

REETHS-PUFFER SCHOOLS

Cody Hamilton
Principal
Hamiltonc@reeths-puffer.org



Phone: (231) 744-1693
Fax: (231) 744-0507

February 9, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 educational progress for Reeths-Puffer 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 me for assistance.

The AER is available for you to review electronically by visiting the following web site [Central Elementary Annual Education Report](#) or you may review a copy in the main office at your child's school.

For the 2023-2024 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that has 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 has 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 one of these labels.

The students of Central Elementary continue to perform comparable to similar schools on state assessments. For the 2022-2023 school year, 28% of our third and fourth grade students were proficient in the combined subject areas of ELA and Math. Our ELA proficiency (32%) was slightly higher than our Math proficiency (24%). While comparable to the state average, these proficiency rates in both subject areas are below our target rates and outcome goals. To address these areas of concern, we continue to commit to professional development and full implementation of our ELA curriculum and IM Math curriculum to promote collaborative learning, critical thinking, conceptual understanding, and problem-solving skills. We also continue building internal structures and growing leaders to sustain the work established in partnership with the HIL project. This will improve instructional approaches through the essential practices, particularly attacking our growth edges around small groups, equitable environments, and differentiated supports. Additionally, we continue to strengthen our MTSS systems on both the academic and behavior fronts. From a behavior perspective, ongoing fidelity of Tier I practices has allowed us to immerse ourselves in building Tier II structures and processes, now with multiple interventions in place to mitigate behavior breakdowns and assist students in better accessing learning. Next steps in this system build involves leveraging social work and better identifying those socially and emotionally at-risk, but not necessarily presenting



outwardly. Academically, data use and sophistication continue to grow around benchmark and diagnostic tools and vetted interventions, allowing teachers and specialists to intervene quickly and appropriately, and drive instructional decisions in accordance to skills needs and priority standards. In addition, teachers are collaborating around formative assessment strategies to establish targeted groups, assist students in tracking success, and monitor growth over time. Improved strategies in these areas will help us strengthen intentionality and commit to targeted efforts in accordance to individual growth edges, while maintaining a strengths-based approach, to better meet the needs of all. Finally, we are partnering as a school improvement team to combat the increasing rates of chronic absenteeism. Our most recent school score report indicates that nearly 20% of our student population attend less than 90% of school days. This is concerning in that any of the efforts mentioned above will prove minimally effective and/or hold little significance if students aren't here. For this reason, a strengths-based approach in offering meaningful learning opportunities amidst a joyous culture continues to drive our approach relative to shaping the overall student experience.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Residents outside Reeths-Puffer Schools' attendance area may apply to enroll in the District. Parents may apply for Schools of Choice during an open enrollment period starting May 1st to May 30th. When considering student assignments, students are placed based on available space and the best placement to meet their individual needs. We accept students at all grades in all programs.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The School Improvement Plan is current and was submitted on time to the Michigan Department of Education.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

There are no specialized schools affiliated with Central Elementary.

4. 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

Please visit the District web site for complete information on our Core Curriculum at <https://www.reeths-puffer.org/o/central/browse/66134>

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

See the Annual Education Report accompanying this letter.

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

We continue to promote and encourage two-way, ongoing, and authentic communication between home and school. Even still, our traditional conference attendance at Central

Elementary continues to be strong. For the 2022-2023 school year, 92% of our overall student population was represented by parents at parent-teacher conferences

Central Elementary staff are pleased to be serving the students and parents of our school community and we look forward to another successful school year. Should you have any questions or desire additional information, you may contact our office at (231) 744-1693.

Sincerely,

Cody Hamilton
Central Elementary Principal