

Joseph McDonald, Director of
Secondary Education

Lora Gonzales, Director of
Human Resources

Anchor Bay School District

Administration Office
5201 County Line Rd.
Casco, Michigan 48064
586-725-2861 Fax: 586-727-9059

Robyn Randazzo, Director
Business Services

Frank Cusimano, Director of
Special Services

Sherry Kenward, Director of
Student Services

Phil Jankowski – Superintendent
Todd Rathbun – Assistant Superintendent

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Anchor Bay 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 Mr. Jeffery LaPerriere, Principal, at jlaperriere@misd.net for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3jdirQc> or you may review a copy in the main office of the high school.

For the 2021-22 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 2021-22. 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 or had a graduation rate at or below 67% 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.

Key Challenges

Based on the data in the Combined Report, Anchor Bay High School will focus on closing the achievement gap between our top 30% and bottom 30% subgroups. State law requires that we also report additional information. We will close this gap by continuing to analyze our data to determine which students need additional support. Our literacy tutors and academic coach will utilize the IXL program to develop the reading and math skills of our most at-risk learners. Our professional development focuses on instructional strategies for improving literacy.

Process for Assigning Pupils to Anchor Bay High School

Students attend Anchor Bay High School who are in grades 9-12 and reside within our district boundaries. In addition, we do accept students via school of choice.

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Empowering all students to succeed in an ever-changing world.

Anchor Bay School District does not discriminate on the basis of religion, race, color, national origin, sex, disability, age or other protected status in its programs, activities, or employment.

Status of the School Improvement Plan

Anchor Bay High School's current School Improvement Plan (SIP) was revised in 2019, after careful analysis of student achievement data from MSTEP, MI-Access, and MME including SAT and the NWEA benchmark assessments. This is a living document and is revised each year based on new data. Our plan includes a reading goal, specifically reading informational text across the curriculum.

Core Curriculum Access

Teachers can access the district curriculum, as well as other instructional resources (e.g. state standards and benchmarks, and links to instructional resources) via the Anchor Bay School District website. The district's core curriculum is located in the Curriculum Department section of the district website. The core curriculum that can be assessed is inclusive of the following: ELA (K-12), Math (K-12), Science (K-12), and Social Studies (K-12). The Anchor Bay School District has an ongoing process in developing a core curriculum that aligns with the Michigan Department of Education (MDE) and the Michigan Academic Standards. The process of developing and implementing a curriculum that is consistent with state and federal mandates is a continuous process. Teacher-led teams convene annually to develop and refine, and realign existing curriculum. The district's curriculum department provides awareness sessions and workshops dedicated to providing district administrators, teachers, and the appropriate staff with information and guidance for implementing the district's core curriculum.

Aggregate Student Achievement Results for any local competency tests or Nationally normed achievement tests

See the Combined Report <https://bit.ly/3BoT6fd> for aggregate results for MME, SAT, and MI-ACCESS. Anchor Bay High School's 11th-grade students participate in the MME, SAT, and WorkKeys tests. Our cognitively impaired students take the MI-Access assessment. Our 9th and 10th graders take the PSAT 8/9 and PSAT 10 test respectively.

Student Representation by Parents/Guardians at Parent-Teacher Conferences.

Parent representation is crucial to a student's educational success. During the 2021-2022 school year, 37% of parents/guardians, representing the total population of students, attended our virtual conferences.

2022-23 school year, 29% of parents/guardians, representing the total population of students, attended our virtual conferences.

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The number and percent of students enrolled in College Equivalent Courses (Dual Enrollment)

For the 2021/22 school year, we had 70 students enrolled in post-secondary courses as dual enrollment out of 1893 students, or 4%. In 2022/23 we have 68 students dual enrolled in post-secondary courses out of 1852 which is approximately 4%. Additionally, we have 41 students enrolled in the Early College of Macomb.

The number of college Equivalent Courses offered (AP/IB)

We offer 9 AP courses for the 2021/2022 school year; AP Chemistry, AP World History, AP Calculus, AP Psychology, AP United States Government, AP United States History, AP Computer Science, AP Language & Composition, and AP Literature & Language.

The number and percentage of students receiving a score leading to college credit

For the 2020/2021 school year, we had 250 of our students enrolled in an AP course, which is 14% of our student body; 135 students received a score leading to college credit, and 54% of the students enrolled in AP courses.

For the 2021/22 school year, we had 270 of our students enrolled in an AP course, which is 15% of our student body; 188 students received a score leading to college credit, and 70% of the students enrolled in AP courses.

We are pleased to see the increase in students taking AP exams and what is even more impressive is the increase in students scoring high enough to receive college credit. This is a tribute to our students and parents for accepting the challenge of rigorous AP courses, and our teachers for preparing them to succeed.

Sincerely,

Joseph McDonald

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Director of Secondary Education

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