

## Cheboygan Area Schools

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## Cheboygan Area High School

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8-19-2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Cheboygan Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact the high school office for assistance. The AER is available for you to review electronically by visiting the following web site [www.chebschools.com](http://www.chebschools.com) and clicking on the *District Annual Reports* icon in the left-hand column or you may review a copy from the office at your child's school.

For 2010-2011 the Cheboygan Area High School made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

**State law requires that we also report additional information.**

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:**

The Cheboygan Area Schools district is organized by grade level. Students in grades K-1 are assigned to West Elementary, and students in grades 2-4 are assigned to East Elementary. Students in grades 5-8 are assigned to Cheboygan Middle School, and students in grades 9-12 are assigned to Cheboygan Area High School. Another option for students ages 16 to 19 is the Cheboygan Alternative High School. To become enrolled in the district, parents fill out an enrollment form available in each of the schools listed above. Parents who live outside of the district must also fill out a Schools of Choice form available at each school. Open enrollment for Schools of Choice takes place between the 3<sup>rd</sup> Monday in August until the 1<sup>st</sup> week of school and enrollment is based on available openings.

### **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:**

Below is a summary of our progress on our School Improvement Plan. The following goals were established in each of the core areas, based on disaggregated data from the MME test.

Improvement goals:

- 1) All students will improve math reasoning, problem solving, and computation skills.
- 2) All students will improve reading skills across the curriculum.
- 3) All students will improve writing skills across the curriculum.
- 4) All students will improve science skills across the curriculum.
- 5) All students will improve social studies skills.

Summary of progress:

Our School Improvement plan continues to evolve. Teachers participated in training on writing focused learning targets and began training on additional means of formative assessment. Teachers also spent considerable time in departments reviewing the new Common Core curriculum and aligning these standards to current assessments.

Evidence for each of the goals above was collected throughout the school year. Some examples of evidence collected included professional development attendance by classroom teachers, agendas, minutes of meetings, achievement marker data, 9<sup>th</sup> grade Social Studies MEAP data, MME/ACT and WorkKeys data.

Our plan for the current 2011-2012 school year is continue to use current, and develop new strategies to improve these core academic areas. Initial training has already begun in a new data management program called "Data Director." Implementation of this program will allow the high school's local area assessment data to be analyzed electronically; thereby guiding the classroom instruction. The School Improvement Team at CAHS will continue to work with the entire staff to evaluate where and how our school is educating its students.

**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:**

A copy of the CAHS curriculum is available in the high school office and online at [www.chebschools.com/csd](http://www.chebschools.com/csd). Cheboygan Area High School continues to develop and implement curriculum in every course taught to our students. The purpose of this written curriculum is to assist the school in bringing about systematic school reform that utilizes the latest research, development and curriculum design, assessment, alignment, instruction, and management.

Below is a chart showing the dates of curriculum adoption by the Board of Education.

As changes are made at the State level, departments at Cheboygan Area High School meet to adjust the curriculum; this is an ongoing process. There are no variances between the Michigan Curriculum Framework and the Cheboygan Area Schools board adopted curriculum. CAHS teachers continue to interface the new Common Core standards with the Michigan Grade Level Content Expectations.

**GRADE LEVEL CURRICULUM DATE OF BOARD ADOPTION**

- K-12 Language Arts April 8, 2002
- K-12 Mathematics December 9, 2002
- K-12 Science March 11, 2002
- K-12 Social Studies February 11, 2002
- K-12 Art May 12, 2003
- K-12 Music
- K-12 Physical Education June 3, 2003
- 9-12 Spanish November 11, 2002
- 9-12 French November 11, 2002
- 11-12 Allied Health February 11, 2002
- K-12 Guidance April 14, 2003
- 9-12 Language Arts April 16, 2007
- 9-12 Mathematics April 16, 2007
- 9-12 Science April 16, 2007
- 9-12 Social Studies April 16, 2007
- 9-12 Art April 16, 2007
- 9-12 Physical Education April 16, 2007
- 11-12 Introduction to Teaching (CTE) April 16, 2007
- K-3 Rigby Reading Series June 2008

**AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:**

On the Michigan ACT Test, CAHS students scored competitively as compared to the state test averages. Comparison scores for the 2010-2011 ACT/MME testing cycle are identified below:

<b>ACT SUBJECT</b>	<b>CAHS mean(avg.)</b>	<b>National mean(avg.)</b>
English	18.9	19.3
Math	18.7	19.9
Reading	19.5	20.1
Science	20.3	20.3
COMPOSITE	19.5	20.0

**IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT TEACHER CONFERENCES:**

CAHS holds three parent-teacher conferences each year; one for each trimester. Attendance for CAHS Parent-Teacher Conferences has remained constant over the past several years, with attendance at the first trimester date higher than the subsequent two. In 2010-2011 for example, approximately 38% of parents attended trimester one parent teacher conferences and 32% of parents attended conferences in trimester three. This is likely linked to the introduction of online family access to grades, attendance, and discipline data. This may also be the result of a

school-wide emphasis on communication with parents throughout the school year. Mid-way through each trimester, teachers make phone calls home to the parents of students who are failing and in need of assistance.

Congratulations to everyone involved in the success of Cheboygan Area High School. Our accomplishments are the results of hard work and commitment of students, parents, teachers, support staff, school board, and various community organizations. By working together, we have achieved many of our goals.

As we look to the future, I will ask for continued support from everyone involved to reach even higher goals in order to provide our students with the best opportunity for a bright and promising future.

Sincerely,

*Michele Ackerman*

Principal  
Cheboygan Area High School