

**Mendon Middle/High School 2019-2020  
School Annual Education Report (AER) Cover Letter**

January 7th, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Mendon Middle/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 Robert Kretschman for assistance.

The AER is available for you to review electronically by visiting the school website [www.mendonschools.org](http://www.mendonschools.org) and clicking on Annual Reports or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified 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. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has 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 was not identified with any of these labels.

For the 2019-2020 school year, Mendon Middle/High School made positive progress in many areas in regards to Math when looking at Cohorts of students improvement was observed in Reading and Math as well as slight improvements in Science. While we have not yet achieved all of our goals we are seeing a consistent improvement in many areas. The 6th grade class seemed to score slightly lower than the previous year's class but overall our students have continued to show growth and



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**M/S H/S Principal**  
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when looking at the results of many grade levels the number of students who scored proficient or partially proficient has improved.

State law requires that we also report additional information such as:

**PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Mendon Middle/High School is the only building in the Mendon school district for Middle and High School students so students are assigned to the school based on their age and the grade level they will be attending (6-12<sup>th</sup> grade). Students are assigned to class sections based on the total number of students enrolled in each grade level and then divided as evenly as possible between classes based on gender, academic performance, and social/emotional needs. Students in high school also go through a yearly graduation audit to ensure they are meeting current graduation requirements.

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

Members of the School Improvement Team meet on a monthly basis to assess our progress in regards to the school improvement plan. The goal of these meetings is to analyze data, current school year progress, and make decisions regarding our goals, objectives, strategies, and activities. Our School Improvement Plan is then updated to document how we are progressing toward our goals and make amendments to the plan that reflect any necessary changes.

**A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

Mendon Middle/High School is not a specialized school.

**IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM**

Mendon Middle/High School's curriculum aligns with Michigan's set of 6-12 standards for English/Language Arts and Math; which also aligns with the Common Core State Standards. Science standards are the Next Generation Science Standards and the Social Studies standards are Michigan's Grade Level Content Expectations. Each grade level has a standards-based report card that denotes student progress toward standards taught. Curriculum guides for each grade level and content area are available from grade level teachers or the office.

**RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

In addition to the M-STEP, PSAT/SAT, Mendon Middle/High School students grades six through eight are assessed using the Northwest Evaluation Association (NWEA) three times a year. This is a nationally normed assessment. The table below shows norm scores for our students compared to the national norm score for spring of 2019 & Winter 2020 (COVID-19 Cancelled Spring 2020 NWEA testing).



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**Reading**

<b>Grade Level</b>	<i>National Norm</i>	<i>Winter 2020 District Average</i>	<i>Spring 2019 District Average</i>
6 <sup>th</sup> Grade	213.81	207.1	208.7
7 <sup>th</sup> Grade	217	212.3	213.3
8 <sup>th</sup> Grade	220.5	216.15	213.8
9 <sup>th</sup> Grade	220.5	213	209.2

**Math**

<b>Grade Level</b>	<i>National Norm</i>	<i>Winter 2020 District Average</i>	<i>Spring 2019 District Average</i>
6 <sup>th</sup> Grade	214.75	212.4	213.6
7 <sup>th</sup> Grade	220.21	213.95	223.7
8 <sup>th</sup> Grade	224.92	223.15	227.2
9 <sup>th</sup> Grade	226.43	225.9	222.1

**Science**

<b>Grade Level</b>	<i>National Norm</i>	<i>Winter 2020 District Average</i>	<i>Spring 2019 District Average</i>
6 <sup>th</sup> Grade	203.86	203.85	204.7
7 <sup>th</sup> Grade	206.56	207.25	211.1
8 <sup>th</sup> Grade	209.64	211.2	211.9
9 <sup>th</sup> Grade	211.4	N/A	N/A



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

Fall= 39%

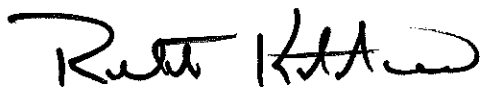
Spring= Cancelled COVID-19

Total Number of HS (9-12) students for the 2019-2020 school year: 180

1. THE NUMBER AND PERCENT OF POST SECONDARY ENROLLMENTS (DUAL ENROLLMENT) for the 2019-2020 school year we had (29 )Dual Enrollment and EMC students.
2. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)  
Online - Several courses offered
1. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) We did not have anyone for the 2019-2020 year enrolled in AP courses. (0%)
2. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT (29 Students 16%)

On behalf of the Mendon staff, I would like to congratulate our students on their continued success and achievements over the past year. I also want to thank our families and the community of Mendon for their continued support of our efforts. If I can be of any further assistance, or if you have any questions regarding the content of this report, please contact me at [rkretschman@mendonschools.org](mailto:rkretschman@mendonschools.org) or (269) 496-8491.

Sincerely,



Robert Kretschman  
Principal  
Mendon Middle/High School



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**Annual Education Report Mendon Middle/High School (02511)**
**High School Graduation: Four-Year Adjusted Cohort Rate**

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	83.67%	86.30%	89.56%	94.44%
Black or African American	67.31%	<10	79.37%	85.40%	94.44%
Hispanic of Any Race	72.07%	<10	82.01%	86.99%	94.44%
White	83.48%	84.44%	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	71.43%	79.46%	85.46%	94.44%
English Learners	72.14%	<10	82.05%	87.01%	94.44%
Students With Disabilities	57.12%	<10	73.71%	82.00%	94.44%



## Annual Education Report Mendon Middle/High School (02511)

## Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Mendon Middle/High School (02511)	0	6	11	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

## Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Mendon Middle/High School (02511)	14.34	1.00	7.0%	N/A	N/A	N/A	N/A

## Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Mendon Middle/High School (02511)	1.00	0.00	0.0%	N/A	N/A	N/A	N/A

## Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Mendon Middle/High School (02511)	14.34	1.00	7.0%	N/A	N/A	N/A	N/A

## Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Mendon Middle/High School (02511)	14.34	1.00	7.0%	N/A	N/A	N/A	N/A



Annual Education Report Mendon Middle/High School (02511)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	#	#	#	#	#
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	&#8225	#	#	#	#
Native Hawaiian or Other Pacific Islander	#	#	#	#	#
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

# Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute for Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

**Annual Education Report Mendon Middle/High School (02511)**
**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	#	#	#	#	#
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	#	#	#	#	#
Native Hawaiian or Other Pacific Islander	#	#	#	#	#
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

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Annual Education Report Mendon Middle/High School (02511)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	#	#	#	#	#
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	#	#	#	#	#
Native Hawaiian or Other Pacific Islander	#	#	#	#	#
Two or More Races	5	33	67	35	8
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
Not ELL					

# Rounds to zero

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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Annual Education Report Mendon Middle/High School (02511)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	#	#	#	#	#
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African	15	48	52	12	0
American	8	36	64	22	1
Hispanic	3	14	86	56	6
Asian/Native	#	#	#	#	#
Hawaiian or Pacific	#	#	#	#	#
Islander	4	23	77	40	5
American Indian or Alaska Native					
Two or More Races					
Student classified as having a disability	11	71	29	5	0
SD	89	21	79	35	3
Not SD					
Student is an English Language Learner	6	57	43	6	0
ELL	94	25	75	33	3
Not ELL					

# Rounds to zero

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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**Annual Education Report Mendon Middle/High School (02511)**
**NAEP Participation Data**

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

*The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.*



## Annual Education Report Mendon Middle/High School (02511)

### Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display