January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress Childs 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 Principal Mary Aldridge for assistance.

The AER is available for you to review electronically by visiting the following web site [https://www.lincolnk12.org/our-district/annual-education-report-aer](https://www.lincolnk12.org/our-district/annual-education-report-aer) or you may review a copy in the main office at your child’s school.

For the 2018-19 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.

Childs Elementary has not been identified with one of the above labels.

Childs Elementary School improved on M-STEP scores in the following areas:

- ELA 3rd and 4th grade - scores improved and were above the state percentages for students proficient.
- Improvement in the subcategories for ELA include:
  - 3rd grade African American students improved ELA scores from 20% proficient to 30% (state % is 19.9%)
3rd grade female students improved ELA scores from 46.95% proficient to 55% (state % is 48.3%)

4th – African American students improved ELA scores from 20% proficient to 31.6% (state % - 21.3%)

4th grade white students improved ELA scores from 51.1% proficient to 61.8 %. (state % - 40.9 %)

A key challenge for Childs Elementary is closing the achievement gap in the area of math. We are currently monitoring student progress using an MTSS process to identify student needs, collect data, implement differentiated strategies, and provide additional support. We have also provided additional professional development on the district adopted Math Expressions program. The district purchased Freckle for all students. Freckle is an online program that diagnoses students’ areas of deficit and creates an individualized program to meet their needs.

Enrollment for Lincoln Consolidated Schools is coordinated through a central registration process. Students are assigned to buildings based on availability, demographic factors and academic need.

In the 2018-2019 school year, Childs enrolled 504 students and 84% participated in Parent-Teacher conferences. Childs Elementary staff also participated in Math Night, Reading Night, Literacy Night, Kindergarten Round Up, and Parent Information Night. Access to the district’s core curriculum can be found on the district website for all core subjects. Parents can request hard copies of the full curriculum from the curriculum department.

As principal of Childs Elementary School, I would like to thank all of our students for their continued hard work, our parents for partnering with us and supporting their children, and our staff for their dedication to all students and to improving academic achievement.

Sincerely,
Mary Aldridge, Principal