

Hillman Community Schools
Jr./Sr. High School



2008-2009 Annual Report

Overview of School

The State of Michigan now evaluates each school in Michigan on a variety of factors to determine a school's "Education Yes!" grade. Hillman Jr/Sr High School received the following grade for the 2008-2009 school year:

<i>Component</i>	<i>Score</i>	<i>Grade</i>
English Language Arts	71.8	C
Mathematics	80.4	C
Science	79.1	C
Social Studies	70.1	C
Student Achievement Subtotal	75.4	C
Indicators of School Performance	100	A
Preliminary Grade	82.0	B
AYP Status (Adequate Yearly Progress)		Met AYP
Composite Grade		B

Mission Statement

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

Statement of Beliefs

We believe

- Each child has the ability to learn and achieve.
- Each child can and will achieve to his/her highest potential.
- Education must be the first priority in our community.
- The school must be a positive, safe, healthy, and comfortable learning environment.
- All parents must be actively involved in their child's education.
- Education is a life-long process.

- Our school must instill self-confidence, self-motivation, and self-discipline in all students.
- Students must be prepared to make the transition from either school-to-work or school-to-college.

Nova-Net

A total of 49 students took advantage of 58 classes that were completed for some credit. The Nova-Net program was also used over the summer to make up credits lost during the school year.

Curriculum

Hillman Junior/Senior High School embraces a curriculum reflecting Michigan Content Standards for Curriculum and national standards. Our School Improvement goals show our desire to improve the performance of all students by having Highly Qualified teachers, updating the student profile and goals to fit the profile for the state’s Education “YES” Michigan Plan, and increasing teacher/parent contacts. Hillman Junior/Senior High students also learn about technology and refine their skills as they apply them across the content areas. The districts curriculum guide, textbooks, technology plan computer software, and building personnel are focused on desired student outcomes in each of the goal areas.

Student Retention

Student retention is when a 7th or 8th grade student will be repeating an additional year in the same grade. High school retention occurs when a student has not earned enough credits to be considered in the next grade.

2005-06

Grade	# of Students	Number Retained	% Retained
7	42	3	7%
8	47	0	0%
9	50	3	6%
10	54	3	6%
11	45	2	4%

2006-07

<i>Grade</i>	<i># of Students</i>	<i>Number Retained</i>	<i>% Retained</i>
7	52	2	4%
8	43	0	0%
9	46	9	20%
10	44	2	5%
11	40	1	3%

2007-08

<i>Grade</i>	<i># of Students</i>	<i>Number Retained</i>	<i>% Retained</i>
7	36	3	8%
8	54	9	17%
9	54	3	6%
10	29	3	10%
11	40	5	14%

2008-09

<i>Grade</i>	<i># of Students</i>	<i>Number Retained</i>	<i>% Retained</i>
7	41	3	7%
8	36	0	0%
9	48	4	8%
10	51	4	8%
11	25	3	12%

School Improvement Plan

During the 2008-2009 school year the School Improvement Team (SIT) laid the foundation for starting the Education Yes MI Plan.

The school improvement team looks at data from the MEAP, MME, and ACT tests to help determine areas of focus for school improvement.

The school is on a five-year rotation to look at the various curriculum areas. Currently the school is working on the language arts, math, and science curriculum. The process includes mapping of the curriculum, gap analysis, and matching to the state benchmarks and standards. The goal for the language arts, math, and science curriculum is to complete the unit planning and start the assessment portion of the curriculum.

Student Assessment

Each goal area has established assessments to measure progress toward obtaining the stated goal. The assessments include: grades, attendance, discipline records, students receiving awards, MEAP (Michigan Education Assessment Program), ACT, progress reports, curricular assessments, staff surveys, parent input (IEDP's and student scheduling), and teacher observation.

MEAP RESULTS

Reading (Grade 7)	<u>2004/5</u>	<u>2005/6</u>	<u>2006/7</u>	<u>2007/8</u>	<u>2008-09</u>
Percent Hillman	95%	91	84	74	71
Percent State	89	76	80	72	74
Exceeds Standards	17%	24	33	16	18
Met Standards	60%	67	51	58	53
At Basic Standards	19%	3	8	6	26
Apprentice	5%	6	8	19	3

Writing (Grade 7)	<u>2004/5</u>	<u>2005/6</u>	<u>2006/7</u>	<u>2007/8</u>	<u>2008-09</u>
Percent Hillman	100%	73	88	74	55
Percent State	98%	67	65	77	78
Exceeds Standards	0%	0	0	0	0
Met Standards	57%	73	88	74	55
At Basic Standards	43%	27	8	26	40
Apprentice	0	0	4	0	5

Total English Language Arts (Grade 7)	<u>2005/6</u>	<u>2006/7</u>	<u>2007/8</u>	<u>2008-09</u>
Percent Hillman	91%	84	77	71
Percent State	73%	76	74	80
Exceeds Standards	3%	19	6	8
Met Standards	88%	65	71	63
At Basic Standards	9%	10	13	26
Apprentice	0%	6	10	3

Math (Grade 7)	<u>2005/6</u>	<u>2006/7</u>	<u>2007/8</u>	<u>2008/09</u>
Percent Hillman	59%	70	53	71
Percent State	60%	64	73	83
Exceeds Standards	32%	44	23	32
Met Standards	26%	26	30	39
At Basic Standards	41%	30	40	26
Apprentice	0%	0	7	3

Math (Grade 8)	<u>2004/5</u>	<u>2005/6</u>	<u>2006/7</u>	<u>2007/8</u>	<u>2008/09</u>
Percent Hillman	79%	83	76	90	56
Percent State	83%	63	68	71	75
Exceeds Standards	13%	35	29	50	17
Met Standards	35%	48	47	40	39
At Basic Standards	31%	12	21	10	39
Apprentice	21%	5	3	0	5

Science (Grade 8)	<u>2004/5</u>	<u>2005/6</u>	<u>2006/7</u>	<u>2007/8</u>	<u>2008/09</u>
Percent Hillman	98%	79	90	83	73
Percent State	89%	77	75	79	77
Exceeds Standards	6%	21	37	44	22
Met Standards	61%	59	54	40	51
At Basic Standards	31%	13	7	10	22
Apprentice	2%	7	2	6	5

Reading (Grade 8)	<u>2005/6</u>	<u>2006/7</u>	<u>2007/8</u>	<u>2008/09</u>
Percent Hillman	80%	97	93	87
Percent State	73%	76	77	76
Exceeds Standards	13%	38	33	32
Met Standards	68%	59	60	55
At Basic Standards	13%	3	7	8
Apprentice	8%	0	0	5

Writing (Grade 8)	<u>2005/6</u>	<u>2006/7</u>	<u>2007/8</u>	<u>2008/09</u>
Percent Hillman	63%	65	88	68
Percent State	65%	67	70	74
Exceeds Standards	3%	0	7	0
Met Standards	60%	65	81	68
At Basic Standards	38%	32	12	16
Apprentice	0%	3	0	16

Total English Language Arts (Grade 8)	<u>2005/6</u>	<u>2006/7</u>	<u>2007/8</u>	<u>2008/09</u>
Percent Hillman	63%	95	95	87
Percent State	65%	71	75	77
Exceeds Standards	3%	11	21	16
Met Standards	78%	84	74	71
At Basic Standards	13%	5	5	8
Apprentice	8%	0	0	5

Social Studies (Grade 8)	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Percent	30%	51	54	moved to 9 th grade
State	57%	58	62	
Exceeds Standards	6%	0	2	
Met Standards	10%	14	18	
At Basic Standards	14%	37	34	
Apprentice	69%	49	46	

Social Studies (Grade 9)	<u>2005/6</u>	<u>2006/7</u>	<u>2007/8</u>	<u>2008/09</u>
Percent	77%	70	76	65
State	75%	74	71	71
Exceeds Standards	16%	11	26	27
Met Standards	61%	60	50	39
At Basic Standards	18%	23	17	31
Apprentice	5%	6	7	3

The MEAP test results are those of students scoring at the met standards level (level 2) or higher.

High School Proficiency Test (High School MME)
All Students

Year Tested : Math	<u>2007</u>	<u>2008</u>	<u>2009</u>
Percent	45%	38	50
State	46%	46	49
Exceeds Standards	5	3	0
Met Standards	40	35	50
At Basic Standards	26	15	14
Apprentice	29	48	36

Year Tested : Science	<u>2007</u>	<u>2008</u>	<u>2009</u>
Percent	67%	43	61
State	56%	57	56
Exceeds Standards	5	0	7
Met Standards	62	43	54
At Basic Standards	17	23	18
Apprentice	17	35	21

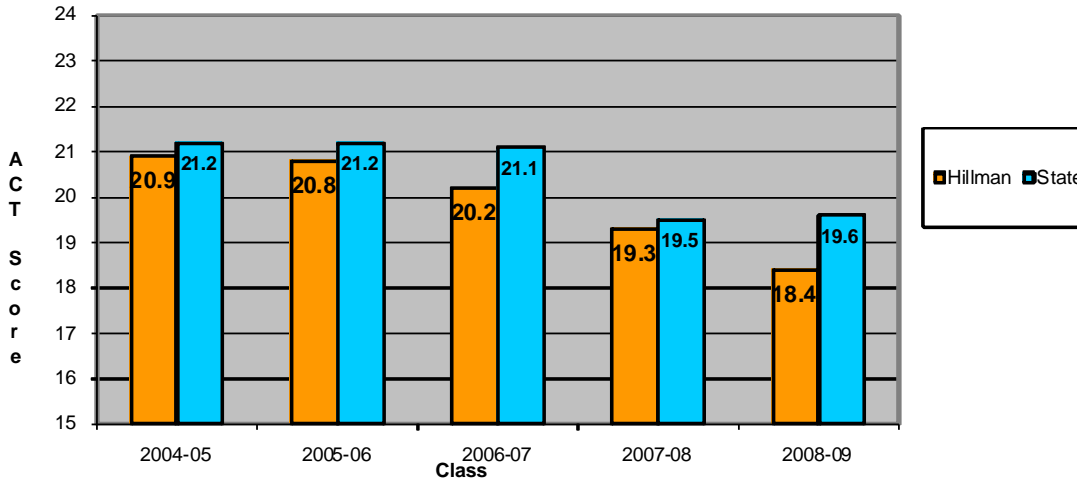
Year Tested : Writing	<u>2007</u>	<u>2008</u>	<u>2009</u>
Percent	36%	25	29
State	40%	41	44
Exceeds Standards	2	0	0
Met Standards	33	25	29
At Basic Standards	48	53	61
Apprentice	17	23	11

Class of : Reading	<u>2007</u>	<u>2008</u>	<u>2009</u>
Percent	69%	48	57
State	60%	62	60
Exceeds Standards	2	0	0
Met Standards	67	48	57
At Basic Standards	17	25	25
Apprentice	14	28	18

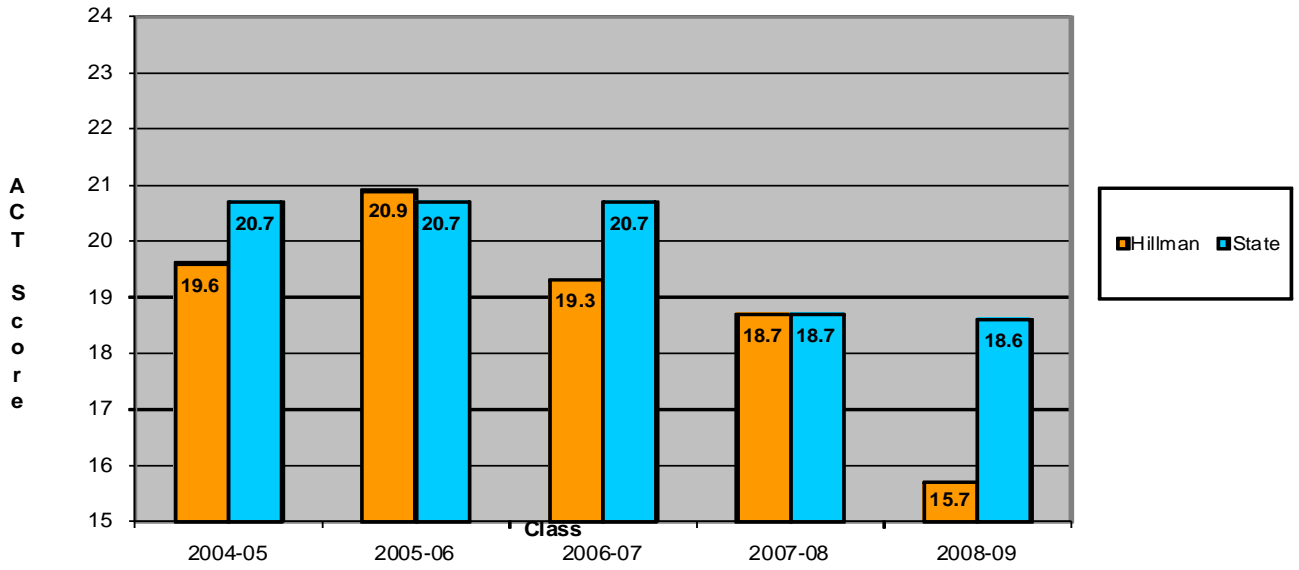
Class of : Social Studies	2007	2008	2009
Percent	83%	75	79
State	83%	80	81
Exceeds Standards	28	25	29
Met Standards	54	50	50
At Basic Standards	13	15	11
Apprentice	4	10	11

Percentage is based upon the number of students who achieved a score of 1100 or higher (exceeds standards and met standards).

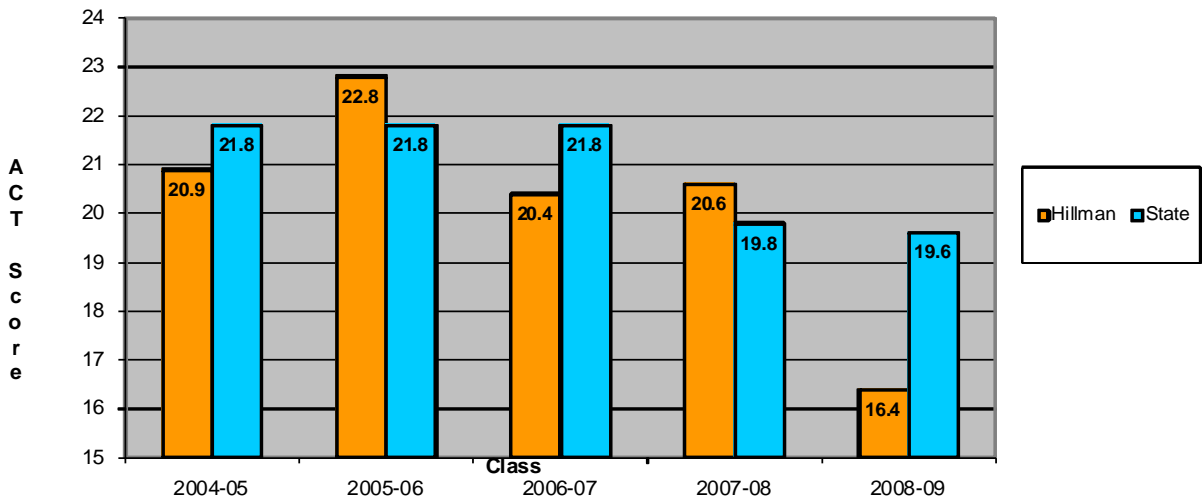
ACT MATH SCORES



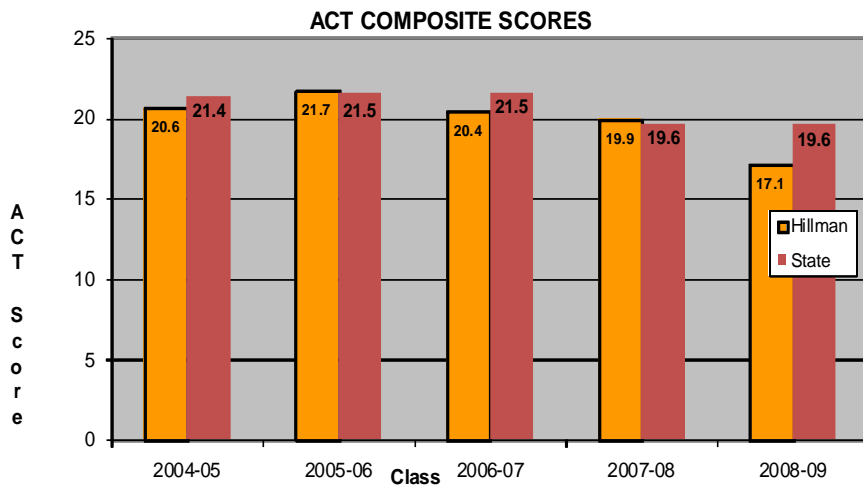
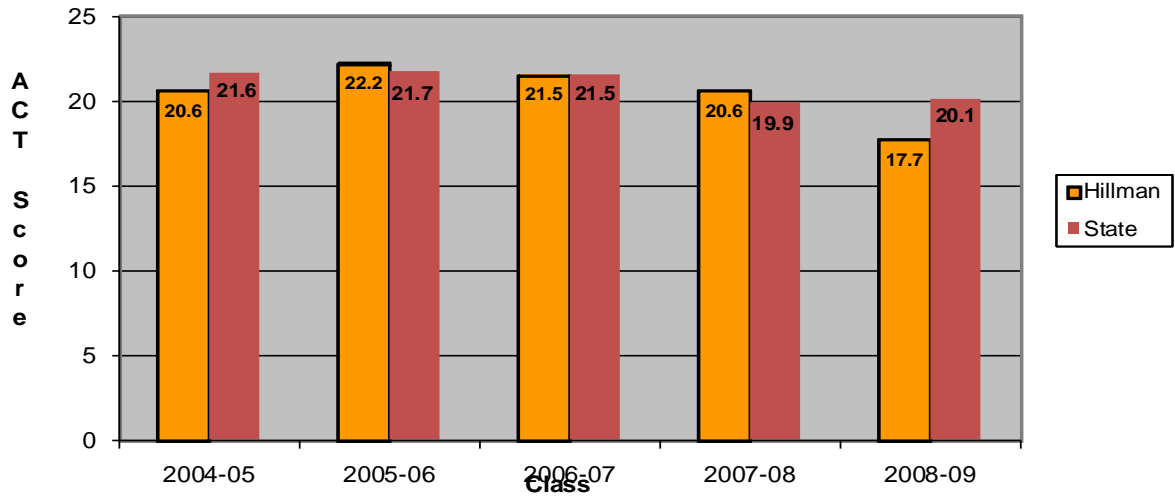
ACT English SCORES



ACT Reading SCORES



ACT SCIENCE SCORES



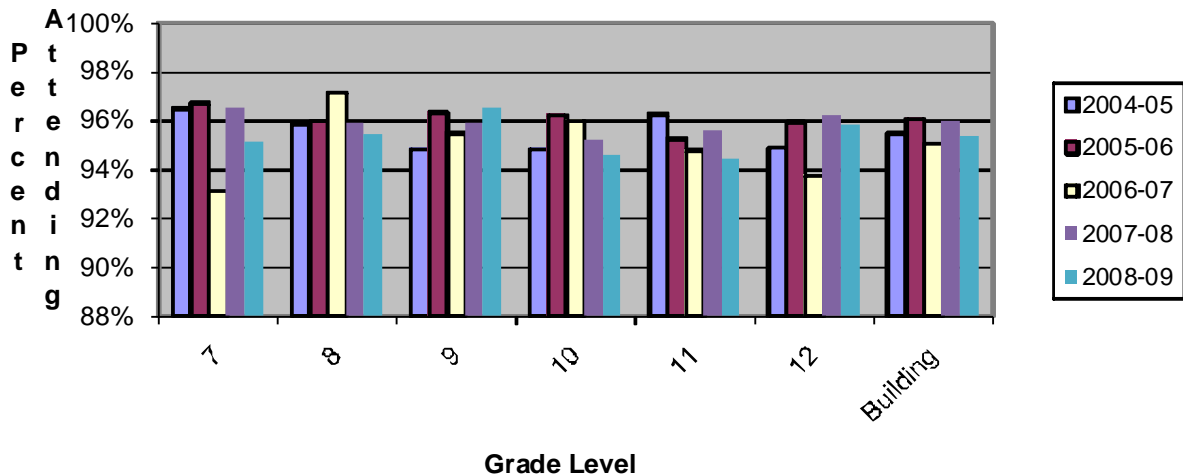
- note – the national average is 35% of the seniors have taken the ACT, at Hillman this year all students in attendance were required to take this test.

8th Grade Technology Literacy Results

School Year	# Of Students Proficient/# Students Tested
2005-06	24/40 = 60% Proficient
2006-07	37/42 = 88% Proficient
2007-08	37/42 = 88% Proficient
2008-09	22/30 = 70% Proficient

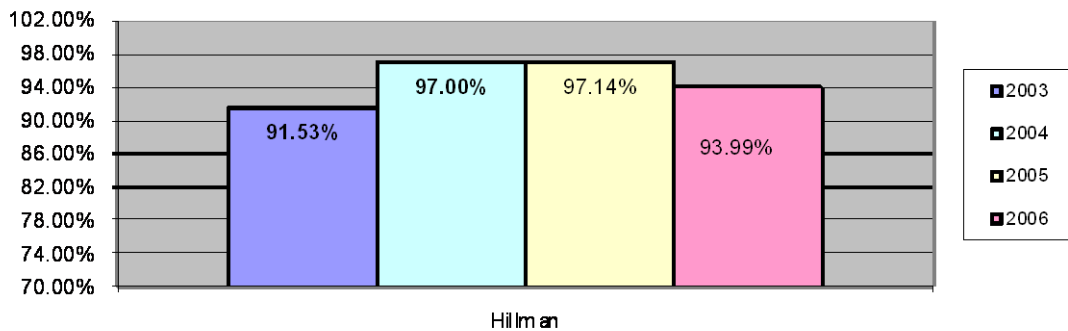
The technology literacy exam is given to our 8th graders in the spring of each year. However, we teach our computer literacy class in the 7th grade. Therefore, these results reflect how well the students have been able to retain their computer skills over the course of a year.

Attendance Data



Graduation Rate

(followed state formula through 2006)

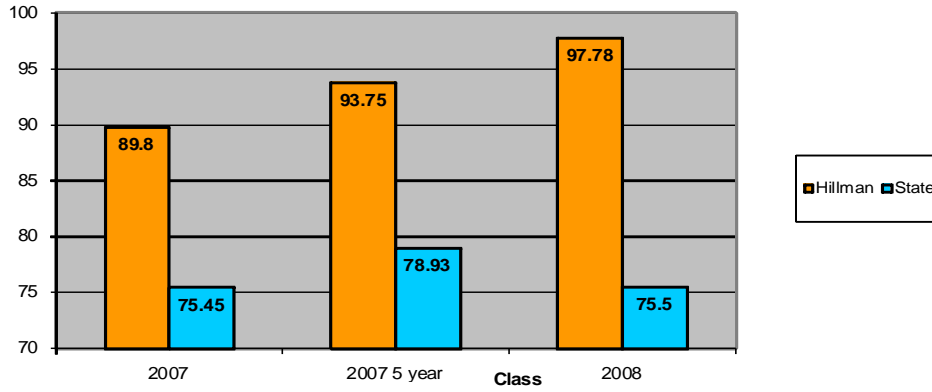


The Hillman High School graduation percentage is calculated by dividing the number of

seniors that are awarded a diploma at graduation by the number of students that started the school year as a senior.

Graduation Rate

(New state formula beginning 2007)



*In order to meet Adequate Yearly Progress (AYP), the state requires a graduation rate of 80% or higher. Five (5) year data represents any senior who took more than four (4) years but less than five years to complete their graduation

Parent Involvement

Conferences were held in the fall and the spring for the junior and senior high school parents. The purpose is a forum for teachers to communicate with parents of the strengths and weaknesses of their student in the classroom.

The chart below gives the participation for the 2003-2005 parent/teacher conferences.

Fall 2005	Fall 2006	Fall 2007	Fall 2008
<i>Percentage 62%</i>	<i>Percentage 51%</i>	<i>Percentage 60%</i>	<i>Percentage 59%</i>
Spring 2006	Spring 2007	Spring 2008	Spring 2009
<i>Percentage 54%</i>	<i>Percentage 50%</i>	<i>Percentage 52%</i>	<i>Percentage 52%</i>

Dual Enrollment Data

	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>
<i>Number of Students Earning Dual Enrollment Credit</i>	<i>13</i>	<i>13</i>	<i>26</i>	<i>26</i>
<i>Percentage of Seniors Earning Dual Enrollment Credit</i>	<i>37%</i>	<i>26%</i>	<i>59%</i>	<i>68%</i>

AP Data

Students have the availability to take AP courses through Michigan Virtual University. No students have chosen to take an AP course in the past three years at Hillman. Most students chose to dual enroll instead of taking an AP course.

Core Curriculum

The Hillman Community Schools secondary program offers classes in the following areas: Art, Computer Science, Spanish, Health, Industrial Arts, Language Arts, Life Management, Mathematics, Music, Physical Education, Science, and Social Studies.

Twenty-five and a half credits are currently required to graduate from Hillman Community Schools. The earned credits must include the following: four years of English; four years of mathematics; three years of social studies with at least one

semester of U.S. government; three years of science; one year of physical education, 1 year of art, half credit online learning. Seniors must complete a math course their senior year.

Teacher Qualification

Currently teachers who are not determined to be “highly qualified” teach 1.5% of the classes. The State of Michigan is yet to determine highly qualified in the area of block endorsements (social studies, science, and special education). When the State makes a determination of “highly qualified” in the block endorsements it may change the percentage of classes not taught by highly qualified teachers.

Currently all staff members teaching outside of the block endorsement are “highly qualified”.

Any questions of determination of “highly qualified” teachers should be directed to the superintendent’s office.