



# Annual Education Report 2017/18

## **Rockford Public Schools**

### **Parkside Elementary**



www.rockfordschools.org

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May 30, 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 Belmont 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 Larry Watters, Principal of Parkside Elementary, at 863-6360 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.rockfordschools.org>, Each building's AER is located on the front page of their school webpage. (Also, you will notice next to the Annual Report tab, there is a School Improvement Plan for each building.) You may also review a copy in the main office at your child's school.

For the 2017-18 year, no new Priority or Focus schools were identified in Michigan; some Priority or Focus schools did exit their status because they met the exit criteria. 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. New Reward schools were identified in Michigan using school rankings and Beating the Odds information. 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. Our school was not identified with any of these labels.

As you will read on the following pages, all of our standardized test scores are significantly higher than the county and state averages. In identifying areas of challenges there are not any targeted areas that stand out, so we take the perspective that we need to improve in all areas. However, we remain committed to narrowing the achievement gap between our accelerated students and those that are not achieving at a high level. There are many strategies that we are implementing to raise the level of achievement for those students experiencing challenges, including the following:

- To view the past two years of student assessment results, click [here](#)
- Expanding the Response to Intervention program
- Implementing a Common Instruction Model through Gradual Release of Responsibility
- Developing and implementing a K-12<sup>th</sup> grade STEAM program

- Providing book studies and workshops promoting growth mindset for students and staff
- Providing professional development to staff on differentiated instruction
- Implementing the Pyramid of Interventions to provide assistance for all students
- Implementing a \$15 million technology plan that addresses individual student needs in each of the core subject areas. Included in this plan is every student, DK-12, having their own device.

### **Process of assigning students to each school**

Students are assigned to buildings according to the boundaries set for each building within the district. All students within the boundaries of that building will be accepted. Each school year there are a few students that participate in schools of choice within the Rockford Public School district.

### **Status of School Improvement Plan**

Rockford Public Schools has earned the status of being NCA District Accredited through AdvancED. All RPS buildings are in the third year of their district improvement plan. The District's 3-5 year plan can be found at the end of this document. Rockford Public Schools School Improvement plan is focused on the following five areas:

- All students will demonstrate proficiency in Reading as measured by the MEAP, M-STEP, SAT
- All students will demonstrate proficiency in Writing as measured by the MEAP, M-STEP, SAT
- All students will demonstrate proficiency in Math as measured by the MEAP, M-STEP, SAT
- All students will demonstrate proficiency in Science as measured by the MEAP, M-STEP, SAT
- All students will demonstrate proficiency in Social Studies as measured by the MEAP, M-STEP, SAT

### **Specialized Schools**

#### **River Valley Academy**

River Valley Academy completed its twenty-fourth year of operation. The program services students between the ages of 15 and 22. It is an alternative education program designed for students who need an individualized approach to meet their educational and emotional needs. River Valley Academy served 127 students during the 2017-18 school year.

The graduating class totaled 30 students. Two students received the Deb Chamberlin Memorial Scholarships. River Valley Academy works closely with Rockford Adult Education and continued to recommend qualifying students.

Plans for the 2018-19 school-year include continuous improvement in meeting the needs of our students, families, and district. River Valley Academy teachers will continue to implement course revisions considering the 5D model, as they upload courses into the Schoology Learning Management System. Further, River Valley Academy will begin phase three of the implementation of the College and Career Ready program, funded by the Rockford Education Foundation Founder's Grant. In addition to interest and aptitude screening and coached career research and investigation, students will write resumes, learn to interview, and study what a good work ethic looks like. Students will also have opportunities to job shadow, intern, attend career fairs, and take college visits to local colleges.

## **Special Education**

Rockford Public Schools provide a full continuum of program and service options to students that are eligible for special education. Programs and services in the areas of visually impaired, physically impaired, other health impaired, learning disabled, early childhood developmentally delayed, cognitively impaired, and autism are operated in the district.

In addition, the programs and services for severely mentally impaired, emotionally impaired, hearing impaired and multiple impaired students are available at Lincoln School, Kent Vocational Options, Kent Education Centers, Ken-O-Sha, Community Transition Campus, Cedar Springs, Comstock Park, Kenowa Hills, Northview and Sparta Public Schools. During the 2017-18 school year 62 Rockford students attended these out-of-district programs.

The Individualized Educational Planning Committee process, as required by state and federal law, is used to evaluate, place and monitor students' educational needs and abilities. The individual needs of students are identified and met through programs and services provided by Rockford Public Schools.

The Specialized School Enrollment is as follows:

<b>SCHOOL</b>	<b>GRADE</b>															<b>Total</b>
	<b>PS</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Ungraded</b>	
<b>GRAND RAPIDS</b>																
1. Kent Education Center-Beltline											1				1	2
2. Kent Education Center – Oakleigh		1														1
3. Community Based Occupational Training/KVO																
4. Lincoln School				1	1					1		2	2	1	9	17
5. Lincoln Development Center			2							1	1			1		5
6. Ken-O-Sha (ESCE) at Campus	21															21
7. Ken-O-Sha Oral Deaf	1															1
8. Community Transition Campus																
9. Ottawa Hills H.S.																
<b>CEDAR SPRINGS – R1TS</b>																
<b>COMSTOCK PARK</b>								1								1
<b>KENOWA HILLS</b>										1						1
<b>KENT CITY</b>										1						1
<b>NORTHVIEW</b>	1	1	3			1	1						1			8
<b>SPARTA</b>							1	2				1				
<b>TOTALS</b>	<b>23</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>10</b>	<b>62</b>

## **K-12 Spanish Immersion**

At Rockford Spanish Immersion, students learn the district's core curriculum through Spanish rather than English. In other words, students are "immersed" into the language and study the same content as other students, but while doing so, naturally learn to read, write, and speak in Spanish. Spanish is the means of content instruction, not just a subject of instruction. There are approximately 200 school districts across the USA that offer similar immersion options for their students, with the majority of these programs being in Spanish, French, or German. Rockford Spanish Immersion follows a 90/10 immersion model and is intended for non-native speaking Spanish students and families. No Spanish knowledge is required for students entering at kindergarten. This valuable program started 11 years ago with kindergarten and first grade students at Roguewood elementary school. As these initial students continue with the program, they have learned valuable skills and we are now providing them opportunities into high school.

## **Gifted and Talented**

The Rockford Public Schools provide programs and advanced classes for identified highly-able students in grades 4-12. Identification includes ability testing, achievement testing, state and national testing as well as parent and teacher input. Programming begins in grade 4 and continues through the middle school and high school with advanced placement classes. Students in grades K-3 are serviced through a collaborative effort between district G/T consultants and the classroom teacher. Each year over 1,000 students go through the identification process for grades 4-12. The district also supports and provides testing opportunities for the Midwest Talent Search sponsored by Northwestern University. Students in grades 6-9 have an opportunity to take either the ACT or SAT and receive comparative data on how their performance compares to same grade peers across the nation. Results of the Midwest Talent Search are used by parents and teachers to assist with educational programming.

## **Core Curriculum Implementation**

The Rockford Public Schools offers a core curriculum for all students. The curriculum is continuously reviewed and revised as necessary to meet student needs, state mandates and community/state standards. The standards have been developed by State Committees and provide K-12 clarity of focus and an alignment of skill and concepts. We will continue to work collaboratively to review and revise district curriculum and ensure that materials are aligned with the State standards. Data derived from state and district assessments is used to monitor student achievement and improve academic quality. Additionally, we have transitioned to the Common Core State Standards in English Language Arts and Mathematics.

## **Additional Student Achievement Information**

- The Rockford Public Schools utilize a variety of assessment measures to evaluate student achievement. The following common assessments are utilized:  
NWEA, SAT, PSAT 9 and 10, ACT, Advanced Placement, M-STEP, MME, Work Keys, DIBELS, DRA, and other locally developed assessments.
- In the kindergarten, first, and second grades, every student is assessed through DIBELS (Dynamic Indicators of Basic Early Literacy Skills). In addition, every kindergarten, first, and second grader participates with the following locally developed common assessments: Reading, Writing, Math, Social Studies and Science

- In third through eighth grades and eleventh grade, in addition to the locally developed assessments, every student participates in the Michigan Student Test of Educational Progress (M-STEP) or MI Access. Furthermore, the following assessments are given to our secondary grade level students every year: 9th Grade Work Keys and PSAT 9, PSAT 10, and 11th Grade Michigan Merit Exam.

**Parent Participation (Parent-Teacher Conferences)**

Parents in our community recognize they are a key component of their child’s education. Parent participation rates at conferences are especially high at the elementary level. The secondary grade level percentages are lower than expected because of the implementation of the online Family Access program which allows 24-7 parental access to their child’s grades, etc.

SCHOOLS	FALL ATTENDANCE	SPRING ATTENDANCE
	16-17/17-18	16-17/17-18
Belmont Elementary (K-5)	93%/98%	93%/94%
Cannonsburg Elementary (K-5)	97%/100%	97%/100%
Crestwood Elementary (K-5)	99%/98%	99%/98%
Lakes Elementary (K-5)	99%/98%	99%/99%
Meadow Ridge Elementary (K-5)	99%/99%	99%/97%
Parkside Elementary (K-5)	99%/98%	99%/97%
Roguewood Elementary (K-5)	98%/99%	98%/99%
Valley View Elementary (K-5)	98%/98%	98%/98%

**Conclusion**

The purpose of this report is to inform the community as to the status of their schools. The report summarizes the information into the mandated areas. As you have read, and hopefully have experienced, RPS continues to provide an outstanding well rounded educational experience for every student. Working together with parents, students, teachers, administrators and community, we will continue to work toward accomplishing our mission which is:

*"The mission of the Rockford Public School District is to provide the teaching and learning environments which will ensure, with the support of the students, parents and community, that all students, upon graduation, will have the academic and social skills and strategies to be successful lifelong learners."*

Sincerely,  
 Larry Watters  
 Principal, Parkside Elementary