



HARTFORD PUBLIC SCHOOLS

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March 29, 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 the Woodside 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 Brad Geesaman for assistance.

The AER is available for you to review electronically by visiting the following web site www.hpsmi.org or you may review a copy in the principal's office at Woodside Elementary.

A key challenge for our school is to make sure all of our students are demonstrating strong academic growth for the school year. We have developed several strategic processes to address student achievement, we are dedicated in academic success for our students to show continued growth this year. We are targeting specific core foundation skills with systematic strategic strategies that will provide students with academic success as students move through the grades.

State law requires that we also report additional information. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL – Woodside is a traditional elementary school serving students in full day program for grades third through fifth. Students who attend are primarily resident students of our district. Students may also attend through a release from their home district's superintendent or through the 105c School of Choice program. Once a student is at Woodside Elementary, and advances to the next grade, the principal and grade level teachers collaborate and assign students to classrooms for the following year.

SCHOOL IMPROVEMENT – Hartford Public Schools continues to review policies and practices in order to address the need for continued student achievement. The school improvement process is an integral part of addressing the needs for the students at Woodside. Recent state and federal mandates include annual testing directives and

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increased accountability has driven the need for the process and its outcomes. Woodside is addressing these demands by establishing goals and objectives that will guide teaching for learning, resource allocation, staff development, data management and assessments. School improvement meetings are held at the building and district level. Committee members include instructional staff, administration, school board members and members of the community. The committee uses data to drive instructional curricular changes necessary to improve student achievement. Woodside analyzes and updates the school improvement plan yearly. School improvement plans are available in the principal's office.

CORE CURRICULUM - Woodside is currently continuing work in transitioning Michigan's Grade Level Content Expectations to the Common Core State Standards. Work is being done in the building to identify systematic strategic planning for the standards at each grade level. Your child's teacher can provide you with more information regarding their grade level program. For more information you can locate the information at www.corestandards.org

SPECIALIZED SCHOOL PROGRAMS – Woodside provides educational support services to students who have Limited English Proficiency as determined by oral, written and reading language arts assessments and to eligible students who need support when their education has been interrupted because of migratory status. These services are implemented by the staff employed by the Hartford Public Schools. Resource Rooms provide academic and behavior support for mild/moderate special education students with an Individual Education Plan (IEP). Depending on the IEP, this support is delivered through inclusion, co-teaching, mainstreaming and pullout. Support services also include Speech and Language, Occupational Therapy, Physical Therapy, and Social Work.

STUDENT ACHIEVEMENT DATA- We administer the Renaissance Learning STAR Enterprise assessment for Reading and Math. All students at Woodside Elementary take this assessment a minimum of three times a year. The data shows the percentage of students who met or exceeded end of the year national benchmark targets in the spring of 2014 and spring of 2015

Spring of 2014

<u>Subject</u>	<u>Grade</u>	<u>Percentage Meeting Target</u>
Reading	3	45%
Reading	4	60%
Reading	5	51%
Math	3	63%
Math	4	76%
Math	5	56%

Spring of 2015

<u>Subject</u>	<u>Grade</u>	<u>Percentage Meeting Target</u>
Reading	3	43%
Reading	4	55%
Reading	5	51%
Math	3	64%
Math	4	69%
Math	5	51%

PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:

2014: Fall – 91% and Spring - 87%

2015 Fall – 90% and Spring - 86%

Woodside Elementary staff continues to work diligently to meet the needs of all students. Decisions are made based on formal data, which drives instruction, interventions and student success. As a staff, we continue to grow professionally. We truly believe all children at Woodside can develop and grow academically

Sincerely,

Brad Geesaman, Principal
Woodside Elementary