

## Creekside Elementary School annual Education Report

August 18, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for the Creekside Elementary School. 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 Principal Tracey Sahouri for assistance.

The AER is available for you to review electronically by visiting the following web site **[www.hartlandschools.us](http://www.hartlandschools.us)** or you may review a copy from the Creekside Elementary School office at your child's school.

For 2009-10 school year, Creekside Elementary School 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 additional information. Creekside Elementary School houses Kindergarten through 4<sup>th</sup> grade and had an enrollment of 483 students for the 2009-10 school year. The vision at Creekside is to provide all students with the tools to become productive and responsible citizens. In order to be productive and utilize all resources, developing a collaborative environment is critical for staff and students. Through professional learning communities, we have been able to increase our collaboration with shared participation and mutual responsibility. Collection of data and then analysis of the data has increased our efficiency with instruction as well as intervention.

Hartland Consolidated Schools is a districting school. It assigns students to schools based on where they live within the district boundaries. School of choice students are placed by where in the district there are openings in classrooms. Those students are placed by the Assistant Superintendent of Student Services and Personnel.

Creekside Elementary School is in year two of our school improvement cycle. School improvement committees, made up of staff and community members, researched where our student achievement goals should be focused. The committees developed goals and strategies in the areas of reading, writing, and math.

**Reading Goal:** All students will demonstrate an improvement in reading.

**Writing Goal:** All students will use a variety of strategies and tools to demonstrate quality writing through the writing process.

**Math Goal:** All students will be proficient in math.

The state test scores (MEAP) shows Creekside elementary School as scoring extremely well compared to the state average. The percentage of Creekside students that were proficient on the MEAP test is as follows:

<b>3<sup>rd</sup> Grade Reading</b>		<b>3<sup>rd</sup> Grade Writing</b>		<b>3<sup>rd</sup> grade Math</b>	
<u>08-09</u>	<u>09-10</u>	<u>08-09</u>	<u>09-10</u>	<u>08-09</u>	<u>09-10</u>
94%	96%	84%	N/A	100%	99%
<b>4<sup>th</sup> Grade Reading</b>		<b>4<sup>th</sup> Grade Writing</b>		<b>4<sup>th</sup> Grade Math</b>	
<u>08-09</u>	<u>09-10</u>	<u>08-09</u>	<u>09-10</u>	<u>08-09</u>	<u>09-10</u>
96%	97%	67%	N/A	100%	99%

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 district curriculum director or building principal.

Parent/Teacher Conferences at Creekside Elementary has always been extremely well-attended. During the 2008-09 school year, 98% of our students were represented at conferences. During the 2009-10 school year, 96% of our students were represented.

I would like to congratulate the staff, students, and parents of the Creekside Elementary School family for their dedication to our school and the emphasis we give to student success. I encourage the Creekside family to continue supporting our young people through their educational years.

Respectfully,

Tracey L. Sahouri  
Principal  
Creekside Elementary School



<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	93.1%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.1%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	79%	90%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	84.6%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	90%	92.9%	94.1%	47.5%	46.5%	5.9%	0%
White	2009-10	100%	92.7%	95.3%	95.7%	59.1%	36.6%	3.2%	1.1%
Limited English Proficient	2009-10	<10	82.2%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	63.4%	77%	90%	10%	80%	10%	0%
Students with Disabilities	2009-10	100%	71%	75.5%	81.8%	27.3%	54.5%	9.1%	9.1%
Economically Disadvantaged	2008-09	<10	79.1%	81%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	84.5%	92.2%	84.6%	53.8%	30.8%	7.7%	7.7%

<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>
Grade: 04									
All Students	2008-09	100%	82.8%	94.6%	96.5%	53.5%	43%	2.6%	0.9%
All Students	2009-10	100%	84.1%	93.9%	97.1%	50%	47.1%	2%	1%
Female	2008-09	100%	84.7%	96.4%	100%	55.6%	44.4%	0%	0%
Female	2009-10	100%	86.1%	96.4%	98.1%	51.9%	46.3%	1.9%	0%
Male	2008-09	100%	80.9%	93.2%	94.2%	52.2%	42%	4.3%	1.4%
Male	2009-10	100%	82.1%	91.7%	95.8%	47.9%	47.9%	2.1%	2.1%
Black or African American	2009-10	<10	68.6%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	91.6%	80%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.5%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	72.6%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	74.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	88%	95.1%	96.3%	54.2%	42.1%	2.8%	0.9%
White	2009-10	100%	88.9%	93.6%	96.9%	49%	48%	2%	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>
or Pacific Islander									
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	98%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	86.9%	100%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	92.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	94.9%	98.2%	100%	81.2%	18.8%	0%	0%
White	2009-10	100%	96.9%	99.2%	98.9%	67.7%	31.2%	1.1%	0%
Limited English Proficient	2009-10	<10	92.1%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	79.7%	95.1%	100%	40%	60%	0%	0%
Students with Disabilities	2009-10	100%	87.8%	98%	100%	54.5%	45.5%	0%	0%
Economically Disadvantaged	2008-09	<10	85.7%	95.2%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	91.9%	96.9%	92.3%	38.5%	53.8%	7.7%	0%
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>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
All Students	2008-09	100%	87.9%	98.6%	100%	83.3%	16.7%	0%	0%
All Students	2009-10	100%	92.3%	97.3%	99%	77.5%	21.6%	1%	0%
Female	2008-09	100%	87.9%	98.4%	100%	86.7%	13.3%	0%	0%
Female	2009-10	100%	92.9%	98.4%	100%	77.8%	22.2%	0%	0%
Male	2008-09	100%	87.8%	98.7%	100%	81.2%	18.8%	0%	0%
Male	2009-10	100%	91.6%	96.3%	97.9%	77.1%	20.8%	2.1%	0%
Black or African American	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	95.1%	100%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	96.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	81%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	89.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	92%	98.5%	100%	85%	15%	0%	0%
White	2009-10	100%	95.1%	97.2%	99%	77.6%	21.4%	1%	0%
Students with Disabilities	2008-09	100%	68.1%	95.7%	100%	50%	50%	0%	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>
Students with Disabilities	2009-10	<10	80%	86.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	80.4%	98.4%	100%	53.3%	46.7%	0%	0%
Economically Disadvantaged	2009-10	100%	87.8%	98.5%	100%	75%	25%	0%	0%

### 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%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81%	<10	<10	<10	<10	<10
Female	2008-09	<10	82.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	83.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	81.3%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	77.2%	<10	<10	<10	<10	<10
White	2008-09	<10	87.2%	<10	<10	<10	<10	<10
White	2009-10	<10	83.3%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2008-09	<10	83.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	75.2%	<10	<10	<10	<10	<10
Female	2009-10	<10	74.6%	<10	<10	<10	<10	<10
Male	2008-09	<10	83.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.5%	<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
Black or African American	2009-10	<10	69.4%	<10	<10	<10	<10	<10
White	2008-09	<10	85.2%	<10	<10	<10	<10	<10
White	2009-10	<10	77.8%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2008-09	<10	80.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	76.4%	<10	<10	<10	<10	<10
Female	2008-09	<10	76.7%	<10	<10	<10	<10	<10
Male	2008-09	<10	81.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	73.5%	<10	<10	<10	<10	<10
White	2008-09	<10	83.4%	<10	<10	<10	<10	<10
White	2009-10	<10	79.3%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2008-09	<10	86.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	85%	<10	<10	<10	<10	<10
Female	2009-10	<10	83.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.7%	<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>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
Male	2009-10	<10	85.9%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	76.2%	<10	<10	<10	<10	<10
White	2008-09	<10	88.2%	<10	<10	<10	<10	<10
White	2009-10	<10	88.4%	<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>
English Language Arts								
Grade: 03								
All Students	2008-09	<10	83.3%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	82.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	80.2%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	80.1%	<10	<10	<10	<10	<10
White	2008-09	<10	84.2%	<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>
White	2009-10	<10	80.6%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2008-09	<10	78.8%	<10	<10	<10	<10	<10
All Students	2009-10	<10	79.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	79.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	79.5%	<10	<10	<10	<10	<10
White	2008-09	<10	76.8%	<10	<10	<10	<10	<10
White	2009-10	<10	79.4%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2008-09	<10	85.2%	<10	<10	<10	<10	<10
All Students	2009-10	<10	87.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	85.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	88.3%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	88.1%	<10	<10	<10	<10	<10
White	2008-09	<10	86.2%	<10	<10	<10	<10	<10
White	2009-10	<10	86.2%	<10	<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	88.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	90.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	91%	<10	<10	<10	<10	<10
White	2008-09	<10	87.2%	<10	<10	<10	<10	<10
White	2009-10	<10	89.7%	<10	<10	<10	<10	<10

## 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>
No records to display.								

# 2009-10 School-Level Accountability (AYP) Detail Reporting for Livingston ESA, Hartland Consolidated Schools, Creekside Elementary School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99.4%	97.5%
Mathematics	99.2%	97.6%
School		
English Language Arts / Reading	99.5%	96%
Mathematics	99.5%	99.4%
Black or African American		
State		

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

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	97.1%	96.7%
Mathematics	97.1%	100%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	100%	98.1%
Mathematics	100%	96.3%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.5%	97.5%
Mathematics	99.2%	97.6%
School		
English Language Arts / Reading	99.5%	96.1%
Mathematics	99.5%	99.4%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	<30	<30

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
Mathematics	<30	<30
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
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		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	99.7%	84.6%
Mathematics	99.4%	87.8%
School		
English Language Arts / Reading	96.9%	73.8%
Mathematics	96.9%	97.6%
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	107%	95.1%
Mathematics	106.6%	96.4%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

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

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

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

All Students

State

75.39%

District

92.73%

Black or African American

State

56.59%

District

<10

American Indian or Alaska Native

State

65%

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

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

<10

Hispanic or Latino

State

59.94%

District

90.91%

White

State

81.85%

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

District

92.65%

Multiracial

State

71.12%

Limited English Proficient

State

65.51%

Students with Disabilities

State

57.61%

District

90.91%

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

Economically Disadvantaged

State

59.8%

District

60.42%

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

All Students

State

94.7%

District

96.6%

School

95.7%

Black or African American

**Attendance Rate  
(Goal 90%)**

State

91%

District

96.4%

School

97.7%

American Indian or Alaska Native

State

93.7%

District

94.2%

Asian, Native Hawaiian, or Pacific Islander

State

96.5%

**Attendance Rate  
(Goal 90%)**

District

96.3%

School

93.5%

Hispanic or Latino

State

94.1%

District

97.1%

School

97.1%

White

State

95.7%

<b>Attendance Rate (Goal 90%)</b>	
District	
	96.6%
School	
	95.7%
Multiracial	
State	
	94.8%
District	
	95.1%
School	
	93.3%
Limited English Proficient	
State	
	94.6%

**Attendance Rate  
(Goal 90%)**

Students with Disabilities

State

93.5%

District

95.7%

School

95.7%

Economically Disadvantaged

State

94.8%

District

96.6%

School

95.9%

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

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

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

## Michigan Annual AYP Objectives

### Michigan Annual AYP Objectives for Reading/ELA

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

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
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 Livingston ESA, Hartland Consolidated Schools, Creekside Elementary School

### School AYP Status

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

# December, 2009 School-Level Teacher Quality Reporting for Livingston ESA, Hartland Consolidated Schools, Creekside Elementary School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	15	15	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

<b>Reporting Group</b>	<b>Percent of Students</b>	<b>Percent below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
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
Not ELL	97	21	43	31	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 Program (NAEP) 2009 Mathematics Achievement.

## **NAEP 2009 Grade 8 Mathematics Results**

<b>Reporting Group</b>	<b>Percent of Students</b>	<b>Percent below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
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
Not ELL	98	32	37	24	7

‡ 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
Not ELL	97	35	35	24	7

# 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

<b>Reporting Group</b>	<b>Percent of Students</b>	<b>Percent below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
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					
ELL	2	60	33	8	#
Not ELL	98	27	42	28	3

# 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.

<b>Grade</b>	<b>Subject</b>	<b>Participation Rate for Students with Disabilities</b>	<b>Standard Error</b>	<b>Participation Rate for IEP Students</b>	<b>Standard Error</b>	<b>Participation Rate for Limited English Proficient Students</b>	<b>Standard Error</b>
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