

March 3, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015-16 educational progress for the Allen 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. If you have any questions about the AER, please contact Mrs. Chilson, Principal (734) 246-4644 for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/j2E648>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has been REMOVED as a FOCUS SCHOOL. We have not been given one of these labels this year.

When looking at the proficiency levels as scored on the M-Step Assessment, Allen scored above the State and the County in 3rd, 4th and 5th grade Math, along with 3rd and 4th grade ELA. Allen's 5th grade scored above the County in ELA. Allen scored above the State and County in 4th grade Science. Allen's 5th grade scored 1% below the County in Social Studies. In all these content areas, the goal is to show continued improvement. Allen Elementary has the resources and interventions in place to target continued improvement in these areas. Our key challenge for Allen Elementary is closing the gap between the bottom 30% and top 30% of performing students. An additional key challenge is that we have a high population of Economically Disadvantaged students in the district. The School-Improvement Team has sent two teams of teachers to participate in book studies that provide guidance to help students who come from poverty. Our Multi-Tiered Support System has been updated to meet monthly, by grade level, with all staff who provide interventions for students. Additionally, intervention time has been used

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flexibly to maximize the amount of support that each student in need receives. We have implemented Instructional Rounds at Allen and a new teacher evaluation system (5D+ Teacher Evaluation System) district wide.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Southgate resident are assigned to our elementary based on where they live. Each building has home school boundaries. Parents register at their home school. School-of-Choice students are assigned to each building based on the student population in each grade level.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Allen Elementary is in the "Do" process of school improvement. We are currently implementing, monitoring and evaluating our goals and strategies. Southgate continued the school improvement process in accordance with Public Acts 25, 335, 339, the federal NCLB and requirements for Title I using the School Systems Review Report and the School Improvement systems as models. The district’s mission statement guided the work of the School Development Teams in each school. <http://www.southgateschools.com>

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL

A copy of Southgate’s Core Curriculum can be found on the district website, www.southgateschools.com.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Subject	Grade	2014/2015 – M-Step	2015/2016 – M-Step
Math	3 rd	50%	46%
	4 th	52%	58%
	5 th	36%	35%

Subject	Grade	2014/2015 – M-Step	2015/2016 – M-Step
Reading	3 rd	53%	46%
	4 th	58%	46%
	5 th	44%	47%

The trend is showing that students are maintaining within at least four percentage points of previous year’s scores on the MSTEP, with few exceptions. There was a significant

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decrease on 3rd and 4th grade reading for the 2016, a slight increase in the 5th grade reading scores, and an increase in 4th grade mathematics. Additional information that is not contained above is that the 4th grade science MSTEP scores and the 5th grade Social Studies MSTEP scores maintained percentage proficient. In all these content areas, the goal is to show continued improvement. Allen Elementary has the resources and interventions in place to target continued improvement in these areas.

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Each building has a day in the fall and a day in the spring dedicated to Parent-Teacher conferences. In grades K-7 parents are given a scheduled time to visit their child’s building to discuss their individual progress. In grades 8-12 parents are given a three-hour window in the afternoon and evening. Parents are strongly encouraged to talk to all their child’s teachers.

Year	# Students Represented	% Students Represented
Fall 2014	351	99.7%
Spring 2015	330	93%
Fall 2015	367	99.5%
Spring 2016	370	96%

Southgate Schools is dedicated to continuous improvement and consistently analyzes student achievement data to monitor progress. Although there are areas of needed improvement, Southgate teachers, parents, staff and students should be commended for their efforts in many areas that have continued to show student growth.

Sincerely,