



## Chandler Park Academy Middle School (6-8)

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for Chandler Park Academy Middle 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 Mr. Kenneth Williams for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2traNs9>, or you may review a copy in the main office at your child's school.

For the 2017-2018 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 the 2017-2018 school year.

For 2017-2018, Chandler Park Academy Middle School M-Step data, which provides information on grades 6, 7, and 8, revealed some areas of marginal growth as well as opportunities for improvement. The review of this data has helped us to recognize how imperative it is to continue to improve and implement various intervention strategies that will increase student aptitude in reading comprehension, mathematical knowledge and science inquiry skills. CPAMS continues to provide academic support classes for reading, math, and science as part of our students' daily schedules as well as Saturday school classes for remediation concurrently providing supplemental courses through an M-Step Boot Camp that reinforces skills and cross-curricular foundational knowledge. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report additional information.

## **Enrollment Policy**

Chandler Park Academy Middle School conducts fair and open admissions as a public charter school and enrolls all eligible pupils who meet established application deadlines, documentation and grade level criteria unless the number of applications exceeds program capacity. The academy prioritizes enrollment to pupils returning to the school and siblings of pupils already enrolled in the school. If remaining capacity is insufficient to enroll all pupils who submit a timely application, the academy will select pupils through an equitable selection process (wait list or lottery). Chandler Park Academy Middle School does not limit enrollment based on ethnicity, national origin, gender, income level, disability, athletic ability, or English language proficiency.

The academy reserves the right to refuse enrollment to a pupil who has been expelled from another educational institution or in the process of being expelled from another educational institution.

### **CHANDLER PARK ACADEMY MIDDLE SCHOOL 3-5 YEAR SCHOOL IMPROVEMENT PLAN (SIP) STATUS**

- CPAMS has made AYP in both English Language Arts and Mathematics for the past 12 years.
- School Scorecard was “Yellow” for the 2013-2014 and 2014-2015 school years, but the school improved its Scorecard identification to “Lime Green” for the 2015-2016 school year, which demonstrated growth. However, because the scorecard measurement for the 2016-2017 school year was not utilized, there is no color coded designation for the most recent school year. Also, there was not an identification status given to Chandler Park Academy Middle School for the 2017-2018 school year.
- CPAMS annually conducts a “Comprehensive Needs Assessment” (CNA)
- Based on the CNA results, CPAMS School Improvement Team identifies strengths and weaknesses, and provides a plan for adequately meeting those needs as addressed in the CNA through programs, interventions, modifications, and program evaluations.
- School Improvement Team reviews the SIP and forwards recommendations to the staff and community.
- SIP is evaluated regularly and appropriate revisions are made to this document accordingly to promote student achievement.

## **CURRICULUM**

The Chandler Park Academy Middle School curriculum was developed and approved by Saginaw Valley State University and aligned to the Michigan Curriculum Framework in all content areas: English Language Arts, Mathematics, Science, Social Studies, Fine Arts, Technology, World Language and Health/Physical Education. The curriculum is readily accessible by going to the Saginaw Valley State University School Partnership Office website: [www.svsu.edu/supo](http://www.svsu.edu/supo) , or by contacting the SVSU main office. The curriculum includes prepared lessons, resources, pacing guides, modification recommendations, labs, and activities that address content, teaching and learning standards as well as MDE content expectations for CPAMS. Additional support in the content areas is provided by Saginaw Valley State University.

The curriculum is monitored, evaluated and revised if necessary on a quarterly basis by the School Improvement Team and school/district administration.

## **ASSESSMENT RESULTS**

<b>M-Step GRADE 6</b>		
<b>Test Session</b>	<b>ELA Proficiency</b>	<b>Math Proficiency</b>
<b>Spring 2017</b>	<b>11.1%</b>	<b>2.9%</b>
<b>Spring 2018</b>	<b>15.0%</b>	<b>6.8%</b>

The data indicates that in the Spring of 2017, 11.1% of 6<sup>th</sup> graders were assessed as being proficient in English Language Arts and 2.9% were proficient in Math. The middle school implemented a summer loss prevention initiative for incoming 6<sup>th</sup> grade students that helped to bridge the gap between elementary content retention and middle school achievement. This allowed for students overall to perform relatively better on both the ELA and Math assessment at 15% and 6.8% respectively.

<b>M-Step GRADE 7</b>			
<b>Test Session</b>	<b>ELA Proficiency</b>	<b>Math Proficiency</b>	<b>Science Proficiency</b>
<b>Spring 2017</b>	<b>11.7%</b>	<b>7.0%</b>	<b>2.8%</b>
<b>Spring 2018</b>	<b>17.3%</b>	<b>4.2%</b>	<b>Not Tested</b>

The data indicates that in the Spring of 2017, Math proficiency lowered to 7% and the percentage of proficient students in ELA decreased to 11.7% from the previous year, which compelled the leadership to implement more supportive initiatives such as Math and Reading Intervention Classes and more robust curriculum inclusion. This led to an increase in ELA proficiency to 17.3%, but Math proficiency continued to decrease to 4.2% for the Spring 2018 administration of the MSTEP. Science was not a subject matter that was assessed in the 7<sup>th</sup> grade this year.

<b>M-Step GRADE 8</b>			
<b>Test Session</b>	<b>ELA Proficiency</b>	<b>Math Proficiency</b>	<b>Social Studies Proficiency</b>
<b>Spring 2017</b>	<b>28.3%</b>	<b>7.1%</b>	<b>6.6%</b>
<b>Spring 2018</b>	<b>14.4%</b>	<b>5.0%</b>	<b>3.5%</b>

The data indicates that in the Spring of 2017, 28.3% of 8<sup>th</sup> graders were assessed as being proficient in English Language Arts, 7.1% were proficient in Math and 6.6% were proficient in Social Studies. There is a downward trend in 8<sup>th</sup> grade all subject matter assessments. We have implemented a system of support for 8<sup>th</sup> grade in these areas that provides interventions based on perceived gap indicators.

<b>NAEP GRADE 8</b>		
<b>Test Session</b>	<b>READING Proficiency</b>	<b>Math Proficiency</b>
<b>2017</b>	<b>31.0%</b>	<b>31.0%</b>

CPA Middle School administered its first NAEP test in 2017, in which we tested 100 students from an 8<sup>th</sup> grade class of approximately 200. The data shows that 31.0% of our 8<sup>th</sup> grade students who were tested are considered proficient. This level of proficiency includes 9% who are considered advanced and 22% deemed as proficient.

**PARENT/TEACHER CONFERENCES**

<b><u>Conference Date</u></b>	<b><u>Number Attended</u></b>	<b><u>Percentage</u></b>
November, 2016	315	50%
January, 2017	326	49%
March, 2017	317	50%
Yearly Average (2016-2017)	319	49%
November, 2017	200	31%
January, 2018	176	28%
March, 2018	150	25%
Yearly Average (2017-2018)	175	27%
<b>Two year Average (2016-2018)</b>	<b>247</b>	<b>38%</b>

Our appreciation is extended to the staff, students, parents, community and key stakeholders of Chandler Park Academy Middle School for working tirelessly to prepare our students to be successful globally minded participants in our society. Your diligence in continuing to strive for high student achievement is very much essential to increasing student achievement for the years to come.

Chandler Park Academy Middle School staff supports a growth mentality that recognizes the strengths of our students to improve upon any perceived areas of growth. Thank you for your support and cooperation in allowing Chandler Park Academy to provide your child a holistic, robust and rigorous educational experience.

Sincerely,

Kenneth Williams  
Mr. Kenneth Williams, M. Ed.  
Middle School Principal