



Stewart 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 Stewart 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 Lori Kuntz for assistance.

The AER is available for you to review electronically by visiting the following web site at <https://goo.gl/ZAFVSz> 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.

At Stewart, we have also focused on effective reading through increased training in reader's workshop and WIN time as part of a district literacy initiative and will be adding writing strategies next year as well. We provide specific interventions for students in reading and math based on student data review.

Our school improvement teams have had specific goals for each of these three areas: reading, writing, and math, to provide training and strategies for teachers and students. We also utilize a reading interventionist, along with a paraprofessional/interventionist for additional reading and math instruction for students. Lastly, we are carefully monitoring "at-risk" students to ensure they receive instructional support as needed.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL – Stewart Elementary School houses approximately 415 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 Stewart 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 FOR ANY LOCAL COMPETENCY TESTS – Fall, winter and spring reading targets/benchmarks using the Fountas and Pinnell running record assessments quickly identify students making appropriate growth. Most of our students show growth of at least one grade level per year. Our students’ performance continues to meet and exceed state and county standards in most areas assessed as we continue to improve.
6. PARENT-TEACHER CONFERENCE PERCENTAGES:

2016-17 School Year
Spring Conferences: 100%

2017-18 School Year
Fall Conferences: 98%
Spring Conferences: 100%

The information enclosed in this report is just a snapshot of the student achievement data that indicates the success we are achieving at Stewart Elementary School. We invite you to go to our website for further information 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,

Lori Kuntz
Principal
Stewart Elementary School