



## School Annual Education Report (AER) Cover Letter

February 12, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for the Northside Child Development Center. 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 Shawn Major-Winston for assistance.

The AER is available for you to review electronically by visiting the following website [Northside AER Report](#) or you may review a copy in the main office at your child's school.

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 has at least one subgroup performing in the bottom 25% within each applicable accountability index component. An Additional Targeted Support (ATS) school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school. 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 has not been given one of these labels.

We continue to provide updates and support to help our students with chronic absence issues improve their attendance. We have an automated calling system for absences, provide periodic communication with families on attendance benchmarks and celebrate students with perfect attendance.

The trend with our kindergarten students' Reading Northwest Evaluation Assessments (NWEA) is to begin the year scoring low average. By the end of the year, children grow to an average level in reading. Our goal is to raise our achievement levels in reading to be above average. We strive to do better by focusing our work on identifying the essential reading standards to teach and developing a Multi-tiered System of Supports (MTSS) in the area of reading for all of our children.

State law requires that we also report additional information.

### PUPIL ASSIGNMENT

Students are assigned to a school based on their address, preferences and qualifications.

### SCHOOL IMPROVEMENT PLAN

The 3-5 year School Improvement Plan can be found on our website as well as in the school office.

### DESCRIPTION OF SCHOOL

Northside offers following programs:

- Montessori for 3-6 year olds.
- Early Childhood Special Education (ECSE) for 3-6 year olds with developmental delays
- Great Start Readiness Program (GSRP) for 4 year olds, offered through the YMCA

### ACCESS TO CORE CURRICULUM

As mandated by the State of Michigan, Niles Community Schools has developed a core curriculum at all school levels. Outcomes to be achieved by all students have been defined based upon the district's educational mission, student performance objectives, and the

Michigan Common Core State Standards for K-12 students. Copies of core curriculum are available at all buildings and at the district office.

#### AGGREGATE STUDENT ACHIEVEMENT DATA

##### Percent of Students Meeting/Exceeding Projected RIT Growth on NWEA

School Year	Reading	Math
2019-2020	Data not available	Data not available
2020-2021	Data not available	Data not available
2021-2022	Data not available	57%

##### Parent Teacher Conference Data

Year	Fall Attendance Number/Percent	Spring Attendance Number/Percent
2019-2020	231/100%	209/100%
2020-2021	54/94.74%	61/95.3%
2021-2022	54/98%	47/100%

Northside focuses on our children's social development around the school-wide "Mini-Vikes" Program. This program includes Positive Behavior Intervention Supports and a bully prevention process, which helps to cultivate a safe and positive learning environment for our staff and students. Towards the end of the school year, we transition our children from "Mini-Vikes" to "Big-Vikes" using our district common language of being respectful, responsible and resilient. This helps prepare our students to be ready to move into elementary buildings throughout our district.

Sincerely,



Shawn Major-Winston  
Principal