



February 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Hugger 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 Marnie Barker, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3kA3h7c> or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Hugger was not given one of these labels.

Hugger Elementary's school improvement initiatives will continue to address areas of need identified by multiple indicators of data. Based on current data analysis from local and state assessments, Hugger's challenge is to make improvements in the areas of reading and math, specifically with populations identified by school data. Staff at Hugger will continue to develop analysis skills in order to be able to use data to plan for targeted instruction through a multi-tiered system of support. We continually work to address student achievement in our school and have implemented the following interventions: Reading Recovery, Leveled Literacy Intervention through our Learning Consultant program, iReady instructional modules, Special Education Language! Program, and targeted core instructional math supports within the classroom, as appropriate, to improve the achievement of all students in the school.

State law requires that we also share the following information.

**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.

Struggling high school students are identified and assigned to the Alternative Center for Education (ACE) through the District's intervention model.

**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/academics/curriculum>

**Status of the 3-5 year School Improvement Plan**

Our school improvement this past year continued to focus on the elements of becoming a Professional Learning Community and implementing strategies to address our building goals. Goals included growth in math as measured by diagnostic results and growth in reading proficiency as measured by comparison of diagnostic results over the course of the year. Professional development, including monthly grade level data meetings, was used to gather data to ensure learning for all students. Hugger continues to support the social and emotional needs of our students by focusing on core character values as outlined in the Positivity Project lessons.

## iReady Aggregate Achievement results 2020-2021

### On grade level percentages (Math)

| Grade | Female | Male | EL  | ED  | SPED | Asian | Black | Hispanic | White |
|-------|--------|------|-----|-----|------|-------|-------|----------|-------|
| K     | 100    | 100  | NA  | 100 | 100  | 100   | NA    | 100      | 100   |
| 1     | 100    | 100  | 100 | 100 | 100  | 100   | 100   | 100      | 100   |
| 2     | 100    | 97   | 100 | NA  | 90   | NA    | 100   | 100      | 98    |
| 3     | 98     | 100  | 50  | 83  | 100  | 100   | NA    | 100      | 99    |
| 4     | 100    | 95   | 100 | 100 | 100  | 50    | NA    | 100      | 99    |
| 5     | 100    | 100  | NA  | 100 | 75   | 100   | 100   | 100      | 100   |

### Below grade level percentages (Math)

| Grade | Female | Male | EL | ED  | SPED | Asian | Black | Hispanic | White |
|-------|--------|------|----|-----|------|-------|-------|----------|-------|
| K     | 0      | 0    | NA | 0   | 0    | 0     | NA    | 0        | 0     |
| 1     | 0      | 0    | 0  | 100 | 0    | 0     | 0     | 0        | 0     |
| 2     | 0      | 3    | 0  | NA  | 10   | NA    | 0     | 0        | 2     |
| 3     | 2      | 100  | 50 | 0   | 0    | 0     | NA    | 0        | 1     |
| 4     | 0      | 5    | 0  | 0   | 0    | 50    | NA    | 0        | 1     |
| 5     | 0      | 0    | NA | 0   | 25   | 0     | 0     | 0        | 0     |

### On grade level percentages (Reading)

| Grade | Female | Male | EL  | ED  | SPED | Asian | Black | Hispanic | White |
|-------|--------|------|-----|-----|------|-------|-------|----------|-------|
| K     | 100    | 100  | NA  | 100 | 100  | 100   | NA    | 100      | 100   |
| 1     | 100    | 98   | 100 | 83  | 100  | 100   | 100   | 100      | 99    |
| 2     | 100    | 100  | 100 | 100 | 100  | NA    | 100   | 100      | 100   |
| 3     | 98     | 97   | 100 | 100 | 100  | 100   | NA    | 100      | 97    |
| 4     | 97     | 95   | 100 | 80  | 87   | 100   | NA    | 100      | 96    |
| 5     | 100    | 89   | NA  | 72  | 57   | 100   | 50    | 75       | 92    |

Below grade level percentages (Reading)

| Grade | Female | Male | EL | ED | SPED | Asian | Black | Hispanic | White |
|-------|--------|------|----|----|------|-------|-------|----------|-------|
| K     | 0      | 0    | NA | 0  | 0    | 0     | NA    | 0        | 0     |
| 1     | 0      | 2    | 0  | 17 | 0    | 0     | 0     | 0        | 1     |
| 2     | 0      | 0    | 0  | 0  | 0    | NA    | 0     | 0        | 0     |
| 3     | 2      | 3    | 0  | 0  | 0    | 0     | NA    | 0        | 3     |
| 4     | 3      | 5    | 0  | 20 | 13   | 0     | NA    | 0        | 4     |
| 5     | 0      | 11   | NA | 18 | 43   | 0     | 50    | 25       | 8     |

**iReady Aggregate Achievement results 2021-22**

On grade level percentages (Math)

| Grade | Female | Male | EL | ED | SPED | Asian | Black | Hispanic | White |
|-------|--------|------|----|----|------|-------|-------|----------|-------|
| K     | 90     | 74   | 50 | 78 | 50   | 71    | 0     | 100      | 87    |
| 1     | 58     | 71   | 50 | 60 | 63   | 75    | NA    | 80       | 63    |
| 2     | 70     | 89   | 60 | 57 | 58   | 84    | 0     | 50       | 81    |
| 3     | 95     | 82   | 33 | 0  | 55   | 67    | 0     | 50       | 70    |
| 4     | 73     | 87   | 40 | 67 | 63   | 72    | 0     | 33       | 78    |
| 5     | 81     | 89   | 50 | 58 | 25   | 50    | 33    | 100      | 88    |

Below grade level percentages (Math)

| Grade | Female | Male | EL | ED  | SPED | Asian | Black | Hispanic | White |
|-------|--------|------|----|-----|------|-------|-------|----------|-------|
| K     | 10     | 26   | 50 | 21  | 50   | 29    | 100   | 0        | 13    |
| 1     | 42     | 29   | 50 | 40  | 27   | 25    | NA    | 20       | 37    |
| 2     | 30     | 11   | 40 | 33  | 32   | 16    | 100   | 50       | 19    |
| 3     | 5      | 18   | 77 | 100 | 45   | 33    | 100   | 50       | 30    |
| 4     | 27     | 13   | 60 | 33  | 27   | 28    | 100   | 77       | 22    |
| 5     | 19     | 11   | 50 | 42  | 75   | 50    | 77    | 0        | 12    |

On grade level percentages (Reading)

| Grade | Female | Male | EL  | ED  | SPED | Asian | Black | Hispanic | White |
|-------|--------|------|-----|-----|------|-------|-------|----------|-------|
| K     | 91     | 78   | 50  | 55  | 50   | 72    | 0     | 100      | 85    |
| 1     | 89     | 76   | 50  | 60  | 75   | 75    | NA    | 80       | 81    |
| 2     | 73     | 81   | 60  | 57  | 43   | 83    | 100   | 50       | 76    |
| 3     | 100    | 92   | 100 | 100 | 89   | 100   | 0     | 100      | 97    |
| 4     | 61     | 68   | 60  | 50  | 38   | 72    | 0     | 33       | 64    |
| 5     | 67     | 68   | 50  | 57  | 0    | 50    | 67    | 100      | 68    |

Below grade level percentages (Reading)

| Grade | Female | Male | EL | ED | SPED | Asian | Black | Hispanic | White |
|-------|--------|------|----|----|------|-------|-------|----------|-------|
| K     | 9      | 22   | 50 | 45 | 50   | 28    | 100   | 0        | 15    |
| 1     | 11     | 24   | 50 | 40 | 25   | 25    | NA    | 20       | 19    |
| 2     | 27     | 19   | 40 | 43 | 57   | 17    | 0     | 50       | 24    |
| 3     | 0      | 8    | 0  | 0  | 11   | 0     | 100   | 0        | 3     |
| 4     | 39     | 32   | 40 | 50 | 62   | 28    | 100   | 77       | 36    |
| 5     | 33     | 32   | 50 | 43 | 100  | 50    | 23    | 0        | 32    |

Parent teacher conferences

| Parent teacher confernces | Number of students | Percent of students represented at parent teacher conferences |
|---------------------------|--------------------|---|
| 2020-2021                 | 452                | 91  |
| 2021-2022                 | 501                | 97  |

**Points of Pride**

Hugger takes great pride in our parent partnership in providing an exceptional education for all of our students. We have over 100 parents who volunteer on a regular basis. Hugger held our annual Fun Run to promote health and raise funds to support our school. Hugger Student Council has organized, promoted and participated in multiple community service projects benefiting local community organizations.

Hugger continued the following programs: 4th Grade Health Fair, Disability Awareness Workshop, Lego Robotics, Science Fair, Kindness Club, District Art Show, Talent Show, Student Council, Grade Level Enrichment Programs, Authors in April, Reflections, RCS Sparkle Awards.

It has been an exemplary year at Hugger, both academically and socially. We are proud of each and every one of our school family members. Our amazing students, involved parents, and dedicated staff make Hugger a wonderful place in which to learn and grow.

Sincerely,  
Marnie Barker  
Principal, Hugger Elementary