



February 08, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-2022 educational progress for 54<sup>th</sup> Street Academy. 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. Please take time to explore the data, if you have any questions about the AER, please contact Jennifer Sherman, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.kvilleps.org/> or you may review a copy from the office at your child's school.

For the 2021-22 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 has at least one underperforming student subgroup in 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

54<sup>th</sup> Street Academy was not identified by any of the above classifications.

Key challenges and initiatives being undertaken to accelerate student achievement and close persistent gaps in achievement at 54<sup>th</sup> Street Academy include the following:

Additional staffing is our biggest area of concern. Science and mathematics teachers were added, allowing for many variables to be addressed in student learning. We have a greater differential in direct instruction allowing for students to find the right fit for their learning styles at a greater rate. Class sizes were also reduced in the process allowing more students access to direct instruction. Blended learning still occurs in certain areas of the learning process and students that have gained more awareness in their self-guided instruction are reaping the benefits. The challenges still exist for student new to the program as they have in the past. Those students that have more than one full year in the program have seen the most success

and this continues to be the pattern, with the exception of the 10% of our student population that has greater support outside the building and therefore shows turn around and ultimately achievement at a higher rate.

State law requires that we also report additional information. Below you will find information on the process of assigning pupils, status of our school improvement plan, how to access the core curriculum, student achievement data and participation rate at parent-teacher conferences.

As a school, we have several challenging issues that need to be considered when developing a school improvement plan:

- We have large numbers of students that qualify for free/reduced lunch, which is an indicator that students may lack the necessary support structures in the home environment. Many of these students have also been exposed to trauma, which has an impact on the ability to learn. The district provides intervention services to address students below grade-level. We are also attempting to improve Tier I instruction in the classroom by updating curricular materials to provide teachers with the resources needed in the classroom. Each year, we analyze data and look for ways to improve both classroom instruction and intervention programs.
- Our student population is very diverse with approximately 30% of our students coming from homes where English is not the spoken language. As a result, we provide additional support for these students with EL teachers in each building. In addition, approximately 10% of staff have received their EL endorsement through a local university. Once again, we analyze data on a yearly basis to determine the effectiveness of our EL instruction.
- Due to high levels of poverty in our district, the pandemic has had a greater impact on our families. As a result, our schools have added additional social and emotional support to assist students and their families.

State law requires that we also report additional information. Below you will find information on the process of assigning pupils, status of our 3-5 year school improvement plan, a brief description of each of our district's specialized schools, how to access the core curriculum, student achievement data and participation rate at parent-teacher conferences.

### **Process for Pupil Assignment to School**

Kelloggsville Board of Education Policy #5120 states that "the assignment of students to schools within this District (will) be consistent with the best interests of students and the best use of resources of this District." Embedded in this statement are the following values: efficiency, equity, and customer service. With those values in mind, placement within grade level schools is the primary focus at the elementary level.

Beginning with the 2012-13 academic year through the end of the 2015-16 school year, the elementary buildings within Kelloggsville Public Schools were reconfigured from neighborhood schools to grade level schools. The following grade level configurations were in place during that time; East Elementary K-1<sup>st</sup>, West Elementary 2<sup>nd</sup> -3<sup>rd</sup>, and Southeast Elementary 4<sup>th</sup>-5<sup>th</sup>. Beginning with the 2016-17 academic year, the elementary buildings within Kelloggsville Public Schools were reconfigured back to neighborhood schools as follows; East Elementary K-3<sup>rd</sup>, West Elementary K-3<sup>rd</sup>, and Southeast Elementary remained the same with 4<sup>th</sup>-5<sup>th</sup> grade levels. Students are assigned to Southeast/West based on their address location. With our Schools of Choice students, Division Avenue is used as a reference point. Students coming from districts to the east of Division are generally assigned to East and those to the west are generally assigned to West Elementary. However, there may be instances where students may be assigned to a building to balance class sizes in both buildings. In the fall of 2021, the district opened a new elementary building, Central Kelloggsville Elementary. This building will contain all 3<sup>rd</sup> – 5<sup>th</sup> grade students and East Elementary will be demolished. The current Southeast and West Elementary buildings will both contain all of the district's Y5's – 2<sup>nd</sup> grade students.

At all academic levels, the Board and Superintendent shall annually review and recommend changes as may be justified by:

- 1.) Considerations of safe student transportation and travel;
- 2.) Convenience of access to schools;
- 3.) Financial and administrative efficiency;
- 4.) The need to maintain racial or ethnic balance;
- 5.) The effectiveness of the instructional program;
- 6.) A wholesome and educational sound balance of student populations.

No assignment to schools or attendance schedules shall discriminate against students on the basis of gender, race, religion, disability, or national origin. The principal shall assign students in his/her school to appropriate grades, classes, or groups. This action shall be based on consideration of the needs of the student as well as the administration of the school. In addition, the district will allow nonresident students to enroll through a Schools of Choice program and will not discriminate on the basis as described in Board of Education Policy #5113.

### **Status of 3-5 Year School Improvement Plan**

Please click to view the <https://www.kvilleps.org/about-us/annual-notifications/>

Our School Improvement Plan consists of improving student achievement in math and reading, as well as addressing the social and emotional well-being of our students. It is difficult to determine the progress of our goals due to the limited achievement data due to the pandemic. We have added staff in each goal area to assist in our improvement.

### **Specialized School**

Students with disabilities are provided a full continuum of services in the least restrictive environment as determined by an Individualized Educational Planning Committee. Most students receive their instruction within the Kelloggsville Public School system however, if a specialized program is deemed appropriate, programs are available throughout the county. In addition, Kelloggsville's 54<sup>th</sup> Street Academy provides a program which allows students in grades 9-12 the opportunity to earn additional or needed credits towards a high school diploma with a blended/digital learning environment. Kelloggsville Virtual School was created during the pandemic and opened in the fall of 2021 for students in grades K-12. This program provides a virtual and flexible learning option using a challenging curriculum and is taught by local certified Kelloggsville teachers.

### **Core Curriculum**

The state academic standards serve to outline learning expectations for Michigan's students and are intended to guide local curriculum development. They are used as a framework for curriculum development and provide a platform for state assessments, which are used to measure how well schools are providing opportunities for all students to learn the content outlined by the standards.

You will find information on the State's academic standards adopted by the State Board of Education at the link listed below. The curriculum adopted by the State Board of Education continues to meet and exceed the requirements in accordance with Public Act 25. All teachers are expected to follow these curriculums and school principals monitor implementation by classroom observations that take place throughout the school year. Further details about the district's core curriculum is posted on our school website:

<https://www.kvilleps.org/about-us/curriculum--assessment/>

### **Student Achievement**

The 54<sup>th</sup> Street Academy provides standardized testing programs to support the learning of all students, as well as instructional improvements.

The scores below reflect the percentage of students achieving satisfactory performance on the 2018-19 M-Step at 54<sup>th</sup> Street Academy:

11<sup>th</sup> Grade: ELA – NA%, Math – NA%, Sci. – NA%, SS – 11%,

SAT Mean Total Score: 735.40

M-STEP Assessments did not take place due to COVID-19 for 2019-20.

M-STEP Assessments took place but due to COVID-19, the test was offered on a volunteer basis for 2020-21.

For detailed assessment information for all students please visit <https://bit.ly/36cOEBY>

### **Parent-Teacher Conference Participation Rates**

Parent/guardian attendance at parent-teacher conferences is a crucial component in student success. The following number/percent of parents participated in parent-teacher conferences for 2019-20 and 2020-21:

#### **2019-20**

Fall 2019 Parent/Teacher Attendance Rate: 100% (Combination of face-to-face, phone and letter conferences)

Spring 2020: Due to COVID-19 Pandemic, this event did not take place.

#### **2020-21**

Fall 2020 Parent/Teacher Attendance Rate: 100% (Combination of face-to-face, phone and letter conferences)

Spring 2021 Parent/Teacher Attendance Rate: 100% (Combination of face-to-face, phone and letter conferences)

### **Dual Enrollment/AP Offerings and Percentages**

Postsecondary options and advanced placement course are offered at Kelloggsville High School based on requirements established by postsecondary institutions and/or the AP College Board. The following information shows the number and percent of postsecondary enrollment (dual enrollment) for 2019-20:

AP Enrollment: Juniors – 0%; Seniors - 0%

Number of College Equivalent courses offered (AP/IB): 0%

Number and percent of students enrolled in college equivalent courses (AP/IB/Dual Enrollment): 0%

Number and percent of students receiving a score leading to college credit: 0%

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AP Enrollment: Juniors – 0%; Seniors - 0%

Number of College Equivalent courses offered (AP/IB): 0%

Number and percent of students enrolled in college equivalent courses (AP/IB/Dual Enrollment): 0%

Number and percent of students receiving a score leading to college credit: 0%

Kelloggsville Public Schools is a diverse educational community that fosters personal growth through individualized student attention, a uniquely inclusive culture, and a highly committed and caring staff. We will embrace and model a community that values diversity, learning, caring and respect and all students will become productive citizens equipped with a global perspective and the skills to meet their full potential. We thank you for being an important part of our school family and community. Your ongoing support and role in the success of the 54<sup>th</sup> Street Academy is appreciated.

Sincerely,

*Jennifer Sherman*

Jennifer Sherman, Principal  
54<sup>th</sup> Street Academy