



February 1, 2021

Dear Parents and Community Members:

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

The AER combined report is available for you to review electronically, by visiting our school web site or by visiting the following site <https://bit.ly/38wVVxG>.

For the 2020 - 21 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit 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. Fenton High School was not given one of these labels for 2020 - 21.

FHS students continue to perform at or above most if not all of the state averages for students on measures of academic achievement on all important standardized tests, including the PSAT-9, PSAT-10, SAT, the ACT WorkKeys, and the M-STEP.



Data in the combined report for the 2020-21 school year indicates that our students who are economically disadvantaged and who receive special services struggle to achieve academically at the same levels as their classmates. Students in these two subgroups also struggle to attend school as regularly and graduate from FHS after four years as consistently as their classmates who are not in these subgroups.

Knowing this, FHS teachers, counselors and support staff members continue to design and implement academic and other interventions to provide the additional

or different attention needed so that all of our students are able to demonstrate success. While we are pleased to have received this important feedback from this assessment data, we continue to work at improving our students' achievement.

We appreciate the continued support of our parents, staff and community in these efforts.

State law requires that we also report additional information:

- **Placement into Schools**

Fenton Area Public Schools (FAPS) has one high school and participates in the State of Michigan Schools of Choice Program. Please review the SOC Application information found at www.fentonschools.org.

- **School Improvement Plan**

Our School Improvement Plan reflects the process of continuously reviewing, analyzing, and adapting our instruction, curriculum, and building environment to meet the ever-changing needs of our students. FHS continues to focus on areas in need of improvement that were identified through data study and stakeholder input. We submit an annual building



level School Improvement Plan to the State of Michigan. This plan is published and posted on the district website at www.fentonschools.org.

- **Core Curriculum**

Units of instruction in FHS core courses are aligned with the Michigan High School Content Expectations (HSCE's) and are undergoing revisions to align with the national standards, the Common Core State Standards (CCSS). In certain non-core content areas in which state content expectations are not defined, units of instruction are aligned with national curriculum guidelines. FHS is authorized to offer the IB Diploma Program (DP) to interested students in grades 11 and 12. By meeting the requirements of this rigorous academic program, we offer students the opportunity to develop their critical thinking skills and increase their content knowledge, while meeting (or exceeding) the state's curricular expectations. Please visit the FHS web page for more information.



- **Standardized Testing**

In the spring of each year, eleventh graders also participate in the SAT & MME. This data indicates last year, as virtually all students in grade 11 are tested, FHS students continue to score above the state average in all content areas and in overall composite scores. This data also indicates that although we have been successful in preparing our students for success in college-level coursework, we have room to improve our students' college readiness.

- **Parent-Teacher Conference Attendance**

For the last six school years, including 2014-15 through 2020-21, parent attendance at conferences each year has been consistent, with approximately 43% of all parents attending in October/November before the end of the first marking period and approximately 25% of all parents attending in early March/April near the completion of the third marking period. We are pleased to report that over the last several years, parents and students regularly and often review students' academic progress and attendance on-line through the use of our student information software, Synergy.

Further evidence that FHS students have been successful in their studies can be found in the following summary of academic achievement during the 2020-21 school year:



- **Dual Enrollment**

During the 2018-19 school year, 43 FHS students were enrolled in dual enrollment courses. They represent approximately 4% of all FHS juniors and seniors. During the 2019-20 school year, 27 FHS students were enrolled in dual enrollment courses. They represent approximately 3% of all FHS juniors and seniors.

- **IB Diploma Program (DP) Participation**

Fenton High School is proud to be authorized to offer the International Baccalaureate Diploma Program (DP) for students in grades 11 and 12. During the 2018-19 school year, FHS students were enrolled in 16 sections of 11 different DP courses: 166 juniors and seniors were enrolled in one or more IB DP courses, representing 30% of all students in grades 11 and 12. During the 2019-20 school year, enrollment in IB DP classes remained fairly consistent with the previous year. FHS students were enrolled in 25 sections of 11 different DP courses: 173 juniors and seniors were enrolled in one or more IB DP courses, representing % of all students in grades 11 and 12.



- **Advanced Placement (AP) Participation**

In the 2018-19 school year, FHS students had the opportunity to participate in five AP courses, including AP US Government, AP Calculus AB, AP Stats, AP Studio Art and AP Computer Science A. 166 juniors and seniors were enrolled in one or more AP courses, representing 28% of all students in grades 11 and 12.

In the 2019-20 school year, FHS students had the opportunity to participate in six AP courses, including AP US Government, AP Calculus AB, AP Calculus-BC, AP Statistics, AP Computer Science A and AP Studio Art. 173 juniors and seniors were enrolled in one or more AP courses, representing 29% of all students in grades 11 and 12.

- **College Credit Earned**

In 2018-19 because of their diligent studies, 69 students earned college credit for their IB DP coursework, and 76 students earned college credit for their AP coursework. In 2019-20, 72 students earned college credit for their IB DP coursework, and 79 students earned college credit for their AP coursework.

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We would like to express our sincere thanks to all FHS parents and Fenton community members for your continued support of Fenton High School's academic programs. I am confident that with your help, we will continue to be successful in the 2021-22 school year, and we will again demonstrate progress toward achieving our academic goals.

Sincerely,

Michael S. Bakker

Principal

Fenton High School

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