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School Annual Education Report (AER) Cover Letter

January 19, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Tawas Area 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 Mr. Douglas Livingston for assistance.

The AER is available for you to review electronically by visiting the following website: [MI School Data:AER](#) or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

According to the data from the 2024-25 MSTEP and PSAT assessments, Tawas Area High School outperformed the state in 4 out of 4 testing areas for the 11th grade. The data also indicates achievement gaps between economically disadvantaged and non-economically disadvantaged students. There are also academic gaps when it comes to students with learning disabilities and those without. Increased social and emotional support such as additional social work staff and curriculum have been implemented to better prepare students to learn. Increased training in cooperative learning and instructional delivery has been provided to all teaching staff to ensure that all students are engaged and learning. Targeted professional development helps to address our achievement gaps and allow us to meet proficiency targets established by the state. This data will be important for us to analyze so that Tawas Area High School can continuously improve across all grade levels.

State law requires that we also report additional information.

1. Tawas Area High School participates in "School of Choice" and welcomes students who accurately complete the process. All pupils enrolled at Tawas Area Schools grades 9th-12th are assigned to Tawas Area High School.
2. Tawas Area High School is continuing to work on our school improvement plan. We have a goal of improving the district and school climate for students K-12. We are using perception data, Skyward discipline referrals, attendance, extracurricular, course, and athletic engagement and participation as benchmarks for the current school year. We continue to monitor our goals and data to help us evaluate our assessments and instructional methods to ensure that we see increases in positive student outcomes.
3. The Tawas Area School District does not currently operate any specialized schools.
4. Tawas Area High School Curriculum is aligned to the National Common Core Standards for Math and Language Arts. These standards can be found online at: <http://www.corestandards.org/>. Michigan Social Studies standards can be found at <https://www.misocialstudies.org/>. All other curriculum areas are aligned to the Michigan Grade Level Content Expectations and these can be found online at: <http://www.michigan.gov/mde>. Tawas Area School District is taking the necessary steps to stay current with any changes and to provide any resources and training for staff to deliver all the content accurately to our students. The Tawas Area High School Curriculum provides learning experiences in all areas of language arts, mathematics, social studies, science, health, physical education, computer instruction, and foreign language. We are continually monitoring and updating our curriculum and instructional practices to meet the academic needs of all of our students.
5. The aggregate student achievement results for any local competency tests or nationally normed achievement test results are shown below:

2024/2025 School Year

TEST	% Proficient	State Proficiency %
11 th Grade EBRW	60.6	55.4
11 th Grade Math	31	27.5
11 th Grade Science	63.4	34.9
11 th Grade Social Studies	61.4	47

2023/2024 School Year

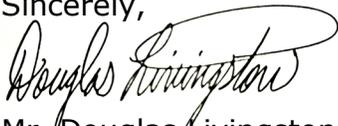
TEST	% Proficient	State Proficiency %
11 th Grade EBRW	63.5	51.3
11 th Grade Math	29.4	26.3
11 th Grade Science	62.4	37.5
11 th Grade Social Studies	52.9	39.6

6. Parent Teacher Conferences are held in the fall every year. In October of 2025, 37% of students were represented by a parent or guardian during parent teacher conferences.

7. Additional High School Data:
 - a. 55 Students were in dual enrollment classes, and 16 Early Middle College which is 20% of the student body (unduplicated).
 - b. We offered 5 different Advanced Placement (AP) courses.
 - c. We had 82 Total students enrolled in AP courses which was 24% of student body (unduplicated).
 - d. Number of students receiving a score of 3 out of 5 or higher leading to college credit from the AP courses enrollments:
 - i. From Dual Enrollment courses: 97% of students received a passing score of "C" or higher.
 - ii. From the AP courses 51% of students received credit with a score of 3 out of 5 or higher.
 1. AP Calculus – 43% of students (03) received a passing score
 2. AP Chem – 73% of students (14) received a passing score
 3. AP English – 78% of students (14) received a passing score
 4. AP Physics – 80% of students (08) received a passing score
 5. AP Pre Calc/Trig – 43% of students (03) received a passing score

The students and staff at Tawas Area High School work diligently on a daily basis to provide a safe and healthy learning environment that is conducive to increasing student achievement. I would like to take this opportunity to congratulate the teachers, staff, students, and parents for continuing to build and work on increasing our levels of academic achievement on a yearly basis.

Sincerely,



Mr. Douglas Livingston, Middle/High School Principal