



Anderson Elementary School

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Bronson, MI 49028

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 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 website <https://bit.ly/3i02so1>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. 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 data from the 20-21 school year, overall, non-economically disadvantaged students are out performing their economically disadvantaged peers in reading and math. Our students that are English learners consistently continue to perform lower than their non-EL peers. Overall, male students score better in math than their female peers in math, and vice versa in the area of reading. 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 in reading and math.
- Learn about and implement best practices when teaching English learners.
- Incorporate class-wide interventions with fidelity in reading and math to focus on specific need areas that have been identified due to pandemic learning.
- Focus on establishing and sustaining effective teacher teams to increase collective efficacy through the Professional Learning Community (PLC) process.
- Continue and broaden our focus and awareness of engagement strategies for all students in core content areas.

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.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

As a district, we are focusing on engagement K-12. This includes parent engagement, student engagement, and transformational instructional through the effective use of technology. The focus on engagement began in the Fall of 2021, and we plan to survey students, families, and staff about our progression toward transformational instruction.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Anderson Elementary is not a specialized school.

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

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.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED 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 2019 and 2020 in both reading and math.

Reading

Grade Level	Spring Grade Level National Norm	Spring 2021 Grade Level Average	Spring 2020 Grade Level Average	Spring 2019 Grade Level Average
Kindergarten	153.1	157.3	N/A – COVID-19 School Shut Down	159.5
1 st Grade	171.4	169.2	N/A – COVID-19 School Shut Down	180.2
2 nd Grade	185.6	179.4	N/A – COVID-19 School Shut Down	192.1

Math

Grade Level	Spring Grade Level National Norm	Spring 2021 Grade Level Average	Spring 2020 Grade Level Average	Spring 2019 Grade Level Average
Kindergarten	157.1	160	N/A – COVID-19 School Shut Down	159.2
1 st Grade	176.4	174.9	N/A – COVID-19 School Shut Down	183.7
2 nd Grade	189.4	186.5	N/A – COVID-19 School Shut Down	200.4

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Parent/Teacher Conferences are held twice each year. Once in October and again in March. The following table identifies participation percentages for the 2019-20, 2020-21 school year, and the fall of 2021. 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.

School Year	Fall Conference Percentage	Spring Conference Percentage
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.
2020-2021	Phone/Virtual Conferences 93% (continued progress updates provided for families during weekly, two-way contacts)	Phone/Virtual Conferences 78% (continued progress updates provided for families during weekly, two-way contacts)
2021-2022	93%	Scheduled for the week of March 14, 2022

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
Anderson Elementary Principal