



Hillman Elementary School

**2008-2009
Annual Report**

Members of the Board of Education

President: Tom Banks
Vice President: Ernie Barnes
Secretary: Sandie Mihajlov
Treasurer: Jim Zavislak
Trustees: Steve Orlandi, Juli White, Debbie Greene

Members of the 2008- 2009 School Improvement Team

Steve Brochu Elementary Teacher
Shawn Olson Elementary Principal
Ken Rundell Elementary Teacher
Kim Elkie Parent

2008/2009 Hillman Elementary Staff

Shawn Olson Principal
Nicole Bartlett Secretary
Crystal Vogt Pre-School Teacher
Melodee Marceau Kindergarten Teacher
Dahna Burrone Kindergarten Teacher
Lorraine Chappa 1st Grade Teacher
Sally Vince 1st Grade Teacher
Annette Trelfa 2nd Grade Teacher
Margaret Selesky 2nd Grade Teacher
Scott Johnson 3rd Grade Teacher
Pat Pettit 3rd Grade Teacher
Pauline Andrews 4th Grade Teacher
Paul Gressick 5th Grade Teacher
Steve Brochu 5th Grade Teacher
Ken Rundell 5th/6th Grade Teacher
Ray Selesky 6th Grade Teacher
Iain Cook Music/Band Teacher
Kathy Kangas Physical Education Teacher
Michelene Kenyon Special Education Teacher
Christina Farrier Special Education Teacher
Anita Benac Paraprofessional
Mary Davis Paraprofessional
Glenys Eddy Paraprofessional
Jackie Tronge Paraprofessional
Candice Powers Paraprofessional
Carrie Wiseley Paraprofessional

Hillman Community School Mission Statement

The mission of the Hillman Community Schools is to challenge all students to reach their potential and meet the demands of the future as responsible citizens through a dynamic, comprehensive curriculum provided in a caring environment by a staff and community committed to excellence.

Hillman Elementary School Mission Statement

The mission of Hillman Elementary School is to prepare each individual student to reach his or her full learning potential in a safe and nurturing environment.

I. Overview of School

A. Education YES!

School Report Card – *Education YES!* uses several components that are interlinked to present a complete picture of performance at the school level. *Education YES!* is a broad set of measures that looks at school performance and looks at student achievement in multiple ways. Measures of student achievement in Michigan’s school accreditation system include:

- *Achievement status to measure how well a school is doing in educating its students.*
- *Achievement change to measure whether student achievement is improving or declining.*
- *Achievement growth (delayed, see below) to measure whether students are demonstrating at least one year of academic growth for each year of instruction.*

2008/2009 School Year

Component	Score	Grade
English Language Arts	82.9	B
Math	90.9	A
Achievement Subtotal	86.9	B
Indicators of School Performance	100	A
Preliminary Grade	91	A
AYP Status (Adequate Yearly Progress)	MET AYP	
Composite Grade	A	

2007/2008 School Year

Component	Score	Grade
English Language Arts	83.8	B
Math	89	B
Achievement Subtotal	86.4	B
Indicators of School Performance	100	A
Preliminary Grade	91	A
AYP Status (Adequate Yearly Progress)	MET AYP	
Composite Grade	A	

2006/2007 School Year

Component	Score	Grade
English Language Arts	77.7	C
Math	89.1	B
Achievement Subtotal	83.4	B
Indicators of School Performance	92	A
Preliminary Grade	86	B
AYP Status (Adequate Yearly Progress)	MET AYP	
Composite Grade	B	

B. Student Retention

2008/2009

Grade	Retained	Total Number of Students
K	8% (3)	39
1	6% (2)	36
2	8% (3)	38
3 - 6	0%	166

2007/2008

Grade	Retained	Total Number of Students
K	15% (6)	40
1	6% (2)	36
2	2% (1)	49
3	6% (2)	33
4	4% (2)	48
5 - 6	0%	80

2006/2007

Grade	Retained	Total Number of Students
K	14% (7)	38
1	8% (4)	51
2	0%	30
3	2% (1)	48
4 - 6	0%	105

II. School Improvement Plan

Goals for the students at Hillman Elementary School are listed below. The Goals are determined by MEAP scores and written by the School Improvement Team. At the beginning of the school year the School Improvement Team analyzes MEAP scores and either adopts new goals or reviews goals that are already in place.

A. Core Curriculum Goals

MATH GOAL: To increase collegial communication among grade level partners by providing additional time to staff during professional development days to become more effective in the delivery of the grade level content expectations for mathematics. With this supplementary time, 64% of students in grades 3 – 6 will meet or exceed the State of Michigan standards on the MEAP test by the 2007/2008 school year.

Strategies	Documentation	Responsibility	Timelines	Evidence of Progress
1. Curriculum Alignment	Grade-Level Aligned Documents	Teachers/Principal	June 2002	MEAP Scores at 64% for grades 3 – 6.
2. Gap Analysis	Gap Analysis Reports	School Improvement Team	May 2002	Michigan Curriculum Framework Benchmarks Taught at specific grade levels
3. Purchase Math Textbooks		Board of Education	June 2004	Math Committee Timeline
4. Utilize MI CLIMB	Lesson Plan Books	Classroom Teacher	Ongoing	
5. Title I Interventions	Title I Logs	Title I Director	Ongoing	Advancement Forms/Title I Needs Assessments
6. Provide Professional Development	Professional Development Logs	Principal	Ongoing	

TITLE I GOAL: Identify Title I students in the four core curriculum areas through MEAP scores, unit test scores, MLPP assessments, and Dibels and teacher recommendations. The Title I paraprofessional will work collaboratively with classroom teachers to identify students who have not mastered curriculum benchmarks. The Title I staff will assist these students to work towards mastery of the identified core curriculum benchmarks.

Strategies	Documentation	Responsibility	Timelines	Evidence of Progress
1. Needs Assessment Forms	Completed Assessment Form	Title I Director/Teacher	May of the School Year	
2. Reach for Reading	Lesson Plans	Title I Director/Paraprofessional	Ongoing	Pre and Post Test during the 10-week sessions.
3. Title I Logs	Title I Logs	Title I Teachers/Paraprofessionals	Ongoing	
4. Math & Science Night	AMA-ESD Sprinkler Lake	Title I Director	March 2007	Parent Sign-In sheet
5. Professional Development	Professional Development Logs	Title I Director	Ongoing	

WRITING GOAL: Teachers will instruct students to write to a prompt using the MLPP and ELA Prototypes. Administration will provide professional development and collegial planning time to teachers to analyze MEAP anchor papers and become familiar with the state of Michigan’s writing rubrics. Teachers will gain a better understanding of the writing process and the assessment of students’ writing. The writing scores of students in grades 3 – 6 will exceed or meet the standards of the State of Michigan at 65% by the 2007/2008 school year.

Strategies	Documentation	Responsibility	Timelines	Evidence of Progress
1. Curriculum Alignment	Grade-Level Aligned Curriculum	Teachers/Principal	November 2003	Writing MEAP Scores at 65% by the 2007/2008 school year.

	Developed by the State			
2. Utilize MLPP Prompts & Rubrics in Grades Prek – 3	MLPP Student Profiles	Teachers	Administered to students 3x a year. Ongoing	Writing MEAP Scores at MLPP Student Profile Scores at Levels 1 & 2
3. Utilize the ELA Prototypes in Grades K - 5	Lesson Plan	Teachers	Administered to students 3x a year. Ongoing	Writing MEAP Scores at 65%
4. Analyze MEAP Anchor Papers	Anchor Paper Booklet for Staff	School Improvement Team	March 2007	Presentation at Monthly Staff Meeting/Professional Development Day
5. Utilize MI CLIMB	Lesson Plan Books	Classroom Teacher	Ongoing	
6. Title I Interventions	Title I Logs	Title I Director	Ongoing	Advancement Forms/Title I Needs Assessments
7. Provide Professional Development	Professional Development Logs	Principal	Ongoing	

III. Student Assessment Data

A. Michigan Educational Assessment Program (MEAP)

Beginning in October of 2005 due to *No Child Left Behind* legislation all students in grades 3 – 6 are tested in either the MEAP or MI-Access.

Reading:

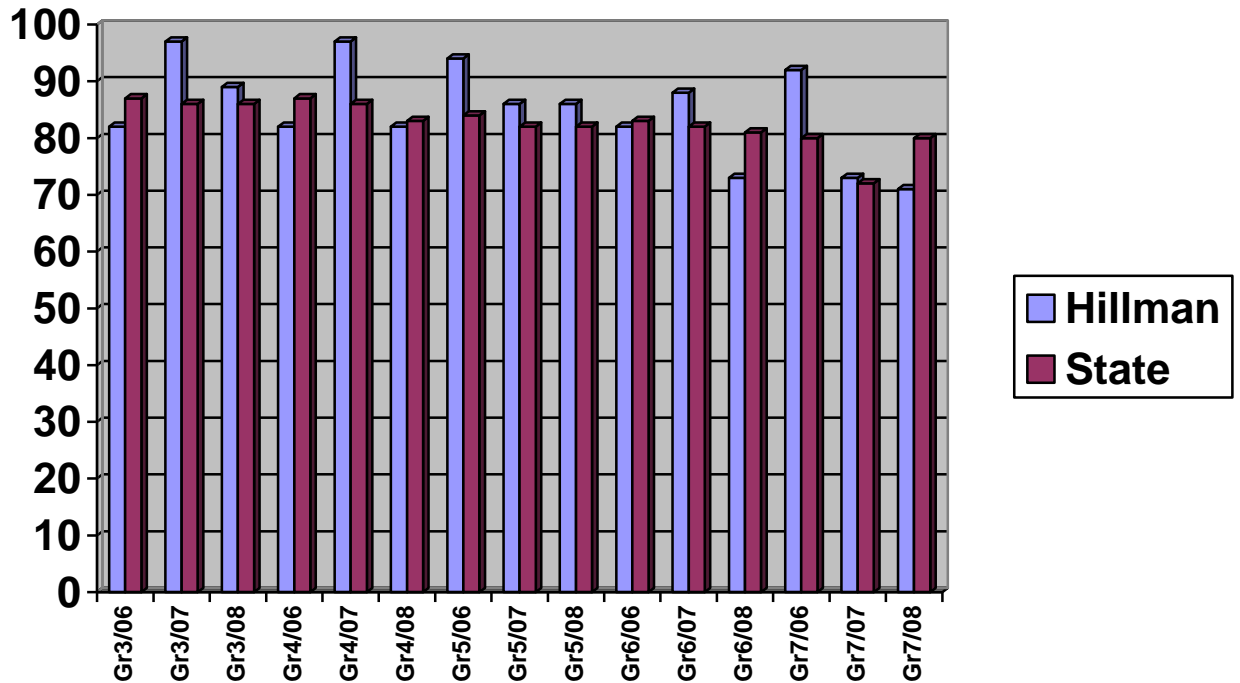
- In 2006, students in grades 4, 5, and 7 exceeded the State of Michigan.

- In 2007, students in grades 3 – 7 exceeded the State of Michigan scores except grade 4.
- In 2008, students in grades 3 & 5 exceeded the State of Michigan scores.

Grades	Hillman 2006	State of Michigan 2006	Hillman 2007	State of Michigan 2007	Hillman 2008	State of Michigan 2008
3	82%	87%	97%	86%	96%	86%
4	89%	85%	80%	84%	82%	83%
5	94%	84%	86%	82%	86%	82%
6	82%	83%	88%	82%	73%	81%
7	92%	80%	73%	72%	71%	80%

Level 1: Exceeded Standards, Level 2: Met Standards, Level 3: At Basic Level, Level 4: Apprentice

Students that Met or Exceeded on Reading



Writing:

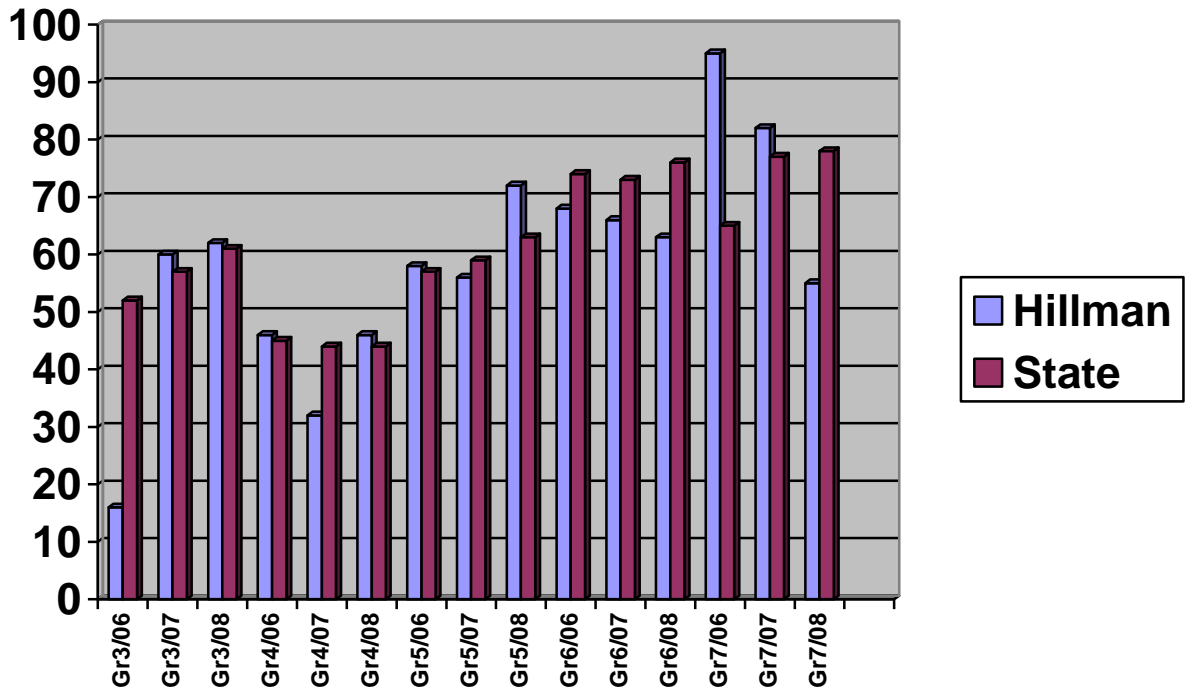
- In 2006, students in grades, 4, 5 and 7 exceeded the State of Michigan scores.
- In 2007, students in grades 3 and 7 exceeded the State of Michigan scores.
- In 2008, students in grades 3, 4, & 5 exceeded the State of Michigan scores.

Grades	Hillman 2006	State of Michigan 2006	Hillman 2007	State of Michigan 2007	Hillman 2008	State of Michigan 2008
3	16%	52%	60%	57%	62%	61%

4	46%	45%	32%	44%	46%	44%
5	58%	57%	56%	59%	72%	63%
6	68%	74%	66%	73%	63%	76%
7	95%	65%	82%	77%	55%	78%

Level 1: Exceeded Standards, Level 2: Met Standards, Level 3: At Basic Level, Level 4: Apprentice

Students that Met or Exceeded on Writing



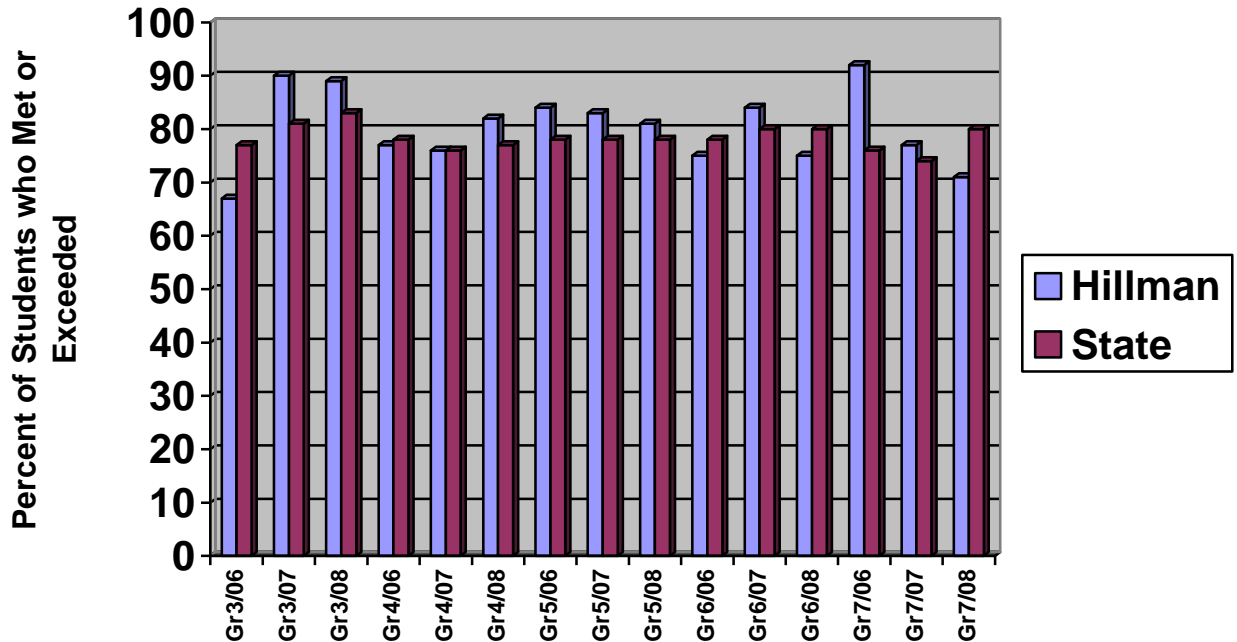
English Language Arts: *English Language Arts scores are calculated using a weighted average (two-thirds reading, one-third writing) of each individual student's reading and writing scales.*

- In 2006, students in grades 5 & 7 exceeded the State of Michigan.
- In 2007, students in all grades, except grade 4, which scored the same percentage as the state exceeded the State of Michigan scores.
- In 2008, students in grades 3, 4, & 5 exceeded the State of Michigan scores.

Grades	Hillman 2006	State of Michigan 2006	Hillman 2007	State of Michigan 2007	Hillman 2008	State of Michigan 2008
3	67%	79%	90%	81%	89%	83%
4	77%	78%	76%	76%	82%	77%
5	84%	78%	83%	78%	81%	78%
6	75%	78%	84%	80%	75%	80%
7	92%	76%	77%	74%	71%	80%

Level 1: Exceeded Standards, Level 2: Met Standards, Level 3: At Basic Level, Level 4: Apprentice

Students that Met or Exceeded on English Language Arts



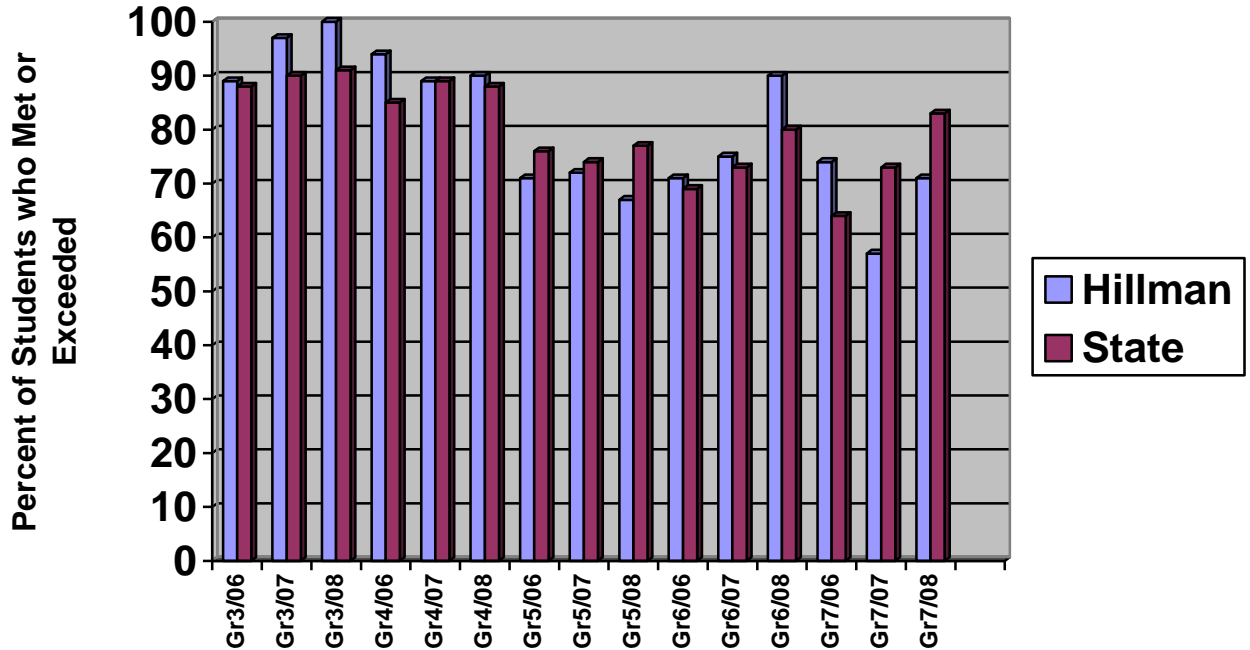
Math:

- In 2006, students in grades 3 – 7 exceeded the State of Michigan scores at every grade level except grade 5.
- In 2007, students in grades 3 & 5 exceeded the State of Michigan scores. In 2008, students in grades 3, 4, & 6 exceeded the State of Michigan scores.

Grades	Hillman 2006	State of Michigan 2006	Hillman 2007	State of Michigan 2007	Hillman 2008	State of Michigan 2008
3	89%	88%	97%	90%	100%	91%
4	94%	85%	89%	86%	90%	88%
5	71%	76%	72%	74%	67%	77%
6	71%	69%	75%	73%	90%	80%
7	74%	64%	57%	73%	71%	83%

Level 1: Exceeded Standards, Level 2: Met Standards, Level 3: At Basic Level, Level 4: Apprentice

Students that Met or Exceeded on Math



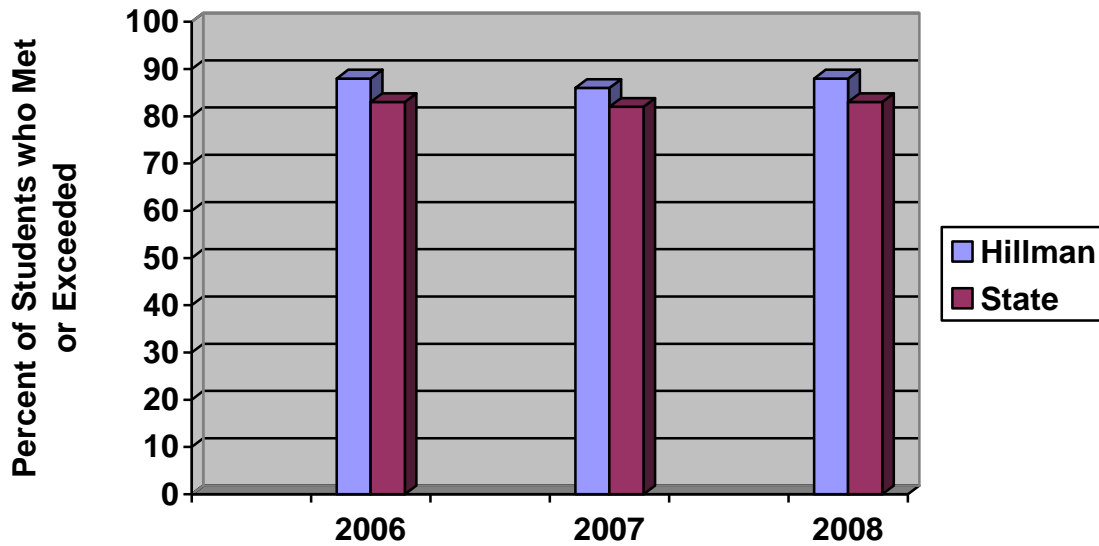
Science:

- In 2006, students in grade 5 exceeded the State of Michigan score by 5%.
- In 2007, students in grade 5 exceeded the State of Michigan score by 4%.
- In 2008, students in grade 5 exceeded the State of Michigan score by 5%.

Grades	Hillman	State of Michigan
2006	88%	83%
2007	86%	83%
2008	88%	83%

Level 1: Exceeded Standards, Level 2: Met Standards, Level 3: At Basic Level, Level 4: Apprentice

Students that Met or Exceeded on Science



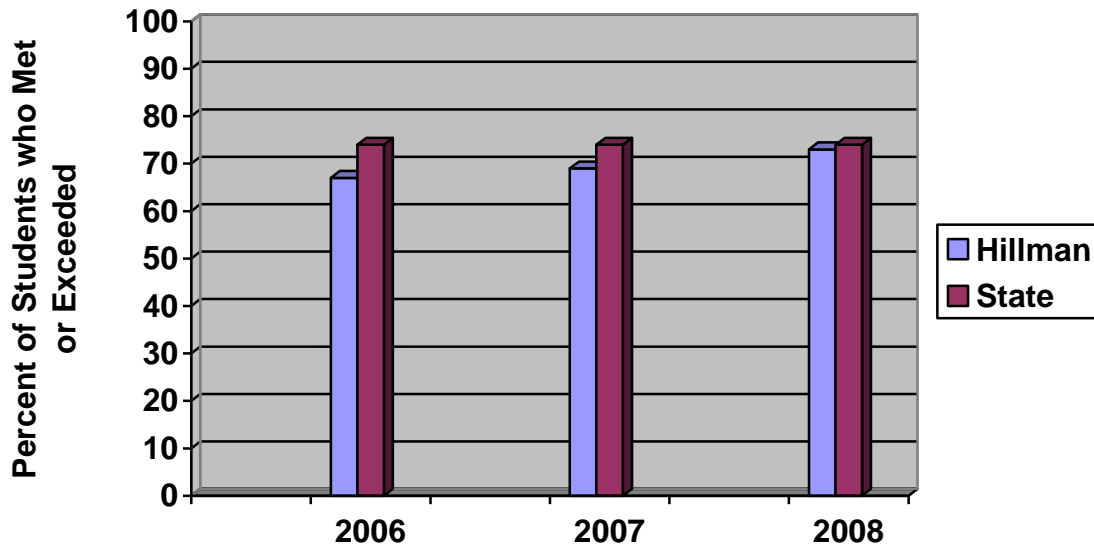
Social Studies:

- In 2006, students in grade 6 scored 7% below the State of Michigan score.
- In 2007, students in grade 6 scored 4% below the State of Michigan score.
- In 2008, students in grade 6 scored 1% below the State of Michigan score.

Grades	Hillman	State of Michigan
2006	67%	74%
2007	69%	73%
2008	73%	74%

Level 1: Exceeded Standards, Level 2: Met Standards, Level 3: At Basic Level, Level 4: Apprentice

Students that Met or Exceeded on Social Studies



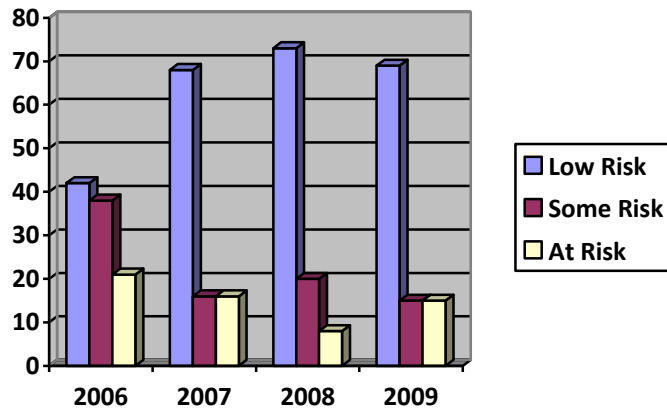
B. MI-Access – Michigan’s Alternate Assessment Program

MI-Access provides educators and parents with data showing what students with disabilities know and are able to do. All students with disabilities were tested using either MI-Access Phase II or Participation. Which test to administer to the students was determined by the IEP team.

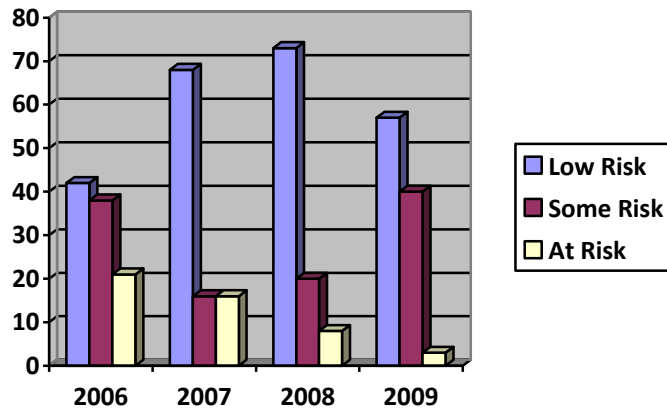
MI-Access Phase II	Math	Language Arts	Science
Student 1/Grade 3	surpassed	surpassed	
Student 4/Grade 4	surpassed	surpassed	
Student 5/Grade 4	surpassed	surpassed	
Student 6/Grade 4		surpassed	
Student 7/Grade 5	surpassed	surpassed	surpassed
Student 8/Grade 5	surpassed	surpassed	attained
Student 9/Grade 5	surpassed	surpassed	attained
Student 10/Grade 5		surpassed	
Student 11/Grade 5		attained	
Student 20/Grade 5		surpassed	
Student 21/Grade 5		surpassed	
Student 22/Grade 5		surpassed	
Student 23/Grade 5		attained	
Student 24/Grade 6	surpassed	surpassed	
Student 25/Grade 6	surpassed	attained	
Student 26/Grade 6	surpassed	surpassed	
Student 27/Grade 7	surpassed	surpassed	
Student 28/Grade 7	surpassed	surpassed	
Student 29/Grade 7	surpassed	surpassed	

C. Dibels – Dynamic Indicators of Basic Early Literacy Skills

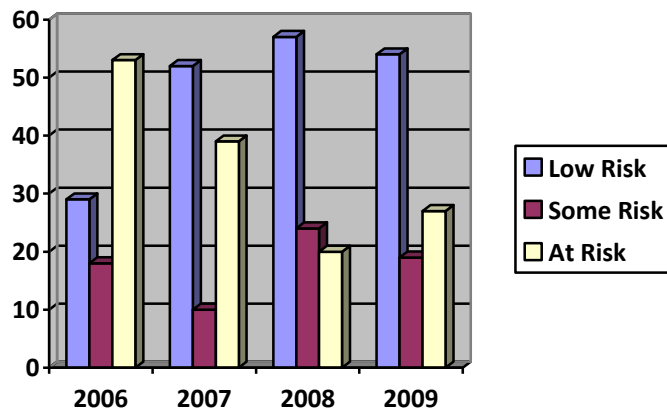
Kindergarten Letter Naming Fluency



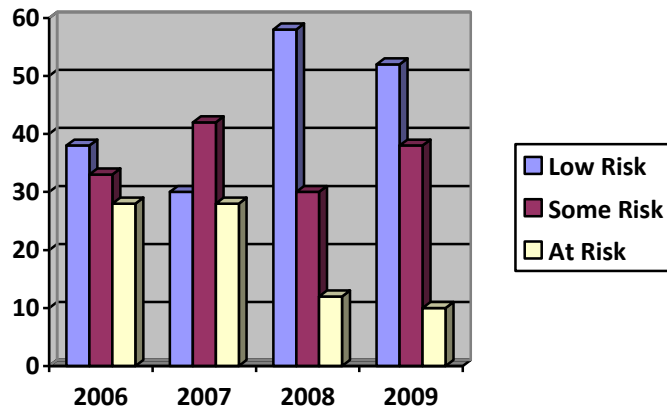
1st Grade Oral Reading Fluency



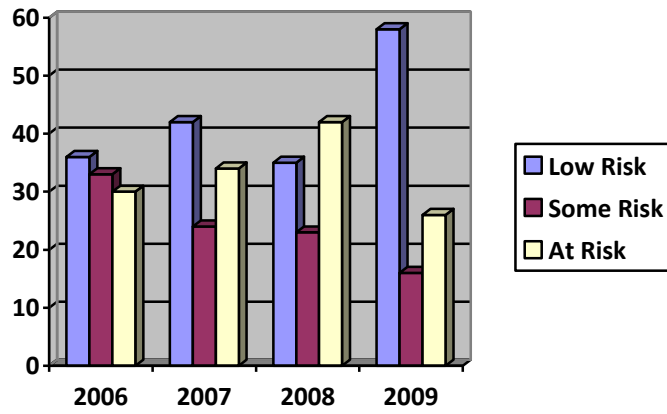
2nd Grade Oral Reading Fluency



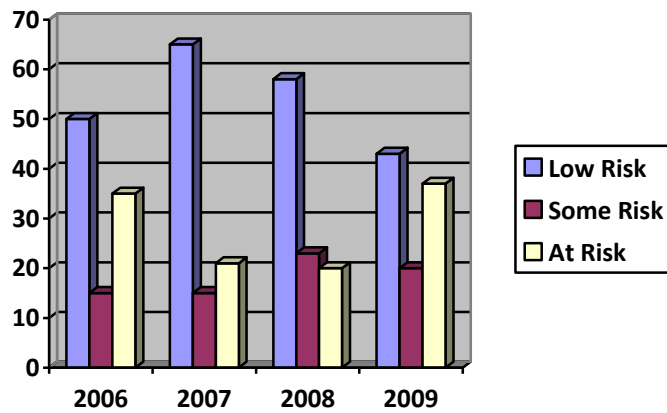
3rd Grade Oral Reading Fluency



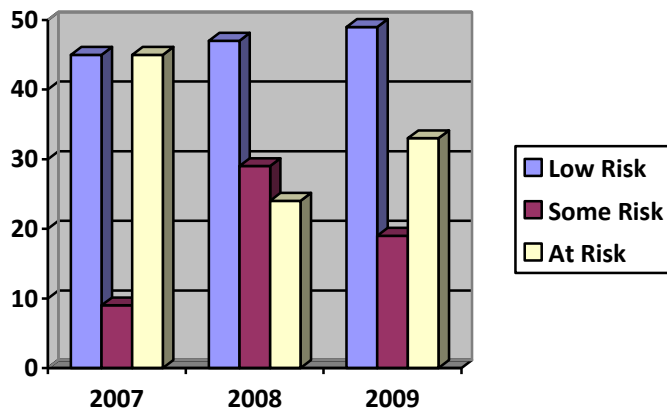
4th Grade Oral Reading Fluency



5th Grade Oral Reading Fluency



6th Grade Oral Reading Fluency



III. Adequate Yearly Progress Data

AYP Status (Adequate Yearly Progress) is a measure used to hold schools and districts responsible for student achievement in English language arts and mathematics based on MEAP test results and ensures that this achievement is obtained across a diverse demographic of students.

Fall assessments are based on content taught during the prior year. Proficiency for AYP will be based on composite percent proficient for all grades (3 – 7) counted for AYP at the school. Below is a graph representing the State of Michigan’s target score for the MEAP tests. Students met the 2008 target in every grade level for Math and English Language Arts.

Grade	ELA Targets	Hillman ELA	Math Targets	Hillman Math
3	60%	89%	67%	100%
4	59%	82%	65%	90%
5	57%	81%	62%	67%
6	56%	75%	56%	90%
7	54%	71%	57%	71%

IV. Attendance Rate:

2005/2006	2006/2007	2007/2008	2008/2009
94%	94%	95%	%

V. Parent Involvement:

A. School Board Policy

The school board policy on parent involvement is 2112

B. Parent/Teacher Conferences

Parent-Teacher conferences are held in the fall and spring. Attendance was as follows:

2006-2007	2007-2008	2008-2009
Fall	Fall	Fall
Students: 246	Students: 288	Students:
Attendance: 223	Attendance: 260	Attendance:
Percentage: 91%	Percentage: 90%	Percentage: %
Spring	Spring	Spring
Students: 272	Students: 283	Students:
Attendance: 226	Attendance: 247	Attendance:
Percentage: 83%	Percentage: 87%	Percentage: %

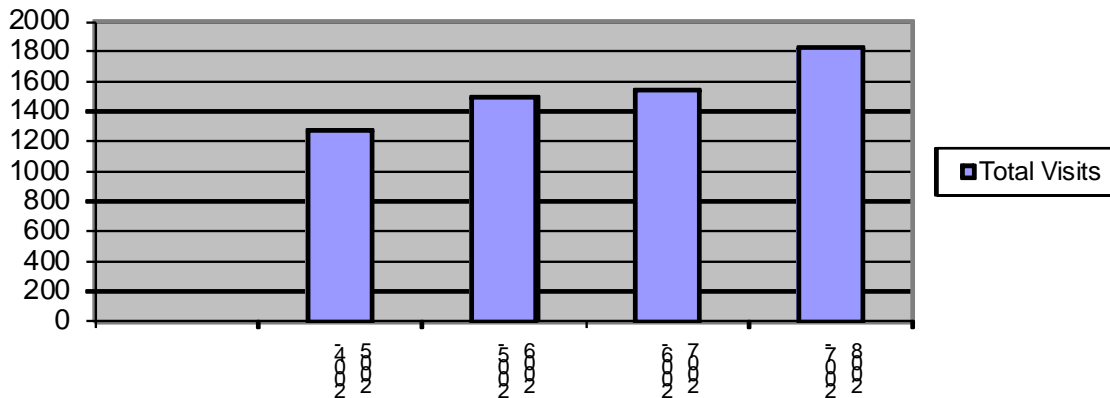
VI. Safe Schools

A. Responsible Thinking Process

The Responsible Thinking Classroom was established in 1999 and continues to be a source of pride among staff. Professional development was held in the fall to reinforce skills for teachers and support staff. The core team met bi-weekly to address students' cases, meet with parents, devise procedures, and oversee the program. The following chart represents RCT visits over the past 5 years.

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Total Visits	1280	1501	1541	1823	1589
# of Students Sent	172	185	185	200	179
Frequent Visitors (25 visits or more)	9 students with a combined total of 393 visits.	12 students with a combined total of 488 visits.	10 students with a combined total of 385 visits.	10 students with a combined total of 711 visits.	14 students with a combined total of 484 visits.
All Others	163 students with a combined total of 887 Visits.	173 students with a combined total of 1013 Visits.	175 students with a combined total of 1156 Visits.	180 students with a combined total of 1112 Visits.	165 students with a combined total of 1105 Visits.
Suspensions	7	16	22	12	15

Total Visits



VII. Core Curriculum

A. Curriculum

Science: Curriculum Aligned. New Science textbooks were purchased for the 2008/2009 school year from MacMillan McGraw-Hill.

Social Studies: Curriculum aligned. Teachers developed pacing guides and textbooks were purchased for the 2003/2003 school year for grades K – 5. During the 2008/2009 school year 6th grade textbooks were purchased for grade 6. Teachers previewed a Michigan History textbook and 3rd grade textbooks were purchased for the 2009/2010 school year. All textbooks are from MacMillan McGraw-Hill.

Math: Curriculum Aligned: Teachers developed pacing guides and textbooks were purchased for the 2004/2005 school year from Houghton Mifflin.

English Language Arts: Curriculum Aligned: Teachers developed pacing guides and textbooks were purchased for the 2006/2007 school year from Scott Foresman.

VIII. Teacher Qualification

School Board Policy

The school board policy on teacher qualification is 2261.01.

- A. Of the 18 teachers working in the elementary 28% of them has earned advanced degrees.
- B. All teachers are highly qualified under the No Child Left Behind guidelines.
- C. Parents and community members may contact the district office regarding particular teacher qualifications. (989) 742-2908.