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North Hill Elementary School
Annual Education Report (AER) Cover Letter
2024-2025

February 1, 2026

Dear Caregivers 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 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 for assistance.

The AER is available for you to review electronically by visiting the following website: <https://www.mischooldata.org/annual-education-report> or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in 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 2021-22. 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

In the past five 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 building is using 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 behavior 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 a year: baseline (fall), progress monitoring (winter), and growth (spring). This monitoring assists team and ensures accurate student instructional levels. This is part of the Multi-Tier System of Support (MTSS) process 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 the major vehicle to administer instruction. All students have access to 1 to 1 technology. Chromebooks and computers are in the classrooms. The team uses audio/visual, Smartboard®, interactive lessons, and document cameras to effectively deliver instruction.

As part of ongoing school improvement, the team at North Hill Elementary School engage in the Deep Learning practices and undergo extensive job-embedded professional development throughout the year. This professional development allows 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 during Professional Learning Communities (PLC) to increase the rigor of instruction by: lesson planning, modeling, scaffolding, data walks, Instructional Learning Cycles (ILC) and progress monitoring.

State law requires that we also report 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

We continue to monitor, analyze, and make adjustments as needed to work towards our goals of increasing proficiency for all students in the areas of literacy and math. District sub committees monitor the implementation of strategies identified in our school improvement plan.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

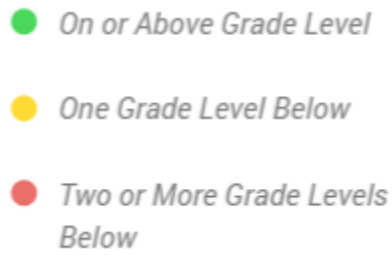
Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on, and aligns with, the Michigan Department of Education's Michigan Curriculum Framework. The curriculum department continues to focus on developing a Multi-Tiered System of Support 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>.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

I-Ready is a nationally-normed assessment that is administered to our students three times a year. The results provide teachers areas of growth and proficiency that are individualized to each student. The results are uploaded to our Student Information System after each administration where students and families have access to a comprehensive report. The information below are the final results for each assessment from the 2023-2024 and 2024-2025 school years.

I-Ready Aggregate Achievement results 2023-2024

Grade Level Percentages for Reading and Math



Reading

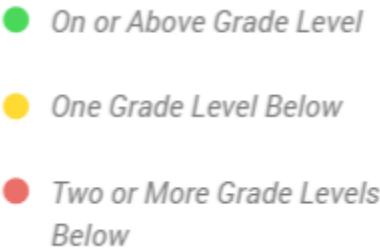


Math



I-Ready Aggregate Achievement results 2024-2025

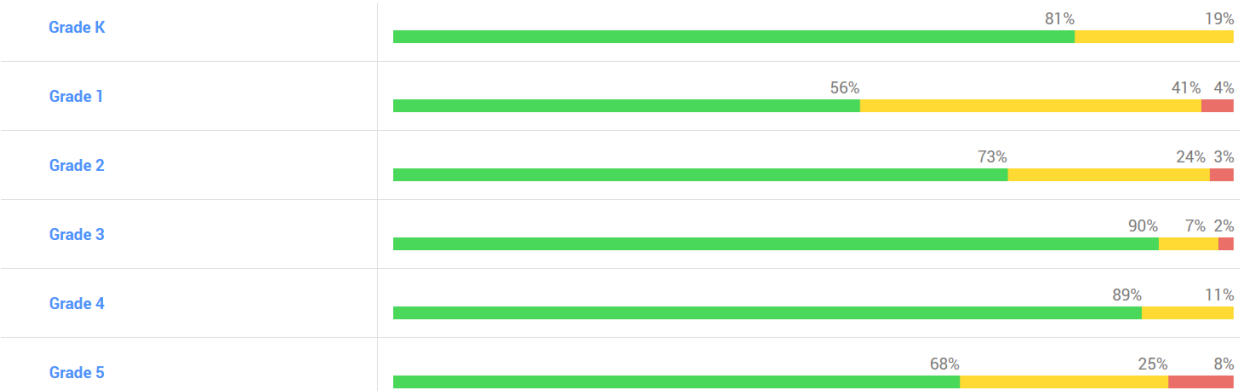
Grade Level Percentages for Reading and Math



Reading



Math



Parent Teacher Conferences 2023-2025

Parent teacher conferences	Number of students	Percent of students represented at parent teacher conferences
2023-2024	515	99%
2024-2025	511	97%

North Hill Points of Pride

At North Hill Elementary School, we believe every child can succeed beyond expectations. Our dedicated team is committed to fostering high academic achievement, strong character, and social integrity for all students. We are deeply grateful for our supportive parents and community partners, whose flexibility, encouragement, and involvement play a vital role in our students' success.

North Hill offers a wide range of enriching opportunities that reflect our commitment to excellence. Our Boys Basketball Team models teamwork, perseverance, and sportsmanship both on and off the court. Through our Young Entrepreneurship Program, students gain hands-on experience in business fundamentals, cultivating leadership and innovation. Our Community Service Initiatives encourage students to give back, developing compassion and civic responsibility.

Academic and creative thrive through signature events and programs such as the 4th Grade Health Fair, Disability Awareness Workshop, and Science Fair, all of which promote wellness, inclusion, curiosity, and critical thinking. The District Art Show and Reflections celebration showcase student creativity in visual art, music, dance, film, literature, and photography. Grade Level Enrichment Programs provide meaningful academic challenges, while Authors in April inspires a love of reading and writing by connecting students with authors and creative expression. The annual RCS Sparkle Awards honor outstanding achievements among students and staff, reinforcing a culture of recognition and positivity.

Our Belonging Celebration highlights what makes North Hill truly special—our diverse community. We honor and embrace differences in backgrounds, cultures, identities, beliefs, and abilities, ensuring every student feels valued, respected, and safe being themselves.

The Young Entrepreneurship Program, Community Service Initiatives, 4th Grade Health Fair, Disability Awareness Workshop, Science Fair, District Art Show, Grade Level Enrichment Programs, Authors in April, and RCS Sparkle Awards are proud extensions of the excellence we cherish at North Hill.

North Hill is exemplary both academically and socially. We are proud of every stakeholder—our exceptional students, engaged families, and dedicated staff—who together make North Hill a wonderful place to learn, grow, and thrive.

Sincerely,

Tamara Jones-Jackson

Tamara Jones-Jackson, Principal