School Annual Education Report (AER) Cover Letter

January 17, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Griffin 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 Instructional Services Executive Director, Mary Jane Evink at (616) 850-5075 for assistance.

The AER is available for you to review electronically by visiting the following website - http://bit.ly/2HaNhYC, or you may review a copy in the main office at your child’s school.

For the 2018-19 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.

To help our students continue to make academic progress, our Griffin staff team works collaboratively to meet the needs of all learners, utilizing intentional, research-informed instruction targeted to meet individual needs. We work to foster motivation and engagement within and across lessons, provide small group instruction, and create a safe environment where our students begin to take on a sense of responsibility for their own student growth goals.

Our school’s state assessment data shows that our students score well above state average and well above other schools with similar demographics. Although we do not have 100% of our students at the proficient level in all subjects on the state tests, we will continue to strive toward that goal. We have a strong commitment to ongoing professional learning, use high quality classroom instruction and provide multiple layers of support for children who are not at a proficient level yet.

State law requires that we also report additional information.

Pupil Assignment
Griffin students are assigned to our building by geographic boundaries as well as schools of choice requests.
3-5 Year School Improvement Plan
Our School Improvement Team is a group of teachers and parent volunteers representing a cross-section of grades and expertise, working toward continuous improvement for our school. The School Improvement Team sets specific goals, strategies and activities with a focus on measurable outcomes. This team meets monthly to look at our school progress. Griffin Elementary has a detailed plan that outlines our school improvement goals, strategies and activities.

Core Curriculum
Grand Haven Area Public Schools has joined the state of Michigan in adopting Michigan’s State Standards which include the Common Core State Standards. Students are afforded a rigorous, guaranteed and viable curriculum. A copy of the core curriculum, its implementation, and how it may vary from state curriculum can be accessed by contacting the Office of Instructional Services at (616) 850-5075.

Student Achievement Results
Students take the M-STEP state assessment in English Language Arts and Math for grades 3 and 4. In 2016-2017, the percent of students “proficient” or “advanced” in all subjects was 63%; in 2017-2018, 70% were “proficient” or “advanced”; and in 2018-2019, 63% were “proficient” or “advanced”.

Parent – Teacher Conferences
Our school program is effective because of the continuous support from our parents. We are very pleased to report that our fall conferences in 2016-17 had 98 percent of our students represented by an adult and 98 percent in the spring. In 2017-18, 99 percent of our students were represented in the fall, and 98 percent of them were represented in the spring. In 2018-2019, 96 percent of our families attended conferences in the Fall and 95 percent attended in the Spring. This was our lowest percentage over several years and we will be watching this trend to see if we need to adjust anything to help more families attend.

We are very proud of our students’ progress, continued growth, and overall success. I look forward to another year of working with our dedicated staff, parents and community in helping our students reach even greater heights.

Sincerely,

Debra Mann

Debra Mann, Principal
Griffin Elementary