

# Hillside Elementary School

## Annual Education Report (AER)

August 16, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for Hillside Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Barbara Elliott, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [www.HCS.com](http://www.HCS.com) or you may review a copy from the principal's office at your child's school.

### Adequate Yearly Progress

For 2009-2010, Hillside did not make Adequate Yearly Progress (AYP) because we did not attain target achievement goals for all subgroups of students in English language arts. The chart below shows that 60.9% of students with disabilities were proficient in the area of language arts. The AYP target was 69% for the 2009-2010 school year.

AYP Data

	Subject	% Tested (Goal 95%)	% Proficient for AYP*
<b>Students with Disabilities</b>			
State			
	English Language Arts / Reading	102.6%	73.1%
	Mathematics	102.2%	76.5%
District			
	English Language Arts / Reading	102.2%	65.4%
	Mathematics	103.2%	65.8%
School			
	English Language Arts / Reading	96.5%	60.6%
	Mathematics	97.7%	69%

If we do not make AYP for two years in a row, we will be identified for school improvement. The following steps will be taken in order to raise the achievement of students with disabilities:

- Increased interventions in language arts
- Increased one to one help in the area of language arts
- Each student's progress will be closely monitored
- Lessons will be tailored to fit the students according on their assessment data
- Increased communication with parents about ways in which to help their child at home in the area of language arts

Hillside Elementary School services students in grades three through five. It is the only upper elementary school building in the district.

## **School Improvement**

School improvement at Hillside Elementary School is an ongoing process. Believing that all students can learn, the school improvement document is designed to increase students' level of academic achievement and help them become life-long learners. Our current school improvement 3-5 year plan is in it's first year of implementation. In the development of our plan, the staff at Hillside has investigated best practices as indicated in research. We recognize the impact that highly effective strategies and instruction can have on student success. As we address our Grade Level Expectations and core academic standards, we look for the best possible methods of teaching for mastery. Workshops, conferences and in-services are attended by staff in an effort to stay current with effective practices. We identify professional development needs based on our school goals, assessment data, and teacher need. Access to the internet has made it possible for staff to research and obtain information on a wide variety of subjects, strategies and programs in a short period of time. The use of blackboard has increased the amount of collaboration between staff.

Hillside strives towards meeting the No Child Left Behind and Education YES! Initiatives. The core academic areas are the focus of our school improvement plan along with providing meaningful parent involvement programs and activities, teacher education and professional development. The staff is committed to ensuring that the students enjoy a safe, drug free environment where they can contribute positively as members of the school community.

Measuring student progress and evaluating program effectiveness is an ongoing process. Data is collected through MEAP, GLCE assessments, Dibels, KC4 assessment and through observation as related to the standards being taught. Where appropriate, data is disaggregated in an effort to develop an effort to determine our greatest area of need and ensure alignment with our goals. On a daily basis, teachers progress monitor their students in order to inform their instruction and to provide the necessary interventions to at-risk students.

The staff at Hillside has developed a variety of ways in which to improve student achievement and to provide additional assistance for at-risk students. A Title I program is provide for identified at-risk students in grades three through five based on data. Currently, the Title I staff consists of three full time teachers. An after school SPARKS program is available to all students.

## Curriculum

Harrison Community Schools has six curriculum leadership teams which allows for vertical alignment of curriculum. They represent reading, writing, math, science, social studies and technology. The teams have representation from grades k through 12 with the exceptions of reading and writing which are k through 8. These teams meet at least six times per year. The goal is to align curriculum, instruction and assessment for all grades. The teams take information / input back and forth between the curriculum leadership teams and their grade level teams. All decisions are made using consensus. Currently, the math curriculum has been organized into binders according to the math strands. The curriculum includes a scope and sequence, National Core Standards, pacing guides, lessons, interventions, Grade Level Expectations and assessments. Teachers are in the process of completing curriculum binders for language arts, science and social studies. While each teacher has their own curriculum binders, a complete set is housed in the office for easy access to parents and other staff members.

## MEAP DATA

Looking at the MEAP data below, it is evident that the scores for all students are on the decline especially in the areas of Reading and Writing. Additionally, the data shows a severe discrepancy between the scores of all students and those with disabilities. As mentioned earlier, our staff has been working to implement new strategies in order to raise the scores of all students.

### *Michigan Educational Assessment Program (MEAP)*

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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### English Language Arts / Reading

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All Students	2008-09	99.2%	86.4%	72.9%	72.9%	16.1%	56.8%	24.6%	2.5%
All Students	2009-10	99%	89.8%	84.7%	84.7%	22.4%	62.2%	14.3%	1%
Female	2008-09	100%	88.3%	83.1%	83.1%	20.3%	62.7%	15.3%	1.7%
Female	2009-10	98%	91.9%	83.7%	83.7%	26.5%	57.1%	16.3%	0%



Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
White	2008-09	100%	88%	65.8%	65.8%	19.3%	46.5%	26.3%	7.9%
White	2009-10	100%	88.9%	78.8%	78.8%	22.1%	56.7%	17.3%	3.8%
Students with Disabilities	2008-09	100%	54.7%	41.4%	41.4%	6.9%	34.5%	41.4%	17.2%
Students with Disabilities	2009-10	100%	58%	41.2%	41.2%	11.8%	29.4%	58.8%	0%
Economically Disadvantaged	2008-09	100%	72.9%	64%	64%	20.2%	43.8%	28.1%	7.9%
Economically Disadvantaged	2009-10	100%	75.7%	77.9%	77.9%	16.9%	61%	19.5%	2.6%

## 05

All Students	2008-09	100%	81.5%	69.6%	69.6%	21.6%	48%	24%	6.4%
All Students	2009-10	100%	85.2%	67.8%	67.8%	22.9%	44.9%	16.1%	16.1%
Female	2008-09	100%	83.4%	70.9%	70.9%	12.7%	58.2%	21.8%	7.3%
Female	2009-10	100%	86.8%	60.4%	60.4%	22.6%	37.7%	15.1%	24.5%
Male	2008-09	100%	79.8%	68.6%	68.6%	28.6%	40%	25.7%	5.7%
Male	2009-10	100%	83.5%	73.8%	73.8%	23.1%	50.8%	16.9%	9.2%
Black or African American	2008-09	<10	63.5%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	70.4%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	80.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	74.6%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	86.9%	69.7%	69.7%	21%	48.7%	23.5%	6.7%
White	2009-10	100%	89.8%	67.5%	67.5%	22.8%	44.7%	16.7%	15.8%
Students with Disabilities	2008-09	100%	49.2%	36.7%	36.7%	13.3%	23.3%	40%	23.3%
Students with Disabilities	2009-10	100%	57.6%	46.7%	46.7%	10%	36.7%	23.3%	30%



Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Pacific Islander									
White	2008-09	99.2%	94.9%	84.9%	84.9%	31.1%	53.8%	15.1%	0%
White	2009-10	100%	96.9%	93.8%	93.8%	30.2%	63.5%	6.3%	0%
Students with Disabilities	2008-09	100%	79.7%	57.1%	57.1%	19%	38.1%	42.9%	0%
Students with Disabilities	2009-10	100%	87.8%	100%	100%	16.7%	83.3%	0%	0%
Economically Disadvantaged	2008-09	100%	85.7%	83.3%	83.3%	25%	58.3%	16.7%	0%
Economically Disadvantaged	2009-10	100%	91.9%	97%	97%	25.4%	71.6%	3%	0%

## 04

All Students	2008-09	100%	87.9%	79.1%	79.1%	18.3%	60.9%	18.3%	2.6%
All Students	2009-10	100%	92.3%	93.6%	93.6%	27.5%	66.1%	6.4%	0%
Female	2008-09	100%	87.9%	72.5%	72.5%	13.7%	58.8%	23.5%	3.9%
Female	2009-10	100%	92.9%	94.4%	94.4%	25.9%	68.5%	5.6%	0%
Male	2008-09	100%	87.8%	84.4%	84.4%	21.9%	62.5%	14.1%	1.6%
Male	2009-10	100%	91.6%	92.7%	92.7%	29.1%	63.6%	7.3%	0%
Black or African American	2008-09	<10	73.8%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	89.5%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	92%	78.9%	78.9%	18.4%	60.5%	18.4%	2.6%
White	2009-10	100%	95.1%	93.3%	93.3%	27.6%	65.7%	6.7%	0%
Students with Disabilities	2008-09	100%	68.1%	51.7%	51.7%	6.9%	44.8%	41.4%	6.9%
Students with Disabilities	2009-10	100%	80%	78.9%	78.9%	15.8%	63.2%	21.1%	0%
Economically	2008-	100%	80.4%	77.5%	77.5%	16.9%	60.7%	19.1%	3.4%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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Disadvantaged	09								
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Economically Disadvantaged	2009-10	100%	87.8%	92.3%	92.3%	26.9%	65.4%	7.7%	0%
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All Students	2008-09	100%	76.8%	56.8%	56.8%	12.8%	44%	30.4%	12.8%
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All Students	2009-10	100%	79.5%	48.7%	48.7%	11.8%	37%	37%	14.3%
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Female	2008-09	100%	75.8%	54.5%	54.5%	5.5%	49.1%	30.9%	14.5%
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Female	2009-10	100%	79.6%	37.7%	37.7%	5.7%	32.1%	39.6%	22.6%
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Male	2008-09	100%	77.8%	58.6%	58.6%	18.6%	40%	30%	11.4%
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Male	2009-10	100%	79.4%	57.6%	57.6%	16.7%	40.9%	34.8%	7.6%
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Black or African American	2008-09	<10	55.2%	<10	<10	<10	<10	<10	<10
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Black or African American	2009-10	<10	62.5%	<10	<10	<10	<10	<10	<10
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American Indian or Alaska Native	2008-09	<10	72.3%	<10	<10	<10	<10	<10	<10
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Hispanic or Latino	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
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White	2008-09	100%	83%	57.1%	57.1%	12.6%	44.5%	30.3%	12.6%
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White	2009-10	100%	84.3%	48.7%	48.7%	12.2%	36.5%	36.5%	14.8%
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Students with Disabilities	2008-09	100%	46.9%	25.8%	25.8%	9.7%	16.1%	48.4%	25.8%
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Students with Disabilities	2009-10	100%	52.8%	29%	29%	3.2%	25.8%	48.4%	22.6%
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Economically Disadvantaged	2008-09	100%	64.4%	49.4%	49.4%	13.5%	36%	36%	14.6%
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Economically Disadvantaged	2009-10	100%	69.8%	48%	48%	13%	35%	39%	13%
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All Students	2008-09	100%	79.9%	76.5%	76.5%	44.3%	32.2%	16.5%	7%
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Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Female	2008-09	100%	80.9%	76.6%	76.6%	40.4%	36.2%	21.3%	2.1%
Male	2008-09	100%	78.9%	76.5%	76.5%	47.1%	29.4%	13.2%	10.3%
Black or African American	2008-09	<10	61.2%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	85.2%	76.8%	76.8%	43.8%	33%	16.1%	7.1%
Students with Disabilities	2008-09	100%	45.5%	38.1%	38.1%	9.5%	28.6%	38.1%	23.8%
Economically Disadvantaged	2008-09	100%	69%	72.2%	72.2%	43%	29.1%	21.5%	6.3%

Science

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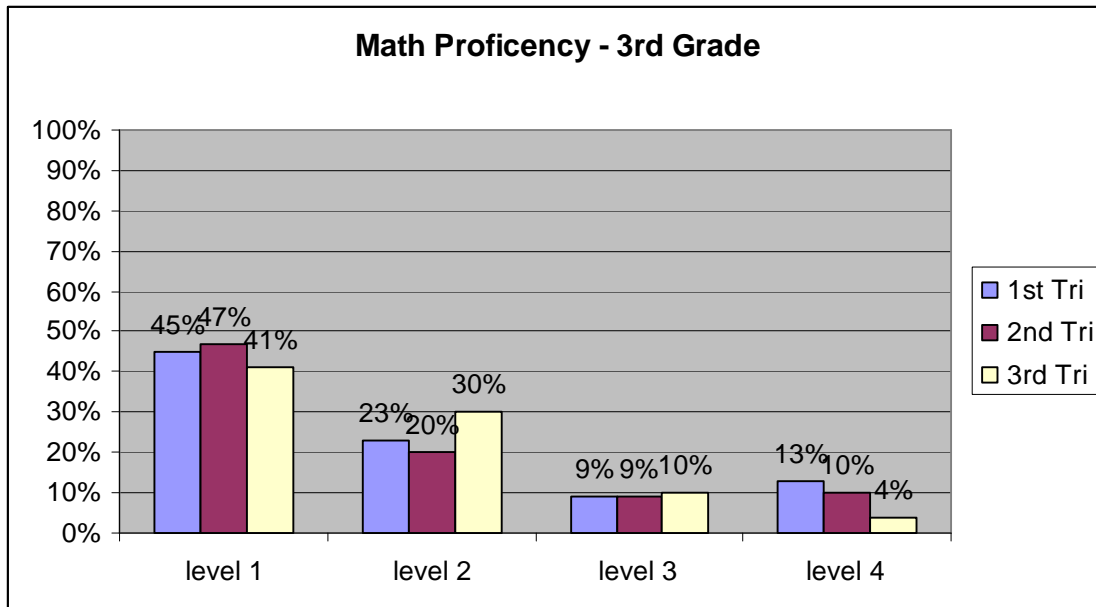
All Students	2008-09	100%	83.1%	71.4%	71.4%	26.2%	45.2%	18.3%	10.3%
All Students	2009-10	100%	81%	73.1%	73.1%	23.5%	49.6%	21.8%	5%
Female	2008-09	100%	83.3%	65.5%	65.5%	21.8%	43.6%	23.6%	10.9%
Female	2009-10	100%	81.1%	66%	66%	13.2%	52.8%	28.3%	5.7%
Male	2008-09	100%	82.9%	76.1%	76.1%	29.6%	46.5%	14.1%	9.9%
Male	2009-10	100%	80.8%	78.8%	78.8%	31.8%	47%	16.7%	4.5%
Black or African American	2008-09	<10	61.8%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	59.6%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	83.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	68.8%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	89.4%	70.8%	70.8%	26.7%	44.2%	18.3%	10.8%
White	2009-10	100%	87.5%	73%	73%	23.5%	49.6%	22.6%	4.3%
Students with Disabilities	2008-09	100%	63.6%	48.4%	48.4%	19.4%	29%	35.5%	16.1%

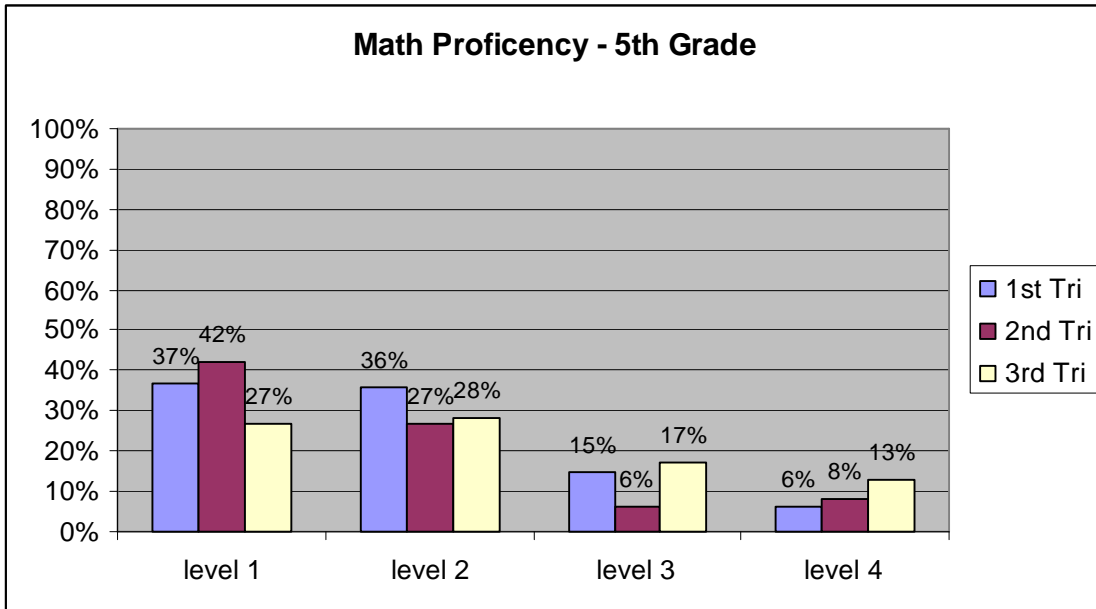
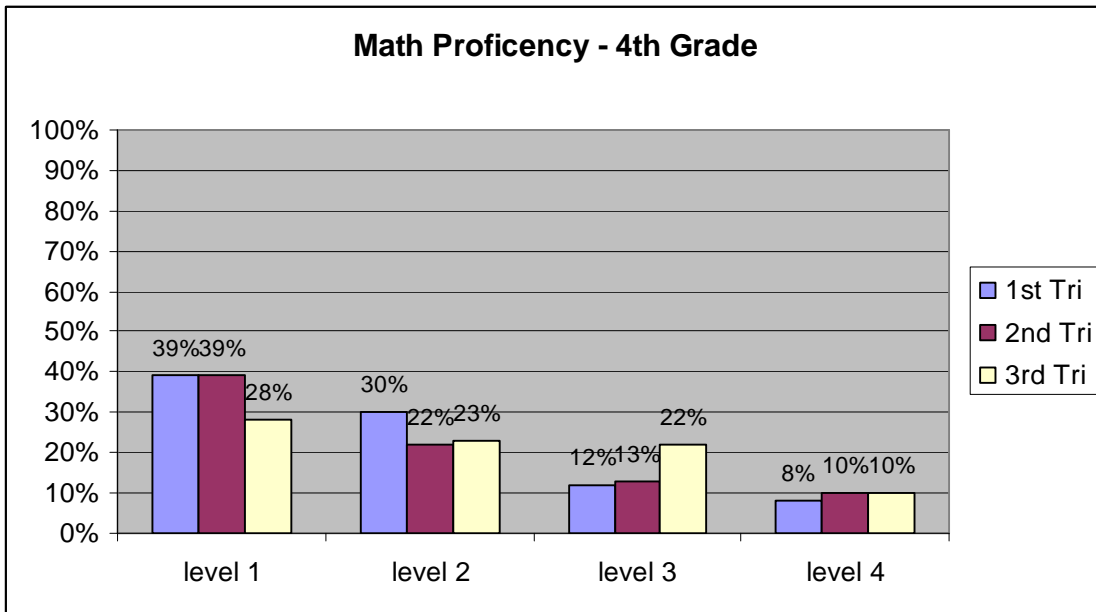
Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Students with Disabilities	2009-10	100%	60.7%	61.3%	61.3%	9.7%	51.6%	32.3%	6.5%
Economically Disadvantaged	2008-09	100%	72.3%	66.7%	66.7%	20%	46.7%	21.1%	12.2%
Economically Disadvantaged	2009-10	100%	70.6%	73%	73%	21%	52%	22%	5%

## Local Assessments

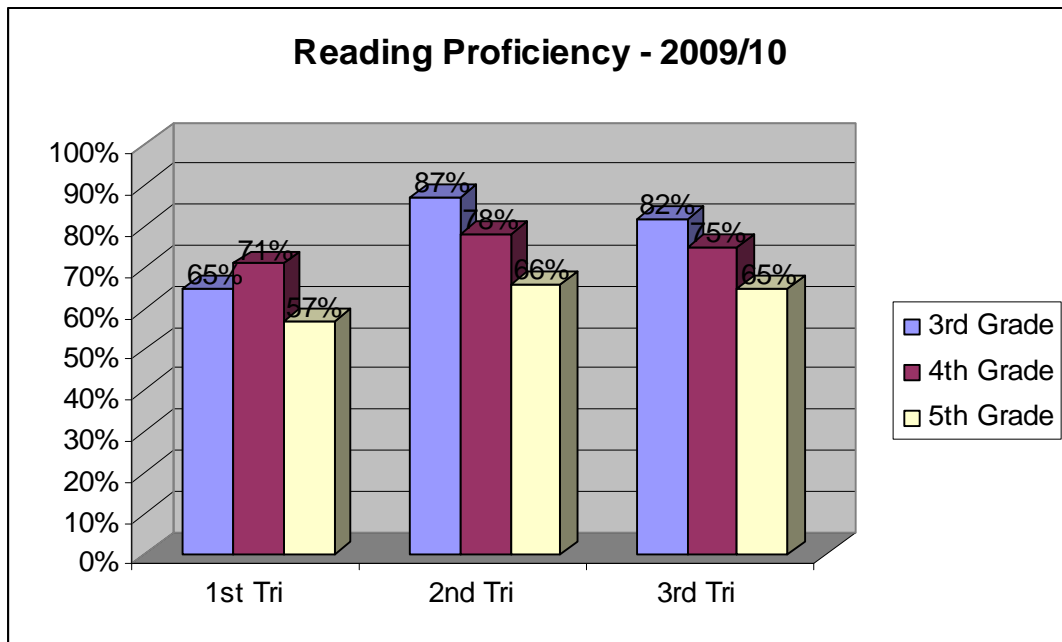
Additionally, our school uses local assessments three times per year to ensure that all students are making progress and if not, specific interventions are implemented.

The charts below indicate our math scores for each trimester. Level 1 and 2 are considered proficient while levels 3 and 4 are below grade level.





The chart below indicates our students' reading proficiency throughout the year. All grade levels made gains from the first trimester to the last. However, it is evident that fourth grade made the least progress. Consequently, this will be a target area for improvement for the next school year.



## Parent Teacher Communication

Hillside hosts parent-teacher conferences each fall. For the 2009-2010 school year, 266 students, or 81%, were represented by parents or guardians. Report cards are sent home once per trimester. Progress reports are sent out every two weeks and weekly to those students who are at risk of failing. Additionally, parents have access to view their child's progress on-line through Skyward. Parents may request conferences with individual teachers at any time. Teachers may also request an individual conference with parents through the year. A meeting is scheduled each fall with interested parents to discuss and review the Hillside Elementary Annual Report. Parental involvement will continue to be an on-going process throughout the year. Invitations are sent to parents whenever there are upcoming special presentation, projects, workshops or meetings. We also utilize parents and community members as guest speakers in classrooms. These presentations may be coordinated with subject areas and/or current events, which link the importance of mastering the necessary skills needed to lead a successful and productive life.

## Highly Qualified Teachers

### December, 2009 School-Level Teacher Quality Reporting for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Hillside Elementary School

	Other B.A. M.A. Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0    16    8    0

*Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers*

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification 0%

**School  
Aggregate**

Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers 0%

The staff at Hillside Elementary School will diligently continue to collect and analyze student data in order to make informed educational decisions for all students. Additionally, the data will also drive our professional development needs as outlined in our school improvement plan. We are committed to providing the best education for our students at Hillside Elementary School. Our safe, friendly and positive atmosphere ensures that our students feel secure, relaxed and cared for as they learn and achieve throughout the school year. We also provide parents with a parent resource center filled with materials and information to help their child at home. Our Parent Liaison Coordinator along with the staff strives to make parental involvement a top priority since the link between positive parental involvement and student achievement is great. If you would like to know more about Hillside, or have questions regarding this report, please do not hesitate to contact our office at (989)539-6902.

Sincerely,

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