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## School Annual Education Report (AER) Cover Letter

February 15, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Cherryland 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 Mr. Josh Haggerty for assistance.

The AER is available for you to review electronically by visiting the following website [AER Report](#), or you may review a copy in the main office at your child's school.

For the 2022-23 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 in 2022-23. 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 in 2022-23. 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% in 2022-23. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has been given none of these labels.

Through a continuous improvement plan guided by the Micip, Cherryland Middle School continues to focus on student achievement and research-based instructional practices. We have transitioned away from our status as an IB school during the 2019-2020 school year. While we have transitioned away from an IB school model we continue to utilize research-based resources aligned to standards within our adopted curriculum. CMS also utilizes a Response To Intervention model in mathematics and reading which focuses on bridging the gaps for identified students. Our district utilizes benchmarking data via NWEA in the areas of mathematics and reading. When students are identified with a gap in learning we are able to intervene using several strategies.



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Our teaching staff is currently engaged in a professional development plan to standardize instructional practices across all subject areas. This is a three-year commitment to utilizing format assessment data, success criteria, and summative assessments to improve student compacity and teacher impact.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Elk Rapids Schools assigns students to the appropriate school based on their grade level, needs, and residential address. In addition, CMS participates in the Traverse Bay Area region "Schools of Choice" program and accepts out-of-district transfers in grades where space is available. For more information about student transfers, please contact the superintendent's office at 231-264-8692.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Elk Rapids Schools takes seriously the school improvement planning process as identified by the Michigan Department of Education. A district Curriculum Committee meets regularly and collaborates with staff, parents, and the Board of Education Curriculum Committee. For the 2021-2022 school year, the improvement goals included:

- i. Goal 1: Improve student achievement in Math
- ii. Goal 2: Improve student achievement in English Language Arts
- iii. Goal 3: Improve student achievement in Science and Social
- iv. Goal 4: Improve the social/emotional welfare of all students

3. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

The Michigan Common Core State Standards continue to be the driving force behind our curricular organization. Our Cherryland Middle School Curriculum Guide may be made available to indicate State Standards, as well as, additional skills that will be achieved. This guide communicates both the horizontal and vertical alignment of our curriculum, along with also meeting the rigorous components of our instruction. This and more curricular information can be obtained from your child's building principal.

4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

**MSTEP/PSAT 8/9 Proficiency Data 2021-22**

*\*All percentages below are a combined percentage of Advanced and Proficient students.*



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Grade	ELA State % - CMS %	Math State %- CMS %	Social Studies State % - CMS %
6th	38.6% 46.3%	28.4% 33.8%	na
7th	37.7% 64.4%	30.2% 44.6%	na
8th	59.7% 75.5% (PSAT 8/9)	36.2% 45.7% (PSAT 8/9)	26.3% 38.0%

### MSTEP/PSAT 8/9 Proficiency Data 2022-23

*\*All percentages below are a combined percentage of Advanced and Proficient students.*

Grade	ELA State % - CMS %	Math State %- CMS %	Social Studies State % - CMS %
6th	37.5% 49.4%	29.6% 32.1%	na
7th	36.9% 48.3%	31.0% 42.7%	na
8th	59.7% 79.5% (PSAT 8/9)	36.3% 58.9% (PSAT 8/9)	26.7% 55.3%

#### 5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

	<u>Fall</u>	<u>Spring</u>
2022-23	77%	
2022-23		95% (Student Showcase/Community Projects)

Elk Rapids Schools continues to lead the way in educational excellence as one of the top school districts in Michigan and the Regional School of Choice for our area.

What allows such success to be achieved? Great teachers, outstanding students, caring, committed families, a supportive community, and a Board of Education that



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puts children first in all they do. We are devoted to our students and their growth intellectually and emotionally.

We will continue to move forward and always look to improve the opportunities for our students. The future certainly looks bright at Elk Rapids Schools!

Sincerely,

Joshua A. Haggerty

Cherryland Middle School

Principal