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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 Farms Intermediate. 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 Mikki Cheney for assistance.

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

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. Farms Intermediate has not been given one of these labels.

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

Hartland Consolidated Schools is a districting school. It assigns students to schools based on where they live within the district boundaries. School of choice students are placed according to where the district has openings within specific grade levels. Placement of these students is determined by the Assistant Superintendent of Student Services and Personnel.

Farms Intermediate is comprised of fifth and sixth grade students and has an enrollment of approximately 750 students. Our School Improvement committees realign each school year to better meet our school improvement goals. These subject area committees specifically focus on our school's strengths and weaknesses. Each committee develops reading, writing, content area goals and strategies in math, reading/writing, social studies, and science.

Our School Improvement Team has worked diligently on setting goals and creating strategies to help all staff and students be successful. Our staff works collaboratively through Early Release

Friday (ERF) opportunities and School Improvement meetings to continuously monitor data and make improvements whenever necessary. The staff also has worked extremely hard at differentiating lessons so all students will reach their maximal potential in academics. Our overall goal is to help every student be successful.

School Improvement Goals/Strategies:

Reading Goal/Strategy – Students will increase MSTEP proficiency by 5% across all groups. All language arts teachers will continue to use the workshop model to teach reading with an emphasis on Lucy Calkins. Workshop practices, including mini-lessons, small group instruction, and learning progressions, will be implemented in all language arts classroom. Teachers will also continue to be trained in CASL, focusing on formative and student self-assessment strategies throughout the school year.

Writing Goal/Strategy – Students will increase MSTEP proficiency by 5% across all groups. All students will produce clear and focused writing across the curriculum. Their writing will engage the reader through support, detail, and correct conventions. All language arts teachers will continue to use the workshop model with an emphasis on Lucy Calkins. Workshop practices, including mini-lessons, small group instruction, and learning progressions will be implemented in all language arts classroom. Teachers will use on-demand writing scores to drive instruction for future units. Teachers will also continue to be trained in CASL, focusing on formative and student self-assessment strategies throughout the school year.

Math Goal/Strategy – Students will increase MSTEP proficiency by 3% across all groups. Teachers will use consistent and common math problem-solving terms and vocabulary throughout 5th and 6th grades. Teachers will work on and use common teaching strategies, such as workshop model, and a common pacing guide. Teachers will continue to be trained in CASL throughout the year, focusing on formative and student self-assessment strategies. They will also focus on the use of the Depth of Knowledge Wheel to engage students in higher level thinking practices.

Social Studies Goal/Strategy – Students will increase MSTEP proficiency by 3% across all groups. Teachers will use meta-cognition strategies to improve student learning, and teachers will focus on using common language/vocabulary in order to support the social studies standards and expectations. Teachers will also model, review, and discuss how to extract important data from a secondary source. Teachers will continue to be trained in CASL throughout the year, focusing on formative and student self-assessment strategies. They will also focus on the use of the Depth of Knowledge Wheel to engage students in higher level thinking practices.

Science Goal/Strategy – Students will increase MSTEP proficiency by 3% across all groups. Teachers will continue to assess students' prior knowledge and science misconceptions and model how to activate and share prior knowledge. Teachers will also focus on modeling and interpreting graphs, charts, and text features. Teachers will also continue to be trained in CASL, focusing on formative and student self-assessment strategies throughout the school year.

Social/Emotional Goal/Strategy – Staff will collaborate to learn to process, integrate, and selectively apply social emotional skills in developmentally, contextually, and culturally appropriate ways as measured by discipline and/or data surveys. Teachers will be knowledgeable of and use common language and phrases in daily classroom conversations. Teachers, administration, and ancillary staff will work together to create a Positive Behavior Intervention and Supports (PBIS) system within our building to provide a cultural system of support.

Although testing was not completed during the 2019-2020 year, the following are MSTEP scores from the two years prior to that.

MSTEP Results:

| 5 th Grade ELA | | 5 th Grade Math | | 5 th Grade Social Studies | |
|---------------------------|------------|----------------------------|------------|--------------------------------------|------------|
| 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 67% | 70% | 51% | 52% | 40% | 41% |
| State | 46% | State | 35% | State | 35% |

| 6 th Grade ELA | | 6 th Grade Math | |
|---------------------------|------------|----------------------------|------------|
| 17-18 | 18-19 | 17-18 | 18-19 |
| 63% | 66% | 56% | 57% |
| State | 42% | State | 35% |

Based off results from the 2018-2019 MSTEP and through our district-wide assessments, Farms will continue to focus on improving our math scores in both 5th and 6th grades. We will work collaboratively focusing on our School Improvement goals and objectives to implement consistent and high quality classroom instruction.

The State of Michigan core standards and benchmarks can be found on the Hartland Consolidated Schools website www.hartlandschools.us. Specific questions about the core curriculum can be directed to the district curriculum director, Dave Minsker, or the building principal. This year, teachers hosted conference through Zoom, by phone, or by email. During the 2019-2020 school year, teachers communicated to parents/guardians on the performance of 100% of our students.

I would personally like to thank students, staff, parents, and the Hartland Community for their continued support of our school. Because of these dedicated and hard-working people, we continue to create a safe and successful environment for our children. Please continue your support and involvement.

Sincerely,

Mikki Cheney
Farms Intermediate Principal

Annual Education Report Hartland Farms Intermediate School (05789)

High School Graduation: Four-Year Adjusted Cohort Rate

| Student Group | Baseline Data | Most Recent Results | Interim Objective | Interim Objective | Long-Term Target |
|---------------|---------------|---------------------|-------------------|-------------------|------------------|
|---------------|---------------|---------------------|-------------------|-------------------|------------------|

No Data to Display

Annual Education Report Hartland Farms Intermediate School (05789)

Professional Qualifications of All Public Elementary and Secondary School Teachers

| | Other | B.A. | M.A. | Ph.D. |
|--|-------|------|------|-------|
| Hartland Farms Intermediate School (05789) | 0 | 25 | 18 | 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 Farms Intermediate School (05789) | 41.64 | 3.00 | 7.2% | N/A | N/A | 3.00 | 7.2% |

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 Farms Intermediate School (05789) | 2.00 | 1.00 | 50.0% | N/A | N/A | 1.00 | 50.0% |

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 Farms Intermediate School (05789) | 41.64 | 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 Farms Intermediate School (05789) | 41.64 | 1.00 | 2.4% | N/A | N/A | 1.00 | 2.4% |

Annual Education Report Hartland Farms Intermediate School (05789)
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 |
| Asian ‡ | | ‡ | ‡ | ‡ | ‡ |
| American Indian or Alaska Native | ‡ | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian or Other Pacific Islander | 5 | 29 | 42 | 22 | 7 |
| Two or More Races | | | | | |
| 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 Farms Intermediate School (05789)
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 Farms Intermediate School (05789)

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.

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

Annual Education Report Hartland Farms Intermediate School (05789)
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 Hartland Farms Intermediate School (05789)

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 Farms Intermediate School (05789)
Sec. 1003 School Improvement Fund

| District Name | School Name | Type of School | Funds Received | Strategies Implemented |
|---------------|-------------|----------------|----------------|------------------------|
|---------------|-------------|----------------|----------------|------------------------|

No Data to Display