March 18, 2019

Dear Parents and Community Members:

I am pleased to present you with the Dakota High School Annual Education Report (AER) which provides key information on the 2017-18 educational progress of Dakota 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 me for assistance.

The AER is available for you to review electronically by visiting the Dakota High School website at https://www.chippewavalleyschools.org/schools/high-schools/dhs/about-us/aer/ or you may review a copy available in the Main Office of the 10/12 Building or the 9th Grade Center.

Improvement in the levels of student performance for all of our subgroups (30 or more identifiable students) is a key component of our School Improvement Plan filed for 2018-19. Designing and implementing classroom and school activities to prepare students for both the content and format of the MME has been the focus of much of our professional development time for the past several years. This process has continued with a focus on instructional practices and preparation for the SAT test. We continue to implement new curricular standards in our core subject areas. As the standards become more rigorous each year, we hope to continue to build on the partnership between the school, teachers, students and parents that focuses on student success both in high school and beyond. State law requires that we also report additional information.

Students are assigned to each individual building based upon guidelines set forth by the Board of Education. Assignments are based upon the location of each student’s residence. Transfer requests from within the district are also considered. In addition, the district accepts applications from students who reside outside the district to attend Chippewa Valley Schools. Spaces are allotted at each school.

For the 2017-18 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 subgroup performing in the bottom 25% within each applicable accountability index component. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups and has at least one subgroup performing at the same level as a CSI school. 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.

Chippewa Valley has established an integrated and dynamic relationship among curriculum/standards, instruction, and assessments. These practices are based on the Michigan State Standards. More information about CVS curriculum can be found by visiting http://www.chippewavalleyschools.org/academics/curriculum/ curriculum and http://www.chippewavalleyschools.org/for-parents/. You can also find more information on the Michigan State Standards by visiting http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

Chippewa Valley School District administers the NWEA Measures of Academic Progress® (MAP®) common benchmark assessments to all students in grades K-10 in the areas of Mathematics and English. NWEA
computerized, adaptive assessments, are administered two to three times throughout the school year. The purpose of these assessments is to provide data on individual student’s growth. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to better meet their student’s specific needs. For more information on Chippewa Valley’s balanced assessment program, please visit our district assessment page [http://www.chippewavalleyschools.org/academics/assessment](http://www.chippewavalleyschools.org/academics/assessment).

For a detailed review of the data related to Dakota High School, please review the following two links:


Parent - teacher communication is a key to student success. At our fall Parent-Teacher Conferences, the parents of approximately 33% of our students participated in conferences. In the spring of 2019, approximately 17% of our students’ parents participated in conferences. For the past three years, parents have been able to view their students’ grades on line at any time during the school year.

In 2017-18, 14 seniors of the 695 members (2.01%) of the Class of 2018 were enrolled in Post-secondary courses through dual enrollment. We had 5 juniors dual enrolled during the 2017-18 school year. We had 1 freshman dual enrolled during the 2017-18 school year. Our students took a total of 23 different courses through dual enrollment.

Dakota offers fifteen Advanced Placement courses. During 2017-18, Advanced Placement courses were taken by 848 students. One thousand one hundred and four (1,104) Advanced Placement examinations were taken by 726 AP students. 86% of all students enrolled in an Advanced Placement course registered for AP exams. 62.9% (457 students) of our tests taken received a 3 or better. The state average is 64.8% and the global average is 61.3%.

The Mission Statement of Dakota High School is: The Dakota community provides a safe supportive learning environment with opportunities for all students to develop the skills and knowledge to become responsible, successful members of society. In order to achieve this, the following components must be realized:

**Culture** -The culture of Dakota High School is based on successful student learning, involvement beyond the classroom, and a sense of community.

**Curriculum** -The curriculum of Dakota High School addresses all content expectations while challenging and motivating all students through the use of Best Practice, teamwork, and innovation for continuous improvement.

**Staff** - The staff of Dakota High School believes that students’ learning is paramount to our success as a school.

**Students** - The students of Dakota High School are engaged, dedicated, and responsible members of an ever changing and global society.

Dakota's attainment of Full Accreditation by the North Central Association/AdvancEd is a reflection on our "Focus on Learning" that is consistent with our Mission and Vision. Through the continuing efforts of our staff and students with the support of their parents and the Chippewa Valley Schools, we hope to continue the proud tradition of excellence that is a part of our Dakota Cougar culture.

Sincerely,

Paul Sibley
Principal
Dakota High School
Dakota High School
Student NWEA Growth Summary Report
Fall 2017 to Fall 2018

### Mathematics

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<tr>
<th>Grade (Fall 2018)</th>
<th>Growth Count</th>
<th>Mean RIT</th>
<th>SD</th>
<th>Percentile</th>
<th>Grade (Fall 2018)</th>
<th>Growth Count</th>
<th>Mean RIT</th>
<th>SD</th>
<th>Percentile</th>
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#### Growth

- Observed Growth
- Observed Growth SE
- Projected Growth
- School Conditional Growth Index
- School Conditional Growth Percentile
- Count with Projection
- Count Met Projection
- Percent Met Projection
- Student Median Conditional Growth Percentile

### Reading

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<th>Grade (Fall 2018)</th>
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<th>SD</th>
<th>Percentile</th>
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Explanatory Notes:
- For groups of fewer than 10 students, the sample size may be too small for acceptable statistical reliability.
- Calculations not provided because student NWEA MAP results in at least one of the terms. The Growth Count is zero.
- Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
## Dakota High School
### Student NWEA Growth Summary Report
#### Fall 2017 to Fall 2018

### Language Usage

| Grade (Fall 2018) | Growth Count | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |
|------------------|--------------|----------|----|------------|----------|----|------------|---------------|-----------------|----------------|-------------------|----------------------|----------------------|------------------|------------------|----------------------|---------------------------------|
| 8                | 0            | --       | -- | --         | --       | -- | --         | --            | --              | --              | --                | --                  | --                | --               | --                | --                  | --                        |
| 9                | 0            | --       | -- | --         | --       | -- | --         | --            | --              | --              | --                | --                  | --                | --               | --                | --                  | --                        |
| 10               | 0            | --       | -- | --         | --       | -- | --         | --            | --              | --              | --                | --                  | --                | --               | --                | --                  | --                        |
| 11               | 109          | 223.4    | 9.5 | 73         | 224.3    | 11.3 | 66         | 1.0           | 0.7             | 1.2             | -0.14             | 44                  | 109               | 86              | 51                | 53                  | --                        |

### Diagram

- **Y-axis**: RIT Growth
- **X-axis**: Grade
- **Legend**:
  - Observed Growth
  - School Norms Projected Growth

![Diagram showing RIT growth by grade for language usage](image-url)