



MOUNT CLEMENS COMMUNITY SCHOOLS

167 CASS AVENUE • MOUNT CLEMENS, MICHIGAN 48043

(586) 469-6100 • FAX (586) 469-5569

March 7, 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 Mount Clemens 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 Mr. Gibson, Principal, at 586-461-3313 or gibsonj@mtcps.org for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2tJ6Oav>, 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.

Our school was identified as a Comprehensive Support and Improvement (CSI) school.

A review of the data revealed a persistent achievement gap with regard to state testing in mathematics especially along with a continuous urgency to increase our senior success rate. To close this gap we have adopted a new Data-Driven Classroom approach, intensified our Multi-tiered System of Support (MTSS) program for early detection and strategic reaction to our students' learning and behavioral difficulties, offered strategic extended learning programs to at-risk students, maintained our daily focus on practicing SAT-related skills, and continued our weekly Professional Learning Community meetings to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students we serve.

State law requires that we also report additional information:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

School attendance boundaries are set by the Board of Education. All students living in the attendance area of a school attend that school unless the Schools of Choice option is selected.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Mount Clemens High School is in year one of our most recent School Improvement Plan. Utilizing more classroom MTSS interventions, establishing Data Driven Classrooms, teaching with trauma in mind, and continuing a school-wide focus on evidence-based reading comprehension are a few of the research-based strategies our teachers are utilizing to improve their classroom instruction.



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A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

There are no specialized schools at Mount Clemens High School.

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

A copy of the core curriculum may be obtained from the Mount Clemens Community Schools district office. The core curriculum is fully implemented. There are no variances from the state's model.

STUDENT ACHIEVEMENT RESULTS FOR LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

	2016-17	2017-18
SAT Math	9%	7%
SAT EBRW	37%	24%
Science MSTEP	16%	NA
Social Studies MSTEP	21%	20%

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

	Fall	Spring
2016-17	36, 15.8%	27, 13.4%
2017-18	42, 18.3%	29, 16.7%

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

In 2016-17, Mount Clemens High had 5 students (2.4%) exercise the dual enrollment option. In 2017-18, these numbers doubled to 10 students (4.7%).

COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

Mount Clemens High offers two Advanced Placement courses on a rotating basis: English Language and Composition and English Literature and Composition (one is offered per school year). English Language and Composition was offered in 2016-17. English Literature and Composition was offered in 2017-18.

STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

In 2016-17, 18 (7.6%) in grades 11-12 took the AP course offered. No student received college credit. In 2017-18, 15 (6.2%) in grades 11-12 took the AP course offered. No student received college credit.

We are proud of the progress our students are continuing to make with evidence-based reading comprehension. Our Multi-Tiered System of Supports (MTSS) program is proving to be effective in providing strategic academic and behavioral interventions to students at all levels of preparedness. Our new Professional Learning Communities weekly meeting program has shown real promise as teachers



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collaborate on ways to increase proficiency levels and course success for all students in all content areas. We are grateful to the community members, parents, and educators who continually help us strive to meet the various needs of our students. Our school culture is improving in spite of our test scores, and our students have several new opportunities to have a more fulfilling learning experience. We look forward to continuing our progress and achieving the type of academic growth our community deserves.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Gibson', written over a light grey rectangular background.

J. Gibson, Ed.S.
Principal, MCMHS