



February 4th, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for 54th Street Academy. 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. Please take time to explore the data, if you have any questions about the AER, please contact Jennifer Sherman, Principal, for assistance.

The AER is available for you to review electronically by visiting [the AER website](#) or you may review a copy in the main office at your child's school.

For the 2024-25 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 subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup 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%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

54th Street Academy was not identified by any of the above classifications.

Key challenges and initiatives being undertaken to accelerate student achievement and close persistent gaps in achievement at 54th Street Academy include the following:

We have a greater differential in direct instruction allowing for students to find the right fit for their learning styles at a greater rate. Class sizes were also reduced in the process allowing more student access to direct instruction. Blended learning still occurs in certain areas of the learning process and students that have gained more awareness in their self-guided instruction are reaping the benefits. The challenges still exist for students new to the program as they have in the past. PBIS initiatives have proven to create a positive school climate as students earn rewards for showing PRIDE. Those students that have more than one full year in the program

have seen the most success and this continues to be the pattern. Greater support outside the building shows turn around and ultimately achievement at a higher rate.

As a school, we have several challenging issues that need to be considered when developing a school improvement plan:

We have large numbers of students that qualify for free/reduced lunch, which is an indicator that students may lack the necessary support structures in the home environment. Many of these students have also been exposed to trauma, which has an impact on the ability to learn. The district provides intervention services to address students below grade-level. We are also attempting to improve Tier I instruction in the classroom by updating curricular materials to provide teachers with the resources needed in the classroom. Each year we analyze data and look for ways to improve both classroom instruction and intervention programs. We use restorative justice, TRAILS, SWIS, and PBIS.

Due to high levels of poverty in our district, the pandemic has had a greater impact on our families. As a result, our schools have added additional social and emotional support to assist students and their families. Many students fell behind on credits while online and we are seeing an incredible increase in students who are behind on credits.

State law requires that we also report additional information. Below you will find information on the process of assigning pupils, status of our 3-5 year school improvement plan, a brief description of each of our district's specialized schools, how to access the core curriculum, student achievement data and participation rate at parent-teacher conferences.

Process for Pupil Assignment to School

Kelloggsville Board of Education Policy #5120 states that "the assignment of students to schools within this District (will) be consistent with the best interests of students and the best use of resources of this District." Embedded in this statement are the following values: efficiency, equity, and customer service. With those values in mind, placement within grade-level schools is the primary focus at the elementary level.

Students are assigned to 54th Street to receive an opportunity to earn credits back in order to graduate on time. If allowed, students can return to the traditional high school or students may request to graduate from 54th Street Academy after earning a total of 18 credits.

At all academic levels, the Board and Superintendent shall annually review and recommend changes as may be justified by:

- 1) Considerations of safe student transportation and travel;
- 2) Convenience of access to schools;

- 3) Financial and administrative efficiency;
- 4) The need to maintain racial or ethnic balance;
- 5) The effectiveness of the instructional program;
- 6) A wholesome and educational sound balance of student populations.

No assignment to schools or attendance schedules shall discriminate against students on the basis of gender, race, religion, disability, or national origin. The principal shall assign students in his/her school to appropriate grades, classes, or groups. This action shall be based on consideration of the needs of the student as well as the administration of the school. In addition, the district will allow nonresident students to enroll through a Schools of Choice program and will not discriminate on the basis as described in Board of Education Policy #5113.

Status of 3-5 Year School Improvement Plan

You can view 54th Street Academy's [School Improvement Plan on the Annual Notifications webpage](#).

Our School Improvement Plan consists of improving student achievement in math and reading, as well as addressing the social and emotional well-being of our students. It is difficult to determine the progress of our goals due to the limited achievement data due to the pandemic. We have added staff in each goal area to assist in our improvement.

Specialized School

Students with disabilities are provided a full continuum of services in the least restrictive environment as determined by an Individualized Educational Planning Committee. Most students receive their instruction within the Kelloggsville Public School system however, if a specialized program is deemed appropriate, programs are available throughout the county. In addition, Kelloggsville's 54th Street Academy provides a program that allows students in grades 9-12 the opportunity to earn additional or needed credits towards a high school diploma with a blended/digital learning environment.

Core Curriculum

The state academic standards serve to outline learning expectations for Michigan's students and are intended to guide local curriculum development. They are used as a framework for curriculum development and provide a platform for state assessments, which are used to measure how well schools are providing opportunities for all students to learn the content outlined by the standards.

You will find information on the State's academic standards adopted by the State Board of Education at the link listed below. The curriculum adopted by the State Board of Education continues to meet and exceed the requirements in accordance with Public Act 25. All teachers are expected to follow these curriculums and school principals monitor implementation by classroom observations that take place throughout the school year. Further details about the

district's core curriculum is posted on [our district Curriculum & Assessment webpage](#).

Student Achievement

The 54th Street Academy provides standardized testing programs to support the learning of all students, as well as instructional improvements.

Spring 2024 NWEA Data

	Lo	Lo-Avg.	Avg.	Hi-Avg.	Hi
Grade/Subject	< 21%ile	21-40%ile	41-60 %ile	61-80%ile	>80%ile
10th - Reading	56%	44%	0%	0%	0%
10th - Math	78%	22%	0%	0%	0%
11th-Reading	61%	28%	6%	5%	0%
11th - Math	44%	35%	18%	3%	0%
12th - Reading	56%	0%	11%	33%	0%
12th - Math	76%	18%	6%	0%	0%

	Lo	Lo-Avg.	Avg.	Hi-Avg.	Hi
Grade/Subject	< 21%ile	21-40%ile	41-60 %ile	61-80%ile	>80%ile
11th - Science	0%	0%	10% proficient	0%	0%
11th - Social Studies	0%	0%	less than 10% proficient	0%	0%

2024 11th SAT Data

Reading/Writing: less than 10 % Met Benchmark Math: less than 10 % Met Benchmark

For detailed assessment information for all students, please visit [the AER webpage](#).

Parent-Teacher Conference Participation Rates

Parent/guardian attendance at parent-teacher conferences is a crucial component in student success. The following number/percent of parents participated in parent-teacher conferences for 2023-24 and 2024-2025:

2022-23

- Fall 2023 Parent/Teacher Attendance Rate: 100% (Combination of face-to-face, phone and letter conferences)
- Spring 2024 Parent/Teacher Attendance Rate: 100% (Combination of face-to-face, phone and letter conferences)

Dual Enrollment/AP Offerings and Percentages

Postsecondary options and advanced placement courses are offered at Kelloggsville High School based on requirements established by postsecondary institutions and/or the AP College Board.

The following information shows the number and percent of postsecondary enrollment (dual enrollment) for 2024-25:

AP Enrollment: Juniors – 0%; Seniors - 0%

- Number of College Equivalent courses offered (AP/IB): 0%
- Number and percent of students enrolled in college equivalent courses (AP/IB/Dual Enrollment): 0%
- Number and percent of students receiving a score leading to college credit: 0%

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AP Enrollment: Juniors – 0%; Seniors - 0%

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- Number and percent of students enrolled in college equivalent courses (AP/IB/Dual Enrollment): 0%
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Kelloggsville Public Schools is a diverse educational community that fosters personal growth through individualized student attention, a uniquely inclusive culture, and a highly committed and caring staff. We will embrace and model a community that values diversity, learning, caring and respect and all students will become productive citizens equipped with a global perspective and the skills to meet their full potential. We thank you for being an important part of our school family and community. Your ongoing support and role in the success of 54th Street Academy is appreciated.

Sincerely,

Jennifer Sherman

Jennifer Sherman, Principal
54th Street Academy