

**BEAL CITY ELEMENTARY**

**2015-2016 SCHOOL ANNUAL REPORT COVER LETTER**

**Jason Johnson, Principal**

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**Principal’s Greeting/Message**

January 18, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Carl D. Mayes 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 Jason Johnston, principal, for assistance.

The AER is available for you to review electronically by visiting MISchoolData: Beal City Elementary School (<https://www.mischooldata.org/NewAer2/CombinedReport2.aspx#StudentAssessment>) or you may review a copy in the Elementary School office.

For the 2015-16 year, no new Priority or Focus schools were named; some Priority or Focus schools did shed their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools. Some schools are not identified with any of these labels. Beal City Elementary was identified as a REWARD school for the 2015-16 school year.

Beal City Elementary is incredibly proud of our REWARD school status and we attribute this to our hardworking staff, as well as our committed students and parents. We recognize that there is still plenty of room for us to grow, and we will continue our pursuit of excellence by working hard every single day.

Sincerely,

Jason L. Johnston, Principal

**Description of the School**

Carl D. Mayes Elementary School serves students in kindergarten through sixth grade. Programs

provided at the school include Preschool, Title 1 Targeted Assistance, and special education Resource Room services. Specials classes include band, computer, library, music, and physical education. Mayes Elementary School provides students with all day, every day kindergarten classes. Additional educational opportunities are provided to students through assemblies, Camp Hayo-Went-Ha, our annual Field Day, Girls on the Run, musical productions, Project PALS, family CAFÉ Night, Reading Month activities, Senior Citizen Receptions, and family events planned after school.

**Process for Assigning Pupils to the School**

All district pupils in kindergarten through sixth grade are assigned to Carl D. Mayes Elementary since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

**Status of 3-5 Year School Improvement Plan**

A copy of the School Improvement Plan is available on our school website at [www.bealcityschools.net](http://www.bealcityschools.net). The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

|  |  |  |  |
| --- | --- | --- | --- |
| GOALS | PROGRESS | | |
| NOT YET BEGUN | MAKING PROGRESS | COMPLETED |
| * All students attending Beal City Mayes Elementary will become career and college ready in mathematics | | | |
| * Multi-tiered System of Support - The School will implement a Multi-Tiered System of Support to give all students the best chance at achieving learning outcomes/standards. We will use best teaching practices, assessments to identify struggling readers, RTI to support struggling readers, and Title I as a third level of intervention. |  | X |  |
| * All students attending Beal City Mayes Elementary will become career and college ready reader | | | |
| * Multi-Tiered System of Support - The School will implement a Multi-Tiered System of Support to give all students the best chance at acheiving learning outcomes/standards. We will use best teaching practices, assessments to identify struggling readers, RTI to support struggling readers, and Title I as a third level of intervention. |  | X |  |
| * All students attending Beal City Mayes Elementary will become career and college ready in science. | | | |
| * Science Consistency - Teachers will implement and continue to instruct students in science Common Core State Standards (CCSS). | X |  |  |

**Core Curriculum Status**

A copy of the Core Curriculum is available at the link below on our school website. We follow the state’s prescribed model for curriculum and we are continually working to refine what we have in place. (<http://www.bealcityschools.net/vnews/display.v/SEC/Departments%7CCurriculum>)

**English Language Arts**

The English Language Arts curriculum follows the Common Core State Standards (CCSS). Building

educators utilize the MAISA writing program verified by research conducted by the Lucy Calkins writing

program. This program was approved by our local Board of Education in 2012. The reading series

taught by our teachers is called Invitations to Literacy published by Houghton Mifflin Co. The research-

based Zoo-phonics program is a literacy component in our preschool, kindergarten, and first grade

curriculum. The Accelerated Reading (AR) program requires additional leisure reading and assesses our

students on the content of the books read. Our staff receives ongoing professional development in both

the literacy and writing programs.

**Mathematics**

The Mathematics curriculum follows the Common Core State Standards (CCSS) approved by Michigan’s State Board of Education. Building educators utilize the Houghton Mifflin Harcourt Math In Focus math series with research verified by the publishers of that company. The Mathematics program was just approved by our local Board of Education in May of 2013. Students receive additional math instruction and assessment through Math Counts. Our staff receives ongoing professional development in mathematics.

**Science**

The Science curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. Building educators utilize Battle Creek science kits verified by research conducted by the Battle Creek Area Math and Science Center (BCAMS). The Science curriculum was approved by our local Board of Education in 2005 and 2006. Our staff receives professional development and curriculum updates through BCAMS.

**Social Studies**

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. Building educators utilize the Timelinks series verified by research conducted by Macmillan-McGraw-Hill, publishers of this series. The Social Studies program was last approved by our local Board of Education in 2009. Our staff receives professional development and updates through Macmillan-McGraw-Hill.

**Aggregate Local Assessment Data**

The Beal City Elementary staff has aligned their curriculum to meet the current State Standards, Benchmarks and Grade Level Content Expectations. Assessments are based on the criteria set forth by the State of Michigan and the Federal Government.

Further, we utilize many different kinds of assessments to measure student learning. Our key assessment tool is NWEA. We administer this 3 times per year and use the results to make adjustments to course work and assignments. In class assessments are chosen that best match the expected learning outcomes. Progress monitoring assessments are administered, recorded and tracked in each grade. Unit tests are given in math, science, social studies, and language arts. These tests include matching, multiple choice, short answer, thinking maps, and essay formats. Accelerated Reader is utilized to track progress for Reading. Early Childhood educators often assess with checklists.

**Parent Teacher Conference Attendance Data**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2014-15** | | **2015-16** | |
| **Number of students represented** | **Percentage of students represented** | **Number of students represented** | **Percentage of students represented** |
| **All** | 323 | 97% | 287 | 90% |

**M-Step Proficient**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2014-15** | | | | **2015-16** | | | |
| **ELA** | **Math** | **Science** | **Social Studies** | **ELA** | **Math** | **Science** | **Social Studies** |
| **Grade 3** | **55%** | **25%** | **NA** | **NA** | **35%** | **31%** | **NA** | **NA** |
| **Grade 4** | **69%** | **30%** | **10%** | **NA** | **54%** | **36%** | **16%** | **NA** |
| **Grade 5** | **45%** | **17%** | **NA** | **19%** | **48%** | **16%** | **NA** | ***\*Not Tested\****  **-BAA records indicate that our students only completed part 1 of the test.** |
| **Grade 6** | **43%** | **32%** | **NA** | **NA** | **48%** | **35%** | **NA** | **NA** |