71.12%

District

<10

Limited English Proficient

State

65.51%

District

58.89%

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

Students with Disabilities

State

57.61%

District

58.67%

Economically Disadvantaged

State

59.8%

District

55.47%

Attendance Rate
(Goal 90%)

All Students

State

Attendance Rate (Goal 90%)	
	94.7%
District	
	96.1%
School	
	95.5%
Black or African American	
State	
	91%
District	
	94.6%
School	
	93.4%
American Indian or Alaska Native	
State	

Attendance Rate (Goal 90%)	
	93.7%
District	
	93.9%
School	
	82.7%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	
	97.1%
School	
	96.8%
Hispanic or Latino	
State	

Attendance Rate (Goal 90%)	
	94.1%
District	
	95.4%
School	
	95.2%
White	
State	
	95.7%
District	
	96.4%
School	
	96%
Multiracial	
State	

Attendance Rate (Goal 90%)	
	94.8%
District	
	95.5%
School	
	94.5%
Limited English Proficient	
State	
	94.6%
District	
	95.8%
School	
	95.5%
Students with Disabilities	
State	

Attendance Rate (Goal 90%)	
	93.5%
District	
	95.5%
School	
	94%
Economically Disadvantaged	
State	
	94.8%
District	
	96%
School	
	95.3%

* 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%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Michigan Annual AYP Objectives for Mathematics

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

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

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

Woodside Elementary School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	14	23	0

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

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Program Eligibility	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

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

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Program Eligibility	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

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

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Program Eligibility	43	52	33	13	2
Eligible	57	24	36	31	10
Not Eligible	#	‡	‡	‡	‡
Info not available		‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

Rounds to zero

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

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
National Lunch Program Eligibility	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
Not ELL	98	27	42	28	3

Rounds to zero

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

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