



August 19, 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 Eagle Crest Charter Academy. 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 Daniel Harris for assistance.


The AER is available for you to review electronically by visiting the following web site www.eaglecrestcharteracademy.org and clicking on the "Annual Education Report" link at the top of the page or you may review a copy from the school's office at your child's school.

For 2010-2011, Eagle Crest Charter Academy 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. The school is taking the following steps to improve student achievement:

1. Continue to analyze demographic perception, student achievement, and program and process data to identify areas of need.
2. Differentiate instruction for all students.
3. Provide additional instructional support for students at-risk of not meeting challenging State standards through small group or one-on-one instruction and extended learning time beyond regular school hours, including after school and summer.
4. Provide additional instructional support for students at-risk of not meeting challenging State standards through providing high quality, on-going professional development for teachers and support staff.

Student achievement data, including State test data, NWEA data, and local and formative assessment data (including subgroup analysis) is analyzed and discussed by the Leadership Team or a designated School Improvement Team. Results of the analysis determine the school's focus areas and are shared and confirmed by the following stakeholders: 1) Staff, 2) Parents, and 3) Board members.

We have determined that an increased focus on differentiation of instruction will improve overall student performance, particularly through meeting more directly the needs of the school's special education learners. Teachers will work with support staff in the development of targeted intervention for students with disabilities. Additionally, increased differentiation and academic enrichment opportunities should be provided for higher-level learners as well. Based on this data, intervention is needed in focus areas of both reading and mathematics, for all grade levels.



Parents, caretakers and family are a critical part of a child's learning and academic success. Parents can become involved in the following ways:

- Participate on the School Improvement Planning Team or in Title I/School Improvement Planning Meetings
- Volunteer in their child's classroom, provide lunch assistance, assist as a recess monitor
- Participate on the Parent Teacher Organization
- Visit AtSchool.com for communication of daily school activities, including homework assignments
- Join a Parent Committee
- Attend Parent-Teacher Conferences
- Attend Parent Nights, which often teach parents reading and/or math skills/activities to use at home
- Attend Parent Trainings which include learning how to understand state test scores

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2010-2011


Eagle Crest Charter Academy is a state-funded, public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan.

By law, Eagle Crest Charter Academy cannot restrict enrollment based on selection criteria. Eagle Crest Charter Academy can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of available openings, a random lottery will determine who attends the school.

Eagle Crest Charter Academy's open enrollment period is from the first day of the current school year until 5:00 p.m. on the last business day of February of the current school year. During this enrollment period, all applications get equal consideration regardless of date submitted. Following the close of open enrollment, if the number of applications does not exceed the number of open seats, all students will receive a notice of acceptance into their respective grades. If applications received exceed offered seats in any grade level, a random selection process will take place for all grade levels. Names are randomly drawn until all offered seats have been filled. Any remaining names are drawn to establish waiting list priority.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to reenter the random selection process. However; they will be requested to complete a re-enrollment form by the end of the open enrollment period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must resubmit an application for the following school year during the next open enrollment period.

In order to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently enrolled students are given preference over students who have no such siblings. Siblings of currently enrolled students at the school will be drawn first in the random selection process for offered seats. In addition, if a child is selected during the random



selection process, that child's sibling will be offered the first available offered seat in his/her respective grade. Though siblings are afforded preference for offered seats, they are not given preference over a child previously enrolled.

Should offered seats remain available after the close of open enrollment, students will be accepted on a first-come, first-served basis until offered seats are no longer available. Applications are date and time stamped upon submission, and students are admitted in the order their application is received. Applications will be accepted after offered seats are filled and will be placed on a waiting list in the order received.

2009-2010

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Eagle Crest Charter Academy's open enrollment period begins on the first day of the new school year and ends on the last business day of February. During this enrollment period, all applications get equal consideration regardless of date submitted. Following the close of open enrollment, if the number of applications does not exceed the number of open seats, all students will receive a notice of acceptance into their respective grades. If applications received exceed offered seats in any grade level, a random selection process will take place for all grade levels. Names are randomly drawn until all offered seats have been filled. Any remaining names are drawn to establish waiting list priority.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the Academy for successive years without having to reenter the random selection process. Students are asked, however; to fill out a re-enrollment form by the end of the Open Enrollment Period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must resubmit an application for the following school year during the next Open Enrollment Period.

In order to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently enrolled students are given preference over students who have no such siblings. Siblings of currently enrolled students at the Academy will be drawn first in the random selection process for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered the first available offered seat in his/her respective grade. Though siblings are afforded preference for offered seats, they cannot be given preference over a child previously enrolled.

Should offered seats remain available after the close of open enrollment; students will be accepted on a first-come, first-served basis until offered seats are no longer available. Applications are date and time stamped upon submission, and students are admitted in the order their application is received. Applications will be accepted after classes are filled and will be placed on a waiting list in the order received.



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

2010-2011

A. Describe how data led your School Improvement Team to select your school's improvement objectives in the core academic curriculum

The school's School Improvement Team reviews data formally and informally throughout each school year as part of its continuous school improvement process. In Spring 2011, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

- Student achievement on norm-referenced assessments, including Northwest Evaluation Association's (NWEA) Primary Grades Assessment and Measures of Academic Progress, criterion-referenced assessments (MEAP), and classroom assessments
- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent surveys
- Staff surveys and teacher quality information

As a result of the School Improvement Team's review of data, priority improvement objectives in the core academic curriculum were selected for the upcoming school year.

B. Describe your implementation plan for the core academic improvement objectives identified in your school improvement process. You may choose to describe your overall curricular implementation plan or you may choose to describe the plan in each content area


Eagle Crest Charter Academy completes the school improvement process annually. This process includes a comprehensive needs assessment, goal setting, and action planning. Our School Leadership Team (SLT) determined important goals in each subject area. Action plans have been developed. Professional development is tied to these goals and the SLT and academic teaching teams monitor progress and ensure that the plan is followed. Adjustments are made as needed to achieve success.

C. Did the SIP do what it set out to do? Describe the evaluation process that led you to this conclusion.

The school improvement process used during the 2010-11 school year was successful. We were able to implement our action plans. This included improvements in team planning at the unit and lesson levels using the NHA curriculum standards. We continued to see strong instructional delivery throughout the school and very positive academic results on the MEAP and NWEA MAP tests.

The comprehensive needs assessment process clearly demonstrated the effectiveness of the school.

D. Describe how the evaluation of data and the current year's school improvement process led your school improvement team to select your school's improvement objectives in the core academic curriculum for the next school year



See A and C above. Additionally, the School Improvement Team's evaluation of data, as part of its continuous school improvement process, revealed key focus areas for improvement. Identified through the process were specific student performance targets in English language arts, mathematics, science and social studies.

E. How was this year's school improvement process similar or different from last year's process?

On the whole, this year's school improvement process was similar to last year's process. The School Improvement Team met formally in the spring both to evaluate progress against the prior year's identified school improvement goals and to assess data and identify school improvement goals for the next year.

2009-2010

A. Describe how data led your School Improvement Team to select your school's improvement objectives in the core academic curriculum.

The school's School Improvement Team reviews data formally and informally throughout each school year as part of its continuous school improvement process. In Spring 2009, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

- Student achievement on norm-referenced assessments, including Northwest Evaluation Association's (NWEA) Primary Grades Assessment and Measures of Academic Progress, criterion-referenced assessments (MEAP), and classroom assessments
- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent surveys
- Staff surveys and teacher quality information


As a result of the School Improvement Team's review of data, priority improvement objectives in the core academic curriculum were selected for the upcoming school year.

B. Describe your implementation plan for the core academic improvement objectives identified in your school improvement process. You may choose to describe your overall curricular implementation plan or you may choose to describe the plan in each content area:

Eagle Crest Charter Academy's 2009-10 School Improvement Plan is based upon results of the 2008-09 MEAP and MAP tests. Our School Leadership Team (SLT) and each classroom teacher determined important academic improvement goals and action plans in English Language Arts and Math. In addition to these goals, we are implementing the new NHA curriculum standards and objectives in all subjects. Kindergarten through 3rd grade will be implementing Think Math and 6th through 8th grade will be using the Holt Math materials. Think Math will be phased in at grades 4 and 5 over the next two years. The Eagle Crest community has already begun working on these action plans. Our staff will participate in professional development tied to these goals. The SLT and academic teaching staff will monitor progress and ensure that the plan is followed. Adjustments will be made as needed to achieve success.

C. Did the SIP do what it set out to do? Describe the evaluation process that led you to this conclusion

The school improvement process used during the 2008-09 school year was successful. We were able to implement our action plans. This included improvements in team planning at the



unit and lesson levels, improved instructional delivery, and very positive academic results on the MEAP and MAP tests.

The School Improvement Team formally reviewed progress against its 2007-08 SIP goals and objectives in Spring 2008, as part of its preparation for the 2008-09 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through MEAP assessments, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

D. Describe how the evaluation of data and the current year's school improvement process led your school improvement team to select your school's improvement objectives in the core academic curriculum for the next school year

See responses for A and C above. Additionally, the School Improvement Team's evaluation of data, as part of its continuous school improvement process—revealed key focus areas for improvement. Identified through the process were specific student performance targets in English language arts, mathematics, science and social studies.

E. How was this year's school improvement process similar or different from last year's process?

On the whole, this year's school improvement process was similar to last year's process. The School Improvement Team met formally in the spring both to evaluate progress against the prior year's identified school improvement goals and to assess data and identify school improvement goals for the next year. This year's process was different, however, in that specific grade level goals were identified in support of the school's identified overall English language arts and mathematics goals, for the purpose of ensuring school-wide collaboration and awareness regarding its identified improvement goals.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2010-2011

Opening our doors in the fall of 1997 to 136 students on grades K-5, we have grown to serve 715 students in Young Fives -8th grades. Parent satisfaction has always been high with 98% of respondents viewing the school as highly effective. Our school is managed by National Heritage Academies and chartered through Central Michigan University.

2009-2010

Opening our doors in the fall of 1997 to 136 students in grade K-5, Eagle Crest has grown to serve 704 children in K-8th grades. Parent satisfaction has always been high with 98% of respondents viewing the school as highly effective. Kindergarten classes are capped at 20 students. 1st-8th grade classes hold up to 25 students. Our school is managed by National Heritage Academies and chartered by Central Michigan University.

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

2010-2011

No changes have been made to this section since 2009-2010.



2009-2010

Our goal of preparing students for college success has required us to take a unique view in terms of our curriculum. Our goal is to graduate students who have not only had the opportunity to experience academic excellence, but have acquired the knowledge and skills necessary to be successful in high school and college. What makes our curriculum particularly unique is that it has been developed to support state standards with a college-bound approach.

Our curriculum was developed based on the analysis of standards and assessment experts across the nation, including groups such as National Assessment of Educational Progress (NAEP), ACT®, Achieve, Inc., the Thomas B. Fordham Institute, the National Council of Teachers of English, The National Mathematics Advisory Panel, the American Association for the Advancement of Science, and the National Council for Social Studies. This analysis, conducted by National Heritage Academies, comprehensively researched what students need to know to be successfully prepared for rigorous high school and college educational programming. NHA then worked backward to develop a curriculum that defines the expertise needed by students in kindergarten through eighth grade to enter high school on the path to college readiness. Since college readiness goes beyond academic preparedness, the curriculum not only includes learning goals in core academic and co-curricular areas, but also includes an integrated character development component.

The curriculum's objectives are aligned to those identified by the Michigan Grade Level Content Expectations (GLCE). Moreover, all students are expected to reach the GLCE goals. However, modifications/accommodations are sometimes necessary to ensure learning for all students. This support comes through classroom differentiation, in-class support services, targeted programmatic resources, out of class intervention, and out of school time opportunities—all of which are designed to accelerate student growth trajectories.

The only variance in our curriculum when compared to the MI Curriculum Framework is that we have a Moral Focus component. We believe great schools develop both a student's heart and mind, and the Moral Focus program is designed to support parents' efforts to teach character at home by reinforcing and modeling universal human virtues, such as compassion, respect, and integrity. This Moral Focus program is explicit and integrated with the school's core curriculum. A different virtue is featured each month of the school year. Teachers model behavior that exemplifies the virtue and recognize and praise students when they do the same.

A copy of the core curriculum can be obtained by parents via written request submitted to the school administration.

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

2010-2011

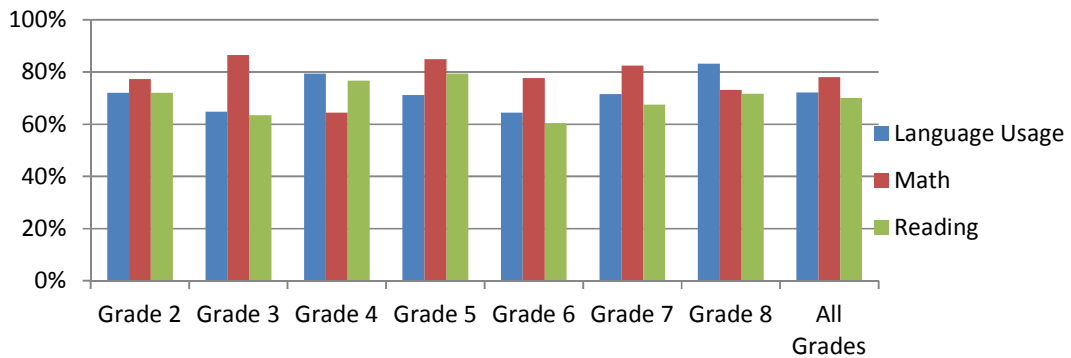
NWEA ASSESSMENT DATA-PERCENT OF STUDENTS MEETING GROWTH TARGET (FALL TO SPRING)

Northwest Evaluation Association's Measures of Academic Progress Assessment (NWEA MAP) is administered three times per year: in the fall, winter, and spring. This assessment serves many purposes; however, one purpose of the NWEA MAP assessment is to measure the academic growth of each student over the course of the school year, as well as over multiple years.

At the beginning of the school year, each student takes the NWEA MAP assessment. The student is then given an individual growth target based on the student's score on the fall assessment. The individual growth target is determined based on the "normal" growth of other students over the course of one school year who begin at the same level on the fall assessment.

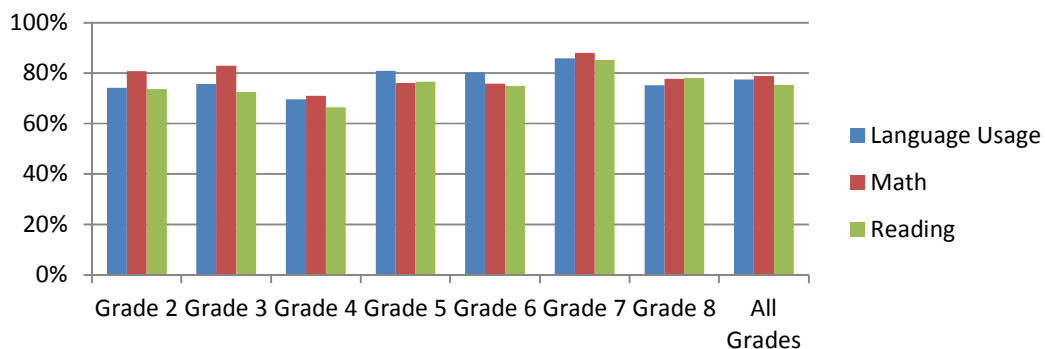
We believe this assessment is extremely useful as it allows us to measure growth of students. By measuring growth we are able to continue challenging students who are already proficient, as well as measure growth of students who may not be proficient and determine specific areas to address.

Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2010 to spring 2011.



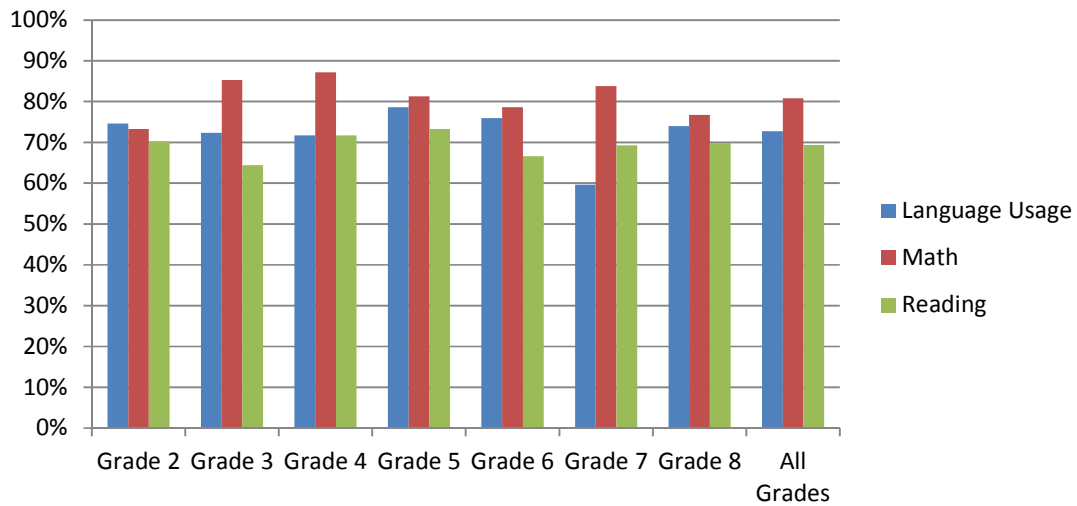
NWEA ASSESSMENT DATA-PERCENT OF STUDENTS AT OR ABOVE THE 50TH PERCENTILE (GRADE LEVEL) AT SPRING ADMINISTRATION

Northwest Evaluation Association's Measures of Academic Progress Assessment (NWEA MAP) also measures levels of proficiency. Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2011 administration of the NWEA MAP assessment.

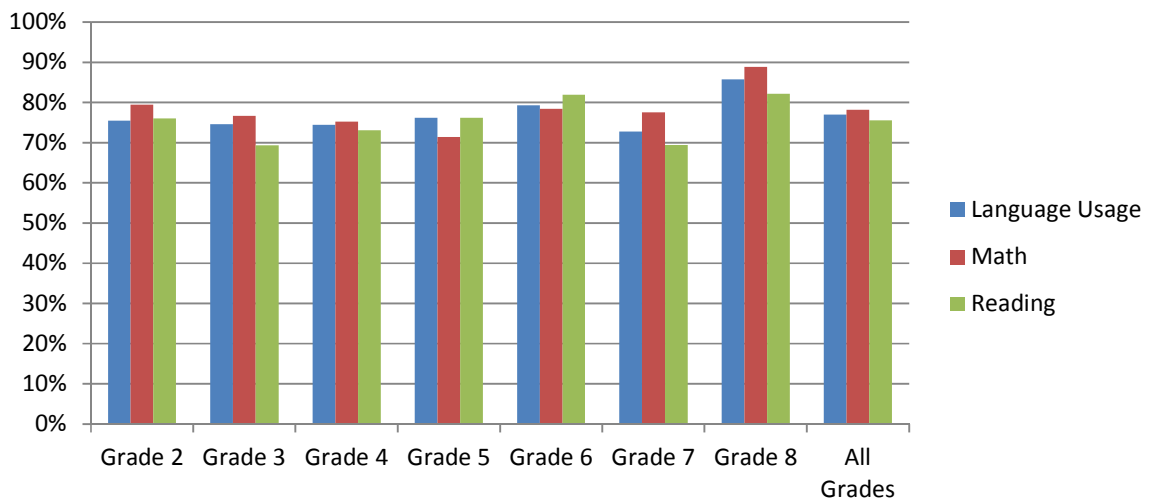


2009-2010

Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2009 to spring 2010.



Detailed below is a graph depicting the percentages of students performing at or above the 50th percentile on the spring 2010 administration of the NWEA MAP assessment.



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

2010-2011

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2010	K-8	676	95.1%
Spring 2011	K-8	671	94.2%

2009-2010

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2009	K-8	677	95.1%
Spring 2010	K-8	677	95.2%

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

NA – This does not apply to our school

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>

8. SCHOOL YEAR HIGHLIGHTS

- Eagle Crest earned the distinction of being named a Michigan School of Excellence and five Eagle Crest teachers were named finalists for the NHA Excellence in Teaching Award.
- Spring 2011 NWEA MAP test results indicate Eagle Crest teachers add significant value. 83% of our students work at or above grade level in Math. 82% do so in Reading and 81% in Language Usage. 78% reached or exceeded their growth targets in Math. 73% did so in Reading and 72% in Language Usage.
- Our extracurricular programs continue a tradition of success. From the school play to band and choir concerts; from the athletic fields to Science Olympiad; from Girls on the Run to our Service Club; Eagle Crest students enjoy a rich, full educational experience which promotes effort, sportsmanship, and participation.
- 97% of parents and 91% of employees rate their overall experience at Eagle Crest in positive terms.
- Our students, parents, and staff contributed several thousand dollars, hours and hours of volunteer time, and countless cans of food and other supplies to charities locally, around the world, and within our own school community.

Congratulations on a great 2010-11 school year and thank you to everyone for all of their hard work. We look forward to another rewarding and successful school year!

Sincerely,

A handwritten signature in black ink that reads "Daniel Harris". The signature is written in a cursive style with a long horizontal flourish at the end.

Daniel Harris
School Principal

EAGLE CREST CHARTER ACADEMY

2010-2011 ANNUAL EDUCATION REPORT

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Holland, MI 49424

Telephone:

616-786-2400

Fax:

616-786-4692

Principal:

Daniel Harris

Assistant Principal:

Stephen Deur

MISSION STATEMENT:

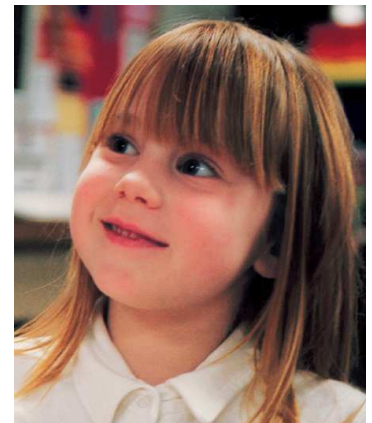
The staff, parents and board members of Eagle Crest Charter Academy, accept the responsibility to develop students of high moral character, who attain a mastery level of the basics, are superb communicators, and will have a solid foundation for life-long learning.

VISION:

To better educate more children.

Board Members:

- Robyn R. Allison,
Secretary
- Stephen Kacmar,
Treasurer
- Brian E. Polet,
Vice President
- Bob Sorensen,
President



Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	All Students	2009-10	100%	89.8%	96.2%	96.2%	57.7%	38.5%	3.8%	0%
English Language Arts / Reading	03	All Students	2010-11	100%	86.8%	98.6%	98.6%	58.9%	39.7%	1.4%	0%
English Language Arts / Reading	03	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	93.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Black or African American	2009-10	<10	80.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Black or African American	2010-11	<10	74.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Hispanic or Latino	2009-10	100%	84.6%	100%	100%	35.3%	64.7%	0%	0%
English Language Arts / Reading	03	Hispanic or Latino	2010-11	<10	79.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Two or More Races	2010-11	<10	86.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	White	2009-10	100%	92.7%	96.3%	96.3%	64.8%	31.5%	3.7%	0%
English Language Arts / Reading	03	White	2010-11	100%	90.4%	98.2%	98.2%	60.7%	37.5%	1.8%	0%
English Language Arts / Reading	03	Female	2009-10	100%	91.9%	95%	95%	62.5%	32.5%	5%	0%
English Language Arts / Reading	03	Female	2010-11	100%	89.3%	100%	100%	64.7%	35.3%	0%	0%
English Language Arts / Reading	03	Male	2009-10	100%	87.9%	97.4%	97.4%	52.6%	44.7%	2.6%	0%

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	Male	2010-11	100%	84.3%	97.4%	97.4%	53.8%	43.6%	2.6%	0%
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.5%	91.7%	91.7%	44.4%	47.2%	8.3%	0%
English Language Arts / Reading	03	Economically Disadvantaged	2010-11	100%	80.2%	97.6%	97.6%	51.2%	46.3%	2.4%	0%
English Language Arts / Reading	03	Limited English Proficient	2009-10	100%	82.2%	100%	100%	45.5%	54.5%	0%	0%
English Language Arts / Reading	03	Limited English Proficient	2010-11	<10	71.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Students with Disabilities	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Students with Disabilities	2010-11	<10	62.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	All Students	2009-10	100%	84.1%	98.7%	98.7%	55.8%	42.9%	1.3%	0%
English Language Arts / Reading	04	All Students	2010-11	100%	84.1%	92%	92%	41.3%	50.7%	8%	0%
English Language Arts / Reading	04	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	91.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Black or African American	2009-10	<10	68.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Hispanic or Latino	2009-10	100%	74.3%	100%	100%	23.1%	76.9%	0%	0%
English Language Arts / Reading	04	Hispanic or Latino	2010-11	100%	77.9%	93.8%	93.8%	25%	68.8%	6.3%	0%

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	04	Two or More Races	2010-11	<10	83.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	White	2009-10	100%	88.9%	98.1%	98.1%	61.5%	36.5%	1.9%	0%
English Language Arts / Reading	04	White	2010-11	100%	88.5%	90.7%	90.7%	48.1%	42.6%	9.3%	0%
English Language Arts / Reading	04	Female	2009-10	100%	86.1%	97.6%	97.6%	48.8%	48.8%	2.4%	0%
English Language Arts / Reading	04	Female	2010-11	100%	87%	87.5%	87.5%	42.5%	45%	12.5%	0%
English Language Arts / Reading	04	Male	2009-10	100%	82.1%	100%	100%	63.9%	36.1%	0%	0%
English Language Arts / Reading	04	Male	2010-11	100%	81.3%	97.1%	97.1%	40%	57.1%	2.9%	0%
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	100%	75.7%	100%	100%	41.4%	58.6%	0%	0%
English Language Arts / Reading	04	Economically Disadvantaged	2010-11	100%	76.1%	84.8%	84.8%	24.2%	60.6%	15.2%	0%
English Language Arts / Reading	04	Limited English Proficient	2009-10	<10	64.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Limited English Proficient	2010-11	100%	66.5%	72.7%	72.7%	9.1%	63.6%	27.3%	0%
English Language Arts / Reading	04	Students with Disabilities	2009-10	<10	58%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Students with Disabilities	2010-11	<10	54.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	All Students	2009-10	100%	85.2%	100%	100%	65.8%	34.2%	0%	0%

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	05	All Students	2010-11	100%	85.1%	97.4%	97.4%	69.7%	27.6%	2.6%	0%
English Language Arts / Reading	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	90.6%	100%	100%	54.5%	45.5%	0%	0%
English Language Arts / Reading	05	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	92.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Black or African American	2009-10	<10	70.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Black or African American	2010-11	<10	71.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Hispanic or Latino	2009-10	<10	74.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Hispanic or Latino	2010-11	100%	78.5%	91.7%	91.7%	58.3%	33.3%	8.3%	0%
English Language Arts / Reading	05	Two or More Races	2010-11	<10	85.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	White	2009-10	100%	89.8%	100%	100%	64.2%	35.8%	0%	0%
English Language Arts / Reading	05	White	2010-11	100%	89%	98%	98%	70.6%	27.5%	2%	0%
English Language Arts / Reading	05	Female	2009-10	100%	86.8%	100%	100%	65.9%	34.1%	0%	0%
English Language Arts / Reading	05	Female	2010-11	100%	87.7%	100%	100%	61.5%	38.5%	0%	0%
English Language Arts / Reading	05	Male	2009-10	100%	83.5%	100%	100%	65.5%	34.5%	0%	0%
English Language Arts / Reading	05	Male	2010-11	100%	82.6%	94.6%	94.6%	78.4%	16.2%	5.4%	0%

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	05	Economically Disadvantaged	2009-10	100%	76.6%	100%	100%	75%	25%	0%	0%
English Language Arts / Reading	05	Economically Disadvantaged	2010-11	100%	77.4%	93.5%	93.5%	64.5%	29%	6.5%	0%
English Language Arts / Reading	05	Limited English Proficient	2009-10	<10	61.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Limited English Proficient	2010-11	<10	63.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Students with Disabilities	2009-10	<10	57.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Students with Disabilities	2010-11	<10	53%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	All Students	2009-10	100%	87.7%	98.7%	98.7%	34.7%	64%	1.3%	0%
English Language Arts / Reading	06	All Students	2010-11	100%	84%	97.3%	97.3%	52.7%	44.6%	2.7%	0%
English Language Arts / Reading	06	American Indian or Alaska Native	2009-10	<10	84.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Asian, Native Hawaiian, or Pacific Islander	2010-11	100%	91.3%	100%	100%	36.4%	63.6%	0%	0%
English Language Arts / Reading	06	Black or African American	2010-11	<10	68.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Hispanic or Latino	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Hispanic or Latino	2010-11	<10	75.4%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	06	Two or More Races	2010-11	<10	83.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	White	2009-10	100%	91.1%	100%	100%	38.6%	61.4%	0%	0%
English Language Arts / Reading	06	White	2010-11	100%	88.8%	98.1%	98.1%	54.7%	43.4%	1.9%	0%
English Language Arts / Reading	06	Female	2009-10	100%	90%	100%	100%	34.1%	65.9%	0%	0%
English Language Arts / Reading	06	Female	2010-11	100%	86.9%	100%	100%	61.4%	38.6%	0%	0%
English Language Arts / Reading	06	Male	2009-10	100%	85.4%	97.1%	97.1%	35.3%	61.8%	2.9%	0%
English Language Arts / Reading	06	Male	2010-11	100%	81.2%	93.3%	93.3%	40%	53.3%	6.7%	0%
English Language Arts / Reading	06	Economically Disadvantaged	2009-10	100%	81.1%	95.8%	95.8%	33.3%	62.5%	4.2%	0%
English Language Arts / Reading	06	Economically Disadvantaged	2010-11	100%	75.6%	96.8%	96.8%	54.8%	41.9%	3.2%	0%
English Language Arts / Reading	06	Limited English Proficient	2009-10	<10	70%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Limited English Proficient	2010-11	<10	51.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Students with Disabilities	2009-10	<10	59.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Students with Disabilities	2010-11	<10	48.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	All Students	2009-10	100%	82%	98.4%	98.4%	49.2%	49.2%	1.6%	0%

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Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	07	All Students	2010-11	100%	79%	98.7%	98.7%	61.3%	37.3%	1.3%	0%
English Language Arts / Reading	07	American Indian or Alaska Native	2010-11	<10	73.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	89.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	89.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Black or African American	2009-10	<10	64.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Hispanic or Latino	2009-10	<10	71.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Hispanic or Latino	2010-11	<10	71.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Two or More Races	2010-11	<10	79.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	White	2009-10	100%	87.3%	97.8%	97.8%	60.9%	37%	2.2%	0%
English Language Arts / Reading	07	White	2010-11	100%	84.4%	98.2%	98.2%	59.6%	38.6%	1.8%	0%
English Language Arts / Reading	07	Female	2009-10	100%	84.5%	96.2%	96.2%	57.7%	38.5%	3.8%	0%
English Language Arts / Reading	07	Female	2010-11	100%	83.3%	100%	100%	68.4%	31.6%	0%	0%
English Language Arts / Reading	07	Male	2009-10	100%	79.6%	100%	100%	43.2%	56.8%	0%	0%
English Language Arts / Reading	07	Male	2010-11	100%	75%	97.3%	97.3%	54.1%	43.2%	2.7%	0%

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Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	07	Economically Disadvantaged	2009-10	100%	72.4%	95.2%	95.2%	23.8%	71.4%	4.8%	0%
English Language Arts / Reading	07	Economically Disadvantaged	2010-11	100%	68.6%	100%	100%	57.7%	42.3%	0%	0%
English Language Arts / Reading	07	Limited English Proficient	2009-10	<10	54.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Limited English Proficient	2010-11	<10	47.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Students with Disabilities	2009-10	<10	48%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Students with Disabilities	2010-11	<10	36.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	All Students	2009-10	100%	83.4%	96.1%	96.1%	59.2%	36.8%	3.9%	0%
English Language Arts / Reading	08	All Students	2010-11	100%	81.9%	92.6%	92.6%	48.5%	44.1%	7.4%	0%
English Language Arts / Reading	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	91%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	90.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Black or African American	2009-10	<10	70.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Hispanic or Latino	2009-10	<10	76.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Hispanic or Latino	2010-11	100%	74.5%	100%	100%	20%	80%	0%	0%
English Language Arts / Reading	08	Two or More Races	2010-11	<10	83.7%	<10	<10	<10	<10	<10	<10

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Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	08	White	2009-10	100%	86.9%	94.8%	94.8%	58.6%	36.2%	5.2%	0%
English Language Arts / Reading	08	White	2010-11	100%	85.9%	92%	92%	58%	34%	8%	0%
English Language Arts / Reading	08	Female	2009-10	100%	87.5%	97.5%	97.5%	75%	22.5%	2.5%	0%
English Language Arts / Reading	08	Female	2010-11	100%	86.1%	100%	100%	50%	50%	0%	0%
English Language Arts / Reading	08	Male	2009-10	100%	79.4%	94.4%	94.4%	41.7%	52.8%	5.6%	0%
English Language Arts / Reading	08	Male	2010-11	100%	77.8%	86.8%	86.8%	47.4%	39.5%	13.2%	0%
English Language Arts / Reading	08	Economically Disadvantaged	2009-10	100%	75%	100%	100%	55.2%	44.8%	0%	0%
English Language Arts / Reading	08	Economically Disadvantaged	2010-11	100%	72.7%	88%	88%	36%	52%	12%	0%
English Language Arts / Reading	08	Limited English Proficient	2009-10	<10	61%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Limited English Proficient	2010-11	<10	55.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Students with Disabilities	2009-10	<10	48.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Students with Disabilities	2010-11	<10	43%	<10	<10	<10	<10	<10	<10
Mathematics	03	All Students	2009-10	100%	94.8%	100%	100%	74.4%	25.6%	0%	0%
Mathematics	03	All Students	2010-11	100%	95.3%	100%	100%	82.4%	17.6%	0%	0%
Mathematics	03	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	98%	<10	<10	<10	<10	<10	<10

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Student Assessment Data - Michigan Educational Assessment Program (MEAP)

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Mathematics	03	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	98.2%	<10	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2009-10	<10	87.7%	<10	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2010-11	<10	88.6%	<10	<10	<10	<10	<10	<10
Mathematics	03	Hispanic or Latino	2009-10	100%	92.3%	100%	100%	47.1%	52.9%	0%	0%
Mathematics	03	Hispanic or Latino	2010-11	<10	93.5%	<10	<10	<10	<10	<10	<10
Mathematics	03	Two or More Races	2010-11	<10	95.8%	<10	<10	<10	<10	<10	<10
Mathematics	03	White	2009-10	100%	96.9%	100%	100%	85.2%	14.8%	0%	0%
Mathematics	03	White	2010-11	100%	97.1%	100%	100%	84.2%	15.8%	0%	0%
Mathematics	03	Female	2009-10	100%	94.8%	100%	100%	67.5%	32.5%	0%	0%
Mathematics	03	Female	2010-11	100%	95.3%	100%	100%	82.4%	17.6%	0%	0%
Mathematics	03	Male	2009-10	100%	94.8%	100%	100%	81.6%	18.4%	0%	0%
Mathematics	03	Male	2010-11	100%	95.3%	100%	100%	82.5%	17.5%	0%	0%
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.9%	100%	100%	58.3%	41.7%	0%	0%
Mathematics	03	Economically Disadvantaged	2010-11	100%	92.7%	100%	100%	73.8%	26.2%	0%	0%
Mathematics	03	Limited English Proficient	2009-10	100%	92.1%	100%	100%	54.5%	45.5%	0%	0%
Mathematics	03	Limited English Proficient	2010-11	<10	92.1%	<10	<10	<10	<10	<10	<10
Mathematics	03	Students with Disabilities	2009-10	<10	87.8%	<10	<10	<10	<10	<10	<10
Mathematics	03	Students with Disabilities	2010-11	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	04	All Students	2009-10	100%	92.3%	98.7%	98.7%	55.8%	42.9%	1.3%	0%
Mathematics	04	All Students	2010-11	100%	91.5%	97.3%	97.3%	62.7%	34.7%	2.7%	0%
Mathematics	04	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	96.9%	<10	<10	<10	<10	<10	<10
Mathematics	04	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	96.8%	<10	<10	<10	<10	<10	<10

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Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	04	Black or African American	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
Mathematics	04	Hispanic or Latino	2009-10	100%	89.3%	92.3%	92.3%	23.1%	69.2%	7.7%	0%
Mathematics	04	Hispanic or Latino	2010-11	100%	88.7%	87.5%	87.5%	43.8%	43.8%	12.5%	0%
Mathematics	04	Two or More Races	2010-11	<10	90.9%	<10	<10	<10	<10	<10	<10
Mathematics	04	White	2009-10	100%	95.1%	100%	100%	65.4%	34.6%	0%	0%
Mathematics	04	White	2010-11	100%	94.3%	100%	100%	70.4%	29.6%	0%	0%
Mathematics	04	Female	2009-10	100%	92.9%	97.6%	97.6%	39%	58.5%	2.4%	0%
Mathematics	04	Female	2010-11	100%	91.6%	95%	95%	57.5%	37.5%	5%	0%
Mathematics	04	Male	2009-10	100%	91.6%	100%	100%	75%	25%	0%	0%
Mathematics	04	Male	2010-11	100%	91.3%	100%	100%	68.6%	31.4%	0%	0%
Mathematics	04	Economically Disadvantaged	2009-10	100%	87.8%	96.6%	96.6%	41.4%	55.2%	3.4%	0%
Mathematics	04	Economically Disadvantaged	2010-11	100%	86.9%	93.9%	93.9%	42.4%	51.5%	6.1%	0%
Mathematics	04	Limited English Proficient	2009-10	<10	86.6%	<10	<10	<10	<10	<10	<10
Mathematics	04	Limited English Proficient	2010-11	100%	84.5%	90.9%	90.9%	18.2%	72.7%	9.1%	0%
Mathematics	04	Students with Disabilities	2009-10	<10	80%	<10	<10	<10	<10	<10	<10
Mathematics	04	Students with Disabilities	2010-11	<10	77.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	100%	79.5%	98.6%	98.6%	63%	35.6%	1.4%	0%
Mathematics	05	All Students	2010-11	100%	79.9%	96.1%	96.1%	72.4%	23.7%	3.9%	0%
Mathematics	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	93%	100%	100%	72.7%	27.3%	0%	0%
Mathematics	05	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	92.3%	<10	<10	<10	<10	<10	<10
Mathematics	05	Black or African American	2009-10	<10	62.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	Black or African American	2010-11	<10	61.3%	<10	<10	<10	<10	<10	<10

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Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	05	Hispanic or Latino	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
Mathematics	05	Hispanic or Latino	2010-11	100%	73.5%	83.3%	83.3%	41.7%	41.7%	16.7%	0%
Mathematics	05	Two or More Races	2010-11	<10	78.1%	<10	<10	<10	<10	<10	<10
Mathematics	05	White	2009-10	100%	84.3%	98.1%	98.1%	63.5%	34.6%	1.9%	0%
Mathematics	05	White	2010-11	100%	85.1%	98%	98%	76.5%	21.6%	2%	0%
Mathematics	05	Female	2009-10	100%	79.6%	100%	100%	67.4%	32.6%	0%	0%
Mathematics	05	Female	2010-11	100%	80.1%	97.4%	97.4%	66.7%	30.8%	2.6%	0%
Mathematics	05	Male	2009-10	100%	79.4%	96.7%	96.7%	56.7%	40%	3.3%	0%
Mathematics	05	Male	2010-11	100%	79.7%	94.6%	94.6%	78.4%	16.2%	5.4%	0%
Mathematics	05	Economically Disadvantaged	2009-10	100%	69.8%	100%	100%	53.6%	46.4%	0%	0%
Mathematics	05	Economically Disadvantaged	2010-11	100%	70.2%	93.5%	93.5%	58.1%	35.5%	6.5%	0%
Mathematics	05	Limited English Proficient	2009-10	<10	67.6%	<10	<10	<10	<10	<10	<10
Mathematics	05	Limited English Proficient	2010-11	<10	64.7%	<10	<10	<10	<10	<10	<10
Mathematics	05	Students with Disabilities	2009-10	<10	52.8%	<10	<10	<10	<10	<10	<10
Mathematics	05	Students with Disabilities	2010-11	<10	50.2%	<10	<10	<10	<10	<10	<10
Mathematics	06	All Students	2009-10	100%	82%	93.3%	93.3%	69.3%	24%	6.7%	0%
Mathematics	06	All Students	2010-11	100%	84.5%	97.3%	97.3%	61.6%	35.6%	2.7%	0%
Mathematics	06	American Indian or Alaska Native	2009-10	<10	78.2%	<10	<10	<10	<10	<10	<10
Mathematics	06	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.8%	<10	<10	<10	<10	<10	<10
Mathematics	06	Asian, Native Hawaiian, or Pacific Islander	2010-11	100%	94.9%	100%	100%	72.7%	27.3%	0%	0%
Mathematics	06	Black or African American	2010-11	<10	68.9%	<10	<10	<10	<10	<10	<10
Mathematics	06	Hispanic or Latino	2009-10	<10	75.6%	<10	<10	<10	<10	<10	<10

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Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	06	Hispanic or Latino	2010-11	<10	79%	<10	<10	<10	<10	<10	<10
Mathematics	06	Two or More Races	2010-11	<10	82.9%	<10	<10	<10	<10	<10	<10
Mathematics	06	White	2009-10	100%	87.5%	93%	93%	73.7%	19.3%	7%	0%
Mathematics	06	White	2010-11	100%	88.8%	100%	100%	63.5%	36.5%	0%	0%
Mathematics	06	Female	2009-10	100%	83%	95.1%	95.1%	68.3%	26.8%	4.9%	0%
Mathematics	06	Female	2010-11	100%	86.2%	97.7%	97.7%	65.1%	32.6%	2.3%	0%
Mathematics	06	Male	2009-10	100%	81.1%	91.2%	91.2%	70.6%	20.6%	8.8%	0%
Mathematics	06	Male	2010-11	100%	82.9%	96.7%	96.7%	56.7%	40%	3.3%	0%
Mathematics	06	Economically Disadvantaged	2009-10	100%	72.5%	91.7%	91.7%	50%	41.7%	8.3%	0%
Mathematics	06	Economically Disadvantaged	2010-11	100%	76.5%	96.8%	96.8%	64.5%	32.3%	3.2%	0%
Mathematics	06	Limited English Proficient	2009-10	<10	68.7%	<10	<10	<10	<10	<10	<10
Mathematics	06	Limited English Proficient	2010-11	<10	67.9%	<10	<10	<10	<10	<10	<10
Mathematics	06	Students with Disabilities	2009-10	<10	52.3%	<10	<10	<10	<10	<10	<10
Mathematics	06	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	100%	82.2%	96.8%	96.8%	76.2%	20.6%	3.2%	0%
Mathematics	07	All Students	2010-11	100%	84.6%	98.7%	98.7%	76%	22.7%	1.3%	0%
Mathematics	07	American Indian or Alaska Native	2010-11	<10	81.6%	<10	<10	<10	<10	<10	<10
Mathematics	07	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.2%	<10	<10	<10	<10	<10	<10
Mathematics	07	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	93.4%	<10	<10	<10	<10	<10	<10
Mathematics	07	Black or African American	2009-10	<10	62.6%	<10	<10	<10	<10	<10	<10
Mathematics	07	Hispanic or Latino	2009-10	<10	75.3%	<10	<10	<10	<10	<10	<10
Mathematics	07	Hispanic or Latino	2010-11	<10	79.4%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	07	Two or More Races	2010-11	<10	83.5%	<10	<10	<10	<10	<10	<10
Mathematics	07	White	2009-10	100%	87.6%	97.8%	97.8%	80.4%	17.4%	2.2%	0%
Mathematics	07	White	2010-11	100%	89.1%	98.2%	98.2%	75.4%	22.8%	1.8%	0%
Mathematics	07	Female	2009-10	100%	82.6%	96.2%	96.2%	69.2%	26.9%	3.8%	0%
Mathematics	07	Female	2010-11	100%	86.3%	100%	100%	81.6%	18.4%	0%	0%
Mathematics	07	Male	2009-10	100%	81.7%	97.3%	97.3%	81.1%	16.2%	2.7%	0%
Mathematics	07	Male	2010-11	100%	82.9%	97.3%	97.3%	70.3%	27%	2.7%	0%
Mathematics	07	Economically Disadvantaged	2009-10	100%	72.4%	100%	100%	71.4%	28.6%	0%	0%
Mathematics	07	Economically Disadvantaged	2010-11	100%	76.4%	96.2%	96.2%	69.2%	26.9%	3.8%	0%
Mathematics	07	Limited English Proficient	2009-10	<10	66%	<10	<10	<10	<10	<10	<10
Mathematics	07	Limited English Proficient	2010-11	<10	66.7%	<10	<10	<10	<10	<10	<10
Mathematics	07	Students with Disabilities	2009-10	<10	51.2%	<10	<10	<10	<10	<10	<10
Mathematics	07	Students with Disabilities	2010-11	<10	51.4%	<10	<10	<10	<10	<10	<10
Mathematics	08	All Students	2009-10	100%	70.3%	93.4%	93.4%	78.9%	14.5%	6.6%	0%
Mathematics	08	All Students	2010-11	100%	78%	88.2%	88.2%	55.9%	32.4%	10.3%	1.5%
Mathematics	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	08	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	90.8%	<10	<10	<10	<10	<10	<10
Mathematics	08	Black or African American	2009-10	<10	44.7%	<10	<10	<10	<10	<10	<10
Mathematics	08	Hispanic or Latino	2009-10	<10	59.1%	<10	<10	<10	<10	<10	<10
Mathematics	08	Hispanic or Latino	2010-11	100%	69.8%	70%	70%	30%	40%	30%	0%
Mathematics	08	Two or More Races	2010-11	<10	76.8%	<10	<10	<10	<10	<10	<10
Mathematics	08	White	2009-10	100%	77.1%	93.1%	93.1%	77.6%	15.5%	6.9%	0%
Mathematics	08	White	2010-11	100%	83.6%	90%	90%	60%	30%	8%	2%
Mathematics	08	Female	2009-10	100%	70.6%	100%	100%	90%	10%	0%	0%

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	08	Female	2010-11	100%	78.1%	90%	90%	60%	30%	10%	0%
Mathematics	08	Male	2009-10	100%	70%	86.1%	86.1%	66.7%	19.4%	13.9%	0%
Mathematics	08	Male	2010-11	100%	77.8%	86.8%	86.8%	52.6%	34.2%	10.5%	2.6%
Mathematics	08	Economically Disadvantaged	2009-10	100%	56.3%	93.1%	93.1%	79.3%	13.8%	6.9%	0%
Mathematics	08	Economically Disadvantaged	2010-11	100%	66.9%	88%	88%	36%	52%	8%	4%
Mathematics	08	Limited English Proficient	2009-10	<10	50.2%	<10	<10	<10	<10	<10	<10
Mathematics	08	Limited English Proficient	2010-11	<10	56.3%	<10	<10	<10	<10	<10	<10
Mathematics	08	Students with Disabilities	2009-10	<10	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	08	Students with Disabilities	2010-11	<10	43.5%	<10	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	100%	81%	96%	96%	50.7%	45.3%	4%	0%
Science	05	All Students	2010-11	100%	78.1%	94.7%	94.7%	53.9%	40.8%	5.3%	0%
Science	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	88.8%	90.9%	90.9%	54.5%	36.4%	9.1%	0%
Science	05	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	87.4%	<10	<10	<10	<10	<10	<10
Science	05	Black or African American	2009-10	<10	59.6%	<10	<10	<10	<10	<10	<10
Science	05	Black or African American	2010-11	<10	52.8%	<10	<10	<10	<10	<10	<10
Science	05	Hispanic or Latino	2009-10	100%	68.8%	90%	90%	10%	80%	10%	0%
Science	05	Hispanic or Latino	2010-11	100%	67.8%	83.3%	83.3%	8.3%	75%	16.7%	0%
Science	05	Two or More Races	2010-11	<10	77.8%	<10	<10	<10	<10	<10	<10
Science	05	White	2009-10	100%	87.5%	98.1%	98.1%	56.6%	41.5%	1.9%	0%
Science	05	White	2010-11	100%	85.5%	96.1%	96.1%	62.7%	33.3%	3.9%	0%
Science	05	Female	2009-10	100%	81.1%	95.6%	95.6%	46.7%	48.9%	4.4%	0%
Science	05	Female	2010-11	100%	78.6%	92.3%	92.3%	46.2%	46.2%	7.7%	0%
Science	05	Male	2009-10	100%	80.8%	96.7%	96.7%	56.7%	40%	3.3%	0%
Science	05	Male	2010-11	100%	77.5%	97.3%	97.3%	62.2%	35.1%	2.7%	0%

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

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)
Science	05	Economically Disadvantaged	2009-10	100%	70.6%	93.3%	93.3%	33.3%	60%	6.7%	0%
Science	05	Economically Disadvantaged	2010-11	100%	66.6%	96.8%	96.8%	41.9%	54.8%	3.2%	0%
Science	05	Limited English Proficient	2009-10	<10	56.7%	<10	<10	<10	<10	<10	<10
Science	05	Limited English Proficient	2010-11	<10	49%	<10	<10	<10	<10	<10	<10
Science	05	Students with Disabilities	2009-10	<10	60.7%	<10	<10	<10	<10	<10	<10
Science	05	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10	<10
Science	08	All Students	2009-10	100%	75.9%	96.1%	96.1%	53.9%	42.1%	3.9%	0%
Science	08	All Students	2010-11	100%	78.1%	86.8%	86.8%	41.2%	45.6%	13.2%	0%
Science	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	86.9%	<10	<10	<10	<10	<10	<10
Science	08	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	87.9%	<10	<10	<10	<10	<10	<10
Science	08	Black or African American	2009-10	<10	50%	<10	<10	<10	<10	<10	<10
Science	08	Hispanic or Latino	2009-10	<10	65%	<10	<10	<10	<10	<10	<10
Science	08	Hispanic or Latino	2010-11	100%	68.6%	80%	80%	40%	40%	20%	0%
Science	08	Two or More Races	2010-11	<10	77.6%	<10	<10	<10	<10	<10	<10
Science	08	White	2009-10	100%	83.1%	94.8%	94.8%	55.2%	39.7%	5.2%	0%
Science	08	White	2010-11	100%	84.1%	86%	86%	40%	46%	14%	0%
Science	08	Female	2009-10	100%	77%	100%	100%	60%	40%	0%	0%
Science	08	Female	2010-11	100%	79.4%	83.3%	83.3%	43.3%	40%	16.7%	0%
Science	08	Male	2009-10	100%	74.9%	91.7%	91.7%	47.2%	44.4%	8.3%	0%
Science	08	Male	2010-11	100%	76.9%	89.5%	89.5%	39.5%	50%	10.5%	0%
Science	08	Economically Disadvantaged	2009-10	100%	63.1%	93.1%	93.1%	51.7%	41.4%	6.9%	0%
Science	08	Economically Disadvantaged	2010-11	100%	66.7%	88%	88%	36%	52%	12%	0%

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

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)
Science	08	Limited English Proficient	2009-10	<10	48.3%	<10	<10	<10	<10	<10	<10
Science	08	Limited English Proficient	2010-11	<10	48.2%	<10	<10	<10	<10	<10	<10
Science	08	Students with Disabilities	2009-10	<10	42.3%	<10	<10	<10	<10	<10	<10
Science	08	Students with Disabilities	2010-11	<10	44.3%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

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 Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	03	All Students	2010-11	<10	74.7%	<10	<10	<10	<10	<10
Mathematics	03	White	2010-11	<10	77.1%	<10	<10	<10	<10	<10
Mathematics	03	Male	2010-11	<10	75.3%	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	<10	71.1%	<10	<10	<10	<10	<10
Mathematics	05	White	2009-10	<10	74.1%	<10	<10	<10	<10	<10
Mathematics	05	Male	2009-10	<10	74.2%	<10	<10	<10	<10	<10
Mathematics	06	All Students	2009-10	<10	81.2%	<10	<10	<10	<10	<10
Mathematics	06	All Students	2010-11	<10	80.4%	<10	<10	<10	<10	<10
Mathematics	06	Hispanic or Latino	2010-11	<10	81.7%	<10	<10	<10	<10	<10
Mathematics	06	White	2009-10	<10	83.9%	<10	<10	<10	<10	<10
Mathematics	06	White	2010-11	<10	82.9%	<10	<10	<10	<10	<10
Mathematics	06	Female	2009-10	<10	79.3%	<10	<10	<10	<10	<10
Mathematics	06	Female	2010-11	<10	76.8%	<10	<10	<10	<10	<10
Mathematics	06	Male	2010-11	<10	82.4%	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Science	05	White	2009-10	<10	63.2%	<10	<10	<10	<10	<10
Science	05	Male	2009-10	<10	61.6%	<10	<10	<10	<10	<10

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

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 Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

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 Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

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
Reading	05	All Students	2009-10	<10	50%	<10	<10	<10	<10	<10
Reading	05	Hispanic or Latino	2009-10	<10	55.8%	<10	<10	<10	<10	<10
Reading	05	Female	2009-10	<10	53.8%	<10	<10	<10	<10	<10
Reading	05	Male	2009-10	<10	48%	<10	<10	<10	<10	<10
Reading	05	Economically Disadvantaged	2009-10	<10	48%	<10	<10	<10	<10	<10
Reading	05	Limited English Proficient	2009-10	<10	47.3%	<10	<10	<10	<10	<10
Mathematics	04	All Students	2009-10	<10	73%	<10	<10	<10	<10	<10
Mathematics	04	White	2009-10	<10	76.4%	<10	<10	<10	<10	<10
Mathematics	04	Male	2009-10	<10	74%	<10	<10	<10	<10	<10
Mathematics	04	Economically Disadvantaged	2009-10	<10	72.5%	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	<10	62.6%	<10	<10	<10	<10	<10
Mathematics	05	Hispanic or Latino	2009-10	<10	62.1%	<10	<10	<10	<10	<10
Mathematics	05	White	2009-10	<10	65.9%	<10	<10	<10	<10	<10
Mathematics	05	Female	2009-10	<10	60.9%	<10	<10	<10	<10	<10
Mathematics	05	Economically Disadvantaged	2009-10	<10	60.3%	<10	<10	<10	<10	<10
Mathematics	05	Limited English Proficient	2009-10	<10	62.5%	<10	<10	<10	<10	<10

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

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	99.8%	100%
All Students	District	Mathematics	99.8%	99.8%
All Students	School	English Language Arts / Reading	99.8%	100%
All Students	School	Mathematics	99.8%	99.8%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
American Indian or Alaska Native	School	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	School	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	100%	100%
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	100%	100%
Asian, Native Hawaiian, or Pacific Islander	School	English Language Arts / Reading	100%	100%
Asian, Native Hawaiian, or Pacific Islander	School	Mathematics	100%	100%
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	<30	<30
Black or African American	School	Mathematics	<30	<30
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	100%	100%
Hispanic or Latino	District	Mathematics	100%	98.3%
Hispanic or Latino	School	English Language Arts / Reading	100%	100%
Hispanic or Latino	School	Mathematics	100%	98.3%
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
Two or More Races	School	English Language Arts / Reading	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
White	District	English Language Arts / Reading	99.7%	100%
White	District	Mathematics	99.7%	100%
White	School	English Language Arts / Reading	99.7%	100%
White	School	Mathematics	99.7%	100%
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	99.5%	100%
Economically Disadvantaged	District	Mathematics	99.5%	99.4%
Economically Disadvantaged	School	English Language Arts / Reading	99.5%	100%
Economically Disadvantaged	School	Mathematics	99.5%	99.4%
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%	100%
Limited English Proficient	District	Mathematics	100%	100%
Limited English Proficient	School	English Language Arts / Reading	100%	100%
Limited English Proficient	School	Mathematics	100%	100%
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%	100%
Students with Disabilities	District	Mathematics	100%	100%
Students with Disabilities	School	English Language Arts / Reading	100%	100%
Students with Disabilities	School	Mathematics	100%	100%

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

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
American Indian or Alaska Native	State	65.87%
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Black or African American	State	57.97%
Hispanic or Latino	State	63.52%
Two or More Races	State	66.55%
White	State	82.04%
Economically Disadvantaged	State	66.59%
Limited English Proficient	State	83.13%
Students with Disabilities	State	58.68%

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

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	96.2%
All Students	School	96.2%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	96.5%
American Indian or Alaska Native	School	96.5%
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%
Black or African American	State	91.9%
Black or African American	District	95.9%
Black or African American	School	95.9%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	95.5%
Hispanic or Latino	School	95.5%
Two or More Races	State	94.7%
White	State	95.6%
White	District	96.2%
White	School	96.2%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	95%
Economically Disadvantaged	School	95%
Limited English Proficient	State	94.8%
Limited English Proficient	District	96%
Limited English Proficient	School	96%
Students with Disabilities	State	93.4%
Students with Disabilities	District	94.7%
Students with Disabilities	School	94.7%

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

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

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 Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

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 Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

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	Met	Met	Met	A	N/A	0

% of Schools making AYP: 90%
 % of Schools in School Improvement status: 0%
 % of Schools in Corrective Action status: 0%
 % of Schools in Restructuring status: 10%
 % of Title I Schools making AYP: 100%
 % of Title I Schools in School Improvement status: 0%
 % of Title I Schools in Corrective Action status: 0%
 % of Title I Schools in Restructuring status: 0%

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	33	14	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

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

Teacher Quality Data

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	10%

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

Teacher Quality Data

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

Combined Reports Data for Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

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 Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

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 Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

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 Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

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 Ottawa Area ISD, Eagle Crest Charter Academy, Eagle Crest Charter Academy

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
		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