



Cavanaugh
School Annual Education Report (AER) Cover Letter

February 15, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Cavanaugh. 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 Jeffrey Hager for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3Yj4hjW> or you may review a copy in the main office at your child's school. For the 2023-2024 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 subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2022-23. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2022-23. 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.

Student assessments administered during 2023-24 demonstrated a three-year trend of Cavanaugh students performing near the state averages on the M-Step, the Michigan Department of Education's (MDE) statewide assessment for grades 3-8. Last year, Cavanaugh's third grade students had a proficiency rate of 37.7% in English Language Arts (ELA), while the statewide third grade M-Step ELA average was 39.6%. Similarly, Cavanaugh's M-Step Math proficiency rate was 39.34% in 2024, compared to the third-grade statewide average of 43.4%.

The Cavanaugh staff is keenly aware of how effective, rigorous instruction in the early years of school establishes a primary foundation to support K-12 student academic success. Our top priority continues to be working to both improve writing instruction and substantially increase the number of daily opportunities for students to develop their writing skills in the classroom. Additionally, our faculty prioritizes data analyses to design a Multi-Tiered Systems of Support (MTSS), based on trends across various student sub-groups that may include but are not limited to the following areas: race, gender, English Language learners, Special Education, and socio-economic status (SES). Tailored to meet specific student academic needs, MTSS is accommodated not only through Tier I instruction from classroom teachers, but also supported by a Math/Literacy Intervention teacher, three Instructional Assistants, and two Special Education Resource room teachers.

State law requires that we also report additional information: Students and families interested in attending Cavanaugh must submit an application through the district's enrollment process. Any student who lives within LSD boundaries may request to attend in accordance with the district's "schools of choice" policy.

Our School Improvement Plan mechanism is transitioning from AdvanceED to the MDE's Michigan Integrated Continuous Improvement Process (MICIP), MICIP uses a "whole-child" approach to develop school improvement plans and coordinate funding to meeting the needs and improving the outcomes of all students. This year, Cavanaugh and the Lansing School District began focusing on improving daily student attendance rates and social-emotional learning (SEL), in addition to academic proficiency in both ELA and Math.

As the name indicates, MICIP is a continuous process, which monitors progress and can be adjusted in real time to realize student growth toward desired outcomes.

Cavanaugh is currently the only Pre-K to 3rd grade school in the Lansing School District. No longer classified as a STEAM magnet, the school's curriculum and instruction covers all major subject areas (English Language Arts, Mathematics, Science, and Social Studies), as well as supporting student growth in Social-Emotional Learning. There are 13 classrooms serving Cavanaugh's 273 students: four 3rd grade, three 2nd grade, and 2 each at 1st grade, Kindergarten, and pre-school. Teacher turnover is low, with five retirements in the last six years, and several staff members have been at Cavanaugh for five years or more.

Cavanaugh follows the state's Core Curriculum in all subject areas is aligned to the standards established by the Michigan Department of Education:

<https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html> Curriculum documents are also available on the Lansing School District's Deputy Superintendent web page: <https://www.lansingschools.net/departments/deputysuperintendent/curriculum/>

Aggregate Test Scores:

- a. Winter NWEA Reading 22-23 Proficiency: 14%
- b. Winter NWEA Reading 22-23 Proficiency: 21%
- c. Winter NWEA Reading 23-24 Proficiency: 24%
- d. Winter NWEA Math 22-23 Proficiency: 19%
- e. Winter NWEA Math 23-24 Proficiency: 20%
- f. Winter NWEA Math 24-25 Proficiency: 29%

During the 2023-24 school year, 90% of Cavanaugh's families attended Fall parent-teacher conferences, with 82% of parents meeting with teachers at Spring conferences. These interactions were either in-person, via zoom, or by telephone.



Now in my seventh year at Cavanaugh, I remain humbled by the opportunity to be Principal of one of the finest elementary schools in the Lansing area. Each day, I have the pleasure of working with the most talented and deeply committed educators I have seen over the course of my career. Parents tell me they chose Cavanaugh for their children, either based on our reputation of excellence, or through personal experience as second or third generation families to attend our school. Subsequently, it is thrilling to watch these same children grow as they build academic knowledge and grow as kind, respectful human beings. Along the way, we hope these students come to appreciate the wonder of learning, satisfying their individual curiosities while building their own perseverance. My promise is to continue to encouraging each student's development of their unique strengths in a community characterized by a culture of belonging and inclusion. Thank you for entrusting us with the privilege to touch the future through your children.

Sincerely,

Jeff Hager

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