

Sec. 98b Goal Progress Report

[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

District:	Chippewa Valley Schools
Date:	6/15/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2021-22 school year, the district will show growth in Reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3-8 and local assessments for Grades K-2 and 9 - 12.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, the district will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grade 3-8 and local assessments for Grade K-2 and 9 - 12.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	211.4	216.1	215.7	222.5
Economically Disadvantaged	206.1	209.0	210.2	215.1
Special Education	170.4	171.0	172.1	175.4
English Learners	134.4	136.9	125.7	120.4
Female	213.4	215.7	217.5	222.0
Male	209.4	216.4	213.9	223.0
African-American or Black	207.0	208.4	210.5	214.5
Two or More Races	216.2	221.5	220.3	226.3
White	212.5	217.8	216.8	224.2
Asian	227.6	237.9	229.5	244.5
Hispanic or Latino	218.1	223.5	220.4	228.0

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
3rd Grade	187.9	186.5	196.1	197.7
4th Grade	198.3	198.5	204.4	207.1
5th Grade	204.8	207.8	210.1	215.8
6th Grade	210.7	212.7	214.8	218.5
7th Grade	214.7	219.9	219.0	225.8
8th Grade	219.7	226.4	224.7	233.1

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	211.4	216.1	215.7	222.5

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Building:	Algonquin
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as
End of the Year Reading Goal	By the end of the 2021-22 school year, Algonquin Middle School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Algonquin Middle School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	212.1	214.4	217.2	221.4
Economically Disadvantaged	209.0	211.1	215.1	217.9
Special Education	194.3	199.3	201.9	207.5
English Learners				
Female	213.9	213.2	218.0	220.5
Male	210.4	215.7	216.5	222.3
African-American or Black	208.4	207.7	213.4	214.9
Two or More Races	211.6	214.5	217.0	220.4
White	212.5	215.6	217.7	222.4

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
6th Grade	206.1	207.1	211.8	213.8
7th Grade	212.7	213.7	215.5	219.9
8th Grade	217.0	221.1	224.2	228.6

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	212.1	214.4	217.2	221.4

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Cherokee
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2021-22 school year, Cherokee Elementary will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Cherokee Elementary will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	194.0	196.0	201.1	205.2
Economically Disadvantaged	189.5	191.0	196.1	200.7
Special Education	186.8	190.5	193.1	198.0
English Learners				
Female	194.2	194.1	200.6	202.2
Male	193.8	197.7	201.6	207.8
African-American or Black	193.7	190.3		
White	194.1	197.7	201.8	207.0

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
3rd Grade	186.8	186.9	195.8	196.2
4th Grade	192.4	195.7	199.9	204.8
5th Grade	202.9	205.1	207.7	214.4

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	194.0	196.0	201.1	205.2

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Cheyenne
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2021-22 school year, Cheyenne Elementary will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Cheyenne Elementary will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	201.3	201.1	208.5	210.8
Economically Disadvantaged	193.0	191.2	202.3	201.0
Special Education				
English Learners				
Female	200.9	198.8	207.6	207.8
Male	201.8	203.5	209.4	213.9
White	201.3	201.9	209.0	211.7

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
3rd Grade	192.4	190.2	202.7	202.6
4th Grade	203.4	200.9	209.3	208.8
5th Grade	209.7	213.6	213.6	221.2

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	201.3	201.1	208.5	210.8

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Clinton Valley
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2021-22 school year, Clinton Valley Elementary will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Clinton Valley Elementary will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	188.0	187.1	196.9	200.1
Economically Disadvantaged	184.8	184.9	194.7	197.4
Special Education				
English Learners				
Female	191.0	187.2	200.1	200.6
Male	185.0	186.9	193.8	199.7
African-American or Black	177.2	176.3	187.7	188.8
White	192.1	190.6	200.1	204.2

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
3rd Grade	172.5	173.2	184.1	186.0
4th Grade	192.6	190.5	201.1	203.2
5th Grade	199.1	197.5	205.7	211.7

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	188.0	187.1	196.9	200.1

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Building:	Chippewa Valley H.S.
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth as required by law (MCL 388.1698b)
End of the Year Academic Goal	By the end of the 2021-22 school year, Chippewa Valley H.S. will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 9 – 10 and local assessments for Grades 11 – 12.
Add additional academic goals as needed	By the end of the 2021-22 school year, Chippewa Valley H.S. will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 9 – 10 and local assessments for Grades 11 – 12.

Table B: Achievement Related to Academic Goals

Provide a narrative on progress toward meeting the goals outlined above.
<p>Chippewa Valley High School used data from NWEA MAP Growth for grades 9 and 10 and local assessments for grades 11 and 12. The baseline data from fall 2021 showed that on average students were at or above grade level in both reading and math achievement. Reading scores remained relatively unchanged from spring 2021 to fall 2021, while the math average dropped the test percentile still remained in the normal range. The school has been utilizing strategies as provided though the school improvement process. Teachers have been using collaborative team time to look at their data throughout the year. They use the data to help them group students, as well as provide appropriate tiered instruction.</p> <p>The return to in-person learning along with the school improvement and collaborative team strategies utilized during the 2021-22 school year have paid dividends according to the NWEA MAP Growth data, especially in math. In 2021-22, the NWEA MAP Growth data shows that each reporting subgroup grew between 2 and 5 RIT points in math on average, while the reading reporting groups grew between 0 and 3 RIT points. Traditionally at the high school level, students are expected to grow about 1 RIT point during a given year.</p>

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Dakota H.S.
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth as required by law (MCL 388.1698b)
End of the Year Academic Goal	By the end of the 2021-22 school year, Dakota H.S. will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 9 – 10 and local assessments for Grades 11 – 12.
Add additional academic goals as needed	By the end of the 2021-22 school year, Dakota H.S. will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 9 – 10 and local assessments for Grades 11 – 12.

Table B: Achievement Related to Academic Goals

Provide a narrative on progress toward meeting the goals outlined above.
<p>Dakota High School used data from NWEA MAP Growth for grades 9 and 10 and local assessments for grades 11 and 12. The baseline data from fall 2021 showed that on average students were at or above grade level in both reading and math achievement. Reading scores remained relatively unchanged from spring 2021 to fall 2021, while the math average dropped the test percentile was still in the above normal range. The school has been utilizing strategies as provided though the school improvement process. Teachers have been using collaborative team time to look at their data throughout the year. They use the data to help them group students, as well as provide appropriate tiered instruction.</p> <p>The return to in-person learning along with the school improvement and collaborative team strategies utilized during the 2021-22 school year have paid dividends according to the NWEA MAP Growth data, especially in math. In 2021-22, the NWEA MAP Growth data shows that each reporting subgroup grew between 3 and 6 RIT points in math on average, while the reading reporting groups had a difference between -3 and 3 RIT points from fall to spring. Traditionally at the high school level, students are expected to grow about 1 RIT point during a given year.</p>

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Building:	Erie
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2021-22 school year, Erie Elementary will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Erie Elementary will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	194.9	195.9	201.9	204.9
Economically Disadvantaged	191.5	191.7	198.4	200.6
Special Education				
English Learners				
Female	197.0	195.7	204.4	204.9
Male	193.4	196.0	199.9	204.9
White	196.7	197.9	203.4	207.1

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
3rd Grade	183.3	185.0	193.5	197.0
4th Grade	198.2	198.8	203.4	205.6
5th Grade	202.6	202.9	208.2	211.6

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	194.9	195.9	201.9	204.9

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Fox
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2021-22 school year, Fox Elementary will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Fox Elementary will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	194.2	193.6	202.7	205.2
Economically Disadvantaged	192.0	190.9	199.7	202.8
Special Education	182.7	182.6	188.4	194.4
English Learners	185.1	184.1	193.1	196.3
Female	197.2	194.8	205.5	206.9
Male	190.9	192.3	199.7	203.4
White	195.6	195.5	203.9	207.0

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
3rd Grade	181.5	180.0	193.0	195.3
4th Grade	198.0	196.2	206.0	205.9
5th Grade	203.1	204.5	209.0	213.8

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	194.2	193.6	202.7	205.2

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Huron
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2021-22 school year, Huron Elementary will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Huron Elementary will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	195.2	195.8	202.2	205.2
Economically Disadvantaged	192.8	194.1	199.9	203.3
Special Education	183.1	185.5	191.5	193.8
English Learners				
Female	196.8	195.9	203.3	205.3
Male	193.7	195.6	201.2	205.1
White	196.8	198.1	203.3	207.0

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
3rd Grade	187.0	185.7	196.2	198.3
4th Grade	193.6	195.1	198.9	202.6
5th Grade	204.3	205.8	210.3	213.3

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	195.2	195.8	202.2	205.2

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Iroquois
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as
End of the Year Reading Goal	By the end of the 2021-22 school year, Iroquois Middle School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Iroquois Middle School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	214.8	220.3	218.9	227.0
Economically Disadvantaged	211.4	214.9	215.0	220.7
Special Education	196.3	198.1	202.2	206.1
English Learners	201.9	206.0	207.4	213.6
Female	216.3	219.0	220.2	225.4
Male	213.5	221.4	217.9	228.3
African-American or Black	207.7	208.6	211.8	216.9
Hispanic or Latino	214.1	217.4	218.2	222.1
White	215.3	220.9	219.3	227.6

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
6th Grade	211.2	213.8	214.2	220.4
7th Grade	215.8	221.9	219.3	227.7
8th Grade	217.4	225.2	223.4	232.8

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	214.8	220.3	218.9	227.0

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Building:	Miami
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2021-22 school year, Miami Elementary will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Miami Elementary will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	194.5	195.0	199.6	204.7
Economically Disadvantaged	190.9	191.4	194.7	199.4
Special Education				
English Learners	190.3	194.5		
Female	196.9	194.9	202.0	204.0
Male	192.2	195.1	197.3	205.4
African-American or Black	188.9	185.2	191.9	194.6
White	197.4	199.2	202.8	208.2

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
3rd Grade	187.1	184.6	193.6	196.2
4th Grade	193.7	194.7	199.7	205.9
5th Grade	202.5	205.5	205.4	211.9

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	194.5	195.0	199.6	204.7

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Building:	Mohawk
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2021-22 school year, Mohawk Elementary will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Mohawk Elementary will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	198.5	199.9	205.2	209.6
Economically Disadvantaged	195.1	196.4	201.5	204.7
Special Education				
English Learners				
Female	201.9	200.1	207.0	209.1
Male	195.6	199.8	203.8	210.0
White	199.0	200.8	205.8	210.2

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
3rd Grade	187.0	188.1	194.1	196.7
4th Grade	201.0	200.7	206.5	210.5
5th Grade	206.1	209.2	213.6	219.6

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	198.5	199.9	205.2	209.6

Sec. 98b Goal Progress Report

[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Ojibwa
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2021-22 school year, Ojibwa Elementary will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Ojibwa Elementary will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	198.6	199.3	203.9	206.8
Economically Disadvantaged	192.3	193.2	198.4	200.2
Special Education	182.8	188.3	190.0	193.1
English Learners				
Female	200.6	198.3	205.1	205.4
Male	196.2	200.6	202.4	208.5
White	200.6	201.5	206.1	209.1

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
3rd Grade	191.9	190.0	197.7	199.0
4th Grade	198.9	198.3	203.9	204.8
5th Grade	204.8	209.4	209.8	216.2

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	198.6	199.3	203.9	206.8

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Ottawa
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2021-22 school year, Ottawa Elementary will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Ottawa Elementary will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	192.1	193.8	198.2	202.8
Economically Disadvantaged	190.6	191.7	195.5	200.2
Special Education	176.9	185.0	181.6	191.5
English Learners				
Female	194.7	194.7	200.2	203.0
Male	189.4	192.9	196.0	202.7
African-American or Black	184.4	186.6	191.8	195.3
White	194.0	195.9	199.8	204.9

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
3rd Grade	183.5	181.2	190.2	194.3
4th Grade	194.0	195.8	199.5	204.5
5th Grade	198.1	203.6	204.2	209.0

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	192.1	193.8	198.2	202.8

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Seneca
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as
End of the Year Reading Goal	By the end of the 2021-22 school year, Seneca Middle School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Seneca Middle School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	216.5	222.4	220.5	228.7
Economically Disadvantaged	210.4	214.6	214.2	220.4
Special Education	198.6	203.3	203.4	209.3
English Learners	202.3	209.4	208.2	216.2
Female	217.8	221.8	222.0	227.9
Male	215.1	223.0	218.9	229.4
African-American or Black	209.1	210.2	213.4	217.2
Asian	225.2	233.6	227.0	240.2
Hispanic or Latino	216.2	220.4	220.1	227.3
Two or More Races	212.1	218.0	215.5	224.9

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
6th Grade	211.7	214.3	215.2	219.1
7th Grade	215.4	221.7	220.0	227.6
8th Grade	221.3	229.4	225.1	237.0

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	216.5	222.4	220.5	228.7

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Sequoyah
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2021-22 school year, Sequoyah Elementary will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Sequoyah Elementary will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	201.7	203.2	208.0	211.8
Economically Disadvantaged	198.1	198.8	203.9	208.4
Special Education				
English Learners	193.2	194.0	202.3	
Female	203.0	202.7	208.7	210.9
Male	200.3	203.7	207.4	212.7
White	200.9	202.9	207.4	211.3

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
3rd Grade	192.2	190.2	200.7	200.0
4th Grade	203.6	204.1	210.8	212.8
5th Grade	208.2	213.6	212.5	221.1

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	201.7	203.2	208.0	211.8

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Shawnee
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2021-22 school year, Shawnee Elementary will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Shawnee Elementary will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 3 – 5 and local assessments for Grades K - 2.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	202.2	202.7	207.2	211.6
Economically Disadvantaged	198.3	196.5	202.5	203.8
Special Education	189.7	191.4	194.8	201.7
English Learners				
Female	204.7	203.0	209.0	211.9
Male	199.1	202.0	205.0	211.4
White	202.7	203.0	207.6	212.3

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
3rd Grade	193.0	190.2	199.5	202.7
4th Grade	203.1	203.9	207.2	210.7
5th Grade	209.3	212.2	214.0	220.6

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	202.2	202.7	207.2	211.6

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Wyandot
Date:	5/24/2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as
End of the Year Reading Goal	By the end of the 2021-22 school year, Wyandot Middle School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.
End of the Year Mathematics Goal	By the end of the 2021-22 school year, Wyandot Middle School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	215.2	218.7	220.3	223.8
Economically Disadvantaged	211.0	213.6	216.4	218.3
Special Education	197.4	197.9	202.4	205.2
English Learners	204.2	206.4	210.8	211.9
Female	218.1	219.5	222.6	224.3
Male	212.5	217.9	218.2	223.4
African-American or Black	207.2	208.0	212.5	213.9
Hispanic or Latino	209.7	210.9	211.8	214.9
Two or More Races	217.6	220.1	224.6	225.6
White	216.8	221.0	221.8	225.9

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
6th Grade	210.7	211.7	215.6	217.3
7th Grade	214.5	219.4	219.9	225.3
8th Grade	220.7	225.5	225.9	229.7

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2022		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	215.2	218.7	220.3	223.8