

Chippewa Hills

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School District

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District Annual Education Report (AER) Cover Letter

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Chippewa hills School District and our individual schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Dr. Michael Bob Grover, Superintendent, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site, [MI School Data](#), or at the district website, www.chsd.us, or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability Scorecard – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability scorecard status.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Review the table below listing our schools. For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no status label is given.


School Name	Status Label	Key Initiative to Accelerate Achievement
Barryton Elementary	No label school	MTSS and PBSS
Mecosta Elementary	No label school	MTSS and PBSS
Weidman Elementary	No label school	MTSS and PBSS
Chippewa Hills Intermediate School	No label school	MTSS and PBSS
Chippewa Hills High School	No label school	MTSS and PBSS
Mosaic (alternative)	No label school	MTSS and PBSS

Chippewa Hills take great pride in the accomplishments of our schools in their efforts to meet the academic needs of our students. Each of our elementary schools have been recognized by the state and other organizations as outstanding institutions for learning. The High School was recently recognized, for the second consecutive year, as one of America’s Best High Schools in *US News and World Report*. All of our schools were again acknowledged for continuing success in the *The Context and Performance Report Card: Public Elementary and Middle Schools, 2016* in meeting students’ academic needs.

Our schools will continue to strive towards excellence through school improvement processes that identify our areas of need and develop interventions for increased academic success and learning opportunities. Professional development for the staff is designed to enhance our instructional strategies and curricular programs, thus improving student achievement.

We take great pride in our schools and know that our community supports these efforts through their continual support with our current bond issue and other millage requests. Our staffs will work diligently with our communities to keep Chippewa Hills a great place to learn and grow in all aspects of life.

Respectfully submitted,



Dr. Michael Bob Grover, Jr., Ed.D.
Superintendent