

# COUNTRYSIDE ACADEMY



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*The Most Important Resource We Develop Is Children*

2/08/2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Countryside Academy. 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 Scott Pfeiffer, Middle/High School Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://goo.gl/dNh90w>, or you may review a copy in the main office at your student's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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.

Countryside Academy Middle/High School accepts students who often lack foundational academic skills required to be successful at the middle or high school levels. As a result, our scores on state and national assessments are sometimes lowered. However, during the 2015-2016 school year, we continued to modify and develop a number of initiatives underway to help us address the causes for our gap between our top thirty percent and bottom thirty percent of students. Our Multi-Tiered Systems of Support team has worked to implement school-wide behavior expectations that have lead to a more stable and consistent learning environment for students. We also began utilizing a Positive Behavior Intervention Support system to reward students for making good decisions during the 2013-2014 school year, and we have built upon these efforts since. Also during the 2013-2014 school year, our middle school implemented a Mutli-Tierred System of Supports that helped students address foundational skill deficits in Mathematics, Reading Comprehension and Writing skills. During the 2014-2015 school year, that program was expanded into the High School. During 2015-2016, we continued to build on and expand these efforts to help our students address skill and knowledge gaps.

State law requires that we also report additional information.

1. Pupils are assigned to the school by their grade level. New students may apply for admission during the Open Enrollment period, and reenrollment for currently enrolled students occurs in March. Further information regarding the enrollment process can be

found at <http://www.countrysideacademy.org/Enrollment.aspx> Countryside Academy is a public school academy. We accept students from surrounding school districts. The vast majority of our students come from the Benton Harbor Area Schools. 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students attend classes in our modular building, and high school students attend classes in the High School wing of our main building.

2. We are in the fifth year of our School Improvement Plan. Each year, our 3-5 year School Improvement Plan is evaluated and updated based on each year's testing results and corrective actions are addressed as determined by the school's Improvement Team. Staff professional development is also based on the School Improvement Plan and the needs of the students. The School Improvement Plan can be found on our website at [www.countrysideacademy.org](http://www.countrysideacademy.org)
3. Countryside's middle school is comprised of students in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. The sixth grade classes are team-taught in an effort to prepare kids for the change to 7<sup>th</sup> grade and having multiple teachers each day. Academically gifted middle school students are able to take high school courses while in 8<sup>th</sup> grade. Our high school is comprised of students in grades nine through twelve. Students who demonstrate strong academic proficiency and are making appropriate progress toward graduation have the opportunity to take college classes through dual enrollment at Lake Michigan College.
4. Countryside Academy Middle/High School continues to transition to the Common Core State Standards and uses Curriculum Crafter as provided by the Kent County ISD. We are also in the midst of a robust curriculum development/update process on behalf of our Authorizer, Central Michigan University. Teachers are developing unit plans and pacing guides aligned to standards. The curriculum is implemented by teachers in each class per their planning. There are no known variances from the state's model. Copies of the curriculum are available for review in the high school office.
5. The tables below indicate Countryside's average student score on the ACT and SAT tests (taken by Juniors) over the last two years.

SAT	Evidence-Based Reading and Writing	Math	Total Score
2016	445.41	435	880.41

ACT	English	Math	Reading	Science	Composite
2015	16.5	17.2	18.3	17.7	15.7

The table below indicates Countryside's percentage of students meeting or exceeding proficiency targets on the NWEA Math and Reading tests over the last two years.

	Fall 2015 Reading/Fall 2014 Reading	Fall Math 2015/Fall Math 2014	Spring Reading 2016/Spring Reading 2015	Spring Math 2016/Spring Math 2015
6 <sup>th</sup>	28%/45%	28%/32%	37%/35%	26%/22%
7 <sup>th</sup>	38%/26%	35%/17%	50%/37%	29%/24%
8 <sup>th</sup>	30%/42%	34%/42%	34%/40%	36%/41%

6. Parent involvement is an important part of student success. During the 2015-2016 school year, parents/guardians of 122 out of 299 students attended Parent-Teacher Conferences,

COUNTRYSIDE ACADEMY AT MILLBURG, EARLY LEARNING CENTER

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comprising approximately 40% of our student body. During the 2014-2015 school year, 124 of 280 (44%) students had parent/guardian representation at Parent-Teacher Conferences.

7. For Countryside Academy High School:

- a. During the 2015-2016 school year, one senior was enrolled in Dual Enrollment courses. This represents approximately .05% of our High School student body, and five percent of the Senior class. During the 2014-2015 school year, one of our seniors was enrolled in college classes through the dual enrollment process. This amounts to approximately .75 percent of our high school student body, and five percent of our Senior class.
- b. Countryside Academy does not offer college-equivalent courses, such as Advanced Placement or International Baccalaureate courses. As such, no students were enrolled in such courses, and not students received a score leading to college credit.

Thank you for taking the time to learn a bit more about Countryside Academy. We welcome you to stop in and discuss any questions or concerns you may have regarding our educational program. Many positive changes are taking place and programs are being modified to ensure that we may continue to provide a high-quality education experience for your family.

Sincerely,

Scott Pfeiffer  
Middle/High School Principal