

CHIPPEWA VALLEY SCHOOLS



HURON ELEMENTARY SCHOOL

Kelly Shock, Principal

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Huron Elementary. The AER addresses the complex reporting information required by federal and state laws. Our school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact school administration for assistance.

The AER is available for you to review electronically by visiting the following link: <http://bit.ly/3jenMGQ>, or you may review a copy in the main office at your child's school.

For the 2020-21 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.

At Huron Elementary our staff strives for continuous improvement in ourselves and in our students. Our instructional staff, consisting of teachers, para-educators, intervention specialists, and the administrator, continuously work to improve student progress in all subject areas with a heavy focus on both reading and mathematics.

While our goal is continuous student improvement and growth, our school community has faced challenges recently. The spring 2020 school closure, along with portions of the 2020 -2021 school year being a virtual or hybrid setting, has had an impact on instruction and achievement.

In review of 2021 M-Step data, our Spring 2021 NWEA data, and our Fall 2021 NWEA and FastBridge data, we have identified which students need improvement in reading and are diligently working to improve their proficiency. English Language Learners and special education students continue to be areas in which we desire to improve. Additionally, we are working to support the emotional well-being of our students.

The staff at Huron Elementary is committed to empowering learners for a lifetime of success. We work diligently to improve student performance in the core academic areas of reading, writing, math, social studies, and science. Our staff prides itself on the instructional practices and the interventions that are put in place to meet the needs of our diverse student body. We recognize that in conjunction with our families, we play an important role in the success of every child.

At Huron Elementary we are dedicated to helping students work toward their highest potential. We use best practice instructional strategies to ensure that students meet their learning goals. Strategies being used by our school in order to demonstrate student growth include training teachers in the Science of Reading and Building Resilience in Students.

During the 2020-21 school year, our school district began implementing reading strategies and methods that align with the science of reading. Since this implementation began, we have continued to improve our practice and develop resources aligned to the Science of Reading. Along with these efforts to apply strategies and methods aligned to the Science of Reading, teachers meet in collaborative teams to discuss and use the data collected from M-STEP, NWEA and FastBridge to guide their instruction and make decisions to meet the individual needs of our students.

Additionally, Huron has an MTSS system in place that identifies students who are at-risk and in need of an intervention in reading. Teachers analyze student data during collaborative team meetings to make instructional decisions and to place students in best fit interventions. We utilize 3 reading paraprofessionals to assist in carrying out these needed interventions for students. Interventions are implemented 4 days a week with day 5 being the progress monitoring day.

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 2021, Chippewa Valley Schools 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 the 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. Huron's school improvement goals focus on reading, writing and school culture and climate.
- Chippewa Valley Schools 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>.
- A review of the NWEA (MAP) data indicates that these initiatives have had a positive impact on achievement. The percentage of all students (grades K-5) who met their projected growth score has increased both in reading and math. Please see the attached data.
- Parent-Teacher communication is a key to student success. We are committed to partnering with our families to support student success. Twice a year we host parent-teacher conferences and invite our families to attend. For the past two years the average parent attendance was 93%. The conferences allow families and teachers to focus on individual student growth and goal setting.

Huron Elementary is in Clinton Twp., Michigan. Our enrollment is approximately 500 students. We are a schoolwide title one school that services kindergarten through fifth grade students. Additionally, we have two Creative Learning Classrooms and one GSRP preschool classroom in our school.

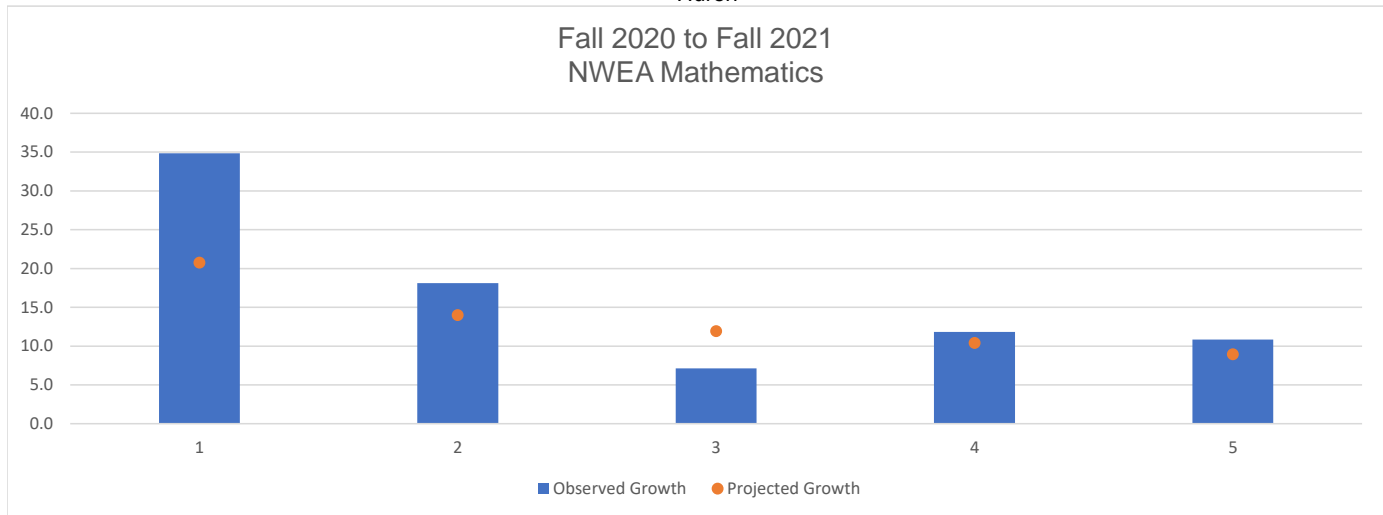
The staff at Huron Elementary is committed to developing the necessary strategies to assist our students in reaching their full potential. Additionally, our staff consistently collaborates with parents and support systems in an effort to support our students. The Huron community continuously works to provide a nurturing environment in which children are given quality instruction, varied experiences, and ongoing support to become productive 21st century citizens.

Respectfully,

Kelly Shock
Huron Elementary
Principal

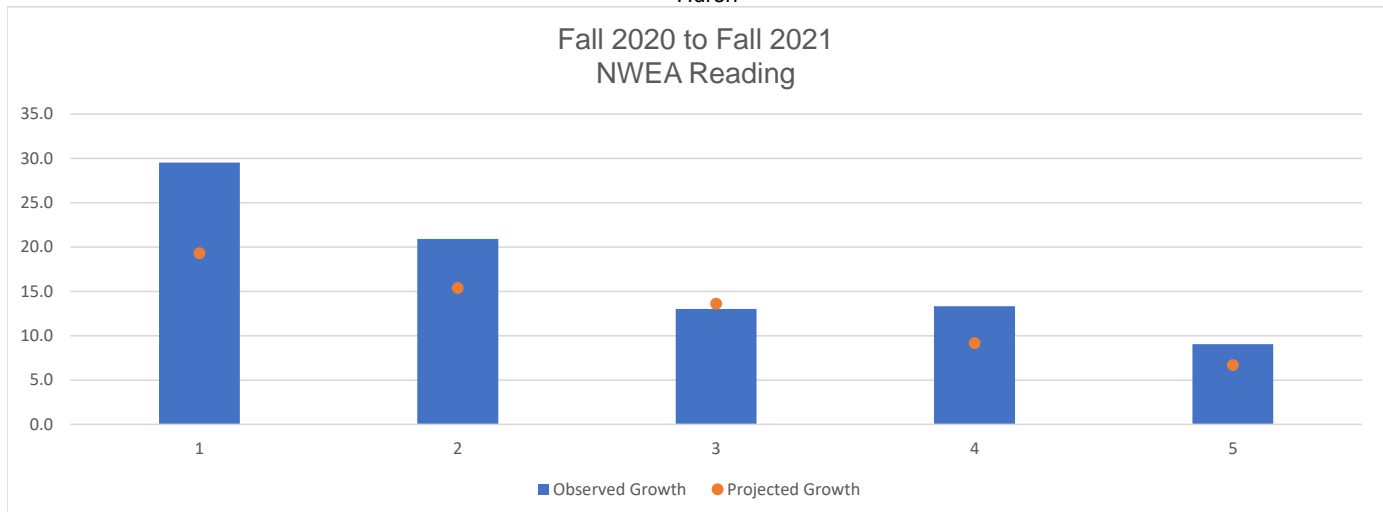
Huron		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	165.2	99	165.2	99						
1	175.8	85.5	175.8	85.5	34.8	20.7	44	36	81.8%	88.5
2	181.0	71	181.0	71	18.1	14.0	59	31	52.5%	50
3	189.7	58	189.7	58	7.1	11.9	49	13	26.5%	22
4	202.2	64	202.2	64	11.8	10.4	65	35	53.8%	49
5	212.3	62	212.3	62	10.8	8.9	64	33	51.6%	49.5

Huron

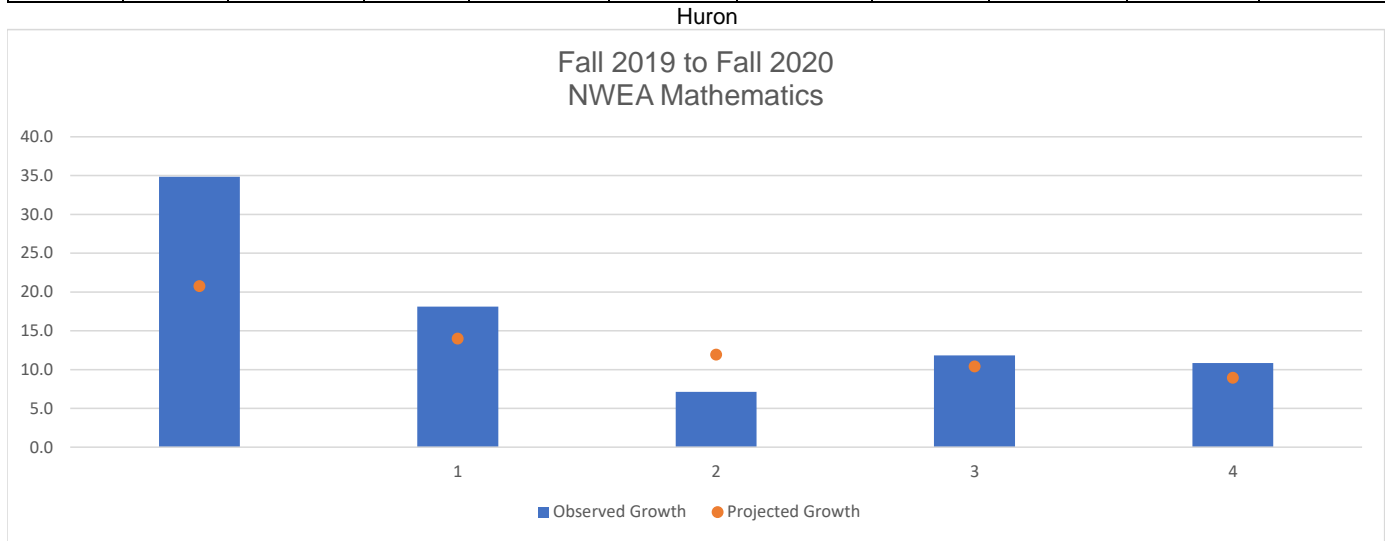


Huron		Language Arts								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	160.2	98	160.2	98						
1	168.6	91	168.6	91	29.5	19.3	48	35	72.9%	83
2	176.0	60	176.0	60	20.9	15.4	58	29	50.0%	48.5
3	190.2	69	190.2	69	13.0	13.6	49	28	57.1%	51
4	201.7	68	201.7	68	13.3	9.2	66	42	63.6%	65
5	208.3	61.5	208.3	61.5	9.1	6.7	66	42	63.6%	59.5

Huron



Huron		Mathematics								
Grade	Fall 2019		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	140.7	51	165.2	99						
1	163.6	65	175.8	85.5	34.8	20.7	44	36	81.8%	88.5
2	181.9	78	181.0	71	18.1	14.0	59	31	52.5%	50
3	190.8	57	189.7	58	7.1	11.9	49	13	26.5%	22
4	201.5	59	202.2	64	11.8	10.4	65	35	53.8%	49
5	212.7	62.5	212.3	62	10.8	8.9	64	33	51.6%	49.5



Huron		Language Arts								
Grade	Fall 2019		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	139.3	61	160.2	98						
1	156.7	47	168.6	91	29.5	19.3	48	35	72.9%	83
2	176.1	67	176.0	60	20.9	15.4	58	29	50.0%	48.5
3	187.6	53	190.2	69	13.0	13.6	49	28	57.1%	51
4	199.4	60	201.7	68	13.3	9.2	66	42	63.6%	65
5	207.7	62	208.3	61.5	9.1	6.7	66	42	63.6%	59.5

