

Scotch Elementary School Annual Education Report (AER) Cover Letter

February 18th, 2025:

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Scotch 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 James Scrivo, Scotch Elementary School Principal, for assistance.

The AER is available for you to review electronically by visiting the following website [LINK TO SCOTCH ANNUAL EDUCATION REPORT](#), or you may review a copy in the main office at our school.

For the 2024-2025 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 2023-24. 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 2023-24. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status 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.

Key challenges that we currently face at Scotch Elementary School include a recent redistricting effort across all elementary schools. We have spent countless hours meeting to make sure this process right sizes our elementary buildings. As well as making sure that we have staff teaching in the best possible situations. We are working diligently to address these challenges. In literacy, our Literacy Leadership Team established staff professional learning goals and student achievement goals for small group instruction, phonological awareness, and phonics. We are strengthening tier one instruction through the implementation of Proficiency Scales and differentiated instruction, while also providing targeted support to students through small group intervention during and outside of the school day. We continue to implement Capturing Kids' Hearts Strategies to foster positive relationships throughout the school, and community. We are also using explicit instruction in emotional intelligence through the Yale RULER curriculum.

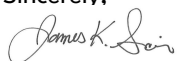
State law requires that we also report additional information.

1. All students at Scotch Elementary School reside in the West Bloomfield School District or have enrolled in the district under the schools of choice program.
2. We are in the third year of our district's 5-year Strategic Plan, which includes priority objectives in the goal areas of Academics & Learning Environment so that we can reach several data-driven goals. These goals include a 10% increase of the students that reach their growth goal in each grade level cohort from spring to spring on the NWEA Reading & Math MAP Assessments (or 70% of the students reaching their growth goal), and a 10% increase of the students that are proficient on ELA & Math M-Step Assessments in each grade level cohort.
 1. In academics, our district goal is to provide engaging, meaningful, inclusive, and rigorous opportunities. It is supported by the following priority objectives:
 - i. We will use proficiency scales to guide planning, instruction, assessment, and student goal-setting so that each student will demonstrate academic growth.
 - ii. We will deliver data-driven, high quality tier one instruction for all students so that each student will demonstrate academic growth.
 - iii. We will use data from formative, summative, and benchmark assessments to differentiate instruction and to progress monitor so that each student will demonstrate academic growth.
 - iv. We will implement district MTSS systems to target student needs so that identified students will demonstrate accelerated academic growth.

2. Our learning environment goal is to provide a positive, safe, and inclusive environment where all students' diverse learning needs are met. It is supported by the following priority objectives:
 - i. We will create authentic relationships with all students so that each student demonstrates personal & academic growth.
 - ii. We will equitable instructional practices with all students so that each student demonstrates personal & academic growth.
 - iii. We will provide instruction & experiences that strengthen social, emotional, and behavioral skills so that each student demonstrates personal & academic growth.
 - iv. We will provide ongoing, engaging, consistent communication and engagement with all families about student progress so that each student demonstrates personal & academic growth.
3. To access information regarding the curriculum taught at Scotch Elementary, you can contact the main office at Scotch Elementary. Scotch Elementary Professional Learning Communities have robust pacing guides in all subject areas based on the priority state standards, utilizing Proficiency Scales to ensure a guaranteed & viable curriculum in English Language Arts and other dynamic curricular resources like **Bridges in Mathematics**.
4. Aggregate student achievement results include the following:
 1. ELA M-Step Proficiency
 - i. 3rd Grade Spring 23: 48.6% Proficient
 - ii. 3rd Grade Spring 24: 50.5% Proficient
 - iii. 4th Grade Spring 23: 53.5% Proficient
 - iv. 4th Grade Spring 24: 50.4% Proficient
 - v. 5th Grade Spring 23: 61.6% Proficient
 - vi. 5th Grade Spring 24: 49.5% Proficient
 2. Math M-Step Proficiency
 - i. 3rd Grade Spring 23: 61.3% Proficient
 - ii. 3rd Grade Spring 24: 63.6% Proficient
 - iii. 4th Grade Spring 23: 50.4% Proficient
 - iv. 4th Grade Spring 24: 50.4% Proficient
 - v. 5th Grade Spring 23: 39.4% Proficient
 - vi. 5th Grade Spring 24: 43.1% Proficient
 3. Social Studies M-Step Proficiency
 - i. 5th Grade Spring 23: 18.2% Proficient
 - ii. 5th Grade Spring 24: 21.1% Proficient
 4. Science M-Step Proficiency
 - i. 5th Grade Spring 23: 41.4% Proficient
 - ii. 5th Grade Spring 24: 44% Proficient
5. Scotch continues to have excellent turn out for parent teacher conferences. The percentage of families that attended were as follows:
 1. Fall 2023: 100%
 2. Fall 2024: 99%

The mission of the West Bloomfield School District is to support each student's needs by providing the opportunities, experiences, and educational tools for their journey. This mission—combined with our vision that all of our students will be empowered for their lives as Critical Thinkers, Communicators, Collaborators, and Contributors—drives our team to be our very best every single day. Our [five-year Strategic Plan](#) will guide everything that we do, and a data-driven, team-oriented approach will ensure that we are successful. We encourage parents to join us in our mission and connect with our administrative team if they are interested to do so.

Sincerely,



James Scrivo
Principal - Scotch Elementary
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