



# Carney-Nadeau Public School

Superintendent - Adam Cocco  
Asst. Supt./SED – Jenny Corrigan

151 N. U.S. Hwy 41  
P.O. Box 68  
Carney, MI 49812  
Ph. 906-398-3052  
Fax 906-639-2176  
[www.cnps.us](http://www.cnps.us)

## Board of Education

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January 12, 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 Carney-Nadeau Public 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 Superintendent Adam Cocco at the number above for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4apHmN2> or you may review a copy in our school's main office as found at the address in the letterhead above.

For the 2024-25 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 subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup 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%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Carney-Nadeau Public School has not been identified as a Targeted Support and Improvement, Additional Targeted Support, or Comprehensive Support and Improvement School.

CNPS continues to strive toward ensuring the academic success and sound mental and physical health of each and every student. As is true of most public schools across the state—if not the nation—we endured a decline in student performance and attendance in the months that followed students return to school from the statewide pandemic shutdown. Since then, though, we have taken numerous steps to support our students' progress and better serve their needs, including but not limited to: implementing a new reading curriculum ("Bookworms") in grades K-8, implementing a new math curriculum ("Open Up Math") in grades K-11, hiring an Assistant Superintendent, integrating social emotional learning into our daily health curriculums for all students, utilizing Youth Empowering Services for supplemental SEL instruction, training our elementary staff on



both Orton Gillingham and LTRS systems of literacy instruction, banning the use of cell phones during the school day, and administering a multitude of annual assessments (NWEA three times per year, Accadience twice per year, practice PSAT/SAT twice per year) to monitor student progress. While there remains much work yet to be done, our most recent assessment and state index scores respectively attest to our school's progress.

State law requires that we also report additional information:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**--The CNPS school district consists of two separate schools: Carney-Nadeau Public School and Phoenix Alternative High School. Students in grades K-8 enrolled in our district are placed into the former school. Students in grades 9-12 (or, more accurately, the parents and guardians thereof) have the option to attend either of our schools. Those students in need of make-up core curriculum credits are inclined to choose Phoenix.
2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**--Since 2022, CNPS has adhered to the MICIP model for school improvement. We have formulated a MICIP team consisting of administrators and teachers from the high school, junior high, elementary, and special education levels that in addition to quarterly meetings with our MICIP Coordinator, meets on a monthly basis to discuss the plan's progress and any need for adjustments. We are in year 4 of our five-year plan, and thus far, CNPS has completed all necessary components of this MICIP report.
3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**--NA
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 our core curriculums, of which we use "Bookworms" for literacy and "Open-Up" for math, are available in our main office at the address listed in the letterhead above. Our curriculums are aligned to all state content standards.
5. **THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**--Aggregate data from last year's NWEA testing in the subjects of reading and math can be found on the pages immediately following this cover letter. Hard copies of these documents are available in our main office upon request.
6. **IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**--In October of 2025, we had a total of 58 parents attend which represents approximately 25% of our total student populace.
7. **FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:**



- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS—In 2024-25, we had a total of 25 students enroll in postsecondary classes through Bay De Noc Community College. This constitutes some 31% of our total high school enrollment.
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)--NA
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)--NA
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT--NA

Carney-Nadeau Public School is firmly committed to the success of our students and the overall health of our surrounding community. As a small, rural school we face no shortage of challenges, but we are unwavering in our efforts to ensure that our students will graduate with all the skills, mindsets, and habits necessary to secure a bright future within the wider world.

Sincerely,

A handwritten signature in black ink, appearing to read 'Adam Cocco'.

Adam Cocco