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906-863-9951

Blesch Intermediate School  
1200 11th Avenue  
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Menominee Junior-Senior High School  
2101 18th Street  
906-863-9929 / 906-863-7814

Central Elementary School  
1800 18th Avenue  
906-863-3605

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## School Annual Education Report (AER) Cover Letter

April 10, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Central 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 DeeAnne Pohlmann for assistance.

The AER is available for you to review electronically by visiting the following web site **AER Report Link**, or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school HAS NOT BEEN GIVEN ONE OF THESE LABELS.

Our school is in the process of installing the Blueprint Framework. This process will help to assure policies and procedures are in place to help meet students' academic and social/emotional needs.

State law requires that we also report additional information.

1. All students in grades K-2 are assigned to Central Elementary School.
2. Central Elementary School has a School Improvement Plan with specific goals, strategies, and activities designed to improve achievement in reading, writing, math, and behavior. In addition to implementing new reading and math programs with fidelity, a commitment was also made to ensure smaller class sizes, which is a key component to improving student achievement. Central School is using a positive behavior management system, in which staff model and teach expected behavior throughout the entire building.
3. There are no "specialty schools" serving the district elementary schools.
4. A copy of the core curriculum and pacing guides can be obtained by contacting the Central Elementary Principal at 906-863-3605. Menominee Area Public Schools follows the State of Michigan established curriculum. Mathematics and English Language Arts have moved to Common Core Curriculum Standards. Consistent standards will provide appropriate benchmarks for all students. Copies of each grade level curriculum can be obtained by contacting the school office, or Michigan Department of Education website at [www.michigan.gov/mde](http://www.michigan.gov/mde).
5. **2017-18 Local Student Achievement Data:**

#### KINDERGARTEN

<b>DIBELS May, 2018</b>	96 students tested	<b><u>Early Literacy</u></b>	97 students tested
Above/At Benchmark	76%	At/Above Benchmark	73%
Below Benchmark	16%	On Watch	11%
Well Below Benchmark	8%	Intervention	14%
		Urgent Intervention	2%

**FIRST GRADE**

<b><u>STAR</u></b>	Reading (98 students tested) students/%	Math (99 students tested) students/%
At/Above Benchmark	78/80%	93/94%
On Watch	8/8%	5/5%
Intervention	10/10%	1/1%
Urgent Intervention	2/2%	0/0%

<b><u>MDE Early Literacy Test</u></b>	ELA (100 students tested)	Math
At/Above Benchmark (25-36 points)	71%	65%
Partially Proficient (13-24 points)	28%	32%
Not Proficient (0-12 points)	1%	3%

<b>DIBELS May, 2018</b>	101 students tested
At/Above Benchmark	75%
Below Benchmark	7%
Well Below Benchmark	18%

**SECOND GRADE**

<b><u>STAR</u></b>	Reading (89 students tested) students/%	Math (89 students tested) students/%
At/Above Benchmark	69/78%	64/72%
On Watch	11/12%	13/15%
Intervention	2/2%	10/11%
Urgent Intervention	7/8%	2/2%

<b><u>MDE Early Literacy Test</u></b>	ELA (89 students tested)	Math (89 students tested)
At/Above Benchmark (25-36 points)	63%	73%
Partially Proficient (13-24 points)	37%	26%
Not Proficient (0-12 points)	0%	1%

<b>DIBELS May, 2018</b>	87 students tested
At/Above Benchmark	70%
Below Benchmark	17%
Well Below Benchmark	13%

6. Parent-Teacher conferences are well attended at Central Elementary School. In the fall of 2017, 90.6% of parents attended conferences.

One key challenge for Central was not having state assessment data to assist in identifying achievement gaps. However, this changed in 2016-17, when we began piloting the MDE Early Literacy and Math Assessments in second grade. In 2017-18, we administered these assessments to both first and second grades, and 2018-19 will be across all grade levels. Central has also taken the initiative to implement a new math and reading curriculum and combined with a differentiated reading program, which helps to meet the needs of all our learners at each student's developmental level. Our programs not only engage the below level students, but also provide additional instruction for at grade level students while providing enrichment to students above grade level.

Instructional staff at Central is committed to implementing our new math curriculum in 2018-19, Eureka Math, with fidelity in grades TK-2. Professional development was provided to staff at the beginning of the school year. The use of math manipulatives to allow our learners to better explore math concepts is a major component of our math education. All of the above mentioned strategies will assist in narrowing achievement gaps at Central School.

Sincerely,

DeeAnne Pohlmann  
Central Elementary Principal