



Hugger Elementary School 2010-2011 Annual Educational Report And PA 25 Report

October 2011

Debi Fragomeni, Principal

Rochester Community Schools

Dear Hugger Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) required by the Elementary and Secondary Reporting Act of 2001, which provides key information on the 2010-11 educational progress for Hugger. The AER addresses the complex reporting information required by federal and state laws. This report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality, as well as PA 25 state law reporting requirements. If you have any questions about the AER or PA 25 information, please contact Debi Fragomeni for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://www.rochester.k12.mi.us/pages/45977/elementary-annual-reports> you may review a copy from Mrs. Fragomeni's office at your child's school.

Mission Statement

The purpose of the Hugger Elementary Purposeful Learning Community is to ensure effective instruction and learning for all.

At Hugger, we believe:

- ♥ Cooperation promotes a positive attitude for others and enhances the well-being of the of the community.
- ♥ Good citizenship is encouraged through personal responsibility.
- ♥ All children can learn and have the right to an education in which they will develop Intellectually, emotionally, socially and physically.
- ♥ Optimal individual and educational growth occurs when people are challenged and stimulated in a positive environment.
- ♥ An effective school provides a safe and caring environment that encourages acceptance and individual diversity for children.
- ♥ Success in school is greatly enhanced through parental involvement and support

EVERY CHILD, EVERY OPPORTUNITY, EVERY TIME

ANNUAL EDUCATION REPORT (AER)

AYP

For 2010-2011, Hugger Elementary made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort. Please use the following link to access the data:

<https://www.mischooldata.org/DistrictSchoolProfiles/ReportCard/Dashboard/Dashboard.aspx> .

PA 25 REPORT INFORMATION

Process for Assigning Pupils to the School

Students are assigned to schools by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one to which they are assigned during the Open Enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building.

Status of the 3-5 Year School Improvement Plan

During the 2010-2011 school year, implementation of the Hugger Elementary mission statement continued to be a vital and integral part of our school community. The staff collectively has 514 years of teaching experience and rigorous commitment continued to polish the school improvement process to reflect the qualities of a Professional Learning Community. The shared leadership of nine SIP Co-Chairs, working with the principal and entire staff for the 10-11 school year allowed the school to make great gains towards building goals and targeting instruction to effectively differentiate student learning. Hugger SIP colleagues attended Oakland County training and frequently updated best practice research with entire staff and among grade level teams throughout the year to improve student achievement. Teachers focused on student achievement, data analysis and collaborated with grade level team members to enhance student performance. Grade level teams accomplished this by identifying core essential outcomes of the curriculum, identifying four common assessments and writing SMART goals for each grade level. Each SMART goal was aligned with the building goals which drove instruction for all Hugger students. The academic areas of reading, writing and math were examined using multiple sources of data, emphasis on best practice research to create school improvement goals for the building. Throughout the year, the instructional staff also dedicated professional development opportunities to create collective lesson plans to align common language and assessment practices in grades K-5 based on the in literacy as well as the Pearson Benchmark system of assessment. Both of these assessment pieces gave the teachers “on time” data driven instructional strategies to optimize student learning. The SIP goals for the 10-11 school year were:

READING

95% of all Hugger students will reach end of the year grade level proficiency on the Fountas and Pinnell Assessment.

WRITING (K-1 Goal)

90% of Hugger students in K-1 will achieve a 3 or higher out of a possible 4 on the holistic rubric of the spring district writing assessment.

WRITING (2-5 GOAL)

80% of Hugger students in grades 2-5 will achieve a 4 or higher out of a possible 6 on the holistic rubric of the spring district writing assessment.

MATH

95% of all Hugger students in grades 1-5 will achieve a 75% or higher on the district end of the year math assessment.

It was an exceptional learning year for the entire Hugger School Community throughout the 2010-2011 school year! Our collective vision is for **Every Child, Every Opportunity, Every Time** and our staff response to intervention can successfully be reflected in the State of Michigan Top to Bottom list Released in June 2010 with a rating of 99.1.

Core Curriculum, Implementation and Variance from State Model

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on and aligns with the Michigan Department of Education's *Michigan Curriculum Framework* and the Grade Level Content Expectations (GLCE's) in grades K-8 and Course Content Expectations (CCE's) in grades 9 – 12. Teachers have met throughout the year to begin aligning the curriculum to the Common Core State Standards.

During the 2010-11 school year the curriculum department continued to focus on developing a Pyramid of Intervention to meet the needs of all students, providing alternative educational experiences for students, and providing more flexible time for student learning beyond the traditional school day.

Elementary teachers continued to implement strategies for effective literacy instruction, and several district professional development in-services focused on differentiation within the reading/writing workshop format. In Math, professional learning experiences also centered on differentiation and implementing a workshop approach. Kindergarten – 2nd grades received materials for inquiry-based Science units of study along with workshops presented by their grade-level peers to support the implementation. In Social Studies, 3rd grades implemented the units of study from the Michigan Citizenship Collaborative Curriculum. Professional learning for Kindergarten teachers focused on Developmentally Appropriate Practice, differentiation, and play-based instruction. Implementation of a two-year plan continued to support teachers' use of Smart Board software and Moodle technology.

At the secondary level middle school math and language arts teachers began aligning their curriculum and pacing guides to the Common Core State Standards (CCSS). Sixth Grade Accelerated Math and Sixth Grade Advanced Language Arts courses were developed, along with the selection process to identify the appropriate students. Middle school science and social studies identified revisions that will need to be made to their curriculum and pacing guides to include the Literacy Standards for Science, Social Studies and Technology. This work will be ongoing. In addition, the high school math and language arts courses are in the process of aligning their curriculum to included the CCSS. Science and social studies reviewed the literacy standards to determine what needs to be added to their curriculum. All high school teachers in the core academic areas reviewed the ACT Readiness Skills to determine alignment with our current course offerings. Like the middle schools, this work will be ongoing. Advanced Placement (AP) World History was revised and AP Computer Science was developed. Two new semester math courses were developed, Applications of Statistics and Trigonometry.

Additional Information about the District's Core Curriculum can be found at the following website:
<http://www.rochester.k12.mi.us/pages/5064/general-education> .

Student Achievement Results from Local and/or Nationally Normed Tests

10-11 Q4 Kindergarten

Rochester Community School District - Hugger Elementary School

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Q4 10-11] Writing - K	2	2.99	1	65	97.01	3.49	67	100	3.4
2	[Q4 10-11] Spelling - K	2	2.99	4	65	97.01	18.25	67	100	17.82
3	[Q4 10-11] Sound ID - K	0	0	0	67	100	25.51	67	100	25.5
4	[Q4 10-11] PA 3: Segmenting - K	3	4.48	0	64	95.52	7.73	67	100	7.37
5	[Q4 10-11] PA 2: Blending - K	1	2.22	0	44	97.78	31.54	45	100	30.84
6	[Q4 10-11] PA 1: Rhyme - K	1	1.49	3	66	98.51	15.8	67	100	15.59
7	[Q4 10-11] Oral Reading - K	4	5.97	1	63	94.03	4.73	67	100	4.49
8	[Q4 10-11] Letter ID - K	0	0	0	66	100	53.9	66	100	53.9

10-11 Q4 1st Grade

Rochester Community School District - Hugger Elementary School

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Q4 10-11] Writing - 1	0	0	0	70	100	3.05	70	100	3.05
2	[Q4 10-11] Spelling - 1	11	15.71	26.09	59	84.29	38.22	70	100	36.28
3	[Q4 10-11] Sound ID - 1	0	0	0	47	100	25.85	47	100	25.82
4	[Q4 10-11] Sight Word - 1	13	18.57	45.08	57	81.43	84	70	100	76.77
5	[Q4 10-11] PA 5: Substitution - 1	13	18.57	2.53	57	81.43	6.73	70	100	5.95
6	[Q4 10-11] PA 4: Deletion - 1	7	10	3.43	63	90	6.88	70	100	6.54
7	[Q4 10-11] PA 3: Segmenting - 1	0	0	0	70	100	7.98	70	100	7.98
8	[Q4 10-11] PA 2: Blending - 1	0	0	0	70	100	15.97	70	100	15.95
9	[Q4 10-11] PA 1: Rhyme - 1	0	0	0	70	100	15.98	70	100	15.98
10	[Q4 10-11] Oral Reading - 1	4	5.71	3.5	66	94.29	9.76	70	100	9.4
11	[Q4 10-11] Math - 1	1	1.43	69	69	98.57	90.58	70	100	90.27
12	[Q4 10-11] Letter ID - 1	0	0	0	47	100	107.79	47	100	107.78
13	[Q4 10-11] Concepts of Print - 1	0	0	0	23	100	20.95	23	100	20.95

10-11 Q4 2nd Grade

Rochester Community School District - Hugger Elementary School

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Q4 10-11] Writing - 2	2	2.04	2	96	97.96	4.44	98	100	4.39
2	[Q4 10-11] Spelling - 2	4	8.16	46.5	45	91.84	68.08	49	100	66.32
3	[Q4 10-11] Sight Word - 2	5	5.1	54	93	94.9	96.25	98	100	94.09
4	[Q4 10-11] Oral Reading - 2	8	8.16	8.5	90	91.84	13.1	98	100	12.72
5	[Q4 10-11] Math - 2	12	12.24	62	86	87.76	88.87	98	100	85.58

10-11 Q4 3rd Grade

Rochester Community School District - Hugger Elementary School

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Q4 10-11] Oral Reading - 3	10	12.66	11.1	69	87.34	15.98	79	100	15.36
2	[Q4 10-11] 3rd Grade Math Q4 RCS	1	1.32	58	75	98.68	88.66	76	100	88.26

10-11 Q4 4th Grade

Rochester Community School District - Hugger Elementary School

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Q4 10-11] Writing - 4	10	9.09	1.79	100	90.91	3.85	110	100	3.65
2	[Q4 10-11] Oral Reading - 4	12	10.91	12.75	98	89.09	18.9	110	100	18.23
3	[Q4 10-11] 4th Grade Math Q4 RCS	4	4.04	53.25	95	95.96	89.19	99	100	87.73

10-11 Q4 5th Grade

Rochester Community School District - Hugger Elementary School

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Q4 10-11] Writing - 5	4	4.49	2	85	95.51	4.4	89	100	4.29
2	[Q4 10-11] Oral Reading - 5	4	4.44	16.25	86	95.56	21.97	90	100	21.72
3	[Q4 10-11] 5th Grade Math Q4 RCS	12	13.64	54.66	76	86.36	86.22	88	100	81.9

Parent Involvement

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student attends school. Over the years, research has proven that there is a direct relationship between parent involvement and student achievement. To support the goal of the school district to help all students succeed, schools and parents must work together as active partners.

Although parents are diverse in culture, language, and needs, they share the schools' commitment to the educational success of their student. Rochester Community Schools' administration and school staff, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the needs of students and their families.

To this end, the Board of Education supports the ongoing development, implementation and evaluation of parent involvement practices that are based on best practice, and are in alignment with national standards. Parent involvement programs will be implemented at both the District and the school level.

The Superintendent/Designee will establish a regulation to implement this policy which will include, but not be limited to, the following components of successful parent involvement programs adopted by National PTA:

- Communication between home and school/District is regular, two-way, and meaningful
- Responsible parenting is promoted and supported
- Parents play an integral role in assisting student learning
- Parents are welcome in the school/District, and their support and assistance are sought
- Parents are full partners in the decisions that affect students and families
- Community resources are made available to strengthen school programs, family practices, and student learning.

Parent Teacher Conferences

Parent Attendance at Conferences	Number of Parents
Fall Conferences	352
Spring Conferences	115

Points of Pride

The Hugger PTA consisted of 235 memberships in the 2010-2011 school year. These PTA members and additional parent volunteers worked in classrooms, assisted in the Media Center, and participated in field trips and school events throughout the year. Additionally, the PTA provides leadership and parent volunteers for all PTA sponsored programs and events.

The following is an overview of PTA sponsored programs, contributions, and activities for the 2010-11 school year :

Points of Pride

- _ Authors in April
- _ Curriculum Based, School Wide Assemblies
- _ Disability Awareness Workshop
- _ Health Fair (for 3rd Grade)
- _ Hugger Fall Fun Run
- _ Hugger Spring Field Day
- _ Math Pentathlon
- _ Reflections Art Contest
- _ Reading Incentive Program
- _ 2011 Science Fair

- _ Recycling Club
- _ Hugger Running Club
- _ Jump Rope for the Heart
- _ Youth Savers
- _ School Supply Kits
- _ Welcome Back Celebration

Additional PTA Services & Social Events:

- _ Outdoor Classroom Project
- _ Count Your Steps Walking Program
- _ December Holiday Shop
- _ Family Fun Night "Hoedown"
- _ Fan Out Communication Chain
- _ Hugger Student Directory
- _ Hugger Yearbook
- _ Ice Cream Social
- _ Market Day
- _ PTA Grants
- _ PTA Website
- _ PTA Hugger Howler/ Michigan PTSA Unit Newsletter Award
- _ Michigan Evergreen School 2011
- _ Sale of Hugger Spirit Wear
- _ Staff Appreciation & Recognition
- _ Fifth Grade Enrichment Field Trips
- _ Fifth Grade Farewell Celebration
- _ Student Financial Hardship Scholarships for School & PTA Events

**Rochester Community Schools
Executive Staff**

Superintendent – Dave Pruneau
Assistant Superintendent for Instruction -Geraldine K. Roberts Moore
Assistant Superintendent for Business - Bill Mull

**Rochester Community Schools
Board of Education
2010-11**

President – Barb Cenko
Vice President – Jennifer Berwick
Secretary – Gerald Moore
Treasurer – Lisa Nowak
Trustee – Chuck Coutteau
Trustee – Beth Talbert
Trustee – Marty Sibert