



p 586.438.7000
f 586.439.7001

33466 Garfield • Fraser, MI 48026
www.fraser.k12.mi.us

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Fraser Public Schools and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Ms. Kate Fitzpatrick Director of Elementary Instruction or Mr. Kyle Ray Director of Secondary Instruction for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following [website](#), or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

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Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate, and safety

Review the table below listing our schools. For the 2023-24 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 2022-23. 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

| School Name | Status Label | Key Initiative to Accelerate Achievement |
|--------------------------|--------------|---|
| Fraser High School | No Label | Comprehensive High School focused on Competency Based Learning, Restorative Practices to support Social Emotional Learning, and MTSS. Fraser High School also participates in the Macomb Early College Program and Macomb International Academy |
| Richards Middle School | No Label | Competency Based Learning, Restorative Practices to support Social-Emotional Learning, Growth Mindset, and MTSS |
| Disney Elementary School | No Label | Competency Based Learning, Restorative Practices to support Social-Emotional Learning, Growth Mindset, and MTSS |

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| School Name | Status Label | Key Initiative to Accelerate Achievement |
|-------------------------------|--------------|---|
| Edison Elementary School | No Label | Competency Based Learning, Restorative Practices to support Social-Emotional Learning, Growth Mindset, and MTSS |
| Eisenhower Elementary School | No Label | Competency Based Learning, Restorative Practices to support Social-Emotional Learning, Growth Mindset, and MTSS |
| Emerson Elementary School | No Label | Competency Based Learning, Restorative Practices to support Social-Emotional Learning, Growth Mindset, and MTSS |
| Salk Elementary School | No Label | Competency Based Learning, Restorative Practices to support Social-Emotional Learning, Growth Mindset, and MTSS |
| Twain Elementary School | No Label | Competency Based Learning, Restorative Practices to support Social-Emotional Learning, Growth Mindset, and MTSS |
| Dooley Early Childhood Center | No Label | Early Childhood programing that focuses on foundational Literacy and Numeracy skills |

Our work includes research into and design of flexible learning environments to ensure our students are able to optimize their learning and achieve at high levels. We are proud of our staff for their dedication to providing a learning environment that focuses on building relationships and leveraging technology to combat the effects of the pandemic. Our staff, students and families continued to be flexible as we navigated virtual learning, in-person learning and overcoming learning gaps.

Throughout the school year, we continued our efforts to redesign our classrooms and campuses to meet the needs of today’s learners. Through the Universal Design of Learning (UDL) methods, our district continues to enhance our lesson design with instructional strategies that keeps the focus on students in a competency-based learning model. Additionally, our continued practices of Modern Teacher help to transform the learning environment.

All staff and students have access to campus-wide wireless internet. We also provide iPads for every kindergarten through 6th grade student and MacBook Airs for students in grades 7- 12.

Thank you for your ongoing support, and I would encourage you to find an opportunity this school year to volunteer and connect with your child’s school and school leaders. Parental involvement is one of the leading indicators in student success at all levels.

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On behalf of the Fraser Board of Education and the Central Administration staff, we are pleased to share this Annual Education Report with our community.

Sincerely,

Carrie Wozniak, Ph.D.
Superintendent

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Fraser Public Schools does not discriminate on the basis of race, color, national origin, sex, age, height, weight, religion, marital status, or disability in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Assistant Superintendent of Human Resources, 33466 Garfield, Fraser, MI 48026 586.439.7000.