



Midland Public Schools

Inspiring Excellence

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Central Park Elementary 2018 - 2019 Annual Education Report

January 22, 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 for Central Park 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 Ms. Shannon Blasy, Principal, at blasysm@midlandps.org or 989-923-6836 for assistance.

The AER is available for you to review electronically by visiting the following website: <http://bit.ly/2uqjLGt> or you may review a copy in our main office at your child's school.

For the 2018-2019 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 three or more underperforming student subgroups. 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

Central Park Elementary is in its second year since combining two Title 1 schools from our district. We have approximately 70% at risk students. After reviewing our 2018/19 data, we have learned that our Students with Disabilities and Economically Disadvantaged subgroups continue to need targeted support in order to close the academic gaps in both reading and math.

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

Central Park is currently in its third year after opening in 2017-18. We continue to maintain a 70% Free and Reduced Lunch population. The School Improvement Plan will continue to be implemented to serve our most at risk populations, our special education subgroup and our economically disadvantaged subgroup. Interventions and programs implemented at Central Park will continue to be purposeful to support our academic progress.

Our School Improvement Plan for 2018-2019 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://www.cpe.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 2018-19 Summary						
	Mathematics		Literacy			
			Reading Comprehension		Writing	
	# Tested	% Meeting Standard	# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	506	91.5%	509	86.1%	509	92.5%
Grade 1	498	89.8%	501	86.0%	501	84.6%
Grade 2	555	89.9%	557	84.9%	556	79.6%
Grade 3	534	69.1%	534	86.1%	534	80.1%
Grade 4	557	69.1%	560	75.4%	560	81.4%
Grade 5	523	48.8%	524	69.9%	524	81.1%
Total (Does not include K)	2667	73.3%	2676	80.4%	2675	81.3%

Central Park 2018-19 Summary

	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# Tested	% Meeting Standard	# Tested	% Meeting Standard
K	107	79.4%	107	69.5%	107	91.6%
Grade 1	106	86.8%	108	76.9%	108	73.1%
Grade 2	131	84.7%	131	77.1%	131	64.9%
Grade 3	115	65.2%	115	68.7%	115	66.1%
Grade 4	131	51.9%	133	54.4%	133	64.7%
Grade 5	115	26.1%	115	60.9%	115	65.2%
Total (Does not include K)	598	62.9%	602	67.3%	602	66.6%

Number and Percentage of students represented by parents at conferences

	Fall	Spring
2017-18	557, 89%	331, 53%
2018-19	616, 93%	431, 52%

The 2018-19 school year was the second year at Central Park Elementary. The data accumulated for this year shows improvements in our math scores. Staff and students continue to not only learn about the core academic subjects but also social emotional learning through the use of the Community School Model team and the Saginaw Valley State University partnership with the RISE program. The Central Park Elementary staff is highly dedicated to pursuing academic excellence for each of our students.

Sincerely,

Shannon M. Blasy
Central Park Elementary