

# Seaholm High School



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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Seaholm 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 me at 248.203.3702 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2VNrkci>, or you may review a copy in the main office at the school.

For the 2017-18 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. Seaholm High School has not received a label.

Seaholm continues to strive to eliminate gaps among its student academic achievement. While the racial demographics among some categories is too little to measure with statistical accuracy, we recognize we must pursue equity. To that end, we have worked to research our underserved students to pinpoint where we can best improve their potential for success. In the English and social studies departments, we have compared the testing data for the PSAT 8/9, PSAT 10, PSAT, SAT in order to ensure that students are encouraged to enroll in advanced, honors and AP courses in order to raise their own reading expectations and skill set. Furthermore, in the 9<sup>th</sup> grade Integrated Math, we are working on collaborative structures through intentional and structured group settings. This collaboration, balanced with teacher directed instruction will foster increased rigor and expectations, as well as improve the real world application of math demanded in new state standards, assessments and college math. In the 2018 PSAT 8/9, we saw an increase on the math portion to 82% of our Integrated Math 1 students scoring proficient from the 2017 Algebra students who took the PSAT and scored 75% proficient. This increase is consistent for our minority populations as well.

One of the school improvement goals is focused in improving student literacy across the curriculum. Over the last five years, most of the staff have participated in professional learning in the area of literacy both in general and in their content areas. These professional learning opportunities have occurred at faculty

meetings, delayed starts, department meetings, half days, etc. Other opportunities have existed for staff to attend Oakland Schools workshops, state conferences, and district seminars. Assessment, both summative and formative, has been a focus for much of this professional learning. In addition, for the last three years, each department developed and aligned one of their student growth measures to the building literacy goal. Virtually, every teacher had a literacy student growth measure aligned to their content. Moreover, we have worked on our second school improvement goal to make students feel connected to Seaholm and valued by the adults in the building. In our survey of students regarding, we have seen no discernable increase from 2017 to 2018, with their favorable agreement that they feel valued by their teachers at 50%. Students responded that their teachers treated them with respect with a favorable rating at 80%. In the past school year, we have conducted professional learning opportunities involving building relationships among students and staff. Additionally, we have worked on strategies for culturally responsive teaching practices, restorative practice and civil discourse to engage students in meaningful, relevant and honest conversation about their experiences here at Seaholm.

State law requires that we also report the additional information:

1. Birmingham Public Schools is a closed district, which means that families must live within the district to be placed at a neighborhood school. Tuition-based programs are available for out-of-district families interested in attending our district.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN  
For several years Seaholm has had a school improvement goal related to literacy. Data from ACT and SAT have been used to assess student achievement related to this goal as have data from classroom-level assessments. Progress on the literacy goal in monitored at the building and department levels during faculty and department meetings. To further ensure improvement in student learning, all faculty members have a student growth measure related to literacy as part of their teacher evaluation. The teachers' literacy goals were crafted collaboratively within each department to ensure students develop discipline-specific literacy skills at a level appropriate for each course that builds on prior learning and prepares students for learning at the next level. All student growth goals were also reviewed by the administrator(s) evaluating the teacher. Teachers then planned classroom instruction specifically targeted at the designated literacy skill(s) and assessed student learning to evaluate the effectiveness of their instruction. Last year the vast majority of Seaholm's faculty achieved their literacy goal. This year teachers are using those results to further refine their instructional strategies and performance tasks as they engage in a process of continuous improvement related to student learning of literacy skills.
  - ✓ Whole staff professional development in the 2017--2018 school year was devoted to finding ways to make students feel valued and connected to our school. Since research shows that students achieve more academically when they feel connected to the adults in the building, we have worked toward surveying our students and their attitudes toward this topic.
  - ✓ Current year professional development is teacher led and allows for teachers to work together to plan and share instructional strategies for students. Culturally Responsive Teaching practice is led by two teachers from different departments to ensure shared leadership and staff input.
  - ✓ Changes have been implemented to our Student Assistance Program to ensure that we are addressing our underserved populations who may not be at risk of failing, but are not performing as well as their peers.

3. BPS offers specialized schools to students within the district.
  - a. Birmingham Covington School is a 3-8 district-wide school of choice open to BPS students with a special emphasis on science and technology. Interested students may register to enroll. If there aren't enough spaces available, a lottery is held in January to select students for the upcoming school year.
  - b. Lincoln Street Alternative High School seeks to develop the unique talents of their students by providing them the opportunity to acquire the skills, knowledge and attitude necessary to live successfully in a changing world. LSAHS provides a flexible learning environment in a family atmosphere that encourages student decision-making, critical thinking, understanding of and appreciation for individual and cultural differences, and good citizenship in our democratic society.
  - c. BPS partners with the International Academy to offer the International Baccalaureate program to high school students. Currently, the district holds 80 seats for interested students accepted into the program.
  - d. Oakland Schools Technical Campus Southeast is an extension of the high school program and provides nine educational clusters which are developed around broad occupational areas containing many different, but related, career training options for students.
4. BPS adheres to the Career and College Readiness academic standards and Michigan Merit Curriculum from the State of Michigan. Information on these can be found at <http://tinyurl.com/MI-Standards>. In addition, our district continues to work to fully align our K-12 curriculum with state and national standards. As work progresses on these efforts, information will be made available to parents on our district website under the [Teaching and Learning Department page](#).
5. BPS uses assessments closely tied to its curriculum. In the fall, eleventh graders take the PSAT/NMSQT. Following are the mean scores for 2018 and 2017 compared to total (US and International) test takers.

<b>PSAT/NMSQT Fall Grade 11</b>	<b>Total Mean Score</b>	<b>Evidence-Based Reading and Writing</b>	<b>Math</b>
Seaholm 2018	1094	547	548
Total Group 2018	1014	512	501
Seaholm 2017	1111	558	554
Total Group 2017	1015	512	502

6. At Seaholm during the 2017--2018 school year, an average of 71.7 percent of parents attended parent teacher conferences or communicated about their student's progress with staff. At Seaholm during the 2016-- school year, 69.7 percent of parents attended a conference or communicated with a teacher. We encourage ongoing communication throughout the school year between parents and teachers via email or phone.

7. Advanced Placement and Dual Enrollment numbers are as follows:

- a. At Seaholm 6 students were postsecondary (dual-enrollment) students in the 2017-2018 school year. This compares to 12 students in the 2016-2017 school year.
- b. At Seaholm in 2018—2019 school year, there were 23 Advanced Placement courses offered to students.
- c. There were 23 AP courses offered in the 2017--2018 school year. During the 2017-2018 school year, 966 Advanced Placement seats were filled at Seaholm, compared to 984 Advanced Placement seats in the 2016-2017 school year.
- d. At Seaholm, in May 2018, 425 students took 745 AP exams. Of the 745 exams 429 tests (58% percent) receiving a 3 or higher, leading to college credit. In 2017-2018, 452 students took 847 AP exams. Of the 847 exams 627 tests (74% percent) receiving a 3 or higher, leading to college credit.

Note: Each college and university — not the College Board or the AP program — makes its own decisions about awarding credit and placement. Most schools have a written policy spelling out things like the minimum required score to earn credit for a given AP exam, the amount of credit awarded and how credits are applied.

At Seaholm, school faculty and staff are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support that learning. These programs set expectations for all school personnel and include measures of performance. Over the past three years, we have intentionally worked with both experienced and new teachers to support teaching and learning at Seaholm. In addition, we have organized a comprehensive structure that is sustainable, effective and measurable. It is our privilege to continue what we consider to be the most important work there is to do—educate our children!

Sincerely,  
Kyle Hall  
*Principal*

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**NOTICE OF NONDISCRIMINATION**

*The Board of Education is committed to maintaining a learning/working environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. There will be no tolerance for discrimination or harassment on the basis of race, color, national origin, religion, sex, sexual orientation, marital status, genetic information, disability or age. The District prohibits harassment and other forms of discrimination whether occurring at school, on District property, in a District vehicle, or at any District related activity or event. The Superintendent will designate compliance officers and develop and implement regulations for the reporting, investigation and resolution of complaints of discrimination or harassment. The following people have been designated to handle inquiries regarding the nondiscrimination policies: Students - Inquiries related to discrimination on the basis of disability should be directed to: Executive Director of Specialized Instruction and Student Services, 31301 Evergreen Road, Beverly Hills, MI 48025, 248.203.3000. Direct all other inquiries related to discrimination to: Assistant Superintendent of Human Resources, 31301 Evergreen Road, Beverly Hills, MI 48025, 248.203.3000.*