



Public Schools of Petoskey

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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 **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 the building principal for assistance.

The AER is available for you to review electronically by clicking the following [link](#) or you may review a copy in the main office at your child's school.

For the 2021-22 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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. Our school has not been given one of these labels.

State and local assessments, and social/emotional growth measures were used to monitor progress and provide information to drive key initiatives for continuous improvement. Strategic plan goals are focused on three key areas; Leadership and Communication, Academic Achievement, and Business and Finance. Information about these goals can be found on our website [Public Schools of Petoskey](#)

State law requires that we also report the following additional information for the two most recent years:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Pupils are assigned to schools based upon the age and grade of the student, living proximity to the school (whenever possible), class size, siblings within the Public Schools of Petoskey, parent preference (when possible), and availability of staff to meet the needs of the student. Building principals together decide the best placement based upon this set of criteria.

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

Our focus to increase each student's core proficiencies is supported through a continual review/revision/alignment of curriculum, balanced assessment plans and analysis, evidence-based teaching practices, stakeholder and PLC collaboration, and multi-leveled systems of support.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Petoskey Montessori Children's House and Elementary School are part of the Public Schools of Petoskey. The school was founded to promote the total development of children according to the educational and philosophical principles outlined by Dr. Maria Montessori. [Petoskey Montessori](#)

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

The district's core curriculum is built, aligned, and paced according to Michigan's Academic Standards and Practices [Academic Standards](#)

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

NWEA is administered 2-3 times per year in grades K-8. Aggregate student achievement results are sent to parents/guardians at various times during the school year and are discussed at parent-teacher meetings/conferences and during PLC/building team meetings.

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

For the fall 2022 parent teacher conferences the attendance rate was 98% of our students' parents attending. That represents 245 out of 250 students. We at Central Elementary believe that we achieved this percentage because of the option to have in person and/or virtual options as well as teachers willingness to schedule conferences outside of the allotted conference times.

The staff at Central Elementary would like to thank our families and community members for their continued partnership. All of us working together provides our students with a world-class education. The teamwork that the teaching staff, ancillary staff, students, families, and community demonstrate is exemplary and provides the opportunity for all students to achieve their individual potential. Thank you for your steadfast commitment to and continued support of our students!

Respectfully,

Matt Saunders, Principal Central Elementary School

