

North Branch Area Schools

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James D. Fish
Superintendent

March 22, 2019

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 North Branch 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 Principal Mark Hiltunen for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2Vsg1cu> , 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.

From 2016-17 to 2017-18, our male students showed growth in the number and percentage of students that met or exceeded the overall Career and College Readiness Standards on the SAT as well as the percentage of students meeting or exceeding the Standard in Math. However, the most significant find is our Economically Disadvantaged students are consistently falling behind their non-disadvantaged classmates.

When a student's performance falls short of the established goals, it can be challenging - even for professionals with a range of training and disciplinary expertise - to determine the cause of the student's struggle and to plan the necessary supports. Teaching low-achieving students requires understanding and a specific set of evidence-based approaches to assessment and

instruction that takes into account individual differences in students because one-size-fits-all interventions don't work.

Our entire staff is focused on developing collaborative processes for evidence-based approaches to improving all students' achievement, especially our economically disadvantaged students. We are developing a school-wide process for monitoring and intervening with at-risk kids to address all students' achievement issues.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to the High School by completing requirements at the Middle School level. Once at the High School, students advance to the next grade level based on credits earned.

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

The members of the School Improvement Team, comprised of core, elective, and special education teachers, as well as counselors and administrators, have been working collaboratively with all staff to drive the school improvement process at North Branch High School. The focus of our School Improvement process is growing Balanced Assessment Literacy. Balanced Assessment System including diagnostic (measure students' knowledge and skills before instruction), formative (to adjust instruction based on student progression toward learning targets), interim (to measure progress toward academic goals and standards) and summative (to measure student mastery of standards and drive local district decision making) components.

Establishing balanced, quality assessment practices throughout a system requires assessment literacy on the part of each individual in that system. Assessment Literacy is defined as the knowledge about how to assess what students know and can do, interpret the results of these assessments, and apply these results to improve student learning and program effectiveness. However, assessment literacy is not acquired in a workshop or by attending one class. It requires that individuals learn together and grow together over time. Thus our focus has and will continue to be the focus for the next 3-5 years.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Not Applicable

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 copy of the Core Curriculum may be attained from the State of Michigan, Department of Education Website. North Branch High School follows the recommended Core Curriculum. A copy of the NBHS Core Curriculum can be viewed at the High School office.

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

Approximately 40% of our parents participate in student-teacher conferences. Student progress is monitored by a larger percentage of our parents via our on-line Skyward Family Access portal as well as personal contact by staff members.

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT) 191 students (27%) participated in Dual Enrollment classes.
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
North Branch High School offered: AP English Literature (11th grade), AP English Composition (12th grade), AP U.S. Government, AP Chemistry, AP Psychology, AP Calculus
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
101 (15%) students took AP courses during the 2017-2018 school year.
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT
21 students (40.38%) received a score leading to college credit.

I wish to thank all North Branch High School Constituents for their dedicated work over the past few years. We have worked hard to create a safe and caring school environment. In addition to our outstanding educational programs, you'll find our positive family atmosphere helps us achieve academically, and emotionally. Please spend a few moments perusing this Annual Education Report to see what's happening in our schools. We appreciate the continued support of parents, staff and our community in this effort. If you have any questions regarding the annual report, please contact the North Branch High School Office at (810) 688-3001.

Sincerely,



Mark J. Hiltunen, M.Ed.
Principal