January 28, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-2019 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 for assistance.

The AER is available for you to review electronically by visiting the following web site http://bit.ly/2tZFzZr 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.

Our school has not been given one of these labels.

The key challenge for our school is to improve our proficiency on the M-STEP in all subject areas. Part of this improvement must include a focus on students with disabilities and economically disadvantaged students as our scores indicate that these two subgroups are at or below state and district averages. To achieve our proficiency goals, we have developed a school improvement plan aligned to our mission of learning, kindness, respect, 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 work in professional learning communities 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 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. In June of 2016, 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

- 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. Our NWEA results for Reading and Mathematics for 2017-2018 and 2018-2019 can be found on the next few pages.

- During the fall of this school year 51% of our parents participated in parent/teacher conferences. The previous year we had 48% parent participation.

At Seneca Middle School, we are focused on learning, kindness, respect, and success. We work to build positive relationships with students, as we engage them in creative lessons that challenge them in their learning. Seneca is a wonderful place because of our great staff, students, and parents. Together, we will work to make each school year a successful one for our students.

Sincerely,

Jodi Pirog
Principal
Seneca Middle School  
NWEA Student Growth Summary Report Fall 2018 to Spring 2019

### Mathematics

<table>
<thead>
<tr>
<th>Grade (Spring 2019)</th>
<th>Growth</th>
<th>Mean RIT</th>
<th>SD</th>
<th>Percentile</th>
<th>Mean RIT</th>
<th>SD</th>
<th>Percentile</th>
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<th>Observed Growth SE</th>
<th>Projected Growth</th>
<th>School Conditional Growth Index</th>
<th>School Conditional Growth Percentile</th>
<th>Count with Projection</th>
<th>Count Met</th>
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Seneca Middle School
NWEA Student Growth Summary Report
Fall 2017 to Spring 2018

### Mathematics

#### Grade Level: 6, 7, 8

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**Observed Growth**

**School Needs Projected Growth**

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**Observed Growth**

**School Needs Projected Growth**

**Explanatory Notes**

1. Growth counts for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
2. Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
3. Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.