

**HALE ELEMENTARY SCHOOL  
ANNUAL REPORT  
June 18, 2009**

**WELCOME TO OUR SCHOOL**

Hale Elementary served 225 students in kindergarten thru fourth grade during the 2008-2009 school year. The building was served by thirty-six employees including an elementary principal, eleven grade level instructors, a literacy coach, five paraprofessionals, two custodians, two full time and two part time food service workers, one food service supervisor, two full time secretaries, and a library supervisor. Other certified instructors included a social worker/special education director, a speech therapist, a physical education teacher, a special education teacher, a full time music instructor, and one full time Title I teacher. Secretaries, custodians, food service workers, and library supervisor were shared with the middle school. We also had a School Success Worker here five days a week. This position was made possible through AuSable Valley Community Mental Health Services, and was shared with the middle school. We had a school nurse for the year. The speech therapist, social worker/special education director, school nurse, and music/band teacher were all shared by elementary, middle and high school.

School Report Card - Grades Tested in 08-09 include 3 & 4

COMPONENT	SCORE 05-06	GRADE 05-06	SCORE 06-07	GRADE 06-07	SCORE 07-08	GRADE 07-08	SCORE 08-09	GRADE 08-09
<b>STUDENT ACHIEVEMENT</b>	80.8	B	58.5	F	74.9	C	89.2	B
English Language Arts	70.5	C	55.4	F	72.7	C	85.4	B
Mathematics	91.1	A	61.5	D	77.1	C	93	A
<b>INDICATORS OF SCHOOL PERFORMANCE</b>	100	A	89	B	100	A	100	A
<b>PRELIMINARY GRADE</b>	87	B	68	D	83	B	93	A
<b>COMPOSITE GRADE</b>		<b>B</b>		<b>C</b>		<b>B</b>		<b>A</b>
<b>AYP STATUS</b>		<b>Met AYP</b>		<b>Met AYP</b>		<b>Met AYP</b>		<b>Met AYP</b>

Our accreditation status as determined by Education YES! is accredited for the 2009-2010 school year.

When a school makes adequate yearly progress the composite grade is positively affected. If a school does not make adequate yearly progress the composite grade is adjusted to reflect that. Adequate yearly progress is calculated three different ways. The state looks at your scores for the current year, or they can average the last three years, or they look at the percent of students not proficient from year to year and the percent of positive change.

Average class sizes for the 2008-2009 school year were:

- Kindergarten 18
- First Grade 23
- Second Grade 22
- Third Grade 22
- Fourth Grade 19

**HALE ELEMENTARY SCHOOL'S MISSION STATEMENT**

Inspiring tomorrow by learning today!

**VISION STATEMENT**

Our vision is to develop lifelong learners who are confident, competent, contributing members of society. Our school will strive for a quality curriculum while working cooperatively with students, parents, and the community. We believe that working together will create a meaningful education, for every student, in an ever-changing world.

**EAGLE PLEDGE**

I have a positive attitude.  
I use good manners.  
I make wise choices.  
I have confidence in my abilities.  
I strive for personal excellence.

## BELIEF STATEMENTS OF HALE ELEMENTARY SCHOOL

We believe:

- Every student can be a successful learner, and every student should strive to reach his/her potential.
- Students benefit academically, socially, and emotionally in a safe, positive, supportive and stimulating learning environment.
- Students learn best when they are actively engaged in meaningful, challenging, problem solving situations.
- Attendance, behavior, motivation and acceptance of responsibility are imperative to success in learning.
- Teachers should create/design, lead and encourage challenging and engaging activities for students.
- A community who is committed to the success of their children and families will thrive.

### SCHOOL IMPROVEMENT PLAN

The Hale Elementary School Improvement Team used data gathered from standardized tests, grade level assessments and classroom teachers to decide what our improvement objectives and implementation plans would be.

#### Priority Goal # 1: Writing

**Rational:** 2008-2009 MEAP scores show that our writing is the weakest area, with fourth and fifth being below the state average.

**Goal:** By fall of 2010, students will show a 5% improvement in writing skills showed by the MEAP scores.

**Instructional Strategy #1:** Sharon Spencer, writing consultant, will continue to work with staff, through PD sessions and modeling lessons, to improve student writing.

**Professional Development:** This will include at least 2 professional development sessions and 4 Days of modeling lessons in individual classrooms.

**Research:** Blue Prints for Communication by Sharon Spencer.

**Parent Involvement:** Student work is published in district newsletter. Student work is displayed in school hallways. Student writing is sent home weekly to parents for signatures, and returned.

**At-risk Students:** Students are identified by state writing assessments and classroom writing. More teacher editing will occur during writing conferences, in addition to student editing.

**Evaluations:** In 2010, MEAP writing scores will determine if the writing goal of a 5% increase was achieved. Staff will also monitor student progress by looking at the Blue Prints for Communication reflective writing form.

**Evidence:** Building level administrator and school improvement team will verify that the PD, parent involvement and at-risk strategies are implemented through the collection of data at monthly staff meetings. An evidence chart will be developed and kept up to date by the building administrator.

#### Priority Goal #2: Math

**Rational:** Math is an area that needs to be addressed by this district. Scores on the MEAP (only 65% of students in grades 3-5 were proficient in math), observations by classroom teachers, and student scores on various types of math tests, including the ITBS in grades 1-4, have shown this to be an area of need.

**Goal:** Maintain our high degrees of proficiency of scores in 3<sup>rd</sup> grade and 4<sup>th</sup> grade, and increase our 5<sup>th</sup> grade scores by 5%.

**Instructional Strategy #1:** Teachers will all use the Scott Foresman, Mathematics program.

**Research:** Scott Foresman, Mathematics textbook program

**Professional Development:** Grade Level meetings

**Parent involvement:** Grade level expectations are sent home to K-4 families every year. Web site information is given to some parents. Title I provides math activities for families to use at home. Title I family nights have a math component.

**At-risk Students:** Students are identified by state math assessments, ITBS math assessments, and classroom assessments. Intervention materials included in the Scott Foresman Mathematics program are used with at-risk students.

**Evaluations:** In 2010, MEAP scores will determine if the math goal of a 5% increase was achieved. Staff will also use data from the ITBS math test.

**Evidence:** Building level administrator and school improvement team will verify that the PD, parent involvement, and at-risk strategies are implemented through the collection of data at monthly staff meetings. An evidence chart will be developed and kept up to date by the building administrator.

**Instructional Strategy #2:** Students will spend 40 minutes a week on math skills, using the computer program, Compass Learning Odyssey.

**Professional Development:** On-going professional development with Compass Learning staff will be attended by staff members, throughout the school year.

**Parent involvement:** Parents oversee students completing teacher developed lessons throughout the summer. Parents can get in a check to see what their child is doing.

**At-risk:** Students are identified by state math assessments, ITBS math assessments, and classroom assessments. All students are placed at their ability levels.

**Evaluations:** Compass Learning student reports will be used by classroom teachers to determine the progress that students are making.

**Evidence:** Building level administrator and school improvement team will verify that the PD, parent involvement, and at-risk strategies are implemented through the collection of data at monthly staff meetings. An evidence chart will be developed and kept up to date by the building administrator.

**Instructional Strategy #3:** Saginaw Valley State University Mathematics Professor, Dr. Doug Hansen will work with staff on math curriculum.

**Research:** S.V.S.U Math and Science Center

**Professional Development:** During the 2009-2010 school year, Dr. Doug Hansen will spend 4-6 days working with staff. The staff will then be observed to see if they are implementing the curriculum that they worked on.

**Parent Involvement:** Title I provides math activities for families to use at home. Title I family nights have a math component.

**At-risk:** Students are identified by state math assessments, ITBS math assessments, and classroom assessments. Instructional strategies such as small group instruction, centers, and differentiated instruction will be used to meet the needs of all learners.

**Evaluations:** In 2010, MEAP scores will determine if the math goal of a 5% increase was achieved. Staff will also use data from the ITBS math test.

**Evidence:** Building level administrator and school improvement team will verify that the PD, parent involvement, and at-risk strategies are implemented through the collection of data at monthly staff meetings. An evidence chart will be developed and kept up to date by the building administrator.

### **Priority Goal #3: Science**

**Rational:** The 2008-2009, MEAP Scores show that our science scores are below state average.

**Goal:** In 2010, students will show a 6% improvement in science skills as measured by the MEAP.

**Instructional Strategy #1:** New Science materials need to be purchased to implement the new science grade level content expectations (GLCEs).

**Research:** Purchase science materials based on what is known about best practices in teaching science.

**Professional Development:** PD will concentrate on the science GLCEs, the use of hands-on science materials, and best practices in teaching science.

**Parent Involvement:** Parents attend science field trips with the students. Title I family nights have a science component.

Take home activities with family involvement will be created and used.

**At-risk:** Students are identified through classroom assessments. Instructional strategies such as small group instruction, centers, and differentiated instruction will be used to meet the needs of all learners. Teachers will also use science books at different reading levels, re-teaching of a concept, and volunteers to work with students as ways to reach the at-risk students.

**Evaluation:** In 2010, MEAP Scores will determine if the science goal of a 6% increase was achieved. Staff will also monitor student progress by looking at data from classroom assessments.

**Evidence:** Building level administrator and school improvement team will verify that the PD, parent involvement, and at-risk strategies are implemented through the collection of data at monthly staff meetings. An evidence chart will be developed and kept up to date by the building administrator.

### STUDENT ACHIEVEMENT

The Michigan Educational Assessment Program (MEAP) is used for evaluation purposes for: school improvement, Title I, and assessment of our Core Curriculum. Grade level assessments are used as other measures of success. The MEAP scores shown below represent the percent of Hale students achieving at various levels and the percent of students in the state at those levels. All information in this section is from 2006-2007, 2007-2008 and 2008-2009 school years. The first chart shows the total number of students taking each test and the percentages at each level.

#### Fourth Grade Students

Mathematics	Level 1	Level 2	Level 3	Level 4	% Met/Exceeded	Students
Hale 2006	9%	47%	32%	11%	57%	53
State 2006	34%	50%	13%	3%	85%	117,078
Hale 2007	17%	47%	32%	4%	64%	53
State 2007	41%	45%	12%	2%	86%	115,702
Hale 2008	17%	75%	8%	0%	92%	36
State 2008	44%	44%	11%	1%	88%	114239
Reading	Level 1	Level 2	Level 3	Level 4	% Met/Exceeded	Students
Hale 2006	15%	62%	15%	8%	77%	53
State 2006	33%	52%	13%	2%	85%	116,371
Hale 2007	30%	42%	21%	8%	72%	54
State 2007	32%	52%	12%	3%	84%	114,950
Hale 2008	14%	75%	11%	0%	89%	36
State 2008	32%	51%	15%	3%	83%	113561
Writing	Level 1	Level 2	Level 3	Level 4	% Met/Exceeded	Students
Hale 2006	0%	21%	68%	11%	21%	53
State 2006	1%	44%	52%	4%	45%	116,215
Hale 2007	0%	25%	72%	4%	25%	53
State 2007	0%	44%	55%	1%	44%	115,054
Hale 2008	0%	42%	58%	0%	42%	36
State 2008	0%	44%	56%	0%	44%	113569
ELA (R+W)	Level 1	Level 2	Level 3	Level 4	% Met/Exceeded	Students
Hale 2006	4%	55%	34%	8%	58%	53
State 2006	13%	65%	20%	2%	78%	116,179
Hale 2007	8%	47%	38%	8%	55%	53
State 2007	16%	60%	21%	3%	76%	114,900
Hale 2008	11%	64%	25%	0%	75%	36
State 2008	11%	66%	22%	2%	77%	113235

#### Third Grade Students

Mathematics	Level 1	Level 2	Level 3	Level 4	% Met/Exceeded	Students
Hale 2006	27%	55%	18%	0%	82%	51
State 2006	51%	37%	11%	1%	88%	117,088
Hale 2007	24%	68%	8%	0%	92%	37
State 2007	49%	41%	10%	0%	90%	115,560
Hale 2008	20%	73%	8%	0%	93%	40
State 2008	56%	35%	9%	0%	91%	115323

Reading	Level 1	Level 2	Level 3	Level 4	% Met/Exceeded	Students
Hale 2006	25%	45%	24%	6%	71%	51
State 2006	42%	45%	9%	3%	87%	116,464
Hale 2007	27%	54%	16%	3%	81%	37
State 2007	39%	47%	11%	3%	86%	114,870
Hale 2008	35%	58%	5%	3%	93%	40
State 2008	41%	46%	13%	1%	86%	114591
Writing	Level 1	Level 2	Level 3	Level 4	% Met/Exceeded	Students
Hale 2006	0%	31%	35%	33%	31%	51
State 2006	2%	50%	37%	11%	52%	116,249
Hale 2007	0%	57%	35%	8%	57%	37
State 2007	1%	57%	36%	6%	57%	114,943
Hale 2008	0%	63%	35%	3%	63%	40
State 2008	0%	61%	35%	4%	61%	114470
ELA (R+W)	Level 1	Level 2	Level 3	Level 4	% Met/Exceeded	Students
Hale 2006	12%	45%	33%	10%	57%	51
State 2006	20%	59%	16%	4%	79%	116,204
Hale 2007	14%	62%	19%	5%	76%	37
State 2007	22%	59%	16%	3%	81%	114,7921
Hale 2008	5%	83%	10%	3%	88%	40
State 2008	17%	66%	16%	1%	83%	114162

This graph shows the percentages of economically disadvantaged students who met/exceeded the state standards in 2006-2007, 2007-2008 and 2008-2009

	Met/Ex 06 3 <sup>rd</sup> & 4 <sup>th</sup> grade	Students 06 3 <sup>rd</sup> & 4 <sup>th</sup> grade	Met/Ex 07 3 <sup>rd</sup> & 4 <sup>th</sup> grade	Students 07 3 <sup>rd</sup> & 4 <sup>th</sup> grade	Met/Ex 08 3 <sup>rd</sup> & 4 <sup>th</sup> grade	Students 08 3 <sup>rd</sup> & 4 <sup>th</sup> grade
Mathematics	65%	79	73%	59	91%	54
Reading	71%	79	73%	59	89%	54
Writing	21%	79	31%	59	49%	54
ELA (R+W)	55%	79	59%	59	75%	54

This graph shows the percentages of males and females who met/exceeded the state standard in 2006-2007, 2007-2008 and 2008-2009.

	Met/Ex 06 3 <sup>rd</sup> & 4 <sup>th</sup> grade	Students 06 3 <sup>rd</sup> & 4 <sup>th</sup> grade	Met/Ex 07 3 <sup>rd</sup> & 4 <sup>th</sup> grade	Students 07 3 <sup>rd</sup> & 4 <sup>th</sup> grade	Met/Ex 08 3 <sup>rd</sup> & 4 <sup>th</sup> grade	Students 08 3 <sup>rd</sup> & 4 <sup>th</sup> grade
Mathematics						
Males	65%	59	78%	53	90%	41
Females	74%	45	76%	37	94%	35
Reading						
Males	75%	59	71%	53	90%	41
Females	73%	45	84%	37	91%	35
Writing						
Males	20%	59	35%	53	51%	41
Females	35%	45	49%	37	54%	35
ELA (R+W)						
Males	53%	59	60%	53	80%	41
Females	64%	45	70%	37	83%	35

### TITLE I SERVICES

The Title I services at Hale Elementary are delivered by a school wide program. In order to qualify for school wide status a school must have 50% or more students who qualify for free or reduced lunch. Staff members must participate in a specific school improvement in-service project. Hale Elementary completed the school wide requirements during the 1996-1997 school year. Our Title I services were delivered by one full time Title I teacher, and three paraprofessionals during the 2008-2009 school year. Our kindergarten program became a full day program in 2003-2004. Each teacher became a half time Title I teacher because of the change in program. Our school nurse was paid by Title 1.

### PARENT INVOLVEMENT POLICY

Hale Elementary School believes parent involvement is one of the most important factors in a child's school success. Student achievement is maximized when school, family, and community work in cooperation to educate and raise a child. The school is responsible for providing quality curriculum and instruction to maximize the opportunity for all students to successfully meet the state's content and performance standards. Parents are responsible for supporting their child's learning by being responsible for their child's health, attendance, and learning support in the home. They are strongly encouraged to attend all parent/teacher conferences, participate in school decision making, attend school activities, volunteer to help at school functions and model and encourage educational activities during their free time.

### PARENT INVOLVEMENT

Parent-Teacher conferences are scheduled twice a year at Hale Elementary. Contacts are also made by written communication, newsletters, phone calls, and individual appointments. Our Open House was held on September 8, and we had 53% of our families join us for the evening. During the 2008-2009 school year two parent-teacher conferences were held with 94% of the parents attending in November and 87% attending in March for an average of 91% for the year.

Parents are involved in our school in many ways. We have parents who volunteer to work with students in the classroom, help with fund raising activities, run two book fairs for the elementary and middle school, serve on committees, help with special projects or parties in classrooms, conduct monthly head checks, work in our Eagle's Nest and work with Mobile Dentists when they are here.

Parents and community members are involved with the education of Hale students via numerous organizations and activities including the School Success Program, the Volunteer Tutor Program, The Volunteer Mentor Program, Family Fun Nights, A B C's For Parents, after school programs, Summer School Program, 4-H, Hale Area Education Foundation, Girl Scouts, Boy Scouts, Head Start, Sideliners, Red Cross, VFW, and American Legion.

### TEACHER QUALIFICATIONS

	B.A./B.S. Degree	Masters Degree	Educational Specialist Degree
Professional Qualifications of all teachers in Hale Elementary School	6	10	1

All paraprofessionals have taken and passed the Michigan Test for Teacher Certification (M.T.T.C.), or are a certified teacher.

As stated in our handbook, parents have the right to request the following information about the qualifications of their child's teacher:

- Whether the teacher has met state qualifications for grade levels and subject area taught.
- Whether the teacher is teaching under emergency or other provisional status.
- Whether the teacher obtained a baccalaureate degree major and any graduate certification or degree, including the field of discipline.
- Whether the student is served by paraprofessionals, and, if so, their qualifications.