

RIVER VALLEY  
SCHOOL DISTRICT

CHIKAMING ELEMENTARY  
13742 THREE OAKS RD.  
SAWYER, MICHIGAN

269-426-4204

[www.rivervalleyschools.org](http://www.rivervalleyschools.org)

2005 – 2006  
ANNUAL EDUCATION  
REPORT

Annual Education Report Meeting

September 2006

**Chikaming Elementary School  
13742 Three Oaks Rd.  
Sawyer, Michigan 49125  
616-756-9541**

**2005-2006 Annual Education Report**

Public Act 335 requires all Michigan School Districts and individual school buildings to complete and present an Annual Education Report to the Board, Community, Intermediate School District, and the Michigan Department of Education each year.

These reports must contain information about:

1. The accreditation status of each school
2. The process of assigning pupils to particular or specialized schools
3. A description of each specialized school
4. The status of the 3-5 year school improvement plan
5. The Core Academic Curriculum
6. Aggregate school achievement data
7. Disaggregated student achievement data (by gender)
8. Pupil retention/drop out rates
9. Degree of parent participation in parent/teacher conferences
10. Comparison of above information with the previous year.

In addition, information required in the No Child Left Behind legislation is also included in this annual report. It is hoped that this information will provide the community with up to date information about the Chikaming Elementary School. If the reader has any questions, please call the Principal's office (269-756-9541 or 426-4415 or direct at 269-426-4204) for clarification.

Thank you.

Robert A. Schroeder  
Building Principal

**2005-2006 RIVER VALLEY BOARD OF EDUCATION**

Greg Scygiel, President	Fred Knutel, Vice-President
Ron Petro, Trustee	Steve Graziano, Treasurer
Carl Anderson, Trustee	Danette Narragen, Trustee
Sue Oldenburg, Secretary	Dr. Chet Sanders, Superintendent

**DISTRICT PROFILE**

The River Valley School District has a student population of approximately 950 (FTE) in a pre-kindergarten through grade 12 program housed in one Grades Pre-K-5 and one Grades k-6 and one middle/high school (Grades 7-12).

## **DISTRICT MISSION STATEMENT**

The mission of the River Valley School District, embracing our unique location, cultural opportunities, and community, is to produce responsible, contributing lifelong learners through instilling value in self and others, enriching our curriculum, and meeting the demands of a changing world.

## **CHIKAMING ELEMENTARY SCHOOL MISSION STATEMENT**

**We strive for excellence in all that we do. We will provide a positive learning environment in which all students will achieve academic success, become lifelong learners and responsible citizens. We are committed to a strong working partnership between school, home and community.**

## **ADULT LIFE ROLES**

River Valley Graduates are expected to be:

### **Responsible Citizens** who:

- Contribute to improving the welfare of the community and environment
- Demonstrate responsibility for self
- Respect others and their property

### **Productive Team Members** who:

- Share ideas
- Solve problems
- Work cooperatively together

### **Critical Thinkers** who:

- Demonstrate skills learned from the River Valley Core Curriculum
- Use a variety of methods in the decision making process
- Develop and complete a plan of action

### **Self-Directed Learners** who:

- Read for personal gain or enjoyment
- Extend learning beyond the required
- Have a vision and set goals for their future
- Engage in cultural, creative, practical or other leisure time activities

### **Effective Communicators** who:

- Listen objectively
- Express thoughts, ideas, and feelings appropriately to all audiences in written, oral and non-verbal forms

### **Caring Individuals** who:

- Appreciate and value others
- Respect diversity
- Demonstrate compassion and sensitivity to the needs of others

## ACCREDITATION STATUS

	2004-05	2005-06
English Language arts	A	B
Math	A	A
Achievement Subtotal	A	A
Indicators of Performance	A	A
Adequate Yearly Progress	Met AYP both years	
Composite grade	A	A

The composite grade is the overall grade for the school arrived at by combining the above categories of STUDENT ACHIEVEMENT, INDICATORS OF SCHOOL PERFORMANCE AND AYP STATUS

## SPECIALIZED SCHOOLS

Chikaming Elementary is not a specialized school. The following explains specialized schools for our students.

Specialized schools provide educational opportunities and alternatives for disabled students in an effort to meet their special needs. These programs are an integral part of the continuum of educational services available to special students in Berrien County. The following is a brief description of the specialized schools that serve students from the River Valley School District.

### **Blossomland Learning Center Berrien County Intermediate School District Berrien Springs, Michigan**

The purpose of Blossomland Learning Center is to provide services to students who have been diagnosed as moderately to severely mentally impaired up to age 26 who reside within the Berrien County Intermediate School District. The school assists students in preparing for entry into their communities. Five River Valley resident students attended this program during the 2005-2006 school year. Students are placed in the program through an Individual Educational Planning Committee composed of local district and Intermediate District diagnostic and educational staff.

### **Lighthouse Education Center Berrien County Intermediate School District St. Joseph, Michigan**

The Lighthouse Education Center is operated as a therapeutic and educational program for students diagnosed as severely emotionally impaired up to age 26 who reside within the Berrien County Intermediate School District. These students exhibit a severity of emotional difficulties that limits their ability to be successful in the regular classroom. During the 2005-2006 school year, two River Valley students attended this program, with the goal being eventual re-integration into the resident district's education system.

**Hearing Impaired Program  
Berrien Springs Public Schools  
Berrien Springs, Michigan**

The Berrien County Hearing Impaired Program provides educational services for hearing impaired students from Berrien, Cass and Van Buren counties. During the 2005-2006 school year, one student from the River Valley Schools attended the program, which includes children from pre-school age through 26 years. This program is operated by the Berrien Springs Public Schools and is funded by the Intermediate School District. In addition to classroom and teacher consultant services, the program also serves as a diagnostic center and employs an audiologist for the purpose of assessing severity and type of hearing loss. Some students, when determined educationally appropriate by an individualized Educational Planning Committee, are educated in their resident district with the support of a teacher consultant provided by the Hearing Impaired Program.

**Southside Programs - Niles Community Schools  
Niles, Michigan**

The Niles Community Schools operates a number of center-based programs for low incidence special education students needing a full time placement.

The program for the Severely Emotionally Impaired (SEI) includes students with severe emotional or behavioral problems. These students receive a very strict, highly structured program designed to change inappropriate behavior patterns and allow learning to take place. Expectations for performance are high with the goal being the student's successful readmission to their former school. Classroom programs serve students ages 6 through 25.

Students in the Southside Pre-Vocational program have below average ability levels, making success in their local high schools extremely difficult. Often their low ability is compounded by a weak self-concept and inadequate social skills. Once at Southside, a few students may pursue a diploma, but most will follow a curriculum designed to promote independent living. Classrooms are available to serve ages 16 through 25.

The program for the Autistic Impaired (AI) includes students diagnosed as autistic that typically have severe speech and language delays, behavioral disorders and unusual or repetitive motor movements. The classroom is available to serve ages 16 through 25.

During the 2005-2006 school year, three students from the River Valley School District attended these programs.

**Juvenile Center Education Program**

The Berrien County Probate Court-Juvenile Division, contracts with Berrien County Intermediate School District to provide the education program at the Berrien County Juvenile Center. The Center is a 42 bed facility where juveniles are detained for up to one year. The ages of the students range from 12 to 17 years of age.

The education program is provided by four teachers, approved to teach emotionally impaired (EI) students, and one teacher with certification to teach industrial arts. Two Title I paraprofessionals are also instructors in the program. The program is a therapeutic one with academic instruction as its base.

During the 2005-2006 school year many youths passed through the program. Upon leaving the Juvenile Center program, they might transfer to a State facility, go to jail, or return to school in their resident district.

## ASSIGNMENT PROCESS FOR SPECIALIZED SCHOOLS

River Valley students are assigned to specialized schools based on a decision and a written plan of their educational needs by an Individual Education Planning Committee (IEPC).

In addition, a parent (or legal guardian) may request that his/her child be transferred to any River Valley School where there is open enrollment availability under the District's School of Choice Policy.

## RETENTION AND DROP-OUT PERCENTAGE RATES

The following information pertains to the River Valley High School comprising of Grades 9-12. The retention rate is the percentage of ninth grade students who graduate in four (4) years. The drop-out rate is the percentage of students who leave school in any one (1) year.

2003	Retention Rate	95.4%	Drop-Out Rate	4
2004	Retention Rate	94.0%	Drop-out rate	6
2005	Retention Rate	96.2%	Drop-out rate	3.8
2006	Retention Rate	97.07%	Drop-out rate	2.93

## CLASS SIZES

Class sizes in the 2005-06 school year were as follows:

K	23	3 <sup>rd</sup>	19	6 <sup>th</sup>	22
1st	19	4 <sup>th</sup>	27		
2nd	23	5 <sup>th</sup>	25		

## SCHOOL IMPROVEMENT PLAN

Our staff and School Improvement Team evaluated MEAP data and formed goals to address areas selected for improvement. Strategies were researched, materials evaluated and goals written.

### STATUS OF THE BUILDING'S 3-5 YEAR SCHOOL IMPROVEMENT PLAN

During 2005-2006, Chikaming Elementary School focused on the following goals:

**Goal I:** (part A) All students will improve their writing skills.

The elementary teaching staff was provided various opportunities to attend I.S.D. sponsored in-services. The school improvement teams also arranged for staff members Chris Martin and Suzi Jewell to lead one of our workshops on writing. The staff aligned the curriculum with state standards at collaborative meetings. Students are writing in journals, and Title I staff is involved with individual classroom teaching and planning. Computers and Alphasmarts are also used for writing projects. Grade levels have met to determine the type of assessments we will use throughout the next school year.

**Goal I(part B):** All students will improve their ability to comprehend and analyze informational text.

We have increased the number of informational text selections in our library. The staff is now fully trained at grades k-3 for MLPP. We have done assessments at appropriate time spans to monitor student progress. Grade level meetings as well as meetings of grade level chairs have taken place to discuss and align the curriculum with state standards. Materials have been ordered to correspond to the written curriculum. A model of key questions to use has been given for staff to use.

‘  
**Goal 2:** All students will apply systematic methods of individual and group problem solving in scientific investigations.

The staff is conducting science investigations in the classrooms.

Mandatory investigations were conducted by each class.

Students are using charts and graphs in the classroom.

Career opportunities are built into the curriculum. The library continues to purchase various videos and books regarding science and science experiments. Students are encouraged to write in their science journals. Staff evaluated science materials via the curriculum council and materials have been ordered.

**Goal: 3** All students will develop an understanding of the disciplines of History, Geography, American government, Economics and Civics.

Our curriculum council completed their study on social studies and our staff implemented a new curriculum in the fall of 2002. Students in all grades were given the opportunity to have Junior Achievement activities in their classroom. A list of common economic terms has been given to staff to use in daily instruction. Maps, graphs and other data are presented to students during instruction. Upper level students have also learned how to present data. Students are continually exposed to Core Democratic Values. Behavior lessons from our Ten Sigma behavior program are presented and the school counselor presents various lessons integrated into her presentations.

**Goal: 4.** All students will improve their ability to solve problems involving patterns, relationships and functions.

The staff has evaluated MEAP results and continued implementation of the Everyday Math program. MEAP results have remained relatively stable. Teachers have focused on teaching reading, constructing and interpreting graphs as well as giving the children an opportunity to draw conclusions and explain their answers. The staff will evaluate MEAP results to determine areas of weakness and strategies to improve our overall teaching of Math.

Our School Improvement Plan was our guide to improve student achievement. It guided staff in working on the core areas. MEAP results have been released and the staff is very pleased overall. We see that in Math, Science, Reading, and Writing, and our scores are above State averages. We believe that our plan did what it set out to do—maintain satisfactory level test scores. We believe this because results continue to meet or exceed standards set by the State. Recent Math scores indicate a significant increase in scores.

Our building staff evaluated each test, using the item analysis. We then evaluated how to improve weak areas. We wrote and practiced strategies to address the weak areas. The process has been similar the last two years. Last year, however, we had test data for our first professional development day. Data from each subject area was evaluated by the staff. Groups then met and shared their findings. We will continue this practice annually, provided we have available data. We base our plan on an on going evaluation of student performance, culminating in the MEAP test. The goal of the improvement team at Chikaming is to increase student achievement through the plan. The plan for next year includes more research and it is hoped that this will stimulate discussion and sharing of ideas within the current teaching staff. We have received training on the MI-Tracker program, which will help the team evaluate test scores.

The district school improvement plan will be presented by the school superintendent.

### **Attendance Rate**

The average daily attendance for students was 95% which is equal to that of the previous school year.

## CORE CURRICULUM

Each year, students receive instruction in the core curriculum areas of English/language arts, mathematics, science, and social studies. In 2005-2006, the math curriculum was reviewed and then aligned to meet the standards and benchmarks set forth by the Michigan Department of Education. The new curricula was adopted by the Board of Education. Teacher resources and materials that were purchased to implement the new curricula in the 2005-2006 school year were used for the first time in science. At the elementary level students also participate in music, art, physical education and visit the school library weekly. Grade five students also participate in an introduction to instrumental music program and 6<sup>th</sup> grade students were given the opportunity to join band.

### STUDENT ACHIEVEMENT DATA – ELEMENTARY MEAP

## Student Achievement Data - Elementary M.E.A.P.

The assessment given at the elementary schools is called the Michigan Education Assessment program, M.E.A.P. Beginning with the 2005-06 school year, the assessments were expanded to grades three and six. At the elementary level and the tests were administered in early fall. As a result it is difficult to compare this year's results with previous test results. The % of students successfully passing each test is listed below.

### GRADE 3

	FALL 2005		2004-05		2003-04	
	CHIKAMING	STATE	CHIKAMING	STATE	CHIKAMING	STATE
READING	95%	87%	NO TEST GIVEN		NO TEST GIVEN	
	CHIKAMING	STATE	CHIKAMING	STATE	CHIKAMING	STATE
WRITING	38%	51%	NO TEST GIVEN		NO TEST GIVEN	
	CHIKAMING	STATE	CHIKAMING	STATE	CHIKAMING	STATE
ELA	79%	78%	NO TEST GIVEN		NO TEST GIVEN	
	CHIKAMING	STATE	CHIKAMING	STATE	CHIKAMING	STATE
MATH	95%	87%	NO TEST GIVEN		NO TEST GIVEN	

### GRADE 4

	FALL 2005		2004-05		2003-04	
	CHIKAMING	STATE	CHIKAMING	STATE	CHIKAMING	STATE
READING	96%	83%	90%	82%	95%	80%
	CHIKAMING	STATE	CHIKAMING	STATE	CHIKAMING	STATE
WRITING	81%	55%	76%	46%	74%	48%
	CHIKAMING	STATE	CHIKAMING	STATE	CHIKAMING	STATE
ELA	89%	76%	93%	69%	86%	64%
	CHIKAMING	STATE	CHIKAMING	STATE	CHIKAMING	STATE
MATH	89%	82%	97%	72%	72%	73%

### GRADE 5

	FALL 2005		2004-05		2003-04	

	CHIKAMING	STATE		CHIKAMING	STATE		CHIKAMING	STATE
READING	88%	80%		NO TEST GIVEN			NO TEST GIVEN	
	CHIKAMING	STATE		CHIKAMING	STATE		CHIKAMING	STATE
WRITING	72%	63%		NO TEST GIVEN			NO TEST GIVEN	
	CHIKAMING	STATE		CHIKAMING	STATE		CHIKAMING	STATE
ELA	88%	76%		NO TEST GIVEN			NO TEST GIVEN	
	CHIKAMING	STATE		CHIKAMING	STATE		CHIKAMING	STATE
MATH	96%	73.4%		NO TEST GIVEN			NO TEST GIVEN	
	CHIKAMING	STATE		CHIKAMING	STATE		CHIKAMING	STATE
SCIENCE	96%	77%		91%	79%		100%	78%

## GRADE 6

	FALL 2005			2004-05			2003-04	
	CHIKAMING	STATE		CHIKAMING	STATE		CHIKAMING	STATE
READING	89%	80%		NO TEST GIVEN			NO TEST GIVEN	
	CHIKAMING	STATE		CHIKAMING	STATE		CHIKAMING	STATE
WRITING	76%	63%		NO TEST GIVEN			NO TEST GIVEN	
	CHIKAMING	STATE		CHIKAMING	STATE		CHIKAMING	STATE
ELA	89%	73%		NO TEST GIVEN			NO TEST GIVEN	
	CHIKAMING	STATE		CHIKAMING	STATE		CHIKAMING	STATE
MATH	70%	65%		NO TEST GIVEN			NO TEST GIVEN	
	CHIKAMING	STATE		CHIKAMING	STATE		CHIKAMING	STATE
SOC. ST.	89%	78%		NO TEST GIVEN			NO TEST GIVEN	

### Other Test information

The MEAP test should not be considered the sole determiner to evaluate student progress. Alternate assessments are also used to evaluate progress in reading and math in grades one through five. The MLPP is used for reading in the lower grades and the Gates test is used in grades four and five. In math the students are evaluated by using teacher made and unit tests from our math series. This past year staff developed assessments to use at each grade level for core areas. Those results will be available from individual staff members after the assessments are given. The assessment tools will be reviewed and revised as necessary.

### **Adequate Yearly Progress Data**

**English/Language Arts:** Michigan Target Score: 49% (Level 1 + Level 2)  
Chikaming 88%  
**Result: AYP** There are no subgroups greater than 30, and we are not identified for improvement.

**Math:** Michigan Target Score: 56% (Level 1 + Level 2)  
Chikaming 94%  
**Result: AYP** There are no subgroups greater than 30, and we are not identified for improvement.

**Science:** Michigan Target Score: not identified  
Chikaming 96%  
**Result: AYP** There are no subgroups greater than 30 and we are not identified for improvement.

## PARENT-TEACHER CONFERENCE PARTICIPATION

	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
<b>Chikaming (K-5)</b>	<b>99%</b>	<b>98%</b>	<b>98%</b>	<b>98%</b>	<b>100%</b>	<b>99%</b>

We don't have an official parent involvement policy. Parent-teacher conferences, PTO, Newsletters, Back-to-School Night, Room parents, and Volunteers are examples of ways parents can become involved in their child's education.

### SAFE SCHOOL

We have no significant data to report.

### CORE CURRICULUM

The MCF is followed as a guide for our curriculum selection and there are no variances used when evaluating and choosing curriculum materials.

## TEACHER QUALIFICATION

Highly Qualified	Not Highly Qualified	Continuing certificate	Perm. certificate	Provisional certificate	Professional certificate	MA degree
See below	See below	<b>63%</b>		<b>18%</b>	<b>19%</b>	<b>88%</b>

One hundred percent (100%) of the teaching staff is qualified and certified to teach in the state of Michigan. Teachers who graduated after 1992 and passed the Michigan Basic Skills Test are highly qualified. Also, teachers with a Master's in a core area or in elementary education are highly qualified. There is no staff teaching with emergency approval.

All teacher assistants have meet the requirements of No Child Left Behind.

To comply with NCLB, we plan to have 100% of our teachers become highly qualified by 2005/06. Staff have been given a handout on ways to qualify as highly qualified. Administration will assist in any way possible. The school improvement team will be able to work with any staff wishing to pursue an IDP.

The Superintendent's Office will be the contact for dissemination of information regarding teacher qualifications in each building.

## COMMUNITY INVOLVEMENT

Chikaming Elementary School has strong support from its community. It has a strong and active relationship with the local community church. A number of volunteers have been assigned to various classrooms to help with reading, library, office help etc. Career Week activities include visits from local residents regarding their occupations. We host a back to school nigh in August and a parent night in September. We host a Spaghetti dinner that draws hundreds of guests. The local Fire department puts on an annual safety demonstration for all students. The parent organization is very active, supporting students and teachers by providing funds for field trips, library, playground, reading/math groups, greeters on conference and grandparent day, office help, reading club, make a difference day, after school program, speakers on career day and junior achievement. A local business has been very generous in donating clothing and school supplies for those in need. Special fund raisers were held to help several families that were in desperate need of housing, money, clothing etc. The school is used by the scouts for meetings as well as the baseball association and other community groups needing a place to meet or exercise. Student art work has been displayed at various art displays and public buildings. The Harbert Community Church has provided a safe haven for students on ½ days of school as well as provided volunteers for classroom teachers.

Prepared by Robert A Schroeder, Principal