

Harper Creek Middle School

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Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Harper Creek Middle 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 Kim Thayer for assistance.

The AER is available for you to review electronically by visiting the following web site [Harper Creek Middle School MI School Data Report](#), 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 was identified as "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

Students are assigned to schools in one of two ways. The first is by the student's geographic attendance area. We also participate in a Section 105 School of Choice program and assign students to the school they choose, based on availability.

A challenge for Harper Creek Middle School that is evident in the Annual Education Report (AER) is a below average proficiency performance in the ELA M-STEP claims of reading and writing as compared to the listening and research claims. In the area of math, the M-STEP claim of concepts and procedures is lower than the claims of communicating reasoning and problem solving, modeling, and data analysis. Staff will continue to use focused instruction in the classroom and in intervention blocks to accelerate student achievement and close this gap in achievement.

Student achievement on nationally normed achievement tests shows student growth through each grade level and each school year. Reading growth from 2017-2018 school year to the first half of the 2018-19 school year placed 18% of students in the 81st-99th percentile, an increase of 4% from the 2017-2018 school year, 24% of students scored in the 61st to 80th percentile, a 1% decrease from the 2017-2018 school year, 25% of students scored in the 41st-60th percentile, a 3% increase from the 2017-2018 school year, 19% of students scored in the 21st-40th percentile, down 1% from the 2017-2018 school year, and 15% of students in the 1st-20th percentile, down 3% from the 2017-2018 school year.

Math growth from 2017-2018 school year to the first half of the 2018-19 school year placed 11% of students in the 81st-99th percentile, an increase of 1% from the 2017-2018 school year, 19% of students scored in the 61st to 80th percentile, steady from the 2017-2018 school year, 23% of students scored in the 41st-60th percentile, a 1% increase from the 2017-2018 school year, 24% of students scored in the 21st-40th percentile, down 1% from the 2017-2018 school year, and 24% of students in the 1st-20th percentile, down 1% from the 2017-2018 school year.

2018-2019 was the first year we gave a nationally normed science assessment to all students. 27% of students in the 81st-99th percentile, 23% of students scored in the 61st to 80th percentile, 21% of students scored in the 41st-60th percentile, 19% of students scored in the 21st-40th percentile, and 11% of students in the 1st-20th percentile.

Teachers, administrators, and support staff are continuing the training process to look at this data to find trends and to implement intervention strategies for students that do not show average to above average growth.

Harper Creek Middle School's School Improvement Plan is a continuous work in progress. The plan addresses goal areas related to reading and writing, as well as math, science and social studies. Each goal area and its strategies align to the district's goals and state guidelines. The plan is revisited and revised on a yearly basis.

Harper Creek Middle School staff is continuing to implement an aligned curriculum. In addition, curriculum maps, in core areas, are used by teachers to determine content and lessons. For copies of core curriculum, please contact Kim Thayer or refer to the Curriculum resources on the district webpage.

Harper Creek Middle School has had positive parent-teacher conference attendance during the fall with attendance at 90%. In the spring, the average attendance declined with 74% of families attending conferences. As a part of our school improvement process, Harper Creek Middle School Staff continues to develop strategies to address this issue, which have include phone conferences, email communications, and flexible conference times with parents.

The staff at Harper Creek Middle School consistently works to improve our practices and to implement strategies that will help our students grow emotionally, socially, and academically. We are committed to continuous improvement and do our best to provide opportunities to work in collaboration with our community, parents, and students.

Sincerely,

Mrs. Kim Thayer
Principal
Harper Creek Middle School