

KINGSLEY ELEMENTARY SCHOOL

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NCA Accredited by the North Central Association of Colleges and Schools
A Michigan Department of Education Grade "A" School

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2019-20 KINGSLEY ELEMENTARY SCHOOL ANNUAL EDUCATION REPORT (AER)

January 19, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Kingsley Area 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 Kristin Goethals, elementary principal, for assistance.

The AER is available for you to review on-line by visiting the Kingsley Area School website at <http://www.kingsley.k12.mi.us/> or you may review a copy in our main office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has not been given one of these labels.

The 2019-20 school year was another positive year for the students, parents, and staff of Kingsley Elementary School despite the pandemic and forced school closure. Our students' NWEA, and Fountas and Pinnel reading scores continue to be above local and statewide averages and student performance on other national and local assessments is also above average. Our students and the other students in Michigan were not required to take the MSTEP test administered by the state of Michigan for this school year. We believe that Kingsley Elementary School continues to be a highly effective school because of three crucial staff characteristics:

- First, our educational team believes that in order for students to learn they must behave in an appropriate manner and our students are held to high behavioral standards.
- Kingsley Elementary School has adopted and conscientiously aligned instruction to the KC4 and CCSS curriculum models. This curriculum provides specific scope and sequence for instruction in language arts, math, science, and social studies.
- Our greatest characteristic is that our grade level teachers operate in cooperative and purposeful teams known as Professional Learning Communities. This is a direct reflection of our mission statement, "Together Everyone Accomplishes More."

This annual report includes information and data required by the State of Michigan Department of Education as well as federal "No Child Left Behind" regulations and is made available each year at the annual district wide open house.

State law requires that we also report the following additional information.

1. Process for assigning pupils to the school
2. The status of the 3-5 year school improvement plan
3. A brief description of each specialized school
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
5. The aggregate student achievement results for any local competency tests or nationally normed achievement tests
6. Identify the number and percent of students represented by parents at parent-teacher conferences

Please review the following highlights of the annual report, annual reporting requirements, and the accountability data at the end of this report. Please direct questions regarding this report to elementary principal Kristin Goethals at kgoethals@kingsleyschools.org

Sincerely,
Kristin Goethals, principal
Kingsley Elementary School

HIGHLIGHTS OF THE ANNUAL REPORT

- ♦ **Kingsley Elementary school again “passed” the Federal adequate yearly progress (AYP)** goals as required by the state and federal departments of education. Adequate Yearly Progress is the federal determination of whether student **MSTEP** scores were waived for this reporting period.. This is a source of pride for the students and staff of Kingsley Elementary School.
- ♦ **Michigan Public Schools “Top to Bottom” Percentile Rankings** Kingsley Elementary School has been ranked by the MDE “Top to Bottom” school ranking at the 64th percentile, which shows that Kingsley Elementary Students outperform 64 % of the students in the state! The state of Michigan changed the formula for calculating the percentile ranking for the 2015-16 school year basing 50% on achievement and 50% on student growth. Our students achievement is considerably above average in all areas. To view the Michigan Top to Bottom rankings go to MI School Data @ <https://www.mischooldata.org/Default.aspx>
- ♦ **Kingsley Elementary School received color of “yellow”** on the annual public school report card this year. To review school accountability report cards go to MI School Data @ <https://www.mischooldata.org/Default.aspx>. Kingsley Elementary was not given a designation of reward, priority or focus for the 2015-16 school year.
- ♦ **Kingsley Elementary School was identified as a National Title I Distinguished School in February 2014** by the National Title I association. Kingsley Elementary was one of 63 schools selected across the nation as demonstrating the greatest improvement for students who are economically disadvantaged. More information on this distinction is available at <http://goo.gl/aIDqcr>
- ♦ **Kingsley Elementary School identified as a Blue Ribbon School for the 2015-16 School Year** Kingsley Elementary School was identified as one of the schools who are outperforming schools with similar risk factors and demographic composition in achievement. These schools were identified by the Michigan Department of Education through studies of data.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to the elementary school based upon established geographical boundaries of the school district for students in grades kindergarten through fourth grade. Students from outside the school district are admitted through the Traverse Bay Area Intermediate School District schools of choice option which allows students residing in other school districts to enroll in and attend Kingsley Area Elementary School. Students who qualify for ECSE preschool are assigned to the district program if they reside within the district boundaries.

STATUS OF THE 3 – 5 YEAR SCHOOL IMPROVEMENT PLAN

KINGSLEY ELEMENTARY MISSION STATEMENT

We are a **TEAM**...learning for life!
Together **Everyone Accomplishes More**

KINGSLEY AREA SCHOOLS DISTRICT GOALS

- To develop a command of the fundamental intellectual processes enabling one to think critically, analytically, creatively, and make sound decisions.
- To develop his/her feelings of positive self-worth and self-assurance.
- To develop the habits and attitudes associated with responsible citizenship including a cooperative attitude toward living and working with others.
- To develop an increased appreciation of music, art, literature, and other aesthetic experiences.
- To develop an intellectual curiosity and eagerness to become a lifelong learner.
- To develop and encourage good health and physical fitness.

STATUS OF THE SCHOOL IMPROVEMENT PLAN

Kingsley Elementary School is in full compliance with the Michigan Department of Education school improvement plan model to develop and implement the school improvement plan. The model is hosted through AdvanceEd, an online tool that allows schools to develop goals and strategies to address areas in need of improvement. Kingsley Elementary currently has three school improvement goals in writing, reading comprehension, and mathematics problem solving. A copy of the annual school improvement plan is available on line at <http://www.kingsley.k12.mi.us> or in the elementary principal's office.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Kingsley Area Elementary School provides public general and special education programming for students in grades kindergarten through fourth grade. An ECSE (Early Childhood Special Education) preschool classroom is operated by Kingsley Area Schools servicing students ages 3 – 6 who qualify.

DESCRIPTION OF THE CORE CURRICULUM & IMPLEMENTATION

In 2010 the Michigan Department of Education adopted a comprehensive set of national standards for English Language Arts and Mathematics or CCSS (Common Core State Standards). The district curriculum council approved a timeline for implementation that includes collaboration with the Traverse Bay Area Intermediate School District for the purpose of realigning K-12 curriculum from the GLCE's (Grade Level Content Expectations) to the new CCSS. All grade levels K-4 began the process of reviewing the new CCSS during the 2010-11 school year and plan for full implementation by 2014 when the state plans to begin assessing students (through the MSTEP) on the new Common Core State Standards. The elementary teams accomplished the critical task of reviewing and aligning the all Language Arts and Math standards to the new CCSS by the end of the school year. We will continue with science and math as they are released and published (status unknown).

The elementary teaching staff is highly dedicated to a collaborative and purposeful curriculum alignment process. The teaching staff, working in grade level teams, engages annually in realignments by using release days derived from professional development funds. The alignment process includes a systematic process including the following:

- Review of each core area as it is released.
- Review of new and changing standards.
- Review of “power standards” or essential standards that are considered to be crucial at each grade level.
- Determination of the materials that will be required to provide instruction for each standard.
- Development of pacing guides or schedules that outline when instruction will take place.
- Development and review of assessments that will be used to determine student progress.
- Planning of the specific lessons, vocabulary, and sequence of instruction required to effectively deliver each standard.
- Development and review of “Essential Objectives” (power standards) for each core area.
- Publishing an alignment document for every CCSS standard, which includes the strand, standard, essential questions, instruction, and assessments.
- Publishing a grade level document that identifies essential questions for each core area as well as other grade level information.
- Participated in SBA (Smart Balanced Assessment – tool for assessing CCSS in ELA and Math) Field tests in Spring 2014.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE's and the new CCSS's. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

A copy of the newly revised CCSS alignments for English language arts, grade level alignments, and essential question guides can be obtained by submitting a request to the elementary principal or by meeting with any self-contained classroom teacher.

There are no variances from the state's model.

AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR LOCAL TESTS OR NATIONALLY NORMED TESTS

NWEA is a research-based assessment that measures growth and proficiency. In the 2019-20 school year the Kindergarten through fourth grade began administering the benchmark to identify areas of need in reading. All students are benchmarked three times each year. The assessments begin at the lower level with basic alphabetic principle and phonics and progresses through the areas of reading to give a measure to support instruction. The assessments allow teachers to identify at risk students quickly, establish literacy benchmarks, produce norm-referenced reports based on national norms, and actively communicate with parents. Growth is measured from the fall assessment to the spring assessment and students are evaluated on upward growth and current performance is compared to the national norm or “target”.

Fountas and Pinnell Benchmark or a “running record” is a reading assessment tool that is used to identify a student's instructional reading level, ability to read for meaning, and ability to integrate meaning with structural and visual cues. Teachers are provided with vital information from this assessment including: instructional reading level; the ability to read for meaning; integration of meaning, structural, and visual cues; the usage of self-monitoring systems; knowledge of print conventions; rate of learning; and level of reading independence. F & P is used as a benchmark and a progress-monitoring tool to allow teachers to collect multiple data points on student's progress in literacy development. The assessment tool is not a norm referenced assessment however it is aligned with state and national reading standards. Kingsley elementary students are benchmarked at least three times each school year with growth measured from the fall assessment to the spring assessment. Students are evaluated on whether or not they have achieved the established reading level or target and whether they have

demonstrated upward growth. Spring growth for Running Records was not reported as it was not administered. Scores are from the 2018-19 school year.

Kindergarten	Fall	Spring	Growth
Grade Level Average	0	9	8.1
Grade Level Target: Level 2	Number	Percent	
Grade Level Meeting Target	102	92%	
Grade Level Below Target	9	8%	

First Grade	Fall	Spring	Growth
Grade Level Average	8	20	12.0
Grade Level Target: Level 16	Number	Percent	
Grade Level Meeting Target	79	89%	
Grade Level Below Target	10	11%	

Second Grade	Fall	Spring	Growth
Grade Level Average	17	24	6.0
Grade Level Target: Level 22	Number	Percent	
Grade Level Meeting Target	84	86%	
Grade Level Below Target	14	14%	

Third Grade	Fall	Spring	Growth
Grade Level Average	24	28	4
Grade Level Target: Level 26	Number	Percent	
Grade Level Meeting Target	83	88%	
Grade Level Below Target	11	12%	

Fourth Grade	Fall	Spring	Growth
Grade Level Average	26	28	2
Grade Level Target: Level 32	Number	Percent	
Grade Level Meeting Target	82	67%	
Grade Level Below Target	40	33%	

PARENT TEACHER CONFERENCES

Kingsley Elementary School holds two parent teacher conferences during the school year, in addition to an Open House held in August. The purpose of conferences is to discuss the students' progress, highlight areas of success, clarify areas of concern, discuss ways to improve those areas, and to strengthen the working relationship between home and school. Additional conferences are held throughout the year as well, as requested by teachers, parents, and/or the administration.

2011-12	498	495	99%	501	492	98%	98.8%
2012-13	524	520	99%	528	521	99%	99.0%
2013-14	517	514	99%	526	520	99%	99.0%
2014-15	529	519	98%	529	529	100%	99.0%
2015-16	526	522	99%	518	516	99%	99%
2016-17	534	525	99.60%	546	529	97.60%	97.62%
2017-18	592	559	94.40%	542	521	96.13%	95.50%
2018-19	590	585	99.20%	591	579	98%	98.60%
2019-20	585	573	99.10%	590	585	99%	99.00%
2020-21	482	479	99.30%				

FEDERAL AND STATE REPORTS

STATUS AND INFORMATION ON AYP (ADEQUATE YEARLY PROGRESS)

The table below shows annual “Adequate Yearly Progress” for Kingsley Elementary School. Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act. In Michigan, it’s a measure of year-to year student achievement on the Michigan Education Assessment Program (MEAP) test. AYP must be met for MEAP participation, achievement for the school as a whole, and for each student subgroup in which 30 or more students are enrolled. According to NCLB, Michigan and other states must develop target starting goals for AYP and the state must raise the bar in gradual increments so 100 percent of the students in the state are proficient on state assessments by the 2013-14 school year. AYP applies to each district and school in the state; however, NCLB sanctions for schools that do not make AYP for two or more years in a row, only apply to those districts and schools that receive Title I funds.

School Year	Met AYP Target	Identified for Improvement
2001-2002	YES	NO
2002-2003	YES	NO
2003-2004	YES	NO
2004-2005	YES	NO
2005-2006	YES	NO
2007-2008	YES	NO
2007-2008	YES	NO
2008-2009	YES	NO
2009-2010	YES	NO
2010-2011	YES	NO
2011-2012	YES	NO
2012-2013	YES	NO
2013-2014	YES	NO
2014-2015	YES	NO
2015-2016	YES	NO
2016-2017	YES	NO
2017-2018	YES	NO
2018-2019	YES	NO
2019-2020	YES	NO

FEDERAL NOTIFICATIONS

TITLE I SCHOOLS IDENTIFIED FOR IMPROVEMENT:

Kingsley Elementary School is the only building in the district that receives federal funding for Title I programs. The Title I program provides services to students in accordance with Title I “targeted assistance” model whereas students are identified to receive service based on need. Kingsley Elementary School (district Title I school) is **NOT IDENTIFIED** for improvement under the provisions of adequate yearly progress.

STATUS OF HIGHLY QUALIFIED TEACHERS AND STAFF

Title I Teachers: Kingsley Elementary School used Federal Title I funds to employ two reading teachers. Both reading teachers hold a Michigan Professional Teaching certificate and are “highly qualified” as required by “No Child Left Behind.”

Title I Paraprofessionals: Kingsley School used Federal Title I funds to employ three instructional paraprofessionals. All three paraprofessionals successfully passed the Michigan Teachers Test of Basic Skills prior to the deadline in January 2006. All three paraprofessionals are therefore highly qualified according to the criteria required by “No Child Left Behind.” Copies of the assessment and verifications can be viewed in the elementary principal’s office.

Classroom Teachers: 100% of teachers employed by Kingsley Area School hold a Michigan Provisional teaching certificate, provisional renewal, or a professional teaching certificate. Therefore, 100% of the teachers at Kingsley Elementary School meet “highly qualified” criteria required by “No Child Left Behind.” No teachers (0%) are teaching at Kingsley Elementary School with emergency certification credentials.

RIGHT TO REQUEST TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Because your child attends a school that receives federal funds from the Title I program, you may request the following information about the professional qualifications of your child’s classroom teacher(s):

1. Whether the teacher has met Michigan licensing requirements for the grade level(s) and subject area(s) for which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency permit or other provisional status through which Michigan licensing requirements have been waived;
3. The teacher’s college degree(s), major(s), and field(s) of study, as well as any graduate degree or certification.

You may also request this information about any paraprofessional who provides Title I service to your child. If you would like to receive this information, please contact Mrs. Kristin Goethals, Elementary Principal. Your request will be processed in a timely manner.

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The 2018-19 school year was another positive year for the students, parents, and staff of Kingsley Elementary School. Our students' MSTEP, AIMSweb, and Rigby PM reading scores continue to be above local and statewide averages and student performance on other national and local assessments is also above average. We believe that Kingsley Elementary School continues to be a highly effective school because of three crucial staff characteristics:

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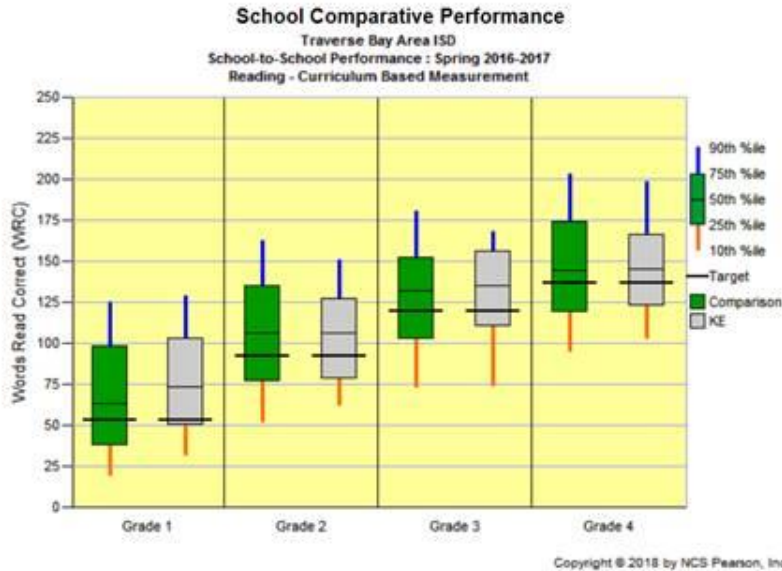
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There are no variances from the state's model.

AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR LOCAL TESTS OR NATIONALLY NORMED TESTS

AIMSweb is a norm referenced reading benchmark and progress monitoring system based on direct, frequent and continuous student assessment. All students are benchmarked three times each year. Kindergarten and first grade students are assessed in letter naming, and letter sound identification. Students in first through fourth grades are assessed using the R-CBM which is the heart of the AIMSweb system. R-CBM is a Curriculum-Based Measurement method of monitoring student progress through direct, continuous assessment of basic skills. AIMSweb assessments allow teachers to identify at risk students quickly, establish literacy benchmarks, produce norm-referenced reports based on national norms, and actively communicate with parents. Growth is measured from the fall assessment to the spring assessment and students are evaluated on upward growth and current performance is compared to the national norm or "target".

FILTER:
Comparison: Traverse Bay Area ISD
Target Sets: AIMSweb Defaults



Rigby PM Benchmark or a “running record” is a reading assessment tool that is used to identify a student’s instructional reading level, ability to read for meaning, and ability to integrate meaning with structural and visual cues. Teachers are provided with vital information from this assessment including: instructional reading level; the ability to read for meaning; integration of meaning, structural, and visual cues; the usage of self-monitoring systems; knowledge of print conventions; rate of learning; and level of reading independence. Rigby PM Benchmark is used as a benchmark and a progress-monitoring tool to allow teachers to collect multiple data points on student’s progress in literacy development. The Rigby PM Benchmark assessment tool is not a norm referenced assessment however it is aligned with state and national reading standards. Kingsley elementary students are benchmarked at least three times each school year with growth measured from the fall assessment to the spring assessment. Students are evaluated on whether or not they have achieved the established reading level or target and whether they have demonstrated upward growth.

Kindergarten	Fall	Spring	Growth
Grade Level Average	0	9	8.1
Grade Level Target: Level 2	Number	Percent	
Grade Level Meeting Target	102	92%	
Grade Level Below Target	9	8%	

First Grade	Fall	Spring	Growth
Grade Level Average	8	20	12.0
Grade Level Target: Level 16	Number	Percent	
Grade Level Meeting Target	79	89%	
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Second Grade	Fall	Spring	Growth
Grade Level Average	17	24	6.0
Grade Level Target: Level 22	Number	Percent	
Grade Level Meeting Target	84	86%	
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Third Grade	Fall	Spring	Growth
Grade Level Average	24	28	4
Grade Level Target: Level 26	Number	Percent	
Grade Level Meeting Target	83	88%	
Grade Level Below Target	11	12%	

Fourth Grade	Fall	Spring	Growth
Grade Level Average	26	28	2
Grade Level Target: Level 32	Number	Percent	
Grade Level Meeting Target	82	67%	
Grade Level Below Target	40	33%	

16-17 Students Meeting Target	430	83.7%
16-17 Students Below Target	84	16.3%
15-16 Students Meeting Target	417	84.4%
15-16 Students Below Target	77	15.6%
14-15 Students Meeting Target	439	89.2%
14-15 Students Below Target	53	10.8%

13-14 Students Meeting Target	487	93.5%
13-14 Students Below Target	34	6.5%

12-13 Students Meeting Target	470	89.90%
12-13 Students Below Target	53	10.10%

Fountas and Pinnell Benchmark Assessment System

In the 2018-19 school year Kingsley Elementary transitioned to the Fountas & Pinnell Benchmark system to provide teachers with accurate data to identify the instructional and independent reading levels of all students and document the students' progress through one-on-one formative and summative assessments. Students are benchmarked three times each school year and growth measurements are available from fall to spring.

PARENT TEACHER CONFERENCES

Kingsley Elementary School holds two parent teacher conferences during the school year, in addition to an Open House held in August. The purpose of conferences is to discuss the students' progress, highlight areas of success, clarify areas of concern, discuss ways to improve those areas, and to strengthen the working relationship between home and school. Additional conferences are held throughout the year as well, as requested by teachers, parents, and/or the administration.

	Fall Conferences	Attended	Percent	Spring Conference	Attended	Percent	Year Average
2009-10	551	541	98%	522	517	99%	98.6%
2010-11	531	524	99%	527	517	98%	98.4%
2011-12	498	495	99%	501	492	98%	98.8%
2012-13	524	520	99%	528	521	99%	99.0%
2013-14	517	514	99%	526	520	99%	99.0%
2014-15	529	519	98%	529	529	100%	99.0%
2015-16	526	522	99%	518	516	99%	99%
2016-17	534	525	99.60%	546	529	97.60%	97.62%
2017-18	592	559	94.40%	542	521	96.13%	95.50%
2018-19	590	585	99.20%	591	579	98%	98.60%

FEDERAL AND STATE REPORTS

STATUS AND INFORMATION ON AYP (ADEQUATE YEARLY PROGRESS)

The table below shows annual "Adequate Yearly Progress" for Kingsley Elementary School. Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act. In Michigan, it's a measure of year-to-year student achievement on the Michigan Education Assessment Program (MEAP) test. AYP must be met for MEAP participation, achievement for the school as a whole, and for each student subgroup in which 30 or more students are enrolled. According to NCLB, Michigan and other states must develop target starting goals for AYP and the state must raise the bar in gradual increments so 100 percent of the students in the state are proficient on state assessments by the 2013-14 school year. AYP applies to each district and school in the state; however, NCLB sanctions for schools that do not make AYP for two or more years in a row, only apply to those districts and schools that receive Title I funds.

School Year	Met AYP Target	Identified for Improvement
2001-2002	YES	NO
2002-2003	YES	NO
2003-2004	YES	NO
2004-2005	YES	NO
2005-2006	YES	NO
2007-2008	YES	NO
2007-2008	YES	NO
2008-2009	YES	NO
2009-2010	YES	NO
2010-2011	YES	NO
2011-2012	YES	NO
2012-2013	YES	NO
2013-2014	YES	NO
2014-2015	YES	NO
2015-2016	YES	NO
2016-2017	YES	NO
2017-2018	YES	NO
2018-2019	YES	NO

FEDERAL NOTIFICATIONS

TITLE I SCHOOLS IDENTIFIED FOR IMPROVEMENT:

Kingsley Elementary School is the only building in the district that receives federal funding for Title I programs. The Title I program provides services to students in accordance with Title I "targeted assistance" model whereas students are identified to receive service based on need. Kingsley Elementary School (district Title I school) is **NOT IDENTIFIED** for improvement under the provisions of adequate yearly progress.

STATUS OF HIGHLY QUALIFIED TEACHERS AND STAFF

Title I Teachers: Kingsley Elementary School used Federal Title I funds to employ two reading teachers. Both reading teachers hold a Michigan Professional Teaching certificate and are "highly qualified" as required by "No Child Left Behind."

Title I Paraprofessionals: Kingsley School used Federal Title I funds to employ three instructional paraprofessionals. All three paraprofessionals successfully passed the Michigan Teachers Test of Basic Skills prior to the deadline in January 2006. All three paraprofessionals are therefore highly qualified according to the criteria required by "No Child Left Behind." Copies of the assessment and verifications can be viewed in the elementary principal's office.

Classroom Teachers: 100% of teachers employed by Kingsley Area School hold a Michigan Provisional teaching certificate, provisional renewal, or a professional teaching certificate. Therefore, 100% of the teachers at Kingsley Elementary School meet "highly qualified" criteria required by "No Child Left Behind." No teachers (0%) are teaching at Kingsley Elementary School with emergency certification credentials.

RIGHT TO REQUEST TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Because your child attends a school that receives federal funds from the Title I program, you may request the following information about the professional qualifications of your child's classroom teacher(s):

1. Whether the teacher has met Michigan licensing requirements for the grade level(s) and subject area(s) for which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency permit or other provisional status through which Michigan licensing requirements have been waived;
3. The teacher's college degree(s), major(s), and field(s) of study, as well as any graduate degree or certification.

You may also request this information about any paraprofessional who provides Title I service to your child. If you would like to receive this information, please contact Mrs. Kristin Goethals, Elementary Principal. Your request will be processed in a timely manner.

KINGSLEY ELEMENTARY SCHOOL

Keith Smith
Superintendent
402 Fenton Street
Kingsley, MI 49649
(231) 263-5261 ext. 5210
kesmith@kingsley.k12.mi.us
FAX (231) 263-5282



NCA Accredited by the North Central Association of Colleges and Schools
A Michigan Department of Education Grade "A" School

Kristin Goethals
Principal
311 Clark Street
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FAX (231) 263-3813

2016-17 KINGSLEY ELEMENTARY SCHOOL ANNUAL EDUCATION REPORT (AER)

April 23, 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 Kingsley Area 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 Kristin Goethals, elementary principal, for assistance.

The AER is available for you to review on-line by visiting the Kingsley Area School website at <http://www.kingsley.k12.mi.us/> or you may review a copy in our main office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has not been given one of these labels.

The 2016-17 school year was another positive year for the students, parents, and staff of Kingsley Elementary School. Our students' MSTEP, AIMSweb, and Rigby PM reading scores continue to be above local and statewide averages and student performance on other national and local assessments is also above average. We believe that Kingsley Elementary School continues to be a highly effective school because of three crucial staff characteristics:

- First, our educational team believes that in order for students to learn they must behave in an appropriate manner and our students are held to high behavioral standards.
- Kingsley Elementary School has adopted and conscientiously aligned instruction to the KC4 and CCSS curriculum models. This curriculum provides specific scope and sequence for instruction in language arts, math, science, and social studies.
- Our greatest characteristic is that our grade level teachers operate in cooperative and purposeful teams known as Professional Learning Communities. This is a direct reflection of our mission statement, "Together Everyone Accomplishes More."

This annual report includes information and data required by the State of Michigan Department of Education as well as federal "No Child Left Behind" regulations and is made available each year at the annual district wide open house.

State law requires that we also report the following additional information.

1. Process for assigning pupils to the school
2. The status of the 3-5 year school improvement plan
3. A brief description of each specialized school
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
5. The aggregate student achievement results for any local competency tests or nationally normed achievement tests
6. Identify the number and percent of students represented by parents at parent-teacher conferences

Please review the following highlights of the annual report, annual reporting requirements, and the accountability data at the end of this report. Please direct questions regarding this report to elementary principal Kristin Goethals at kgoethals@kingsleyschools.org

Sincerely,

Kristin Goethals, principal
Kingsley Elementary School

HIGHLIGHTS OF THE ANNUAL REPORT

- ♦ **Kingsley Elementary school again “passed” the Federal adequate yearly progress (AYP)** goals as required by the state and federal departments of education. Adequate Yearly Progress is the federal determination of whether student **MSTEP** scores are increasing at an acceptable level. This is a source of pride for the students and staff of Kingsley Elementary School.
- ♦ **Michigan Public Schools “Top to Bottom” Percentile Rankings** Kingsley Elementary School has been ranked by the MDE “Top to Bottom” school ranking at the 64th percentile, which shows that Kingsley Elementary Students outperform 64 % of the students in the state! The state of Michigan changed the formula for calculating the percentile ranking for the 2015-16 school year basing 50% on achievement and 50% on student growth. Our students achievement is considerably above average in all areas. To view the Michigan Top to Bottom rankings go to MI School Data @ <https://www.mischooldata.org/Default.aspx>
- ♦ **Kingsley Elementary School received color of “yellow”** on the annual public school report card this year. To review school accountability report cards go to MI School Data @ <https://www.mischooldata.org/Default.aspx>. Kingsley Elementary was not given a designation of reward, priority or focus for the 2015-16 school year.
- ♦ **Kingsley Elementary School was identified as a National Title I Distinguished School in February 2014** by the National Title I association. Kingsley Elementary was one of 63 schools selected across the nation as demonstrating the greatest improvement for students who are economically disadvantaged. More information on this distinction is available at <http://goo.gl/aIDqcr>
- ♦ **Kingsley Elementary School identified as a Blue Ribbon School for the 2015-16 School Year** Kingsley Elementary School was identified as one of the schools who are outperforming schools with similar risk factors and demographic composition in achievement. These schools were identified by the Michigan Department of Education through studies of data.

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STATUS OF THE 3 – 5 YEAR SCHOOL IMPROVEMENT PLAN

KINGSLEY ELEMENTARY MISSION STATEMENT

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Together **Everyone Accomplishes More**

KINGSLEY AREA SCHOOLS DISTRICT GOALS

- To develop a command of the fundamental intellectual processes enabling one to think critically, analytically, creatively, and make sound decisions.
- To develop his/her feelings of positive self-worth and self-assurance.
- To develop the habits and attitudes associated with responsible citizenship including a cooperative attitude toward living and working with others.
- To develop an increased appreciation of music, art, literature, and other aesthetic experiences.
- To develop an intellectual curiosity and eagerness to become a lifelong learner.
- To develop and encourage good health and physical fitness.

STATUS OF THE SCHOOL IMPROVEMENT PLAN

Kingsley Elementary School is in full compliance with the Michigan Department of Education school improvement plan model to develop and implement the school improvement plan. The model is hosted through AdvanceEd, an online tool that allows schools to develop goals and strategies to address areas in need of improvement. Kingsley Elementary currently has three school improvement goals in writing, reading comprehension, and mathematics problem solving. A copy of the annual school improvement plan is available on line at <http://www.kingsley.k12.mi.us> or in the elementary principal's office.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Kingsley Area Elementary School provides public general and special education programming for students in grades kindergarten through fourth grade. An ECSE (Early Childhood Special Education) preschool classroom is operated by Kingsley Area Schools servicing students ages 3 – 6 who qualify.

DESCRIPTION OF THE CORE CURRICULUM & IMPLEMENTATION

In 2010 the Michigan Department of Education adopted a comprehensive set of national standards for English Language Arts and Mathematics or CCSS (Common Core State Standards). The district curriculum council approved a timeline for implementation that includes collaboration with the Traverse Bay Area Intermediate School District for the purpose of realigning K-12 curriculum from the GLCE's (Grade Level Content Expectations) to the new CCSS. All grade levels K-4 began the process of reviewing the new CCSS during the 2010-11 school year and plan for full implementation by 2014 when the state plans to begin assessing students (through the MEAP) on the new Common Core State Standards. The elementary teams accomplished the critical task of reviewing and aligning the all Language Arts and Math standards to the new CCSS by the end of the school year. We will continue with science and math as they are released and published (status unknown).

The elementary teaching staff is highly dedicated to a collaborative and purposeful curriculum alignment process. The teaching staff, working in grade level teams, engages annually in realignments by using release days derived from professional development funds. The alignment process includes a systematic process including the following:

- Review of each core area as it is released.
- Review of new and changing standards.
- Review of "power standards" or essential standards that are considered to be crucial at each grade level.
- Determination of the materials that will be required to provide instruction for each standard.
- Development of pacing guides or schedules that outline when instruction will take place.
- Development and review of assessments that will be used to determine student progress.
- Planning of the specific lessons, vocabulary, and sequence of instruction required to effectively deliver each standard.
- Development and review of "Essential Objectives" (power standards) for each core area.
- Publishing an alignment document for every CCSS standard, which includes the strand, standard, essential questions, instruction, and assessments.
- Publishing a grade level document that identifies essential questions for each core area as well as other grade level information.
- Participated in SBA (Smart Balanced Assessment – tool for assessing CCSS in ELA and Math) Field tests in Spring 2014.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE's and the new CCSS's. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

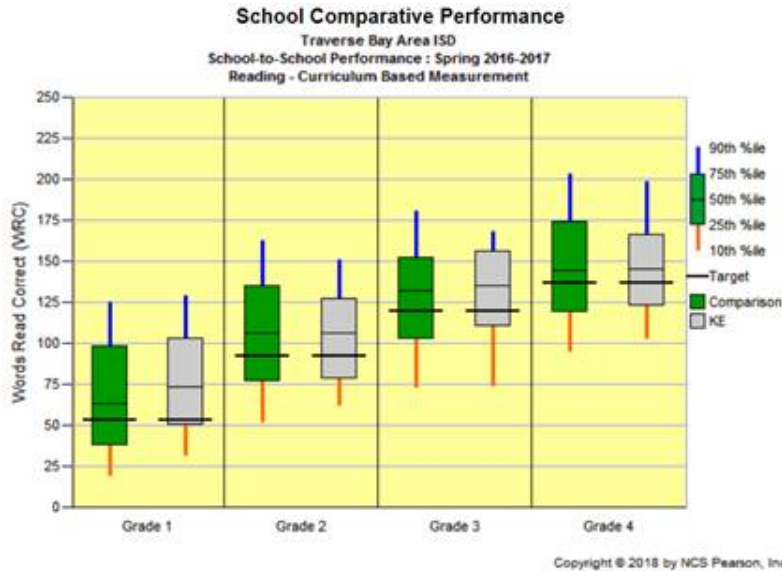
A copy of the newly revised CCSS alignments for English language arts, grade level alignments, and essential question guides can be obtained by submitting a request to the elementary principal or by meeting with any self-contained classroom teacher.

There are no variances from the state's model.

AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR LOCAL TESTS OR NATIONALLY NORMED TESTS

AIMSweb is a norm referenced reading benchmark and progress monitoring system based on direct, frequent and continuous student assessment. All students are benchmarked three times each year. Kindergarten and first grade students are assessed in letter naming, and letter sound identification. Students in first through fourth grades are assessed using the R-CBM which is the heart of the AIMSweb system. R-CBM is a Curriculum-Based Measurement method of monitoring student progress through direct, continuous assessment of basic skills. AIMSweb assessments allow teachers to identify at risk students quickly, establish literacy benchmarks, produce norm-referenced reports based on national norms, and actively communicate with parents. Growth is measured from the fall assessment to the spring assessment and students are evaluated on upward growth and current performance is compared to the national norm or "target".

FILTER:
Comparison: Traverse Bay Area ISD
Target Sets: AIMSweb Defaults



Rigby PM Benchmark or a “running record” is a reading assessment tool that is used to identify a student’s instructional reading level, ability to read for meaning, and ability to integrate meaning with structural and visual cues. Teachers are provided with vital information from this assessment including: instructional reading level; the ability to read for meaning; integration of meaning, structural, and visual cues; the usage of self-monitoring systems; knowledge of print conventions; rate of learning; and level of reading independence. Rigby PM Benchmark is used as a benchmark and a progress-monitoring tool to allow teachers to collect multiple data points on student’s progress in literacy development. The Rigby PM Benchmark assessment tool is not a norm referenced assessment however it is aligned with state and national reading standards. Kingsley elementary students are benchmarked at least three times each school year with growth measured from the fall assessment to the spring assessment. Students are evaluated on whether or not they have achieved the established reading level or target and whether they have demonstrated upward growth.

Kindergarten	Fall	Spring	Growth
Grade Level Average	0	9	8.1
Grade Level Target: Level 2	Number	Percent	
Grade Level Meeting Target	102	92%	
Grade Level Below Target	9	8%	

First Grade	Fall	Spring	Growth
Grade Level Average	8	20	12.0
Grade Level Target: Level 16	Number	Percent	
Grade Level Meeting Target	79	89%	
Grade Level Below Target	10	11%	

Second Grade	Fall	Spring	Growth
Grade Level Average	17	24	6.0
Grade Level Target: Level 22	Number	Percent	
Grade Level Meeting Target	84	86%	
Grade Level Below Target	14	14%	

Third Grade	Fall	Spring	Growth
Grade Level Average	24	28	4
Grade Level Target: Level 26	Number	Percent	
Grade Level Meeting Target	83	88%	
Grade Level Below Target	11	12%	

Fourth Grade	Fall	Spring	Growth
Grade Level Average	26	28	2
Grade Level Target: Level 32	Number	Percent	
Grade Level Meeting Target	82	67%	
Grade Level Below Target	40	33%	

16-17 Students Meeting Target	430	83.7%
16-17 Students Below Target	84	16.3%
15-16 Students Meeting Target	417	84.4%
15-16 Students Below Target	77	15.6%
14-15 Students Meeting Target	439	89.2%
14-15 Students Below Target	53	10.8%

13-14 Students Meeting Target	487	93.5%
13-14 Students Below Target	34	6.5%

12-13 Students Meeting Target	470	89.90%
12-13 Students Below Target	53	10.10%

PARENT TEACHER CONFERENCES

Kingsley Elementary School holds two parent teacher conferences during the school year, in addition to an Open House held in August. The purpose of conferences is to discuss the students' progress, highlight areas of success, clarify areas of concern, discuss ways to improve those areas, and to strengthen the working relationship between home and school. Additional conferences are held throughout the year as well, as requested by teachers, parents, and/or the administration.

	Fall Conferences			Spring Conference			Year Average
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FEDERAL AND STATE REPORTS

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School Year	Met AYP Target	Identified for Improvement
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2011-2012	YES	NO
2012-2013	YES	NO
2013-2014	YES	NO
2014-2015	YES	NO
2015-2016	YES	NO
2016-2017	YES	NO

FEDERAL NOTIFICATIONS

TITLE I SCHOOLS IDENTIFIED FOR IMPROVEMENT:

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Title I Teachers: Kingsley Elementary School used Federal Title I funds to employ two reading teachers. Both reading teachers hold a Michigan Professional Teaching certificate and are “highly qualified” as required by “No Child Left Behind.”

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KINGSLEY ELEMENTARY SCHOOL

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2015-16 KINGSLEY ELEMENTARY SCHOOL ANNUAL EDUCATION REPORT (AER)

February 22, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Kingsley Area 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 Kristin Goethals, elementary principal, for assistance.

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Sincerely,

Kristin Goethals, principal
Kingsley Elementary School

HIGHLIGHTS OF THE ANNUAL REPORT

- ♦ **Kingsley Elementary school again “passed” the Federal adequate yearly progress (AYP)** goals as required by the state and federal departments of education. Adequate Yearly Progress is the federal determination of whether student **MSTEP** scores are increasing at an acceptable level. This is a source of pride for the students and staff of Kingsley Elementary School.
- ♦ **Michigan Public Schools “Top to Bottom” Percentile Rankings** Kingsley Elementary School has been ranked by the MDE “Top to Bottom” school ranking at the 64th percentile, which shows that Kingsley Elementary Students outperform 64 % of the students in the state! The state of Michigan changed the formula for calculating the percentile ranking for the 2015-16 school year basing 50% on achievement and 50% on student growth. Our students achievement is considerably above average in all areas. To view the Michigan Top to Bottom rankings go to MI School Data @ <https://www.mischooldata.org/Default.aspx>
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STATUS OF THE 3 – 5 YEAR SCHOOL IMPROVEMENT PLAN

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Kingsley Area Elementary School provides public general and special education programming for students in grades kindergarten through fourth grade. An ECSE (Early Childhood Special Education) preschool classroom is operated by Kingsley Area Schools servicing students ages 3 – 6 who qualify.

DESCRIPTION OF THE CORE CURRICULUM & IMPLEMENTATION

In 2010 the Michigan Department of Education adopted a comprehensive set of national standards for English Language Arts and Mathematics or CCSS (Common Core State Standards). The district curriculum council approved a timeline for implementation that includes collaboration with the Traverse Bay Area Intermediate School District for the purpose of realigning K-12 curriculum from the GLCE's (Grade Level Content Expectations) to the new CCSS. All grade levels K-4 began the process of reviewing the new CCSS during the 2010-11 school year and plan for full implementation by 2014 when the state plans to begin assessing students (through the MEAP) on the new Common Core State Standards. The elementary teams accomplished the critical task of reviewing and aligning the all Language Arts and Math standards to the new CCSS by the end of the school year. We will continue with science and math as they are released and published (status unknown).

The elementary teaching staff is highly dedicated to a collaborative and purposeful curriculum alignment process. The teaching staff, working in grade level teams, engages annually in realignments by using release days derived from professional development funds. The alignment process includes a systematic process including the following:

- Review of each core area as it is released.
- Review of new and changing standards.
- Review of “power standards” or essential standards that are considered to be crucial at each grade level.
- Determination of the materials that will be required to provide instruction for each standard.
- Development of pacing guides or schedules that outline when instruction will take place.
- Development and review of assessments that will be used to determine student progress.
- Planning of the specific lessons, vocabulary, and sequence of instruction required to effectively deliver each standard.
- Development and review of “Essential Objectives” (power standards) for each core area.
- Publishing an alignment document for every CCSS standard, which includes the strand, standard, essential questions, instruction, and assessments.
- Publishing a grade level document that identifies essential questions for each core area as well as other grade level information.
- Participated in SBA (Smart Balanced Assessment – tool for assessing CCSS in ELA and Math) Field tests in Spring 2014.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE's and the new CCSS's. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

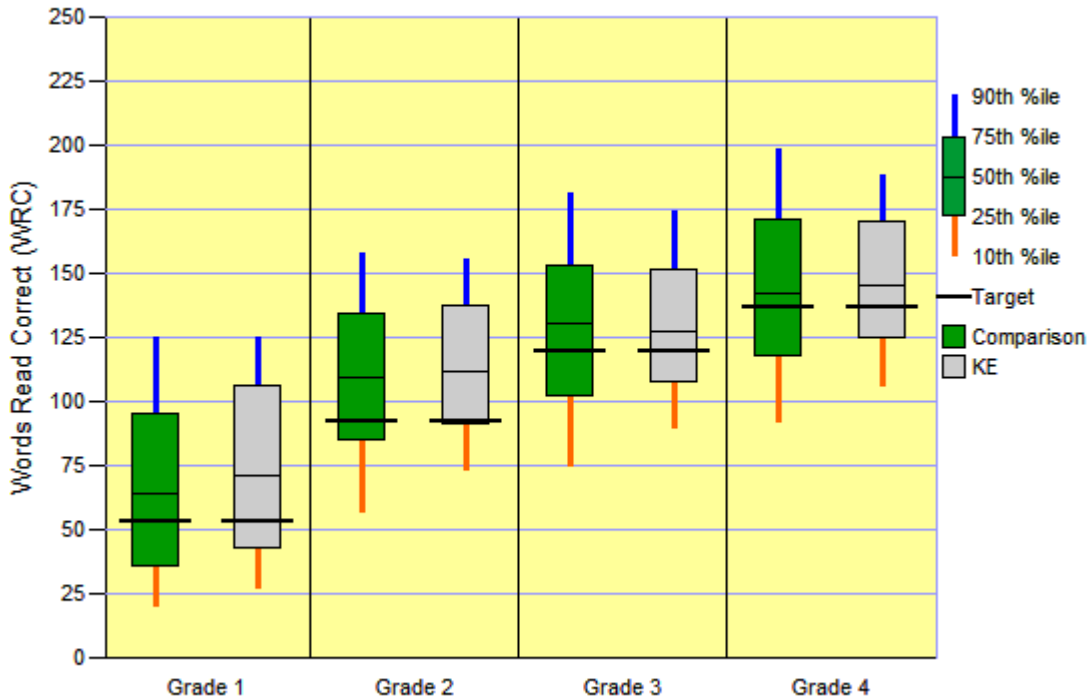
A copy of the newly revised CCSS alignments for English language arts, grade level alignments, and essential question guides can be obtained by submitting a request to the elementary principal or by meeting with any self-contained classroom teacher.

There are no variances from the state's model.

AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR LOCAL TESTS OR NATIONALLY NORMED TESTS

AIMSweb is a norm referenced reading benchmark and progress monitoring system based on direct, frequent and continuous student assessment. All students are benchmarked three times each year. Kindergarten and first grade students are assessed in letter naming, and letter sound identification. Students in first through fourth grades are assessed using the R-CBM which is the heart of the AIMSweb system. R-CBM is a Curriculum-Based Measurement method of monitoring student progress through direct, continuous assessment of basic skills. AIMSweb assessments allow teachers to identify at risk students quickly, establish literacy benchmarks, produce norm-referenced reports based on national norms, and actively communicate with parents. Growth is measured from the fall assessment to the spring assessment and students are evaluated on upward growth and current performance is compared to the national norm or “target”.

Traverse Bay Area ISD
School-to-School Performance : Spring 2015-2016
Reading - Curriculum Based Measurement



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Rigby PM Benchmark or a “running record” is a reading assessment tool that is used to identify a student’s instructional reading level, ability to read for meaning, and ability to integrate meaning with structural and visual cues. Teachers are provided with vital information from this assessment including: instructional reading level; the ability to read for meaning; integration of meaning, structural, and visual cues; the usage of self-monitoring systems; knowledge of print conventions; rate of learning; and level of reading independence. Rigby PM Benchmark is used as a benchmark and a progress-monitoring tool to allow teachers to collect multiple data points on student’s progress in literacy development. The Rigby PM Benchmark assessment tool is not a norm referenced assessment however it is aligned with state and national reading standards. Kingsley elementary students are benchmarked at least three times each school year with growth measured from the fall assessment to the spring assessment. Students are evaluated on whether or not they have achieved the established reading level or target and whether they have demonstrated upward growth.

Kindergarten	Fall	Spring	Growth
Grade Level Average	0	9	8.1
Grade Level Target: Level 2	Number	Percent	
Grade Level Meeting Target	90	100%	
Grade Level Below Target	0	0%	

First Grade	Fall	Spring	Growth
Grade Level Average	7	19	12.0
Grade Level Target: Level 16	Number	Percent	
Grade Level Meeting Target	76	90%	
Grade Level Below Target	8	10%	

Second Grade	Fall	Spring	Growth
Grade Level Average	17	24	6.0
Grade Level Target: Level 22	Number	Percent	
Grade Level Meeting Target	84	86%	
Grade Level Below Target	14	14%	

Third Grade	Fall	Spring	Growth
Grade Level Average	22	28	5.3
Grade Level Target: Level 26	Number	Percent	
Grade Level Meeting Target	104	88%	
Grade Level Below Target	14	12%	

Fourth Grade	Fall	Spring	Growth
Grade Level Average	26	29	3.8
Grade Level Target: Level 32	Number	Percent	
Grade Level Meeting Target	63	61%	
Grade Level Below Target	41	39%	

15-16 Students Meeting Target	417	84.4%
15-16 Students Below Target	77	15.6%
14-15 Students Meeting Target	439	89.2%
14-15 Students Below Target	53	10.8%

13-14 Students Meeting Target	487	93.5%
13-14 Students Below Target	34	6.5%

12-13 Students Meeting Target	470	89.90%
12-13 Students Below Target	53	10.10%

23 of 53 students not reading at grade level have an IEP
30 of 53 students not reading at grade level have Tier II intervention.

K high reading level: 23 K students above level 16 = 12
1st high reading level: 32 1st students above level 16 = 70 1st grade highest growth: 21 levels
2nd high reading level: 34 2nd students above level 22 = 53 2nd grade highest growth: 27
3rd high reading level: 40 3rd students above level 26 = 84 3rd grade highest growth: 16
4th high reading level: 44 4th students above level 32 = 67 4th grade highest growth: 19

PARENT TEACHER CONFERENCES

Kingsley Elementary School holds two parent teacher conferences during the school year, in addition to an Open House held in August. The purpose of conferences is to discuss the students' progress, highlight areas of success, clarify areas of concern, discuss ways to improve those areas, and to strengthen the working relationship between home and school. Additional conferences are held throughout the year as well, as requested by teachers, parents, and/or the administration.

2009-10	551	541	98%		522	517	99%		98.6%
2010-11	531	524	99%		527	517	98%		98.4%
2011-12	498	495	99%		501	492	98%		98.8%
2012-13	524	520	99%		528	521	99%		99.0%
2013-14	517	514	99%		526	520	99%		99.0%
2014-15	529	519	98%		529	529	100%		99.0%
2015-16	526	522	99%		518	516	99%		99%

FEDERAL AND STATE REPORTS

STATUS AND INFORMATION ON AYP (ADEQUATE YEARLY PROGRESS)

The table below shows annual “Adequate Yearly Progress” for Kingsley Elementary School. Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act. In Michigan, it's a measure of year-to year student achievement on the Michigan Education Assessment Program (MEAP) test. AYP must be met for MEAP participation, achievement for the school as a whole, and for each student subgroup in which 30 or more students are enrolled. According to NCLB, Michigan and other states must develop target starting goals for AYP and the state must raise the bar in gradual increments so 100 percent of the students in the state are proficient on state assessments by the 2013-14 school year. AYP applies to each district and school in the state; however, NCLB sanctions for schools that do not make AYP for two or more years in a row, only apply to those districts and schools that receive Title I funds.

School Year	Met AYP Target	Identified for Improvement
2001-2002	YES	NO
2002-2003	YES	NO
2003-2004	YES	NO
2004-2005	YES	NO
2005-2006	YES	NO
2007-2008	YES	NO
2007-2008	YES	NO
2008-2009	YES	NO
2009-2010	YES	NO
2010-2011	YES	NO
2011-2012	YES	NO
2012-2013	YES	NO
2013-2014	YES	NO
2014-2015	YES	NO
2015-2016	YES	NO

FEDERAL NOTIFICATIONS

TITLE I SCHOOLS IDENTIFIED FOR IMPROVEMENT:

Kingsley Elementary School is the only building in the district that receives federal funding for Title I programs. The Title I program provides services to students in accordance with Title I “targeted assistance” model whereas students are identified to receive service based on need. Kingsley Elementary School (district Title I school) is **NOT IDENTIFIED** for improvement under the provisions of adequate yearly progress.

STATUS OF HIGHLY QUALIFIED TEACHERS AND STAFF

Title I Teachers: Kingsley Elementary School used Federal Title I funds to employ two reading teachers. Both reading teachers hold a Michigan Professional Teaching certificate and are “highly qualified” as required by “No Child Left Behind.”
 Title I Paraprofessionals: Kingsley School used Federal Title I funds to employ three instructional paraprofessionals. All three paraprofessionals successfully passed the Michigan Teachers Test of Basic Skills prior to the deadline in January 2006. All three paraprofessionals are therefore highly qualified according to the criteria required by “No Child Left Behind.” Copies of the assessment and verifications can be viewed in the elementary principal’s office.

Classroom Teachers: 100% of teachers employed by Kingsley Area School hold a Michigan Provisional teaching certificate, provisional renewal, or a professional teaching certificate. Therefore, 100% of the teachers at Kingsley Elementary School meet “highly qualified” criteria required by “No Child Left Behind.” No teachers (0%) are teaching at Kingsley Elementary School with emergency certification credentials.

RIGHT TO REQUEST TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Because your child attends a school that receives federal funds from the Title I program, you may request the following information about the professional qualifications of your child’s classroom teacher(s):

1. Whether the teacher has met Michigan licensing requirements for the grade level(s) and subject area(s) for which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency permit or other provisional status through which Michigan licensing requirements have been waived;
3. The teacher’s college degree(s), major(s), and field(s) of study, as well as any graduate degree or certification.

You may also request this information about any paraprofessional who provides Title I service to your child. If you would like to receive this information, please contact Mrs. Kristin Goethals, Elementary Principal. Your request will be processed in a timely manner.

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	79.8%	79.8%	47.5%	32.3%	18.2%	2.0%
ELA	3rd Grade Content	All Students	2015-16	46.0%	59.8%	59.8%	29.9%	29.9%	27.4%	12.8%
ELA	3rd Grade Content	American Indian or Alaska Native	2014-15	44.3%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2015-16	65.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	81.1%	81.1%	48.4%	32.6%	17.9%	1.1%
ELA	3rd Grade Content	White	2015-16	53.9%	59.1%	59.1%	29.6%	29.6%	27.8%	13.0%
ELA	3rd Grade Content	Female	2014-15	54.7%	83.0%	83.0%	53.2%	29.8%	17.0%	0.0%
ELA	3rd Grade Content	Female	2015-16	49.5%	63.0%	63.0%	37.0%	25.9%	29.6%	7.4%
ELA	3rd Grade Content	Male	2014-15	45.5%	76.9%	76.9%	42.3%	34.6%	19.2%	3.8%

M-STEP Grades 3-11

ELA	3rd Grade Content	Male	2015-16	42.6%	57.1%	57.1%	23.8%	33.3%	25.4%	17.5%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	75.0%	75.0%	40.9%	34.1%	22.7%	2.3%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	47.4%	47.4%	15.8%	31.6%	28.1%	24.6%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	7.7%	7.7%	0.0%	7.7%	15.4%	76.9%
ELA	4th Grade Content	All Students	2014-15	46.6%	61.5%	61.5%	23.1%	38.5%	24.8%	13.7%
ELA	4th Grade Content	All Students	2015-16	46.3%	68.6%	68.6%	34.3%	34.3%	19.0%	12.4%
ELA	4th Grade Content	American Indian or Alaska Native	2015-16	40.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2014-15	21.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	62.5%	62.5%	22.3%	40.2%	23.2%	14.3%

M-STEP Grades 3-11

ELA	4th Grade Content	White	2015-16	53.9%	69.7%	69.7%	35.4%	34.3%	18.2%	12.1%
ELA	4th Grade Content	Female	2014-15	51.5%	64.8%	64.8%	29.6%	35.2%	27.8%	7.4%
ELA	4th Grade Content	Female	2015-16	50.9%	67.9%	67.9%	32.1%	35.8%	18.9%	13.2%
ELA	4th Grade Content	Male	2014-15	41.8%	58.7%	58.7%	17.5%	41.3%	22.2%	19.0%
ELA	4th Grade Content	Male	2015-16	41.8%	69.2%	69.2%	36.5%	32.7%	19.2%	11.5%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	56.9%	56.9%	12.1%	44.8%	27.6%	15.5%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	62.8%	62.8%	27.9%	34.9%	18.6%	18.6%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	9.1%	9.1%	9.1%	0.0%	27.3%	63.6%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	75.8%	75.8%	24.2%	51.5%	20.2%	4.0%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	59.0%	59.0%	17.1%	41.9%	24.8%	16.2%
Mathematics	3rd Grade Content	American Indian or Alaska Native	2014-15	44.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	76.8%	76.8%	24.2%	52.6%	20.0%	3.2%
Mathematics	3rd Grade Content	White	2015-16	53.2%	58.3%	58.3%	17.4%	40.9%	25.2%	16.5%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	72.3%	72.3%	23.4%	48.9%	25.5%	2.1%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	63.0%	63.0%	20.4%	42.6%	22.2%	14.8%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	78.8%	78.8%	25.0%	53.8%	15.4%	5.8%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	55.6%	55.6%	14.3%	41.3%	27.0%	17.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	70.5%	70.5%	22.7%	47.7%	20.5%	9.1%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	49.1%	49.1%	10.5%	38.6%	21.1%	29.8%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	30.8%	30.8%	0.0%	30.8%	23.1%	46.2%
Mathematics	4th Grade Content	All Students	2014-15	41.4%	57.4%	57.4%	14.8%	42.6%	38.3%	4.3%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	57.1%	57.1%	23.8%	33.3%	35.2%	7.6%

M-STEP Grades 3-11

Mathematics	4th Grade Content	American Indian or Alaska Native	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	57.3%	57.3%	14.5%	42.7%	38.2%	4.5%
Mathematics	4th Grade Content	White	2015-16	52.3%	58.6%	58.6%	25.3%	33.3%	35.4%	6.1%
Mathematics	4th Grade Content	Female	2014-15	40.3%	48.1%	48.1%	15.4%	32.7%	46.2%	5.8%
Mathematics	4th Grade Content	Female	2015-16	42.1%	49.1%	49.1%	13.2%	35.8%	43.4%	7.5%
Mathematics	4th Grade Content	Male	2014-15	42.4%	65.1%	65.1%	14.3%	50.8%	31.7%	3.2%
Mathematics	4th Grade Content	Male	2015-16	45.8%	65.4%	65.4%	34.6%	30.8%	26.9%	7.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	48.2%	48.2%	12.5%	35.7%	42.9%	8.9%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	44.2%	44.2%	14.0%	30.2%	41.9%	14.0%

M-STEP Grades 3-11

Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	9.1%	9.1%	0.0%	9.1%	54.5%	36.4%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	19.7%	19.7%	10.3%	9.4%	44.4%	35.9%
Science	4th Grade Content	All Students	2015-16	14.7%	30.5%	30.5%	18.1%	12.4%	46.7%	22.9%
Science	4th Grade Content	American Indian or Alaska Native	2015-16	10.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2014-15	2.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	17.9%	17.9%	8.9%	8.9%	46.4%	35.7%
Science	4th Grade Content	White	2015-16	18.4%	31.3%	31.3%	18.2%	13.1%	47.5%	21.2%
Science	4th Grade Content	Female	2014-15	10.4%	20.4%	20.4%	9.3%	11.1%	35.2%	44.4%
Science	4th Grade Content	Female	2015-16	13.0%	20.8%	20.8%	7.5%	13.2%	52.8%	26.4%

M-STEP Grades 3-11

Science	4th Grade Content	Male	2014-15	14.3%	19.0%	19.0%	11.1%	7.9%	52.4%	28.6%
Science	4th Grade Content	Male	2015-16	16.4%	40.4%	40.4%	28.8%	11.5%	40.4%	19.2%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	10.3%	10.3%	5.2%	5.2%	39.7%	50.0%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	20.9%	20.9%	11.6%	9.3%	46.5%	32.6%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	9.1%	9.1%	9.1%	0.0%	9.1%	81.8%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10

 **MI School Data**
Annual Education Report
Kingsley Area Elementary School
01/26/2017

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	87.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	67.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	80.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	76.8%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Science	4th Grade Content	White	2015-16	59.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2015-16	75.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	55.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<10	<10	<10	<10	<10

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2014-15	80.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	73.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	82.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	73.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	81.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	74.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	81.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	76.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	83.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	79.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	89.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	81.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	74.2%	<10	<10	<10	<10	<10

MI-Access Supported Independence

Science	4th Grade Content	White	2014-15	88.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	83.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	79.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	89.2%	<10	<10	<10	<10	<10

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



MI School Data

Annual Education Report Kingsley Area Elementary School

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	99.9%	79.7%	100.0%	80.3%
All Students	Mathematics	98.6%	62.1%	99.9%	68.4%	100.0%	72.9%
All Students	Science	98.1%	50.0%	99.4%	64.8%	100.0%	65.4%
All Students	Social Studies	98.1%	59.3%	99.4%	66.2%	N/A	N/A
Bottom 30%	ELA	N/A	25.1%	N/A	32.3%	N/A	33.9%
Bottom 30%	Mathematics	N/A	19.0%	N/A	13.5%	N/A	9.2%
Bottom 30%	Science	N/A	9.8%	N/A	8.8%	N/A	0.0%
Bottom 30%	Social Studies	N/A	13.3%	N/A	7.5%	N/A	N/A
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	<30	<30
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	<30	<30
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30	<30	N/A
Asian	Mathematics	99.4%	83.7%	<30	<30	<30	N/A
Asian	Science	99.3%	65.5%	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	76.0%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.7%	46.9%	<30	<30	<30	<30
Black or African American	Mathematics	97.4%	37.3%	<30	<30	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30	<30	<30
Black or African American	Social Studies	96.6%	33.6%	<30	<30	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30	N/A	N/A
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	N/A	N/A
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	N/A	N/A



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	N/A	N/A
White	ELA	99.0%	75.6%	99.9%	80.4%	100.0%	80.7%
White	Mathematics	98.9%	68.4%	99.9%	68.7%	100.0%	73.6%
White	Science	98.6%	57.1%	99.3%	66.1%	100.0%	65.7%
White	Social Studies	98.5%	65.8%	99.3%	67.4%	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	100.0%	71.2%	100.0%	69.0%
Economically Disadvantaged	Mathematics	98.2%	48.5%	100.0%	64.1%	100.0%	65.0%
Economically Disadvantaged	Science	97.5%	35.0%	100.0%	59.1%	100.0%	60.5%
Economically Disadvantaged	Social Studies	97.5%	43.9%	100.0%	56.3%	N/A	N/A
English Language Learners	ELA	98.8%	49.5%	N/A	N/A	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	N/A	N/A	N/A	N/A



MI School Data

Annual Education Report Kingsley Area Elementary School

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Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	N/A	N/A	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	100.0%	41.2%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	100.0%	45.9%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	100.0%	31.4%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	100.0%	29.4%	N/A	N/A



MI School Data

Annual Education Report Kingsley Area Elementary School

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	83.81%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	83.33%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	70.97%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

* All data based on students enrolled for a full academic year.



MI School Data

Annual Education Report Kingsley Area Elementary School

01/26/2017

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	96.10%	95.96%

* All data based on students enrolled for a full academic year.

 **MI School Data**
Annual Education Report
Kingsley Area Elementary School
01/26/2017

Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



MI School Data
Annual Education Report
Kingsley Area Elementary School
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Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Kingsley Area Elementary School	Green	2	Green	2	Green	2			Lime	22



MI School Data

Annual Education Report Kingsley Area Elementary School

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	9	20	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



MI School Data

Annual Education Report Kingsley Area Elementary School

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



MI School Data

Annual Education Report Kingsley Area Elementary School

01/26/2017

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



MI School Data

Annual Education Report Kingsley Area Elementary School

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NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



MI School Data

Annual Education Report Kingsley Area Elementary School

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



MI School Data

Annual Education Report Kingsley Area Elementary School

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



MI School Data

Annual Education Report Kingsley Area Elementary School

01/26/2017

NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



MI School Data

Annual Education Report Kingsley Area Elementary School

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0

KINGSLEY ELEMENTARY SCHOOL

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NCA Accredited by the North Central Association of Colleges and Schools
A Michigan Department of Education Grade "A" School

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2014-2015 KINGSLEY ELEMENTARY SCHOOL ANNUAL EDUCATION REPORT (AER)

August 11, 2015

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for Kingsley Area 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 Karl A. Hartman, elementary, principal for assistance.

The AER is available for you to review on-line by visiting the Kingsley Area School website at <http://www.kingsley.k12.mi.us/> or by going to <http://goo.gl/12Lz5r> or you may review a copy in our main office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. **Kingsley Area Elementary school has been identified as a REWARD school.**

The 2014-2015 school year was another positive year for the students, parents, and staff of Kingsley Elementary School. Our students' MEAP, AIMSweb, and Rigby PM reading scores continue to be above local and statewide averages and student performance on other national and local assessments is also above average. We believe that Kingsley Elementary School continues to be a highly effective school because of three crucial staff characteristics:

- First, our educational team believes that in order for students to learn they must behave in an appropriate manner and our students are held to high behavioral standards.
- Kingsley Elementary School has adopted and conscientiously aligned instruction to the KC4 and CCSS curriculum models. This curriculum provides specific scope and sequence for instruction in language arts, math, science, and social studies.
- Our greatest characteristic is that our grade level teachers operate in cooperative and purposeful teams known as Professional Learning Communities. This is a direct reflection of our mission statement, "Together Everyone Accomplishes More."

This annual report includes information and data required by the State of Michigan Department of Education as well as federal "No Child Left Behind" regulations and is made available each year at the annual district wide open house.

State law requires that we also report the following additional information.

1. Process for assigning pupils to the school
2. The status of the 3-5 year school improvement plan
3. A brief description of each specialized school
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
5. The aggregate student achievement results for any local competency tests or nationally normed achievement tests
6. Identify the number and percent of students represented by parents at parent-teacher conferences

Please review the following highlights of the annual report, annual reporting requirements, and the accountability data at the end of this report. Please direct questions regarding this report to elementary principal Karl A. Hartman at kahartman@kingsley.k12.mi.us

Sincerely,

Karl A. Hartman, principal
Kingsley Elementary School

HIGHLIGHTS OF THE ANNUAL REPORT

- ♦ **Kingsley Elementary school again “passed” the Federal adequate yearly progress (AYP)** goals as required by the state and federal departments of education. Adequate Yearly Progress is the federal determination of whether student **MEAP** scores are increasing at an acceptable level. This is a source of pride for the students and staff of Kingsley Elementary School.
- ♦ **Michigan Public Schools “Top to Bottom” Percentile Rankings (No change from 2013-14)**: Kingsley Elementary School has been ranked by the MDE “Top to Bottom” school ranking at the 87th percentile, which shows that Kingsley Elementary Students outperform 87 % of the students in the state! Only a few schools in the Traverse Bay Area were identified at this highest level. Kingsley was again identified as a “reward” school based on a “status” from a combination of MEAP proficiency, the school grade, and adequate yearly progress. To view the Michigan Top to Bottom rankings go to MI School Data @ <https://www.mischooldata.org/Default.aspx>
- ♦ **Kingsley Elementary School received color of “yellow”** on the annual public school report card this year. To review school accountability report cards go to MI School Data @ <https://www.mischooldata.org/Default.aspx>
- ♦ **Kingsley Elementary School was identified as a National Title I Distinguished School in February 2014** by the National Title I association. Kingsley Elementary was one of 63 schools selected across the nation as demonstrating the greatest improvement for students who are economically disadvantaged. More information on this distinction is available at <http://goo.gl/aIDqcr>
- ♦ **Kingsley Elementary School identified for the fourth consecutive year as a REWARD SCHOOL that is “Beating the Odds!”** Kingsley Elementary School was again identified as one of the “Beating the Odds” schools who are outperforming schools with similar risk factors and demographic composition. These schools were identified by the Department through two separate studies using considerably different methodologies.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to the elementary school based upon established geographical boundaries of the schools district for students in grades kindergarten through fourth grade. Students from outside the school district are admitted through the Traverse Bay Area Intermediate School District schools of choice option which allows students residing in other schools district to enroll in and attend Kingsley Area Elementary School. Students who qualify for ECSE preschool are assigned to the district program if they reside within the district boundaries.

STATUS OF THE 3 – 5 YEAR SCHOOL IMPROVEMENT PLAN

KINGSLEY ELEMENTARY MISSION STATEMENT

We are a **TEAM**...learning for life!
Together Everyone Accomplishes More

KINGSLEY AREA SCHOOLS DISTRICT GOALS

- To develop a command of the fundamental intellectual processes enabling one to think critically, analytically, creatively, and make sound decisions.
- To develop his/her feelings of positive self-worth and self-assurance.
- To develop the habits and attitudes associated with responsible citizenship including a cooperative attitude toward living and working with others.
- To develop an increased appreciation of music, art, literature, and other aesthetic experiences.
- To develop an intellectual curiosity and eagerness to become a lifelong learner.
- To develop and encourage good health and physical fitness.

STATUS OF THE SCHOOL IMPROVEMENT PLAN

Kingsley Elementary School is in full compliance with the Michigan Department of Education school improvement plan model to develop and implement the school improvement plan. The model is hosted through AdvanceEd, an online tool that allows schools to develop goals and strategies to address areas in need of improvement. Kingsley Elementary currently has three school improvement goals in writing, reading comprehension, and mathematics problem solving. A copy of the annual school improvement plan is available on line at <http://www.kingsley.k12.mi.us/kingsley-elementary-school/> or in the elementary principal's office.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Kingsley Area Elementary School provides public general and special education programming for students in grades kindergarten through fourth grade. An ECSE (Early Childhood Special Education) preschool classroom is operated by Kingsley Area Schools servicing students ages 3 – 6 who qualify.

DESCRIPTION OF THE CORE CURRICULUM & IMPLEMENTATION

In 2010 the Michigan Department of Education adopted a comprehensive set of national standards for English Language Arts and Mathematics or CCSS (Common Core State Standards). The district curriculum council approved a timeline for implementation that includes collaboration with the Traverse Bay Area Intermediate School District for the purpose of realigning K-12 curriculum from the GLCE's (Grade Level Content Expectations) to the new CCSS. All grade levels K-4 began the process of reviewing the new CCSS during the 2010-11 school year and plan for full implementation by 2014 when the state plans to begin assessing students (through the MEAP) on the new Common Core State Standards. The elementary teams accomplished the critical task of reviewing and aligning the all Language Arts and Math standards to the new CCSS by the end of the school year. We will continue with science and math as they are released and published (status unknown).

The elementary teaching staff is highly dedicated to a collaborative and purposeful curriculum alignment process. The teaching staff, working in grade level teams, engages annually in realignments by using release days derived from professional development funds. The alignment process includes a systematic process including the following:

- Review of each core area as it is released.
- Review of new and changing standards.
- Review of "power standards" or essential standards that are considered to be crucial at each grade level.
- Determination of the materials that will be required to provide instruction for each standard.
- Development of pacing guides or schedules that outline when instruction will take place.
- Development and review of assessments that will be used to determine student progress.
- Planning of the specific lessons, vocabulary, and sequence of instruction required to effectively deliver each standard.
- Development and review of "Essential Objectives" (power standards) for each core area.
- Publishing an alignment document for every CCSS standard, which includes the strand, standard, essential questions, instruction, and assessments.
- Publishing a grade level document that identifies essential questions for each core area as well as other grade level information.
- Participated in SBA (Smart Balanced Assessment – tool for assessing CCSS in ELA and Math) Field tests in Spring 2014.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE's and the new CCSS's. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

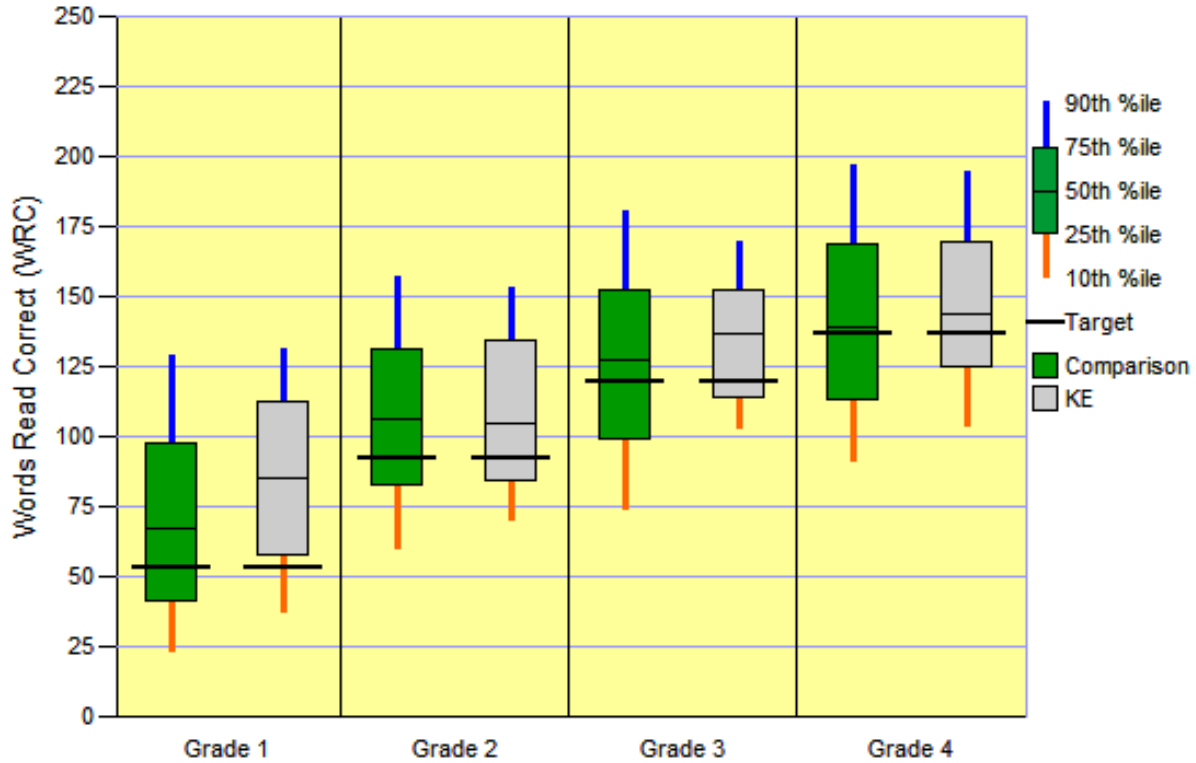
A copy of the newly revised CCSS alignments for English language arts, grade level alignments, and essential question guides can be obtained by submitting a request to the elementary principal or by meeting with any self-contained classroom teacher.

There are no variances from the state's model.

AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR LOCAL TESTS OR NATIONALLY NORMED TESTS

AIMSweb is a norm referenced reading benchmark and progress monitoring system based on direct, frequent and continuous student assessment. All students are benchmarked three times each year. Kindergarten and first grade students are assessed in letter naming, letter sound identification, phonemic segmentation, and nonsense word reading. Students in first through fourth grades are assessed using the R-CBM which is the heart of the AIMSweb system. R-CBM is a Curriculum-Based Measurement method of monitoring student progress through direct, continuous assessment of basic skills. AIMSweb assessments allow teachers to identify at risk students quickly, establish literacy benchmarks, produce norm-referenced reports based on national norms, and actively communicate with parents. Growth is measured from the fall assessment to the spring assessment and students are evaluated on upward growth and current performance is compared to the national norm or "target".

**Traverse Bay Area ISD
School-to-School Performance : Spring 2014-2015
Reading - Curriculum Based Measurement**



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2014-15 R-CBM READING: Kingsley Area Elementary School by Grade Level compared to AIMSweb National Norms:

First Grade

Description	Number Of Students	Percent Of Students
Well Below Average	4	4.2%
Below Average	8	8.3%
Average	47	49.0%
Above Average	26	27.1%
Well Above Average	11	11.5%

Second Grade

Description	Number Of Students	Percent Of Students
Well Below Average	9	8.2%
Below Average	15	13.6%
Average	56	50.9%
Above Average	21	19.1%
Well Above Average	9	8.2%

Third Grade

Description	Number Of Students	Percent Of Students
Well Below Average	3	3.0%
Below Average	7	7.0%
Average	63	63.0%
Above Average	20	20.0%

Well Above Average	7	7.0%
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Fourth Grade

Description	Number Of Students	Percent Of Students
Well Below Average	4	3.4%
Below Average	11	9.4%
Average	72	61.5%
Above Average	20	17.1%
Well Above Average	10	8.5%

Rigby PM Benchmark or a “running record” is a reading assessment tool that is used to identify a student’s instructional reading level, ability to read for meaning, and ability to integrate meaning with structural and visual cues. Teachers are provided with vital information from this assessment including: instructional reading level; the ability to read for meaning; integration of meaning, structural, and visual cues; the usage of self-monitoring systems; knowledge of print conventions; rate of learning; and level of reading independence. Rigby PM Benchmark is used as a benchmark and a progress-monitoring tool to allow teachers to collect multiple data points on student’s progress in literacy development. The Rigby PM Benchmark assessment tool is not a norm referenced assessment however it is aligned with state and national reading standards. Kingsley elementary students are benchmarked at least three times each school year with growth measured from the fall assessment to the spring assessment. Students are evaluated on whether or not they have achieved the established reading level or target and whether they have demonstrated upward growth.

Kindergarten	Fall	Spring	Growth
Grade Level Average	0	9	8.8
Grade Level Target: Level 2	Number	Percent	
Grade Level Meeting Target	83	99%	
Grade Level Below Target	1	1%	

First Grade	Fall	Spring	Growth
Grade Level Average	6	20	13.3
Grade Level Target: Level 16	Number	Percent	
Grade Level Meeting Target	86	93%	
Grade Level Below Target	6	7%	

Second Grade	Fall	Spring	Growth
Grade Level Average	16	25	9.1
Grade Level Target: Level 22	Number	Percent	
Grade Level Meeting Target	94	85%	
Grade Level Below Target	16	15%	

Third Grade	Fall	Spring	Growth
Grade Level Average	25	30	5.3
Grade Level Target: Level 26	Number	Percent	
Grade Level Meeting Target	91	91%	
Grade Level Below Target	9	9%	

Fourth Grade	Fall	Spring	Growth
Grade Level Average	29	36	6.3
Grade Level Target: Level 30	Number	Percent	
Grade Level Meeting Target	85	82%	
Grade Level Below Target	21	18%	

14-15 Students Meeting Target	439	89.2%
14-15 Students Below Target	53	10.8%

13-14 Students Meeting Target	487	93.5%
13-14 Students Below Target	34	6.5%

12-13 Students Meeting Target	470	89.90%
12-13 Students Below Target	53	10.10%

23 of 53 students not reading at grade level have an IEP
30 of 53 students not reading at grade level have Tier II intervention.

K high reading level: 23 K students above level 16 = 12
1st high reading level: 32 1st students above level 16 = 70 1st grade highest growth: 21 levels
2nd high reading level: 34 2nd students above level 22 = 53 2nd grade highest growth: 27
3rd high reading level: 40 3rd students above level 26 = 84 3rd grade highest growth: 16
4th high reading level: 44 4th students above level 32 = 67 4th grade highest growth: 19

PARENT TEACHER CONFERENCES

Kingsley Elementary School holds two parent teacher conferences during the school year, in addition to an Open House held in August. The purpose of conferences is to discuss the students' progress, highlight areas of success, clarify areas of concern, discuss ways to improve those areas, and to strengthen the working relationship between home and school. Additional conferences are held throughout the year as well, as requested by teachers, parents, and/or the administration.

Year	K-4 Parent Teacher Conference Attendance							Average
	Fall Conferences			Winter Conferences				
	Scheduled	Held	Percent	Scheduled	Held	Percent		
2006-07	582	577	99%	562	544	97%	98.0%	
2007-08	566	555	98%	569	555	98%	97.8%	
2008-09	539	532	99%	540	535	99%	99.0%	
2009-10	551	541	98%	522	517	99%	98.6%	
2010-11	531	524	99%	527	517	98%	98.4%	
2011-12	498	495	99%	501	492	98%	98.8%	
2012-13	524	520	99%	528	521	99%	99.0%	
2013-14	517	514	99%	526	520	99%	99.0%	
2014-15	529	519	98%	529	529	100%	99.0%	

FEDERAL AND STATE REPORTS

STATUS AND INFORMATION ON AYP (ADEQUATE YEARLY PROGRESS)

The table below shows annual "Adequate Yearly Progress" for Kingsley Elementary School. Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act. In Michigan, it's a measure of year-to-year student achievement on the Michigan Education Assessment Program (MEAP) test. AYP must be met for MEAP participation, achievement for the school as a whole, and for each student subgroup in which 30 or more students are enrolled. According to NCLB, Michigan and other states must develop target starting goals for AYP and the state must raise the bar in gradual increments so 100 percent of the students in the state are proficient on state assessments by the 2013-14 school year. AYP applies to each district and school in the state; however, NCLB sanctions for schools that do not make AYP for two or more years in a row, only apply to those districts and schools that receive Title I funds.

School Year	Met AYP Target	Identified for Improvement
2001-2002	YES	NO
2002-2003	YES	NO
2003-2004	YES	NO
2004-2005	YES	NO
2005-2006	YES	NO
2007-2008	YES	NO
2007-2008	YES	NO
2008-2009	YES	NO
2009-2010	YES	NO
2010-2011	YES	NO
2011-2012	YES	NO
2012-2013	YES	NO
2013-2014	YES	NO
2014-2015	YES	NO

FEDERAL NOTIFICATIONS

TITLE I SCHOOLS IDENTIFIED FOR IMPROVEMENT:

Kingsley Elementary School is the only building in the district that receives federal funding for Title I programs. The Title I program provides services to students in accordance with Title I “targeted assistance” model whereas students are identified to receive service based on need. Kingsley Elementary School (district Title I school) is **NOT IDENTIFIED** for improvement under the provisions of adequate yearly progress.

STATUS OF HIGHLY QUALIFIED TEACHERS AND STAFF

Title I Teachers: Kingsley Elementary School used Federal Title I funds to employ two reading teachers. Both reading teachers hold a Michigan Professional Teaching certificate and are “highly qualified” as required by “No Child Left Behind.”

Title I Paraprofessionals: Kingsley School used Federal Title I funds to employ three instructional paraprofessionals. All three paraprofessionals successfully passed the Michigan Teachers Test of Basic Skills prior to the deadline in January 2006. All three paraprofessionals are therefore highly qualified according to the criteria required by “No Child Left Behind.” Copies of the assessment and verifications can be viewed in the elementary principal’s office.

Classroom Teachers: 100% of teachers employed by Kingsley Area School hold a Michigan Provisional teaching certificate, provisional renewal, or a professional teaching certificate. Therefore, 100% of the teachers at Kingsley Elementary School meet “highly qualified” criteria required by “No Child Left Behind.” No teachers (0%) are teaching at Kingsley Elementary School with emergency certification credentials.

RIGHT TO REQUEST TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Because your child attends a school that receives federal funds from the Title I program, you may request the following information about the professional qualifications of your child’s classroom teacher(s):

1. Whether the teacher has met Michigan licensing requirements for the grade level(s) and subject area(s) for which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency permit or other provisional status through which Michigan licensing requirements have been waived;
3. The teacher’s college degree(s), major(s), and field(s) of study, as well as any graduate degree or certification.

You may also request this information about any paraprofessional who provides Title I service to your child. If you would like to receive this information, please contact Mr. Karl A. Hartman, Elementary Principal. Your request will be processed in a timely manner.



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Annual Education Report Kingsley Area Elementary School

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	All Students	2013-14	61.3%	81.6%	81.6%	13.2%	68.4%	18.4%	0%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	African American	2013-14	37.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Hispanic of Any Race	2013-14	46.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	White	2013-14	68.8%	82.2%	82.2%	14%	68.2%	17.8%	0%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	84.9%	84.9%	15.1%	69.8%	15.1%	0%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	78.7%	78.7%	11.5%	67.2%	21.3%	0%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	74%	74%	5.5%	68.5%	26%	0%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	23.1%	23.1%	0%	23.1%	76.9%	0%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	79.8%	79.8%	47.5%	32.3%	18.2%	2%

**Annual Education Report
Kingsley Area Elementary School**

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	81.3%	81.3%	6.5%	74.8%	14.6%	4.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	American Indian	2014-15	44.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	American Indian	2013-14	64.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2014-15	23.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2013-14	47.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Asian	2013-14	81.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2014-15	58.2%	81.1%	81.1%	48.4%	32.6%	17.9%	1.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	81%	81%	6.9%	74.1%	14.7%	4.3%



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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	83%	83%	53.2%	29.8%	1.7%	0%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	84.2%	84.2%	8.8%	75.4%	8.8%	7%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	76.9%	76.9%	42.3%	34.6%	19.2%	3.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	78.8%	78.8%	4.5%	74.2%	19.7%	1.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	75%	75%	40.9%	34.1%	22.7%	2.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	80%	80%	4.6%	75.4%	13.8%	6.2%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2013-14	42.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2013-14	41.6%	66.7%	66.7%	0%	66.7%	33.3%	0%



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Kingsley Area Elementary School**

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2014-15	46.6%	61.5%	61.5%	23.1%	38.5%	24.8%	13.7%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2014-15	21.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2014-15	53.9%	62.5%	62.5%	22.3%	40.2%	23.2%	14.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2014-15	51.5%	64.8%	64.8%	29.6%	35.2%	27.8%	7.4%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	58.7%	58.7%	17.5%	41.3%	22.2%	19%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	56.9%	56.9%	12.1%	44.8%	27.6%	15.5%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2014-15	17.2%	9.1%	9.1%	9.1%	0%	27.3%	63.6%

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	66.1%	66.1%	10.4%	55.7%	16.5%	17.4%
Mathematics	2nd Grade Content	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Hispanic of Any Race	2013-14	26.3%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	46.6%	66.7%	66.7%	11.1%	55.6%	16.7%	16.7%
Mathematics	2nd Grade Content	Female	2013-14	39.7%	70.4%	70.4%	11.1%	59.3%	1.3%	16.7%
Mathematics	2nd Grade Content	Male	2013-14	40.6%	62.3%	62.3%	9.8%	52.5%	19.7%	18%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	64.9%	64.9%	6.8%	58.1%	14.9%	20.3%
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	0%	0%	0%	0%	23.1%	76.9%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	75.8%	75.8%	24.2%	51.5%	20.2%	4%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	61%	61%	10.6%	50.4%	17.9%	21.1%
Mathematics	3rd Grade Content	American Indian	2014-15	44.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	American Indian	2013-14	37.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2014-15	20.3%	<10	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2013-14	69.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	76.8%	76.8%	24.2%	52.6%	20%	3.2%
Mathematics	3rd Grade Content	White	2013-14	52.9%	61.2%	61.2%	11.2%	50%	17.2%	21.6%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	72.3%	72.3%	23.4%	48.9%	25.5%	2.1%
Mathematics	3rd Grade Content	Female	2013-14	43.4%	63.2%	63.2%	7%	56.1%	15.8%	21.1%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	78.8%	78.8%	25%	53.8%	15.4%	5.8%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	59.1%	59.1%	13.6%	45.5%	19.7%	21.2%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	70.5%	70.5%	22.7%	47.7%	20.5%	9.1%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	56.9%	56.9%	6.2%	50.8%	20%	23.1%
Mathematics	3rd Grade Content	English Language Learners	2013-14	23.1%	<10	<10	<10	<10	<10	<10

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Kingsley Area Elementary School**

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2013-14	23.2%	33.3%	33.3%	0%	33.3%	33.3%	33.3%
Mathematics	4th Grade Content	All Students	2014-15	41.4%	57.4%	57.4%	14.8%	42.6%	38.3%	4.3%
Mathematics	4th Grade Content	African American	2014-15	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	57.3%	57.3%	14.5%	42.7%	38.2%	4.5%
Mathematics	4th Grade Content	Female	2014-15	40.3%	48.1%	48.1%	15.4%	32.7%	46.2%	5.8%
Mathematics	4th Grade Content	Male	2014-15	42.4%	65.1%	65.1%	14.3%	50.8%	31.7%	3.2%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	48.2%	48.2%	12.5%	35.7%	42.9%	8.9%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	9.1%	9.1%	0%	9.1%	54.5%	36.4%
Science	4th Grade Content	All Students	2014-15	12.4%	19.7%	19.7%	10.3%	9.4%	44.4%	35.9%
Science	4th Grade Content	African American	2014-15	2%	<10	<10	<10	<10	<10	<10

**Annual Education Report
Kingsley Area Elementary School**

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	17.9%	17.9%	8.9%	8.9%	46.4%	35.7%
Science	4th Grade Content	Female	2014-15	10.4%	20.4%	20.4%	9.3%	11.1%	35.2%	44.4%
Science	4th Grade Content	Male	2014-15	14.3%	19%	19%	11.1%	7.9%	52.4%	28.6%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	10.3%	10.3%	5.2%	5.2%	39.7%	50%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	9.1%	9.1%	9.1%	0%	9.1%	81.8%



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Annual Education Report Kingsley Area Elementary School

MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
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No Data to Display

**Annual Education Report
Kingsley Area Elementary School**

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	3rd	All Students	2013-14	61.9%	<10	<10	<10	<10	<10
Mathematics	3rd	White	2013-14	66%	<10	<10	<10	<10	<10
Mathematics	3rd	Female	2013-14	57%	<10	<10	<10	<10	<10
Reading	3rd	All Students	2013-14	38.7%	<10	<10	<10	<10	<10
Reading	3rd	White	2013-14	42.1%	<10	<10	<10	<10	<10
Reading	3rd	Female	2013-14	38.2%	<10	<10	<10	<10	<10



04/08/2016

Annual Education Report Kingsley Area Elementary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

**Annual Education Report
Kingsley Area Elementary School**

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	3rd Grade Content	All Students	2014-15	73.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2014-15	80.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	73.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	82.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	74.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	81.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	76.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	81%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	79.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	83.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	89.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	74.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	81.1%	<10	<10	<10	<10	<10



04/08/2016

**Annual Education Report
Kingsley Area Elementary School**

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	4th Grade Content	White	2014-15	88.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	79.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	83.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	89.2%	<10	<10	<10	<10	<10



04/08/2016

Annual Education Report Kingsley Area Elementary School

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Kingsley Area Elementary School

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	Mathematics	98.1%	36.5%	99.1%	N/A	98.6%	N/A
All Students	ELA	98.1%	48.5%	99.3%	N/A	99.5%	N/A
All Students	Science	97.5%	22.2%	99%	N/A	99.1%	N/A
All Students	Social Studies	97.4%	31.8%	98.8%	N/A	N/A	N/A
American Indian	Mathematics	98.2%	27.8%	<30	N/A	<30	N/A
American Indian	ELA	98%	41.5%	<30	N/A	<30	N/A
American Indian	Science	97.8%	17.7%	<30	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	<30	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	<30	N/A	<30	N/A
African American	ELA	96.5%	24.5%	<30	N/A	<30	N/A
African American	Science	95.4%	6.1%	<30	N/A	<30	N/A
African American	Social Studies	95.2%	11%	<30	N/A	N/A	N/A
Asian	Mathematics	99.1%	66.3%	<30	N/A	N/A	N/A
Asian	ELA	98.7%	70.2%	<30	N/A	N/A	N/A
Asian	Science	99%	38%	<30	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	<30	N/A	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	<30	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	<30	N/A	<30	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	<30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	N/A	N/A	N/A	N/A

Annual Education Report

Kingsley Area Elementary School

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	<30	N/A	<30	N/A
Two or More Races	ELA	98.5%	46.9%	<30	N/A	<30	N/A
Two or More Races	Science	98.5%	20.1%	<30	N/A	<30	N/A
Two or More Races	Social Studies	98.1%	28.3%	<30	N/A	N/A	N/A
White	Mathematics	98.5%	42.5%	99.3%	N/A	99%	N/A
White	ELA	98.5%	55%	99.6%	N/A	100%	N/A
White	Science	98.1%	26.6%	99.3%	N/A	100%	N/A
White	Social Studies	98%	37.3%	99.1%	N/A	N/A	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	98.5%	N/A	98%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	99.1%	N/A	100%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	99.3%	N/A	100%	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	97.8%	N/A	N/A	N/A
English Language Learners	Mathematics	98.6%	20.3%	N/A	N/A	N/A	N/A
English Language Learners	ELA	98.2%	24%	N/A	N/A	N/A	N/A
English Language Learners	Science	98.2%	3.9%	N/A	N/A	N/A	N/A

**Annual Education Report
Kingsley Area Elementary School**
Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Language Learners	Social Studies	97.9%	8.1%	N/A	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	100%	N/A	<30	N/A
Students With Disabilities	ELA	96.6%	24.7%	100%	N/A	<30	N/A
Students With Disabilities	Science	96.5%	15.4%	100%	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	<30	N/A	N/A	N/A

Annual Education Report Kingsley Area Elementary School

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	88.3%	N/A
American Indian	64.8%	N/A	N/A
African American	64.5%	N/A	N/A
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	88.6%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	80.0%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

* All data based on students enrolled for a full academic year.

**Annual Education Report
Kingsley Area Elementary School****Accountability Details Attendance Data**

Student Group	Statewide	District	School
All Students	94.7%	96.1%	95.9%

* All data based on students enrolled for a full academic year.



04/08/2016

Annual Education Report Kingsley Area Elementary School

Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



04/08/2016

Annual Education Report Kingsley Area Elementary School

Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Annual Education Report
Kingsley Area Elementary School**

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	9	21	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

Annual Education Report Kingsley Area Elementary School

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report Kingsley Area Elementary School

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report Kingsley Area Elementary School

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian Native	1	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report Kingsley Area Elementary School

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Annual Education Report Kingsley Area Elementary School

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Annual Education Report Kingsley Area Elementary School

NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native	0	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

**Annual Education Report
Kingsley Area Elementary School**
NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0

Kingsley Elementary School 2007-2008 Annual Report



Let us put our heads together and see what
life we will make for our children.

CHIEF SITTING BULL

Introduction

The 2007-2008 school year was a positive year for the students, parents, and staff of Kingsley Elementary School. Our students' MEAP and NWEA scores continue to be above local and statewide averages and student performance on other national and local assessments is also above average.

Once again, Kingsley Elementary School received a grade of an "A" on the annual public school report card. This is the fifth consecutive year that Kingsley Elementary School has received an "A" from the Michigan Department of Education. The school report grade is determined from

MEAP proficiency in grades 3 – 5 and from indicators of school performance, which captures the variety of ways in which a school's potential quality can be estimated. We remain very proud of this important accomplishment.

We believe that Kingsley Elementary School continues to be a highly effective school because of three crucial staff characteristics. First, our educational team believes that in

order for students to learn they must behave in an appropriate manner and our students are held to high behavioral standards. Additionally, Kingsley Elementary School has adopted and conscientiously aligned instruction to the KC4 (Kent County) curriculum model. This curriculum provides specific scope and sequence for instruction in language arts, math, science, and social studies. Lastly, one of our greatest characteristics is that our grade level teachers operate in cooperative and purposeful teams. This is a direct reflection of our mission statement, "Together Everyone Accomplishes More."

This annual report includes information and data required by the State of Michigan Department of Education as well as federal "No Child Left Behind" regulations and is made available each year at the annual district open house. Additional copies of this document are available in the elementary office.

Elementary Highlights of 2007-2008:

- ♦ **Michigan Department of Education Grade "A" School.** For the fifth year in a row, Kingsley Elementary School was rated as an "A" school by the Michigan Department of Education.
- ♦ **Students in third and fourth grades participated in the NWEA** (Northwest Evaluation Association) norm referenced assessment program. This norm-referenced test compares individual students with others in the same age/grade range across the nation. Both third grade and fourth grade students completed an on-line assessment in reading and fourth graders were also assessed in mathematics. We look forward to using this data to help improve what our children need to learn.

The results show that Kingsley students scored above the national norm scores for students in the same grades. The following chart compares the national norms to our scores for the fall and spring assessment periods.

NWEA ASSESSMENT SUMMARY					
Period	Grade	Reading		Math	
		National	Kingsley	National	Kingsley
Fall	3 rd	190	191	-	-
	4 th	199	201	201	203
Spring	3 rd	198	202	-	-
	4 th	210	215	208	207

- ♦ **MEAP Performance Summary:** All students in grades 3rd – 8th must participate in the statewide MEAP (Michigan Education Assessment Program) testing each year. All students must complete assessments in English Language Arts (reading and writing) and Mathematics.

THIRD GRADE	Reading (ELA)	Math
Kingsley 3rd	97%	96%
State Average	81%	77%

FOURTH GRADE	Reading (ELA)	Math
Kingsley 4th	87%	90%
State Average	76%	86%

FIFTH GRADE	Reading	Math	Science
Kingsley 5th	85%	87%	87%
State Average	78%	74%	82%

The chart above shows the percentage of students who met, or exceeded, the state standards (levels 1 and 2). Kingsley's results for third, fourth, and fifth grades show that our students scored above state averages in both reading and math! We are very proud of the performance of our third and fourth graders this year.

- ♦ **Kingsley Elementary continued to operate preschool programs** for 24 children with developmental delays (Early Childhood Program) and an at-risk (Michigan School Readiness Program) for 36 four-year old children.
- ♦ **Kingsley Elementary school again "passed" the Federal adequate yearly progress (AYP)** goals as required by the state and federal departments of education. Adequate Yearly Progress is the federal determination of whether student MEAP scores are increasing at an acceptable level. This is a source of pride for the students and staff of Kingsley Elementary School.

- ♦ **Kingsley Elementary School participated in a TBAISD Regional Reading Achievement goal** that assisted schools in compiling data on student reading levels and reading proficiency scores. The ISD also provided continuous training and support to teachers and staff and hosted an ISD wide literacy council. Mrs. Roelofs represented Kingsley on this important team. The reading proficiency rates for Kingsley Elementary grades 1 - 5 are listed below.

PERCENT OF STUDENTS READING AT GRADE LEVEL

	FALL	MID YEAR	SPRING
1ST GRADE	72%	45%	88%
2ND GRADE	56%	78%	88%
3RD GRADE	90%	NA	85%
4TH GRADE	94%	NA	54%
5TH GRADE	56%	NA	75%

*Includes proficiency level of all students including those serviced in special education.

- ♦ **Summer School** will again be offered for students who are at risk of falling behind during the summer break. "Jump Start" will be offered the first three weeks of August, 2008. The program helps students get ready to return to school. Students will receive daily-guided reading instruction and writing practice each day.



♦ **CSI: Cyber Safety Instruction** was provided to all students in grades K – 4. The CSI program was funded by the Michigan Attorney General's office and focused on helping children know what to do when they use the internet. Key features include never chatting in chat rooms, having parents check unknown sites, and never giving out a name or address.

♦ **A Rotary Grant** was awarded to Mrs. Cheryl Werdehoff who submitted the \$ 1000.00 grant to help purchase gross motor equipment for a student with physical disabilities.

♦ **The Jeff Haas Jazz Quartet** performed for students in grades 3 – 6 under funding from the Michigan Arts Council. The program featured multiple genres of music wrapped with messages and stories about ethnic and gender diversity and tolerance. Jeff Haas reported back to his funding sources that Kingsley Elementary School had the best behaved audience that they had performed for this year! This was a huge compliment to the students and staff of Kingsley Elementary School.

♦ **The Kingsley PTO also had another excellent year** with many active members and a multitude of significant accomplishments. Some of the great things accomplished by the PTO this year included:

- Adopt-a-classroom (supply project)
- Annual Craft Show
- Purchase of new playground equipment
- Funding for music programs
- New fundraising opportunities
- Financial support for field trips
- Support for Annual Community Health Fair
- Financial support for reading month
- Monthly informational newsletters
- Canned food drive for local food pantries
- Financial support for countless projects

Thank you Kingsley PTO for all of your support, dedication, and hard work!

♦ **Health Instruction:** Mr. Ben Summerfield continued to provide health instruction to all students in grade K - 4. Mr. Summerfield is certified to teach school health and students received one 30-minute health lesson each month. Lessons included Michigan Model lessons on nutrition and health choices. Mr. Summerfield also provided the state required lessons on "Good Touch – Bad Touch" and "HIV/AIDS" instruction.

♦ **School Social Worker:** Kingsley Elementary School had a full time, licensed clinical social worker with

specialized knowledge of the effect of social, cultural, ethnic and emotional forces in children that affect the learning process. One of the essential means of achieving change in children is by the use of specialized clinical social work skills to prevent and ameliorate school related problems. Our school social worker, Mrs. Rebecca Dobler, provides services to children, teachers, administrators, parents and community agencies and facilitates collaboration in order to enhance the educational experience of our students and their families.

Special Events at Kingsley during the 2007-2008 year:

♦ **MARCH is Reading Month!** Once again, Kingsley Elementary hosted a very special month for all elementary students. The theme for this year was "Reading Around Michigan" with lots of fun and engaging activities for the students.

♦ **Junior Achievement** program continued for elementary students in first, second and fourth grades. This volunteer program provides training to parents and other volunteers and provides "real life" community and economy lessons in the classroom.

♦ **Mobile Dentists** returned to provide dental services such as x-rays, cleaning, sealing, and dental hygiene instruction. Students needing follow-up dental care were given documentation to take to a local dentist as chosen by their parents. Mrs. Dobler coordinates this program in our building.

♦ **School Fire and Safety Program:** Fire and safety education officer Jim Carroll once again provided monthly instruction to all children, K – 4 on topics such as fire safety, fire rescue professionals, basic first aid, poisons, match and lighter safety, and calling 911. Mr. Carroll did an **EXCELLENT** job again this and we look forward to having him back again next year! Thanks for your outstanding program Mr. Carroll!

♦ **Kindergarten home-visits** were conducted for every new kindergarten student who will be attending school next year. Teachers and kindergarten aides visited the homes of most of the children who are enrolled for fall classes to provide information on getting ready for kindergarten.

♦ **A School Safety Patrol** program continued this year. Mrs. Dawn Ostrander supervised this program and included honor students in fifth grade. Students were assigned to posts at intersections and in the bus zone to help supervise students before and after school.

♦ **Teacher Web Pages** were developed for many teachers and we look forward to continuing to develop informational classroom web pages for all teachers. Check

to see if your child's teacher has a web site by visiting www.kingsley.k12.mi.us

- ♦ **The Blue Ribbon Club** continued to honor students who are caught doing something helpful for others without being prompted. Students who are caught helping others are rewarded with a blue ribbon from their teacher and a pat on the back. Students submit their blue ribbons in a school box and each ten students are drawn and honored with a club meeting with the principal. The meeting includes discussions about things we can do help others and that helping others is "free!"

- ♦ **The Kingsley Jazz Prism** performed twice for elementary students. Mr. Clair and his high school musicians are always a popular event in the elementary school. The concert helps students begin to think about how music may be important to them as they grow older.

- ♦ **Elementary Music Programs** continued with a Christmas program for kindergarten and first graders in December. The second grade performed "I'd Like to Teach the World to Sing" and the fourth grade performed "Michigan, My Michigan". The third grade performed "Follow the Drinking Gourd."

- ♦ **Give Kids a Smile** was implemented this year by the Traverse Bay Area Intermediate School District. The

program provided dental screening for all students in grades 1st – 6th and provided referrals for children who were in need of dental care. The program included a classroom lesson on proper dental health and was funded by local dentists.

- ♦ **Penny Drive:** Kingsley Elementary students conducted a penny drive to raise funds for the new Kingsley Public Library Building. The Kingsley Friends of the Library initiated the event. The ribbon cutting event for the construction of the new library which will be located in downtown Kingsley is scheduled to take place in July.

- ♦ **A New Staff Development Model** was implemented this year as a result of the work that many teachers completed in the PLC model. The new schedule created a standard time for teachers to meet and collaborate for the specific purpose of focusing on student data, identify what and how well children are learning, and developing intervention plans that focus on student learning rather than what teachers are teaching. The new concept provided time for monthly grade level meetings, staff meeting, monthly staff learning, and data disaggregation.

Status of the School Improvement Plan

Kingsley Elementary Mission Statement

We are a TEAM...learning for life!
Together
Everyone
Accomplishes
More

Kingsley Area Schools District Goals

- To develop a command of the fundamental intellectual processes enabling one to think critically, analytically, creatively, and make sound decisions.
- To develop his/her feelings of positive self-worth and self-assurance.
- To develop the habits and attitudes associated with responsible citizenship including a cooperative attitude toward living and working with others.
- To develop an increased appreciation of music, art, literature, and other aesthetic experiences.
- To develop an intellectual curiosity and eagerness to become a lifelong learner.
- To develop and encourage good health and physical fitness.

Status of Accreditation

Kingsley Elementary School was fully accredited by the North Central Association (NCA) without violations from 1991 until 2005. Since the passing of the federal NCLB (No Child Left Behind law) and the creation of Michigan's Education YES!

School report card system, the NCA membership and accreditation have been discontinued. Kingsley Elementary School has been satisfactorily accredited by the State Department of Education under the Education YES! System since it first began in 2002.

Status of the School Improvement Plan

Kingsley Elementary School utilizes the Michigan Department of Education "MI Plan" model to develop and implement the school improvement plan. The MI Plan model is an online program that allows schools to develop goals and strategies to address areas in need of improvement. Kingsley Elementary currently has three school improvement goals in writing, reading comprehension, and mathematics problem solving.

Description of the Core Curriculum & Implementation

The staff of Kingsley Elementary School has always been involved with developing curriculum that meets the Michigan Curriculum frameworks for language arts, social studies, science, and mathematics. The Kingsley Area School district curriculum council started at the end of the 1995-96 school year to align the K-12 Curriculum with the Michigan Curriculum Frameworks. The core that was adopted by the curriculum council is the Kent County Collaborative Core Curriculum (KC4). This core curriculum is aligned with the state recommendations and therefore is aligned with instruction for the MEAP at all levels.

Since the implementation of the KC4 model for core curriculum, the Kent County Intermediate School district has continuously provided updates of each core area. As each update was released by KC4 the elementary staff began a process of reviewing the current alignments and the previous version of KC4, comparing these to the updates, and thoroughly completing an alignment for each standard in the updated version. The updated versions are copyrighted as noted below:

Core Area	Original	1 st Revision	2 nd Revision
Language Arts	1995	2002	2007
Math	1995	2001	2007
Science	1996	2003	2008
Social Studies	1996	2003	TBA

The teaching staff, working in grade levels during the 2003—04 and 2004-05 school years, completed realignments of the entire core curriculum. All curricular materials are available for review in the elementary

principal's office: All students at Kingsley Elementary School are provided instruction that is aligned to the Michigan Curriculum Frameworks, using the KC4 Model.

A third round of curriculum realignments took place during the 2007-08 school year in Language Arts and Math. Kingsley Elementary School has used the KC4 (Kent County Collaborative Core Curriculum) model to align curriculum since 1995. Many revisions have taken place since we first adopted the KC4 model. New revisions in KC4 (©2007) include updates and alignments to the new Michigan GLCE's (grade level content expectations). Teachers will use professional development days and release time to complete this important task.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

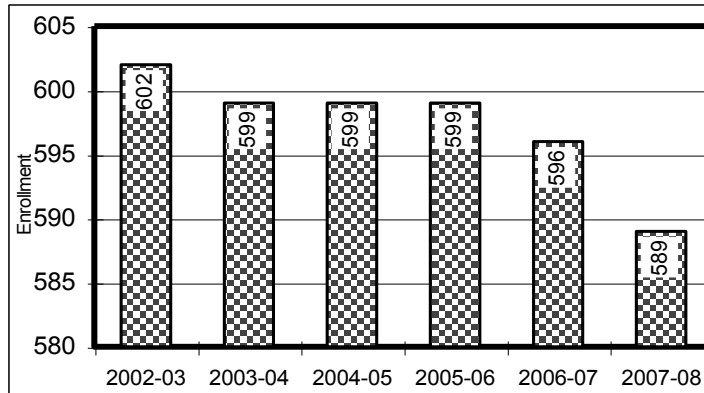
The district curriculum council to determine a clear process for aligning and implementing the curriculum has adopted the following timeline:

DISTRICT CURRICULUM REVIEW CYCLE	
2005-06	Language Arts (Writing Emphasis)
2006-07	Music, PE, Health, Technology
2007-08	Language Arts and Mathematics
2008-09	Science and Social Studies

Enrollment

Year	PK-4 Enrollment
2002-03	602
2003-04	599
2004-05	599
2005-06	599
2006-07	596
2007-08	589

*Enrollment figures are based on fourth Friday counts. Enrollment includes students in MSRP and ECP.



Parent Teacher Conferences

Kingsley Elementary School holds two parent teacher conferences during the school year, in addition to an Open House held in August. The purpose of conferences is to discuss the students' progress, highlight areas of success, clarify areas of concern, discuss ways to improve those areas, and to strengthen the working relationship between home and school. Additional conferences are held throughout the year as well, as requested by teachers, parents, and/or the administration.

K-4 Parent Teacher Conference Attendance							
Year	Fall Conferences			Winter Conferences			Average
	Scheduled	Held	Percent	Scheduled	Held	Percent	
2001-02	680	675	99%	644	644	100%	99.5%
2002-03	589	575	98%	600	578	96%	97.0%
2003-04	589	587	99%	599	595	99%	99.0%
2004-05	594	588	99%	587	578	99%	99.0%
2005-06	594	591	99%	584	576	99%	99.0%
2006-07	582	577	99%	562	544	97%	98.0%
2007-08	566	555	98%	569	555	98%	97.8%

We were pleased to have 257 fathers attending conferences in the fall and 254 attending in the spring.

Parent Participation

The staff of Kingsley Elementary School is committed to involving parents in the education of children and in the entire school process. The staff recognizes the positive effect parental involvement has on the success of all children. Parents participated during the school year in the following activities:

- | | |
|-------------------------|---------------------------------|
| Kindergarten Round Up | Preschool Readiness Screening |
| Youth Friend Program | PTO Fundraising Activities |
| Traffic Zone Volunteers | Mom's In Touch Support Group |
| Field Trips | Classroom Volunteers |
| Office Volunteers | Parent Teacher Organization |
| School Improvement Team | Reading Volunteers |
| Title I Planning Team | MSRP Preschool Parent Workshops |
| School Assemblies | Classroom Reading Partners |
| Open House | Parent Teacher Conferences |

PARENT INVOLEMENT IN THE SCHOOL PROGRAM (Kingsley Area School Board Policy 2112)

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. Developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. Providing a school and home environment, which encourages learning and augments, at home, the learning experiences provided by the school.

The Board is committed to communicating to parents at a level and in a language they can understand, where practicable. The Board through this policy directs the establishment of a parent involvement plan by which a school-parent partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall be distributed to all parents and students through publication in the Student Handbook or other suitable means. The Superintendent shall direct the development of a Parent Involvement Plan for the District (with building/program specific goals as desired) which may include, among others, the following strategies:

- A. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
- B. Provide a description and explanation of the curriculum in use at the District, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. The District will also provide each school's discipline plan along with a tardy plan.
- C. Arrange flexible scheduled parent/teacher conferences and parent requested conferences.
- D. Post PTA/PTO meetings, and parent involvement meetings on the District website and via-e-mail.
- E. Publish District and School Newsletter(s) informing parents about the parent involvement plan and other events at the school(s). This newsletter will also send a positive invitation to parents to participate in various activities while providing parents information at a glance about scheduled District and school meetings and activities.
- F. Schedule at least two (2) student conferences annually with the teacher(s) to inform parents of student's progress.
- G. Make calls, use e-mail letters as needed for teachers and administrators to communicate with parents.
- H. Encourage continued positive partnerships involvement throughout the community by staff and administrators.
- I. Encourage active faculty participation in PTA or PTSO.
- J. Have students perform at various functions throughout the community.
- K. Encourage parents to serve as chaperones for class field trips and other school activities.
- L. Have school administration and staff provides test data and interpretation meetings to allow parents to ask questions.
- M. Form an advisory council of District staff, parents and students to assure parents and students are involved in an organized, ongoing and timely way, in the planning, review and improvement of the schools Parental Involvement Plan.

Relations with Parents

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct. For the benefit of the child, the Board encourages parents to support their child's career in school by:

- A. Participating in school functions, organizations and committees;
- B. Supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;

- C. Requiring their child to observe all school rules and regulations;
- D. Supporting or enforcing consequences for their child's willful misbehavior in school;
- E. Sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- F. Maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- G. Reading all communications from the school, signing, and returning them promptly when required;
- H. Cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

Report of Aggregate Student Achievement

MEAP results from 3rd – 5th grades are listed below. The scores listed are the percent of students scoring in each specific level. "Passing" is a combination of levels 1 and 2 and is considered as the "satisfactory" level by the MDE for Education Yes! School report card purposes. A six-year comprehensive Kingsley Elementary MEAP result guide can be viewed in the principal's office at any time.

Percent of students scoring satisfactory (Level 1 and 2)					State Average
THIRD GRADE	04-05	05-06	06-07	07-08	07-08
Reading		98%	95%	98%	86%
Writing		60%	65%	75%	57%
ELA		95%	90%	97%	81%
Math		93%	95%	96%	77%

FOURTH GRADE	04-05	05-06	06-07	07-08	07-08
Reading	96%	98%	96%	92%	84%
Writing	45%	75%	53%	43%	44%
ELA	88%	96%	86%	87%	76%
Math	87%	94%	89%	90%	86%

FIFTH GRADE	04-05	05-06	06-07	07-08	07-08
Reading		90%	90%	89%	82%
Writing		57%	59%	65%	59%
ELA		88%	84%	85%	78%
Math		86%	90%	87%	74%
Science	96%	91%	85%	87%	82%

BUILDING SUMMARY	04-05	05-06	06-07	07-08	07-08
Reading	96%	95%	94%	93%	87%
Writing	45%	64%	59%	61%	53%
ELA	88%	93%	87%	90%	78%
Math	87%	91%	91%	91%	82%

Science	96%	91%	85%	87%	82%
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MEAP HIGHLIGHTS FOR KINGSLEY ELEMENTARY SCHOOL

- Kingsley Elementary School made “AYP – Adequate Yearly Progress” (continuous yearly growth and improvement), thus Kingsley Elementary remains rated as an “A” school for the fifth year in a row.
- Kingsley students performed well above statewide MEAP average scores in every area except 4th grade writing (An improvement plan has been developed and will be implement in 2008-2011).
- Among the five counties (Grand Traverse, Benzie, Leland, Kalkaska, and Antrim) and 51 elementary schools in the Traverse Bay Area School District:
 - Kingsley Elementary school is ranked 2nd in MEAP reading!
 - Kingsley Elementary School is ranked 4th in English Language Arts!
 - Kingsley Elementary School is ranked 4th in Mathematics!

MEAP – STUDENT DEMOGRAPHICS REPORT

Federal AYP (Adequate Yearly Progress) requires that any subgroup with a population of 30 or more students in a single grade level must report assessment data for that group. The only subgroup with 30 or more students is those who are identified as economically disadvantaged (qualifying for free or reduced lunch, foster care, or homeless, etc.) and must meet the Federal AYP improvement goals. Categories reported with a dash (-) do not qualify for the AYP guidelines and thus the percent proficient and the state objective goals are not calculated or reported.

ENGLISH LANGUAGE ARTS GRADES 3 - 5				
Student Group	Total Assessed	Number Proficient	Percent Proficient	Met State Objective
All students	287	277	96.5%	YES
Black/African American	2	2	-	-
American Indian	-	-	-	-
Asian	-	-	-	-
Hispanic	5	5	-	-
White	276	266	96.4	YES
Multiracial	4	4	-	-
Students with disabilities	24	18	-	-
Limited English	-	-	-	-
Economically Disadvantaged	118	113	95.8	YES

MATHEMATICS GRADES 3 - 5				
Student Group	Total Assessed	Number Proficient	Percent Proficient	Met State Objective
All students	288	282	97.9	YES
Black/African American	2	2	-	-
American Indian	-	-	-	-
Asian	-	-	-	-
Hispanic	5	5	-	-
White	277	271	97.8	YES
Multiracial	4	4	-	-
Students with disabilities	24	20	-	-
Limited English	-	-	-	-
Economically Disadvantaged	119	115	96.6	YES

MEAP – STUDENT PARTICIPATION REPORT

Percentage of Students in grades 3 – 4 participating in MEAP assessment or approved alternative assessment. Federal AYP guidelines require that 95% of all students (including subgroups and/or student with disabilities) participate in mandated statewide testing (MEAP).

2005-2006	Students Enrolled	MEAP	Total	Met State Objective (95%)
Mathematics	220	221	100.9%	YES
Language Arts	220	220	100.5%	YES

2006-2007	Students Enrolled	MEAP	Total	Met State Objective (95%)
Mathematics	204	203	99.5%	YES
Language Arts	204	202	99%	YES

2007-2008	Students Enrolled	MEAP	Total	Met State Objective (95%)
Mathematics	219	220	100.5%	YES
Language Arts	219	220	100.5%	YES

Required Federal ``No Child Left Behind`` Reports

Status and Information on AYP (Adequate Yearly Progress)

The table below shows annual "Adequate Yearly Progress" for Kingsley Elementary School. Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act. In Michigan, it's a measure of year-to-year student achievement on the Michigan Education Assessment Program (MEAP) test. AYP must be met for MEAP participation, achievement for the school as a whole, and for each student subgroup in which 30 or more students are enrolled. According to NCLB, Michigan and other states must develop target starting goals for AYP and the state must raise the bar in gradual increments so 100 percent of the students in the state are proficient on state assessments by the 2013-14 school year. AYP applies to each district and school in the state; however, NCLB sanctions for schools that do not make AYP for two or more years in a row, only apply to those districts and schools that receive Title I funds.

School Year	Met AYP Target	Identified for Improvement
2001-2002	YES	NO
2002-2003	YES	NO
2003-2004	YES	NO
2004-2005	YES	NO
2005-2006	YES	NO
2007-2008	YES	NO
2007-2008	YES	NO

Michigan School Report Card Grade and Information

Under Education YES! Schools will now receive grades of A, B, C, D-Alert, or Unaccredited under the new system. Every individual school building in Michigan will now receive seven letter grades, six individual grades - Michigan Educational Assessment Program (MEAP) achievement status, MEAP achievement change, MEAP achievement growth, indicators of engagement, indicators of instructional quality, and indicators of learning opportunities and an overall composite grade. The Michigan school report card composite grade is an overall grade for the school, arrived at by combining the following factors, when data is available, combined over two or three years:

- Student achievement measures student test attendance, participation, and performance and whether it has improved.
- Indicators of School performance combine several factors, such as school facilities, attendance, and graduation rate.
- AYP Status (Adequate yearly progress) is a measure used to hold schools and districts responsible for student achievement in English language arts and mathematics based on MEAP scores.

School Report Card History							
School Year	Ed Yes! Grade	AYP Status (Adequate Yearly Progress)			NCLB Phase (No Child Left Behind)		
		AYP for ELA	AYP for Math	AYP Overall	Phase ELA	Phase Math	NCLB Phase
2001-02	-	YES	YES	YES	0	0	0
2002-03	B	YES	YES	YES	0	0	0
2003-04	A	YES	YES	YES	0	0	0
2004-05	A	YES	YES	YES	0	0	0
2005-06	A	YES	YES	YES	0	0	0
2006-07	A	YES	YES	YES	0	0	0
2007-08	A	YES	YES	YES	0	0	0

School Report Card Grades – Grades Tested 3 - 5			
Student Achievement	Status Score 07-08	Adjusted Score 07-08	Ed Yes! Grade 07-08
English Language Arts	92.1	92.1	A
Mathematics	92.9	92.9	A
Achievement Subtotal	92.5	92.5	A
*Indicators of School Performance	100	100	A
Preliminary Grade	95	95	A
AYP Status	YES - MET ADEQUATE YEARLY PROGRESS		
Composite Grade	A		

Student Attendance Rates			
Year	Student Attendance %	State Objective %	Met State Objective
2005-06	97.1%	85%	YES
2006-07	98.6%	85%	YES
2007-08	96.4%	85%	YES

**Education YES! and School Report Card Grade reports for all schools can be viewed at
<https://oeaa.state.mi.us/ayp/>**

TITLE I SCHOOLS IDENTIFIED FOR IMPROVEMENT:

Kingsley Elementary School is the only building in the district that receives federal funding for Title I programs. The Title I program provides services to students in accordance with Title I "targeted assistance" model whereas students are identified to receive service based on need. Kingsley Elementary School (district Title I school) is not identified for improvement under the provisions of adequate yearly progress.

AVERAGE CLASS SIZE FOR THE SCHOOL YEAR	
ECP (Early Childhood Program – Special Education)	10
MSRP (Four Year Old At Risk – Preschool)	18
Kindergarten	21
First Grade	23
Second Grade	24
Third Grade	21
Fourth Grade	23

REPORT OF SCHOOL VIOLENCE FOR THE SCHOOL YEAR	
Assault/violence	6
Drug Abuse	0

Alcohol Abuse	0
Suspensions – In school	16
Suspensions – Out of school	3
Expulsions	0

STUDENT ABSENTEEISM FOR THE SCHOOL YEAR	
Students that were absent 10 – 14 days of school:	161
Students that were absent 15 – 19 days of school:	67
Students that were absent 20 or more days of school:	14
Students that were tardy for 10 or more days of school:	5
Students that were referred for truancy:	8

Status of Highly Qualified Teachers and Staff

Title I Teachers: Kingsley Elementary School used Federal Title I funds to employ two reading teachers. Both reading teachers hold a Michigan Professional Teaching certificate and meet the “highly qualified” criteria required by “No Child Left Behind.”

Title I Paraprofessionals: Kingsley School used Federal Title I funds to employ three instructional paraprofessionals. All three paraprofessionals successfully passed the Michigan Teachers Test of Basic Skills prior to the deadline in January 2006. All three paraprofessionals are therefore highly qualified according to the criteria required by “No Child Left Behind.” Copies of the assessment and verifications can be viewed in the elementary principal’s office.

Classroom Teachers: 100% of teachers employed by Kingsley Area School hold a Michigan Provisional teaching certificate, provisional renewal, or a professional teaching certificate. Therefore, 100% of the teachers at Kingsley Elementary School meet “highly qualified” criteria required by “No Child Left Behind.” No teachers (0%) are teaching at Kingsley Elementary School with emergency certification credentials.

Right to Request Teacher and Paraprofessional Qualifications

Because your child attends a school that receives federal funds from the Title I program, you may request the following information about the professional qualifications of your child’s classroom teacher(s):

1. Whether the teacher has met Michigan licensing requirements for the grade level(s) and subject area(s) for which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency permit or other provisional status through which Michigan licensing requirements have been waived;
3. The teacher’s college degree(s), major(s), and field(s) of study, as well as any graduate degree or certification.

You may also request this information about any paraprofessional who provides Title I service to your child. If you would like to receive this information, please contact Mr. Karl A. Hartman, Elementary Principal. Your request will be processed in a timely manner.



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Lynn B. Gullekson, Superintendent of Schools

Published by Karl A. Hartman, Elementary Principal

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KINGSLEY ELEMENTARY SCHOOL

2008-2009

ANNUAL REPORT



“Cherishing children is the mark of a civilized society.”

JOAN GANZ CLOONEY

INTRODUCTION

The 2008-2009 school year was another positive year for the students, parents, and staff of Kingsley Elementary School. Our students' MEAP and NWEA scores continue to be above local and statewide averages and student performance on other national and local assessments is also above average.

Once again, Kingsley Elementary School received a grade of an “A” on the annual public school report card. This is the sixth consecutive year that Kingsley Elementary School has received an “A” from the Michigan Department of Education. We remain very proud of this important accomplishment! The school report grade is determined from MEAP proficiency in grades 3 – 5 and from indicators of school performance, which captures the variety of ways in which a school's potential quality can be estimated. We believe that Kingsley Elementary School continues to be a highly effective school because of three crucial staff characteristics:

- First, our educational team believes that in order for students to learn they must behave in an appropriate manner and our students are held to high behavioral standards.
- Kingsley Elementary School has adopted and conscientiously aligned instruction to the KC4 (Kent County) curriculum model. This curriculum provides specific scope and sequence for instruction in language arts, math, science, and social studies.
- Our greatest characteristic is that our grade level teachers operate in cooperative and purposeful teams. This is a direct reflection of our mission statement, “Together Everyone Accomplishes More.”

This annual report includes information and data required by the State of Michigan Department of Education as well as federal “No Child Left Behind” regulations and is made available each year at the annual district open house. Additional copies of this document are available on the elementary website and in the elementary office.

HIGHLIGHTS OF 2008-2009:

♦ **Michigan Department of Education Grade “A” School.** For the sixth year in a row, Kingsley Elementary School was rated as an “A” school by the Michigan Department of Education.

♦ **Students in 2nd – 4th grades participated in the NWEA** (Northwest Evaluation Association) norm referenced assessment program. This norm-referenced test compares individual students with others in the same age/grade range across the nation. Grades 2 – 4 participated in the reading assessment and fourth grade completed the mathematics assessment. Second grade began the reading for the first time this spring. We look forward to using this data to help improve what our children need to learn.

The results show that Kingsley students scored above the national norms in the spring in 3rd and 4th grades. The following chart compares the national norms to our scores for the fall and spring assessment periods.

NWEA ASSESSMENT SUMMARY					
Period	Grade	Reading		Math	
		National	Kingsley	National	Kingsley
Fall	2 nd				
	3 rd	192	190		
	4 th	200	200	203	202
Spring	2 nd	190	188		
	3 rd	199	201		
	4 th	206	210	211	218

♦ **MEAP Performance Summary:**

All students in grades 3rd – 8th must participate in the statewide MEAP (Michigan Education Assessment Program) testing each year. All students must complete assessments in English Language Arts (reading and writing) and Mathematics.

THIRD GRADE	Reading	Writing	Math
Kingsley 3 rd	95%	74%	98%
State Average	86%	61%	91%

FOURTH GRADE	Reading	Writing	Math
Kingsley 4 th	96%	58%	97%
State Average	83%	44%	88%

FIFTH GRADE	Reading	Writing	Math
Kingsley 5 th	89%	63%	94%
State Average	82%	63%	77%

The chart above shows the percentage of students who met or exceeded the state proficiency standards (levels 1

and 2). Kingsley’s results for third, fourth, and fifth grades show that our students scored above state averages in reading, writing and math! We are very proud of the performance of our students again this year. (See full MEAP results later in this report).

♦ **Kingsley Elementary continued to operate preschool programs** for 21 children with developmental delays (Early Childhood Program) and an at-risk (Great Start Readiness Program) for 36 four-year old children.

♦ **Portable Classrooms Added:** The board of education purchased and installed a new portable complex with four new classrooms. This action was taken to provide instruction space for reading intervention and speech/language therapy (previously housed in small office spaces). The additional space will house two preschool programs, a special education classroom, and a badly needed computer lab.



♦ **The Public Enrichment Foundation** once again delivered free books for all students in grades K – 4. The foundation provided free books in the fall and in the spring. The retail value of the books this year was over \$73,000. The PEF purchased overstocked books from publishing companies and then donates the books to schoolchildren.

♦ **Professional Learning Model:** The district continued a professional development model using one hour each week to allow teaching teams to meet and collaborate in Professional Learning Community (PLC) teams. The district model provided topic suggestions on effective instruction, review of student data, lateral and subject area meetings, and district wide professional development.

♦ **A Wireless mini-computer lab** was purchased to provide classroom access to network based applications to support reading and writing. The “mini-e” computers are windows based and operate on flash drive technology. The lab has been used for supporting Read Naturally, a reading fluency program, as well as for research, writing, and word processing lessons and activities.

♦ **Lucy Calkins Writing Program** was piloted this year in grades K – 4. Mrs. Amy Alger was able to attend a four day workshop and provided training and support to the staff to assist with the initial implementation of this writing program. The Lucy Calkins writing program will be

adopted in 2009-10 as writing has been identified as an area in need of improvement. Six teachers will complete intensive training in August 2009 and will then lead the staff in full implementation of this writing program.

♦ **Powerschool** was launched this year to provide on-line parent access to students grades, report cards, attendance, and other information. Fourth grade was able to provide grades to parents. Kindergarten through 3rd grade will also go on-line providing students grades and marking period reports in 2009-10. Powerschool was implemented by the Traverse Bay Area Intermediate School District and is another step intended to help schools and parents maintain academic communication.

♦ **Kingsley Elementary school again “passed” the Federal adequate yearly progress (AYP) goals** as required by the state and federal departments of education. Adequate Yearly Progress is the federal determination of whether student **MEAP** scores are increasing at an acceptable level. This is a source of pride for the students and staff of Kingsley Elementary School.

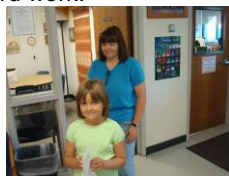
♦ **Summer School** will again be offered for students who are at risk of falling behind during the summer break. “Jump Start” will be offered the first three weeks of August, 2009. The program helps students get ready to return to school. Students will receive daily guided-reading instruction and writing practice each day.

♦ **CSI: Cyber Safety Instruction** was provided to all students in grades K – 4. The CSI program was funded by the Michigan Attorney General’s office and focused on helping children know what to do when they use the internet. Key features include never chatting in chat rooms, having parents check unknown sites, and never giving out a name or address.

♦ **The Kingsley PTO also had another excellent year** with many active members and a multitude of significant accomplishments. Some of the great things accomplished by the PTO this year included:

- Adopt-a-classroom (supply project)
- Purchase of new playground equipment
- Secret Santa Workshop
- Funding for music programs
- Financial support for field trips
- Financial support for reading month
- Monthly informational newsletters
- Canned food drive for local food pantries
- Financial support for countless other projects

Thank you Kingsley PTO for all of your support, dedication, and hard work!



♦ **Health Instruction:** Mr. Ben Summerfield continued to provide health instruction to all students in grade K - 4.

Mr. Summerfield is certified to teach school health and students received one 30-minute health lesson each month. Lessons included Michigan Model lessons on nutrition and healthy choices. Mr. Summerfield also provided the state required lessons on “Good Touch – Bad Touch” and “HIV/AIDS” instruction.

♦ **School Social Worker:** Kingsley Elementary School had a full time, licensed clinical social worker with specialized knowledge of the effect of social, cultural, ethnic and emotional forces in children that affect the learning process. One of the essential means of achieving change in children is by the use of specialized clinical social work skills to prevent and ameliorate school related problems. Our school social worker, Mrs. Rebecca Dobler, provides services to children, teachers, administrators, parents and community agencies and facilitates collaboration in order to enhance the educational experience of our students and their families.

SPECIAL EVENTS DURING THE 2008-2009 YEAR:

♦ **MARCH is Reading Month!** Once again, Kingsley Elementary hosted a very special month for all elementary students. The theme for this year was “WILD ABOUT READING” with fun and engaging activities for the students including visits from local authors, hallway displays, special lunches, staff play, and dress-up Fridays!



♦ **Rob the Drummer** visited during reading month. Rob is a national renowned drummer who uses his amazing percussion and musical talents to deliver assemblies with anti-violence, self-esteem, and healthy choices themes. Rob entertained 500 students in the small elementary multi-purpose room and literally blew the roof off. The students were thrilled with his energy and talents.

♦ **Junior Achievement** program continued for elementary students in first, second and fourth grades. This volunteer program provides training to parents and other volunteers and provides “real life” community and economy lessons in the classroom.

♦ **Mobile Dentists** returned to provide dental services such as x-rays, cleaning, sealing, and dental hygiene instruction. Students needing follow-up dental care were given documentation to take to a local dentist as chosen by their parents. Mrs. Dobler coordinates this program in our building.

- ♦ **A School Safety Patrol** program continued this year. Mrs. Dawn Ostrander supervised this program and included honor students in fifth grade. Students were assigned to posts at intersections and in the bus zone to help supervise students before and after school.
- ♦ **The Blue Ribbon Club** continued to honor students who are caught doing something helpful for others without being prompted. Students who are caught helping others are rewarded with a blue ribbon from their teacher and a pat on the back. Students submit their blue ribbons in a school box and each month ten students are drawn and honored with a club meeting with the principal. The meeting includes discussions about things we can do to help others and that helping others is “free!”
- ♦ **The Kingsley Jazz Prism** performed twice for elementary students. Mr. Clair and his high school musicians are always a popular event in the elementary school. The concert helps students begin to think about how music may be important to them as they grow older.
- ♦ **Elementary Music Programs** continued with a Christmas program for kindergarten and first graders in December. The second grade performed “I’d Like to Teach the World to Sing” and the fourth grade performed

“Michigan, My Michigan”. The third grade performed “Follow the Drinking Gourd.”

- ♦ **Give Kids a Smile** was implemented this year by the Traverse Bay Area Intermediate School District. The program provided dental screening for all students in grades 1st – 6th and provided referrals for children who were in need of dental care. The program included a classroom lesson on proper dental health and was funded by local dentists.
- ♦ **Penny Drive:** Kingsley Elementary students held a penny drive to raise funds for the Dave Seidel Memorial children’s garden at the new Kingsley Public Library Building. The Kingsley Friends of the Library initiated the event. Kingsley Elementary Students raised over \$2300.00 for the children’s garden.



STATUS OF THE SCHOOL IMPROVEMENT PLAN

KINGSLEY ELEMENTARY MISSION STATEMENT

We are a **TEAM**...learning for life!
Together
Everyone
Accomplishes
More

KINGSLEY AREA SCHOOLS DISTRICT GOALS

- To develop a command of the fundamental intellectual processes enabling one to think critically, analytically, creatively, and make sound decisions.
- To develop his/her feelings of positive self-worth and self-assurance.

- To develop the habits and attitudes associated with responsible citizenship including a cooperative attitude toward living and working with others.
- To develop an increased appreciation of music, art, literature, and other aesthetic experiences.
- To develop an intellectual curiosity and eagerness to become a lifelong learner.
- To develop and encourage good health and physical fitness.

STATUS OF ACCREDITATION

Kingsley Elementary School was fully accredited by the North Central Association (NCA) without violations from 1991 until 2005. Since the passing of the federal NCLB (No Child Left Behind law) and the creation of Michigan's Education YES! School report card system, membership and accreditation through NCA have been discontinued. Kingsley Elementary School has been satisfactorily accredited by the State Department of Education under the Education YES! System since it first began in 2002.

STATUS OF THE SCHOOL IMPROVEMENT PLAN

Kingsley Elementary School utilizes the Michigan Department of Education "MI Plan" model to develop and implement the school improvement plan. The MI Plan model is an online program that allows schools to develop goals and strategies to address areas in need of improvement. Kingsley Elementary currently has three school improvement goals in writing, reading comprehension, and mathematics problem solving.

DESCRIPTION OF THE CORE CURRICULUM & IMPLEMENTATION

The staff of Kingsley Elementary School has always been involved with developing curriculum that meets the Michigan Grade Level Content Expectations (GLCE's) for language arts, social studies, science, and mathematics. The staff of Kingsley Elementary School began at the end of the 1995-96 school year to align the K-4 curriculum with the Michigan Curriculum Frameworks. The core curriculum model that was adopted is the Kent County Collaborative Core Curriculum (KC4). This core curriculum is aligned with the state curriculum frameworks, benchmarks, and the newly revised Grade Level Content Expectations (GLCE's).

Since the implementation of the KC4 model for core curriculum, the Kent County Intermediate School district has continuously provided updates for each core area. The most recent updates in the entire core curriculum reflects the changes in the GLCE's. As each update is released by Kent County ISD the elementary staff initiates a process of realigning our curriculum to the KC4.

The elementary teaching staff is highly dedicated to a collaborative and purposeful curriculum alignment process. The teaching staff, working in grade level teams, engages annually in realignments by using "release days" derived from professional development funds. The alignment process includes a systematic process including the following:

- Review of each core area as it is released.
- Review of new and changing standards.
- Review of "power standards" or standards that are considered to be crucial at each grade level.
- Determination of the materials that will be required to provide instruction for each standard.
- Development of pacing guides or schedules that outline when instruction will take place.

- Development and review of assessments that will be used to determine student progress.
- Sequential planning of the specific lessons, vocabulary, and sequence of instruction required to effectively deliver each standard.
- Development and review of "Essential Objectives" (power standards) for each core area.
- Publishing an alignment document for every KC4 standard, which includes the strand, standard, essential questions, instruction, and assessments.
- Publishing a grade level document that identifies essential questions for each core area as well as other grade level information.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE's. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

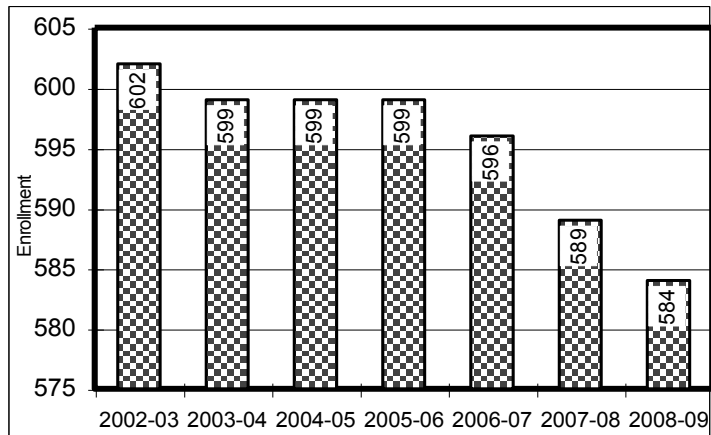
The district curriculum council adopted the following timeline to determine a clear process for aligning and implementing the core curriculum:

DISTRICT CURRICULUM REVIEW CYCLE	
2005-06	Language Arts (Writing Emphasis)
2006-07	Music, PE, Health, Technology
2007-08	Language Arts and Mathematics
2008-09	Science
2009-10	Social Studies



ENROLLMENT

Year	PK-4 Enrollment
2002-03	602
2003-04	599
2004-05	599
2005-06	599
2006-07	596
2007-08	589
2008-09	584



*Enrollment figures are based on fourth Friday counts. Enrollment includes students in GSRP and ECP.

PARENT TEACHER CONFERENCES

Kingsley Elementary School holds two parent teacher conferences during the school year, in addition to an Open House held in August. The purpose of conferences is to discuss the students' progress, highlight areas of success, clarify areas of concern, discuss ways to improve those areas, and to strengthen the working relationship between home and school. Additional conferences are held throughout the year as well, as requested by teachers, parents, and/or the administration.

K-4 Parent Teacher Conference Attendance

Year	Fall Conferences			Winter Conferences			Average
	Scheduled	Held	Percent	Scheduled	Held	Percent	
2001-02	680	675	99%	644	644	100%	99.5%
2002-03	589	575	98%	600	578	96%	97.0%
2003-04	589	587	99%	599	595	99%	99.0%
2004-05	594	588	99%	587	578	99%	99.0%
2005-06	594	591	99%	584	576	99%	99.0%
2006-07	582	577	99%	562	544	97%	98.0%
2007-08	566	555	98%	569	555	98%	97.8%
2008-09	539	532	99%	540	535	99%	99.0%

We were pleased to have 270 fathers attending conferences in the fall and 227 attending in the spring.

PARENT PARTICIPATION

The staff of Kingsley Elementary School is committed to involving parents in the education of children and in the entire school process. The staff recognizes the positive effect parental involvement has on the success of all children. Parents participated during the school year in the following activities:

Kindergarten Round Up
 Junior Achievement Instructors
 Lunch Room Helpers & Volunteers
 Field Trips
 Office Volunteers
 School Improvement Team
 Title I Planning Team
 School Assemblies
 Open House

Preschool Readiness Screening
 PTO Fundraising Activities
 Mom's In Touch Support Group
 Classroom Volunteers
 Parent Teacher Organization
 Reading Volunteers
 GSRP Preschool Parent Workshops
 Classroom Reading Partners
 Parent Teacher Conferences

PARENT INVOLVEMENT IN THE SCHOOL PROGRAM (Kingsley Area School Board Policy 2112)
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The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. Developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. Providing a school and home environment, which encourages learning and augments, at home, the learning experiences provided by the school.

The Board is committed to communicating to parents at a level and in a language they can understand, where possible. The Board through this policy directs the establishment of a parent involvement plan by which a school-parent partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall be distributed to all parents and students through publication in the Student Handbook or other suitable means. The Superintendent shall direct the development of a Parent Involvement Plan for the District (with building/program specific goals as desired) which may include, among others, the following strategies:

- A. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
- B. Provide a description and explanation of the curriculum in use at the District, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. The District will also provide each school's discipline plan along with a tardy plan.
- C. Arrange flexible scheduled parent/teacher conferences and parent requested conferences.
- D. Post PTA/PTO meetings, and parent involvement meetings on the District website and via e-mail.
- E. Publish District and School Newsletter(s) informing parents about the parent involvement plan and other events at the school(s). This newsletter will also send a positive invitation to parents to participate in various activities while providing parents information at a glance about scheduled District and school meetings and activities.
- F. Schedule at least two (2) student conferences annually with the teacher(s) to inform parents of student's progress.
- G. Make calls, use e-mail letters as needed for teachers and administrators to communicate with parents.
- H. Encourage continued positive partnerships involvement throughout the community by staff and administrators.
- I. Encourage active faculty participation in PTA or PTSO.
- J. Have students perform at various functions throughout the community.
- K. Encourage parents to serve as chaperones for class field trips and other school activities.
- L. Have school administration and staff provide test data and interpretation meetings to allow parents to ask questions.
- M. Form an advisory council of District staff, parents and students to ensure parents and students are involved in an organized, ongoing and timely way, in the planning, review and improvement of the schools Parental Involvement Plan.

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct. For the benefit of the child, the Board encourages parents to support their child's career in school by:

- A. Participating in school functions, organizations, and committees;
- B. Supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- C. Requiring their child to observe all school rules and regulations;
- D. Supporting or enforcing consequences for their child's willful misbehavior in school;
- E. Sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- F. Maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework;
- G. Reading all communications from the school, signing, and returning them promptly when required;
- H. Cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.



REPORT OF AGGREGATE STUDENT ACHIEVEMENT

MEAP results from 3rd – 5th grades are listed below. The scores listed are the percent of students scoring in each specific level. “Passing” is a combination of levels 1 and 2 and is considered “proficient” by the Michigan Department of education for the school report card.

	Percent of students scoring satisfactory (Level 1 and 2)				STATE
THIRD GRADE	05-06	06-07	07-08	08-09	08-09
Reading	98%	95%	98%	95%	86%
Writing	60%	65%	75%	74%	61%
ELA	95%	90%	97%	94%	83%
Math	93%	95%	96%	98%	91%

FOURTH GRADE	05-06	06-07	07-08	08-09	08-09
Reading	98%	96%	92%	96%	83%
Writing	75%	53%	43%	58%	44%
ELA	96%	86%	87%	90%	77%
Math	94%	89%	90%	97%	88%

FIFTH GRADE	05-06	06-07	07-08	08-09	08-09
Reading	90%	90%	89%	89%	82%
Writing	57%	59%	65%	63%	63%
ELA	88%	84%	85%	89%	78%
Math	86%	90%	87%	94%	77%
Science	91%	85%	87%	90%	83%

MEAP HIGHLIGHTS FOR KINGSLEY ELEMENTARY SCHOOL

- Kingsley Elementary School made “AYP – Adequate Yearly Progress” (continuous yearly growth and improvement), thus Kingsley Elementary remains rated as an “A” school for the sixth year in a row.
- Kingsley students performed well above statewide MEAP average scores in every area except 5th grade writing.
- Among the five counties (Grand Traverse, Benzie, Leland, Kalkaska, and Antrim) and 51 elementary schools in the Traverse Bay Area School District:
 - Kingsley Elementary school is ranked 2nd in MEAP reading!
 - Kingsley Elementary School is ranked 4th in English Language Arts!
 - Kingsley Elementary School is ranked 2nd in Mathematics!
- Kingsley Elementary School exceeded state objectives for proficiency in subgroups (Students with disabilities and Economically disadvantaged (mathematics and language arts). Failure to meet the state objective results in a determination of not meeting requirements for Adequate Yearly Progress. (See demographics report below)

MEAP – STUDENT DEMOGRAPHICS REPORT

Federal AYP (Adequate Yearly Progress) requires that any subgroup with a population of 30 or more students in a single grade level must report assessment data for that group. The only subgroup with 30 or more students is those who are identified as economically disadvantaged (qualifying for free or reduced lunch, foster care, or homeless, etc.) and must meet the Federal AYP improvement goals. Categories reported with a dash (-) do not qualify for the AYP guidelines and thus the percent proficient and the state objective goals are not calculated or reported.

ENGLISH LANGUAGE ARTS GRADES 3 - 5				
Student Group	Total Assessed	Number Proficient	Percent Proficient	Met State Objective
All students	310	308	99.4%	YES
Black/African American	2	2	-	-
American Indian	2	2	-	-
Asian	1	1	-	-
Hispanic	5	5	-	-
White	296	294	99.3%	YES
Multiracial	4	4	-	-
Students with disabilities	31	30	96.8%	YES
Limited English	1	1	-	-
Economically Disadvantaged	154	152	98.7	YES

MATHEMATICS GRADES 3 - 5				
Student Group	Total Assessed	Number Proficient	Percent Proficient	Met State Objective
All students	310	310	100%	YES
Black/African American	2	2	-	-
American Indian	2	2	-	-
Asian	1	1	-	-
Hispanic	5	5	-	-
White	296	296	100%	YES
Multiracial	4	4	-	-
Students with disabilities	31	31	100%	YES
Limited English	1	1	-	-
Economically Disadvantaged	154	154	100%	YES

MEAP – STUDENT PARTICIPATION REPORT

Percentage of Students in grades 3 – 4 participating in MEAP assessment or approved alternative assessment. Federal AYP guidelines require that 95% of all students (including subgroups and/or student with disabilities) participate in mandated statewide testing (MEAP).

2005-2006	Students Enrolled	MEAP	Total	Met State Objective (95%)
Mathematics	220	221	100.9%	YES
Language Arts	220	220	100.5%	YES

2006-2007	Students Enrolled	MEAP	Total	Met State Objective (95%)
Mathematics	204	203	99.5%	YES
Language Arts	204	202	99%	YES

2007-2008	Students Enrolled	MEAP	Total	Met State Objective (95%)
Mathematics	219	220	100.5%	YES
Language Arts	219	220	100.5%	YES

2008-2009	Students Enrolled	MEAP	Total	Met State Objective (95%)
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Mathematics	226	223	98.7%	YES
Language Arts	226	223	98.7%	YES

FEDERAL AND STATE REPORTS

STATUS AND INFORMATION ON AYP (ADEQUATE YEARLY PROGRESS)

The table below shows annual "Adequate Yearly Progress" for Kingsley Elementary School. Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act. In Michigan, it's a measure of year-to-year student achievement on the Michigan Education Assessment Program (MEAP) test. AYP must be met for MEAP participation, achievement for the school as a whole, and for each student subgroup in which 30 or more students are enrolled. According to NCLB, Michigan and other states must develop target starting goals for AYP and the state must raise the bar in gradual increments so 100 percent of the students in the state are proficient on state assessments by the 2013-14 school year. AYP applies to each district and school in the state; however, NCLB sanctions for schools that do not make AYP for two or more years in a row, only apply to those districts and schools that receive Title I funds.

School Year	Met AYP Target	Identified for Improvement
2001-2002	YES	NO
2002-2003	YES	NO
2003-2004	YES	NO
2004-2005	YES	NO
2005-2006	YES	NO
2007-2008	YES	NO
2007-2008	YES	NO
2008 - 2009	YES	NO

MICHIGAN SCHOOL REPORT CARD GRADE AND INFORMATION

Under Education YES! Schools will now receive grades of A, B, C, D-Alert, or Unaccredited under the new system. Every individual school building in Michigan will now receive seven letter grades - Michigan Educational Assessment Program (MEAP) achievement status, MEAP achievement change, MEAP achievement growth, indicators of engagement, indicators of instructional quality, and indicators of learning opportunities and an overall composite grade. The Michigan school report card composite grade is an overall grade for the school, arrived at by combining the following factors, when data is available, combined over two or three years:

- Student achievement measures student test attendance, participation, and performance and whether it has improved.
- Indicators of School performance combine several factors, such as school facilities, attendance, and graduation rate.
- AYP Status (Adequate yearly progress) is a measure used to hold schools and districts responsible for student achievement in English language arts and mathematics based on MEAP scores.

School Report Card History

School Year	Ed Yes! Grade	AYP Status (Adequate Yearly Progress)			NCLB Phase (No Child Left Behind)		
		AYP for ELA	AYP for Math	AYP Overall	Phase ELA	Phase Math	NCLB Phase
2001-02	-	YES	YES	YES	0	0	0
2002-03	B	YES	YES	YES	0	0	0
2003-04	A	YES	YES	YES	0	0	0
2004-05	A	YES	YES	YES	0	0	0
2005-06	A	YES	YES	YES	0	0	0
2006-07	A	YES	YES	YES	0	0	0

2007-08	A	YES	YES	YES	0	0	0
2008-09	A	YES	YES	YES	0	0	0

School Report Card Grades – Grades Tested 3 - 5			
Student Achievement	Status Score 08-09	Adjusted Score 08-09	Ed Yes! Grade 08-09
English Language Arts	93.1	93.1	A
Mathematics	95.4	95.4	A
Achievement Subtotal	94.2	94.3	A
*Indicators of School Performance	100	100	A
Preliminary Grade	96	96	A
AYP Status	YES - MET ADEQUATE YEARLY PROGRESS		
Composite Grade	A		

Student Attendance Rates			
Year	Student Attendance %	State Objective %	Met State Objective
2005-06	97.1%	85%	YES
2006-07	98.6%	85%	YES
2007-08	96.4%	85%	YES
2008-09	96.3%	90%	YES

Education YES! School Report Card Grade reports for all schools can be viewed at <https://oeaa.state.mi.us/ayp/>

TITLE I SCHOOLS IDENTIFIED FOR IMPROVEMENT:
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Kingsley Elementary School is the only building in the district that receives federal funding for Title I programs. The Title I program provides services to students in accordance with Title I “targeted assistance” model whereas students are identified to receive service based on need. Kingsley Elementary School (district Title I school) is **NOT IDENTIFIED** for improvement under the provisions of adequate yearly progress.

SCHOOL CLASS SIZE, VIOLENCE, AND ABSENTEEISM:
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AVERAGE CLASS SIZE FOR THE SCHOOL YEAR	
ECP (Early Childhood Program – Special Education)	10
GSRP (Four Year Old At Risk – Preschool)	18
Kindergarten	25
First Grade	18
Second Grade	24
Third Grade	24
Fourth Grade	21

REPORT OF SCHOOL VIOLENCE FOR THE SCHOOL YEAR	
Assault/violence	6
Drug Abuse	0
Alcohol Abuse	0
Suspensions – In school	7
Suspensions – Out of school	0
Expulsions	0

STUDENT ABSENTEEISM FOR THE SCHOOL YEAR
--

Students that were absent 10 – 14 days of school:	126
Students that were absent 15 – 19 days of school:	36
Students that were absent 20 or more days of school:	6
Students that were tardy for 10 or more days of school:	11
Students that were referred for truancy:	2

STATUS OF HIGHLY QUALIFIED TEACHERS AND STAFF

Title I Teachers: Kingsley Elementary School used Federal Title I funds to employ two reading teachers. Both reading teachers hold a Michigan Professional Teaching certificate and meet the “highly qualified” criteria required by “No Child Left Behind.”

Title I Paraprofessionals: Kingsley School used Federal Title I funds to employ three instructional paraprofessionals. All three paraprofessionals successfully passed the Michigan Teachers Test of Basic Skills prior to the deadline in January 2006. All three paraprofessionals are therefore highly qualified according to the criteria required by “No Child Left Behind.” Copies of the assessment and verifications can be viewed in the elementary principal’s office.

Classroom Teachers: 100% of teachers employed by Kingsley Area School hold a Michigan Provisional teaching certificate, provisional renewal, or a professional teaching certificate. Therefore, 100% of the teachers at Kingsley Elementary School meet “highly qualified” criteria required by “No Child Left Behind.” No teachers (0%) are teaching at Kingsley Elementary School with emergency certification credentials.

RIGHT TO REQUEST TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Because your child attends a school that receives federal funds from the Title I program, you may request the following information about the professional qualifications of your child’s classroom teacher(s):

1. Whether the teacher has met Michigan licensing requirements for the grade level(s) and subject area(s) for which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency permit or other provisional status through which Michigan licensing requirements have been waived;
3. The teacher’s college degree(s), major(s), and field(s) of study, as well as any graduate degree or certification.

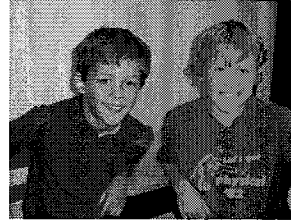
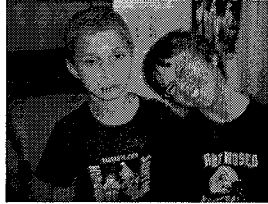
You may also request this information about any paraprofessional who provides Title I service to your child. If you would like to receive this information, please contact Mr. Karl A. Hartman, Elementary Principal. Your request will be processed in a timely manner.



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Lynn B. Gullekson, Superintendent of Schools

Published by Karl A. Hartman, Elementary Principal

KINGSLEY ELEMENTARY SCHOOL 2009-2010 ANNUAL REPORT



INTRODUCTION

We are pleased to present this Annual Education Report (AER) that provides key information on the 2009-2010 educational progress for Kingsley Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact elementary principal Karl A. Hartman for assistance.

The AER is available for you to review electronically by visiting the following web site at www.kingsley.k12.mi.us or you may obtain a copy from the elementary office at your child's school.

For 2009-2010, Kingsley Elementary School made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

The 2009-2010 school year was another positive year for the students, parents, and staff of Kingsley Elementary School. Our students' MEAP and NWEA scores continue to be above local and statewide averages and student performance on other national and local assessments is also above average.

Once again, Kingsley Elementary School received a grade of an "A" on the annual public school report card. This is the seventh consecutive year that Kingsley Elementary School has received an "A" from the Michigan Department of Education. We remain very proud of this important accomplishment! The school report grade is determined from MEAP proficiency in grades 3 – 5 and from indicators of school performance, which captures the variety of ways in which a school's potential quality can be estimated. We believe that Kingsley Elementary School continues to be a highly effective school because of three crucial staff characteristics:

- First, our educational team believes that in order for students to learn they must behave in an appropriate manner and our students are held to high behavioral standards.
- Kingsley Elementary School has adopted and conscientiously aligned instruction to the KC4 (Kent County) curriculum model. This curriculum provides specific scope and sequence for instruction in language arts, math, science, and social studies.
- Our greatest characteristic is that our grade level teachers operate in cooperative and purposeful teams. This is a direct reflection of our mission statement, "Together Everyone Accomplishes More."

This annual report includes information and data required by the State of Michigan Department of Education as well as federal "No Child Left Behind" regulations and is made available each year at the annual district wide open house. Additional copies of this document are available on the elementary website and in the elementary office.

HIGHLIGHTS OF THE ANNUAL REPORT:

♦ **Michigan Department of Education Grade “A” School.** For the seventh year in a row, Kingsley Elementary School was rated as an “A” school by the Michigan Department of Education.

♦ **Kingsley Elementary school again “passed” the Federal adequate yearly progress (AYP) goals** as required by the state and federal departments of education. Adequate Yearly Progress is the federal determination of whether student **MEAP** scores are increasing at an acceptable level. This is a source of pride for the students and staff of Kingsley Elementary School.

♦ **Students in 2nd – 4th grades participated in the NWEA (Northwest Evaluation Association) norm referenced assessment program.** This norm-referenced test compares individual students with others in the same age/grade range across the nation. Grades 2 – 4 participated in the reading assessment and fourth grade completed the mathematics assessment. Second grade began the reading for the first time this spring. We look forward to using this data to help improve what our children need to learn.

The results show that Kingsley 3rd and 4th grade students scored above the national norms both subjects in the spring assessment. The following chart compares the national norms to our scores for the fall and spring assessment periods.

NWEA ASSESSMENT SUMMARY					
Period	Grade	Reading		Math	
		National	Kingsley	National	Kingsley
Fall	2 nd	180	174	180	178
	3 rd	192	194	192	195
	4 th	200	205	203	207
Spring	2 nd	190	189	191	191
	3 rd	202	201	199	201
	4 th	206	209	211	216

♦ **MEAP Performance Snapshot:**

All students in grades 3rd – 8th must participate in the statewide MEAP (Michigan Education Assessment Program) testing each year. All students must complete assessments in English Language Arts (reading and writing) and Mathematics.

Grade	Reading			Math			Science		
	Kingsley	TBAISD	Michigan	Kingsley	TBAISD	Michigan	Kingsley	TBAISD	Michigan
3rd	97%	92%	90%	100%	97%	95%			
4th	98%	89%	84%	100%	94%	92%			
5th	94%	91%	85%	90%	80%	79%	94%	88%	81%

The chart above shows the percentage of students who met or exceeded the state proficiency standards (levels 1 and 2). Kingsley’s results for third, fourth, and fifth grades show that **KINGSLEY ELEMENTARY STUDENTS SCORED ABOVE STATE AVERAGES AND TBAISD (TRAVERSE BAY AREA INTERMEDIATE SCHOOLS DISTRICT – CONSISTS OF 16 SCHOOL DISTRICTS) IN READING, MATH AND 5TH GRADE SCIENCE!** We are very proud of the performance of our students again this year. (See full MEAP results in the attached comprehensive report).

♦ **NEW! Michigan Public Schools “Top to Bottom” Percentile Rankings Released:**

The Michigan Department of education released a new set of public school performance indicators in May 2010 based on a combination of two years of MEAP performance and MEAP improvement data. All public schools were ranked by percentile, which means schools receive a ranking of 100 for the highest performing and 0 for the lowest performing.

Kingsley Elementary School is ranked at the 79.3rd percentile, which literally means that Kingsley Elementary Students perform better than 79.3 % of the students in the entire state! This also means that only a small margin of about 20 % perform higher than Kingsley Elementary School.

Only two elementary schools in the Traverse Bay Area Intermediate Schools District performed higher: TCAPS Willow Hill at 82.8 and Elk Rapids/Mill Creek at 80.4. Elementary schools in surrounding school districts were mostly outranked by Kingsley Elementary School.

STATUS OF THE SCHOOL IMPROVEMENT PLAN

KINGSLEY ELEMENTARY MISSION STATEMENT

We are a **TEAM**...learning for life!
Together Everyone Accomplishes More

KINGSLEY AREA SCHOOLS DISTRICT GOALS

- To develop a command of the fundamental intellectual processes enabling one to think critically, analytically, creatively, and make sound decisions.
- To develop his/her feelings of positive self-worth and self-assurance.
- To develop the habits and attitudes associated with responsible citizenship including a cooperative attitude toward living and working with others.
- To develop an increased appreciation of music, art, literature, and other aesthetic experiences.
- To develop an intellectual curiosity and eagerness to become a lifelong learner.
- To develop and encourage good health and physical fitness.

STATUS OF ACCREDITATION

Kingsley Elementary School was fully accredited by the North Central Association (NCA) without violations from 1991 until 2005. Since the passing of the federal NCLB (No Child Left Behind law) and the creation of Michigan's Education YES! School report card system, membership and accreditation through NCA have been discontinued. Kingsley Elementary School has been satisfactorily accredited by the State Department of Education under the Education YES! System since it first began in 2002.

STATUS OF THE SCHOOL IMPROVEMENT PLAN

Kingsley Elementary School utilizes the Michigan Department of Education "MI Plan" model to develop and implement the school improvement plan. The MI Plan model is an online tool that allows schools to develop goals and strategies to address areas in need of improvement. Kingsley Elementary currently has three school improvement goals in writing, reading comprehension, and mathematics problem solving. A copy of the 3 – 5 year school improvement plan is available on line at www.kingsley.k12.mi or in the elementary principal's office.

DESCRIPTION OF THE CORE CURRICULUM & IMPLEMENTATION

The staff of Kingsley Elementary School has always been involved with developing curriculum that meets the Michigan Grade Level Content Expectations (GLCE's) for language arts, social studies, science, and mathematics. The staff of Kingsley Elementary School began at the end of the 1995-96 school year to align the K-4 curriculum with the Michigan Curriculum Frameworks. The core curriculum model that was adopted is the Kent County Collaborative Core Curriculum (KC4). This core curriculum is aligned with the state curriculum frameworks, benchmarks, and the newly revised Grade Level Content Expectations (GLCE's).

Since the implementation of the KC4 model for core curriculum, the Kent County Intermediate School district has continuously provided updates for each core area. The most recent updates in the entire core curriculum reflects the changes in the GLCE's. As each update is released by Kent County ISD the elementary staff initiates a process of realigning our curriculum to the KC4.

The elementary teaching staff is highly dedicated to a collaborative and purposeful curriculum alignment process. The teaching staff, working in grade level teams, engages annually in realignments by using "release days" derived from professional development funds. The alignment process includes a systematic process including the following:

- Review of each core area as it is released.
- Review of new and changing standards.
- Review of "power standards" or standards that are considered to be crucial at each grade level.
- Determination of the materials that will be required to provide instruction for each standard.
- Development of pacing guides or schedules that outline when instruction will take place.
- Development and review of assessments that will be used to determine student progress.
- Planning of the specific lessons, vocabulary, and sequence of instruction required to effectively deliver each standard.
- Development and review of "Essential Objectives" (power standards) for each core area.
- Publishing an alignment document for every KC4 standard, which includes the strand, standard, essential questions, instruction, and assessments.

- Publishing a grade level document that identifies essential questions for each core area as well as other grade level information.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE's. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

A copy of the KC4 (core curriculum), grade level alignments, and essential question guides can be obtained by submitting a request to the elementary principal or by meeting with any self-contained classroom teacher.

PARENT TEACHER CONFERENCES

Kingsley Elementary School holds two parent teacher conferences during the school year, in addition to an Open House held in August. The purpose of conferences is to discuss the students' progress, highlight areas of success, clarify areas of concern, discuss ways to improve those areas, and to strengthen the working relationship between home and school. Additional conferences are held throughout the year as well, as requested by teachers, parents, and/or the administration.

K-4 Parent Teacher Conference Attendance							
Year	Fall Conferences			Winter Conferences			Average
	Scheduled	Held	Percent	Scheduled	Held	Percent	
2001-02	680	675	99%	644	644	100%	99.5%
2002-03	589	575	98%	600	578	96%	97.0%
2003-04	589	587	99%	599	595	99%	99.0%
2004-05	594	588	99%	587	578	99%	99.0%
2005-06	594	591	99%	584	576	99%	99.0%
2006-07	582	577	99%	562	544	97%	98.0%
2007-08	566	555	98%	569	555	98%	97.8%
2008-09	539	532	99%	540	535	99%	99.0%
2009-10	551	541	98%	522	517	99%	98.6%

FEDERAL AND STATE REPORTS

STATUS AND INFORMATION ON AYP (ADEQUATE YEARLY PROGRESS)

The table below shows annual "Adequate Yearly Progress" for Kingsley Elementary School. Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act. In Michigan, it's a measure of year-to-year student achievement on the Michigan Education Assessment Program (MEAP) test. AYP must be met for MEAP participation, achievement for the school as a whole, and for each student subgroup in which 30 or more students are enrolled. According to NCLB, Michigan and other states must develop target starting goals for AYP and the state must raise the bar in gradual increments so 100 percent of the students in the state are proficient on state assessments by the 2013-14 school year. AYP applies to each district and school in the state; however, NCLB sanctions for schools that do not make AYP for two or more years in a row, only apply to those districts and schools that receive Title I funds.

School Year	Met AYP Target	Identified for Improvement
2001-2002	YES	NO
2002-2003	YES	NO
2003-2004	YES	NO
2004-2005	YES	NO
2005-2006	YES	NO
2007-2008	YES	NO
2007-2008	YES	NO
2008-2009	YES	NO
2009-2010	YES	NO

MICHIGAN SCHOOL REPORT CARD GRADE AND INFORMATION

Under Education YES! Schools will now receive grades of A, B, C, D-Alert, or Unaccredited under the new system. Every individual school building in Michigan will now receive seven letter grades, six individual grades - Michigan Educational Assessment Program (MEAP) achievement status, MEAP achievement change, MEAP achievement growth, indicators of engagement, indicators of instructional quality, and indicators of learning opportunities and an overall composite grade. The Michigan school report card composite grade is an overall grade for the school, arrived at by combining the following factors, when data is available, combined over two or three years:

- Student achievement measures student test attendance, participation, and performance and whether it has improved.
- Indicators of School performance combine several factors, such as school facilities, attendance, and graduation rate.
- AYP Status (Adequate yearly progress) is a measure used to hold schools and districts responsible for student achievement in English language arts and mathematics based on MEAP scores.

School Report Card History

School Year	Ed Yes! Grade	AYP Status (Adequate Yearly Progress)			NCLB Phase (No Child Left Behind)		
		AYP for ELA	AYP for Math	AYP Overall	Phase ELA	Phase Math	NCLB Phase
2002-03	B	YES	YES	YES	0	0	0
2003-04	A	YES	YES	YES	0	0	0
2004-05	A	YES	YES	YES	0	0	0
2005-06	A	YES	YES	YES	0	0	0
2006-07	A	YES	YES	YES	0	0	0
2007-08	A	YES	YES	YES	0	0	0
2008-09	A	YES	YES	YES	0	0	0
2009-10	A	YES	YES	YES	0	0	0

TITLE I SCHOOLS IDENTIFIED FOR IMPROVEMENT:

Kingsley Elementary School is the only building in the district that receives federal funding for Title I programs. The Title I program provides services to students in accordance with Title I "targeted assistance" model whereas students are identified to receive service based on need. Kingsley Elementary School (district Title I school) is **NOT IDENTIFIED** for improvement under the provisions of adequate yearly progress.

STATUS OF HIGHLY QUALIFIED TEACHERS AND STAFF

Title I Teachers: Kingsley Elementary School used Federal Title I funds to employ two reading teachers. Both reading teachers hold a Michigan Professional Teaching certificate and are "highly qualified" as required by "No Child Left Behind."

Title I Paraprofessionals: Kingsley School used Federal Title I funds to employ three instructional paraprofessionals. All three paraprofessionals successfully passed the Michigan Teachers Test of Basic Skills prior to the deadline in January 2006. All three paraprofessionals are therefore highly qualified according to the criteria required by "No Child Left Behind." Copies of the assessment and verifications can be viewed in the elementary principal's office.

Classroom Teachers: 100% of teachers employed by Kingsley Area School hold a Michigan Provisional teaching certificate, provisional renewal, or a professional teaching certificate. Therefore, 100% of the teachers at Kingsley Elementary School meet "highly qualified" criteria required by "No Child Left Behind." No teachers (0%) are teaching at Kingsley Elementary School with emergency certification credentials.

RIGHT TO REQUEST TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Because your child attends a school that receives federal funds from the Title I program, you may request the following information about the professional qualifications of your child's classroom teacher(s):

1. Whether the teacher has met Michigan licensing requirements for the grade level(s) and subject area(s) for which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency permit or other provisional status through which Michigan licensing requirements have been waived;
3. The teacher's college degree(s), major(s), and field(s) of study, as well as any graduate degree or certification.

You may also request this information about any paraprofessional who provides Title I service to your child. If you would like to receive this information, please contact Mr. Karl A. Hartman, Elementary Principal. Your request will be processed in a timely manner.

ATTACHMENT: FULL ANNUAL EDUCATION REPORT – School-level Student Assessment Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2009-10	<10	80.6%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	84.6%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	84.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	79%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	84.6%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	90%	95.7%	95.7%	51.3%	44.4%	4.3%	0%
White	2009-10	100%	92.7%	97.3%	97.3%	56.6%	40.7%	2.7%	0%
Students with Disabilities	2008-09	100%	63.4%	81.8%	81.8%	0%	81.8%	18.2%	0%
Students with Disabilities	2009-10	100%	71%	92.3%	92.3%	23.1%	69.2%	7.7%	0%
Economically Disadvantaged	2008-09	100%	79.1%	92.5%	92.5%	45.3%	47.2%	7.5%	0%
Economically Disadvantaged	2009-10	100%	84.5%	95.7%	95.7%	44.3%	51.4%	4.3%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2009-10	<10	87.7%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	92.4%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	92.8%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	86.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	92.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	94.9%	98.3%	98.3%	59.8%	38.5%	1.7%	0%
White	2009-10	100%	96.9%	100%	100%	58.4%	41.6%	0%	0%
Students with Disabilities	2008-09	100%	79.7%	100%	100%	27.3%	72.7%	0%	0%
Students with Disabilities	2009-10	100%	87.8%	100%	100%	38.5%	61.5%	0%	0%
Economically Disadvantaged	2008-09	100%	85.7%	96.2%	96.2%	52.8%	43.4%	3.8%	0%
Economically Disadvantaged	2009-10	100%	91.9%	100%	100%	47.1%	52.9%	0%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Limited English Proficient	2008-09	<10	75.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	68.1%	90%	90%	20%	70%	10%	0%
Students with Disabilities	2009-10	100%	80%	100%	100%	27.3%	72.7%	0%	0%
Economically Disadvantaged	2008-09	100%	80.4%	94.8%	94.8%	46.6%	48.3%	5.2%	0%
Economically Disadvantaged	2009-10	100%	87.8%	100%	100%	46%	54%	0%	0%

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
No records to display.								

2009-10 School-Level Accountability (AYP) Detail Reporting for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	100%	97.2%
Mathematics	99.9%	96.7%
School		
English Language Arts / Reading	100%	99.4%
Mathematics	100%	99.4%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Hispanic or Latino		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	100%	97.2%
Mathematics	99.9%	96.9%
School		
English Language Arts / Reading	100%	99.4%
Mathematics	100%	99.7%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
Students with Disabilities		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	102.2%	81.3%
Mathematics	102.2%	82.4%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	113.5%	96.8%
Mathematics	113.2%	96.3%
School		
English Language Arts / Reading	114.7%	98.9%
Mathematics	114.7%	98.9%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.
 * AYP Targets (Annual Measurable Objectives)

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	75.39%
District	93.16%
Black or African American	
State	56.59%
District	<10
American Indian or Alaska Native	
State	

Graduation Rate (High Schools only) (Goal 80%)	
	65%
District	<10
Asian, Native Hawaiian, or Pacific Islander	
State	84.47%
District	<10
Hispanic or Latino	
State	59.94%
District	<10
White	

Graduation Rate (High Schools only) (Goal 80%)	
State	81.85%
District	94.5%
Multiracial	
State	71.12%
Limited English Proficient	
State	65.51%
Students with Disabilities	
State	57.61%

Graduation Rate (High Schools only) (Goal 80%)	
District	<10
Economically Disadvantaged	
State	59.8%
District	93.55%
Attendance Rate (Goal 90%)	
All Students	
State	94.7%
District	95.5%
School	

Attendance Rate (Goal 90%)	
	95.5%
Black or African American	
State	91%
District	95.3%
School	93.9%
American Indian or Alaska Native	
State	93.7%
District	93.9%
School	

	Attendance Rate (Goal 90%)
	92.2%
Asian, Native Hawaiian, or Pacific Islander	
State	96.5%
District	92.3%
School	98%
Hispanic or Latino	
State	94.1%
District	95.7%
School	

Attendance Rate (Goal 90%)	
	96.3%
White	
State	
	95.7%
District	
	95.5%
School	
	95.5%
Multiracial	
State	
	94.8%
District	
	96.6%
School	

Attendance Rate (Goal 90%)	
	96.5%
Limited English Proficient	
State	94.6%
Students with Disabilities	
State	93.5%
District	95.1%
School	94.6%
Economically Disadvantaged	
State	94.8%

Attendance Rate (Goal 90%)	
District	95.3%
School	95.3%

* All data based on students enrolled for a full academic year.
 ** More information regarding AYP can be found at the following link:
http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

2009-10 School-Level Accountability (AYP) Status Reporting for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley

Area Elementary School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	A	N/A	0

December, 2009 School-Level Teacher Quality Reporting for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	9	22	0
Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers				
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification		0%		

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability	12	42	39	17	2
SD	88	19	44	31	6

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

† Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	†	†	†	†	†
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	†	†	†	†
Unclassified	†	†	†	†	†
Student classified as having a disability	10	75	22	2	1
SD	90	27	39	27	7

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

† Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute for Education Sciences, National Center for Education Statistics, National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	#	†	†	†	†
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability	10	66	24	8	3
SD	90	32	36	25	7

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Rounds to zero

† Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	†	†	†	†	†
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	†	†	†	†
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability	9	73	22	4	#

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505

KINGSLEY ELEMENTARY SCHOOL

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NCA Accredited by the North Central Association of Colleges and Schools
A Michigan Department of Education Grade "A" School

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KINGSLEY ELEMENTARY SCHOOL ANNUAL EDUCATION REPORT (AER)

August 15, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for Kingsley Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Mr. Karl A. Hartman, elementary principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://moodle.kingsley.k12.mi.us/course/view.php?id=96> or you may obtain a copy from the elementary office.

For 2010-2011, **Kingsley Elementary School again made Adequate Yearly Progress** (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report the following additional information.

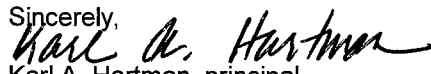
1. The status of the 3 – 5 year school improvement plan,
2. Identify how to access a copy of the core curriculum, a description of its implementation and an explanation of the variances from the state's model.
3. The aggregate student achievement results for any local competency tests or nationally normed achievement tests.
4. Identify the number and percent of students represented by parents at parent-teacher conferences.

The 2010-2011 school year was another positive year for the students, parents, and staff of Kingsley Elementary School. Our students' MEAP and NWEA scores continue to be above local and statewide averages and student performance on other national and local assessments is also above average.

Once again, Kingsley Elementary School received a grade of an "A" on the annual public school report card. This is the seventh consecutive year that Kingsley Elementary School has received an "A" from the Michigan Department of Education. We remain very proud of this important accomplishment! The school report grade is determined from MEAP proficiency in grades 3 – 5 and from indicators of school performance, which captures the variety of ways in which a school's potential quality can be estimated. We believe that Kingsley Elementary School continues to be a highly effective school because of three crucial staff characteristics:

- First, our educational team believes that in order for students to learn they must behave in an appropriate manner and our students are held to high behavioral standards.
- Kingsley Elementary School has adopted and conscientiously aligned instruction to the KC4 and CCSS curriculum models. This curriculum provides specific scope and sequence for instruction in language arts, math, science, and social studies.
- Our greatest characteristic is that our grade level teachers operate in cooperative and purposeful teams known as Professional Learning Communities. This is a direct reflection of our mission statement, "Together Everyone Accomplishes More."

This annual report includes information and data required by the State of Michigan Department of Education as well as federal "No Child Left Behind" regulations and is made available each year at the annual district wide open house. Additional copies of this document are available on the elementary website and in the elementary office.

Sincerely,

 Karl A. Hartman, principal
 Kingsley Elementary School

HIGHLIGHTS OF THE ANNUAL REPORT

♦ **MEAP Performance Snapshot:**

All students in grades 3rd – 8th must participate in the statewide MEAP (Michigan Education Assessment Program) testing each year. All students must complete assessments in English Language Arts (reading and writing) and Mathematics.

MEAP MATHEMATICS - FALL 2010			
Grade	State	ISD	Kingsley
3	95%	98%	100%
4	91%	92%	98%
5	80%	82%	93%

MEAP READING - FALL 2010			
Grade	State	ISD	Kingsley
3	87%	91%	95%
4	84%	88%	95%
5	85%	89%	95%

MEAP WRITING - FALL 2010			
Grade	State	ISD	Kingsley
4	47%	48%	66%

MEAP SCIENCE - FALL 2010			
Grade	State	ISD	Kingsley
5	78%	85%	94%

The chart above shows the percentage of students who met or exceeded the state proficiency standards (levels 1 and 2). Kingsley's results for third, fourth, and fifth grades

show that kingsley elementary students scored above state averages AND TBAISD (Traverse Bay Area Intermediate Schools District – consists of 16 school districts) in reading, Writing math and 5th grade science! We are very proud of the performance of our students again this year. (See full MEAP results in the attached comprehensive report).

♦ Kingsley Elementary school again "passed" the Federal adequate yearly progress (AYP) goals as required by the state and federal departments of education. Adequate Yearly Progress is the federal determination of whether student MEAP scores are increasing at an acceptable level. This is a source of pride for the students and staff of Kingsley Elementary School.

♦ NEW! Michigan Public Schools "Top to Bottom" Percentile Rankings Released: The Michigan Department of education released a new set of public school performance indicators in May 2010 based on a combination of two years of MEAP performance and MEAP improvement data. All public schools were ranked by percentile, which means schools receive a ranking of 100 for the highest performing and 0 for the lowest performing. Kingsley Elementary School is ranked at the 79.3rd percentile, which literally means that Kingsley Elementary Students perform better than 79.3 % of the students in the entire state!

♦ Michigan Department of Education Grade "A" School. For the eighth year in a row, Kingsley Elementary School was rated as an "A" school by the Michigan Department of Education.

STATUS OF THE SCHOOL IMPROVEMENT PLAN

KINGSLEY ELEMENTARY MISSION STATEMENT

We are a **TEAM**... learning for life!
 Together Everyone Accomplishes **More**

KINGSLEY AREA SCHOOLS DISTRICT GOALS

- To develop a command of the fundamental intellectual processes enabling one to think critically, analytically, creatively, and make sound decisions.
- To develop his/her feelings of positive self-worth and self-assurance.
- To develop the habits and attitudes associated with responsible citizenship including a cooperative attitude toward living and working with others.
- To develop an increased appreciation of music, art, literature, and other aesthetic experiences.
- To develop an intellectual curiosity and eagerness to become a lifelong learner.
- To develop and encourage good health and physical fitness.

STATUS OF ACCREDITATION

Kingsley Elementary School was fully accredited by the North Central Association (NCA) without violations from 1991 until 2005. Since the passing of the federal NCLB (No Child Left Behind law) and the creation of Michigan's Education YES! School report card system, membership and accreditation through NCA have been discontinued. Kingsley Elementary School has been satisfactorily accredited by the State Department of Education under the Education YES! System since it first began in 2002.

STATUS OF THE SCHOOL IMPROVEMENT PLAN

Kingsley Elementary School is in full compliance with the Michigan Department of Education school improvement plan model to develop and implement the school improvement plan. The model is provided through AdvanceEd, an online tool that allows schools to develop goals and strategies to address areas in need of improvement. Kingsley Elementary currently has three school improvement goals in writing, reading comprehension, and mathematics problem solving. A copy of the annual school improvement plan is available on line at www.kingsley.k12.mi or in the elementary principal's office.

DESCRIPTION OF THE CORE CURRICULUM & IMPLEMENTATION

The staff of Kingsley Elementary School has always been involved with developing curriculum that meets the Michigan Grade Level Content Expectations (GLCE's) for language arts, social studies, science, and mathematics. The staff of Kingsley Elementary School began at the end of the 1995-96 school year to align the K-4 curriculum with the Michigan Curriculum Frameworks. The core curriculum model that was adopted is the Kent County Collaborative Core Curriculum (KC4). This core curriculum is aligned with the state curriculum frameworks, benchmarks, and the newly revised Grade Level Content Expectations (GLCE's).

Since the implementation of the KC4 model for core curriculum, the Kent County Intermediate School district has continuously provided updates for each core area. The most recent updates in the entire core curriculum reflects the changes in the GLCE's. As each update is released by Kent County ISD the elementary staff initiates a process of realigning our curriculum to the KC4.

In 2010 the Michigan Department of Education adopted a comprehensive set of national standards for English Language Arts and Mathematics or CCSS (Common Core State Standards). The district curriculum council approved a timeline for implementation that includes collaboration with the Traverse Bay Area Intermediate School District for the purpose of realigning K-12 curriculum from the GLCE's (Grade Level Content Expectations) to the new CCSS. All grade levels K-4 began the process of reviewing the new CCSS during the 2010-11 school year and plan for full implementation by 2014 when the state plans to begin assessing students (through the MEAP) on the new Common Core State Standards.

The elementary teaching staff is highly dedicated to a collaborative and purposeful curriculum alignment process. The teaching staff, working in grade level teams, engages annually in realignments by using release days derived from professional development funds. The alignment process includes a systematic process including the following:

- Review of each core area as it is released.
- Review of new and changing standards.
- Review of "power standards" or essential standards that are considered to be crucial at each grade level.
- Determination of the materials that will be required to provide instruction for each standard.
- Development of pacing guides or schedules that outline when instruction will take place.
- Development and review of assessments that will be used to determine student progress.
- Planning of the specific lessons, vocabulary, and sequence of instruction required to effectively deliver each standard.
- Development and review of "Essential Objectives" (power standards) for each core area.
- Publishing an alignment document for every CCSS standard, which includes the strand, standard, essential questions, instruction, and assessments.
- Publishing a grade level document that identifies essential questions for each core area as well as other grade level information.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE's and the new CCSS's. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

A copy of the newly revised CCSS alignments for English language arts, grade level alignments, and essential question guides can be obtained by submitting a request to the elementary principal or by meeting with any self-contained classroom teacher.

PARENT TEACHER CONFERENCES

Kingsley Elementary School holds two parent teacher conferences during the school year, in addition to an Open House held in August. The purpose of conferences is to discuss the students' progress, highlight areas of success, clarify areas of concern, discuss ways to improve those areas, and to strengthen the working relationship between home and school. Additional conferences are held throughout the year as well, as requested by teachers, parents, and/or the administration.

K-4 Parent Teacher Conference Attendance							
Year	Fall Conferences			Winter Conferences			Average
	Scheduled	Held	Percent	Scheduled	Held	Percent	
2002-03	589	575	98%	600	578	96%	97.0%
2003-04	589	587	99%	599	595	99%	99.0%
2004-05	594	588	99%	587	578	99%	99.0%
2005-06	594	591	99%	584	576	99%	99.0%
2006-07	582	577	99%	562	544	97%	98.0%
2007-08	566	555	98%	569	555	98%	97.8%
2008-09	539	532	99%	540	535	99%	99.0%
2009-10	551	541	98%	522	517	99%	98.6%
2010-11	531	524	99%	527	517	98%	98.4%

FEDERAL AND STATE REPORTS

STATUS AND INFORMATION ON AYP (ADEQUATE YEARLY PROGRESS)

The table below shows annual "Adequate Yearly Progress" for Kingsley Elementary School. Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act. In Michigan, it's a measure of year-to-year student achievement on the Michigan Education Assessment Program (MEAP) test. AYP must be met for MEAP participation, achievement for the school as a whole, and for each student subgroup in which 30 or more students are enrolled. According to NCLB, Michigan and other states must develop target starting goals for AYP and the state must raise the bar in gradual increments so 100 percent of the students in the state are proficient on state assessments by the 2013-14 school year. AYP applies to each district and school in the state; however, NCLB sanctions for schools that do not make AYP for two or more years in a row, only apply to those districts and schools that receive Title I funds.

School Year	Met AYP Target	Identified for Improvement
2001-2002	YES	NO
2002-2003	YES	NO
2003-2004	YES	NO
2004-2005	YES	NO
2005-2006	YES	NO
2007-2008	YES	NO
2007-2008	YES	NO
2008-2009	YES	NO
2009-2010	YES	NO
2010-2011	YES	NO

MICHIGAN SCHOOL REPORT CARD GRADE AND INFORMATION

Under Education YES! Schools will now receive grades of A, B, C, D-Alert, or Unaccredited under the new system. Every individual school building in Michigan will now receive seven letter grades, six individual grades - Michigan Educational Assessment Program (MEAP) achievement status, MEAP achievement change, MEAP achievement growth, indicators of engagement, indicators of instructional quality, and indicators of learning opportunities and an overall composite grade. The Michigan school report card composite grade is an overall grade for the school, arrived at by combining the following factors, when data is available, combined over two or three years:

- Student achievement measures student test attendance, participation, and performance and whether it has improved.
- Indicators of School performance combine several factors, such as school facilities, attendance, and graduation rate.
- AYP Status (Adequate yearly progress) is a measure used to hold schools and districts responsible for student achievement in English language arts and mathematics based on MEAP scores.

School Report Card History

School Year	Ed Yes! Grade	AYP Status (Adequate Yearly Progress)			NCLB Phase (No Child Left Behind)		
		AYP for ELA	AYP for Math	AYP Overall	Phase ELA	Phase Math	NCLB Phase
2002-03	B	YES	YES	YES	0	0	0
2003-04	A	YES	YES	YES	0	0	0
2004-05	A	YES	YES	YES	0	0	0

2005-06	A	YES	YES	YES	0	0	0
2006-07	A	YES	YES	YES	0	0	0
2007-08	A	YES	YES	YES	0	0	0
2008-09	A	YES	YES	YES	0	0	0
2009-10	A	YES	YES	YES	0	0	0
2010-11	A	YES	YES	YES	0	0	0

FEDERAL NOTIFICATIONS

TITLE I SCHOOLS IDENTIFIED FOR IMPROVEMENT:

Kingsley Elementary School is the only building in the district that receives federal funding for Title I programs. The Title I program provides services to students in accordance with Title I "targeted assistance" model whereas students are identified to receive service based on need. Kingsley Elementary School (district Title I school) is **NOT IDENTIFIED** for improvement under the provisions of adequate yearly progress.

STATUS OF HIGHLY QUALIFIED TEACHERS AND STAFF

Title I Teachers: Kingsley Elementary School used Federal Title I funds to employ two reading teachers. Both reading teachers hold a Michigan Professional Teaching certificate and are "highly qualified" as required by "No Child Left Behind."
Title I Paraprofessionals: Kingsley School used Federal Title I funds to employ three instructional paraprofessionals. All three paraprofessionals successfully passed the Michigan Teachers Test of Basic Skills prior to the deadline in January 2006. All three paraprofessionals are therefore highly qualified according to the criteria required by "No Child Left Behind." Copies of the assessment and verifications can be viewed in the elementary principal's office.
Classroom Teachers: 100% of teachers employed by Kingsley Area School hold a Michigan Provisional teaching certificate, provisional renewal, or a professional teaching certificate. Therefore, 100% of the teachers at Kingsley Elementary School meet "highly qualified" criteria required by "No Child Left Behind." No teachers (0%) are teaching at Kingsley Elementary School with emergency certification credentials.

RIGHT TO REQUEST TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Because your child attends a school that receives federal funds from the Title I program, you may request the following information about the professional qualifications of your child's classroom teacher(s):

1. Whether the teacher has met Michigan licensing requirements for the grade level(s) and subject area(s) for which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency permit or other provisional status through which Michigan licensing requirements have been waived;
3. The teacher's college degree(s), major(s), and field(s) of study, as well as any graduate degree or certification.

You may also request this information about any paraprofessional who provides Title I service to your child. If you would like to receive this information, please contact Mr. Karl A. Hartman, Elementary Principal. Your request will be processed in a timely manner.

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	All Students	2009-10	100%	89.8%	97.5%	97.5%	53.8%	43.7%	2.5%	0%
English Language Arts / Reading	03	All Students	2010-11	100%	86.8%	95.5%	95.5%	59.1%	36.4%	4.5%	0%
English Language Arts / Reading	03	American Indian or Alaska Native	2009-10	<10	84.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	American Indian or Alaska Native	2010-11	<10	85%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Black or African American	2009-10	<10	80.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Black or African American	2010-11	<10	74.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Hispanic or Latino	2009-10	<10	84.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Hispanic or Latino	2010-11	<10	79.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	White	2009-10	100%	92.7%	97.3%	97.3%	56.6%	40.7%	2.7%	0%
English Language Arts / Reading	03	White	2010-11	100%	90.4%	95.1%	95.1%	59.8%	35.4%	4.9%	0%
English Language Arts / Reading	03	Female	2009-10	100%	91.9%	98.4%	98.4%	50.8%	47.6%	1.6%	0%
English Language Arts / Reading	03	Female	2010-11	100%	89.3%	97.6%	97.6%	69%	28.6%	2.4%	0%
English Language Arts / Reading	03	Male	2009-10	100%	87.9%	96.4%	96.4%	57.1%	39.3%	3.6%	0%
English Language Arts / Reading	03	Male	2010-11	100%	84.3%	93.5%	93.5%	50%	43.5%	6.5%	0%

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.5%	95.7%	95.7%	44.3%	51.4%	4.3%	0%
English Language Arts / Reading	03	Economically Disadvantaged	2010-11	100%	80.2%	94%	94%	52%	42%	6%	0%
English Language Arts / Reading	03	Students with Disabilities	2009-10	100%	71%	92.3%	92.3%	23.1%	69.2%	7.7%	0%
English Language Arts / Reading	03	Students with Disabilities	2010-11	100%	62.1%	81.8%	81.8%	0%	81.8%	18.2%	0%
English Language Arts / Reading	04	All Students	2009-10	100%	84.1%	97.6%	97.6%	46.8%	50.8%	2.4%	0%
English Language Arts / Reading	04	All Students	2010-11	100%	84.1%	94.9%	94.9%	41.5%	53.4%	5.1%	0%
English Language Arts / Reading	04	American Indian or Alaska Native	2009-10	<10	83.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	American Indian or Alaska Native	2010-11	<10	77.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Black or African American	2009-10	<10	68.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Black or African American	2010-11	<10	69.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Hispanic or Latino	2009-10	<10	74.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Hispanic or Latino	2010-11	<10	77.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Two or More Races	2009-10	<10	81.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	White	2009-10	100%	88.9%	97.5%	97.5%	47.9%	49.6%	2.5%	0%

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	04	White	2010-11	100%	88.5%	95.6%	95.6%	43%	52.6%	4.4%	0%
English Language Arts / Reading	04	Female	2009-10	100%	86.1%	98.4%	98.4%	46.9%	51.6%	1.6%	0%
English Language Arts / Reading	04	Female	2010-11	100%	87%	97%	97%	36.4%	60.6%	3%	0%
English Language Arts / Reading	04	Male	2009-10	100%	82.1%	96.8%	96.8%	46.8%	50%	3.2%	0%
English Language Arts / Reading	04	Male	2010-11	100%	81.3%	92.3%	92.3%	48.1%	44.2%	7.7%	0%
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	100%	75.7%	95.2%	95.2%	36.5%	58.7%	4.8%	0%
English Language Arts / Reading	04	Economically Disadvantaged	2010-11	100%	76.1%	91%	91%	31.3%	59.7%	9%	0%
English Language Arts / Reading	04	Students with Disabilities	2009-10	100%	58%	90.9%	90.9%	0%	90.9%	9.1%	0%
English Language Arts / Reading	04	Students with Disabilities	2010-11	100%	54.2%	72.7%	72.7%	9.1%	63.6%	27.3%	0%
Mathematics	03	All Students	2009-10	100%	94.8%	100%	100%	58%	42%	0%	0%
Mathematics	03	All Students	2010-11	100%	95.3%	100%	100%	61.4%	38.6%	0%	0%
Mathematics	03	American Indian or Alaska Native	2009-10	<10	92.8%	<10	<10	<10	<10	<10	<10
Mathematics	03	American Indian or Alaska Native	2010-11	<10	95.1%	<10	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2009-10	<10	87.7%	<10	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2010-11	<10	88.6%	<10	<10	<10	<10	<10	<10
Mathematics	03	Hispanic or Latino	2009-10	<10	92.3%	<10	<10	<10	<10	<10	<10
Mathematics	03	Hispanic or Latino	2010-11	<10	93.5%	<10	<10	<10	<10	<10	<10
Mathematics	03	White	2009-10	100%	96.9%	100%	100%	58.4%	41.6%	0%	0%

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	03	White	2010-11	100%	97.1%	100%	100%	63.4%	36.6%	0%	0%
Mathematics	03	Female	2009-10	100%	94.8%	100%	100%	54%	46%	0%	0%
Mathematics	03	Female	2010-11	100%	95.3%	100%	100%	64.3%	35.7%	0%	0%
Mathematics	03	Male	2009-10	100%	94.8%	100%	100%	62.5%	37.5%	0%	0%
Mathematics	03	Male	2010-11	100%	95.3%	100%	100%	58.7%	41.3%	0%	0%
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.9%	100%	100%	47.1%	52.9%	0%	0%
Mathematics	03	Economically Disadvantaged	2010-11	100%	92.7%	100%	100%	50%	50%	0%	0%
Mathematics	03	Students with Disabilities	2009-10	100%	87.8%	100%	100%	38.5%	61.5%	0%	0%
Mathematics	03	Students with Disabilities	2010-11	100%	88.7%	100%	100%	27.3%	72.7%	0%	0%
Mathematics	04	All Students	2009-10	100%	92.3%	100%	100%	48.4%	51.6%	0%	0%
Mathematics	04	All Students	2010-11	100%	91.5%	98.3%	98.3%	55.6%	42.7%	1.7%	0%
Mathematics	04	American Indian or Alaska Native	2009-10	<10	89.5%	<10	<10	<10	<10	<10	<10
Mathematics	04	American Indian or Alaska Native	2010-11	<10	88.8%	<10	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2010-11	<10	81.2%	<10	<10	<10	<10	<10	<10
Mathematics	04	Hispanic or Latino	2009-10	<10	89.3%	<10	<10	<10	<10	<10	<10
Mathematics	04	Hispanic or Latino	2010-11	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	04	Two or More Races	2009-10	<10	91%	<10	<10	<10	<10	<10	<10
Mathematics	04	White	2009-10	100%	95.1%	100%	100%	50.4%	49.6%	0%	0%
Mathematics	04	White	2010-11	100%	94.3%	98.2%	98.2%	56.1%	42.1%	1.8%	0%
Mathematics	04	Female	2009-10	100%	92.9%	100%	100%	39.1%	60.9%	0%	0%
Mathematics	04	Female	2010-11	100%	91.6%	100%	100%	47.7%	52.3%	0%	0%
Mathematics	04	Male	2009-10	100%	91.6%	100%	100%	58.1%	41.9%	0%	0%
Mathematics	04	Male	2010-11	100%	91.3%	96.2%	96.2%	65.4%	30.8%	3.8%	0%
Mathematics	04	Economically Disadvantaged	2009-10	100%	87.8%	100%	100%	46%	54%	0%	0%

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	04	Economically Disadvantaged	2010-11	100%	86.9%	97%	97%	47%	50%	3%	0%
Mathematics	04	Students with Disabilities	2009-10	100%	80%	100%	100%	27.3%	72.7%	0%	0%
Mathematics	04	Students with Disabilities	2010-11	100%	77.5%	90.9%	90.9%	27.3%	63.6%	9.1%	0%

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Student Assessment Data - MI-Access : Participation

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	99.6%	97.6%
All Students	District	Mathematics	99.6%	97.8%
All Students	School	English Language Arts / Reading	100%	99.4%
All Students	School	Mathematics	100%	100%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
American Indian or Alaska Native	School	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	School	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	<30	<30
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	<30	<30
Black or African American	District	Mathematics	<30	<30
Black or African American	School	English Language Arts / Reading	<30	<30
Black or African American	School	Mathematics	<30	<30
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	<30	<30
Hispanic or Latino	District	Mathematics	<30	<30
Hispanic or Latino	School	English Language Arts / Reading	<30	<30
Hispanic or Latino	School	Mathematics	<30	<30
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%
White	District	English Language Arts / Reading	99.6%	97.5%
White	District	Mathematics	99.6%	97.6%
White	School	English Language Arts / Reading	100%	99.3%
White	School	Mathematics	100%	100%

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	99.7%	97%
Economically Disadvantaged	District	Mathematics	99.7%	97.8%
Economically Disadvantaged	School	English Language Arts / Reading	100%	98.8%
Economically Disadvantaged	School	Mathematics	100%	100%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	100%	86.7%
Students with Disabilities	District	Mathematics	100%	91.6%
Students with Disabilities	School	English Language Arts / Reading	<30	<30
Students with Disabilities	School	Mathematics	<30	<30

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
All Students	District	84.25%
American Indian or Alaska Native	State	65.87%
American Indian or Alaska Native	District	<10
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Asian, Native Hawaiian, or Pacific Islander	District	<10
Black or African American	State	57.97%
Black or African American	District	<10
Hispanic or Latino	State	63.52%
Hispanic or Latino	District	<10
Two or More Races	State	66.55%
Two or More Races	District	<10
White	State	82.04%
White	District	84.87%
Economically Disadvantaged	State	66.59%
Economically Disadvantaged	District	73.81%
Limited English Proficient	State	83.13%
Students with Disabilities	State	58.68%
Students with Disabilities	District	61.54%

* All data based on students enrolled for a full academic year.

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	98.7%
All Students	School	96.6%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	98.8%
American Indian or Alaska Native	School	96.1%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	99.5%
Asian, Native Hawaiian, or Pacific Islander	School	98.5%
Black or African American	State	91.9%
Black or African American	District	97.9%
Black or African American	School	94.8%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	99%
Hispanic or Latino	School	97.3%
Two or More Races	State	94.7%
Two or More Races	District	83.1%
Two or More Races	School	83.1%
White	State	95.6%
White	District	98.7%
White	School	96.6%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	98.5%
Economically Disadvantaged	School	96.1%
Limited English Proficient	State	94.8%
Students with Disabilities	State	93.4%
Students with Disabilities	District	98.5%
Students with Disabilities	School	96.1%

* All data based on students enrolled for a full academic year.

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	A	N/A	0

% of Schools making AYP: 86.4%
 % of Schools in School Improvement status: 13.6%
 % of Schools in Corrective Action status: 0%
 % of Schools in Restructuring status: 0%
 % of Title I Schools making AYP: 100%
 % of Title I Schools in School Improvement status: 0%
 % of Title I Schools in Corrective Action status: 0%
 % of Title I Schools in Restructuring status: 0%

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	8	21	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Teacher Quality Data

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Teacher Quality Data

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	2.3%

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	†	†	†	†	†
Info not available					
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

† Reporting Standards not met.

Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
Info not available		‡			
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Traverse Bay Area ISD, Kingsley Area Schools, Kingsley Area Elementary School

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	82.08	2.771	81.98	2.786	91.89	3.063
		72.05	2.592	72.01	2.63	81.16	3.53
8	Math Reading	76.39	2.561	76.21	2.578	93.13	4.12
		70.72	3.239	70.46	3.298	85.15	4.505

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2011-2012 KINGSLEY ELEMENTARY SCHOOL ANNUAL EDUCATION REPORT (AER)

August 16, 2012

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2011-2012 educational progress for Kingsley Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Mr. Karl A. Hartman, elementary principal, for assistance. The AER is available for you to review electronically by visiting the following web site <http://moodle.kingsley.k12.mi.us/course/view.php?id=96> or you may obtain a copy from the elementary office.

For 2011-2012, **Kingsley Elementary School again made Adequate Yearly Progress** (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report the following additional information.

1. The status of the 3 – 5 year school improvement plan,
2. 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.
3. The aggregate student achievement results for any local competency tests or nationally normed achievement tests.
4. Identify the number and percent of students represented by parents at parent-teacher conferences.

The 2011-2012 school year was another positive year for the students, parents, and staff of Kingsley Elementary School. Our students' MEAP, AIMSweb, and Rigby PM reading scores continue to be above local and statewide averages and student performance on other national and local assessments is also above average. We believe that Kingsley Elementary School continues to be a highly effective school because of three crucial staff characteristics:

- First, our educational team believes that in order for students to learn they must behave in an appropriate manner and our students are held to high behavioral standards.
- Kingsley Elementary School has adopted and conscientiously aligned instruction to the KC4 and CCSS curriculum models. This curriculum provides specific scope and sequence for instruction in language arts, math, science, and social studies.
- Our greatest characteristic is that our grade level teachers operate in cooperative and purposeful teams known as Professional Learning Communities. This is a direct reflection of our mission statement, "Together Everyone Accomplishes More."

This annual report includes information and data required by the State of Michigan Department of Education as well as federal "No Child Left Behind" regulations and is made available each year at the annual district wide open house. Additional copies of this document are available on the elementary website and in the elementary office.

Sincerely,
Karl A. Hartman, principal
Kingsley Elementary School

HIGHLIGHTS OF THE ANNUAL REPORT

♦ **Kingsley Elementary school again “passed” the Federal adequate yearly progress (AYP)** goals as required by the state and federal departments of education. Adequate Yearly Progress is the federal determination of whether student **MEAP** scores are increasing at an acceptable level. This is a source of pride for the students and staff of Kingsley Elementary School.

♦ **NEW! Michigan Public Schools “Top to Bottom” Percentile Rankings Released:** Kingsley Elementary School has been ranked by the MDE “Top to Bottom” school ranking last at the 95th percentile, which literally means that Kingsley Elementary Students outperform 95 % of the students in the entire state! Last year Kingsley was identified as performing at the 93rd percentile. This is a huge honor and only two elementary schools in the TBAISD exceeded this ranking. Kingsley was identified as “reward” school based on a combination of MEAP proficiency, the school grade, and adequate yearly progress.

♦ **Kingsley Elementary School received a grade of a “B”** on the annual public school report card this year. This is the first time since 2002 the school grade has dropped after eight consecutive year that Kingsley Elementary School had received an “A” from the Michigan Department of Education. This appears to be correlated to a state wide “all at once” shift in MEAP cut scores which dramatically reduced student proficiency in math across the state.

♦ **Kingsley Elementary School identified for second year as a school that is “Beating the Odds!”** The Michigan Department of Education (MDE) today released a list of 123 “Beating the Odds” schools who are outperforming schools with similar risk factors and demographic composition. These schools were identified by the Department through two separate studies using considerably different methodologies.

The Department conducted two separate studies to identify schools that are “Beating the Odds.” Study 1 identified 60 schools that are performing above their predicted levels, based on risk factors. Study 2 identified 83 schools that perform better than a comparison group of schools with similar demographics. Of the 123 schools identified, 20 schools meet both study criteria including 15 elementary, two K-8, two middle and one high school. All 20 schools were interviewed and profiled by the department.

Kingsley Elementary School has been identified as one of twenty schools in the Entire state to meet both “Beating the Odds” criteria!

“Beating the Odds” schools credited various factors for their success including strong building leadership; common vision; highly qualified and dedicated staff; high academic and behavioral expectations; a collaborative school culture; commitment to technology; strong community and parent involvement; and staff commitment to do whatever it takes to help students succeed.

“Beating the Odds schools have found ways to work smarter and harder, not just harder,” Flanagan said. “They have good leaders, knowledgeable and prepared teachers who engage students and a commitment to involve and embrace parents and the community.” The Beating the Odds school information is part of the Michigan Department of Education’s continuing commitment to bring “Light of Day” to school data and information to help improve elementary and secondary education.

STATUS OF THE SCHOOL IMPROVEMENT PLAN

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- To develop his/her feelings of positive self-worth and self-assurance.
- To develop the habits and attitudes associated with responsible citizenship including a cooperative attitude toward living and working with others.
- To develop an increased appreciation of music, art, literature, and other aesthetic experiences.
- To develop an intellectual curiosity and eagerness to become a lifelong learner.
- To develop and encourage good health and physical fitness.

STATUS OF ACCREDITATION

Kingsley Elementary School was fully accredited by the North Central Association (NCA) without violations from 1991 until 2005. Since the passing of the federal NCLB (No Child Left Behind law) and the creation of Michigan’s Education YES! School report card system, membership and accreditation through NCA have been discontinued. Kingsley Elementary School has been satisfactorily accredited by the State Department of Education under the Education YES! System since it first began in 2002.

STATUS OF THE SCHOOL IMPROVEMENT PLAN

Kingsley Elementary School is in full compliance with the Michigan Department of Education school improvement plan model to develop and implement the school improvement plan. The model is provided through AdvanceEd, an online tool that allows schools to develop goals and strategies to address areas in need of improvement. Kingsley Elementary currently has three school improvement goals in writing, reading comprehension, and mathematics problem solving. A copy of the annual school improvement plan is available on line at www.kingsley.k12.mi or in the elementary principal's office.

DESCRIPTION OF THE CORE CURRICULUM & IMPLEMENTATION

The staff of Kingsley Elementary School has always been involved with developing curriculum that meets the Michigan Grade Level Content Expectations (GLCE's) for language arts, social studies, science, and mathematics. The staff of Kingsley Elementary School began at the end of the 1995-96 school year to align the K-4 curriculum with the Michigan Curriculum Frameworks. The core curriculum model that was adopted is the Kent County Collaborative Core Curriculum (KC4). This core curriculum is aligned with the state curriculum frameworks, benchmarks, and the newly revised Grade Level Content Expectations (GLCE's).

Since the implementation of the KC4 model for core curriculum, the Kent County Intermediate School district has continuously provided updates for each core area. The most recent updates in the entire core curriculum reflects the changes in the GLCE's. As each update is released by Kent County ISD the elementary staff initiates a process of realigning our curriculum to the KC4.

In 2010 the Michigan Department of Education adopted a comprehensive set of national standards for English Language Arts and Mathematics or CCSS (Common Core State Standards). The district curriculum council approved a timeline for implementation that includes collaboration with the Traverse Bay Area Intermediate School District for the purpose of realigning K-12 curriculum from the GLCE's (Grade Level Content Expectations) to the new CCSS. All grade levels K-4 began the process of reviewing the new CCSS during the 2010-11 school year and plan for full implementation by 2014 when the state plans to begin assessing students (through the MEAP) on the new Common Core State Standards. The elementary teams accomplished the critical task of reviewing and aligning the all Language Arts and Math standards to the new CCSS by the end of the school year. We will continue with science and math as they are released and published (Science is expected to be released in the Fall, 2012)

The elementary teaching staff is highly dedicated to a collaborative and purposeful curriculum alignment process. The teaching staff, working in grade level teams, engages annually in realignments by using release days derived from professional development funds. The alignment process includes a systematic process including the following:

- Review of each core area as it is released.
- Review of new and changing standards.
- Review of "power standards" or essential standards that are considered to be crucial at each grade level.
- Determination of the materials that will be required to provide instruction for each standard.
- Development of pacing guides or schedules that outline when instruction will take place.
- Development and review of assessments that will be used to determine student progress.
- Planning of the specific lessons, vocabulary, and sequence of instruction required to effectively deliver each standard.
- Development and review of "Essential Objectives" (power standards) for each core area.
- Publishing an alignment document for every CCSS standard, which includes the strand, standard, essential questions, instruction, and assessments.
- Publishing a grade level document that identifies essential questions for each core area as well as other grade level information.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE's and the new CCSS's. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

A copy of the newly revised CCSS alignments for English language arts, grade level alignments, and essential question guides can be obtained by submitting a request to the elementary principal or by meeting with any self-contained classroom teacher.

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Kingsley Elementary School holds two parent teacher conferences during the school year, in addition to an Open House held in August. The purpose of conferences is to discuss the students' progress, highlight areas of success, clarify areas of concern, discuss ways to improve those areas, and to strengthen the working relationship between home and school. Additional conferences are held throughout the year as well, as requested by teachers, parents, and/or the administration.

K-4 Parent Teacher Conference Attendance									
	Fall Conferences				Winter Conferences				Average
Year	Scheduled	Held	Percent		Scheduled	Held	Percent		
2003-04	589	587	99%		599	595	99%		99.0%
2004-05	594	588	99%		587	578	99%		99.0%
2005-06	594	591	99%		584	576	99%		99.0%
2006-07	582	577	99%		562	544	97%		98.0%
2007-08	566	555	98%		569	555	98%		97.8%
2008-09	539	532	99%		540	535	99%		99.0%
2009-10	551	541	98%		522	517	99%		98.6%
2010-11	531	524	99%		527	517	98%		98.4%
2011-12	498	495	99%		501	492	98%		98.8%

FEDERAL AND STATE REPORTS

STATUS AND INFORMATION ON AYP (ADEQUATE YEARLY PROGRESS)

The table below shows annual "Adequate Yearly Progress" for Kingsley Elementary School. Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act. In Michigan, it's a measure of year-to-year student achievement on the Michigan Education Assessment Program (MEAP) test. AYP must be met for MEAP participation, achievement for the school as a whole, and for each student subgroup in which 30 or more students are enrolled. According to NCLB, Michigan and other states must develop target starting goals for AYP and the state must raise the bar in gradual increments so 100 percent of the students in the state are proficient on state assessments by the 2013-14 school year. AYP applies to each district and school in the state; however, NCLB sanctions for schools that do not make AYP for two or more years in a row, only apply to those districts and schools that receive Title I funds.

School Year	Met AYP Target	Identified for Improvement
2001-2002	YES	NO
2002-2003	YES	NO
2003-2004	YES	NO
2004-2005	YES	NO
2005-2006	YES	NO
2007-2008	YES	NO
2007-2008	YES	NO
2008-2009	YES	NO
2009-2010	YES	NO
2010-2011	YES	NO
2011-2012	YES	NO

MICHIGAN SCHOOL REPORT CARD GRADE AND INFORMATION

Under Education YES! Schools will now receive grades of A, B, C, D-Alert, or Unaccredited under the new system. Every individual school building in Michigan will now receive seven letter grades, six individual grades - Michigan Educational Assessment Program (MEAP) achievement status, MEAP achievement change, MEAP achievement growth, indicators of engagement, indicators of instructional quality, and indicators of learning opportunities and an overall composite grade. The Michigan school report card composite grade is an overall grade for the school, arrived at by combining the following factors, when data is available, combined over two or three years:

- Student achievement measures student test attendance, participation, and performance and whether it has improved.
- Indicators of School performance combine several factors, such as school facilities, attendance, and graduation rate.
- AYP Status (Adequate yearly progress) is a measure used to hold schools and districts responsible for student achievement in English language arts and mathematics based on MEAP scores.

School Report Card History							
School Year	Ed Yes! Grade	AYP Status (Adequate Yearly Progress)			NCLB Phase (No Child Left Behind)		
		AYP for ELA	AYP for Math	AYP Overall	Phase ELA	Phase Math	NCLB Phase
2002-03	B	YES	YES	YES	0	0	0

2003-04	A	YES	YES	YES	0	0	0
2004-05	A	YES	YES	YES	0	0	0
2005-06	A	YES	YES	YES	0	0	0
2006-07	A	YES	YES	YES	0	0	0
2007-08	A	YES	YES	YES	0	0	0
2008-09	A	YES	YES	YES	0	0	0
2009-10	A	YES	YES	YES	0	0	0
2010-11	A	YES	YES	YES	0	0	0
2011-12	B	YES	YES	YES	0	0	0

FEDERAL NOTIFICATIONS

TITLE I SCHOOLS IDENTIFIED FOR IMPROVEMENT:

Kingsley Elementary School is the only building in the district that receives federal funding for Title I programs. The Title I program provides services to students in accordance with Title I "targeted assistance" model whereas students are identified to receive service based on need. Kingsley Elementary School (district Title I school) is **NOT IDENTIFIED** for improvement under the provisions of adequate yearly progress.

STATUS OF HIGHLY QUALIFIED TEACHERS AND STAFF

Title I Teachers: Kingsley Elementary School used Federal Title I funds to employ two reading teachers. Both reading teachers hold a Michigan Professional Teaching certificate and are "highly qualified" as required by "No Child Left Behind."

Title I Paraprofessionals: Kingsley School used Federal Title I funds to employ three instructional paraprofessionals. All three paraprofessionals successfully passed the Michigan Teachers Test of Basic Skills prior to the deadline in January 2006. All three paraprofessionals are therefore highly qualified according to the criteria required by "No Child Left Behind." Copies of the assessment and verifications can be viewed in the elementary principal's office.

Classroom Teachers: 100% of teachers employed by Kingsley Area School hold a Michigan Provisional teaching certificate, provisional renewal, or a professional teaching certificate. Therefore, 100% of the teachers at Kingsley Elementary School meet "highly qualified" criteria required by "No Child Left Behind." No teachers (0%) are teaching at Kingsley Elementary School with emergency certification credentials.

RIGHT TO REQUEST TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Because your child attends a school that receives federal funds from the Title I program, you may request the following information about the professional qualifications of your child's classroom teacher(s):

1. Whether the teacher has met Michigan licensing requirements for the grade level(s) and subject area(s) for which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency permit or other provisional status through which Michigan licensing requirements have been waived;
3. The teacher's college degree(s), major(s), and field(s) of study, as well as any graduate degree or certification.

You may also request this information about any paraprofessional who provides Title I service to your child. If you would like to receive this information, please contact Mr. Karl A. Hartman, Elementary Principal. Your request will be processed in a timely manner.

KINGSLEY ELEMENTARY SCHOOL

Keith Smith
Superintendent
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Kingsley, MI 49649
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FAX (231) 263-5282



NCA Accredited by the North Central Association of Colleges and Schools
A Michigan Department of Education Grade "A" School

Karl Hartman
Principal
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August 20, 2013

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This annual report includes information and data required by the State of Michigan Department of Education as well as federal "No Child Left Behind" regulations and is made available each year at the annual district wide open house. Additional copies of this document are available on the elementary website and in the elementary office.

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HIGHLIGHTS OF THE ANNUAL REPORT

- ♦ **Kingsley Elementary school again “passed” the Federal adequate yearly progress (AYP)** goals as required by the state and federal departments of education. Adequate Yearly Progress is the federal determination of whether student **MEAP** scores are increasing at an acceptable level. This is a source of pride for the students and staff of Kingsley Elementary School.
- ♦ **NEW! Michigan Public Schools “Top to Bottom” Percentile Rankings Released:** Kingsley Elementary School has been ranked by the MDE “Top to Bottom” school ranking last at the 91st percentile, which literally means that Kingsley Elementary Students outperform 91 % of the students in the entire state! Only two schools in the Traverse Bay Area were identified at this highest level. Kingsley was again identified as a “reward” school based on a “status” from a combination of MEAP proficiency, the school grade, and adequate yearly progress. To view the Michigan Top to Bottom rankings go to MI School Data @ <https://www.mischooldata.org/Default.aspx>
- ♦ **Kingsley Elementary School received color of “yellow”** on the annual public school report card this year. 83% of schools in the state were identified as a “yellow school”. To review school accountability report cards go to MI School Data @ <https://www.mischooldata.org/Default.aspx>
- ♦ **Kingsley Elementary School identified for second year as a school that is “Beating the Odds!”** Kingsley Elementary School was again identified as one of the “Beating the Odds” schools who are outperforming schools with similar risk factors and demographic composition. These schools were identified by the Department through two separate studies using considerably different methodologies.

“Beating the Odds” schools credited various factors for their success including strong building leadership; common vision; highly qualified and dedicated staff; high academic and behavioral expectations; a collaborative school culture; commitment to technology; strong community and parent involvement; and staff commitment to do whatever it takes to help students succeed.

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2007-2008	YES	NO
2008-2009	YES	NO
2009-2010	YES	NO
2010-2011	YES	NO
2011-2012	YES	NO
2012-2013	YES	NO

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Annual Education Report Kingsley Area Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2011-12	100	36.3	34.5	34.5	0	34.5	42.5	23
Mathematics	3rd Grade	All Students	2012-13	100	40.9	61	61	4.2	56.8	22	16.9
Mathematics	3rd Grade	African American	2011-12	100	14.5	25	25	0	25	25	50
Mathematics	3rd Grade	African American	2012-13	100	18	0	0	0	0	100	0
Mathematics	3rd Grade	American Indian	2012-13	100	30.6	100	100	50	50	0	0
Mathematics	3rd Grade	Asian	2012-13	100	65.6	100	100	0	100	0	0
Mathematics	3rd Grade	Hispanic of Any Race	2011-12	100	23	0	0	0	0	0	100
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	100	25.7	0	0	0	0	0	100
Mathematics	3rd Grade	Two or More Races	2012-13	100	40	100	100	0	100	0	0
Mathematics	3rd Grade	White	2011-12	100	42.3	35.4	35.4	0	35.4	43.9	20.7
Mathematics	3rd Grade	White	2012-13	100	47.4	60.4	60.4	3.6	56.8	22.5	17.1
Mathematics	3rd Grade	Female	2011-12	100	34.9	25	25	0	25	45.8	29.2
Mathematics	3rd Grade	Female	2012-13	100	39.8	60	60	1.8	58.2	21.8	18.2
Mathematics	3rd Grade	Male	2011-12	100	37.6	46.2	46.2	0	46.2	38.5	15.4
Mathematics	3rd Grade	Male	2012-13	100	42	61.9	61.9	6.3	55.6	22.2	15.9
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	100	23	25	25	0	25	43.2	31.8

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	100	26.8	57.8	57.8	3.1	54.7	23.4	18.8
Mathematics	3rd Grade	Students With Disabilities	2011-12	100	18.5	0	0	0	0	66.7	33.3
Mathematics	3rd Grade	Students With Disabilities	2012-13	100	21.5	40	40	10	30	20	40
Mathematics	4th Grade	All Students	2011-12	100	39.9	58	58	2.3	55.7	26.1	15.9
Mathematics	4th Grade	All Students	2012-13	100	46.1	58.2	58.2	4.4	53.8	12.1	29.7
Mathematics	4th Grade	African American	2011-12	100	15.9	50	50	0	50	50	0
Mathematics	4th Grade	African American	2012-13	100	20	50	50	0	50	0	50
Mathematics	4th Grade	American Indian	2011-12	100	29.9	50	50	0	50	0	50
Mathematics	4th Grade	American Indian	2012-13	100	39.8	0	0	0	0	0	100
Mathematics	4th Grade	Hispanic of Any Race	2011-12	100	26.1	0	0	0	0	0	100
Mathematics	4th Grade	Hispanic of Any Race	2012-13	100	33.3	0	0	0	0	50	50
Mathematics	4th Grade	White	2011-12	100	46.4	59	59	2.4	56.6	26.5	14.5
Mathematics	4th Grade	White	2012-13	100	53	61.4	61.4	4.8	56.6	12	26.5
Mathematics	4th Grade	Female	2011-12	100	38.5	61.9	61.9	0	61.9	21.4	16.7
Mathematics	4th Grade	Female	2012-13	100	45.7	46.9	46.9	0	46.9	12.2	40.8
Mathematics	4th Grade	Male	2011-12	100	41.2	54.3	54.3	4.3	50	30.4	15.2

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	4th Grade	Male	2012-13	100	46.4	71.4	71.4	9.5	61.9	11.9	16.7
Mathematics	4th Grade	Economically Disadvantaged	2011-12	100	25.3	50	50	1.8	48.2	28.6	21.4
Mathematics	4th Grade	Economically Disadvantaged	2012-13	100	31.1	45.2	45.2	0	45.2	16.7	38.1
Mathematics	4th Grade	Students With Disabilities	2011-12	100	18.3	45.5	45.5	0	45.5	45.5	9.1
Mathematics	4th Grade	Students With Disabilities	2012-13	100	23	25	25	0	25	16.7	58.3
Reading	3rd Grade	All Students	2011-12	100	62.4	78.2	78.2	21.8	56.3	19.5	2.3
Reading	3rd Grade	All Students	2012-13	100	66.5	72	72	8.5	63.6	24.6	3.4
Reading	3rd Grade	African American	2011-12	100	38.4	50	50	0	50	50	0
Reading	3rd Grade	African American	2012-13	100	44.8	100	100	0	100	0	0
Reading	3rd Grade	American Indian	2012-13	100	60.9	100	100	0	100	0	0
Reading	3rd Grade	Asian	2012-13	100	79	100	100	0	100	0	0
Reading	3rd Grade	Hispanic of Any Race	2011-12	100	47.6	100	100	0	100	0	0
Reading	3rd Grade	Hispanic of Any Race	2012-13	100	53.5	0	0	0	0	0	100
Reading	3rd Grade	Two or More Races	2012-13	100	67.6	100	100	100	0	0	0
Reading	3rd Grade	White	2011-12	100	69.8	79.3	79.3	23.2	56.1	18.3	2.4

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	White	2012-13	100	73	71.2	71.2	8.1	63.1	26.1	2.7
Reading	3rd Grade	Female	2011-12	100	65.9	83.3	83.3	18.8	64.6	14.6	2.1
Reading	3rd Grade	Female	2012-13	100	70.2	76.4	76.4	10.9	65.5	20	3.6
Reading	3rd Grade	Male	2011-12	100	59	71.8	71.8	25.6	46.2	25.6	2.6
Reading	3rd Grade	Male	2012-13	100	63	68.3	68.3	6.3	61.9	28.6	3.2
Reading	3rd Grade	Economically Disadvantaged	2011-12	100	49.5	65.9	65.9	11.4	54.5	31.8	2.3
Reading	3rd Grade	Economically Disadvantaged	2012-13	100	53.8	64.1	64.1	7.8	56.3	31.3	4.7
Reading	3rd Grade	Students With Disabilities	2011-12	100	34.3	33.3	33.3	0	33.3	66.7	0
Reading	3rd Grade	Students With Disabilities	2012-13	100	37.9	40	40	0	40	50	10
Reading	4th Grade	All Students	2011-12	100	67.7	83.1	83.1	12.4	70.8	15.7	1.1
Reading	4th Grade	All Students	2012-13	100	68.1	84.6	84.6	6.6	78	12.1	3.3
Reading	4th Grade	African American	2011-12	100	45.1	0	0	0	0	100	0
Reading	4th Grade	African American	2012-13	100	43	75	75	0	75	25	0
Reading	4th Grade	American Indian	2011-12	100	60.2	100	100	0	100	0	0
Reading	4th Grade	American Indian	2012-13	100	66.4	100	100	0	100	0	0
Reading	4th Grade	Hispanic of Any Race	2011-12	100	54.1	0	0	0	0	100	0

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	4th Grade	Hispanic of Any Race	2012-13	100	57.5	100	100	0	100	0	0
Reading	4th Grade	White	2011-12	100	74.4	85.7	85.7	13.1	72.6	13.1	1.2
Reading	4th Grade	White	2012-13	100	75.1	84.3	84.3	7.2	77.1	12	3.6
Reading	4th Grade	Female	2011-12	100	71.7	88.4	88.4	14	74.4	11.6	0
Reading	4th Grade	Female	2012-13	100	71.1	85.7	85.7	6.1	79.6	12.2	2
Reading	4th Grade	Male	2011-12	100	63.7	78.3	78.3	10.9	67.4	19.6	2.2
Reading	4th Grade	Male	2012-13	100	65.1	83.3	83.3	7.1	76.2	11.9	4.8
Reading	4th Grade	Economically Disadvantaged	2011-12	100	55	80.7	80.7	5.3	75.4	17.5	1.8
Reading	4th Grade	Economically Disadvantaged	2012-13	100	55.1	76.2	76.2	0	76.2	21.4	2.4
Reading	4th Grade	Students With Disabilities	2011-12	100	35	36.4	36.4	0	36.4	54.5	9.1
Reading	4th Grade	Students With Disabilities	2012-13	100	38.3	25	25	0	25	50	25

Annual Education Report
Kingsley Area Elementary School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

Annual Education Report
Kingsley Area Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% w/Progressing
Mathematics	3rd Grade	All Students	2011-12	100	56.4	0	0	0	0	100
Mathematics	3rd Grade	White	2011-12	100	65.2	0	0	0	0	100
Mathematics	3rd Grade	Female	2011-12	100	51.9	0	0	0	0	100
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	100	57.7	0	0	0	0	100
Mathematics	4th Grade	All Students	2012-13	100	57.5	100	100	0	100	0
Mathematics	4th Grade	White	2012-13	100	63.6	100	100	0	100	0
Mathematics	4th Grade	Female	2012-13	100	56.8	100	100	0	100	0
Reading	3rd Grade	All Students	2011-12	100	42.1	100	100	0	100	0
Reading	3rd Grade	White	2011-12	100	42.3	100	100	0	100	0
Reading	3rd Grade	Female	2011-12	100	43.8	100	100	0	100	0
Reading	3rd Grade	Economically Disadvantaged	2011-12	100	39.1	100	100	0	100	0
Reading	4th Grade	All Students	2012-13	100	46.3	0	0	0	0	100
Reading	4th Grade	White	2012-13	100	51.4	0	0	0	0	100
Reading	4th Grade	Female	2012-13	100	50.8	0	0	0	0	100

Annual Education Report
Kingsley Area Elementary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

Annual Education Report
Kingsley Area Elementary School

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

Annual Education Report
Kingsley Area Elementary School

MI-Access Participation

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

Annual Education Report Kingsley Area Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		11.2%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99.7%	75.1%
Bottom 30%	District	Mathematics		21.1%
African American	District	Mathematics	100.0%	50.0%
American Indian	District	Mathematics	100.0%	63.6%
Asian	District	Mathematics	100.0%	100.0%
Hispanic of Any Race	District	Mathematics	100.0%	41.7%
Native Hawaiian or Other Pacific Islander	District	Mathematics		
Two or More Races	District	Mathematics	100.0%	66.7%
White	District	Mathematics	99.7%	76.3%
Economically Disadvantaged	District	Mathematics	99.5%	68.2%
English Language Learners	District	Mathematics		100.0%
Students With Disabilities	District	Mathematics	100.0%	36.4%
All Students	School	Mathematics	100.0%	78.7%
Bottom 30%	School	Mathematics		28.8%
African American	School	Mathematics	100.0%	50.0%
American Indian	School	Mathematics	100.0%	80.0%
Asian	School	Mathematics	100.0%	100.0%
Hispanic of Any Race	School	Mathematics	100.0%	0%

Annual Education Report Kingsley Area Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	School	Mathematics	100.0%	100.0%
White	School	Mathematics	100.0%	80.2%
Economically Disadvantaged	School	Mathematics	100.0%	71.4%
Students With Disabilities	School	Mathematics	100.0%	44.0%
All Students	Statewide	Reading	99.0%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77.0%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.7%	92.5%
Bottom 30%	District	Reading		75.1%
African American	District	Reading	100.0%	70.0%
American Indian	District	Reading	100.0%	90.9%
Asian	District	Reading	100.0%	100.0%
Hispanic of Any Race	District	Reading	100.0%	83.3%
Native Hawaiian or Other Pacific Islander	District	Reading		
Two or More Races	District	Reading	100.0%	66.7%
White	District	Reading	99.7%	93.2%
Economically Disadvantaged	District	Reading	99.5%	90.4%
English Language Learners	District	Reading		100.0%
Students With Disabilities	District	Reading	100.0%	65.5%
All Students	School	Reading	100.0%	94.4%
Bottom 30%	School	Reading		81.3%

Annual Education Report Kingsley Area Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	School	Reading	100.0%	75.0%
American Indian	School	Reading	100.0%	100.0%
Asian	School	Reading	100.0%	100.0%
Hispanic of Any Race	School	Reading	100.0%	33.3%
Two or More Races	School	Reading	100.0%	100.0%
White	School	Reading	100.0%	95.6%
Economically Disadvantaged	School	Reading	100.0%	92.1%
Students With Disabilities	School	Reading	100.0%	72.0%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		1.0%
African American	Statewide	Science	94.8%	12.8%
American Indian	Statewide	Science	97.5%	29.4%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	22.9%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45.0%
Economically Disadvantaged	Statewide	Science	97.0%	22.9%
English Language Learners	Statewide	Science	98.0%	7.6%
Students With Disabilities	Statewide	Science	96.5%	15.1%
All Students	District	Science	99.7%	53.0%
Bottom 30%	District	Science		0%
African American	District	Science	100.0%	0%
American Indian	District	Science	100.0%	66.7%
Asian	District	Science		
Hispanic of Any Race	District	Science	100.0%	16.7%
Native Hawaiian or Other Pacific Islander	District	Science		
Two or More Races	District	Science	100.0%	50.0%
White	District	Science	99.7%	54.4%
Economically Disadvantaged	District	Science	99.4%	47.0%

Annual Education Report Kingsley Area Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	District	Science		0%
Students With Disabilities	District	Science	100.0%	13.6%
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		8.8%
African American	Statewide	Social Studies	92.4%	27.9%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99.0%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43.0%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98.0%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	19.6%
Students With Disabilities	Statewide	Social Studies	91.9%	22.3%
All Students	District	Social Studies	99.4%	74.8%
Bottom 30%	District	Social Studies		17.9%
African American	District	Social Studies	100.0%	33.3%
American Indian	District	Social Studies	100.0%	50.0%
Asian	District	Social Studies	100.0%	100.0%
Hispanic of Any Race	District	Social Studies	100.0%	33.3%
Native Hawaiian or Other Pacific Islander	District	Social Studies		
Two or More Races	District	Social Studies	100.0%	50.0%
White	District	Social Studies	99.4%	76.1%
Economically Disadvantaged	District	Social Studies	98.9%	68.1%
English Language Learners	District	Social Studies		
Students With Disabilities	District	Social Studies	100.0%	27.8%
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		21.9%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%

Annual Education Report Kingsley Area Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98.0%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	27.9%
All Students	District	Writing	99.7%	75.5%
Bottom 30%	District	Writing		18.2%
African American	District	Writing	100.0%	40.0%
American Indian	District	Writing	100.0%	50.0%
Asian	District	Writing		
Hispanic of Any Race	District	Writing	100.0%	33.3%
Native Hawaiian or Other Pacific Islander	District	Writing		
Two or More Races	District	Writing	100.0%	50.0%
White	District	Writing	99.7%	77.1%
Economically Disadvantaged	District	Writing	99.4%	64.5%
English Language Learners	District	Writing		
Students With Disabilities	District	Writing	100.0%	28.0%
All Students	School	Writing	100.0%	75.9%
Bottom 30%	School	Writing		20.0%
African American	School	Writing	100.0%	50.0%
American Indian	School	Writing	100.0%	0%
Hispanic of Any Race	School	Writing	100.0%	0%
White	School	Writing	100.0%	79.2%
Economically Disadvantaged	School	Writing	100.0%	61.1%
Students With Disabilities	School	Writing	100.0%	33.3%

Annual Education Report Kingsley Area Elementary School

Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72.0%
Economically Disadvantaged	Statewide	64.0%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	92.1%
White	District	92.6%
Economically Disadvantaged	District	83.0%

* All data based on students enrolled for a full academic year.

Annual Education Report Kingsley Area Elementary School

Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.0%
All Students	District	97.0%
All Students	School	96.0%

** All data based on students enrolled for a full academic year.*

Annual Education Report
Kingsley Area Elementary School

Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

Annual Education Report
Kingsley Area Elementary School

Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Kingsley Area Schools	Kingsley Area Elementary School	Reward School	Green	2	Green	2	Green	2	Green	2			Yellow	32

Annual Education Report Kingsley Area Elementary School

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	9	21	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

Annual Education Report Kingsley Area Elementary School

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

Annual Education Report Kingsley Area Elementary School

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific		‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

Annual Education Report Kingsley Area Elementary School

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility					
Eligible	45		32	15	2
Not Eligible	55	51	36	33	10
Info not available		21			
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	36	31	19	14
Two or More Races					
Student classified as having a disability					
SD	13	73	17	8	2
Not SD	87	30	36	27	7
Student is an English Language Learner					
ELL	3	67	26	7	0
Not ELL	97	33	35	25	7

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Annual Education Report Kingsley Area Elementary School

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races	1	‡	‡	‡	‡
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

**Annual Education Report
Kingsley Area Elementary School**

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	85	2.0	73	3.3
	Reading	75	3.1	93	2.4
8	Math	73	2.5	83	4.7
	Reading	63	3.3	79	4.5

KINGSLEY ELEMENTARY SCHOOL

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NCA Accredited by the North Central Association of Colleges and Schools
A Michigan Department of Education Grade "A" School

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2013-2014 KINGSLEY ELEMENTARY SCHOOL ANNUAL EDUCATION REPORT (AER)

August 11, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Kingsley Area 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 Karl A. Hartman, elementary, principal for assistance.

The AER is available for you to review on-line by visiting the Kingsley Area School website at <http://www.kingsley.k12.mi.us/> or by going to <http://goo.gl/12Lz5r> or you may review a copy in our main office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. **Kingsley Area Elementary school has been identified as a REWARD school.**

The 2013-2014 school year was another positive year for the students, parents, and staff of Kingsley Elementary School. Our students' MEAP, AIMSweb, and Rigby PM reading scores continue to be above local and statewide averages and student performance on other national and local assessments is also above average. We believe that Kingsley Elementary School continues to be a highly effective school because of three crucial staff characteristics:

- First, our educational team believes that in order for students to learn they must behave in an appropriate manner and our students are held to high behavioral standards.
- Kingsley Elementary School has adopted and conscientiously aligned instruction to the KC4 and CCSS curriculum models. This curriculum provides specific scope and sequence for instruction in language arts, math, science, and social studies.
- Our greatest characteristic is that our grade level teachers operate in cooperative and purposeful teams known as Professional Learning Communities. This is a direct reflection of our mission statement, "Together Everyone Accomplishes More."

This annual report includes information and data required by the State of Michigan Department of Education as well as federal "No Child Left Behind" regulations and is made available each year at the annual district wide open house.

State law requires that we also report the following additional information.

1. Process for assigning pupils to the school
2. The status of the 3-5 year school improvement plan
3. A brief description of each specialized school
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
5. The aggregate student achievement results for any local competency tests or nationally normed achievement tests
6. Identify the number and percent of students represented by parents at parent-teacher conferences

Please review the following highlights of the annual report, annual reporting requirements, and the accountability data at the end of this report. Please direct questions regarding this report to elementary principal Karl A. Hartman at kahartman@kingsley.k12.mi.us

Sincerely,

Karl A. Hartman, principal
Kingsley Elementary School

HIGHLIGHTS OF THE ANNUAL REPORT

- ♦ **Kingsley Elementary school again “passed” the Federal adequate yearly progress (AYP)** goals as required by the state and federal departments of education. Adequate Yearly Progress is the federal determination of whether student **MEAP** scores are increasing at an acceptable level. This is a source of pride for the students and staff of Kingsley Elementary School.
- ♦ **Michigan Public Schools “Top to Bottom” Percentile Rankings Released:** Kingsley Elementary School has been ranked by the MDE “Top to Bottom” school ranking last at the 87th percentile, which shows that Kingsley Elementary Students outperform 87 % of the students in the state! Only a few schools in the Traverse Bay Area were identified at this highest level. Kingsley was again identified as a “reward” school based on a “status” from a combination of MEAP proficiency, the school grade, and adequate yearly progress. To view the Michigan Top to Bottom rankings go to MI School Data @ <https://www.mischooldata.org/Default.aspx>
- ♦ **Kingsley Elementary School received color of “yellow”** on the annual public school report card this year. 83% of schools in the state were identified as a “yellow school”. To review school accountability report cards go to MI School Data @ <https://www.mischooldata.org/Default.aspx>
- ♦ **Kingsley Elementary School was identified as a National Title I Distinguished School** by the National Title I association. Kingsley Elementary was one of 63 schools selected across the nation as demonstrating the greatest improvement for students who are economically disadvantaged. More information on this distinction is available at <http://goo.gl/aIDqcr>
- ♦ **Kingsley Elementary School identified for the third consecutive year as a REWARD SCHOOL that is “Beating the Odds!”** Kingsley Elementary School was again identified as one of the “Beating the Odds” schools who are outperforming schools with similar risk factors and demographic composition. These schools were identified by the Department through two separate studies using considerably different methodologies.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to the elementary school based upon established geographical boundaries of the schools district for students in grades kindergarten through fourth grade. Students from outside the school district are admitted through the Traverse Bay Area Intermediate School District schools of choice option which allows students residing in other schools district to enroll in and attend Kingsley Area Elementary School. Students who qualify for ECSE preschool are assigned to the district program if they reside within the district boundaries.

STATUS OF THE 3 – 5 YEAR SCHOOL IMPROVEMENT PLAN

KINGSLEY ELEMENTARY MISSION STATEMENT

We are a **TEAM**...learning for life!
Together **Everyone Accomplishes More**

KINGSLEY AREA SCHOOLS DISTRICT GOALS

- To develop a command of the fundamental intellectual processes enabling one to think critically, analytically, creatively, and make sound decisions.
- To develop his/her feelings of positive self-worth and self-assurance.
- To develop the habits and attitudes associated with responsible citizenship including a cooperative attitude toward living and working with others.
- To develop an increased appreciation of music, art, literature, and other aesthetic experiences.
- To develop an intellectual curiosity and eagerness to become a lifelong learner.
- To develop and encourage good health and physical fitness.

STATUS OF THE SCHOOL IMPROVEMENT PLAN

Kingsley Elementary School is in full compliance with the Michigan Department of Education school improvement plan model to develop and implement the school improvement plan. The model is hosted through AdvanceEd, an online tool that allows schools to develop goals and strategies to address areas in need of improvement. Kingsley Elementary currently has three school improvement goals in writing, reading comprehension, and mathematics problem solving. A copy of the annual school improvement plan is available on line at <http://www.kingsley.k12.mi.us/kingsley-elementary-school/> or in the elementary principal's office.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Kingsley Area Elementary School provides public general and special education programming for students in grades kindergarten through fourth grade. An ECSE (Early Childhood Special Education) preschool classroom is operated by Kingsley Area Schools servicing students ages 3 – 6 who qualify

DESCRIPTION OF THE CORE CURRICULUM & IMPLEMENTATION

In 2010 the Michigan Department of Education adopted a comprehensive set of national standards for English Language Arts and Mathematics or CCSS (Common Core State Standards). The district curriculum council approved a timeline for implementation that includes collaboration with the Traverse Bay Area Intermediate School District for the purpose of realigning K-12 curriculum from the GLCE's (Grade Level Content Expectations) to the new CCSS. All grade levels K-4 began the process of reviewing the new CCSS during the 2010-11 school year and plan for full implementation by 2014 when the state plans to begin assessing students (through the MEAP) on the new Common Core State Standards. The elementary teams accomplished the critical task of reviewing and aligning the all Language Arts and Math standards to the new CCSS by the end of the school year. We will continue with science and math as they are released and published (status unknown).

The elementary teaching staff is highly dedicated to a collaborative and purposeful curriculum alignment process. The teaching staff, working in grade level teams, engages annually in realignments by using release days derived from professional development funds. The alignment process includes a systematic process including the following:

- Review of each core area as it is released.
- Review of new and changing standards.
- Review of "power standards" or essential standards that are considered to be crucial at each grade level.
- Determination of the materials that will be required to provide instruction for each standard.
- Development of pacing guides or schedules that outline when instruction will take place.
- Development and review of assessments that will be used to determine student progress.
- Planning of the specific lessons, vocabulary, and sequence of instruction required to effectively deliver each standard.
- Development and review of "Essential Objectives" (power standards) for each core area.
- Publishing an alignment document for every CCSS standard, which includes the strand, standard, essential questions, instruction, and assessments.
- Publishing a grade level document that identifies essential questions for each core area as well as other grade level information.
- Participated in SBA (Smart Balanced Assessment – tool for assessing CCSS in ELA and Math) Field tests in Spring 2014.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE's and the new CCSS's. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

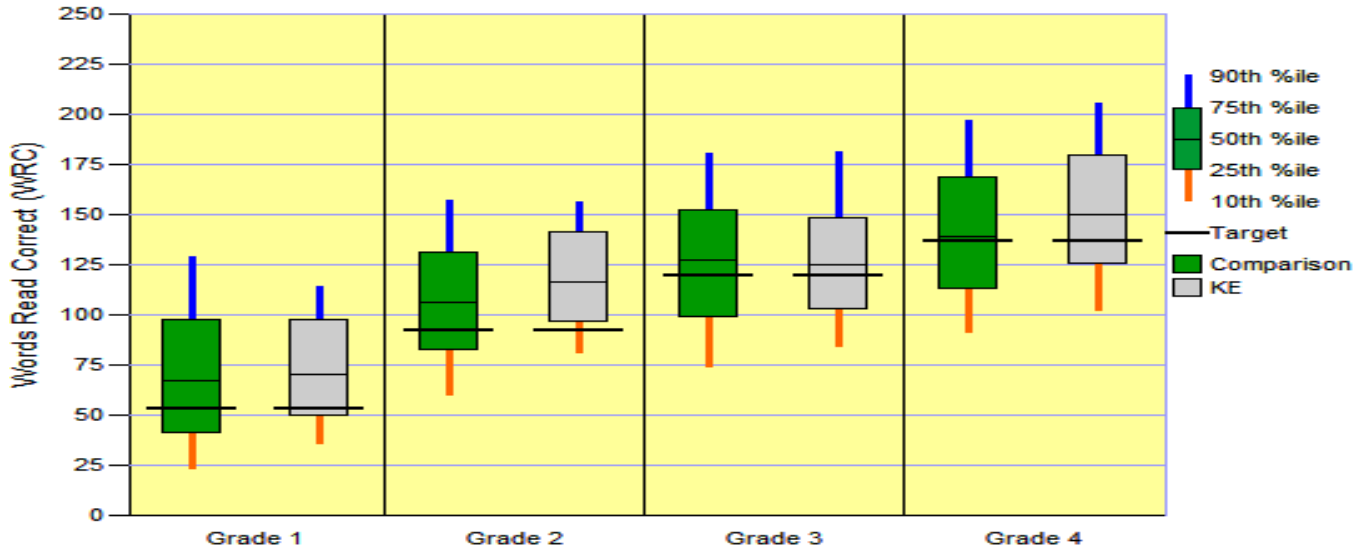
A copy of the newly revised CCSS alignments for English language arts, grade level alignments, and essential question guides can be obtained by submitting a request to the elementary principal or by meeting with any self-contained classroom teacher.

There are no variances from the state's model.

AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR LOCAL TESTS OR NATIONALLY NORMED TESTS

AIMSweb is a norm referenced reading benchmark and progress monitoring system based on direct, frequent and continuous student assessment. All students are benchmarked three times each year. Kindergarten and first grade students are assessed in letter naming, letter sound identification, phonemic segmentation, and nonsense word reading. Students in first through fourth grades are assessed using the R-CBM which is the heart of the AIMSweb system. R-CBM is a Curriculum-Based Measurement method of monitoring student progress through direct, continuous assessment of basic skills. AIMSweb assessments allow teachers to identify at risk students quickly, establish literacy benchmarks, produce norm-referenced reports based on national norms, and actively communicate with parents. Growth is measured from the fall assessment to the spring assessment and students are evaluated on upward growth and current performance is compared to the national norm or "target".

**Traverse Bay Area ISD
School-to-School Performance : Spring 2013-2014
Reading - Curriculum Based Measurement**



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2013-14 R-CBM READING: Kingsley Area Elementary School by Grade Level compared to AIMSweb National Norms:

First Grade

Description	Number Of Students	Percent Of Students
Well Below Average	4	4.0%
Below Average	14	13.9%
Average	57	56.4%
Above Average	20	19.8%
Well Above Average	6	5.9%

Second Grade

Description	Number Of Students	Percent Of Students
Well Below Average	2	2.0%
Below Average	9	8.9%
Average	55	54.5%
Above Average	24	23.8%
Well Above Average	11	10.9%

Third Grade

Description	Number Of Students	Percent Of Students
Well Below Average	8	7.1%
Below Average	17	15.2%
Average	62	55.4%
Above Average	13	11.6%
Well Above Average	12	10.7%

Fourth Grade

Description	Number Of Students	Percent Of Students
Well Below Average	3	2.5%
Below Average	20	16.4%
Average	55	45.1%
Above Average	25	20.5%
Well Above Average	19	15.6%

Rigby PM Benchmark or a “running record” is a reading assessment tool that is used to identify a student’s instructional reading level, ability to read for meaning, and ability to integrate meaning with structural and visual cues. Teachers are provided with vital information from this assessment including: instructional reading level; the ability to read for meaning; integration of meaning, structural, and visual cues; the usage of self-monitoring systems; knowledge of print conventions; rate of learning; and level of reading independence. Rigby PM Benchmark is used as a benchmark and a progress-monitoring tool to allow teachers to collect multiple data points on student’s progress in literacy development. The Rigby PM Benchmark assessment tool is not a norm referenced assessment however it is aligned with state and national reading standards. Kingsley elementary students are benchmarked at least three times each school year with growth measured from the fall assessment to the spring assessment. Students are evaluated on whether or not they have achieved the established reading level or target and whether they have demonstrated upward growth.

Kindergarten	Fall	Spring	Growth
Grade Level Average	0	9	5.9
Grade Level Target: Level 2	Number	Percent	
Grade Level Meeting Target	84	98%	
Grade Level Below Target	2	2%	

First Grade	Fall	Spring	Growth
Grade Level Average	5	19	13.3
Grade Level Target: Level 16	Number	Percent	
Grade Level Meeting Target	93	93%	
Grade Level Below Target	7	7%	

Second Grade	Fall	Spring	Growth
Grade Level Average	18	26	9.6
Grade Level Target: Level 22	Number	Percent	
Grade Level Meeting Target	92	92%	
Grade Level Below Target	8	8%	

Third Grade	Fall	Spring	Growth
Grade Level Average	25	30	5.7
Grade Level Target: Level 26	Number	Percent	
Grade Level Meeting Target	104	94%	
Grade Level Below Target	7	6%	

Fourth Grade	Fall	Spring	Growth
Grade Level Average	29	38	9.8
Grade Level Target: Level 30	Number	Percent	
Grade Level Meeting Target	114	92%	
Grade Level Below Target	10	8%	

13-14 Students Meeting Target	487	93.5%
13-14 Students Below Target	34	6.5%

12-13 Students Meeting Target	470	89.90%
12-13 Students Below Target	53	10.10%

PARENT TEACHER CONFERENCES

Kingsley Elementary School holds two parent teacher conferences during the school year, in addition to an Open House held in August. The purpose of conferences is to discuss the students' progress, highlight areas of success, clarify areas of concern, discuss ways to improve those areas, and to strengthen the working relationship between home and school. Additional conferences are held throughout the year as well, as requested by teachers, parents, and/or the administration.

K-4 Parent Teacher Conference Attendance								
Year	Fall Conferences				Winter Conferences			Average
	Scheduled	Held	Percent		Scheduled	Held	Percent	
2006-07	582	577	99%		562	544	97%	98.0%
2007-08	566	555	98%		569	555	98%	97.8%
2008-09	539	532	99%		540	535	99%	99.0%
2009-10	551	541	98%		522	517	99%	98.6%
2010-11	531	524	99%		527	517	98%	98.4%
2011-12	498	495	99%		501	492	98%	98.8%
2012-13	524	520	99%		528	521	99%	99.0%
2013-14	517	514	99%		526	520	99%	99.0%

FEDERAL AND STATE REPORTS

STATUS AND INFORMATION ON AYP (ADEQUATE YEARLY PROGRESS)

The table below shows annual "Adequate Yearly Progress" for Kingsley Elementary School. Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act. In Michigan, it's a measure of year-to-year student achievement on the Michigan Education Assessment Program (MEAP) test. AYP must be met for MEAP participation, achievement for the school as a whole, and for each student subgroup in which 30 or more students are enrolled. According to NCLB, Michigan and other states must develop target starting goals for AYP and the state must raise the bar in gradual increments so 100 percent of the students in the state are proficient on state assessments by the 2013-14 school year. AYP applies to each district and school in the state; however, NCLB sanctions for schools that do not make AYP for two or more years in a row, only apply to those districts and schools that receive Title I funds.

School Year	Met AYP Target	Identified for Improvement
2001-2002	YES	NO
2002-2003	YES	NO
2003-2004	YES	NO
2004-2005	YES	NO
2005-2006	YES	NO
2007-2008	YES	NO
2007-2008	YES	NO
2008-2009	YES	NO
2009-2010	YES	NO
2010-2011	YES	NO
2011-2012	YES	NO
2012-2013	YES	NO
2013-2014	YES	NO

FEDERAL NOTIFICATIONS

TITLE I SCHOOLS IDENTIFIED FOR IMPROVEMENT:

Kingsley Elementary School is the only building in the district that receives federal funding for Title I programs. The Title I program provides services to students in accordance with Title I "targeted assistance" model whereas students are identified to receive service based on need. Kingsley Elementary School (district Title I school) is **NOT IDENTIFIED** for improvement under the provisions of adequate yearly progress.

STATUS OF HIGHLY QUALIFIED TEACHERS AND STAFF

Title I Teachers: Kingsley Elementary School used Federal Title I funds to employ two reading teachers. Both reading teachers hold a Michigan Professional Teaching certificate and are "highly qualified" as required by "No Child Left Behind."

Title I Paraprofessionals: Kingsley School used Federal Title I funds to employ three instructional paraprofessionals. All three paraprofessionals successfully passed the Michigan Teachers Test of Basic Skills prior to the deadline in January 2006. All three paraprofessionals are therefore highly qualified according to the criteria required by "No Child Left Behind." Copies of the assessment and verifications can be viewed in the elementary principal's office.

Classroom Teachers: 100% of teachers employed by Kingsley Area School hold a Michigan Provisional teaching certificate, provisional renewal, or a professional teaching certificate. Therefore, 100% of the teachers at Kingsley Elementary School meet "highly qualified" criteria required by "No Child Left Behind." No teachers (0%) are teaching at Kingsley Elementary School with emergency certification credentials.

RIGHT TO REQUEST TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Because your child attends a school that receives federal funds from the Title I program, you may request the following information about the professional qualifications of your child's classroom teacher(s):

1. Whether the teacher has met Michigan licensing requirements for the grade level(s) and subject area(s) for which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency permit or other provisional status through which Michigan licensing requirements have been waived;
3. The teacher's college degree(s), major(s), and field(s) of study, as well as any graduate degree or certification.

You may also request this information about any paraprofessional who provides Title I service to your child. If you would like to receive this information, please contact Mr. Karl A. Hartman, Elementary Principal. Your request will be processed in a timely manner.

Annual Education Report
Kingsley Area Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2012-13	40.9%	61%	61%	4.2%	56.8%	22%	16.9%
Mathematics	3rd Grade	All Students	2013-14	40.1%	66.1%	66.1%	10.4%	55.7%	16.5%	17.4%
Mathematics	3rd Grade	American Indian	2012-13	30.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2012-13	18%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Asian	2012-13	65.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	25.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2013-14	26.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2012-13	40%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	47.4%	60.4%	60.4%	3.6%	56.8%	22.5%	17.1%
Mathematics	3rd Grade	White	2013-14	46.6%	66.7%	66.7%	11.1%	55.6%	16.7%	16.7%
Mathematics	3rd Grade	Female	2012-13	39.8%	60%	60%	1.8%	58.2%	21.8%	18.2%
Mathematics	3rd Grade	Female	2013-14	39.7%	70.4%	70.4%	11.1%	59.3%	13%	16.7%
Mathematics	3rd Grade	Male	2012-13	42%	61.9%	61.9%	6.3%	55.6%	22.2%	15.9%
Mathematics	3rd Grade	Male	2013-14	40.6%	62.3%	62.3%	9.8%	52.5%	19.7%	18%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	57.8%	57.8%	3.1%	54.7%	23.4%	18.8%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	64.9%	64.9%	6.8%	58.1%	14.9%	20.3%
Mathematics	3rd Grade	Students With Disabilities	2012-13	21.5%	40%	40%	10%	30%	20%	40%

Annual Education Report
Kingsley Area Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	Students With Disabilities	2013-14	22.2%	0%	0%	0%	0%	23.1%	76.9%
Mathematics	4th Grade	All Students	2012-13	46.1%	58.2%	58.2%	4.4%	53.8%	12.1%	29.7%
Mathematics	4th Grade	All Students	2013-14	45.3%	61%	61%	10.6%	50.4%	17.9%	21.1%
Mathematics	4th Grade	American Indian	2012-13	39.8%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	American Indian	2013-14	37.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	African American	2012-13	20%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Asian	2013-14	69.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	33.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	53%	61.4%	61.4%	4.8%	56.6%	12%	26.5%
Mathematics	4th Grade	White	2013-14	52.9%	61.2%	61.2%	11.2%	50%	17.2%	21.6%
Mathematics	4th Grade	Female	2012-13	45.7%	46.9%	46.9%	0%	46.9%	12.2%	40.8%
Mathematics	4th Grade	Female	2013-14	43.4%	63.2%	63.2%	7%	56.1%	15.8%	21.1%
Mathematics	4th Grade	Male	2012-13	46.4%	71.4%	71.4%	9.5%	61.9%	11.9%	16.7%
Mathematics	4th Grade	Male	2013-14	47.2%	59.1%	59.1%	13.6%	45.5%	19.7%	21.2%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	45.2%	45.2%	0%	45.2%	16.7%	38.1%
Mathematics	4th Grade	Economically Disadvantaged	2013-14	29.5%	56.9%	56.9%	6.2%	50.8%	20%	23.1%
Mathematics	4th Grade	English Language Learners	2013-14	23.1%	<10	<10	<10	<10	<10	<10

Annual Education Report
Kingsley Area Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	4th Grade	Students With Disabilities	2012-13	23%	25%	25%	0%	25%	16.7%	58.3%
Mathematics	4th Grade	Students With Disabilities	2013-14	23.2%	33.3%	33.3%	0%	33.3%	33.3%	33.3%
Reading	3rd Grade	All Students	2012-13	66.5%	72%	72%	8.5%	63.6%	24.6%	3.4%
Reading	3rd Grade	All Students	2013-14	61.3%	81.6%	81.6%	13.2%	68.4%	18.4%	0%
Reading	3rd Grade	American Indian	2012-13	60.9%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	African American	2012-13	44.8%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	African American	2013-14	37.3%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Asian	2012-13	79%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2012-13	53.5%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2013-14	46.9%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Two or More Races	2012-13	67.6%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	73%	71.2%	71.2%	8.1%	63.1%	26.1%	2.7%
Reading	3rd Grade	White	2013-14	68.8%	82.2%	82.2%	14%	68.2%	17.8%	0%
Reading	3rd Grade	Female	2012-13	70.2%	76.4%	76.4%	10.9%	65.5%	20%	3.6%
Reading	3rd Grade	Female	2013-14	64.1%	84.9%	84.9%	15.1%	69.8%	15.1%	0%
Reading	3rd Grade	Male	2012-13	63%	68.3%	68.3%	6.3%	61.9%	28.6%	3.2%
Reading	3rd Grade	Male	2013-14	58.6%	78.7%	78.7%	11.5%	67.2%	21.3%	0%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	64.1%	64.1%	7.8%	56.3%	31.3%	4.7%

Annual Education Report
Kingsley Area Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	74%	74%	5.5%	68.5%	26%	0%
Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	40%	40%	0%	40%	50%	10%
Reading	3rd Grade	Students With Disabilities	2013-14	35.1%	23.1%	23.1%	0%	23.1%	76.9%	0%
Reading	4th Grade	All Students	2012-13	68.1%	84.6%	84.6%	6.6%	78%	12.1%	3.3%
Reading	4th Grade	All Students	2013-14	70%	81.3%	81.3%	6.5%	74.8%	14.6%	4.1%
Reading	4th Grade	American Indian	2012-13	66.4%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	American Indian	2013-14	64.3%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2012-13	43%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2013-14	47.6%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Asian	2013-14	81.1%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2012-13	57.5%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	75.1%	84.3%	84.3%	7.2%	77.1%	12%	3.6%
Reading	4th Grade	White	2013-14	76.5%	81%	81%	6.9%	74.1%	14.7%	4.3%
Reading	4th Grade	Female	2012-13	71.1%	85.7%	85.7%	6.1%	79.6%	12.2%	2%
Reading	4th Grade	Female	2013-14	73%	84.2%	84.2%	8.8%	75.4%	8.8%	7%
Reading	4th Grade	Male	2012-13	65.1%	83.3%	83.3%	7.1%	76.2%	11.9%	4.8%
Reading	4th Grade	Male	2013-14	67%	78.8%	78.8%	4.5%	74.2%	19.7%	1.5%
Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	76.2%	76.2%	0%	76.2%	21.4%	2.4%

Annual Education Report
Kingsley Area Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	4th Grade	Economically Disadvantaged	2013-14	57.3%	80%	80%	4.6%	75.4%	13.8%	6.2%
Reading	4th Grade	English Language Learners	2013-14	42.9%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2012-13	38.3%	25%	25%	0%	25%	50%	25%
Reading	4th Grade	Students With Disabilities	2013-14	41.6%	66.7%	66.7%	0%	66.7%	33.3%	0%

Annual Education Report
Kingsley Area Elementary School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

Annual Education Report
Kingsley Area Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd Grade	All Students	2013-14	61.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2013-14	66%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2013-14	57%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	57.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	63.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Female	2012-13	56.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2013-14	38.7%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2013-14	42.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	Female	2013-14	38.2%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	46.3%	<10	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	51.4%	<10	<10	<10	<10	<10
Reading	4th Grade	Female	2012-13	50.8%	<10	<10	<10	<10	<10

Annual Education Report
Kingsley Area Elementary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report
Kingsley Area Elementary School**

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display



08/13/2014

**Annual Education Report
Kingsley Area Elementary School**

MI-Access Participation

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report
Kingsley Area Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	N/A	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	99.5%	76.6%
Bottom 30%	District	Mathematics	N/A	27.4%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	<30	<30
Asian	District	Mathematics	<30	<30
Hispanic of Any Race	District	Mathematics	<30	<30
Two or More Races	District	Mathematics		
White	District	Mathematics	99.6%	76.9%
Economically Disadvantaged	District	Mathematics	99.5%	70.3%
English Language Learners	District	Mathematics		
Students With Disabilities	District	Mathematics	98.6%	42%
All Students	School	Mathematics	100%	83.9%
Bottom 30%	School	Mathematics	N/A	46.2%
American Indian	School	Mathematics	<30	<30
African American	School	Mathematics	<30	<30
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30
White	School	Mathematics	100%	84.1%
Economically Disadvantaged	School	Mathematics	100%	80.1%

**Annual Education Report
Kingsley Area Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	School	Mathematics		
Students With Disabilities	School	Mathematics	100%	51.4%
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	99.6%	92.3%
Bottom 30%	District	Reading	N/A	75.9%
American Indian	District	Reading	<30	<30
African American	District	Reading	<30	<30
Asian	District	Reading	<30	<30
Hispanic of Any Race	District	Reading	<30	<30
Two or More Races	District	Reading		
White	District	Reading	99.7%	92.3%
Economically Disadvantaged	District	Reading	99.5%	90.3%
English Language Learners	District	Reading		
Students With Disabilities	District	Reading	97.2%	72.1%
All Students	School	Reading	100.4%	96.4%
Bottom 30%	School	Reading	N/A	89%
American Indian	School	Reading	<30	<30
African American	School	Reading	<30	<30
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30

Annual Education Report
Kingsley Area Elementary School
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	School	Reading	100.4%	96.2%
Economically Disadvantaged	School	Reading	100.7%	95.8%
English Language Learners	School	Reading		
Students With Disabilities	School	Reading	100%	82.4%
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	98.8%	54.5%
Bottom 30%	District	Science	N/A	0%
American Indian	District	Science	<30	<30
African American	District	Science	<30	<30
Asian	District	Science	<30	<30
Hispanic of Any Race	District	Science	<30	<30
Two or More Races	District	Science		
White	District	Science	98.7%	55.9%
Economically Disadvantaged	District	Science	98.8%	39.9%
Students With Disabilities	District	Science	93.8%	20%
All Students	School	Science	0%	57.1%
Bottom 30%	School	Science	N/A	<30
American Indian	School	Science	<30	<30
African American	School	Science	<30	<30
White	School	Science	0%	60%

**Annual Education Report
Kingsley Area Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	School	Science	0%	46.3%
Students With Disabilities	School	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	N/A	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	97.5%	72.5%
Bottom 30%	District	Social Studies	N/A	17.9%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	<30	<30
Asian	District	Social Studies	<30	<30
Hispanic of Any Race	District	Social Studies	<30	<30
Two or More Races	District	Social Studies	<30	<30
White	District	Social Studies	97.6%	74.4%
Economically Disadvantaged	District	Social Studies	97%	61.9%
Students With Disabilities	District	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%

**Annual Education Report
Kingsley Area Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	100%	81.8%
Bottom 30%	District	Writing	N/A	39%
American Indian	District	Writing	<30	<30
African American	District	Writing	<30	<30
Asian	District	Writing	<30	<30
Hispanic of Any Race	District	Writing	<30	<30
White	District	Writing	100%	81.3%
Economically Disadvantaged	District	Writing	100.5%	76.3%
English Language Learners	District	Writing		
Students With Disabilities	District	Writing	<30	<30
All Students	School	Writing	100.8%	81.3%
Bottom 30%	School	Writing	N/A	38.2%
American Indian	School	Writing	<30	<30
African American	School	Writing	<30	<30
Asian	School	Writing	<30	<30
White	School	Writing	100.9%	80.2%
Economically Disadvantaged	School	Writing	101.5%	80%
English Language Learners	School	Writing		
Students With Disabilities	School	Writing	<30	<30

**Annual Education Report
Kingsley Area Elementary School**
Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	84.2%
White	District	84.3%
Economically Disadvantaged	District	73.1%
Bottom 30%	District	82.4%

** All data based on students enrolled for a full academic year.*

**Annual Education Report
Kingsley Area Elementary School**
Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	96%
All Students	School	96%

** All data based on students enrolled for a full academic year.*



08/13/2014

**Annual Education Report
Kingsley Area Elementary School**

Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Annual Education Report
Kingsley Area Elementary School**

Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Kingsley Area Schools	Kingsley Area Elementary School	Reward School	Green	2	Green	2	Green	2	Green	2			Yellow	32

**Annual Education Report
Kingsley Area Elementary School**
Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	9	21	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

**Annual Education Report
Kingsley Area Elementary School**
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility	54	35	45	18	2
Eligible	46	9	34	45	12
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Islander	2	16	50	24	10
Two or More Races					
Student classified as having a disability	12	50	34	15	1
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	8	21	40	32	7
ELL	92	21	40	32	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
Kingsley Area Elementary School**
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility	46	46	38	14	2
Eligible	54	16	42	32	10
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	12	50	34	14	2
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	3	74	24	2	0
ELL	97	28	41	24	7
Not ELL					

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
Kingsley Area Elementary School**
NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
Kingsley Area Elementary School**
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	9	0
Not SD	93	23	32	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
Kingsley Area Elementary School**
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility	46	34	47	18	1
Eligible	54	13	42	40	5
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	10	59	34	7	0
SD	90	19	45	33	3
Not SD					
Student is an English Language Learner	8	61	30	8	1
ELL	92	34	34	25	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
Kingsley Area Elementary School**
NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
Kingsley Area Elementary School**
NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0