



Cornell Elementary School

February 2025,

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Cornell 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 Principal Tracy Ojerio, at tracy.ojerio@okemosk12.net for assistance.

The AER is available for you to review electronically by visiting the following website [Annual Education Reports](#), or you may review a copy in the main office at Cornell Elementary School.

For the 2024-25 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 2018-19. 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 2021-2022. 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 2021-2022. Some schools are not identified with any of these labels. In these cases, no label is given.

Cornell Elementary School was not identified as having any of these support category labels.

We would also like to report some additional information about our school that is required by state law and may be of interest to parents and community members.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to our school by the neighborhoods in which they live. We have an in-district transfer program allowing students to attend elementary schools other than the one they are assigned if space allows. We also accept school of choice students from outside the district,

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if space allows. There are specific policies and procedures that are followed for both in-district transfers and school of choice.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Members of Cornell Elementary School are actively involved in our ongoing improvement process led by the building school improvement team. The school improvement team meets regularly throughout the school year to review student needs and determine the impact of our school's instructional program on student achievement. The team is composed of classroom teachers, as well as specialists, support staff, and the principal who serve the varied needs of the students. Members serve as contacts to other building staff and parents to convey information, seek input, or discuss concerns. The building principal is an integral member of the team. The building school improvement team uses a variety of data sources to establish ongoing improvement goals and evaluate progress made toward those goals. Parent and staff input into goals and strategies are solicited through formal and informal methods.

CORE CURRICULUM

The format for curriculum review in Okemos Public Schools involves committees of teachers and administrators and generally operates on a seven-year cycle. Our curriculum is currently aligned with the Michigan Academic Standards which serve to outline learning expectations for all students. They are used as a framework by our schools for curriculum development with the curriculum itself prescribing instructional resources, methods, progressions, and additional knowledge valued by our local community. Furthermore, these standards provide a platform for state assessments, which are used to measure how well schools are providing opportunities for all students to learn the content outlined by the standards. The district has developed an aligned assessment plan and a written calendar for all standardized assessments for the core academic content areas.

The academic achievement of students in grades 3-4 is assessed using data from the MSTEP (Michigan Student Test of Educational Progress) each Spring in the areas of Reading and Mathematics. Students scoring in the lower quartile receive specific instructional support. During the 2023-24 school year, we administered NWEA Map Growth to K-4 students as a universal benchmark assessment for student growth in the areas of Reading and Mathematics, as well as NWEA Reading Fluency for K-1 students. These benchmarking assessments were given to K-4 students three times during the school year. This data will assist us as we further our implementation of Response to Intervention/Multi-Tiered Systems of Support. The district continues to identify students of high ability and provide instructional differentiation in the classroom with the support of the school's Instructional Coach and the district Gifted and Talented Coordinator. Alternative measures of assessment are also used, for example: running records, non-routine problem-solving approaches, projects, writing portfolios, etc. Criteria have also been established for identifying students who are failing or at risk of failing. Tier 2 Classroom Intervention support and After School Programming is provided for students who are eligible for additional layers of support in Reading and Math.

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STUDENT ACHIEVEMENT RESULTS

Reading M-STEP

Grade	2021-2022 % at or above proficiency	2022-2023 % at or above proficiency	2023-2024 % at or above proficiency
3	66.7%	62.9%	51.6%
4	73.3%	68.8%	66.3%

Mathematics M-STEP

Grade	2021-2022 % at or above proficiency	2022-2023 % at or above proficiency	2023-2024 % at or above proficiency
3	73.9%	65%	63.4%
4	62.4%	58.2%	58.5%

PARENT-TEACHER CONFERENCE PARTICIPATION

We continually seek feedback from stakeholders about the effectiveness of our instruction. Many opportunities are available for parents to become involved in our school and district decisions and programs. Parent opportunities to give feedback include parent-teacher conferences, school and district committees, individualized educational planning meetings, school improvement meetings, the public comment portion of school board meetings, Community Conversations, Parent-Teacher Organization meetings, email exchanges, and fall curriculum nights. We value our parents and are excited that they are able to volunteer at Cornell in roles such as academic tutors, classroom helpers, field trip chaperones, library helpers, guest readers, guest speakers, Junior Achievement, family activities, and in a variety of Parent-Teacher Organization (PTO) events. We participate with families in many ways to support our students, including Global Cornell, Curriculum Nights, Open House, Science Night, Wolf Pack Run, and Field Day.

Percentage of Students Represented by Parents Attending Parent-Teacher Conferences		
	Fall	Spring
2021-2022	96%	96%
2022-2023	96%	96%
2023-2024	96%	94%

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The Okemos Public Schools are committed to working in partnership with the community to provide broad, comprehensive educational opportunities and a superior quality academic curriculum, individualized to allow students to realize their highest potential and gain a lifelong love of learning. We welcome you to join us in the continued pursuit of our district's mission -

Together...educating with Excellence, Inspiring Each Learner for Life.

Sincerely,

A handwritten signature in cursive script that reads "Mrs. Ojerio".

Mrs. Tracy Ojerio, Principal

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