

Heritage Elementary

Mr. Stephen Laatsch, Principal
290 Woodland Drive E, Saline, MI 48176
944-8970

Grades 5-6

2006-2007
Annual Report

Our Mission

The community of Heritage School provides challenging, diverse learning opportunities through a cooperative, integrative teaching approach.

We empower all students to become successful and responsible citizens who can adapt to a changing world.

We ensure a safe, productive environment that promotes respect for differences and concern for others.

Our school works in partnership with parents and the Saline community to ensure the success of our mission.

Education Yes Accreditation Status

2005-2006 and 2006-2007

The Michigan Education Yes! Report Card assesses each school's year progress on the Michigan Educational Assessment Program (MEAP) tests, compares MEAP scores over time, and examines other factors such as parent involvement in the schools.

Heritage Elementary School's Education Yes!

Report Card grade for the 2005-2006 school year was an A.

Heritage School met Adequate Yearly Progress (AYP) for the 2005-2006 school year.

Heritage School's Education YES! Report card grade for 2006-2007 was an A.

Heritage School met Adequate Yearly Progress (AYP) for the 2006-2007 school year.

Points of Pride:

- Writing is a strong point for Heritage School. We have a comprehensive writing program that focuses on the skills developed through the 6+1 Traits of Writing. One resource that all staff members have is a writing binder containing various lessons for each trait. This binder was created by the staff. We are seeing noticeable improvement in the quality of writing pieces that students produce in our building.
- We are spending a great deal of time focused on utilizing best practice reading strategies to support our students. We recognize that adolescents are very unique and we continue to tailor our program to meet their needs.
- We have many great after school programs offered to our students. These include a Student Newspaper Club, Reading Advantage, Counting on Math, Homework Help, Leadership Club, LEGO League, Landscape Club, Recycle Club, and Destination Imagination. Our goal is to continue to add new and exciting extra-curricular programs to enhance the overall educational experience at Heritage.
- Heritage School proudly teaches the Heritage 5 to all students. These are the expectations that the staff has for all

Points of Pride: (continued)

- Other student activities include: school-wide acknowledgement of MOYA (Month Of the Young Adolescent) during October; participation in Red Ribbon Week; daily televised announcements produced by our students; student-run school store; canned food and paper product drive for Saline Social Services; and Safe Routes to School.
- Honors: The Heritage Recycle Club earned an award for their recycling efforts, and one of our students earned first place for his essay that he submitted to Recycle Ann Arbor. Our students also participated and placed high in the county Spelling Bee, county Quiz Bowl, and Destination Imagination.
- Heritage School is proud to provide a comprehensive guidance and counseling program. The counselors meet with students individually and in small groups to discuss issues of concern. In addition, they present a lesson in the classroom every other week on topics such as conflict resolution, peer resistance skills, understanding self and others, career awareness and more. The goal of the program is to support students to be successful academically and in their personal/social relationships.
- Heritage School, in cooperation with the high school, established a cross-age camp chaperone arrangement for the 5th graders' experience at Kimball Camp. We had over 30 high school students participate as camp counselors for our 5th grade students.
- The 6th graders at Heritage continue to culminate their study of Canada with a trip to Toronto. This highly successful trip has taken place for 26 years.
- Heritage School, in partnership with the Michigan Heart and Vascular Institute of St. Joseph Hospital, offers a presentation entitled Healthy Hearts to all 6th grade students. The program teaches students about how smoking affects the body and the importance of not smoking as part of a

Points of Pride: (continued)

- The Heritage School PTO is a great source of support for the staff and students. They organize many activities for the students and directly support the curriculum through the purchase of resources and the funding of field trips and assemblies. In addition they also organize and run the Homework Help program that is held after school two days a week. This program is offered to students so they can complete their homework.

Class Size

The contract with the Saline Education Association has class size maximums for the various grades and programs. Once class sizes reach the maximum there is a provision for an overage for each grade. The maximum class sizes are as follows:

- | | |
|----------------|----|
| • Kindergarten | 25 |
| • Grade 1 | 27 |
| • Grades 2-6 | 30 |
| • Grades 7-12 | 31 |

Professional Development

In order to meet our school improvement goals, many professional development activities were provided to the Heritage staff during the 2006-07 school year. Some of these activities included:

- Training with Laura Robb, Reading Specialist
- Review of reading strategies
- Cross-Age Literacy Groups
- Accelerated Reader training
- Video Streaming training
- Professional reading group centered on Laura Robb's book, *Teaching Reading in Social Studies, Science and Math*.
- Math Facts Program training
- Math Constructed Response and Rubric discussion
- Across grade level dialogue about teaching writing

School Improvement Plan

Heritage School initially received accreditation from

School Improvement Plan (continued)

The main focus of school improvement for the 2006-2007 school year was analyzing student achievement data and assessing the alignment of content and curriculum to improve student learning.

Every year the staff analyzes the data from the MEAP, STAR Reading, STAR Math and End-of-Year Assessments. The Heritage curriculum and instructional practices are correlated to the State of Michigan Grade Level Content Expectations.

Reading instruction across the curriculum was our main focus this year. Many staff members participated in a number of professional development opportunities (please see Professional Development) to improve instruction in adolescent literacy. Next year we will continue to focus on improving best practices in reading instruction across the curriculum.

The staff has continued to teach writing using the 6 + 1 Writing Traits Model and the writing process, along with the Collins Writing management system. This has resulted in continued improvement in the MEAP writing scores at Heritage and Saline Middle School.

The Everyday Mathematics program is used to teach math to our students. In addition, a Math Facts program was implemented to help students learn their math facts.

Heritage staff members have been attending Leadership and Design Team meetings at the Washtenaw Intermediate School District. Our participation was in the area of adolescent literacy.

Goals

1. All students will improve in reading comprehension across the curriculum.
2. All students will improve their writing skills across the curriculum
3. All students will improve in the application of their math skills in all curricular areas.

The School Improvement Plan achieved its objectives of improved student academic performance. MEAP scores in all four core content areas (English Language Arts, Mathematics, Science and Social Studies) were maintained above the

Student Assessment Data

Michigan uses the Michigan Educational Assessment Program (MEAP) to measure the Adequate Yearly Progress (AYP) in reading and mathematics required by the No Child Left Behind Act (NCLB). Michigan's accreditation system requires that:

- Students demonstrate proficiency as defined by the State in reading and mathematics each year. NCLB requires that 100 percent of students be proficient by 2013-14.
- Michigan identifies incremental targets for student achievement in reading and mathematics as we progress toward 100% proficiency. The state targets for 2006-2007 are listed below:

English / Language Arts	
Elementary	59%
Middle School	54%
High School	55%

Mathematics	
Elementary	65%
Middle School	54%
High School	61%

- Student scores for identified subgroups (*ethnic groups, special needs, limited English, economically disadvantaged*) that are greater than 30 must be disaggregated and the subgroups must make AYP.
- At least 95 percent of all students must be tested to make AYP

The Michigan Educational Assessment program (MEAP) has four levels for identifying achievement of State standards. The levels are:

- Level 1 – Exceeds Michigan Standards
- Level 2 – Meets Michigan Standards
- Level 3 – Basic
- Level 4 – Apprentice

Students are proficient on the MEAP if they meet or exceed the Michigan standards. The assessment results reported on the following chart reflects the percent proficient for each category.

2006-2007 Education Yes Report Data					
Assessment Results by Grade level and Subgroup-Heritage School					
Grade 5 English Language Arts					
Student Group	2005-2006	2006-2007	State Target	Difference From State Target	Students Tested
All Students	92%	92%	59%	33%	403
African American/Black					
American Indian/Native Alaskan					
Asian/Pacific Islander	92%	100%	59%	41%	23
Hispanic					
Multiracial					
White	92%	92%	59%	33%	362
Other					
Students with Disabilities					
Limited English Proficient					
Economically Disadvantaged	83%	67%	59%	8%	12
Migrant					
Male	89%	90%	59%	31%	208
Female	96%	94%	59%	35%	195

2006-2007 Education Yes Report Data					
Assessment Results by Grade level and Subgroup-Heritage School					
Grade 5 Mathematics					
Student Group	2005-2006	2006-2007	State Target	Difference From State Target	Students Tested
All Students	94%	94%	65%	29%	405
African American/Black					
American Indian/Native Alaskan					
Asian/Pacific Islander	100%	100%	65%	35%	25
Hispanic					
Multiracial					
White	94%	93%	65%	28%	362
Other					
Students with Disabilities	27%	37%	65%	-28%	19
Limited English Proficient					
Economically Disadvantaged	78%	83%	65%	18%	12
Migrant					

Male	92%	96%	65%	31%	209
Female	97%	91%	65%	26%	196
2006-2007 Education Yes Report Data					
Assessment Results by Grade level and Subgroup-Heritage School					
Grade 6 English Language Arts					
Student Group	2005-2006	2006-2007	State Target	Difference From State Target	Students Tested
All Students	93%	94%	59%	35%	445
African American/Black					
American Indian/Native Alaskan					
Asian/Pacific Islander	92%	100%	59%	41%	13
Hispanic					
Multiracial					
White	94%	94%	59%	35%	416
Other					
Students with Disabilities					
Limited English Proficient					
Economically Disadvantaged	79%	86%	59%	27%	22
Migrant					
Male	90%	92%	59%	33%	238
Female	95%	98%	59%	39%	207

2006-2007 Education Yes Report Data					
Assessment Results by Grade level and Subgroup-Heritage School					
Grade 6 Mathematics					
Student Group	2005-2006	2006-2007	State Target	Difference From State Target	Students Tested
All Students	95%	91%	65%	26%	445
African American/Black					
American Indian/Native Alaskan					
Asian/Pacific Islander	92%	93%	65%	28%	14
Hispanic					
Multiracial					
White	96%	94%	65%	29%	415
Other					
Students with Disabilities	70%	46%	65%	-19%	24
Limited English Proficient					
Economically Disadvantaged	86%	77%	65%	12%	22
Migrant					

Male	94%	93%	65%	28%	238
Female	97%	95%	65%	30%	207

Adequate Yearly Progress

Reading / Language Arts		
Made AYP (Yes/No)	Identified for School Improvement	Phase of School Improvement
Yes	No	0
Mathematics		
Made AYP (Yes/No)	Identified for School Improvement	Phase of School Improvement
Yes	No	0

Parent Participation in Parent-Teacher Conferences

Fall 2005 - 97%
Fall 2006 - 97%

Parent Participation in Curriculum Nights/Open Houses

Fall 2005 - 95%
Fall 2006 - 95%

District Parent Participation

The Saline Board of Education recognizes that the Saline Area Schools can best serve the needs of its students by working together with parents and legal guardians to develop each pupil's intellectual capabilities and vocational skills in a safe and positive environment. In accordance with the Saline Area Schools Mission Statement, the Saline Board of Education is committed to working in partnership with families to provide the best possible education for each student and the community.

It is the policy of the Saline Board of Education to view parent/guardians as collaborators. The district encourages and promotes the participation of parents in their child's education while ensuring a positive educational setting for all students. Parental involvement in the learning process includes expressed access to classroom information and activities.

Parenting Activities

Parent participation is always a strong point for Heritage School. We have great participation from our parents who help with coordinating and supporting events.

- Walk to School Day

School Safety

Saline Area Schools places a great emphasis on safe and orderly learning environments. The district takes a "No tolerance" stand on violence, weapons, and illegal possession of controlled substances.

Under Public Act 102, School Safety, the reportable incidents were 152 for an enrollment of over 5,400 students for the 2006-2007 school year. This figure represents an entire calendar year for 8 school locations and the 34 school buses.

Core Curriculum

The implementation of the Saline Area Schools curriculum is continually supported by district and building level professional development along with monitoring by building principals and central office supervisors to ensure appropriate instruction and equitable access to the curriculum for all students.

Staffing & Teacher Qualification

Building Staff

1	Principal
1	Counselors
2	Secretaries
29	Teachers
9	Paraprofessionals
4	Lunch staff
1	Custodians

District staff who serve our school include social workers, psychologists and speech pathologists.

Percentage of Teachers with BA, MA, MA plus 30 & PhD

Type of Degree	Certified Teaching Staff
Bachelor	12%
Master	50%
Master's +30	33%
PhD	4%

Percentages of Teachers with Emergency or Provisional Credentials

Every teacher employed by Saline Area Schools during the 2006-2007 school year was fully certified. No teachers were employed who held an emergency or provisional credential.

Percentage of Classes not taught by Highly Qualified Teachers

None

Plan for Ensuring that all Teachers are Highly Qualified

The Saline Area Schools hires only state certified teachers and only places teachers in their area of certification.

From time-to-time, it may become necessary for the school district to retain long-term substitutes to replace teachers who are away from work due to pregnancy, serious illness/accidents or other circumstances. It is not always possible to hire a long-term substitute who meets the "highly qualified" definition set forth by the No Child Left Behind Act. This is viewed as a temporary and emergency situation and is remedied as soon as possible. Additionally, the Saline Area Schools is committed to providing intensive support and professional development opportunities to help substitute teachers provide the level of instruction necessary for your child to be successful in school.

Parents Right to Know of Teacher Qualifications

The Saline administration will notify parents if a teacher is not highly qualified in the area to which he/she is assigned to teach.

Parents may always inquire about the certification and qualifications of any teacher employed by the Saline Area Schools. More specifically, upon request, parents will be advised: 1) whether their child's teacher has met Michigan qualification and licensing criteria for the grade level and/or subject area he/she teaches; b) whether their child's teacher is teaching under emergency or provisional status; c) the degrees held and the