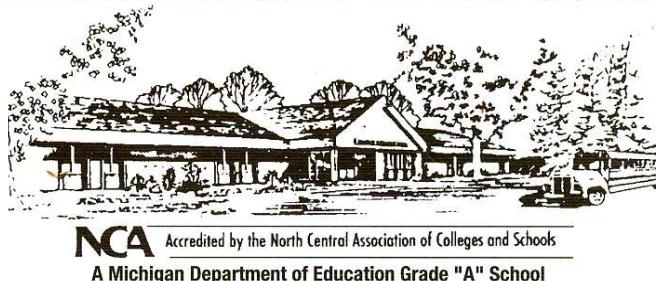


KINGSLEY ELEMENTARY SCHOOL

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2025-26 KINGSLEY ELEMENTARY SCHOOL ANNUAL EDUCATION REPORT (AER)

January 28, 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 Area Elementary 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 Kristin Goethals, elementary principal, for assistance.

The AER is available for you to review on-line by visiting the Kingsley Area School website at <https://www.kingsleyschools.org/> or you may review a copy in our 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.

The 2024-25 school year was another positive year for the students, parents, and staff of Kingsley Elementary School. Our students' NWEA, and Fountas and Pinnel reading 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 Elementary School continues to be a highly effective school because of three crucial staff characteristics:

- First, our educational team believes that in order for students to learn they must behave in an appropriate manner and our students are held to high behavioral standards. We have a PBIS committee to continue to support these high standards and meet students at their level.
- Kingsley Elementary School has adopted and conscientiously aligned instruction to the CCSS curriculum models. This curriculum provides specific scope and sequence for instruction in language arts, math, science, and social studies. We continue to monitor these curriculum models with effective teaching strategies to increase student performance.
- Our greatest characteristic is that our grade level teachers operate in cooperative and purposeful teams known as Professional Learning Communities. This is a direct reflection of our mission statement, "Together Everyone Accomplishes More." Our PLC teams meet weekly for the sole purpose of discussing and planning around curriculum, assessment, and instruction.

This annual report includes information and data required by the State of Michigan Department of Education as well as federal "No Child Left Behind" 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 elementary principal Kristin Goethals at kgoethals@kingsleyschools.org

Sincerely,
Kristin Goethals, Ed.S
Kingsley Elementary School

HIGHLIGHTS OF THE ANNUAL REPORT

- ♦ **Kingsley Elementary school again “passed” the Federal adequate yearly progress (AYP) goals** as required by the state and federal departments of education. This is a source of pride for the students and staff of Kingsley Elementary School.
- ♦ **Michigan Public Schools “Top to Bottom” Percentile Rankings** Kingsley Elementary School has been ranked by the MDE “Top to Bottom” school ranking with a 76.66 proficiency index value and a 92.31 growth index value. Our students continue to grow and find success. Our students achievement is considerably above average in all areas. To view the Michigan Top to Bottom rankings go to MI School Data @ <https://bit.ly/4k4ELdY>
- ♦ **Kingsley Elementary School was identified as a National Title I Distinguished School in February 2014** by the National Title I association. Kingsley Elementary was one of 63 schools selected across the nation as demonstrating the greatest improvement for students who are economically disadvantaged. More information on this distinction is available by contacting the school.
- ♦ **Kingsley Elementary School identified as a Blue Ribbon School for the 2015-16 School Year** Kingsley Elementary School was identified as one of the schools who are outperforming schools with similar risk factors and demographic composition in achievement. These schools were identified by the Michigan Department of Education through studies of data.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to the elementary school based upon established geographical boundaries of the school district for students in grades kindergarten through fourth grade. Students from outside the school district are admitted through the Traverse Bay Area Intermediate School District schools of choice option which allows students residing in other school districts to enroll in and attend Kingsley Area Elementary School. Students who qualify for ECSE preschool are assigned to the district program if they reside within the district boundaries.

STATUS OF THE 3 – 5 YEAR SCHOOL IMPROVEMENT PLAN

KINGSLEY ELEMENTARY MISSION STATEMENT

We are a **TEAM**...learning for life!
Together Everyone Accomplishes **More**

KINGSLEY AREA SCHOOLS DISTRICT GOALS-DISTRICT STRATEGIC PLAN AREAS

- Align curriculum across the district
- Retain staff and students
- Communication

STATUS OF THE SCHOOL IMPROVEMENT PLAN

Kingsley Elementary 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 was hosted through AdvanceEd, an online tool that allows schools to develop goals and strategies to address areas in need of improvement. Kingsley Elementary had three school improvement goals in writing, reading comprehension, and mathematics problem solving. In the 2021-22 school year we moved to the MICIP platform and set goals as a district to work on improvement. The greatest area of focus was alignment and intervention. We continue to allow release time for teachers to meet with their grade level teams and ensure that the curriculums and strategies are aligned. We have also adopted a PBIS committee that uses SELweb data to plan interventions around the social emotional development of students. In the 2023-24 school year we adopted an art program that will develop an appreciation of the arts. In the 2024-25 school year we were fully implemented with a school wide PBIS program.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Kingsley Area Elementary School provides public general and special education programing for students in grades kindergarten through fifth grade. An ECSE (Early Childhood Special Education) preschool classroom is operated by Kingsley Area Schools servicing students ages 3 – 6 who qualify.

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 for the purpose of realigning K-12 curriculum from the GLCE's (Grade Level Content Expectations) to the new CCSS. All grade levels K-5 began the process of reviewing the new CCSS during the 2010-11 school year and plan for full implementation by 2014 when the state plans to begin assessing students (through the MSTEP) on the new Common Core State Standards. The elementary teams accomplished the critical task of reviewing and aligning the all Language Arts and Math standards to the new CCSS by the end of the school year. In the 2017-18 school year the elementary adopted the new science standards implementing the FOSS science units. In the 2022-23 the elementary fully implemented the Math Expressions Curriculum for alignment across the building. In the 2023-24 school year the staff planned for the adoption of CKLA, the new language arts curriculum in the Fall of 2024. In the 2025 school year we have adopted the most updated version of CKLA and will implement the newest Math Expressions edition in the 2026-27 school year.

The elementary teaching staff is highly dedicated to a collaborative and purposeful curriculum alignment process. The teaching staff, working in grade level teams, engages annually in realignments by using release days derived from professional development funds. The alignment process includes a systematic process including the following:

- Review of each core 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 pacing 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.
- Participated in SBA (Smart Balanced Assessment – tool for assessing CCSS in ELA and Math) Field tests in Spring 2014.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE's and the new CCSS's. 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 newly revised CCSS alignments for English language arts, grade level alignments, and essential question guides can be obtained by submitting a request to the elementary principal or by meeting with any self-contained classroom teacher. There are no variances from the state's model.

AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR LOCAL TESTS OR NATIONALLY NORMED TESTS

NWEA is a research-based assessment that measures growth and proficiency. In the 2019-20 school year the Kindergarten through fourth grade began administering the benchmark to identify areas of need in reading, and in the 2021-22 school year they adopted the mathematics test to identify areas of need in math. All students are benchmarked three times each year. The assessments begin at the lower level with basic alphabetic principle and phonics and progresses through the areas of reading to give a measure to support instruction. The assessments allow teachers to identify at risk students quickly, establish literacy benchmarks, produce norm-referenced reports based on national norms, and actively communicate with parents. Growth is measured from the fall assessment to the spring assessment and students are evaluated on upward growth and current performance is compared to the national norm or "target".

Fountas and Pinnell Benchmark or a "running record" is a reading assessment tool that is used to identify a student's instructional reading level, ability to read for meaning, and ability to integrate meaning with structural and visual cues. Teachers are provided with vital information from this assessment including: instructional reading level; the ability to read for meaning; integration of meaning, structural, and visual cues; the usage of self-monitoring systems; knowledge of print conventions; rate of learning; and level of reading independence. F & P is used as a benchmark and a progress-monitoring tool to allow teachers to collect multiple data points on student's progress in literacy development. The assessment tool is not a norm referenced assessment however it is aligned with state and national reading standards. Kingsley elementary students are benchmarked at least three times each school year with growth measured from the fall assessment to the spring assessment. Students are evaluated on whether or not they have achieved the established reading level or target and whether they have demonstrated upward growth.

PARENT TEACHER CONFERENCES

Kingsley Elementary 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. Additional conferences are held throughout the year as well, as requested by teachers, parents, and/or the administration.

2015-16	526	522	99%	518	516	99%	99%
2016-17	534	525	99.60%	546	529	97.60%	97.62%
2017-18	592	559	94.40%	542	521	96.13%	95.50%
2018-19	590	585	99.20%	591	579	98%	98.60%
2019-20	585	573	99.10%	590	585	99%	99.00%
2020-21	482	479	99.30%	584	572	98%	98.50%
2021-22	590	583	98.80%	581	575	98.60%	98.70%
2022-23	571	560	98%	565	547	96.80%	97.40%
2023-24	538	525	97.50%	536	518	96.60%	97.05%
2024-25	535	530	99.06%	513	492	95.9%	97.48%
2025-26	613	590	96.2%				

FEDERAL AND STATE REPORTS

STATUS AND INFORMATION ON AYP (ADEQUATE YEARLY PROGRESS)

The table below shows annual "Adequate Yearly Progress" for Kingsley Elementary School. Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act. In Michigan, it's a measure of year-to year student achievement on the Michigan Education Assessment Program (MEAP) test. AYP must be met for MEAP participation, achievement for the school as a whole, and for each student subgroup in which 30 or more students are enrolled. According to NCLB, Michigan and other states must develop target starting goals for AYP and the state must raise the bar in gradual increments so 100 percent of the students in the state are proficient on state assessments by the 2013-14 school year. AYP applies to each district and school in the state; however, NCLB sanctions for schools that do not make AYP for two or more years in a row, only apply to those districts and schools that receive Title I funds.

School Year	Met AYP Target	Identified for Improvement
2002-2003	YES	NO
2003-2004	YES	NO
2004-2005	YES	NO
2005-2006	YES	NO
2007-2008	YES	NO
2007-2008	YES	NO
2008-2009	YES	NO
2009-2010	YES	NO
2010-2011	YES	NO
2011-2012	YES	NO
2012-2013	YES	NO
2013-2014	YES	NO
2014-2015	YES	NO
2015-2016	YES	NO
2016-2017	YES	NO
2017-2018	YES	NO
2018-2019	YES	NO
2019-2020	YES	NO
2020-2021	YES	NO
2021-2022	YES	NO
2022-2023	YES	NO
2023-2024	YES	NO
2024-2025	YES	NO

FEDERAL NOTIFICATIONS

TITLE I SCHOOLS IDENTIFIED FOR IMPROVEMENT:

Kingsley Elementary School is the only building in the district that receives federal funding for Title I programs. The Title I program provides services to students in accordance with Title I "targeted assistance" model whereas students are identified to receive service based on need. Kingsley Elementary School (district Title I school) is **NOT IDENTIFIED** for improvement under the provisions of adequate yearly progress. This data is reviewed by grade level PLC team's and adjustments are made for who needs assistance based on grade level data.

STATUS OF HIGHLY QUALIFIED TEACHERS AND STAFF

Title I Teachers: Kingsley Elementary School used Federal Title I funds to employ one reading teacher. The reading teacher holds a Michigan Professional Teaching certificate and is "highly qualified" as required by "No Child Left Behind."

Title I Paraprofessionals: Kingsley School used Federal Title I funds to employ three instructional paraprofessionals. All three paraprofessionals successfully passed the Michigan Teachers Test of Basic Skills prior to the deadline in January 2006. All three paraprofessionals are therefore highly qualified according to the criteria required by "No Child Left Behind." Copies of the assessment and verifications can be viewed in the elementary principal's office.

Classroom Teachers: 100% of teachers employed by Kingsley Area School hold a Michigan Provisional teaching certificate, provisional renewal, or a professional teaching certificate. Therefore, 100% of the teachers at Kingsley Elementary School meet "highly qualified" criteria required by "No Child Left Behind." No teachers (0%) are teaching at Kingsley Elementary School with emergency certification credentials.

RIGHT TO REQUEST TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Because your child attends a school that receives federal funds from the Title I program, you may request the following information about the professional qualifications of your child's classroom teacher(s):

1. Whether the teacher has met Michigan licensing requirements for the grade level(s) and subject area(s) for which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency permit or other provisional status through which Michigan licensing requirements have been waived;
3. The teacher's college degree(s), major(s), and field(s) of study, as well as any graduate degree or certification.

You may also request this information about any paraprofessional who provides Title I service to your child. If you would like to receive this information, please contact Mrs. Kristin Goethals, Elementary Principal. Your request will be processed in a timely manner.