



Sec. 98b Goal Progress Report

Progress Reporting Requirements as outlined in law ([PA 144 Sec 98b](#)):

- Present on goal progression by First Board Meeting in February 2024 and No Later than the Last Day of School.
- Post presentation to district transparency site upon completion of presentation to the local board.

Suggested Template: While the information contained herein is required by statute (98b), this template is a suggested format and is not required to be used by local districts, schools, or buildings. Other formats containing the required information, as outlined in law, are acceptable for use.

Version: Buildings Serving Non K-8 Students

Building: HANCOCK CENTRAL HIGH

Date: 10/23/23

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth as required by law (PA 144 Sec 98b)
Middle of the Year Academic Goal	Increase course completion rates by 50% (reducing to a 10% failure rate) from the AY '20-'21.
End of the Year Academic Goal	Increase course completion rates by 60% (reducing to a 8% failure rate) from the AY '20-'21.
Add additional academic goals as needed	Improve course achievement (improvement in grades) by 20% of the lowest 30% of student learners.

Table B: Achievement Related to Academic Goals

Provide a narrative on progress toward meeting the goals outlined above.
<p>As part of the HCH School Improvement Data, an average of 20% of HS & MS students failed one course during the 2020-2021 school year. Improvement strategies of adding additional elective course, which included credit recovering options, within a trimester model were implemented during the 2021-2023 academic years, supporting the following improvement data:</p> <ul style="list-style-type: none"> ■ During 2021-22 school year 11% of HS students failed a course ● During 2022-23 school year 2 % of HS students failed a course ■ During 2021-22 school year 15% of MS students failed a course ■ During 2022-23 school year 7% of MS students failed a course <p>The additional supports of classes within varied disciplines, as well as the recovery options available have demonstrated initial positive growth for the lowest achieving students; as well as improvement of the percentage of overall student completion of offered courses.</p>