



February 7, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Mattawan 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 Tim Eastman, Principal, for assistance.

The AER is available for you to review electronically by visiting our school website: www.mattawanschools.org/hs or you may review a copy in the main office at your child's school.

For the 2020-21 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 has at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that has had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. 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%. 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.

The 2020-21 school year presented a number of challenges for the students and staff at Mattawan High School. The school moved through various stages of in-person and remote learning throughout the year. Though the year was fluid, Mattawan High School continued to score above the State proficiency level in all areas. The combined 5 year analysis of our SAT results, M-STEP results, and categorical graduation rates showed that we still need to make strides in addressing the performance of the lowest achieving 30% of our students. The High School building works diligently to provide needed interventions for students performing below grade level and will continue to do so moving forward.

In light of all our successes and our efforts, we appreciate the continued support of parents, staff and our community in these efforts.



The remainder of this report provides you with additional information about our school and our achievements, including:

- General description of our school, and the process for student placement
- Our 3-5 year overarching building priorities and annual school improvement goals in the core content areas
- A brief description of each specialized school
- A description of our core curriculum, how it is being implemented, as well as how you can access a copy of the core curriculum for review
- Aggregate student achievement results for state and national assessments administered within the district
- Parent participation in parent-teacher conferences
- The number and percent of our students who are enrolled in postsecondary courses through dual enrollment, the names of the advanced placement college equivalent courses offered, the number and percentage of students enrolled in these courses, and the number and percentage of students receiving a score of 3.0 or higher that leads to college credit(s)

Mattawan High School strives to be a collaborative learning community in which every individual is valued, engaged and successful. The foundation of our learning organization is built upon four beliefs. We will:

- Continually improve
- Collaborate and Communicate
- Focus on Learning and Achievement
- Nurture and Maintain a positive school culture

Each of us is committed to your child's success and serving your family's needs within a safe and respectful setting. Our educational environment is characterized by the care and concern shown for students. A variety of teaching and learning opportunities are fostered to meet individual needs and learning styles. Our curriculum addresses the diversity of students' academic skills, interests, and social, emotional, and physical development.

Our overarching goal is to provide a safe and academically rigorous school that produces confident, competent and compassionate learners. A commitment to this goal with excellence shared by staff, students, parents, and community makes Mattawan High School a leader in providing

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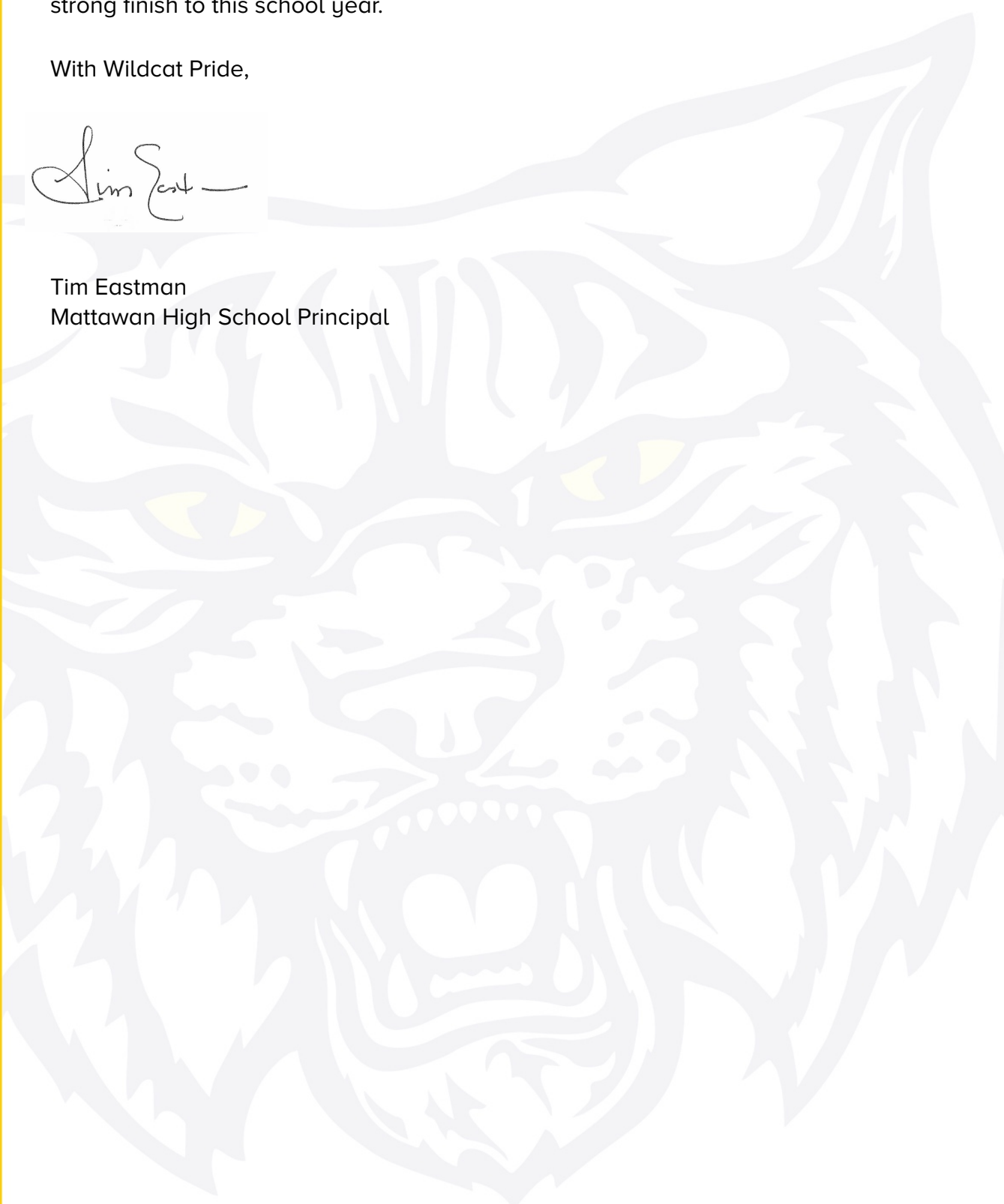
EMPOWERING THE FUTURE – with Mattawan Pride

exemplary educational programming and an engaging experience for all students. We appreciate your continued support and look forward to a strong finish to this school year.

With Wildcat Pride,

A handwritten signature in black ink that reads "Tim Eastman" followed by a horizontal line.

Tim Eastman
Mattawan High School Principal



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About Our School

Mattawan Consolidated School is a growing school district just west of Kalamazoo and Portage. The area is dotted with lakes and combines the advantages of rural living with close proximity to a metropolitan area. Halfway between Chicago and Detroit, we are a semi-rural/suburban school district on the fringe of Kalamazoo/Portage. Our school community serves families employed by higher-education institutions (Kalamazoo College, Western Michigan University and Kalamazoo Valley Community College); bio-tech and pharmaceutical industries, local and global businesses and financial institutions, agricultural and construction industries, as well as multiple medical facilities and area schools.

This family oriented, education-minded community attracts residents from the surrounding area and is home to individuals and families new to the Kalamazoo area. Covering 52 square miles, the district currently educates nearly 4000 students kindergarten through twelfth grade. The four schools that comprise the Mattawan Consolidated School District are centrally located, providing easy access to each school and maximizing interaction among students and staff. Mattawan Consolidated School continues to grow and is prepared to continue our tradition of excellence.

Mattawan High School is a comprehensive high school serving 1176 students in grades 9-12. The high school facilities are well-kept and still retain their original luster, though the building is in its thirtieth year of operation. Thanks to our supportive community, the district passed bonds in 2014 and in 2018. Monies from these bonds have been used to add a new wing, update security, provide technology upgrades, renovate a portion of the existing building, and provide a new roof for the building.

Students attend school from 7:40 am to 2:35 pm. Each student is enrolled in 6 courses each semester that meet daily for fifty-five minutes with a five minute passing period between classes and 30 minutes for lunch. An additional 25 minutes per day is utilized by students for content-standards based, intensive intervention.

Student Placement

The Student Service Team assigns students to the appropriate courses based on a number of variables including their Four-Year Educational Development Plan (EDP), course selections sheet (student and parent input), prerequisite coursework, achievement and attendance data, teacher recommendation, student needs, and available space. Students may be denied course enrollment due to a lack of available space or the need to pass prerequisites. Schedules are provided to each student prior to school or upon enrollment. Parents may request a particular student placement into a course by completing the K-12 Student Placement form. K-12 Student Placement forms are available in the main office.

Given the time and input provided in the development of each student's schedule, we rarely make course changes unless a student is inappropriately placed in a course, where s/he has not fulfilled the prerequisite credit, has an incomplete schedule, or is scheduled into a course where s/he has previously earned credit. In addition, we typically do not accept student/parent requests for changes that reduce the rigor of a student's schedule, switch class periods, or rearrange their classes to be with friends or a specific teacher. Any questions or concerns about a student's schedule should be discussed with their counselor and/or dean of teaching and learning.

School Improvement

Mattawan High School has adopted the MICIP protocol from the State of Michigan. We are working on incorporating a Professional Learning Community culture with goals surrounding the implementation of

Positive Behavioral Intervention and Support (PBIS), Social Emotional Learning (SEL), an academic focus on Curriculum Planning around the subject of math, and Family Engagement Tied to Learning.

District initiatives around this effort include:

Positive Behavioral Intervention and Support (PBIS)

- PBIS professional development

Social Emotional Learning (SEL)

- SEL curriculum adoption and alignment
- Implementation of SEL diagnostic tool
- Professional development in CASEL

Curriculum Planning-Math

- Identify essential standards and scope and sequence.
- Develop common formative assessments and assessment rubrics.
- Professional development for PLC facilitators on curriculum planning.

Family Engagement Tied to Learning

- TBD

As we are in our inaugural year of this plan, progress is limited but progressing.

As part of the school improvement process, the High School has also set more content specific goals related to student success at the high school.

Goal 1: All students will demonstrate understanding and effective application of skills included in the English college readiness standards

Goal 2: All students will become proficient in the Reading Common Core Standards

Goal 3: All students will become proficient in the Mathematics Common Core Standards

Goal 4: All staff and students will learn in an environment that honors mental and emotional well-being
District and school professional development has been geared toward “whole-child” support

Goal 5: All students and staff will participate in a Multi-Tiered System of Support for academic and behavioral achievement

Mattawan Virtual Academy

Mattawan Virtual Academy is an online, alternative program for students that are not successful in the traditional high school setting.

Our Core Curriculum

A copy of the high school curriculum is available in the main office of Mattawan High School. A copy of the Mattawan High School course guide that list all courses of study and a brief course description for each course is available in the main office of Mattawan High School and online: [Course Guide](#).

The core curriculum is implemented daily through the use of evidenced based materials, instructional

best practices and quality instruction. Instruction is monitored and feedback given regularly through administrative classroom walkthrough observations, and the district supervision and evaluation system.

The Mattawan High School English, visual, performing and applied arts, health and physical education, math, science, social studies, and world languages departments use the Michigan Merit Curriculum (MMC) as the foundation for curriculum development, designing lessons and developing common benchmark assessments. The academic standards associated with the MMC can be found online at the Michigan Department of Education website at http://www.michigan.gov/mde/0,4615.7-140-28753_64839_65510---,00.html

In addition to our core curriculum, Mattawan High School has a strong intervention program for students which includes:

- Tier 2 courses - standards and assessments in these courses are consistent with general courses, but additional time and intervention are available to support learning.
- Personal Curriculum as permitted by state statute and board policy.
- Alternative Education – In partnership with Paw Paw Public schools, students in need of a smaller learning environment can attend Michigan Avenue Academy.
- Online Learning – students are given the opportunity to take one or more online courses via Michigan Virtual High School.
- Credit Recovery – students may recover credit by retaking a course, testing-out, or taking a course through Michigan Virtual University or Odysseyware.
- Mattawan Virtual Academy - An online, alternative program for students that are not successful in the traditional high school setting.
- 25 minute, daily seminar period for focused intervention in English and mathematics.

Aggregate Student Achievement Results

In the 2014-15 school year, the state of Michigan modified the MME with the elimination of the MEAP and the inclusion of a new assessment called the M-STEP. The state of Michigan also replaced the ACT plus writing with the SAT plus writing. Similar to the MME, the M-STEP has been designed to measure a school’s yearly progress. The two tables below show how Mattawan High School achieved on the academic categories of the M-STEP and the SAT, respectively. With all school improvement data, there are a number of factors that go into the overall academic proficiency of the school. The M-STEP and SAT are just two factors that are considered. In the 2019-20 school year, the MSTEP and SAT were not administered due to the Covid 19 Pandemic. The results from the 18-19 and 20-21 are shown below

M-STEP

Accountability Area	Percent Proficient (State)		Percent Proficient (Mattawan HS)	
	18-19	20-21	18-19	20-21
Science	NA	NA	NA	NA
Social Studies	46.6	43.7	61.0	46.5

SAT

Accountability Area	% Met or Exceeded Benchmark (State)		% Met or Exceeded Benchmark (MHS)	
	18-19	20-21	18-19	20-21

Evidence Based Reading/Writing	55.3	65	75.9	73.1
Mathematics	36.3	43	55.5	45.8

High School and Post-Secondary Credit Opportunities through Dual Enrollment

Mattawan High School students have the opportunity to dual enroll at local colleges and universities in order to earn postsecondary credit or to fulfill some of the high school credit requirements. In the 2020-21 school year, 61 students (5.4%) enrolled in courses offered at Kalamazoo Valley Community College or Western Michigan University.

High School and Post-Secondary Credit Opportunities through Middle College

Mattawan High School students have the opportunity to apply for a Middle College program through Van Buren ISD. Students may select/apply to one of two different options; Middle College paired with CTE at Van Buren Tech or a General Education track. In either case, students are mentored by staff at Van Buren Tech. In most cases, students in the Middle College Program attend Kalamazoo Valley Community College. The program has increased every year since the addition of the General Education track. 2021 saw the graduation of 2 students from the Middle College program and a total enrollment of 39.

Post Secondary Credit Opportunities through Advanced Placement Courses

The following Advanced Placement courses are offered at Mattawan High School in a traditional classroom setting:	In addition to the courses to the left, many students enroll in one or more of the following AP courses online through Michigan Virtual High School.
AP Biology AP Calculus AP Chemistry AP Government and Comparative Politics AP Environmental Science AP European History AP French AP Language and Composition AP Literature and Composition AP Physics AP Spanish AP Statistics AP US History AP World History	AP Art History AP Computer Science AP Macro Economics AP Micro Economics AP Physics B and C AP Psychology

Five-Year School Score Summary (2021)

This report shows five years of data at the school. The graph table provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher.

	2017	2018	2019	2020	2021
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Total AP Students	191	194	220	230	167
Number of Exams	372	369	351	450	345
AP Students w/ Scores 3+	130	116	126	272	111
% of AP Students w/ Scores 3+	68.1	59.8	57.3	60.4	66.47

Parent Attendance at Conferences and Parent Use of PowerSchool Portal*

Parent-teacher conferences are held in the fall and spring of each school year. The following table shows the average percent of parents that signed in to speak with each teacher at Mattawan High School in a specified school year.

School Year	Fall	Spring
2019-20	33%	30%
2019-20	27%	31%

PowerSchool permits students and parents to view performance through a secure, online portal. In addition to grades, parents can view attendance, transcripts and scheduling through the parent portal. Below is a table that shows the number of active student accounts, annual logins, and combined average daily logins.

School Year	Number of Students	Student Accounts	Total Logins	% of Students Having Parent w/Account	Total logins	Ave Daily logins (Combined)
2019-20	1176	100%	277,947	100%	120,567	1227.14
2020-21	1173	100%	255,595	100%	146,314	1344.18