



# Jackson Public Schools

## Fourth Street Learning Center

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jpsk12.org/4SLC

January 29, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 educational progress for the Fourth Street Learning Center. 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 Mrs. Krista L. Jarvey for assistance.

The AER is available for you to review electronically by visiting the following web site <<https://www.jpsk12.org/Page/549>>, or you may review a copy in the main office at your child's school.

For the 2022-23 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 subgroup. 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.

Fourth Street Learning Center was identified as a Comprehensive Support and Improvement (CSI) school.

### **State law requires that we also report additional information.**

#### **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:**

The following procedures for enrolling students into the Fourth Street learning Center can be found in the student handbook on page 44 and are as follows:

**In District Transfer:** All students are reviewed and monitored by their grade principal for progress. In the event that a student is identified as possibly needing a different program, the following will occur:

- The principal will document the student's progress in academics, attendance and behavior.
- Review the strategies that have been implemented.
- Schedule a meeting to discuss strategies, appropriate placement and timing of placement. In the event that the group cannot reach consensus, the Director of Secondary Education will make the final decision.
- Expulsion-supersedes all planning. The Board/Superintendent will make the appropriate placement.
- Unassigned student's parental requests will be honored if space is available. All secondary principals should communicate parent choice to ensure that students are placed appropriately.

**Intake:**

1. When a new student is enrolling as an "intake" student, from outside the district he or she will meet with the grade principal for an interview, orientation and scheduling. Emphasis will be on placing the student in a "like" program from their previous district.
2. If the child has special needs (IDP or 504), the principal will immediately involve the teacher consultant or special education administrator for assistance. The child will be given a 30-day placement in a "like" program and IEP/504 meeting scheduled.
3. Parents/Students may choose Fourth Street Learning Center as their school of choice.

**2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

The Fourth Street Learning Center participates in the MICIP school improvement process in an effort to monitor the implementation and effectiveness of the SIP. A team meets monthly to discuss data, strengths, weaknesses and opportunities for students' academic, social and emotional growth. The main emphasis of the 3-5 year SIP continues to be parental/adult advocate involvement, academic performance, and positive school experience. Strategies to strengthen parent/adult advocacy involvement include regularly scheduled parent/teacher conferences, Assist meetings when warranted, progress reports and phone calls home. Teachers are implementing PBIS intervention activity lessons to increase academic performance. All students were provided a Chromebook computer for in person instruction as well as virtual access to the curriculum.

### **3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

The focus for Fourth Street Learning Center is the Whole Child Approach to education. It is the school's desire to develop students who are knowledgeable, emotionally and physically healthy, civically minded, artistically engaged, and prepared to be economically self-sufficient when the time comes. The program's success is dependent on the school working with various local and state action agencies, parents/guardians, and students in order to provide the support necessary to develop the aforementioned characteristics of a Whole Child Approach to education.

### **4. 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**

The State Board of Education's Model Core Curriculum identifies the curriculum benchmarks and grade level content expectations that Fourth Street Learning Center teachers follow. To view the core curriculum, you may go to the Jackson Public Schools website at [www.jpsk12.org](http://www.jpsk12.org). The Core Curriculum is a fluid document that evolves as the State modifies the grade level content expectations.

### **5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

4SLC students participated in the Inspect Common Assessments during the Fall, Winter, and Spring in Reading and Math in 2021/2022. This tool helps assess student proficiency in regards to grade level content. During the 2022/2023 school year students participated in the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) during the Fall, Winter, and Spring in Reading, Science and Math. This tool helps assess student growth, monitoring academic progress over time, and goal setting for each student. Student achievement goals are discussed with all teachers during a pre-conference, mid-year inquiry and post-conference. Students also took the M STEP and 8th graders took the PSAT in Math and English Language Arts. These tests are designed to measure student achievement in relation to grade level. Below you will find the NWEA MAP testing data for the 22/23 school year, followed by the INSPECT data for the 21/22 school year. Next you will find the 22/23 and 21/22 results for the MSTEP and PSAT.

NWEA Math - 2022/23			
NWEA - Students who met their projected growth			
Grade Level	6th Grade	7th Grade	8th Grade
Number of students tested	5	4	9
Count/Percentage met goal	50%	36%	56%

NWEA ELA - 2022/23			
NWEA - Students who met their projected growth			
Grade Level	6th Grade	7th Grade	8th Grade
Number of students tested	4	7	6
Count/Percentage met goal	31%	64%	40%

2021/2022 INSPECT Math Data			
Schoolwide Data	Proficiency Band	Number per Band	Percentage within Group or Subgroup
ALL	Advanced	0	0.00%
	Proficient	0	
	Basic	0	
	Below Basic	0	
	Far below Basic	19	
6th Grade	Advanced	0	0.00%
	Proficient	0	
	Basic	0	
	Below Basic	0	
	Far below Basic	6	
7th Grade	Advanced	0	0.00%
	Proficient	0	
	Basic	0	

	Below Basic	0	
	Far below Basic	6	100.00%
8th Grade	Advanced	0	0.00%
	Proficient	0	
	Basic	0	
	Below Basic	0	
	Far below Basic	7	100.00%

2021/2022 INSPECT Reading Data			
Schoolwide Data	Proficiency Band	Number per Band	Percentage within Group or Subgroup
ALL	Advanced	0	0.00%
	Proficient	0	
	Basic	0	
	Below Basic	0	
	Far below Basic	26	100.00%
6th Grade	Advanced	0	0.00%
	Proficient	0	
	Basic	0	
	Below Basic	0	
	Far below Basic	6	100.00%
7th Grade	Advanced	0	0.00%
	Proficient	0	
	Basic	0	
	Below Basic	0	
	Far below Basic	11	100.00%
8th Grade	Advanced	0	0.00%
	Proficient	0	
	Basic	0	

	Below Basic	0	
	Far below Basic	9	100.00%

<b>M-STEP/PSAT ELA - 2022/23</b>			
Percentage of students tested- 77.08%			
Grade Level	6th Grade	7th Grade	8th Grade (PSAT)
Percentage of Students Proficient	≤50%	≤20%	≤50%
Number of Students Proficient	≤3	≤3	3

<b>M-STEP/PSAT Math - 2022/23</b>			
Percentage of students tested- 75%			
Grade Level	6th Grade	7th Grade	8th Grade (PSAT)
Percentage of Students Proficient	≤50%	≤50%	≤50%
Number of Students Proficient	≤3	≤3	2

<b>M-STEP/PSAT ELA - 2021/22</b>			
Percentage of students tested- 57.14%			
Grade Level	6th Grade	7th Grade	8th Grade (PSAT)
Percentage of Students Proficient	0	≤50%	0
Number of Students Proficient	0	≤3	0

<b>M-STEP/PSAT Math- 2021/22</b>			
Percentage of students tested- 51.02%			
Grade Level	6th Grade	7th Grade	8th Grade (PSAT)
Percentage of Students Proficient	0	≤50%	0
Number of Students Proficient	0	≤3	0

## **6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

Fall conferences for the 2023/2024 school year were held on October 11th and 12th, 2023, and 7 conferences were held via phone calls.

Winter conferences were held on January 18th, 2024, and no conferences were held.

Fall conferences for the 2022/2023 school year were held on October 12th and 13th, 2022, and 15 of 43 parents attended conferences, for a total of 35%.

Winter conferences were held on January 19th, 2023, and 4 of 49 parents attended conferences for a total of 8%.

In conclusion, I would like to thank you for choosing Jackson Public Schools and The Fourth Street Learning Center. We truly appreciate having the opportunity to educate your child(ren). We believe we have a lot to offer and continually look to improve the educational experience for all children. This is truly a school "Where Community Comes Together!"

Sincerely,

Mrs. Krista L. Jarvey  
Principal