

SOUTH LAKE SCHOOLS

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“Over 100 years of Excellence”

8/18/2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the South Lake High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Carmen Kennedy for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.solake.org/aer.cfm?sid=HS> or you may review a copy from the Principal's office at your child's school.

For 2010-2011, South Lake High School did not make Adequate Yearly Progress (AYP) because:

- We did not attain target achievement goals for all subgroups of students in mathematics.
- We did not attain target achievement goals for all subgroups of students in English language arts.

If we do not make AYP for two years in a row, we will be identified for school improvement. To address this situation South Lake High School is taking a number of steps. In 2011-12 all students will be screened in reading using the Scholastic Reading Inventory. Students then identified will receive supports in the general education classroom and in reading support classes. Teachers will continue to review data and determine a screening tool to use with students in mathematics.

1. Students who wish to attend South Lake High School enroll at the South Lake Administration Building. We accept Macomb County School of Choice applicants at the beginning of each school year.
2. The School Improvement Plan is ongoing. The purpose of the School Improvement Plan is to share with the community the school's ongoing collaborative planning process. This process is aimed at improving outcomes (academic, social, physical, emotional) for all students in the school. We continue to share: the mission statement of the school, the school goals based on student outcomes, curriculum based on the goals, how the plan will be evaluated, staff

development and training programs, and how the school has ensured school-based decision making.

3. Schools in Michigan, in addition to the regular K-12 program, provide certain specialized schools or programs for their students. These specialized schools offer educational alternatives and opportunities to meet the unique education needs of our students. The following is a brief description of the specialized schools or programs that serve the special education needs of students in our community.

Macomb Intermediate School District (M.I.S.D.)

- **Autistic Impaired Programs** are located in fifteen sites throughout the county for students ages 3 to 26.
- **Bovenschen and Peters School** are special training facilities for developmentally disabled students.
- **Rockwell Junior High School** serves some of Macomb County's teenagers who are unable to succeed in their neighborhood schools because of severe emotional problems.
- **Lake Shore Public Schools** houses a special program for moderate cognitively impaired K-12 students.
- **Lakeview Public Schools and Roseville Schools** provide programs for the hearing impaired.
- **Lutz School for Work Experience** is a special training center for older, cognitively impaired students in Macomb County.
- **Neil Reid School** is a high school setting for students with severe emotional problems.
- **Warren Woods School District** houses middle and high school programs that serve students who are physically impaired.

The Placement Process

Students placed in the above programs are assessed by our Special Education Department and/or the Special Education staff at the M.I.S.D. Placement is made with the consent and support of the parents. For more information about services for students with special needs, call Ms. Toni Kasander, Director of Special Services, at 586-435-1610.

4. The Core Curriculum may be accessed by teacher developed assessments, district common assessments and state mandated assessments.

Social Studies

Implementation Phase – The curriculum is adopted and necessary modifications to align with the anticipated new Michigan Content Expectations are being made. Teachers are provided with resources and training necessary to put it into practice.

Science

Development and Implementation Phase – The curriculum is being analyzed and revised to align with new state content expectations.

Communication Arts

Research and Study Phase – In the 2011/12 school year teachers will meet to decide a K-12 scope and sequence that incorporated the Common Core State Standards adopted by the Michigan Legislature on June 15, 2010. Teachers will look at crosswalks between the Michigan Grade Level and High School content expectations and the common core, perform a gap analysis, and review materials.

Mathematics

Research & Study Phase – In the 2011/12 school year teachers will meet to decide a K-12 scope and sequence that incorporated the Common Core State Standards adopted by the Michigan Legislature on June 15, 2010. Teachers will look at crosswalks between the Michigan Grade Level and High School content expectations and the common core, perform a gap analysis, and review materials.

5. Beginning with the 2005-2006 school year, all 9th grade students in the State of Michigan were required to take the MEAP High School Test in the area of Social Studies. The data below shows the percentage of 9th grade students achieving Level 1 (exceeded Michigan standards) and Level 2 (met Michigan standards).

School Year	Percentage of Students Earning Proficient or Exceeded Standards
Fall 2010	72%
Fall 2011	71.9%

All 11th grade students in the State of Michigan are required to take the MME High School Test which is composed of separate tests of Mathematics, English Language, Science and Social Studies. The MME consists of five separate tests, the ACT (with the writing component), the WorkKeys Assessment (math, reading, and locating information), and Michigan Math, Science, and Social Studies tests. Students are able to count their ACT score as an “official” score and are not assessed the normal fees associated with registering for the ACT. The data below shows the percentage of students achieving Level 1 (exceeded Michigan standards) and Level 2 (met Michigan standards) proficiency.

MME Test	Mathematics	English Language		Science	Social Studies
		Reading	Writing		
Class of 2011	37%	54%	39%	43%	71%
Class of 2012	33%	49%	33%	39%	66%

American College Testing (ACT)

Class of	English	Math	Reading	Science	Composite
2009	17.2	18.9	18.9	19.7	18.8
2010	17.2	18.1	17.8	17.9	17.9
2011	15.3	17.7	16.4	17.7	16.9

**Results not yet available from the State of Michigan*

6. Parent participation at our Parent-Teacher conferences is listed below. It is important for parents, teachers, and students to discuss the student’s progress on a regular basis.

Conferences	Number of Students Represented at Conferences	Total Percentage of Students Represented
Fall 2009	347	43

Spring 2010	283	36
Fall 2010	357	50
Spring 2011	209	29

7. The number of students enrolled in one or more POSTSECONDARY courses in the immediate preceding year is 6 or .008%. In the 2009-2010 school year it was 9 or 0.1%.

The number of all types of AP/college level equivalent courses offer the students enrolled in the district for 2010-2011 and 2009-2010: district – 8; the high school(s) – 8; cooperative programs – 9.

The number and percentage of students enrolled in at least one AP/college level equivalent course in the 2010-2011 school year.

Grade 9 - 0 Grade 10 – 0 Grade 11 – 52 or 22% Grade 12 – 107 or 48%

For the 2009-2010 school year we had the following enrolled in at least one AP/college level equivalent course:

Grade 9 – 0 Grade 10 – 0 Grade 11 – 50 or 21% Grade 12 – 67 or 40%

The number and percentage of students who took an AP/college level equivalent credit examination and achieved a score that is at or above the level recommended by the testing service for college credit – 25 or 34% in the 2009-2010 school year.

The number and percentage of students who took an AP/college level equivalent credit exam and achieved a score qualifying for college credit for the 2008-2009 school year – 27 students or 42%.

I am very proud of the accomplishments of our South Lake High School students. I thank the staff and parent community for their commitment to maintaining the highest quality education to our students.

Sincerely,

Louis Steigerwald
Principal
South Lake High School