



Michigan Center School District

District Annual Education Report (AER) Cover Letter

January 11, 2022:

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 Michigan Center School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact superintendent, Brady Cook, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site (**mccardinals.org**) or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

	Arnold	Keicher	Jr High	Sr High	
Assigning Pupils To School	Kdg Round Up walk in-	3-6; completed online or in person	online or in person	online or in person	

	online, in person				
3-5 Year School Improvement Plan	ELA, Math, Whole Child	student achievement; whole child approach; PBIS	SI plan fully implemented; monthly meet to review, changes as needed	SI plan fully implemented; monthly meet to review, changes as needed	
Specialized School	NA	NA	NA	NA	NA
Access copy of Core Curriculum and Implementation	MI K-12; Common Core; website	MI K-12 Curriculum; teacher websites, LMS, website		MI Merit Curriculum	
Aggregate Student Achievement Results	2020-2021 MDE Early Literacy and Math	2020-2021 ELA and Math Smarter Balanced			
Parent/Teacher Conferences	96%	98%	several opportunities and daily; student-led; grade-level team; phone calls; emails; Remind 101; Google Shared Parent Drives	several opportunities and daily; student-led; grade-level team; phone calls; emails; Remind 101; Google Shared Parent Drives	
High School-% of postsecondary students enrolled in College Equivalent Courses (AP/IB) and number and % of students receiving a score leading to college credit	NA	NA	NA	Dual Enrolled; JAC3; JCEC (numbers of students are noted; % are not noted)	

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety

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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no status label is given.

The past couple of years have been challenging for schools. We continue to be thrilled by the efforts of our staff, students, and community in promoting learning, growth, and student achievement. We are currently in the process of identifying targeted interventions and supplementary opportunities to promote continued student success.

Sincerely,

Brady Cook
Superintendent