



Sayre Elementary School

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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 2021-22 educational progress for Sayre 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 Susan Maurus, Sayre Elementary School principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/372RSIA>, or you may review a copy in the main office at your child's school.

For the 2021-22 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 in 2021-22. 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 in 2021-22. 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% in 2021-22. 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.

The key challenge for Sayre Elementary School remains closing the gaps between all students and economically disadvantaged students and between all students and students with disabilities. To address this challenge, our highly qualified teachers utilize a workshop model of instruction that allows for differentiation and guided instruction. One-to-one tutoring and small group instruction is provided for identified students using district criteria and cut scores based on assessments aligned to content standards. Additionally, classroom teachers work closely with special education staff to accommodate students with special needs and to accelerate learning.

State law requires that we also report additional information.

Student Assignment

All students within the South Lyon Community Schools are assigned to schools based upon residency within the geographic boundaries determined by the district. At the elementary school level, students whose academic programming needs qualify them for special education services provided by our district's Cognitively Impaired program attend Hardy Elementary School

regardless of geographic residency; students whose academic needs qualify them for the academically talented program attend Pearson Elementary School regardless of geographic residency. Sayre Elementary School currently enrolls some interdistrict School of Choice (under section 105 and 105C) students who live outside of South Lyon and want to receive an exceptional education in the South Lyon Community Schools.

School Improvement Plan Status

Sayre Elementary is engaged in the continuous School Improvement process through the Cognia (formerly AdvancEd/NCA accreditation) system. This process has been used as a framework for increasing student achievement at Sayre Elementary. In February, 2015, we took part in the External Review Process. Following the External Review, Sayre Elementary was awarded accreditation by the Accreditation Committee on June 25, 2015. In the 2019-20 school year, South Lyon Community Schools began the process of transitioning to systems (district-level) accreditation. During the 2021-2022 school year, the Sayre staff has continued to implement improvement strategies in our four goal areas of reading, writing, math, and science. We will continue to monitor the implementation of these strategies, make modifications where necessary, and collect and analyze data to drive future instructional decisions.

Core Curriculum

The Michigan K-12 Academic Standards serve as the basis for South Lyon Community Schools' curriculum. To guide continuous improvement, the district's curriculum coordinators in collaboration with teachers serving on the Subject Area Committees engage in an ongoing process to ensure alignment with the Michigan Standards in ELA, Mathematics, Science and Social Studies. For a copy of our curriculum or for more information, you may contact the Sayre office or our district department of Curriculum, Instruction, Technology, and Assessment (CITA).

Achievement Tests

Student achievement results on the Michigan Student Test of Educational Progress (M-STEP), can be accessed using the website link referenced above or in the hardcopy of the report available in the Sayre Elementary School Main Office.

The district administers the NWEA MAP Growth assessments in Reading and Mathematics to students in grades K-5. Below are the results of recent spring assessments as measured in Rash Unit (RIT) Scores.

| NWEA Reading | Year | Kdg | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade |
|---------------------|-------------|------------|------------------|------------------|------------------|------------------|------------------|
| Sayre | Spring 2021 | 161.1 | 177.6 | 188.5 | 201.5 | 205.2 | 211 |
| Sayre | Spring 2022 | 158.4 | 175.9 | 191.1 | 200.8 | 207.3 | 208.4 |
| NWEA National Norms | | 153.09 | 171.4 | 185.57 | 197.12 | 204.83 | 210.98 |

| NWEA Math | Year | Kdg | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade |
|---------------------|-------------|------------|------------------|------------------|------------------|------------------|------------------|
| Sayre | Spring 2021 | 165.5 | 185.7 | 190.1 | 204.5 | 208.2 | 216.6 |
| Sayre | Spring 2022 | 164.5 | 184.2 | 194.2 | 204.7 | 214.9 | 220.5 |
| NWEA National Norms | | 157.11 | 176.4 | 189.42 | 201.08 | 210.51 | 218.75 |

Parent-Teacher Conference Attendance

In 2021-2022 the percentage of attendance at conferences was 97%. In the 2022-23 school year, the percentage of attendance at parent-teacher conferences was 98%.

At Sayre Elementary School we are very proud of the hard work and achievement of our students, the dedication of our outstanding staff, and the continuing support of our parents and community.

Sincerely,

Susan Maurus

Susan Maurus, Principal