



**2016 – 2017
Durand Area Schools
Bertha Neal Elementary**

School Annual Education Report (AER) Cover Letter

May 14, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for Bertha Neal Elementary. 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 the school principal, Hattie Rainer, at 989-288-2016 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://neal.durand.schooldesk.net/> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified has **not** been given one of these labels.

The key challenges that we face at Bertha Neal Elementary revolve primarily around the rapid changes with the early childhood learner. Benchmarks change quickly in all areas, requiring the consistent monitoring to ensure that students are meeting expectations.

All students are assigned to the school based on grade level, student need, and equity for optimum classroom size.

We are currently in the first year of our updated school improvement plan. During the 2015-16 school year, the school improvement plan was revised to address the following: All students will be proficient in early numeracy skills, such as: number identification, counting fluency, missing number, quantity discrimination along with increased exposure to problem solving skills and as measured by M-STEP, AIMSWeb, DIBELS and local End-of-School-Year Assessments. All students will improve their early reading readiness skills, such as: phonemic awareness, fluency, and comprehension as measured by M-STEP, DIBELS, MLPP, DRA, and local End-of-School-Year Assessments. In addition, all students will improve proficiency in early writing skills as continuously measured by local assessments. Finally, students will increase positive behaviors and attendance.

As we continue with our goals, we have aligned our core curriculum with the Common Core State Standards. Specific curriculum information can be obtained through the classroom teacher, the main office, or by accessing the following website: <http://www.corestandards.org/>

Aggregate student achievement results for the 2015-16 and 2016-17 school years can be reviewed in the combined report available on the school website.

Students are well represented with 98% of our families attending the annual parent-teacher conferences in November 2017. The year before, 98% of families attended the annual parent-teacher conferences.

I congratulate our hard-working staff, students, and dedicated families for their outstanding efforts to make Durand Area Schools such a wonderful place in which to learn and excel. We will continue to strive for excellence in all that we do and greatly appreciate the support of the Durand community in our educational endeavors.

Sincerely,



Hattie E. Rainer
Bertha Neal Elementary, Principal