

Yale Public Schools



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Yale High School 2013 - 2014 Annual Report

August 15, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Yale 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 Paul Flynn for assistance.

The AER is available for you to review electronically by visiting the following web site www.ypsd.us or you may review a copy in the 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 not been given one of these labels

The staff at the high school continues to analyze data from tests (Explore, PLAN, ACT, MME) in order to identify areas of need for student success. We have been incorporating more technology in the classrooms to enhance the students' learning experience to increase comprehension. Our teachers are identifying the bottom 30% and differentiating their instruction and getting the students more actively

engaged in the curriculum as well. These methods, and identification of gaps in the curriculum are the main focus of the staff to ensure student growth.

More Yale High School information

In addition to the facts and figures you will find in the Annual Report, we want to share the following information with you:

Pupil assignment process

Students are located as follows: Kindergarten through Grade 5 is located at Yale, Avoca or Farrell-Emmett elementary schools. A preschool for 4-year-olds is also located at each elementary school. The District operates one junior high school building and one high school building with an alternative education program housed in a wing of the building.

The Yale Public School District and the St. Clair County Regional Educational Service Agency (RESA) have a policy and process in place for non-district residents'

school of choice requests. Copies of this policy and procedures are available at the principal's office or through the central office.

School Improvement Plan Status

The school improvement team and staff continue to look at student performance data on assessments such as the Explore, Plan, and ACT to monitor potential student growth. Teachers are also working on continuous curriculum review to include the expectations of the new national curriculum standards and its implementation. In order to further support student achievement, the school improvement team and staff is focusing on strategies in the classroom which will get students more actively engaged in daily lessons. Interactive technology has now been installed in all core curricular classes to assist in this plan.

Specialized schools and alternative education:

Yale Public Schools offers several programs designed to meet a variety of student needs and interests, opening the educational process to all students. Through these programs, each student can learn and experience success.

— St. Clair TEC offers countywide career and technical training to high school students.

— Woodland Developmental Center serves students with severe learning disabilities to age 26.

— The Phoenix Alternative School is an option for students grades 7–12 who are at risk of not succeeding in the traditional school setting.

Core curriculum

Core Curriculum and Curriculum Maps, as well as Pacing Guides, may be accessed at each of our school buildings. Additionally, all K-12 information may be found in the office of the Director of Personnel and Instruction housed at Central Office.

This curriculum is closely followed and monitored by teachers and administration to ensure coverage of material.

Aggregate Student Achievement Results

Yale High School continues to improve in standardized and state tests. The overall composite for the ACT decreased slightly to a 20.19 this year from 21.13. Also, there was improvement in every test of reducing the number of students who tested "Not Proficient" in the MME test. MME results show a greater number of students at "Proficient" from last year, however the percentage is lower due to testing a greater number of students.

Parent-teacher conference rate:

2013-14 47% 330 parents

2012-13 52% 368 parents

Dual Enrollment:

Dual Enrollment extends learning options to 11th and 12th graders. Qualified students may take classes at a post-secondary institution while attending high school. During the 2013-14 school year, 29 students enrolled in one or more post-secondary courses while 36 students enrolled during the 2012-13 school year.

Advanced Placement:

Three students were enrolled in AP Calculus. One (33%) received a score qualifying for college credit. 44 were enrolled in AP English Literature. Ten (23%) received a qualifying score for college credit. 20 Freshmen enrolled in AP US History. One (.5%) received a qualifying score for college credit. Both Literature and US History were offered for the first time this year, and US History was offered to Freshmen.

It is amazing what our staff and students are doing at Yale High School. With all of the changes in education lately, our staff continues to adapt and maintain their high levels of expectations for student success. Administration and support staff have also helped to work with teachers to maintain a safe, welcoming environment for students. Teachers are always reviewing their curriculum, and now learning strategies to incorporate in the new national curriculum, so Yale High School can continue to be one of the top performing schools in our area. Students here are proud of what we are and it shows throughout our community and beyond.

Sincerely,

Paul Flynn
Principal

