

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 Green 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 Karen Nelson 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,7790,1299,95 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.

Green Elementary School continues to focus on the academic achievement of all of our students. Students at all grade levels continue to set personal academic goals, in order to track and reflect on their current academic progress. After reviewing several pieces of data, the instructional staff at Green Elementary has determined that providing intensive, deliberate mathematics vocabulary instruction is key to closing to our mathematics achievement gap. In the area of Reading and Writing, ongoing grade level transitional meetings are being held in order to focus on providing interventions for a smoother academic transition between grade levels. Students are also reflecting on and creating reading and writing goals to focus increasing their progress in those content areas. In the area of social emotional learning, Green Elementary continues to focus on positivity, kindness and mindfulness actions. Daily mindfulness actions assist students in creating and maintaining meaningful relationships between

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themselves and their peers and the Green Elementary community as a whole. Students are also honored for “Being on a roll.” Students who are making progress in content areas, special areas and socially and emotionally have the opportunity to be selected for our “On a Roll” bulletin board in the commons area. Students received a certificate, have their picture taken and their families are informed of this wonderful award.

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 Green Elementary are found below.

NWEA MAP Growth - Mathematics				
Grade	Fall 2022		Fall 2023	
	Mean RIT	Percentile	Mean RIT	Percentile
K	142.8	72	159.5	68
1	159.5	46	177.7	58
2	177.7	68	195.6	84
3	190.8	65	203.2	63
4	201.0	59	210.6	50
5	211.1	61	217.8	45

NWEA MAP Growth - Reading				
Grade	Fall 2022		Fall 2023	
	Mean RIT	Percentile	Mean RIT	Percentile
K	139.0	67	156.6	75
1	154.6	40	173.1	60
2	176.8	75	193.9	88
3	192.9	81	200.5	68
4	197.4	54	205.8	55
5	206.8	63	210.9	50

6. Parent Teacher Conference Participation Percentages

Time of Year	2022-2023	2021-2022
Fall	91	96
Spring	90	78

Green Elementary continues to encourage all students to reach their full potential. Academic achievement is the main focus of the Green faculty, yet they also continue to work diligently on mindfulness and developing a true sense of what community means. Students at Green continue to be tied to the larger community around them and participate in service projects that benefit the community around them. We also are thankful for the Green parent community who support our goals, initiatives and the personal goals of their children. Green’s supportive parent community directly correlates to increases in academic achievement and strong home and school relationships.

Sincerely,
Karen Nelson