



April 10, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Community High School 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. Marci Tuzinsky, Dean of Community High School, for assistance.

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

For the 2017-18 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 three or more underperforming student subgroups. 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 organized several events, professional development sessions, and dialogues that continued the school's commitment to broadening awareness to take action in our school and community to promote social justice and diversity. 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.

The professional development focus for 2017-18 included these main themes: 1) effective feedback for student growth, 2) social and emotional learning for the whole child, and 3) utilizing and balancing technology to enhance instruction and improve student engagement and 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. Students in Algebra 1 and Math Support courses were given data on their own "Math DNA" and were provided opportunities to practice targeted areas after school twice a week with a retired math teacher.

There were several new opportunities to focus on the whole child at Community High School in 2017-18. We held a Career Fair during the school day based on career areas identified in student surveys. This provided time for students to explore options based on their interest areas post-secondary. In addition, staff were provided targeted professional development on Trauma Informed Instruction to adapt teaching techniques to reach the increasing number of students struggling with traumatic events and mental health concerns.

Community High School offered a series of five SAT preparation classes and offered three orientation sessions to help students access Khan Academy for free targeted SAT preparation. There was also a focus on engaging students at the beginning of 9th grade around ways to utilize tools within Khan Academy and College Board to analyze their P/SAT data and practice in targeted areas.

State law requires that we also report additional information.

1. Students are assigned to the school based on either neighborhood residency in the school's attendance area or through an in-district school of choice process based on seats available or through a school-of-choice process which also identifies school that are under subscribed (with seats available).
2. Community High School is in the fifth year of their 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:
 - ★ K-8 STEAM at Northside School 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 skill.
 - ★ Ann Arbor Open at Mack offers a unique, multi-grade learning experience honoring each student's interest individuality. Students and families are true members of this democratic school community.
 - ★ International Baccalaureate PreK-12 grade corridor at Mitchell Elementary, 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 and/or who may have not been successful in the larger, comprehensive high school setting. 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. The rich and expansive Ann Arbor Public School's core curriculum reflects the Michigan State Standards and can be found:
 - ★ Published and posted in the high school Course Selection Guide
 - ★ A pre K-12 grade curriculum map is available on our District website
5. Aggregate student achievement results for local competency assessments and national normed achievement tests are linked here, <http://bit.ly/2W3GILu>.
6. Approximately 73% or 392 parents/guardians of students attended parent-teacher conferences. Additional parent conferences were also held through Care Team Meetings, 504 meetings and IEP meetings.

7. At Community High School we want to share the following information for the two most recent school years:

| Community High School | 2017-2018 School Year | | 2016-2017 School Year | |
|---|-----------------------|-------|-----------------------|-------|
| | # | % | # | % |
| The Number & Percent of Postsecondary Enrollments (Dual Enrollment) | 13 | 2.4% | 4 | 0.7% |
| The Number of College Equivalent Courses Offered (AP/IB) | 0 | | 0 | |
| The Number & Percentage of Students Enrolled in College Equivalent Courses (AP/IB) | 27 | 5.08% | 10 | 1.9% |
| The Number & Percentage of Students receiving a Score Leading to College Credit (AP score of 3 and above) | 35 | 85.4% | 25 | 86.2% |

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

- ★ Project Lead The Way Engineering is now at all of our high schools and a growing number of students are finding great value and exciting learning experiences in the Introduction to Engineering Design course. We added Principles of Engineering to the Course sequence this year and anticipate adding a Capstone Course, Engineering Design and Development as well.
- ★ Integrated global studies, expanded K-12 world language and the option to attend International Baccalaureate (IB) programs
- ★ Enhanced interventions to support accelerated learning in mathematics
- ★ Early childhood education to include opportunities to attend Young 5's kindergarten
- ★ Expanded magnet and CTE (Career Technical Education) 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 and faculty. 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.

Despite being very 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. For example, we continue to pay close attention to providing effective and differentiated support to students with disabilities, to students who 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 innovative teaching characterized by rigorous and personalized learning that nurtures the whole child. We will 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
Dean, Community High School