

BATH ELEMENTARY SCHOOL

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for the Bath 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 Tom Louks for assistance.

The AER is available for you to review electronically by visiting the following web link: [MI School Data Annual Education Report](#) or you may review a copy in the main office at Bath Elementary School.

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 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. Bath Elementary School was not given a label for 2017-2018.

Bath Elementary School's economically disadvantaged and special education sub-groups continue to score lower on our assessments. The staff is participating in professional development activities to assist our work with at risk youth. We continue to look for ways to better meet the needs of our students.

State law requires that we also report additional information on a variety of procedures, practices, and results from the two most recent years.

The Bath Elementary School Staff continues to analyze current practices and ways to address challenges presented. Our "Walk-to" model for providing interventions is continually revised to allow for optimal interventions while minimizing the amount of core instruction missed. The MTSS (Multi-Tiered Support System) allows us to monitor and adjust walk-to interventions along with tier one instruction. Through the 7 Habits of the Highly Effective Student, The Leader in Me principles students are employing the best practice strategy of setting goals and developing action plans to achieve their academic goals. Additionally, during spring conferences students share those goals, plans and celebrate their success with their parents as they lead the parent conferences.

Student Placement:

All elementary students in the Bath Community School District attend Bath Elementary School. Students in grades K-5 are assigned to a classroom teacher at the appropriate grade level. Assignments to class and grade are made by the administration after consultation with relevant staff and the parents. Placement is based on many factors including the intellectual, physical, social and emotional development of the students.

School Improvement Plan: Bath Elementary School implemented a revised School Improvement Plan in 2018-2019 and it is continually reviewed and revised. Data is updated yearly and goals are reassessed to make sure we are working on the areas that need the most attention. Data-driven systems are in place to ensure high levels of learning, progress is monitored, and struggling students receive intervention in reading, math and behavior supports.

Bath Elementary School does not have any specialized schools at this time.

Access to Curriculum:

Bath Elementary School has an updated curriculum. Math and Language Arts are aligned to the Common Core Standards. Social Studies content is aligned to the Grade Level Content Expectations. Science curriculum is aligned to the Next Generation Standards. A copy of each content area’s curriculum can be obtained from the building office. A parent friendly version is also available on our building website.

Student Assessment Data:

Bath Elementary School Students were assessed with the M-Step in spring 2017, 2018 and 2019. Student achievement results are below. Scores listed are the percent at or above proficiency based on state guidelines.

Content Area	2017 M-Step	2018 M-Step	2019 M-Step
English Language Arts	3rd -55.1%	3rd – 51%	3rd – 48%
	4th -44%	4th – 55%	4th – 44%
	5th -70.4%	5th – 54%	5th – 66%
Math	3rd -52.8%	3rd – 57%	3rd – 51%
	4th -39.6%	4th – 57%	4th – 37%
	5th -28.8%	5th –29%	5th – 46%

Parent Teacher Conferences:

All parents are encouraged to attend our fall and spring conferences. In 2017-2018 we had 488 out of 516 fall student conferences which equates to 94.6% fall conference participation rate. The spring participation rate was 87.8% participation rate with 484 out of 551 student conferences. In

2018-2019 the fall participation rate was 534 out of 544 students which equates to 98.2% of students. The spring participation rate was 91% with 499 out of 543 student's families attending.

The success of our students is attributed to their hard work as well as the support of parents, staff and the community. All stakeholders should be proud of the achievement our students are working toward and we are confident that our students will continue to grow and learn as a result of our school improvement efforts.

Sincerely,

Thomas Louks