



## Sharon J. Hardy 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 2022-23 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 Emily Testani for assistance.

The AER is available for you to review electronically by visiting the following website, <http://tinyurl.com/hardy23aer>, or you may review a copy in the main office at your child's school.

For the 2022-23 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2022-23. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67% in 2022-23. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given any of these labels.

Hardy Elementary is an exceptional school, however we are continuously working to grow and improve. A continual challenge is the achievement gaps that exist between subgroups of students, specifically economically disadvantaged students and students with disabilities. While growth is occurring, gaps are evident when compared to their non-economically disadvantaged and non-disabled peers. Narrowing the achievement gaps among these subgroups is a district and building focus. Since this is a key challenge, we have focused on utilizing funds to assist struggling learners; providing continuous, professional learning opportunities for teachers; and instructing through research-based best practices including the workshop model of instruction. Additionally, classroom teachers work closely with special education and literacy specialists to accommodate students with special needs and to accelerate learning.

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 or Emotionally Impaired programs attend Hardy Elementary School regardless of geographic residency; students whose academic needs qualify them for the academically talented program attend Pearson 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 because we house the self-contained special education programs. Additionally, Hardy Elementary is closed for Resident Open Enrollment unless students are current Hardy students and/or have a sibling in the self-contained Cognitively Impaired or Emotionally Impaired programs.

### School Improvement Plan Status

The Cognia (formerly NCA/AdvancED) accreditation process is firmly embedded in the Hardy Elementary continuous School Improvement Process. This process provides a solid framework for increasing student achievement at

Hardy. Hardy elementary was recommended for accreditation in March of 2015. Beginning during the 2019-20 school year, South Lyon Community Schools initiated the process of transitioning from individual building accreditation to systems (district-level) accreditation. 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 state standards.

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).

Achievement Results

Historic aggregate student achievement results on the following state assessment, Michigan Student Test of Educational Progress (M-STEP), can be accessed using the website link referenced above or in the hardcopy of the report available in the Hardy Elementary School Main Office.

The district administers the NWEA MAP Growth assessments in Reading and Mathematics in grades K-5. Below are the results of recent spring assessments as measured in Rash Unit (RIT) Scores.

<b>NWEA Reading</b>	<b>Year</b>	<b>Kdg</b>	<b>1st Grade</b>	<b>2nd Grade</b>	<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
Hardy	Spring 2022	153.6	175.2	196	203.6	210.1	214.6
Hardy	Spring 2023	152.7	170.2	190.5	198.8	203.8	212.7
NWEA National Norms		153.09	171.4	185.57	197.12	204.83	210.98

<b>NWEA Math</b>	<b>Year</b>	<b>Kdg</b>	<b>1st Grade</b>	<b>2nd Grade</b>	<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
Hardy	Spring 2022	161.1	182	194.6	207.8	218.4	227.5
Hardy	Spring 2023	158.8	176	191.4	203.5	210.5	223.1
NWEA National Norms		157.11	176.4	189.42	201.08	210.51	218.75

Parent-Teacher Conference Attendance

In 2023-24, we had an attendance rate of 93% at parent-teacher conferences. In 2022-23, we had an attendance rate of 95% at parent-teacher conferences.

At Hardy Elementary, we take great pride in the drive staff has to constantly improve themselves and the hard work put forth to increase student achievement. We look forward to working as a team with parents and the community to continue to grow and improve.

Sincerely,

Emily Testani