



# **Hugger Elementary School 2012-2013 Annual Educational Report (AER) Cover Letter**

**2012- 2013**

**Donald J. Maskill, Principal**

**August 20, 2013**

**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 2012-2013 educational progress for Hugger Elementary. 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 Don Maskill 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 Mr. Maskill's office.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap between the highest performing students and the lowest performing students within a single school building. A Focus school label does not necessarily imply low achievement for a school as a whole. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. The majority of schools in Michigan did not receive any of these specific labels.

This year, Hugger Elementary is ranked in the 95th percentile on the Top to Bottom list which means it outperformed 95% of schools in Michigan.

Hugger Elementary was identified as a Reward school for the 2012-2013 school year, and again for the 2013-2014 school year. Hugger is pleased to be a Reward school and collectively works to identify, implement, and review best instructional practices to provide a successful learning environment for all students. As the student achievement data below indicates, new CCSS assessments have impacted percentage of students 'at or above' our district standard particularly in mathematics. Hugger is addressing this data by providing further training to staff as we transition to the CCSS, as well as, continue to model purposeful and engaging opportunities for students to show their depth of knowledge, inquiry, and problem solving skills in math and across all content areas. Writing skills continue to improve with the implementation of writing SMART goals and collaborative efforts of staff members. Consistent gains in reading are documented through ongoing assessment and progress monitoring. Our student data consistently illustrates our schools' commitment to high levels of student achievement.

Hugger implements many successful school initiatives that actively address our academic achievement goals. For example, staff review of data through collaborative grade level meetings, data

days, and grade level SMART goal review have proven to have a positive impact on instruction and learning. Also, district and building professional development hours were crafted to give teaching staff support with the new Common Core State Standards (CCSS), improve alignment of classroom assessments, review technology tools for success, and celebrate growth on our school goals. Ongoing review of quarterly data by our teaching staff allows Hugger to utilize a multi-tiered system of support to address student needs and provide targeted instruction. Hugger utilizes flexible groups that are reviewed every 6-8 weeks to support as many students with direct teaching towards targeted academic goals. Finally, the Hugger TEAM, reviews data monthly to review academic growth and performance of our student population providing timely interventions as needed.

Our staff celebrates our effort and we look forward to further growth with our student achievement through our dedication to our Hugger mission and beliefs.

### **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**

#### **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 2012-2013 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 544 years of teaching experience and rigorous commitment continued to polish the school improvement process to reflect the qualities of our Purposeful Learning Community. The shared leadership model within the entire teaching staff, working with the principal for the 12-13 school year allowed Hugger 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 expository writing 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 12-13 school year were:

### **READING**

98% of all Hugger students will reach end of the year grade level proficiency on the Fountas and Pinnell Assessment.

### **WRITING (K-1 Goal)**

96% 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)**

85% 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**

96% of all Hugger students in grades 1-5 will achieve a 80% 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 2012-2013 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**

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 continue aligning the curriculum to the Common Core State Standards. Our teachers have worked in collaboration with Oakland Schools to develop sample units of study in ELA and Math.

During the 2012-2013 school year the curriculum department continued to focus on developing a Multi-Tiered System of Support 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 assessment within the reading/writing workshop format. 3<sup>rd</sup> through 5<sup>th</sup> grades began using a word study program that includes materials and activities for spelling, grammar and vocabulary instruction. In Math, professional learning

experiences for 4<sup>th</sup> and 5<sup>th</sup> grade teachers centered on differentiation and assessment using their new online tools. Kindergarten, 1<sup>st</sup> and 3<sup>rd</sup> 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, Kindergarten through 2<sup>nd</sup> grade teachers implemented the units of study from the Michigan Citizenship Collaborative Curriculum. 2<sup>nd</sup> and 4<sup>th</sup> grade teachers also met for workshops at the Rochester Hills Museum to prepare for their students' visits to the site.

At the secondary level middle school math and language arts teachers continue to align their curriculum and pacing guides to the Common Core State Standards (CCSS). In addition, *Seventh Grade Accelerated Pre-Algebra* and *Seventh Grade Advanced Language Arts* were implemented this school year. The curriculum department refined the selection process to identify the appropriate students for these accelerated and advanced courses. Middle school science and social studies teachers added activities to their curriculum and pacing guides to include the Literacy Standards for Science, Social Studies and Technology. This work will be ongoing because the Next Generation Science and Social Studies standards have not been approved, to date. High school math teachers have been meeting to review the CCSS for math and aligning them to their instructional resources. High school language arts continue to refine their units of study as they align their curriculum to the CCSS for English language arts. High School science and social studies teachers continue to integrate the literacy standards into their units of study as they wait for a final decision about the adoption of their new standards. Eighth graders were given an opportunity to sign up for a class that will be field tested next year called *Big History*. This course addresses the content expectations for world history, while integrating other disciplines, such as science into the units. At the building level, teachers continue to analyze Explore, Plan and ACT scores. This work will be ongoing. *Introduction to College Math* was developed and field tested at Rochester and Stoney Creek High Schools this past school year and will be running in all three high schools in the 2013-2014 school year.

Additional Information about the District's Core Curriculum can be found at the following website:  
<http://www.rochester.k12.mi.us/pages/45967/annual-reports>.

**Student Achievement Results from Local and/or Nationally Normed Tests**

**2012-2013 Kindergarten**

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - K	3	4.23	1	68	95.77	3.5	71	100	3.39
MLPP Spelling - K	4	5.63	4.75	67	94.37	18.14	71	100	17.39
MLPP Sound ID - K	0	0	0	71	100	25.85	71	100	25.84
MLPP PA 3: Segmenting - K	4	5.71	0	66	94.29	8	70	100	7.54
MLPP PA 2: Blending - K	2	2.82	0	69	97.18	15.84	71	100	15.38
MLPP PA 1: Rhyme - K	0	0	0	70	100	15.82	70	100	15.82
MLPP Oral Reading - K	5	7.04	0	66	92.96	5.03	71	100	4.66
MLPP Letter ID - K	0	0	0	71	100	53.9	71	100	53.88
MLPP Concepts of Print - K	0	0	0	71	100	20.47	71	100	20.47

**2011-2012 Kindergarten**

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - K	6	6.45	1	87	93.6	3.36	93	100	3.21
MLPP Spelling - K	6	6.45	5	87	93.6	18.1	93	100	17.2
MLPP Sound ID - K	0	0	0	93	100	25.1	93	100	25.1
MLPP PA 3: Segmenting - K	10	10.8	0.7	83	89.3	7.86	93	100	7.07
MLPP PA 2: Blending - K	1	1.08	0	92	98.9	15.5	93	100	15.3
MLPP PA 1: Rhyme - K	2	2.15	0	91	97.9	15.8	93	100	15.4
MLPP Oral Reading - K	4	4.3	1	89	95.7	4.63	93	100	4.47
MLPP Letter ID - K	0	0	0	93	100	53.6	93	100	53.6
MLPP Concepts of Print - K	1	1.08	4	92	98.9	20.5	93	100	20.4

## 2012-2013 1<sup>st</sup> Grade

### Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
Math - 1	8	8.51	43.63	86	91.49	90.86	94	100	86.82
MLPP Writing - 1	4	4.26	1	90	95.74	3.11	94	100	3.02
MLPP Spelling - 1	12	12.63	22.67	83	87.37	38.02	95	100	36.07
MLPP Sound ID - 1	0	0	0	9	100	25.67	9	100	25.66
MLPP Sight Word - 1	18	19.15	42.93	76	80.85	81.87	94	100	74.4
MLPP PA 5: Substitution - 1	40	42.11	2.13	55	57.89	6.32	95	100	4.55
MLPP PA 4: Deletion - 1	21	22.11	2.61	74	77.89	6.96	95	100	6
MLPP PA 1: Rhyme - 1	0	0	0	1	100	16	1	100	16
MLPP Oral Reading - 1	4	4.26	3.75	90	95.74	9.72	94	100	9.45

## 2011-2012 1<sup>st</sup> Grade

### Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 1	1	1.45	1	68	98.6	3.06	69	100	3.02
MLPP Spelling - 1	5	7.25	19	64	92.8	38.8	69	100	37.4
MLPP Sound ID - 1	1	3.23	18	30	96.8	26	31	100	25.7
MLPP Sight Word - 1	2	2.94	30	66	97.1	80.1	68	100	78.6
MLPP PA 5: Substitution - 1	26	37.7	3.1	43	62.3	6.15	69	100	5
MLPP PA 4: Deletion - 1	18	26.1	3.4	51	73.9	6.32	69	100	5.55
MLPP PA 3: Segmenting - 1	1	3.7	6	26	96.3	7.96	27	100	7.85
MLPP PA 2: Blending - 1	0	0	0	23	100	15.9	23	100	15.9
MLPP PA 1: Rhyme - 1	0	0	0	23	100	15.5	23	100	15.5
MLPP Oral Reading - 1	3	4.35	3.3	66	95.7	9.82	69	100	9.52
MLPP Letter ID - 1	0	0	0	30	100	53.9	30	100	53.9
Math - 1	2	2.94	41	66	97.1	93.9	68	100	92.4

## 2012-2013 2<sup>nd</sup> Grade

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
Math - 2	7	9.33	64	68	90.67	86	75	100	83.94
MLPP Writing - 2	1	2.94	2	33	97.06	4.55	34	100	4.47
MLPP Spelling - 2	3	11.54	39	23	88.46	67.69	26	100	64.38
MLPP Sight Word - 2	3	3.95	62	73	96.05	95.62	76	100	94.28
MLPP Oral Reading - 2	7	9.09	8.85	70	90.91	13.18	77	100	12.79

## 2011-2012 2<sup>nd</sup> Grade

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 2	4	5.48	2	69	94.5	4.17	73	100	4.04
MLPP Spelling - 2	11	22.9	39.2	37	77.1	68.2	48	100	61.5
MLPP Sight Word - 2	3	4.11	46.7	70	95.9	96	73	100	94
MLPP Oral Reading - 2	11	15.1	9.09	62	84.9	13.8	73	100	13.1
MLPP Fluency Rubric	2	0.63	0	318	99.4	2.43	320	100	2.41
Math - 2	18	24.7	58.1	55	75.3	88.1	73	100	80.7

## 2012-2013 3<sup>rd</sup> Grade

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 3	10	13.16	1.89	66	86.8	3.89	76	100	3.6
MLPP Oral Reading - 3	20	26.32	12.5	56	73.7	17.54	76	100	16.21
3rd Grade Math CCSS	19	25	64.05	57	75	90.76	76	100	84.06

## 2011-2012 3<sup>rd</sup> Grade

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 3	10	9.71	1.89	93	90.3	3.9	103	100	3.68
MLPP Oral Reading - 3	32	30.48	13.88	73	69.5	18.4	105	100	17
3rd Grade Math RCS	5	4.76	50	100	95.2	90.2	105	100	88.3

## 2012-2013 4<sup>th</sup> Grade

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 4	6	5.31	2	107	94.69	4.17	113	100	4.06
MLPP Oral Reading - 4	11	9.65	16.9	103	90.35	20.97	114	100	20.6
4th Grade Math CCSS	36	31.86	61.36	77	68.14	86.69	113	100	78.6

## 2011-2012 4<sup>th</sup> Grade

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 4	2	2.38	2	82	97.6	3.79	84	100	3.75
MLPP Oral Reading - 4	6	7.14	14	78	92.9	20.4	84	100	19.9
4th Grade Math GLCE	13	15.9	62.2	69	84.2	88.8	82	100	84.5

## 2012-2013 5<sup>th</sup> Grade

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 5	14	16.47	2	71	83.53	4.07	85	100	3.71
MLPP Oral Reading - 5	16	18.82	19.94	69	81.18	23.01	85	100	22.42
5th Grade Math CCSS	34	40.48	62.15	50	59.52	88.26	84	100	77.69

## 2011-2012 5<sup>th</sup> Grade

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 5	8	7.27	2	102	92.7	4.38	110	100	4.2
MLPP Oral Reading - 5	14	12.6	16	97	87.4	23	111	100	22.1
5th Grade Math RCS	9	8.91	58.3	92	91.1	89	101	100	86.3

## 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**

<b>Parent Attendance at Conferences</b>	<b>Number of Parents</b>
Fall Conferences	397
Spring Conferences	159

**Points of Pride**

The Hugger PTA consisted of 258 memberships in the 2012-2013 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 2012-13 school year:

- 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/ Million Minute Challenge

- 2013 Science Fair
- Recycling Club
- Hugger Running Club
- Youth Savers
- Hugger Fourth/ Fifth Grade Science Club
- School Supply Kits
- Welcome Back Celebration

***Additional PTA Services & Social Events:***

- Outdoor Classroom Project
- Family Fun Night “Hugger Hoedown”
- Fan Out Communication Chain
- Hugger Student Directory
- Hugger Yearbook
- Market Day
- PTA Grants
- PTA Website
- PTA Hugger Howler/ Michigan PTSA Unit Newsletter Award
- Michigan Evergreen School 2013
- 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 – Dr. Robert Shaner  
 Assistant Superintendent for Instruction  
 Assistant Superintendent for Business – Daniel Romzek  
 Chief Human Resource Officer – Elizabeth Davis

**Rochester Community Schools  
Board of Education  
2012-13**

President – Beth Talbert  
 Vice President – Lisa Nowak  
 Secretary – John (Pat) Piskulich  
 Treasurer – Jennifer Berwick  
 Trustee – Chuck Coutteau  
 Trustee – Jane Pierobon  
 Trustee – Michael Zabat