4/12/2019

RE: School Annual Education Report (AER) Cover Letter – Elementary/Middle School

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 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 Mr. Michael Bowman for assistance.

The AER is available for you to review electronically by visiting the following website http://bit.ly/2HIAdQ7, or you may review a copy in the main office at your child’s school.

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 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.

Our school has not been given one of these labels.

An ongoing challenge for Hale Elementary/Middle School has been closing persistent achievement gaps. With the high rate of economically disadvantaged in our district persisting in the area of 70%, we continually evaluate programs and initiatives seeking 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/Middle 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 / Middle School has been able to make significant progress with only minor revisions being made to the school improvement plan over the past 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. 2016-17 – None available/utilized for the 2016/17 school year.
   b. 2017-18 – Utilizing data obtained through NWEA testing, we saw an increased percentage across all content areas in students that tested at or above grade level in spring 2018, as compared to fall of 2017.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>% Increase</th>
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</thead>
<tbody>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>K-8 At or Above Grade Level</td>
<td>72%</td>
<td>85%</td>
<td>12%</td>
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<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>K-8 At or Above Grade Level</td>
<td>68%</td>
<td>85%</td>
<td>17%</td>
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<tr>
<td>Language Usage</td>
<td></td>
<td></td>
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<tr>
<td>2-8 At or Above Grade Level</td>
<td>60%</td>
<td>82%</td>
<td>23%</td>
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<tr>
<td>Science</td>
<td></td>
<td></td>
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<tr>
<td>3-8 At or Above Grade Level</td>
<td>81%</td>
<td>87%</td>
<td>5%</td>
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6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
   a. 2016-17 - 235 students / 90%
   b. 2017-18 - 190 students / 90%

I want to thank all of the individuals involved, including students, staff and parents for their hard work and dedication in helping with student success.

Sincerely,

Michael H.D. Bowman
Principal
Hale Area Schools