

CHEYENNE ELEMENTARY

CHIPPEWA VALLEY SCHOOLS



The Mission of Cheyenne Elementary is to develop a community of independent learners by providing support and encouragement in meeting the various needs of our children within a safe environment

Working Together to Build a Strong Community

February 2023

Anthony Lewis; Principal
Michael Johnson; Asst. Principal

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Dear Parents/Guardians 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 Cheyenne Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact the Cheyenne Elementary School administration for assistance.

The AER is available for you to review electronically by visiting the following MISchoolData website: <https://tinyurl.com/25h9fsw7>, the Chippewa Valley Schools' website: www.chippewavalleyschools.org, or you may review a copy in the main office at Cheyenne Elementary 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 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. Cheyenne Elementary has not been given one of these labels.

At Cheyenne Elementary our staff strives for continuous improvement in ourselves and in our students. Our instructional staff, consisting of teachers, para-educators, and administrators 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 and the amount of remote instruction during the 2020-21 school year has had a profound impact on instruction, student reading achievement, and the social-emotional wellbeing of our students.

In review of our 2022 M-STEP data and our 2021-22 NWEA and FastBridge data, we have identified which students need improvement in reading, and are diligently working to help all students meet state standards. We are working to improve student achievement and close the achievement gap among our subgroups.

During the 2020-21 school year, our school district began implementing reading strategies and methods that align with the science of reading. Since this implementation began, we have continued to improve our practice and develop resources aligned to the science of reading. Along with these efforts to apply strategies and methods aligned to the science of reading, teachers meet in collaborative teams where they discuss student achievement data in order to guide their instruction and make decisions to meet the individual needs of students.

In addition to the implementation of the above research-based reading strategies and methods, teachers also use the data collected from M-STEP, NWEA, and FastBridge assessments to plan individualized skill-based interventions. At Cheyenne, we use a Multi-Tiered System of Support (MTSS) intervention program that targets specific skills students need to improve their reading and writing. This program occurs five days a week for all grade-levels.

Furthermore, efforts are being taken to ensure the social-emotional wellbeing of our students. As a staff, we recognize the importance of educating the “whole child” by focusing on character education and positive behavior. We have established a team of staff members to review our current systems and make the adjustments necessary to ensure the social-emotional wellbeing of our students.

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 Cheyenne 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 <https://www.michigan.gov/mde/services/academic-standards>.

- Chippewa Valley School District administers various FastBridge assessments to all students in grades K-3 and some students in grades 4-5 in the areas of mathematics and reading. These assessments are administered three times throughout the school year. 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 all students in grades 4-10 in the areas of mathematics and reading. 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 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 <http://www.chippewavalleyschools.org/academics/assessment>.
- Our FastBridge and NWEA results for mathematics and reading for 2020-21 and 2021-22 can be found on pages 4-8.
- During the Fall 2022 school year, 94% of our students were represented when at least one parent or guardian attended fall conferences.

At Cheyenne, we strive to create a strong partnership with families to help all children learn and become successful members of the community. If anyone at Cheyenne can be of assistance to you or your family, please do not hesitate to contact us.

Sincerely,

Anthony Lewis
Cheyenne Elementary, Principal

FastBridge Math – Kingergarten:

earlyMath Group Screening Report: National Norms

Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Fall 2022		Winter 2022		Change of Students	
		% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	%	Count
Cheyenne Elementary	85-99th percentile	0	0	0	0	0	0	18	12	23	14	+23%	+14
	30-84th percentile	0	0	0	0	50	1	59	39	61	37	+61%	+37
	20-29th percentile	0	0	0	0	0	0	9	6	8	5	+8%	+5
	1-19th percentile	0	0	100	1	50	1	14	9	8	5	+8%	+5

FastBridge Math – 1st Grade:

earlyMath Group Screening Report: National Norms

Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Fall 2022		Winter 2022		Change of Students	
		% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	%	Count
Cheyenne Elementary	85-99th percentile	0	0	0	0	0	0	19	16	10	5	+10%	+5
	30-84th percentile	0	0	0	0	100	1	59	50	70	35	+70%	+35
	20-29th percentile	0	0	0	0	0	0	11	9	10	5	+10%	+5
	1-19th percentile	100	2	100	2	0	0	11	9	10	5	-90%	+3

FastBridge Math – 2nd Grade:

aMath Group Screening Report: National Norms

Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Fall 2022		Winter 2022		Change of Students	
		% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	%	Count
Cheyenne Elementary	85-99th percentile	14	8	16	9	9	5	11	7	10	7	-4%	-1
	30-84th percentile	66	39	59	33	78	46	49	33	54	37	-12%	-2
	20-29th percentile	10	6	7	4	3	2	9	6	10	7	0%	+1
	1-19th percentile	10	6	18	10	10	6	31	21	26	18	+16%	+12

FastBridge Math – 3rd Grade:

aMath Group Screening Report: National Norms

Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Fall 2022		Winter 2022		Change of Students	
		% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	%	Count
Cheyenne Elementary	85-99th percentile	0	0	0	0	0	0	22	15	12	6	+12%	+6
	30-84th percentile	0	0	0	0	0	0	55	38	49	24	+49%	+24
	20-29th percentile	0	0	0	0	0	0	1	1	6	3	+6%	+3
	1-19th percentile	0	0	100	1	0	0	22	15	33	16	+33%	+16

FastBridge Reading – Kindergarten:

earlyReading Group Screening Report: National Norms

Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Fall 2022		Winter 2022		Change of Students	
		% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	%	Count
Cheyenne Elementary	85-99th percentile	17	16	8	8	4	4	11	7	18	11	+1%	-5
	30-84th percentile	61	56	52	48	61	57	62	41	68	42	+7%	-14
	20-29th percentile	3	3	10	9	14	13	6	4	8	5	+5%	+2
	1-19th percentile	19	17	30	28	21	20	21	14	6	4	-13%	-13

FastBridge Reading – 1st Grade:

earlyReading Group Screening Report: National Norms

Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Fall 2022		Winter 2022		Change of Students	
		% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	%	Count
Cheyenne Elementary	85-99th percentile	4	3	3	2	3	2	4	3	7	4	+3%	+1
	30-84th percentile	36	26	38	28	42	32	71	61	46	27	+10%	+1
	20-29th percentile	20	14	19	14	19	16	9	8	19	11	-1%	-3
	1-19th percentile	40	29	40	30	36	28	16	14	28	16	-12%	-13

FastBridge Reading – 2nd Grade:

CBMreading Group Screening Report: National Norms

Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Fall 2022		Winter 2022		Change of Students	
		% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	%	Count
Cheyenne Elementary	85-99th percentile	17	11	12	8	12	8	6	5	9	5	-8%	-6
	30-84th percentile	59	38	57	37	59	39	48	37	49	28	-10%	-10
	20-29th percentile	8	5	11	7	8	5	14	11	14	8	+6%	+3
	1-19th percentile	16	10	20	13	21	14	32	25	28	16	+12%	+6

FastBridge Reading – 3rd Grade:

CBMreading Group Screening Report: National Norms

Group of Students	Percentile	Fall 2021		Winter 2021		Spring 2021		Fall 2022		Winter 2022		Change of Students	
		% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	%	Count
Cheyenne Elementary	85-99th percentile	8	2	14	3	10	2	12	8	15	8	+7%	+6
	30-84th percentile	58	15	45	10	40	8	65	45	61	31	+3%	+16
	20-29th percentile	23	6	18	4	15	3	9	6	10	5	-13%	-1
	1-19th percentile	11	3	23	5	35	7	14	10	14	7	+3%	+4



Student Growth Summary Report

Aggregate by School

Term: Fall 2022-2023
 District: Chippewa Valley Schools

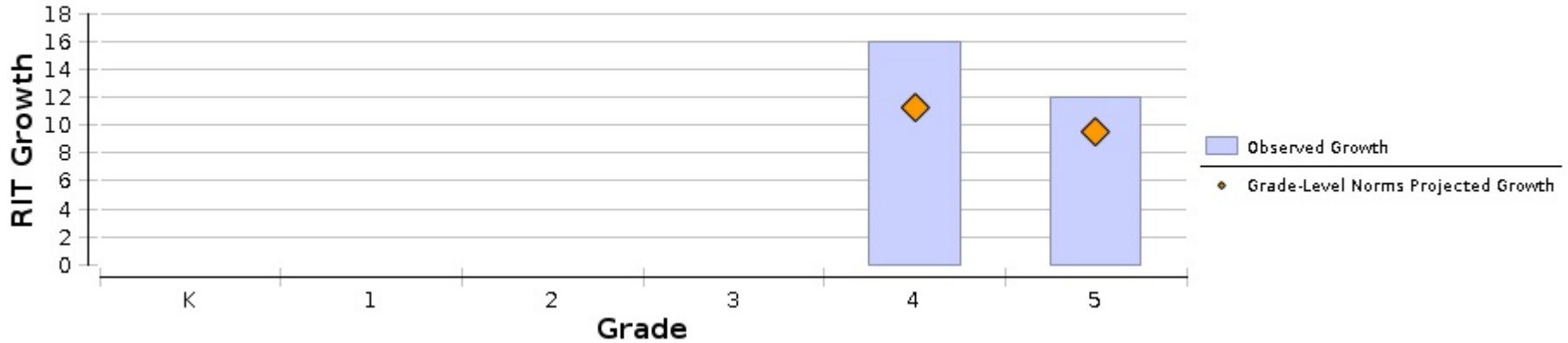
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Fall 2022
 Weeks of Instruction: Start - 2 (Fall 2021)
 End - 1 (Fall 2022)
 Grouping: None
 Small Group Display: No

Cheyenne

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	69	190.2	9.2	68	206.4	10.7	89	16	0.7	11.2	3.19	99	69	58	84	83
5	64	200.9	14.6	63	213.0	15.4	75	12	0.9	9.5	1.88	97	64	43	67	72

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

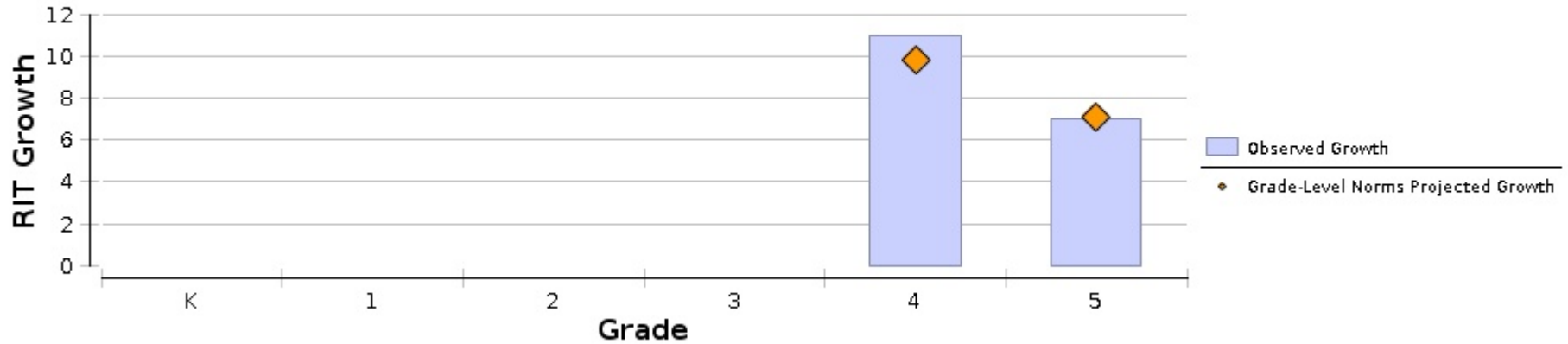
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Fall 2022
 Weeks of Instruction: Start - 2 (Fall 2021)
 End - 1 (Fall 2022)
 Grouping: None
 Small Group Display: No

Cheyenne

Language Arts:
 Reading

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	68	192.5	11.3	84	203.1	10.9	86	11	0.9	9.8	0.42	66	68	36	53	51
5	64	203.3	16.0	85	210.3	13.4	83	7	1.0	7.1	-0.07	47	64	33	52	51

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.
[‡]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

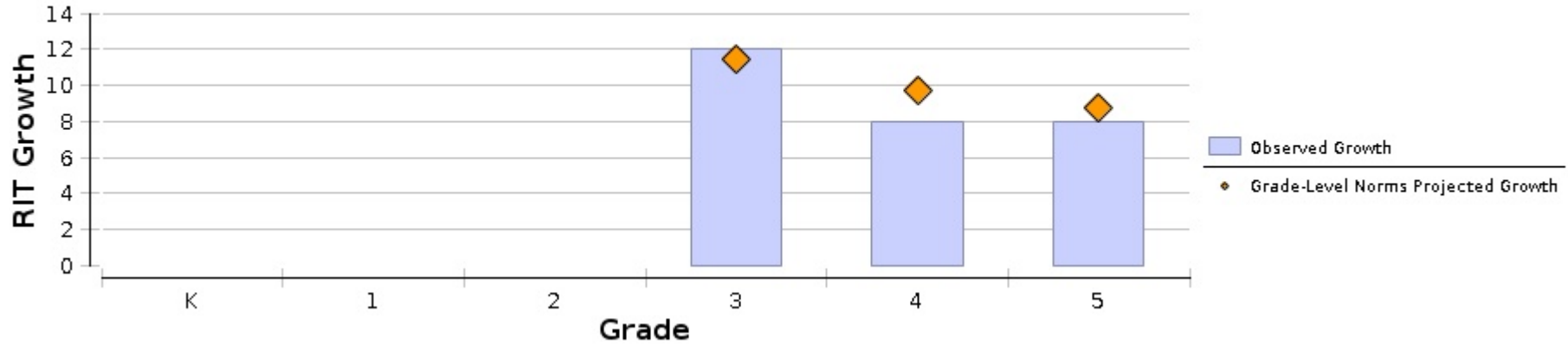
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 2 (Fall 2021)
 End - 26 (Spring 2022)
 Grouping: None
 Small Group Display: No

Cheyenne

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	1	*			*			*					*			
2	0	**			**			**					**			
3	75	190.2	8.7	68	202.6	9.2	73	12	0.5	11.4	0.53	70	75	46	61	57
4	62	200.9	14.8	63	208.8	14.5	53	8	0.8	9.7	-1.08	14	62	29	47	45
5	71	213.7	10.9	77	221.2	11.9	71	8	0.7	8.7	-0.60	27	71	34	48	41

Math: Math K-12



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** 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: Spring 2021-2022
 District: Chippewa Valley Schools

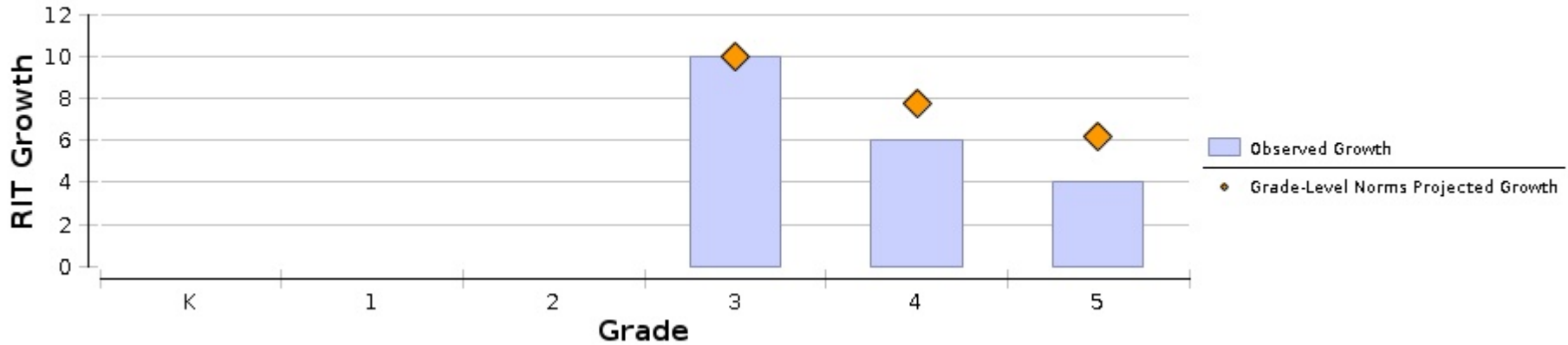
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 2 (Fall 2021)
 End - 26 (Spring 2022)
 Grouping: None
 Small Group Display: No

Cheyenne

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	1	*			*			*					*			
2	0	**			**			**					**			
3	74	192.6	11.0	84	202.7	9.9	84	10	0.9	10.0	0.07	53	74	39	53	50
4	62	203.4	16.2	85	209.3	13.5	78	6	0.9	7.7	-1.04	15	62	25	40	41
5	71	209.7	8.8	80	213.6	8.7	69	4	0.7	6.2	-1.36	9	71	28	39	36

Language Arts: Reading



Explanatory Notes

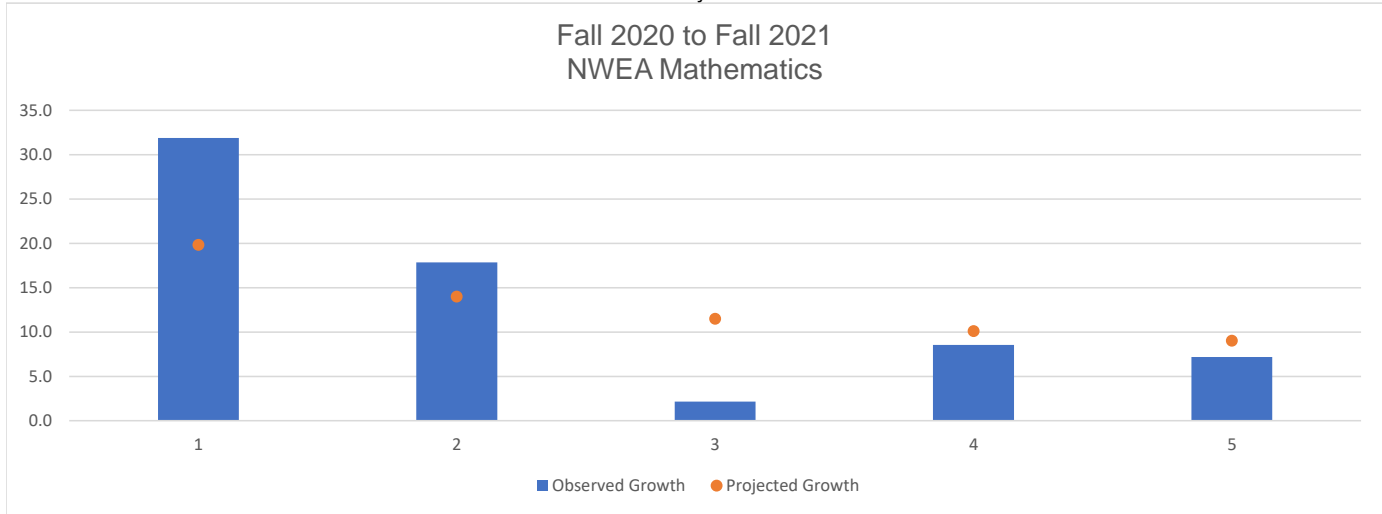
* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** 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.

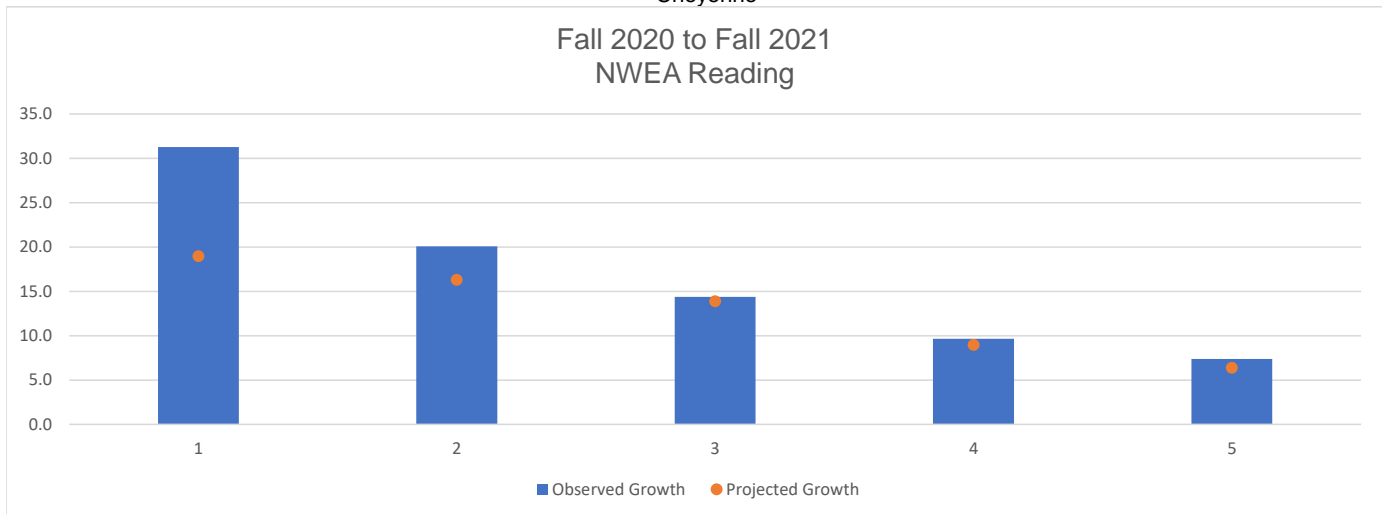
Cheyenne		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	169.8	99	169.8	99						
1	176.3	90	176.3	90	31.9	19.8	49	41	83.7%	87
2	187.8	85	187.8	85	17.9	14.0	66	35	53.0%	50.5
3	191.0	66	191.0	66	2.2	11.5	47	6	12.8%	4
4	207.9	70.5	207.9	70.5	8.6	10.1	60	23	38.3%	32.5
5	215.2	65.5	215.2	65.5	7.2	9.0	52	24	46.2%	42

Cheyenne



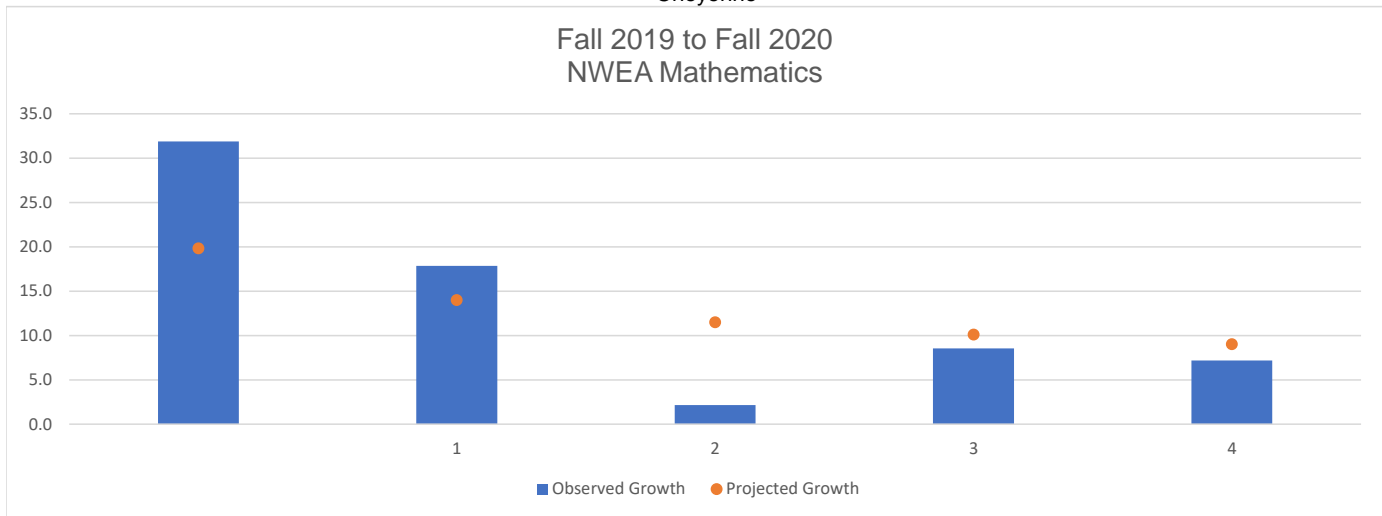
Cheyenne		Language Arts								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	162.0	99	162.0	99						
1	171.7	92	171.7	92	31.3	19.0	50	39	78.0%	92.5
2	183.7	78	183.8	78	20.1	16.3	68	38	55.9%	53.5
3	197.0	79	197.0	79	14.4	13.9	47	25	53.2%	53
4	204.1	71	204.1	71	9.7	9.0	59	32	54.2%	52
5	212.4	71	211.8	71	7.4	6.4	51	27	52.9%	54

Cheyenne



Cheyenne		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	143.6	58	169.8	99						
1	169.3	71	176.3	90	31.9	19.8	49	41	83.7%	87
2	187.1	86	187.8	85	17.9	14.0	66	35	53.0%	50.5
3	195.9	72.5	191.0	66	2.2	11.5	47	6	12.8%	4
4	207.8	70	207.9	70.5	8.6	10.1	60	23	38.3%	32.5
5	220.1	78	215.2	65.5	7.2	9.0	52	24	46.2%	42

Cheyenne



Cheyenne		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	141.0	61	162.0	99						
1	163.1	71	171.7	92	31.3	19.0	50	39	78.0%	92.5
2	182.2	76	183.7	78	20.2	16.3	67	38	56.7%	54
3	191.2	63	197.0	79	14.4	13.9	47	25	53.2%	53
4	202.8	67	204.1	71	9.7	9.0	59	32	54.2%	52
5	210.7	68	212.4	71	7.7	6.4	48	27	56.3%	56.5

Cheyenne

