



School Annual Education Report (AER) Cover Letter

February 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Howell 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 Jason Schrock for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/pYx9mF>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. Our school was not identified as having one of these labels.

As we continue our high expectations for student learning and make progress toward our academic goals, we recognize the challenges that we face as a school community. The Michigan Department of Education has recently changed the college entrance exam from the ACT to the SAT. Our students took the SAT for the first time in the Spring of 2016. Students who are identified as Economically Disadvantaged, as well as students receiving Special Education services underperform their peers in the areas of Reading and Mathematics. Howell High School continues to evaluate the programs offered to all students and work with district and county teams to ensure proper supports are in place for struggling 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

Howell Public School students have been assigned to schools for the past two years based on their residency. If the school reaches capacity at the student's assigned grade level, the student is assigned to attend the nearest school with availability. Transportation is provided via a transfer bus. The family is given the opportunity to return to the child's home school as seats become available.

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

Howell Public Schools has AdvancEd-NCA District Accreditation. We submit annual building level school improvement plans, as well as a District improvement plan to the state and to AdvancEd. These documents for each of the past two years are published and posted on our Howell Public Schools website www.howellschools.com.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Howell Public Schools has had no specialized schools for the past two years. We do not have a separate alternative education program, and our ELL programming is within our various school buildings.

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

Parents may access the core curriculum at howellschools.com/academics and are available on paper by request from the Instructional Services office (Suite A) at the District's Board Offices, 411 N. Highlander Way in Howell. Our implementation model is based on the 5D+ Instructional Framework - a comprehensive, research-based program that focuses on the essential elements of effective classroom practice. We use the 5D+ Instructional Framework in close alignment with the 5D+ Teacher Evaluation Rubric to ensure successful implementation of high-quality instructional practices in the delivery of our curriculum.

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

Our student achievement on the following state assessments indicate while our overall performance remains steady with slight gains over time, our under resourced students continue to struggle academically on state assessments. The two attachments (College Readiness Trend and Accountability Score Card) show the results of our student body and the aggregate achievement results of our subgroups of students. *see attached

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

Percent of Attendance	Fall 2015	Fall 2016
Fall Parent Teacher Conferences	29%	30%

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

- THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT): 45 (1.8%)
- THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB): 15
- THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) : 348 (14%)
- THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT> 303 (12%)

The students and staff of Howell High School have worked purposely to increase student achievement and make Adequate Yearly Progress. We will continue to offer quality instruction and improve upon our practices in order to best prepare our students for the future.

Sincerely,

Mr. Jason Schrock, Ed. S.
Howell High School



MI School Data
2015-16 Accountability Scorecard
Howell High School

02/14/2017

Overall

Proficiency Summary

Student Group	English Language Arts	Mathematics	Social Studies	Science	% of Status Points
All Students	2	2	2	2	8/8 (100%)
Bottom 30%	0	0	0	0	0/8 (0%)
White	2	2	2	2	8/8 (100%)
Economically Disadvantaged	0	2	2	2	6/8 (75%)
Students With Disabilities	0	0	0	2	2/8 (25%)

District Scorecard

District	Overall	% of Status Points
Howell Public Schools	Yellow	60/72 (83.3%)

Performance of Schools within District

School	Overall	% of Status Points
Challenger Elementary School	Lime	28/36 (77.8%)
Highlander Way Middle School	Lime	38/46 (82.6%)
Northwest Elementary School	Lime	24/32 (75%)
Parker Middle School	Yellow	34/46 (73.9%)
Ruahmah J. Hutchings Elementary	Yellow	28/38 (73.7%)
Southeast Elementary School	Yellow	26/38 (68.4%)
Southwest Elementary School	Lime	30/38 (78.9%)
Three Fires Elementary	Lime	28/36 (77.8%)
Voyager Elementary School	Lime	28/36 (77.8%)



MI School Data

2015-16 Accountability Scorecard Howell High School

02/14/2017

English Language Arts

Proficiency Summary

Student Group	Total FAY Assessed	Total Proficient	Single Year %	Two Year %	Three Year %	Pts. Earned/ Pts. Possible	Met State Objective
All Students	583	476	81.7%	...	...	2/2	2
Bottom 30%	175	68	38.9%	...	...	0/2	0
American Indian or Alaska Native	<30	...	...	...	...	...	...
Asian	<30	...	...	...	...	...	...
Black or African American	<30	...	...	...	...	...	...
Hispanic of Any Race	<30	...	...	...	...	...	...
White	550	451	82.0%	...	...	2/2	2
Native Hawaiian or Other Pacific Islander	<30	...	...	...	...	...	...
Two or More Races	<30	...	...	...	...	...	...
Economically Disadvantaged	142	96	67.6%	...	...	0/2	0
English Language Learners	<30	...	...	...	...	...	...
Students With Disabilities	54	22	40.7%	...	...	0/2	0



MI School Data

2015-16 Accountability Scorecard Howell High School

02/14/2017

Mathematics

Proficiency Summary

Student Group	Total FAY Assessed	Total Proficient	Single Year %	Two Year %	Three Year %	Pts. Earned/ Pts. Possible	Met State Objective
All Students	583	405	69.5%	...	...	2/2	2
Bottom 30%	175	14	8.0%	...	...	0/2	0
American Indian or Alaska Native	<30	...	...	...	...	...	...
Asian	<30	...	...	...	...	...	...
Black or African American	<30	...	...	...	...	...	...
Hispanic of Any Race	<30	...	...	...	...	...	...
White	550	383	69.6%	...	...	2/2	2
Native Hawaiian or Other Pacific Islander	<30	...	...	...	...	...	...
Two or More Races	<30	...	...	...	...	...	...
Economically Disadvantaged	142	72	50.7%	...	...	2/2	2
English Language Learners	<30	...	...	...	...	...	...
Students With Disabilities	54	19	35.2%	...	...	0/2	0



MI School Data

2015-16 Accountability Scorecard Howell High School

02/14/2017

Science

Proficiency Summary

Student Group	Total FAY Assessed	Total Proficient	Single Year %	Two Year %	Three Year %	Pts. Earned/ Pts. Possible	Met State Objective
All Students	580	352	60.7%	...	...	2/2	2
Bottom 30%	174	5	2.9%	...	...	0/2	0
American Indian or Alaska Native	<30	...	...	...	...	...	...
Asian	<30	...	...	...	...	...	...
Black or African American	<30	...	...	...	...	...	...
Hispanic of Any Race	<30	...	...	...	...	...	...
White	548	335	61.1%	...	...	2/2	2
Native Hawaiian or Other Pacific Islander	<30	...	...	...	...	...	...
Two or More Races	<30	...	...	...	...	...	...
Economically Disadvantaged	142	61	43.0%	...	...	2/2	2
English Language Learners	<30	...	...	...	...	...	...
Students With Disabilities	54	18	33.3%	...	...	2/2	2



MI School Data

2015-16 Accountability Scorecard Howell High School

02/14/2017

Social Studies

Proficiency Summary

Student Group	Total FAY Assessed	Total Proficient	Single Year %	Two Year %	Three Year %	Pts. Earned/ Pts. Possible	Met State Objective
All Students	581	394	67.8%	...	...	2/2	2
Bottom 30%	174	5	2.9%	...	...	0/2	0
American Indian or Alaska Native	<30	...	...	...	...	...	...
Asian	<30	...	...	...	...	...	...
Black or African American	<30	...	...	...	...	...	...
Hispanic of Any Race	<30	...	...	...	...	...	...
White	549	371	67.6%	...	...	2/2	2
Native Hawaiian or Other Pacific Islander	<30	...	...	...	...	...	...
Two or More Races	<30	...	...	...	...	...	...
Economically Disadvantaged	142	77	54.2%	...	...	2/2	2
English Language Learners	<30	...	...	...	...	...	...
Students With Disabilities	54	23	42.6%	...	...	0/2	0



MI School Data

2015-16 College Readiness Trend Howell High School: All Subjects / All Students

02/14/2017

