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Brown City Community Schools

January 13, 2023

Neil Kohler
Superintendent

Dear Parents and Community Members:

Sean Hagey
Elementary Principal

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Brown City Elementary School. 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 Sean Hagey for assistance.

Brad Hale
High School Principal

Tony Burton
Athletic Director

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3VD8Xir>, 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 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 label is given.

Our school has not been given one of these labels.

The key challenges facing Brown City Elementary are closing the gap between the top and bottom 30%. The data, from the previous school year, shows that for ELA in grades 3rd- 6th we average 35% proficiency of our students who are economically disadvantaged. This is an increase from the previous year of 22.3% proficiency of our students who are economically disadvantaged. In math grades 3rd-6th, we average 24.3% proficiency of our students who are economically disadvantaged. This is also an increase from the previous year of 18.5% proficiency of our students who are economically disadvantaged.

Furthermore, we are looking at our school population to target those students who were considered not proficient. For grades 3rd-6th in ELA we average 34.5% in this group and in math, we average 33.5% in the not proficient group. These are the areas of focus for the 2022-23 school year.

Excellence In Education

We will continue to find ways to close these gaps through best practice strategies. These strategies are introduced at professional development sessions, conferences, and they are revisited throughout the school year. These strategies are practiced within the individual classrooms. Brown City Elementary uses interventions with students who are below grade level in various skills. Our staff has continued the use of the program in grades K-4 called Leveled Literacy Intervention (LLI) to help close these gaps. Within these interventions, teachers use data collected through progress monitoring to construct these groups. We continue to investigate other programs that will strengthen our guided reading and leveled reading groups.

For our focus area of math, we will continue to work with best practice strategies. We are in the 6th year of implementation of our math series. We have also been involved with providing our staff with targeted math professional development. Finally, math intervention blocks have been put into place.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Resident pupils in grades K-6 are assigned to this school, as well as K-6 students applying under Schools of Choice.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Brown City Elementary meets all requirements for accreditation in the State of Michigan. In addition, our School Improvement Team is comprised of building administrators, Title I Direction, teacher representatives, and community, and school board representatives. The purpose of this committee is to develop and oversee building level goals and to make certain those programs are leading our students toward those goals. This team determines building level decisions regarding school improvement goals and curriculum. Building level school improvement plans are reviewed yearly and revisions are made for submission to the State of Michigan.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The Brown City Elementary School building also houses a Great Start Readiness (GSR) and tuition-based preschool.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

The core curriculum is available upon request through the principal's office. The curriculum does not vary from the state's model. Grade level and content area committees, along with the Principal and Curriculum Director/Title I Director, meet throughout the year to ensure continuity and proper implementation.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Students grades K through sixth are measured with the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) three times per year. Furthermore, students are assessed using DIBELS for math. Students use the computer-based test three times per year along with progress monitoring throughout the year. Students first through sixth grades participate in local grade level assessments at the end of each marking period. Aggregate student achievement results are available upon request. We are in our third year of NWEA testing. The students are assessed three times in the year. This data will help us when evaluating student growth from year to year.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

In 2021-22 approximately 92% our children were represented at conference time.

In 2020-21 approximately 95% our children were represented at conference time. This was done virtually and through phone calls

Throughout the year, we have seen successes with our students despite the overall proficiency on state assessments. The 2021-22 school year saw increases in proficiency in our two areas of concern (Economically Disadvantaged and Students with Disabilities). We continued to look a previous successes and challenges when looking at the results of the state assessments. BCES will continue to work to meet the challenges we are presented. We will focus on the whole child and making sure we have student mental health at the forefront of what we do. We are all proud of the hard work and dedication the entire staff at Brown City Elementary puts forth each year.

Brown City Elementary School will continue to strive toward Excellence in Education. For BCES, this is a marathon, not a sprint. Our outstanding facility and staff, and a supportive community have fostered an environment that is conducive for each child to be successful.

Sincerely,

Sean Hagey

Principal, Brown City Elementary School