



Almont Community Schools
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Rob Watt
Interim Principal

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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 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 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.

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.

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 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 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 64 Almont students were enrolled in courses at the Ed-Tech Center during the 2016-17 school year (27 males, 37 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.

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 the new 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 Science and Social Studies are integrated into the existing curriculum. 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, 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 2016/17 school year Almont High School offered Advanced Placement courses in the following areas; AP United States History, AP World History, AP Calculus, AP Literature and Composition, and AP Physics.

Students at Almont High School take competency testing through the State of Michigan M-STEP and nationally through the SAT Test.

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

SAT

April 2017	Grade 11	Mean Score: 1049 (400 - 1600)
		47% Met Both Benchmarks
		74% Met ERW Benchmark
		53% Met Math Benchmark
116 students tested/129 enrolled =		90% participation
		41% Female
		59% Male

PSAT

Spring 2017	Grade 10	Mean Score: 949 (320 - 1520)
		34% Met Both Benchmarks
		67% Met ERW Benchmark
		39% Met Math Benchmark
99 students tested/106 enrolled =		93% participation
		54% Female
		46% Male

PSAT

Spring 2017	Grade 9	Mean Score: 905 (240 - 1440)
		46% Met Both Benchmarks
		76% Met ERW Benchmark
		50% Met Math Benchmark

140 students tested/N/A enrolled =

N/A participation

36% Female

64% Male

M-STEP

2017 Science Grade 11

Mean Score: 2097

113 students assessed

47% at P&A

19% at A

28% at P

36% at PP

17% at NP

M-STEP

2017 Social Studies Grade 11

Mean Score: 2105

112 students assessed

57% at P&A

15% at A

42% at P

38% at PP

4% at NP

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

2016-2017 57%

2015-2016 55%

2014-2015 61% (Fall Conference only)

8. Almont High School reported 35 students (11 male, 24 female) who took advantage of dual enrollment programs at Macomb Community College, St. Clair Community College and University of Michigan, Flint. All 35 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 19 students (5 male, 14 female.) Our AP World History course had an enrollment of 18 (9 male / 9 female.) AP Calculus served 23 students (17 male, 6 female.) AHS offered two AP Physics courses this year. AP Physics 1 had an enrollment of 25 students (13 male, 12 female) and AP Physics 2 served 21 students (18 male, 3 female). In its first year, our AP Literature and Composition course boasted

50 students (22 male, 28 female.) All 50 AP Literature and Composition students were seniors. 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,

Rob Watt
Interim Principal