



February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Crestwood Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Kyle Avink for assistance.

The AER is available for you to review electronically by visiting the following link: [Crestwood Elementary School's Academic Educational Report](#), or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was identified for: no status label.

Crestwood Elementary continues to demonstrate strong achievement and steady growth, with state assessment performance trending upward or remaining stable over the past three years in both ELA and math. Our Fall 2025 benchmark data provides a clear starting point across Grades 3–5, with median proficiency ranging from 57–60% in ELA and 58–70% in math, and we consistently see additional gains as the year progresses, particularly by winter, through targeted instruction and intervention. This year, our improvement work is focused on strengthening Tier I practices through tighter alignment to state standards, more intentional use of common formative assessments, consistent unit planning and pacing, and a strengthened Tier II system (including twice-weekly math supports and targeted ELA intervention). Teachers collaborate in PLCs to analyze data, adjust instruction, and respond to learner needs in real time, while building leadership will be anchored through our Guiding Coalition Team (GCT), ongoing classroom visibility, and regular data cycles to identify gaps, monitor progress, and ensure every student receives the right support at the right time.

State law requires that we also report additional information:

1. Students are enrolled into Rockford Public Schools via a centralized, online enrollment system. Upon enrollment, students are placed into the appropriate building based on their home address, and then placed into the appropriate grade level and classroom based on previous

placement, test scores and team discussion.

2. All elementary and secondary schools in RPS participate in strategic planning and goal setting. The primary purpose of the planning is to increase student learning for every student. The [RPS MICIP Plan](#) provides initiative focus for each building and the goals also align with priorities identified in the [RAMS XII Strategic Plan](#). Named FAST Goals, the building progress monitors evidence towards meeting benchmarks three times per year.
3. Crestwood Elementary School fosters academic growth, creativity and community for the Rockford Public Schools students in Kindergarten through Fifth grades.
4. If you would like to access a copy of the core curriculum, a description of its implementation and explanation of the variances from the state's model, please contact Kyle Avink, Crestwood Elementary School principal.
5. Crestwood Elementary School state proficiency achievement results on Spring MSTEP benchmark assessments for 2024 and 2025 are as follows:
 - Spring 2024: MSTEP Math 74%, MSTEP Reading 78%
 - Spring 2025: MSTEP Math 75%, MSTEP Reading 77%
6. The parent/guardian teacher conference attendance percentage for the previous two school years at Crestwood Elementary School are listed below:
 - 2023-2024: 98%
 - 2024-2025: 97%

Crestwood Elementary makes a significant positive impact on the Rockford School Community. Increasingly, the student learning focused initiatives, including aligning with the Professional Learning Communities and Multi-Tiered Systems of Support beliefs and structure continue to shape a student learning trend that is increasing. Crestwood Elementary is proud to partner with its families and together prepare students for their next steps in life.

Sincerely,



Kyle Avink

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