

# SENECA MIDDLE SCHOOL

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Macomb, MI 48044  
586-723-3900

Mrs. Jodi Pirog, Principal  
Mr. Ray Buccilli, Assistant Principal  
Mr. Matt Swanson, Assistant Principa



Learning  
Kindness  
Respect  
Success

February 9, 2024

Dear Parents and Community Members:



We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 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, Seneca Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/2LzmbOU> or you may review a copy in the main office at your child's school.

For the 2022-23 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that had 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 was in the lowest 5% of all schools in the state or had 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 Seneca staff is committed to providing quality, engaging instruction for all students, allowing all students to show academic growth. This is particularly important for students with disabilities, economically disadvantaged students, and English Language Learners. Our scores indicate that these subgroups perform below average when compared to all students at our school. We have implemented a data review process which identifies students who are struggling, allowing us to implement early interventions. We have worked with our Curriculum Paraeducators to create our Jaguar Academic Guidance and Support ("JAGS") Program, which offers support to students identified.

Ensuring all students feel a sense of belonging in our school is also a top priority at Seneca. We have used surveys to identify students who do not feel a strong connection and have implemented a mentoring program to help these students. We have expanded existing clubs as well as implemented a new "Jaguar Connections Club", which is open to all students. The focus of this club is creating a

sense of belonging in school through social activities and acts of service to the community.

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 meet regularly in Collaborative Teams 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.
- In March of 2021, Chippewa Valley completed a comprehensive System Accreditation Engagement Review through Cognia a nonprofit organization that provides quality assurance for schools, school districts, and education service providers. We have met rigorous Cognia Performance Standards and accreditation policies, demonstrated quality assurance through internal and external review, regularly analyzed student performance data and analysis, and consistently engaged in best practices in continuous improvement. The Engagement Review Team examined district and school improvement plans, reviewed data and artifacts, and interviewed stakeholders from schools and the community. The Team recommended to the Cognia Global Accreditation Commission that Chippewa Valley Schools earn the distinction of System Accreditation.
- 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 <https://www.michigan.gov/mde/services/academic-standards>
- 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. Our NWEA results for Reading and

Mathematics for 2021-2022 and 2022-2023 can be found on the next few pages.

- During the fall of this school year 58% of our parents participated in parent/teacher conferences. The previous year we had 55% parent participation.

The Seneca Community continues to adapt to meet the needs of our students. We have continued to find new supports for students and families. Our teachers and support staff have gone above and beyond to provide quality learning opportunities for all students. We look forward to continuing to work with our students, parents, and community to ensure student success.

Sincerely,

*Jodi Pirog*

Jodi Pirog, Principal



# Student Growth Summary Report

## Aggregate by School

Term: Spring 2021-2022  
 District: Chippewa Valley Schools

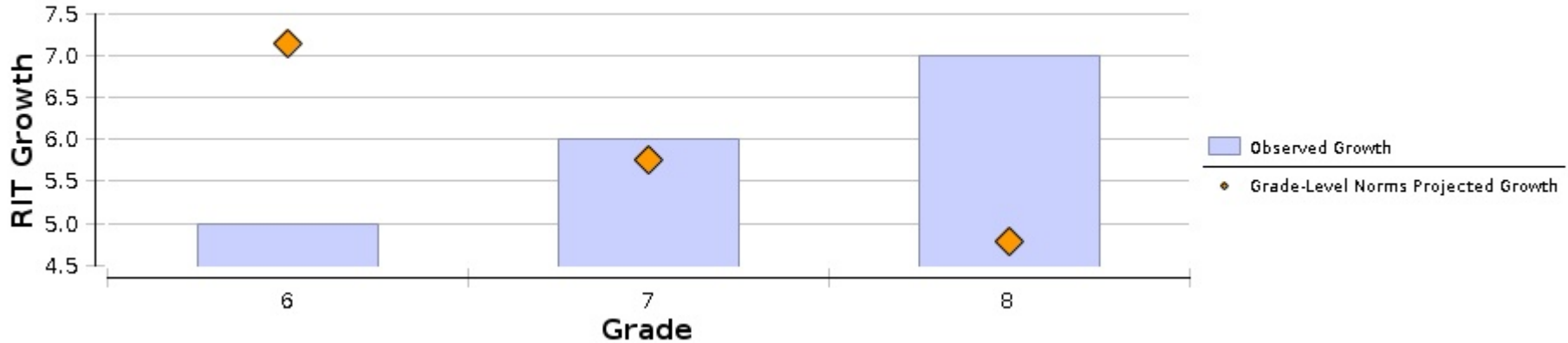
Norms Reference Data: 2020 Norms.  
 Growth Comparison Period: Fall 2021 - Spring 2022  
 Weeks of Instruction: Start - 2 (Fall 2021)  
 End - 26 (Spring 2022)  
 Grouping: None  
 Small Group Display: No

### Seneca

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	310	214.4	14.6	51	219.1	13.6	40	5	0.4	7.1	-1.30	10	310	117	38	36
7	363	221.8	14.6	60	227.6	14.2	60	6	0.3	5.8	0.02	51	363	178	49	45
8	401	229.6	15.9	70	237.0	16.3	78	7	0.3	4.8	1.26	90	401	285	71	67

### Math: Math K-12



#### 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.



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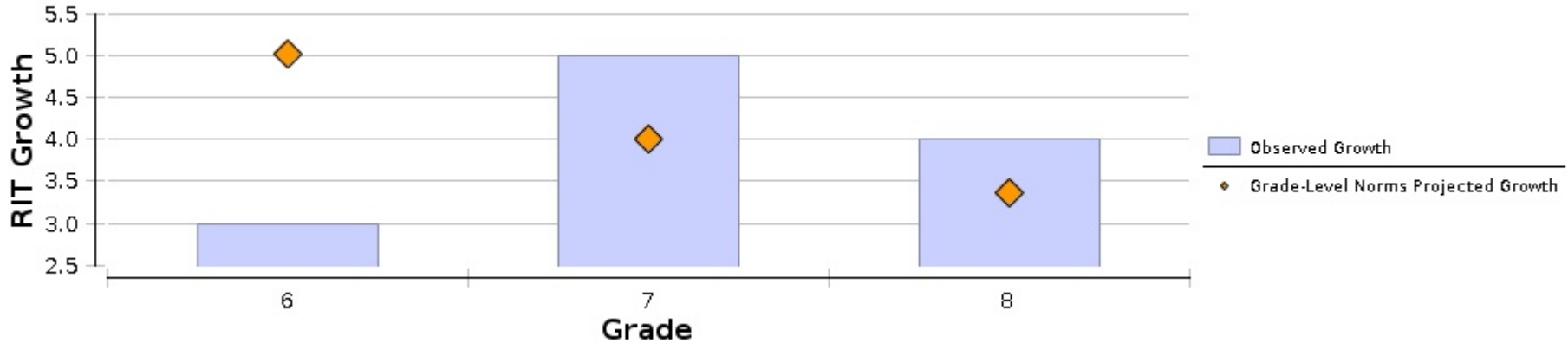
Norms Reference Data: 2020 Norms.  
 Growth Comparison Period: Fall 2021 - Spring 2022  
 Weeks of Instruction: Start - 2 (Fall 2021)  
 End - 26 (Spring 2022)  
 Grouping: None  
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### Seneca

Language Arts:  
 Reading

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	322	211.8	13.9	62	215.2	13.6	53	3	0.5	5.0	-1.08	14	322	141	44	41
7	334	215.5	12.7	59	220.0	12.4	62	5	0.4	4.0	0.33	63	334	188	56	55
8	401	221.4	13.9	68	225.1	13.2	69	4	0.4	3.4	0.19	58	401	215	54	53

### Language Arts: Reading



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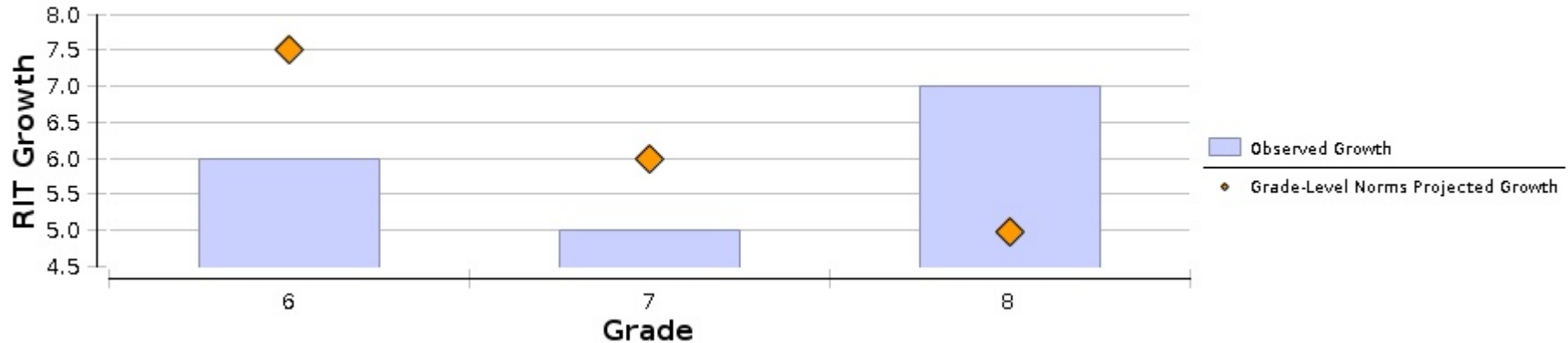
Norms Reference Data: 2020 Norms.  
 Growth Comparison Period: Fall 2022 - Spring 2023  
 Weeks of Instruction: Start - 1 (Fall 2022)  
 End - 26 (Spring 2023)  
 Grouping: None  
 Small Group Display: No

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Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	324	214.9	13.8	56	220.7	13.5	47	6	0.4	7.5	-0.86	19	324	141	44	41
7	354	221.1	14.9	58	226.3	15.6	54	5	0.3	6.0	-0.43	33	354	170	48	44
8	395	228.5	15.9	67	234.9	16.5	71	7	0.3	5.0	0.65	74	395	249	63	59

### Math: Math K-12



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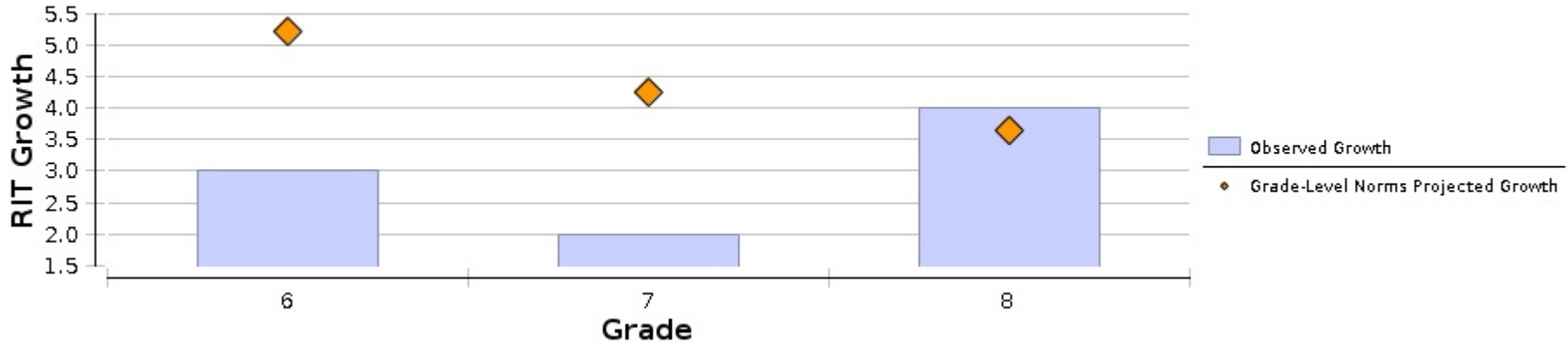
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6	325	212.9	12.9	69	215.5	12.4	55	3	0.4	5.2	-1.70	4	325	124	38	38
7	350	214.8	14.7	57	217.1	14.6	46	2	0.4	4.3	-1.25	11	350	150	43	41
8	393	219.7	13.2	61	223.5	13.7	62	4	0.4	3.6	0.09	54	393	221	56	53

### Language Arts: Reading



#### Explanatory Notes

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