

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 2018-19 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, Harper Creek Middle School Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [Harper Creek Middle School AER Report](#) (SEE Q.7 AND Q.8 OF THE 2019-20 AER FAQ DOCUMENT FOR DIRECTIONS), or you may review a copy in the main office at your child's school.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Our school was identified as: "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

A challenge for Harper Creek Middle School that is evident in the Annual Education Report (AER) is a below average proficiency performance for all students and all major sub groups of students on the 5th and 6th grades M-STEP assessment in the area of ELA. In the area of math on the M-STEP assessment, the combined students in 5th and 7th grade scored below average in proficiency, as well as the sub group of economically disadvantaged students. Staff will continue to use focused instruction in the classroom and in intervention blocks to accelerate student achievement and close these gaps in achievement.

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.

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 revise and implement an aligned curriculum based on power standards that come directly from state standards. 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.

Student achievement on nationally normed achievement tests shows student growth through each grade level and each school year. Reading growth from 2018-2019 school year to the first part of the 2019-2020 school year placed 18% of students in the 81st-99th percentile, staying even with the 2018-2019 school year, 23% of students scored in the 61st to 80th percentile, a 1% increase from the 2018-2019 school year, 26% of students scored in the 41st-60th percentile, a 2% increase from the 2018-2019 school year, 19% of students scored in the 21st-40th percentile, up 1% from the 2018-2019 school year, and 14% of students in the 1st-20th percentile, down 4% from the 2018-2019 school year.

Math growth from 2018-2019 school year to the fall of the 2019-2020 school year placed 13% of students in the 81st-99th percentile, an increase of 1% from the 2018-2019 school year, 16% of students scored in the 61st to 80th percentile, down 1% from the 2018-2019 school year, 29% of students scored in the 41st-60th percentile, a 4% increase from the 2018-2019 school year, 20% of students scored in the 21st-40th percentile, down 1% from the 2018-2019 school year, and 22% of students in the 1st-20th percentile, down 3% from the 2018-2019 school year.

On the nationally normed science assessment, given to all students at Harper Creek Middle School, 28% of students in the 81st-99th percentile, up 1% from the 2018-2019 school year, 24% of students scored in the 61st to 80th percentile, up 1% from the 2018-2019 school year, 21% of students scored in the 41st-60th percentile, even with the 2018-2019 school year, 15% of students scored in the 21st-40th percentile, even with the 2018-2019 school year and 11% of students in the 1st-20th percentile, even with the 2018-2019 school year.

Harper Creek Middle School has had positive parent-teacher conference attendance during the fall with attendance at 86%. 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 included phone conferences, email communications, and flexible conference times with parents.

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. We are excited to note that on the state assessment, in the area of ELA, students in 7th grade have made significant improvements to go from scoring below state average in proficiency to above state average. Also on that same test, students with disabilities continue to score above state average in proficiency. On the state math assessment, students in 6th grade have continued to score above the state average of proficiency and economically disadvantaged students went from below state average in proficiency to 9% above state average in proficiency in one year. In grades 5th and 7th on the state math assessment, students with disabilities scored above state average for proficiency within their sub group.

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,

Kimberly Thayer