

CHIPPEWA VALLEY SCHOOLS



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February 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-24 educational progress for Mohawk Elementary. 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 by visiting MI School Data website [Mohawk AER Report 23-24](#). The AER is also available for you to review electronically by visiting our district web site [Annual Education Reports](#) or by reviewing a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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. Mohawk Elementary has not been given one of these labels.

The Mohawk Elementary Staff 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 strives to meet the needs of all learners so they can succeed.

Our goal is continuous improvement and growth. In review of our recent M-STEP data along with comparing our fall to spring FastBridge data, we are aware of the subgroups in need of improvement and are diligently working to improve in these areas. Analysis of the data shows students who are Economically Disadvantaged/Homeless, Students with Disabilities, Black/African American, and English Learners have the largest achievement gap among our subgroups.

During the 2020-21 school year our district began implementing teaching strategies and methods that align with the science of reading. Using these research-based strategies throughout our ELA block will help us close the achievement gap and improve core instruction.

During the 2022-23 school year, our district changed the local district assessment in reading and math. The data below shows how students performed on both measures. Kindergarten through third grade students took the FastBridge assessment for both reading and math. Students in fourth and fifth grade took the NWEA assessment.

## Mohawk Elementary Data

### Reading

FastBridge				
<i>% of students above the 50<sup>th</sup> percentile</i>				
Grade Level	2022-23		2023-24	
	Fall	Spring	Fall	Spring
Kindergarten	61%	53%	53%	39%
1 <sup>st</sup> Grade	33%	38%	39%	52%
2 <sup>nd</sup> Grade	40%	42%	42%	42%
3 <sup>rd</sup> Grade	46%	44%	52%	49%
4 <sup>th</sup> Grade			40%	42%
5 <sup>th</sup> Grade			38%	57%
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2022-23		2023-24	
	Fall	Spring	Fall	Spring
4 <sup>th</sup> Grade	65%	59%		
5 <sup>th</sup> Grade	65%	57%		

### Math

FastBridge				
<i>% of students above the 50<sup>th</sup> percentile</i>				
Grade Level	2022-23		2023-24	
	Fall	Spring	Fall	Spring
Kindergarten	77%	58%	52%	34%
1 <sup>st</sup> Grade	58%	75%	29%	63%
2 <sup>nd</sup> Grade	36%	45%	38%	53%
3 <sup>rd</sup> Grade	52%	60%	54%	52%
4 <sup>th</sup> Grade			69%	62%
5 <sup>th</sup> Grade			47%	64%
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2022-23		2023-24	
	Fall	Spring	Fall	Spring
4 <sup>th</sup> Grade	49%	53%		
5 <sup>th</sup> Grade	63%	62%		

Continued implementation using best practices, strategies and routines as outlined by the science of reading have produced positive results and growth for our students in literacy. Additionally, staff development, utilization of resources and training by our reading interventionist will continue to demonstrate growth in academic areas.

The instructional staff at Mohawk has implemented a Multi-Tiered System of Support (MTSS) targeting specific skills of students struggling in reading. During our collaborative teams meeting, staff members utilize data from the FastBridge reading assessments, as well as weekly progress monitoring to identify the specific learning needs of each child. Using this information and other assessment data, teachers determine areas of core instruction to be improved and enhanced as well as place students into research-based interventions focusing on early literacy skills, reading fluency, vocabulary development and comprehension strategies to help our students continue to grow and develop.

The teaching staff at Mohawk Elementary is regularly engaged in professional development centered around the science of reading. We have also embarked on the use of the Collaborative Teams process where staff are able to meet regularly to discuss common formative and summative assessments. This structure provides teachers the opportunity to utilize student data and make changes to instruction in a timely manner.

Mohawk Elementary recognizes the value of educating the “Whole Child”. The need for a structured social-emotional learning (SEL) program is vital to student success. During the 2020-21 school year, we began implementing the Positivity Project program which places an emphasis on character education. Mohawk also uses Positive Behavioral Interventions and Supports System (PBIS). Together with the Positivity Project we have been able to support the development of the “Whole Child”. We strongly believe by instilling strong character and work habits, our students will have better academic and social skills.

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 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. The Cognia Global Accreditation Commission determined that Chippewa Valley Schools had earned the distinction of System Accreditation for a five-year period from 2021-2026. We are preparing for another Accreditation Engagement Review for the 2025-2026 school year.
- 🐾 Chippewa Valley Schools feel we best serve students by establishing integrated and dynamic relationships between curriculum, instruction, assessment practices and standards. These standards and practices are based on the Michigan State Standards. More information about CVS curriculum can be found at <http://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](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html)
- 🐾 Chippewa Valley School District administers the FastBridge FASTtrack assessment suite to students at various grade levels. FastBridge combines data from both broad and specific measures to provide intervention recommendations for the whole class and for individual students. In **22-23**, we used this assessment suite to measure reading & math growth in grades **K-3**. In **23-24**, we used this assessment suite to measure both reading and math growth in grades **K-5**. These assessments are administered three times throughout the school year. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to meet their students’ specific needs.
- 🐾 Chippewa Valley School District also administers the NWEA Measures of Academic Progress® (MAP®) common benchmark assessments to students at various grade levels. NWEA is a computer-adaptative test that provides teachers with accurate information to help inform instruction. The purpose of these assessments is to provide data on individual students’ growth. In 22-23, we used this assessment to measure reading and math growth in grades 4-10. In 23-24, we used this assessment to measure both reading and math growth in grades 6-10. This assessment is administered two to three times throughout the school year. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to meet their students’ specific needs. For more information on Chippewa Valley’s balanced assessment program,

please visit our district assessment page:

<http://www.chippewavalleyschools.org/academics/assessment>

- 🐾 Parent-Teacher communication is the key to student success. Mohawk families have an outstanding participation rate at fall conferences; 90% of our students had parent representation at fall conferences in 2022. During the fall 2023, 92% of parents attended conferences.

Mohawk Elementary continues to place great emphasis on growth and success through our vision statement, “Building Relationships and Inspiring Students to Succeed”. Thank you for supporting us on our journey to excellence for ALL!

Educationally Yours,  
Andrea Verellen  
Principal



# CHIPPEWA VALLEY SCHOOLS

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*Inspiring and empowering learners to achieve a lifetime of success.*

Ronald R. Roberts  
Superintendent

February 1, 2025

Dear Parents and Community Members:

We are pleased to present you with the 2024-2025 Annual Education Report (AER) which provides key information on the 2023-2024 educational progress for the Chippewa Valley School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact the Educational Services Department at (586) 723-2020 for help if you need assistance.

The District AER is available for you to review electronically by visiting the following web site: <https://tinyurl.com/CVSAER24-25> or you may review a copy in the Educational Services Department or main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

## **Student Assessment Data**

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress) MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English Language Arts and Mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

## **School Accountability Data**

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

### Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

### NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

### Civil Rights Data

- Provides information on school quality, climate, and safety

Please review the table listing our schools. For the 2024-2025 school year, schools were identified based on previous years’ performance using definitions and labels as required in *Every Student Succeeds Act (ESSA)*. A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-2024. 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 2021-2022. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or has a graduation rate at or below 67% in 2021-2022. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiatives to Accelerate Achievement
Algonquin Middle School		<ul style="list-style-type: none"> <li>• <b>Multi-Tier System of Supports (MTSS)</b></li> <li>• <b>Guaranteed and Viable Curriculum</b></li> <li>• <b>Social-Emotional Learning &amp; Support</b></li> <li>• <b>Technology to Support Learning</b></li> <li>• <b>Improve Literacy Achievement in Grades K-12</b></li> <li>• <b>Leadership Coaching</b></li> <li>• <b>K-12 Mathematics</b></li> </ul>
Cherokee Elementary		
Cheyenne Elementary		
Chippewa Valley High School		
Clinton Valley Elementary		
Dakota High School	TSI School	
Erie Elementary		
Fox Elementary		
Huron Elementary		
Iroquois Middle School		
Miami Elementary		
Mohawk Elementary		
Mohegan High School	CSI School	
Ojibwa Elementary		
Ottawa Elementary		
Seneca Middle School		
Sequoyah Elementary		
Shawnee Elementary		
Wyandot Middle School		

It is my privilege to share with you the many ways Chippewa Valley continues to provide exceptional educational opportunities for all our students in Grades K-12. Our district offers a challenging curriculum aligned with state standards and benchmarks, ensuring our students are well-prepared for success for their next steps.

Literacy serves as the foundation of learning for all students, and we use data-informed decisions to shape curriculum and instruction. We are dedicated to maintaining a safe learning environment that meets the diverse needs of every student. Our commitment extends to supporting the whole child by fostering a sense of belonging, building strong relationships, and promoting academic growth. Additionally, we provide robust support for teachers, administrators, and staff to help every student achieve their full potential.

Both Chippewa Valley High School and Dakota High School stand out as leaders in education, offering over 200 courses, 38 extracurricular clubs and activities, and 24 sports programs. For students seeking a rigorous academic experience, our advanced placement courses provide an ideal foundation for college readiness. Teachers and students alike have received local, state, and national recognition for their innovative approaches and outstanding achievements in education. Additionally, our highly regarded fine arts, band, and choir programs continue to set the standard for excellence.

We are equally proud of our Career and Technical Education (CTE) programs, which connect students to real-world experiences and prepare them for a variety of career and educational pathways. These programs, led by industry-experienced teachers, offer invaluable insights into the skills and knowledge needed to thrive in today's workforce connecting classroom learning to practical applications, enhancing student readiness for the future.

Technology plays a vital role in supporting our students' education. Our district's one-to-one computer program, implemented in grades K-12, ensures every student has access to a consistent, compatible device. This initiative addresses issues of access and equity, ensuring all learners have the tools they need to succeed.

In Chippewa Valley, continuous improvement is a driving force. Our curriculum councils and school improvement teams—comprising talented educators and administrators—continuously refine teaching practices, align curriculum with state standards, and develop innovative programs. This commitment is demonstrated through initiatives like data-driven decision-making, multi-tiered systems of support, and the use of research-based materials. We are proud to maintain System Accreditation through Cognia, a nonprofit organization providing quality assurance for schools. This accreditation reflects our dedication to best practices, rigorous performance standards, and continuous improvement. Student performance data is regularly analyzed to ensure we meet and exceed expectations, and we are honored to hold this distinction through 2026.

Chippewa Valley also provides specialized services for students with academic or physical challenges, tailoring programs to meet the needs of every child in compliance with State and Federal laws. These services reflect our belief in the value and potential of every learner.



We have taken steps to provide layers of support in English Language Development for our K-12 English Learners and their families with the goal for students to reach English Proficiency and exit the program. Exiting students demonstrate that they have proficiently acquired the English Language in both social and academic settings by passing the WIDA test administered each spring.

Beyond K-12 education, our district serves students of all ages. Infants, toddlers, and preschoolers are enrolled in our early childhood programs at Little Turtle Early Childhood Center and other elementary schools. Our Great Start Readiness Program (GSRP) provides full-day, tuition-free preschool at four elementary schools, ensuring a strong foundation for our youngest learners.

The Chippewa Valley Coalition for Youth and Families exemplifies the power of partnerships among our schools, parents, and community organizations. Together, we promote healthy, safe, and drug-free lifestyles while supporting families across the district.

Chippewa Valley Schools updated its Strategic Plan during the 2023-2024 school year, engaging staff and community members in shaping the district's future. More than 3,900 responses were collected through open-ended surveys, highlighting priorities in three main areas: Curriculum and Instruction, Climate and Culture, and Technology. Teams of district staff and subject matter experts collaborated to analyze the data and set measurable goals and strategies. This Strategic Planning Guide reflects our shared vision and provides a clear path for implementing programs and initiatives to foster continuous improvement and success.

Parent and community involvement remain the cornerstone of our success. Whether through PTOs, Booster Groups, Citizens Advisory Committees, or attendance at school events, the commitment of our parents and community is unmatched. Your engagement enriches our schools and fosters a thriving educational environment for every child.

Finally, we take immense pride in our safe, well-maintained facilities and the unique personality of each school. To learn more about our district or arrange a visit, please contact our Community Relations Department at (586) 723-2240.

Thank you for your continued support of School District Name. Together, we are creating a future filled with promise and possibility for every student.

Sincerely,

*Ronald Roberts*

*Ronald Roberts*  
*Superintendent, Chippewa Valley Schools*



Inspiring and empowering learners to achieve a lifetime of success

