

School Annual Education Report (AER) Cover Letter

8/12/2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for Cass City 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 High School Principal, 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.

For 2009-2010, Cass City High School made Adequate Yearly Progress (AYP) in English language arts and mathematics; however, we are still identified for SCHOOL IMPROVEMENT. We must make AYP for two consecutive years to no longer be identified for improvement. The focus area that has been of concern is a subgroup of economically disadvantaged students in the area of English. We will continue to utilize paraprofessionals to identify, evaluate and progress monitor these students so that they continue to be successful. If you are a parent that would like to become involved in this process, please call the Principal's office.

State law requires that we also report additional information.

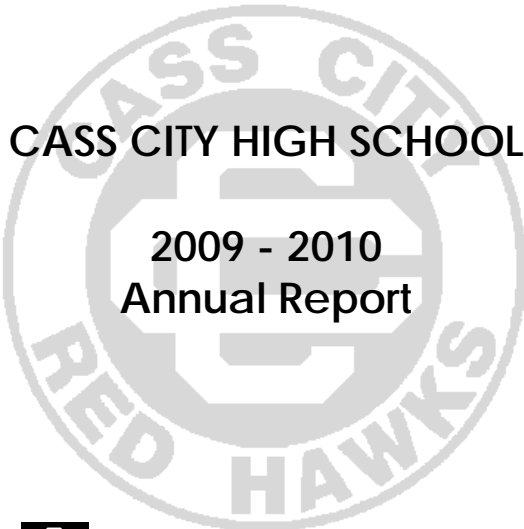
1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
7. 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>

We at Cass City High School are extremely proud of the accomplishment of our students. We will continue to strive to excel in all areas in order to help ensure that our graduates are better prepared for their post high school lives.

Sincerely,

Chad Daniels
High School Principal



**2009 - 2010
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.

Assigning students to Cass City High School

All 8th grade students from Cass City Middle School who successfully pass are promoted to Cass City High School. Cass City High School also participates in school of choice. Cass City High School has unlimited openings for 9th and 10th grade but does not accept school of choice students for 11th and 12th grade students.

School Enrollment- 4th Friday Count

2009-10	441
2008-09	465
2007-08	477
2006-07	514
2005-06	518

Retentions

For the 2009 – 2010 school year the retention rate are as follows: 9th grade (12), 10th grade (3), 11th grade (3) and 12th grade (3).

Free and/or Reduced Lunch

CCHS’s free and/or reduced lunch was approximately 48% at the end of the 2009-10 school year.

Post-secondary Data

Graduation Rate	88.50%
Students enrolling in Advanced Education	90%
Students enrolling in Vocational Education	1%
Students enlisting in Military	2%
Students entering work force, other	7%



**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. Goal:** By May of 2011, 75% of all students will meet state ELA target in English, with at least 61% of the students scoring proficient.
- 2. Goal:** By May of 2011, 75% of all students will attain Educational Planning & Assessment for ACT Benchmarks in all testing areas (Plan, Explore & Practice ACT).
- 3. Goal:** By May of 2011, 85% of all students will attain Tier 1 in Algebra I Foundations.

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.

The school improvement plan is updated yearly during the summer months. Copies of the high school’s core curriculum is available upon request from the Principal’s office.



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 2009-10 school year, CCHS had a total of 23 certified teachers working in our building. There were two (2) special education teachers and twenty one (21) regular education teachers.



Parent Involvement

Cass City Parent Involvement Policy

The staff at the Cass City High School believes that schools clearly work best when parents take an active interest in their children's education and encourage them to do well. Research has demonstrated that parent involvement is a critical component of the learning process. The evidence has shown that programs with strong parent involvement and schools that relate well to their communities have students who outperform other schools.

Cass City High School believes in assisting parents in understanding the State's content standards and assessments and how to monitor their child's progress. This is accomplished with the following:

- These individual student academic assessment results will be communicated to the parents in a language the parents can understand, including an interpretation of those results, to the parent of a child who participates in the academic assessments required by Section 1111(b)(3).

- Prior to the school year beginning, a required freshmen student and parent orientation meeting is held at which teachers and administrators distribute and explain curriculum guides, State's content standards and their implications on the parents and students.
- Teachers provide students and parents with course syllabuses that detail and outline State content standards and assessments which will be utilized.
- Parents are encouraged to register for Skyward computer access which enables the parent to monitor their child's progress.
- Quarterly report cards and regular progress reports are mailed home which enables the parent to monitor their child's progress.
- The Cass City High School parents are involved in the design, implementation, and evaluation of the school wide plan.

Cass City High School believes in providing materials and training to help parents work with their children. This is accomplished with the following:

- Prior to the beginning of the school year, a required freshmen student and parent orientation meeting is held. At this meeting teachers and administrators explain and provide materials and services that are available to them which include additional textbooks for home use, reinforcement materials for their classes, explanation of the workings of the Skyward parent program, homework support basics and school improvement meeting dates which they are invited to attend. The orientation is evaluated by a survey which is evaluated by the school improvement team.
- In November, Parent/Teacher conferences are held at which parents are updated on the status of their student's educational progress. The conference is evaluated by a sign in sheet which is evaluated by the school improvement team.
- In the English classes, parents are trained to proofread and evaluate selected student-generated material following a course content rubric. The training is evaluated by a survey which is evaluated by the English department.
- Parents are provided with the MEAP/MME/ACT Parent Reports. Sessions are held by the teachers and administration for assistance in interpreting the data.

Cass City High School believes in training the staff to build effective parent involvement. This is accomplished with the following:

- Professional development sessions on parental involvement are attended by all staff in the high school. The attendance and content is evaluated by a sign in sheet and survey which is evaluated by the school improvement team.
- Monthly staff meetings are held which have components highlighting parental involvement strategies and techniques. This is evaluated by sign in sheets as well as parental contact logs which are submitted to the principal.

Cass City High School believes in collaborating with other programs to coordinate parent involvement. This is accomplished with the following:

- Cass City High School has an active Parent Teacher Organization that includes parents and staff to provide additional support to the students.

- Cass City High School has an active Athletic Boosters Group which is comprised of parents, community members and staff which work hand in hand with the high school.
- Cass City High School has an active Band Boosters Group which is comprised of parents, community members and staff which work hand in hand with the high school.

Cass City High School believes in providing information in a format and language that parents can understand. This is accomplished with the following:

- A yearly Title 1 meeting is held which explains Title 1 as well as answering questions about Title 1.
- Para-professionals make personal contacts with parents highlighting Title 1 services that are available and why their child qualifies. The call results in a formal plan with strategies and interventions for the child.
- Reports are made to the Board of Education by the High School Principal highlighting test scores and trends in assessment data.

Cass City High School believes in providing other reasonable support for parent involvement as parents may request. This is accomplished with the following:

- Cass City High School will develop an annual evaluation of the parental involvement plan. This will be conducted with parents, identifying any barriers to greater parental involvement (such as economic disadvantage, disability, etc.) and devising strategies to improve parental involvement.
- Cass City School District has a parent involvement policy that meets the NCLB requirements of Section 1118. See Appendix A Cass City School District Parent(s)/Guardians(s) Involvement Policy.
- The plan includes a school-parent compact that addresses all parents, students and teachers and describes a true partnership for learning between the home and school. See Appendix B The Cass City High School Parent Compact.

Cass City High School believes in providing full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children. This is accomplished with the following:

- Cass City High School does not have any Limited English Proficiency students.
- Cass City High School does not have any migratory students.
- Cass City High School provides opportunities for the parents of the students with disabilities. All parents of special education students receive a copy of the student's I.E.P., I.E.P. progress reports and the Wechler and Kaufman three year re-evaluation academic achievement results.

During the Fall Parent/Teacher Conferences, 17.4% 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 Bronze level school by U.S. News and World Report.
- ❖ At the Tuscola County Academic Games, held at S.V.S.U., CCHS had another fine showing.
- ❖ The Cass City high School’s Symphony Band received straight 2’s at the District Festival.
- ❖ Cass City High School implemented a junior achievement program for senior students.
- ❖ Cass City High School had 6 students or 1.3% of our students enrolled in Dual Enrollment.
- ❖ Cass City High School offered 1 college equivalency course.
- ❖ Cass City High School had 10 students or 2.2% of our students enrolled in college equivalency courses.
- ❖ Cass City High School had 10 students or 2.2% of our students receive a score leading to college credit.

 **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.

	<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>	
	<u>ISD</u>	<u>Cass City</u>	<u>ISD</u>	<u>Cass City</u>	<u>ISD</u>	<u>Cass City</u>
Math	46	64	46	51	53	78
Reading	62	69	56	50	67	75
Writing	38	54	38	33	41	54
Total ELA	51	62	48	45	N/A	N/A
Science	56	67	53	50	59	73
Social Studies	77	90	79	81	79	89

ACT Data

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
Cass City	20.4	20.2	19.1
State	19.6	19.6	19.7

Full Annual Education Report

School-Level Student Assessment Data for Tuscola ISD, Cass City Public Schools, Cass City High School

Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Grade: 11									
All Students	2008-09	100%	59.9%	50%	50%	1.9%	48.1%	30.2%	19.8%
All Students	2009-10	100%	65.2%	75%	75%	2.2%	72.8%	20.7%	4.3%
Female	2008-09	100%	64.2%	65.1%	65.1%	2.3%	62.8%	16.3%	18.6%
Female	2009-10	100%	68%	71.4%	71.4%	2.4%	69%	23.8%	4.8%
Male	2008-09	100%	55.5%	39.7%	39.7%	1.6%	38.1%	39.7%	20.6%
Male	2009-10	100%	62.3%	78%	78%	2%	76%	18%	4%
American Indian or Alaska Native	2009-10	<10	59.1%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	44.5%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	66.1%	49%	49%	1%	48%	30.4%	20.6%
White	2009-10	100%	71.5%	75.6%	75.6%	2.2%	73.3%	21.1%	3.3%
Students with Disabilities	2008-09	<10	23.5%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	23.6%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	42.4%	31.1%	31.1%	4.4%	26.7%	33.3%	35.6%
Economically Disadvantaged	2009-10	100%	48.5%	69.8%	69.8%	0%	69.8%	25.6%	4.7%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics									
Grade: 11									
All Students	2008-09	100%	49.3%	50.9%	50.9%	10.4%	40.6%	11.3%	37.7%
All Students	2009-10	100%	50.4%	78.3%	78.3%	18.5%	59.8%	13%	8.7%
Female	2008-09	100%	47.2%	58.1%	58.1%	11.6%	46.5%	9.3%	32.6%
Female	2009-10	100%	48.3%	66.7%	66.7%	14.3%	52.4%	21.4%	11.9%
Male	2008-09	100%	51.5%	46%	46%	9.5%	36.5%	12.7%	41.3%
Male	2009-10	100%	52.5%	88%	88%	22%	66%	6%	6%
American Indian or Alaska Native	2009-10	<10	38.8%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	32.4%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	56.5%	52%	52%	10.8%	41.2%	11.8%	36.3%
White	2009-10	100%	57.9%	78.9%	78.9%	18.9%	60%	13.3%	7.8%
Students with Disabilities	2008-09	<10	10.2%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	11.2%	<10	<10	<10	<10	<10	<10
Economically	2008-09	100%	28.9%	40%	40%	4.4%	35.6%	6.7%	53.3%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Disadvantaged									
Economically Disadvantaged	2009-10	100%	30.4%	79.1%	79.1%	11.6%	67.4%	11.6%	9.3%

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 11								
All Students	2008-09	<10	87.7%	<10	<10	<10	<10	<10
All Students	2009-10	<10	89.8%	<10	<10	<10	<10	<10
Female	2009-10	<10	90.8%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.5%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Male	2009-10	<10	89.2%	<10	<10	<10	<10	<10
White	2008-09	<10	91%	<10	<10	<10	<10	<10
White	2009-10	<10	93.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	85.8%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2008-09	<10	70.3%	<10	<10	<10	<10	<10
All Students	2009-10	<10	71.8%	<10	<10	<10	<10	<10
Female	2009-10	<10	65.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	74.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.8%	<10	<10	<10	<10	<10
White	2008-09	<10	76.7%	<10	<10	<10	<10	<10
White	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	68.9%	<10	<10	<10	<10	<10
Science								
Grade: 11								
All Students	2008-09	<10	62.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	70.8%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Female	2009-10	<10	67.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	65.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	73%	<10	<10	<10	<10	<10
White	2008-09	<10	71.7%	<10	<10	<10	<10	<10
White	2009-10	<10	78.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	60.6%	<10	<10	<10	<10	<10

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
No records to display.								

2009-10 School-Level Accountability (AYP) Detail Reporting for Tuscola ISD, Cass City Public Schools, Cass City High School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	98.6%	94.7%
Mathematics	99.1%	95.6%
School		
English Language Arts / Reading	100%	94.6%
Mathematics	100%	92.5%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	98.9%	95%
Mathematics	99.5%	96%
School		
English Language Arts / Reading	100%	95.6%
Mathematics	100%	93.4%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	103.2%	62.5%
Mathematics	106.5%	73.4%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Economically Disadvantaged		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	104.3%	92.7%
Mathematics	105.3%	94.2%
School		
English Language Arts / Reading	100%	93%
Mathematics	100%	88.4%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
	75.39%
District	
	87.93%
School	

Graduation Rate (High Schools only)	
(Goal 80%)	
	89.38%
Black or African American	
State	
	56.59%
American Indian or Alaska Native	
State	
	65%
Asian, Native Hawaiian, or Pacific Islander	
State	
	84.47%
District	
	<10
School	
	<10

Graduation Rate (High Schools only)
(Goal 80%)

Hispanic or Latino

State

59.94%

District

<10

School

<10

White

State

81.85%

District

87.5%

School

88.99%

Graduation Rate (High Schools only)
(Goal 80%)

Multiracial

State

71.12%

Limited English Proficient

State

65.51%

Students with Disabilities

State

57.61%

District

41.18%

School

37.5%

Graduation Rate (High Schools only)
(Goal 80%)

Economically Disadvantaged

State

59.8%

District

76.47%

School

75.76%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

95.9%

School

Attendance Rate (Goal 90%)	
	95.6%
Black or African American	
State	
	91%
District	
	96.5%
School	
	95.5%
American Indian or Alaska Native	
State	
	93.7%
District	
	97.3%
School	

Attendance Rate (Goal 90%)	
	96.6%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
Hispanic or Latino	
State	
	94.1%
District	
	96.8%
School	
	96.4%
White	
State	
	95.7%

Attendance Rate (Goal 90%)	
District	
	95.8%
School	
	95.6%
Multiracial	
State	
	94.8%
Limited English Proficient	
State	
	94.6%
District	
	98%
Students with Disabilities	

Attendance Rate (Goal 90%)	
State	
	93.5%
District	
	94.4%
School	
	90.1%
Economically Disadvantaged	
State	
	94.8%
District	
	95.3%
School	
	94.9%

* All data based on students enrolled for a full academic year.

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

2009-10 School-Level Accountability (AYP) Status Reporting for Tuscola ISD, Cass City Public Schools, Cass City High School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	A	N/A	0

December, 2009 School-Level Teacher Quality Reporting for Tuscola ISD, Cass City Public Schools, Cass City High School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	13	11	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	#	‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
Not ELL	98	27	42	28	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505