

# Ross-Hill Academy of Math, Science & Technology

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Phyllis A. Ross, Principal  
Nellie M.H. Williams, Superintendent

## Annual Education Report (AER) Cover Letter (2013 – 2014)

August 15, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 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 Mrs. Dorothy Smith for assistance.

The AER is available for you to review electronically by visiting the following web site [www.rosshillacademy.org](http://www.rosshillacademy.org) or you may review a copy in our main office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has been identified as a Priority 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 our Michigan Scorecard issues by:

- Increase the number of students scoring in the proficient and advanced categories on MEAP 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.



## **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. New students must be enrolled by a parent or legal guardian. 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. Also, 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.

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

*Less than ten students tested.	<b>MEAP Performance Proficiency Percentages</b>									
	<b>Reading</b>		<b>Math</b>		<b>Writing</b>		<b>Science</b>		<b>Social Studies</b>	
	<b>2013</b>	<b>2012</b>	<b>2013</b>	<b>2012</b>	<b>2013</b>	<b>2012</b>	<b>2013</b>	<b>2012</b>	<b>2013</b>	<b>2012</b>
<b>3<sup>rd</sup> Grade</b>										
<b>Level 1</b>	<10%	58%	<10%	38%						
<b>Level 2</b>	85.7%	54%	57.1%	54%						
<b>Level 3</b>	14.3%	8%	35.7%	8%						
<b>Level 4</b>	<10%	0	<10	0						
<b>4<sup>th</sup> Grade</b>										
<b>Level 1</b>	<10%	0%*	13.3%	0%*	<10%	0%*				
<b>Level 2</b>	46.7%	88%*	40.0%	63%*	46.7%	88%*				
<b>Level 3</b>	33.3%	13%*	33.3%	13%*	53.3%	13%*				
<b>Level 4</b>	20.0%	0%*	13.3%	25%*	<10%	0%*				
<b>5<sup>th</sup> Grade</b>										
<b>Level 1</b>	*ii%	0%	*0%	0%			*11%	0%		
<b>Level 2</b>	*67%	70%	* 11%	50%			*44%	10%		

<b>Level 3</b>	*22%	20%	*44%	30%			*44%	80%		
<b>Level 4</b>	*0%	10%	*44%	20%			*44%	10%		
<b>6<sup>th</sup> Grade</b>										
<b>Level 1</b>	<10%	0%*	<10%	0%*					14.3%	0%*
<b>Level 2</b>	92.9%	14%*	57.1%	14%*					71.4%	14%*
<b>Level 3</b>	<10%	29%*	28.6%	29%*					14.3%	29%*
<b>Level 4</b>	<10%	57%*	14.3%	59%*					<10%	57%*
<b>7<sup>th</sup> Grade</b>										
<b>Level 1</b>	*11%	8%	*0%	8%	*11%	8%				
<b>Level 2</b>	*11%	54%	*67%	46%	*56%	77%				
<b>Level 3</b>	*56%	38%	*33%	38%	*33%	15%				
<b>Level 4</b>	*220%	0%	*0%	8%	0%	0%				
<b>8<sup>th</sup> Grade</b>										
<b>Level 1</b>	54.5%	0%	<10%	0%			<10%	0%		
<b>Level 2</b>	36.4%	73%	36.4%	73%			<10%	0%		
<b>Level 3</b>	<10%	18%	54.5%	27%			45.5%	36%		
<b>Level 4</b>	<10%	9%	<10%	0%			45.5%	64%		

		<b>MEAP Proficiency Comparison Scores</b>					
		<b>With</b>					
		<b>State, Detroit Public Schools and Ross-Hill Academy</b>					
		<b>State</b>	<b>DPS</b>	<b>RHA</b>	<b>State</b>	<b>DPS</b>	<b>RHA</b>
<b>Grade</b>	<b>Subject</b>	2013	2013	2013	2012	2012	2012
<b>3</b>	<b>Math</b>	40.1	14.6	57.1	40.90	15.70	92.30
<b>3</b>	<b>Reading</b>	85.7	35.3	85.7	66.50	42.70	92.30
<b>4</b>	<b>Math</b>	53.3	17.2	53.3	44.90	17.80	*63.00
<b>4</b>	<b>Reading</b>	70.0	42.6	46.7	68.10	40.70	*88.00
<b>4</b>	<b>Writing</b>	50.5	27.4	46.7	46.70	19.50	*63.00
<b>5</b>	<b>Math</b>	45.2	15.4	*	45.70	17.00	50.00
<b>5</b>	<b>Reading</b>	71.7	43.6	*	70.40	44.50	70.00
<b>5</b>	<b>Science</b>	16.8	5.0	*	13.10	2.30	10.00
<b>6</b>	<b>Math</b>	41.5	14.8	57.1	46.20	13.60	*14.00
<b>6</b>	<b>Reading</b>	71.5	44.9	95.0	68.20	45.30	*14.00
<b>6</b>	<b>Social Studies</b>	8.2	26.5	85.7	30.00	16.00	*14.00
<b>7</b>	<b>Math</b>	39.2	11.8	*	38.40	13.20	14.00
<b>7</b>	<b>Reading</b>	60.4	29.7	*	62.00	33.00	53.80

7	Writing	53.0	23.7	*	51.70	28.00	61.50
8	Math	34.5	12.2	36.4	32.50	10.80	84.60
8	Reading	72.7	47.3	90.9	65.70	45.80	72.70
8	Science	19.8	5.0	9.1	15.90	3.50	0



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## College Readiness Analysis - Spring, 2014

School: Ross Hill Academy

Subject: Reading

Grade	Fall Score	Winter Score	Spring Score	DPS Required 70% Spring Target	College Readiness Spring Target	Fall to Winter Growth	DPS Spring Target - Winter Score
K	144	153		157	162		
1	154	167	172	174	182	18	-1
2	172	192	184	188	195	12	-4
3	177	181	185	197	205	8	-11
4	187	198	192	205	213	5	-13
5	201	201	202	213	218	0	-11
6	199	201	214	215	222	15	-1
7	207	204	211	220	226	4	-9
8	213	219	225	225	230	12	0



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## College Readiness Analysis - Spring, 2014

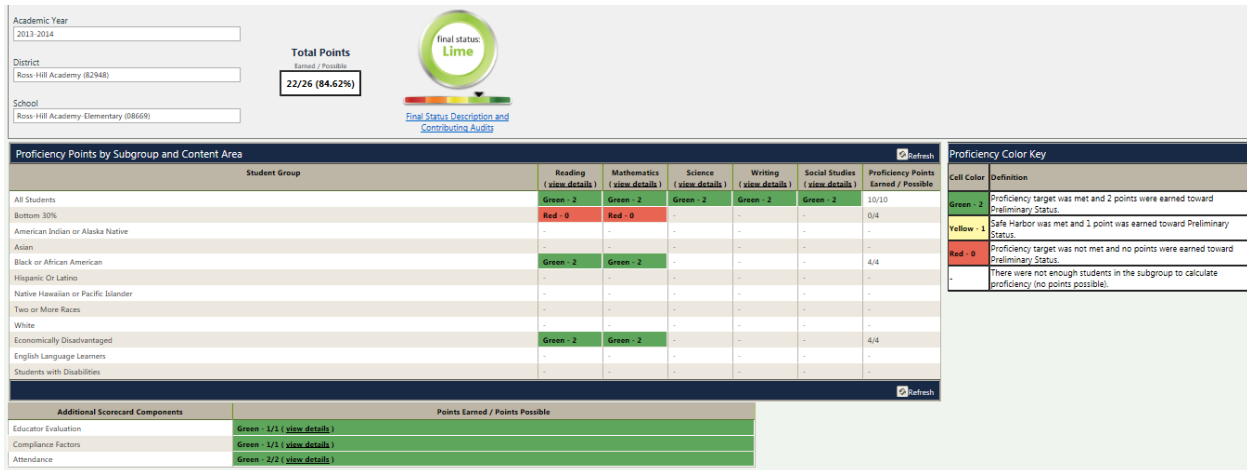
School: Ross Hill Academy

Subject: Mathematics

Grade	Fall Score	Winter Score	Spring Score	DPS Required 70% Spring Target	College Readiness Spring Target	Fall to Winter Growth	DPS Spring Target - Winter Score
K	137	144		157	165		
1	156	169	183	177	186	27	6
2	170	183	191	190	199	21	1
3	176	190	192	200	211	16	-9

<b>4</b>	<b>191</b>	<b>197</b>	<b>197</b>	<b>212</b>	<b>221</b>	<b>6</b>	<b>-15</b>
<b>5</b>	<b>194</b>	<b>208</b>	<b>207</b>	<b>219</b>	<b>230</b>	<b>13</b>	<b>-13</b>
<b>6</b>	<b>196</b>	<b>203</b>	<b>207</b>	<b>223</b>	<b>234</b>	<b>11</b>	<b>-16</b>
<b>7</b>	<b>199</b>	<b>209</b>	<b>213</b>	<b>227</b>	<b>239</b>	<b>14</b>	<b>-14</b>
<b>8</b>	<b>217</b>	<b>217</b>	<b>229</b>	<b>237</b>	<b>245</b>	<b>12</b>	<b>-8</b>

## Scorecard- 2013-14



### Attendance

Student Attendance Reporting	Student Attendance 2010-2011	Student Attendance 2011-2012	Student Attendance 2012-2013	Student Attendance 2013-2014
State Minimum AYP Target =92%	88.1%	88.1%	87%	90%

## 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 school received a B+ on its Scorecard from Excellent Schools Detroit. Also, Ross-Hill was one of thirty schools to be recommended by Excellent Schools Detroit to enroll their children.

Sincerely,

Nellie Williams  
Superintendent

District Board Members:  
Michelle McKelvie  
Frank Raines  
Crystal Dennis  
Levi Howse  
Joe Coker