

August 15, 2011

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for Ellis Elementary. 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 Jesus Hernandez, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.bas-k12.org/index.php/news/article/ellisaer/> or you may review a copy from the principal's office at your child's school.

For 2010-2011, Ellis Elementary 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:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Belding students come to us by virtue of living within the boundaries of Belding Area Schools. In addition to resident students, we open our enrollment to school-of-choice students throughout the school year at grade-levels where it is determined that there is room for additional students.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The Ellis Elementary School Improvement Team and several building stakeholders have written a comprehensive school improvement plan focused on raising achievement for all students in reading, writing and math. The plan is also focused on closing the achievement gap for our special education students and economically disadvantaged students. Ellis Elementary goals, objectives, strategies, and activities are based on data and research. The team also worked closely with our Literacy Teachers and Instructional Consultation Team members.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The philosophy of Belding Area Schools is to serve each individual with special needs in the least restrictive environment. A continuum of educational placement options is offered to individuals with mild to severe special needs from birth to age 26. Supportive services and vocational training programs are designed to meet their needs. Placement options are provided through the cooperative efforts of Belding Area Schools and the Ionia County Intermediate School District (ICISD). Small districts by themselves cannot financially support a complete continuum of services for those with special needs. The ICISD and the local school districts combine to operate programs for low incidence populations. Likewise, pre-primary programs for impaired individuals serve many districts as a whole. It is the goal of the ICISD and Belding Areas Schools to provide a complete continuum of services to be made available in an efficient and cost effective manner regardless of district size. Ellis Elementary has the following programs in-house for students with special needs: self-contained EI, self-contained LD, Resource Room at each grade level, and direct contact with the ICISD for students with Autism Spectrum Disorder.

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

A copy of the Ellis Elementary core curriculum is available through the principal's office and on the district website at <http://www.bas-k12.org/index.php/academics/elementary/> . The curriculum is aligned to the Michigan Content Expectations. Local assessments are designed to assess these content expectations. Larger scale assessments are analyzed as well to determine need, and adjustments are made to the curriculum accordingly.

5. THE AGGREGATE STUDENT ACHEIVEMENT RESULTS FOR ANY LOCAL COMPENTENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

### **FOUNTAS AND PINNELL READING BENCHMARK ASSESSMENT**

Three times per year, all students are given the Fountas and Pinnell Reading Benchmark assessment. This assessment demonstrates proficiency level for students at their grade level on a continuum. The goal is for all students to be within or beyond their continuum. This is the first year we have fully implemented the program and collected accurate data.

**2009-2010**

<b>Grade Level</b>	<b>Average Fall % Score</b>	<b>Average Winter % Score</b>	<b>Average Spring % Score</b>	<b>% Average Growth</b>
K	N/A	57	85	28
1	71	81	94	20
2	55	61	84	29

**2010-2011**

<b>Grade Level</b>	<b>Average Fall % Score</b>	<b>Average Winter % Score</b>	<b>Average Spring % Score</b>	<b>% Average Growth</b>
K	N/A	45	87	42
1	67	94	96	29
2	51	73	87	36

**LOCAL WRITING ASSESSMENT**

In the fall, winter and spring of each year, students are given a locally developed writing prompt to assess a student's writing abilities. A 6-point rubric is used to score the assessments. This rubric is modeled after the rubric used to score the MEAP test.

**2009-2010**

<b>Grade Level</b>	<b>Average Fall Score</b>	<b>Average Winter Score</b>	<b>Average Spring Score</b>	<b>Average Growth</b>
K	N/A	0.5	1.6	+1.1
1	1.2	1.4	2.3	+1.1
2	2.3	2.6	3.2	+0.9

**2010-2011**

<b>Grade Level</b>	<b>Average Fall Score</b>	<b>Average Winter Score</b>	<b>Average Spring Score</b>	<b>Average Growth</b>
K	N/A	.7	1.6	+0.9
1	0.9	2.0	2.3	+1.4
2	1.3	2.3	2.3	+1.0

## LOCAL MATH ASSESSMENT DATA

In 2010-2011, Ellis Elementary Implemented new math assessments to determine progress and proficiency for all students. The data below shows the percent of students who were proficient on the power standards in math.

### Kindergarten

	<b>09-10</b>	<b>10-11</b>
<b>Power Standard</b>	<b>Percent Proficient</b>	<b>Percent Proficient</b>
Use up to 30 objects to make groups of 10's and 1's	90%	78%
Compare and order numbers to 30 using phrases such as more than or less than	90%	98%
Count orally to 100 by ones.	87%	76%
Look at 2 sets of objects and say which is more than, less than, or equal to and tell why	99%	97%
Match number flash card to a set of objects	94%	94%

### 1<sup>st</sup> Grade

	<b>09-10</b>	<b>10-11</b>
<b>Power Standard</b>	<b>Percent Proficient</b>	<b>Percent Proficient</b>
Use multiple strategies to add and subtract	93%	92%
Mentally calculate one/two digit addition and subtraction problems without regrouping	91%	N/A
Identify one more, one less, ten more, and ten less up to 100	91%	86%
Arrange numbers from smallest to largest and reverse	95%	77%

## 2<sup>nd</sup> Grade

	09-10	10-11
Power Standard	Percent Proficient	Percent Proficient*
Find missing values in open addition and subtraction sentences.	95%	N/A
Order numbers to 1000 and give examples from real life using the < and > symbols.	88%	N/A
Show multiplication as repeated addition.	80%	N/A
Use fact families to express understanding of the relationship between multiplication and division.	86%	N/A
Mentally add or subtract two and three digit numbers.	73%	N/A

\* At the time this report was written, this data was archived and inaccessible. Data will be provided when it becomes available.

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

During the 2009-2010 school year, Ellis Elementary had 402 students. Of those 402 students, 364 parents attended spring parent/teacher conferences equating to 90% of parents

During the 2010-2011 school year, Ellis Elementary had 444 students. Of those 444 students, 397 parents attended fall parent/teacher conferences equating to 89% of parents.

### Points of Pride

- Highly qualified and caring staff
- Curriculum aligned to the Michigan Elementary Content Expectations
- Physical Education, technology and art/music courses
- Educational field trips and assemblies
- Classroom audio enhancement systems
- Supportive Parent/Teacher Organization
- Family night programs
- Book fairs
- Breakfast and lunch programs
- Elementary Reading Interventionists
- Full time social worker and speech therapist
- On-site instructional consultation coordinator and team

At Ellis Elementary we are a caring, dedicated, hard working and highly trained staff. Our goal as a group is constant growth and learning for all of our students. This takes place academically, socially and emotionally. A partnership between home and school only serves to strengthen what happens at Ellis each and every day. Constant improvement for both students and staff is our daily goal. Ellis is the right place to start your educational dreams.

Sincerely,

Jesus Hernandez  
Principal



**Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School**

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)
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**Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School**

Student Assessment Data - Michigan Merit Examination (MME)

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)
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**Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School**

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)
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**Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School**

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)
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**Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School**

Student Assessment Data - MI-Access : Participation

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)
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**Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School**

Student Assessment Data - MEAP-Access

Subject	Grade	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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## Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School

### 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	100%	91.9%
All Students	District	Mathematics	99.3%	94%
All Students	School	English Language Arts / Reading	N/A	N/A
All Students	School	Mathematics	N/A	N/A
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	<30	<30
Black or African American	District	Mathematics	<30	<30
Black or African American	School	English Language Arts / Reading	N/A	N/A
Black or African American	School	Mathematics	N/A	N/A
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
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	N/A	N/A
Asian, Native Hawaiian, or Pacific Islander	School	Mathematics	N/A	N/A
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	98.9%	86%
Hispanic or Latino	District	Mathematics	92.1%	87.7%
Hispanic or Latino	School	English Language Arts / Reading	N/A	N/A
Hispanic or Latino	School	Mathematics	N/A	N/A
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%
White	District	English Language Arts / Reading	100.1%	92.3%
White	District	Mathematics	99.9%	94.4%
White	School	English Language Arts / Reading	N/A	N/A
White	School	Mathematics	N/A	N/A
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Limited English Proficient	District	English Language Arts / Reading	100%	71.4%
Limited English Proficient	District	Mathematics	<30	<30
Limited English Proficient	School	English Language Arts / Reading	N/A	N/A

### Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School

#### AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
Limited English Proficient	School	Mathematics	N/A	N/A
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	100.5%	68.3%
Students with Disabilities	District	Mathematics	99.5%	78%
Students with Disabilities	School	English Language Arts / Reading	N/A	N/A
Students with Disabilities	School	Mathematics	N/A	N/A
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	99.8%	89.4%
Economically Disadvantaged	District	Mathematics	98.9%	91.3%
Economically Disadvantaged	School	English Language Arts / Reading	N/A	N/A
Economically Disadvantaged	School	Mathematics	N/A	N/A

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

## Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School

### AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
All Students	District	77.71%
Black or African American	State	57.97%
Black or African American	District	<10
American Indian or Alaska Native	State	65.87%
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Asian, Native Hawaiian, or Pacific Islander	District	<10
Hispanic or Latino	State	63.52%
Hispanic or Latino	District	<10
White	State	82.04%
White	District	78.18%
Limited English Proficient	State	83.13%
Students with Disabilities	State	58.68%
Students with Disabilities	District	42.86%
Economically Disadvantaged	State	66.59%
Economically Disadvantaged	District	68.42%

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

## Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School

### AYP Detail Data - Attendance Rate

<b>Student Group</b>	<b>Location</b>	<b>Attendance Rate (Goal 90%)</b>
All Students	State	94.9%
All Students	District	94.6%
All Students	School	94.4%
Black or African American	State	91.9%
Black or African American	District	93.4%
Black or African American	School	92.5%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	76.6%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	97%
Asian, Native Hawaiian, or Pacific Islander	School	97.2%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	94.3%
Hispanic or Latino	School	94.3%
White	State	95.6%
White	District	94.7%
White	School	94.4%
Limited English Proficient	State	94.8%
Limited English Proficient	District	94.7%
Limited English Proficient	School	94.5%
Students with Disabilities	State	93.4%
Students with Disabilities	District	92.8%
Students with Disabilities	School	94.1%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	93.8%
Economically Disadvantaged	School	93.8%

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

### Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School

#### Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

### Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School

#### Michigan Annual AYP Objectives for Mathematics

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

**Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School**

## School AYP Status

<b>Title 1 Status</b>	<b>AYP ELA/Reading Status</b>	<b>AYP Mathematics Status</b>	<b>AYP Overall Status</b>	<b>Education Yes Report Card Grade</b>	<b>School Improvement Status</b>	<b>Years in Improvement</b>
Yes	Met	Met	Met	A	N/A	0

**Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School**

## Teacher Quality Data

	<b>Other</b>	<b>B.A.</b>	<b>M.A.</b>	<b>Ph.D</b>
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	15	11	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

**Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School**

## Teacher Quality Data

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

**Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School**

## Teacher Quality Data

	<b>School Aggregate</b>
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

## Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School

### 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	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ Reporting Standards not met.

Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

## Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School

### 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	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met.

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

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

## Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School

### 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	43		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	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	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	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.

## Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School

### NAEP 2009 Grade 8 Reading Results

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

# Rounds to zero

‡ Reporting Standards not met.

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

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

**Combined Reports Data for Ionia ISD, Belding Area School District, Ellis Elementary School**

<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	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	76.39	2.561	76.21	2.578	93.13	4.12
		70.72	3.239	70.46	3.298	85.15	4.505