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February 2022,

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Cheyenne 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 Mr. Mark Johnson, Cheyenne Elementary Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://bit.ly/211Nwp4>, or you may review a copy in the school's main office.

For the 2020-21 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Cheyenne Elementary has not been given one of these labels.

According to 2019 and 2021 M-STEP data, (M-STEP was not administered in 2020 due to COVID-19 school closure) Cheyenne Elementary School continues to make progress in the areas of reading and math. An achievement gap still exists among our subgroups. Cheyenne Elementary students in grades 3-5 have performed significantly above the state average on the Michigan Student Test of Educational Progress (M-STEP) in every academic area. However, improvement in all levels of student performance is still a key component of our School Improvement Plan (SIP). Research shows that helping students develop strong literacy skills (reading, writing and listening) will have a positive impact on their achievement in all areas of the curriculum; therefore, the staff of Cheyenne Elementary is committed to helping each child reach their highest level of success in the area of reading. Cheyenne Elementary continues to implement a Multi-Tiered System of Support (MTSS) program. Staff members utilized data from the NWEA Measures of Academic Progress (MAP) reading assessment to identify the specific learning needs of each child. Using this information and other assessment data, teachers placed students into MTSS groups to help them reach specific learning goals. In each MTSS group, staff utilize research based strategies to provide instruction that targets specific reading skills. While the skills taught in each group vary, concepts include early literacy skills, reading fluency, vocabulary development and comprehension strategies. Staff members continuously monitor the achievement of each student throughout the year and adjust their instruction as needed. 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.

***The Mission of Cheyenne Elementary is to develop independent learners by providing support and encouragement to meet the educational needs of children within a safe environment.***

State law also requires that we report additional information:

- Students 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.
- The School Improvement Plan (SIP) for Cheyenne Elementary is based on the Cognia criteria approved by the Michigan Department of Education for school accreditation. In March 2021, the district completed a comprehensive External Review for Systems Accreditation through Cognia. In order to receive accreditation, institutions such as schools and districts must meet Cognia Standards and accreditation policies, demonstrate quality assurance through internal and external review, and engage in continuous improvement. The External Review Team examined data and artifacts, visited classrooms and interviewed stakeholders from the schools and community. The Cognia Accreditation Commission approved the External Review Team's recommendation that Chippewa Valley Schools earn the distinction of *System Accreditation*.
- Cheyenne Elementary services 459 students, K-5. Our instructional staff consists of 28 highly qualified teachers, 2 literacy para-professionals and 1 bilingual para-professional. Our building houses 3 Creative Learning Program (CLP) classrooms. The goal of our K-5 program is to positively impact our students' educational development as well as their self-confidence. Cheyenne Elementary provides opportunities for children to become engaged and enthusiastic thinkers. We encourage our students to work cooperatively, and become problem solvers.
- 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/academics/curriculum> and <http://www.chippewavalleyschools.org/for-parents/>. 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).
- The Chippewa Valley School District administers the NWEA Measures of Academic Progress (MAP) benchmark assessments to all students in Mathematics and English Language Arts in grades K-10. NWEA (MAP) assessments are computerized, adaptive assessments which measure individual student growth. They are administered two to three times throughout the school year. The resulting data allowed teachers to see the instructional ranges within their classroom and begin to target their instruction to meet specific skills their students need. For more information on our balanced assessment program please visit our district assessment page at <http://www.chippewavalleyschools.org/academics/assessment>.
- NWEA results for Reading and Mathematics for the 2020-21 school year can be found attached to this document.

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- Parent-teacher communication is the key to student success. Cheyenne families have an outstanding participation rate at both fall and spring virtual conferences the last two years; 98% of our students had parent representation at 2021 spring parent-teacher conferences and 97% at 2021 fall parent-teacher conferences. We strive to build positive relationships between the staff, students and parents in order to support student learning. We also have an active Parent Teacher Organization (PTO) that continues to offer exciting educational and family activities for students, parents and the Cheyenne community.

Finally, Cheyenne's mission is to develop learners within a safe environment while working to develop a close partnership with our families. Thank you for working in partnership with us to support this mission. Together we prepare our children for a future filled with opportunities, responsibility, and change. At Cheyenne Elementary, Sunny Days and Bright Futures are ahead!

Sincerely,



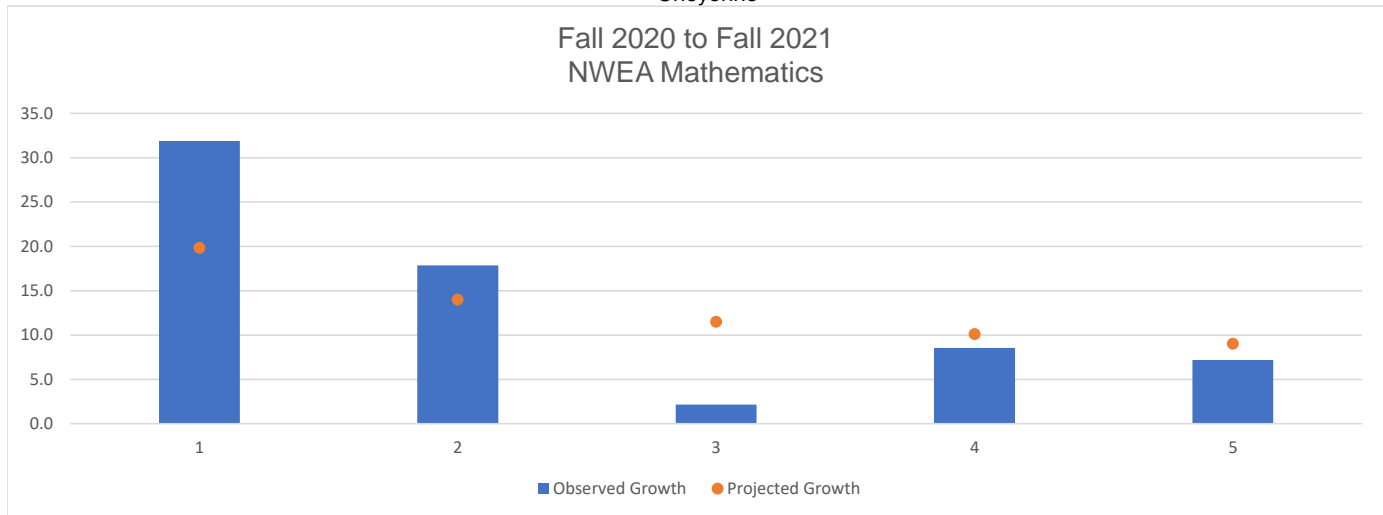
Mark W. Johnson  
Principal

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**NOTICE OF NONDISCRIMINATION** It is the policy of Chippewa Valley Schools not to 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. 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 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180

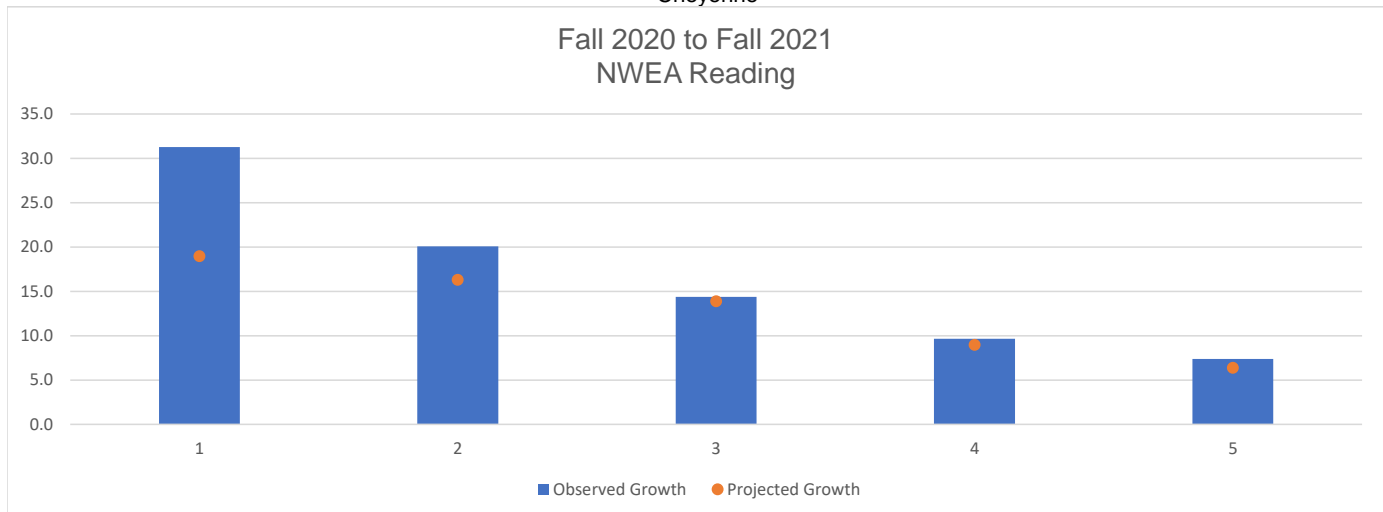
Cheyenne		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	169.8	99	169.8	99						
1	176.3	90	176.3	90	31.9	19.8	49	41	83.7%	87
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

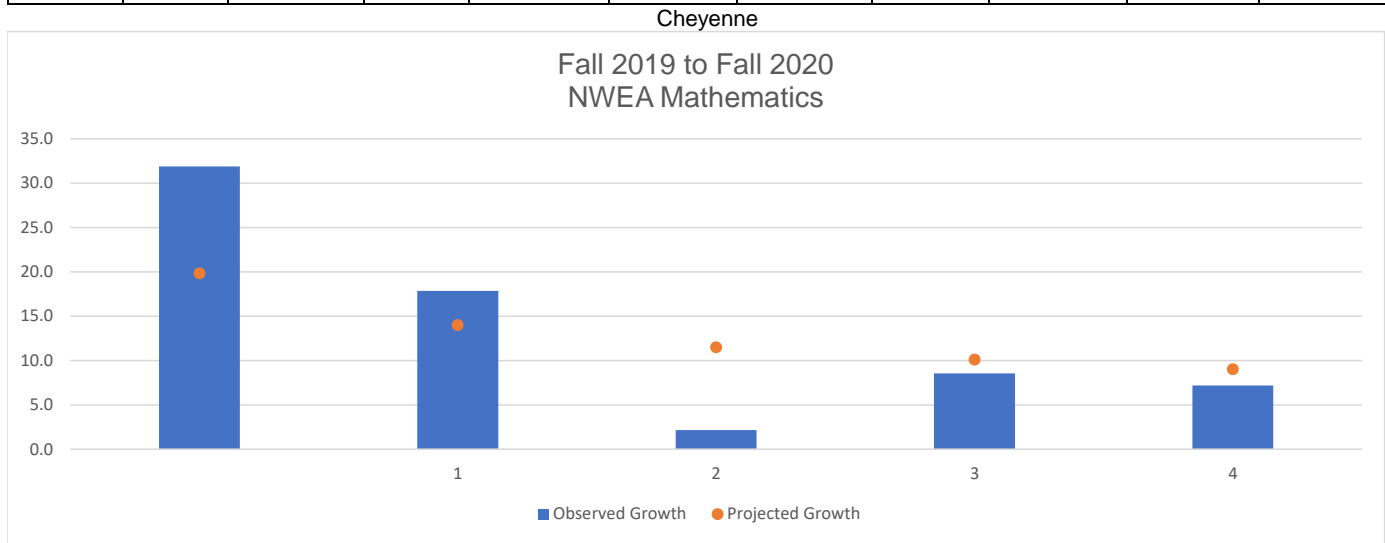


Cheyenne		Language Arts								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	162.0	99	162.0	99						
1	171.7	92	171.7	92	31.3	19.0	50	39	78.0%	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		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

