

BROOKINGS SCHOOL
DISTRICT #5-1

HILLCREST ELEMENTARY
NCA PROFILE

MAY 11, 2004

Principal
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NCA Hillcrest Elementary Profile Committee
Diane Olson
Mary Husman

BROOKINGS SCHOOL DISTRICT #5-1

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Hillcrest Elementary School Profile

Hillcrest Elementary School is a four-section elementary school for grades kindergarten through fifth grade with approximately 482 students. Average class size is twenty students. The school is accessible to the physically handicapped. There is a full array of special education services offered to students who need help. Kindergarten is offered as half-day every day or all day alternate days, or parents may choose to register for a district kindergarten program at South Dakota State University. The library and each classroom are technologically advanced with district-wide telephone and computer/Internet wiring. The school day starts at 8:15 and dismisses at 3:22 with a 45 minute lunch/recess period for all students. All students take part in physical education, art, guidance, library, and music classes as a part of the regular curriculum. Special programs include limited English proficiency, accelerated reading and math programs, Golden Mentor and volunteer tutor programs, Junior Achievement, and Character Counts. Hillcrest also has a special ABC program (attitude-behavior-choice) for students who exhibit behavioral concerns. Title I Reading includes four Reading Recovery teachers and two teachers who work with small groups with emphasis on helping at risk students in kindergarten as well as first and second grades. Title I Math program is a federally funded program designed to help students in grades three, four, and five who may need extra help. Fifth grade students have opportunities for band and orchestra.

There are also a number of after school programs such as foreign language camps sponsored by PTA and reading and math tutoring programs. Hillcrest also has a student newspaper that meets after school weekly. The Great After School Place (GAP) offers after school day care on site.

Hillcrest Elementary staff consists of principal, guidance counselor, librarian, 37 certified teachers, one secretary, and five special education certified teaching assistants. A school nurse and a school psychologist are available. There are 8 classified staff. The faculty averages 15 years of teaching experience with approximately 24 percent holding masters degrees.

Mission Statement:

Hillcrest School is dedicated to **the philosophy that all children can learn and progress.**

By creating meaningful, challenging, and successful school experiences all children can progress. The school, parents, and community will strive cooperatively to relate learning experiences to real world situations and to develop a positive concept of life-long learning.

Hillcrest Elementary School Parent, Student, and Staff 2003 Survey

The Hillcrest parents, students, and staff rated the school programs and services.

The results were studied to identify target areas for our 2003-04 School Improvement Plan.

- Scale of 1-5
- 1-Strongly Disagree to 5 -Strongly Agree
- 30 Staff members filled out the survey
- 190 Family-Parent surveys returned
- Areas that averaged 4.0 or above were considered a strength area
- Areas below 4.0 may need to be included in plan of improvement.

Survey Results

Instructional Strategies

Use variety and hands-on activities

Parents 3.9 Staff 4.1

Subject areas :

Reading – Parents 4.3; Staff 4.4

Math – Parents 4.1; Staff 4.2

PE – Parents 3.7; Staff 3.0

Computer & Tech- Parents 3.9; Staff 3.1

Instructional Leadership (Principal Involvement)

Parent 4 Staff 4.2

Safe & Orderly Climate

Parent 4.4 Staff 4.4

High Expectations set

Parent 4.2 Staff 4.3

School meets requirements for students

Monitor Student Progress

Parent 4.1 Staff 4.2

Gifted & Talented

Parent 3.2 Staff 3.4

Behavior Problems

Parent 3.4 Staff 3.1

Relations between Home & School

Communication

Parent 3.7 Staff 4.0

Parents involved in Decisions made at school

Parents 3.6 Staff 4.3

465 Student Responses to Survey

94% -Excellent School, Parents want them to do well & teachers want them to do well

87% - Safe Place

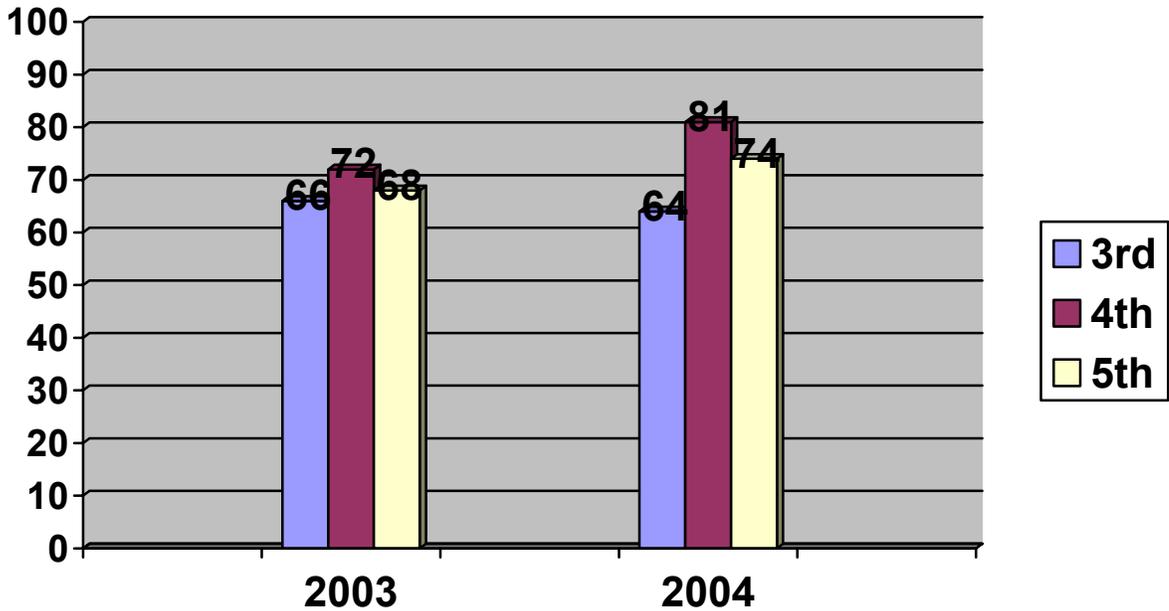
89% - Non-threatening Classroom environment

75% - Liked the school lunch program

Possible areas of concern

- Parent communication and involvement
- Computer Tech Skills
- Behavior Problems
- Programs for Gifted and Talented
- Physical Education
- School lunch (Students #1 concern)

Third, Fourth, and Fifth Grade Stanford Reading Percentile Comparison 2003-2004



The percentile comparison graph shows how Hillcrest students compared nationally to students in like grades.

2003 *Hillcrest third grade students scored better than 66% of the nation's third grade students.

*Hillcrest fourth grade students scored better than 72% of the nation's fourth grade students.

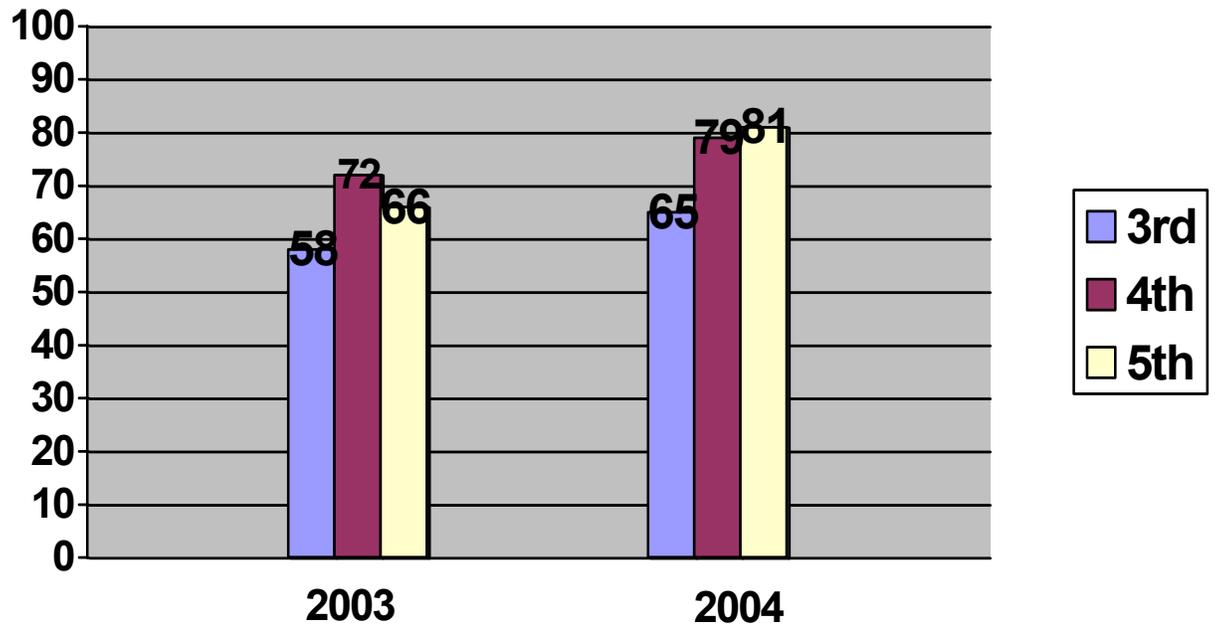
*Hillcrest fifth grade students scored better than 68% of the nation's fifth grade students.

2004 *Hillcrest third grade students scored better than 64% of the nation's third grade students.

*Hillcrest fourth grade students scored better than 81% of the nation's fourth grade students.

*Hillcrest fifth grade students scored better than 74% of the nation's fifth grade students.

THIRD, FOURTH, AND FIFTH GRADE STANFORD MATH Percentile Comparison 2003-2004



The percentile comparison graph shows how Hillcrest students compared nationally to students in like grades.

2003 *Hillcrest third grade students scored better than 58% of the nation's third grade students.

*Hillcrest fourth grade students scored better than 72% of the nation's fourth grade students.

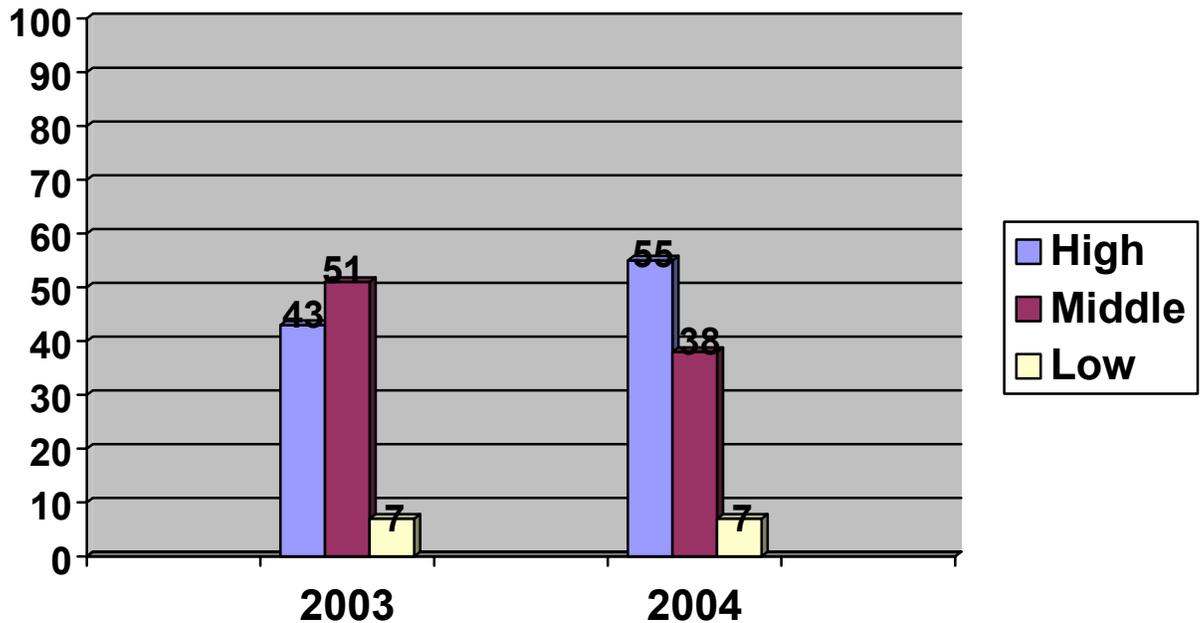
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2004 *Hillcrest third grade students scored better than 65% of the nation's third grade students.

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Hillcrest Fourth Grade Stanford Ability/Achievement Comparison 2003-2004



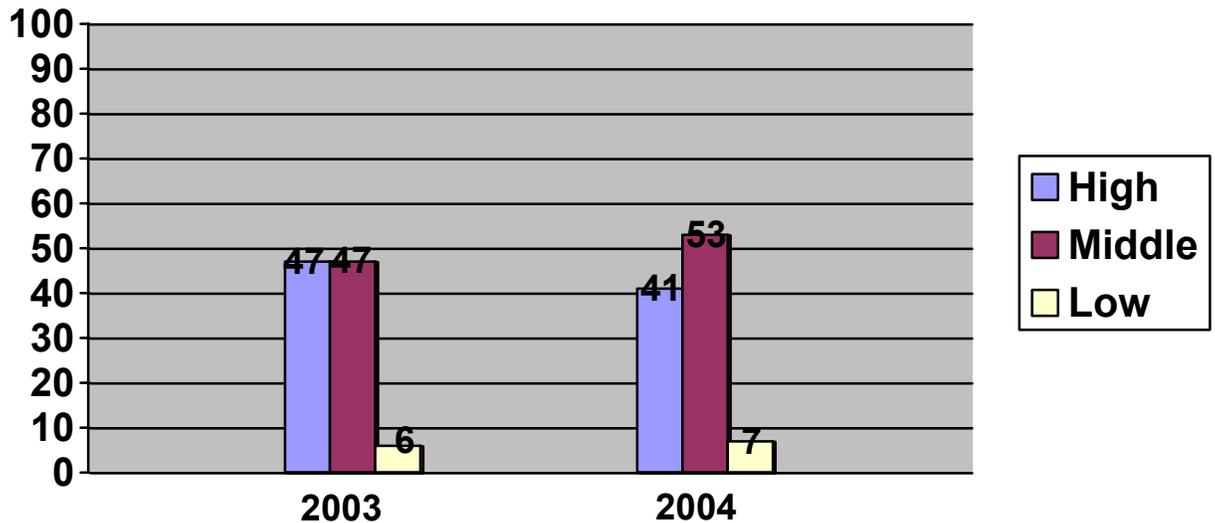
Reading

The Ability/Achievement comparisons graph shows how many students are working up to their ability as measured by the SAT (Student Ability Index Test) score. Students in the high range are achieving higher than would be expected. Students in the middle range are achieving where we would expect them to perform. Students in the Low area are not performing according to what their ability level indicates.

2003 - 43% of Hillcrest 4th graders were doing better than expected
51% of Hillcrest 4th graders were doing as expected
7% of Hillcrest 4th graders were doing less than expected

2004 - 55% of Hillcrest 4th graders were doing better than expected
38% of Hillcrest 4th graders were doing as expected
7% of Hillcrest 4th graders were doing less than expected

Hillcrest Fourth Grade Stanford Ability/Achievement Comparison 2003-2004



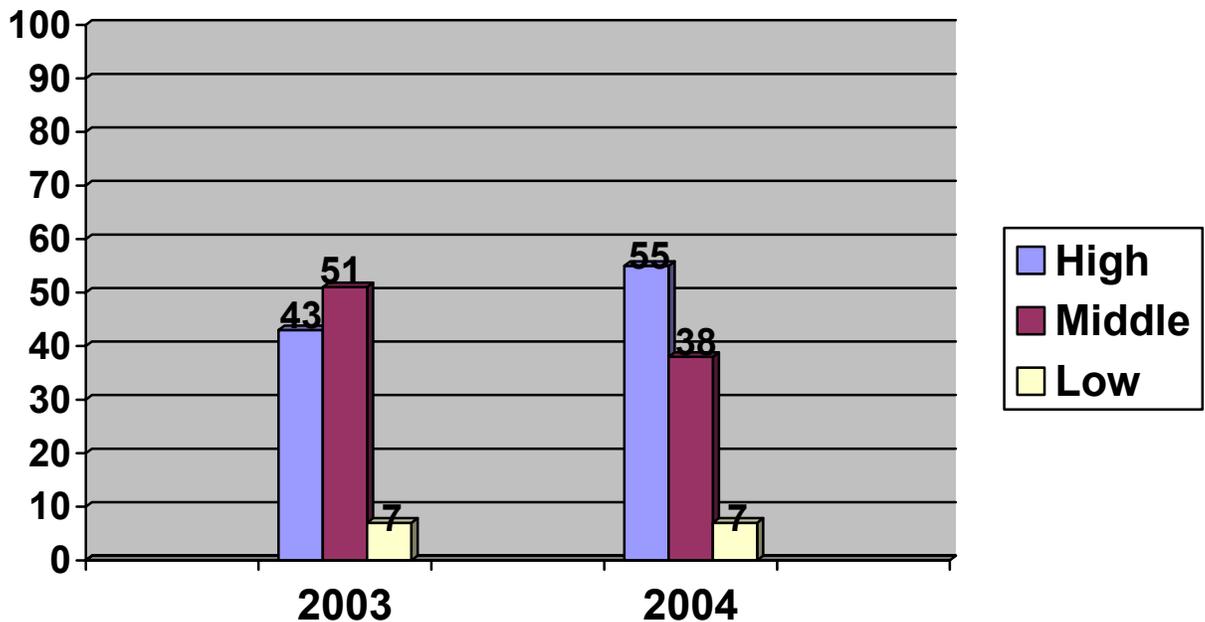
Math

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2004 - 41% of Hillcrest 4th graders were doing better than expected
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7% of Hillcrest 4th graders were doing less than expected

Hillcrest Fourth Grade Stanford Ability/Achievement Comparison 2003-2004



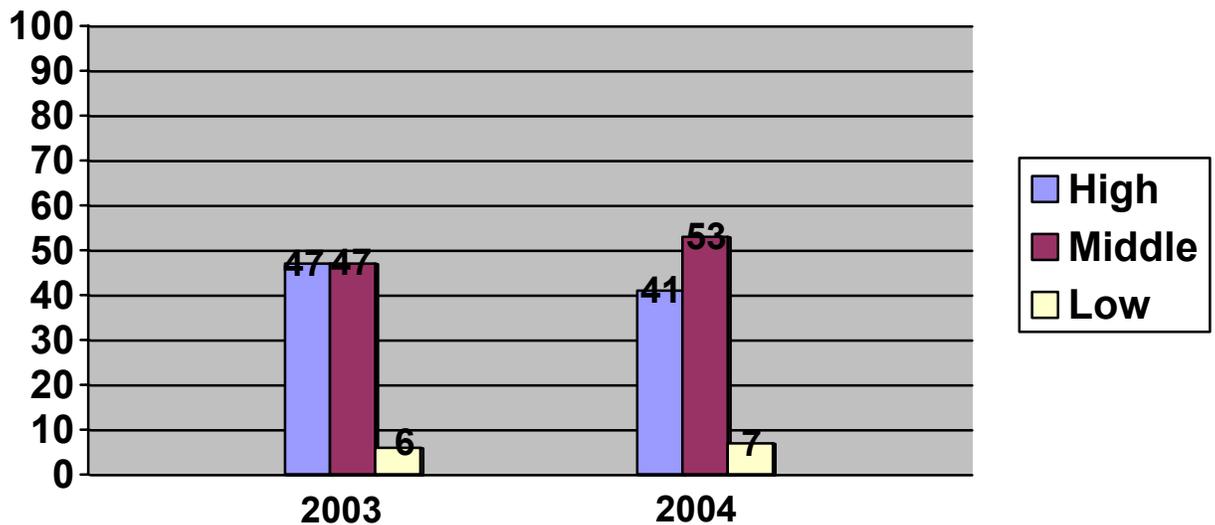
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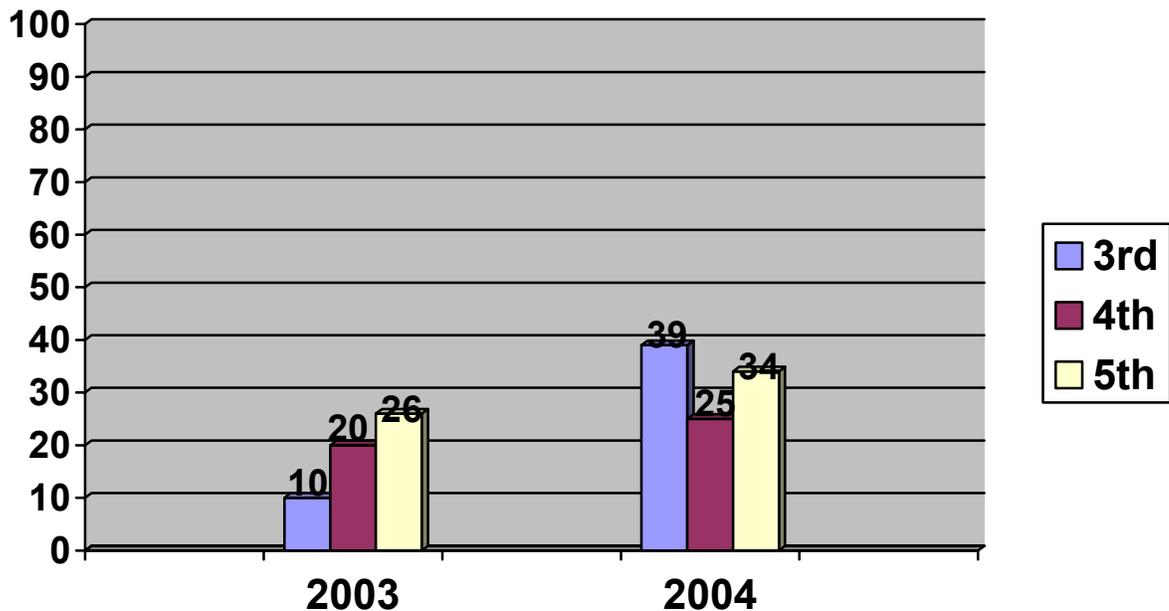
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Stanford National Percentile Comparison for Hillcrest Third, Fourth, and Fifth Grade IEP Students with Standard Accommodations 2003-2004



Reading

Percentile comparison graphs show how Hillcrest students compared nationally to students in like grades.

2003 Hillcrest third grade IEP students scored better than 10% of the nation's third grade students.

Hillcrest fourth grade IEP students scored better than 20% of the nation's fourth grade students.

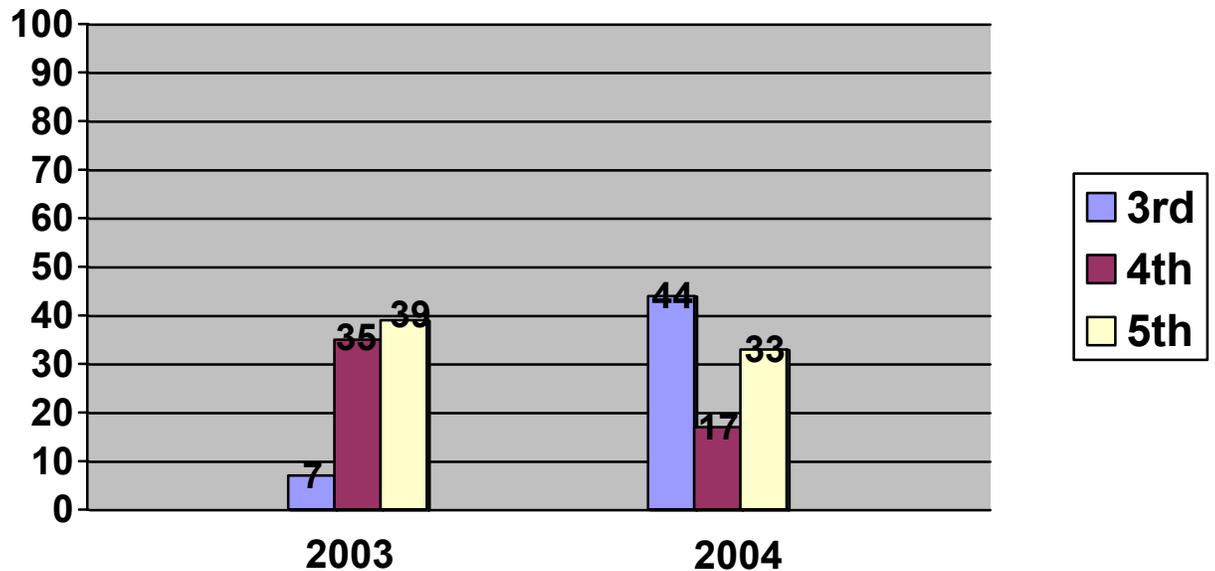
Hillcrest fifth grade IEP students scored better than 26% of the nation's fifth grade students.

2004 Hillcrest third grade IEP students scored better than 39% of the nation's third grade students.

Hillcrest fourth grade IEP students scored better than 25% of the nation's fourth grade students.

Hillcrest fifth grade IEP students scored better than 34% of the nation's fifth grade students.

Stanford National Comparison for Hillcrest Third, Fourth, and Fifth Grade IEP Students with Standard Accommodations 2003-2004



Math

Percentile comparison graphs show how Hillcrest students compared nationally to students in like grades.

2003 Hillcrest third grade IEP students scored better than 7% of the nation's third grade students.

Hillcrest fourth grade IEP students scored better than 35% of the nation's fourth grade students.

Hillcrest fifth grade IEP students scored better than 39% of the nation's fifth grade students.

2004 Hillcrest third grade IEP students scored better than 44% of the nation's third grade students.

Hillcrest fourth grade IEP students scored better than 17% of the nation's fourth grade students.

Hillcrest fifth grade IEP students scored better than 33% of the nation's fifth grade students.

Brookings School District Survey of Teacher's Instructional Strategies and Objectives

Hillcrest School Spring 2004 Results
(Red indicates top three choices in each category)

1. Listed below are examples of instructional strategies. Please read through the entire list and **check the top three instructional strategies** that you implement in your classroom.

(CHECK THREE)

22	Guided Practice	5	Projects/Student Presentations
22	Direct Instruction	4	Labs/Centers
15	Class Discussion	1	Audio Video Instruction
14	Independent Practice	0	Computer Aided Instruction
12	Small Group Instruction	0	Assessment

1. Listed below are examples of instructional objectives. Please read through the entire list and **check the top three objectives** to which you attach the highest relative importance, priority, or emphasis in your classroom.

(CHECK THREE)

26	Ensuring that students learn basic skills and subject matter content
16	Maintaining an orderly learning environment (physical and behavioral)
13	Giving Individual attention to students
10	Improving self-image, or self-worth, of individual students
8	Enriching the course of study or curriculum for students
5	Helping students develop a good system of values
5	Encouraging creativity among students
4	Developing student ability in analytical reasoning and problem solving
3	Diagnosing learning problems of students
2	Experimenting with new teaching techniques
2	Coordination classroom activities with other parts of the school program
1	Helping individual students solve their personal problems

3. Listed below are various factors that may impede, constrain, or handicap you when trying to achieve your instructional objectives. Please read through the entire list and **check the three most important barriers or constraints** you face in trying to achieve the primary objectives you chose in question two.

(CHECK THREE)

17 Difficulty or complexity of the curriculum objectives and standards

14 Conflict with other duties and objectives

14 Lack of educational funding

11 Reactions or expectations of students

7 Reactions or expectations of parents

6 Time

6 Lack of physical facilities or classroom space

6 Reactions or expectations of other teachers

3 Lack of administrative support

2 Official school district policies and procedures

1 Lack of adult help on a consistent basis

1 Too much paperwork

1 Students come in below grade level

1 Lack of classroom resources

1 Lack of parent support

1 Difficult home life for students