

September 1, 2013

Dear parents and community members;

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for Bay-Arenac Community High School (BACHS). 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 Erin Sullivan, Superintendent.

The AER is available for you to review electronically by visiting the following web site www.bachs.us or you may review a copy from Erin Sullivan's office at your child's school.

- For 2012-2013, Bay-Arenac Community High School did not make Adequate Yearly Progress (AYP) because we did not meet the 80% graduation rate goal. If we do not make AYP for three years in a row, we may be identified for school improvement.
- For 2012-2013, Bay-Arenac Community High School received a "yellow" rating on the school report card which reflects improvement in meeting MDE's goals.

State law requires that we also report additional information.

1. Students are assigned (enrolled) to BACHS through a random drawing, as required by law.
2. The school involvement plan is currently being implemented into classrooms and administrative processes. After specialized support from Michigan Department of Education, BACHS revamped the comprehensive needs assessment. We have embarked on some new school-wide reform plans. They consist of full implementation of "Great Expectations®" and True Colors® personality profiling of staff, students and parents. These tools will target areas of student success and offer much improved methods of communication between families and the school. We are continuing with the consolidation of funding of State and Federal programs to assure our students are offered the best possible educational opportunities and academic support. The plans for increasing parent involvement for the next school year, by providing training in True Colors to both parents and students, aims at giving them a common ground for positive communication. Our plan is that parents will naturally become involved with the school by learning that we are there to assist them in making their children successful as adults.
3. BACHS has no "specialized schools", however students are encouraged to enroll at the Bay-Arenac Career Center for vocational/technical education. During 2012-2013 school year, 20 BACHS students enrolled at BACC.
4. BACHS Core Curriculum can be accessed best by directly contacting each classroom teacher for specific subject information. Staff has been working closely with the

curriculum specialists at the Bay Arenac ISD to map our curriculum to the state common core standard and implement these standards.. All BACHS teachers are Highly Qualified to teach their specific subject areas.

5. NWEA assessments at BACHS were only completed once this year, due to major building issues that forced us to relocate to a temporary school for the first 5 weeks of school. The comparative results from 2011-12 to 2012-13 were not significant in academic areas school-wide, however we did add Science to the assessments with a mean score of 199. The normed average for science is 214. Eleventh grade reading scores showed the most improvement with an increase of 5.6% in RIT scores, those students also had the highest mean score in science of 206.
6. Within subgroups of male and female our mean scores showed that in 2012-13 male students dropped in all subjects while females dropped in only reading and English language arts, Math remained stable at 215 average score with the norm being 238.
7. BACHS saw an increase in the number of McKinney–Vento eligible students. This population remained stable at 212 in ELA, with a norm of 223; while Reading scores were slightly lower than last year at 215, with the norm being 223; Math scores also dropped minimally to 218, with norm of 238. We also had an increase in the number of students with disabilities (Special Education Students). This increase prompted the Bay-Arenac ISD to provide us with additional special education support with a highly qualified Special Education teacher and one support staff person assigned to BACHS on-site, to assist with the special needs of this population. Scores of our SWD population dropped in all areas, with the most dramatic drop found in math scores- from last year at 215 to 199 the norm currently.
8. MME/ACT data had a very small sample size and could not be placed into subgroups. Once again, 100% of the eligible test takers completed all days of testing for the MME/ACT exam in March. MME data from the Michigan Department of Education indicates that BACHS scores for 11th and 12th grades combined dropped slightly across the board between 2011-2012 and 2012-2013. Reading dropped from 55.9 to 53.5 percent proficient, Writing from 49.4 just a dip to 49.3, Social Studies from 40.5 to 38.6, Math from 29.1 to 28.6 and Science dipped slightly from 25.8 to 25.7. However, the percentage of students meeting the ACT benchmarks was slightly higher in nearly every subject area for 2012-2013: English increased from 54.3 to 56.3, Reading from 40.6 to 41.2, mathematics stayed the same at 33.2, and Science dropped slightly from 23.5 to 23.1.

For the 11th graders tested, in Reading 67% of the students tested as proficient, in Writing 33% of the students tested as proficient, in Social Studies 33% tested as proficient and in Science 17% tested as proficient. In Math, no students tested as proficient.

On the 9th grade MEAP test, 8.7% of BACHS students tested proficient, with 34.8% testing at partially proficient.

9. 22% had parents representing them at Student Success Conferences in the fall of 2012. Parents also attended student orientations and Senior Symposium Presentations during 2012-2013.
10. No students were eligible for dual enrollment during 2012-2013. No college equivalency courses were offered, thus no students earned college credit while attending BACHS.

On the BACHS website you will find a link to MiSchool Data, which delineates all of the above information and more. Bay- Arenac Community High School finds itself in the unique position of serving a small, alternative, at-risk student population, yet being accountable to the Michigan Department of Education and the United States Department of Education under the norms and standards that apply to traditional, much larger public schools. While the staff may aspire to meet all sections NCLB and AYP, the inequity of being held to those standards is realized. Parents and the community can trust that students attending Bay- Arenac Community High School will be offered an individualized, quality education.

Sincerely,

Erin Sullivan,
Superintendent

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

- 11.PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
- 12.THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
- 13.A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
- 14.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
- 15.THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
- 16.IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
- 17.FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:
 - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
 - b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 - c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
 - d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>

<SCHOOL OFFICIAL SHOULD WRITE A CLOSING PARAGRAPH OF CONGRATULATIONS AND/OR ENCOURAGEMENT.>

Sincerely,

<SCHOOL OFFICIAL SIGNATURE>

List of Scenarios (F - I)

Scenario F: School made AYP for 2 or more years consecutively

For 2010-2011, <SCHOOL NAME> 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.

Scenario G: School made AYP but is still identified for improvement, corrective action or restructuring for another year

For 2010-2011, <SCHOOL NAME> made Adequate Yearly Progress (AYP) in English language arts and mathematics; however, we are still identified for <SELECT CORRECT STAGE: SCHOOL IMPROVEMENT, CORRECTIVE ACTION OR RESTRUCTURING>. We must make AYP for two consecutive years to no longer be

identified for improvement. <SUMMARIZE WHAT STEPS ARE BEING TAKEN TO IMPROVE AND HOW PARENTS CAN BECOME INVOLVED.>

Scenario H: School did not make AYP for the 1st year

For 2010-2011, <SCHOOL NAME> did not make Adequate Yearly Progress (AYP) because <SELECT ONE OR MORE REASONS FROM THE LIST BELOW OR INCLUDE MORE SPECIFIC DATA FROM YOUR AER.> If we do not make AYP for two years in a row, we will be identified for school improvement. <SUMMARIZE WHAT STEPS ARE BEING TAKEN TO IMPROVE ACHIEVEMENT AND HOW PARENTS CAN BECOME INVOLVED.>

Scenario I: School did not make AYP for 2 or more years

For 2010-2011, <SCHOOL NAME> did not make Adequate Yearly Progress (AYP) because <SELECT ONE OR MORE REASONS FROM THE LIST BELOW OR INCLUDE MORE SPECIFIC DATA FROM YOUR AER.> Because our school has not made AYP for <NUMBER OF YEARS>, we are identified for <SCHOOL IMPROVEMENT, SCHOOL IMPROVEMENT, CORRECTIVE ACTION or RESTRUCTURING>. <SUMMARIZE WHAT STEPS ARE BEING TAKEN TO IMPROVE ACHIEVEMENT AND HOW PARENTS CAN BECOME INVOLVED.>

Select all that apply to this school from list of reasons for not making AYP:

- We did not test 95% of our students.
- We did not attain target achievement goals in English language arts.
- We did not attain target achievement goals in mathematics.
- We did not attain target achievement goals for all subgroups of students in mathematics.
- We did not attain target achievement goals for all subgroups of students in English language arts.
- We did not meet the 80% graduation rate goal.
- We did not meet the 90% attendance rate goal.