



## **MADISON HIGH SCHOOL ANNUAL EDUCATION REPORT**

January 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-2022 educational progress for Madison 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 Mrs. Kristin Thomas for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3LmAaIU> or you may review a copy in the main office at your child's school.

For the 2021-2022 school year, schools were identified using 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 the aforementioned labels.

Madison High School has identified key challenges in the upcoming year through its School Improvement Process. As a School Improvement Team, goals in the area of Reading, Mathematics, Science, Social Studies, and Writing have been written. While our goals are written to improve performance of all students, specific strategies have been developed to address our lowest performing sub-groups. Those sub groups are students who are Economically Disadvantaged and Students with Disabilities, as well as, students whose performance is in the bottom 30% of all students. The sub-groups that present the greatest challenges are our students in the Bottom 30% in Mathematics, Science, Social Studies, and Writing.

Strategies to accelerate student achievement and close persistent gaps of achievement at the high school level include a focus on curriculum development and alignment, literacy and writing in the core-content areas, as well as, strengthening problem solving and inquiry skills in Science and Mathematics.

During the 2021-2022 school year our focus was on quality assessments and increasing student engagement. While strengthening our formative assessments we continued to be intentional about implementing the gradual release of responsibility model within every classroom to enable students to become independent learners. Explicit vocabulary instruction, quality questioning techniques, response to text, and level 3 Depth of Knowledge tasks are all key initiatives being undertaken throughout our entire district. We are also spending time to further explore how we can utilize our 1:1 technology to enhance and support our work around student engagement and student feedback and assessments.

In addition to the curriculum development goals in the core-content areas, Madison High School is very committed to providing students with quality instruction around career exploration and post-secondary planning. Extensive work has gone into the development of a series of four specific courses offered to every student in their 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, & 12<sup>th</sup> grade year. These courses (Freshman, Sophomore, Junior, and Senior Seminar) are designed to ensure that all Madison High School graduates are college and career ready. Recognizing that student performance in 9<sup>th</sup> grade plays a pivotal role in ensuring students graduate on-time and are able to achieve success post-graduation, we are committed to allocating time in our 9<sup>th</sup> grader's daily schedule for Freshman Seminar. Furthermore, we reallocated our Sophomore Seminar course so that it also meets daily to help strengthen and support our ability to develop meaningful relationships with students and continue to support them as they explore opportunities related to post-secondary planning.

State law requires that we also report additional information. This information is outlined below.

### **Process for assigning pupils to the school**

Madison Schools accepts School of Choice students in addition to students who live in the district. Non-resident students, wishing to enroll, may pick up an application for School of Choice from the District Central Office. Applications for the 2021-2022 school year were accepted through September 2<sup>nd</sup>. All students are placed in the least restrictive environment in the Michigan Merit Core academic curriculum. An individualized plan is put in place to ensure that students with special needs have access to learning opportunities. Accommodations are made so that all students can be successful.

### **School Improvement**

In 2021-2022, the HS School Improvement Team identified goals to improve upon in the areas of Science, Social Studies, Reading, Writing, and Mathematics. Within each goal area, strategies that target Planning and Preparation, Instruction and Learning, Monitoring, Assessment, & Follow-Up have been developed. Each goal will have similar strategies. The strategies are Understanding by Design, Gradual Release of Responsibility, Response to Text and Level 3 Depth of Knowledge tasks. Our faculty will have ongoing, embedded professional development as we implement these strategies. Principals will monitor the implementation and coach faculty throughout the year. In addition to this coaching, our professional development and our staff meetings will all focus on the advancement of our school improvement goals. In addition to these goals, our School Improvement Team utilized staff input and staff perception data to identify areas for improvement. Strategies to support improved communication amongst administration and staff, as well as, among content area teams were developed. In addition, strategies were also identified to encourage a positive culture for both students and staff alike.

In 2017-2018, Madison High School's Project Lead the Way Biomedical Sciences Program became CTE accredited. As a result, students enrolled in any of the PLTW Biomedical Science course are eligible to take advantage of the opportunities unique to students enrolled in a CTE program such as access to CollegeNow and participation in hands-on experiences in a clinical setting. The series of courses students may enroll in include, Intro to Biomedical Sciences, Human Body Systems and Anatomy and Medical Interventions. Students in high school enroll in Biomedical courses have the opportunity to link these experiences to opportunities at the LISD Tech Center, as well.

### **2021-22 Specialized Schools Annual Report**

The students of Madison School District receive special education services through the Lenawee Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training and speech pathology services.

The Lenawee Intermediate School District provides educational services to students from birth through age 26 who have severe handicaps. Students with severe physical, mental, emotional or sensory impairments may receive their educational program at a classroom operated by the LISD. One student from Madison School District attended LISD classroom programs during the 2021-22 school year.

The LISD operates the Laura Haviland Program for early elementary, elementary, middle and high school students with severe emotional and behavioral

impairments. One student from Madison School District attended Laura Haviland during the 2021-22 school year.

In cooperation with the Lenawee County Probate Court, the LISD operates the juvenile education program housed at the Maurice Spear Campus.

LISD operates special education classrooms in local districts including classrooms for students with physical or other health impairments and hearing impairments in Madison; and classrooms for students with cognitive impairments in Tecumseh and Adrian. Two students from Madison School District attended these programs during the 2021-22 school year.

The LISD PREP Academy provides educational programs for teen parents from Lenawee County. During the student's instructional program, childcare support is provided. No student from Madison School District attended the LISD PREP Academy during the 2021-22 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. One hundred thirty-seven (137) students from Madison School District attended the LISD TECH Center or participated in the co-op/work experience program during 2021-22. This equals 81% of the junior and senior population for this school district.

*The most recent follow-up of LISD TECH Center students (a 2022 study of 2021 graduates) showed 50.5% were continuing their education. Of those continuing their education, 89.8% were continuing in a field related to their LISD TECH Center program. In addition, 85.7% were working (full-time or part-time) with 5.8% reporting they were unemployed/seeking employment. Of those working full-time, 67.4% were in a field related to their LISD TECH Center program.*

Local districts operate special education classrooms open to students from other districts. There are two MiCI classrooms in the county that other districts can send students to. One is the LISD MiCI HS classroom at BD and the other is the MS and HS MiCI classrooms at Addison. Beyond that districts do individual agreements to allow students to attend a classroom in another district. Blissfield Community Schools placed two students with Madison School District during the 2021-22 school year.

### **Local Assessments**

As a result of the Covid-19 Pandemic, no spring assessments were administered to high school students during the 2019-2020 school year. The data below, reflects assessment data through the 2020-2021 school year.

PSAT 8/9 and PSAT 10– All ninth grade students took the PSAT 8/9 in April 2021. Likewise, all tenth grade students took the PSAT 10 in April 2021. The PSAT 8/9 and PSAT 10 test results are used to predict student performance on the SAT, as well as, identify student performance in relation to the

College and Career Readiness Benchmarks in the areas of Evidence Based Reading and Writing (EBRW) and Mathematics. PSAT 8/9 and PSAT 10 scores and data are below.

### 9<sup>th</sup> Grade

<b>Subject Area</b>	<b>Nat'l Avg</b>	<b>State Avg</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
<b>Evidence-Based Reading &amp; Writing (EBRW)</b>	442	439	449 (64% met EBRW CCR Benchmark)	No test Given	450 (67% met EBRW CCR Benchmark)	458 (72% Met EBRW CCR Benchmark)
<b>Math</b>	428	426	452 (55% met Math CCR Benchmark)	No Test Given	426 (34% met EBRW CCR Benchmark)	432 (44% Met Math CCR Benchmark)
<b>Composite</b>	869	864	901 (46% met both CCR Benchmarks)	No Test Given	876 (30% met both the CCR Benchmark)	890 (41% met both CCR Benchmarks)

### 10<sup>th</sup> Grade

<b>Subject Area</b>	<b>Nat'l Avg</b>	<b>State Avg</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
<b>Evidence-Based Reading &amp; Writing (EBRW)</b>	459	457	451 (73% met EBRW CCR Benchmark)	No test Given	491 (73% met EBRW CCR Benchmark)	462 (61% met EBRW CCR Benchmark)
<b>Math</b>	447	445	440 (33% met Math CCR Benchmark)	No Test Given	470 (40% met Math CCR Benchmark)	441 (30% met Math CCR Benchmark)
<b>Composite</b>	907	901	891 (29% met both CCR Benchmarks)	No Test Given	961 (38% met both CCR Benchmarks)	903 (27% met both CCR Benchmarks)

### **Parent Teacher Conferences**

At the high school, both Fall and Spring Parent Teacher conferences were held in-person, with the option to schedule a conference virtually. Teachers were required to make contact with parents of students who were at a C or below in their course.

## **Dual-Enrollment**

### **Number of Students enrolled in Extended Learning Opportunities and Information about Educational Development Plans (EDP)**

**Year: 2021-2022**

<b>Number of Students in Building by grade</b>	<b># of Advanced Placement Courses taken</b>	<b># of Students in Dual Enrollment</b>	<b># of Students who earned credit through Dual-Enrollment</b>	<b># of Students in CTE/Vocational Classes</b>	<b>Number of Students who have approved/reviewed EDP on file*</b>
<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>100%</b>
<b>10</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>100%</b>
<b>11</b>	<b>30</b>	<b>3</b>	<b>3</b>	<b>72</b>	<b>100%</b>
<b>12</b>	<b>22</b>	<b>9</b>	<b>9</b>	<b>65</b>	<b>100%</b>
<b>Total</b>	<b>58</b>	<b>12</b>	<b>12</b>	<b>148</b>	<b>100%</b>

## **Advanced Placement**

### **Breakdown of Advanced Placement Scores: 2021-2022<sup>+</sup>**

*\*Students scoring a 4 or 5 are awarded college credit. Students scoring a 3 may earn college credit.*

#### **AP Biology**

<b>Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Average Score 2021-2022 3.0</b>
<b>Total Students</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<i>(3.1 in 19-20) 2.5 in 18-19 2.4 in 17-18 3.0 in 16-17 2.8 in 15-16)</i>

#### **AP Calculus**

<b>Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Average Score 2021-2022 3.0</b>
<b>Total Students</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>0</b>	<i>(3.3 in 20-21 2.8 in 19-20 3.17 in 18-19 2.5 in 17-18 3.11 in 16-17 2.18 in 15-16)</i>

#### **AP English Literature & Composition**

<b>Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Average Score 2021-2022 3.5</b>
<b>Total Students</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>10</b>	<b>0</b>	<i>(2.65 in 20-21 2.7 in 19-20 2.5 in 18-19 2.2 in 17-18 3.0 in 16-17)</i>

						<i>2.6 in 15-16)</i>
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### **AP World History**

<b>Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Average Score 2021-2022 3.17</b>
<b>Total Students</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>0</b>	<i>(3.5 in 20-21 3.0 in 19-20 3.9 in 17-18 2.14 in 16-17 4.3 in 15-16 2.8 in 14-15)</i>

### **AP US History**

<b>Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Average Score 2021-2022 3.20</b>
<b>Total Students</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<i>(2.1 in 20-21 3.1 in 19-20 3.0 in 18-19 2.7 in 17-18 1.86 in 16-17 2.4 in 15-16)</i>

### **AP Language and Composition**

<b>Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Average Score 2021-2022 3.0</b>
<b>Total Students</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>0</b>	<i>(3.0 in 20-21 2.9 in 19-20 2.9 in 18-19 2.8 in 17-18 2.22 in 16-17)</i>

The mission of Madison Schools is to develop a student's full potential in order to be successful in an ever changing world. To accomplish this we must act in partnership with all of our stakeholders. We strive to develop individual excellence through rigorous academics, innovation and personal attention. We are extremely proud of our school, faculty, and student accomplishments.

Sincerely,

Kristin Thomas  
Principal  
Madison High School