

THE LAMPHERE SCHOOLS

ADMINISTRATION CENTER

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February 27, 2017

Dear Parents and Community Members,

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Hiller 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 Jen Cumiskey, Hiller Elementary School Principal, for assistance.

The AER is available for you to review electronically by visiting the following website: <https://goo.gl/Og4L0S> or you may review a copy from the main office of Hiller Elementary School.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. Our school has not been given one of these labels.

The 2015-16 Annual Education Report provided Hiller with valuable data to review and analyze. This data demonstrated our need to continue to focus on the core curricular areas of reading, writing, and mathematics. Additionally, this data was used to guide and create our School Improvement Plan which includes goals, objectives, strategies and activities that target these core content areas in an effort to increase student achievement. We will continue to provide Leveled Literacy Intervention and Math Intervention to our students who are in need of additional support in reading, writing and mathematics. Additionally, our students utilize Successmaker in the areas of reading and mathematics to help to increase their student achievement in these core content areas. Finally, we will continue to provide English language acquisition support to our English Learners to support their

State law requires that we also report additional information that you will find below:

*PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to Hiller Elementary through a variety of ways. Families that reside within our designated neighborhood boundaries are assigned to Hiller. Families living within the school district who request in writing (as long as there are grade level openings) to have their children attend Hiller will be placed at our school. We also participate in schools of choice within the boundaries of Oakland County depending on openings at their assigned grade level.

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

The staff of Hiller Elementary School identifies goals each school year to focus on. Goals and objectives are written in the core content areas of reading, writing, math, science and social studies and are continuously implemented. Our goals focus on improving student achievement based on our state assessment data and school assessment data. The goals include objectives, strategies and activities that we implement into our daily instruction to improve student achievement in all content areas. The School Improvement Plan is developed through the collaboration of teachers, parents, and administrators.

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

Hiller Elementary School is home to approximately 77% English Learner students. We have continued to be fortunate to have the opportunity to learn with and from our English Learner students.

***ACCESSING THE CORE CURRICULUM**

The Lamphere School’s Core Curriculum is housed in Atlas Rubicon, an online information warehouse. The core curriculum is reviewed and updated regularly, and is aligned with the state’s curriculum expectations.

***LOCAL ASSESSMENTS**

Our school administers the NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress) online assessment in Reading and Mathematics for students in grades K-5, three times per year. Below are the results over the last two years from each grade level representing the students who have achieved proficiency on the NWEA MAP Assessment:

| Grade Level | 2015 Reading | 2016 Reading | 2015 Math | 2016 Math |
|-------------|--------------|--------------|-----------|-----------|
| K | 0% | 14% | 48% | 26% |
| 1 | 8% | 14% | 45% | 19% |
| 2 | 18% | 16% | 65% | 30% |
| 3 | 8% | 24% | 53% | 29% |
| 4 | 9% | 21% | 49% | 10% |
| 5 | 38% | 19% | 59% | 19% |

***IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

Hiller Elementary School has an involved parent community. 93% of our parents attended parent/teacher conferences during the 2015/16 school year. This percentage was a representation of 326 students’ families at our parent/teacher conferences. We had 90% of our parents attend parent/teacher conferences during the 2016/17 school year. This percentage was a representation of 319 students’ families at our parent/teacher conferences.

Hiller Elementary School staff, parents, and students are committed to continuous improvement in school. We are excited that we have been a Leader in Me School for three years and look forward to continuing to help our students grow as leaders in the future. Working together, it is our goal to provide our students with outstanding learning and leadership opportunities. We continue to live by our mission statement of “Educating Every Child Every Day”!

Educationally yours,

Jen Cumiskey, Principal

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 3rd Grade Content | All Students | 2014-15 | 50.0% | 48.3% | 26.1% | 11.6% | 14.5% | 40.6% | 33.3% |
| ELA | 3rd Grade Content | All Students | 2015-16 | 46.0% | 33.8% | 12.7% | 7.3% | 5.5% | 40.0% | 47.3% |
| ELA | 3rd Grade Content | Asian | 2014-15 | 69.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Asian | 2015-16 | 65.9% | 30.0% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Black or African American | 2014-15 | 23.2% | 46.7% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Black or African American | 2015-16 | 20.0% | 28.6% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | White | 2014-15 | 58.2% | 46.6% | 26.7% | 11.7% | 15.0% | 40.0% | 33.3% |
| ELA | 3rd Grade Content | White | 2015-16 | 53.9% | 31.5% | 13.6% | 9.1% | 4.5% | 31.8% | 54.5% |
| ELA | 3rd Grade Content | Female | 2014-15 | 54.7% | 55.6% | 38.5% | 19.2% | 19.2% | 42.3% | 19.2% |
| ELA | 3rd Grade Content | Female | 2015-16 | 49.5% | 35.1% | 14.3% | 7.1% | 7.1% | 39.3% | 46.4% |
| ELA | 3rd Grade Content | Male | 2014-15 | 45.5% | 42.5% | 18.6% | 7.0% | 11.6% | 39.5% | 41.9% |
| ELA | 3rd Grade Content | Male | 2015-16 | 42.6% | 32.4% | 11.1% | 7.4% | 3.7% | 40.7% | 48.1% |

M-STEP Grades 3-11

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|-----|-------------------|----------------------------|---------|-------|-------|-------|-------|-------|-------|-------|
| ELA | 3rd Grade Content | Economically Disadvantaged | 2014-15 | 35.3% | 33.6% | 25.9% | 13.8% | 12.1% | 37.9% | 36.2% |
| ELA | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 31.1% | 23.6% | 12.2% | 8.2% | 4.1% | 40.8% | 46.9% |
| ELA | 3rd Grade Content | English Language Learners | 2014-15 | 34.7% | 21.0% | 14.9% | 6.4% | 8.5% | 46.8% | 38.3% |
| ELA | 3rd Grade Content | English Language Learners | 2015-16 | 31.9% | 18.9% | 9.5% | 2.4% | 7.1% | 35.7% | 54.8% |
| ELA | 3rd Grade Content | Students With Disabilities | 2014-15 | 23.3% | 18.2% | 9.1% | 9.1% | 0.0% | 27.3% | 63.6% |
| ELA | 3rd Grade Content | Students With Disabilities | 2015-16 | 20.7% | 15.4% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | All Students | 2014-15 | 46.6% | 48.0% | 31.1% | 15.6% | 15.6% | 20.0% | 48.9% |
| ELA | 4th Grade Content | All Students | 2015-16 | 46.3% | 52.4% | 33.9% | 6.8% | 27.1% | 28.8% | 37.3% |
| ELA | 4th Grade Content | Asian | 2014-15 | 70.5% | 52.9% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Asian | 2015-16 | 67.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Black or African American | 2014-15 | 21.2% | 20.0% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Black or African American | 2015-16 | 20.4% | 46.2% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Hispanic of Any Race | 2014-15 | 33.2% | <10 | <10 | <10 | <10 | <10 | <10 |

M-STEP Grades 3-11

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|-----|-------------------|----------------------------|---------|-------|-------|-------|-------|-------|-------|-------|
| ELA | 4th Grade Content | White | 2014-15 | 53.9% | 50.0% | 28.1% | 18.8% | 9.4% | 15.6% | 56.3% |
| ELA | 4th Grade Content | White | 2015-16 | 53.9% | 50.3% | 32.0% | 8.0% | 24.0% | 28.0% | 40.0% |
| ELA | 4th Grade Content | Female | 2014-15 | 51.5% | 53.5% | 34.8% | 26.1% | 8.7% | 17.4% | 47.8% |
| ELA | 4th Grade Content | Female | 2015-16 | 50.9% | 63.3% | 45.8% | 8.3% | 37.5% | 29.2% | 25.0% |
| ELA | 4th Grade Content | Male | 2014-15 | 41.8% | 42.7% | 27.3% | 4.5% | 22.7% | 22.7% | 50.0% |
| ELA | 4th Grade Content | Male | 2015-16 | 41.8% | 42.4% | 25.7% | 5.7% | 20.0% | 28.6% | 45.7% |
| ELA | 4th Grade Content | Economically Disadvantaged | 2014-15 | 30.9% | 41.5% | 31.7% | 17.1% | 14.6% | 17.1% | 51.2% |
| ELA | 4th Grade Content | Economically Disadvantaged | 2015-16 | 30.8% | 39.1% | 33.3% | 5.9% | 27.5% | 23.5% | 43.1% |
| ELA | 4th Grade Content | English Language Learners | 2014-15 | 23.7% | 30.9% | 24.2% | 12.1% | 12.1% | 18.2% | 57.6% |
| ELA | 4th Grade Content | English Language Learners | 2015-16 | 24.3% | 28.0% | 23.1% | 7.7% | 15.4% | 28.2% | 48.7% |
| ELA | 4th Grade Content | Students With Disabilities | 2014-15 | 17.2% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Students With Disabilities | 2015-16 | 17.5% | 7.1% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | All Students | 2014-15 | 48.7% | 51.0% | 45.5% | 6.8% | 38.6% | 29.5% | 25.0% |
| ELA | 5th Grade Content | All Students | 2015-16 | 50.6% | 50.3% | 38.1% | 7.1% | 31.0% | 35.7% | 26.2% |

M-STEP Grades 3-11

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|-----|-------------------|---|---------|-------|-------|-------|------|-------|-------|-------|
| ELA | 5th Grade Content | Asian | 2014-15 | 71.9% | 53.8% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Asian | 2015-16 | 74.7% | 73.3% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Black or African American | 2014-15 | 22.5% | 20.8% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Black or African American | 2015-16 | 23.7% | 30.0% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Hispanic of Any Race | 2014-15 | 35.4% | 66.7% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Hispanic of Any Race | 2015-16 | 38.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Native Hawaiian or Other Pacific Islander | 2014-15 | 52.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Two or More Races | 2014-15 | 47.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | White | 2014-15 | 55.7% | 54.8% | 43.8% | 6.3% | 37.5% | 28.1% | 28.1% |
| ELA | 5th Grade Content | White | 2015-16 | 58.1% | 50.0% | 34.5% | 6.9% | 27.6% | 34.5% | 31.0% |
| ELA | 5th Grade Content | Female | 2014-15 | 54.3% | 50.5% | 52.2% | 4.3% | 47.8% | 30.4% | 17.4% |
| ELA | 5th Grade Content | Female | 2015-16 | 55.8% | 55.3% | 40.9% | 9.1% | 31.8% | 31.8% | 27.3% |
| ELA | 5th Grade Content | Male | 2014-15 | 43.3% | 51.4% | 38.1% | 9.5% | 28.6% | 28.6% | 33.3% |

M-STEP Grades 3-11

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|-------------|-------------------|----------------------------|---------|-------|-------|-------|------|-------|-------|-------|
| ELA | 5th Grade Content | Male | 2015-16 | 45.5% | 45.5% | 35.0% | 5.0% | 30.0% | 40.0% | 25.0% |
| ELA | 5th Grade Content | Economically Disadvantaged | 2014-15 | 32.6% | 35.7% | 30.3% | 3.0% | 27.3% | 39.4% | 30.3% |
| ELA | 5th Grade Content | Economically Disadvantaged | 2015-16 | 34.4% | 42.6% | 38.2% | 5.9% | 32.4% | 32.4% | 29.4% |
| ELA | 5th Grade Content | English Language Learners | 2014-15 | 22.7% | 39.0% | 36.0% | 0.0% | 36.0% | 28.0% | 36.0% |
| ELA | 5th Grade Content | English Language Learners | 2015-16 | 23.1% | 37.3% | 32.1% | 3.6% | 28.6% | 32.1% | 35.7% |
| ELA | 5th Grade Content | Students With Disabilities | 2014-15 | 14.6% | 16.0% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Students With Disabilities | 2015-16 | 16.1% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | All Students | 2014-15 | 48.8% | 52.2% | 31.0% | 8.5% | 22.5% | 42.3% | 26.8% |
| Mathematics | 3rd Grade Content | All Students | 2015-16 | 45.2% | 37.3% | 28.6% | 8.9% | 19.6% | 30.4% | 41.1% |
| Mathematics | 3rd Grade Content | Asian | 2014-15 | 73.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Asian | 2015-16 | 73.1% | 90.0% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Black or African American | 2014-15 | 20.3% | 33.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Black or African American | 2015-16 | 17.9% | 21.4% | <10 | <10 | <10 | <10 | <10 |

M-STEP Grades 3-11

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|-------------|-------------------|----------------------------|---------|-------|-------|-------|-------|-------|-------|-------|
| Mathematics | 3rd Grade Content | White | 2014-15 | 57.3% | 50.9% | 30.6% | 9.7% | 21.0% | 45.2% | 24.2% |
| Mathematics | 3rd Grade Content | White | 2015-16 | 53.2% | 34.9% | 22.2% | 6.7% | 15.6% | 31.1% | 46.7% |
| Mathematics | 3rd Grade Content | Female | 2014-15 | 48.1% | 57.1% | 29.6% | 7.4% | 22.2% | 40.7% | 29.6% |
| Mathematics | 3rd Grade Content | Female | 2015-16 | 43.7% | 31.6% | 21.4% | 10.7% | 10.7% | 39.3% | 39.3% |
| Mathematics | 3rd Grade Content | Male | 2014-15 | 49.5% | 48.2% | 31.8% | 9.1% | 22.7% | 43.2% | 25.0% |
| Mathematics | 3rd Grade Content | Male | 2015-16 | 46.6% | 43.7% | 35.7% | 7.1% | 28.6% | 21.4% | 42.9% |
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2014-15 | 33.5% | 37.1% | 25.0% | 8.3% | 16.7% | 45.0% | 30.0% |
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 30.1% | 29.3% | 28.6% | 8.2% | 20.4% | 30.6% | 40.8% |
| Mathematics | 3rd Grade Content | English Language Learners | 2014-15 | 37.0% | 31.3% | 26.5% | 6.1% | 20.4% | 40.8% | 32.7% |
| Mathematics | 3rd Grade Content | English Language Learners | 2015-16 | 37.8% | 33.3% | 27.9% | 7.0% | 20.9% | 25.6% | 46.5% |
| Mathematics | 3rd Grade Content | Students With Disabilities | 2014-15 | 24.5% | 13.6% | 9.1% | 9.1% | 0.0% | 9.1% | 81.8% |
| Mathematics | 3rd Grade Content | Students With Disabilities | 2015-16 | 21.4% | 7.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | All Students | 2014-15 | 41.4% | 33.7% | 14.6% | 6.3% | 8.3% | 50.0% | 35.4% |
| Mathematics | 4th Grade Content | All Students | 2015-16 | 44.0% | 38.9% | 20.6% | 0.0% | 20.6% | 41.3% | 38.1% |

M-STEP Grades 3-11

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|-------------|-------------------|----------------------------|---------|-------|-------|-------|------|-------|-------|-------|
| Mathematics | 4th Grade Content | Asian | 2014-15 | 69.7% | 41.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Asian | 2015-16 | 71.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Black or African American | 2014-15 | 13.2% | 20.0% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Black or African American | 2015-16 | 15.1% | 13.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Hispanic of Any Race | 2014-15 | 27.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | White | 2014-15 | 49.3% | 35.8% | 8.8% | 2.9% | 5.9% | 55.9% | 35.3% |
| Mathematics | 4th Grade Content | White | 2015-16 | 52.3% | 39.6% | 20.0% | 0.0% | 20.0% | 42.0% | 38.0% |
| Mathematics | 4th Grade Content | Female | 2014-15 | 40.3% | 34.1% | 8.0% | 8.0% | 0.0% | 40.0% | 52.0% |
| Mathematics | 4th Grade Content | Female | 2015-16 | 42.1% | 44.0% | 24.0% | 0.0% | 24.0% | 36.0% | 40.0% |
| Mathematics | 4th Grade Content | Male | 2014-15 | 42.4% | 33.3% | 21.7% | 4.3% | 17.4% | 60.9% | 17.4% |
| Mathematics | 4th Grade Content | Male | 2015-16 | 45.8% | 34.3% | 18.4% | 0.0% | 18.4% | 44.7% | 36.8% |
| Mathematics | 4th Grade Content | Economically Disadvantaged | 2014-15 | 25.4% | 25.0% | 14.0% | 4.7% | 9.3% | 51.2% | 34.9% |
| Mathematics | 4th Grade Content | Economically Disadvantaged | 2015-16 | 27.9% | 23.0% | 16.7% | 0.0% | 16.7% | 42.6% | 40.7% |
| Mathematics | 4th Grade Content | English Language Learners | 2014-15 | 22.1% | 19.0% | 13.9% | 2.8% | 11.1% | 47.2% | 38.9% |

M-STEP Grades 3-11

| | | | | | | | | | | |
|-------------|-------------------|---|---------|-------|-------|-------|-------|-------|-------|-------|
| Mathematics | 4th Grade Content | English Language Learners | 2015-16 | 27.4% | 20.4% | 20.9% | 0.0% | 20.9% | 34.9% | 44.2% |
| Mathematics | 4th Grade Content | Students With Disabilities | 2014-15 | 17.2% | 5.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Students With Disabilities | 2015-16 | 19.2% | 14.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | All Students | 2014-15 | 33.4% | 32.7% | 20.8% | 8.3% | 12.5% | 50.0% | 29.2% |
| Mathematics | 5th Grade Content | All Students | 2015-16 | 33.8% | 30.9% | 25.0% | 11.4% | 13.6% | 25.0% | 50.0% |
| Mathematics | 5th Grade Content | Asian | 2014-15 | 64.2% | 46.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Asian | 2015-16 | 63.9% | 56.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Black or African American | 2014-15 | 9.1% | 12.0% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Black or African American | 2015-16 | 8.2% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Hispanic of Any Race | 2014-15 | 19.5% | 50.0% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Hispanic of Any Race | 2015-16 | 19.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Native Hawaiian or Other Pacific Islander | 2014-15 | 40.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Two or More Races | 2014-15 | 30.5% | <10 | <10 | <10 | <10 | <10 | <10 |

M-STEP Grades 3-11

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|-------------|-------------------|----------------------------|---------|-------|-------|-------|-------|-------|-------|-------|
| Mathematics | 5th Grade Content | White | 2014-15 | 39.7% | 33.6% | 20.0% | 11.4% | 8.6% | 45.7% | 34.3% |
| Mathematics | 5th Grade Content | White | 2015-16 | 41.0% | 31.8% | 26.7% | 6.7% | 20.0% | 26.7% | 46.7% |
| Mathematics | 5th Grade Content | Female | 2014-15 | 32.6% | 26.0% | 19.2% | 7.7% | 11.5% | 53.8% | 26.9% |
| Mathematics | 5th Grade Content | Female | 2015-16 | 31.7% | 31.8% | 18.2% | 9.1% | 9.1% | 18.2% | 63.6% |
| Mathematics | 5th Grade Content | Male | 2014-15 | 34.1% | 38.4% | 22.7% | 9.1% | 13.6% | 45.5% | 31.8% |
| Mathematics | 5th Grade Content | Male | 2015-16 | 35.8% | 30.0% | 31.8% | 13.6% | 18.2% | 31.8% | 36.4% |
| Mathematics | 5th Grade Content | Economically Disadvantaged | 2014-15 | 18.2% | 20.7% | 13.5% | 5.4% | 8.1% | 48.6% | 37.8% |
| Mathematics | 5th Grade Content | Economically Disadvantaged | 2015-16 | 17.7% | 29.5% | 25.7% | 8.6% | 17.1% | 25.7% | 48.6% |
| Mathematics | 5th Grade Content | English Language Learners | 2014-15 | 13.6% | 20.5% | 14.3% | 3.6% | 10.7% | 50.0% | 35.7% |
| Mathematics | 5th Grade Content | English Language Learners | 2015-16 | 12.8% | 22.6% | 16.7% | 6.7% | 10.0% | 30.0% | 53.3% |
| Mathematics | 5th Grade Content | Students With Disabilities | 2014-15 | 9.4% | 3.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Students With Disabilities | 2015-16 | 10.2% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | All Students | 2014-15 | 12.4% | 8.4% | 4.2% | 2.1% | 2.1% | 8.3% | 87.5% |
| Science | 4th Grade Content | All Students | 2015-16 | 14.7% | 12.4% | 3.2% | 1.6% | 1.6% | 15.9% | 81.0% |

M-STEP Grades 3-11

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|---------|-------------------|----------------------------|---------|-------|-------|------|------|------|-------|-------|
| Science | 4th Grade Content | Asian | 2014-15 | 23.9% | 11.8% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Asian | 2015-16 | 28.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Black or African American | 2014-15 | 2.0% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Black or African American | 2015-16 | 2.4% | 6.7% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Hispanic of Any Race | 2014-15 | 5.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | White | 2014-15 | 15.4% | 9.0% | 0.0% | 0.0% | 0.0% | 5.9% | 94.1% |
| Science | 4th Grade Content | White | 2015-16 | 18.4% | 12.8% | 2.0% | 0.0% | 2.0% | 16.0% | 82.0% |
| Science | 4th Grade Content | Female | 2014-15 | 10.4% | 8.0% | 4.0% | 0.0% | 4.0% | 4.0% | 92.0% |
| Science | 4th Grade Content | Female | 2015-16 | 13.0% | 11.0% | 4.0% | 0.0% | 4.0% | 8.0% | 88.0% |
| Science | 4th Grade Content | Male | 2014-15 | 14.3% | 8.9% | 4.3% | 4.3% | 0.0% | 13.0% | 82.6% |
| Science | 4th Grade Content | Male | 2015-16 | 16.4% | 13.7% | 2.6% | 2.6% | 0.0% | 21.1% | 76.3% |
| Science | 4th Grade Content | Economically Disadvantaged | 2014-15 | 5.5% | 6.3% | 4.7% | 2.3% | 2.3% | 7.0% | 88.4% |
| Science | 4th Grade Content | Economically Disadvantaged | 2015-16 | 6.6% | 6.2% | 1.9% | 1.9% | 0.0% | 13.0% | 85.2% |
| Science | 4th Grade Content | English Language Learners | 2014-15 | 2.2% | 3.4% | 2.8% | 2.8% | 0.0% | 8.3% | 88.9% |

M-STEP Grades 3-11

| | | | | | | | | | | |
|----------------|-------------------|---|---------|-------|-------|------|------|------|-------|-------|
| Science | 4th Grade Content | English Language Learners | 2015-16 | 2.9% | 0.0% | 0.0% | 0.0% | 0.0% | 9.3% | 90.7% |
| Science | 4th Grade Content | Students With Disabilities | 2014-15 | 4.6% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Students With Disabilities | 2015-16 | 5.3% | 7.1% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | All Students | 2014-15 | 22.2% | 13.5% | 4.2% | 0.0% | 4.2% | 60.4% | 35.4% |
| Social Studies | 5th Grade Content | All Students | 2015-16 | 18.9% | 9.7% | 9.1% | 0.0% | 9.1% | 63.6% | 27.3% |
| Social Studies | 5th Grade Content | Asian | 2014-15 | 38.1% | 7.7% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Asian | 2015-16 | 35.8% | 25.0% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Black or African American | 2014-15 | 5.4% | 12.0% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Black or African American | 2015-16 | 4.3% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Hispanic of Any Race | 2014-15 | 12.3% | 25.0% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Hispanic of Any Race | 2015-16 | 10.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Native Hawaiian or Other Pacific Islander | 2014-15 | 20.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Two or More Races | 2014-15 | 20.5% | <10 | <10 | <10 | <10 | <10 | <10 |

M-STEP Grades 3-11

| | | | | | | | | | | |
|----------------|-------------------|----------------------------|---------|-------|-------|-------|------|-------|-------|-------|
| Social Studies | 5th Grade Content | White | 2014-15 | 26.9% | 12.8% | 2.9% | 0.0% | 2.9% | 60.0% | 37.1% |
| Social Studies | 5th Grade Content | White | 2015-16 | 23.0% | 8.5% | 3.3% | 0.0% | 3.3% | 73.3% | 23.3% |
| Social Studies | 5th Grade Content | Female | 2014-15 | 20.6% | 16.7% | 7.7% | 0.0% | 7.7% | 57.7% | 34.6% |
| Social Studies | 5th Grade Content | Female | 2015-16 | 16.7% | 5.9% | 4.5% | 0.0% | 4.5% | 59.1% | 36.4% |
| Social Studies | 5th Grade Content | Male | 2014-15 | 23.8% | 10.7% | 0.0% | 0.0% | 0.0% | 63.6% | 36.4% |
| Social Studies | 5th Grade Content | Male | 2015-16 | 21.0% | 13.3% | 13.6% | 0.0% | 13.6% | 68.2% | 18.2% |
| Social Studies | 5th Grade Content | Economically Disadvantaged | 2014-15 | 10.9% | 6.0% | 0.0% | 0.0% | 0.0% | 59.5% | 40.5% |
| Social Studies | 5th Grade Content | Economically Disadvantaged | 2015-16 | 8.5% | 7.4% | 5.7% | 0.0% | 5.7% | 71.4% | 22.9% |
| Social Studies | 5th Grade Content | English Language Learners | 2014-15 | 6.1% | 2.3% | 0.0% | 0.0% | 0.0% | 53.6% | 46.4% |
| Social Studies | 5th Grade Content | English Language Learners | 2015-16 | 3.7% | 9.4% | 6.7% | 0.0% | 6.7% | 63.3% | 30.0% |
| Social Studies | 5th Grade Content | Students With Disabilities | 2014-15 | 6.9% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Students With Disabilities | 2015-16 | 5.6% | 0.0% | <10 | <10 | <10 | <10 | <10 |

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 |
|---------------|-------------|---------|---------------|----------------|-----------|-----------------|-------------------|--------------|----------------|-----------------|
|---------------|-------------|---------|---------------|----------------|-----------|-----------------|-------------------|--------------|----------------|-----------------|

No Data to Display

MI-Access Functional Independence

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display

MI-Access Supported Independence

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display

MI-Access Participation

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display



MI School Data

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Accountability Details Subject Data

| Testing Group | Subject | State Tested Total | State Percent Proficient | District Tested Total | District Percent Proficient* | School Tested Total | School Percent Proficient** |
|----------------------------------|----------------|--------------------|--------------------------|-----------------------|------------------------------|---------------------|-----------------------------|
| All Students | ELA | 98.7% | 69.6% | 99.4% | 66.6% | 95.7% | 54.0% |
| All Students | Mathematics | 98.6% | 62.1% | 99.9% | 52.1% | 100.0% | 45.5% |
| All Students | Science | 98.1% | 50.0% | 100.0% | 49.3% | 100.0% | 16.7% |
| All Students | Social Studies | 98.1% | 59.3% | 99.8% | 57.7% | 100.0% | 25.6% |
| Bottom 30% | ELA | N/A | 25.1% | N/A | 11.6% | N/A | 4.4% |
| Bottom 30% | Mathematics | N/A | 19.0% | N/A | 7.9% | N/A | 2.2% |
| Bottom 30% | Science | N/A | 9.8% | N/A | 7.4% | N/A | <30 |
| Bottom 30% | Social Studies | N/A | 13.3% | N/A | 6.1% | N/A | <30 |
| American Indian or Alaska Native | ELA | 98.4% | 63.4% | <30 | <30 | N/A | N/A |
| American Indian or Alaska Native | Mathematics | 98.4% | 55.9% | <30 | <30 | N/A | N/A |
| American Indian or Alaska Native | Science | 98.0% | 46.3% | <30 | <30 | N/A | N/A |
| American Indian or Alaska Native | Social Studies | 97.3% | 54.5% | <30 | <30 | N/A | N/A |
| Asian | ELA | 99.3% | 84.3% | 96.1% | 78.1% | <30 | <30 |
| Asian | Mathematics | 99.4% | 83.7% | 100.0% | 74.7% | <30 | <30 |
| Asian | Science | 99.3% | 65.5% | <30 | <30 | <30 | <30 |
| Asian | Social Studies | 99.3% | 76.0% | 100.0% | 73.0% | <30 | <30 |
| Black or African American | ELA | 97.7% | 46.9% | 98.3% | 60.8% | <30 | <30 |
| Black or African American | Mathematics | 97.4% | 37.3% | 100.0% | 35.5% | <30 | <30 |
| Black or African American | Science | 96.5% | 23.9% | 100.0% | 40.4% | <30 | <30 |
| Black or African American | Social Studies | 96.6% | 33.6% | 100.0% | 50.0% | <30 | <30 |
| Hispanic of Any Race | ELA | 98.8% | 60.8% | 100.0% | 70.0% | <30 | <30 |
| Hispanic of Any Race | Mathematics | 98.8% | 51.1% | 100.0% | 45.1% | <30 | <30 |
| Hispanic of Any Race | Science | 98.1% | 36.7% | <30 | <30 | N/A | N/A |



Accountability Details Subject Data

| | | | | | | | |
|---|----------------|-------|-------|--------|-------|--------|-------|
| Hispanic of Any Race | Social Studies | 98.0% | 47.7% | <30 | <30 | <30 | <30 |
| Native Hawaiian or Other Pacific Islander | ELA | 99.5% | 72.4% | <30 | <30 | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | Mathematics | 99.7% | 65.9% | <30 | <30 | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | Science | 99.7% | 59.6% | N/A | N/A | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | Social Studies | 99.6% | 65.7% | N/A | N/A | N/A | N/A |
| Two or More Races | ELA | 98.9% | 67.8% | 100.0% | 80.3% | N/A | N/A |
| Two or More Races | Mathematics | 98.7% | 59.2% | 100.0% | 49.2% | N/A | N/A |
| Two or More Races | Science | 98.5% | 45.2% | <30 | <30 | N/A | N/A |
| Two or More Races | Social Studies | 98.5% | 57.3% | <30 | <30 | N/A | N/A |
| White | ELA | 99.0% | 75.6% | 99.6% | 65.3% | 98.4% | 50.8% |
| White | Mathematics | 98.9% | 68.4% | 99.8% | 52.6% | 100.0% | 43.3% |
| White | Science | 98.6% | 57.1% | 100.0% | 50.7% | 100.0% | 14.3% |
| White | Social Studies | 98.5% | 65.8% | 99.8% | 57.9% | 100.0% | <30 |
| Economically Disadvantaged | ELA | 98.3% | 56.8% | 99.3% | 56.3% | 97.1% | 52.7% |
| Economically Disadvantaged | Mathematics | 98.2% | 48.5% | 99.9% | 42.0% | 100.0% | 42.4% |
| Economically Disadvantaged | Science | 97.5% | 35.0% | 100.0% | 35.4% | 100.0% | 13.7% |
| Economically Disadvantaged | Social Studies | 97.5% | 43.9% | 99.6% | 47.5% | 100.0% | 21.9% |
| English Language Learners | ELA | 98.8% | 49.5% | 97.6% | 48.9% | 94.0% | 46.7% |
| English Language Learners | Mathematics | 99.0% | 48.4% | 100.0% | 40.7% | 100.0% | 44.0% |

Accountability Details Subject Data

| | | | | | | | |
|----------------------------|----------------|-------|-------|--------|-------|--------|------|
| English Language Learners | Science | 98.5% | 22.0% | 100.0% | 21.2% | 100.0% | 7.5% |
| English Language Learners | Social Studies | 98.2% | 30.9% | 100.0% | 38.2% | 100.0% | <30 |
| Students With Disabilities | ELA | 97.2% | 40.1% | 99.4% | 31.8% | <30 | <30 |
| Students With Disabilities | Mathematics | 97.1% | 36.5% | 99.4% | 24.5% | <30 | <30 |
| Students With Disabilities | Science | 97.0% | 26.5% | 100.0% | 25.4% | <30 | <30 |
| Students With Disabilities | Social Studies | 96.6% | 30.8% | 100.0% | 29.4% | <30 | <30 |



Accountability Details Graduation Data

| Student Group | Statewide | District | School |
|---|-----------|----------|--------|
| All Students | 79.79% | 84.00% | N/A |
| American Indian or Alaska Native | 70.88% | N/A | N/A |
| Asian | 90.77% | N/A | N/A |
| Black or African American | 67.31% | N/A | N/A |
| Hispanic of Any Race | 72.07% | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | 76.67% | N/A | N/A |
| Two or More Races | 74.74% | N/A | N/A |
| White | 83.48% | 85.71% | N/A |
| Female | 83.76% | N/A | N/A |
| Male | 76.00% | N/A | N/A |
| Economically Disadvantaged | 67.48% | 75.36% | N/A |
| English Language Learners | 72.14% | N/A | N/A |
| Students With Disabilities | 57.12% | N/A | N/A |
| Bottom 30% | N/A | N/A | N/A |

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



MI School Data

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Accountability Details Attendance Data

| Student Group | Statewide | District | School |
|---------------|-----------|----------|--------|
| All Students | 94.32% | 95.75% | 95.99% |

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

Accountability Status District Data

| District Name | ELA Status | ELA Score | Math Status | Math Score | Science Status | Science Score | Social Studies Status | Social Studies Score | Overall Status | Overall Score |
|---------------|------------|-----------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|
|---------------|------------|-----------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|

No Data to Display

Accountability Status School Data

| School Name | ELA Status | ELA Score | Math Status | Math Score | Science Status | Science Score | Social Studies Status | Social Studies Score | Overall Status | Overall Score |
|--------------------------|------------|-----------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|
| Hiller Elementary School | Green | 2 | Green | 2 | Green | 2 | Green | 2 | Yellow | 28 |



Teacher Quality - Qualification

| | Other | B.A. | M.A. | P.H.D. |
|--|-------|------|------|--------|
| Professional Qualifications of All Public Elementary and Secondary School Teachers in the School | 0 | 10 | 22 | 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

Teacher Quality - Class

| | School Aggregate | High-Poverty Schools | Low-Poverty Schools |
|---|------------------|----------------------|---------------------|
| Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers | 0.0% | 0.0% | N/A |

Teacher Quality - Provisional

| | Certification Percent |
|--|-----------------------|
| Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification | 0.0% |



MI School Data

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NAEP Grade 4 Math

| | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 23 | 77 | 34 | 5 |
| Male | 51 | 22 | 78 | 36 | 6 |
| Female | 49 | 23 | 77 | 32 | 4 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 47 | 36 | 64 | 17 | 1 |
| Not Eligible | 53 | 10 | 90 | 49 | 9 |
| Info not available | # | ‡ | ‡ | ‡ | ‡ |
| Race/Ethnicity | | | | | |
| White | 72 | 15 | 85 | 39 | 5 |
| Black or African American | 15 | 53 | 47 | 10 | # |
| Hispanic | 6 | 38 | 62 | 21 | 3 |
| Asian | 4 | 11 | 89 | 58 | 19 |
| American Indian or Alaska Native | 1 | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian or Other Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 3 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | | | | | |
| SD | 12 | 47 | 53 | 14 | 1 |
| Not SD | 88 | 19 | 81 | 37 | 5 |
| Student is an English Language Learner | | | | | |
| ELL | 5 | 42 | 58 | 16 | 1 |
| Not ELL | 95 | 22 | 78 | 35 | 5 |

‡ 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) 2015 Mathematics Achievement.



MI School Data

Annual Education Report Hiller Elementary School

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NAEP Grade 8 Math

| | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 32 | 39 | 22 | 7 |
| Male | 51 | 31 | 39 | 23 | 7 |
| Female | 49 | 34 | 39 | 21 | 6 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 45 | 48 | 39 | 12 | 2 |
| Not Eligible | 55 | 19 | 40 | 30 | 11 |
| Info not available | # | ‡ | ‡ | ‡ | ‡ |
| Race/Ethnicity | | | | | |
| White | 69 | 23 | 43 | 26 | 7 |
| Black or African American | 20 | 66 | 29 | 5 | # |
| Hispanic | 4 | 38 | 44 | 15 | 4 |
| Asian | 3 | 11 | 18 | 39 | 32 |
| American Indian or Alaska Native | 1 | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian or Other Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 2 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | | | | | |
| SD | 11 | 77 | 19 | 3 | # |
| Not SD | 89 | 27 | 41 | 24 | 7 |
| Student is an English Language Learner | | | | | |
| ELL | 3 | 54 | 33 | 11 | 2 |
| Not ELL | 97 | 32 | 39 | 22 | 7 |

‡ 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) 2015 Mathematics Achievement.



MI School Data

Annual Education Report Hiller Elementary School

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NAEP Grade 12 Math

| | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 34 | 41 | 23 | 2 |
| Male | 51 | 32 | 41 | 26 | 1 |
| Female | 49 | 35 | 42 | 22 | 1 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 35 | 54 | 37 | 9 | 0 |
| Not Eligible | 64 | 22 | 44 | 32 | 2 |
| Info not available | 0 | 0 | 0 | 0 | 0 |
| Race/Ethnicity | | | | | |
| White | 76 | 26 | 42 | 30 | 2 |
| Black or African American | 14 | 68 | 27 | 5 | 0 |
| Hispanic | 5 | 58 | 33 | 9 | 0 |
| Asian | 3 | 26 | 32 | 35 | 7 |
| Other Pacific Islander | 1 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 1 | 0 | 0 | 0 | 0 |
| Two or More Races | | | | | |
| Student classified as having a disability | | | | | |
| SD | 9 | 78 | 19 | 3 | 0 |
| Not SD | 91 | 30 | 43 | 25 | 2 |
| Student is an English Language Learner | | | | | |
| ELL | 2 | 0 | 0 | 0 | 0 |
| Not ELL | 98 | 33 | 41 | 24 | 2 |

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) 2015 Mathematics Achievement.



MI School Data

Annual Education Report Hiller Elementary School

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NAEP Grade 4 Reading

| | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 37 | 63 | 29 | 5 |
| Male | 50 | 39 | 61 | 26 | 5 |
| Female | 50 | 34 | 66 | 31 | 6 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 48 | 50 | 50 | 16 | 1 |
| Not Eligible | 52 | 24 | 76 | 40 | 8 |
| Info not available | # | ‡ | ‡ | ‡ | ‡ |
| Race/Ethnicity | | | | | |
| White | 72 | 32 | 68 | 32 | 6 |
| Black or African American | 14 | 66 | 34 | 9 | 1 |
| Hispanic | 6 | 49 | 51 | 17 | 1 |
| Asian | 4 | 16 | 84 | 49 | 15 |
| American Indian or Alaska Native | 1 | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian or Other Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 3 | 30 | 70 | 37 | 8 |
| Student classified as having a disability | | | | | |
| SD | 12 | 76 | 24 | 7 | # |
| Not SD | 88 | 32 | 68 | 31 | 6 |
| Student is an English Language Learner | | | | | |
| ELL | 4 | 52 | 48 | 16 | 2 |
| Not ELL | 96 | 36 | 64 | 29 | 5 |

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), 2015 Reading Assessment.

NAEP Grade 8 Reading

| | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 24 | 44 | 29 | 3 |
| Male | 51 | 29 | 45 | 25 | 2 |
| Female | 49 | 20 | 42 | 34 | 4 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 45 | 37 | 45 | 17 | 1 |
| Not Eligible | 55 | 14 | 43 | 39 | 4 |
| Info not available | # | ‡ | ‡ | ‡ | ‡ |
| Race/Ethnicity | | | | | |
| White | 69 | 18 | 44 | 34 | 3 |
| Black or African American | 20 | 47 | 44 | 9 | 35 |
| Hispanic | 4 | 27 | 41 | 29 | 3 |
| Asian/Native Hawaiian or Pacific Islander | 3 | 13 | 35 | 41 | 10 |
| American Indian or Alaska Native | 1 | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 2 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | | | | | |
| SD | 10 | 64 | 30 | 5 | # |
| Not SD | 90 | 20 | 45 | 32 | 3 |
| Student is an English Language Learner | | | | | |
| ELL | 3 | 57 | 37 | 6 | # |
| Not ELL | 97 | 23 | 44 | 30 | 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), 2015 Reading Assessment.



MI School Data

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NAEP Grade 12 Reading

| | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 26 | 5 | 27 | 5 |
| Male | 50 | 31 | 37 | 28 | 4 |
| Female | 50 | 20 | 37 | 37 | 6 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 35 | 37 | 39 | 22 | 2 |
| Not Eligible | 64 | 19 | 36 | 38 | 7 |
| Info not available | 1 | 0 | 0 | 0 | 0 |
| Race/Ethnicity | | | | | |
| White | 76 | 20 | 38 | 36 | 6 |
| Black or African American | 14 | 52 | 36 | 12 | 0 |
| Hispanic | 5 | 34 | 44 | 21 | 1 |
| Asian | 3 | 21 | 26 | 41 | 12 |
| Other | 1 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | | | | | |
| Student classified as having a disability | | | | | |
| SD | 7 | 66 | 25 | 8 | 1 |
| Not SD | 93 | 23 | 38 | 34 | 5 |
| Student is an English Language Learner | | | | | |
| ELL | 2 | 0 | 0 | 0 | 0 |
| Not ELL | 98 | 25 | 37 | 33 | 5 |

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), 2015 Reading Assessment.



NAEP Participation Data

| Grade | Subject | Participation Rate for Students with Disabilities | Standard Error | Participation Rate for Limited English Proficient Students | Standard Error |
|-------|---------|---|----------------|--|----------------|
| 4 | Math | 87 | 1.9 | 95 | 2.0 |
| | Reading | 73 | 3.7 | 90 | 2.5 |
| 8 | Math | 84 | 3.6 | 84 | 5.2 |
| | Reading | 76 | 3.3 | 83 | 4.0 |