

New Bedford Academy

"Taking Kids Into the Future"

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Mr. Gregory Sauter, Principal

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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 2015-16 educational progress for New Bedford Academy. 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 Mr. Sauter for assistance.

The AER is available for you to review electronically by visiting the following web site newbedfordacademy.com, or you may review a copy in the main office at your child's school.

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.

New Bedford Academy faces the challenge of improving student achievement in the subject area of Math. The onset of the new State and Local assessment introduced the challenge of understanding what is actually be assessed. The Math assessment involves more real life scenarios. The Academy purchased web based instruction and assessment tools which are aligned to the state and local assessment. The staff uses the NWEA MAP data to identify the skills students need to develop in order to improve achievement. After the skills have been identified and taught, the staff uses the web base instruction and assessment tools to ensure the skills have been mastered. The Academy continues to provide Multi-Tiered Support System to support struggling students to close the achievement gap.

State law requires that we also report additional information.

1. Pupils are not assigned to the school.

2. The School Improvement Plan Team along with the Data Team continue to review and adjust the Plan to improve student achievement.
3. New Bedford Academy does not have any specialized schools.
4. The core curriculum is posted outside each classroom door. The Academy follows the State of Michigan Common Core Curriculum. NWEA's MAP data is used to determine the level of instruction based on where the students are ready for instruction.
5. The Academy used the NWEA MAP assessment tool. During the 2015-16 school year 56% of the students met or exceeded the norm in Reading and 45% of the students met or exceeded the norm in Math. In areas where the norm was not met, there was a 66% improvement in students' assessment scores.
- 6.. The Academy had a 100% participation in parent teacher conferences during the 2015-16 school year.
7. The Academy does not have a high school.

The school improvement team will continue to meet to review and adjust the plan for improved student achievement. Focusing on data driven instruction to provide ability based instruction for all student. New Bedford Academy's staff will continue to work with the parents and students to develop high achieving pupils.

Sincerely,

Greg Sauter, Principal