

School Annual Education Report (AER) Cover Letter

March 30, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for Hillside Elementary. 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 Principal Andrea J. Andera 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 main office at your child's school.

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. This data will also drive our professional development needs as outlined in our school improvement plan. Based on the 2015 M-STEP assessment scores, the area of mathematics is one that needs significant attention in all grade levels and for all subgroups. The data for mathematics has been our area of focus since 2013. With stakeholder input, Hillside adopted a new math series that was implemented during the 2013-2014 school year, and we will continue with this series going forward in an effort to provide consistency and improvement in math instruction, and close achievement gaps. Based on this data, we have also structured our intervention support so that all classrooms receive an additional 50 minutes of math instruction twice per week (this is in addition to the block of time each classroom already devotes to math instruction). The 2015-2016 school year is the second year of implementation for this Math Lab, and local assessment data shows that students are meeting their growth targets. Science is also a main area of concern based on the 2015 M-STEP assessment data for all grade levels and subgroups. Based on this information, we have implemented a Science "special" during the third trimester for all students. During the first two trimesters, students attend Technology as their "special", but during the third trimester, they will attend a "Science Lab" for 50 minutes, once per week. We are confident that this extra dose of science instruction, in addition to aligning our curriculum to the newly adopted Next Generation Science Standards, will improve science proficiency for all students.

State law requires that we also report additional information (outlined below), which you will find following this cover letter.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
7. STATE ASSESSMENT DATA

Hillside Elementary faces many challenges, but also has points of pride. High standards and a commitment to family and community engagement is key to ensuring that your children are prepared for their futures in an ever-changing economy with increasing technological advancements. The road to success begins in Harrison!

Sincerely,

Andrea J. Andera
Principal

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All district students that are in 3rd, 4th, or 5th grade are assigned to Hillside Elementary School since there is only one building in the Harrison School District that serves this grade span.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

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. The strategies and activities in the 2015-2016 SIP are in varying stages of implementation. In the development of our plan, the staff at Hillside has investigated best practices as indicated by research. We recognize the impact that highly effective strategies and instruction can have on student success. As we address our Grade Level Expectations and Common Core 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. Teachers receive job-embedded coaching based on their individual student and professional goals. We also identify overarching professional development needs based on our school goals, assessment data, and teacher need. Hillside strives towards meeting the requirements of both state and federal 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 state assessment, NWEA benchmark assessments, writing prompts and through observation as related to the standards being taught. Where appropriate, data is disaggregated in an effort to determine our greatest area of need and ensure alignment with our goals. On a daily and/or weekly basis, teachers progress monitor their students in order to inform their instruction and to provide the necessary interventions to at-risk students in a timely manner.

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 provided for identified at-risk students in grades three through five based on data. During the 2014-2015 School Year, the Title I staff consisted of two full time teachers. The after school SPARKS program is also available to identified students. Additionally, intervention services were provided by one highly-qualified Title I paraprofessional, and one highly qualified at-risk paraprofessional, and overseen by certified teachers.

A copy of the school improvement plan can be viewed on our web-site at www.hcs.com, and a hard copy can be accessed in our school office. Our school improvement team is comprised of the entire staff and interested parents and 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. For each content area, the goal is for all students to reach proficiency – a very broad, overarching goal. Below are the measurable objectives. These objectives have been updated based on the information presented in this annual report (but based on 2013 assessment data since at the time of writing was the most current state assessment data), and that is also presented in the SIP.

Math: 44% of All Students will demonstrate a proficiency by achieving a level 1 or 2; 35% males, 41% females, 49% ED, 22% SWD in Mathematics by 06/30/2015 as measured by state assessments.

Reading: 66% of All Students will demonstrate a proficiency in Reading by achieving a level 1 or 2; 57% Males, 63% Females, 57% ED, 30% SWD in English Language Arts by 06/30/2015 as measured by state assessments.

Writing: 52% of All Students will demonstrate a proficiency in Writing by achieving a level 1 or 2; 30% males, 48% females, 38% ED, 20% SWD in English Language Arts by 06/30/2015 as measured by state assessments.

Science: 37% of All Students will demonstrate a proficiency by achieving a level 1 or 2; 20% of males, 18% of females, 15% ED, 14% SWD in Science by 06/30/2015 as measured by state assessments..

Social Studies: 42% of All Students will demonstrate a proficiency by achieving a level 1 or 2; 27% of males and females, 24% ED, 14% SWD in Social Studies by 06/30/2015 as measured by state assessments.

3. A BRIEF DESCRIPTION OF THE SCHOOL

Hillside Elementary School serves students in grades 3, 4, and 5. Programs and services provided at our school include Title I school-wide support, a parent liaison, balanced literacy framework, Young Authors, parent workshops, family nights, breakfast reading program, SPARKS, Skyward reporting for parents, technology, extended learning opportunities, community collaboration and support, and more. We employ the most up-to-date, research based instructional practices. Our friendly, caring atmosphere provides our students with a great place to learn.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Harrison Community Schools has grade level teams and a District School Improvement team, which allows for vertical alignment of curriculum. Updates on reading, writing, math, science, social studies and technology are shared out at the District level so as to ensure consistency in curriculum K-12. The goal is to align curriculum, instruction and assessment for all grades, as well as ensuring alignment with the Common Core State Standards. All decisions are made by group consensus. Currently, the math, language arts, writing, science, and social studies curriculums have been organized into curriculum binders. The MAISA curriculum documents for reading and writing have been adopted. The MC3 curriculum documents for Social Studies have been adopted, and the curriculum documents for math and science are based on the Common Core State Standards and have been developed locally. These curriculum binders include a scope and sequence, Common Core Standards, pacing guides, lessons, interventions, and assessments. Each teacher has their own set of curriculum binders. Because the documents are continuously revised and updated, a complete set is housed on the Hillside Shared Drive, and can be made available upon request in the main office.

Implementation of the core curriculum with fidelity is a focus area at Hillside. Teacher collaboration is key to the success of implementation, and grade level teams meet monthly to discuss curriculum, review student data, and use data to inform instruction. The building principal conducts regular walk-through observations to ensure fidelity of implementation as well.

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

To ensure student achievement progress, the students at Hillside are assessed three times per year in reading, and writing, and at the end of each unit in mathematics. The assessment tools used are: NWEA MAP assessment, Writing Prompts / writing continuum, and the MyMath Unit Assessments, and Sitton Achievement tests. In the interim, other assessments are used to inform the teachers of each student’s strengths and weaknesses in order to plan instruction tailored to each student’s needs. These assessments include, but are not limited to: spelling inventories, phonics inventories, benchmark assessments, all progress monitoring assessments in reading, writing and math. The following tables show student progress in reading and writing from October to May. When the assessment data shows a student not making adequate progress, interventions are put into place until the student reaches grade level. 2014-2015 marked the first year that NWEA MAP Assessment data was collected for Reading, Language, Math, and Science. The below percentages are representative of students that met their RIT growth goals, as identified by the NWEA assessment. We are confident that as we continue to become familiar with this assessment and the learning continuum presented, that each year the number of students achieving their RIT growth will increase.

	Reading	Language Usage	Math	Science
Third Grade	63%	61%	61%	65%
Fourth Grade	55%	55%	63%	60% %
Fifth Grade	59%	70%	55%	53%
Building Total	59%	61%	60%	59%

School-wide Writing Prompt

Percentages are based on the number of students whose score increased by at least two points, or who were proficient all year.

2012-2013	Grade 3	Grade 4	Grade 5
	76%	90%	88%
School-wide Total: 84%			
2013-2014	Grade 3	Grade 4	Grade 5
	73%	78%	74%
School-wide Total: 75%			

Writing prompt scores for the 2013-2014 school year were collected for Narrative, Informational, and Expository prompts. The scores reported here reflect growth of two points for the narrative prompt only. Based on School Improvement evaluations, it has been determined that in order to truly measure growth across a year, we need to reevaluate the way we collect and score writing. During the 2013-2014 school year, Hillside collaborated with the Chippewa River Writing Project to develop writing continua in an effort to measure student growth. The continua was be used during the 2014-2015 school year in addition to collecting prompts for each area of writing while we work to find a balanced measure of representing student achievement growth. Overall writing data shows that almost all students made gains in writing on all prompts when pre/post data was compared, but this method was difficult to collect longitudinally, hence the need for a continuum on which to gauge students as writers. When reviewing the 2014-2015 continuum data, it was difficult to quantify growth. However, data was again collected as in previous years, but was scored differently. Instead of looking at the number of students whose score increased by two points or were proficient all year, we used a Split the Difference model to gauge growth in writing based on the prompt rubric scores. The below table shows the percentages of students who met their Split the Difference growth target. Again, it should be noted that because of the difference in scoring, these scores cannot be equally compared to the previous years.

School-Wide Writing Prompt: Percentages are based on the number of students meeting their individual growth target using a Split the Difference model.

2014-2015	Grade 3	Grade 4	Grade 5
	56%	63%	69%
School-wide Total: 63%			

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Hillside hosts parent-teacher conferences each fall, and the following is a breakdown of the percentage of parents attending the fall conference over the last few years. Report cards are sent home once per trimester. Progress reports are sent out regularly to the parents of 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. Opportunities to discuss the Annual Report are scheduled during the fall Open House. Parental involvement will continue to be an on-going process throughout the year. Invitations are sent to parents whenever there are upcoming special presentations, projects, workshops or meetings. For a complete listing of all our parental involvement activities, see our school improvement plan at www.hcs.com.

Also, our Parent Involvement Policy can be viewed on our web site and a hard copy is available in the office or parent resource room.

Below is a chart indicating the attendance at our fall Parent Teacher Conferences. Efforts will continue to encourage participation in our conferences and other activities throughout the year.

Parent Teacher Conferences – Attendance Report (number represents % that attended)

	3 rd Grade				4 th Grade				5 th Grade			
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
All Students	68%	68%	60%	65%	70%	68%	69%	71%	70%	62%	62%	68%

It should be noted that there was severe weather on the date in December 2013 that conferences were scheduled, which kept several families from attending. However, all teachers made special efforts to discuss student progress either at a rescheduled date or over the phone, and documented such. With that considered, 100% of parents were reached at each grade level.

7. STATE ASSESSMENT DATA

Each school in Michigan is required to test students every year using the state determined assessment, which beginning in 2015 is known as the M-STEP (formerly MEAP). The results of this test, as well as participation on the test are used to determine whether or not our school is making growth and closing achievement gaps. This is defined by the proficient levels of achievement set by the Michigan Department of Education. In addition to our school reaching proficient levels, our subgroups must demonstrate this proficiency as well. Our major subgroups include: students with disabilities (SWD) and economically disadvantaged (ED) students.

Our main area of concern for all subgroups and all students is mathematics. This area will again be our top priority this coming year for improvement. Additionally, our students with disabilities will be given additional support in all content areas. Writing continues to be a high priority across all curriculum areas as well. We are confident that the strategies and activities identified in our School Improvement Plan will help focus our efforts to continue to close achievement gaps.

The 2015 state assessment results are in the accompanying document, entitled “Hillside 14-15 State Assessment Data”. If you have any questions about this information, please call Hillside’s office at 539-6902. We will be happy to help you interpret the results.

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%

Annual Education Report
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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)	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

Annual Education Report
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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%

Annual Education Report
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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

Annual Education Report
Hillside Elementary School

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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	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%

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)	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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Hillside Elementary School

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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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Hillside Elementary School

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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%

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
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

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
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%

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
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

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
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%

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
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%

Annual Education Report
Hillside Elementary School

M-STEP Grade 11

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

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	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

Testing 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
Migrant	63.2%	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
Homeless	54.0%	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

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

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



03/23/2016

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



03/23/2016

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	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
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					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
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 Native	1	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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.

Annual Education Report
 Hillside Elementary School

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					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
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					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

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.

Annual Education Report
 Hillside Elementary School

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					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
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	0	0	0	0	0
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

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.

Annual Education Report
 Hillside Elementary School

NAEP Participation Data

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