



# ALGONAC HIGH SCHOOL

ALGONAC COMMUNITY SCHOOLS



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## School Annual Education Report (AER) Cover Letter

May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Algonac Jr/Sr 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 Ryan Melrose for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://goo.gl/R32ZJU> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

**Our school has not been given one of these labels.**

The state assessments in M-STEP and SAT showed drastic improvements from the 15-16 school year to the 16-17 school year. The majority of our testing in Math and ELA showed that we scored higher on average in proficiency than the state overall. The data did show that we were still slightly below state level at 11<sup>th</sup> grade science and 8<sup>th</sup> grade math.

The large improvement over last year we believe is a cause of a few factors. First, this was the second time our students took the M-STEP online. We feel this made students more comfortable in the format and what was expected of them. Another factor was that our new school improvement strategies have been in place for two years now. These strategies include Writing Tracker, Close and Critical Reading of informational text, increased graph and data interpretation, increase of problem solving and real life application of math focusing on benchmarks identified by state assessments and alignment of our curriculum. We will continue to align our curriculum to match the needs. We will continue to develop power benchmarks to create a more focused curriculum across all levels.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

Millside Elementary School: K-1

Algonquin Elementary School: 2-6

Algonac Jr/Sr High School: 7-12

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

Algonac High School has established goals in each core content area as well as a graduation goal. Algonac high school consistently monitors and reviews the plan to best meet the needs of the students and adjusts strategies to address deficiencies and student learning gaps. Teachers meet monthly during professional learning communities to focus on school improvement and classroom instruction. Interventions such as student mentoring and subject specific seminars are in place as well as International Baccalaureate to support advanced students.

3. 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:

Algonac High School follows the Michigan Merit Curriculum and state benchmarks that are located at <http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html> Curriculum alignment occurs through departmental school improvement learning communities and an on-going evaluation of pacing guides, syllabi, and assessments. Algonac High School instructional staff use the college readiness standards supported by the SAT as a supplement to support the Michigan state benchmarks. Data is collected and analyzed throughout the year from state, national, and common assessments to identify instructional strengths and benchmark gaps.

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

NWEA was implemented this year. Data will be available next year for us to review and evaluate.

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

16-17 School Year: 52%

17-18 School Year: 52%

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

a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

Fall 2017 – 33 students took a total of 46 classes.

Winter 2018 – 32 students took a total of 55 classes

A total of 6% of our student body took Dual Enrollment classes

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

We offered 16 AP and IB Classes in the 2017/18 school year

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

IB Bio I – 30 – 25% of juniors took IB BIO I

IB Bio II – 28 – 20% of seniors took IB BIO II

IB ENGL I – 27 – 22% of juniors took IB ENGL I

IB ENGL II – 18 – 13% of seniors took IB ENGL II

IB HOW I – 41 – 34% of juniors took IB HOW I

IB HOW II – 43 – 30% of seniors took IB HOW II

IB Math I – 26 – 21% of juniors took IB Math I

IB Math II – 29 – 21% of seniors took IB Math II

IB Music I – 3 – 2% of juniors took IB Music I

IB Music II 8 – 5% of seniors took IB Music II

IB PSY I – 29 – 23% of juniors took IB PSY I

IB PSY II – 8 – 5% of seniors took IB PSY II

IB Spanish I – 12 – 9% of juniors took IB Spanish I

IB Spanish II – 7 – 4% of seniors took IB Spanish II

IB Sports II – 15 – 11% of seniors took IB Sports II

AP Stats – 7

Algonac High School is proud of its heritage and academic success. We are proud of our students, parents, and staff for their continued support. Algonac High School will continue to strive for excellence.

Sincerely,

*Ryan Melrose*

Ryan Melrose  
Principal