



Kelloggsville High School 4787 S. Division Ave SW (616) 532-1570
54th Street Academy 173 54th Street SW (616) 531-7433
Kelloggsville Middle School 4650 S. Division Ave SE (616) 532-1575
Southeast Kelloggsville Elementary 240 52nd Street SE (616) 532-1590
East Kelloggsville Elementary 4656 Jefferson Ave SE (616) 532-1580
West Kelloggsville Elementary 4555 Magnolia Ave SW (616) 532-1595
Kelloggsville Early Childhood Learning Center
977 44th Street SW (616) 532-1585

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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 2019-2020 educational progress for Kelloggsville Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment (waived – not available for 2020-21 AER), accountability (waived – not available for 2020-21 AER), and teacher quality. Please take time to explore the data, if you have any questions about the AER, please contact Chad Morrow, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3sYZ8yo> or you may review a copy from the office at your child's school.

For the 2019-20 year, schools were identified using new 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 label is given.

Our school has not been given one of these labels.

Key challenges and initiatives being undertaken to accelerate student achievement and close persistent gaps in achievement at Kelloggsville Middle School included the following:

Attendance: The team examined the student population over the last year. In 2019-20, our school had 528 total students with 248 females (47%) and 280 males (53%). The student body was comprised of 35% African American/Black students, 38% Latino, and 20% white and 7% are classified as other (Asian, Native American, or other). Our free/reduced population makes up 89%. Our English Language Learners comprised 26% of the population. Finally, we have 12% of our students classified as Special Education. Our daily average attendance rate is 93%. Our historical data shows that over the last 3 years our free/reduced lunch numbers have consistently increased each year.

Student Achievement: Student achievement data from common assessments, PSAT and MSTEP scores were analyzed in the four core areas. NWEA scores were analyzed in reading, mathematics, and Science.

MSTEP: All of our MSTEP content areas showed we are under MDE proficiency targets in many areas. We have created MDE School Improvement goals focused on achieving increases in science, math, writing and social studies. Basic skills are lacking in all subject areas (number sense, sentence structure and parts of speech, reading comprehension in content area.

We are in our 5th year of our bell schedule being changed during the day to include some academic/PRIDE time during the school day to help with academic achievement along with social emotional learning to increase building positive relationships. We have seen that giving this time during the school day helps with homework completion, positive relationships and reading time.

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.

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-1st, West Elementary 2nd -3rd, and Southeast Elementary 4th-5th.

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-3rd, West Elementary K-3rd, and Southeast Elementary remained the same with 4th-5th grade levels.

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/downloads/sip/kelloggsvillemiddleschoolimprovementplan2019-20.pdf>

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 54th 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.

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. Further details about curriculum and implementation practices can be accessed at the following link:

[MDE - Academic Standards \(michigan.gov\)](https://mde.michigan.gov/academic-standards)

Student Achievement

The scores below reflect the percentage of students achieving satisfactory performance on M-Step test for 2018-19:

6th Grade: ELA – 15%; Math – 813%;

7th Grade: ELA – 21%; Math – 8%;

8th Grade: SS -9%

PSAT

8th Grade: ELA – 38%; Math – 18%

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

For detailed assessment information for all students please visit <https://bit.ly/3sYZ8yo>

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 2018-2019 and 2019-20:

2018-19:

Fall 2018 Parent/Teacher Attendance Rate: 36% of Students Represented

Winter 2019 Parent/Teacher Attendance Rate: 21% of Students Represented

2019-20

Fall 2019 Parent/Teacher Attendance Rate: 33% of Students Represented

Winter 2020 Parent/Teacher Attendance Rate: Due to the COVID-19 Pandemic, this event did not take place at Kelloggsville Middle School.

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 Kelloggsville Middle School is appreciated.

Sincerely,

Chad Morrow

Chad Morrow, Principal
Kelloggsville Middle School