

Erie Elementary

2009 Annual Report



A Letter from the Principal...

This year at Erie Elementary school was one of growth and refinement. There are so many programs that are now flourishing that did not exist in our school three years ago. Thanks to dedicated, talented staff members donating their time and expertise, we were able to expand our parent education opportunities, which helped strengthen our home-to-school connection. We were able to expand our help for students during the school day by creating school-wide systems to help struggling students. We also created before-school and after-school support programs that have been very well received and attended.

We have continued to refine the ways in which we gather data on students, and use that data to intercede with our ever-growing list of research-based interventions.

We have expanded our Lifelong Guidelines and Life Skills Character Program to include weekly all-school character lessons led by administration, teachers and students to help make the Lifelong Guidelines and Life skills practical and applicable to elementary school and beyond.

I must acknowledge and shower appreciation on our PTO. This selfless group of parents volunteer countless hours for the betterment of all students at Erie Elementary School. The entire Erie community is enriched by their efforts. On behalf of the staff and students, I would like to thank them for all they do.

Sincerely,

Dr. Evanski
Principal



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](http://www.chippewavalleyschools.org/board_of_education/policies_&_bylaws). Choose policy #2000.

School Report Card

The School Report Card provides an assessment of several measures of Erie 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.

<u>Component</u>	<u>Score</u>	<u>Grade</u>
Achievement Subtotal	88.8	B
Indicators of School Performance	100	A
Preliminary Grade	92	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.

Our Mission Statement

Erie Elementary School's mission is to challenge all students to reach their potential and to meet the demands of the future as responsible citizens through a dynamic, comprehensive curriculum to be provided in a caring environment by people committed to excellence.

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 2008-09 Erie Elementary School has exceeded this attendance goal at 94.98%

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.

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.

School Improvement Goals:

At Erie we continue to work on three NCA goals: Writing, Math Vocabulary and Math Measurement. We arrived at these goals by careful analysis of several pieces of data, and have been working on being trained and implementing interventions this entire year. One of the most successful interventions was Thinking Maps training. Thinking maps are a group of eight graphic organizers that are flexible enough to be used to help us with all three of our NCA goals. All staff received training first semester, and we have been creating and sharing ways this powerful strategy can help us across all curricular areas.

To help intervene with some of our sub-groups, we also began training to understand the culture of poverty, and the unique needs of at-risk students.

Next year we will begin training in the different ways males and females learn and process information, to assist us in understanding the disparity in all three NCA goal areas between males and females.

Points of Pride:

- Our Science Olympiad team was one of the best in the district and the county.
- Two teachers were presenters at the state and national levels.
- We have expanded our Character Program throughout the year.
- We have extended learning opportunities before and after school.
- Our Erie Academy parent education series was very well received.
- We created and implemented an innovative math intervention program.

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>Math</u>	<u>Reading</u>	<u>Writing</u>	<u>ELA</u>	<u>Science</u>
<u>2008-2009</u>					
3rd Grade	96	92	66	88	
4th Grade	92	88	33	79	
5th Grade	71	85	62	82	86
<u>2007-2008</u>					
3rd Grade	93	87	51	84	
4th Grade	93	86	47	78	
5th Grade	75	88	62	84	91
<u>2006-2007</u>					
3rd Grade	90	94	51	85	
4th Grade	98	95	43	93	
5th Grade	80	91	52	84	94