



## **School Annual Education Report (AER) Cover Letter**

May 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Hilton Elementary 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 Principal, Jeff Eisele, for assistance.

The AER is available for you to review electronically by visiting the following web site [Hilton Elementary School AER](#), or you may review a copy in the main office.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

The key challenges for Hilton Elementary school include the increase of student proficiency on the ELA and Math. While Hilton Elementary consistently scores well above the state proficiency rate, scores still average 64 % for students. This score is below the district average by 6 percent. Initiatives taken to increase proficiency include the use of the diagnostic tools NWEA and DIBELS, to assess student strengths and address individual needs. The use of Lexia and Achieve provide individualized instruction and subsequent performance data for teachers to utilize to differentiate classroom instruction for students. The implementation of IRIPs (Individualized Reading Intervention Plans) provides focused attention on student reading abilities and accompanying support materials for student, teacher and parents. The goal of these initiatives is to accelerate student achievement and close the gaps between the proficient and non-proficient students.

State law requires that we also report additional information.

Click [HERE](#) to view responses to the following state requirements

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
3. 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
4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

The Hilton Elementary staff is proud of the student effort and community involvement that makes our school a great place to teach and learn. Parent support and mutual expectations for academic success and social emotional health, along with the positive cooperative attitudes of the students creates a wonderful school environment.

Sincerely,

Jeffrey R. Eisele  
Principal - Hilton Elementary School