

Annual Education Report

2021-2022

Hillside Middle School

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Kalamazoo, MI 49006

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Superintendent: Dr. Rita Raichoudhuri

Principal: Mr. Atiba McKissack

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Kalamazoo Public Schools

Every child, every opportunity, every time!

School Annual Education Report (AER) Cover Letter

January 17, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for our 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 the school office or the Teaching and Learning Services department at 269-337-0100 for assistance.

The AER is available for you to review electronically by visiting the following web site www.kalamazoopublicschools.com under the Explore KPS heading, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been assigned any of these labels.

This report also contains additional information required by state law. Please contact me if you have any questions regarding this information or your child's education experience.

It should be noted that data for Spring 2020 & Spring 2021 are not available because of the interruption in education due to COVID-19.

We continue to work at our school to meet the needs of our students in partnership with you. Information contained in this report describes some of the many initiatives we have put into place to accomplish this goal.

Sincerely,

Mr. Atiba McKissack
Principal



Parent Conferences

Parent/Teacher Conferences Hillside Middle School		
	2019-2020	2020-2021
# of Hispanic/Latino Conferences	18	18
Hispanic/Latino Enrollment	45	54
Percent %	40%	33.3%
# of African American Conferences	77	67
African American Enrollment	255	281
Percent %	30.2%	23.8%
# of Caucasian Conferences	96	95
Caucasian Enrollment	167	169
Percent %	57.5%	56.2%
# of Multiracial Conferences	27	14
Multiracial Enrollment	63	54
Percent %	42.9%	25.9%
# of Male Students	110	97
Male Enrollment	251	278
Percent %	43.8%	34.9%
# of Female Students	109	98
Female Enrollment	281	288
Percent %	38.8%	34%
# of Students with Disabilities Conf.	19	1
Students with Disabilities Enrollment	70	7
Percent %	27.1%	14.3%
# of Total Conferences	219	195
Total Enrollment	532	566
Percent %	41.2%	34.5%

School Assignment Process

Students are assigned to schools within the district based on geographic boundaries that are published on the district website:

<http://www.kalamazoopublicschools.com>

Students who wish to attend one of our magnet schools must submit an application to enter the magnet lottery.



School Improvement Plan Status

In the wake of more than a year of remote learning, in response to the COVID-19 pandemic, Kalamazoo Public Schools had developed a three-year plan for accelerating learning. The [KPS Acceleration Plan](#) is a comprehensive school improvement framework, built upon research and community stakeholder input. The plan is centered around four focus areas :

Student, Family, and Educator Well-being is well documented in educational research (Child Development, Jan. 2011). Attainment of social-emotional skills is tightly linked to whole-child well-being and positive academic outcomes. Engaging students, families, and educators with the common goal of providing safe and healthy learning environments, through participation in carefully selected activities, supports the well-being of the school community as a whole.

Assessing, Monitoring, and Evaluating Needs as part of a robust Multi-Tiered System of Supports (MTSS) enables school staff to target academic and social-emotional supports to meet the needs of students in a proactive manner (Bernhardt, 2018). School staff will use universal and targeted assessments to inform decision-making related to meeting students' varying needs.

Equity, Access, and Targeted Instruction is a commitment to continue to engage in critical conversation around current practices to ensure that Kalamazoo Public Schools is living up to its philosophy, "Every Child, Every Opportunity, Every Time." Engaging students with a strengths-based approach to learning and growing builds on success as a stepping stone to accelerating learning (Clay, 2019).

Through Leveraging Community Partnerships, Kalamazoo Public Schools is planning several activities to support student needs. Effective community partnerships have long been recognized as a vehicle for promoting positive communication, interaction, and growth within the greater school community (Epstein, 2018). The district recognizes that it "takes a village" to raise our children. The Kalamazoo community continues to work closely with the district to meet the needs of the students. These partnerships will continue to grow and expand for the needs in the transition.

Additional details on the specific of the [KPS Acceleration Plan](#) specifics can be found on the Kalamazoo Public Schools Website.



School Assessment Data

We administer a variety of assessments to help determine student needs and progress. We use the NWEA Measures of Academic Progress to assess reading and mathematics achievement for students in grades 6 through 8. The following table shows the percentage of students scoring at or above grade level on the spring assessment.

NWEA Measures of Academic Progress % of Students At or Above Grade Level				
Grade Level	Reading		Math	
	19-20	20-21	19-20	20-21
Sixth Grade	45%	39%	26%	37%
Seventh Grade	47%	47%	39%	44%
Eighth Grade	39%	56%	33%	46%

Curriculum

Overview of District Curriculum

A broad set of stimulating learning settings is the key feature of our middle school curriculum. Courses in English Language Arts, mathematics, science, social studies, and physical education are taught every day. Full-year and 12-week exploratory courses offer students the opportunity to experience a wide variety of classes such as Spanish, art, music, technology, and special activities such as drama. The curriculum is based on performance standards aligned to the Common Core State Standards, as well as best practices in teaching for learning. Developmentally appropriate and rich in hands-on experiences, this curriculum motivates students for optimal learning. For more information on the Common Core State Standards or implementation of the KPS curriculum, please visit the following websites:

<http://www.corestandards.org/>

<http://www.kalamazoopublicschools.com/>

Homework

Students are expected to be engaged in meaningful homework plus spend additional time reading for pleasure each and every day. The guidelines for the amount of time spent on homework are provided in the table to the right.

Grade	Daily Homework Expectation	Additional Daily Leisure Reading
Sixth	60 minutes	30 minutes
Seventh	70 minutes	30 minutes
Eighth	80 minutes	30 minutes



Annual Education Report Hillside Middle School (01687)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	All Students	2018-19	41.7%	45,474	31.5%	323	22.8%	46	9.4%	19	13.4%	27	18.8%	38	58.4%	118
ELA	6th Grade Content	All Students	2020-21	38.6%	27,217	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Asian	2018-19	67.9%	2,476	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2018-19	18.3%	3,472	10.0%	37	5.6%	5	5%	<3	*	*	19.1%	17	75.3%	67
ELA	6th Grade Content	Black or African American	2020-21	16.0%	1,289	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Hispanic of Any Race	2018-19	31.0%	2,806	31.8%	49	23.1%	6	20%	<3	20%	*	20%	5	*	15
ELA	6th Grade Content	Two or More Races	2018-19	38.5%	1,776	27.7%	33	23.5%	4	20%	<3	20%	*	20%	<3	*	11
ELA	6th Grade Content	White	2018-19	48.3%	34,676	53.4%	197	43.5%	30	21.7%	15	21.7%	15	20.3%	14	36.2%	25
ELA	6th Grade Content	Female	2018-19	45.8%	24,449	37.8%	203	29.5%	33	12.5%	14	17.0%	19	14.3%	16	56.3%	63

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	Male	2018-19	37.8%	21,025	24.5%	120	14.4%	13	5.6%	5	8.9%	8	24.4%	22	61.1%	55
ELA	6th Grade Content	Male	2020-21	35.6%	12,819	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2018-19	27.6%	15,959	19.6%	148	9.6%	14	5%	6	*	8	19.2%	28	71.2%	104
ELA	6th Grade Content	Economically Disadvantaged	2020-21	24.0%	8,196	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	English Learners	2018-19	12.6%	820	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Students With Disabilities	2018-19	11.2%	1,386	20%	*	20%	<3	20%	<3	20%	<3	*	4	*	21
ELA	6th Grade Content	Homeless	2018-19	20.8%	415	50%	*	50%	<3	50%	<3	50%	<3	*	3	*	7
ELA	6th Grade Content	Foster Care	2018-19	21.5%	100	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	All Students	2018-19	42.7%	46,586	35.8%	326	24.1%	40	5.4%	9	18.7%	31	22.9%	38	53.0%	88

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	7th Grade Content	All Students	2020-21	40.7%	28,759	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	American Indian or Alaska Native	2018-19	35.8%	246	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Asian	2018-19	69.0%	2,531	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2018-19	19.7%	3,706	14.5%	*	5%	*	5%	<3	5%	<3	*	20	*	63
ELA	7th Grade Content	Black or African American	2020-21	19.0%	1,483	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Hispanic of Any Race	2018-19	32.0%	2,819	50%	*	50%	*	50%	<3	50%	<3	*	4	*	5
ELA	7th Grade Content	Two or More Races	2018-19	39.7%	1,815	34.8%	40	22.2%	4	20%	<3	20%	*	44.4%	8	33.3%	6
ELA	7th Grade Content	White	2018-19	49.0%	35,426	64.4%	197	60.8%	31	15.7%	8	45.1%	23	11.8%	6	27.5%	14

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	7th Grade Content	White	2020-21	44.5%	22,979	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Female	2018-19	47.9%	25,754	37.8%	168	27.3%	24	5%	3	*	21	25.0%	22	47.7%	42
ELA	7th Grade Content	Female	2020-21	44.6%	15,364	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Male	2018-19	37.7%	20,832	33.8%	158	20.5%	16	7.7%	6	12.8%	10	20.5%	16	59.0%	46
ELA	7th Grade Content	Male	2020-21	36.9%	13,395	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Economically Disadvantaged	2018-19	28.1%	15,728	22.8%	151	10.1%	12	5%	<3	*	*	24.4%	29	65.5%	78
ELA	7th Grade Content	Economically Disadvantaged	2020-21	25.8%	8,513	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	English Learners	2018-19	13.0%	856	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Students With Disabilities	2018-19	10.9%	1,304	20%	5	20%	3	20%	<3	20%	*	20%	<3	*	18

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ELA	7th Grade Content	Homeless	2018-19	20.3%	368	50%	*	50%	*	50%	<3	50%	<3	<3	<3	*	7
ELA	7th Grade Content	Foster Care	2018-19	18.5%	91	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2018-19	35.1%	38,321	26.7%	274	21.2%	43	8.4%	17	12.8%	26	25.1%	51	53.7%	109
Mathematics	6th Grade Content	All Students	2020-21	28.6%	20,103	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Asian	2018-19	68.3%	2,539	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2018-19	9.8%	1,854	6.1%	23	5%	4	5%	<3	5%	*	*	17	*	70
Mathematics	6th Grade Content	Black or African American	2020-21	6.8%	549	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Hispanic of Any Race	2018-19	22.3%	2,028	20.8%	32	23.1%	6	20%	<3	20%	*	30.8%	8	46.2%	12
Mathematics	6th Grade Content	Two or More Races	2018-19	30.2%	1,392	23.5%	28	20%	3	20%	<3	20%	<3	20%	3	*	11

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student s Proficie nt	State Number Student s Proficie nt	District Percent Student s Proficie nt	District Number Student s Proficie nt	School Percent Student s Proficie nt	School Number Student s Proficie nt	Percent Advanc ed	Number Advanc ed	Percent Proficie nt	Number Proficie nt	Percent Partiall y Proficie nt	Number Partiall y Proficie nt	Percent Not Proficie nt	Number Not Proficie nt
Mathem atics	6th Grade Content	White	2018-19	42.1%	30,300	50.3%	185	42.6%	29	19.1%	13	23.5%	16	33.8%	23	23.5%	16
Mathem atics	6th Grade Content	Female	2018-19	33.4%	17,856	28.3%	152	20.5%	23	8.9%	10	11.6%	13	26.8%	30	52.7%	59
Mathem atics	6th Grade Content	Male	2018-19	36.7%	20,465	24.9%	122	22.0%	20	7.7%	7	14.3%	13	23.1%	21	54.9%	50
Mathem atics	6th Grade Content	Male	2020-21	31.2%	11,174	*	*	*	*	*	*	*	*	*	*	*	*
Mathem atics	6th Grade Content	Economi cally Disadva ntaged	2018-19	20.1%	11,622	15.2%	115	8.8%	13	5%	3	*	10	23.1%	34	68.0%	100
Mathem atics	6th Grade Content	Economi cally Disadva ntaged	2020-21	14.3%	4,846	*	*	*	*	*	*	*	*	*	*	*	*
Mathem atics	6th Grade Content	English Learners	2018-19	12.9%	865	*	*	*	*	*	*	*	*	*	*	*	*
Mathem atics	6th Grade Content	Students With Disabiliti es	2018-19	8.3%	1,028	20%	<3	20%	<3	20%	<3	20%	<3	*	3	*	20
Mathem atics	6th Grade Content	Homeles s	2018-19	13.1%	262	50%	*	50%	<3	50%	<3	50%	<3	<3	<3	*	10

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student s Proficie nt	State Number Student s Proficie nt	District Percent Student s Proficie nt	District Number Student s Proficie nt	School Percent Student s Proficie nt	School Number Student s Proficie nt	Percent Advanc ed	Number Advanc ed	Percent Proficie nt	Number Proficie nt	Percent Partiall y Proficie nt	Number Partiall y Proficie nt	Percent Not Proficie nt	Number Not Proficie nt
Mathem atics	6th Grade Content	Foster Care	2018-19	13.3%	62	*	*	*	*	*	*	*	*	*	*	*	*
Mathem atics	7th Grade Content	All Students	2018-19	35.7%	38,988	29.7%	272	20.8%	35	11.3%	19	9.5%	16	24.4%	41	54.8%	92
Mathem atics	7th Grade Content	All Students	2020-21	32.3%	22,803	*	*	*	*	*	*	*	*	*	*	*	*
Mathem atics	7th Grade Content	America n Indian or Alaska Native	2018-19	27.6%	190	*	*	*	*	*	*	*	*	*	*	*	*
Mathem atics	7th Grade Content	Asian	2018-19	67.8%	2,524	*	*	*	*	*	*	*	*	*	*	*	*
Mathem atics	7th Grade Content	Black or African America n	2018-19	10.8%	2,044	12.9%	47	5.8%	5	5%	<3	*	*	17.4%	15	76.7%	66
Mathem atics	7th Grade Content	Black or African America n	2020-21	9.2%	718	*	*	*	*	*	*	*	*	*	*	*	*
Mathem atics	7th Grade Content	Hispanic of Any Race	2018-19	23.5%	2,087	50%	24	50%	3	50%	<3	50%	<3	50%	<3	50%	5

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Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	Two or More Races	2018-19	30.0%	1,373	30.2%	35	20%	3	20%	<3	20%	<3	*	10	*	6
Mathematics	7th Grade Content	White	2018-19	42.5%	30,741	52.9%	162	45.1%	23	31.4%	16	13.7%	7	25.5%	13	29.4%	15
Mathematics	7th Grade Content	White	2020-21	36.2%	18,627	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Female	2018-19	34.2%	18,415	26.0%	116	20.2%	18	11.2%	10	9.0%	8	24.7%	22	55.1%	49
Mathematics	7th Grade Content	Female	2020-21	29.1%	10,012	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Male	2018-19	37.2%	20,573	33.2%	156	21.5%	17	11.4%	9	10.1%	8	24.1%	19	54.4%	43
Mathematics	7th Grade Content	Male	2020-21	35.4%	12,791	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Economically Disadvantaged	2018-19	20.3%	11,374	18.1%	121	9.9%	12	5%	4	*	8	22.3%	27	67.8%	82
Mathematics	7th Grade Content	Economically Disadvantaged	2020-21	17.1%	5,603	*	*	*	*	*	*	*	*	*	*	*	*

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Mathematics	7th Grade Content	English Learners	2018-19	13.5%	916	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Students With Disabilities	2018-19	7.9%	938	20%	*	20%	*	20%	<3	20%	<3	<3	<3	*	19
Mathematics	7th Grade Content	Homeless	2018-19	12.9%	235	50%	*	50%	<3	50%	<3	50%	<3	*	3	*	8
Mathematics	7th Grade Content	Foster Care	2018-19	9.6%	47	*	*	*	*	*	*	*	*	*	*	*	*
Science	8th Grade Content	All Students	2020-21	22.6%	16,269	*	*	*	*	*	*	*	*	*	*	*	*
Science	8th Grade Content	Hispanic of Any Race	2020-21	13.3%	720	*	*	*	*	*	*	*	*	*	*	*	*
Science	8th Grade Content	Two or More Races	2020-21	19.7%	566	*	*	*	*	*	*	*	*	*	*	*	*
Science	8th Grade Content	White	2020-21	25.3%	13,357	*	*	*	*	*	*	*	*	*	*	*	*
Science	8th Grade Content	Female	2020-21	21.4%	7,489	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

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Science	8th Grade Content	Male	2020-21	23.7%	8,780	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2018-19	28.0%	30,225	24.3%	237	15.9%	30	5%	6	*	24	19.6%	37	64.6%	122
Social Studies	8th Grade Content	All Students	2020-21	25.9%	18,848	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Asian	2018-19	50.6%	1,901	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Black or African American	2018-19	7.3%	1,330	5%	18	5%	5	5%	<3	5%	*	*	12	*	87
Social Studies	8th Grade Content	Hispanic of Any Race	2018-19	17.1%	1,538	50%	*	50%	*	50%	<3	50%	<3	*	5	*	5
Social Studies	8th Grade Content	Hispanic of Any Race	2020-21	15.7%	856	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Two or More Races	2018-19	25.2%	1,015	20%	20	20.8%	5	20%	*	20%	<3	20%	4	*	15
Social Studies	8th Grade Content	Two or More Races	2020-21	21.2%	618	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Hillside Middle School (01687)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	White	2018-19	33.6%	24,258	50.2%	165	37.5%	18	10%	3	*	15	33.3%	16	29.2%	14
Social Studies	8th Grade Content	White	2020-21	29.1%	15,531	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Female	2018-19	25.4%	13,449	25.2%	115	18.5%	17	5%	<3	*	*	16.3%	15	65.2%	60
Social Studies	8th Grade Content	Female	2020-21	22.5%	7,965	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Male	2018-19	30.6%	16,776	23.5%	122	13.4%	13	5%	4	*	9	22.7%	22	63.9%	62
Social Studies	8th Grade Content	Male	2020-21	29.1%	10,883	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Economically Disadvantaged	2018-19	14.7%	7,829	12.1%	85	5%	7	5%	<3	5%	*	*	23	*	110
Social Studies	8th Grade Content	English Learners	2018-19	4.7%	300	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Students With Disabilities	2018-19	7.0%	829	20%	*	20%	<3	20%	<3	20%	<3	<3	<3	*	24

Annual Education Report Hillside Middle School (01687)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student s Proficient	State Number Student s Proficient	District Percent Student s Proficient	District Number Student s Proficient	School Percent Student s Proficient	School Number Student s Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Homeless	2018-19	10.1%	170	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Foster Care	2018-19	6.6%	29	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Hillside Middle School (01687)

PSAT

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
English (EBRW)	8th Grade Content	All Students	2018-19	61.9%	66,575	46.4%	451	35.1%	66	22.9%	43	12.2%	23	17.0%	32	47.9%	90
English (EBRW)	8th Grade Content	All Students	2020-21	63.6%	49,572	*	*	*	*	*	*	*	*	*	*	*	*
English (EBRW)	8th Grade Content	Asian	2018-19	81.8%	3,044	*	*	*	*	*	*	*	*	*	*	*	*
English (EBRW)	8th Grade Content	Black or African American	2018-19	34.5%	6,226	22.9%	88	16.3%	17	9.6%	10	6.7%	7	18.3%	19	65.4%	68
English (EBRW)	8th Grade Content	Hispanic of Any Race	2018-19	51.1%	4,559	48.2%	67	63.6%	7	36.4%	4	27.3%	3	9.1%	<3	27.3%	3
English (EBRW)	8th Grade Content	Hispanic of Any Race	2020-21	51.6%	3,236	*	*	*	*	*	*	*	*	*	*	*	*
English (EBRW)	8th Grade Content	Two or More Races	2018-19	60.8%	2,441	45.1%	46	41.7%	10	20.8%	5	20.8%	5	16.7%	4	41.7%	10
English (EBRW)	8th Grade Content	Two or More Races	2020-21	61.4%	1,945	*	*	*	*	*	*	*	*	*	*	*	*
English (EBRW)	8th Grade Content	White	2018-19	69.2%	49,851	70.6%	233	63.8%	30	48.9%	23	14.9%	7	17.0%	8	19.1%	9

Annual Education Report Hillside Middle School (01687)

PSAT

Subject	Grade	Student Group	School Year	State Percent Student s Proficient	State Number Student s Proficient	District Percent Student s Proficient	District Number Student s Proficient	School Percent Student s Proficient	School Number Student s Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
English (EBRW)	8th Grade Content	White	2020-21	68.6%	38,380	*	*	*	*	*	*	*	*	*	*	*	*
English (EBRW)	8th Grade Content	Female	2018-19	68.3%	36,099	53.2%	243	39.8%	37	30.1%	28	9.7%	9	15.1%	14	45.2%	42
English (EBRW)	8th Grade Content	Female	2020-21	68.5%	26,232	*	*	*	*	*	*	*	*	*	*	*	*
English (EBRW)	8th Grade Content	Male	2018-19	55.8%	30,476	40.4%	208	30.5%	29	15.8%	15	14.7%	14	18.9%	18	50.5%	48
English (EBRW)	8th Grade Content	Male	2020-21	58.9%	23,340	*	*	*	*	*	*	*	*	*	*	*	*
English (EBRW)	8th Grade Content	Economically Disadvantaged	2018-19	46.7%	24,818	33.0%	231	21.6%	30	11.5%	16	10.1%	14	17.3%	24	61.2%	85
English (EBRW)	8th Grade Content	English Learners	2018-19	27.6%	1,720	*	*	*	*	*	*	*	*	*	*	*	*
English (EBRW)	8th Grade Content	Students With Disabilities	2018-19	14.1%	1,652	7.5%	*	8.0%	*	<5%	<3	*	<3	<3	<3	*	22
English (EBRW)	8th Grade Content	Homeless	2018-19	39.0%	646	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Hillside Middle School (01687)

PSAT

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
English (EBRW)	8th Grade Content	Foster Care	2018-19	30.7%	133	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2018-19	41.4%	44,565	32.7%	318	20.2%	38	5.3%	10	14.9%	28	28.7%	54	51.1%	96
Mathematics	8th Grade Content	All Students	2020-21	36.0%	28,035	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Asian	2018-19	73.0%	2,732	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Black or African American	2018-19	13.9%	2,499	11.5%	44	5.8%	6	<5%	<3	<5%	*	26.9%	28	67.3%	70
Mathematics	8th Grade Content	Hispanic of Any Race	2018-19	27.1%	2,425	23.6%	*	18.2%	*	<5%	<3	*	<3	*	5	*	4
Mathematics	8th Grade Content	Hispanic of Any Race	2020-21	22.6%	1,419	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Two or More Races	2018-19	36.2%	1,452	28.4%	29	33.3%	8	8.3%	<3	25.0%	*	25.0%	6	41.7%	10
Mathematics	8th Grade Content	Two or More Races	2020-21	30.3%	959	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Hillside Middle School (01687)

PSAT

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	White	2018-19	48.9%	35,213	59.7%	197	42.6%	20	12.8%	6	29.8%	14	31.9%	15	25.5%	12
Mathematics	8th Grade Content	White	2020-21	40.0%	22,403	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Female	2018-19	42.2%	22,339	34.1%	156	21.5%	20	5.4%	5	16.1%	15	30.1%	28	48.4%	45
Mathematics	8th Grade Content	Female	2020-21	34.8%	13,347	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Male	2018-19	40.6%	22,226	31.5%	162	18.9%	18	5.3%	5	13.7%	13	27.4%	26	53.7%	51
Mathematics	8th Grade Content	Male	2020-21	37.1%	14,688	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Economically Disadvantaged	2018-19	24.5%	13,048	18.4%	129	8.6%	12	<5%	<3	*	*	30.2%	42	61.2%	85
Mathematics	8th Grade Content	English Learners	2018-19	14.1%	885	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Students With Disabilities	2018-19	6.9%	804	6.5%	*	8.0%	*	<5%	<3	*	<3	<3	<3	*	22

Annual Education Report Hillside Middle School (01687)

PSAT

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Homeless	2018-19	16.5%	275	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Foster Care	2018-19	9.2%	40	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Hillside Middle School (01687)

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
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No Data to Display

Annual Education Report Hillside Middle School (01687)

MI -Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Hillside Middle School (01687)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2020-21	<10	*	*	*	*	*	*	*	*

Annual Education Report Hillside Middle School (01687)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Students Without Disabilities	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2020-21	<10	*	*	*	*	*	*	*	*

Annual Education Report Hillside Middle School (01687)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Hispanic of Any Race	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Two or More Races	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	White	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Female	2020-21	<10	*	*	*	*	*	*	*	*

Annual Education Report Hillside Middle School (01687)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Male	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Economically Disadvantaged	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students Without Disabilities	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2020-21	<10	*	*	*	*	*	*	*	*

Annual Education Report Hillside Middle School (01687)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Female	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2020-21	<10	*	*	*	*	*	*	*	*

Annual Education Report Hillside Middle School (01687)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report Hillside Middle School (01687)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.07%	N/A	80.58%

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

** More information regarding the Michigan School Index System can be found at the following link:

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Hillside Middle School (01687)	23.93	1.50	6.3%	N/A	N/A	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Hillside Middle School (01687)	2.00	1.00	50.0%	N/A	N/A	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Hillside Middle School (01687)	23.93	0.00	0.0%	N/A	N/A	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Hillside Middle School (01687)	23.93	0.00	0.0%	N/A	N/A	N/A	N/A

Annual Education Report Hillside Middle School (01687)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
Info not available	‡	‡	‡	‡	‡
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Students With Disabilities	11	60	29	10	1
Students Without Disabilities	89	19	42	31	7
English Language Learners	10	37	46	14	2
Not English Language Learners	90	22	40	31	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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Hillside Middle School (01687)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Students With Disabilities	10	75	25	5	0
Students Without Disabilities	90	27	73	34	9
English Language Learners	6	60	40	8	1
Not English Language Learners	94	30	70	32	9

‡ 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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Hillside Middle School (01687)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Students With Disabilities	10	74	26	10	1
Students Without Disabilities	90	31	69	34	8
English Language Learner	11	57	43	14	3
Not English Language Learner	89	33	67	34	8

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), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	23	77	40	5
Students With Disabilities	11	71	29	5	0
Students Without Disabilities	89	21	79	35	3
English Language Learner	6	57	43	6	0
Not English Language Learner	94	25	75	33	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), 2019 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	86.9 85.4	2.25 2.57	97 98	0.97 1.04
8	Math Reading	81.9 83.3	2.48 2.41	95 91	1.79 3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

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Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display