



Principal	Ms. Elliott
Secretary	Mrs. Urbaniak
Teaching Staff	
Third Grade	Ms. Clark, Mrs. Lubs, Mrs. Merillat, Mrs. Romanowski
Fourth Grade	Ms. Bristol, Ms. Brady, Mrs. Taylor, Ms. VanDyke, Mrs. Kernen
Fifth Grade	Ms. Jensen, Mr. Foote, Mr. Long, Mrs. Thelen, Mrs. Petersch
Sixth Grade	M s . B i n d e r , M s . M a n z , Mrs. Weaver, Mrs. Yenkel
Special Education	Mrs. Blain, Ms. Hollis, Mrs. Kreider, Mrs. Rauch, Mrs. Roe
Title I Teachers	Mrs. Andera, Ms. Rhodes, Mrs. Venglar, Ms. Cavanagh
Physical Education	Mr. Brohl
Music	Mrs. Gould
Health	Mrs. Blystone
Playground Aides	Mrs. Gillespie, Mrs. Stamper
Special Ed. Aides	Mrs. Anderson, Mrs. Schmelter, Mrs. Schmitner, Mrs. Sharp, Mrs. Smith, Mrs. Howey, Mrs. Nosedo, Mrs. Hamell, Mrs. Ledford
The HIVE	Mrs. Krawczynski
School Nurse	Mrs. Robinson
Social Worker	Mrs. Wheeler
Speech Pathologist	Mrs. Cooper
School Psychologist	Mrs. Thompson, Mrs. McNeilly
Occupational Therapist	Mrs. Guoan

Hillside Elementary School



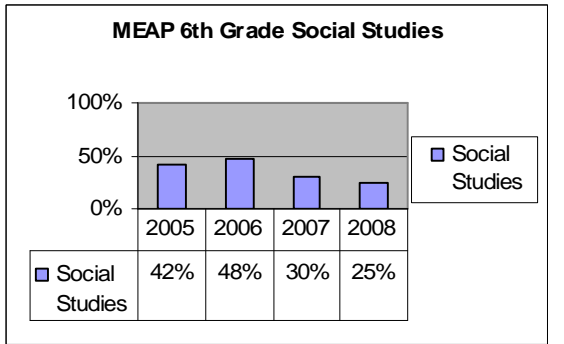
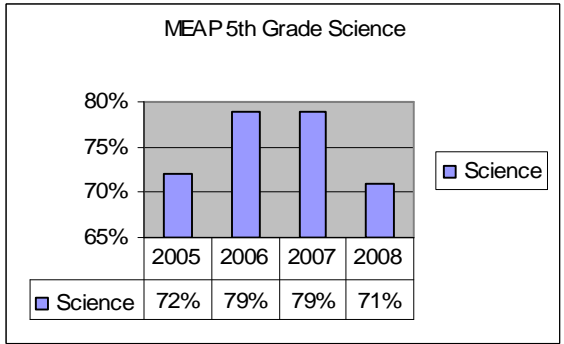
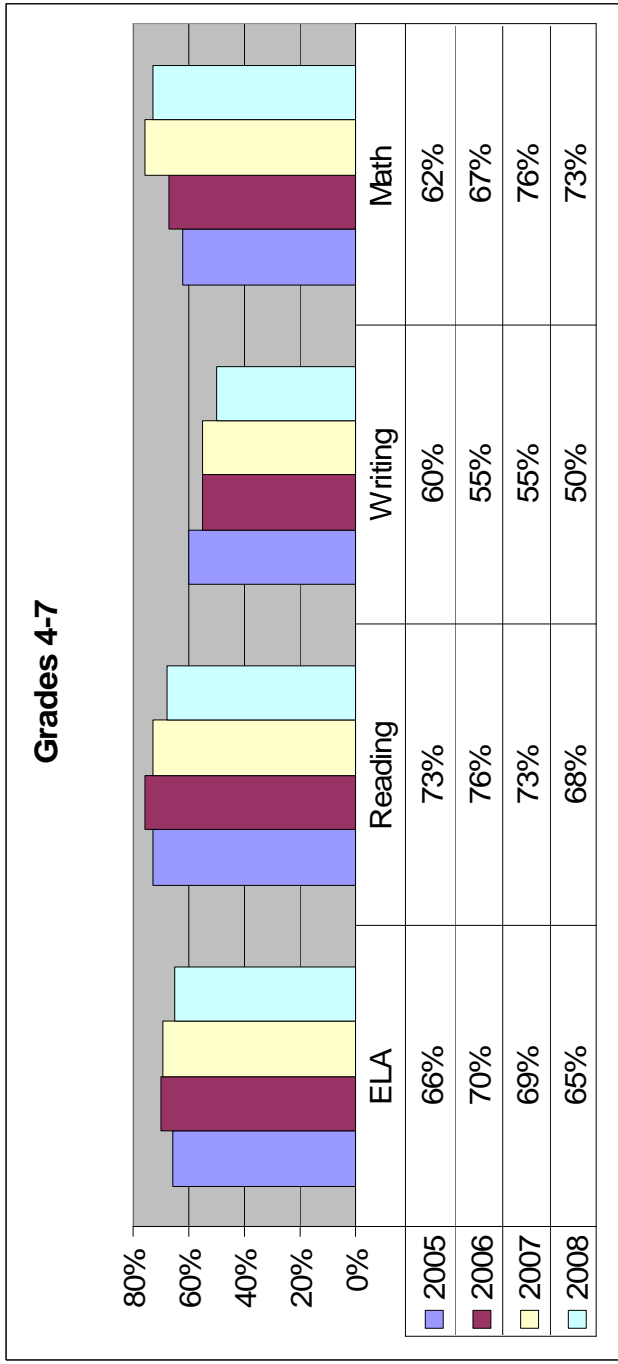
Annual Report To Parents 2008-2009 School Year

Our Mission Statement
As a school community we prepare children to be lifelong learners and effective citizens by setting high standards and working together to attain this goal.

Hillside Elementary School
 201 N. 4th Street
 Harrison, MI 48625

The Road to Success Begins at Hillside Elementary School!

STUDENT ACHIEVEMENT



ADEQUATE YEARLY PROGRESS (AYP)

The state's objectives for 2008-2009, expressed as percent of students proficient are (Elementary): ELA 59%, MATH 65%.

Hillside Elementary has met AYP targets in both math and language arts for 2007 and 2008.

ACHIEVEMENT GAP DATA

MEAP data is examined and used as a tool to monitor our progress school-wide. To ensure the best possible education for all students, scores are disaggregated based on several determining factors, such as: gender, race, English language proficiency, disability status, and economic status. The information below outlines the categories where discrepancies existed.

Gender: When comparing ELA scores based on gender, girls scored significantly higher than boys in grades 3, but lower in grade 4. In 5th and 6th, there was no significant gender gap. This trend is repeated in the area of Reading. In math, the gender discrepancy was not significant for 3rd grade, but by 4th grade males scored 18 percentage points higher than females. There was no significant gender gap in grades 5 and 6.

Percentages are based on the total number of students assessed.

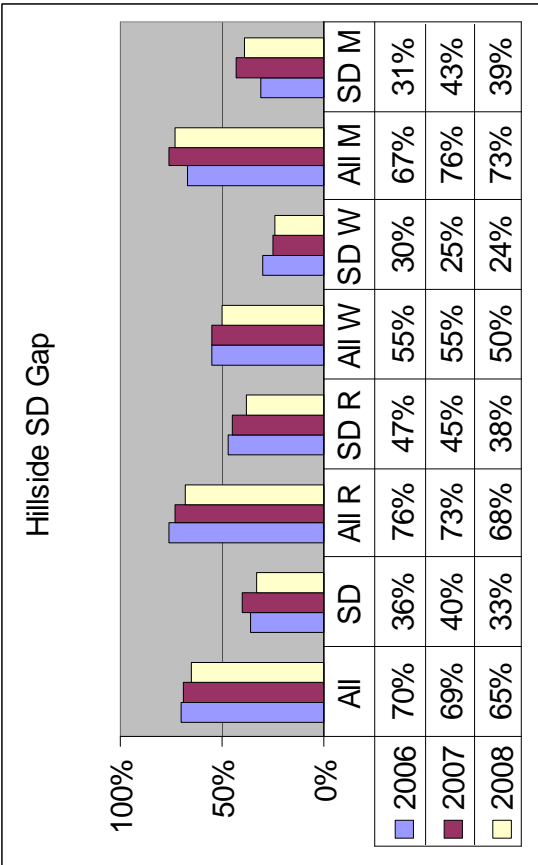
Achievement Gap Data Con't

Economic Status: When comparing economically disadvantaged (ED) students to non-economically disadvantaged students, those students who are economically disadvantaged scored lower than their non-ED peers in all grade levels and all subjects, with the exception of 4th grade math, where the discrepancy existed but was not significant.

Disability Status: The biggest discrepancies appeared when comparing students with disabilities to those without. See the table below for exact numbers.

The scores for reading and writing showed similar trends, where students with disabilities scored significantly lower than their peers without disabilities.

Response to Intervention model has been implemented to ensure first best practice instruction, and timely intervention.



CORE CURRICULUM

Harrison Community Schools follows the State of Michigan's Grade Level Content Expectations (GLCE's) for all subject areas. The alignment of the GLCE's with classroom instruction is continuous. The Kent County Curriculum (KC4) is being used by all teachers as a resource for supporting the GLCE's. The KC4 includes Language Arts, Math, Science, and Social Studies.

ACCREDITATION

PA 25 requires that our school report on state accreditation status. Under *Education YES!*, Hillside Elementary School has earned a grade of **B**. Scores range from A to D. Our goal is to obtain an A rating from *Education YES!* We anticipate that through the SMART goals we set in our 5 year School Improvement Plan, and our yearly Action Plans, we will reach this goal in the 2010-2011 school year.

TEACHER QUALIFICATIONS

The professional qualifications of teachers are available upon request. Currently, all teachers are highly qualified under the rules set forth by the No Child Left Behind act. There is no one teaching with emergency credentials.

SCHOOL IMPROVEMENT

Hillside Elementary School initiated its school improvement planning process during the 1990-1991 school year. A school improvement team is actively involved in effective school research. A comprehensive school improvement plan has been written and was recently evaluated and updated for the next five years. We are currently in the first year of the 5 year planning and evaluation cycle. This plan includes all requirements of both PA 25, NCLB, and the Title I Reauthorization Act.

Hillside Elementary School Improvement Plan is a working document developed by staff, parents and community. This plan is designed to increase all students levels of success, and help them become life long learners, and positive contributing members of society. Our plan is based on research and best practice. Each strategy was chosen with our specific goals in mind. This plan is evaluated and revised as our needs and goals change with our students and society. Our plan will support the district-wide curriculum alignment. It will involve implementation, monitoring, and evaluation (to include teacher tests, MEAP, School-wide testing, and the Michigan Literacy Progress Profile) to assure the continuation of the process.

ACADEMIC GOALS 2008-2009

Assessment data shows that writing is our district's greatest area of need. It also illuminates the need for a focus on improving the education for our students with disabilities. Considering these factors, and other data as well, the following goals have been set by the district's Leadership teams for the School Improvement Plan.

- All students at Hillside Elementary will be proficient writers.
- All students at Hillside Elementary School will be proficient readers.
- By 2011-2012 80% of all students will score proficiently on the math portion of the MEAP test.
- At Hillside Elementary, teachers will focus on using small groups and individual instruction to help meet the needs of all learners in a timely manner.
- The teachers at Hillside Elementary will implement the use of a Literacy Framework to ensure consistency of instruction throughout classrooms and across grade levels.

Leadership teams have been formed for Math, Reading, Writing, Science, Social Studies, and Technology. These committees have representation from each grade level, special education and Title I. With this vertical design through the grade levels, better communication and more continuity can be achieved. Each team meets on a regular basis to discuss what is being taught in each area. The team looks at data to determine whether or not students are truly learning what is being taught—and if not, the teams discusses ways in which those students can be supported in order to achieve.

POINTS OF PRIDE

- Thinking Maps Trainers (in-house)
- 90-120 minutes of uninterrupted Language Arts instruction
- Professional Learning Communities (PLC's)
- Active participation in the Clare-Gladwin Reading Council
- Host for SPARKS after school program
- School-wide testing of all students in the areas of Reading/Comprehension, and Writing (3 times per year)
- SMART Schools goal writing process / Quality Leadership by Design (QLD)
- Young Authors Writing Contest
- Subject Area Leadership Teams
- Vocabulary Focus—Partnership with CMU

SPECIALIZED PROGRAMS

- HIVE Behavior Center
- Accelerated Reading & Math
- School-wide Title I
- Assemblies and visiting authors
- America Reads Tutoring Program from CMU
- Work-Study partnership with MMCC

PARENT & COMMUNITY INVOLVEMENT

- Parent –Teacher Organization
- Weekly Newsletter
- Junior Achievement / Helping You Helping Me
- Classroom volunteers & visiting speakers
- Field Trips
- 3rd annual school-wide Holiday dinner

