CHIPPEWA VALLEY SCHOOLS

HURON ELEMENTARY SCHOOL

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January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Huron Elementary. 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 web site http://bit.ly/38McUdG, or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using 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 underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has 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 is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Huron has not been given one of these labels.

The staff at Huron Elementary is committed to empowering learners for a lifetime of success. We work diligently to improve student performance in the core academic areas of reading, writing, math, social studies, and science. Our staff prides itself on the instructional practices and the interventions that are put in place to meet the needs of our diverse student body. We recognize that in conjunction with our families, we play an important role in the success of every child.

At Huron Elementary we are dedicated to helping students work toward their highest potential. We use best practice instructional strategies to ensure that students meet their learning goals. Strategies being used by our school in order to demonstrate

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, genetics, 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 586-724-2180.

student growth include training teachers in Classroom Instruction that Works and the use of Kagan cooperative learning strategies.

Huron Elementary continues to implement a comprehensive reading program titled Journeys and guarantees 90 minutes of daily reading instruction for every student. Our district and school look forward to the literacy improvements we feel this ELA core curriculum will bring forth.

Our students continue to show individual growth on the NWEA Measures of Academic Progress (MAP) assessment which is used as our local district assessment for reading and math in all grades. Huron Elementary School is committed to assuring that all students reach their highest level of academic success.

Additionally, Huron has an MTSS system in place that identifies students who are at-risk and in need of an intervention in reading. Teachers analyze student data during data reviews that are held several times throughout the school year in order to make instructional decisions and to place students in best fit interventions. Furthermore, we have two literacy interventionists, one in kindergarten and one in first grade that work with at-risk students as well as 3 Title One reading para-educators.

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 Huron Elementary is based in the AdvancED criteria approved by the Michigan Department of Education for school accreditation. In March of 2016, the district completed a comprehensive *External Review for System Accreditation* through AdvancED. In order to receive AdvancED Accreditation, school districts must meet AdvancED Standards and accreditation policies, demonstrate quality assurance through internal and external review, provide student performance data and analysis, and engage in continuous improvement. The External Review Team examined district and school improvement plans, reviewed data and artifacts, visited classrooms, and interviewed stakeholders from schools and the community. The AdvancED Accreditation Commission approved the External Review Team's recommendation that Chippewa Valley Schools earn the distinction of *System Accreditation* until 2021.

- 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 .

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- 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.

- A review of the NWEA (MAP) data indicates that these initiatives have had a positive impact on achievement. The percentage of all students (grades K-5) who met their projected growth score has increased both in reading and math. Please see the attached data.

- Parent-Teacher communication is a key to student success. We are committed to partnering with our families to support student success. Twice a year we host parent-teacher conferences and invite our families to attend. For the past two years the average parent attendance was 94%. The conferences allow families and teachers to focus on individual student growth and goal setting.

Huron Elementary is in Clinton Twp., Michigan. Our enrollment is approximately 500 students. We are a schoolwide Title One school that services kindergarten through fifth grade students. Additionally, we have two Creative Learning classrooms and one GSRP preschool classroom in our school.

The staff at Huron Elementary is committed to developing the necessary strategies to assist our students in reaching their full potential. Additionally, our staff consistently collaborates with parents and support systems in an effort to support our students. The Huron community continuously works to provide a nurturing environment in which children are given quality instruction, varied experiences, and ongoing support to become productive 21st century citizens.

Respectfully,

Kelly Shock
Huron Elementary
Principal

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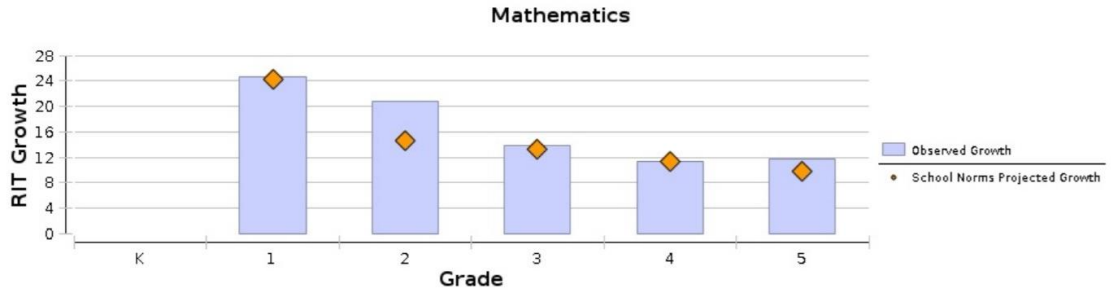
Huron Elementary
NWEA Student Growth Summary Report Fall 2018 to Fall 2019

Huron

Mathematics

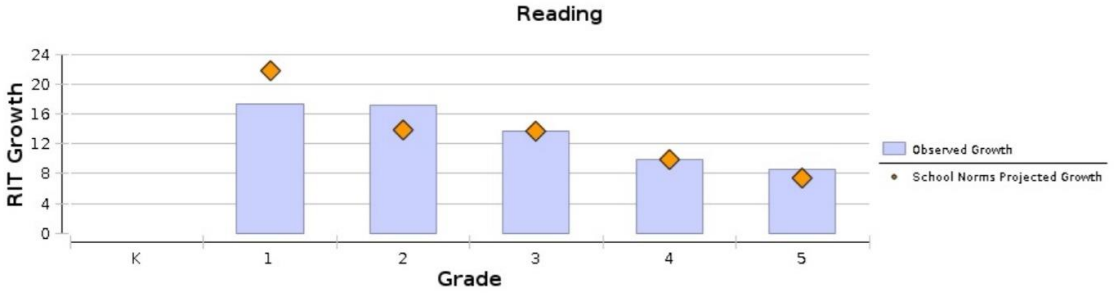
		Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2018			Fall 2019					School Norms			Student Norms			
Grade (Fall 2019)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	2	*			*			*					*			
1	64	139.1	11.5	45	163.7	12.3	59	24.6	1.2	24.2	0.10	54	64	32	50	48
2	60	161.7	15.4	45	182.4	13.2	83	20.7	1.3	14.6	1.81	97	60	48	80	81
3	76	178.4	12.7	60	192.2	12.4	62	13.9	0.8	13.2	0.25	60	76	43	57	58
4	70	191.2	11.9	55	202.6	14.1	54	11.3	0.8	11.4	-0.01	50	70	35	50	47
5	77	200.9	12.3	43	212.7	14.0	57	11.8	0.8	9.8	1.16	88	77	47	61	68



Huron

Reading

		Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2018			Fall 2019					School Norms			Student Norms			
Grade (Fall 2019)	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
K	2	*			*			*					*			
1	69	139.2	7.9	38	156.5	13.4	24	17.3	1.4	21.8	-1.23	11	69	26	38	27
2	64	159.1	11.8	39	176.3	14.0	60	17.2	1.2	13.9	0.92	82	64	40	63	57
3	78	175.1	14.7	52	188.8	14.9	53	13.7	1.1	13.7	0.01	51	78	40	51	50
4	70	189.9	14.1	59	199.7	14.3	59	9.8	1.0	9.9	-0.07	47	70	42	60	53
5	77	198.9	12.5	55	207.5	12.1	61	8.5	0.9	7.4	0.74	77	77	47	61	51

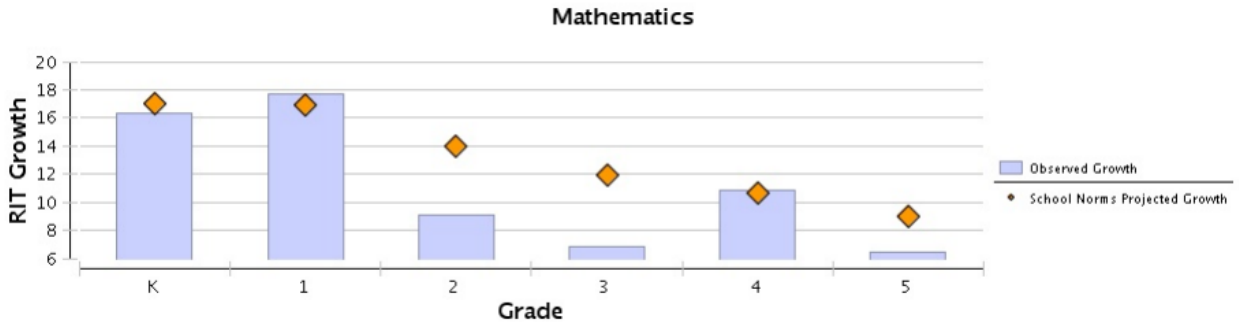


Huron Elementary
NWEA Student Growth Summary Report
Fall 2017 to Spring 2018

Huron

Mathematics

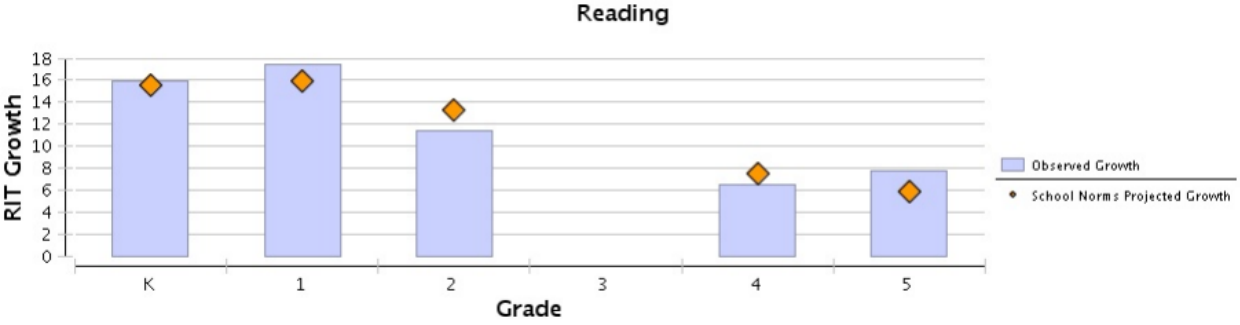
		Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2017			Spring 2018					School Norms			Student Norms			
Grade (Spring 2018)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	71	141.6	10.1	63	157.8	13.4	57	16.3	1.0	17.0	-0.31	38	71	37	52	48
1	88	166.1	13.6	78	183.8	14.4	80	17.7	0.7	16.9	0.31	62	88	52	59	56
2	71	180.4	11.4	76	189.5	10.9	45	9.1	0.6	14.0	-2.07	2	71	12	17	23
3	83	191.7	11.6	62	198.6	12.5	31	6.9	0.6	11.9	-2.55	1	83	21	25	19
4	72	204.6	11.6	69	215.5	11.8	70	10.9	0.7	10.7	0.12	55	72	39	54	52
5	94	211.8	15.0	54	218.3	16.6	42	6.5	0.6	9.0	-1.07	14	94	33	35	38



Huron

Reading

		Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2017			Spring 2018					School Norms			Student Norms			
Grade (Spring 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
K	71	141.0	9.2	54	156.9	9.7	57	15.9	0.9	15.5	0.16	56	71	44	62	57
1	89	161.9	13.5	63	179.3	13.6	71	17.4	0.9	15.9	0.61	73	89	56	63	60
2	71	178.9	13.3	78	190.3	13.5	67	11.4	1.0	13.3	-0.86	19	71	31	44	38
3	0	**			**			**					**			
4	72	200.1	15.0	64	206.6	12.5	58	6.5	0.8	7.5	-0.68	25	72	31	43	39
5	94	205.2	15.0	49	213.0	13.1	61	7.8	0.8	5.9	1.21	89	94	56	60	60



Explanatory Notes

** Calculations not provided because students have no 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.