Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Hale Area Schools District. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Mr. Robert Alger for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site http://bit.ly/2HfKMEk, or you may review a copy in the main office at your child’s school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

**Student Assessment Data** – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

**Accountability – Detail Data and Status**

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.
**Teacher Qualification Data**
- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

**NAEP Data (National Assessment of Educational Progress)**
- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

**Civil Rights Data**
- Provides information on school quality, climate and safety

Review the table below listing our schools. For the 2017-18 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 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 status label is given.

*Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:*

**TSI** – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

**ATS** – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Status Label</th>
<th>Key Initiative to Accelerate Achievement</th>
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| Hale Elementary/Middle School | No Label       | Words Their Way
Reading and Writing Workshops |
| Hale High School          | No Label       | Work Completion                                               |

Parents are able to assist us in accelerating student achievement by requiring their children to come to school every day, with plenty of rest, as well having regular conversations with their children about their school day at dinner time or just before they go to bed. There is plenty of research to show that well rested students who attend school every day out perform their classmates who are often tired and have high absenteeism. Also, parents who have conversations with their children about school indicate to them that a child’s education is important and it is a high priority in the parent’s day.

Parents also have a link to our on-line student information system called Skyward where they are able to monitor student performance on a daily basis. Parents who
currently do not have the Skyward link should contact the schools main office (989-728-3551).

In an effort to accelerate student achievement, staff at all levels will focus on a couple different programs or strategies impacting the class structure and/or the instructional delivery method that is used. All of the staff in the elementary and those who teach Reading and Writing in the middle school will use programs titled Readers Workshop and Writers Workshop. The program consists of a classroom structure where one skill, strategy, or reading/writing behavior is focused upon. Students find themselves in small group instruction and conferencing at times with the teacher during the structured atmosphere. Elementary staff will also use the literacy program titled, Words Their Way, which assists in focusing on the instruction of Phonics, vocabulary, and spelling.

The teaching staff has worked diligently to improve the students’ knowledge and understanding of the curricular materials presented them, and it shows. On the recent winter NWEA assessment in mainly 2nd through 11th, student performance improved at every grade level of the assessment in Math, Reading, Language Arts, Social Studies, and Science when compared to the fall testing period. Furthermore, we expect that growth to continue through the next testing period coming up later this spring.

In closing, we certainly still have work to do in helping our students to achieve their potential but we also celebrate the success thus far that our students experienced taking the NWEA assessment.

Thank you,

Robert Alger