



Hale Area Schools
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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 2015-16 educational progress for the Hale Elementary/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 Principal Michael Bowman for assistance.

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

Hale Elementary/Middle School has not been assigned a label from the Michigan Department of Education.

The primary challenge for Hale Elementary/Middle School is closing achievement gaps. Much progress has been had in recent years closing such gaps. In 2016 a relatively low achieving class of 2025 cohort was exposed in their first year of M-STEP testing. Closing the achievement gap for the class of 2025 is now a school priority. Another challenge exposed by the 2016 M-STEP involved declining ELA scores for the classes of 2022 and 2023.

Affluence, or actually the lack thereof, is a very strong predictor of student achievement. Districts with lower poverty rates typically achieve higher proficiency rates. Statewide, the student economically disadvantaged rate was 46.3% in 2015/2016. At Hale Area Schools, the economically disadvantaged rate in

2015/2016 was a significantly higher 70.6%. Hale Area Schools' composite proficiency (all grades and subjects) on the 2016 M-Step test far exceeded what would be projected, given the district's relatively high economically disadvantaged rate.

Hale Area Schools seeks to emulate the "correlates of effective schools" as a proven methodology for broad student academic achievement growth. Deming's "Plan, Do, Check, Act" cycle of improvement is an ongoing process at Hale Elementary School. A "mastery learning" approach has been adopted for maximizing student growth. The "Eight Step Continuous Improvement" as articulated by Pat Davenport, is used as a roadmap for improved student achievement. In keeping with the Eight Step Process, a paraprofessional has been assigned to every elementary classroom to permit ongoing tutorials and enrichments, consistent with a multi-tiered system of supports. The class of 2025 was split into two smaller sections of 16 students each in 2016/2017, utilizing "31A, At Risk" funding. Additional mentoring, professional development, and administrative supports were initiated in an effort to reverse declining English scores at the 5th and 6th grade level.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- a. Hale Elementary/Middle School is comprised of a single school K-8 on a single site. All students are assigned to the single school.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

- a. Hale Elementary School is in the third year of a five year school improvement plan (SIP). Significant progress has been made over the last three years in terms of proficiency rates at most grade levels and in most subjects. Due to that record of success, only minor revisions have been made to the school improvement plan in each of the last two years.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- a. Hale Elementary/Middle School has no specialized schools.

4. 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

- a. In order to comply with State law, the Board of Education has adopted a core curriculum which is to be based on the Model Core Curriculum developed by the State Board of Education
- b. Hale Area Schools curriculum does not vary from Model Core Curriculum developed by the State Board of Education
- c. English, Math and Social Studies instructors utilize the Michigan Association of Intermediate School Administrators (MAISA) Units as the curriculum guide.
- d. Michigan Association of Intermediate School Administrators (MAISA) may be accessed at: <https://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default>

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
 - a. None such were available for 2015/2016

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
 - a. K-6th Grades: 2014-15 - 189 students represented – 88%
 2015-16 - 138 students represented – 70%
 - b. 7th-8th Grades: 2014-15 - 42 students represented – 47%
 2015-16 - 42 students represented – 51%

I want to thank all of the individuals involved, students, staff, and parents for their hard work and dedication in helping our students succeed.

Sincerely,

Michael H.D. Bowman
Principal
Hale Area Schools