



Hardy Elementary School

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Sharon J. Hardy 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 Mr. Cory Heitsch, Principal, for assistance.

The AER is available for you to review electronically by visiting the following [link](#) or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school was has not been given any of these labels.

The key challenge for Hardy Elementary School remains narrowing the achievement gaps between all students and economically disadvantaged students and between all students and students with disabilities. To address this challenge, our highly qualified teachers utilize a workshop model of instruction that allows for differentiation and guided instruction. One-to-one tutoring and small group instruction is provided for identified students using district criteria and cut scores based on assessments aligned to content standards. Classroom teachers works closely with special education and literacy specialists to accommodate students with special needs and to accelerate learning.

Aggregate student achievement results on the M-Step (Michigan Student Test of Educational Progress) can be accessed via the website link referenced above or in the hardcopy of the report available in the main office.

State law requires that we also report additional information.

Student Assignment

All students within the South Lyon Community Schools are assigned to schools based upon residency within the geographic boundaries determined by the district. At the elementary school level, students whose academic programming needs qualify them for special education services provided by our district's Cognitively Impaired and Emotionally Impaired program which we house at Hardy Elementary School regardless of geographic residency; students whose academic needs qualify them for the academically talented program attend Brummer Elementary School regardless of geographic residency. Hardy Elementary School does not enroll inter-district School of Choice (under section 105 and 105C) students who live outside of South Lyon and want to receive an exceptional education in the South Lyon Community Schools because we house the self-contained special education programs. However, for the 2016-17 school year there will be only limited openings for new School of Choice 105/105c students in other buildings within the district.

School Improvement Plan Status

The AdvancEd/NCA accreditation process is firmly embedded in the Hardy Elementary School continuous School Improvement Process. This process provides a solid framework for increasing student achievement at Hardy Elementary School. In March of 2015, Hardy Elementary School participated in an External Review and was fully accredited. The External Review team commended the Hardy staff for functioning as a true professional learning community in which all members collaborate to share and learn with one another, committing to the academic, social, and emotional success of the students, and providing multiple ways to volunteer and contribute to the learning process and school mission.

Our next formal peer review will be scheduled during the 2019-2020 school year. As part of our continuous improvement process, the Hardy staff will continue to monitor progress on our school improvement goals by gathering and analyzing student achievement data. As appropriate, we will add or modify instructional strategies. In addition, we will be engaged in professional development activities to prepare for the expectations of the Common Core. For a copy of our school improvement report or for more information, please contact the office at Hardy Elementary School.

Core Curriculum

The Michigan K-12 Academic Standards serve as the basis for South Lyon Community Schools' curriculum. To guide continuous improvement, the district's curriculum coordinators in collaboration with teachers serving on the Subject Area Committees engage in an on-going process to ensure alignment with the Michigan Standards in ELA, Mathematics, Science and Social Studies. For a copy of our curriculum or for more information, you may contact the Hardy office or our district department of Curriculum, Instruction, Technology, and Assessment (CITA).

Parent-Teacher Conference Attendance

During 2014-2015, with 640 students, we had representation for 628 students at conferences for an attendance rate of 98%. In 2015-2016, 696 out of 712 students were represented at conferences for an attendance rate of 98%. Also, in 2015-2016 we had 88% participation during our Curriculum Night and in 2014-2015 we had a participation rate of 89%.

At Hardy Elementary School we are very proud of the hard work and achievement of our students, the dedication of our outstanding staff, and the continuing support of our parents and community.

Sincerely,

Cory Heitsch

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