4/12/2019

RE: School Annual Education Report (AER) Cover Letter – High School

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Hale Elementary/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 Mr. Michael Bowman for assistance.

The AER is available for you to review electronically by visiting the following web site [http://bit.ly/2HjPh0A](http://bit.ly/2HjPh0A), or you may review a copy in the main office at your child’s school.

For the 2017-18 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 three or more underperforming student subgroups. 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

An ongoing challenge for Hale High School has been closing persistent achievement gaps. With the high rate of economically disadvantaged in our district persisting in the area of 70%, we continually evaluate programs and initiatives seeking to emulate the “correlates of effective schools” as a proven methodology for broad student academic achievement growth. Deming’s “Plan, Do, Check, Act” cycle of
improvement is an ongoing process at Hale High School. A “mastery learning” approach has been adopted for maximizing student growth. The “Eight Step Continuous Improvement” as articulated by Pat Davenport, is used as a roadmap for improved student achievement. In keeping with the Eight Step Process, a “success period” with tutorials and enrichments, consistent with a multitiered system of supports has been initiated as a means of improvement.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
   a. Hale High School is comprised of a single school on a single site. All students are assigned to the single school.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
   a. Significant progress has been made in terms of proficiency rates. Due to that record of success, only minor revisions have been made to the school improvement plan in each of the last two years.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
   a. Hale High School has no specialized schools.

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
   a. In order to comply with state law, the board of education has adopted a core curriculum which is to be based on the Model Core Curriculum developed by the state board of education.
   b. Hale Area Schools Curriculum does not vary from Model Core Curriculum developed by the state board of education.
   c. English, Math and Social Studies instructors at Hale Area Schools utilize the Michigan Association of Intermediate School Administrators (MAISA) units as the curriculum guide.
   d. Michigan Association of Intermediate School Administrators (MAISA) may be accessed at: https://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
   a. 2016-17 –
      i. 61% proficient in ELA for PSAT9
      ii. 45% proficient in math for PSAT9
      iii. 53% proficient in ELA for PSAT10
      iv. 24% proficient in math for PSAT10
      v. 56% proficient in ELA for SAT
vi. 40% proficient in math for SAT

b. 2017-18 -
   i. 71% proficient in ELA for PSAT9
   ii. 45% proficient in math for PSAT9
   iii. 62% proficient in ELA for PSAT10
   iv. 47% proficient in math for PSAT10
   v. 36% proficient in ELA for SAT
   vi. 12% proficient in Math for SAT

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
   a. 2016-17 – 34 students / 26%
   b. 2017-18 – 29 students / 24%

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
   a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
      i. 2016-17 – 16 Students / 12%
      ii. 2017-18 – 17 Students / 14%

   b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
      i. 0

   c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
      i. 0

   d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>
      i. 2016-17 – 16 Students / 12%
      ii. 2017-18 – 17 Students / 14%

I appreciate the hard work and dedication of our students, parents and staff in helping our students succeed.

Sincerely,

Michael H.D. Bowman
Principal
Hale High School