



School Annual Education Report (AER) Cover Letter

April 11, 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 the New Haven 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 New Haven Elementary School at 586-749-8360 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2Gh9Mdi>, 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.

As a district our key challenges include the level of poverty and the subsequent financial hardships that our district has faced over the years. New Haven Community Schools has been in deficit for more than fifteen years which has adversely effected staffing, infrastructure, curriculum development, and the ability to purchase instructional support materials. The district came out of deficit with Board of Education approval of the official audit in the fall of 2017. The current school of choice environment in Macomb County has posed a continuing challenge to our district and we continue to experience a slight decline in enrollment annually. We are pleased that we have seen an increase in our student achievement scores and will continue to place a focus on student growth, as well as narrowing the current gaps in student achievement. This year we were able to maintain and implement the following initiatives and programs:

WriteSteps Program – We continue to implement the WriteSteps program for all K-5 students at New Haven Elementary. This program works to connect best practices in teaching writing with the academic standards that students must master at each grade level. It provides students with highly engaged lessons with the most successful teaching methods available for all stages of writers. We have seen positive results with this program and feel that the program allows for connected learning to happen from grade level to grade level, thus giving students the opportunity to build upon their learning each and every year.

Differentiated Instruction – At NHE we have programming in place to provide instruction to students at their level. We use multiple assessments to determine each child’s particular level and then differentiate our instruction to meet their needs. Through a balanced literacy approach, utilizing the reading and writing workshop model, along with differentiated guided reading, writing, and math we are able to provide our students the instruction they need to succeed.

Schoolwide Title I – We are a Schoolwide Title I building which means we can provide support to all students when they need it. We have a very comprehensive Title I system in place, looking at student data to determine appropriate and needed support. We provide all students in need of support with appropriate interventions matched to their particular area of need. We monitor student progress with multiple assessments and work to differentiate support based on those results, always working to match the support given to each student’s area of need. Research based interventions are used with students and all intervention support is in addition to the instruction the students receive from the classroom teacher.

State law requires that we also report additional information.

1. Students enrolled in New Haven Community Schools attend here because they reside in our school’s boundary or have enrolled here as a School of Choice student. The district has specific boundaries for all K-5 students; they are placed at either

New Haven Elementary or Endeavour Elementary School. All students in grades 6-8 attend Endeavour Middle School. High School students entering grade 9 from our district come to us from Endeavour Middle School. Enrollment guidelines have been set forth by the district's board of education. New Haven Community Schools offers an additional option for students in grades 6-12 at Lake Huron Virtual School. Transfer requests within the district are also considered.

2. Our NHE School Improvement Plan for the 2016-2017 school year include goals for each content area, including reading, writing, math, science, and social studies. The New Haven Elementary school improvement team developed the goals, strategies, and activities outlined in our plan and are constantly striving to review and revise the plan to ensure the success of each and every NHE student. The plan details the continuation of the training staff received aimed at using the best practices and instructional strategies learned to ensure student success in all content areas.

3. There are no specialized schools in our district.

4. The district core curriculum is available upon request at each school building. Teachers work collaboratively within grade levels and department teams to implement the current district curriculum. Our staff work with the support of the Macomb Intermediate School District to implement the Common Core State Standards through current research based instructional strategies. Working closely with the MISD allows us to stay aligned with the most current state models.

5. See the Combined Report for the aggregate results for MEAP, M-STEP, MME, MIACCESS, and ACT. The Combined Report also shares our student's progress on the National Assessment of Educational Progress in grades 4, 8, and 12. In addition to the assessments outlined above, NHE also assesses all of our students with the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and STAR Math and Reading assessments at least three times per year. Students are progress monitored as well, on an as needed basis, to determine rate of growth and specific areas of need. This data is collected and reviewed to determine next steps for instruction.

6. Each year at New Haven Elementary, we conduct two parent-teacher conferences, one in the fall and the second in the spring. The spring conferences are on an as needed basis while the fall are set for all students. Our 2017 fall conference attendance rate was 90%, which is an increase from last year. In addition fifth grade parents have access to their student's grades through a Power School (online grading/attendance database) account twenty-four hours a day, seven days a week. All other elementary students receive quarterly report cards and progress reports throughout the year when needed.

New Haven Elementary staff have been working with the Michigan Department of Education, the Macomb Intermediate School District (MISD), as well as members of our community to strive toward greatness within our building and district. We are striving to provide a caring and supportive learning environment for all students

where high expectations, a positive attitude and a warm and welcoming building ensure our school is a place where children can learn and grow. We believe that we can make a difference and that we must do whatever it takes to rise to the challenge of change to motivate our students to strive for greatness.

Sincerely,

Robert McCabe