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FRASER HIGH SCHOOL



PRINCIPAL | Michael A. Lonze, Ph.D. ATHLETIC DIRECTOR | Shane Redshaw
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January 25, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015-2016 educational progress for 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 Dr. Michael Lonze for assistance.

The AER is available for you to review electronically by visiting the following website: <https://goo.gl/3tGD47>, or you may review a copy in Dr. Lonze's office at Fraser High School.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools exited their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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 those labels.

As a school with more than 40% of our students receiving free or reduced-priced lunch, we have had an achievement gap with our socioeconomically disadvantaged students in the past, as many peer schools have. We are continuing to implement strategies that are focused on closing the achievement gap for students in this subgroup, in all subject areas. That being said, this year we can see that when comparing our students to their peers within the school, e.g., by ranking their achievement performance against others in their class, we notice that there is an achievement gap between our bottom 30% ranked performers and our top performers in every subject area. Though this gap was as small as we could make it last year, it remains an



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area of focus for us to ensure that we work to decrease the range of achievement scores and ensure more consistent achievement among our own students.

Similar to most schools in the Fraser Public Schools, and the State of Michigan, we have much to celebrate about the achievement of our students, yet a clear picture remains of where we can focus our efforts going forward to continue ensuring learning for all. In its second full year, the M-STEP standardized test has shown us where our students are performing well against state standards.

As we continue to grow our competency-based learning model in Fraser Public Schools, more often than ever before students get specific feedback in their classroom on exactly which concepts and skills they need to focus, thus producing an environment where we help students develop a better sense of control and awareness of their own learning. Using better feedback to inform teaching and learning, including the proficiency rates provided in the Annual Education Report, our school develops targeted strategies to meet the needs identified within the challenges facing our school.

We are addressing these challenges with revised intervention approaches that support students in their classrooms with our MTSS team pushing in to lead intervention groups and lessons. Additionally, we are leveraging technology to further provide interventions for students. We will continue to develop programs and interventions to ensure that all students are learning at Fraser High School.

Sincerely,

Dr. Michael A. Lonze
Proud Principal of Fraser High School



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Assignment of Pupils

Students are assigned to courses as determined by their placement test results when applicable. We follow the policies and procedures as outlined in the State of Michigan Department of Education as well as our Board of Education.

Accreditation

For 2015-2016, Fraser High School was coded the color Green by the Michigan Department of Education. We will continue to work towards maintaining our color rating. We appreciate the continued support of parents, staff and our community in this effort.

Advanced Placement Test Results

The Advanced Placement Program at Fraser High School has grown steadily from two course offerings in 1998 to nine courses in 2016. Students can enroll in an advanced course of study and prepare for Advanced Placement Exams in English Language and Composition, Biology, Chemistry, U.S. History, U.S. Government and Politics, Calculus, Psychology, and Economics. These exams are given each May and a score of 3 or higher (out of 5) will qualify the student to receive college credit. For the 2015-2016 school year, Fraser High School had a total of 399 students enrolled in AP courses, which equates to 25% of the school. Fifty-two students scored high enough to be eligible to receive college credit, which equates to 3% of the total student population.



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AP Testing History 2015-16

Course	AP Tests Given	% of students who received a score of 3 or higher
English Language & Composition	41	63%
Biology	9	56%
Chemistry [^]	6	50%
U.S. History	8	25%
U.S. Government & Politics	5	60%
Calculus AB	5	40%
Physics-Mech. [^]	1	100%
Statistics [^]	1	0%
Economics	8	13%
English Literature & Composition	11	45%
Psychology	17	24%
Total	112	50%

[^]Class not given at FHS

*Independent Study



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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 2016 was required to complete 27.5 credits for graduation.

Dual Enrollment

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 2015 – 2016 school year, 3 students participated in this program.

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 2015-2016 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 2015-2016 school year, 105 students were enrolled. This program accounts for 6% of the total student population.



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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 2015-2016 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.



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Standardized Testing

Two standardized tests that were given during the 2015-2016 school year were the M-STEP and the SAT. 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/>

Percent of Proficient Students on the State Test					
	Reading	Writing	Math	Science	Social Studies
2016	N/A		N/A	26%	39%
2015*	32% ELA		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 both content measured and question style asked. It is not possible to make a data comparison from 2015 to other years when testing occurred.

SAT Average Score		
	EBRW	Math
2016	506	484

Closing

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.