

Village Elementary School Annual Education Report

August 17, 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 Village Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Mr. William Cain 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 from the Village Elementary office. Further, this report will be presented and discussed at an open parent meeting in October, 2010, at Village Elementary School.

For 2009-2010, Village 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. Village Elementary School houses Junior Kindergarten through 4th grade and had an enrollment of 483 students for the 2009-10 school year. The culture at Village Elementary is one of collaboration and teamwork. Since instituting Professional Learning Communities, Instructional Consultation Teams, Co-Teaching, and several related initiatives, the school improvement process has become more effective and collaborative. Teachers work together for the success of all students. Collection of data, intervention methods, and increased communication all foster a format of the school improvement process at Village. The increased communication among all of our staff is crucial in making the school improvement process successful at Village.

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 where space is available throughout the district. Those students are placed by the Assistant Superintendent of Student Services and Personnel.

Village Elementary School is in year two of our school improvement cycle. School improvement committees, comprised of all, staff work collaboratively to discern the needs of our students and set goals to address the same. The committees developed the following goals and created best practice strategies to meet these goals in the areas of reading, writing, and math.

Reading Goal: All students at Village Elementary School will improve their reading comprehension skills.
Strategy: Teachers will acquire the skills to use research based best practices, using data to drive

instruction, and to differentiate instruction for those students not proficient in reading. Teachers will use collaboration, coaching, and professional development to improve these skills.

Writing Goal: All students will improve writing process skills. Strategy: Teachers will use PLC strategies (pre and post scored data) and pursue relevant professional development opportunities that focus on differentiated instruction and the timely intervention of targeted groups in order to increase the percentage of student proficiency in organization and writing structure.

Math Goal: All students will improve their number sense skills. Strategies: Teachers will research results from testing and address areas of concern, along with pre/post test results. The teachers will review our number sense goals and interpreted assessment data while comparing this information with the Michigan GLCE's to see where we were successful and where we can improve.

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

3rd Grade Reading		3rd Grade Writing		3rd grade Math	
<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%	91%	80%	N/A	100%	99%

4th Grade Reading		4th Grade Writing		4th Grade Math	
<u>08-09</u>	<u>09-10</u>	<u>08-09</u>	<u>09-10</u>	<u>08-09</u>	<u>09-10</u>
93%	95%	57%	N/A	97%	98%

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 Village Elementary has always been extremely well-attended. During the 2008-09 school year, 99% of our students were represented at conferences. During the 2009-10 school year, 99 % of our students were represented.

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

Respectfully,

William C. Cain
Principal
Village Elementary School

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)
African American									
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	93.1%	<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%	95.7%	55.4%	40.2%	4.3%	0%
White	2009-10	100%	92.7%	95.3%	91.3%	43.5%	47.8%	8.7%	0%
Limited English Proficient	2009-10	<10	82.2%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	63.4%	77%	85.7%	14.3%	71.4%	14.3%	0%
Students with Disabilities	2009-10	100%	71%	75.5%	66.7%	22.2%	44.4%	33.3%	0%
Economically Disadvantaged	2008-09	<10	79.1%	81%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	84.5%	92.2%	87.5%	31.3%	56.3%	12.5%	0%
Grade: 04									

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)
Native Hawaiian, or Pacific Islander									
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%	65.2%	34.8%	0%	0%
White	2009-10	100%	96.9%	99.2%	98.9%	55.4%	43.5%	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%	35.7%	64.3%	0%	0%
Students with Disabilities	2009-10	100%	87.8%	98%	100%	44.4%	55.6%	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%	93.8%	43.8%	50%	6.3%	0%
Grade: 04									
All Students	2008-09	100%	87.9%	98.6%	97.2%	71.6%	25.7%	2.8%	0%
All Students	2009-10	100%	92.3%	97.3%	98.1%	71.2%	26.9%	1.9%	0%

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)
Female	2008-09	100%	87.9%	98.4%	97.9%	70.2%	27.7%	2.1%	0%
Female	2009-10	100%	92.9%	98.4%	98.1%	64.2%	34%	1.9%	0%
Male	2008-09	100%	87.8%	98.7%	96.8%	72.6%	24.2%	3.2%	0%
Male	2009-10	100%	91.6%	96.3%	98%	78.4%	19.6%	2%	0%
Black or African American	2008-09	<10	73.8%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	87%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	95.1%	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	2009-10	<10	89.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	92%	98.5%	97.1%	71.2%	26%	2.9%	0%
White	2009-10	100%	95.1%	97.2%	98%	74.7%	23.2%	2%	0%

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)
Students with Disabilities	2008-09	100%	68.1%	95.7%	90%	50%	40%	10%	0%
Students with Disabilities	2009-10	100%	80%	86.7%	91.7%	41.7%	50%	8.3%	0%
Economically Disadvantaged	2008-09	100%	80.4%	98.4%	93.3%	73.3%	20%	6.7%	0%
Economically Disadvantaged	2009-10	100%	87.8%	98.5%	95.5%	68.2%	27.3%	4.5%	0%

Michigan Merit Examination (MME)

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)
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	2009-10	<10	81%	<10	<10	<10	<10	<10
Male	2009-10	<10	81.3%	<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
Female	2008-09	<10	84.2%	<10	<10	<10	<10	<10
White	2008-09	<10	85.2%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2009-10	<10	76.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
White	2009-10	<10	79.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Grade: 04								
All Students	2008-09	<10	86.5%	<10	<10	<10	<10	<10
Female	2008-09	<10	84.3%	<10	<10	<10	<10	<10
White	2008-09	<10	88.2%	<10	<10	<10	<10	<10

Supported 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)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
No records to display.								

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

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.4%	97.5%
Mathematics	99.2%	97.6%
School		
English Language Arts / Reading	99.5%	98.6%
Mathematics	100%	99%
Black or African American		
State		
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		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	97.1%	96.7%
Mathematics	97.1%	100%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.5%	97.5%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	99.2%	97.6%
School		
English Language Arts / Reading	99.5%	98.9%
Mathematics	100%	98.9%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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		
English Language Arts / Reading	99.7%	84.6%
Mathematics	99.4%	87.8%
School		
English Language Arts / Reading	100%	93.2%
Mathematics	100%	93.2%
Economically Disadvantaged		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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	108.6%	98.2%
Mathematics	108.6%	100%

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	

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

State

56.59%

District

<10

American Indian or Alaska Native

State

65%

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

<10

Hispanic or Latino

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

State

59.94%

District

90.91%

White

State

81.85%

District

92.65%

Multiracial

State

71.12%

Limited English Proficient

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

State

65.51%

Students with Disabilities

State

57.61%

District

90.91%

Economically Disadvantaged

State

59.8%

District

60.42%

Attendance Rate
(Goal 90%)

All Students

Attendance Rate (Goal 90%)	
State	
	94.7%
District	
	96.6%
School	
	96%
Black or African American	
State	
	91%
District	
	96.4%
School	
	95.1%
American Indian or Alaska Native	

**Attendance Rate
(Goal 90%)**

State

93.7%

District

94.2%

School

87.2%

Asian, Native Hawaiian, or Pacific Islander

State

96.5%

District

96.3%

School

95.6%

Hispanic or Latino

**Attendance Rate
(Goal 90%)**

State

94.1%

District

97.1%

School

94%

White

State

95.7%

District

96.6%

School

96%

Multiracial

**Attendance Rate
(Goal 90%)**

State

94.8%

District

95.1%

Limited English Proficient

State

94.6%

Students with Disabilities

State

93.5%

District

95.7%

School

96.3%

Attendance Rate (Goal 90%)	
Economically Disadvantaged	
State	94.8%
District	96.6%
School	96%

* 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

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%

2009-10 School-Level Accountability (AYP) Status Reporting for Livingston ESA, Hartland Consolidated Schools, Hartland Village 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, Hartland Village Elementary School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	8	19	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%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
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.

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					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
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.

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
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.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505