

HILLSDALE COMMUNITY SCHOOLS
ANNUAL REPORT
2006-2007

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**Allison Gaskell
Salutatorian**

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MESSAGE FROM
THE
SUPERINTENDENT



Richard M. Ames
Superintendent

Residents of the Hillsdale Community Schools:

Our back to school newsletter contained a superintendent's column titled, "Encore!" That piece referenced the many outstanding achievements attained by Hillsdale Community Schools' students and members of the school family last year. Truly 2006-07 was another banner year across the board for our District.

Accountability is at an all time high for public education. Academic expectations have never been higher for students and educators. Without question, No Child Left Behind and the Michigan Report Card create imposing challenges without the financial issues faced during the past five years by our State and school system.

The Board of Education's Strategic Plan acknowledges the importance of comprehensive educational and co-curricular opportunities district wide. Of equal importance is the Board's commitment to fund programs which address the comprehensive nature of public education in the 21st Century.

With the Board's leadership, we're firmly committed to a "continuous progress" philosophy, without reference to handicaps like funding. As you read this report, you will see that results which demonstrate a district-wide commitment to that philosophy. For this reason alone, every school employee is worthy of praise and commendation for their determination and dedication.

A year ago in this report, we spoke of large shoes to be filled by the graduating class of 2006. Not to be outdone, the class of 2007 demonstrated its metal in every category—academics, fine art, community service and athletics. Depth and excellence best describes our recent graduation groups. So once again, the bar was set at least a rung higher for future classes by last year's senior class.

Does all of the achievement and recognition happen at the high school? Absolutely not! Clearly, the results for high school students are most widely published due to the Michigan Merit Exam. But we have continuous progress taking place at every level. Our graduating classes are achieving with distinction because they're receiving outstanding instruction K-12 and gained a base foundation which culminates with exceptional honors for exiting students.

Are all students Rhoades Scholarship material? Of course not. Our students come from diverse backgrounds, with different expectations and abilities. Members of the school family work just as hard with and for these students as our highest achieving pupils. We approach this challenge in this fashion because it's the right thing to do. However, it is an important component to achieving adequate yearly progress (AYP) as well.

Leading public education is complex and challenging. But being a part of the growth and development of this organization has been a great source of personal pride over the past six years. Supporting dedicated and determined professionals is truly a pleasure.

We trust you will read this report sharing our sense of pride and hope for the future.

Respectfully yours,

Richard Ames
Superintendent

2006-2007 Hillsdale Board of Education



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President



Robert J. Batt
Vice President



Bill Briggs
Secretary



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LeAnne Rumler
Trustee



James Bowen
Trustee



Mark Nussbaum
Trustee

Historical Snapshot

The first “Hillsdale” school was started in 1838, when a log house was erected on the north side of State Street near Wolcott Street. The first high school class graduated in 1875.

Hillsdale City Schools were organized in 1941 in the village of Hillsdale, Fayette Township. When the city was incorporated as a fourth class city, the district thus known as District #3 became known as School District #1 of the City of Hillsdale. The name was later changed to Hillsdale Community Schools.

Hillsdale School Buildings

Davis Middle School	1929
Bailey Elementary	1936
Mauck Elementary	1939
Gier Elementary	1953
Hillsdale High School	1960
Adult/Community Education	
- Midtown	1983-1996, 1999-2006

**MISSION OF THE
DISTRICT**

**District
Long & Short Term Goals**



Nate English
Co-Valedictorian



Melissa Morgan
Co-Valedictorian

Hillsdale Community Schools provide valuable educational opportunities in a climate of mutual respect, enthusiastically challenging all students to achieve their full potential, now and in the future.

I. Improve Student Achievement

Short-term goals:

1. Increase attendance/retention/graduation rate.
2. Strengthen advanced academic opportunities in all buildings.
3. Increase the percentage of students reading at grade levels.
4. Maintain or improve student to teacher ratio.

II. Ensure a Safe, Clean and Orderly Learning Environment

Short-term goals:

1. Implement 3-year Facility Development Plan.
2. Provide students opportunities to develop skills for healthy choices.
3. Increase nutritional value of food and beverage products made available by the District.
4. Encourage and enforce orderly school and classroom behavior.

III. Increase Enrollment in Hillsdale Community Schools

Short-term goals:

1. Recreate focus groups.
2. Promote Hillsdale Community Schools.
3. Increase community service and volunteerism.
4. Promote positive individual attention for each student.

District
Long & Short-Term Goals
(Cont.)

BELIEFS



Nick Nestorak
Co-Valedictorian

IV. Increase Fund Balance to 2%

Short-term goals:

1. Create an incentive process for cost savings and revenue generating ideas.
2. Investigate local business sponsorship for student activities.
3. Assess all services provided by outside vendors for cost efficiency.

Education is a Shared Responsibility – achievement requires the commitment and participation of staff, students, family and community.

All Students Can Learn – all students have potential that can be developed.

Rates of Learning Vary – the time required for mastery has no bearing on the value of the learner.

All Students Have Unique Skills and Talents – individual abilities must be identified and nurtured.

High Self-Esteem Enhances Success – people develop best through sincere praise and validation.

School Climate Contributes to Achievement – learning occurs best in an environment of mutual respect.

High Expectations for Success Must be the Norm – failure only occurs when one stops trying.

Trust is Vital – trust bonds staff, students, family and community.

Cooperation is Essential – learning, experiences must encourage and teach skills, which develop a cooperative attitude.

Optimism is Critical – optimism about people, education and the future serves all of us best.

STUDENT
OUTCOMES –
Abbreviated
Version
(WRPCCC)



Alisha Nussbaum
Co-Valedictorian



Adrienne Pastula
Co-Valedictorian

One of the goals of education is to provide all learners with a solid foundation of skills, knowledge and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education a Hillsdale student will be a person who:

- A. Uses effective communication skills: speaking, reading, writing, and listening
- B. Demonstrates command of basic mathematical and scientific problem-solving skills
- C. Shows growing appreciation of the humanities
- D. Demonstrates an understanding of, and is developing a sense of responsibility for, the world community
- E. Demonstrates positive character qualities, including self-esteem as a learner and as a person, and extends respect to others.
- F. Works well with others while contributing one's own ideas, view and standards yet can also learn independently.
- G. Demonstrates problem-solving skills including recognition of logical and illogical thinking in an effort to reach reasonable conclusions
- H. Takes responsibility for personal fitness including physical, mental and social fitness.

EDUCATIONAL
OUTCOMES FOR
STUDENTS

- A. Wellness – Conscious – Student possesses self-esteem; values physical, mental and social fitness
- B. Responsible – Student is a self-directed learner; exhibits concern for civic and environmental issues; behaves ethically; successfully demonstrates life management skills
- C. Problem-Solver – Student applies mathematical and scientific problem-solving skills; uses logical thinking, seeks reasonable conclusions
- D. Culturally Literate – Student appreciates, understands and is knowledgeable about social sciences and the fine arts
- E. Cooperative – Student respects others, contributes ideas, views and standards
- F. Skillful Communicator – Student demonstrates mastery of language arts: reading, writing, speaking and sensory communications

SCHOOL PROGRAMS

School Improvement – North Central Plan

Hillsdale Community Schools - Mauck, Bailey, Gier, Davis Middle School, and Hillsdale High School are all accredited for the 2006-2007 school year through the North Central Association. This action was taken at the Board of Trustees meeting of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) held in Chicago on April 1, 2007.

During the 2006-2007 school year, each building worked on the fifth year of the NCA Performance Accreditation process K-12. A peer review will take place in the fall, 2007 to complete the process.

NCA schools are accredited on the basis of an annual report on conditions in the school and on such supplementary information as the Commission on Accreditation and School Improvement requests. Continued accreditation means that the conditions for effective education exist in the school. NCA membership assures the public at large that the school has met standards which high quality schools in the NCA region consider to be imperative for effective education and that it is working to improve performance for all students.

Safe and Drug Free Schools

Hillsdale Community Schools continues to support its comprehensive K-12 health program through a variety of sources. Our schools continue to serve as an active member of the Jackson-Hillsdale Safe and Drug Free Schools consortium. As a result of this association, we have continued to utilize the “Families and Children Together” (FACT) parent involvement program. This program known for its Fact Backpack approach provides information to children and their families between Kindergarten and 5th grade about healthy choices and attitudes.

Hillsdale Schools have also been involved in the training of our health and life skills teachers in secondary modules such as: Character Education, Violence, ATOD, and Tobacco and service learning. This is all a part of the Michigan Model Health Program.

The Jackson-Hillsdale Consortium also provided opportunities for our staff to coordinate and collaborate with community agencies to provide research-based strategies and programs which build youth assets, and reduce violence and drug use. Members of the Hillsdale staff attended professional development training for the “Why Try?” program that is designed to offer effective solutions for truancy, behavioral, and academic problems.

Additional assets include the Davis Middle School Advisor/Advisee program that provides strong supportive activities to encourage students to form positive, healthy lifestyles. Davis Middle School also participated in Red Ribbon Week to emphasize drug awareness. This year also found Davis developing a strong wellness program that emphasized both proper nutrition and fitness, including a morning fitness walk for staff and students.

Hillsdale High School has a heavy emphasis on the dangers of drinking and smoking. The two existing programs are SADD (Students Against Drunk Driving), and Reducing Underage Drinking and Driving (RUDD). Domestic Harmony also offers a program that focuses on increasing violence awareness.

Wellness Committee

A district Wellness Committee has established a school board approved “Wellness Policy” for the school system, and is encouraging proper health and nutrition as well as awareness of the benefits of regular fitness activities.

Graduation Statistics

The Class of 2007 consisted of 105 students, four of which were foreign exchange students. There were 34 honor students, 28 National Honor Society students, and 53 Michigan Merit/Promise Award winners.

The future plans of the 2006 Hillsdale graduating class indicate that 58% will be attending a four or two year university or college; 25% a technical school; 5% into the military; and 12% directly into the workforce.

Other Performance Indicators

Hillsdale High School's graduation rate is 89.27%. The state and county average graduation rate for 2006-2007 is not available to date.

Please see the following chart to compare the previous year's district retention rates.

2005-2006 Graduation and Dropout Rates	Class of 2009	Class of 2008	Class of 2007	Class of 2006	Total
1. Fall 2005 Enrollment	144	148	114	113	519
2. Transfer (net)	10	15	27	-3	49
2A. Total number of students to transfer IN (+)	20	22	33	2	77
2B. Total number of students to transfer OUT (+)	10	7	6	5	28
3. Retained in Grade (net)	1	-1	4	-4	0
3A Students retained in grade for 2004-2005 school year		1	0	4	5
4. Students Located	10	10	4	0	24
5. Expected Fall 2006 Enrollment	145	152	141	105	543
6. Fall 2006 Enrollment	141	145	137		423
7. Diploma Recipients	0	0	0	104	104
8. Unaccounted for students (dropouts)	4	7	4	1	16
9. Class Retention (%)	97.24%	95.39%	97.16%	99.05%	97.05
10. Class Dropout (%)	-2.76%	-4.61%	-2.84%	-0.95%	2.95%
11. 1-year Dropout Rate					2.95%
12. Estimated 4-year Graduation Rate					89.27

Michigan Graduation Rate 87.70

Michigan Dropout Rate: 3%

NUMBER AND PERCENTAGE OF PUPILS ENROLLED IN POST-SECONDARY PROGRAMS AND/OR COLLEGE LEVEL EQUIVALENT COURSES

During the 2006-2007 school year a total of 25 Juniors and Seniors enrolled in post-secondary programs and/or college level equivalent courses.

The chart below lists the number and percentage of students in each grade who received college credit through the Dual Enrollment program.

Dual Enrollment 2006-2007

Grade	# of Students	Credits Earned	% of Class
11th Grade	2	12	1
12th Grade	23	187	18.4
Total	25	199	

Status of the Core Curriculum Program

Hillsdale Community Schools has a curriculum review and revision process in place. Every teacher is required to serve on at least one of the committees. Each grade level assures representation on all committees to facilitate communication.

Curriculum Rotation Schedule

Math

Social Studies &
Technology

Science

Special Subjects

Language Arts

During curriculum review and recommendation the district's curriculum is aligned with the state curriculum. Gaps are identified through MEAP data analysis, quarterly assessments, and additional standardized test results. Grade and course curriculums are revised to reflect changes. Recommendations for materials to support the curriculum are also made. The committee presents their revisions and recommendations to the district Curriculum Council and the Board Curriculum Committee for approval. It is then presented to the Board of Education for approval.

AVERAGE DAILY ATTENDANCE RATES:

Hillsdale High School	93.0 %
Davis Middle School	93.8 %
Bailey Elementary School	94.6 %
Gier Elementary School	94.6 %
Mauck Elementary School	91.0 %

Hillsdale Community Schools Title I Annual Report

(This report applies to the 2006-2007 school year.)

Purpose: Title I is a federal program designed to improve the academic achievement of students who are disadvantaged. Schools that choose to participate in this program receive formula grant funds to provide extra services and materials to students. All three elementary schools participate in a school-wide program. This means that Title I funds are used in the schools to provide additional personnel, materials, staff training, and parent involvement. Title I funds may not be used to provide the regular and necessary components of an educational program. This grant money must provide extra things with the purpose of all students meeting academic standards.

Allocation: The district received \$349,703.00 in Title I grant money for the current year of 2005-2006. This was a reduction of \$54,729.00 from the previous year. Title I is a formula grant. A state mandated calculation is used to determine each school's annual allocation.

Planning: Our district chooses to use this money at the three elementary schools. Each school creates a plan to help students that are struggling in academic subjects. School improvement plans must be approved at the district level and then approved at the state level by the Michigan Department of Education.

Implementation:

Gier Elementary School:

- Educational Assistants in each classroom for 45 minutes per day
- Before school tutoring program for students
- Sub costs to release teachers to work on curriculum alignment and unit planning
- Mathematics professional development opportunities for teachers
- Funds to purchase professional texts for study groups
- Parent/Family Development Nights
- Elementary Success Worker (Counseling)

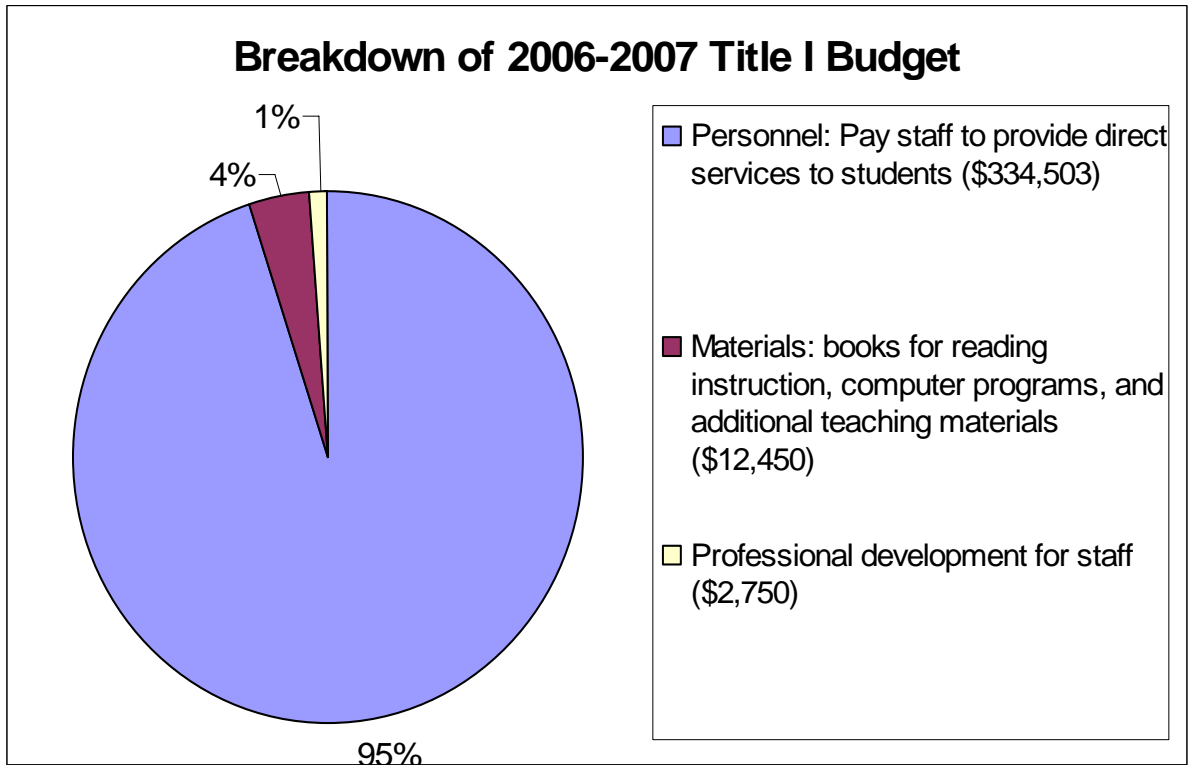
Bailey Elementary School:

- Educational Assistants in classrooms for 1 hour per day.
- Reading Recovery for 1st grade students
- Funds to purchase professional texts for study groups
- Mathematics professional development opportunities for teachers
- Parent/Family Development Nights

Mauck Elementary School:

- Educational Assistants in each classroom for 2 hours per day
- Provide a Literacy Leader for staff development
- Sub costs to release teachers to work on curriculum alignment and unit planning
- Funds to purchase professional texts for study groups
- Mathematics professional development opportunities for teachers
- Parent/Family Development Nights

Title I Evaluation: The Title I program has a financial audit and program compliance audit completed every year. This is done by an external accounting firm and reports are provided directly to the Michigan Department of Education and the Hillsdale Community Schools Board of Education. We operate a school-wide Title I program. That allows our school to use the grant money to assist the entire school rather than only specific students. Our schools qualify for school-wide programming because of the high number of students with academic risk factors. It is the goal for all students to perform at grade level. Students that came to our schools below grade level should demonstrate they are catching up because of the interventions provided. The Title I resources must be used to help these children.



ADEQUATE YEARLY PROGRESS

Description of Michigan's AYP Formula

The *No Child Left Behind Act of 2001* provides specific requirements for Adequate Yearly Progress formulas that are used by individual states. The legislation gives Title I schools and districts the two methods described below to determine whether or not they have made Adequate Yearly Progress. For districts, the methods are applied to the Title I schools in the district as a group.

AYP Based on Achievement

A Title I school or district makes AYP for a particular year based on achievement if at least a certain percentage of students meets or exceeds state standards on the Michigan Educational Assessment Program tests, at least 95 percent of the students participated in state assessments, and the school or district has an acceptable attendance or graduation rate. For tests with four achievement levels, students must score in one of the top two achievement levels (Levels 1 and 2) in order to meet state standards. For the older tests with only three achievement levels, students must score in the top level to meet state standards. The required percentage is the same for all schools and districts in the state and is known as the “annual state objective.” The percentages are different for each subject, however, as well as each grade level tested, because they depend on the starting points established in 2002. The annual state objective for each subject and grade level will increase as shown below until it reaches 100 percent for all subjects and grade levels in 2014.

Year	English Language Arts			Mathematics		
	Elem.	Middle	High	Elem.	Middle	High
2002	38%	31%	42%	47%	31%	33%
2003	38%	31%	42%	47%	31%	33%
2004	38%	31%	42%	47%	31%	33%
2005	49%	43%	52%	56%	43%	44%
2006	49%	43%	52%	56%	43%	44%
2007	49%	43%	52%	56%	43%	44%
2008	59%	54%	61%	64%	54%	56%
2009	59%	54%	61%	64%	54%	56%
2010	59%	54%	61%	64%	54%	56%
2011	69%	66%	71%	73%	66%	67%
2012	79%	77%	81%	82%	77%	78%
2013	90%	89%	90%	91%	89%	89%
2014	100%	100%	100%	100%	100%	100%

As the following pages of MEAP data demonstrate, our students surpassed these targets at every grade level and for each subgroup by gender and by economic status.

	Made AYP	Identified for Improvement
High School	Yes	No
Davis	Yes	No
Gier	Yes	No
Bailey	Yes	No
Mauck	Yes	No
Horizon Alt	N/A	N/A

ADVANCED PLACEMENT

Hillsdale High School offers Advanced Placement (AP) classes. Those classes are English Literature, Calculus, and U.S. History. Students also have the opportunity to take on-line AP classes through the Michigan Virtual High School. The tables below show the scores earned and the percentage of students by grade level who have taken AP exams over the past three years.

Advanced Placement Summary 2007

AP Grade	English Literature	Calculus	U.S. History	Total Grades Reported	Percentage of Total	AP Equity & Excellence	
5	0	2	3	5	11	10TH GRADE	2.90%
4	3	3	2	8	17	11TH GRADE	6.30%
3	4	8	4	16	35	12TH GRADE	10.40%
2	10	1	3	14	30	CLASS OF 2007 SUMMARY	15.20%
1	0	0	3	3	7		
Total	17	14	15	46	100		

Advanced Placement Summary 2006

AP Grade	English Literature	Calculus	U.S. History	Total Grades Reported	Percentage of Total	AP Equity & Excellence	
5	0	11	N/A	11	32	10TH GRADE	0.00%
4	3	4	N/A	7	21	11TH GRADE	9.50%
3	6	3	N/A	9	26	12TH GRADE	11.70%
2	7	0	N/A	7	21	CLASS OF 2006 SUMMARY	12.60%
1	0	0	N/A	0	0		
Total	16	18	N/A	34	100		

Advanced Placement Summary 2005

AP Grade	English Literature	Calculus	U.S. History	Total Grades Reported	Percentage of Total	AP Equity & Excellence	
5	0	1	N/A	1	4	10TH GRADE	0.00%
4	2	4	N/A	6	23	11TH GRADE	0.90%
3	8	2	N/A	10	38	12TH GRADE	10.20%
2	6	0	N/A	6	23	CLASS OF 2005 SUMMARY	11.70%
1	3	0	N/A	3	12		
Total	19	7	N/A	26	100		

STUDENT ASSESSMENT DATA

School districts are required to publish student results on the statewide MEAP and MME assessments each year. The following pages report students' achievement by percentage of students at each level, by four-year trend, and by the subgroups of gender and economically disadvantaged.

Grade Level	Subjects Tested
3	Math, Reading, Writing
4	Math, Reading, Writing
5	Math, Reading, Writing, Science
6	Math, Reading, Writing, Social Studies
7	Math, Reading, Writing
8	Math, Reading, Writing, Science
9	Social Studies
11	MME Exam (ACT & Work keys)

Hillsdale Community Schools

Fall 2006 MEAP in Grades 3-9

	3	4	5	6	7	8	9
Hillsdale math	82.2	89.3	81.1	69.9	62.1	64.5	
County-wide math	88.1	83.8	82.7	76.1	60.7	65.4	
State math	88.0	85.0	76.0	69.0	64.0	68.0	
Reading							
Hillsdale reading	80.5	88.8	89.9	84.6	83.9	76.6	
County-wide reading	83.4	81.9	86.6	84.5	79.6	79.1	
State reading	87.0	85.0	84.0	83.0	80.0	76.0	
Writing							
Hillsdale writing	41.5	48.0	66.1	72.5	66.9	55.6	
County-wide writing	39.4	39.5	53.7	70.7	60.6	63.0	
State writing	52.0	45.0	57.0	74.0	65.0	67.0	
ELA							
Hillsdale ELA	68.3	84.8	85.3	80.2	79.0	63.7	
County-wide ELA	73.8	74.7	78.7	79.6	71.2	71.7	
State ELA	79.0	78.0	78.0	78.0	76.0	71.0	
Science							
Hillsdale science			90.3			75.0	
County-wide science			89.2			78.8	
State science			83.0			75.0	
Social Studies							
Hillsdale social studies				73.1			82.0
County-wide soc studies				80.5			70.5
State social studies				74.0			74.0

These scores show the percentage of students that were at and/or above the grade level requirements tested on the MEAP test.

(Not all tests are administered at each grade level.)

MEAP – 5 Year Trend
% Met or Exceeded Standards (Level 1 & Level 2)
Hillsdale Community Schools

Science

Grade	2003	2004	2005	2006	2007
5th Grade	77	75	82	84	90
<i>State Average</i>	77	78	79	77	83
8th Grade	67	67	72	75	75
<i>State Average</i>	65	66	65	77	75
11th Grade	58	49	38*	50	N/A
<i>State Average</i>	57	51	49	57	N/A

Social Studies

Grade	2003	2004	2005	2006	2007
5th Grade	27	27	27	N/A	N/A
<i>State Average</i>	28	31	26	N/A	N/A
6th Grade	N/A	N/A	N/A	80	73
<i>State Average</i>	N/A	N/A	N/A	78	74
8th Grade	31	21	29	N/A	N/A
<i>State Average</i>	32	29	30	N/A	N/A
9th Grade	N/A	N/A	N/A	N/A	82
<i>State Average</i>	N/A	N/A	N/A	N/A	74
11th Grade	27	20	17*	21	N/A
<i>State Average</i>	34	31	32	36	N/A

Mathematics

Grade	2003	2004	2005	2006	2007
3rd Grade	N/A	N/A	N/A	87	82
<i>State Average</i>	N/A	N/A	N/A	87	88
4th Grade	58	70	74	84	89
<i>State Average</i>	65	73	72	82	85
5th Grade	N/A	N/A	N/A	81	81
<i>State Average</i>	N/A	N/A	N/A	73	76
6th Grade	N/A	N/A	N/A	63	70
<i>State Average</i>	N/A	N/A	N/A	65	69
7th Grade	N/A	N/A	N/A	60	62
<i>State Average</i>	N/A	N/A	N/A	60	64
8th Grade	53	53	65	72	65
<i>State Average</i>	52	63	62	63	68
11th Grade	55	33	29*	46	N/A
<i>State Average</i>	52	51	46	52	N/A

English Language Arts – Reading

Grade	2003	2004	2005	2006	2007
3rd Grade	N/A	N/A	N/A	82	81
<i>State Average</i>	N/A	N/A	N/A	87	87
4th Grade	76	74	84	87	89
<i>State Average</i>	75	80	82	83	85
5th Grade	N/A	N/A	N/A	83	90
<i>State Average</i>	N/A	N/A	N/A	80	84
6th Grade	N/A	N/A	N/A	81	85
<i>State Average</i>	N/A	N/A	N/A	80	83
7th Grade	60	69	78	74	84
<i>State Average</i>	61	61	73	76	80
8th Grade	N/A	N/A	N/A	81	77
<i>State Average</i>	N/A	N/A	N/A	73	76
11th Grade	78	73	52	62	N/A
<i>State Average</i>	71	76	65	70	N/A

English Language Arts - Writing

Grade	2003	2004	2005	2006	2007
3rd Grade	N/A	N/A	N/A	38	42
State Average	N/A	N/A	N/A	51	52
4th Grade	60	60	46	61	48
State Average	47	48	46	55	45
5th Grade	N/A	N/A	N/A	67	66
State Average	N/A	N/A	N/A	63	57
6th Grade	N/A	N/A	N/A	62	73
State Average	N/A	N/A	N/A	63	74
7th Grade	50	38	65	64	67
State Average	56	47	54	67	65
8th Grade	N/A	N/A	N/A	74	56
State Average	N/A	N/A	N/A	65	67
11th Grade	55	37*	36	47	N/A
State Average	50	48	47	55	N/A

English Language Arts – (Reading + Writing)

Grade	02/03	03/04	04/05	05/06	06/07
3rd Grade	N/A	N/A	N/A	73	68
State Average	N/A	N/A	N/A	78	79
4th Grade	67	64	76	82	85
State Average	60	64	69	76	78
5th Grade	N/A	N/A	N/A	77	85
State Average	N/A	N/A	N/A	75	78
6th Grade	N/A	N/A	N/A	73	80
State Average	N/A	N/A	N/A	68	78
7th Grade	55	58	75	68	79
State Average	58	57	66	73	76
8th Grade	N/A	N/A	N/A	76	64
State Average	N/A	N/A	N/A	69	71
11th Grade	67	60	40*	N/A	N/A
State Average	64	65	57	N/A	N/A

MEAP & MME RESULTS

The graphs that follow represent the MEAP and MME results for Hillsdale High School.

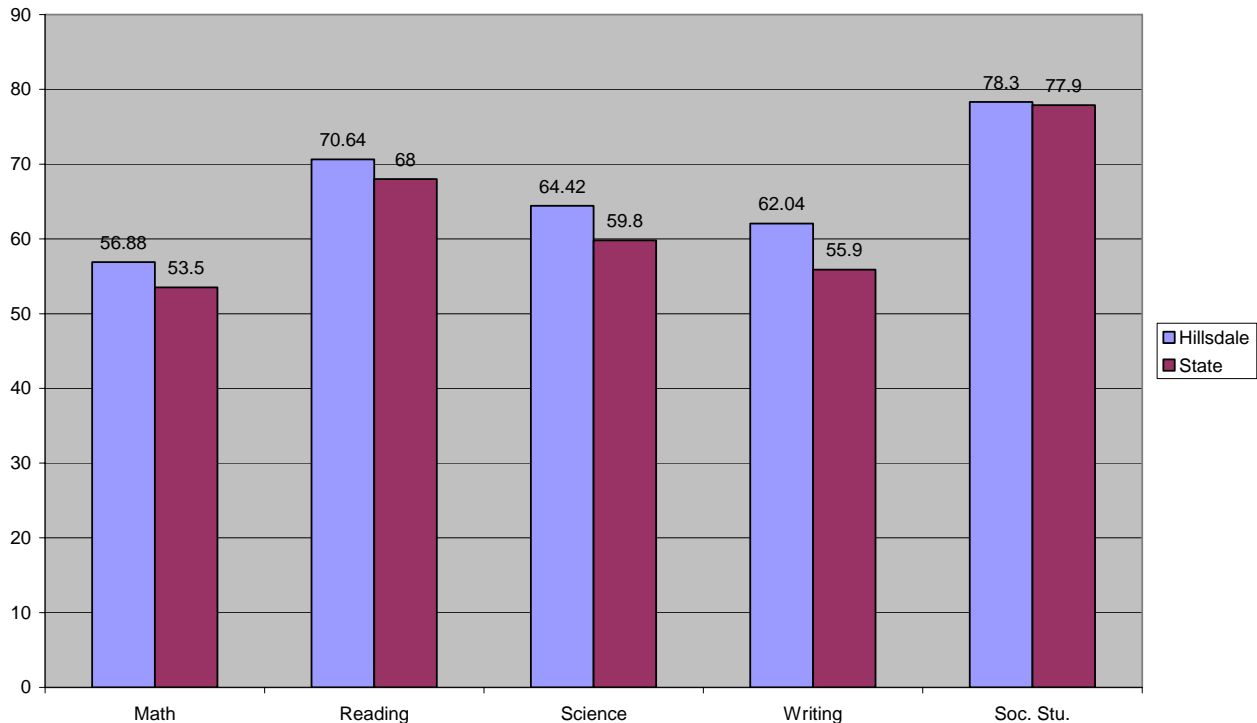
The 2006-2007 school year marked a significant change in Michigan's accountability assessment program. In the past, all 11th grade students took the MEAP. This assessment measured student academic progress, but served no other purpose for the student since colleges and universities did not consider MEAP scores in their admissions process.

The MEAP has now been replaced with the Michigan Merit Exam (MME). This assessment combines the ACT, Work Keys, and portions of the MEAP.

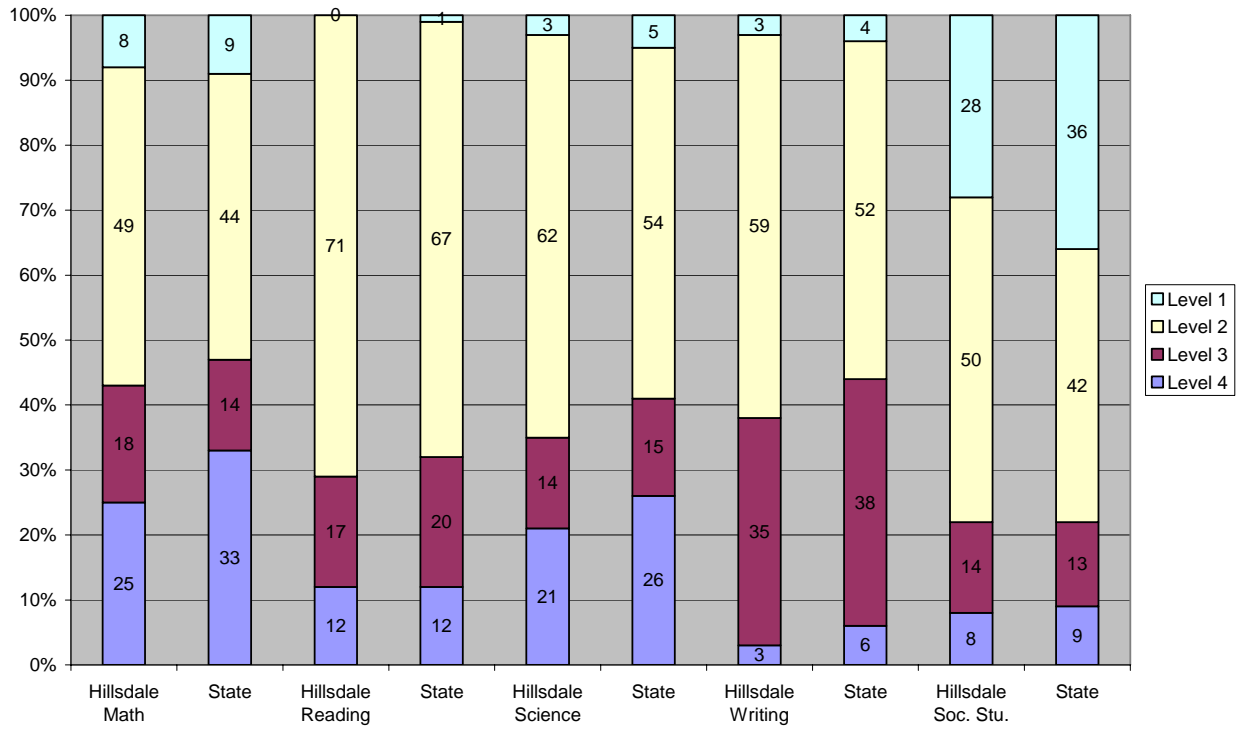
This change has benefitted our students in two ways. Our students and school can now measure our academic progress using a nationally normed test, plus the ACT results may actually be used by colleges and universities for admission purposes. An added bonus for our students and parents is that the State of Michigan now pays for every student to take the ACT up to two times.

High School MEAP Trends (Graph Form)

Hillsdale High School Class of 2007 MEAP Results
Percentage of Students Meeting or Exceeding State Standards

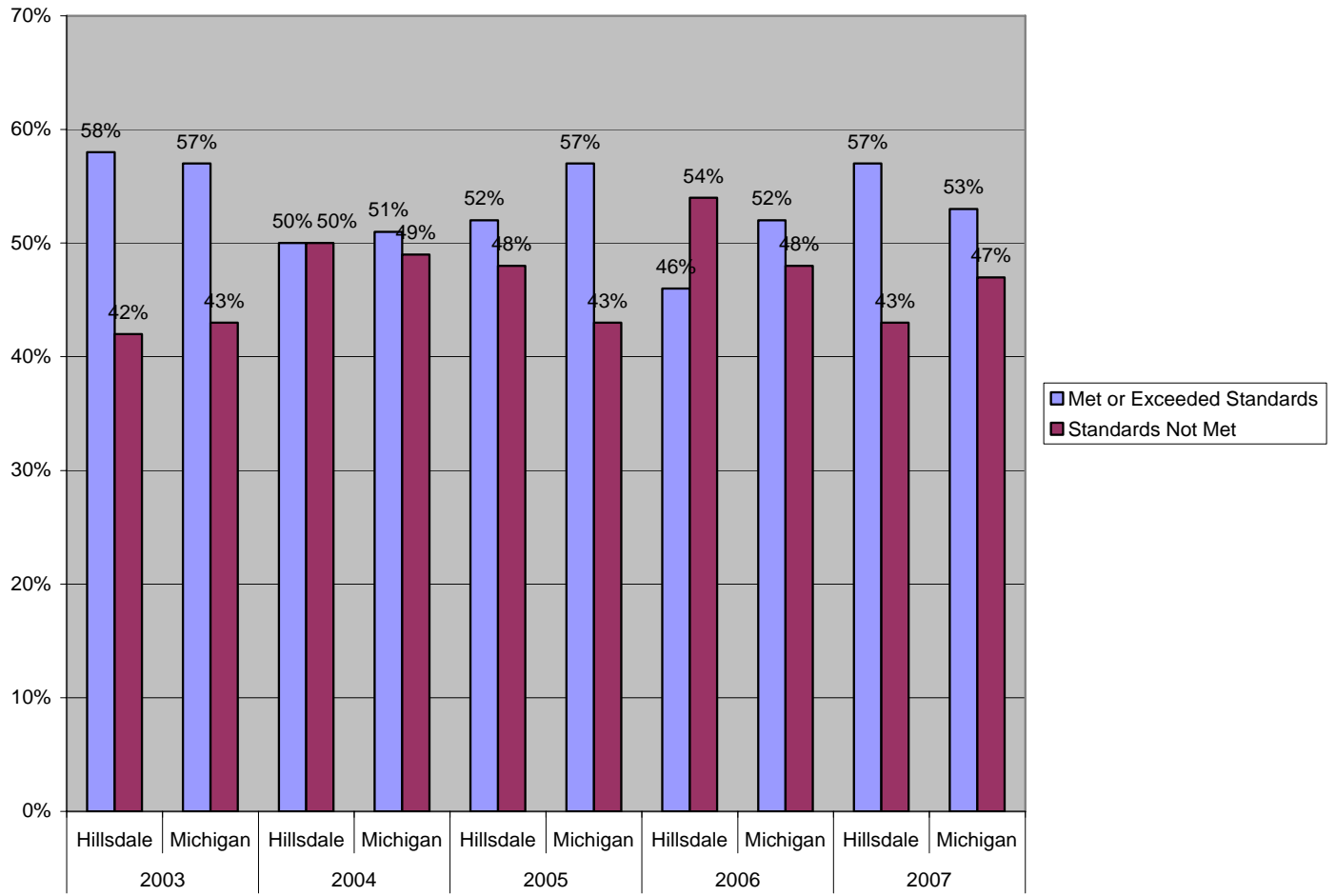


**Class of 2007 MEAP
Percentage of Hillsdale and State Students by Achievement Level**

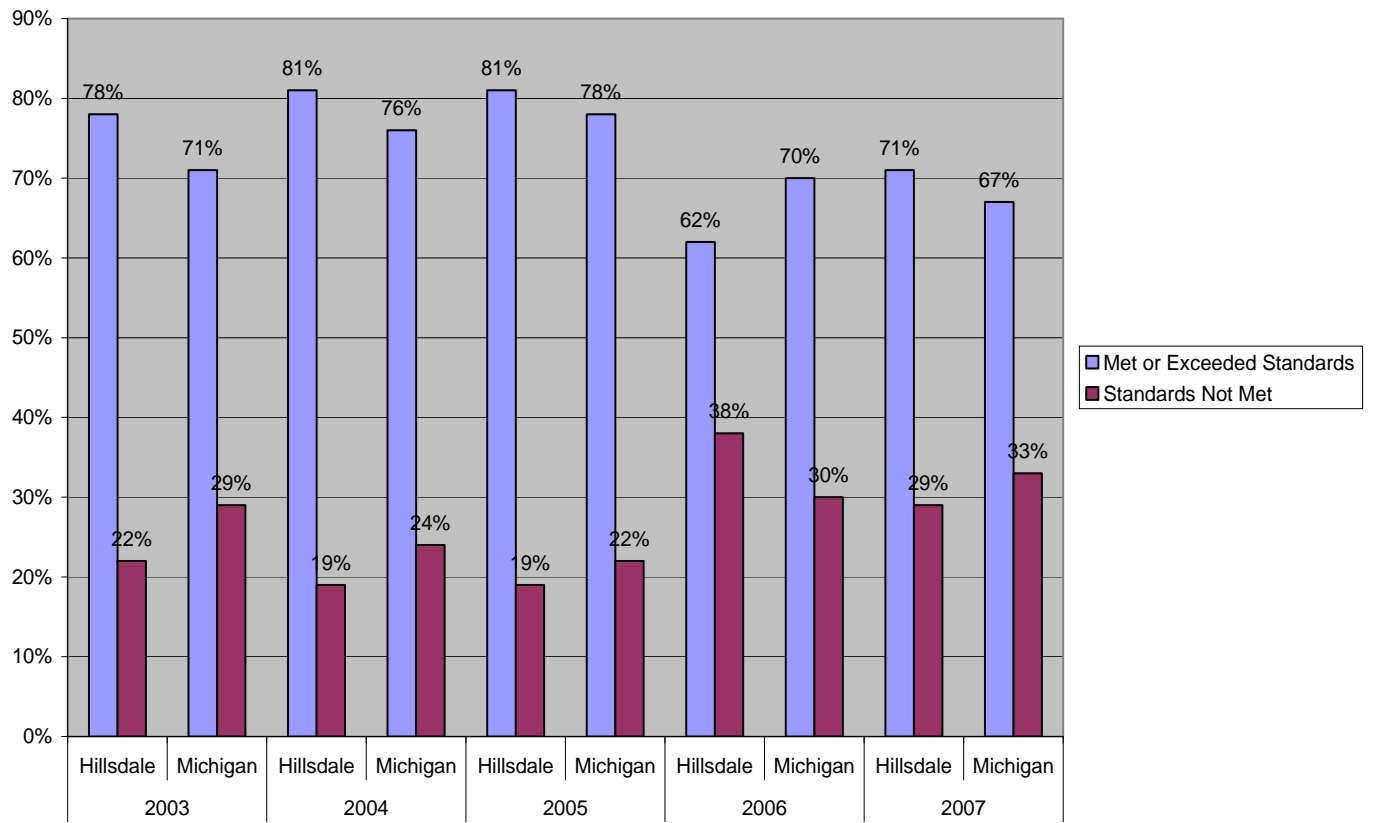


Level 1: Exceeds standards
 Level 2: Meets standards
 Level 3: Basic
 Level 4: Apprentice

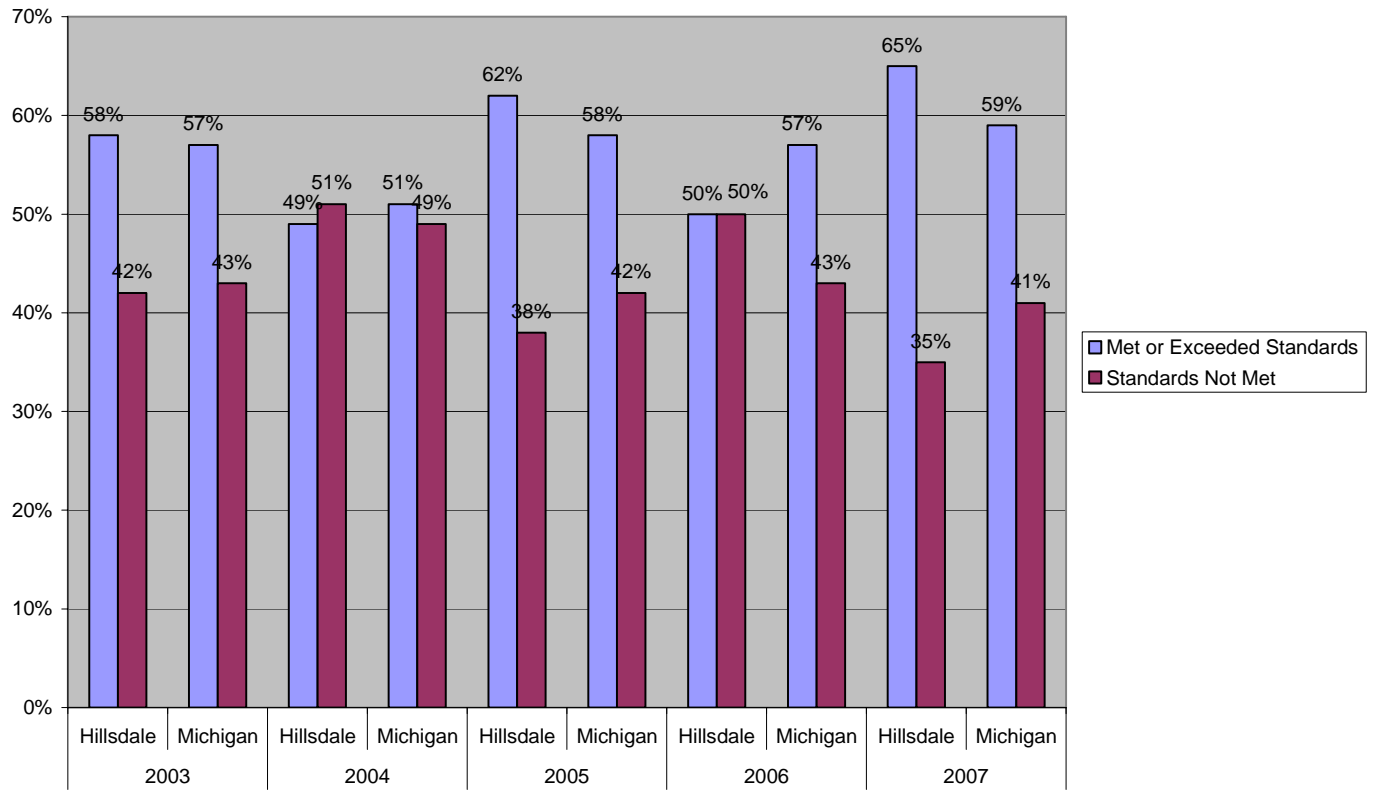
MEAP Five Year Trend Math



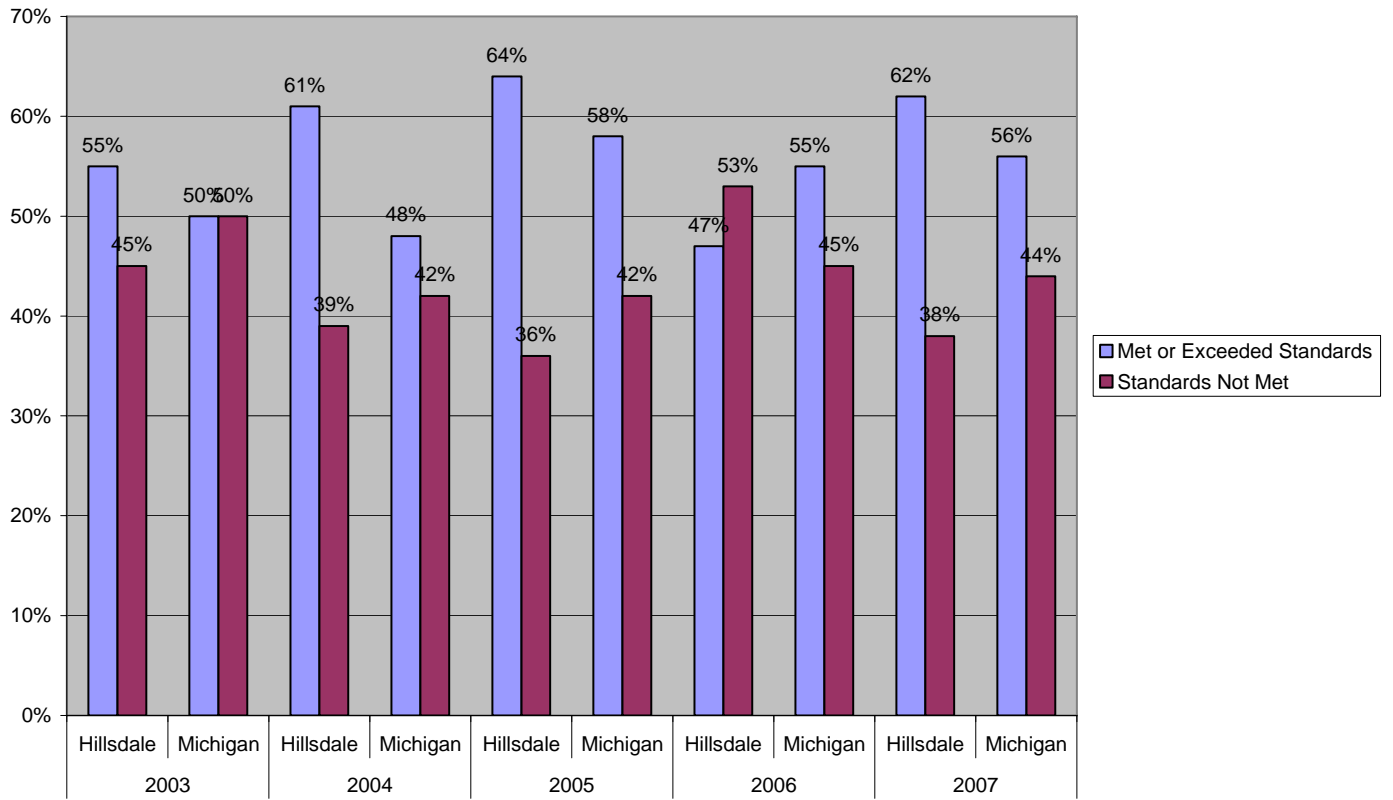
MEAP Five Year Trend Reading



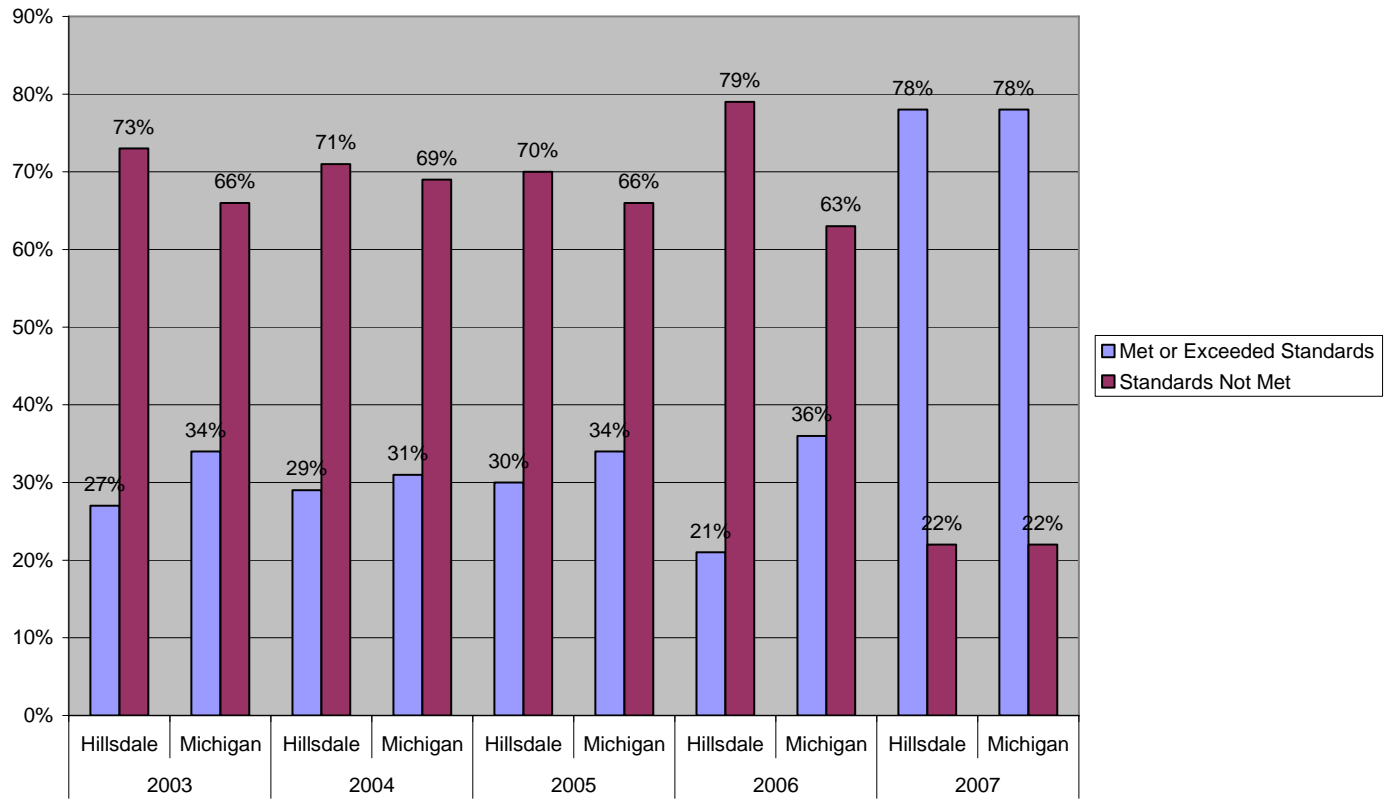
MEAP Five Year Trend Science



MEAP Five Year Trend Writing

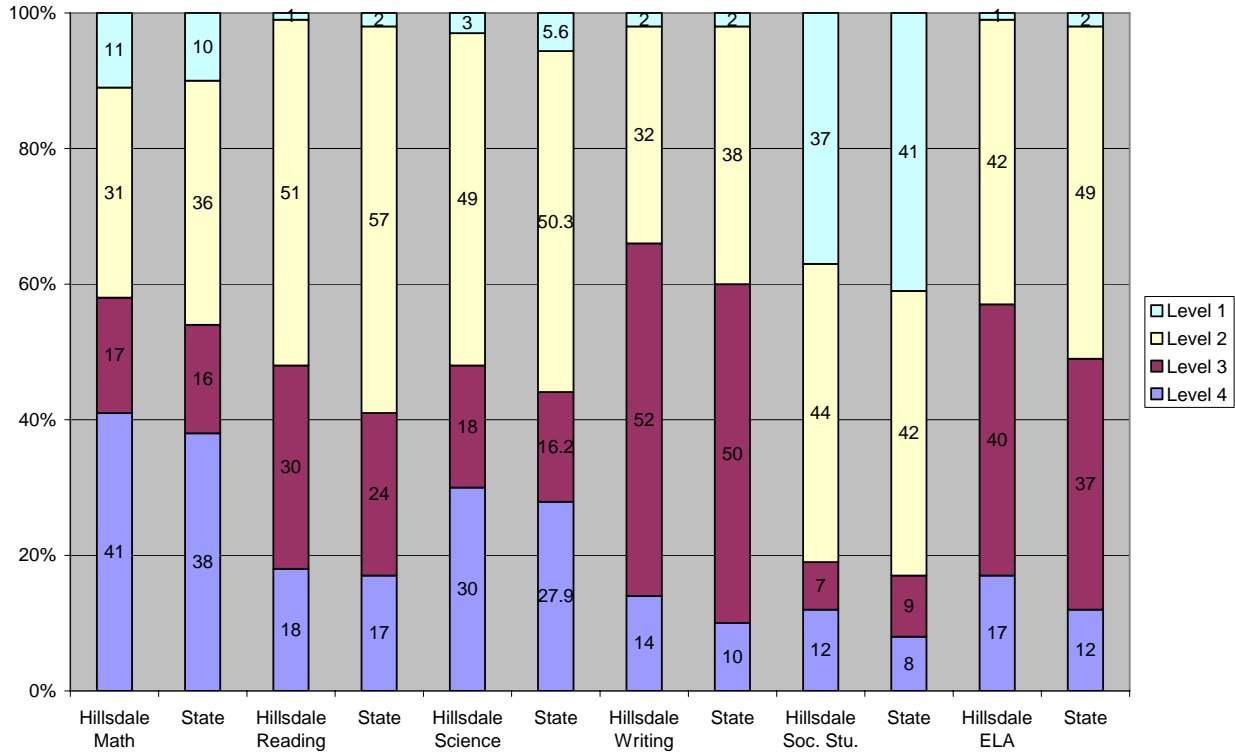


**MEAP Five Year Trend
Social Studies**

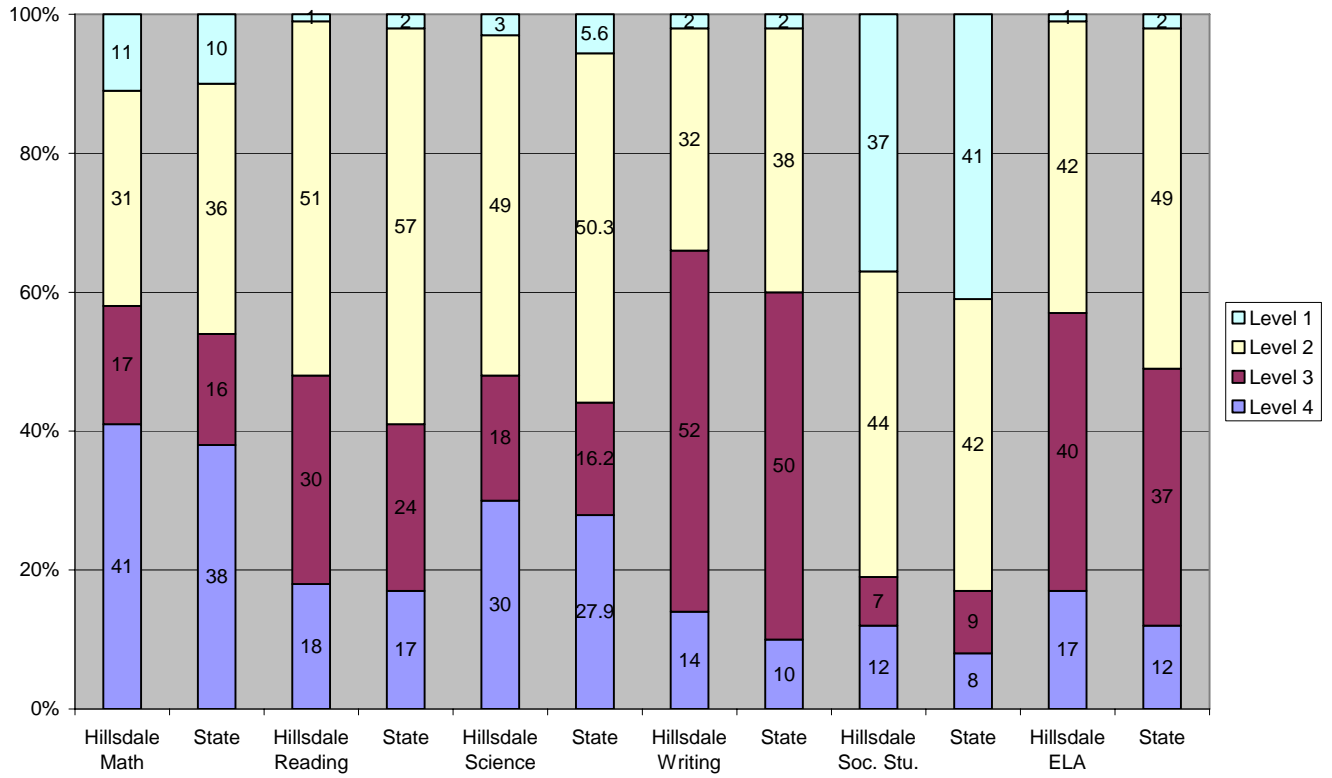


MICHIGAN MERIT EXAM RESULTS

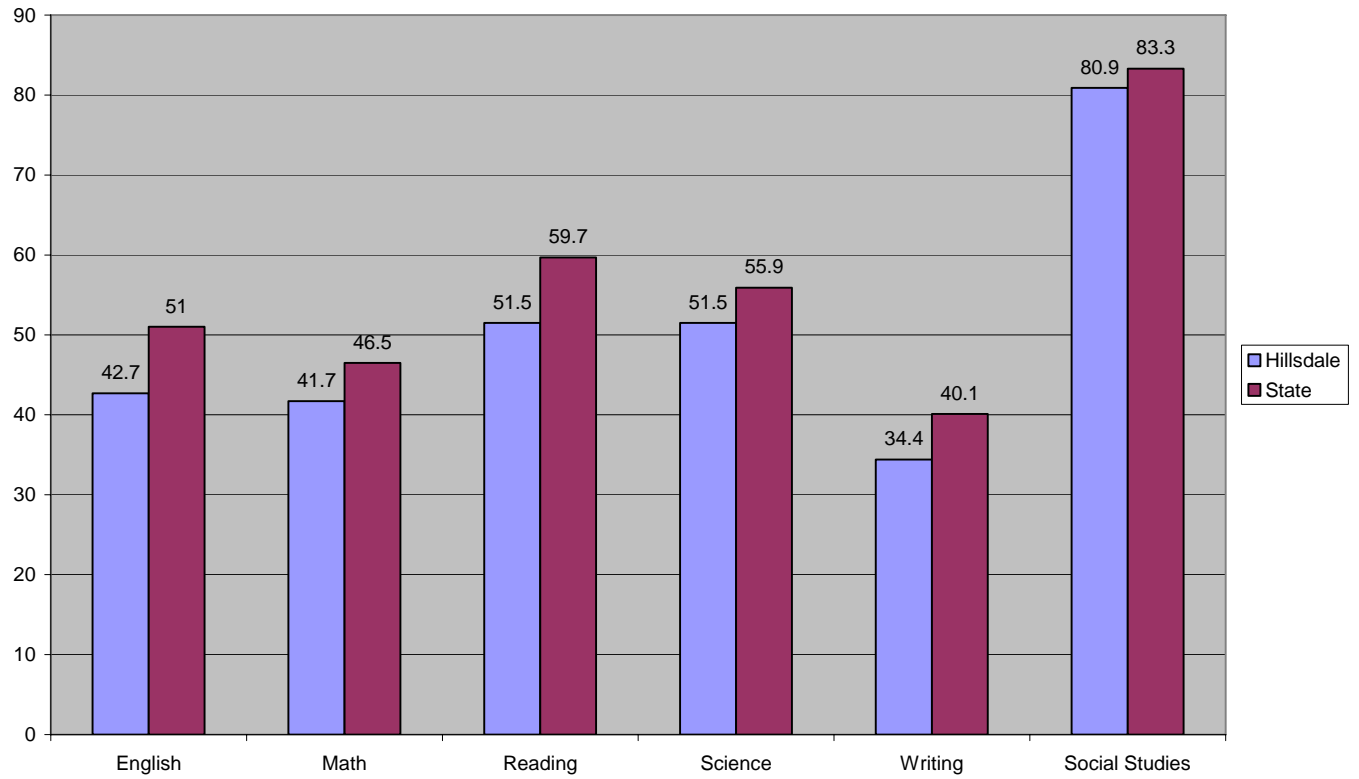
Hillsdale/State Comparison MME 2007



**Hillsdale/State Comparison MME 2007
Percentage of Students by Achievement Level**



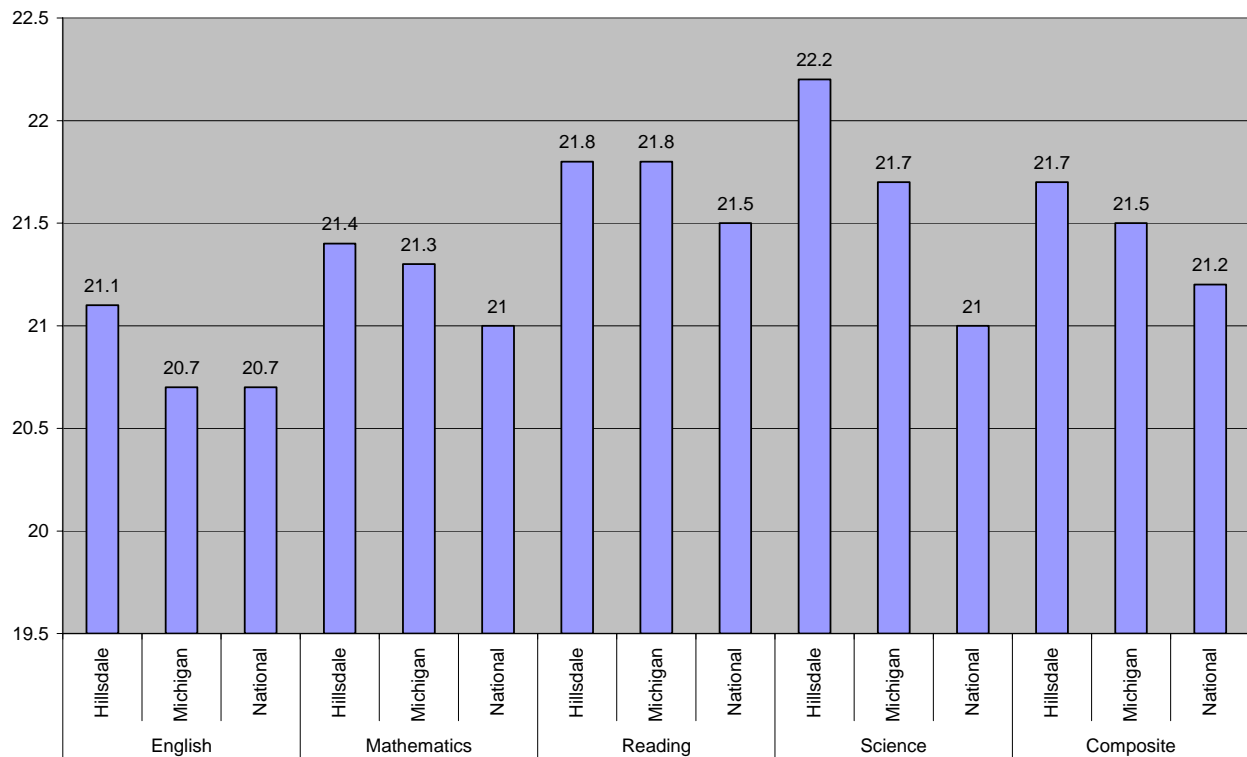
2007 MME Results
Percentage of Students Meeting or Exceeding State Standards



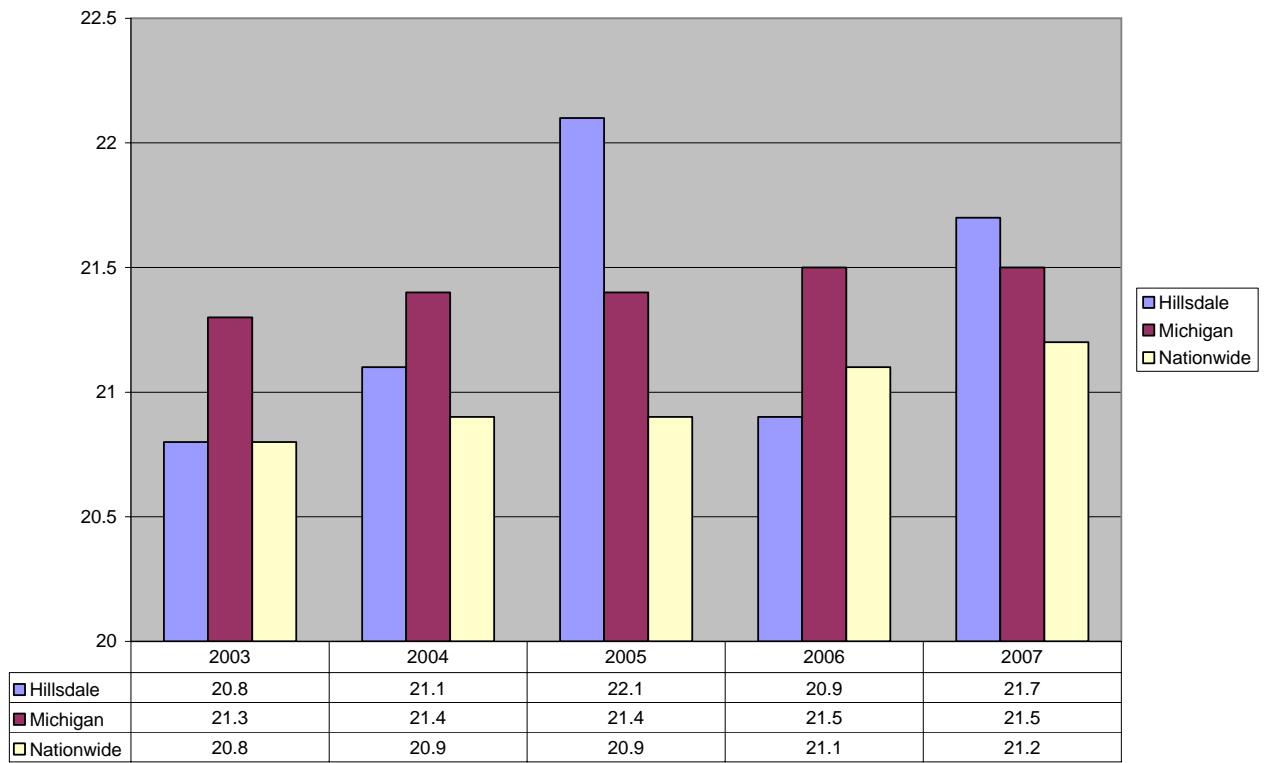
ACT RESULTS

The following charts show the results of the past five years of the American College Test (ACT) and the Class of 2006. This is the most common college entrance exam taken by Michigan students. This nationally referenced test gives a comparison of local, state, and national achievement.

Class of 2007 ACT Comparison



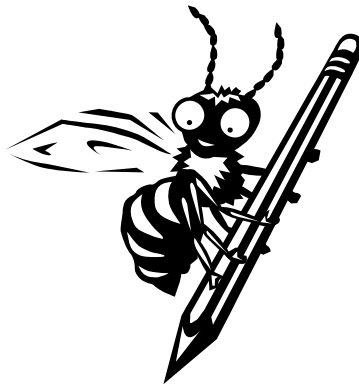
ACT Composite Scores - Five Year Trend



Annual Building Report

Title I /NCA

2006-2007



Bailey Elementary School

Hillsdale Community Schools
Hillsdale MI

Bailey Elementary School

Building Profile Information

School Year	2006-2007
School Name	Carl L. Bailey Elementary School
Grade Span	First – Second Grades
Number of Students	303 (Fall Count Date)
Attendance %	Overall daily attendance = 94.6 %
Student/Teacher Ratio	Average 1 st grade classroom = 23 Average 2 nd grade classroom = 24
School Organization	7 first-grade classrooms, 6 second-grade classrooms, 1-special Education resource room, Bailey has a certified and qualified Administrator, teachers and staff members in all curricular Areas including fine arts, physical education and library skills. All classroom teachers and Title 1 paraprofessionals are MLPP trained.
Cultural Diversity	Less than 10 students in any category.
Student Retentions	1 st Grade = 1 2 nd Grade = 1
At-Risk (state defined)	Total students eligible = 125 (41% of total population)
Free/Reduced Lunch	Total students eligible = 172 (59% of total population) =
Title I	Total students receiving services in a school-wide program = 303
Parental Involvement	School Improvement Team = 2 full time parent members Open House = About 75% student/family attendance Elementary PTO meetings = 4-6 parents per meeting Parent/Teacher conferences attendance average Fall = 95% Spring 92% Number of registered volunteers = 46 Family Literacy Night = 225 est. participants

PTO Events	Howling Hornet Halloween, Bailey Tailgate Party, Potter Center for Performing Arts (JCC), Camp Michindoh Science fieldtrip, Sage Center @ Hillsdale College
Employability Skills/ Citizenship	The following items are taught/practiced daily: respectful behavior, individual and social responsibility, regular/timely attendance, Pledge of Allegiance
General Library	Total # of Titles = 4,513 Fiction = 3,285 (73%) Non-fiction = 1,228 (27%)
Leveled Library (Used for classroom reading instruction.)	Total # of Titles = 2,800
Special Programs	Special Education Resource Room Teacher Consultant Title I Instructional Assistants
Additional Curriculum Support Programs	School-wide Title I (1 st -2 nd), Reading Recovery (1 st), D.A.R.E (1 st -2 nd), FACT Backpack Program
Community Programs and Facilities Available to Students	Cub Scouts, Brownies, Camp Fire, Tiger Cubs, Hillsdale Recreation Department, Release Time Bible, Big Brothers & Big Sisters
School/Community Partnerships	NIE – Newspapers in Education, Fire Safety Assembly, Arbor Day Assembly, Senior Center visits, Salvation Army food drive, Book-It, Read-To-Me, Jump Rope for Heart, Relay for Life, United Way, Release Time Bible, DARE, I CARE
Additional Enrichment	Author Assemblies, Book Fair, Curriculum Nights Title I Family Nights, Science Fair, Fieldtrips, A.C.E.S., Holiday Music Programs
Extracurricular Activities	Mileage Club
Accreditation Status	NCA Accredited

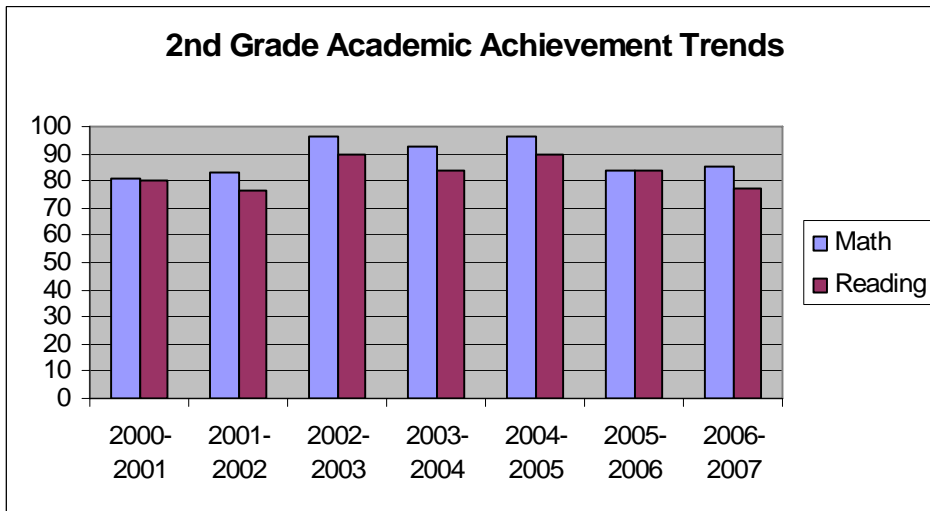
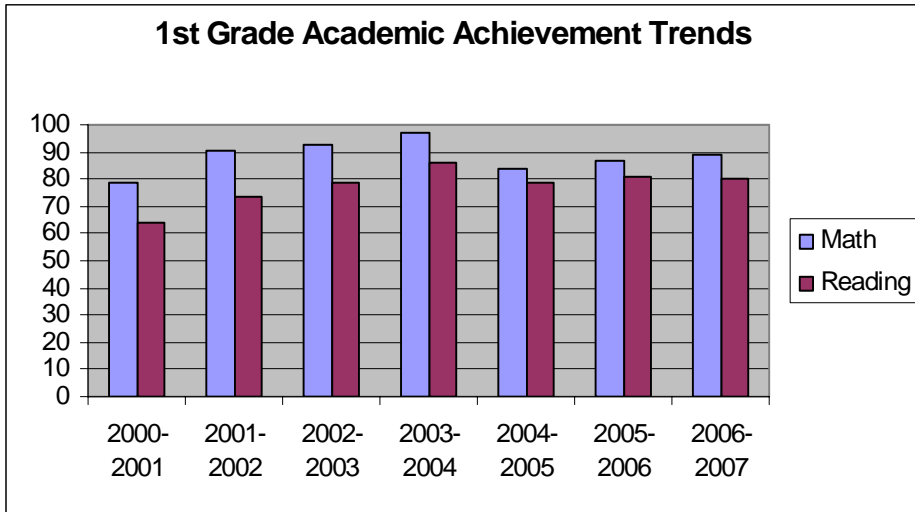
2006-2007 Disaggregated Data

End of Year Assessment Scores

Essential Learner Outcomes: Bailey gives common tests to students in first and second grades because the MEAP is not given at these grade levels. Students must demonstrate passing scores in each area to be “credentialed.” This status assures the student and his/her parents that grade level expectations are being met.

	1st Grade Level Totals	2nd Grade Level Totals	School Totals
Total Students	157	145	302
Boys	78	87	165
Girls	79	58	137
Total At-Risk (31A)	65	60	125
Total Passed Reading	126	112	238
Total Passed Writing	100	109	209
Total Passed Math	140	123	263
Boys Passed Reading	60	68	128
Boys Passed Math	70	75	145
Girls Passed Reading	66	44	110
Girls Passed Math	70	49	119
(ED) Economically Disadvantaged	94	82	176
Non-disadvantaged	63	63	126
ED Passed Reading	66	56	122
ED Passed Math	80	63	143
Non ED Passed Reading	60	56	116
Non ED Passed Math	62	58	120

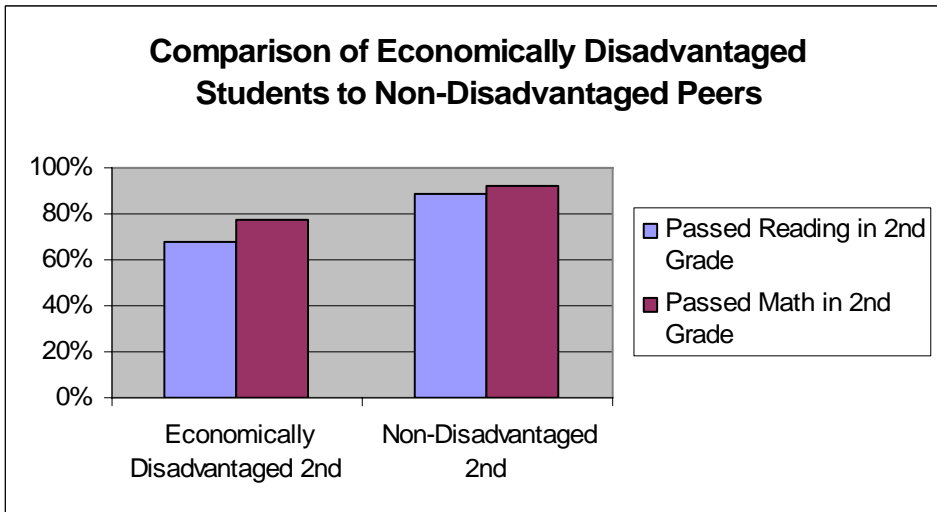
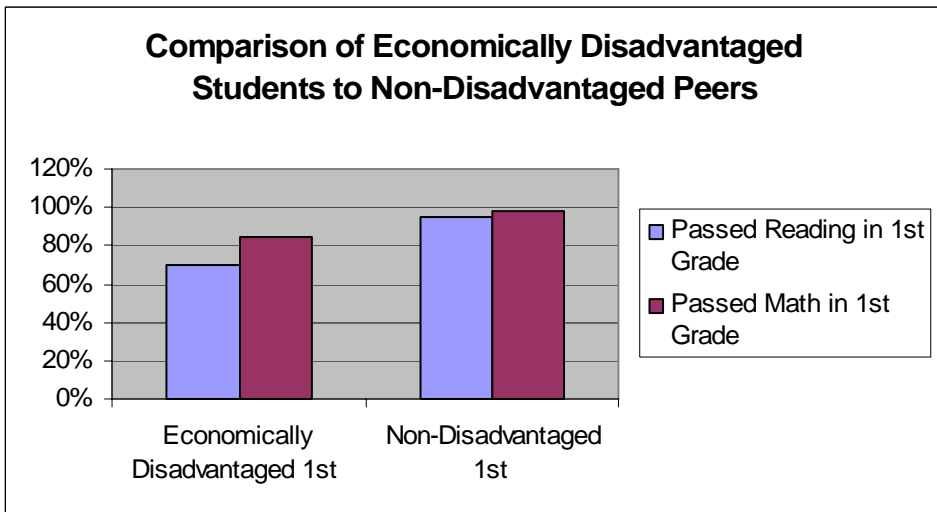
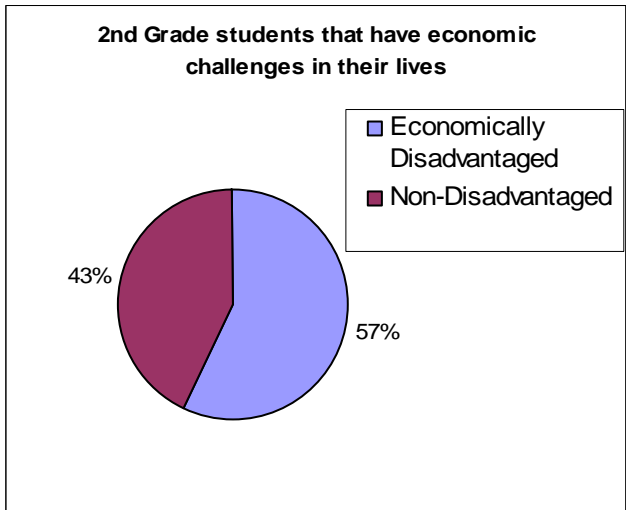
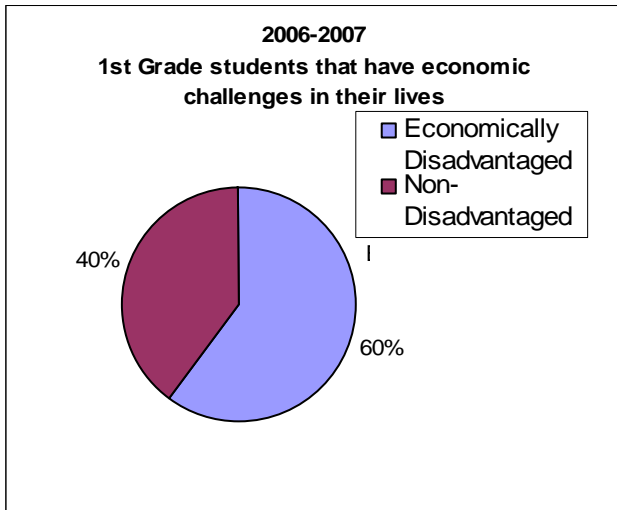
Achievement Trends at Bailey Elementary School



The MEAP test begins in 3rd grade and the scores listed below are the state of Michigan's goals for the percentage of students passing each subject area.

3rd Grade MEAP Scores 2006

	AYP Goal	Hillsdale % Passing	County-wide % Passing	State % Passing
Math	56%	82%	88%	88%
Language Arts (Reading & Writing Composite)	49%	68%	74%	79%



What have we learned from the analysis of our students' assessments?

Positive Observations:

Students attending Bailey Elementary School that *do not* have economic risk factors achieve at exceptionally high levels. 126 of the 302 students at Bailey did not have economic risk factors in their families. Student achievement in that sub-group of students is extremely high. 92% of those students meet/exceed grade level standards in reading and 95% of them meet/exceed grade level standards in mathematics. (*Those numbers include all special education students.*)

41% of the student population at Bailey has risk factors for academic failure in school. That was 125 of the 302 students. The Department of Education in Michigan has established guidelines in the form of a rubric to identify characteristics of students that are at risk of failing in school. For a student to qualify as “at risk” in school he/she must meet that state defined criteria. As stated earlier, 41% of the total population has significant risk factors, but the number of students that meet/exceeded the grade level expectations was above that level at 79% in reading and 87% in mathematics as a whole school.

Achievement levels between boys and girls are compatible.

- Boys (78%) and girls (80%) are learning to read at grade level.
- Boys (88%) and girls (87%) are excelling at mathematics.

3rd Grade MEAP: The students in 2nd grade during 2005-2006 took the MEAP test is 3rd grade this year. The MEAP test showed 80.5% of students were at/above grade level standards in reading. There is consistency between the DRA scores and the MEAP scores. The reading tests at the end of 2nd grade for that same group of students showed that 82% of students were at/above grade level.

Areas for Improvement:

First grade class sizes have increased over three years ago, and the overall student achievement has begun lowering since raising the class sizes and reducing the EA support in classrooms. Reading interventions were reduced during the 2006-2007 year. As the standards and expectations are being raised, the instructional support level for students is being significantly reduced.

Reading: A significant gap exists between students that are economically disadvantaged compared to the non-disadvantaged students in the area of reading. 69% of economically disadvantaged students credentialed in reading schoolwide versus 92% of non-disadvantaged children.

Writing: The 3rd Grade MEAP writing test showed a slight improvement from 38% up to 42% of students at/above grade level. That score was well below state average of 52%.

The writing section also affected the overall Language Arts score negatively to a 68% composite score with reading (81%) and writing (42%).

Mathematics: There was a reduction in the mathematics achievement gap for economically disadvantaged students. Last year there was a 20% difference in achievement between the two groups. This year there is a 14% gap. At the end of this year, 81% of economically disadvantaged students credentialed in Mathematics schoolwide versus 95% of non-disadvantaged children.

What Should We Do With This Information?

Reading

- Increased class sizes and decreased education assistant time has affected how many times each week that guided reading lessons are provided to students. More guided reading lessons can improve student achievement.
- When students are struggling with reading, effective interventions need to be provided to students during their primary grade levels.
- Reading Recovery needs restored to full implementation. There was a reduction equal to 1/3 of the program for 1st grade students during the 2006-2007 year.
- When identifying problem areas, focused instruction provided in a timely manner helps rectify difficulty and confusion. Emergent and pre-emergent readers who are frustrated tend to give up more easily than fluent readers. We need to continue to provide differentiated instruction through a balanced literacy approach. Guided reading is a key element in this approach. Each year there are students that have the ability to read but do not learn enough in a regular classroom setting. Specific reading interventions are necessary. Interventions used in early elementary grades are more effective and provide longer lasting effects than those used later in the schooling process. We need to provide literacy interventions at the primary grades.
-

Writing

- The *Writing Workshop* format for writing instruction is an effective structure for students. Our workshop format includes teaching direct lessons on mechanics and grammar. There is interest among the staff for continued training for teachers in how to teach children writing.
- The students need to continue writing daily and should apply their writing skills in all subjects.
- Use of the Rebecca Sitton Spelling program consistently in all classrooms.
- The 6 Trait Writing book can serve as a resource for a professional study group at the 1st and 2nd grade levels.
- Collaboration between 3rd grade teachers and the 1st-2nd grade teachers could improve the knowledge base about the MEAP testing expectations. The Bailey staff does not have direct access to MEAP material and the test is not administered in the building at any time.

Mathematics

- This was the first year of full implementation for the Saxon math series in our district K-5. Implementation went as planned.
- A continuation on the CGI professional development should be available to teachers.

Science

- Keep using the BCAMSC Investigation units to teach science.
- A professional development session was held in August 2006 in science with a focus on instructional planning and literacy integration in science. Teachers began using the new resources and added more writing and informational reading to the lessons.
- The state of Michigan is scheduled to adopt new curriculum expectations for all levels K-12 in science during the 2007-2008 school year. Our staff will work with the Battle Creek Area Math and Science Center to align the Hillsdale curriculum with the state objectives after they are released by the Michigan Department of Education.

Social Studies

- The state of Michigan is scheduled to adopt new curriculum expectations for all levels K-12 in social studies during the 2007-2008 school year. The staff will align the Hillsdale curriculum with the state objectives after they are released by the Michigan Department of Education.

Employability Skills/Asset Development

- Attendance is always a priority. The school has utilized the truancy officer and probate court to help ensure that students have regular attendance in school. That has resulted in truancy violations with court ordered attendance. This is an ongoing item.
- The focus for parent assistance remains. Many more parents participate in events when their children are directly involved in the event.
- Opportunities for students to participate in service learning projects were maintained this year. This will be a continued focus for our students in the future.

Long-term Improvement Goals

We remain committed to the three long-term goals established at the beginning of the NCA improvement cycle. After analyzing several years of data on student achievement and reflecting on the staff development work that has been completed in the past, Bailey Elementary School created three long-term goals. This is the final year of that process. The staff will prepare a summary report of the improvement efforts and their results on student achievement. The report will be reviewed by an external NCA team. That team will assign a performance level rating for the school.

We use the NCA Performance Accreditation process to guide these improvement efforts. To achieve our goals we have planned to implement several strategies. The strategies we use to improve our school will be evaluated annually using a school improvement plan.

Goal #1: All students will improve their reading comprehension skills as applied across the curriculum.

Goal #2: All students will improve their ability to use problem solving strategies across the curriculum.

Goal #3: All students will improve their employability skills across the curriculum.

Gier Elementary School

Building Profile Information

School Year	2006 - 2007
Grade Span	Third – Fifth Grades
Number of Students	379
Attendance	Overall daily attendance = 94.6%
Student / Teacher Ratio	Average 3 rd grade classroom = 21 Average 4 th grade classroom = 26 Average 5 th grade classroom = 24
School Organization	Six third grade classrooms, five fourth grade classrooms, and five fifth grade classrooms. Special education services include one resource room, one mild cognitively impaired classroom, and inclusion support in regular education classrooms. Gier has a certified and qualified administrator, teachers and staff members in all curricular areas including fine arts, physical education, library and health education.
Cultural Diversity	Less than 10 students in any category
Student Achievement	See Student Achievement Analysis and Data
Student Retentions	3 rd Grade = 0 4 th Grade = 1 5 th Grade = 0

Academically At-Risk (state defined)	Total students eligible = 105 (27% of total population)
Free/Reduced Lunch	Total students eligible = 223 (58% of total population)
Title I	Total students receiving services in a school-wide program = 379
Parental Involvement	See School, Staff and Students' Accomplishments Section
Volunteers	Number of registered volunteers = 125
PTO	Howling Hornet Halloween, Enrichment Activities and Equipment, classroom field trips, Student Assembly Programs
Employability Skills / Citizenship	The following items are taught/practiced: respectful behavior, individual and social responsibility, regular/timely attendance, Pledge of Allegiance, computer skills: keyboarding, word processing, internet usage
Library	Total # of Titles = Over 10,000 Computers = 27
Special Programs	Special Education: 3 rd -5 th Resource Room Classroom, Mild Cognitively Impaired Classroom, Inclusion, ISD operated Emotionally Impaired Classroom
Additional Curriculum Support Programs	School-wide Title I (3 rd -5 th), Junior Achievement (3 rd -5 th), Personal Safety Training provided by Hillsdale City Police Dept., Liaison Officer (3 rd – 5 th)

Community Programs and Facilities Available to Students

Boy Scouts, Brownies, Tiger Cubs, Hillsdale Recreation Department, Release Time Bible, Junior Garden Club

School / Community Partnerships

NIE – Newspapers in Education, Fire Safety Assembly, Salvation Army food drive, Read-To-Me, Jump Rope for Heart, Relay for Life, United Way, Release Time Bible, I Care, Junior Achievement, School Liaison Officer, Philanthropy Project, Big Brothers & Big Sisters, Junior Garden Club, Elementary Success Program, Dictionary Project

Additional Enrichment

Book Fair, Curriculum Nights, Title I Family Nights, classroom field trips, Track/Field Day, A.C.E.S., Holiday Music Programs, and 5th Grade Outdoor Education

Extra Curricular Activities

Mileage Club, Adventure Series, 5th Grade Band and Orchestra

Accreditation Status

NCA Accredited

School, Staff and Students' Accomplishments:

There were many noteworthy accomplishments at Gier School during the 2006-2007 school year. Some of these accomplishments are singularly significant and the individuals involved have been recognized. Most accomplishments are the result of a collective effort. The school district and the community of Hillsdale can be proud of these accomplishments.

School Based-Community Supported Programs:

- Big Brothers/Big Sisters BIGS in School Program served 10 students
- Community Action Agency's Elementary Success Program. Social Worker Laura VanWormer served 26 new student case referrals and did follow-up activities with 60 students
- Hillsdale City Police Department provided Teaching, Educating, and Mentoring (T.E.A.M.) lessons on personal safety to all students – taught by Officer Tom Gaskell

- Child Abuse Prevention Awareness (CAPA) provided “Bubylonian Encounter”, a play about good touch/bad touch, for all 4th grade students
- Hillsdale Garden Club directed the Junior Garden Club monthly for 38 4th grade students – led by Connie Erholtz
- Hillsdale City and Rural Fire Departments sponsored the “Firefighter Phil” fire safety program for all students
- Bob Evans provided pig hearts and lungs for the 5th grade science anatomy dissection investigation
- Hillsdale College GOAL program, through a grant, provided dictionaries for all 3rd grade students
- Mobile Dentist, through grant funding, provided preventive dental treatment to students on a need-based basis
- Junior Achievement instruction was provided to 12 of 16 classrooms by local business leaders and Hillsdale College students – Mary Foulke, Gier liaison
- County National Bank brought the “Teach Children to Save” program to 4th grade students
- Hillsdale County Community Foundation provided the Philanthropy Project Program to 3rd grade students
- Pi Beta Phi Sorority of Hillsdale College provided a reading mentorship program for a number of 3rd grade students
- MSU Extension provided health and nutrition education for all 3rd grade students – coordinated by Rickie Freeman
- Hillsdale County ISD brought the individuals with special needs program “Kids on the Block” to all 4th grade students
- United Way of Hillsdale – Backpacks for needy students

PTO Sponsored Programs, Activities, and Events:

- Gier School Open House attended by approximately 75% of families
- Howling Hornet Halloween attended by 800-900 parents and children
- Annual Sub Sandwich Sale – 14,200 subs; Sub Sandwich assembly day supported by nearly 200 volunteers
- Enrichment Programs for students with scheduling leadership from teachers Alan Willoughby and Phil Marvin:
 - November: Motivational Speaker, Jim “Basketball” Jones
 - December: Paul McCormick’s Living Science Program
 - January: Rhythmic Percussion Concert
 - February: Potter Center stage play, “Four Score and Seven Years Ago” – viewed by 5th graders
 - February: Adrian Symphony Orchestra performing at Adrian College – viewed by 4th graders (sponsorship from the Lint Family Music Foundation Fund)
 - February: “Folk Tales Around the World” as told by storyteller to kick off March Is Reading Month program

- March: Potter Center stage play, “Cam Jansen – The Girl with the Photographic Memory” (from the popular children’s book series) – viewed by 3rd graders
- March: Missionary family, the Foster’s, visits Gier School to share some of the cultural experiences they encountered in Papua, New Guinea
- March: Jan O’Neill, author of the popular Annabelle Alpaca children’s book series visits Gier students
- March: Potter Center stage play, “I Have a Dream – The Life and Times of Dr. Martin Luther King, Jr.” – viewed by 4th graders
- Field Trips for students:
 - April: Outdoor Education at Kimball Camp for 5th graders
 - May: Ella Sharp Museum – history of early Michigan communities – viewed by four 3rd grade classes
 - May: Track and Field Day at Camden-Frontier Schools – 4th and 5th graders: planned by Kristin Putnam
 - May: Track and Fun Field Day held at Gier School – 3rd graders: planned by Kristin Putnam
 - June: Greenfield Village – history of early communities – viewed by two 3rd grade classes; grant funding procured by Mary Foulke
 - June: Camp Michindoh – outdoor science labs and Michigan history exhibits – 4th graders
- Mileage Club – 93 students completed 5 or more miles

Student Accomplishments and Achievements:

- Gier School Spelling Bee Champions:
 - 4th Grade – Halley Harmon
 - 5th Grade – Bethany Bowen
- Hillsdale County Knights of Columbus Spelling Bee Champion: Bethany Bowen
- Hillsdale County 5th Grade Quiz Bowl
 - Second Place Team coached by John Coakley and Phil Marvin: Bethany Bowen, Victoria Hood, Jason Kimball, Kevin Miller, and Andrew Wilcox
- Wendy’s Art Serve Top 25 in the State for Scratch Art Display: Ivy Lewis, 5th grade (submitted by Art Teacher Derrick Oxley)
- Presidential Academic Excellence and Achievement Awards: 48% of 5th grade students
- Presidential Physical Fitness Awards in the Presidential Level and/or National Level (tested by Kristin Putnam):
 - Qualified in three categories – 85 students (22% of student body)
 - Qualified in four or more categories – 35 students (9% of student body)

➤ Honor Roll:

	<u>1st Semester</u>	<u>2nd Semester</u>
4 th	63%	46%
5 th	64%	55%

➤ MEAP:

	Reading		Writing		Math		Science		Social Studies	
	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006
3 rd -	82	80	38	41	87	83				
4 th -	87	89*	61	48*	84	89*				
5 th -	83	90*	67	66*	81	81*	84	90*		
6 th -	81	85*	62	73	63	70*			80	73

*Score above state average.

Reading, Writing, and Math were tested in grades 3-8 beginning in 2005. Diagonal lines allow us to follow a grade level of students year to year.

Science and Social Studies are tested in grades 5 and 8 (Science) and grades 6 and 9 (Social Studies).

Staff Accomplishments

Some staff leadership accomplishments have been noted in previous sections. Several staff members will be recognized by name in the documentation that follows, but they would all be quick to note that their accomplishments are well supported by the Gier staff around them.

- Gier staff Professional Development focused on all teachers learning and implementing the 6 Trait + 1 writing strategies – Professional Development sessions led by 6 Trait + 1 instructor and 3rd grade teacher, Terry Dye
- Read to Me, a program that encourages parents to read daily with their children, was led by 4th grade teacher, Linda Fogarty. Over 130 parents attended the fall session, and over 120 parents attended the winter session.
- March Is Reading Month featured the theme “Our Passport to Adventure”. Students “visited” twelve or more countries during March where they learned a bit about the country and its customs, had their passports stamped, and were introduced to stories and poems that originated in these lands. A committee of teachers and support staff did the planning, and all teachers took part in bringing the world of reading to Gier students.

- Sandy Klingler directed her 29th annual spring Cantata featuring 4th and 5th graders, performed in front of a nearly full house audience at Davis Auditorium
- Third grade teacher Diane Potok organized the spring Family Night Program. Teachers demonstrated math games families can play together and provided the families with tips for summer reading activities. Approximately 190 family members attended.

Enrichment Programs:

- Adventure Series: Gier School’s popular enrichment program enjoyed its eighth consecutive year of after school activities for students. Through this program, students can explore their levels of interest and talent via a wide variety of activities. The 2006-2007 program was planned by Scott Siakel and parents Mary Jane Rumler and Debbie Dinkleman.

	<u>Fall</u>	<u>Spring</u>
Number of classes	15	15
Number of volunteer instructors	16	19
Number of students	355	245

- Talent Development Program: Linc Miller, Academic Enrichment Consultant for the district, created two after-school talent development programs for 5th grade students who demonstrated high math achievement and ability. The fall session, “Astronomy and Mathematics – A Marriage Made in the Heavens,” used math concepts, notation, and computation to aid in the study of our solar system. The winter session, “An Amazing Mathematical Tour,” treated students to an in-depth study of mathematical laws, their structure and purpose, and their application to mathematical problems. Mr. Miller plans to continue this talent development program for 5th grade students in the 2007-2008 school year.

	Fall Session	Winter Session
Number of students participating	17	6

Other Accomplishments and Important Statistics:

- | | <u>Fall</u> | <u>Spring</u> |
|--|-------------|---------------|
| • Parent-Teacher Conference Attendance: | 92% | 90% |
| • 125 volunteers provided support to classroom and extra-curricular programs | | |

- 36 students were served by the Before School Program, funded by Title I. Students received tutoring in reading fluency and reading comprehension. Classes were led by educational assistants Lisa Gonshorowski and Penney White, with support and direction from Gier teachers.
- Gier School received computer upgrades for students and teachers in regular education classrooms, funded by Title funds. The computer lab contains 27 computers. There are TV monitors and VCR's in every classroom. LCD projectors and DVD players are being added, a few units at a time, with PTO enrichment monies.
- Gier School added a 5th grade class for the 2006-2007 school year to maintain an average student to teacher ratio of 24-25 students per classroom.
- There were 80% of Gier School 5th graders reading at or above grade level exiting 5th grade. The Qualitative Reading Inventory (QRI) was used to measure student reading levels.
- The Gier staff revised its student management plan and procedures for the 2006-2007 school year. The revision was done after two consecutive years of high suspension/detention incidences. The revised plan and procedures brought about a 53% reduction in suspension/detention incidences. The revised student management plan will be reviewed and adjusted as needed to continue this improvement.
- Gier students' bus conduct performance showed a 37% improvement in the number of bus misconduct tickets issued compared to the previous year.
- Students are taught skills of making healthy choices through practice and reinforcement of school rules and procedures. Fundamental components of the T.E.A.M. program and the district's health program teach children the skills they need to make healthy choices.

<p>Gier Elementary School School Improvement 2006 - 2007</p>
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Gier Elementary School has established three long-term improvement goals.

After analyzing the data on student achievement and reflecting on the staff development work that has been completed in the past, Gier Elementary School created three long-term goals in 2004. We expect to achieve these goals by 2007. We use the NCA Performance Accreditation process to guide these improvement efforts. To achieve our goals we have planned to implement several strategies. The strategies we use to improve our school will be evaluated annually using a school improvement plan.

Student Performance Goals: Three assessments will be used to determine achievement levels in each goal area. We use MEAP scores, grade-level tests, and school based achievement data to evaluate our success.

Goal #1 All students will improve their reading comprehension skills across the curriculum.

Goal #2 All students will improve their use of problem-solving strategies across the curriculum.

Goal #3 All students will improve their employability skills across the curriculum.

School Improvement focus for 2006-2007: Teacher Training in 6 Trait + 1 writing strategies plus maintenance of reading for comprehension across the curriculum.

Gier Elementary School Student Achievement Analysis and Data

What have we learned from the analysis of our students' test scores?

MEAP – Scores on the MEAP test increased in most of the areas tested at most of the grade levels. The more interesting development is to follow a grade level of students from one test year to the next. Though the new test cycle and the revised tests are only two years old, there were gains in almost all tested areas (see MEAP data on page 50).

Math

Essential Learner Outcomes: The percentage of students achieving the essential learner standard was up in all 3 grades. The Saxon Math program was implemented K-5 in the 2006-2007 school year. Student achievement, in the initial year of this program, has shown positive results when compared to previous year's data.

Science

Essential Learner Outcomes: The assessment data shows that student achievement is strong in science at all grade levels. Though fourth grade showed the highest score and the largest jump in scoring, the fifth grade reversed a two-year decline in student achievement scores. The third grade score dipped slightly for the second year in a row, but student achieving essential learner outcomes remains above 80%.

Social Studies

Essential Learner Outcomes: Assessment data shows strong gains at third and fourth grades. The curriculum at these grades focuses on community (3rd grade) and state (4th grade). Due to students' prior knowledge of their community and state, student achievement scores are understandably high. The percentage of fifth grade students who met the social studies standards fell to the 2004-2005 student achievement level. In fifth grade, students are introduced to the study of our nation. The broader scope of the curriculum is challenging, and many students lack a strong prior knowledge base to use in learning the curriculum. Nevertheless, it remains our goal to see all student grade level groups at Gier School performing at or above 80% attainment of the essential learner outcomes for social studies.

Reading

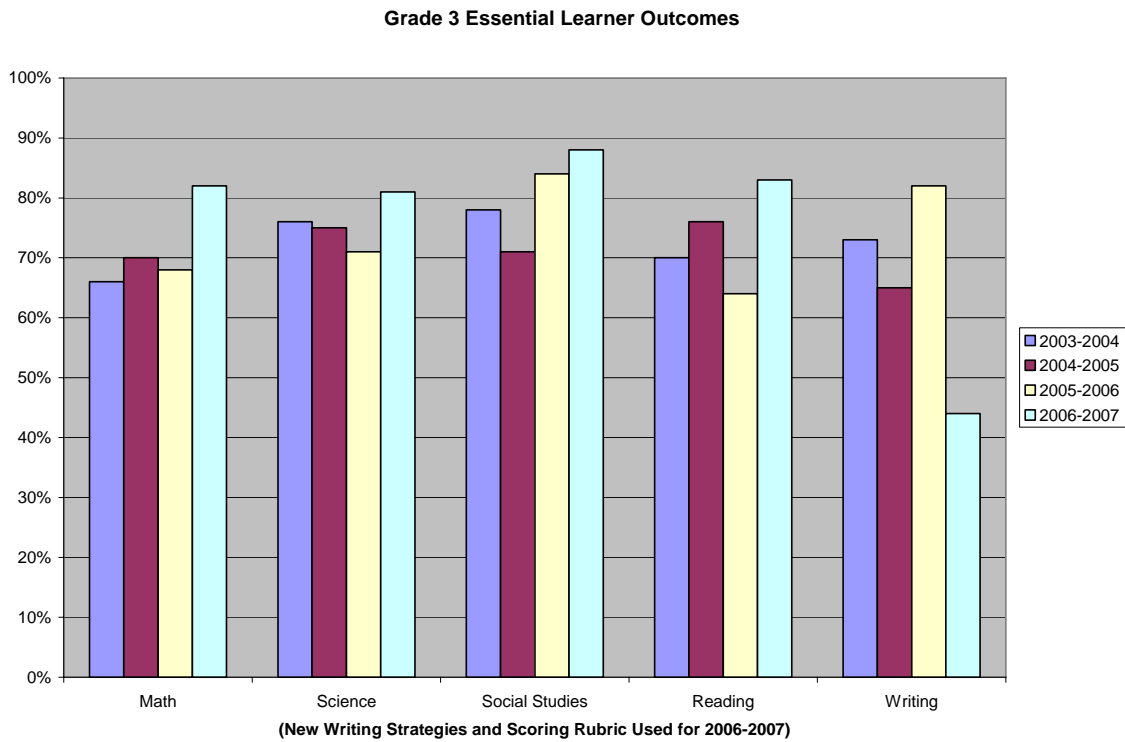
Essential Learner Outcomes: Assessment data shows improvement in reading at all grade levels. Gier School professional development has focused on language arts curriculum and instructional strategies for the past two years. The teacher training is having its most noticeable impact on reading achievement. For the first time since the current assessment practices began, student reading achievement at all three grades is at 80% and above. The Gier School staff will work hard to maintain this new standard of achievement, but the longer term goal is to have 90% of Gier School students meet or exceed the essential learner outcomes standards.

Writing

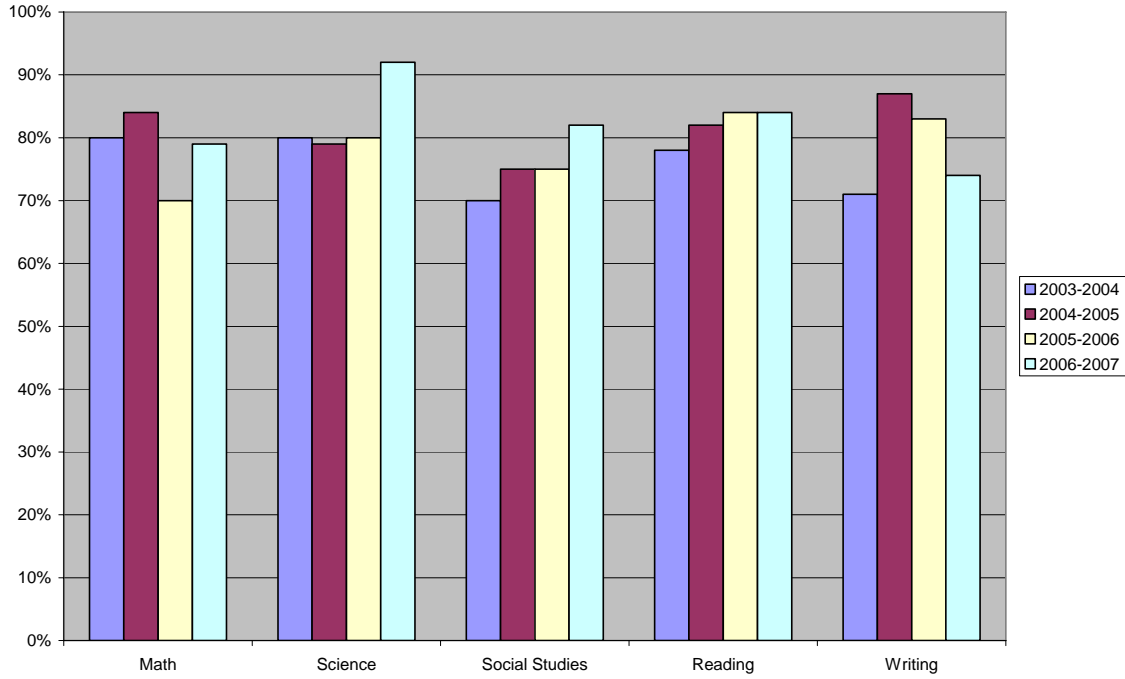
Essential Learner Outcomes: Assessment data shows big drops at all grades for the percentage of students meeting the essential learner outcome strategies. Initially, this drop would cause much concern about the percentage of students meeting the standards when compared to previous years. While there is concern, there were several new factors introduced that have had bearing on the 2006-2007 student achievement results.

First, all teachers began the first year of 6 Traits + 1 writing strategies. Teacher training in this new approach to teaching writing continued through the school year. Second, a new scoring rubric was also introduced. Teachers and students worked through their collective understanding and usage of this writing tool. Third, there were changes made to some of the assessments, and these changes will be standardized across the grades in the 2007-2008 school year. The writing process continues to be a strength of the language arts program. As students and teachers become more familiar with the 6 Traits + 1 writing strategies, rubrics, and assessment tools it is expected that student achievement levels will begin to rebound in the 2007-2008 school year.

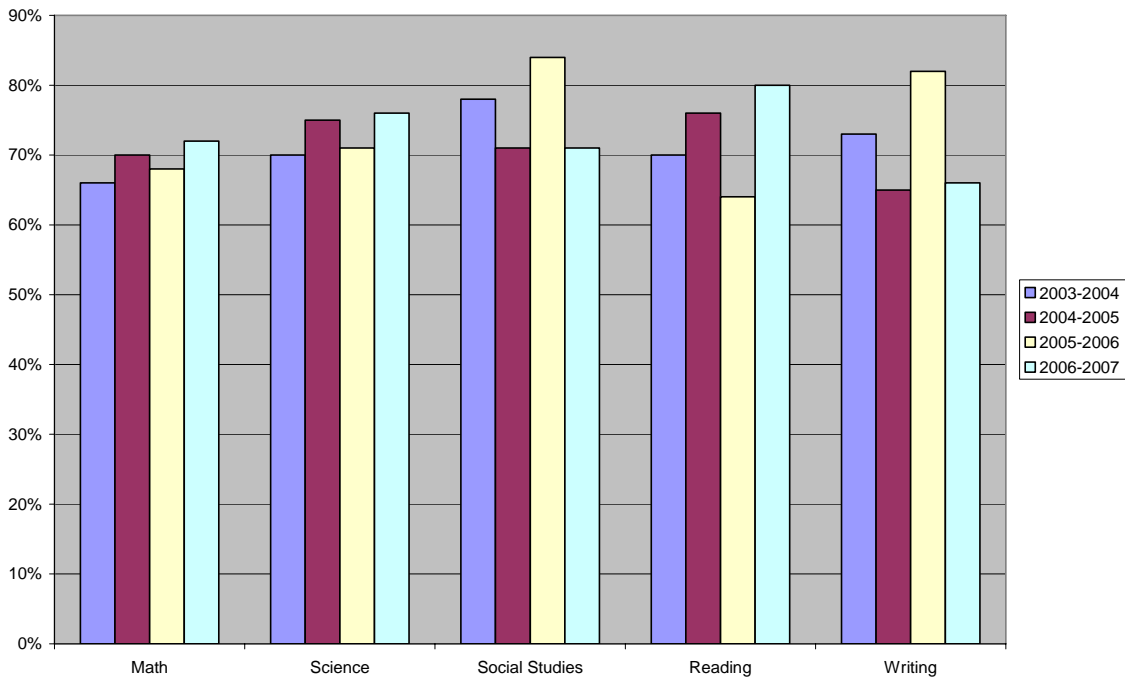
ESSENTIAL LEARNER OUTCOMES DATA



Grade 4: Essential Learner Outcomes



Grade 5: Essential Learner Outcomes



Annual Building Report

2006-2007



Mauck Elementary School

*113 East Fayette Street
Hillsdale Community Schools
Hillsdale MI
49242*

Mauck Elementary School

Building Profile Information

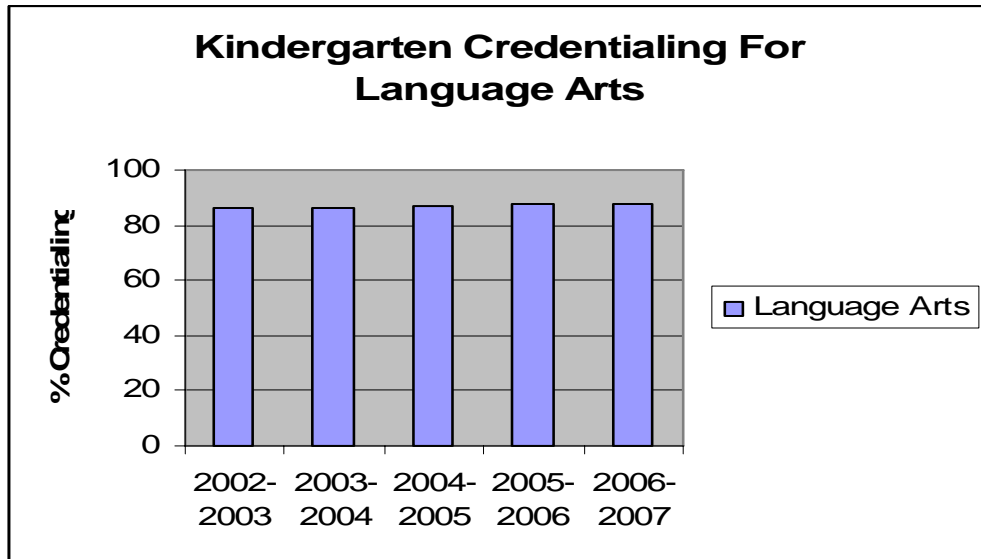
School Year	2006-2007
School Name	Mauck Elementary School
Grade Span	Kindergarten – Young Fives Kindergarten – Paving the Way Preschool – Early Childhood Special Education
Number of Students	253 Students
Attendance	91 %
Student/Teacher Ratio	Average Kindergarten classroom = 21 - 22 PTW classrooms = 16 ECSE = 12
School Organization	<ol style="list-style-type: none">1. <u>Early Childhood Special Education</u>: Two classrooms that serve 48 students in a classroom setting of 12 students in half day sessions. The children are special education students that are placed in classes by an IEP. There are a total of 48 students in ECSE.2. Mauck School has 3 sections of Paving the Way Preschool, a half-day Michigan School Readiness Program for 4 year old children. There are a total of 48 students in Paving the Way.3. The school also has 6 classes of all day Kindergarten, one section of half-day Kindergarten, and one section of Young Fives Kindergarten. There are a total of 140 students in Kindergarten and 16 students in Young Fives.

Cultural Diversity	Less than 10 students in any category
Student Achievement Patterns	Kindergarten students at or above grade level Language Arts = 88% Math = 85% See attachments
Student Retentions	There were no retentions in Kindergarten for the 2006-2007 school year.
At-Risk (state defined)	Total students eligible = 58 (53% of total population of Kindergarten) All students in the Paving the Way program are classified as at-risk. All students in the Early Childhood Special Education program are classified as at-risk.
Free/Reduced Lunch	Total students eligible = 160 (63 % of total population)
Title I	Total students receiving services in a school-wide program= 156 (Kindergarten and Young Fives)
Library	There are approximately 4600 books in the Mauck Library.
Parental Involvement	School Improvement Team = 4-10 parents Curriculum Nights = 50 parents Open House Participation = 90% PTO meetings = 10 parents per meeting Parent/Teacher conferences = Fall - 88 % attendance Spring - 86 % attendance Number of registered volunteers = 30
PTO Events	Monthly meetings, Open House, Sub Sandwich Sale, Howling Hornet Halloween, Family Nights – Math, Reading, and Writing, Field Trips

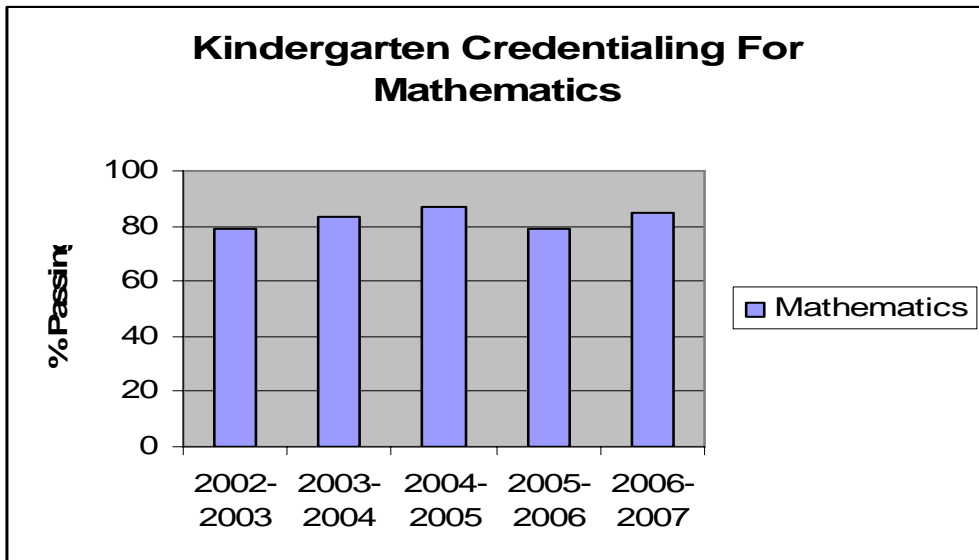
Employability Skills/Citizenship	The following concepts are taught/practiced daily: Respectful behavior, individual and social responsibility, regular/timely attendance, Pledge of Allegiance, and patriotic songs. Four rules for Mauck school are Be responsible; Be respectful; Be safe; and Be kind.
Special Programs	Early Childhood Special Education Classrooms Michigan School Readiness Program – Paving the Way
Additional Curriculum Support Programs	Title 1 Kindergarten Support / Special Education services
School/Community Partnerships	Fire Safety Assembly, Police Safety Assembly, Library Lady, Agriculture in the Classroom, Grandparent Program, Senior Center Visit Salvation Army Food Drive, Rotary Christmas Party, Book-It, Flag from the American Legion
Additional Enrichment	Book Fairs, Title 1 Family Nights –Reading, Math, Writing, Classroom Field trips to Kids N Stuff, Binder Park Zoo, Fire Station, Mitchell Public Library, Sage Center, ACES, Holiday Music Programs, Enrichment Assemblies, Library Lady, Officer Gaskell Safety Program, Hillsdale Conservation District Programs, Ag in the Classroom
Accreditation Status	NCA Accredited

Academic Achievement

These graphs show the percentage of students that achieved passing scores on the language arts and math tests for Kindergarten.

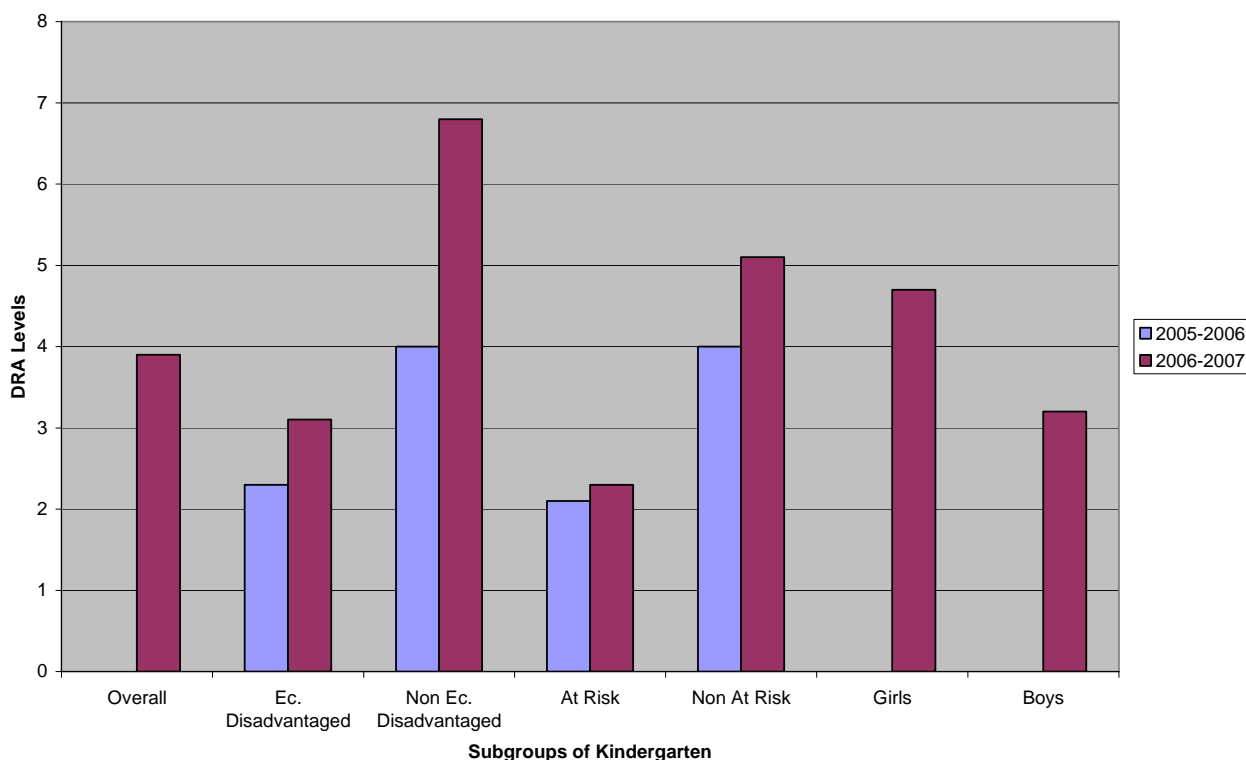


This graph indicates the percentage of students that have met the requirement for essential learning outcomes in Language Arts. In order for a student to credential, the student must meet 4 of 6 expectations in the areas of letter identification, sound identification, concepts of print, phonemic awareness and rhyming, hearing and recording sounds, and reach a reading DRA level of 2.88 % of the Kindergarten students met the credentialing requirements in Language Arts for the 2006-2007 school year.



This graph indicates the percentage of students that have met the requirement for essential learning Outcomes in Mathematics. In order for a student to credential, the students must meet 6 of 8 expectations in the areas of number recognition, quantity concepts, shapes, counting to 100 by 1's and 10's, number writing, addition, and subtraction. 85% of the Kindergarten students met the credentialing requirements in Mathematics.

Kindergarten DRA Levels



This graph indicates the comparison of the 2005-2006 school year and the 2006-2007 school year in the area of Developmental Reading Assessment Levels for categories of students. Although the students were credentialing at a similar rate each year, this past year shows that the level of success of growth has risen. For example, in 2006-2007 the DRA level for non-economically disadvantaged students and non at risk students rose dramatically. It is important to be aware of changes that indicate the level of achievement is growing.

Essential Learner Outcomes: Our school gives common tests to students in Kindergarten. The assessments are given at the beginning, middle, and end of the year. Students must demonstrate passing scores in each area to be “credentialed.” This status assures the student and his/her parents that grade level expectations are being met. The phrase “essential learner outcomes” refers to the standards that have been established for each subject area. The standards necessary to credential become more difficult as the year progresses and in order for a student to credential, the higher standard must be accomplished.

Disaggregated Data
End of Year Assessment Scores 2007

	Kindergarten Level Totals	Percentage	
Total Students	140	100%	
Boys	63	45%	
Girls	77	55%	
Total At-Risk (31A)	58	41 %	
Total Passed Language Arts	123	88%	
Total Passed Math	119	85%	
Boys Passed Language Arts	52	83%	
Boys Passed Math	49	78%	
Girls Passed Language Arts	71	92%	
Girls Passed Math	70	91%	
(ED) Economically Disadvantaged	74	53%	
Non-disadvantaged	66	47%	
ED DRA level	3.1	NA	
Non ED DRA level	6.8	NA	
DRA level – At-Risk	2.3	NA	
DRA level – not at-risk	5.06	NA	

The overall Developmental Reading Assessment Level for the 2006-2007 year was 3.87.

What have we learned from the analysis of our students' assessments?

Positive Observations:

1. The economically disadvantaged student DRA level in 2005-2006 was 2.3. In 2006-2007, the ED DRA level rose to 3.1. The standard increased for economically disadvantaged students by .8 level.
2. The scores of the non-economically disadvantaged student DRA level for 05-06 were 4.0. For 06-07, the scores rose to 6.8. The standard increased by 2.8 levels. That is a substantial jump!
3. For at – risk students the scores increased from 2.1 to 2.3.
4. For non at risk students the scores rose increased 3.97 to 5.06. The change is 1.1 levels of improvement.
5. The Language Arts level of credentialing rose from 82% to 88% in the last year.
6. The level of credentialing in mathematics rose from 82% to 85% in the last year.
7. The girls' level of credentialing in Language Arts rose from 89% to 92%.
8. The girls' level of credentialing in Mathematics rose from 77% to 91%. This is significant.

Concerns:

1. The boys' level of credentialing in Language Arts fell from 85% to 83%.
2. The boys' level of credentialing in Mathematics fell from 84% to 78%.

What Should We Do With This Information?

Reading

1. We need to start tracking different data to disaggregate so that we are able to see the percentage of growth each year. Each year we have a different set of children that enter into our Kindergarten. The comparisons between different groups do not provide the accuracy that is needed for evaluation of our curriculum. If we begin to calculate the percentage of growth, we will have data that is able to compare the learning that has taken place each year, which would be more meaningful to help us study the effect of our curriculum. It would have more impact on student achievement. Therefore the students will need to be assessed not only on the credentialing expectations, but also in comparison to the final end of year expectations so that we have a baseline score on each student. This will allow a percentage to be given in the ability of the student to reach the final goal or expectation. When compared to the end of the year percentage, we will be able to determine the amount of growth for each child, classroom, and grade level. This should be a more helpful piece of data in monitoring the curriculum than a mostly static credentialing assessment.
2. This year we made decisions to establish alignment in the teaching practices in individual classrooms. We discussed the balanced literacy concepts during professional development meetings. The professional discussion should be continued and strengthened.
3. Continued alignment of used documents has taken place and we were able to use the recording instruments that had been updated. Continued use of these documents will prove beneficial to both the parents and staff.

Mathematics:

1. This was the first year of implementation of the Saxon Math program throughout the elementary school district. Our overall credentialing scores rose slightly. For the girls there was a large improvement in math, but not for the boys. Attention must be given to ensure the mathematical growth for the boys as well. Disaggregating the percentage of growth in these concepts will bring attention to individual development.
2. The DRA levels are disaggregated for Language Arts according to risk and economic factors, but not to mathematics. Mathematics should also be disaggregated so that we are able to see which subgroups are making expected progress.
3. Last year there was a concern that the girls did not credential as well in math as in language arts. This year the scores were at 91% and 92%.
4. Although manipulatives were ordered for mathematics, there were still a few areas of shortage that will be completed for the upcoming school year.

Science:

1. Teachers reorganized the science kits and were more aware of their supplies.
2. We held an in-service about using literature and connecting it to the science concepts being taught.

Social Studies

1. The Grade Level Content Expectations that were expected to be completed this year were not able to be reviewed. This will be done during the next school year. However, some children do turn six during their schooling at Mauck. Also, this past year we had several stretches of extremely cold weather during which parents did not send their children to school. The policies of negligence and HISD policies for ECSE classroom enrollment will need to be reviewed. There is a need to align Kindergarten classrooms in this area.

Employability Skills/Asset Development:

1. This is an area that is difficult to assess. The data collection relies on the number of bus referrals and office referrals. There were 30 bus referrals given this year compared to 92 referrals last year. 16 students received these 30 referrals. Only 11 of the 30 were Kindergarteners. The other 19 were pre-schoolers. Office referrals dropped to 30 from 92. Suspensions dropped to 8 from 10.
2. At the beginning of the year the children were informed of the playground rules. This helped with discipline issues on the playground. Our consistent review and application of the rules led to fewer playground problems with the vast majority of our students.
3. There were more school assemblies this year and the children were able to learn appropriate skills for groups.
4. Attendance remains a concern. At Mauck School the attendance laws of the county do not apply because the age to begin to be accountable is 6 years of age. Our children are 3, 4, and 5 years be reviewed.

Long-term Improvement Goals

Goal #1: All students will improve their readiness to read.

Goal #2: All students will improve their math skills.

Goal #3: All students will improve good citizenship skills.

Evaluation:

Mauck School has continued to work on the disaggregating of data. The staff was in-serviced in the beginning of the year in how to use their classroom data to make decisions concerning their teaching and to look for patterns. They were quickly aware of the progression of their students and made interventions with individual students as the data was available.

The staff spent time evaluating teaching practices in the area of balanced literacy. They made decisions to become more congruent in what and how children received reading instruction. This is an area that we will continue to explore. The tools used to assess and report student achievement were completed in their alignment and were put into use this year. The Young Fives report card was also revised. All of our documents used for reporting are up to date and aligned with the Grade Level Content Expectations.

Although by looking at the credentialing graph of reading, one might gather that the scores are stable, if studied more critically, one finds that the DRA levels rose significantly this year. The level of excellence is improving. There was a great effort during the March is Reading program this year as well. Several teachers are attending the Summer Literacy Conference in Hillsdale this summer and we look forward to their input in continued reading study and growth.

We have implemented a new mathematics program this year and we saw great improvement with the girls' assessment scores. The manipulatives were used and additional supplies should complete all our needs with mathematics for the upcoming school year.

PROFESSIONAL QUALIFICATIONS OF TEACHERS IN THE DISTRICT

The district employs a highly educated professional staff made up of 100 full-time certified personnel and 75 support personnel.

	B.A.	B.A. + 15 Credit Hours	M.A.	M.A. + 15 Credit Hours
Professional Qualifications of All Elementary and Secondary School Teachers in the District	24	23	36	17

Percentage of Teachers Teaching with Emergency or Provisional Credentials

During the 2006-2007 school year the Hillsdale Community Schools did not have any teachers who were teaching with temporary or emergency authorization to teach.

Annual Progress toward meeting state objectives for percentage of highly qualified teachers for both the district and each individual school building

District-wide all teachers have met qualifications for NCLB.

PARENT PARTICIPATION

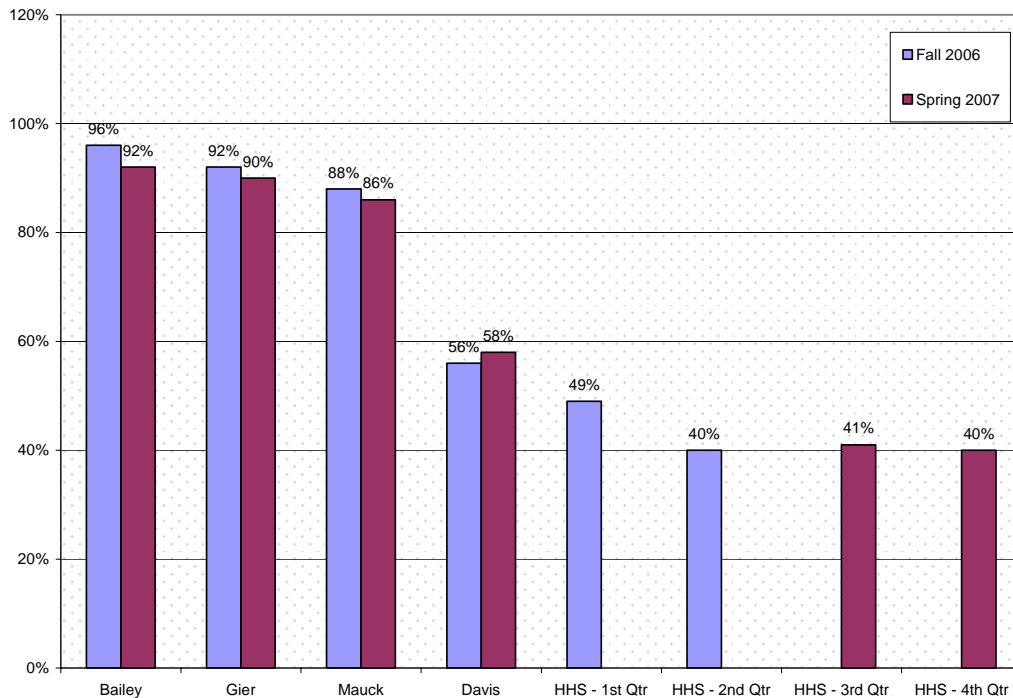
It cannot be stressed enough how important parent or guardian involvement is in a student's education. It is of the utmost importance for parents, students, and teachers to communicate with one another on a regular basis. All high school teachers kept a personal contact log to document each phone call or conversation with parents.

Realizing this importance, we hold parent/teacher conferences on a regular basis, throughout the school year. In addition, various activities take place in the different buildings such as: orientations, open houses, musical programs, drama productions, PTO activities, booster clubs, sports, sub-sandwich sales, Santa's Secret Shop and a spaghetti dinner, to name a few.

We welcome and encourage parent participation in the education process in all of its many and varied facets.

PARENT/TEACHER CONFERENCES 2006-2007

HILLSDALE COMMUNITY SCHOOLS PARENT TEACHER CONFERENCE ATTENDANCE



COMMUNITY
RESOURCES AND
VOLUNTEERS

Parents and community members are encouraged to participate in the school community. Examples include:

- Working as volunteers in classrooms
- PTO and its fundraisers
- Parent-teacher conferences
- District and building committees, such as the school improvement committees, athletic committees, wellness committees, etc.
- Booster groups (band, athletics)
- Open House in the fall
- Orientation meetings for students new to a building
- Big Brothers/Big Sisters – K-5th grades
- Teach after-school offerings in the elementary enrichment program
- Support of all extra-curricular activities
- Guest speakers on topics of interest
- Junior Achievement Program – 3rd-8th grades
- Middle School Career Day Speakers
- Davis Closet
- Middle School Health Fair
- Salvation Army fund raising
- I CARE community assistance programs

The district newsletter, mailed throughout the district, informs parents and other community members of the many opportunities they have for involvement. When appropriate, specific parents are solicited to ensure balanced parent and community representation or to fill a specific need on a committee (e.g. a knowledgeable parent or community member in the area of technology to serve on the district technology committee).

As we encourage parent and community involvement in all areas of our school, we also connect with the many resources available to us in our community, such as:

- Partnership with Hillsdale College in many areas
 - Education Department for student teacher placement
 - One-to-one mentoring by college students
 - Student activities such as lock-ins for elementary or middle school students sponsored by a college group

- Partnership with Hillsdale ISD for housebuilding, allied health, manufacturing technology, and student teaching programs
- Dual-enrollment through the local campus of Jackson Community College and Hillsdale College
- Placements for our students who do community service (NHS, Student council, American History classes)
- Hillsdale Community Foundation for financial support of programs
- Wal-Mart grants to education and the community
- Big Brothers/Big Sisters
- Blue Cross/Blue Shield Wellness Grant (DMS)

We strive to continually communicate to our constituents all the many good things going on in our schools. We publish a newsletter quarterly, inform the local newspaper of events worthy of coverage, and broadcast a weekly radio program called “Hillsdale Highlights”. We also have a school website which is very informative and has links to specific teachers and their classes (www.hillsdaleschools.org). These are also vehicles we use to encourage involvement by them in our school.

Hillsdale High School and Davis Middle School now provide immediate on-line access for parents and students to grades, attendance, assignments, high school calendar, and more. Teachers at Hillsdale High School and Davis Middle School use electronic grade books, which allow them to post student grades online. For the 2006-2007 school year the High School and Davis Middle School used a program called parent connection linked through www.hillsdaleschools.org.

PARENT
ORGANIZATIONS

The following are Parent Involvement Policies adopted by the Hillsdale Community Schools Board of Education and may be accessed on the following website: www.neola.com/hillsdalecomm-mi/

Board Policy #9210

The Board of Education supports all organizations of parents whose objectives are to promote the educational experiences of District students. However, in using the name of the District or its schools and in organizing a group whose identity derives from a school(s) of this District, the parental organization thereby shares responsibility with this Board for the welfare of participating students.

Any new parent organization desiring to use the name or good offices of the District must obtain the approval of the Superintendent as a prerequisite to organizing.

Representatives and members of approved school-related organizations shall in all circumstances be treated by District employees as interested friends of the schools and as supporters of public Education in the School District.

Staff members are encouraged to join such organization(s) in their related area(s) of specialization or interest.

The Board relies upon approved organizations to operate in a manner consistent with public expectations for the schools and reserves the right to withdraw sponsorship from organizations which violate the bounds of community taste.

RELATIONS WITH
PARENTS

Board Policy #9250

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The parents have the right to participate in the education of their children as well as the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority.

In accordance with Board policies and administrative guidelines 2240 (Opt-Out), 2413/14 (Health/Sex Education), and 9150 (School Visitors), the District shall provide the opportunity for parents to review curriculum and instructional materials and to visit the school to observe the instructional process.

With regard to student behavior, during school hours, the Board, through its designated administrators, acts in loco parentis or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. Parent-teacher conferences to permit two-way communication between home and school
- B. Meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- C. Special events of a cultural, ethnic, or topical nature which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community

- D. Open houses in District schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first hand basis

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. Supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school behavior;
- B. Sending children to school with proper attention to their health, personal cleanliness, and dress;
- C. Maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. Reading all communications from the school, signing, and returning them promptly when required;
- E. Cooperating with the school in attending conferences set up for the exchange of information of the child's progress in school.

TIPS FOR PARENTS

Board Policy #8410H

- A. Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- B. Involve your child in setting rules for appropriate behavior at home.
- C. Talk with your child about the violence she/he sees on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- D. Teach your child how to solve problems. Praise your child when she/he follows through.
- E. Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child – and talk about it.
- F. Help your child understand the value of accepting individual differences.
- G. Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.
- H. Keep lines of communication open with your child – even when it is tough. Encourage your child always to let you know where and with who she/he will be. Get to know your child's friends.
- I. Listen to your child if she/he shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal, or teacher.

- J. Be involved in your child's school life by supporting and reviewing homework, talking with his/her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTA meetings.
- K. Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.
- L. Encourage your school to offer before and after school programs.
- M. Volunteer to work with school-based groups concerned with violence prevention. If none exists, offer to form one.
- N. Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.
- O. Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.
- P. Find out if your employer offers provisions or parents to participate in school activities.

THE “NO CHILD LEFT
BEHIND” LAW

The *No Child Left Behind Act of 2001* (NCLB) is a landmark in education reform designed to improve student achievement and change the culture of American’s schools. Passed with overwhelming bipartisan support from Congress, the law was signed by President George W. Bush on January 8, 2002. Clearly, our children are our future, and, as President Bush has expressed, “Too many of our neediest children are being left behind.”

With passage of *No Child Left Behind*, Congress reauthorized the *Elementary and Secondary Education Act* (ESEA) – the principal federal law affecting education from kindergarten through high school. In amending ESEA, the new law represents a sweeping overhaul of federal efforts to support elementary and secondary education in the United States. **It is built on four common-sense pillars: accountability for results, an emphasis on doing what works based on scientific research, expanded parental options and expanded local control and flexibility.**

Included as a result of NCLB are the following:

- Identifies schools and districts in need of improvement
- Provides schools in need of improvement help to get back on track
- Improves teaching and learning by providing better information to teachers and principals
- Ensures that teacher quality is a high priority
- Gives more resources to schools
- Focuses on what works
- Supports learning in the early years, thereby preventing many learning difficulties that may arise later
- Provides more information for parents about their child’s progress
- Alerts parents to important information on the performance of their child’s school
- Gives parents whose children attend schools in need of improvement new options
- Allows more flexibility
- Encourages teacher development

PARENT
NOTIFICATIONS

Parents are notified of the NCLB provisions regarding teacher qualifications via this annual report.

Information may also be accessed on the school website: www.hillsdaleschools.org.

Additional information may be found on the following websites:

www.michigan.gov/mde

www.masb.org/page.cfm/823/

www.nochildleftbehind.gov

www.ed.gov/admins/lead/account/nclbreference/index.html?src=mr

www.ed.gov/nclb

www.nea.org/esea

www.mea.org/esea