



LUDINGTON AREA SCHOOLS

Administrative Offices

Jason J. Kennedy
Superintendent

Bruce Doggett
Director of Business Services

District Annual Education Report (AER)

May 25, 2018:

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2016-2017 educational progress for the Ludington Area School District 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 Jason Kennedy, Superintendent, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site <https://goo.gl/4DyL3H>, 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.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

· Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Review the table below listing our schools. For the 2016-2017 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Franklin Elementary School	No Label	The challenges of meeting the needs of the students with disabilities and students who fall in the bottom 30% of academic achievement continue to be the focus at Franklin Elementary and throughout Ludington Area School District. Curriculum Councils that focus on the five core academic areas have been implemented and will continue to meet monthly. Franklin also participates in eight yearly district wide professional development (PLC) days. Each staff member will partake in this process.
Lakeview Elementary School	No Label	The challenges of meeting the needs of the students with disabilities and students who fall in the bottom 30% of academic achievement continue to be the focus at Lakeview Elementary and throughout Ludington Area School District. Curriculum councils that focus on the five core academic areas have been implemented and will continue to meet monthly. Lakeview also participated in 8 yearly district wide professional development (PLC) days. Each staff member partakes in this process.
Foster Elementary School	No Label	The data in the building's combined report, shows that students that are economically disadvantaged were 28.9% proficient or advanced. To close this gap, the staff at Foster Elementary School participated in a yearlong book study using Dr. Adolph Brown's, Two Backpacks. The staff also participated in a staff retreat that focused on identifying students in school that have an adult to connect with. Foster Elementary School also continued with a universal, Tier I, Positive Behavior Support Curriculum, Be N.I.C.E. Be N.I.C.E. lessons are used in all classrooms as instruction on anti-bullying and suicide prevention.

OJ DeJonge Middle School	No Label	Our School Improvement Team has identified reading, writing, and math as our most important goal areas. In an effort to close achievement gaps and increase achievement for all students, a major component of the School Improvement Plan has been the implementation of fluid Tier II interventions in which students receive targeted and differentiated instruction in the core concepts of mathematics and English Language Arts. We have also continued contracting with the Institute for Excellence in Education for instructional coaching and have this service available to teachers 30 times per year. Coaches model instructional practices, co-teach with, observe and provide feedback to individual teachers on a regular basis. Additionally, we have provided consistent professional development in the areas of purpose, student engagement, student discourse, and literacy strategies.
Ludington High School	No Label	LHS seeks to raise the achievement of all students through strategies and professional development in the areas of student mentoring, data analysis, assessment, technology, and differentiated instruction. Our staff dedicates professional learning time to these instructional focus areas.

Superintendent’s Message:

Ludington Area School students will graduate from a top performing district, confident and prepared with the knowledge and skills required for their success in a global community. Our District’s vision is accomplished in partnership with the students, parents, families, and community stakeholders who partner together to educate and empower students to adapt and succeed. The fundamental purpose of the school district is to provide a system of public education for children in grades pre-kindergarten through 12th grade, that is centered on meeting the unique individual needs of the students with which it serves. Ludington Area Schools seeks to embody this purpose through the program offerings of the district and high expectations for students, staff, and the greater school community, which align to the mission, vision, and belief statements of the district.

Ludington Area School District is focused on the improvement of student learning and achievement through the development of school programs and process characteristics that are continually improving; we believe that high expectations for students and staff result in high academic achievement. Further, we believe that education is a partnership among students, parents, district staff, and community stakeholders. The District is focused on providing a safe learning environment that values diversity, citizenship, work ethic, and excellence. We seek to create an interesting, challenging, and supportive culture of learning for all students.

Ludington High School has been accredited by the North Central Association Commission on Accreditation and School Improvement for 105 years. For the second consecutive year, Ludington High

School was awarded a silver medal by the US News and World Report. This ranks our school in the top 7% of high schools throughout the nation. There are no other schools from our immediate region who rank above LHS using this metric. When comparing Ludington High School to all schools in the WSESD, we are the only school to outperform the state average on the SAT, in fact we did so by 27.1 composite points. More importantly, when comparing LHS to our peer subgroup of school districts that are most similar in demographic, LHS ranks best among our peer group schools. When comparing LHS to the notably successful school districts that are most like LHS, only one (1) school in the entire state from this subgroup outperforms LHS.

When reviewing achievement data from our elementary schools and our middle school, these rankings mirror the achievements that you have just read about. Our elementary and middle school students are outperforming our ESD subgroup, our peer subgroup, and continue to rank among the top schools in our notably successful school subgroup.

We will continue to analyze student assessment data to identify areas of strength and opportunities for improvement. Preparing for the M-STEP is only a short-term goal, while the long-term plan is for exploring ways to increase the level of thinking and the complexity of the tasks we provide for students in all classes. We encourage all parents to contact their child's school to learn more about how to get involved in their child's education. Our entire staff works hard to maintain a culture of academic excellence.

We hope that you will see the commitment of Ludington Area School District to be a top performing school district, where students are confident and prepared for success in a global community. Also, I would like to congratulate our students, parents, and community for placing such a high value on education. Should you have any questions or concerns, please know that my door is always open to you. We look forward to a strong partnership with you!

Respectfully,

A handwritten signature in black ink, appearing to read "Jason J. Kennedy". The signature is fluid and cursive, with the first name "Jason" being the most prominent.

Jason J. Kennedy
Superintendent