

Cherokee Elementary

2009 Annual Report



A Letter from the Principal...

Dear Parents, Staff and Community Members,

Thank you again for another incredible year at Cherokee! Once again our staff, parents, PTO and students have outdone themselves in this quest for excellence.

During this past year, we had many prestigious accomplishments that make us very proud. We are very excited to be a part of the prestigious MiBLSi grant that supports schools working to improve school-wide behavior and reading scores. This past year, we took every opportunity that this grant afforded us to attend teacher professional development opportunities, to use new data resources to drive decisions, and to purchase materials to help our students become better readers.

Our school-wide behavior support program, aptly named, Cherokee Wildcat "PAWS" continued to be a huge success. This past year, we expanded our PAWS program to also be a "bucket-filling" school. With two assemblies to kick off bucket-filling, our students caught on quickly to how wonderful it makes you feel to be kind to others. Our students became great bucket fillers!!

This year, we continued our many, many interventions for identifying and servicing students who need more than the traditional curriculum. We continued using a system of data review meetings three times a year to make sure no student falls through the cracks. We began assessing all of our students through DIBELS, a quick method for assessing reading achievement. We held FREE afterschool tutoring both in the winter and spring for those students who just need a little more time on task to learn important concepts. More than 145 students were helped through this program. Our fabulous paraprofessionals offered additional support during the school day to those students who needed additional reading and/or language support, and they provided FREE literacy kits to each parent with a child in grades K-2. These kits are an excellent resource for parents to get involved in helping their child reach their highest potential. We continue to assess and deliver reading instruction on an individual basis to students through our leveled library. We used BLAST, a peer tutoring program, FAST, an intensive reading intervention and Read Naturally – all interventions to help all students be successful readers.

At Cherokee, we truly believe that successful students come from involved families and, therefore, we work hand-in-hand to forge positive relationships with our parents and we value the time and support they continue to give us. We highly encourage parents to become involved in a variety of ways around the school. We have many parents who volunteer their time and talents on a daily or weekly basis. We also try to keep all lines of communication open with parents so they can be involved in the day to day learning and achievements of their child(ren). We do this through our school website, newsletter, and PTO meetings. Our teachers keep parents informed through classroom newsletters, classroom web pages, daily agendas, Friday folders and frequent progress reports.

Pam Jones, Principal

School Report Card

The School Report Card provides an assessment of several measures of Cherokee Elementary School's performance. **Student Achievement** measures student test attendance, participation, and performance and whether it has improved. **Indicators of School Performance** combine several factors, such as school facilities, attendance, and graduation rate. **AYP Status** (Adequate Yearly Progress) is a measure used to hold schools and districts responsible for student achievement in English language arts and mathematics based on MEAP test results.

Component	Score	Grade
Achievement Subtotal	91.3	A
Indicators of School Performance	100	A
Preliminary Grade	94	A
AYP Status (Adequate Yearly Progress)	Met AYP	
Composite Grade*		A

*The Composite Grade is the overall grade for the school, arrived at by combining the factors above. When data is available, it combines results over 2 or 3 years. For further information regarding demographics for Chippewa Valley elementary schools, please go to our website, www.chippewavalleyschools.org, and click on About Us/Annual Reports.

Notice of Nondiscrimination

It is the policy of Chippewa Valley Schools to not discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment.

Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: (586) 723-2180

Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: (586) 723-2090

Parent Involvement Policy...

The district invites community representatives to participate in building and local school improvement teams, district-wide task forces, and committees. Citizens Advisory Committees meet with school administrators on a regular basis.

The district has adopted a policy regarding *Parent Participation in Title I Programs*. This policy calls for parents to be involved in designing and implementing programs for Title I students.

To read and be familiar with *Parent Involvement in the School Program*, please read Policy #2112 which can be found on the district web site at www.chippewavalleyschools.org/board_of_education/policies_&_bylaws. Choose policy #2000.

Our Mission Statement

The Cherokee Community is committed to providing a nurturing environment, quality instruction and varied experiences, which will encourage children to become lifelong learners.

Aggregated Attendance Rate:

Michigan has chosen to use school attendance as an indicator for Adequate Yearly Progress for the elementary and middle school grades. Based on a state estimated beginning target attendance rate of 85% for 2007-08, Cherokee Elementary School has exceeded this attendance goal.

Aggregated Rate: 95.07%

CV Boasts Impressive Graduation Rate

The Michigan Department of Education calculates retention/graduation rates for all school districts in the state. During the 2007-2008 school year, the rate for Chippewa Valley Schools was 88.86%.

Core Curriculum Highlights

The district has been involved in aligning the grade level content expectations (GLCE), and high school content expectations (HSCE) to our district core curriculum, by grade level and/or course title. The district has designed new courses to be in compliance with the Michigan Merit Curriculum (MMC). All content is designed to help students achieve success on the MEAP (Michigan Education Assessment Program), and MME (Michigan Merit Exam). Numerous support courses have also been implemented.

School Improvement Goals:

At Cherokee, school improvement is a focal point of all we do. During this third year of our NCA cycle, we continued to refine and develop our key goals of improved reading achievement, improved writing by all students, and increased use of technology across all content areas and, very importantly, improved behavior to enhance the educational climate of the building.

During this school year, our staff was trained extensively through the MiBLSi grant to assess student reading achievement and align reading curriculum and interventions to meet all students' needs. We truly used a data driven approach to critiquing our own curriculum and instruction and to designing and implementing a wide variety of interventions for struggling readers. The results were amazing! With our end of the year assessments, we are off and running on the first day next fall to continue this important goal of having every child make at least one year's growth in one year's time.

During this last year, we also continued to improve our writing instruction through the new writing pilot curriculum and the use of 6+1 traits of writing. Each child is assessed on a common rubric several times a year with support in any area that they may have struggled. Teachers work together to provide common language and a coordinated spiraled writing program that spanned a variety of genre.

Our PAWS program continues to evolve and meet the affective needs of our students, helping them to develop healthy habits and good learning choices. As students engage in positive behavior the academic realm is always enhanced.

Our staff really engaged in a united effort to improve the technology resources in our building and to use these important tools for teaching students. Students gained tremendous skills in the use and application of a wide variety of new technology tools.

Over the next four years, our Cherokee community is committed to providing a nurturing environment, quality instruction, and varied experiences, which will encourage children to become life-long learners. NCA is an invaluable tool to help us continually look for ways to improve instruction and learning for all students.

Highly Qualified Teachers

The *No Child Left Behind Act (NCLB)* places requirements on public schools to employ only highly qualified teachers in instructional positions to teach the core academic subjects. *NCLB* defines the core academics as follows: English, reading, language arts, mathematics, science, history, geography, civics and government, economics, arts, and foreign languages. Chippewa Valley Schools has successfully met the requirement of *NCLB* that all teachers are highly qualified by the end of the 2006 school year.

Examining student achievement through MEAP test scores

As required by *NCLB* (No Child Left Behind), students are tested annually in grades 3-8 in both math and reading. It is further required that students be tested one additional time in these subjects in high school. This occurs in grade 11. Students are also tested in science in grades 5, 8, and 11, and Social Studies in grades 6, 9, and 11.

The scores reported indicate the percentage of students who met or exceeded state standards in the specific subjects.

*In the chart, ELA (English Language Arts) is a combination of both the reading and writing scores.

<u>2008-2009</u>	<u>Math</u>	<u>Reading</u>	<u>Writing</u>	<u>ELA</u>	<u>Science</u>
3rd Grade	100	92	74	91	
4th Grade	90	86	50	78	
5th Grade	68	85	68	82	87
<u>2007-2008</u>					
3rd Grade	93	90	70	87	
4th Grade	93	94	59	83	
5th Grade	69	88	76	84	83
<u>2006-2007</u>					
3rd Grade	91	92	64	87	
4th Grade	88	83	45	79	
5th Grade	89	96	74	89	92