



Harrison Community Schools

P.O. Box 529 • 224 W Main St. •
Harrison, Michigan 48625 (989) 539-7871

April 7, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for the Robert M. Larson 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 Julie A. Rosekrans, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site www.harrisonschools.com or you may review a copy in the principal's office at your child's school.

During the 2014 – 2015 school year staff analyzed state assessment data and determined that students struggle in the area of Reading Comprehension and Math in all areas.

READING- On the 2014-2015 MI-Step, 31.5% of the third grade students were proficient on the reading state assessment. Furthermore, the gap in Reading between males and females is 17% with more females scoring proficient. The gap between non-disabled and disabled students is a concern.

MATH- On the 2014-2015 MI-Step, 31.1% of the third grade students were proficient on the math state assessment. Again the gap between non-disabled and disabled students is a concern and the sub-group was less than 10 students.

To address both areas staff implemented a Collaborative Intervention time in the school schedule. To decrease the achievement gap while increasing all students' achievement, a Common Intervention will be implemented that focuses on students' at risk of academic failure and there are of need. The Intervention will be implemented with fidelity using best practice strategies, small group instruction, and professional development. To evaluate student growth the building will use Reading and Math benchmark assessments.

Description of the School

Larson Elementary Schools serves students in Kindergarten, First Grade and Second Grade. Programs and services provided at the school include English Language Arts, Mathematics, Science, Social Studies, school-wide Title I Support, Family and Community Liaison, Police Liaison, Early Childhood GSRP Program, Balanced Literacy Framework, Second Grade Spelling Bee, Technology Programs, Breakfast Program, Parent Workshops, Family Nights, SPARKS, PTO, Skyward Reporting for Parents, Technology, Music Programs, Health and Wellness, Extended Learning Opportunities, and Community Collaboration and Support. We employ the most up-to-date, research based instructional practices. Our friendly, caring atmosphere provides our students with a great place to learn.

The staff at Larson Elementary 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 and latest technology for our students at Larson Elementary School. Each room has a document camera, LCD projector, Apple TV and Ipads/tablets/laptops. 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 Family and Community Liaison along with the staff strive to make parental involvement a top priority since the link between positive family engagement and student achievement is great.

Process for Assigning Pupils to the School

All district pupils in Kindergarten, First Grade and Second Grade are assigned to Larson Elementary School since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

School Improvement Process

School improvement at Larson 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 its second year of implementation. In the development of our plan, the staff at

Larson 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 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.

Status of School Improvement Plan

A copy of the School Improvement Plan is available on the school website at www.harrisonschools.com and a paper copy can be accessed from the principal’s office or parent resource area. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
Goal 1 Reading All students at Larson Elementary School will make progress towards becoming proficient readers.			
Strategy: Compare and Contrast Teachers will create opportunities for students to compare, classify, and create metaphors, analogies and graphic representations. Teachers will focus student thinking on analyzing pairs of ideas, the Compare & Contrast strategy strengthens students' ability to remember key content. Teachers will use Compare & Contrast as a practical and easy-to-use introduction to higher-order thinking, improve comprehension by highlighting important details, making abstract ideas more concrete, and reducing the confusion between related concepts, strengthens students' writing skills by providing a simple structure that helps them organize information and develop their ideas with greater clarity and precision. Using Compare & Contrast in the classroom will help students develop these habits of mind: thinking flexibly; thinking about thinking (metacognition); striving for accuracy; applying past		X	

<p>knowledge to new situations; and thinking and communicating with clarity and precision. Teachers will use Thinking Maps (Double Bubble) to help students organize their thought process around Comparing and Contrasting.</p>			
<p>Strategy: Close and Critical Reading Teachers will provide opportunities for students to close and critically read text while examining meaning thoroughly and methodically, while encouraging students to read and reread deliberately. Teachers will direct students' attention on the text itself empowering students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole.</p>		X	
<p>Goal 2 Writing All students at Larson Elementary School will make progress in becoming proficient in writing.</p>			
<p>Strategy: Compare and Contrast Teachers will create opportunities for students to compare, classify, and create metaphors, analogies and graphic representations. Teachers will focus student thinking on analyzing pairs of ideas, the Compare & Contrast strategy strengthens students' ability to remember key content. Teachers will use Compare & Contrast as a practical and easy-to-use introduction to higher-order thinking, improve comprehension by highlighting important details, making abstract ideas more concrete, and reducing the confusion between related concepts, strengthens students' writing skills by providing a simple structure that helps them organize information and develop their ideas with greater clarity and precision. Using Compare & Contrast in the classroom will help students develop these habits of mind: thinking flexibly; thinking about thinking (metacognition); striving for accuracy; applying past knowledge to new situations; and thinking and communicating with clarity and precision. Teachers will use Thinking Maps (Double Bubble) to help students organize their thought process around Comparing and Contrasting.</p>		X	
<p>Strategy: Support and Elaboration Teachers will provide instruction using Write From the Beginning and the mini-lessons to increase support and increase the quality of elaborative details in students' writing. Students will learn how to use concrete, specific details, and relevant information to construct mental images for their readers. The quality of the details and their relevance to the topic will be a focus for writing in all genre areas for each grade level.</p>		X	
<p>Goal 3 Mathematics All students at Larson Elementary School will make progress in becoming proficient in math.</p>			
<p>Strategy: Addition and Subtraction Fluency Teachers will support all students in developing a quick recall of single-digit addition and subtraction facts from 0-10. Teachers will use strategies and activities to help all students increase their understanding of math skills and automaticity of basic math facts so students can focus on other aspects of the task being asked of them. Automaticity will be developed through ongoing practice and</p>		X	

<p>engagement with basic math facts tasks. A variety of opportunities to explore basic math facts will be provided before engaging in practice tasks designed to promote automatic recall. An instructional approach in which students can investigate the conceptual understanding of basic facts, explore strategic practice in order to automatically recall the facts will be provided to build a strong and balanced foundation for mastery.</p>			
<p>Strategy: Problem Solving Teachers will make problem solving as the central focus in math lessons. Teachers will support all students in becoming problem solvers by accurately computing answers, figuring out how to build equations that correspond to problem situations and to express their thought process in writing. Teachers will teach all students to build new mathematical knowledge through problem solving, solve problems that arise in mathematics and in other content areas, apply and adapt a variety of appropriate strategies to solve problems, and to monitor and reflect on the process of mathematical problem solving. Discussion will focus on the connection between the meaning of problem solving and the basic math facts involved. Students will learn to reason and to communicate in many different ways. They will represent their work by writing, drawing pictures or diagrams, using objects, and making tables and charts. Connections will be made among content areas as well as between mathematics and real-life situations.</p>		X	
<p>Goal 4 Science All students at Larson Elementary School will make progress at becoming proficient in science.</p>			
<p>Strategy: Compare and Contrast Teachers will create opportunities for students to compare, classify, and create metaphors, analogies and graphic representations. Teachers will focus student thinking on analyzing pairs of ideas, the Compare & Contrast strategy strengthens students' ability to remember key content. Teachers will use Compare & Contrast as a practical and easy-to-use introduction to higher-order thinking, improve comprehension by highlighting important details, making abstract ideas more concrete, and reducing the confusion between related concepts, strengthens students' writing skills by providing a simple structure that helps them organize information and develop their ideas with greater clarity and precision. Using Compare & Contrast in the classroom will help students develop these habits of mind: thinking flexibly; thinking about thinking (metacognition); striving for accuracy; applying past knowledge to new situations; and thinking and communicating with clarity and precision. Teachers will use Thinking Maps (Double Bubble) to help students organize their thought process around Comparing and Contrasting.</p>		X	
<p>Strategy: Disciplinary Literacy Teachers will focus at the elementary level on foundational reading, when expanded to include engaging experiences connected to informational texts, vocabulary, and writing for content-specific purposes builds background knowledge and skills in each discipline. This increases opportunities for success as students approach more rigorous content in those disciplines (Alliance for Excellent Education, 2011). Reading, writing, speaking, listening and critical thinking will be integrated into</p>		X	

<p>each discipline across all grades so that all students gradually build knowledge and skills toward college and career readiness. Teachers will offer students opportunities to develop the ability to, for example, think like a scientist, write like a historian, critique like an artist, problem-solve like an auto mechanic, or analyze technological advances like a health care technician. As literacy skills develop, teachers will gradually shift the responsibility for reading, writing, listening, speaking and critical thinking to students through guided supports in both individual and collaborative learning experiences.</p>			
<p>Strategy: Implementation of Next Generation Science Teachers will use the science processes to teach students how to generate questions, conduct investigations, and develop solutions to problems through reasoning and observation. Teachers will teach the students how to analyze and present their findings which lead to future questions, research and investigations. Students will apply knowledge in new situations, to solve problems by generating new ideas and to make connections between what they learned to the world around them. The expectation is to increase students' skills for inquiry by asking them to make quantitative measurements and organize data into charts and graphs that will provide students with evidence when communicating scientific ideas. Students will be given the opportunity to plan and conduct simple investigations with data collection within the physical, life and earth science content. The experiences in the classroom inspire a sense of wonder and enthusiasm that leads to the opportunity for students to generate questions based on observations.</p>	X		
<p>Goal 5 Social Studies All students at Larson Elementary School will make progress at becoming proficient in social studies.</p>			
<p>Strategy: Compare and Contrast Teachers will create opportunities for students to compare, classify, and create metaphors, analogies and graphic representations. Teachers will focus student thinking on analyzing pairs of ideas, the Compare & Contrast strategy strengthens students' ability to remember key content. Teachers will use Compare & Contrast as a practical and easy-to-use introduction to higher-order thinking, improve comprehension by highlighting important details, making abstract ideas more concrete, and reducing the confusion between related concepts, strengthens students' writing skills by providing a simple structure that helps them organize information and develop their ideas with greater clarity and precision. Using Compare & Contrast in the classroom will help students develop these habits of mind: thinking flexibly; thinking about thinking (metacognition); striving for accuracy; applying past knowledge to new situations; and thinking and communicating with clarity and precision. Teachers will use Thinking Maps (Double Bubble) to help students organize their thought process around Comparing and Contrasting.</p>		X	
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Core Curriculum Status

Larson Elementary School has implemented the Common Core State Standards. Each grade level is responsible to update their curriculum maps, pacing guides, and assessments/evaluations. A copy of the Core Curriculum is available in the principal's office either electronically or by paper format. Also, staff members have content/grade level documents in their classrooms. During the 2014-2015 school year staff continue to work on all curriculum and implementing strategies in the classrooms. To this time we are not making any variances from the State's Model.

English Language Arts

The English Language Arts curriculum follows the Common Core State Standards approved by Michigan's State Board of Education. Building educators utilize Benchmark Education Literacy, Write From the Beginning and supplemental resources, which are verified by research conducted by the school improvement team and district curriculum committees. The entire staff will continually to upgrade instruction skills in language arts and attends professional development activities.

Mathematics

The Mathematics curriculum follows the Common Core State Standards approved by Michigan's State Board of Education. Building educators utilize My Math and supplemental resources verified by research conducted by the school improvement team and district curriculum committees. The entire staff will continually to upgrade instruction skills in mathematics and attends professional development activities.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators will utilize the Next Science Generation practices in the 2016/2017 school year. The entire staff will continually to upgrade instruction skills in the science practices and attends professional development activities.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize the Micitizenship curriculum along with supplemental resources verified by the building school improvement team, and district curriculum team. The entire staff will continually to upgrade instruction skills in the science practices and attends professional development activities.

Highly Qualified Staff

Larson Elementary School is committed to making sure that all of its teachers and staff are Highly Qualified in accordance with the No Child Left Behind (NCLB) Act of 2001. Currently each of the buildings teachers holds a valid State of Michigan teaching certificate for the position to which he or she is assigned. NCLB states that parents must be informed of their right to know a teacher's qualifications.

According to information submitted to the Michigan Department of Education's Registry of Education Personnel (REP), 100% of Larson Elementary Teachers met the highly qualified standards for the classes they teach.

Family Engagement Policy

It is the policy of Larson Elementary Schools to fully implement family engagement programs, activities and procedures with meaningful consultation with parents of participating children. One percent of funding has been dedicated to family engagement activities. Such programs, activities and procedures shall be planned and implemented with meaningful consultation with families of participating children.

Larson Elementary School

Title I School-Wide Family Engagement Policy

Vision

Families are their children's first and most important teachers. When the school and families are involved cooperatively, positive results occur. These include high student achievement, reduced absenteeism, improved behavior, and a feeling of confidence regarding the partnership between home and school.

Part I: Policy Engagement

The Larson Elementary Title I School-Wide Family Engagement Policy was created as a collaborative effort between families and staff. Families played a key role in the development of this policy and we will continue to utilize their feedback and suggestions in order to update and improve our School-Wide Title I Program. 1118(b)

Convene an annual meeting: 1118 (c) (1)

Larson Elementary School will:

- *Hold an annual meeting for all families at the first Parent-Teacher-Organization meeting in September.*
- *The purpose of the meeting will be to share the School-wide School Improvement Plan, review and evaluate the Family Engagement Policy, and to explain our Title I program and how families can be involved to help their child be successful.*
- *Families will be notified of the meeting through way of the school newsletter informing them of the time and date.*
- *Hold a meeting to present the Annual Report at our second PTO meeting at the end of September.*

Offer flexible meeting times & varied activities designed to support and encourage the engagement of all parents: 1118 (c) (2)

Larson Elementary School will ensure the engagement of all parents by offering the following activities:

- *Family Orientation Night (curriculum based)*
- *Monthly Family Academic Workshops (Childcare Provided)*
- *Parent/Family Teacher Conferences*
- *Monthly PTO Meetings*
- *Flexible IEP Times*
- *Family Engagement Coordinator*
- *Fall Open House*
- *Progress reports as needed*
- *PA25 Annual Report*
- *Family participation with building school improvement tasks*
- *Two way communication*
- *Student / Family/ School Compact*
- *Family Volunteers*

Engage families in planning, reviewing, implementing and improving the School-Wide Title 1 program, including the School and District Family Engagement Policy: 1118 (c) (3)

Larson Elementary School will ensure the engagement of families in planning, reviewing, implementation and improving the School-Wide Title 1 program by:

- *Reviewing the School-Wide Title I Family Engagement Policy at the first PTO meeting in September.*
- *Posting the Family Engagement Policy for families to review during the fall Parent/Family Teacher conferences in a visible location. A suggestion box under the plan will make it possible for families to share suggestions.*
- *Reviewing and distributing the family-school compact at our fall PTC's.*
- *Conducting a family survey for all families using Survey Monkey. Surveys will be conducted during the fall PTC's.*
- *Placing a suggestion box in a visible location for continued communication between families and school all year. Reviewing suggestions and comments at monthly PTO meetings. Acting on these suggestions made by stakeholders as appropriate. Revision will be made to the School-Wide Title I Family Engagement Policy as needed based on the family survey and suggestion box.*
- *Hold a Title I meeting in January at flexible times to review the title I program, family engagement policy and ask for suggestions for improvement. Provide families with a short survey so they may provide feedback on the program. These suggestions will be used to revise the family school compact and family engagement policy.*
- *Expanding all avenues of communication with families (school newsletters, district publications, School Messenger and website) to increase family engagement in the school-wide Title I program.*

Provide timely information about the School-Wide Title 1 Program, the academic curriculum, assessments used to measure progress, and grade level expectations: 1118 (c) (4) (A) (B)

Larson Elementary School will provide timely information through:

- *Monthly Family Academic Workshops (Childcare Provided)*
- *Parent/Family Teacher Conferences – November/December and February*
- *Monthly PTO Meetings*
- *Annual Title I Meeting*
- *Flexible IEP Times*
- *Family Engagement Coordinator*
- *Fall Open House*
- *Progress reports and report cards*
- *PA25 Annual Report*
- *Family participation with building school improvement tasks*
- *Two way communication – Telephone calls, E-mail correspondence*
- *Student / Family School Compact*
- *Family Volunteers*

- *District Web Site – Policy and Compact available on web site*
- *Home visits*
- *Family/Student handbook*
- *Weekly take home folders*
- *School/classroom newsletters*
- *Early Childhood conferences, “Here We Come” to kindergarten transition meeting with all preschools in the district, Early Childhood Curriculum and Parent Meeting (childcare provided)*

Provide families the opportunity to interact with teachers regarding the education of their children. Include families in the decision making process and utilize their suggestions for improvement. Revise the School-Wide plan to meet student and families need and share revisions with LEA: 1118 (c) (4) (C) & 1118 (c) (5)

Larson Elementary School will provide families an opportunity to interact with their child’s school by:

- *Family suggestion box located in a visible location where families can make suggestions for improvement and comments regarding the School-Wide Title I Program. Include School-Wide Title I as a monthly agenda item at PTO meetings and share suggestions. Utilize family feedback to revise and update our School-Wide Title I program to meet the needs of families and students. Share suggestions and comments with the LEA and act on suggestions as appropriate*
- *Conduct a family survey at the fall Parent/Family Teacher conferences for all families using Survey Monkey. Family Engagement Consultant will assist with technology needs.*
- *Hold a Title I meeting in January to begin evaluating the school improvement plan, family engagement policy and compact. Revisions will be made based on suggestions for improvement from family survey, written and verbal communication. Suggestions will be used to make revisions when appropriate.*
- *Parent/Family Teacher Conferences (November/December, February, additional conferences upon family request).*
- *Telephone calls – e-mail correspondence between families teachers and school.*
- *Larson’s mail system (Hornet Mail).*

Part II: Share Responsibilities for High Student Academic Achievement

Develop jointly with families and teachers a School/Family/Student Compact. The compact will outline ways in which the families, school staff, and students will work together to ensure high student academic achievement. The compact will be reviewed and discussed during fall parent/family-teacher conferences: 1118 (d) (1) & 1118 (d) (2) (A)

Larson Elementary School will develop a School/Family/Student Compact:

- *The School/Family/Student compact is developed with family input and reviewed annually. Revisions are made based on the Fall PTC survey results and additional suggestions provided by families.*
- *The compact is reviewed and given to all families at the November Parent/Family Teacher conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.*

Provide frequent reports to families on their children's progress: 1118 (d) (2) (B)

Larson Elementary School will provide various academic reports to families:

- *Reports cards – November, March, and June*
- *Progress reports available on an as-needed basis*
- *Family contact regarding progress for academic disadvantage students*
- *On-line access to grades, lessons, and attendance (Skyward). Family training on how to use Skyward will be available during Parent/Family Teacher Conferences*
- *Parent/Family Teacher Conferences in November/December and February – additional conferences available upon request*

Afford families reasonable access to staff. Provide opportunities for families to volunteer participate and observe in their child's classroom: 1118 (d) (2) (C)

Larson Elementary School has an open door policy for families with both administration and staff. Additionally, families are encouraged to participate in the following activities:

- *Monthly PTO meetings (Parent Teacher Organization)*
- *Room helpers*
- *Reading Buddies*
- *Tutoring one-on-one*
- *Chaperones for field trips*
- *Playground/lunchroom help/Parking help*
- *Lunch with their child*
- *Library volunteers*
- *Typing in our publishing center*
- *Office/health room help*
- *Fitness Mileage Club*

Part III: Building Capacity for Involvement

Provide information and assistance to families regarding the state and local academic standards and assessments: 1118 (e) (1)

To ensure that families are informed about academic standards and assessments, Larson Elementary School will provide the following:

- *Family copy of the Common Core State Standards at Fall Open House*
- *Parent/Families Teacher Conferences*
- *Local assessment information (Dibels, school-wide assessments in reading, writing, math, spelling, benchmark assessment in science / social studies) shared with families at PTC's*

- *Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with families when appropriate.*
- *Title I Consultant available at conferences to provide information and answer questions about assessments.*
- *During preschool/kindergarten transition, staff share kindergarten expectations and provide families with examples of at home activities to help their child reach their highest potential.*
- *Monthly family workshops (including Early Childhood Program)*

Provide materials and training to families: 1118 (e) (2)

Larson Elementary School offer training and materials to families through the following events and activities:

- *Take-home book bags – daily or weekly*
- *Monthly family workshops*
- *Fall Open House*
- *Provide lists of community resources to individual parents and assistance in accessing these resources as needed*
- *Summer school*
- *Weekly school/teacher newsletter*
- *Website –provides parents with materials and resources to help their child achieve success and support at home.*
- *PTO meetings*
- *Preschool/Kindergarten Transition Night*

Educate teachers, Title 1 staff and principals regarding the value of family involvement, ways to communicate effectively with families, and implementation of family programs: 1118 (e) (3)

- *Larson Elementary School values and respects family involvement in the school community. Family involvement will be part of the professional development plan. Time at bi-weekly staff meetings will be devoted to learn about effective family communication (6 types). Teachers will learn how to post classroom newsletters, add materials and resources to the school website. A family resource area is available to all families.*

Coordinate family involvement activities with other programs: 1118 (e) (4)

Larson Elementary School will work to coordinate programs to ensure success for all:

- *Transition to Kindergarten activities to educate preschool parents, daycares and community stakeholders on Kindergarten expectations*
- *GSRP – Great Start Readiness Program – Preschool program located across the street and affiliated with Larson Elementary School prepare students for Kindergarten expectations*
- *Headstart and RESD Preschool*
- *Preschool students and their parents are invited to Larson Elementary School to tour their new building (April)*
- *Big Brother/Big Sister lunch program*
- *Grandparents program*

- *PTO*
- *October Fun – School wide fun night*
- *City Library assemblies*
- *Chartwell’s food service program*
- *SPARKS – after school program*

Inform families of school and family programs in a timely and practical format in a language they can understand: 1118 (e) (5)

To ensure that all families are informed in a timely and user-friendly manner, Larson Elementary School will provide:

- *Daily take home folders*
- *School/classroom newsletters written in a language parents can understand*
- *Local newspaper*
- *Accommodations available as needed*

Provide support for family involvement at their request: 1118 (e) (14)

Larson Elementary School will make every effort to support our families and make sure their needs are met:

- *Make every effort to accommodate parent requests to ensure that students and families individual needs are met in order to foster more positive family involvement.*
- *Family Engagement Coordinator will ensure increased communication*

Part IV: Accessibility

Family engagement activities accessible to all families, including those with disabilities and families who use English as their

2nd language: 1118 (f) Larson Elementary School will provide:

- *Flexible meeting times*
- *Handicapped accessible facilities*
- *Home visits*
- *Transportation assistance*
- *School/classroom newsletters written in a language families can understand*
- *Collaborations with community agencies*
- *Other accommodations available as needed*

Parent Teacher Conferences

Parent Teacher Conference Attendance Data								
Subgroup	2011-2012		2012-2013		2013-2014		2014-2015	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	264/337	78%	251/314	80%	232/327	71%	227/306	74%
American Indian Native Alaskan	1/1	100%	0/0	NA	1/1	100%	0/0	0%
Asian Pacific Islander	3/3	100%	2/2	100%	1/1	100%	0/0	0%
Black, Not of Hispanic Origin	2/2	100%	0/0	NA	0/0	NA	0/0	0%
Hispanic	2/2	100%	1/1	100%	8/14	57%	0/0	0%
Multi Origin	6/11	55%	10/12	83%	1/6	17%	12/19	63%
White, Not of Hispanic Origin	251/318	79%	239/300	80%	221/305	72%	215/287	75%
Students with Disabilities	8/14	57%	7/12	53%	9/14	64%	16/28	57%
Limited English Proficiency	NA	NA	NA	NA	1/1	100%	0/0	0%
Economically Disadvantaged	207/274	76%	208/264	79%	178/262	68%	156/216	72%
Male	134/170	79%	129/150	86%	108/163	66%	119/158	75%
Female	121/156	78%	124/160	76%	118/164	72%	108/148	73%

The staff at Larson Elementary School welcomes this opportunity to provide parents, students, staff and community members with information about our school. We are proud of our accomplishments. With hard work and continued involvement from parents and community members, we are confident that we will prevail in our efforts to improve student achievement and close the achievement gap.

Sincerely,

**Julie A. Rosekrans, Principal
Larson Elementary School**

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

Combined Report:

<https://www.mischooldata.org/NewAer/CombinedReport2.aspx>

**Annual Education Report
Hillside Elementary School**

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	All Students	2013-14	61.3%	49.5%	49.5%	1.8%	47.7%	34.2%	16.2%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	African American	2013-14	37.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Asian	2013-14	76.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Hispanic of Any Race	2013-14	46.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Two or More Races	2013-14	61.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	White	2013-14	68.8%	50.5%	50.5%	1.9%	48.6%	34.3%	15.2%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	48.3%	48.3%	1.7%	46.7%	38.3%	13.3%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	51%	51%	2%	49%	29.4%	19.6%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	43.5%	43.5%	2.2%	41.3%	37%	19.6%

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	31.5%	31.5%	12.4%	19.1%	31.5%	37.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	45%	45%	2%	43%	32%	23%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	American Indian	2013-14	64.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Asian	2013-14	81.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2013-14	57.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2013-14	71.2%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2014-15	58.2%	30.6%	30.6%	12.9%	17.6%	32.9%	36.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	43.2%	43.2%	2.1%	41.1%	33.7%	23.2%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	41%	41%	15.4%	25.6%	41%	17.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	44.2%	44.2%	3.8%	40.4%	38.5%	17.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	24%	24%	10%	14%	24%	52%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	45.8%	45.8%	0%	45.8%	25%	29.2%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	31.5%	31.5%	9.6%	21.9%	31.5%	37%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	42.7%	42.7%	1.3%	41.3%	33.3%	24%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	9.1%	9.1%	0%	9.1%	0%	90.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2013-14	41.6%	38.5%	38.5%	0%	38.5%	30.8%	30.8%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2014-15	46.6%	25.7%	25.7%	6.7%	19%	23.8%	50.5%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2013-14	71.7%	56.2%	56.2%	10.1%	46.1%	31.5%	12.4%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2014-15	21.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2013-14	48.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Asian	2014-15	70.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2013-14	60.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2013-14	72.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2014-15	53.9%	26.5%	26.5%	7.1%	19.4%	22.4%	51%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2013-14	78.2%	57.1%	57.1%	10.7%	46.4%	31%	11.9%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2014-15	51.5%	31%	31%	8.6%	22.4%	25.9%	43.1%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2013-14	74.2%	44.7%	44.7%	8.5%	36.2%	44.7%	10.6%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	19.1%	19.1%	4.3%	14.9%	21.3%	59.6%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2013-14	69.2%	69%	69%	11.9%	57.1%	16.7%	14.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	25.3%	25.3%	8%	17.3%	22.7%	52%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2013-14	59.4%	48.4%	48.4%	9.4%	39.1%	39.1%	12.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2014-15	17.2%	9.1%	9.1%	9.1%	0%	18.2%	72.7%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2013-14	41.1%	60%	60%	13.3%	46.7%	20%	20%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	All Students	2014-15	48.7%	37.5%	37.5%	5.4%	32.1%	19.6%	42.9%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	American Indian	2014-15	40.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Asian	2014-15	71.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Two or More Races	2014-15	47.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	White	2014-15	55.7%	36.8%	36.8%	5.7%	31.1%	19.8%	43.4%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Female	2014-15	54.3%	49.1%	49.1%	9.1%	40%	27.3%	23.6%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Male	2014-15	43.3%	26.3%	26.3%	1.8%	24.6%	12.3%	61.4%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	37.2%	37.2%	2.6%	34.6%	16.7%	46.2%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Students With Disabilities	2014-15	14.6%	9.5%	9.5%	0%	9.5%	9.5%	81%
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	16.4%	16.4%	1.8%	14.5%	34.5%	49.1%
Mathematics	2nd Grade Content	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Asian	2013-14	66%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Hispanic of Any Race	2013-14	26.3%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Two or More Races	2013-14	38.1%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	46.6%	17.3%	17.3%	1.9%	15.4%	34.6%	48.1%
Mathematics	2nd Grade Content	Female	2013-14	39.7%	16.9%	16.9%	3.4%	13.6%	35.6%	47.5%
Mathematics	2nd Grade Content	Male	2013-14	40.6%	15.7%	15.7%	0%	15.7%	33.3%	51%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	14.3%	14.3%	2.2%	12.1%	28.6%	57.1%
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	31.1%	31.1%	3.3%	27.8%	33.3%	35.6%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	16.2%	16.2%	0%	16.2%	13.1%	70.7%
Mathematics	3rd Grade Content	American Indian	2013-14	37.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2013-14	69.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2013-14	29.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2013-14	43.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	32.6%	32.6%	3.5%	29.1%	32.6%	34.9%
Mathematics	3rd Grade Content	White	2013-14	52.9%	17%	17%	0%	17%	11.7%	71.3%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	33.3%	33.3%	0%	33.3%	30.8%	35.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Female	2013-14	43.4%	17.3%	17.3%	0%	17.3%	9.6%	73.1%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	29.4%	29.4%	5.9%	23.5%	35.3%	35.3%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	14.9%	14.9%	0%	14.9%	17%	68.1%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	28.4%	28.4%	2.7%	25.7%	35.1%	36.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	14.9%	14.9%	0%	14.9%	14.9%	70.3%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	9.1%	9.1%	0%	9.1%	27.3%	63.6%
Mathematics	3rd Grade Content	Students With Disabilities	2013-14	23.2%	15.4%	15.4%	0%	15.4%	15.4%	69.2%
Mathematics	4th Grade Content	All Students	2014-15	41.4%	12.4%	12.4%	1%	11.4%	43.8%	43.8%
Mathematics	4th Grade Content	All Students	2013-14	45.2%	15.9%	15.9%	0%	15.9%	18.2%	65.9%
Mathematics	4th Grade Content	African American	2014-15	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	African American	2013-14	20%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Hispanic of Any Race	2013-14	32.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2013-14	43.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	13.3%	13.3%	1%	12.2%	43.9%	42.9%
Mathematics	4th Grade Content	White	2013-14	51.7%	16.9%	16.9%	0%	16.9%	19.3%	63.9%
Mathematics	4th Grade Content	Female	2014-15	40.3%	12.1%	12.1%	0%	12.1%	48.3%	39.7%
Mathematics	4th Grade Content	Female	2013-14	44.7%	13%	13%	0%	13%	13%	73.9%
Mathematics	4th Grade Content	Male	2014-15	42.4%	12.8%	12.8%	2.1%	10.6%	38.3%	48.9%
Mathematics	4th Grade Content	Male	2013-14	45.7%	19%	19%	0%	19%	23.8%	57.1%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	14.7%	14.7%	1.3%	13.3%	40%	45.3%
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	29.5%	12.7%	12.7%	0%	12.7%	9.5%	77.8%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	0%	0%	0%	0%	36.4%	63.6%
Mathematics	4th Grade Content	Students With Disabilities	2013-14	20%	21.4%	21.4%	0%	21.4%	7.1%	71.4%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	All Students	2014-15	33.4%	7.1%	7.1%	0.9%	6.3%	24.1%	68.8%
Mathematics	5th Grade Content	American Indian	2014-15	24.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2014-15	64.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	7.5%	7.5%	0.9%	6.6%	23.6%	68.9%
Mathematics	5th Grade Content	Female	2014-15	32.6%	12.7%	12.7%	1.8%	10.9%	25.5%	61.8%
Mathematics	5th Grade Content	Male	2014-15	34.1%	1.8%	1.8%	0%	1.8%	22.8%	75.4%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	5.1%	5.1%	0%	5.1%	26.9%	67.9%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	0%	0%	0%	0%	4.8%	95.2%
Science	4th Grade Content	All Students	2014-15	12.4%	1.9%	1.9%	0%	1.9%	17.1%	81%
Science	4th Grade Content	All Students	2013-14	16.8%	4.2%	4.2%	0%	4.2%	29.5%	66.3%
Science	4th Grade Content	African American	2014-15	2%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	African American	2013-14	3.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2014-15	23.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2013-14	7.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2013-14	15.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	2%	2%	0%	2%	18.4%	79.6%
Science	4th Grade Content	White	2013-14	20.7%	4.5%	4.5%	0%	4.5%	29.2%	66.3%
Science	4th Grade Content	Female	2014-15	10.4%	0%	0%	0%	0%	17.2%	82.8%
Science	4th Grade Content	Female	2013-14	15.9%	2%	2%	0%	2%	26.5%	71.4%
Science	4th Grade Content	Male	2014-15	14.3%	4.3%	4.3%	0%	4.3%	17%	78.7%
Science	4th Grade Content	Male	2013-14	17.7%	6.5%	6.5%	0%	6.5%	32.6%	60.9%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	1.3%	1.3%	0%	1.3%	20%	78.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Economically Disadvantaged	2013-14	8%	4.5%	4.5%	0%	4.5%	20.9%	74.6%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	0%	0%	0%	0%	9.1%	90.9%
Science	4th Grade Content	Students With Disabilities	2013-14	5.6%	5.3%	5.3%	0%	5.3%	15.8%	78.9%
Social Studies	5th Grade Content	All Students	2014-15	22.2%	12.5%	12.5%	0%	12.5%	54.5%	33%
Social Studies	5th Grade Content	American Indian	2014-15	15.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2014-15	38.1%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	12.3%	12.3%	0%	12.3%	54.7%	33%
Social Studies	5th Grade Content	Female	2014-15	20.6%	12.7%	12.7%	0%	12.7%	56.4%	30.9%
Social Studies	5th Grade Content	Male	2014-15	23.8%	12.3%	12.3%	0%	12.3%	52.6%	35.1%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	12.8%	12.8%	0%	12.8%	51.3%	35.9%
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	0%	0%	0%	0%	42.9%	57.1%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
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No Data to Display

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	3rd	All Students	2013-14	61.9%	75%	75%	0%	75%	25%
Mathematics	3rd	White	2013-14	66%	75%	75%	0%	75%	25%
Mathematics	3rd	Female	2013-14	57%	<10	<10	<10	<10	<10
Mathematics	3rd	Male	2013-14	64.4%	<10	<10	<10	<10	<10
Mathematics	3rd	Economically Disadvantaged	2013-14	59.4%	66.7%	66.7%	0%	66.7%	33.3%
Mathematics	4th	All Students	2013-14	55.3%	75%	75%	25%	50%	25%
Mathematics	4th	Asian	2013-14	42.5%	<10	<10	<10	<10	<10
Mathematics	4th	Two or More Races	2013-14	58.9%	<10	<10	<10	<10	<10
Mathematics	4th	White	2013-14	59.8%	80%	80%	30%	50%	20%
Mathematics	4th	Female	2013-14	53.7%	<10	<10	<10	<10	<10
Mathematics	4th	Male	2013-14	56.2%	80%	80%	30%	50%	20%
Mathematics	4th	Economically Disadvantaged	2013-14	53.4%	80%	80%	30%	50%	20%
Mathematics	5th	All Students	2013-14	56.8%	66.7%	66.7%	16.7%	50%	33.3%
Mathematics	5th	African American	2013-14	44.8%	<10	<10	<10	<10	<10
Mathematics	5th	White	2013-14	63%	80%	80%	20%	60%	20%
Mathematics	5th	Female	2013-14	53.3%	<10	<10	<10	<10	<10
Mathematics	5th	Male	2013-14	58.9%	100%	100%	25%	75%	0%

**Annual Education Report
Hillside Elementary School**

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	5th	Economically Disadvantaged	2013-14	54.1%	33.3%	33.3%	0%	33.3%	66.7%
Reading	3rd	All Students	2013-14	38.7%	50%	50%	0%	50%	50%
Reading	3rd	White	2013-14	42.1%	50%	50%	0%	50%	50%
Reading	3rd	Female	2013-14	38.2%	<10	<10	<10	<10	<10
Reading	3rd	Male	2013-14	38.9%	33.3%	33.3%	0%	33.3%	66.7%
Reading	3rd	Economically Disadvantaged	2013-14	34.6%	33.3%	33.3%	0%	33.3%	66.7%
Reading	4th	All Students	2013-14	45.6%	50%	50%	8.3%	41.7%	50%
Reading	4th	Asian	2013-14	42.9%	<10	<10	<10	<10	<10
Reading	4th	Two or More Races	2013-14	49.5%	<10	<10	<10	<10	<10
Reading	4th	White	2013-14	50.1%	40%	40%	0%	40%	60%
Reading	4th	Female	2013-14	46.2%	<10	<10	<10	<10	<10
Reading	4th	Male	2013-14	45.4%	50%	50%	0%	50%	50%
Reading	4th	Economically Disadvantaged	2013-14	41.3%	40%	40%	0%	40%	60%
Reading	5th	All Students	2013-14	59.8%	60%	60%	20%	40%	40%
Reading	5th	African American	2013-14	48.5%	<10	<10	<10	<10	<10
Reading	5th	White	2013-14	65%	75%	75%	25%	50%	25%
Reading	5th	Female	2013-14	65.6%	<10	<10	<10	<10	<10

**Annual Education Report
Hillside Elementary School**

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Reading	5th	Male	2013-14	56.7%	75%	75%	25%	50%	25%
Reading	5th	Economically Disadvantaged	2013-14	56.9%	<10	<10	<10	<10	<10

**Annual Education Report
Hillside Elementary School**

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	2nd Grade Content	All Students	2013-14	68.8%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	All Students	2013-14	77.1%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	African American	2013-14	61.4%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	African American	2013-14	70.2%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	72.1%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	White	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Female	2013-14	66.3%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Female	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Male	2013-14	70%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Male	2013-14	76.1%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	70.8%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Economically Disadvantaged	2013-14	76.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10	<10

**Annual Education Report
Hillside Elementary School**

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	3rd Grade Content	All Students	2013-14	81.3%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	All Students	2013-14	76.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	78.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	61.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	72.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2013-14	83.6%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	White	2013-14	79.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2013-14	77.8%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Female	2013-14	77.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	71.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2013-14	83.3%	<10	<10	<10	<10	<10

**Annual Education Report
Hillside Elementary School**

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Reading	3rd Grade Content	Male	2013-14	76.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	82.3%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Economically Disadvantaged	2013-14	75.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2013-14	64.9%	<10	<10	<10	<10	<10
Reading	4th Grade Content	All Students	2013-14	73.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	69.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	59.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2013-14	47.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	African American	2014-15	63.6%	<10	<10	<10	<10	<10

**Annual Education Report
Hillside Elementary School**

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	African American	2014-15	64.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	African American	2014-15	46.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	75.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2013-14	68.8%	<10	<10	<10	<10	<10
Reading	4th Grade Content	White	2013-14	76.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	71.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	64%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2013-14	52.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	72.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	53.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	74%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2013-14	66.4%	<10	<10	<10	<10	<10

**Annual Education Report
Hillside Elementary School**

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Reading	4th Grade Content	Male	2013-14	73.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	68.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	61.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2013-14	48.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	73.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	66%	<10	<10	<10	<10	<10
Reading	4th Grade Content	Economically Disadvantaged	2013-14	73.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	60.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2013-14	47.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	65.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	66.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	68.6%	<10	<10	<10	<10	<10

**Annual Education Report
Hillside Elementary School**

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	5th Grade Content	White	2014-15	71.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2014-15	65.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	66.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2014-15	66%	<10	<10	<10	<10	<10

**Annual Education Report
Hillside Elementary School**

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

**Annual Education Report
Hillside Elementary School**

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	2nd Grade Content	All Students	2013-14	77.4%	<10	<10	<10	<10	<10
ELA	2nd Grade Content	All Students	2013-14	73%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	74.5%	<10	<10	<10	<10	<10
ELA	2nd Grade Content	White	2013-14	71.5%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Female	2013-14	79.1%	<10	<10	<10	<10	<10
ELA	2nd Grade Content	Female	2013-14	77.3%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	80.8%	<10	<10	<10	<10	<10
ELA	2nd Grade Content	Economically Disadvantaged	2013-14	74.2%	<10	<10	<10	<10	<10

Annual Education Report

Hillside Elementary School

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	Mathematics	98.1%	36.5%	97.2%	N/A	100%	N/A
All Students	ELA	98.1%	48.5%	97.2%	N/A	99.7%	N/A
All Students	Science	97.5%	22.2%	95.9%	N/A	100%	N/A
All Students	Social Studies	97.4%	31.8%	94.7%	N/A	100%	N/A
American Indian	Mathematics	98.2%	27.8%	<30	N/A	<30	N/A
American Indian	ELA	98%	41.5%	<30	N/A	<30	N/A
American Indian	Science	97.8%	17.7%	<30	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	<30	N/A	<30	N/A
African American	Mathematics	96.5%	13.5%	<30	N/A	<30	N/A
African American	ELA	96.5%	24.5%	<30	N/A	<30	N/A
African American	Science	95.4%	6.1%	<30	N/A	<30	N/A
African American	Social Studies	95.2%	11%	<30	N/A	N/A	N/A
Asian	Mathematics	99.1%	66.3%	<30	N/A	<30	N/A
Asian	ELA	98.7%	70.2%	<30	N/A	<30	N/A
Asian	Science	99%	38%	<30	N/A	<30	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	<30	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	<30	N/A	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	<30	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	<30	N/A	<30	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	<30	N/A	<30	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	N/A	N/A	N/A	N/A

Annual Education Report

Hillside Elementary School

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A	N/A	N/A
Two Or More Races	Mathematics	98.5%	33.6%	<30	N/A	<30	N/A
Two Or More Races	ELA	98.5%	46.9%	<30	N/A	<30	N/A
Two Or More Races	Science	98.5%	20.1%	<30	N/A	<30	N/A
Two Or More Races	Social Studies	98.1%	28.3%	<30	N/A	<30	N/A
White	Mathematics	98.5%	42.5%	97.1%	N/A	100%	N/A
White	ELA	98.5%	55%	97.1%	N/A	99.7%	N/A
White	Science	98.1%	26.6%	95.7%	N/A	100%	N/A
White	Social Studies	98%	37.3%	94.3%	N/A	100%	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	96.5%	N/A	100%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	96.5%	N/A	99.6%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	94.6%	N/A	100%	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	92.8%	N/A	100%	N/A
English Language Learners	Mathematics	98.6%	20.3%	N/A	N/A	N/A	N/A
English Language Learners	ELA	98.2%	24%	N/A	N/A	N/A	N/A
English Language Learners	Science	98.2%	3.9%	N/A	N/A	N/A	N/A

**Annual Education Report
Hillside Elementary School**
Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Language Learners	Social Studies	97.9%	8.1%	N/A	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	97.8%	N/A	100%	N/A
Students With Disabilities	ELA	96.6%	24.7%	97.8%	N/A	100%	N/A
Students With Disabilities	Science	96.5%	15.4%	98.3%	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	95%	N/A	<30	N/A

**Annual Education Report
Hillside Elementary School**
Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	84.3%	N/A
American Indian	64.8%	N/A	N/A
African American	64.5%	N/A	N/A
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	85.0%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	78.3%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

* All data based on students enrolled for a full academic year.

**Annual Education Report
Hillside Elementary School****Accountability Details Attendance Data**

Student Group	Statewide	District	School
All Students	94.7%	93.9%	95.9%

** All data based on students enrolled for a full academic year.*

**Annual Education Report
Hillside Elementary School**

Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Annual Education Report
Hillside Elementary School**

Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

Annual Education Report Hillside Elementary School

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	15	6	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

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

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

**Annual Education Report
Hillside Elementary School**
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	+	+	+	+
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	+	+	+	+
Native Hawaiian/Pacific Islander	#	+	+	+	+
Two or More Races	3				‡
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report

Hillside Elementary School

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51 49	31 34	39 39	23 21	7 6
Female					
National Lunch Program Eligibility	45 55	48 19	39 40	12 30	2 11
Not Eligible	#	+	+	+	+
Info not available					
Race/Ethnicity					
White	69 20	23 66	43 29	26 5	7 #
Black	4 3	38 11	44 18	15 39	4 32
Hispanic	1 1	+	+	+	+
Asian	2	+	+	+	+
American Indian/Alaska Native					
Native Hawaiian/Pacific Islander					
Two or More Races					
Student classified as having a disability SD	11 89	77 27	19 41	3 24	# 7
Not SD					
Student is an English Language Learner	3 97	54 32	33 39	11 22	2 7
ELL					
Not ELL					

Reporting Standards not met. **NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.**

**Annual Education Report
Hillside Elementary School**
NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility	35	54	37	9	0
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability	9	78	19	3	0
SD	91	30	43	25	2
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	33	41	24	2
Not ELL					

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

**Annual Education Report
Hillside Elementary School**
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	+	+	+	+
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	+	+	+	+
Native Hawaiian/Pacific Islander	#	+	+	+	+
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	+	+	+	+
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	#
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	+	+	+	+
Two or More Races	2	+	+	+	+
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

Rounds to zero
 # Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

Reporting Standards not met. **NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.**

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	87 73	1.9 3.7	95 90	2.0 2.5
8	Math Reading	84 76	3.6 3.3	84 83	5.2 4.0