



Midland Public Schools

Inspiring Excellence

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ADAMS ELEMENTARY 2016 - 2017 ANNUAL EDUCATION REPORT

May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for Adams 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 Dr. Linda S. Lipsitt, Principal, at lipsittls@midlandps.org or 989-923-6037 for assistance.

The AER is available for you to review electronically by visiting the following website: <https://goo.gl/wU4Z1z> or you may review a copy in our main office at your child's school.

For the 2017-18 school year, schools were identified using new 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. 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 2016-2017, Adams Elementary scored significantly higher than the state average in all areas. While we are pleased with our success, we are continuously working to improve and the analysis of our assessment data is impacting our instruction at all levels. Areas for improvement are found in closing the gap of student achievement for the at risk students. Our school improvement plan highlights strategies to improve in this area including an intervention block of focused time to target students' specific learning needs. In addition, Individualized Reading Instructional Plans (IRIP) are made for identified at-risk students in grades K-3 in the area of language arts. These individualized plans are developed collaboratively with parents and include targeted interventions for school and home based interventions that align for a 360 approach to improve the success of our at risk learners.

Adams Elementary is authorized as an International Baccalaureate (IB) Primary Years Programme (PYP) World School. As an IB World School, staff continues to refine the Program

of Inquiry (POI), which integrates six instructional units of inquiry as a framework for their instruction to connect curricular areas and incorporate the IB philosophy. These six units are created and refined by each grade-level with support from the PYP Coordinator to create the Programme of Inquiry, which aligns the curriculum both vertically and horizontally. Our current focus is integrating the Next Generation Science Standards into the Units of Inquiry and incorporating STEM science kits into instruction. Staff and students will continue to work with the Learner Profile, which consists of 10 attributes that embody the PYP philosophy. Additionally, through the teaching and learning of the units of inquiry, students and teachers will utilize the essential elements of the PYP, which include the attitudes, key concepts, transdisciplinary skills, and student-initiated action. The aim of the IB program is to engage learners through experiences that are authentic, 21st Century relevant and transdisciplinary in order to move the learner beyond knowledge acquisition to meaningful action.

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

The Adams Elementary school improvement plan was developed through the disaggregation of data that focused on student achievement, facilities, and parent/staff/community concerns. 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 district alignment with the District's goals. State testing data and results from District testing in math and reading for grades 1-5 and science 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 2017-2018 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/>.

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 2016-17 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# 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			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# 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			
	# 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%

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

Adams 2014-15 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# 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
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			
			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%

Number and Percentage of students represented by parents at conferences

	Fall	Spring
2015-2016	426 students, 93%	344 students, 74%
2016-2017	440 students, 98%	440 students, 59%

At Adams Elementary, we are proud of our students and their academic achievements and strive for continued improvement. The teaching staff will focus on reaching 100% achievement on our school improvement goals and maximizing learning for each student.

Sincerely,

Linda S. Lipsitt, Ed.D.
Adams Elementary