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2/15/2022

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 Hampton Elementary. 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 Ryan Starr for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/2MT8DPA> 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 was was not given one of these labels.

State law requires that we also report additional information.

## Process for Assigning Pupils to the School

Students continue to be 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.

Struggling high school students are identified and assigned to the Alternative Center for Education (ACE) through the District's intervention model.

### Status of the 3-5 year School Improvement Plan

The District Improvement Team works in conjunction with the District Instructional Leadership Team to develop goals in the areas of literacy, mathematics, science, and school culture. The goals, along with the related strategies and activities, focus on student learning and are based on a review and analysis of demographic, achievement, process and perception data. The District Improvement Goals support and align with the School Improvement Goals developed by each school and provide the District with a clear focus and course for continuous improvement.

Hampton continues to focus on literacy, math, and science for areas to improve. Our 3-5 year goals call for the proficiency of all students and the strategies in place to achieve our goals include the use of Visible Thinking Routines, teacher collaboration, specific interventions for struggling students, and best practices in Tier I instruction.

## Core Curriculum

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on, and aligns with, the Michigan Department of Education's Michigan Curriculum Framework.

The curriculum department continues to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences for students and more flexible time for student learning beyond the traditional school day.

Additional information about the District's Core curriculum can be found at the following website: <http://www.rochester.k12.mi.us/pages/5064/general-education>

## iReady Aggregate Achievement results 2019-2020

Math On grade level percentages

[illegible]

[illegible]

## Math On Grade Level Percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	100	100	100	100	100	100	100		100
1	100	96	86	92	100	100	100		96
2	94	93	91	100	100	100	100		90
3	96	89	100	80	60	100	100		89
4	89	88	90	63	63	100	66		86

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	0	0	0	0	0	0	0		0
1	0	4	14	8	0	0	0		4
2	6	7	9	0	0	0	0		10
3	4	11	0	20	40	0	0		11
4	11	12	10	38	38	0	33		14

[illegible]

### Reading Below Grade Level Percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	0	0	0	0	0	0	0		0
1	0	4	14	8	0	0	0		0
2	6	0	9	0	0	0	0	0	5
3	4	22	7	27	60	11	0	0	11
4	0	0	0	0	0	0	0	0	0

### Parent teacher conferences 2019-2020

Parent teacher conferences	Number of students	Percent of students represented at parent teacher conferences
2018-2019	504	97
2019-2020	320	98

Hampton is dedicated to educating a community of lifelong learners to reach their full potential in a caring environment that respects diversity in a challenging and ever changing world. It is through the continued dedication and diligence of our talented staff that we remain committed to achieving this goal. We look forward to our continuous improvement.

Sincerely,



Ryan R. Starr  
Principal