DAKOTA HIGH SCHOOL

"Focused on Learning"

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Cougar PRIDE = Preparation, Respect, Integrity, Dedication and Empathy!

Kevin Koskos, Principal
Jonathan Jones, Principal 9th Grade Center
Jason Bruveris, Assistant Principal
Ebony Carter, Assistant Principal
Nancy Coulter, Scheduling Coordinator
Adam Demorest, Athletic Director
Tom Downham, Assistant Principal
Brian Hayes, Administrative Intern
Tony Maniscalco, Assistant Principal

January 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Dakota High 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 Main Office at Dakota High School for assistance.

The AER is available for you to review electronically by visiting http://bit.ly/310vk6I, or the Dakota High School website at https://www.chippewavalleyschools.org/schools/high-schools/dhs/about-us/aer/ or you may review a copy in the main office at the DHS 10-12 Building or Ninth Grade Center.

For the 2019-20 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 was identified as a school that has not been assigned one of the labels described above.

Improvement in the levels of performance for all students, including those of each of our subgroups (30 or more identifiable students) are the key components of our School Improvement Plan for this school year. Having begun the 20-21 school year in a remote learning setting posed numerous challenges, however we continue to be committed to our improvement goals. Many of our initiatives for this school year are centered on continuing to foster a school culture focused on achievement and support for students who demonstrate need, while also offering appropriate challenges for accelerated and advanced students. More students than ever have demonstrated need for support given the circumstances presented by the COVID-19 pandemic, and our staff has responded by demonstrating a compassionate and supportive approach with our students, while developing and implementing a wide variety of new instructional strategies through the use of technology. Through continued commitment to supporting students' social-emotional needs, as well as dedicating time to learning more about the impact of trauma on student achievement and continuing our programming in PBIS (Positive Behavior Intervention and Supports) we have continued to stay committed to our approach of educating our students by supporting the "whole child." These efforts, combined with our continued commitment to refining our Multi-Tiered System of Supports (MTSS) model to help place students in the classes and interventions that will serve them best, while also vastly expanding opportunities for teachers to engage in collaborative team work to improve instruction through Professional Learning Communities (PLC's), are at the center of our efforts to help students realize their potential and keep doors of opportunity open to them after graduation.

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

State law requires that we also report additional information. Students are assigned to each individual building in our district 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. In addition, the district accepts applications from students who reside outside the district to attend Chippewa Valley Schools. Spaces are allotted at each school.

In terms of instruction, 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 Curriculum Standards by visiting https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html.

The 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 multiple times throughout the school year at the high school level. 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 students' specific needs. From Fall 2018 to Fall 2019, 52.9% of ninth graders and 56.0% of tenth graders met their growth projection in mathematics. From Fall of 2019 to 2020. Those numbers increased to 57.6% and 65.7% respectively. From Fall 2018 to Fall 2019, 44.6% of ninth graders and 46.1% of tenth graders met their growth projection in ELA. From Fall 2019 to Fall 2020, that number increased to 60.9% and 63.5% respectively for each grade. For more information on Chippewa valley Schools Assessment program, please visit http://www.chippewavalleyschools.org/academics/assessment.

Dakota High School is fortunate to have the support of a wonderful community. With advances in technology, we have been able to enhance communication with our parents and community through new and innovative strategies. With that said, we also continue to offer opportunities for parents and teachers to meet in person at parent-teacher conferences in the fall and spring. In 2018-19 1064 students (36%) were represented at parent-teacher conferences. In 2019-20, 904 students (30%) were represented at parent-teacher conferences, due in large part to expansion of other communication and progress reporting tools.

Dakota's tremendous course offerings also include a wide variety of opportunities for students to enroll in post-secondary-level coursework through our Dual Enrollment and Advanced Placement programs. In 2018-19, 26 students (0.9%) were enrolled in Dual Enrollment. In 2019-20, 21 (1%) were enrolled in Dual Enrollment.

Dakota High School is proud to have offered fifteen Advanced Placement courses during the 2018-19 and 2019-20 school years. In 2018-19, 847 (28.7%) of our students were enrolled in at least one AP class. 675 students took 1045 exams, earning passing scores on 66% (690) of those exams. In 2019-20, 865 (30.5%) of our students were enrolled in at least one AP class. 675 students took 1045 exams, earning passing scores on 65.6% (685) of those exams.

Dakota High School is proud to continue its tradition of offering an outstanding academic program that provides opportunities for students of all ability levels and interests. From our special education supports to our Advanced Placement classes and our outstanding CTE programs, DHS provides opportunities for students that few high schools can match. Beyond the classroom, our athletic, fine arts and student activities programs are widely recognized around southeast Michigan and the State as being among the best. We are very fortunate to be able to partner with an incredibly supportive community to work together on behalf of all students to help them achieve their goals and dreams and continue to look forward with bright optimism as to what the future holds for our school.

Sincerely,

Kevin W. Koskos

Kevin W. Koskos
Principal

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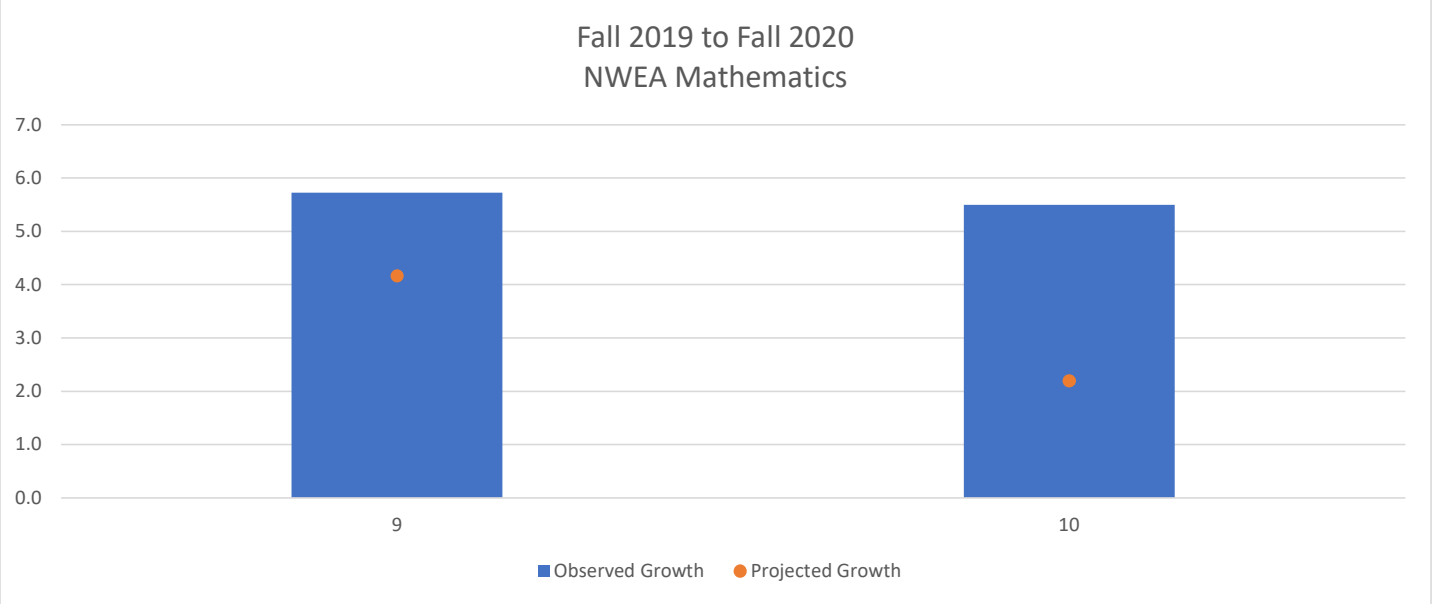
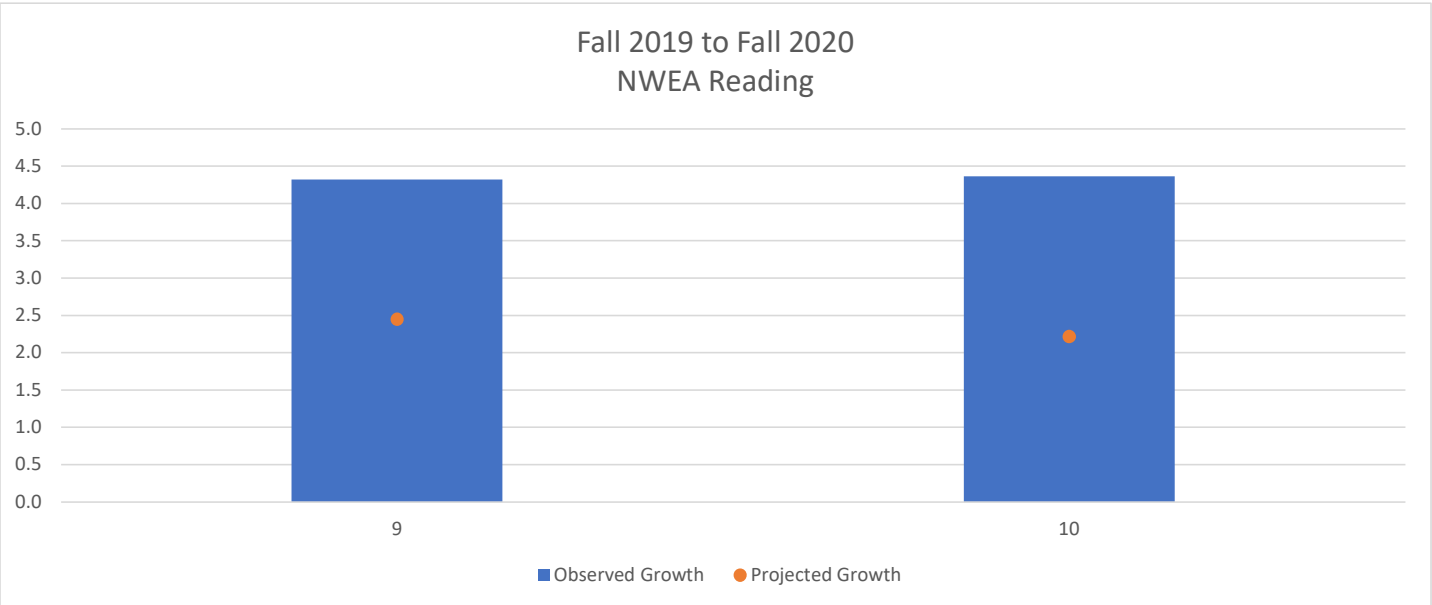
Dakota H.S.	Mathematics									
Grade	Fall 2019		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
9	237.6	70	239.7	73	5.7	4.2	568	327	57.6%	57.5
10	240.1	71	245.0	80	5.5	2.2	525	345	65.7%	64

Dakota H.S.



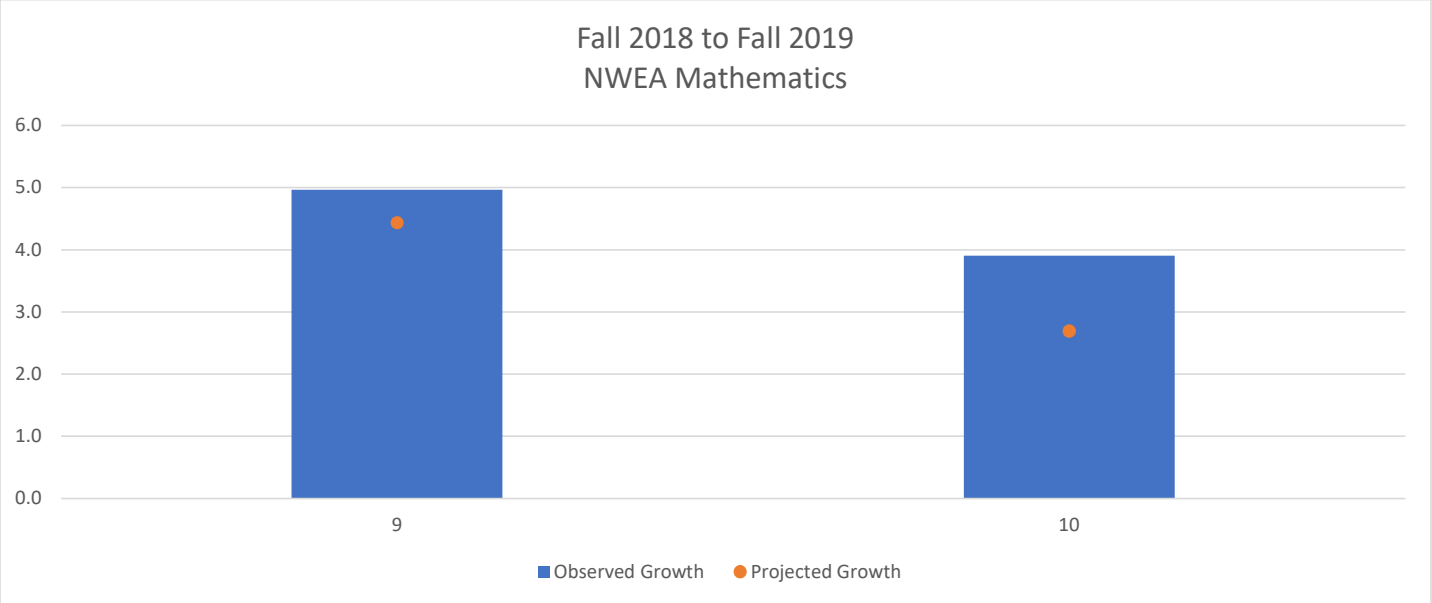
Dakota H.S.	Language Arts									
Grade	Fall 2019		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
9	224.6	65	227.4	69	4.3	2.5	532	324	60.9%	58
10	225.7	62	230.1	73	4.4	2.2	526	334	63.5%	68.5

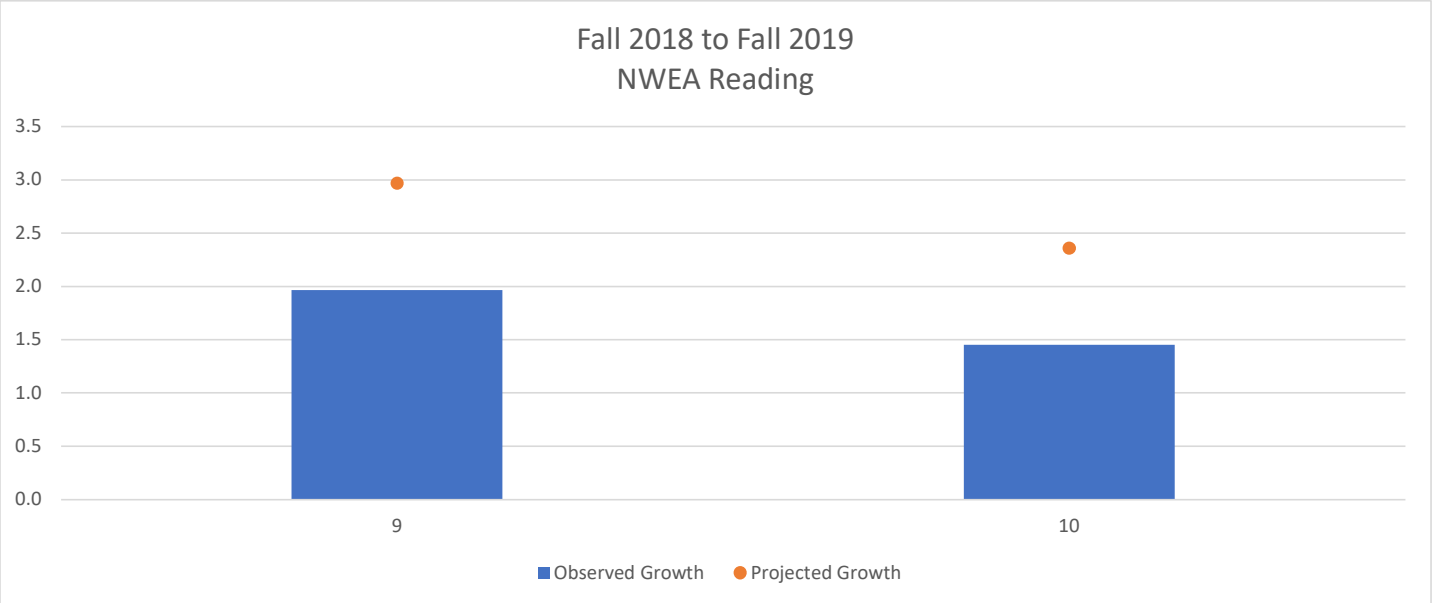
Dakota H.S.



Dakota H.S.	Mathematics									
Grade	Fall 2018		Fall 2019		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
9	236.5	69	237.6	70	5.0	4.4	656	347	52.9%	50
10	239.8	67	240.1	71	3.9	2.7	713	399	56.0%	54

Dakota H.S.



Dakota H.S.	Language Arts									
Grade	Fall 2018		Fall 2019		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
9	224.4	63	224.6	65	2.0	3.0	670	299	44.6%	41
10	227.0	66	225.7	62	1.5	2.4	707	326	46.1%	49

Dakota H.S.