HARTLAND CONSOLIDATED SCHOOLS
VILLAGE ELEMENTARY

January 4, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Hartland Village Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact, building principal, Mrs. Mary Day for assistance.

The AER is available for you to review electronically by visiting the following web site http://village.hartlandschools.us or you may review a copy in the main office at Village Elementary School.

Village Elementary educates students in pre-kindergarten through fourth grade and has an enrollment of 441 students for the 2016-2017 school year. The culture at Village Elementary is one of collaboration and team work. Since instituting Professional Learning Communities (PLC) and Intervention initiatives such as Multi-Tiered System of Support, (MTSS), the school improvement process has become more effective and collaborative. Our teachers work together for the success of **all** Village Elementary students. The use of various intervention methods (Literacy Support, Co-Teaching, Instructional Consultation Team (ICT) and Reading Recovery) and increased communication have increased the effectiveness of the Village Elementary School Improvement process. Consistent and relevant Professional Development (provided by our district every Friday afternoon) along with increased collaboration among our staff is integral to the success of our school improvement process.

The Hartland Consolidated School district is a districting school district. Students are assigned to schools based on their residential address within the district boundary. School of choice students are placed by the Assistant Superintendent for Personal and Student Services based on the available openings in each building.

School Improvement Committees, consisting of staff and community members, use data analysis to determine the focus for each committee and the appropriate achievement goal. These committees along with building PLC's develop strategies to obtain the goals and monitor progress throughout the year. Village Elementary has a goal for reading, writing, mathematics and social emotional learning.

Reading Goal: All students at Village Elementary School will be proficient readers.
Strategy: The Village Elementary staff will analyze all reading intervention systems at our disposal to find appropriate training, time, teaching techniques, and strategies to improve student and staff performance. To maximize student growth and proficiency, we will analyze our student reading data as it relates to the following areas: ICT, PLC, Reading Recovery, Literacy Support, Reader's Workshop, and technology integration. Our district Literacy coach will support staff in analyzing and implementing teaching strategies to support this goal.

Writing Goal: All students at Village Elementary School will be proficient writers.
Strategy: The Village Elementary staff will analyze all writing intervention systems at our disposal to find appropriate training, time, teaching techniques, and strategies to improve student and staff performance. To maximize student growth and proficiency, we will analyze our student writing data as it relates to the following areas: ICT, PLC, co-teaching practices, Classroom Assessment for Student Learning (CASL), Writer's Workshop, and technology integration. Our district Literacy coach will support staff in analyzing and implementing teaching strategies to support this goal.

Math Goal: All students will be proficient in mathematics.
Strategy: The Village Elementary staff will analyze all math intervention systems at our disposal to find appropriate training, time, teaching techniques, and strategies to improve student and staff performance. To maximize student growth and proficiency, we will analyze our student math data as it relates to the following areas: ICT, PLC, Classroom Assessment for Student Learning (CASL), use of Depth of Knowledge (DOK) training, lab classrooms, Math Workshop, and technology integration. Our district Mathematics coach will support staff in analyzing and implementing teaching strategies to support this goal.

Social Emotional Learning Goal: All Students at Village Elementary School will become engaged in monitoring their social and emotional responses to daily school situations.
Strategy: The Village Elementary staff will analyze all social-emotional/behavioral intervention systems currently in place to find appropriate training, time, techniques and strategies to improve student and staff performance. Our staff will engage in a book study of Conscious Discipline to advance our depth of knowledge regarding social-emotional learning and to begin creating common building practices and language regarding student behavior. The district Social Emotional Learning coach will support staff by providing appropriate professional development to assist us in reaching this goal.

In the spring of 2015, all school districts in the state began assessing students with a new state assessment called the Michigan Student Test of Educational Progress (M-STEP). The M-STEP is designed to assess all students in the state according to the State of Michigan Core Standards and Benchmarks. Since the implementation of this state assessment, there have been slight modifications to the MSTEP each year. In the chart below you will see the percentage of Village Elementary students that were proficient on the new M-STEP compared to the state average for the past two years.

Village 2016	State 2015	Village 2015	State 2016
3rd grade English Language Arts: 60%	50%	64%	46%
3rd grade Mathematics: 62%	49%	36%	45%
4th grade English Language Arts: 58%	47%	54%	46%
4th grade Mathematics: 65%	41%	51%	44%
4th grade Science: 23%	12%	21%	15%

The State of Michigan core standards and benchmarks can be found on the Hartland Consolidated Schools website. Specific questions about the state or district core curriculum can be directed to the district curriculum director or building principal.

Our success as a school is due in large part to the professionalism and diligence of our teaching staff in continually working to improve their skill and techniques in the classroom. The success of Village Elementary is also due to the support our school receives from our parents and the community at large. One of the important components of student success is the on-going communication between parents and teachers. We are proud to say that Parent/Teacher conferences at Village Elementary have always been extremely well attended. During the 2016-2017 school year 97% of students were represented at conferences. As educators we value the input of our parent community and look forward to continuing to work as a team with all building stakeholders to maintain the high level of student achievement that our community has come to expect from Village Elementary.

Sincerely,

Mary E. Day

Village Elementary Principal

MI School Data

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	67.6%	64.4%	31.0%	33.3%	26.4%	9.2%
ELA	3rd Grade Content	All Students	2015-16	46.0%	64.9%	60.4%	27.1%	33.3%	22.9%	16.7%
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	46.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	67.9%	65.5%	31.0%	34.5%	26.2%	8.3%
ELA	3rd Grade Content	White	2015-16	53.9%	67.4%	63.7%	28.6%	35.2%	23.1%	13.2%
ELA	3rd Grade Content	Female	2014-15	54.7%	72.4%	78.0%	39.0%	39.0%	22.0%	0.0%
ELA	3rd Grade Content	Female	2015-16	49.5%	68.8%	63.0%	31.5%	31.5%	16.7%	20.4%

M-STEP Grades 3-11

ELA	3rd Grade Content	Male	2014-15	45.5%	62.9%	52.2%	23.9%	28.3%	30.4%	17.4%
ELA	3rd Grade Content	Male	2015-16	42.6%	61.0%	57.1%	21.4%	35.7%	31.0%	11.9%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	55.8%	52.6%	10.5%	42.1%	26.3%	21.1%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	29.2%	17.6%	5.9%	11.8%	23.5%	58.8%
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	31.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	34.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	60.9%	54.2%	19.2%	35.0%	27.5%	18.3%
ELA	4th Grade Content	All Students	2015-16	46.3%	65.6%	58.4%	40.4%	18.0%	24.7%	16.9%
ELA	4th Grade Content	Black or African American	2014-15	21.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	58.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	75.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	60.6%	53.9%	19.1%	34.8%	27.8%	18.3%

M-STEP Grades 3-11

ELA	4th Grade Content	White	2015-16	53.9%	65.3%	58.3%	41.7%	16.7%	26.2%	15.5%
ELA	4th Grade Content	Female	2014-15	51.5%	67.4%	61.2%	26.5%	34.7%	24.5%	14.3%
ELA	4th Grade Content	Female	2015-16	50.9%	69.7%	78.3%	54.3%	23.9%	17.4%	4.3%
ELA	4th Grade Content	Male	2014-15	41.8%	55.6%	49.3%	14.1%	35.2%	29.6%	21.1%
ELA	4th Grade Content	Male	2015-16	41.8%	61.4%	37.2%	25.6%	11.6%	32.6%	30.2%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	55.4%	52.9%	17.6%	35.3%	17.6%	29.4%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	52.8%	36.8%	21.1%	15.8%	26.3%	36.8%
ELA	4th Grade Content	English Language Learners	2014-15	23.7%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	15.2%	18.2%	9.1%	9.1%	45.5%	36.4%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	20.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	56.9%	35.6%	6.9%	28.7%	41.4%	23.0%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	65.1%	62.5%	24.0%	38.5%	18.8%	18.8%
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	46.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	57.4%	35.7%	7.1%	28.6%	41.7%	22.6%
Mathematics	3rd Grade Content	White	2015-16	53.2%	66.8%	65.9%	25.3%	40.7%	18.7%	15.4%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	55.8%	46.3%	7.3%	39.0%	43.9%	9.8%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	61.8%	55.6%	24.1%	31.5%	18.5%	25.9%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	58.1%	26.1%	6.5%	19.6%	39.1%	34.8%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	68.4%	71.4%	23.8%	47.6%	19.0%	9.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	30.8%	5.3%	5.3%	0.0%	63.2%	31.6%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	37.5%	35.3%	5.9%	29.4%	23.5%	41.2%
Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	26.3%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	34.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	52.5%	50.8%	13.3%	37.5%	38.3%	10.8%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	60.9%	65.2%	33.7%	31.5%	32.6%	2.2%
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	41.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	41.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	52.0%	50.4%	13.0%	37.4%	38.3%	11.3%
Mathematics	4th Grade Content	White	2015-16	52.3%	61.3%	66.7%	34.5%	32.1%	31.0%	2.4%
Mathematics	4th Grade Content	Female	2014-15	40.3%	48.7%	46.9%	8.2%	38.8%	38.8%	14.3%
Mathematics	4th Grade Content	Female	2015-16	42.1%	56.1%	76.1%	39.1%	37.0%	21.7%	2.2%
Mathematics	4th Grade Content	Male	2014-15	42.4%	55.6%	53.5%	16.9%	36.6%	38.0%	8.5%
Mathematics	4th Grade Content	Male	2015-16	45.8%	65.8%	53.5%	27.9%	25.6%	44.2%	2.3%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	44.6%	47.1%	17.6%	29.4%	52.9%	0.0%

M-STEP Grades 3-11

Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	50.9%	52.6%	21.1%	31.6%	42.1%	5.3%
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	18.2%	18.2%	9.1%	9.1%	45.5%	36.4%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	34.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	23.6%	20.8%	5.0%	15.8%	39.2%	40.0%
Science	4th Grade Content	All Students	2015-16	14.7%	29.3%	23.6%	12.4%	11.2%	46.1%	30.3%
Science	4th Grade Content	Black or African American	2014-15	2.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	25.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	33.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	23.2%	19.1%	5.2%	13.9%	40.0%	40.9%
Science	4th Grade Content	White	2015-16	18.4%	29.7%	23.8%	11.9%	11.9%	47.6%	28.6%
Science	4th Grade Content	Female	2014-15	10.4%	16.0%	16.3%	2.0%	14.3%	32.7%	51.0%
Science	4th Grade Content	Female	2015-16	13.0%	26.5%	28.3%	10.9%	17.4%	50.0%	21.7%

M-STEP Grades 3-11

Science	4th Grade Content	Male	2014-15	14.3%	29.7%	23.9%	7.0%	16.9%	43.7%	32.4%
Science	4th Grade Content	Male	2015-16	16.4%	32.1%	18.6%	14.0%	4.7%	41.9%	39.5%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	21.4%	17.6%	5.9%	11.8%	41.2%	41.2%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	10.9%	5.3%	0.0%	5.3%	52.6%	42.1%
Science	4th Grade Content	English Language Learners	2014-15	2.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	3.0%	9.1%	0.0%	9.1%	36.4%	54.5%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	3.8%	<10	<10	<10	<10	<10

MI School Data

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Hartland Village Elementary School

01/30/2017

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed

No Data to Display

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	87.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	72.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	67.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	69.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	61.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10

MI School Data

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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging

No Data to Display

MI School Data

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MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging

No Data to Display

MI School Data

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	99.4%	85.5%	99.5%	77.7%
All Students	Mathematics	98.6%	62.1%	99.4%	79.0%	99.5%	81.5%
All Students	Science	98.1%	50.0%	99.1%	70.4%	98.9%	58.0%
All Students	Social Studies	98.1%	59.3%	98.8%	73.4%	N/A	N/A
Bottom 30%	ELA	N/A	25.1%	N/A	52.0%	N/A	25.5%
Bottom 30%	Mathematics	N/A	19.0%	N/A	33.0%	N/A	38.2%
Bottom 30%	Science	N/A	9.8%	N/A	20.9%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	22.3%	N/A	N/A
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30	N/A	N/A
Asian	Mathematics	99.4%	83.7%	<30	<30	N/A	N/A
Asian	Science	99.3%	65.5%	<30	<30	N/A	N/A
Asian	Social Studies	99.3%	76.0%	<30	<30	N/A	N/A
Black or African American	ELA	97.7%	46.9%	<30	<30	<30	<30
Black or African American	Mathematics	97.4%	37.3%	<30	<30	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30	<30	<30
Black or African American	Social Studies	96.6%	33.6%	<30	<30	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	100.0%	83.8%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	72.1%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	100.0%	67.7%	<30	<30

Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	<30	<30	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	100.0%	88.2%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	100.0%	76.5%	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	N/A	N/A
White	ELA	99.0%	75.6%	99.4%	85.6%	99.4%	80.5%
White	Mathematics	98.9%	68.4%	99.4%	79.4%	99.4%	83.9%
White	Science	98.6%	57.1%	99.1%	70.3%	98.8%	59.0%
White	Social Studies	98.5%	65.8%	98.7%	73.4%	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	98.7%	72.4%	97.4%	44.4%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.0%	64.2%	97.4%	72.2%
Economically Disadvantaged	Science	97.5%	35.0%	98.9%	55.4%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	97.7%	61.0%	N/A	N/A
English Language Learners	ELA	98.8%	49.5%	<30	<30	<30	<30
English Language Learners	Mathematics	99.0%	48.4%	<30	<30	<30	<30

Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	<30	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	98.8%	58.5%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	98.8%	53.2%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	100.0%	40.6%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	97.2%	46.1%	N/A	N/A

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	93.00%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	93.20%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	72.50%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	85.00%	N/A
Bottom 30%	N/A	N/A	N/A

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

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	96.38%	96.01%

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

MI School Data

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Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score

No Data to Display

MI School Data

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Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Hartland Village Elementary School	Green	2	Green	2	Green	2			Yellow	18

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	12	16	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

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%

MI School Data

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male Female	51 49	22 23	78 77	36 32	6 4
National Lunch Program Eligibility Eligible Not Eligible Info not available	 47 53 #	 36 10 ‡	 64 90 ‡	 17 49 ‡	 1 9 ‡
Race/Ethnicity White Black or African American Hispanic Asian American Indian or Alaska Native Native Hawaiian or Other Pacific Islander Two or More Races	 72 15 6 4 1 # 3	 15 53 38 11 ‡ ‡ ‡	 85 47 62 89 ‡ ‡ ‡	 39 10 21 58 ‡ ‡ ‡	 5 &#35 3 19 ‡ ‡ &#8225
Student classified as having a disability SD Not SD	 12 88	 47 19	 53 81	 14 37	 1 5
Student is an English Language Learner ELL Not ELL	 5 95	 42 22	 58 78	 16 35	 1 5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

MI School Data

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male Female	51 49	31 34	39 39	23 21	7 6
National Lunch Program Eligibility Eligible Not Eligible Info not available	 45 55 #	 48 19 ‡	 39 40 ‡	 12 30 ‡	 2 11 ‡
Race/Ethnicity White Black or African American Hispanic Asian American Indian or Alaska Native Native Hawaiian or Other Pacific Islander Two or More Races	 69 20 4 3 1 # 2	 23 66 38 11 ‡ ‡ ‡	 43 29 44 18 ‡ ‡ ‡	 26 5 15 39 ‡ ‡ ‡	 7 # 4 32 ‡ ‡ ‡
Student classified as having a disability SD Not SD	 11 89	 77 27	 19 41	 3 24	 # 7
Student is an English Language Learner ELL Not ELL	 3 97	 54 32	 33 39	 11 22	 2 7

‡ 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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian or Alaska Native	1	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

‡ 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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

MI School Data

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male Female	50 50	39 34	61 66	26 31	5 6
National Lunch Program Eligibility Eligible Not Eligible Info not available	 48 52 #	 50 24 ‡	 50 76 ‡	 16 40 ‡	 1 8 ‡
Race/Ethnicity White Black or African American Hispanic Asian American Indian or Alaska Native Native Hawaiian or Other Pacific Islander Two or More Races	 72 14 6 4 1 # 3	 32 66 49 16 ‡ ‡ 30	 68 34 51 84 ‡ ‡ 70	 32 9 17 49 ‡ ‡ 37	 6 1 1 15 ‡ ‡ 8
Student classified as having a disability SD Not SD	 12 88	 76 32	 24 68	 7 31	 # 6
Student is an English Language Learner ELL Not ELL	 4 96	 52 36	 48 64	 16 29	 2 5

 # Rounds to zero
‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male Female	51 49	29 20	45 42	25 34	2 4
National Lunch Program Eligibility Eligible Not Eligible Info not available	 45 55 #	 37 14 ‡	 45 43 ‡	 17 39 ‡	 1 4 ‡
Race/Ethnicity White Black or Afican American Hispanic Asian/Native Hawaiian or Pacific Islander American Indian or Alaska Native Two or More Races	 69 20 4 3 1 2	 18 47 27 13 ‡ ‡	 44 44 41 35 ‡ ‡	 34 9 29 41 ‡ ‡	 3 &#35 3 10 ‡ ‡
Student classified as having a disability SD Not SD	 10 90	 64 20	 30 45	 5 32	 # 3
Student is an English Language Learner ELL Not ELL	 3 97	 57 23	 37 44	 6 30	 # 3

 # Rounds to zero
‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian or Alaska Native	1	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

 # Rounds to zero
‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	87 73	1.9 3.7	95 90	2.0 2.5
8	Math Reading	84 76	3.6 3.3	84 83	5.2 4.0