



Kentwood Public Schools

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024–2025 educational progress for Discovery 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 Principal Blair Feldkamp for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/3NEec3e>, or you may review a copy in the main office at your student'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 label is given. Our school has not been given one of these labels. Our strengths in reading are high frequency words and comprehension of fictional text. Our challenge continues to lie in increasing vocabulary scores as measured by the iReady assessment. In math, we will focus on a strong base of numbers and operations. This school year's data shows that we are making progress in this area. Our strength in math is algebra across the lower grade levels.. Our challenges in math lie in geometry. We are mindful in planning instruction to address our English Language Learners.

Overall, our Reading data shows clear strengths in foundational skills, with phonological awareness (where assessed) and phonics demonstrating higher percentages of students performing early on grade level or above, especially in the primary grades. This suggests that Tier 1 instruction and early literacy practices are building a solid foundation for most students. As students progress into the upper grades, vocabulary and comprehension, particularly informational text comprehension emerge as key areas for growth, with a noticeable dip in proficiency compared to foundational domains. These patterns highlight the need to continue protecting strong foundational instruction

while intentionally strengthening Tier 1 vocabulary and comprehension practices, supported by targeted WIN time and small-group instruction to help students access increasingly complex texts.

Our Math data highlights strengths in number sense and basic operations, particularly in the primary grades, indicating that students are developing foundational understanding through consistent Tier 1 instruction. Many students are demonstrating success in computation and early problem-solving, suggesting effective use of instructional routines and practice opportunities. As grade-level expectations increase, multi-step problem solving, algebraic reasoning, and application of math concepts emerge as key areas for growth, especially in the intermediate grades. These trends point to the importance of continuing strong Tier 1 instruction while increasing opportunities for students to engage in conceptual understanding, math discourse, and targeted, daily grade level support aligned to Ready Classroom Mathematics.

State law requires that we also report additional information.

ASSIGNING PUPILS TO THE SCHOOL

Students in Kentwood Public School District are assigned to individual school buildings based on the grade level they attend and the geographic area in which they live. School boundaries were developed with community involvement and can be viewed at the Kentwood Public Schools Administration Building at 5820 Eastern Ave. S.E.

SCHOOL IMPROVEMENT PLAN

Discovery Elementary has an approved School Improvement Plan submitted to the State in which stakeholders have outlined goals and objectives that address student academic needs. Looking at a variety of data that measure student academic progress, we identified areas for improvement and research-based strategies to address these needs.

SPECIALIZED SCHOOLS

Discovery Elementary houses the district Gifted and Talented program entitled PEAKS (Parents, Educators and Kids Success). The PEAKS program consists of two sections of third, fourth and fifth grade. Please see our school website for additional information.

CORE CURRICULUM

Process:

Kentwood Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and the Michigan Merit Curriculum. Benchmarks can be found on the Michigan Department of Education website: <http://www.michigan.gov/mde>

Our assessments and report cards are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored constantly by building principals and academic support personnel.

Alignment:

Each grade level on the elementary level and each content area at the secondary levels meet regularly to study curriculum issues and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted annually with the M-STEP testing information and the curriculum is examined for areas of strength and weakness. After this audit, necessary adjustments are made.

Equity:

"Excellence and Equity for All" is the motto of Kentwood Public Schools. Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common standards-based report card help us work toward our goal of equity. In addition, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development, study groups, and constant communication between regular education, special education, and gifted programs also facilitate this process. We are committed to ALL of our students having multiple opportunities to learn and be successful in the core curriculum.

STUDENT ACHIEVEMENT RESULTS

Year	Grade	ELA	Math	Science	Social Studies
2023-24	3	43.3%	39.9%	n/a	n/a
	4	58.9%	52.3%	n/a	n/a
	5	55.6%	41%	43.6%	27.4%
2024-25	3	33%	31%	n/a	n/a
	4	38%	38%	n/a	n/a
	5	50%	32%	42%	37%

Parent-Teacher Conference Attendance

School Year	Fall Number of Parents Attended	Fall Percentage of Parents Attended	Spring Number of Parents Attended	Spring Percentage of Parents Attended
2023-2024	630	90%	153	22%
2024-2025	535	77%	120	17%

For the 2025-26 school year, Discovery Elementary continues to build upon the strong foundation of our Strategic Plan. A key initiative, our revised conference model, ensures meaningful connection by dedicating Fall Conferences to all families, while Spring Conferences are thoughtfully scheduled based on individual student needs.

Our vibrant school community is a cornerstone of our success. The active Parent Teacher Committee (PTC) meets monthly (excluding December) to provide tremendous support through events like "Ladies and a Loved One" and "Sons Plus a Fun One." We offer a rich array of extracurriculars and community events,

including our fall Open House, Literacy Night, our Bi-Annual Science Night, Bible Club, the district's ARCH program, Girls on the Run, Total Trek Quest, and our LEGO Robotics Club. Student voice is further empowered through our active Student Council.

Discovery is consistently recognized for excellence, including designation as an Exemplary High-Performing National Blue Ribbon School by the U.S. Department of Education in 2020, and as a Building the Hope School honoree by The Education Trust-Midwest in 2021. We are also proud to have been named a National Showcase School by the Capturing Kids' Hearts organization for seven consecutive years, a testament to our sustained commitment to fostering an exceptional learning environment where every student can thrive.

Sincerely,
Blair Feldkamp
Principal, Discovery Elementary
Kentwood Public Schools