



# *Climax-Scotts* *Community Schools*

## **School Annual Education Report (AER) Cover Letter**

April 19, 2018

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 Climax-Scotts Jr./Sr. 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 Kimberly Kirshman for assistance.

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

Math scores continue to be lower than the State average, but Evidence Based Reading/Writing scores continue to be higher than the state average. With District support and grant funding:

- We have added student support systems to increase student access to technology, teacher support, and other resources through our Panther Academic Success Team After School Program (PAST).
- We have increased professional development and instructional coaching in English Language Arts and in Mathematics to ensure that instruction is strong and that interventions are appropriate to increase student growth.
- We have added instructional intervention classes for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades and 9<sup>th</sup>-12<sup>th</sup> combined in both English Language Arts and Mathematics to provide necessary interventions and subject-area enrichment, so that students start with a stronger foundation for the secondary level.

**State law requires that we also report additional information:**

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Students enrolled at Climax-Scotts Junior/Senior High School live within the Climax-Scotts school district boundaries or are Kalamazoo County School of Choice students with a 105 application on file or permission (release) from their home district to attend. We are also a school of choice for students who reside outside of Kalamazoo County but in a contiguous district, if they have a completed 105c application on file.

### **STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

The Michigan Department of Education provides a common School Improvement planning template that addresses student learning and system needs that have been identified. This tool addresses all federal, state and locally required elements that must be contained in a School Improvement Plan.

Climax-Scotts Junior/Senior High School continually updates our school improvement plan to increase student achievement in the areas of Mathematics, Reading, and Writing. The plan describes strategies of curriculum alignment, instructional coaching for Reading, Writing, and Mathematics supporting research-based instructional practice, and use of data for decision-making. We will be continuing to implement these strategies during the 2018-19 school year and engaging in continuous progress-monitoring throughout the school year.

## CURRICULUM

Climax-Scotts Junior/Senior High School follows the State of Michigan's required instructional curriculum which includes both the Michigan Merit Curriculum and the new Common Core State Standards for Mathematics and English Language Arts <http://www.corestandards.org/>. A copy of our curriculum guide can be accessed in the Junior/Senior High School office.

## STATE ASSESSMENTS

On the PSAT 8/9, PSAT 10, and SAT CS students significantly outscored the state in Evidence Based Reading and Writing, but scored significantly lower in Mathematics. We have added instructional coaching to assess our weaknesses and provide guidance to strengthen our performance in mathematics. At every grade level the state was significantly higher in students who **did not meet benchmark** on either section of the assessment, meaning that CS students were more likely to pass at least one, if not both sections of the PSAT.

### College Board: PSAT 8/9

#### 9<sup>th</sup> Grade (Class of 2019): Spring, 2016

##### **Evidence Based Reading/Writing**

71% Met Benchmark

##### **Mathematics**

27% Met Benchmark

##### **Both EBRW and Math**

22% Met Benchmark on both

##### **NONE**

24% Met Neither EBRW or Math Benchmark

#### Compared to State

61% Met Benchmark

41% Met Benchmark

38% Met Both

35% Met Neither EBRW or Math Benchmark

### College Board: PSAT 10

#### 10<sup>th</sup> Grade (Class of 2018): Spring, 2016

##### **Evidence Based Reading/Writing**

79% Met Benchmark

##### **Mathematics**

32% Met Benchmark

##### **Both EBRW and Math**

32% Met Benchmark on both

##### **NONE**

21% Met Neither EBRW or Math Benchmark

#### Compared to State

61% Met Benchmark

36% Met Benchmark

34% Met Benchmark on both

37% Met Neither EBRW or Math Benchmark

### College Board: SAT

#### 11<sup>th</sup> Grade (Class of 2017): Spring, 2016

##### **Evidence Based Reading/Writing**

66% Met Benchmark

##### **Mathematics**

17% Met Benchmark

##### **Both EBRW and Math**

34% Met Benchmark on both

##### **NONE**

34% Met Neither EBRW or Math Benchmark

#### Compared to State

60% Met Benchmark

37% Met Benchmark

35% Met Benchmark on both

38% Met Neither EBRW or Math Benchmark

## GRADES 6-8 M-STEP ASSESSMENT

<b>6th Grade Math Proficient and Advanced</b>			
	2014-15	2015-16	<b>2016-17</b>
CS	46.7%	28.6%	<b>25.6%</b>
State	33.3%	32.8%	<b>34.2%</b>

<b>7th Grade Math Proficient and Advanced</b>			
	2014-15	2015-16	<b>2016-17</b>
CS	23.8%	27.6%	<b>27.5%</b>
State	33.3%	35.3%	<b>36.2%</b>

<b>8th Grade Math Proficient and Advanced</b>			
	2014-15	2015-16	<b>2016-17</b>
CS	11.6%	17.5%	<b>20.0%</b>
State	32.2%	32.7%	<b>33.5%</b>

<b>6th Grade ELA Proficient and Advanced</b>			
	2014-15	2015-16	<b>2016-17</b>
CS	33.3%	31.4%	<b>33.3%</b>
State	44.7%	45.0%	<b>43.6%</b>

<b>7th Grade ELA Proficient and Advanced</b>			
	2014-15	2015-16	<b>2016-17</b>
CS	38.1%	41.4%	<b>25.0%</b>
State	49.1%	47.1%	<b>44.8%</b>

<b>8th Grade ELA Proficient and Advanced</b>			
	2014-15	2015-16	<b>2016-17</b>
CS	34.9%	40.0%	<b>36.7%</b>
State	47.6%	48.9%	<b>48.0%</b>

Over 3 years, our data has not varied a great deal from year to year, but we have scored consistently lower on the M-Step than the State has in both English and Mathematics.

We have implemented instructional coaching for teachers and subject specific intervention classes for students. Through our coaching, we are looking for misalignment of curriculum.

### M-STEP vs. College Board P/SAT Assessments

When reviewing data from both the M-Step at the middle level grades and College Board P/SAT at the secondary grades, we do significantly better on the College Board P/SAT suite of assessments. The M-Step and the P/SAT assessments are not aligned in what they assess.

Since the College Board P/SAT Assessments are established assessments and the M-Step is not, and the College Board P/SAT provides students with college and career readiness scores and college placement information, we place more emphasis on preparation and alignment to the College Board than we do with the M-Step.

## PARENT-TEACHER CONFERENCES

Parent-teacher conferences are held four times each school year, spaced mid-quarter each marking period. Parents and teachers are also encouraged to contact each other should a question or concern arise.

### Percentage of parents attending conferences:

<u>2015-16</u>	<u>2016-17</u>
Fall: 46%	Fall: 49%

Though we saw a slight increase in parent attendance this year, we have seen a drop in parent-teacher conferences over the years. We attribute this to three things:

- (1.) We are a 6-12 building, with teachers who teach both junior high and high school, providing parents with increased access and knowledge of the teaching staff.
- (2.) We are a small school community, which provides parents quick and easy access to staff.
- (3.) We have increased social media and electronic grade monitoring systems at the secondary level. We have had a grade monitoring program in place for several years, but now many teachers have their own webpages and teachers frequently communicate with parents via email and social media, which has decreased the perceived need for parents to meet during parent-teacher conferences.

### Dual Enrollment and Advanced Placement Courses:

	<u>2015-2016</u>	<u>2016-2017</u>
Number of students enrolled in Dual Enrollment – Grades 11/12	28/90 (31%)	28/82 (34%)
Number of students enrolled in an AP course – Grades 11/12	12/90 (14%)	11/82 (13.4%)
Number of AP courses offered at the high school	1 – AP Literature	1 – AP Literature
Number of students taking AP exam & receiving college credit:	2/7 (28.6%)	0/2 = (0%)

As the principal of Climax-Scotts Junior/Senior High School, I am proud of the accomplishments of the students and teachers for the continued focus on improved academic achievement. We appreciate all the support and efforts of our parents and school community.

Sincerely,



Kimberly M. Kirshman, Principal