



- Roseville Community Schools -

KMENT ELEMENTARY SCHOOL

"A Title I Schoolwide School"

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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 Kment Elementary. 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 Paul Schummer for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/QPGTrg>, 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 has not been given one of these labels

Based on the 2015-16 and 2016-17 M-Step data, the key challenges for Kment Elementary are to increase student proficiency in all core subjects. The 2016-17 M-STEP data reflects that the proficiency percentage of Kment's third through fifth graders was below the state proficiency averages in English Language Arts, Mathematics, Science, and Social Studies. 24% of 3rd graders scored proficient or advanced on the 2015-16 M-STEP in math. Proficiency increased in 2016-17 to 36% proficient or advanced. 32% of 3rd graders scored proficient or advanced on the 2015-16 ELA M-STEP. This dropped to 18% in 2016-17. 13% of 4th graders scored proficient or advanced on the 2015-16 Math M-STEP. This increased to 27% in 2016-17. Only 11% of fifth-graders scored proficient on the math M-Step, approximately the same as the previous year. 47% of students were proficient or advanced on the 2015-16 M-STEP in ELA. 34% of fifth-grade students were proficient or advanced on the 2016-17 M-STEP in ELA. 8% of 4th graders scored proficient or advanced on the 2015-16 Science M-STEP. Last year the 4th graders outscored the county and state averages with 16% proficient or advanced on this very challenging test. Significant resources and interventions are being brought to bear to meet these challenges as outlined below.

Kment's School Improvement Plan status is as follows: KES staff participated in professional development activities related to 'Classroom Instruction that Works,' Data Teams, Direct Instruction, Restorative Practices and technology. KES staff will identify at-risk students and provide tiered and targeted instruction in all content areas to close achievement gaps and increase proficiency percentages for all students. Kment staff will utilize Collaboration time (Data Teams, Implementation Walkthroughs and planning table to effectively respond to data that reveals the needs of students. Staff will also use formative and summative assessments to gauge the success or failure rate of curriculum changes, and as a means of strategizing and focusing instruction.

Third through fifth-grade students take the Measures of Academic Proficiency (MAP) assessment two times per year. In the past two years, all students K-5 took the MAP test three times a year. Staff analyzes the results, including areas of weakness and growth and makes instructional decisions based on this data. In 2016-17 approximately 50% of KES students were at or above the national norm in reading as well as math. The following percentages of students achieved their projected growth in reading; 1st – 47%, 2nd –76%, 3rd –48%, 4th – 67%, 5th – 60%. The following percentages of students achieved their projected growth in math; 1st – 69%, 2nd –89%, 3rd – 55%, 4th – 50%, 5th – 38%.

Every year, fall and spring parent-teacher conferences are conducted at KES. Attendance for our conferences was at 88% for the year.

All instructional staff members at KES are expected to implement the district's core curriculum, which is aligned with Michigan's Grade Level Content Expectations (i.e., science, social studies, physical education, etc.) and Common Core State Standards (e.g., reading, writing, mathematics, etc.). For those interested in a copy of the district's core curriculum, please feel free to contact the Roseville Community Schools' Office of Curriculum at 586.445.5688.

The majority of our students are assigned to our school, based upon district boundaries set forth by the Roseville Community Schools' Board of Education. Other children attending KES were either intra-district transfers from other schools within Roseville Community Schools or participants in the "School of Choice" option available to those students residing in Macomb County, MI.

Kment Elementary is working tirelessly to meet the needs of all students through differentiated instruction, while simultaneously providing rigorous and challenging academic content. John R. Kment Elementary is now fully implementing: Everyday Math (K-5), Independent Learning Blocks, Reading Recovery (1st), Writing Tracker, Reading Mastery (K-5), Positive Behavior Interventions & Supports (PBIS), RAZ Kids leveled e-reading program, as well as Walk-to-Math and Walk-to-Reading (leveled classes) as a means to provide quality instruction that will ultimately accelerate student achievement and help close achievement gaps.

Based on preliminary results we expect a significant increase in achievement on the M-STEP. I want to congratulate the students and staff on their hard work and dedication. I would also like to thank the parents of our school community for their continued support.

Sincerely,

Paul Schummer