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2025-2026  
Central Park Elementary School  
Annual Education Report (AER)

February 10, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2025-26 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 accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Chelsea Sauve, Principal at 923-5020 or email [sauvecn@midlandps.org](mailto:sauvecn@midlandps.org) for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4provFf>, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Central Park Elementary was not identified by the State as requiring Targeted Support, Additional Targeted Support, or Comprehensive Improvement.

The school's Annual Education Report highlights opportunities to further strengthen outcomes for students who are economically disadvantaged and for students with disabilities. Addressing these areas remains a priority for our staff as we work to reduce achievement gaps and ensure success for all learners. To do so, we will continue to strengthen Tier 1 instruction through purposeful differentiation, provide targeted interventions for students who need additional support, and use data consistently to guide

instructional decisions. Through our Multi-Tiered System of Supports (MTSS), we are able to identify student needs early and respond with the appropriate level of support to promote academic growth and achievement.

Our commitment to continuous improvement is grounded in the International Baccalaureate (IB) Primary Years Programme (PYP). Since earning IB PYP authorization in 2021, Central Park Elementary has remained an active IB World School. Staff members engage in ongoing professional learning to deepen and refine PYP implementation, ensuring students experience meaningful, authentic, and transdisciplinary learning opportunities that support both academic achievement and whole-child development.

State law requires that we also report additional information.

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 2024-2025 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 well-being 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 2024 and 2025.

## NWEA Data

### Central Park 2024-2025 Summary

MATHEMATICS				LITERACY				
				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	107	69	64.5%			#DIV/0!	97	45 46.4%
1	108	52	48.1%	100	66	66.0%	102	46 45.1%
2	107	71	66.4%	99	70	70.7%	102	60 58.8%
3	108	71	65.7%	97	58	59.8%	104	75 72.1%
4	132	84	63.6%	126	37	29.4%	126	55 43.7%
5	95	55	57.9%	92	22	23.9%	92	32 34.8%
TOTAL	550	333	60.5%	514	253	49.2%	526	268 51.0%

*\*Due to the distinct nature of early literacy and numeracy assessments, Kindergarten scores are not included in building totals.*

### Central Park 2023-2024 Summary

MATHEMATICS				LITERACY				
				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	86	57	66.3%	94	57	60.6%	86	43 50.0%
1	96	56	58.3%	96	56	58.3%	96	53 55.2%
2	100	56	56.0%	100	54	54.0%	98	38 38.8%
3	128	82	64.1%	127	70	55.1%	135	47 34.8%
4	93	68	73.1%	93	66	71.0%	89	26 29.2%
5	101	42	41.6%	101	52	51.5%	100	37 37.0%
TOTAL	518	304	58.7%	517	298	57.6%	518	201 38.8%

*\*Due to the distinct nature of early literacy and numeracy assessments, Kindergarten scores are not included in building totals.*

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

	Fall
2024-2025	(583/658) - 89%
2023-2024	(560/618) - 91%

At Central Park Elementary, our staff is committed to strengthening student achievement while recognizing and celebrating each learner's accomplishments. We strive for continuous growth by refining learning experiences and supporting the well-being of every child. By focusing on the whole child, we create varied learning opportunities that encourage exploration, connect learning to real life, and build the transdisciplinary skills students need for success.

Sincerely,

*Chelsea Pauve*

Principal, Central Park Elementary