



"Raising the Standards of Education"

## School Annual Education Report (AER) Cover Letter

May 11, 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 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 Tamiko Powell-Johnson, High School Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/fcMeX5> or you may review a copy in the main office at your child's school.

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. Our school was not identified with any of these labels.

The data from the Combined Report shows that Madison Academy High School is performing below the state average on 11<sup>th</sup> grade science and social studies assessments. To decrease the achievement gap of all students and raise achievement scores of all subgroups, Madison has a professional development plan in place to provide teachers with research-based instructional strategies. In addition, monthly assessments are administered to test for proficiency in science. A Positive Behavior Support System has also been implemented school-wide in order to increase classroom productivity.

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

**Madison Academy High School  
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810-875-9050 \* 810-877-6255 Fax**

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810-655-2949 \* 810-655-2939 Fax**

## **Admission Process**

For 2015-16 and 2016-17, 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.

## **School Improvement Plan Status**

The school improvement team has developed six goals in it's 3-5 year plan that was developed in 2015-2016. The plan is reviewed and modified each year. Measurement will be based on M-STEP, NWEA, and MME.

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

**Measurable Objective 1:** 80% of Ninth, Tenth, Eleventh and Twelfth grade students will increase student growth by meeting or exceeding their student growth targets in Mathematics by 06/30/2018 as measured by Northwest Evaluation Association (NWEA).

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

**Measurable Objective 1:** 80% of Ninth, Tenth, Eleventh and Twelfth grade students will increase student growth by meeting or exceeding their student growth targets in Reading by 06/30/2018 as measured by Northwest Evaluation Association (NWEA).

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

**Measurable Objective 1:** 75% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior of time on tasks and productivity in Reading and Math in Mathematics by 06/30/2018 as measured by student engagement and PowerSchool discipline entries.

**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 06/30/2018 as measured by SAT.

**Goal 5:** Students in 11<sup>th</sup> grade will show growth in Social Studies.

**Measurable Objective 1:** 80% of Eleventh grade students will increase student growth by at least 5% in Social Studies by 06/30/2018 as measured by M-STEP.

**Goal 6:** Students in 11<sup>th</sup> grade will show growth in science skills.

**Measurable Objective 1:** A 80% increase of Eleventh grade students will increase student growth by at least 5% in Science by 06/30/2018 as measured by M-STEP.

## **Overview of Madison Academy High School**

Madison Academy High School is located in Burton, Michigan and services students in grades 9-12. 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 art, music, Spanish, and physical education. Extracurricular activities include robotics, gaming club, girls and boys basketball, girls volleyball, football, cheerleading, track & field and yearbook. We have had these offerings for 2015-16 and 2016-17 school years.

## **Core Curriculum**

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

- Research appropriate development levels for academic skills
- Research Michigan Common Core objectives
- Research other state and school curriculum frameworks
- Consideration of M-STEP and other performance indicators including MLPP
- Consider modes of instruction, i.e. Experiential, Multiple Intelligences, small group and large group
- Consider assessments
- Work in reverse (twelfth grade to kindergarten) to set exit skill criteria for each grade level based on research finding
- Integration of Career Pathways into core curriculum
- Review forward (K to twelfth) and backward for easy transition
- Receive approval from authorizer, Bay Mills Community College
- 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. A description of classes offered is provided in the student handbook. Parents can access a copy of the core curriculum in the school office.

## **Achievement Tests**

### **M-Step-11<sup>th</sup> Grade**

<b>Subject</b>	<b>School Year</b>	<b>State Percent Students Proficient</b>	<b>District Percent Students Proficient</b>
Science	2015-2016	33%	12%
Science	2016-2017	33.6%	16.7%
Social Studies	2015-2016	43%	8.2%
Social Studies	2016-2017	46%	11.1%

### **Parent Teacher Conferences**

Parent teacher conferences are conducted twice per year. In 2016-2017 the percent of parents attending at least one conference, on average, was 10% or 23 students. In 2015-2016, this percentage was also 10% or 18 students. This data was calculated by sign-in sheets during conference visits.

### **Postsecondary Enrollments and College Equivalent Courses**

There were 0 students dually enrolled in postsecondary courses in 2015-2016 and 2016-2017.

For the 2015-2016 and 2016-2017 school year there were 2 AP/IB courses offered and 0 students were enrolled in the courses.

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,

*Tamiko Powell-Johnson*  
Principal