

August 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for the Bates Upper 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 Carol Brunswick, principal for assistance.

The AER is available for you to review electronically by visiting the following web site [www.westiron.org](http://www.westiron.org) under the Bates Upper Elementary drop down box or you may review a copy from the Bates Upper Elementary office at your child's school.

For 2009-2010, Bates Upper Elementary School along with the West Iron County School District made Adequate Yearly Progress (AYP) in English language arts and mathematics. Since Bates Upper Elementary is a new building within our school this is the first year that we have made Adequate Yearly Progress (AYP) even though in the past the Middle School, which the fifth and sixth grade were a part of, has made AYP. Bates Upper Elementary is not identified for improvement, corrective action or restructuring because we made Adequate Yearly Progress (AYP).

Bates Upper Elementary houses children that attend fifth and sixth grade. We are the only building to do so within our district. We are in the first year of our three year school improvement plan. West Iron County School does not have any specialized schools. If you would like to see a copy of our curriculum, please stop in the office or go online to our website at [www.westiron.org](http://www.westiron.org) under the Bates Upper Elementary drop down box and the curriculum by grade level is posted under our school. Our curriculum is matched with the Michigan Grade Level Content Expectations (GLCE's). The MEAP is the only student normed achievement tests that we take.

At Bates Upper Elementary, Parent-teacher conferences were held on November 5<sup>th</sup>, 2009. We had 96% attendance with one hundred thirty-nine (139) out of one hundred forty-five (145) attending. We encourage parents to set up a meeting with the teacher any time they may have a concern.

We, at Bates Upper Elementary, are proud of our students and the work that is accomplished to meet the federal and state requirements. We thank you for your continued support with your children. We encourage you to continue to instill in your child the importance of a good education.

Sincerely,

Carol Brunswick

Principal



<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.6%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	74.6%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	89.8%	79.4%	79.4%	36.5%	42.9%	15.9%	4.8%
Students with Disabilities	2009-10	100%	57.6%	30.8%	30.8%	7.7%	23.1%	61.5%	7.7%
Economically Disadvantaged	2009-10	100%	76.6%	77.3%	77.3%	29.5%	47.7%	15.9%	6.8%
<b>Grade: 06</b>									
All Students	2009-10	100%	87.7%	83.3%	83.3%	27.8%	55.6%	13.9%	2.8%
Female	2009-10	100%	90%	82.5%	82.5%	22.5%	60%	17.5%	0%
Male	2009-10	100%	85.4%	84.4%	84.4%	34.4%	50%	9.4%	6.3%
American Indian or Alaska Native	2009-10	<10	84.7%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	91.1%	84.1%	84.1%	27.5%	56.5%	13%	2.9%
Students with	2009-10	100%	59.9%	68.8%	68.8%	6.3%	62.5%	18.8%	12.5%

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Disabilities									
Economically Disadvantaged	2009-10	100%	81.1%	77.1%	77.1%	12.5%	64.6%	18.8%	4.2%
Mathematics									
Grade: 05									
All Students	2009-10	100%	79.5%	69.7%	69.7%	27.3%	42.4%	19.7%	10.6%
Female	2009-10	100%	79.6%	67.6%	67.6%	29.4%	38.2%	17.6%	14.7%
Male	2009-10	100%	79.4%	71.9%	71.9%	25%	46.9%	21.9%	6.3%
American Indian or Alaska Native	2009-10	<10	71.7%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	84.3%	69.8%	69.8%	27%	42.9%	19%	11.1%
Students with Disabilities	2009-10	100%	52.8%	30.8%	30.8%	15.4%	15.4%	30.8%	38.5%
Economically Disadvantaged	2009-10	100%	69.8%	63.6%	63.6%	25%	38.6%	20.5%	15.9%

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Disadvantaged									
Grade: 06									
All Students	2009-10	100%	82%	75.3%	75.3%	28.8%	46.6%	21.9%	2.7%
Female	2009-10	100%	83%	75.6%	75.6%	26.8%	48.8%	19.5%	4.9%
Male	2009-10	100%	81.1%	75%	75%	31.3%	43.8%	25%	0%
American Indian or Alaska Native	2009-10	<10	78.2%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	75.6%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	87.5%	77.1%	77.1%	30%	47.1%	20%	2.9%
Students with Disabilities	2009-10	100%	52.3%	50%	50%	6.3%	43.8%	37.5%	12.5%
Economically Disadvantaged	2009-10	100%	72.5%	69.4%	69.4%	12.2%	57.1%	26.5%	4.1%
Science									
Grade: 05									
All Students	2009-10	100%	81%	79.1%	79.1%	37.3%	41.8%	16.4%	4.5%
Female	2009-10	100%	81.1%	71.4%	71.4%	28.6%	42.9%	22.9%	5.7%
Male	2009-10	100%	80.8%	87.5%	87.5%	46.9%	40.6%	9.4%	3.1%

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
American Indian or Alaska Native	2009-10	<10	77.2%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.8%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	68.8%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	87.5%	79.7%	79.7%	35.9%	43.8%	15.6%	4.7%
Students with Disabilities	2009-10	100%	60.7%	57.1%	57.1%	14.3%	42.9%	28.6%	14.3%
Economically Disadvantaged	2009-10	100%	70.6%	71.1%	71.1%	33.3%	37.8%	22.2%	6.7%

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

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

## MI-Access

### Functional Independence

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

### 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)
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)
No records to display.								

## MEAP-Access

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>
Reading								
Grade: 05								
All Students	2009-10	<10	50%	<10	<10	<10	<10	<10
Female	2009-10	<10	53.8%	<10	<10	<10	<10	<10
White	2009-10	<10	52.5%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48%	<10	<10	<10	<10	<10
Grade: 06								
All Students	2009-10	<10	48.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	49.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	47.8%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	68.8%	<10	<10	<10	<10	<10
White	2009-10	<10	52%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	44.3%	<10	<10	<10	<10	<10

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>
Mathematics								
Grade: 05								
All Students	2009-10	<10	62.6%	<10	<10	<10	<10	<10
Female	2009-10	<10	60.9%	<10	<10	<10	<10	<10
White	2009-10	<10	65.9%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	60.3%	<10	<10	<10	<10	<10
Grade: 06								
All Students	2009-10	<10	47.7%	<10	<10	<10	<10	<10
Female	2009-10	<10	46.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	48.5%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	26.7%	<10	<10	<10	<10	<10
White	2009-10	<10	49%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48.1%	<10	<10	<10	<10	<10

# 2009-10 School-Level Accountability (AYP) Detail Reporting for Dickinson-Iron ISD, West Iron County Public Schools, Bates Upper Elementary School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99.4%	93.9%
Mathematics	99.6%	93.3%
School		
English Language Arts / Reading	98.6%	0%
Mathematics	99.3%	0%
Black or African American		
State		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		
State		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.6%	94.2%
Mathematics	99.8%	93.2%
School		
English Language Arts / Reading	98.5%	0%
Mathematics	99.3%	0%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
Students with Disabilities		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	110.8%	78%
Mathematics	110.8%	76.9%
School		
English Language Arts / Reading	109.7%	0%
Mathematics	109.7%	0%
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	104%	90.9%
Mathematics	104.3%	90.5%
School		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	102.1%	0%
Mathematics	103.2%	0%

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

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

<b>Graduation Rate (High Schools only)</b> <b>(Goal 80%)</b>	
All Students	
State	
	75.39%
District	
	77.91%
Black or African American	
State	
	56.59%
American Indian or Alaska Native	
State	
	65%

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

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

<10

Hispanic or Latino

State

59.94%

District

<10

White

State

81.85%

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

District

78.57%

Multiracial

State

71.12%

Limited English Proficient

State

65.51%

Students with Disabilities

State

57.61%

District

64.29%

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

Economically Disadvantaged

State

59.8%

District

44.83%

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

All Students

State

94.7%

District

95.7%

Black or African American

State

<b>Attendance Rate (Goal 90%)</b>	
	91%
District	
	88.8%
American Indian or Alaska Native	
State	
	93.7%
District	
	94.5%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	
	96.7%
Hispanic or Latino	

**Attendance Rate  
(Goal 90%)**

State

94.1%

District

93.9%

White

State

95.7%

District

95.8%

Multiracial

State

94.8%

District

90.5%

**Attendance Rate  
(Goal 90%)**

Limited English Proficient

State

94.6%

District

94.2%

Students with Disabilities

State

93.5%

District

95.7%

Economically Disadvantaged

State

94.8%

<b>Attendance Rate (Goal 90%)</b>
District
95.5%

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

\*\* More information regarding AYP can be found at the following link:

[http://www.michigan.gov/mde/0,1607,7-140-22709\\_22875---,00.html](http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html)

## Michigan Annual AYP Objectives

### Michigan Annual AYP Objectives for Reading/ELA

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

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

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

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

## **2009-10 School-Level Accountability (AYP) Status Reporting for Dickinson-Iron ISD, West Iron County Public Schools, Bates Upper Elementary School**

## School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes				No Grade	N/A	0

## December, 2009 School-Level Teacher Quality Reporting for Dickinson-Iron ISD, West Iron County Public Schools, Bates Upper Elementary School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	2	4	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	<b>School Aggregate</b>
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

# Michigan Report Card for the National Assessment of Educational Progress

## NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
	97	21	43	31	5

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

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

## NAEP 2009 Grade 8 Mathematics Results

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

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

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

## NAEP 2009 Grade 4 Reading Results

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

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

# Rounds to zero

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

## NAEP 2009 Grade 8 Reading Results

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

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

# Rounds to zero

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

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