



Kendon School Annual Education Report (AER) Cover Letter

March 9, 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 the Kendon 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 LaDonna Mask, principal at 517 755-1450 for assistance.

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

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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".

The data in the AER shows that Kendon Elementary School is facing challenges unique to the Lansing School District which are student mobility and issues of attendance. Kendon staff will continue to work hard to assist with improving upon these issues. At 31.8% proficient in mathematics, our students scored below the district proficiency levels of 33.3% and well below the state proficiency levels of 48.8%. Student proficiency in reading (34.1%) were above the district proficiency levels of 28.5 and below the state proficiency level of 50.1%. The School Improvement Plan shows a building-wide focus on increasing student achievement in all areas, especially in the areas of Mathematics and Reading. Our school employs a literacy teacher and math specialist to provide remediation to our Tier III students. We have recently implemented a Response to Intervention model to strategically provide and monitor interventions. We have also included a School Climate and Culture goal that will address issues of attendance and family/school relationships.

State law requires that we also report additional information:

Students that attend Kendon Elementary School are students in our attendance area as designated by the Lansing School District. Families may also choose Kendon Elementary School as their child's home school by simply following the "Schools of Choice" process managed through the Lansing School District Pupil Accounting Office.

Kendon Elementary School focuses on four primary goals in its School Improvement Plan. These goals include increasing student proficiency in math, reading & writing and school climate and culture. The goal of school improvement at Kendon is an ongoing and dynamic process involving staff development and teachers using best practices in all subject areas. Kendon Elementary School continues to make progress in meeting its goals.

A copy of the core curriculum, in addition to the Common Core State Standards (CCSS), can be accessed through the Lansing School District web page at www.lansingschools.net. The core curriculum and content standards are implemented with fidelity by the teaching staff at Kendon Elementary School through the use of best practices for teaching and learning. The Aimsweb is a locally administered normed assessment for reading and math that is used to assist teachers in planning for the instructional needs of each student. Our data shows that both second and third grade students consistently have increases in their scores between fall and winter. There is a decline between spring and fall scores. The MAZE test, which measures comprehension have been steadily increasing in both grades. Student have shown consistent increases in math computation since we began using the the assessments in the fall of 2014. This is also true of the kindergarten and first grade assessments of counting, missing number and quantity discrimination.

Kendon Elementary School strives for 100% parent participation during its fall and spring Parent/Teacher conference sessions. The fall 2014 parent participation rate was

82% (178 attended) and the fall 2015 rate was 88% (146 attended). Various efforts are in place to support parent participation at conferences including translators for non English speaking parents.

Kendon Elementary School continues to strive for excellence in every facet of its educational programming. Our school has implemented "The Leader in Me" process. The "Leader in Me" is a whole-school transformation model that has been shown to improve student performance across all subjects. While the initial focus is on school culture, the transformational results result in higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. The "Leader in Me" equips students with the self-confidence and skills they need to thrive in the 21st-century economy. Students become self determined, take responsibility for their learning and actions and become supportive to others. Through the continued efforts of its teaching staff, support staff, parents, and community members, its students will live out its mission of "Developing Leaders, Empowering Greatness".

Sincerely,



LaDonna Mask
Kendon School Principal