



Kelloggsville High School 4787 S. Division Ave SW (616) 532-1570
54th Street Academy 173 54th Street SW (616) 531-7433
Kelloggsville Middle School 4650 S. Division Ave SE (616) 532-1575
Southeast Kelloggsville Elementary 240 52nd Street SE (616) 532-1590
Central Kelloggsville Elementary 4625 Jefferson Ave SE (616) 532-1580
West Kelloggsville Elementary 4555 Magnolia Ave SW (616) 532-1595
Kelloggsville Early Childhood Learning Center
977 44th Street SW (616) 532-1585

February 4th, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Central Kelloggsville 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. Please take time to explore the data, if you have any questions about the AER, please contact Kelly Farkas, Principal, for assistance.

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

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Central Kelloggsville was not identified by any of the above classifications.

As a school, we have several challenging issues that need to be considered when developing a school improvement plan:

In brief, Title I is a federal program that supports low-income students. A school is Title I because of the percentage of students who qualify for free or reduced lunch. We are a Title 1 school in which all students qualify for free or reduced lunch. The federal government distributes money to schools with a greater number of students who qualify for free or reduced lunch. These funds are to be used to "supplement," not "supplant," the general experience, meaning that Title I funds should add to the student's educational day, not simply pay for teachers and curriculum.

To maximize the Title 1 funds, we are allocating funds to provide supplemental resources such as additional instructional; supports, enrichment programs, after-school tutoring and technology that supplements core instruction. Provide ongoing professional development for

staff on best practices for supporting low-income students including differentiation, culturally responsive teaching and effective use of intervention strategies. Implement targeted intervention programs for students who are falling behind in reading and math, using data to track progress and adjust intervention as needed.

Furthermore, our student population is very diverse, with approximately 35% of our students coming from homes where English is not the spoken language. As a result, the school has 2.5 dedicated English Language (EL) teachers in the building to provide support to these students. In addition, approximately 10% of our staff have received their EL Endorsement through local universities. Furthermore, we analyze data on a yearly basis to determine the effectiveness of our EL curriculum and instruction.

Due to the high level of poverty in our district, the pandemic has had a greater impact on our families related to mental health. To support this, our school has added additional social and emotional support through a program called Second Step, to assist students and their families in a holistic approach to social-emotional learning.

State law requires that we also report additional information. Below you will find information on the process of assigning pupils, status of our 3-5 year school improvement plan, a brief description of each of our district's specialized schools, how to access the core curriculum, student achievement data and participation rate at parent-teacher conferences.

Process for Pupil Assignment to School

Kelloggsville Board of Education Policy #5120 states that “the assignment of students to schools within this District (will) be consistent with the best interests of students and the best use of resources of this District.” Embedded in this statement are the following values: efficiency, equity, and customer service. With those values in mind, placement within grade level schools is the primary focus at the elementary level.

Students are assigned to Southeast/West based on their address location. With our Schools of Choice students, Division Avenue is used as a reference point. Students coming from districts to the east of Division are generally assigned to Southeast and those to the west are generally assigned to West Elementary. However, there may be instances where students may be assigned to a building to balance class sizes in both buildings. In the fall of 2021, the district opened a new elementary building, Central Kelloggsville Elementary. This building contains all 3rd – 5th grade students. The current Southeast and West Elementary buildings both contain all of the district's Y5's – 2nd grade students.

At all academic levels, the Board and Superintendent shall annually review and recommend changes as may be justified by:

- 1) Considerations of safe student transportation and travel;
- 2) Convenience of access to schools;

- 3) Financial and administrative efficiency;
- 4) The need to maintain racial or ethnic balance;
- 5) The effectiveness of the instructional program;
- 6) A wholesome and educational sound balance of student populations.

No assignment to schools or attendance schedules shall discriminate against students on the basis of gender, race, religion, disability, or national origin. The principal shall assign students in his/her school to appropriate grades, classes, or groups. This action shall be based on consideration of the needs of the student as well as the administration of the school. In addition, the district will allow nonresident students to enroll through a Schools of Choice program and will not discriminate on the basis as described in Board of Education Policy #5113.

Status of 3-5 Year School Improvement Plan

You can view Central Kelloggsville Elementary's [School Improvement Plan on the Annual webpage](#).

Our School Improvement Plan consists of improving student achievement in math and reading, as well as addressing the social and emotional well-being of our students. We have added staff in each one of these goal areas to assist in our improvement.

Specialized School

Students with disabilities are provided a full continuum of services in the least restrictive environment as determined by an Individualized Educational Planning Committee. Most students receive their instruction within the Kelloggsville Public School system however, if a specialized program is deemed appropriate, programs are available throughout the county. In addition, Kelloggsville's 54th Street Academy provides a program which allows students in grades 9-12 the opportunity to earn additional or needed credits towards a high school diploma with a blended/digital learning environment.

Core Curriculum

The state academic standards serve to outline learning expectations for Michigan's students and are intended to guide local curriculum development. They are used as a framework for curriculum development and provide a platform for state assessments, which are used to measure how well schools are providing opportunities for all students to learn the content outlined by the standards.

You will find information on the State's academic standards adopted by the State Board of Education at the link listed below. The curriculum adopted by the State Board of Education continues to meet and exceed the requirements in accordance with Public Act 25. All teachers are expected to follow these curriculums and school principals monitor implementation by classroom observations that take place throughout the school year. Further details about the

district's core curriculum is posted on [our district Curriculum & Assessment webpage](#).

Student Achievement

Central Kelloggsville Elementary provides standardized testing programs to support the learning of all students, as well as instructional improvements.

The district used NWEA Benchmark Assessment to measure growth on a yearly basis. Below, you will find Spring 2023 Data:

Spring 2023 Data

	Lo	Lo-Avg.	Avg.	Hi-Avg.	Hi
Grade/Subject	< 21%ile	21-40%ile	41-60 %ile	61-80%ile	>80%ile
3rd-Math	35%	23%	20%	15%	7%
3rd-Reading	39%	25%	15%	13%	8%
4th-Math	47%	24%	14%	12%	3%
4th - Reading	46%	15%	20%	16%	3%
5th - Math	41%	25%	20%	9%	5%
5th - Reading	37%	19%	22%	17%	5%

Spring 2024 Data

	Lo	Lo-Avg.	Avg.	Hi-Avg.	Hi
--	----	---------	------	---------	----

Grade/Subject	< 21%ile	21-40%ile	41-60 %ile	61-80%ile	>80%ile
3rd-Math	32%	24%	19%	19%	76%
3rd-Reading	34%	21%	27%	13%	5%
4th-Math	32%	26%	24%	11%	7%
4th - Reading	32%	26%	24%	11%	7%
5th - Math	36%	28%	15%	15%	6%
5th - Reading	32%	30%	20%	15%	3%

For detailed assessment information for all students, please visit [the AER webpage](#).

Parent-Teacher Conference Participation Rates

Parent/guardian attendance at parent-teacher conferences is a crucial component of student success. The following number/percent of parents participated in parent-teacher conferences for 2022-23 and 2023-24:

2022-23

Fall 2022 Conferences

Central Kelloggsville 404 out of 481 parents attended conferences. That is 83.99% participation.

- 3rd grade 139 out of 173 80.29%
- 4th grade 137 out of 160 85.72%
- 5th grade 128 out of 148 86.64%

Spring 2023 Conferences

Central Kelloggsville 403 out of 475 parents attended conferences. That is 84.84% participation.

- 3rd grade 159 out of 177 89.83%
- 4th grade 125 out of 152 82.24%
- 5th grade 123 out of 146 84.25%

2023-24

Fall 2023 Conferences

Central Kelloggsville 433 out of 502 parents attended conferences. That is 85.77% participation.

- 3rd grade 135 out of 150 90.00%
- 4th grade 164 out of 185 88.65%
- 5th grade 134 out of 167 80.24%

Spring 2024 Conferences

Central Kelloggsville 422 out of 492 attended conferences. That is 85.77% participation.

- 3rd grade 132 out of 150 88.00%
- 4th grade 163 out of 180 90.56%
- 5th grade 128 out of 158 81.01%

At Kelloggsville Public Schools, we take pride in being a diverse and inclusive educational community where every student is valued, celebrated, and empowered. Our mission is to foster personal growth by providing individualized attention, a supportive environment, and a culture where learning is celebrated in all its forms.

At Central Kelloggsville Elementary, we believe that each child's unique strengths and potential should be nurtured, and our dedicated team of educators and staff work tirelessly to ensure that every student feels supported in their journey. We take great pride in our role as mentors, guides, and advocates, helping students discover their passions, develop resilience, and build the confidence to reach their fullest potential.

As part of the Kelloggsville family, you are an essential part of our success. Your support, involvement, and commitment to our shared values make all the difference in the lives of our students. We appreciate the partnership we share with our families, and we are deeply grateful for the ongoing contributions of our community. Thank you for being an integral part of Central Kelloggsville Elementary and for helping us continue to cultivate an environment where all students feel valued and ready to succeed.

Sincerely,

Ms. Kelly Farkas

Ms. Kelly Farkas
Principal
Central Kelloggsville Elementary