

# **Davison Community Schools**

**Hill Elementary School  
Annual Report  
2018/19  
Posted January 24, 2020**

 **Davison Community Schools**

**Where Kids Come First and Futures Begin**

*Connections ♦ Curriculum ♦ Opportunities*



## Hill Elementary

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-2019 educational progress for Hill 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 Principal Jennifer Burke for assistance.

The AER is available for you to review electronically by visiting the following website: <http://bit.ly/2G7BQji> or the district's website at [www.davisonschools.org](http://www.davisonschools.org), or you may review a copy in the principal's office at your child's school.

For the 2018-19 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. 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. 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%. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

The key challenges for the school are the continuous changes impacting public education and the inequity in funding. Constantly changing requirements and new legislation affecting public education have made it difficult for schools, from trying to establish ways to measure student progress with fidelity despite ever changing state assessments to the exodus of educational professionals into other fields and discouragement of promising young adults from pursuing educational careers.

We have several key initiatives in place to accelerate student achievement including:

District and school improvement process and plans

- Advisory Curriculum Council (ACC) which uses the Understanding By Design model for the development and revision of all Davison Community Schools curriculum
- Standards Referenced Grading
- Data Days to review district and building student achievement and behavior data
- District and building Professional Learning Communities (PLC's) by Grade Level and/or Subject Matter
- Literacy Intervention Program which includes Literacy Specialist in our elementary buildings, screening and diagnostic assessments, Title I and at-risk (31a) funded paraprofessionals to help implement interventions and Individual Reading Intervention Plans (IRIP's) and specific intervention programs
- District Math Coach
- Elementary Counselors
- Quality Career and Technical Education (CTE) program
- Advanced Placement (AP) program offering 13 AP courses at Davison High School.



## Hill Elementary

- Positively Engaging Partnerships—a “Parent University” series of parent education nights where the district brings in guest speakers to discuss topics suggested by parents.
- Positive Behavior Intervention Support (PBIS) and Promoting Positive School Climate (PPSC) initiatives
- Cardinal Code

State law requires that we also report the additional information:

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:**

The District is a “schools of choice” district in that there are no set school building boundaries within the district. Any child living within Davison school boundaries can attend any school within the district at the student’s grade level. Davison Community Schools also participates in the state of Michigan’s 105 and 105c Schools of Choice programs, which provides students living outside district boundaries opportunities to attend Davison.

### **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:**

In 2019, Davison Community Schools was awarded renewal of District Accreditation as a quality school system by the AdvancED Accreditation. Davison was one of the first school districts across the state to complete this rigorous process in 2009. Accreditation is a process that has to be renewed every five years.

### **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:**

All of our school buildings offer a quality education and are unique in their own ways.

- Davison High School: Houses approximately 1,700 students in grades 9-12.
- Davison Alternative High School: Specializes in credit recovery for students in grades 9-12.
- Davison Middle School: Houses seventh and eighth graders.
- Hahn Intermediate School: Houses fifth and sixth graders
- Central Elementary: First through fourth graders and the district’s gifted and talented program
- Gates Elementary—Houses first through fourth graders
- Hill Elementary—Houses Kindergarten through fourth graders
- Siple Elementary—Houses Kindergarten through fourth grades
- Thomson Elementary— Houses Kindergarten students

### **CORE CURRICULUM:**

The State of Michigan requires that all students enrolled in public school districts receive daily core curriculum instruction in language arts, reading, English, math, science and social studies. Davison Community Schools, being in full compliance with state requirements, offers daily core curriculum instruction which meets or exceeds state requirements in all areas. The district has developed and implemented outcomes for kindergarten through 12th grades which reflect the state Core Curriculum guidelines. The content of these guidelines is based on “ ... an effective program which fosters the development of a well-rounded literate individual.” The district’s Advisory Curriculum Council, an ongoing group made up of board members, teachers, and administrators reviews each of the core areas on a six- to eight-year



## Hill Elementary

cycle. Additionally, student achievement is monitored in each of the five core academic areas by standardized achievement tests, teacher developed tests and MEAP test results. For more information or a complete copy of the Michigan Department of Education's Model Core Curriculum Outcomes please visit this link: <http://www.mich.gov/mde/0,4615,7-140-28753---,00.html>

### **ASSESSMENT INFORMATION:**

Listed below are percentages of students at Hill Elementary meeting benchmarks or proficiency in a variety of local assessments that are given.

Note:

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Composite – benchmark is determined by grade level and time of year. DIBELS was not administered at all elementary grade level this year.
- STAR Math and Reading – If a student has a Percentile Rank (PR) above 40, then they have met the benchmark.
- NWEA: The Northwest Evaluation Association, also known as MAP testing, is an evaluation test to see where a student is academically. The district began using this as an assessment tool in 2018-19.

	<b><u>2018-2019</u></b>	<b><u>2017-2018</u></b>	
<b><u>Assessment</u></b>	<b><u>Percent Proficient</u></b>	<b><u>Percent Proficient</u></b>	<b><u>Grade</u></b>
DIBELS (Reading)	93%	92%	2
DIBELS (Reading)	90%	81%	1
DIBELS (Reading)	98%	88%	K
Reading	88% (NWEA)	NA	1
Reading	74% (NWEA)	70% (STAR)	2
Reading	68% (NWEA)	62% (STAR)	3
Reading	77% (NWEA)	87% (STAR)	4
Reading	78% (NWEA)	NA	K
Math	90% (NWEA)	NA	1
Math	74% (NWEA)	89% (STAR)	2
Math	69% (NWEA)	82% (STAR)	3
Math	77% (NWEA)	91% (STAR)	4
Math	83% (NWEA)	NA	K

### **PARENT-TEACHER CONFERENCE INFORMATION:**

- Hill Elementary had 96 percent of parents attending Fall 2018 parent teacher conferences (94 percent of parents representing male students and 97 percent representing female students) and 23 per-



## **Hill Elementary**

cent of parents attending conferences (26 percent representing male students and 23 percent representing female students) in the spring of 2019.

Thank you for taking the time to read this Annual Report.

Jennifer Burke, Principal

Annual Education Report Hill Elementary School (01674)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	52.4%	231	70.5%	43	36.1%	22	34.4%	21	18.0%	11	11.5%	7
ELA	3rd Grade Content	All Students	2018-19	45.1%	45,457	55.7%	235	67.8%	40	44.1%	26	23.7%	14	15.3%	9	16.9%	10
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2017-18	32.9%	2,721	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2018-19	34.1%	2,873	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2017-18	42.2%	1,967	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2018-19	44.0%	2,157	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	White	2017-18	52.3%	34,541	52.2%	189	68.8%	33	31.3%	15	37.5%	18	20.8%	10	10.4%	5
ELA	3rd Grade Content	White	2018-19	53.1%	34,149	56.2%	200	68.6%	35	45.1%	23	23.5%	12	17.6%	9	13.7%	7

Annual Education Report Hill Elementary School (01674)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	53.9%	117	72.7%	16	40.9%	9	31.8%	7	20%	*	20%	2
ELA	3rd Grade Content	Female	2018-19	48.3%	23,876	61.4%	124	65.5%	19	41.4%	12	24.1%	7	20%	5	20%	5
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	50.9%	114	69.2%	27	33.3%	13	35.9%	14	17.9%	7	12.8%	5
ELA	3rd Grade Content	Male	2018-19	42.0%	21,581	50.5%	111	70.0%	21	46.7%	14	23.3%	7	20%	4	20%	5
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	42.0%	102	53.8%	14	30.8%	8	23.1%	6	20%	5	*	7
ELA	3rd Grade Content	Economically Disadvantaged	2018-19	31.3%	17,711	50.5%	112	70.6%	12	47.1%	8	23.5%	4	20%	<3	20%	3
ELA	3rd Grade Content	English Learners	2018-19	33.3%	3,220	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Hill Elementary School (01674)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Students With Disabilities	2018-19	19.5%	2,328	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Military Connected	2017-18	53.4%	101	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Military Connected	2018-19	53.9%	132	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	55.8%	236	67.3%	37	40.0%	22	27.3%	15	*	15	10%	3
ELA	4th Grade Content	All Students	2018-19	45.8%	46,892	53.6%	236	77.0%	47	42.6%	26	34.4%	21	5%	3	*	11
ELA	4th Grade Content	Black or African American	2017-18	20.2%	3,803	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Black or African American	2018-19	20.9%	3,961	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2017-18	33.9%	2,917	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2018-19	34.8%	2,902	*	*	*	*	*	*	*	*	*	*	*	*



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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Two or More Races	2017-18	42.4%	2,001	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2018-19	43.4%	2,046	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	White	2017-18	52.5%	35,934	55.9%	195	70.2%	33	46.8%	22	23.4%	11	*	11	10%	3
ELA	4th Grade Content	White	2018-19	53.4%	35,331	54.1%	199	77.6%	38	40.8%	20	36.7%	18	10%	3	*	8
ELA	4th Grade Content	Female	2017-18	48.1%	24,749	59.2%	132	61.3%	19	45.2%	14	16.1%	5	*	*	10%	2
ELA	4th Grade Content	Female	2018-19	48.8%	24,513	55.7%	123	80%	18	*	10	*	8	20%	<3	20%	4
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	52.0%	104	75.0%	18	33.3%	8	41.7%	10	*	*	20%	1
ELA	4th Grade Content	Male	2018-19	42.9%	22,379	51.6%	113	74.4%	29	41.0%	16	33.3%	13	10%	3	*	7
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	48.6%	105	80%	13	*	6	*	7	20%	<3	20%	1

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Economically Disadvantaged	2018-19	31.6%	17,865	46.6%	108	64.0%	16	40.0%	10	24.0%	6	20%	<3	*	9
ELA	4th Grade Content	Students With Disabilities	2017-18	17.6%	2,158	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2018-19	17.5%	2,130	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Military Connected	2018-19	48.3%	117	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	53.8%	238	85.2%	52	42.6%	26	42.6%	26	*	*	5%	0
Mathematics	3rd Grade Content	All Students	2018-19	46.7%	47,210	58.1%	245	76.3%	45	54.2%	32	22.0%	13	*	11	10%	3
Mathematics	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2017-18	32.5%	2,705	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Hispanic of Any Race	2018-19	35.4%	2,994	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2017-18	42.1%	1,968	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2018-19	43.7%	2,140	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2017-18	53.8%	35,669	54.7%	198	87.5%	42	43.8%	21	43.8%	21	*	*	10%	0
Mathematics	3rd Grade Content	White	2018-19	54.8%	35,297	60.7%	216	80.4%	41	58.8%	30	21.6%	11	*	*	10%	2
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	49.1%	107	80%	21	*	10	*	11	20%	<3	20%	0
Mathematics	3rd Grade Content	Female	2018-19	44.3%	21,930	57.4%	116	69.0%	20	48.3%	14	20.7%	6	*	*	20%	2
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	58.5%	131	79.5%	31	41.0%	16	38.5%	15	*	*	10%	0
Mathematics	3rd Grade Content	Male	2018-19	49.1%	25,280	58.6%	129	80%	25	*	18	*	7	20%	*	20%	1

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	44.7%	109	76.9%	20	34.6%	9	42.3%	11	*	*	20%	0
Mathematics	3rd Grade Content	Economically Disadvantaged	2018-19	32.6%	18,495	49.5%	110	70.6%	12	*	9	20%	3	*	*	20%	1
Mathematics	3rd Grade Content	English Learners	2018-19	41.3%	4,076	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2018-19	20.9%	2,504	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Military Connected	2017-18	55.3%	104	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Military Connected	2018-19	45.7%	112	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	58.6%	249	85.5%	47	30.9%	17	54.5%	30	*	*	10%	0

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	All Students	2018-19	41.8%	42,898	56.6%	249	78.7%	48	41.0%	25	37.7%	23	*	10	5%	3
Mathematics	4th Grade Content	Black or African American	2017-18	15.2%	2,858	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2018-19	15.8%	3,007	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2017-18	29.1%	2,527	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2018-19	29.4%	2,469	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2017-18	37.3%	1,759	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2018-19	38.1%	1,795	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2017-18	49.8%	34,165	59.5%	209	85.1%	40	29.8%	14	55.3%	26	*	*	10%	0
Mathematics	4th Grade Content	White	2018-19	49.6%	32,851	56.3%	207	81.6%	40	42.9%	21	38.8%	19	*	6	10%	3

Annual Education Report Hill Elementary School (01674)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	53.1%	119	83.9%	26	19.4%	6	64.5%	20	*	*	10%	0
Mathematics	4th Grade Content	Female	2018-19	39.0%	19,618	52.0%	115	80%	18	*	9	*	9	20%	<3	20%	2
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	64.7%	130	80%	21	*	11	*	10	20%	*	20%	0
Mathematics	4th Grade Content	Male	2018-19	44.5%	23,280	61.2%	134	76.9%	30	41.0%	16	35.9%	14	*	*	10%	1
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	47.2%	102	80%	13	*	6	*	7	20%	*	20%	0
Mathematics	4th Grade Content	Economically Disadvantaged	2018-19	27.0%	15,316	49.1%	114	68.0%	17	24.0%	6	44.0%	11	*	*	20%	2
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2018-19	16.0%	1,955	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Hill Elementary School (01674)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Military Connected	2018-19	47.5%	115	*	*	*	*	*	*	*	*	*	*	*	*

## Annual Education Report Hill Elementary School (01674)

## SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display



## Annual Education Report Hill Elementary School (01674)

## MI -Access Functional Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

## Annual Education Report Hill Elementary School (01674)

## MI -Access Supported Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

## Annual Education Report Hill Elementary School (01674)

## MI -Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Hill Elementary School (01674)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2017-18	116	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	All Students	2018-19	120	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	10	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2018-19	11	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	95	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2018-19	100	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2018-19	51	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	53	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	63	<10	*	*	*	*	*	*	*

Annual Education Report Hill Elementary School (01674)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Male	2018-19	69	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	42	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2018-19	42	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2018-19	78	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	74	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2018-19	119	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	116	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2018-19	120	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	116	<10	*	*	*	*	*	*	*

Annual Education Report Hill Elementary School (01674)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Students With Disabilities	2017-18	13	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2018-19	11	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2018-19	109	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	103	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	116	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2018-19	120	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2018-19	120	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	116	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Military Connected	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Military Connected	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	114	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2018-19	117	<10	*	*	*	*	*	*	*

Annual Education Report Hill Elementary School (01674)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	All Students	2018-19	120	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	116	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2018-19	11	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	10	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	95	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2018-19	100	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2018-19	51	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	53	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	63	<10	*	*	*	*	*	*	*

Annual Education Report Hill Elementary School (01674)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Male	2018-19	69	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2018-19	42	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	42	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2018-19	78	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	74	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2018-19	119	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	116	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2018-19	120	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	116	<10	*	*	*	*	*	*	*



Annual Education Report Hill Elementary School (01674)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Students With Disabilities	2018-19	11	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	13	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	103	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2018-19	109	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2018-19	120	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	116	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	116	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2018-19	120	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Military Connected	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Military Connected	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2018-19	117	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	114	<10	*	*	*	*	*	*	*

**Annual Education Report Hill Elementary School (01674)**
**Accountability Details Subject Data**

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.8%	1.2%	49.69%	99.4%	0.6%	N/A	100.0%	0.0%	72.50%
All Students	Mathematics	98.9%	1.1%	39.95%	99.3%	0.7%	N/A	100.0%	0.0%	77.50%
All Students	Science	98.1%	1.9%	N/A	98.9%	1.1%	N/A	N/A	N/A	N/A
All Students	Social Studies	98.0%	2.0%	31.23%	99.0%	1.0%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	ELA	98.2%	1.8%	41.43%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.3%	1.7%	29.62%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Science	97.4%	2.6%	N/A	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.4%	2.6%	25.66%	<10	<10	<10	N/A	N/A	N/A
Asian	ELA	99.3%	0.7%	71.37%	100.0%	0.0%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.5%	0.5%	70.67%	100.0%	0.0%	N/A	N/A	N/A	N/A
Asian	Science	99.3%	0.7%	N/A	<10	<10	<10	N/A	N/A	N/A
Asian	Social Studies	99.3%	0.7%	50.38%	<10	<10	<10	N/A	N/A	N/A
Black or African American	ELA	98.0%	2.0%	25.07%	99.1%	0.9%	N/A	<10	<10	<10
Black or African American	Mathematics	98.0%	2.0%	14.94%	99.1%	0.9%	N/A	<10	<10	<10
Black or African American	Science	96.7%	3.3%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
Black or African American	Social Studies	96.6%	3.4%	10.83%	100.0%	0.0%	N/A	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.7%	1.3%	38.01%	100.0%	0.0%	N/A	<10	<10	<10

**Annual Education Report Hill Elementary School (01674)**
**Accountability Details Subject Data**

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	26.94%	99.4%	0.6%	N/A	<10	<10	<10
Hispanic of Any Race	Science	98.0%	2.0%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	98.0%	2.0%	19.37%	100.0%	0.0%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	0.5%	50.95%	<10	<10	<10	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.5%	0.5%	37.78%	<10	<10	<10	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.2%	0.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.2%	0.8%	24.67%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	1.3%	47.09%	99.3%	0.7%	N/A	100.0%	0.0%	72.73%
Two or More Races	Mathematics	98.7%	1.3%	35.98%	98.7%	1.3%	N/A	100.0%	0.0%	63.64%
Two or More Races	Science	97.9%	2.1%	N/A	98.2%	1.8%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	97.9%	2.1%	27.34%	98.2%	1.8%	N/A	N/A	N/A	N/A
White	ELA	99.0%	1.0%	56.44%	99.4%	0.6%	N/A	100.0%	0.0%	73.00%
White	Mathematics	99.1%	0.9%	46.59%	99.4%	0.6%	N/A	100.0%	0.0%	81.00%
White	Science	98.4%	1.6%	N/A	98.8%	1.2%	N/A	N/A	N/A	N/A
White	Social Studies	98.4%	1.6%	36.71%	98.9%	1.1%	N/A	N/A	N/A	N/A
Female	ELA	98.9%	1.1%	53.92%	99.7%	0.3%	N/A	100.0%	0.0%	72.55%

**Annual Education Report Hill Elementary School (01674)**
**Accountability Details Subject Data**

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	99.0%	1.0%	38.19%	99.6%	0.4%	N/A	100.0%	0.0%	74.51%
Female	Science	98.3%	1.7%	N/A	99.4%	0.6%	N/A	N/A	N/A	N/A
Female	Social Studies	98.2%	1.8%	28.84%	99.5%	0.5%	N/A	N/A	N/A	N/A
Male	ELA	98.7%	1.3%	45.63%	99.1%	0.9%	N/A	100.0%	0.0%	72.46%
Male	Mathematics	98.7%	1.3%	41.64%	99.0%	1.0%	N/A	100.0%	0.0%	79.71%
Male	Science	97.9%	2.1%	N/A	98.4%	1.6%	N/A	N/A	N/A	N/A
Male	Social Studies	97.9%	2.1%	33.54%	98.4%	1.6%	N/A	N/A	N/A	N/A
Economically Disadvantaged	ELA	98.4%	1.6%	34.98%	99.5%	0.5%	N/A	100.0%	0.0%	66.67%
Economically Disadvantaged	Mathematics	98.5%	1.5%	25.03%	99.3%	0.7%	N/A	100.0%	0.0%	69.05%
Economically Disadvantaged	Science	97.3%	2.7%	N/A	98.9%	1.1%	N/A	N/A	N/A	N/A
Economically Disadvantaged	Social Studies	97.2%	2.8%	17.58%	99.1%	0.9%	N/A	N/A	N/A	N/A
English Learners	ELA	98.8%	1.2%	23.86%	100.0%	0.0%	N/A	<10	<10	<10
English Learners	Mathematics	99.1%	0.9%	22.89%	100.0%	0.0%	N/A	<10	<10	<10
English Learners	Science	98.2%	1.8%	N/A	<10	<10	<10	N/A	N/A	N/A
English Learners	Social Studies	98.3%	1.7%	6.54%	<10	<10	<10	N/A	N/A	N/A
Migrant	ELA	N/A	N/A	18.89%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	N/A	N/A	13.88%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	N/A	N/A	7.33%	N/A	N/A	N/A	N/A	N/A	N/A

**Annual Education Report Hill Elementary School (01674)**
**Accountability Details Subject Data**

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.5%	2.5%	24.82%	99.3%	0.7%	N/A	100.0%	0.0%	9.09%
Students With Disabilities	Mathematics	97.9%	2.1%	18.51%	98.7%	1.3%	N/A	100.0%	0.0%	9.09%
Students With Disabilities	Science	95.3%	4.7%	N/A	97.2%	2.8%	N/A	N/A	N/A	N/A
Students With Disabilities	Social Studies	95.8%	4.2%	11.95%	97.6%	2.4%	N/A	N/A	N/A	N/A
Homeless	ELA	96.3%	3.7%	28.30%	100.0%	0.0%	N/A	N/A	N/A	N/A
Homeless	Mathematics	96.5%	3.5%	18.28%	100.0%	0.0%	N/A	N/A	N/A	N/A
Homeless	Science	94.1%	5.9%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
Homeless	Social Studies	94.1%	5.9%	13.17%	100.0%	0.0%	N/A	N/A	N/A	N/A
Foster Care	ELA	N/A	N/A	27.54%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Mathematics	N/A	N/A	17.90%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Social Studies	N/A	N/A	11.85%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	ELA	N/A	N/A	54.39%	N/A	N/A	N/A	N/A	N/A	100.00%
Military Connected	Mathematics	N/A	N/A	41.32%	N/A	N/A	N/A	N/A	N/A	66.67%
Military Connected	Social Studies	N/A	N/A	30.54%	N/A	N/A	N/A	N/A	N/A	N/A

## Annual Education Report Hill Elementary School (01674)

## High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

## Annual Education Report Hill Elementary School (01674)

## Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
English Learners	46.41%	<10	52.12%	54.98%	59.26%

## Annual Education Report Hill Elementary School (01674)

## Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.30%	N/A	94.37%

\* All data based on students enrolled for a full academic year.



Annual Education Report Hill Elementary School (01674)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	72.50%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	66.67%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	<10	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	9.09%	37.15%	46.29%	60.00%
Black or African American	ELA	23.26%	<10	39.59%	47.75%	60.00%
Hispanic of Any Race	ELA	36.15%	<10	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	72.73%	52.64%	55.59%	60.00%
White	ELA	56.05%	73.00%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	77.50%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	69.05%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	<10	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	9.09%	29.78%	36.89%	47.55%
Black or African American	Mathematics	12.43%	<10	28.04%	35.85%	47.55%
Hispanic of Any Race	Mathematics	23.63%	<10	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	63.64%	40.26%	43.17%	47.55%
White	Mathematics	43.95%	81.00%	45.55%	46.35%	47.55%

## Annual Education Report Hill Elementary School (01674)

## Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value	Accountability Status	Reason for Identification
Hill Elementary School	100.00	100.00	0.00	0.00	94.41	100.00	0.00	99.01	N/A	N/A

**Annual Education Report Hill Elementary School (01674)**
**Professional Qualifications of All Public Elementary and Secondary School Teachers**

	Other	B.A.	M.A.	P.H.D.
Hill Elementary School (01674)	0	6	8	0

*Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers*

**Inexperienced Teachers**

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Hill Elementary School (01674)	12.23	0.00	0.0%	N/A	N/A	0.00	0.0%

**Inexperienced Principals and Other School Leaders**

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Hill Elementary School (01674)	1.00	0.00	0.0%	N/A	N/A	0.00	0.0%

**Teacher Emergency or Provisional Credentials**

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Hill Elementary School (01674)	12.23	0.00	0.0%	N/A	N/A	0.00	0.0%

**Out-of-Field Teachers**

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Hill Elementary School (01674)	12.23	0.00	0.0%	N/A	N/A	0.00	0.0%

## Annual Education Report Hill Elementary School (01674)

## LEA School Improvement Fund Recipients

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display

## Annual Education Report Hill Elementary School (01674)

## NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
Asian &#8225		‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	5	29	42	22	7
Two or More Races					
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

**Regardless of location selected, data are displayed at the state level only.**

## Annual Education Report Hill Elementary School (01674)

## NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

**Regardless of location selected, data are displayed at the state level only.**

## Annual Education Report Hill Elementary School (01674)

## NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

**Regardless of location selected, data are displayed at the state level only.**

## Annual Education Report Hill Elementary School (01674)

## NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

# Rounds to zero

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

**Regardless of location selected, data are displayed at the state level only.**



## Annual Education Report Hill Elementary School (01674)

## NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

*The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.*