

# Centreville Elementary School

## 2022-23 School Annual Education Report (AER) Cover Letter

### 2021-22 School Year

02/15/2023

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 **Centreville 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 Barbara Lester, Curriculum Director, for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3nkBRTo> , 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 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. **Centreville Elementary School was not identified as an improvement school.**

**State law requires that we also report the following additional information:**

#### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:**

Centreville Elementary enrolls students in kindergarten through grade 6 who are residents of the Centreville Public School District and students who are participants in the St. Joseph County Schools of Choice Program.

**THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:**

During the 2020-21 our School Improvement Plan was moved to the new MICIP (Michigan Continuous Improvement Process) platform. During the 2021-22 school year, the elementary and the district continued to refine and expand on our initial MICIP goal which is as follows:

- Implement a highly effective Tier 1 instructional model that extends across all content areas to ensure student success.

**A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:**

We do not have a specialized school. Our district, however, houses a Great Start Readiness Program (GSRP) for four-year olds, operated by the St. Joseph County Intermediate School District. Admission to the programs is controlled by the ISD.

**IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODE:**

A copy of our core curriculum may be obtained in the administration office. The review and revision of our curriculum is an ongoing process. Our goal is to fully implement all of the State of Michigan’s Academic Standards as well as the National Common Core Standards at all grade levels.

**THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:**

Please note that the Michigan M-STEP Test was not administered in the spring of 2020 due to the COVID-19 school closure. In addition to the State M-STEP Tests, we assess the reading and math skills of all students at the beginning, middle, and the end of the school year using the Renaissance STAR, NWEA, and the Dibels Next/Acadience Testing programs. The following chart lists our Spring 2019, 2021, and Spring 2022 M-STEP results. The chart includes the percent of students proficient at each grade level, the subject area assessed, and the 2022 state average.

| Subject Area | Grade Level | % Proficient 2019 | % Proficient 2021 | % Proficient 2022 | State Average 2022 |
|--------------|-------------|-------------------|-------------------|-------------------|--------------------|
| ELA          | 3           | 46%               | 42%               | 31%               | 42%                |
| ELA          | 4           | 51%               | 42%               | 46%               | 43%                |
| ELA          | 5           | 44%               | 37%               | 34%               | 43%                |
| ELA          | 6           | 48%               | 38%               | 37%               | 38%                |
|              |             |                   |                   |                   |                    |
| MATHEMATICS  | 3           | 38%               | 29%               | 28%               | 42%                |
| MATHEMATICS  | 4           | 48%               | 33%               | 29%               | 37%                |
| MATHEMATICS  | 5           | 30%               | 16%               | 23%               | 30%                |

|                |   |             |     |     |     |
|----------------|---|-------------|-----|-----|-----|
| MATHEMATICS    | 6 | 42%         | 35% | 17% | 28% |
|                |   |             |     |     |     |
| SCIENCE        | 5 | Pilot Tests | 20% | 30% | 38% |
|                |   |             |     |     |     |
| SOCIAL STUDIES | 5 | 35%         | 16% | 14% | 16% |

M-STEP data from Spring 2022 showed a general decline in scores, compared with Spring 2021 and Spring 2019 data. With the exception of Grade 4 ELA, data also shows that Centreville Elementary students scored below the state average on each of the M-STEP tests administered. We believe that this decline in achievement is directly related to the loss of face-to-face instruction during the 2019-20 and 2020-21 school years.

Key initiatives which were in place during the 2021-22 school year to accelerate learning and close persistent gaps in achievement include the following:

- Continued partnership with MIBLSI/MiMTSS
- Continued efforts to refine our systems and support in the areas of both behavior and literacy.
- An 8-week summer school program was held during the summer of 2021, and a 6-week summer school in the summer of 2022 to provide opportunities for students to avoid the “summer slide” and to increase achievement in reading and mathematics.
- A new K-6 reading program was piloted during the 2021-22 school year and adopted for use in 2022-23.

**IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:**

During the 2021-22 school year, 429 or 95% of our students were represented by parents at Parent-Teacher conferences. This compares with a 92% participation rate during the 2020-21 school year.

Third-sixth grade parents may also access student grades in PowerSchool. Parents may contact teachers through email access at the school website and through PowerSchool.

**CLOSING THOUGHTS:**

Centreville Elementary is a school with high academic expectations for staff, students, and families. Our mission at Centreville Public Schools is to educate and inspire ALL children in a positive, safe, and healthy learning environment. We feel our success is due to our commitment to our students, providing them not only academic excellence, but also with many opportunities to enhance the growth of the whole child.

The constant challenge we face as a school is identifying and providing for the social and emotional needs of our students, while also identifying which students are falling behind academically. With the multi-tiered systems of support that we have established and continue to refine, we expect to continue to move forward with student learning and student well-being.

Sincerely,  
Dennis Kirby, Elementary Principal