

# MADISON SCHOOL DISTRICT

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**Ryan L. Rowe**  
Superintendent

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April 12, 2019

Dear Parents and Community Members:

**Kristin E. Thomas**  
High School  
Principal

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Madison 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 Nate Pechaitis or Abby Miller for assistance.

**Nicholaus P. Whiteley**  
Assistant High  
School Principal

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The AER is available for you to review electronically by visiting the following web site: [MADISON ELEMENTARY SCHOOL AER COMBINED REPORT](#), or you may review a copy in the main office at your child's school.

**Brad G. Anschuetz**  
Middle School  
Principal

**Mindy A. Jordan**  
Assistant Middle  
School Principal

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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. Our school was has not been given one of these labels.

**Nathan T. Pechaitis**  
Upper Elementary  
Principal

**Abby L. Miller**  
Early Elementary  
Principal

The data in the Combined AER Report suggests that Madison Elementary School has some challenges. There is a learning gap between different subgroups of students. For instance, non-economically disadvantaged outperformed economically disadvantaged students on the mathematics portion of the M-STEP in grades 3-5 during the 2017-18 school year. There were persistent gaps in mathematics between Hispanic and non-Hispanic students, as well as female and male students. These subgroups had similar challenges in Social Studies.

**Eric M. Frederick**  
Intervention  
Specialist

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In order to accelerate student achievement and close these gaps, we have begun the development and implementation of a scope and sequence calendar for instruction and assessment, with common assessments in mathematics and social studies. The outcomes we are hoping to achieve is to identify learning gaps in a more timely way so we may adjust our instruction and provide better, more prescriptive interventions to students. We believe by developing a schoolwide scope and sequence, we will be able to provide more continuity between classrooms and between grade levels, so we may have a more collective and supportive approach.

In addition, we have begun to develop a comprehensive Social Emotional Learning continuum in line with the CASEL framework's core competencies: Self-Awareness, Self-Management, Social-Awareness, and Responsible Decision Making. Again, by developing a

school-wide scope and sequence for this learning, it promotes a collective and supportive approach. We will continue to look at ways to improve our systems and process, and the way we structure our school, in order to close the gaps and accelerate student achievement.

State law requires that we also report additional information:

**1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Madison School District accepts School of Choice students in addition to students who live in the district. Non-resident students, wishing to enroll, may pick up an application for School of Choice from the District Central Office or the Elementary School Office. Where numbers allow, some grade levels are also open under School of Choice for the beginning of the second trimester. Students new to the Madison School District may pick up an enrollment packet from the District Central Office or the Elementary School Office.

All students are placed in the least restrictive environment in the core academic curriculum. An individualized plan is put in place to ensure that students with special needs have access to learning opportunities. Several instructional assistants work with students in their classrooms. Accommodations are made so that all students can be successful.

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

At the end of the 2017-18 school year, Madison Elementary School shifted the school improvement focus. Continuity and consistency in the delivery of our core curriculum has become the overarching focus. This includes the development of a yearlong map and scope & sequence for our curriculum. In addition, common assessments in each grade level in each subject, along with a yearlong assessment calendar are being developed. A new health related goal was also added for the 2018-19 school year based on need. The goal focuses on social-emotional health, physical activity, and nutrition.

**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

The students of Madison School District receive special education services through the Lenawee Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training and speech pathology services.

The Lenawee Intermediate School District provides educational services to students from birth through age 26 who have severe handicaps. Students with severe physical, mental, emotional or sensory impairments may receive their educational program at a classroom operated by the LISD. Students from Madison School District attended LISD classroom programs during the 2017-18 school year.

The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. No students from Madison School District attended Laura Haviland during the 2017-18 school year.

In cooperation with the Lenawee County Probate Court, the LISD operates the juvenile education program housed at the Maurice Spear Campus.

LISD operates special education classrooms in local districts including classrooms for students with physical or other health impairments and hearing impairments in Madison; and classrooms for students with cognitive impairments in Tecumseh and Adrian. Students from Madison School District attended these programs during the 2017-18 school year.

The LISD PREP Academy provides educational programs for teen parents from Lenawee County. During the student's instructional program, childcare support is provided. Students from Madison School District attended the LISD PREP Academy during the 2017-18 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. One hundred twenty-five (125) students from Madison School District attended the LISD TECH Center or participated in the co-op/work experience program during 2017-18.

#### **4. Madison Elementary Core Curriculum**

Madison Elementary School uses Michigan's state academic standards as a framework for curriculum development. Using the framework, we work with all stakeholders, along with research based and evidence based strategies to formulate our plan to deliver the curriculum. This framework can be accessed by clicking on the following: [Michigan Academic Standards Framework](#).

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

Madison Students in grades 3-5 participated in the M-STEP again in the spring of the 2017-18 School Year. Students in grades 3-5 are assessed in English Language Arts (ELA) and Mathematics. 5<sup>th</sup> graders were assessed in Social Studies and Science, as well. The tables below include the percentage of students who scored proficiently over the past two years.

3 <sup>rd</sup> Grade	2016-17	2017-18
ELA	50%	54.1%
Mathematics	56.9%	51.9%

4 <sup>th</sup> Grade	2016-17	2017-18
ELA	49.3%	48%
Mathematics	46.3%	42.7%
Science	6.7%	N/A

5 <sup>th</sup> Grade	2016-17	2017-18
ELA	50.4%	51.5%
Mathematics	37.8%	42.7%
Social Studies	14.7%	22.2%
Science	N/A	20%

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

In 2017-18 school year, parents of 93% of elementary students attended parent-teacher conferences. 91% of students had parents attend parent-teacher conferences in the spring of 2017.

Throughout the past twenty years, Madison School District has experienced tremendous growth. Since 1994, at least one project took place almost every year to accommodate enrollment and to further educational and extra-curricular opportunities for students attending Madison Schools.

Adding areas to the facility has significantly increased the physical size of the school, and at the same time, provided new and expanded educational opportunities for students. We are extremely grateful that the residents of the Madison School District have supported the school and its students over the years. We thank those within the Madison family who put forth effort empowering each student to reach his or her greatest potential.

There has been, and will continue to be, a focus on academic achievement, the performing arts, and the opportunity to strengthen student leadership through athletics and other extra-curricular activities. Students at Madison enjoy an educational environment that aligns well with the high level of academic achievement attained over the years. Members of the Madison family are committed to sustaining the extraordinary standard of excellence that Madison students expect and deserve.

Madison families continue to participate with their children's educational process in numerous ways. Parents are able to access Home Access Center (HAC) to view their child's academic progress throughout the school year. Madison School District takes pride with utilizing various means to communicate with families through use of e-mail, phone calls, texting face-to-face meetings, and the county-wide phone/e-mail alert system, to name a few.

We look forward to another exciting and engaging school year. Please let us know if you have questions and thank you for being part of the Madison family!

Sincerely,

Nate Pechaitis and Abby Miller