



2024-2025 MADISON ACADEMY HIGH SCHOOL School Annual Education Report (AER) Cover Letter

February 14, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-24 educational progress for the Madison Academy. 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 Christel Drew, High School Principal for assistance. The High School AER is available for you to review electronically by visiting the following web site [mischooldata](https://mischooldata.com) or you may review a copy in the main office at your child's school.

For the 2023-24 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 2023-24. 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 2023-24. 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 2023-24. Some schools are not identified with any of these labels. In these cases, no label is given. Madison Academy Elementary High School has not been given one of these labels. Madison was identified for Universal Support as its performance was above the criteria used to identify the other support categories.

The data from the Combined Report from the past two available school years 2022-23 and 2023-24 shows that Madison is performing below the state average in 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 Academy strategically focuses on individual growth. Madison Academy provides an intervention hour, which focuses on reading and math intervention, SAT/ACT Preparation, goal setting, study skills, and social-emotional learning. Each student is assessed on the PSAT/NMSQT in the fall to provide a baseline. Once the student receives an initial score, they are given a growth target for the areas of math and reading for the year. After a student's academic baseline is determined, the students are placed in 52-minute intervention classes that include MTSS, SAT/ACT Prep, and study skills curriculum.

The intervention strategies for SAT testing include a 52- minute daily SAT Prep class for all students grades 9-11 and a 30 minute block per week school-wide initiative called HOUSE. All students complete a minimum of 600 practice questions, learn 75-100 test-taking strategies, engage in comprehensive question and answer sessions, and complete assessments. Staff participate in 2 comprehensive professional learning days to gain understanding on how to utilize SAT and PSAT data to drive instructional improvement.

Additionally, teachers participate in professional development workshops monthly, utilizing research-based instructional strategies. Currently, teachers utilize a cross-curricular focus across all subject matters.

The intervention classes are determined based on the PSAT/NMSQT scores in both math and reading. Students are assessed in the fall, winter, and spring and after each testing cycle the data is assessed to determine which objectives have been met. Students have the opportunity to receive direct instruction as well as blended instruction on computer-based educational programs, utilizing their test scores on Khan Academy, in order to increase both math and reading skills.

Teachers follow a district-provided pacing guide, implement monthly assessments, and re-teach lessons in order to ensure objectives are met. The pacing guide provides an outline of the required objectives that need to be instructed on throughout the month. Each month the students are required to take an assessment in both math and reading to determine mastery of the required pacing guide objectives. After the students take the required monthly assessment, the teachers are required to analyze the data and determine the two objectives that the students struggled and had the lowest achievement on. Once the teachers determine the objectives that need to be re-taught, they are then required to go back and re-teach the selected standards and give a post quiz at the end of the month in order to show that there was growth from the first assessment to the assessment that was given after they had received re-teaching.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

As a charter school in the state of Michigan, Madison Academy High School was open to all pupils in grades 9th-12th in 2023-24, who qualified for admission to a public school under the laws of the State of Michigan, and who reside within the state of Michigan with the only limit being the number of available seats the school has to offer. Also, in accordance with the law in the state of Michigan, Madison Academy High School may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired. The Academy will have an open enrollment period starting after March of each year with a duration of 2 weeks (14 consecutive days). In the weeks prior to the open enrollment period, the school will conduct a re-enrollment period where current students will have the opportunity to claim their continuation for the upcoming school year. If the number of applicants exceeds the number of spots available, there will be an open and public lottery on that date. There will be written notice of the open lottery stating its purpose and it shall be posted, published and advertised pursuant to required laws.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Madison Academy High School MiCIP (School Improvement Plan) team serves to monitor and address areas of concern within the academy. The team consists of teachers, administrators, parents, volunteers and board members that have the best interest of the school, our students and families in mind. The plan was reviewed in 2023-24 and updated for the 2025 school year.

MICIP Goals and Noted Progress:

Goal 1: All students will increase proficiency in Reading

Measurable Objective 1: A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) by meeting or exceeding the grade level benchmark scores in Reading by 06/30/2025 as measured by Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT/SAT).

Measurable Objective 2: Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT) Assessments - Students will take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) Assessments in the fall and winter and take the PSAT/SAT in the spring. This assessment will display where our students are currently performing (not proficient, limited proficiency, or proficient) based on the college readiness standards.

Goal 2: 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 06/30/2025 as measured by PSAT/SAT.

Goal 3: All students will increase proficiency in math

Measurable Objective 1: A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) by meeting or exceeding the grade level benchmark scores in Mathematics by 06/30/2025 as measured by Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT)

Measurable Objective 2: 100% of Eleventh grade students will collaborate to increase the average SAT score by 5% in Mathematics by 06/30/2025 as measured by SAT.

Goal 4: All students will increase proficiency in Social Studies

Measurable Objective 1: 100% of Eleventh grade students will collaborate to increase proficiency by 3% in Social Studies by 06/30/2025 as measured by M-STEP.

Goal 5: All students will increase proficiency in Science

Measurable Objective 1: A 100% increase of Eleventh grade students will collaborate to increase proficiency by 3% in Science by 06/30/2025 as measured by M-STEP

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

For 2023-2024, Madison Academy High School was not a specialized school. The Academy provides the Flint and surrounding area with alternatives to a traditional education. We offer an extended school day and summer programming to meet the educational needs of our students and community. We also provide an afterschool program complete with tutoring, mentoring, civic responsibilities, athletics, introduction to the arts, fitness, snacks and free transportation.

CORE CURRICULUM ACCESS

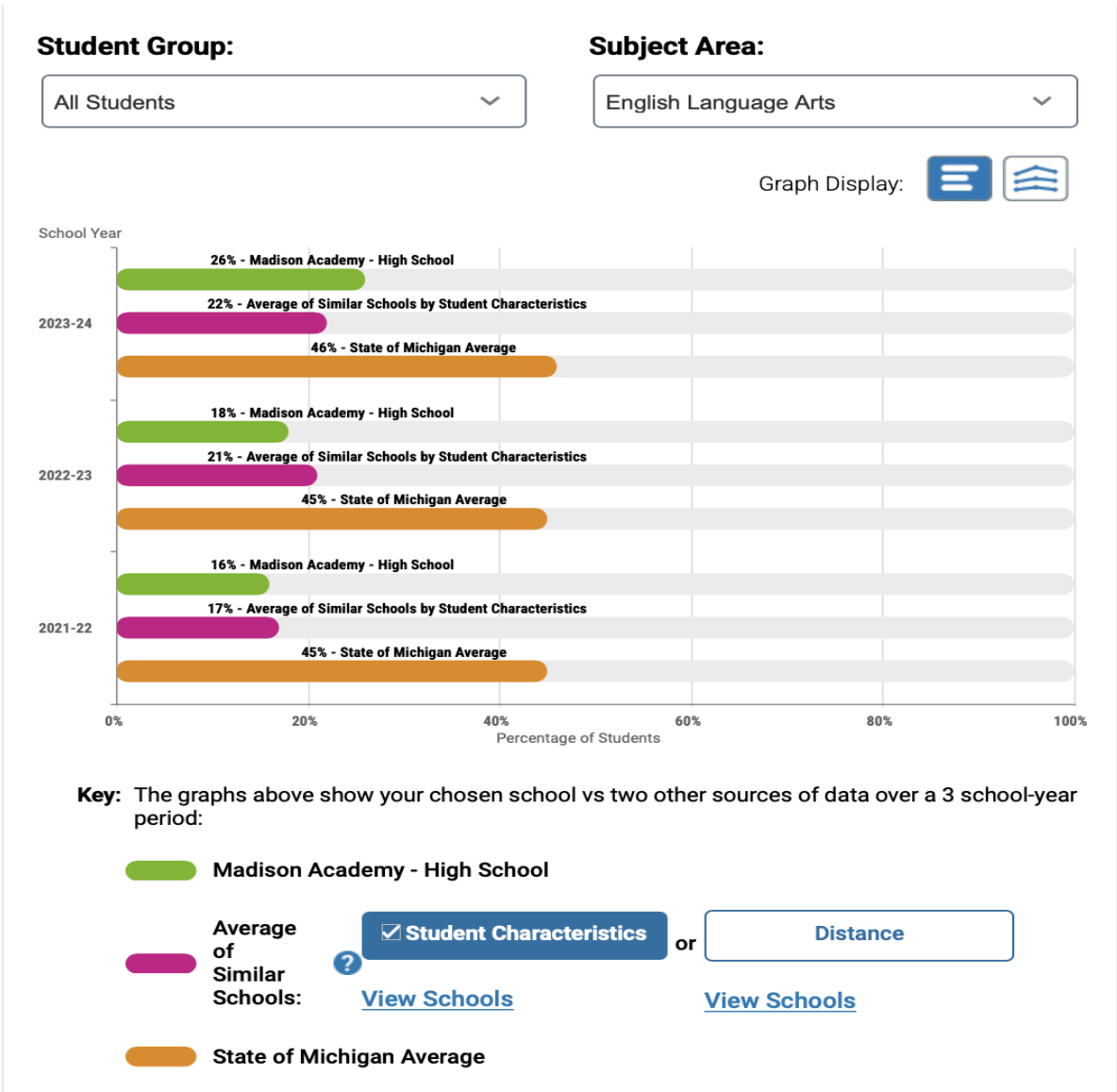
Madison Academy Elementary/Middle School remains in compliance with the Michigan Core Curriculum for the school 2023-2043. A copy of the Michigan core curriculum and academic standards can be accessed by visiting:

<https://www.michigan.gov/mde/services/academic-standards>. By using the core curriculum framework and best practice resources, The Romine Group (TNS Management Company) has implemented an educator dashboard <https://launchpad.classlink.com/trg>, which is the hub for the school data system, educational applications, curriculum maps, lesson plans and pacing guides in which allows teachers to follow state requirements and cover standards timely to provide the best education to our students throughout the year. Madison Academy Elementary/Middle School varies in ways to deliver the curriculum by basing the deliverance on individual student goals and implementing differentiation into the school day. The core curriculum is delivered in the vital subjects of ELA, Social Studies, Science and Math within separate blocks throughout the school day allowing for the introduction of new information, as well as remediation within Math and ELA as shown by the HMH module assessments. Madison students also participate in a variety of elective courses designed to offer additional access to support in deficit areas and meet the interest needs of students. Elective courses include: Spanish, PE, technology, and art.

AGGREGATE STUDENT ACHIEVEMENT RESULTS

PSAT/SAT & M-Step Data: Madison Academy High School conducted SAT Assessments in 11th grade in the spring of 2024. This national assessment attempts to measure college readiness and predict future academic success. While the ACT test measures what a student already knows, the SAT test is used as a predictor of what a student is capable of learning. Results by subject and grade are presented in the graph below. Madison Academy High School has met all of the student growth goals for 2023-24.

READING GROWTH 2023-24



MATH GROWTH 2023-24

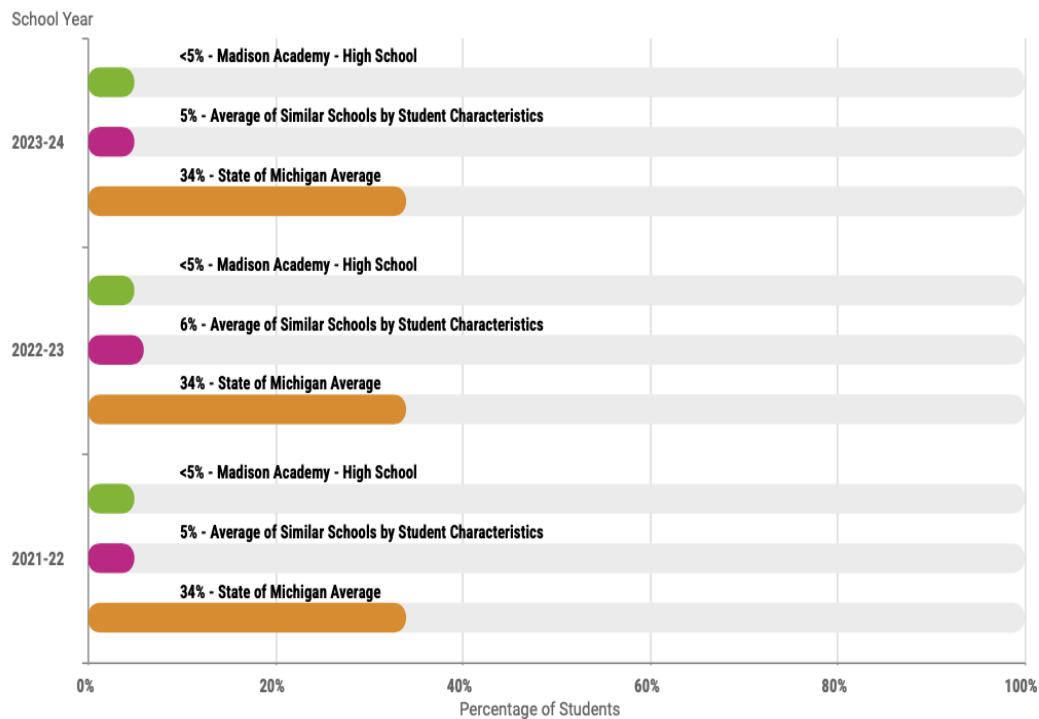
Student Group:

All Students

Subject Area:

Mathematics

Graph Display:



Key: The graphs above show your chosen school vs two other sources of data over a 3 school-year period:

 Madison Academy - High School

 Average of Similar Schools:



☒ Student Characteristics

or

Distance

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 State of Michigan Average

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

SOCIAL STUDIES GROWTH 2023-24

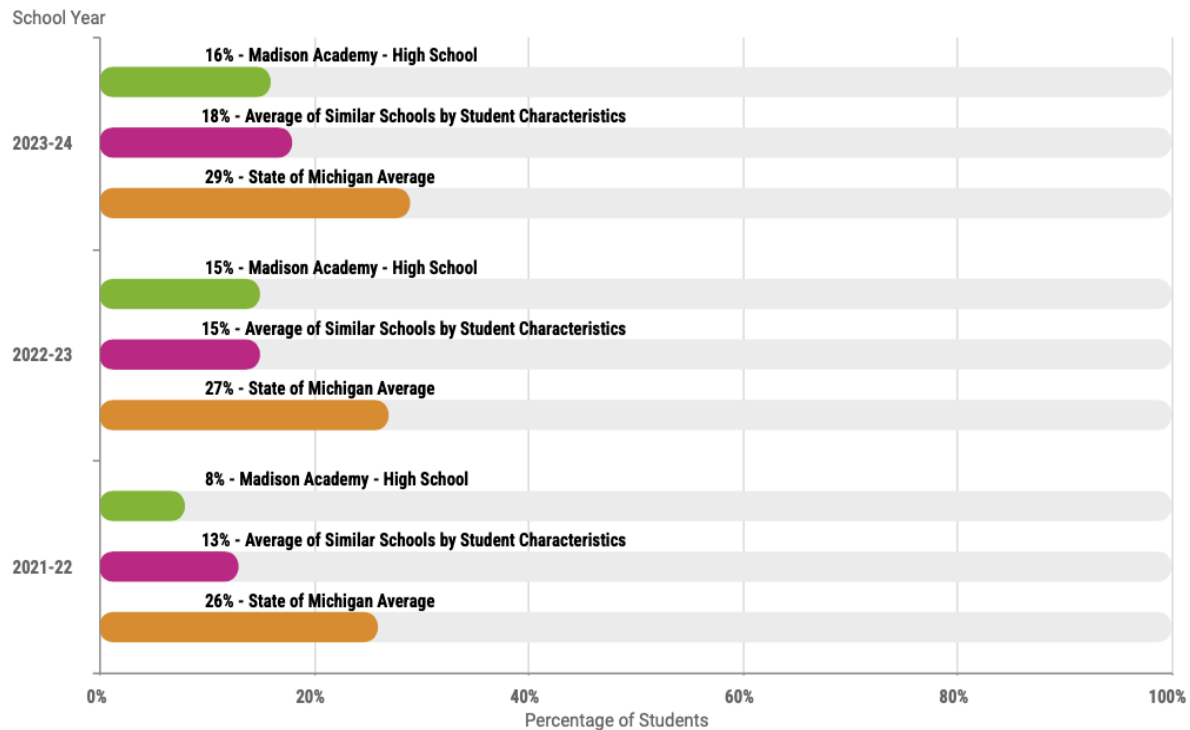
Student Group:

All Students

Subject Area:


Social Studies

Graph Display:



Key: The graphs above show your chosen school vs two other sources of data over a 3 school-year period:

 Madison Academy - High School

 Average of Similar Schools:



☒ Student Characteristics

or

Distance

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SCIENCE GROWTH 2023-24

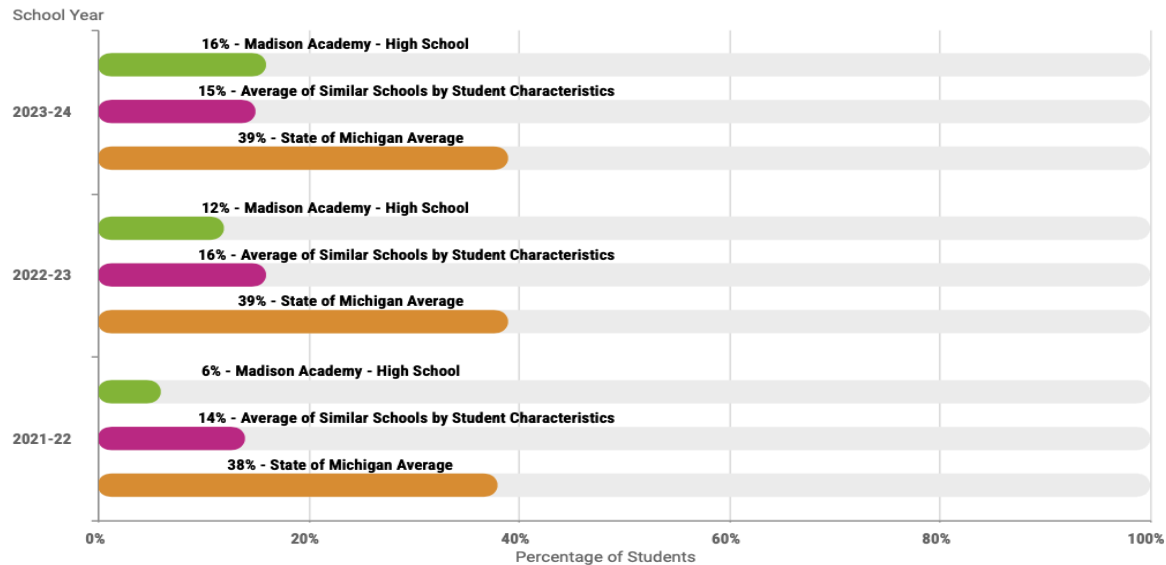
Student Group:

All Students

Subject Area:

Science

Graph Display:



Key: The graphs above show your chosen school vs two other sources of data over a 3 school-year period:

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 Average of Similar Schools:



☒ Student Characteristics

or

Distance

[View Schools](#)

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PARENT-TEACHER CONFERENCES

In 2023-2024 the percent of students attending at least one conference was 35% which is a decrease from the 2022-2023 school year when the percent of parents attending at least one conference was 51%. We value the relationship and participation with our parents, so we also offer resources during conferences such as dinner and food to take home. Additionally we invite community partners to join and provide resource information for clothing, health insurance, vaccinations, school supplies, food, housing, and many other services.

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POST-SECONDARY ENROLLMENTS AND COLLEGE EQUIVALENT COURSES

28% of our students were enrolled in postsecondary courses in 2023-24, which is an increase in participation from 26% of students who were enrolled in 2023-24. During the 2024-25 school year, no students took AP/IB courses offered, however 2% students participated in dual enrollment.

A NOTE FROM THE PRINCIPAL

The Administration and faculty of Madison Academy High School encourages 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,

Christel Drew

Christel Drew

High School Principal