



Hartland Middle School at Ore Creek

3250 N. Hartland Road
Hartland, MI 48353
810-626-2400 * Fax 810-626-2401

Lawrence Pumford
Principal

Chris Chanavier
Assistant Principal

February 9, 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 the Hartland Middle School at Ore Creek. 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 Lawrence Pumford for assistance.

You will find the AER attached to the end of this document or you may review a copy in the main office at Hartland Middle 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.

Our school has not been given one of those labels.

Hartland Middle School at Ore Creek is part of a long tradition of excellence in Hartland Schools. We consistently outperform area schools and exceed state averages in our yearly testing; we offer an excellent academic, athletic, and arts program; and we meet the individual social and emotional needs of our students through strong connections with adults. We have 877 students in seventh and eighth grade, with three academic teams of four core teachers per grade. HMS offers support for struggling students – including reading and math support, co-taught classes, alternative programs, peer mentoring, tutoring, and support classes – as well as extended opportunities for qualifying advanced students including Algebra, foreign language classes, and opportunities to take classes at Hartland High School. The goal of our school community is to help students succeed in all aspects of middle school.



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State law requires that we also report additional information.

Our school improvement committee members work to identify areas of focus and create student achievements goals. The committee has developed goals and strategies in the areas of English Language Arts, Math, Social Studies and Science achievement, as well as social and emotional skill development.

To increase achievement and skill development in these areas HMS staff will do the following:

- Teachers will use CASL (Classroom Assessment for Student Learning) strategies to create student learning targets and assess student success in relation to those targets. Information gained through formative and summative assessments will be used to adjust and improve instruction.
- Utilize the Instructional Framework for High to Effective Teaching to identify problems of teaching practice. The Instructional Framework is part of our state approved teacher evaluation process. Teachers will use the Workshop model (a Framework application) to provide differentiated ELA instruction.
- Staff will participate in Professional Learning Communities by grade level and discipline. PLC's
- will focus on curriculum, instruction and student response (data) to instruction and intervention.
- Teachers will participate in Instructional Rounds (observations of classroom practice followed by post observation protocol) focused on the Instructional Framework. Observation and reflection about best practice will help improve instruction for all participating teachers.
- Target intervention for struggling student through Instructional Consultation Teaming (ICT). ICT provides opportunities for teachers to work collaboratively to identify and remedy student learning challenges.
- Engage students in monitoring their social and emotional responses to daily school situations. The HMS staff will utilize behavioral programs such as Hartland EAGLES, Reaching Higher, Peer to Peer and Restorative Justice to improve student behavior and increase student independence.



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The M-STEP and PSAT were administered in spring of 2018 and 2019 to our 7th and 8th grade students and is representative of the success of our overall instructional program.

MSTEP/PSAT Proficiency Results (%)

	HMS 2018	State 2018	HMS 2019	State 2019
7th Math	51	36	59	36
7th ELA	58	43	63	43
8th SS	54	29	50	28
8th Math	62	33	(PSAT)79	(PSAT)62
8th ELA	64	43	(PSAT)71	(PSAT)41

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.

Hartland Middle School has moved away from the traditional parent-teacher conference format. Parents are able to access student performance data through our student information system on a daily basis to keep informed on their students' progress. However, teachers are available to meet with parents throughout the year when a parent and/or teacher requests such meetings. As another avenue of parent input, HMS provides anonymous surveys for parents to complete. Parents continue to indicate a very high level of satisfaction with our school.

I would like to congratulate the faculty, staff, students, and parents of the Hartland Middle School family for their dedication to our school and the success of our students. We truly believe that success is the only option for our students.

Sincerely,

Lawrence Pumford
Principal
Hartland Middle School at Ore Creek

Annual Education Report Hartland Consolidated Schools (47060)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	95.63%	86.30%	89.56%	94.44%
American Indian or Alaska Native	70.88%	<10	81.35%	86.59%	94.44%
Asian	90.77%	<10	92.40%	93.22%	94.44%
Black or African American	67.31%	<10	79.37%	85.40%	94.44%
Hispanic of Any Race	72.07%	84.62%	82.01%	86.99%	94.44%
Two or More Races	74.74%	<10	83.50%	87.88%	94.44%
White	83.48%	96.23%	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	85.71%	79.46%	85.46%	94.44%
English Learners	72.14%	<10	82.05%	87.01%	94.44%
Students With Disabilities	57.12%	83.33%	73.71%	82.00%	94.44%

Annual Education Report Hartland Consolidated Schools (47060)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Hartland Consolidated Schools (47060)	0	218	133	0
Hartland Virtual Academy (01388)	0	0	1	0
Hartland Round Elementary School (01600)	0	16	10	0
Hartland High School (01601)	0	112	45	0
Hartland Village Elementary School (02127)	0	13	16	0
Legacy High School (05150)	0	1	3	0
Hartland Farms Intermediate School (05789)	0	25	18	0
Hartland Lakes Elementary School (06874)	0	16	12	0
Hartland M.S. at Ore Creek (08606)	0	22	22	0
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
Hartland Consolidated Schools (47060)	293.67	29.70	10.1%	N/A	N/A	28.70	9.9%
Hartland Virtual Academy (01388)	0.40	0.00	0.0%	N/A	N/A	0.00	0.0%
Hartland Round Elementary School (01600)	24.14	3.00	12.4%	N/A	N/A	3.00	12.4%
Hartland High School (01601)	101.43	10.90	10.8%	N/A	N/A	10.90	10.8%
Hartland Village Elementary School (02127)	27.04	3.00	11.1%	N/A	N/A	3.00	11.1%

Annual Education Report Hartland Consolidated Schools (47060)

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
Legacy High School (05150)	3.60	1.00	27.8%	N/A	N/A	N/A	N/A
Hartland Farms Intermediate School (05789)	41.64	3.00	7.2%	N/A	N/A	3.00	7.2%
Hartland Lakes Elementary School (06874)	26.24	1.00	3.8%	N/A	N/A	1.00	3.8%
Hartland M.S. at Ore Creek (08606)	41.05	1.80	4.4%	N/A	N/A	1.80	4.4%
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
Hartland Consolidated Schools (47060)	20.00	6.00	30.0%	N/A	N/A	5.00	26.3%
Hartland High School (01601)	5.00	2.00	40.0%	N/A	N/A	2.00	40.0%
Hartland Village Elementary School (02127)	1.00	0.00	0.0%	N/A	N/A	0.00	0.0%
Legacy High School (05150)	1.00	1.00	100.0%	N/A	N/A	N/A	N/A
Hartland Farms Intermediate School (05789)	2.00	1.00	50.0%	N/A	N/A	1.00	50.0%
Hartland M.S. at Ore Creek (08606)	3.00	0.00	0.0%	N/A	N/A	0.00	0.0%
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
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Annual Education Report Hartland Consolidated Schools (47060)

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 Consolidated Schools (47060)	293.67	1.07	0.4%	N/A	N/A	1.07	0.4%
Hartland Virtual Academy (01388)	0.40	0.00	0.0%	N/A	N/A	0.00	0.0%
Hartland Round Elementary School (01600)	24.14	0.00	0.0%	N/A	N/A	0.00	0.0%
Hartland High School (01601)	101.43	1.07	1.1%	N/A	N/A	1.07	1.1%
Hartland Village Elementary School (02127)	27.04	0.00	0.0%	N/A	N/A	0.00	0.0%
Legacy High School (05150)	3.60	0.00	0.0%	N/A	N/A	N/A	N/A
Hartland Farms Intermediate School (05789)	41.64	0.00	0.0%	N/A	N/A	0.00	0.0%
Hartland Lakes Elementary School (06874)	26.24	0.00	0.0%	N/A	N/A	0.00	0.0%
Hartland M.S. at Ore Creek (08606)	41.05	0.00	0.0%	N/A	N/A	0.00	0.0%
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
Hartland Consolidated Schools (47060)	293.67	7.06	2.4%	N/A	N/A	6.66	2.3%
Hartland Virtual Academy (01388)	0.40	0.00	0.0%	N/A	N/A	0.00	0.0%
Hartland Round Elementary School (01600)	24.14	0.00	0.0%	N/A	N/A	0.00	0.0%

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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 High School (01601)	101.43	5.66	5.6%	N/A	N/A	5.66	5.6%
Hartland Village Elementary School (02127)	27.04	0.00	0.0%	N/A	N/A	0.00	0.0%
Legacy High School (05150)	3.60	0.40	11.1%	N/A	N/A	N/A	N/A
Hartland Farms Intermediate School (05789)	41.64	1.00	2.4%	N/A	N/A	1.00	2.4%
Hartland Lakes Elementary School (06874)	26.24	0.00	0.0%	N/A	N/A	0.00	0.0%
Hartland M.S. at Ore Creek (08606)	41.05	0.00	0.0%	N/A	N/A	0.00	0.0%
Creekside Elementary School (09048)	27.14	0.00	0.0%	N/A	N/A	0.00	0.0%

Annual Education Report Hartland Consolidated Schools (47060)
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 Consolidated Schools (47060)
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 Consolidated Schools (47060)
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 Consolidated Schools (47060)
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 Consolidated Schools (47060)

Sec. 1003 School Improvement Fund

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