



BEAL CITY ELEMENTARY

2021-2022 SCHOOL ANNUAL REPORT COVER LETTER

Jason Johnson, Principal

BEAL CITY ELEMENTARY

2021-2022

Annual Education Report

Principal's Greeting/Message

January 13, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 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 the following website <https://bit.ly/2WzharV>, or you may review a copy in the main office at your child's school.

For the 2021-22 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given any of these labels. State law also requires that we report additional information, which you can find on the following pages.

Beal City Elementary is working hard to address proficiency deficits in reading. In 2018, 34% of our 3rd grade students met the proficiency standard on the M-STEP. We began a rigorous process of evaluating our curriculum materials, adjusting our instruction, and partnering with the Reading Now Network to strategically improve this. By the 2021 assessment cycle, our 3rd grade students scored nearly 48% proficient on this same assessment. Not only was this growth, but it was growth during a very difficult time during the pandemic. We intend to continue with our curricular work in ELA, as well as expand it to mathematics in the near future.

Sincerely,

Jason L. Johnston, Principal

Description of the School

Carl D. Mayes Elementary School serves students in kindergarten through fifth grade in the Central Michigan area. Nearly 57% of our student population is comprised of school of choice students from surrounding districts. Programs provided at the school include Preschool, Title 1 Targeted Assistance, and special education Resource Room services. Specials classes include computers, library, music, and physical education. Additional educational opportunities are provided to students through assemblies, Camp Hayo-Went-Ha, our annual Field Day, musical productions, Family Literacy Night, Reading Month activities, and family events planned after school.

Process for Assigning Pupils to the School

All district pupils in kindergarten through fifth 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.bealcitieschools.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 ELA			
<ul style="list-style-type: none"> ● Our goal is to continue to refine our Tier 1 curriculum and instruction, in order to improve 3rd grade ELA M-STEP scores by 5% each year. ● The reading components of a Multi-Tiered System of Supports include systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition, and Secondary Level Edition and aligned to MDE's five essential components of MTSS. 		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 Michigan approved Common Core State Standards. Building educators utilize "Journeys", verified by research conducted by Houghton, Mifflin, Harcourt. The English Language Arts curriculum was last approved by our local Board of Education in 2016. Being our first year using the program, teachers are working to figure out the best way to utilize the wealth of resources that Journeys provides. We are using staff meeting time for teachers to collaborate and share ways that the program is being successful in their classroom.

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. In the 2019-20 school year, we have implemented a new science resource, Science Dimensions from Houghton Mifflin Harcourt. The Science curriculum was approved by our local Board of Education in 2019. Our staff received professional development at the beginning of this school year from Houghton Mifflin Harcourt.

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 it 3 times per year and use the results to adjust 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. Early Childhood educators often assess with checklists.

NWEA Student Growth

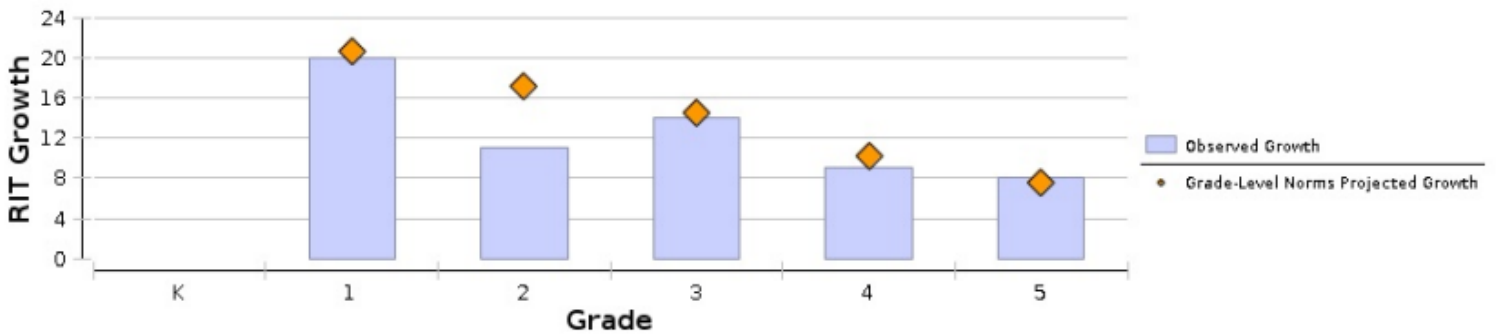
Fall 2019- Fall 2020

Carl D. Mayes Elementary

Language Arts:
Reading

Grade (Fall 2020)	Total Number of Growth Events†	Comparison Periods							
		Fall 2019			Fall 2020			Growth	
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE
K	1	*			*			*	
1	37	138.4	7.4	63	158.3	13.9	67	20	2.1
2	37	158.9	9.3	71	169.8	16.5	35	11	2.4
3	44	173.2	14.3	55	187.5	14.0	55	14	1.5
4	43	188.7	13.4	61	197.9	11.8	57	9	1.2
5	46	196.4	13.2	48	203.9	12.2	47	8	1.1

Language Arts: Reading

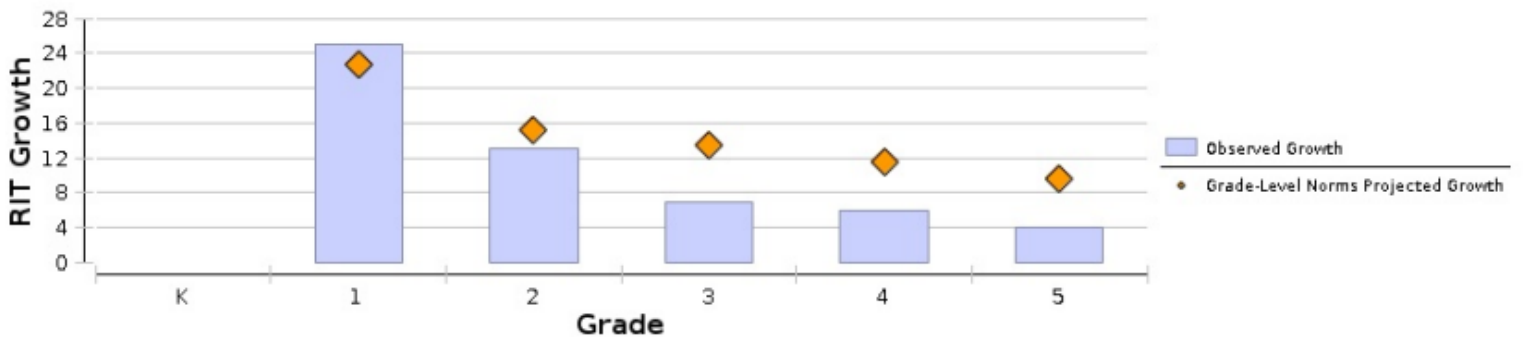


Carl D. Mayes Elementary

Math: Math K-12

Grade (Fall 2020)	Total Number of Growth Events†	Comparison Periods							
		Fall 2019			Fall 2020			Growth	
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE
K	1	*			*			*	
1	37	135.5	11.1	23	160.2	11.1	51	25	1.6
2	37	158.5	13.2	40	171.1	13.4	25	13	1.8
3	42	179.6	11.5	78	187.0	8.8	40	7	1.4
4	41	192.2	10.0	73	198.6	9.9	44	6	0.9
5	46	197.5	11.0	38	201.9	12.2	16	4	0.9

Math: Math K-12

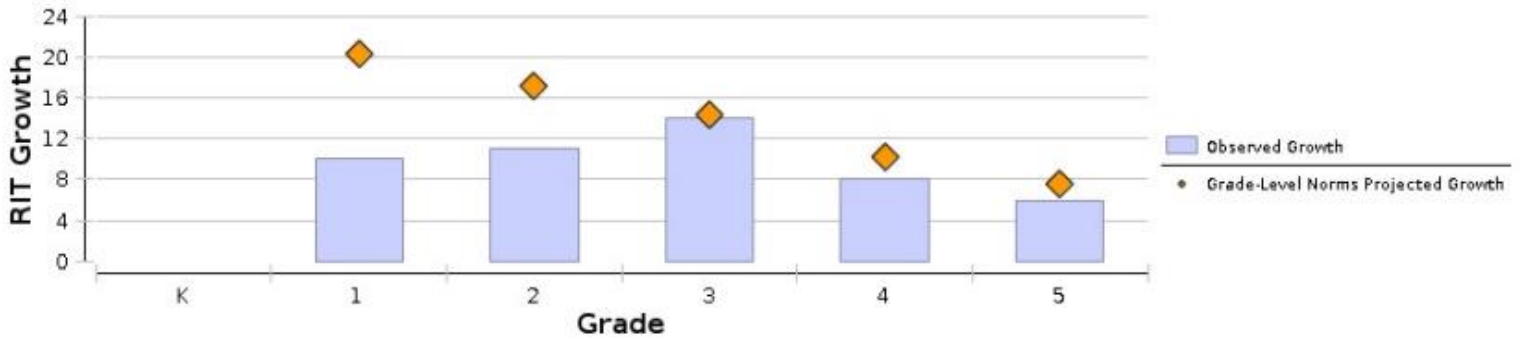


Carl D. Mayes Elementary

Language Arts:
Reading

Grade (Fall 2021)	Total Number of Growth Events†	Comparison Periods							
		Fall 2020			Fall 2021			Growth	
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE
K	1	*			*			*	
1	34	140.3	17.9	76	150.3	9.2	15	10	3.3
2	32	159.0	14.2	71	170.2	16.6	37	11	1.2
3	34	169.5	16.0	33	183.8	13.1	35	14	2.6
4	41	188.2	14.3	59	196.0	14.0	46	8	2.0
5	45	197.4	11.4	54	203.4	12.3	44	6	1.2

Language Arts: Reading

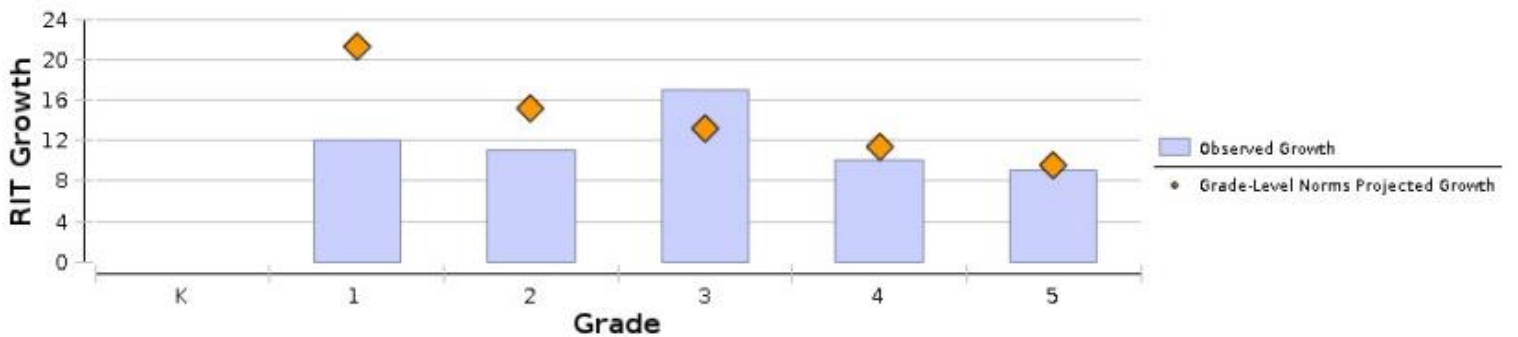


Carl D. Mayes Elementary

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		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE
K	1	*			*			*	
1	34	143.1	19.3	74	155.0	11.5	19	12	3.7
2	31	159.7	11.4	48	170.3	12.4	21	11	1.3
3	34	171.1	13.0	25	187.8	11.6	45	17	2.2
4	42	188.2	10.2	48	198.4	11.7	43	10	1.3
5	44	198.3	9.7	43	207.0	10.8	39	9	0.9

Math: Math K-12



Parent Teacher Conference Attendance Data

	2019-20		2020-21	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	246	91%	243	93%