

2009-2010
REED CITY HIGH SCHOOL



ANNUAL

EDUCATION

REPORT

INTRODUCTION

The Reed City High School Annual Education Report is one of the six sections of Public Act 25 of 1990, an Act intended to improve the education programs and outcomes for all students in Michigan's schools.

The Annual Education Report requires seven components, they are:

- Accreditation Status
- School Improvement Plan
- Core Curriculum
- Student Achievement
- Retention Report
- Specialized Schools
- Parent Conference Participation

The Reed City High School Annual Education Report describes the culmination of activities accomplished through a comprehensive short and long-range school improvement planning process. The school improvement planning process, as defined by Public Act 25, involves concurrence by board members, administrators, teachers, other school employees, pupils, parents and citizens.

ACCREDITATION STATUS

Reed City High School has been successfully accredited by the North Central Association since 1931. The high school uses the accreditation process to improve programs for students by evaluating existing programs in comparison to school needs. All teachers have the qualifications and skills to teach in their subject areas and have met all policies and standards for quality programming in accordance with the North Central Association of Colleges and Schools.

SCHOOL IMPROVEMENT PLAN

MISSION STATEMENT: The faculty and administration of Reed City High School believe all students can learn and achieve personal success. The school's mission is to provide our students with a positive and safe environment where they can learn grow and succeed.

SCHEDULING FORMAT AT RCHS

Reed City High School operates on a trimester schedule for the school which means the year is divided into three twelve week sessions. During each session a student takes 5 classes which equal 2.5 credits per trimester. At the end of the school year the student has the opportunity to earn 7.5 credits toward graduation.

PHILOSOPHY

Reed City High School will meet the needs and interests of all students are met by providing systematic planned educational programs, activities, and opportunities. The Reed City High School

staff recognizes individual differences and abilities among students and will provide planned educational programs to meet these needs.

NCA GOALS

1. All students will exhibit an increase in writing performance.
2. All students will exhibit an increase in mathematic performance.
3. All students will exhibit an increase in science performance.
4. All students will exhibit an increase in reading proficiency.

DISTRICT-WIDE EXIT OUTCOMES

The successful completion of the core curriculum of a K-12 education in Reed City Area Public Schools will prepare a student to be:

1. An individual who is a life-long and self-directed learner.
2. An individual who has a positive self-image and concern for others.
3. An individual who demonstrates citizenship.

CORE CURRICULUM – (MICHIGAN MERIT CURRICULUM)

The State of Michigan has established the Michigan Merit Curriculum which includes the following requirements:

- 4 Credits-English Language Arts
English Language Arts 9, English Language Arts 10, English Language Arts 11,
English Language Arts 12.
- 4 Credits- Mathematics
Geometry, Algebra I, Algebra II, one math or math-related course in final year of
high school.
- 3 Credits- Science
Biology, Chemistry or Physics, one additional science credit.
- 3 Credits- Social Studies
U.S. History, World Government
- 1 Credit- Physical Education & Health
- 1 Credit- Visual, Performing and Applied Arts
- 2 Credits- Language other than English
- Online Learning Experience

CURRICULUM: The Reed City High School curriculum in conjunction with the Michigan Merit Curriculum provides pupils with needed skills and education to help develop good adult family members, citizens, and workers. We also believe that we need to continually assess the curriculum and instructional strategies to look for ways to better provide the learning opportunities and to develop graduates who have these skills.

Our effort is to continually work on the alignment of K-12 curriculum with the State Michigan Merit and Assessment Frameworks as part of the curriculum development process. Class schedules and graduation requirements that assure student achievement in these areas were in place during the 2009-10 school year.

We anticipate that with these changes, we will more closely align with the State Michigan Merit Curriculum, and it should therefore impact our student achievement in the years to come.

We are fortunate to be able to offer to our students the following Advanced Placement courses:

A.P. English – British Literature APEX Online
A.P. English – World Literature
Dual Enrollment opportunities through Ferris State University

TWO-AND-A-HALF YEAR CURRICULUM PROCEDURE Four Core Areas

Procedure

1. Grade Level Content Expectations (GLCEs) and High School Content Expectations (HSCE) will be downloaded from the Michigan Department of Education web site.
2. Each teacher has been provided a copy of the GLCEs/HSCEs for their grade level.
3. Teacher comments will be incorporated to the extent that the comments fit the core curriculum, MEAP/MME objectives and fit a K-12 sequence.
4. Department meetings will be held (K-3, 4-5, 6-8, 9-12) to: (a) review draft curriculum; (b) evaluate scope and sequence; and (c) provide further input.
5. The complete K-12 curriculum will include a teacher-created sample assessment written for each grade level and/or class.
6. The building will solicit text and material suppliers to demonstrate how their offerings fit with the draft curriculum.
7. Building members will share with and receive input from teachers.
8. Text, materials and professional development activities will be selected, and a budget will be prepared in two parts: (a) necessities and (b) extras. A list of materials to support the curriculum will be shared with the library/media specialist at each level.
9. Presentation of the curriculum and budget will be made to the Board of Education Curriculum Group. Curriculum and budget will be acted upon no later than the May Board of Education meeting.
10. Purchase of text, materials and professional development activities for use in the coming school year will occur in mid-May.

11. Curriculum revisions involving amendments and/or modifications to objectives must have building and Board of Education approval.
12. A staff survey evaluating the new curriculum will occur the second semester of implementation.

STAFF DEVELOPMENT: Professional development activities have been designed by the local building level AG PLC committee.

BUILDING LEVEL DECISION-MAKING: Our staff works on committees to assist in the decision making in our building. From our school improvement efforts, to budgeting, to scheduling, and to other areas that decisions have to be made, efforts are made to ensure that staff members, and even students, are involved in building level decisions.

During the 2009-10 school year we continued to utilize a site-based budget at the high school. Our building has been given an amount of money based upon our count day count from last fall to spend for this upcoming year. We were then able to separate this money into the many line items that are necessary for the efficient running of the building.

This process of building level decision-making has been employed for several years at Reed City High School. More and more decisions have been made at the building level in recent years by our school improvement team, teachers, staff and administration.

STUDENT ACHIEVEMENT

Reed City High School provides a complete standardized testing program to support the education of all students, as well as instructional improvements.

MICHIGAN MERIT EDUCATIONAL 2009 EXAM The summary percentages for all 2009 graduates having taken the MME are listed below:

Level	1	2	3	4
Math	4	59	29	49
Science	5	77	29	32
Reading	3	90	25	23
Writing	1	58	74	10
Social Studies	53	67	28	5

AMERICAN COLLEGE TEST (ACT): As students prepare to graduate, they have the opportunity to take the ACT which tests their achievement in the areas of English, Mathematics, Reading, and Science Reasoning. Reed City students can then compare themselves with other students in Michigan and across the nation. The scores do not represent the number of correct

answers, but are determined from a complicated scoring system. The chart found below compares the average ACT composite score for Reed City and Michigan students. All students are required to take Michigan Merit Curriculum.

	<u>2009-10</u>
Reed City	19.2
Michigan	19.6
Nationwide	21.1

OTHER EVIDENCE OF STUDENT ACHIEVEMENT: Found below are many of the achievements that Reed City High School students have earned during the school year of 2009-10:

There were 111 students who earned spots on the Trimester "A" honor roll.

There were 657 students who earned spots on the Trimester "B" honor roll.

There were 162 students who earned academic achievement, letters, and pins by achieving a minimum of a 3.00 cumulative G.P.A. from the previous year.

There were 74 senior students recognized with 40 different kinds of awards during our spring senior awards program.

There were 31 senior students who were awarded the Alpha-Omega award for achieving an accumulative G.P.A. of 3.50 over their career at Reed City High School.

RETENTION REPORT

The Retention Rate means the percentage of ninth graders who graduate from high school within four years, adjusting for students who move in and out of the district and to alternative education programs. The Annual Dropout Rate means the percentage of students who leave school in any one year, again, adjusting for those who move in and out of the district.

	<u>2009-2010</u>
Dropout Rate/RC	4.35%
Retention Rate/RC	95.65%

SPECIALIZED SCHOOLS

MECOSTA OSCEOLA CAREER CENTER: The Mecosta Osceola Career Center is an area vocational/technical education facility serving high school students and adults from the school districts of Big Rapids, Chippewa Hills, Ewart, Morley-Stanwood, and Reed City. Career Center students spend two and one half hours each day in their chosen vocational program and the remainder of the school day at their home high school. The Career Center provides students with Vocational/Technical Education opportunities enabling them to make future choices in both career and educational development.

During the 2009-10 school year 554 students were enrolled in the Career Center daytime programs on the Friday count day. The secondary enrollment from Reed City - 117 (30.5%) and Reed City Alternative – 14.

MECOSTA OSCEOLA EDUCATION CENTER: The Mecosta Osceola Education Center/Satellite Classrooms provide special education classroom and ancillary services to handicapped students up to the age of 26 who reside in the Mecosta-Osceola Intermediate School District. The Center assists students in development of cognitive, affective, and psychomotor development. Specifically, classroom programs are offered in the categories of pre-primary impaired, trainable mentally impaired, severely mentally impaired, severely multiply impaired, emotionally impaired, hearing impaired, physically or otherwise health impaired.

MECOSTA OSCEOLA MATH/SCIENCE/TECHNOLOGY CENTER: This center provides accelerated and enhanced curricular options in math, science, and technology for students with high interest in these fields of study. The high school program also supports the Science Van Computer Network through the "Ask a Scientist" computer bulletin board.

In 2009-10 Reed City High School had 11 students participate in the MSTC program.

REED CITY AREA PUBLIC SCHOOLS - ALTERNATIVE EDUCATION: As in all schools, we deal with a number of students marked by repeated incidents of inappropriate behavior, poor attendance, or academic problems. Most of the time they are all interrelated. By their actions, these students have demonstrated that they have considerable difficulty finding success in the "traditional school setting." Most of the students in this group tend to be either school dropouts or social dropouts. Many of these students have limited academic skills, vocational goals, or employability skills. This tendency to drop out comes most often from social factors rather than lack of intelligence.

The mission of the Alternative Education Program is to provide educational opportunities and foster positive growth in social/emotional behaviors for students unable to attend the regular educational program who are between the ages of 14 and 19. They serviced a total of 21 students throughout the 2009-10 school year.

PARENT CONFERENCE PARTICIPATION

This past year Reed City High School held parent teacher conferences on October 26, January 28, and April 29. These conferences are held to give parents and guardians the opportunity to discuss with teachers various concerns that they might have regarding their child. During the fall conferences there were 37% of our parents attended. The winter conferences totaled 27% of our parents attended and the spring conferences totaled 22% of our parents.

During the year our staff had the opportunity to conduct many other contacts with parents. These included personal meetings and phone conversations to deal with concerns for the students' progress in specific classes.

We also hosted an "Open House" on August 30 to give our parents an opportunity to visit our school and a chance to meet our teachers

REED CITY HIGH SCHOOL PROFILE

(9-27-2009)

ENROLLMENT

9th	160
10th	140
11th	126
12th	163
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Total	589

GRADUATION REQUIREMENTS

Careers	0.5
English	4.0
For.Lang./Art/Voc.	2.0
Health & Phys. Ed.	2.0
Mathematics	3.0
Social Studies	3.0
Science	3.0
<u>Electives</u>	<u>10.5</u>
Total needed	28
Total possible	31

CLASS OF 2009

52%	- 4 year college
16%	- 2 year college
10%	- voc. school
15%	- work force
4%	- other
3%	- military

REED CITY HIGH SCHOOL STAFF

27.5	Teachers
1	Counselors
0.5	Librarian
2	Paraprofessionals
3	Secretaries
<u>2</u>	<u>Administrators</u>
36	Total

MUSIC & ARTS

Concert Band
Choir
Jazz Band
Marching Band
Pep Band
Art Classes

ATHLETICS

Baseball
Basketball B/G
Cheerleading
Cross Country B/G
Football
Golf
Softball
Track B/G
Volleyball
Wrestling

ACTIVITIES & CLUBS

Art Club	Poetry Club
Boys and Girls State	Recycling
Equestrian Team	Ski Club
Talent Show	Student Council
National Honor Society	Yearbook
	Quizbowl

**REED CITY AREA PUBLIC SCHOOLS
BOARD OF EDUCATION & STAFF**

Reed City High School
225 W. Church St

Reed City, MI 49677
(231)832-2224

School Colors:
Athletic Conference:

Nickname:
FAX (231)832-2501

Red & Black
Central States Activities
Association
Coyotes

BOARD OF EDUCATION

Dave Lucey-President
Dan Boyer-Vice President
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Scott Ridderman-Trustee
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CENTRAL OFFICE STAFF

Steven Westhoff, Superintendent
Sherry Nicklas, Business Manager
Dave Griffin, Director of Technology
Judy Miller, Executive Secretary
Barb Grove, Payroll/Personnel Secretary

HIGH SCHOOL OFFICE STAFF

Thomas Antioho, Principal
Tonya Harrison, Assistant Principal
Todd Grothe, Counselor
Chastity Holmquist, Principals Secretary
Sherri Beam, Secretary
Val Wells, Counseling
Jackie Moss, Athletic Secretary

CERTIFIED TEACHING STAFF

Sara Aubert
Bruce Bailey
Connie Banks
Dave Carlson
Todd Dew
Sandy Forgue
Ryan Hansen
Neil Harrison
Jerry Hoppes
Paula Justin
Betty Kichak
Brian Koopman
Kerry McGinley
Jamie McLeod
Brent Michell
Angie Pontz
Monty Price
Chris Pscodna
Susan Saladin
Chris Schermerhorn
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