



2017-2018

School Annual Education Report (AER) Cover Letter

April 8, 2019

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 Bertha Neal Elementary 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 Hattie Rainer, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bn.durand.k12.mi.us/> 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.

State law requires that we also report additional information.

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. Our school is also dedicated to support the social and emotional needs of young learners.

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

We are currently in the second year of our updated school improvement plan. During the 2017-18 school year, the School Improvement Plan was changed to address the following: All students will improve their early reading readiness skills, improve math skills, improve writing skills across the curriculum, increase knowledge in the area of science, and demonstrate increased positive behavior and attendance habits. Staff identified strategies to improve student achievement by analyzing student data and making adjustment to the objectives as needed.

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 2016-17 and 2017-18 school years can be reviewed in the combined report available on the school website.

Students are well represented with 96% of our families attending the annual parent-teacher conferences in November 2018. 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

Hattie E. Rainer