



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 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 Renne' Chilson for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/9Q7CXx>, 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, all grade levels maintained within 1 percentage point from last year in ELA. In Math, 3rd grade increased their score by 12 percentage points, 4th grade increased their score by 4 percentage points and 5th grade increased their score by 6 percentage points. Although 4th grade Science scores decreased significantly, Allen 4th grade scored 1 percentage point higher than the district. 5th grade increased by 6 percentage points on the Social Studies portion of the M-Step. 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 flexibly to maximize the amount of support that each student in need receives. Finally, intervention for math has been upgraded to providing support during the school day as well as after-school students for students.

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**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	2015/2016 – M-Step	2016/2017 – M-Step
Reading	3 <sup>rd</sup>	46%	46%
	4 <sup>th</sup>	46%	45%
	5 <sup>th</sup>	47%	48%

Subject	Grade	2015/2016 – M-Step	2016/2017 – M-Step
Math	3 <sup>rd</sup>	46%	58%
	4 <sup>th</sup>	58%	62%
	5 <sup>th</sup>	35%	41%

The trend is showing that students are maintaining within at least one percentage point of the previous year’s scores on the MSTEP in ELA. The trend in math is showing that students are increasing by a minimum of four percentage points. Additional information that is not contained above is that the 4th grade science MSTEP scores were within one percentage point of the district and the 5<sup>th</sup> grade Social Studies MSTEP scores increased by 6 percentage points. In all these content areas, the goal is to show continued

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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-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.

<b>Year</b>	<b># Students Represented</b>	<b>% Students Represented</b>
Fall 2015	367	99.5%
Spring 2016	370	96%
Fall 2017	355	96%
Spring 2018	344	89%

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.

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