



Fruitport Community Schools

Superintendent's Office

fruitportschools.net

February 7, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Fruitport Community Schools 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 the Superintendent's Office at (231) 865-3154 for help if you need assistance.

The DISTRICT AER is available for you to review electronically by [clicking here](#), or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT.
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

Educator 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 2024-25 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 2023-24. 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, had a graduation rate at or below 67%, 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.

School Name	Status Label	Key Initiative to Accelerate Achievement
Beach Elementary	No Label	Solidifying PBIS and implementing best practices in math, reading and student engagement through a MTSS process.
Edgewood Elementary	No Label	Solidifying PBIS and implementing best practices in math, reading and student engagement through a MTSS process.
Shettler Elementary	No Label	Solidifying PBIS and implementing best practices in math, reading and student engagement through a MTSS process.
Fruitport Middle School	No Label	Solidifying PBIS and implementing best practices in math, reading and student engagement through a MTSS process.
Fruitport High School	No Label	Solidifying PBIS and implementing best practices in math, reading and student engagement through a MTSS process.

Fruitport Alternative Education High School	No Label	Solidifying PBIS and implementing best practices in math, reading and student engagement through a MTSS process.
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Introduction to the School Community

Fruitport Community Schools (FCS) is located near Hoffmaster State Park and the beautiful Lake Michigan shoreline. The Village of Fruitport neighbors Norton Shores, Spring Lake, and Grand Haven. It is about 30 minutes from both Grand Rapids and Holland. A qualified, dedicated staff and faculty serve approximately 2,650 students with educational programs and services. Known for our outstanding academic and co-curricular programs, the District provides an environment that celebrates individuality, promotes problem-solving through critical thinking, and encourages students to fulfill their potential as they become college/career ready. Resident students who graduate from Fruitport Community Schools and meet the eligibility criteria, will receive the Muskegon Area Promise two-year college scholarship.

Academic Success, Continued Improvement, and Opportunities for Growth

The Michigan Department of Education (“Department”) has released its annual school accountability report, which measures and grades schools in Michigan on proficiency, student growth, graduation, progress of the English language learners in a school, performance against peer schools, student subgroup performance, student attendance, and student assessment participation. The District is pleased to share the outstanding achievement and performance of each of its schools.

As outlined in this report, Beach and Shettler have once again been identified as Reward Schools. Each of these schools earned straight A’s in each of the categories assessed by the Department. Beach and Shettler are also the only two schools at any grade level in Muskegon County to earn straight A’s in all assessed categories where grades were issued for a given school. The work done in these schools has also landed both elementary schools on the US News and World Reports list of Best Elementary Schools in America. Student subgroup performance continues to be ranked “significantly above average” in both schools.

Next, each of our other schools continue to make significant gains and improvements in these metrics. Fruitport Middle School and Edgewood Elementary both earned a grade of “B” for their student growth, while also seeing student subgroup performance rank “significantly above average.” The middle school’s overall school index improved by 20.92% percent from last year to this year, and Edgewood’s overall school index improved by 18.21% percent during this same time frame, both statistically significant gains.

In addition, Fruitport High School earned a grade of “A” for its graduation rate of 98.42%, while also seeing significant gains in student subgroup performance, with the Department indicating that our high school’s student subgroup performance was also “significantly above average.” The high school’s overall index improved by 10.49% over the last school year. As you can see, remarkable improvements are continuing to take place, and our staff is focused on providing the best education experience possible. We are pleased with this year’s

accountability report; however, we also know that we have continued work that must happen in order to be the premier educational institution that we seek to be.

An area of improvement for schools within the District is with the percentage of students that are chronically absent from school. Chronic absenteeism on the school report card is defined as the percentage of students missing 10% or more of the possible days of school each year, regardless of reason or attendance code. Missing 10% or more of the possible school days equates to 18 school days per year. Beach (20.95% chronic absenteeism), Edgewood (22.17% chronic absenteeism), and Shettler (17.19% chronic absenteeism) were rated as having "average" attendance rates. Fruitport Middle School (31.06% chronic absenteeism) and Fruitport High School (23.66% chronic absenteeism) were rated as having "below average" attendance rates. The District will continue to concentrate resources and support for families in the area of student attendance.

Safety and Technology Integration

Through the support of a regional safety and technology enhancement millage, along with increased school safety resources from the State, Fruitport Community Schools has been dedicated to improving the safety of our learning environments, along with the integration and infusion of technology into the curriculum. Currently, every student in third through twelfth grade has one to one access to a Chromebook. Each classroom is equipped with a multi-media cart including a document camera, a networked PC, a DVD player, a microphone, a touch panel control system, and HD projector. We also have a cart of Chromebooks in each building's media center, along with at least one floating Chromebook cart per building. Students in grades kindergarten through second grade have Chromebooks or tablets in their classrooms. Technology is used to support and enhance the instructional process. School safety continues to be a top priority for the District, as we partner with local law enforcement and public safety officials to develop and implement training around the District's Emergency Operating Procedures (EOP).

Infrastructure and Master Facilities Planning

Fruitport Community Schools has developed a long term (40 year) master facilities plan that focuses on the replacement of schools with modern, healthy, energy efficient buildings having the latest technological improvements to support academic learning through voter approval of zero mill tax increase bonds every ten (10) years. This plan will allow the District to continue to create safer and modern schools, while also ensuring that classroom spaces and learning environments are age-appropriate, and integrated with technology, flexible furniture, and space design to support our educators and the inspiration of 21st-century learning skills and competencies in our students. The first phase of the master facilities planning process was completed when the District held its grand opening of the new Fruitport High School in 2021. The new high school was designed to support personalized and group learning, ready access to technology, and an overall learning environment that promotes health, safety, and energy efficiency. Additional bond projects have been completed throughout the District in support of the Infrastructure and Master Facilities Planning process, and the District is preparing for the next phase of this process in the years to come.

Student Mental Health and Well-being

The District understands that healthy students, those that are physically, mentally, and socially emotionally healthy, are better learners. The pandemic has accentuated this and has created new stressors and limitations on student learning. As student mental health continues to be a national concern, our District has been recognized as a local leader in our development of trauma informed practices that support teaching and learning through our school district. Each building in the District has structural elements intended to address the social/emotional needs of students, along with many resources and partnerships bringing the support many students need to experience a successful school experience. The District has partnered with Hackley Community Care, a comprehensive provider of mental health services and support for students and families. In addition, the high school has developed a Be Nice team that helps lead this work throughout the District from a student's perspective. The District has trained staff in the Blue Envelope Program, a partnership with Corewell Health, that focuses on suicide prevention and mental health support. This is one part of the District's prevention, intervention, and postvention plans around suicide and mental health awareness., and was developed and implemented in our schools in response to student tragedy in the District.

Academic Growth and Instructional Programming

Fruitport Community Schools implements the iReady Assessment system in the District. This assessment system allows the District to focus on the continual growth of our learners and provides actionable, real time data, that allows us to personalize and individualize instruction to best support each learner in our District. The implementation of iReady lesson pathways continues to support the growth of our students that we are seeing on the diagnostic data through iReady.

Our District continues to expend tremendous resources in support of student academic growth. The District has developed a curriculum review and replacement cycle for resources, materials, professional development, training, and support through the 2027-2028 school year in the areas of ELA, reading, mathematics, science, social studies, foreign language, and health. Teachers continue to work collectively to analyze student data to find and support ways to best help students learn. The District has implemented an Instructional Council process to assist in making decisions about best practice teaching and learning strategies and resources that we implement. Our curriculum director, principals, and school improvement consultants continue to implement a continuous school improvement model that has our schools focusing on instructional practices such as: Professional Learning Communities (PLC), PBIS Tier I and Tier II, MTSS, iReady implementation, ELA curricular resources and planning, and the implementation of a Special Education Flex Workshop at our high school, just to name a few.

In addition, the District has partnered with the American Institute for Research (AIR) and the Center on Multi-tiered Systems of Support. This partnership is helping to strengthen our MTSS framework through the integration of data and instruction in a multi-level prevention system to maximize student achievement and support for the social, emotional, and

behavioral needs of students from a strength based perspective. This is an ongoing MTSS support system for our staff with professional development to support our continued growth.

Strategic Action Planning Process

The District has completed the development of its next strategic action plan. This strategic action planning process prioritizes action oriented goals and strategies to be implemented in our schools over the next three (3) to five (5) years. This process sets a direction for the District that is built around the collective beliefs of the school community, while the various needs of students are kept as the District's top priority. Goals based on feedback have been formulated to enable a strong partnership between staff, parents, students, and stakeholders so that our school system flourishes and truly works to meet the needs of all stakeholders.

Closing Statement

Our District remains responsive to the needs of our students, staff, and community, and we are focused on the creation of a safe and healthy learning environment so that all students can maximize their growth and achieve their full potential. We encourage 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, and we hope that you will see the commitment of our District to support each of our student learners. Should you have any questions or concerns, please know that my door is always open to you. We look forward to a strong partnership in working collaboratively with you!

Sincerely,

<SUPERINTENDENT>

Sincerely,



Jason J. Kennedy
Superintendent