

Elizabeth Tomhave
Principal

ALMONT HIGH SCHOOL

Ross Gauthier
Athletic Director

Joyce Burkland
Secretary

4701 Howland Road
Almont, Michigan 48003

Debbie Lemon
Secretary

(810) 798-8595
Fax (810) 798-7011

April 10, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Almont 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 the High School Principal for assistance.

The AER is available for you to review electronically by visiting the following web site [Almont High School Annual Report](#), or you may review a copy in the main office at your child's school.

For the 2017-18 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.

No Almont Community School is identified for improvement.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students qualify for enrollment to Almont High School through valid residency in the Almont Community Schools District, or through the county's or contiguous counties' School of Choice options. Parents wishing to enroll their children in Almont High School must contact the high school counseling office to begin the application process. Incoming freshmen must have satisfactorily met the middle school requirements of their previous school or district as established by the State of Michigan and the local district. Students enrolled in special programs as part of the Consortium for Exceptional Children attend Almont High School according to specific qualifications as established by the C.E.C.

Homeless students who meet the Federal definition of homeless may enroll and will be under the direction of the District Liaison for Homeless Children with regard to enrollment procedures. A student who has been suspended or expelled by another public school in Michigan may be temporarily denied

admission to the District's schools during the period of suspension or expulsion even if that student would otherwise be entitled to attend school in the District. Likewise, a student who has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired, may be temporarily denied admission to the District's schools during the period of expulsion or removal or until the expiration of the period of expulsion or removal which the student would have received in the District had the student committed the offense while enrolled in the District. Prior to denying admission, however, the Superintendent shall offer the student an opportunity for a hearing to review the circumstances of the suspension or expulsion and any other factors the Superintendent determines to be relevant.

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

Almont High School Participates in AdvancED.

Continuing its pursuit of improvement through self-evaluation, goal setting, and plan implementation, the staff of Almont High School received high marks from the AdvancED Organization for its efforts to improve student achievement. Currently, the teaching staff is involved in collecting data and documenting work completed in meeting the following goals:

NCA Goal #1: "Students will improve their writing skills in all content areas."

NCA Goal #2: "Students will improve their reading comprehension in all content areas."

NCA Goal #3: "More students will perform at the proficient level in math as measured by standardized testing."

3. Accreditation Status

As a result of its work within the District Accreditation Model and most recent External Review (May 2017), Almont High School has ensured continued AdvancED accreditation through the upcoming year.

4. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

In addition to the regular classroom curriculum, students at the high school were also provided a variety of special services related to their educational programs. For example, students with special needs were provided with a number of support services. Students received assistance in speech and language therapy, physical and occupational therapy, and/or were enrolled in Learning Disabled (LD), Cognitively Impaired Level III, and Emotionally Impaired (EI) classrooms for all or part of the school day. Services and programs were also provided for students with hearing and/or visual impairments. In addition to special education services directly related to the individual students' disabilities, a team comprised of a psychologist, social workers, and a nurse were available to assist our students throughout the school year. Some of these services were provided through the **Consortium**

Every student will own their future through academic and personal success.

for Exceptional Children (a special education program sponsored jointly by the Almont, Dryden and Imlay City school districts), while others were provided through the Lapeer Intermediate School District.

One of the more popular special programs in which our high school students participate is career training through the **Lapeer County Educational Technical Center**. The program is open to all District students, and students generally attend during their junior and senior years. Students elect to spend a portion of the school day in courses ranging from Childcare to Auto Body Repair to Computer Aided Drafting and Design to Graphic Arts. A total of 58 Almont students were enrolled in courses at the Ed-Tech Center during the 2017-18 school year (27 males, 31 females).

The purpose of the **Bilingual Program** is to educate Spanish-speaking students and integrate them into the educational setting. In order to do this, each student's educational needs are assessed in the areas of reading, writing, speaking and comprehension of the English language.

Furthermore, the bilingual instructor serves as a translator for parents and teachers so that they have a better understanding of the school's activities, parent-teacher conferences, field trips, illnesses, IEPs, etc. The Bilingual instructor also helps students and their parents to integrate into the community by serving as a liaison in securing appointments and in helping families to locate food, clothing, and housing services.

Another program available to students at Almont High School is the STEMM Academy. The **STEMM** (Science-Technology-Engineering-Math-Medical) Academy is a partnership between Almont High School and Baker College to develop a cohort of students who will commit to a 5-year experience in high school. Starting during the junior year, students will begin taking college courses at the Lapeer Educational Technology Center that are taught by staff members from Baker College of Flint. Students will complete dual enrollment coursework during both the junior and senior years of high school, and then attend Baker College of Flint during the 5th year to attempt to complete an Associate Degree.

Students also have several other ways to earn college credit during high school including **the U of M Flint DEEP program, MCAP, and Dual Enrollment**.

5. 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

Almont High School staff will continue to review core curriculum in the areas of social studies, science, language arts, and mathematics with an emphasis on Common Core standards in Math and English Language Arts. The Common Core State Standards for Math and English Language Arts and the Grade Level Content Expectations (GLCE) for grades 9-12 in Social Studies are integrated into the existing curriculum as are the NGSS standards for

Every student will own their future through academic and personal success.

Science. The student outcomes written for Almont Community Schools are aligned with the Michigan Department of Education Core Curriculum. All curriculum work stems from the Frameworks Process, Common Core State Standards, GLCE, NGSS, and all other state standards and benchmark documents prepared to assist district efforts in curriculum development. Assessment of the core curriculum, as well as all other curricular areas, is ongoing.

During the 2017/18 school year Almont High School offered Advanced Placement courses in the following areas; AP American history, AP World History, AP Government, AP Literature and AP Physics.

Students at Almont High School take competency testing through the State of Michigan MSTEP and nationally through the SAT test.

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

SAT April 2018	Grade 11 <ul style="list-style-type: none"> 101 students tested/105 enrolled 	Mean Score: 1007.2 (400-1600) <ul style="list-style-type: none"> 30.7% Met Both Benchmarks 59.4% Met EBRW Benchmark 32.7% Met Math Benchmark
PSAT Spring 2018	Grade 10 <ul style="list-style-type: none"> 141 students tested/148 students enrolled 	Mean Score: 948 (320-1520) <ul style="list-style-type: none"> 41% Met Both Benchmarks 75% Met EBRW Benchmark 43% Met Math Benchmark
PSAT Spring 2018	Grade 9 <ul style="list-style-type: none"> 126 students tested/128 students enrolled 	Mean Score: 910 (240 - 1440) <ul style="list-style-type: none"> 48% Met Both Benchmarks 71% Met EBRW Benchmark 54% Met Math Benchmark

M-STEP 2018 Social Studies	Grade 11 101 students assessed	Mean Score 2099.7 <ul style="list-style-type: none"> • 49.5% at P & A • 10.9% at A • 38.6% at P • 42.6% at PP • 7.9% at NP
----------------------------	-----------------------------------	---

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

2017-2018 -54%
2016-2017 - 57%
2015-2016 - 55%

8. Almont High School reported 49 students (18 male, 31 female) who took advantage of dual enrollment programs at Macomb Community College, St. Clair Community College and University of Michigan, Flint. All 49 students earned college credit in the dual enrollment courses they were enrolled in.

Advanced Placement:

Almont High School offered Advanced Placement (AP) United States History with 21 students (15 male, 6 female.) Our AP World History course had an enrollment of 21 (13 male / 8 female.) AP Calculus served 19 students (10 male, 9 female.) AHS offered one AP Physics courses this year. AP Physics had an enrollment of 29 students (22 male, 7 female. Our AP Literature and Composition course had 15 students (22 male, 28 female.) At the time of this report, no results from the AP tests were available.

Almont High School continues to provide students with curriculum and instruction that is rigorous and challenging. Students at Almont High School continue to score above the state and national average on standardized State Exams and SAT testing. A high percentage of the students graduating from Almont High School continue on at institutions of higher learning. As we move forward Almont High School will continue to explore and implement curriculum and programs to meet the academic needs of all of our students.

Sincerely,

Elizabeth M. Tomhave
Principal, Almont High School

Every student will own their future through academic and personal success.