



SCHOOLCRAFT JR/SR HIGH SCHOOL

13400 S. 14th St Schoolcraft, MI 49087

Friday, January 19, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-2023 educational progress for Schoolcraft Junior/Senior 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 Principal, Matthew Dailey, for assistance or further explanation.

The AER is available for you to review electronically by clicking [here](#), or you may review a copy in the main office at your child's school.

For the 2022-23 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 the 2019-2020 school year. 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 2019-2020. 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 2017-2018. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school did not receive a designation in accordance with one of the aforementioned labels.

As we return to a sense of normalcy in our daily lives, our school is looking beyond interruptions posed by the COVID-19 pandemic and are closely monitoring our students' academic achievement. Since COVID-19 has impacted the routine of school, our school community is cognizant of the social-emotional ramifications of increased screen time via learning distance learning as well as the interruptions to daily in-person socialization. Therefore, while our student achievement results are maintained at or above the state average, we are focusing on our students' needs for routine and pro-social behavioral expectations. We have continued our Positive Behavior Interventions and Supports (PBIS) initiative with bundling-wide behavior expectations summarized in Eagles CARE. Additionally, our Student Support Team routinely tracks and monitors school engagement via staff feedback on students who exhibit academic, behavioral, emotional, or social concerns. Additionally, in response to our children's needs for bridging learning loss from the pandemic, we have used one-time funding sources to elevate our academic interventions. As a collaborative, team-oriented effort, we connect with our students exhibiting interference with their ability to access daily learning and work to collaborate with family members and teaching staff to remove any barriers to learning.

Principal

Matt Dailey
269-488-7360

daileym@schoolcraftcs.org

Dean of Students

Amy Lawrence
269-488-7371

Lawrencea@schoolcraftcs.org

Athletic Director

Bryan Applin
269-488-7365

applinb@schoolcraftcs.org

Guidance Counselor

Brittany Hetrick
269-488-7358

hetrickb@schoolcraftcs.org

Main Office

Shannon McDonald
269-488-7361

mcdonalds@schoolcraftcs.org

Megan Flinn
269-488-7362

flinnm@schoolcraftcs.org

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 **269-488-7350**

 **269-488-7364**



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daileym@schoolcraftcs.org

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State law requires that we also report additional information. Since our building is the only school educating secondary students in Schoolcraft Community Schools, all eligible, grade and age-appropriate students are assigned to Schoolcraft High School. With the most recent update to the School Improvement Plan to the Michigan Integrated Continuous Improvement Process (MICIP), our focus is on campus-wide social-emotional support via PBIS and Social-Emotional Learning monitoring processes. The core curriculum taught on our campus may be accessed via the SCS Website by following the Document tab to access the Teaching and Learning section. From the Teaching and Learning folder, our teaching standards may be accessed through the Standards folder. We are pleased that with our transition to virtual conferences, as a result of the pandemic, our parent/guardian attendance rates increased with 66 percent of our students being represented at Parent/Guardian-Teacher Conferences.

Our school has actively responded to the learning interruptions posed by the COVID-19 pandemic. This is evidenced with 54 percent of our students who were proficient on state assessments, which is higher than the state average and 17 percentage points higher than our state assessment proficiency in 2020-2021. Our four year graduation rate from 2021-2022 is 86 percent while our five year graduation rate is 94 percent. Our graduation rate is slightly different from area and like schools since many of our students graduate after an additional year from their cohort due to our robust participation in the five year Early Middle College (EMC) program. Our postsecondary enrollment in two or four year programs, meanwhile, for 2022-2031 is 68 percent while the state average is 65 percent. While we do not offer Advanced Placement (AP) or International Baccalaureate (IB) classes, 72 percent of our graduates receive college credit due to our active participation in Dual Enrollment and EMC. As a comparison, only 45 percent of Michigan high school graduates receive college credit upon graduation.

As a school community, we are pleased with the academic and social experiences we are able to provide our students. With a dedicated, engaging, and student-centered faculty, our school community meets the needs of learners to excel on their pathway to potential.

Sincerely,

Matthew Dailey, Principal

13400 S 14 St.

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 **269-488-7350**

 **269-488-7364**