

HILLSDALE COMMUNITY SCHOOLS
ANNUAL REPORT
2008-2009



**Korey Caulkins
Salutatorian**

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MESSAGE FROM
THE
SUPERINTENDENT



Richard M. Ames
Superintendent

Dear District Residents:

Each year, an annual report is published summarizing the accomplishments of our students and the status of the school district as a public educational institution. The report is prepared with the sole intent of clearly communicating both to you through statistics and narratives.

Annual reports are filled with data. This one is no exception. Used properly, data can be a valuable tool in evaluation. Appropriate use of data must be directed toward continuous improvement district-wide and to attain greater achievement for all students. This is the primary focus for Hillsdale Community Schools. As such, data and its use are prominent in the Board of Education's Strategic Plan.

Decisions made by the Board, administration and school family members on a daily basis are guided by these principles. Our expanded focus is on differentiated or individual instruction, K-12.

Now more than ever, frequent assessment, enhancements and interventions must occur district-wide. The primary focus at the early elementary is for mastery of basic skills like reading and mathematics. However, timely interventions and enhancements must occur right through a student's last day of high school. By doing so, students maximize their K-12 experience.

This seems like an appropriate time to make clear that the current status of Hillsdale Community Schools is "satisfactory." K-12 curricular and co-curricular opportunities afford all students a comprehensive education in this community. The recent and long standing legacy of individual and group excellence makes that statement a matter of fact, rather than opinion.

The point of the matter is we cannot become satisfied. This school district is capable of greater achievements by all students. That sounds simple enough but requires a completely different mind-set for all concerned, including parents and the community.

For instance, to properly individualize, traditional learning tools such as textbooks may not hold the same significance as known by previous generations. In fact, the Board has challenged the faculty to become less dependent on "canned" programming. The new focus is on resources which make direct correlations to individual learning styles and identified student outcomes, not just a textbook.

The term "process" has become more and more frequently used throughout the district over the past few years. Part of our continuous growth and development involves the establishment and almost constant refinement of process. The steps we take and how we get there are critical elements to making the systemic changes required by 21st Century expectations.

Education in general and Hillsdale Community Schools in particular is evolving, recreating itself. Rest assured, we are not changing for change sake. With the Board's leadership, and appropriate support from administration, change is well thought out and intentional.

The media is full financial news about public education funding. In this environment it would be easy to become distracted from our primary mission – expanding student achievement to their maximum potential.

As an education community, we must increase expectations for students.

That will take a unified effort by all concerned. Where we are at this point and more importantly where we will go from here provides great hope and anticipation for the future. It is in that spirit that this annual report is provided to our internal and external stakeholders.

Respectfully yours,

Richard Ames
Superintendent

2008-2009 Hillsdale Board of Education



Bill Smith
President



Robert J. Batt
Vice-President



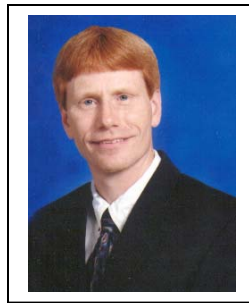
Laurie Brandes
Treasurer



LeAnne Rumler
Secretary



James Bowen
Trustee



Mark Nussbaum
Trustee



Ron Scholl
Trustee

Historical Snapshot

The first “Hillsdale” school was started in 1838, when a log house was erected on the north side of State Street near Wolcott Street. The first high school class graduated in 1875.

Hillsdale City Schools were organized in 1941 in the village of Hillsdale, Fayette Township. When the city was incorporated as a fourth class city, the district thus known as District #3 became known as School District #1 of the City of Hillsdale. The name was later changed to Hillsdale Community Schools.

Hillsdale School Buildings

| | |
|---------------------------|----------------------|
| Davis Middle School | 1929 |
| Bailey Elementary | 1936 |
| Mauck Elementary | 1939 |
| Gier Elementary | 1953 |
| Hillsdale High School | 1960 |
| Adult/Community Education | |
| - Midtown | 1983-1996, 1999-2009 |

VISION STATEMENT

MISSION STATEMENT

District
Long & Short Term Goals



*Kathryn Brown
Co-Valedictorian*



*Tyler Hubbell
Co-Valedictorian*

The Hillsdale Community School District is committed to opportunities for students to learn, mature and develop into well educated self-sufficient, strong contributors to society.

Provide comprehensive academic and co-curricular opportunities in a climate of mutual respect, enthusiastically challenging all students to achieve their full potential, now and in the future.

I. Student Achievement

Short-term goals:

1. All students will read at grade level at the end of 3rd and 8th grades.
2. Develop a five-year plan to increase advanced academic opportunities at elementary, middle and high schools.
3. Students will achieve grade level content expectations as established by the MDE for K-8 and Michigan Merit Standards for 9-12.

II. External Collaboration

Short-term goals:

1. Collaborate with other districts in the County, including HCISD with respect to services and educational opportunities.
2. Enhance communications and mutual support with the local community.
3. Evaluate the strengths and limitations of County schools.
4. Strengthen relationships with local government (City and Townships) and County agencies

III. Marketing & Promotion

Short-term goals:

1. Increase enrollment through promoting Hillsdale Community Schools.
2. Enhance technology to promote Hillsdale Community Schools.

District
Long & Short-Term Goals
(Cont.)



*Shelby Kittleson
Co-Valedictorian*

VALUE
STATEMENT



*Kara Nussbaum
Co-Valedictorian*

IV. Physical Infrastructure

Short-term goals:

1. Implement Three (3) Year Facility Development Plan.
2. Increase efficiency of facilities.

V. Finance

Short-term goals:

1. Increase Fund Balance one percent (1%) each year.

VI. Administrative

Short-term goals:

1. Pursue interest based bargaining with employee units.
2. Improve internal communication.
3. Enhance staff performance.
4. Administrative workload and transition planning.

The District believes that the purpose of education is to facilitate the development of the potential of each student. We believe:

Education is a Shared Responsibility – maximum achievement requires the commitment and participation of staff, students, family and community.

All Students Have Unique Skills and Talents – individual ability must be identified, developed and nurtured.

Learning Styles Vary – instructional methods should be utilized accordingly to the degree possible.

High Self-Esteem Enhances Success – people develop best through honest praise and validation.

School Climate Contributes to Achievement – learning occurs best in a safe, respectful and welcoming environment.

Expectations for Success Must be High – students need to be consistently challenged to pursue increased levels of achievement.

STUDENT
OUTCOMES –
Abbreviated
Version
(WRPCCC)

Trust is Vital – trust bonds staff, students, family and community.

Cooperation is Critical – learning experiences must encourage and teach skills, which develop a cooperative attitude.

Optimism is Essential – sincere belief in people, education and the future best serves society.

One of the goals of education is to provide all learners with a solid foundation of skills, knowledge and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education a Hillsdale student will be a person who:

- A. Uses effective communication skills: speaking, reading, writing, and listening
- B. Demonstrates command of basic mathematical and scientific problem-solving skills
- C. Shows growing appreciation of the humanities
- D. Demonstrates an understanding of, and is developing a sense of responsibility for, the world community
- E. Demonstrates positive character qualities, including self-esteem as a learner and as a person, and extends respect to others.
- F. Works well with others while contributing one's own ideas, view and standards yet can also learn independently.
- G. Demonstrates problem-solving skills including recognition of logical and illogical thinking in an effort to reach reasonable conclusions
- H. Takes responsibility for personal fitness including physical, mental and social fitness.

EDUCATIONAL
OUTCOMES FOR
STUDENTS

- A. Wellness – Conscious – Student possesses self-esteem; values physical, mental and social fitness
- B. Responsible – Student is a self-directed learner; exhibits concern for civic and environmental issues; behaves ethically; successfully demonstrates life management skills
- C. Problem-Solver – Student applies mathematical and scientific problem-solving skills; uses logical thinking, seeks reasonable conclusions
- D. Culturally Literate – Student appreciates, understands and is knowledgeable about social sciences and the fine arts
- E. Cooperative – Student respects others, contributes ideas, views and standards
- F. Skillful Communicator – Student demonstrates mastery of language arts: reading, writing, speaking and sensory communications

SCHOOL PROGRAMS

School Improvement – NCA-CASI

Hillsdale Community Schools - Mauck, Bailey, Gier, Davis Middle School, and Hillsdale High School are all accredited for the 2008-2009 school year through the North Central Association. NCA schools are accredited on the basis of an annual report on conditions in the school and on such supplementary information as the Commission on Accreditation and School Improvement requests. Continued accreditation means that the conditions for effective education exist in the schools. NCA membership assures the public at large that the school has met standards which high quality schools in the NCA region consider to be imperative for effective education and that it is working to improve performance for all students. A school improvement Quality Assurance Review visit is scheduled for 2012 for all schools in the district.

All buildings in the district are in the second year of the school improvement process. This year the schools compiled school profiles and a needs assessment within each school and the community. A staff survey, Taglit, was completed to identify technology skill levels and additional needs for professional development. Data included in the needs assessment identified focus areas that need additional strategies developed to increase student skills and achievement. A parent survey was also completed with the results presented in the needs assessment.

Safe and Drug Free Schools

Hillsdale Community Schools continues to support its comprehensive K-12 health program through a variety of sources. Our schools continue to serve as an active member of the Jackson-Hillsdale Safe and Drug Free Schools consortium. As a result of this association, we have continued to utilize the “Families and Children Together” (FACT) parent involvement program. This program known for its Fact Backpack approach provides information to children and their families between Kindergarten and 5th grade about healthy choices and attitudes.

Hillsdale Schools have also been involved in the training of our health and life skills teachers in secondary modules such as: Character Education, Violence Prevention Programs and Alcohol Drug and Tobacco Prevention programs. This is all a part of the Michigan Model Health Program.

The Jackson-Hillsdale Consortium also provided opportunities for our staff to coordinate and collaborate with community agencies to provide research-based strategies and programs which build youth assets, and reduce violence and drug use. Members of the Hillsdale staff attended professional development training for the “Why Try?” program that is designed to offer effective solutions for truancy, behavioral, and academic problems. The program is now under way in grades 6-8 and in development at grades 9-12.

Additional assets include the Davis Middle School Advisor/Advisee program that provides strong supportive activities to encourage students to form positive, healthy lifestyles. Davis Middle School also participated in Red Ribbon Week to emphasize drug awareness. This year also found Davis

developing a strong wellness program that emphasized both proper nutrition and fitness, including a morning fitness walk for staff and students.

Hillsdale High School has a heavy emphasis on the dangers of drinking and smoking. The two existing programs are SADD (Students Against Drunk Driving). Domestic Harmony also offers a program that focuses on increasing violence awareness.

The Michigan Profile for Healthy Youth (MiPHY) is a new web based survey that will help schools and communities learn what kids need to make healthy choices and experience success. It is a questionnaire designed to gather data that will create an accurate picture of risk behaviors, risk factors, and protective factors associated with alcohol, tobacco, and other drug use, violence, sexual behavior, physical activity, and nutrition.

The District has also utilized the Mid-South Substance Abuse Commission Prevention Needs Assessment Survey for the past few years, but this may become obsolete due to the MiPHY.

Wellness

The District has made a commitment to improving the health and wellness of our district staff and students in accordance with directives from the State Board of Education. A Coordinated School Health Team was trained and activated in order to promote the **eight interactive components of the program** including the following:

1. A comprehensive School Health Education curriculum; addresses the physical, mental, emotional, and social dimensions of health.
2. Physical Education: A planned K-12 curriculum of quality physical activities that promote optimum physical, mental, emotional, and social development through sports and activities that all students can enjoy throughout their lives.
3. Counseling, Psychological, and Social Services: This includes services that should improve students' mental, emotional, and social health.
4. Family and Community Involvement: An integrated school, parent, and community approach for enhancing the health and well being of students.
5. Nutrition Services: A variety of nutritious meals and snacks that accommodate the health and nutrition needs of all students are made available.
6. School Health Services: Preventive services that are designed to include a coordinated system that ensures a continuum of care from school to home to community health care provider and back.

7. Healthy School Environment: This includes all of the factors within the school structures that affect the well-being of students and staff.
8. School-site Health promotion for Staff: This component suggests the importance of opportunities for the staff to pursue a healthy lifestyle and improve their health status so that they can make a greater personal commitment to the school's overall coordinated school health program.

The Coordinated School Health Team contributed a significant professional development component to our system and has begun to initiate programs to promote student and staff wellness and fitness.

Status of the Core Curriculum Program

Hillsdale Community Schools has a curriculum review and revision process in place. Every teacher is required to serve on at least one of the committees. Each grade level assures representation on all committees to facilitate communication.

Curriculum Rotation Schedule

Language Arts
Math
Science
Social Studies
Special Subjects & Technology

During curriculum review and recommendation the district's curriculum is aligned with the state curriculum. Gaps are identified through MEAP data analysis, quarterly assessments, and additional standardized test results. Grade and course curriculums are revised to reflect changes. Recommendations for materials to support the curriculum are also made. The committee presents their revisions and recommendations to the district Curriculum Council and the Board Curriculum Committee for approval. It is then presented to the Board of Education for approval.

Hillsdale Community Schools

Title I Annual Report

(This report applies to the 2008-2009 school year.)

Purpose: Title I is a federal program designed to improve the academic achievement of students who are disadvantaged. Schools that choose to participate in this program receive formula grant funds to provide extra services and materials to students. All three elementary schools participate in a school-wide program. This means that Title I funds are used in the schools to provide additional personnel, materials, staff training, and parent involvement. Title I funds may not be used to provide the regular and necessary components of an educational program. This grant money must provide extra things with the purpose of all students meeting academic standards.

Allocation: The district received \$457,997 in Title I grant money for the current year of 2008-2009. There was a carryover allocation from the previous year of \$50,131. The total amount of money available was \$508,128. Title I is a formula grant. A state mandated calculation is used to determine each school's annual allocation.

Planning: Our district chooses to use this money at the three elementary schools. Each school creates a plan to help students that are struggling in academic subjects. School improvement plans must be approved at the district level and then approved at the state level by the Michigan Department of Education.

Implementation:

Gier Elementary School:

- Educational Assistants in each classroom for 45 minutes per day
- Additional Education Assistant time for specific students in need of additional support and interventions
- Before school tutoring program for students
- Sub costs to release teachers to work on curriculum alignment and unit planning
- Parent/Family Development Nights
- Elementary Success Worker (Counseling)
- Summer School
- Hire an extra teacher to team-teach with regular classroom teachers for improved literacy instruction

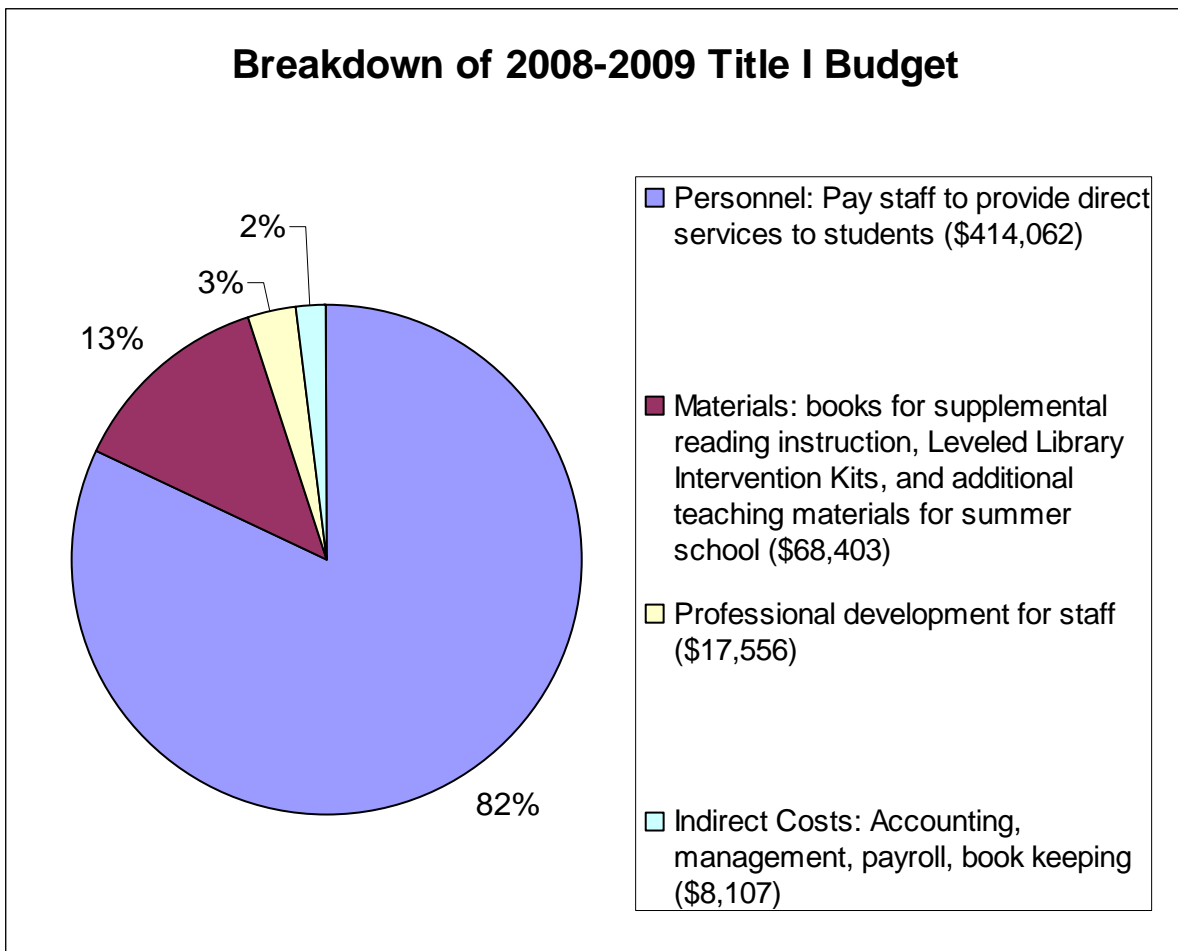
Bailey Elementary School:

- Educational Assistants in classrooms for 1 hour per day
- Additional Education Assistant time for specific students in need of additional support and interventions.
- Reading Recovery for 1st grade students
- Provide extra literacy instruction in small groups to struggling readers
- Parent/Family Development Nights
- Summer School
- Summer Reading Program

Mauck Elementary School:

- Hire an extra teacher to team-teach with regular classroom teachers for improved literacy instruction
- Educational Assistants in each classroom for 2 hours per day
- Additional Education Assistant time for specific students in need of additional support and interventions.
- Provide a Literacy Leader for staff development
- Parent/Family Development Nights
- Summer Reading Program
- Purchase a Leveled Library Intervention Kit for each classroom teacher

Title I Evaluation: The Title I program has a financial audit and program compliance audit completed every year. This is done by an external accounting firm and reports are provided directly to the Michigan Department of Education and the Hillsdale Community Schools Board of Education. We operate a school-wide Title I program. That allows our school to use the grant money to assist the entire school rather than only specific students. Our schools qualify for school-wide programming because of the high number of students with academic risk factors. It is the goal for all students to perform at grade level. Students that came to our schools below grade level should demonstrate they are catching up because of the interventions provided. The Title I resources must be used to help these children.



Economically
ADEQUATE YEARLY PROGRESS

Description of Michigan’s AYP Formula

The *No Child Left Behind Act of 2001* provides specific requirements for Adequate Yearly Progress formulas that are used by individual states. The legislation gives Title I schools and districts the two methods described below to determine whether or not they have made Adequate Yearly Progress. For districts, the methods are applied to the Title I schools in the district as a group.

AYP (Adequate Yearly Progress) Based on Student Achievement

A Title I school or district makes AYP for a particular year based on achievement if at least a certain percentage of students meets or exceeds state standards on the Michigan Educational Assessment Program tests, at least 95 percent of the students participated in state assessments, and the school or district has an acceptable attendance or graduation rate. For tests with four achievement levels, students must score in one of the top two achievement levels (Levels 1 and 2) in order to meet state standards. For the older tests with only three achievement levels, students must score in the top level to meet state standards. The required percentage is the same for all schools and districts in the state and is known as the “annual state objective.” The percentages are different for each subject, however, as well as each grade level tested, because they depend on the starting points established in 2002. The annual state objective for each subject and grade level will increase as shown below until it reaches 100 percent for all subjects and grade levels in 2014.

| Year | English Language Arts | | | Mathematics | | |
|------|-----------------------|--------|------|-------------|--------|------|
| | Elem. | Middle | High | Elem. | Middle | High |
| 2002 | 38% | 31% | 42% | 47% | 31% | 33% |
| 2003 | 38% | 31% | 42% | 47% | 31% | 33% |
| 2004 | 38% | 31% | 42% | 47% | 31% | 33% |
| 2005 | 49% | 43% | 52% | 56% | 43% | 44% |
| 2006 | 49% | 43% | 52% | 56% | 43% | 44% |
| 2007 | 49% | 43% | 52% | 56% | 43% | 44% |
| 2008 | 59% | 54% | 61% | 64% | 54% | 56% |
| 2009 | 59% | 54% | 61% | 64% | 54% | 56% |
| 2010 | 59% | 54% | 61% | 64% | 54% | 56% |
| 2011 | 69% | 66% | 71% | 73% | 66% | 67% |
| 2012 | 79% | 77% | 81% | 82% | 77% | 78% |
| 2013 | 90% | 89% | 90% | 91% | 89% | 89% |
| 2014 | 100% | 100% | 100% | 100% | 100% | 100% |

Hillsdale Community Schools AYP Status

| | Made AYP | Identified for Improvement | Improvement Phase |
|-------------|----------|----------------------------|-------------------|
| District | Yes | No | N/A |
| High School | Yes | No | N/A |
| Davis | Yes | No | N/A |
| Gier | Yes | No | N/A |
| Bailey | Yes | No | N/A |
| Mauck | Yes | No | N/A |
| Horizon Alt | N/A | N/A | N/A |

School Report Card Grades

| | |
|--------------------------|---|
| Hillsdale High School | B |
| Davis Middle School | B |
| Gier Elementary School | A |
| Bailey Elementary School | B |
| Mauck Elementary School | B |

**PROFESSIONAL
QUALIFICATIONS OF
TEACHERS IN THE
DISTRICT**

The district employs a highly educated professional staff made up of 105 full-time certified personnel and 80 support personnel.

| | B.A. | B.A. + 20 Credit Hours | M.A. | M.A. + 15 Credit Hours |
|---|------|---------------------------------|------|---------------------------------|
| Professional Qualifications of All Elementary and Secondary School Teachers in the District | 24 | 22 | 42 | 17 |

Percentage of Teachers Teaching with Emergency or Provisional Credentials = 0%.

During the 2008-2009 school year the Hillsdale Community Schools did not have any teachers who were teaching with temporary or emergency authorization to teach.

| School | Poverty % of School | Grade Span | # of Teachers | # of HQ Teachers | % of HQ Teachers |
|----------|---------------------|------------|---------------|------------------|------------------|
| Mauck | 64% | PreK/K | 11 | 11 | 100% |
| Bailey | 67% | 1/2 | 20 | 20 | 100% |
| Gier | 65% | 3/5 | 22 | 22 | 100% |
| Davis | 61% | 6/8 | 21 | 21 | 100% |
| HHS | 45% | 9/12 | 28 | 28 | 100% |
| Horizon | 53% | 9/12 | 2 | 2 | 100% |
| District | 58% | Pre-K-12 | 104 | 104 | 100% |

Annual Progress toward meeting state objectives for percentage of highly qualified teachers for both the district and each individual school building

District-wide all teachers have met qualifications for NCLB.

PARENT PARTICIPATION

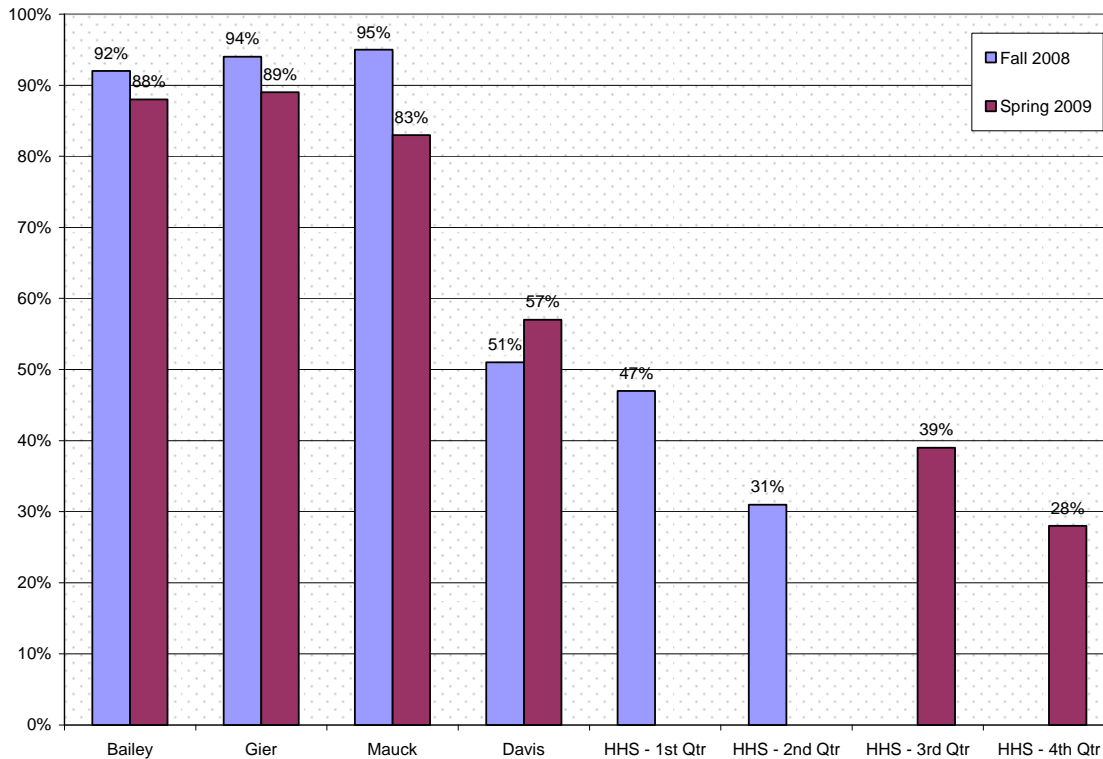
It cannot be stressed enough how important parent or guardian involvement is in a student's education. It is of the utmost importance for parents, students, and teachers to communicate with one another on a regular basis. All high school teachers kept a personal contact log to document each phone call or conversation with parents.

Realizing this importance, we hold parent/teacher conferences on a regular basis, throughout the school year. In addition, various activities take place in the different buildings such as: orientations, open houses, musical programs, drama productions, PTO activities, booster clubs, sports, sub-sandwich sales, Santa's Secret Shop and a spaghetti dinner, to name a few.

We welcome and encourage parent participation in the education process in all of its many and varied facets.

PARENT/TEACHER CONFERENCES 2008-2009

HILLSDALE COMMUNITY SCHOOLS PARENT TEACHER CONFERENCE ATTENDANCE



COMMUNITY
RESOURCES AND
VOLUNTEERS

Parents and community members are encouraged to participate in the school community. Examples include:

- Working as volunteers in classrooms
- PTO and its fundraisers
- Parent-teacher conferences
- District and building committees, such as the school improvement committees, athletic committees, wellness committees, etc.
- Booster groups (band, athletics)
- Open House in the fall
- Orientation meetings for students new to a building
- Big Brothers/Big Sisters – K-6 grades
- Teach after-school offerings in the elementary enrichment program and the after-school middle school program
- Support of all extra-curricular activities
- Guest speakers on topics of interest
- Junior Achievement Program – 3rd-8th grades
- Middle School Career Day Speakers
- Davis Closet
- Middle School Health Fair
- Salvation Army fund raising
- I CARE community assistance programs
- Hillsdale Garden Club – 4th grade; Junior Garden Club

The district newsletter, mailed throughout the district, informs parents and other community members of the many opportunities they have for involvement. When appropriate, specific parents are solicited to ensure balanced parent and community representation or to fill a specific need on a committee (e.g. a knowledgeable parent or community member in the area of technology to serve on the district technology committee).

As we encourage parent and community involvement in all areas of our school, we also connect with the many resources available to us in our community, such as:

- Partnership with Hillsdale College in many areas
 - Education Department for student teacher placement
 - One-to-one mentoring by college students
 - Student activities such as lock-ins for elementary or middle school students sponsored by a college group

- Partnership with Hillsdale ISD for housebuilding, allied health, manufacturing technology, and student teaching programs
- Community Action Agency Cooperative Arrangement for the Elementary Success Program grades 3-5
- Dual-enrollment through the local campus of Jackson Community College and Hillsdale College
- Placements for our students who do community service (NHS, Student council, American History classes)
- Hillsdale Community Foundation for financial support of programs
- Wal-Mart grants to education and the community
- Big Brothers/Big Sisters
- School Nutrition Advances Kids (SNAK) Grant Davis Middle School Wellness

We strive to continually communicate to our constituents all the many good things going on in our schools. We publish a newsletter quarterly, inform the local newspaper of events worthy of coverage, and broadcast a weekly radio program called “Hillsdale Highlights”. We also have a school website which is very informative and has links to specific teachers and their classes (www.hillsdaleschools.org). These are also vehicles we use to encourage involvement by them in our school.

Hillsdale High School and Davis Middle School now provide immediate on-line access for parents and students to grades, attendance, assignments, high school calendar, and more. Teachers at Hillsdale High School and Davis Middle School use electronic grade books, which allow them to post student grades online. For the 2008-2009 school year the High School and Davis Middle School used a program called parent connection linked through www.hillsdaleschools.org.

PARENT
ORGANIZATIONS

The following are Parent Involvement Policies adopted by the Hillsdale Community Schools Board of Education and may be accessed on the following website:

www.neola.com/hillsdalecomm-mi/

Board Policy #9210

The Board of Education supports all organizations of parents whose objectives are to promote the educational experiences of District students. However, in using the name of the District or its schools and in organizing a group whose identity derives from a school(s) of this District, the parental organization thereby shares responsibility with this Board for the welfare of participating students.

Any new parent organization desiring to use the name or good offices of the District must obtain the approval of the Superintendent as a prerequisite to organizing.

Representatives and members of approved school-related organizations shall in all circumstances be treated by District employees as interested friends of the schools and as supporters of public Education in the School District.

Staff members are encouraged to join such organization(s) in their related area(s) of specialization or interest.

The Board relies upon approved organizations to operate in a manner consistent with public expectations for the schools and reserves the right to withdraw sponsorship from organizations which violate the bounds of community taste.

RELATIONS WITH
PARENTS

Board Policy #9250

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The parents have the right to participate in the education of their children as well as the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority.

In accordance with Board policies and administrative guidelines 2240 (Opt-Out), 2413/14 (Health/Sex Education), and 9150 (School Visitors), the District shall provide the opportunity for parents to review curriculum and instructional materials and to visit the school to observe the instructional process.

With regard to student behavior, during school hours, the Board, through its designated administrators, acts in loco parentis or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. Parent-teacher conferences to permit two-way communication between home and school
- B. Meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- C. Special events of a cultural, ethnic, or topical nature which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community
- D. Open houses in District schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first hand basis

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. Supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school behavior;
- B. Sending children to school with proper attention to their health, personal cleanliness, and dress;
- C. Maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. Reading all communications from the school, signing, and returning them promptly when required;
- E. Cooperating with the school in attending conferences set up for the exchange of information of the child's progress in school.

TIPS FOR PARENTS

Board Policy #8410H

- A. Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- B. Involve your child in setting rules for appropriate behavior at home.
- C. Talk with your child about the violence she/he sees on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- D. Teach your child how to solve problems. Praise your child when she/he follows through.
- E. Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child – and talk about it.
- F. Help your child understand the value of accepting individual differences.
- G. Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.
- H. Keep lines of communication open with your child – even when it is tough. Encourage your child always to let you know where and with whom she/he will be. Get to know your child's friends.
- I. Listen to your child if she/he shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal, or teacher.

- J. Be involved in your child's school life by supporting and reviewing homework, talking with his/her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTA meetings.
- K. Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.
- L. Encourage your school to offer before and after school programs.
- M. Volunteer to work with school-based groups concerned with violence prevention. If none exists, offer to form one.
- N. Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.
- O. Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.
- P. Find out if your employer offers provisions for parents to participate in school activities.

THE “NO CHILD LEFT
BEHIND” LAW

The *No Child Left Behind Act of 2001* (NCLB) is a landmark in education reform designed to improve student achievement and change the culture of American’s schools. Passed with overwhelming bipartisan support from Congress, the law was signed by President George W. Bush on January 8, 2002. Clearly, our children are our future, and, as President Bush has expressed, “Too many of our neediest children are being left behind.”

With passage of *No Child Left Behind*, Congress reauthorized the *Elementary and Secondary Education Act* (ESEA) – the principal federal law affecting education from kindergarten through high school. In amending ESEA, the new law represents a sweeping overhaul of federal efforts to support elementary and secondary education in the United States. **It is built on four common-sense pillars: accountability for results, an emphasis on doing what works based on scientific research, expanded parental options and expanded local control and flexibility.**

Included as a result of NCLB are the following:

- Identifies schools and districts in need of improvement
- Provides schools in need of improvement help to get back on track
- Improves teaching and learning by providing better information to teachers and principals
- Ensures that teacher quality is a high priority
- Gives more resources to schools
- Focuses on what works
- Supports learning in the early years, thereby preventing many learning difficulties that may arise later
- Provides more information for parents about their child’s progress
- Alerts parents to important information on the performance of their child’s school
- Gives parents whose children attend schools in need of improvement new options
- Allows more flexibility
- Encourages teacher development

PARENT
NOTIFICATIONS

Parents are notified of the NCLB provisions regarding teacher qualifications via this annual report.

Information may also be accessed on the school website: www.hillsdaleschools.org.

Additional information may be found on the following websites:

www.michigan.gov/mde

www.masb.org/page.cfm/823/

www.nochildleftbehind.gov

www.ed.gov/admins/lead/account/nclbreference/index.html?src=mr

www.ed.gov/nclb

www.nea.org/esea

www.mea.org/esea

PA25 Student Data - ELA for Hillsdale ISD, Hillsdale Community Schools, Gier Elementary
School - Grade 03 for school year 2008-2009

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|----------------------|--------------------|---|---|--|-------------------------------------|-------------------------|---------------------------|----------------------|----------------------------|
| All | 2008-2009 | 74.8% | 74.8% | 83.1% | 0% | 11.2% | 63.6% | 25.2% | 0% |
| Asian or Pac. Isl. | 2008-2009 | 100% | 100% | 91.9% | 0% | 100% | 0% | 0% | 0% |
| Black | 2008-2009 | 66.7% | 66.7% | 69.3% | 0% | 0% | 66.7% | 33.3% | 0% |
| Hispanic | 2008-2009 | 87.5% | 87.5% | 73.8% | 0% | 0% | 87.5% | 12.5% | 0% |
| White | 2008-2009 | 74.1% | 74% | 87.4% | 0% | 11.5% | 62.6% | 26% | 0% |
| EDD | 2008-2009 | 70% | 70% | 74% | 0% | 6.7% | 63.3% | 30% | 0% |
| ELL | 2008-2009 | 83.3% | 83.3% | 68.9% | 0% | 0% | 83.3% | 16.7% | 0% |
| Male | 2008-2009 | 69.4% | 69.4% | 80.6% | 0% | 8.3% | 61.1% | 30.6% | 0% |
| Female | 2008-2009 | 80.3% | 80.3% | 85.6% | 0% | 14.1% | 66.2% | 19.7% | 0% |
| Homeless | 2008-2009 | 75% | 75% | 71.8% | 0% | 0% | 75% | 25% | 0% |
| SWD | 2008-2009 | 22.2% | 22.2% | 55.4% | 0% | 0% | 22.2% | 77.8% | 0% |

PA25 Student Data - ELA for Hillsdale ISD, Hillsdale Community Schools, Gier Elementary School - Grade 04 for school year 2008-2009

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|----------------------|--------------------|---|---|--|-------------------------------------|-------------------------|---------------------------|----------------------|----------------------------|
| All | 2008-2009 | 69.8% | 69.7% | 76.5% | 0% | 8.5% | 61.3% | 28.9% | 1.4% |
| Asian or Pac. Isl. | 2008-2009 | 100% | 100% | 87.8% | 0% | 0% | 100% | 0% | 0% |
| Black | 2008-2009 | 100% | 100% | 55.6% | 0% | 50% | 50% | 0% | 0% |
| Hispanic | 2008-2009 | 100% | 100% | 63.5% | 0% | 0% | 100% | 0% | 0% |
| White | 2008-2009 | 68.9% | 68.8% | 82.9% | 0% | 8% | 60.9% | 29.7% | 1.4% |
| EDD | 2008-2009 | 60.7% | 60.8% | 64.1% | 0% | 2.5% | 58.2% | 36.7% | 2.5% |
| Male | 2008-2009 | 70.8% | 70.8% | 73.9% | 0% | 7.9% | 62.9% | 28.1% | 1.1% |
| Female | 2008-2009 | 67.9% | 67.9% | 79.2% | 0% | 9.4% | 58.5% | 30.2% | 1.9% |
| Homeless | 2008-2009 | 40% | 40% | 59.4% | 0% | 0% | 40% | 40% | 20% |
| SWD | 2008-2009 | 33.4% | 33.3% | 43.7% | 0% | 5.6% | 27.8% | 66.7% | 0% |

PA25 Student Data - ELA for Hillsdale ISD, Hillsdale Community Schools, Gier Elementary School - Grade 05 for school year 2008-2009

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|----------------------|--------------------|---|---|--|-------------------------------------|-------------------------|---------------------------|----------------------|----------------------------|
| All | 2008-2009 | 65.1% | 65.2% | 78.1% | 0% | 13.6% | 51.5% | 31.8% | 3% |
| Black | 2008-2009 | 100% | 100% | 57.9% | 0% | 0% | 100% | 0% | 0% |
| Hispanic | 2008-2009 | 83.4% | 83.3% | 65.7% | 0% | 16.7% | 66.7% | 16.7% | 0% |
| White | 2008-2009 | 63.7% | 63.7% | 84.1% | 0% | 13.7% | 50% | 33.1% | 3.2% |
| EDD | 2008-2009 | 60% | 60% | 65.6% | 0% | 5% | 55% | 36.2% | 3.8% |
| Male | 2008-2009 | 65% | 65% | 75.5% | 0% | 16.7% | 48.3% | 28.3% | 6.7% |
| Female | 2008-2009 | 65.3% | 65.3% | 80.8% | 0% | 11.1% | 54.2% | 34.7% | 0% |
| Homeless | 2008-2009 | 50% | 50% | 56.4% | 0% | 0% | 50% | 50% | 0% |
| SWD | 2008-2009 | 22.7% | 22.7% | 42% | 0% | 4.5% | 18.2% | 68.2% | 9.1% |

PA25 Student Data - Mathematics for Hillsdale ISD, Hillsdale Community Schools, Gier
Elementary School - Grade 03 for school year 2008-2009

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|----------------------|--------------------|---|---|--|-------------------------------------|-------------------------|---------------------------|----------------------|----------------------------|
| All | 2008-2009 | 86.1% | 86% | 91.2% | 0% | 42% | 44.1% | 14% | 0% |
| Asian or Pac. Isl. | 2008-2009 | 100% | 100% | 95.9% | 0% | 100% | 0% | 0% | 0% |
| Black | 2008-2009 | 100% | 100% | 78.9% | 0% | 66.7% | 33.3% | 0% | 0% |
| Hispanic | 2008-2009 | 87.5% | 87.5% | 86.8% | 0% | 12.5% | 75% | 12.5% | 0% |
| White | 2008-2009 | 85.4% | 85.5% | 94.9% | 0% | 42.7% | 42.7% | 14.5% | 0% |
| EDD | 2008-2009 | 81.1% | 81.1% | 85.6% | 0% | 27.8% | 53.3% | 18.9% | 0% |
| ELL | 2008-2009 | 83.4% | 83.3% | 85.1% | 0% | 16.7% | 66.7% | 16.7% | 0% |
| Male | 2008-2009 | 84.7% | 84.7% | 91.6% | 0% | 44.4% | 40.3% | 15.3% | 0% |
| Female | 2008-2009 | 87.3% | 87.3% | 90.9% | 0% | 39.4% | 47.9% | 12.7% | 0% |
| Homeless | 2008-2009 | 75% | 75% | 85.6% | 0% | 25% | 50% | 25% | 0% |
| SWD | 2008-2009 | 55.5% | 55.6% | 79.6% | 0% | 11.1% | 44.4% | 44.4% | 0% |

PA25 Student Data - Mathematics for Hillsdale ISD, Hillsdale Community Schools, Gier
Elementary School - Grade 04 for school year 2008-2009

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|----------------------|--------------------|---|---|--|-------------------------------------|-------------------------|---------------------------|----------------------|----------------------------|
| All | 2008-2009 | 85.2% | 85.2% | 87.8% | 0% | 39.4% | 45.8% | 12.7% | 2.1% |
| Asian or Pac. Isl. | 2008-2009 | 100% | 100% | 95.1% | 0% | 0% | 100% | 0% | 0% |
| Black | 2008-2009 | 100% | 100% | 73.8% | 0% | 0% | 100% | 0% | 0% |
| Hispanic | 2008-2009 | 100% | 100% | 80.9% | 0% | 0% | 100% | 0% | 0% |
| White | 2008-2009 | 84.8% | 84.8% | 92% | 0% | 40.6% | 44.2% | 13% | 2.2% |
| EDD | 2008-2009 | 79.7% | 79.7% | 80.4% | 0% | 27.8% | 51.9% | 17.7% | 2.5% |
| Male | 2008-2009 | 82% | 82% | 87.8% | 0% | 42.7% | 39.3% | 16.9% | 1.1% |
| Female | 2008-2009 | 90.6% | 90.6% | 87.9% | 0% | 34% | 56.6% | 5.7% | 3.8% |
| Homeless | 2008-2009 | 40% | 40% | 78.6% | 0% | 20% | 20% | 40% | 20% |
| SWD | 2008-2009 | 50% | 50% | 68.1% | 0% | 5.6% | 44.4% | 38.9% | 11.1% |

PA25 Student Data - Mathematics for Hillsdale ISD, Hillsdale Community Schools, Gier
Elementary School - Grade 05 for school year 2008-2009

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|----------------------|--------------------|---|---|--|-------------------------------------|-------------------------|---------------------------|----------------------|----------------------------|
| All | 2008-2009 | 78.9% | 78.9% | 76.8% | 0% | 36.8% | 42.1% | 17.3% | 3.8% |
| Black | 2008-2009 | 100% | 100% | 55.1% | 0% | 50% | 50% | 0% | 0% |
| Hispanic | 2008-2009 | 66.6% | 66.7% | 66.1% | 0% | 33.3% | 33.3% | 33.3% | 0% |
| White | 2008-2009 | 79.2% | 79.2% | 83% | 0% | 36.8% | 42.4% | 16.8% | 4% |
| EDD | 2008-2009 | 74.1% | 74.1% | 64.4% | 0% | 24.7% | 49.4% | 22.2% | 3.7% |
| Male | 2008-2009 | 77% | 77% | 77.7% | 0% | 45.9% | 31.1% | 18% | 4.9% |
| Female | 2008-2009 | 80.6% | 80.6% | 75.7% | 0% | 29.2% | 51.4% | 16.7% | 2.8% |
| Homeless | 2008-2009 | 83.4% | 83.3% | 55.7% | 0% | 16.7% | 66.7% | 16.7% | 0% |
| SWD | 2008-2009 | 60.9% | 60.9% | 46.9% | 0% | 17.4% | 43.5% | 34.8% | 4.3% |

**PA25 Student Data - ELA for Hillsdale ISD, Hillsdale Community Schools, Davis
Middle School - Grade 06 for school year 2008-2009**

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|--------------------|-------------|--|--|---|--|---------------------|-----------------------|---------------------|------------------------------|
| All | 2008-2009 | 76.7% | 76.7% | 79.4% | 0% | 14.3% | 62.4% | 19.5% | 3.8% |
| Asian or Pac. Isl. | 2008-2009 | 100% | 100% | 88.9% | 0% | 50% | 50% | 0% | 0% |
| Black | 2008-2009 | 33.3% | 33.3% | 61.2% | 0% | 0% | 33.3% | 66.7% | 0% |
| Hispanic | 2008-2009 | 0% | 0% | 67.6% | 0% | 0% | 0% | 100% | 0% |
| White | 2008-2009 | 78% | 78% | 84.9% | 0% | 14.2% | 63.8% | 18.1% | 3.9% |
| EDD | 2008-2009 | 68.4% | 68.4% | 67.4% | 0% | 7.6% | 60.8% | 26.6% | 5.1% |
| Male | 2008-2009 | 71.2% | 71.2% | 76.6% | 0% | 13.6% | 57.6% | 22.7% | 6.1% |
| Female | 2008-2009 | 82.1% | 82.1% | 82.4% | 0% | 14.9% | 67.2% | 16.4% | 1.5% |
| Homeless | 2008-2009 | 100% | 100% | 59.4% | 0% | 0% | 100% | 0% | 0% |
| SWD | 2008-2009 | 18.2% | 18.2% | 40.9% | 0% | 0% | 18.2% | 45.5% | 36.4% |

**PA25 Student Data - ELA for Hillsdale ISD, Hillsdale Community Schools,
Davis Middle School - Grade 07 for school year 2008-2009**

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|--------------------|-------------|--|--|---|--|---------------------|-----------------------|---------------------|------------------------------|
| All | 2008-2009 | 83.7% | 83.8% | 80% | 0% | 17.9% | 65.8% | 12% | 4.3% |
| Asian or Pac. Isl. | 2008-2009 | 100% | 100% | 90.6% | 0% | 0% | 100% | 0% | 0% |
| Black | 2008-2009 | 100% | 100% | 62.2% | 0% | 0% | 100% | 0% | 0% |
| Hispanic | 2008-2009 | 100% | 100% | 70.8% | 0% | 0% | 100% | 0% | 0% |
| White | 2008-2009 | 83.1% | 83% | 85% | 0% | 18.8% | 64.3% | 12.5% | 4.5% |
| EDD | 2008-2009 | 77.6% | 77.6% | 68.6% | 0% | 8.6% | 69% | 19% | 3.4% |
| Male | 2008-2009 | 81.5% | 81.5% | 76% | 0% | 12.3% | 69.2% | 13.8% | 4.6% |
| Female | 2008-2009 | 86.5% | 86.5% | 84.1% | 0% | 25% | 61.5% | 9.6% | 3.8% |
| Homeless | 2008-2009 | 100% | 100% | 67.4% | 0% | 0% | 100% | 0% | 0% |
| SWD | 2008-2009 | 7.7% | 7.7% | 40.9% | 0% | 0% | 7.7% | 53.8% | 38.5% |

PA25 Student Data - ELA for Hillsdale ISD, Hillsdale Community Schools, Davis Middle School - Grade 08 for school year 2008-2009

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|---------------|-------------|--|--|---|------------------------------|------------------|--------------------|---------------|---------------------|
| All | 2008-2009 | 67.3% | 67.3% | 76.7% | 0% | 19.2% | 48.1% | 24% | 8.7% |
| Black | 2008-2009 | 33.3% | 33.3% | 58.2% | 0% | 0% | 33.3% | 66.7% | 0% |
| Hispanic | 2008-2009 | 50% | 50% | 66.6% | 0% | 0% | 50% | 0% | 50% |
| White | 2008-2009 | 68.7% | 68.7% | 81.8% | 0% | 20.2% | 48.5% | 23.2% | 8.1% |
| EDD | 2008-2009 | 54.9% | 54.9% | 64% | 0% | 7.8% | 47.1% | 33.3% | 11.8% |
| Male | 2008-2009 | 61.2% | 61.2% | 72.7% | 0% | 12.2% | 49% | 22.4% | 16.3% |
| Female | 2008-2009 | 72.8% | 72.7% | 80.8% | 0% | 25.5% | 47.3% | 25.5% | 1.8% |
| Homeless | 2008-2009 | 100% | 100% | 55.5% | 0% | 0% | 100% | 0% | 0% |
| SWD | 2008-2009 | 17.6% | 17.6% | 34.1% | 0% | 0% | 17.6% | 41.2% | 41.2% |

PA25 Student Data - Mathematics for Hillsdale ISD, Hillsdale Community Schools, Davis Middle School - Grade 06 for school year 2008-2009

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|--------------------|-------------|--|--|---|------------------------------|------------------|--------------------|---------------|---------------------|
| All | 2008-2009 | 83.5% | 83.5% | 79.9% | 0% | 56.4% | 27.1% | 13.5% | 3% |
| Asian or Pac. Isl. | 2008-2009 | 100% | 100% | 92.8% | 0% | 100% | 0% | 0% | 0% |
| Black | 2008-2009 | 66.7% | 66.7% | 61.1% | 0% | 0% | 66.7% | 33.3% | 0% |
| Hispanic | 2008-2009 | 100% | 100% | 71.3% | 0% | 0% | 100% | 0% | 0% |
| White | 2008-2009 | 83.5% | 83.5% | 85.1% | 0% | 57.5% | 26% | 13.4% | 3.1% |
| EDD | 2008-2009 | 77.2% | 77.2% | 68.9% | 0% | 45.6% | 31.6% | 19% | 3.8% |
| Male | 2008-2009 | 83.3% | 83.3% | 78.9% | 0% | 60.6% | 22.7% | 10.6% | 6.1% |
| Female | 2008-2009 | 83.5% | 83.6% | 80.9% | 0% | 52.2% | 31.3% | 16.4% | 0% |
| Homeless | 2008-2009 | 100% | 100% | 62% | 0% | 100% | 0% | 0% | 0% |
| SWD | 2008-2009 | 27.3% | 27.3% | 45.5% | 0% | 0% | 27.3% | 54.5% | 18.2% |

PA25 Student Data - Mathematics for Hillsdale ISD, Hillsdale Community Schools, Davis Middle School - Grade 07 for school year 2008-2009

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|--------------------|-------------|--|--|---|------------------------------|------------------|--------------------|---------------|---------------------|
| All | 2008-2009 | 84.6% | 84.6% | 82.6% | 0% | 53% | 31.6% | 14.5% | 0.9% |
| Asian or Pac. Isl. | 2008-2009 | 100% | 100% | 93.8% | 0% | 0% | 100% | 0% | 0% |
| Black | 2008-2009 | 100% | 100% | 63.4% | 0% | 50% | 50% | 0% | 0% |
| Hispanic | 2008-2009 | 100% | 100% | 75.4% | 0% | 50% | 50% | 0% | 0% |
| White | 2008-2009 | 84% | 83.9% | 87.8% | 0% | 53.6% | 30.4% | 15.2% | 0.9% |
| EDD | 2008-2009 | 74.2% | 74.1% | 71.9% | 0% | 39.7% | 34.5% | 24.1% | 1.7% |
| Male | 2008-2009 | 81.5% | 81.5% | 81% | 0% | 53.8% | 27.7% | 16.9% | 1.5% |
| Female | 2008-2009 | 88.4% | 88.5% | 84.2% | 0% | 51.9% | 36.5% | 11.5% | 0% |
| Homeless | 2008-2009 | 100% | 100% | 68.4% | 0% | 33.3% | 66.7% | 0% | 0% |
| SWD | 2008-2009 | 30.8% | 30.8% | 45.7% | 0% | 7.7% | 23.1% | 69.2% | 0% |

PA25 Student Data - Mathematics for Hillsdale ISD, Hillsdale Community Schools, Davis Middle School - Grade 08 for school year 2008-2009

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|---------------|-------------|--|--|---|------------------------------|------------------|--------------------|---------------|---------------------|
| All | 2008-2009 | 66.3% | 66.3% | 74.5% | 0% | 36.5% | 29.8% | 27.9% | 5.8% |
| Black | 2008-2009 | 66.7% | 66.7% | 51.6% | 0% | 0% | 66.7% | 33.3% | 0% |
| Hispanic | 2008-2009 | 50% | 50% | 64.5% | 0% | 0% | 50% | 0% | 50% |
| White | 2008-2009 | 66.7% | 66.7% | 80.8% | 0% | 38.4% | 28.3% | 28.3% | 5.1% |
| EDD | 2008-2009 | 54.9% | 54.9% | 61.6% | 0% | 21.6% | 33.3% | 37.3% | 7.8% |
| Male | 2008-2009 | 61.3% | 61.2% | 74.7% | 0% | 32.7% | 28.6% | 30.6% | 8.2% |
| Female | 2008-2009 | 70.9% | 70.9% | 74.2% | 0% | 40% | 30.9% | 25.5% | 3.6% |
| Homeless | 2008-2009 | 50% | 50% | 50.4% | 0% | 0% | 50% | 50% | 0% |
| SWD | 2008-2009 | 35.2% | 35.3% | 38.6% | 0% | 17.6% | 17.6% | 47.1% | 17.6% |

Reading – Hillsdale High School

| All Grade 11 Students- Regular & Special Ed. | School Year | Hillsdale H.S. Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Number Tested | Percent Tested | Percent of Hillsdale High School Students at Each Achievement Level | | | |
|--|-------------|--|---|---------------|----------------|---|------------|-------|-------------|
| | | | | | | Advanced | Proficient | Basic | Below Basic |
| | | | | | | | | | |
| All Students | 2005-06 | 64% | 60% | 104 | 100% | 3% | 62% | 14% | 21% |
| | 2006-07 | 52% | 56% | 132 | 100% | 3% | 49% | 18% | 30% |
| | 2007-08 | 64% | 62% | 110 | 100% | 2% | 62% | 24% | 13% |
| | 2008-09 | 50% | 60% | 106 | 99% | 0% | 50% | 22% | 28% |
| Students with Disabilities | 2005-06 | N/A | 37 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2006-07 | 0% | 9% | 12 | 100% | 0% | 0% | 0% | 100% |
| | 2007-08 | 0% | 19% | 6 | 100% | 0% | 0% | 50% | 50% |
| | 2008-09 | 11% | 23% | 19 | 95% | 0% | 11% | 5% | 84% |
| Economically Disadvantaged | 2005-06 | N/A | 39% | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2006-07 | 31% | N/A | 42 | 100% | 0% | 31% | 24% | 45% |
| | 2007-08 | 43% | 43% | 34 | 100% | 0% | 43% | 33% | 23% |
| | 2008-09 | 39% | 42% | 38 | 97% | 0% | 39% | 18% | 42% |
| Male | 2005-06 | N/A | 23% | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2006-07 | 58% | N/A | 65 | 100% | 6% | 52% | 17% | 25% |
| | 2007-08 | 50% | 58% | 66 | 100% | 2% | 48% | 32% | 18% |
| | 2008-09 | 48% | 56% | 64 | 100% | 0% | 48% | 20% | 31% |
| Female | 2005-06 | N/A | 15% | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2006-07 | 45% | N/A | 67 | 100% | 0% | 45% | 19% | 36% |
| | 2007-08 | 84% | 66% | 44 | 100% | 2% | 82% | 11% | 5% |
| | 2008-09 | 52% | 64% | 42 | 98% | 0% | 52% | 24% | 24% |

Mathematics- Hillsdale High School

| All Grade 11 Students- Regular & Special Ed. | School Year | Hillsdale H.S. Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Number Tested | Percent Tested | Percent of Hillsdale High School Students at Each Achievement Level | | | |
|--|-------------|--|---|---------------|----------------|---|------------|-------|-------------|
| | | | | | | Advanced | Proficient | Basic | Below Basic |
| | | | | | | | | | |
| All Students | 2005-06 | 57% | 53% | 109 | 100% | 8% | 49% | 18% | 25% |
| | 2006-07 | 42% | 46% | 132 | 100% | 11% | 31% | 17% | 41% |
| | 2007-08 | 50% | 46% | 110 | 100% | 4% | 46% | 22% | 28% |
| | 2008-09 | 50% | 49% | 106 | 99% | 9% | 41% | 13% | 37% |
| Students with Disabilities | 2005-06 | N/A | 30% | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2006-07 | 0% | 9% | 12 | 100% | 0% | 0% | 0% | 100% |
| | 2007-08 | 0% | 8% | 6 | 100% | 0% | 0% | 0% | 100% |
| | 2008-09 | 5% | 10% | 19 | 95% | 5% | 0% | 11% | 84% |
| Economically Disadvantaged | 2005-06 | N/A | 32% | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2006-07 | 31% | N/A | 42 | 100% | 7% | 24% | 12% | 57% |
| | 2007-08 | 40% | 25% | 30 | 100% | 0% | 40% | 30% | 30% |
| | 2008-09 | 24% | 29% | 38 | 97% | 3% | 21% | 18% | 58% |
| Male | 2005-06 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2006-07 | 46% | N/A | 65 | 100% | 8% | 38% | 19% | 35% |
| | 2007-08 | 53% | 49% | 66 | 100% | 6% | 47% | 14% | 33% |
| | 2008-09 | 55% | 52% | 64 | 100% | 13% | 42% | 13% | 33% |
| Female | 2005-06 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2006-07 | 37% | N/A | 67 | 100% | 13% | 24% | 17% | 46% |
| | 2007-08 | 45% | 43% | 44 | 100% | 0% | 45% | 34% | 20% |
| | 2008-09 | 43% | 47% | 43 | 100% | 5% | 38% | 14% | 43% |