

# MARQUETTE AREA PUBLIC SCHOOLS

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William Saunders, Superintendent

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**2018-19**

## **Superior Hills Annual Education Report (AER) Cover Letter**

March 5, 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 Superior Hills 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 Zack Sedgwick for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2WIo6kv>, 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.

Superior Hills' combined report indicates that economically disadvantaged students generally scored lower than the rest of the population. These students often come

### *Mission Statement*

*With an exemplary staff and rigorous curriculum, our mission is to maximize the academic potential of every child.  
(Adopted 1/28/2013)*

to school with unique needs which may demand additional social and/or emotional support. To address this concern, for the 2019-2020 school year Superior Hills will be implementing a social emotional learning class for all students, including those from economically disadvantaged homes. The hope is that this additional support will help these students better succeed at school.

**PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

The Marquette Area Public School District has identified attendance areas for each building as well as a policy and process to address parents’ school of choice requests. Copies of this policy and procedures are available through the office of each school. Parents have been notified of the policy and process for schools of choice requests.

**THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Superior Hills School Improvement Plan is updated on an annual basis to reflect progress on identified goals and to address changing needs.

**SPECIALIZED SCHOOLS**

Superior Hills is not identified as a specialized school. However, MAPS does have Vandenberg School which houses the Alternative High School.

**ACCESS TO THE CORE CURRICULUM**

The Core Curriculum can be accessed through the MAPS website [www.mapsnet.org](http://www.mapsnet.org).

**STUDENT ACHIEVEMENT RESULTS:**

Superior Hills Elementary School uses the Northwest Evaluation Association Assessment (NWEA) as a district assessment tool in grades K-5 in the areas of reading, math and science. Superior Hills Elementary School also uses the State of Michigan’s M-STEP to assess students in grades 3 - 5 in the areas of math and reading, with 4th grade assessed in science and 5th grade in social studies. Student achievement results in math and reading from the Spring of 2017 M-STEP and the Spring 2018 M-STEP are shown below:

2016-17					2017-18				
Grade	Math Percent Proficient	Mea n	ELA Percent Proficien t	Mea n	Grade	Math Percent Proficien t	Mea n	ELA Percent Proficien t	Mea n
<b>3rd Grade Superior Hills</b>	54	1301	46	1297	<b>3rd Grade Superior Hills</b>	62	1306	53	1304

<b>3rd Grade State</b>	47	1296	44	1295	<b>3rd Grade State</b>	46	1296	44	1295
<b>4th Grade Superior Hills</b>	41	1398	48	1397	<b>4th Grade Superior Hills</b>	46	1398	59	1402
<b>4th Grade State</b>	42	1394	44	1395	<b>4th Grade State</b>	42	1394	45	1395
<b>5th Grade Superior Hills</b>	43	1496	53	1502	<b>5th Grade Superior Hills</b>	41	1495	65	1505
<b>5th Grade State</b>	35	1489	51	1500	<b>5th Grade State</b>	34	1487	47	1496

**PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

During the fall of 2016, 332 of 339 students were represented by parents (98%) at Parent-Teacher Conferences. During the fall of 2017, 368 of 393 students were represented by parents (94%) at Parent-Teacher Conferences.

The staff of Superior Hills Elementary School continues to work as a team in moving our students forward to the new levels identified by the state of Michigan. The staff is also very focused on developing professional development activities to help them move forward with our students.

Sincerely,



Zack Sedgwick  
Principal  
Superior Hills Elementary School