

# *Bronson Community Schools*

*501 E. Chicago Street  
Bronson, Michigan 49028*

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## *Dedication to Excellence – Preparation for Life*

January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 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 <http://bit.ly/2HY4Vzg> or you may review a copy in the main office at your child's school.

For the 2018-19 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. Based on NWEA data (see tables below), we consistently see our economically disadvantaged students scoring higher than their non-economically disadvantaged peers. We notice a similar trend with students identified as English Learners (EL) not performing as well as non-English Learners on both the reading and math assessments.

- To address these need areas, our staff strives to engage and provide all families with support and strategies families can use at home to engage children in academic activities.
- We continue to learn about and implement trauma-informed practices daily to meet the needs of our students.
- We also are beginning to implement Restorative Practices to foster positive relationships and build empathy in the youngest learners of our district.
- Our district is also utilizing grant funds for a staff member to receive their EL Endorsement and act as the EL Coordinator for the district. This person will support teachers (K-12) with effective teaching strategies to address the needs of English Learners.

It is our hope that we will see growth in both of these subgroups of students in the future, as we work to implement these systems with fidelity.

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](http://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. NWEA data broken down into subgroups for the 2018-19 school year and fall of 2019 can be found by visiting: <http://tinyurl.com/AndersonNWEA>.

#### **Reading**

<b><i>Grade Level</i></b>	<b><i>Spring Grade Level National Norm</i></b>	<b><i>Spring 2019 Grade Level Average</i></b>	<b><i>Spring 2018 Grade Level Average</i></b>
Kindergarten	158.1	159.5	161.2
1st Grade	177.5	180.2	177.7
2 <sup>nd</sup> Grade	188.7	192.1	189.8

#### **Math**

<b><i>Grade Level</i></b>	<b><i>Spring Grade Level National Norm</i></b>	<b><i>Spring 2019 Grade Level Average</i></b>	<b><i>Spring 2018 Grade Level Average</i></b>
Kindergarten	159.1	159.2	161.6
1st Grade	180.8	183.7	180.4
2 <sup>nd</sup> Grade	192.1	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 spring of 2018, the 2018-19 school year, and the fall of 2019. 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>
2017-18	-----	82%
2018-19	98%	95%
2019-20	94%	

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](mailto:walk@bronsonschools.org) or (517) 369-3234.

Sincerely,

*Kate Wall*

Kate Wall  
Anderson Elementary Principal

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