

Mackinaw High School

2021–2022 Annual Education Report

Alan Kern, Principal

Annual Education Report

February 15, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Mackinaw 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 Alan Kern for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/2W4t8tf>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a SEE, which stands for a Shared Educational Entity, because we regularly and routinely enroll students from at least three different school districts.

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Mackinaw High School is an alternative high school for the Saginaw Township Community Schools District. During the 2021-22 school year, Mackinaw enrolled students during six separate enrollment periods. Most students who enter the program do so because they have not been successful in traditional school settings. Many students enter the program a year or more behind on credits and several years behind in actual level of academic skills. Mackinaw helps to build up the students' skills to career or college ready levels to support lifelong success after high school. Students at Mackinaw High School continue to receive a high quality of teaching, academic interventions, and learning support. Math is the subject in which students typically score the lowest. This is why Mackinaw continues to run an MTSS protocol for math classes, so students who are identified as deficient can be pulled out and placed into a small group setting where more one on one instruction and direction can occur. This MTSS protocol is in place for English classes as well, where students who are identified as struggling can receive additional assistance from the instructional aide. Mackinaw continues to reevaluate the learning style of our students to best deliver the curriculum effectively. Most importantly, Mackinaw works with students to plan for and become engaged in post-secondary education. Parents are encouraged to check their student's work to make sure it is completed accurately.

The key initiative Mackinaw is undertaking during the 2019-20 school is the continued use of the blended learning environment where students receive assistance in each classroom but the majority of curriculum delivery is through the online Edgenuity program. By using Edgenuity, and turning the school into a blended learning format we hope to tailor and deliver the curriculum to meet each student's need, and provide more opportunities for students to work at their own pace. This has allowed for students to move as quickly or slowly, as their ability level allows them, even if they are not present in school every day. This has led to deeper understanding for students in writing and math concepts as reflected in the State assessment results from previous years.

State law requires that we also report additional information.

1. Process for assigning pupils to the school.

Students often come from Heritage High School, who are behind on credits or who struggle with the pace or structure of a traditional school setting. These students are then recommended to transfer to Mackinaw High School. MHS is the alternative high school for the district. In addition, students from out-of-district may apply for enrollment and are required to submit their last two years of discipline and

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attendance records as well as high school transcripts for approval prior to beginning the enrollment process.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Goals	Progress		
	Getting Started	Implementation	Monitoring
Goal 1: Staff will have a post-secondary plan in place for all students before graduating Mackinaw.			
Strategies:			X
Goal 2: Staff will increase student math computation skills directly related to fractions, decimals, percent, and basic Algebra concepts.			
Strategies:			X
Goal 3: Staff will work to improve student writing skills.			
Strategies:			X
Goal 4: Staff will work to improve student reading skills.			

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Strategies:			X
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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Mackinaw High School is an alternative high school, including special education, located in Saginaw Township. Mackinaw High School enrolls 200-250 students annually. The student body is composed of students from various school districts within Saginaw and Bay County. The student body is separated into different scheduling types. Mackinaw has full time students and part time students. Approximately 80% of students are enrolled as full time students. These students have five (5) or more classes. Part time students are students who have less than five (5) classes remaining prior to graduation. As an option, students can attend a career technical school, Saginaw Career Complex (SCC), for a part of their day and attend our school for the other part of their day. The other option available to our students is our Evening School program which uses the online Edgenuity program. Evening School is run Monday through Thursday 3:30 p.m. to 6:30 p.m. with a certified teacher available each evening.

Many of our classes are self-paced so students are able to complete all graduation requirements at any time in the school year.

In the Fall and Winter semesters there are periods of open enrollment where students who live out of district have the opportunity to enroll at Mackinaw. Mackinaw's enrollment will fluctuate throughout the year based on students moving, enrolling, graduating or choosing to leave school all together. In addition to this there has been an increase in the number of alternative programs in the area, thus offering students more schools to choose from for their education. Students who attend Mackinaw face a variety of educational barriers. The vast majority of students enter the program well below grade level, especially in English and Math. In addition, students often come to Mackinaw a year or more behind in credits. This frustrates students because

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they are embarrassed that they struggle with the various subjects. School is not always the first priority for students, because of the level of poverty faced by our students. Some students often have no choice but to stay home and care for siblings or sick family members. Some must attain employment to help their families survive financially. Students have even reported they had to stay home because they had no clean clothes or money for the laundromat. A student coming to school hungry is commonplace. The "streets" often lure them out of school with the empty promises of short term gains. In addition, Mackinaw faces the challenge of limited or no parental support. Parents at Mackinaw have demonstrated little to no involvement in their student's education. To many parents, school is an obstacle that gets in the way of the child being able to help more at home or prevents students from working. Parents also feel "beaten down" or "don't know what else to do" because their student has struggled with school for so long by the time they come to Mackinaw students have typically struggled academically or socially in school since before junior high. Often parents take a back seat approach and believe the school is responsible for everything the student does not know either because they do not have the time to be involved or the parents do not have the skills themselves to assist their student. This parental attitude, that school is not important, is seen by students and mimicked in their attitudes and behaviors. Even with these often insurmountable problems, the Mackinaw staff works diligently to provide opportunities to students who are willing to put in the time and effort that graduation requires. The staff believes that all students have value and can learn, so they work relentlessly to build and foster positive relationships to help inspire students to do their very best.

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4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL

Mackinaw High School uses the State Core Curriculum, Saginaw Township Community Schools’ curriculum. All classes are open to any enrolled student. The majority of curriculum is delivered via the online Edgenuity program.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

English/Writing Scores from ACT and SAT tests

<u>MI School Data</u>			<u>English Test Scores</u>							
School Year	Assessment/ Subject	Student Group	Mean SAT Score	Mean ACT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
20-21	EBRW SAT	All			480	<10	<10	<10	<10	<10
19-20	Test not given due to Covid									
18-19	EBRW SAT	All	423.6		480	<3	<50%		<50%	14
17-18	EBRW SAT	All	436	N/A	480	6	26.1	17	73.9	23
16-17	EBRW SAT	All	470.6	N/A	480	<10	33.3%	12	66.7%	18

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Math Trend Scores from ACT and SAT tests

<u>MI School Data</u>				<u>Math Test Scores</u>						
School Year	Assessment/ Subject	Student Group	Mean SAT Score	Mean ACT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
20-21	SAT Math	All			530	<10	<10	<10	<10	<10
19-20	Test not given due to Covid									
18-19	SAT Math	All	415.7		530	<3	<50%		>50%	14
17-18	SAT Math	All	389.6	N/A	530	<3	<20		<80	23
16-17	SAT Math	All	426.1	N/A	530	<10	16.7%	15	83.3%	18

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Social Studies Trend Scores for ACT and SAT tests

School Year	Assessment Name	Assessment Subject	Report Category	Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient	Number Assessed	Mean Scaled Score
20-21	M-STEP	SS	All	NA	<10	<10	<10	<10	<10	NA
19-20	Test not given due to Covid									
18-19	M-STEP	SS	All Students		<3	28.5		71.5	14	2088.9
17-18	M-STEP	SS	All Students	31.8	<3	31.8	<3	68.1	22	2092
2016-17	M-STEP	Social Studies	All Students	27.8%	11.1%	16.7%	55.6%	16.7%	18	2089.3

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Science Trend Scores from ACT and SAT tests

School Year	Assessment Name	Assessment Subject	Report Category	Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient	Number Assessed	Mean Scaled Score
19-20	No Tests given due to Covid									
18-19	No Data	Available	For this Year			SAT Test	Does not measure	Science		anymore
17-18	No Data	Available	For this Year							
16-17	M-STEP	Science	All Students	27.8%	11.1%	16.7%	27.8%	44.4%	18	2085.9
2015-16	M-STEP	Science	All Students	5.60%	<5%	5.60%	33.30%	61.10%	36	2073.8
2014-15	M-STEP	Science	All Students	12.90%	<5%	12.90%	35.50%	51.60%	31	2076.5
2013-14	MME	Science	All Students	8.00%	<5%	8.00%	17.00%	75.00%	36	1081.3

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6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

October 2018 = 62 students represented, which is 43% of the parents

December 2018 = 37 students represented, which is 26% of the parents

February 2019 = 41 students represented, which is 29% of the parents

December 2020 = 25 students represented, which is 19%

February 2020 = 20 students represented, which is 15%

January 2021 = 49 students represented, which is 41%

November 2021 = 32 students represented, which is 25%

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

Description	Number	Percentage
NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)	0	0
THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)	0	0
THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)	0	0

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THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT	0	0
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The motto at Mackinaw is “Success through Effort”, and the staff strives to make this the reality for all students. Mackinaw continues to provide an outstanding opportunity for students to graduate from our two-year program with a high school diploma. Our experienced staff works with the students closely to help guide their success. Our goal is to break down barriers for students through flexible scheduling, credit through proficiency, testing out opportunities, available transportation, providing a safe and secure place to learn, and ultimately fostering a relationship of trust between staff and students. Mackinaw partners with a multitude of local organizations to provide assistance to students in the form of academic and social interventions. There is no greater joy for our staff than to see our graduates walk across the stage, and receive their diplomas. This is what we want for all our students, and this is why we are here. We are here to help students.

Sincerely,

Alan Kern, Principal