



April 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for 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 Andrea Ball for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/nn6WJa>, or you may review a copy in the main office at your child's school.

For the 2016-17 school 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 and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified with any of these labels.

When reviewing the combined report, 4th grade ELA, 3rd grade math and 4th grade math students improved their scores by 10 percentage points, 9 percentage points, 5 percentage points, respectively. In areas such as 3rd grade ELA and 4th grade ELA Fordline students were within 4 percentage points of other students within the district and same grade level. 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 entire of teachers and paraprofessionals participated in a book study 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 residents 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.

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

Subject	Grade	2015/2016 – MSTEP	2016/2017 – MSTEP
READING	3 rd	33%	32%
	4 th	31%	40%
	5 th	46%	28%

Subject	Grade	2015/2016 – MSTEP	2015/2016 – MSTEP
MATH	3 rd	22%	30%
	4 th	27%	33%
	5 th	19%	14%

The trend is showing that students are improving upon the previous year's scores on the MSTEP, with three exceptions. There was a significant decrease on 5th grade reading for



the 2017 but an increase in the 4th grade reading scores. Additional information that is not contained above is that the 4th grade science MSTEP scores showed a maintenance and the 5th grade Social Studies MSTEP scores increased by 4%. 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-5 parents are given a scheduled time to visit their child’s building to discuss their individual progress. In grades 6-12 parents are given a two-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 2015	347	99%
Spring 2016	355	95%
Fall 2016	326	99%
Spring 2017	337	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,

Principal