



"Raising the Standards of Education"

School Annual Education Report (AER) Cover Letter

04-01-2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2014-15 educational progress for the Madison Academy 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 Joddi Mills, High School Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/Pt6Ovu> or you may review a copy in the main office at your child's school.

The data from the Combined Report for the past two school years, 2013-2014 and 2014-2015, shows that Madison is performing below the state average on reading, math, science, and social studies. The staff and administration are working diligently to decrease the achievement gap of all subgroups and raise achievement scores of all subgroups. Madison has put in place several implementations to address the academic concerns in math and reading including RTI, Remediation, Prep Classes and Re-teaching. In addition, monthly assessments are administered to test for objective mastery in Math, Reading, and Science. Staff attends trainings and strategic professional development to work on improving instructional delivery and design. A positive Behavior Support System has also been implemented school-wide in order to increase classroom productivity.

State law requires that we also report additional information.

Admission into Madison

Parents interested in enrolling their child at Madison Academy first complete an application during the open enrollment period. If spaces are available in the desired grade level, students are then accepted. If there are not open spaces, students that have a sibling currently attending Madison will be given preference. All other applicants are placed into a lottery. Those students not selected during the lottery process are placed at the beginning of the waiting list. Any application after the open enrollment period is either accepted, if there are openings, or placed on a waiting list. Parents are notified as soon as there is an opening.

The Status of the 3-5 Year School Improvement Plan

The school Improvement team has developed four goals to improve the achievement at Madison. Measurement will be based on M-STEP, Accuplacer, MME, and ACT.

Goal 1: All students at Madison Academy High School will increase proficiency in Math.

Measurable Objective 1: A 10% increase of All Students will demonstrate a proficiency at in Mathematics by 06/17/2016 as measured by Accuplacer and Michigan standardized assessment.

Goal 2: All students at Madison Academy High School will demonstrate an increase in Reading/ELA scores.

Measurable Objective 1: A 5% increase of All Students will demonstrate proficiency at or above grade level in Reading by 06/17/2016 as measured by Accuplacer and Michigan standardized assessment.

Goal 3: All students at Madison Academy High School will show increased classroom productivity.

Measurable Objective 1: 20% of All Students will collaborate to decrease academic barriers in Mathematics by 06/17/2016 as measured by decrease in academic barriers in engagement, discipline, and district assessment scores).

Goal 4: All students will increase proficiency in Writing.

Measurable Objective 1: A 5% increase of Eleventh grade students will demonstrate a proficiency at or above grade level in writing in English Language Arts by 06/10/2016 as measured by Michigan standardized assessment.

Overview of Madison Academy High School

Madison Academy successfully completed its, first year of school operation during the 2004-2005 academic school year and serviced students in grades K-5. Additional grade levels were added each year with high school being added in 2009. Grades K-12 were achieved in 2011-2012. Madison Academy prides itself in having a strong academic program. The Academy promotes academic excellence for all students in mathematics, reading, language arts, social studies, and science. In addition, all students are provided experiences in computers, art, music, Spanish, and physical education. Furthermore Madison, through its various events, embraces the cultural diversity of its student body.

At schools Madison Academy, educators are obsessed with extraordinary education. We continuously seek best practices, including through "Select Standards" we all share. Below are some select standards:

Goal Standard 1: Vision

The select standard schools will create a culture generating ownership, commitment, and energy toward making the school vision become a reality. Striving for excellence is a given. Beyond that, each school advances chosen concepts such as character, value, artistry, diversity, etc.

Goal Standard 3: High Quality Staff

Madison Academy employs highly qualified teaching staff.

Goal Standard 4: Curriculum Framework

All students are provided a guaranteed, viable, and rigorous curriculum focused on student growth through the Habits of Mind 21st Century skills. We review and update objectives for every lesson, so everything we do is relevant in tomorrow's world.

Goal Standard 5: Assessments

Are children making progress? What specific concepts have they mastered ... or not? If they're not "getting it," why not? We measure. Evaluate. Adapt. Then we start the process again.

Goal Standard 6: Instructional Practices

The select standards schools will implement proven research based best practices to structure teaching and learning to focus on mastery of learning targets for all students.

Goal Standard 7: Remediation and Enrichment

The select standards schools will implement a remediation and enrichment program focused on progression of learning and success for ALL students. Every student should have an individualized learning plan tailored to his or her strengths and challenges. Our lessons, assistance and programs proactively take all children forward.

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Madison Academy will instill academic excellence, character development, a love for life long learning, and service to others.

Goal Standard 8: Special Education

The select standard schools will have high expectations and measurable goals for students with disabilities, and will use these goals and expectations to drive instruction and determine educational programming.

Goal Standard 9: Professional Development

The select standard schools will create a high quality professional learning community. Educational practices evolve swiftly, so we make high-quality professional development a priority. Our team studies with some of the greatest, most energized, most inspiring leaders in education.

Core Curriculum

Madison Academy utilizes the following process to develop and align its curriculum to ensure that all Michigan Common Core objectives are met.

- III** Research appropriate development levels for academic skills
- III** Research Michigan Common Core objectives
- III** Research other state and school curriculum frameworks
- III** Consideration of M-STEP and other performance indicators including MLPP
- III** Consider modes of instruction, i.e. Experiential, Multiple Intelligences, small group and large group
- III** Consider assessments
- III** Work in reverse (twelfth grade to kindergarten) to set exit skill criteria for each grade level based on research finding
- III** Integration of Career Pathways into core curriculum
- III** Review forward (K to twelfth) and backward for easy transition
- III** Receive approval from authorizer, Bay Mills Community College
- III** Choose necessary materials

Madison uses multiple modes of instruction to ensure all students have the same opportunity to learn the core curriculum, including a strong focus on Multiple Intelligences, individual developmental readiness, and small group instruction. Parents can access a copy of the core curriculum in the school office.

Achievement Tests

For the 2014-2015 school year all students in grade 9th through 12th took the Accuplacer Assessment in the Fall and Spring. This was the first year that we used this assessment so there is no comparison data but you can view the student's achievement growth during the school year.

Madison Academy High School conducted Performance Series assessments in ninth and tenth grades in the fall of 2013, winter of 2014 and spring of 2013. This

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district assessment is designed to show a student's achievement growth during the school year.

M-Step (11th Graders)

Subject	School Year	State Percent Students Proficient	District Percent Students Proficient
Mathematics	2014-2015	28.5%	6.7%
Mathematics	2013-2014	28.8%	7.7%
Reading	2013-2014	58.7%	25.6%
ELA	2014-2015	49.3%	28.9%
Science	2014-2015	29.4%	11.1%
Science	2013-2014	28.4%	2.6%
Social Studies	2014-2015	43.9%	13.3%
Social Studies	2013-2014	43.9%	12.8%

NEAP Grade 12 Reading

Percent of Students	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
100	26	5	27	5

NEAP Grade 12 Math

Percent of Students	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
100	34	41	23	2

Parent Teacher Conferences

In 2014-2015 the percent of parents attending at least one conference was 11%. This represents that 18 of our students had a parent attend conferences. This

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compares to 37% of parents attending the high school conferences during the 2013-2014 school year.

Postsecondary Enrollments and College Equivalent Courses

There were 0 students dually enrolled in postsecondary courses in 2014-2015, which compares to 3 students who were also dually enrolled in the 2013-2014 school year.

For the 2014-2015 school year there were 2 AP/IB courses offered and 0 students were enrolled in the courses. In 2013-2014 there were 2 AP/IB courses offered. There were no scores leading to college credit.

The Administration and faculty of Madison Academy High School encourage all parents and community members to review the information provided in this cover letter and the attached data report. Administrators, staff and students are encouraged by the positive results contained within and look forward to continued success in the future.

Sincerely,



Joddi Mills
High School Principal