OTTAWA ELEMENTARY SCHOOL

Duane B. Lockhart, Principal

CHIPPEWA VALLEY SCHOOLS

18601 Millar Road
Clinton Township, MI 48036

(586) 723-6600 - Office
(586) 723-6601 - Fax

August 11, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for the Ottawa Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact me, Duane Lockhart, for assistance.

The AER is available for you to review electronically by visiting the following web sites: https://www.mischooldata.org/DistrictSchoolProfiles/ReportCard/EducationDashboard.aspx or http://www.chippewavalleyschools.org/schools/elementary-schools/ottawa/about-us/aer/ or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been given one of these labels.

Ottawa uses the MTSS (Multi-Tiered Systems of Support). We use the school improvement process to build an infrastructure of evidence-based, system-wide practices to ensure that every student achieves to high standards. This includes ongoing monitoring of the effectiveness of instruction and intervention with rapid response to academic and behavioral needs.

Improvement in the levels of student performance in the areas of math, reading, writing, science and social studies has been the focus of our School Improvement plan. Our professional development continues to focus on common curriculum maps and assessments at each grade level in these content areas. It is our goal to continue the full implementation the Common Core State Standards in reading and math, as well as the district provided curriculum for writing, science, and social studies.

- Ottawa Elementary School is open to all students that reside in our attendance area, and we also accept Macomb County school of choice students on a limited availability basis as assigned

NOTICE OF NONDISCRIMINATION Chippewa Valley Schools does not discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180

to us by our district office. Currently, we have approximately 400 students enrolled in grades K-5.

- The School Improvement Plan (SIP) for Ottawa Elementary is based on the AdvancEd criteria approved by the Michigan Department of Education for school accreditation. Staff members have identified goals areas in reading, writing, math, science and social studies, and we continue to work on common strategies that will lead to increased student achievement in all areas.

- Teachers at Ottawa Elementary participate in team planning activities. In doing so, they consult the Common Core State Standards in planning how to use their resources to cover all the material that students must learn at each grade level. Students are able to receive interventions in reading and math as needed, as well as homework help after school. More information can be found on the http://www.michigan.gov/mde website or by contacting your child's teacher regarding the Common Core State Standards.

- During the 2013-2014 school year, Chippewa Valley added common benchmark assessments in Mathematics and English Language Arts for all students in grade K-11 at all schools. NWEA computerized assessments called Measures of Academic Progress® (MAP®) were administered three times during the school year. The purpose of this assessment was to provide data on students' growth over time in the areas of mathematics and English Language Arts. The resulting data also allowed teachers to see the instructional ranges within their classroom and begin to target their teaching to specific skills students need. This assessment replaced district created assessments in reading and mathematics that had been administered in grades K-2 in previous years. Since there is no 2013-2014 MAP data, results from fall to spring are included on the attached charts. NWEA Results

- Ottawa Elementary enjoys a high level of parent participation. At our fall 2012 conferences, we had 95% of our parents attend. For the fall 2013 conferences, we had 96% of parents attend. We also have a very active and dedication Parent Teacher Organization (PTO). We continue to offer many exciting educational and family fun activities for parents, students and staff members to get involved with the Ottawa community.

I could not be more pleased with the students, parents, and staff members of the Ottawa Elementary community. The level of professionalism, teamed with the pure excitement of teaching and learning, makes it special to be the principal at Ottawa Elementary. We, at Ottawa, look forward to another rewarding year of educating your children. I am always available for questions and concerns, so please do not hesitate to contact me.

Sincerely,

Duane Lockhart

Duane Lockhart
Ottawa Elementary, Principal

Ottawa's Vision-We are building a better world, one student at a time.

Our mission is to educate all students to their highest potential through a cooperative process between school, home, and community. Through this partnership, we will work together in a safe and caring environment to prepare our children for a future filled with opportunities for lifelong learning.

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MI School Data

08/20/2014

Annual Education Report

Ottawa Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2012-13	40.9%	34.9%	30.1%	0%	30.1%	31.5%	38.4%
Mathematics	3rd Grade	All Students	2013-14	40.1%	45.1%	16.9%	1.7%	15.3%	32.2%	50.8%
Mathematics	3rd Grade	African American	2012-13	18%	25.3%	20%	0%	20%	30%	50%
Mathematics	3rd Grade	African American	2013-14	18.2%	19.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	25.7%	22.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2013-14	26.3%	28.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2012-13	40%	34%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	47.4%	36%	33.3%	0%	33.3%	31.6%	35.1%
Mathematics	3rd Grade	White	2013-14	46.6%	47.7%	20.4%	2%	18.4%	32.7%	46.9%
Mathematics	3rd Grade	Female	2012-13	39.8%	32.1%	29%	0%	29%	22.6%	48.4%
Mathematics	3rd Grade	Female	2013-14	39.7%	44.7%	16.7%	0%	16.7%	33.3%	50%
Mathematics	3rd Grade	Male	2012-13	42%	37.5%	31%	0%	31%	38.1%	31%
Mathematics	3rd Grade	Male	2013-14	40.6%	45.4%	17.1%	2.9%	14.3%	31.4%	51.4%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	24.6%	14.3%	0%	14.3%	31.4%	54.3%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	29.9%	10.5%	5.3%	5.3%	36.8%	52.6%
Mathematics	3rd Grade	English Language Learners	2012-13	23%	13.7%	<10	<10	<10	<10	<10

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Mathematics	3rd Grade	English Language Learners	2013-14	26.4%	40%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2012-13	21.5%	17.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2013-14	22.2%	21.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	46.1%	45.6%	49.2%	3.1%	46.2%	23.1%	27.7%
Mathematics	4th Grade	All Students	2013-14	45.3%	52.7%	47.9%	8.2%	39.7%	20.5%	31.5%
Mathematics	4th Grade	African American	2012-13	20%	25.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade	African American	2013-14	18.2%	25.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Asian	2012-13	71.4%	37.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	33.3%	36.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2013-14	29.3%	25%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Two or More Races	2012-13	44.3%	44.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Two or More Races	2013-14	43.8%	55.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	53%	47.5%	52.6%	3.5%	49.1%	21.1%	26.3%
Mathematics	4th Grade	White	2013-14	52.9%	55.7%	55.4%	10.7%	44.6%	17.9%	26.8%
Mathematics	4th Grade	Female	2012-13	45.7%	44.7%	51.6%	3.2%	48.4%	25.8%	22.6%
Mathematics	4th Grade	Female	2013-14	43.4%	48.8%	51.7%	10.3%	41.4%	13.8%	34.5%

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Mathematics	4th Grade	Male	2012-13	46.4%	46.5%	47.1%	2.9%	44.1%	20.6%	32.4%
Mathematics	4th Grade	Male	2013-14	47.2%	56%	45.5%	6.8%	38.6%	25%	29.5%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	34.5%	34.6%	7.7%	26.9%	23.1%	42.3%
Mathematics	4th Grade	Economically Disadvantaged	2013-14	29.5%	31.5%	33.3%	5.6%	27.8%	19.4%	47.2%
Mathematics	4th Grade	English Language Learners	2012-13	24.4%	18.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade	English Language Learners	2013-14	23.1%	22.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2012-13	23%	20%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2013-14	23.2%	29%	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	45.7%	48%	53%	3%	50%	21.2%	25.8%
Mathematics	5th Grade	All Students	2013-14	45.2%	53.4%	45.2%	3.2%	41.9%	22.6%	32.3%
Mathematics	5th Grade	African American	2012-13	20.5%	26.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade	African American	2013-14	20%	31.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Asian	2013-14	73.6%	40%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Hispanic of Any Race	2012-13	31.7%	32.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Hispanic of Any Race	2013-14	32.3%	41%	<10	<10	<10	<10	<10

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Mathematics	5th Grade	Two or More Races	2012-13	42.7%	37.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Two or More Races	2013-14	43.2%	57.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade	White	2012-13	52.4%	49.7%	58.2%	3.6%	54.5%	18.2%	23.6%
Mathematics	5th Grade	White	2013-14	51.7%	55.6%	46.3%	3.7%	42.6%	24.1%	29.6%
Mathematics	5th Grade	Female	2012-13	43.9%	45.9%	46.4%	0%	46.4%	17.9%	35.7%
Mathematics	5th Grade	Female	2013-14	44.7%	55.1%	43.3%	0%	43.3%	23.3%	33.3%
Mathematics	5th Grade	Male	2012-13	47.5%	50.1%	57.9%	5.3%	52.6%	23.7%	18.4%
Mathematics	5th Grade	Male	2013-14	45.7%	51.8%	46.9%	6.3%	40.6%	21.9%	31.3%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	30.3%	34%	40%	0%	40%	23.3%	36.7%
Mathematics	5th Grade	Economically Disadvantaged	2013-14	29.5%	36.5%	26.1%	0%	26.1%	26.1%	47.8%
Mathematics	5th Grade	English Language Learners	2012-13	22.9%	17.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade	English Language Learners	2013-14	23.1%	28%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Students With Disabilities	2012-13	19.9%	20.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Students With Disabilities	2013-14	20%	24.4%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	66.5%	73.1%	68.1%	5.6%	62.5%	27.8%	4.2%

Annual Education Report
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Reading	3rd Grade	All Students	2013-14	61.3%	68%	50.8%	5.1%	45.8%	40.7%	8.5%
Reading	3rd Grade	African American	2012-13	44.8%	57.5%	60%	0%	60%	40%	0%
Reading	3rd Grade	African American	2013-14	37.3%	42.9%	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2012-13	53.5%	62.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2013-14	46.9%	51.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	Two or More Races	2012-13	67.6%	80.9%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	73%	74.3%	66.1%	7.1%	58.9%	28.6%	5.4%
Reading	3rd Grade	White	2013-14	68.8%	70.9%	57.1%	6.1%	51%	36.7%	6.1%
Reading	3rd Grade	Female	2012-13	70.2%	77%	74.2%	6.5%	67.7%	22.6%	3.2%
Reading	3rd Grade	Female	2013-14	64.1%	67.2%	54.2%	12.5%	41.7%	37.5%	8.3%
Reading	3rd Grade	Male	2012-13	63%	69.4%	63.4%	4.9%	58.5%	31.7%	4.9%
Reading	3rd Grade	Male	2013-14	58.6%	68.8%	48.6%	0%	48.6%	42.9%	8.6%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	61.6%	58.8%	0%	58.8%	35.3%	5.9%
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	53.8%	52.6%	5.3%	47.4%	42.1%	5.3%
Reading	3rd Grade	English Language Learners	2012-13	41.5%	53%	<10	<10	<10	<10	<10
Reading	3rd Grade	English Language Learners	2013-14	37.2%	60%	<10	<10	<10	<10	<10

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Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	45%	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2013-14	35.1%	46.8%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	68.1%	76.5%	81.5%	4.6%	76.9%	16.9%	1.5%
Reading	4th Grade	All Students	2013-14	70%	77.1%	69.9%	11%	58.9%	24.7%	5.5%
Reading	4th Grade	African American	2012-13	43%	63.2%	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2013-14	47.6%	57.5%	<10	<10	<10	<10	<10
Reading	4th Grade	Asian	2012-13	79.2%	78.6%	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2012-13	57.5%	55.6%	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2013-14	57.8%	54.2%	<10	<10	<10	<10	<10
Reading	4th Grade	Two or More Races	2012-13	68.7%	76.2%	<10	<10	<10	<10	<10
Reading	4th Grade	Two or More Races	2013-14	71.2%	79.5%	<10	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	75.1%	78.3%	82.5%	5.3%	77.2%	15.8%	1.8%
Reading	4th Grade	White	2013-14	76.5%	79.5%	78.6%	14.3%	64.3%	14.3%	7.1%
Reading	4th Grade	Female	2012-13	71.1%	78.5%	80.6%	6.5%	74.2%	16.1%	3.2%
Reading	4th Grade	Female	2013-14	73%	80.8%	79.3%	6.9%	72.4%	17.2%	3.4%
Reading	4th Grade	Male	2012-13	65.1%	74.6%	82.4%	2.9%	79.4%	17.6%	0%
Reading	4th Grade	Male	2013-14	67%	73.9%	63.6%	13.6%	50%	29.5%	6.8%

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Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	64.3%	73.1%	7.7%	65.4%	23.1%	3.8%
Reading	4th Grade	Economically Disadvantaged	2013-14	57.3%	62%	52.8%	5.6%	47.2%	38.9%	8.3%
Reading	4th Grade	English Language Learners	2012-13	39.1%	49.4%	<10	<10	<10	<10	<10
Reading	4th Grade	English Language Learners	2013-14	42.9%	55.4%	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2012-13	38.3%	54.2%	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2013-14	41.6%	48.1%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	70.4%	79.6%	76.6%	21.9%	54.7%	17.2%	6.3%
Reading	5th Grade	All Students	2013-14	71.7%	78.7%	77.4%	8.1%	69.4%	21%	1.6%
Reading	5th Grade	African American	2012-13	47.8%	60.8%	<10	<10	<10	<10	<10
Reading	5th Grade	African American	2013-14	48.7%	59.1%	<10	<10	<10	<10	<10
Reading	5th Grade	Asian	2013-14	80%	66.7%	<10	<10	<10	<10	<10
Reading	5th Grade	Hispanic of Any Race	2012-13	58.1%	70.3%	<10	<10	<10	<10	<10
Reading	5th Grade	Hispanic of Any Race	2013-14	60.8%	76.9%	<10	<10	<10	<10	<10
Reading	5th Grade	Two or More Races	2012-13	70.4%	72.5%	<10	<10	<10	<10	<10

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Reading	5th Grade	Two or More Races	2013-14	72.6%	91.4%	<10	<10	<10	<10	<10
Reading	5th Grade	White	2012-13	76.9%	81.6%	84.9%	24.5%	60.4%	11.3%	3.8%
Reading	5th Grade	White	2013-14	78.2%	80.2%	75.5%	9.4%	66%	22.6%	1.9%
Reading	5th Grade	Female	2012-13	74.1%	82.1%	73.1%	19.2%	53.8%	23.1%	3.8%
Reading	5th Grade	Female	2013-14	74.2%	80.3%	75.9%	10.3%	65.5%	24.1%	0%
Reading	5th Grade	Male	2012-13	66.8%	77%	78.9%	23.7%	55.3%	13.2%	7.9%
Reading	5th Grade	Male	2013-14	69.2%	77.2%	78.8%	6.1%	72.7%	18.2%	3%
Reading	5th Grade	Economically Disadvantaged	2012-13	57.9%	65.9%	62.1%	10.3%	51.7%	31%	6.9%
Reading	5th Grade	Economically Disadvantaged	2013-14	59.4%	68.1%	73.9%	8.7%	65.2%	21.7%	4.3%
Reading	5th Grade	English Language Learners	2012-13	36.3%	52.6%	<10	<10	<10	<10	<10
Reading	5th Grade	English Language Learners	2013-14	39.2%	60.3%	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2012-13	36.6%	44.4%	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2013-14	41.1%	38.5%	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2012-13	13.1%	11.3%	18.6%	2.9%	15.7%	35.7%	45.7%
Science	5th Grade	All Students	2013-14	16.8%	17.6%	15.2%	6.1%	9.1%	40.9%	43.9%
Science	5th Grade	African American	2012-13	2.6%	2.4%	<10	<10	<10	<10	<10

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Science	5th Grade	African American	2013-14	3.3%	2.7%	<10	<10	<10	<10	<10
Science	5th Grade	Asian	2013-14	30.1%	12.9%	<10	<10	<10	<10	<10
Science	5th Grade	Hispanic of Any Race	2012-13	5.4%	5.1%	<10	<10	<10	<10	<10
Science	5th Grade	Hispanic of Any Race	2013-14	7.7%	4.9%	<10	<10	<10	<10	<10
Science	5th Grade	Two or More Races	2012-13	12.2%	7.5%	<10	<10	<10	<10	<10
Science	5th Grade	Two or More Races	2013-14	15.2%	25%	<10	<10	<10	<10	<10
Science	5th Grade	White	2012-13	16%	12.3%	21.1%	3.5%	17.5%	40.4%	38.6%
Science	5th Grade	White	2013-14	20.7%	19.2%	17.5%	7%	10.5%	42.1%	40.4%
Science	5th Grade	Female	2012-13	11.6%	9.9%	13.3%	0%	13.3%	26.7%	60%
Science	5th Grade	Female	2013-14	15.9%	15.8%	9.7%	0%	9.7%	45.2%	45.2%
Science	5th Grade	Male	2012-13	14.5%	12.7%	22.5%	5%	17.5%	42.5%	35%
Science	5th Grade	Male	2013-14	17.7%	19.2%	20%	11.4%	8.6%	37.1%	42.9%
Science	5th Grade	Economically Disadvantaged	2012-13	5.8%	4.1%	5.9%	0%	5.9%	29.4%	64.7%
Science	5th Grade	Economically Disadvantaged	2013-14	8%	8.9%	11.1%	0%	11.1%	33.3%	55.6%
Science	5th Grade	English Language Learners	2012-13	1.4%	0%	<10	<10	<10	<10	<10

Annual Education Report
Ottawa Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	5th Grade	English Language Learners	2013-14	2.9%	2.3%	<10	<10	<10	<10	<10
Science	5th Grade	Students With Disabilities	2012-13	4.1%	2.9%	0%	0%	0%	20%	80%
Science	5th Grade	Students With Disabilities	2013-14	5.6%	4.7%	<10	<10	<10	<10	<10

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MI School Data

08/20/2014

Annual Education Report

Ottawa Elementary School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)

No Data to Display

Annual Education Report
Ottawa Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd Grade	All Students	2012-13	63.7%	73.9%	80%	0%	80%	20%
Mathematics	3rd Grade	All Students	2013-14	61.9%	72.2%	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2012-13	56.5%	60%	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2013-14	73.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	68.3%	75%	100%	0%	100%	0%
Mathematics	3rd Grade	White	2013-14	66%	75%	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2012-13	58.4%	44.4%	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2013-14	57%	71.4%	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2012-13	66.4%	92.9%	100%	0%	100%	0%
Mathematics	3rd Grade	Male	2013-14	64.4%	72.7%	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	62.4%	92.3%	100%	0%	100%	0%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	59.4%	66.7%	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	57.5%	52.4%	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2013-14	55.3%	52.3%	50%	0%	50%	50%
Mathematics	4th Grade	American Indian	2013-14	63.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade	African American	2013-14	46.3%	40%	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	63.6%	50%	<10	<10	<10	<10
Mathematics	4th Grade	White	2013-14	59.8%	51.9%	66.7%	0%	66.7%	33.3%
Mathematics	4th Grade	Female	2013-14	53.7%	27.8%	<10	<10	<10	<10

Annual Education Report
Ottawa Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	4th Grade	Male	2012-13	57.9%	57.1%	<10	<10	<10	<10
Mathematics	4th Grade	Male	2013-14	56.2%	69.2%	60%	0%	60%	40%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	55.5%	50%	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2013-14	53.4%	60.7%	60%	0%	60%	40%
Mathematics	5th Grade	All Students	2012-13	58.5%	66.7%	50%	0%	50%	50%
Mathematics	5th Grade	All Students	2013-14	56.8%	61.5%	75%	25%	50%	25%
Mathematics	5th Grade	African American	2012-13	47.4%	66.7%	<10	<10	<10	<10
Mathematics	5th Grade	African American	2013-14	44.8%	58.3%	<10	<10	<10	<10
Mathematics	5th Grade	Hispanic of Any Race	2012-13	54.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade	White	2012-13	64%	66.7%	<10	<10	<10	<10
Mathematics	5th Grade	White	2013-14	63%	56.5%	66.7%	33.3%	33.3%	33.3%
Mathematics	5th Grade	Female	2012-13	55.1%	63.6%	<10	<10	<10	<10
Mathematics	5th Grade	Female	2013-14	53.3%	53.8%	<10	<10	<10	<10
Mathematics	5th Grade	Male	2012-13	60.4%	68%	50%	0%	50%	50%
Mathematics	5th Grade	Male	2013-14	58.9%	65.4%	66.7%	33.3%	33.3%	33.3%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	55.7%	63.6%	50%	0%	50%	50%
Mathematics	5th Grade	Economically Disadvantaged	2013-14	54.1%	63.6%	75%	25%	50%	25%
Mathematics	5th Grade	English Language Learners	2012-13	57.1%	40%	<10	<10	<10	<10

Annual Education Report
Ottawa Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	3rd Grade	All Students	2012-13	39.3%	56.3%	50%	16.7%	33.3%	50%
Reading	3rd Grade	All Students	2013-14	38.7%	51.6%	<10	<10	<10	<10
Reading	3rd Grade	African American	2012-13	34.2%	42.9%	<10	<10	<10	<10
Reading	3rd Grade	Two or More Races	2013-14	41.6%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	42.8%	56.5%	75%	25%	50%	25%
Reading	3rd Grade	White	2013-14	42.1%	50%	<10	<10	<10	<10
Reading	3rd Grade	Female	2012-13	41.5%	33.3%	<10	<10	<10	<10
Reading	3rd Grade	Female	2013-14	38.2%	61.5%	<10	<10	<10	<10
Reading	3rd Grade	Male	2012-13	38.3%	65.2%	60%	20%	40%	40%
Reading	3rd Grade	Male	2013-14	38.9%	44.4%	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2012-13	34.6%	61.1%	60%	20%	40%	40%
Reading	3rd Grade	Economically Disadvantaged	2013-14	34.6%	35.7%	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	46.3%	45.5%	<10	<10	<10	<10
Reading	4th Grade	All Students	2013-14	45.6%	56.1%	16.7%	16.7%	0%	83.3%
Reading	4th Grade	American Indian	2013-14	55.8%	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2013-14	35.2%	36.4%	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	51.4%	52.4%	<10	<10	<10	<10
Reading	4th Grade	White	2013-14	50.1%	59%	33.3%	33.3%	0%	66.7%
Reading	4th Grade	Female	2013-14	46.2%	52.6%	<10	<10	<10	<10

Annual Education Report
Ottawa Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	4th Grade	Male	2012-13	44%	45.8%	<10	<10	<10	<10
Reading	4th Grade	Male	2013-14	45.4%	57.9%	20%	20%	0%	80%
Reading	4th Grade	Economically Disadvantaged	2012-13	43.3%	50%	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2013-14	41.3%	54.3%	20%	20%	0%	80%
Reading	5th Grade	All Students	2012-13	59.8%	62.5%	50%	33.3%	16.7%	50%
Reading	5th Grade	All Students	2013-14	59.8%	64.7%	100%	100%	0%	0%
Reading	5th Grade	African American	2012-13	50.4%	66.7%	<10	<10	<10	<10
Reading	5th Grade	Hispanic of Any Race	2012-13	56.6%	<10	<10	<10	<10	<10
Reading	5th Grade	White	2012-13	63.4%	64.5%	50%	25%	25%	50%
Reading	5th Grade	White	2013-14	65%	66.7%	100%	100%	0%	0%
Reading	5th Grade	Female	2012-13	64.2%	53.8%	50%	25%	25%	50%
Reading	5th Grade	Female	2013-14	65.6%	80%	<10	<10	<10	<10
Reading	5th Grade	Male	2012-13	57.4%	66.7%	50%	50%	0%	50%
Reading	5th Grade	Male	2013-14	56.7%	54.8%	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2012-13	58%	66.7%	40%	20%	20%	60%
Reading	5th Grade	Economically Disadvantaged	2013-14	56.9%	65.4%	100%	100%	0%	0%
Reading	5th Grade	English Language Learners	2012-13	48%	50%	<10	<10	<10	<10

MI School Data

08/20/2014

Annual Education Report

Ottawa Elementary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)

No Data to Display

MI School Data

08/20/2014

Annual Education Report

Ottawa Elementary School

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)

No Data to Display

MI School Data

08/20/2014

Annual Education Report

Ottawa Elementary School

MI-Access Participation

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)

No Data to Display

Annual Education Report
Ottawa Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	N/A	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	99.7%	64.1%
Bottom 30%	District	Mathematics	N/A	9.3%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	98.4%	40.5%
Asian	District	Mathematics	99.6%	73.9%
Hispanic of Any Race	District	Mathematics	100%	53.4%
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	99.3%	62.4%
White	District	Mathematics	99.8%	66.2%
Economically Disadvantaged	District	Mathematics	99.5%	51.4%
English Language Learners	District	Mathematics	100%	49.7%
Students With Disabilities	District	Mathematics	99.6%	45.4%
All Students	School	Mathematics	100%	61.7%
Bottom 30%	School	Mathematics	N/A	1.3%
American Indian	School	Mathematics	<30	<30
African American	School	Mathematics	<30	<30
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30

Annual Education Report
Ottawa Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	100%	65.2%
Economically Disadvantaged	School	Mathematics	100%	56%
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	100%	52.9%
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	99.7%	90.1%
Bottom 30%	District	Reading	N/A	69.4%
American Indian	District	Reading	<30	<30
African American	District	Reading	98.7%	78.9%
Asian	District	Reading	99.6%	93.6%
Hispanic of Any Race	District	Reading	100%	81.6%
Native Hawaiian or Other Pacific Islander	District	Reading	<30	<30
Two or More Races	District	Reading	99.3%	87.6%
White	District	Reading	99.8%	91.3%
Economically Disadvantaged	District	Reading	99.5%	82.4%
English Language Learners	District	Reading	99.8%	76.4%
Students With Disabilities	District	Reading	99.6%	63.7%
All Students	School	Reading	100%	88.5%

Annual Education Report
Ottawa Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	School	Reading	N/A	67.1%
American Indian	School	Reading	<30	<30
African American	School	Reading	<30	<30
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	100%	90.3%
Economically Disadvantaged	School	Reading	100%	84.4%
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	100%	73.5%
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	99.4%	46.7%
Bottom 30%	District	Science	N/A	0.1%
American Indian	District	Science	<30	<30
African American	District	Science	97.7%	22%
Asian	District	Science	99.1%	48.4%
Hispanic of Any Race	District	Science	100%	33.7%
Native Hawaiian or Other Pacific Islander	District	Science	<30	<30
Two or More Races	District	Science	99.1%	43.4%

Annual Education Report
Ottawa Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	District	Science	99.6%	49.3%
Economically Disadvantaged	District	Science	99%	31.2%
English Language Learners	District	Science	100%	12.7%
Students With Disabilities	District	Science	99.8%	18.9%
All Students	School	Science	100%	45.8%
Bottom 30%	School	Science	N/A	<30
African American	School	Science	<30	<30
Asian	School	Science	<30	<30
Hispanic of Any Race	School	Science	<30	<30
Two or More Races	School	Science	<30	<30
White	School	Science	100%	47.2%
Economically Disadvantaged	School	Science	<30	<30
English Language Learners	School	Science	<30	<30
Students With Disabilities	School	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	N/A	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	99.3%	62.9%
Bottom 30%	District	Social Studies	N/A	6.2%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	97.8%	43%
Asian	District	Social Studies	99.2%	67.9%

Annual Education Report
Ottawa Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Hispanic of Any Race	District	Social Studies	100%	50.6%
Native Hawaiian or Other Pacific Islander	District	Social Studies	<30	<30
Two or More Races	District	Social Studies	99.2%	58.7%
White	District	Social Studies	99.5%	65.3%
Economically Disadvantaged	District	Social Studies	98.6%	49.2%
English Language Learners	District	Social Studies	100%	22.8%
Students With Disabilities	District	Social Studies	98.9%	21.4%
All Students	School	Social Studies	0%	64.5%
Bottom 30%	School	Social Studies	N/A	<30
American Indian	School	Social Studies	<30	<30
African American	School	Social Studies	<30	<30
Hispanic of Any Race	School	Social Studies	<30	<30
Two or More Races	School	Social Studies	<30	<30
White	School	Social Studies	0%	68%
Economically Disadvantaged	School	Social Studies	<30	<30
English Language Learners	School	Social Studies	<30	<30
Students With Disabilities	School	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	99.2%	80.2%

Annual Education Report
Ottawa Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	District	Writing	N/A	35.4%
American Indian	District	Writing	<30	<30
African American	District	Writing	97.6%	66.7%
Asian	District	Writing	99.1%	89.5%
Hispanic of Any Race	District	Writing	100%	69%
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing	98.3%	79.6%
White	District	Writing	99.4%	81.5%
Economically Disadvantaged	District	Writing	98.9%	65.6%
English Language Learners	District	Writing	99.6%	59.4%
Students With Disabilities	District	Writing	98.1%	43.4%
All Students	School	Writing	100%	68.5%
Bottom 30%	School	Writing	N/A	<30
American Indian	School	Writing	<30	<30
African American	School	Writing	<30	<30
Hispanic of Any Race	School	Writing	<30	<30
Two or More Races	School	Writing	<30	<30
White	School	Writing	100%	73.2%
Economically Disadvantaged	School	Writing	100%	55.3%
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30

Annual Education Report
Ottawa Elementary School

Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	88.2%
African American	District	77.5%
Two or More Races	District	78.1%
White	District	90.2%
Economically Disadvantaged	District	72.6%
English Language Learners	District	77.5%
Students With Disabilities	District	78.9%
Bottom 30%	District	91%

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

Annual Education Report
Ottawa Elementary School

Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	96%
All Students	School	96%

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

MI School Data

08/20/2014

Annual Education Report

Ottawa Elementary School

Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score

No Data to Display

MI School Data

08/20/2014

Annual Education Report

Ottawa Elementary School

Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Chippewa Valley Schools	Ottawa Elementary School		Green	2	Green	2	Green	2	Green	2	Green	2	Lime	36

Annual Education Report
Ottawa Elementary School

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	6	17	1

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 - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

Annual Education Report
Ottawa Elementary School

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility					
Eligible	54	35	45	18	2
Not Eligible	46	9	34	45	12
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	2	16	50	24	10
Student classified as having a disability					
SD	12	50	34	15	1
Not SD	88	20	40	33	7
Student is an English Language Learner					
ELL	8	21	40	32	7
Not ELL	92	21	40	32	7

‡ 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) 2013 Mathematics Achievement.

Annual Education Report
Ottawa Elementary School

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility					
Eligible	46	46	38	14	2
Not Eligible	54	16	42	32	10
Info not available	0	0	0	0	0
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	2	0	0	0	0
Two or More Races		0	0	0	0
Student classified as having a disability					
SD	12	50	34	14	2
Not SD	88	20	40	33	7
Student is an English Language Learner					
ELL	3	74	24	2	0
Not ELL	97	28	41	24	7

‡ 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) 2013 Mathematics Achievement.

Annual Education Report
Ottawa Elementary School

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

‡ 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) 2013 Mathematics Achievement.

Annual Education Report
Ottawa Elementary School

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	0	0	0	0	0
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability					
SD	7	66	25	9	0
Not SD	93	23	32	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

 # Rounds to zero
‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

Annual Education Report
Ottawa Elementary School

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility					
Eligible	46	34	47	18	1
Not Eligible	54	13	42	40	5
Info not available	0	0	0	0	0
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	2	0	0	0	0
Student classified as having a disability					
SD	10	59	34	7	0
Not SD	90	19	45	33	3
Student is an English Language Learner					
ELL	8	61	30	8	1
Not ELL	92	34	34	25	7

 # Rounds to zero
‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

Annual Education Report
Ottawa Elementary School

NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

 # Rounds to zero
‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

Annual Education Report
Ottawa Elementary School

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	87 73	1.9 3.7	95 90	2.0 2.5
8	Math Reading	84 76	3.6 3.3	84 83	5.2 4.0