ALLEN PARK PUBLIC SCHOOLS
an uncompromising commitment to excellence

Allen Park High School
18401 Champaign, Allen Park, MI 48101
ph (313) 827-1200 • *fx* (313) 386-8662

John R. Kelley, Principal
Karen Moran, Assistant Principal
Michael Dawson, Assistant Principal/Athletic Director

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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 2019-2020 educational progress for Allen Park High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about some of the student assessments, accountability and teacher quality. If you have any questions about the AER, please contact the high school administration at 313-827-1200, for assistance.

The AER is available for you to review electronically by visiting the following website https://www.mischooldata.org/annual-education-report or you may review a copy in our main office at your child's school.

For the 2019-2020 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Targeted Support Improvement school.

A Review of Allen Park High School Data, Key Challenges for the School and Initiatives to Close Gaps or Accelerate Student Achievement.

While we are very proud of the performance of our students and we are encouraged with our scores in comparison with the state, we are continually developing plans to improve in each area. Through the commitment displayed in the academic achievement trends made throughout the last three school years, it is our school-wide goal at Allen Park High School to continue to embrace and instruct using the intervention plans developed to accelerate student achievement and address any continuing trends we see in data related to narrowing the "gaps".

Strategies that will continue to drive the focus for closing achievement gaps at Allen Park High School will include:

- Enhancing Cultural Competence which will consider students' diversity to be an asset as well as increasing faculty's cultural competence.
- Offering Comprehensive Support for students by identifying our students who need additional instructional support while supporting students with mentors, tutoring, peer support groups, and role models.
- Classrooms that support learners using varied, effective strategies to instruct diverse learners, targeting literacy and math instruction when needed, safeguarding instructional time, and using data to improve the classroom practice.
- Providing a unified, school-wide effort to make closing gaps our collective responsibility, setting high expectations through the use of rigorous curriculum, identifying strategies/programs to increase achievement, and providing a safe learning environment for all.

Michigan Merit Exam Performance of Allen Park High School by Category

State assessments were not administered for the 2019-2020 school year. The following is a summary of previous years. The Michigan Merit Exam includes the SAT Plus Writing, ACT WorkKeys, and M-Step tests. The M-Step includes an assessment in Science and Social Studies. The charts below represent SAT and M-Step results.

All Students - SAT Total Score

	Met or Exceeded	Did Not Meet
2019-2020	**State testing did not occur**	
2018-2019	48.4%	51.6%
2017-2018	45.2%	54.8%
2016-2017	48.1%	51.9%

All Students- SAT Subject

		Met or Exceeded	Did Not Meet
Evidence Based Reading and Writing	**2019-2020**	**State testing did not occur**	
	2018-2019	72.3%	27.7%
	2017-2018	69.7%	30%
	2016-2017	74.8%	25.2%
Mathematics	**2019-2020**	**State testing did not occur**	
	2018-2019	51.2%	48.8%
	2017-2018	48.1%	51.9%
	2016-2017	50.8%	49.2%

Economically Disadvantaged - SAT Subject

		Met or Exceeded	Did Not Meet
Evidence Based Reading and Writing	**2019-2020**	**State testing did not occur**	
	2018-2019	67.4%	32.6%
	2017-2018	55.6%	44%
	2016-2017	58.5%	41.5%
Mathematics	**2019-2020**	**State testing did not occur**	
	2018-2019	49.4%	50.6%
	2017-2018	30.2%	69.8%
	2016-2017	32.3%	67.7%

Students with Disabilities - SAT Subject

		Met or Exceeded	Did Not Meet
Evidence Based Reading and Writing	**2019-2020**	**State testing did not occur**	
	2018-2019	34.8%	65.2%
	2017-2018	21.7%	78.3%
	2016-2017	8.7%	91.3%
Mathematics	**2019-2020**	**State testing did not occur**	
	2018-2019	21.7%	78.3%
	2017-2018	<20%*	>80%*
	2016-2017	13.0%	89.0%

*Data suppression rule per state

All Students - M-Step Subject

		Students Advanced or Proficient	Advanced	Proficient	Partially Proficient	Not Proficient
Science	**2019-2020**	**State testing did not occur**				
	2018-2019	Data was not released by the state.				
	2017-2018	Data was not released by the state.				
	2016-2017	41.8%	11.1%	30.7%	28.4%	29.9%
Social Studies	**2019-2020**	**State testing did not occur**				
	2018-2019	56.4%	14.7%	41.7%	39.8%	3.9%
	2017-2018	63.9%	16.4%	47.5%	34.9%	1.2%
	2016-2017	65.9%	18.4%	47.5%	30.3%	3.8%

Economically Disadvantaged - M-STEP Subject

		Students Advanced or Proficient	Advanced	Proficient	Partially Proficient	Not Proficient
Science	**2019-2020**	**State testing did not occur**				
	2018-2019	Data was not released by the state.				
	2017-2018	Data was not released by the state.				
	2016-2017	25%	9.4%	15.6%	21.9%	53.1%
Social Studies	**2019-2020**	**State testing did not occur**				
	2018-2019	42.0%	9.1%	33.0%	51.1%	6.8%
	2017-2018	48%	9.4%	39.0%	*	<3%
	2016-2017	39.1%	12.5%	26.6%	53.1%	7.8%

*Data suppression rule per state

Students with Disabilities - M-Step Subject

		Students Advanced or Proficient	Advanced	Proficient	Partially Proficient	Not Proficient
Science	**2019-2020**	**State testing did not occur**				
	2018-2019	Data was not released by the state.				
	2017-2018	Data was not released by the state.				
	2016-2017	8.7%	0.0%	8.7%	17.4%	73.9%
Social Studies	**2019-2020**	**State testing did not occur**				
	2018-2019	34.8%	*	<20%	*	<20%
	2017-2018	<3%	<3%	<3%	<3%	<3%
	2016-2017	39.1%	12.5%	26.6%	53.1%	7.8%

*Data suppression rule per state

The data should not only be analyzed for proficiency, but also for student growth. The following chart represents the growth students made between 9th and 11th grade. The percentage represents the number of students who made growth in each content area. At this time, the state science data is not available. The growth measurement is based on 2-3 years of state testing data.

		Above Average Growth	
	2019-2020	2018-2019	2017-2018
ELA	State testing did not occur	36.4%	31.4%
Mathematics		57.2%	53.1%
Social Studies		34.9%	64%

Intervention Strategies

Administrators and teachers at Allen Park High School are attributing the continued upward swing in state assessment scores earned to be aligned with the thoughtful decisions made about instruction and assessment. The instructional rigor with material presented being relevant, has focused on these primary variables:

- School District/Community expectations
- Curriculum standards set
- Content knowledge
- Student knowledge
- Teacher's knowledge
- Assessment practices
- Effective instructional strategies used

The initiatives and interventions used to address preparation for all students are the SAT style preparatory activities that were developed by a group of APHS instructional high school leaders who developed SAT/PSAT Prep classroom assessments for teachers school-wide, to be used with students as practice pre/post assessments.

Other intervention strategies used during the 2019-2020 school year through March 2020 when schools closed to COVID 19 included:

- Created school-wide curriculum maps with Pacing Guides established across all core content areas to better unify the Michigan Merit Curriculum being taught from teacher to teacher within the same course area.
- National Honor Society students providing free after-school tutoring at the local public library for academically challenged high school learners.
- Continued emphasis placed on the use of intervention strategies whereby teachers analyzed and used data during P.D. activities to adopt instructional decisions that addressed weaknesses in student performance.
- Development and utilization of SAT/PSAT classroom assignments used by teachers to promote greater practice opportunities using pre/post assessments.
- Continued training of teaching personnel to use Atlas Rubicon to assist teachers and administration in vertical alignment of curriculum in the core content areas.

Interventions used during remote instruction, March through June, included:

- A personal tutorial: Remote instruction provided in review of the teacher's instruction. This occurred before or after school so class time was not missed.
- Tips on how to improve study habits and time management.
- Consultation regarding how to approach requesting the opportunity to make up missed assignments.

- Adult mentoring regarding how to improve/strengthen the space used for daily studying.
- Assigned students needing remediation and extra support with assignments paired up with Paraprofessionals who joined their virtual class periods and mentored/tutored on Wednesday afternoons after early dismissal at noon.

School-wide Initiatives Embraced to Target:
Emphasis placed on closing the achievement gap

- Intentional focus placed on quality teacher-student relationships where students perceive their teachers to be supportive, caring, and responsive to their needs.
- Introduction to texts/topics that have cultural relevance
- Personalized learning
- Identification of all students who need additional instructional support
- Supporting students via mentors, tutoring, and role modeling
- Extending learning to after school programs as well as summer programs
- Using "best practices" instructionally as well as using research and data to improve practice
- Making "closing- the-gap" a schoolwide responsibility
- Providing a safe, orderly learning environment for students and educators
- Providing additional resources and support for students experiencing achievement gaps
- Providing time for faculty to meet and plan
- The commitment made by all educators in our school to the belief that providing a positive school climate, can actually narrow the gaps between low-income students and their peers and may equally impact positively our student population with disabilities.
- Frequent monitoring of student success
- Data-driven instruction
- Valuing uninterrupted instructional time
- Formative assessments/common assessments
- Literacy instruction always at the core
- Professional collaboration

Acceleration Strategies
These key practices for improving student achievement used during face-to-face instruction September-February and used remotely March-June, 2020.

- Setting high expectations for all students
- Establishing a challenging curriculum
- Instructional practices that are "engaging"
- Creating personalized learning environments
- Establishing strong guidance and advisement programs through counseling services provided
- Building a strong bridge from the middle grades to the high school as research notes this (bridging) to be one of the most variables in raising student achievement
- Offering a significant number of accelerated opportunities for students
- Offering additional Advanced Placement courses

Accelerated Programs/Courses Offered During the 2019-2020 School Year
Allen Park High School offers a significant number of accelerated opportunities for students, including twelve (12) Advanced Placement courses. Additionally, an accelerated 10th grade ELA course, an accelerated mathematics and science track for incoming 9th graders, and an accelerated 9th grade ELA course, all exist to promote a continued focus and target of meeting the needs of those students needing accelerated strategies and course options.

In the 2019-2020 school year, Allen Park High School offered a total of twelve Advanced Placement courses with 209 members of our student body enrolling in our AP courses selecting this rigorous curriculum in English Literature and Composition, English Language and Composition, Calculus (AB and BC), Chemistry, Biology, United States History, United States Government and Politics, World History, Statistics, and Spanish. While the majority offer one section of the course, four offer two sections: English Language and Composition, World History, Computer Science Principles, United States History, and Statistics. An additional 3 students took four AP exams only (not course instruction) in the

following tested subjects: Computer Science, European History, Music Theory, and Physics C: Mechanics. The 209 AP students actually took 325 AP exams in the various AP courses offered. This represents a 3% increase from the prior school year: see Student Enrollment in Advanced Placement chart on the following pages. During the 2019-2020 school year, Advanced Placement students had a passing rate of 65%, with 211 tests taken reflecting a score of **3** or higher on the Advanced Placement test.

Due to school closures, the College Board revised the exam and administration. Instead of the full paper and pencil exam, students tested from home by completing a free response question. In some cases the content was adjusted for the missed instructional time.

State law requires that we also report the following additional information:

1. ENROLLMENT OF STUDENTS TO ALLEN PARK PUBLIC SCHOOLS

In order to enroll your child into the Allen Park School District you must meet one of the following requirements:

- Reside within the Allen Park Public Schools' district boundaries.
- Participate in the "Schools of Choice" program that has been approved by the Board of Education for the 2019-2020 school year.

Enrollment Data for 2019-2020

Enrollment by Grade	Count
9	305
10	314
11	286
12	246
Total	1151

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

Schoolwide initiatives designed to target increased academic growth includes targeting accelerated learning options for low achievers:

Allen Park High School focused increased efforts during the 2019-2020 school year toward its awareness of variables that research shows make significant differences in academic strides made. These include:

- Establishing a culture of **high expectations**, with practices geared toward preparing students for college and careers
- Encouraging all students to take on academic challenges
- Identification of struggling students as discussed at an "Articulation" meeting held between the Middle and High School staff, held the prior May before the fall of 2019, with Counseling personnel taking an active role in monitoring student performance and arranging help where needed.
- Teachers at APHS have had Professional Development in these areas:
    - clarity of learning targets
    - continuous emphasis placed on using formative and summative assessments (both implemented to increase learning for ALL).
    - practicing the art of seeking feedback from greater numbers of classroom participants through a questioning technique called: "cold calling".
    - ideas offered to teachers to help them empower all students to become fully engaged and participatory in their learning

The following summarizes the school improvement goals for Allen Park High School and the strategies for intervention:

Goal 1: ALL STUDENTS AT APHS WILL BECOME PROFICIENT READERS
All students will demonstrate a proficiency in reading analysis and comprehension of fiction and nonfiction in English Language Arts as measured by local assessment due to the cancellation of state assessments.

Strategies will include the following. Using Informational Text Strategies, Independent Reading Programs, Socratic Seminars, Professional Learning Communities, and Formative Assessment.

Goal 2: ALL STUDENTS AT APHS WILL BECOME PROFICIENT IN SOCIAL STUDIES
All students will demonstrate reading proficiency, comprehending, and utilizing materials found in complex texts in Social Studies as measured by local assessment due to the cancellation of state assessments.

Strategies will include the following: Using Formative Assessment Strategies, Socratic Seminar, and Professional Learning Communities.

Goal 3: ALL STUDENTS AT APHS WILL BECOME PROFICIENT IN SCIENCE
All students will improve their skills in science demonstrating a proficiency in critical thinking in Science as measured by local assessment due to the cancellation of state assessments.

Strategies will include the following: Using Strategies such as Best Practices for Next Generation Science Standards, Data Literacy, Professional Learning Communities, and Formative Assessment Strategies.

Goal 4: ALL STUDENTS AT APHS WILL BECOME PROFICIENT WRITERS
All students will show an improvement in writing across the curriculum both in classroom essay assignments and standardized tests. All students will demonstrate a proficiency in writing in English Language Arts as measured by local assessment due to the cancellation of state assessments.

Strategies will include the following: Using Strategies such as Professional Learning Communities, Best Practices for Argument Writing, the Collins Writing Program, and Formative Assessment.

Goal 5: IMPROVING MATHEMATICS SKILLS
All students will increase their mathematical skills and problem-solving abilities across the curriculum and will demonstrate proficiency in critical thinking in Mathematics as measured by local assessment due to the cancellation of state assessments. .

Strategies will include the following: In Mathematics**,** teachers implementing the Common Core Standards and Practices help students see how mathematics affects their daily lives through the use of relevant problem-solving. They focus on reading charts and graphs, using real world applications to improve student understanding and integrating technology to compare and contrast statistics. Using Strategies such as Data Literacy, Professional Learning Communities, the Summer Math Program, Formative Assessment Strategies, and Best Practices for the Math Common Core.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
Specialized programs have been developed to promote positive strides in student growth. These programs include:

- Team teaching/co-teaching in courses that warrant implementation of the model linking "like instructional experiences" together for students with disabilities and students without disabilities.
- Professionally developed and Michigan approved Career and Technical Education programs/courses exist allowing students to experience hands-on opportunities in the world of work/careers.
- Dual enrollment opportunities for students to attend college courses to add to their post secondary experiences while still in high school.

- ❖ Many clubs sponsored by high school teachers exist to promote growth in social development.
- ❖ Online opportunities to help students succeed while experiencing non-traditional instruction.
- ❖ Peer mentoring programs.
- ❖ Shared collaborative relationship with a local school district to provide Vocational Education opportunities off site for eligible students.

4. 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

An overview of the core curriculum, description and graduation requirements in the Allen Park High School Course Description book is available via the Allen Park Public Schools website at www.appublicschools.com In addition, curriculum maps are available upon request in each subject area. Allen Park High School complies with the Michigan Core Curriculum, meeting or surpassing their expected requirements.

To help students meet their individual goals, Allen Park High School has met the state-driven initiatives inclusive of personal curriculum, dual enrollment opportunities, online courses, CTE program options, and "testing out" provisions allowing for greater exposure to course offerings.

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

Local, State, and National exams were not administered due to COVID closure. For past data, please see the previous charts.

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

Continued efforts are in place to get parents involved in keeping updated about their student's progress through other forms of communication ; we have had great success in reaching our parents through technology, such as Parent Connect and the increasing usage of Google Classroom as a teachable tool to help students stay abreast of instructional expectations by teachers.

Typically the following programs would have occurred to involve parents in their student's education. Some were held in person prior to the closure, some were done virtually, and some were cancelled.

Meet the Teacher Night
8th Grade Parent Orientation
9th Grade Parent Night
Junior Parent Spring Meeting
9th Grade Parent Counseling
Professional Interview Day for Juniors
Program "Launching Your Freshman"
10th Grade Parent Counseling Program
PTSA (monthly)
NHS Induction
Honors Convocation
Senior Parent Night
Senior FAFSA Night
Choosing a College Program
Decision Day for Seniors
Winter and Spring Sports Banquet
Music Banquet
Band Boosters (monthly)
Athletic Boosters (monthly)

7. FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:

a. THE NUMBER AND PERCENTAGE OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

Post-secondary Enrollment Options Act – Dual Enrollment (PA 160) –88 students participated in this program for the 2019-2020 school year and took a total of 158 classes with enrollment in different courses/ classes.

b. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN SECTION 21F - ONLINE LEARNING

Section 21F of Public Act 196 of 2014 expands access to digital learning options for students in Michigan. Students in grades 9-12 are eligible to request an online course; however the online course must be included as one of the six total class selections allowed per semester at Allen Park High School. Additional information may be found at : http://media.mivu.org/institute/pdf/21f_FAQs.pdf -51online courses/classes were taken during the 2019-2020 school year that met Section 21F guidelines, totaling 31 different courses taken by 40 student participants.

c. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

Eleven Advanced Placement courses are currently offered at Allen Park High School: Chemistry, Biology, Calculus AB and BC, Spanish, English Literature and Composition, English Language and Composition, US History, US Government and Politics, Statistics, and World History.

d. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

209 students took one or more of the Advanced Placement tests during the 2019-2020 school year, representing 18% of the school population which was 1151. The next chart shows the participation rates over the last three years.

STUDENT ENROLLMENT IN THE ADVANCED PLACEMENT PROGRAM

Total enrollment in 19/20 school year = 1151	Enrollment in Advanced Placement Courses 2019-2020	Percentage of school or grade level 2019-2020	Percentage of school or grade level 2018-2019	Percentage of school or grade level 2017-2018	Percentage of school or grade level 2016-2017
Total School	209	18%	15%	16%	18%

e. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT:

Sixty five percent (65%) of the Advanced Placement tests taken qualified for a score of 3 or above, leading to college credit. The break down for Allen Park High School Advanced Placement passing grades is as follows **with 5 being the highest score**:

SCORE	2020	2019	2018	2017	2016	2015
5 (perfect score)	12%	11.%	10.9%	10%	11%	7%
4	23%	18.%	21.7%	21%	21%	17%
3	53%	33%	37.8%	38%	35%	38%
Total Percent passing	**65%**	**69.1%**	**70.4%**	**69%**	**68.5%**	**62%**
2	50%	32%	27%	26%	27%	30%
1	16%	6%	2.6%	6%	5%	8%

Allen Park High School's performance has always been competitive on the Advanced Placement tests. The results in Spring of 2020 show that we outperformed the global results. Over the last three years, we have been highly competitive in Michigan and the world.