



501 W. University Drive, Rochester, Michigan 48307. Phone: 248.726.3000. Fax: 248.726.3105.

January 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Hamlin Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Katie Allen for assistance.

The AER is available for you to review electronically by visiting the following web <https://www.rochester.k12.mi.us/pages/321/hamlin> you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Hamlin did not receive a label for any of these categories.

Hamlin Elementary earned a National Blue Ribbon honor in 2017. Since this time, we have continued to make improvement in each of our building goals in order to maintain high standards of learning and opportunities for all students. We focus time and professional learning on our reading, writing, and math goals as well as intentionality on providing a positive school culture that embraces the learning process. We continue to participate and explore opportunities within the global community of NPD (New Pedagogies for Deeper Learning) and have showcased our journey within the community. We continue to work collaboratively in our grade level meetings to analyze data, identify and implement best instructional strategies, provide supports for students and staff, and make appropriate decisions for students based on need. Our School Leadership Team works hard to plan building professional development and staff meetings as well as provide opportunities for all staff to engage in a collaborative inquiry process. Our PBIS (Positive Behavior Intervention and Support) Team works diligently to ensure all students practice and understand Hamlin's four core values of being

respectful, responsible, ready and safe. Staff facilitates monthly multi-age sessions focused on socio-emotional lessons. Our Diversity Team ensures all are welcome and plans Hamlin's wildly successful International Fair.

Process for Assigning Pupils to the School

Students continue to be 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

The process for achieving Accreditation through the Michigan Accreditation Process continued to drive Hamlin's school improvement initiatives for the 2018-2019 school year. This year, Hamlin entered the first of the three year cycle in this process. Continuously striving for excellence we have created goals that support rigorous outcomes. In addition, Hamlin Elementary school improvement goals are aligned with the vision and mission of our district and strategic plan for Rochester Community Schools. Hamlin involves key stakeholders to contribute toward the development of goals. We support our building goals through the implementation of our core curriculum which includes the Teacher College Reading and Writing Project workshop model, Everyday Math, Common Core, guided reading, Professional Development meetings, and Collaborative Inquiry. Our goals call for the proficiency of all students and efforts are focused in the areas of literacy, math, and positive school culture.

The following goals were adopted by Hamlin:

Hamlin Elementary staff will cultivate a positive school culture for students

Hamlin Elementary students will be proficient in Literacy

Hamlin Elementary students will be proficient in Math

Each of the goals have measurable objectives and activities aligned in order to support the attainment of successful student outcomes. Grade level meeting times, data review, collaboration, and implementation of successful instructional strategies are in place in order for us to evaluate our progress on goals.

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.

The curriculum department continues to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences

for students and more flexible time for student learning beyond the traditional school day.

Additional information about the District's Core curriculum can be found at the following website: <https://www.rochester.k12.mi.us/pages/5816/k-5-curriculum-guides>

Student Achievement Results for Local and/or Nationally Normed Tests

Hamlin Elementary has fully implemented and adhered to the adopted state testing system, M-Step. As we continue to process the data and navigate the new requirements, Hamlin Elementary anticipates an increase in test scores year to year and will communicate the success to all stakeholders.

2018-19

i-Ready Reading	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	8	12.1	58	87.9	66	100
First	13	19.1	55	80.9	68	100
Second	9	11.1	72	88.9	81	100
Third	11	16.4	56	83.6	67	100
Fourth	25	32.9	51	67.1	76	100
Fifth	27	45	33	55	60	100
i-Ready Math	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	9	13.6	57	86.4	66	100
First	23	33.8	45	66.2	68	100
Second	20	24.7	61	75.3	81	100
Third	23	34.3	44	65.7	67	100
Fourth	20	26.7	55	73.3	75	100
Fifth	11	18.3	49	81.7	60	100

F&P	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	23	34.9	43	65.2	66	100
First	13	19.2	55	80.9	68	100
Second	34	42	47	58	81	100
Third	17	25.8	49	74.2	66	100
Fourth	43	58.1	31	41.9	74	100
Fifth	25	42.4	34	57.6	59	100

2017-18

I Ready - Reading	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	7	10	71	90	78	100
First	20	27	54	73	74	100
Second	16	17	71	83	87	100
Third	15	15	85	85	101	100
Fourth	49	43	51	57	90	100
Fifth	29	44	89	55	118	100

Fountas & Pinnell	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	42	41	61	59	78	100
First	14	20	60	80	74	100
Second	29	34	58	66	87	100
Third	30	30	70	70	101	100
Fourth	18	31	62	69	90	100
Fifth	20	23	64	74	84	100

I Ready - Math	#	%	#	%	#	%
	Kindergarten	26	25	77	75	78
First	23	28	55	71	78	100
Second	10	12	77	89	87	100
Third	34	47	39	53	73	100
Fourth	11	20	44	80	55	100
Fifth	24	39	38	61	62	100

Parent-Teacher Conferences

2018-19

Parent Attendance at Conferences	Number of Parents	Percent of Parents
Fall	463	97%
Spring	235	52%

*Fall conference are three evenings/Spring conferences are two evenings and are by teacher invitation.

2017-18

Parent Attendance at Conferences	Number of Parents	Percent of Parents
Fall Conferences	425	98%
*Spring Conferences	215	51%

*Fall conferences are three evenings/Spring conferences are two evenings

We believe all students deserve a world-class education where they can realize their full potential. It is through the continued dedication and diligence of our talented staff that we remain committed to achieving this goal. We are proud of the information presented in this report and are grateful to the entire Rochester community that supports us in our goals. We look forward to our continuous improvement

Sincerely,



Katie Allen, Principal