






# Halecreek Elementary

16200 Harrison Rd., Romulus Mi. 48174

 (734) 532-1350

 (734) 532-1351

 [www.romulusk12.org](http://www.romulusk12.org)

Dr. Yolanda Bloodsaw - Principal

February 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 Halecreek Elementary School. 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 at 734-532-1352 for assistance.

The AER is available for you to review electronically by visiting the following website [www.romulusk12.org](http://www.romulusk12.org) 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. Halecreek Elementary School has not been given one of these labels.

In order to address key challenges, Halecreek staff regularly reviews various data sources like M-Step, NWEA, IXL, DRA, and MLPP to target instruction for students in all grades. Rigorous instructional strategies are used to facilitate Common Core State Standards and IXL is used to help accelerate learning. In addition to core teaching staff, Halecreek uses support staff to help target teaching in smaller groups, thus, reducing the student to teacher ratio during instructional time.

State law also requires the reporting of the following additional information:

## PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

In accordance with the Romulus Community Schools Board of Education Policy, attendance areas may be established for each attendance center in the district to assist in designating pupil assignments to schools. Once assigned to a school, the building principal shall be responsible for assigning students to specific classrooms within the school, taking into consideration available space, class sizes, and scheduling requirements.

## THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Halecreek was awarded accreditation status through the North Central Association Commission on Accreditation and School Improvement (NCA CASI). This status was achieved by adhering to the AdvancED Accreditation Standards and Policies and by implementing a continuous improvement process which focuses on improving student learning and organizational effectiveness. The Halecreek School Improvement Team developed a school improvement plan, which is aligned to the District's Improvement Plan, based on data from



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the M-Step standardized test scores, NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress) assessments, and local (district) assessments to increase student achievement.

Additionally, our school participates in internal and external AdvancED Quality Assurance Reviews. An external audit for Halecreek School, in conjunction with the District’s audit, was successfully conducted in March of 2016, earning us the AdvancEd Accreditation.

## CORE CURRICULUM

Each school offers its students a comprehensive and articulated curriculum. K-12 grade level outcomes have been correlated with the State core curriculum and aligned to the National Common Core Standards which emphasize the importance of college and career readiness. Teaching and learning are monitored and are supported by scientifically research-based best practices. The process of developing the K-12 core curriculum and other related resources can be found at [www.romulus.net](http://www.romulus.net). Please contact the office of the Curriculum Director at 734-532-1641 with any questions.

## PARENT INFORMATION

Year	Number	Percentage
Fall 2018	300	83%
Fall 2019	272	70%

## STATE ASSESSMENT & LOCAL COMPETENCY TEST

In the spring, students in grades 3-5 take the Michigan Student Test of Educational Progress (M-Step). The Combined Reports which are attached to the bottom of this letter represent the student achievement data aggregated by subgroups on the M-Step test in reading, math, social studies, and science for Halecreek Elementary School. In addition to the Michigan Student Test of Educational Progress (M-Step), students in K-5 are administered the NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress) Assessment. Results are as follows:

### NWEA/MAP Assessment Results - Spring 2019

Reading			Mathematics		
Grade	Count for Growth	% Growth	Grade	Count for Growth	% Growth
K	29	66	K	30	73
1	35	77	1	34	74
2	41	59	2	43	70
3	47	60	3	47	68
4	43	67	4	45	53
5	34	82	5	34	74

## CLOSING

The strength of any great school community is predicated on the ongoing support and the continuous involvement of all stakeholders. With your valued and greatly appreciated assistance, our mission, “Learning for



Life” provides the foundation that will ensure the success of all students at Halecreek. As we move forward into the coming school year, let’s continue to work hard and celebrate our accomplishments!

Educationally,

Dr. Yolanda Bloodsaw  
*Principal*



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## Annual Education Report Hale Creek Elementary School (06680)

## 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 Hale Creek Elementary School (06680)

### Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Hale Creek Elementary School (06680)	0	7	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
Hale Creek Elementary School (06680)	18.42	2.00	10.9%	2.00	10.9%	N/A	N/A

#### 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
Hale Creek Elementary School (06680)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

#### 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
Hale Creek Elementary School (06680)	18.42	0.00	0.0%	0.00	0.0%	N/A	N/A

#### 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
Hale Creek Elementary School (06680)	18.42	0.17	0.9%	0.17	0.9%	N/A	N/A

## Annual Education Report Hale Creek Elementary School (06680)

## 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	&#8225	‡	‡	‡	‡
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 Hale Creek Elementary School (06680)

## 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 Hale Creek Elementary School (06680)**
**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 Hale Creek Elementary School (06680)**
**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.

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

## Annual Education Report Hale Creek Elementary School (06680)

## 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 Hale Creek Elementary School (06680)

## Sec. 1003 School Improvement Fund

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