

Hillsdale Community Schools

30 S. Norwood Avenue, Hillsdale, MI 49242



February 16, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Hillsdale Community Schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff are available to help you understand this information. Please contact Ted Davis for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following website [https://www.mischooldata.org/annual-education-report/?PageName:Accountability&_SchoolYear-Report%20Year:2025-26&_Entity-isd%20Name%20\(isd%20Code\):Hillsdale%20isd%20\(30\)&_Entity-District%20Name%20\(District%20Code\):Hillsdale%20Community%20Schools%20\(30020\)&_Entity-School%20Name%20\(School%20Code\):All%20Schools%20in%20District&](https://www.mischooldata.org/annual-education-report/?PageName:Accountability&_SchoolYear-Report%20Year:2025-26&_Entity-isd%20Name%20(isd%20Code):Hillsdale%20isd%20(30)&_Entity-District%20Name%20(District%20Code):Hillsdale%20Community%20Schools%20(30020)&_Entity-School%20Name%20(School%20Code):All%20Schools%20in%20District&), or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

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Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate, and safety

Review the table below listing our schools. For the 2024-25 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 2024-25. 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 2022-23. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2022-23. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label TSI, ATS, CSI, AND NO LABEL SCHOOLS	Key Initiative to Accelerate Achievement
Bailey Early Childhood Center	No Label School	N/A
Gier Elementary	No Label School	N/A
Davis Middle School	No Label School	N/A
Hillsdale High School	No Label School	N/A
Horizon Alternative School	No Label School	N/A

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During the 2024-2025 school year, Hillsdale Community Schools continued to prioritize academic growth and achievement as well as social-emotional well-being for students and staff. Various strategies and interventions were implemented through the multi-tiered systems of support framework to increase equitable access to programming aligned with student needs. These activities ranged from district-wide summer learning programs to supplemental services provided in all our schools.

Hillsdale Community Schools remains committed to enhancing student learning and improving educational outcomes, especially for those who are not yet on track for proficiency. School and district teams are committed to aligning programs and services to support student needs from a whole-child perspective, and those efforts are embedded in the district's improvement framework. In partnership with our school community, we look forward to continuing our legacy of providing a challenging and relevant education where students gain the skills, knowledge, and attributes necessary for success in our diverse, exciting, and ever-evolving world.

Sincerely,

Ted Davis, Superintendent