



Hill Elementary School

Dear Parents, Students and Community Members of Hill Elementary School:

We are pleased to present you with the Annual Education Report (AER) required by the Elementary and Secondary Reporting Act of 2001, which provides key information about the 2010-2011 educational progress for Hill Elementary School. The AER addresses the complex reporting information required by federal and state laws. This report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality, as well as PA 25 state law reporting requirements. If you have any questions about the AER or PA 25 information, please contact Mrs. Janice Brzezinski for assistance.

The entire Annual Educational Report is available for you to review electronically by visiting the following web site [http://hill.troy.k12.mi.us/AER for Hill.pdf](http://hill.troy.k12.mi.us/AER%20for%20Hill.pdf) or you may review a copy from our main office.

Our Mission

Our purpose at Hill School is to provide a safe environment and ensure learning for all members of our school community.

Our Vision

In 3-5 years Hill School will be a place where . . .

- . . . a collaborative **culture** is established to ensure all members can learn.
- . . . **instruction** is relevant and adjusted to meet the needs of all learners.
- . . . **assessments** are ongoing and informative.
- . . . all staff members participate in purposeful **collaboration** on a regular schedule to ensure all students are learning.

Goals

- . Hill School students will arrive to school on time in order to maximize instructional time.
- . Hill School students will improve their comprehension of nonfiction texts by learning how to attend to the various structures and features of informational texts.
- . Hill School students will improve their writing by developing ideas with adequate details.
- . Hill students will improve their writing by applying conventional mechanics in their writing pieces.

Annual Education Report (AER)

For 2010-2011, Hill Elementary made Adequate Yearly Progress (AYP) in English Language Arts (ELA) and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort. Please use the following link to access the data:

Please use the following link to view the data (*press control key then click on link below*):
[http://hill.troy.k12.mi.us/AER for Hill.pdf](http://hill.troy.k12.mi.us/AER%20for%20Hill.pdf)

Process of assigning student to each school

Students are 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. High School students needing an alternative setting to the traditional classroom environment are identified and assigned to Niles High School through the District's intervention model for struggling high school students.

Core Curriculum Implementation

The Troy School District continues to implement a comprehensive curriculum for all students. The curriculum is based on and aligns with the state's Michigan Merit Curriculum, High School Content Expectations, Grade Level Content Expectations, and the Common Core State Standards.

Parent Involvement

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student attends school. Over the years, research has proven that there is a direct relationship between parent involvement and student achievement. To support the goal of the school district to help all students succeed, schools and parents must work together as active partners.

| Percent of Parent Participation in Parent-Teacher Conferences | | |
|--|---------------|---------------|
| | Winter | Spring |
| 2010 – 2011 | 100% | 95% |
| 2009 – 2010 | 100% | 100% |

Locally administered assessments

Our locally administered assessments are part of a balanced assessment system that uses the results from both summative and formative assessments to monitor learning and to adjust instruction. Our teachers develop their own range of formative and summative assessments to monitor, grade, and make inferences about a student's ability to meet standards and curriculum goals. Teachers use data they collect from students to plan instruction and to direct re-teaching.

Student Achievement

More than 95 percent of Troy School District graduates go on to higher education and are accepted at the finest schools in the U.S.A. Students earn millions of dollars in college scholarships annually. Recruiters have also reported that Troy School District is one of the top feeder districts to the University of Michigan and Michigan State University.

Our high school graduates achieve top scores in every major assessment area, including Michigan Education Assessment Program (MEAP), SAT and ACT. For more information, please see the complete AER report.

Points of Pride

Hill Elementary is proud to be:

A State of Michigan Blue Ribbon Exemplary School
Recipient of “A” grade on State of Michigan Education Yes! Report
A North Central Accredited School
An Official *Bucketfillers! For Life* School
An Official “Evergreen” Green School Award Recipient by the State of Michigan
A MAPHRED Physical Education Level 8 Award Recipient by the State of Michigan
Focused on teaching **C.P.R.** (Children Practicing Respect)

And is proud to have:

Implemented a “School-wide Positive Behavioral Interventions & Supports” Plan

Troy School District Executive Staff

Superintendent – Barb Fowler
Assistant Superintendent of Secondary Education – Rich Machesky
Assistant Superintendent of Elementary Education – Jan Keeling

Troy School District Board of Education 2010 - 2011

Nancy Philippart
Ida Edmunds
Paula Fleming
Wendy Underwood
Todd Milette
Gary Hauff
M'Liz Malven

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------------------------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| English Language Arts / Reading | 03 | All Students | 2009-10 | 100% | 89.8% | 97.4% | 98.4% | 56.5% | 41.9% | 1.6% | 0% |
| English Language Arts / Reading | 03 | All Students | 2010-11 | 100% | 86.8% | 96.1% | 98% | 61.2% | 36.7% | 2% | 0% |
| English Language Arts / Reading | 03 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | 100% | 95.1% | 98.7% | 100% | 80% | 20% | 0% | 0% |
| English Language Arts / Reading | 03 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | 100% | 93.9% | 98.8% | 100% | 60% | 40% | 0% | 0% |
| English Language Arts / Reading | 03 | Black or African American | 2009-10 | <10 | 80.6% | 90.3% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Black or African American | 2010-11 | <10 | 74.7% | 82.1% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Hispanic or Latino | 2009-10 | <10 | 84.6% | 81.8% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Hispanic or Latino | 2010-11 | <10 | 79.8% | 85.7% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Two or More Races | 2009-10 | <10 | 88.7% | 97.7% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Two or More Races | 2010-11 | <10 | 86.4% | 97.1% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | White | 2009-10 | 100% | 92.7% | 97.6% | 97.8% | 46.7% | 51.1% | 2.2% | 0% |
| English Language Arts / Reading | 03 | White | 2010-11 | 100% | 90.4% | 96.3% | 97.1% | 60% | 37.1% | 2.9% | 0% |
| English Language Arts / Reading | 03 | Female | 2009-10 | 100% | 91.9% | 97.9% | 100% | 67.9% | 32.1% | 0% | 0% |
| English Language Arts / Reading | 03 | Female | 2010-11 | 100% | 89.3% | 97.1% | 95.7% | 73.9% | 21.7% | 4.3% | 0% |

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Student Assessment Data - Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------------------------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| English Language Arts / Reading | 03 | Male | 2009-10 | 100% | 87.9% | 96.9% | 97.1% | 47.1% | 50% | 2.9% | 0% |
| English Language Arts / Reading | 03 | Male | 2010-11 | 100% | 84.3% | 95.1% | 100% | 50% | 50% | 0% | 0% |
| English Language Arts / Reading | 03 | Economically Disadvantaged | 2009-10 | <10 | 84.5% | 90.1% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Economically Disadvantaged | 2010-11 | <10 | 80.2% | 88.1% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Limited English Proficient | 2009-10 | <10 | 82.2% | 95.3% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Limited English Proficient | 2010-11 | <10 | 71.3% | 91.6% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Students with Disabilities | 2009-10 | <10 | 71% | 87.5% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Students with Disabilities | 2010-11 | <10 | 62.1% | 77.6% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | All Students | 2009-10 | 100% | 84.1% | 93.2% | 93.4% | 59% | 34.4% | 4.9% | 1.6% |
| English Language Arts / Reading | 04 | All Students | 2010-11 | 100% | 84.1% | 95.7% | 100% | 57.1% | 42.9% | 0% | 0% |
| English Language Arts / Reading | 04 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 90.5% | 95.5% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | 100% | 91.8% | 99.1% | 100% | 81.8% | 18.2% | 0% | 0% |
| English Language Arts / Reading | 04 | Black or African American | 2009-10 | <10 | 68.6% | 79.1% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Black or African American | 2010-11 | <10 | 69.1% | 86.8% | <10 | <10 | <10 | <10 | <10 |

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|---------------------------------|-------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| English Language Arts / Reading | 04 | Hispanic or Latino | 2009-10 | <10 | 74.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Hispanic or Latino | 2010-11 | <10 | 77.9% | 95.8% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Two or More Races | 2010-11 | <10 | 83.6% | 93.8% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | White | 2009-10 | 100% | 88.9% | 93.4% | 92% | 56% | 36% | 6% | 2% |
| English Language Arts / Reading | 04 | White | 2010-11 | 100% | 88.5% | 95.1% | 100% | 50% | 50% | 0% | 0% |
| English Language Arts / Reading | 04 | Female | 2009-10 | 100% | 86.1% | 94.1% | 93.8% | 59.4% | 34.4% | 3.1% | 3.1% |
| English Language Arts / Reading | 04 | Female | 2010-11 | 100% | 87% | 96.5% | 100% | 70% | 30% | 0% | 0% |
| English Language Arts / Reading | 04 | Male | 2009-10 | 100% | 82.1% | 92.4% | 93.1% | 58.6% | 34.5% | 6.9% | 0% |
| English Language Arts / Reading | 04 | Male | 2010-11 | 100% | 81.3% | 95.1% | 100% | 45.5% | 54.5% | 0% | 0% |
| English Language Arts / Reading | 04 | Economically Disadvantaged | 2009-10 | 100% | 75.7% | 82.6% | 90% | 60% | 30% | 0% | 10% |
| English Language Arts / Reading | 04 | Economically Disadvantaged | 2010-11 | <10 | 76.1% | 87.8% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Limited English Proficient | 2009-10 | <10 | 64.3% | 83.6% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Limited English Proficient | 2010-11 | <10 | 66.5% | 89.4% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Students with Disabilities | 2009-10 | <10 | 58% | 65.9% | <10 | <10 | <10 | <10 | <10 |

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|---------------------------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| English Language Arts / Reading | 04 | Students with Disabilities | 2010-11 | <10 | 54.2% | 76.7% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | All Students | 2009-10 | 100% | 85.2% | 94.8% | 97.8% | 67.4% | 30.4% | 2.2% | 0% |
| English Language Arts / Reading | 05 | All Students | 2010-11 | 100% | 85.1% | 95.2% | 91.7% | 73.3% | 18.3% | 5% | 3.3% |
| English Language Arts / Reading | 05 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 90.6% | 97.5% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | <10 | 92.2% | 98.4% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Black or African American | 2009-10 | <10 | 70.4% | 80.5% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Black or African American | 2010-11 | <10 | 71.6% | 82.7% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Hispanic or Latino | 2010-11 | <10 | 78.5% | 100% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Two or More Races | 2009-10 | <10 | 83.9% | 91.7% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | White | 2009-10 | 100% | 89.8% | 95% | 97.1% | 62.9% | 34.3% | 2.9% | 0% |
| English Language Arts / Reading | 05 | White | 2010-11 | 100% | 89% | 94.9% | 91.8% | 71.4% | 20.4% | 4.1% | 4.1% |
| English Language Arts / Reading | 05 | Female | 2009-10 | 100% | 86.8% | 95% | 100% | 73.3% | 26.7% | 0% | 0% |
| English Language Arts / Reading | 05 | Female | 2010-11 | 100% | 87.7% | 95.8% | 88.2% | 70.6% | 17.6% | 5.9% | 5.9% |
| English Language Arts / Reading | 05 | Male | 2009-10 | 100% | 83.5% | 94.5% | 93.8% | 56.3% | 37.5% | 6.3% | 0% |

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|---------------------------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| English Language Arts / Reading | 05 | Male | 2010-11 | 100% | 82.6% | 94.6% | 96.2% | 76.9% | 19.2% | 3.8% | 0% |
| English Language Arts / Reading | 05 | Economically Disadvantaged | 2009-10 | <10 | 76.6% | 77.1% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Economically Disadvantaged | 2010-11 | 100% | 77.4% | 86.8% | 81.8% | 54.5% | 27.3% | 0% | 18.2% |
| English Language Arts / Reading | 05 | Limited English Proficient | 2009-10 | <10 | 61.8% | 84.6% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Limited English Proficient | 2010-11 | <10 | 63.3% | 84.6% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Students with Disabilities | 2009-10 | <10 | 57.6% | 74.3% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Students with Disabilities | 2010-11 | <10 | 53% | 78.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | All Students | 2009-10 | 100% | 94.8% | 99.5% | 100% | 88.7% | 11.3% | 0% | 0% |
| Mathematics | 03 | All Students | 2010-11 | 100% | 95.3% | 99.5% | 100% | 94% | 6% | 0% | 0% |
| Mathematics | 03 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | 100% | 98% | 100% | 100% | 90% | 10% | 0% | 0% |
| Mathematics | 03 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | 100% | 98.2% | 100% | 100% | 100% | 0% | 0% | 0% |
| Mathematics | 03 | Black or African American | 2009-10 | <10 | 87.7% | 96.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Black or African American | 2010-11 | <10 | 88.6% | 100% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Hispanic or Latino | 2009-10 | <10 | 92.3% | 90.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Hispanic or Latino | 2010-11 | <10 | 93.5% | 95.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Two or More Races | 2009-10 | <10 | 94.3% | 100% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Two or More Races | 2010-11 | <10 | 95.8% | 97.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | White | 2009-10 | 100% | 96.9% | 99.6% | 100% | 86.7% | 13.3% | 0% | 0% |

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|-------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Mathematics | 03 | White | 2010-11 | 100% | 97.1% | 99.6% | 100% | 91.7% | 8.3% | 0% | 0% |
| Mathematics | 03 | Female | 2009-10 | 100% | 94.8% | 99.7% | 100% | 89.3% | 10.7% | 0% | 0% |
| Mathematics | 03 | Female | 2010-11 | 100% | 95.3% | 99.8% | 100% | 95.7% | 4.3% | 0% | 0% |
| Mathematics | 03 | Male | 2009-10 | 100% | 94.8% | 99.3% | 100% | 88.2% | 11.8% | 0% | 0% |
| Mathematics | 03 | Male | 2010-11 | 100% | 95.3% | 99.3% | 100% | 92.6% | 7.4% | 0% | 0% |
| Mathematics | 03 | Economically Disadvantaged | 2009-10 | <10 | 91.9% | 99% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Economically Disadvantaged | 2010-11 | <10 | 92.7% | 99% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Limited English Proficient | 2009-10 | <10 | 92.1% | 98.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Limited English Proficient | 2010-11 | 100% | 92.1% | 98.2% | 100% | 90% | 10% | 0% | 0% |
| Mathematics | 03 | Students with Disabilities | 2009-10 | <10 | 87.8% | 97% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Students with Disabilities | 2010-11 | <10 | 88.7% | 97% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | All Students | 2009-10 | 100% | 92.3% | 98.4% | 96.7% | 83.6% | 13.1% | 3.3% | 0% |
| Mathematics | 04 | All Students | 2010-11 | 100% | 91.5% | 98.3% | 100% | 83.9% | 16.1% | 0% | 0% |
| Mathematics | 04 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 96.9% | 99.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | 100% | 96.8% | 100% | 100% | 90.9% | 9.1% | 0% | 0% |
| Mathematics | 04 | Black or African American | 2009-10 | <10 | 82.3% | 95.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Black or African American | 2010-11 | <10 | 81.2% | 89.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Hispanic or Latino | 2009-10 | <10 | 89.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Hispanic or Latino | 2010-11 | <10 | 88.7% | 96% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Two or More Races | 2010-11 | <10 | 90.9% | 100% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | White | 2009-10 | 100% | 95.1% | 98.3% | 96% | 82% | 14% | 4% | 0% |
| Mathematics | 04 | White | 2010-11 | 100% | 94.3% | 98.2% | 100% | 80.4% | 19.6% | 0% | 0% |
| Mathematics | 04 | Female | 2009-10 | 100% | 92.9% | 98.2% | 93.8% | 78.1% | 15.6% | 6.3% | 0% |
| Mathematics | 04 | Female | 2010-11 | 100% | 91.6% | 98% | 100% | 90% | 10% | 0% | 0% |

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|-------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Mathematics | 04 | Male | 2009-10 | 100% | 91.6% | 98.5% | 100% | 89.7% | 10.3% | 0% | 0% |
| Mathematics | 04 | Male | 2010-11 | 100% | 91.3% | 98.6% | 100% | 78.1% | 21.9% | 0% | 0% |
| Mathematics | 04 | Economically Disadvantaged | 2009-10 | 100% | 87.8% | 96.4% | 81.8% | 72.7% | 9.1% | 18.2% | 0% |
| Mathematics | 04 | Economically Disadvantaged | 2010-11 | <10 | 86.9% | 96.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Limited English Proficient | 2009-10 | <10 | 86.6% | 98% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Limited English Proficient | 2010-11 | <10 | 84.5% | 99% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Students with Disabilities | 2009-10 | <10 | 80% | 89.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Students with Disabilities | 2010-11 | <10 | 77.5% | 86.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | All Students | 2009-10 | 100% | 79.5% | 96% | 98% | 80% | 18% | 2% | 0% |
| Mathematics | 05 | All Students | 2010-11 | 100% | 79.9% | 95.1% | 96.7% | 91.7% | 5% | 1.7% | 1.7% |
| Mathematics | 05 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 93% | 99.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | <10 | 92.3% | 98.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Black or African American | 2009-10 | <10 | 62.5% | 82.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Black or African American | 2010-11 | <10 | 61.3% | 71.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Hispanic or Latino | 2010-11 | <10 | 73.5% | 95.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Two or More Races | 2009-10 | <10 | 78.2% | 97.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | White | 2009-10 | 100% | 84.3% | 95.4% | 97.4% | 79.5% | 17.9% | 2.6% | 0% |
| Mathematics | 05 | White | 2010-11 | 100% | 85.1% | 96.2% | 95.9% | 89.8% | 6.1% | 2% | 2% |
| Mathematics | 05 | Female | 2009-10 | 100% | 79.6% | 95.8% | 100% | 76.7% | 23.3% | 0% | 0% |
| Mathematics | 05 | Female | 2010-11 | 100% | 80.1% | 95.6% | 94.1% | 85.3% | 8.8% | 2.9% | 2.9% |
| Mathematics | 05 | Male | 2009-10 | 100% | 79.4% | 96.2% | 95% | 85% | 10% | 5% | 0% |
| Mathematics | 05 | Male | 2010-11 | 100% | 79.7% | 94.6% | 100% | 100% | 0% | 0% | 0% |
| Mathematics | 05 | Economically Disadvantaged | 2009-10 | <10 | 69.8% | 82.7% | <10 | <10 | <10 | <10 | <10 |

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|-------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Mathematics | 05 | Economically Disadvantaged | 2010-11 | 100% | 70.2% | 82% | 81.8% | 72.7% | 9.1% | 9.1% | 9.1% |
| Mathematics | 05 | Limited English Proficient | 2009-10 | <10 | 67.6% | 95% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Limited English Proficient | 2010-11 | <10 | 64.7% | 88.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Students with Disabilities | 2009-10 | 100% | 52.8% | 76.3% | 91.7% | 58.3% | 33.3% | 8.3% | 0% |
| Mathematics | 05 | Students with Disabilities | 2010-11 | <10 | 50.2% | 75.3% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | All Students | 2009-10 | 100% | 81% | 91.6% | 92% | 54% | 38% | 8% | 0% |
| Science | 05 | All Students | 2010-11 | 100% | 78.1% | 91.4% | 90% | 53.3% | 36.7% | 10% | 0% |
| Science | 05 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 88.8% | 96.6% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | <10 | 87.4% | 96.3% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Black or African American | 2009-10 | <10 | 59.6% | 67.4% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Black or African American | 2010-11 | <10 | 52.8% | 69.2% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Hispanic or Latino | 2010-11 | <10 | 67.8% | 95.7% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Two or More Races | 2009-10 | <10 | 79.3% | 94.4% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | White | 2009-10 | 100% | 87.5% | 91.1% | 89.7% | 51.3% | 38.5% | 10.3% | 0% |
| Science | 05 | White | 2010-11 | 100% | 85.5% | 91.9% | 87.8% | 51% | 36.7% | 12.2% | 0% |
| Science | 05 | Female | 2009-10 | 100% | 81.1% | 89.7% | 93.3% | 43.3% | 50% | 6.7% | 0% |
| Science | 05 | Female | 2010-11 | 100% | 78.6% | 91.7% | 85.3% | 47.1% | 38.2% | 14.7% | 0% |
| Science | 05 | Male | 2009-10 | 100% | 80.8% | 93.3% | 90% | 70% | 20% | 10% | 0% |
| Science | 05 | Male | 2010-11 | 100% | 77.5% | 91.1% | 96.2% | 61.5% | 34.6% | 3.8% | 0% |
| Science | 05 | Economically Disadvantaged | 2009-10 | <10 | 70.6% | 71.2% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Economically Disadvantaged | 2010-11 | 100% | 66.6% | 73.8% | 72.7% | 36.4% | 36.4% | 27.3% | 0% |
| Science | 05 | Limited English Proficient | 2009-10 | <10 | 56.7% | 75.4% | <10 | <10 | <10 | <10 | <10 |

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------|-------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Science | 05 | Limited English Proficient | 2010-11 | <10 | 49% | 74.3% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Students with Disabilities | 2009-10 | 100% | 60.7% | 73.8% | 83.3% | 50% | 33.3% | 16.7% | 0% |
| Science | 05 | Students with Disabilities | 2010-11 | <10 | 54.1% | 66% | <10 | <10 | <10 | <10 | <10 |

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

Student Assessment Data - Michigan Merit Examination (MME)

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

Student Assessment Data - MI-Access : Functional Independence

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Surpassed (Level 1) | % Attained (Level 2) | % Emerging (Level 3) |
|-------------|-------|---------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
| Mathematics | 03 | All Students | 2009-10 | <10 | 76.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | All Students | 2010-11 | <10 | 74.7% | 78.6% | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Two or More Races | 2010-11 | <10 | 81.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | White | 2009-10 | <10 | 79.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | White | 2010-11 | <10 | 77.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Female | 2010-11 | <10 | 73.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Male | 2009-10 | <10 | 78.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Male | 2010-11 | <10 | 75.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | All Students | 2009-10 | <10 | 85% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | All Students | 2010-11 | <10 | 82.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | White | 2009-10 | <10 | 88.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | White | 2010-11 | <10 | 84.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Male | 2009-10 | <10 | 85.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Male | 2010-11 | <10 | 84.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | All Students | 2009-10 | <10 | 71.1% | 90% | <10 | <10 | <10 | <10 |
| Mathematics | 05 | All Students | 2010-11 | <10 | 71.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Black or African American | 2009-10 | <10 | 65.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | White | 2009-10 | <10 | 74.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | White | 2010-11 | <10 | 73.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Female | 2009-10 | <10 | 65.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Male | 2009-10 | <10 | 74.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Male | 2010-11 | <10 | 74.4% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | All Students | 2009-10 | <10 | 58% | 60% | <10 | <10 | <10 | <10 |
| Science | 05 | All Students | 2010-11 | <10 | 56.8% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Black or African American | 2009-10 | <10 | 48.2% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | White | 2009-10 | <10 | 63.2% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | White | 2010-11 | <10 | 61.3% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Female | 2009-10 | <10 | 51.1% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Male | 2009-10 | <10 | 61.6% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Male | 2010-11 | <10 | 59.6% | <10 | <10 | <10 | <10 | <10 |

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

Student Assessment Data - MI-Access : Supported Independence

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Surpassed (Level 1) | % Attained (Level 2) | % Emerging (Level 3) |
|-----------------------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
| English Language Arts | 03 | All Students | 2009-10 | <10 | 81.3% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 03 | All Students | 2010-11 | <10 | 85.2% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 03 | White | 2009-10 | <10 | 80.6% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 03 | White | 2010-11 | <10 | 85.9% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 03 | Male | 2009-10 | <10 | 80.2% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 03 | Male | 2010-11 | <10 | 85% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 04 | All Students | 2009-10 | <10 | 79.3% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 04 | All Students | 2010-11 | <10 | 77.8% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 04 | White | 2009-10 | <10 | 79.4% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 04 | White | 2010-11 | <10 | 77.8% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 04 | Male | 2009-10 | <10 | 79.5% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 04 | Male | 2010-11 | <10 | 78.1% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 05 | All Students | 2010-11 | <10 | 75.2% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 05 | White | 2010-11 | <10 | 73.6% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 05 | Male | 2010-11 | <10 | 75.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | All Students | 2009-10 | <10 | 87.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | All Students | 2010-11 | <10 | 87.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | White | 2009-10 | <10 | 86.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | White | 2010-11 | <10 | 88.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Male | 2009-10 | <10 | 88.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Male | 2010-11 | <10 | 86.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | All Students | 2009-10 | <10 | 90.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | All Students | 2010-11 | <10 | 83.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | White | 2009-10 | <10 | 89.7% | <10 | <10 | <10 | <10 | <10 |

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

Student Assessment Data - MI-Access : Supported Independence

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Surpassed (Level 1) | % Attained (Level 2) | % Emerging (Level 3) |
|-------------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
| Mathematics | 04 | White | 2010-11 | <10 | 83.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Male | 2009-10 | <10 | 91% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Male | 2010-11 | <10 | 82.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | All Students | 2010-11 | <10 | 84.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | White | 2010-11 | <10 | 83.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Male | 2010-11 | <10 | 84.5% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | All Students | 2010-11 | <10 | 78.2% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | White | 2010-11 | <10 | 78.6% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Male | 2010-11 | <10 | 77.5% | <10 | <10 | <10 | <10 | <10 |

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

Student Assessment Data - MI-Access : Participation

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Surpassed (Level 1) | % Attained (Level 2) | % Emerging (Level 3) |
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

Student Assessment Data - MEAP-Access

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Level 1 | % Level 2 | % Level 3 |
|---------|-------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------|-----------|-----------|
| Reading | 04 | All Students | 2009-10 | <10 | 50.7% | <10 | <10 | <10 | <10 | <10 |
| Reading | 04 | White | 2009-10 | <10 | 52.8% | <10 | <10 | <10 | <10 | <10 |
| Reading | 04 | Female | 2009-10 | <10 | 50.6% | <10 | <10 | <10 | <10 | <10 |
| Reading | 04 | Economically Disadvantaged | 2009-10 | <10 | 49.8% | <10 | <10 | <10 | <10 | <10 |
| Reading | 04 | Limited English Proficient | 2009-10 | <10 | 44.6% | <10 | <10 | <10 | <10 | <10 |
| Reading | 05 | All Students | 2009-10 | <10 | 50% | 92.9% | <10 | <10 | <10 | <10 |
| Reading | 05 | White | 2009-10 | <10 | 52.5% | 91.7% | <10 | <10 | <10 | <10 |
| Reading | 05 | Male | 2009-10 | <10 | 48% | <10 | <10 | <10 | <10 | <10 |
| Reading | 05 | Economically Disadvantaged | 2009-10 | <10 | 48% | <10 | <10 | <10 | <10 | <10 |

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

AYP Detail Data

| Student Group | Location | Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|---|----------|---------------------------------|---------------------|-----------------------|
| All Students | State | English Language Arts / Reading | 98.9% | 93.7% |
| All Students | State | Mathematics | 98.6% | 94.4% |
| All Students | District | English Language Arts / Reading | 100.5% | 97.3% |
| All Students | District | Mathematics | 99.9% | 97.7% |
| All Students | School | English Language Arts / Reading | 100% | 97.8% |
| All Students | School | Mathematics | 99.4% | 98.7% |
| American Indian or Alaska Native | State | English Language Arts / Reading | 98.4% | 92.1% |
| American Indian or Alaska Native | State | Mathematics | 98.1% | 93.4% |
| American Indian or Alaska Native | District | English Language Arts / Reading | <30 | <30 |
| American Indian or Alaska Native | District | Mathematics | <30 | <30 |
| Asian, Native Hawaiian, or Pacific Islander | State | English Language Arts / Reading | 100.5% | 96.5% |
| Asian, Native Hawaiian, or Pacific Islander | State | Mathematics | 99.3% | 97.4% |
| Asian, Native Hawaiian, or Pacific Islander | District | English Language Arts / Reading | 101.2% | 99.5% |
| Asian, Native Hawaiian, or Pacific Islander | District | Mathematics | 100.1% | 99.7% |
| Asian, Native Hawaiian, or Pacific Islander | School | English Language Arts / Reading | 100% | 100% |
| Asian, Native Hawaiian, or Pacific Islander | School | Mathematics | 100% | 100% |
| Black or African American | State | English Language Arts / Reading | 96.8% | 87.7% |
| Black or African American | State | Mathematics | 96.4% | 88.9% |
| Black or African American | District | English Language Arts / Reading | 99.2% | 91.3% |
| Black or African American | District | Mathematics | 98.6% | 91.3% |
| Black or African American | School | English Language Arts / Reading | <30 | <30 |
| Black or African American | School | Mathematics | <30 | <30 |
| Hispanic or Latino | State | English Language Arts / Reading | 98.8% | 91.7% |
| Hispanic or Latino | State | Mathematics | 98.1% | 93.4% |
| Hispanic or Latino | District | English Language Arts / Reading | 100% | 96.1% |
| Hispanic or Latino | District | Mathematics | 98% | 95.3% |
| Hispanic or Latino | School | English Language Arts / Reading | <30 | <30 |
| Hispanic or Latino | School | Mathematics | <30 | <30 |
| Two or More Races | State | English Language Arts / Reading | 99.2% | 94.1% |
| Two or More Races | State | Mathematics | 99% | 94.9% |
| Two or More Races | District | English Language Arts / Reading | 100.4% | 95% |
| Two or More Races | District | Mathematics | 100.4% | 96.5% |
| Two or More Races | School | English Language Arts / Reading | <30 | <30 |
| Two or More Races | School | Mathematics | <30 | <30 |
| White | State | English Language Arts / Reading | 99.4% | 95.1% |
| White | State | Mathematics | 99.2% | 95.6% |
| White | District | English Language Arts / Reading | 100.3% | 97.1% |
| White | District | Mathematics | 99.9% | 97.5% |
| White | School | English Language Arts / Reading | 100% | 97.7% |

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

AYP Detail Data

| Student Group | Location | Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|----------------------------|----------|---------------------------------|---------------------|-----------------------|
| White | School | Mathematics | 100% | 98.3% |
| Economically Disadvantaged | State | English Language Arts / Reading | 98.4% | 90.4% |
| Economically Disadvantaged | State | Mathematics | 98.1% | 91.9% |
| Economically Disadvantaged | District | English Language Arts / Reading | 99.3% | 92.1% |
| Economically Disadvantaged | District | Mathematics | 98.9% | 93.5% |
| Economically Disadvantaged | School | English Language Arts / Reading | 100% | 91.2% |
| Economically Disadvantaged | School | Mathematics | 96.9% | 97% |
| Limited English Proficient | State | English Language Arts / Reading | 99% | 85.3% |
| Limited English Proficient | State | Mathematics | 98.2% | 91.2% |
| Limited English Proficient | District | English Language Arts / Reading | 100.8% | 90.6% |
| Limited English Proficient | District | Mathematics | 99.2% | 94.6% |
| Limited English Proficient | School | English Language Arts / Reading | <30 | <30 |
| Limited English Proficient | School | Mathematics | <30 | <30 |
| Students with Disabilities | State | English Language Arts / Reading | 97.8% | 72.9% |
| Students with Disabilities | State | Mathematics | 97.6% | 78.9% |
| Students with Disabilities | District | English Language Arts / Reading | 99.2% | 85.2% |
| Students with Disabilities | District | Mathematics | 99.1% | 86.3% |
| Students with Disabilities | School | English Language Arts / Reading | <30 | <30 |
| Students with Disabilities | School | Mathematics | <30 | <30 |

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

AYP Detail Data - Graduation Rate

| Student Group | Location | Graduation Rate (High Schools only) (Goal 80%) |
|---|-----------------|---|
| All Students | State | 75.96% |
| All Students | District | 91.93% |
| American Indian or Alaska Native | State | 65.87% |
| American Indian or Alaska Native | District | <10 |
| Asian, Native Hawaiian, or Pacific Islander | State | 87.07% |
| Asian, Native Hawaiian, or Pacific Islander | District | >95% |
| Black or African American | State | 57.97% |
| Black or African American | District | 76.27% |
| Hispanic or Latino | State | 63.52% |
| Hispanic or Latino | District | 83.33% |
| Two or More Races | State | 66.55% |
| Two or More Races | District | 85.71% |
| White | State | 82.04% |
| White | District | 91.83% |
| Economically Disadvantaged | State | 66.59% |
| Economically Disadvantaged | District | 83.33% |
| Limited English Proficient | State | 83.13% |
| Students with Disabilities | State | 58.68% |
| Students with Disabilities | District | 81.48% |

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

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

AYP Detail Data - Attendance Rate

| Student Group | Location | Attendance Rate (Goal 90%) |
|---|-----------------|-----------------------------------|
| All Students | State | 94.9% |
| All Students | District | 97% |
| All Students | School | 97% |
| American Indian or Alaska Native | State | 94% |
| American Indian or Alaska Native | District | 95% |
| Asian, Native Hawaiian, or Pacific Islander | State | 96.6% |
| Asian, Native Hawaiian, or Pacific Islander | District | 97.4% |
| Asian, Native Hawaiian, or Pacific Islander | School | 97.3% |
| Black or African American | State | 91.9% |
| Black or African American | District | 96.4% |
| Black or African American | School | 96.8% |
| Hispanic or Latino | State | 94.2% |
| Hispanic or Latino | District | 96.7% |
| Hispanic or Latino | School | 95.8% |
| Two or More Races | State | 94.7% |
| Two or More Races | District | 96.6% |
| Two or More Races | School | 97.4% |
| White | State | 95.6% |
| White | District | 96.9% |
| White | School | 97% |
| Economically Disadvantaged | State | 93.4% |
| Economically Disadvantaged | District | 96% |
| Economically Disadvantaged | School | 96% |
| Limited English Proficient | State | 94.8% |
| Limited English Proficient | District | 96.3% |
| Limited English Proficient | School | 97.3% |
| Students with Disabilities | State | 93.4% |
| Students with Disabilities | District | 95.8% |
| Students with Disabilities | School | 95.9% |

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

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

Michigan Annual AYP Objectives for Reading/ELA

| School Year | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 |
|-------------|---------|---------|---------|---------|---------|---------|----------|
| 2001-02 | | 38% | | | 31% | | 42% |
| 2002-03 | | 38% | | | 31% | | 42% |
| 2003-04 | | 38% | | | 31% | | 42% |
| 2004-05 | | 48% | | | 43% | | 52% |
| 2005-06 | 50% | 48% | 46% | 45% | 43% | 41% | 52% |
| 2006-07 | 50% | 48% | 46% | 45% | 43% | 41% | 52% |
| 2007-08 | 60% | 59% | 57% | 56% | 54% | 53% | 61% |
| 2008-09 | 60% | 59% | 57% | 56% | 54% | 53% | 61% |
| 2009-10 | 70% | 69% | 68% | 67% | 66% | 65% | 71% |
| 2010-11 | 78% | 77% | 76% | 75% | 74% | 73% | 79% |
| 2011-12 | 86% | 85% | 84% | 83% | 82% | 82% | 86% |
| 2012-13 | 93% | 92% | 92% | 91% | 91% | 91% | 93% |
| 2013-14 | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

Michigan Annual AYP Objectives for Mathematics

| School Year | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 |
|-------------|---------|---------|---------|---------|---------|---------|----------|
| 2001-02 | | 47% | | | | 31% | 33% |
| 2002-03 | | 47% | | | | 31% | 33% |
| 2003-04 | | 47% | | | | 31% | 33% |
| 2004-05 | | 56% | | | | 43% | 44% |
| 2005-06 | 59% | 56% | 53% | 50% | 46% | 43% | 44% |
| 2006-07 | 59% | 56% | 53% | 50% | 46% | 43% | 44% |
| 2007-08 | 67% | 65% | 62% | 60% | 57% | 54% | 55% |
| 2008-09 | 67% | 65% | 62% | 60% | 57% | 54% | 55% |
| 2009-10 | 67% | 65% | 62% | 60% | 57% | 54% | 55% |
| 2010-11 | 75% | 74% | 71% | 70% | 67% | 66% | 67% |
| 2011-12 | 83% | 82% | 81% | 80% | 78% | 77% | 78% |
| 2012-13 | 91% | 91% | 90% | 90% | 89% | 89% | 89% |
| 2013-14 | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

School AYP Status

| Title 1 Status | AYP ELA/Reading Status | AYP Mathematics Status | AYP Overall Status | Education Yes Report Card Grade | School Improvement Status | Years in Improvement |
|----------------|------------------------|------------------------|--------------------|---------------------------------|---------------------------|----------------------|
| Yes | Met | Met | Met | A | N/A | 0 |

% of Schools making AYP: 100%
 % of Schools in School Improvement status: 0%
 % of Schools in Corrective Action status: 0%
 % of Schools in Restructuring status: 0%
 % of Title I Schools making AYP: 100%
 % of Title I Schools in School Improvement status: 0%
 % of Title I Schools in Corrective Action status: 0%
 % of Title I Schools in Restructuring status: 0%

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

Teacher Quality Data

| | Other | B.A. | M.A. | Ph.D |
|--|--------------|-------------|-------------|-------------|
| Professional Qualifications of All Public Elementary and Secondary School Teachers in the School | 0 | 2 | 27 | 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

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

Teacher Quality Data

| | Certification Percent |
|--|------------------------------|
| Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification | 0% |

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

Teacher Quality Data

| | School Aggregate |
|---|-------------------------|
| Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers | 0% |

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

NAEP 2009 Grade 4 Mathematics Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 22 | 43 | 30 | 5 |
| Male | 50 | 22 | 41 | 30 | 7 |
| Female | 50 | 22 | 45 | 29 | 4 |
| National Lunch Program Eligibility | 43 | 36 | 47 | 16 | 1 |
| Eligible | 56 | 11 | 40 | 40 | 9 |
| Not Eligible | ‡ | ‡ | ‡ | ‡ | ‡ |
| Info not available | | | | | |
| Race Ethnicity | | | | | |
| White | 71 | 14 | 43 | 37 | 6 |
| Black | 20 | 52 | 39 | 9 | 0 |
| Hispanic | 5 | 29 | 51 | 19 | 1 |
| Asian Amer/Pacif Isl | 3 | 13 | 32 | 36 | 19 |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | 1 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | 12 | 42 | 39 | 17 | 2 |
| SD | 88 | 19 | 44 | 31 | 6 |
| Not SD | | | | | |
| Student is an English Language Learner | 3 | 48 | 40 | 11 | 1 |
| ELL | 97 | 21 | 43 | 31 | 5 |
| 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 Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

NAEP 2009 Grade 8 Mathematics Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 32 | 37 | 24 | 7 |
| Male | 51 | 31 | 37 | 24 | 8 |
| Female | 49 | 33 | 38 | 24 | 5 |
| National Lunch Program Eligibility | 38 | 50 | 37 | 12 | 1 |
| Eligible | 62 | 21 | 38 | 31 | 10 |
| Not Eligible | ‡ | ‡ | ‡ | ‡ | ‡ |
| Info not available | | | | | |
| Race Ethnicity | | | | | |
| White | 74 | 23 | 40 | 29 | 8 |
| Black | 18 | 68 | 27 | 4 | 1 |
| Hispanic | 4 | 38 | 45 | 15 | 2 |
| Asian Amer/Pacif Isl | 2 | 11 | 30 | 31 | 28 |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | ‡ | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | 10 | 75 | 22 | 2 | 1 |
| SD | 90 | 27 | 39 | 27 | 7 |
| Not SD | | | | | |
| Student is an English Language Learner | 2 | 58 | 32 | 10 | 0 |
| ELL | 98 | 32 | 37 | 24 | 7 |
| Not ELL | | | | | |

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

NAEP 2009 Grade 4 Reading Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 36 | 34 | 23 | 6 |
| Male | 50 | 39 | 35 | 21 | 5 |
| Female | 50 | 32 | 34 | 26 | 8 |
| National Lunch Program Eligibility | 43 | | 33 | 13 | 2 |
| Eligible | 57 | 52 | 36 | 31 | 10 |
| Not Eligible | # | 24 | ‡ | ‡ | ‡ |
| Info not available | | ‡ | | | |
| Race Ethnicity | | | | | |
| White | 71 | 28 | 36 | 28 | 8 |
| Black | 19 | 65 | 26 | 7 | 1 |
| Hispanic | 5 | 49 | 34 | 15 | 2 |
| Asian Amer/Pacif Isl | 3 | 21 | 37 | 25 | 17 |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | 1 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | 10 | 66 | 24 | 8 | 3 |
| SD | 90 | 32 | 36 | 25 | 7 |
| Not SD | | | | | |
| Student is an English Language Learner | 3 | 65 | 26 | 9 | 1 |
| ELL | 97 | 35 | 35 | 24 | 7 |
| Not ELL | | | | | |

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

NAEP 2009 Grade 8 Reading Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 28 | 41 | 28 | 3 |
| Male | 51 | 33 | 42 | 23 | 2 |
| Female | 49 | 23 | 41 | 32 | 4 |
| National Lunch Program Eligibility | 37 | 44 | 41 | 14 | 1 |
| Eligible | 62 | 18 | 42 | 36 | 4 |
| Not Eligible | ‡ | ‡ | ‡ | ‡ | ‡ |
| Info not available | | | | | |
| Race Ethnicity | | | | | |
| White | 74 | 21 | 32 | 32 | 3 |
| Black | 18 | 54 | 37 | 9 | # |
| Hispanic | 4 | 40 | 34 | 24 | 2 |
| Asian Amer/Pacif Isl | 2 | ‡ | ‡ | ‡ | ‡ |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | 1 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | 9 | 73 | 22 | 4 | # |
| SD | 91 | 23 | 43 | 30 | 3 |
| Not SD | | | | | |
| Student is an English Language Learner | 2 | 60 | 33 | 8 | # |
| ELL | 98 | 27 | 42 | 28 | 3 |
| Not ELL | | | | | |

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Oakland Schools, Troy School District, Hill Elementary School

| Grade | Subject | Participation Rate for Students with Disabilities | Standard Error | Participation Rate for IEP Students | Standard Error | Participation Rate for Limited English Proficient Students | Standard Error |
|--------------|-----------------|--|-----------------------|--|-----------------------|---|-----------------------|
| 4 | Math Reading | 82.08 72.05 | 2.771 2.592 | 81.98 72.01 | 2.786 2.63 | 91.89 81.16 | 3.063 3.53 |
| 8 | Math Reading | 76.39 70.72 | 2.561 3.239 | 76.21 70.46 | 2.578 3.298 | 93.13 85.15 | 4.12 4.505 |