



February 3, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Atherton 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 Mrs. Jane Fonger for assistance.

The AER is available for you to review electronically by visiting the following website [https://www.mischooldata.org/annual-education-report-1?Common\\_Locations=1-S,5332,865,80](https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,5332,865,80), or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. 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.

At Atherton Elementary School, our primary challenge remains addressing the achievement gap between our highest-performing students and those who face academic struggles, as identified by the M-STEP Reading and Math scores in Grades 3-6, M-STEP Social Studies and Science scores in Grade 5, and K-6 NWEA Reading and Math MAP scores. To accelerate student achievement and close persistent gaps, we are focusing on strengthening core instruction and implementing targeted supports through a comprehensive Multi-Tiered System of Supports (MTSS).

Our MTSS framework includes regular assessments, data-driven decision-making, intervention block time, and differentiated classroom instruction. We are enhancing student support through supplemental services funded by 31A and Title I, with intervention staff collaborating closely with classroom teachers, as well as literacy and math coaches. Additionally, teachers integrate technology into daily lessons to enrich instruction, while students use

Chromebooks for additional practice and reinforcement of key concepts. These efforts are complemented by initiatives to support students' social-emotional and behavioral health, ensuring a holistic approach to learning and development.

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

All resident Atherton students are assigned to a school based upon the guidelines set forth by the Board of Education. Atherton students enrolled in Kindergarten through 6th grade attend Atherton Elementary School. Atherton students enrolled in grades 7th through 12th attend Atherton Jr/Sr High School. The district accepts applications from students who reside outside the district.

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

Atherton Elementary School Improvement Plan is embedded within the Atherton Community Schools District Continuous Improvement Plan. Atherton Elementary staff uses school achievement and individual student assessment data to develop three-to-five-year improvement goals. These goals help inform further data analysis, staff development and changes to instructional delivery. A copy of the current School Improvement Plan is available in the school office or on the district website.

### **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

Our district provides educational alternatives, opportunities, and support for students with special needs. Special Education services include self-contained programs through the GISD, resource and inclusion programs, speech and language services, school social work services, psychological services, occupational therapy services, and physical therapy services. The Individualized Education Program (IEP) team meets with students and parents to determine the best supports a student needs to access the curriculum and succeed in school.

The District also operates Atherton Virtual Academy, which is a specialized school program, providing secondary students with an opportunity to participate in an online virtual learning program, which is a hybrid high school experience that includes components of both online learning, as well as face – to – face interactions. This program is intended for students seeking a non-traditional high school experience.

### **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**

Information regarding the core curriculum can be accessed in the school office or found by visiting the Michigan Department of Education [Academic Standards website](#). Our curriculum aligns with the Michigan State Academic Standards at all grades K-6th. The core curriculum in literacy includes word recognition and comprehension skills and concepts. Math instruction includes lessons from The Math Learning Center Bridges and Number Corner resources. Social Studies instruction includes lessons based on the MAISA MC3 curriculum and Science instruction utilizes the Mystery Science lessons for grades K-6.

### **THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

Percentage of Students who are AT or ABOVE the RIT in READING		
Grade	Spring 2023 NWEA	Spring 2024 NWEA
Kindergarten	58%	54%
1st Grade	41%	33%
2nd Grade	12%	33%
3rd Grade	50%	21%
4th Grade	30%	47%
5th Grade	23%	20%
6th Grade	21%	25%

Percentage of Students who are AT or ABOVE the RIT in MATH		
Grade	Spring 2023 NWEA	Spring 2024 NWEA
Kindergarten	50%	72%
1st Grade	33%	46%
2nd Grade	51%	50%
3rd Grade	50%	37%
4th Grade	24%	55%
5th Grade	8%	19%

6th Grade	18%	12%
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**IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

	2020/2021	2021/2022	2022/2023	2023/2024
<b>Fall Conferences</b>	87%	82%	88%	85%
<b>Spring Conferences *only if needed</b>	61%	56%	61%	45%
<b>Total</b>	74%	69%	74.5%	65%

Atherton Elementary takes great pride in the accomplishments of our students and the dedication of our educators. We are grateful for the hard work and commitment of everyone who contributes to creating a safe and welcoming environment for learning. Our focus remains on improving student achievement through targeted support, enriching programs, and continuous professional development for our teachers. We also value the strong partnership we have with our AES parents, who play an essential role in their children's education through participation in school events, involvement in parent-teacher organizations, and maintaining open communication with teachers and staff. Together, we are making a meaningful impact in the lives of our students and supporting their individual growth and success.

Sincerely,



Jane Fonger  
Principal, Atherton Elementary