

**Kenowa Hills Public Schools****Central Elementary
Annual Education Report (AER)**

January 21, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Central Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact the building principal, Abby Wiseman, for assistance.

The AER is available for you to review electronically by visiting the [Central Elementary Annual Education Report](#), or you may review a copy in the main office at your child's school.

For the 2025-26 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 2024-25. 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%, failed to exit CSI status in 2024-25, 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.

Central Elementary has not been given one of these labels. We are very proud of our academic achievement.

Each year, our students demonstrate significant growth; however, some subgroups continue to face challenges in meeting state expectations. These subgroups include students who qualify as economically disadvantaged, English learners (EL), and students with disabilities. Our staff is dedicated to continuous improvement and



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committed to implementing best practices while personalizing learning to meet the diverse needs of every student. Key strategies such as providing a guaranteed and viable curriculum, leveraging an effective instructional framework, and utilizing a robust multi-tiered system of support (MTSS) are central to improving student outcomes. Additionally, maintaining a safe and welcoming environment and fostering strong partnerships with parents and the community remain critical to our success. We deeply value the ongoing support from families, staff, and community members as we work together toward educational excellence. By collaborating as a unified team, we are confident that our school can serve as a model of exceptional education in the state.

State law requires that we also report additional information. Please see below.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL – Central Elementary assigns students to its school based on district geographic boundaries. The school also participates in the Kent Intermediate School District schools of choice program, the State of Michigan Section 105c schools of choice program, and Section 6 student transfer process.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN – Central Elementary participates in the Michigan Department of Education’s continuous improvement process. The building has a representative stakeholder group responsible for various school improvement tasks throughout the school year. The status of the district 3-5 year school improvement plan can be found at: <https://www.khps.org/district-reports>.
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL – There are no specialized schools within Central Elementary. However, the building offers a variety of supplemental services through Title Ia, 31a, Title III, and Title Ic grant funds.
4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL – Central Elementary has transitioned to the Common Core State Standards (CCSS). Learning targets are aligned to these standards at each grade level. The CCSS are a set of national standards that aim to allow for more in-depth learning and a focus on skills and competencies demanded in the 21st Century. Copies of grade level or department curriculums are available in the building’s main office upon request.

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5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS – A comprehensive overview of Central’s student achievement data can be found at <https://www.khps.org/district-reports>. This link includes the past two years’ School Data Profile Analysis which addresses local, state and nationally normed achievement data.

6. NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES – Central Elementary parent-teacher conferences have been well attended. Please see below.

Fall of 2023-2024: 78% of students were represented by a parent/guardian

Spring of 2023-2024: 76% of students were represented by a parent/guardian*

Fall of 2024-2025: 93% of students were represented by a parent/guardian

Spring of 2024-2025: 88% of students were represented by a parent/guardian

*Parents of students that were exceeding state standards were given the option of not attending.

We are incredibly proud of the ongoing efforts to enhance learning for each and every student at Central Elementary. The unwavering support and involvement of our community continue to be a cornerstone of our success. As we move forward, we remain committed to building on our achievements and creating meaningful opportunities to ensure success for all students. Together, we can make a lasting impact on student learning and growth.

Your partner in education,

Abby Wiseman, Principal