



## Kentwood Public Schools

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-2024 educational progress for Challenger Elementary. 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 Principal Dwight Quinn for assistance.

The AER is available for you to review electronically by visiting the link [here](#). You may also search for our school's AER at [MI School Data](#) or review a copy in the main office at your student's school.

For the 2023-24 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 2022-23. 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 or had a graduation rate at or below 67% in 2021-22. 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.

Last year our Challenger students showed pride, grit and perseverance as they worked through the M-Step and i-Ready assessments. Analyzing assessment data has allowed us to reflect on our strengths and challenges. One target is closing the achievement gaps between our Economically Disadvantaged students and Non-Economically Disadvantaged and our Students with Disabilities and Students without Disabilities. Challenger Elementary continues to work towards individual student growth as well as increasing overall student achievement. Challenger is focusing on these goals by utilizing flexible grouping, participating in professional development around the Michigan Content Expectations, improving assessment strategies and increasing student engagement.

State law requires that we also report additional information.

## ASSIGNING PUPILS TO THE SCHOOL

Students in Kentwood Public School District are assigned to individual school buildings based on the grade level they attend and the geographic area in which they live. School boundaries were developed with community involvement and can be viewed at the Kentwood Public Schools Administration Building at 5820 Eastern Ave. S.E.

## SCHOOL IMPROVEMENT PLAN

Challenger Elementary has an approved School Improvement Plan submitted to the State in which stakeholders have outlined goals and objectives that address student academic needs. Looking at a variety of data that measure student academic progress, we identified areas for improvement and research-based strategies to address these needs.

## CORE CURRICULUM

Process:

Kentwood Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and the Michigan Merit Curriculum. Benchmarks can be found on the Michigan Department of Education website: <http://www.michigan.gov/mde>

Our assessments and report cards are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored constantly by building principals and academic support personnel.

Alignment:

Each grade level on the elementary level and each content area at the secondary levels meet regularly to study curriculum issues and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted annually with the M-STEP testing information and the curriculum is examined for areas of strength and weakness. After this audit, necessary adjustments are made.

Equity:

"Excellence and Equity for All" is the motto of Kentwood Public Schools. Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common standards-based report card help us work toward our goal of equity. In addition, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development, study groups, and constant communication between regular education, special education, and gifted programs also facilitate this process. We are committed to ALL of our students having multiple opportunities to learn and be successful in the core curriculum.

## STUDENT ACHIEVEMENT RESULTS

Year	Grade	ELA	Math	Science	Social Studies
2022-23	3	49%	35%	n/a	n/a
	4	37%	33%	n/a	n/a
	5	44%	19%	26%	9%

<b>2023-24</b>	<b>3</b>	42.1%	38.7%	n/a	n/a
	<b>4</b>	46.7%%	25%	n/a	n/a
	<b>5</b>	52.7%	30%	33.3%	15%

**Parent-Teacher Conference Attendance**

School Year	Fall Number of Parents Attended	Fall Percentage of Parents Attended	Spring Number of Parents Attended	Spring Percentage of Parents Attended
2022-2023	325	95%	323	96%
2023-2024	377	91%	288	61%

Challenger is proud of our students and all of the academic and social growth that has taken place over the school year. We are committed to excellence, continuous improvement, and achievement for all. We value partnership, family engagement, and the spirit of collaboration as we lead learning and cultivate development of the whole child.

Sincerely,

Dwight Quinn  
 Principal, Challenger Elementary  
 Kentwood Public Schools