

Bronson Community Schools

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Bronson, Michigan 49028*

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Dedication to Excellence – Preparation for Life

January 22, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Anderson 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 Kate Wall, Anderson Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3i02so1> or you may review a copy in the main office at Anderson Elementary.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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. Our school was not identified with any of these labels.

While there is no state achievement data for K-2 schools, we can look at local data collected to identify need areas. In the wake of pandemic learning and the COVID-19 school shut down in the spring of 2020, Anderson Elementary staff have prepared for a decline in percentages of students testing proficient in both reading and math. Based on the scores from the fall of 2020, we see that our percent of economically disadvantaged students testing above the norm score is higher than that of their non-economically disadvantaged peers in the area of reading. This is a change for us, as the opposite has been true in the past. We can attribute this change to the larger number of students that have been identified as economically disadvantaged. Our students that are English learners consistently perform lower than their non-EL peers. To address these observations in our data and better support our students in the areas of reading and math, we will:

- Continue to improve our instruction and identification of need areas for all learners through our intervention/extension block.
- Learn about and implement best practices when teaching English learners.
- Research ways to implement a math intervention block for students to get more individualized instruction in math.
- Incorporate class-wide interventions with fidelity in reading and math to focus on specific need areas that have been identified due to the Spring 2020 school shut down.
- Focus on establishing and sustaining effective teacher teams to increase collective efficacy through the Professional Learning Community (PLC) process.

State law requires that we also report additional information:

Process for Assigning Pupils to the School

Since Anderson Elementary is the only kindergarten through second grade school in the Bronson school district, students are assigned to the school based on their age and the grade level they will be attending. Students are assigned to grade level classrooms by the principal with input from classroom teachers. Placement decisions are based on the total number of students enrolled in each grade level and students are then divided as evenly as possible between classes based on gender, academic performance, and social/emotional needs.

Visit us on the web at www.bronsonschools.org

Anderson Elementary
335 E. Corey St.
517-369-3234

Ryan Elementary
461 Rudd St.
517-369-3254

Chicago Street School
501 E. Chicago St.
517-369-3260

Bronson Jr./Sr. High School
450 E. Grant St.
517-369-3230

School/Continuous Improvement Plan Status

Throughout the school year, members of the School Improvement Team meet monthly to analyze data, progress, and make decisions regarding our goals, objectives, strategies, and activities. Our Plan is then updated to document how we are progressing toward our goals and we make amendments to the plan that reflect any necessary changes.

Description of each Specialized School

Anderson Elementary is not a specialized school.

How to Access the Common Curriculum

Anderson Elementary School's curriculum aligns with Michigan's set of K-12 standards for English/Language Arts and Math; which also aligns with the Common Core State Standards. The Science curriculum aligns with the Next Generation Science Standards, and the Social Studies standards are Michigan's K-12 Standards for Social Studies. Each grade level utilizes a standards-based report card that denotes student progress toward standards taught and assessed. Curriculum guides for each grade level and content area are available from grade level teachers or are in the office.

Results for Local Competencies and Nationally Normed Student Achievement Tests

Anderson Elementary students are assessed using the Northwest Evaluation Association (NWEA) three times per year. This is a nationally normed assessment. The tables below show norm scores for our students compared to the national norm score in the spring of 2018 and 2019 in both reading and math. Due to the COVID-19 school shut down in March-May 2020, NWEA was not administered in the spring of 2020.

Reading

<i>Grade Level</i>	<i>Spring Grade Level National Norm</i>	<i>Spring 2020 Grade Level Average</i>	<i>Spring 2019 Grade Level Average</i>	<i>Spring 2018 Grade Level Average</i>
Kindergarten	158.1	N/A – COVID-19 School Shut Down	159.5	161.2
1st Grade	177.5	N/A – COVID-19 School Shut Down	180.2	177.7
2 nd Grade	188.7	N/A – COVID-19 School Shut Down	192.1	189.8

Math

<i>Grade Level</i>	<i>Spring Grade Level National Norm</i>	<i>Spring 2020 Grade Level Average</i>	<i>Spring 2019 Grade Level Average</i>	<i>Spring 2018 Grade Level Average</i>
Kindergarten	159.1	N/A – COVID-19 School Shut Down	159.2	161.6
1st Grade	180.8	N/A – COVID-19 School Shut Down	183.7	180.4
2 nd Grade	192.1	N/A – COVID-19 School Shut Down	200.4	196.0

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Parent/Teacher Conference Participation

Parent/Teacher Conferences are held twice each year. Once in October and again in March. The following table identifies participation percentages for the 2018-19, 2019-20 school year, and the fall of 2020. Sometimes, spring conferences are less attended because teachers chose to meet families of their most at-risk students only. It is Anderson's goal to make contact with 100% of our families during these conferences.

<i>School Year</i>	<i>Fall Conference Percentage</i>	<i>Spring Conference Percentage</i>
2018-19	98%	95%
2019-20	94%	N/A Due to COVID-19, formal conferences were not held. School staff frequently and regularly reached out to families to offer various kinds of support throughout the shut down.
2020-21	Phone/Virtual Conferences 93% (continued progress updates provided for families during weekly two-way contacts)	Scheduled for the week of March 15, 2021

On behalf of the staff at Anderson Elementary, I want to thank the community of Bronson for their continued support of our efforts. If I can be of any further assistance, or if you have any questions regarding the content of this report, please contact me at walk@bronsonschools.org or (517) 369-3234.

Sincerely,

Kate Wall

Kate Wall
Anderson Elementary Principal

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