

Ernest W. Seaholm High School



Michael Wicker, *Principal* | 248.203.3704 | Fax: 248.203.3706 | mwicker@birmingham.k12.mi.us
2436 W. Lincoln, Birmingham, MI 48009

February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2025-26 educational progress for Seaholm 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 Principal Michael Wicker for assistance.

The AER is available for you to review electronically by visiting the following website seaholm.birmingham.k12.mi.us/our-school/annual-education-report, or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2024-25. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

As is the case with many schools across our nation, Seaholm has been challenged with a learning gap due to the pandemic and resulting remote learning that negatively impacted many students academically, socially and emotionally. While our students have begun to emerge from this academic slide, we still see residual academic needs in our students. Recognizing the need for student support through academic intervention and for emotional support through counseling services, our faculty and counselors put in place a multipronged approach.

Academically, the instructional leaders of each department created and implemented discipline centered approaches calculated to fill in gaps in learning. First, faculty worked together to assess what benchmarks and objectives needed to be re-introduced in foundational classes, such as math and languages. For the last two years, a math interventionist has been assigned to push into math classes as well as pull out specific students who needed similar re-teaching of topics. This approach allowed the class to continue to progress but provided "just-in time" support so that the students who benefitted from the intense tutoring could re-enter the class without needing a full term of remediation, which would increase their overall delay in learning math. This approach allowed students to maintain their learning with their cohort/grade. This year, we have continued

this approach, and the math interventionist has seen gains in our students in grades 9 and 10, although grade 11 still struggles in their third year of math.

Our School Improvement Plan (SIP) includes a strengthened focus on literacy for this year. We have included a specific focus on helping students discover “Standard English Conventions” mirroring our practice and assessment to align with the PSAT and SAT College Board patterns. We have had several half day PDs as well as staff and department meetings devoted to creating, implementing and assessing these practice items.

Supporting the emotional and social needs continues to be a priority here at Seaholm. Our counselors have provided assistance through small group counseling, support groups and continued to use our “calm room” for students needing a few minutes in the day to take some deep breaths. We have also trained almost 100% of teachers in restorative practices, hoping to use this knowledge to bridge the gap between wellness and understanding.

State law requires that we also report additional information.

Seaholm High School does not participate in Schools of Choice. Upon enrollment, a resident must show proof of residency within the boundaries of Birmingham Public Schools. Students who participate in tuition-based enrollment are also accepted.

Seaholm has three major goals with our school improvement plan. Two goals align with the district’s five-year strategic plan – to become college and career ready in math and ELA. First, we are focusing on standard English convention, and other areas, to improve EBRW scores on the SAT. We are also working on SAT style problems in math to improve student understanding on the SAT. Finally, we are working on a goal with belonging, to make Seaholm a place students feel safe and valued.

Birmingham Public Schools believes in providing information to parents and legal guardians on a regular basis regarding student progress. At the high-school level, we host parent/teacher conferences three times each year. In the past two years an average of 54% of parents/guardians attended at least one conference with our teaching staff.

Post-Secondary Programming and Advanced Placement (AP) Information 20 students took 29 dual enrollment classes at 5 local colleges or universities.

There are 23 Advanced Placement courses offered in our district. Last year, 517 Seaholm students took a total of 1209 AP exams in 28 subjects. 72% scored 3 or higher. 79 students earned AP Scholar recognition; 81 students earned AP with Distinction, and 32 students earned AP with Honor. 97% of students in the Class of 2025 reported that they enrolled in a four-year college or university, and 3% enrolled in a two-year college program.

At Seaholm, school faculty and staff are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support that learning. These programs set expectations for all school personnel and include measures of performance. In addition, we have organized a comprehensive

structure that is sustainable, effective and measurable. It is our privilege to continue what we consider to be the most important work there is to do— educate our children!

Sincerely,

Michael Wicker

Principal, Ernest W. Seaholm High School