



Adam J. Weldon
Principal

Carpenter Elementary Annual Education Report (AER)

January 20, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-2019 educational progress for Carpenter 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 Mr. Adam Weldon for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2Fjc7Dm> 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 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 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.

Carpenter Elementary is proud of its achievements. We are also never satisfied and work continuously to improve. As a building, we are constantly examining our policies, developing and sharing different strategies, and working together to reach each one of our students. During this school year we will continue to evaluate what we do and how we do it in an effort to provide our students with the best educational experience possible, while maintaining our high levels of academic achievement and success. School-wide data teams meet throughout the year to monitor the progress of all students.

State law requires that we also report additional information.

Carpenter Elementary and Student Enrollment

Carpenter Elementary is one of six elementary neighborhood schools within Lake Orion Community Schools. A neighborhood school provides enrollment to those students living within the school's boundary. Students attend school with those children who are their neighbors and playmates. This learning community provides a sense of trust and support in which children are nurtured and thrive. Parents are viewed as "partners" in the educational process.

Lake Orion Community Schools has expanded its Schools-of-Choice enrollment program to include out-of-district students for the 2018-19 school year. Spaces were available at selected schools in grades K through 8 during the 2018-19 school year. Lake Orion also accepted Schools-of-Choice students in our Learning Options High School, an alternative learning environment for students in grades 10-12.

School Improvement

Carpenter has a School Improvement Committee that is comprised of teachers from each grade level, the principal, and parent representatives. The purpose of this committee is to implement a mission statement and building goal and to oversee the programs and activities leading toward the attainment of this goal. Building-level decisions are made regarding curriculum, school improvement, staff development and evaluation are determined by this committee.

During the 2018-19 school year, Carpenter staff worked on developing and implementing a variety of strategies to support our school improvement goal. School improvement subcommittees meet on a monthly basis to discuss building goals, and monitor our progress towards meeting them. Building School Improvement Plans are reviewed annually and submitted to the State.

Goal:

- All students at Carpenter Elementary School will show growth in content area literacy.

The Carpenter School Improvement Plan may be viewed on the Carpenter Elementary website.

Specialized Schools

Our school district provides educational programs, services and support to certified special education students throughout the District. During the 2018-19 school year, there were 900 students who were in need of special education support services. From this group, eleven students required specialized services outside of the Lake Orion school district. Those students attended Waterford and Bloomfield Hills.

Our school district also runs a separate facility for students with autism, emotional impairments, and young adults with special needs ages 18-26 years old. Within the building we support students K-8 autism and K-8 with emotional impairments. The building includes 62 students in total for the 2018-19 school year. Our new programs allow the District to increase our array of services to keep our students within our community.

Curriculum

Lake Orion Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on and aligns with Michigan Standards for all courses and subject matter, and state-mandated graduation requirements. The curriculum at Carpenter is synonymous with the district's curriculum. Additional information on the curriculum can be found at

<https://www.lakeorionschools.org/departments/teaching-and-learning/curriculum>

Local Assessments

At Carpenter we use a variety of qualitative and quantitative methods (in addition to M-STEP) to assess the whole child.

Kindergarten

	Content	Spring 2018 % Proficient		Spring 2019 % Proficient	
		# Tested	%	# Tested	%
Math Common Assessment Quarter 1	Mathematics	93	61.3	59	84.7
Math Common Assessment Quarter 2	Mathematics	93	41.9	60	65.0
Math Common Assessment Quarter 3	Mathematics	92	59.8	59	84.7
Math Common Assessment Quarter 4	Mathematics	93	60.2	61	78.7
AIMSweb Nonsense Word Fluency	Reading	82	86.6	61	84.0
AIMSweb Phoneme Segmentation Fluency	Reading	82	95.1	59	87.0
AIMSweb Letter Naming Fluency	Reading	82	76.8	61	76.0
AIMSweb Letter Sound Fluency	Reading	82	82.9	61	77.0
Teachers College	Reading	82	79.3	61	71.0
On Demand Opinion/Argument Writing	Writing	82	82.9	61	80.0

Grade 1

Assessment	Content	Spring 2018 % Proficient		Spring 2019 % Proficient	
		# Tested	%	# Tested	%
On Demand Opinion/Argument Writing	Writing	83	98.8	73	96.0
Teachers College	Reading	83	71.1	73	77.0
AIMSweb Oral Reading Fluency	Reading	83	68.7	73	81
AIMSweb Nonsense Word Fluency	Reading	83	65.1	73	81.0
AIMSweb Quantity Discrimination	Mathematics	83	90.4	73	66.0
AIMSweb Missing Number Measurement	Mathematics	83	65.1	73	55.0
Math Common Assessment Quarter 1	Mathematics	80	86.3	71	87.0
Math Common Assessment Quarter 2	Mathematics	79	88.6	72	88.0
Math Common Assessment Quarter 3	Mathematics	83	73.5	73	74.0
Math Common Assessment Quarter 4	Mathematics	83	95.2	72	93.0

Grade 2

Assessment	Content	Spring 2018 % Proficient		Spring 2019 % Proficient	
		# Tested	%	# Tested	%
On Demand Opinion/Argument Writing	Writing	58	37.9	109	31.0
Non-Fiction	Reading	85	38.8	87	49.0
Teachers College	Reading	88	80.7	87	78.0
AIMSweb Oral Reading Fluency	Reading	88	77.3	87	74.0
AIMSweb MCOMP	Mathematics	88	87.5	57	91.0
Math Common Assessment Quarter 1	Mathematics	83	79.5	84	75.0
Math Common Assessment Quarter 2	Mathematics	86	86.0	86	92.0
Math Common Assessment Quarter 3	Mathematics	86	77.9	86	78.0
Math Common Assessment Quarter 4	Mathematics	87	73.6	87	75.0

Grade 3

	Content	Spring 2018 % Proficient		Spring 2019 % Proficient	
		# Tested	%	# Tested	%
On Demand Opinion/Argument Writing	Writing	86	44.2	84	36.0
Non Fiction	Reading	87	58.6	83	63.0
Teachers College	Reading	87	80.5	84	86.0
AIMSweb Oral Reading Fluency	Reading	87	70.1	83	81.0
AIMSweb MCOMP	Mathematics	61	85.2	81	86.0
Math Common Assessment Quarter 1	Mathematics	87	66.7	81	69.0
Math Common Assessment Quarter 2	Mathematics	86	60.5	82	74.0
Math Common Assessment Quarter 3	Mathematics	87	60.9	81	78.0
Math Common Assessment Quarter 4	Mathematics	87	41.4	83	53.0

Grade 4

Assessment	Content	Spring 2018 % Proficient		Spring 2019 % Proficient	
		# Tested	%	# Tested	%
On Demand Opinion/Argument Writing	Writing	93	49.5	86	42.0
Non Fiction	Reading	92	42.4	87	43.0
Teachers College	Reading	93	86.0	87	80.0
FastBridge aReading	Reading	n/a	n/a	87	34.0
FastBridge aMath	Mathematics	n/a	n/a	86	50.0
Math Common Assessment Quarter 1	Mathematics	93	61.3	80	69.0
Math Common Assessment Quarter 2	Mathematics	93	41.9	84	55.0
Math Common Assessment Quarter 3	Mathematics	92	59.8	86	51.0
Math Common Assessment Quarter 4	Mathematics	93	60.2	86	52.0

Grade 5

Assessment	Content	Spring 2018 % Proficient		Spring 2019 % Proficient	
		# Tested	%	# Tested	%
On Demand Opinion/Argument Writing	Writing	74	48.6	95	40.0
Non Fiction	Reading	73	57.7	96	43.0
Teachers College	Reading	77	77.9	96	71.0
FastBridge aReading	Reading	n/a	n/a	96	35.0
Math Common Assessment Quarter 1	Mathematics	71	82.7	95	75.0
Math Common Assessment Quarter 2	Mathematics	74	59.5	97	55.0
Math Common Assessment Quarter 3	Mathematics	74	58.1	96	43.0
Math Common Assessment Quarter 4	Mathematics	76	68.4	96	57.0
FastBridge aMath	Mathematics	73	50.7	96	58.0

Parent Participation

Parents/guardians have given a great deal of their time to support students and staff by volunteering in classrooms, on field trips, in the media center, for the PTC, and by raising funds to support school projects. Individual school-wide parent-teacher conferences are held each year and we are very pleased with the attendance of parents and guardians.

Fall Conferences

2018-2019	Boys – 187 (70.8%)	Girls – 157 (69.2%)	Total % - 70.1%
2017-2018	Boys – 246 (90.8%)	Girls – 205 (88.4%)	Total % - 89.7%

Spring Conferences

2018-2019	Boys – 240 (90.9%)	Girls – 205 (91.1%)	Total % - 91.0%
2017-2018	Boys – 251 (94.9%)	Girls – 223 (94.9%)	Total % - 94.9%

Points of Pride

Carpenter Elementary is proud of the education we provide to our students. Our very dedicated staff, a high level of student commitment and engagement, and our parental involvement in the educational process, allows for our students to have a very rich educational experience.

I would like to thank the staff, students, and parents of Carpenter Elementary for all of their support and hard work during the 2018-19 school year.

Sincerely,

Mr. Adam J. Weldon
Principal