

School Annual Education Report (AER) Cover Letter

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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 Atwood 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 Colleen Furman for assistance.

The AER is available for you to review electronically by visiting the following web site https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,5341,1299,95 or you may review a copy in the main office at your child's school.

For the 2022-23 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.

Atwood Elementary continues to focus on both academic proficiency and academic growth for all of our students. In the recent years, we have noticed a slight decline in student proficiency levels, especially in the area of reading. In order to accelerate student learning and increase from our 2022-23 percent proficient in ELA of 49.6 and Math 41.9, instructional staff are working with students to set goals, track progress, and provide specific and regular feedback on their learning. In addition, through the use of regular checks for understanding, instructional adjustments are made frequently to accelerate student learning. Finally, a systematic process of using data to identify students and needs to provide appropriate supports and intervention has been implemented in both reading and math to meet the academic needs of all of our learners.

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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.
6. NWEA results for Mathematics and Reading for the 2022-2023 school year for Atwood Elementary are found below.

NWEA MAP Growth - Mathematics				
Grade	Fall 2022		Fall 2023	
	Mean RIT	Percentile	Mean RIT	Percentile
KDG	N/A	N/A	N/A	N/A
1st	164.7	79	163.5	72
2 nd	175.6	54	177.4	66
3 rd	185.8	33	190.1	61
4 th	200.4	55	199.1	47
5 th	210.0	55	209.8	54

NWEA MAP Growth - Reading				
Grade	Fall 2022		Fall 2023	
	Mean RIT	Percentile	Mean RIT	Percentile
KDG	N/A	N/A	N/A	N/A
1st	160.1	78	159.1	72
2 nd	173.1	55	174.8	65
3 rd	184.3	37	189.0	63
4 th	200.1	68	197.8	56
5 th	207.4	66	206.4	61

7. Atwood's Parent-Teacher Conference attendance rates are as follows:

Fall 2021: 632/663 students = 95%

Spring 2022: 310/341 students = 91%

Fall 2022: 616/657 students = 94%

Spring 2023: 608/657 students = 92%

Overall, the students and staff of Atwood Elementary have much to be proud of. Our students are reaching high levels of academic growth, and the staff is working diligently and intentionally to continually improve instructional practices to best meet the needs of all of our students. We are a proud Leader in Me school, allowing us to focus intentionally not only on academics, but also on instilling leadership traits in all of our learners. Atwood Elementary is proud to continue to serve our community.

Sincerely,

Colleen Furman