



ADMINISTRATION BUILDING

555 W. Columbia Ave.
Belleville, MI 48111

☎ 734-697-9123

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Superintendent

January 30, 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 Rawsonville Elementary. 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 Rawsonville Elementary for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3s7U61s> or you may review a copy in the main office at your child's school.

For the 2021-22 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.

Our school has not been given any of these labels.

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Our school was not given a status label.

Rawsonville Elementary continues to identify and address key academic challenges to ensure that our students that fall in the bottom 30% on The State of Michigan's M-STEP Assessment receive reading intervention. We use targeted intervention instruction by providing small group support and assistance to our lowest performing students. In addition, we continue to monitor our students' academic progress frequently and provide differentiated lessons, targeted reading



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and math instruction, and before and after school tutoring to address the needs of high, average and low performing students to meet their individual needs.

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

1. Process for assigning pupils to the school

The Board of Education determines the school attendance areas of the district and requires that students within each area attend their home school. No assignment to school or attendance schedules shall be discriminated against students on the basis of gender, race, religion, disability or national origin.

2. School Improvement Plan Progress

We continue to focus on our school improvement plan which focuses on increasing student achievement in all content areas with a strong focus on literacy and mathematics. The School Improvement Plan was formulated based on triangulated data from the following sources: NWEA Local Assessment, Local Common Assessments specific to content and Diagnostic Reading Assessments (DRA). This data is analyzed quarterly to inform our instructional practices as aligned to our school improvement plans. Professional staff development is an integral part of our ongoing school improvement process and it addresses our staff and students needs.

3. Description of Specialized School

We are a Leader In Me School which consists of kindergarten through fourth grade general education classes, we have two multi-grade self-contained cognitive impaired classrooms and we have schoolwide Title I services along with educational assemblies, field trips, reading intervention specialists and Professional Learning Teams.

4. Curriculum Access

Our curriculum follows the Michigan Common Core State Standards Curriculum

5. Recent School Data Scores

The percentage of students that met or exceeded proficiency on the NWEA Assessment for the Winter 21/22 tests is as follows:

Grade	Reading	Math	Grade	Reading	Math	Grade	Reading	Math
K	67%	75%	2	31%	39%	4	28%	23%
1	37%	44%	3	25%	30%			



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6. Parent Attendance at Conferences

2018/19	2019/20	2020/21
42%	68%	72%

Rawsonville has a hard working staff that is dedicated to increasing academic achievement, building future leaders and promoting problem solving skills in all of our students. Our principal, staff, students and community stakeholders have collaboratively worked to build a positive, safe learning environment that fosters academic success, promotes good character and community involvement. As a Leader In Me School, we are dedicated to instilling strong sustainable leadership character traits that will follow our students well into adulthood. Rawsonville will continue to strive to create high levels of learning for all of our students to ensure that they have a solid educational foundation.

Your Educational Partner,

Tracy Bryant, Ed. S

Rawsonville Principal