Fruitport Community Schools
Superintendent's Office
fruitportschools.net

February 10, 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 Edgewood 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 the main office for assistance.

The AER is available for you to review electronically by visiting the following web site **https://bit.ly/3a3lKoB**, or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

Edgewood Elementary serves a diverse population of students. For the 2018-2019 school year, 65.51% of the students at Edgewood qualified for free or reduced lunch. There appears to be clear achievement gaps between our students who qualify for free or reduced lunch and those that do not. Achievement gaps also exist for students with disabilities.

Edgewood faculty continues to work in professional learning teams to meet the needs of all learners through a "multi-tiered systems of support". All students are given classroom support by the grade level teacher and when students demonstrate difficulty mastering the curriculum, supports are put in place by interventionists, our speech and language pathologist, our Title I teacher or special education providers.

All classrooms participate in a designated 30 minute block of time 4 days a week per grade level for focused math and reading intervention based on building wide assessments.

Assigning of Students to School: The district has established zones to determine which students attend which school. There are three elementary schools that receive students. Edgewood is the largest of the three with a student population of 552. Within the school students are assigned to classes based on behavior and academic needs. Staff complete student profile cards that are then used to create balanced classrooms. This process involves all K-4th grade teachers as well as administration.

Status of School Improvement Plan: Edgewood School is in the midst of a 3-5 year school improvement plan. The improvement plan addresses areas of need for the areas of math, language arts as well as the climate of the school. A school improvement committee exists that is comprised of teachers and school administration. The school improvement committee uses student achievement data as well as feedback from stakeholders (including parents, staff and students) to determine in what specific areas the school needs to target for improvement. This process drives decision making for professional development of staff and allocation of resources in the future. As a school that has been accepted in the HIL/Reading Now Grant the reading goals will be focused around the recommendations and work of this project as well as the 3rd grade reading law.

Specialized Schools: Edgewood is the home for a regional classroom for students with disabilities related to the autism spectrum disorder. Students in this classroom may attend from the school districts serviced in the eastern service unit of Muskegon County. There is one early childhood classroom in the building.

To access the Curriculum, please go to this link:

http://www.fruitportschools.net/departments/curriculum--assessment/elementary-curriculum/ on the Fruitport District website to view each grade level's essential outcomes. The full list of the state standards can be found here: https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

Aggregate Student Achievement for Local/Nationally Normed Achievement Tests: One of the assessment indicators utilized by Fruitport Community Schools is the Northwest Educational Assessment (NWEA) Measure of Academic Progress test (MAP). MAP testing is done throughout the year to measure a student's growth in Rausch Instructional Units (RIT) from the beginning of the year to the end of the year. It also measures against a nationally normed reference group. Our students in grade 2, 3, 4, and

5 all participate in NWEA MAP testing 3 times a year. We were able to see student growth in the areas of reading and math at all grade levels. Our average RIT scores are shown below:

2nd grade Math	Average Fall 2019 RIT: 176.3	Average Winter 2020 RIT: 184.6
2nd grade Reading	Average Fall 2019 RIT: 175.8	Average Winter 2020 RIT:185.5
3rd grade Math	Average Fall 2019 RIT: 189.6	Average Winter 2020 RIT: 195.5
3rd grade Reading	Average Fall 2019 RIT: 190.3	Average Winter 2020 RIT: 195.0
4th grade Math	Average Fall 2019 RIT: 197.1	Average Winter 2020 RIT: 201.4
4th grade Reading	Average Fall 2019 RIT: 197.3	Average Winter 2020 RIT: 201.1
5th grade Math	Average Fall 2019 RIT: 208	Average Winter 2020 RIT: 210.6
5th grade Reading	Average Fall 2019 RIT: 202.3	Average Winter 2020 RIT: 207.4

Parent involvement: The partnership between home and school is a vital part of a child's educational experience. We provide various opportunities for parents/guardians to be involved in their child's educational experience. These opportunities include but are not limited to: classroom assistants/volunteers, study trip chaperones, parent education nights, and PTO events and meetings. As a district and building we host parent teacher conferences twice a year. We have very good attendance for conferences. Below is the percentage of parental attendance at both the fall and spring conferences.

2018 fall: 90%
2019 spring: 86%

In closing, we are so proud of the staff and students of Edgewood school. Our staff is committed to helping each student realize their potential as both learners and future community members. If you have questions regarding our school, please contact us at 231-865-4100.

Sincerely,

Thomas Hamilton, Principal