



### Hampton Elementary School

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Janet Greif  
Superintendent

March 10, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Hampton 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 Kim Offenbecker, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [Hampton's AER Combined Report Link](#), or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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.

Although we are above the state, and most district averages in 3rd, 4th, and 5th grade within all subgroups, we have goals set to assure that we continue to address the needs of our at risk students. Science scores show a drastic need in that Hampton produced the lowest scores in the district. Since science scores are low district and state wide, science training, support and testing has become a priority. Kit rotations are being reorganized and pre/post tests allow for us to attend to our highest area of need. Further, in all grades and focuses, our Special Education population shows little growth, which is a big concern. To address areas of need we are reviewing teaching strategies within our Resource Rooms and analysis of push in versus small group is being a focus. Lastly, our at-risk population, although not striking in data, remains an area of focus. Our Curriculum Coach/Intervention Teacher continues to take on the role of an Intervention Coordinator. After looking

at our Needs Assessment, it was decided to hire another part time intervention teacher to help provide Tier II supports, primarily K-2. Our goal is to provide the maximum amount of small group and one on one instruction/intervention as possible to these subgroups. Lastly, training will continue to be provided for teachers to aide in deliberate and direct instruction.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

All pupils are assigned to a school based on current residency unless the parent or guardian submits the district school of choice or building choice form. A School of Choice form would apply to students who reside in a different school district while a building choice form would apply to students who would like to attend another school within their resident district other than their home school. All enrollment requests by pupils living outside the School's residency area must be approved through the Office of Student Support Services.

2. Our school improvement plan is a living document that focuses on helping all students reach their potential through research based instructional practices and engaging stakeholders through collaborative learning techniques. We are in year 2 of our 4 year plan, however we have made slight adjustments to our goals based on current data.
3. Hampton students are comprised of home school body as well as "School/Building of Choice" students. We house a Cluster Gifted and Talented program that spans grades 1-5.
4. Our Core Curriculum can be viewed on the district website homepage at <http://bcschoolscurriculum.weebly.com>. Our staff follows a district pacing guide that ensures that all curriculums is covered in a reasonable time within the year. Some variances can be found in implementation based on individual classroom body. The district has taken great efforts to ensure our instructional resources and curriculum planning guides align with the State's Curriculum Standards. Any teacher may request a printed copy for their convenience. These curriculum guides were also shared with staff during the August 26, 2015 PD day. Additionally, the district has embarked upon a multi-year plan of guiding teachers to deeper understanding of their assigned subject area content standards through formal, guided Standards study sessions.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

<b>ELA Proficiency</b>						
% Proficient Based on DRA K-2nd and District Assessment 3rd-5th						
	2014-15			2015-16		
Grade	Fall	Winter	Spring	Fall	Winter	Spring
K	20%	67%	88%	33%	77%	78%
1	8%	72%	84%	68%	54%	71%
2	52%	81%	88%	71%	76%	82%
3	45%	75%	N/A	30%	70%	53%
4	59%	52%	N/A	71%	69%	50%
5	47%	30%	88%	45%	43%	52%

<b>Reading Growth</b>	
NWEA	
% Meeting Growth Goals	
	2016-17
Grade	Fall - Winter
K	35%
1	23%
2	52%
3	53%
4	34%
5	42%

<b>Math Proficiency</b>						
% Proficient Based on District Assessment						
	2014-15			2015-16		
Grade	Fall	Winter	Spring	Fall	Winter	Spring
1	N/A	N/A	98%	N/A	N/A	97%
2	N/A	69%	77%	N/A	83%	90%
3	72%	89%	N/A	71%	81%	80%
4	44%	50%	N/A	38%	64%	66%
5	42%	65%	N/A	29%	71%	25%

<b>Math Growth</b>	
NWEA	
% Meeting Growth Goals	
	2016-17
Grade	Fall - Winter
K	39%
1	31%
2	52%
3	69%
4	41%
5	55%

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

<b>Parent Teacher Conference Attendance</b>		
Year	Fall	Spring
2014-15	94%	98%
2015-16	95%	88%
2016-17	95%	NA

Hampton's students are successful due to our dedicated families, staff, and community. The continuation of this healthy team is, and always will be, the core needed to nurture the educational and emotional needs of our children. I would like to thank you for your interest in education and for your continued support in raising tomorrow's leaders.

Sincerely,

*Kimberly Offenbecker*

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Hampton Elementary Principal