



## Nah Tah Wahsh Public School Academy

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May 14, 2018

RE: Nah Tah Wahsh PSA Annual Education Report (AER)

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Nah Tah Wahsh PSA. 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 Adrienne Soucy, Principal, for assistance at 906-723-2712.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/X3LSJ4> or you may review a copy in the school's main office.

In 2012, the Nah Tah Wahsh PSA was identified as a Priority School. We then completed and followed a rigorous school reform / redesign plan and on February 2, 2016, the State School Reform/Redesign Office released our school from Priority School status. The release was based on our continued improvement of student achievement and growth scores combine with a complete implementation of the 2012 Reform/Redesign Plan and a focus on data-driven decisions that have positively impacted student achievement outcomes. Recently, the 2017 Michigan Context and Performance Report was released and Nah Tah Wash PSA was named one of the **100 most improved schools** in Michigan.

Nah Tah Wahsh PSA's current School Improvement Plan is available in the school's office and can be found on our website. We appreciate the continued support of parents, staff, and community as we continue to actively support student achievement and growth as we work toward a goal of increasing proficiency levels for all subjects.

During the 2016-17 school year, we committed to becoming a "Blueprint for Rapid Academic Acceleration School" which is distinctly different than the school reform efforts of the past. Instead of focusing on improving student learning and classroom performance one classroom or one teacher at a time, the "Blueprint" model focuses on "system thinking" and taking into consideration all components that impact the education of our students, both at school and away.

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given. We are proud to say that Nah Tah Wahsh PSA has not been given one of these labels.

State law requires that we also report additional information:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:**
  - Nah Tah Wahsh is a Public School Academy. Enrollment is open, with transportation provided within a 25-mile radius. All Nah Tah Wahsh teachers and paraprofessionals are Highly Qualified.
2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:**
  - The School Improvement Plan is updated annually and posted on the school's website. It is also available in the school's office and with every teacher. The annual goals are set and based on data analysis of the previous year, with an action plan describing how the goals will be achieved and how the plan will be evaluated.
3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:**
  - The **Learning Center** is operated by the Delta-Schoolcraft Intermediate School District and serves preschool through age 26 students with disabilities. The school age students attending the Learning Center have moderate to severe degrees of disability.
  - The **DSISD Career Technical Education** courses are offered to students utilizing the cluster concept. Students enroll in a specific course or program of courses. Basic skills required for a specific occupational area may be taught by rotating students through a series of related courses and a variety of instructors at the DSISD. The overall goal of the program is to prepare students for post-secondary education and/or to go directly into the work force.
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:**
  - The curriculum is continually being updated, with pacing guides showing what is taught at each grade level to meet the Michigan Curriculum State Standards for every content area. Alignment with Michigan State Standards has been ongoing and will continue and there are no variances from the adopted state curriculum. Current copies of the core curriculum are available in the school's office and with every teacher.
5. **THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:**
  - Nah Tah Wahsh PSA students in grades Kindergarten through 10<sup>th</sup> grade are assessed three times per year using the NWEA Measures of Academic Progress (MAP) assessment. The MAP results are available to staff and students immediately after testing is completed. Results are used to guide instruction and set academic goals.
  - 2016-2017 Fall to Spring NWEA MAP scores for students in grades K-10 show that 84.3% of students made Math RIT score gains and 76.9% of students made Reading RIT scores gains. The results also showed that 41.7% of students met

their projected Math growth target and 46.5% of students met their projected Reading growth target.

- 2015-2016 Fall to Spring NWEA MAP scores for students in grades K-11 show that 81.6% of students made Math RIT score gains and 78.2% of students made Reading RIT scores gains. The results also showed that 49.6% of students met their projected Math growth target and 47.9% of students met their projected Reading growth target.

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

- Parent-Teacher conferences were held in November of 2016 at the conclusion of the first grading period. Additional parent-teacher conferences were held throughout the school year on an individual basis, as needed or at the request of a parent/guardian or teacher. During the 2016-2017 school year, 49% of K-8 parents participated in conferences. In grades 9-12, 20% had parents participate.

7. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT):

- Six students out of 48 total high school students (13%) participated in the dual enrollment offerings.

8. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB), THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB), THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT:

- Nah Tah Wahsh PSA does not offer College Equivalent Courses at this time.

Over the last four years, Nah Tah Wahsh PSA has continued to thrive and has made considerable progress in becoming a school of excellence. We are fortunate to have an outstanding facility with a highly effective administrative team that has progressively managed staff talent, attitude and ability to continually increase the academic achievement of our students. We are thankful for the progressive oversight from our school board and from Northern Michigan University's Charter School Office that has continued to be instrumental in our success. Looking forward, we believe we are on track to become recognized as a *School of Excellence* within the coming years.

Sincerely,



Rod Lovell  
Superintendent