

School Annual Education Report (AER) Cover Letter

February 15, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for DiAnne M. Pellerin Center. 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 Trisha Lewis for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/2M0Bf9b> or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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.

The DiAnne M. Pellerin Center establishes intervention classes aimed at empowering students to improve their grades and scores, thereby helping them to realize their post-secondary academic goals. We assist students with college and career opportunities, both inside and outside the classroom. It includes enrollment in SAT preparation courses to aid struggling students and prepare them for standardized tests. Teachers collaborate with students to set goals based on the NWEA assessments. These goals are individualized for each student. Students who perform poorly on NWEA tests are identified and enrolled in the Exact Path course, which is designed to address their specific areas of weakness. DiAnne M. Pellerin Center has a partnership with MI Works! Young Professionals Program which provides students with opportunities to learn job acquisition and retention skills, explore various careers, find summer jobs, and receive mentoring. Additionally, a Career Readiness course is offered to assist with career planning and research. The school

Erik J. Edoff
SUPERINTENDENT

24076 F.V. PANKOW
BOULEVARD
CLINTON TOWNSHIP, MI
48036
586.783.6300
586.783.6310 FAX
WWW.LC-PS.ORG

BOARD OF EDUCATION

Adam Lipski
PRESIDENT

Hilary Dubay
VICE PRESIDENT

Sharon Ross
SECRETARY

Amelia Servial
TREASURER

John Da Via
TRUSTEE

Al Doss
TRUSTEE

Shane Sellers
TRUSTEE

focuses on restorative practices that give a voice to students and staff and emphasize the importance of restoring and building relationships within the school community.

State law requires that we also report additional information.

1. The process for assigning pupils to each school is based on board approved boundary alignments. Students living within the district boundaries that would like to attend a different school than his/her current assignment can see a change in assignment through internal schools of choice.
2. Each year, the school submits a School Improvement Plan to the Michigan Department of Education, outlining identified goals for student success. The academic goals for the school include working toward improvements in reading, writing, and mathematics.
3. L’Anse Creuse has two specialized secondary schools to meet the needs of a wide variety of student needs and interests. The DiAnne M. Pellerin Center is an alternative high school addressing the needs of learners in a smaller setting with specialized curriculum pathways. The Fredrick V. Pankow Center provides programs in Career Technical Education, Math and Science, and the Performing Arts. Additionally, L’Anse Creuse students with special needs have access to schools within the operation of the Macomb Intermediate School District.
4. The L’Anse Creuse curriculum does not vary from the state of Michigan standards. A copy of the standards can be found here: [LCPS Atlas Public Site](#)
5. L’Anse Creuse Public Schools administers the NWEA Measures of Academic Progress (MAP) benchmark assessments to all students in Mathematics and Reading in grades K-10. The assessments are given three times each year. Student data is analyzed to identify strengths and areas of need for students, classes, grade levels and schools. Teachers utilize data to guide instruction and meet the needs of individual students as well as set goals for growth and building school improvement.

NWEA results for Mathematics and Reading for the 2022-2023 school year for DiAnne M. Pellerin Center are found below.

NWEA MAP Growth - Mathematics				
Grade	Fall 2022		Spring 2023	
	Mean RIT	Percentile	Mean RIT	Percentile
9	212	12.9	212	13.2
10	216	17.3	220	10.5
11	214	15.8	213	18.1
12	223	13	*	*

*Summaries for groups fewer than 10 students are not shown

NWEA MAP Growth - Reading				
Grade	Fall 2022		Spring 2023	
	Mean RIT	Percentile	Mean RIT	Percentile
9	210	14.8	201	17.3
10	209	17.1	204	16.7
11	210	16.9	205	22.7
12	206	17.4	*	*

*Summaries for groups fewer than 10 students are not shown

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES FOR FALL 2021/SPRING 2022, FALL 2022/SPRING 2023

FALL 2021: 21 13% SPRING 2022: 19 9%

FALL 2022: 72 25% SPRING 2023: 17 7%

7. FOR HIGH SCHOOLS ONLY, ALSO REPORT ON THE FOLLOWING:
- THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT): N/A
 - THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 - THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB): N/A
 - THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT: N/A

This annual report is intended to provide parents and the community members with a quick snapshot of our school accountability. One of the benefits of preparing this document is the opportunity to reflect on past year success stories and accomplishments. Each school year the staff at the Pellerin Center works hard to foster a safe and supportive learning environment for students to focus on individual growth. The dedicated staff and the continued support of our local school community allows for an alternative education environment where the success stories and accomplishments can be recognized and celebrated.

Sincerely,



Trisha Lewis
Director