

## School Annual Education Report (AER) Cover Letter

August 15, 2011

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 Hartland Middle School at Ore Creek. 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 Steve Livingway 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 principal's office at your child's school.

For 2010-2011, Hartland Middle School at Ore Creek 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 including the following:

Hartland Middle School at Ore Creek is part of a long tradition of excellence in Hartland Schools. We consistently outperform other schools and far exceed State averages in our yearly MEAP testing; we offer an excellent academic, athletic, and arts program; and we meet the individual social and emotional needs of our students through strong connections with adults. We have approximately 900 students in seventh and eighth grade, with three academic teams of four core teachers per grade. HMS offers support for struggling students – including reading and math support, co-taught classes, alternative programs, peer mentoring, tutoring, Homework Hall, and Support classes – as well as extended opportunities for qualifying advanced students including Honors Algebra, Advanced Geophysical Science, foreign language classes, and opportunities to take classes at Hartland High School. The goal of our school community is to help students succeed in all aspects of middle school.

School improvement committees, made up of faculty, students, and community members, continue to work on student achievements goals. The committees developed goals and strategies in the areas of reading and writing (in all content areas), data interpretation, and math.

*Reading Goal:* All students at Hartland Middle School will achieve grade level proficiency in reading. Through collaboration, coaching, and professional development, teachers in all content areas work to support middle school students in reading. Strategies include the following:

- Extended school-wide reading time (Drop Everything and Read) each Wednesday.
- Student led book drive to create a “flood of books”
- Teachers participated in training including Kelly Gallagher and adolescent literacy
- Educated staff on reading comprehension strategies for middle school
- Created partnership with Cromaine Library to encourage reading and use of Cromaine services (Pass the Book Program)
- Held our annual fall and spring student book fairs
- Q.A.R. reading strategy taught to all students in seventh grade
- Action words (Identify, Describe, Explain)
- Higher level reading questions on assessments
- Developed vocabulary lists for each department
- Twenty–four faculty members participated in Reading Apprenticeship (RA) training and ongoing collaboration; a teacher identified as a building literacy coach for 2010-11.
- Expanded leveled library (high interest/low level reading books)
- Title I Reading support added – one extra hour of reading in addition to grade level English class for identified students
- Added Intensive Reading support (in addition to English class) for identified special education students
- Presented and used RA strategies at faculty meetings
- Tested all students three times during the school year using Scholastic Reading Inventory to measure progress and implement targeted interventions.

*Writing Goal:* All students will improve writing skills and reach grade level proficiency in writing. Strategies include the following:

- Use a common writing rubric in all subject areas and grade levels
- Use Stem & Response sentence model. Posters promoting this model were posted in every classroom
- Fall and Winter writing sample collection – students submitted one sample for each cores class
- Elective teachers provided students with multiple choice items related to revising informational and narrative writing
- Promoted writing in assessments in all core areas
- Faculty shared writing strategies at faculty meetings
- Feedback from writing collections shared and discussed at several faculty meetings. Faculty scored samples and discussed methods/similarities of scoring.
- Writing folders made accessible to teachers to use samples in instruction

*Math Goal:* All students will improve their problem solving skills related to interpreting data (e.g. using and interpreting graphs, charts, tables). Strategies include the following:

- Developed a pre and post tests to measure data interpretation skills. This was implemented for the 2009-10 school year, with growth measured for 2010-11.
- Math, science, and social studies teachers collaborated by department to examine test data, identify areas for improvements, and decide on a focus area for the 2010-11 school year. Teachers in math, science, and social studies provided additional practice targeting the designated areas.

The state test scores (MEAP) shows Hartland Middle School at Ore Creek students as scoring extremely well compared to the state average.

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 Hartland Middle School has always been extremely well-attended. During the 2009-10 school year, 58 % of our students were represented. During the 2010-11 school year, 63% of our students were represented (not including additional targeted spring conferences for at-risk students).

I would like to congratulate the faculty, staff, students, and parents of the Hartland Middle School family for their dedication to our school and success of our students. We truly believe that success is the only option for our students.

Sincerely,

Steve Livingway  
Principal  
Hartland Middle School at Ore Creek

### Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek

#### Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	07	All Students	2009-10	100%	82%	92.2%	92.2%	49.6%	42.6%	4.8%	3%
English Language Arts / Reading	07	All Students	2010-11	100%	79%	93.1%	93.1%	50.4%	42.8%	4.7%	2.1%
English Language Arts / Reading	07	American Indian or Alaska Native	2009-10	<10	79.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	89.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Black or African American	2009-10	<10	64.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Black or African American	2010-11	<10	60%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Hispanic or Latino	2009-10	<10	71.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Hispanic or Latino	2010-11	<10	71.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Two or More Races	2010-11	<10	79.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	White	2009-10	100%	87.3%	92.2%	92.2%	49.9%	42.4%	4.9%	2.9%
English Language Arts / Reading	07	White	2010-11	100%	84.4%	93.1%	93.1%	50.6%	42.5%	4.7%	2.2%
English Language Arts / Reading	07	Female	2009-10	100%	84.5%	92.5%	92.5%	49.3%	43.2%	4.8%	2.6%
English Language Arts / Reading	07	Female	2010-11	100%	83.3%	95.9%	95.9%	55.1%	40.8%	3.6%	0.5%
English Language Arts / Reading	07	Male	2009-10	100%	79.6%	91.9%	91.9%	49.8%	42.1%	4.7%	3.4%

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#### Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	07	Male	2010-11	100%	75%	90.7%	90.7%	46.3%	44.5%	5.7%	3.5%
English Language Arts / Reading	07	Economically Disadvantaged	2009-10	100%	72.4%	83.8%	83.8%	29.7%	54.1%	8.1%	8.1%
English Language Arts / Reading	07	Economically Disadvantaged	2010-11	100%	68.6%	84.5%	84.5%	41.4%	43.1%	10.3%	5.2%
English Language Arts / Reading	07	Limited English Proficient	2010-11	<10	47.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Students with Disabilities	2009-10	100%	48%	42.9%	42.9%	14.3%	28.6%	28.6%	28.6%
English Language Arts / Reading	07	Students with Disabilities	2010-11	100%	36.3%	53.6%	53.6%	25%	28.6%	25%	21.4%
English Language Arts / Reading	08	All Students	2009-10	100%	83.4%	83.8%	83.8%	31.9%	52%	13.2%	3%
English Language Arts / Reading	08	All Students	2010-11	100%	81.9%	90.6%	90.6%	41.2%	49.4%	7.5%	1.9%
English Language Arts / Reading	08	American Indian or Alaska Native	2009-10	<10	80.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	American Indian or Alaska Native	2010-11	<10	75.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	91%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Black or African American	2009-10	<10	70.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Black or African American	2010-11	<10	67.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Hispanic or Latino	2009-10	100%	76.5%	80%	80%	10%	70%	20%	0%

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	08	Hispanic or Latino	2010-11	<10	74.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	White	2009-10	100%	86.9%	83.6%	83.6%	32.3%	51.3%	13.3%	3.1%
English Language Arts / Reading	08	White	2010-11	100%	85.9%	91%	91%	41.6%	49.5%	7%	2%
English Language Arts / Reading	08	Female	2009-10	100%	87.5%	89.1%	89.1%	38.4%	50.7%	9%	1.9%
English Language Arts / Reading	08	Female	2010-11	100%	86.1%	92.8%	92.8%	50.2%	42.6%	6.4%	0.9%
English Language Arts / Reading	08	Male	2009-10	100%	79.4%	78.8%	78.8%	25.7%	53.2%	17.1%	4.1%
English Language Arts / Reading	08	Male	2010-11	100%	77.8%	88.4%	88.4%	32.2%	56.2%	8.6%	3%
English Language Arts / Reading	08	Economically Disadvantaged	2009-10	100%	75%	72.9%	72.9%	24.3%	48.6%	21.4%	5.7%
English Language Arts / Reading	08	Economically Disadvantaged	2010-11	100%	72.7%	76.2%	76.2%	32.1%	44%	16.7%	7.1%
English Language Arts / Reading	08	Students with Disabilities	2009-10	100%	48.6%	30%	30%	5%	25%	55%	15%
English Language Arts / Reading	08	Students with Disabilities	2010-11	100%	43%	40.5%	40.5%	0%	40.5%	43.2%	16.2%
Mathematics	07	All Students	2009-10	100%	82.2%	91.3%	91.3%	61.8%	29.5%	8%	0.7%
Mathematics	07	All Students	2010-11	100%	84.6%	95.3%	95.3%	73.2%	22%	4.7%	0%
Mathematics	07	American Indian or Alaska Native	2009-10	<10	78.5%	<10	<10	<10	<10	<10	<10
Mathematics	07	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	93.4%	<10	<10	<10	<10	<10	<10
Mathematics	07	Black or African American	2009-10	<10	62.6%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	07	Black or African American	2010-11	<10	68.2%	<10	<10	<10	<10	<10	<10
Mathematics	07	Hispanic or Latino	2009-10	<10	75.3%	<10	<10	<10	<10	<10	<10
Mathematics	07	Hispanic or Latino	2010-11	<10	79.4%	<10	<10	<10	<10	<10	<10
Mathematics	07	Two or More Races	2010-11	<10	83.5%	<10	<10	<10	<10	<10	<10
Mathematics	07	White	2009-10	100%	87.6%	91.8%	91.8%	62.4%	29.3%	7.6%	0.7%
Mathematics	07	White	2010-11	100%	89.1%	95%	95%	72.3%	22.8%	5%	0%
Mathematics	07	Female	2009-10	100%	82.6%	89.9%	89.9%	61.2%	28.6%	9.3%	0.9%
Mathematics	07	Female	2010-11	100%	86.3%	95.9%	95.9%	73.5%	22.4%	4.1%	0%
Mathematics	07	Male	2009-10	100%	81.7%	92.7%	92.7%	62.4%	30.3%	6.8%	0.4%
Mathematics	07	Male	2010-11	100%	82.9%	94.7%	94.7%	73%	21.7%	5.3%	0%
Mathematics	07	Economically Disadvantaged	2009-10	100%	72.4%	83.8%	83.8%	48.6%	35.1%	16.2%	0%
Mathematics	07	Economically Disadvantaged	2010-11	100%	76.4%	91.4%	91.4%	56.9%	34.5%	8.6%	0%
Mathematics	07	Limited English Proficient	2010-11	<10	66.7%	<10	<10	<10	<10	<10	<10
Mathematics	07	Students with Disabilities	2009-10	100%	51.2%	43.9%	43.9%	17.1%	26.8%	53.7%	2.4%
Mathematics	07	Students with Disabilities	2010-11	100%	51.4%	82.1%	82.1%	28.6%	53.6%	17.9%	0%
Mathematics	08	All Students	2009-10	100%	70.3%	81%	81%	53.2%	27.8%	13.9%	5.1%
Mathematics	08	All Students	2010-11	100%	78%	87.8%	87.8%	57.1%	30.8%	9.8%	2.4%
Mathematics	08	American Indian or Alaska Native	2009-10	<10	63%	<10	<10	<10	<10	<10	<10
Mathematics	08	American Indian or Alaska Native	2010-11	<10	75.6%	<10	<10	<10	<10	<10	<10
Mathematics	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	08	Black or African American	2009-10	<10	44.7%	<10	<10	<10	<10	<10	<10
Mathematics	08	Black or African American	2010-11	<10	56.6%	<10	<10	<10	<10	<10	<10
Mathematics	08	Hispanic or Latino	2009-10	100%	59.1%	70%	70%	20%	50%	20%	10%

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Mathematics	08	Hispanic or Latino	2010-11	<10	69.8%	<10	<10	<10	<10	<10	<10
Mathematics	08	White	2009-10	100%	77.1%	81.2%	81.2%	54.3%	26.8%	14%	4.8%
Mathematics	08	White	2010-11	100%	83.6%	88%	88%	57.3%	30.6%	9.6%	2.4%
Mathematics	08	Female	2009-10	100%	70.6%	84.4%	84.4%	54.7%	29.7%	10.4%	5.2%
Mathematics	08	Female	2010-11	100%	78.1%	88.1%	88.1%	54.9%	33.2%	11.1%	0.9%
Mathematics	08	Male	2009-10	100%	70%	77.7%	77.7%	51.8%	25.9%	17.3%	5%
Mathematics	08	Male	2010-11	100%	77.8%	87.6%	87.6%	59.2%	28.3%	8.6%	3.9%
Mathematics	08	Economically Disadvantaged	2009-10	100%	56.3%	67.1%	67.1%	38.6%	28.6%	21.4%	11.4%
Mathematics	08	Economically Disadvantaged	2010-11	100%	66.9%	78.8%	78.8%	43.5%	35.3%	17.6%	3.5%
Mathematics	08	Students with Disabilities	2009-10	100%	31.6%	22%	22%	9.8%	12.2%	39%	39%
Mathematics	08	Students with Disabilities	2010-11	100%	43.5%	39.5%	39.5%	5.3%	34.2%	39.5%	21.1%
Science	08	All Students	2009-10	100%	75.9%	88.7%	88.7%	45.4%	43.3%	9.3%	2.1%
Science	08	All Students	2010-11	100%	78.1%	87.9%	87.9%	43.4%	44.5%	10%	2.1%
Science	08	American Indian or Alaska Native	2009-10	<10	70.4%	<10	<10	<10	<10	<10	<10
Science	08	American Indian or Alaska Native	2010-11	<10	73.5%	<10	<10	<10	<10	<10	<10
Science	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	86.9%	<10	<10	<10	<10	<10	<10
Science	08	Black or African American	2009-10	<10	50%	<10	<10	<10	<10	<10	<10
Science	08	Black or African American	2010-11	<10	56.4%	<10	<10	<10	<10	<10	<10
Science	08	Hispanic or Latino	2009-10	100%	65%	80%	80%	40%	40%	10%	10%
Science	08	Hispanic or Latino	2010-11	<10	68.6%	<10	<10	<10	<10	<10	<10
Science	08	White	2009-10	100%	83.1%	88.9%	88.9%	45.7%	43.2%	9.2%	1.9%
Science	08	White	2010-11	100%	84.1%	88%	88%	43.6%	44.4%	10%	2%
Science	08	Female	2009-10	100%	77%	92.5%	92.5%	43.9%	48.6%	4.7%	2.8%
Science	08	Female	2010-11	100%	79.4%	89.4%	89.4%	39.4%	50%	8.9%	1.7%
Science	08	Male	2009-10	100%	74.9%	85%	85%	46.8%	38.2%	13.6%	1.4%

### Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek

#### Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	08	Male	2010-11	100%	76.9%	86.3%	86.3%	47.4%	38.9%	11.1%	2.6%
Science	08	Economically Disadvantaged	2009-10	100%	63.1%	78.6%	78.6%	27.1%	51.4%	14.3%	7.1%
Science	08	Economically Disadvantaged	2010-11	100%	66.7%	68.2%	68.2%	31.8%	36.5%	22.4%	9.4%
Science	08	Students with Disabilities	2009-10	100%	42.3%	53.7%	53.7%	14.6%	39%	34.1%	12.2%
Science	08	Students with Disabilities	2010-11	100%	44.3%	38.5%	38.5%	2.6%	35.9%	48.7%	12.8%

**Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek**

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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### Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek

#### Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	06	All Students	2010-11	<10	80.4%	<10	<10	<10	<10	<10
Mathematics	06	White	2010-11	<10	82.9%	<10	<10	<10	<10	<10
Mathematics	06	Female	2010-11	<10	76.8%	<10	<10	<10	<10	<10
Mathematics	06	Male	2010-11	<10	82.4%	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	<10	70.9%	<10	<10	<10	<10	<10
Mathematics	07	White	2009-10	<10	74.9%	<10	<10	<10	<10	<10
Mathematics	07	Female	2009-10	<10	68.7%	<10	<10	<10	<10	<10
Mathematics	08	All Students	2009-10	<10	81.1%	<10	<10	<10	<10	<10
Mathematics	08	All Students	2010-11	<10	79%	<10	<10	<10	<10	<10
Mathematics	08	Black or African American	2009-10	<10	74.8%	<10	<10	<10	<10	<10
Mathematics	08	White	2010-11	<10	82.1%	<10	<10	<10	<10	<10
Mathematics	08	Female	2009-10	<10	79.4%	<10	<10	<10	<10	<10
Mathematics	08	Female	2010-11	<10	76%	<10	<10	<10	<10	<10
Science	08	All Students	2009-10	<10	52.2%	<10	<10	<10	<10	<10
Science	08	All Students	2010-11	<10	44.9%	<10	<10	<10	<10	<10
Science	08	Black or African American	2009-10	<10	34.8%	<10	<10	<10	<10	<10
Science	08	White	2010-11	<10	51.8%	<10	<10	<10	<10	<10
Science	08	Female	2009-10	<10	50%	<10	<10	<10	<10	<10
Science	08	Female	2010-11	<10	39.8%	<10	<10	<10	<10	<10

### Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek

#### Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts	05	All Students	2010-11	<10	75.2%	<10	<10	<10	<10	<10
English Language Arts	05	White	2010-11	<10	73.6%	<10	<10	<10	<10	<10
English Language Arts	05	Male	2010-11	<10	75.7%	<10	<10	<10	<10	<10
English Language Arts	07	All Students	2009-10	<10	81.4%	<10	<10	<10	<10	<10
English Language Arts	07	White	2009-10	<10	82.3%	<10	<10	<10	<10	<10
English Language Arts	07	Male	2009-10	<10	78.1%	<10	<10	<10	<10	<10
English Language Arts	08	All Students	2009-10	<10	79.6%	<10	<10	<10	<10	<10
English Language Arts	08	White	2009-10	<10	79.8%	<10	<10	<10	<10	<10
English Language Arts	08	Male	2009-10	<10	77.5%	<10	<10	<10	<10	<10
Mathematics	05	All Students	2010-11	<10	84.6%	<10	<10	<10	<10	<10
Mathematics	05	White	2010-11	<10	83.5%	<10	<10	<10	<10	<10
Mathematics	05	Male	2010-11	<10	84.5%	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	<10	87.2%	<10	<10	<10	<10	<10
Mathematics	07	White	2009-10	<10	87.6%	<10	<10	<10	<10	<10
Mathematics	07	Male	2009-10	<10	86.1%	<10	<10	<10	<10	<10
Mathematics	08	All Students	2009-10	<10	87.4%	<10	<10	<10	<10	<10
Mathematics	08	White	2009-10	<10	87.9%	<10	<10	<10	<10	<10
Mathematics	08	Male	2009-10	<10	86.3%	<10	<10	<10	<10	<10
Science	05	All Students	2010-11	<10	78.2%	<10	<10	<10	<10	<10
Science	05	White	2010-11	<10	78.6%	<10	<10	<10	<10	<10
Science	05	Male	2010-11	<10	77.5%	<10	<10	<10	<10	<10
Science	08	All Students	2009-10	<10	74.3%	<10	<10	<10	<10	<10
Science	08	White	2009-10	<10	74.8%	<10	<10	<10	<10	<10
Science	08	Male	2009-10	<10	70%	<10	<10	<10	<10	<10

**Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek**

Student Assessment Data - MI-Access : Participation

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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### Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek

#### Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Reading	08	All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Reading	08	White	2009-10	<10	61.4%	<10	<10	<10	<10	<10
Reading	08	Female	2009-10	<10	65.6%	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	<10	47.2%	<10	<10	<10	<10	<10
Mathematics	07	White	2009-10	<10	50.6%	<10	<10	<10	<10	<10
Mathematics	07	Male	2009-10	<10	49.6%	<10	<10	<10	<10	<10

## Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek

### AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	99.6%	97.7%
All Students	District	Mathematics	99.5%	97.7%
All Students	School	English Language Arts / Reading	99.9%	98.2%
All Students	School	Mathematics	100%	98%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
American Indian or Alaska Native	School	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	School	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	100%	100%
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	100%	100%
Asian, Native Hawaiian, or Pacific Islander	School	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	School	Mathematics	<30	<30
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	<30	<30
Black or African American	District	Mathematics	<30	<30
Black or African American	School	English Language Arts / Reading	<30	<30
Black or African American	School	Mathematics	<30	<30
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	100%	100%
Hispanic or Latino	District	Mathematics	100%	96.4%
Hispanic or Latino	School	English Language Arts / Reading	<30	<30
Hispanic or Latino	School	Mathematics	<30	<30
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
Two or More Races	School	English Language Arts / Reading	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%

### Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek

#### AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
White	District	English Language Arts / Reading	99.6%	97.6%
White	District	Mathematics	99.6%	97.7%
White	School	English Language Arts / Reading	99.9%	98.2%
White	School	Mathematics	100%	97.9%
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	99.2%	93.7%
Economically Disadvantaged	District	Mathematics	98.9%	95.7%
Economically Disadvantaged	School	English Language Arts / Reading	99.3%	93.6%
Economically Disadvantaged	School	Mathematics	100%	96.2%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Limited English Proficient	District	English Language Arts / Reading	<30	<30
Limited English Proficient	District	Mathematics	<30	<30
Limited English Proficient	School	English Language Arts / Reading	<30	<30
Limited English Proficient	School	Mathematics	<30	<30
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	99.3%	83.5%
Students with Disabilities	District	Mathematics	100%	88.8%
Students with Disabilities	School	English Language Arts / Reading	98.6%	82.9%
Students with Disabilities	School	Mathematics	100%	78.4%

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

**Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek**

## AYP Detail Data - Graduation Rate

<b>Student Group</b>	<b>Location</b>	<b>Graduation Rate (High Schools only) (Goal 80%)</b>
All Students	State	75.96%
All Students	District	92.24%
American Indian or Alaska Native	State	65.87%
American Indian or Alaska Native	District	<10
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Asian, Native Hawaiian, or Pacific Islander	District	<10
Black or African American	State	57.97%
Black or African American	District	<10
Hispanic or Latino	State	63.52%
Hispanic or Latino	District	<10
Two or More Races	State	66.55%
White	State	82.04%
White	District	92.29%
Economically Disadvantaged	State	66.59%
Economically Disadvantaged	District	87.69%
Limited English Proficient	State	83.13%
Students with Disabilities	State	58.68%
Students with Disabilities	District	78.79%

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

## Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek

### AYP Detail Data - Attendance Rate

<b>Student Group</b>	<b>Location</b>	<b>Attendance Rate (Goal 90%)</b>
All Students	State	94.9%
All Students	District	96.4%
All Students	School	97.7%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	93.9%
American Indian or Alaska Native	School	94.7%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	95.8%
Asian, Native Hawaiian, or Pacific Islander	School	98.4%
Black or African American	State	91.9%
Black or African American	District	95.3%
Black or African American	School	98.5%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	96.7%
Hispanic or Latino	School	99.2%
Two or More Races	State	94.7%
Two or More Races	District	95.4%
White	State	95.6%
White	District	96.4%
White	School	97.6%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	95%
Economically Disadvantaged	School	96.4%
Limited English Proficient	State	94.8%
Limited English Proficient	District	96.4%
Students with Disabilities	State	93.4%
Students with Disabilities	District	95.3%
Students with Disabilities	School	95.8%

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

### Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek

#### Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

### Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek

#### Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

### Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek

#### School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	A	N/A	0

% of Schools making AYP: 79.1%  
 % of Schools in School Improvement status: 4.3%  
 % of Schools in Corrective Action status: 1.8%  
 % of Schools in Restructuring status: 5.3%  
 % of Title I Schools making AYP: 82.9%  
 % of Title I Schools in School Improvement status: 2.7%  
 % of Title I Schools in Corrective Action status: 1%  
 % of Title I Schools in Restructuring status: 3.6%

**Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek**

## Teacher Quality Data

	<b>Other</b>	<b>B.A.</b>	<b>M.A.</b>	<b>Ph.D</b>
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	24	28	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

**Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek**

## Teacher Quality Data

	<b>Certification Percent</b>
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

**Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek**

## Teacher Quality Data

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

## Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek

### NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
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.

## Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek

### NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

### Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek

#### NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
Info not available		‡			
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

# Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

## Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek

### NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

# Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

**Combined Reports Data for Livingston ESA, Hartland Consolidated Schools, Hartland M.S. at Ore Creek**

<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
		72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
		70.72	3.239	70.46	3.298	85.15	4.505