



Annapolis High School

*Member of AdvancED and accredited by
the North Central Association Commission
on Accreditation and School Improvement.*

Principal
Cheryl Howard

4560 Clippert
Dearborn Heights, MI 48125
Telephone (313)203-3300
Fax (313)278-1238
Website: www.district7.net

Assistant Principal
Kevin Knierim

Athletic Director/
Admin. Assist
Scott Wiemer

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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 2016-2017 educational progress for Annapolis 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 Ms. Cheryl Howard for assistance.

The AER is available for you to review electronically by visiting the following web site http://district7.net/annapolis/about/AHS_AER.html or you may review a copy from the main office at your child's school.

Mission Statement

Achieving Higher Standards

Beliefs

- All students can learn.
- Lifelong learning is necessary to thrive in a changing world.
- Parent/staff communication is essential for student achievement.
- Student success is enhanced by the partnership of students, staff, home, business and community.
- We expect our students to be responsible for their learning and accountable for their actions.
- Establishment of a safe, positive environment is a prerequisite for learning.
- Classroom environment sets the foundation for learning.
- Ongoing staff development activities are essential to meet the needs of teachers and students.
- The achievement of our Mission occurs through the valued commitment and effort of our staff.
- Caring relationships between students and staff are important to the learning process.
- Our staff strives to instill self-respect in our students as well as cultural respect and tolerance within the global community.

Building Profile

Annapolis High School serves approximately 826 students in grades 9–12. There are thirty-seven teaching staff members. Additional support staff include: counselors, classroom paraprofessionals, teacher assistants, school psychologist, social worker, visually

impaired consultant, bilingual consultant, orthopedic aide, administration, campus monitors, and speech and language therapist.

The school day consists of five hours of instruction and a multi-purpose period in a three term year. Students may choose a wide range of electives from jazz band to Anatomy and Physiology. Students also have the opportunity to take additional vocational classes through the career partnership with Crestwood and Robichaud High Schools as well as additional AP classes at Annapolis and Crestwood High School.

Extra-curricular activities include numerous student organizations and athletics. Over fifty percent of the students participated in one or more extra-curricular activities. At Annapolis we believe attendance is extremely important, our daily attendance averages 95.3 percent.

State School Labels

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Annapolis High School has not been given one of these labels.

School Improvement

Annapolis High School is on a continuous improvement plan for both the State of Michigan and AdvancEd. Annapolis continues to meet accreditation standards for AdvancEd and the State of Michigan. We are in year five of our cycle and are working on two goals. We appreciate the continued support of parents, staff and our community in this effort. If you would like to work on any committees toward this effort please contact Ms. Howard at Annapolis High School. The plan can be accessed at http://district7.net/annapolis/AHS_SIP.pdf.

Retention/Drop-Out/Graduation Rate

The 2015 dropout rate is 4.58%, and the four year cohort graduation rate is 87.58% (2015). The five year cohort rate is 87.04% (2014) and the six year cohort rate is 87.16 (2013). The 2016 dropout rate is 5.08%, and the four year cohort graduation rate is 81.92% (2016). The five year cohort graduation rate for the class of 2016 is 88.89%. The five year cohort rate is 88.96% (2015) and the six year cohort rate is 88.13% (2014). The six year cohort graduation rate for the class of 2015 is 90.73%. The 2017 dropout rate is 10.84% and the four year cohort graduation rate is 78.92%.

Parent/Teacher Involvement

Thirty-three percent of AHS parents attended the Fall parent/teacher conferences. The Winter conferences were attended by thirty-three percent and the Spring conferences were attended by twenty-eight percent. Parents are involved in a variety of school activities including: Parent/Teacher Association, booster club, chaperones for student activities; school improvement committee; and as student organization sponsor assistants.

Student Achievement

ACT 2014-2015

College bound students take the American College Test (ACT). The scores of graduating seniors are summarized below:

	Local			State			National		
	13	14	15	13	14	15	13	14	15
English	17.5	17.9	18.9	19.1	19.3	19.4	20.2	20.3	20.4
Mathematics	18.4	18.2	18.2	19.9	19.9	19.5	20.9	20.9	20.8
Reading	18.1	19.3	19.7	20	20.2	20.1	21.1	21.3	21.4
Science	18.7	18.8	19.2	20.2	20.4	20.1	20.7	20.8	20.9
Composite	18.3	18.7	19.1	20.1	19.9	19.9	20.9	21	21

In the 2015-2016 school year, college bound students began taking the Scholastic Aptitude Test (SAT). The scores of graduating seniors are summarized below:

	School	District	State	National
	2016	2016	2016	2016
ERW	481	481	504	496
Reading	24	24	25	25
Writing/Language	24	24	25	25
Math	481	480	491	484
Math	24	24	25	24
Science	24	24	26	25
History/Social Stud.	24	24	25	25
Composite	962	962	995	980

(ERW is abbreviated for Evidence-Based Reading and Writing)

The 2016-2017 school year, all eleventh grade students took the Scholastic Aptitude Test (SAT). The scores of graduating seniors are summarized below:

	School	District	State	National
	2017	2017	2017	2017
ERW	494	494	508	510
Reading	25	25	26	26
Writing/Language	24	24	25	25
Math	494	494	496	497
Math	25	25	25	25
Science	25	25	26	26
History/Social Stud.	25	25	25	26
Composite	989	987	1003	1007

(ERW is abbreviated for Evidence-Based Reading and Writing)

Process for Assigning Students to Annapolis High School

All students that are residents are automatically accepted as students at the high school. In addition, we are a schools-of-choice district that accepts students from outside our district. For the 2012-13 school year it was on a limited basis for 10 thru 12 and an unlimited basis for 9th grade students. For the 2013-14 and 2014-15 school year it was on an unlimited basis for 9 thru 11 and a limited basis for 12th grade students. For the 2015-16 school year it was on an unlimited basis for 9 thru 11 and an limited basis for 12th grade students. For the 2016-17 school year it was on an unlimited basis for 9 thru 11 and an limited basis for 12th grade students.

Business Partnerships

AHS is fortunate to have many business partners that benefit our students. These relationships are formed through the career technical Advisory Committees to help guide our technical programs.

Points of Pride

- MHSAA individual wrestling state qualifiers.
- MHSAA individual bowling state qualifier.
- MHSAA individual golf state regional qualifier.
- Conference championships.
- District sportsmanship awards.
- Division I and II ratings at State Solo-Ensemble Festival.
- Students involved in numerous community service projects through various school organizations.
- Continued accreditation with AdvancED.
- Numerous awards and scholarships given to outstanding Seniors.
- Student support programs – AAA, ARO, SRC, Achieve, peer tutoring and credit-recovery.
- US World and News Bronze Award
- State qualifiers in Bridge Building
- National qualifying team in Bridge Building
- Advanced Placement Courses
- Vocational Educational Program
- Safe and Secure campus

Staff Development

In order to ensure a well-trained staff that understands the importance for learning, the Annapolis staff has been involved in staff development workshops or in-service activities during the school year. Those areas included:

- Formative Assessment Process
- AdvancED Accreditation
- Learning Communities
- MME and ACT/SAT Data Analysis
- Literacy
- Class A Data Collection
- High School Common Core Standards
- DNA Illuminate Data Collection
- Google Classroom
- Achieve 3000
- SIOP and English Language Learners
- Positive Behavior Intervention Support (PBIS)
- Multi Tiered Support System (MTSS)

Core Curriculum

The Core Curriculum establishes broad outcomes to be achieved by all students as a result of their school experiences. These are desirable skills which students will need in order to function in their life career roles of workers, family members, citizens, students and self-fulfilled individuals. It is the goal of education at Annapolis High School to encourage each student to reach his/her learning potential in all content areas.

The Annapolis Core Curriculum can be accessed through the high school webpage or a hard copy can be reviewed in the high school office. Its foundation is the requirements for graduation as outlined by the Michigan Merit Curriculum (MMC). In addition, students are required to complete more elective courses than required in the MMC.

The teachers of District #7 are in the process of aligning the curriculum to the new Common Core Standards, which is the basis for the Michigan Merit Curriculum, in the areas of Language Arts, Science, Math, Social Studies, and Visual and Performing Arts.

Dual Enrollment

Students who have taken the MME or have received qualifying scores on the PLAN test are eligible to enroll in college courses through dual enrollment. For 2011-12, eleven students (3.9%) were dual enrolled, for 2012-13, eighteen students (6.7%) were dual enrolled and for 2013-14, twelve (4.3%) students were dual enrolled. For the 2014-2015, eleven students (9.8%) were dual enrolled. For the 2015-2016, seven students were dual enrolled. For the 2016-2017, one student was dual enrolled. Dual enrollment has decreased as we have increased the number of opportunities for students to take Advanced Placement courses at Annapolis and Crestwood.

Advanced Placement

There are a total of 16 advanced placement courses that are offered to our students. These offerings are a combination of online and in-class courses at both Annapolis and Crestwood High Schools. In 2011-12 eighteen students (6.3%) enrolled in AP courses and eighteen students (6.3%) took the AP exams with six students (31.8%) eligible for college credit. In 2012-13 twenty seven students (10.1%) enrolled in AP courses and twenty seven students (10.1%) took the AP exams with nineteen students (68%) eligible for college credit. In 2013-14 fifty four students (19.3%) enrolled in AP courses and fifty four students (19.3%) took the AP exam with thirty four students (63%) eligible for college credit. In 2014-15 eighty-two students (10.7%) enrolled in AP courses and fifty four students took the AP exam with thirty four students (49%) eligible for college credit. In 2015-16 sixty-one students (7.7%) enrolled in AP courses and eighty-three AP exams were taken with forty-four students (72.1%) eligible for college credit. In 2016-17 one hundred two students (8.09%) enrolled in AP courses and one hundred sixty two AP exams were taken with seventy students (43.2%) eligible for college credit.

We are happy with the progress of our students, but striving to improve our professional performance and ultimately that of our students' performance as well. We have seen growth over the years in both our students and staff. Congratulations to both as well as a big thanks to our parents for their support in Achieving Higher Standards at Annapolis High School.

Sincerely,
Cheryl Howard
Principal