



300 River Place, Suite 3600 | Detroit, MI 48207 | (313) 263-9800  
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**SOUTHEASTERN HIGH SCHOOL**  
**School Annual Education Report (AER) Cover Letter**

April, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2014-2015 educational progress for **Southeastern 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 **Principal Steven Elam** for assistance.

The AER is available for you to review electronically by visiting the following web site <http://icansoar.org>, or you may review a copy in our main office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has been identified as a "PRIORITY" SCHOOL."

Some obstacles we faced at Southeastern in the past years included:

- Staff reduction due to economic necessity
- Lower enrollment and reduced resources
- Student absenteeism and truancy levels
- Relatively high attrition rates for staff and students

In spite of these obstacles, Southeastern High School is beginning to make some academic and cultural gains.

Southeastern HS's mission and vision is to prepare all students to be College and Career Ready, to serve as a catalyst of change in their community. Having the students meet or exceed their academic goals will support them functioning at same level as their peers nationally and being able to think critically about the future.



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Some key initiatives at Southeastern include:

- In each class, students and teachers will use the CER approach – Claim, Evidence, Reasoning
- In each class, every day, students complete at least one writing assignment related to the content area
- In each class, every day, students complete some reading
- In English classes, explicitly teach lessons on Punctuation/Grammar/Sentence Structure/Language Convention
- All SE staff **model and correct** students' formal English language usage in every situation, every time
- The math team designs interventions to accelerate math content learning and skills for all students
- Staff development focuses on 6 + 1 Writing; SAT Writing Rubric; Teaching Academic Vocabulary; Reading and Writing across the curriculum; Teaching daily mini-lessons on language use; and Math strategies that work

State law requires that we also report additional information. Please see below to glean more information about our school:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Southeastern High School is part of a statewide school system with open enrollment.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our School Improvement Plan process has been fully implemented and it drives our strategic planning in a way that maximizes students' academic, emotional, and social success.

3. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Southeastern's Curriculum is fully aligned with the MME/CCSS for English and Math, and with the High School Content Expectations for the other subjects. In addition, at our school we follow the College Readiness Standards to make sure all of our students have the knowledge and skills necessary to be successful in post-secondary education. A copy of our Curriculum can be found at the school's Main office.



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Some high-leverage initiatives implemented currently at the school:

- Partnership with the **Institute for Student Achievement** to implement a whole school reform model
- The vision of excellent instruction and instructional non-negotiables for all classrooms
- Selection of a curriculum for Language Arts and Math that is aligned with CCSS
- Selection of materials to support the teaching of curriculum
- Common pacing charts and standards for each course
- Quality common assessments (EOC for science and social studies, NWEA for English and math)
- Use of data from interim assessments to make timely interventions
- Selection of an Advisory curriculum that supports the school’s vision for college-ready students
- Organization of the school for effective Professional Learning Communities: Grade level teams with team leader; content teams; whole faculty, data teams, etc.
- Customized, job-embedded professional development and coaching
- Community partnerships

4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Southeastern NWEA Test	Reading		Math		Language	
	Projected	Observed	Projected	Observed	Projected	Observed
Growth:						
9 <sup>th</sup> Grade	2.6	6.0	2.3	1.6	2.0	-1.2
10 <sup>th</sup> Grade	2.0	4.8	1.9	2.3	1.7	-1.0
Average	2.2	5.3	2.1	2.0	1.8	-1.0

As reflected by the NWEA results, Southeastern High school has an average growth of -1.0 in Language, 2.0 in Math, and 5.3 in Reading. Both ninth and tenth grades grew in Math (1.6 and 2.3 points) and Reading (5.7 and 4.8 points) but dropped in Language (-1.2 and -1.0 points).



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Southeastern exceeded expected growth in ninth and tenth grade Reading, and tenth grade Math. Southeastern did not meet expected growth in ninth and tenth grade Language and ninth grade Math. Language fell below the expectation by 3.2 points in ninth grade and 2.7 points in tenth grade.

5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

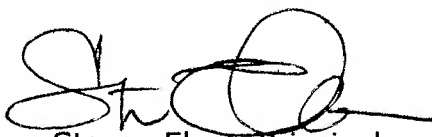
Cumulative totals for our schools indicate that approximately 65% of our students' parents attended some type of parent-teacher conference.

6. FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT): **NONE**
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB): **NONE**
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB): **N/A**
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT: **N/A**

The 2014-15 school year was a great transition for Southeastern High School. We have started to close the educational and attitude gap, and making important progress. However, this is a community wide effort, as the students, parents, staff and community take responsibility for educating our children.

Sincerely,



Steven Elam, Principal