



Hartland Round Elementary

Dorothy Selix, Principal

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January 4, 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 Round Elementary. 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 Mrs. Dorothy (Dotty) Selix for assistance.

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

Round Elementary is home to kindergarten through fourth grade and has an enrollment of 392 students for the 2016-2017 school year. The culture at Round Elementary is one of collaboration and team work. Since instituting Professional Learning Communities (PLC) and Intervention initiatives (Multi-Tiered System of Support, MTSS), the school improvement process has become more effective and collaborative. Teachers work together for the success of all Round Elementary students. Collection of data, intervention methods (Intervention Blocks, Reading Recovery and the Instructional Consultation Team (ICT)) and increased communication have increased the effectiveness of the Round Elementary School Improvement process. Increased collaboration among our staff is integral to the success of the school improvement process.

The Hartland Consolidated School district is a districting school district. Students are assigned to schools based on their residential address within the district boundary. School of choice students are placed by the Assistant Superintendent for Personal and Student Services based on the available openings in each building.

School Improvement Committees, consisting of staff and community members, use data analysis to determine the focus for each committee and the appropriate achievement goal. These committees along with building PLC's develop strategies to obtain the goals and monitor progress throughout the year. Round Elementary has a goal for reading, writing, mathematics and social emotional learning.

Reading Goal: All students at Round Elementary School will be proficient readers.
Strategy: The Round Elementary staff will analyze all reading intervention systems at our disposal to find appropriate training, time, teaching techniques, and strategies to improve student and staff performance. To make every facet of our intervention system the most

effective possible in order to maximize student growth and proficiency: Analysis of reading data, ICT, PLC, Intervention Block, lab classrooms, Reader’s Workshop, and technology integration.

Writing Goal: All students at Round Elementary School will be proficient writers.

Strategy: The Round Elementary staff will analyze all writing intervention systems at our disposal to find appropriate training, time, teaching techniques, and strategies to improve student and staff performance. To make every facet of our intervention system the most effective possible in order to maximize student growth and proficiency: Analysis of writing data, ICT, PLC, intervention block, lab classrooms, Reader’s Workshop, and technology integration.

Math Goal: All students at Round Elementary School will be proficient mathematics.

Strategy: The Round Elementary staff will analyze all math intervention systems at our disposal to find appropriate training, time, teaching techniques, and strategies to improve student and staff performance. To make every facet of our intervention system the most effective possible in order to maximize student growth and proficiency: Analysis of math data, ICT, PLC, intervention block, lab classrooms, Reader’s Workshop, and technology integration.

Social Emotional Learning Goal: All Students at Round Elementary School will become engaged in monitoring their social and emotional responses to daily school situations.

In the spring of 2014-2015, we began assessing students with a new state assessment designed to measure the current state standards (M-STEP). There were slight modifications to the MSTEP in 2015-2016. Below you will see the percentage of Round Elementary students that were proficient on the new M-STEP compared to the state average.

	State 2015	Round 2015	State 2016	Round 2016
3 rd grade English Language Arts:	50%	68%	46%	57%
3 rd grade Mathematics:	49%	76%	45%	53%
4 th grade English Language Arts:	47%	68%	46%	65%
4 th grade Mathematics:	41%	55%	44%	59%
4 th grade Science:	12%	33%	15%	29%

The State of Michigan core standards and benchmarks can be found 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 Round Elementary have always been extremely well attended. During the 2016-2017 school year 98% of students were represented at conferences.

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

Sincerely,

Dorothy E. Selix
Round Elementary Principal

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	3rd Grade Content	All Students	2014-15	50.0%	67.6%	67.9%	23.5%	44.4%	23.5%	8.6%
ELA	3rd Grade Content	All Students	2015-16	46.0%	64.9%	57.1%	29.9%	27.3%	27.3%	15.6%
ELA	3rd Grade Content	Asian	2015-16	65.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	67.9%	68.4%	22.8%	45.6%	22.8%	8.9%
ELA	3rd Grade Content	White	2015-16	53.9%	67.4%	59.7%	31.9%	27.8%	23.6%	16.7%
ELA	3rd Grade Content	Female	2014-15	54.7%	72.4%	71.4%	25.7%	45.7%	20.0%	8.6%
ELA	3rd Grade Content	Female	2015-16	49.5%	68.8%	60.0%	27.5%	32.5%	30.0%	10.0%

M-STEP Grades 3-11

ELA	3rd Grade Content	Male	2014-15	45.5%	62.9%	65.2%	21.7%	43.5%	26.1%	8.7%
ELA	3rd Grade Content	Male	2015-16	42.6%	61.0%	54.1%	32.4%	21.6%	24.3%	21.6%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	55.8%	58.3%	0.0%	58.3%	33.3%	8.3%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	29.2%	42.9%	0.0%	42.9%	35.7%	21.4%
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	31.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	34.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	60.9%	67.5%	33.8%	33.8%	18.2%	14.3%
ELA	4th Grade Content	All Students	2015-16	46.3%	65.6%	65.9%	28.2%	37.6%	17.6%	16.5%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	58.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	75.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	60.6%	68.0%	34.7%	33.3%	17.3%	14.7%
ELA	4th Grade Content	White	2015-16	53.9%	65.3%	65.1%	27.7%	37.3%	18.1%	16.9%

M-STEP Grades 3-11

ELA	4th Grade Content	Female	2014-15	51.5%	67.4%	65.7%	34.3%	31.4%	17.1%	17.1%
ELA	4th Grade Content	Female	2015-16	50.9%	69.7%	63.2%	36.8%	26.3%	15.8%	21.1%
ELA	4th Grade Content	Male	2014-15	41.8%	55.6%	69.0%	33.3%	35.7%	19.0%	11.9%
ELA	4th Grade Content	Male	2015-16	41.8%	61.4%	68.1%	21.3%	46.8%	19.1%	12.8%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	55.4%	55.0%	15.0%	40.0%	25.0%	20.0%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	52.8%	60.0%	40.0%	20.0%	0.0%	40.0%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	15.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	20.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	56.9%	76.5%	27.2%	49.4%	19.8%	3.7%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	65.1%	53.2%	16.9%	36.4%	33.8%	13.0%
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	57.4%	75.9%	26.6%	49.4%	20.3%	3.8%
Mathematics	3rd Grade Content	White	2015-16	53.2%	66.8%	54.2%	18.1%	36.1%	33.3%	12.5%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	55.8%	71.4%	20.0%	51.4%	25.7%	2.9%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	61.8%	50.0%	15.0%	35.0%	37.5%	12.5%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	58.1%	80.4%	32.6%	47.8%	15.2%	4.3%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	68.4%	56.8%	18.9%	37.8%	29.7%	13.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	30.8%	58.3%	16.7%	41.7%	41.7%	0.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	37.5%	28.6%	0.0%	28.6%	50.0%	21.4%
Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	26.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	34.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	52.5%	54.5%	23.4%	31.2%	26.0%	19.5%

M-STEP Grades 3-11

Mathematics	4th Grade Content	All Students	2015-16	44.0%	60.9%	58.8%	30.6%	28.2%	34.1%	7.1%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	41.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	41.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	52.0%	56.0%	24.0%	32.0%	25.3%	18.7%
Mathematics	4th Grade Content	White	2015-16	52.3%	61.3%	57.8%	28.9%	28.9%	34.9%	7.2%
Mathematics	4th Grade Content	Female	2014-15	40.3%	48.7%	45.7%	14.3%	31.4%	25.7%	28.6%
Mathematics	4th Grade Content	Female	2015-16	42.1%	56.1%	50.0%	15.8%	34.2%	42.1%	7.9%
Mathematics	4th Grade Content	Male	2014-15	42.4%	55.6%	61.9%	31.0%	31.0%	26.2%	11.9%
Mathematics	4th Grade Content	Male	2015-16	45.8%	65.8%	66.0%	42.6%	23.4%	27.7%	6.4%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	44.6%	40.0%	25.0%	15.0%	20.0%	40.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	50.9%	30.0%	10.0%	20.0%	60.0%	10.0%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	18.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	34.6%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	4th Grade Content	All Students	2014-15	12.4%	23.6%	32.5%	16.9%	15.6%	35.1%	32.5%
Science	4th Grade Content	All Students	2015-16	14.7%	29.3%	28.2%	11.8%	16.5%	48.2%	23.5%
Science	4th Grade Content	Black or African American	2015-16	2.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	25.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	33.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	23.2%	33.3%	17.3%	16.0%	34.7%	32.0%
Science	4th Grade Content	White	2015-16	18.4%	29.7%	27.7%	12.0%	15.7%	48.2%	24.1%
Science	4th Grade Content	Female	2014-15	10.4%	16.0%	17.1%	14.3%	2.9%	42.9%	40.0%
Science	4th Grade Content	Female	2015-16	13.0%	26.5%	23.7%	5.3%	18.4%	47.4%	28.9%
Science	4th Grade Content	Male	2014-15	14.3%	29.7%	45.2%	19.0%	26.2%	28.6%	26.2%
Science	4th Grade Content	Male	2015-16	16.4%	32.1%	31.9%	17.0%	14.9%	48.9%	19.1%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	21.4%	20.0%	15.0%	5.0%	30.0%	50.0%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	10.9%	0.0%	0.0%	0.0%	60.0%	40.0%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	3.0%	<10	<10	<10	<10	<10



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M-STEP Grades 3-11

Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	3.8%	<10	<10	<10	<10	<10
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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
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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
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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
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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%	100.0%	77.5%
All Students	Mathematics	98.6%	62.1%	99.4%	79.0%	100.0%	76.9%
All Students	Science	98.1%	50.0%	99.1%	70.4%	100.0%	61.2%
All Students	Social Studies	98.1%	59.3%	98.8%	73.4%	N/A	N/A
Bottom 30%	ELA	N/A	25.1%	N/A	52.0%	N/A	25.0%
Bottom 30%	Mathematics	N/A	19.0%	N/A	33.0%	N/A	22.9%
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	N/A
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	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	<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	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%	<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	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%	100.0%	77.8%
White	Mathematics	98.9%	68.4%	99.4%	79.4%	100.0%	77.1%
White	Science	98.6%	57.1%	99.1%	70.3%	100.0%	61.5%
White	Social Studies	98.5%	65.8%	98.7%	73.4%	N/A	N/A
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%	N/A	N/A
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	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%	N/A	N/A



MI School Data

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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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	96.38%	95.88%

* 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



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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 Round Elementary School	Green	2	Green	2	Green	2			Lime	16



MI School Data

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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	11	11	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.



MI School Data

Annual Education Report Hartland Round Elementary School

01/30/2017

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

Annual Education Report Hartland Round Elementary School

01/30/2017

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	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.



MI School Data

Annual Education Report Hartland Round Elementary School

01/30/2017

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 Round Elementary School

01/30/2017

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.



MI School Data

Annual Education Report Hartland Round Elementary School

01/30/2017

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