



Mount Clemens High School
155 Cass Avenue
Mount Clemens, MI 48043
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August 23, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for Mount Clemens High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Michael Bruce, principal for assistance.

The AER is available for you to review electronically by visiting the following web site www.mtcps.org or you may review a copy from the Principal's office at your child's school.

For 2009-2010, Mount Clemens High School made Adequate Yearly Progress (AYP) in English language arts and mathematics; however, we are still identified for SCHOOL IMPROVEMENT. We must make AYP for two consecutive years to no longer be identified for improvement. We are very proud of this achievement as it is a direct result of the teamwork that exists between students, families, and staff. For continued success, we encourage parents to attend conferences, monitor student's attendance, homework, and attend other educational events at the high school.

State law requires that we also report the following additional information. Mount Clemens high school is a secondary school of choice. We educate students in grades 9 thru 12 in our facility. Our school is accredited by North Central Association and is awaiting our quality assurance review during the 2010 – 2011 school year.

Mount Clemens High School has developed a school improvement plan that includes all of the Common Core State Standards which are fully aligned with our curriculum. We opened the Creative Arts and Communication Academy during the 2009 – 2010 school year. By utilizing our cable station, it allows students to be actively engaged in the use of current technology in the media field. Copies of our core curriculum may be obtained from the high school main office.

During 2009 – 2010, our parent conference attendance was 55%. In an effort to reach our goal of 100% participation, the district/ school has implemented a series of workshops and informational meetings designed to increase awareness of the importance of parental involvement. Additionally, 62 students completed Advance Placement coursework, 16 students participated in Dual Enrollment classes, and 38 students from our graduating class enrolled in college.

The staff and administration at Mount Clemens High School are pleased to have improved our school report card score to a grade of “C”. We look forward to continued improvement in our academic programs. Mount Clemens High School is on the right track. Over the summer, I have been working closely with central office staff and our high school staff to develop a comprehensive transformation in terms of school improvement. Our main focus has been to identify things we do well and build on them while making changes in areas where we need to perform better. The end result will be a far more rigorous and challenging year for our students in terms of academics and character development while learning critical skills for life. One exciting change you can anticipate in 2010-2011 is the opening of our new Medical Bio-Science Academy. This academy was designed in partnership with the Michigan State University Osteopathic staff.

We are looking forward to a very successful school year as our students continue achieving to their fullest potential.

Sincerely,

Michael Bruce
Principal
Mount Clemens High School

Full Annual Education Report

School-Level Student Assessment Data for Macomb ISD, Mt. Clemens Community School District, Mount Clemens High School

Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									
Grade: 11									
All Students	2008-09	97.6%	59.9%	33.9%	33.9%	0%	33.9%	32.3%	33.9%
All Students	2009-10	97.4%	65.2%	42.9%	42.9%	0%	42.9%	25.9%	31.3%
Female	2008-09	97.2%	64.2%	36.2%	36.2%	0%	36.2%	30.4%	33.3%
Female	2009-10	96.4%	68%	35.8%	35.8%	0%	35.8%	32.1%	32.1%
Male	2008-09	98.2%	55.5%	30.9%	30.9%	0%	30.9%	34.5%	34.5%
Male	2009-10	98.3%	62.3%	49.2%	49.2%	0%	49.2%	20.3%	30.5%
Black or African American	2008-09	98.9%	33.4%	24.1%	24.1%	0%	24.1%	32.2%	43.7%
Black or African American	2009-10	96.3%	37.5%	36.7%	36.7%	0%	36.7%	30.4%	32.9%
Hispanic or Latino	2008-09	<10	44.5%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	50.7%	<10	<10	<10	<10	<10	<10
White	2008-09	93.9%	66.1%	58.1%	58.1%	0%	58.1%	29%	12.9%
White	2009-10	100%	71.5%	56.7%	56.7%	0%	56.7%	13.3%	30%
Multiracial	2008-09	<10	60.7%	<10	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	64.4%	<10	<10	<10	<10	<10	<10
Students	2008-09	100%	23.5%	0%	0%	0%	0%	30%	70%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
with Disabilities									
Students with Disabilities	2009-10	100%	23.6%	8.3%	8.3%	0%	8.3%	0%	91.7%
Economically Disadvantaged	2008-09	100%	42.4%	25.3%	25.3%	0%	25.3%	36.8%	37.9%
Economically Disadvantaged	2009-10	96.7%	48.5%	38.6%	38.6%	0%	38.6%	30.7%	30.7%
Mathematics									
Grade: 11									
All Students	2008-09	95.3%	49.3%	26.4%	26.4%	0.8%	25.6%	10.7%	62.8%
All Students	2009-10	96.5%	50.4%	18%	18%	1.8%	16.2%	13.5%	68.5%
Female	2008-09	95.8%	47.2%	27.9%	27.9%	1.5%	26.5%	8.8%	63.2%
Female	2009-10	94.5%	48.3%	11.5%	11.5%	0%	11.5%	15.4%	73.1%
Male	2008-09	94.6%	51.5%	24.5%	24.5%	0%	24.5%	13.2%	62.3%
Male	2009-10	98.3%	52.5%	23.7%	23.7%	3.4%	20.3%	11.9%	64.4%
Black or African American	2008-09	96.6%	16.4%	18.8%	18.8%	0%	18.8%	7.1%	74.1%
Black or African American	2009-10	96.3%	16.4%	15.2%	15.2%	1.3%	13.9%	10.1%	74.7%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Hispanic or Latino	2008-09	<10	32.4%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	33.8%	<10	<10	<10	<10	<10	<10
White	2008-09	90.9%	56.5%	46.7%	46.7%	3.3%	43.3%	16.7%	36.7%
White	2009-10	96.7%	57.9%	27.6%	27.6%	3.4%	24.1%	20.7%	51.7%
Multiracial	2008-09	<10	47.7%	<10	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	44%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	95%	10.2%	5.3%	5.3%	0%	5.3%	5.3%	89.5%
Students with Disabilities	2009-10	100%	11.2%	0%	0%	0%	0%	0%	100%
Economically Disadvantaged	2008-09	96.8%	28.9%	19.6%	19.6%	0%	19.6%	9.8%	70.7%
Economically Disadvantaged	2009-10	96.7%	30.4%	12.5%	12.5%	1.1%	11.4%	13.6%	73.9%

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 11								
All Students	2008-09	<10	87.7%	<10	<10	<10	<10	<10
All Students	2009-10	<10	89.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	88%	<10	<10	<10	<10	<10
Female	2009-10	<10	90.8%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.5%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	80.3%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	81.9%	<10	<10	<10	<10	<10
White	2008-09	<10	91%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	85.8%	<10	<10	<10	<10	<10
Mathematics								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Grade: 11								
All Students	2008-09	<10	70.3%	<10	<10	<10	<10	<10
All Students	2009-10	<10	71.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	63.9%	<10	<10	<10	<10	<10
Female	2009-10	<10	65.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	74.4%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	53.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	53.7%	<10	<10	<10	<10	<10
White	2008-09	<10	76.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	68.9%	<10	<10	<10	<10	<10
Science								
Grade: 11								
All Students	2008-09	<10	62.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	70.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	59.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	67.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	65.1%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Black or African American	2008-09	<10	42.6%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	51.5%	<10	<10	<10	<10	<10
White	2008-09	<10	71.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	60.6%	<10	<10	<10	<10	<10

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
No records to display.								

2009-10 School-Level Accountability (AYP) Detail Reporting for Macomb ISD, Mt. Clemens Community School District, Mount Clemens High School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.8%	86.4%
Mathematics	99.2%	85.8%
School		
English Language Arts / Reading	97.2%	78.4%
Mathematics	96.3%	58.8%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	95.9%	83.2%
Mathematics	95.2%	83.3%
School		
English Language Arts / Reading	96.2%	74.6%
Mathematics	96.2%	56.7%
American Indian or Alaska Native		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	94.5%	90.2%
Mathematics	93.9%	87.9%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Multiracial		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	188.4%	92%
Mathematics	190.7%	89.5%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	99.3%	48.2%
Mathematics	98.7%	56.4%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	100.4%	85.3%
Mathematics	99.9%	85%
School		
English Language Arts / Reading	96.6%	74.7%
Mathematics	96.6%	55.7%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
	75.39%
District	
	71.92%
School	
	72.46%
Black or African American	
State	
	56.59%
District	
	69.79%
School	

Graduation Rate (High Schools only) (Goal 80%)	
	68.82%
American Indian or Alaska Native	
State	
	65%
Asian, Native Hawaiian, or Pacific Islander	
State	
	84.47%
District	
	<10
School	
	<10
Hispanic or Latino	
State	
	59.94%

Graduation Rate (High Schools only)
(Goal 80%)

District

<10

School

<10

White

State

81.85%

District

73.81%

School

78.38%

Multiracial

State

71.12%

Graduation Rate (High Schools only)
(Goal 80%)

District

<10

School

<10

Limited English Proficient

State

65.51%

Students with Disabilities

State

57.61%

District

66.67%

School

64.29%

Graduation Rate (High Schools only)
(Goal 80%)

Economically Disadvantaged

State

59.8%

District

64.71%

School

64.2%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

92.2%

School

Attendance Rate (Goal 90%)	
	88%
Black or African American	
State	
	91%
District	
	91.7%
School	
	88.1%
American Indian or Alaska Native	
State	
	93.7%
District	
	96.7%
Asian, Native Hawaiian, or Pacific Islander	

**Attendance Rate
(Goal 90%)**

State

96.5%

District

95.5%

School

98.3%

Hispanic or Latino

State

94.1%

District

95.5%

School

96%

White

**Attendance Rate
(Goal 90%)**

State

95.7%

District

92.6%

School

87.6%

Multiracial

State

94.8%

District

91.6%

School

83.3%

Limited English Proficient

**Attendance Rate
(Goal 90%)**

State

94.6%

District

96.2%

School

97.1%

Students with Disabilities

State

93.5%

District

91%

School

86.8%

Economically Disadvantaged

Attendance Rate (Goal 90%)	
State	94.8%
District	92.5%
School	88.9%

* All data based on students enrolled for a full academic year.

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---.00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%

2009-10 School-Level Accountability (AYP) Status Reporting for Macomb ISD, Mt. Clemens Community School District, Mount Clemens High School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
No	Met	Met	Met	C	School Improvement	2

December, 2009 School-Level Teacher Quality Reporting for Macomb ISD, Mt. Clemens Community School District, Mount Clemens High School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	17	32	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g.,

percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Student classified as having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Student classified as having a disability					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	#	‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Student classified as having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505