

# CHEROKEE ELEMENTARY CHIPPEWA VALLEY SCHOOLS



The  
Leader in Me™

*Inspire, Believe, Achieve and Lead  
Cherokee ... a great place to be!*



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February 2023,

Dear Parents 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 Cherokee 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 Cherokee Elementary school administration for assistance.

The AER is available for you to review electronically by visiting the following MISchoolData website <https://bit.ly/3jM5Yrf> or you may obtain a copy in the main office.

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 2021-22. 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 2021-22. 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 2021-22. 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.

At Cherokee Elementary our staff strives for continuous improvement in ourselves and in our students. Our instructional staff, consisting of teachers, para-educators, and the administrator continuously work to improve student progress in all subject areas with a heavy focus on both reading and mathematics.

While our goal is continuous student improvement and growth, our school community has faced challenges. The spring 2020 school closure along with half of the 2020-21 school year being in a remote (virtual) setting, has had an impact on instruction and achievement. It has created learning loss for some students who struggled during virtual, at home, or hybrid learning models. In review of both 2021 and 2022 spring M-Step data along with both spring and fall 2021 and 2022 NWEA data, we are aware of which subgroups are in need of improvement and we are diligently working to improve these areas.

When reviewing and comparing M-Step data and our school's Overall Index and Proficiency Index for 2019, 2021, and 2022 (M-Step was not taken in 2020 due to the Covid-19 school closures), our school notices key challenges with working to close the achievement gap among our subgroups which include Black/African American, Bottom 30%, Economically Disadvantaged, English Learners, and Students with Disabilities.

During the 2020-2021 school year our district and school heavily emphasized implementing teaching strategies and methods aligned with the science of reading during English Language Arts (ELA) instruction. Our district and school look forward to improvement in literacy achievement. We feel these research-based science of reading strategies will help ensure improved core instruction and close achievement gaps.

The NWEA Measures of Academic Progress (MAP) assessment is used as our local district assessment for reading and math in 3<sup>rd</sup>-5<sup>th</sup> grades. In kindergarten-2<sup>nd</sup> grade our district chose to assess students using FastBridge for both reading and math. As of the 2022-23 school year, the NWEA (MAP) assessment is now only used with our fourth and fifth grade students in our elementary schools. FastBridge is being administered to all Kindergarten through third grade students. Below is a look at our data for the 2021-22 school year. All data reflects two different cohorts from fall 2021- fall 2022.

### Reading

<i><b>% of students between the 30<sup>th</sup> – 99<sup>th</sup> percentile</b></i>		
<b>Grade Level</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
<b>Kindergarten</b>	71	61
<b>1<sup>st</sup> Grade</b>	47	37
<b>2<sup>nd</sup> Grade</b>	65	57
<b>3<sup>rd</sup> Grade</b>		76
<b>NWEA</b>		
<i><b>% of students above the 41<sup>st</sup> percentile</b></i>		
<b>Grade Level</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
<b>3<sup>rd</sup> Grade</b>	65	
<b>4<sup>th</sup> Grade</b>	50	68
<b>5<sup>th</sup> Grade</b>	67	64

Kindergarten and first grade students used Bridges Math unit assessment in the fall 2021 so we are unable to compare the data to the fall 2022 FastBridge assessment data.

### Math

<b>FastBridge</b>		
<i><b>% of students between the 30<sup>th</sup>- 99<sup>th</sup> percentile</b></i>		
<b>Grade Level</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
Kindergarten		70
1 <sup>st</sup> Grade		69
2 <sup>nd</sup> Grade	55	50
3 <sup>rd</sup> Grade		78
<b>NWEA</b>		
<i><b>% of students above the 41<sup>st</sup> percentile</b></i>		
<b>Grade Level</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
3 <sup>rd</sup> Grade	68	
4 <sup>th</sup> Grade	51	54
5 <sup>th</sup> Grade	56	64

Our school is confident that with the continued implementation of science of reading strategies, resources and professional development, we will demonstrate growth in both teaching and learning in the area of reading. Continued review of best practices and strategies during core math instruction will also be imperative to ensure students are not developing skill gaps.

Cherokee Elementary is committed to all students reaching their highest level of academic success. In an effort to increase student achievement and close achievement gaps, the staff at Cherokee utilize a Multi-Tiered System of Support (MTSS) program targeting specific skills of students struggling in reading. Our MTSS interventions take place at least 30 minutes per day. Students' progress is monitored using FastBridge assessments. In addition to our MTSS program, staff members continue to provide students with learning experiences that will prepare them for the rigorous curricular standards in all core subject areas.

Regarding support staff, currently our school has 2 bilingual para-educators to help support ESL students. In addition to our bilingual para-educator support, we also have 0.5 English Language teachers who service our K-5th grade EL students in various capacities. We also have three Title One reading para-educators to assist with our MTSS (Multi-Tiered Systems of Support) interventions.

Many decisions regarding teaching and learning are made during our collaborative team meetings. During collaborative team meetings, staff members are able to utilize data from common formative assessments, FastBridge assessments, NWEA MAP reading/math assessments, and state M-STEP assessments to identify the specific learning needs of each child. Using this information and other assessment data, teachers determine areas of core instruction to be improved and place students into research-based interventions focusing on early literacy skills, reading fluency, vocabulary development and comprehension strategies in an effort to help our students continue to grow and develop.

In addition to understanding the importance of continuous academic improvement, our district and school recognize the need for teaching leadership skills. Cherokee has been a Leader in Me school for many years. **Each day we help students INSPIRE** greatness in themselves and others, **BELIEVE** in themselves and in the importance of others, **ACHIEVE** individual and collective goals and **LEAD** by living the 7 Habits each and every day.

State law requires that we also report additional information.

- Pupils are assigned to each individual building based upon guidelines set forth by the Board of Education. Assignments are based upon the location of each student's residence. Transfer requests from within the district are also considered. The district also accepts applications from students who reside outside the district. Spaces are allotted at each school.
- In March of 2021, Chippewa Valley completed a comprehensive System Accreditation Engagement Review through Cognia, a nonprofit organization that provides quality assurance for schools, school districts, and education service providers. We have met rigorous Cognia Performance Standards and accreditation policies, demonstrated quality assurance through internal and external review, regularly analyzed student performance data, and consistently engaged in best practices in continuous improvement. The Engagement Review Team examined district and school improvement plans, reviewed data and artifacts, and interviewed stakeholders from schools and the community. The Team recommended to the Cognia Global Accreditation Commission that Chippewa Valley Schools earn the distinction of System Accreditation. Our Cherokee Elementary School Improvement goals focus on reading, writing, and culture and climate.
- Chippewa Valley has established an integrated and dynamic relationship among curriculum/standards, instruction, and assessments. These practices are based on the Michigan State Standards. More information about CVS curriculum can be found by visiting <http://www.chippewavalleyschools.org/for->

[parents/](#) and <http://www.chippewavalleyschools.org/academics/curriculum/>. You can also find more information on the Michigan State Standards by visiting [http://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_65510---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html).

- Chippewa Valley School District administers various FastBridge assessments three times per year as a benchmark screener in grades K-5 for both reading and math. The purpose of the FastBridge assessments is to provide data on individual student growth. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to better meet their student's specific needs.
- Chippewa Valley School District administers the NWEA Measures of Academic Progress® (MAP®) common benchmark assessments to students in grades 4-10 in the areas of Mathematics and English. NWEA computerized, adaptive assessments are administered two to three times throughout the school year. The purpose of these assessments is to provide data on individual student's growth. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to better meet their student's specific needs. For more information on Chippewa Valley's balanced assessment program, please visit our district assessment page: <https://docs.google.com/spreadsheets/d/1zxJRxBfGvdsHM4leHkOCVGquAWgOPaZ7/edit#gid=1891572360>
- Our Fast Bridge and NWEA results for Reading and Mathematics for 2020-21 and 2021-22 can be found on the next page and are summarized briefly above. [Click here.](#)
- During the fall 2021 school year, 96% of our students were represented when at least one parent or guardian attended fall conferences.
- During the fall 2022 school year, 96% of our students were represented when at least one parent or guardian attended fall conferences.

At Cherokee, we choose to inspire, believe, achieve, and lead to empower learners for a lifetime of success.

**We Believe:**

- everyone can be a leader;
- everyone has genius;
- everyone plays an active role for change to occur;
- everyone is in charge of their own learning;
- the relationships we foster play an important role in our success.

We look forward to a wonderful year with your child.

Sincerely,

Heather Batko  
Principal  
Cherokee Elementary School



# Student Growth Summary Report

## Aggregate by School

Term: Fall 2022-2023  
 District: Chippewa Valley Schools

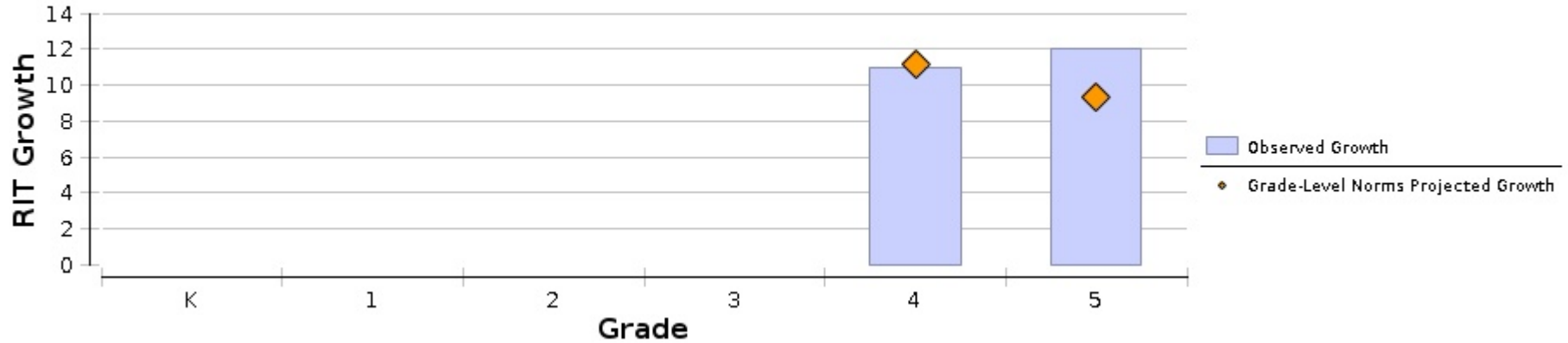
Norms Reference Data: 2020 Norms.  
 Growth Comparison Period: Fall 2021 - Fall 2022  
 Weeks of Instruction: Start - 2 (Fall 2021)  
 End - 1 (Fall 2022)  
 Grouping: None  
 Small Group Display: No

### Cherokee

Math: Math K-12

Grade (Fall 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Fall 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	72	188.2	14.6	55	199.5	16.1	57	11	0.9	11.1	0.12	55	72	39	54	50
5	90	197.0	14.2	40	208.6	16.2	53	12	0.8	9.3	1.67	95	90	58	64	56

### Math: Math K-12



#### Explanatory Notes

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



# Student Growth Summary Report

## Aggregate by School

Term: Fall 2022-2023  
 District: Chippewa Valley Schools

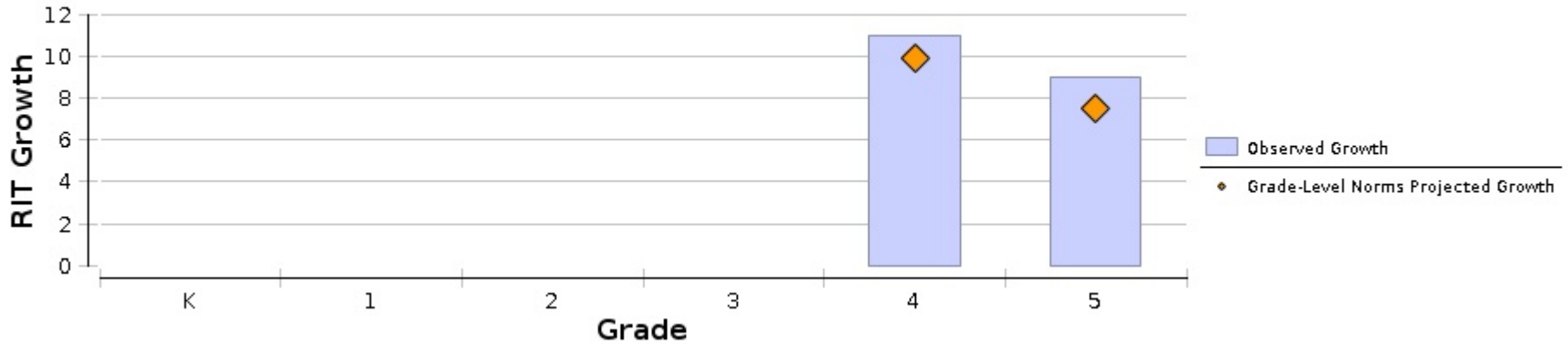
Norms Reference Data: 2020 Norms.  
 Growth Comparison Period: Fall 2021 - Fall 2022  
 Weeks of Instruction: Start - 2 (Fall 2021)  
 End - 1 (Fall 2022)  
 Grouping: None  
 Small Group Display: No

### Cherokee

Language Arts:  
 Reading

Grade (Fall 2022)	Total Number of Growth Events <sup>‡</sup>	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Fall 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	75	188.1	16.6	64	199.1	16.4	70	11	1.1	9.9	0.58	72	75	47	63	56
5	88	193.6	16.7	38	202.4	15.2	45	9	0.8	7.5	0.90	82	88	53	60	56

### Language Arts: Reading



#### Explanatory Notes

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
<sup>‡</sup>Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



# Student Growth Summary Report

## Aggregate by School

Term: Spring 2021-2022  
 District: Chippewa Valley Schools

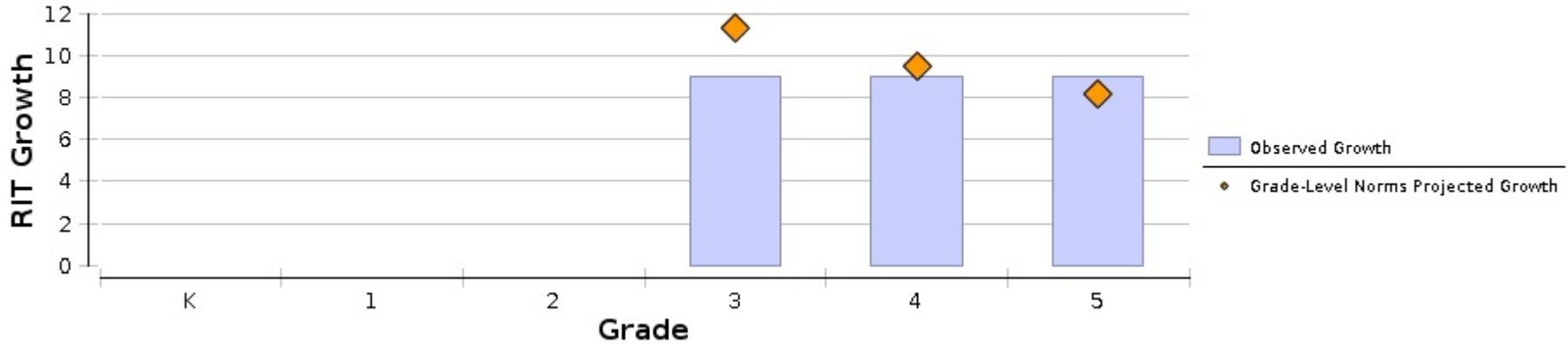
Norms Reference Data: 2020 Norms.  
 Growth Comparison Period: Fall 2021 - Spring 2022  
 Weeks of Instruction: Start - 2 (Fall 2021)  
 End - 26 (Spring 2022)  
 Grouping: None  
 Small Group Display: No

### Cherokee

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	71	186.8	15.1	46	196.2	16.0	34	9	0.7	11.3	-1.07	14	71	31	44	42
4	89	196.0	14.2	34	204.8	14.6	31	9	0.7	9.5	-0.41	34	89	41	46	45
5	74	205.9	16.0	36	214.4	18.1	39	9	0.8	8.1	0.19	57	74	40	54	48

Math: Math K-12



**Explanatory Notes**

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 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



# Student Growth Summary Report

## Aggregate by School

Term: Spring 2021-2022  
 District: Chippewa Valley Schools

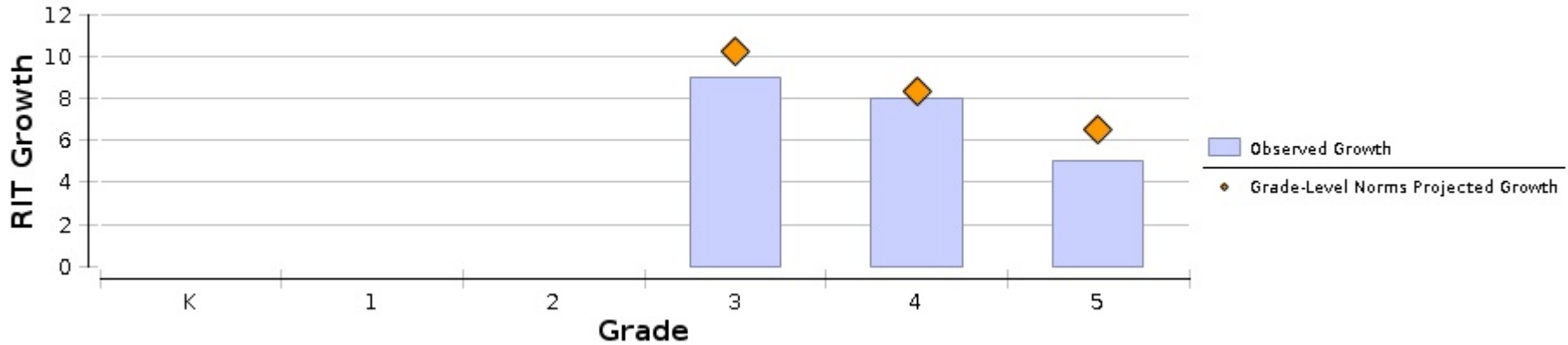
Norms Reference Data: 2020 Norms.  
 Growth Comparison Period: Fall 2021 - Spring 2022  
 Weeks of Instruction: Start - 2 (Fall 2021)  
 End - 26 (Spring 2022)  
 Grouping: None  
 Small Group Display: No

### Cherokee

Language Arts:  
 Reading

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	73	186.6	16.8	56	195.8	16.5	50	9	0.9	10.2	-0.57	28	73	37	51	53
4	86	192.5	16.5	33	199.9	16.0	29	8	0.9	8.3	-0.52	30	86	42	49	46
5	74	203.3	12.7	48	207.7	13.5	36	5	0.8	6.5	-1.26	10	74	31	42	33

### Language Arts: Reading



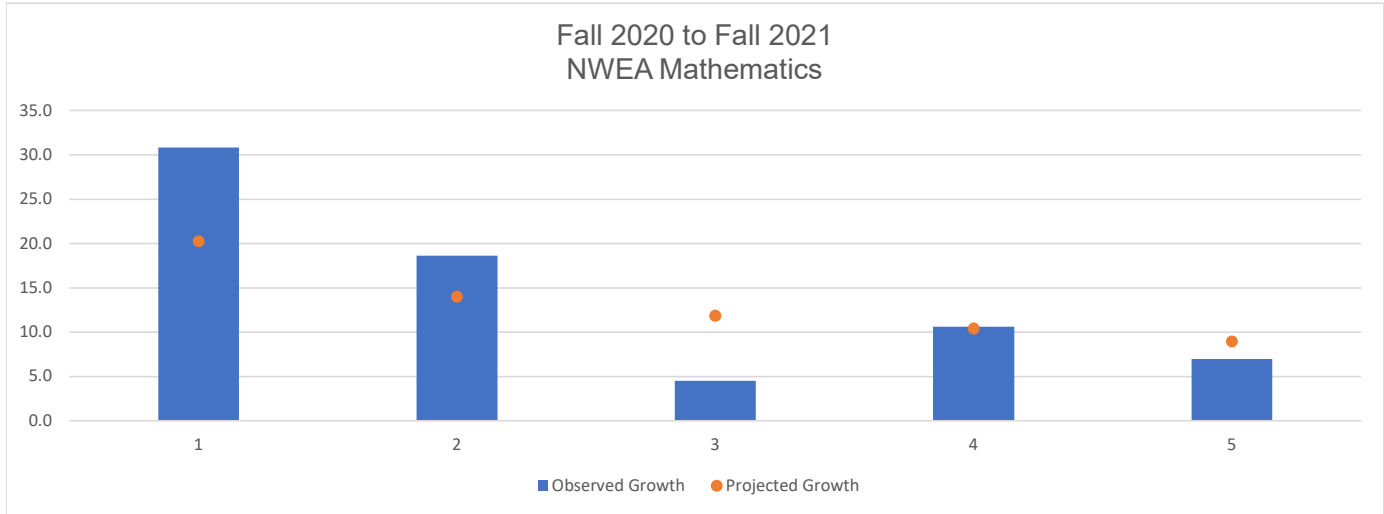
#### Explanatory Notes

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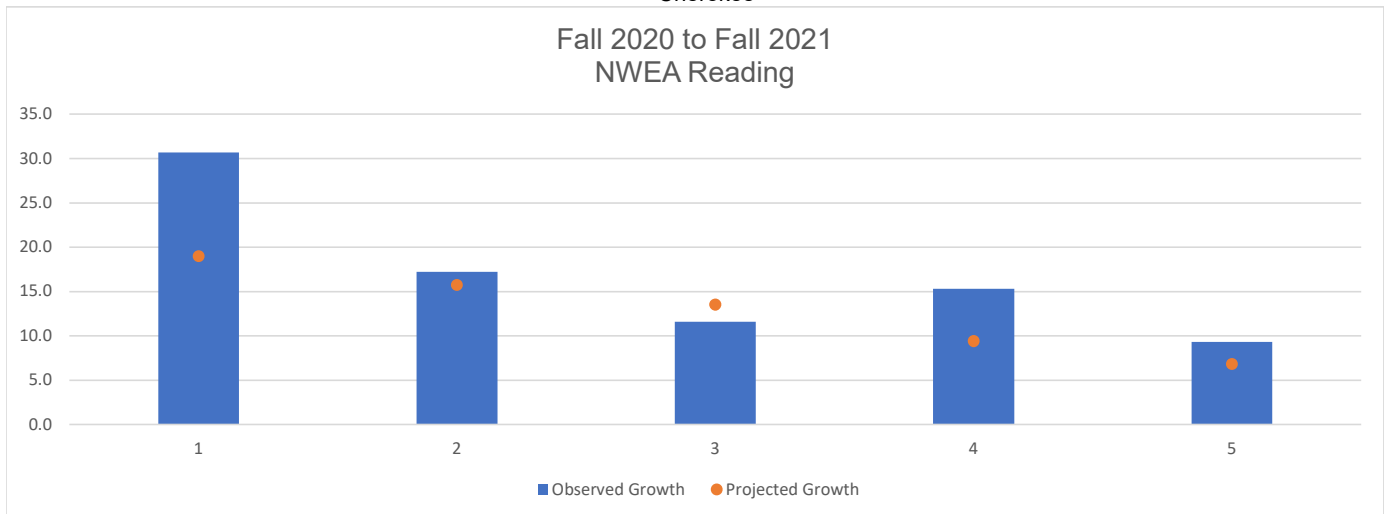
Cherokee		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	160.7	96	160.7	96						
1	173.0	84	172.4	82	30.8	20.2	73	49	67.1%	74
2	186.8	83	186.2	81	18.6	14.0	59	33	55.9%	51
3	187.8	52	187.0	52	4.5	11.8	68	13	19.1%	8.5
4	201.9	59	201.6	59	10.6	10.4	67	32	47.8%	43
5	212.3	67	212.3	67	7.0	9.0	71	28	39.4%	30

Cherokee



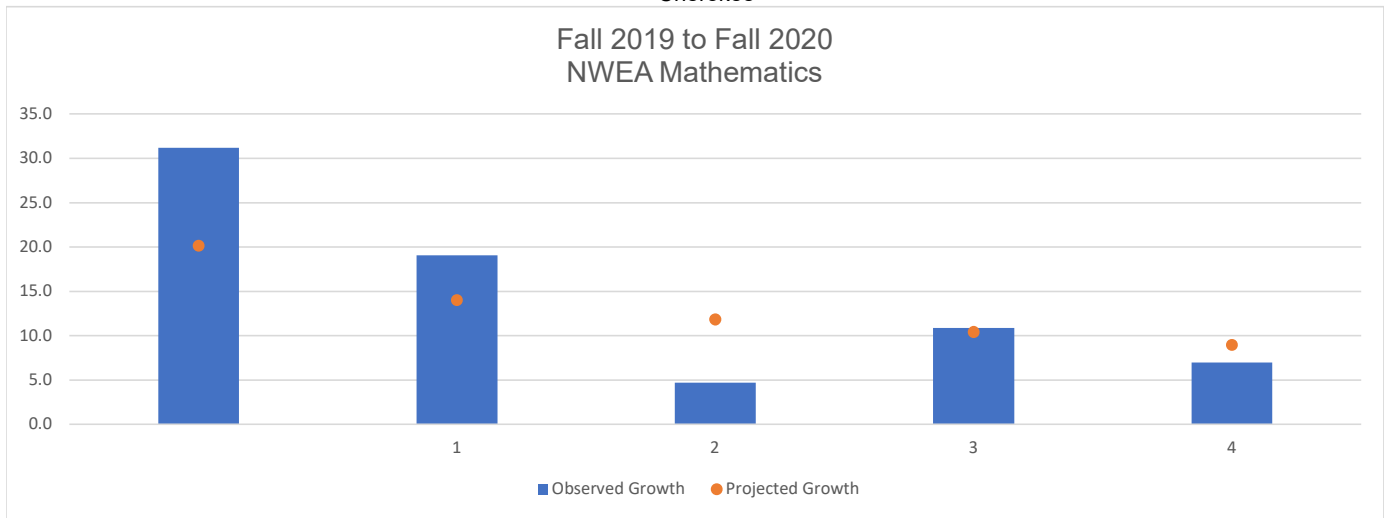
Cherokee		Language Arts								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	159.3	96.5	158.9	96						
1	170.2	86.5	170.3	87	30.7	19.0	73	49	67.1%	82
2	177.3	63	177.1	63	17.2	15.7	60	22	36.7%	38
3	188.4	61	188.4	61	11.6	13.5	73	33	45.2%	41
4	199.3	64	199.2	63	15.3	9.4	66	44	66.7%	75
5	207.0	63	207.0	63	9.3	6.8	72	44	61.1%	63.5

Cherokee



Cherokee		Mathematics								
Grade	Fall 2019		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	142.1	58	160.7	96						
1	166.5	71	173.0	84	31.2	20.1	71	48	67.6%	76
2	182.6	70	186.8	83	19.1	14.0	57	33	57.9%	56
3	191.2	60	187.8	52	4.7	11.8	65	13	20.0%	9
4	201.8	63.5	201.9	59	10.9	10.4	61	31	50.8%	47
5	209.9	55	212.3	67	7.0	9.0	71	28	39.4%	30

Cherokee



Cherokee		Language Arts								
Grade	Fall 2019		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	140.3	61	159.3	96.5						
1	161.3	66	170.2	86.5	30.7	19.0	72	49	68.1%	83.5
2	175.8	59	177.3	63	17.5	15.8	59	22	37.3%	38
3	185.3	49	188.4	61	11.6	13.5	73	33	45.2%	41
4	196.9	53	199.3	64	15.1	9.4	63	42	66.7%	75
5	205.1	56	207.0	63	9.3	6.8	72	44	61.1%	63.5

Cherokee

