

Cheboygan Area Schools

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Cheboygan Middle School

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August 15, 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 middle school for assistance.

The AER is available for you to review electronically by visiting the following web site: www.chebschools.com/csd 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 Middle 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 School 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 the Cheboygan Middle School, and students in grades 9-12 are assigned to the Cheboygan Area High School. Another educational option for students ages 16-19 is the Cheboygan Alternative High School. To become enrolled in the district, parents fill out an enrollment form available in the office of 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 3rd Monday in August until the 1st 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 MEAP test.

Improvement Goals:

- 1) All students will improve math reasoning, problem solving, and computation skills across the curriculum.
- 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. Previous training has enabled the middle school staff to unpack the curriculum standards. This has allowed our School Improvement Team to periodically take time throughout the year to help teachers use their student data effectively. The team has utilized the "Data 4 Student Success" website to help make the data more useful. Training on the use of data continues with a focus on ongoing, daily assessment to help students be successful.

Evidence for each of the goals above was collected throughout the school year. Some examples of evidence collected included workshop attendance by classroom teacher, agendas, minutes of meetings, achievement marker data, MEAP data, etc.

For the Upcoming School Year:

Additional training will take place in the use of data for our entire School Improvement Team.....

Cognitive Coaching, Formative Assessment, Learning Targets... Our entire teaching staff has been placed into a professional learning community which will allow them to gather data, assess student learning daily, and share instructional strategies all to improve student learning.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCE FROM THE STATE'S MODEL:

A copy of the middle school's curriculum is available in the middle school office and online at:

www.chebschools.com/csd by clicking on the *School Info* tab and then *Curriculum*.

Cheboygan Middle 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 a 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.

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

As changes are made at the State level, departments at the Cheboygan Middle School meet to appropriately adjust curriculum. This process is ongoing.

There are no variances between the Michigan Curricular Framework and the Cheboygan Area Schools board adopted curriculum. Science teachers in grades 5-8 have chosen to move around responsibilities for the Grade Level Content Expectations (GLCE's) to allow them to teach in their strength area, which allows for the best instruction to the students.

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

Students in all grade levels participated in periodic AIMSweb testing throughout the 2010-2011 school year. The testing measured their reading comprehension, fluency, and speed. The table below shows the trends, per grade level, for the students in the middle school.

	Fall	Winter	Spring
Risk Level (# of Students)	AR/SR/LR*	AR/SR/LR	AR/SR/LR
Grade 5	29/29/65	27/32/63	29/26/64
Grade 6	29/29/71	32/25/73	34/23/71
Grade 7	30/30/81	24/21/95	25/28/86
Grade 8	22/39/104	16/24/117	16/27/114

*Risk Levels are abbreviated as follows: **AR** = At Risk; **SR** = Some Risk; **LR** = Low Risk

Part of this student success can be credited to the use of Quantitative Reading Inventory (QRI), which measures the reading progress of our student's in September, January and May, allowing teachers to recognize and assist students who are struggling with reading. Another factor that helped our students to excel on the AIMSweb testing was the continued use of Achievement Markers, which were given every 6 weeks in our core subject areas to further monitor student comprehension, and determine if teachers needed to re-teach specific areas of our curriculum.

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

Attendance for CMS Parent-Teacher Conferences has seen a decline over the past several years. This is likely linked to the introduction of online family access to grades, attendance, and discipline data. In the following table, the parent-teacher attendance data for the 2008-2009, 2009-2010, and 2010-2011 school years is compared.

Grade Level	# Attending 2008-09	% Attending 2008-09	# Attending 2009-10	% Attending 2009-10	# Attending 2010-11	% Attending 2010-11
5 th Grade*	n/a	n/a	115/125	92%	103/134	77%
6 th Grade	84/164	51%	67/135	50%	56/155	36%
7 th Grade	71/161	44%	79/171	46%	74/162	46%
8 th Grade	91/182	50%	39/166	23%	71/180	39%
AVERAGE % ATTENDING		48%		50%		48%

*5th Grade was moved to the CMS in 2009-2010.

Not represented in the table below are the numerous individual conferences held at the request of parents or teachers throughout the school year. Ongoing communication with parents is an important part of our success as a school.

I wish to congratulate and thank everyone involved in the success of the Cheboygan Middle School. The accomplishments are due to the hard work of the students, parents, teachers, support staff, school board, and various community organizations. By working together, we provide the best possible education for our students.

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 opportunities for a bright and promising future.

Sincerely,

Linda Chase

Principal, Cheboygan Middle School