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 Mohawk 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/2tZDCfD, 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. Mohawk Elementary has not been given one of these labels.

The Mohawk Elementary staff 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 strives to meet the needs of all learners so they can succeed.

According to 2018-19 M-STEP, our school continues to make progress in reading and math. Although the achievement gaps still exist among our sub-groups, we use additional strategies such as Classroom Instruction that Works and Kagan cooperative learning to help close the achievement gap. We utilize the Journeys reading program. This program is comprehensive and guarantees 90 minutes of daily ELA instruction for students.

Mohawk 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. The instructional staff at Mohawk has implemented a Multi-Tiered System of Support (MTSS) targeting specific skills of students struggling in reading. During our systematic data reviews, staff members utilize data from the NWEA MAP reading assessments, and weekly progress monitoring to identify the specific learning needs of each child. Using this information and other assessment data, teachers determine areas of core instruction to be improved and enhanced as well as place students into research-based interventions focusing on early literacy skills, reading fluency, vocabulary development and comprehension strategies in an effort to help our students continue to grow and develop.
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 Mohawk Elementary School is based on 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, institutions such as schools and districts must meet AdvancED Standards and accreditation policies, demonstrate quality assurance through internal and external review, 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 Schools feel we best serve students by establishing integrated and dynamic relationships between curriculum, instruction, assessment practices and standards. These standards and practices are based on the Michigan State Standards. More information about CVS curriculum can be found at http://www.chippewavalleyschools.org/academics/curriculum. 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) benchmark assessments to all students in Mathematics and English Language Arts in grades K-10. NWEA (MAP) assessments are computerized, adaptive assessments which measure individual student growth. They are administered two to three times throughout the school year. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to meet specific skills their students need. For more information on our balanced assessment program please visit our district assessment page at http://www.chippewavalleyschools.org/academics/assessment.

Our Math and Reading NWEA results for the 2017-18 and 2018-19 can be found below.

Parent-Teacher communication is the key to student success. Mohawk families have an outstanding participation rate at fall conferences; 96% of our students had parent representation at fall conferences in 2017. During the fall 2018, 95% of parents attended conferences.

Mohawk Elementary continues to place great emphasis on growth and success through our vision statement, “Building Relationships and Inspiring Students to Succeed”. Thank you for supporting us on our journey to excellence for ALL!

Sincerely,

Andrea Lopez
Principal
Mohawk Elementary
NWEA Student Growth Summary Report Fall 2018 to Spring 2019

**Mathematics**

<table>
<thead>
<tr>
<th>Grade (Spring 2019)</th>
<th>Growth Counts</th>
<th>Mean RIT</th>
<th>SD</th>
<th>Percentile</th>
<th>Fall 2018</th>
<th>Observed Growth</th>
<th>Observed Growth SE</th>
<th>Projected Growth</th>
<th>School Condition Growth Index</th>
<th>School Condition Growth Percentile</th>
<th>Growth Evaluated Against</th>
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**Mathematics**

**Reading**

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<th>Percentile</th>
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Mohawk Elementary
NWEA Student Growth Summary Report
Fall 2017 to Spring 2018

Mohawk
Mathematics

| 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 | 68 | 141.4 | 11.4 | 62 | 155.6 | 12.4 | 44 | 14.2 | 1.2 | 17.0 | -1.13 | 13 | 68 | 28 | 41 | 36 |
1 | 69 | 153.6 | 12.7 | 64 | 179.5 | 13.0 | 49 | 14.9 | 0.9 | 17.0 | -0.77 | 22 | 69 | 29 | 42 | 41 |
2 | 69 | 179.3 | 12.0 | 70 | 188.0 | 13.7 | 35 | 8.7 | 1.2 | 16.0 | -2.35 | 1 | 69 | 18 | 26 | 25 |
3 | 69 | 194.2 | 11.2 | 77 | 201.2 | 12.6 | 47 | 6.9 | 0.9 | 12.0 | -2.89 | 1 | 69 | 17 | 29 | 22 |
4 | 68 | 200.9 | 13.7 | 45 | 208.5 | 14.4 | 31 | 7.6 | 1.0 | 15.4 | -1.41 | 8 | 68 | 27 | 40 | 39 |
5 | 77 | 210.1 | 15.2 | 44 | 215.9 | 15.1 | 38 | 5.8 | 0.6 | 8.8 | -1.31 | 10 | 77 | 24 | 31 | 38 |

Mathematics

RIT Growth

Grade

Reading

| 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 | 69 | 147.5 | 9.5 | 66 | 154.7 | 11.8 | 42 | 11.8 | 1.5 | 19.2 | -1.34 | 5 | 69 | 34 | 55 | 32 |
1 | 72 | 169.9 | 11.7 | 56 | 176.3 | 12.6 | 34 | 18.4 | 0.9 | 15.8 | -0.14 | 45 | 72 | 37 | 51 | 49 |
2 | 68 | 171.7 | 12.9 | 36 | 185.6 | 14.0 | 39 | 13.9 | 1.1 | 13.5 | 0.19 | 57 | 68 | 34 | 50 | 46 |
3 | 65 | 187.6 | 13.4 | 49 | 195.3 | 13.2 | 59 | 11.7 | 1.1 | 10.1 | 0.56 | 81 | 65 | 39 | 65 | 61 |
4 | 65 | 196.7 | 14.9 | 44 | 201.7 | 14.9 | 29 | 7.6 | 0.9 | 7.6 | -0.75 | 4 | 65 | 26 | 30 | 38 |
5 | 78 | 203.8 | 14.4 | 40 | 208.1 | 14.6 | 31 | 4.3 | 0.8 | 5.9 | -0.84 | 15 | 78 | 33 | 42 | 36 |

Reading

RIT Growth

Grade

Explanatory Notes
Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.