

Clarenceville High School

School Annual Education Report (AER) Cover Letter

February 11, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for 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 website <https://bit.ly/3LI3U2i> or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. 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".

Looking at the only available data, which is based on SAT/MSTEP proficiency data from the Spring 2019 state assessments which all students took for their respective grades and the Spring 2021 state assessments that students had a choice to take or not. These assessments, along with college & career readiness scores, the percentage of students demonstrating proficiency and/or college and career readiness has grown from Spring 2019 proficiency data on the MSTEP Social Studies and SAT assessments. The MSTEP Science was not reported for 2019 and 40% of students that took the assessment in Spring 2021 were proficient. All reportable subgroups on the SAT, including the Evidence Based Reading and Writing (EBR), Math and Total Score, improved from Spring 2019 to Spring 2021, except for the Black / African American subgroup in the total score (3% in 2019 to less than 3% in 2021) and EBR (25% in 2019 to 22.2% in 2021). Additionally, the Black / African American subgroup improved from less than or equal to 10% proficient in SAT Math in the Spring of 2019 to less than or equal to 20% proficient in the Spring of 2021. The free and reduced lunch participation percentage decreased from 60.5% in 2019-2020 to 57.2% in 2020-2021 at Clarenceville High School.

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%, 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 Accuaccess 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. For students in their senior year that have fallen behind in credits, we developed the Clarenceville Credit Academy where students had class periods of online learning to recover credit. 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. COVID has played a major role in widening the gap for all students in all districts and is a great emphasis to help bridge the gap and support all learners on the significant loss that they have experienced through the COVID pandemic. Students with achievement gaps are identified for our intervention programs and are given additional time and support in the areas that they struggle. Ultimately, each teacher works to differentiate instruction to meet the individual needs for each student.

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

Clarenceville High School, as part of the Clarenceville School District, is accredited by AdvancEd and is continuing to maintain and enhance our [Michigan Integrated Continuous Improvement \(MICIP\)](#). Our plan has goals established in the areas of ELA and math for the last four years. This past year, a social-emotional or SEL and career readiness goal was added to our plan to align to our district strategic plan and the State of Michigan Career Readiness initiative. You can see the 2019-2020 plan by visiting the following website https://www.clarenceville.k12.mi.us/downloads/district_files/chs_sip_2019-

[2020 abbreviated goals and plans.pdf](#). 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. You can learn more about the accreditation process at <http://www.advanc-ed.org/>

3. A description of the school and a brief description of each specialized school

Clarenceville High School

Clarenceville High School is a comprehensive high school with currently about 719 9-12 students. Approximately 40.9% are White, 45.3% are African American, 4.5% are Hispanic, 2.3% Asian American, and 6.7% identify with multi-racial as their reporting ethnicity. 2.2% of our students are English Learners. About 57.2% of the students at Clarenceville High School are considered economically disadvantaged and are on free or reduced lunch. As of the writing of this document, 9.3% of Grandview students are students with active, special education individualized education plans.

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. Melissa Carruth. Course curriculums at Clarenceville High School are developed using the Michigan Merit Curriculum (MMC) standards and benchmarks.

5. Information about achievement tests.

Student assessments were waived for the 2019-2020 school year. The numbers in the table below represent the percentage of students meeting or exceeding proficiency on the MSTEP and college and career readiness benchmarks on the SAT.

	MSTEP Science	MSTEP Social Studies	SAT Total	SAT EBR	SAT Math
Spring 2019 All Students	Not reported	49.6	22.3	48.8	25.6
Spring 2019 Economically Disadvantaged	Not reported	Not reported	9.4	35.9	12.5
Spring 2019 African American	Not reported	Not reported	3	25	<10
Spring 2021 All Students	40%	56.7	30.3	50	31.8
Spring 2021 Economically Disadvantaged	Not reported	Not reported	25.9	44.4	29.6

Spring 2021 African American	Not reported	Not reported	<3	22.2	<20
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6. Information about Parent-Teacher Conferences:

For school year 2020-2021, we used Sign-Up Genius again for parents to sign up for conferences. The Fall was fully virtual and the Spring was either in person or virtual, depending on family choice. The previous 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. The Parent / Teacher conference results for the last two years are as follows:

- Spring 2021: 49% (365 of 747) of our students were represented in communication and meetings for conferences.
- Fall 2020: 31% (236 of 758) of our students were represented in communication and meetings for conferences.
- 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% (191 of 558) of students' parents or guardians communicated with one or more staff members.

7. Information about dual enrollment and Advanced Placement:

- In 2019-20, 21 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 2020-21, we had 22 students enrolled in the ACE program and 2 students enrolled in the OTEC program. Additionally, we had 8 students enrolled at Schoolcraft College in 2019-20 and 2020-2021. In 2019-20, we had 31 students enrolled in a total of 128 dual enrollment classes. In 2020-2021, we had 32 students dual enrolled in a total of 154 classes, which is 4.5% of our student population. In 2020-2021, 130 of the 154 classes (84%) earned college credit.
- 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 2020-2021, we offered six AP courses both in person and virtual as we did in 2019-2020. Enrollment in classes was sixty-one which was 8.6% of our student population.

- 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. In 2020-2021, 40 students of the 61 in AP courses chose to take the AP exam. Of the 40, 10 (25%) earned college credit.

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!**