

Mackinaw High School

2017-2018 Annual Education Report for 2016-2017 Progress

Mr. Alan Kern, Principal

Annual Education Report

May 22, 2018:

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 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 us for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/axTmyw>, or you may review a copy in the Mackinaw High School Main Office.

For the 2016-17 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. For the 2016-17 school year, our school was identified as not being given one of these labels.

Mackinaw High School is an alternative high school in the Saginaw Township Community Schools District. During the 2016-2017 school year, Mackinaw enrolled students during five 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 one or more grade levels behind. Mackinaw helps to build up the students' skills to college and career 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

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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 2016-2017 school is the transformation from a predominant paper-pencil instructional model, to a blended learning environment where students receive assistance in each classroom but the majority of curriculum delivery is through the online Compass Odyssey program. By using Compass 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 too, even if they are not present in school every day. We also incorporated structured writing lessons into our English department and have writing and math incorporated across the curriculum. This has led to deeper understanding for students in writing and math concepts as reflected in the State assessment results from previous years.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students who attended Heritage High School, and struggled with either the pace or structure of the required classes are recommended to Mackinaw High School, which serves as the alternative high school for the district. In addition, students from out-of-district may apply and are required to submit their last two years of discipline and attendance records as well as high school transcripts for approval prior to beginning the enrollment process.

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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.			
Strategies:			X

A BRIEF DESCRIPTION OF OUR 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 comprised 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 75% 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 Cyber School

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which uses Compass Odyssey program. The Greater Michigan Construction Academy also utilize rooms in the building to offer apprenticeship programs in various skilled trades for students around the area including Mackinaw students. Cyber 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 graduation requirements at any point in the 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. Retaining students is a continuing challenge for Mackinaw.

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 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. Parent 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

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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 the opportunities to students who are willing to put in the time and effort that graduation requires. The staff believes that all of the 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.

CORE CURRICULUM

Mackinaw High School uses the State Core Curriculum, Saginaw Township Community Schools' curriculum and the Delta College curriculum as a guide for establishing a Basic Skills Checklist in each of the core areas. All classes are open to any enrolled student. All graduates completing these academic performance expectations will have the ability to:

- read at the high school level.
- do math at the high school level.
- solve semi-structured problems where hypotheses must be formed and tested.
- work in groups with persons of various backgrounds.
- communicate effectively, both orally and in writing.
- use personal computers to carry out simple tasks like word processing.

AGGREGATE STUDENT ACHIEVEMENT RESULTS

<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
16-17	SAT Evidence-Based Reading and Writing	All	470.6	N/A	480	<10	33.3%	12	66.7%	18
2015-16	SAT Evidence-Based Reading and Writing	All	427.6	N/A	480	<10	26.50%	25	73.50%	34
2014-15	ACT English	All	N/A	14	18	<10	17.50%	33	82.50%	40
2013-14	ACT English	All	N/A	14.1	18	<10	22.20%	28	77.80%	36
2012-13	ACT English	All	N/A	13.1	18	<10	10.60%	42	89.40%	47

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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
16-17	SAT Math	All	426.1	N/A	530	<10	16.7%	15	83.3%	18
2015-16	SAT Mathematics	All	399.1	N/A	530	<10	<5%	33	>95%	34
2014-15	ACT Mathematics	All	N/A	15.7	22	<10	7.50%	37	92.50%	40
2013-14	ACT Mathematics	All	N/A	15.8	22	<10	<5%	36	>95%	36
2012-13	ACT Mathematics	All	N/A	15.3	22	<10	<5%	45	>95%	47

Science Trend Scores

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
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
2012-13	MME	Science	All Students	7.00%	<5%	7.00%	20.00%	74.00%	46	1074.9

Social Studies Trend Scores

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
2016-17	M-STEP	Social Studies	All Students	27.8%	11.1%	16.7%	55.6%	16.7%	18	2089.3
2015-16	M-STEP	Social Studies	All Students	13.90%	<5%	13.90%	72.20%	13.90%	36	2083.8
2014-15	M-STEP	Social Studies	All Students	23.30%	<5%	23.30%	56.70%	20.00%	30	2081.6
2013-14	MME	Social Studies	All Students	14.00%	6.00%	8.00%	56.00%	31.00%	36	1106.8
2012-13	MME	Social Studies	All Students	13.00%	<5%	11.00%	57.00%	30.00%	46	1104.1

Testing data is available at MiSchoolData.org

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PARENT-TEACHER CONFERENCES

Percentages are based off the headcount of 189 from October 2016:

October 2016 - 62 = 32.8%

December 2016 - 43 = 22.7%

February 2017 - 49 = 25.9%

COLLEGE ENROLLMENT

Mackinaw had no college enrollments during this school year.

Description	Number	Percentage
NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)	3 (CTE courses)	1.5%
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
THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT	0	0

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 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

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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