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February 5, 2021

newschoolhigh.org

734.386.6601

Dear Parent and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for New School High. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about students assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Tracy Lynn for assistance.

The AER is available for you to review electronically by visiting the following website: [newschoolhigh.org](http://newschoolhigh.org), or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state and has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. The state has not given New School High one of these labels.

2019-20 was our fifth year of operation. We are working hard to achieve proficiency in all subjects on state tests. While in a traditional year this is quite challenging the 2019-20 school year posed its own set of unique challenges. Like other high schools in the state, meeting benchmarks on these standardized tests is a challenge thus the cancellation of the April 2020 PSAT/SAT due to the COVID-19 pandemic caused staff to utilize local data sources to gauge student achievement. Additionally, in October 2019 NSH students did not participate in the PSAT 8/9 or PSAT 10 causing New School High staff to utilize local data to inform academic decision making. While comparing local data in Reading/Language Arts, evidence shows that students declined by .5% in the standards: W.9 and W.11 during the 2019-2020 school year. However, students' scores remained consistent in Reading/Language Arts standards: L.12.1 and L12.2 with 1% growth from the pre to post test each year (2018-19 to 2019-20) despite the COVID-19 pandemic. Comparing pre and post data in Algebra 2 illuminated 12% growth in standards (CED.A.1 and SSE.A.1B) where data was gathered when comparing the 2018-19 and 2019-20 school year. Additionally, while comparing the 2018-19 and 2019-20 data for Geometry, there was a 26% overall growth as it pertains to standards where data was collected (GPE.B. and GPE.B.7). Based on this and other relevant local data the School Improvement Plan includes raising test scores in English and Mathematics. Strategies include curriculum reviews; professional development for math, reading, and writing instruction; timely interventions for struggling students; and peer and teacher mentor support.

State law requires that we also report additional information for the past two years.

### **1. Process for Assigning Pupils to the School:**

This is listed on our website under Students→ FAQ.

### **2. School Improvement Plan**

Our plan includes three goals for 2019-20: improve student achievement in mathematics, improve student achievement in English, and continue to improve classroom management skills for teachers. Success in goals #1 and #2 will be reflected on improved scores on local assessments and data when 88% of students achieved passing grades in English/Reading and 80% of students achieved passing grades in Mathematics courses during the 2019-2020 school year.

### **3. Curriculum**

New School High follows the Michigan Merit Curriculum. Course descriptions, priority standards, and curriculum overviews are on the school website under Students → Learning at NSH.

### **4. Student Achievement Results**

Due to the COVID-19 pandemic we were unable to administer the SAT in April 2020, however students assigned to take that assessment in Spring 2020 excelled while taking it in October 2020. Below are their results:

- Our mean SAT score for the 2019 junior class was 988. In 2018, our mean SAT score was 960.
- Our mean Evidenced Based Reading and Writing score for the 2019 junior class was 518. In 2018, our Evidenced Based Reading and Writing score was 487.
- Our mean Math score for the 2019 junior class was 470. In 2018, our Math mean score was 472.

### **5. Parent Teacher Conferences**

41 parent-teacher team conferences were held in December 2019 in addition to parent-teacher conferences throughout the first term that included almost every family. 59 parent-teacher team conferences were held in December 2018, representing almost 75% of students.

### **6. Dual Enrollment/College Equivalent Courses**

In 2019-20, 4 students (about 5.6%) were dual-enrolled in a total of 7 classes. In 2018-19, 3 students (about 4%) were dual-enrolled in a total of 6 classes.

### **7. Advanced Placement Offerings**

In 2019-20, AP Language was offered at New School High on-site. In 2018-19, AP Literature was offered on-site. New School High students are always encouraged to take any from the full array of AP courses offered through Michigan Virtual School, a non-profit partner of the MDE.

### **8. Advanced Placement Enrollment**

In 2019-20, 8 students (11.5%) were enrolled in AP Language at New School High. In 2018-19, 9 students took AP Literature at our school and 5 students (17.5%) took 9 online AP courses.

### **9. Advanced Placement Testing Leading to College Credit**

In 2019-20, 8 students took the AP Language examination of which 0% earned college credits.

Thank you for reviewing the Annual Education Report for New School High. We are committed to continuous improvement and are grateful for your support. Our school community has worked tirelessly over the past year to increase student achievement. I have no doubt that this next year will be even better as we continue on our mission to provide the best education to our students and prioritize their academic needs. Naturally, achievement and success of NSH could not have happened without the support of our stakeholders and community, so for that we thank you .

Sincerely,

A handwritten signature in black ink, appearing to read "Tracy Lynn". The signature is fluid and cursive, with the first name "Tracy" being more prominent than the last name "Lynn".

Tracy Lynn  
New School High  
School Leader

## Annual Education Report New School High (02540)

### High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	73.68%	86.30%	89.56%	94.44%
Black or African American	67.31%	<10	79.37%	85.40%	94.44%
White	83.48%	76.47%	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	<10	79.46%	85.46%	94.44%
Students With Disabilities	57.12%	<10	73.71%	82.00%	94.44%

## Annual Education Report New School High (02540)

### Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
New School High (02540)	0	4	5	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*

### Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
New School High (02540)	6.50	4.90	75.4%	N/A	N/A	4.90	75.4%

### Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
New School High (02540)	1.01	1.00	99.0%	N/A	N/A	1.00	99.0%

### Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
New School High (02540)	6.50	0.00	0.0%	N/A	N/A	0.00	0.0%

### Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
New School High (02540)	6.50	0.00	0.0%	N/A	N/A	0.00	0.0%

## Annual Education Report New School High (02540)

## NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
Asian &#8225		‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	5	29	42	22	7
Two or More Races					
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
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 of Educational Progress (NAEP) 2019 Mathematics Achievement.

**Regardless of location selected, data are displayed at the state level only.**

## Annual Education Report New School High (02540)

## NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ 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 of Educational Progress (NAEP) 2019 Mathematics Achievement.

**Regardless of location selected, data are displayed at the state level only.**

## Annual Education Report New School High (02540)

## NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

# Rounds to zero

‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

**Regardless of location selected, data are displayed at the state level only.**



## Annual Education Report New School High (02540)

## NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

# Rounds to zero

‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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## Annual Education Report New School High (02540)

## NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

*The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.*

## Annual Education Report New School High (02540)

## Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display