

Sec. 98b Goal Progress Report
Progress Reporting Requirements as outlined in law (MCL

Building:	Chippewa Valley Schools
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, the district will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4-8 and local assessments for Grades K-3 and 9-12.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, the district will show growth in mathematic achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4-8 and local assessments for Grades K-3 and 9-12.

As passed by the state legislature, reports to local school boards must include but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on **Benchmark Assessment** - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
4 th Grade	198.4	199.1	204.1	206.1
5 th Grade	204.9	208.4	209.3	214.2
6 th Grade	210.6	212.7	213.6	218.9
7 th Grade	213.9	219.1	217.3	224.3
8 th Grade	218.8	226.3	223.0	232.7

Table C: Achievement or Growth on **Benchmark Assessment** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
***Subgroups where n≥30	Reading	Math	Reading	Math
All Students	209.3	213.1	213.8	219.8
Econ. Disadvantaged	204.2	206.7	208.7	213.3
Special Education	193.1	196.7	198.4	202.7
English Learners	197.8	203.2	202.5	208.8
Female	210.8	212.4	215.5	219.0
Male	207.8	213.9	212.1	220.6
African American or Black	202.4	202.7	206.5	208.8
Two or More Races	207.7	209.7	210.6	215.3
White	210.4	214.9	215.1	221.8

Table D: Achievement or Growth on **Benchmark Assessment** - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	209.3	213.1	213.8	219.8

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Table E: Achievement or Growth on **Local Assessment (Early Reading & Early Math)** – By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Kindergarten	33.5	36.7	65.5	69.2
1 st Grade	34.9	44.9	64.8	65.2

Table F: Achievement or Growth on **Local Assessment (Early Reading & Early Math)** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
***Subgroups where n≥30	Reading	Math	Reading	Math
All Students	34.2	41.0	65.1	67.1
Econ. Disadvantaged	31.2	32.7	59.9	60.7
Special Education	29.5	31.9	51.8	53.9
English Learners	32.2	31.8	63.1	61.4
Female	34.0	36.4	65.0	65.2
Male	34.5	45.7	65.3	69.0
African American or Black	31.5	28.7	58.0	53.0
Two or More Races	32.6	36.6	60.2	62.7
White	34.9	43.7	66.9	70.1

Table G: Achievement or Growth on **Local Assessment (CMB Reading & aMath)** – By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
2 nd Grade	56.7	196.1	101.8	203.9
3 rd Grade	90.8	204.2	126.0	209.7

Table H: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
***Subgroups where n≥30	Reading	Math	Reading	Math
All Students	74.2	200.2	113.9	206.7
Econ. Disadvantaged	62.6	197.3	102.5	203.6
Special Education	41.7	194.2	73.5	199.3
English Learners	62.7	196.7	102.0	204.0
Female	74.4	199.0	115.5	205.5
Male	74.0	201.4	112.4	207.9
African American or Black	54.3	194.8	91.0	200.3
Two or More Races	69.3	198.6	109.3	205.2
White	77.5	201.3	118.4	208.0

Table I: Achievement or Growth on **Local Assessment (CBM Reading & aMath)**- By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	74.2	200.2	113.9	206.7

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Building:	Algonquin
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Algonquin Middle School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Algonquin Middle School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.

As passed by the state legislature, reports to local school boards must include but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on **Benchmark Assessment** - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
6th Grade	208.1	207.8	212.7	215.8
7th Grade	209.6	210.1	214.2	217.2
8th Grade	215.6	220.3	221.5	228.0

Table C: Achievement or Growth on **Benchmark Assessment** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
***Subgroups where n≥30	Reading	Math	Reading	Math
All Students	211.2	212.9	216.3	220.6
Econ. Disadvantaged	208.2	210.0	213.6	217.6
Special Education	196.3	195.8	203.2	203.9
English Learners	***	***	***	***
Female	212.0	211.2	217.2	219.2
Male	210.4	214.6	215.6	222.4
African American or Black	206.1	205.1	209.3	211.5
Two or More Races	212.0	211.6	216.2	220.2
White	211.9	214.6	217.9	222.8

Table D: Achievement or Growth on **Benchmark Assessment** - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	211.2	212.9	216.3	220.6

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Building:	Cherokee
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Cherokee Elementary School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge used for local assessments in Grades K - 3.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Cherokee Elementary School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge for local assessments for Grades K - 3.

As passed by the state legislature, reports to local school boards must include but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on **Benchmark Assessment** - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
4 th Grade	197.0	197.3	203.6	203.5
5 th Grade	203.2	208.6	208.8	215.2

Table C: Achievement or Growth on **Benchmark Assessment** - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
***Subgroups where n≥30	Reading	Math	Reading	Math
All Students	200.4	203.6	206.4	209.8
Econ. Disadvantaged	195.5	196.8	201.2	203.2
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	201.0	201.8	208.2	208.8
Male	199.8	205.3	204.7	210.8
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	201.5	205.5	207.6	211.4

Table D: Achievement or Growth on **Benchmark Assessment** - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	200.4	203.6	206.4	209.8

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Table E: Achievement or Growth on **Local Assessment (Early Reading & Early Math)** – By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Kindergarten	32.6	33.0	63.4	66.4
1 st Grade	31.0	41.0	56.9	62.2

Table F: Achievement or Growth on **Local Assessment (Early Reading & Early Math)** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
***Subgroups where n≥30	Reading	Math	Reading	Math
All Students	31.7	37.2	60.0	64.2
Econ. Disadvantaged	29.6	32.7	54.8	58.2
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	30.6	33.3	58.4	63.2
Male	33.2	42.2	62.1	65.6
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	32.8	39.7	61.9	68.0

Table G: Achievement or Growth on **Local Assessment (CMB Reading & aMath)** – By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
2 nd Grade	53.3	195.3	91.6	203.0
3 rd Grade	95.7	204.6	125.8	209.3

Table H: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
***Subgroups where n≥30	Reading	Math	Reading	Math
All Students	74.6	200.0	108.8	205.9
Econ. Disadvantaged	67.3	197.3	98.8	202.7
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	79.9	199.5	113.5	204.3
Male	70.2	200.4	104.7	207.3
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	75.7	201.0	109.8	206.9

Table I: Achievement or Growth on **Local Assessment (CBM Reading & aMath)**- By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	74.6	200.0	108.8	205.9

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Building:	Cheyenne
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Cheyenne Elementary School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge used for local assessments in Grades K - 3.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Cheyenne Elementary School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge for local assessments for Grades K - 3.

As passed by the state legislature, reports to local school boards must include but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on **Benchmark Assessment** - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
4th Grade	202.8	205.9	210.6	212.0
5th Grade	210.2	213.1	213.1	216.4

Table C: Achievement or Growth on **Benchmark Assessment** - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
***Subgroups where n≥30	Reading	Math	Reading	Math
All Students	206.3	209.3	211.8	214.1
Econ. Disadvantaged	200.9	202.9	207.3	206.0
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	206.0	208.2	211.3	212.5
Male	206.6	210.5	212.4	215.8
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	206.5	210.1	212.5	214.8

Table D: Achievement or Growth on **Benchmark Assessment** - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	206.3	209.3	211.8	214.1

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Table E: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	34.2	36.1	66.3	70.4
1 st Grade	37.2	48.5	61.8	61.3

Table F: Achievement or Growth on **Local Assessment** - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
***Subgroups where n≥30				
All Students	35.9	43.1	63.8	65.4
Econ. Disadvantaged	32.9	32.1	57.2	57.3
Special Education	32.0	29.9	45.4	42.8
English Learners	***	***	62.1	61.7
Female	36.2	38.2	66.3	66.1
Male	35.6	47.6	61.5	64.7
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	35.8	45.1	65.0	69.1

Table G: Achievement or Growth on **Local Assessment (CMB Reading & aMath)** – By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
2 nd Grade	48.4	195.3	95.4	204.1
3 rd Grade	98.6	204.1	138.1	209.5

Table H: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
***Subgroups where n≥30				
All Students	71.9	199.8	116.4	206.8
Econ. Disadvantaged	59.6	195.2	104.0	203.0
Special Education	24.6	***	***	***
English Learners	***	***	***	***
Female	79.2	200.1	126.7	206.9
Male	65.5	199.5	106.7	206.7
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	71.6	199.9	116.9	207.0

Table I: Achievement or Growth on **Local Assessment (CBM Reading & aMath)**- By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	71.9	199.8	116.4	206.8

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Building:	Clinton Valley
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Clinton Valley Elementary School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge used for local assessments in Grades K - 3.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Clinton Valley Elementary School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge for local assessments for Grades K - 3.

As passed by the state legislature, reports to local school boards must include but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on **Benchmark Assessment** - By Grade Level

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
4th Grade	185.4	185.4	194.0	196.3
5th Grade	203.3	204.8	206.7	211.2

Table C: Achievement or Growth on **Benchmark Assessment** - By Student Demographics

Reporting Category ***Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	194.6	195.4	200.6	204.1
Econ. Disadvantaged	191.2	191.4	197.6	200.7
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	199.1	196.6	204.9	206.2
Male	190.4	194.3	196.6	202.2
African American or Black	***	***	197.7	199.4
Two or More Races	***	***	***	***
White	196.1	198.0	201.6	205.9

Table D: Achievement or Growth on **Benchmark Assessment** - By Mode of Instruction

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	194.6	195.4	200.6	204.1

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Table E: Achievement or Growth on Local Assessment (CBM Reading & aMath) - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	31.7	31.7	65.6	66.6
1 st Grade	31.4	29.1	56.3	49.9

Table F: Achievement or Growth on Local Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
***Subgroups where n≥30				
All Students	31.5	30.4	60.8	58.0
Econ. Disadvantaged	30.9	29.5	58.8	55.5
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	31.7	28.4	64.0	56.9
Male	31.4	32.6	56.9	59.2
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	31.2	32.0	62.1	62.5

Table G: Achievement or Growth on Local Assessment (CMB Reading & aMath) – By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
2 nd Grade	48.9	190.8	90.4	199.5
3 rd Grade	71.0	199.6	118.8	204.8

Table H: Achievement or Growth on Local Assessment (CBM Reading & aMath) – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
***Subgroups where n≥30				
All Students	59.9	195.2	104.3	202.1
Econ. Disadvantaged	54.9	194.7	97.9	201.2
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	52.3	195.5	101.8	202.6
Male	67.6	194.8	106.7	201.7
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	57.8	196.2	103.4	202.9

Table I: Achievement or Growth on Local Assessment (CBM Reading & aMath)- By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	59.9	195.2	104.3	202.1

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Chippewa Valley H.S.
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Chippewa Valley High School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 9 – 10 and local assessments for Grades 11 – 12.
Add additional academic goals as needed.	By the end of the 2022-23 school year, Chippewa Valley High School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 9 – 10 and local assessments for Grades 11 – 12.

Table B: Achievement Related to Academic Goals

Chippewa Valley High School used data from NWEA MAP Growth for grades 9 and 10 and local assessments for grades 11 and 12. The baseline data from fall 2022 showed that more than 50% of our students were at or above grade level in both reading and math achievement. While reading and math decreased slightly from fall 2022 to spring 2023 in the percentile levels, the data in spring 2023 showed a similar pattern to the fall. The school has been utilizing strategies as provided through the school improvement process. Teachers have used collaborative team time to review their data throughout the year. They use the data to help them group students and provide appropriate tiered instruction.

The return to in-person learning, along with the school improvement and collaborative team strategies utilized during the 2022-23 school year, has paid dividends, according to the NWEA MAP Growth data.

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Building:	Dakota H.S.
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b , MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Dakota High School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 9 – 10 and local assessments for Grades 11 – 12.
Add additional academic goals as needed.	By the end of the 2022-23 school year, Dakota High School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 9 – 10 and local assessments for Grades 11 – 12.

Table B: Achievement Related to Academic Goals

<p>Dakota High School used data from NWEA MAP Growth for grades 9 and 10 and local assessments for grades 11 and 12. The baseline data from fall 2022 showed more than 50% of our students were at or above grade level in both reading and math achievement. Reading and Math increased slightly from fall 2022 to spring 2023. The school has been utilizing strategies as provided through the school improvement process. Teachers have used collaborative team time to look at their data throughout the year. They use the data to help them group students and provide appropriate tiered instruction.</p> <p>The return to in-person learning, along with the school improvement and collaborative team strategies utilized during the 2022-23 school year, has paid dividends, according to the NWEA MAP Growth data.</p>
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Building:	Erie
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b , MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Erie Elementary School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge used for local assessments in Grades K - 3.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Erie Elementary School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge for local assessments for Grades K - 3.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
4th Grade	195.4	196.9	199.7	202.4
5th Grade	206.7	207.9	209.5	213.3

Table C: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	201.1	202.6	204.7	208.0
Econ. Disadvantaged	198.9	198.3	202.8	204.7
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	202.4	201.2	206.6	207.5
Male	200.1	203.7	203.2	208.3
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	202.4	204.8	205.5	209.9

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	201.1	202.6	204.7	208.0

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Table E: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	33.0	34.3	62.7	65.9
1 st Grade	33.9	43.9	63.1	60.1

Table F: Achievement or Growth on **Local Assessment** - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	33.5	39.4	62.9	62.9
Econ. Disadvantaged	30.2	30.5	59.6	60.7
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	32.5	35.4	60.0	59.4
Male	34.4	43.4	65.9	66.6
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	34.0	40.9	63.4	63.5

Table G: Achievement or Growth on **Local Assessment (CMB Reading & aMath)** – By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
2 nd Grade	57.2	197.6	101.1	205.7
3 rd Grade	92.2	205.4	129.0	211.0

Table H: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	77.5	202.0	117.3	208.8
Econ. Disadvantaged	77.2	200.1	117.0	206.8
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	79.4	200.5	120.8	207.2
Male	75.4	203.7	113.5	210.5
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	78.0	202.5	118.6	209.4

Table I: Achievement or Growth on **Local Assessment (CBM Reading & aMath)**- By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	77.5	202.0	117.3	208.8

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Fox
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b , MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Fox Elementary School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge used for local assessments in Grades K - 3.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Fox Elementary School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge for local assessments for Grades K - 3.

As passed by the state legislature, reports to local school boards must include but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
4th Grade	195.9	194.7	202.3	202.5
5th Grade	205.9	205.3	211.5	216.4

Table C: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	200.8	199.9	206.7	209.3
Econ. Disadvantaged	196.1	194.4	203.9	204.7
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	202.6	199.4	208.0	208.9
Male	199.3	200.4	205.6	209.6
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	201.7	201.3	207.7	211.0

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	200.8	199.9	206.7	209.3

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Table E: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	33.5	33.0	69.0	65.4
1 st Grade	38.8	53.7	68.1	66.5

Table F: Achievement or Growth on **Local Assessment** - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	36.0	42.8	68.6	65.9
Econ. Disadvantaged	32.9	36.3	63.1	60.9
Special Education	***	***	***	***
English Learners	32.1	35.6	64.5	61.2
Female	35.5	38.4	68.2	62.3
Male	36.5	47.6	69.0	69.9
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	37.4	46.6	71.4	69.7

Table G: Achievement or Growth on **Local Assessment (CMB Reading & aMath)** – By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
2 nd Grade	50.1	192.6	100.0	200.3
3 rd Grade	88.1	201.9	135.8	208.6

Table H: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	69.5	197.3	118.3	204.5
Econ. Disadvantaged	61.8	196.3	110.4	204.3
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	67.7	196.6	113.8	203.1
Male	71.3	197.9	122.4	205.8
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	75.7	198.1	128.5	206.4

Table I: Achievement or Growth on **Local Assessment (CBM Reading & aMath)**- By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	69.5	197.3	118.3	204.5

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Huron
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Huron Elementary School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge used for local assessments in Grades K - 3.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Huron Elementary School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge for local assessments for Grades K - 3.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
4th Grade	199.3	198.9	205.4	206.3
5th Grade	201.2	204.6	203.2	211.0

Table C: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	200.2	201.5	204.4	208.5
Econ. Disadvantaged	198.7	198.9	202.5	205.7
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	202.1	201.5	205.5	208.0
Male	198.4	201.6	203.3	208.9
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	201.0	203.8	205.9	210.5

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	200.2	201.5	204.4	208.5

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Table E: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	33.0	35.3	60.91	61.5
1 st Grade	32.3	42.2	59.91	57.9

Table F: Achievement or Growth on **Local Assessment** - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	32.6	38.9	60.4	59.6
Econ. Disadvantaged	30.4	32.9	55.7	53.8
Special Education	26.0	***	44.1	38.4
English Learners	28.2	23.0	53.5	52.6
Female	33.6	37.0	61.3	61.1
Male	31.5	41.3	59.4	57.9
African American or Black	***	***	55.1	***
Two or More Races	***	***	***	***
White	33.3	41.9	62.7	63.1

Table G: Achievement or Growth on **Local Assessment (CMB Reading & aMath)** – By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
2 nd Grade	57.6	198.1	98.5	203.7
3 rd Grade	80.2	203.8	109.2	188.6

Table H: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	68.2	200.8	103.2	202.7
Econ. Disadvantaged	59.0	197.7	91.5	200.2
Special Education	33.8	***	64.4	***
English Learners	***	***	***	***
Female	74.0	199.9	109.9	202.9
Male	63.8	201.5	97.7	202.6
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	72.8	202.7	111.5	205.8

Table I: Achievement or Growth on **Local Assessment (CBM Reading & aMath)**- By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	68.2	200.8	103.2	202.7

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Iroquois
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b , MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Iroquois Middle School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Iroquois Middle School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
6th Grade	210.8	214.7	212.8	220.3
7th Grade	214.6	222.0	219.1	227.4
8th Grade	218.9	228.8	223.9	236.6

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	214.7	221.7	218.6	227.9
Econ. Disadvantaged	211.3	216.5	215.0	223.5
Special Education	194.9	200.0	200.6	206.7
English Learners	201.2	210.0	206.2	215.5
Female	216.3	221.0	220.2	227.0
Male	213.2	222.5	217.1	228.9
African American or Black	210.3	211.6	213.7	218.2
Hispanic or Latino	215.1	220.8	223.2	227.6
White	214.7	222.2	218.6	228.5

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	214.7	221.7	218.6	227.9

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Miami
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Miami Elementary School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge used for local assessments in Grades K - 3.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Miami Elementary School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge for local assessments for Grades K - 3.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
4th Grade	198.8	199.1	203.4	206.3
5th Grade	200.0	205.1	204.7	208.8

Table C: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	199.4	202.2	204.1	207.6
Econ. Disadvantaged	194.4	197.5	200.2	203.0
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	201.4	201.7	205.4	207.5
Male	197.3	202.9	202.7	207.7
African American or Black	196.4	197.1	201.2	202.5
Two or More Races	***	***	***	***
White	202.0	205.7	206.5	210.5

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	199.4	202.2	204.1	207.6

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Table E: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	31.7	36.2	66.8	69.3
1 st Grade	33.3	40.1	76.8	65.3

Table F: Achievement or Growth on **Local Assessment** - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	32.5	38.1	71.7	67.3
Econ. Disadvantaged	30.0	31.1	68.5	63.4
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	33.6	33.6	72.1	65.4
Male	31.6	41.9	71.3	69.1
African American or Black	31.5	***	64.8	57.7
Two or More Races	***	***	***	***
White	33.4	41.4	74.1	69.9

Table G: Achievement or Growth on **Local Assessment (CMB Reading & aMath)** – By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
2 nd Grade	49.2	194.0	106.2	204.3
3 rd Grade	83.1	203.7	119.7	209.5

Table H: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	63.0	197.8	111.7	206.4
Econ. Disadvantaged	52.7	195.0	101.4	203.9
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	65.6	196.2	114.8	205.4
Male	60.5	199.2	108.8	207.3
African American or Black	55.7	194.3	94.3	201.5
Two or More Races	***	***	***	***
White	66.9	199.1	117.2	208.0

Table I: Achievement or Growth on **Local Assessment (CBM Reading & aMath)**- By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	63.0	197.8	111.7	206.4

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Mohawk
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b , MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Mohawk Elementary School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge used for local assessments in Grades K - 3.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Mohawk Elementary School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge for local assessments for Grades K - 3.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
4th Grade	197.9	198.8	205.2	208.9
5th Grade	205.3	209.6	210.6	217.8

Table C: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	201.8	204.5	208.7	214.7
Econ. Disadvantaged	195.0	197.3	203.0	208.8
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	202.4	202.6	209.5	212.9
Male	201.8	204.5	208.0	216.3
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	202.7	205.4	209.4	215.4

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	201.8	204.5	208.7	214.7

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Table E: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	35.6	41.5	68.1	73.6
1 st Grade	35.5	45.6	66.0	72.2

Table F: Achievement or Growth on **Local Assessment** - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	35.5	43.6	67.0	72.8
Econ. Disadvantaged	32.9	38.1	61.0	64.6
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	34.6	36.5	65.2	69.7
Male	36.4	50.1	68.7	75.3
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	35.2	44.5	67.1	73.8

Table G: Achievement or Growth on **Local Assessment (CMB Reading & aMath)** – By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
2 nd Grade	59.7	194.9	104.2	203.5
3 rd Grade	95.5	204.3	127.3	210.5

Table H: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	78.1	199.8	116.1	207.0
Econ. Disadvantaged	71.2	198.6	105.7	204.3
Special Education	***	***	***	***
English Learners	***	***	95.5	202.4
Female	76.0	197.7	115.4	205.6
Male	80.5	202.0	116.9	208.5
African American or Black	***	***	***	
Two or More Races	***	***	***	
White	80.9	200.7	120.4	208.0

Table I: Achievement or Growth on **Local Assessment (CBM Reading & aMath)**- By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	78.1	199.8	116.1	207.0

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Ojibwa
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b , MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Ojibwa Elementary School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge used for local assessments in Grades K - 3.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Ojibwa Elementary School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge for local assessments for Grades K - 3.

As passed by the state legislature, reports to local school boards must include but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
4th Grade	200.6	201.1	205.6	206.6
5th Grade	203.7	205.6	209.1	211.7

Table C: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	202.1	203.4	207.4	209.2
Econ. Disadvantaged	196.2	197.8	201.9	203.9
Special Education	184.6	189.5	193.7	198.9
English Learners	***	***	***	***
Female	203.6	204.0	209.0	209.1
Male	200.3	202.8	205.7	209.8
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	203.5	205.5	208.6	211.0

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	202.1	203.4	207.4	209.2

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Table E: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	32.5	36.8	63.2	68.5
1 st Grade	33.7	41.7	59.9	72.0

Table F: Achievement or Growth on **Local Assessment** - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	33.1	39.4	61.5	70.4
Econ. Disadvantaged	30.5	30.0	56.0	64.2
Special Education	***	***	52.0	63.4
English Learners	***	***	***	***
Female	33.5	35.6	62.9	68.5
Male	32.7	42.4	60.2	71.9
African American or Black	28.1	26.6	52.7	56.9
Two or More Races	***	***	***	***
White	34.5	45.0	64.4	75.3

Table G: Achievement or Growth on **Local Assessment (CMB Reading & aMath)** – By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
2 nd Grade	62.5	197.8	105.6	206.3
3 rd Grade	88.9	204.6	118.9	209.1

Table H: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	76.7	201.4	112.6	207.8
Econ. Disadvantaged	63.0	198.7	95.1	203.9
Special Education	***	***	64.9	200.6
English Learners	***	***	***	
Female	80.5	200.6	118.5	207.4
Male	72.2	202.4	105.6	208.2
African American or Black	52.4	197.2	85.4	203.9
Two or More Races	***	***	***	***
White	83.0	203.1	120.4	209.1

Table I: Achievement or Growth on **Local Assessment (CBM Reading & aMath)**- By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	76.7	201.4	112.6	207.8

Sec. 98b Goal Progress Report

[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Ottawa
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Ottawa Elementary School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge used for local assessments in Grades K - 3.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Ottawa Elementary School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge for local assessments for Grades K - 3.

As passed by the state legislature, reports to local school boards must include but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
4th Grade	194.6	197.2	197.5	203.2
5th Grade	199.7	205.0	202.4	207.4

Table C: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	197.4	201.4	200.2	205.5
Econ. Disadvantaged	195.2	199.3	198.0	203.0
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	198.6	200.6	202.8	204.5
Male	196.2	202.2	197.7	206.5
African American or Black	***	***	196.9	197.9
Two or More Races	***	***	***	***
White	199.2	203.6	201.8	209.2

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	197.4	201.4	200.2	205.5

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Table E: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	32.3	33.8	60.4	63.7
1 st Grade	30.4	34.4	59.9	61.5

Table F: Achievement or Growth on **Local Assessment** - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	31.3	34.2	60.1	62.5
Econ. Disadvantaged	30.0	30.7	58.2	60.9
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	32.1	30.3	61.9	62.0
Male	30.1	39.7	57.6	63.2
African American or Black	32.1	***	56.1	52.6
Two or More Races	***	***	***	***
White	31.0	37.9	61.5	65.7

Table G: Achievement or Growth on **Local Assessment (CMB Reading & aMath)** – By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
2 nd Grade	43.6	195.8	87.2	201.0
3 rd Grade	74.5	200.5	113.1	205.2

Table H: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	60.4	198.4	101.2	203.3
Econ. Disadvantaged	50.5	196.1	95.9	201.5
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	58.0	196.8	98.9	201.5
Male	63.1	200.0	103.7	205.2
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	65.2	200.4	106.3	205.4

Table I: Achievement or Growth on **Local Assessment (CBM Reading & aMath)**- By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	60.4	198.4	101.2	203.3

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Seneca
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b , MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Seneca Middle School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Seneca Middle School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
6th Grade	212.9	214.6	215.1	220.2
7th Grade	215.0	221.1	216.5	225.8
8th Grade	219.6	228.4	223.5	234.8

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	216.1	221.8	218.6	227.2
Econ. Disadvantaged	208.6	212.0	211.3	217.4
Special Education	199.4	203.6	202.9	208.9
English Learners	203.4	207.9	204.7	212.8
Female	217.3	220.7	220.5	226.0
Male	214.8	223.0	216.7	228.6
African American or Black	206.4	209.9	210.5	216.1
Hispanic or Latino	214.1	216.7	215.9	223.0
White	217.3	223.4	220.0	229.0

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category Subgroups where n≥30	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	216.1	221.8	218.6	227.2

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Sequoyah
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b , MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Sequoyah Elementary School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge used for local assessments in Grades K - 3.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Sequoyah Elementary School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge for local assessments for Grades K - 3.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
4th Grade	204.0	202.9	208.3	210.8
5th Grade	207.6	212.8	212.6	220.2

Table C: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	205.7	207.6	210.4	215.3
Econ. Disadvantaged	198.8	200.6	204.5	208.9
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	206.4	206.2	210.9	213.9
Male	205.1	209.0	209.8	216.7
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	205.3	207.2	209.8	214.6

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	205.7	207.6	210.4	215.3

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Table E: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	34.8	38.8	72.5	76.3
1 st Grade	42.2	57.4	74.3	71.9

Table F: Achievement or Growth on **Local Assessment** - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	38.7	48.7	73.4	74.0
Econ. Disadvantaged	34.3	35.6	65.6	62.5
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	37.0	41.8	71.0	71.8
Male	40.9	57.6	76.6	76.7
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	38.5	49.3	73.3	74.7

Table G: Achievement or Growth on **Local Assessment (CMB Reading & aMath)** – By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
2 nd Grade	67.6	199.2	112.0	206.3
3 rd Grade	104.5	206.9	139.5	213.6

Table H: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
***Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	87.7	203.4	126.9	210.2
Econ. Disadvantaged	82.1	201.2	119.9	209.0
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	86.5	202.3	127.4	209.2
Male	88.6	204.1	126.6	210.9
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	86.2	203.3	126.5	210.3

Table I: Achievement or Growth on **Local Assessment (CBM Reading & aMath)**- By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	87.7	203.4	126.9	210.2

Sec. 98b Goal Progress Report

[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Shawnee
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Shawnee Elementary School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge used for local assessments in Grades K - 3.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Shawnee Elementary School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 4 – 5 and FastBridge for local assessments for Grades K - 3.

As passed by the state legislature, reports to local school boards must include but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
4th Grade	200.9	202.9	207.4	210.2
5th Grade	209.4	214.0	214.7	217.9

Table C: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
All Students	205.6	209.0	211.4	214.4
Econ. Disadvantaged	201.7	203.3	208.4	210.6
Special Education	***	***	***	***
English Learners	***	***	***	***
Female	207.8	209.4	213.3	214.2
Male	202.9	208.5	209.2	214.7
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	206.0	209.7	212.2	215.5

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
Subgroups where n≥30	Reading	Math	Reading	Math
Fully In-Person	205.6	209.0	211.4	214.4

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[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Table E: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	35.8	44.3	67.3	80.0
1 st Grade	37.6	53.1	72.3	72.3

Table F: Achievement or Growth on **Local Assessment** - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
***Subgroups where n≥30				
All Students	36.7	48.8	69.8	76.0
Econ. Disadvantaged	33.8	38.3	65.7	69.0
Special Education	***	***	***	***
English Learners	36.4	37.5	70.5	68.1
Female	35.6	43.5	68.6	72.5
Male	37.6	53.3	70.9	79.0
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	36.8	48.7	70.1	75.6

Table G: Achievement or Growth on **Local Assessment (CMB Reading & aMath)** – By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
2 nd Grade	74.2	198.7	120.0	206.1
3 rd Grade	102.3	207.0	135.9	213.8

Table H: Achievement or Growth on **Local Assessment (CBM Reading & aMath)** – By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
***Subgroups where n≥30				
All Students	89.8	203.3	127.2	210.3
Econ. Disadvantaged	74.1	200.0	112.0	206.4
Special Education	***	***	***	***
English Learners	***	198.6	***	207.3
Female	83.0	200.6	123.0	207.7
Male	94.9	205.3	130.3	212.3
African American or Black	***	***	***	***
Two or More Races	***	***	***	***
White	90.4	203.2	128.1	210.5

Table I: Achievement or Growth on **Local Assessment (CBM Reading & aMath)**- By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	89.8	203.3	127.2	210.3

Sec. 98b Goal Progress Report

[Progress Reporting Requirements as outlined in law \(MCL 388.1698b\):](#)

Building:	Wyandot
Date:	6/15/2023

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law. (MCL 388.1698b, MCL 388.1704a)
End of the Year Reading Goal	By the end of the 2022-23 school year, Wyandot Middle School will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.
End of the Year Mathematics Goal	By the end of the 2022-23 school year, Wyandot Middle School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grades 6 – 8.

As passed by the state legislature, reports to local school boards must include but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
6th Grade	208.9	211.0	212.8	217.3
7th Grade	214.0	218.1	218.1	223.1
8th Grade	219.3	224.3	222.2	229.2

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
All Students	214.3	218.1	217.9	223.4
Econ. Disadvantaged	210.0	213.1	213.5	217.7
Special Education	195.4	199.0	201.5	205.6
English Learners	200.0	206.4	206.3	210.8
Female	217.1	218.1	220.1	223.3
Male	211.7	218.1	215.9	223.7
African American or Black	207.9	207.5	211.1	212.0
Hispanic or Latino	206.8	211.5	211.0	217.6
White	216.2	221.0	220.1	226.7

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category	By First Board Meeting in		No Later than	
Subgroups where n≥30	February 2023		Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	214.3	218.1	217.9	223.4