



IROQUOIS MIDDLE SCHOOL

48301 Romeo Plank Rd.
Macomb, MI 48044
(586)723-3700
Fax (586) 723-3701

CHIPPEWA VALLEY SCHOOLS

Mr. Christopher Gardner, *Principal*
Mr. Scott Abraham, *Assistant Principal*



MISSION STATEMENT

We, the Iroquois Middle School community, will provide a safe, supportive, challenging environment that encourages students to reach academic potential, develop respectful behaviors, and become responsible and successful citizens.

February 10, 2022

Dear Parents and Community Members,

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2020-21 educational progress for Iroquois Middle 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 school administration for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/3mDAMFW> or you may review a copy in the main office at your child's school.

For the 2020-21 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. 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. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67%. 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.

At Iroquois Middle School, our staff strives for continuous improvement in ourselves and in our students. We know from MSTEP data, one of our key challenges is to close the achievement gap of our English Language Learners. In an effort to close this gap, we continue to place ELL students into our English Immersion class. This intervention has proved successful for these students. As a result of this intervention, over 40 ELL students successfully exited the WIDA in the past three years.

Additionally, our students continue to show growth on the NWEA Measures of Academic Progress (MAP) assessment which is used as our local district assessment for reading and math

BE RESPECTFUL, TAKE OWNERSHIP & ACT RESPONSIBLY

NOTICE OF NONDISCRIMINATION It is the policy of Chippewa Valley Schools not to discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180

in all grades, 6-8. In an effort to increase student achievement and close achievement gaps, the staff at Iroquois utilize a Multi-Tiered System of Support (MTSS) program targeting specific skills of students struggling in English Language Arts and Math. During data reviews, staff members utilize data from the NWEA MAP reading and math assessments to identify specific learning needs of each child, in addition to their classroom assessment data. Using this information, teachers determine areas of core instruction to be improved and enhanced with the assistance of reading and math intervention classes. Along with that, four At-Risk para-professionals work with students who are deemed at-risk to close their learning gaps. In addition to our MTSS program, staff members continue to provide students with learning experiences that will prepare them for the rigorous curricular standards in all core subject areas.

State law requires that we also report additional information.

- Pupils are assigned to each individual building based upon the 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. The district also accepts applications from students who reside outside the district. Spaces are allotted at each school.
- In March of 2021, Chippewa Valley completed a comprehensive System Accreditation Engagement Review through Cognia, a nonprofit organization that provides quality assurance for schools, school districts, and education service providers. We have met rigorous Cognia Performance Standards and accreditation policies, demonstrated quality assurance through internal and external review, regularly analyzed student performance data, and consistently engaged in best practices in continuous improvement. The Engagement Review Team examined district and school improvement plans, reviewed data and artifacts, and interviewed stakeholders from schools and the community. The Team recommended to the Cognia Global Accreditation Commission that Chippewa Valley Schools earn the distinction of System Accreditation. This year, we have three school improvement goals we are working towards.
 1. All students will be proficient in Mathematics.
 2. All students will be proficient in Reading.
 3. All students and staff will participate in fostering an environment of positive behavior and support.
- 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

BE RESPECTFUL, TAKE OWNERSHIP & ACT RESPONSIBLY

NOTICE OF NONDISCRIMINATION It is the policy of Chippewa Valley Schools not to discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180

- visiting <http://www.chippewavalleyschools.org/academics/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>.
- Iroquois parents are very interested in the academic progress of their student(s). Attendance for the Parent Teacher Conferences exceeded 75% for the 2020-2021 school year. In addition, good communication by teaching staff through the district parent portal keeps parents informed on the academic progress of their student(s).
- Iroquois Middle School's mission is to provide an environment that encourages students to reach academic potential, develop respectful behaviors, and become responsible and successful citizens.

Through the continuing efforts of our Iroquois staff, students, parents and the Chippewa Valley School District, our students will develop the strategies and skills necessary to become responsible and successful citizens.

Sincerely,

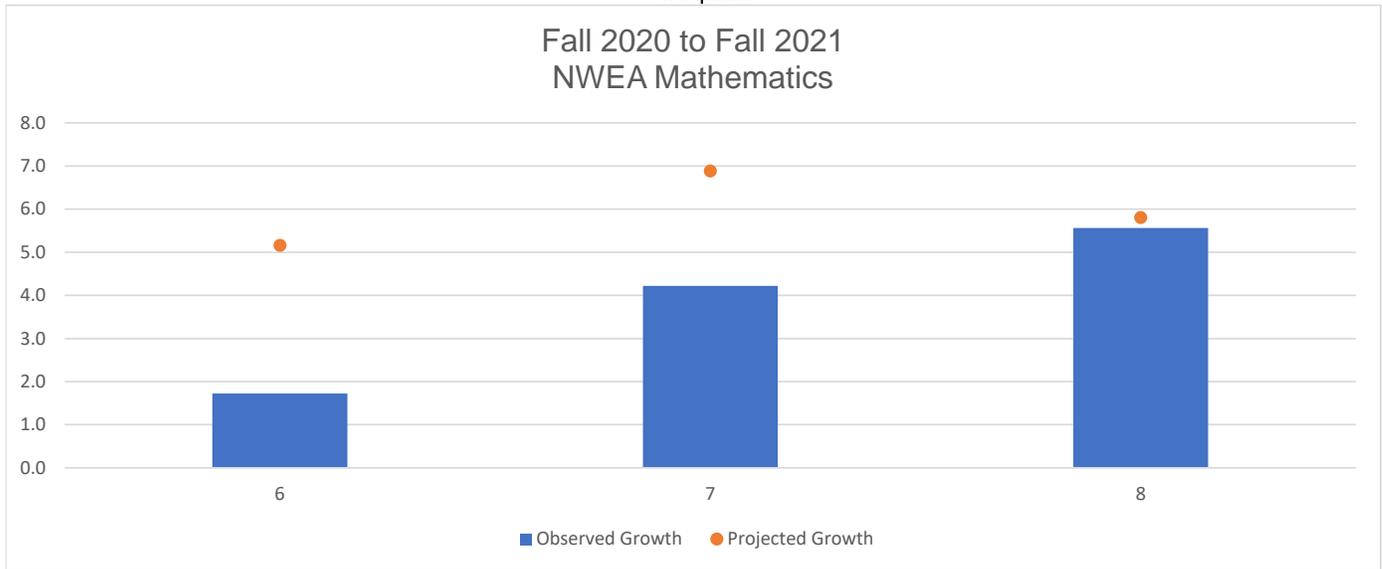
Chris Gardner
Principal

BE RESPECTFUL, TAKE OWNERSHIP & ACT RESPONSIBLY

NOTICE OF NONDISCRIMINATION It is the policy of Chippewa Valley Schools not to discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180

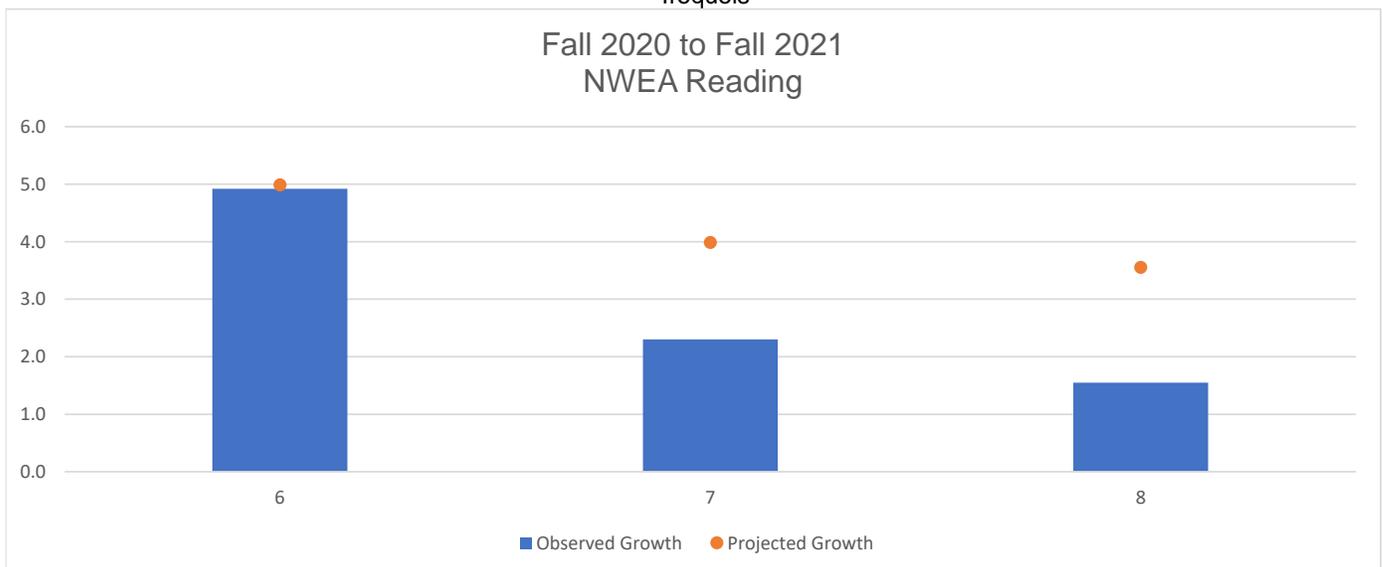
Iroquois		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
6	218.7	62	218.7	62	1.7	5.2	192	57	29.7%	23
7	222.6	58	222.6	58	4.2	6.9	235	89	37.9%	34
8	229.5	61	229.5	61	5.6	5.8	247	120	48.6%	46

Iroquois



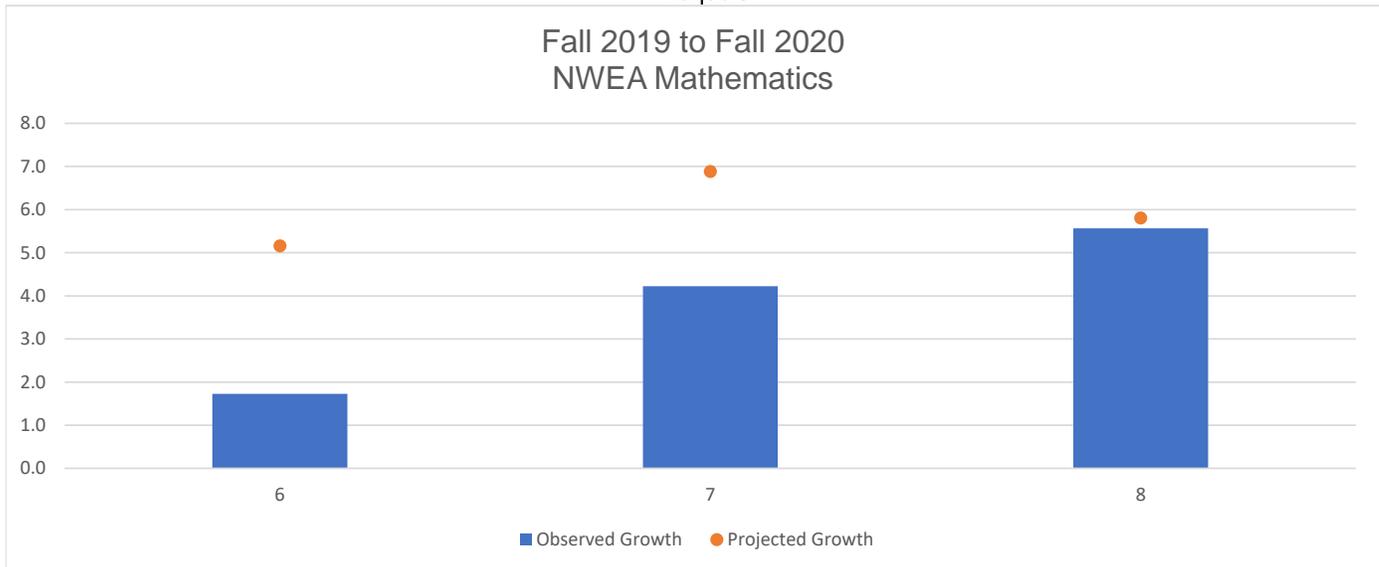
Iroquois		Language Arts								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
6	214.7	64	214.6	63	4.9	5.0	190	91	47.9%	46.5
7	215.3	58	215.3	58	2.3	4.0	231	104	45.0%	42
8	218.6	58	218.6	58	1.5	3.6	243	108	44.4%	39

Iroquois



Iroquois		Mathematics								
Grade	Fall 2019		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
6	217.7	58	218.7	62	1.7	5.2	192	57	29.7%	23
7	223.4	59	222.6	58	4.2	6.9	235	89	37.9%	34
8	232.2	64	229.5	61	5.6	5.8	247	120	48.6%	46

Iroquois



Iroquois		Language Arts								
Grade	Fall 2019		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
6	213.1	58	214.7	64	5.2	5.0	174	86	49.4%	47
7	216.8	57	215.3	58	2.3	4.0	230	104	45.2%	42
8	222.0	59	218.6	58	1.5	3.6	243	108	44.4%	39

Iroquois

