



ROUND ELEMENTARY SCHOOL

Dorothy Hottum, Principal

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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 the Hartland Round 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 Dorothy Hottum for assistance.

You will find the AER contained within this document 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.

Our school has not been given one of those labels.

Round Elementary is home to kindergarten through fourth grade and has an enrollment of 407 students for the 2020-2021 school year. The culture at Round 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 Round Elementary students.

Collection of data, intervention methods (Intervention Blocks, Reading Recovery and the Instructional Consultation Team (ICT)) and increased communication have increased the effectiveness of the Round Elementary School Improvement process. Increased collaboration among our staff is integral to the success of the school improvement process.

Reading Goal: All students at Round Elementary School will be proficient readers.

Strategy: The Round Elementary 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. We are working to make every facet of our intervention

system the most effective possible in order to maximize student growth and proficiency: Analysis of reading data, ICT, PLC, Intervention Block, lab classrooms, Reader's and Writer's Workshop, Phonics, and technology integration.

Writing Goal: All students at Round Elementary School will be proficient writers.

Strategy: The Round Elementary 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. We are working to make every facet of our intervention system the most effective possible in order to maximize student growth and proficiency: Analysis of writing data, ICT, PLC, intervention block, lab classrooms, Reader's and Writer's Workshop, phonics and technology integration.

Math Goal: All students at Round Elementary School will be proficient mathematics.

Strategy: The Round Elementary 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. We are working to make every facet of our intervention system the most effective possible in order to maximize student growth and proficiency: Analysis of math data, ICT, PLC, intervention block, lab classrooms, and technology integration.

Social Emotional Learning Goal: All Students at Round Elementary School will become engaged in monitoring their social and emotional responses to daily school situations. The institution of Round Families (cross grade level groups assigned to certified staff) which meet monthly to receive direct instruction in interpersonal skills and personal growth and development has reduced discipline incidents across grade levels.

Round has been implementing this school improvement plan for 4 years. We believe that increasing staff knowledge and expertise around the Literacy Essentials will improve our effectiveness in the coming years. We added college and career readiness to the 2018-2019 school improvement plan. Below you will see the percentage of Round Elementary students that were proficient on the M-STEP compared to the state average in 2019. Students were not tested in the spring of 2020 due to Covid 19.

	State 2019	Round 2019
3rd grade English Language Arts:	45%	60%
3rd grade Mathematics:	47%	52%
4th grade English Language Arts:	46%	62%
4th grade Mathematics:	42%	67%

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 or building principal.

Parent/Teacher conferences at Round Elementary have always been extremely well attended. During the 2019-2020 school year 98% of students were represented at parent teacher conferences.

Pupils are assigned to Round Elementary based on the attendance area in which they reside.

I would like to congratulate the staff, students and parents of the Round Elementary School family for their dedication to our school and the emphasis we give to student success. I encourage the Round School family to continue supporting our young people through their educational years.

Sincerely,

Dorothy E. Hottum

Dorothy E. Hottum
Round Elementary Principal

Annual Education Report Hartland Round Elementary School (01600)

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 Round Elementary School (01600)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Hartland Round Elementary School (01600)	0	16	10	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 Round Elementary School (01600)	24.14	3.00	12.4%	N/A	N/A	3.00	12.4%

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							

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 Round Elementary School (01600)	24.14	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 Round Elementary School (01600)	24.14	0.00	0.0%	N/A	N/A	0.00	0.0%

Annual Education Report Hartland Round Elementary School (01600)
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 Round Elementary School (01600)

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 Round Elementary School (01600)

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.

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Annual Education Report Hartland Round Elementary School (01600)

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.

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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.