



FARLEY HILL ELEMENTARY

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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 2014-15 educational progress for Farley Hill 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 Yvonne Taylor Ed. S., principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/iMcPwv>, or you may review a copy in the office at Farley Hill Elementary.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has not been given one of these labels.

Results from our students' Spring 2014 to Spring 2015 performance on the nationally normed Measures of Academic Progress (MAP) assessments indicate that 78% of our second grade students are proficient in reading, with 81% proficient in mathematics. 81% of our third grade students are proficient in reading and 78% are proficient in mathematics. Our key challenge has been in meeting the needs of advanced students and providing high quality, research-based interventions for our students who are not proficient. Our M-Step data from spring of 2015 shows that we have made gains in helping advanced students achieve at higher levels than ever before. Our school has been utilizing the Instructional Consultation Team process for nine years, and has implemented a Multi Tiered Student Support program for the 2014-15 (and beyond) school year(s). Grade level teams meet with intervention staff at least monthly to evaluate student growth and to determine levels of support needed by each student in our school.

State law requires that we also report additional information.

1. Students are assigned to schools by the geographic location of their residence or by school of choice requests by parents/guardians that are approved when classroom space is available.

2. Our school is in year three of a new three-year cycle of school improvement. A brief synopsis of our plan is included in the paragraph above.
3. Pinckney Community Schools' website has information about our curriculum. Follow the "About" menu to the "Departments" menu item and select the "Instruction and Assessment" link. Pinckney Community Schools adheres to the Common Core State Standards.
4. For the 2012-2013, 2013-2014 school years Farley Hill Elementary made Adequate Yearly Progress (AYP). For the 2014-15 school year the majority of students tested proficient in subjects on the M-Step, math and reading. 72% of our third grade students were proficient in mathematics, and 53% were proficient in reading. We are pleased to have reached this important goal in mathematics, and we are continuously working to improve our performance in both mathematics and in language arts.
5. 96% or 346 Farley Hill Elementary students were represented at Parent-Teacher conferences in 2015-2016. 94% or 356 Farley Hill Elementary students were represented at Parent-Teacher conferences in 2014-2015.

Congratulations to our staff and to our students in making positive gains in learning this year. We appreciate the continued support of parents and our community in our efforts toward increasing student achievement at Farley Hill Elementary School.

Sincerely,

Yvonne M. Taylor, Ed. S.
Principal, Farley Hill Elementary
Pinckney Community Schools