

Harper Creek High School

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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 2018-19 educational progress for Harper Creek High 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 Dennis Anthony, Harper Creek High School principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [Harper Creek High 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 2018-19 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'.

Work to improve student proficiency on standardized assessments has continued. Student data during the 2018-19 school year indicates 50.8% of Harper Creek High School 11th grade students demonstrated at or above proficiency on Evidence-Based Reading and Writing on the SAT, 22.8% on Mathematics on the SAT, and 44.2% in Social Studies on the M-STEP. The aggregate student achievement data indicates that Harper Creek High School 11th graders, during the 2018-19 school year, scored an average of 954 on the SAT in the spring of 2019,

and an average of 982 in the spring of 2018. Comparing the same cohort, however, demonstrates growth from a Spring 2018 PSAT score of 897 to an improvement of 954 on the spring 2019 SAT.

Overall Student Growth data indicates that in English Language Arts 68.5% of students demonstrated Above Average or Average Growth; in Mathematics, 58.3% of students showed Above Average or Average Growth; and in Social Studies, 72.5% of students demonstrated Above Average or Average Growth.

Using the most current MDE data available at www.mischooldata.org, and additional building level data, Harper Creek High School has continued identified key areas of focus for improvement. Several initiatives and strategies have been developed and are in various degrees of implementation to improve student achievement. These initiatives include, but are not limited to:

- Building, and District staff, attended the Professional Learning Community (PLC) Summer Institute
- Building School Improvement efforts centering around PLC work to establish a stronger Professional Learning Community
- High Quality Math Instruction professional development
- NWEA Math and ELA testing 3x a year to assist with data-driven interventions
- Support blocks for additional instruction and academic support for all core classes.
- Graduation Coaches to assist struggling students and provide interventions.
- Professional Development to inform and train staff in MTSS and PBIS practices, including trauma-informed and equitable practices
- District and building-wide professional development and time to identify quality instructional practices, identification and articulation of power standards, aligned curriculums, and paced-unit designs
- Fall PSAT testing to pre-identify struggling students and provide data-based academic interventions and instructional adjustments
- All students and staff have access to College Board and Kahn Academy data using activated College Board accounts

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State law requires that we also report additional information. As the only high school in the district, all 9th-12th grade students within the district are automatically assigned to Harper Creek High School. Students from other districts may be assigned through School of Choice. Core curriculum is implemented by all teachers using content specific curriculum maps to guide instructional topics/lessons. These content curriculum maps are continuously reviewed and updated to reflect current best research based instructional methods as well as to ensure that all state and federal standards are being met. Information regarding our core curriculum can be found on our district website or the Department of Education website.

Harper Creek High School held conferences four times each during the 2017-18 and 2018-19 school years. For the 2017-18 school year, the October conference recorded 36% parent attendance and 32% in March. For the 2018-2019 school year, we recorded a 37% attendance in October, and a 32% attendance rate in March. We utilize PowerSchool, which parent's may access throughout the year to keep informed on their student's progress. We encourage parents and students to log onto PowerSchool regularly to monitor progress, as well as instructional programming such as Google classroom and Schoology.

Harper Creek High School is in the second year of a five-year school improvement plan. Our identified school improvement goals are: *Goal 1: All students at Harper Creek High School will improve their writing scores. Goal 2: All students at Harper Creek High School will improve math scores Goal 3: All students at Harper Creek High School will improve their reading skills. Goal 4: All students at Harper Creek High School will successfully complete all classes.* These goals are intended to improve the education for all students while also providing specific supports for our struggling students that have been identified as academically at-risk. As a staff we focus daily on challenging our academically proficient students while also supporting our struggling students. We aim to continue to have a school that respects and meets the needs of all students.

To provide a quality education to all, Harper Creek High School offered five Advanced Placement (AP) courses during the 2018-2019 school year. 123 students (14%) were enrolled in the AP courses, with 98 electing to take the AP exams. This represented 80% of all students enrolled in AP courses, with a total of 119 exams taken. Out of 119 exams taken, 59 (50%) earned a score leading to college credit. During the 2017-2018 school year. 114 students (13%) were enrolled in these AP courses with 55 students electing to take the AP exams. This represented 49% of

all students enrolled in AP courses, with a total of 74 exams taken. Out of the 74 exams that were taken, 40 (54%) of these earned a score leading to college credit.

Harper Creek High School also continues to offer dual enrollment opportunities that allow students to earn college credit while in high school. During the 2018-2019 school year, 140 (16%) students were dual enrolled in postsecondary courses. These 140 students enrolled in 450 courses. During the 2017-2018 school year, 248 (29%) students were dual enrolled in postsecondary courses. These 248 students enrolled in 386 courses.

The entire Harper Creek community should feel proud that by working together and supporting one another, Harper Creek High School continues to foster and demonstrate student growth and achievement. Thank you for your partnership in this challenging endeavor. You are an integral part of your student's and our collective success and we encourage your continued involvement and rigorous pursuit of excellence in education. Our entire Harper Creek High School staff remains dedicated to continuous school improvement and looks forward to a rewarding school year and beyond.

Sincerely,

Dennis Anthony

Principal

Harper Creek High School