



**High achievement by all students,
where learning is our most important work**

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August 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for Hillside Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact the main office at 248.489.3773 for assistance.

The AER is available for you to review electronically by visiting the following web site www.farmington.k12.mi.us/schools/annualreports or you may review a copy from the main office.

For 2010-2011, Hillside Elementary School made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

I want to thank you for taking the time to read about Hillside Elementary School. We continue to make progress in meeting our goals of raising student achievement and closing learning gaps for all of our students. Our mantra continues to be "High achievement for all students where learning is our most important work."

Sincerely,

A handwritten signature in black ink that reads "Pamela Sue Green". The signature is fluid and cursive.

Pam Green
Principal, Hillside Elementary School

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Hillside Elementary School

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2010-2011 Annual Report

Principal

Pam Green

About Our School

Hillside Elementary School serves 553 students (281 females, 272 males) in grades K-4. There are 37 professional teaching staff members and appropriate staff to meet special needs.

School Mission Statement

Hillside Elementary, in partnership with parents, students, and the community, will provide a safe environment and encourage each student to achieve a high level of academic performance. Students will be empowered to achieve their personal best as they become responsible, respectful, and cooperative citizens. Students will, in turn, become thoughtful problem solvers, effective communicators, life-long learners, and healthy individuals who exhibit a sense of pride and respect for one another in an ever-changing world.

MEAP Scores

For detailed MEAP information, [click here!](#)

Hillside Mission Statement

Hillside Elementary, in partnership with parents, students, and the community, will provide a safe environment and encourage each student to achieve a high level of academic performance. Students will be empowered to achieve their personal best as they become responsible, respectful, and cooperative citizens. Students will, in turn, become thoughtful problem solvers, effective communicators, lifelong learners, and healthy individuals who exhibit a sense of pride and respect for one another in an ever-changing world.

2010-2011 Goals

Writing – All students will improve their writing proficiency.

Math - All students will improve their ability to solve problems in the area of mathematics using specific math problem solving strategies.

Reading - All students will improve in the area of reading comprehension.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports/index.php

Progress on School Improvement Goals

Math:

- Grade level teams taught specific math problem solving strategies using the Bridges Math program. There was a focus on the following strategies:
 - Estimation
 - Questioning
 - Finding patterns
 - Writing/Creating equations
 - Making tables
 - Writing number sentences
 - Draw a picture
- All instructional staff was trained in the implementation of the Bridges Math program.
- Number Corner was implemented in every classroom. Students engaged in finding patterns and making predictions.
- Inquiry-based math instruction was implemented in each classroom.
- Math manipulatives were used as part of the math program.
- Higher level question stems allowed for differentiation of instruction in all classrooms. Students were required to explain their thinking and look for other possible solutions.
- Math vocabulary was introduced as part of the learning process.
- Teachers used the Bridges math web site to support instruction.
- Instructional observations focused on mathematic instruction.

Reading:

- Teachers implemented all components of Reader's Workshop.
- Several teachers implemented "Daily 5" and "The Café" to enhance their instructional practice.
- Teachers observed Reader's Workshop in each other's classrooms.
- Teachers used PLC (Professional Learning Community) time to exchange mini lessons and review student data.
- All grade levels created data boards to monitor literacy progress.
- Several teachers utilized literacy coaching to support their instructional practices.
- Students who were below expectations received literacy intervention as well as small group instruction.
- All grade levels created a home reading expectation. Many required reading logs to support the program.
- Third and fourth grade students participated in the Book Parade program.
- Reading enrichments were offered for students such as Junior Great Books.

Parent Participation

Following is the number of students whose parents/guardians participated in at least one conference during the school year.

2010-2011 Total 553

Females 281; Males 272

Specialized Schools Serve Students

In addition to the regular K-12 program, Farmington Public Schools provides educational alternatives and opportunities for students, as well as meeting special education needs. These schools are:

- Cloverdale School*
- Farmington Central High School
- Oakland Technical Center
- Visions Unlimited

*For detailed MI Access information, [click here!](#)

Learner Profile

Students will exhibit these characteristics:

- Knowledgeable
- Resourceful Problem Solver
- Communicator
- Interdependent Team Member
- Lifelong Learner
- Global Citizens
- Healthy Individual
- Culturally Competent

11. During March is Reading Month, students participated in a reading contest.
12. Students who did not meet end-of-the-year benchmarks were given a summer reading packet to complete over the summer.
13. Classroom lessons focused on comprehension within, beyond, and about the text.
14. Lessons also focused on inferring, questions, and visualizing.
15. Classroom libraries were established. Libraries were leveled using the Fountas and Pinnel leveling system.

Writing:

1. Grade levels established SMART goals in the area of writing.
2. PLC's (Professional Learning Communities) were used to review data and plan for instruction.
3. All classroom teachers used the Writer's Workshop model and supported the program with the Six + One Traits of Writing.
4. Students were formally assessed in the fall and spring. Teachers assessed writing throughout the year during Writer's Workshop.
5. An instructional focus was placed on Ideas and Content, Organization, and Sentence fluency.
6. Mini lessons were taught to support the needs of the learners.
7. Teachers exchanged papers to maintain inter-rater reliability.
8. An increased amount of instructional time was given to writing.
9. All students conferred with their students on a regular basis to provide feedback.
10. A grade level trait focus was established.
11. Classroom teachers will utilize quick write prompts and topics on a regular basis.

District Student Achievement Data

Students are assessed through the Farmington Public Schools' Assessment Model. Assessments provide multiple opportunities and a variety of approaches to measure student achievement against the State standards and content expectations. Standardized tests are used to compare student performance against State (Michigan Educational Assessment Program also known as the MEAP and Michigan Merit Exam) and national (ACT Series and Iowa Tests of Basic Skills) results. In addition to standardized tests, end of grade, term and unit assessments provide teachers with information about student achievement that is tied directly to the curriculum (e.g., mathematics, language arts). Classroom assessments are not limited to paper/pencil tests and may include portfolios, demonstrations, research projects and other direct measures of performance. The goal of the assessment program is to provide all students with varied and fair opportunities to demonstrate what they know and are able to do. This complete assessment program is used to monitor the learning of all students and provide feedback for instructional and curricular purposes. We assess all of our elementary students annually with Iowa Tests of Basic Skills, Fountas & Pinnel reading assessment, and 6+1 Writing Traits assessment to determine skill levels in mathematics and English Language Arts.

Elementary School Curriculum Development

Curriculum maps (K-12) and common assessments continue to be developed and updated for grade level content areas and courses. These maps identify and prioritize essential learnings for our students at each grade level. Completed curriculum maps are available on the District web site and the staff curriculum shared folders. Research-based strategies are incorporated into the maps as learning and teaching tools. The elementary math committee, following the District Frameworks process, examined math programs representing research-based math strategy instruction and a match for our students. The Bridges elementary math program is in its second year of implementation. Reader and writer's workshop continues to be a District direction, along with inquiry hands-on learning. Relationship building strategies among and between staff and students is also a focus. A standards-based report card is utilized to reflect student expectations. All curriculum development is done by committee with strong teacher leadership, using State standards as the guide.

National Education Legislation

(NCLB). This law contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changed the federal government's role in kindergarten through grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The Act contains four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. Farmington Public Schools is addressing the implications of this federal legislation along with the Michigan Accreditation System to meet the needs of all our learners

Graduation Rate

The graduation rate is the percentage of ninth-graders who graduate from high school within four years adjusting for students who move in or out of the District and to alternative programs. The rate is calculated by the State from data provided by the District for the 2009-2010* school year.

FHS 95.30%

HHS 90.16%

NFHS 96.34%

FCHS 38.89%

District

2009-2010 89.20%

2008-2009 85.05%

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

**2010-2011 graduation data was not available at press time.*

School Accreditation at Hillside Elementary School

No Child Left Behind (NCLB) requires that Adequate Yearly Progress (AYP) be calculated for all public schools, for each school district, and for the state. The school or district must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category (partially proficient and not proficient) of achievement by 10% ("safe harbor"). A school or district must also test at least 95% of its students enrolled in the grade level tested for the school as a whole and for each required subgroup. In addition, the school must meet or exceed the other academic indicators set by the state: graduation rate for high schools of 80% and attendance rate for elementary and middle schools of 85%. These achievement goals must be reached for each subgroup that has at least the minimum number of students in the group.

Title I is a federally funded program to aid and assist economically disadvantaged children to gain equal access to standard curriculum. Under the targeted assistance status, the selected schools must generate lists of targeted students based on academic and social need. Based on the poverty rate, four elementary schools, one upper elementary school and one middle school were eligible and selected to receive Title One targeted assistance.

Title I Schools include Beechview Elementary, Gill Elementary, Lanigan Elementary, Wood Creek Elementary, Power Upper Elementary and East Middle School. None (0%) of these schools have been identified for school improvement.

The 2010-11 year's school improvement process focused School Data Profile/Analysis, State-required building school improvement plans, and supporting NCA District Accreditation. In the Spring of 2011, Farmington Public Schools completed Standards Assessment Report and hosted Quality Assurance Review (QAR) April 11-13, 2011. Based on the evidence reviewed by the QAR team, Farmington Public Schools was awarded the status of Accredited.

The Michigan School Accreditation System (MI-SAS) will replace Education YES! in the 2011-12 school year and will be based on student achievement and compliance with Michigan statutes. These components are combined to assign an Annual State Accreditation Status to each school. To provide educators, parents, and employers with a complete picture of the school, additional information about the school and its district, community, and the state is included as part of the "dashboard" display.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

Farmington Public Schools' District Accreditation

During the 2008-09 school year, Farmington Public Schools began the process of District Accreditation from North Central Association Commission on Accreditation and School Improvement (NCA CASI). District Accreditation is a systems approach to improving student performance results over time. District Accreditation recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the education system - the district, school, and classroom - work together to meet the needs of students.

District Accreditation applies the three pillars of accreditation - high standards, continuous improvement, and quality assurance - to the entire District to ensure alignment and support between and among all the departments and operating units of the District and its schools. The District Accreditation process provides the District with a comprehensive framework for continually improving student learning and District effectiveness.

In the Spring of 2011, Farmington Public Schools completed Standards Assessment Report and hosted Quality Assurance Review (QAR) April 11-13, 2011. The Quality Assurance Review (QAR) Team included eight members, four educators from Wyoming, Oklahoma and Indiana and four from Michigan. The team interviewed 195 Farmington stakeholders, reviewed artifacts for the 63 indicators and evaluated Farmington using each of the seven AdvancED standards. Findings were based on the team's ratings on evidence that was aligned with the seven AdvancED standards and related indicators. The following seven standards were judged and Farmington's ratings from Highly Functioning, Operational, Emerging or Not Evident are noted:

1. Vision and Purpose - FPS is Highly Functioning
2. Governance and Leadership - FPS is Highly Functioning
3. Teaching and Learning - FPS is Highly Functioning
4. Documenting and Using Results - FPS is Operational
5. Resource and Support Systems - FPS is Highly Functional
6. Stakeholder Communications and Relationships - FPS is Highly Functional
7. Commitment to Continuous Improvement - FPS is Operational

Based on the evidence reviewed by the QAR team, Farmington Public Schools was awarded the status of Accredited.

District employs only highly qualified staff

All teachers employed by Farmington Public Schools have earned “highly qualified” status, as defined by the No Child Left Behind Act. This means that a series of stringent requirements have been met by the teacher, in addition to qualifying for a teaching certificate in the State of Michigan. Some of these requirements include: passing the Michigan Test for Teacher Certification (MTTC) subject content examination for various subjects taught, earning an academic major in the content area, earning a Master’s Degree in a related area, earning National Board Certification, teaching for at least three years AND earning 18 semester hours in an approved program directly related to content area or 90 contact hours of professional development, or demonstrating competence as outlined in a local performance assessment portfolio.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

Points of Pride

1. This year a Technology Committee was established to create a technology vision for the school. The committee is comprised of 12 parents and four staff. An emphasis was placed on fund raising and purchasing interactive white boards for the classrooms. Through generous parent, PTA, Students Council, and District donations, we were able to purchase a total of 13 boards. The committee hosted a special evening for parents called “Get SMART.” The committee will concentrate on raising the funds to purchase the remaining boards for the classrooms. Teachers receiving the boards attended training on how to use the boards to support their instruction and increase student engagement.
2. Due to a high level of commitment from parent volunteers, we were able to offer a variety of learning enrichments to support the academic growth of our students. These enrichments included:
 - Spelling Bee
 - Reflections Contest
 - Junior Great Books
 - Math Club
 - Math Pentathlon
 - Lego Club
3. Hillside actively supports green initiatives. Our Green Team led us in receiving the Evergreen Award for being a green school. Our student team recycles paper and plastic. A bin is located in our parking lot for community members to recycle paper. Our cafeteria has multiple recycling stations to support our green initiatives. We held a fall and spring school clean up. Parents, students, and staff planted flowers, cleaned the school grounds, painted equipment, and weeded the surrounding flowerbeds. The Green Team continued their work in the butterfly garden.

4. All instructional staff was trained in the implementation of the Bridges Math Program. Teachers used Number Corner as a focal point of instruction and encouraged students to explain their thinking. Students were asked to find different ways to solve problems and show their work. Teachers introduced math vocabulary and students engaged in partner conversations about math using the vocabulary. Grade level teams established math SMART goals to improve math performance. They used data boards to monitor progress and refine instruction. Teachers engaged in conversations about best practice and shared ideas to enhance their lessons.
5. This year, our staff worked to refine and implement PBIS (Positive Behavior Intervention Support). We developed the PAWS model: P=Practice Respect, A=Act Responsibly, W=Work Together, S=Safety Matters. Staff met on a weekly basis to develop lessons and monitor progress. Students were issued “PAWS” tickets for demonstrating expected behavior.

Challenges We Face

1. The Hillside staff looks for opportunities to increase the involvement of parents in the education of their children. Our priority is to work with families to support the academic, social-emotional, and physical needs of their children.
2. The Hillside staff takes pride in its positive behavior support program. It is focused on using the discipline procedure as “an opportunity to teach.” We continue to be challenged to support the social-emotional needs of all children, and maintain a school climate of respect for all people. Collaborating with families, identifying needs and causes of behavior, devising and implementing plans, monitoring plans, and building staff/student capacity to facilitate growth is a school focus. We look forward to working with families to support all of our students.
3. The Hillside staff welcomes the challenge of the school improvement process and the requirements of Michigan’s Education YES!, and the Federal No Child Left Behind Act.
4. As a community, we are challenged to support our own Hillside families in need, however our effort is always supported by the Hillside caring community.

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	All Students	2009-10	100%	89.8%	94.1%	91%	48%	43%	8%	1%
English Language Arts / Reading	03	All Students	2010-11	100%	86.8%	90.4%	95.2%	57.7%	37.5%	4.8%	0%
English Language Arts / Reading	03	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	95.1%	94.9%	88.9%	66.7%	22.2%	11.1%	0%
English Language Arts / Reading	03	Asian, Native Hawaiian, or Pacific Islander	2010-11	100%	93.9%	96.6%	100%	69.2%	30.8%	0%	0%
English Language Arts / Reading	03	Black or African American	2009-10	100%	80.6%	90.7%	91.3%	17.4%	73.9%	8.7%	0%
English Language Arts / Reading	03	Black or African American	2010-11	100%	74.7%	82.8%	95.7%	34.8%	60.9%	4.3%	0%
English Language Arts / Reading	03	Hispanic or Latino	2009-10	<10	84.6%	76.9%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Hispanic or Latino	2010-11	<10	79.8%	100%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Two or More Races	2010-11	<10	86.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	White	2009-10	100%	92.7%	95.7%	93.1%	55.2%	37.9%	5.2%	1.7%
English Language Arts / Reading	03	White	2010-11	100%	90.4%	90.6%	92.5%	62.3%	30.2%	7.5%	0%
English Language Arts / Reading	03	Female	2009-10	100%	91.9%	96.5%	96.1%	47.1%	49%	2%	2%
English Language Arts / Reading	03	Female	2010-11	100%	89.3%	93.8%	100%	59.6%	40.4%	0%	0%
English Language Arts / Reading	03	Male	2009-10	100%	87.9%	91.6%	85.7%	49%	36.7%	14.3%	0%

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	Male	2010-11	100%	84.3%	87.2%	89.4%	55.3%	34%	10.6%	0%
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.5%	85%	76.5%	11.8%	64.7%	23.5%	0%
English Language Arts / Reading	03	Economically Disadvantaged	2010-11	100%	80.2%	80.6%	78.9%	21.1%	57.9%	21.1%	0%
English Language Arts / Reading	03	Limited English Proficient	2009-10	100%	82.2%	90.6%	80.6%	50%	30.6%	16.7%	2.8%
English Language Arts / Reading	03	Limited English Proficient	2010-11	100%	71.3%	88.3%	95.5%	31.8%	63.6%	4.5%	0%
English Language Arts / Reading	03	Students with Disabilities	2009-10	<10	71%	85.7%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Students with Disabilities	2010-11	<10	62.1%	68.5%	<10	<10	<10	<10	<10
English Language Arts / Reading	04	All Students	2009-10	100%	84.1%	89.3%	89.6%	53.8%	35.8%	8.5%	1.9%
English Language Arts / Reading	04	All Students	2010-11	100%	84.1%	90.1%	88.4%	50%	38.4%	11.6%	0%
English Language Arts / Reading	04	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	90.5%	94.5%	100%	55%	45%	0%	0%
English Language Arts / Reading	04	Asian, Native Hawaiian, or Pacific Islander	2010-11	100%	91.8%	92.7%	86.4%	68.2%	18.2%	13.6%	0%
English Language Arts / Reading	04	Black or African American	2009-10	100%	68.6%	79.8%	86.4%	27.3%	59.1%	9.1%	4.5%
English Language Arts / Reading	04	Black or African American	2010-11	100%	69.1%	81.7%	74.2%	25.8%	48.4%	25.8%	0%
English Language Arts / Reading	04	Hispanic or Latino	2010-11	<10	77.9%	86.7%	<10	<10	<10	<10	<10

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	04	White	2009-10	100%	88.9%	91.6%	87.5%	62.5%	25%	10.9%	1.6%
English Language Arts / Reading	04	White	2010-11	100%	88.5%	93.3%	96.5%	57.9%	38.6%	3.5%	0%
English Language Arts / Reading	04	Female	2009-10	100%	86.1%	90.7%	92%	60%	32%	8%	0%
English Language Arts / Reading	04	Female	2010-11	100%	87%	94.9%	92.2%	54.7%	37.5%	7.8%	0%
English Language Arts / Reading	04	Male	2009-10	100%	82.1%	87.9%	87.5%	48.2%	39.3%	8.9%	3.6%
English Language Arts / Reading	04	Male	2010-11	100%	81.3%	84.9%	83.3%	43.8%	39.6%	16.7%	0%
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	100%	75.7%	77.9%	71.4%	28.6%	42.9%	21.4%	7.1%
English Language Arts / Reading	04	Economically Disadvantaged	2010-11	100%	76.1%	77.9%	79.3%	24.1%	55.2%	20.7%	0%
English Language Arts / Reading	04	Limited English Proficient	2009-10	100%	64.3%	85.9%	88.2%	47.1%	41.2%	11.8%	0%
English Language Arts / Reading	04	Limited English Proficient	2010-11	100%	66.5%	80.6%	78.6%	21.4%	57.1%	21.4%	0%
English Language Arts / Reading	04	Students with Disabilities	2009-10	100%	58%	58.5%	61.5%	38.5%	23.1%	23.1%	15.4%
English Language Arts / Reading	04	Students with Disabilities	2010-11	<10	54.2%	65.9%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	All Students	2009-10	100%	85.2%	93.2%	90.8%	57.5%	33.3%	3.4%	5.7%
English Language Arts / Reading	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.6%	92.6%	<10	<10	<10	<10	<10

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	05	Black or African American	2009-10	100%	70.4%	92.2%	88.2%	41.2%	47.1%	5.9%	5.9%
English Language Arts / Reading	05	Hispanic or Latino	2009-10	<10	74.6%	100%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	White	2009-10	100%	89.8%	93.5%	91.5%	62.7%	28.8%	1.7%	6.8%
English Language Arts / Reading	05	Female	2009-10	100%	86.8%	95.4%	91.9%	64.9%	27%	2.7%	5.4%
English Language Arts / Reading	05	Male	2009-10	100%	83.5%	91.1%	90%	52%	38%	4%	6%
English Language Arts / Reading	05	Economically Disadvantaged	2009-10	100%	76.6%	88.2%	70%	40%	30%	0%	30%
English Language Arts / Reading	05	Limited English Proficient	2009-10	100%	61.8%	90%	80%	55%	25%	5%	15%
English Language Arts / Reading	05	Students with Disabilities	2009-10	<10	57.6%	66.2%	<10	<10	<10	<10	<10
Mathematics	03	All Students	2009-10	100%	94.8%	96.9%	95.1%	64.7%	30.4%	4.9%	0%
Mathematics	03	All Students	2010-11	100%	95.3%	97.7%	98.1%	67%	31.1%	1.9%	0%
Mathematics	03	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	98%	96.8%	90%	75%	15%	10%	0%
Mathematics	03	Asian, Native Hawaiian, or Pacific Islander	2010-11	100%	98.2%	99.3%	96%	76%	20%	4%	0%
Mathematics	03	Black or African American	2009-10	100%	87.7%	95.4%	95.7%	21.7%	73.9%	4.3%	0%
Mathematics	03	Black or African American	2010-11	100%	88.6%	96.2%	100%	47.8%	52.2%	0%	0%
Mathematics	03	Hispanic or Latino	2009-10	<10	92.3%	92.3%	<10	<10	<10	<10	<10
Mathematics	03	Hispanic or Latino	2010-11	<10	93.5%	100%	<10	<10	<10	<10	<10
Mathematics	03	Two or More Races	2010-11	<10	95.8%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	03	White	2009-10	100%	96.9%	97.6%	96.6%	79.3%	17.2%	3.4%	0%
Mathematics	03	White	2010-11	100%	97.1%	97.8%	98.1%	71.7%	26.4%	1.9%	0%
Mathematics	03	Female	2009-10	100%	94.8%	96.8%	96.2%	65.4%	30.8%	3.8%	0%
Mathematics	03	Female	2010-11	100%	95.3%	98.1%	100%	69.6%	30.4%	0%	0%
Mathematics	03	Male	2009-10	100%	94.8%	97.1%	94%	64%	30%	6%	0%
Mathematics	03	Male	2010-11	100%	95.3%	97.2%	95.7%	63.8%	31.9%	4.3%	0%
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.9%	93.6%	88.2%	23.5%	64.7%	11.8%	0%
Mathematics	03	Economically Disadvantaged	2010-11	100%	92.7%	93.8%	94.7%	47.4%	47.4%	5.3%	0%
Mathematics	03	Limited English Proficient	2009-10	100%	92.1%	94.8%	89.5%	71.1%	18.4%	10.5%	0%
Mathematics	03	Limited English Proficient	2010-11	100%	92.1%	97.9%	95.5%	59.1%	36.4%	4.5%	0%
Mathematics	03	Students with Disabilities	2009-10	<10	87.8%	93.2%	<10	<10	<10	<10	<10
Mathematics	03	Students with Disabilities	2010-11	<10	88.7%	87%	<10	<10	<10	<10	<10
Mathematics	04	All Students	2009-10	100%	92.3%	94.8%	95.3%	67.3%	28%	4.7%	0%
Mathematics	04	All Students	2010-11	100%	91.5%	95.4%	97.3%	65.2%	32.1%	2.7%	0%
Mathematics	04	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	96.9%	99.2%	100%	95.2%	4.8%	0%	0%
Mathematics	04	Asian, Native Hawaiian, or Pacific Islander	2010-11	100%	96.8%	97.3%	95.5%	81.8%	13.6%	4.5%	0%
Mathematics	04	Black or African American	2009-10	100%	82.3%	90.7%	90.9%	31.8%	59.1%	9.1%	0%
Mathematics	04	Black or African American	2010-11	100%	81.2%	91.2%	93.5%	29%	64.5%	6.5%	0%
Mathematics	04	Hispanic or Latino	2010-11	<10	88.7%	93.8%	<10	<10	<10	<10	<10
Mathematics	04	White	2009-10	100%	95.1%	95.3%	95.3%	70.3%	25%	4.7%	0%
Mathematics	04	White	2010-11	100%	94.3%	96.8%	100%	80.7%	19.3%	0%	0%
Mathematics	04	Female	2009-10	100%	92.9%	97%	98%	60.8%	37.3%	2%	0%
Mathematics	04	Female	2010-11	100%	91.6%	95.8%	98.4%	64.1%	34.4%	1.6%	0%
Mathematics	04	Male	2009-10	100%	91.6%	92.7%	92.9%	73.2%	19.6%	7.1%	0%
Mathematics	04	Male	2010-11	100%	91.3%	95%	95.8%	66.7%	29.2%	4.2%	0%

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	04	Economically Disadvantaged	2009-10	100%	87.8%	90.4%	85.7%	35.7%	50%	14.3%	0%
Mathematics	04	Economically Disadvantaged	2010-11	100%	86.9%	88.3%	89.7%	37.9%	51.7%	10.3%	0%
Mathematics	04	Limited English Proficient	2009-10	100%	86.6%	93.7%	97.1%	80%	17.1%	2.9%	0%
Mathematics	04	Limited English Proficient	2010-11	100%	84.5%	91.5%	92.9%	42.9%	50%	7.1%	0%
Mathematics	04	Students with Disabilities	2009-10	100%	80%	78.6%	84.6%	61.5%	23.1%	15.4%	0%
Mathematics	04	Students with Disabilities	2010-11	<10	77.5%	88.2%	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	100%	79.5%	88.5%	90.8%	63.2%	27.6%	6.9%	2.3%
Mathematics	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93%	97.3%	<10	<10	<10	<10	<10
Mathematics	05	Black or African American	2009-10	100%	62.5%	75.4%	82.4%	41.2%	41.2%	11.8%	5.9%
Mathematics	05	Hispanic or Latino	2009-10	<10	71%	81.3%	<10	<10	<10	<10	<10
Mathematics	05	White	2009-10	100%	84.3%	91.3%	91.5%	66.1%	25.4%	6.8%	1.7%
Mathematics	05	Female	2009-10	100%	79.6%	89.2%	89.2%	62.2%	27%	5.4%	5.4%
Mathematics	05	Male	2009-10	100%	79.4%	87.7%	92%	64%	28%	8%	0%
Mathematics	05	Economically Disadvantaged	2009-10	100%	69.8%	76%	60%	40%	20%	40%	0%
Mathematics	05	Limited English Proficient	2009-10	100%	67.6%	90.6%	90%	70%	20%	10%	0%
Mathematics	05	Students with Disabilities	2009-10	<10	52.8%	70.8%	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	100%	81%	89.1%	88.5%	58.6%	29.9%	10.3%	1.1%
Science	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.8%	91.7%	<10	<10	<10	<10	<10
Science	05	Black or African American	2009-10	100%	59.6%	79.2%	76.5%	23.5%	52.9%	17.6%	5.9%
Science	05	Hispanic or Latino	2009-10	<10	68.8%	86.7%	<10	<10	<10	<10	<10
Science	05	White	2009-10	100%	87.5%	92.1%	91.5%	67.8%	23.7%	8.5%	0%
Science	05	Female	2009-10	100%	81.1%	90.5%	89.2%	64.9%	24.3%	10.8%	0%

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	05	Male	2009-10	100%	80.8%	87.7%	88%	54%	34%	10%	2%
Science	05	Economically Disadvantaged	2009-10	100%	70.6%	79.2%	50%	30%	20%	40%	10%
Science	05	Limited English Proficient	2009-10	100%	56.7%	86.7%	80%	50%	30%	20%	0%
Science	05	Students with Disabilities	2009-10	<10	60.7%	61.6%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	03	All Students	2009-10	<10	76.4%	70%	<10	<10	<10	<10
Mathematics	03	All Students	2010-11	<10	74.7%	<10	<10	<10	<10	<10
Mathematics	03	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	73.1%	<10	<10	<10	<10	<10
Mathematics	03	White	2010-11	<10	77.1%	<10	<10	<10	<10	<10
Mathematics	03	Female	2009-10	<10	71.4%	<10	<10	<10	<10	<10
Mathematics	03	Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Mathematics	03	Male	2010-11	<10	75.3%	<10	<10	<10	<10	<10
Mathematics	04	All Students	2009-10	<10	85%	100%	<10	<10	<10	<10
Mathematics	04	All Students	2010-11	<10	82.9%	<10	<10	<10	<10	<10
Mathematics	04	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	80%	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2009-10	<10	76.2%	<10	<10	<10	<10	<10
Mathematics	04	White	2009-10	<10	88.4%	<10	<10	<10	<10	<10
Mathematics	04	Female	2009-10	<10	83.4%	<10	<10	<10	<10	<10
Mathematics	04	Female	2010-11	<10	80.4%	<10	<10	<10	<10	<10
Mathematics	04	Male	2009-10	<10	85.9%	<10	<10	<10	<10	<10
Mathematics	04	Male	2010-11	<10	84.3%	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	<10	71.1%	<10	<10	<10	<10	<10
Mathematics	05	Black or African American	2009-10	<10	65.3%	<10	<10	<10	<10	<10
Mathematics	05	Male	2009-10	<10	74.2%	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Science	05	Black or African American	2009-10	<10	48.2%	<10	<10	<10	<10	<10
Science	05	Male	2009-10	<10	61.6%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts	03	All Students	2010-11	<10	85.2%	<10	<10	<10	<10	<10
English Language Arts	03	Black or African American	2010-11	<10	85%	<10	<10	<10	<10	<10
English Language Arts	03	Female	2010-11	<10	85.6%	<10	<10	<10	<10	<10
Mathematics	03	All Students	2010-11	<10	87.5%	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2010-11	<10	86.4%	<10	<10	<10	<10	<10
Mathematics	03	Female	2010-11	<10	90.1%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

Student Assessment Data - MI-Access : Participation

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
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Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	99.8%	95.8%
All Students	District	Mathematics	99.4%	96.2%
All Students	School	English Language Arts / Reading	99.5%	97%
All Students	School	Mathematics	99.1%	97.9%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	100.3%	98.1%
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	99.5%	98.1%
Asian, Native Hawaiian, or Pacific Islander	School	English Language Arts / Reading	98.1%	98.2%
Asian, Native Hawaiian, or Pacific Islander	School	Mathematics	96.2%	96.4%
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	99.3%	92.8%
Black or African American	District	Mathematics	99.1%	92%
Black or African American	School	English Language Arts / Reading	100%	95.4%
Black or African American	School	Mathematics	100%	95.4%
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	102%	94.4%
Hispanic or Latino	District	Mathematics	99%	94.4%
Hispanic or Latino	School	English Language Arts / Reading	<30	<30
Hispanic or Latino	School	Mathematics	<30	<30
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
Two or More Races	School	English Language Arts / Reading	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%
White	District	English Language Arts / Reading	99.9%	96.5%
White	District	Mathematics	99.6%	97.4%
White	School	English Language Arts / Reading	100%	97.2%

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
White	School	Mathematics	100%	99.1%
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	99.7%	91.6%
Economically Disadvantaged	District	Mathematics	99.5%	92.3%
Economically Disadvantaged	School	English Language Arts / Reading	100%	91.1%
Economically Disadvantaged	School	Mathematics	100%	92.9%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Limited English Proficient	District	English Language Arts / Reading	99.8%	90%
Limited English Proficient	District	Mathematics	99.8%	93%
Limited English Proficient	School	English Language Arts / Reading	100%	92.9%
Limited English Proficient	School	Mathematics	100%	92.9%
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	98.9%	77%
Students with Disabilities	District	Mathematics	98.3%	78.6%
Students with Disabilities	School	English Language Arts / Reading	<30	<30
Students with Disabilities	School	Mathematics	<30	<30

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
All Students	District	89.2%
American Indian or Alaska Native	State	65.87%
American Indian or Alaska Native	District	<10
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Asian, Native Hawaiian, or Pacific Islander	District	>95%
Black or African American	State	57.97%
Black or African American	District	79.76%
Hispanic or Latino	State	63.52%
Hispanic or Latino	District	86.36%
Two or More Races	State	66.55%
White	State	82.04%
White	District	91.9%
Economically Disadvantaged	State	66.59%
Economically Disadvantaged	District	73.28%
Limited English Proficient	State	83.13%
Limited English Proficient	District	<10
Students with Disabilities	State	58.68%
Students with Disabilities	District	64.21%

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

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	96%
All Students	School	96.3%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	93.5%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	96.3%
Asian, Native Hawaiian, or Pacific Islander	School	95.6%
Black or African American	State	91.9%
Black or African American	District	95.3%
Black or African American	School	95.5%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	95.3%
Hispanic or Latino	School	96.6%
Two or More Races	State	94.7%
Two or More Races	District	93.5%
White	State	95.6%
White	District	96.2%
White	School	96.7%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	94.8%
Economically Disadvantaged	School	95.4%
Limited English Proficient	State	94.8%
Limited English Proficient	District	95.4%
Limited English Proficient	School	96.1%
Students with Disabilities	State	93.4%
Students with Disabilities	District	94.7%
Students with Disabilities	School	96%

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

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
No	Met	Met	Met	A	N/A	0

% of Schools making AYP: 79.1%
 % of Schools in School Improvement status: 4.3%
 % of Schools in Corrective Action status: 1.8%
 % of Schools in Restructuring status: 5.3%
 % of Title I Schools making AYP: 82.9%
 % of Title I Schools in School Improvement status: 2.7%
 % of Title I Schools in Corrective Action status: 1%
 % of Title I Schools in Restructuring status: 3.6%

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	6	31	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

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

Teacher Quality Data

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

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

Teacher Quality Data

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

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	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 Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
Info not available		‡			
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Oakland Schools, Farmington Public School District, Hillside Elementary School

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
		72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
		70.72	3.239	70.46	3.298	85.15	4.505