

Big Bay de Noc School District Annual Education Report



2009-2010

FACULTY

Position	2009-2010
JH Math/English	Patty Knuth
Math	David Partyka
Social Studies & HS Art	Erika Fix
HS Special Ed	Barbara Mead
Computer Science	Sheila Sanville
Science	John G. Peterson
PE/Social Studies	Peter Schlenvogt
English	Diana Thill
Physical Education	Eric VanDamme
Indian Ed. Coordinator	Colleen Weinert
Readiness Kindergarten	Traci Lyle
First Grade/Second Grade	Elisha Dougherty
Kindergarten	Angie LaLonde
Third Grade	Mary Gollakner
Fourth Grade	Gloria Haindl
Fifth Grade	Carol Novak
Sixth Grade	Christy Eagle
Title I/Music/Art	Lisa Pichette
Elementary Special Education	Nikki Sundling
English	Lee Brown

ADMINISTRATION AND SECRETARIAL

Superintendent: John W. Peterson

Principal: Diana Thill

Finance Director: Donna Paquette/Donna Winkel

Secretaries: Bonnie Moody / Jane Laux

SUPPORT PERSONNEL

Aides

Karen Paulson
Pam Zorn
Grace Denkins
Lisa Radebaugh

Transportation / Maintenance Director

Bryan Landis

Cooks

Laurie VanRemortel & Jackie Knoph

Bus Drivers:

Fairport/Fayette/Garden
St. Jacques/Nahma/Isabella
Steuben
Cooks

Rebecca Tatrow
Larry Anderson
Sherry Boudreau
Mike Clelland

**BIG BAY DE NOC SCHOOL
2009-2010 ANNUAL REPORT**

The purpose of this annual education report is to meet the requirements of Michigan Public Acts 25, 335, 336 and No Child Left Behind. This report is intended to provide parents and the community with information about the 2009-2010 school year. As required by law, this Annual Education Report will be filed with the Delta-Schoolcraft Intermediate School District.

This report has been prepared by our school improvement team with input from other staff members, students, and parents.

MISSION STATEMENT - BIG BAY DE NOC SCHOOL

Big Bay de Noc School's purpose is to educate all students to their highest level of academic performance while encouraging positive attitudes and behavioral growth.

MOTTO - BIG BAY DE NOC SCHOOL

Our Future Begins Now

MASCOT

The Black Bear



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I. OVERVIEW OF THE SCHOOL

ED YES! Accreditation/Status 2009-2010

With the new federal legislation of No Child Left Behind, the State of Michigan set minimum requirements for adequate yearly progress for Michigan schools. These minimum requirements include progress on the MME/MEAP scores as well as meeting criteria in several areas such as parent involvement and educational programs. The Big Bay de Noc School did meet Adequate Yearly Progress for the 2009-2010 school year, and received an composite grade of an "B" on the state report card.

ED YES! Accreditation/Status 2008-2009

The Big Bay de Noc School did meet Adequate Yearly Progress for the 2008-2009 school year, and received an composite grade of an "A" on the state report card.

ED YES! Accreditation/Status 2007-2008

The Big Bay de Noc School did meet Adequate Yearly Progress for the 2007-2008 school year, and received an composite grade of an "A" on the state report card.

ED YES! Accreditation/Status 2006-2007

The Big Bay de Noc School did meet Adequate Yearly Progress for the 2006-2007 school year, and received an composite grade of a "B" on the state report card.

ED YES! Accreditation/Status 2005-2006

The Big Bay de Noc School did not meet Adequate Yearly Progress for the 2005-2006 school year but received an "B" on the state report card.

ED YES! Status from 2004-2005

Elementary Composite Grade: B, Middle School Composite Grade: C, and the High School Grade C. Elementary, middle school and the high school all met Adequate Yearly Progress status.

II. SCHOOL IMPROVEMENT PLAN

During the 2009-2010 school year, Big Bay de Noc School staff members continued to engage in best practices in teaching and learning. We continued focused on project - based learning, engaging students in hands-on learning. Studies have shown that this kind of instruction is associated with achievement gains in a range of academic areas. It also improves student behavior through engaged-learning activities. An emphasis on writing also took place school-wide, with staff participating in professional development on writing and students learning new writing strategies. School reform and plans for progress continued to be centered on the five benchmark areas listed below.

The faculty continues to engage in aligning curriculum and project-based learning activities to the Standards and Benchmarks of Michigan Curriculum Frameworks, the High School Core Content Expectations, and the Michigan Grade Level Content Expectations.

There continued to be an emphasis on cross-grade level and team approach to

planning and teaching, building a stronger learning community. Classrooms continued to show progress toward moving from teacher-centered classrooms to student-centered classrooms.

The goals of the 2009-2010 School Improvement Plan included desired outcomes in the following benchmark areas:

1. Shared Accountability
2. Curriculum Alignment and Professional Development
3. Comprehensive Assessment
4. Team-Based School Organization
5. Sensible Use of Technology

SHARED ACCOUNTABILITY

Goals

The school will take steps to involve students, parents and faculty in the accountability in order to result in all students performing at the highest possible level. Improved communication between school, parents, and community will be implemented with a focus on providing additional opportunities for involvement in the educational process and support in the mission of the Big Bay de Noc School.

What key changes will occur as a result of meeting this indicator?

1. Provide district curriculum to parents upon request
2. Parent / Teacher Conferences
3. Providing parent information through newsletters, Friday folders, and memos
4. Organized publicity through the school's monthly newsletter, website, and local media
5. Parent education through academic night
6. Promote improved school attendance through incentive based programs
7. Providing incentive based activities and programs to encourage students to strive to reach their full potentials in academics and behavior
8. Continue to expand after-school tutoring programs with the aim to make tutoring available for all students grade 1-12
9. Complete minutes of School Improvement Team meetings will be available to staff and community members via the school web page
10. Encourage the use of PowerSchool, and online grading program, by parents, students, and faculty
11. Develop a Child Study Team process to promote individual and systemic solutions

CURRICULUM ALIGNMENT AND PROFESSIONAL DEVELOPMENT

Goals

A flexible, school-wide, standards-based curriculum framework is in place. All teachers will use the High School Core Content Expectations and the Michigan Grade Level Content Expectations to ensure that all students are given the opportunity to achieve to their highest potentials. Our strategies to accomplish this goal will include project-based learning. Project work will be based on state standards and will be seen in most

classrooms. The projects will produce deep understanding and lead to authentic, high-quality work.

The classrooms will be child-centered with evidence of student projects, driving questions, and critical thinking. Project-based activities may include outside organizations, parents, businesses, and the community.

Professional development will be decided based on test results and teacher and parent input in order to ensure adequate yearly progress in core curricular areas.

Curriculum goals in English/language arts, social studies, math and science will reflect student achievement in the elementary, middle, and high school according to the content standards and benchmarks of the State of Michigan.

What key changes will occur as a result of meeting this indicator?

1. Continued work the High School Core Content Expectations and the Michigan Grade Level Content Expectations.
2. Our district will review our curriculum and test data yearly to make necessary revisions
3. Staff will review test results in order to make changes in instruction and in order to achieve adequate yearly progress in core curricular areas
4. Teachers will utilize Build Your Own Curriculum in order to align lessons with the High School Core Content Expectations and the Michigan Grade Level Content Expectations
4. Every classroom teacher will participate in designing one “quality” standard-based project per semester
5. Classroom projects will promote community involvement, giving back to the community, and real world applications
6. Staff training and in-services will be based on assessment results and needs of the district
7. Academic Core Teams will continue to meet and address areas for improvement and generate ideas for growth

COMPREHENSIVE ASSESSMENT

Goals

The school will use an effective standard-based assessment system to measure each student’s knowledge and skills in multiple ways. The “whole student” will be looked at in this process.

The school will use performance assessments, rubrics, and DIBELS to improve instruction and the quality of student work. Performance data will be analyzed to continually improve instruction and student success. Student progress will be reported through multiple means.

Students will score a three or better on the MEAP in all core subject areas.

What key changes will occur as a result of meeting this indicator?

1. Rubrics will be used to assess each standard-based project and writing projects.
2. School personnel will utilize ISD programs and personnel for staff development
3. Staff development will be aligned with meeting staff needs in order to facilitate adequate yearly progress
4. DIBELS will be used as part of the reporting system for the K-3 classrooms
5. K-4 student needs will be assessed with the Reading Recovery Program, so appropriate progress continues in language arts
6. Students will be assessed by teachers using classroom assessments that are aligned with the High School Core Content Expectations and the Michigan Grade Level Content Expectations, the MME, MEAP, DIBELS, and standardized tests in grades K-12
7. Student results will be reviewed throughout the year to make curricular revisions necessary to meet the needs of all students

TEAM-BASED SCHOOL ORGANIZATION

Goals

The School Improvement Team, with support from academic core teams, will develop and support strategies, goals, and policies to ensure students achieve understanding and accomplishment.

The Big Bay de Noc School will develop plans to foster community, staff, and student pride with involvement in the building, grounds, and activities of the school.

What key changes will occur as a result of meeting this indicator?

1. Publishing an annual report of the district
2. Holding regularly scheduled school improvement team meetings to ensure all goals and objectives are being implemented
3. Staff, students, parents, and community members will be a major part of the school improvement team
4. Providing school opportunities for community such as weight room access, community library time with available computers with educational components
5. Parent volunteer programs will provide ideas and feedback, as well as being a communication link between volunteers and school
6. The school improvement team will maintain the academic letter program
7. Honor and acknowledge all graduates
8. Provide opportunities for dual enrollment in local colleges.
9. Provide opportunities for students to take part in job shadowing and career fairs.

SENSIBLE USE OF TECHNOLOGY

Goals

All members of the school community will have access to modern technologies.

Many of our teachers will continue to integrate technology into their curriculum and promote the sensible use of technology by their students.

The Big Bay de Noc School District will provide training to integrate state-of-the-art technology into our school system.

What key changes will occur as a result of meeting this indicator?

1. Technology meetings will be held on a regular basis
2. Purchase software and update computers to support Title Services.
3. E-mail and Internet will be available to all staff members
4. All staff will have training available in e-mail, Internet, home drive and any other necessary uses to perform their duties
5. Continue to develop a district technology curriculum that goes along with our state standards and benchmarks
7. Use the school web page to keep staff, parents and community informed of daily and upcoming events and as a way for other public relations
8. Assist in improving and maintaining current websites

SCHOOL IMPROVEMENT TEAM

Role	2007-2008	2008-2009	2009-2010
Chairperson	Laurie Moberg DeeDee Thill	DeeDee Thill	DeeDee Thill
Recording Secretary	Linda Thill	DeeDeeThill	DeeDeeThill
Board Member	Joy Bloom	Ann Harrington	Ann Harrington
Administrator	Julie Peterson	Julie Peterson	DeeDee Thill Eric VanDamme
Teachers	Christy Eagle Elisha Dougherty Laurie Moberg DeeDee Thill	Christy Eagle Elisha Dougherty John Peterson DeeDee Thill Lisa Pichette	All Teaching Staff
Support Staff	Lisa Radebaugh Linda Thill	Lisa Radebaugh	Lisa Radebaugh
Community Members	Marsha LaTulip Lisa Pichette	Marsha LaTulip Lisa Pichette	Joy Bloom
Parents	Colleen Weinert John Peterson	Colleen Weinert	Colleen Weinert
Students	Austin Radebaugh Stefanie Buskirk Laura Beaudre Sarah Unger Jenna Bradshaw Alecia Johnson Janelle Dalgord Danielle Swayer	Austin Radebaugh Stefanie Buskirk Laura Beaudre Sarah Unger Jenna Bradshaw Janelle Dalgord Danielle Swayer	Laura Beaudre Sarah Unger Jenna Bradshaw Janelle Dalgord Danielle Swayer
Technology	Peter Copenhaver	Peter Copenhaver	Peter Copenhaver

ACADEMIC CORE TEAMS

During the 2009-2010 school year, academic teams were maintained to foster communication and a school-wide push toward reaching the school improvement goals across subject areas. Teams were formed around core subject areas and included teaching staff from various grade levels K-12. Teams meet on a weekly basis to evaluate progress toward the goal and generate cross-curricular ideas to implement positive change.

III. STUDENT ASSESSMENT DATA

Michigan Educational Assessment Program and the Michigan Merit Exam

A variety of alternate/authentic assessments are utilized. One of these assessments is the Michigan Educational Assessment Program (MEAP), in which our 3rd through 9th grade students participate. This program allows us to assess the Big Bay de Noc student achievement in the areas of reading, writing, and math in the 3rd, 4th, 5th, 6th, 7th, and 8th grades; science in 5th and 8th grades; and social studies in 6th and 9th grades.

Our eleventh grade students tested using the Michigan Merit Exam in its premier year. The Michigan Merit Exam, which is a combination of the ACT plus writing test, the Work Keys reading and math tests, and test components developed by the state of Michigan, tests students in reading, writing, math, science, and social studies.

Our goal is to improve these scores on a yearly basis and to eventually achieve summary status from the state. Listed below are the MME/MEAP results for the testing period during the 2009-2010 school year. The 2005-2006 school year was the first time the tests were administered to all students in grades three through eight and the first time the tests were given in the fall.

All test scores are reported on a rubric system of:

Level 1	Level 2	Level 3	Level 4
Advanced	Proficient	Partially Proficient	Not Proficient

CLASS OF 2019

Reading	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2009 3 rd Grade	19%	52%	29%	0%	71%	90%

Math	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2009 3 rd Grade	24%	67%	10%	0%	90%	95%

CLASS OF 2018

Reading	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2008 3 rd Grade	57%	36%	7%	0%	93%	86%
2009—4 TH Grade	46%	38%	15%	0%	85%	84%

Math	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2008 3 rd Grade	50%	43%	7%	0%	93%	91%
2009—4 TH Grade	46%	46%	0%	8%	92%	92%

CLASS OF 2017

Reading	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2007 3 rd Grade	40%	45%	15%	0%	85%	86%
2008 4 th Grade	44%	39%	6%	11%	83%	83%
2009 5 th Grade	53%	35%	6%	6%	88%	85%

Writing	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2007 3 rd Grade	0%	55%	35%	10%	55%	57%
2008 4 th Grade	0%	44%	56%	0%	44%	44%

Math	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2007 3 rd Grade	40%	45%	15%	0%	85%	90%
2008 4 th Grade	44%	55%	0%	0%	100%	88%
2009 5 th Grade	18%	65%	12%	6%	82%	79%

Science	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2009 5 th Grade	41%	41%	18%	0%	82%	81%

CLASS OF 2016

Reading	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2006 3 rd Grade	37.5%	50%	12.5%	0%	87.5%	87%
2007 4 th Grade	26%	58%	16%	0%	84%	84%
2008 5 th Grade	29%	53%	0%	18%	82%	82%
2009 6 th Grade	29%	65%	6%	0%	94%	88%

Writing	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2006 3 rd Grade	0%	68.8%	18.8%	12.5%	68.8%	52%
2007 4 th Grade	0%	42%	58%	0%	42%	44%
2008 5 th Grade	0%	82%	18%	0%	82%	63%

Math	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2006 3 rd Grade	43.8%	43.8%	12.5%	0%	87.5%	88%
2007 4 th Grade	37%	47%	16%	0%	84%	86%
2008 5 th Grade	24%	35%	41%	0%	59%	77%
2009 6 th Grade	35%	35%	29%	0%	71%	82%

Science	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2008 5 th Grade	29%	53%	18%	0%	82%	83%

Social Studies	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2009 6 th Grade	65%	18%	6%	12%	82%	73%

CLASS OF 2015

Reading	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 --3 rd Grade	37%	53%	11%	0%	89%	86.6%
2006--4 th Grade	25%	65%	10%	0%	90%	85%
2007-- 5 th Grade	43%	48%	10%	0%	91%	82%
2008 – 6 th Grade	43%	43%	13%	0%	87%	81%
2009 -- 7 th Grade	36%	50%	14%	0%	86%	82%

Writing	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 --3 rd Grade	16%	63%	21%	0%	79%	51.5%
2006-- 4 th Grade	0%	50%	45%	5%	50%	45%
2007--5 th Grade	0%	62%	38%	0%	62%	59%
2008 – 6 th Grade	0%	74%	26%	0%	74%	76%

Math	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005-- 3 rd Grade	37%	42%	21%	0%	79%	87.1%
2006-- 4 th Grade	35%	55%	10%	0%	90%	85%
2007-- 5 th Grade	38%	43%	19%	0%	81%	74%
2008 – 6 th Grade	30%	35%	30%	4%	65%	80%
2009 -- 7 th Grade	45%	45%	9%	0%	91%	82%

Science	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2007 --5 th Grade	43%	52%	5%	0%	95%	82%

Social Studies	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2008 --6 th Grade	57%	30%	9%	4%	87%	74%

CLASS OF 2014

Reading	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 4 th Grade	12%	72%	4%	12%	84%	83.2%
2006 -- 5 th Grade	44.4%	44.4%	11.1%	0%	88.9%	84%
2007 -- 6 th Grade	33%	54%	13%	0%	87%	82%
2008 -- 7 th Grade	45%	36%	14%	5%	82%	80%
2009 -- 8 th Grade	27%	50%	23%	0%	77%	83%

Writing	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 4 th Grade	12%	44%	28%	16%	56%	54.8%
2006 -- 5 th Grade	0%	29.6%	59.3%	11.1%	29.6%	57%
2007 -- 6 th Grade	0%	58%	29%	13%	58%	73%
2008 -- 7 th Grade	0%	77%	18%	5%	77%	78%

Math	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 4 th Grade	24%	56%	20%	0%	80%	81.7%
2006 -- 5 th Grade	18.5%	40.7%	33.3%	7.4%	59.3%	76%
2007 -- 6 th Grade	29%	33%	29%	8%	62%	73%
2008 -- 7 th Grade	45%	32%	23%	0%	77%	83%
2009 -- 8 th Grade	23%	45%	18%	14%	63%	70%

Science	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2006 -- 5 th Grade	33.3%	48.1%	18.5%	0%	81.5%	83%
2009 -- 8 th Grade	23%	73%	5%	0%	95%	42%

Social Studies	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2007 -- 6 th Grade	50%	25%	8%	17%	75%	76%

CLASS OF 2013

Reading	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 5 th Grade	15%	60%	25%	0%	75%	80%
2006 -- 6 th Grade	38.1%	52.4%	9.5%	0%	90.5%	83%
2007 -- 7 th Grade	24%	48%	29%	0%	72%	72%
2008 -- 8 th Grade	41%	45%	9%	5%	86%	76%

Writing	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 5 th Grade	5%	50%	40%	5%	55%	62.9%
2006 -- 6 th Grade	4.8%	76.2%	14.3%	4.8%	81%	74%
2007 -- 7 th Grade	0%	76%	24%	0%	76%	77%
2008 -- 8 th Grade	0%	82%	18%	0%	82%	74%

ELA	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 5 th Grade	5%	70%	20%	5%	75%	74.9%
2006 -- 6 th Grade	19%	61.9%	19%	0%	81%	78%
2007 -- 7 th Grade	0%	71%	29%	0%	71%	74%
2008 -- 8 th Grade	18%	73%	5%	5%	91%	77%

Math	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 5 th Grade	20%	60%	20%	0%	80%	73.4%
2006 -- 6 th Grade	28.6%	47.6%	23.8%	0%	76.2%	69%
2007 -- 7 th Grade	38%	29%	33%	0%	67%	73%
2008 -- 8 th Grade	32%	41%	18%	9%	73%	75%

Science	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 5 th Grade	25%	55%	20%	0%	80%	76.8%
2008 -- 8 th Grade	41%	50%	5%	5%	91%	76%

Social Studies	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2006 -- 6 th Grade	38.1%	52.4%	9.5%	0%	90.5%	74%
2009 -- 9 th Grade	32%	41%	18%	9%	73%	71%

CLASS OF 2012

Reading	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 6 th Grade	21%	63%	16%	0%	84%	79.6%
2006 -- 7 th Grade	34.8%	52.2%	8.7%	4.3%	87%	80%
2007 -- 8 th Grade	22%	52%	22%	4%	74%	77%

Writing	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 6 th Grade	0%	47%	53%	0%	47%	74.8%
2006 -- 7 th Grade	0%	52.2%	34.8%	13%	52.2%	65%
2007 -- 8 th Grade	13%	57%	26%	4%	70%	70%

ELA	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 6 th Grade	5%	68%	26%	0%	74%	76.7%
2006 -- 7 th Grade	0%	82.6%	13%	4.3%	82.6%	76%
2007 -- 8 th Grade	9%	65%	22%	4%	74%	75%

Math	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 6 th Grade	11%	53%	37%	0%	63%	76.7%
2006 -- 7 th Grade	17.4%	43.5%	30.4%	8.7%	60.9%	64%
2007 -- 8 th Grade	17%	57%	17%	9%	74%	72%

Social Studies	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 6 th Grade	53%	42%	5%	0%	95%	78.3%
2008 -- 9 th Grade	43%	38%	14%	5%	81%	72%

Science	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2007 -- 8 th Grade	26%	57%	13%	4%	83%	79%

CLASS OF 2011

Reading	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 7 th Grade	9%	78%	3%	9%	88%	75.8%
2006 -- 8 th Grade	43.8%	43.8%	3.1%	9.4%	87.5%	76%
2010—11 th Grade	0%	63%	17%	20%	63%	65%

Writing	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 7 th Grade	0%	72%	19%	9%	72%	66.7%
2006 -- 8 th Grade	9.4%	37.5%	40.6%	12.5%	46.9%	67%
2010—11 th Grade	3%	37%	43%	17%	40%	44%

ELA	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 7 th Grade	0%	78%	13%	9%	78%	77.8%
2006 -- 8 th Grade	21.9%	59.4%	6.3%	12.5%	81.3%	71%

Math	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 7 th Grade	16%	41%	34%	9%	56%	59.6%
2006 -- 8 th Grade	28.1%	37.5%	28.1%	6.3%	65.6%	68%
2010—11 th Grade	3%	23%	37%	37%	27%	50%

Science	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2006 -- 8 th Grade	28.1%	62.5%	9.4%	0%	90.6%	75%
2010—11 th Grade	3%	53%	20%	23%	56%	58%

Social Studies	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2007 -- 9 th Grade	45%	48%	6%	0%	94%	71%
2010—11 th Grade	40%	47%	7%	7%	87%	79%

CLASS OF 2010

Reading	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 8 th Grade	30%	52%	7%	11%	81%	72.9%
2009 – 11 th Grade	9%	55%	27%	9%	64%	60%

Writing	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 8 th Grade	22%	59%	19%	0%	81%	64.7%
2009 – 11 th Grade	9%	32%	55%	5%	41%	43%

ELA	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 8 th Grade	22%	59%	15%	4%	81%	69.4%
2009 – 11 th Grade	9%	55%	27%	9%	64%	52%

Math	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 8 th Grade	26%	33%	26%	15%	59%	63.2%
2009 – 11 th Grade	9%	36%	9%	45%	45%	49%

Science	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 8 th Grade	29%	48%	15%	7%	78%	76.8%
2009 – 11 th Grade	5%	45%	27%	23%	50%	56%

Social Studies	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2006 -- 9 th Grade	45.8%	41.7%	8.3%	4.2%	87.5%	74%
2009 – 11 th Grade	50%	36%	9%	5%	86%	81%

IV. ADAQUATE YEARLY PROGRESS DATA

With the new federal legislation of No Child Left Behind, the State of Michigan set minimum requirements for adequate yearly progress for Michigan schools. These minimum requirements include progress on the MME/MEAP scores as well as meeting criteria in several areas such as parent involvement and educational programs.

The Big Bay de Noc School did meet Adequate Yearly Progress for the 2008-2009 school year and received a "B" on the state report card.

AYP Breakdown by Subject Area

English Language Arts	B
Math	C
Science	B
Social Studies	B
Achievement Subtotal	B
Indicators of School Performance	A
Preliminary Grade	B
AYP Status	Met AYP
Composite Grade	B

Graduation Rate

2009-2010	96.77%
2008-2009	88.89%
2007-2008	81.82%
2006-2007	93.05%
2005-2006	96.3%
2004-2005	76.2%

Attendance Rate

	Total	K	1	2	3	4	5	6	7	8	9	10	11	12
2006-2007	96.6%	97%	97%	98%	98%	98%	98%	97%	95%	96%	83%	95%	94%	94%
2007-2008	97.4%	99.8%	99.3%	98.6%	99.9%	99.1%	98.9%	99.1%	95.6%	94.7%	95.6%	95%	94.6%	96.2%
2008-2009	92.6%	92%	89.5%	91%	94%	97%	91%	96%	95%	93%	91%	92%	91%	92%
2009-2010	93%	83%	90%	91%	96%	99%	99%	95%	96%	95%	91%	88%	89%	94%

V. PARENT INVOLVEMENT

Parents play an integral role in our small community school. We have an active parent/teacher organization. We have several parents that serve on the School Improvement Team. Parents are encouraged and sometimes requested to spend time in the classroom with their children. There is an athletic booster club that raises funds to supplement our athletic programs. Our local American Legion regularly contributes to various school projects by raising funds with community service projects. We also boast of a senior drug free graduation party committee comprised solely of parents.

The percentage of parents and/or legal guardians who participated in parent-teacher conferences:

2009/2010		K	1	2	3	4	5	6	7	8	9	10	11	12
FALL	Percentage	80%	89%	91%	90%	93%	88%	88%	55%	59%	50%	52%	43%	43%
	Number	12	8	10	19	13	15	15	12	13	11	11	13	10

Parent – Student – Teacher Compact
Big Bay de Noc School

A Promise of Commitment -

We, the Big Bay de Noc staff, parents and community guide each child in achieving his or her greatest potential by providing a variety of experiences, which integrate excellence in education with the child's individual abilities and unique talents. We share the responsibility in providing a safe and secure environment, social/emotional growth and physical activities necessary for entering society as contributing members.

Parent/Guardian Agreement

It is important to have my child reach his/her full academic potential. Therefore, I will encourage him/her by doing the following items that are checked:

- see that my child attends school regularly and is punctual.
- establish a time and place for homework and check it regularly.
- support the school staff in its efforts to maintain proper discipline.
- have on-going communication with my child's school and teacher.
- limit and monitor my child's TV and movie viewing.
- encourage daily reading at home.
- attend scheduled parent/teacher conferences.
- encourage my child to do his/her best.

Parent signature _____

Student Agreement

It is important that I do the best that I can. Therefore, I will do the following:

- come to school each day and be in class on time.
- have my homework completed and turned in on time.
- have the supplies that I need.
- always try to work to the best of my ability.
- show respect for myself, my school and other students.
- follow the rules at my school and home.
- believe that I can learn and I will learn.
- do my part in keeping my school safe and clean.

Student Signature _____

Teacher Agreement

Students must be given the opportunity to succeed. Therefore, I will do the following:

- provide an environment conducive to learning.
- have high expectations for myself and my students.
- maintain open lines of effective communication with my students and their parents.
- seek ways to involve parents in classroom activities.
- respect the students and their parents.
- demonstrate care and concern for each student.

Teacher Signature _____

- Under new Title I law, parents of students attending Title I schools have the right to request information on teacher's qualifications.

VI. SAFE SCHOOLS

The school participates in safe and drug free schools along with presentations in elementary classrooms on drugs, alcohol, tobacco, and Internet predators by local state police troopers. In addition, the school utilizes the services of the local liaison officer through the Delta County Sheriff's Department. Representatives from the ISD also come to present "Peacemaking skills" to the elementary students.

VII. ADVANCED PLACEMENT

Advanced placement and dual-enrollment classes are available to our high school students through area colleges and universities along with Michigan Virtual High School.

VIII. ADDITIONAL REQUIRED HIGH SCHOOL CRITERIA FOR CURRENT AND PREVIOUS YEAR

During the 2009/2010 school year, eight students, seven seniors and one junior, received college credit through dual enrollment. Of 23 graduating seniors in 2009, ten students or 43% of the class received college credits while in high school through online dual-enrollment programs. The classes are offered mainly through Bay de Noc Community College and are taken online through the school network.

No students in the 2009-2010 school year opted to take advanced placement courses, which are offered through Michigan Virtual High School.

IX. CORE CURRICULUM

Development Process

By virtue of the mandates for performance from the State of Michigan and the federal government we began a school improvement process several years back. We changed our goals and benchmarks to align with the Michigan Standards and Benchmarks. We began a process of mapping our curriculum to ascertain a gap analysis.

Curriculum Alignment

By conducting detailed MEAP/MME analysis, performing curriculum mapping and providing teachers time to receive professional development in various initiatives, we were able to provide the necessary knowledge base to our teaching staff to meet with success in utilizing our school-wide state benchmark aligned curriculum. In addition, core-curriculum groups have been established. These groups involve all teachers in the data analysis and goal setting process as they meet weekly to assess progress.

Pupil Access

By emphasizing inclusion and assuring the least restrictive environment for all of our pupils, we insure equitable access for our special needs and at-risk student population by developing individualized educational plans through the individualized education plan process and through the use of Section 504 plans and at-risk programs such as after school tutoring. We also utilize the services of intermediate school district personnel

such as the occupational therapist, psychologist, speech therapist, and behavioral therapist to help student achieve in the classroom.

Variations of Michigan Curriculum Framework

Teachers utilized the High School Core Content Expectations and the Michigan Grade Level Content Expectations created by the State of Michigan as a framework for instruction. In addition, teachers used the curriculum tool Build Your Own Curriculum to enhance their teaching practices and the alignment of the curriculum to the GLCE's and the HSCCE's. Also this year, teachers embarked on a project to create curriculum maps for each subject area or course taught. Also, 2007-2008 was the first full school year in which Big Bay de Noc School utilized core groups to evaluate and address curriculum across grade levels and content areas. Since then, we have used the groups to implement a strong writing initiative which will expand across content areas in the upcoming year.

X. TEACHER QUALIFICATION

Certification

During the 2009-2010 school year, we had several types of certification among our teaching staff. They are listed below with the percentage for each type.

Elementary Permanent	5.5%
Sec. Professional	28%
Sec. Provisional	22%
Elem. Continuing – 18 hours	5.5%
Elem. Professional	28%
Elem. Provisional	11%

All of our paraprofessionals on staff are highly qualified for their assignments according to the State of Michigan requirements.

Emergency or provisional credentials

No teachers are working under an emergency certification.

Qualification plan

We are making annual progress by providing the information that has been received from the State of Michigan Department of Education regarding what constitutes a highly qualified teacher to all of our teaching staff. We have also incorporated these requirements into the Individualized Development Plans for all new and non-tenured teachers. The school district allows the use of accumulated sick days to be used for paying for advanced coursework.

Dissemination of Qualification Information

The contact person for our district is John Peterson, Superintendent. The letter that will be sent to parents is included.

Big Bay de Noc School District
Annual Parent Notice
Right To Request Teacher Qualifications

**Big Bay De Noc School Dist
Annual Parent Notice
Right to Request Teacher Qualifications**

School: _____ Date: _____

Dear Parent or Guardian:

Our school receives federal funds for Title I programs that are part of the *No Child Left Behind Act of 2001*. Throughout the school year, we will continue to provide you with important information about this law and your child's education.

You have the right to request information regarding the professional qualifications of your child's classroom teacher(s). If you request this information, the district or school will provide you with the following as soon as possible:

- a. if the teacher has met state licensing requirements for the grade level and subjects in which the teacher is providing instruction;
- b. if the teacher is teaching under an emergency status for which state licensing requirements have been waived;
- c. the type of college degree major of the teacher and the field of discipline for any graduate degree or certificate; and
- d. if your child is receiving Title I services from paraprofessionals and, if so, his/her qualifications.

If you would like to request this information, please contact your child's school.

Thank you for your interest and involvement in your child's education.

Sincerely,

Name

Title

Telephone Number

Email Address

XI: OTHER PROGRAMS AND INFORMATION

National Honor Society

The National Honor Society consisted of students in grades 10-12 who maintain both a 3.25 GPA and honorable character. NHS raises money to support various activities and charities, and Big Bay de Noc School held a Math-A-Thon to benefit St. Jude Children's Research Hospital. The funds collected help St. Jude in its ongoing fight against childhood catastrophic diseases. The goal in holding a Math-A-Thon is to help the children of the world who are stricken with diseases like cancer, AIDS, and sickle cell anemia.

Student Forum

The student forum consisted of 20 students in grades 7-12. Two representatives from each of the middle school classes, one boy and one girl, and four class officers in each grade in the high school are elected by the classes to serve on the forum. The student forum takes responsibility for planning and organizing homecoming activities in the fall and winter, organizing and funding presentations throughout the school year, maintaining the soda machines, organizing and funding student activities, participating in school pride day, and fundraising for various student interests.

Book Fair

The Book Fair was held March 13th through the 20th of 2009. The students, staff and community were given the opportunity to add to their personal libraries by purchasing books through the book fair. This event was well attended by families. The book fair went well with the help of volunteers. The money raised will be used to help host our guest illustrator during the March reading month program.

A.C.E.S.

Big Bay de Noc School participated in the All Children Exercising Simultaneously program sponsored by Governor Granholm. Students in grade K-12 across Michigan were all aiming to exercise at the same time on the same day in order to promote physical fitness around the state.

Make a Difference Day

The third grade class does annual fundraising to help with Make a Difference day. The money goes to fund projects such as hospital rooms, providing help to the area food kitchens, and helping Katrina victims. The program is incorporated into an economics lesson where the students learn how to set up a business and make a profit among other things.

Music Program

Each year the elementary classes partake in a holiday music program. The program, put together by the elementary music teacher, is an exhibit of the singing talent of the elementary grades. The elementary students also sing at varsity basketball games.

March is Reading Month

Elementary students with their parents celebrate reading month with a variety of weekly activities and dress-up days. Parents are provided with suggestions for activities to get their children reading. The month was filled with various reading activities including a visiting illustrator. They celebrated the illustrator day with a family pancake breakfast and assemblies throughout the day. High school students help elementary students write their own books.

Drama

The 7-12 grade students produce an annual drama production in April. The students not only participate as actors and actresses, they also take part in teaching elementary students different parts in the play, making the scenery, constructing the stage, and making the costumes. The play also draws in different community members and is open to the public for viewing.

Art Club

The secondary art teacher holds a weekly art club. The art club gives student the opportunity to hone their artistic skills. Students are able to use materials, equipment, and space to complete projects.

Art Exhibition

Each year, art work created by students is displayed in an art show which is open to the public. Art created by elementary students is also displayed.

Yearbook

The yearbook staff consisting of high school students in grades 9-12 produces a yearly publication. The book is funded by various means including ad selling, dances, hat for a buck days, and donations. The book is entirely created by students and is for sale to the students and public each year.

Volunteers

Big Bay de Noc School welcomes and utilizes the help provided by volunteers. Library volunteers help with the maintenance and daily running of the library. The foster grandparent program through the Community Action Agency helps in various classrooms assisting students with their everyday tasks. Area speakers also volunteer their time to educate students on their own community.

School Pride Day

Each spring the students are encouraged to take pride in the school by participating in school pride day. Each secondary class is paired with an elementary class to work on various projects to improve the school and its grounds.

Student of the Week

The staff recognizes an elementary and a secondary student each week as a student of the week. These students are exhibiting positive behaviors above and beyond their classmates both in and out of the classroom. The secondary student is submitted to the Escanaba Daily Press for further recognition in its student of the week program.

Historical Marker Dedication

The fourth grade was involved in the dedication of the state's historical marker for the "last port of call" for the Christmas Tree Ship. They wrote their own accounts of the ship's last voyage to display at the Thompson Township Hall on the day of the dedication.

Forest Friends

The fourth grade does a unit on involvement with the area forests. Educational specialists from the United States Forest Service come out five times a year to present programs on botany, ecology, the nature trail, animal tracks, and animals.

Young Historians

The school staff works in conjunction with the Fayette Historic Townsite historian to present programs on the history of Fayette. Also, elementary students participate in a narrated historical tour of the Seul Choix Lighthouse along with other area historical information.

School Safety

The school participates in Safe and Drug Free Schools along with presentations in elementary classrooms on drugs, alcohol, tobacco, and Internet predators by local state police troopers. In addition, the school utilizes the services of the local liaison officer through the Delta County Sheriff's Department. Representatives from the ISD also come to present "Peacemaking skills" to the elementary students.

Nature Trail

The elementary classrooms utilize and maintain the nature trail for science lessons throughout the school year. The trail also serves as a venue for distance running practice in the physical education classrooms.

Pen Pals

Elementary students participate in pen pal programs with other area schools to work on writing skills and communication skills.

Engineering Olympics

Annually, students enrolled in upper level math and science classes create projects to compete against other school at Michigan Technological University. Area businesses donate money to supplement fundraising done by the group of students to pay for the two-day trip.

Math and Science Night

The elementary students are able to showcase the progress they have made in the areas of math and science during Math and Science Night. Projects done in class throughout the year are on display for the public in the gymnasium where the students can show them off. These projects are complemented by various coordinated activities during the evening. The event is sponsored by the P.T.O.

JH/HS Quiz Bowl

Junior high and high school students try out annually to make the quiz bowl teams. These teams travel to compete with other schools in trivia competitions. The high school competition is aired on Public T.V. 13.

Parent/Teacher Organization

The Big Bay de Noc Parent/Teacher Organization is very active. It uses money earned through fundraising to sponsor different K-6 activities and events throughout the year. The PTO is active in Math and Science Fun Night, various field trips, decorating of the hallways and school grounds, staff appreciation activities, and other events as they arise throughout the year.

Piano Lessons

Piano lessons are offered to the students on an individual basis through a community member. Parents are able to choose to send their k-12 students to lesson during the school day.

Constitution Day

Each year, K-12 classrooms celebrate Constitution day by dedicating class time to learn about the Constitution and how it affects the average citizen.

Core Academic Teams

Teams of teachers across content areas and grade levels have been formed to identify and address areas in which students are performing weakly on standardized tests. The teams meet, collaborate, and report to the whole staff on ways to improve.

Senior Class Trip

Annually, the senior class fundraises for and attends a class trip to a U.S. destination of their choosing. This trip is both educational and enjoyable for the students.

After-School Tutoring

Funds supplied through the Title VXI Program-Indian Education Formula Grant and 2% Grant monies from the Sault Ste. Marie Tribe of Chippewa Indians provides after-school tutoring for K-12. In grades K-6, tutoring is one-on-one with a teacher referral or parent request. In grades 7-12 students are encouraged to drop in to a tutoring lab held twice a week for extra help. High-achieving upperclassmen are also available to provide assistance.

Career Exploration

Sophomores and juniors in the special education department take part in a program which is called Career Exploration. It deals with such topics as self-esteem, career exploration, resumes, job search, interview skills, self-evaluation, conflict resolution, and maintaining employment. The Senior Transition Project is the 'Part II' section of Career Exploration.

Senior Transition Project

The special education department does a Senior Transition Project each year. This project gets the kids ready for post-high school plans such as college, skills/trade school, and job applications/resumes. There is a one-year follow-up after graduation.

Delta County Agriculture/Department of Natural Resources Field Trip

The 5th graders go on the Delta County Agriculture/Department of Natural Resources field trip every September to learn about the numerous environmental, agriculture and natural resources sites throughout Delta County. They also explore careers in these fields so students can gain an understanding of their career options for when they grow up. They visit dairy, beef and horse farms, wastewater management sites, tree improvement centers, soil management sites, landfill and recycling center, sport fishing site, and a U.P. forester site.

Adopt-A-Highway

Bi-annually, the Big Bay de Noc Support Staff participates in the Adopt-A-Highway program. A two mile section of highway in front of the school is cleaned in both the spring and fall.

America and Me Essay Contest

Each year, the eighth grade students compete in the America and Me Essay Contest which is sponsored by Farm Bureau Insurance. They compose an essay in response to a social issue and submit the essays for judging against essays from eighth grade students across the state.

Youth in Government

Grades 9-12 may join to learn about government by acting as state executive, legislative, or judicial officials in Lansing. The process includes writing and researching legislation, working with lawyers to prepare for civil or criminal cases, or working as lobbyists or media.

Youth Leadership Conference

Sophomore students attend the Kiwanis Youth Leadership conference the end of October. As part of the conference, community leaders interact with students and present activities and topics that build and encourage positive leadership qualities. Hands-on activities are used to assist students in gaining self-confidence and to practice skills necessary for future success.

U.P. Labor Management Council Youth Collective Bargaining Conference

Students participating in this conference are divided up into two groups: Labor and Management. Students are given a factious company and contract they are to familiarize themselves with. Students participate in a series of negations throughout the day led by local Union and management negotiators. The purpose of this exercise is to give students a perspective on how salaries and benefits are negotiated in a unionize company.