

2015-2016 HMS ANNUAL REPORT

April 18, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for Harrison 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 Mrs. Kelly Pieprzyk, Harrison Middle School principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/JDGB0E> , or you may review a copy in the main office at your **child's school.**

The state has identified some schools with the status of Reward, Focus or Priority. During the 2011-2012 school year, Harrison Middle school was identified as a Focus school for its achievement gaps in Reading and Science. Since then the building has worked hard to meet the needs of all of our readers in comprehension and informational reading, closing the achievement gap and losing the label of a Focus School. A top priority in the building and district is in the area of Mathematics. This content area has the largest gap between state assessment averages and building scores, while approx. 20% of students are proficient. Harrison Middle School has many initiatives that are helping to improve Math content knowledge and success.

During the 2014-2015 school year Harrison Middle School has made great strides. To continue to do so we will concentrate our school improvement efforts on closing achievement gaps in order to help all children reach their learning potential. It is the mission of the Middle School staff to actively address the deficient areas by looking closely at diagnostic data and facilitate professional dialogue and customize interventions to meet the needs of all students.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE **STATE'S MODEL**
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
 - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
 - b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 - c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
 - d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>

8. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All district pupils in grades 6 – 8 are assigned to the Harrison Middle School. There is only one building in the district that serves this grade span of pupils.

9. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

A copy of the School Improvement Plan is available electronically at advanced.org or a hard copy at the office of the Principal. The school improvement team, composed of several content team leaders, meet regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals. This team works with the rest of the building staff to gather input, brainstorm, and collect data that creates shared leadership and vision in the school improvement plan.

The following is a summary of the goals which have been written to be implemented in the 2015 – 2016 school year based on student achievement data.

GOALS/OBJECTIVES

Goal: All Harrison Middle School math students will show evidence of higher proficiency as calculated by 2015 State Standardized Test Results.

Goal: All students will demonstrate knowledge of content and best practices in the area of Science at Harrison Middle School.

Goal: All students at Harrison Middle School will make progress becoming proficient readers and writers based on state and benchmark assessments.

Goal: By spring 2015, the number of Harrison Middle School students scoring proficient on the MEAP and Social Studies post tests will increase.

10. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Harrison Middle School uses specialized schools to meet the needs of all students. In addition, specialized schools provide educational alternatives and opportunities for students.

The Clare/Gladwin Area School provides educational services to handicapped students ages six through twenty-five who reside within the Clare/Gladwin Regional Education School District. The school assists students with educational, social and personal learning.

11. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Harrison Middle Schools has transitioned to the State Common Core Standards. Each content area is responsible to update their curriculum maps, pacing guides, and assessments/evaluations. A copy of the curriculum can be located in the office of the principal. Also, staff members have content/grade level documents in their classrooms.

During the 2014-2015 school year staff implemented all curriculum and finalized local assessments for their classrooms.

12. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Local Assessment Data

To ensure student achievement progress, Middle School students are assessed three times per year in reading, writing, Science and math through the school wide benchmark NWEA. Additional "digging deeper" and progress monitoring tools include: Qualitative Reading Inventory, Moodle Writing Prompts and Delta Math Screener. Classroom assessments are also used to **inform staff of each student's strengths and weaknesses in order to plan** instruction tailored to each individual needs. These assessments include, but are not limited to: spelling inventories, benchmark assessments, and progress monitoring assessments in English Language Arts and Math.

M-STEP

Along with classroom assessments, Harrison Middle School administrates the Michigan state assessment (M-STEP) each spring. Results from the MSTEP test along with participation on the test are used to determine whether or not our school is making adequate yearly progress (AYP). Adequate is defined by the proficient levels of achievement set by the Michigan Department of Education. In addition to our school reaching proficient levels, our subgroups must demonstrate this proficiency as well. Subgroups are: Students with Disabilities (SWD), and Economically disadvantaged (ED) students. The results from the 2014-2015 MSTEP are being used as baseline data for all Michigan public schools and won't be used this year to determine AYP.

There are many areas which need to be addressed in school year 2015 – 2016. The area which will receive immediate attention will be our subgroups Students with Disabilities and Economically Disadvantage. Areas that will be focused on will be Math and Science. Efforts will be continued to build academic vocabulary which spans all content areas.

To address the issues listed above we will continue to focus our instruction in reading on vocabulary development and comprehension, especially in the area of informational reading. In writing, we will focus on text structure, **informational and narrative writing. Each student's progress will be closely** monitored in both reading and writing. Title 1 services will be again utilized along with adding Academic Intervention time to our daily schedule. Extended day and year opportunities will be continued for additional tutoring. The addition of two Academic/Behavioral Intervention staff along with our Parent Liaison will be utilized to help identify students and provide support services.

Student Achievement MSTEP

Below are two tables that show the most updated results from the 2014-2015 MSTEP assessment.

	ELA-6th	ELA-7th	ELA-8th	MATH 6 th	MATH 7 th	MATH 8 th
Harrison	40.00%	47.66%	48.05%	17.02%	22.43%	18.18%

	SCIENCE	SOCIAL STUDIES
Harrison	16.82%	27.27%

13. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Parent Conferences

Parent Teacher Conference Attendance Data				
Subgroups	2012-2013		2013-2014	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
6th Grade	52	57%	56	48%
7th Grade	57	47%	39	44%
8th Grade	56	45%	43	43%
Totals	165	49%	138	47%
American Indian/ Native Alaskan	0	0%	0	0%
Asian/ Pacific Islander	0	0%	0	0%
Black, Not of Hispanic Origin	2	.01%	0	0%
Hispanic	0	0%	0	0%
White, Not of Hispanic Origin	163	46%	138	47%
Students with Disabilities	30	.08%	12	.04%
Limited English Proficient	0	0%	0%	0%
Economically Disadvantaged	110	66%	79	27%

As we report the closing of the 2015-2016 school year, we look forward to providing a quality education for Harrison students in the coming year. Staff will work hard to ensure that student achievement and personal success is at the forefront for all students who attend our school.

Sincerely,

Kelly Pieprzyk, Harrison Middle School Principal