



School Annual Education Report (AER) Cover Letter

February 15, 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 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 building principal, Dennis Anthony at 269-441-8450 or AnthonyD@harpercreek.net for assistance.

The AER is available for you to review electronically by visiting the following website [Harper Creek High School Annual Education Report \(SEE Q.7 AND Q.8 OF THE 2021-22 AER FAQ DOCUMENT FOR DIRECTIONS\)](#), 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 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 2020-21 school year indicates 42% of Harper Creek High School 12th grade students (11th grade year) demonstrated at or above proficiency on Evidence-Based Reading and Writing on the SAT, and 24% on Mathematics on the SAT. 65% of 10th grade students demonstrated at or above proficiency on Evidence-Based Reading and Writing on the PSAT, and 35% on Mathematics on the PSAT. 37% of 9th grade students demonstrated at or above proficiency on Evidence-Based Reading and Writing on the PSAT 8/9, and 40% on Mathematics on the PSAT 8/9. Our 9th grade cohort demonstrated growth in their performance from fall to spring.

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

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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 Professional Development centered on the establishment of Professional Learning Communities (PLC)
- Building School Improvement efforts centering around PLC work to establish a stronger Professional Learning Community
- High Quality Math Instruction professional development
- NWEA Math testing 3x a year to assist with data-driven interventions
- Graduation Coach and MTSS Coordinator to identify and 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 in Understanding by Design and time to identify quality instructional practices, identification and articulation of priority 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

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.

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Information regarding our core curriculum can be found on our district website or the Department of Education website.

Harper Creek High School held Parent-Teacher conferences 2 times during the 2019-20 school year and 4 times during the 2020-21 school year. For the 2019-2020 school year, we recorded 35% in September. No traditional conferencing occurred in the spring of 2020. In the fall of 2020, we recorded 60% of our parents participated (contacted via phone/meetings), while 21% participated in the spring of 2021. Harper Creek High Schools utilizes PowerSchool, which students and parents 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 platforms and programming such as Google Classroom and Schoology.

Harper Creek High School is in the 4th 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 rigorous education to all, Harper Creek High School offered 2 Advanced Placement (AP) courses during the 2020-2021 school year. 40 students (5%) were enrolled in these courses. 22 students (55%) elected to take AP exams with 10 students (38%) achieving a score equivalent to college credit. Harper Creek High School offered four Advanced Placement (AP) courses during the 2019-2020 school year. 74 (9%) of students were enrolled in one or more courses and 36 (49%) elected to take the AP exam(s). Of those students which tested for college credit, 22 (61%) earned a score which qualified.

Harper Creek High School also continues to offer dual enrollment opportunities that allow students to earn college credit while in high school. The 2019-2020 school year saw 105 students (12%) dual enrolled in 224 classes. During the 2020-2021 school year, 98 students (12%) were dual enrolled in postsecondary courses. These 98 students enrolled in 164 courses.

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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

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