Mackinaw High School

2025-2026 Annual Education Report

Alan Kern, Principal

January 12, 2026

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 Mackinaw High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Alan Kern or assistance.

The AER is available for you to review electronically by visiting the following website: https://bit.ly/4az7BRf, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school **has not** been given one of these labels.

Mackinaw High School is an alternative high school for the Saginaw Township Community Schools District. During the 2024-25 school year, Mackinaw enrolled students during six separate enrollment periods. Most students who enter the program do so because they have not been successful in traditional school settings. Many students enter the program a year or more behind on credits and several years behind in actual level of academic skills. Mackinaw helps to build up the students' skills to career or college ready levels to support lifelong success after high school. Students at Mackinaw High School continue to receive a high quality of teaching, academic interventions, and learning support. Math is the subject in which students typically score the lowest. This is why Mackinaw continues to run an MTSS protocol for math classes, so students who are identified as

deficient can be pulled out and placed into a small group setting where more one on one instruction and direction can occur. This MTSS protocol is in place for English classes as well, where students who are identified as struggling can receive additional assistance from the instructional aide. Mackinaw continues to reevaluate the learning style of our students to best deliver the curriculum effectively. Most importantly, Mackinaw works with students to plan for and become engaged in post-secondary education in one form or another. Two primary initiatives are flexible classes by utilizing Edgenuity and SEL growth by delivering the Character Strong curriculum. We offer a large amount of flexibility in our program by using Edgenuity. This allows students to test out of part of the class or all of the class, and turns the school into a blended learning format. We hope to tailor and deliver the curriculum to meet each student's need, and provide more opportunities for students to work at their own pace. This has allowed for students to move as quickly or slowly, as their ability level allows them, even if they are not present in school every day. The delivery of Character Strong is a social-emotional learning curriculum that focuses on mental health. This program teaches our students about empathy, controlling emotions and working together.

State law requires that we also report additional information.

1. Students often come from Heritage High School, who are behind on credits or who struggle with the pace or structure of a traditional school setting. These students are then recommended to transfer to Mackinaw High School. MHS is the alternative high school for the district. In addition, students from out-of-district may apply for enrollment and are required to submit their last two years of discipline and attendance records as well as high school transcripts for approval prior to beginning the enrollment process.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Goal 1: Staff will have a post-secondary plan in place for all students before graduating Mackinaw. This goal is fully implemented and we are monitoring its effectiveness.

Goal 2: Staff will increase student math computation skills directly related to fractions, decimals, percent, and basic Algebra concepts. This goal is fully implemented and we are monitoring its effectiveness.

Goal 3: Staff will work to improve student writing skills. This goal is fully implemented and we are monitoring its effectiveness.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Mackinaw High School is an alternative high school, including special education, located in Saginaw Township. Mackinaw High School enrolls around 200 students annually. The student body is composed of students from various school districts within Saginaw and Bay County. The student body is separated into different

scheduling types. Mackinaw has full time students and part time students. Approximately 85% of students are enrolled as full time students. These students have five (5) or more classes. Part time students are students who have less than five (5) classes remaining prior to graduation. As an option, students can attend a career technical school, Saginaw Career Complex (SCC), for a part of their day and attend our school for the other part of their day.

The other option available to our students is our Evening School program which uses the online Edgenuity program. Evening School is run Monday through Thursday 3:30 p.m. to 6:30 p.m. with a certified teacher available each evening. Many of our classes are self-paced so students are able to complete all graduation requirements at any time in the school year. In the Fall and Winter semesters there are periods of open enrollment where students who live out of district have the opportunity to enroll at Mackinaw. Mackinaw's enrollment will fluctuate throughout the year based on students moving, enrolling, graduating or choosing to leave school all together. In addition to this there has been an increase in the number of alternative programs in the area. We are the only alternative program in the area the requires students to attend full days and 5 days a week. This offers students more time to catch up, but many alternative students do not like having to be in school all day when other alternative programs require half days. Students who attend Mackinaw face a variety of educational barriers. The vast majority of students enter the program well below grade level, especially in English and Math. In addition, students often come to Mackinaw a year or more behind in credits. This frustrates students because they are embarrassed that they struggle with the various subjects. School is not always the first priority for students, because of the level of poverty faced by our students. Some students often have no choice but to stay home and care for siblings or sick family members. Some must attain employment to help their families survive financially. Students have even reported they had to stay home because they had no clean clothes or money for the laundromat. A student coming to school hungry is commonplace. The "streets" often lure them out of school with the empty promises of short term gains. In addition, Mackinaw faces the challenge of limited or no parental support. Parents at Mackinaw have demonstrated little to no involvement in their student's education. To many parents, school is an obstacle that gets in the way of the child being able to help more at home or prevents students from working. Parents also feel "beaten down" or "don't know what else to do" because their student has struggled with school for so long by the time they come to Mackinaw students have typically struggled academically or socially in school since before junior high. Often parents take a back seat approach and believe the school is responsible for everything the student does not know either because they do not have the time to be involved or the parents do not have the skills themselves to assist their student. This parental attitude, that school is not important, is seen by students and mimicked in their

attitudes and behaviors. Even with these often insurmountable problems, the Mackinaw staff works diligently to provide opportunities to students who are willing to put in the time and effort that graduation requires. The staff believes that all students have value and can learn, so they work relentlessly to build and foster positive relationships to help inspire students to do their very best.

4. 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

Mackinaw High School uses the State Core Curriculum, Saginaw Township Community Schools' curriculum. All classes are open to any enrolled student. The majority of curriculum is delivered via the online Edgenuity program.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY

MI School Data			**English Test Scores**						
School Year	Assessment/ Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
23-24	EBRW SAT	All	422.4	480	5	23.8%	16	76%	21
22-23	EBRW SAT	All	480	480	7	35%	13	65%	20

21-22	EBRW SAT	All	441.7	480	<3	<50%			12
20-21	EBRW SAT	All	416.7	480	<3	<50%			12
18-19	EBRW SAT	All	423.6	480	<3	<50%		>50%	14
17-18	EBRW SAT	All	436	480	6	26.1	17	73.9	23
16-17	EBRW SAT	All	470.6	480	<10	33.3%	12	66.7%	18
2015-16	EBRW SAT	All	427.6	480	<10	26.50%	25	73.50%	34

MI School Data			**Math Test Scores**						
School Year	Assessment/ Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
23-24	SAT Math	All	395.7	530	<3	<20%		>80%	21
22-23	SAT Math	All	413	530	<3	<20%		>80%	20

21-22	SAT Math	All	410	530	<3	<50%		>50 %	12
20-21	SAT Math	All	429.2	530	<3	<50%		>50 %	12
18-19	SAT Math	All	415.7	530	<3	<50%		>50 %	14
17-18	SAT Math	All	389.6	530	<3	<20		<80	23
16-17	SAT Math	All	426.1	530	<10	16.7%	15	83.3 %	18

2015-16	SAT Math	All	399.1	530	<10	<5%	33	>95 %	34

1. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS

AT PARENT-TEACHER CONFERENCES

October 2018 = 62 students represented, which is 43% of the parents

December 2018 = 37 students represented, which is 26% of the parents

February 2019 = 41 students represented, which is 29% of the parents

December 2020 = 25 students represented, which is 19%

February 2020 = 20 students represented, which is 15%

November 2021 = 32 students represented, which is 24.5%

February 2022 = 37 students represented, which is 28%

October 2022 = 39 students represented, which is 29%

March 2024 = 38 students represented, which is 29%

October 2024 = 41 students represented, which is 32%

October 2025 = 30 students represented, which is 21.7% (based on 138 headcount)

February 2026 = 22 students represented, which is 18.6 (based on 118 headcount)

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT) Zero (0)

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) Zero (0)

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) Zero (0)

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT Zero (0)

The motto at Mackinaw is “Success through Effort”, and the staff strives to make this the reality for all students. Mackinaw continues to provide an outstanding opportunity for students to graduate from our two-year program with a high school diploma. Our experienced staff works with the students closely to help guide their success. Our goal is to break down barriers for students through flexible scheduling, credit through proficiency, testing out opportunities, available transportation, providing a safe and secure place to learn, and ultimately fostering a relationship of trust between staff and students. Mackinaw partners with a multitude of local organizations to provide assistance to students in the form of academic and social interventions. There is no greater joy for our staff than to see our graduates walk across the stage, and receive their diplomas. This is what we want for all our students, and this is why we are here. We are here to help students.

Sincerely,

Alan Kern, Principal