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# FRASER HIGH SCHOOL



PRINCIPAL | Ryan D. Sines, Ed.S. ATHLETIC DIRECTOR | Shane Redshaw CTE DIRECTOR | Brent Brasure  
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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 2017-18 educational progress for the Fraser 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. Ryan D. Sines for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.mischooldata.org/ParentDashboard/> 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 new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

### **Fraser High School was not given any of these labels.**

A look at student performance data shows Fraser High Student students, as a whole, scoring above the state average for students proficient in all subjects on state tests. Comparing the 2016-17 data to that of 2017-2018 shows a 3% improvement for FHS students compared to a 4% improvement state wide. The average performance percentage of schools with similar demographic characteristics is higher than the percentage is for our students. This gap has been reduced slightly when comparing scores for past two years, but the gap remains. A look at SAT test data shows that Mean Scores and Percentage Meeting Expectations have increased when looking at all students and when looking at the data for our identified subgroups (gender, ethnic groups, economic disadvantaged, students with disabilities, etc.). There are, however, performance differences between identified groups. A continued focus on developing the competencies for all students with attention being paid to decreasing the gaps between identified groups of students will ensure more consistent achievement among our students. Fraser High School will continue to work on further reducing the difference in average performance percentage when compared to schools with similar demographic characteristics.



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## **Assignment of Students**

Students are assigned to courses as determined by their placement test results when applicable. Fraser High School follows the policies and procedures as outlined by the State of Michigan Department of Education and the Fraser Public Schools Board of Education.

## **School Improvement**

Fraser High School remains committed to our continuous improvement process. To guide this initiative, a group of teachers, counselors, and administrators voluntarily meet on a monthly basis with our school improvement co-chairs to monitor and evaluate our progress to achieving our identified goals for school improvement. Our goals for the 2017-2018 school year are:

Goal #1: All students at Fraser High School will increase their proficiency in mathematics.

Goal #2: All students at Fraser High School will increase their proficiency in reading.

Goal #3: All students at Fraser High School will increase their proficiency in writing.

Goal #4: All students at Fraser High School will increase their proficiency in science.

Goal #5: All students at Fraser High School will increase their proficiency in social studies.

Goal #6: Fraser Public Schools will implement and monitor customized learning for our learners

## **Curriculum**

The State of Michigan defines the comprehensive core curriculum as the essential curriculum content that all students must learn in order to progress through the various educational levels. The curriculum at Fraser High School provides opportunities for learning in all core content and elective areas. We are very proud of the variety of offerings provided to our students and take great pleasure in watching our students excel in their academic studies. A copy of our core curriculum can be provided upon request. The staff at Fraser High School has worked diligently to align our curriculum with the State's Model Core Curriculum and is consistent with our community's values and expectations. Our school day schedule is based upon an A/B block schedule with 3 classes meeting on alternating days; one class that meets every day for 45 minutes; and one seminar period that meets every day for 50 minutes. The Class of 2018 was required to complete 27.5 credits for graduation

## **Test Results**

Two standardized tests that were given during the 2017-2018 school year were the SAT (measuring proficiency in Reading, Writing and Math) and the M-Step (measuring proficiency in Science and Social Studies). Students at Fraser High School continue to outperform other schools in Macomb County and often outperform State averages. For more information please visit: <https://www.mischooldata.org/>



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Fraser High School Students in 2017-18 had a Mean (Average) SAT Total Score of 1004. 27% of students in 2017-18 were designated as Met or Exceeded Expectations compared to 31% in 2016-17. 65% of students Met or Exceeded Expectations in Evidence-Based Reading and Writing and 27% of students Met or Exceeded Expectations in Math.

Percent of FHS Students Proficient on State Test (M-Step)					
Year	Reading	Writing	Math	Science	Social Studies
2018	62%		29%	X**	44%
2017	64%		32%	28%	41%
2016	63%		31%	26%	39%
2015*	32%		21%	16%	39%
2014	61%	61%	25%	24%	51%
2013	47%	45%	20%	17%	37%
2012	52%	48%	23%	18%	30%
2011	47%	46%	19%	17%	33%
2010	55%	44%	19%	19%	34%

\*In 2015 the State of Michigan changed the test used to measure proficiency. The test changed in content measured and question style asked. The test now measures Evidence-Based Reading and Writing. It is not possible to make a data comparison to tests take prior to 2015.

\*\*Science Scores were not reported out by the MDE.

## Parent-Teacher Conferences

The annual fall and spring parent-teacher conferences provide an opportunity for all parents to visit the school and meet the administration and professional staff, to gain information about the school's programs and to form home/school partnerships. Given the nature of how we use technology to communicate with parents, it is no longer possible to calculate the specific number of parents that attend conferences.

## Rochester College Program

Fraser High School has an agreement with Rochester College related to issuing college credit for students who participate in the program. For the 2017-18 school year, the following Fraser High School courses qualified for the program: AP Literature, AP English Language & Composition, AP U.S. History, AP Government, and AP Biology. During the 2017-2018 school year, 83 students were enrolled. This program accounts for 5% of the total student population

## Dual Enrollment



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Full-time enrolled juniors and seniors can take courses at a local college or university and count the credit for both college and high school under the State School Aid Act and defined by the dual enrollment parameters. During the 2017 – 2018 school year, four students participated in this program.

### Advanced Placement Test Results

The Advanced Placement Program at Fraser High School has grown steadily from two course offerings in 1998 to 13 courses in 2017-18. Students can enroll in an advanced course of study and prepare for Advanced Placement Exams in English Language and Composition, English Literature, Biology, Chemistry, U.S. History, U.S. Government and Politics, Calculus, Statistics, Psychology, Macroeconomics, French and Spanish. For the 2017-2018 school year, Fraser High School had a total of 283 students enrolled in AP courses, which equates to 18.5% of the school. Individual students took up to six AP classes in 2017-18. Advanced Placement exams are given each May and a score of 3 or higher (out of 5) may qualify the student to receive college credit. 157 AP exams were given to our AP students and 56 students (35.6%) scored high enough to be eligible to receive college credit, which equates to 3.6% of the total student population.

### 2018 (^Class not given at FHS \*Independent Study)

Course	AP Tests Given	# of students who received a score of 3 or higher	% of students who received a score of 3 or higher
Biology	6	3	50%
Calculus AB	8	2	25%
Calculus BC*	1	1	100%
Chemistry	2	1	50%
English Language	50	25	50%
English Literature	20	8	40%
Psychology	25	0	0%
Macroeconomics	7	0	0%
French	6	1	17%
Spanish	9	3	33%
Statistics ^	6	5	83%
U.S Government	7	0	0%
U.S. History	10	2	20%
<b>Total</b>	<b>157</b>	<b>56</b>	<b>35.6%</b>

Closing



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Fraser High School is very much looking forward to our next steps in changing the educational environment for our students. From an expanded open campus environment to a fully implemented competency-based learning system, we are confident that we are focused on our students' learning. We will continue to implement plans and improvements that will move our students to not only achieve on our state tests, but also in their lives after Fraser High School.

Sincerely,

Ryan D. Sines, Ed.S.  
Fraser High School Principal