



School Annual Education Report (AER) Cover Letter

March 27, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Howard-Ellis Elementary. 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 Michelle Asmus for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2tzLmES> or you may review a copy in the main office at your child's school.

For the 2017-18 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 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 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

Our focused work on identifying essential standards, creating common formative assessments and implementing interventions in the PLC process, along with improving the instructional capacity of our teachers and leaders through the Marzano Instructional Model is attributable to closing the achievement gap. It is the building's emphasis on regular attendance and the use of data from NWEA, formative assessments, and M-STEP in our PLCs that provide us the knowledge of the factors that made a positive impact on student achievement.

PUPIL ASSIGNMENT

Students are assigned to a school based on their address. Parents have the option to fill out an intra-district or school-of-choice application in the spring if they wish to attend Howard-Ellis, and do not live in the attendance area.

SCHOOL IMPROVEMENT PLAN

The 3-5 year School Improvement Plan can be found on our website as well as in the school office.

DESCRIPTION OF SCHOOL

Howard-Ellis Elementary is a public, K-5 school.

ACCESS TO CORE CURRICULUM

As mandated by the State of Michigan, Niles Community Schools has developed a core curriculum at all school levels. Outcomes to be achieved by all students have been defined based upon the district's educational mission, student performance objectives, and the Michigan Common Core State Standards for K-12 students. Copies of core curriculum are available at all buildings and at the district office.

AGGREGATE STUDENT ACHIEVEMENT DATA

Percent of Students Meeting/Exceeding Projected RIT Growth on NWEA

School Year	Reading	Math
2015-2016	56.3%	63.5%
2016-2017	57.5%	54.9%
2017-2018	57.5%	57.7%

Parent Teacher Conference Data

Year	Fall Attendance Number/Percent	Spring Attendance Number/Percent
2015-2016	671/99%	647/96%
2016-2017	703/98%	(368/409)/90%
2017-2018	98%	(412/444) 93%

Howard-Ellis' school-wide positive behavior interventions and supports system, incorporates district behavior expectations, which are the 3Rs (respectful, responsible and resilient), Kelso's Choices, Viking Bucks for the school store, the Howard-Ellis Buddy program, a bully prevention program and Peer Mediators all cultivates a safe and civil learning environment for our staff and students.

Sincerely,

Michelle Asmus
Howard-Ellis Principal