



# Midland Public Schools

*Inspiring Excellence*

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## Central Park Elementary School 2023-2024 Annual Education Report (2022-2023 Data)

February 12, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 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 Kara Stark, Principal, at 923-5020 or email [starkkm@midlandps.org](mailto:starkkm@midlandps.org) for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3SYoOtO>, or you may review a copy in the main office at your child's school.

For the 2022-23 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2022-23. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2022-23. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels.

The Central Park staff continues to work to meet the academic and social emotional needs of all students. The school data has indicated the continued need for increased intervention support for our students with disabilities and students who are economically disadvantaged, as they are not yet achieving at the levels desired in reading and math. The staff at Central Park has analyzed data over time and identified best practices to

continue incorporating within various grade levels, but also recognized areas that practices need to be adjusted to meet the needs of students through differentiation as a Tier I support. In addition, the Central Park staff is working to provide targeted interventions within grade levels that have not progressed or are scoring at a lower level compared to other grade levels. The Central Park staff continues to enhance our multi-tiered system of support by using data to inform the decisions we make about the instruction and interventions for our students, both academically and socially emotionally.

We are committed to continually improving our school and utilizing the framework of the International Baccalaureate (IB) Primary Years Program (PYP). Central Park successfully completed the IB PYP evaluation process in 2021 and continues to be an authorized IB World School. Staff continues engaging in learning experiences to deepen our use of the IB PYP framework and to engage learners in experiences that are authentic, relevant, trans-disciplinary, and promote maximum learning and growth.

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our Continuous Improvement Plan for 2022-2024 was developed collaboratively with our school team and is aligned with the MPS District Continuous Improvement Plan. The plan contains two core goals and multiple strategies designed to increase academic growth and the wellbeing of students and create the most inclusive and equitable opportunities for students. The plan is revised annually based on need and is available for review in the school office and online at the district website.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

There are no specialized schools in the Midland Public Schools.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

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. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Midland Public Schools administered state and local assessments in spring 2022 and 2023.

**Central Park 2022-2023 Summary**

	MATHEMATICS			LITERACY					
	N STU	N Mtg Std	% Mtg Std	Reading Comprehension			Writing		
	N STU	N Mtg Std	% Mtg Std	N STU	N Mtg Std	% Mtg Std	N STU	N Mtg Std	% Mtg Std
K	95	67	70.5%	83	61	73.5%	85	72	84.7%
1	107	61	57.0%	107	55	51.4%	75	40	53.3%
2	129	77	59.7%	129	68	52.7%	117	27	23.1%
3	98	62	63.3%	98	59	60.2%	132	24	18.2%
4	100	52	52.0%	100	64	64.0%	90	22	24.4%
5	106	41	38.7%	106	57	53.8%	92	45	48.9%
TOTAL	540	293	54.3%	540	303	56.1%	506	158	31.2%

**NWEA Data**

**Central Park 2021-2022 Summary**

	MATHEMATICS		LITERACY			
	N STU	% Mtg Std	Reading Comp		Writing	
	N STU	% Mtg Std	N STU	% Mtg Std	N STU	% Mtg Std
K	96	58.3%	42	100.0%	72	73.6%
1	104	58.7%	105	37.1%	106	50.9%
2	92	51.1%	92	51.1%	89	22.5%
3	88	54.5%	88	58.0%	87	26.4%
4	96	56.3%	96	61.5%	93	12.9%
5	123	44.7%	121	50.4%	117	18.8%
TOTAL (not incl K)	503	52.7%	502	51.2%	492	26.6%

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

	<b>Fall</b>
2022-2023	(576/639) - 90%
2021-2022	(336/609) - 55%

At Central Park Elementary, we continue to strive for improving the academic achievement of our students and are proud of their academic success. The staff at Central Park Elementary will focus on continuous improvement to maximize the learning opportunities and wellbeing for all students. We will teach to the whole child by providing times for students to learn in various settings where they can explore and make learning relevant, while fostering transdisciplinary learning.

Sincerely,

*Kara Stark*

Principal, Central Park Elementary