

School Annual Education Report (AER) Cover Letter

January 16, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Hartland Lakes 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 Principal Tony Howerton for assistance. The AER is available for you to review electronically by visiting the following web site www.hartlandschools.us or you may review a copy in Mr. Howerton's office at Lakes Elementary School.

Lakes 2016 M-STEP data indicates that our key challenges for the 2016-17 school year include improving the performance of our students with disabilities and our students scoring in the bottom 30%. Reducing this gap is always a primary focus of our building school improvement plan. Another challenge is to improve our 3rd grade ELA score as that was 5% lower than the 2015 M-STEP. We also want to continue to improve our 3rd and 4th grade math and 4th grade ELA scores, as each of those tests saw modest improvements on the 2016 M-STEP. Our key initiatives to improve performance in these areas include: continuing to develop and refine our math units (K-4) with the assistance of our Math Instructional Coach, which will involve a clear focus on not just concepts but also practice standards such as perseverance, reasoning, and strategic problem solving; continuing to develop and refine our reading and writing units (K-4) with the assistance of our ELA Instructional Coach; using intensive data analysis through the use of Instructional Consultation Team processes, Professional Learning Communities, and Instructional Rounds and Data Meetings to develop more strategic interventions for students and more opportunities for deeper understanding and practice of concepts. In addition, we will continue our ongoing staff development through instituting Early Release Fridays which will allow staff to devote more time to consistent and focused training around best practice strategies and interventions to truly improve and enhance our instruction. We will also be implementing a new district-wide social emotional goal this year. Our main focus with this goal will be to develop processes that engage students in self-reflection and changing behavior.

State law requires that we report additional information about our school. Lakes Elementary School is one of four K-4 buildings in the Hartland Consolidated Schools and has a population of 480 students and 47 staff members. We consider ourselves a family at Lakes as our staff, students and parents work together to provide a wide variety of educational experiences for our students in a warm, enriching, and safe

environment. Our active PTO supports us through many fundraising activities, assemblies and field trips, and also purchases educational materials to supplement our curriculum. We are proud to provide research-based instructional programs for our students that include not only core academic areas but also art, music, and physical education. The Lakes Elementary staff strongly believes in success for all students.

Hartland Consolidated Schools assigns students to individual elementary buildings based on where they live within the district boundaries. School of choice students are placed wherever there is space available in specific grade levels. These placement decisions are made by the Assistant Superintendent of Student Services and Personnel. The school improvement process at Lakes Elementary is a continuous one that involves staff and community members. Our Professional Learning Communities, our Instructional Consultation Team process, and our School Improvement Committees provide the vehicles by which we analyze and study our assessment data to develop achievement goals for our students in the areas of math, reading and writing. We then use research based strategies to work towards improving student performance based on areas of need. Individual and group interventions are provided for students, as well as enrichment activities where appropriate.

Reading Goal: All Lakes Elementary students will be proficient in reading.

Strategies: Lakes teachers will continue to participate in professional development in the use of Reader's Workshop to instruct our students in reading. They will participate in regular data meetings and Professional Learning Communities, in order to analyze data and to evaluate and implement best practice teaching strategies. In addition, our staff will have several trainings with ELA Coach Jenna Furr on improving specially-identified areas of need and also working on new reading units. Emphasis will continue to be focused on teaching deeper-level comprehension skills, increasing student volume and stamina in reading, and developing instructional skill in conferring with students about their reading. We will work to expand our classroom libraries to allow more student choice and a broader variety of reading topics and levels, including more non-fiction text. Emphasis will be placed on aligning all of our resources to provide the best reading instruction possible for our students at Lakes, in order to close the achievement gap in reading between the top and bottom 30%.

Math Goal: All Lakes Elementary students will be proficient in math.

Strategies: As we continue to implement our new math units for the 2016-2017 school year, we will focus on academic vocabulary, number fluency, building number sense, Mathematical Practice Standards, and Mathematical Content Standards at each grade

level. This deeper-level teaching and scaffolding instruction will allow teachers the best opportunity for meeting the needs of all students and for closing the achievement gap between the top and bottom 30%. In addition, the Lakes staff will work with our Math instructional coach to continue common assessment and alignment work. Data analysis will be done on a regular basis in our Professional Learning Communities, School Improvement Committees, and as a whole staff. Using the ICT process, technology, and the new units, best practice strategies will be developed and used to increase proficiency in Math for our students.

Writing Goal: All Lakes Elementary students will be proficient in writing.

Strategies: Lakes teachers will continue to participate in on-going training in Writer's Workshop, in order to increase student proficiency in the area of writing. This will include continued work with our revised scoring rubrics, which will develop teacher's skill in analyzing student writing pieces at a deeper level in order to provide more specific instruction for individual students. Staff will meet together in data meetings and Professional Learning Communities, as well as to participate in Instructional Rounds. In addition, our staff will have several trainings with ELA Coach Jenna Furr on improving specially-identified areas of need and also working on new writing units. These activities will provide them with the opportunity to analyze student writing data, observe and evaluate actual Writer's Workshop sessions, and develop research-based interventions for all students in order to close the achievement gap between the top and bottom 30%. Other areas of focus for the 2016-2017 school year include: continuing to embed on-demand writing opportunities to increase student's ability to transfer the skills learned in Writer's Workshop; focus on building volume and stamina for writing; and more practice of response-to-peer writing pieces.

Social Emotional Goal: All students will become engaged in monitoring their social and emotional responses to daily school situations.

Strategies: Lakes will continue to have our regular Lakes Family groups and we will work on incorporating a common language such as that used in Covey's work (*7 Habits of Happy Kids* and *The Leader in Me*) geared at building student perseverance, empathy, and building positive relationships. Our Lakes Family group meetings will include role-playing, group problem solving, and in-depth conversations focused on building a positive, caring, collaborative school culture. We will also employ the use of a district-wide Social Emotional Coach who will work regularly with our staff to help implement our common language as well as work with staff to better adjust strategies to help our most challenging students with negative behavior. The focus of our Lakes Family groups for second semester will be to create more leadership and service opportunities for our students.

The Michigan Student Test of Educational Progress (M-STEP) scores show Lakes Elementary performing well above the state average in all tested areas and at or above all district averages. The percentage of Lakes students that were proficient on the M-STEP is as follows: (Please keep in mind that the M-STEP was given for the first time in the spring of 2015. The 2016 M-STEP test scores are in **RED** and *italicized* in the chart below.)

2015 M-STEP Test	State Average Proficient	District Average Proficient	Lakes Average Proficient
<i>2016 M-STEP Test</i>			
3 rd Grade ELA	50% <i>46%</i>	62.1% <i>65%</i>	74.8% <i>70%</i>
3 rd Grade Math	48.8% <i>45%</i>	56.9% <i>65%</i>	72% <i>75%</i>
4 th Grade ELA	46.6% <i>46%</i>	60.9% <i>66%</i>	62.5% <i>66%</i>
4 th Grade Math	41.4% <i>44%</i>	52.5% <i>61%</i>	57.1% <i>64%</i>
4 th Grade Science	12.4% <i>15%</i>	23.6% <i>29%</i>	18.8% <i>32%</i>

The state of Michigan core standards and benchmarks can be found on a link located on the Hartland Consolidated Schools website. Specific questions about the core curriculum can be directed to the assistant superintendent of curriculum or the building principal.

Parent/Teacher conferences at Lakes Elementary have always been extremely well-attended. During the 2015-2016 school year, 98% of our students were represented at conferences. During the 2016-2017 school year, 97% of our students were represented.

I would like to congratulate the staff, students, and parents of the Lakes Elementary School Family for their dedication to our school and the work that is done to promote the success of our students. I encourage everyone to continue to support our students and to collaborate with one another as we proceed down this amazing road of educational growth and excellence.

Sincerely,

Tony Howerton
Principal

Hartland Lakes Elementary School

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%	74.8%	43.9%	30.8%	19.6%	5.6%
ELA	3rd Grade Content	All Students	2015-16	46.0%	64.9%	70.0%	50.0%	20.0%	26.0%	4.0%
ELA	3rd Grade Content	Asian	2015-16	65.9%	<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	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%	75.0%	43.3%	31.7%	19.2%	5.8%
ELA	3rd Grade Content	White	2015-16	53.9%	67.4%	71.7%	51.1%	20.7%	25.0%	3.3%
ELA	3rd Grade Content	Female	2014-15	54.7%	72.4%	74.1%	42.6%	31.5%	22.2%	3.7%
ELA	3rd Grade Content	Female	2015-16	49.5%	68.8%	78.3%	65.2%	13.0%	19.6%	2.2%
ELA	3rd Grade Content	Male	2014-15	45.5%	62.9%	75.5%	45.3%	30.2%	17.0%	7.5%
ELA	3rd Grade Content	Male	2015-16	42.6%	61.0%	63.0%	37.0%	25.9%	31.5%	5.6%

M-STEP Grades 3-11

ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	55.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	29.2%	<10	<10	<10	<10	<10
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%	62.5%	22.3%	40.2%	19.6%	17.9%
ELA	4th Grade Content	All Students	2015-16	46.3%	65.6%	66.1%	44.0%	22.0%	22.0%	11.9%
ELA	4th Grade Content	American Indian or Alaska Native	2014-15	36.9%	<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	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	60.6%	61.7%	19.6%	42.1%	20.6%	17.8%
ELA	4th Grade Content	White	2015-16	53.9%	65.3%	66.0%	45.3%	20.8%	22.6%	11.3%
ELA	4th Grade Content	Female	2014-15	51.5%	67.4%	69.6%	21.4%	48.2%	19.6%	10.7%

M-STEP Grades 3-11

ELA	4th Grade Content	Female	2015-16	50.9%	69.7%	61.1%	48.1%	13.0%	24.1%	14.8%
ELA	4th Grade Content	Male	2014-15	41.8%	55.6%	55.4%	23.2%	32.1%	19.6%	25.0%
ELA	4th Grade Content	Male	2015-16	41.8%	61.4%	70.9%	40.0%	30.9%	20.0%	9.1%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	55.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	52.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	15.2%	<10	<10	<10	<10	<10
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%	72.0%	30.8%	41.1%	22.4%	5.6%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	65.1%	75.0%	30.0%	45.0%	22.0%	3.0%
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10
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	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	3rd Grade Content	White	2014-15	57.3%	57.4%	72.1%	31.7%	40.4%	23.1%	4.8%
Mathematics	3rd Grade Content	White	2015-16	53.2%	66.8%	75.0%	30.4%	44.6%	22.8%	2.2%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	55.8%	63.0%	18.5%	44.4%	27.8%	9.3%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	61.8%	71.7%	34.8%	37.0%	23.9%	4.3%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	58.1%	81.1%	43.4%	37.7%	17.0%	1.9%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	68.4%	77.8%	25.9%	51.9%	20.4%	1.9%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	30.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	37.5%	<10	<10	<10	<10	<10
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
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%	57.1%	19.6%	37.5%	33.0%	9.8%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	60.9%	63.3%	28.4%	34.9%	28.4%	8.3%
Mathematics	4th Grade Content	American Indian or Alaska Native	2014-15	31.9%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

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	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	52.0%	55.1%	18.7%	36.4%	34.6%	10.3%
Mathematics	4th Grade Content	White	2015-16	52.3%	61.3%	65.1%	29.2%	35.8%	28.3%	6.6%
Mathematics	4th Grade Content	Female	2014-15	40.3%	48.7%	57.1%	12.5%	44.6%	35.7%	7.1%
Mathematics	4th Grade Content	Female	2015-16	42.1%	56.1%	48.1%	18.5%	29.6%	37.0%	14.8%
Mathematics	4th Grade Content	Male	2014-15	42.4%	55.6%	57.1%	26.8%	30.4%	30.4%	12.5%
Mathematics	4th Grade Content	Male	2015-16	45.8%	65.8%	78.2%	38.2%	40.0%	20.0%	1.8%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	44.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	50.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	18.2%	<10	<10	<10	<10	<10
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%	18.8%	11.6%	7.1%	42.0%	39.3%
Science	4th Grade Content	All Students	2015-16	14.7%	29.3%	31.2%	16.5%	14.7%	47.7%	21.1%

M-STEP Grades 3-11

Science	4th Grade Content	American Indian or Alaska Native	2014-15	8.7%	<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	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	23.2%	16.8%	9.3%	7.5%	43.0%	40.2%
Science	4th Grade Content	White	2015-16	18.4%	29.7%	32.1%	17.0%	15.1%	47.2%	20.8%
Science	4th Grade Content	Female	2014-15	10.4%	16.0%	12.5%	8.9%	3.6%	41.1%	46.4%
Science	4th Grade Content	Female	2015-16	13.0%	26.5%	18.5%	13.0%	5.6%	46.3%	35.2%
Science	4th Grade Content	Male	2014-15	14.3%	29.7%	25.0%	14.3%	10.7%	42.9%	32.1%
Science	4th Grade Content	Male	2015-16	16.4%	32.1%	43.6%	20.0%	23.6%	49.1%	7.3%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	21.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	10.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	3.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	3.8%	<10	<10	<10	<10	<10



**Annual Education Report
Hartland Lakes Elementary School**

01/31/2017

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
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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
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	72.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	69.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10

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
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No Data to Display

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
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No Data to Display



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%	100.0%	82.4%
All Students	Mathematics	98.6%	62.1%	99.4%	79.0%	100.0%	85.3%
All Students	Science	98.1%	50.0%	99.1%	70.4%	100.0%	64.5%
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	41.0%
Bottom 30%	Mathematics	N/A	19.0%	N/A	33.0%	N/A	50.8%
Bottom 30%	Science	N/A	9.8%	N/A	20.9%	N/A	0.0%
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	<30	N/A
Asian	Mathematics	99.4%	83.7%	<30	<30	<30	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	N/A	N/A
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	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	<30	N/A	N/A
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%	100.0%	83.0%
White	Mathematics	98.9%	68.4%	99.4%	79.4%	100.0%	86.6%
White	Science	98.6%	57.1%	99.1%	70.3%	100.0%	64.4%
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%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.0%	64.2%	<30	<30
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	N/A
English Language Learners	Mathematics	99.0%	48.4%	<30	<30	<30	N/A



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



MI School Data

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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.



MI School Data

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	96.38%	96.51%

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



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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
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No Data to Display



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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 Lakes Elementary School	Green	2	Green	2	Green	2			Lime	16



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	18	11	0

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

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%

NAEP Grade 4 Math

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

Annual Education Report Hartland Lakes Elementary School

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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	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	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
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
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	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	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.



MI School Data

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NAEP Grade 8 Reading

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



MI School Data

Annual Education Report Hartland Lakes Elementary School

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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
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
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	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0