



## IROQUOIS MIDDLE SCHOOL

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## CHIPPEWA VALLEY SCHOOLS

Mr. Christopher Gardner, *Principal*  
Mr. Scott Abraham, *Assistant Principal*



### MISSION STATEMENT

We, the Iroquois Middle School community, will provide a safe, supportive, challenging environment that encourages students to reach academic potential, develop respectful behaviors, and become responsible and successful citizens.

February 6, 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 Iroquois 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 school administration for assistance.

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

For the 2021-22 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.

At Iroquois Middle School, our staff strives for continuous improvement in ourselves and in our students. We know from MSTEP data, one of our key challenges is to close the achievement gap of our English Language Learners. In an effort to close this gap, we continue to place ELL students into our English Immersion class. This intervention has proved successful for these students. As a result of this intervention, over 40 ELL students successfully exited the WIDA in the past three years.

Additionally, our students continue to show growth on the NWEA Measures of Academic Progress (MAP) assessment which is used as our local district assessment for reading and math

## BE RESPECTFUL, TAKE OWNERSHIP & ACT RESPONSIBLY

**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, 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 all grades, 6-8. In an effort to increase student achievement and close achievement gaps, the staff at Iroquois utilize a Multi-Tiered System of Support (MTSS) program targeting specific skills of students struggling in English Language Arts and Math. During data reviews, staff members utilize data from the NWEA MAP reading and math assessments to identify specific learning needs of each child, in addition to their classroom assessment data. Using this information, teachers determine areas of core instruction to be improved and enhanced with the assistance of reading and math intervention classes. Along with that, four At-Risk para-professionals work with students who are deemed at-risk to close their learning gaps. In addition to our MTSS program, staff members continue to provide students with learning experiences that will prepare them for the rigorous curricular standards in all core subject areas.

State law requires that we also report additional information.

- Pupils are assigned to each individual building based upon the 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 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. This year, we have three school improvement goals we are working towards.
  1. All students will be proficient in Mathematics.
  2. All students will be proficient in Reading.
  3. All students and staff will participate in fostering an environment of positive behavior and support.
- 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

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on the Michigan State Standards by visiting [http://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_65510---,00.html](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>.
- Iroquois parents are very interested in the academic progress of their student(s). Attendance for the Parent Teacher Conferences exceeded 70% for the 2021-2022 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).
- Iroquois Middle School's mission is to provide an environment that encourages students to reach academic potential, develop respectful behaviors, and become responsible and successful citizens.

Through the continuing efforts of our Iroquois staff, students, parents and the Chippewa Valley School District, our students will develop the strategies and skills necessary to become responsible and successful citizens.

Sincerely,

Chris Gardner  
Principal

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## Aggregate by School

Term: Fall 2022-2023  
 District: Chippewa Valley Schools

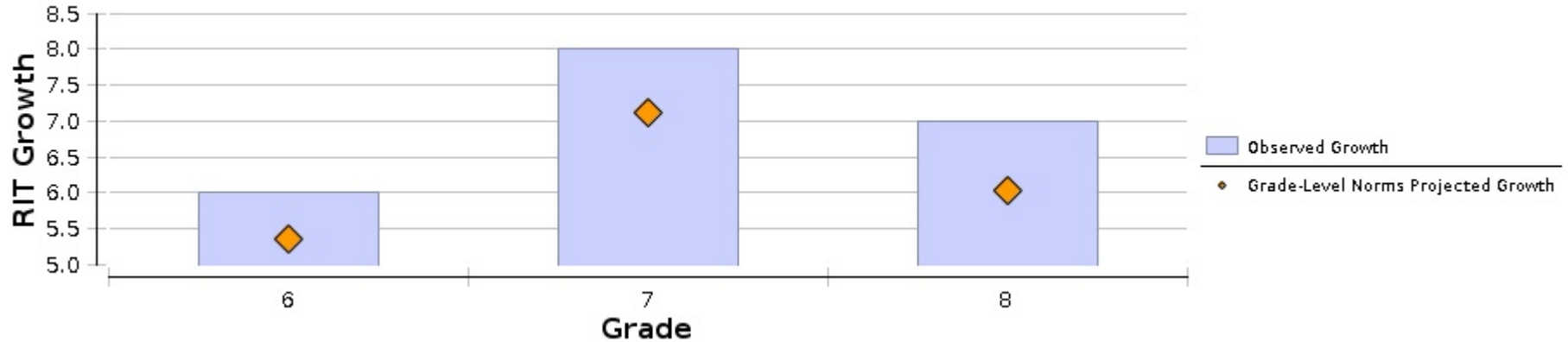
Norms Reference Data: 2020 Norms.  
 Growth Comparison Period: Fall 2021 - Fall 2022  
 Weeks of Instruction: Start - 2 (Fall 2021)  
 End - 1 (Fall 2022)  
 Grouping: None  
 Small Group Display: No

### Iroquois

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
6	262	209.6	12.9	56	215.1	13.3	57	6	0.4	5.4	0.07	53	262	140	53	49
7	262	214.3	14.7	51	222.2	15.4	63	8	0.4	7.1	0.44	67	262	162	62	56
8	257	221.8	15.0	60	229.1	15.8	69	7	0.5	6.0	0.76	78	257	149	58	57

### 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.



# Student Growth Summary Report

## Aggregate by School

Term: Fall 2022-2023  
 District: Chippewa Valley Schools

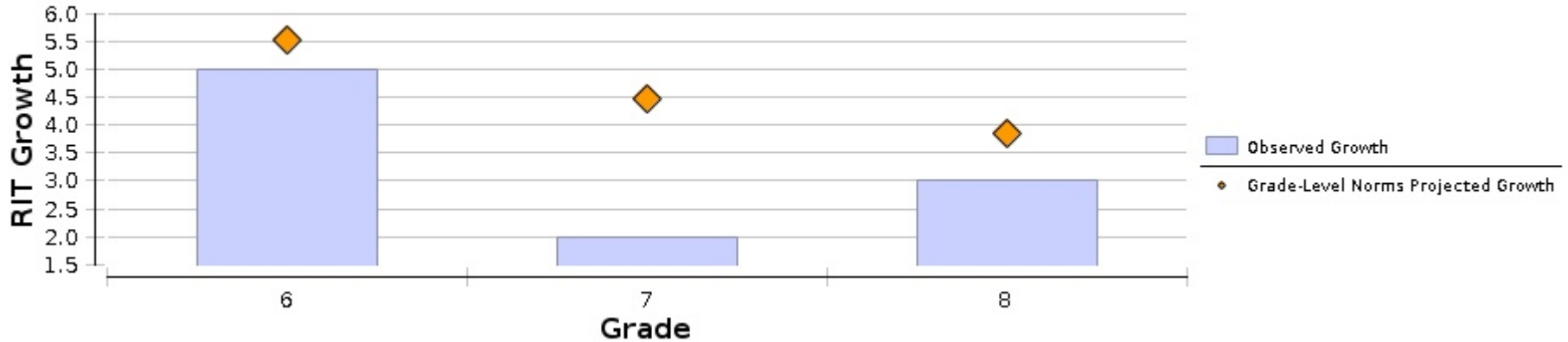
Norms Reference Data: 2020 Norms.  
 Growth Comparison Period: Fall 2021 - Fall 2022  
 Weeks of Instruction: Start - 2 (Fall 2021)  
 End - 1 (Fall 2022)  
 Grouping: None  
 Small Group Display: No

### Iroquois

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
6	261	206.1	13.4	63	210.9	13.8	59	5	0.5	5.5	-0.42	34	261	121	46	46
7	257	212.2	14.8	64	214.5	15.1	55	2	0.5	4.5	-1.33	9	257	115	45	43
8	249	215.7	13.4	61	219.0	13.9	58	3	0.6	3.8	-0.38	35	249	124	50	46

### Language Arts: Reading

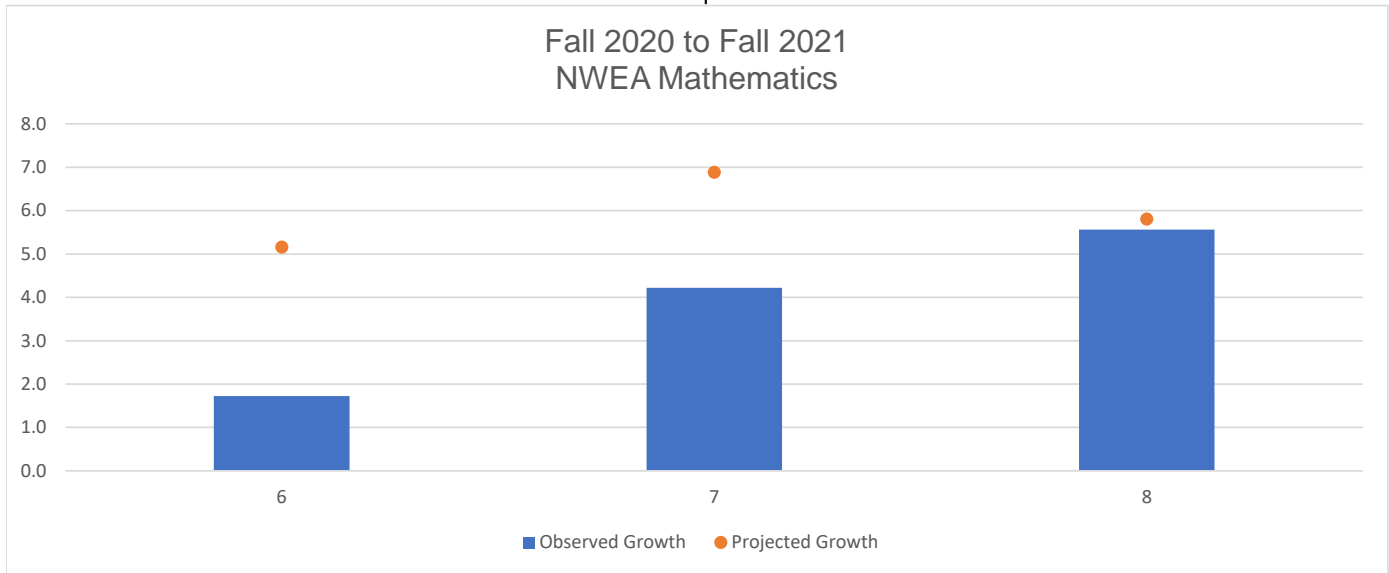


#### Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

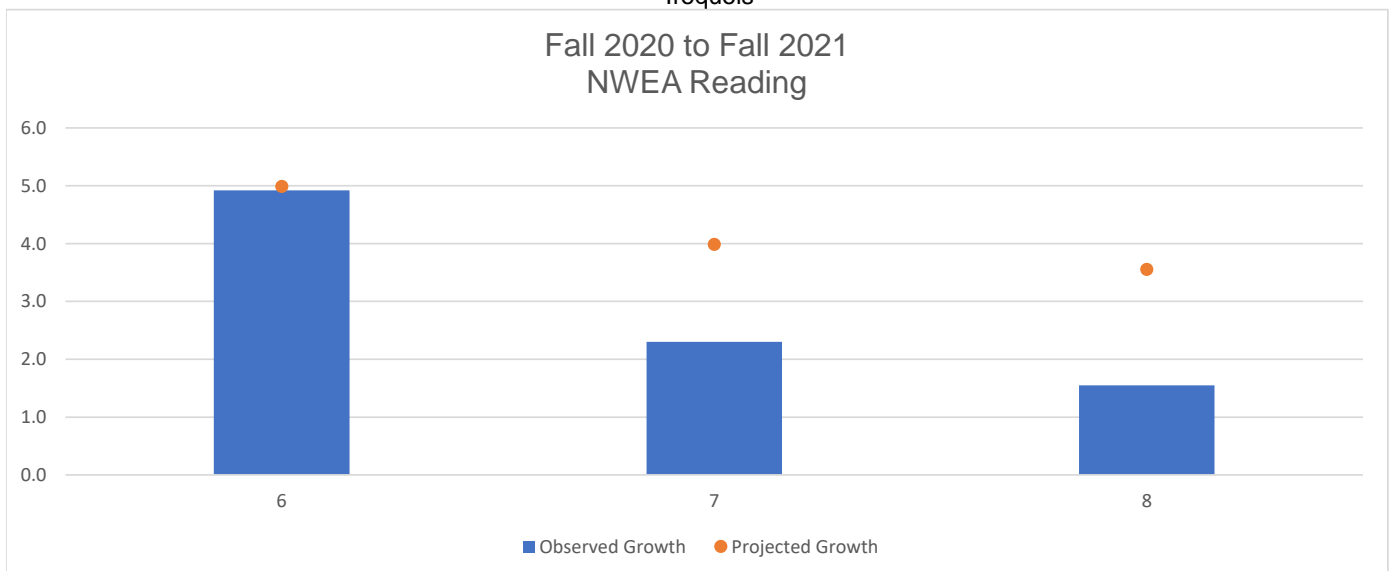
Iroquois		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
6	218.7	62	218.7	62	1.7	5.2	192	57	29.7%	23
7	222.6	58	222.6	58	4.2	6.9	235	89	37.9%	34
8	229.5	61	229.5	61	5.6	5.8	247	120	48.6%	46

Iroquois



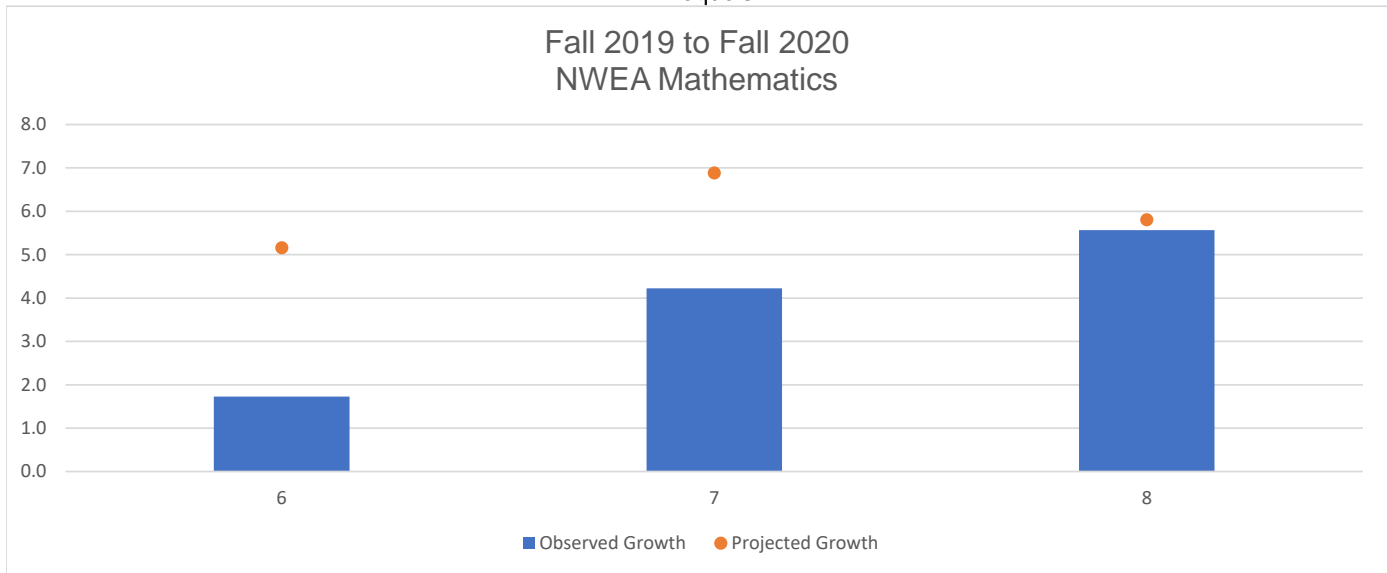
Iroquois		Language Arts								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
6	214.7	64	214.6	63	4.9	5.0	190	91	47.9%	46.5
7	215.3	58	215.3	58	2.3	4.0	231	104	45.0%	42
8	218.6	58	218.6	58	1.5	3.6	243	108	44.4%	39

Iroquois



Iroquois		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
6	217.7	58	218.7	62	1.7	5.2	192	57	29.7%	23
7	223.4	59	222.6	58	4.2	6.9	235	89	37.9%	34
8	232.2	64	229.5	61	5.6	5.8	247	120	48.6%	46

Iroquois



Iroquois		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
6	213.1	58	214.7	64	5.2	5.0	174	86	49.4%	47
7	216.8	57	215.3	58	2.3	4.0	230	104	45.2%	42
8	222.0	59	218.6	58	1.5	3.6	243	108	44.4%	39

Iroquois

