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School Annual Education Report (AER) Cover Letter

February 15, 2023

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 Marie C. Graham 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 Amy Horgan for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3qzqMjA> 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 2021-22. 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.

As a whole, our students are making growth according to state testing in some academic areas. When students are broken into subgroups, we need to further support our students who are falling in the bottom 30% of those tested. We will be addressing those needs through our School Improvement Plan which addresses goals in reading, writing, math, science and social studies. In addition, we will continue to implement a Multi-Tiered System of Support to best support our students' needs.

NOTICE OF NONDISCRIMINATION. It is the policy of L'Anse Creuse Public Schools not to discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent for Human Resources, L'Anse Creuse Public Schools Administration, 24076 F.V. Pankow Boulevard, Clinton Township, MI 48036, (586) 783-6300. Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director for Special Education, (586) 783-6300.

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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 2021-2022 school year for Marie C. Graham Elementary are found below.

NWEA MAP Growth - Mathematics				
Grade	Fall 2021		Spring 2022	
	Mean RIT	Percentile	Mean RIT	Percentile
K	144.7	83	160.9	77
1	160.1	50	178.7	64
2	173.5	40	187.6	39
3	184	23	196.5	24
4	194	20	205.6	25
5	203	20	214	28

NWEA MAP Growth - Reading				
Grade	Fall 2021		Spring 2022	
	Mean RIT	Percentile	Mean RIT	Percentile
K	137.5	56	154.1	58
1	154.4	39	171.9	53
2	171.3	44	180.5	24
3	184	36	195.8	43
4	193.1	31	200.3	26
5	203.5	45	211.3	52

6. Graham's attendance at Parent Teacher Conferences: 2020-2021 Fall 92%, Spring 89%; 2021-2022 Fall 96%, Spring 84%

We are very proud of our students at Marie C. Graham Elementary School. We will continue to work towards our school improvement goals of reading, writing, math, science and social studies. Teachers will receive professional development beneficial to improving instructional practices and therefore increasing student achievement. Our school is successful due to the combined efforts of our staff and the support of our parents and the community.

Sincerely,

Amy Horgan
Principal, Graham Elementary