



Hartland Middle School at Ore Creek

3250 N. Hartland Road
Hartland, MI 48353
810-626-2400 * Fax 810-626-2401

Steve Livingway
Principal

Alice Lashbrook
Assistant Principal

January 20, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Hartland 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, accountability, and teacher quality. If you have any questions about the AER, please contact Steve Livingway, HMS Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://orecreek.hartlandschools.us/index.html> or you may review a copy in the principal's office at your child's school.

We at Hartland Middle School at Ore Creek continue to work hard to meet the needs of those students struggling the most academically – often those students with special needs or those facing economic hardship – while continuing to offer advanced opportunities for those needing extra challenge. It is our mission to reach all students and help all students achieve at the highest levels possible. We continue to exceed the State average in every subject tested. While we are pleased to have an ongoing record of excellent achievement, we are continuously working to improve.

State law requires that we also report additional information:

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 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



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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 parents, continue to work on student achievements goals. The committees developed goals and strategies in the areas of reading and writing in English, science, and social studies, data interpretation, and math achievement.

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.
- Teachers participated in training including Writers Workshop 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
- Held our annual fall student book fair
- Higher level reading questions on assessments
- Expanded leveled library (high interest/low level reading books)
- Title I Reading support – one extra hour of reading in addition to grade level English class for identified students
- Intensive Reading support (in addition to English class) for identified special education students
- Tested all students two times during the school year using Scholastic Reading Inventory to measure progress and implement targeted interventions.
- ICT team implementing targeted interventions
- Dramatic increase in classroom libraries for English teachers



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

- Promoted writing in assessments in all core areas
- Feedback from on-demand writing shared and discussed at teacher PLC meetings.
- Implemented additional Writers Workshop unit with English Department and eight grade social studies
- ICT team implementing targeted interventions

Math Goal: All students will improve their achievement in math. Strategies include the following:

- Implemented plan to work with math department to alignment to Common Core standards.
- Title I Math support – one extra hour of math in addition to grade level math class for identified students
- Intensive Math support (in addition to math class) for identified special education students
- Math Activator class to pre-teach grade level math concepts for identified students
- ICT team implementing targeted interventions

Social/Emotional Goal: All HMS students will become more engaged in and skilled at monitoring their social and emotional responses to daily school situations. We will make certain all students report feeling connected, safe, cared for, and valued so they can perform academically to the best of their ability.

- Continue and Expand Activities to Helps Students Deal Effectively with Social and Emotional Issues and Provide Needed Support. Staff will work to develop processes that engage students in self-reflection of self-destructive behaviors (any behavior that is detrimental to a student's success in school) and help them respond effectively to social and emotional issues that arise at school. We will continue existing efforts and expand where needed.



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- Research is clear that students will not be able to learn at high levels unless their physical, emotional, and social needs are met.
- Pre-student perception survey given 2/17 and post-student perception survey 6/17. We will compare responses and expect to see increased student perception related to connection to a trusted adult at school, safety, and well-being.

We will provide the following:

- Challenge Day
- Peer support groups
- Support Classes
- Team meetings, IEPs, etc.
- Assemblies
- Sprigeo – website to anonymously report bullying and/or safety concerns
- Individual counseling
- Drug & alcohol awareness program
- Mental health presentation
- Visible in lunchroom, hallways, bus times, and in classrooms
- EBCE
- STAND
- Mentoring
- Personally get to know students
- ICT
- Reaching Higher
- Work with Social/Emotional Learning Coach to support

The state test scores (M-STEP) shows Hartland Middle School at Ore Creek students as scoring well compared to the state and county averages.

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.



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SPRING 2016 STUDENT ACHIEVEMENT SCORES

HMS M-STEP SCORES

	7th Math	7th ELA	7th Science	8th Math	8th ELA	8th S. Studies
HMS Spring 2015	35%	55%	39%	54%	56%	50%
HMS Spring 2016	50%	71%	36%	57%	63%	47%
County Spring 2015	42%	59%	27%	41%	58%	33%
County Spring 2016	48%	59%	31%	42%	60%	37%
State Spring 2015	33%	49%	23%	32%	48%	30%
State Spring 2016	35%	47%	24%	33%	49%	29%

Spring 2016 M-STEP

7th ELA = 1st in the county

7th Math = 2nd in the county

7th Science = 1st in the county

8th ELA = 2nd in the county

8th Math = 1st in the county

8th S. Studies = 1st in the county

Parent/Teacher Conferences at Hartland Middle School has always been extremely well-attended. For 2014-15, 55% of students were represented at fall conferences. For 2015-16, 43% of students were represented at fall conferences. 87% of parents surveyed rated HMS as “A” and 9% rated HMS as “B” overall.

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

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	7th Grade Content	All Students	2014-15	49.1%	55.3%	55.3%	12.5%	42.8%	29.4%	15.3%
ELA	7th Grade Content	All Students	2015-16	47.1%	71.1%	71.1%	21.3%	49.8%	20.9%	8.0%
ELA	7th Grade Content	American Indian or Alaska Native	2014-15	39.3%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	American Indian or Alaska Native	2015-16	41.1%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Asian	2014-15	73.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Asian	2015-16	71.6%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	21.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2014-15	35.4%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	71.4%	71.4%	7.1%	64.3%	21.4%	7.1%
ELA	7th Grade Content	Two or More Races	2014-15	47.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2015-16	44.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	55.4%	54.8%	54.8%	12.3%	42.5%	29.8%	15.4%

M-STEP Grades 3-11

ELA	7th Grade Content	White	2015-16	53.7%	71.3%	71.3%	21.4%	49.9%	20.7%	8.0%
ELA	7th Grade Content	Female	2014-15	56.3%	66.0%	66.0%	15.5%	50.5%	24.3%	9.7%
ELA	7th Grade Content	Female	2015-16	53.8%	74.5%	74.5%	24.3%	50.2%	18.5%	7.0%
ELA	7th Grade Content	Male	2014-15	42.2%	45.6%	45.6%	9.7%	35.8%	34.1%	20.4%
ELA	7th Grade Content	Male	2015-16	40.6%	67.4%	67.4%	18.1%	49.3%	23.5%	9.0%
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	41.0%	41.0%	1.6%	39.3%	32.8%	26.2%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	45.6%	45.6%	7.0%	38.6%	36.8%	17.5%
ELA	7th Grade Content	English Language Learners	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	14.0%	14.0%	0.0%	14.0%	32.6%	53.5%
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	14.3%	14.3%	0.0%	14.3%	37.1%	48.6%
ELA	8th Grade Content	All Students	2014-15	47.6%	55.6%	55.6%	12.4%	43.1%	35.7%	8.7%
ELA	8th Grade Content	All Students	2015-16	48.9%	62.9%	62.9%	20.2%	42.7%	27.8%	9.3%
ELA	8th Grade Content	American Indian or Alaska Native	2014-15	34.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	American Indian or Alaska Native	2015-16	37.7%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	8th Grade Content	Asian	2014-15	71.4%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2015-16	73.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2014-15	23.7%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Hispanic of Any Race	2014-15	36.2%	27.3%	27.3%	9.1%	18.2%	63.6%	9.1%
ELA	8th Grade Content	Hispanic of Any Race	2015-16	35.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2014-15	44.7%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2015-16	47.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2014-15	53.8%	56.3%	56.3%	12.8%	43.5%	35.1%	8.7%
ELA	8th Grade Content	White	2015-16	55.2%	62.6%	62.6%	20.1%	42.5%	27.7%	9.7%
ELA	8th Grade Content	Female	2014-15	54.2%	61.2%	61.2%	16.0%	45.2%	32.9%	5.9%
ELA	8th Grade Content	Female	2015-16	54.9%	68.7%	68.7%	24.2%	44.4%	24.7%	6.6%
ELA	8th Grade Content	Male	2014-15	41.2%	50.4%	50.4%	9.2%	41.3%	38.3%	11.3%
ELA	8th Grade Content	Male	2015-16	43.0%	57.9%	57.9%	16.7%	41.2%	30.5%	11.6%
ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	32.4%	32.4%	2.8%	29.6%	50.7%	16.9%

M-STEP Grades 3-11

ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	53.7%	53.7%	5.6%	48.1%	29.6%	16.7%
ELA	8th Grade Content	English Language Learners	2014-15	19.3%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2014-15	9.8%	20.6%	20.6%	0.0%	20.6%	32.4%	47.1%
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	28.9%	28.9%	0.0%	28.9%	36.8%	34.2%
Mathematics	7th Grade Content	All Students	2014-15	33.3%	35.4%	35.4%	12.0%	23.4%	41.4%	23.1%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	49.6%	49.6%	23.9%	25.6%	28.0%	22.4%
Mathematics	7th Grade Content	American Indian or Alaska Native	2014-15	22.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	American Indian or Alaska Native	2015-16	26.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Asian	2014-15	66.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Asian	2015-16	68.1%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2014-15	19.3%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	50.0%	50.0%	28.6%	21.4%	35.7%	14.3%

M-STEP Grades 3-11

Mathematics	7th Grade Content	Two or More Races	2014-15	29.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2015-16	31.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	39.0%	34.6%	34.6%	11.8%	22.8%	42.3%	23.1%
Mathematics	7th Grade Content	White	2015-16	41.6%	49.4%	49.4%	23.7%	25.7%	27.8%	22.8%
Mathematics	7th Grade Content	Female	2014-15	33.0%	30.1%	30.1%	9.2%	20.9%	44.7%	25.2%
Mathematics	7th Grade Content	Female	2015-16	34.5%	43.2%	43.2%	23.9%	19.3%	32.5%	24.3%
Mathematics	7th Grade Content	Male	2014-15	33.5%	40.3%	40.3%	14.6%	25.7%	38.5%	21.2%
Mathematics	7th Grade Content	Male	2015-16	36.1%	56.6%	56.6%	24.0%	32.6%	23.1%	20.4%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	23.0%	23.0%	4.9%	18.0%	39.3%	37.7%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	26.3%	26.3%	15.8%	10.5%	31.6%	42.1%
Mathematics	7th Grade Content	English Language Learners	2015-16	13.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	7.0%	7.0%	2.3%	4.7%	20.9%	72.1%
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	5.7%	5.7%	2.9%	2.9%	11.4%	82.9%
Mathematics	8th Grade Content	All Students	2014-15	32.2%	53.6%	53.6%	24.4%	29.2%	31.2%	15.3%

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Mathematics	8th Grade Content	All Students	2015-16	32.7%	56.6%	56.6%	29.9%	26.7%	24.8%	18.6%
Mathematics	8th Grade Content	American Indian or Alaska Native	2014-15	19.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	American Indian or Alaska Native	2015-16	21.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2014-15	65.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2015-16	67.6%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2014-15	18.9%	18.2%	18.2%	9.1%	9.1%	45.5%	36.4%
Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	18.6%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2014-15	28.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2015-16	29.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	37.7%	54.4%	54.4%	25.1%	29.4%	31.0%	14.6%
Mathematics	8th Grade Content	White	2015-16	38.3%	56.3%	56.3%	29.1%	27.2%	25.2%	18.4%
Mathematics	8th Grade Content	Female	2014-15	32.6%	53.0%	53.0%	23.7%	29.2%	29.2%	17.8%
Mathematics	8th Grade Content	Female	2015-16	34.1%	55.6%	55.6%	28.8%	26.8%	26.8%	17.7%

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Mathematics	8th Grade Content	Male	2014-15	31.8%	54.2%	54.2%	25.0%	29.2%	32.9%	12.9%
Mathematics	8th Grade Content	Male	2015-16	31.4%	57.5%	57.5%	30.9%	26.6%	23.2%	19.3%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	31.0%	31.0%	12.7%	18.3%	43.7%	25.4%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	38.9%	38.9%	16.7%	22.2%	27.8%	33.3%
Mathematics	8th Grade Content	English Language Learners	2014-15	12.2%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	20.6%	20.6%	14.7%	5.9%	38.2%	41.2%
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	10.5%	10.5%	5.3%	5.3%	31.6%	57.9%
Science	7th Grade Content	All Students	2014-15	22.7%	39.4%	39.4%	16.2%	23.1%	22.7%	38.0%
Science	7th Grade Content	All Students	2015-16	23.9%	35.8%	35.8%	12.1%	23.7%	32.8%	31.5%
Science	7th Grade Content	American Indian or Alaska Native	2014-15	16.9%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	American Indian or Alaska Native	2015-16	17.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Asian	2014-15	43.1%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Asian	2015-16	41.9%	<10	<10	<10	<10	<10	<10

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Science	7th Grade Content	Black or African American	2015-16	5.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2014-15	11.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	21.4%	21.4%	0.0%	21.4%	42.9%	35.7%
Science	7th Grade Content	Two or More Races	2014-15	21.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2015-16	21.2%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	27.4%	38.5%	38.5%	15.9%	22.6%	23.6%	38.0%
Science	7th Grade Content	White	2015-16	28.9%	35.6%	35.6%	12.4%	23.2%	32.6%	31.7%
Science	7th Grade Content	Female	2014-15	20.8%	36.9%	36.9%	13.1%	23.8%	26.2%	36.9%
Science	7th Grade Content	Female	2015-16	22.6%	32.9%	32.9%	9.1%	23.9%	32.9%	34.2%
Science	7th Grade Content	Male	2014-15	24.6%	41.6%	41.6%	19.0%	22.6%	19.5%	38.9%
Science	7th Grade Content	Male	2015-16	25.1%	38.9%	38.9%	15.4%	23.5%	32.6%	28.5%
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	31.1%	31.1%	3.3%	27.9%	21.3%	47.5%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	21.1%	21.1%	3.5%	17.5%	28.1%	50.9%
Science	7th Grade Content	English Language Learners	2015-16	3.5%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	9.3%	9.3%	4.7%	4.7%	14.0%	76.7%
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	2.9%	2.9%	0.0%	2.9%	14.3%	82.9%
Social Studies	8th Grade Content	All Students	2014-15	29.7%	50.0%	50.0%	8.1%	41.9%	40.4%	9.6%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	47.1%	47.1%	10.9%	36.2%	42.0%	10.9%
Social Studies	8th Grade Content	American Indian or Alaska Native	2014-15	19.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	American Indian or Alaska Native	2015-16	21.6%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Asian	2014-15	50.9%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Asian	2015-16	53.8%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2014-15	9.1%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2014-15	18.1%	27.3%	27.3%	9.1%	18.2%	36.4%	36.4%
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	18.0%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2014-15	26.7%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2014-15	35.2%	51.1%	51.1%	8.2%	42.9%	40.0%	8.9%

M-STEP Grades 3-11

Social Studies	8th Grade Content	White	2015-16	34.3%	46.1%	46.1%	10.2%	35.9%	42.7%	11.2%
Social Studies	8th Grade Content	Female	2014-15	25.2%	44.5%	44.5%	5.0%	39.4%	44.5%	11.0%
Social Studies	8th Grade Content	Female	2015-16	26.0%	40.4%	40.4%	7.1%	33.3%	48.0%	11.6%
Social Studies	8th Grade Content	Male	2014-15	34.0%	55.0%	55.0%	10.8%	44.2%	36.7%	8.3%
Social Studies	8th Grade Content	Male	2015-16	32.6%	52.8%	52.8%	14.2%	38.6%	36.9%	10.3%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	31.0%	31.0%	2.8%	28.2%	49.3%	19.7%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	42.6%	42.6%	5.6%	37.0%	40.7%	16.7%
Social Studies	8th Grade Content	English Language Learners	2014-15	5.8%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	26.5%	26.5%	2.9%	23.5%	44.1%	29.4%
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	15.8%	15.8%	5.3%	10.5%	47.4%	36.8%

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	7th Grade Content	All Students	2014-15	68.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	77.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	67.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	69.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	51.8%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	48.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	81.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	72.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	73.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	57.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	57.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	73.0%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Mathematics	7th Grade Content	Female	2014-15	62.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	46.5%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2015-16	75.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	71.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2015-16	50.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2014-15	69.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2014-15	52.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	84.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	88.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	65.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	64.5%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2014-15	43.7%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	43.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2014-15	86.2%	<10	<10	<10	<10	<10

MI-Access Functional Independence

ELA	8th Grade Content	White	2015-16	88.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	67.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	68.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2014-15	46.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	45.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2014-15	87.6%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2015-16	91.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2014-15	60.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2015-16	61.5%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2014-15	43.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2015-16	45.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2014-15	82.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2015-16	86.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2015-16	66.3%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Social Studies	8th Grade Content	Male	2014-15	43.9%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2015-16	42.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2014-15	84.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2015-16	89.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	67.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	66.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	44.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	43.9%	<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
ELA	6th Grade Content	All Students	2014-15	80.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	80.2%	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2014-15	81.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2014-15	80.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2014-15	78.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2014-15	81.0%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	79.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	85.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	79.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	76.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	84.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	85.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	78.9%	<10	<10	<10	<10	<10

MI-Access Supported Independence

ELA	7th Grade Content	White	2015-16	84.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	79.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	73.5%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	85.0%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	86.4%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	83.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	83.0%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	86.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2014-15	78.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2015-16	82.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2014-15	77.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	74.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2014-15	83.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2015-16	84.7%	<10	<10	<10	<10	<10

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
ELA	7th Grade Content	All Students	2015-16	59.4%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	61.8%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	56.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	62.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	64.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	57.3%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2015-16	56.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	59.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	54.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2015-16	58.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	63.1%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2015-16	55.9%	<10	<10	<10	<10	<10



Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	99.4%	85.5%	99.3%	87.6%
All Students	Mathematics	98.6%	62.1%	99.4%	79.0%	99.3%	78.3%
All Students	Science	98.1%	50.0%	99.1%	70.4%	99.6%	73.0%
All Students	Social Studies	98.1%	59.3%	98.8%	73.4%	99.1%	77.0%
Bottom 30%	ELA	N/A	25.1%	N/A	52.0%	N/A	58.7%
Bottom 30%	Mathematics	N/A	19.0%	N/A	33.0%	N/A	29.7%
Bottom 30%	Science	N/A	9.8%	N/A	20.9%	N/A	25.7%
Bottom 30%	Social Studies	N/A	13.3%	N/A	22.3%	N/A	24.0%
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	<30	<30
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	<30	<30
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	<30	<30
Asian	ELA	99.3%	84.3%	<30	<30	<30	<30
Asian	Mathematics	99.4%	83.7%	<30	<30	<30	<30
Asian	Science	99.3%	65.5%	<30	<30	<30	<30
Asian	Social Studies	99.3%	76.0%	<30	<30	<30	<30
Black or African American	ELA	97.7%	46.9%	<30	<30	<30	<30
Black or African American	Mathematics	97.4%	37.3%	<30	<30	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30	<30	<30
Black or African American	Social Studies	96.6%	33.6%	<30	<30	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	100.0%	83.8%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	72.1%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	100.0%	67.7%	<30	<30



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	<30	<30
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	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	<30
White	ELA	99.0%	75.6%	99.4%	85.6%	99.3%	87.2%
White	Mathematics	98.9%	68.4%	99.4%	79.4%	99.3%	78.2%
White	Science	98.6%	57.1%	99.1%	70.3%	99.6%	72.8%
White	Social Studies	98.5%	65.8%	98.7%	73.4%	99.1%	76.5%
Economically Disadvantaged	ELA	98.3%	56.8%	98.7%	72.4%	99.1%	81.3%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.0%	64.2%	99.1%	68.8%
Economically Disadvantaged	Science	97.5%	35.0%	98.9%	55.4%	100.0%	67.2%
Economically Disadvantaged	Social Studies	97.5%	43.9%	97.7%	61.0%	98.2%	72.2%
English Language Learners	ELA	98.8%	49.5%	<30	<30	<30	<30
English Language Learners	Mathematics	99.0%	48.4%	<30	<30	<30	<30

Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	<30	<30	<30
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%	96.5%	67.5%
Students With Disabilities	Mathematics	97.1%	36.5%	98.8%	53.2%	96.5%	50.0%
Students With Disabilities	Science	97.0%	26.5%	100.0%	40.6%	100.0%	43.6%
Students With Disabilities	Social Studies	96.6%	30.8%	97.2%	46.1%	93.3%	61.0%

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

Annual Education Report Hartland M.S. at Ore Creek

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	96.38%	96.47%

* 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



**Annual Education Report
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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 M.S. at Ore Creek	Green	2	Green	2	Green	2	Green	2	Yellow	36



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	23	26	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

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



MI School Data

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	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.

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.



MI School Data

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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.



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

Annual Education Report Hartland M.S. at Ore Creek

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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.

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