



BEAL CITY PUBLIC SCHOOLS

2018-2019 SCHOOL ANNUAL REPORT COVER LETTER

William C. Chilman, Superintendent

January 31, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Beal City Public Schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact William Chilman, Superintendent, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site <https://goo.gl/g46Eck>, or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Review the table below listing our schools. For the 2018-19 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. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Beal City Elementary	No Label	
Beal City Junior-Senior High School	No Label	

As you can see by this report, Educational Teamwork Today equals Educational Excellence Tomorrow. Beal City is a school and community founded on work ethic and excellence. The work ethic of our parents, students and staff equals the excellence you see throughout this report.

Through the use of research and by data driven decision making, we also see areas that we need to continually improve upon to maintain the academic, athletic and artistic excellence we have shown over the years.

Sincerely With "AGGIE" Pride,

William C. Chilman IV
Superintendent

District's Mission Statement

Beal City Schools, in harmony with home and community, will educate our children in a positive environment that meets individual needs and goals in order that all students successfully function in an ever-changing global society.

District's Vision Statement

Our students are excited, responsible learners who are encouraged by home, school, community and place of worship. As leaders, they are fully confident that they will graduate well prepared to meet the challenges and high expectations of the 21st century. As successful, life-long learners and productive citizens of high morals, they work to their fullest potential to make a positive difference in the community.

Our children begin their discovery of knowledge in a nurturing family environment. Our schools and families work in harmony to provide a safe, supportive, and challenging learning experience. Our premier educational team enthusiastically embraces innovative teaching methods and high standards of performance. Our schools are the central point of learning. Using the latest technology, the world is truly our classroom.

Our school district and community are committed to high expectations and high standards. We proactively work together to provide skills, knowledge, and resources thus ensuring a fully supportive environment for excellence in education for all stakeholders.

Commitment

We envision our school district as an educational leader whose priority is to seek high academic standards, increase academic achievement and develop our students' learning skills

Community

We believe we bear the responsibility to be the education advocates for students. We envision a cooperative learning environment that will encourage the participation of community.

Confidence and Trust

We envision a school district which inspires the confidence and trust of its constituents and encourages the willingness to invest in the future of public schools. We will provide evidence of our students' accomplishments to affirm our effective use of the community's investment

Change

We envision a school district that anticipates and has the ability to manage change. We will maximize student learning by initiating responsible strategies to prepare students for the world of tomorrow.

Cost and Stewardship

We believe we have the responsibility to be trustworthy stewards of the financial resources provided to us. We will optimize those resources to enhance educational opportunities for students and the quality of life for our community.

District's Belief Statements

- We believe all children can learn
We believe in creating independent, life-long learners
- We believe all children deserve equal opportunities and treatment
- We believe in promoting a positive self-concept
- We believe it takes a whole community to educate a child, and encourage parental involvement and participation
- We believe in ensuring a safe and positive learning environment We believe in encouraging the acceptance of diversity

Board of Education and Administration

Board of Education President	Denise McBride
Board of Education Vice President	Rod Cole
Board of Education Treasurer	Bob Pasch
Board of Education Secretary	Curt Gottschulk
Board of Education Trustee	Heather Curtis
Board of Education Trustee	Tom Gross Jr.
Board of Education Trustee	Ron Neyer
District Superintendent	William Chilman
Business Manager	Rod Freeze
High School Principal	Dan Boyer
Elementary Principal	Jason Johnston
Alternative Education Director	none
Technology Director	Ben Eggenberger
Maintenance/Transportation Director	Jason McDonald
Food Service Director	Marci Faber
Athletic Director	Aarron Butkovich

**Board of Education Goals
2015-2020**

Student Achievement for all students

Our goal is to have each student show individual academic growth in all subject areas with school results at or above the state/national average on all standardized tests.

Secure the School District's Future Integrity

Our goal is to continue to plan for the future success of the school district by focusing on four major areas of need and concern: technology, security, finances and facilities.

Promote the school district and provide positive school and community relations throughout the Mid-Michigan area by improving our public relations campaign

Our goal is to increase parent communication, expand board and district visibility at events and to generate positive news stories for the school district.

District Free and Reduced Lunch Percentages

School Year	2015-2016	2016-2017	2017-2018	2018-2019
Beal City Elementary School	37.74%	36.65%	34%	34%
Beal City Junior/Senior High School	24.24%	25.72%	27%	27%
Beal City South Alternative School	Program Closed	Program Closed	Program Closed	Program Closed
District Average	30.99%	31.18%	30%	30%

District Improvement Plan Status

The District Improvement Team is composed of building focused school improvement groups such as our ESIT and SSIT teams, that meets regularly during the school year. The purpose of the DSIT team is to develop, review and evaluate goals, objectives and strategies for the District Improvement Plan. The District Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction. Go to this link for more info on our District School Improvement Team, and a copy of the 2019 District School Improvement Plan:

<https://www.bealcityschools.net/vnews/display.v/SEC/District%20Info%7CSchool%20Improvement>

Professional Staff

Beal City Elementary		Beal City Junior/Senior High School	
Kelli VanBlargan	Second Grade	Aarron Butkovich	BST
Katie Hull	Third Grade	Jennifer Butkovich	Math

Shelby Weber	Kindergarten	Liz Driga	Spanish
Michelle Maxon	First Grade	Linda Clouse	Math
Julie Farrell	Title/RTI	Sara Doyle	Math/English
Carrie Smith	Second Grade	Alisha Lohr	English
Jennifer Courtright	Fourth Grade	Angie Henry	Art
Brandi Snyder	Third Grade	Kaleb House	PE/Social Studies/ BST
Kristine Weis	Sixth Grade	Scott Leppert	BST/Science
Tracy Kauppi	Fourth Grade	Mary Claire Reynolds	Band
Cam Gatrell	Sixth Grade	Jennifer Davis	Social Studies
Scott Bloniarczyk	Fifth Grade	Deb Martin	Special Education
Karey Wentworth	Fifth Grade	James Tice	Science
Amanda Pestridge	Kindergarten	Sara Millerov	Counselor
Amy Sharrar	Music/PE/Computers	Stephen Pritchard	Special Education
Dan Beckwith	PE/Computers	G'ne Holt	English
Veena Cole	First Grade	Jessica Spry	Science
Kristen Schafer	Special Education	Chadd Fletcher	PE / Health
Becky Block	Special Education	Kyle Carter	Social Studies/Compters
Leigha Compson	Counselor		

Support Staff

Secretarial	Teacher Aides	Bus Drivers	Kitchen
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Carrie Bleise	Samatha Ambs	Carrie Bohy	Maggie Hrymecki
Mellisa Hall	Terri Camlet	Jen Ames	Melinda Skinner
Diane Fussman	Roni Sisco	Gary Hauck	Jodi Atkinson
Kelly Schafer	Amanda Gootschulk	Tammy Wilson	Deb Latham
Staci Vssell	Donna Horsley	Stephanie Gross	
	Barbara Wixson	Betty Pasch	
	Keri Maxon	Gary Pohl	
	Janie Little		
	Gabby Martin		
Custodial	Lori McCullough		
Bill Bellinger	Erika Wolff		
Mark Bellinger			
Brigitte Zuker			

Core Curriculum Status

English Language Arts

K-6

The English Language Arts curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize the MAISA writing series. 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.

7-12

The English Language Arts curriculum follows the Grade Level Content Expectations as well as the High School Content Expectations approved by Michigan's State Board of Education. Building educators utilize Prentice Hall Literature textbooks verified by research conducted by staff and school improvement team. The English Language Arts curriculum was approved by our local Board of Education.

Mathematics

K-6

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize the Singapore math series. The Mathematics program was last approved by our local Board of Education in 2013. Our staff receives ongoing professional development in mathematics.

7-12

The Mathematics curriculum follows the Grade Level Content Expectations as well as the High School Content Expectations approved by Michigan's State Board of Education. Building educators utilize McDougal Littel and Glencoe textbooks 9-12 and the Singapore math Series 7-8. The Mathematics curriculum was approved by our local Board of Education in 2013. Our staff receives ongoing professional development in mathematics.

Science

K-6

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.

7-12

The Science curriculum follows the Grade Level Content Expectations as well as the High School Content Expectations approved by Michigan's State Board of Education. Building educators utilize Holt, Glencoe and Harper & Rowe textbooks verified by research conducted by staff and school improvement team. The Science curriculum was approved by our local Board of Education.

Social Studies

K-6

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.

7-12

The Social Studies curriculum follows the Grade Level Content Expectations as well as the High School Content Expectations approved by Michigan's State Board of Education. Building educators utilize McDougall Little and Glencoe textbooks verified by research conducted by staff and school improvement team. The Social Studies curriculum was approved by our local Board of Education.

Academic Programs

Dual Enrollment

Students in grades 11 and 12 who have taken all sections of the Michigan Merit Exam are eligible for dual enrollment. Dual enrollment involves taking college classes while still in high school. There are other criteria for participation that is explained to all students and parents at a mandatory meeting in the Spring or Fall. For the 2014-2015 school year we had 46 students enroll in classes at Mid-Michigan Community College and Central Michigan University.

Career and Technical

Students in grades 10, 11 and 12 have the opportunity to participate in 22 different career and technical programs at the Mount Pleasant Area Technical Center located at the Mount Pleasant High School. Sophomores may attend these classes if they receive special services and it is written in to their individual education plan. Last year we had 67 students enrolled in vocational education. During the 2013-2014 school year the GIRESD passed a Career and Vocational education mileage.

Special Education

The Special Education program at Beal City Public Schools is an outstanding program with four highly qualified teachers. We have a four Resource Room teachers offering departmental classes in Language Arts, Math, and Social Studies, and Team taught inclusion when possible. Our Special Education teachers and students receive ancillary services from the Gratiot Isabella RESD with a School Physiologist, a Speech and Language Therapist, and a School Social Worker. For our district students who are in

another category such as an EI and CI programs, we are in a consortium with the Gratiot – Isabella RESD for center-based programming in Mt. Pleasant that we transport students to daily. Each Special Education student has an appropriate and up-to-date IEP and Beal City Public Schools through CIMS monitoring under IDEA section 616(d) meets all requirements at the top level (Level 1) part B of the IDEA.

Title One – RTI

Our Title 1 program is a Target Assistance Service which provides services to students in kindergarten through sixth grade at Mayes Elementary and St. Joseph the Worker schools. The Title 1 program provides supplementary reading instruction to students who have been identified as at risk for falling below grade level. Students who qualify for Title 1 Services meet individually or in small groups with the Title 1 Teacher, Remediation Teachers, or Title Paraprofessional 3-5 days per week for 30 minute sessions. The Title 1 Staff work together to collaborate, plan and adjust instruction to meet student needs and assess their progress.

Electives – Specials

Our elementary school students get a nice variety of specials to explore the world beyond academics. All Students are exposed to Art in their classroom with deliberate academic art based projects. Students also have specials provided to them by specialized teachers as follows one day a week of Music Appreciation, one day a week of Computers, two days a week of Physical Education, and one day a week of Library time that is spent on literacy skills for the early and upper elementary students. Beginner Band starts in the Elementary school at 6th grade.

Our Middle School students rotate through several elective classes to explore the world even further. 7th and 8th graders both have semester long Physical Education classes that change at the semester with a Health class. They also have a semester long Business and Technology Systems class that change at semester with a Tech Education class. Students then have a choice between Art, Band, and an academic support class.

Our High Schools students a vast array of electives to choose from here on our campus and at other educational facilities to help them explore and specialize in areas of interest. The course offerings on our campus are as follows: Art, Concert and Jazz Band, Anatomy, Weightlifting, Botany, Zoology, Life Skills, Communications, Drama, Astronomy, Research Writing, The Novel, Music Appreciation, Natural Resources, High School Enrichment, Physical Education, Health, Agriculture Science, Spanish, Yearbook, BST Computers, and Psychology

Extra Curricular

Beal City Public Schools offers the following organizations and club for our students to take part in: YIG, FFA, Project PALS, German LINKS, Student Council, NHS, Drama Club.

Beal City Public Schools offers a variety of opportunities for students to participate in interscholastic athletics. Beal City is a proud member of the MHSAA (class C) and the Highland Conference. Programs with varsity sports participating in MHSAA tournaments are baseball, basketball (boys & girls), cross country (boys & girls), football, softball, track and field (boys & girls), and volleyball. Beal City also offers Competitive Cheer and non-competitive sideline cheer during the fall and winter, along with a non-competitive dance team during the winter.

Parent Involvement

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained. The parents have the right to participate in the education of their children as well as the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority.

In accordance with Board policies and administrative guidelines 2240 (Opt-Out), 2413/14 (Health/Sex Education), and 9150 (School Visitors), the District shall provide the opportunity for parents to review curriculum and instructional materials and to visit the school to observe the instructional process. With regard to student behavior, during school hours, the Board, through its designated administrators, acts in loco parentis or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. parent-teacher conferences to permit two-way communication between home and school
- B. meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- C. special events of a cultural, ethnic, or topical nature which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community

D. open houses in District schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first hand basis

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

A. supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school behavior;

B. sending children to school with proper attention to their health, personal cleanliness, and dress;

C. maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;

D. reading all communications from the school, signing, and returning them promptly when required;

E. cooperating with the school in attending conferences set up for the exchange of information of the child's progress in school.

The Parent Involvement Policy is approved by the Beal City Public School Board of Education and fulfils the requirements of No Child Left Behind.

Parents Right to Know Statement

Beal City Schools receive funds from the Title I, Part A program. Title I, Part A is a federal supplemental program designed to help children reach high academic standards. In receiving funds from this program the district is required to inform you, as parents of children attending a Title I school, of information available to you regarding the professional qualifications of your child's classroom teacher(s). Information will be provided to you upon request and in a timely manner of the following:

1. Whether the teacher has met Michigan qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which Michigan qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to this information, parents may also request the following:

1. Information on the level of achievement of your child in each of Michigan's academic assessments. Michigan uses the Michigan Educational Assessment Program (MEAP) to determine levels of achievement; and
2. Timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. A highly qualified teacher would be defined as a teacher that meets Michigan's qualification and licensing criteria for the grade level or subject area in which the teacher is providing instruction.

The Parent Involvement Policy is approved by the Beal City Public School Board of Education and fulfils the requirements of No Child Left Behind.