



Grogan Elementary School

School Annual Education Report (AER) Cover Letter

January 6, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Grogan 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 Andrew Himick, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website [ELA Report for Grades: 3-5](#) and [Math Report for Grades: 3-5](#), or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

The school improvement goals continue to target all students being proficient in literacy and mathematics. The initiatives we have put in place include Multi-Tiered Support Systems (MTSS), Positive Behavior Intervention Supports (PBIS), and Social-Emotional Learning (SEL). We have also implemented the NWEA assessment, which allows us to see student growth over time, as well as the areas of need for individuals and groups of students. We use NWEA data to support our MTSS and Block Scheduling programs that utilize targeted small-group instruction based on academic needs, whether remedial or enrichment.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Southgate residents are assigned to our elementary school based on where they live. Each building has home-school boundaries. Parents register at their home school. School-of-choice students are assigned to each building based on the student population in each grade level.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Southgate continued the school improvement process in accordance with Public Acts 25, 335, 339, the federal NCLB, and requirements for Title I using the School Systems Review Report and the School Improvement Systems as models. The district's mission statement guided the work of the School Development Teams in each school. <http://www.southgateschools.com>

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 MODEL

A copy of Southgate's Core Curriculum can be found on the district website, www.southgateschools.com.

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

The Southgate Community School District administers the NWEA assessment three times per year (fall, winter, and spring). This is a nationally normed test that shows the academic growth of students over time. This assessment began in our district in the 2018 - 2019 school year.

**NWEA Results 2024 - 2025
Average RIT Score**

	Reading		Mathematics	
	Fall 2024	Spring 2025	Fall 2024	Spring 2025
Kindergarten	137	155	141	161
1st Grade	157	172	160	176
2nd Grade	170	191	175	197
3rd Grade	187	192	188	203
4th Grade	191	197	193	206
5th Grade	196	201	197	206

**NWEA Results 2023 - 2024
Average RIT Score**

	Reading		Mathematics	
	Fall 2023	Spring 2024	Fall 2023	Spring 2024
Kindergarten	135	153	140	159
1st Grade	155	168	160	173
2nd Grade	170	185	174	197
3rd Grade	179	188	183	199
4th Grade	190	196	193	202
5th Grade	198	205	200	209

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

Each building has a day in the fall and a day in the spring dedicated to Parent-Teacher conferences. In grades, K-5 parents are given a scheduled time to visit their child's building to discuss their individual progress.

Year	# Students Represented	% Students Represented
Fall 2023	344	98%
Spring 2024	341	93%
Fall 20234	344	93%
Spring 2025	342	91%

Southgate Schools is dedicated to continuous improvement and consistently analyzes student achievement data to monitor progress. Although there are areas of needed improvement, Southgate teachers, parents, staff, and students should be commended for their efforts in many areas that have continued to show student growth.

Sincerely,

Andrew Himick

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