

## School Annual Education Report (AER) Cover Letter

August 18, 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 Lakes Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Principal Lindsay Smither for assistance.

The AER is available for you to review electronically by visiting the following web site [www.hartlandschools.us](http://www.hartlandschools.us) or you may review a copy in Mrs. Smither's office at Lakes Elementary School.

For 2009-2010, Hartland Lakes Elementary School made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report additional information about our school. Lakes Elementary School is one of four K-4 buildings in the Hartland Consolidated Schools and has a population of 530 students and 50 staff members. We consider ourselves a family at Lakes as our staff, students and parents work together to provide a wide variety of educational experiences for our students in a warm, enriching and safe environment. Our active PTO supports us through many fundraising activities, assemblies and field trips, and also purchases educational materials to supplement our curriculum. We are proud to provide research-based instructional programs for our students that include not only core academic areas but also art, music, physical education/health, media and computers. The Lakes Elementary staff strongly believes in success for all students.

Hartland Consolidated Schools assigns students to individual elementary buildings based on where they live within the district boundaries. School of choice students are placed wherever there is space available in specific grade levels. These placement decisions are made by the Assistant Superintendent of Student Services and Personnel.

The school improvement process at Lakes Elementary is a continuous one that involves staff and community members. Our Professional Learning Communities, which also serve as our school improvement committees, provide the vehicle by which we analyze and study our assessment data to develop achievement goals for our students in the areas of math, reading and writing. We then use research based strategies to work towards improving student performance based on our areas of need.

Writing Goal: All Lakes Elementary students will be proficient in writing.

Strategies: Teachers will continue with district training, developing and sharing research based techniques within their PLC groups, and utilizing current student data to drive the appropriate instruction for all students, particularly the timely intervention of targeted groups. Areas of need include instruction in prompt writing, use of relevant details and examples, organization, and making connections.

Reading Goal: All Lakes Elementary students will be proficient in reading.

Strategies: Teachers will continue to acquire the skills necessary to use research based best practices, to use data to drive instruction and to differentiate instruction for those students not proficient in reading, as well as those that need additional challenges. Teachers will utilize collaboration, coaching, and professional development to acquire these skills. Focus areas will include increasing staff effectiveness in the use of Reader's Workshop, continuing to build our classroom libraries, and developing increased skills in in-depth student discussion to improve comprehension.

Math Goal: All Lakes Elementary students will be proficient in math.

Strategies: Teachers will continue to analyze assessment data to identify areas of need and will research best practice strategies and lessons in these areas. They will implement these techniques with students, focusing on deeper, more intensive instruction to increase understanding and proficiency. Target areas include measurement, area/perimeter, estimation, fractions and number lines. Special effort will be made to present lessons in these skill areas in a variety of ways/contexts so that students are able to transfer the knowledge learned into a number of different situations.

The Michigan Educational Assessment Program (MEAP) state test scores show Lakes Elementary performing extremely well compared to the state average. The percentage of Lakes students that were proficient on the MEAP is as follows:

**3<sup>rd</sup> Grade Reading**

<u>08-09</u>	<u>09-10</u>
94%	97%

**3<sup>rd</sup> Grade Writing**

<u>08-09</u>	<u>09-10</u>
79%	N/A

**3<sup>rd</sup> Grade Math**

<u>08-09</u>	<u>09-10</u>
94%	99%

**4<sup>th</sup> Grade Reading**

<u>08-09</u>	<u>09-10</u>
94%	93%

**4<sup>th</sup> Grade Writing**

<u>08-09</u>	<u>09-10</u>
57%	N/A

**4<sup>th</sup> Grade Math**

<u>08-09</u>	<u>09-10</u>
97%	93%

The state of Michigan core standards and benchmarks can be found on a link located on the Hartland Consolidated Schools website. Specific questions about the core curriculum can be directed to the district curriculum director or building principal.

Parent/Teacher conferences at Lakes Elementary have always been extremely well-attended. During the 2008-2009 school year, 99% of our students were represented at conferences. During the 2009-2010 school year, 99% of our students were represented.

I would like to congratulate the staff, students, and parents of the Lakes Elementary School Family for their dedication to our school and the work that is done to promote the success of our students. I encourage everyone to continue to support our students and to collaborate with one another as we proceed down this amazing road of educational excellence.

Sincerely,

Lindsay Smither  
Principal  
Lakes Elementary School



<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
African American									
Black or African American	2009-10	<10	80.6%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	84.6%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	93.1%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	79%	90%	<10	<10	<10	<10	<10
White	2008-09	100%	90%	92.9%	93.7%	56.8%	36.8%	6.3%	0%
White	2009-10	100%	92.7%	95.3%	97.4%	51.8%	45.6%	2.6%	0%
Students with Disabilities	2008-09	100%	63.4%	77%	80%	30%	50%	20%	0%
Students with Disabilities	2009-10	<10	71%	75.5%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	79.1%	81%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	84.5%	92.2%	100%	37.5%	62.5%	0%	0%





<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
American Indian or Alaska Native	2008-09	<10	92.4%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	96%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	86.9%	100%	<10	<10	<10	<10	<10
White	2008-09	100%	94.9%	98.2%	93.7%	66.3%	27.4%	6.3%	0%
White	2009-10	100%	96.9%	99.2%	99.1%	54%	45.1%	0.9%	0%
Students with Disabilities	2008-09	100%	79.7%	95.1%	80%	40%	40%	20%	0%
Students with Disabilities	2009-10	<10	87.8%	98%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	85.7%	95.2%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	91.9%	96.9%	100%	25%	75%	0%	0%
Grade: 04									
All Students	2008-09	100%	87.9%	98.6%	97.4%	55.3%	42.1%	2.6%	0%
All Students	2009-10	100%	92.3%	97.3%	93.3%	64.8%	28.6%	5.7%	1%

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Female	2008-09	100%	87.9%	98.4%	96.9%	62.5%	34.4%	3.1%	0%
Female	2009-10	100%	92.9%	98.4%	95.7%	60.9%	34.8%	4.3%	0%
Male	2008-09	100%	87.8%	98.7%	98%	46%	52%	2%	0%
Male	2009-10	100%	91.6%	96.3%	91.5%	67.8%	23.7%	6.8%	1.7%
American Indian or Alaska Native	2009-10	<10	89.5%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	95.1%	100%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	81%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	89.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	92%	98.5%	97.2%	55.6%	41.7%	2.8%	0%
White	2009-10	100%	95.1%	97.2%	93.1%	64.4%	28.7%	5.9%	1%
Multiracial	2008-09	<10	86.7%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	86.6%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	68.1%	95.7%	93.3%	20%	73.3%	6.7%	0%
Students with	2009-10	100%	80%	86.7%	45.5%	27.3%	18.2%	45.5%	9.1%

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Disabilities									
Economically Disadvantaged	2008-09	100%	80.4%	98.4%	100%	58.8%	41.2%	0%	0%
Economically Disadvantaged	2009-10	100%	87.8%	98.5%	100%	70%	30%	0%	0%

### **Michigan Merit Examination (MME)**

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

### **MI-Access**

### **Functional Independence**

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
English Language Arts								
Grade: 03								
All Students	2008-09	<10	82.8%	<10	<10	<10	<10	<10
Male	2008-09	<10	83.2%	<10	<10	<10	<10	<10
White	2008-09	<10	87.2%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2009-10	<10	75.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.5%	<10	<10	<10	<10	<10
White	2009-10	<10	77.8%	<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
White	2008-09	<10	83.4%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2009-10	<10	85%	<10	<10	<10	<10	<10

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
Male	2009-10	<10	85.9%	<10	<10	<10	<10	<10
White	2009-10	<10	88.4%	<10	<10	<10	<10	<10

### Supported Independence

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

### Participation

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

### MEAP-Access

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>
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
White	2009-10	<10	31.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	30.4%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2009-10	<10	60.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	62.2%	<10	<10	<10	<10	<10
White	2009-10	<10	63.8%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	60.8%	<10	<10	<10	<10	<10

## 2009-10 School-Level Accountability (AYP) Detail Reporting

# for Livingston ESA, Hartland Consolidated Schools, Hartland Lakes 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	99.4%	97.5%
Mathematics	99.2%	97.6%
School		
English Language Arts / Reading	100.9%	99.1%
Mathematics	100%	99.7%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
Mathematics	97.4%	88%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
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

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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%
Mathematics	97.1%	100%
School		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
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%

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
Mathematics	100%	96.3%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.5%	97.5%
Mathematics	99.2%	97.6%
School		
English Language Arts / Reading	100.9%	99%
Mathematics	100%	99.7%
Multiracial		
State		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
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		
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		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
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	<30	<30
Mathematics	<30	<30
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	<30	<30
Mathematics	<30	<30

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

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

<b>Graduation Rate (High Schools only)</b> <b>(Goal 80%)</b>	
All Students	
State	
	75.39%
District	
	92.73%
Black or African American	
State	
	56.59%
District	
	<10
American Indian or Alaska Native	
State	

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

65%

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

<10

Hispanic or Latino

State

59.94%

District

90.91%

White

State

81.85%

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

District

92.65%

Multiracial

State

71.12%

Limited English Proficient

State

65.51%

Students with Disabilities

State

57.61%

District

90.91%

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

Economically Disadvantaged

State

59.8%

District

60.42%

**Attendance Rate**  
**(Goal 90%)**

All Students

State

94.7%

District

96.6%

School

96%

Black or African American

**Attendance Rate  
(Goal 90%)**

State

91%

District

96.4%

School

91.3%

American Indian or Alaska Native

State

93.7%

District

94.2%

School

91%

Asian, Native Hawaiian, or Pacific Islander

**Attendance Rate  
(Goal 90%)**

State

96.5%

District

96.3%

School

96%

Hispanic or Latino

State

94.1%

District

97.1%

School

96.1%

White

**Attendance Rate  
(Goal 90%)**

State

95.7%

District

96.6%

School

96.1%

Multiracial

State

94.8%

District

95.1%

School

92.7%

Limited English Proficient

**Attendance Rate  
(Goal 90%)**

State

94.6%

Students with Disabilities

State

93.5%

District

95.7%

School

95.5%

Economically Disadvantaged

State

94.8%

District

96.6%

<b>Attendance Rate (Goal 90%)</b>
School
95.9%

\* 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](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%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2013-14	100%	100%	100%	100%	100%	100%	100%

### **Michigan Annual AYP Objectives for Mathematics**

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

## **2009-10 School-Level Accountability (AYP) Status Reporting for Livingston ESA, Hartland Consolidated Schools, Hartland Lakes 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
No	Met	Met	Met	A	N/A	0

## December, 2009 School-Level Teacher Quality Reporting for Livingston ESA, Hartland Consolidated Schools, Hartland Lakes Elementary School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	12	19	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%
	<b>School Aggregate</b>
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
	97	21	43	31	5

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not ELL					

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

## NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
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
	98	32	37	24	7

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not ELL					

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

## NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
#		‡	‡	‡	‡
Info not available		‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
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
	97	35	35	24	7

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not ELL					

# Rounds to zero

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

## NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner	2	60	33	8	#

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
ELL	98	27	42	28	3
Not ELL					

# Rounds to zero

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

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