



March 2, 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 Fordline 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. Schiappacasse, Principal (734) 246-4640 for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/6bPIL2>, 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.

At this time, Fordline is not identified as a Reward, Focus or Priority School.

When reviewing the combined report, 5<sup>th</sup> grade students outperformed both the county and the district for ELA. In other areas such as 3<sup>rd</sup> grade ELA, 4<sup>th</sup> grade ELA, 5<sup>th</sup> grade math and 4<sup>th</sup> grade science, Fordline students were within 5 percentage points of either the state or county students. The key challenge that Fordline faces is that it has the highest population of Economically Disadvantaged students in the district. Our Multi-Tier System of Supports has been updated to meet frequently with all staff who provide interventions for students. Additionally, intervention time has been used flexibly to maximize the amount of support that each student in need receives. Also, 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. Finally, intervention for math has been upgraded to providing support during the school day as well as after-school students for students.



**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**

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](http://www.southgateschools.com).

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

Subject	Grade	2014/2015 – MSTEP	2015/2016 – MSTEP
READING	3 <sup>rd</sup>	31%	33%
	4 <sup>th</sup>	45%	31%
	5 <sup>th</sup>	39%	46%

Subject	Grade	2014/2015 – MSTEP	2015/2016 – MSTEP
MATH	3 <sup>rd</sup>	25%	22%
	4 <sup>th</sup>	29%	27%
	5 <sup>th</sup>	18%	19%

The trend is showing that students are maintaining within three percentage points of previous year’s scores on the MSTEP, with two exceptions. There was a significant decrease on 4<sup>th</sup> grade reading for the 2016 but an increase in the 5<sup>th</sup> grade reading scores. Additional information that is not contained above is that the 4<sup>th</sup> grade science MSTEP scores showed a 4% increase and the 5<sup>th</sup> grade Social Studies MSTEP scores increased by 5%. In all content areas, the goal is to show continued improvement. Fordline 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.

<b>Year</b>	<b># Students Represented</b>	<b>% Students Represented</b>
Fall 2014	351	99.7%
Spring 2015	330	93%
Fall 2015	347	99%
Spring 2016	355	95%

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,

A handwritten signature in cursive script that reads "Andrea Schiappacasse".