

THE LAMPHERE SCHOOLS



ADMINISTRATION CENTER

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Hiller 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 Jen Cumiskey for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/8AwF77> , or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

The 2016-17 Annual Education Report provided Hiller with valuable data to review and analyze. This data demonstrated our need to continue to focus on the core curricular areas of reading, writing, and mathematics. We also determined from the data a strong need to focus on our third grade ELA curriculum. Additionally, this data was used to guide and create our School Improvement Plan which includes goals, objectives, strategies and activities that target these core content areas in an effort to increase student achievement. We will continue to provide Leveled Literacy Intervention and Math Intervention to our students who are in need of additional support in reading, writing and mathematics. Additionally, our students utilize Successmaker in the areas of reading and mathematics to help to increase their student achievement in these core content areas. Finally, we will continue to provide support to our English Learners to help them to grow in the areas of reading, writing and mathematics.

State law requires that we also report additional information that you will find below:

***PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Students are assigned to Hiller Elementary through a variety of ways. Families that reside within our designated neighborhood boundaries are assigned to Hiller. Families living within the school district who request in writing (as long as there are grade level openings) to have their children attend Hiller will be placed at our school. We also participate in schools of choice within the boundaries of Oakland County depending on openings at their assigned grade level.

***STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

The staff of Hiller Elementary School identifies goals each school year to focus on. Goals and objectives are written in the core content areas of reading, writing, math, science and social studies and are continuously implemented. Our goals focus on improving student achievement based on our state assessment data and school assessment data. The goals include objectives, strategies and activities that we implement into our daily instruction to improve student achievement in all content areas. The School Improvement Plan is developed through the collaboration of teachers, parents, and administrators.

***A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

Hiller Elementary School is home to approximately 70% English Learner students. We have continued to be fortunate to have the opportunity to learn with and from our English Learner students.

***ACCESSING THE CORE CURRICULUM**

The Lamphere School's Core Curriculum is housed in Atlas Rubicon, an online information warehouse. The core curriculum is reviewed and updated regularly, and is aligned with the state's curriculum expectations.

***LOCAL ASSESSMENTS**

Our school administers the NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress) online assessment in Reading and Mathematics for students in grades K-5, three times per year. Below are the results over the last two years from each grade level representing the students who have achieved proficiency on the NWEA MAP Assessment:

Grade Level	2016 Reading	2017 Reading	2016 Math	2017 Math
K	14	31	26	10
1	14	53	19	21
2	16	33	30	47

3	24	60	29	39
4	21	34	10	38
5	19	80	19	41

***IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT TEACHER CONFERENCES**

Hiller Elementary School has an involved parent community. 93% of our parents attended parent/teacher conferences during the 2015/16 school year. This percentage was a representation of 326 students' families at our parent/teacher conferences. We had 90% of our parents attend parent/teacher conferences during the 2016/17 school year. This percentage was a representation of 319 students' families at our parent/teacher conferences.

Hiller Elementary School staff, parents, and students are committed to continuous improvement in school. We are excited that we have been a Leader in Me School for four years and look forward to continuing to help our students grow as leaders in the future. During the 2016-17 school year we achieved Lighthouse Status as a school and became the 15th Lighthouse School in the state of Michigan. Working together, it is our goal to provide our students with outstanding learning and leadership opportunities. We continue to live by our mission statement of "Educating Every Child Every Day"!

Educationally yours,

Jen Cumiskey, Principal