



District Annual Education Report (AER) Cover Letter

May 31,2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Black River Public School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Head of School, Shannon Brunink for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site:

<https://www.mischooldata.org/AER2018/CombinedReport2.aspx?CommonLocations=1-D,944,108,0&CommonLocationIncludeComparison=False&PortalInquiryDisplayType=None> , or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Review the table below listing our schools. For the 2016-17 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Black River Elementary School		
Black River Middle and High School		

This year will certainly be exciting for the students, faculty and parents of Black River Public School. We anticipate serving students and families in the best possible ways and look forward to working together to meet the mission of our school: “Preparing students for college and life.”

Sincerely,

Shannon Brunink
Head of School
Black River Public School



May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Middle/High 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 Shannon Brunink for assistance.

The AER is available for you to review electronically by visiting the following web site: https://www.mischooldata.org/AER2018/CombinedReport2.aspx?Common_Locations=1-S.5820.944.108&Common_LocationIncludeComparison=False&Portal_InquiryDisplayType=None , or you may review a copy in the main office at your child's school.

For the 2016-17 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.

This report and the information attached show Black River’s continual work to improve our students’ achievement. The multiple measures listed paint a picture of how our programs both challenge and support student learning. This report highlights some of the points that will be taken into account in redeveloping our School and District Improvement Plans.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Admissions Policy of Black River Public School is developed based on the language of the state law, which refers to a charter school as a “public school academy.” Because Black River Public School is chartered by Grand Valley State University, the following statutory provisions apply:

For a public school academy authorized by a state public university, enrollment shall be open to all pupils who reside in this state who meet the admission policy. If there are more applications to enroll in the public school academy than there are spaces available, pupils shall be selected to attend using a random selection process. However, a public school academy may give *enrollment priority* to a sibling of a pupil *enrolled* in the public school academy. A public school academy shall allow any student who was enrolled in the public school academy in the immediately preceding school year *to enroll* in the public school academy in the appropriate grade.... [Michigan Revised School Code, 1976 PA 451, MCL 380.504(3)] (*emphasis added*)

State law also allows charter schools to accept students in an approved foreign exchange program.

ADMISSIONS POLICY

Open Enrollment

Open enrollment for the next academic year always begins on the first school day in October and concludes at 4:00 pm on the last Wednesday of February. If the last Wednesday of February is not a school day, open enrollment will close at 4:00 pm on the next school day.

Following the close of open enrollment, if the number of applications exceeds the number of open seats, a random selection lottery determines acceptance. If the number of applications does not exceed the number of open seats, all applicants are accepted for their respective grades.

Lottery

Lotteries will be held for any grade in which the number of applications exceeds the number of openings. Names are randomly selected, by priority grouping, and applicants are accepted based on the order in which they are selected. The lottery continues until all names are drawn. Applicants who are not accepted will be placed on a waiting list in the order their names were drawn. The lottery will begin with the lowest grade level and continue to the highest grade level.

Priority Group Preferences

The order of priority in which spaces for each grade will be filled will be as follows:

Priority Group #1

Students enrolled for the current school year are automatically re-enrolled unless formally withdrawn. (Students with an Individual Education Plan active on the first day of the following school year are automatically re-enrolled unless formally withdrawn).

Priority Group #2

Siblings of currently enrolled students will be given enrollment priority if an enrollment application form for each sibling is completed and returned on or before 4:00pm on the last Wednesday of February. Sibling preference is defined as children who have at least one common parent/legal guardian. This preference is not available to applications received after open enrollment has closed.

Child(ren) of a person employed full time at Black River Public School will be given enrollment priority if an enrollment application form for each child is completed and returned on or before 4:00pm on the last Wednesday of February. Employee - child preference is defined as children where at least one parent or legal guardian meets the requirements as outlined by the employee handbook. This preference is not available to applications received after open enrollment has closed.

If space is not available in any grade level for this priority group, a lottery will be performed to determine the order of the sibling wait list.

Priority Group #3

New students accepted prior to the lottery. If the number of applicants for a grade is less than or equal to the number of spaces available for that grade, all new applicants for that grade are accepted and are enrolled prior to the lottery drawing for admissions.

Priority Group #4

Siblings of newly-enrolled students. When, at the close of open enrollment, one sibling is validly accepted into a grade that is not oversubscribed, or is accepted by lottery, any of that child's siblings who have timely applied, may enroll if space is available in their respective grades. If space is not available, they advance to the sibling wait list. This preference is not available to applications received after open enrollment has closed.

Priority Group #5

All remaining applicants. If there are more applicants than spaces available, a random selection lottery will be used to determine the order of those enrolled and wait listed. This preference is not available to applications received after open enrollment has closed.

Priority Group #6

Applicants after the close of open enrollment. For grades that are not oversubscribed at the end of open enrollment, applicants will be accepted on a first-come, first-served basis until the grade is full, at which time further applicants are placed on a wait list. For each grade with a wait list, all applications received will be placed on the wait list. Siblings and children of BRPS Employees will be placed at the top of the wait list above non-sibling, non-employee applicants who also applied after the close of open enrollment, but not above any student who applied during open enrollment.

For the purposes of enrollment priority, a parent's children, step-children, adopted children, foster children, and same household children, in which a parent or guardian resides, are all

considered to be each other's siblings.

Foreign Exchange Students

Foreign Exchange students must follow the same enrollment process as detailed in the Admissions Policy. Please understand that Black River Public School is unable to accept Foreign Exchange students who are citizens of the United States that do not reside in Michigan. Foreign Exchange students cannot earn a diploma from Black River Public School.

Kindergarten

For the 2018-2019 academic year, if you are applying for kindergarten, your child will need to be 5 years old by September 1, 2018 or as permitted by Section 1147 (3) below.

380.1147 Enrollment of child in kindergarten; age; eligibility; notification.

Sec. 1147.

(3) If a child residing in the school district or a child eligible to enroll in and be counted in membership in the school district under section 105 or 105c of the state school aid act of 1979, MCL 388.1705 and 388.1705c, is not 5 years of age on the enrollment eligibility date specified in subsection (2), but will be 5 years of age not later than December 1 of a school year, the parent or legal guardian of that child may enroll the child in kindergarten for that school year in a public school operated by the school district or, for a community district or a school district that does not directly operate schools on its own, in another public school located within the geographic boundaries of the school district if the parent or legal guardian notifies the public school in writing that he or she intends to enroll the child in kindergarten for that school year. A public school that receives this written notification may make a recommendation to the parent or legal guardian of a child described in this subsection that the child is not ready to enroll in kindergarten due to the child's age or other factors. However, regardless of this recommendation, the parent or legal guardian retains the sole discretion to determine whether or not to enroll the child in kindergarten under this subsection.

Admission is Conditional

Applicants are required to fully complete all required enrollment materials and provide all necessary information. This includes, but is not limited to, the enrollment application form, copy of birth certificate, immunization information, and proof of current grade level via grade report or transcript (not applicable for kindergarten applicants). Making an omission of a material fact or a false statement in enrollment application materials may be sufficient cause for denying an applicant consideration for enrollment or for expulsion after enrollment.

Compliance With The Code of Conduct

All students and prospective students must abide by the Black River Public School Student Code of Conduct and are subject to disciplinary action for violations thereof, up to and including expulsion. A prospective student is subject to the all school policies, practices and procedures (and consequences for violations), even before their first day of class.

Equal Educational Opportunity

Black River Public School does not charge tuition and does not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis not permitted by Michigan's public schools. [Some testing may be required to determine the proper placement in a subject. Such tests are administered after a student has been accepted for admission.]

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Black River Public School's Middle and High School submitted its 2017-2018 School Improvement Plan with the Michigan Department of Education in June of 2017. For specific information in support of comprehensive school improvement goals, please consult this report. The school's five improvement goals, in support of NCA are:

All students will increase skills in mathematical problem solving, concepts, and computation at all grade levels.

All students will increase their understanding of post-secondary opportunities school wide.

All students will show improvement in reading comprehension.

All Students will show improvement in writing skills across the curriculum.

All students at Black River Public School will be given resources for transitions between grade levels.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Black River Public School students also attend courses and programs off campus. Students participate in Hope College's PATH program. Some students take college courses as part of their high school program of study. Several students have taken career-training courses at the Career-Line Tech Center at the OAISD. This program reserves annually a space in each course for a Black River Public School student. The school has also offered "virtual learning" programs through Michigan Virtual University. During the 2016-2017 academic year, students will continue to explore various forms of coursework online. These programs supplement learning objectives that are emphasized at Black River Public School, but in some cases these programs provide learning opportunities not yet established on campus.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM

Our Program of Study which includes the core curriculum and graduation requirements can be found online at http://blackriverpublicschool.org/documents/course_catalog.pdf

DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

The Black River Middle and High School Curricula vary from other schools and models by integrating geographic areas into its Humanities courses. Students work through different regions of the world in both their Social Studies/History and English Language Arts courses.

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

For the school's M-Step data, please refer to the provided link to the combined report from MiSchoolData.

ACT

Graduating Class of 2017: Mean Composite Score, 25.7

Graduating Class of 2016: Mean Composite Score, 23.5

SAT

Class of 2017: Mean Composite SAT Score, 1163.3

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

In 2015-2016, (42%) of our students were represented by at least one parent during parent-teacher conferences.

In 2015-2016, (46%) of our students were represented by at least one parent during parent-teacher conferences.

FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

In 2016-2017, 25 students (7.8% of our high school students) took college courses at Hope College.

In 2015-2016, 14 students (4.4% of our high school students) took college courses at Hope College.

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

In 2016-2017, 20 Advanced Placement courses were offered: Art History, Biology, Calculus AB/BC, Chemistry, English Language and Composition, English Literature and Composition, Environmental Science, European History, Human Geography, U.S. Government and Politics, Comparative Government and Politics, Physics C, Physics 1, Psychology, Spanish Literature, Statistics, Studio Art (Drawing) and United States History.

In 2015-2016, 19 Advanced Placement courses were offered: Art History, Biology, Calculus AB/BC, Chemistry, English Language and Composition, English Literature and Composition, Environmental Science, European History, Human Geography, Comparative Government and Politics, Physics C, Physics 1, Psychology, Spanish Language and Culture, Statistics, Studio Art (Drawing), US Government and Politics and United States History.

THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

In 2016-2017, 138 or 43% of our high school students participated in Advanced Placement courses. Combined, these students took 255 AP examinations.

In 2015-2016, 124 or 39% of our high school students participated in Advanced Placement courses. Combined, these students took 246 examinations.

THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

AP SCORES OF 3, 4, OR 5

Every college has different score requirements for granting credit.

2016-2017 AP Equity and Excellence Percentages:

Graduating Class Summary	60.3% Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of your school's seniors.
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Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade;

12th Grade 48.7%

11th Grade 52.6%

10th Grade 26.9%

2015-2016 AP Equity and Excellence Percentages:

Graduating Class Summary 49.4% Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of your school's seniors.

Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.

12th Grade 41.8%

11th Grade 47.6%

10th Grade 28.2%

This year will certainly be exciting for the students, faculty and parents of Black River Public School. We anticipate serving students and families in the best possible ways and look forward to working together to meet the mission of our school: "Preparing students for college and life."

Sincerely,

Shannon Brunink



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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 2016-17 educational progress for the Black River 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 Shannon Brunink for assistance.

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closed.

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in subsection (2), but will be 5 years of age not later than December 1 of a school year, the parent or legal guardian of that child may enroll the child in kindergarten for that school year in a public school operated by the school district or, for a community district or a school district that does not directly operate schools on its own, in another public school located within the geographic boundaries of the school district if the parent or legal guardian notifies the public school in writing that he or she intends to enroll the child in kindergarten for that school year. A public school that receives this written notification may make a recommendation to the parent or legal guardian of a child described in this subsection that the child is not ready to enroll in kindergarten due to the child's age or other factors. However, regardless of this recommendation, the parent or legal guardian retains the sole discretion to determine whether or not to enroll the child in kindergarten under this subsection.

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Applicants are required to fully complete all required enrollment materials and provide all necessary information. This includes, but is not limited to, the enrollment application form, copy of birth certificate, immunization information, and proof of current grade level via grade report or transcript (not applicable for kindergarten applicants). Making an omission of a material fact or a false statement in enrollment application materials may be sufficient cause for denying an applicant consideration for enrollment or for expulsion after enrollment.

Compliance With The Code of Conduct

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Equal Educational Opportunity

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THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Black River Public School submitted its 201-2018 School Improvement Plan to the Michigan Department of Education in June of 2017. For specific information in support of comprehensive school improvement goals, please consult this report.

School Improvement Plan Goals:

Goal 1: All students will show improvement in reading comprehension.

Goal 2: All students will show improvement in writing skills across the curriculum.

Goal 3: To Provide Montessori Training for New Teachers at Black River Montessori Elementary

Goal 4: All students will increase skills in mathematical problem solving, concepts, critical thinking, and computation at all grade levels.

Goal 5: All students at Black River Public School will be given resources for transitions between grade levels

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The elementary grades at Black River Public School follow the Montessori Method of instruction, with accommodation made for standardized testing requirements. This method differs from the style of instruction to which most parents and students are accustomed.

The following characteristics embody our Montessori philosophy:

Mixed Ages: Classes are grouped according to the Montessori philosophy of mixed ages, in rooms of first through third graders, and rooms of fourth through fifth graders. Social and intellectual development is enhanced by this method of age grouping. Learning within these groups stimulates greater interest and encourages cooperation. The younger children learn through observation of the older children. In addition, the older student has the opportunity to become a leader and reinforce their knowledge as they help their younger friends. This legacy of responsibility and helping others is passed down in class.

Independence: The Montessori Method stresses that children learn and progress at their own pace so that fast learners are not held back, and slow learners are not frustrated by their inability to keep up. The program is designed to allow development at the student's own pace. It provides for a wide range of developmental needs of the student. Our Montessori-trained teachers present the curriculum in a manner that best fits the student, rather than making the student fit the curriculum. While core benchmarks and proficiencies in Language, Reading, Mathematics, History and Science are required to advance through the grade levels, students are encouraged to stretch beyond these basic competencies toward higher cognitive levels of learning.

Freedom and Responsibility: The Montessori environment strikes a fine balance between structure and freedom. The concept of freedom associated with responsibility is gradually introduced from the first day. Montessori students have a wide variety of constructive paths to choose. They gain the skills and tools to accomplish their choices and they are taught the social values that enable them to make enlightened choices. Dr. Montessori believed that freedom does not involve simply being able to do what you want to do. It does involve being able to distinguish what is constructive and beneficial and being able to carry that out.

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

Curriculum information relating to the Montessori expectation can be located on the school website at: blackriverpublicschool.org

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



District Summary Report

Aggregate by School

Term: Spring 2016-2017
 District: Black River Public School
 Grouping: None
 Small Group Display: No

Mathematics

Black River Public School

Growth: Math 2.5 CCSS 2010 V2

Common Core State Standards Mathematics: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		Number and Operations		Measurement and Data		Geometry	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2016-2017	2	65	193.2	10.4	192	191.5	12.1	192.9	12.3	192.5	11.6	196.2	11.5
Fall 2016-2017	2	66	181.9	13.3	184	180.1	14.8	180.4	14.2	182.0	13.8	185.0	16.4
Spring 2015-2016	2	64	194.8	9.6	195	193.4	11.0	193.2	10.9	194.5	10.5	197.9	11.2
Fall 2015-2016	2	64	178.9	12.0	178	179.0	13.5	177.0	12.6	177.4	12.4	182.0	14.9
Spring 2014-2015	2	39	196.8	10.1	195	197.8	11.1	195.4	10.6	193.5	11.7	200.6	11.3
Fall 2014-2015	2	39	180.3	14.5	181	178.9	19.3	181.3	15.0	179.5	14.5	181.8	15.0
Spring 2016-2017	3	69	200.7	10.1	200	199.8	11.7	198.8	10.5	200.3	12.2	203.7	12.0
Fall 2016-2017	3	68	190.7	12.3	190	189.1	13.3	189.9	13.2	190.5	14.1	193.3	13.7
Spring 2015-2016	3	64	207.5	11.2	209	207.7	14.4	206.2	12.7	207.9	13.5	208.0	10.4
Fall 2015-2016	3	64	194.7	13.3	195	193.8	15.9	193.2	13.1	195.6	13.6	196.5	14.8
Spring 2014-2015	3	43	201.2	11.3	199	199.4	13.0	198.7	11.0	200.2	12.5	206.0	14.9
Fall 2014-2015	3	43	189.0	13.5	187	185.7	15.3	190.0	13.5	188.6	14.5	192.3	15.0
Spring 2016-2017	4	65	214.4	12.9	216	213.8	13.8	214.4	15.0	214.1	13.3	215.0	14.1
Fall 2016-2017	4	65	204.4	14.3	204	204.9	16.2	205.4	17.0	202.9	14.2	204.5	14.7
Spring 2015-2016	4	63	212.9	11.9	215	211.5	13.8	213.5	12.5	212.5	14.7	214.0	12.9
Fall 2015-2016	4	63	203.5	11.7	206	204.7	15.2	201.1	11.8	203.4	12.1	205.1	12.7
Spring 2014-2015	4	50	214.4	12.2	213	212.1	12.7	214.3	13.0	214.0	13.0	216.9	14.9
Fall 2014-2015	4	49	205.1	12.6	204	205.3	13.3	203.2	13.7	204.9	13.9	206.9	16.2
Spring 2016-2017	5	67	221.3	14.4	222	220.1	15.3	222.1	14.7	221.0	17.0	221.9	14.3
Fall 2016-2017	5	66	212.5	13.3	214	213.2	14.1	212.3	13.1	211.0	15.6	213.7	15.8
Spring 2015-2016	5	61	224.8	13.1	224	222.3	13.0	226.3	14.5	225.5	15.7	225.7	15.0
Fall 2015-2016	5	61	213.6	13.4	212	214.0	14.6	212.6	14.6	213.4	17.0	214.1	13.3
Spring 2014-2015	5	53	222.0	14.5	224	220.0	14.5	220.8	15.5	221.8	17.9	225.6	16.1
Fall 2014-2015	5	54	212.7	13.7	214	212.7	14.2	210.2	14.4	212.3	15.6	215.3	16.5



District Summary Report

Aggregate by School

Term: Spring 2016-2017
District: Black River Public School
Grouping: None
Small Group Display: No

Reading

Black River Public School

Growth: Reading 2-5 CCSS 2010 V2
Common Core State Standards English Language Arts/
Literacy: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance					
						Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2016-2017	2	65	197.5	13.9	201	196.5	14.8	198.7	15.3	195.6	14.3
Fall 2016-2017	2	64	185.4	17.4	188	186.7	19.1	184.8	18.6	184.6	16.6
Spring 2015-2016	2	63	195.9	13.5	197	195.7	15.7	195.7	13.9	196.1	13.7
Fall 2015-2016	2	64	178.7	17.5	176	179.3	19.2	179.3	17.5	177.7	18.0
Spring 2014-2015	2	39	195.9	16.6	198	195.4	19.0	195.5	16.5	196.8	16.4
Fall 2014-2015	2	40	182.1	21.1	185	183.3	20.9	180.9	22.1	182.1	21.6
Spring 2016-2017	3	69	202.9	13.6	202	204.2	14.5	202.1	13.8	202.4	14.7
Fall 2016-2017	3	66	194.4	15.5	194	195.8	17.9	193.5	15.7	194.1	15.6
Spring 2015-2016	3	64	207.4	14.8	208	207.4	15.2	207.7	15.6	207.2	15.4
Fall 2015-2016	3	64	197.2	18.0	198	199.0	17.6	196.0	18.7	196.5	19.2
Spring 2014-2015	3	43	201.5	14.1	204	201.7	15.3	200.9	15.1	202.1	14.4
Fall 2014-2015	3	43	192.8	14.5	193	192.3	15.3	192.1	16.0	193.7	14.7
Spring 2016-2017	4	65	212.1	15.4	212	211.7	16.6	211.7	15.8	212.9	16.3
Fall 2016-2017	4	65	204.4	15.9	206	204.2	17.6	204.3	15.4	204.8	17.0
Spring 2015-2016	4	62	212.5	12.5	215	213.8	14.2	211.6	13.8	211.8	12.4
Fall 2015-2016	4	63	204.8	14.4	205	206.0	16.3	204.4	14.3	203.8	15.1
Spring 2014-2015	4	50	213.3	11.6	214	214.1	13.7	212.6	12.7	212.9	10.9
Fall 2014-2015	4	50	207.9	14.0	209	208.9	15.8	206.9	13.8	208.1	14.9
Spring 2016-2017	5	67	215.2	14.0	217	214.3	15.4	214.7	14.7	216.4	14.5
Fall 2016-2017	5	67	210.4	14.9	212	211.1	15.3	209.1	15.8	211.0	16.1
Spring 2015-2016	5	58	220.2	11.9	220	220.9	14.4	219.0	12.7	220.7	12.6
Fall 2015-2016	5	61	213.9	11.8	215	214.9	12.1	211.7	13.8	215.0	12.9
Spring 2014-2015	5	53	215.4	12.3	215	216.5	14.5	214.2	13.0	215.4	12.7
Fall 2014-2015	5	54	212.0	11.4	211	211.5	11.9	210.7	11.9	213.5	12.8

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

In 2016-2017, 73% of our students were represented by at least one parent during parent-teacher conferences.

In 2015-2016, 75% of our students were represented by at least one parent during parent-teacher conferences.

This year will certainly be exciting for the students, faculty and parents of Black River Public School. We anticipate serving students and families in the best possible ways and look forward to working together to meet the mission of our school: “Preparing students for college and life.”

Sincerely,

Shannon E. Brunink