

Bay City Public Schools Annual School Improvement Report

Central High School 2004-2005

Staff...Students...Success

Mission

The mission of Bay City Central High School is to provide a challenging educational environment for the development of skills necessary to become a self-directed, contributing, lifelong learner and a responsible member of a global society.

Central High School at a Glance...

Enrollment:	1,735
Professional Staff:	
Teachers:	84
Administrators:	4
Office Professionals:	9
Media Specialist:	1
Counselors:	5
Athletic Director:	1
Custodians:	11

School Improvement Plan

During the 2004-2005 school year, the School Improvement Team studied the disaggregated data and developed a process to address this information.

SCHOOL IMPROVEMENT

The staff at Bay City Central believes that school improvement is a collaborative process through which the staff and the community identify the strengths and weaknesses with the school program and use that information as a basis for making positive changes.

During the 2003-04 School Year Bay City Central High School was not in an NCA cycle, allowing for the opportunity to regroup and focus on our school improvement plan and future NCA goals.

Over the school year, numerous presentations were made to staff to introduce the concept and importance of data analysis. The primary goal was to educate and sell the need to meet "No Child Left Behind", Education Yes, and AYP objectives. The data team also worked with staff to gain input and opinions from the core subject areas.

Central High School worked through Success line's School Improvement Process. After this process was completed, the data team worked to document and process the input from staff. The outcome gave direction to the data team. It became apparent that three major areas of concern were identified. They include: (1) future topics for professional development, (2) areas of concern related to policy and procedures, and (3) future NCA goals.

With this in mind, Central High School is currently developing NCA goals, professional development programs, and new school policy and procedures.

A common theme appeared in each department. Staff has requested sharing of MEAP scores overall, by benchmarks, and individual student results. Staff believes MEAP scores should be used to schedule students for specific classes as well as assisting teachers in meeting the needs of students. Not only do they want to see the high school results they are requesting access to scores of 8th graders – future CHS students.

While teachers are generally comfortable with the content they are teaching, many indicated a need to learn teaching strategies that will assist them in reaching at-risk members of various sub-groups. By connecting with various sub-groups, teachers hope to increase the number of students that take and pass the MEAP.

As a result of the focus on Data Analysis, Central High School teachers and administrators have expanded communication and collaboration. Data results, best practices, and common goals need to be shared. Central High School is also working with Handy Middle School to develop a sharper vision of "where we are?" and "where we need to go?" We feel empowered to approach "No Child Left Behind", Education Yes, AYP, and NCA with more confidence.

ADDED COMPONENTS

Role of Adult & Community Education, Libraries, Community Colleges:

Adult Education is an extremely valuable program to Central High School. It affords students, who for various reasons, were unable to earn their diploma in a regular school setting, the opportunity to do so. **Community Education** offers the adults of the community the opportunity to broaden their horizons and feel comfortable utilizing school facilities. This develops a more positive rapport between the school and community. **Libraries:** Quality Education in an information society must include skills relating to the accessing and evaluating of information. The Central High Library/Media Center meets this need by implementing new technology whenever possible. We have an automated circulation system and on line card catalog linking us with local public, college and university libraries. Current information needs are met by various CD-ROM and Internet resources accessing newspapers and magazines, as well as our participation in the Valley Library Consortium, which gives us access to the world of resources available on the Internet. These resources and our large print collection help us prepare our students for lifelong learning in an information society. **The Community College** enables our students to participate in Dual Enrollment, thereby earning high school or college credits while still a student at Central High School.

Role of Volunteers and Community Resources:

Central High School has a very active group of **Volunteers**. They have been involved in aiding classroom teachers, working with concessions during extra curricular activities, helping to provide students incentives through sponsoring a variety of fundraising activities.

Building Level Decision-making:

The **Department Liaison Persons** have responsibilities for ordering materials and supplies and determining their department's budget allocation. They communicate issues between the administration and the department's budget. The **Problem-Solving Committee** is charged with resolving various problems within the building. The **Appeals Committee** consists of two classroom teachers and the principal. When students are suspended for poor attendance, they may appeal the administrative decision through this group. Any extenuating circumstances are considered at this time.

Identification of Adult Roles: - Method: The staff, after a general discussion, agreed upon these as roles we needed to address.

1. Self-Respect
2. Respect for others
3. Concern for the Community
4. Critical Thinking Skills
5. Career Skills
6. Personal Responsibility

Identification of Education Skills:

1. Reading
2. Math
3. Technology
4. Life Management
5. Writing Skills

School Curriculum Providing Pupils With Education and Skills

1. MEAP test scores
2. Surveys completed by graduates
3. Progress reports from colleges, which reflect our graduates' progress
4. Progress reports from Co-Op Coordinators on students' success in the workplace
5. PSAT scores
6. ACT scores

Identification of Changes Needed

1. Curriculum alignment with the state goals and objectives
2. More emphasis on cooperative learning
3. More opportunities for written expression
4. Increase opportunities for multicultural studies

Development of Alternative Manner of Assessment

1. Students in Debate and Forensic classes are evaluated based on their competitions
2. Use of assimilation(s) by students in Manufacturing Technology Program
3. Broadcasting and Speech students are evaluated on their ability to perform on video and on the air
4. Students are evaluated based on their ability to solve problems as a group
5. Students in Social Studies use interviews to study history
6. Drama class(es) use student performances
7. Students in Art classes are graded on individual and group projects
8. Student's in Woodshop are evaluated on individual and group projects

Effective Technology

1. Each student is required to receive one semester computer credit prior to graduation.
2. The CAI Lab allows teachers to provide additional training for their students.
3. Advanced computer programming is also available for students.
4. Internet services are available through the CAI Lab and Library.
5. Automated Library Media Center with CD-ROM resources
6. The publications classes use computers to generate copy for the yearbook, newspaper, and literary magazine. In addition to word processing, some page layouts and graphics are generated using the computers.
7. Use of the computers in physics to act as timers and temperature detectors. We also use them extensively to analyze data collected during experiments.
8. The NovaNet Recovery program is a comprehensive online learning system that transforms the relationship between students, teachers, and technology. NovaNet promotes accountability by linking educators with progressive technology, standards-based curriculum, and proven teaching methods to prepare students for the challenges of today and tomorrow.
9. In the Math Department, Geometry classes are using the Cabrii Geometry Program in the CAI Lab to discover theorems and definitions.

On the Job Learning

Students have various opportunities for on the job learning. They include:

1. Co-Op Program with experiences in pre-professional, marketing, office, trade and industry
2. Service learning experiences where students have opportunities to work in community service agencies
3. School-To-Work experiences where students have the opportunity to become familiar with a chosen career area
4. Manufacturing Apprenticeship Program with G.M. Powertrain
5. Community Based Instruction (CBI) for special needs students

Student Attendance Rate

This is the percentage of Central students who attend school daily.

2004-05	2003-04	2002-03
92.63%	92.34%	86.84%

Percentage of parents attending our Parent/Teacher Conferences for the past three years :

Year	Fall	Spring
2002-03	55%	36%
2003-04	60%	67%
2004-05	63%	70%

HOW ARE OUR STUDENTS ACHIEVING?

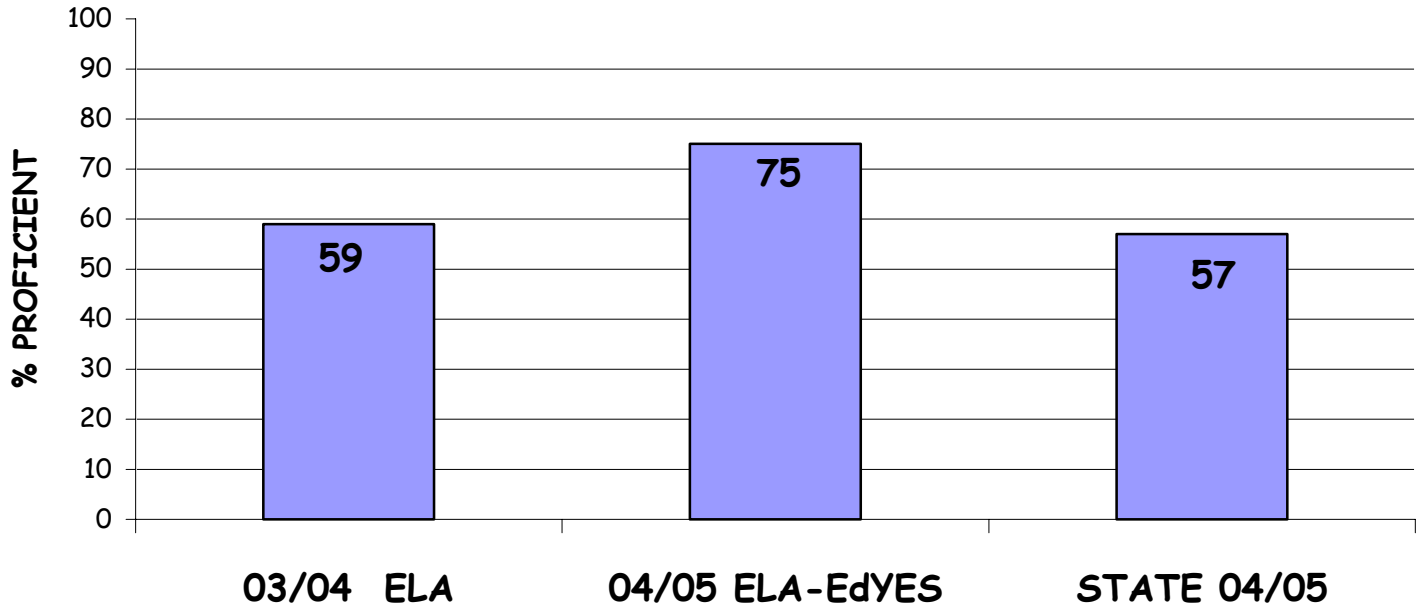
	ACT Scores				State				Central HS		
	2003	2004	2005		2003	2004	2005		2003	2004	2005
English	21.7	21.8	21.9		21.9	21.9	22.6	21.9	21.9	22.6	
Math	22.3	22.4	22.4		23.5	23.6	22.9	23.5	23.6	22.9	
Reading	22.8	22.9	22.9		23.9	23.5	24.2	23.9	23.5	24.2	
Science	22.5	22.5	22.6		23.3	23.9	23.2	23.3	23.9	23.2	
Comp	22.5	22.5	22.6		23.3	23.3	23.4	23.3	23.3	23.4	

ACT Scores reflect students enrolled in academic college-bound classes.

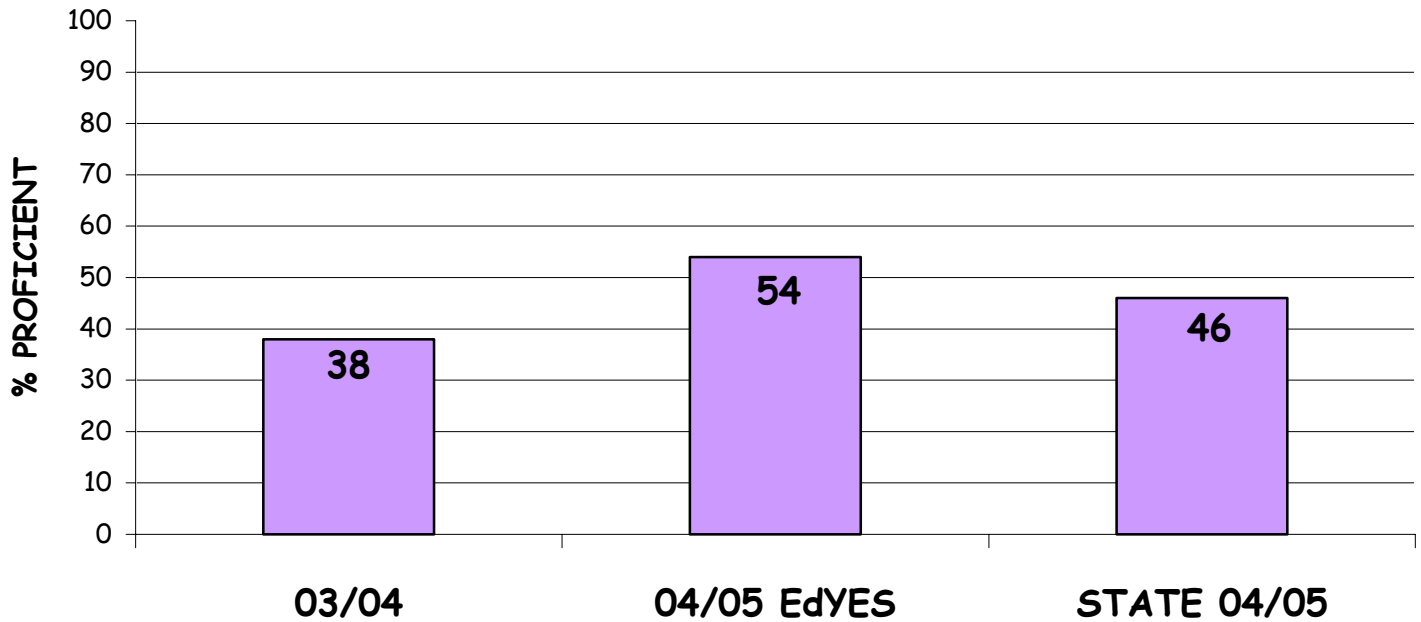
MEAP Results Disaggregated by Subgroups												
Central High School	Math - 11th			ELA - 11th			Sci. - 11th			So St. - 11th		
	EdYES			EdYES								
	2003	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005
All	48	38	54	67	59	75	63	46	47	28	27	24
Male	50	38	49	58	48	43	65	49	55	32	28	27
Female	46	39	36	77	70	50	61	43	40	25	26	22
Am. Ind.			100			100						
Asian			67			33						
Black		7	32		54	64		47	30		17	14
Hispanic		29	32		36	50		36	19		8	8
White	51	41	57	69	60	78	66	47	51	30	28	26
Multi-Racial	<10			<10			<10			<10		
No Econ Disadvantaged	49	44	49	73	64	47	65	50	55	28	30	30
Economic Disadvantaged	43	22	37	39	42	61	49	33	30	30	17	11
LEP			32			48			12			4
Sp. Ed.			8		5	15		10	4		10	4

MEAP Results—Two Year History with State Comparison

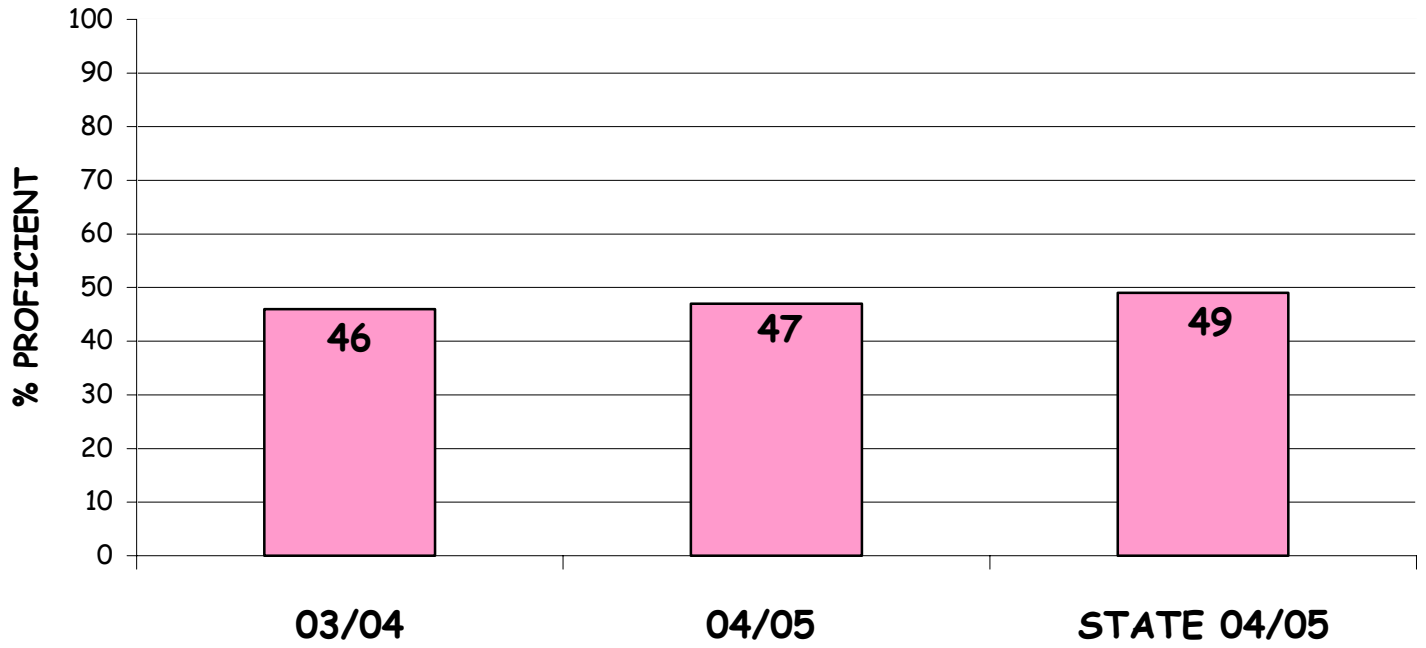
**MEAP ELA
CHS 11th grade**



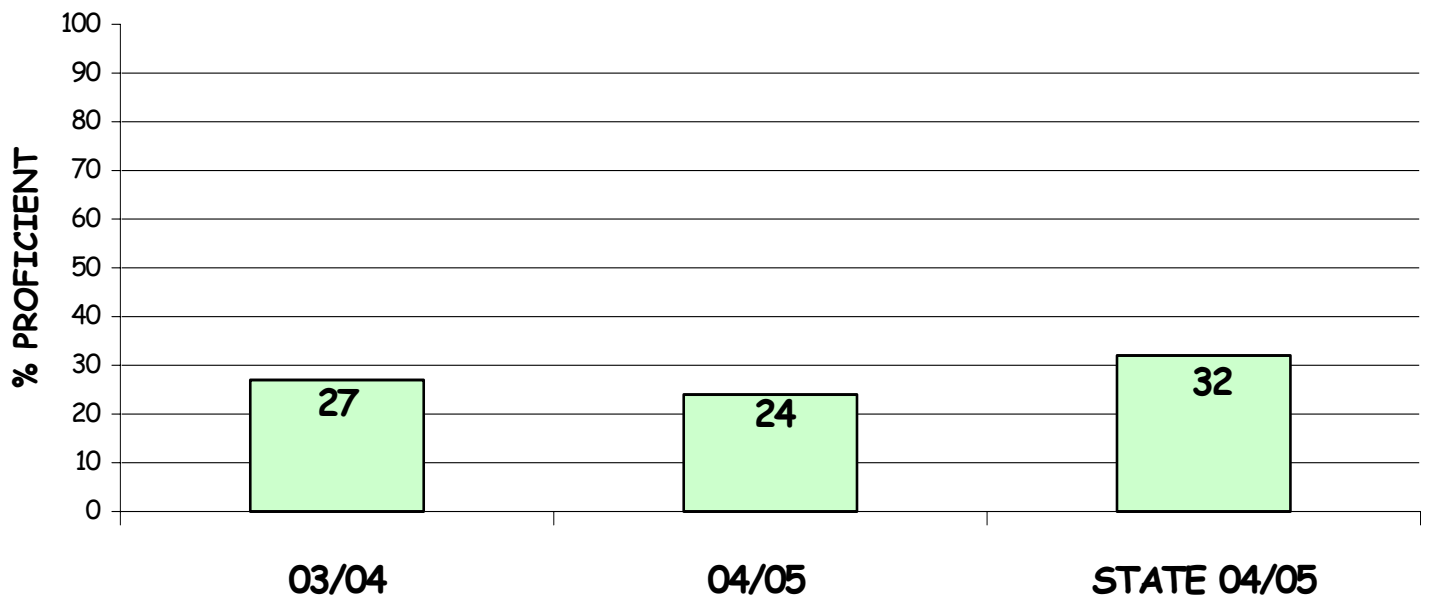
**MEAP MATH
CHS 11th grade**



**MEAP SCIENCE
CHS 11th grade**



**MEAP SOCIAL STUDIES
CHS 11th grade**



Bay City Public Schools Parent Involvement Policy

In accordance with No Child Left Behind Act, the Bay City Board of Education encourages parent/guardian participation in Title I programs by offering substantial and meaningful opportunities to participate in the education of their children.

The Board directs the following: (Summation)

- Parent/guardian involvement in planning, implementation and evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams
- Invitations to attend at least an annual meeting, with additional meeting opportunities being available as needed, designed to provide Title I information/program services, and to solicit suggestions on program development, planning, evaluation and operation
- Assistance in understanding Title I
- Notification of Title I student selection and criteria for selection
- Information regarding child's achievement and progress
- A provision for input by Title I staff at parent/guardian-teacher conferences
- Opportunities to enhance the capacity to work with children in the home on school learning
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent/guardian involvement strategies
- Ongoing communication
- Other appropriate activities (ie. Family Math Nights, etc.)

Bay City Public Schools Parent Involvement Written Plan Policy (Summation)

The Bay City Public School District, as a recipient of Title I funds, hereby, adopts the following policy statement regarding the development of a District-wide plan for parental/guardian involvement in the development of a Title I plan, and directs the administration to:

- Involve parents/guardians in the development of the plan
- Develop a plan that provides for the involvement of parents/guardians in the Title I activities
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parental/guardian involvement activities to improve student academic achievement and school performance
- Integrate/coordinate plans/policies for parental/guardian involvement in Title I programs with parental/guardian involvement in other programs, including but not limited to Head Start
- Review/evaluate the District's plan annually and share the results with the Board
- Assure that the policy/plan contains a compact that outlines how parents/guardians, the school staff and students will share the responsibility of improved student achievement
- Distribute District plan to parents/guardians of participating children & the local community

Migrant Education Program (MEP) Parent Guardian Involvement

Parents/guardians of students in MEP will be involved in, and regularly consulted, about the development, implementation, operation and evaluation of the program.

Limited English Proficiency (LEP) Parent/Guardian Involvement (Summation)

Parents/guardians of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Notification of their rights regarding the programs content and participation, including the right to choose among programs if alternatives are available will also be provided. The notice must also:

- ◇ Include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards.
- ◇ Include an explanation of the right to remove the child from an LEP program and to place the child in the regular program.
- ◇ Be in a format families can comprehend and, if possible, in a language understood by the family.

PARENT INFORMATION

Bay City Central High School encourages parent participation in the educational process by the following means:

1. Parent Teacher Conferences to discuss the progress of individual students in order to strengthen the working relationship of home and school.
2. Conferences such as Curriculum Night with large groups of parents.
3. Parent-Student-Counselor Conferences for the purpose of writing a two year high school course plan to meet the needs of 8th grade students. The 30-minute conferences outline a student's educational plan for the next two years.
4. The Parent Advisory Group has been active through the school year. Their concerns and opinions have been vital in decisions that impact the student body. These have included such things as attendance, student discipline and dress codes. It also gives parents an opportunity to express their views, as well as to clarify those decisions that they may not understand.
5. Central High School Booster Club has made significant contributions such as sponsoring banquets, and purchasing a Defibrillator for the school. The club also renovated the baseball and softball fields and assisted in renovation of the stadium. Team nights and co-curricular sporting events, supported by the Booster Club brought Centrals community together on numerous occasions.

CORE CURRICULUM

During the 2004-05 school year, the Bay City Public Schools made progress in the four core curriculum areas.

English/Language Arts

The English/Language Arts curriculum for K-11 was implemented through a professional development model of in-service teachers for grades K-11. District designed benchmark assessments were developed and implemented to assess grade level expectations. Work continued towards the district goal of 90% of all third graders reading on grade level. Based on our DRA score, 77% of our third graders are reading at grade level. The K-12 ELA committee met on a quarterly basis to discuss curriculum, instruction and assessment.

Math

The Mathematics curriculum for K-10 is in place and supported by providing in-service for K-5 elementary teachers and support staff. District designed math benchmark assessments we administered to students in grades K-10. The K-12 Math committee met on a quarterly basis to discuss curriculum, instruction and assessment.

Science

The Science curriculum for K-10 is in place and supported by providing science kit training sessions for new teachers in grades K through 7. The Science Center provides a hands-on science program for over 6,000 district students. The K-12 Science committee met on a quarterly basis to discuss curriculum, instruction and assessment.

Social Studies

The Social Studies curriculum for grades K-12 is in place and supported by purchasing new textbooks for High School Government and Global Studies. In-service was provided for the teachers using this new resource to deliver grade level benchmarks. The K-12 Social Studies Committee met on a quarterly basis to discuss curriculum, instruction and assessment.

ACCREDITATION

Central HS did not meet Adequate Yearly Progress (AYP) status by the State of Michigan based on the Education YES! Report.

RETENTION/DROPOUT RATES

Retention Rate - The retention rate refers to the percentage of ninth graders who graduate from high school within four years. Adjustments are made for the students who move in and out of the district and to alternative programs. The retention rate for 2004-05 at Central High School was 97.55%.

Dropout Rate - The annual dropout rate is the percentage of students who leave school in any one year. The dropout rate at Central High School is 2.45% after adjusting for those students who move in and out of the district.

SPECIALIZED SCHOOLS

Bay City Central High School students have the opportunity to attend the following specialized schools:

1. **Career Center.** The Bay-Arenac Career Center provides a wide range of vocational programs as well as pre-college programs for 262 students.
2. **Special Education Center Programs.** The Lutheran Home and the Edison Vocational Center are programs that provide assistance to at risk and handicapped students.
3. **Alternative High School.** The Wenona Center prepares youth for the ever-increasing demands of our society when students have not been able to succeed in the home school. Of about 280 students enrolled in the center, approximately 110 of those were Central High students. The goals of the alternative program are two-fold:
 - a. To enable students to successfully complete high school graduation requirements;
 - b. To return students to a regular high school program.
4. **Health Technology Exploration Partnership (HTE).** The HTE Program is a two year academically intense program for the high achieving college bound student interested in pursuing a professional career in the Health Services. The partnership program with Bay Health Systems, community health care providers and the Bay Arenac Career Center provides didactic and clinical instruction in a varied learning environment. Upon completion of an accelerated core curriculum, the student designates areas of interest to serve mentorship under the direction of health care professionals. In the second year of the program, students have the opportunity to pursue an in-depth study of a health care field. Nine (9) Central High School students enrolled in this program during the 2000-2001 school year.
5. **Manufacturing Technology Partnership (MTP).** This partnership is a **School-To-Work Program** with General Motors Corporation, Bay Arenac Career Center, Delta College and Bay City Central High School. Students are enrolled in a two year program that allows them to explore different apprenticeship trade areas. Part of their training includes two hours of study at the local General Motors Plant (GM Powertrain) plus an hourly wage for working as trainees. Upon completion of the program each student will take the Apprenticeship Exam. Those that pass the exam will have an opportunity for employment with General Motors or pursuing a two year Technical Degree at Delta College under sponsorship of General Motors. Two (2) Central High School students enrolled in this program during the 2002-2003 school year.
6. **Dual Enrollment.** During the course of the school year, Central High School students enrolled in college courses through Delta College, Saginaw Valley State University and the Center for the Arts in Saginaw.
7. **Career Resource Room** has been added at Central High School in the Library.

OTHER INFORMATION

Bay City Central High School enjoys a lengthy and proud tradition of educational excellence. In 1922, after Eastern High School was destroyed by fire, the students and staff completed the school year at the unfinished Central High. Western High students moved into the Columbus Street site in the fall of 1922 which led to consolidation of Eastern and Western High Students. In 1990-91, students from the former Handy High School became a part of the Central High School family as part of the most recent school consolidation plan. This consolidation united the school community and strengthened Central High School.

Bay City Central High School prides itself in making every effort to provide an excellent educational program for all students. Quality with equity has been and continues to be the primary goal for the diverse Central High student population. A wide range of programs are provided to attain the District's and the school's educational goals.

One of the best **Co-op Programs** in the State of Michigan provides 73 Central students with on-the-job education in the areas of pre-professional, marketing, office, trade and industry. With the School-To-Work transition more important now than ever, the **Co-op Program** is providing the essential job skills necessary to be successful in the world of work.

Inclusive Education Program: An excellent example of a program that encourages teachers and students to effect change in the classroom is the **Inclusive Education Program**. This program places students with a wide range of abilities together in a classroom with a regular classroom teacher and a Special Education teacher. The team concept increases learning opportunities and enhances the classroom environment. Inclusive Education and Cooperative Learning strategies are in place with plans for expansion into more classrooms.

Enrichment Programs: Bay City Central offers a solid and challenging program for achieving, highly motivated students. A full program of advanced placement classes; four years of French and Spanish, two years of German, a genetics and embryology course, scientific computer programming, computer courses, Forensics, Debate and Drama and a Junior Achievement Program in Economics are a few of the selections provided in an effort to educate students for tomorrow. Agathos (Central's chapter of the National Honor Society) and Ecclesia (English Honorary Club) are two organizations that recognize students' achievements at Central High School.

School-to-Work Program: This new school initiative was implemented in the fall of 1995 with three (3) major components. Its **(school based) Tutorial** component involved 34 students located at 9 schools within the school district under the supervision of 35 teachers, and serving more than 700 students. The **Community Connection (Volunteer Hours-graduation requirement)** component provided 410 hours of volunteering at 140+ different types of community activities at 80 different agencies. The **Work Based Learning (Co-op, STW (non-school), Mentorship)** component included 61 students involved in 20 businesses with 49 different mentors.

Constructing Physics Understanding in a Computer-Supported Learning Environment Project, is a National Science Foundation supported project aimed at creating laboratory and computer-based materials to support a learning environment where students take primary responsibility for developing valid and robust knowledge in physics.

Courses in auto systems, auto mechanics, physical fitness and music, along with various clubs and co-curricular activities make it possible for all of Central's students to receive an education based upon the students' needs. To make all of this happen, Central's excellent Counseling Department works with each student and his/her parents to develop the student's educational plan at the 8th and 10th grades. In these sessions the student's course of study are outlined for the next two years.

The program offerings described in this document are intended to produce top quality high school graduates who will be able to successfully compete in a global and highly technological society.

More information about any of the topics covered in this report is available by calling:

**Mr. Tim Marciniak,
Principal,
Central High School
989/893-9541
marciniakt@bcschools.net**