



Midland Public Schools

Inspiring Excellence

600 E. Carpenter Street, Midland, MI 48640 • www.midlandps.org • 989.923.5001

Carpenter Street School 2015-2016 Annual Education Report

December 22, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Carpenter Street 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 Jeffrey M. Lauer, lauerjm@midlandps.org, 989-923-5084 for assistance.

The AER is available for you to review electronically by visiting the following website: <https://goo.gl/XgHeSY> or you may review a copy in our main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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.**

After completing a comprehensive analysis of student assessment data we still are not at a proficiency level that we are satisfied with in the four core areas of instruction. Strategic planning to improve proficiency levels and continue to close achievement gaps have been made. Implementation of strategies to bring about more positive results include commitment to a school-wide student behavior expectation framework to gain instructional time, parent engagement, differentiating instruction through workshop models, working to include more small group instruction opportunities for students, implementation of formative and summative assessment tools and screeners, and multi-tiered levels of support that provide purposeful interventions for students. In addition, we are in our third year of implementing the International

Baccalaureate Primary Years Program for students and families of the Carpenter Street School learning community.

State law requires that we also report additional information.

Process for assigning pupils

School attendance boundaries are set by the Board of Education. All students living in the attendance area of a school attend that school unless the Schools of Choice option is selected.

Status of the 3-5 year school improvement plan

Carpenter Street School continues to work on our goals as identified in our School Improvement Plan. The plan was developed through the disaggregation of data that focused on student achievement, facilities and parent/staff/community concerns. Our goals include active goals in the areas of language arts and math with sub-set goals established in Social Studies and Science through inter-disciplinary instruction.

As a Title I school, our students continue to make progress in reading. We continue work in this area and in the areas of computation, problem solving, and writing skills to improve academic skills that will result in growth achieved in all core areas. In March 2016, Carpenter Street School was notified that we had reduced the gap between the top 30% and bottom 30% and were released from our Focus School status. We are very proud of this. We continue to focus on our bottom 30% and Special Education subgroups.

Our School Improvement Plan for 2015-2016 was approved by the MPS Board of Education. The plan includes academic goals for the four core curricular areas and is reviewed and revised upon the conclusion of the school year. A complete copy of our plan is on file in the school office and available for viewing at the school website: <https://cre.midlandps.org>

Description of each specialized school

There are no specialized schools in the Midland Public Schools.

Core Curriculum

A copy of the core curriculum may be obtained from the curriculum office at the MPS Administration Center. The core curriculum is fully implemented. There are no variances from the state's model.

Local competency test results or national achievement test results

District 2015-16 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	545	91.0%	545	86.2%	545	93.2%
Grade 1	487	88.3%	496	87.7%	496	83.7%
Grade 2	490	92.7%	500	89.6%	499	85.0%
Grade 3	542	83.2%	552	85.2%	549	82.2%
Grade 4	508	78.9%	517	80.1%	517	84.1%
Grade 5	518	79.3%	524	85.7%	524	87.2%
Total (Does not include K)	2545	84.4%	2589	85.6%	2585	84.4%
Carpenter 2015-16 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	58	94.8%	59	91.5%	59	93.2%
Grade 1	48	81.3%	54	75.9%	54	64.8%
Grade 2	45	93.3%	50	82.0%	49	67.3%
Grade 3	47	72.3%	51	74.5%	51	54.9%
Grade 4	46	63.0%	49	73.5%	49	77.6%
Grade 5	50	66.0%	48	66.7%	48	75.0%
Total (Does not include K)	236	75.0%	252	74.6%	251	67.7%

District 2014-15 Summary						
	Mathematics			Literacy		
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	514	87.4%	514	81.7%	514	92.6%
Grade 1	511	90.0%	505	87.3%	505	84.2%
Grade 2	539	92.9%	541	91.1%	541	83.7%
Grade 3	502	83.9%	507	85.0%	507	82.8%
Grade 4	501	77.4%	504	75.0%	504	84.1%
Grade 5	544	86.2%	548	88.5%	548	87.6%
Total (Does not include K)	2597	86.2%	2605	85.5%	2605	84.5%
Carpenter 2014-15 Summary						
	Mathematics			Literacy		
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	46	80.4%	46	67.4%	46	93.5%
Grade 1	50	90.0%	51	74.5%	51	70.6%
Grade 2	47	80.9%	48	89.6%	48	70.8%
Grade 3	48	77.1%	47	89.4%	47	83.0%
Grade 4	47	59.6%	46	73.9%	46	80.4%
Grade 5	47	53.2%	46	73.9%	46	78.3%
Total (Does not include K)	239	72.4%	238	80.3%	238	76.5%

District 2013-14 Summary						
	Mathematics			Literacy		
	# Tested	% Meeting Standard	# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	513	89.3%	512	87.3%	512	91.2%
Grade 1	557	88.7%	551	90.4%	552	81.7%
Grade 2	511	91.8%	502	91.6%	501	88.6%
Grade 3	497	86.3%	498	85.3%	497	82.7%
Grade 4	534	86.5%	537	79.1%	536	82.6%
Grade 5	533	82.7%	531	86.8%	532	88.7%
Total (Does not include K)	2632	87.2%	2619	86.6%	2618	84.8%

Carpenter 2013-14 Summary						
	Mathematics			Literacy		
	# Tested	% Meeting Standard	# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	54	90.7%	53	77.4%	54	94.4%
Grade 1	54	78.4%	50	82.0%	50	62.0%
Grade 2	60	83.3%	56	85.7%	56	83.9%
Grade 3	49	65.3%	46	67.4%	46	69.6%
Grade 4	47	55.3%	45	68.9%	45	71.1%
Grade 5	48	66.7%	46	84.8%	46	93.5%
Total (Does not include K)	258	70.7%	243	78.2%	243	76.1%

Number and Percentage of students represented by parents at conferences

	Fall	Spring
2014-2015	(233), (80.6%)	(142), (50%)
2015-2016	(254), (76%)	(149), (43%)

At Carpenter Street School our mission is to develop compassionate, inquisitive, action-minded students and promote intercultural understanding to create life-long learners who value diverse perspectives. We work together to build a global perspective and a sense of personal responsibility to our community.

Our staff has worked diligently to provide research-based best-practice instruction. Looking for new ways to engage students, in particular with the inquiry model that is the foundation of Project-based Learning and the International Baccalaureate Primary Years Program. The staff is dedicated to the growth of all students.

We expect students to be responsible, respectful individuals who take pride in themselves, their school and their achievements. This can only be achieved through the continuous effort and valued partnership of staff, students, parents and the community.

Carpenter Street School...A Great Place to Learn!

Sincerely,

Jeffrey M. Lauer
Carpenter Street School