



Kingsley Middle School

403 Blair St.
Kingsley, MI 49649
231-263-5261
231-263-4623 (fax)

Joshua T. Rothwell, Superintendent
John Arnold, Principal
Olivia Bradford, School Counselor
Brittany Moen, Admin. Assistant

Kingsley Area Schools and the community share the responsibility of educating all students to become productive citizens and lifelong learners.

February 12, 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 Kingsley Middle 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 John Arnold for assistance.

The AER is available for you to review electronically by visiting the following website [Annual 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 subgroup in 2024-25. 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.

The 2024-25 school year was another successful year for the students, parents, and staff of Kingsley Middle School. Our students' NWEA and MSTEP scores continue to be above local and statewide averages and student performance on other national and local assessments is also above average. We believe that Kingsley Middle School continues to be a highly effective school because of three crucial staff characteristics:

- Our educational team believes that all students can learn, and they provide differentiated and cooperative opportunities for students to learn in ways that are most engaging for each individual.
- Kingsley Middle School has adopted and aligned instruction to the Common Core State Standards (CCSS) in math and language arts, the Next Generation Science Standards (NGSS) in science, and College, Career, and Civic Life (C3) Framework in social studies. We are providing students with a guaranteed viable curriculum in all academic areas.
- Our teachers collaborate in cooperative and purposeful teams known as Professional Learning Communities, in which their teaching practices are reviewed and reflected on with other professionals. This is a direct reflection of our mission statement, "We commit to creating and maintaining a safe, effective learning environment."

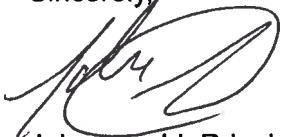
This annual report includes information and data required by the State of Michigan Department of Education, as well as federal "Every Student Succeeds Act" regulations, and is made available each year at the annual district-wide open house.

State law requires that we also report the following additional information.

1. Process for assigning pupils to the school
2. The status of the 3-5 year school improvement plan
3. A brief description of each specialized school
4. Identify how to access a copy of the core curriculum, a description of its implementation and an explanation of the variances from the state's model
5. The aggregate student achievement results for any local competency tests or nationally normed achievement tests
6. Identify the number and percent of students represented by parents at parent-teacher conferences

Please review the following highlights of the annual report, annual reporting requirements, and the accountability data at the end of this report. Please direct questions regarding this report to middle school principal John Arnold at jarnold@kingsleyschools.org

Sincerely,



John Arnold, Principal
Kingsley Middle School
Kingsley Area Schools



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HIGHLIGHTS OF THE ANNUAL REPORT

- Kingsley Middle School was rated an overall "A" school and a Reward School. A Reward School, as defined by the state of Michigan's A-F accountability system, are those that receive the highest grade (an "A") in either student proficiency, student growth, or on the similar school proficiency comparison. KMS received an "A" in proficiency, growth, AND similar school comparison for 2024-25 school year.
- Kingsley Middle School's combined **proficiency** in math and language arts was 64%. Our combined **growth** in math and language arts was 70%.
- 8th Grade students who took the PSAT scored 76% proficient in language arts and 39% proficient in math; both scores putting them within the top 5 within the ISD.
- 38% of 8th graders demonstrated grade level proficiency on their MSTEP Science test.
- 43% of 8th graders demonstrated grade level proficiency on their MSTEP Social Studies test.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Kingsley Area Schools assigns students to three schools based only on the grade level of each student. All students enrolled in 6th-8th grade who attend as district residents or as school of choice students are assigned to Kingsley Middle School.

STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Kingsley Middle School is in full compliance with the Michigan Department of Education school improvement plan model to develop and implement the school improvement plan. The model is provided through the MICIP tool. This allows the school to develop goals and strategies to address areas in need of improvement. Kingsley Middle School continues to focus on three areas of strength in math, reading, and writing.

DESCRIPTION OF EACH SPECIALIZED SCHOOL

Kingsley Middle School is not a specialized school (magnet school, special education, target school, or other).

DESCRIPTION OF THE CORE CURRICULUM & IMPLEMENTATION

In 2010 the Michigan Department of Education adopted a comprehensive set of national standards for English Language Arts and Mathematics or CCSS (Common Core State Standards). The district curriculum council approved a timeline for implementation that includes collaboration with Northwest Education Services (the ISD) for the purpose of realigning K-12 curriculum from the GLCE's (Grade Level Content Expectations) to the new CCSS. All grade levels 6-8 began the process of reviewing the new CCSS during the 2010-11 school year and have achieved full implementation. Middle school content area teachers accomplished the critical task of reviewing and aligning the Language Arts and Math standards to the new CCSS by the end of the 2023-24 school year.

In 2013, the State of Michigan began revising the content expectations for social studies and involved educators from local, ISD, university, and state-level organizations. The project was focused on updating the existing 2007 standards around the charge of "clearer, fewer, and higher." A final version of our state standards



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in social studies was achieved in 2023. Our middle school social studies teachers have since reviewed, revised, and realigned our social studies curriculum to reflect these new standards.

In 2015, the State of Michigan adopted the Next Generation Science Standards (NGSS) as their core curriculum. These standards include cross-cutting concepts, disciplinary core ideas, and science and engineering practices. Our middle school science teachers have since reviewed, revised, and realigned our science curriculum to reflect these new standards.

The middle school teaching staff is highly dedicated to a collaborative and purposeful curriculum alignment process. The teaching staff, working in grade-level and content-area teams, engage in regular alignment by using release days derived from professional development funds. The alignment process includes a systematic process including the following:

- Review of each area as it is released.
- Review of new and changing standards.
- Review of “power standards” or essential standards that are considered to be crucial at each grade level.
- Determination of the materials that will be required to provide instruction for each standard.
- Development of packing guides or schedules that outline when instruction will take place.
- Development and review of assessments that will be used to determine student progress.
- Planning of the specific lessons, vocabulary, and sequence of instruction required to effectively deliver each standard.
- Development and review of “Essential Objectives” (power standards) for each core area.
- Publishing an alignment document for every CCSS standard, which includes the strand, standard, essential questions, instruction, and assessments.
- Publishing a grade-level document that identifies essential questions for each core area as well as other grade-level information.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan’s standards. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child’s education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century. A copy of the grade-level or subject-area curriculum can be obtained by submitting a request to the middle school principal.

AGGREGATE STUDENT ACHIEVEMENT RESULTS

Kingsley Middle School administers NWEA assessments to all students in grades 6-8 in reading and mathematics three times each school year. The results of the assessments are provided to parents at the end of each year. Students are provided with their “target” or “RIT” score before each assessment and receive coaching on their growth and improvement. The assessments are also the most critical data that are used to determine if students are struggling and may require intervention.



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PARENT/TEACHER CONFERENCES

Kingsley Middle School holds two parent teacher conferences during the school year, in addition to an Open House held in August. The purpose of conferences is to discuss the students' progress, highlight areas of success, clarify areas of concern, discuss ways to improve those areas, and to strengthen the working relationship between home and school. Each grade level invited 10-15 parents to scheduled parent conferences which was then followed by an evening of "open house style" parent conferencing. Over 95% of parents attended their fall scheduled conference meetings. Additional conferences are held throughout the year as requested by teachers, parents, and/or administration.

As you review this report, you will see that Kingsley Middle School has had another successful school year. This success was due to the dedicated staff, supportive community, and the amazing student body that make up our school. We plan to continue this tradition by being pro-active in helping meet our students' individual academic needs. We will continue to utilize NWEA, a computerized student testing system that will allow us to better monitor student achievement. This valuable data will help teachers adjust their teaching strategies and plan for intervention and acceleration which will allow students to experience more academic growth. We take great pride in working with you to educate our students to become productive, responsible citizens and life-long learners.

Sincerely,

John Arnold, Principal
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