

# Bronson Jr./Sr. High School

450 East Grant Street 🦁 Bronson, MI 49028-1524

(517) 369-3230 🦁 Fax (517) 369-3506

[www.bronson.k12.mi.us](http://www.bronson.k12.mi.us)

## “Viking Pride – Dedicated to Excellence in Education”



August 16, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Bronson Jr/Sr High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Wesley W. McCrea for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.bronson.k12.mi.us> you may also review a copy from the Jr/Sr High School office.

For 2010-2011, Bronson Jr/Sr High 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. This year our building will see increased emphasis on reading and writing instruction. Should a parent notice a decline in their child's academic interest or performance they should contact the student's teacher, counselor or building administrator to discuss an intervention. We encourage parental involvement and have a number of strategies to help students succeed within our repertoire. Some of those strategies include academic center, the after school homework program, and Odyssey.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
  - Bronson Jr/Sr High School is the only campus in the district that is serving 7-12 students. Thus all students attend this building.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
  - Our School Improvement plan was developed collaboratively and is available on our schools website, <http://bronson.k12.mi.us>
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
  - This does not apply to Bronson Jr/Sr High School
4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL
  - The core curricula implemented in our school are based on the Michigan Curriculum Framework and Michigan Core Content Expectations. Documents outlining these expectations are available from the Bronson Jr/Sr High School counseling office.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

**Wesley W. McCrea**  
Principal  
369-3230, Ext. 4

**Jean LaClair, CAA**  
Assistant Principal  
Athletic Director  
369-3232

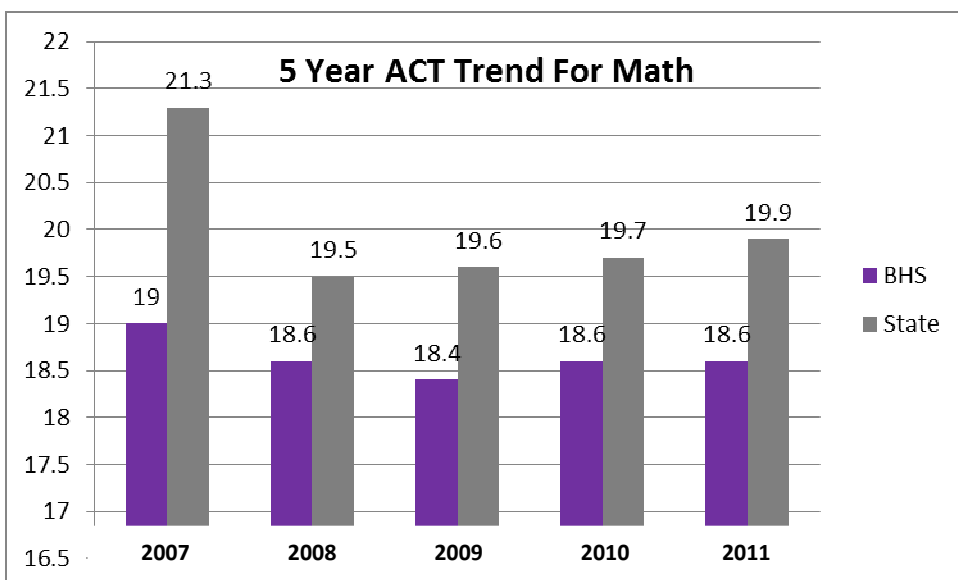
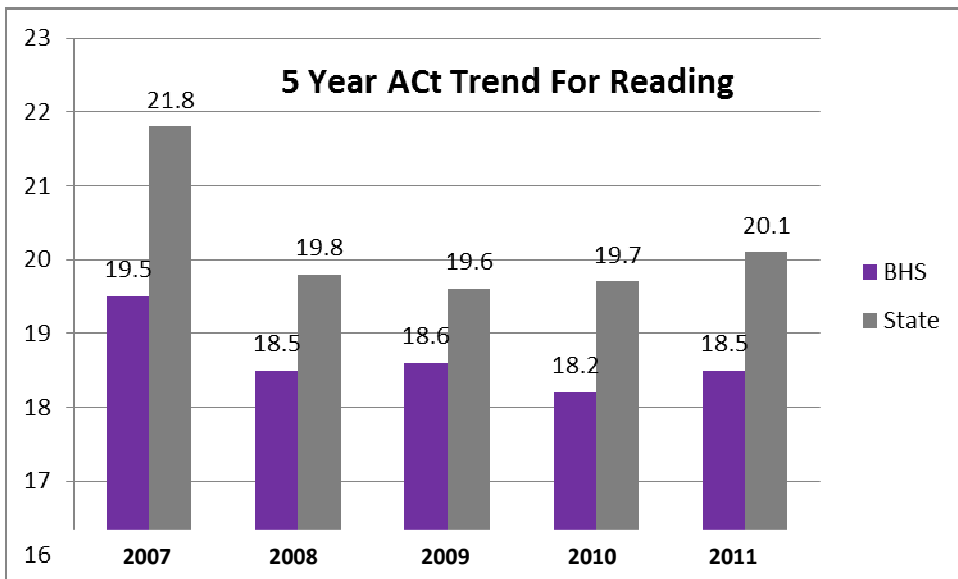
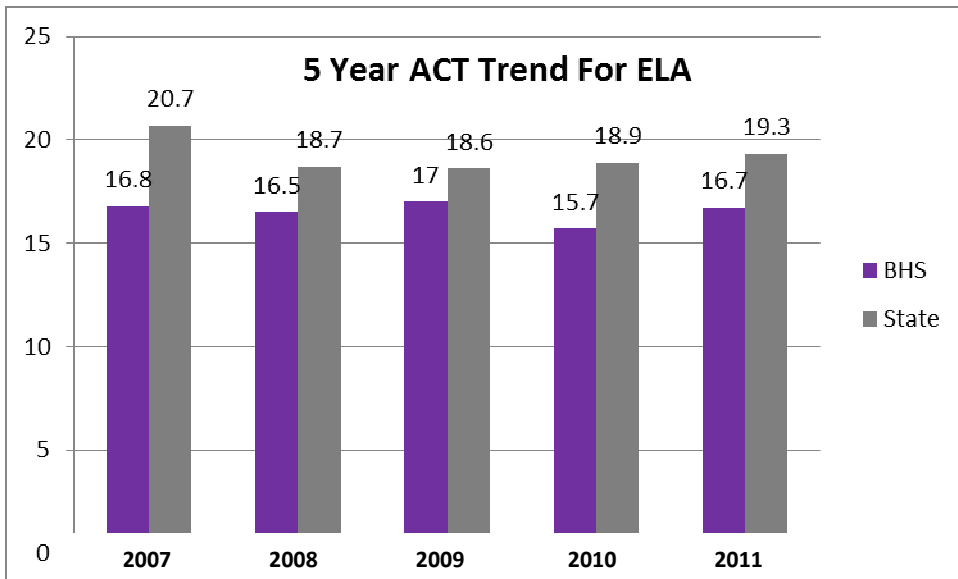
**Guidance Department**  
369-3238

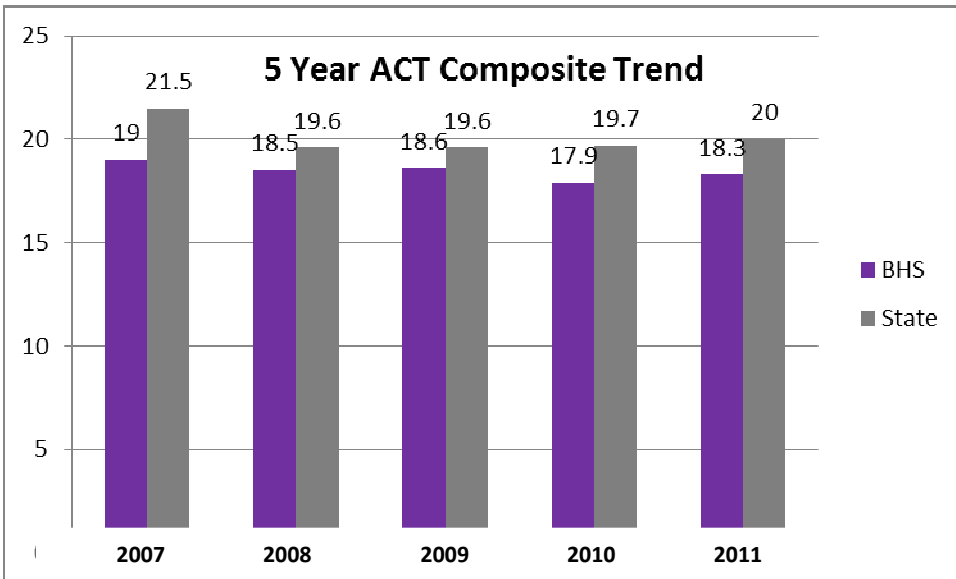
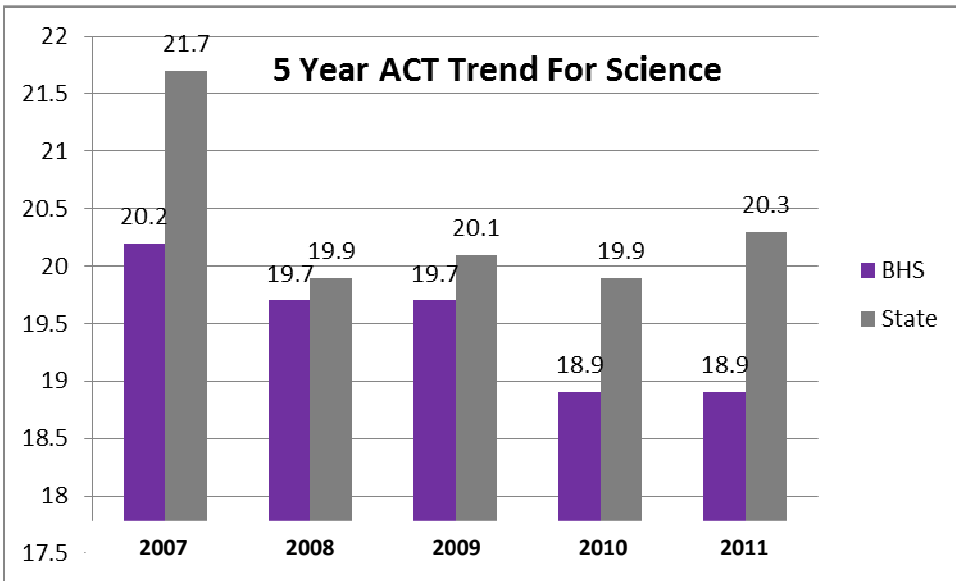
**Media Specialist**  
369-3230, Ext. 6003

**Attendance Clerk**  
369-3231

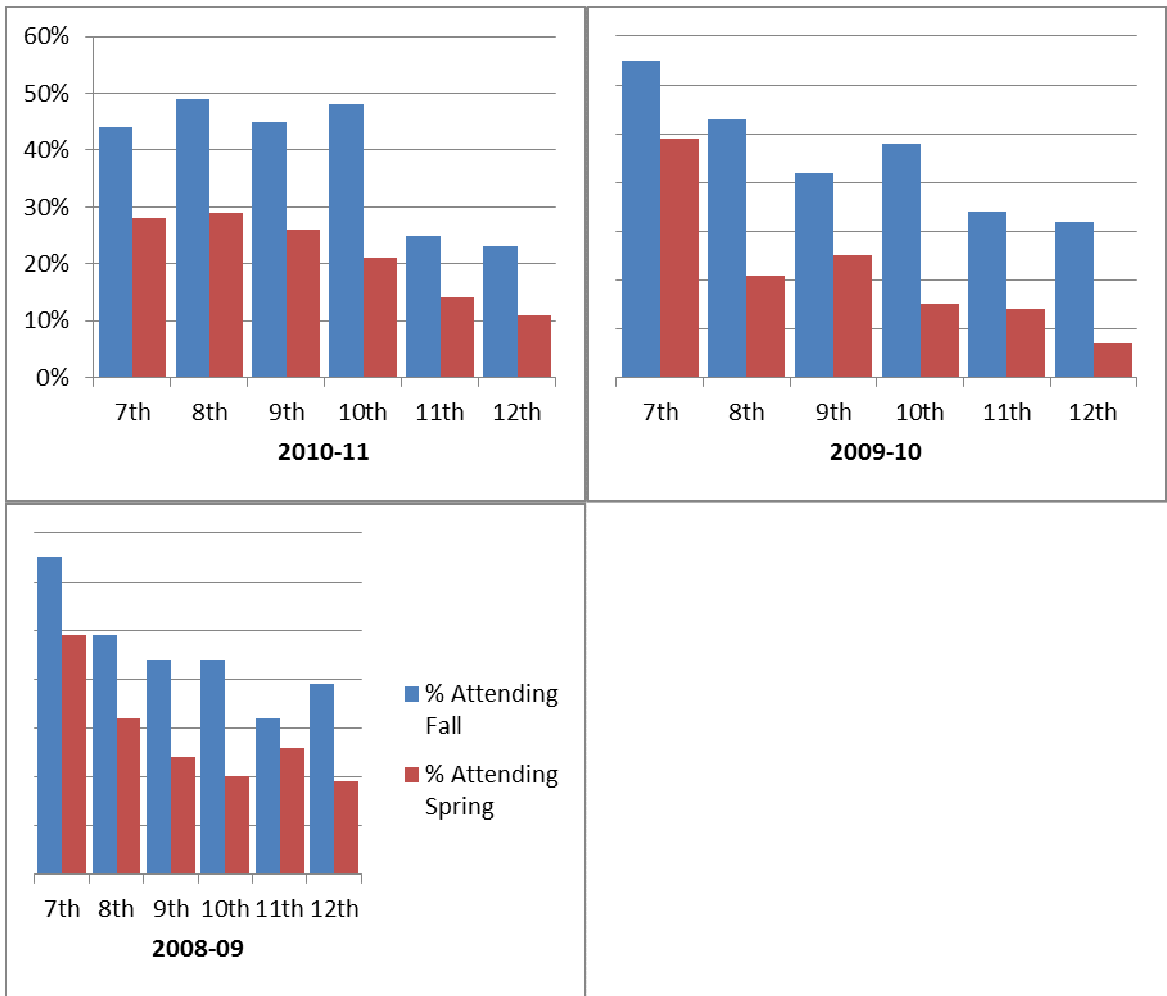
**Food Service**  
369-3230, Ext.7

**Information Hotline**  
369-3230, Ext.1





6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES



7. FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
  - 4 students at 2.1%
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
  - 2
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
  - 19 students at 10%
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>
  - 3 students at 1.6%

In closing, four key items are attached below this document. Those documents are; School-Level Student Assessment Data for Branch ISD, Bronson Community School District, Bronson Jr/Sr High School, December, 2010 School-Level Teacher Quality Reporting for Branch ISD, Bronson Community School District, Bronson Jr/Sr High School, 2010-11 School-Level Accountability (AYP) Detail Reporting for Branch ISD, Bronson Community School District, Bronson Jr/Sr High School, and Michigan Report Card for the National Assessment of Educational Progress. Please join me in congratulating the students and staff at Bronson Jr/Sr High School. Student achievement is our primary focus and goal! Through collaboration with all constituents, that goal will continue to be realized.

Sincerely,

Wesley W. McCrea  
Principal Bronson Jr/Sr High School







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)
Black or African American	2010-11	<10	56.4%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	100%	65%	60%	60%	15%	45%	30%	10%
Hispanic or Latino	2010-11	100%	68.6%	86.7%	86.7%	13.3%	73.3%	0%	13.3%
Two or More Races	2009-10	<10	69.6%	<10	<10	<10	<10	<10	<10
Two or More Races	2010-11	<10	77.6%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	83.1%	70.7%	70.7%	18.7%	52%	21.3%	8%
White	2010-11	100%	84.1%	75.8%	75.8%	30.3%	45.5%	22.7%	1.5%
Female	2009-10	100%	77%	73.7%	73.7%	19.3%	54.4%	21.1%	5.3%
Female	2010-11	100%	79.4%	82.2%	82.2%	22.2%	60%	17.8%	0%
Male	2009-10	100%	74.9%	61%	61%	17.1%	43.9%	24.4%	14.6%
Male	2010-11	100%	76.9%	75%	75%	35%	40%	17.5%	7.5%
Economically Disadvantaged	2009-10	100%	63.1%	60.3%	60.3%	17.5%	42.9%	27%	12.7%
Economically Disadvantaged	2010-11	100%	66.7%	74.5%	74.5%	19.6%	54.9%	21.6%	3.9%
Limited English Proficient	2009-10	<10	48.3%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2010-11	<10	48.2%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	100%	42.3%	36.4%	36.4%	0%	36.4%	27.3%	36.4%
Students with Disabilities	2010-11	<10	44.3%	<10	<10	<10	<10	<10	<10

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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English Language Arts / Reading

11

All Students	2009-10	100%	65.2%	55%	55%	3%	52%	29%	16%
All Students	2010-11	100%	63.4%	57.3%	57.3%	1.1%	56.2%	30.3%	12.4%
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	74.9%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	37.5%	<10	<10	<10	<10	<10	<10
Black or African American	2010-11	<10	34.8%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	100%	50.7%	36.4%	36.4%	0%	36.4%	45.5%	18.2%
Hispanic or Latino	2010-11	<10	49.6%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	71.5%	57%	57%	3.5%	53.5%	26.7%	16.3%
White	2010-11	100%	70.1%	53.2%	53.2%	1.3%	51.9%	32.9%	13.9%
Female	2009-10	100%	68%	58.5%	58.5%	5.7%	52.8%	26.4%	15.1%
Female	2010-11	100%	66%	66.7%	66.7%	0%	66.7%	23.1%	10.3%
Male	2009-10	100%	62.3%	51.1%	51.1%	0%	51.1%	31.9%	17%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Male	2010-11	100%	60.8%	50%	50%	2%	48%	36%	14%
Economically Disadvantaged	2009-10	100%	48.5%	38.6%	38.6%	4.5%	34.1%	45.5%	15.9%
Economically Disadvantaged	2010-11	100%	46.6%	51.1%	51.1%	0%	51.1%	35.6%	13.3%
Limited English Proficient	2009-10	<10	22.2%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	100%	23.6%	42.9%	42.9%	0%	42.9%	21.4%	35.7%
Students with Disabilities	2010-11	100%	24.1%	8.3%	8.3%	0%	8.3%	41.7%	50%

Mathematics

11

All Students	2009-10	100%	50.4%	42%	42%	6%	36%	17%	41%
All Students	2010-11	100%	52%	50.6%	50.6%	6.7%	43.8%	16.9%	32.6%
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	72.1%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	16.4%	<10	<10	<10	<10	<10	<10
Black or African American	2010-11	<10	19%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	100%	33.8%	36.4%	36.4%	0%	36.4%	18.2%	45.5%
Hispanic or Latino	2010-11	<10	35.7%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	57.9%	43%	43%	7%	36%	17.4%	39.5%
White	2010-11	100%	59.3%	51.9%	51.9%	6.3%	45.6%	16.5%	31.6%
Female	2009-10	100%	48.3%	39.6%	39.6%	9.4%	30.2%	17%	43.4%
Female	2010-11	100%	50.9%	46.2%	46.2%	2.6%	43.6%	17.9%	35.9%
Male	2009-10	100%	52.5%	44.7%	44.7%	2.1%	42.6%	17%	38.3%
Male	2010-11	100%	53.1%	54%	54%	10%	44%	16%	30%
Economically Disadvantaged	2009-10	100%	30.4%	31.8%	31.8%	4.5%	27.3%	18.2%	50%
Economically Disadvantaged	2010-11	100%	32.3%	46.7%	46.7%	2.2%	44.4%	20%	33.3%
Limited English Proficient	2009-10	<10	17.3%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	100%	11.2%	35.7%	35.7%	0%	35.7%	7.1%	57.1%
Students with Disabilities	2010-11	100%	11.4%	8.3%	8.3%	0%	8.3%	8.3%	83.3%

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Mathematics

07

All Students	2009-10	<10	70.9%	<10	<10	<10	<10	<10
All Students	2010-11	<10	71%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	72.4%	<10	<10	<10	<10	<10
White	2010-11	<10	75.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Female	2009-10	<10	68.7%	<10	<10	<10	<10	<10
Male	2010-11	<10	71.7%	<10	<10	<10	<10	<10

08

All Students	2009-10	<10	81.1%	<10	<10	<10	<10	<10
White	2009-10	<10	83.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	82.1%	<10	<10	<10	<10	<10

11

All Students	2009-10	<10	71.8%	<10	<10	<10	<10	<10
All Students	2010-11	<10	68.7%	<10	<10	<10	<10	<10
White	2009-10	<10	78.9%	<10	<10	<10	<10	<10
White	2010-11	<10	75.9%	<10	<10	<10	<10	<10
Female	2009-10	<10	65.3%	<10	<10	<10	<10	<10
Female	2010-11	<10	65.1%	<10	<10	<10	<10	<10

Science

08

All Students	2009-10	<10	52.2%	<10	<10	<10	<10	<10
White	2009-10	<10	60.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	53.5%	<10	<10	<10	<10	<10

11

All Students	2009-10	<10	70.8%	<10	<10	<10	<10	<10
All Students	2010-11	<10	59.2%	<10	<10	<10	<10	<10
White	2009-10	<10	78.6%	<10	<10	<10	<10	<10
White	2010-11	<10	70.5%	<10	<10	<10	<10	<10
Female	2009-10	<10	67.2%	<10	<10	<10	<10	<10
Female	2010-11	<10	58.1%	<10	<10	<10	<10	<10

Supported Independence

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

Participation

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

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
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No records to display.

### December, 2010 School-Level Teacher Quality Reporting for Branch ISD, Bronson Community School District, Bronson Jr/Sr High School

Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	Other	B.A.	M.A.	Ph.D
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	0	22	13	0

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	2.9%

Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	10.7%

### 2010-11 School-Level Accountability (AYP) Detail Reporting for Branch ISD, Bronson Community School District, Bronson Jr/Sr High School

AYP Data

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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	<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
<b>All Students</b>			
State			
	English Language Arts / Reading	98.9%	93.7%
	Mathematics	98.6%	94.4%
District			
	English Language Arts / Reading	99.8%	93.9%
	Mathematics	99.7%	96%
School			
	English Language Arts / Reading	99.6%	94.4%
	Mathematics	99.6%	91.9%
<b>American Indian or Alaska Native</b>			
State			
	English Language Arts / Reading	98.4%	92.1%
	Mathematics	98.1%	93.4%
District			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
<b>Asian, Native Hawaiian, or Pacific Islander</b>			
State			
	English Language Arts / Reading	100.5%	96.5%
	Mathematics	99.3%	97.4%
District			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
School			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
<b>Black or African American</b>			
State			
	English Language Arts / Reading	96.8%	87.7%
	Mathematics	96.4%	88.9%
District			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
School			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
<b>Hispanic or Latino</b>			
State			
	English Language Arts / Reading	98.8%	91.7%
	Mathematics	98.1%	93.4%
District			
	English Language Arts / Reading	100%	95.6%
	Mathematics	100%	98.9%

	<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
School			
	English Language Arts / Reading	100%	95%
	Mathematics	100%	100%
Two or More Races			
State			
	English Language Arts / Reading	99.2%	94.1%
	Mathematics	99%	94.9%
District			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
School			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
White			
State			
	English Language Arts / Reading	99.4%	95.1%
	Mathematics	99.2%	95.6%
District			
	English Language Arts / Reading	100%	93.4%
	Mathematics	99.8%	95.3%
School			
	English Language Arts / Reading	100%	94%
	Mathematics	100%	90.2%
Economically Disadvantaged			
State			
	English Language Arts / Reading	98.4%	90.4%
	Mathematics	98.1%	91.9%
District			
	English Language Arts / Reading	99.7%	93.2%
	Mathematics	99.4%	95.3%
School			
	English Language Arts / Reading	99.3%	93.1%
	Mathematics	99.3%	92%
Limited English Proficient			
State			
	English Language Arts / Reading	99%	85.3%
	Mathematics	98.2%	91.2%
District			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
School			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30
Students with Disabilities			
State			
	English Language Arts / Reading	97.8%	72.9%
	Mathematics	97.6%	78.9%

	<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
District			
	English Language Arts / Reading	100%	72.9%
	Mathematics	100%	82.9%
School			
	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30

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

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

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

All Students	
State	75.96%
District	>95%
School	94.79%
American Indian or Alaska Native	
State	65.87%
Asian, Native Hawaiian, or Pacific Islander	
State	87.07%
Black or African American	
State	57.97%
District	<10
School	<10
Hispanic or Latino	
State	63.52%
District	<10
School	<10
Two or More Races	
State	66.55%
District	<10
School	<10
White	
State	82.04%
District	>95%
School	94.12%
Economically Disadvantaged	
State	

**Attendance Rate  
(Goal 90%)**

All Students

State	94.9%
District	97.8%
School	97.8%

American Indian or Alaska Native

State	94%
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Asian, Native Hawaiian, or Pacific Islander

State	96.6%
District	96.6%
School	98.6%

Black or African American

State	91.9%
District	98.3%
School	97.9%

Hispanic or Latino

State	94.2%
District	98.1%
School	98.1%

Two or More Races

State	94.7%
District	95.6%
School	98.6%

White

State	95.6%
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District	97.7%
School	97.7%
Economically Disadvantaged	
State	93.4%
District	97.5%
School	97.4%
Limited English Proficient	
State	94.8%
District	96.7%
School	98%
Students with Disabilities	
State	93.4%
District	99%

\* 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)

**2010-11 School-Level Accountability (AYP) Status Reporting for Branch ISD, Bronson Community School District, Bronson Jr/Sr High School**

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	B	N/A	0

**Michigan Report Card for the National Assessment of Educational Progress**

National Assessment of Educational Progress (NAEP)

**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	‡	‡	‡	‡

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

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

#### NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

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

#### NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	#	‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

# Rounds to zero

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

**NAEP 2009 Grade 8 Reading Results**

<b>Reporting Group</b>	<b>Percent of Students</b>	<b>Percent below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
Not ELL	98	27	42	28	3

# Rounds to zero

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

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

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