

# Mancelona Public Schools

Jake Murray - Middle School Principal  
Home of the Ironmen

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1-30-25

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for MANCELONA MIDDLE 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 JAKE MURRAY (PRINCIPAL) for assistance.

The AER is available for you to review electronically by visiting the following website <https://www.mancelonaschools.org>, or you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status 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 "HAS NOT BEEN GIVEN ONE OF THESE LABELS."

To increase achievement, the middle school implemented the CPM curriculum for mathematics in 2019. The curriculum is mixed practice spiral based. Students are constantly practicing and reviewing content throughout the year in their assignments. This allows for multiple opportunities throughout the school year for teachers to assess and reteach content as needed. In addition, chapter assessments are also spiral based, allowing teachers to gather data throughout the year (8-10 times) to help determine intervention and reteaching needs. Benchmarking data is gathered three times a year through NWEA testing and is reviewed by teaching staff. This data is shared bi-annually with parents during

parent-teacher conferences where individual student data can be explained thoroughly, and any parental questions can be addressed immediately.

For reading, ELA benchmark data (NWEA Reading, Language Usage) is collected three times a year and is analyzed to identify students performing below grade level for strategic (35th to 49th percentile) and intensive (below the 35th percentile) support. Ongoing training is provided for all staff delivering interventions throughout the school year. Students receiving strategic and intensive supports are progress monitored weekly and reviewed quarterly. Intervention groups are fluid ensuring that students showing improvement can be moved into a new intervention group that targets their needs and supports new goals. Core ELA instruction is continually monitored for fidelity and rigor.

State law requires that we also report additional information.

**1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

\*District has one middle school, so all 5-8 students are enrolled at MMS. Choice students are considered on a case by case basis.

**THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

\*Ongoing. Teams work on standards-based curriculum planning and instruction at the building and district level.

**A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL \*None\***

**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 are available at the Michigan Dept. of Educ. School curriculum maps can be accessed on the school district website at <https://www.mancelonaschools.org/our-district/mancelona-curriculum/>

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

\*Achievement data at MMS is comparable and aligned to state achievement data for like schools across Michigan.

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

\*Over 52% of our students are represented at parent conferences. This is an increase from the last academic school year.

Mancelona Middle School sets the bar high when it comes to improving student achievement. Our dedicated staff is constantly seeking innovative classroom strategies that engage and inspire our students. In addition to our focus on academics is our commitment to social-emotional approaches. At MMS, we wholeheartedly believe that a student's well-being is just as important as their academic success.

By placing a strong focus on student well-being and implementing restorative practices, we are creating an environment where every student feels valued and supported. This holistic approach not only enhances learning but also fosters a sense of community and belonging.

Sincerely,



Jake Murray  
Principal  
Mancelona Middle School