



February 2, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Hamilton-Parsons 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 Rita van Staveren, principal, for assistance.

The AER is available for you to review electronically by visiting the following website: [Combined Report](#) or you may review a copy in the main office at your child's school.

For the 2025-26 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 2024-25. 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 2021-22. 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 2021-22. 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.

Yearly, we review our continued commitments to improve the whole child; both academically and socially. Our continued process reflects our commitment to helping all students grow and learn at high levels. Our school aims to continue to close the gap. This past year, we have done some strategic work on targeted reading and math interventions. Our goals for the year include an emphasis on using best practice instructional strategies in reading and mathematics and reinforcing effort/providing feedback. We continue to work towards supporting students at their developmental levels within a targeted system of support both academically and socially. State law requires that we also report additional information for the last two years of the following noted below.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL: Students have been assigned to Hamilton-Parsons Elementary based on predetermined District resident boundaries and through the Schools of Choice process in Romeo Community Schools.

STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN: As previously mentioned, Hamilton-Parsons continues to collaborate to analyze data, identify goals, and determine strategies to improve learning for all students as part of our continuous improvement. We refine

and focus our efforts based on our school growth data. We have adjusted our needs to support our subgroups.

DESCRIPTION OF EACH SPECIALIZED SCHOOL: Hamilton-Parsons Elementary is a building that serves students in pre-kindergarten through fifth grade.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION: To access information about our curriculum and its implementation at Hamilton-Parsons, please visit our website at: <http://romeok12.org/>.

AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR LOCAL COMPETENCY TESTS:

Beginning in the 2018-2019 school year, our school started using the NWEA MAP Growth Assessment as a local measure of student performance. In spring of 2025, our students' aggregate performance was at the 69th percentile in NWEA MAP Growth Reading and at the 71st percentile in NWEA MAP Growth Math.

NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES: Hamilton-Parsons Elementary offers parent-teacher conferences twice a school year. Over the past several years we continue to see between 95% - 98% of the parents scheduled. The fall of 2024, we had 98% of our parents take part in parent teacher conferences.

We are happy to report the exceptional progress and achievement at Hamilton-Parsons Elementary! It is evident that it is the work of all of our stakeholders to make the continued, sustained efforts that are necessary to support the whole-child. In the end, we are proud that students are truly the center of our decisions and that parents are partners in their child's education as this is evidenced in our many successes.

Sincerely,
Rita van Staveren
Principal

HAMILTON-PARSONS ELEMENTARY

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