



Hugger Elementary School

2013-2014

Annual Educational Report (AER) Cover Letter

2013- 2014

Patrick Bevier, Principal

August 18, 2014

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 2013-2014 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 the main office 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 in the Hugger main 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.

Hugger Elementary was identified as a Reward school for the 2013-14 school year, and again this 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. We utilize best instructional and behavior management practices including Writers Workshop, Readers Workshop, Math Workshop, Instructional Rounds, Positive Behavior Interventions and Support (PBIS), and Classroom on Wheels. 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 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 2013-2014 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 550 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 13-14 school year allowed Hugger to make great gains towards building goals and targeting instruction to effectively differentiate student learning. We worked diligently on our school wide math goal and am proud to report that we significantly met that goal. 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 work on effective implementation of our new math enactment guides and modification to the Everyday Math program. The staff also created collective lesson plans to align common language and assessment practices in grades K-5 based 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 13-14 school year were:

READING

90% 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

By May, 2014, 70% of all Hugger students in grades 1-5 will achieve a 70% proficiency or higher when the first three quarterly assessments are averaged.

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 2013-14 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 instruction in all subject areas. All district professional development in-services focused on new units of study in reading, writing and math. These units were developed through MAISA at Oakland Schools. Teachers received copies of the units along with mentor texts and other resources needed to implement the units. Time was dedicated to collaboration with colleagues to become familiar with the materials and follow up at subsequent workshops. 4th and 5th grade teachers participated in a workshop about launching complex tasks in mathematics. In Science, teachers continued using inquiry-based units of study in the areas of life, physical and earth science. Holidays were designated for study at each K-5 grade

level, and teacher reps wrote lesson plans and selected materials including appropriate trade books to support the lessons. These will be ordered for use beginning in the fall. Professional development time was devoted to familiarizing teachers with the rationale and instructional strategies for the lessons.

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). The curriculum department refined the selection process to identify the appropriate students for middle school accelerated and advanced courses. The *Sixth Grade Math* course aligned instructional resources to the CCSS. *Introduction to College Math* was implemented at Adams High School this past school year and is running in all three high schools. High school math teachers have been meeting to review the CCSS for math and aligning them to their instructional resources. High school math teachers implemented performance tasks in their classrooms each semester. High school language arts continue to refine their units of study as they align their curriculum to the CCSS for English language arts.

Middle school science and social studies teachers added activities to their curriculum, and adjusted pacing guides and summative assessments to include the Literacy Standards for Science, Social Studies and Technology. This work will be ongoing because the Next Generation Science and the MC3 Social Studies standards have not been approved, to date. 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. Ninth graders participated in a pilot course called *Big History*. This course addresses the content expectations for world history, while integrating other disciplines, such as science into the units. Big History was designed around the 9th and 10th grade Common Core literacy standards. This course will be offered again to 9th graders for the 2014-15 school year.

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

2013-2014 Kindergarten

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Spelling - K	3	3.5	10	82	96.5	18.5	85	100	18.2
MLPP PA 3: Segmenting - K	1	1.2	0	84	98.8	7.86	85	100	7.76
MLPP PA 2: Blending - K	1	1.2	0	84	98.8	15.9	85	100	15.7
MLPP Oral Reading - K	2	3.2	0.5	60	96.8	5.28	62	100	5.11
MLPP Sound ID - K	0	0	0	62	100	25.4	62	100	25.3
MLPP Concepts of Print - K	0	0	0	62	100	20	62	100	19.9
MLPP PA 1: Rhyme - K	5	5.8	3.8	81	94.2	14.9	86	100	14.3
MLPP Letter ID - K	0	0	0	86	100	52	86	100	52
Writing Narrative - K	7	8.1	1	79	91.9	3.2	86	100	3.01
Writing Informative - K	4	4.8	0.8	79	95.2	3.2	83	100	3.07

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

2013-2014 1st Grade

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
Math - 1	2	2.78	66	70	97.2	93	72	100	92.2
MLPP Sound ID - 1	0	0	0	25	100	26.1	25	100	26
MLPP Sight Word - 1	11	14.7	44.4	64	85.3	86.5	75	100	80.3
MLPP PA 5: Substitution - 1	30	40	2.63	45	60	6.48	75	100	4.93
MLPP PA 4: Deletion - 1	14	18.7	2.64	61	81.3	6.63	75	100	5.88
MLPP PA 3: Segmenting - 1	0	0	0	25	100	8	25	100	8
MLPP PA 2: Blending - 1	0	0	0	25	100	16	25	100	16
MLPP PA 1: Rhyme - 1	0	0	0	25	100	16	25	100	16
MLPP Oral Reading - 1	2	2.7	4	72	97.3	10	74	100	9.86
Writing Narrative - 1	2	2.67	1	73	97.3	3	75	100	2.94
Writing Informative - 1	0	0	0	75	100	3.2	75	100	3.2

2012-2013 1st 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

2013-2014 2nd Grade

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
Math - 2	5	5	65.2	95	95	89	100	100	87.8
MLPP Spelling - 2	5	10	45	45	90	67.5	50	100	65.3
MLPP Sight Word - 2	4	3.9	60	98	96.1	95.7	102	100	94.2
MLPP Oral Reading - 2	3	3.9	7.32	74	96.1	13.5	77	100	13.2
Writing Narrative - 2	2	2.7	1	73	97.3	3.07	75	100	3.01
Writing Informative - 2	1	1	1	101	99	3.02	102	100	3

2012-2013 2nd 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

2013-2014 3rd Grade

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Oral Reading - 3	24	27	13.3	65	73	17.3	89	100	16.2
3rd Grade Math CCSS	13	15.1	64.1	73	84.9	88.9	86	100	85.2
Writing Narrative - 3	3	3.53	1	82	96.5	2.86	85	100	2.8
Writing Informative - 3	1	1.14	1	87	98.9	3.04	88	100	3.02

2012-2013 3rd 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

2013-2014 4th Grade

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Oral Reading - 4	8	9.1	14.8	80	90.9	20.4	88	100	19.9
Writing Narrative - 4	8	9	1	81	91	3.04	89	100	2.86
Writing Informative - 4	0	0	0	87	100	3.28	87	100	3.28

2012-2013 4th 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

2013-2014 5th Grade

Rochester Community School District - Hugger Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Oral Reading - 5	14	15.7	20.6	75	84.3	23.3	89	100	22.9
Writing Narrative - 5	2	1.72	1	114	98.3	3	116	100	2.97
Writing Informative - 5	4	3.42	1	113	96.6	3.04	117	100	2.97

2012-2013 5th 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

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	Percent of Parents
Fall Conferences	412	75%
Spring Conferences	133	24%

Points of Pride

The Hugger PTA consisted of 283 memberships in the 2013-2014 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 provided 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 2013-14 school year:

- Authors in April
- Curriculum Based, School Wide Assemblies
- Disability Awareness Workshop (for 3rd Grade)
- Health Fair (for 4th Grade)

- Hugger Fall Fun Run
- Hugger Spring Field Day
- Math Pentathlon
- Reflections Art Contest
- Reading Incentive Program/ Million Minute Challenge
- 2014 Science Fair
- Recycling Club
- Hugger Running Club
- 25th Anniversary Spirit Week
- Student Council Spirit Week
- Salmon in the Classroom MDNR project
- Hugger Fourth/ Fifth Grade Science Club
- School Supply Kits
- Teacher Appreciation Week
- Welcome Back Celebration

Additional PTA Services & Social Events:

- Outdoor Classroom Project
- Family Fun Night “Spring Fling”
- Hugger Student Directory
- Hugger Yearbook
- Market Day
- PTA Grants
- PTA Website
- PTA Hugger Howler/ Michigan PTSA Unit Newsletter Award
- Michigan Emerald School 2014
- Sale of Hugger Spirit Wear
- Staff Appreciation & Recognition
- Fifth Grade Enrichment Field Trips
- Fifth Grade Camp
- Fifth Grade Farewell Celebration
- Student Financial Hardship Scholarships for School & PTA Events

It has been an exemplary year at Hugger, both academically and socially. We are very proud of each and every one of our school family members. Our amazing students, involved parents, and dedicated teachers make Hugger a wonderful place in which to learn and grow. Our collective vision of Every Child, Every Opportunity, Every Time was certainly realized as our State of Michigan Top to Bottom rating was in the 95th percentile. Congratulations to all of these stakeholders for a very successful school year!

Sincerely,

Patrick W. C. Bevier

Principal, Hugger Elementary

**Rochester Community Schools
Executive Staff**

Superintendent – Dr. Robert Shaner
Assistant Superintendent for Instruction – Debi Fragomeni
Assistant Superintendent for Business – Daniel Romzek
Chief Human Resource Officer – Elizabeth Davis

**Rochester Community Schools
Board of Education
2013-14**

President – Lisa Nowak
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