

# MARQUETTE AREA PUBLIC SCHOOLS

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William Saunders, Superintendent

Debra Barry, Assistant Superintendent

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February 8th, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) provides key information on the 2020-21 educational progress for Bothwell 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 Robert Reichel for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://bit.ly/2tTZMzG>, 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 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

Our school was identified as a TSI or Targeted Support and Improvement.

Where we need to make up ground is the scores of our special education students and our economically disadvantaged students. These are two significantly difficult groups to work with for improving their scores as high as our state would like. Oftentimes a special education student can show a tremendous growth of twenty to thirty percent, but still not be on track for the state requirement. These two groups often do not start in the same place as the majority of our students and thus have more work to do to not only catch up but become equal to their peers in the scoring. To help with this we have been using special education math support classes, special education reading classing, math intervention classes for general education students, and reading support classes for general education students.

### **Mission Statement**

These classes and programs are designed to help the students with their basic reading and math skills to help bridge the gaps they have in their learning so that their skills are equal to the rest of their peers.

**PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL** The Marquette Area Public School District has identified attendance areas for each building as well as a policy and process to address parents' school of choice requests. Copies of this policy and procedures are available through the office of each school. Parents have been notified of the policy and process for schools of choice requests.

**THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN** Bothwell Middle School's Improvement Plan is updated on an annual basis to reflect progress on identified goals and to address changing needs.

**SPECIALIZED SCHOOLS** Bothwell Middle School does not have specialized schools in our building.

**ACCESS TO THE CORE CURRICULUM** The Core Curriculum can be accessed through the MAPS website [www.mapsnet.org](http://www.mapsnet.org).

**STUDENT ACHIEVEMENT RESULTS:** Bothwell offers a number of standardized tests to assess the current learning level of our students. We use a number of informal assessments along with the NWEA which is given three times each school year. Below are our NWEA RIT average scores for the 2019-20 school year

NWEA Scores for the Fall of the most recent school year:

<u>Math</u>	<u>Fall 19'</u>	<u>Fall 20'</u>
6th	220.1	217.4
7th	222.7	222.1
8th	232.3	230.4
<u>Reading</u>	<u>Fall 19'</u>	<u>Fall 20'</u>
6th	214.3	216.3
7th	217.7	218.2
8th	219.1	223.3

NUMBER & PERCENT OF PARENTS AT OUR PARENT-TEACHER CONFERENCES:

2019-2020 = We had 370 parents for a 50.75% attendance for our fall parent-teacher conferences

2020-2020 = Given the unusual circumstances, we opted to perform our parent teachers conferences via phone or Zoom. We chose to connect with families of students earning a letter grade of a “D” or lower. Our teachers held a conference with 100% of these families.

Sincerely,

*Robert Reichel*

Robert Reichel, Principal