

January 30, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 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 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. Our school has not been given one of these labels.

For 2015-2016, 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 improve. We appreciate the continued support of parents, staff, and our community in this effort.

State law requires that we also report additional information.

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.

Characteristics of School

Bark River-Harris Schools follow the content expectations that have been developed and distributed by the Michigan Department of Education. We monitor curricular updates from the MDE and modify our School Improvement Plan annually based on these updates and analyze our standardized assessment scores. There are copies of our School Improvement Plan in the office. All children are provided instruction which is delivered by highly qualified teachers who are knowledgeable of the core curriculum and its requirements.

School Assignments

Students are assigned to their school based on their area of residence, educational need, or school of choice. If a student needs special education services, or if the classroom enrollment is over the district's limit, students are transferred to an appropriate school. For the 2015-2016 school year, Kindergarten students attended school in our building all day on Monday-Friday. Our building has students in Kindergarten through Sixth Grade.

School Improvement Plan

Each year our school improvement plan is submitted and a team of teachers and the administrator review assessments to establish goals for our building. As we monitor and assess our students, we are referring to the goals and benchmarks that were developed.

Specialized Schools

Learning Center

The Learning Center is operated by the Delta-Schoolcraft ISD and serves students with disabilities from the preschool level through 26 years of age. The school age students attending the Learning Center have what are considered moderate to severe degrees of disability. Students are determined by the Individual Educational Program Committee (IEPC).

Indian Education Program

Bark River-Harris Schools Title VII Program works under the Federal Government guidelines to provide educational and cultural support to students of American Indian, Native Hawaiian and Alaska Native descent. The Title VII Program provides educational support to students as they strive to meet the challenging State of Michigan student academic achievement standards. It also provides the unique educational and culturally related academic needs of the students enrolled in Title VII programs. Title VII serves students in our building at the Elementary, Junior High, and High School levels. This program is funded federally and has serviced approximately 96 students throughout the 2015-2016 school year.

Title I Program

As part of our regular education program, Bark River-Harris School provides Title I services for our children in grades K, 1, and 2. Title I is a federally funded program designed to help students who may need additional support to meet their grade level expectations.

When targeting children who may benefit from additional support, we consider classroom performance, teacher input, and standardized test scores. The Dynamic Indicators of Basic Early Literacy Skills test (DIBELS Next) is given to every child in grades K-6 three times per school year.

A Title I teacher and/or Paraprofessional support each K-2 student in one-on-one or small group settings with techniques that include, but are not limited to: Comprehension Learning Centers, Structured Language, Stepping Stones to Literacy, drill and practice, shared reading, and the Lexia program. Title I service supplements our comprehensive reading program.

Parent Involvement

The administration and staff at Bark River-Harris believe that parent participation helps to increase student performance. Throughout the school year parents are involved in the following events: Parent-Teacher Conferences, Student Intervention Team meetings, Individual Educational Program (IEP) meetings, Parent Teacher Organization meetings, and also assist with several events (PTO activities, Grandparents Day, etc...). Our teachers are also making contact with parents by e-mail, telephone, direct contact, or mailed progress reports and report cards.

Parent-Teacher Conference Attendance for Bark River-Harris Elementary in 2015-2016 was 98%.

We are extremely proud of our student performance and the gains they have made in academics and behavior. It is critical for the administration, teachers, staff, and parents to all be working together to support the education of our students. We are fortunate to have a dedicated team here at Bark River-Harris Elementary!

Sincerely,

Kelly A. Erdody

Bark River-Harris Elementary, Principal

