



CORNERSTONE

HEALTH + TECHNOLOGY HIGH SCHOOL

02/01/2021

Dear Parents and Community Members of Cornerstone Health + Technology High School:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2019-2020 educational progress for the Cornerstone Charter Health + Technology High 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 Ms. Ernestine Sanders, the Educational Leader for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://bit.ly/3bdC3jk> or you may review a copy in the Main Office.

For the 2019-2020 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 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 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 was identified as a “HAS NOT BEEN GIVEN ONE OF THESE LABELS”.

Cornerstone Health and Technology School continuous school improvement plan focuses on strategies to improve academic performance as identified by the ongoing review of data provided by local assessments (NWEA, grade level teacher data and common assessments), M-STEP and our signature practices. Our goals are tied to both core and organizational areas assessed on the State assessments and other local standardized tests. All staff work in vertical and horizontal content/grade level teams on the school plans. The building leadership team then used content/grade level plans to design a building-wide plan. The plan included strategies and activities to improve deficit areas in math, expository text structures and student writing skills across content areas. We continue our staff development focus within Professional Learning Communities, which directly affects student achievement as a building. The primary work of our PLCs is to disaggregate data within the district and tailored strategies and activities to specific classroom and grade level practices. In addition, grade level interventions for at-risk students are continually designed to meet all of the students' specific needs through our MTSS program. Teachers also participated in collaborative studies focused on targeted instruction or collaboration projects across the district to

improve instruction through use of our content leaders. These initiatives were connected to the goals of the school improvement plan.

1. **Process of Assigning Pupils:** Cornerstone Health and Technology School is a state-funded, public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan. By law, the school cannot restrict enrollment based on selection criteria. The school can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of offered seats, a random selection process will determine who attends the school.

2. **Status of School Improvement Plan:** Over the past two years we are proud of the many successes that we have had at Cornerstone Health and Technology School. Our student population continued to grow and expand through the open enrollment/lottery procedure. Our School Improvement Plan (SIP) has been accepted by the State of Michigan as a good model for improvement. Via our data-driven SIP we will address our challenges in student achievement/gaps and overall customer satisfaction.

3. **Description of our school:** This is a new high school experience unlike any other. Cornerstone Health + Technology High School was created from the ground up, in partnership with industry experts like the Detroit Medical Center and Beaumont Hospital, along with Technology leaders in the area, to combine the best of individualized instruction, blended learning, and real-world experiences. Cornerstone Health + Technology High School delivers a rigorous college-prep curriculum while ensuring relevance to current and future demands of career options in the health care industry.

4. **Curriculum:** Cornerstone Health + Technology High School's rigorous instructional program is aligned with Michigan's Common Core State Standards and is established for K-12 in English Language Arts and Literacy in History, Social Studies, and Mathematics. The Common Core Standards can be accessed via internet at www.corestandards.org Cornerstone Health + Technology High School uses the Curriculum Trak as a tool for its entire curriculum mapping & aligning and a copy of curriculum is available in the main office.

5. **NWEA- MAP Scores:**

In 2015-16, students at Cornerstone Health and Technology High School, who tested in both the fall and spring testing terms on the Northwest Evaluation Association (NWEA) assessment, grew an average of 33% based on projected growth targets according to NWEA 2015 Normative data.

In 2016-2017, students at Cornerstone Health and Technology School, who tested in both the fall and spring testing terms on the Northwest Evaluation Association (NWEA) assessment, grew an average of 34% based on projected growth targets according to NWEA 2015 Normative data.

In **2017-18**, students at Cornerstone Health and Technology School, who tested in both the fall and spring testing terms on the Northwest Evaluation Association (NWEA) assessment, grew an average of 81% based on projected growth targets according to NWEA 2017 Normative data.

In **2018-2019**, students at Cornerstone Health and Technology School, who tested in both the fall and spring testing terms on the Northwest Evaluation Association (NWEA) assessment, grew an average of 73% based on projected growth targets according to NWEA 2018 Normative data.

6. **Parent-Teacher Conferences:** We have an active and engaged Parent Teacher Organization and a very good turnout for the Parent-Teacher Conferences.

Parent Teacher Conference Attendance		
	Percentage attended	
Conference	2018-19	2019-2020
Fall	92	90
Winter	90	90
Average	91	91

7. **For Cornerstone Charter Health + Technology High School:**

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

2016-17:12

2017-18: 22

2018-19: 18

2019-2020: 12

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB):

2016-17: None

2017-18: None

2018-19: None

2019-20: None

THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB):

2016-17: None

2017-18: None

2018-19: None

2019-20: None

THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT:

2016-17: 8

2017-18: 20

2018-19: 18

2019-20: 12

Cornerstone Health and Technology School's school improvement plan focuses on strategies to improve academic performance as identified by the ongoing review of data provided by local assessments (NWEA, grade level teacher data and common assessments), M-STEP and our signature practices. Our goals are tied to both core and organizational areas assessed on the State assessments and other local standardized tests. All staff work in vertical and horizontal content/grade level teams on the school plans. The building leadership team then used content/grade level plans to design a building-wide plan. The plan included strategies and activities to improve deficit areas in math, science, social studies, expository complex text structures and student writing skills across content areas. We continue our staff development focus within Professional Learning Communities, which directly affects student achievement as a building. The primary work of our PLCs is to disaggregate data within the district and tailored strategies and activities to specific classroom and grade level practices. In addition, grade level interventions for at-risk students are continually designed to meet all of the students' specific needs through our MTSS program. Teachers also participated in collaborative studies focused on targeted instruction or collaboration projects across the district to improve instruction through use of our content leaders. These initiatives were connected to the goals of the school improvement plan. The planned curriculum, with emphasis on career and college skills, is designed to prepare students for the expectations of tomorrow.

We continue to strive for excellence!

Sincerely,

Ernestine Sanders

Ms. Ernestine L Sanders, Educational Leader

Annual Education Report Cornerstone Health and Technology School (82741)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	94.55%	86.30%	89.56%	94.44%
American Indian or Alaska Native	70.88%	<10	81.35%	86.59%	94.44%
Black or African American	67.31%	95.33%	79.37%	85.40%	94.44%
Hispanic of Any Race	72.07%	<10	82.01%	86.99%	94.44%
Economically Disadvantaged	67.48%	95.88%	79.46%	85.46%	94.44%
Students With Disabilities	57.12%	93.75%	73.71%	82.00%	94.44%

Annual Education Report Cornerstone Health and Technology School (82741)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Cornerstone Health and Technology School (82741)	5	16	5	0
Cornerstone Health and Technology School (01214)	5	16	5	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
Cornerstone Health and Technology School (82741)	26.00	6.00	23.1%	6.00	23.1%	N/A	N/A
Cornerstone Health and Technology School (01214)	26.00	6.00	23.1%	6.00	23.1%	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
Cornerstone Health and Technology School (82741)	3.00	1.00	33.3%	1.00	33.3%	N/A	N/A
Cornerstone Health and Technology School (01214)	2.00	1.00	50.0%	1.00	50.0%	N/A	N/A

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
Cornerstone Health and Technology School (82741)	26.00	0.00	0.0%	0.00	0.0%	N/A	N/A
Cornerstone Health and Technology School (01214)	26.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Out-of-Field Teachers

Annual Education Report Cornerstone Health and Technology School (82741)

	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
Cornerstone Health and Technology School (82741)	26.00	1.25	4.8%	1.25	4.8%	N/A	N/A
Cornerstone Health and Technology School (01214)	26.00	1.25	4.8%	1.25	4.8%	N/A	N/A

Annual Education Report Cornerstone Health and Technology School (82741)
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	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
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
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ 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 Cornerstone Health and Technology School (82741)
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.

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

Annual Education Report Cornerstone Health and Technology School (82741)
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	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
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	‡	‡	‡	‡	‡
5	33	67	35	8	
Native Hawaiian or Other Pacific Islander					
Two or More Races					
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
Not ELL					

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 Cornerstone Health and Technology School (82741)
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 Cornerstone Health and Technology School (82741)
 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 Cornerstone Health and Technology School (82741)
Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display