

Annual Education Report

2009
2010



Parchment High School Data

Superintendent: Matthew J. Miller
Asst. Superintendent/Curriculum: Ruth Rowe
Asst. Superintendent/Finance: Julie Chappie

2009-2010 Board of Education

President: Steve Gibson

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I. Overview of Building

Demographics

Parchment high school is a public, suburban 9-12 grade building that served 483 students during the 2009-2010 school year. 35% of the buildings population qualified for the free and reduced lunch program.

PHS is an NCA/Advanc-Ed accredited building and has been accredited since 1961.

District Curriculum Overview

The District School Improvement Plan includes goals in Language Arts, Math, Science and Social Studies. Professional Development activities were held to enhance instruction in each of these areas with particular emphasis on training staff in Collins Writing Strategies and creating high quality and effective rubrics along with formative assessments. Staff members met weekly either by grade levels or by department to review and update curriculum and share instructional strategies. The District Core Curriculum covers all of the core content areas as well as art, music, industrial/technology education and physical education in grades K-12. The District Core Curriculum is aligned within the State Grade Level Content Expectations (GLCEs) and High School Content Expectations (HSCEs)

Average Class Sizes

Grade	Average Class Size
	Parchment High School
9-12	25

II. School Improvement Plan

The **School Improvement Plan (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Parchment High School has completed their School Improvement Plan and has submitted to the state for review. The three goals that PHS has been working towards and what we will be working towards for the next few years are:

1. Goal: Informational Reading Student

Goal Statement: All students at Parchment High School will be proficient readers of informational text by 2014.

Gap Statement : Based on the MME's WorkKeys Reading for Information Assessment(Spring 2009), 31% students at Parchment High School scored at a level 4 or below out of 7 being the highest. Additional data from the MME's Reading Assessment has shown that students from Parchment High School had scored 50% of points possible on the "Strategy Development" portion of the assessment. 37% of Parchment High School students (N=117) that took the MME/ACT (2009)are college ready in the area of Reading.

Objective: Increase Informational Reading ability for all students

Strategy Statement : All teachers will research, create and implement strategies in the area of nonlinguistic representation.

2. Goal: Writing

Goal Statement : All students at Parchment High School will be proficient in writing by 2014.

Gap Statement : 41% of our 11th grade students are proficient in writing based on MME/ACT (Spring 2009) as compared to our target of 100%. (A local assessment will be administered in Spring 2010 to provide a second measure of writing proficiency.)

Objective: Increase the percent of students who are college ready for English Comp from 45% (Spring 2009) to meet or exceed the state average (52% in Spring 2009) by Spring 2011.

Strategy Statement: Teachers will refine their implementation of the John Collins' Writing Program in all content areas.

3. Goal: Improve Assessment Scores

Goal Statement: Parchment High School will increase its student proficiency level on ACT/MME by 10%.

Gap Statement: Through researching assessment data from ACT/MME, 56% of Parchment High School students were proficient on average, in all content/assessed areas as compared to PHS goal of "all students will be 100% proficient by 2014."

Objective: Increase student proficiency level by 10% on ACT/MME

Strategy: Formative Assessments

Strategy Statement: Parchment High School department chairs will receive training on formative assessments from an Educational Consultant from KRESA.

Once trained the department chairs will, with the help from their peers, research, create and implement effective formative assessment strategies.

III. Core Curriculum

The Parchment School District has been working with the curriculum mapping process to align the curriculum with the Michigan Curriculum Framework. Our staff meets a minimum of twice a year to determine resources needed and continue to work on common assessments that align to the GLCE's and HSCE's for all of the content areas.

Through the ongoing process of looking at our data through MAPS, MEAP, EXPLORE, PLAN, ACT and classroom assessments, we review our curriculum maps and continue to monitor that we are teaching and assessing to the Michigan Frameworks.

Our process for curriculum review consists of forming a Preschool-Adult subject centered committee, doing an in-depth study of best practices research and a rigorous study of our current curriculum as it relates to the data. We identify our student's strengths and weaknesses through our data and relate it to our curriculum maps so we can make adjustments with time, resources and staff.

English Language Arts

Due to changes in the GLCE's and HSCE's we continuously review the material for English Language Arts. Our data indicates that we need to monitor and adjust our writing and informational reading.

Math

Math is currently under review. We have begun the K-12 implementation of the Kent County Collaborative Curriculum in math.

Science & Social Studies

We continue to review the Michigan Merit Curriculum and High School Content Expectations.

Equitable Access

Through the curriculum mapping process, special education teachers have been a part of this process in order to be able to modify the curriculum to meet the needs of all students.

IV. Student Assessment Data

Local and Norm Referenced Achievement Data

These are not given at the HS level.

IV. Parent Involvement

Parent Teacher Conference

Building	2008-2009						2009-2010					
	Number of Students Represented			% Attending			Number of Students Represented			% Attending		
	Fall	Wntr	Spr	Fall	Wntr	Spr	Fall	Wntr	Spr	Fall	Wntr	Spr
High School	147	128	76	30	26	15	123	133	78	26	28	17

** Parents at the High School and the Middle School have access to their student's grades and attendance via the Internet. This data is updated at least once a week.

Parent Involvement Policy

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing desired learning outcomes;
- B. providing a mutually supporting school and home environment which encourages learning.

The Board is committed to communicating with parents at a level and in a language they can understand, where practicable.

V. High School Advanced Placement and Dual Course Description

School Year	Number of Courses	Course Title	Brief Description
2009-2010	1	AP Biology	This course is designed to present the student with an advanced understanding of biological concepts, including cellular and molecular biology, plant biology, genetics, ecology and zoology. The approach of the course will be based on scientific inquiry, deductive and inductive methodology, and strong emphasis will be placed on laboratory modules. Students will have the option of taking the AP Biology exam upon completion of the course.
	1	AP English	The focus of this course is the careful study and analysis of works by major English authors. Preparation and practice for the AP English exam is also included.
	1	AP Calculus	This is the highest level of mathematics offered by Parchment High School. It is strongly recommended for those students who desire a strong understanding of mathematics. Students will have the option to take the AP Calculus Exam.
2008-2009	1	AP Biology	See Above
	1	AP English	See Above
	1	AP Calculus	See Above

Enrollment/Passing Rate

College Equivalent Courses by Grade Level	# of Enrolled Students 2009-10	% of Enrolled Students 2009-10	Passing Rate % 2009-10	# of Enrolled Students 2008-09	% of Enrolled Students 2008-09	Passing Rate % 2008-09
11 th Grade	1	1%	100%	0	-	-
12 th Grade	40	35%	100%	24	5%	100%

College Credit/Dual Enrollment

	Grade	2009-2010		2008-2009	
		# Students	% of Students	# Students	% of Students
Students Receiving College Credit through Dual Enrollment	12	5	1%	5	1%
Students Who Enrolled in College Courses (AP) and Took the Exam	11-12	16	39%	12	50%
Students Who Achieved a Score to Receive College Credit via AP	11-12	7	17%	NA	NA