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January 20, 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 the Fraser Public School District 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 Dr. Donna Anderson, Assistant Superintendent for Curriculum and Instruction for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site <http://bit.ly/2VOKLjp>, 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 four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This report section 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. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

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Teacher 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 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Fraser High School	No Label	Through the Universal Design for Learning framework, we are a Comprehensive High School focused on Competency Based Learning and Restorative Practices to support Social Emotional Learning. Fraser High School Participates in the Macomb Early College Program and Macomb International Academy.
Richards Middle School	No Label	Through the Universal Design for Learning framework, we are focused on Competency Based

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School Name	Status Label	Key Initiative to Accelerate Achievement
		Learning, Restorative Practices to support Social-Emotional Learning, and MTSS.
Disney Elementary School	No Label	Through the Universal Design for Learning framework, we are focused on Competency Based Learning, Restorative Practices to support Social-Emotional Learning, and MTSS.
Edison Elementary School	No Label	Through the Universal Design for Learning framework, we are focused on Competency Based Learning, Restorative Practices to support Social-Emotional Learning, and MTSS.
Eisenhower Elementary School	No Label	Through the Universal Design for Learning framework, we are focused on Competency Based Learning, Restorative Practices to support Social-Emotional Learning, and MTSS.
Emerson Elementary School	No Label	Through the Universal Design for Learning framework, we are focused on Competency Based Learning, Restorative Practices to support Social-Emotional Learning, and MTSS.
Salk Elementary School	No Label	Through the Universal Design for Learning framework, we are focused on Competency Based Learning, Restorative Practices to support Social-Emotional Learning, and MTSS.
Twain Elementary School	No Label	Through the Universal Design for Learning framework, we are focused on Competency Based Learning, Restorative Practices to support Social-Emotional Learning, and MTSS.

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School Name	Status Label	Key Initiative to Accelerate Achievement
Dooley Early Childhood Center	No Label	Early Childhood programing that focuses on foundational Literacy and Numeracy skills and practices that support Social Emotional Learning.

Guided by our District Strategic Plan to “Design Learning for All,” we are committed to making sure our students achieve at high levels. We are proud of our staff and their dedication to providing an environment that is both challenging and engaging to the students in our schools.

Through our Fraser, [Portrait of a Graduate](#), we continue to focus on the central question of ‘What does it take to get a Fraser handshake at graduation?’

We continue our efforts to redesign our classrooms and campuses to meet the needs of today’s learners. Below are the key goals that outline our path of how Fraser Public Schools is designing learning for all:

- **Teaching Practices** – implementing deeper learning through the Universal Design for Learning framework
- **Learning Partnerships** – building stronger relationships among our students, staff and the community
- **Learning Environment** – providing a climate and culture for learning where students are engaged and motivated.
- **Digital Ecosystem** – leveraging technology to accelerate and add value to learning.

We are committed to the 6C’s Deeper Learning competencies that support our students beyond academics. These core competencies are what our Fraser Family believes all students need to have in order to earn the handshake at graduation.

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Each of these competencies support the learning throughout the district:

- Character
- Citizenship
- Collaboration
- Communication
- Creativity
- Critical Thinking

Thank you for your ongoing support, and I would encourage you to find the 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.

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,

Ms. Carrie Wozniak
Fraser Public Schools
Superintendent

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