



Roosevelt Elementary School Annual Education Report (AER) Cover Letter

May 9, 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 Roosevelt 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 Principal Kristen Pennington for assistance.

The AER is available for you to review electronically by visiting the following web site at <https://goo.gl/zrstMs> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

As Roosevelt strives to maintain a high level of academic success, we will continue to focus on our district-wide literacy initiative focused on the reader's and writer's workshop model of instruction through continuous training, building our classroom libraries, and working with K-3 Roosy Reader groups to address specific reading needs of all students. We will also focus on having a structured and comprehensive response to intervention program. In addition to our professional learning community meetings on late-start Wednesdays, teachers will be holding monthly data meetings to identify the ongoing learning needs of all of our students. Through the use of formative assessments and data collection, we will be collectively planning and reflecting to create ways to support the needs of students who are within a broad range of academic performance levels.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL – Roosevelt Elementary School houses approximately 425 Y5 – 5th grade students. Each student is assigned to a particular classroom teacher based on his/her age and previous school record, if any. Elementary students are assigned to one of three school buildings according to geographic boundaries established and modified from time to time, to assure full utilization of the district's teaching and facility resources. To provide an equal educational opportunity to all elementary students, it is sometimes necessary to transfer some students from one attendance area to another.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN – A complete copy of the School Improvement Plan is located on the Roosevelt School website at: www.lakeshoreschools.k12.mi.us

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL – Some Lakeshore Public School students who are identified as having one or more handicaps are able to receive educational services at specialized schools and centers. The programs are operated by Berrien RESA and/or Lakeshore Public Schools. The decision to place a student in a special education program is made by an Individualized Educational Plan Committee (IEPC) which includes at least one of the student’s parents, a teacher, diagnostic personnel, and a school administrator. The goal of all specialized programs is to facilitate a student’s educational growth to the maximum extent possible. Many of these programs are available from infancy through early adulthood. These programs include: Autism, Emotionally Impaired, Cognitively Impaired, Moderate to Severely Mentally Impaired, Hearing Impaired, and Early Childhood Developmental Delay (ECDD).
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 - As mandated by the State of Michigan, Lakeshore Public Schools has developed a core curriculum at all school levels. Outcomes to be achieved by all students have been defined based upon the district’s educational mission, student performance objectives, and the Common Core State Standards. Copies of core curriculum are available at all buildings and at the district office.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS – Fall, winter and spring reading targets/benchmarks using the Fountas and Pinnell running record assessments quickly identify students making appropriate growth. Most students make at least one grade level growth in any year. Our third, fourth, and fifth grade students also participate in the M-STEP each year where they continue to meet and exceed state and county standards in most areas assessed.
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

2016-17 School Year

Spring Conferences: 98%

2017-18 School Year

Fall Conferences: 99%

Spring Conferences: 99%

The information enclosed in this report is just a snapshot of the student achievement data that indicates the success we are achieving at Roosevelt Elementary School. We invite you to go to our website for further information regarding our “Points of Pride” where we detail many of our special programs and opportunities for students. As always, please do not hesitate to contact me if I can be of further assistance.

Sincerely,

Kristen Pennington
Principal
Roosevelt Elementary School