



LUDINGTON AREA SCHOOLS

Administrative Offices

Jason J. Kennedy
Superintendent

Jesse Rickard
Director of Business Services

District Annual Education Report (AER) Cover Letter

February 1, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 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 J. 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://bit.ly/3avFFwP>, or you may review a copy in the main office at your child's school. A copy of the AER is also attached to this message for your review. Each school will also be communicating their own AER to parents directly, with copies of the AER available on our District's website or in each individual building.

These reports contain the following information:

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

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

Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below listing our schools. For the 2020-21 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Franklin Elementary	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 participated in 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 yearly district wide professional development (PLC) days. Each staff member partakes in this process.
Foster Elementary	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 a focus at Foster 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. Foster also participated in yearly district wide professional development (PLC) days. Each staff member partakes in this process.
O.J. DeJonge Middle School	No label	The School Improvement Team has identified reading, writing, science, social studies, math, and student attendance as the most important goal areas. A major component of the School Improvement Plan has been the implementation of Tier II interventions in which students receive targeted and differentiated instruction in the core concepts of mathematics and English Language Arts. The school has provided teachers and staff with consistent professional development in the area of purposeful formative assessment strategies and differentiation opportunities that are generated from such formative assessments. The

		curriculum is aligned with the state standards, and the school is working on ensuring that the K-12 curriculum is aligned vertically so that students experience a smooth transition from one grade level to the next and that it meshes with the Ludington Area School District Vision for High Quality Instruction.
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.

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.

Our District Network Team, supported by each building level network team, is focused on the continual improvement of academic, social, and emotional support to help our students be successful. This team is responsible for leading the school improvement work of the District in alignment with our vision, mission, and belief statements.

Ludington High School has been accredited by the North Central Association Commission on Accreditation and School Improvement for more than 100 years. For the fourth consecutive year, Ludington High School has been recognized by the US News and World Report as one of America’s Best High Schools, ranking 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 continually outperform the state average on the SAT. More importantly, when comparing LHS to our peer subgroup of school districts that are most similar in demographic, LHS frequently ranks tops among our peer group schools.

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. The District uses benchmark assessment data from the NWEA assessment in grades K-8 to guide our instructional practice. Our entire staff works tirelessly to maintain a culture of rigor and academic excellence, while focusing on the development of strong staff to student relationships that are necessary to support the success and well-being of every student.

Lastly, the District is extremely thankful to the voters of our community for their support of the \$100.9 million dollar bond proposal that was passed in May 2019. This bond will provide district-wide improvements to address identified and ongoing facility needs based on years of strategic planning, facility assessments, and community input. Further, the bond proposal will support the following:

- Physical safety and security built into the design of the schools
- Age-appropriate classrooms and learning spaces with integrated technology and flexible furniture to inspire 21st century learning
- Creating operational efficiency by consolidating four lower elementary and pre-kindergarten buildings into one building with shared resources
- Safer and more efficient traffic flow during student drop-off and pick-up
- Create more energy efficient and ADA-accessible buildings
- Address continued improvements to career and technical education, transportation, athletic, and fine and performing art spaces

Next, we encourage all parents to contact their child's school to learn more about how to get involved in their child's education. Many opportunities exist for parents to participate in our schools. 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!

Sincerely,

A handwritten signature in black ink, appearing to read "Jason J. Kennedy". The signature is fluid and cursive, with a long horizontal stroke at the end.

Jason J. Kennedy
Superintendent