



BARHITTE 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 2019-20 educational progress for Barhitte 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 Debbi Gooch for assistance.

The AER is available for you to review electronically by visiting the following web site [Barhitte combined report](#) or you may review a copy in the main office at your child's school.

For the 2019-20 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 one of those labels.

The staff at Barhitte is using a multi-tiered system of support to help identify and provide support to students who are below grade level in reading and math. We are identifying the students' needs to provide targeted instruction. The multi-tiered system of support is assisting in raising the lowest 30% proficiency levels as measured on the Michigan state assessment in grades 3rd - 5th as well as providing a firm foundation in academics for our Kindergarten through second grade students.

State law requires that we also report additional information.

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Resident students attend the school which is appropriate to their grade level. The Bentley Community School district also participates in the state of Michigan's 105 and 105c Schools of Choice program, which provides students living outside district boundaries the opportunities to attend Bentley. Copies of these policies and procedures are available through our Central Administration Office.

## THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our continuous school improvement plan focuses on strategies to improve academic performance identified regularly through data reviews on local assessments (Reading Inventory, Phonics Inventory, NWEA, common quarterly assessments, etc.) Our goals are tied to all subject areas assessed on the State test, district assessments and other standardized testing. The plan included strategies and activities to improve skills in the following academic areas - reading, math, writing, social studies and science. Our teaching staff have grade level meetings during common planning time to review data and meet the needs of all students. The staff also has monthly PD sessions that focus on best practices in academics and social-emotional strategies.

## CORE CURRICULUM

The Bentley Community School District continually examines its curriculum alignment with the Michigan Department of Education model core curriculum and standards. In recent years, this examination included English Language Arts, Mathematics, Social Studies, Science, Art and Physical Education/Health. Additionally student achievement is monitored in each of the five core academic areas by local standardized tests, teacher developed tests and state standardized test results. For more information or a complete copy of the Michigan Department of Education's Model Core Curriculum, please visit this link:

[http://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_65510---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html)

## NWEA AGGREGATE DATA

In addition to the assessment data attached to this Annual Education Report, listed below is growth data for students at Barhitte Elementary on a norm referenced local assessment that is given. \*\*End of the year data was not available due to the pandemic school closure from March 11, 2020 through the end of the school year.

Assessment	MEAN RIT Score Fall 2019	MEAN RIT Score Winter 2020	Conditional Growth Percentile (norm average 50)	Grade Level
NWEA Math	133.6	146.1	58	Kindergarten
NWEA Math	159.4	170.5	44	1 <sup>st</sup> Grade
NWEA Math	176.7	179.4	8	2 <sup>nd</sup> Grade
NWEA Math	185.2	191.7	31	3 <sup>rd</sup> Grade
NWEA Math	188.5	198.5	49	4 <sup>th</sup> Grade
NWEA Math	201.9	205.5	29	5 <sup>th</sup> Grade
NWEA Reading	137.8	145.2	35	Kindergarten

NWEA Reading	157.9	167.1	58	1 <sup>st</sup> Grade
NWEA Reading	166.3	177.8	67	2 <sup>nd</sup> Grade
NWEA Reading	185.7	193.6	49	3 <sup>rd</sup> Grade
NWEA Reading	190.2	200.6	67	4 <sup>th</sup> Grade
NWEA Reading	202.3	207.3	60	5 <sup>th</sup> Grade

### **PARENT-TEACHER CONFERENCES**

Barhitte Elementary had 296 Kindergarten through 5th grade parents (93%) attended Parent-Teacher conferences in the fall of 2019. Spring Parent-Teacher conferences were not held due to the pandemic school closure.

In the fall of 2018, 291 parents (89%) attended Kindergarten through 5th grade Parent-Teacher conferences. 97% of the parents scheduled for conferences attended in the spring of 2019.

The staff at Barhitte is committed to using best instructional practices every day in a culturally responsive building and classroom. We utilize a multi-tiered system of support to provide assistance to students who are not meeting grade level standards in the areas of reading and math as well as those who struggle emotionally and/or behaviorally. We continue to identify all students' specific needs and provide them with targeted instruction from our certified staff to help each child succeed. It's great to be a Bulldog at Barhitte!

Sincerely,

Mrs. Debra Gooch  
Barhitte Elementary Principal