

Clarenceville High School Annual Education Report

February 10, 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 the students of Clarenceville 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 Troy Nelson for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3a8Cq84> or you may review a copy in the main office at your child's school.

Previously, 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.

Schools and school districts were not given labels for the 2019-2020 school year.

Looking at the only available data, which is based on SAT/MSTEP proficiency data from the Spring 2019 state assessments, along with college & career readiness scores, the percentage of students demonstrating proficiency and/or college and career readiness has grown from Spring 2018 proficiency data on all subject assessments (Social Studies, Math, and Combined) except for ELA. All reportable subgroups improved in the Social Studies subject area except for Economically Disadvantaged, which had a 3% dip. On spring 2019 testing, 11th graders at Clarenceville High School were proficient at a higher percentage than the state average in all areas except for math. The free and reduced lunch participation percentage increased from 57.2% in 2018-2019 to 60.5% in 2019-2020 at Clarenceville High School. Clarenceville High School had an increase from 53.7% economically disadvantaged students in 2018-2019 to 68% in 2019-2020.

We continue to implement intervention programs, specifically in the areas of Literacy and Mathematics, to help struggling learners, specifically those students in the bottom 30%, consisting of students with IEPs and 504 plans, economically disadvantaged students and identified "at-risk" students. To support struggling learners in the area of Mathematics, we utilize an intervention pullout program, including, but not limited to Accucess online program, through a pullout program for grade 9 students identified for intervention due to gaps in their math learning. Students are identified from NWEA scores,

Math course work performance, and Accuaccess pre-test. To support struggling learners in the area of literacy, we utilize an intervention pullout program for grade 9 students identified from NWEA scores (language usage and reading) as well as ELA course work performance, and teacher feedback. Additionally, AARI (Adolescent Accelerated Reading Initiative) is utilized for students which are identified for reading comprehension intervention. For students in their senior year that have fallen behind in credits, we developed the Clarenceville Credit Academy where students had three class periods of online learning to recover credit. During one of the class periods, students are taught by a math teacher and assigned to math coursework to get targeted assistance for math credit recovery. We will continue to shore up our Tier 1 instruction, particularly in the areas of Mathematics and Literacy, as well as improve our intervention programs while attending to student's social-emotional needs by being more intentional in targeting the needs of students in the bottom 30%, as we recognize success with students invested in these interventions.

State law requires that we also report the following information for the two most recent years:

1. Information about pupil assignment

Students are assigned to Clarenceville High School on a roll-up basis from the lone middle school in the district. Schools of Choice students are selected through the state defined process and as approved by the Clarenceville School District Board of Education.

2. Status of the 3-5 year School Improvement Plan

In 2017-2018, we continued with our goals established in the areas of mathematics, literacy across the curriculum, and culture. We will continue our focus on school climate/culture as we strive to improve student's college and career readiness skills. We continue to review our SIP strategies and make implementation changes as needed to meet the needs of all students. A review and revision of the SIP, including further development of the three big ideas of culture, literacy, and math, is part of our continuous improvement process. As we have found success implementing our big ideas of Math, Literacy, and Culture, we stayed focused on those three big ideas as we revised and implemented our school improvement plan in 2017-2018.

3. A brief description of each specialized school

Information about the Early College ACE Program:

Clarenceville High School partners with Oakland Schools and Oakland Community College to support student learning in the Accelerated College Experience (ACE) program. Oakland ACE is an early college program for students enrolled at participating Oakland County high schools. The program is designed for those facing

challenges to college enrollment and success. Oakland ACE offers students the opportunity, guidance, and support to earn as much as an associate degree while still in high school. Students who meet the eligibility criteria apply during the 10th grade and commit to a three-year program spanning grades 11 and 12, plus a year as a full-time student at Oakland Community College (OCC). Splitting time between courses at their home high school and college classes at OCC, students work toward their diploma and college degree simultaneously. There is no cost to the students for tuition, fees, or books.

Information about Oakland Schools Technical Campus (OSTC) program:

Clarenceville High School partners with Oakland Schools to support student learning in the Oakland Schools Technical Campus (OSTC) program. The OSTCs are preparing students for the real world through career exploration, hands-on experiences and opportunities to excel through industry competitions and student leadership programs. The Oakland Schools Technical Campuses (OSTC) are valuable extensions of your high school, and bring you customized, self-directed learning that guides you toward future career success. Our goal is to help students find the best program fit for their interests, experiences and goals. All programming at OSTC is grounded on students having the competency to develop universal skills that are essential to employment. OSTC is for those students who desire cutting-edge, hands-on learning and who want to graduate high school with industry certifications, on-the-job experiences, business connections and college credits. Through internships, apprenticeships and job shadows, students will learn what it is like to work in their chosen fields — before spending thousands of dollars to figure it out in college.

4. Information about Core Curriculum:

To access a copy of Clarenceville's Core Curriculum, please visit the following website <https://clarencevillek12-oakland-public.rubiconatlas.org/Atlas/Public/View/Default> or contact the Assistant Superintendent of Learning Services, Mrs. Renee Valentine. Course curriculums at Clarenceville High School are developed using the Michigan Merit Curriculum (MMC) standards and benchmarks.

5. The aggregate student achievement results for any local competency tests or nationally normed achievement tests.

Student assessments were waived for the 2019-2020 school year and are not available for the 2020-2021 AER.

6. Information about Parent-Teacher Conferences:

For last school year, 2019-2020, parents used sign up genius to schedule fall conferences with teachers in November 2019. In the spring of 2020, Clarenceville Schools shifted to virtual learning platform on March 13, 2020 with no students in the building and remained that way for the rest of the year. During this COVID

shutdown, we were focused on the well-being of our students and families and reached out to families, particularly focusing on the first month of the shutdown, from March 13 – April 16, making contact with families anyway possible. The numbers are reflected in the bullet points below. For school year 2018-19, parents signed up for fall conferences for the first time at the high school and they were held on the November Election day from 11 am – 8 pm. For spring conferences, staff had to contact the parents of all students in danger of failing the class. (We used 65% or below as an indication of a student in danger of failing the class.) The Parent / Teacher conference results for the last two years are as follows:

- Spring 2020: 98.8% (646 of 654) of students and/or their families had a contact with 1 or more teachers during the first month of COVID shutdown (March 13 – April 16, 2020)
- Fall 2019: 34.6% (224 of 647) of students' parents or guardians communicated with one or more staff members.
- Fall 2018: Unfortunately, we only have inconsistent data due to a computer scheduling malfunction.
- Spring 2019: 280 (47%) of our students were represented in communication and meetings with staff.

7. Information about dual enrollment and Advanced Placement:

- In 2018-19, 18 students enrolled in the Oakland ACE (Accelerated College Experience) program which is our Early College Program. Enrollment in the ACE program for 2019-20 was the 6th year of increased enrollment in the program. In 2019-20, we had 21 students enrolled in 115 classes in the ACE program. We also had 2 students in the OTEC program enrolled in 4 classes total. Additionally, we had 8 students enrolled in 19 classes at Schoolcraft College in 2019-20. In 2019-20, we had 31 students enrolled in a total of 128 dual enrollment classes. In 2018-2019, we had 14 students dual enrolled outside of the ACE program.
- We offered two AP courses in 2018-19: AP Computer Science Principles and AP Literature. There were 49 students enrolled in the two courses, which is 8% of the total population of 597 students. Additionally in 2018-19, we had two students who took AP courses independently, one AP Chemistry and one AP Physics. In 2019-20 we offered the following seven (7) AP courses: AP Biology, AP Chemistry, AP Literature, AP Government and Comparative Politics, AP US History, AP World History and AP Calculus. One hundred and one (101) of the 626 students or 16% of all students were enrolled in the AP courses for 2019-20 school year. We were able to increase the AP offerings by our use of the Edmentum online program.
- In 2018-2019, 15 (48.3%) of the 31 students who took the AP exam earned a score which could lead to earning college credit, including the student who took AP Physics independently. In 2019-20, 69 (68%) of the students taking an AP class chose to take the AP exam. Of the 69 students choosing to take the AP exam, 35

(50.7%) earned a score which might lead to earning college credit. It is important to note that the AP exams occurred during the COVID pandemic during Spring 2020 and the AP exams were proctored online in a very different format that had never been done previously.

Clarenceville High School's administration, faculty, staff and students will continue to work together to improve teaching and learning into the future. We are proud of our accomplishments in all areas associated with school, yet our work is not completed. We will strive to continue our focused work so that all students will be successful on their path of learning. We will continue to implement instructional strategies from our SIP including our targeted assistance strategies for our at-risk and special needs populations. We will review our data and inform our teaching to better equip ourselves in order to close our achievement gaps between the top 30% of our students and the bottom 30% of our students. We value our students' learning and will continue to provide the support they all need to be successful learners. We will also strive to improve at reaching out to our parents so that we may become stronger partners in their child's education. At Clarenceville High School, we believe that leading the Trojan Way with Trojan **P.R.I.D.E.** (Positive, Respectful, Improving, Determined, Everyone together) makes all the difference.

Every day is a great day to be a Clarenceville Trojan!

Sincerely,

Troy A. Nelson

Troy A. Nelson
Principal
Clarenceville High School

Leading the Trojan Way...with Trojan PRIDE!
Positive - Respectful - Improving - Determined - Everyone Together!