



2/6/2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-2022 education progress for Malow Junior High. 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 the building principal for assistance.

The AER is available for you to review electronically by visiting the following web site:

<https://bit.ly/2K0dJLH>

or you may review a copy in the principal's office at your child's school.

State of Michigan Rankings

For the 2021-2022 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup in 2021-2022. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. 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% in 2021-2022. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been identified with any of the labels above.

School Improvement Plan

Malow Junior High School Academic Goals and Objectives:

All students at Malow Junior High School will be proficient in mathematics

- 85% of all students will demonstrate a proficiency in performance expectations and practices in Mathematics by 06/14/2024 as measured by the Spring state assessment.

All students at Malow Junior High School will be proficient in reading

- 85% of all students will demonstrate a proficiency in all claim areas in English Language Arts by 06/14/2024 as measured by the Spring state assessment.



All students at Malow Junior High School will be proficient in writing

- 85% of Seventh, Eighth, and Ninth grade students will demonstrate a proficiency utilizing common core Tier II Vocabulary words in English Language Arts by 06/14/2024 as measured by a locally created assessment.

All students at Malow Junior High School will be proficient in science

- 85% of all students will demonstrate a proficiency in performance expectations and practices in Science by 06/14/2024 as measured by the Spring state assessment.

All students at Malow Junior High School will be proficient in social studies

- 85% of all students will demonstrate a proficiency in performance expectations and practices in Social Studies by 06/14/2024 as measured by the Spring state assessment.

Malow Junior High School Tier I Objectives:

Math Department – Tier I Objectives

- State Clear Learning Objectives
- Real-World Applications of Mathematical Practices
- Nonlinguistic Representations

English Department (Reading & Writing) – Tier I Objectives

- State Clear Learning Objectives
- SAT Alignment

Science Department – Tier I Objectives

- State Clear Essential Questions or Science Phenomenon
- Nonlinguistic Representation
- Collaborative Analysis (NGSS Inquiry Based Learning)

Social Studies Department – Tier I Objectives

- State Clear Learning Objectives
- Nonlinguistic Representations
- AP Alignment

Malow Junior High had a successful 2021-2022 school year. Students showed measurable growth in meeting the rigorous goals that staff set for student achievement, based on the School Improvement Plan and our school's objectives.



Malow Junior High data teams utilized a variety of assessments to analyze data including M-Step, Northwest Evaluation Association (NWEA) and classroom assessments. Teachers meet on a regular basis with the principal to analyze data and collaborate in planning classroom lessons and intervention strategies

Key Challenges

Malow Junior High staff continues to work on raising student achievement on all district, state, and national assessments. A continued focus is on maintaining our MSTEP and PSAT assessment scores as the school is at or above the state percent proficiency. However, teachers continue to work on the challenges of an increasing English Language Learner population and Students with Disabilities population. Scores on the MSTEP and PSAT in the areas of English and Mathematics continues to be a key challenge for these subgroups. The Malow Junior High School Improvement Plan continues to be a working document with goals, strategies, and activities in place to continue meeting these challenges. Department chair meetings, School Improvement Meetings, and walkthrough data are all collected and reviewed annually as a means of support.

Malow Junior High staff continues to promote Social Emotional Learning within the classroom. This methodology helps students better comprehend and feel their emotions and teaches them crucial life skills, such as developing a positive self-image, taking responsibility for their own actions, and learning how to forge relationships with the people around them. These last few years have been challenging and students feel the heightened awareness, stress, and strain. Therefore, by incorporating Social Emotional Learning in the classroom, teachers create a supportive atmosphere where students feel safe and can share life experiences if they choose.

Student Enrollment

Students attend Malow Junior High based on the attendance area serviced within our school boundary. A number of Utica Community Schools' students in other attendance areas enroll in our school based on the district's open enrollment process and nonresident students may attend through the Schools of Choice program.

Specialty Programs

All students have the opportunity to have equitable access to Specialty Programs through an open and accessible process. Please see Polity 6275 posted on www.uticak12.org under the Board of Education tab for further information.



Utica Academy for International Studies

Utica Academy for International Studies is a four-year, full-immersion specialty program designed for all students to have the opportunity to earn the International Baccalaureate (IB) Diploma in addition to their state of Michigan high school diploma. Classes in 9th and 10th grade prepare students for the rigors of the IB classes that begin at the start of junior year, where all students are required to register for seven IB courses, complete the 4,000-word Extended Essay on a topic of their choice, and complete at least 150 hours of creativity, activity, and service hours. This rigorous and internationally minded curriculum encourages students to become active, compassionate, and lifelong learners who value intercultural understanding and respect for others.

Utica Center for Math, Science and Technology

The Utica Center for Mathematics, Science and Technology is designed to bring advanced students with special talents and interests together with leading-edge technology. The Center utilizes an advanced curriculum for grades 9-12 which serves to inspire, challenge, and prepare students to pursue careers in mathematics and science. The Center follows the Utica tradition of providing the finest instruction and innovation.

Utica Center for Science and Industry

The Center for Science and Industry is a half day shared time program that provides 9th through 12th grade students with a variety of cutting-edge Career and Technology Education taught in an integrated manner. Along with core math and English classes, students select from electives, which will support one of three career strands: 1) Engineering and Technology, 2) Mechatronics, or 3) Multi-Media Technology. The CSI is project based and provides students with a wide array of experiences with professionals from business and industrial partners.

Stevenson Manufacturing, Automation, and Design Engineering Academy

The Stevenson Manufacturing, Automation, and Design Engineering (MADE) Academy blends rigorous academic content with relevant, real world applications by making use of strong business relationships and post-secondary partners in the field of Advanced Manufacturing. All course work has project-based learning with design thinking and problem solving at the core. This four-year program is open to all UCS and non-UCS students' priority is given to Stevenson feeder pattern (Davis, Heritage, and Jeannette).

Core Curriculum

All the schools in Utica Community Schools offer students a comprehensive and rigorous academic program that meets and exceeds all state and federal standards. Our schools follow the Michigan Academic Standards in English Language Arts, Mathematics, Science and Social Studies. These standards



can be accessed at <https://www.michigan.gov/mde/services/academic-standards>. The district's vision and mission statements can be accessed at www.cticak12.org.

Parent/Teacher Conference Attendance 2020-2021

Number: 3,885 (Fall – 2,811; Spring – 1,074)

Percentage: 87%

Parent/Teacher Conference Attendance 2021-2022

Number: 2,823 (Fall – 2,086; Spring – 737)

Percentage: 83%

Points of Pride

Our school continues to celebrate success in a number of keyways. Below are some of our Points of Pride:

- Malow National Junior Honor Society (NJHS) has been active with completing various service activities within Malow and our local community. Within Malow, service activities include volunteer tutoring in both Academic Assist for general education students and Lunch and Learn for special education students.
- Malow's student council participates in many programs to help the community inside and outside of Malow's walls. This past year Malow's student council helped with spirit weeks and student dances. Malow's student council is committed in the canned food collection and to helping with Hamlin Holiday to help UCS families during the holiday season.
- Malow held an Honor's Ceremony for seventh and eighth grade students. During each ceremony certificates were given to 421 exemplar seventh and eighth students who achieved equivalent to Cum Laude, Magna Cum Laude, and Summa Cum Laude. In addition, 205 ninth grade students received Presidential Awards for achieving equivalent to Cum Laude, Magna Cum Laude, and Summa Cum Laude. Students also received their NJHS certificates, Student Council certificates, and AP Awards.
- Malow's seventh and eighth grade girls track, eighth grade boys track, eighth grade girls basketball, and seventh and eighth grade volleyball teams went undefeated.

We are pleased to provide this annual education report to our school community. The information that is contained in this report demonstrates our continued efforts to ensure every student achieves in our school. This report, however, only tells a small part of our success story. Every day our staff is continually finding new ways to enhance teaching and learning and engage our students in their education. We



Malow Junior High School

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invite you to continue to be active participants in your child's education by volunteering in the classrooms, serving on our parent groups, and working closely at home with your students on their assignments.

Malow Junior High is fortunate to be serviced by a community that cares so deeply about education. Thank you again for your continued support of our students and the Utica Community Schools.

Sincerely,

A handwritten signature in cursive script, appearing to read 'K. Hodsdon', written in dark ink.

Kimberly Hodsdon
Principal