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## NORTH HILL ELEMENTARY SCHOOL

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### School Annual Education Report (AER) for North Hill Elementary 2020-2021

January 28, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for North 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, accountability, and teacher quality. If you have any questions about the AER, please contact Tamara Jones-Jackson at [TJones@rochester.k12.mi.us](mailto:TJones@rochester.k12.mi.us) for assistance.

The [AER](#) is available for you to review electronically by visiting the following website: <https://www.mischooldata.org/annual-education-report-1/#:~:text=https%3A/bit.ly/2N2BBwn> or you may review a copy in the main office at North Hill.

For the 2021-2022 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

North Hill was not given one of these labels.

In the past four years, the North Hill Elementary School team has worked with a focus to maintain excellence and improve student achievement. This effort has exemplified growth in student achievement.

Our school improvement team established three "Big Ideas" for the school year:

1. Instructional Focus on Common Core State Standards
2. Differentiated Instruction focusing on Guided Reading and Mathematics Centers
3. Implementation of the Positivity Project to support Social-Emotional Learning.

The team at North Hill Elementary School believes that these "Big Ideas" will continue to increase student achievement across the curriculum. The staff uses a variety of assessment metrics to monitor progress throughout the year. These assessments include district, building and classroom monitoring tools to ensure that **all students** are progressing at a significant rate.

- Students contribute to the Positivity Project to promote social-emotional learning and behavior intervention strategies. These interventions establish positive character traits and more time on task for all students. Students engage in the process by establishing classroom expectations, working on behavior protocols throughout the building, and developing coping skills to improve communication.

- Students are assessed in the areas of mathematics and reading. These assessments are administered three times per year: baseline (fall), progress monitoring (winter), and growth (spring). This monitoring assists the team and ensures accurate student instructional levels. This is part of the Multi-Tiered System of Support (MTSS) of identifying strengths, weaknesses and gaps in learning. All students are tiered and monitored on a weekly basis. This progress monitoring allows for flexible grouping and student movement as skills increase throughout the year.

The team at North Hill has implemented technology as a vehicle to administer instruction. All students have access to one-to-one technology. Chromebooks and computers are in the classrooms. The team uses audio/visual tools, interactive flat panels, interactive lessons, and document cameras to effectively deliver instruction.

As part of the ongoing school improvement process, North Hill staff members undergo extensive job-embedded professional development throughout the year, enabling the team to build capacity to deliver more effective instruction to students. The school and district provide a learning consultant and a literacy coach to implement reading recovery and to work with grade-level teams through professional learning communities (PLC) to increase the rigor of instruction through lesson planning, modeling, scaffolding, data walks, instructional learning cycles (ILC) and progress monitoring.

State law requires that we also report the following additional information.

### **Process for Assigning Pupils to the School**

Students continue to be assigned to schools by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one to which they are assigned during the open enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building.

### **Status of the 3-5 -year School Improvement Plan**

#### **Core Curriculum**

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on, and aligns with, the Michigan Department of Education's Michigan Curriculum Framework. The curriculum department continues to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences for students and more flexible time for student learning beyond the traditional school day. Additional information about the district's core curriculum can be found at the following website: <http://www.rochester.k12.mi.us/pages/5064/general-education>.



## iReady Aggregate Achievement Results 2020-21

### On grade-level percentages - reading

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	100%	88%	100%	100%	86%	99%	99%	100%	98%
1	95%	96%	100%	100%	77%	100%	100%	100%	95%
2	94%	88%	100%	87%	54%	92%	100%	100%	92%
3	96%	97%	100%	81%	75%	100%	100%	80%	86%
4	94%	94%	100%	92%	70%	100%	100%	100%	93%
5	87%	77%	N/A	77%	55%	100%	50%	100%	83%

### Below grade-level percentages - reading

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	0%	12%	0%	100%	14%	1%	1%	0%	2%
1	5%	4%	0%	0%	23%	0%	0%	0%	5%
2	6%	12%	0%	13%	46%	8%	0%	0%	8%
3	4%	3%	0%	12%	25%	0%	0%	20%	4%
4	6%	6%	0%	8%	30%	0%	0%	0%	7%
5	13%	23%	N/A	23%	45%	0%	50%	0%	17%

### On grade-level percentages - math

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	100%	100%	100%	100%	100%	100%	100%	100%	100%
1	93%	96%	100%	100%	69%	100%	100%	100%	93%
2	91%	88%	100%	87%	47%	93%	100%	100%	90%
3	100%	100%	100%	100%	100%	100%	100%	100%	100%
4	91%	100%	100%	92%	80%	100%	100%	0%	94%
5	84%	87%	85%	34%	55%	100%	50%	100%	89%

Below grade-level percentages - math

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	0%	0%	0%	0%	0%	0%	0%	0%	0%
1	7%	4%	0%	0%	31%	0%	0%	0%	7%
2	9%	12%	0	13%	53%	7%	0%	0%	10%
3	0%	0%	0%	0%	0%	0%	0%	0%	0%
4	9%	0%	0%	8%	20%	0%	0%	100%	6%
5	16%	13%	15%	66%	45%	0%	50%	0%	11%

### Parent-teacher conferences 2019-2020

Parent-teacher conferences	Number of students	Percent of students represented at parent-teacher conferences
2019-2020	<b>552</b>	<b>98%</b>
2020-2021	<b>466</b>	<b>95%</b>

### Points of Pride

It is our belief at North Hill Elementary School that all children can succeed beyond expectations. Our team is committed to high academic achievement for all students. We take great pride in our parent and community partnerships.

We commend our parents and the community for all of the support, flexibility and understanding they have demonstrated in the midst of COVID-19 fluctuations. During the pandemic, North Hill stayed the course and continued the following programs: fourth-grade health fair, disability awareness workshop, science fair, district art show, student council, grade-level enrichment programs, Authors in April, Reflections and the PTA Sparkle Awards.

It was an exemplary year at North Hill, both academically and socially. We are proud of each and every one of our school stakeholders. Our amazing students, involved parents, and dedicated team make North Hill a wonderful place to learn and grow.

Sincerely,

*Tamara Jones-Jackson*

Tamara Jones-Jackson, Principal