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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 2018-2019 educational progress for Community 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 Marci Tuzinsky, principal of Community High School for assistance.

The AER is available for your review electronically by visiting a2schools.org/aer, or you may review a copy in the main office at your child's school.

For the 2018-2019 school year, schools were identified using definitions and labels as required by the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that has a student group performing at the same level as the lowest 5% of all school 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 has not been given a label.

Community High School is a small magnet high school program within the Ann Arbor Public Schools. The program has 530 students who are selected through a randomized lottery process. It has been in existence since 1972, and we have more than 400 applicants annually for the 132 seats available in the freshman class. We facilitate innovative learning both in the classroom and out in the community. Our open campus environment fosters self-initiated learning opportunities, and creates an environment similar to college, helping students transition into their post-secondary years.

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

1. Students are assigned to the school based on neighborhood residency in the school's attendance area, through an in-district choice application process for available seats, or through a schools-of-choice process where seats are available.

2. Our school improvement plan reflects a thoughtfully considered set of goals and objectives to guide continuous improvement. Community High School is in year 4 of our School Improvement Plan.
3. The Ann Arbor Public Schools is very proud to offer district students and families the option of attending the following specialized schools:
 - ★ Ann Arbor STEAM at Northside reflects excellence in project-based learning through the lens of science, technology, engineering, arts, and mathematics. Students engage in real-world problem solving and work together to enhance and grow in their knowledge and skills.
 - ★ Ann Arbor Open at Mack offers a unique, multi-grade learning experience honoring each student's interests and individuality. The high achieving K-8 school engages students and families as true members of this democratic school community.
 - ★ The International Baccalaureate (IB) Pre-K through 12th grade corridor at Mitchell Elementary School, Scarlett Middle School, and Huron High School reflects international standards of excellence taught from a global perspective and personalized through community service. Teaching and learning represents culturally responsive inquiry-based instruction that embraces the tenets of the IB Learner Profile and IB Programme Standards and Practices.
 - ★ Pathways to Success Academic Campus is an alternative high school for students who prefer a smaller learning environment. Pathways offers extended evening hours integrating online learning with face-to-face instruction. Community internships and dual enrollment at Washtenaw Community College offer accelerated career/college preparation.
4. Ann Arbor Public Schools offers a rich and expansive core curriculum reflecting the Michigan State Standards. The core curriculum is published and posted in the high school course selection guide and on the pre-K through 12th grade curriculum map available on our district web site.
5. State accountability and assessment data for Community High School can be found at <http://bit.ly/2QjgnsR>.
6. Fifty-three percent (53%) or 279 parents/guardians were represented during recent parent-teacher conferences. Additional parent conferences were also held through Achievement Team Meetings, 504 meetings, and IEP meetings.

7. Many high school students obtain college-level credit or experience during their high school career. The following summarizes these experiences at Community High School.

Community High School	2018-2019 Academic Year		2017-2018 Academic Year	
	number	percent	number	percent
Students with Postsecondary Enrollments (Dual Enrollments)	19	3.6%	10	1.9%
College Equivalent Courses Offered (AP/IB)	0		0	
Students Enrolled in College Equivalent Courses (AP/IB)	26	4.9%	27	5.1%
Students Receiving a Score Leading to College Credit (AP score of 3 or above)	40	83.3% (of AP exam takers)	35	85.4% (of AP exam takers)

**2017-2018 data amended*

The following are some of the key initiatives for Ann Arbor Public Schools:

- ★ Project Lead The Way (PLTW), a PK-12 science, technology, engineering, arts, and mathematics (STEAM) curriculum, is being utilized at all of our schools.
 - PLTW LAUNCH is at all of our elementary schools and has been met with great enthusiasm. The students and teachers enjoy the STEAM activities and project-based learning. Students PK-5 will experience two different two to three-week long modules at each grade level in their home classroom, co-taught by their classroom teacher and a PLTW lead teacher.
 - PLTW Gateway is at all of our middle schools and has successfully replaced Technology Education. The students and teachers enjoy the STEAM activities and project-based learning. All 6th Grade students experience Design and Modeling (DM) for one term. 7th. and 8th. grade students may choose from various elective courses which include: Computer Science for Innovators and Makers (CSIM), Automation and Robotics (AR), Medical Detectives (MD), and Energy and the Environment (EE).
 - PLTW Engineering is at all of our high schools, varying depending on the school community, and has had great success. These project-based learning courses include Engineering Design (ED), Principles of Engineering (POE), Computer Integrated Manufacturing (CIM), Aerospace Engineering (AE), and Engineering Design and Development (EDD).
- ★ Integrated global studies and expanded K-12 world language opportunities.
- ★ The full International Baccalaureate continuum of programming from Pre-K (ages 3 and 4) through 12th grade including all four IB programs – Primary Years Programme, Middle Years Programme, Diploma Programme, and the first Career-related Programme in Michigan.
- ★ Enhanced interventions to support accelerated learning in mathematics
- ★ Early childhood education includes opportunities to attend Young 5's kindergarten.

- ★ Expanded magnet and Career Technical Education (CTE) programs, K-12.
- ★ Personalized Learning Plans (PLP's) for every elementary student in every elementary school building.

The Annual Education Report provides an important snapshot of our academic progress and overall academic status at Community High School. We applaud the dedication and passion consistently demonstrated by our students, faculty, and staff. We pledge to continue to invest in curriculum enhancement, alignment to rigorous state standards, and to provide robust professional development on effective practices proven to eliminate achievement disparities and elevate school improvement.

In addition to being proud of our many accomplishments, Community High School will continue to monitor the progress of each student and the achievement gaps that continue to persist between groups of students. Community High School organized several events, professional development sessions, and dialogues that continued the school's commitment to broadening awareness and taking action in our school and community to promote social justice and diversity. Additionally, our school embraced restorative justice practices and philosophies, and utilized these processes to better all of our work. This included various school-wide and small group community service projects, ongoing community communication, and multiple "not school as usual" days focusing on these values. In the spring, CHS was nominated as a 2019 National Blue Ribbon School with the U.S. Department of Education. The professional development and initiative focus for 2018-19 included these main themes: 1) effective feedback for student growth, 2) social and emotional learning for the whole child, 3) restorative justice practices, and 4) balancing the utilization of technology to enhance instruction and engagement with student wellness. In addition to sharing best practices around student feedback among staff, a small group of students were also given instruction and coached on providing feedback and support to students through the Peer Facilitator program and Writing Center project. Community High also worked to enhance systems of communication and feedback within the staff and the parent community around student progress, implementing IEP and 504 accommodations, and interventions based on monitoring student grades at interim and quarter checkpoints. There were several opportunities to focus on the whole child at Community High School in 2018-19. Staff were provided targeted professional development on Restorative Practices to develop their individual skills and guide our building philosophy to embrace restorative practices as the basis for all of our work. A core group of students became trained and utilized to help facilitate their peers in the use of restorative practices. We also continued to grow our practices around Trauma Informed Instruction to adapt teaching techniques to reach the increasing number of students struggling with traumatic events and mental health concerns. We continue to pay close attention to providing effective and differentiated support to students with disabilities, to students who primarily speak a language other than English, and to students who cope with the impact of poverty while developing academic proficiency.

We remain highly committed to increasing achievement for all students while addressing the achievement gaps that are evident for some groups. We will embrace effective teaching characterized by rigorous and personalized learning that nurtures the whole child. We do all this while ensuring that students have a sense of well-being in a safe environment that welcomes all families and celebrates the diversity evident in our community.

Sincerely,

Marci Tuzinsky

Marci Tuzinsky

Community High School