

HOMER HIGH SCHOOL
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February 7, 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 Homer 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 Homer High School Interim Principal Mrs. JoEllen O'Keefe or Homer Community Schools Superintendent Michael Leskowich for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3rUXi00> 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.

Homer High School has not been given one of these labels.

Homer High School continues to work to maintain our high levels of achievement within our building. Some of the key challenges that we continue to address are the low performance rates for economically disadvantaged students and students with disabilities. Key initiatives in the past two school years to accelerate student achievement and close persistent gaps include the implementation of a college/career readiness course, after-school tutoring and academic support programs, and the addition of more Advanced Placement courses and Dual Enrollment opportunities for all students. Focused work on written curriculum mapping, identification of essential standards, and K-12 alignment was also in progress.

When the pandemic began in March of 2020, much of the forward momentum came to a quick halt. As a building, we had to rethink not only what to teach, but how to teach in a way that was accessible to our students. We also realized that for the last year and half, the focus on meeting social, emotional, and even physical needs was an equal priority to academics. But we also made some positive gains during that time. Free access to a variety of resources helped our team to identify that district-wide, we wanted to commit to an online intervention program through IXL. This has been implemented in all grades in the building, in all subject areas. This year, additional work on behavior and attendance has led to new classroom behavior rubrics and targeted attendance tracking and intervention support.



This school year has continued to be challenging for all educators, as they continue to try to meet the educational needs of our students, while still maintaining all appropriate safety protocols and measures, and navigating ever-changing learning modes, from in person, to remote, to a little of both as individual students are placed on extended quarantine periods.

State law requires that we also report additional information.

1. Process for Assigning Pupils to the School

Students assigned to Homer High School either live within the boundaries of the school district or attend under school of choice. Students are assigned to their respective grades within the school based on total credits earned. Students will typically earn up to 7 credits within a school year. Students need to complete a total of 26 credits in accordance with the Michigan Merit Curriculum in order to graduate. This process has remained consistent for the 2020-21 and 2021-22 school years.

2. Status of the 3-5 Year School Improvement Plan

Homer High School's School Improvement (SIP) has worked to create a 3-5 year plan that aligns our building school improvement goals with the district improvement goals. In the last five years, SIP goals closely mirrored those for the district, including all students becoming proficient in science, social studies, ELA, and math. This plan included focused professional development, curriculum mapping initiatives, and targeted intervention strategies. The school improvement plan is revisited each year by building and district level teams. Copies of this plan are available in each individual school office. Our goals have remained consistent with previous years.

3. Brief Description of Each Specialized School

Homer High School offers students all of the required core content classes, with ELA, math, and science offering honors-level courses, as well as a variety of electives in choral and instrumental music, visual arts, applied arts, and agricultural sciences. Homer is also a participating district with the Battle Creek Area Math and Science Center, allowing for qualifying students to attend this accelerated STEM program for half of the school day. Junior and senior students may also attend the Calhoun Area Career Center (CACC) for college and career vocational training. Transportation is provided to students that are interested in these programs that best align with their Educational Development Plan. Specialized programs such as Law Enforcement, Culinary Arts, Robotics, and Health Occupations are a few of the programs offered at the CACC. Homer also offers the Homer Early College Program, which is a Michigan Early Middle College Association/MDE endorsed early/middle college, offering a 13th year of HS and access to free college courses to students that apply and participate.

4. How to Access a Copy of the Core Curriculum & Description of Implementation

Our core curriculum can be found on the district website at www.homerschools.net or by contacting the Director of Instructional Services, JoEllen O'Keefe, at (517) 568-4464. All core curriculum is aligned with Michigan K-12 Standards. Curriculum maps are in the process of being updated by the various departments.

5. Aggregate Student Achievement Results for Local Tests or Nationally Normed Tests

At the local level, student achievement is assessed by semester and end-of-year course exams. Students are also assessed using the national normed achievement tests of PSAT 8/9, PSAT 10, PSAT/NMSQT, and the SAT. No testing was completed in the spring of 2020 due to the COVID-19 pandemic. Additionally, testing was not mandatory for any student learning remotely during the 2020-21 school year.



PSAT 9 - 9th Grade	2018-19	2020-21
District Mean	832	849
% of Students meeting EBRW Benchmark	29%	56%
% of Students meeting Math Benchmark	49%	34%
% of Students Meeting BOTH EBRW and Math Benchmarks	35%	33%

PSAT 10 - 10th Grade	2018-19	2020-21
District Mean	882	880
% of Students meeting EBRW Benchmark	61%	50%
% of Students meeting Math Benchmark	21%	21%
% of Students Meeting BOTH EBRW and Math Benchmarks	20%	19%

PSAT NMSQT - 11th Grade Fall	2018-19	2020-21
District Mean	907	939
% of Students meeting EBRW Benchmark	51%	53%
% of Students meeting Math Benchmark	21%	33%
% of Students Meeting BOTH EBRW and Math Benchmarks	17%	28%

SAT - 11th Grade Spring	2018-19	2020-21
District Mean	897	910
% of Students meeting EBRW Benchmark	38%	31%
% of Students meeting Math Benchmark	19%	22%
% of Students Meeting BOTH EBRW and Math Benchmarks	34%	32%

6. Students Represented by Parents at Conferences

Parent teacher conferences are an excellent opportunity for parents to have dialogue with their child's teachers. Conferences are held twice a year, once in the fall and again in the spring. In 2018-19 we had 756 total conferences, with approximately 30% of students represented. We only held fall conferences in 2019-20 due to COVID-19. For 2020-21, we once again held fall and spring conferences, but they were only held virtually. We held 324 total conferences, with approximately 22% of students represented. We anticipated that we would have a much smaller number of total conferences and students represented due to the pandemic.



7. Other High School Info – Advanced Opportunities

In the 2019-20 school year, we had 21 students taking dual enrollment courses in the fall semester and 22 students taking courses in the spring semester. Students were enrolled in classes at both Kellogg Community College (KCC) and Albion College. A total of 154 classes were taken between both semesters, with 153 classes passed, earning college and high school credit, with a total of 198.92 credit hours earned. This was an usually high number for courses, as we had students participating in courses through the KCC Regional Manufacturing Technology Center (RMTC), taking trade school module courses. In the 2020-21 school year, there were 18 students enrolled in dual enrollment courses in the fall semester, and 23 in the spring semester. A total of 70 courses were taken between both semesters, with all courses taken at KCC. There were no RMTC students. There were 65 classes passed, with a total of 203 total credit hours earned. Credits that were earned can be transferred to an accepting college or university.

Homer High School offered AP Calculus as a course during the 2017-18 school year, with 7 students taking the AP Calculus AB exam. One student earned credit. In the 2018-19 school year, we offered AP Calculus and AP Computer Science. We had a total of 14 students take AP exams, with 11 students earning credit. In the 2019-20 school year, we offered AP Calculus, AP Computer Science, AP Physics, and AP English Literature. While we originally had 32 students registered to take AP exams, due to the pandemic, not all students chose to take advantage of the alternate online testing format. We only had 16 total students take exams, with 8 total students earning credit. While this was an overall percentage decrease from the previous year, given that students had not been in a regular classroom environment since March 11, we were pleased with the results. In the 2020-21 school year, we offered AP Computer Science, AP Calculus AB, and AP English Literature. A total 29 students took AP exams, with 13 earning credit. In the 2021-22 school year, we are offering AP Computer Science, AP Calculus AB, and have added AP English Language, as well as offering honors-level courses in underclassman English.

In conclusion, Homer High School continues to strive to be the "Destination for Excellence" within our area. 2019-20 and the beginning of 2020-21 have provided many opportunities for learning and growth, by both our students and our staff. The pandemic has challenged us all as educators to think outside the box about not just our content, but how we present and assess this content. We have experienced challenges, but we have also experienced success. Outstanding educational and extra-curricular opportunities continue to await our students at Homer High School. We have great kids and a great staff...this equals a great school!

Sincerely,

JoEllen O'Keefe
Director of Instructional Services
Homer High School Interim Principal

