



Grass Lake
Community Schools

Annual Report

2007-2008



GRASS LAKE
COMMUNITY SCHOOLS
April 28, 2004

Vision: *Individual excellence inspired by tradition and innovation.*

The mission of the Grass Lake Community Schools is to provide a quality learning environment which will empower all students to meet their individual needs, discover their potential, and gain essential skills that will enable them to become responsible contributing citizens of our world.

- **We, the Grass Lake school community, are committed to and believe:**
- **In high standards in education, valued and supported by all.**
 - **In providing a safe, secure, healthy and positive learning environment.**
 - **In supporting and developing students intellectually, emotionally, socially and physically to meet their individual needs.**
 - **In the students' power to discover and develop their own unique potential as life-long learners.**

GRASS LAKE COMMUNITY SCHOOLS

DISTRICT PROFILE

The Grass Lake Community Schools was formed in 1952 upon the consolidation of fifteen small, independent school districts. The Village of Grass Lake, located in the center of the merging schools, became the focal point for the growing educational entity.

Today the district includes approximately 68 square miles and serves over 1,200 students in the Kindergarten through 12th grades. George Long Elementary School houses students in K-5. Students in grades 6-8 attend Grass Lake Middle School. Students 9-12 attend Grass Lake High School. The school district's primary services consist of education programs, enrichment and community activities. We employ approximately 120 experienced people and are supported by an annual budget of \$8.6 million.

The Grass Lake Community Schools enjoy a supportive relationship with its growing community. Commitment in the form of monetary support and community volunteers have made us Jackson County's best kept educational secret.

PARENT and COMMUNITY PARTICIPATION

Parents and community members play an essential role in our comprehensive school program. Community input is sought on a regular basis. Parents, businesses, senior citizens and community residents contribute valuable time, knowledge and energy to promote opportunities for students. PTO, the Warrior Club, Band Boosters, room parents, guest lecturing, and district-wide committee participation are but a few of the activities that rely on active parent and community participation.

A high commitment to the total school community has been prominent in the decisions made by the board, administrators and staff. These resources will continue to be utilized to facilitate sound decisions that will guide course offerings, activities and services to families and children of the Grass Lake Community Schools.

RETENTION AND DROP OUT

All public schools in Michigan are required to verify student enrollment by the fourth Wednesday in September and second Wednesday of February each year. Recently, the Department of Education has also required that districts record the percentage of students who drop out of the school system. The drop out rate at Grass Lake High School, for those students leaving the building and not attending another school, is 2%.

BOARD OF EDUCATION

Seven elected community members serve on the Grass Lake Board of Education. Meetings are held twice a month in order to take official action and study issues relating to the school. All meetings are open to the public. In an effort to meet the needs of the community, the Board of Education has established policies to comply with the Americans With Disabilities Act and equal opportunity concerns.

BOARD MEMBERS

Tim Waskiewicz, President
Florine Herendeen, Vice-President
John Paterra, Secretary
Tim Hennessy, Treasurer
Dana Adams, Trustee
Mark Burnett, Trustee
Darrell Hart, Trustee

DISTRICT GOALS

The professional staff and School Board of Grass Lake Community Schools believe that our graduates must have succeeded academically and have been involved in diverse experiences beyond the classroom. These indicators are such representation.

“K-12 Indicators of Success”

I. Increase achievement of ALL students in the academic content areas.

A. Develop grade level assessments for grades 3-12 that will include the 4 core content areas (*Local*)

1. Assessments administered in grades 3-4 by 2006; grades 5-8 by 2007; 9-12 by 2008
2. Collect/display this assessment data yearly
3. Show continuous growth
4. Design remediation strategies for low achievers
5. Compose an action plan for unsuccessful exit testers

B. MEAP - Michigan Educational Assessment Program (*State*)

1. Meet and/or exceed Adequate Yearly Progress (AYP)
2. In content areas of Mathematics, English Language Arts, Science and Social Studies:
 - a. Meet at a minimum the state average per each grade level test by 2005
 - b. By 2008, we will score at the 3rd quartile or above.

C. Standardized Assessment (*National*)

*American College Test:

- a. EXPLORE for 8th grade
- b. PLAN for 10th grade
- c. ACT for 11th/12th grade

*Scholastic Aptitude Test:

- a. PSAT for 11th grade
- b. SAT for 11th/12th grade

1. Increase the number of students testing on all tests
 - a. ALL 8th/9th graders will test (district covers costs)
2. Show continuous growth in scoring on all tests
3. Increase the average ACT score to 22 in 2006; 23 in 2007; 24 in 2008
4. Promote/support participation that increases odds of earning a National Merit Qualifier/Finalist

D. Advanced Courses/Enrichment Programs

1. Define at all levels including K-8 enrichment, Advanced Placement (AP), Honors, Dual Enrollment for GLHS
2. Survey students for requests of these courses
3. Study budget parameters and commitment to offer AP vs. Dual Enrollment
4. Enlist the input of Jackson Community College

E. Authentic Assessment

1. Portfolios
 - a. Study rubrics for each level K-4, 5-8, 9-12
 - b. Include “career choices” as part of rubric and presentation
 - c. Prepare for elementary and middle school exit portfolio by 2006
 - d. Continue as a graduation requirement
2. Other Authentic Assessment Examples
 - a. Research examples
 - b. Increase use of these types of assessments
 - c. Find ways to showcase the student’s understanding of content differently
 - d. Make Professional Development available to teachers researching these best practices

F. Post-Secondary Studies

1. Track the number of applications made
2. Track the number of accepted applications
3. Log the institutions chosen by graduates
4. Track post-secondary degree completions (graduates)

II. Expand participation in Fine Arts/Interscholastic Athletics/Extracurricular Activities

- Track progress using student participation numbers for each program.
 - Show continued improvement in the number of students participating in competitions.
 - Urge teachers/coaches to enroll our students in highly competitive arenas.
- A. Performing Arts
 1. Band
 - a. Instrumental
 - b. Jazz
 - c. Marching
 2. Choir
 - a. Honors
 - b. Ensemble
 3. Theater
 - B. Visual Arts
 1. 2D Design
 2. Graphic Arts
 3. Photography
 4. 3D Art
 - C. Athletics
 - D. Extracurricular
 1. School sponsored
 2. Non-school sponsored
 - a. Girl Scouts, Boy Scouts, soccer, dance, karate, etc.
 - E. Community Service for K-12 students – Merit Award Requirements
 - F. Work Experience
 1. Co-op
 2. Job Shadowing
 3. Career Prep exposure for all students K-12

III. Create a school culture and climate among ALL school personnel and students that supports improved student achievement

- A. Student Citizenship
 1. Decrease the number of discipline referrals and suspensions K-12
 2. Decrease the number of absences and tardies K-12
- B. Parental involvement programs; show continuous progress and collect data
 1. Parent-Teacher conferences
 2. Kindergarten Roundup
 3. 5th Grade Orientation
 4. 8th Grade Orientation
 5. Curriculum Council
 6. Elementary and Middle School PTOs, Warrior Club, HOPE, Band/Choir Boosters etc.
 7. Classroom support
 8. Volunteers after-school
- C. Student Recognition/Showcasing Talents
 1. Wall of Fame; Wall of Excellence in all 3 buildings
 2. Use newspapers and/or newsletters to showcase student talents and achievements
- D. Customer Satisfaction
 1. Affective Surveys
 - a. 40 Developmental Assets Survey (JCISD @ 4th, 8th, 11th grades)
 - b. Senior Exit
 - c. Parental
 - d. Teacher/Staff
 2. Adjust services based on survey results
 3. Share feedback with stakeholders

School Improvement Goals for 2007-2008
Aligned to “K-12 Indicators of Success”

District:

- Compose and administer core subject grade level assessments
 - ✓ Focus: Development of Remediation Programs and Strategies
- Integration of Work Experience
 - ✓ Focus: Career Pre Exposure for K-12 students
- Improve Student Citizenship
 - ✓ Focus: Student Recognition Programs

Grass Lake High School:

- Create and deliver common course assessments for grades 9-12
- Integrate Technology into Daily Instruction
- Improve 9-12 Writing Program

Grass Lake Middle School:

- Extend learning opportunities for students
- Provide support for delivered curriculum to students and parents
- Conduct weekly review of best practices and collaborative inquiry for staff
- Promote “Character” discussion
- Share the GLMS Promise
- Create a two-sided report card
- Expand Physical Education opportunities
- Increase school wide knowledge of current curriculum

George Long Elementary School:

- Common grade level assessment data collection
- School to Home Communication
- Community Service
- After school program, both academic and creative

CURRICULAR VISION

Grass Lake Community Schools believes that a good educational program provides many tools that help students learn. Our curricular standards and benchmarks align with the Michigan Department of Education's Frameworks which ensures that:

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Teachers know what is to be taught; | <ul style="list-style-type: none">• Children know what is to be learned; and | <ul style="list-style-type: none">• Assessments track the results of both. |
|---|--|--|

CURRICULUM

Grass Lake Community Schools is dedicated to providing quality learning opportunities for all students. This entails careful scrutiny of the current programs. Recommendations for improvements are based on "best practices" and a great deal of research. Through Common Planning, the staff has been able to perform a systematic review of the K-12 curriculum. Curriculum guides, course syllabi, Student Handbooks, orientations, Celebrations of Learning, and Back-To-School Night are some of the means developed to communicate student-learning expectations. These materials are available to students, parents and the community.

As an essential part of the curriculum review process, the Grass Lake Community Schools makes every attempt to align student programs with state and national mandates and recommendations. A Curriculum Council of parents, staff, administration and community representatives, reviews and approves all curriculum changes that may come out of the Curriculum Review Cabinets. All curriculum changes are then approved by the Board of Education.

CURRICULUM CYCLE

- Math, Science and Technology/Business Education
- Language Arts and Foreign Languages
- Social Studies and Physical Education
- Science and Fine Arts

It is our goal to begin the Curriculum Development Process (CDP) for 2 new subject areas each year. The timeline for each subject area will vary as it proceeds through the 5-step process. This cycle will repeat itself in this order continuously.

CURRICULUM DEVELOPMENT PROCESS

Grass Lake Community Schools realizes that teaching essential concepts to ensure quality student learning is an ever-changing study. Therefore, each curricular area will be reviewed on a regular basis. This multi-step process has many phases. Each subject area is studied and evaluated; a new curricular plan is implemented; staff members are trained and new assessments are established. The goal of this process is to maintain quality instruction and promote successful student performance using best practices. It is also understood that this process is on going and cyclical.

Step 1 – Review/assess
Step 2 – Research/pilot

Step 3 – Develop/align
Step 4 – Implement/Adopt

Step 5 - Evaluate

CORE CURRICULUM

The State Board of Education Model for Core Curriculum Outcomes, established in 1996, provides a framework to ensure that all schools offer courses that meet the needs of students in the State of Michigan. Grass Lake Community Schools, after careful review and analysis of the Core Curriculum, is in compliance by meeting or exceeding most established standards in Arts Education, Health and Physical Education, Language Arts Education, Mathematics and Science Education, World Studies Education, Career and Employability, Technology, and Life Management Skills. The curriculum outcomes for the district closely parallel those suggested by the state. It is the intent of the Grass Lake Community Schools to offer a core curriculum, where feasible and practical, which closely meets the state requirements, with some minor exceptions.

In 2004, the Michigan Department of Education and Michigan educators wrote clearly defined statements of what all students should know and be able to do as they progress from kindergarten through eighth grade. These statements are

called Grade Level Content Expectations or GLCEs, for short. Serving as a guide, these expectations support educators as they create exciting and engaging classrooms where students attain the highest standards.

EXPANDED CURRICULUM

Within our buildings, great efforts to offer an expanded curriculum were visible during the 2007-2008 school year. These activities were implemented through the cooperation of students, staff members, parents and community volunteers. Many curriculum programs and projects in the Grass Lake Community Schools provide a unique learning environment for students. Common Planning has been a crucial tool to enhance the learning opportunities for its professional staff and teachers. Here is a sampling of the programs offered:

- Assemblies and Speakers
 - Title I/At Risk Program
 - Gifted and Talented Activities
 - Field Days and Camping Experiences
 - Academic Enrichment
- Clubs, Student Advisory Board
 - Fine Arts, Theatre
 - Demonstrations/Exhibitions of Learning
 - Service Learning and Community Outreach
 - Integrated Technology Across the Curriculum

STUDENT SUPPORT SERVICES

Grass Lake's K-12 Counseling Program is built around the developmental needs of students. The guidance counselor and social worker endeavor to provide services to all students.

The Grass Lake Transportation Department has a fleet of twelve state inspected buses. Fully certified and professionally trained drivers drive the buses. The average annual bus miles total is in excess of 80,000 per year. The Food Service Department provides lunches for approximately 700 students daily.

SPECIALIZED SCHOOLS

Support staff from the Career Center provided services to the district to complete the Education Development Plan (EDP) process with eighth graders. In addition, Grass Lake staff members were active participants in the Tech Prep Program. The district is moving forward with the School-To-Work initiative.

SPECIAL EDUCATION

A variety of learning options for qualifying students with special education needs are located at all levels throughout the district. This program provides services for those who are learning disabled, mentally impaired, autistic impaired, physically or otherwise health impaired or emotionally impaired.

JACKSON AREA CAREER CENTER

The Jackson Area Career Center provided vocational classes to high school students during the 2007-2008 school year.

STAFF

The Grass Lake professional staff consists of 57 females and 17 males. Of these, 29 have a BA, 24 have a BA + 30 or MA, 11 have a BA + 45 or an MA + 15, and 10 have a BA + 60 or MA + 30. These staff members continually strive for improvement by attending seminars, workshops, conferences and graduate coursework. Many of the professional staff have presented at various state and national conferences. There are 55 staff members who provide essential support services for students as bus drivers, cooks, custodians, maintenance workers, secretaries, aides, and mechanics. The Superintendent is assisted in administrative responsibilities by a principal in each of the three buildings, a curriculum coordinator, and a technology coordinator.

STUDENT ACHIEVEMENT

Student achievement is evaluated on an individual student basis and through the utilization of criterion reference assessment and standardized tests. A comparison of the Michigan Education Assessment Program (MEAP) and the state average for the past three years is provided on the following pages.

Grass Lake Community Schools
3 - Year MEAP/MME Trends (version 8.7.08)

Grade	Subject	Fall, 2007			Fall, 2006			Fall 2005		
		Grass Lake	Jackson County	State	Grass Lake	Jackson County	State	Grass Lake	Jackson County	State
3rd Grade										
	Math	96%	93%	90%	90%	90%	88%	89%	89%	87%
	Reading	91%	86%	86%	87%	87%	87%	80%	87%	87%
	Writing	30%	52%	57%	24%	44%	52%	42%	52%	51%
	ELA	77%	79%	81%	66%	76%	79%	73%	77%	78%
4th Grade										
	Math	83%	86%	86%	87%	86%	85%	97%	83%	82%
	Reading	77%	83%	84%	85%	85%	85%	86%	82%	83%
	Writing	19%	40%	44%	36%	36%	45%	43%	51%	55%
	ELA	67%	74%	76%	75%	76%	78%	79%	75%	76%
5th Grade										
	Math	82%	75%	74%	88%	76%	76%	87%	72%	73%
	Reading	80%	82%	82%	89%	83%	84%	82%	81%	80%
	Writing	52%	53%	59%	49%	53%	57%	61%	62%	63%
	ELA	76%	77%	78%	84%	76%	78%	72%	75%	75%
	Science	87%	83%	82%	93%	85%	86%	86%	80%	77%
6th Grade										
	Math	90%	72%	73%	84%	67%	69%	77%	63%	65%
	Reading	90%	81%	82%	88%	84%	83%	80%	79%	80%
	Writing	71%	69%	73%	71%	71%	74%	75%	71%	75%
	ELA	88%	78%	80%	84%	78%	78%	75%	75%	77%
	Social Studies	84%	72%	73%	82%	74%	74%	75%	77%	78%
7th Grade										
	Math	84%	71%	73%	73%	61%	64%	74%	59%	60%
	Reading	77%	71%	72%	85%	80%	80%	75%	76%	76%
	Writing	79%	76%	77%	38%	59%	65%	54%	66%	67%
	ELA	79%	74%	74%	77%	74%	76%	69%	73%	73%
8th Grade										
	Math	83%	68%	72%	79%	68%	68%	70%	59%	63%
	Reading	74%	75%	77%	79%	75%	76%	74%	69%	73%
	Writing	66%	67%	70%	57%	65%	67%	60%	59%	65%
	ELA	72%	73%	75%	72%	70%	71%	68%	65%	69%
	Science	83%	77%	79%	78%	77%	75%	82%	78%	77%
9th Grade										
	Social Studies	83%	72%	71%	89%	76%	74%	80%	74%	75%
11th Grade		Spring, 2008 (MME)			Spring, 2007 (MME)			Spring, 2006		
	Math	35%	38%	46%	47%	37%	46%	47%	40%	46%
	Reading	61%	57%	62%	60%	54%	60%	47%	54%	61%
	Writing	38%	35%	41%	35%	31%	40%	37%	41%	46%
	ELA	48%	46%	52%	48%	42%	51%	34%	45%	52%
	Science	53%	51%	57%	54%	50%	56%	42%	50%	52%
	Social Studies	74%	77%	80%	84%	81%	83%	73%	75%	79%
	*2007-2010 AYP #'s	EL	MS	HS						
	Math	65%	54%	55%						
	ELA	59%	54%	61%						

BUDGET

The Grass Lake Board of Education is required to adopt a budget prior to July 1 each year, which is the beginning of the fiscal year. In 2007-2008, the Grass Lake Community Schools provided a wide range of services and programs to the students and staff. Every year the district's financial books undergo an audit by the accounting firm of Drake, Watters and Associates, P.L.L.C.

2007-2008 GENERAL FUND BUDGET

Revenue

Local Sources	\$1,311,878.00	13.4%
Received through ISD	461,114.00	4.7%
State Aid Unrestricted	7,900,350.00	80.7%
State Restricted	121,062.00	1.2%
Total	\$9,794,404	100%

Expenditures

Instruction	\$6,048,165.00	62.0%
Supporting services	3,033,128.00	31.0%
Capital Outlay	514,111.00	5.0%
Other	199,000.00	2.0%
Total	\$9,794,404.00	100%

Projected Fund Balance \$2,383,308
6/30/2008



GRASS LAKE

COMMUNITY SCHOOLS

Individual excellence inspired by tradition and innovation

"Points of Pride"

"Why We Are the Best Choice!"

March 15th, 2008

District Wide

- New State of the Art Facilities
- State of the Art classroom technology
- Audio enhancement in classrooms
- Ceiling mounted LCD projectors in classrooms
- Highly Qualified Teachers
- Met Annual Yearly Progress (AYP)
- New Teacher Mentoring Program
- Baldrige School Improvement Model in Use
- Coordinated Health Wellness Program
- Full time District Technology Director
- Full time Educational Technology Support coordinator
- Many CPR/First Aid Trained Staff
- Preschool Program
- Safety systems in place for secure buildings
- Exterior Safety Monitoring Cameras
- Grades K-8 Media specialist
- Grades 9-12 Media Specialist
- Teacher teams
- Impressive K-12 Art program
- Renown K-12 Music program
- Auditorium
- Extensive Drama and Theater programs
- Winning Athletic programs (finalists)
- Small town charm with big ideas flourishing
- Teacher Professional Development
- Alignment with MDE curriculum
- Increasing enrollment
- Common Planning time every Wednesday
- "One Act Play" 1st Place
- Grades 3-8 English Language Arts Inclusion
- K-12 Students Use Accessibility Suite: Universal Reader, Talking dictionary and automatic summarizing
- Differentiated Instruction Modeled in classrooms
- GLHS 44 Member Symphonic Band earned highest rating of 1 @ District Band Festival on 3/7/08

George Long Elementary School – Grades K-5

- New building addition for grades 3-5 (2007)
- Remodeled grades K-2 classrooms (2007)
- All day, every day kindergarten
- 3 computer labs
- Elementary Spanish
- Elementary Band
- A's and B's on our Michigan State Report Card
- Early Literacy Program (Combination of RR and Magic 30 is a winner!)
- Differentiated Instruction
- Study Island
- State of the Art Media Center with adjoining computer lab
- 5th Grade "Odyssey of the Mind"
- Accelerated Reader
- 19th Annual Kindergarten Circus
- Student Portfolios
- Student Data Folders
- Technology instructional lab and auxiliary lab
- Health, art, music, PE, and technology classes weekly K-5
- K-1 Multi-age classrooms
- Parental involvement in all areas of the school
- PTO activities include Halloween party, winter carnival, movie nights,
- Scouts, Odyssey of the Mind, after school tutoring (music and academics), after school sports and conditioning, Mad Science, YMCA
- Art and Music exhibits and programs to highlight student achievement
- Early literacy program with support from trained aides and a literacy coordinator
- Visiting authors, musicians, and assemblies
- Walking Wednesdays to promote good health and exercise. This program has also brought the village and school together to improve walking areas around the town
- Outdoor nature center
- Numerous field trips to extend learning outside the school boundaries.
- PowerPoint Use for 1st Graders

"Points of Pride"

Grass Lake Middle School – Grades 6-8

- Spanish
- Band
- Study Island
- Accelerated Reader
- 8th Grade Living History Project
- 8th Grade Nature Trail Day
- 8th Grade Chicago Trip
- Spring MS Lugnuts Baseball Trip
- Society of Automotive Engineers "World in Motion" program for all 6th graders
- GLMS Best Wrestling Season ever 23-4 with 2 undefeated wrestlers who went 32-0
- National Junior Honor Society, NJHS
- Bi-monthly after school tutoring sessions (Mietelka/Gogol)
- Hoops for Heart (American Heart Association)
- GLMS Beautification project
- 4 Students to the Scripps/Howard Spelling Bee March 12th
- Core subject technology integration
- 7th grade ELA students are exploring technology on many levels.
- Recently students used Moodle forums to discuss and debate issues brought up in the book "Number the Stars".
- Microsoft Office Suite instruction in content areas
- Daily homework and announcement emails
- Middle School Parent Teacher Organization

Grass Lake High School – Grades 9-12

- Project Lead The Way
- Advanced Placement classes
- Michigan Virtual University
- Senior Portfolios
- Career Center Curricular Options
- College Dual Enrollment
- Aligned Michigan Merit Curriculum
- Advanced Honors Diploma
- Higher standards than Michigan Department of Education (MDE)
- 3 computer labs
- 2 science classroom labs
- 3-4 student computer stations per classroom
- Accelerated Reader
- GLHS QuizBowl competed on the QuizBusters TV game show
- National Honor Society recruited 40 new first time blood donors
- Drama Class
- GLHS School Newspaper
- Classroom use of "Channel One"
- "31 sophomores job shadowed with local and county businesses 3/6/08
- Education for Life Day 10/31/07 GLHS explored post HS education and training options
- GLHS 44 Member Symphonic Band highest rating of 1 District Band Festival on 3/7/08
- Grades 9-12 Media specialist
- EDPs/Career Forward Online course
- Qualifiers in the Michigan School Vocal Music Association regional, state and all-state Choirs
- Excellent rating at district solo and ensemble competition
- Select choir received a II or Good rating at district Choir Festival
- Well renowned drama and musical theater productions
- Involvement in "Model United Nations"
- Varsity football District champions
- Varsity girls Basketball District champions

George Long Elementary School

Mission Statement

Our mission at George Long Elementary School is to provide an environment where all can learn to their fullest potential.

PROFILE

George Long Elementary is a K-5 school located in the Village of Grass Lake. Currently, there are 576 students taught by an instructional staff of 36 and 6 paraprofessionals. The district has prided itself in keeping class size well below the state average. This past year the community supported a magnificent new addition to our building, renovated the existing building and updated the technology to be state of the art. This was our first year in the new building. Students receive a wide range of educational opportunities including field trips around the state, extensive art, music, health, physical education, and computer programs, as well as numerous after school events.

The district provides a preschool and childcare program located at the elementary that serves children ages 33 months to 12 years. The program also provides before and after school care for school age children. This was the first year of the program and we are very pleased with the success.

The educational environment at George Long Elementary is characterized by high expectations from both staff and parents. We strive for children to succeed academically while building positive self-esteem. We are fortunate to have a strong Parent-Teacher Organization to assist and support us in our mission. The George Long branch of the PTO sponsors many activities and projects that enhance our building, grounds, and classrooms. We communicate and work together to make George Long Elementary School a great place to learn and grow.

ADEQUATE YEARLY PROGRESS (AYP)

George Long has received a grade of B as accredited by Education YES!

SCHOOL IMPROVEMENT PLAN

The George Long staff, students, and parents started the third cycle in our school improvement plan. We are following the Baldrige continuous school improvement model and, as a result of this initiative, we will be identifying areas to increase achievement for all of our students. With this model students become actively involved in their learning.

To meet the varied educational needs of the students, teachers provide differentiated instruction, problem solving strategies, remediation and acceleration. During Common Planning on late start Wednesdays, teachers are engaged in the curriculum review process to continuously align and improve instruction. Areas of specific study were Language Arts, Social Studies, Writing and remediation and acceleration for students in reading.

The staff has been receiving instruction in the Michigan Literacy Pupil Profile (MLPP) and Dynamic Indicators of Basic Early Literacy Skills (DIBLS). These programs emphasize an individualized assessment that identifies the strengths and weaknesses of the students. This student profile will be an ongoing assessment of the student that will help teachers year after year. Portfolios were created at the K-2 and 3-5 levels that will help with the continuous learning process.

CORE CURRICULUM

All students K-5 receive instruction in all core curriculum areas based on the Michigan Content Standards and Grade Level Content Expectations. Language arts skills; reading, writing, speaking and listening are integrated into all subject areas. The staff uses the Rigby reading series and an extensive book room with leveled books that provides reading instruction at varied reading levels. A program was implemented in reading to provide an additional 30 minutes of intense remediation and acceleration for students. Writing is taught through the use of Collins Writing, 6-Traits, EET

and the Writing Process. Study Island and Accelerated Math are also available for students to further their reading and comprehension skills.

Everyday Mathematics and Battle Creek Science Kits are used to teach math and science. Both programs use hands-on activities, manipulatives and problem solving strategies. Science benchmarks were realigned and adjustments are being made in the curriculum based on changes from the state department. Students also have access to Accelerated Math and Study Island. Both of these programs are computer based and assist students with basic and advanced concepts in math.

In social studies students are expected to develop an understanding of Geography, History, Economics, Government and Cultures. Teachers are also integrating Social Studies into other academic areas to give children a global view.

In addition to the core content areas students K-5 receive instruction by certified teachers weekly for an hour in vocal music, art, physical education, health and technology. Fifth grade students had Spanish and some students participate in instrumental band.

The fine arts department puts on a wonderful art show, musical performances and plays as part of our school curriculum. Through physical education and health students develop knowledge of personal health care, substance abuse, safety and disease prevention, sportsmanship, physical fitness and motor skills. As technology continues to expand and be upgraded students have been provided opportunities to submerge themselves in further learning.

STUDENT SUPPORT SERVICES

George Long Elementary takes pride in meeting the special needs of all of our children. We provide staff and services for appropriate students in the following areas:

*The Reading Intervention Program targets students in kindergarten through second grade with letter and word recognition difficulties. This program allows students to get early intervention with the goal of achieving academic success at an early age.

*One full time teacher specialized in assisting students with learning disabilities provides support to identified students in the resource room.

Jackson County Intermediate School District provides the following personnel and services:

Teacher Consultant for physically
impaired and learning disabled
Visiting Health Nurse

Speech Therapist
Occupational Therapist
School Psychologist Services

Social Work
Physical Therapist
Deputy Liaison Officer

EXPANDED CURRICULUM

George Long Elementary School has an extensive curriculum that reaches beyond the core content. Students are involved in school plays, Back-To-School night, a Science Exhibition, a kindergarten and first grade circus, and career day. Wednesday morning assemblies are held on a regular basis and deal with topics ranging from the fine arts, to history and science. Every classroom goes on at least one field trip to study a variety of subjects and extend learning beyond the four walls of the classroom. After school tutoring and classes at the YMCA are also available.

George Long Elementary students show their talent in an annual Art exhibit and talent show. They have been recipients of statewide contest prizes and accolades. Students also participate in the K-12 drama performances.

The Accelerated Reader Program, a computer based reading incentive, has encouraged students to read thousands of books. Students have individual goals for themselves to achieve during each marking period. The George Long PTO provided this program and materials.

Teachers and the lunch staff select students to serve on the service squad. This program encourages students to help their classmates and younger students use the lunchroom.

Consumers Energy Credit Union and George Long Elementary have cooperated to provide an in-school credit union for students. The purpose of this partnership is to enhance the math and economic curriculum and promote understanding of personal finances. Fourth grade students interview and apply for jobs to operate the credit union.

HOPE PROGRAM

George Long Elementary encourages any community member to consider volunteering for our HOPE Program (Help One Pupil Excel), and read with a child once or twice a week. This is a rewarding program that benefits the student and adults.

STUDENT ACHIEVEMENT

Third, fourth and fifth grade students take the MEAP test each year. We are continuing to coordinate our curriculum to better reflect the requirements of the state-testing program. Additional measures (parent meetings, test analysis, common planning etc.) are being taken to address the MEAP scores. Students at George Long consistently qualify for the Presidents Award for Educational Excellence, as well as the President's Physical Fitness Award.

STATISTICS

All teachers were certified to teach at the elementary level and considered Highly Qualified under the new federal No Child Left Behind legislation.

We have a 95% attendance rate at our parent/teacher conferences. Our students have a 94% attendance rate.

PARENT INVOLVEMENT AND COMMUNICATION

Student success in school is dependant upon the support and participation of parents and community. Parents and community members can be involved in a variety of ways. Many volunteer in the classroom on a weekly basis to provide assistance to students in reading and or math. Parents attend field trips, classroom parties, reading month activities, school performances, parent teacher conferences, back to school night and much more. George Long has a active PTO that supports field trips, classroom teachers with mini grants for classroom projects, accelerated reader and any area that will support students.

The elementary uses various means to communicate with parents. Teachers send week and bi-weekly newsletters; the Wednesday Warrior goes home bi-weekly.

ADEQUATE YEARLY PROGRESS – MICHIGAN SCHOOL REPORT CARD GEORGE LONG ELEMENTARY

	Status Score 2007-2008	Adjusted Score 2007-2008	Ed Yes! Grade 2007-2008
Student Achievement	-		
English Language Arts	77.7	67.7	D
Mathematics	89.6	79.6	B
Achievement Subtotal	83.6	73.7	C
Indicators of School Performance		100	A
Preliminary Grade		82	B
AYP Status (Adequate Yearly Progress)		Met AYP	
Composite Grade		B	

The Composite Grade

The Composite Grade is the overall grade for the school, arrived at by combining the following factors. When data is available, it combines results over 2 or 3 years: **Student Achievement** measures student test attendance, participation, and performance and whether it has improved; **Indicators of School Performance** combine several factors, such as school facilities, attendance, and graduation rate; **AYP Status** (Adequate Yearly Progress) is a measure used to hold schools and districts responsible for student achievement in English language arts and mathematics based on MEAP test results.

Grass Lake Middle School

MISSION STATEMENT

The mission of Grass Lake Middle School is to guide students cooperatively through the transitional years in a safe, positive environment by developing character and challenging students to achieve academic success on the path toward high school.

PROFILE

Grass Lake Middle School served 301 students in grades 6 through 8 in the Grass Lake Community School district. 2007-2008 was our fifth year as a middle school; it's first as a 6-8 building. Prior to this school year the Middle School housed the District's 5th through 8th graders. This building underwent extensive renovations during the summer of 2007, which included increasing most classroom sizes by 25%, the addition of two classroom-sized computer labs, carpeting in most classrooms, new heating and air conditioning throughout the building, and the integration of voice amplification and state-of-the-art audio/visual technology in every classroom.

Grass Lake Middle School was fortunate to have a dedicated staff of Middle School educators who, working with District administrators, architects, community members, and contractors, spent considerable time planning for our renovations. Demolition work began immediately after the 2006-2007 school year ended, and work was completed in time to allow us to begin the 2007-2008 school year on time.

Grass Lake Middle School provided both Intranet and Internet access within its classrooms, media center, computer labs, science labs, and vocal and instrumental music programs for all grade levels. Class sizes were generally small and teachers provided individual help and attention as needed.

Grass Lake Middle School students also enjoyed many athletic opportunities. Our school-sponsored athletic programs included volleyball, football, boys' and girls' basketball, wrestling, cheerleading and track. Some students also played on club soccer teams; along with many other local team sports, including soccer, baseball, football, and basketball. Our Middle School athletic facilities include a gymnasium, a football field, softball and baseball diamonds, and an all-weather track.

ACCREDITATION

While we are not specifically accredited, our school began following the principles of the Baldrige model of continuous school improvement. This process will set us on a path of statistically controlled continuous school improvement, wherein teachers provide a platform for students to become active in the direction of their learning. Students learn in many different ways and having their input regarding how they learn has proven to be invaluable.

SCHOOL IMPROVEMENT PLAN

All of our plans are based around enhancing critical thinking skills through problem solving and differentiated instruction, enhancing the ability to write and communicate through the implementation of the Collins Writing method throughout our curriculum, improving the basic skills for math by offering short bursts of re-addressing along with emphasizing the importance of showing work, implementing the use of computer technology to help deepen understanding and provide a venue for our students to practice their skills online, both in their homes and at school, and then to effectively utilize local and state assessments to establish and monitor and compare assessment scores to baseline data for the purpose of analyzing curricular deficiencies. We have created our own local assessments in math and language arts, along with implementing the use of a county-wide assessment that covers the state benchmarks of math and language arts.

CORE CURRICULUM

The Core Curriculum refers to those courses of study essential to a basic middle school education and relates directly to the requirements of the Michigan Curricular Benchmarks and Frameworks. Grass Lake meets or exceeds most State of Michigan averages for core curricular standards in Language Arts, Mathematics, Social Studies, and Science. Beginning this school year we began a pilot program wherein all Microsoft Office Suite applications are taught in core curriculum classrooms, along with keyboarding and library skills. We are working to enhance our students' Work Studies, Physical Education and Health, Life and Personal Management, and Career and Employability skills. To further engage our students in their lessons, computers, printers, and scanners were used extensively in the computer labs.

EXPANDED CURRICULUM

Our exploratory offerings include band, choir, physical education, health, Spanish, Art, and extension courses in math, science, reading, and writing. The classroom curriculum was expanded by the use of guest speakers, field trips, and student presentations. These classes are intended to allow our Middle School students to experience different types of topics that they may find an interest in and to get support in areas that they need it. In addition, the curriculum also provided for the needs of students with specific learning, emotional, or physical disabilities, both in a resource room setting and in inclusive programs in the regular classroom. Also, all 7th graders were given lessons in boating safety by the Marine Division of the Jackson County Sheriff's Department, for which successful students received certificates to operate watercraft on our lakes.

SAFE AND DRUG-FREE SCHOOLS

Grass Lake Middle School is a member of the Jackson County Intermediate School District's consortium on Safe and Drug-Free Schools. In order to reduce teenage use of alcohol, tobacco, and other drugs, we successfully implemented the "Drug Break-Out" curriculum offered by Family Services and Children's Aid of Jackson County. We also employed the abstinence curriculum taught by the Jackson County Health Department. This program is intended to promote abstinence as the only safe method for young people to protect themselves from pregnancy and sexually-transmitted diseases.

STAFF

The Grass Lake Middle School staff consisted of 22 full-time professional educators who have specific interests in teaching Middle School students. Faculty members average more than 8 years of experience in teaching at Grass Lake and approximately 20% of them have earned a Masters Degree, while 50% have achieved the extra 18 hours of credits to acquire their professional certificates. The remaining 30% continue to gain credits toward Master's degrees and professional certificates. The student/teacher ratio for the 2007-2008 school year was 19.25:1. All classes were taught by teachers who are "highly qualified" as per the requirements of No Child Left Behind, except physical education. This will be rectified in the 2008-2009 school year.

Professional development opportunities have come in many forms including college classes, conferences, workshops, and Common Planning sessions. Our school district's professional development priorities stipulate that the following topics will receive priority within our planning: 1. Differentiated Instruction, 2. Baldrige Concepts, 3. Collins Writing, 4. Assessment/Technology, 5. K-12 Literacy. The majority of our staff members continue to work with students beyond the classroom with extra-curricular activities such as coaching, supervising, tutoring, and chaperoning after-school events.

STUDENT ACHIEVEMENT

Over 99% of our 6th, 7th, and 8th grade Grass Lake Middle School students participated in the Michigan Education Assessment Program (MEAP) testing this school year. The table shown below indicates the percentage of our students who met or exceeded state standards on the MEAP test taken in October, 2007.

	Mathematics			Science			Social Studies		
	2007	2006	2005	2007	2006	2005	2007	2006	2005
6th Grade									
Grass Lake	90%	84%	77%	NOT TAKEN			84%	82%	75%
State	73%	69%	65%				73%	74%	78%
Jackson Cty.	72%	68%	60%				72%	76%	79%
7th Grade									
Grass Lake	84%	73%	73%	NOT TAKEN			NOT TAKEN		
State	73%	64%	60%						
Jackson Cty.	71%	58%	58%						
8th Grade									
Grass Lake	83%	79%	70%	83%	78%	82%	NOT TAKEN		
State	72%	68%	63%	79%	75%	77%			
Jackson Cty.	68%	70%	61%	77%	78%	79%			

	Reading			Writing			ELA		
	2007	2006	2005	2007	2006	2005	2007	2006	2005
6th Grade									
Grass Lake	90%	88%	80%	71%	71%	75%	88%	84%	75%
State	82%	83%	80%	73%	74%	75%	80%	78%	77%
Jackson Cty.	81%	84%	76%	69%	69%	70%	78%	78%	71%
7th Grade									
Grass Lake	77%	85%	75%	79%	38%	54%	79%	77%	69%
State	72%	80%	76%	77%	65%	67%	74%	76%	73%
Jackson Cty.	71%	82%	76%	76%	60%	75%	74%	75%	72%
8th Grade									
Grass Lake	74%	79%	74%	66%	57%	60%	72%	72%	68%
State	77%	76%	73%	70%	67%	65%	75%	71%	69%
Jackson Cty.	75%	77%	72%	67%	66%	74%	73%	71%	66%

Academic Honor Roll accolades are given out at each quarter to students who average 83% for all classes, and have no class score lower than 70%. Special mention is made of students achieving all grades of 90% and above. Grass Lake Middle School has just finished its second year of sponsoring a chapter of the National Junior Honor Society. This group of students performed volunteer and mentoring duties throughout the year, as well as community service projects.

In addition to academic success, the Grass Lake Middle School staff puts substantial energy into accounting for overall student personal success by rewarding exemplary behavior. One way we do this is to offer monthly Awesome Achievement Awards (AAA). We receive nominations from staff members for students who have, on their own, done things that might otherwise go unrewarded throughout the day. Some of the activities that are rewarded are showing extreme hard work, picking up after someone, opening a door for someone, showing a good attitude, or helping another student to be successful. This recognition applies directly to our goal of teaching the whole child, rather than just the academic side of each child.

STUDENT ACTIVITIES

The student activities program at Grass Lake Middle School offered a wide variety of athletic, enrichment, and leadership opportunities for our students. The school-sponsored athletic program provides options for participation in most major sports, including football, cheerleading, boys and girls basketball, girls' volleyball, wrestling, and track. A majority of students were involved in at least one sport. Many of our students participated in the chess club and the Countywide Spelling Bee. 2007-2008 saw the third induction of students into the Grass Lake Middle School chapter of the National Junior Honor Society.

Music students participated in solo and ensemble festivals as well as providing concerts for the public and our student body. Grass Lake students have been active in Peer Listening, Peer Mentoring, and tutoring programs. Leadership opportunities include the Student Council and class officers. Students enjoy homecoming activities, dances, activity nights, and class competitions several times during the school year.

STUDENT SUPPORT SERVICES

Grass Lake Middle School's support services were provided by a staff that includes: a counselor, a librarian, 1.5 full-time special education teachers, two para-professionals, a part-time social worker, a school psychologist, a teacher consultant supplied by the Intermediate School District, and a Principal. Our counseling program is designed to meet the needs of our students, including physical, emotional, academic, and career concerns. Our media center, in addition to providing in-house materials that meet accreditation standards, is linked by Internet to libraries in other schools and informational facilities.

STUDENT ATTENDANCE

The student attendance rate for the year was 96.9% for grades 6 through 8.

STUDENT RETENTION

No students were retained in grade for the 2007-2008 school year.

PARENT AND COMMUNITY PARTICIPATION

Success in a school system is dependent upon the participation and support of parents and community members. Our parent group, the Middle School Parent/Teacher Organization, did a wonderful job of raising funds and bringing attention to the unique needs of Middle School children. PTO members spent many hours planning and executing fundraisers and activities for our school and its children, many times taking time from their own work days to do things such as mock elections, deliver flower orders, and provide lunches for staff members. Parent/teacher conferences resulted in the following percentages of the students represented by at least one parent: Grade 6 - 97%, Grade 7 - 45%, Grade 8 - 30%. Parents have been involved as chaperones at dances, activity nights, field days, music concerts, and field trips. Parents are obviously a crucial and essential part of our school family and a factor in our success. By listening to their concerns we are able to better serve their needs and provide a better environment for our students.

COMMUNICATION

Our Middle School used various means to communicate schedules, menus, activities, and student progress. Our website at www.grasslakeschools.com was improved and Edline was made available for students' families with access to computers. Edline not only offered us the ability to have a user-friendly website, but more importantly offers regularly updated progress reports of students for parents. This password-protected service proved to be beneficial for checking grades and examining patterns of homework completion. Our Middle School also provides daily e-mail services to all parents who desire it that include daily announcements and daily homework assignments. Standard postal mailings include mid-quarter progress reports to all students, quarterly report cards to all students, and letters-of-concern at the 3rd and 7th week of each quarter for students with any grade below 70%. Once per month our grade level teams meet to discuss students who they feel are at risk, then follow up with contacts to the student's home to keep parents informed of their concerns. To keep information moving to the public, we also take advantage of various publications including our District's quarterly newsletter, *Smoke Signals*, the *Grass Lake Times*, and the *Jackson Citizen Patriot*. The *Grass Lake Times* is particularly responsive to our needs for publicizing our honor rolls, our AAA awards, and the many activities that our students are involved in.

ADEQUATE YEARLY PROGRESS (AYP) – Michigan School Report Card

In Grass Lake Middle School's fourth year of being rated by the State for meeting mandated standards for Adequate Yearly Progress for its students, our building improved its overall composite grade to an "A" from a "B". *Education YES!* is the Michigan version of the No Child Left Behind Federal Act and public school districts throughout Michigan are held to standards of successfully improving achievement for all students. Grass Lake Middle School successfully met the mandate of Adequate Yearly Progress (AYP) for its fourth year and is not identified by the state as requiring

intervention by the Michigan Department of Education. More information on the grade is illustrated in the graphic below.

**ADEQUATE YEARLY PROGRESS – MICHIGAN SCHOOL REPORT CARD
GRASS LAKE MIDDLE SCHOOL**

	Status Score 2007-2008	Adjusted Score 2007- 2008	Ed Yes! Grade 2007-2008
Student Achievement			
English Language Arts	77.6	77.6	C
Mathematics	98.9	98.9	A
Science	82.3	82.3	B
Social Studies	81.5	81.5	B
Achievement Subtotal	85.1	85.1	B
Indicators of School Performance		100	A
Preliminary Grade		90	A
AYP Status (Adequate Yearly Progress)	Met AYP		
Composite Grade	A		

The Composite Grade

The Composite Grade is the overall grade for the school, arrived at by combining the following factors. When data is available, it combines results over 2 or 3 years.

- **Student Achievement** measures student test attendance, participation, and performance and whether it has improved.
- **Indicators of School Performance** combine several factors, such as school facilities, attendance, and graduation rate.
- **AYP Status** (Adequate Yearly Progress) is a measure used to hold schools and districts responsible for student achievement in English language arts and mathematics based on MEAP test results.

Grass Lake High School

The current location of Grass Lake High School opened in the fall of 2003. In 2007-2008 there were 360 students taught by an instructional staff of 21. These students were able to use the state-of-the-art classrooms, technology center, computer labs, auditorium and athletic facilities. High school students have a variety of opportunities: more than 60 course offerings, 30 vocational courses at Jackson Area Career Center, AP classes, theater and musical productions, and athletics. It is the goal of the Grass Lake High School staff to develop and foster the growth of each individual student to their highest potential.

In the Class of 2008, 100% of the graduates participated in the Michigan Merit Exam. Taking this exam makes each graduate eligible for the Michigan Promise Scholarship. By receiving a 1 or 2 in all areas of the MME, 22 of the 78 graduates will be receiving their Promise Scholarship at the start of their post-secondary education career. 89% will continue their education at a university or community college, 7.8% will gain further education at a technical school or in the military. Grass Lake High School recognizes and promotes the importance of all students continuing their education beyond high school.

ACCREDITATION

Grass Lake High School has been accredited by Education YES! with a grade of B.

GRADUATION RATE

The graduation rate for the 2007-2008 school year was 98% (students who completed high school and graduated in four years).

CURRICULUM

The high school improvement plan was implemented through curricular teams focused on the Indicators of Success. During the 2007-2008 school year, the high school staff developed goals based on the results of the information that was gathered. The three areas identified as goal areas are: increase technology integration, improvement in writing in all curricular areas, and development of common exit assessments.

Curriculum review is over a five-year cycle. Major curricular changes are taking place in all content areas due to the implementation of the Michigan Merit Curriculum. Teachers participate in Professional Development programs relating to assessment processes and bring new strategies into the classroom. Teachers have developed and use rubrics to assess writing tasks and also use the six-point trait assessment. Staff members are working with both the Collins Writing and the Six Plus One writing traits. The high school staff has implemented the strategies associated with the Baldrige National Quality Program.

The class of 2008 was the second to participate in the Michigan Merit Exam. Staff will analyze the scores from the ACT, WorkKeys, and Michigan Assessment. The 2008-2009 school year will include new course offerings in the Principals of Engineering and Introduction to Engineering Design. Both POE and IED are part of the Project Lead the Way initiative being run in cooperation with the Jackson Area Career Center. Grass Lake High School continues to develop strategies to offer students the opportunity to take AP classes and dual enrollment classes at local colleges and universities.

During the 2007-2008 school year, 29 high school students had the opportunity to experience online learning. These students, through Michigan Virtual High, took classes in Space Exploration, Sociology, World Civilizations, Business Ethics, Bioethics, Chinese, German, Astronomy and other curricular areas.

CORE CURRICULUM

During Common Planning time, the high school staff has reviewed curriculum, test data, and the state benchmarks and aligned curriculum to those standards. Curriculum is aligned using curriculum maps, gap analysis, and review of state content expectations.

All students register for classes beginning in January. Students who have special learning needs have yearly IEP's where appropriate courses are determined. Students are placed on 504 plans when the needs arise.

SCHOOL IMPROVEMENT

Our school improvement plan is a cyclical process and has achieved many of its goals. The current school improvement process involves participation from administration, staff, school board members, parents, community members, students, support staff and community business owners.

High school staff members are part of the District Leadership Team and integral members of the District Curriculum Committees. As input from our sources is gathered, our school improvement committee organizes the input to obtain measurable data. Surveys, students testing, including STAR testing, MME, SAT, PLAN, PSAT and ASVAB are used to gather data.

Curriculum cabinets in each core area reviewed data and state content expectations to determine the building's objectives for the next school year. Staff members also used survey information and test scores to determine the building's improvement objectives.

PARENT INVOLVEMENT

Parents are involved in the school in several ways. Many parents volunteer to chaperone social events and field trips. Parents use EdLine to keep informed about individual student activities and performance. We have Parent/Teacher conferences every year, an annual Back to School Night in the fall, and Freshman Parent Orientation. Parent training on EdLine is offered on request. Parent attendance at Parent/Teacher conferences averaged 38%. The 2007-2008 school year was the inaugural year for our Senior Portfolio Presentation Night. Parents had the opportunity to view their son/daughter's final portfolio presentation to a panel of teachers, administrators, coaches, board members and community members.

DUAL ENROLLMENT

- 7 students enrolled 2005-2006
- 8 students enrolled 2006-2007
- 2 students enrolled 2007-2008

COLLEGE EQUIVALENT CLASSES

AP English Language & Composition and AP Physics were offered. In AP English there were 25 students enrolled in 2007-2008, 23 students enrolled in 2006-2007, 22 students in 2005-2006, 20 students in 2004-2005 and 10 students in 2003-2004. During the 2007-2008 school year 9 students completed AP Physics. It is a goal of the high school staff to continue increasing our students' exposure to college academic experiences.

STAFF

There was one teacher teaching on an emergency certification. All classes were taught by a teacher with either a major or minor in the subject area. All teachers were Highly Qualified under the No Child Left Behind (NCLB) Act by the beginning of the 2007-2008 school year. Parents may review teacher qualifications in the Superintendent's Office.

TEACHER CERTIFICATION (INCLUDING FULL AND PART TIME)

Subject Area	Number Certified
Music	2
English	6
Math	5
Science	3
Counseling	1
Business	1

Special Education	2
Art	1
Social Studies	3
Physical Ed./Health	3
Computer Technology	1
Foreign Language	2
Psychology	1

Average ACT scores for all graduates from classes of 2006, 2007, and 2008 - Grass Lake High School

*The 2007-2008 scores, is the first year that all members of a graduating class were required to take the ACT.

		English	Math	Reading	Science	Composite
Local	2005-2006	20.3	20.4	21.4	21.3	21.0
	2006-2007	20.2	20.7	21.5	21.5	21.1
	2007-2008	18.1	18.3	19.1	19.1	18.1
State	2005-2006	20.7	21.2	21.8	21.7	21.5
	2006-2007	20.7	21.3	21.8	21.7	21.5
	2007-2008	18.7	19.5	19.8	19.9	19.6
National	2005-2006	20.6	20.8	21.4	20.9	21.1
	2006-2007	20.7	21.0	21.5	21.0	21.2
	2007-2008	20.6	21.0	21.4	20.8	21.1

**ADEQUATE YEARLY PROGRESS - Michigan School Report Card
Grass Lake High School**

	Status Score 2007-2008	Adjusted Score 2007- 2008	Ed Yes! Grade 2007- 2008
Student Achievement			
English Language Arts	70.3	70.3	C
Mathematics	71	61	D
Science	72.7	72.7	C
Social Studies	77.7	77.7	C
Achievement Subtotal	72.9	70.4	C
Indicators of School Performance		100	A
Preliminary Grade		80	B
AYP Status (Adequate Yearly Progress)		Met AYP	
Composite Grade		B	

The Composite Grade

The Composite Grade is the overall grade for the school, arrived at by combining the following factors. When data is available, it combines results over 2 or 3 years: **Student Achievement** measures student test attendance, participation, and performance and whether it has improved; **Indicators of School Performance** combine several factors, such as school facilities, attendance, and graduation rate; **AYP Status** (Adequate Yearly Progress) is a measure used to hold schools and districts responsible for student achievement in English language arts and mathematics based on MEAP test results.

**Grass Lake Community Schools
Annual Report
2007-2008**