



HARPER CREEK COMMUNITY SCHOOLS

www.harpercreek.net

February 22, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Wattles Park Elementary. 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, Brent Swan via email at SwanB@harpercreek.net or via telephone at 269-441-5850 for assistance.

The AER is available for you to review electronically by visiting [Wattles Park Elementary AER Report](#) or you may review a copy in the main office at your child's school.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Our school was identified as 'HAS NOT BEEN GIVEN ONE OF THESE LABELS'.

With the cancellation of state testing in the Spring of 2020, no achievement or growth data is available from state assessments for this year. In past years, student achievement on the state tests has been at or above the state averages and similar schools to Wattles Park Elementary. Student growth is a focus that the staff at Wattles Park Elementary has challenged itself to implement new strategies and interventions to help students grow at a faster rate and to reduce the achievement gap between our economically disadvantaged and non-economically disadvantaged students.

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Harper Creek Community School District has established boundaries within the district to identify what elementary school students will attend based on the location of their residence. Parents residing in or out of the district may submit a School of Choice application to request placement in a different elementary school. All School of Choice decisions are made by district central administration.

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

Wattles Park's School Improvement Plan is in year 1 of a 5 year implementation plan. The priority goals are:

- reduction of the achievement gap of ED students, EL students and students with disabilities.
- meeting growth targets in all grades
- raising achievement scores for all students in math and reading on the NWEA and M-STEP
- implementation of Positive Behavior Intervention Supports

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Wattles Park is not considered a 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

The Harper Creek website, harpercreek.net is the location of the core curriculum for our school. Our District Curriculum Council works to ensure the implementation of all curriculum at Wattles Park Elementary.

Administration and staff members work together to ensure that curriculum and district assessments are aligned. The district's curriculum is aligned with the state model.

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

Since schools were ordered shut-down from March through June 2020, no full year assessment data was able to be collected. NWEA Growth data from the 2018-2019 school year is as follows:

Growth percentiles on the 2018-2019 NWEA MAP assessment are:

Mathematics

Kindergarten-53rd percentile

1st Grade-42nd percentile

2nd Grade-31st percentile

3rd Grade-50th percentile

4th grade-51st percentile

Reading

Kindergarten-50th percentile

- 1st Grade-43rd percentile
- 2nd Grade-66th percentile
- 3rd Grade-67th percentile
- 4th Grade-61st percentile

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

During the 2019-2020 school year, Wattles Park Elementary conduct conferences in a format called Academic Parent Teacher Teams. Three separate conferences were conducted throughout the school year with two of them being team conferences with several parents and the teacher together at the same time, and one more traditional conference with the teacher and one student’s parents together for a short time. For the individual conference in November, 96% of students were represented. The average percentages are listed below for the three team conferences.

October- 74%

February-61%

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

The 2019-2020 school year began with much optimism among staff and students. Our school’s theme was “Reading is My Superpower” which encompassed a year-long emphasis on reading improvement. We had author and illustrator visits that brought tremendous enthusiasm to the students’ interests in reading and writing. The pandemic that began at the beginning in the winter of the 2019-2020 school year caused a stay at home order for students and staff. Students and staff transitioned to remote learning for the remainder of the school year beginning on March 13th. The students and staff showed tremendous resiliency in learning new ways to conduct school. Our parents worked really hard to help their children at home complete assignments designed by teachers. While this time was difficult for everyone, it showed all the stakeholders the value of education and how working together can help us overcome barriers to learning. We learned that even a worldwide pandemic cannot overcome children who have the superpower of reading.

Sincerely,

Mr. Brent Swan
Principal, Wattles Park Elementary

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Students for Life

Administration Offices
7454 B Drive North
Battle Creek, MI 49014
T: 269-441-6550
F: 269-962-6034

High School
12677 Beadle Lake Road
Battle Creek, MI 49014
T: 269-441-8450
F: 269-441-2206

Middle School
7290 B Drive North
Battle Creek, MI 49014
T: 269-441-4750
F: 269-979-4613

Beadle Lake Elementary
8175 C Drive North
Battle Creek, MI 49014
T: 269-441-3250
F: 269-962-4748

Sonoma Elementary
4640 B Drive South
Battle Creek, MI 49015
T: 269-441-7800
F: 269-979-6246

Wattles Park Elementary
132 South Wattles Road
Battle Creek, MI 49014
T: 269-441-5850
F: 269-963-1174