



OLD MISSION PENINSULA SCHOOL

School Annual Education Report (AER) Cover Letter

January 21, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Old Mission Peninsula School. 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 Renee Kolle for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4b9Nx8j>, or you may review a copy in the main office at your child's school, and it on our website on the transparency page at www.ompschool.org.

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. **Our school has not been given one of these labels.**

Key Challenges

Our school continues to perform above the state goal of proficiency in all subject areas. Our benchmark assessments identify a demographic group of students who are not meeting our projected growth goal in the subject area of math. Targeted instruction for intervention is being worked on to help students meet their projected growth.

State law requires that we also report additional information.

Process for Assigning Pupils to the School

Families are able to choose OMPS for an alternative to traditional public school. OMPS is a public charter school and therefore, is open to any student in Michigan. Students are placed in a grade upon registration. The school board, along with the charter authorizer, Grand Valley State University, places a cap on seat capacity. Once the cap has been reached, students are placed on a waiting list.

1. The Status of the 3-5 Year School Improvement Plan

OMPS continues to implement the goals that came from the 23/24 school year strategic planning. Instructionally, we are defining how to utilize our outdoor campus to enhance student learning. Teachers have participated in professional development for outdoor learning. We also continue to strategize with our additional two goals of marketing and enrollment.

2. A Brief Description of Each Specialized School

We are a non-profit, self-managed Public Charter School serving preschool through grade 5.

3. 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

The curriculum overview can be accessed by going to the school website at www.ompschool.org. For further information, the main office can be contacted. The curriculum for ELA, Math, and Social Studies are aligned with the Common Core State Standards. We use Core Knowledge Language Arts for ELA, Math Expressions for Math, TCI for Social Studies, and Science is FOSS, which aligns with the Next Generation Science Standards.

The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests



Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Old Mission Peninsula School

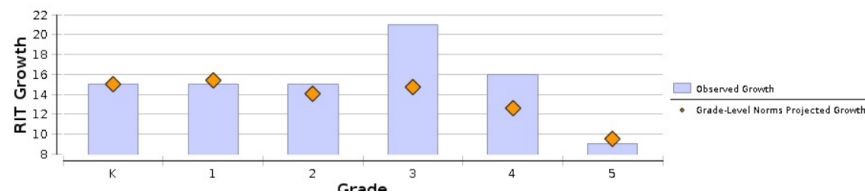
Norms Reference Data: 2025 and User Norms¹
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

Old Mission Peninsula School

Math: Math K-12

Grade (Spring 2025)	Total Number of Growth Events	Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2024			Spring 2025					Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	29	146.9	10.4	83	161.9	8.9	76	15	1.4	15.0	-0.01	50	29	16	55	50
1	21	165.5	10.4	85	180.9	12.2	82	15	1.2	15.4	-0.01	50	21	12	57	63
2	19	178.5	13.4	77	193.5	13.6	78	15	1.6	14.1	0.26	69	19	12	63	61
3	30	189.8	10.7	79	211.1	14.3	93	21	1.4	14.8	1.56	94	30	23	77	82
4	24	206.5	12.4	93	222.2	12.7	92	16	1.5	12.6	0.48	69	24	15	63	61
5	16	209.4	13.6	69	217.9	17.2	61	9	2.1	9.5	-0.16	44	16	6	38	38

Math: Math K-12



Student Growth Summary Report

Aggregate by School

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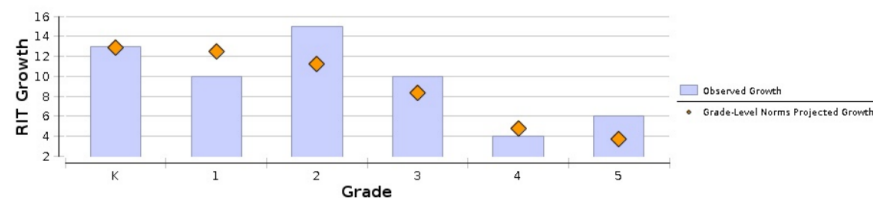
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Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

Old Mission Peninsula School

Language Arts:
Reading

Grade (Spring 2025)		Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against									
			Fall 2024			Spring 2025			Growth		Grade-Level Norms				Student Norms			
			Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile			Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
K	28	143.6	9.2	88	167.0	10.2	82	13	1.1	12.9	0.13	56	28	17	61	57		
1	21	161.5	11.7	85	171.7	9.9	72	10	1.6	12.5	-0.68	25	21	10	48	48		
2	19	171.1	16.9	55	185.9	14.8	71	15	2.8	11.2	0.92	82	19	12	63	55		
3	30	191.6	13.2	81	201.9	15.5	85	10	1.6	8.3	0.51	69	30	22	73	65		
4	24	210.0	14.2	96	213.6	14.2	93	4	1.5	4.8	-0.31	38	24	12	50	49		
5	15	210.2	17.9	82	215.7	15.3	84	6	3.1	3.7	0.45	67	15	7	47	50		

Language Arts: Reading



4. Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences

During the past several years, we are pleased to report that our parents participated in Parent-Teacher conferences at a 98% attendance rate. We continue to value this partnership between home and school to support the success of our students.

This year's progress reflects the collective impact of focused instruction, strategic interventions, and consistent family partnership. Students demonstrated

measurable growth across core academic areas, with proficiency in reading fluency and math skills, supported by targeted small-group instruction and evidence-based curriculum tools. Attendance trends, behavioral data, and engagement indicators also show positive movement, reinforcing that our systems are working together to support the whole child. As we move into the coming year, we remain committed to using data to refine instruction, expand successful practices, and ensure every student continues on a strong upward trajectory.

Sincerely,
Renee Kolle
Renee Kolle