



## **Gardner Academy**

### **School Annual Education Report (AER)**

December 14, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Gardner Academy. 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 Priscilla Ellis, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/9B1Dw8> , or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school was identified as a Priority School. One of the challenges that we are addressing is improving the school culture and climate through implementation of the

district's CRPBIS Program. Another challenge for Gardner is increasing student achievement in reading, as well as increasing student achievement in mathematics. Gardner has implemented several instructional strategies and interventions to increase reading skills and math content knowledge at each grade level. While Gardner has not yet reached our ultimate goal, we are proud of the fact that we are making great strides and student achievement is consistently increasing.

State law requires that we also report additional information.

## **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

The Lansing School District has over 11,000 students and 27 schools, including several Magnets, STEAM, STEM, Foreign Language Specialties, Montessori, Visual and Performing Arts, Leadership, and International Baccalaureate programs. All students are allowed to utilize the School of Choice option in order to attend a school in the area of their interests. This is done by completing a School of Choice application and meeting the program's necessary requirements. The students that decide not to participate in the School of Choice opportunity, otherwise attends schools within the district's boundaries. Gardner Leadership, Law and Government Academy have both School of Choice students and students who live within the school's boundaries. Upon registration, Gardner encourages parents, students and teachers to sign a Promise of Commitment. This contract is an agreement that all parties share the responsibility, in a safe and secure environment, for students to learn and practice the academic, creative, emotional, physical and social skills necessary for ALL students to become contributing members of society.

## **2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Our School Improvement Plan is up to date and in progress of meeting the school's goals. We are consistently implementing interventions and teaching strategies in order to provide for the needs of all students. Presently, Gardner has incorporated curriculum support through our Read 180 and Math 180 courses. Also, through strategies, such as those taught by Anita Archer, direct vocabulary instruction is being presented to improve student reading comprehension and fluency across all subject areas and grade levels. In addition, Study Island Online program is being utilized by each student on a weekly basis in which students and teachers are able to monitor progress. The Elementary staff members have also put into practice the Write Well program, Go Math, and have added a Literacy Specialist to provide Tier II and Tier III supports. We are confident that the goals within the School

Improvement Plan will be met and the achieved objectives will be measurable. This assurance is due to the fact that there is an expectation that all teachers at Gardner will effectively provide instruction that engages students, and the teachers will employ interventions that promote success for all students.

### **3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

Gardner's focus is developing and nurturing strong, confident, global leaders for leadership in multiple areas including Law and/or Government.

### **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**

Copies of the Core Curriculum were included in each course syllabus and provided to parents at the beginning of the school year. In addition, a copy of the Core Curriculum is available in the school's Main Office.

Parents, students and community members may also access the Core Curriculum by following the instructions below:

- Go to the following Web Site: [www.lansingschools.net](http://www.lansingschools.net)
- Click on the *Quicklinks* tab on the top left of the screen
- Scroll down to the Pacing Guides tab

**\*The Lansing Schools web page will list:**

#### **Common Core State Standards for the following areas:**

- English Language Arts
- Literacy in History/Social Studies
- Science
- Technical Subjects

#### **K-8 Pacing Guides for the following areas:**

- English Language Arts
- Math
- Social Studies

**Elementary Curriculum for the following areas:**

- Art
- Math
- Media
- Music
- Science
- Social Studies
- Technology

**Middle School Curriculum for the following areas:**

- Art
- English Language Arts
- Media Curriculum
- Science
- Drama

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

\*Below is an "At a Glance" summary for ALL STUDENTS tested. See attached chart for specific testing groups.

**Aimsweb Maze Comprehensive (2014-2015)**

- 4<sup>th</sup> Grade
- 5<sup>th</sup> Grade
- 6<sup>th</sup> Grade
- 7<sup>th</sup> Grade
- 8<sup>th</sup> Grade

**Aimsweb Mathematics Concepts and Applications (2014-2015)**

4 <sup>th</sup> Grade	32.6% Proficient
5 <sup>th</sup> Grade	69.3% Proficient
6 <sup>th</sup> Grade	70.6% Proficient
7 <sup>th</sup> Grade	60.1% Proficient
8 <sup>th</sup> Grade	70.3% Proficient

**Aimsweb Math Computations (2014-2015)**

4 <sup>th</sup> Grade	53% Proficient
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5 <sup>th</sup> Grade	34.6% Proficient
6 <sup>th</sup> Grade	31.2% Proficient
7 <sup>th</sup> Grade	52.1% Proficient
8 <sup>th</sup> Grade	58.3% Proficient

**Aimsweb Maze Comprehensive (2015-2016)**

4 <sup>th</sup> Grade	40% Proficient
5 <sup>th</sup> Grade	44% Proficient
6 <sup>th</sup> Grade	43% Proficient
7 <sup>th</sup> Grade	58.4% Proficient
8 <sup>th</sup> Grade	72.7% Proficient

**Aimsweb Mathematics Concepts and Applications (2015-2016)**

4 <sup>th</sup> Grade	34.5% Proficient
5 <sup>th</sup> Grade	47% Proficient
6 <sup>th</sup> Grade	71% Proficient
7 <sup>th</sup> Grade	47.4% Proficient
8 <sup>th</sup> Grade	32% Proficient

**Aimsweb Math Computations (2015-2016)**

4 <sup>th</sup> Grade	69.1% Proficient
5 <sup>th</sup> Grade	42% Proficient
6 <sup>th</sup> Grade	45.1% Proficient
7 <sup>th</sup> Grade	34.3% Proficient
8 <sup>th</sup> Grade	94% Proficient

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

Gardner Leadership, Law and Government Academy currently have 159 Elementary students and 392 Middle School students. Conferences are held in the Fall and Spring in which we are increasing parent attendance for conferences. Our 2016-17 Fall attendance was at 30% (163) while 33% (227) of our parents attended parent-teacher conferences in 2015-16 and 26% (197) of parents attended in 2014-15. Parents are also encouraged to meet with teachers individually throughout the school year in order to monitor and improve student behaviors and academic progress.

We appreciate the support of all of our teachers, students, parents, and community members as we strive to make Gardner Leadership, Law and Government Academy a positive environment, where every student is successful.

Sincerely,

Priscilla Ellis