



Midland Public Schools

Inspiring Excellence

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Adams Elementary School School Annual Education Report (AER) for 2018-2019 Data

January 31, 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 Adams Elementary 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 Adams Elementary School for assistance.

The AER is available for you to review electronically by visiting the following web site, <http://bit.ly/2Fo1TKT>, or you may review a copy in the main office at your child's school.

For the 2018-19 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Our school has not been given one of these labels.

In 2018-19, Adams Elementary School scored significantly higher than the state average in all academic areas. We are pleased with the success of our students and teachers, and we are also continuously striving to improve learning across the board. One area for improvement is in closing the achievement gap for our at-risk students.

Our school improvement plan highlights strategies to improve in this area, including: intervention blocks to address individual student needs, Individualized Reading Instructional Plans (IRIPs) for at-risk students in Language Arts, and targeted programs to address the social-emotional needs of all students.

1. 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.

2. Status of the 3-5 year school improvement plan

The Adams Elementary school improvement plan was developed through the disaggregation of data that focused on student achievement, facilities, and parent/staff/community input. The target area for the plan was for students to meet or exceed assessment scores on state and district assessments from the previous year.

The School Improvement Team monitored progress to maintain alignment with the district's goals. State testing data and results from district testing in Math and Reading for grades 1-5, and Social Studies data in grade 5, were analyzed to determine students' needs. Areas of emphasis were Math, Reading, Writing and Science. Our School Improvement Plan for 2018-19 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 Adams website <https://ade.midlandps.org/>.

3. Description of each specialized school

There are no specialized schools in the Midland Public Schools.

4. Core Curriculum Information

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.

5. Local competency test results or national achievement test results

District 2018-19 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	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%
Adams 2018-19 Summary						
	Mathematics		Literacy			
			Reading Comprehension		Writing	

	# Tested	% Meeting Standard	# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	79	92.4%	79	84.8%	79	93.7%
Grade 1	69	88.4%	70	85.7%	70	84.3%
Grade 2	78	83.3%	79	83.5%	78	79.5%
Grade 3	66	80.3%	67	94.0%	67	88.1%
Grade 4	76	73.7%	77	81.8%	77	87.0%
Grade 5	68	60.3%	67	85.1%	67	91.0%
Total (Does not include K)	357	77.3%	360	85.8%	359	85.8%

District 2017-18 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
	# Tested	% Meeting Standard	# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	524	91.8%	530	86.4%	530	92.1%
Grade 1	520	83.3%	525	82.7%	525	82.9%
Grade 2	522	91.0%	494	91.1%	494	85.6%
Grade 3	530	71.1%	532	84.2%	532	79.1%
Grade 4	525	69.4%	526	69.4%	526	81.3%
Grade 5	550	52.2%	554	84.4%	554	83.9%
Total (Does not include K)	2647	73.2%	2631	82.3%	2631	82.5%

Adams 2017-18 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
	# Tested	% Meeting Standard	# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	71	93.0%	71	94.4%	71	95.8%
Grade 1	74	87.8%	74	87.8%	74	91.9%
Grade 2	65	96.9%	65	90.8%	65	83.1%
Grade 3	76	80.3%	76	93.4%	76	86.8%
Grade 4	67	64.2%	67	74.6%	67	83.6%
Grade 5	70	81.4%	70	98.6%	70	97.1%
Total (Does not include K)	352	82.1%	352	89.2%	352	88.6%

District 2016-17 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
	# Tested	% Meeting Standard	# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	513	92.2%	517	89.7%	517	93.0%
Grade 1	536	90.3%	535	87.9%	535	86.4%
Grade 2	503	91.0%	506	87.9%	506	84.4%
Grade 3	517	73.7%	522	83.3%	522	81.2%
Grade 4	544	64.9%	548	70.6%	548	85.2%

Grade 5	515	57.1%	515	82.1%	515	87.0%
Total (Does not include K)	2615	75.3%	2626	82.3%	2626	84.8%
Adams 2016-17 Summary						
	Mathematics		Literacy			
			Reading Comprehension		Writing	
	# Tested	% Meeting Standard	# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	76	92.1%	77	98.7%	77	94.8%
Grade 1	70	94.3%	70	94.3%	70	92.9%
Grade 2	70	90.0%	70	91.4%	70	84.3%
Grade 3	75	74.7%	77	87.0%	77	84.4%
Grade 4	70	60.0%	70	84.3%	70	88.6%
Grade 5	76	73.7%	76	93.4%	76	98.7%
Total (Does not include K)	361	78.4%	363	90.1%	363	89.8%

District 2015-16 Summary						
	Mathematics		Literacy			
			Reading Comprehension		Writing	
	# Tested	% Meeting Standard	# 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%

Adams 2015-16 Summary						
	Mathematics		Literacy			
			Reading Comprehension		Writing	
	# Tested	% Meeting Standard	# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	63	95.2%	63	79.4%	63	90.5%
Grade 1	68	100.0%	69	98.6%	69	97.1%
Grade 2	75	93.3%	77	85.7%	77	83.1%
Grade 3	73	84.9%	73	98.6%	73	93.2%
Grade 4	76	97.4%	77	87.0%	77	88.3%
Grade 5	75	88.0%	75	92.0%	75	96.0%
Total (Does not include K)	367	92.6%	371	92.2%	371	91.4%

District 2014-15 Summary						
	Mathematics		Literacy			
			Reading Comprehension		Writing	

	# Tested	% Meeting Standard	# 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%

Adams 2014-15 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
	# Tested	% Meeting Standard	# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	69	91.3%	69	85.5%	69	89.9%
Grade 1	79	93.7%	79	84.8%	79	86.1%
Grade 2	65	98.5%	65	96.9%	65	83.1%
Grade 3	70	90.0%	69	91.3%	69	94.2%
Grade 4	72	91.7%	73	84.9%	73	93.2%
Grade 5	76	96.1%	76	98.7%	76	100.0%
Total (Does not include K)	362	94.0%	362	91.2%	362	91.5%

District 2013-14 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
	# 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%

Adams 2013-14 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
	# Tested	% Meeting Standard	# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	77	89.6%	77	87.0%	77	88.3%
Grade 1	71	95.8%	71	93.0%	71	93.0%
Grade 2	68	98.5%	67	89.6%	67	91.0%
Grade 3	73	93.2%	73	94.5%	73	84.9%

Grade 4	76	100.0%	76	92.1%	76	93.4%
Grade 5	80	95.0%	80	87.5%	80	88.8%
Total (Does not include K)	368	96.5%	367	91.3%	367	90.2%

6. Number and Percentage of students represented by parents at conferences

	Fall	Spring
2017-2018	427 students, 94%	430 students, 49%
2018-2019	449 students, 93%	450 students, 41%

Here at Adams Elementary School, we are proud of our students, staff, and teachers, and the academic achievement our students realize. We are appreciative of the support and dedication provided by our parents and community. Our teaching staff is focused on reaching 100% achievement on our school improvement goals, and on maximizing learning for each and every student.

Sincerely,

Scott Cochran
Principal