

**Superior Central
Public School District**

**Annual Education Report
2007**

(For the 2006/2007 School Year)

*Analyzing Progress Towards Stated
Goals and Objectives*

Report Compiled and Written by: Superior Central Staff and Administration

Mission Statement:

Superior Central Schools are committed to excellence in teaching and learning for all students. We believe that all students can achieve mastery of basic skills and that our school's purpose and our responsibility is to educate all students while fostering positive growth in social/emotional behaviors and attitudes. We will provide effective instructional leadership, responsible fiscal management, and quality learning environments. We share with our community and parents, the responsibility for educating our students so as to enable them to live and work in a rapidly changing world.

Purpose of Annual Report

This (annual education) report fulfills the requirements of Michigan Public Acts 25, 335, and 336. The report also serves to provide the school board, parents, community, and school staff with information about the district and, specifically, the 2006/2007 school year.

Administration

Superintendent/Elementary Principal: Mary Kay Wanska
MS/HS Principal/Athletic Director: William Saunders

Administration Support

Business Manager: Teri Lintula
Auxiliary Service Manager: Tony Decet
Elementary Assistant: Sandy Pociopa
Middle School/High School Assistant: Barb Morgan

School Board

Daniel Bahrman: President
Tamera Shega: Vice President
Melissa Hall: Secretary
Barbara Trombley: Treasurer
Kim Spranger: Trustee
Jon Seppanen: Trustee
Heidi Swajanen: Trustee

Teachers

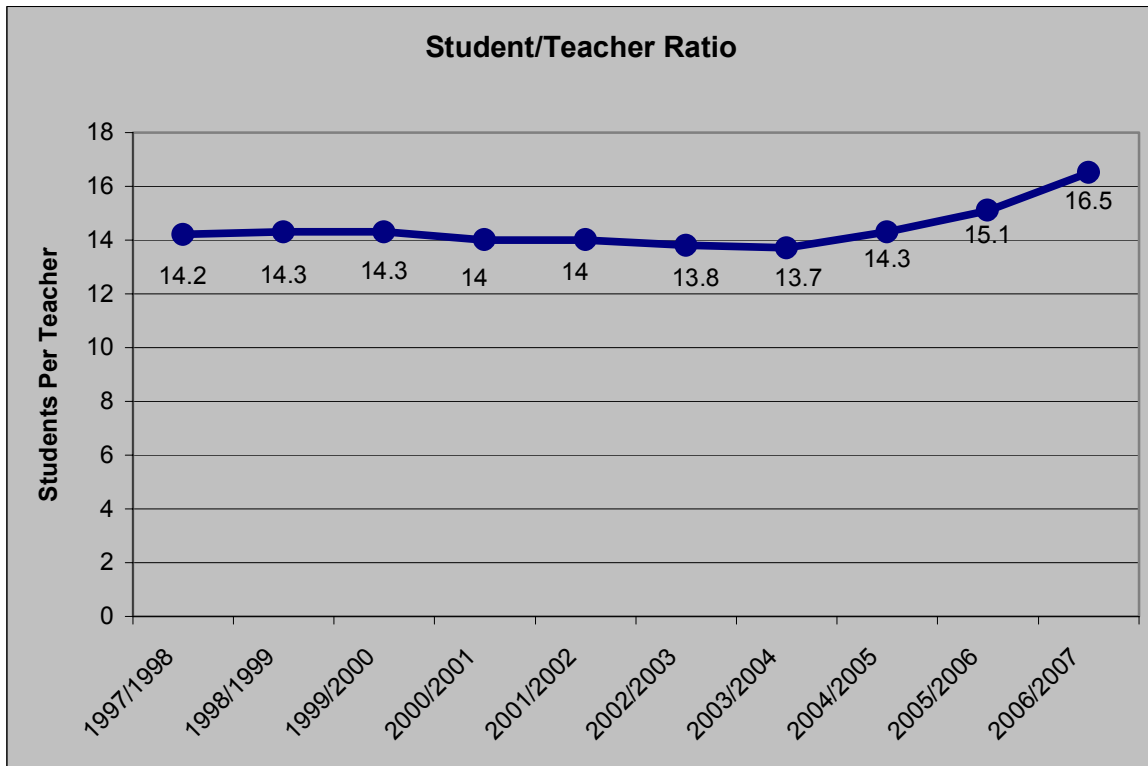
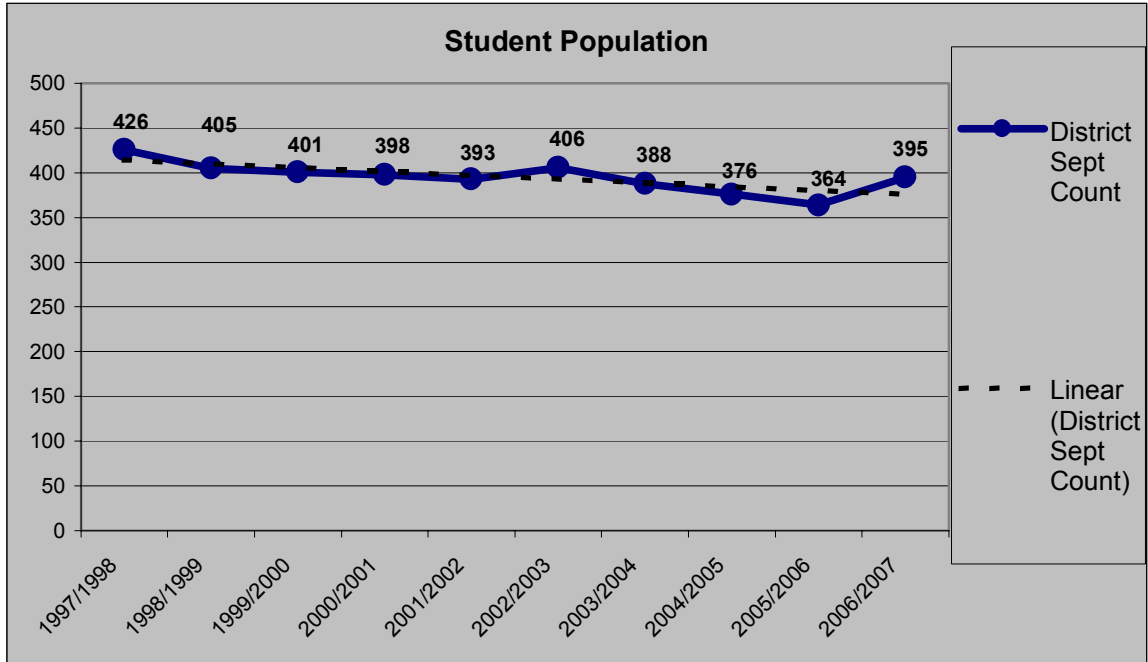
Denise Bartlett: Media Center/English
David Beall: H.S. Special Ed.
Brendan Biolo: Social Studies
Tim Bliss: Science
Kris Bray: Music
Shane Burbach: 2nd Grade
Ron Calovecchi: 6th Grade
Marcey Carlson: Elem.Special Ed/Reading
Marcie Cox: 4th Grade
Diane Culter: Art/Yearbook/Computer Graphics
Joel Flint: Math/Industrial Arts
Ruth Hallstrom: 1st Grade

Shannon Hancock: Science/Social Studies
Christy Keenen: 3rd Grade
Melody Kruger: English
Chris Messano: Physical Ed./Health
Sue Meyer: Middle School
Sue Mohrman: M.S. Special Ed/Coordinator
Kathy Morris: Business/Technology
Laura Taskey: 4th/5th Grade
Meredith Thompson: 1st Grade
Patty Tyner: 5th Grade
Dan Walch: Math/Science
Lynda Wiklanski: Kindergarten

School District Data 2006/2007

District Size (square miles):	229.6
District Population:	2,191
District Taxable Value:	\$55,272,893
School Building Size (square feet):	80,000 sq. ft.
Student Population	
Elementary Student Population:	175
Middle/High School Population:	220
District Total Student Population:	395
Professional Staff	
Elementary Teachers:	9
Middle/High School Teachers:	15
Total Teachers:	24
Support Staff:	
Business Manager	1
Auxiliary Service Director	1
Elementary Assistant	1
Middle School/High School Assistant	1
Building Maintenance	1/3
Food Service	1
Paraprofessionals:	8
Bus Mechanic	1
Bus Drivers	6
Central Administration:	
Superintendent:	1
Principal/A.D.	1
Student/Administrator Ratio:	197.5 Students/Administrator
Student/Teacher Ratio:	16.5 Students/Teacher

District Data Trends



School Accreditation Status

Michigan changed the statewide accountability system to track adequate yearly progress of public schools starting in the 2001-2002 school year. The “No Child Left Behind Act of 2001” provides specific requirements for determinations of Adequate Yearly Progress (AYP) and building report card grades. A building makes AYP and is assigned a report card grade for a particular year based on achievement if at least a certain percentage of students meets or exceeds state standards on the Michigan Educational Assessment Program (MEAP) tests. These percentages are different for each subject as well as each grade level tested. This allowable percentage will increase over the years until it reaches 100% for all subjects and grade levels in 2014. AYP and grades are also determined by requiring at least 95% of the students to participate in the state assessments, requiring an acceptable attendance rate, an acceptable graduation rate, and by criteria in several areas such as parent involvement activities and educational programming.

Below is a chart showing AYP and report card grades for the 2006-2007 school year.

Adequate Yearly Progress

Level	Met Adequate Yearly Progress
Elementary	Yes
Middle School	Yes
High School	Yes

Michigan School Report Cards

Level	State Report Card Grade
COMPOSITE GRADE	B
Elementary	B
Middle School	B
High School	B

ACT Data

Superior Central also utilizes the ACT (American College Testing) assessment. The ACT test is given to juniors and seniors planning to attend college. Students are tested on English, math, reading, and science reasoning. The scores reflect high order thinking skills required to be successful as a college freshman. Listed below are the average ACT composite scores of Superior Central students who reported taking an academic core of classes as compared to State and National averages.

Year	Superior Central Average	State Average
2002-2003	20.9	21.3
2003-2004	19.6	21.4
2004-2005	23.3	21.4
2005-2006	21.6	21.5
2006-2007	22.4	21.5

MEAP Data

Each year students in specific grade levels take the Michigan Educational Assessment Program (MEAP) tests to evaluate their performance in the core areas of reading, writing, mathematics, science, social studies, and English language. The district's MEAP results for the past four years are indicated below. *Where the score is blank, the test was not administered.*

MME Data

The Michigan Merit Examination (MME) is the state assessment administered to all students enrolled in Grade 11 in March of each year. The MME consists of three major components: the ACT college entrance examination, the WorkKeys job skills assessments in reading and mathematics, and Michigan assessments in mathematics, science, social studies, and persuasive writing. The combined MME assessment measures student learning in the Michigan high school standards, benchmarks, and core content expectations. *High school MME scores are reported as raw numbers of students, not percentages, and are reported at four performance levels.*

High School MEAP Data

				MME Data
Math	2004	2005	2006	2007
Level One - Exceeded MI Standards	6%	7%	0%	1
Level Two - Met MI Standards, or Proficient, or Satisfactory	58%	55%	24%	9
Level Three - At Basic Level, or Novice, or Moderate	13%	23%	27%	8
Level Four - Apprentice, Low	23%	16%	49%	3
Reading	2004	2005	2006	2007
Level One - Exceeded MI Standards	13%	13%	0%	0
Level Two - Met MI Standards, or Proficient, or Satisfactory	48%	81%	57%	16
Level Three - At Basic Level, or Novice, or Moderate	19%	7%	16%	3
Level Four - Apprentice, Low	19%	0%	27%	2
Science	2004	2005	2006	2007
Level One - Exceeded MI Standards	10%	16%	6%	1
Level Two - Met MI Standards, or Proficient	52%	61%	37%	11
Level Three - At Basic Level, Novice	10%	19%	31%	6
Level Four - Apprentice, Low	29%	3%	26%	3
Social Studies	2004	2005	2006	2007
Level One - Exceeded MI Standards	0%	0%	4%	7
Level Two - Met MI Standards, or Proficient	13%	45%	36%	13
Level Three - At Basic Level, Novice	35%	32%	33%	1
Level Four - Apprentice, Low	48%	23%	27%	0
Writing	2004	2005	2006	2007
Level One - Exceeded MI Standards	0%	10%	6%	0
Level Two - Met MI Standards, or Proficient	48%	71%	33%	7
Level Three - At Basic Level, Novice	52%	19%	46%	12
Level Four - Apprentice, Low	0%	0%	15%	2
English Language	2004	2005	2006	2007
Level One - Exceeded MI Standards			0%	0
Level Two - Met MI Standards, or Proficient			45%	13
Level Three - At Basic Level, Novice			30%	5
Level Four - Apprentice, Low			24%	3

Social Studies-Grade 9	2004	2005	2006	2007
Level One - Exceeded MI Standards			26%	24.4%
Level Two - Met MI Standards, or Proficient			45%	61%
Level Three - At Basic Level, Novice			23%	12.2%
Level Four - Apprentice, Low			6%	2.4%

Middle School MEAP Data

Math 8th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards	64%	29%	27%	18.9%
Level Two - Met MI Standards, or Satisfactory	27%	36%	36%	62.2%
Level Three - At Basic Level, or Moderate	9%	29%	30%	18.9%
Level Four - Apprentice, or Low	0%	7%	6%	0%
Science 8th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards	14%	25%	33%	35.1%
Level Two - Met MI Standards, or Proficient	77%	54%	64%	62.2%
Level Three - At Basic Level, or Novice	9%	21%	3%	2.7%
Level Four - Apprentice, or Low	0%	0%	0%	0%
Social Studies 8th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards	5%	11%		
Level Two - Met MI Standards	32%	14%		
Level Three - At Basic Level	27%	39%		
Level Four - Apprentice, or Low	36%	36%		
English Language 8th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			6%	16.2%
Level Two - Met MI Standards, or Satisfactory			70%	70.3%
Level Three - At Basic Level, or Moderate			24%	13.5%
Level Four - Apprentice, or Low			0%	0%
Reading 8th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			21%	45.9%
Level Two - Met MI Standards, or Satisfactory			73%	37.8%
Level Three - At Basic Level, or Moderate			6%	16.2%
Level Four - Apprentice, or Low			0%	0%
Writing 8th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			3%	0%
Level Two - Met MI Standards, or Satisfactory			67%	81.1%
Level Three - At Basic Level, or Moderate			24%	18.9%
Level Four - Apprentice, or Low			6%	0%
Reading 7th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards	13%	10%	11%	27.6%
Level Two - Met MI Standards, or Satisfactory	53%	73%	86%	55.2%
Level Three - At Basic Level, or Moderate	20%	10%	0%	10.3%
Level Four - Apprentice, or Low	13%	8%	3%	6.9%
English Language 7th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			0%	10.3%
Level Two - Met MI Standards, or Satisfactory			89%	62.1%
Level Three - At Basic Level, or Moderate			8%	24.1%
Level Four - Apprentice, or Low			3%	3.4%
Math 7th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			28%	34.5%
Level Two - Met MI Standards, or Satisfactory			42%	31%
Level Three - At Basic Level, or Moderate			31%	31%
Level Four - Apprentice, or Low			0%	3.4%

Writing 7th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards				0%
Level Two - Met MI Standards, or Satisfactory				51.7%
Level Three - At Basic Level, or Moderate				37.9%
Level Four - Apprentice, or Low				10.3%
Math 6th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			30%	26.5%
Level Two - Met MI Standards, or Satisfactory			52%	35.3%
Level Three - At Basic Level, or Moderate			17%	26.5%
Level Four - Apprentice, or Low			0%	11.8%
Social Studies 6th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			61%	55.9%
Level Two - Met MI Standards			30%	35.3%
Level Three - At Basic Level			4%	5.9%
Level Four - Apprentice			4%	2.9%
English Language 6th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			35%	23.5%
Level Two - Met MI Standards, or Satisfactory			65%	52.9%
Level Three - At Basic Level, or Moderate			0%	17.6%
Level Four - Apprentice, or Low			0%	5.9%
Reading 6th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			57%	55.9%
Level Two - Met MI Standards, or Satisfactory			43%	26.5%
Level Three - At Basic Level, or Moderate			0%	5.9%
Level Four - Apprentice, or Low			0%	11.8%
Writing 6th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			13%	0%
Level Two - Met MI Standards, or Satisfactory			78%	70.6%
Level Three - At Basic Level, or Moderate			9%	17.6%
Level Four - Apprentice, or Low			0%	11.8%

Elementary MEAP Data

Math 5th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			36%	21.2%
Level Two - Met MI Standards, or Satisfactory			36%	39.4%
Level Three - At Basic Level, or Moderate			19%	30.3%
Level Four - Apprentice, or Low			8%	9.1%
Science 5th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards	19%	32%	31%	24.2%
Level Two - Met MI Standards, or Proficient	61%	55%	36%	60.6%
Level Three - At Basic Level, or Novice	19%	14%	31%	15.2%
Level Four - Apprentice, or Low	0%	0%	3%	0%
Social Studies 5th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards	3%	0%		
Level Two - Met MI Standards	26%	27%		
Level Three - At Basic Level	26%	36%		
Level Four - Apprentice, or Low	45%	36%		
English Language 5th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			17%	6.1%
Level Two - Met MI Standards, or Satisfactory			47%	63.6%
Level Three - At Basic Level, or Moderate			31%	30.3%
Level Four - Apprentice, or Low			6%	0%

Reading 5th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			42%	24.2%
Level Two - Met MI Standards, or Satisfactory			33%	57.6%
Level Three - At Basic Level, or Moderate			22%	12.1%
Level Four - Apprentice, or Low			3%	6.1%
Writing 5th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			3%	3%
Level Two - Met MI Standards, or Satisfactory			42%	45.5%
Level Three - At Basic Level, or Moderate			53%	51.5%
Level Four - Apprentice, or Low			3%	0%
Math 4th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards	30%	43%	30%	23.5%
Level Two - Met MI Standards, or Satisfactory	50%	40%	44%	67.6%
Level Three - At Basic Level, or Moderate	10%	15%	26%	8.8%
Level Four - Apprentice, or Low	10%	3%	0%	0%
Reading 4th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards	40%	25%	15%	41.2%
Level Two - Met MI Standards, or Satisfactory	45%	63%	77%	47.1%
Level Three - At Basic Level, or Moderate	15%	8%	7%	11.8%
Level Four - Apprentice, or Low	0%	5%	0%	0%
Writing 4th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards	5%	5%	0%	5.9%
Level Two - Met MI Standards	60%	38%	52%	17.6%
Level Three - At Basic Level	35%	45%	47%	32.4%
Level Four - Apprentice or Low	0%	13%	0%	44.1%
English Language 4th Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			4%	14.7%
Level Two - Met MI Standards			88%	55.9%
Level Three - At Basic Level			7%	26.5%
Level Four – Apprentice or Low			0%	2.9%
Math 3rd Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			36%	32%
Level Two - Met MI Standards			61%	28%
Level Three - At Basic Level			3%	36%
Level Four – Apprentice or Low			0%	4%
Reading 3rd Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			48%	48%
Level Two - Met MI Standards			52%	40%
Level Three - At Basic Level			0%	12%
Level Four – Apprentice or Low			0%	0%
Writing 3rd Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			6%	4%
Level Two - Met MI Standards			36%	48%
Level Three - At Basic Level			48%	32%
Level Four – Apprentice or Low			9%	16%
English Language 3rd Grade	2004	2005	2006	2007
Level One - Exceeded MI Standards			21%	20%
Level Two - Met MI Standards			67%	52%
Level Three - At Basic Level			12%	28%
Level Four – Apprentice or Low			0%	0%

Teacher Certification

All of the teachers at Superior Central Schools are certified by the State of Michigan to teach the subjects and grade levels to which they have been assigned.

Highly Qualified Teacher Status

All of the teachers at Superior Central Schools are certified and highly qualified to teach the classes to which they have been assigned.

Parent Participation

Formal parent-teacher conferences are scheduled twice per year (once each semester). Parents are notified of these dates through the following means:

- School Calendar
- Individual parent contact by teacher
- Notes sent home with students
- School Newsletter
- School Website

The following is the percentage of parent (guardian) participation in parent-teacher conferences over the past four years:

Level	2003/2004	2004/2005	2005-2006	2006-2007
Elementary	79%	95%	85%	91%
Middle/High School	47%	58%	48%	34%

Superior Central has a parent involvement policy (Policy #9250) encouraging parent participation in their child's education. The policy states the education of children is a responsibility shared by the school and the parents.

Through No Child Left Behind (NCLB) legislation, parents have the right to request information on the professional qualifications of their child's classroom teacher and any Title I paraprofessionals who provide service to the child. Parents have the right to know:

1. If the teacher has met state licensing for the grade level and subject area(s) taught
2. Whether the teacher is teaching under an emergency or provisional status
3. The undergraduate degree major of the teacher and the graduate certifications.

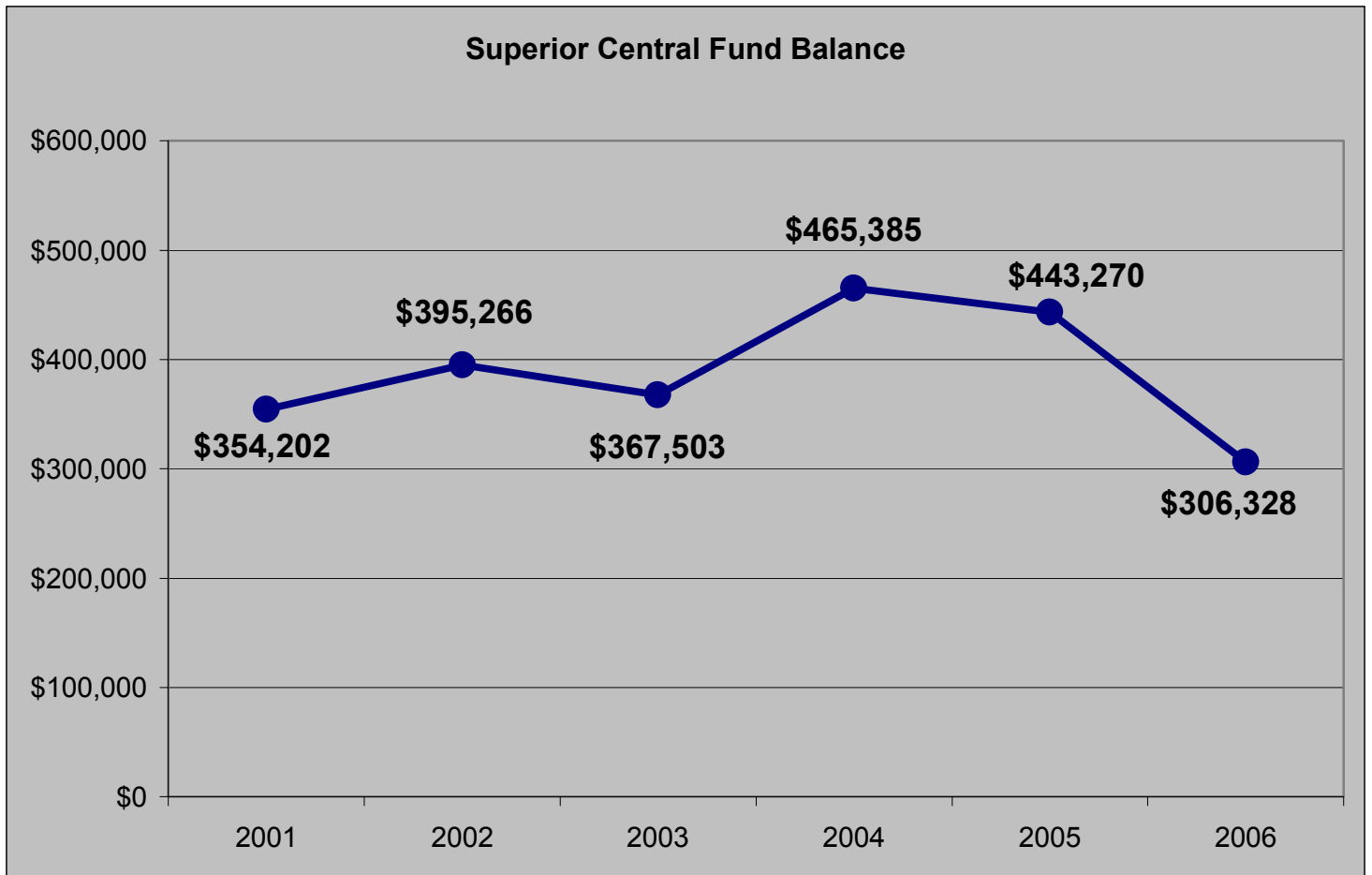
Pupil Retention

The one-year high school drop out rate, retention rate, and graduation rate for 2006-2007 is identified below:

Class Drop Out Rate	0%
Class Retention Rate	99%
Estimated 4-Year Graduation Rate	100%

Superior Central adheres to the concept of inclusive education and incorporates its special education students into the regular classroom. Superior Central is recognized as an area leader in inclusive education.

Fiscal Status



District Awards and Honors (past 5 years)

- Industrial Arts
 - 7 students' projects qualified for State Level Competition - 2007
- Band
 - 2 students qualified for State Competition - 2007
- Middle School Science Olympiad
 - Regional (Upper Peninsula) Champions Eighteen (18) Consecutive Years 1989-2006
- High School Science Olympiad
 - Regional (Upper Peninsula) Champions (2001, 2002, 2003, 2004, 2006, and 2007)
 - Qualified for State Level Competition (1993, 1995, 2000, 2001, 2002, 2003, 2004, 2005, 2006, and 2007)
- Athletics
 - All-State (6 students qualified) – Track - 2006
 - All-State (2 students qualified) – Cross Country - 2005
 - Academic All-State (3 students qualified) – Cross Country - 2005
 - Academic All-State (Boys 1st place) – Cross Country - 2005
 - Academic All-State (Girls 3rd place) – Cross Country - 2005
 - MHSAA/Meemic Good Sports Are Winners Sportsmanship Award - 2006
 - Volleyball C.U.P. Conference Team Sportsmanship Award - 2006
 - District Champions Boys Basketball Team - 2005, 2006
 - U.P. Champions – Girls Cross Country - 2002
- Art
 - 4 Middle School students received an Outstanding Artistic Achievement Award - 2002
 - 5 High School students received an Outstanding Artistic Achievement Award - 2002
- Misc. Student Awards
 - Kathleen Johnson-Western Michigan University Medallion Scholar (\$40,000) - 2005
 - Kathleen Johnson Awarded Mining Journal Scholarship “Student of the Year” - 2005
 - Middle School Service Learning Project - 2005
 - 3 Students selected for Summer Institute - 2002
 - 1 TDS Essay Winner - 2002
 - 1 Milestones of Freedom Winner - 2002
 - 1 Student received 32 college credits before graduating from high school - 2002
 - In 2003-2004 the middle school students raised over \$3000 in the St. Jude's Mathathon
- MASSP Class D Secretary of the Year 2003 - Barb Morgan
- 15 MAYF Excellence in Teaching Awards 1994-2007
- 6 MAYF Excellence in Administration Professional Development Awards 1994-2003
- 26 MAYF Excellence in Education Student Scholarships 1994-2007
- Over 50% of graduates have earned Michigan Merit Awards

Specialized Schools

Superior Central High School students may attend Jacobetti Vocational Skills Center for specialized vocational/technical training. Internship opportunities are also available to eligible juniors and seniors. Students are assigned to these schools by individual application.

Classes not otherwise available are offered online through Michigan Virtual High School.

Dual enrollment (college credit) opportunities are available to eligible high school students. Five secondary students enrolled in one or more post-secondary courses during the 2006-2007 school year.

Students have the opportunity to participate in advanced placement (AP) classes offered online through Michigan Virtual High School. One student took advantage and participated in these classes during the 2006-2007 school year.

Media Center

The Superior Central Media Center has a full range of technological resources including membership in the Upper Peninsula Regional Library cooperative. Through this service, Superior Central Students have access to over one million volumes.

Community Use of School Facilities

All district facilities are available for community use in accordance with Board policies. Specific procedures must be followed when requesting the use of district facilities. The procedures and facility use forms are available in the central office.

Core Curriculum

In order to comply with State law, the Board of Education shall adopt a core curriculum, which is to be based on the Model Core Curriculum developed by the State Board of Education.

Should the core curriculum vary from the State model, the description of the core curriculum is to be accompanied by an explanation of the District's variations from the model and shall verify that no attitudes, beliefs, or value systems are included in the curriculum that are not essential in the legal, economic, and social structure of our society and to the personal and social responsibility of citizens of our society.

Pupil Assignment

SCHOOLS OF CHOICE PROGRAM (Inter-District)

The Board of Education has determined that it will allow nonresident students, residing within the Marquette-Alger RESA or contiguous Districts but whose parent(s) does not reside in the District, and who qualify, to enroll in the District through a Schools of Choice program during the forthcoming school year. Furthermore, the Board has determined that it will also allow nonresident students, residing in intermediate school districts contiguous to the Marquette-Alger RESA to enroll in the District through School of Choice Program during the forthcoming year, provided they qualify.

The Board shall review this decision annually based on information provided by the Superintendent concerning the availability of space in each of the district's schools and programs. The Board shall determine and publish whether or not it will accept applications for enrollment by new constituent district students, contiguous district students, or tuition students by the second Friday in August for the next school year. The Board may, at its option, choose to accept Schools of Choice students for any second semester openings. Openings for second semester must be published two (2) weeks prior to the end of the first semester.

Any constituent or contiguous district students who were enrolled during the previous school year or semester under a Schools of Choice program will be permitted to enroll for the next school year.

DEFINITIONS

The following definitions will apply to the District's Schools of Choice program.

- A. **Constituent District**
A school district located within the Marquette-Alger Regional Educational Service Agency (MARESA).
- B. **Contiguous Intermediate School District**
A school district within a different ISD, which borders on the Marquette-Alger Regional Educational Service Agency.
- C. **Home District**
A nonresident student's district of residence within the Regional Educational Service Agency.
- D. **Contiguous District**
A school district which borders on the District, but is in a different ISD.
- E. **Constituent-District Student**
A student who is a legal resident or otherwise legally entitled to attend school in another school district within the Regional Educational Service

Agency who does not have a parent residing in the District and who seeks admission to this District under Schools of Choice.

- F. Contiguous District Student
A student who is a legal resident of, or otherwise legally entitled to attend school in, a district within any intermediate school district which borders on the Marquette-Alger Regional Educational Service Agency; does not have a parent residing in the District; and seeks admission to the District under the Schools of Choice Program.
- G. Program Size
The enrollment or size restrictions in a specific program, course, class or building. The District reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain a proper learning environment, and comply with contracts, grants and applicable laws and regulations.
- H. Resident Student
A student who is a legal resident of this District and is consequently entitled to attend school in this District in accordance with Policy 5111 – Eligibility of Resident/Nonresident Students.
- I. Tuition Student
A student who resides outside the Marquette-Alger Regional Educational Service Agency and has enrolled or seeks to enroll in this District upon payment of the established tuition fee.

The Board shall review this decision annually based on information provided by the Superintendent concerning the availability of space in each of the District's schools and programs. The Board shall determine by June 1st whether or not it will accept applications for enrollment by nonresident students for the next school year. If the Board determines that there will be a limited number of positions available in a grade, school, or program, the District shall, by the second Friday in August, establish and publicize a fifteen (15) day period during which applications will be accepted and the place and manner for submitting applications. If the Board determines that there are unlimited positions available in a grade, school, or program, applications shall be accepted through the first week of school. The MARESA has applied for extensions on behalf of its constituent districts.

If the Board determines that for a forthcoming school year that no space is available for a Schools of Choice program, students who have been enrolled in the District through such a program may or may not be able to continue their enrollment, depending upon the number of new resident students enrolling for the coming school year. If fewer spaces exist than in the preceding school year, the Superintendent shall determine on a random-selection basis which non-resident students may enroll for the coming school year.

The Superintendent shall annually determine the number of available enrollments (if any) for non-resident students under this policy and shall convey that information to the Board by no later than its May Board meeting. The Board shall then make its decision by no later than June 1st.

If the Board determines during the first semester of a school year that space will be available for a Schools of Choice Program and students, other than those already entitled to preference because they made timely application before the school year began, can be enrolled for the second semester, then the District will accept applications and enroll qualifying nonresident students provided those nonresidents comply with the registration deadlines established in the administrative guidelines.

ENROLLMENT OF NONRESIDENT STUDENTS

- A. If the number of applications for admission from nonresident students exceeds the number of available enrollment opportunities, nonresident students shall be selected for admission using a random selection process.
- B. Enrollment priority shall be given to a sibling of a nonresident student already admitted under this program.
- C. Tuition students shall be included in the determination of class and program size prior to accepting Schools-of-Choice students.
- D. Before a contiguous district student who is eligible for special education programs and services will be accepted, there must be a separate written agreement between the district of residence and the accepting district specifying the responsibility for paying the added costs of the special education programs and services.
- E. Enrollment is not available to any nonresident student who has been suspended, expelled or otherwise released or excluded from his/her home district for disciplinary reasons.

RELEASE OF RESIDENT STUDENTS

- A. The Board shall release any resident student who wishes to apply for enrollment in a constituent district under its Schools of Choice program. The Superintendent shall ensure that the records of a resident student who transfers to a constituent district are sent promptly to the other district.
- B. The Superintendent shall inform the State Department of Education should the number of resident students transferring to constituent districts under a Schools of Choice program exceed ten percent (10%) of the District's resident student population.
- C. This policy shall be reviewed annually on or before May 1st.

School Improvement Plan

I. INTRODUCTION

District School Improvement Team

- | | |
|---------------------|--------------------------------|
| 1. Mary Kay Wanska | Superintendent/Elem. Principal |
| 2. William Saunders | 6-12 Principal |
| 3. Tamera Shega | Board Member |
| 4. Denise Bartlett | Media Director |
| 5. Sue Mohrman | Teacher |
| 6. Shannon Hancock | Teacher |
| 7. Sharon Vierk | Support Staff Representative |
| 8. Heidi Swajanen | Board Member |
| 9. Jen Elsenbroek | Parent |

II. GOALS / ACTION PLAN

The following are goals for the district and an action plan for accomplishing them.

1. Students will demonstrate improved reading skills.

Desired Outcome: All students will achieve one year of academic growth in reading for one year of instruction.

<u>Strategies & Activities</u>	<u>Responsible Persons</u>	<u>Timeline</u>	<u>Status / Evaluation</u>
All staff will be knowledgeable and kept current on the Michigan Curriculum Frameworks. Lessons will be planned to meet the goals.	Superintendent, Principal, School Improvement Team	Ongoing	All teachers have copies of the frameworks.
Additional materials will be purchased and all teachers will increase students' exposure to reading opportunities. Exposure will include technology and the internet as well as books and periodicals.	Principal, School Improvement Team, Teachers	Ongoing	Additional materials are being purchased annually. Teachers are utilizing silent sustained reading and accelerated reader in addition to their regular reading instruction. Some, though not all teachers, are utilizing technology and the internet.

All teachers will be provided professional development opportunities in reading including but not limited to, reading conferences, MLPP training, and observations of other teachers within and outside the district.	Principal, School Improvement Team, Teachers	Ongoing	All teachers are provided the opportunity to attend the reading conference at NMU in October, some teachers have taken advantage of observations, 8 of 9 elementary teachers have MLPP training with 1 of them being a trainer.
All teachers will know the types of questions on the MEAP and MME tests. Sample questions will be provided to all teachers so they can better prepare students for the tests.	Principals	Ongoing	In Progress

2. Students will demonstrate improved math skills.

Desired Outcome: An increased percentage of students will score satisfactory or above on the math section of the MEAP and MME tests.

<u>Strategies & Activities</u>	<u>Responsible Persons</u>	<u>Timeline</u>	<u>Status / Evaluation</u>
All staff will be familiar and kept current on the Michigan Curriculum Frameworks. Lessons will be planned to meet the goals.	Superintendent, Principals, School Improvement Team	Ongoing	
All teachers will know the types of questions on the MEAP and MME tests. Sample questions will be provided to all teachers so they can better prepare students for the tests.	Principals, MEAP Coordinator	Ongoing	

III. CURRICULUM ALIGNMENT CORRESPONDING WITH GOALS

There are district curriculum committees working in the core academic areas that are continually updating and aligning the curriculum with the state model core/academic curriculum. Non-core academic areas also have review committees. Final recommendations will be brought to the board of education for adoption.

<u>Level</u>	<u>Curriculum Area</u>	<u>Adoption Date Goal</u>	<u>Date Adopted</u>
Elem. (K-5)	Reading/Lang Arts		June 2008
	Math		June 2009
	Social Studies		June 2010
	Science		June 2011
Sec. (6-12)	Math		June 2007
	Language Arts		June 2007
	Social Studies		June 2007
	Science		June 2007
	Non-Core		June 2007

IV. EVALUATION PROCESS

Each year the district school improvement team updates, monitors and reviews the current 3-year school improvement plan to determine if progress is being made toward accomplishing its goals. The team meets at least once per month and determines if revisions or enhancements to the plan are required to meet new legislative mandates or newly developing district needs. The review status is indicated in Section II.

V. STAFF PROFESSIONAL DEVELOPMENT PLAN

The district meets or exceeds the state requirements for continuing professional development and provides new teachers with mentors during their first years of teaching. In addition, the district has scheduled five full days for staff professional development for the 2007-08 school year.

VI. DEVELOPMENT AND USE OF COMMUNITY RESOURCES AND VOLUNTEERS

The Superior Central School District encourages and utilizes volunteers as much as possible. The principal and teachers work to match the interests of volunteers with staff and school needs. Examples of some of the ways in which volunteers and community resources are utilized in the Superior Central School District are as follows:

- * Classroom resource speakers
- * Classroom aides and tutors
- * Field trip and other school activity chaperones
- * Athletic Booster Club
- * Music Boosters
- * School forest development and curriculum
- * Development of a Sports Complex
- * Community organized and operated Softball and Baseball teams

VII. THE ROLE OF ADULT & COMMUNITY EDUCATION, LIBRARIES, AND UNIVERSITIES/COMMUNITY COLLEGES IN THE LEARNING COMMUNITY

The Superior Central District does not have an Adult and Community Education Program.

The role of the public and school libraries as well as Northern Michigan University are always a critical part of the expanded teaching and learning for our students. The role of the libraries and community colleges in the district are somewhat limited due to geographic distances and lack of resources within the school district's boundaries. Our students are encouraged to seek out and utilize public and private library and university resources.

The Superior Central School District library is online electronically with other library resources through the Upper Peninsula Regional Library Consortium. We encourage teachers and students to become effective users of these resources.

Students at Superior Central also have access to dual enrollment opportunities at Northern Michigan University, Bay de Noc Community College, and on-line courses over the Internet.

VIII. BUILDING LEVEL DECISION MAKING PROCESSES USED

The Superior Central School District encourages shared decision making at all levels. This is demonstrated through various committees such as the curriculum committees, technology committee and school improvement team. Their input is part of the decision-making process and leads to consensus building for the district's educational issues. The committees listed below are representative of shared decision making:

A. Committees

- School Improvement Team
- Technology Committee
- Curriculum Committees
- Crisis Response Team
- Student Assistance Committee

B. Plans for Improving this Issue

The district provides opportunities for involvement in shared decision making. While the opportunities are there, a limited number of people are active in the committees. The district's administrators will address this by stressing the importance of involvement by all staff and encouraging all teachers to participate in these opportunities.

IX. IDENTIFICATION OF ADULT ROLES FOR WHICH GRADUATES NEED TO BE PREPARED

The Superior Central School District has adopted the Michigan Department of Education's Broad Student Outcomes as the adult roles for which graduates need to be prepared. The district has also developed what we feel is the description of the Model Graduate. The district school improvement team intends to continue to gather data/feedback from graduates and local employers to see if these roles remain relevant for graduates of this district.

Superior Central Model Graduate

The model graduate is an individual whose characteristics provide him or her with the skills, abilities, and attitudes necessary to be successful at home, at work, and in the community.

He or she:

- is self-aware, self-motivated and flexible
- adapts to a variety of situations, problems and contexts
- is committed and compassionate
- demonstrates appreciation for the diverse contributions, abilities and limitations of others and works collaboratively
- is responsible, purposeful and tenacious
- loves learning and seeks to continue learning
- assumes leadership when appropriate
- integrates knowledge from a variety of sources in accomplishing a task
- makes wise and informed decisions
- selects and carries out an effective course of action

- recognizes and can produce a quality product
- values and practices wellness

X. IDENTIFICATION OF SKILLS AND EDUCATION NEEDED TO FULFILL THESE ADULT ROLES

The district curriculum committees continuously align and adjust the curriculum to reflect the skills and educational needs that need to be developed to fulfill these adult roles and competencies. These committees determine whether or not the skills and education graduates would need are being addressed at the proper level through the curriculum, on-the-job learning opportunities, technology, and/or assessment studies.

XI. DOES EXISTING CURRICULUM PROVIDE STUDENTS WITH THE SKILLS AND EDUCATION TO FULFILL THE ADULT ROLES

- Assessment Data: The assessment data being used by the district to determine if our curriculum is providing students with the skills and education to fulfill the adult roles we have identified are the MEAP and MME tests.

XII. DEVELOPMENT OF ALTERNATIVE/AUTHENTIC ASSESSMENTS

The Superior Central School District uses several alternate/authentic assessments. In addition to the above-mentioned assessments, the following types of assessments are utilized:

- Group Projects
- Individual Projects
- Demonstrations
- Performances
- Student Writings
- Oral Presentations
- Teacher Observations
- Teacher Developed Tests

In addition, teachers and administrators have had the opportunity to attend in-services and work on alternative assessments.

XIII. EFFECTIVE USE OF TECHNOLOGY

A. Ways of Improving Learning and Delivery of Services: The Superior Central School District is continually examining its use of technology in the teaching and learning process. The district is working to increase the use and integration of technology throughout the curriculum to improve student learning. The district has a technology plan, which is reviewed and revised annually. A copy of the technology plan can be found in the Superintendent's Office or on the school's website: superiorcentralschools.org.

B. Methods of Integrating Technology Into the Curriculum: Technology is currently being integrated into the curriculum at several levels. Plans for increasing that integration into teaching and learning are as follows:

Technology Program/Activity	Level:			Current Status	Future Plans
	Elem.	Middle	High		
Computers in elementary classrooms	X			Each elementary classroom has at least one computer.	Continue to expand the available computers in each classroom
Computer classes for middle school students		X		All middle school students are required one semester of computer applications.	Continue this requirement and work to expand the opportunities for middle school
Computer classes for high school students			X	All high school students are required to take one full year BMA which includes the use of computers.	Continue to require one semester of computers for graduation
Computer class opportunities for high school students			X	Classes offered include: BMA, BST II, Accounting, Computer Graphics	Continue to look for opportunities to expand the available options for students
Computer Labs	X	X	X	An elementary lab is available for keyboarding & basic word processing. The high school lab is open and available to all levels when not scheduled for a class.	Continue to make the labs available and increase the usage by students and teachers. Add a second lab for MS/HS use
Computers in the Media Center	X	X	X	Several computers are available throughout the day in the Media Center	Increase the number of available computers and increase the usage by students and teachers
Interactive learning opportunities through NMU, Distance Learning System and e-text	X	X	X	Available to all grade levels	Encourage more extensive usage of these systems
Michigan Virtual High School			X	Available to all 9-12 grade levels	Continue to offer classes through MVHS that are not offered in school
Schoolnotes.com		X	X	All Middle/High School Teachers maintain a website through schoolnotes.com	Increase awareness that lesson plans, assignments, and homework are available for all parents and students to view online

XIV. OPPORTUNITIES FOR ON-THE-JOB LEARNING COMBINED WITH CLASSROOM INSTRUCTION

Apprenticeships and internships that are currently being utilized and plans for future development are listed below:

<u>Program</u>	<u>Grades</u>	<u>Current Status</u>	<u>Future Plans</u>
Jacobetti Skill Center	11-12	Utilized by several students each year	Continue to participate and increase usage as appropriate
Individual Internships (in school or surrounding communities)	11-12	Utilized by several students each year	Continue internships and increase opportunities as available
Student Aides	11-12	Utilized by several students each year	Continue to make available
Job Shadowing	7-12	Limited Participation	Increase the number of opportunities and the number of students participating
Career Prep	11-12	All students in grades 11-12 are provided information relating to careers	Continue to provide current and additional information on careers
	7-12	Students are learning and utilizing electronic EDP's	Continue with electronic EDP's and utilizing them in developing student's academic schedules

XV. THE IMPLEMENTATION OF THE CORE CURRICULUM

Aligning the cognitive goals, instructional strategies, and assessment practices:

The Superior Central School District implements the state's core curriculum. Plans that address the alignment of the goals, instruction, and assessment (testing what you teach and teaching what you test) can be found under Part II (Goals and Action Plan).

XVI. SPECIFIC STRATEGIES TO ASSIST ALL LEARNERS TO MEET THE COGNITIVE GOALS OF THE DISTRICT

Additional resources that are available for students to meet the cognitive goals of the district are listed below:

Program	Grades	Status	Future Plans
<u>TITLE I</u> Teachers and Parapros	K-5	Ongoing	Provide students with ongoing assistance Summer School Programs
<u>31-A / AT RISK</u> Teachers, Parapros, Counseling	K-12	Ongoing	Reduce class size (elementary level) Tutoring during and beyond the regular school day
<u>SPECIAL EDUCATION</u> Teachers, Parapros, Social Worker, School Psychologist, Therapists	Ages 0-26	Ongoing	Continue to provide services to eligible students in accordance with state special education rules
<u>GIFTED & TALENTED</u> Summer Institutes, Science Olympiad, Programs/Assemblies	K-12	Ongoing	Continue to provide these opportunities within the limited available budgets

XVII. ADDITIONAL INFORMATION AND APPENDICES

A copy of the Superior Central Technology Plan as well as any other related information is available at the superintendent's office.