

HILLSDALE COMMUNITY SCHOOLS
ANNUAL REPORT
2005-2006

TABLE OF CONTENTS



**Courtney Shaneour
Salutatorian**

- Wendy’s High School Finalist
- Detroit Athletic Club Scholar Athlete Finalist

Message from the Superintendent.....2

Hillsdale Board of Education.....3

Historical Snapshot.....3

Mission, Goals, Beliefs & Outcomes..... 4-7

School Programs8

Graduation Statistics & Other Performance Indicators..... 9-10

Status of Core Curriculum Program10

Title I Annual Report 11-12

Adequate Yearly Progress (AYP) Data 13-14

Advance Placement Courses15

Student Assessment & Achievement Data..... 16-29

Elementary Building Reports 30-60

School Staff Data.....61

Parent Participation62

MESSAGE FROM
THE
SUPERINTENDENT



Richard M. Ames
Superintendent

Residents of the Hillsdale Community Schools:

With each passing year, it becomes more difficult to write this introduction message without sounding repetitive. Year in and year out, Hillsdale Community Schools' students and staff continue to raise the bar through continuous improvement district wide.

Being a part of this growth and development is a great source of personal pride over the past five years. Supporting dedicated and determined professionals is a true pleasure.

As you know, academic expectations have never been higher for children. Accountability is at an all time high for public education. Without question, No Child Left Behind and the Michigan Report Card are imposing under the best of circumstances. Add the financial challenges over the past four years to the equation and we've had our hands full!

Those financial obstacles have not stood in our way, however. We continue to practice a "continuous progress" philosophy, without reference to handicaps like funding. As you read this report, you will see that the results have been excellent. As such, every school employee is worthy of praise and commendation for their determination and dedication.

The Board of Education recognizes the importance of comprehensive educational and co-curricular opportunities district wide. Maintaining quality programs has been a financial challenge too, but we've done it! Impressive highlights by buildings will follow.

The class of 2006 had big shoes to fill. The previous graduating class was exceptional in every category. Our seniors responded, distinguishing themselves with new achievements. Once again, a new standard of excellence has been established for future classes.

Our mission is to raise that bar every year. With your support and encouragement, it will happen for our students.

It is with a great sense of pride and appreciation that I introduce this report to you, our gracious and generous community!

Respectfully yours,

Richard Ames
Superintendent

2005-2006 Hillsdale Board of Education



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President



Robert J. Batt
Vice President



Bill Briggs
Secretary



Laurie Brandes
Treasurer



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, 1999-2005

MISSION OF THE
DISTRICT

District
Long & Short Term Goals



Katie Kaput
Co-Valedictorian



Renee Nestorak
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 retention/graduation rate.
2. Strengthen gifted and talented programs in all buildings.
3. Increase scores on all offered standardized tests.
4. Provide opportunities for and participation in extra-curricular activities and talent development.
5. Support District Technology Plan and staff with time, resources and funding as required to support student achievement.
6. All 2nd, 5th and 9th grade students will read at grade level.
7. Maintain or improve student to teacher ratio.
8. Strengthen Foreign Language curricular opportunities at middle school and high school.

II. Ensure a Safe, Clean and Orderly Learning Environment

Short-term goals:

1. Decrease the number of incident reports/referrals.
2. Provide students opportunities to develop skills for healthy choices.
3. Develop a plan to bring all buildings up to code for ADA.
4. Increase nutritional value of food and beverage products made available by the District.

District
Long & Short-Term Goals
(Cont.)



Sandra Pooley
Co-Valedictorian

BELIEFS



Courtney Roth
Co-Valedictorian

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.

IV. Increase Fund Balance to 10%

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.

**BELIEFS
(Cont.)**

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)**

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 has been accredited for the 2005-2006 school year.

Along with hosting periodic on-site evaluations by a peer review team of educators, each NCA school is 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.

During the 2005-2006 school year, Hillsdale Community Schools worked on the NCA Performance Accreditation process K-12. District and building committees are in place and we have completed the third year of the five-year process.

Safe and Drug Free Schools

Hillsdale Community Schools continues to support its comprehensive K-12 health program through a variety of sources.

DARE/TEAM was taught by the Hillsdale City Police. The programs emphasize positive behaviors for students in Kindergarten through fifth grades.

The Families and Children Together (FACT) parent involvement program provides information to Kindergarten – 5th grade families about healthy choices and attitudes.

Along with Assets, Davis Middle School has a very successful advisor/advisee program that provides strong supportive activities to help students form positive, healthy lifestyles. Davis Middle School participates in Red Ribbon Week – (Drug Awareness).

Hillsdale High School has a heavy emphasis on the dangers of drinking and smoking. Two existing programs are SADD (Students Against Drunk Driving) and Reducing Underage Drinking and Driving (RUDD). RUDD is offered to 10th grade students at the High School. Another program, by Domestic Harmony, focuses on increasing violence awareness.

Graduation Statistics

The Class of 2006 consisted of 110 students, two of which were foreign exchange students. There were 23 honor students, 24 National Honor Society students, and 33 Michigan Merit Award winners.

A review of the 2006 Hillsdale graduating class shows that 54% plan on attending a four-year college or university; 28% plan on attending a two-year college; 1% plan on attending a technical school; 5% plan on enlisting in the military; and 12% plan on going directly into the workforce.

Other Performance Indicators

Hillsdale High School's graduation rate is 89.48%. The state and county average graduation rate for 2005-2006 is not available to date.

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

2004 - 2005 Graduation and Dropout Rates	2008	2007	2006	2005	Total
1. Fall 2004 Enrollment	169	138	120	143	570
2. Transfer (net)	-14	-21	-3	-12	-50
2A. Total number of students to transfer IN (+)	10	6	9	0	25
2B. Total number of students to transfer OUT (+)	24	27	12	12	75
3. Retained in Grade (net)	1	-1	0	0	0
3A Students retained in grade for 2004-05 school year	0	1	0	0	1
4. Students Located	0	0	0	0	0
5. Expected Fall 2005 Enrollment	156	116	117	127	516
6. Fall 2005 Enrollment	148	114	115		377
7. Diploma Recipients	0	0	0	124	124
8. Unaccounted for students (dropouts)	8	2	2	3	15
9. Class Retention (%)	94.87	98.28	98.29	97.64	97.09
10. Class Dropout (%)	5.13%	1.72%	1.71%	2.36%	2.91%
11. 1-year Dropout Rate					2.91%
12. Estimated 4-year Graduation Rate					89.48%
Other High School Completers					
13. GED Equivalency Certificate				6	
14. Other High School Completers				5	

2003-04 Michigan Graduation Rate:* 88.70%

2003-04 Michigan Dropout Rate:* 3%

* 2004-2005 Michigan Graduation and Dropout Rates not yet available.

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

During the 2005-2006 school year 28 Juniors and Seniors (13%) enrolled in post-secondary programs and or college level equivalent courses.

The chart below list the number and percentage of students in each grad who received college credit through the dual enrollment program for the 2005-2006 school year.

Dual Enrollment for 2005-2006

Grade	# of Students	Credits Earned	% of Class
11th Grade	1	3	1
12th Grade	27	143	24

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. The following is the schedule for the next three years:

<u>Review & Materials Recommendation</u>	<u>Implementation</u>	<u>Evaluation</u>
<u>2005-2006</u> Elementary Math	Secondary Math	All others
<u>2006-2007</u> Social Studies & Technology	Elementary Math	All others
<u>2007-2008</u> Science	Social Studies & Technology	All others

The review and recommendation year entails curriculum alignment with the state curriculum. Gaps are identified, in part, from MEAP data analysis. A one-to-one correlation with the standards and benchmarks is also undertaken. 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.

The implementation and evaluation years are spent implementing the new curriculum and materials and closely analyzing assessment data (MEAP, quarterly assessments, and formative assessments) to monitor student progress and program growth. Committees also study best practices for each field.

Hillsdale Community Schools

Title I Annual Report

(This report applies to the 2005-2006 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 \$404,432.00 in Title I grant money for the current year of 2005-2006. This was an increase of \$3,103.00 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
- Leveled Library materials to teach reading
- Purchased 1 computer for each classroom
- Sub costs to release teachers to work on curriculum alignment and unit planning
- Mathematics professional development opportunities for teachers
- Parent/Family Development Nights
- Elementary Success Worker (Counseling)

Bailey Elementary School:

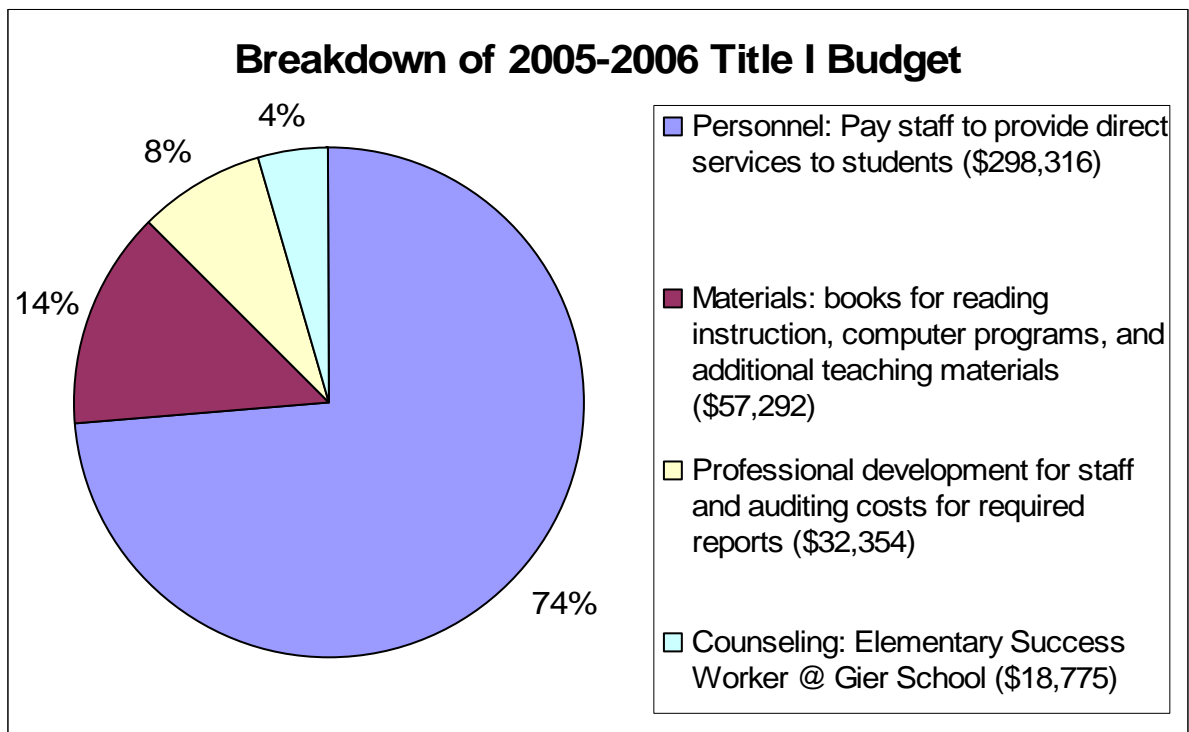
- Instructional Assistants in classrooms:
 - 1st grade = 1 ½ hours per day
 - 2nd grade = 1 hour per day
- Reading Recovery for 1st grade students
- Leveled library books
- Purchased 1 computer for each classroom
- Funds to purchase professional texts for study groups
- Mathematics professional development opportunities for teachers
- Parent/Family Development Nights

Mauck Elementary School:

- Educational Assistants in each classroom for 2 hours per day
- Leveled Library materials
- Purchased 1 computer for each classroom

- 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

WHAT IS ADEQUATE YEARLY PROGRESS?

Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act. In Michigan, it's a measure of year-to-year student achievement on the Michigan Educational Assessment Program (MEAP) test.

To comply with NCLB, Michigan and other states must have developed target starting goals for AYP and the state must "raise the bar" in gradual increments so 100 percent of the students in the state are proficient on state assessments by the 2013-2014 school year.

NCLB also requires other indicators to be used in determining AYP. For elementary and middle schools in Michigan, attendance rates are used. For high schools, graduation rates are used.

HOW IS AYP DETERMINED?

AYP is calculated based on English/Language Arts and math.

Schools can make AYP in a number of ways.

1. Schools must show that all students, including subgroups, meet or exceed the established MEAP proficiency requirements in both math and reading to make AYP.
2. For schools that do not make AYP, or have one or more subgroups that do not make AYP, there is a "safe harbor" provision in NCLB that can allow the school to make AYP if the percentage of students that didn't make AYP declined by at least 10 percent.

The state's objectives for 2005-2006, expressed as the percent of students considered proficient, are:

	Elementary	Middle School	High School
English Language Arts	49%	43%	52%
Mathematics	56%	43%	44%

Proficient is defined as students scoring in levels 1 or 2 (exceeds Michigan standards or meets Michigan standards) on MEAP.

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.

AVERAGE DAILY ATTENDANCE RATES:

<p>ATTENDANCE RATES</p>

Hillsdale High School	93.3%
Davis Middle School	94.0%
Bailey Elementary School	94.0%
Gier Elementary School	95.0%
Mauck Elementary School	90.3%

ADVANCED PLACEMENT

Hillsdale High School offers Advanced Placement (AP) classes. Those classes are English Literature & Composition and Calculus. Students also have the opportunity to take on-line AP classes through the Michigan Virtual High School. The tables below are a comparison of the AP classes and the college credits earned by Hillsdale High School students over the past four years.

Advanced Placement Courses English Literature & Composition
--

Advanced Placement Courses English Literature & Composition
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Year	Enrolled			Exam Taken			College Credits	
	Number	Juniors	Seniors	Number	Juniors	Seniors	Juniors	Seniors
2001-2002	14	0	14	9	0	9	0	15
2002-2003	18	0	18	17	0	17	0	21
2003-2004	18	0	16	16	0	13	0	12
2004-2005	20	0	19	19	0	19	0	30
2005-2006	17	0	17	17	0	17	0	30

Advanced Placement Courses Calculus
--

Year	Enrolled			Exam Taken			College Credits	
	Number	Juniors	Seniors	Number	Juniors	Seniors	Juniors	Seniors
2001-2002	19	7	12	9	3	6	0	3
2002-2003	11	4	7	7	4	3	9	9
2003-2004	13	5	8	13	5	8	0	24
2004-2005	7	1	6	7	1	6	3	24
2005-2006	18	10	8	18	10	8	50	41

STUDENT
ASSESSMENT
DATA

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

NOTE: All 11th grade scores include only those 11th graders tested in the Spring. It does not include those who tested in 10th grade for dual enrollment purposes.

2005-2006 MEAP Data by Levels

The goal is to have all students achieving at high levels (levels 1 & 2). The following chart breaks down the current year scores by proficiency levels.

Level 1 – Exceeded Standards
Level 2 – Met Standards

Level 3 – At Basic Level
Level 4 - Apprentice

		Level 1 %	Level 2 %	Level 3 %	Level 4 %
English/ Language Arts					
Grade	3	26	56	14	4
	4	29	59	9	4
	5	24	52	9	15
	6	22	58	15	4
	7	15	60	17	9
	8	24	52	9	15

		Level 1 %	Level 2 %	Level 3 %	Level 4 %
Mathematics					
Grade	3	47	40	11	1
	4	55	30	15	1
	5	35	46	14	5
	6	33	29	25	13
	7	21	39	32	8
	8	34	25	27	14

Grade	Science	Level 1 %	Level 2 %	Level 3 %	Level 4 %
	5		36	48	13
8		34	41	16	9

Grade	Social Studies	Level 1 %	Level 2 %	Level 3 %	Level 4 %
	6		49	31	12

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

Science

Grade	2002	2003	2004	2005	2006
5th Grade	78	77	75	82	84
<i>State Average</i>	73.2	77	78	79	77
8th Grade	71.1	67	67	72	75
<i>State Average</i>	66.6	65	66	65	77
11th Grade	60	58	49	38*	50
<i>State Average</i>	<i>Not Available</i>	57	51	49	57

Social Studies

Grade	2002	2003	2004	2005	2006
5th Grade	22.5	27	27	27	N/A
<i>State Average</i>	22.4	28	31	26	N/A
6th Grade	N/A	N/A	N/A	N/A	80
<i>State Average</i>	N/A	N/A	N/A	N/A	78
8th Grade	35.8	31	21	29	N/A
<i>State Average</i>	32	32	29	30	N/A
11th Grade	22	27	20	17*	21
<i>State Average</i>	N/A	34	31	32	36

Mathematics

Grade	2002	2003	2004	2005	2006
3rd Grade	N/A	N/A	N/A	N/A	87
<i>State Average</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	87
4th Grade	63	58	70	74	84
<i>State Average</i>	64.5	65	73	72	82
5th Grade	N/A	N/A	N/A	N/A	81
<i>State Average</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	73
6th Grade	N/A	N/A	N/A	N/A	63
<i>State Average</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	65
7th Grade	N/A	N/A	N/A	N/A	60
<i>State Average</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	60
8th Grade	57.7	53	53	65	72
<i>State Average</i>	53.8	52	63	62	63
11th Grade	59	55	33	29*	46
<i>State Average</i>	<i>N/A</i>	52	51	46	52

English Language Arts – Reading

Grade	2002	2003	2004	2005	2006
3rd Grade	N/A	N/A	N/A	N/A	82
State Average	N/A	N/A	N/A	N/A	87
4th Grade	55	76	74	84	87
State Average	57	75	80	82	83
5th Grade	N/A	N/A	N/A	N/A	83
State Average	N/A	N/A	N/A	N/A	80
6th Grade	N/A	N/A	N/A	N/A	81
State Average	N/A	N/A	N/A	N/A	80
7th Grade	59	60	69	78	74
State Average	51	61	61	73	76
8th Grade	N/A	N/A	N/A	N/A	81
State Average	N/A	N/A	N/A	N/A	73
11th Grade	75	78	73	52	62
State Average	N/A	71	76	65	70

English Language Arts - Writing

Grade	2002	2003	2004	2005	2006
3rd Grade	N/A	N/A	N/A	N/A	38
State Average	N/A	N/A	N/A	N/A	51
4th Grade	80.3	60	60	46	61
State Average	55.7	47	48	46	55
5th Grade	N/A	N/A	N/A	N/A	67
State Average	N/A	N/A	N/A	N/A	63
6th Grade	N/A	N/A	N/A	N/A	62
State Average	N/A	N/A	N/A	N/A	63
7th Grade	67.2	50	38	65	64
State Average	66.2	56	47	54	67
8th Grade	N/A	N/A	N/A	N/A	74
State Average	N/A	N/A	N/A	N/A	65
11th Grade	64	55	37*	36	47
State Average	N/A	50	48	47	55

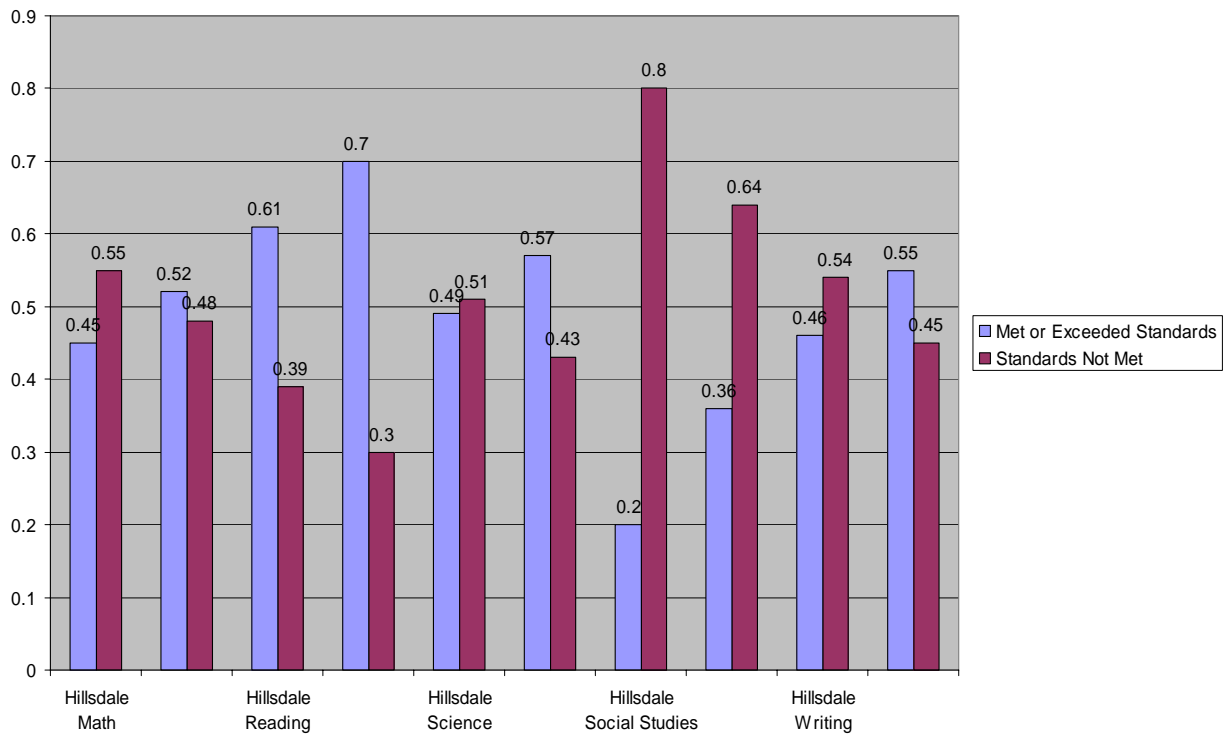
English Language Arts – (Reading + Writing)

*** 2003 is the first year of the new English Language Arts test which combines the reading and writing scores for one ELA score. ***

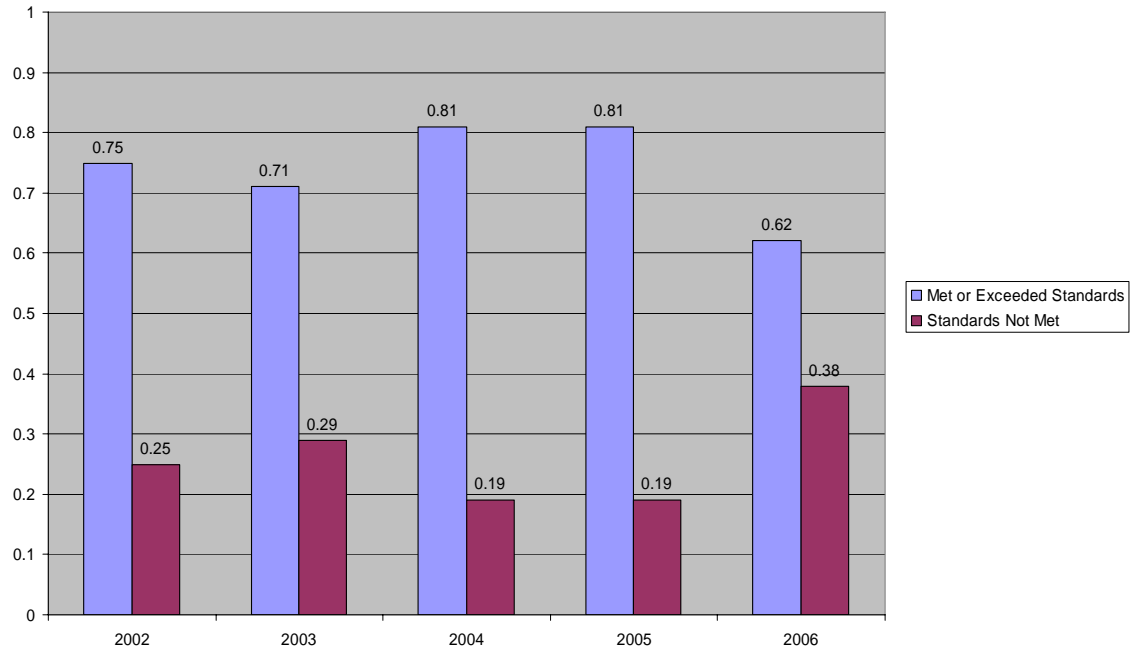
Grade	2002	2003	2004	2005	2006
3rd Grade	N/A	N/A	N/A	N/A	73
State Average	N/A	N/A	N/A	N/A	78
4th Grade	N/A	67	64	76	82
State Average	N/A	60	64	69	76
5th Grade	N/A	N/A	N/A	N/A	77
State Average	N/A	N/A	N/A	N/A	75
6th Grade	N/A	N/A	N/A	N/A	73
State Average	N/A	N/A	N/A	N/A	68
7th Grade	N/A	55	58	75	68
State Average	N/A	58	57	66	73
8th Grade	N/A	N/A	N/A	N/A	76
State Average	N/A	N/A	N/A	N/A	69
11th Grade	N/A	67	60	40*	
State Average	N/A	64	65	57	

High School MEAP Trends (Graph Form)

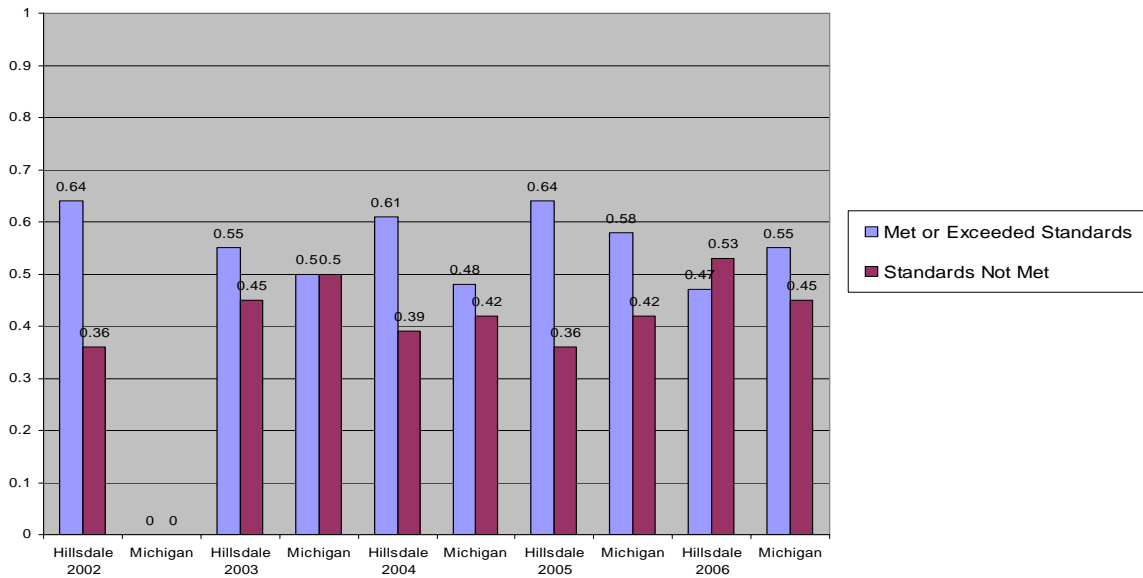
Hillsdale High School
Class of 2006 MEAP Results



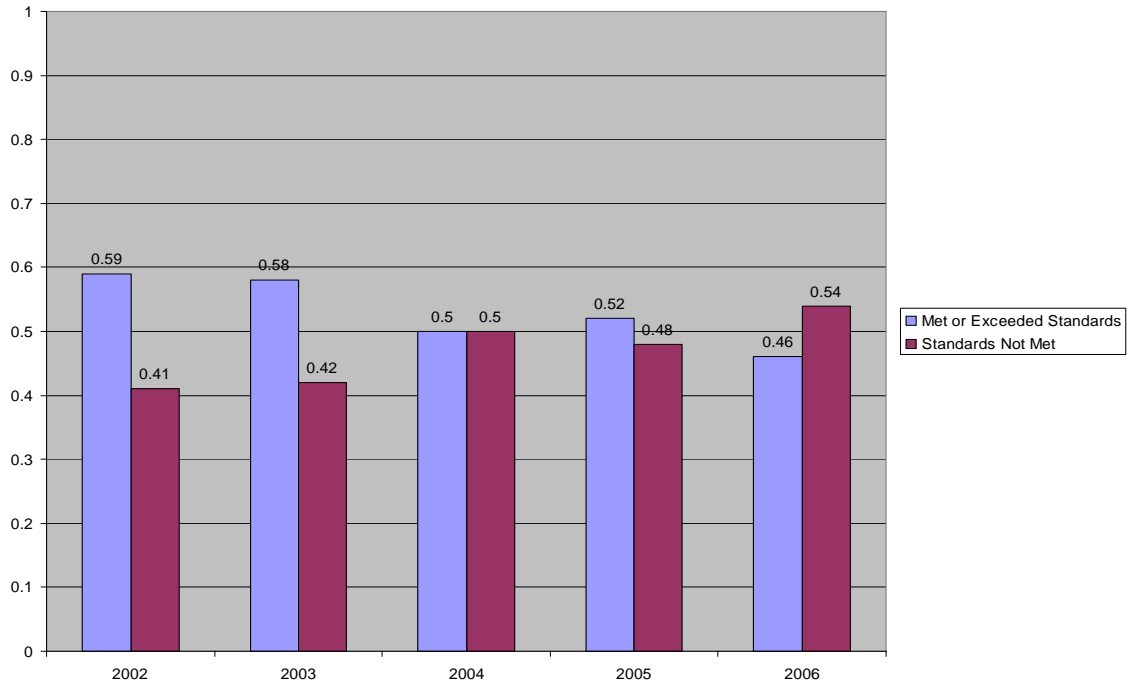
**Hillsdale H.S. MEAP - Reading
Five Year Trend**



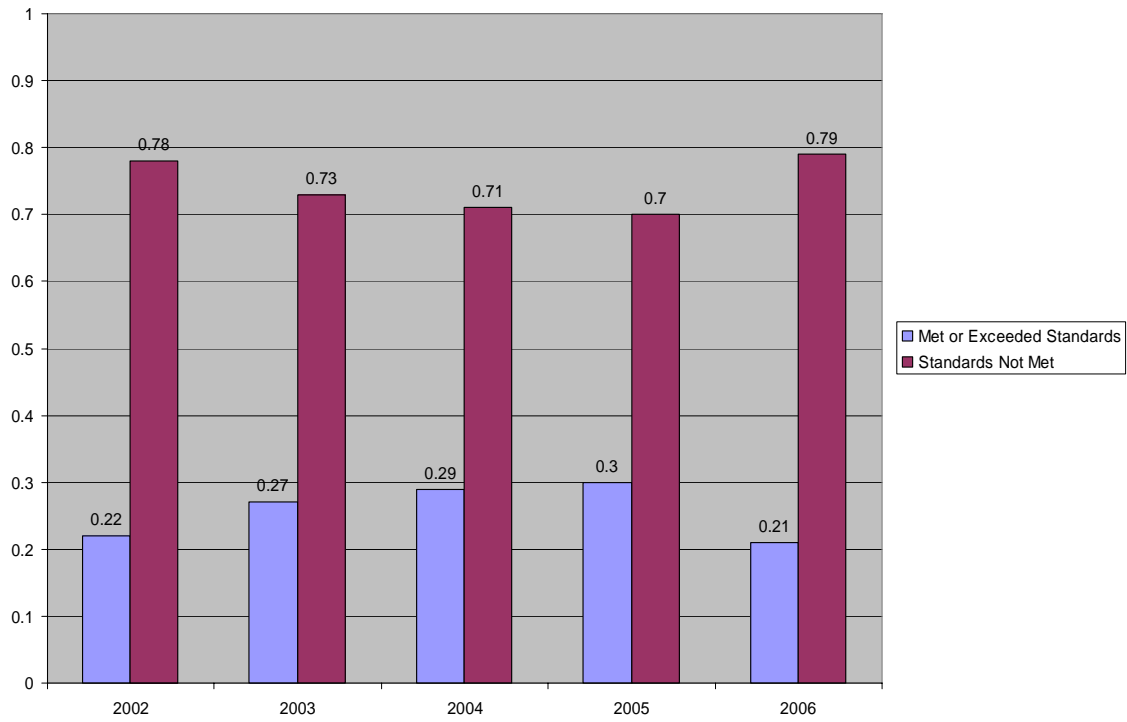
**MEAP Writing
Five Year Trend**



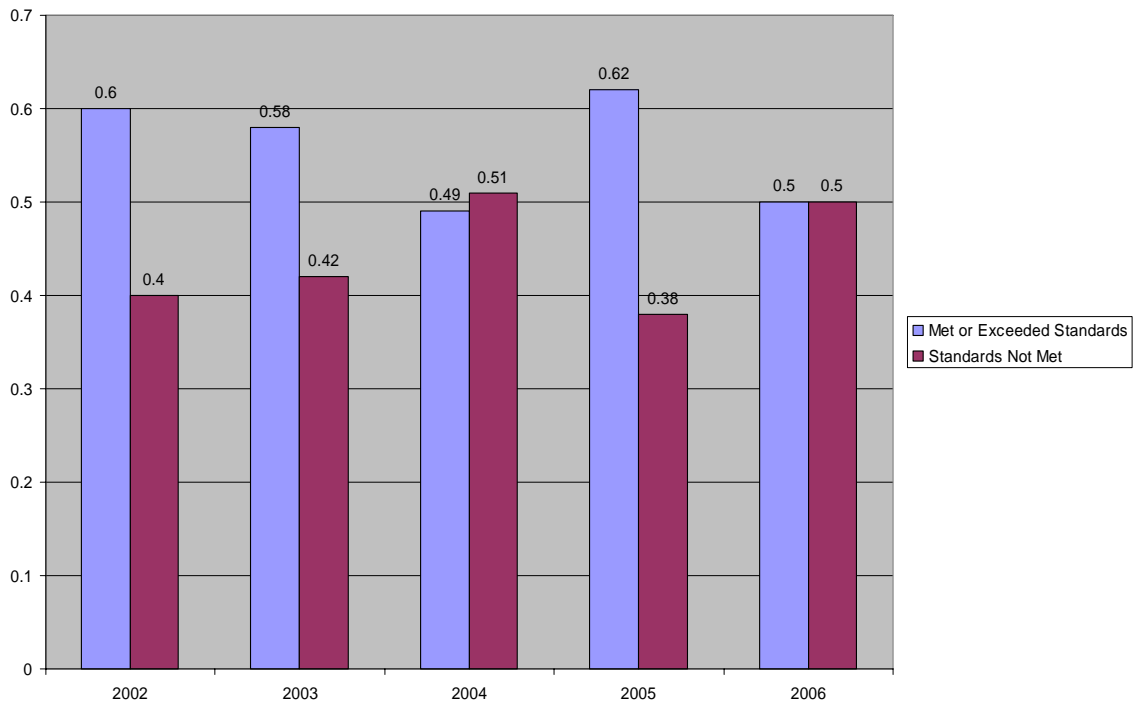
Hillsdale H.S. MEAP - Math
Five Year Trend



Hillsdale H.S. MEAP - Social Studies
Five Year Trend



Hillsdale H.S. MEAP - Science
Five Year Trend



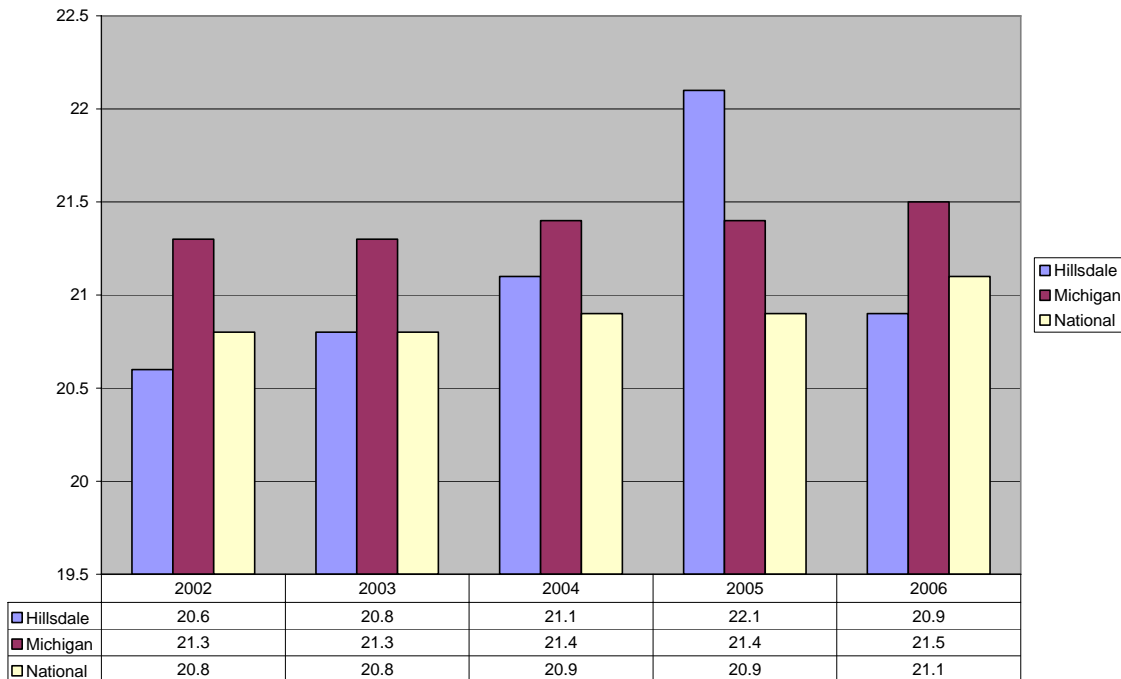
ACHIEVEMENT DATA

There are many ways to assess a student’s progress. Hillsdale Community Schools use the following standardized tests to chart programs: MEAP, Iowa, Metropolitan Achievement, and ACT.

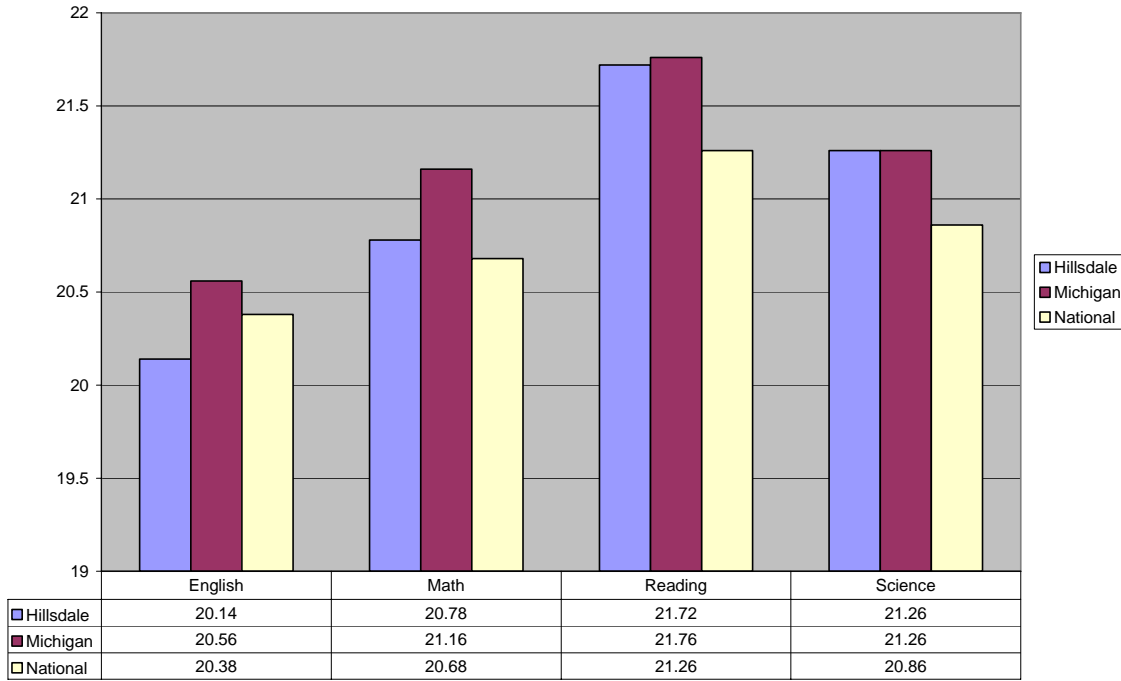
The following charts show the results of the past five years of the American College Test (ACT) and the Class of 2006. This is the most common college entrance exam taken by Michigan students. This nationally referenced test gives a comparison of local, state, and national achievement.

The Iowa Test of Basic Skills is administered to all sixth grade students.

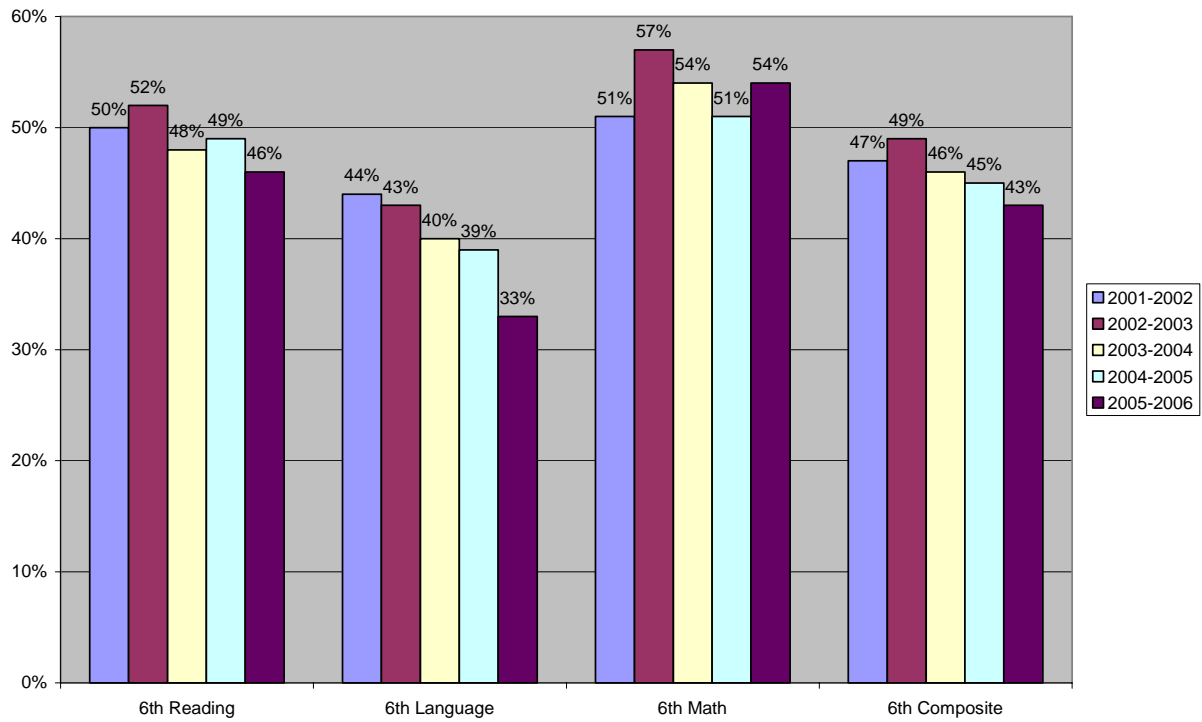
ACT Composite Scores: 2002-2006



ACT Scores: 2006

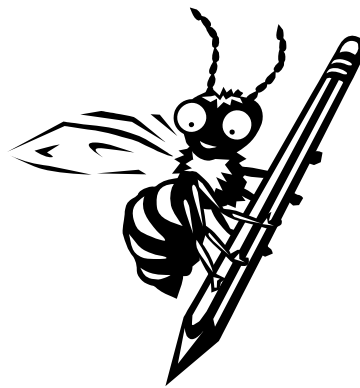


Iowa Test of Basic Skills



Annual Building Report

2005-2006



Bailey Elementary School
Hillsdale Community Schools
Hillsdale MI

Bailey Elementary School

Building Profile Information

School Year	2005-2006
School Name	Carl L. Bailey Elementary School
Grade Span	First – Second Grades
Number of Students	290 (Fall Count Date)
Attendance %	Overall daily attendance = 94 %
Student/Teacher Ratio	Average 1 st grade classroom = 22 Average 2 nd grade classroom = 22
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 I paraprofessionals are MLPP trained.
Cultural Diversity	Less than 10 students in any category.
Student Retentions	1 st Grade = 2 2 nd Grade = 0
At-Risk (state defined)	Total students eligible = 131 (45% 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 = 290
Parental Involvement	School Improvement Team = 2 full time parent members Open House = About 75% student/family attendance Elementary PTO meetings = 3-4 parents per meeting Parent/Teacher conferences attendance average Fall = 95% Spring 92% Number of registered volunteers = 46

Family Literacy Night = 275+ participants

PTO

Howling Hornet Halloween, Bailey Tailgate Party, Bailey Skating Party, Potter Center for Performing Arts (JCC), Camp Michindoh,

**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: 1st/2nd resource room classroom

**Additional Curriculum
Support Programs**

School-wide Title I (1st-2nd), Reading Recovery (1st), D.A.R.E (1st-2nd), FACT Backpack Program

**Community Programs and
Facilities Available to Students**

Cub Scouts, Brownies, Camp Fire, Tiger Cubs, Hillsdale Recreation Department, Release Time Bible

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, classroom fieldtrips, A.C.E.S., Holiday Music Programs

Extracurricular Activities

Mileage Club

Accreditation Status

NCA Accredited

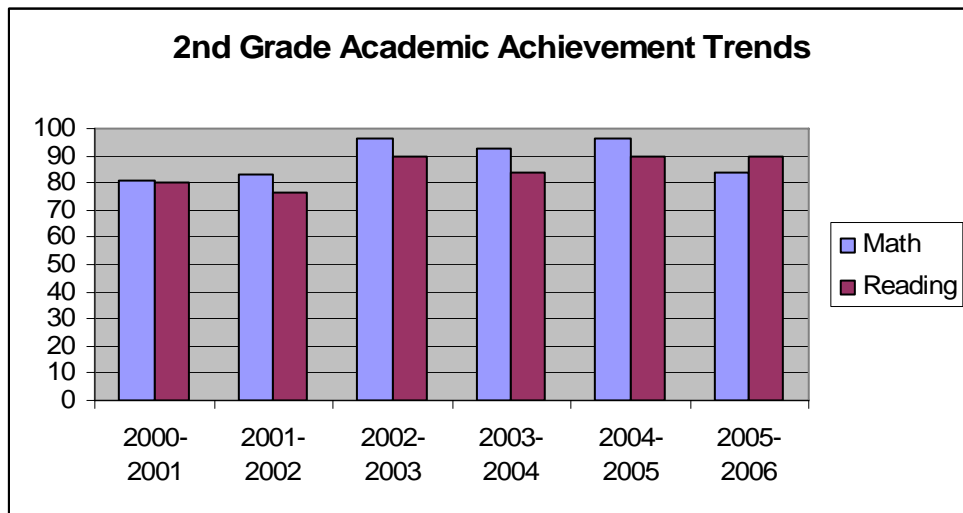
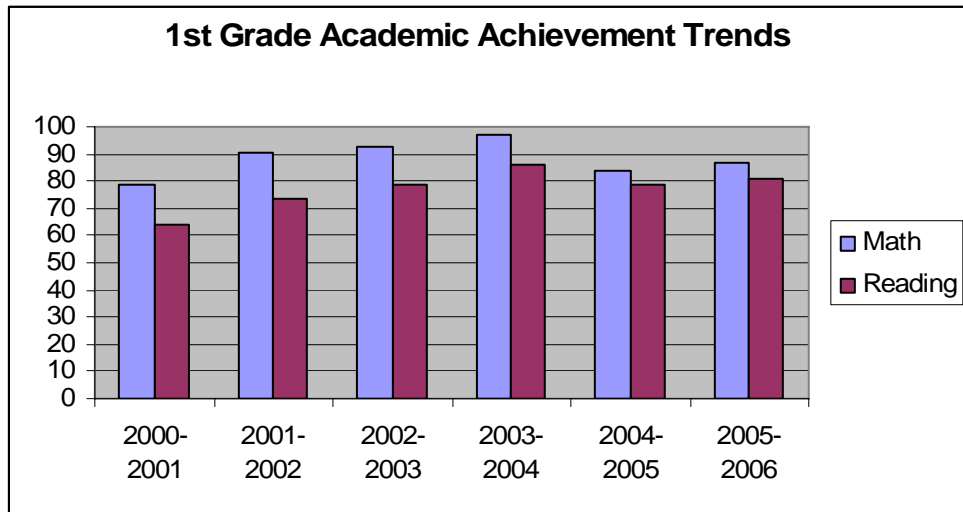
2005-2006 Disaggregated Data

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.

	Grade Level Totals	Grade Level Totals	School Totals
Total Students	151	134	285
Boys	92	68	160
Girls	59	66	125
Total At-Risk (31A)	68	63	131
Total Passed Reading	123	113	236
Total Passed Writing	94	89	183
Total Passed Math	132	120	252
Boys Passed Reading	75	54	129
Boys Passed Math	81	61	142
Girls Passed Reading	49	58	107
Girls Passed Math	51	59	110
(ED) Economically Disadvantaged	92	80	172
Non-disadvantaged	59	52	111
ED Passed Reading	73	66	139
ED Passed Math	66	70	136
Non ED Passed Reading	53	45	98
Non ED Passed Math	54	49	103

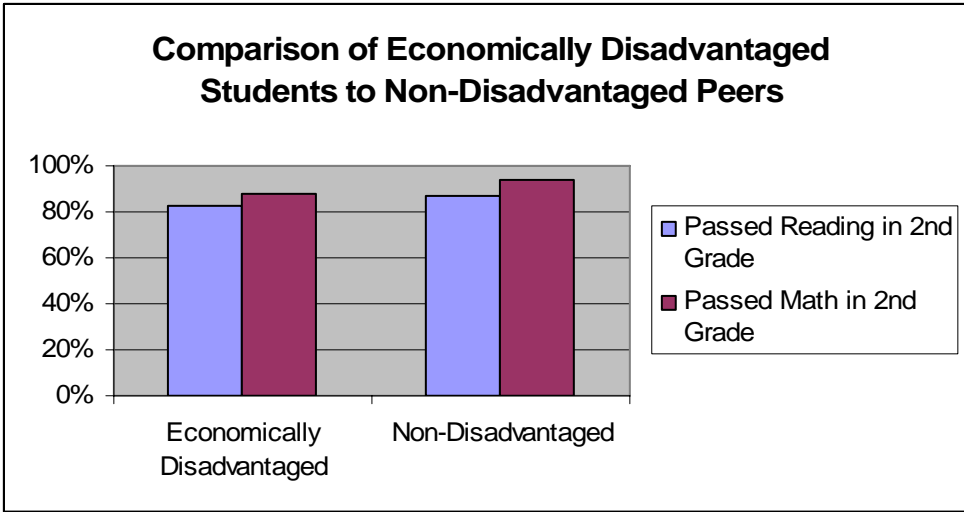
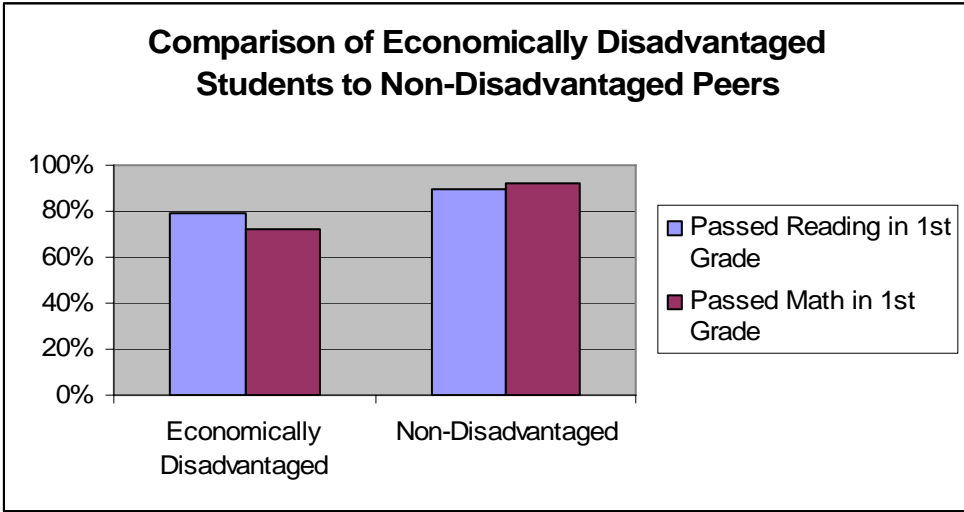
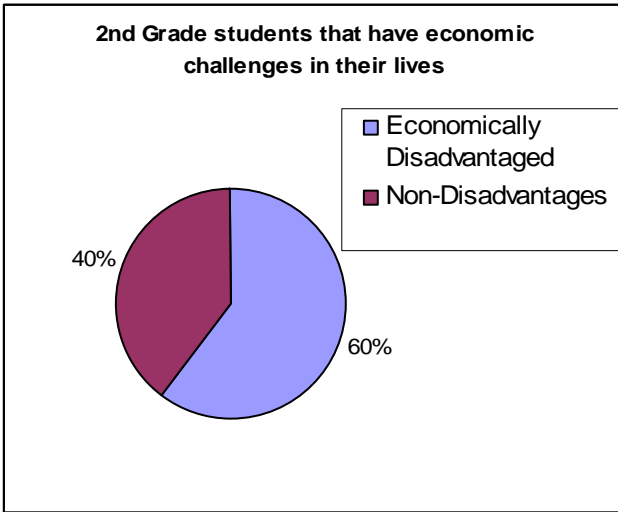
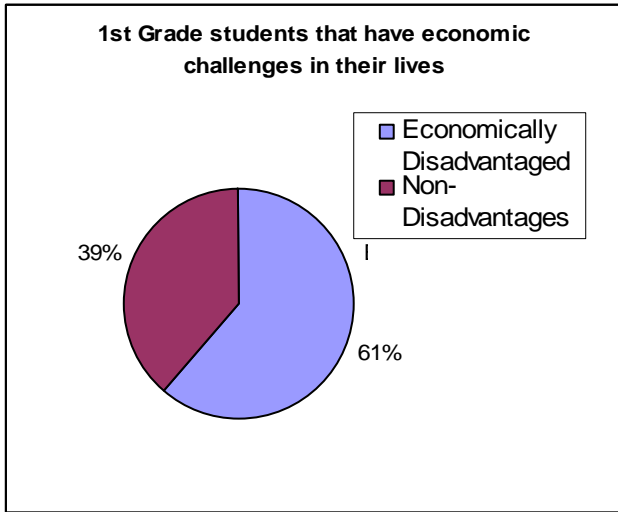
Achievement Trends at Bailey Elementary School



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 2005

	AYP Goal	Hillsdale Scores	State AVG
Math	56%	87%	87%
Language Arts (Reading & Writing Composite)	49%	73%	78%



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

Positive Observations:

Students that attend Bailey Elementary School that do not have academic risk factors achieve at exceptionally high levels. Out of these 106 students, 92% of students meet/exceed grade level standards in reading and 92% of students meet/exceed grade level standards in mathematics.

From the time students enter Bailey as first graders to their exit after second grade, more students catch up to the grade level standards in reading and mathematics. For example, in first grade 78.5% of students passed reading. At the end of 2nd grade, that same group of students had 84% of at/above grade level in reading.

As the standards get higher, student performances are meeting the higher expectations. By the end of the year, 88% of non-disadvantaged students met or exceeded grade-level standards in reading schoolwide. 93% of non-disadvantaged students met or exceeded grade-level standards in math schoolwide. (*Those numbers include all special education students.*)

45% of the student population were “at risk” for struggling in school. That was 131 of the 290 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, 45% of the total population has significant risk factors, but the number of students that meet/exceeded the grade level expectations is very high at 83% in reading and 88% in mathematics as a whole school. It is reasonable to draw the conclusion that the interventions our staff provides to students are helping them to beat the statistics.

Again this year, there are fewer students at 2nd grade below grade level than 1st grade. We looked at data in two ways. One way is to keep track of the same group of students and the other is to watch one particular grade level year after year. There are higher numbers of students coming into the school below grade level compared to when they exit. That is a good thing.

Achievement levels between boys and girls are compatible.

- Boys (81%) and girls (86%) are learning to read at grade level.
- Boys (89%) and girls (88%) are excelling at mathematics.

3rd Grade MEAP: The students took this test is 3rd grade for the first time. That test showed 82% of students were at/above grade level standards in reading. There is consistency between the DRA scores and the MEAP scores.

Areas for Improvement:

First grade class sizes have increased since two school years ago, and the overall student achievement is slightly lower since raising the class sizes. There are more budget cuts that will directly affect the primary grades next year. A 33% reduction for instruction EA support is planned for the 2006-2007 year at first grade. A 33% reduction in Reading Recovery at first grade is also planned for the 2006-2007 year. As the standards and expectations are being raised, the instructional support level for students is being significantly reduced.

Second grade classrooms will be at their maximum student count levels for the 2006-2007 year and the EA reduction of 30 minutes each day that was implemented during the 05-06 year will remain in place for the 2006-2007 year.

Reading: A significant gap exists between students that are economically disadvantaged compared to the non-disadvantaged students in the area of reading. 79% of economically disadvantaged students credentialed in reading schoolwide versus 90% of non-disadvantaged children.

Writing: The 3rd Grade MEAP writing test showed 38% of students at/above grade level. That score was well below state average of 51%. The portion also affected the overall Language Arts score negatively to a 78% composite of reading (82%) and writing (38%).

Mathematics: A significant gap exists between students that are economically disadvantaged compared to the non-disadvantaged students in the area of mathematics. 72% of economically disadvantaged students credentialed in Mathematics schoolwide versus 92% of non-disadvantaged children.

What Should We Do With This Information?

Reading

- Students are different! There is no single formula for teaching all students to become self-extending readers. Our students have strong phonics skills. We need to continue teaching students effective strategies for applying their phonemic awareness skills, and we need to continue the focus on comprehension strategies once the children can read the words. Students need to use the meaning and structure of text to improve their understanding of the text.
- 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.
- 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.

Mathematics

- The review of the math program was completed and a new text was adopted for all classrooms K-5. Beginning in 2006-2007 all teachers will use the Saxon math series. The instructional approach in this series is designed to have consistency between classrooms and provide mastery of fundamental math objectives for all students. Teachers will now have to shift their emphasis to providing enrichment activities to students that are ready to be accelerated.

Science

- Keep using the BCAMSC Investigation units to teach science.
- A team of trainers was brought in to meet with teachers about the implementation of the science program. Additional non-fiction books were purchased to increase the amount of information reading and non-fiction writing in connection to the science curriculum.

- A professional development session was planned for the summer of 2006 in science with a focus on instructional planning and literacy integration in science. Teachers should use the new resources to add more writing and informational reading to the lessons.

Social Studies

- The career awareness and employability skill areas from the NCA standards were identified. Citizenship and personal responsibility are key areas of emphasis for students at this level.
- The need remains to evaluate the validity of the 2nd grade common assessments.

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 needs to remain. 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 even greater this year. We should keep a similar level of participation 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	2005 – 2006
Grade Span	Third – Fifth Grades
Number of Students	363
Attendance	Overall daily attendance = 95%
Student / Teacher Ratio	Average 3 rd grade classroom = 23 Average 4 th grade classroom = 24 Average 5 th grade classroom = 26
School Organization	Six third grade classrooms, five fourth grade classrooms, and four fifth grade 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 skills.
Cultural Diversity	Less than 10 students in any category
Student Achievement	See Student Achievement Analysis and Data
Student Retentions	3 rd Grade = 1 4 th Grade = 1 5 th Grade = 0
Academically At-Risk (state defined)	Total students eligible = 84 (23% of total population)
Free/Reduced Lunch	Total students eligible = 192 (53% of total population)

Title I	Total students receiving services in a school-wide program = 363
Parental Involvement	See School, Staff and Students' Accomplishments Section
Volunteers	Number of registered volunteers = 155 (average 8 volunteers daily)
PTO	Howling Hornet Halloween, Enrichment Activities and Equipment, classroom field trips
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 = 25
Special Programs	Special Education: 3 rd -5 th Resource Room Classroom, Inclusion, ISD operated Emotionally Impaired Classroom
Additional Curriculum Support Programs	School-wide Title I (3 rd -5 th), D.A.R.E. (3 rd -5 th), Junior Achievement (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, DARE, I Care, Junior Achievement, Philanthropy Project, Big Brothers & Big Sisters, Junior Garden Club, Elementary Success Program

Additional Enrichment

Book Fair, Curriculum Nights, Title I Family Nights, Science Fair, 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

Accreditation Status

NCA Accredited

GIER ELEMENTARY SCHOOL

School, Staff and Students' Accomplishments:

There were many accomplishments at Gier School during the 2005-2006 school year. Some of the accomplishments were routinely significant, while other accomplishments were uniquely significant. Listed below are many of the routine and unique significant accomplishments for the 2005-2006 school year.

Open House: Approximately 75% of families in attendance

Family Nights: (Fall) 40% attendance – focus on literacy in the classroom and at home;

(Spring) 20% attendance – focus on math games and activities.

D.A.R.E.: (Fall) 3rd and 4th graders received introductory lessons; (Winter) 5th graders

received a 10 lesson program culminating in D.A.R.E. graduation. All lessons led by Officer Tom Gaskell.

Mileage Club: Led by volunteers Jim Bowen, Gail Templeton, and Mary Jane Rumler

5 miles	-	216 students	
25 miles	-	60 students	
50 miles	-	22 students	
75 miles	-	8 students	
100 miles	-	4 students:	Nora Spratt, Kaylie Tyler, Cody Bautista, Karri Shalosky
125 miles	-	2 students:	Kelly Shalosky, Aaron Kempa

Junior Garden Club: 37 4th graders met monthly under the direction of the Hillsdale Garden Club led by Connie Erholtz.

Adventure Series (after school activity program): Organized by Mary Jane Rumler, Anne Lemerand, and Scott Siakel

	<u>Fall</u>	<u>Spring</u>
Number of Classes	11	17
Number of volunteer instructors	11	18
Number of students	195	220

3rd Grade Reading: Pi Beta Phi sorority conducted a reading program for 3rd graders during April. Individual student awards and a book for each 3rd grade student were handed out at the awards assembly.

Track and Field: Kristin Putnam planned and directed successful track meets (4th and 5th grades vs. Camden-Frontier) for 3rd, 4th, and 5th grade students.

Philanthropy Education: A partnership between 3rd grade teachers and staff of the Hillsdale County Community Foundation taught 3rd graders the benefits of doing volunteer work in the community – the idea of giving of self to help others.

Junior Achievement: All Gier School classes received instruction about the world of work and business from local business leaders and Hillsdale College students. The program was coordinated by Mary Foulke.

<p>Gier Elementary School School Improvement 2005 – 2006</p>
--

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 2005-2006: 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 Fall 2005 MEAP tests are not comparable to any previous district scores due to the revised test schedule and to revised scoring standards. 2005 was the first year for third graders to take the MEAP tests. The Social Studies MEAP became a 6th grade test beginning in Fall, 2005. Gier School students scored at or above the state average in 11 of the 14 tests administered in the 3rd, 4th, and 5th grades.

MEAP:	<u>3rd</u>	<u>4th</u>	<u>5th</u>
Reading	82%	87%*	83%*
Writing	38%	61%*	67%*
ELA	73%	82%*	77%*
Listening	----	72%*	----
Math	87%*	84%	81%
Science	----	----	81%

* Score at or above state average

Math

Essential Learner Outcomes: The percentage of students achieving the essential learner standard was down in all 3 grades after three years of increasing levels of student achievement. Four different math programs were piloted during the 2005-2006 school year. The selection of the Saxon Math program K-5 will bring consistency of program for the students, and with this math program consistency there is an expectation that the percentage of students meeting the essential learner outcomes will increase.

Science

Essential Learner Outcomes: The quarterly assessment data continues to show that achievement levels of 80% and above are being consistently reached by third and fourth graders. Fifth grade achievement is in the 70% range. It is a goal to have 80% or more of the fifth graders achieve the essential learner outcomes for 2006-2007 to join the third and fourth graders.

Social Studies

Essential Learner Outcomes: Quarterly assessment data shows that third and fourth graders maintained the same achievement percentage as in the previous year. Fifth graders reversed their achievement drop of the previous year by posting the highest achievement rate out of the four test past years. Instructional strategies aligned with the School Improvement Plan will continue to be emphasized in all three grades.

Reading

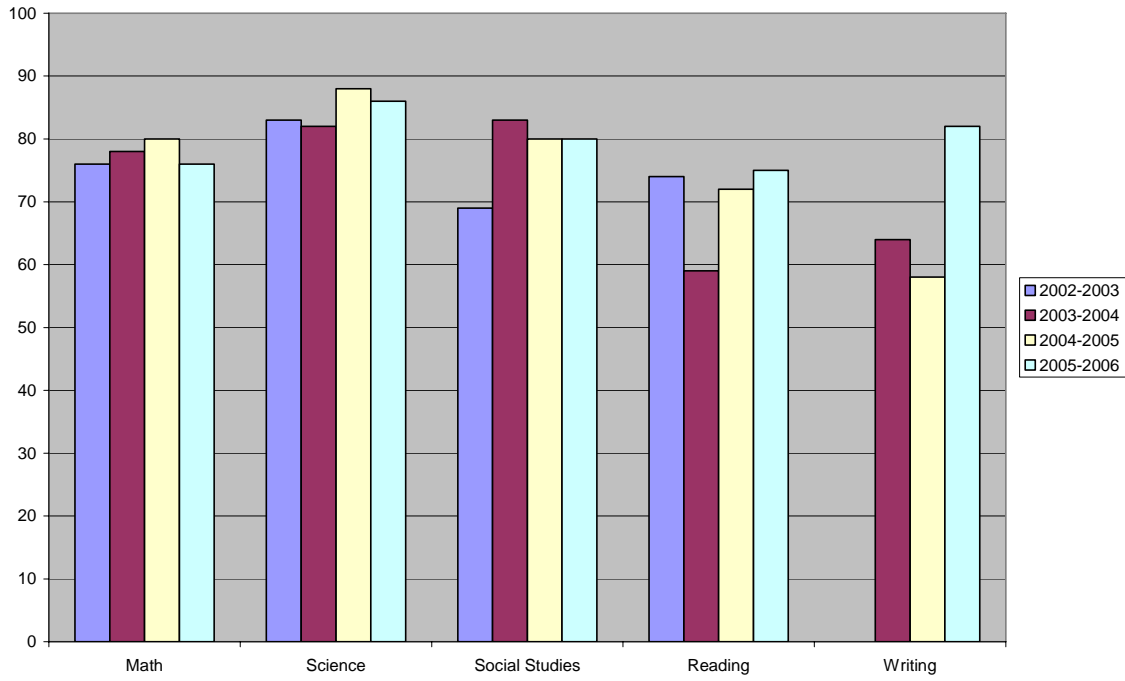
Essential Learner Outcomes: Quarterly assessment data shows reading improvement at third and fourth grades. Fifth grade results dropped. Teachers at all grade levels have raised questions about the reliability of the teacher-made quarterly assessments. Test revisions and/or use of different assessment instruments will be part of a testing program analysis and revision process for 2006 -2007.

Writing

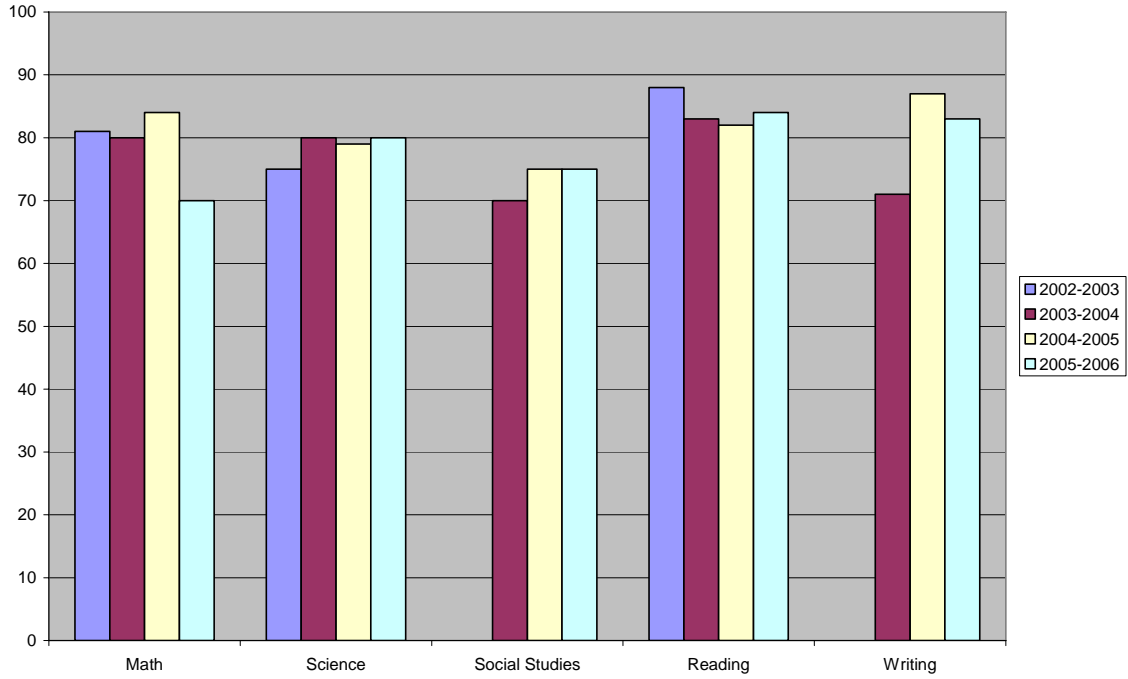
Essential Learner Outcomes: Writing has been an area of strength for the elementary instructional program. Over 80% of Gier students met the essential learner outcome standards in 2005-2006. There was an increased focus on writing by teachers during the 2005-2006 school year. This focus will be carried over into the 2006-2007 school year as all Gier teachers will receive training in the 6 Traits + 1 writing strategies and assessments.

ESSENTIAL LEARNER OUTCOMES DATA

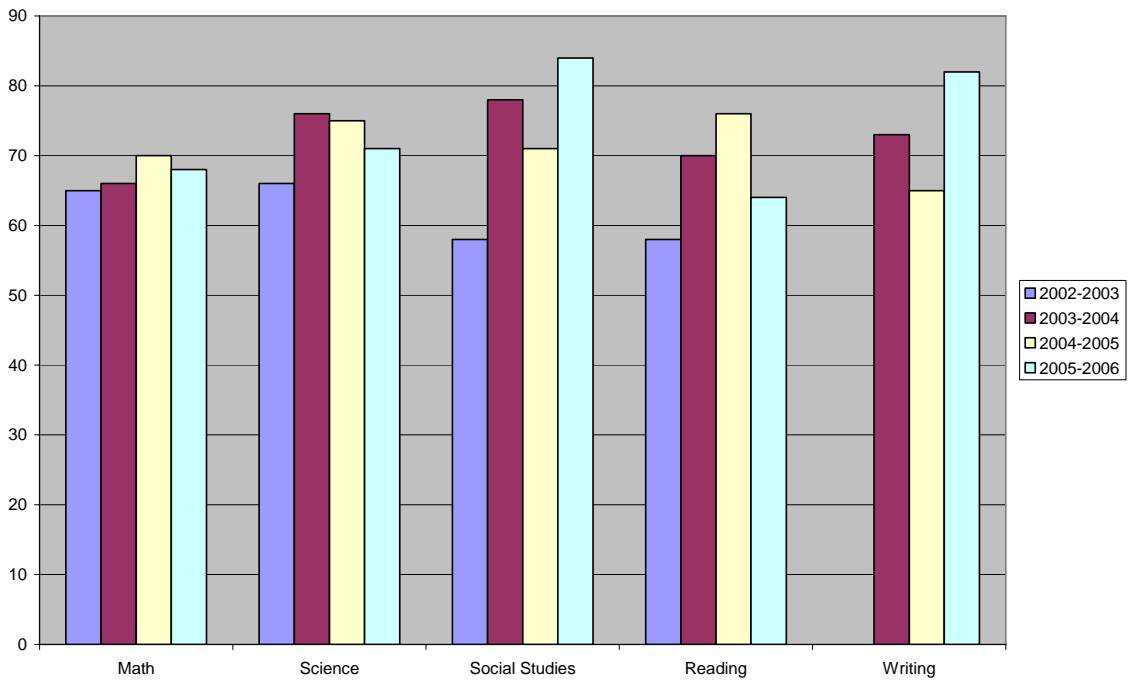
Grade 3: Essential Learner Outcomes



Grade 4: Essential Learner Outcomes



Grade 5: Essential Learner Outcomes



Annual Building Report

2005-2006



Mauck Elementary School

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

Mauck Elementary School

Building Profile Information

School Year 2005-2006

School Name Mauck Elementary School

Grade Span Preschool - Kindergarten

Number of Students 271

Attendance 90.3 %

Student/Teacher Ratio

Average classroom = ECSE classrooms - 12 students;

PTW classrooms – 16 students

Kindergarten classrooms – 22 students

School Organization

Mauck School has six all-day Kindergartens, one morning Kindergarten, one afternoon Kindergarten, one Young Fives developmental Kindergarten, three sections of half day Paving the Way Michigan School Readiness Program, and four sections of Early Childhood Special Education.

Mauck 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 certified.

Cultural Diversity

Less than 10 students in any category

Student Achievement Patterns

Students at/above grade level in language arts =135 (82%)

Students at/above grade level in math = 135 (82%)

Student Retentions

There were no retentions in Kindergarten for the 2005-2006 school year.

At-Risk (state defined)

Total students eligible = 82 (50% of total population)

Free/Reduced Lunch

Total students eligible = 169 (63.5 % of total population)

Title I

Total students receiving services in a school-wide program = 179.
These include Kindergarten and Young 5 students.

Parental Involvement

School Improvement Team = 2-4 parents
Curriculum Nights = approximately 60 parents
Open House Participation= 99 %
PTO meetings = 5-8 per meeting
Parent/Teacher conferences = 90.8 % attendance average
Number of volunteers = 30

PTO Events

Monthly meetings, Open House, Howling Hornet Halloween, Sub Sandwich Sale,
Classroom Fieldtrips, Ask Super Nanny, Teaching Reading

Employability Skills/Citizenship

The following items are taught/practiced daily: respectful behavior, individual and social responsibility, regular/timely attendance, Pledge of Allegiance

Library

120 new hardcover books were added to the library from PTO Enrichment funds.
27 Books were donated by students and Families.
13 books were donated by Delta Kappa Gamma.
17 books were from book fairs. 173 new titles were added.

Special Programs

Early Childhood Special Education Classrooms – Two Classrooms serve 3 and 4 year old special education students from the HCS district. They are half-day programs that serve 12 students in each half-day section for a total of 48 students.

Additional Curriculum Support Programs

Title 1 Kindergarten Support

Community Programs and Facilities Available to Students

Daisy Scouts, Basketball Hillsdale Recreation Department, Hillsdale Connection (HC)

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, Kiwanis March is Reading Bicycle, Relay for Life, United Way

Additional Enrichment

Book Fair, Title 1 Family Night, Classroom Field trips, ACES, Holiday Music Programs, Enrichment Assemblies, Library Lady, Officer Gaskell Safety Program, Granny D's Christmas Trees,

Extracurricular Activities

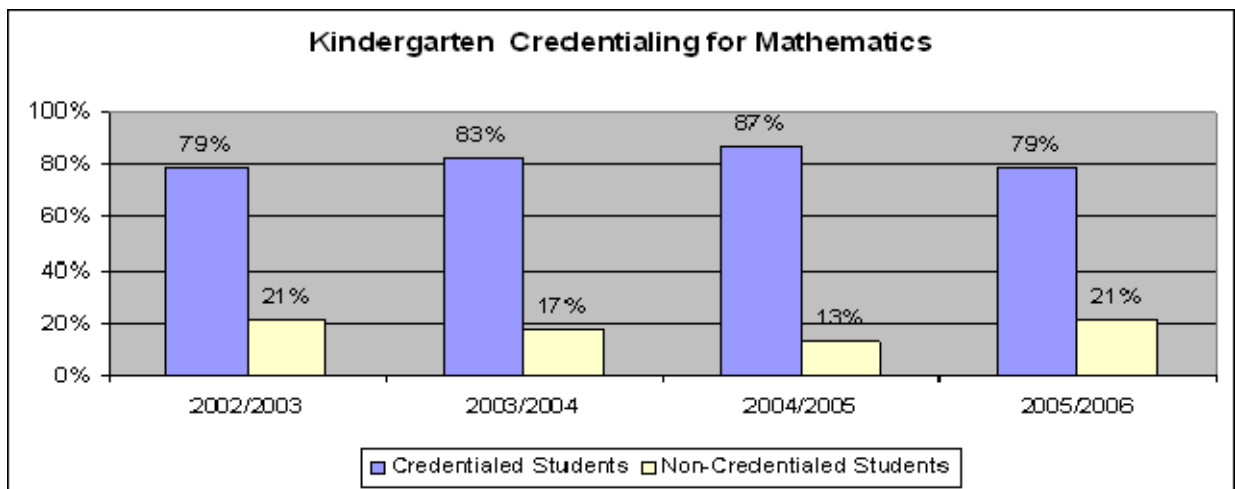
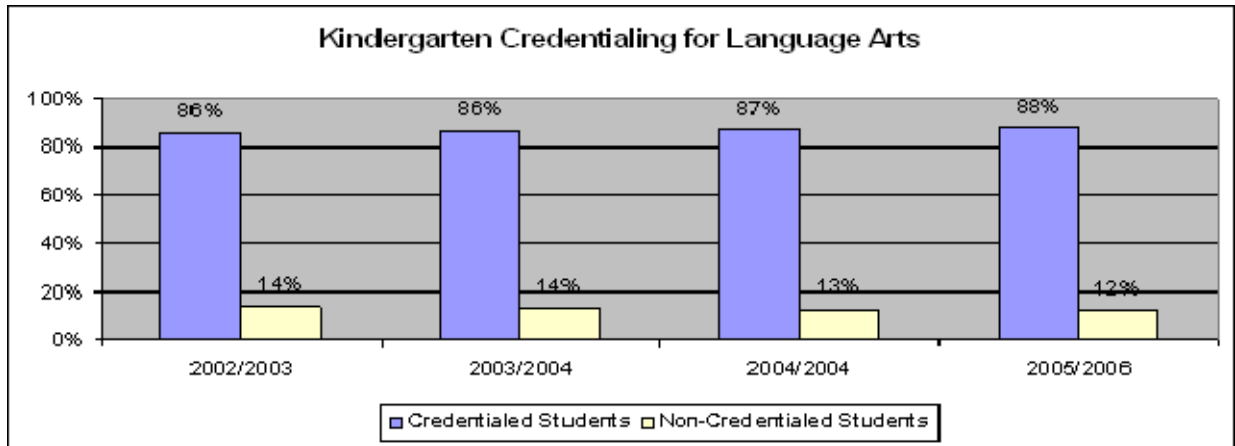
Mileage Club (Spring- 516 miles, 4631 laps)

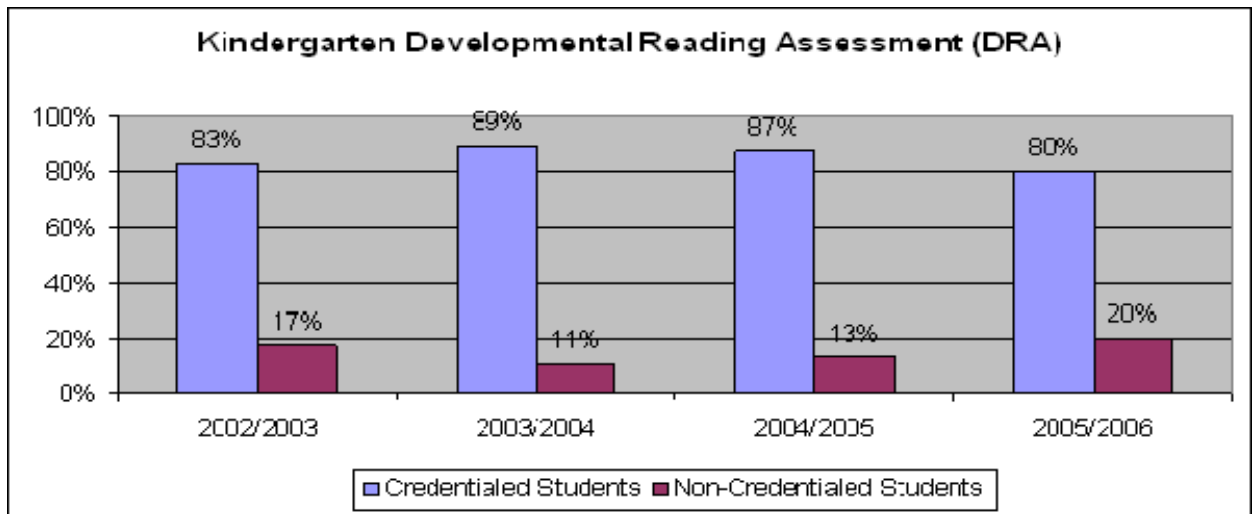
Accreditation Status

NCA Accredited

Academic Achievement

These graphs show the percentage of students that achieved passing scores on the language arts and math tests for Kindergarten. In order for a student to credential in Language Arts, he/she must have a Directed Reading Assessment or DRA level of 2.





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. This is the first year that graphs have been made so that the comparison of years may be completed.

Disaggregated Data
End of Year Assessment Scores

	Kindergarten Level Totals	Percentage	
Total Students	165	100%	
Boys	82	50%	
Girls	83	50%	
Total At-Risk (31A)	82	50 %	
Total Passed Language Arts	135	82%	
Total Passed Math	135	82%	
Boys Passed Language Arts	70	85%	
Boys Passed Math	69	84%	
Girls Passed Language Arts	74	89%	
Girls Passed Math	64	77%	
(ED) Economically Disadvantaged	73	44%	
Non-disadvantaged	92	56%	
ED DRA level	2.3	NA	
Non ED DRA level	4.0	NA	
DRA level – At-Risk	2.1	NA	
DRA level – not at-risk	3.97	NA	

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

Positive Observations:

1. In language arts, our scores have remained consistent over the four years. There has been an increase of 2%.
2. For the 2005-2006 school year, we are able to use graphic representations of our assessment data to compare our results.
3. Teachers are becoming aware of data trends within their classroom and across the school.
4. We have a plan in place to address math curriculum concerns.
5. Both economically disadvantaged and non-economically disadvantaged students had an average DRA level that met the established criteria.
6. The average DRA level of both at-risk students and not at-risk students met the established criteria.

Concerns:

1. There are concerns that language arts data has remained static rather than increasing.
2. There is a statistically significant difference with the growth of at-risk students versus not at risk students, and economically disadvantaged students versus non-economically disadvantaged students.
3. Girls did not credential as well in math as in language arts.

What Should We Do With This Information?

Language Arts: Through professional development activities the staff has aligned curriculum, assessments, reporting documents, and criteria. The staff has coordinated guided reading practices and procedures so that we are working together more closely. Methods of reading instruction will continue to be an area of concentration and significance. The Level Library was established this year and was utilized and we will complete it during the 2006-2007 school year.

Math: We will be implementing a new math curriculum for the 2006-2007 school year that has been aligned with Michigan Grade Level Content Expectations. This should focus the curriculum to address weaker areas and align our instruction. Greater emphasis will be placed on teacher professional development in this area of curriculum. Manipulatives have been ordered which will allow each student to have the “hands on: experiences that will developmentally impact each child.

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 been involved with the North Central Accreditation process for the last several years. During the 2005-2006 school year, the data that has been collected was organized into graphs so that the information is able to be analyzed. This is allowing the staff to make decisions about curriculum and instruction for the improvement of student learning. The continuation of this process and use of the procedure will help to provide direction during coming years.

Mauck School has shown a strong enrollment for the 2005-2006 school year. The students and families have been comfortable at Mauck and know that their children are learning and being taught in a nurturing environment. Attention is being given to the marketing of our strengths continuing of a strong readiness to develop academic skills.

PROFESSIONAL
QUALIFICATIONS
OF TEACHERS IN
THE DISTRICT

STAFF

The district employs a highly educated professional staff made up of 115 full-time certified personnel and 80 support personnel.

Professional Staff (highest degree earned)

	B.A.	M.A.
<u>Elementary</u>	26 (51%)	25 (49%)
<u>Middle School</u>	9 (47%)	10 (53%)
<u>High School</u>	13 (39%)	20 (61%)
<u>Adult Ed</u>		1 (100%)
<u>Alternative Ed</u>	1 (50%)	1 (50%)
<u>Administration</u>		9 (100%)

Percentage of Teachers Teaching with Emergency or Provisional Credentials

During the 2005-2006 school year the Hillsdale Community Schools had two 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 met qualifications for NCLB by the end of the 2005-2006 school year.

PARENT PARTICIPATION

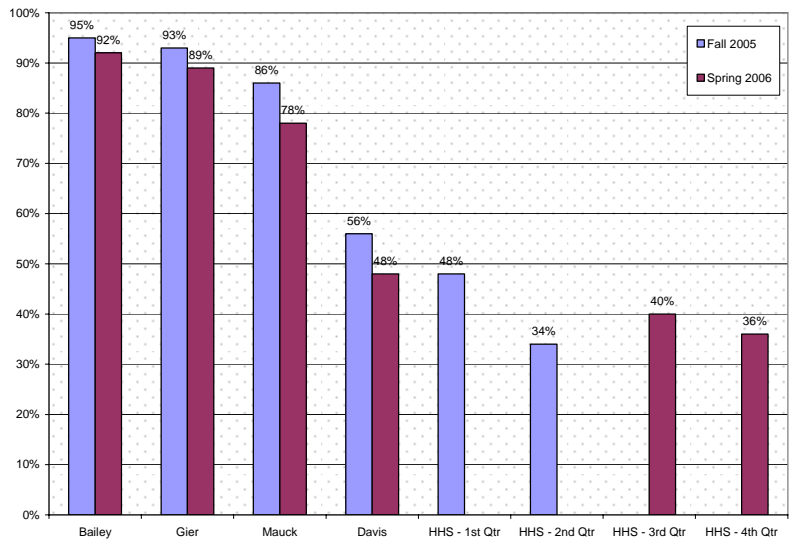
It cannot be stressed enough how important parent or guardian involvement is in a student's education. It is of the utmost importance for parents, students, and teachers to communicate with one another on a regular basis. All high school teachers kept a personal contact log to document each phone call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

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
- 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

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 now provides 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 to online. For the 2005-2006 school year the High School and Davis Middle School will be used a similar program called SchoolConnect 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