

Hartland Consolidated Schools
Village Elementary School
Angelina Kreger, Principal



December 4, 2020

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 Village 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, Angelina Kreger for assistance.

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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Village Elementary has not been given a label per the data from 19-20 school year.

Village Elementary is home to 480 junior kindergarten through fourth-grade students in the 20-21 school year. The culture of Village Elementary is one of collaboration and dedication. Since implementing a Positive Behavior Intervention System (PBIS) and intervention initiatives (Multi-Tiered System of Supports), the school improvement process became more data-driven and evidence-informed. Teachers work toward the success of all Village Elementary learners. Collection of data, intervention methods (Literacy Support, WISE Time, Reading Recovery, and Instructional Consultation Team – ICT) and increased communication assist in the effectiveness of the Village 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 of Personnel and Student Services based on available openings in each building.

School improvement committees, consisting of staff and community members, use data to determine the focus of goals for the upcoming year. This year, we are in the process of redeveloping our school-improvement plan to direct our work over the next five years. Thus, the Village staff is currently reviewing data to drive progress monitoring moving forward. Village Elementary currently has goals related to reading, writing, mathematics, and social-emotional learning. These goal areas will continue to be our focus in the upcoming school year.

Reading Goal: All students at Village Elementary School will be proficient readers. Strategy: The staff at VES will analyze data related to student reading ability in order to develop appropriate interventions and strategies that support enhanced student performance. This includes the implementation of Wise Time, ICT, Literacy Support, and Reading Recovery.

Writing Goal: All students at Village Elementary School will be proficient writers. Strategy: The staff at VES will analyze data related to student writing proficiency in order to develop appropriate interventions and strategies that support enhanced student performance. This includes the implementation of Wise Time and ICT.

Mathematics Goal: All Students at Village Elementary School will be proficient in mathematics. Strategy: The staff at VES will analyze data related to student mathematical reasoning and problem-solving in order to develop appropriate interventions and strategies that support enhanced student performance. This includes the implementation of Wise Time, ICT, Math instructional coaching, and technology integration.

Social-Emotional Learning Goal: All Students at Village Elementary will become engaged in monitoring their social and emotional responses to daily school situations. Strategy: The staff at VES will analyze data related to student discipline in order to develop appropriate interventions and strategies that support enhanced student performance. This includes our work with the Hartland EAGLES program through Sensei, Peer-to-Peer, Wee Thinkers, and restorative practices.

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, Dave Minsker, or the building principal. Interaction with parents and our community is a high priority at Village. This year, parent teacher conferences were optional throughout Hartland Consolidated Schools. Teachers provided a written progress report to the student's parent/guardian and the option was presented to host a conference in person, by phone, by email, or later. During the 2019-2020 school year, teachers communicated to parents/guardians on the performance of 100% of our students.

Students at Village Elementary perform well on state-level assessments in both ELA and Math. In the spring of 2019, 3rd and 4th grade students at Village took the M-STEP assessment. Of all the tested students, 66% demonstrated proficiency on the ELA exam. This tops the state average of 39%. Similar results were shown in mathematics, where 59% of Village students in grades 3 and 4 were proficient. This far exceeds the state average of 35%. As the year progresses, Village staff members are reviewing data to further improve student performance.

I would like to congratulate the staff, students, and parents that make up our Village Elementary School family, for their dedication to our school and the emphasis we give to student encourage students to succeed. I look forward to our continued partnership and the future gains of our students.

Yours in learning,

Angelina Kreeger

Principal, Hartland Village Elementary

Annual Education Report Hartland Village Elementary School (02127)

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 Village Elementary School (02127)
Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Hartland Village Elementary School (02127)	0	13	16	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 Village Elementary School (02127)	27.04	3.00	11.1%	N/A	N/A	3.00	11.1%

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
Hartland Village Elementary School (02127)	1.00	0.00	0.0%	N/A	N/A	0.00	0.0%

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 Village Elementary School (02127)	27.04	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 Village Elementary School (02127)	27.04	0.00	0.0%	N/A	N/A	0.00	0.0%

Annual Education Report Hartland Village Elementary School (02127)
 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					
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
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
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability					
SD	11	60	29	10	1
Not SD	89	19	42	31	7
Student is an English Language Learner					
ELL	10	37	46	14	2
Not ELL	90	22	40	31	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) 2019 Mathematics Achievement.

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

Annual Education Report Hartland Village Elementary School (02127)

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.

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Annual Education Report Hartland Village Elementary School (02127)
 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					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
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					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

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 Village Elementary School (02127)
 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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Annual Education Report Hartland Village Elementary School (02127)

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 Village Elementary School (02127)
Sec. 1003 School Improvement Fund

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