



January, 2022

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 Bentley Middle 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 Chris Brockmon for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2FnvU4f>, or you may review a copy in the main office at your child's school.

For the 2020-21 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 THESE LABELS.

For the 2020-2021 school year, Bentley Middle School demonstrated losses in ELA for all grade levels and in Math for the 6th grade. We demonstrated gains in Math; the 7th grade demonstrated a 14% gain and the 8th grade demonstrated a 8% gain.

The state assessment scores of 2020-2021 were not compared to the previous year's State assessment scores The State assessment was not administered in 2019-2020 due to the pandemic.

The mean Student Growth Percentile and other school index data are not available for 2019-20 and 2020-21 due to the waiver of federal accountability reporting requirements.

We understand that it is important to continuously work on improvement. We appreciate the continued support of parents, staff and our community in this effort. We are actively working to address and support the needs of students through our Multi-Tiered Systems of Support program, utilizing data and universal screeners to

ensure all students are making progress. Our school goals for student achievement coexist with our school goals of increasing positive behaviors through our PBIS program and restorative practices. The staff at BMS strives to develop students who are academically successful, as well as becoming positive members of our learning community.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our continuous school improvement plan focuses on strategies to improve academic performance identified through data reviews of local assessments (NWEA and unit & quarterly assessments, etc.) and data reviews of the State assessment, M-Step and PSAT-8. Our goals are tied to the needs of the whole child by implementing a multi-tiered system of support, addressing the academic, health & wellness, and social-emotional needs of all students. We are also focused on improving learning in Math. The plan includes strategies and activities to improve skills in all of the above subject areas.

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 Bentley Community School District continually examines its curriculum alignment with the Michigan Department of Education Academic Standards and the Characteristics of Career and College Ready Students. This examination includes, English Language Arts or Literacy, Mathematics, Science, and Social Studies. Student achievement is monitored in each of the core subject areas by examining data from State standardized assessments, local standardized assessments and teacher developed assessments. For more information or a complete copy of the Michigan Department of Education's Model Core Curriculum, please visit <https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>

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

In addition to the assessment data attached to this Annual Education Report, listed below are the percentages of students at Bentley Middle School meeting benchmarks of local assessments that are given.

Assessment	Grade Level	Percent Proficient 2019/2020 (In January)	Percent Proficient 2020/2021 (In May)
NWEA Reading	6th Grade	45%	26%
NWEA Reading	7th Grade	47%	31%
NWEA Reading	8th Grade	67%	34%
NWEA Math	6th Grade	16%	06%
NWEA Math	7th Grade	11%	25%
NWEA Math	8th Grade	11%	19%
M-Step ELA	6th Grade	N/A	39%
M-Step ELA	7th Grade	N/A	41%
PSAT ELA	8th Grade	N/A	64%
M-Step Math	6th Grade	N/A	29%
M-Step Math	7th Grade	N/A	32%
PSAT Math	8th Grade	N/A	36%
M-Step Social Studies	8th Grade	N/A	26%
M-Step Science	8th Grade	N/A	23%

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

	Fall (Percent Attending)	Spring (Percent Attending)
2019 -2020	55%	N/A
2020-2021	42%	17%

The staff at Bentley Middle School is dedicated to working as a team to implement best practices and examine data on a regular basis to identify and support the needs of each of our students. We examine data and support students with targeted instruction from certified staff in the four core subject areas of ELA,

Mathematics, Science and Social Studies, and in the area of citizenship and social and emotional learning, with a focus on Career Readiness. We strive to improve practice with professional learning opportunities.

Sincerely,

Mrs. Chris Brockmon