

# New Bedford Academy

“Taking Kids into the Future”

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6315 Secor Rd.  
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Dr. Amanda Magnuson, Principal

February 11, 2022

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 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 Dr. Amanda Magnuson for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3xKvrDu>, 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 has not been given one of these labels.

Although our population is small enough that many subgroups aren't reported separately, we saw less growth in English Language Arts Skills than in Math skills in schoolwide results. The staff is dedicated to focusing small group instruction during class, after school, and during summer instruction on the ELA skills needed by those students, and on increasing reading stamina for everyone. Additionally, the school has dedicated itself to addressing Social Emotional Learning to help students and their families deal with the stress and isolation they've likely experienced during COVID. We are confident that improving students' skills in handling sometimes overwhelming emotions that accompany a global pandemic will support the efforts we are all putting into increasing their Reading Proficiency.

State law requires that we also report the following additional information.

1. The aggregate student achievement results for NWEA's Measure of Academic Progress (MAP) for the last two years are posted on our website, under Transparency Reporting.
2. For the Parent-Teacher Conferences in the 2020-2021 school year, 85 out of 86 students (99%) were represented by parents. For the 2021-2022 school year, 80 out of 84 students (96%) were represented by parents at the 2021-2022 Fall Parent-Teacher Conferences.

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Students have worked very hard to increase their math proficiency over the last few years. With that hard work, they saw real gains and should be congratulated on that success. With continued perseverance, they will see the same type of gains in their ELA proficiency skills. We are confident that their continued growth will lead to continued leaps in proficiency.

Sincerely,

Dr. Amanda Magnuson, Principal