

Ross-Hill Academy of Math, Science & Technology

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Dr. N. H. Williams, Principal/Superintendent

School Annual Education Report (AER) Cover Letter

June, 2015

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for the Ross-Hill Academy. 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 Ms. Dorothy Smith for assistance.

The AER is available for you to review electronically by visiting the following web site <SEE Q.4 AND Q.5 OF THE 2014-15 AER FAQ DOCUMENT>, or you may review a copy in the main office at your child's school.

THE KEY CHALLENGES for Ross-Hill academy are student attendance and not improving the achievement of the bottom 30% of the students.

We are actively working to address these challenges by:

- Increase the number of students scoring in the proficient and advanced categories on state assessment by at least 10%
- Eliminate the number of students who scored in the not proficient category.
- Decrease the number of students who scored in the partially proficient categories by 30%.
- Develop strategies to improve student's attendance to the state's requirement of 90%.

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Enrolling at Ross-Hill Academy State law requires students to enroll in the school where their parents or legal guardians reside unless enrolling under the open enrollment policy. Ross-Hill has an open enrollment policy. A parent or legal guardian must enroll new students. When enrolling, parents must provide copies of the following: 1. a birth certificate or similar document, 2. Court papers allocating parental rights and responsibilities, or custody (if necessary), 3. Proof of residency and 4. Proof of immunization.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Due to the Turnaround Plan implemented during the 2009-10 school year, the school and the district created a Reform Model. In addition, the district and the school completed the School Improvement Plan mandated by the state with goals and objectives to meet the needs of the students to close the achievement gap and increase student achievement.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

This does not apply to Ross-Hill Academy. The theme of the school is Science, Math and Technology.

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

The teachers at Ross-Hill Academy created a school curriculum that is aligned with the Grade Level Content Expectations (GLCE's) and the Common Core Standards. The curriculum is available at the school in the office. The process for aligning the curriculum started with vertical alignment from K-8 that consisted of specific objectives that build one upon another for mastery of prerequisites and to avoid gaps in learning. The curriculum includes horizontal alignment that consisted of specific pacing guides and scope and sequence guides for each grade and subject. The alignments follow the same structure, which is: 1. Standard Alignment, 2. Pacing Guide and 3. Standard Assessments Instruction: Instruction is provided by highly qualified and certified teachers, paraprofessionals and a resource teacher. The teaching experience of the teachers is from 5 – 30+ years. The teaching degrees of the teachers are bachelors, masters, masters + 30 and PhD. III Differentiated Instruction occurs in the classrooms with para-professionals and foster grandparents providing instruction under the direction of the teachers to students who are experiencing learning programs. The resource teacher provides instruction to the special needs students. The class size is small so that the teachers are able to provide individualized instruction to the students who are struggling. In addition, after school tutoring and summer school is provided for the academically challenged students. Ross-Hill Academy operates as a Professional Learning Community. The teachers meet weekly to discuss curriculum and data. The team uses knowledge of the curriculum and data to make decisions and adjustments in curriculum and teaching and learning.

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

Annual Education Report
 Ross-Hill Academy

Student Assessment | Accountability | Teacher Quality | NAEP

Michigan Student Test of Educational Progress (M-STEP)

Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)							
2nd Grade Content							
All Students	2013-14	61.3%	85.7%	0%	85.7%	14.3%	0%
African American	2013-14	37.3%	85.7%	0%	85.7%	14.3%	0%
Female	2013-14	64.1%	<10	<10	<10	<10	<10
Male	2013-14	58.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2013-14	47.9%	81.8%	0%	81.8%	18.2%	0%
Students With Disabilities	2013-14	35.1%	<10	<10	<10	<10	<10
3rd Grade Content							
All Students	2014-15	50%	15.8%	5.3%	10.5%	26.3%	57.9%
All Students	2013-14	70%	46.7%	0%	46.7%	33.3%	20%
African American	2014-15	23.2%	16.7%	5.6%	11.1%	27.8%	55.6%
African American	2013-14	47.6%	46.7%	0%	46.7%	33.3%	20%
Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10
Female	2014-15	54.7%	30%	10%	20%	20%	50%

Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
	Female	2013-14	73%	<10	<10	<10	<10
	Male	2014-15	45.5%	<10	<10	<10	<10
	Male	2013-14	67%	<10	<10	<10	<10
	Economically Disadvantaged	2014-15	35.3%	15.4%	0%	15.4%	69.2%
	Economically Disadvantaged	2013-14	57.3%	38.5%	0%	38.5%	23.1%
	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10
	Students With Disabilities	2013-14	41.6%	<10	<10	<10	<10
4th Grade Content							
	All Students	2014-15	46.6%	31.3%	0%	31.3%	56.3%
	All Students	2013-14	71.7%	<10	<10	<10	<10
	African American	2014-15	21.2%	31.3%	0%	31.3%	56.3%
	African American	2013-14	48.7%	<10	<10	<10	<10
	Female	2014-15	51.5%	<10	<10	<10	<10
	Female	2013-14	74.2%	<10	<10	<10	<10
	Male	2014-15	41.8%	45.5%	0%	45.5%	45.5%
	Male	2013-14	69.2%	<10	<10	<10	<10
	Economically Disadvantaged	2014-15	30.9%	15.4%	0%	15.4%	69.2%
	Economically Disadvantaged	2013-14	59.4%	<10	<10	<10	<10

Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10
	Students With Disabilities	2013-14	41.1%	<10	<10	<10	<10
5th Grade Content							
	All Students	2014-15	48.7%	21.1%	0%	21.1%	31.6%
	All Students	2013-14	71.5%	100%	7.1%	92.9%	0%
	African American	2014-15	22.5%	21.1%	0%	21.1%	31.6%
	African American	2013-14	50%	100%	7.1%	92.9%	0%
	Female	2014-15	54.3%	<10	<10	<10	<10
	Female	2013-14	74.7%	<10	<10	<10	<10
	Male	2014-15	43.3%	16.7%	0%	16.7%	33.3%
	Male	2013-14	68.4%	<10	<10	<10	<10
	Economically Disadvantaged	2014-15	32.6%	20%	0%	20%	26.7%
	Economically Disadvantaged	2013-14	59.2%	100%	10%	90%	0%
	Students With Disabilities	2014-15	14.6%	<10	<10	<10	<10
	Students With Disabilities	2013-14	33.6%	<10	<10	<10	<10
6th Grade Content							
	All Students	2014-15	44.7%	<10	<10	<10	<10
	All Students	2013-14	60.4%	<10	<10	<10	<10

Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
	African American	2014-15	20%	<10	<10	<10	<10
	African American	2013-14	34.6%	<10	<10	<10	<10
	Female	2014-15	51.1%	<10	<10	<10	<10
	Female	2013-14	62.5%	<10	<10	<10	<10
	Male	2014-15	38.6%	<10	<10	<10	<10
	Male	2013-14	58.4%	<10	<10	<10	<10
	Economically Disadvantaged	2014-15	29.1%	<10	<10	<10	<10
	Economically Disadvantaged	2013-14	45.4%	<10	<10	<10	<10
	Students With Disabilities	2014-15	10.3%	<10	<10	<10	<10
	Students With Disabilities	2013-14	22.9%	<10	<10	<10	<10
	7th Grade Content						
	All Students	2014-15	49.1%	6.7%	0%	6.7%	13.3%
	All Students	2013-14	72.7%	90.9%	54.5%	36.4%	9.1%
	African American	2014-15	25.2%	6.7%	0%	6.7%	13.3%
	African American	2013-14	49.7%	90.9%	54.5%	36.4%	9.1%
	Female	2014-15	56.3%	<10	<10	<10	<10
	Female	2013-14	74.6%	<10	<10	<10	<10
	Male	2014-15	42.2%	<10	<10	<10	<10

Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
	Male	2013-14	70.9%	<10	<10	<10	<10
	Economically Disadvantaged	2014-15	33.2%	0%	0%	0%	9.1%
	Economically Disadvantaged	2013-14	60.1%	<10	<10	<10	<10
	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10
	Students With Disabilities	2013-14	33.9%	<10	<10	<10	<10
	8th Grade Content						
	All Students	2014-15	47.6%	0%	0%	0%	18.2%
	African American	2014-15	23.7%	0%	0%	0%	18.2%
	Female	2014-15	54.2%	<10	<10	<10	<10
	Male	2014-15	41.2%	<10	<10	<10	<10
	Economically Disadvantaged	2014-15	31.8%	<10	<10	<10	<10
Mathematics							
	2nd Grade Content						
	All Students	2013-14	40.1%	57.1%	0%	57.1%	35.7%
	African American	2013-14	18.2%	57.1%	0%	57.1%	35.7%
	Female	2013-14	39.7%	<10	<10	<10	<10
	Male	2013-14	40.6%	<10	<10	<10	<10
	Economically Disadvantaged	2013-14	26.9%	54.5%	0%	54.5%	36.4%

Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
	Students With Disabilities	2013-14	22.2%	<10	<10	<10	<10
3rd Grade Content							
	All Students	2014-15	48.8%	5.3%	0%	5.3%	36.8%
	All Students	2013-14	45.3%	53.3%	13.3%	40%	33.3%
	African American	2014-15	20.3%	5.6%	0%	5.6%	33.3%
	African American	2013-14	18.2%	53.3%	13.3%	40%	33.3%
	Two or More Races	2014-15	43.6%	<10	<10	<10	<10
	Female	2014-15	48.1%	10%	0%	10%	50%
	Female	2013-14	43.4%	<10	<10	<10	<10
	Male	2014-15	49.5%	<10	<10	<10	<10
	Male	2013-14	47.2%	<10	<10	<10	<10
	Economically Disadvantaged	2014-15	33.5%	0%	0%	0%	38.5%
	Economically Disadvantaged	2013-14	29.5%	46.2%	15.4%	30.8%	38.5%
	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10
	Students With Disabilities	2013-14	23.2%	<10	<10	<10	<10
4th Grade Content							
	All Students	2014-15	41.4%	0%	0%	0%	18.8%

Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
	All Students	2013-14	45.2%	<10	<10	<10	<10
	African American	2014-15	13.2%	0%	0%	0%	18.8%
	African American	2013-14	20%	<10	<10	<10	<10
	Female	2014-15	40.3%	<10	<10	<10	<10
	Female	2013-14	44.7%	<10	<10	<10	<10
	Male	2014-15	42.4%	0%	0%	0%	27.3%
	Male	2013-14	45.7%	<10	<10	<10	<10
	Economically Disadvantaged	2014-15	25.4%	0%	0%	0%	7.7%
	Economically Disadvantaged	2013-14	29.5%	<10	<10	<10	<10
	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10
	Students With Disabilities	2013-14	20%	<10	<10	<10	<10
5th Grade Content							
	All Students	2014-15	33.4%	0%	0%	0%	15.8%
	All Students	2013-14	41.5%	57.1%	0%	57.1%	28.6%
	African American	2014-15	9.1%	0%	0%	0%	15.8%
	African American	2013-14	17.6%	57.1%	0%	57.1%	28.6%
	Female	2014-15	32.6%	<10	<10	<10	<10
	Female	2013-14	40.9%	<10	<10	<10	<10

Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
	Male	2014-15	34.1%	0%	0%	0%	16.7% 83.3%
	Male	2013-14	42%	<10	<10	<10	<10 <10
	Economically Disadvantaged	2014-15	18.2%	0%	0%	0%	13.3% 86.7%
	Economically Disadvantaged	2013-14	25.9%	50%	0%	50%	40% 10%
	Students With Disabilities	2014-15	9.4%	<10	<10	<10	<10 <10
	Students With Disabilities	2013-14	14.3%	<10	<10	<10	<10 <10
	6th Grade Content						
	All Students	2014-15	33.3%	<10	<10	<10	<10 <10
	All Students	2013-14	39.2%	<10	<10	<10	<10 <10
	African American	2014-15	9.4%	<10	<10	<10	<10 <10
	African American	2013-14	15.3%	<10	<10	<10	<10 <10
	Female	2014-15	34.1%	<10	<10	<10	<10 <10
	Female	2013-14	39.9%	<10	<10	<10	<10 <10
	Male	2014-15	32.5%	<10	<10	<10	<10 <10
	Male	2013-14	38.5%	<10	<10	<10	<10 <10
	Economically Disadvantaged	2014-15	17.6%	<10	<10	<10	<10 <10
	Economically Disadvantaged	2013-14	23.5%	<10	<10	<10	<10 <10
	Students With	2014-15	7.8%	<10	<10	<10	<10 <10

Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient	
	Disabilities							
	Students With Disabilities	2013-14	10.4%	<10	<10	<10	<10	
	7th Grade Content							
	All Students	2014-15	33.3%	6.7%	0%	6.7%	13.3%	80%
	All Students	2013-14	34.5%	36.4%	0%	36.4%	54.5%	9.1%
	African American	2014-15	10.6%	6.7%	0%	6.7%	13.3%	80%
	African American	2013-14	11.4%	36.4%	0%	36.4%	54.5%	9.1%
	Female	2014-15	33%	<10	<10	<10	<10	<10
	Female	2013-14	33.8%	<10	<10	<10	<10	<10
	Male	2014-15	33.5%	<10	<10	<10	<10	<10
	Male	2013-14	35.3%	<10	<10	<10	<10	<10
	Economically Disadvantaged	2014-15	17.8%	0%	0%	0%	18.2%	81.8%
	Economically Disadvantaged	2013-14	18.7%	<10	<10	<10	<10	<10
	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10
	Students With Disabilities	2013-14	8.2%	<10	<10	<10	<10	<10
	8th Grade Content							
	All Students	2014-15	32.2%	0%	0%	0%	18.2%	81.8%
	African American	2014-15	9.7%	0%	0%	0%	18.2%	81.8%

Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient		Percent Partially Proficient	Percent Not Proficient	
	Female	2014-15	32.6%	<10	<10	<10	<10	<10	<10
	Male	2014-15	31.8%	<10	<10	<10	<10	<10	<10
	Economically Disadvantaged	2014-15	17%	<10	<10	<10	<10	<10	<10
Science									
	4th Grade Content								
	All Students	2014-15	12.4%	0%	0%	0%	0%	6.3%	93.8%
	All Students	2013-14	16.8%	<10	<10	<10	<10	<10	<10
	African American	2014-15	2%	0%	0%	0%	0%	6.3%	93.8%
	African American	2013-14	3.3%	<10	<10	<10	<10	<10	<10
	Female	2014-15	10.4%	<10	<10	<10	<10	<10	<10
	Female	2013-14	15.9%	<10	<10	<10	<10	<10	<10
	Male	2014-15	14.3%	0%	0%	0%	0%	9.1%	90.9%
	Male	2013-14	17.7%	<10	<10	<10	<10	<10	<10
	Economically Disadvantaged	2014-15	5.5%	0%	0%	0%	0%	0%	100%
	Economically Disadvantaged	2013-14	8%	<10	<10	<10	<10	<10	<10
	Students With Disabilities	2014-15	4.6%	<10	<10	<10	<10	<10	<10
	Students With Disabilities	2013-14	5.6%	<10	<10	<10	<10	<10	<10
	7th Grade Content								
	All Students	2014-15	22.7%	0%	0%	0%	0%	0%	100%

Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient	
	All Students	2013-14	19.8%	9.1%	0%	9.1%	45.5%	45.5%
	African American	2014-15	5%	0%	0%	0%	0%	100%
	African American	2013-14	3.9%	9.1%	0%	9.1%	45.5%	45.5%
	Female	2014-15	20.8%	<10	<10	<10	<10	<10
	Female	2013-14	17.5%	<10	<10	<10	<10	<10
	Male	2014-15	24.6%	<10	<10	<10	<10	<10
	Male	2013-14	22%	<10	<10	<10	<10	<10
	Economically Disadvantaged	2014-15	10.9%	0%	0%	0%	0%	100%
	Economically Disadvantaged	2013-14	9.4%	<10	<10	<10	<10	<10
	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10
	Students With Disabilities	2013-14	4.5%	<10	<10	<10	<10	<10
Social Studies								
5th Grade Content								
	All Students	2014-15	22.2%	0%	0%	0%	66.7%	33.3%
	All Students	2013-14	26.5%	85.7%	14.3%	71.4%	14.3%	0%
	African American	2014-15	5.4%	0%	0%	0%	66.7%	33.3%
	African American	2013-14	8.1%	85.7%	14.3%	71.4%	14.3%	0%
	Female	2014-15	20.6%	<10	<10	<10	<10	<10

Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
	Female	2013-14	25.2%	<10	<10	<10	<10
	Male	2014-15	23.8%	0%	0%	0%	45.5%
	Male	2013-14	27.8%	<10	<10	<10	<10
	Economically Disadvantaged	2014-15	10.9%	0%	0%	0%	57.1%
	Economically Disadvantaged	2013-14	13.2%	80%	0%	80%	20%
	Students With Disabilities	2014-15	6.9%	<10	<10	<10	<10
	Students With Disabilities	2013-14	6.8%	<10	<10	<10	<10
8th Grade Content							
	All Students	2014-15	29.7%	9.1%	0%	9.1%	27.3%
	African American	2014-15	9.1%	9.1%	0%	9.1%	27.3%
	Female	2014-15	25.2%	<10	<10	<10	<10
	Male	2014-15	34%	<10	<10	<10	<10
	Economically Disadvantaged	2014-15	15.9%	<10	<10	<10	<10



DETROIT PUBLIC SCHOOLS

OFFICE OF CHARTER SCHOOLS

College Readiness Analysis – Spring 2015

School: Ross Hill Academy

Subject: Mathematics

Grade	Fall Score	Spring Score	DPS Required 70% Target	College Readiness Targets
2	175	183	186	191
3	183	192	198	204
4	187	191	206	214
5	199	208	217	224
6	203	203	221	229
7	206	209	227	236
8	215	213	234	242

The logo for Detroit Public Schools (DPS) is a blue banner with the letters "DPS" in white.

DETROIT PUBLIC SCHOOLS

OFFICE OF CHARTER SCHOOLS

College Readiness Analysis – Spring 2015

School: Ross Hill Academy

Subject: Reading

Grade	Fall Score	Spring Score	DPS Required 70% Target	College Readiness Targets
2	174	178	185	190
3	178	188	194	201
4	178	192	199	208
5	195	205	209	215
6	200	206	213	218
7	197	201	215	222
8	202	198	220	227

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

Ross-Hill Academy has three Parent/Teacher Conferences a year. At least 60% of the parents attend each conference.

The administrators, teachers, support staff, and other stakeholders continue to put every effort to provide its students with a high quality of education. According to the Mackinac Center for Public Policy, Ross Hill Academy is ranked number two in the Top 100 Public Elementary and Middle Schools with an A letter grade. In addition, GreatSchools Rating rated Ross Hill with a nine out of ten score. Therefore, Ross Hill would like to thank its parents for entrusting their child(ren)'s education with us and as we continue to put forth every effort to live up to your expectations we encourage you to continue working with us in this endeavor.

Sincerely,

Nellie Williams
Superintendent

District Board Members:

Michelle McKelvie

Frank Raines

Crystal Dennis

Joe Coker

Santana Knight Schneider