

## **School Annual Education Report (AER) Cover Letter**

August 20, 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 Southwood 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 Southwood Elementary for assistance. The AER is available for you to review electronically by visiting the following web site [www.kentwoodps.org/ourdistrict/annualreports](http://www.kentwoodps.org/ourdistrict/annualreports) or you may review a copy from the main office at your child's school.

For 2009-2010, Southwood Elementary made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort. State law requires that we also report the following additional information.

### **Process for Assigning Pupils to the School:**

Students in Kentwood Public School District are assigned to individual school buildings based on the grade level they attend and the geographic area in which they live. School boundaries were developed with community involvement and can be viewed at the Kentwood Public Schools Administration Building at 5820 Eastern Ave. S.E.

### **Core Curriculum:**

Process:

Kentwood Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and benchmarks which can be found on the Michigan Department of Education website (<http://www.michigan.gov/mde>). Our assessments and report card are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored consistently by building principals and academic support personnel.

#### Alignment:

Each grade level on the elementary level and each content area at the secondary levels meet monthly to study curriculum issues and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted annually with the MEAP testing information and the curriculum is examined for areas of strength and weakness. After this audit, necessary adjustments are made.

#### Equity:

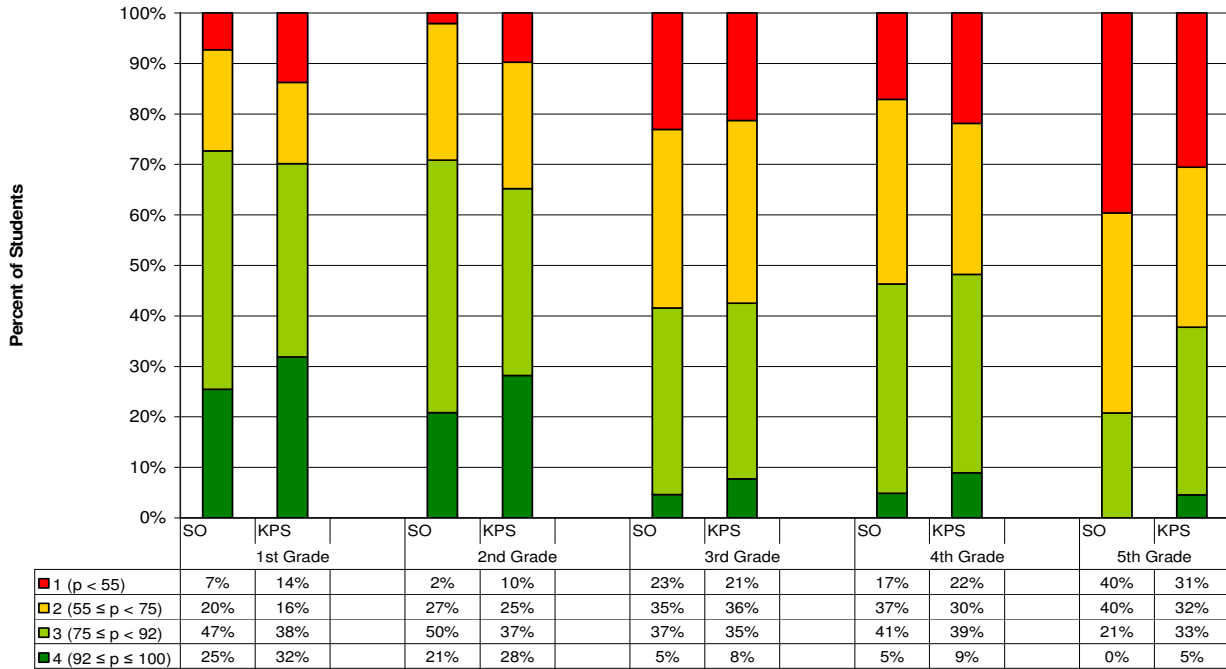
Excellence and Equity for All is the motto of Kentwood Public Schools. Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common electronic standards-based report card help us work toward our goal of equity. In addition, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development, study groups, and constant communication between regular education, special education, and gifted programs also facilitate this process. We are committed to ALL of our students having multiple opportunities to learn and be successful in the core curriculum.

#### **Status of School Improvement Plan:**

Southwood Elementary has an approved school improvement plan submitted to the State in which stakeholders have outlined goals and objectives for the next 3 years that address student academic needs. The needs addressed in the plan are identified by looking at a variety of data that measures student academic progress. The stakeholders identify areas of need and research scientifically based strategies to address these needs.

#### **Aggregate Student Achievement Results:**

**April 2010 Math Cumulative Test: Distribution of Rubric Scores**  
Southwood Compared to KPS



In the end of year district math assessment, Southwood students in first grade scored 72 % proficient, 71% proficient in second, 76% proficient in third grade, 83% proficient in fourth grade, and 60% proficient in fifth grade. Based on our math data for first through fifth grades, we have begun intervention math groups so that all students will be at grade level in those subject areas beyond the core curriculum. Students work in small groups for a half hour each day with a certified teacher. Teachers and certified tutors meet every 6 weeks to determine student growth to see what instructional changes need to be made.

## Scholastic Reading Inventory (SRI)

### SRI Scores

	Sept # Below Grade Level	Sept % Below Grade Level	Sept # On Grade Level	Sept % On Grade Level	May # Below Grade Level	May % Below Grade Level	May # On Grade Level	May % On Grade Level
<b>Fifth Grade</b>								
2007-2008					1	2	46	98
2008-2009	6	13	40	87	4	9	42	91
2009-2010	8	15	45	85	3	6	50	94
<b>Fourth Grade</b>								
2007-2008					2	4	43	95
2008-2009	6	11	48	89	3	6	48	94
2009-2010	5	12	37	88	1	3	37	97
<b>Third Grade</b>								
2007-2008					4	7	50	93
2008-2009	8	22	28	88	4	10	37	90
2009-2010	12	21	46	79	4	7	50	93
<b>Second Grade</b>								
2007-2008								
2008-2009	28	46	33	54				
2009-2010					7	15	42	86

All students in grades 2<sup>nd</sup> – 5<sup>th</sup> grade take the SRI test in the computer lab 3 times a year to chart progress in reading.

In 4<sup>th</sup> and 5<sup>th</sup> grade a large percent of students came in at or above grade level in reading and maintained that throughout the year. In 3<sup>rd</sup> grade made a 10% gain from fall of 2009 to spring of 2010. 2<sup>nd</sup> grade made a 19% gain from fall of 2009 to spring of 2010.

Based on our reading data for first through fifth grades, we have begun intervention reading groups so that all students will be at grade level in those subject areas beyond the core curriculum. Students work in small groups for a half hour each day with a certified teacher. Teachers and certified tutors meet every 6 weeks to determine student growth to see what instructional changes need to be made.

**Parent-Teacher Conference Attendance:**

For the 2009-2010 school year our conference attendance rates were:

Fall Conferences 99% of parents/guardians attended

Spring Conferences 95% of parents/guardians attended

We are proud of our students and the achievements they have made. Southwood Elementary will continue to have high expectations and work extremely hard to education all of our students.

Sincerely,

Mr. Jeff Overkleft  
Principal

## Full Annual Education Report

# School-Level Student Assessment Data for Kent ISD, Kentwood Public Schools, Southwood Elementary

### Michigan Educational Assessment Program (MEAP)

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									
Grade: 03									
All Students	2008-09	100%	86.4%	91.2%	94.6%	37.8%	56.8%	5.4%	0%
All Students	2009-10	100%	89.8%	93.2%	98.2%	41.1%	57.1%	1.8%	0%
Female	2008-09	100%	88.3%	93.9%	93.8%	37.5%	56.3%	6.3%	0%
Female	2009-10	100%	91.9%	93.8%	100%	37.9%	62.1%	0%	0%
Male	2008-09	100%	84.6%	88.3%	95.2%	38.1%	57.1%	4.8%	0%
Male	2009-10	100%	87.9%	92.6%	96.3%	44.4%	51.9%	3.7%	0%
Black or African American	2008-09	<10	75.1%	85.1%	<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>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Black or African American	2009-10	<10	80.6%	87%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	93.1%	95.8%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.1%	88.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	79%	90.9%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	84.6%	94.4%	<10	<10	<10	<10	<10
White	2008-09	100%	90%	94.9%	100%	45%	55%	0%	0%
White	2009-10	100%	92.7%	97.6%	97.1%	50%	47.1%	2.9%	0%
Multiracial	2008-09	<10	85.2%	86.8%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	88.7%	100%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	74.9%	86.2%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	82.2%	88%	<10	<10	<10	<10	<10
Students	2008-09	<10	63.4%	75.7%	<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>% 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	2008-09	<10	91.6%	87.5%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.5%	83.3%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	72.6%	86.6%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	74.3%	81.7%	<10	<10	<10	<10	<10
White	2008-09	100%	88%	90.2%	84.8%	45.5%	39.4%	15.2%	0%
White	2009-10	100%	88.9%	93.9%	92%	44%	48%	8%	0%
Multiracial	2008-09	<10	83.4%	85.7%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	81.1%	81.8%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	61.2%	65.9%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	64.3%	71.2%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	54.7%	67.1%	<10	<10	<10	<10	<10
Students	2009-10	<10	58%	61.9%	<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>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
with Disabilities									
Economically Disadvantaged	2008-09	100%	72.9%	81.9%	93.3%	36.7%	56.7%	6.7%	0%
Economically Disadvantaged	2009-10	100%	75.7%	81.8%	96.9%	31.3%	65.6%	3.1%	0%
Grade: 05									
All Students	2008-09	100%	81.5%	86.1%	87%	34.8%	52.2%	8.7%	4.3%
All Students	2009-10	100%	85.2%	89.7%	88.5%	50%	38.5%	11.5%	0%
Female	2008-09	100%	83.4%	86.8%	88.9%	40.7%	48.1%	7.4%	3.7%
Female	2009-10	100%	86.8%	92.5%	89.5%	42.1%	47.4%	10.5%	0%
Male	2008-09	100%	79.8%	85.5%	84.2%	26.3%	57.9%	10.5%	5.3%
Male	2009-10	100%	83.5%	87.2%	87.9%	54.5%	33.3%	12.1%	0%
Black or African American	2008-09	<10	63.5%	79.2%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	70.4%	85%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	80.9%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian,	2008-09	<10	90.8%	78.1%	<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>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
or Pacific Islander									
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.6%	88.6%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	71.2%	88.7%	90%	30%	60%	0%	10%
Hispanic or Latino	2009-10	<10	74.6%	85.9%	<10	<10	<10	<10	<10
White	2008-09	100%	86.9%	91.4%	87%	39.1%	47.8%	13%	0%
White	2009-10	100%	89.8%	92.4%	84.4%	53.1%	31.3%	15.6%	0%
Multiracial	2008-09	<10	82.9%	88%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	83.9%	100%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	56.2%	61.1%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	49.2%	57.1%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	57.6%	59.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	70.5%	79.3%	82.6%	30.4%	52.2%	13%	4.3%
Economically Disadvantaged	2009-10	100%	76.6%	85.4%	90%	50%	40%	10%	0%

<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>
Mathematics									
Grade: 03									
All Students	2008-09	100%	91.3%	95.5%	92.1%	81.6%	10.5%	7.9%	0%
All Students	2009-10	100%	94.8%	96.4%	100%	73.2%	26.8%	0%	0%
Female	2008-09	100%	90.9%	95.3%	88.2%	76.5%	11.8%	11.8%	0%
Female	2009-10	100%	94.8%	94.9%	100%	62.1%	37.9%	0%	0%
Male	2008-09	100%	91.6%	95.7%	95.2%	85.7%	9.5%	4.8%	0%
Male	2009-10	100%	94.8%	97.9%	100%	85.2%	14.8%	0%	0%
Black or African American	2008-09	<10	78.9%	91.7%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	87.7%	93.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	96%	100%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	98%	93.8%	<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>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Hispanic or Latino	2008-09	<10	86.9%	92.4%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	92.3%	100%	<10	<10	<10	<10	<10
White	2008-09	100%	94.9%	98.1%	95%	90%	5%	5%	0%
White	2009-10	100%	96.9%	98%	100%	76.5%	23.5%	0%	0%
Multiracial	2008-09	<10	92%	94.7%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	94.3%	96.3%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	85.1%	91.8%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	92.1%	94.3%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	79.7%	90.5%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	100%	87.8%	93%	100%	84.6%	15.4%	0%	0%
Economically Disadvantaged	2008-09	100%	85.7%	94.8%	100%	94.7%	5.3%	0%	0%
Economically Disadvantaged	2009-10	100%	91.9%	95.7%	100%	68.2%	31.8%	0%	0%
Grade: 04									
All Students	2008-09	100%	87.9%	91.1%	90.7%	64.8%	25.9%	9.3%	0%

<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>
All Students	2009-10	100%	92.3%	96.7%	93%	60.5%	32.6%	7%	0%
Female	2008-09	100%	87.9%	89.8%	86.4%	63.6%	22.7%	13.6%	0%
Female	2009-10	100%	92.9%	96.3%	90.9%	50%	40.9%	9.1%	0%
Male	2008-09	100%	87.8%	92.5%	93.8%	65.6%	28.1%	6.3%	0%
Male	2009-10	100%	91.6%	97.1%	95.2%	71.4%	23.8%	4.8%	0%
Black or African American	2008-09	<10	73.8%	84.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	82.3%	95.9%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	87%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	95.1%	97%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	96.9%	95.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	81%	94.2%	80%	70%	10%	20%	0%
Hispanic or	2009-10	<10	89.3%	94.3%	<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>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Latino									
White	2008-09	100%	92%	94.1%	90.3%	67.7%	22.6%	9.7%	0%
White	2009-10	100%	95.1%	98.5%	96.2%	65.4%	30.8%	3.8%	0%
Multiracial	2008-09	<10	86.7%	85.7%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	91%	93.9%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	75.7%	85.7%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	86.6%	92.6%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	68.1%	74.1%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	80%	92.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	80.4%	89.9%	96.6%	72.4%	24.1%	3.4%	0%
Economically Disadvantaged	2009-10	100%	87.8%	95.5%	90.6%	53.1%	37.5%	9.4%	0%
Grade: 05									
All Students	2008-09	100%	76.8%	85.3%	85.1%	61.7%	23.4%	12.8%	2.1%
All Students	2009-10	100%	79.5%	88.4%	90.4%	63.5%	26.9%	7.7%	1.9%
Female	2008-09	100%	75.8%	82.8%	88.9%	66.7%	22.2%	11.1%	0%
Female	2009-10	100%	79.6%	87.5%	85%	65%	20%	15%	0%

<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>
Male	2008-09	100%	77.8%	87.6%	80%	55%	25%	15%	5%
Male	2009-10	100%	79.4%	89.1%	93.8%	62.5%	31.3%	3.1%	3.1%
Black or African American	2008-09	<10	55.2%	79.5%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	62.5%	83.1%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	72.3%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	92.3%	88.2%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93%	95.8%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	66.1%	85.2%	90%	70%	20%	10%	0%
Hispanic or Latino	2009-10	<10	71%	84.4%	<10	<10	<10	<10	<10
White	2008-09	100%	83%	89.5%	91.3%	69.6%	21.7%	8.7%	0%
White	2009-10	100%	84.3%	90.8%	90.6%	56.3%	34.4%	6.3%	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>
Multiracial	2008-09	<10	76.6%	76%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	78.2%	88.2%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	60.7%	64.3%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	46.9%	62.1%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	52.8%	65.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	64.4%	82%	91.3%	60.9%	30.4%	8.7%	0%
Economically Disadvantaged	2009-10	100%	69.8%	83.4%	89.7%	64.1%	25.6%	7.7%	2.6%
Science									
Grade: 05									
All Students	2008-09	100%	83.1%	87.4%	93.6%	53.2%	40.4%	4.3%	2.1%
All Students	2009-10	100%	81%	85.5%	94.3%	45.3%	49.1%	3.8%	1.9%
Female	2008-09	100%	83.3%	86.5%	96.3%	55.6%	40.7%	3.7%	0%
Female	2009-10	100%	81.1%	87%	90%	35%	55%	10%	0%
Male	2008-09	100%	82.9%	88.3%	90%	50%	40%	5%	5%
Male	2009-10	100%	80.8%	84.2%	97%	51.5%	45.5%	0%	3%
Black or	2008-09	<10	61.8%	79.5%	<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>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
African American									
Black or African American	2009-10	<10	59.6%	75.5%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	83.9%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	90.9%	79.4%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.8%	87.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	72.9%	88.7%	90%	80%	10%	10%	0%
Hispanic or Latino	2009-10	<10	68.8%	84.4%	<10	<10	<10	<10	<10
White	2008-09	100%	89.4%	92.6%	95.7%	56.5%	39.1%	4.3%	0%
White	2009-10	100%	87.5%	91.7%	93.9%	45.5%	48.5%	3%	3%
Multiracial	2008-09	<10	84.5%	96%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	79.3%	88.6%	<10	<10	<10	<10	<10
Limited	2008-09	<10	59%	65%	<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>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
English Proficient									
Students with Disabilities	2008-09	<10	63.6%	73.8%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	100%	60.7%	62.5%	80%	0%	80%	10%	10%
Economically Disadvantaged	2008-09	100%	72.3%	83.1%	95.7%	52.2%	43.5%	4.3%	0%
Economically Disadvantaged	2009-10	100%	70.6%	79.8%	95%	47.5%	47.5%	2.5%	2.5%

## 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)
English Language Arts								
Grade: 03								
All Students	2008-09	<10	82.8%	100%	<10	<10	<10	<10
All Students	2009-10	<10	81%	90.5%	<10	<10	<10	<10
Female	2008-09	<10	82.1%	<10	<10	<10	<10	<10
Female	2009-10	<10	80.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	83.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	81.3%	83.3%	<10	<10	<10	<10
Black or African American	2009-10	<10	75.4%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	79.8%	<10	<10	<10	<10	<10
White	2008-09	<10	87.2%	<10	<10	<10	<10	<10
White	2009-10	<10	83.3%	90.9%	<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
Grade: 04								
All Students	2008-09	<10	83.5%	90%	<10	<10	<10	<10
All Students	2009-10	<10	75.2%	88.2%	<10	<10	<10	<10
Female	2008-09	<10	84.2%	<10	<10	<10	<10	<10
Female	2009-10	<10	74.6%	<10	<10	<10	<10	<10
Male	2008-09	<10	83.1%	85.7%	<10	<10	<10	<10
Male	2009-10	<10	75.5%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	77.6%	83.3%	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	87%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	68.4%	<10	<10	<10	<10	<10
White	2008-09	<10	85.2%	90.9%	<10	<10	<10	<10
White	2009-10	<10	77.8%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2008-09	<10	83.1%	95%	<10	<10	<10	<10
All Students	2009-10	<10	81%	84.2%	<10	<10	<10	<10
Male	2008-09	<10	83%	93.8%	<10	<10	<10	<10
Male	2009-10	<10	80.6%	84.6%	<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	70%	<10	<10	<10	<10	<10
White	2008-09	<10	84.8%	100%	<10	<10	<10	<10
White	2009-10	<10	83.2%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2008-09	<10	80.1%	94.1%	<10	<10	<10	<10
All Students	2009-10	<10	76.4%	84.2%	<10	<10	<10	<10
Female	2008-09	<10	76.7%	<10	<10	<10	<10	<10
Female	2009-10	<10	71.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	81.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.9%	90%	<10	<10	<10	<10
Black or African American	2009-10	<10	69.3%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	82.4%	<10	<10	<10	<10	<10
White	2008-09	<10	83.4%	<10	<10	<10	<10	<10
White	2009-10	<10	79.3%	90%	<10	<10	<10	<10
Grade: 04								

<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
All Students	2008-09	<10	86.5%	96.3%	<10	<10	<10	<10
All Students	2009-10	<10	85%	88.9%	<10	<10	<10	<10
Female	2008-09	<10	84.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	83.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.7%	95.2%	<10	<10	<10	<10
Male	2009-10	<10	85.9%	80%	<10	<10	<10	<10
Black or African American	2008-09	<10	81.3%	100%	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	95%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	87.1%	<10	<10	<10	<10	<10
White	2008-09	<10	88.2%	90%	<10	<10	<10	<10
White	2009-10	<10	88.4%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2008-09	<10	74.6%	88.9%	<10	<10	<10	<10
All Students	2009-10	<10	71.1%	57.9%	<10	<10	<10	<10
Male	2008-09	<10	75.9%	85.7%	<10	<10	<10	<10
Male	2009-10	<10	74.2%	61.5%	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific	2009-10	<10	58.8%	<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
Islander								
White	2008-09	<10	78.3%	<10	<10	<10	<10	<10
White	2009-10	<10	74.1%	<10	<10	<10	<10	<10
Science								
Grade: 05								
All Students	2008-09	<10	59.6%	70.6%	<10	<10	<10	<10
All Students	2009-10	<10	58%	55.6%	<10	<10	<10	<10
Male	2008-09	<10	60.6%	76.9%	<10	<10	<10	<10
Male	2009-10	<10	61.6%	53.8%	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	42.1%	<10	<10	<10	<10	<10
White	2008-09	<10	65.8%	<10	<10	<10	<10	<10
White	2009-10	<10	63.2%	<10	<10	<10	<10	<10

## Supported Independence

<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
No records to display.								

## Participation

<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
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: 04								
All Students	2009-10	<10	50.7%	53.8%	<10	<10	<10	<10
Male	2009-10	<10	50.8%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	46.3%	<10	<10	<10	<10	<10
White	2009-10	<10	52.8%	<10	<10	<10	<10	<10
Economically	2009-10	<10	49.8%	50%	<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>
Disadvantaged								
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

## **2009-10 School-Level Accountability (AYP) Detail Reporting for Kent ISD, Kentwood Public Schools, Southwood Elementary**

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
District		
English Language Arts / Reading	100.1%	94.6%
Mathematics	99.8%	94.3%
School		
English Language Arts / Reading	100%	93.3%
Mathematics	100%	94.8%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	97.8%	90.7%
Mathematics	98%	92.2%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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	N/A	N/A
Mathematics	N/A	N/A
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	103.8%	94.6%
Mathematics	101.5%	96.3%
School		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
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	100.5%	94.8%
Mathematics	100%	92.6%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	98.6%	96.7%
Mathematics	98.3%	95%
School		
English Language Arts / Reading	100%	94.7%
Mathematics	100%	95.6%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	125.9%	96.2%
Mathematics	127.2%	97.8%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	109%	88.8%
Mathematics	116.3%	93.5%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	101.7%	73.5%
Mathematics	101.2%	72.7%
School		
English Language Arts / Reading	105.1%	75%
Mathematics	105.1%	81.8%

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	99.9%	92.7%
Mathematics	101.4%	93.1%
School		
English Language Arts / Reading	102.5%	95%
Mathematics	102.5%	95%

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	

<b>Graduation Rate (High Schools only)</b>	
<b>(Goal 80%)</b>	
	73.32%
Black or African American	
State	
	56.59%
District	
	65.16%
American Indian or Alaska Native	
State	
	65%
District	
	<10
Asian, Native Hawaiian, or Pacific Islander	
State	
	84.47%

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

District

88.68%

Hispanic or Latino

State

59.94%

District

59.09%

White

State

81.85%

District

77.35%

Multiracial

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

State

71.12%

District

66.67%

Limited English Proficient

State

65.51%

District

62.16%

Students with Disabilities

State

57.61%

District

36.11%

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

Economically Disadvantaged

State

59.8%

District

60.61%

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

All Students

State

94.7%

District

96.2%

School

95.9%

Black or African American

**Attendance Rate  
(Goal 90%)**

State

91%

District

95.9%

School

95.4%

American Indian or Alaska Native

State

93.7%

District

95.3%

Asian, Native Hawaiian, or Pacific Islander

State

96.5%

**Attendance Rate  
(Goal 90%)**

District

97.5%

School

97.8%

Hispanic or Latino

State

94.1%

District

95.7%

School

95.8%

White

State

95.7%

<b>Attendance Rate (Goal 90%)</b>	
District	
	96.4%
School	
	95.8%
Multiracial	
State	
	94.8%
District	
	94.8%
School	
	95.4%
Limited English Proficient	
State	
	94.6%

**Attendance Rate  
(Goal 90%)**

District

96.3%

School

95.8%

Students with Disabilities

State

93.5%

District

95.7%

School

96.4%

Economically Disadvantaged

State

94.8%

<b>Attendance Rate (Goal 90%)</b>	
District	95.9%
School	95.3%

\* 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%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
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%

### 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 Kent ISD, Kentwood Public Schools, Southwood

# Elementary

## 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

## December, 2009 School-Level Teacher Quality Reporting for Kent ISD, Kentwood Public Schools, Southwood Elementary

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	7	18	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