



School Annual Education Report (AER) Cover Letter

January 18, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 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 Andrew Lindsay, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website [Fordline Combined Report](#) or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels by the state.

The school improvement goals continue to target all students being proficient in literacy and mathematics. The initiatives we have put in place include Multi-Tiered Support Systems (MTSS), Positive Behavior Intervention Supports (PBIS), and Social-Emotional Learning (SEL). We have also implemented the NWEA assessment, which allows us to see student growth over time, as well as the areas of need for individuals and groups of students. We use NWEA data to support our What I Need Now (WINN) program that utilizes targeted small group instruction based on academic need whether remedial or enrichment.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Southgate residents are assigned to our elementary school 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

2020-21 NWEA Results								
<i>Average RIT Score</i>								
	Reading		Mathematics		Language		Science	
	Fall 2020*	Spring 2021	Fall 2020*	Spring 2021	Fall 2020	Spring 2021	Fall 2020	Spring 2021
Kindergarten	161.6	145.5	162.8	152.6				
1st Grade	165.5	160.9	166.3	168.1				
2nd Grade	171.6	172.7	178.3	174.5				
3rd Grade	189.3	192.4	184.3	193.6	Test Not Given	Test Not Given	Test Not Given	Test Not Given
4th Grade	195.1	197.6	193.8	201.0	Test Not Given	Test Not Given	Test Not Given	Test Not Given
5th Grade	201.1	201.6	201.2	204.9	Test Not Given	Test Not Given	Test Not Given	Test Not Given

* Tested in a virtual setting

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 2018	295	96%
Spring 2019	289	93%
Fall 2019	275	95%
Spring 2020	263	92%
Fall 2020	266	92%
Spring 2021	263	91%

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,



Andrew Lindsay, Principal
Southgate Community Schools
Fordline Elementary School
14775 Fordline St.
Southgate, MI 48195
(734) 246-4640