

Mancelona High School

112 St. Johns Ave.
9300 W. Limits St.
Mancelona, MI 49659



Telephone (231) 587-8551
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January 16, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Mancelona 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 our office for assistance.

The AER is available for you to review electronically by visiting the following website <https://www.mischooldata.org/annual-education-report-2/>, 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 2022-23. 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 2021-22. 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 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been giving one of these labels.

We are diversifying our course offerings to engage students at a higher level. Content area elective courses and online learning opportunities are expanding. In addition, our staff are collaborating on district-wide instructional initiatives.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
 - District has one high school, so all are enrolled at MHS. Choice students allocated based on enrollment at a particular level.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN



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- Ongoing. Teams work on curriculum and instruction at the building and district level.
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
 - None.
 4. 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
 - Content standards available from MDE.
 5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
 - Student performance is steady in comparison to State performance.
 6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
 - Approximately 25% of our students were represented and parent-teacher conference.
 7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
 - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT): 12
 - b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB): 4
 - c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB): 15 or 12.5% of eligible students
 - d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT: 15 or 12.5% of eligible students

As we work on improving our academics, we also encourage as much extra-curricular involvement as possible. This helps create well-rounded students that are learning to work with others towards a common goal.

Sincerely,

Trent Naumcheff
Principal

