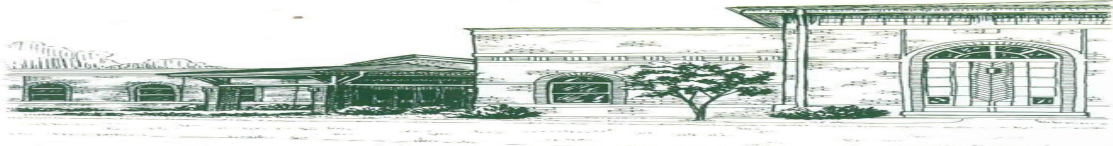


Hartland Consolidated Schools

Creekside Elementary



Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for Creekside 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 me, Stephanie Way, for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://bit.ly/2u1Kj0A>, or you may review a copy in the main office at Creekside Elementary School.

For the 2019-2020 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 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.

* Note TSI and ATS definitions were changed for the 2019-2020 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

Creekside is home to junior kindergarten through fourth grade and in the 20-21 school year has an enrollment of 445 students. Our culture at Creekside Elementary is one of collaboration and team work. Since instituting Professional Learning Communities (PLC), Social Emotional Learning (SEL), 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 at Creekside Elementary.

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.

We provide full implementation of intensive Reading Recovery to our at-risk readers in first grade. School improvement goals in Literacy, Math, Social Emotional Learning and College Readiness will provide support for all our students, as well as our economically disadvantaged students. The use of intervention initiatives (Multi-Tiered System of Supports) along with Positive Behavior Intervention Systems (PBIS) and data driven instruction assist in the school improvement process. Creekside 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 Creekside Elementary School will be proficient readers.* **Strategy:** The CES 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. This includes work with Power Blocks, ICT, Literacy Support, Phonic Units, Reading Recovery and Reader's and Writer's Workshop.

Writing Goal: *All students will continue to improve their writing abilities.* **Strategy:** The CES 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. This includes work with Power Blocks, ICT, Phonics Units, Reading Recovery and Reader's and Writer's Workshop.

Mathematics Goal: *All students will demonstrate growth in mathematics achievement.* **Strategy:** The CES 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. This includes work with Power Blocks, ICT, Math Workshop, Math Instructional Coach, and analyzing math data.

Social-Emotional Learning Goal: *All Creekside Elementary students will become engaged in monitoring their social and emotional responses to daily school situations.* **Strategy:** The CES staff will analyze data related to student discipline to find appropriate training, time, teaching techniques, and strategies to

improve student and staff performance. This includes work with Hartland EAGLES program through Senesi, Zones of Regulation, Peer to Peer and restorative practices.

The M-STEP was administered in spring of 2018 and 2019 to our 3rd and 4th grade students and is representative of the success of our kindergarten through 4th grade instructional program.

3rd Grade	Creekside/ 2019	State/ 2019
English Language Arts	72%	45%
Mathematics	70%	47%
4th Grade		
English Language Arts	75%	46%
Mathematics	71%	42%

The state of Michigan core standards and benchmarks can be found by following the link located on the Hartland Consolidated Schools website

<http://www.hartlandschools.us/Departments/Curriculum/index.html>. Specific questions about the core curriculum can be directed to the district curriculum director or building principal.

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 by Zoom, by phone, by email, or at a later time. During the 2019-2020 school year, teachers communicated to parents/guardians on the performance of 98% of our students.

I would like to congratulate the students, staff and parents for their dedication to our goal of creating lifelong learners. Our school vision of "Working Together to Grow Young Minds" will guide us as we continue to make student achievement our top priority.

Sincerely,

Stephanie Way

Stephanie Way

Principal

Creekside Elementary

Annual Education Report Creekside Elementary School (09048)

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 Creekside Elementary School (09048)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Creekside Elementary School (09048)	0	15	13	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
Creekside Elementary School (09048)	27.14	6.00	22.1%	N/A	N/A	6.00	22.1%

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
Creekside Elementary School (09048)	1.00	1.00	100.0%	N/A	N/A	1.00	100.0%

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
Creekside Elementary School (09048)	27.14	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
Creekside Elementary School (09048)	27.14	0.00	0.0%	N/A	N/A	0.00	0.0%

Annual Education Report Creekside Elementary School (09048)
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
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	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 Creekside Elementary School (09048)
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 Creekside Elementary School (09048)
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	‡	‡	‡	‡	‡
5	33	67	35	8	
Native Hawaiian or Other Pacific Islander					
Two or More Races					
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.

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

Annual Education Report Creekside Elementary School (09048)
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					
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
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
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
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.

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

Annual Education Report Creekside Elementary School (09048)

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 Creekside Elementary School (09048)

Sec. 1003 School Improvement Fund

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