



# Kalkaska Public Schools

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*Rapid City Elementary School  
Laura Gehman, Principal*

February 14, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Rapid City 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 Laura Gehman for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.kpschools.com/> or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Rapid City Elementary has not been given one of these labels.

Key academic challenges at Rapid City Elementary continue to be closing the achievement gap in ELA and math. To address these challenges, we are increasing our understanding and use of formative assessments. These are techniques that allow teachers to quickly check if all students have understood the content and mastered the necessary skills to continue. For students who need additional support, we use Delta Math, an online screening and remediation program as part of our MTSS process. Remediation lessons, in small group format, are offered to students based on this data. To address the area of ELA, students' independent reading levels and comprehension skills are measured by NWEA and aimswebPlus benchmark testing that is given in the fall, winter and spring. Students who need additional support receive focused, explicit instruction to remediate any skill gaps they may have. Another key academic challenge at Rapid City Elementary School for the 2019-20 school year was the impact of COVID-19 and the mandatory switch from in-person to virtual learning at the end of the school year. This resulted

in a lack of viable end-of-year assessment data. To address this challenge the teaching staff participated in professional development geared toward implementing virtual learning.

State law requires that we also report the following information.

1. Rapid City Elementary School (RCE) is a small, pre-K to 5th grade building with approximately 105 students. RCE is part of the Kalkaska Public Schools district.
2. RCE is in year 4 of a 5 year School Improvement Plan
3. RCE is a pre-K to 5th grade building. We do not have a specialized elementary building.
4. KPS curriculum documents can be found on the Kalkaska Public Schools website <https://www.kpschools.com/> . RCE follows the Common Core State Standards for ELA and Math, the Michigan K-12 Standards for science and the Michigan K-12 Standards for social studies.
5. MSTEP results from 2019 are included in the Annual Report. A summary of results can be located on the district website or at <https://www.mischooldata.org/> .
6. 100% of our students were represented by parents at parent-teacher conferences in the spring of 2020. Parents/guardians who did not physically attend conferences participated in a virtual or phone conference.

The staff at Rapid City Elementary is proud of the educational opportunities we provide for our students. We will continue our school improvement efforts to increase student achievement in Kalkaska Public Schools. We appreciate the continued support of parents, staff and our community in this effort.

Sincerely,

Laura Gehman