



FENNVILLE PUBLIC SCHOOLS

"Educational Excellence, Community Atmosphere, Global Perspective"

P.O. BOX 1
FENNVILLE, MICHIGAN 49408

NCA Accredited by the North Central Association of Colleges and Schools

18 April 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Fennville Public Schools and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Corey L. Harbaugh for help if you need assistance, at charbaugh@fennville.org or 269-722-3362.

The Fennville Elementary School AER is available for you to review electronically by visiting the following web site [MDE Parent Dashboard for Fennville Elementary School](#) or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

For the 2017-18 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, and we are excited to report our data shows promising trends for student achievement, a reflection on developments in our Response to Intervention (RtI) strategies, which ensure students get the academic assistance they need in a timely and effective manner. These efforts are helping us address gaps in achievement.

State law requires that we also report additional information.

Student Assignment to Schools

Fennville Public Schools assigns students to schools based on their current grade level. Fennville Elementary serves student Pre-Kindergarten through 5th grade. Fennville Middle School serves Student's 6th – 8th grade. Fennville Public High School serves students 9th through 12th grade. Students age 16 and older who are earning a High School Diploma or General Education Diploma (GED) may elect to enroll at Pearl Alternative School.

Fennville Elementary School continued to make progress on our School Improvement Plan, focusing work in our key improvement strategy (Professional Learning Communities, or PLCs, around formative assessment that provides timely feedback for students to increase engagement and ownership of students and by students for their own academic achievement.

Core Curriculum

As mandated by the State of Michigan, Fennville Public Schools has developed a core curriculum at all school levels. Curriculum is implemented by teachers using a focus on essential standards instruction, or a focus on the discrete skills and knowledge required for student mastery on the essential standards of the Common Core State Standards, as identified by teachers working in Professional Learning Teams and measured by local formative assessments and the mandated yearly Michigan and federal standardized tests.

Outcomes to be achieved by all students have been defined based upon Common Core State Standards which can be viewed at the CCSS website: [COMMON CORE STATE STANDARDS WEBSITE](#).

In Fennville the core curriculum is implemented using organization of instruction around Essential Standards, or the curriculum components of each grade level, content area, and academic disposition that students have to demonstrate proficiency in (knowledge) what they know, and (skill) are able to do.

Parent/Teacher Conference Attendance

Parent/Teacher conferences are held twice annually providing opportunities to communicate student progress during each semester. Participation percentages are reported below:

2016-2017

October 19 & 20, 2016	81% of parents/guardians attended conferences
February 14 & 15, 2017	87% of parents/guardians attended conferences

2017-2018

October 25 & 26, 2017	84% of parents/guardians attended conferences
February 21 & 22, 2018	82% of parents/guardians attended conferences

We are encouraged and proud of the academic achievement of all of our students. This is in direct correlation to the efforts put forth by both our families and staff at Fennville Elementary. Our mission at Fennville is to provide academic excellence for a lifetime of success.

Sincerely,

Albert Lombard

Albert Lombard
Principal

