



January 20, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 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 Mr. Jason Martin, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2MO0E2J>, or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using 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 sub-group. 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. There were no schools in the Southgate Community School District that were identified with any of the above labels.

When reviewing the combined report, 4th grade Math and ELA scores showed gains, however still below the Statewide proficiency. Unfortunately, 3rd and 5th grade Math, along with 3rd and 5th grade ELA scores showed a decline in proficiency. 3rd grade ELA proficiency declined significantly, by approximately 29%. Fordline Elementary School faces social, emotional, and behavioral challenges that students demonstrate in a greater frequency on a daily basis. In addition, Fordline has children entering kindergarten with academic, as well as social and emotional and behavioral challenges. The key challenge that Fordline faces is that it has the highest population of Economically Disadvantaged students in the district. Our school was awarded free breakfast and lunch for the entire student population due to our increase with students living in poverty. Fordline also has ESL support and tutoring services that are offered during the school day. The data supports the need for more social and emotional support such as Trauma-informed strategies, PBIS and additional need for more social work services. Teachers are continuing

education in these areas as well, with book studies, professional development, and workshops.

Our system of MTSS (multi-tiered-system of support) meets every 6 weeks with all staff who provide interventions for students. This system enables any student to receive additional services during the school day and before school, through push-in and/or pull-out ELA (English Language Arts) and Math services. Students are also referred for behavioral supports by our PBIS Interventionist through our MTSS program. Through Federal grants we are able to continue increasing time with our PBIS (Positive Behavior Intervention Support) program and MTSS to foster greater one to one and small group lessons. This year the district was awarded the What I Need (WIN) program. This program provides support for the striving children along with the gifted children. Additional remedial and extension lessons are provided through this program.

LOCAL ASSESSMENT DATA:

2018-19 NWEA Results								
<i>Average RIT Score</i>								
	Reading		Mathematics		Language		Science	
	Fall 2018	Spring 2019	Fall 2018	Spring 2019	Fall 2018	Spring 2019	Fall 2018	Spring 2019
Kindergarten	135.8	146	132.6	146.3				
1st Grade	160.3	177.2	159.9	182.2				
2nd Grade	174	185.1	177.6	195.3				
3rd Grade	188	194.6	185.3	199.5	185.6	195	185.2	193.3
4th Grade	194.6	199.5	195.6	206.8	195.8	200	195.5	201.3
5th Grade	200.3	203.2	200.7	209.1	196.8	202.4	197.1	200.9

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.

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 their child's teachers.

Year	# Students Represented	% Students Represented
Fall 2017	319	99%
Spring 2018	317	95%
Fall 2018	295	96%
Spring 2019	289	93%

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,



Jason Martin, Principal
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