

Manton Consolidated Schools

105 Fifth Street, Manton MI 49663

Whatever it takes, Manton students are worth it!

Leonard Morrow, Superintendent: 231-824-6411 #5, Fax: 231-824-4101

Char L. Siddall, High School Principal: 231-824-6411, Fax 231-824-6114

Ryan M. Hiller, Middle School Principal: 231-824-6401, Fax 231-824-4121

Jon Paul Katona, Elementary Principal: 231-824-6413, Fax 231-824-6804

School Annual Education Report (AER) Cover Letter

May 1, 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 the Manton 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. Char Siddall, High School Principal for assistance.

The AER is available for you to review electronically by visiting the following web site **[2016-17 Manton High School Annual Report Data](#)** 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 given one of these labels.

KEY CHALLENGES

The key challenges that the high school face are integrating the new Next Generation Science Standards and we are also concerned with our student's lack of proficiency in Math. As a staff we are working on interventions and curriculum to increase the numeracy of our students. We are very proud of our success in reading and writing, and we believe this is due to the fact that we read and write across the curriculum. We believe that in order to increase our math proficiency, students need to be exposed to math in many different ways and in all subject areas. We have found that our re-aligned our math classes are not exposing our students to enough concepts. Therefore,

we are going back to the traditional order. We are also exploring a new Math curriculum. Student engagement in Social Studies and Science is an area of focus for us as well. We are hoping to receive instructional coaching to improve student engagement in all areas.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Manton Consolidated Schools has one school for grades 9-12; therefore, Manton High School is the only public school in which students may be assigned in the district.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Manton High School is completing its fifth year on the current five year school improvement plan. In the next year we will re-evaluate our goals in the five core areas of reading, mathematics, science, social studies and writing.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Manton School District has no "Specialized" Schools.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

All teachers at Manton High School follow Michigan's Grade Level Expectations in all content areas (GLCE) as our main curriculum guide. The GLCE's can be located at: [Michigan Department of Education](#). The administration and teachers are in collaboration with our local ISD to align the curriculum to the National Common Core Standards for College and Career Readiness. The Cycle for Curriculum Development, provides a systematic procedure to study existing curriculum areas and programs relative to the Michigan Curriculum Framework. A copy of the Manton Consolidated Schools written curriculums can be accessed in the Curriculum Office.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016 SAT Scores

	% of Students Met or Exceeded Benchmark	% of Students Did not Meet Benchmark
SAT Total Score	20%	80%
SAT Reading/Writing	55.4%	44.6%
SAT Mathematics	23.1%	76.9%

2017 SAT Scores

	% of Students Met or Exceeded Benchmark	% of Students Did not Meet Benchmark
SAT Total Score	30.7%	69.3%
SAT Reading/Writing	53.3%	46.7%
SAT Mathematics	32%	68%

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

The high school provides an opportunity for parent conferences in the fall and spring of each school year. Students were identified with one or more failing grade and conferences were scheduled. For those without a scheduled conference, parents were encouraged to drop in if they had any concerns. In 2015-16, 195 parents or 69% attended in the fall and 161 or 57% of parents attended in the spring. In 2016-17, 132 parents or 44% attended in the fall and 179 parents or 60% attended in the spring.

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

For the 2015-2016 school year, Manton did not have any students participate in dual enrollment. For the 2016-2017 school year, Manton did not have any students participate in dual enrollment.

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

In 2015-2016, Manton High School offered one AP class; English. In 2016-17, Manton High School did not offer any college equivalent courses.

THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

In the 2015-16 school year, there were fifteen (15) or 5% that participated in college equivalent courses. In the 2016-17 school year, Manton High School did not have any students enrolled in college equivalent courses.

THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

In the 2015-2016 school year, two students or 13% received a score leading to college credit. In the 2016-17 school year, Manton High School did not have any students participating in college equivalent courses, therefore we did not have any students receiving a score leading to college credits.

In Conclusion

At Manton High School, we are proud of the accomplishments of our students and staff. We offer a wide variety of academic and extracurricular activities for a school our size. When in the classroom or the field/stage of competition, we strive to prepare each student to be successful in any endeavor they choose following high school. Our staff works extremely hard to ensure success of our students on an individual and as an entire student body.

Whether continuing their education, joining the military, or entering the workforce, each teacher works to ensure every student receives a quality education to make their dreams attainable. We participate in the school improvement process both as a building, and with the el

ementary and middle school. We also collaborate with neighboring schools within our ISD in Professional Learning Communities to ensure all students are receiving the best instruction possible. All students at Manton High School are treated equally as individuals and are educated by kind, caring, and professional people who care about their total well-being. ***"Whatever it Takes, Manton Students are Worth It"*** is lived out by the staff at Manton High School.

Sincerely,

Mrs. Char Siddall
Manton High School Principal