



BEAL CITY PUBLIC SCHOOLS

2022-2023 SCHOOL ANNUAL REPORT COVER LETTER

William C. Chilman, Superintendent

January 30, 2023

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 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://bit.ly/3hbUHL1>, 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 MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support.

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

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

Civil Rights Data

- Provides information on school quality, climate and safety

BEAL CITY PUBLIC SCHOOLS

2022-2023

Annual Education Report

Review the table below listing our schools. 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 2021-22. 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Beal City Elementary	No Label	Math and Reading Intervention
Beal City Junior-Senior High School	No Label	Math Intervention and College prep options

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

In harmony with home and community, Beal City Public Schools will educate our children in a positive environment that meets individual needs and goals so that all students successfully excel in their future vocations and life path.

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.

Our children begin their discovery of knowledge in a nurturing family environment. Our schools and families work harmoniously to provide a safe, supportive, and challenging learning experience. Our premier educational team enthusiastically embraces innovative teaching methods and high performance standards. Our schools are the central point of learning. By 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 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.

- 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 Team

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	Erin Ludwig
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 Jackson

Technology Director	Ben Eggenberger
Maintenance/Transportation Director	Jason McDonald
Food Service Director	Marci Faber
Athletic Director	Aarron Butkovich

Board of Education Goals 2022-2025

Student Achievement and Accountability for all students

We will provide the opportunity for all students to show academic and personal growth with individual grade level NWEA scores expecting 80% of our students to be at grade level or above by the end of each school year, emphasizing high standards and encouraging social and emotional learning.

Students at BCPS will increase their confidence and emotional health with peers and community members. Progress toward this goal will be measured by a 5% reduction in referrals to the counseling department for mental and emotional health concerns. Or (continuing to increase the mental and physical health programs we offer through our counseling department)

School District Sustainability

We will continue to plan for future success of the school district by focusing on facilities, finance, personnel, security, technology and physical and mental health annually reviewing the needs of these areas of focus

School District Public Relations

Promote our physical campus and Aggie brand of "small school environment while still allowing a wide offering of programs." This will be measured by student retention, additional program offerings and maintaining our levels of school of choice.

District Free and Reduced Lunch Percentages

School Year	2018-19	2019-20	2020-21	2021-22
Beal City Elementary School	34%	33%	31%	40%
Beal City High School	27%	26%	25%	29%
District Average	30%	29%	28%	34%

District Improvement Plan Status

The District School Improvement Team, composed of several Stakeholders, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the District School Improvement Plan. The District School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction.

Parent Teacher Conference Attendance Data

Elementary	2020-21		2021-22	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	243	93%	252	96%

Secondary	2020-21		2021-22	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	200	50%		

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.

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