

HARTLAND Consolidated Schools

UNLOCKING THE

"KEY TO SUCCESS"



William C. Cain
Principal

9525 E. Highland Road
Howell, Michigan 48843
(810) 626-2104
Fax (810) 626-2151
billcain@hartlandschools.us

January 4, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Reports (AER) which provides traditional assessment information pertaining to the 2015-2016 educational progress for Hartland LEGACY High School, and Hartland Virtual Academy (HVA) High School. LEGACY and HVA are both non-traditional high schools established by Hartland Consolidated Schools to meet the needs of those students requiring an alternative to a traditional education. 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 William C. Cain for assistance.

The AER is available for you to review electronically by visiting the following web site www.legacy.hartlandschools.us, or you may review a copy in the main office at your child's school.

While the non-traditional path toward receiving a high school diploma is not for everyone, the students attending LEGACY High School, or Hartland Virtual Academy (HVA), do so for many reasons. The challenges that our students face vary, every student is unique unto themselves. The purpose of LEGACY is to educate, graduate, and care for our youth. The staff creates a safe and engaging environment, intended to support students, and teach them the way that they learn. Hartland Schools has a history of offering non-traditional avenues for students to obtain an education and a high school diploma. Students requesting to attend LEGACY or HVA are selected only after completing an intake interview where the history of the student is explored, and agreements are made in regard to expectations for success. Both schools are open to school of choice students from outside of the school district.

Both schools have School Improvement Goals aimed at helping all students to demonstrate proficiency in math, reading, and writing. Mandated summative assessment results based on traditional curriculum may not appear to very impressive, because often those measures are designed to assess traditional high school students. The staff works tirelessly within that framework to adjust strategies to teach every student the way that student learns. To support all learners in a practical sense, the

LEGACY

"Let's Educate, Graduate and Care for our Youth"

HVA

Hartland Virtual Academy

HARTLAND Consolidated Schools

UNLOCKING THE

"KEY TO SUCCESS"



William C. Cain
Principal

9525 E. Highland Road
Howell, Michigan 48843
(810) 626-2104
Fax (810) 626-2151
billcain@hartlandschools.us

faculty is focusing efforts toward the Work Keys assessment as a positive indicator toward work place employability skills. The difference between LEGACY and HVA is that students involved in HVA are taught by online teachers and the Hartland mentor teacher has very little impact on student learning targets. Students enrolled in LEGACY have math, English, social studies, science, health, physical education, and art courses available to them depending on what is required to receive a high school diploma. If interested in the core curriculum please visit the Michigan Department of Education website at http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html to view the state standards that are covered.

Assessment Data LEGACY and HVA Data 2015-2016

Michigan Student Test of Educational Progress

MSTEP: Measures eleventh grade student progress in the areas listed below.

Subject	%Proficient	%Partially Proficient	%Not Proficient
Science	0	9.1	90.9
Social Studies	0	22.7	77.3

Scholastic Aptitude Test: 2016 is our first year of reporting SAT data, previous nationally normed assessment scores are from the ACT. Please refer to subject areas and scores below for a quick overview of our LEGACY/HVA students' performance on the SAT.

Subject	%Met or Exceeded	% Did Not Meet
Reading/Writing	11.8	82.2
Math	5.9	94.1

American College Testing: Prior to 2016 Hartland High School students sat for the ACT, and the district utilized those scores to measure student progress in all content areas. Since Hartland now uses the SAT for nationally normed assessment scores, the data below reflects the final reporting of ACT scores.

SUBJECT	2015 SCORES	2014 SCORES
English	15.6	15.3
Math	16.5	15.7
Reading	17.3	17.3
Science	17.8	15.6

LEGACY

"Let's Educate, Graduate and Care for our Youth"

HVA

Hartland Virtual Academy

HARTLAND Consolidated Schools

UNLOCKING THE
"KEY TO SUCCESS"



William C. Cain
Principal

9525 E. Highland Road
Howell, Michigan 48843
(810) 626-2104
Fax (810) 626-2151
billcain@hartlandschools.us

Writing	13.9	12.0
Comprehensive	16.9	15.1

LEGACY/HVA WORK KEYS ASSMENT DATA

SCHOOL	MATH LEVEL 5-7	READING LEVEL 5-7	LOCATING INFORMATION LEVEL 5-6
LEGACY/HVA	43% (2015)	37% (2015)	58% (2016)
LEGACY/HVA	21% (2016)	37% (2016)	41% (2016)

In the fall of 2016, fourteen (14) students were represented at our parent/teacher conferences, which was approximately one third our student population at that time. We received four survey forms back from parents, all grading our programs with an "A." Even Though more parents participated at conferences this year than years past, we continue to work to increase parental involvement at our LEGACY and HVA programs.

LEGACY and HVA students are expected to take all the assessments required for traditional high school students, even though we are non-traditional high schools. When such scores are reviewed, those scores often are not a true reflection of the education our students receive. The staff working in our non-traditional programs, (LEGACY, and Hartland Virtual Academy High Schools), is dedicated to working with all aspects of a students' education. Our efforts are often non-academic, because student needs are not always academic. We support learning in a manner that helps struggling students to regain the confidence needed to acquire self-awareness, positive character, and life-long learning tools that are relevant for this student population. Hartland Consolidated Schools is committed to offering students non-traditional avenues to meet the needs of every student who enrolls in our district. Premier school districts of choice provide programs for all learners, regardless of their circumstances, even when those students may not score well on traditional methods of assessments.

It is my honor and privilege to be part of a school community that places students at the forefront of everything we do here in Hartland.

Respectfully,

William C. Cain

LEGACY

"Let's Educate, Graduate and Care for our Youth"

HVA

Hartland Virtual Academy

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	11th Grade Content	All Students	2014-15	49.3%	65.9%	9.1%	0.0%	9.1%	18.2%	72.7%
ELA	11th Grade Content	Black or African American	2014-15	25.8%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	65.8%	9.5%	0.0%	9.5%	14.3%	76.2%
ELA	11th Grade Content	Female	2014-15	55.4%	72.1%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	43.3%	59.8%	7.1%	0.0%	7.1%	21.4%	71.4%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	47.2%	0.0%	0.0%	0.0%	9.1%	90.9%
Mathematics	11th Grade Content	All Students	2014-15	28.5%	40.6%	0.0%	0.0%	0.0%	13.6%	86.4%
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	39.8%	0.0%	0.0%	0.0%	14.3%	85.7%
Mathematics	11th Grade Content	Female	2014-15	29.1%	38.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	27.8%	42.4%	0.0%	0.0%	0.0%	0.0%	100.0%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	18.9%	0.0%	0.0%	0.0%	9.1%	90.9%

M-STEP Grades 3-11

Science	11th Grade Content	All Students	2014-15	29.4%	40.4%	0.0%	0.0%	0.0%	9.1%	90.9%
Science	11th Grade Content	All Students	2015-16	33.0%	46.5%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	11th Grade Content	Asian	2015-16	50.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	7.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	40.0%	0.0%	0.0%	0.0%	9.5%	90.5%
Science	11th Grade Content	White	2015-16	38.7%	46.3%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	11th Grade Content	Female	2014-15	26.7%	37.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2015-16	29.8%	43.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	32.1%	43.2%	0.0%	0.0%	0.0%	7.1%	92.9%
Science	11th Grade Content	Male	2015-16	36.3%	49.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	22.6%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	21.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	16.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	62.3%	0.0%	0.0%	0.0%	22.7%	77.3%

M-STEP Grades 3-11

Social Studies	11th Grade Content	All Students	2015-16	43.1%	52.7%	0.0%	0.0%	0.0%	41.2%	58.8%
Social Studies	11th Grade Content	Asian	2015-16	59.8%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	61.4%	0.0%	0.0%	0.0%	19.0%	81.0%
Social Studies	11th Grade Content	White	2015-16	49.3%	53.1%	0.0%	0.0%	0.0%	37.5%	62.5%
Social Studies	11th Grade Content	Female	2014-15	40.5%	55.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2015-16	39.1%	49.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2014-15	47.2%	69.4%	0.0%	0.0%	0.0%	35.7%	64.3%
Social Studies	11th Grade Content	Male	2015-16	47.1%	55.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	47.2%	0.0%	0.0%	0.0%	27.3%	72.7%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	27.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	20.8%	<10	<10	<10	<10	<10

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
Legacy High School	2015-16	Total Score	All Students	770.0	N/A	<10	5.9%	16	94.1%	17
Legacy High School	2015-16	Total Score	Asian	<10	N/A	<10	<10	<10	<10	<10
Legacy High School	2015-16	Total Score	White	768.1	N/A	<10	6.3%	15	93.7%	16
Legacy High School	2015-16	Total Score	Female	<10	N/A	<10	<10	<10	<10	<10
Legacy High School	2015-16	Total Score	Male	<10	N/A	<10	<10	<10	<10	<10
Legacy High School	2015-16	Total Score	Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10
Legacy High School	2015-16	Total Score	Not Economically Disadvantaged	736.7	N/A	<10	<5%	12	>95%	12
Legacy High School	2015-16	Total Score	Not English Language Learners	770.0	N/A	<10	5.9%	16	94.1%	17
Legacy High School	2015-16	Total Score	Not Migrant	770.0	N/A	<10	5.9%	16	94.1%	17
Legacy High School	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10
Legacy High School	2015-16	Total Score	Students Without Disabilities	773.8	N/A	<10	6.3%	15	93.7%	16
Legacy High School	2015-16	Total Score	Not Homeless	770.0	N/A	<10	5.9%	16	94.1%	17

02/24/2017

SAT

Legacy High School	2015-16	Evidence-Based Reading and Writing	All Students	393.5	480	<10	11.8%	15	88.2%	17
Legacy High School	2015-16	Evidence-Based Reading and Writing	Asian	<10	480	<10	<10	<10	<10	<10
Legacy High School	2015-16	Evidence-Based Reading and Writing	White	393.8	480	<10	12.5%	14	87.5%	16
Legacy High School	2015-16	Evidence-Based Reading and Writing	Female	<10	480	<10	<10	<10	<10	<10
Legacy High School	2015-16	Evidence-Based Reading and Writing	Male	<10	480	<10	<10	<10	<10	<10
Legacy High School	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
Legacy High School	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	370.0	480	<10	<5%	12	>95%	12
Legacy High School	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	393.5	480	<10	11.8%	15	88.2%	17
Legacy High School	2015-16	Evidence-Based Reading and Writing	Not Migrant	393.5	480	<10	11.8%	15	88.2%	17
Legacy High School	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10
Legacy High School	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	394.4	480	<10	12.5%	14	87.5%	16

SAT

Legacy High School	2015-16	Evidence-Based Reading and Writing	Not Homeless	393.5	480	<10	11.8%	15	88.2%	17
Legacy High School	2015-16	Mathematics	All Students	376.5	530	<10	5.9%	16	94.1%	17
Legacy High School	2015-16	Mathematics	Asian	<10	530	<10	<10	<10	<10	<10
Legacy High School	2015-16	Mathematics	White	374.4	530	<10	6.3%	15	93.7%	16
Legacy High School	2015-16	Mathematics	Female	<10	530	<10	<10	<10	<10	<10
Legacy High School	2015-16	Mathematics	Male	<10	530	<10	<10	<10	<10	<10
Legacy High School	2015-16	Mathematics	Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10
Legacy High School	2015-16	Mathematics	Not Economically Disadvantaged	366.7	530	<10	<5%	12	>95%	12
Legacy High School	2015-16	Mathematics	Not English Language Learners	376.5	530	<10	5.9%	16	94.1%	17
Legacy High School	2015-16	Mathematics	Not Migrant	376.5	530	<10	5.9%	16	94.1%	17
Legacy High School	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Legacy High School	2015-16	Mathematics	Students Without Disabilities	379.4	530	<10	6.3%	15	93.7%	16
Legacy High School	2015-16	Mathematics	Not Homeless	376.5	530	<10	5.9%	16	94.1%	17

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
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	-------------------	------------------	------------------

No Data to Display

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
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	-------------------	------------------	------------------

No Data to Display

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	-------------------	------------------	------------------

No Data to Display



Accountability Details Subject Data

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

Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	<30	<30	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	100.0%	88.2%	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	100.0%	76.5%	N/A	N/A
Two or More Races	Science	98.5%	45.2%	<30	<30	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	N/A	N/A
White	ELA	99.0%	75.6%	99.4%	85.6%	<30	<30
White	Mathematics	98.9%	68.4%	99.4%	79.4%	<30	<30
White	Science	98.6%	57.1%	99.1%	70.3%	<30	<30
White	Social Studies	98.5%	65.8%	98.7%	73.4%	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	98.7%	72.4%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.0%	64.2%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	98.9%	55.4%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	97.7%	61.0%	<30	<30
English Language Learners	ELA	98.8%	49.5%	<30	<30	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	<30	<30	N/A	N/A



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	<30	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	98.8%	58.5%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	98.8%	53.2%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	100.0%	40.6%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	97.2%	46.1%	<30	<30

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	93.00%	67.92%
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%	69.23%
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 Legacy High School

02/24/2017

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	96.38%	N/A

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

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
---------------	------------	-----------	-------------	------------	----------------	---------------	-----------------------	----------------------	----------------	---------------

No Data to Display

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
Legacy High School	Green	2	Red	0	Red	0	Red	0	Orange	6

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	2	5	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	5.0%	N/A	N/A

Teacher Quality - Provisional

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

NAEP Grade 4 Math

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

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

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	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
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
Native Hawaiian or Other Pacific Islander	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

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 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

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	11th Grade Content	All Students	2014-15	49.3%	65.9%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	65.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	55.4%	72.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	28.5%	40.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	39.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	29.1%	38.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	40.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	33.0%	46.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	40.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	38.7%	46.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	26.7%	37.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2015-16	29.8%	43.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	36.3%	49.0%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	21.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	62.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2015-16	43.1%	52.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	61.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2015-16	49.3%	53.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2014-15	40.5%	55.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2015-16	39.1%	49.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2015-16	47.1%	55.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	27.3%	<10	<10	<10	<10	<10

02/24/2017

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Hartland Virtual Academy	2015-16	Total Score	All Students	<10	N/A	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Total Score	White	<10	N/A	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Total Score	Female	<10	N/A	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Total Score	Male	<10	N/A	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Total Score	Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Total Score	Not Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Total Score	Not English Language Learners	<10	N/A	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Total Score	Not Migrant	<10	N/A	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Total Score	Students Without Disabilities	<10	N/A	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Total Score	Not Homeless	<10	N/A	<10	<10	<10	<10	<10

02/24/2017

SAT

Hartland Virtual Academy	2015-16	Evidence-Based Reading and Writing	All Students	<10	480	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Evidence-Based Reading and Writing	White	<10	480	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Evidence-Based Reading and Writing	Female	<10	480	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Evidence-Based Reading and Writing	Male	<10	480	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	<10	480	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Evidence-Based Reading and Writing	Not Migrant	<10	480	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	<10	480	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Evidence-Based Reading and Writing	Not Homeless	<10	480	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Mathematics	All Students	<10	530	<10	<10	<10	<10	<10

02/24/2017

SAT

Hartland Virtual Academy	2015-16	Mathematics	White	<10	530	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Mathematics	Female	<10	530	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Mathematics	Male	<10	530	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Mathematics	Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Mathematics	Not Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Mathematics	Not English Language Learners	<10	530	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Mathematics	Not Migrant	<10	530	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Mathematics	Students Without Disabilities	<10	530	<10	<10	<10	<10	<10
Hartland Virtual Academy	2015-16	Mathematics	Not Homeless	<10	530	<10	<10	<10	<10	<10

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
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	-------------------	------------------	------------------

No Data to Display

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
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	-------------------	------------------	------------------

No Data to Display

02/24/2017

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
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	-------------------	------------------	------------------

No Data to Display



Accountability Details Subject Data

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

Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	<30	<30	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	100.0%	88.2%	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	100.0%	76.5%	N/A	N/A
Two or More Races	Science	98.5%	45.2%	<30	<30	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	N/A	N/A
White	ELA	99.0%	75.6%	99.4%	85.6%	<30	<30
White	Mathematics	98.9%	68.4%	99.4%	79.4%	<30	<30
White	Science	98.6%	57.1%	99.1%	70.3%	<30	<30
White	Social Studies	98.5%	65.8%	98.7%	73.4%	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	98.7%	72.4%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.0%	64.2%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	98.9%	55.4%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	97.7%	61.0%	<30	<30
English Language Learners	ELA	98.8%	49.5%	<30	<30	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	<30	<30	N/A	N/A

Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	<30	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	98.8%	58.5%	N/A	N/A
Students With Disabilities	Mathematics	97.1%	36.5%	98.8%	53.2%	N/A	N/A
Students With Disabilities	Science	97.0%	26.5%	100.0%	40.6%	N/A	N/A
Students With Disabilities	Social Studies	96.6%	30.8%	97.2%	46.1%	N/A	N/A

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 Virtual Academy

02/24/2017

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	96.38%	96.32%

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

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
---------------	------------	-----------	-------------	------------	----------------	---------------	-----------------------	----------------------	----------------	---------------

No Data to Display

02/24/2017

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 Virtual Academy	Green	2	Red	0	Red	0	Red	0	Red	4



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	0	1	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	N/A	N/A	N/A

Teacher Quality - Provisional

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

NAEP Grade 4 Math

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

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

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	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
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
Other Pacific Islander	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

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 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