

# Big Bay de Noc School District Annual Education Report



**2010-2011**

## FACULTY

Position	2010-2011
JH Math/English	Patty Knuth
Math	David Partyka
HS Special Ed	Barbara Mead
Computer Science	Sheila Sanville
Science	Kelly Kurpier
Social Studies	Kurt Almonroeder
English	Diana Thill
Physical Education	Peter Schlenvogt
Indian Ed. Coordinator	Colleen Weinert
Title I/Readiness Kindergarten	Laura Jackson
First Grade/Second Grade	Elisha Dougherty
Kindergarten	Angie LaLonde
Third Grade	Mary Gollakner
Fourth Grade	Samantha Kuehl
Fifth Grade	Carol Novak
Sixth Grade	Christy Eagle
Music/Art/PE	Ryan Barron
Elementary Special Education	Nikki Sundling
English	Lee Brown

## ADMINISTRATION AND SECRETARIAL

Superintendent: William Pistulka

Principal: Diana Thill

Finance Director: Donna Winkel

Secretaries: Bonnie Moody / Jane Laux

## SUPPORT PERSONNEL

Aides

Karen Paulson  
Pam Zorn  
Grace Denkins  
Lisa Radebaugh

Transportation / Maintenance Director

Bryan Landis

Cooks

Laurie VanRemortel & Jackie Knoph

Bus Drivers:

Fairport/Fayette/Garden  
St. Jacques/Nahma/Isabella  
Steuben  
Cooks

Rebecca Tatrow  
Larry Anderson  
Sherry Boudreau  
Mike Clelland

**BIG BAY DE NOC SCHOOL  
2010-2011 ANNUAL REPORT**

The purpose of this annual education report is to meet the requirements of Michigan Public Acts 25, 335, 336 and No Child Left Behind. This report is intended to provide parents and the community with information about the 2010-2011 school year. As required by law, this Annual Education Report will be filed with the Delta-Schoolcraft Intermediate School District.

This report has been prepared by our principal with input from other staff members, the school improvement team, students, and parents.

**MISSION STATEMENT - BIG BAY DE NOC SCHOOL**

Big Bay de Noc School's purpose is to educate all students to their highest level of academic performance while encouraging positive attitudes and behavioral growth.

**MOTTO - BIG BAY DE NOC SCHOOL**

Our Future Begins Now

**MASCOT**

The Black Bear



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## I. OVERVIEW OF THE SCHOOL

### ED YES! Accreditation/Status 2010-2011

With the new federal legislation of No Child Left Behind, the State of Michigan set minimum requirements for adequate yearly progress for Michigan schools. These minimum requirements include progress on the MME/MEAP scores as well as meeting criteria in several areas such as parent involvement and educational programs. The Big Bay de Noc School did meet Adequate Yearly Progress for the 2010-2011 school year, and received an composite grade of an "B" on the state report card.

ED YES! Accreditation/Status		
School Year	AYP Status	Composite Grade
2009-2010	Met AYP	B
2008-2009	Met AYP	A
2007-2008	Met AYP	A
2006-2007	Met AYP	B
2005-2006	Did Not Meet ATP	B
2004-2005	Met AYP	B

## II. SCHOOL IMPROVEMENT PLAN

During the 2010-2011 school year, Big Bay de Noc School staff members continued to engage in best practices in teaching and learning. We continued focused on project - based learning, engaging students in hands-on learning. Studies have shown that this kind of instruction is associated with achievement gains in a range of academic areas. It also improves student behavior through engaged-learning activities. An emphasis on writing also took place school-wide, with staff participating in professional development on writing and students learning new writing strategies. School reform and plans for progress continued to be centered on the five benchmark areas listed below.

The faculty continues to engage in aligning curriculum and project-based learning activities to the Standards and Benchmarks of Michigan Curriculum Frameworks, the High School Core Content Expectations, and the Michigan Grade Level Content Expectations.

There continued to be an emphasis on cross-grade level and team approach to planning and teaching, building a stronger learning community. Classrooms continued to show progress toward moving from teacher-centered classrooms to student-centered classrooms.

### ACADEMIC CORE TEAMS

During the 2010-2011 school year, academic teams were maintained to foster communication and a school-wide push toward reaching the school improvement goals across subject areas. Teams were formed around core subject areas and included teaching staff from various grade levels PK-12. Teams meet on a regular basis to evaluate progress toward the goal and generate cross-curricular ideas to implement positive change.

### III. STUDENT ASSESSMENT DATA

#### Michigan Educational Assessment Program and the Michigan Merit Exam

A variety of alternate/authentic assessments are utilized. One of these assessments is the Michigan Educational Assessment Program (MEAP), in which our 3rd through 9th grade students participate. This program allows us to assess the Big Bay de Noc student achievement in the areas of reading, and math in the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades; writing in 4<sup>th</sup> and 7<sup>th</sup> grades; science in 5<sup>th</sup> and 8<sup>th</sup> grades; and social studies in 6<sup>th</sup> and 9<sup>th</sup> grades.

Our eleventh grade students tested using the Michigan Merit Exam. The Michigan Merit Exam, which is a combination of the ACT plus writing test, the Work Keys reading and math tests, and test components developed by the state of Michigan, tests students in reading, writing, math, science, and social studies.

Our goal is to improve these scores on a yearly basis and to eventually achieve summary status from the state. Listed below are the MME/MEAP results for the testing period during the 2010-2011 school year. The 2005-2006 school year was the first time the tests were administered to all students in grades three through eight and the first time the tests were given in the fall.

All test scores are reported on a rubric system of:

Level 1	Level 2	Level 3	Level 4
Advanced	Proficient	Partially Proficient	Not Proficient

CLASS OF 2020						
Reading	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2010 3 <sup>rd</sup> Grade	40%	60%	0%	0%	100%	87%
Math	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2010 3 <sup>rd</sup> Grade	10%	70%	0%	0%	80%	95%

**CLASS OF 2019**

<b>Reading</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2009 3 <sup>rd</sup> Grade	19%	52%	29%	0%	71%	90%
2010 4 <sup>th</sup> Grade	12%	52%	28%	8%	64%	84%

<b>Math</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2009 3 <sup>rd</sup> Grade	24%	67%	10%	0%	90%	95%
2010 4 <sup>th</sup> Grade	32%	44%	24%	0%	76%	91%

<b>Writing</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2010 4 <sup>th</sup> Grade	4%	12%	64%	20%	16%	47%

**CLASS OF 2018**

<b>Reading</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2008 3 <sup>rd</sup> Grade	57%	36%	7%	0%	93%	86%
2009—4 <sup>TH</sup> Grade	46%	38%	15%	0%	85%	84%
2010 – 5 <sup>th</sup> Grade	33%	53%	7%	7%	87%	85%

<b>Math</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2008 3 <sup>rd</sup> Grade	50%	43%	7%	0%	93%	91%
2009—4 <sup>TH</sup> Grade	46%	46%	0%	8%	92%	92%
2010 – 5 <sup>th</sup> Grade	25%	50%	19%	6%	75%	80%

<b>Science</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2010 – 5 <sup>th</sup> Grade	44%	38%	13%	6%	81%	78%

**CLASS OF 2017**

<b>Reading</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2007 3 <sup>rd</sup> Grade	40%	45%	15%	0%	85%	86%
2008 4 <sup>th</sup> Grade	44%	39%	6%	11%	83%	83%
2009 5 <sup>th</sup> Grade	53%	35%	6%	6%	88%	85%
2010 6 <sup>th</sup> Grade	29%	53%	18%	0%	82%	84%

<b>Writing</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2007 3 <sup>rd</sup> Grade	0%	55%	35%	10%	55%	57%
2008 4 <sup>th</sup> Grade	0%	44%	56%	0%	44%	44%

<b>Math</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2007 3 <sup>rd</sup> Grade	40%	45%	15%	0%	85%	90%
2008 4 <sup>th</sup> Grade	44%	55%	0%	0%	100%	88%
2009 5 <sup>th</sup> Grade	18%	65%	12%	6%	82%	79%
2010 6 <sup>th</sup> Grade	41%	47%	12%	0%	88%	84%

<b>Science</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2009 5 <sup>th</sup> Grade	41%	41%	18%	0%	82%	81%

<b>Social Studies</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2010 6 <sup>th</sup> Grade	47%	35%	12%	6%	82%	75%



**CLASS OF 2016**

<b>Reading</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2006 3 <sup>rd</sup> Grade	37.5%	50%	12.5%	0%	87.5%	87%
2007 4 <sup>th</sup> Grade	26%	58%	16%	0%	84%	84%
2008 5 <sup>th</sup> Grade	29%	53%	0%	18%	82%	82%
2009 6 <sup>th</sup> Grade	29%	65%	6%	0%	94%	88%
2010 7 <sup>th</sup> Grade	24%	65%	0%	12%	88%	79%

<b>Writing</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2006 3 <sup>rd</sup> Grade	0%	68.8%	18.8%	12.5%	68.8%	52%
2007 4 <sup>th</sup> Grade	0%	42%	58%	0%	42%	44%
2008 5 <sup>th</sup> Grade	0%	82%	18%	0%	82%	63%
2010 7 <sup>th</sup> Grade	18%	41%	35%	6%	59%	48%

<b>Math</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2006 3 <sup>rd</sup> Grade	43.8%	43.8%	12.5%	0%	87.5%	88%
2007 4 <sup>th</sup> Grade	37%	47%	16%	0%	84%	86%
2008 5 <sup>th</sup> Grade	24%	35%	41%	0%	59%	77%
2009 6 <sup>th</sup> Grade	35%	35%	29%	0%	71%	82%
2010 7 <sup>th</sup> Grade	35%	53%	12%	0%	88%	85%

<b>Science</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2008 5 <sup>th</sup> Grade	29%	53%	18%	0%	82%	83%

<b>Social Studies</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2009 6 <sup>th</sup> Grade	65%	18%	6%	12%	82%	73%

### CLASS OF 2015

<b>Reading</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 --3 <sup>rd</sup> Grade	37%	53%	11%	0%	89%	86.6%
2006--4 <sup>th</sup> Grade	25%	65%	10%	0%	90%	85%
2007-- 5 <sup>th</sup> Grade	43%	48%	10%	0%	91%	82%
2008 – 6 <sup>th</sup> Grade	43%	43%	13%	0%	87%	81%
2009 -- 7 <sup>th</sup> Grade	36%	50%	14%	0%	86%	82%
2010 – 8 <sup>th</sup> Grade	17%	54%	25%	4%	71%	82%

<b>Writing</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 --3 <sup>rd</sup> Grade	16%	63%	21%	0%	79%	51.5%
2006-- 4 <sup>th</sup> Grade	0%	50%	45%	5%	50%	45%
2007--5 <sup>th</sup> Grade	0%	62%	38%	0%	62%	59%
2008 – 6 <sup>th</sup> Grade	0%	74%	26%	0%	74%	76%

<b>Math</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005-- 3 <sup>rd</sup> Grade	37%	42%	21%	0%	79%	87.1%
2006-- 4 <sup>th</sup> Grade	35%	55%	10%	0%	90%	85%
2007-- 5 <sup>th</sup> Grade	38%	43%	19%	0%	81%	74%
2008 – 6 <sup>th</sup> Grade	30%	35%	30%	4%	65%	80%
2009 -- 7 <sup>th</sup> Grade	45%	45%	9%	0%	91%	82%
2010 – 8 <sup>th</sup> Grade	13%	58%	25%	4%	71%	78%

<b>Science</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2007 --5 <sup>th</sup> Grade	43%	52%	5%	0%	95%	82%
2010 – 8 <sup>th</sup> Grade	8%	50%	38%	4%	58%	78%

<b>Social Studies</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2008 --6 <sup>th</sup> Grade	57%	30%	9%	4%	87%	74%

### CLASS OF 2014

<b>Reading</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 4 <sup>th</sup> Grade	12%	72%	4%	12%	84%	83.2%
2006 -- 5 <sup>th</sup> Grade	44.4%	44.4%	11.1%	0%	88.9%	84%
2007 -- 6 <sup>th</sup> Grade	33%	54%	13%	0%	87%	82%
2008 -- 7 <sup>th</sup> Grade	45%	36%	14%	5%	82%	80%
2009 -- 8 <sup>th</sup> Grade	27%	50%	23%	0%	77%	83%

<b>Writing</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 4 <sup>th</sup> Grade	12%	44%	28%	16%	56%	54.8%
2006 -- 5 <sup>th</sup> Grade	0%	29.6%	59.3%	11.1%	29.6%	57%
2007 -- 6 <sup>th</sup> Grade	0%	58%	29%	13%	58%	73%
2008 -- 7 <sup>th</sup> Grade	0%	77%	18%	5%	77%	78%

<b>Math</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 4 <sup>th</sup> Grade	24%	56%	20%	0%	80%	81.7%
2006 -- 5 <sup>th</sup> Grade	18.5%	40.7%	33.3%	7.4%	59.3%	76%
2007 -- 6 <sup>th</sup> Grade	29%	33%	29%	8%	62%	73%
2008 -- 7 <sup>th</sup> Grade	45%	32%	23%	0%	77%	83%
2009 -- 8 <sup>th</sup> Grade	23%	45%	18%	14%	63%	70%

<b>Science</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2006 -- 5 <sup>th</sup> Grade	33.3%	48.1%	18.5%	0%	81.5%	83%
2009 -- 8 <sup>th</sup> Grade	23%	73%	5%	0%	95%	42%

<b>Social Studies</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2007 -- 6 <sup>th</sup> Grade	50%	25%	8%	17%	75%	76%
2010 -- 9 <sup>th</sup> Grade	42%	42%	8%	8%	84%	73%

**CLASS OF 2013**

<b>Reading</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 5 <sup>th</sup> Grade	15%	60%	25%	0%	75%	80%
2006 -- 6 <sup>th</sup> Grade	38.1%	52.4%	9.5%	0%	90.5%	83%
2007 -- 7 <sup>th</sup> Grade	24%	48%	29%	0%	72%	72%
2008 -- 8 <sup>th</sup> Grade	41%	45%	9%	5%	86%	76%

<b>Writing</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 5 <sup>th</sup> Grade	5%	50%	40%	5%	55%	62.9%
2006 -- 6 <sup>th</sup> Grade	4.8%	76.2%	14.3%	4.8%	81%	74%
2007 -- 7 <sup>th</sup> Grade	0%	76%	24%	0%	76%	77%
2008 -- 8 <sup>th</sup> Grade	0%	82%	18%	0%	82%	74%

<b>ELA</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 5 <sup>th</sup> Grade	5%	70%	20%	5%	75%	74.9%
2006 -- 6 <sup>th</sup> Grade	19%	61.9%	19%	0%	81%	78%
2007 -- 7 <sup>th</sup> Grade	0%	71%	29%	0%	71%	74%
2008 -- 8 <sup>th</sup> Grade	18%	73%	5%	5%	91%	77%

<b>Math</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 5 <sup>th</sup> Grade	20%	60%	20%	0%	80%	73.4%
2006 -- 6 <sup>th</sup> Grade	28.6%	47.6%	23.8%	0%	76.2%	69%
2007 -- 7 <sup>th</sup> Grade	38%	29%	33%	0%	67%	73%
2008 -- 8 <sup>th</sup> Grade	32%	41%	18%	9%	73%	75%

<b>Science</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 5 <sup>th</sup> Grade	25%	55%	20%	0%	80%	76.8%
2008 -- 8 <sup>th</sup> Grade	41%	50%	5%	5%	91%	76%

<b>Social Studies</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2006 -- 6 <sup>th</sup> Grade	38.1%	52.4%	9.5%	0%	90.5%	74%
2009 -- 9 <sup>th</sup> Grade	32%	41%	18%	9%	73%	71%

**CLASS OF 2012**

<b>Reading</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 6 <sup>th</sup> Grade	21%	63%	16%	0%	84%	79.6%
2006 -- 7 <sup>th</sup> Grade	34.8%	52.2%	8.7%	4.3%	87%	80%
2007 -- 8 <sup>th</sup> Grade	22%	52%	22%	4%	74%	77%
2010 -- 11 <sup>th</sup> Grade	5%	63%	21%	11%	68%	63%

<b>Writing</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 6 <sup>th</sup> Grade	0%	47%	53%	0%	47%	74.8%
2006 -- 7 <sup>th</sup> Grade	0%	52.2%	34.8%	13%	52.2%	65%
2007 -- 8 <sup>th</sup> Grade	13%	57%	26%	4%	70%	70%
2010 -- 11 <sup>th</sup> Grade	0%	45%	55%	0%	45%	47%

<b>Math</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 6 <sup>th</sup> Grade	11%	53%	37%	0%	63%	76.7%
2006 -- 7 <sup>th</sup> Grade	17.4%	43.5%	30.4%	8.7%	60.9%	64%
2007 -- 8 <sup>th</sup> Grade	17%	57%	17%	9%	74%	72%
2010 -- 11 <sup>th</sup> Grade	0%	42%	16%	42%	42%	52%

<b>Social Studies</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 6 <sup>th</sup> Grade	53%	42%	5%	0%	95%	78.3%
2008 -- 9 <sup>th</sup> Grade	43%	38%	14%	5%	81%	72%
2010 -- 11 <sup>th</sup> Grade	37%	26%	21%	16%	63%	78%

<b>Science</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2007 -- 8 <sup>th</sup> Grade	26%	57%	13%	4%	83%	79%
2010 -- 11 <sup>th</sup> Grade	0%	60%	20%	20%	60%	61%

**CLASS OF 2011**

<b>Reading</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 7 <sup>th</sup> Grade	9%	78%	3%	9%	88%	75.8%
2006 -- 8 <sup>th</sup> Grade	43.8%	43.8%	3.1%	9.4%	87.5%	76%
2010—11 <sup>th</sup> Grade	0%	63%	17%	20%	63%	65%

<b>Writing</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 7 <sup>th</sup> Grade	0%	72%	19%	9%	72%	66.7%
2006 -- 8 <sup>th</sup> Grade	9.4%	37.5%	40.6%	12.5%	46.9%	67%
2010—11 <sup>th</sup> Grade	3%	37%	43%	17%	40%	44%

<b>ELA</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 7 <sup>th</sup> Grade	0%	78%	13%	9%	78%	77.8%
2006 -- 8 <sup>th</sup> Grade	21.9%	59.4%	6.3%	12.5%	81.3%	71%

<b>Math</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2005 -- 7 <sup>th</sup> Grade	16%	41%	34%	9%	56%	59.6%
2006 -- 8 <sup>th</sup> Grade	28.1%	37.5%	28.1%	6.3%	65.6%	68%
2010—11 <sup>th</sup> Grade	3%	23%	37%	37%	27%	50%

<b>Science</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2006 -- 8 <sup>th</sup> Grade	28.1%	62.5%	9.4%	0%	90.6%	75%
2010—11 <sup>th</sup> Grade	3%	53%	20%	23%	56%	58%

<b>Social Studies</b>	Level 1	Level 2	Level 3	Level 4	Proficient	State Average
2007 -- 9 <sup>th</sup> Grade	45%	48%	6%	0%	94%	71%
2010—11 <sup>th</sup> Grade	40%	47%	7%	7%	87%	79%

#### IV. ADAQUATE YEARLY PROGRESS DATA

With the new federal legislation of No Child Left Behind, the State of Michigan set minimum requirements for adequate yearly progress for Michigan schools. These minimum requirements include progress on the MME/MEAP scores as well as meeting criteria in several areas such as parent involvement and educational programs.

The Big Bay de Noc School did meet Adequate Yearly Progress for the 2010-2011 school year and received a "B" on the state report card.

#### AYP Breakdown by Subject Area

Reading	C
Math	C
Science	D
Social Studies	C
Achievement Subtotal	C
Indicators of School Performance	A
Preliminary Grade	B
AYP Status	Met AYP
Composite Grade	B

#### Graduation Rate

2010-2011	90.63%
2009-2010	96.77%
2008-2009	88.89%
2007-2008	81.82%
2006-2007	93.05%
2005-2006	96.3%
2004-2005	76.2%

#### Attendance Rate

	Total	K	1	2	3	4	5	6	7	8	9	10	11	12
2006-2007	96.6%	97%	97%	98%	98%	98%	98%	97%	95%	96%	83%	95%	94%	94%
2007-2008	97.4%	99.8%	99.3%	98.6%	99.9%	99.1%	98.9%	99.1%	95.6%	94.7%	95.6%	95%	94.6%	96.2%
2008-2009	92.6%	92%	89.5%	91%	94%	97%	91%	96%	95%	93%	91%	92%	91%	92%
2009-2010	93%	83%	90%	91%	96%	99%	99%	95%	96%	95%	91%	88%	89%	94%
2010-2011	95%	92%	98%	92%	99%	96%	99%	99%	94%	88%	96%	95%	95%	93%

## V. PARENT INVOLVEMENT

Parents play an integral role in our small community school. We have an active parent/teacher organization. We have several parents that serve on the School Improvement Team. Parents are encouraged and sometimes requested to spend time in the classroom with their children. There is an athletic booster club that raises funds to supplement our athletic programs. Our local American Legion regularly contributes to various school projects by raising funds with community service projects. We also boast of a senior drug free graduation party committee comprised solely of parents.

The percentage of parents and/or legal guardians who participated in parent-teacher conferences:

2010/2011	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Percentage	82%	94%	100%	100%	100%	92%	87%	100%	65%	54%	65%	47%	65%	52%
Number	9	16	17	10	10	23	15	17	11	13	15	8	13	15

### Parent – Student – Teacher Compact

#### Big Bay de Noc School

A Promise of Commitment -

We, the Big Bay de Noc staff, parents and community guide each child in achieving his or her greatest potential by providing a variety of experiences, which integrate excellence in education with the child's individual abilities and unique talents. We share the responsibility in providing a safe and secure environment, social/emotional growth and physical activities necessary for entering society as contributing members.

#### Parent/Guardian Agreement

It is important to have my child reach his/her full academic potential. Therefore, I will encourage him/her by doing the following items that are checked:

- see that my child attends school regularly and is punctual.
- establish a time and place for homework and check it regularly.
- support the school staff in its efforts to maintain proper discipline.
- have on-going communication with my child's school and teacher.
- limit and monitor my child's TV and movie viewing.
- encourage daily reading at home.
- attend scheduled parent/teacher conferences.
- encourage my child to do his/her best.

Parent signature \_\_\_\_\_

#### Student Agreement

It is important that I do the best that I can. Therefore, I will do the following:

- come to school each day and be in class on time.
- have my homework completed and turned in on time.
- have the supplies that I need.
- always try to work to the best of my ability.
- show respect for myself, my school and other students.
- follow the rules at my school and home.
- believe that I can learn and I will learn.
- do my part in keeping my school safe and clean.





## **VI. SAFE SCHOOLS**

The school participates in safe and drug free schools along with presentations in elementary classrooms on drugs, alcohol, tobacco, and Internet predators by local state police troopers. In addition, the school utilizes the services of the local liaison officer through the Delta County Sheriff's Department. Representatives from the ISD also come to present "Peacemaking skills" to the elementary students.

## **VII. ADVANCED PLACEMENT**

Advanced placement and dual-enrollment classes are available to our high school students through area colleges and universities along with Michigan Virtual High School.

## **VIII. ADDITIONAL REQUIRED HIGH SCHOOL CRITERIA FOR CURRENT AND PREVIOUS YEAR**

During the 2010/2011 school year, eight students, seven seniors and one junior, received college credit through dual enrollment. Of 31 graduating seniors in 2011, eight students or 26% of the class received college credits while in high school through online dual-enrollment programs. The classes are offered mainly through Bay de Noc Community College and are taken online through the school network.

No students in the 2010-2011 school year opted to take advanced placement courses, which are offered through Michigan Virtual High School.

## **IX. CORE CURRICULUM**

### **Development Process**

By virtue of the mandates for performance from the State of Michigan and the federal government we began a school improvement process several years back. We changed our goals and benchmarks to align with the Michigan Standards and Benchmarks. We began a process of mapping our curriculum to ascertain a gap analysis.

### **Curriculum Alignment**

By conducting detailed MEAP/MME analysis, performing curriculum mapping and providing teachers time to receive professional development in various initiatives, we were able to provide the necessary knowledge base to our teaching staff to meet with success in utilizing our school-wide state benchmark aligned curriculum. In addition, core-curriculum groups have been established. These groups involve all teachers in the data analysis and goal setting process as they meet regularly to assess progress.

### **Pupil Access**

By emphasizing inclusion and assuring the least restrictive environment for all of our pupils, we insure equitable access for our special needs and at-risk student population by developing individualized educational plans through the individualized education plan process and through the use of Section 504 plans and at-risk programs such as after school tutoring. We also utilize the services of intermediate school district personnel such as the occupational therapist, psychologist, speech therapist, and behavioral therapist to help students achieve in the classroom.

## X. TEACHER QUALIFICATION

### **Certification**

During the 2010-2011 school year, we had several types of certification among our teaching staff. They are listed below with the percentage for each type.

<b>Sec. Professional</b>	<b>19%</b>
<b>Sec. Provisional</b>	<b>19%</b>
<b>Elem. Continuing – 18 hours</b>	<b>6%</b>
<b>Elem. Professional</b>	<b>25%</b>
<b>Elem. Provisional</b>	<b>31%</b>

All of our paraprofessionals on staff are highly qualified for their assignments according to the State of Michigan requirements.

### **Emergency or provisional credentials**

No teachers are working under an emergency certification.

**Dissemination of Qualification Information**

The contact person for our district is William Pistulka, Superintendent. The letter that will be sent to parents is included.

Big Bay de Noc School District  
Annual Parent Notice  
Right To Request Teacher Qualifications

**Big Bay De Noc School Dist  
Annual Parent Notice  
Right to Request Teacher Qualifications**

School: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent or Guardian:

Our school receives federal funds for Title I programs that are part of the *No Child Left Behind Act of 2001*. Throughout the school year, we will continue to provide you with important information about this law and your child's education.

You have the right to request information regarding the professional qualifications of your child's classroom teacher(s). If you request this information, the district or school will provide you with the following as soon as possible:

- a. if the teacher has met state licensing requirements for the grade level and subjects in which the teacher is providing instruction;
- b. if the teacher is teaching under an emergency status for which state licensing requirements have been waived;
- c. the type of college degree major of the teacher and the field of discipline for any graduate degree or certificate; and
- d. if your child is receiving Title I services from paraprofessionals and, if so, his/her qualifications.

If you would like to request this information, please contact your child's school.

Thank you for your interest and involvement in your child's education.

Sincerely,

_____	_____
Name	Title
_____	_____
Telephone Number	Email Address

## **XI: OTHER PROGRAMS AND INFORMATION**

### National Honor Society

The National Honor Society consisted of students in grades 10-12 who maintain both a 3.25 GPA and honorable character. NHS raises money to support various activities and charities, and Big Bay de Noc School held a Math-A-Thon to benefit St. Jude Children's Research Hospital. The funds collected help St. Jude in its ongoing fight against childhood catastrophic diseases. The goal in holding a Math-A-Thon is to help the children of the world who are stricken with diseases like cancer, AIDS, and sickle cell anemia.

### Student Forum

The student forum consisted of 20 students in grades 7-12. Two representatives from each of the middle school classes, one boy and one girl, and four class officers in each grade in the high school are elected by the classes to serve on the forum. The student forum takes responsibility for planning and organizing homecoming activities in the fall and winter, organizing and funding presentations throughout the school year, maintaining the soda machines, organizing and funding student activities, participating in school pride day, and fundraising for various student interests.

### Book Fair

The Book Fair was held March 11<sup>th</sup> through the 21<sup>th</sup> of 2011. The students, staff and community were given the opportunity to add to their personal libraries by purchasing books through the book fair. This event was well attended by families. The book fair went well with the help of volunteers. The money raised will be used to help host our guest illustrator during the March reading month program.

### Music Program

Each year the elementary classes partake in a holiday music program. The program, put together by the elementary music teacher, is an exhibit of the singing talent of the elementary grades. The elementary students also sing at varsity basketball games.

### March is Reading Month

Elementary students with their parents celebrate reading month with a variety of weekly activities and dress-up days. Parents are provided with suggestions for activities to get their children reading. The month was filled with various reading activities including a visiting illustrator. They celebrated the illustrator day with a family breakfast and assemblies throughout the day.

### Drama

The 7-12 grade students produce an annual drama production in April. The students not only participate as actors and actresses, they also take part in teaching elementary students different parts in the play, making the scenery, constructing the stage, and making the costumes. The play also draws in different community members and is open to the public for viewing.

### Art Club

The Indian Art Coordinator holds a weekly art club. The art club gives student the opportunity to hone their artistic skills. Students are able to use materials, equipment, and space to complete projects.

### Art Exhibition

Each year, art work created by students is displayed in an art show which is open to the public. Art created by elementary students is also displayed.

### Yearbook

The yearbook staff consisting of high school students in grades 9-12 produces a yearly publication. The book is funded by various means including ad selling, dances, hat for a buck days, and donations. The book is entirely created by students and is for sale to the students and public each year.

### Volunteers

Big Bay de Noc School welcomes and utilizes the help provided by volunteers. Library volunteers help with the maintenance and daily running of the library. The foster grandparent program through the Community Action Agency helps in various classrooms assisting students with their everyday tasks. Area speakers also volunteer their time to educate students on their own community.

### Student of the Week

The staff recognizes an elementary and a secondary student each week as a student of the week. These students are exhibiting positive behaviors above and beyond their classmates both in and out of the classroom. The secondary student is submitted to the Escanaba Daily Press for further recognition in its student of the week program.

### School Safety

The school participates in Safe and Drug Free Schools along with presentations in elementary classrooms on drugs, alcohol, tobacco, and Internet predators by local state police troopers. In addition, the school utilizes the services of the local liaison officer through the Delta County Sheriff's Department. Representatives from the ISD also come to present "Peacemaking skills" to the elementary students.

### Nature Trail

The elementary classrooms utilize and maintain the nature trail for science lessons throughout the school year. The trail also serves as a venue for distance running practice in the physical education classrooms.

### Engineering Olympics

Annually, students enrolled in upper level math and science classes create projects to compete against other school at Michigan Technological University. Area businesses donate money to supplement fundraising done by the group of students to pay for the two-day trip.

### JH/HS Quiz Bowl

Junior high and high school students try out annually to make the quiz bowl teams. These teams travel to compete with other schools in trivia competitions. The high school competition is aired on Public T.V. 13.

### Parent/Teacher Organization

The Big Bay de Noc Parent/Teacher Organization is very active. It uses money earned through fundraising to sponsor different K-6 activities and events throughout the year. The PTO is active in Math and Science Fun Night, various field trips, decorating of the hallways and school grounds, staff appreciation activities, and other events as they arise throughout the year.

### Piano/Guitar Lessons

Piano and Guitar lessons are offered to the students on an individual basis through a community member. Parents are able to choose to send their K-12 students to lesson during the school day.

### Constitution Day

Each year, K-12 classrooms celebrate Constitution day by dedicating class time to learn about the Constitution and how it affects the average citizen.

### Core Academic Teams

Teams of teachers across content areas and grade levels have been formed to identify and address areas in which students are performing weakly on standardized tests. The teams meet, collaborate, and report to the whole staff on ways to improve.

### Senior Class Trip

Annually, the senior class fundraises for and attends a class trip to a U.S. destination of their choosing. This trip is both educational and enjoyable for the students.

### After-School Tutoring

Funds supplied through the Title VXI Program-Indian Education Formula Grant and 2% Grant monies from the Sault Ste. Marie Tribe of Chippewa Indians provides after-school tutoring for K-12. In grades K-6, tutoring is one-on-one with a teacher referral or parent request. In grades 7-12 students are encouraged to drop in to a tutoring lab held twice a week for extra help. High-achieving upperclassmen are also available to provide assistance.

### Career Exploration

Sophomores and juniors in the special education department take part in a program which is called Career Exploration. It deals with such topics as self-esteem, career exploration, resumes, job search, interview skills, self-evaluation, conflict resolution, and maintaining employment. The Senior Transition Project is the 'Part II' section of Career Exploration.

### Senior Transition Project

The special education department does a Senior Transition Project each year. This project gets the kids ready for post-high school plans such as college, skills/trade school, and job applications/resumes. There is a one-year follow-up after graduation.

### Delta County Agriculture/Department of Natural Resources Field Trip

The 5th graders go on the Delta County Agriculture/Department of Natural Resources field trip every September to learn about the numerous environmental, agriculture and natural resources sites throughout Delta County. They also explore careers in these fields so students can gain an understanding of their career options for when they grow up. They visit dairy, beef and horse farms, wastewater management sites, tree improvement centers, soil management sites, landfill and recycling center, sport fishing site, and a U.P. forester site.

### Adopt-A-Highway

Bi-annually, the Big Bay de Noc Support Staff participates in the Adopt-A-Highway program. A two mile section of highway in front of the school is cleaned in both the spring and fall.

### America and Me Essay Contest

Each year, the eighth grade students compete in the America and Me Essay Contest which is sponsored by Farm Bureau Insurance. They compose an essay in response to a social issue and submit the essays for judging against essays from eighth grade students across the state.

### Youth in Government

Grades 9-12 may join to learn about government by acting as state executive, legislative, or judicial officials in Lansing. The process includes writing and researching legislation, working with lawyers to prepare for civil or criminal cases, or working as lobbyists or media.

### Youth Leadership Conference

Sophomore students attend the Kiwanis Youth Leadership conference the end of October. As part of the conference, community leaders interact with students and present activities and topics that build and encourage positive leadership qualities. Hands-on activities are used to assist students in gaining self-confidence and to practice skills necessary for future success.

### U.P. Labor Management Council Youth Collective Bargaining Conference

Students participating in this conference are divided up into two groups: Labor and Management. Students are given a fictitious company and contract they are to familiarize themselves with. Students participate in a series of negotiations throughout the day led by local Union and management negotiators. The purpose of this exercise is to give students a perspective on how salaries and benefits are negotiated in a unionize company.