

# Bark River - Harris Schools

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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 2016-17 educational progress for the Bark River-Harris 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 Kelly Erdody, Principal at 906.466.5334 Ext. #113 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.brhschools.org> or you may review a copy from our office.

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 has not been identified with one of these labels.

For 2016-2017, Bark River-Harris Elementary School made Adequate Yearly Progress (AYP) in the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). While we are pleased to have reached this important goal, we are continuously working to accelerate student achievement and close achievement gaps. We appreciate the continued support of parents, staff, and our community in this effort.

Some of the key initiatives our school has undertaken to accelerate student achievement and close the gaps in student achievement are to implement a universal screener in the area of mathematics. The school is also doing math interventions and differentiated instruction to increase our math scores. Students will be progress monitored and data will be analyzed to ensure the students are making gains. The school has also incorporated technology (iPads) into small group classroom instruction as another tool to prepare our students.

State law requires that we also report additional information.