

Gladstone Area Schools
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"Together We Make a Difference"

Gladstone High School
Annual Education Report (AER) Cover Letter

February 1, 2024

Dear Parents and Community Members:

We are pleased to present you with the 2023-24 Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Gladstone 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 Andrew Jacques at 906-428-9200 for assistance.

The AER is available for you to review electronically by visiting the following web site,

<https://bit.ly/37uCKEu>

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 was identified as a Comprehensive Support and Improvement school.

The key challenge at Gladstone High School is our ever growing academically at risk population. Test scores coupled with low achievement in the classroom are obstacles that we have identified and are in the process of correcting. A few initiatives that are and will take place are the following:

1. Alternative Educational setting on campus to further personalize instruction in a way that will allow the academically at risk student to be successful.

2. Partnerships with local businesses placing these students in a work environment based off the educational development plan.
3. Continue to work with the local trades groups to develop apprenticeship programs in all of the trades.
4. Algebra A and Geometry A class offerings which is a slower paced power-standard based course. Achievement gap data with these students have been identified and will be monitored throughout the school year as the aforementioned initiatives are fully operational.
5. Continuing a Math Lab course for all math students that received a 60% or better on end of course assessments in their individual math classes.
6. Increase Peer Tutor use within the Math and English Lab course offered that will also include teacher support.
7. Maintain an Auto Shop and Woodshop classes to meet the needs of more students.
8. Add an English Lab course for all English students that received a 60% or better on end of course assessments in their individual English classes.

State law requires that we also report additional information for the two most recent years on the following:

1. Process for assigning pupils to the school:

The Gladstone Area School District has identified attendance areas for each building as well as a policy and process to address parents' school of choice request. Copies of these policies and procedures are available in our Central Office. Following are our schools board policies on Resident and Nonresident Schools of Choice.

5113 - SCHOOLS OF CHOICE PROGRAM (Inter-District)

The Board of Education has determined that it will allow nonresident students, residing within the Delta-Schoolcraft ISD, but whose parent(s) does not reside in the District, and who qualify, to enroll in the District through a Schools of Choice program during the forthcoming school year. Furthermore, the Board has determined that it will also allow nonresident students residing in intermediate school districts contiguous to the Delta-Schoolcraft Intermediate School District to enroll in the District through a Schools of Choice Program during the forthcoming year, provided they qualify.

The Board shall review this decision annually based on information provided by the Superintendent concerning the availability of space in each of the District's schools and programs. The Board shall determine and publish whether or not it will accept applications for enrollment by new constituent district students, contiguous district students, or tuition students by the second Friday in August for the next school year. The Board may, at its option, choose to accept Schools of Choice students for any second semester openings. Openings for second semester must be published two (2) weeks prior to the end of the first semester.

Any constituent or contiguous district students who were enrolled during the previous school year or semester under a Schools of Choice program will be permitted to enroll for the next school year.

DEFINITIONS

The following definitions will apply to the District's Schools of Choice program.

A. Constituent District

A school district located within the Delta-Schoolcraft ISD.

B. Contiguous Intermediate School District

A school district within a different ISD, which borders on the Delta-Schoolcraft Intermediate School District.

C. Home District

A nonresident student's district of residence within the ISD.

D. Constituent-District Student

A student who is a legal resident or otherwise legally entitled to attend school in another school district within the same ISD who does not have a parent residing in the District and who seeks admission to this District under Schools of Choice.

E. Contiguous District Student

A student who is a legal resident of, or otherwise legally entitled to attend school in a district within any intermediate school district which borders on the Delta-Schoolcraft Intermediate School District; does not have a parent residing in the District; and seeks admission to the District under the Schools of Choice Program.

F. Program Size

Program size is the enrollment or size restrictions in a specific program, course, class or building. The District reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain a proper learning environment, and comply with contracts, grants and applicable laws and regulations.

G. Resident Student

A student who is a legal resident of this District and is consequently entitled to attend school in this District in accordance with Policy 5111 - Eligibility of Resident/Nonresident Students.

H. Tuition Student

A tuition student is a student who resides outside the Intermediate School District and has enrolled or seeks to enroll in this District upon payment of the established tuition fee.

If the Board determines that there will be a limited number of positions available in a grade, school, or program, the District shall, by the second Friday in August, establish and publicize a fifteen (15) day period during which applications will be accepted and the place and manner for submitting applications. If the Board determines that there are unlimited positions available in a grade, school, or program, applications shall be accepted through the first week of school.

If the Board determines during the first semester of a school year that space will be available for a Schools of Choice Program and students, other than those already entitled to preference because they made timely application before the school year began, can be enrolled for the second semester, then the District will accept applications and enroll qualifying nonresident students provided those nonresidents comply with the registration deadlines established in the administrative guidelines.

ENROLLMENT OF NONRESIDENT STUDENTS

Students who have been enrolled in the District through a Schools of Choice Program during the previous semester or school year may continue their enrollment through graduation provided they maintain continuous enrollment and are not expelled for disciplinary reasons.

- A. If the number of applications for admission from nonresident students exceeds the number of available enrollment opportunities, enrollment priority shall be given to a sibling of a nonresident student already admitted under this program.
- B. Nonresident students shall be selected for remaining vacancies using a random selection process.
- C. Tuition students shall be included in the determination of class and program size prior to accepting new constituent or contiguous district students.
- D. Before a contiguous district student who is eligible for special education programs and services will be accepted, there must be a separate written agreement between the district of residence and the accepting district specifying the responsibility for paying the added costs of the special education programs and services.
- E. Enrollment may or may not be available to any nonresident student who has been suspended, expelled or otherwise released or excluded from his/her home district for disciplinary reasons. The Superintendent shall make the decision based on the circumstances involved, in accordance with statutory restrictions.
- F. The District's Policy 2260 - Nondiscrimination and Equal Educational Opportunity shall apply to all applicants under this program. In addition, the District will not discriminate on the basis of an applicant's intellectual, academic, artistic, athletic, or other ability, talent, or accomplishment, or based on a mental or physical disability.
- G. The Superintendent shall be responsible for developing and promulgating administrative guidelines to implement this policy. Such guidelines shall address at least the following matters:
 - 1. Communication with the parents of nonresident students seeking admission (or the student, if legally emancipated) concerning the timelines and other requirements for application as well as a statement of nondiscrimination (See Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity).
 - 2. Participation in interscholastic athletics.
 - 3. District transportation services.
 - 4. Pre-requisites and other eligibility standards associated with courses of study.
 - 5. Transfer of academic credit.
 - 6. Assignment within the District.
 - 7. Admission of special-education students.
 - 8. Payment of fees and other charges.

RELEASE OF RESIDENT STUDENTS

- A. The Superintendent shall ensure that the records of a resident student who transfers to another district are sent promptly to the other district.
- B. The Superintendent shall inform the State Department of Education should the number of resident students transferring to constituent districts under a Schools of Choice program exceed ten percent (10%) of the District's resident student population.

M.C.L.A. 388.1705

PA 300, 1996, as amended

Adopted 12/17/01

Revised 11/22/04

Status of 5-year (2021-2025) School Improvement Plan:

1. Continue to align the curriculum meeting the Michigan State Standards
 2. Continue to align the curriculum meeting the Federal Common Core Standards
 3. Finish writing curriculum for K-12 Mathematics
 4. Involve the K-8 teachers in the process of meeting the MMC
 4. Analyze student assessment data (PSAT9, PSAT10, SAT) by core content
- Continue to focus on the Anti-Bullying policy which includes electronically transmitted acts
5. Continue to offer and improve Experiential Learning Courses/Dual Enrollment
- Provide practicable opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction
6. Maintain and update the software program for credit recovery
 7. Evaluate the Alternative Education Program used
 8. Continue to implement a World Language (Spanish) course at the Junior High
 9. Math Lab course for at-risk math students
 10. English Lab course for at risk students in English
 11. Peer to Peer mentoring program
 12. Increase offerings for the CTE students
 13. Implement credit recovery system for students at risk of graduation
 - 8th grade retention/remediation
 - Summer School
 - IMAGINE EDGENUITY - Online Courses – Teacher behind the screen
 - Alternative Education Program
 - GED test prep (North Menominee) with Vocational Education
 14. Continue to improve average scores each year on the MME/SAT
 15. Increase cross-curricular activities using reading and writing as the foundation
 16. Increase the number of co-taught special education courses
 17. Evaluate the drop-out rates as they are impacted by the MMC
 18. Course pacing guides for the Common Core Standards
 19. SAT test prep courses
 20. Closing achievement gaps

SUMMARY OF 2022-23 SCHOOL IMPROVEMENT RESULTS

This year was a very productive year in meeting our school improvement goals. School improvement goal attainment is as follows:

1. All core courses are currently aligned to the HSCE's and are going over the crosswalk to CCSS as well as the power standards identified for pass/fail situations.
2. English/Math department heads continue to get PD on the common core and standards based grading.
3. A PLC Team is created to work on SAT/PSAT strategies to increase scores.
4. Continue to meet with the 6-8 teachers in all core areas to further align the DISTRICT curriculum.
5. Continue to focus on the Anti-Bullying policy
6. Increased the requirements for our experiential learners/dual enrollment

7. Using IMAGINE EDGENUITY/Michigan Virtual and other online software for credit recovery as well as enrichment opportunities.
8. Achievement Gap focus for 2023-2024
9. Continued Curriculum Writing for 9-12 Math and all other core areas (Power Standards and Targets per standard)
10. Continuous PD on Standards Based Grading/Learning for teachers.
11. Continue to work in our PLC's to improve instruction and climate/culture of the building.

3.Specialized Schools:

The Gladstone Area School District has several affiliated schools that provide services not attainable in our schools. The Delta-Schoolcraft Intermediate School District coordinates services at the following specialized schools:

Learning Center:

Established in 1969, the Delta-Schoolcraft Intermediate School District Learning Center is committed to creating and supporting effective educational programs which promote learning for students with moderate to severe impairments through the cooperative involvement of students, families, educators, and the community. The Learning Center program is designed to meet the educational needs of students 3 to 26 years of age, from the two county area who meet eligibility requirements and need a placement other than that which is available in a traditional school setting.

Career Technical Center:

Career technical education courses are offered to students utilizing the cluster concept. Students enroll in a specific course or program of courses. Basic skills required for a specific occupational area may be taught by rotating students through a series of related courses and a variety of instructors. The overall goal of the program is to prepare students for post-secondary education and/or to go directly into the work force.

- Information Technology
- Health Science
- Education & Training
- Construction
- Manufacturing
- Science, Technology, Engineering & Mathematics
- Transportation

Upper Peninsula Virtual Academy (UPVA):

UPVA is a Michigan public school offering online courses to all UP students in grades K-12. Students can enroll as a part-time or full-time student with Gladstone Area Schools or Public Schools of Calumet, Laurium & Keweenaw through the Schools of Choice program.

Online courses provide students the flexibility to work anywhere and anytime that works for them. Courses taken through UPVA are no cost to the families, up to 12 courses per student per year. Each online course has a content expert teacher to assist students. Students will also be assigned a local mentor teacher who will have regular contact with the student, and monitor their progress and grades. Full-time students must take the state assessment tests, and can earn a Michigan high school diploma.

4. Core Curriculum:

To access the state core curriculum, please go to the following web pages:

<https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>

www.corestandards.org

This is the model that we use at our school.

5. Student Performance on State Tests

<u>Year</u>	<u>Content Area</u>	<u>% Met or Exceeded Benchmark</u>			
	<u>Total Score SAT</u>	<u>EBRW</u>	<u>Math</u>	<u>Social St</u>	<u>Science M-Step</u>
<u>2021-2022</u>	32.9%	63.5%	35.3%	44.2%	45.3%
<u>2022-2023</u>	41.1%	66.3%	42.1%	47.4%	49.5%

6. Parent Participation:

Parent-teacher conferences are an important part of the school year. This is an opportunity for the parents and teachers to examine a student's progress together. During the fall of 2023 school year, the Parent Teacher Conferences breakdown was as follows:

Parent Teacher Conferences Breakdown

November 2, 2023

Grade 12

Total Students 90
Parents Attended 32 36% Girls (13) 41% Boys (19) 59%
Girls Free/Reduced (2) 15%
Boys Free/Reduced (3) 16%

Grade 11

Total Students 117
Parents Attended 46 39% Girls (26) 57% Boys (20) 43%
Girls Free/Reduced (8) 17%
Boys Free/Reduced (7) 35%

Grade 10

Total Students 99
Parents Attended 43 43% Girls (18) 42% Boys (25) 58%
Girls Free/Reduced (4) 22%
Boys Free/Reduced (6) 24%

Grade 9

Total Students 111
Parents Attended 44 40% Girls (16) 36% Boys (28) 64%
Girls Free/Reduced (4) 25%
Boys Free/Reduced (7) 25%

165 Parents Attended – 40% Overall

7. High Schools also report on the following:

a. the number and percent of postsecondary enrollments (Dual Enrollments)
105 dual enrolled students out of 413 students in the building which is 25.4%.
We were at 21.8% last year.

b. the number of College Equivalent Courses offered (AP/IB):
1 course

c. the number and percentage of students enrolled in AP/IB courses:
3 students at .007%

d. the number and percentage of students receiving a cores leading to college credit
105 students/ 25.4% from dual enrollment

Congratulations goes out to all staff, students, and parents for another great year at GHS!

Sincerely,

Mr. Andrew Jacques
Principal Gladstone High School