



Chandler Park Academy Middle School (6-8)

Mr. Kenneth Williams, M. Ed., Principal

20100 Kelly Road • Harper Woods, MI 48225 • ph 313-839-9886 • fax 313-839-3221

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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 2016-2017 educational progress for the Chandler Park Academy Middle School (CPAMS). The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, School Scorecard 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 website www.chandlerparkacademy.net, or you may review a copy in the main office at your child's school.

For the 2016-17 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 2016-2017 school year.

For 2016-2017, 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, however we have improved our Scorecard status to "Lime Green" for the 2015-2016 school year. However, because the scorecard measurement for the 2016-2017 school year is not being utilized, there is no color coded designation for the most recent school year.
- Annually conducts a "Comprehensive Needs Assessment" (CNA)
- Based on the CNA results, CPAMS School Improvement Team identifies strengths and weaknesses.
- School Improvement Team reviews the SIP and forwards recommendations to the staff and community.
- SIP is evaluated regularly and appropriate revisions are made to 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 , 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 administration.

ASSESSMENT RESULTS

M-Step GRADE 6		
Test Session	ELA Proficiency	Math Proficiency
Spring 2016	20.1%	6.5%
Spring 2017	10.0%	2.9%

The data for the Spring 2016 assessment indicates 20.1% of our 6th grade students scored at the proficient level in English Language Arts and 6.5% of all 6th graders at CPAMS were proficient in Math. The data further indicates that in the Spring of 2017, 10% of 6th graders were assessed as being proficient in English Language Arts and 2.9% were proficient in Math.

M-Step GRADE 7			
Test Session	ELA Proficiency	Math Proficiency	Science Proficiency
Spring 2016	26.8%	9.1%	1.9%
Spring 2017	11.7%	7.0%	2.8%

The data for the Spring 2016 assessment indicates 26.8% of our 7th grade students scored at the proficient level in English Language Arts, 1.9% were proficient in Science and 9.1% of all 7th graders at CPAMS were proficient in Math. The data further indicates that in the Spring of 2017, Math proficiency lowered to 7% and the percentage of proficient students in ELA decreased to 11.7%, which has compelled the leadership to implement more supportive initiatives such as Math and Reading Intervention Classes and more robust curriculum inclusion. Science proficiency increased marginally, but we look to improve this performance through our Science Taskforce for 2018 results.

M-Step GRADE 8			
Test Session	ELA Proficiency	Math Proficiency	Social Studies Proficiency
Spring 2016	41.1%	11.6%	11.5%
Spring 2017	23.8%	7.1%	6.6%

The data for the Spring 2016 assessment indicates 41.1% of our 8th grade students scored at the proficient level in English Language Arts, 11.6% were proficient in Math and 11.5% were proficient in Social Studies. The data further indicates that in the Spring of 2017, 23.8% of 8th graders were assessed as being proficient in English Language Arts, 7.1% were proficient in Math and 6.6% were proficient in Social Studies.

PARENT/TEACHER CONFERENCES

<u>Conference Date</u>	<u>Number Attended</u>	<u>Percentage</u>
November, 2015	320	47%
January, 2016	340	50%
March, 2016	425	62%
Yearly Average (2015-2016)	361	53%
November, 2016	315	50%
January, 2017	326	49%
March, 2017	317	50%
Yearly Average (2016-2017)	319	49%
Two year Average (2015-2017)	319	46%

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