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**Chestnut Hill Elementary
School Annual Education Report 2021-2022
(2020-2021 Data)**

February 1, 2022

Dear Parents, Families, and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 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, at 923-6640 or email RenfroTD@midlandps.org for assistance.

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

For the 2021-22 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels.

The key challenge for our school continues to be narrowing the achievement gap across all of the tested subjects (mathematics, reading, science, social studies and writing). We are also focused on increasing the Student Growth Percentile for every student.

The International Baccalaureate (IB) Primary Years Program (PYP) continues to be another area of emphasis. Chestnut Hill completed the evaluation process in 2021. Staff celebrated the positive feedback and has already started working on the recommended program improvements. Staff continue to update Unit Planners to include the Next Generation Science Standards, along with Project Lead The Way, community presentations and student/class actions. 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 the additional information listed below.

1) PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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.

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

Our Continuous Improvement Plan for 2020-2021 was developed collaboratively with our school team and is aligned with the MPS District Continuous Improvement Plan. The plan contains two core goals and multiple strategies designed to increase academic growth and the wellbeing of students and create the most inclusive and equitable opportunities for students. The plan is revised annually based on need and is available for review in the school office.

3) A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

There are no specialized schools in the Midland Public Schools.

4) 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

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

Midland Public Schools administered state and local assessments in spring 2021. Due to the COVID-19 pandemic, state assessments were not administered in spring 2020. Below is the school's district assessment data for the two most recent years available. This shows the percentage of students who met the district standard.

Chestnut Hill 2020-2021 Summary

MATHEMATICS			LITERACY			
	N STU	% Mtg Std	Reading Comp		Writing	
	N STU	% Mtg Std	N STU	% Mtg Std	N STU	% Mtg Std
K	67	70.1%	60	41.7%	60	88.3%
1	73	65.8%	74	67.6%	65	53.8%
2	65	60.0%	65	63.1%	59	94.9%
3	63	66.7%	63	69.8%	59	62.7%
4	81	56.8%	81	61.7%	75	80.0%
5	83	65.1%	82	73.2%	76	71.1%
TOTAL (not incl K)	365	62.7%	365	67.1%	334	72.5%

Chestnut Hill 2018-2019 Summary

MATHEMATICS			LITERACY			
	N STU	% Mtg Std	Reading Comp		Writing	
	N STU	% Mtg Std	N STU	% Mtg Std	N STU	% Mtg Std
K	62	98.4%	63	92.1%	63	95.2%
1	59	93.2%	59	86.4%	59	87.9%
2	77	96.1%	77	92.2%	77	94.8%
3	69	81.2%	69	88.4%	69	94.2%
4	59	86.4%	59	84.7%	59	87.9%
5	66	43.9%	66	60.6%	66	78.5%
TOTAL (not incl K)	330	80.3%	330	82.7%	330	88.9%

6) IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCE

	Fall	Spring
2019-2020	(354), 79%	Canceled due to COVID-19
2020-2021	(239), 55%	(31), 7%

Chestnut Hill Elementary staff members continue working hard to overcome the challenges presented by the COVID-19 pandemic. Collaborating with parents and community members, our staff continue to provide a world-class education to all students. We are proud of our students and staff members for their continued academic achievements and successes. Our enthusiasm for learning has not been hampered by the pandemic, and we continue to do our best to provide the most equitable, inclusive, and collaborative learning experiences for our students.

Sincerely,

Mrs. Tracy Renfro
Principal