



# Midland Public Schools

*Inspiring Excellence*

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## **Chestnut Hill Elementary School Annual Education Report (AER) for 2018-2019 Data**

January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Chestnut Hill 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 Mrs. Tracy Renfro, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2FgLOxd> or you may review a copy in the main office at your child's school.

For the 2018-19 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 has not been given one of these labels.

The key challenge for our school is continuing to narrow the achievement gap across the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). We are also focused on improving the proficiency of our sub-groups and increasing the Student Growth Percentile for every student.

The International Baccalaureate (IB) Primary Years Program (PYP) continues to be another area of emphasis. The Program of Inquiry (POI), which integrates the six IB trans-disciplinary themes with the adopted curriculum of Midland Public Schools,

continues to be revised. Staff members have been updating Unit Planners to include the Next Generation Science Standards, along with Project Lead The Way, and community presentations and actions. The re-authorization process will conclude in the fall of 2020, bringing a visit from IB specialists to assess our school for re-authorization.

The IB program aims to engage learners through experiences that are authentic, 21st Century relevant, trans-disciplinary and to move the learner beyond knowledge acquisition to meaningful action. The IB PYP provides a solid foundation for helping achieve our Midland Public Schools' Vision and Chestnut Hill Elementary Schools' Mission Statements for our students.

State law requires that we also report additional information.

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### **1. Process for assigning pupils**

School attendance boundaries are set by the Board of Education. All students living in the attendance area of a school attend that school unless the Schools of Choice option is selected.

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### **2. Status of the 3-5 year school improvement plan**

The target area for the Chestnut Hill Elementary School Improvement Plan was for students to meet or exceed MSTEP and District assessments from the previous year, while also increasing the Student Growth Percentile (SGP). The School Improvement Team monitored progress to maintain district alignment with the District's goals. MSTEP data and results from District testing in math and reading for grades 1-5 were analyzed to determine students' needs. The area of emphasis was on narrowing the achievement gap between the highest achieving and lowest achieving students. The complete school improvement plan is available at Chestnut Hill Elementary School, the Midland Public Schools' Administration Center, and the Midland County Educational Service Agency. The plan is reviewed and revised annually, as needed.

Our School Improvement Plan for 2019-2020 was approved by the MPS Board of Education. The plan includes academic goals for the four core curricular areas and is reviewed and revised upon the conclusion of the school year. A complete copy of our plan is on file in the school office and available for viewing at the school website [www.che.midlandps.org](http://www.che.midlandps.org)

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### **3. Description of each specialized school**

There are no specialized schools in the Midland Public Schools.

#### 4. Core Curriculum Information

A copy of the core curriculum may be obtained from the curriculum office at the MPS Administration Center. The core curriculum is fully implemented. There are no variances from the state's model.

#### 5. Local competency test results or national achievement test results

District 2018-19 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	506	91.5%	509	86.1%	509	92.5%
Grade 1	498	89.8%	501	86.0%	501	84.6%
Grade 2	555	89.9%	557	84.9%	556	79.6%
Grade 3	534	69.1%	534	86.1%	534	80.1%
Grade 4	557	69.1%	560	75.4%	560	81.4%
Grade 5	523	48.8%	524	69.9%	524	81.1%
<b>Total</b> (Does not include K)	2667	73.3%	2676	80.4%	2675	81.3%

  

Chestnut Hill 2018-19 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	62	98.4%	63	92.1%	63	95.2%
Grade 1	59	93.2%	59	86.4%	59	87.9%
Grade 2	77	96.1%	77	92.2%	77	94.8%
Grade 3	69	81.2%	69	88.4%	69	94.2%
Grade 4	59	86.4%	59	84.7%	59	87.9%
Grade 5	66	43.9%	66	60.6%	66	78.5%
<b>Total</b> (Does not include K)	330	80.3%	330	82.7%	330	88.9%

  

District 2017-18 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	524	91.8%	530	86.4%	530	92.1%
Grade 1	520	83.3%	525	82.7%	525	82.9%
Grade 2	522	91.0%	494	91.1%	494	85.6%
Grade 3	530	71.1%	532	84.2%	532	79.1%
Grade 4	525	69.4%	526	69.4%	526	81.3%
Grade 5	550	52.2%	554	84.4%	554	83.9%
<b>Total</b> (Does not include K)	2647	73.2%	2631	82.3%	2631	82.5%

Chestnut Hill 2017-18 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# Tested	% Meeting Standard	# Tested	% Meeting Standard
<b>Grade K</b>	63	98.4%	63	95.2%	63	96.8%
<b>Grade 1</b>	62	92.5%	67	97.0%	67	95.5%
<b>Grade 2</b>	73	98.6%	73	97.3%	73	98.6%
<b>Grade 3</b>	54	83.3%	54	81.5%	54	83.3%
<b>Grade 4</b>	61	80.3%	61	83.6%	61	93.4%
<b>Grade 5</b>	62	67.7%	62	96.8%	62	95.2%
<b>Total</b> (Does not include K)	312	85.0%	317	91.8%	317	93.7%

**6. Number and Percentage of students represented by parents at conferences**

	<b>Fall</b>	<b>Spring</b>
<b>2017-2018</b>	341, 82%	297, 71%
<b>2018-2019</b>	399, 97%	323, 80%

Chestnut Hill Elementary staff members work hard to continue providing a world class education to all students. Consistently working with parents and community members, our staff provide challenges and opportunities for students. We are proud of our students and staff members for their continued academic achievements and successes. A continued focus on achievement of the school improvement goals, closing the achievement gap, and increasing the student growth percentile for every student is important. However, we continually strive to provide opportunities for students to take action in their community, in their journey to becoming lifelong learners and global citizens.

Sincerely,

Mrs. Tracy Renfro