



ELEMENTARY SCHOOL

## Kentwood Public Schools

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February 20, 2026

Dear Parents and Community Members:

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

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4bVKoZ0>, 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.

For 2025-26, Townline has implemented Professional Learning Communities (PLC) to facilitate collaborative planning, instruction, and assessment of student progress by teacher teams. Multiple sources of data are reviewed to determine Townline's strengths and weaknesses. We are committed to increasing proficiency levels and closing the achievement gap in all content areas. Multi-Tiered System of Support (MTSS) is continuously implemented and refined to be used to focus on flexible grouping during Tier 1 and Tier 2 content instruction. Other initiatives include; on-going professional development, iReady Diagnostic/Instruction, and extended learning opportunities such as ARCH and summer school.

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

Townline 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 various data that measure student academic progress, we identified areas for improvement and research-based strategies to address these needs.

## CORE CURRICULUM

Process:

Kentwood Public Schools has aligned the 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 level 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 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 our students having multiple opportunities to learn and succeed in the core curriculum.

## STUDENT ACHIEVEMENT RESULTS

Year	Grade	ELA	Math	Science	Social Studies
2023-24	3	19.5%	36.6%	n/a	n/a
	4	26.2%	22.5%	n/a	n/a

	<b>5</b>	42.6%	21.3%	27.7%	6.4%
<b>2024-25</b>	<b>3</b>	29%	31%	n/a	n/a
	<b>4</b>	31%	42%	n/a	n/a
	<b>5</b>	28%	23%	<10	<10

**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	202	68%	50	17%
2024-2025	283	81%	0	0%

At Townline Elementary, we are fully committed to providing a safe and equitable educational environment for all our students and families. Our alignment with the district's strategic plan is unwavering, as we aim to cultivate a culture of excellence where equitable opportunities and outcomes for every student are non-negotiable. We hold ourselves accountable for driving academic growth and success, and we will continue to implement a data-driven, collaborative approach to instruction that effectively meets the unique needs of each student.

Sincerely,  
 Brian Gamm  
 Principal, Townline Elementary  
 Kentwood Public Schools