

2010-2011 Annual Report

Highview Elementary School



Mrs. Cynthia Nickel, Principal
25225 Richardson
Dearborn Heights, MI 48127

School Motto:

Excellence for all...whatever it takes.

School Vision:

The vision for Highview Elementary is to develop a partnership between students, families, and teachers to facilitate learning for all stakeholders.

Mission Statement:

At Highview Elementary School we will ensure that all students achieve academic excellence.

At Highview Elementary, all staff members believe in:

- ✦ Sharing responsibility for student learning
- ✦ Constructive collaboration
- ✦ Providing a positive, safe learning environment
- ✦ Supporting students with systematic interventions
- ✦ Continuing progress towards professional excellence

Equal Access:

Highview Elementary does not discriminate on the basis of race, age, gender, nationality, religion or any physical or mental handicapping conditions.

Mascot:

Highview Hawk

School Improvement:

The Schoolwide Title I School Improvement Team consists of staff members and parents who continue to work together to identify goals for a 3-5 year school improvement plan. Our overall school improvement goal for all students is: **Students at all grade levels will meet specific grade level annual yearly progress in all core curriculum areas based on the achievement goal of 100% proficiency by the year 2014 as mandated by No Child Left Behind.**

Each year, our building teams examine grade level academic data to determine our areas of need. This year, our school continued the extensive analysis of data for the entire school population in which all areas of academic, perception, demographic, and process data were examined. We develop a School Improvement Plan based upon areas of need and connect our plan to our Schoolwide Title I program.

Our School Improvement Plan for 2011-2012 is detailed, extensive, and data-driven. It will continue to be a work in progress each year as we analyze data to realign needs for student instruction and staff development. [Click here](#) to see Highview's School wide Title I School Improvement Plan 2011-2012.

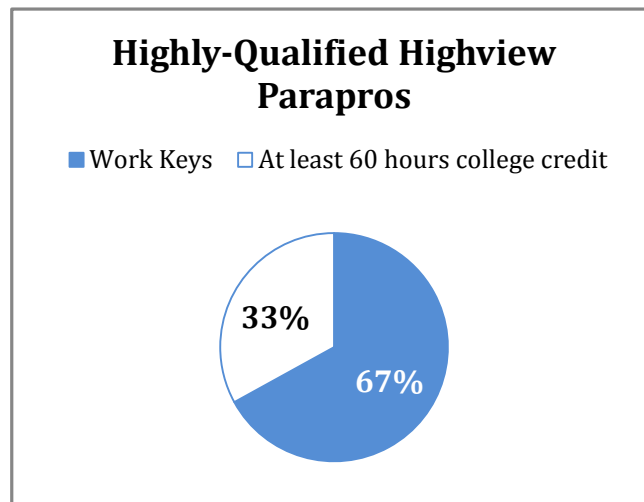
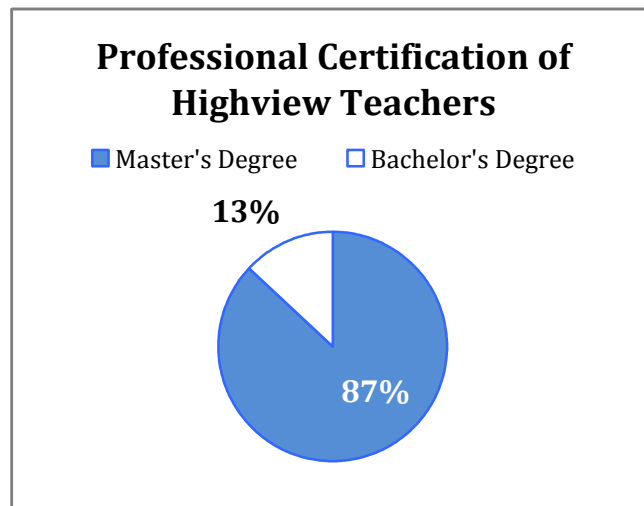
Accreditation:

Highview Elementary School achieved Annual Yearly Progress (AYP) and earned a composite grade of "B" this year on the annual Michigan Report Card. Our Title I Parent Involvement Policy is sent home at the beginning of each year and is available in the main office for any interested parties.

State Report Card Grade: **B**

Instruction by Highly-Qualified Staff:

Highview provides instruction by highly-qualified staff: 87% of Highview teachers have at least a Master's Degree, while 13% have at least a Bachelor's Degree. All Highview Staff members meet the No Child Left Behind (NCLB) requirements for highly-qualified staff. District paraprofessionals are highly-qualified in one of three ways: they've passed the Work Keys test, have at least 60 hours of college credit, or have an Associate's Degree. In our building we have six paraprofessionals; four have passed the Work Keys test, one has at least 60 hours of college credit, and one has a Bachelor's Degree.



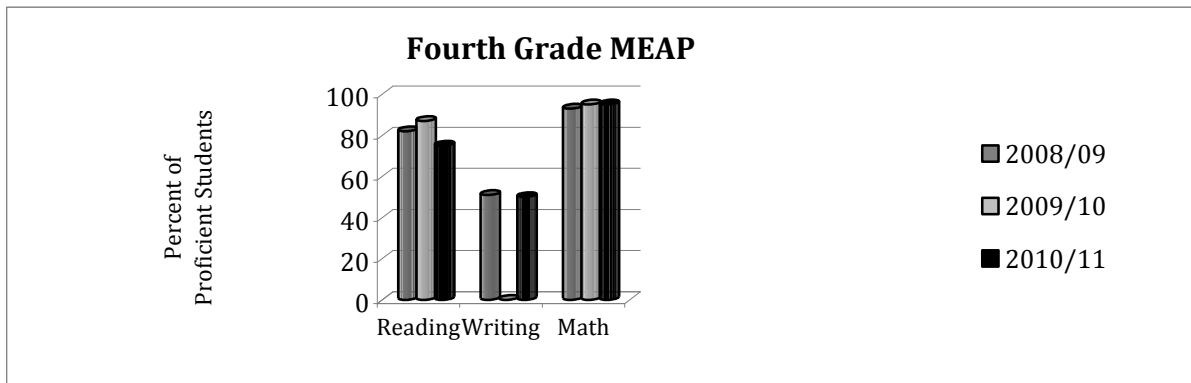
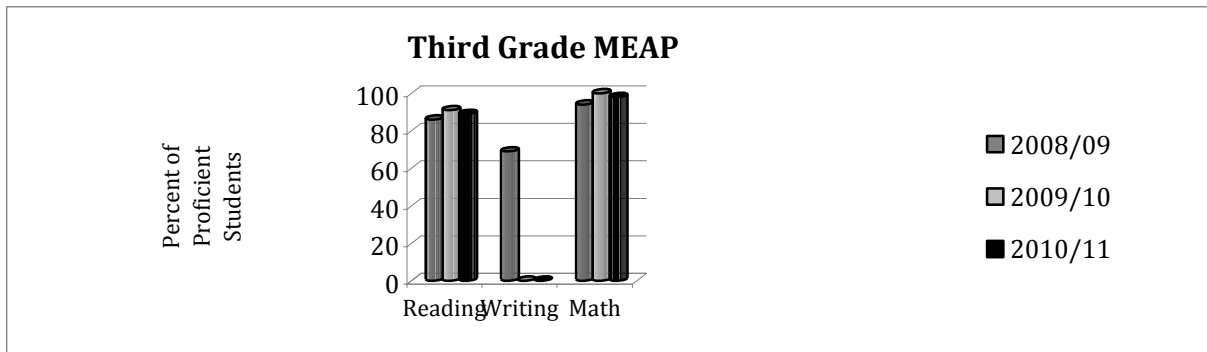
Data Findings:

The data in this year’s Annual Report reflects a three year span of growth. We are concerned with improving student progress in all academic areas, and particularly concerned with continuing the upward trend in reading and writing scores. Math is an area where we’re working to identify why scores are rising on the MEAP but falling according to our building’s Grade Level Content Expectations (GLCE) data. Reading and writing are active goals in our School Improvement Plan, while math is a maintenance goal.

MEAP Proficiency Targets for 2010-2011:

Third Grade AYP Targets: Reading: 78% Mathematics: 75%
 Fourth Grade AYP Targets: Reading: 77% Mathematics: 74%

Highview students exceeded AYP in Reading for the past three years. During 2008-09 and 2009-2010, Highview students exceeded AYP in Math.

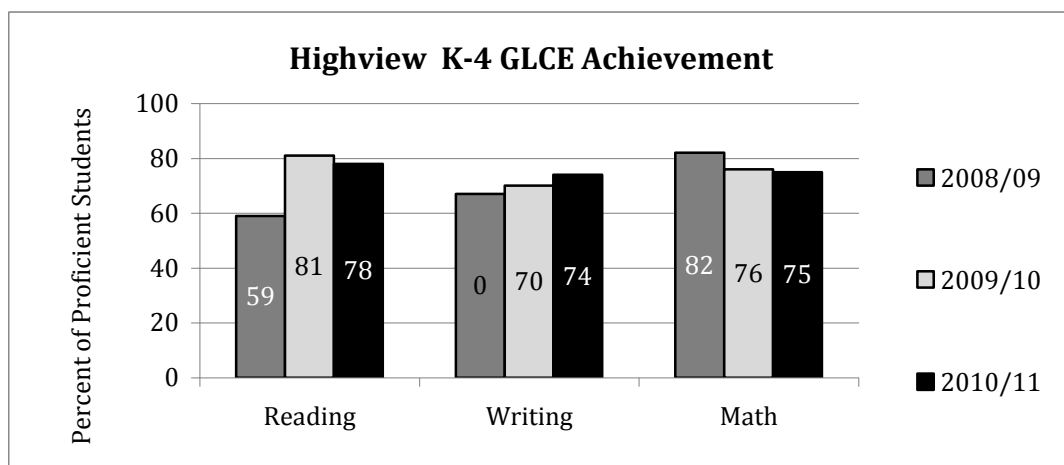


Note: Writing was not assessed on the Third Grade MEAP during the 2009-2010 and 2010-2011 school years. Writing was not assessed on the Fourth Grade MEAP during the 2009-2010 school year.

Student Achievement toward GLCEs:

Data is collected from classroom teachers: unit tests, common grade level tests, DRA 2 (reading), and informal assessments. This is the three-year trend in achieving Grade Level Content Expectations (GLCEs). Reading and writing are active goals; math is maintenance.

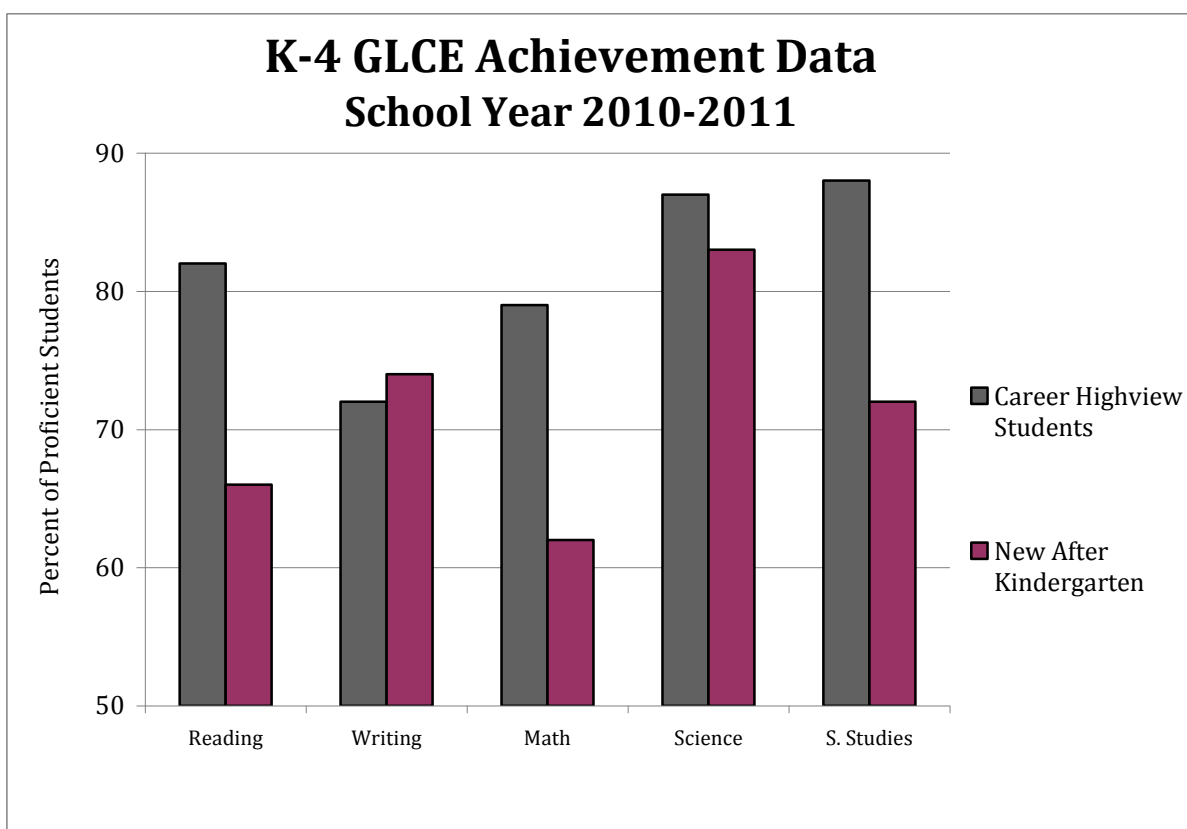
The Data Team is currently working with all classroom teachers on the data collection process in all academic areas, particularly in math. There's a discrepancy between proficiency levels on the MEAP and building GLCE data that is collected. Our new data protocol, which began in fall of 2010, helped measure math progress based on GLCEs. Previously, data was measured according to curricular outcomes as identified by the publisher of the Everyday Math series used in classrooms. Our hope is that more exacting data collection will show that students are meeting state GLCEs at high levels of proficiency. This fall, the Data Team will also establish a new data protocol for measuring reading progress. Through the creation and implementation of a Data Wall, student DRA levels and interventions will be posted. Our hope is that more exacting data collection will offer a visual representation of student achievement and allows us to determine specific interventions and services.



Note: For Years 2008-2011, academic data was analyzed from the end of the first semester.

Student Mobility Factors:

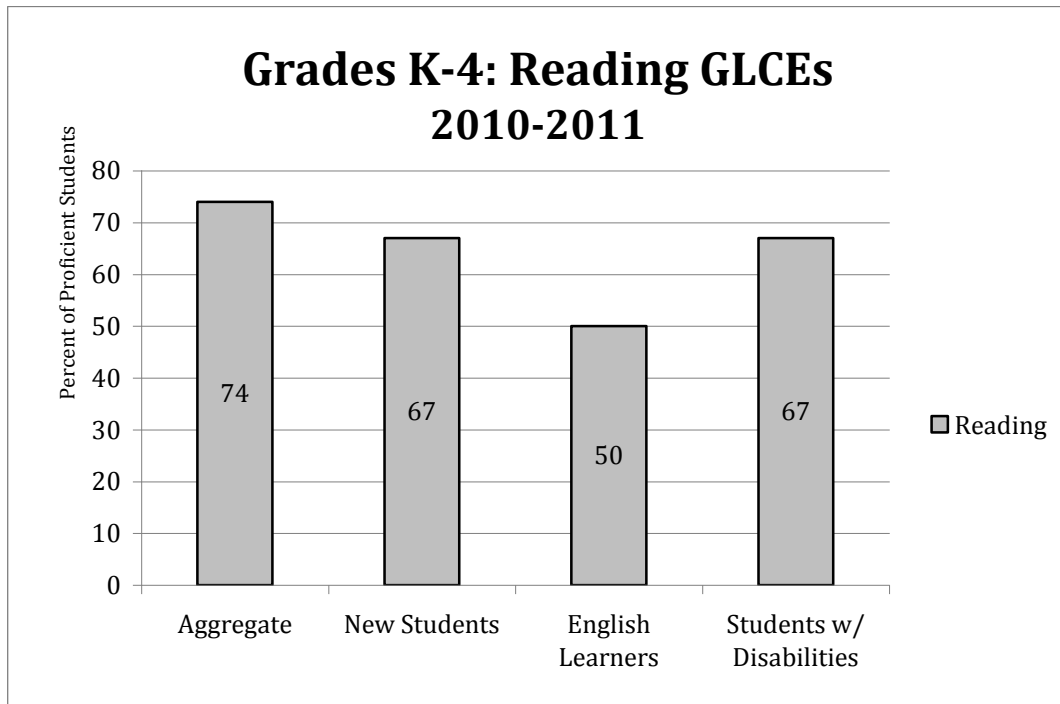
Another area of study has been the mobility factor that we currently face at Highview. As the graph below indicates, the achievement of our career Highview students is higher than when compared with students who moved in after Kindergarten. Our concern is that while new students tend to enter the school at lower levels, and while they are making gains, they still are not up to the standards of their peers. Since September 2010, 15% of Highview students in grades K-4 were brand new to our building.

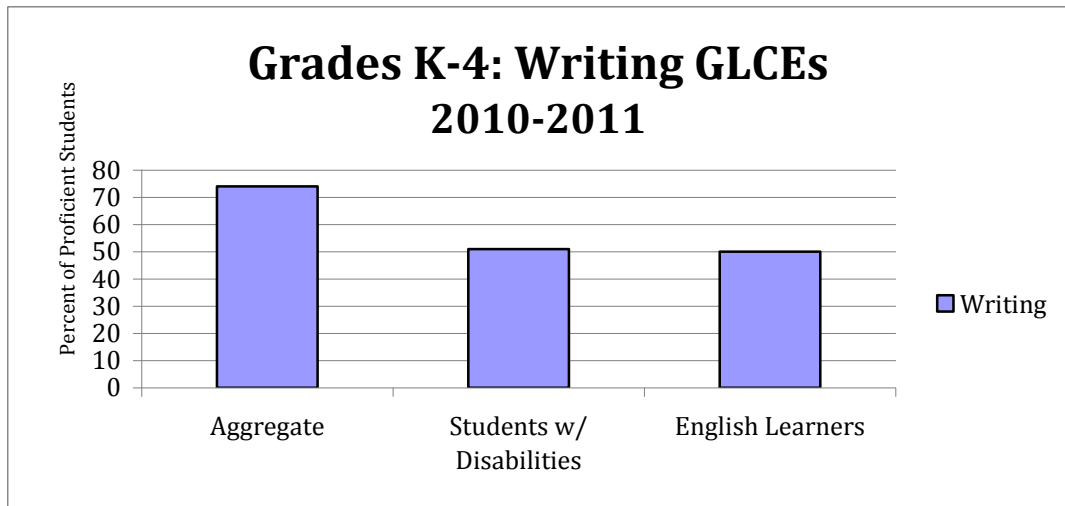


Note: Academic proficiency data was analyzed from grades at the end of the first semester.

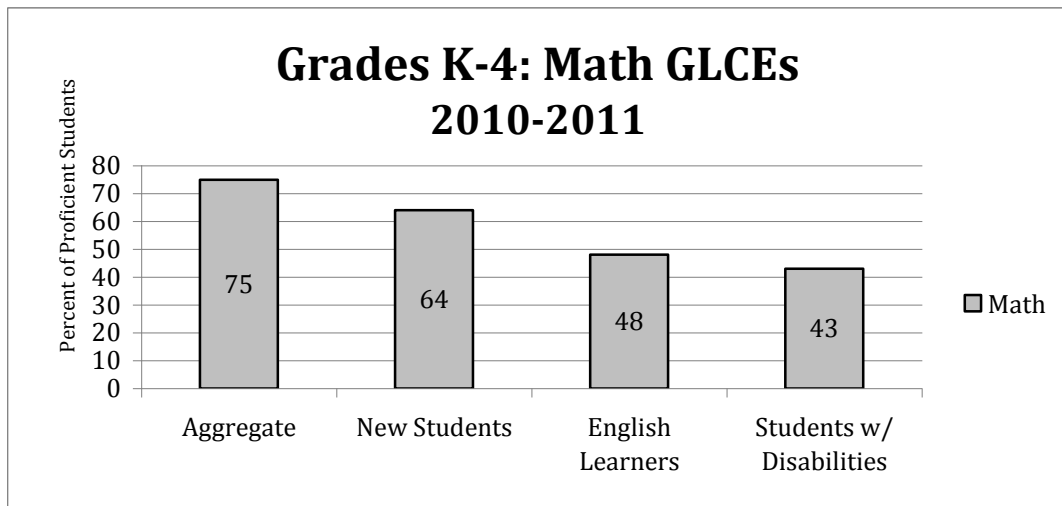
Sub Group Data:

We examined our sub group populations over the last three years. Below you will see which groups of students in grades K-4 are struggling to attain proficiency according to state Grade Level Content Expectations (GLCEs). While the needs of all students will be addressed through differentiated instruction, data indicates a need for a more intense focus on reading, writing, and math for the subgroups indicated below.





Note: Academic proficiency data was analyzed from grades at the end of the first semester.



Note: Academic proficiency data was analyzed from grades at the end of the first semester.

GLCE Sub Group Analysis

Third Grade Percent of Sub Group Meeting State Proficiency Standards

Group	Reading				Writing				Total ELA			
	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011
SES	61%	71%	71%	84%		71%	62%	88%		59%		
Ethnicity												
Caucasian	70%	76%	74%	88%		70%	67%	88%		61%		
African-American	43%	67%	100%	100%		33%	100%	100%		33%		
Hispanic	n/a	100%	67%	100%		100%	67%	100%		100%		
Asian-American	100%	n/a	n/a	n/a		n/a	n/a	n/a		n/a		
Students with Disabilities	36%	42%	23%	45%		33%	21%	64%		25%		
EL	0%	0%	50%	100%		33%	50%	100%		0%		
Homeless												
Neglected & Delinquent												
Migrant												
Gender												
Male	65%	72%	71%	85%		56%	61%	85%		50%		
Female	69%	82%	80%	95%		79%	80%	95%		68%		
Aggregate Scores	68%	77%	75%	89%		69%	69%	89%		60%		

Group	Math				Science				Social Studies			
	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011
SES	87%	85%	83%	69%	90%	79%	61%	78%	48%	65%	74%	71%
Ethnicity												
Caucasian	96%	91%	87%	73%	98%	85%	64%	86%	68%	67%	80%	79%
African-American	71%	33%	50%	50%	71%	67%	0%	100%	14%	67%	0%	50%
Hispanic	n/a	100%	100%	100%	n/a	100%	67%	100%	n/a	100%	100%	50%
Asian-American	100%	n/a	n/a	n/a	100%	n/a	n/a	n/a	100%	n/a	n/a	n/a
Students with Disabilities	73%	75%	64%	36%	91%	67%	21%	64%	27%	75%	77%	73%
EL	60%	100%	67%	50%	80%	33%	40%	100%	0%	33%	40%	100%
Homeless												
Neglected & Delinquent												
Migrant												
Gender												
Male	88%	88%	87%	73%	96%	81%	58%	85%	58%	66%	70%	81%
Female	97%	89%	85%	75%	94%	87%	68%	90%	69%	68%	89%	70%
Aggregate Scores	94%	89%	86%	74%	95%	84%	62%	87%	64%	67%	78%	77%

Year 1 looks at data for full academic year students. Year 2 & 3 data is from the end of second card-marking period (January 29, 2010 and January 28, 2011). N/A=Not applicable, no students in this sub group.

Source: Report Cards

MEAP Sub Group Analysis

Third Grade **Percent of Sub Group Meeting State Proficiency Standards**

Group	Reading				Writing				Total ELA			
	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011
SES	73%	83%	100%	86%	62%	63%			73%	80%		
Ethnicity												
Caucasian	87%	86%	90%	91%	77%	71%			89%	86%		
African-American	71%	67%	100%	n/a	29%	33%			43%	33%		
Hispanic	n/a	100%	100%	100%	n/a	0%			n/a	100%		
Asian-American	100%	n/a	n/a	n/a	100%	n/a			100%	n/a		
Students with Disabilities	45%	42%	86%	67%	9%	42%			36%	42%		
EL	88%	50%	80%	100%	63%	0%			75%	50%		
Homeless												
Neglected & Delinquent												
Migrant												
Gender												
Male	83%	84%	88%	90%	54%	58%			83%	84%		
Female	88%	87%	95%	94%	84%	77%			84%	85%		
Aggregate Scores	86%	86%	91%	91%	71%	69%			84%	84%		
State	86%	86%	90%	87%	57%	61%			81%	83%		

Group	Math			
	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011
SES	88%	90%	100%	100%
Ethnicity				
Caucasian	94%	92%	100%	100%
African-American	71%	66%	100%	n/a
Hispanic	n/a	100%	100%	100%
Asian-American	100%	n/a	n/a	n/a
Students with Disabilities	64%	83%	100%	100%
EL	88%	100%	100%	100%
Homeless				
Neglected & Delinquent				
Migrant				
Gender				
Male	92%	100%	100%	100%
Female	91%	90%	100%	100%
Aggregate Scores	91%	94%	100%	100%
State	90%	91%	95%	95%

Source: CLASS A (These charts look at data for full academic year students); OEAA state numbers
n/a= not applicable, no students in this sub group

GLCE Sub Group Analysis

Fourth Grade **Percent of Sub Group Meeting State Proficiency Standards**

Group	Reading				Writing				Total ELA			
	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011
SES	76%	81%	78%	62%		75%	81%	78%		69%		
Ethnicity												
Caucasian	80%	87%	83%	78%		81%	83%	77%		77%		
African-American	75%	63%	100%	50%		38%	100%	75%		38%		
Hispanic	100%	n/a	100%	67%		n/a	100%	100%		n/a		
Asian-American	n/a	100%	100%	0%		100%	100%	100%		100%		
Students with Disabilities	64%	29%	60%	29%		43%	50%	61%		14%		
EL	62%	17%	33%	38%		50%	50%	50%		17%		
Homeless												
Neglected & Delinquent												
Migrant												
Gender												
Male	71%	71%	83%	67%		67%	76%	76%		59%		
Female	92%	94%	85%	74%		83%	91%	83%		83%		
Aggregate Scores	80%	84%	84%	69%		76%	84%	78%		73%		

Group	Math				Science				Social Studies			
	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011
SES	79%	63%	55%	62%	82%	88%	74%	70%	79%	75%	53%	59%
Ethnicity												
Caucasian	84%	79%	59%	63%	84%	88%	78%	73%	80%	81%	58%	63%
African-American	100%	38%	0%	50%	100%	63%	0%	50%	75%	63%	100%	75%
Hispanic	100%	n/a	100%	100%	100%	n/a	100%	67%	100%	n/a	100%	67%
Asian-American	n/a	100%	100%	0%	n/a	50%	100%	100%	n/a	50%	100%	100%
Students with Disabilities	71%	29%	30%	39%	64%	29%	60%	44%	57%	43%	20%	33%
EL	77%	50%	40%	50%	38%	67%	80%	63%	38%	50%	33%	38%
Homeless												
Neglected & Delinquent												
Migrant												
Gender												
Male	85%	67%	61%	59%	82%	78%	75%	70%	74%	74%	62%	62%
Female	85%	74%	59%	70%	88%	89%	79%	74%	88%	80%	59%	70%
Aggregate Scores	85%	71%	60%	63%	85%	84%	77%	72%	80%	77%	60%	65%

Year 1-2 looks at data for full academic year. Year 3-4 data as of the end of the second card-marking period (January 29, 2010 and January 28, 2011).
Source: Report Cards

MEAP Sub Group Analysis

Fourth Grade Percent of Sub Group Meeting State Proficiency Standards

Group	Reading				Writing				Total ELA			
	Year 1 2007- 2008	Year 2 2008- 2009	Year 3 2009- 2010	Year 4 2010- 2011	Year 1 2007- 2008	Year 2 2008- 2009	Year 3 2009- 2010	Year 4 2010- 2011	Year 1 2007- 2008	Year 2 2008- 2009	Year 3 2009- 2010	Year 4 2010- 2011
SES	70%	74%	96%	68%	41%	37%		56%	57%	37%		
Ethnicity												
Caucasian	81%	88%	86%	78%	56%	53%		53%	72%	79%		
African-American	75%	40%	100%	50%	50%	20%		50%	50%	20%		
Hispanic	0%	n/a	100%	50%	0%	n/a		0%	0%	n/a		
Asian-American	n/a	100%	100%	n/a	n/a	100%		n/a	n/a	100%		
Students with Disabilities	29%	57%	67%	43%	14%	0%		14%	14%	43%		
ELL	55%	50%	67%	75%	18%	0%		0%	27%	25%		
Homeless												
Neglected & Delinquent												
Migrant												
Gender												
Male	69%	83%	86%	74%	47%	42%		37%	58%	71%		
Female	92%	81%	88%	76%	65%	58%		71%	85%	74%		
Aggregate Scores	79%	82%	87%	75%	55%	51%		50%	69%	73%		
State	84%	83%	84%	84%	44%	44%		47%	76%	77%		

Group	Math			
	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011
SES	89%	90%	90%	92%
Ethnicity				
Caucasian	93%	100%	95%	95%
African-American	75%	40%	100%	100%
Hispanic	100%	n/a	100%	100%
Asian-American	n/a	100%	100%	n/a
Students with Disabilities	71%	71%	86%	86%
EL	82%	100%	50%	100%
Homeless				
Neglected & Delinquent				
Migrant				
Gender				
Male	92%	92%	93%	100%
Female	92%	94%	97%	89%
Aggregate Scores	92%	93%	95%	95%
State	86%	88%	92%	91%

Source: CLASS A and OEAA

Core Curriculum:

The core curriculum provides learning experiences in language arts, mathematics, science, social studies, physical education, art, music, Spanish, and technology. The core curriculum is instruction that is appropriate for all learners. All staff, at every grade level, follow curriculum aligned to the Michigan Grade Level Content Expectations. Staff continues to reassess curriculum and to implement improvements through the school improvement process, teacher in-service, and district level curriculum studies.

Student Academic Achievement and Success:

The MEAP tests are mandatory in the state of Michigan for students in all public schools. The reading and math tests were given to all third and fourth grade students this year during the month of October. Additionally, the writing test was given to fourth grade students. All students who receive ELL services also participated in the state mandated ELPA tests.

Professional Learning Communities:

Highview continues to implement a program called Professional Learning Communities (PLCs). This program allows for collaborative planning, common assessments, and systematic intervention and enrichment. We are committed to the success of all Highview students.

Student Enrollment 2010-2011:

	Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Total
June 2010	98	55	49	51	50	63	366
June 2011	126	48	60	57	57	60	408

Student Attendance Rate Information:

Building	2010-2011	2009-2010	2008-2009	2007-2008
Highview Elementary	97%	97%	96%	95%
Hillcrest Elementary	96%	95%	96%	95%
*Crestwood Accelerated Program	96%	94%	n/a	n/a
Kinloch Elementary	96%	97%	97%	97%

*Crestwood Accelerated Program, first instituted September 2009.

Disaggregated data for subgroups was not collected and is therefore not available.

Parent Involvement:

Parent Teacher Conference Data	2010-2011	2009-2010	2008-2009	2007-2008
Highview Elementary	97%	98%	98%	100%

Fall conferences: November 11 & 12, 2010. Spring conferences: April 8, 2011.

Data was collected in the form of sign-in sheets during designated conference days. Conferences are scheduled to accommodate the scheduling needs of parents. Interpreters are available as needed so that teachers and parents can communicate more effectively. For the few parents who didn't make it in person, telephone conferences were conducted.

Highview's annual Curriculum Night was September 15, 2010. Classroom teachers made presentations to parents and fielded questions regarding grade-level curriculum and classroom policies. The evening was scheduled with a rotating format of Curriculum Night and Open House so parents of multiple children could attend all the applicable 30-minute presentations without having to skip any. 69% of Highview students had at least one parent attend curriculum night. For the 2011-2012 school year, we will encourage more parents to attend through the use of our newsletter, website and invitations.

Highview has many special programs and events. These include the district School Age Child Care (SACC) and K-SACC programs. We have three Pre-School programs for students aged 3-4, including the district's Early Childhood Preschool (special education). We also house the district's elementary program for Emotionally Impaired special education students.

Additional activities and clubs include:

- Assemblies provided through Title I and the PTO
- Career Day
- Family Game Nights
- Field Day
- Lunch Buddies
- Lunch Group
- Reading Buddies
- Safety Patrol
- Science Club
- Scrabble Club
- Spirit Days
- Pride Team/Student Council

We offer Title I help for at-risk students.

We take pride in our charitable contributions through participation in such programs as:

- Goodfellows of Detroit's Annual Canned Food Drive
- Highview's annual Wishing Well Assembly
- Coins for Charity
- Hat and Mitten Tree
- USPS Food Drive
- Placing flags for Memorial Day at the Detroit Memorial Park Cemetery

Thank You to Our Community:

The entire staff at Highview Elementary School would like to thank our community for the partnership formed between us, which provides the very best educational atmosphere for our students. Cooperation between school and home forges the bond necessary to help each child reach their highest potential. We share with you a commitment to provide the very best education possible for each student at Highview.