

---

30601 Calahan • Roseville, MI 48066 • 586-439-6900 / Fax 586-439-6901 • [www.fraser.k12.mi.us](http://www.fraser.k12.mi.us)

**MARK TWAIN ELEMENTARY**  
**2015-2016**  
**Annual Education Report (AER)**

January 19, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the educational progress of Twain Elementary from the 2015-16 school year. 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 Mr. Gary Abud, Jr., Twain Elementary Principal, at (586) 439-6900 for assistance.

The AER is available for you to review electronically by visiting the following website: <https://goo.gl/BKUL0r>. Also, you may also review a copy in the school's main office.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools exited their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases, no label is given. Twain Elementary has not been given one of these labels.

Similar to most schools in the Fraser Public Schools District, we have much to celebrate about the achievement of our students, yet also a clear picture of where we can focus our efforts going forward to continue ensuring learning for all. Based on the M-STEP standardized test, now in its second full year, we can see that our students are performing well against state standards. As evidenced by M-STEP scores, all students reached our proficiency targets in each of the four core academic subject areas: reading, math, science, and social studies. Along with this overall achievement success, we notice that we have a single area of focus for improvement in language arts with our students with disabilities.

*"A caring district — working together"*

---

30601 Calahan • Roseville, MI 48066 • 586-439-6900 / Fax 586-439-6901 • [www.fraser.k12.mi.us](http://www.fraser.k12.mi.us)

As a school with more than 50% of our students receiving free or reduced-priced lunch, one of largest subgroups at Twain Elementary is socioeconomically disadvantaged students. In the past, as many of our peer schools have experienced, we have had an achievement gap with this population of students. Fortunately, because of our free and reduced-price lunch status, we are a Title I building, which has enabled us to address the issues we face with a large proportion of socioeconomically disadvantaged students and shrink our achievement gaps. Now, we are proud to show that it is no longer the case. For the past two years, there has not been an achievement gap for students in this subgroup in the core subject areas.

That being said, this year we can see that when comparing our students to their peers within the school, e.g., by ranking their achievement against that of others in their class, we notice that there is an achievement gap between our bottom 30% ranked performers and our top performers in every subject area. Though this gap was as small as we could make it last year, it remains an area of focus for us to ensure that we work to decrease this achievement gap and ensure more consistent achievement among all of our students.

We are addressing these challenges with revised intervention approaches that support students in their classrooms with our MTSS team pushing in to lead intervention groups or supplemental lessons. Additionally, we are leveraging technology to further provide interventions for students specifically in the area of mathematics using skill-specific lessons assigned on Dreambox. Finally, we have implemented a new benchmarking tool, aimswebPlus, this year to help us monitor the progress of our interventions and adjust more appropriately how we support students throughout the year in reading and math.

State law requires that we also report additional information. The following information meets these State requirements:

Fraser Public Schools and Twain Elementary assigns students to available roster slots within the district and school through the following district process:

- Fraser Public Schools residents living within the Twain boundaries.
- Siblings of current Twain students who apply during open enrollment periods.
- Fraser Public School residents living outside of the Twain boundaries who apply for Internal Schools of Choice during open enrollment periods.
- County-wide Schools of Choice residents that live within Macomb County who apply during open enrollment periods.
- Each building is assigned Schools of Choice students based on classroom space, target numbers per grade level, and, if possible, honoring parents' school requests.

*"A caring district — working together"*

---

30601 Calahan • Roseville, MI 48066 • 586-439-6900 / Fax 586-439-6901 • [www.fraser.k12.mi.us](http://www.fraser.k12.mi.us)

The 2015-2016 school year marks the fifth year in our five-year School Improvement Plan. Mark Twain has six school improvement goals, which we continued to work on in the 2015-2016 school year, including:

- All students at Mark Twain Elementary School will be proficient in Reading.
- All students at Mark Twain Elementary School will be proficient in Math.
- All students at Mark Twain Elementary School will be proficient in Science.
- All students at Mark Twain Elementary School will be proficient in Writing.
- All students at Mark Twain Elementary School will be proficient in Social Studies.
- Fraser Public Schools will implement and monitor customized learning for our learners.

Using the MTSS model, all staff work to support all learners in their task of meeting the six target goals. We provide intervention, double dosing, and strengthening of the core instruction to help support our students' academic development.

Mark Twain Elementary is not a specialized school.

The State of Michigan defines the comprehensive core curriculum as the essential curriculum content that all students must learn in order to progress through the various educational levels. In the last year, departments and K-12 District Committees have been engaged in reassessing and revamping the core curriculum to better align with the Common Core State Standards, NGSS, C3, and Michigan Content Expectations to design a Competency Based Learning Model. Time and effort has been spent to ensure that Mark Twain Elementary School curriculum will prepare students appropriately.

The results of this process are assessed through individual classroom and teacher assessment procedures as well as M-STEP and local district test results, including the SRI, ORR, and Math Essentials Test. Departments and Curriculum Leaders have developed common tests that assess student learning. This type of data will allow teachers to analyze and improve any area of weakness discovered in student learning. Our continued goal for 2016-17 is the continued implementation and expansion of targeted tiered interventions that will support our students in the area of reading and mathematics.

A copy of the comprehensive core curriculum can be obtained by contacting Carrie Wozniak, Assistant Superintendent.

*"A caring district — working together"*

**Mark Twain Elementary School**  
**2014-2015 & 2015-2016**  
**Percent of Students Proficient at End of Year**

<b>Grade</b>	<b>Reading End of 2014-2015</b>	<b>Reading End of 2015-2016</b>
<b>Kindergarten</b>	48% (ORR)	50% (ORR)
<b>1st Grade</b>	71% (ORR)	92% (ORR)
<b>2nd Grade</b>	59% (ORR)	78% (ORR)
<b>3rd Grade</b>	71% (SRI)	72% (SRI)
<b>4th Grade</b>	61% (SRI)	72% (SRI)
<b>5th Grade</b>	58% (SRI)	94% (SRI)
<b>6th Grade</b>	64% (SRI)	86% (SRI)

<b>Grade</b>	<b>Math Essential Test End of 2014-2015</b>	<b>Math Essential Test End of 2015-2016</b>
<b>Kindergarten</b>	98%	93%
<b>1st Grade</b>	96%	85%
<b>2nd Grade</b>	85%	78%
<b>3rd Grade</b>	87%	87%
<b>4th Grade</b>	92%	77%
<b>5th Grade</b>	59%	87%
<b>6th Grade</b>	58%	65%

*“A caring district — working together”*

---

30601 Calahan • Roseville, MI 48066 • 586-439-6900 / Fax 586-439-6901 • [www.fraser.k12.mi.us](http://www.fraser.k12.mi.us)

We are thankful for all the parent support and involvement at Mark Twain Elementary School. Our Mark Twain Parent Club continues to provide our school with many extras such as assemblies, field trips, and other opportunities for our children, but also is a key collaborator to engage families with the work of educating our students at the school. During the 2014-2015 school year, 92% of our parents (355/386) attended fall conferences and 93% attended spring conferences. In the 2015-2016 school year, 95% (367/387) of our students were represented at fall conferences. Spring conferences are by request only, and 90% of parents attended spring conferences.

As we continue to grow our competency-based learning model in Fraser Public Schools and at Twain Elementary, more often than ever before students are getting specific feedback in their classroom on exactly which concepts and skills they need to work on, thus producing an environment where we help students to develop a better sense of control and awareness of their own learning. The feedback that comes to students from our competency-based learning work has allowed for students to move more at their own pace in the curriculum, and better informs the teacher on exactly what students need additional help on. Using this feedback to inform teaching and learning, including the proficiency rates provided in the Annual Education Report, our school develops targeted strategies to meet the needs identified within the populations our school.

The 2015-2016 school year marked another successful year with much to celebrate. Mark Twain Elementary has further developed its positive behavior interventions and supports model, including a number of student-involved activities to build up our school culture. Meanwhile, our talented and hard-working professional staff has committed to creating rich multi-faceted learning opportunities to meet the specific needs of each student using technology. And we have also made the commitment to improving school safety by addressing feedback from families, staff, and students about our parking lot, grounds, facilities, and school processes. We are fortunate to be a Title I building that has numerous professional learning opportunities for our staff. We have support staff, including a Title I Teacher, Title I Assistants and 31A Interventionists who all work in concert with the classroom teachers to help ensure each student has a successful school experience. The achievement of this year is encouraging to the work ahead and the future success to come.

Sincerely,



Gary G. Abud, Jr.  
Principal, Twain Elementary School

*“A caring district — working together”*