

SENECA MIDDLE SCHOOL

47200 Heydenreich Road
Macomb, MI 48044
586-723-3900

Mrs. Jodi Pirog, Principal
Mr. Ray Buccilli, Assistant Principal
Mr. Matt Swanson, Assistant Principal



Learning
Kindness
Respect
Success

January 17, 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 Seneca 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 Ms. Jodi Pirog, Seneca Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/2LzmbOU> 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.

The key challenge for our school this past year has been to provide quality, engaging instruction for all students despite the many complications of the continuing pandemic, allowing all students to show academic growth. This is particularly important for students with disabilities, economically disadvantaged students, and English Language Learners. Our scores indicate that these subgroups perform below average when compared to all students at our school. Our district has moved to a "one to one" technology model this school year resulting in all students having a consistent, high-quality laptop. This helps provide equal access to learning activities for all students.

Another challenge we have faced is year is an increase in the number of students who are experiencing social emotional issues as a result of the stresses of the past two years. To address this need, staff has spent additional time reviewing our PBIS expectations. We have also formed a staff group focused on developing new ways we can support student Social Emotional Learning (SEL) needs. We have developed a school improvement plan aligned to our mission of learning, kindness, respect,

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

and success, which is focused on building positive relationships, aligning learning targets to standards, and providing students with targeted feedback. Additionally, our teachers have been trained in Kagan student engagement strategies, Positive Behavioral Intervention and Supports, and the 5 Dimensions of Teaching and Learning Instructional Framework to improve instruction. Teachers meet regularly in Collaborative Teams to review student achievement data and plan instruction based on the needs of students.

State law requires that we also report additional information.

- Pupils 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. The district also accepts applications from students who reside outside the district. Spaces are allotted at each school.
- The School Improvement Plan for Seneca Middle School is based on the Cognia criteria approved by the Michigan Department of Education for school accreditation. 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 analysis, 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.
- 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> 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. Our NWEA results for Reading and

Mathematics for 2019-2020 and 2020-2021 can be found on the next few pages.

- During the fall of this school year 56% of our parents participated in parent/teacher conferences. The previous year we had 51% parent participation.

The Seneca Community continues to adapt to our ever-changing circumstances. While the return to in person learning has had a number of obstacles, we have continued to find new supports for students and families. Our teachers and support staff have gone above and beyond to provide quality learning opportunities for all students. We look forward to continuing to work with our students, parents, and community to ensure student success.

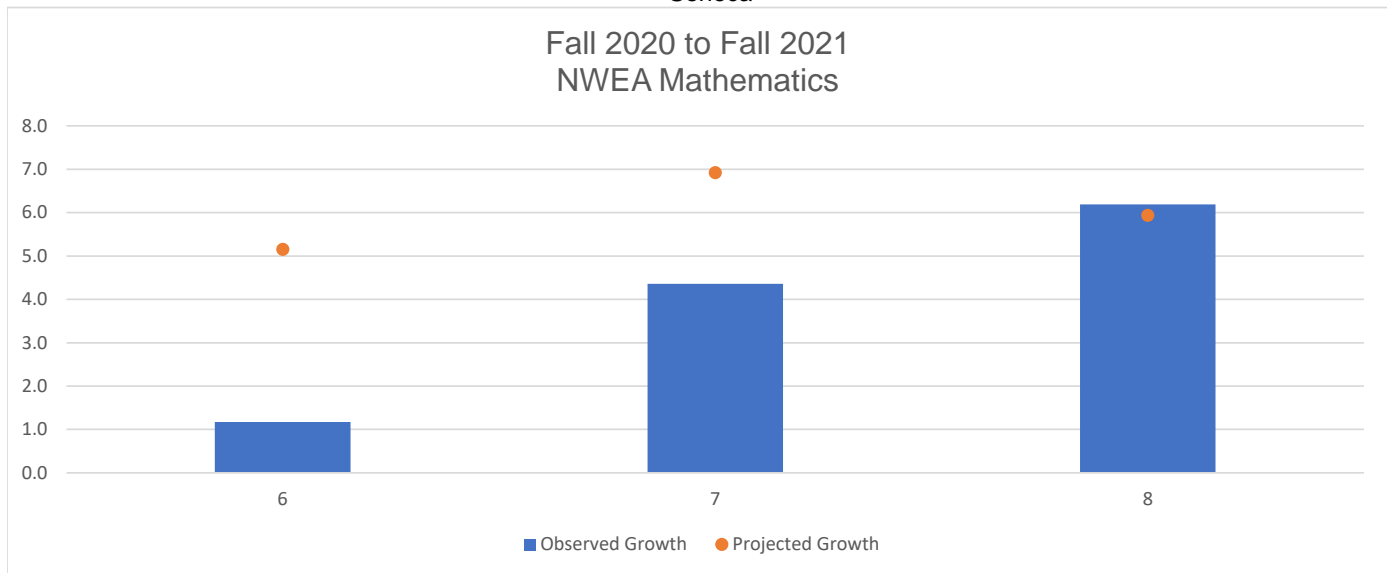
Sincerely,

Jodi Pirog

Jodi Pirog, Principal

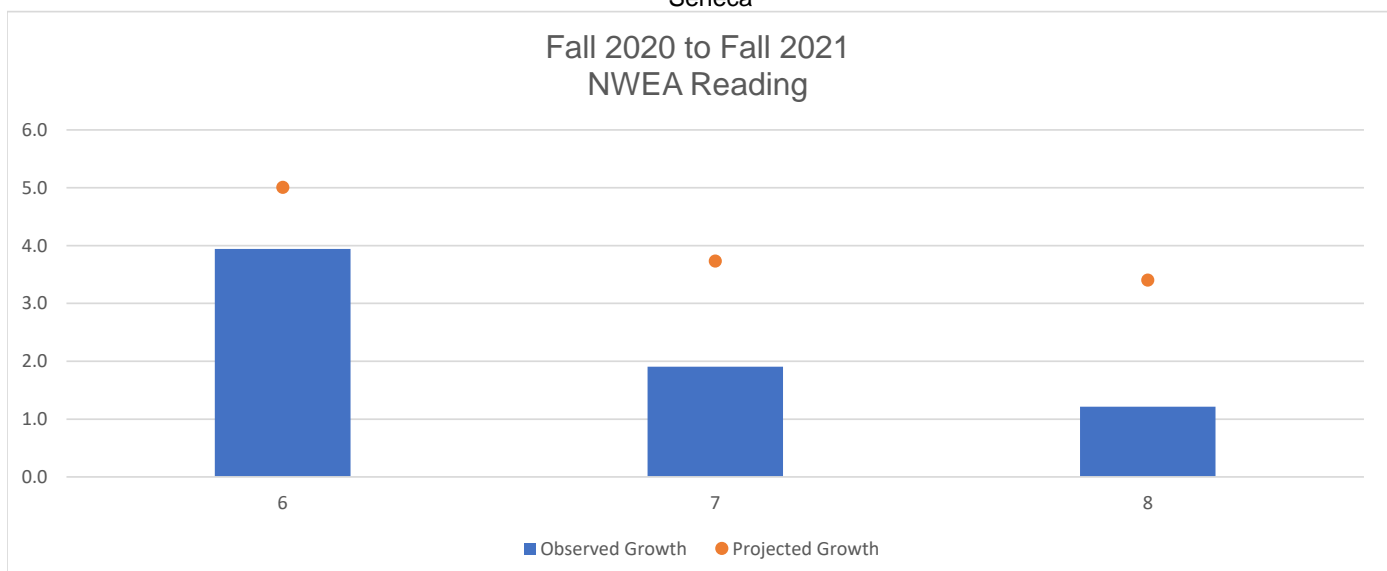
Seneca		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
6	219.2	62	219.2	62	1.2	5.2	307	84	27.4%	25
7	226.4	64	226.4	64	4.4	6.9	347	131	37.8%	31
8	232.5	65	232.5	65	6.2	5.9	366	186	50.8%	47

Seneca



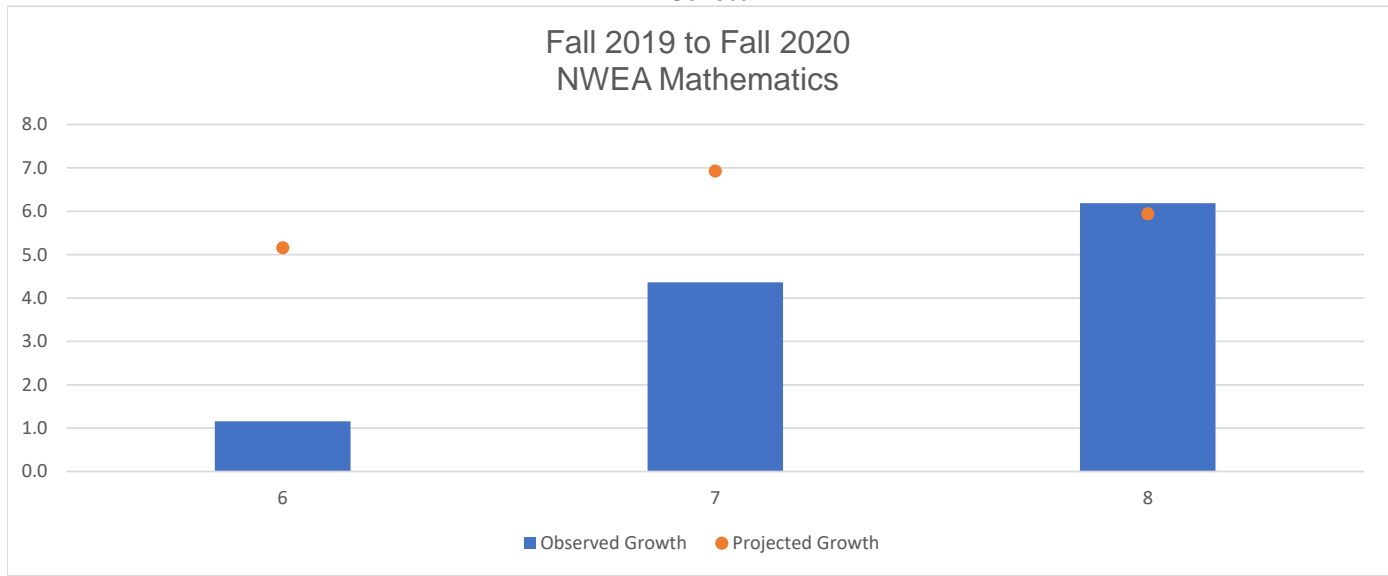
Seneca		Language Arts								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
6	214.4	64	214.4	64	3.9	5.0	266	124	46.6%	43.5
7	218.4	62	218.4	62	1.9	3.7	329	140	42.6%	40
8	219.9	60	219.9	60	1.2	3.4	366	166	45.4%	40

Seneca



Seneca		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	221.5	70	219.2	62	1.2	5.2	303	83	27.4%	25
7	226.5	63	226.4	64	4.4	6.9	347	131	37.8%	31
8	233.3	67	232.5	65	6.2	5.9	366	186	50.8%	47

Seneca



Seneca		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	216.0	66	214.4	64	3.9	5.0	264	123	46.6%	43.5
7	218.9	61	218.4	62	1.9	3.7	321	137	42.7%	40
8	222.5	62	219.9	60	1.2	3.4	366	166	45.4%	40

Seneca

