



Midland Public Schools

Inspiring Excellence

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CHESTNUT HILL ELEMENTARY 2018 - 2019 ANNUAL EDUCATION REPORT

April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the 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, at renfrot@midlandps.org or 989-923-6634 for assistance.

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

For the 2017-18 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 three or more underperforming student subgroups. 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

The key challenge for our school is continuing to narrow the achievement gap, between the top 30% of highest achieving students and the bottom 30% of lowest achieving students 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.

Another area of emphasis continues to be our International Baccalaureate (IB) Primary Years Program (PYP). Staff have continued to revise the Program of Inquiry (POI), which integrates the six IB trans-disciplinary themes with the adopted curriculum of Midland Public Schools. Additionally, staff members

have been updating Unit Planners to include the Next Generation Science Standards, along with Project Lead the Way. We will start the re-authorization process over the summer.

The aim of the IB program is 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 Mission Statements for our students.

State law requires that we also report additional information.

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.

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. 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 2018-2019 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.

Description of each specialized school

There are no specialized schools in the Midland Public Schools.

Core Curriculum

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.

Local competency test results or national achievement test results

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%
Total (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
Grade K	63	98.4%	63	95.2%	63	96.8%
Grade 1	62	92.5%	67	97.0%	67	95.5%
Grade 2	73	98.6%	73	97.3%	73	98.6%
Grade 3	54	83.3%	54	81.5%	54	83.3%
Grade 4	61	80.3%	61	83.6%	61	93.4%
Grade 5	62	67.7%	62	96.8%	62	95.2%
Total (Does not include K)	312	85.0%	317	91.8%	317	93.7%

District 2016-17 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	513	92.2%	517	89.7%	517	93.0%
Grade 1	536	90.3%	535	87.9%	535	86.4%
Grade 2	503	91.0%	506	87.9%	506	84.4%
Grade 3	517	73.7%	522	83.3%	522	81.2%
Grade 4	544	64.9%	548	70.6%	548	85.2%
Grade 5	515	57.1%	515	82.1%	515	87.0%
Total (Does not include K)	2615	75.3%	2626	82.3%	2626	84.8%

Chestnut Hill 2016-17 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	73	98.6%	73	94.5%	73	95.9%
Grade 1	75	97.3%	75	98.7%	75	93.3%
Grade 2	56	100.0%	56	98.2%	56	94.6%
Grade 3	63	76.2%	63	85.7%	63	85.7%
Grade 4	67	94.0%	66	87.9%	66	97.0%
Grade 5	65	60.0%	65	83.1%	65	89.2%
Total (Does not include K)	326	85.6%	325	90.8%	325	92.0%

District 2015-16 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	545	91.0%	545	86.2%	545	93.2%
Grade 1	487	88.3%	496	87.7%	496	83.7%
Grade 2	490	92.7%	500	89.6%	499	85.0%
Grade 3	542	83.2%	552	85.2%	549	82.2%
Grade 4	508	78.9%	517	80.1%	517	84.1%
Grade 5	518	79.3%	524	85.7%	524	87.2%
Total (Does not include K)	2545	84.4%	2589	85.6%	2585	84.4%

Chestnut Hill 2015-16 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	95	87.4%	95	84.2%	95	89.5%
Grade 1	59	96.6%	57	91.2%	59	88.1%
Grade 2	48	97.9%	48	93.8%	48	97.9%
Grade 3	69	95.7%	69	92.8%	69	97.1%
Grade 4	67	94.0%	69	88.4%	69	89.9%
Grade 5	67	59.7%	68	83.8%	68	89.7%
Total (Does not include K)	310	88.1%	311	89.7%	313	92.3%

District 2014-15 Summary						
	Mathematics		Literacy			
	# Tested	% Meeting Standard	Reading Comprehension		Writing	
			# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	514	87.4%	514	81.7%	514	92.6%
Grade 1	511	90.0%	505	87.3%	505	84.2%

Grade 2	539	92.9%	541	91.1%	541	83.7%
Grade 3	502	83.9%	507	85.0%	507	82.8%
Grade 4	501	77.4%	504	75.0%	504	84.1%
Grade 5	544	86.2%	548	88.5%	548	87.6%
Total (Does not include K)	2597	86.2%	2605	85.5%	2605	84.5%
Chestnut Hill 2014-15 Summary						
	Mathematics		Literacy			
			Reading Comprehension		Writing	
	# Tested	% Meeting Standard	# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	72	79.2%	72	62.5%	72	86.1%
Grade 1	72	94.4%	70	88.6%	70	84.3%
Grade 2	73	98.6%	73	89.0%	73	84.9%
Grade 3	69	97.1%	70	95.7%	70	90.0%
Grade 4	69	94.2%	69	89.9%	69	87.0%
Grade 5	72	81.9%	73	89.0%	73	98.6%
Total (Does not include K)	355	93.2%	355	90.4%	355	89.0%

District 2013-14 Summary						
	Mathematics		Literacy			
			Reading Comprehension		Writing	
	# Tested	% Meeting Standard	# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	513	89.3%	512	87.3%	512	91.2%
Grade 1	557	88.7%	551	90.4%	552	81.7%
Grade 2	511	91.8%	502	91.6%	501	88.6%
Grade 3	497	86.3%	498	85.3%	497	82.7%
Grade 4	534	86.5%	537	79.1%	536	82.6%
Grade 5	533	82.7%	531	86.8%	532	88.7%
Total (Does not include K)	2632	87.2%	2619	86.6%	2618	84.8%
Chestnut Hill 2013-14 Summary						
	Mathematics		Literacy			
			Reading Comprehension		Writing	
	# Tested	% Meeting Standard	# Tested	% Meeting Standard	# Tested	% Meeting Standard
Grade K	63	87.3%	64	85.9%	65	89.2%
Grade 1	74	95.9%	74	94.6%	75	85.3%
Grade 2	62	98.4%	63	100.0%	62	85.5%
Grade 3	73	94.5%	73	98.6%	73	95.9%
Grade 4	68	92.6%	70	87.1%	70	81.4%
Grade 5	72	84.7%	72	83.3%	72	95.8%

Total (Does not include K)	349 93.1%	352 92.6%	352 88.9%
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Number and Percentage of students represented by parents at conferences

	Fall	Spring
2016-2017	374, 87%	288, 67%
2017-2018	341, 82%	297, 71%

Chestnut Hill continues to strive to provide a dynamic world-class education. Veteran and new staff members are constantly working alongside community members to provide new challenges and opportunities for all students. We are proud of our students and staff members for their continued academic achievements and successes. We continue to focus on 100% achievement of our school improvement goals, closing the achievement gap, and increasing the student growth percentile for every student.

Sincerely,

Mrs. Tracy Renfro
Chestnut Hill Elementary