

# Jessie Rouse School

2018–2019 Annual Education Report for 2017–2018 Progress

Mrs. Lynne George, Interim Principal

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## Annual Education Report

April 1, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Jessie Rouse Elementary. 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 Jessie Rouse Elementary School at 989 399-5000 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2Hkbs6S>, or you may review a copy in the main office at your child's school.

For the 2017-18 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 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 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.

According to [mischooldata.org](http://mischooldata.org), our school was not given one of these labels.

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The challenges identified in the combined report indicated that there continues to be a gap in academic achievement in all subject areas across all demographic areas on the state assessments. The school implemented a schoolwide culture and climate initiative called Positive Behavioral Intervention and Support (PBIS) in order to decrease students' out of school suspensions and thus increase students' time on task in the classroom. Jessie Rouse staff is also striving to decrease the achievement gap for all subgroups as we raise the percentage of students that meet or exceed state standards in ELA, math, social studies, and science. In terms of other challenges, we are striving to maintain and/or exceed our current student enrollment as well as increase parental involvement and exceed the number of parents who participated in activities this past year.

### A BRIEF DESCRIPTION OF OUR SCHOOL

Jessie Rouse Elementary is located on the southeast side of the City of Saginaw, an urban area within Saginaw County. A total of 303 (46.8% male and 51.4% female) students in preschool to 6th grade attend Jessie Rouse Elementary School and also serves students outside of the geographic area through School of Choice and Open Enrollment. The racial/ethnic makeup of Jessie Rouse is: African American 63.9%, Hispanic 26.1%, and White 12.4%. Daily attendance averages 88.13%. In terms of economically disadvantaged, the percentage is 96.3% free and reduced. Our special education population is 14.9%, English learners are 12.4% and homeless is 2.1%. There are 17 professional teaching staff members and 10 support personnel, including aides, paraprofessionals, interventionists, custodians, and a secretary. We have one speech teacher and one school-based clinical therapist assigned part-time to our building. We also have one caseworker from the Michigan Department of Human Services with an office located right in our building to serve as a resource for students and parents. In addition, a social worker is assigned part-time to our building as well as a psychologist for services as needed.

### PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned by boundary area in the City of Saginaw. We also accept students, as part of the Schools of Choice process. Students attend Saginaw from the other boundary areas in the district, as well as other school districts in the county ISD area. School attendance boundaries are set by the SPSD Board of Education. Enrollment requests are considered in accordance with the following:

- Board Policy 8040 School Admissions

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- Board Policy 8005 Open Enrollment (for students who reside within district boundaries)
- Board Policy 7950 Schools of Choice (for students who reside outside of district boundaries)

### THE STATUS OF THE 3–5 YEAR SCHOOL IMPROVEMENT PLAN

Goals	Progress		
	Getting Started	Implementation	Monitoring
Goal 1: All students at Jessie Rouse will be proficient or increase their proficiency in Mathematics.			
Strategy 1. Professional Learning Communities			X
Strategy 2. Best Practices in math instruction			X
Strategy 3. Multiple Tiered Systems of Support			X
Strategy 4. Parent Engagement		X	
Goal 2: Rouse will become a stable & high performing organization to promote the success of all students			
Strategy 1. Continuous Growth Model		X	
Strategy 2. College and Career Ready Culture		X	
Strategy 3. Safe and Effective Learning Environment		X	
Strategy 4. Parent and Community Involvement		X	
Goal 3: All students at Jessie Rouse will be proficient or increase their proficiency in writing			
Strategy 1. Professional Learning Communities			X
Strategy 2. Best Practices in writing instruction			X
Strategy 3. Multiple Tiered Systems of Support			X
Strategy 4. Parent Engagement		X	
Goal 4: All students at Jessie Rouse will be proficient or increase their proficiency in Reading			

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Strategy 1. Professional Learning Communities			X
Strategy 2. Best Practices in writing instruction			X
Strategy 3. Multiple Tiered Systems of Support			X
Strategy 4. Parent Engagement		X	

### AGGREGATE STUDENT ACHIEVEMENT RESULTS

Student achievement results can be found at <http://bit.ly/2Hkbs6S>

### PARENT–TEACHER CONFERENCES

The percentage of parents attending: Fall Conferences 83%; Spring Conferences 80%

### COLLEGE ENROLLMENT

FOR HIGH SCHOOLS ONLY, ALSO REPORT ON THE FOLLOWING:

Description	Number	Percentage
NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)	N/A	N/A
THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)	N/A	N/A
THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)	N/A	N/A
THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE	N/A	N/A

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LEADING TO COLLEGE CREDIT		
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We look forward to seeing the positive progress in student behavioral and academic achievement that we expect to see in the upcoming school year.

Sincerely,

Lynne M. George, Interim Principal