

Manton Consolidated Schools

105 Fifth Street • Manton, Michigan 49663

Whatever it takes, Manton students are worth it!

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School Annual Education Report (AER) Cover Letter

February 6, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Manton Elementary 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 [Manton High School 2016 Annual Education Report Data](#) or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been 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 re-aligned our math classes, and also re-aligned our science

classes. This year we are also offering some classes at an "Honors" level to challenge those students who are ready for advanced work. These classes are offered in Math, Science, and English. Students have embraced these opportunities. 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 K-4; therefore, Manton Elementary 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 fourth year on the current five year school improvement plan. In the next year we will continue to work on our goals in the five core areas of reading, mathematics, science, social studies and writing. Our school improvement plan can be review electronically at the following link: [Manton Schools Website](#). The plan is located on the main webpage under District Information.

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: www.michigan.gov. 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

ACT Scores

	English	Math	Reading	Science	Composite
2013-14 ACT Average Score	18.2	19.2	20.5	20.3	19.7
2014-15 ACT Average Score	17.2	17.7	18	18.3	17.9

2016 SAT Results

	% 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%

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 2014-15, 137 parents or 48% attended in the fall and 192 parents or 67% attended in the spring. In 2015-16, 195 parents or 69% attended in the fall and 161 or 57% of parents attended in the spring.

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

For the 2014-2015 school year, Manton did not have any students participate. For the 2015-2016 school year, Manton did not have any students participate.

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

In 2014-2015, Manton High School offered three AP classes; English, Chemistry and US History. In 2015-2016, Manton High School offered one AP class; English.

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

In the 2014-2015 school year, there were twenty nine (29) or 10% that participated in college equivalent courses and in 2015-16 school year, there were fifteen (15) or 5% that participated in college equivalent courses.

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

In the 2014-2015 school year, five students or 17% received a score leading to college credit.

In the 2015-2016 school year, two students or 13% received a score leading to college credit.

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 elementary 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