

# The Lamphere Schools

## Administration Center

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## School Annual Education Report (AER) Cover Letter

January 21, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Hiller 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 Lindsay Staskowski, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website:

[https://lamphereschools.com/Hiller\\_AER](https://lamphereschools.com/Hiller_AER), or you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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 2023-24. 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 2023-24. 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.

The key challenge our school has faced most recently, similarly to all other schools in Michigan and throughout the nation, is continuing to work toward closing the achievement gap that occurred as a result of the COVID-19 Pandemic. In addition to this challenge, we are also seeing an increase in mental health support that is needed for our students as a result of the pandemic. Switching between remote learning and in-person learning negatively impacted our students' academic progress and the isolation of not being able to attend school regularly negatively impacted many of our students' mental health. We have answered that challenge by providing academic intervention support throughout our schools in the areas of math and reading. We have also provided academic coaching in order to meet the needs of individuals or small groups of students, accelerate learning, and address learning delays. Teachers meet regularly in grade-level teams and departments to prioritize learning goals and objectives to better meet the needs of our students. We also have MTSS meetings that occur where we review our academic data and develop instructional plans to address the academic needs of our students. In order to address the mental health needs of our students we have increased the amount of Social Work support that we have at our building and we also have a Behavior Interventionist available to provide support. Our students participate in Social Emotional Learning lessons on a regular basis. Our staff has been provided with ongoing trauma-informed professional learning with a trauma-informed specialist to support our focus on supporting the mental health needs of our students.

We assign students to school based on the criteria of living within our district boundaries or participating in our limited schools of choice enrollment.

We have a district MTSS Team that meets throughout the school year to determine our district and school goals as well as spends time monitoring our progress toward achieving those goals. We will continue to focus on numbers and operations in the area of math and vocabulary skills in the areas of reading and writing.

We fully follow Michigan's benchmarks and standards in all content areas. Our core curriculum can be accessed through our curriculum department or through our main office. We administer all state-required assessments, NWEA in grades 1-8, Aimsweb Plus in grades K-1. Parents/guardians are provided with their children's results in state assessments and NWEA through reports shared throughout the year.

During the 2022-23 school year, 95% of students were represented by parents/guardians at conferences.

We continue to be proud of the dedicated efforts toward academic growth and achievement at Hiller. Our focus remains on educating the whole child and finding opportunities for all students to fully develop their talents and skills. We appreciate our continued strong and positive parent/guardian partnership! It has long been a point of pride at our school. Please feel free to reach out to me if you have any specific questions.

Sincerely,

Lindsay Staskowski

Principal  
Hiller Elementary School