Kelloggsville Public Schools
Rocket Pride

242 - 52nd Street, S.E., Grand Rapids, Michigan 49548 (616) 538-7460 (616) 532-1597 fax

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

January 06, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2018-2019 educational progress for SE Elementary School. 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 Kelly Farkas, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site http://bit.ly/2IseRRS or you may review a copy from the office at your child's school.

For the 2018-19 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 three or more underperforming student subgroups. A comprehensive Support (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 Southeast Elementary included the following:

In our School Improvement Plan, the staff at Southeast Elementary is working hard to close gaps in achievement. We have employed a Reading Specialist and a .8 Reading teacher who are certified teachers to help with this goal. The Reading Specialist and Reading teacher work in small groups of 4-6 identified students, focusing on specific reading comprehension and phonic support. Our EL teacher and Special Education teachers also work in

small groups to help close the achievement gap. All general education teachers are working with students using guided reading strategies to support and accelerate the reading process which includes, phonemic awareness, phonics, vocabulary, reading comprehension, and fluency.

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://4.files.edl.io/ad5f/10/03/19/151403-a728af8d-dd51-41a0-b138-13800f8b82cb.pdf

Specialized Schools

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 (MTSS, etc.) can be accessed at the following links: http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

Student Achievement

The scores below reflect the percentage of students achieving proficient performance on M-Step test for 2017-18:
4th Grade: ELA – 20.1%; Math 20.1%
5th Grade: ELA – 29.1%; Math 8.8%; Soc. Stu. 5.7%; Sci. N/A

The scores below reflect the percentage of students achieving proficient performance on M-Step test for 2018-19:
4th Grade: ELA – 18.6%; Math 13.8%
5th Grade: ELA –25.6%; Math 15.5% Soc. Stu. 6.3% Sci. N/A

For detailed assessment information for all students please visit http://bit.ly/2IseRRS

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 2017-2018 and 2018-19:

2017-2018
Fall 2017 – 285/314 = 91%, Spring 2018 – 297/312 = 95%

2018-2019
Fall 2018 - 285/305 = 93%, Spring 2019 - 287/297 = 96%

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 Southeast Elementary is appreciated.

Sincerely,

Kelly Farkas

Kelly Farkas, Principal
Southeast Kelloggsville Elementary