

ALGONQUIN MIDDLE SCHOOL



Home of the *Eagles*

19150 Briarwood
Clinton Township, MI 48036
(586) 723-3500

CHIPPEWA VALLEY SCHOOLS



Mr. Joseph Connolly – Principal
Mr. Jeff Nelson – Assistant Principal



January 17, 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 Algonquin 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 the school administration for assistance.

The AER is available for you to review electronically by visiting the following website [Algonquin AER](#) or you may review a copy in the main office at your child's school.

For the 2022-23 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 a label.

Algonquin's scores on state-wide assessments tend to be just below district averages on most of the areas tested, with some of our special population groups scoring lower, on average, than others. School improvement strategies have been adapted with these discrepancies in mind. Key initiatives include school-wide use of a common set of instructional strategies, based on *Classroom Instruction that Works*, CHAMPS, Literacy in Action strategies, use of Thinking Maps, and student goal setting and progress monitoring. Use of these strategies is intended to raise achievement for all students, while also addressing the achievement gap that exists for some of our subgroups. Support classes in math and reading and Title One resources are aimed at helping lower performing students narrow the achievement gap. Many of our students have realized better than average growth when compared to their peer groups in the county and state.

Additionally, our 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. In an effort to increase student achievement and close achievement gaps, the staff at Algonquin utilize a Multi-Tiered System of Support (MTSS) program targeting specific skills of students struggling in English Language Arts and Math. Data review meetings afford staff members an opportunity to utilize data from the NWEA MAP reading and math assessments, FastBridge progress monitoring software, Math180 software, formative and summative classroom and department assessments, and teacher perception data to identify specific learning needs of children. Algonquin offers intervention classes in reading and math for students who meet criteria. These classes have proven to be very beneficial to the participating students.

State law requires that we also report additional information:

NOTICE OF NONDISCRIMINATION It is the policy of Chippewa Valley Schools not to discriminate on the basis of race, color, religion, national origin or ancestry, genetics, gender, age, disability, height, weight, or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180

- Pupils are assigned to each individual building based upon the guidelines set forth by the Board of Education. Building 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 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 <https://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®) 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 students' 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 2020-2021 can be found on the next page and are summarized briefly above.
- Algonquin parents demonstrate interest in the academic progress of their student(s). Attendance for the Parent Teacher Conferences was nearly 50% for the 2022-2023 school year. In addition, good communication by teaching staff through the district parent portal keeps parents informed on the academic progress of their student(s).
- Algonquin Middle School's mission is to provide a positive and safe environment dedicated to preparing goal-driven, life-long learners.

The Algonquin Middle School community continues to be a welcoming and positive environment for students and families. We are proud of the achievements of our students and of our dedicated and caring staff. We believe the best opportunity for students to achieve their potential occurs when students are committed to putting forth their best effort on a daily basis and when they are supported at both school and home. The persistent work put forth by staff and students will continue to lead to gains in student achievement and our success as a school.

We look forward to a wonderful year with your child.

Sincerely,

Joseph J. Connolly
Principal

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Chippewa Valley Schools

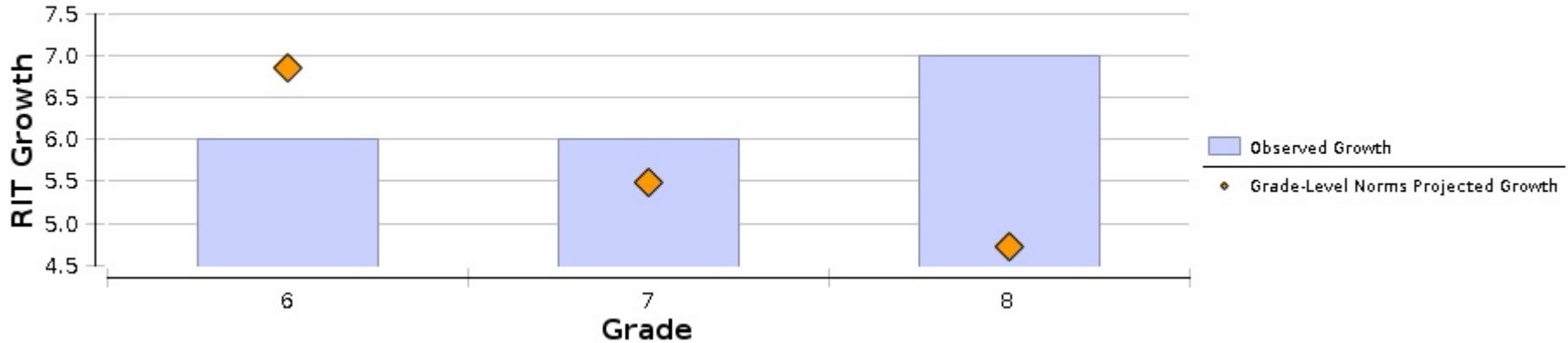
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 2 (Fall 2021)
 End - 26 (Spring 2022)
Grouping: None
Small Group Display: No

Algonquin

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	100	207.8	13.3	21	213.8	12.2	19	6	0.7	6.9	-0.45	32	100	40	40	42
7	146	213.8	16.4	25	219.8	16.0	27	6	0.6	5.5	0.29	61	146	82	56	52
8	136	221.9	14.5	39	228.6	14.3	47	7	0.5	4.7	0.96	83	136	90	66	65

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.

Aggregate by School

Term: Spring 2021-2022
District: Chippewa Valley Schools

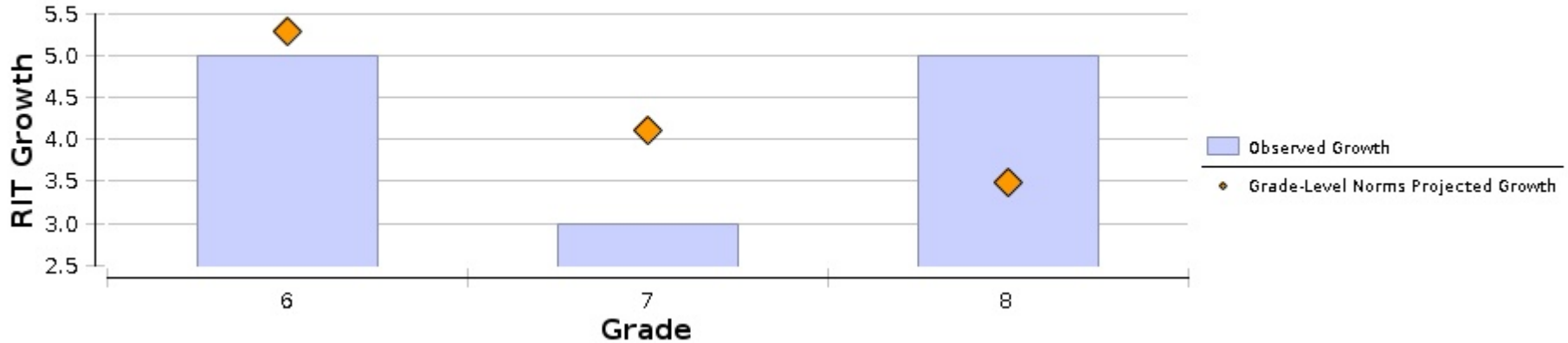
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Algonquin

Language Arts:
 Reading

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		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	123	206.7	15.1	34	211.8	13.6	34	5	0.7	5.3	-0.12	45	123	71	58	51
7	146	212.7	14.6	44	215.5	14.5	37	3	0.7	4.1	-0.88	19	146	72	49	46
8	134	218.9	12.0	56	224.2	10.8	65	5	0.7	3.5	1.05	85	134	85	63	60

Language Arts: Reading



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District: Chippewa Valley Schools

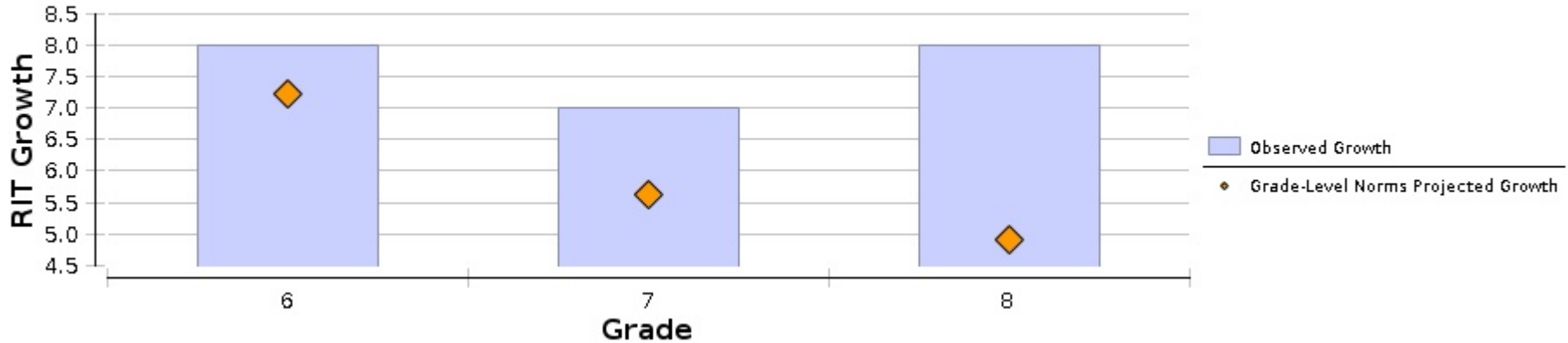
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 1 (Fall 2022)
 End - 26 (Spring 2023)
Grouping: None
Small Group Display: No

Algonquin

Math: Math K-12

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		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	150	208.1	14.5	23	216.5	14.7	28	8	0.6	7.2	0.60	73	150	89	59	59
7	139	210.2	13.3	14	217.6	13.3	19	7	0.6	5.6	0.96	83	139	88	63	57
8	157	220.2	15.8	34	228.0	16.0	45	8	0.6	4.9	1.33	91	157	109	69	66

Math: Math K-12



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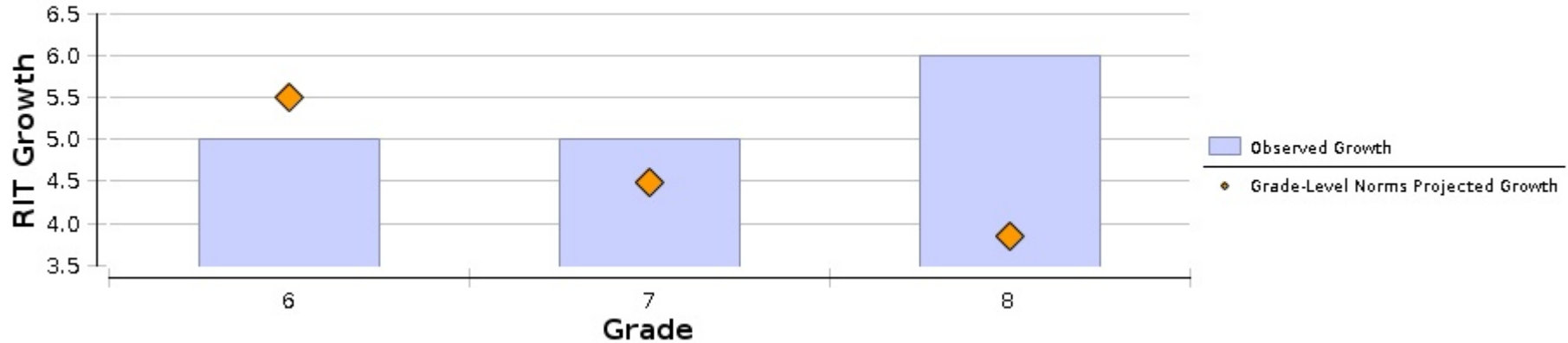
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Algonquin

Language Arts:
 Reading

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		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	148	208.1	14.6	43	213.4	14.3	43	5	0.6	5.5	-0.13	45	148	76	51	52	
7	143	209.7	14.3	30	214.7	13.4	33	5	0.7	4.5	0.33	63	143	81	57	61	
8	160	215.7	14.0	41	221.6	12.9	52	6	0.6	3.8	1.15	87	160	107	67	65	

Language Arts: Reading



Explanatory Notes

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