

1/28/2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-2024 educational progress for the entire district, Lighthouse Academy (Campuses: South, The Pier, Waalkes, Eagle Village, Ottawa JJI, Ottawa JDC, Muskegon Community, Muskegon JDC, and Barry Community). 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 this District-wide AER, please contact Dr. Heidi Cate, Superintendent, for assistance.

For the 2023-2024 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 subgroup in 2021-22. 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 2021-22. 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 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Lighthouse South campus continues to be identified as a CSI school. None of our other campuses received a TSI, CSI, or ATS designation.

Lighthouse Academy district has faced multiple challenges over the school year as the program continues to serve students who are with our facilities on a very short term basis (for e.g., in detention centers) up to a several years length-of-stay (at some of our residential and community programs). The students who attend our programs also usually come with heavy trauma from their past, which makes for another barrier in regards to breakthroughs in learning. The programs continue to implement new, best practices, review data, and improve systems in order to bridge some of these gaps and help accelerate student achievement. Lighthouse Leadership continues to analyze data and adjust programming as needed, within budgeting cost, to focus on student achievement. Finally, Lighthouse continues to look at the objectives and credit accrual as well as district assessment of math and reading growth through NWEA MAP to monitor student progress in the school. Best practices are continually looked into as to how to make the greatest impact while students attend any Lighthouse school campus.

State law requires that we also report additional information.

1. Our enrollment comes from a referral process of detention centers, residential child caring institutions, and, from the community, suspended, expelled, court-placed, as well as IEP-placed students.
2. At this time our School Improvement plan is in the fifth year of implementation. The overall plan is on course with overall district goals as we focus on English Language Acquisition (as applicable), Trauma Informed practices, Career and Job skills training program development, as well as MTSS/PBIS program development. Our core goals remain on focusing on having students improve math and reading scores and gain high school credit by offering a holistic educational experience.
3. All Lighthouse campuses are focused on students meeting objectives which align with state standards as well as puts a serious concentration on credit recovery. Special education services are also provided as needed and within the guidelines of meeting the safety rules and regulations of the facilities.
4. Our core curriculum meets the minimum state requirements for high school graduation. A copy of our courses is offered in our handbook which is given at enrollment or can be requested at the school office. The annual education report is also available through our website or a hard copy is in our school office
5. Lighthouse schools use standardized testing for students to determine where they are scoring in comparison to the state average. Using the data from the SAT, MSTEP, and WorkKeys tests as well as the NWEA Map tests for students who are coming from or returning to a Lighthouse site. In all categories the Lighthouse students fall below the state average. The data is periodically reviewed in order to make necessary changes to the program in order to improve student achievement.
6. We hold parent teacher conferences at parent request or community partner request. Our schools are in constant contact with case workers and court workers, therefore all students participate in a form of parent teacher conferences. In addition progress reports are sent out to P.O. 's on a normal basis as well as meetings to review individual learning plans which have been specially put together for clients..
7. Lighthouse Academy students are not normally able to be dually enrolled, however if a student meets the necessary requirements, they could be eligible for dual enrollment or one of our new Early Middle College programs. Our district does not offer AP courses as our most of our students are behind in their current coursework

In conclusion, Lighthouse Academy continues to expand and serve more youth each year. The Lighthouse program's focus continues to highlight students that need a

non-traditional educational placement. We find that our students who choose to stay with one of the Lighthouse Programs are able to obtain their high school diploma and choose to be productive citizens. The students who Lighthouse serves are truly unique and deserve advocates to come to their aid and provide a quality education. The Lighthouse students are capable and able to achieve at the highest level! Let's continue to work hard to help our students achieve their goals!

Sincerely,

Heidi Cate
Superintendent