

**2007-08
DISTRICT ANNUAL REPORT
AUGRES-SIMS SCHOOL DISTRICT
310 COURT ST.
AUGRES, MICHIGAN 48703
989-876-7150**

Gary M. Marchel, Superintendent

**2007-2008
BOARD OF EDUCATION**
Robert Lutz.....President
Douglas Furtah.....Vice-President
Karl Edmonds..... Secretary
Mike Stanley.....Treasurer
Eric Forton.....Trustee
Jeffrey Taylor..... Trustee
Bonnie Svanberg..... Trustee

DISTRICT DESCRIPTION

AuGres-Sims School District is a K-12 comprehensive educational program serving a student body of approximately 450 students. The district encompasses a northern, rural, tourist community nestled on the shores of Lake Huron, and is located within the townships of Arenac, AuGres, Sims, Turner, Whitney, and the City of AuGres. The district comprises approximately 72 square miles, including 27 miles of shoreline. The annual budget is approximately \$3.9 million.

DISTRICT SCHOOL IMPROVEMENT

Working through a consensus building process, our Board of Education members, staff, and community members conducted a thorough review of the strengths and weaknesses of our school district. As a result of this process, the following goals have been adopted for the school district:

^ to increase parental involvement

- ^ to develop career pathways for all students
- ^ to ensure students will have an educational development plan from eighth grade to graduation
- ^ to improve academic achievement in all subject areas
- ^ to broaden our use of technology for teaching and learning

Over the course of this past school year, our building level school improvement teams initiated strategies designed for progress on building-level goals consistent with district goals (see school improvement in the middle/high school section). These building level plans will build upon our strengths and include strategies that will help us improve upon our areas of need. Building level school improvement plans will be updated annually to assess growth and effectiveness. It is our intent to maintain a focus on improved student achievement and preparing our students for the world of work, wherever that may take them.

STUDENT ACHIEVEMENT

AuGres-Sims School District uses a variety of assessment measures to evaluate and report student achievement. On a regular basis, student achievement is reviewed through formal testing and informal teacher observations, teacher developed tests, classroom performance, quarterly progress reports, and report cards.

**MICHIGAN EDUCATIONAL
ASSESSMENT PROGRAM**

The State of Michigan mandates that the Michigan Educational Assessment Program (MEAP) be administered each school year. This year, all students in grades 3 through 8 were administered the English language arts and mathematics tests. In addition, grades 5 and 8 were administered the science test, and the

students in grades 6 and 9 were administered the social studies test.

Following are grades 3 through 9 Michigan Educational Assessment Program English language arts, mathematics, social studies, and science scores from 2007-2008:

Third Grade MEAP Reading Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	36.0	33.0	31.0	39.0
% Level 2	55.0	61.0	54.0	47.0
% Level 3	9.0	3.0	15.0	11.0
% Level 4	0.0	3.0	0.0	3.0

91% of grade three students met or exceeded state expectations. Thirty-three grade three students were assessed.

Third Grade MEAP Writing Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	0.0	3.0	0.0	1.0
% Level 2	79.0	64.0	58.0	57.0
% Level 3	15.0	30.0	38.0	36.0
% Level 4	6.0	3.0	4.0	6.0

79% of grade three students met or exceeded state expectations. Thirty-three grade three students were assessed.

Third Grade MEAP English Language Arts Reading & Writing Combined Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	21.0	24.0	8.0	22.0
% Level 2	64.0	64.0	77.0	59.0
% Level 3	15.0	9.0	15.0	16.0
% Level 4	0.0	3.0	0.0	3.0

85% of grade three students met or exceeded state expectations. Thirty-three grade three students were assessed.

Third Grade MEAP Mathematics Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	70.0	64.0	58.0	49.0
% Level 2	30.0	30.0	42.0	41.0
% Level 3	0.0	6.0	0.0	10.0
% Level 4	0.0	0.0	0.0	0.0

100% of grade three students met or exceeded state expectations. Thirty-three grade three students were assessed.

Fourth Grade MEAP Reading Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	46.0	15.0	13.0	32.0
% Level 2	40.0	85.0	76.0	52.0
% Level 3	14.0	0.0	11.0	12.0
% Level 4	0.0	0.0	0.0	3.0

86% of grade four students met or exceeded state expectations. Thirty-five grade four students were assessed.

Fourth Grade MEAP Writing Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	0.0	0.0	0.0	0.0
% Level 2	40.0	42.0	47.0	44.0
% Level 3	60.0	58.0	47.0	55.0
% Level 4	0.0	0.0	6.0	1.0

40% of grade four students met or exceeded state expectations. Thirty-five grade four students were assessed.

Fourth Grade MEAP Mathematics

Results

	<u>Fall</u>	<u>Fall</u>	<u>Fall</u>	<u>2007</u>
	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>State</u>
				<u>Avg.</u>
% Level 1	40.0	27.0	42.0	41.0
% Level 2	57.0	69.0	53.0	45.0
% Level 3	3.0	4.0	5.0	12.0
% Level 4	0.0	0.0	0.0	2.0

97% of grade four students met or exceeded state expectations. Thirty-five grade four students were assessed.

Fourth Grade MEAP English Language Arts Reading & Writing Combined Results

	<u>Fall</u>	<u>Fall</u>	<u>Fall</u>	<u>2007</u>
	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>State</u>
				<u>Avg.</u>
% Level 1	11.0	0.0	0.0	16.0
% Level 2	66.0	85.0	74.0	60.0
% Level 3	23.0	15.0	26.0	21.0
% Level 4	0.0	0.0	0.0	3.0

77% of grade four students met or exceeded state expectations. Thirty-five grade four students were assessed.

Fifth Grade MEAP Science

Results

	<u>Fall</u>	<u>Fall</u>	<u>Fall</u>	<u>2007</u>
	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>State</u>
				<u>Avg.</u>
% Level 1	61.0	59.0	44.0	41.0
% Level 2	30.0	41.0	52.0	41.0
% Level 3	9.0	0.0	4.0	14.0
% Level 4	0.0	0.0	0.0	5.0

91% of grade five students met or exceeded state expectations. Twenty-three grade five students were assessed.

Fifth Grade MEAP Reading

Results

	<u>Fall</u>	<u>Fall</u>	<u>Fall</u>	<u>2007</u>
	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>State</u>
				<u>Avg.</u>
% Level 1	39.0	46.0	30.0	42.0
% Level 2	52.0	49.0	48.0	40.0
% Level 3	9.0	5.0	22.0	11.0
% Level 4	0.0	0.0	0.0	7.0

91% of grade five students met or exceeded state expectations. Twenty-three grade five students were assessed.

Fifth Grade MEAP Writing Results

	<u>Fall</u>	<u>Fall</u>	<u>Fall</u>	<u>2007</u>
	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>State</u>
				<u>Avg.</u>
% Level 1	0.0	0.0	0.0	1.0
% Level 2	65.0	54.0	67.0	58.0
% Level 3	35.0	43.0	30.0	37.0
% Level 4	0.0	3.0	4.0	4.0

65% of grade five students met or exceeded state expectations. Twenty-three grade five students were assessed.

Fifth Grade MEAP English Language Arts Reading & Writing Combined Results

	<u>Fall</u>	<u>Fall</u>	<u>Fall</u>	<u>2007</u>
	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>State</u>
				<u>Avg.</u>
% Level 1	13.0	5.0	11.0	22.0
% Level 2	78.0	81.0	59.0	56.0
% Level 3	9.0	14.0	26.0	17.0
% Level 4	0.0	0.0	4.0	5.0

91% of grade five students met or exceeded state expectations. Twenty-three grade five students were assessed.

Fifth Grade MEAP Mathematics
Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	30.0	59.0	48.0	39.0
% Level 2	52.0	27.0	37.0	35.0
% Level 3	17.0	14.0	15.0	21.0
% Level 4	0.0	0.0	0.0	4.0

83% of grade five students met or exceeded state expectations. Twenty-three grade five students were assessed.

Sixth Grade MEAP English Language Arts
Combined Reading & Writing Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	14.0	12.0	14.0	15.0
% Level 2	76.0	64.0	69.0	65.0
% Level 3	11.0	20.0	11.0	19.0
% Level 4	0.0	4.0	6.0	2.0

89% of grade six students met or exceeded state expectations. Thirty-seven grade six students were assessed.

Sixth Grade MEAP Reading
Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	24.0	20.0	27.0	30.0
% Level 2	68.0	72.0	56.0	52.0
% Level 3	5.0	4.0	15.0	14.0
% Level 4	3.0	4.0	2.0	4.0

92% of grade six students met or exceeded state expectations. Thirty-seven grade six students were assessed.

Sixth Grade MEAP Social Studies
Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	41.0	48.0	58.0	43.0
% Level 2	51.0	36.0	19.0	29.0
% Level 3	5.0	12.0	17.0	13.0
% Level 4	3.0	4.0	6.0	14.0

92% of grade six students met or exceeded state expectations. Thirty-seven grade six students were assessed.

Sixth Grade MEAP Writing
Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	0.0	0.0	3.0	3.0
% Level 2	62.0	60.0	63.0	70.0
% Level 3	35.0	32.0	29.0	23.0
% Level 4	3.0	8.0	6.0	5.0

62% of grade six students met or exceeded state expectations. Thirty-seven grade six students were assessed.

Sixth Grade MEAP Mathematics
Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	59.0	44.0	41.0	44.0
% Level 2	27.0	40.0	35.0	29.0
% Level 3	11.0	16.0	24.0	20.0
% Level 4	3.0	0.0	0.0	8.0

86% of grade six students met or exceeded state expectations. Thirty-seven grade six students were assessed.

Seventh Grade MEAP Reading
Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	22.0	16.0	0.0	29.0
% Level 2	67.0	57.0	70.0	44.0
% Level 3	4.0	14.0	27.0	13.0
% Level 4	7.0	14.0	7.0	14.0

89% of grade seven students met or exceeded state expectations. Twenty-seven grade seven students were assessed.

Seventh Grade MEAP English Language Arts
Reading & Writing Combined Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	7.0	3.0	0.0	15.0
% Level 2	81.0	62.0	69.0	59.0
% Level 3	11.0	30.0	31.0	18.0
% Level 4	0.0	5.0	0.0	7.0

89% of grade seven students met or exceeded state expectations. Twenty-seven grade seven students were assessed.

Seventh Grade MEAP Writing
Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	0.0	0.0	7.0	1.0
% Level 2	81.0	57.0	76.0	76.0
% Level 3	19.0	32.0	17.0	20.0
% Level 4	0.0	11.0	0.0	4.0

81% of grade seven students attained a successful performance level. Twenty-seven grade seven students were assessed.

Eighth Grade MEAP Science
Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	39.0	29.0	29.0	37.0
% Level 2	50.0	68.0	53.0	42.0
% Level 3	8.0	4.0	15.0	15.0
% Level 4	3.0	0.0	3.0	5.0

89% of grade eight students met or exceeded state expectations. Thirty-six grade eight students were assessed.

Seventh Grade MEAP Mathematics
Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	41.0	41.0	31.0	41.0
% Level 2	44.0	32.0	41.0	32.0
% Level 3	15.0	24.0	22.0	24.0
% Level 4	0.0	3.0	6.0	4.0

85% of grade seven students met or exceeded state expectations. Twenty-seven grade seven students were assessed.

Eighth Grade MEAP Mathematics
Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	49.0	25.0	26.0	41.0
% Level 2	23.0	57.0	24.0	30.0
% Level 3	26.0	14.0	35.0	19.0
% Level 4	3.0	4.0	15.0	9.0

71% of grade eight students met or exceeded state expectations. Thirty-five grade eight students were assessed.

Eighth Grade MEAP Reading Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	31.0	21.0	18.0	25.0
% Level 2	54.0	57.0	47.0	52.0
% Level 3	14.0	14.0	26.0	15.0
% Level 4	0.0	7.0	9.0	8.0

86% of grade eight students met or exceeded state expectations. Thirty-five grade eight students were assessed.

Eighth Grade MEAP Writing Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	3.0	0.0	6.0	5.0
% Level 2	63.0	57.0	50.0	65.0
% Level 3	31.0	32.0	32.0	20.0
% Level 4	3.0	11.0	12.0	10.0

66% of grade eight students met or exceeded state expectations. Thirty-five grade eight students were assessed.

Eighth Grade MEAP English Language Arts Combined Reading & Writing Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	17.0	11.0	12.0	16.0
% Level 2	60.0	68.0	50.0	59.0
% Level 3	23.0	14.0	26.0	18.0
% Level 4	0.0	7.0	12.0	7.0

77% of grade eight students met or exceeded state expectations. Thirty-five grade eight students were assessed.

Ninth Grade MEAP Social Studies Results

	<u>Fall</u> <u>2007</u>	<u>Fall</u> <u>2006</u>	<u>Fall</u> <u>2005</u>	<u>2007</u> <u>State</u> <u>Avg.</u>
% Level 1	30.0	14.0	27.0	33.0
% Level 2	45.0	50.0	40.0	37.0
% Level 3	21.0	25.0	25.0	21.0
% Level 4	3.0	11.0	8.0	9.0

76% of grade nine students met or exceeded state expectations. Thirty-three grade nine students were assessed.

The 1995-96 school year marked the beginning of the state-wide assessment program at the high school level. The High School Proficiency Test (HSPT) was administered to all juniors for the first time. The test has since been revised and is now called the High School MME test. This test focuses on testing students' proficiency in the objectives of the Michigan Model Core Curriculum in the academic areas of mathematics, science, reading, writing, and social studies. High school students can begin taking this test as early as their tenth grade year. Students choose to take this test early to qualify for dual enrollment classes. Students also have opportunities to retake this test if they fail to score proficient in one or more academic areas. Because of the differing testing times, we choose to report the percentages of our juniors that have scored proficient in each of the content areas. There were 38 students in the junior class of 2009; 100% of these students chose to take one or more of the high school MME tests. The following represents percentages of our students achieving a satisfactory endorsement in each of the academic areas:

Mathematics	37 %
Science	53 %
Reading	42 %
Writing	26 %
Social Studies	71 %

**AUGRES-SIMS HIGH SCHOOL
AMERICAN COLLEGE (ACT) TESTING
RESULTS**

ACT assessment is one of two primary college entrance examinations. It includes four curriculum-based tests which measure students' educational development in English composition, college algebra, college social sciences, and college biology. The tests are based on the major areas of instruction in American high schools and colleges. ACT scores reflect higher order thinking skills required for successful work during the freshman year of college. The following are AuGres-Sims scores as compared to the state averages:

Coll. English 2007-08 2006-07 2005-06

AGS Scores	33%	49%	n/a
State Average	55%	71%	n/a

Coll. Algebra 2007-08 2006-07 2005-06

AGS Scores	14%	48%	n/a
State Average	31%	46%	n/a

Soc. Sciences 2007-08 2006-07 2005-06

AGS Scores	26%	39%	n/a
State Average	41%	56%	n/a

Coll. Biology 2007-08 2006-07 2005-06

AGS Scores	12%	13%	n/a
State Average	23%	33%	n/a

Met All 4 2007-08 2006-07 2005-06

AGS Scores	7%	9%	n/a
State Average	17%	26%	n/a

2007-08 2006-07 2005-06

Number of Students Tested	42	23	28
------------------------------	----	----	----

ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program, orchestrated by the College Board in Princeton, New Jersey, consists of 33 college-level courses and exams in 19 disciplines. More than 2,900 colleges and universities worldwide grant credit, advanced placement, or both to students who have performed satisfactorily on the exams, and approximately 1,400 institutions grant sophomore standing to students who have demonstrated their competence in three or more of these courses. AuGres-Sims offers four of the courses in three disciplines.

The exams are offered throughout the world each May, and consist of both a multiple choice and free-response (essay) section. The exams last approximately three and one-half hours. In early July, grade reports are returned to our high school, and to the colleges or universities that the candidates select. The following are some of the highlights of the Advanced Placement Program in our school:

- ^ average enrollment in the program has increased from three to over 15 examinations per year; 6 exams were taken in the spring of 2008
- ^ students received scores high enough to receive college credit on four of the exams
- ^ many of our students have attained the maximum score of 5 on the chemistry and mathematics exams
- ^ AuGres-Sims is the only school in the North Star League offering AP courses
- ^ AuGres-Sims is the only school in our geographic area with as extensive an AP program
- ^ 100% of students in the AP program from AuGres-Sims are either enrolled in or have completed college with a degree
- ^ our students not receiving college credit continually return praises to the program, since it prepared them for college-level work
- ^ over 390 credits have been earned at colleges/universities by more than 60 of our students, amounting to over \$100,000 in college cost savings

- ^ five AuGres-Sims students earned 30 college credits while in high school, allowing them to enter college as a sophomore
- ^ seven of our students have completed four AP exams with scores high enough to earn national recognition

CORE CURRICULUM

AuGres-Sims School District launched an aggressive curriculum building program in the fall of 1993. Our school district participates in a curriculum development/revision process with other schools in our ISD to maintain a curriculum consistent with current standards.

Accomplishments include instructional revisions and implementation in the following content areas:

- * K-12 science
- * K-12 mathematics
- * K-12 social studies
- * K-12 English language arts
- * K-12 career pathways
- * 7-8 life management
- * 9-12 physics and accounting
- * 9-12 modern literature
- * 9-12 tech literature
- * 9-12 foreign language

Necessary teaching and learning materials, including books, videos, research material, software and other multi-media technology will be made available to deliver the curriculum to the students.

TECHNOLOGY PLANNING

During the 2004-05 school year, a District Technology Team, composed of parents, community members, business leaders, teachers, administrators, and board members, was assembled to develop an updated technology plan.

The Board of Education adopted the technology plan, demonstrating the district's com-

mitment to provide the latest technology to our students. During the 2007-08 school year, this plan was updated to reflect the new and ever-changing needs of the district. The Michigan Department of Education has approved our district technology plan, making the district eligible for technology related grants.

STAFF DEVELOPMENT

The AuGres-Sims School District staff development program has two strands. The first strand involves staff working on district goals and curriculum. The second strand is focused on district-wide initiatives. Available staff development opportunities include:

- * English language arts curriculum development
- * social studies curriculum development
- * science curriculum development
- * Professional Learning Communities
- * Accelerated Reader Program
- * Accelerated Math Program
- * crisis intervention
- * technology education
- * Title I conferences
- * bus driver trainings
- * Reaching Up for Reading
- * MEAP analysis
- * DIBELS
- * special education

PARENTAL PARTICIPATION

AuGres-Sims School District believes in building strong partnerships with parents and community. This is evidenced by parents, community members and service organizations being active in the schools.

The AuGres-Sims P.T.O. is extremely supportive of our students. Along with their many other contributions, they donated funds for scholarships, elementary assemblies, and field trips. Our Athletic Booster Club is extremely

supportive of athletic programs. Support for our band program is unyielding.

An ambitious volunteer project was begun by community members in 2005-06 to upgrade and renovate our athletic complex with a new press box, bleachers, stadium lights, and other renovations. All materials have been donated, and labor has been performed by area contractors free of charge. Work on the project continues at this time; it is nearing completion.

Parent volunteers are active in the entire district, always assisting instruction and school climate.

Our Board of Education has reaffirmed our commitment to parental involvement by making it a primary goal in our school improvement process.

ACCREDITATION

The process of accrediting schools is very positive, as it sanctions and provides credibility to each school's successes. In addition, accreditation targets areas of growth for each school, thus assisting in driving the improvement process.

Passage of Proposal A in March of 1994 included a newly redefined process for accrediting schools. By law, the following components must be in place:

- * Annual Education Report
- * Building and District School Improvement Plans
- * implementation of a core curriculum
- * specific standards, including:
 - purposes of the school
 - school improvement performance standards
 - curriculum and instruction
 - organization and administration
 - school staff
 - school and community relations
 - facilities and equipment
- * MEAP test scores

SPECIALIZED SCHOOLS

Bay-Arenac Intermediate School District's Career Center provides a variety of opportunities for students in grades 11 and 12 to attend for half-days to work on career development. Students are provided the opportunity based upon vocational/educational goals, academic history, parental input, and educational recommendations.

AuGres-Sims School District, in consortium with adjacent districts, provides a pre-kindergarten readiness program for four-year-olds with an at-risk background. The program was available for 22 AuGres area children during the 2007-08 school year.

SPECIAL EDUCATION PROGRAMS

AuGres-Sims School District provides educational opportunities for those students in need of special education assistance. Support services, which include a social worker, school psychologist, and speech therapist, are available weekly or upon request from the Bay-Arenac Intermediate School District.

A unique program designed to serve students with special needs is Community Based Instruction (CBI). This opportunity allows for special needs children to experience the work world and gain necessary job-related skills to be successful as adults.

STRATEGIC GOAL PROGRESS

Included in this annual report are the three-to-five year goals which were developed by the Board of Education, in cooperation with teachers, administrators, parents, and community members:

- ^ to increase parental participation
- ^ to develop career pathways for all students
- ^ to ensure students will have an educational development plan from eighth grade to

- graduation
- ^ to improve academic achievement in all subject areas
- ^ to broaden our use of technology for teaching and learning.

- * increase site-based decision- making opportunities
- * build an organization that operates as a professional learning community
- * increase graduation rate to 100%

SCHOOL SAFETY REPORTING

Public Act 102 of 1999, school safety legislation, establishes offenses for which students are to be expelled from school. Included in the legislation is a requirement that public schools, at least annually, prepare and submit a report including:

- the number of pupils expelled during the immediately preceding school year
- a description of the incident that caused the expulsion
- incidences of crime occurring at school

During the 2007-08 school year, there were no students expelled for school safety violations as spelled out in Public Act 102 of 1999. Additionally, there were no reportable crimes that occurred at school involving a verbal threat this past school year.

CHALLENGES WE FACE

AuGres-Sims School District has made progress in redefining its educational delivery to students. Much remains to be accomplished. Concerns to be addressed include:

- * increased student performance
- * focus on student and teacher successes
- * continue building curriculum for science, technology, social studies, and additional high school electives
- * monitor the three-to-five year improvement plan for implementation
- * raise the level of expectations for students and staff
- * build an organization based upon total quality
- * attain and utilize conflict resolution skills

**AUGRES-SIMS ELEMENTARY SCHOOL
310 S. COURT ST.
AUGRES, MICHIGAN 48703
989-876-7158**

Pamela Morris, Principal

**Enrollment: 194
Certified Staff: 12
Support Staff: 10**

AUGRES-SIMS ELEMENTARY SCHOOL IMPROVEMENT PLAN (SIP)

This past year, our SIP teams continued to analyze data from the Michigan Educational Assessment Program (MEAP). Using this data, our SIP was updated to meet the needs of our students. The school improvement plan specifically addresses strategies for improving student achievement and assessment. English language arts, mathematics, science, and social studies were thoroughly explored. Strategies for improving parent communications, and the integration of technology into the curriculum were also addressed in each content area.

School improvement teams are divided into four core study teams to address the educational and social needs of all students. In addition, as part of our "Professional Learning Communities" initiative, which ties directly into our school improvement plan, grade level teachers met bi-monthly and began the process of developing eight to ten essential outcomes and common grade level assessments (per semester) in each content area. The purpose of common assessments is to identify students that have not met the essential outcomes, and implement strategies to meet these outcomes.

The process of updating and revising our curriculum is a team effort. Each faculty member serves on at least one school improvement team, which meets at least four times during the school year. School improvement and PLC updates are discussed at bi-monthly faculty meetings.

Student Assistance Committee

The Student Assistance Committee addresses specific needs in students that are not always directly related to academics. This committee meets monthly to establish friendship, anger management, or positive decision-making groups. Trained faculty members, in cooperation with members of the Sterling Area Health Center, meet with small groups of students throughout the year to address specific needs. Students who have participated in these group sessions show improved self-confidence and behaviors that are more positive in nature.

Child Study Team

The Child Study Team specifically assesses the needs of the academically challenged student. It provides the classroom teacher with a support forum to discuss and develop the best possible educational plan for the student. Information is sought in a strictly confidential manner, and suggestions are given to the classroom teacher and parent(s) for making accommodations to meet the student's academic strengths and weaknesses. The parents are notified of this meeting and are welcome to attend.

EDUCATION YES! SCHOOL ACCREDITATION SYSTEM

In March 2003, the State Board of Education approved a new statewide accreditation system. Under Education YES! each individual school building in Michigan will receive four letter grades. The four individual grades cover the Michigan Educational Assessment Program (MEAP) achievement status, MEAP achievement change, MEAP achievement growth, and the school self-assessment performance indicators. The individual grades are then calculated into an overall composite grade of A, B, C, D-Alert, or Unaccredited.

AuGres-Sims Elementary achieved Adequate Yearly Progress in reading and math, as mandated by the state and federal governments, and received a composite grade of "A" for school accreditation during the 2007-08 school year.

TEACHER AND PARAEDUCATOR QUALIFICATIONS

Under the "No Child Left Behind" Act, classroom teachers and paraeducators had until the end of the 2005-06 school year to become highly qualified. One hundred percent of our classroom teachers and 100% of the elementary paraeducators have successfully met the criteria established by the United States Department of Education.

PROFESSIONAL DEVELOPMENT

Professional development is a vital component of the academic enrichment of our faculty. It enhances the ability of the children to succeed in our ever-changing society. It is imperative that faculty members have opportunities to improve their teaching, and model life-long learning.

Professional development activities must relate to building and district improvement efforts, or be mandated by the state. Research on best practices, brainstorming sessions, and group collaboration were part of this process.

Professional development activities our faculty took part in were:

- ^ Title I conferences
- ^ Professional Learning Communities Sessions
- ^ MEAP workshops
- ^ English language arts ongoing revisions
- ^ social studies ongoing revision sessions
- ^ mathematics ongoing revision sessions
- ^ science ongoing revision sessions
- ^ technology training
- ^ DIBELS training

These professional development opportunities provide continuing opportunities for the entire faculty to participate in and gain knowledge

in current best practices that provide sustained growth for all faculty members.

PARENTAL INVOLVEMENT AND COMMUNICATION

Parents received a number of regular communications from the elementary school. Each student received a copy of the student handbook, which required parents to review the handbook with their child and sign the Parent/School Compact.

Parents and community members were kept informed through the district newsletter, *Home of the Wolverines*, which is published once per year, and the monthly *Title Wave*, which highlighted student achievement in basic facts and literary endeavors. *The Title Wave* also shared progress of the Title I program, Accelerated Reader and Reaching Up. Shared results of parental surveys, along with important future events, were also printed in appropriate issues.

Each month two valuable national publications, *Early Years* and *Recipes for Success* were distributed to all families. These publications provided suggestions for positive communications between school and home, along with helpful activities for parents to continue working with their children to increase success, achievement, and responsibility.

Report cards and progress reports are another excellent way to foster positive relationships between parents and students. They are distributed every nine weeks, with interim reports at the midpoint of each marking period. Our new electronic standards-based report cards reflect essential outcomes for each content area which are then scored to determine the students' progress. Parents are always encouraged to communicate with their child's teacher on a regular basis.

The Annual Open House was held on September 13, 2007. Sixty-five percent of the elementary boys and 72% of the girls were represented.

On November 7 and 8, 2007, all parents were scheduled for Parent/Teacher Conferences. Statistics for student representation by gender were not available as of this printing. All parents were given the opportunity to schedule a spring conference with their child's teacher; however, students at risk of failing or experiencing difficulty at grade level were the main priority. Teachers contacted those parents and strongly encouraged a conference by either telephone or in person.

March was "National Reading Month," and it was a very exciting month for students, faculty, and parents at AuGres-Sims Elementary. The theme was "Genres of Literature." The students in first and second grades also became authors and illustrators once again and competed in the annual reading contest. Prizes and ribbons were awarded to the finalists. Spring Open house was extremely well attended by parents and community members. Statistics for student representation by gender were not available as of this printing.

Other special events in 2007-08 were:

- ^ Winter Band Concert
- ^ Winter Holiday Celebration Concert
- ^ Kindergarten Spring Program
- ^ Third Grade Family Fun Activity Days
- ^ First Grade Michigan Family Activity Day
- ^ Parent Volunteer Recognition Program
- ^ Honors/Awards Assemblies
- ^ Reaching Up Celebrations
- ^ Field Day

COMMUNITY SUPPORT

The AuGres-Sims Elementary School is extremely appreciative of the continued support it has received from our Parent Teacher Organization, community business establishments and local service organizations. The PTO generously provided funds for all of the elementary field trips this past year. Generous donations from the Huron Community Bank Visa Promotion provid-

ed incentives for our Accelerated Reader program. Local businesses also opened their doors for students to explore "real world" working environments.

Volunteers were seen in the building on a regular basis. There were over 150 volunteers in our building this past year. Volunteers worked with our students in learning centers, listened to children read, put up bulletin boards, assisted teachers in the classrooms, and offered to do work at home for our teachers. They also donated materials for school projects, assisted with our AR reading program, typed and ran off copies of our school newsletters, and served as chaperones on field trips. The students and faculty appreciate the commitment and dedication of the many volunteers at AuGres-Sims Elementary.

Our school facility also served as a safe walking/exercise facility before and after regular school hours. It hosted many community activities such as TOPS, scouting programs, and a variety of meetings, reunions, practices, and other events.

**AUGRES-SIMS MIDDLE/HIGH SCHOOL
140 S. COURT ST.
AUGRES, MICHIGAN 48703
989-876-7157**

Pamela Morris, Principal

**Enrollment: 256
Certified Staff: 19
Support Staff: 1**

SCHOOL IMPROVEMENT

The school improvement plan continued this past school year, with a focus on goals and objectives, curriculum alignment, and common assessments, as well as end of course assessments.

Career Awareness:

Students are increasingly taking advantage of outside opportunities by enrolling and participating in programs available to them. A total of 33 students participated in programs offered by the Bay-Arenac ISD Career Center in 2007-08.

One of our newer course offerings, a Careers course for high school sophomores, juniors, and seniors, allows students to have an in-depth look at the Career Pathway of their choosing. Students are exposed to site visits, guest speakers and field work, which will help them better explore their chosen Career Pathway, and better prepare them for what training or education post-high school will be required for their chosen career.

All students continue to utilize the Michigan Occupational Inventory System (MOIS) and Bridges for career exploration and investigation. Students in grades 8 and 10 annually visit the Bay-Arenac Career Center.

Organizational Issues and System Support:

The student council was actively involved in planning and implementing several student life activities throughout the school year: homecoming week, holiday seminar contests, and Winterfest.

The student council developed and ratified the AGS Student Constitution throughout the 2004-05 school year. The constitution serves as a guiding force for future Student Council activities.

Articulation and Credentialing:

All core curriculum areas continued identification of essential goals and objectives for their discipline areas. The areas of language arts, mathematics, science, social studies, and fine arts all received board adoption for their K-12 curriculums. Assessments for the core content areas were under construction in 2007-2008.

Several activities, awards, and recognition opportunities were developed for middle school students to emphasize positive behavior, academic achievement, and success for our students.

Gender Equity: Summary of Student Data:

Structuring goals for school improvement must take into consideration gender equity. All student data utilized to create and implement the school improvement planning goals showed no difference in gender. Due to this fact, the school improvement goals created are applicable to, and will work effectively for, both genders.

TECHNOLOGY

AuGres-Sims Middle/High School recognizes the necessity to adapt to the ever-changing world of technology. Heightened emphasis on technology provided the focus for continued incorporation of technology into teaching and learn-

ing through the integration of technology into the core curriculum and the development of new courses in the high school.

Enrollment data continues to show that our elective classes in the area of technology remain popular. The Introduction to Technology course added additional robotics and engineering opportunities for students, as well as units on global positioning software and design and production of "battle bots."

Grade Quick was added as an electronic grading and attendance program for teachers. All teachers were inserviced on its use and functionality. Teachers continue to interface with the computer for attendance, communication (email) and productivity tools.

Parents were afforded the opportunity, through Schools-In-Touch, to receive an account that allowed them to receive access to their child's attendance, grade, and discipline information via the internet. Continued development through programs that offer real-time, up-to-the-minute information is being considered.

As a part of Bay-Arenac Intermediate School District, AuGres-Sims Middle/High School continues to be able to compile Michigan common transcript files and reports for students and educational institutions.

STAFF DEVELOPMENT

Many professional development opportunities were made available for the middle/high school staff during the 2007-08 school year. In addition to identified professional development needs from our school improvement plan, our staff was provided additional professional development opportunities. The following illustrates the types of programs that staff members were involved in this year:

- ^ MI Access Assessment Tool Training
- ^ School-to-Work Development
- ^ Tech-Prep Development
- ^ Technology Training
- ^ Special Education Student Discipline School

Law Updates

- ^ Michigan Curriculum Frameworks
- ^ Special Education Transitions Issues
- ^ Highly Effective Teaching Strategies

CURRICULUM DEVELOPMENT

Core curriculum revision continues to be a primary focus at the middle/high school. During the 2007-08 school year, work on identifying the essential outcomes was continued.

NO CHILD LEFT BEHIND (NCLB) AND EDUCATION YES! ACCREDITATION

Assessment Data:

MEAP data for the 2007-08 school year for all grades are reported elsewhere in this report.

The composite grade for the Education YES! accreditation system for the Middle/High School for 2007-08 is a "B."

No other locally administered student competency test and/or nationally normed achievement test was administered to students in the 2007-08 school year.

ACT test results can be found in the district portion of this report.

Adequate Yearly Progress (AYP):

AuGres-Sims Middle/High School met their AYP goals for the 2007-08 school year for English language arts, mathematics, and science. The AYP goal for writing was not met.

- ^ The graduation rate for the class of 2008 was 98% (45 of 46 students)
- ^ The Middle/High School 2006-07 dropout rate was 10%. The 2007-08 rate was 2%.
- ^ A total of 2 students participated in one or more Advanced Placement Courses. This represented 4% of the senior class.

Staff:

Staff professional qualifications are detailed as follows:

Angela Anthony
Professional Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: English, special education

David Currie
Professional Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: mathematics, economics

Kevin Beardsley
Professional Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: mathematics, science

Lynne Meyer
Continuing Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: special education

Carla Fritz
Continuing Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: English

Kimberly Nitz-Gordon
Professional Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: fine arts, math

Brian Kohl
Professional Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: history, social science, special ed

Kevin Loga
Continuing Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: English

Cathy Macheske
Professional Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: English, social science

Scott McAlindon
1233(b) Certification
NCLB Standards for Highly Qualified Status:
Currently working toward criteria

Michael Noffsinger
Continuing Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: math

Marjorie Parsell
Professional Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: English, history

Chester Pawlaczyk
Continuing Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: political science

Stacey Perrin
Provisional Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: social science

Bradley Smith
Provisional Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: biology, science, chemistry, physics

Chad Zeien
Professional Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: social science

Barbara Richardson
Provisional Certification/Emergency Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: English
Currently working toward criteria: Spanish

Elizabeth Kernstock
Provisional Certification
NCLB Standards for Highly Qualified Status:
Meets criteria: chemistry, mathematics, physics

Totals:

18 staff members
2 1233(b) Certificates (11%)
16 staff members meet criteria (89%)
2 staff members working toward criteria (11%)
56 class offerings (high school)
44 classes offered by highly qualified staff (79%)
38 class offerings (middle school)
34 classes offered by highly qualified staff (89%)

Parents:

^ Four formal opportunities exist for parent/teacher meetings throughout the school year; two open houses and two parent/teacher conferences.
^ Parent/Teacher Conferences were held for middle/high school students in November 2007 and February 2008. There were no significant differences in student representation based upon gender at parent/teacher conferences, or any other parent involvement activity in the middle/high school.

MEETING COMMUNITY NEEDS

The Center of the Community

Because the Middle/High School is unique in design within the community, it is able to serve as a meeting place for community members. There were many days during the year when school and community activities combined to fill the building from 6:00 a.m. until nearly midnight. Some of the events that the school sponsored for the community this year included band concerts, student plays, 4H youth services, open gym, and exercise classes.

Community Activities in the Building

^ AAU Basketball
^ AYSO Soccer
^ Boy Scout Troop Meetings
^ Little League Baseball
^ Grades 3-6 Boys Winter Basketball Program
^ EL/MS Girls Basketball Summer Camp
^ 4H Meetings
^ Band Concerts
^ Commencement Ceremonies
^ Awards Assemblies
^ Board of Education Meetings
^ Middle/High School Play
^ Driver's Education Training
^ Elementary Concerts and Plays
^ Elementary Awards Assemblies
^ Elementary Graduation
^ Dances
^ Athletic Physicals

ACADEMIC AWARDS

In order to continue focusing attention on the importance of academic achievement, the high school conducted the Academic Awards Program in the high school gym. The primary criteria for awards are high grade point average, athlete/scholar excellence, attendance, extra-curricular involvement, and citizenship. Individual class awards were also distributed.

Our middle school students participated in the Academic Awards Program, which was held to recognize middle school students' academic achievements and attendance for the school year.

ATHLETICS

Athletics are an integral component of the educational opportunities offered at AuGres-Sims Middle/High School. The sports available for participation include football, girls' and boys' basketball, volleyball, baseball, softball, and track.

AuGres-Sims Middle/High School is a member of the Michigan High School Athletic Association (MHSAA) and the North Star High School Athletic League (NSL).

SUMMER SCHOOL

Section 31A grant monies made summer school classes possible for students needing support in either mathematics or reading in grades K - 8. In order for these students to be better prepared for MEAP testing and progressing to the next grade level, classes were offered for three hours a day, three days a week for six weeks. Summer school classes are open for enrollment to all AuGres-Sims students. Notification of summer school offerings was made by telephone calls, with follow-up letters sent to student's homes. Forty-eight students took advantage of the summer school session.

POST SECONDARY ENROLLMENT INFORMATION

There were three students involved in dual enrollment at AuGres-Sims for the 2007-08 school year. Dual enrollment continues to be an option in the future.