

August 16, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for the Hartland Farms Intermediate. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Principal Mikki Cheney for assistance.

The AER is available for you to review electronically by visiting the following web site, www.hartlandschools.us, or you may review a copy from the Hartland Farms Intermediate office at your child's school.

For the 2009-2010, Farms Intermediate made Adequate Yearly Progress (AYP) in all areas. This goal was reached by the hard work and dedication of our students and staff. Our School Improvement Team worked diligently on setting goals and creating strategies to help all staff and students be successful. Our staff works collaboratively through the Professional Learning Communities (PLC) and School Improvement meetings to continuously monitor data and make improvements whenever necessary. The staff also has worked extremely hard at differentiating lessons so all students will reach their maximal potential in academics. Our overall goal is to help every student be successful.

Hartland Consolidated Schools is a districting school. It assigns students to schools based on where they live within the district boundaries. School of choice students are placed according to where the district has openings within specific grade levels. Placement of these students is determined by the Assistant Superintendent of Student Services and Personnel.

Farms Intermediate is in year one of our school improvement cycle. Our school improvement committees were realigned to better meet our school improvement goals. These subject area committees specifically focused on our school's weaknesses and strengths. Each committee developed goals and strategies in math, reading/writing, social studies, and science.

Reading Goal/Strategy – All students will improve their ability to read, decode and comprehend text (including but not limited to vocabulary, analyzing text, inferring, summarizing and retelling) across the curriculum. Teachers have and will continue to be trained in Reading Apprenticeship strategies to use within the classrooms. These teachers will continue to present at staff meetings and PLCs to teach their peers how to implement these strategies within their classrooms. Instructional coaches will be trained to come into the building to observe teachers during instruction time within a classroom setting. These coaches will help teachers to better

implement these reading strategies.

Writing Goal/Strategy - All Students will produce clear and focused writing across the curriculum. Their writing will engage the reader through support, detail and correct conventions. Teachers will research best practices around writing instruction that focus on Stem and Response and conventions. These practices will be implemented in the classroom in all core curriculum areas. Teachers will differentiate instruction for a targeted group of students. Teachers will be trained in differentiated instruction strategies throughout the school year. Teachers will be involved in PLCs where they will collaborate amongst all teachers by sharing strategies and results of a variety of assessments.

Math Goal/Strategy – Students will master math facts W and division X within common assessments. Students will score 70% or better on common assessments. Teachers will work on being more consistent with a common language throughout 5th and 6th grades. Teachers will work on and use common teaching strategies and a common pacing guide.

Social Studies Goal/Strategy – All students at Farms will be proficient in social studies grade-level content. Students will score 70% or better on common assessments. MEAP scores from 2009-2010 showed 6th grade students were 91% proficient in the area of social studies. A goal for the 2010-2011 school year would be to increase this by at least 1%. Teachers will implement Reading Apprenticeship and Stem and Response strategies within their classrooms.

Science Goal/Strategy – All students at Farms will meet and exceed the district science content goals. Student performance on district assessments will increase by 3% for the 2010-2011 school year. All Students will improve their ability to read, decode, and comprehend text (including but not limited to vocabulary, analyzing text, inferring, summarizing, and retelling) across the curriculum. Teachers will analyze common assessments to see where the students score 70% or below. Grade level content area teachers will meet at least four times a year to review and revise the unit lessons. Teachers will incorporate technology into student learning.

Farms Intermediate MEAP scores showed that our school exceeded the state standards in all areas. The following shows the number of Farms’ students who are proficient on the MEAP:

5th Grade Reading		5th Grade Writing		5th Grade Math		5th Grade Science	
08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
92%	94%	78%	N/A	91%	89%	96%	94%

6th Grade Reading		6th Grade Writing		6th Grade Math		6th Grade Soc Studies	
08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
92%	95%	90%	N/A	91%	96%	91%	91%

Hartland Farms Intermediate follows the state of Michigan's standards and benchmarks for fifth and sixth grade. These benchmarks and standards can be accessed through a link on the district's website at www.hartlandschools.us.

Parent /Teacher conferences are well-attended at Farms Intermediate. During the 2008-2009 school year, 99.5% of parents attended conferences, and during the 2009-2010 school year, 98.5% of parents attended.

I would personally like to thank students, staff, parents, and the Hartland Community for their continued support of our school. Because of these dedicated and hard working people, we continue to create a safe and successful environment for our children. Please continue your support and involvement.

Sincerely,

Mikki Cheney
Principal
Farms Intermediate

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									
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.8%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	68.7%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
White	2008-09	99.8%	85.7%	92.2%	92.2%	52.2%	39.9%	5.6%	2.2%
White	2009-10	100%	91.1%	95.1%	95.1%	41.6%	53.5%	4.2%	0.8%
Limited English Proficient	2009-10	<10	70%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	44.7%	54.9%	54.9%	7.8%	47.1%	27.5%	17.6%
Students with Disabilities	2009-10	100%	59.9%	62.9%	62.9%	20%	42.9%	31.4%	5.7%
Economically Disadvantaged	2008-09	100%	69.2%	85.7%	85.7%	42.9%	42.9%	8.9%	5.4%
Economically Disadvantaged	2009-10	100%	81.1%	87.5%	87.5%	25%	62.5%	8.9%	3.6%
Mathematics									

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)
Islander									
Hispanic or Latino	2008-09	<10	66.1%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	83%	90.8%	90.8%	62.5%	28.3%	7.8%	1.3%
White	2009-10	100%	84.3%	88.9%	88.9%	58.9%	30%	10.4%	0.7%
Multiracial	2008-09	<10	76.6%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	67.6%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	46.9%	65.3%	65.3%	20.4%	44.9%	28.6%	6.1%
Students with Disabilities	2009-10	100%	52.8%	47.8%	47.8%	26.1%	21.7%	45.7%	6.5%
Economically Disadvantaged	2008-09	100%	64.4%	86.5%	86.5%	43.2%	43.2%	13.5%	0%
Economically Disadvantaged	2009-10	100%	69.8%	82%	82%	42.7%	39.3%	16.9%	1.1%
Grade: 06									
All Students	2008-09	99.8%	79.9%	91.5%	91.5%	74.6%	16.8%	7.2%	1.3%
All Students	2009-10	100%	82%	95.5%	95.5%	74.2%	21.3%	3.2%	1.2%
Female	2008-09	99.6%	80.9%	90.2%	90.2%	73.2%	17%	7.6%	2.2%
Female	2009-10	100%	83%	96.8%	96.8%	74.1%	22.7%	3.2%	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)
Male	2008-09	100%	78.9%	92.7%	92.7%	76%	16.7%	6.9%	0.4%
Male	2009-10	100%	81.1%	94.5%	94.5%	74.3%	20.2%	3.2%	2.3%
Black or African American	2008-09	<10	61.2%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	62.3%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	76.6%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.8%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	71.3%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	75.6%	<10	<10	<10	<10	<10	<10
White	2008-09	99.8%	85.2%	91.7%	91.7%	74.9%	16.8%	7.2%	1.1%
White	2009-10	100%	87.5%	95.6%	95.6%	74.2%	21.4%	3.1%	1.3%
Limited English Proficient	2009-10	<10	68.7%	<10	<10	<10	<10	<10	<10
Students with	2008-09	100%	45.5%	45.1%	45.1%	13.7%	31.4%	43.1%	11.8%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Alaska Native									
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	90.9%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.8%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	72.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	68.8%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	89.4%	95.7%	95.7%	64.7%	31%	4.3%	0%
White	2009-10	100%	87.5%	94.6%	94.6%	54.2%	40.3%	4.7%	0.7%
Multiracial	2008-09	<10	84.5%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	56.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	63.6%	87.8%	87.8%	26.5%	61.2%	12.2%	0%
Students with Disabilities	2009-10	100%	60.7%	66%	66%	8.5%	57.4%	27.7%	6.4%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Economically Disadvantaged	2008-09	100%	72.3%	89.2%	89.2%	45.9%	43.2%	10.8%	0%
Economically Disadvantaged	2009-10	100%	70.6%	91.1%	91.1%	36.7%	54.4%	7.8%	1.1%

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: 05								
All Students	2009-10	<10	81%	<10	<10	<10	<10	<10
Female	2009-10	<10	81.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	80.6%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	76.5%	<10	<10	<10	<10	<10
White	2009-10	<10	83.2%	<10	<10	<10	<10	<10
Grade: 06								
All Students	2008-09	<10	87.9%	<10	<10	<10	<10	<10
Female	2008-09	<10	90.3%	<10	<10	<10	<10	<10
White	2008-09	<10	89.4%	<10	<10	<10	<10	<10
Mathematics								
Grade: 05								
All Students	2009-10	<10	71.1%	<10	<10	<10	<10	<10
Female	2009-10	<10	65.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	74.2%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Black or African American	2009-10	<10	65.3%	<10	<10	<10	<10	<10
White	2009-10	<10	74.1%	<10	<10	<10	<10	<10
Grade: 06								
All Students	2008-09	<10	83.1%	<10	<10	<10	<10	<10
Female	2008-09	<10	81.4%	<10	<10	<10	<10	<10
White	2008-09	<10	85.6%	<10	<10	<10	<10	<10
Science								
Grade: 05								
All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Female	2009-10	<10	51.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	61.6%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	48.2%	<10	<10	<10	<10	<10
White	2009-10	<10	63.2%	<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: 05								
All Students	2009-10	<10	72.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	74.1%	<10	<10	<10	<10	<10
White	2009-10	<10	70.7%	<10	<10	<10	<10	<10
Mathematics								
Grade: 05								
All Students	2009-10	<10	85.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	86.1%	<10	<10	<10	<10	<10
White	2009-10	<10	85.1%	<10	<10	<10	<10	<10
Science								
Grade: 05								
All Students	2009-10	<10	76.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	76.2%	<10	<10	<10	<10	<10
White	2009-10	<10	76.4%	<10	<10	<10	<10	<10

Participation

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

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Reading								
Grade: 05								
All Students	2009-10	<10	50%	<10	<10	<10	<10	<10
Female	2009-10	<10	53.8%	<10	<10	<10	<10	<10
White	2009-10	<10	52.5%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48%	<10	<10	<10	<10	<10
Mathematics								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Grade: 05								
All Students	2009-10	<10	62.6%	<10	<10	<10	<10	<10
Female	2009-10	<10	60.9%	<10	<10	<10	<10	<10
White	2009-10	<10	65.9%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	60.3%	<10	<10	<10	<10	<10

2009-10 School-Level Accountability (AYP) Detail Reporting for Livingston ESA, Hartland Consolidated Schools, Hartland Farms Intermediate School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99.4%	97.5%
Mathematics	99.2%	97.6%
School		
English Language Arts / Reading	99.9%	98.3%
Mathematics	99.8%	98.8%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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		
English Language Arts / Reading	97.1%	96.7%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	97.1%	100%
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%	98.1%
Mathematics	100%	96.3%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
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	99.5%	97.5%
Mathematics	99.2%	97.6%
School		
English Language Arts / Reading	99.9%	98.4%
Mathematics	99.8%	98.7%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
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	99.7%	84.6%
Mathematics	99.4%	87.8%
School		
English Language Arts / Reading	101.2%	82.6%
Mathematics	101.2%	88.4%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	107%	95.1%
Mathematics	106.6%	96.4%
School		
English Language Arts / Reading	109.8%	95.8%
Mathematics	109.8%	96.6%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
75.39%	
District	

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

92.73%

Black or African American

State

56.59%

District

<10

American Indian or Alaska Native

State

65%

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

<10

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

Hispanic or Latino

State

59.94%

District

90.91%

White

State

81.85%

District

92.65%

Multiracial

State

71.12%

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

Limited English Proficient

State

65.51%

Students with Disabilities

State

57.61%

District

90.91%

Economically Disadvantaged

State

59.8%

District

60.42%

**Attendance Rate
(Goal 90%)**

All Students

State

94.7%

District

96.6%

School

95.8%

Black or African American

State

91%

District

96.4%

School

98.3%

**Attendance Rate
(Goal 90%)**

American Indian or Alaska Native

State

93.7%

District

94.2%

School

92.4%

Asian, Native Hawaiian, or Pacific Islander

State

96.5%

District

96.3%

School

94.3%

**Attendance Rate
(Goal 90%)**

Hispanic or Latino

State

94.1%

District

97.1%

School

97.7%

White

State

95.7%

District

96.6%

School

95.8%

**Attendance Rate
(Goal 90%)**

Multiracial

State

94.8%

District

95.1%

School

98.8%

Limited English Proficient

State

94.6%

Students with Disabilities

State

93.5%

Attendance Rate (Goal 90%)	
District	
	95.7%
School	
	94.2%
Economically Disadvantaged	
State	
	94.8%
District	
	96.6%
School	
	95.8%

* 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 Livingston ESA, Hartland Consolidated Schools, Hartland Farms Intermediate 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 Livingston ESA, Hartland Consolidated Schools, Hartland

Farms Intermediate School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	20	27	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