

October 1, 2014

Dear parents and community members;

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 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](http://www.bachs.us) or you may review a copy from Erin Sullivan's office at your child's school.

- For 2013-2014, Bay-Arenac Community High School showed a decline in the school drop-out rate and an increase in the high school graduation rate. However, BACHS received an orange scorecard as a district because we did not meet the 80% graduation rate goal as set by MDE. As a school, we received a yellow scorecard, because the mathematics proficiency target set by MDE was not met.

State law requires that we also report additional information.

1. Up to 150 students can enroll in the school based program. After that maximum is reached, 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<sup>®</sup>" and True Colors<sup>®</sup> personality profiling of staff, students and parents. These tools will 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 2013-2014 school year, 18 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 standards. All classes are aligned with the MME curriculum. All BACHS teachers are Highly Qualified to teach their specific subject areas.
5. NWEA assessments at BACHS were completed this year. The comparative results from 2012-2013 to 2013-2014 were not significant in academic areas school-wide, with the exception of a 9.5 increase in Reading.
6. Within subgroups of male and female, our mean scores showed that in 2013-14 male students improved slightly across the board, with the largest improvement in Reading—an increase of over 10 points. The sub-group of 11<sup>th</sup> graders showed a marked increase in Reading scores as well, from 223 to 258. A normed reading score for an 11<sup>th</sup> grade student is 238.
7. BACHS saw an increase in the number of McKinney–Vento eligible students. McKinney Vento students showed slight increases in their scores in Science, Math and Reading, and a slight decrease in ELA scores. 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 improved slightly across the board.
8. MME Data: In general, BACHS MME scores were down, across the board, with one exception. Math scores of 11<sup>th</sup> grade test takers increased significantly in 2014. In 2013, 11<sup>th</sup> grade math scores averaged 1020. In 2014 they rose to nearly 1080, a definitive improvement. 12<sup>th</sup> grade Math scores dropped. Scores of both 11<sup>th</sup> and 12<sup>th</sup> graders dropped in Science, ELA and Reading.
9. ACT Data: Mean ACT scores for BACHS were below our expectations. 3 students met or exceeded state scores in English, and 1 student met or exceeded goals in Math, Reading and Science.

10. 25% of BACHS students had parents representing them at Student Success Conferences in the fall of 2013. Parents also attended student orientations and Senior Symposium Presentations during 2013-2014, as well as True Colors Training.
11. No students were eligible for dual enrollment during 2011-2012. 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

