CHIPPEWA VALLEY HIGH SCHOOL

18300 NINETEEN MILE ROAD • CLINTON TOWNSHIP • MI 48038

http://www.cvs.k12.mi.us/cvhs

CAMPUS ADMINISTRATORS

Principal:
Jerry Davisson

Assistant Principals:
John Briningstool
Kari Drogosh
Tony Fiorvento
Angela Manzella

Ninth Grade Center Principal:
Diane Zatkoff

Assistant Principal:
Suzanne VanOphem

CAMPUS DIRECTORY

Main Office:
586-723-2300
Fax: 586-723-2336

Guidance Office:
586-723-2340
Fax: 586-723-2341

Attendance Office:
586-723-2399
Fax: 586-723-2395

Athletic Office:
586-723-2400
Fax: 586-723-2401

Ninth Grade Center:
42755 Romeo Plank Road
586-723-3100
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Guidance Office:
586-723-3140
Fax: 586-723-3141

April 19, 2016

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for Chippewa Valley 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 Dr. Jerry Davisson for assistance.

The AER is available for you to review electronically by visiting the following web site http://www.chippewavalleyschools.org/schools/high-schools/cvhs/about-us/aer/ or you may review a copy in the principal's office at your child's school.

Improvement in the levels of student performance for all of our subgroups (30 or more identifiable students) is a key component of our School Improvement Plan filed for 2015-16. Designing and implementing classroom and school activities to prepare students for both the content and format of the MME has been the focus of much of our professional development time for the past several years. This process has continued, especially with the transition to the SAT as the new state assessment. We continue to implement new curricular standards in our core subject areas. As the standards become more rigorous each year, we hope to continue to build on the partnership between the school, teachers, students and parents that focuses on student success in high school and beyond.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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.

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.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The School Improvement Plan for Chippewa Valley High School is based on the AdvancED criteria approved by the Michigan Department of Education for school accreditation. In March of 2016, the district completed a comprehensive External Review for System Accreditation through AdvancED. In order to receive AdvancED Accreditation, institutions such as schools and districts must meet AdvancED Standards and accreditation policies, demonstrate quality assurance through internal and external review, and engage in continuous improvement. The External Review Team examined district and school improvement plans, reviewed data and artifacts, visited classrooms, and interviewed stakeholders from schools and the community. The External Review Team recommended to the AdvancED Accreditation Commission that the Chippewa Valley Schools earn the distinction of System Accreditation. The Commission will make the decision regarding granting accreditation in June, 2016.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Chippewa Valley High School (CVHS) had a productive 2014-2015 school year. We have now completed our seventh year as a campus which includes the Ninth Grade Center (NGC) and the International Academy of Macomb (IAM). We believe the campus model continues to have a positive impact on student achievement as well as student behavior. Despite the increased rigor of the Michigan Merit Curriculum, fewer students are failing and more students are experiencing academic success.

In CVS, we feel we best serve all students by establishing integrated and dynamic relationship 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 .

Chippewa Valley School District administers the NWEA Measures of Academic Progress (MAP) benchmark assessments to all students in Mathematics and English Language Arts in grades K-10. NWEA (MAP) assessments are computerized, adaptive assessments which measure individual student growth. They are administered two to three times throughout the school year. The resulting data allowed teachers to see the instructional ranges within their classroom and begin to target their instruction to meet specific skills their students need. For more information on our balanced assessment program please visit our district assessment page at http://www.chippewavalleyschools.org/academics/assessment.

NWEA Spring
2015-16 school data.p

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Each year, our students have taken part in assessments developed by American College Testing (ACT). 11th grade students have taken the ACT test as a part of Michigan Merit Examination. Next year's data will use SAT scores instead of ACT. Click the attachment below to access ACT composite scores.

https://www.mischooldata.org/DistrictSchoolProfiles/AssessmentResults/Act/ActCollegeReadiness.aspx?NavStateText=Postsecondary&NavStateValue=%2fCareerAndCollegeReadiness%2fSummary.aspx

This is the second year that parents have had online 24/7 access to student grades. Additionally parents can request progress reports to be sent electronically on a regular basis. For the 2014-15 school year we had 35% of our students represented by parents attending conferences (fall and spring). This is slightly less than the 40% students represented in 2013-14.

School Year	# of students/%	# of classes taken	# of Early College students
2013-2014	51/2%	70	5 juniors/5 seniors
2014-2015	72/3%	175	10 juniors/5 seniors

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

School Year	# AP Classes offered
2013-2014	15
2014-2015	15

THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

School Year	# of students	% of students
2013-2014	495	21%
2014-2015	445	19%

THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

School Year	# of AP students w/ 3+	#DE	#EC	Total #/%
2013-2014	278	51	10	339/14%
2014-2015	268	72	15	355/15%

The Mission Statement of Chippewa Valley High School is: **Chippewa Valley High School serves the greater community by offering a comprehensive education that prepares students to excel in our ever-changing world. In order to achieve this, the following components must be realized:**

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*__Our school__ is a home for learning. Students are eager to enter its doors each day and motivated to move from class to class each hour.

*__Teachers__ are essential for student growth. Through rigor, carefully structured and varied lessons and the belief that all students can learn, they challenge and guide their students in the process.

*Teacher of course, cannot do their job alone and committed __parents__ are an irreplaceable component in a complete education.

*Likewise, __administrators__ provide another crucial layer of support needed so that every student has the opportunity to succeed.

*Finally, __the physical building__ itself is a home where all members of the community find common ground to pursue their dreams.

*Ultimately, students come to see __connections and personal relevance__ in what they learn and through this discover their own role as they pursue higher education, careers and a place in society at large.

Chippewa's attainment of Full Accreditation by the North Central Association/AdvancEd following a self-assessment by our staff and an external review by a visiting team of educators is a reflection on our "Focus on Learning" that is consistent with our Mission and Vision. Through the continuing efforts of our staff and students with the support of their parents and the Chippewa Valley Schools, we hope to continue the proud tradition of excellence that is part of the Chippewa Valley High School Big Red culture.

Sincerely,

Jerry Davisson
Principal

"Proud to be a Big Red"

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MI School Data

04/20/2016

Annual Education Report

Chippewa Valley High School

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	All Students	2013-14	25.6%	29.4%	24.1%	2%	22.1%	53.1%	22.8%
Social Studies	8th Grade Content	American Indian	2013-14	18.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	African American	2013-14	6.4%	11.5%	7.9%	1%	6.9%	49.5%	42.6%
Social Studies	8th Grade Content	Asian	2013-14	46%	45.8%	29.4%	0%	29.4%	47.1%	23.5%
Social Studies	8th Grade Content	Hispanic of Any Race	2013-14	14.6%	23.3%	11.1%	0%	11.1%	55.6%	33.3%
Social Studies	8th Grade Content	Two or More Races	2013-14	22.9%	37.8%	26.1%	0%	26.1%	39.1%	34.8%
Social Studies	8th Grade Content	White	2013-14	31.2%	31.3%	28.6%	2.6%	26%	54.8%	16.7%
Social Studies	8th Grade Content	Female	2013-14	22.4%	24.3%	17.9%	1.4%	16.5%	58.8%	23.4%
Social Studies	8th Grade Content	Male	2013-14	28.7%	33.9%	30.2%	2.7%	27.5%	47.7%	22.1%
Social Studies	8th Grade Content	Economically Disadvantaged	2013-14	12.9%	21%	16.3%	1.7%	14.6%	52.9%	30.8%
Social Studies	8th Grade Content	English Language Learners	2013-14	5.1%	6.6%	5%	0%	5%	42.5%	52.5%
Social Studies	8th Grade Content	Students With Disabilities	2013-14	6.4%	10.2%	11.6%	1.4%	10.1%	30.4%	58%

MI School Data

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MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	11th Grade Content	All Students	2014-15	28.5%	43.5%	32.7%	9.5%	23.2%	33.4%	33.9%
Mathematics	11th Grade Content	All Students	2013-14	28.8%	37.1%	28.6%	4.4%	24.2%	42.6%	28.8%
Mathematics	11th Grade Content	American Indian	2013-14	19.9%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	African American	2014-15	8.6%	15.4%	16.7%	1.3%	15.4%	41%	42.3%
Mathematics	11th Grade Content	African American	2013-14	5.9%	10.5%	5.3%	1.3%	4%	40%	54.7%
Mathematics	11th Grade Content	Asian	2014-15	60.7%	72%	53.8%	15.4%	38.5%	30.8%	15.4%
Mathematics	11th Grade Content	Asian	2013-14	60.7%	53.8%	35.3%	5.9%	29.4%	23.5%	41.2%
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16%	31.3%	23.3%	10%	13.3%	30%	46.7%
Mathematics	11th Grade Content	Hispanic of Any Race	2013-14	14.6%	25%	9.1%	0%	9.1%	54.5%	36.4%
Mathematics	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	23.8%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Native Hawaiian or Other Pacific Islander	2013-14	38.9%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	11th Grade Content	Two or More Races	2014-15	24.4%	30.6%	20.7%	6.9%	13.8%	20.7%	58.6%
Mathematics	11th Grade Content	Two or More Races	2013-14	24.5%	17.6%	22.7%	4.5%	18.2%	36.4%	40.9%
Mathematics	11th Grade Content	White	2014-15	32.4%	47.2%	36.7%	11%	25.7%	32.9%	30.5%
Mathematics	11th Grade Content	White	2013-14	33.5%	40.6%	33.3%	5%	28.3%	43.4%	23.3%
Mathematics	11th Grade Content	Female	2014-15	29.1%	46.6%	35.4%	9%	26.4%	36.1%	28.5%
Mathematics	11th Grade Content	Female	2013-14	26.5%	34.4%	21.7%	2.8%	18.9%	48.4%	29.9%
Mathematics	11th Grade Content	Male	2014-15	27.8%	40.5%	30.1%	9.9%	20.2%	30.8%	39%
Mathematics	11th Grade Content	Male	2013-14	31.1%	39.7%	35.3%	5.9%	29.4%	37%	27.7%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	24.3%	21.5%	4.2%	17.4%	28.5%	50%
Mathematics	11th Grade Content	Economically Disadvantaged	2013-14	13%	19.6%	16.6%	2.2%	14.4%	40.3%	43.1%
Mathematics	11th Grade Content	English Language Learners	2014-15	11.9%	12.7%	7.4%	0%	7.4%	11.1%	81.5%
Mathematics	11th Grade Content	English Language Learners	2013-14	6.7%	12.8%	11.1%	0%	11.1%	22.2%	66.7%

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MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	5.7%	3.9%	0%	3.9%	9.8%	86.3%
Mathematics	11th Grade Content	Students With Disabilities	2013-14	4.2%	3.2%	1.7%	0%	1.7%	8.3%	90%
Reading	11th Grade Content	All Students	2013-14	58.7%	64%	61.1%	11.6%	49.5%	21.4%	17.5%
Reading	11th Grade Content	American Indian	2013-14	55%	<10	<10	<10	<10	<10	<10
Reading	11th Grade Content	African American	2013-14	31.3%	39.8%	37.3%	2.7%	34.7%	29.3%	33.3%
Reading	11th Grade Content	Asian	2013-14	71.8%	69.2%	58.8%	17.6%	41.2%	17.6%	23.5%
Reading	11th Grade Content	Hispanic of Any Race	2013-14	45.5%	58.3%	54.5%	0%	54.5%	18.2%	27.3%
Reading	11th Grade Content	Native Hawaiian or Other Pacific Islander	2013-14	63.2%	<10	<10	<10	<10	<10	<10
Reading	11th Grade Content	Two or More Races	2013-14	58.6%	52.9%	59.1%	4.5%	54.5%	18.2%	22.7%
Reading	11th Grade Content	White	2013-14	65%	67.3%	65.6%	13.6%	52%	20.4%	14%
Reading	11th Grade Content	Female	2013-14	62.4%	68.8%	65.8%	12.5%	53.4%	18.5%	15.7%
Reading	11th Grade Content	Male	2013-14	55%	59.2%	56.4%	10.7%	45.7%	24.2%	19.4%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Reading	11th Grade Content	Economically Disadvantaged	2013-14	43%	48%	47.5%	6.6%	40.9%	25.4%	27.1%
Reading	11th Grade Content	English Language Learners	2013-14	19.4%	25.5%	25.9%	3.7%	22.2%	22.2%	51.9%
Reading	11th Grade Content	Students With Disabilities	2013-14	24.1%	22.2%	13.3%	1.7%	11.7%	16.7%	70%
ELA	11th Grade Content	All Students	2014-15	49.3%	57.8%	53.9%	16.1%	37.8%	27.7%	18.4%
ELA	11th Grade Content	African American	2014-15	25.8%	27.7%	34.6%	7.7%	26.9%	39.7%	25.6%
ELA	11th Grade Content	Asian	2014-15	64.8%	78%	76.9%	46.2%	30.8%	15.4%	7.7%
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	62.5%	66.7%	13.3%	53.3%	23.3%	10%
ELA	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	44%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Two or More Races	2014-15	49.1%	55.1%	44.8%	17.2%	27.6%	20.7%	34.5%
ELA	11th Grade Content	White	2014-15	54.3%	61%	56.8%	16.9%	39.9%	26.3%	16.9%
ELA	11th Grade Content	Female	2014-15	55.4%	67.3%	65.9%	19.9%	46%	23.2%	10.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	11th Grade Content	Male	2014-15	43.3%	49.1%	42.4%	12.4%	30%	32.1%	25.5%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	37.8%	40.8%	7.7%	33.1%	31%	28.2%
ELA	11th Grade Content	English Language Learners	2014-15	15.2%	16.4%	7.4%	0%	7.4%	29.6%	63%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	9%	8%	2%	6%	42%	50%
Science	11th Grade Content	All Students	2014-15	29.4%	37.5%	28.8%	9%	19.8%	33.7%	37.5%
Science	11th Grade Content	All Students	2013-14	28.4%	30.7%	24.7%	7%	17.7%	33%	42.3%
Science	11th Grade Content	American Indian	2013-14	21.8%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	African American	2014-15	7.3%	15.3%	15.4%	5.1%	10.3%	29.5%	55.1%
Science	11th Grade Content	African American	2013-14	5.5%	9.6%	6.7%	0%	6.7%	20%	73.3%
Science	11th Grade Content	Asian	2014-15	47.8%	52%	53.8%	7.7%	46.2%	30.8%	15.4%
Science	11th Grade Content	Asian	2013-14	48.5%	41%	35.3%	5.9%	29.4%	17.6%	47.1%
Science	11th Grade Content	Hispanic of Any Race	2014-15	17%	27.7%	16.7%	3.3%	13.3%	33.3%	50%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	11th Grade Content	Hispanic of Any Race	2013-14	15.5%	29.2%	27.3%	0%	27.3%	27.3%	45.5%
Science	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	26.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Native Hawaiian or Other Pacific Islander	2013-14	32.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2014-15	27.7%	38.8%	24.1%	6.9%	17.2%	24.1%	51.7%
Science	11th Grade Content	Two or More Races	2013-14	27.2%	14.7%	13.6%	4.5%	9.1%	36.4%	50%
Science	11th Grade Content	White	2014-15	34.2%	40.2%	31.9%	10.4%	21.5%	35%	33.1%
Science	11th Grade Content	White	2013-14	33.4%	33.5%	28.1%	8.6%	19.5%	35.7%	36.2%
Science	11th Grade Content	Female	2014-15	26.7%	35.9%	27.3%	6.5%	20.7%	39.6%	33.1%
Science	11th Grade Content	Female	2013-14	24.6%	28.6%	18.5%	4.6%	13.9%	34.5%	47%
Science	11th Grade Content	Male	2014-15	32.1%	39%	30.2%	11.3%	18.9%	28.2%	41.6%
Science	11th Grade Content	Male	2013-14	32.2%	32.7%	30.8%	9.3%	21.5%	31.5%	37.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	20.1%	19.7%	6.3%	13.4%	33.1%	47.2%
Science	11th Grade Content	Economically Disadvantaged	2013-14	14.2%	15.5%	14.9%	2.8%	12.2%	27.1%	58%
Science	11th Grade Content	English Language Learners	2014-15	4.3%	7.3%	3.7%	0%	3.7%	14.8%	81.5%
Science	11th Grade Content	English Language Learners	2013-14	3.3%	4.3%	7.4%	0%	7.4%	22.2%	70.4%
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	7.4%	6%	2%	4%	18%	76%
Science	11th Grade Content	Students With Disabilities	2013-14	5.5%	3.2%	3.3%	0%	3.3%	10%	86.7%
Social Studies	11th Grade Content	All Students	2014-15	43.9%	58.5%	53.5%	14.5%	39%	37.2%	9.2%
Social Studies	11th Grade Content	All Students	2013-14	43.9%	51.7%	48.1%	11.2%	36.8%	37.2%	14.7%
Social Studies	11th Grade Content	American Indian	2013-14	36.8%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	African American	2014-15	18%	35.4%	38.5%	6.4%	32.1%	48.7%	12.8%
Social Studies	11th Grade Content	African American	2013-14	16.6%	31.3%	26.7%	2.7%	24%	48%	25.3%
Social Studies	11th Grade Content	Asian	2014-15	61.7%	76%	76.9%	15.4%	61.5%	23.1%	0%

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MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	Asian	2013-14	61.3%	64.1%	58.8%	23.5%	35.3%	35.3%	5.9%
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33%	47.8%	44.8%	10.3%	34.5%	41.4%	13.8%
Social Studies	11th Grade Content	Hispanic of Any Race	2013-14	31%	54.2%	54.5%	18.2%	36.4%	27.3%	18.2%
Social Studies	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	47.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Native Hawaiian or Other Pacific Islander	2013-14	46.8%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2014-15	41.4%	49%	41.4%	6.9%	34.5%	44.8%	13.8%
Social Studies	11th Grade Content	Two or More Races	2013-14	43.7%	38.2%	45.5%	13.6%	31.8%	31.8%	22.7%
Social Studies	11th Grade Content	White	2014-15	49.4%	61.5%	56.9%	16.9%	40%	34.9%	8.2%
Social Studies	11th Grade Content	White	2013-14	50%	54.1%	51.6%	12%	39.6%	36%	12.4%
Social Studies	11th Grade Content	Female	2014-15	40.5%	56.9%	53.8%	8.8%	45.1%	40.3%	5.9%
Social Studies	11th Grade Content	Female	2013-14	39.7%	47.1%	39.5%	6.8%	32.7%	45.6%	14.9%

Annual Education Report
Chippewa Valley High School

MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	Male	2014-15	47.2%	59.9%	53.3%	19.9%	33.3%	34.4%	12.4%
Social Studies	11th Grade Content	Male	2013-14	48.2%	56.1%	56.4%	15.6%	40.8%	29.1%	14.5%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	38.5%	42.6%	9.9%	32.6%	45.4%	12.1%
Social Studies	11th Grade Content	Economically Disadvantaged	2013-14	27.5%	37.3%	35.9%	8.3%	27.6%	40.9%	23.2%
Social Studies	11th Grade Content	English Language Learners	2014-15	12.6%	20%	14.8%	0%	14.8%	55.6%	29.6%
Social Studies	11th Grade Content	English Language Learners	2013-14	11.6%	19.1%	18.5%	0%	18.5%	33.3%	48.1%
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15%	15.7%	16%	0%	16%	66%	18%
Social Studies	11th Grade Content	Students With Disabilities	2013-14	10.9%	9.5%	8.3%	0%	8.3%	40%	51.7%

MI School Data

04/20/2016

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Chippewa Valley High School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing

No Data to Display

Annual Education Report
Chippewa Valley High School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	11th Grade Content	All Students	2014-15	80.5%	86.1%	100%	0%	0%	100%
ELA	11th Grade Content	All Students	2014-15	79.5%	88.9%	100%	0%	9.1%	90.9%
Science	11th Grade Content	All Students	2014-15	53.3%	66.7%	81.8%	18.2%	36.4%	45.5%
Mathematics	11th Grade Content	African American	2014-15	65.7%	69.2%	<10	<10	<10	<10
ELA	11th Grade Content	African American	2014-15	66.3%	76.9%	<10	<10	<10	<10
Science	11th Grade Content	African American	2014-15	30.8%	61.5%	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	83.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2014-15	80.2%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2014-15	48.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Two or More Races	2014-15	84.6%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Two or More Races	2014-15	91.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2014-15	53.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	85.9%	94.7%	<10	<10	<10	<10

Annual Education Report
Chippewa Valley High School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	White	2014-15	84.4%	94.7%	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	62.8%	73.7%	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	80%	93.3%	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	79.2%	93.3%	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	48.9%	60%	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	80.8%	81%	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	79.6%	85.7%	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	55.9%	71.4%	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	80%	84.2%	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2014-15	78.8%	84.2%	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2014-15	51.3%	73.7%	<10	<10	<10	<10
Mathematics	11th Grade Content	English Language Learners	2014-15	81.3%	<10	<10	<10	<10	<10

Annual Education Report
Chippewa Valley High School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	English Language Learners	2014-15	75%	<10	<10	<10	<10	<10
Science	11th Grade Content	English Language Learners	2014-15	34.9%	<10	<10	<10	<10	<10

MI School Data

04/20/2016

Annual Education Report

Chippewa Valley High School

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging

No Data to Display

MI School Data

04/20/2016

Annual Education Report
Chippewa Valley High School

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging

No Data to Display

Annual Education Report
Chippewa Valley High School

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	Mathematics	98.1%	36.5%	99.2%	N/A	98.3%	N/A
All Students	ELA	98.1%	48.5%	99.1%	N/A	97.8%	N/A
All Students	Science	97.5%	22.2%	98.9%	N/A	97.8%	N/A
All Students	Social Studies	97.4%	31.8%	98.7%	N/A	97.5%	N/A
American Indian	Mathematics	98.2%	27.8%	<30	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	<30	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	<30	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	<30	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	98.8%	N/A	97.6%	N/A
African American	ELA	96.5%	24.5%	98.7%	N/A	97.6%	N/A
African American	Science	95.4%	6.1%	97.2%	N/A	97.6%	N/A
African American	Social Studies	95.2%	11%	97.5%	N/A	97.6%	N/A
Asian	Mathematics	99.1%	66.3%	99.7%	N/A	<30	N/A
Asian	ELA	98.7%	70.2%	99.7%	N/A	<30	N/A
Asian	Science	99%	38%	100%	N/A	<30	N/A
Asian	Social Studies	98.8%	49.6%	100%	N/A	<30	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	99.7%	N/A	100%	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	99.2%	N/A	100%	N/A
Hispanic of Any Race	Science	97.9%	11.7%	100%	N/A	100%	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	98.7%	N/A	96.8%	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	<30	N/A	<30	N/A

Annual Education Report
Chippewa Valley High School

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	<30	N/A	<30	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	<30	N/A	<30	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	<30	N/A	<30	N/A
Two or More Races	Mathematics	98.5%	33.6%	98.5%	N/A	93.8%	N/A
Two or More Races	ELA	98.5%	46.9%	98.8%	N/A	93.8%	N/A
Two or More Races	Science	98.5%	20.1%	97.6%	N/A	93.8%	N/A
Two or More Races	Social Studies	98.1%	28.3%	98%	N/A	93.8%	N/A
White	Mathematics	98.5%	42.5%	99.3%	N/A	98.6%	N/A
White	ELA	98.5%	55%	99.1%	N/A	97.9%	N/A
White	Science	98.1%	26.6%	99%	N/A	97.9%	N/A
White	Social Studies	98%	37.3%	98.8%	N/A	97.7%	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	98.8%	N/A	97.4%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	98.3%	N/A	96.1%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	97.7%	N/A	96.1%	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	97.8%	N/A	95.5%	N/A
English Language Learners	Mathematics	98.6%	20.3%	99.5%	N/A	<30	N/A
English Language Learners	ELA	98.2%	24%	98.6%	N/A	<30	N/A
English Language Learners	Science	98.2%	3.9%	98.9%	N/A	<30	N/A

Annual Education Report
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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Language Learners	Social Studies	97.9%	8.1%	99.3%	N/A	<30	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	98.8%	N/A	98.4%	N/A
Students With Disabilities	ELA	96.6%	24.7%	98.8%	N/A	96.8%	N/A
Students With Disabilities	Science	96.5%	15.4%	99%	N/A	96.8%	N/A
Students With Disabilities	Social Studies	95%	13.9%	98.1%	N/A	96.8%	N/A

Annual Education Report
Chippewa Valley High School

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	91.4%	95.2%
American Indian	64.8%	N/A	N/A
African American	64.5%	84.8%	91.8%
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	84.4%	N/A
White	82.9%	92.8%	96.1%
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	81.1%	92.9%
English Language Learners	68.2%	84.2%	N/A
Students With Disabilities	55.1%	87.0%	91.4%
Bottom 30%	N/A	N/A	N/A

** All data based on students enrolled for a full academic year.*

Annual Education Report
Chippewa Valley High School

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.7%	96.1%	N/A

** All data based on students enrolled for a full academic year.*

MI School Data

04/20/2016

Annual Education Report

Chippewa Valley High School

Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score

No Data to Display

MI School Data

04/20/2016

Annual Education Report

Chippewa Valley High School

Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score

No Data to Display

Annual Education Report
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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	1	15	108	6

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

Annual Education Report
Chippewa Valley High School

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male Female	51 49	22 23	78 77	36 32	6 4
National Lunch Program Eligibility Eligible Not Eligible Info not available	 47 53 #	 36 10 ‡	 64 90 ‡	 17 49 ‡	 1 9 ‡
Race/Ethnicity White Black Hispanic Asian American Indian/Alaska Native Native Hawaiian/Pacific Islander Two or More Races	 72 15 6 4 1 # 3	 15 53 38 11 ‡ ‡ ‡	 85 47 62 89 ‡ ‡ ‡	 39 10 21 58 ‡ ‡ ‡	 5 &#35 3 19 ‡ ‡ &#8225
Student classified as having a disability SD Not SD	 12 88	 47 19	 53 81	 14 37	 1 5
Student is an English Language Learner ELL Not ELL	 5 95	 42 22	 58 78	 16 35	 1 5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report
Chippewa Valley High School

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report
Chippewa Valley High School

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male Female	51 49	32 35	41 42	26 22	1 1
National Lunch Program Eligibility Eligible Not Eligible Info not available	 35 64 0	 54 22 0	 37 44 0	 9 32 0	 0 2 0
Race/Ethnicity White Black Hispanic Asian American Indian Native Hawaiian/Pacific Islander Two or More Races	 76 14 5 3 1 0 1	 26 68 58 26 0 0 0	 42 27 33 32 0 0 0	 30 5 9 35 0 0 0	 2 0 0 7 0 0 0
Student classified as having a disability SD Not SD	 9 91	 78 30	 19 43	 3 25	 0 2
Student is an English Language Learner ELL Not ELL	 2 98	 0 33	 0 41	 0 24	 0 2

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male Female	50 50	39 34	61 66	26 31	5 6
National Lunch Program Eligibility Eligible Not Eligible Info not available	 48 52 #	 50 24 ‡	 50 76 ‡	 16 40 ‡	 1 8 ‡
Race/Ethnicity White Black Hispanic Asian American Indian/Alaska Native Native Hawaiian/Pacific Islander Two or More Races	 72 14 6 4 1 # 3	 32 66 49 16 ‡ ‡ 30	 68 34 51 84 ‡ ‡ 70	 32 9 17 49 ‡ ‡ 37	 6 1 1 15 ‡ ‡ 8
Student classified as having a disability SD Not SD	 12 88	 76 32	 24 68	 7 31	 # 6
Student is an English Language Learner ELL Not ELL	 4 96	 52 36	 48 64	 16 29	 2 5

 # Rounds to zero
‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Annual Education Report
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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male Female	51 49	29 20	45 42	25 34	2 4
National Lunch Program Eligibility Eligible Not Eligible Info not available	 45 55 #	 37 14 ‡	 45 43 ‡	 17 39 ‡	 1 4 ‡
Race/Ethnicity White Black Hispanic Asian/Pacific Islander American Indian/Alaska Native Two or More Races	 69 20 4 3 1 2	 18 47 27 13 ‡ ‡	 44 44 41 35 ‡ ‡	 34 9 29 41 ‡ ‡	 3 &#35 3 10 ‡ ‡
Student classified as having a disability SD Not SD	 10 90	 64 20	 30 45	 5 32	 # 3
Student is an English Language Learner ELL Not ELL	 3 97	 57 23	 37 44	 6 30	 # 3

 # Rounds to zero
‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Annual Education Report
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NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

 # Rounds to zero
‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	87 73	1.9 3.7	95 90	2.0 2.5
8	Math Reading	84 76	3.6 3.3	84 83	5.2 4.0