



St. Clair High School School Annual Education Report (AER) Cover Letter

December 15, 2016

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 St. Clair 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 Ron Miller for assistance.

The AER is available for you to review electronically by visiting the following web address <https://goo.gl/NKQv8j> 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 has not been given one of these labels.

St. Clair High School continues to produce students who show sizeable, annual growth on both classroom and standardized tests. That being stated, there is a performance gap that is being addressed through the creation of Academic

Seminar, increased awareness of and assessment of student engagement, and improved feedback from teacher to student.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

East China School District has centralized enrollment that assigns students to a school

based on residency boundaries established by the district. East China School District also participates in country-wide Schools of Choice.

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

St. Clair High School is fully accredited by NCA and engages in a continuous cycle of school improvement; conducting a comprehensive needs assessment and analyzing achievement trends, identifying areas of need and designing and implementing strategies to address the needs. The St. Clair High School Improvement Plan may be viewed in its entirety at www.ecsd.us/sch
Highlights include:

Mission Statement: St. Clair High School in partnership with students, parents and the community is committed to an equitable and effective learning environment where students will succeed.

2014-15 School Improvement Goals:

- All SCHS students will demonstrate growth in math proficiency or as measured by College Readiness Benchmark.
- All SCHS students will demonstrate growth in reading proficiency or as measured by College Readiness Benchmark.
- All SCHS students will demonstrate growth in writing proficiency or as measured by College Readiness Benchmark.
- All SCHS Students will demonstrate growth in science proficiency or as measured by the College Readiness Benchmark.

Progress Toward Goals:

- The use of Data Director, by the staff, to analyze student performance levels, has helped to identify strengths and weaknesses related to student performance and classroom instruction.
- Academic Seminar and related interventions have provided assistance to students.
- Daily instruction in all content areas emphasized ACT formatted activities to assist in preparing students for the ACT/MME, PLAN & EXPLORE tests given in March 2015.
- Student's ACT Composite scores have continued to increase.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

St. Clair High School implements the East China School District learning standards and provides instruction students in grades nine through twelve. The standards incorporate the core subject areas of English language arts, mathematics, science, and social studies and are designed to challenge students to achieve their highest potential. The student population also encompasses a district program for cognitively impaired students in grades nine through twelve.

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 K-12 core academic curriculum describes what a student will know and be able to demonstrate after instruction in a particular subject. East China School District develops rigorous and aligned curricula, using the State of Michigan's core curriculum and Common Core State Standards as models when reviewing and developing content areas. Grade level and/or course content expectations are developed in each content area and instructional strategies are created along with pacing guides for instruction and assessments to measure proficiency. A copy of the core curriculum may be obtained by contacting the East China School District Department of Instruction at 810.676.1010.

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

The academic progress of students in high school is evaluated by district common assessments and reported four times annually via student report cards. Students also take the SAT tests annually. Please refer to the linked report for specific scores and achievement trends.

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

An important means of communication is through annual parent-teacher conferences. During the 2015-16 school year, 67% of students' parents/guardians attended.

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

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT) During the 2015-2016 school year 1st semester 57 students were dual enrolled, representing 7.2% of the total student population. 2nd semester 77 students were dual enrolled, representing 9.8% of the total student population.
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED

(AP/IB) Six AP Classes were offered in the 2015-16 school year: English Lit/Comp, English Lang/Comp, U.S. Government, US. History, Calculus, Physics and Biology. In addition, students accessed AP Spanish, Chemistry, and World History through Michigan Virtual High School.

- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) In the 2015-16 school year, 203 students, 26% of the student population, enrolled in one or more AP class; students completed 310 total AP exams taken.
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT Results from the 2014-15 school year indicate 56% of those tested earned a score of 3 or higher.

St. Clair High School experienced a very successful year in academics, co-curricular activities, clubs, organizations, and fine arts indicating that our students are involved in, and are successful in, all facets of their education. I commend the students, staff and parents of St. Clair High School and look forward to continued success in 2016-17.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. Miller', with a stylized flourish at the end.

Ronald Miller