

February 4, 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 Amerman Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Devon Caudill for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4qOCOEF> , 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 identified with any of these labels.

Continual improvement in all areas remains a consistent focus at Amerman Elementary School. Our data continues to show improvement as we individualize instruction to meet the diverse learning needs of our students. While the average performance of Amerman students on the Northwest Evaluation Association (NWEA) assessment exceeds the national average in almost all grades in every subject, disaggregation of the data reveals students who fall below the mean and require intervention and additional support. Additionally, the large number of students performing well above the national mean at each grade level requires an additional challenge and differentiation in the classroom in order to continue to grow. Our staff is committed to supporting all students whether they require support or challenge. In order to meet the needs of all students, Amerman Elementary School has a Multi-Tiered System of Support (MTSS) to provide intervention



and support services for students who would benefit based on their current performance data. Intentional goal setting and student data use is consistently applied as a lead measure in all classes at Amerman to identify and capture areas of potential need and growth. Along with goal setting, we are using formative assessments to drive instruction and create skill groups for targeted instruction. We also have a school-wide focus on problem solving, perseverance, and utilizing visible thinking strategies to increase student engagement and achievement.

State law requires that we also report additional information.

1. Process for Student Assignments

Amerman Elementary is a neighborhood school. Students are primarily assigned based on residency; however, Northville Public Schools has an open enrollment process available for Northville school district residents who would like for their child to attend a Northville elementary or middle school that is outside their attendance area. Information about this process is available at [In-District Open Enrollment](#) on our website.

2. School Improvement Plan

Northville Public Schools is actively implementing the Michigan Integrated Continuous Improvement Process (MICIP). This framework allows our district to evaluate the academic and social-emotional needs of every student, ensuring our improvement plans and funding are strategically aligned to support the whole child.

This year marks the inaugural year of a five-year plan dedicated to elevating student achievement. We are committed to fostering authentic partnerships to intentionally and systematically improve the following two areas for all students:

Critical Thinking Skills: Empowering students to analyze, evaluate, and solve complex problems.

Self-Awareness and Self-Management: Developing the foundational emotional intelligence and organizational skills necessary for lifelong success.

3. School Description

Amerman serves a diverse population of students in grades K–5, fostering a strong sense of belonging and purpose. Amerman Elementary also houses grades 4 and 5 of the district ALPS (Alternative Learning Program). This program services students throughout the district and is designed to meet the unique social, emotional, and educational needs of academically talented students in grades 3, 4 and 5. Students in 3rd grade ALPS attend another elementary school in the district.



At the heart of the Amerman staff is the commitment to developing the whole child. Through the Leader in Me framework, students are empowered to take ownership of their learning and lead with integrity, empathy, and confidence. This culture of leadership is evident in student-led conferences, service projects, and school-wide initiatives like Culture Night, Leadership Field Day and the daily announcements.

Amerman's instructional approach is grounded in personalized learning, data-driven practices, and a belief in collective efficacy. Project-based learning, incorporating cognitively complex tasks for academically precocious students, and a robust Multi-Tiered System of Supports ensure that every learner is challenged and supported.

Amerman Elementary is a twice nationally recognized Blue Ribbon School, 2019 and 2025. Additionally, Amerman continues to achieve Lighthouse Status through the Leader in Me Program highlighting their commitment to student empowerment to take ownership in their success.

Amerman has an unwavering focus on relationships. Through restorative practices, social-emotional learning, and strong family partnerships, the school cultivates a nurturing environment where students thrive academically and socially. Amerman's dedication to continuous improvement and community engagement makes it a truly exceptional place to learn, grow, and lead.

4. Core Curriculum

Northville Public Schools is committed to providing every student with a Guaranteed and Viable Curriculum (GVC)—a clearly defined set of learning standards and experiences that ensures consistency across classrooms and equity for all learners. Our curriculum is designed to meet and exceed the [expectations set by the Michigan State Board of Education](#), providing a strong foundation for success in school and beyond. Northville Public Schools utilizes **Atlas**, a secure, web-based platform that serves as our central hub for our curriculum maps. Atlas enables our educators to collaborate, align lessons with state and national standards, and design high-quality learning experiences for every child. Parents and guardians can access the [Atlas platform through our district website](#) for a transparent view of the learning goals and curriculum maps for their child's grade level.

5. Nationally Normed Achievement Testing

During Fall, Winter and Spring of the 2024-2025 school year, students in grades K-5 took the nationally normed NWEA Measure of Academic Progress (MAP) in reading and math. NWEA assessments are adaptive, meaning that the online assessment adapts to the individual student's level of learning. The following tables show the aggregate Fall



and Spring scores by grade level, compared with the national average, for reading and math (grades K-5).

NWEA Building Data – READING

| Grade | Amerman | Amerman | Amerman | Amerman | Amerman | Amerman |
|----------|---------------------------|---------------------------|---------------------------|---------------------------|----------------------------|----------------------------|
| | Average RIT Score Reading | Average RIT Score Reading | Average RIT Score Reading | Average RIT Score Reading | National Average RIT Score | National Average RIT Score |
| | FALL 2023 | SPRING 2024 | FALL 2024 | SPRING 2025 | FALL* | SPRING* |
| K | 142.9 | 165.5 | 143.8 | 165.9 | 136.7 | 153.1 |
| 1 | 168.4 | 185.3 | 167.3 | 185.1 | 155.9 | 171.4 |
| 2 | 186.7 | 200.1 | 187.4 | 202 | 172.4 | 185.6 |
| 3 | 194.8 | 202.1 | 194.4 | 204.6 | 186.6 | 197.1 |
| 4 | 205.2 | 210.4 | 203.7 | 209.1 | 196.7 | 204.8 |
| 5 | 212 | 218.2 | 214.1 | 217.4 | 204.5 | 210.98 |
| 4 (ALPS) | 220.7 | 225.8 | 222.4 | 225.9 | 196.7 | 204.8 |
| 5 (ALPS) | 214.8 | 220.3 | 228.0 | 232 | 204.5 | 210.98 |

*NWEA 2024 Reading Status Norms (Mean RIT Values)

NWEA Building Data - Math

| Grade | Amerman | Amerman | Amerman | Amerman | Amerman | Amerman |
|-------|------------------------|------------------------|------------------------|------------------------|----------------------------|----------------------------|
| | Average RIT Score Math | Average RIT Score Math | Average RIT Score Math | Average RIT Score Math | National Average RIT Score | National Average RIT Score |
| | FALL 2023 | SPRING 2024 | FALL 2024 | SPRING 2025 | FALL* | SPRING* |
| K | 148.9 | 170.4 | 148.6 | 170.7 | 139.6 | 157.1 |
| 1 | 172.4 | 189.7 | 172.5 | 188.9 | 160.1 | 176.4 |



| | | | | | | |
|----------|-------|-------|-------|-------|-------|-------|
| 2 | 188.0 | 199.1 | 190.4 | 203.2 | 175.0 | 189.4 |
| 3 | 196.9 | 206.7 | 195.2 | 207.3 | 188.5 | 201.1 |
| 4 | 206.8 | 214.1 | 208.0 | 216.5 | 199.6 | 210.5 |
| 5 | 212.8 | 225.2 | 215.5 | 225.1 | 209.1 | 218.8 |
| 3 (ALPS) | 213.6 | 224.3 | N/A | N/A | 188.5 | 201.1 |
| 4 (ALPS) | 226.4 | 238.9 | 225.2 | 236.5 | 199.6 | 210.5 |
| 5 (ALPS) | 239.6 | 251.1 | 238.5 | 251.7 | 209.1 | 218.8 |

*NWEA 2024 Math Status Norms (Mean RIT Values)

6. Parent Teacher Conferences

Parent-Teacher Conferences take place twice annually, with approximately 98% of Amerman parents attending conferences both in fall and spring conferences.

Students Represented by Parents at Parent-Teacher Conferences

| School Year | # | % |
|-------------|-----|----|
| 2023-2024 | 553 | 98 |
| 2024-2025 | 492 | 98 |

Amerman Elementary is a school that embodies a culture of leadership, innovation, and continuous growth for both students and staff. Through our commitment to the 7 Habits, personalized learning, and community engagement, we empower our students to reach their full potential and become responsible, compassionate leaders. We remain dedicated to always seeking new ways to grow, improve, and strengthen our practices so that our school community continues to be an exceptional place to aspire, achieve and amaze.

Sincerely,

Devon Caudill

Principal, Amerman Elementary

