

CROSWELL-LEXINGTON COMMUNITY SCHOOLS



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January 8, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Meyer Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Trenten Barr for assistance.

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

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

We will continue to work to meet individual student needs through a building-wide multi-tiered system of supports. Our school is also utilizing a schoolwide Positive Behavior Intervention and Support System.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Croswell-Lexington School District assigns students to schools based on residency

boundaries established by the district. If parents of children living outside of our district boundaries wish to have their child attend Meyer Elementary, they must submit a School of Choice Application to the Superintendent's Office to be considered for approval.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN Meyer Elementary is in the maintenance stage of our school improvement plan. We conduct an annual comprehensive needs assessment for our school to determine areas of strength and areas for improvement and use our collected data to form our school improvement plan.

Our School Improvement Goals are:

1. Meyer Elementary students will increase achievement in math and ELA by 5%.
2. Improve the overall well-being of the whole child.

A BRIEF DESCRIPTION OF THE SCHOOL

Meyer Elementary serves students in Kindergarten through fourth grade. Our enrollment is approximately 260 students.

HOW TO ACCESS A COPY OF THE CORE CURRICULUM

A copy of the state's core academic curriculum may be accessed in the school office and is linked [HERE](#). Meyer Elementary implements the state's core content curriculum for all content areas in all grades K-4.

AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Meyer Elementary uses benchmark testing in reading at the beginning, middle, and end of each school year, including NWEA, STAR, and MLPP.

Meyer Elementary administers NWEA assessments at the beginning, middle, and end of the school year. NWEA is a nationally normed test that measures both student proficiency and growth.

Teachers also use common formative and summative assessments in all content areas. The collected data from assessments is used to plan instruction that is specific to the learning needs of our students.

Our students in third and fourth grades also take the state's M-Step assessment each year. In the 2020-2021 school year, 57.8% of our students were proficient in ELA and 57.8% were proficient in math on the third grade M-STEP assessment. 72.3% of our students were proficient in ELA and 62.5% of our students were proficient in math on the fourth grade M-STEP assessment. In the 2021-2022 school year, 55.4% of our students were proficient in ELA and 60.0% were proficient in math on the third grade M-STEP assessment. 58.7% of our students were proficient in ELA and 58.7% of our students were proficient in math on the fourth grade M-STEP assessment. In the 2022-2023 school year, 51% of our students were proficient in ELA and 69% were proficient in math on the third grade M-STEP assessment. 64% of our students were proficient in ELA and 62% of our students were proficient in math on the fourth grade M-STEP assessment. In the 2023-2024 school year, 73% of our students were proficient in ELA and 76% were proficient in math on the third grade M-STEP assessment. 59% of our students were proficient in ELA and 57% of our students were proficient in math on the fourth grade

M-STEP assessment. In the 2024-2025 school year, 56% of our students were proficient in ELA and 68% were proficient in math on the third grade M-STEP assessment. 57% of our students were proficient in ELA and 52% of our students were proficient in math on the fourth grade M-STEP assessment. Our performance on the State School Accountability Index for the 2018-2019 school year was 93.12 out of a possible score of 100. For the 2021-2022 school year it was 89.79 out of a possible score of 100. For the 2022-2023 school year it was 97.80 out of a possible score of 100. For the 2023-2024 school year it was 98.80 out of a possible score of 100. For the 2024-2025 school year it was 97.35 out of a possible score of 100.

STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

98% of students were represented by parents at Parent-Teacher Conferences the past three years.

The teachers, staff, and administration at Meyer Elementary School are very proud of our students' progress and the tremendous support we receive from our families and community! We will continue to strive to support all of our students as they learn and grow.

Sincerely,

A handwritten signature in black ink, appearing to read "T. D. B.", followed by a horizontal line extending to the right.

Trenten Barr