



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 West Ottawa High 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 Kent Henson (Principal) for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.westottawa.net/schools/> or you may review a copy from the main office at West Ottawa High School.

For 2009-2010, West Ottawa High School made Adequate Yearly Progress (AYP) in English language arts and mathematics; however, we are still identified for SCHOOL IMPROVEMENT (Stage 1). We must make AYP for two consecutive years to no longer be identified for improvement.

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.
- The number and percent of our students who are enrolled (through dual enrollment) in postsecondary classes, the college equivalent (AP and IB) courses offered at our school and the number of students enrolled in these

courses, and the number of students receiving a score on the AP and IB exams that lead to college credit.

- 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.

West Ottawa High School strives to develop competent, confident, and caring citizens. In order to accomplish this mission, we need the cooperation and full participation of students, staff, and families of the West Ottawa school community. We appreciate your continued support as look forward to the 2010-11 school year.

Sincerely,

Kent Henson

Kent Henson, Principal



WEST OTTAWA HIGH SCHOOL CAMPUS

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Kent Henson, Principal

South Building

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About Our School

West Ottawa High School is a comprehensive high school serving students in grades 9-12. WOHS, beginning with the 2010-11 school year, will also be recognized as an International Baccalaureate World School. The IB program will offer students the opportunity to earn an International Baccalaureate diploma. West Ottawa High School offers over 200 courses ranging from International Baccalaureate (IB), Advanced Placement (AP), advanced courses, blended courses, and academic intervention classes. In the fall of 2010, WOHS will be moving to a 6 period semester schedule, but will maintain opportunities for students in its strong elective departments by offering some nine week classes.

West Ottawa High School is unique in that it consists of two 9-12 high school buildings on one campus. Students are assigned to West Ottawa High School buildings (North or South) based on their designated middle school assignment. Macatawa Bay students are assigned to the south building. Harbor Lights students are assigned to the north building. Core classes are taught in each building, however students may move between buildings for elective or specialized courses.

School Improvement

The school improvement plan is reviewed and updated annually. We are currently in year two of a five year school improvement cycle. Information on the school improvement plan is available at <http://www.westottawa.net/schools/>

West Ottawa High School's measurable objective goals in the core content areas are the following:

- By the end of the 2012-2013 school year, 81% of students will be proficient in writing as measured by the MME, common assessments, and grades. Within each subgroup, 81% of students will be proficient or there will be an annual increase of at least 10% proficient in each subgroup.
 - We did not meet our gain in writing that we expected in the 2009-2010 school year. We will be implementing more freshmen

intervention classes in the 2010-2011 school year such as Read 180 and English Intervention.

- We will continue to embed ACT writing instruction in all of our courses.
- ACT writing skills are also taught in our ACT Prep course.
- By the 2012-2013 school year 90% percent of students will score proficient in reading as measured by the MME and PLAN tests. Additionally, each subgroup will increase the percent of students scoring proficient on the same measures by 10% annually.
 - We met our goals in Reading.
- By the 2012-2013 school year 95% percent of students will score proficient in math as measured by MME, PLAN, and District Assessments. Additionally, each subgroup will increase the percent of students scoring proficient on the same measures by 10% annually.
 - We maintained our achievement in math and are adding additional math intervention classes.
 - Math skills are also taught in our ACT Prep course.
- By the 2012-13 school year 95% percent of students will score proficient in science as measured by MME, PLAN, and District Assessments. Additionally, each subgroup will increase the percent of students scoring proficient on the same measures by 10% annually.
 - We met our goals in Science.
 - Science skills are also taught in our ACT Prep course.
- By the 2012-13 school year 90% percent of students will score proficient in social studies as measured by MME, and Common Assessments. Additionally, each subgroup will increase the percent of students scoring proficient on the same measures by 10% annually.
 - We met our goals in Social Studies

Our Core Curriculum

A copy of the core curriculum is available in the Principal's office at West Ottawa High School; on the curriculum drive on the West Ottawa Public Schools website at <http://www.westottawa.net/academics/curriculum/highschool/> and/or in the office of the Assistant Superintendent of Curriculum and Instruction at the West Ottawa

Public Schools Administration Building. The core curriculum is implemented daily through the use of research based materials, best instructional strategies and quality instruction.

The West Ottawa High School Social Studies, Science, Math, and English departments use the Michigan High School Content Expectations (HSCE) when designing lessons and common assessments. All core departments have developed Professional Learning Communities (PLCs) to develop, implement, and reflect on common assessments and student achievement based on the state of Michigan Standards.

In addition to our core curriculum, West Ottawa High School will be implementing intervention programs for incoming Freshmen and continue to have intervention programs for the upper classmen. These programs include:

- Read 180
- Math intervention semester classes
- English intervention semester classes
- Seminar
- After school tutoring programs with Core Content Teachers

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

Average ACT Scores for the 2008-09 and 2009-10 school years

Total Tested		English	Math	Reading	Science	Composite
2009	543	18.4	20.6	19.3	20.2	19.8
2010	479	19.1	20.9	19.9	20.4	20.2

The percent of ACT-Tested students ready for college-level work in the graduating class of 2010 was 58% in College English Composition, 42% in College Algebra, and 43% in College Social Science. These students are predicted to receive a "C" or better in college. All of these percentages were better than the state averages.

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

Total Tested		English	Math	Reading	Science	Composite
2008	571	16.1	17.7	16.5	18.7	17.4
2009	506	15.9	17.3	16.6	18.4	17.2

Having reviewing the results of students and in light of when students take the classes covered on the PLAN test, we will now be testing students in the Spring 2011. Testing will correlate with the March MME testing for Juniors.

Parent and Community Involvement in our School

Grade Level	Parent Conference Attendance									
	Year 1 2009-2010		Year 2 2008-09		Year 3 2007-08		Year 4 2006-07		Year 5 2005-06	
	#	%	#	%	#	%	#	%	#	%
9-12		26.69		32.0		49.0		56.3		50.5
Total School Population	2257		2299		2326		2407		2472	

This coincides with the adoption of Infinite Campus which has given parents more access to student grades and attendance on a daily basis. Of our 2257 student population, over one half of the families have registered access to Infinite Campus.

Parents are also encouraged to be involved with West Ottawa High School in a variety of ways including:

- **PATS** is a support organization similar to elementary schools PTO's. It involves parents, administrators, teachers, and students.
- **PAC** is the High School academic advisory committee.
- Academic Boosters supports academic awards and initiatives.
- Diversity Committee is a collaborative group promoting cultural awareness and a global perspective at WOHS.

- Booster Programs for WOHS Athletic, Music, and Club programs.
- Volunteering for various class activities, fundraisers, and support of student activities.

West Ottawa High School student and staff also are involved in the Holland community through volunteering and donations to the Boys and Girls Club, LAUP, American Cancer Society, and local food pantries. Other various projects are done through the International Baccalaureate Creativity, Action, and Service (CAS) program.

College-Prep Opportunities

West Ottawa High School offers many ways for students to prepare for college and/or earn college credit while attending High School. Students have the ability to earn up to thirty college credits by the time they graduate.

In the 2009-2010 school year there were seventeen Advanced Placement courses were offered. In the 2010-2011 school year there will be eighteen Advanced Placement courses offered as well as fifteen International Baccalaureate courses. These courses include:

International Baccalaureate (IB) Offerings

IB English HL	IB Business and Management SL
IB French B SL	IB Environmental Systems and Societies SL
IB Spanish B SL	IB History SL/HL
IB German B SL	IB Biology HL
IB Chemistry HL	IB Physics SL
IB Math Studies SL	IB Math SL
IB Music SL	IB Visual Arts SL/HL
Theory of Knowledge	

Advanced Placement (AP) Courses

AP Art History
 AP Studio Art: Drawing Portfolio/2-D Design Portfolio/3-D Design Portfolio
 AP English Language and Composition
 AP English Literature and Composition
 AP Spanish
 AP Calculus AB
 AP Calculus BC
 AP Statistics
 AP Biology
 AP Chemistry

AP Environmental Science
 AP Physics
 AP Macroeconomics
 AP Microeconomics
 AP Psychology
 AP United States Government and Politics
 AP European History
 AP U.S. History

College Credit Statistics				
	2008-2009		2009-2010	
	#	%	#	%
Students enrolled in Dual Enrollment classes	32	1.2	21	1.1
Students enrolled in Advanced Placement (AP) classes	449	5.3	429	5.2
Students earning college credit on Advance Placement (AP) exams	232	74.0	287	80.0

Additional Points of Pride About Our School

Students in Art, Music, Business, Industrial Arts, Foreign Language and Physical Wellness have been recognized throughout the region, state and national level for their student work or performances. The West Ottawa Music Department has been recognized as a Grammy Foundation's Signature School Award finalist for the fourth year in a row. West Ottawa Athletic programs excelled competitively and academically within the O.K. Red Conference and MHSAA State competition. The various club programs and club teams competed and were recognized at the state and national level. The Senior Class of 2009-2010 received over \$4,000,000 in college and university scholarships. West Ottawa High School continues to strive for innovation and excellence with the addition to the International Baccalaureate (IB) Diploma Program.

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, West Ottawa High School Campus

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)
No records to display.									

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)
English Language Arts / Reading									
Grade: 11									
All Students	2008-09	99.4%	59.9%	62%	62%	2.9%	59.1%	24.8%	13.1%
All Students	2009-10	98.8%	65.2%	71.8%	71.8%	4.3%	67.5%	18.1%	10.1%
Female	2008-09	99.1%	64.2%	67.8%	67.8%	2.1%	65.7%	20.2%	12%
Female	2009-10	100%	68%	76.8%	76.8%	4.2%	72.6%	14.4%	8.7%
Male	2008-09	99.6%	55.5%	56.7%	56.7%	3.5%	53.1%	29.1%	14.2%
Male	2009-10	97.6%	62.3%	66.4%	66.4%	4.5%	61.9%	22.1%	11.5%
Black or African American	2008-09	100%	33.4%	50%	50%	0%	50%	18.8%	31.3%
Black or African American	2009-10	100%	37.5%	68.8%	68.8%	0%	68.8%	25%	6.3%
American Indian or Alaska Native	2009-10	<10	59.1%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	67.2%	48.8%	48.8%	4.7%	44.2%	30.2%	20.9%
Asian,	2009-10	100%	74.9%	64.3%	64.3%	1.8%	62.5%	17.9%	17.9%

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)
Native Hawaiian, or Pacific Islander									
Hispanic or Latino	2008-09	100%	44.5%	38.9%	38.9%	0%	38.9%	34.4%	26.7%
Hispanic or Latino	2009-10	99%	50.7%	50%	50%	0%	50%	28.6%	21.4%
White	2008-09	99.4%	66.1%	71.1%	71.1%	3.9%	67.2%	21.9%	7.1%
White	2009-10	98.7%	71.5%	80.1%	80.1%	6.2%	73.9%	14.7%	5.2%
Multiracial	2008-09	96.4%	60.7%	63%	63%	0%	63%	22.2%	14.8%
Multiracial	2009-10	96.3%	64.4%	73.1%	73.1%	7.7%	65.4%	15.4%	11.5%
Limited English Proficient	2008-09	100%	18.6%	19.2%	19.2%	0%	19.2%	39.7%	41.1%
Limited English Proficient	2009-10	100%	22.2%	27.4%	27.4%	0%	27.4%	38.4%	34.2%
Students with Disabilities	2008-09	98.2%	23.5%	32.7%	32.7%	1.8%	30.9%	30.9%	36.4%
Students with Disabilities	2009-10	94.9%	23.6%	23.2%	23.2%	1.8%	21.4%	37.5%	39.3%
Economically Disadvantaged	2008-09	99.3%	42.4%	40%	40%	0%	40%	32.4%	27.6%
Economically Disadvantaged	2009-10	98.5%	48.5%	60.3%	60.3%	1%	59.3%	24.2%	15.5%

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)
Disadvantaged									
Migrant	2008-09	<10	42.9%	<10	<10	<10	<10	<10	<10
Migrant	2009-10	100%	36.4%	33.3%	33.3%	0%	33.3%	33.3%	33.3%
Mathematics									
Grade: 11									
All Students	2008-09	99%	49.3%	62.5%	62.5%	15.3%	47.2%	12.6%	24.9%
All Students	2009-10	98.4%	50.4%	62.2%	62.2%	16%	46.1%	17%	20.8%
Female	2008-09	98.3%	47.2%	61%	61%	12.6%	48.5%	12.6%	26.4%
Female	2009-10	99.6%	48.3%	62.6%	62.6%	11.1%	51.5%	16.4%	21%
Male	2008-09	99.6%	51.5%	63.8%	63.8%	17.7%	46.1%	12.6%	23.6%
Male	2009-10	97.2%	52.5%	61.7%	61.7%	21.4%	40.3%	17.7%	20.6%
Black or African American	2008-09	100%	16.4%	25%	25%	6.3%	18.8%	18.8%	56.3%
Black or African American	2009-10	100%	16.4%	18.8%	18.8%	6.3%	12.5%	31.3%	50%
American Indian or Alaska Native	2009-10	<10	38.8%	<10	<10	<10	<10	<10	<10
Asian, Native	2008-09	100%	72.3%	51.2%	51.2%	11.6%	39.5%	9.3%	39.5%

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)
Hawaiian, or Pacific Islander									
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	72.1%	51.8%	51.8%	14.3%	37.5%	28.6%	19.6%
Hispanic or Latino	2008-09	100%	32.4%	33.3%	33.3%	4.4%	28.9%	20%	46.7%
Hispanic or Latino	2009-10	98%	33.8%	42.3%	42.3%	4.1%	38.1%	19.6%	38.1%
White	2008-09	99%	56.5%	73.9%	73.9%	19.7%	54.2%	10.3%	15.8%
White	2009-10	98.7%	57.9%	72.9%	72.9%	20.3%	52.6%	13.7%	13.4%
Multiracial	2008-09	92.9%	47.7%	69.2%	69.2%	11.5%	57.7%	15.4%	15.4%
Multiracial	2009-10	92.6%	44%	56%	56%	16%	40%	16%	28%
Limited English Proficient	2008-09	98.6%	20.2%	25%	25%	1.4%	23.6%	13.9%	61.1%
Limited English Proficient	2009-10	98.6%	17.3%	26.4%	26.4%	1.4%	25%	22.2%	51.4%
Students with Disabilities	2008-09	98.2%	10.2%	20%	20%	5.5%	14.5%	16.4%	63.6%
Students with	2009-10	93.2%	11.2%	18.2%	18.2%	3.6%	14.5%	10.9%	70.9%

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)
Disabilities									
Economically Disadvantaged	2008-09	98.6%	28.9%	39.6%	39.6%	2.8%	36.8%	15.3%	45.1%
Economically Disadvantaged	2009-10	98%	30.4%	47.2%	47.2%	4.1%	43%	24.4%	28.5%
Migrant	2008-09	<10	32.4%	<10	<10	<10	<10	<10	<10
Migrant	2009-10	91.7%	30.2%	45.5%	45.5%	0%	45.5%	9.1%	45.5%

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: 11								

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	87.7%	<10	<10	<10	<10	<10
All Students	2009-10	<10	89.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	88%	<10	<10	<10	<10	<10
Female	2009-10	<10	90.8%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	89.2%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	80.3%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	81.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	92.3%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.8%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	90.4%	<10	<10	<10	<10	<10
White	2008-09	<10	91%	<10	<10	<10	<10	<10
White	2009-10	<10	93.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	85.8%	<10	<10	<10	<10	<10
Mathematics								

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: 11								
All Students	2008-09	<10	70.3%	<10	<10	<10	<10	<10
All Students	2009-10	<10	71.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	63.9%	<10	<10	<10	<10	<10
Female	2009-10	<10	65.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	74.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.8%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	53.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	53.7%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	92.3%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	68.8%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	76.7%	<10	<10	<10	<10	<10
White	2008-09	<10	76.7%	<10	<10	<10	<10	<10
White	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Economically	2008-09	<10	68.9%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Disadvantaged								
Science								
Grade: 11								
All Students	2008-09	<10	62.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	70.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	59.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	67.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	65.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	73%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	42.6%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	51.5%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	46.2%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	68.8%	<10	<10	<10	<10	<10
Hispanic or	2009-10	<10	75.3%	<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)
Latino								
White	2008-09	<10	71.7%	<10	<10	<10	<10	<10
White	2009-10	<10	78.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	60.6%	<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: 11								
All Students	2008-09	<10	74.4%	<10	<10	<10	<10	<10
All Students	2009-10	<10	76.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	76.8%	<10	<10	<10	<10	<10
Male	2008-09	<10	72.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	73.7%	<10	<10	<10	<10	<10
White	2008-09	<10	75.6%	<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	74.4%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	77.7%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2008-09	<10	75.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	83.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	73.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	77.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	86%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	83.3%	<10	<10	<10	<10	<10
White	2008-09	<10	74.4%	<10	<10	<10	<10	<10
White	2009-10	<10	83.1%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	81.7%	<10	<10	<10	<10	<10
Science								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Grade: 11								
All Students	2008-09	<10	76.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	77.7%	<10	<10	<10	<10	<10
Female	2008-09	<10	77.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	76.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	89.5%	<10	<10	<10	<10	<10
White	2008-09	<10	77.8%	<10	<10	<10	<10	<10
White	2009-10	<10	77.9%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	81.5%	<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)
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: 11								
All Students	2009-10	<10	68.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	74%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	68.7%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2009-10	<10	55.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	59.1%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	59.6%	<10	<10	<10	<10	<10
Science								
Grade: 11								
All Students	2009-10	<10	46.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	47%	<10	<10	<10	<10	<10
Black or African	2009-10	<10	52.5%	<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)
American								

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, West Ottawa High School Campus

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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	100.4%	92.4%
Mathematics	100%	88.6%
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		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	100%	95.4%
Mathematics	99.8%	96.6%
School		
English Language Arts / Reading	101.8%	86.8%
Mathematics	101.8%	92.5%
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	100.7%	91.7%
Mathematics	100.5%	93.9%
School		
English Language Arts / Reading	105.3%	81.8%
Mathematics	104.2%	74.7%
White		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.8%	97.9%
Mathematics	99.7%	97.7%
School		
English Language Arts / Reading	99%	96.5%
Mathematics	99%	93.4%
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	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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	108.6%	67.2%
Mathematics	107.1%	73.7%
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%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	112.1%	85.3%
School		
English Language Arts / Reading	105.8%	66.7%
Mathematics	104.3%	52.4%
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	101%	88.1%
Mathematics	100.5%	83.4%

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

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

State

75.39%

District

77.39%

School

78.58%

Black or African American

State

56.59%

District

56%

School

60.87%

American Indian or Alaska Native

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

State

65%

District

<10

School

<10

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

69.84%

School

69.84%

Hispanic or Latino

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

State

59.94%

District

66.94%

School

69.23%

White

State

81.85%

District

84.23%

School

84.9%

Multiracial

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

State

71.12%

District

<10

School

<10

Limited English Proficient

State

65.51%

District

58.89%

School

60.92%

Students with Disabilities

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

State

57.61%

District

58.67%

School

60.27%

Economically Disadvantaged

State

59.8%

District

55.47%

School

58.46%

**Attendance Rate
(Goal 90%)**

All Students

State

94.7%

District

96.1%

School

96.7%

Black or African American

State

91%

District

94.6%

School

95.5%

Attendance Rate (Goal 90%)	
American Indian or Alaska Native	
State	
	93.7%
District	
	93.9%
School	
	95.5%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	
	97.1%
School	
	97.6%

**Attendance Rate
(Goal 90%)**

Hispanic or Latino

State

94.1%

District

95.4%

School

96.3%

White

State

95.7%

District

96.4%

School

96.8%

**Attendance Rate
(Goal 90%)**

Multiracial

State

94.8%

District

95.5%

School

96.6%

Limited English Proficient

State

94.6%

District

95.8%

School

96.6%

**Attendance Rate
(Goal 90%)**

Students with Disabilities

State

93.5%

District

95.5%

School

95.6%

Economically Disadvantaged

State

94.8%

District

96%

School

96.5%

* 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%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
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, West Ottawa High School Campus

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	B	School	1

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

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

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	44	89	0

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

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

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
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 Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
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 Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	#	‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
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
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	†	†	†	†	†
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	†	†	†	†
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
Not ELL	98	27	42	28	3

Rounds to zero

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

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