



HARPER CREEK COMMUNITY SCHOOLS

www.harpercreek.net

12/21/2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 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 principal, Kimberly Thayer for assistance via email at ThayerK@harpercreek.net or via telephone at 269-441-4750.

The AER is available for you to review electronically by visiting [Harper Creek Middle School AER Report](#), 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 students classified as having a disability and students that are Student is an English language learners as reported on NAEP 8th grade reading and math.

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 2019-2020 school year to the first part of the 2020-2021 school year placed 15% of students in the 81st-99th percentile, down 8% from the 2019-2020 school year, 28.5% of students scored in the 61st to 80th percentile, a 8% increase from the 2019-2020 school year, 24.75% of students scored in the 41st-60th percentile, a 9% increase from the 2019-2020 school

year, 17.75% of students scored in the 21st-40th percentile, up 9% from the 2019-2020 school year, and 13.75% of students in the 1st-20th percentile, even with the 2019-2020 school year.

Math growth from 2019-2020 school year to the fall of the 2020-2021 school year placed 8.5% of students in the 81st-99th percentile, down 6% from the 2019-2020 school year, 19.5% of students scored in the 61st to 80th percentile, down 8% from the 2019-2020 school year, 26% of students scored in the 41st-60th percentile, a 8% increase from the 2018-2019 school year, 27.25% of students scored in the 21st-40th percentile, an increase of 7% from the 2019-2020 school year, and 18.5% of students in the 1st-20th percentile, an increase of 9% from the 2018-2019 school year.

On the nationally normed science assessment, given to all students at Harper Creek Middle School, 25.5% of students in the 81st-99th percentile, down 1% from the 2019-2020 school year, 28% of students scored in the 61st to 80th percentile, up 8% from the 2019-2020 school year, 21% of students scored in the 41st-60th percentile, even with the 2019-2020 school year, 15% of students scored in the 21st-40th percentile, even with the 2019-2020 school year and 9.25% of students in the 1st-20th percentile, down 20% from the 2018-2019 school year.

Harper Creek Middle School has had positive parent-teacher conference attendance during the fall with attendance at 89%. In the spring, the average attendance declined with 70% 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 using local assessments to determine growth.

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. As we plan for the remainder of the 2020-2021 school year and the upcoming 2021-2022 school year, the staff at Harper Creek Middle School will work together to determine targeted strategies and programming to remediate students that have fallen behind due to the COVID-19 Pandemic. 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

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Students for Life

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Sonoma Elementary

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Wattles Park Elementary

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