

January 20, 2026

Dear Families and Community Members,

Memphis Community Schools is pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-2025 educational progress for the District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact me, Sara Dobbelaer, Superintendent, 810-535-8225, sdobbelaer@memphisk12.org for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting [here](#) or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER.

Teacher Qualification Data identifies the number and percentage of inexperienced teachers, principals and other school leaders. (Inexperienced teachers/administrators are defined as those in their first three years of teaching/administration.) This includes:

- Reports of teachers who are teaching with emergency or provisional credentials; and
- Reports of teachers who are not teaching in the subject or field for which they are certified.

NAEP Data (National Assessment of Educational Progress) provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8.

Civil Rights Data provides information on school quality, climate, and safety.

Please review the following table listing the status of our schools. For the 2024-2025 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. 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. 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 status label is given.

Building	Status Label	Key Initiative to Accelerate Achievement
Memphis Elementary School	No Label Given	Utilize individual and collective growth and achievement data to make instructional programming decisions, including needed interventions.
Memphis Junior Senior High School	No Label Given	Utilize individual and collective growth and achievement data to make instructional programming decisions, including needed interventions.



MEMPHIS COMMUNITY SCHOOLS
A small district where BIG things happen.

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Our Board of Education and our staff recognize that academic success on these state required assessments is a major part of how we should analyze our success. However, our District Strategic Plan calls for many more objective and third party methods for Memphis to examine success. Student development in academics is only one part. Our District goal areas help the reader understand Memphis students are much more than a standardized test: student achievement; leadership, character & service; communications and engagement; facilities and grounds; financial stability are all areas we focus on to provide a great all encompassing education for our students. Please check out our website www.memphisk12.org and like us on Facebook (Memphis Community Schools), to find out more about the variety of experiences beyond standardized tests that we provide for our students.

Warm Regards,

Sara Dobbelaer
Superintendent
Memphis Community Schools