

January 9, 2020

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 Betsie Valley 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 Amiee Erfourth, Betsie Valley Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site http://bit.ly/2S0i1Rs or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

As a district, we recognized that we need to ensure that we are providing a quality math and ELA program. Teachers were provided ELA coaches to support their knowledge of the CKLA program and to support their literacy instruction. Math coaches were also available to support math instruction and the use of our district provided program, Math Expressions.

As a building, we recognize that more than 50% of our students are coming from economically disadvantaged homes. As a way to support this need, our school offers universal breakfast and lunch to all students. In addition, staff participated in a book study called *Poor Students, Rich Teaching* by Eric Jensen to better understand how we can build relationships and support students with specific needs related to economic factors. Teachers have focused on building relationships and ensuring that students feel safe and cared for while at school. Student perception data collected in the fall of 2018 showed 89% felt safe and cared for at school while data collected this fall in 2019 showed 97% of students feel safe and cared for at



school. Our staff believes that relationships are the basis for all student learning and have focused heavily on cultivating strong relationships with students.

M-STEP building data continues to show that about 1/3 of our students are proficient in math and reading. Over the last 3 years we have observed consistent reading scores with a slight increase from 36% to 39% in reading. Math scores have shown more inconsistency from 52% to 27% to 39%. Our school improvement plan continues to focus on math computation fluency with a schoolwide goal of daily fact practice using a program called Xtramath. Reading instruction continues to focus on building reading stamina and strategies to increase comprehension.

The following are M-STEP proficiency scores from the 2018-2019 school year:

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Grade	Subject	Building	District	State		
3 rd	ELA	45.5%	46.3%	45.1%		
3 rd	Math	52.2%	51.1%	46.7%		
4 th	ELA	27.8%	40.4%	45.8%		
4 th	Math	27.8%	28.3%	41.8%		
5 th	ELA	36.0%	42.2%	46.2%		
5 th	Math	28.0%	28.4%	34.8%		

State law requires that we also report additional information:

1. Students who live within the designated school boundaries are able to attend Betsie Valley Elementary School. Additionally, parents may complete forms for In-District Schools of Choice if they reside within the Benzie Central Schools boundaries. For families who are not residents of Benzie Central Schools, they may apply for Out of District Schools of Choice. Please contact Amiee Erfourth, Principal for assistance.



Benzie County Central Schools

- 2. Betsie Valley continues to implement its School Improvement Plan focusing on improving student performance in the areas of Reading, Writing, and Math. Professional development opportunities and strategy instruction are targeted to improve these areas.
- 3. Betsie Valley is not a specialized school.
- 4. Curriculum is developed and implemented based on the Common Core State Standards (CCSS). The CCSS have been compiled into pacing guides utilized by staff. Pacing guides are available through the school office.
- 5. During the past three years, student in grades 3-5 have continued to take the NWEA at Betsie Valley Elementary School. Scores from the last three years show that three out of four grades increased their median Spring score over the past two years in Mathematics. Two of four grades had an increase in their median Reading score over the past two school years (when looking at spring data).

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Grade	Subject	2017-2018	2018-2019			
3 rd	ELA	194.4	189.7			
3 rd	Math	200	194			
4 th	ELA	200.5	206.7			
4 th	Math	206.1	209.9			
5 th	ELA	210.1	206.7			
5 th	Math	207.6	210.9			

6. During the 2019-2020 school year, 119/134 (89%) of students had parent representation at the fall Parent Teacher Conferences. The percent of parents in attendance for the 2018-2019 year was 92/134 (69%) of students represented by a parent or guardian.

Betsie Valley works hard to improve the whole child. Along with providing rigorous academics, Betsie Valley also strives to promote positive behavior. Staff and



students participate in monthly community meetings where student successes are celebrated. We recognize positive behaviors, academic success, and healthy habits.

In closing, it is with great pride that we present this report to you. We continue to strive to provide a positive and productive learning environment for all of our students.

Sincerely,

Amiee Erfourth Betsie Valley Elementary Principal