



# Cass City Public Schools

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*Learning from the past.  
Making the most of the present.  
Preparing for the future.*

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## School Annual Education Report (AER) Cover Letter

Date posted: 08/15/2012

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2011-2012 educational progress for Cass City Jr./Sr. High 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 Chad Daniels for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.casscityschools.org/Schools/HighSchool/AnnualReports/tabid/913/Default.aspx> or you may review a copy from the Principal's office at your child's school.

### Adequate Yearly Progress (AYP) – Status

AYP Status is based on student participation and proficiency in mathematics and reading. Attendance targets must be met for elementary and middle schools and graduation rate targets must be met for high schools and districts.

For 2011-2012, Cass City Jr./Sr. High School made Adequate Yearly Progress (AYP) in the tested subjects (mathematics, reading, science). 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.

### Top to Bottom Ranking – Detail Data and Status

Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance. Each school's Top to Bottom ranking will be based on student achievement, student growth over time, school improvement over time and achievement gaps across all five tested subjects (mathematics, reading, science, social studies and writing).

### Reward School

For 2011-2012, Cass City Jr./Sr. High School is in the top 5% of all Michigan schools on the Top to Bottom Ranking or in the top 5% for student growth over time in the tested subjects. 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.

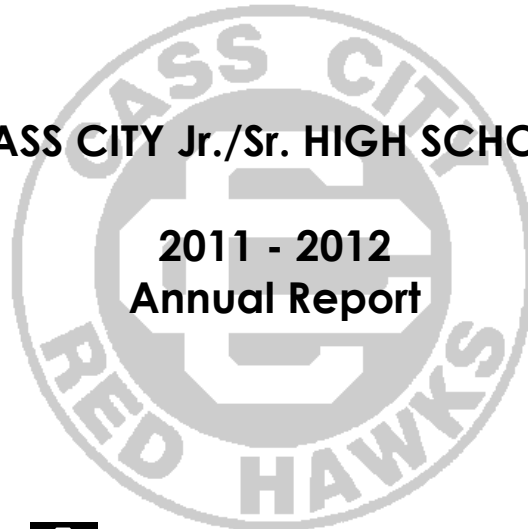
We at Cass City Jr./Sr. High School are extremely proud of our students and staff for their outstanding accomplishments. We plan on continuing to build on these accomplishments to further provide a superior education for our students.

Sincerely,  
Chad Daniels

### MISSION STATEMENT

All School personnel will accept the responsibility to provide the opportunity for all students to be productive in a global society.

# CASS CITY Jr./Sr. HIGH SCHOOL



## 2011 - 2012 Annual Report



### General Information

Cass City High School serves grades 9-12. The building was erected in 1967 and has 27 classrooms, three of which are computer labs, a library with a computer lab also, a cafeteria, a gymnasium and various offices and work rooms.

Cass City High School provides a friendly, caring environment for its students. The staff encourages parent involvement and is continually striving to provide outstanding educational services for its students in order to prepare them for today's world.

### School Enrollment- 4<sup>th</sup> Friday Count

2011-12	395
2010-11	417
2009-10	441
2008-09	465
2007-08	477

### Retentions

For the 2011 – 2012 school year the retention rate are as follows: 9<sup>th</sup> grade (12), 10<sup>th</sup> grade (1), 11<sup>th</sup> grade (0) and 12<sup>th</sup> grade (0).

### Free and/or Reduced Lunch

CCHS's free and/or reduced lunch was approximately 44% at the end of the 2011-12 school year.

### Post-secondary Data

Graduation Rate	84.91%
Students enrolling in Advanced Education	67%
Students enrolling in Vocational Education	13%
Students enlisting in Military	4%
Students entering work force, other	16%



## **School Improvement & Core Curriculum**

The staff of Cass City High School has accepted the mission statement of: “All high school personnel will accept the responsibility to ensure that Cass City High School is the leader in innovative techniques, programs and ideas to allow all students to be productive in a global society.” The High School staff met and identified the following goals as initial steps they wish to pursue in order to improve curriculum and outcomes:

- 1. English teachers will ensure growth on MME writing scores by focusing on a strong, organized introductory paragraph that helps students easily write body paragraphs and construct MME type essays.**
- 2. Science teachers will help students increase their MME science scores by focusing on technical reading, charts and graphs, and content knowledge.**
- 3. All staff will aide students in attaining, maintaining, or exceeding grade proficiency in reading.**
- 4. Math teachers will aide students in attaining or exceeding proficiency in math.**
- 5. Social Studies teachers will continue to produce and refine Social Studies’ probes to increase student reading, knowledge, critical reading skills, content knowledge and skills.**

The Cass City School Improvement Team has adopted the state outcomes for World Studies, Technology, PE/Health, Mathematics, Life Management, Language Arts, Cultural and Aesthetic Awareness, Career and Employability Skills, and Art Education.

The School-to-Work committee has worked hard to implement workplace readiness skills. This committee involves the tenth grade English classes as well as members from staff and local business/industry leaders.

The staff and administration work collectively to determine professional development priorities. This year a priority was placed on literacy as well as continued curriculum alignment focusing especially on the skills necessary to succeed on the MME/ACT test.



**Accreditation- Education YES!**

Accreditation is an ongoing process that demonstrates how a school has met a set of standards for quality education. When first introduced in 1990 as part of Public Act 25, the goal was to have every school in Michigan accredited in eight years. In 1993, student performance measures were added to the Michigan Accreditation Program. Six years later, the State Board of Education adopted five components for accountability. In 2001, an accountability system, Education YES! A Yardstick for Excellent Schools was developed and serves as the state's newest accreditation system. Education YES! is designed to evaluate schools based on measures of achievement (status, change and growth) and performance indicators (engagement, instructional quality and learning opportunities).

## Staff

All staff (100%) at Cass City High School is highly qualified under the federal legislation of No Child Left Behind. In the 2011-12 school year, CCHS had a total of 26 certified teachers working in our building. There were three (3) special education teachers and twenty (23) regular education teachers.

## Parent Involvement

### **Cass City Parent Involvement Policy**

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members. Through this policy, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall reflect the Board's commitment to the following:

- A. Relationships with Families
  1. Cultivating school environments that are welcoming, supportive, and student-centered.
  2. Providing professional development for school staff that helps build partnerships between families and schools.
  3. Providing family activities that relate to various cultures, languages,

- practices, and customs, and bridge economic and cultural barriers.
4. Providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities.
- B. Effective Communication
1. Providing information to families to support the proper health, safety, and well-being of their children.
  2. Providing information to families about school policies, procedures, programs, and activities.
  3. Promoting regular and open communication between school personnel and students' family members.
  4. Communicating with families in a format and language that is understandable, to the extent practicable.
  5. Providing information and involving families in monitoring student progress.
  6. Providing families with timely and meaningful information regarding Michigan's academic standards, State and local assessments, and pertinent legal provisions.
  7. Preparing families to be involved in meaningful discussions and meetings with school staff.
- C. Volunteer Opportunities
1. Providing volunteer opportunities for families to support their children's school activities.
  2. Supporting other needs, such as transportation and child care, to enable families to participate in school-sponsored family involvement events.
- D. Learning at Home
1. Offering training and resources to help families learn strategies and skills to support at-home learning and success in school.
  2. Helping families to provide a school and home environment that encourages learning and extends learning at home.
- E. Involving Families in Decision Making and Advocacy
1. Involving families as partners in the process of school review and continuous improvement planning.
  2. Involving families in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families.
- F. Collaborating with the Community
1. Building constructive partnerships and connecting families with community-based programs and other community resources.
  2. Coordinating and integrating family involvement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development.

#### Implementation

The Superintendent will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the District's continuous improvement, and individual school improvement plans. The plan will

be distributed to all parents and students through publication in the Student Handbook or other suitable means. The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification of barriers to participation by parents and families. Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to improve the effectiveness of the District plan.

During the Fall Parent/Teacher Conferences, 16% of our students had parent representation.

## **Points of Pride**

- ❖ Cass City High School received an “A” grade on the Michigan School Report Card.
- ❖ Cass City High School was recognized as a high school that is “Beating the Odds”.
- ❖ Cass City High School created an agricultural science program. The community donated the funds to build a barn for the program.
- ❖ At the Tuscola County Academic Games, held at S.V.S.U., CCHS had another fine showing. The Cass City High School math team finished 1<sup>st</sup>.
- ❖ The Cass City High School’s Band received straight 1’s at the Marching Festival.

## **Assessment Data**

The primary assessment tool for the Education YES! School Report Card is the Michigan Merit Examination (MME) in grade 11. Other tests given to monitor student achievement are: the American College Test (ACT) and Practice ACT in grade 11; the Preliminary Scholastic Aptitude Test (PSAT) and the ACT-Plan test in grade 10; the ACT-Explore test in grade 9; and the Armed Services Vocational Aptitude Battery (ASVAB)

### **High School MME Data**

Following are percentages of students meeting proficiency (a score of 1 or 2) on each portion of the MME test.

	<b><u>2009-2010</u></b>		<b><u>2010-2011</u></b>		<b><u>2011-2012</u></b>	
	<b><u>ISD</u></b>	<b><u>Cass City</u></b>	<b><u>ISD</u></b>	<b><u>Cass City</u></b>	<b><u>ISD</u></b>	<b><u>Cass City</u></b>
Math	53	78	55	78	28	51
Reading	67	75	63	74	56	56
Writing	41	54	46	58	47	61
Science	59	73	63	78	22	35
Social Studies	79	89	79	89	33	48

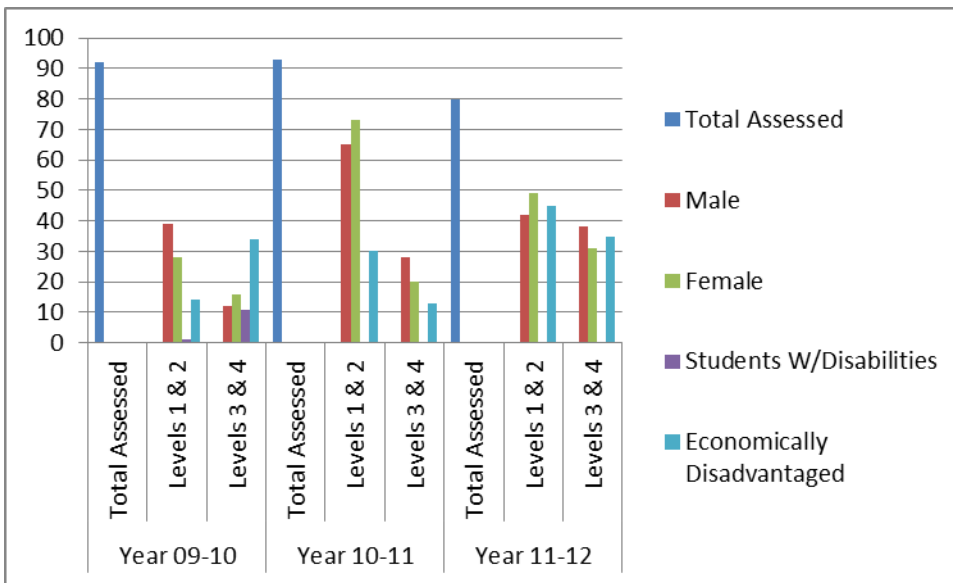
**ACT Data**

	<b><u>2009-2010</u></b>	<b><u>2010-2011</u></b>	<b><u>2011-2012</u></b>
Cass City	19.1	20.8	21.1
State	19.7	20.0	20.1

**Michigan Merit Examination Item Analysis**

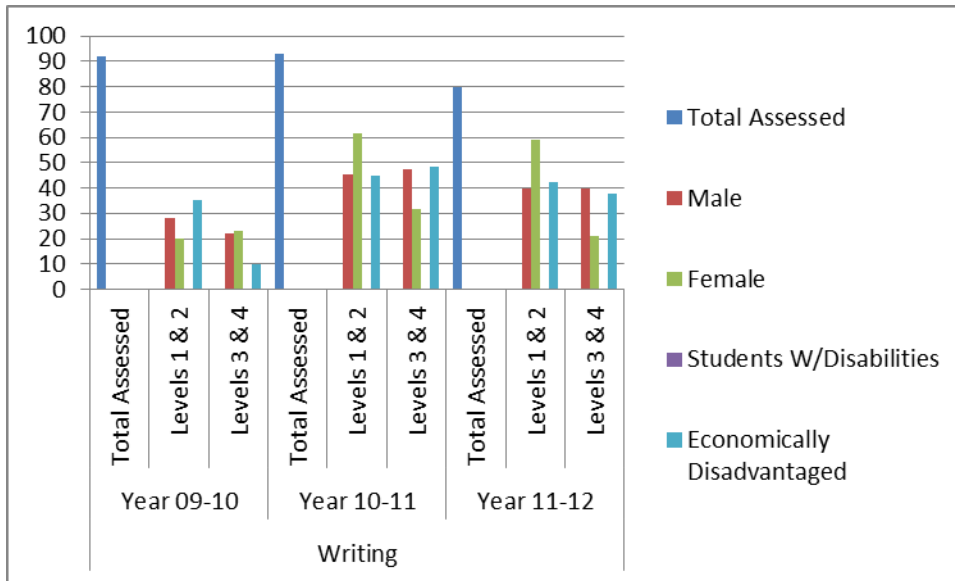
	09-10			10-11			11-12		
	Total Assessed	Levels 1 & 2	Levels 3 & 4	Total Assessed	Levels 1 & 2	Levels 3 & 4	Total Assessed	Levels 1 & 2	Levels 3 & 4
Total Assessed	92			93			80		
Male		39	11		70%	30%		52%	48%
Female		28	15		78%	22%		61%	39%
Students W/Disabilities		1	10		--	--	--	--	--
Economically Disadvantaged		14	31		30	13		56%	44%

**MME Demographics – Reading  
All Students Assessed**



	09-10			10-11			11-12		
	Total Assessed	Levels 1 & 2	Levels 3 & 4	Total Assessed	Levels 1 & 2	Levels 3 & 4	Total Assessed	Levels 1 & 2	Levels 3 & 4
Total Assessed	92			93			80		
Male		28	22		49%	51%		50%	50%
Female		20	23		66%	34%		74%	26%
Students W/Disabilities		--	--		--	--		--	--
Economically Disadvantaged		35	10		48%	52%		53%	47%

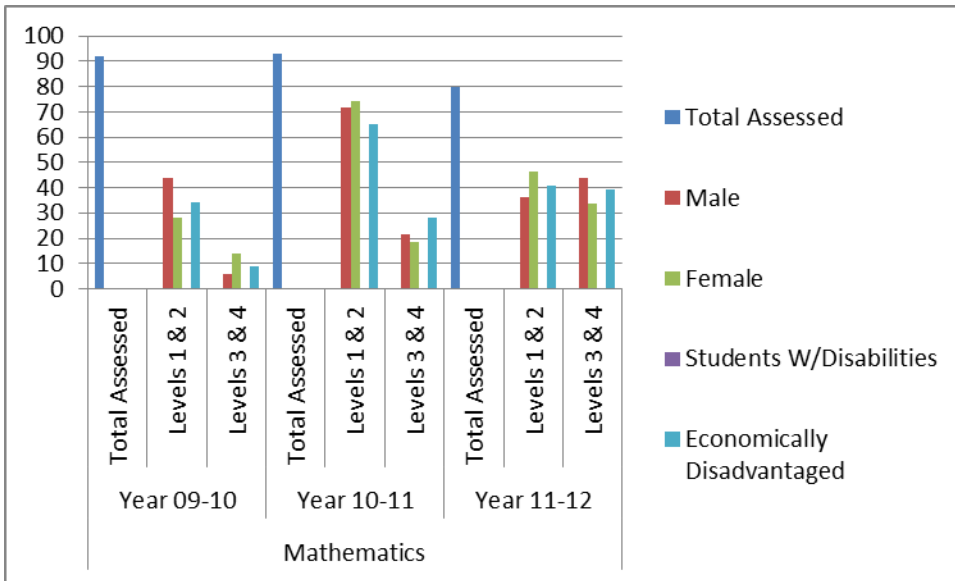
MME Demographics – Writing  
All Students Assessed



	09-10			10-11			11-12		
	Total Assessed	Levels 1 & 2	Levels 3 & 4	Total Assessed	Levels 1 & 2	Levels 3 & 4	Total Assessed	Levels 1 & 2	Levels 3 & 4
Total Assessed	92			93			80		
Male		44	6		77%	23%		45%	55%
Female		28	14		80%	20%		58%	42%
Students W/Disabilities		--	--		--	--		--	--
Economically Disadvantaged		34	9		70%	30%		51%	49%

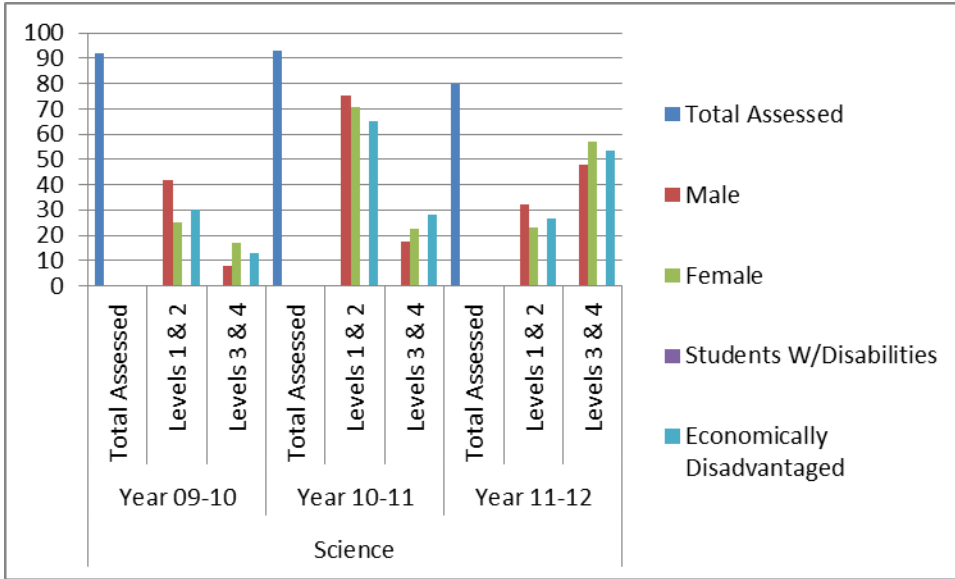


### MME Demographics – Mathematics All Students Assessed



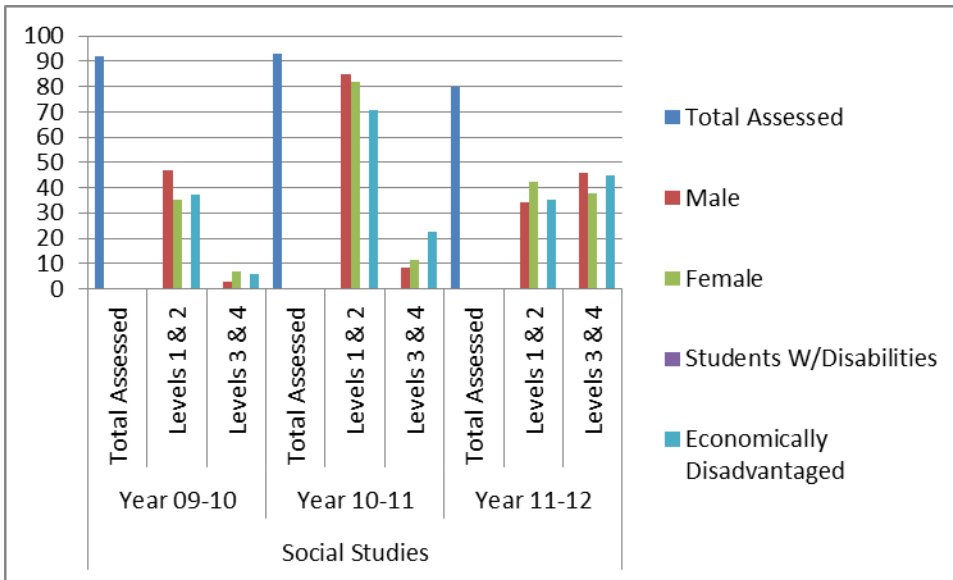
	09-10			10-11			11-12		
	Total Assessed	Levels 1 & 2	Levels 3 & 4	Total Assessed	Levels 1 & 2	Levels 3 & 4	Total Assessed	Levels 1 & 2	Levels 3 & 4
Total Assessed	92			93			80		
Male		42	8		81%	19%		40%	60%
Female		25	17		76%	24%		29%	71%
Students W/Disabilities		--	--		--	--		--	--
Economically Disadvantaged		30	13		70%	30%		33%	67%

### MME Demographics – Science All Students Assessed



	09-10			10-11			11-12		
	Total Assessed	Levels 1 & 2	Levels 3 & 4	Total Assessed	Levels 1 & 2	Levels 3 & 4	Total Assessed	Levels 1 & 2	Levels 3 & 4
Total Assessed	92			93			80		
Male		47	3		91%	9%		43%	57%
Female		35	7		88%	12%		53%	47%
Students W/Disabilities		--	--		--	--		--	--
Economically Disadvantaged		37	6		76%	24%		44%	56%

MME Demographics – Social Studies  
All Students Assessed



## Adequate Yearly Progress Data

### CASS CITY HIGH SCHOOL (Title)

[Explain AYP](#)

Mr. CHAD DANIELS

Principal

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### School Report Card - Grades Tested 11 - 12

This report card provides an assessment of several measures of the school's performance. Click links within the table for more detail on how individual scores were obtained.

	Status Score 2011-2012	Adjusted Score 2011-2012	Ed Yes! Grade 2011- 2012
<b>Student Achievement</b>	<a href="#">View Details</a>		
Reading	57.4	57.4	F
Mathematics	68.3	78.3	C
Science	56.5	56.5	F
Social Studies	51.8	51.8	F
<b>Achievement Subtotal</b>	<b>58.5</b>	<b>61</b>	<b>D</b>
<b>Indicators of School Performance</b>		<b>100</b>	<b>A</b>

<b>Preliminary Grade</b>	<b>74</b>	<b>C</b>
<b>AYP Status (Adequate Yearly Progress)</b>	<b>Met AYP</b>	<a href="#">View Details</a>
<b>Composite Grade</b>	<b>C</b>	

Cass City High School encourages and honors students with good attendance. Perfect attendance certificates are awarded each Spring at the annual Awards Assembly. The 2011-12 average daily attendance rate was approximately 95%.