



February 14, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Cardinal 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 the Main Office at (231) 760-1700 for assistance.

The AER is available for you to review electronically by [clicking here](#), or you may review a copy in the main office at your child's school.

### **Civil Rights Data**

- **Provides information on school quality, climate and safety**

For the 2022-23 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 2022-23. 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 2021-22. 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 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.



**ORCHARD VIEW SCHOOLS**  
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Cardinal Elementary School serves students in grades 2nd-5th grade. There are achievement gaps between our students who qualify for free or reduced lunch and those who do not. Achievement gaps also exist for students with disabilities.

Our school district is committed to full implementation of a “multi-tiered system of support.” The grade level teacher gives all students classroom support, and when students demonstrate difficulty mastering the curriculum, supports are put in place by interventionists, our speech and language pathologist, our Title I teacher, or special education providers.

**1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:**

Cardinal’s student population is 615. Students are assigned to classes for the following based on behavior and academic needs from the previous year. Staff participate in a collaborative process to appropriately assign students for the following year in order to create balanced classrooms. This process involves all teachers in grades 2nd-5th as well as administration.

**2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:**

Cardinal Elementary School is in the midst of a 3 to 5-year school improvement plan. This plan is organized through the Michigan Continuous Improvement Plan Process(MICIP). Our school district has developed a Learner Profile out of this process that guides our work for continuous improvement. The Learner Profile envisions the 21st century skills that we desire for our students that include:

- Adaptable Communicators
- Creative, Critical Thinkers
- Curious Collaborators
- Resilient Citizens
- Determined Individuals

**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:**



Cardinal houses the autism spectrum disorder, ASD, program classrooms for students K-5 in our school district. There are two ASD classrooms at Cardinal.

**4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL:**

Elementary Curriculum - Curriculum & Assessment on the Orchard View District website to view each grade level's standards. The complete list of the state standards can be found here: State of Michigan Academic Standards.

**5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:**

One of the assessment indicators utilized by Orchard View Schools is iReady. iReady testing is implemented consistently throughout the year to measure a student's growth related to national norms. All students K-8 participate in iReady testing three times a year: Fall, Winter, and Spring. Our results are shown below for math and reading.

<b>Reading</b>	<b>Fall 2022 Percentage of students at or above grade level</b>	<b>Spring 2023 Percentage of students at or above grade level</b>
<b>2nd grade</b>	<b>8%</b>	<b>49%</b>
<b>3rd grade</b>	<b>29%</b>	<b>50%</b>
<b>4th grade</b>	<b>14%</b>	<b>31%</b>
<b>5th grade</b>	<b>11%</b>	<b>30%</b>



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<b>Math</b>	<b>Fall 2022 Percentage of students at or above grade level</b>	<b>Spring 2023 Percentage of students at or above grade level</b>
<b>2nd grade</b>	<b>3%</b>	<b>37%</b>
<b>3rd grade</b>	<b>2%</b>	<b>33%</b>
<b>4th grade</b>	<b>10%</b>	<b>32%</b>
<b>5th grade</b>	<b>6%</b>	<b>27%</b>

### **Superintendent's Message**

I am so thankful and appreciative of the dedication and hard work exhibited by each member of the Orchard View community. The commitment to excellence and your tireless efforts of staff and students have not gone unnoticed, and I am truly grateful for the positive impact you have made.

As we navigate through the ups and downs of each day, it is important to recognize the significance of fostering a sense of belonging within our district. A sense of belonging is more than just a feeling; it is the foundation upon which strong, supportive communities are built. It is about creating an environment where every individual feels valued, respected, and included.

I am incredibly proud of the inclusive culture we have cultivated at Orchard View Schools. Whether it's through acts of kindness, collaboration, or simply lending a listening ear, each of you plays a vital role in promoting a sense of belonging for our staff and students alike. By embracing diversity, celebrating differences, and supporting one another, we not only strengthen our bonds but also enhance the overall educational experience for everyone involved.



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It is important to recognize that our sense of belonging extends beyond the walls of our classrooms and offices. It permeates into every aspect of our lives, influencing how we interact with one another and how we perceive ourselves. By nurturing a culture of belonging, we empower students to thrive academically, socially, and emotionally, both within our district and in the community as a whole.

Thank you once again for your exceptional efforts and unwavering dedication. Together, we will continue to make a positive difference in the lives of our students and our community by creating a welcoming and inclusive environment where everyone feels accepted and valued.

Jim Nielsen, Superintendent