

January 22, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Hartland Lakes 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 Principal Tony Howerton for assistance.

The AER is available for you to review electronically by visiting the district (<http://www.hartlandschools.us/>) or Lakes (<http://lakes.hartlandschools.us/>) websites. You may also review a copy in the main office at Lakes Elementary.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given a label.

Lakes Elementary is home to junior kindergarten through fourth grade and has an enrollment of 501 students for the 2020-2021 school year. The culture at Lakes 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 Lakes Elementary students. Collection of data, intervention methods (Reading Recovery/Support and the Instructional Consultation Team (ICT)), and increased communication have increased the effectiveness of the Lakes Elementary School Improvement process. Increased collaboration among our staff is integral to the success of the school improvement process and will be a continued area we seek to improve upon, as well as continuing to align our resources in order to provide targeted intervention for all students who need it.

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.

Grade level PLC's and School Improvement Committees (CASL, SEL, and Reading Support Team) use data analysis to determine the focus for each committee and the appropriate achievement goal. These committees along with grade level PLC's develop strategies to obtain the goals and monitor progress throughout the year. Lakes Elementary has a goal for reading, writing, mathematics, social emotional learning, and college/career readiness. Lakes engages in

a process of continuous improvement; constantly reviewing and revising our strategies to maximize student achievement.

Reading Goal: All Lakes Elementary students will demonstrate growth in reading achievement.

Strategies: Lakes teachers will continue to participate in professional development in the use of Reader's Workshop to instruct our students in reading. They will participate in their Professional Learning Communities to analyze data and to evaluate and implement best practice teaching strategies. In addition, our staff will have several trainings with ELA Coach Monique Alberts on improving specially-identified areas of need. Emphasis will continue to be focused on teaching deeper-level comprehension skills, increasing student volume and stamina in reading, and developing instructional skill in conferring with students about their reading. Emphasis will be placed on aligning all of our resources to provide the best reading instruction possible for our students at Lakes, in order to close the achievement gap in reading between the top and bottom 30%.

Math Goal: All Lakes Elementary students will demonstrate growth in mathematics achievement.

Strategies: Classroom math instruction will focus on academic vocabulary, number fluency, building number sense, Mathematical Practice Standards, and Mathematical Content Standards at each grade level. This deeper-level teaching and scaffolding instruction will allow teachers the best opportunity for meeting the needs of all students and for closing the achievement gap between the top and bottom 30%. In addition, the Lakes staff will work with Math Coach Annette Macfarlane on improving specially-identified areas of need. Data analysis will be done on a regular basis in our Professional Learning Communities.

Writing Goal: All Lakes Elementary students will demonstrate growth in their writing skills.

Strategies: Lakes teachers will continue to participate in on-going training in Writer's Workshop, in order to increase student proficiency and growth in the area of writing. This will include continued work with our revised scoring rubrics, which will develop teacher's skill in analyzing student writing pieces at a deeper level in order to provide more specific instruction for individual students. Our staff will have trainings with ELA Coach Monique Alberts on improving specially-identified areas of need. These activities will provide them with the opportunity to analyze student writing data, observe and evaluate actual Writer's Workshop sessions, and develop research-based interventions for all students in order to close the achievement gap between the top and bottom 30%.

Social Emotional Goal: All students will become engaged in monitoring their social and

emotional responses to daily school situations.

Strategies: Lakes has an SEL program that works on developing a common district language and expectations (E.A.G.L.E.S.--empathy, achievement, grit, link, empower, and serve) geared at building student perseverance, empathy, and building positive relationships. Modeling of the language and skills is done by staff and this language is incorporated throughout our school and classrooms. Our SEL staff are currently working on developing grade and school level rubrics to gauge the five SEL competencies we want students to develop. Another focus area will be to create more leadership and service opportunities for our students.

College and Career Readiness: All students will demonstrate college and career readiness.

Strategies: Students will have post-secondary employability skills/learning opportunities that focus on developing skills such as problem-solving, teamwork, organization, and self-management. Students will also be provided with opportunities throughout the curriculum to learn about different careers and professions.

{There was no M-STEP testing due to the pandemic closure of in person schooling last March-June}

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 assistant superintendent of curriculum or the building principal.

Parent/Teacher communication has always been strong in our school and district. During the 2019-2020 school year, over 98% of our students had parents sign their IRIP (required for all students in our district) in the fall. During the 2020-2021 school year, over 99% of our students had parents sign their IRIP in the fall.

I would like to congratulate the staff, students, and parents of the Lakes Elementary School Family for their dedication to our school and the work that is done to promote the success of our students. I encourage everyone to continue to support our students and to collaborate with one another as we continue to strive to provide the best education for them possible.

Sincerely,

Tony Howerton
Principal

Hartland Lakes Elementary School

Annual Education Report Hartland Lakes Elementary School (06874)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report Hartland Lakes Elementary School (06874)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Hartland Lakes Elementary School (06874)	0	16	12	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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Hartland Lakes Elementary School (06874)	26.24	1.00	3.8%	N/A	N/A	1.00	3.8%

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
No Data to Display							

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Hartland Lakes Elementary School (06874)	26.24	0.00	0.0%	N/A	N/A	0.00	0.0%

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Hartland Lakes Elementary School (06874)	26.24	0.00	0.0%	N/A	N/A	0.00	0.0%

Annual Education Report Hartland Lakes Elementary School (06874)
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Hartland Lakes Elementary School (06874)
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ 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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Hartland Lakes Elementary School (06874)
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
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), 2019 Reading Assessment.

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Annual Education Report Hartland Lakes Elementary School (06874)
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	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), 2019 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Hartland Lakes Elementary School (06874)
Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display