



## Malcolm Williams School

### 2020-21 Annual Education Report

February 5, 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 Malcolm Williams 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 [Denise Lycos](mailto:dlycos@inghamisd.org) ([dlycos@inghamisd.org](mailto:dlycos@inghamisd.org)) for assistance.

The AER is available for you to review electronically by visiting the [Ingham ISD](http://www.inghamisd.org) ([www.inghamisd.org](http://www.inghamisd.org)) or you may review a copy from the Principal's 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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 has not been given a label.

Due to the short-term nature of the program, our data is not necessarily a valid picture of our student's or program's instructional progress. Students are not typically with us for a full academic year. In addition, we have less than ten students testing at any grade level.

Malcolm Williams School serves the youth who have been placed in residential care at Highfields, Inc. in Onondaga, MI. The student's length of stay can be from 30 days up to a year with the average student there for four to six months. Our program provides a high degree of structure and support to meet both academic and social emotional needs. The programs provide a high ratio of staff to students, and an academic curriculum that is self-paced, providing the flexibility for students to work at their own pace while also meeting the State standards. Curriculum is reviewed annually with improvements and modifications made as needed.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Malcolm Williams School provides the educational program for court adjudicated male youth between 13 and 18 years of age in residential care at Highfields, Inc. Students are either placed through the Department of Human Services or through county court systems. Upon completion of their program, students return to their



respective communities and local school districts. Students who reside at Highfields attend the Malcolm Williams School.

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

School Improvement efforts during this year focused on the continued development of academic and behavior intervention strategies designed to maximize school success.

- All students will increase their proficiencies in the core content areas of Math, English Language Arts, Science and Social Studies.
- All high school students will progress toward meeting criteria for a high school diploma under the Michigan Merit Curriculum standards.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

During the 2019-2020 school year, Malcolm Williams School operated two classrooms. Middle school students were provided with courses in Pre-algebra, Earth Science, English, US History and two elective classes. Offerings for high school students included English, Algebra, Geometry, Biology, Earth Science, US History, World History, Health, Physical Education and Current Events. In addition, students who needed additional courses had the opportunity to take online course for high school credit.

4. CORE CURRICULUM

The content for core curriculum classes are based on the K-12 Michigan Academic Standards for English Language Arts, Math, Science and Social Studies.

The two teachers provide a departmentalized program with each teacher providing instruction in their certification area(s). The method of delivery may vary based on a student's learning style and present level of educational performance as identified through a review of previous school records and achievement testing upon entry to the program. In addition, students who are eligible for special education are working on their individual goals as identified in their IEP. The curriculum guide is available from the Principal. A support system is in place which provides assistance to students in attaining goals that are in the affective domain.

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

See attached reports. Due to COVID, 2020 Spring State testing was not held.

6. PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences were held with options for parents to meet with the teachers in person or via phone/email. There were 48 percent of parents that participated in these conferences via telephone. MWS teachers and residential staff have opportunities daily to discuss student progress. In addition, MWS teachers represent the school on weekly treatment teams where one of the items discussed is the student's school progress.

7. POST-SECONDARY INFORMATION

- a. There were zero students who participated in dual enrollment.
- b. There were zero college equivalent courses offered (AP/IB)

Ingham ISD is pleased to have the opportunity to work with Highfields, Inc. to serve the students who are in their care and look forward to continued educational success for the students.



Ingham Intermediate  
School District

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Sincerely,

Denise Lycos, Principal  
Malcolm Williams School

## Annual Education Report Malcolm Williams School (07742)

## High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

## Annual Education Report Malcolm Williams School (07742)

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

	Other	B.A.	M.A.	Ph.D.
Malcolm Williams School (07742)	0	0	2	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
Malcolm Williams School (07742)	2.00	1.00	50.0%	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
No Data to Display							

No Data to Display

## 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
Malcolm Williams School (07742)	2.00	0.00	0.0%	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
Malcolm Williams School (07742)	2.00	0.00	0.0%	N/A	N/A	N/A	N/A

## Annual Education Report Malcolm Williams School (07742)

## 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					
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
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					
SD	11	60	29	10	1
Not SD	89	19	42	31	7
Student is an English Language Learner					
ELL	10	37	46	14	2
Not ELL	90	22	40	31	7

‡ 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 Malcolm Williams School (07742)

## 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 Malcolm Williams School (07742)

## 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					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
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					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

# 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.

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



## Annual Education Report Malcolm Williams School (07742)

## 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 American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

# 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 Malcolm Williams School (07742)

## 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 Malcolm Williams School (07742)

## Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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