



DAKOTA HIGH SCHOOL

“Committed to Excellence”

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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
Nancy Coulter, Scheduling Coordinator
Tom Downham, Assistant Principal
Shane Finney, Athletic Director
Tony Maniscalco, Assistant Principal
Dr. Rene Ribant-Amthor, Assistant Principal
Jenny Moench, Administrative Intern

January 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 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 <https://bit.ly/3QMvwAr> or you may review a copy in the main office at the DHS 10-12 Building or Ninth Grade Center.

For the 2021-22 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 in 2021-22. 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 in 2021-22. 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% in 2021-22. 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. Even with the COVID-19 pandemic behind us, challenges have continued to present themselves in terms of addressing learning gaps that have persisted for some of our students since the fall of 2020. With conditions being closer to “normal” this fall than they’ve ever been since the 19-20 school year, many of our initiatives are centered on continuing to foster a school culture focused on achievement and providing support for students who demonstrate need, while also offering appropriate challenges for accelerated and advanced students. Through a reinvigorated effort to focus on “Excellence” in all walks of school life, continued commitment to supporting students’ social-emotional needs, and bolstering 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” while putting more and more emphasis on high expectations for academic achievement in the wake of the pandemic. These efforts, combined with our continued commitment to our Multi-Tiered System of Supports (MTSS) model to help place students in the classes and interventions that will serve them best, while also continuing to expand 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.

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.

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

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.

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/>. 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 2020 to Fall 2021, 57.5% of ninth graders and 65.8% of tenth graders met their growth projection in mathematics. From the Fall of 2021 to the Fall of 2022, 61% of ninth graders and 66% of tenth graders met their growth projection in mathematics. From Fall 2020 to Fall 2021, 61.0% of ninth graders and 63.5% of tenth graders met their growth projection in English Language Arts. From Fall of 2021 to Fall of 2022, 59% of ninth graders and 54% of tenth graders met their growth projection in English Language Arts. 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 still continue to offer opportunities for parents and teachers to meet in-person at parent-teacher conferences in the fall and spring. In 2020-21 871 students (30%) were represented at parent-teacher conferences. In 2021-22, 793 students (28%) were represented at parent-teacher conferences, due in large part to the 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 2020-21, 20 students (1%) were enrolled in Dual Enrollment. In 2021-22, 19 students (1%) were enrolled in Dual Enrollment.

Dakota High School is proud to have offered sixteen Advanced Placement courses during the 2020-21 and 2021-22 school years. In 2020-21, 809 (29%) of our students were enrolled in at least one AP class. 519 students took 826 exams, earning passing scores on 71% (586) of those exams. In 2021-22, 661 (24%) of our students were enrolled in at least one AP class. 556 students took 925 exams, earning passing scores on 60% (555) 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

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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.

With Cougar Pride,



Kevin W. Koskos

Principal

Aggregate by School

Term: Fall 2022-2023
District: Chippewa Valley Schools

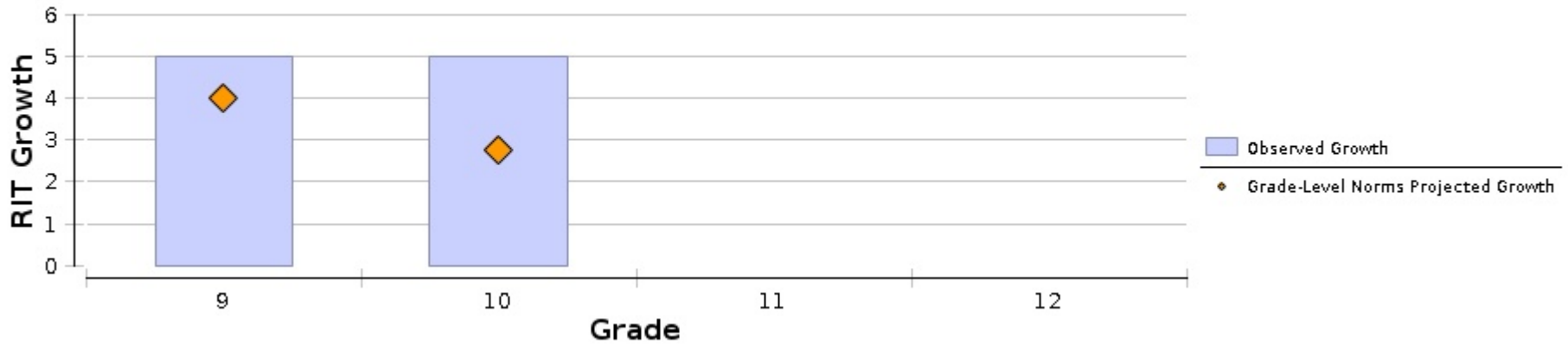
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Fall 2022
Weeks of Instruction: Start - 2 (Fall 2021)
 End - 1 (Fall 2022)
Grouping: None
Small Group Display: No

Dakota H.S.

Math: Math K-12

Grade (Fall 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Fall 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
9	575	228.4	15.5	66	233.4	17.5	77	5	0.3	4.0	0.51	69	575	353	61	56
10	552	233.3	15.5	76	238.1	16.6	82	5	0.3	2.7	1.17	88	552	367	66	63
11	0	**			**			**					**			
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Fall 2022-2023
 District: Chippewa Valley Schools

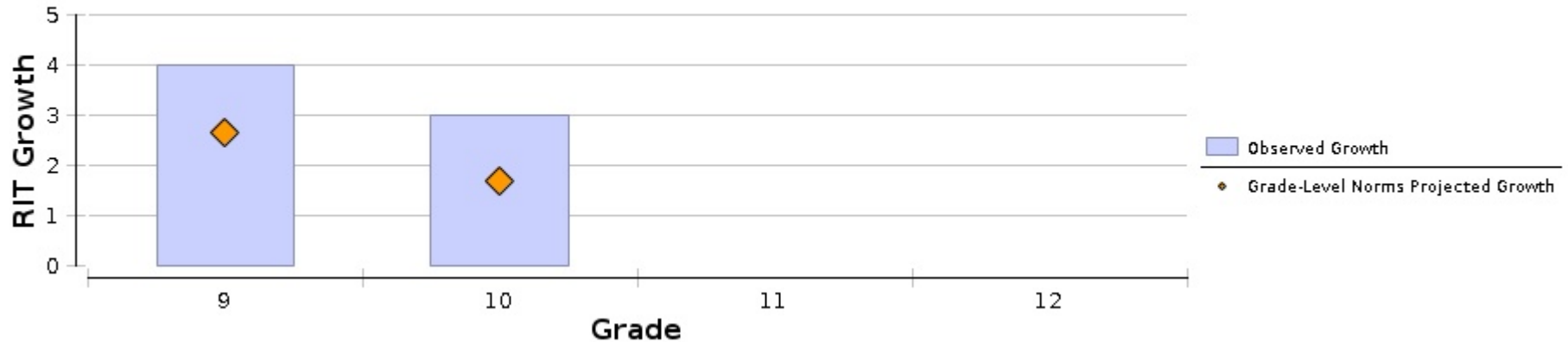
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Fall 2022
 Weeks of Instruction: Start - 2 (Fall 2021)
 End - 1 (Fall 2022)
 Grouping: None
 Small Group Display: No

Dakota H.S.

Language Arts:
 Reading

Grade (Fall 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Fall 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
9	566	220.4	13.3	64	224.2	13.0	72	4	0.3	2.6	0.65	74	566	335	59	57
10	584	224.1	12.4	71	226.7	13.1	74	3	0.3	1.7	0.60	73	584	315	54	57
11	0	**			**			**					**			
12	0	**			**			**					**			

Language Arts: Reading

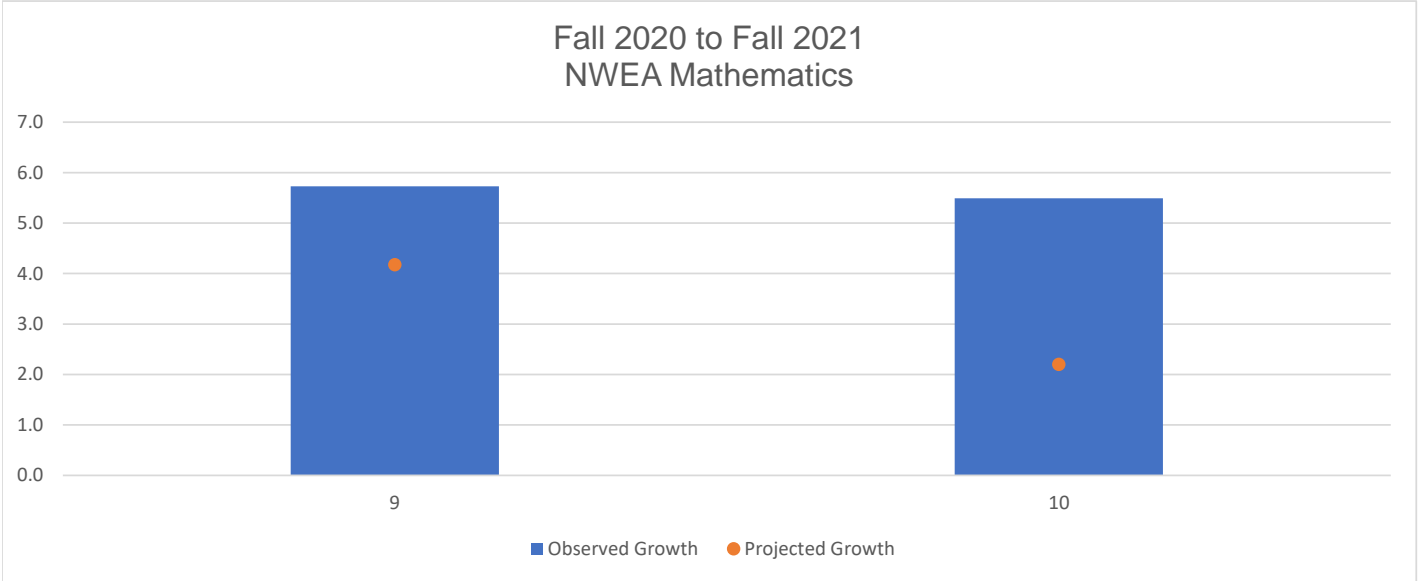


Explanatory Notes

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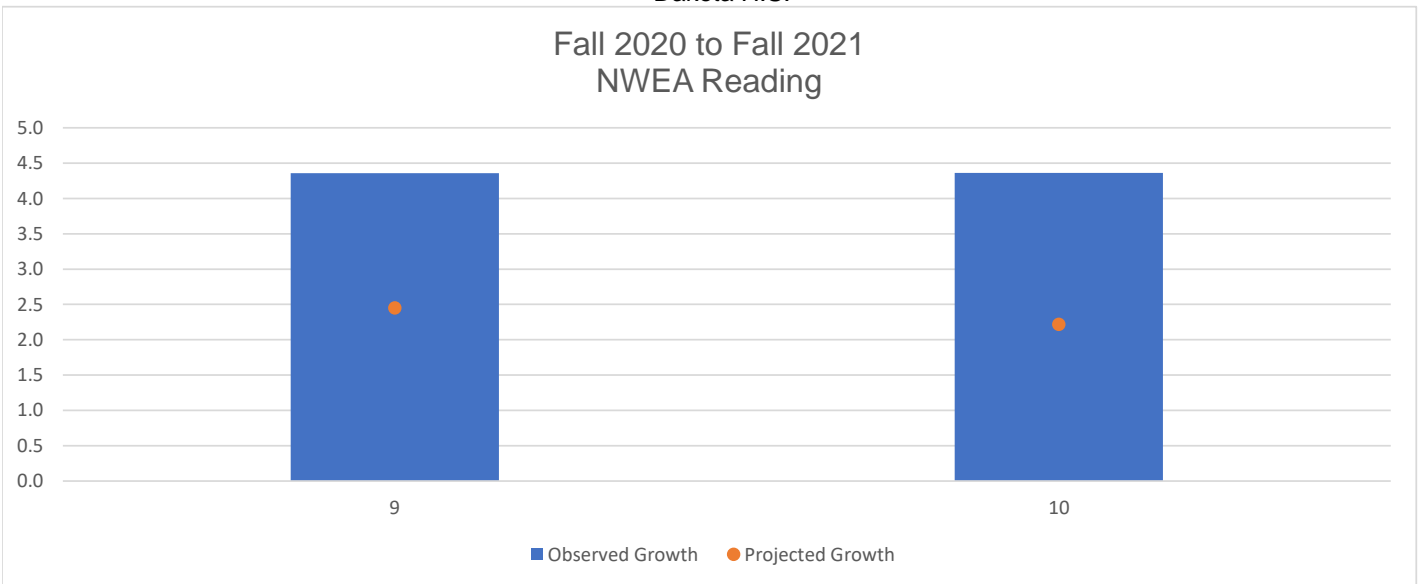
Dakota H.S.		Mathematics								
Grade	Fall 2020		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
9	239.7	73	239.8	73	5.7	4.2	570	328	57.5%	57.5
10	245.0	80	244.9	80	5.5	2.2	526	346	65.8%	64

Dakota H.S.



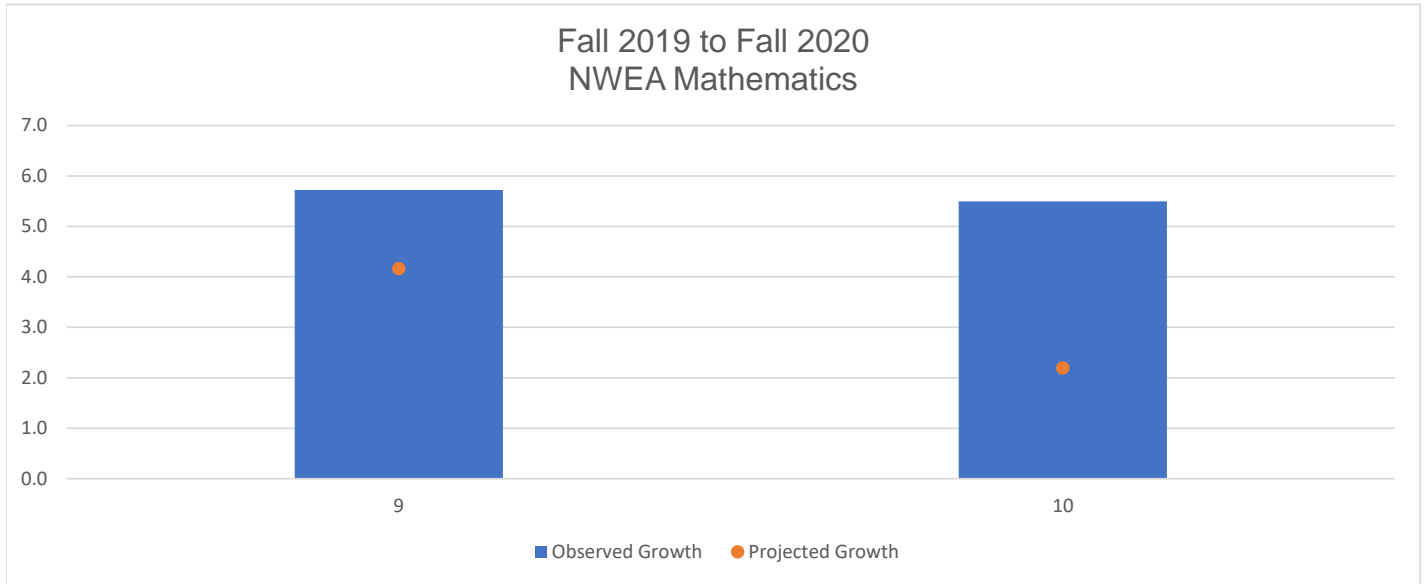
Dakota H.S.		Language Arts								
Grade	Fall 2020		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
9	227.4	69	227.5	69	4.4	2.5	534	326	61.0%	58
10	230.1	73	230.1	73	4.4	2.2	526	334	63.5%	68.5

Dakota H.S.



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.

