



**Coloma  
Elementary  
School**

**ANNUAL  
REPORT**

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for the Coloma 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 Daryl Ost for assistance. The AER is available for you to review electronically by visiting the following web site [ccs.org](http://ccs.org) or you may review a copy from the Coloma Elementary School office at your child's school.

For 2010-2011, Coloma 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.

### *Process of Pupil Assignment*

Pre-kindergarten through first grade students are assigned to Washington Elementary. Students in second through fourth grade are in Coloma Elementary. There is only one building location for each of the 5<sup>th</sup> through 7<sup>th</sup> and 9<sup>th</sup> and the 10<sup>th</sup> through 12<sup>th</sup> grades. Secondary students have choices based on electives within the core curriculum provided. Career related classes have been developed for the 10<sup>th</sup> through 12<sup>th</sup> grades. Secondary students may select career related courses sponsored by various schools in the county through a countywide "shared time" arrangement. Special education students are provided assistance within their age appropriate grade levels unless the Individual Educational Placement Committee (IEPC) determines the students would be best served in an alternative location. The parent is involved in the decision. Alternative schools include the following specialized schools.

## Specialized Schools

Specialized schools provide educational alternatives and opportunities for handicapped students as well as meeting their special needs. These programs are an integral part of the continuum of educational services available to special students in Berrien County. Following is a brief description of the specialized schools that serve Coloma Public School District students.

### BLOSSOMLAND LEARNING CENTER BERRIEN REGIONAL EDUCATION SERVICE AGENCY BERRIEN SPRINGS, MICHIGAN

The purpose of Blossomland Learning Center is to provide services to students who have been diagnosed as moderately to severely mentally impaired up to age 26 who reside within the Berrien Regional Education Service Agency. The school assists students in preparing for entry into their respective communities. Thirteen (13) Coloma Public School District resident(s) attended this program during the 2010-11 school year. Students are placed in the program through an Individual Educational Planning Committee composed of local district and Berrien RESA diagnostic and educational staff.

### LIGHTHOUSE EDUCATION CENTER BERRIEN REGIONAL EDUCATION SERVICE AGENCY ST. JOSEPH, MICHIGAN

The Lighthouse Education Center program is operated as a therapeutic and educational program for students diagnosed as severely emotionally impaired up to age 26 who reside within the Berrien Regional Education Service Agency. These students exhibit a severity of emotional difficulties which prohibits them from regular attendance within the resident district. During the 2010-11 school year, seven (7) Coloma Community School District resident(s) attended this program, with the goal being eventual re-integration into the resident district's educational system.

### HEARING IMPAIRED PROGRAM BERRIEN SPRINGS PUBLIC SCHOOLS BERRIEN SPRINGS, MICHIGAN

The Berrien County Hearing Impaired Program provides educational services for hearing impaired students from Berrien, Cass, and Van Buren counties. During the 2010-11 school year, two (2) student(s) from Coloma Community School District attended the program, which includes children from pre-school age through 26 years. This program is operated by the Berrien Springs Public Schools and is funded by the Berrien Regional Education Service Agency. In addition to classroom and teacher consultant services, the program also serves as a diagnostic center and employs an audiologist for the purpose of assessing severity and type of hearing loss. Some students, when determined educationally appropriate by an Individualized Educational Planning Committee, are educated in their resident district with the support of a teacher consultant provided by the Hearing Impaired Program.

SOUTHSIDE PROGRAM  
NILES COMMUNITY SCHOOLS  
NILES, MI

Niles operates center based programs for low incidence special education students needing a full time placement.

The program for the Severely Emotionally Impaired (SEI) includes students with severe emotional or behavioral problems. These students receive a very strict, highly structured program designed to change inappropriate behavior patterns and allow learning to take place. Expectations for performance are high with the goal being the students' successful readmission to their former school. Classroom programs serve students ages 10 through 25.

Students in the Pre-Vocational program have below average ability levels, making success in their local high schools extremely difficult. Often their low ability is compounded by a weak self concept and inadequate social skills. Once at Southside a few may pursue a Certificate of Completion, but most will follow a curriculum designed to promote independent living. Classrooms are available to serve ages 16 through 25.

During the 2010-11 school year, zero (0) students from the Coloma Community School District attended this program.

Core Curriculum

Coloma Community Schools follows a local core curriculum that defines educational outcomes to be achieved by all students and is based on the district's educational mission and locally developed k-12 curriculum, it has also been aligned with the state recommended Frameworks Curriculum (from which the MEAP test is written). Federal mandates (No Child Left Behind) now require that language arts and math assessments be completed at each grade level, 3<sup>rd</sup> through 8<sup>th</sup> grades. To accomplish this, the Michigan Department of Education has assigned Grade Level Content Expectations from their Frameworks Curriculum to specific grades levels. This required Coloma to review their alignment to assure that the educational benchmarks are being taught at the required level, resulting in quality performance on the MEAP tests. A copy of the board-approved curriculum for all content areas is available for review at the Administration Office, Coloma Elementary Office, and out the website, <http://www.ccs.coloma.org>.

## SCHOOL IMPROVEMENT PLAN

A committee of teachers and administrators involved in the school improvement process meet on a regular basis to review curriculum and instruction. The committee:

- reviews the statistical data to identify weak areas in instruction
- identifies student needs not being addressed
- prioritizes components needed in a new program or series
- seeks input from all teachers working in the area under review
- makes recommendations to the administration regarding curricular changes

Through the curriculum development process, Coloma has established assessments designed to measure the content standards assigned to each grade level. These assessments are linked to those skills necessary for success beyond school and are shown through paper/pencil, projects, demonstrations, and teacher observations.

The assessments will be continually reviewed to:

- improve their alignment to content and instruction
- increase the use of assessments that measure standards across the curriculum
- ensure better reliability in determining student success and areas of need

School-Level Student Assessment Data- District Generated

**MEAP - Reading**

Student Group Grade: 3	School Year	School Percent of Student Proficient & Advanced	ISD Percent of Student Proficient & Advanced	State Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
					Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All students	2005-06	84	86	87	19	65	14	2
	2006-07	81	88	87	25	56	15	4
	2007-08	88	89	86	37	52	10	2
	<b>2008-09</b>	<b>90</b>	<b>85</b>	<b>86</b>	<b>40</b>	<b>50</b>	<b>10</b>	<b>0</b>
	<b>2009-10</b>	<b>87</b>	<b>89</b>	<b>90</b>	<b>35</b>	<b>53</b>	<b>10</b>	<b>2</b>
White	2005-06	88	92	91	23	65	10	2
	2006-07	85	94	91	32	53	12	3
	2007-08	92	95	90	44	48	6	2
	<b>2008-09</b>	<b>94</b>	<b>89</b>	<b>90</b>	<b>45</b>	<b>49</b>	<b>6</b>	<b>0</b>
	<b>2009-10</b>	<b>87</b>	<b>92</b>	<b>93</b>	<b>37</b>	<b>50</b>	<b>10</b>	<b>3</b>
Black	2005-06	<10	74	74	-	-	-	-
	2006-07	<10	81	77	-	-	-	-
	2007-08	<10	82	78	-	-	-	-
	<b>2008-09</b>	<b>77</b>	<b>76</b>	<b>75</b>	<b>8</b>	<b>69</b>	<b>23</b>	<b>0</b>
	<b>2009-10</b>	<b>&lt;10</b>	<b>81</b>	<b>81</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Hispanic	2005-06	<10	78	77	-	-	-	-
	2006-07	<10	91	78	-	-	-	-
	2007-08	<10	82	79	-	-	-	-
	<b>2008-09</b>	<b>&lt;10</b>	<b>83</b>	<b>79</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>2009-10</b>	<b>90</b>	<b>87</b>	<b>85</b>	<b>20</b>	<b>70</b>	<b>10</b>	<b>0</b>
Students with Disabilities	2005-06	<10	69	65	-	-	-	-
	2006-07	<10	64	65	-	-	-	-
	2007-08	<10	71	63	-	-	-	-
	<b>2008-09</b>	<b>&lt;10</b>	<b>59</b>	<b>63</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>2009-10</b>	<b>38</b>	<b>64</b>	<b>71</b>	<b>0</b>	<b>38</b>	<b>46</b>	<b>15</b>
Economically Disadvantaged	2005-06	79	82	78	14	64	18	4
	2006-07	76	83	80	21	55	17	7
	2007-08	83	85	79	27	57	13	3
	<b>2008-09</b>	<b>83</b>	<b>80</b>	<b>79</b>	<b>31</b>	<b>52</b>	<b>17</b>	<b>0</b>
	<b>2009-10</b>	<b>83</b>	<b>86</b>	<b>84</b>	<b>28</b>	<b>55</b>	<b>13</b>	<b>4</b>
Male	2005-06	84	83	85	19	65	16	0
	2006-07	78	84	85	20	58	16	7
	2007-08	88	88	84	41	47	12	0
	<b>2008-09</b>	<b>88</b>	<b>87</b>	<b>85</b>	<b>38</b>	<b>50</b>	<b>12</b>	<b>0</b>
	<b>2009-10</b>	<b>81</b>	<b>86</b>	<b>88</b>	<b>35</b>	<b>46</b>	<b>14</b>	<b>4</b>
Female	2005-06	85	90	89	19	65	12	4
	2006-07	87	91	90	33	53	13	0
	2007-08	88	90	89	31	58	8	4
	<b>2008-09</b>	<b>93</b>	<b>84</b>	<b>88</b>	<b>42</b>	<b>51</b>	<b>7</b>	<b>0</b>
	<b>2009-10</b>	<b>94</b>	<b>92</b>	<b>92</b>	<b>35</b>	<b>59</b>	<b>6</b>	<b>0</b>

# MEAP - Reading

Student Group Grade: 4	School Year	School Percent of Student Proficient & Advanced	ISD Percent of Student Proficient & Advanced	State Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
					Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All students	2005-06	83	82	83	14	70	17	0
	2006-07	76	84	85	27	49	20	3
	2007-08	85	84	84	24	61	14	1
	<b>2008-09</b>	<b>87</b>	<b>83</b>	<b>83</b>	<b>31</b>	<b>57</b>	<b>12</b>	<b>1</b>
	<b>2009-10</b>	<b>84</b>	<b>84</b>	<b>84</b>	<b>31</b>	<b>53</b>	<b>14</b>	<b>2</b>
White	2005-06	85	88	88	15	70	15	0
	2006-07	78	89	85	29	49	20	2
	2007-08	89	90	89	27	61	10	2
	<b>2008-09</b>	<b>88</b>	<b>90</b>	<b>88</b>	<b>31</b>	<b>57</b>	<b>11</b>	<b>1</b>
	<b>2009-10</b>	<b>84</b>	<b>88</b>	<b>89</b>	<b>35</b>	<b>48</b>	<b>14</b>	<b>2</b>
Black	2005-06	<10	68	68	-	-	-	-
	2006-07	<10	73	72	-	-	-	-
	2007-08	<10	68	69	-	-	-	-
	<b>2008-09</b>	<10	68	66	-	-	-	-
	<b>2009-10</b>	88	71	69	13	75	13	0
Hispanic	2005-06	<10	68	73	-	-	-	-
	2006-07	<10	72	76	-	-	-	-
	2007-08	<10	73	76	-	-	-	-
	<b>2008-09</b>	<10	74	73	-	-	-	-
	2009-10	<10	85	74	-	-	-	-
Students with Disabilities	2005-06	<10	60	55	-	-	-	-
	2006-07	<10	50	57	-	-	-	-
	2007-08	75	58	57	0	75	25	0
	<b>2008-09</b>	<b>86</b>	<b>61</b>	<b>55</b>	<b>36</b>	<b>50</b>	<b>7</b>	<b>7</b>
	<b>2009-10</b>	<b>33</b>	<b>53</b>	<b>58</b>	<b>0</b>	<b>33</b>	<b>53</b>	<b>13</b>
Economically Disadvantaged	2005-06	72	76	73	3	69	28	0
	2006-07	63	77	75	28	34	31	6
	2007-08	77	76	75	15	62	19	4
	<b>2008-09</b>	<b>80</b>	<b>77</b>	<b>73</b>	<b>20</b>	<b>59</b>	<b>19</b>	<b>2</b>
	<b>2009-10</b>	<b>76</b>	<b>78</b>	<b>78</b>	<b>19</b>	<b>57</b>	<b>21</b>	<b>3</b>
Male	2005-06	78	80	81	13	65	23	0
	2006-07	76	81	82	28	48	21	3
	2007-08	80	81	82	20	60	18	3
	<b>2008-09</b>	<b>86</b>	<b>81</b>	<b>81</b>	<b>33</b>	<b>53</b>	<b>14</b>	<b>0</b>
	<b>2009-10</b>	<b>80</b>	<b>81</b>	<b>82</b>	<b>31</b>	<b>49</b>	<b>16</b>	<b>3</b>
Female	2005-06	92	84	86	15	77	8	0
	2006-07	77	87	87	27	50	20	3
	2007-08	90	87	87	29	61	10	0
	<b>2008-09</b>	<b>89</b>	<b>86</b>	<b>85</b>	<b>27</b>	<b>62</b>	<b>9</b>	<b>2</b>
	<b>2009-10</b>	<b>88</b>	<b>86</b>	<b>86</b>	<b>31</b>	<b>57</b>	<b>12</b>	<b>0</b>

## MEAP - Mathematics

Student Group Grade:3rd	School Year	School Percent of Student Proficient & Advanced	ISD Percent of Student Proficient & Advanced	State Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
					Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All students	2005-06	88	88	87	52	36	11	2
	2006-07	91	90	88	53	37	9	0
	2007-08	93	92	90	58	36	7	0
	<b>2008-09</b>	<b>94</b>	<b>91</b>	<b>91</b>	<b>60</b>	<b>34</b>	<b>6</b>	<b>0</b>
	<b>2009-10</b>	<b>96</b>	<b>94</b>	<b>95</b>	<b>60</b>	<b>36</b>	<b>4</b>	<b>0</b>
White	2005-06	92	95	92	56	35	8	0
	2006-07	93	94	92	65	28	7	0
	2007-08	92	97	94	65	27	8	0
	<b>2008-09</b>	<b>97</b>	<b>96</b>	<b>95</b>	<b>67</b>	<b>30</b>	<b>3</b>	<b>0</b>
	<b>2009-10</b>	<b>97</b>	<b>97</b>	<b>97</b>	<b>63</b>	<b>34</b>	<b>3</b>	<b>0</b>
Black	2005-06	<10	73	71	-	-	-	-
	2006-07	<10	85	73	-	-	-	-
	2007-08	<10	81	78	-	-	-	-
	<b>2008-09</b>	<b>85</b>	<b>80</b>	<b>79</b>	<b>61</b>	<b>54</b>	<b>15</b>	<b>0</b>
	2009-10	<10	84	88	-	-	-	-
Hispanic	2005-06	<10	81	79	-	-	-	-
	2006-07	<10	94	80	-	-	-	-
	2007-08	<10	90	85	-	-	-	-
	<b>2008-09</b>	<b>&lt;10</b>	<b>96</b>	<b>87</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>2009-10</b>	<b>100</b>	<b>97</b>	<b>92</b>	<b>60</b>	<b>40</b>	<b>0</b>	<b>0</b>
Students with Disabilities	2005-06		77	72				
	2006-07	100	76	73	45	55	0	0
	2007-08	<10	79	77	-	-	-	-
	<b>2008-09</b>	<b>&lt;10</b>	<b>79</b>	<b>80</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>2009-10</b>	<b>85</b>	<b>87</b>	<b>88</b>	<b>8</b>	<b>77</b>	<b>15</b>	<b>0</b>
Economically Disadvantaged	2005-06	81	84	79	37	44	15	4
	2006-07	90	85	80	43	48	10	0
	2007-08	93	87	84	52	41	7	0
	<b>2008-09</b>	<b>88</b>	<b>87</b>	<b>86</b>	<b>40</b>	<b>48</b>	<b>12</b>	<b>0</b>
	<b>2009-10</b>	<b>94</b>	<b>91</b>	<b>92</b>	<b>48</b>	<b>46</b>	<b>6</b>	<b>0</b>
Male	2005-06	90	88	87	50	40	7	3
	2006-07	91	90	88	47	44	9	0
	2007-08	94	92	90	62	32	6	0
	<b>2008-09</b>	<b>96</b>	<b>92</b>	<b>92</b>	<b>62</b>	<b>34</b>	<b>4</b>	<b>0</b>
	<b>2009-10</b>	<b>97</b>	<b>94</b>	<b>95</b>	<b>58</b>	<b>38</b>	<b>3</b>	<b>0</b>
Female	2005-06	85	87	87	54	31	15	0
	2006-07	90	89	88	63	27	10	0
	2007-08	92	93	90	52	40	8	0
	<b>2008-09</b>	<b>93</b>	<b>91</b>	<b>91</b>	<b>58</b>	<b>35</b>	<b>7</b>	<b>0</b>
	<b>2009-10</b>	<b>95</b>	<b>94</b>	<b>95</b>	<b>61</b>	<b>35</b>	<b>5</b>	<b>0</b>

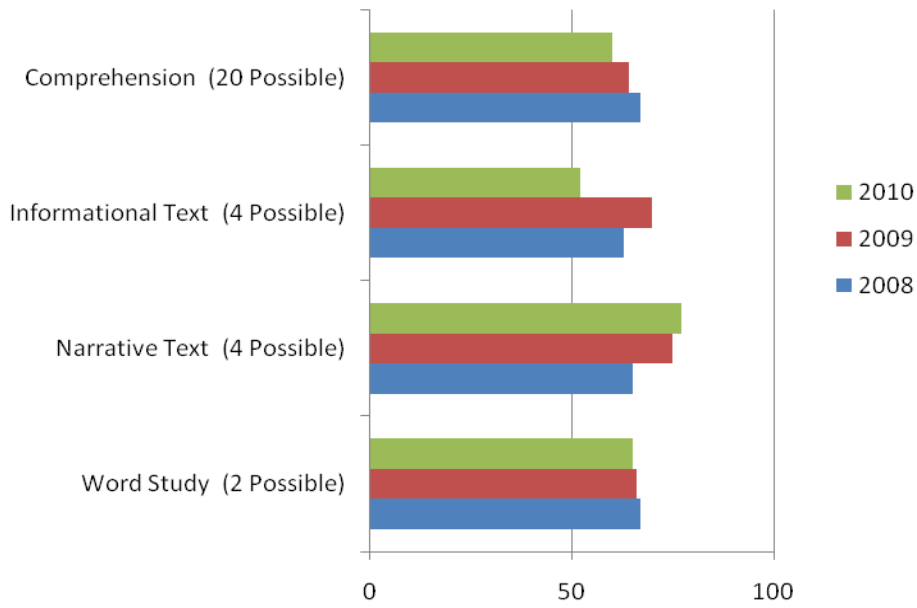
## Mathematics Continued

Student Group Grade: 4th	School Year	School Percent of Student Proficient & Advanced	ISD Percent of Student Proficient & Advanced	State Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
					Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All students	2005-06	85	81	82	36	48	11	5
	2006-07	78	84	85	34	43	17	5
	2007-08	90	86	86	37	54	10	0
	<b>2008-09</b>	<b>93</b>	<b>88</b>	<b>88</b>	<b>55</b>	<b>38</b>	<b>7</b>	<b>0</b>
	<b>2009-10</b>	<b>94</b>	<b>92</b>	<b>92</b>	<b>40</b>	<b>54</b>	<b>4</b>	<b>2</b>
White	2005-06	89	89	88	43	46	7	4
	2006-07	82	92	90	38	44	16	2
	2007-08	92	87	91	40	52	8	0
	<b>2008-09</b>	<b>93</b>	<b>87</b>	<b>92</b>	<b>54</b>	<b>39</b>	<b>7</b>	<b>0</b>
	<b>2009-10</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>49</b>	<b>45</b>	<b>4</b>	<b>1</b>
Black	2005-06	<10	57	60	-	-	-	-
	2006-07	<10	67	67	-	-	-	-
	2007-08	<10	78	56	-	-	-	-
	<b>2008-09</b>	<b>&lt;10</b>	<b>70</b>	<b>74</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>2009-10</b>	<b>100</b>	<b>85</b>	<b>82</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
Hispanic	2005-06	<10	77	71	-	-	-	-
	2006-07	<10	77	76	-	-	-	-
	2007-08	<10	92	64	-	-	-	-
	<b>2008-09</b>	<b>&lt;10</b>	<b>87</b>	<b>81</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	2009-10	<10	95	89	-	-	-	-
Students with Disabilities	2005-06	<10	65	59	-	-	-	-
	2006-07	<10	64	64	-	-	-	-
	2007-08	83	63	65	17	67	17	0
	<b>2008-09</b>	<b>71</b>	<b>69</b>	<b>68</b>	<b>43</b>	<b>29</b>	<b>29</b>	<b>0</b>
	<b>2009-10</b>	<b>86</b>	<b>79</b>	<b>80</b>	<b>7</b>	<b>79</b>	<b>7</b>	<b>7</b>
Economically Disadvantaged	2005-06	72	74	70	19	53	19	9
	2006-07	69	77	75	28	41	22	9
	2007-08	88	78	77	15	73	12	0
	<b>2008-09</b>	<b>91</b>	<b>81</b>	<b>80</b>	<b>48</b>	<b>42</b>	<b>9</b>	<b>0</b>
	<b>2009-10</b>	<b>94</b>	<b>89</b>	<b>88</b>	<b>22</b>	<b>72</b>	<b>4</b>	<b>1</b>
Male	2005-06	88	80	82	38	50	8	5
	2006-07	79	84	85	36	43	18	4
	2007-08	88	85	86	35	53	13	0
	<b>2008-09</b>	<b>93</b>	<b>88</b>	<b>88</b>	<b>54</b>	<b>39</b>	<b>7</b>	<b>0</b>
	<b>2009-10</b>	<b>95</b>	<b>92</b>	<b>92</b>	<b>36</b>	<b>59</b>	<b>2</b>	<b>3</b>
Female	2005-06	81	81	82	35	46	15	4
	2006-07	77	84	85	33	43	17	7
	2007-08	94	88	86	39	55	6	0
	<b>2008-09</b>	<b>93</b>	<b>88</b>	<b>88</b>	<b>56</b>	<b>36</b>	<b>7</b>	<b>0</b>
	<b>2009-10</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>45</b>	<b>47</b>	<b>7</b>	<b>0</b>

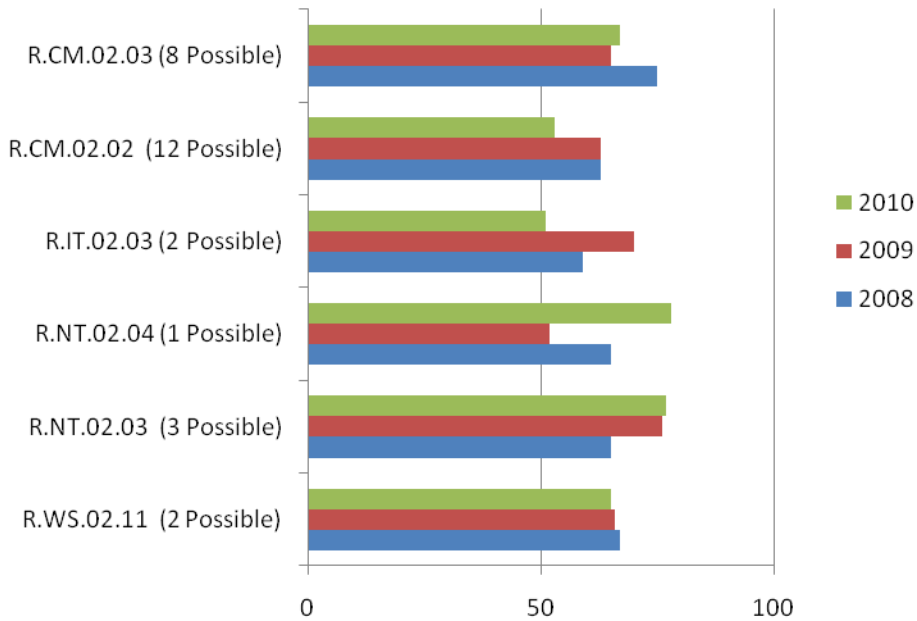
## MEAP - Science

Student Group Grade: 5th	School Year	School Percent of Student Proficient & Advanced	ISD Percent of Student Proficient & Advanced	State Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
					Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All students	2005-06	78	75	77	26	52	17	5
	2006-07	82	83	83	27	55	18	1
	2007-08	78	80	82	32	46	21	2
	<b>2008-09</b>	<b>80</b>	<b>82</b>	<b>83</b>	<b>39</b>	<b>41</b>	<b>15</b>	<b>4</b>
	<b>2009-10</b>	<b>83</b>	<b>81</b>	<b>81</b>	<b>34</b>	<b>49</b>	<b>16</b>	<b>1</b>
White	2005-06	80	86	85	28	53	16	4
	2006-07	87	91	89	32	55	13	0
	2007-08	80	90	89	33	48	19	1
	<b>2008-09</b>	<b>88</b>	<b>91</b>	<b>89</b>	<b>45</b>	<b>42</b>	<b>9</b>	<b>4</b>
	<b>2009-10</b>	<b>84</b>	<b>90</b>	<b>89</b>	<b>35</b>	<b>50</b>	<b>16</b>	<b>0</b>
Black	2005-06	62	45	50	15	43	15	23
	2006-07	63	61	61	19	44	31	6
	2007-08	50	56	59	30	20	40	10
	<b>2008-09</b>	<b>55</b>	<b>58</b>	<b>62</b>	<b>9</b>	<b>45</b>	<b>36</b>	<b>9</b>
	<b>2009-10</b>	<b>&lt;10</b>	<b>75</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Hispanic	2005-06	<10	50	62	-	-	-	-
	2006-07	57	78	71	0	57	43	0
	2007-08	<10	71	69	-	-	-	-
	<b>2008-09</b>	<b>&lt;10</b>	<b>72</b>	<b>73</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>2009-10</b>	<b>&lt;10</b>	<b>56</b>	<b>69</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Students with Disabilities	2005-06	35	65	60	6	29	35	29
	2006-07	68	72	67	21	47	26	5
	2007-08	30	61	62	0	30	60	10
	<b>2008-09</b>	<b>47</b>	<b>64</b>	<b>64</b>	<b>12</b>	<b>35</b>	<b>41</b>	<b>12</b>
	<b>2009-10</b>	<b>54</b>	<b>62</b>	<b>61</b>	<b>31</b>	<b>23</b>	<b>46</b>	<b>0</b>
Economically Disadvantaged	2005-06	71	64	62	16	55	23	7
	2006-07	77	74	71	17	59	23	0
	2007-08	78	68	70	33	44	22	0
	<b>2008-09</b>	<b>70</b>	<b>72</b>	<b>72</b>	<b>31</b>	<b>39</b>	<b>26</b>	<b>4</b>
	<b>2009-10</b>	<b>76</b>	<b>71</b>	<b>71</b>	<b>25</b>	<b>51</b>	<b>22</b>	<b>2</b>
Male	2005-06	76	77	78	23	53	21	3
	2006-07	81	84	83	29	51	19	0
	2007-08	84	82	82	37	47	16	0
	<b>2008-09</b>	<b>75</b>	<b>82</b>	<b>83</b>	<b>43</b>	<b>32</b>	<b>19</b>	<b>6</b>
	<b>2009-10</b>	<b>84</b>	<b>80</b>	<b>81</b>	<b>41</b>	<b>43</b>	<b>14</b>	<b>1</b>
Female	2005-06	80	73	76	29	51	13	7
	2006-07	83	82	83	24	59	16	2
	2007-08	72	78	82	27	45	25	3
	<b>2008-09</b>	<b>87</b>	<b>82</b>	<b>83</b>	<b>35</b>	<b>52</b>	<b>12</b>	<b>2</b>
	<b>2009-10</b>	<b>81</b>	<b>81</b>	<b>81</b>	<b>25</b>	<b>56</b>	<b>19</b>	<b>0</b>

MEAP - Reading - 3rd Grade (2nd grade GLCE)  
3 year comparison



MEAP Reading - 3rd Grade (2nd grade GLCE)  
3 year comparison



## Parent Teacher Conference

Spring conferences are by invitation based on student needs or by parent request.

Year	# Attending		% Attending	
	Fall	Spring	Fall	Spring
2009-10	100	72	32%	21%
2010-11	73	32	27%	23%

## Parent Involvement Policy

**District Parent(s)/Guardian(s) Involvement Policy**  
State of Michigan Parent/Guardian Involvement Initiative

(as recorded in the School Board Policy Manual)

### State of Michigan Parent/Guardian Involvement Initiative

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the district. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: the development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

## Title I Programs

In accordance with the requirement of the No Child Left Behind Act, the Coloma Board of Education encourages parent(s)/guardian(s) participation in Title I programs. Parent(s)/Guardian(s) shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

The Board directs that the following actions be implemented by the administration to insure compliance with state and federal law and to invite parent(s)/guardian(s) to become involved highly in the education of their children:

- The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;
- Invitations to parent(s)/guardian(s) to attend at least one annual meeting for Title I parents, with additional meeting opportunities being available as needed, designed to provide information about programs and services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;
- Assistance to parent(s)/guardian(s) in understanding Title I, including the providing of information in a language understandable to the parent(s)/ guardian(s) if practicable;
- Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;
- Information regarding child's achievement and progress;
- A provision for input by staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the staff or parent(s)/guardian(s);
- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;
- Ongoing communication between school and parent(s)/guardian(s); and
- Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc.)

## Written Plans/Policies

The Coloma Community School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan. Individual buildings may personalize the district plan to meet the particular needs of their school, subject to review by the Superintendent. The Board directs the administration to:

- Involve parent(s)/guardian(s) in the development of the plan;

- Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;
- To integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Head Start;
- To review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;
- To assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff and students will share the responsibility of improved student achievement; and
- To distribute the district plan to parent(s)/guardian(s) of participating children and to the local community.

#### Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

#### Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parent(s)/Guardian(s) will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.



Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	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	04	Hispanic or Latino	2010-11	100%	77.9%	90.9%	90.9%	0%	90.9%	9.1%	0%
English Language Arts / Reading	04	Migrant	2009-10	<10	68.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Two or More Races	2010-11	<10	83.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	White	2009-10	100%	88.9%	83.9%	83.9%	35.5%	48.4%	14%	2.2%
English Language Arts / Reading	04	White	2010-11	100%	88.5%	80.4%	80.4%	26.8%	53.6%	17.9%	1.8%
English Language Arts / Reading	04	Female	2009-10	100%	86.1%	87.9%	87.9%	31%	56.9%	12.1%	0%
English Language Arts / Reading	04	Female	2010-11	100%	87%	84.8%	84.8%	27.3%	57.6%	13.6%	1.5%
English Language Arts / Reading	04	Male	2009-10	100%	82.1%	80.3%	80.3%	31.1%	49.2%	16.4%	3.3%
English Language Arts / Reading	04	Male	2010-11	100%	81.3%	77.5%	77.5%	19.7%	57.7%	19.7%	2.8%
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	100%	75.7%	76.4%	76.4%	19.4%	56.9%	20.8%	2.8%
English Language Arts / Reading	04	Economically Disadvantaged	2010-11	100%	76.1%	77.6%	77.6%	15.8%	61.8%	19.7%	2.6%
English Language Arts / Reading	04	Students with Disabilities	2009-10	100%	58%	33.3%	33.3%	0%	33.3%	53.3%	13.3%
English Language Arts / Reading	04	Students with Disabilities	2010-11	100%	54.2%	40%	40%	6.7%	33.3%	46.7%	13.3%
Mathematics	03	All Students	2009-10	100%	94.8%	96.3%	96.3%	60%	36.3%	3.7%	0%
Mathematics	03	All Students	2010-11	100%	95.3%	93.4%	93.4%	46.7%	46.7%	6.6%	0%
Mathematics	03	American Indian or Alaska Native	2009-10	<10	92.8%	<10	<10	<10	<10	<10	<10

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Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	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)
Mathematics	03	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	98%	<10	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2009-10	<10	87.7%	<10	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2010-11	<10	88.6%	<10	<10	<10	<10	<10	<10
Mathematics	03	Hispanic or Latino	2009-10	100%	92.3%	100%	100%	60%	40%	0%	0%
Mathematics	03	Hispanic or Latino	2010-11	<10	93.5%	<10	<10	<10	<10	<10	<10
Mathematics	03	Migrant	2009-10	<10	90.5%	<10	<10	<10	<10	<10	<10
Mathematics	03	Two or More Races	2010-11	<10	95.8%	<10	<10	<10	<10	<10	<10
Mathematics	03	White	2009-10	100%	96.9%	96.5%	96.5%	62.6%	33.9%	3.5%	0%
Mathematics	03	White	2010-11	100%	97.1%	96%	96%	49.5%	46.5%	4%	0%
Mathematics	03	Female	2009-10	100%	94.8%	95.5%	95.5%	60.6%	34.8%	4.5%	0%
Mathematics	03	Female	2010-11	100%	95.3%	95%	95%	45%	50%	5%	0%
Mathematics	03	Male	2009-10	100%	94.8%	97.1%	97.1%	59.4%	37.7%	2.9%	0%
Mathematics	03	Male	2010-11	100%	95.3%	91.9%	91.9%	48.4%	43.5%	8.1%	0%
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.9%	94%	94%	48.2%	46.8%	6%	0%
Mathematics	03	Economically Disadvantaged	2010-11	100%	92.7%	90.2%	90.2%	37.7%	52.5%	9.8%	0%
Mathematics	03	Limited English Proficient	2009-10	<10	92.1%	<10	<10	<10	<10	<10	<10
Mathematics	03	Students with Disabilities	2009-10	100%	87.8%	84.6%	84.6%	7.7%	76.9%	15.4%	0%
Mathematics	03	Students with Disabilities	2010-11	100%	88.7%	92.9%	92.9%	7.1%	85.7%	7.1%	0%
Mathematics	04	All Students	2009-10	100%	92.3%	93.9%	93.9%	40.4%	53.5%	4.4%	1.8%
Mathematics	04	All Students	2010-11	100%	91.5%	91.4%	91.4%	43.9%	47.5%	8.6%	0%
Mathematics	04	American Indian or Alaska Native	2009-10	<10	89.5%	<10	<10	<10	<10	<10	<10
Mathematics	04	American Indian or Alaska Native	2010-11	<10	88.8%	<10	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2009-10	100%	82.3%	100%	100%	0%	100%	0%	0%

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	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)
Mathematics	04	Black or African American	2010-11	<10	81.2%	<10	<10	<10	<10	<10	<10
Mathematics	04	Hispanic or Latino	2009-10	<10	89.3%	<10	<10	<10	<10	<10	<10
Mathematics	04	Hispanic or Latino	2010-11	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	04	Migrant	2009-10	<10	88.1%	<10	<10	<10	<10	<10	<10
Mathematics	04	Two or More Races	2010-11	<10	91.2%	<10	<10	<10	<10	<10	<10
Mathematics	04	White	2009-10	100%	95.1%	94.5%	94.5%	49.5%	45.1%	4.4%	1.1%
Mathematics	04	White	2010-11	100%	94.3%	89.6%	89.6%	45.2%	44.3%	10.4%	0%
Mathematics	04	Female	2009-10	100%	92.9%	92.7%	92.7%	45.5%	47.3%	7.3%	0%
Mathematics	04	Female	2010-11	100%	91.6%	95.5%	95.5%	43.3%	52.2%	4.5%	0%
Mathematics	04	Male	2009-10	100%	91.6%	94.9%	94.9%	35.6%	59.3%	1.7%	3.4%
Mathematics	04	Male	2010-11	100%	91.3%	87.5%	87.5%	44.4%	43.1%	12.5%	0%
Mathematics	04	Economically Disadvantaged	2009-10	100%	87.8%	94.1%	94.1%	22.1%	72.1%	4.4%	1.5%
Mathematics	04	Economically Disadvantaged	2010-11	100%	86.9%	87.5%	87.5%	36.3%	51.2%	12.5%	0%
Mathematics	04	Students with Disabilities	2009-10	100%	80%	85.7%	85.7%	7.1%	78.6%	7.1%	7.1%
Mathematics	04	Students with Disabilities	2010-11	100%	77.5%	73.7%	73.7%	5.3%	68.4%	26.3%	0%

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	03	All Students	2009-10	<10	76.4%	<10	<10	<10	<10	<10
Mathematics	03	All Students	2010-11	<10	74.7%	<10	<10	<10	<10	<10
Mathematics	03	White	2009-10	<10	79.3%	<10	<10	<10	<10	<10
Mathematics	03	White	2010-11	<10	77.1%	<10	<10	<10	<10	<10
Mathematics	03	Female	2009-10	<10	71.4%	<10	<10	<10	<10	<10
Mathematics	03	Female	2010-11	<10	73.5%	<10	<10	<10	<10	<10

Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	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	03	All Students	2010-11	<10	85.2%	N/A	N/A	N/A	N/A	N/A
English Language Arts	03	White	2010-11	<10	85.9%	N/A	N/A	N/A	N/A	N/A
English Language Arts	03	Female	2010-11	<10	85.6%	N/A	N/A	N/A	N/A	N/A
Mathematics	03	All Students	2010-11	<10	87.5%	N/A	N/A	N/A	N/A	N/A
Mathematics	03	White	2010-11	<10	88.2%	N/A	N/A	N/A	N/A	N/A
Mathematics	03	Female	2010-11	<10	90.1%	N/A	N/A	N/A	N/A	N/A

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	98.8%	94%
All Students	District	Mathematics	97.9%	94.2%
All Students	School	English Language Arts / Reading	99.3%	94.9%
All Students	School	Mathematics	97.8%	97.2%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
American Indian or Alaska Native	School	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	School	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	School	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	School	Mathematics	<30	<30
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	96%	84.9%
Black or African American	District	Mathematics	96%	84.9%
Black or African American	School	English Language Arts / Reading	<30	<30
Black or African American	School	Mathematics	<30	<30
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	98.3%	87.2%
Hispanic or Latino	District	Mathematics	91.7%	89.7%
Hispanic or Latino	School	English Language Arts / Reading	<30	<30
Hispanic or Latino	School	Mathematics	<30	<30
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	95.2%	86.1%
Two or More Races	District	Mathematics	97.6%	88.9%
Two or More Races	School	English Language Arts / Reading	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
White	District	English Language Arts / Reading	98.7%	95.5%
White	District	Mathematics	98.6%	95.5%
White	School	English Language Arts / Reading	99.5%	96.2%
White	School	Mathematics	99.5%	98.3%
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	98.1%	92.1%
Economically Disadvantaged	District	Mathematics	97.7%	93.9%
Economically Disadvantaged	School	English Language Arts / Reading	99.3%	94.1%
Economically Disadvantaged	School	Mathematics	97.3%	97.3%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	95.5%	71.1%
Students with Disabilities	District	Mathematics	96.4%	77.8%
Students with Disabilities	School	English Language Arts / Reading	97.1%	71.1%
Students with Disabilities	School	Mathematics	97.1%	86.7%

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MI/MI-Access.

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	94.8%
All Students	School	94%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	93.2%
American Indian or Alaska Native	School	90.9%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	94.9%
Asian, Native Hawaiian, or Pacific Islander	School	92.9%
Black or African American	State	91.9%
Black or African American	District	92.9%
Black or African American	School	92.6%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	95.6%
Hispanic or Latino	School	96.3%
Two or More Races	State	94.7%
Two or More Races	District	86.9%
White	State	95.6%
White	District	95%
White	School	94%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	94.1%
Economically Disadvantaged	School	93.1%
Limited English Proficient	State	94.8%
Students with Disabilities	State	93.4%
Students with Disabilities	District	94.4%
Students with Disabilities	School	94.1%

\* All data based on students enrolled for a full academic year.

School AYP Status

Title I 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

% of Schools making AYP: 100%  
 % of Schools in School Improvement status: 0%  
 % of Schools in Corrective Action status: 0%  
 % of Schools in Restructuring status: 0%  
 % of Title I Schools making AYP: 100%  
 % of Title I Schools in School Improvement status: 0%  
 % of Title I Schools in Corrective Action status: 0%  
 % of Title I Schools in Restructuring status: 0%

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	10	16	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

Teacher Quality Data

	Certification Percent
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%

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 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
Net SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Net 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 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	35	34	23	5
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility	48		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	±	±	±
Info not available		±			
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	25	7	1
Hispanic	5	49	34	15	2
Asian, Amer/Pacif Isl	3	21	37	25	17
American Indian	1	±	±	±	±
Unclassified	1	±	±	±	±
Student classified as having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	25	9	1
ELL	97	35	35	24	7
Not ELL					

# Rounds to zero

± Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

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

Thank you to the board of education, the staff, students and community for the continued support as we work diligently to improve our educational practices and our student outcomes. We have experienced great success and look forward to continuing the long history of academic excellence.