



Strong Schools, Stronger Communities

Marquette Elementary School 480 Bennett Avenue Muskegon MI 49442 231 720-2600

April 12, 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 Marquette 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 Mary Scott for assistance.

The AER is available for you to review electronically by visiting the following web site [MI SCHOOL DATA](#), 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.

Several initiatives are implemented to support students in meeting the targets of proficiency in all core content areas and grade levels. The initiatives we continue to implement and modify for the best support of student learning include providing a Multi-Tiered Support System for students that are experiencing difficulty in meeting academic objectives in reading and writing. The system includes looking at student data results on the iReady benchmark assessment and classroom formative assessments to inform Tier I instruction. If students are not successful in

Tier I, specific interventions are provided to meet each student's individual needs. Interventions are researched based and the progress of the student is monitored and adjusted as appropriate. Everyday Math is in the third year of full implementation. This program takes the student from conceptual to abstract thinking through the math workshop model and the practicing of mathematical skills through games. Science content is introduced through phenomena following the practices outlined in teaching science by the Next Generation Science Standards using Cereal City Science units. An introduction of Project Based Learning began in 2nd grade classrooms this year for Social Studies instruction. Furthermore, our staff receives ongoing support through academic and grade level coaches as well as attending professional learning focused on the initiatives being implemented. Each week, staff members gather for Professional Learning communities on Tuesdays during late start. In doing so, we strive to meet each student where they are at academically to ensure a pattern of growth in their learning.

Pupil Assignment Muskegon Public Schools follows the Michigan Department of Education Pupil Accounting manual to determine the assignment of students to the school. Students are placed in their "District of Residence." This is defined as "the district in which a pupil's custodial parent or parents or legal guardian resides." In addition, Muskegon Public Schools participated in the Muskegon County Schools of Choice Program, which follows MDE's Pupil Accounting Manual "Section 105 and 105c Schools of Choice Pupils."

Status of School Improvement Plan The School Improvement Plan is designed on the findings determined by the Comprehensive Needs Assessment (CNA). The CNA is put together by the stakeholders of the school in which they analyze the demographic, achievement, process and perception data. Six goals were written for the 2017-18 school year and they include (1) a safe learning environment, (2) proficient in social studies, (3) proficient in reading and writing, (4) proficient in writing, (5) proficient in science and (6) proficient in mathematics. Strategies and activities to support each goal are written in the plan and is monitored by the school leadership team on a monthly basis. The plan is adjusted and redefined as necessary based on data results at the end of each year.

Specialized Program Students at Marquette have the option to enroll in the Two-Way Immersion program. Two-Way Immersion creates an environment where English and Spanish-speaking students learn together. These students build knowledge in all standard academic areas by learning in both the Spanish and English language. Children emerge from the program with an appropriate level of bilingualism and bi-literacy.

There are many benefits to participation in TWI besides learning all subjects in two languages. Students learn cultural awareness, idea of social equality, have more access to literature, and higher brain development related to language, memory, and attention.

Research shows that students coming out of dual language programs compared to those from monolingual programs have a lower dropout rate, expect to attend college at a higher rate, have greater potential for complete bilingualism. There is also research to show that native English speakers, including minorities, in TWI programs score higher on state assessment tests than their peers.

When you walk through the wing housing Muskegon's TWI program, you see a family atmosphere where parent input is welcome and students feel informed and enabled to express themselves.

Core Curriculum The curriculum at Marquette Elementary provides learning experiences in all areas of language arts (reading, writing, speaking, and listening), mathematics, social studies, science, health, physical education, art and music. Major portions of the elementary curriculum have been completely revised over the last few years. Considerable staff training focused on improving writing instruction throughout all content areas, reading and math. The Board-approved Core Curriculum of the Muskegon Public Schools is aligned with the CCSS. A complete copy of the curriculum and instructional program is available for review on the Muskegon Public Schools website.

Student Achievement In the fall of 2017, students in grades kindergarten through sixth grade took a standardized adaptive computer test in reading and mathematics. The first column states the grade level and the second column indicates the average (mean) RIT score in the fall of 2017 for each grade level. The last column indicates the average (mean) RIT score for the spring of 2018.

NWEA MAP Mathematics			NWEA MAP Reading		
Grade	Mean RIT Score Fall 2017	Mean RIT Score Spring 2018	Grade	Mean RIT Score Fall 2017	Mean RIT Score Spring 2018
K	129.1	144.4	K	134.5	146.0
1	148.4	167.3	1	149.0	161.6
2	174.6	187.8	2	167.0	178.4
3	182.0	196.7	3	180.8	191.9
4	193.2	206.7	4	189.7	199.3
5	199.7	206.0	5	196.0	204.3
6	202.7	208.8	6	201.2	209.2

Participation in Parent-Teacher Conferences

	%	# of Student Conferences Held	# of Students Enrolled		%	# of Student Conferences Held	# of Students Enrolled
Fall 2016	77.15	439	569	Fall 2017	78.16	408	522
Spring 2017	75.8	421	557	Spring 2018	67.69	352	520

Parent Involvement: Key to Success The staff at Marquette believes that Parental Involvement plays a huge part in a child's academic success. Marquette Elementary provides several opportunities for parent involvement. Those include: chaperoning field trips, PTO membership, classroom assistants, parent workshops, attendance at monthly assemblies and student of the month luncheons, and Title I activities to showcase students at Marquette.

In closing, we are very proud of our students, parents, staff and community of Marquette Elementary School. The Marquette School staff and community believe that all children can learn and can acquire the essential knowledge and skills needed to assume responsible, productive life roles. ***We are committed to the academic and social success of every student*** by using the most effective research-based teaching methods.

Sincerely,

Mary Scott

Mary Scott
Principal