

Cadillac Junior High School



**2008-2009
Annual Report
for NCLB and PA25**

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Overview

Community Description

Cadillac Area Public Schools has five elementary schools (Forest View, Franklin, Kenwood, Lincoln, and McKinley) for junior kindergarten through grade five, Mackinaw Trail Middle School for grades six and seven, Cadillac Junior High School for grades eight and nine, Cadillac Senior High School for grades ten through twelve, and Cooley Alternative High School which offers alternative programming for students in grades nine through twelve. CAPS enrollment at the end of 2008-2009 was 3038 students.

Aside from the public school system, the Cadillac community includes three Christian schools. One serves grades pre-Kindergarten – seven and the other two are K-12 facilities.

Cadillac is an industrial community with 10,000 residents in the city and another 10,000 residents in the area immediately surrounding the city. The community is comprised of resort businesses, many automotive-related industries, and is headquarters for several worldwide corporations. The community also boasts a lucrative resort business during the summer months with the winter months providing skiing, snowmobiling, and other winter sports opportunities. The median income per household in the Cadillac area was 36,091 in 2007. The median home value for 2007-2008 was \$85,200.

Vision and Mission Statements and Goals

Vision Statement

The vision statement is intended to serve both as the blueprint for improvement and the benchmark by which we will evaluate our progress.

Members of the school community will:

1. improve family/community involvement at CJH.
2. maintain a welcome, comfortable atmosphere by providing an attractive, safe, healthy, and secure environment.
3. maximize each child's learning both intellectually and physically while inspiring each child to be a life-long learner.
4. enhance the child's positive image, respect for peers, and acceptance of his/her role and responsibilities within the school and community.
5. ensure that the staff will utilize current research to meet the unique needs of the junior high student.
6. develop the ability to create and adapt to change.
7. develop the ability to be respectful to others and themselves.
8. assume responsibility for their actions in school, in the community, and for choices concerning their well being.

Mission Statement

Our students have unique academic, social, emotional and physical needs. The staff in partnership with parents and community will educate the students within a safe and nurturing environment to recognize their goals and encourage them to strive toward

becoming life-long learners and to make successful transitions from school-to-school or school-to-career.

Goals

The goals set by the Cadillac Area Public Schools Board of Education and Superintendent represent a collaborative process actively pursued at the district, building, and classroom levels. Through the school improvement process, strengths, and weaknesses of the organization are identified and that information is used as a basis for making positive changes in the district, buildings, and classrooms that will fortify the organization and meet the following goals.

- Goal 1: Staff and administration will improve student achievement.
- Goal 2: Staff and administration will increase graduation rate.
- Goal 3: Administration and staff will continue to build positive relations with parents, students, and staff.
- Goal 4: Administration and School Board will Maintain Financial Stability.

District Administration, School Board, and Building Directory

Central Office

421 S. Mitchell St.
Cadillac, Michigan 49601
231-876-5000

Superintendent:

Assistant Superintendent:

Director of Curriculum and Instruction:

Community Schools:

Paul Liabenow

Pat Briggs

Jerry Sinkel

Kenneth Gorlewski

Cadillac Area Public Schools Board of Education:

CAPS-Board of Education consists of seven members from a cross section of the community, all of whom are active in their professional lives. Public Board meetings are held at least once a month.

President: Craig Weidner
Steve Anderson
Gary Rexford
Eric Baker
Judy Coffey
Roger Hopkins
Michael Stebbins

Cadillac Junior High School Staff

Principal

Assistant Principal

Administrative Assistants

Number of Teachers:

Counselors

Dave Champion

Michael Outman

Mindy Hinkle

Diane Dunbar

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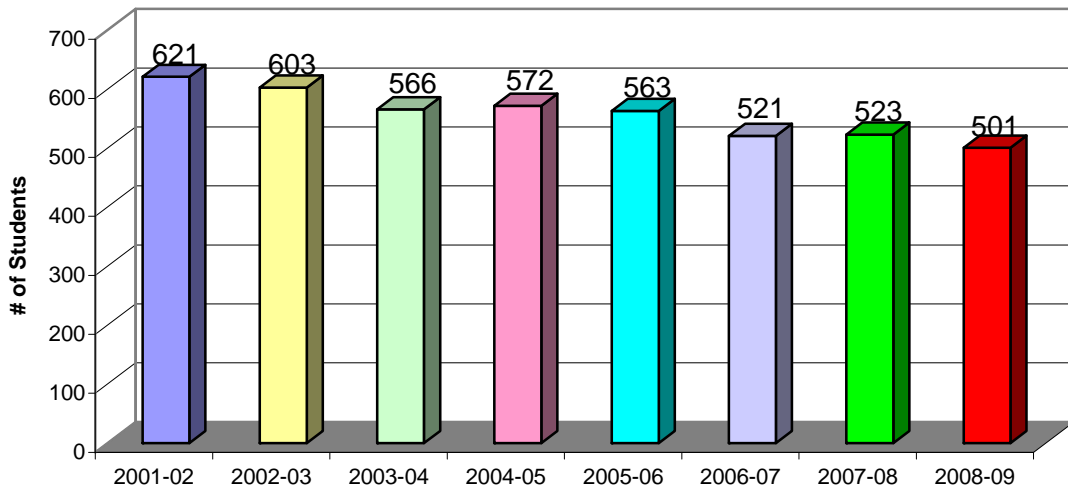
Ann Bush

Jeff Deitrick

Student Enrollment, Average Class Size, Attendance, Dropout Rate, Economically Disadvantaged, Graduation Rate

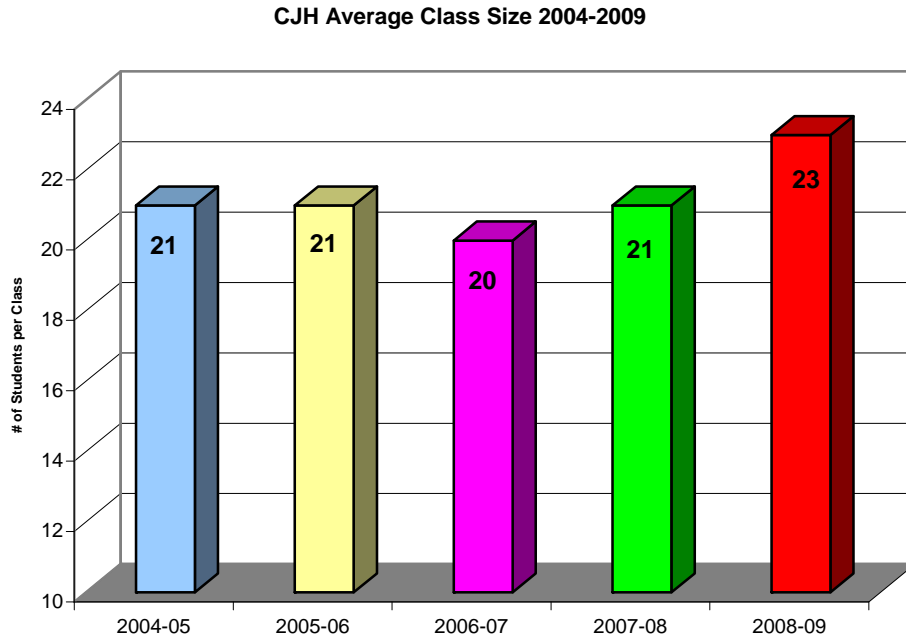
Enrollment

CJH Enrollment 2001-2009



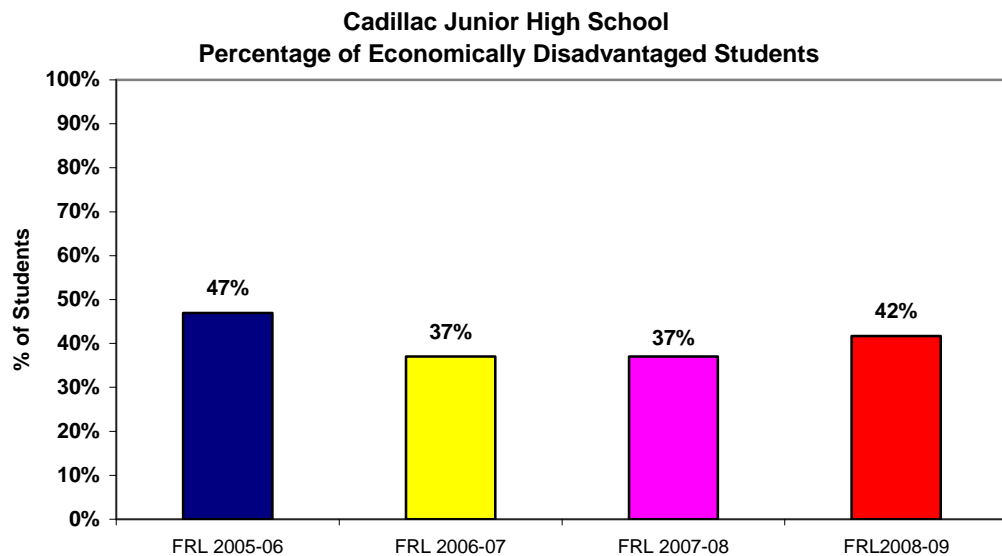
Group	Total Enrollment									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	192	34.8%	223	39.5%	189	36.3%	195	38.0%	218	43.6%
Ethnicity	19	3.4%	26	4.6%	25	4.8%	24	4.7%	20	4.0%
Students with Disabilities	84	15.2%	100	17.7%	84	16.1%	63	12.3%	77	15.4%
Limited English Proficient (LEP)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Homeless	0	0.0%	0	0.0%	0	0.0%	2	0.4%	7	1.4%
Male	283	51.3%	296	52.5%	268	51.4%	272	53.0%	256	51.2%
Female	269	48.7%	268	47.5%	253	48.6%	241	47.0%	244	48.8%
Total Population	552	100.0%	564	100.0%	521	100.0%	513	100.0%	500	100.0%

Class Size



Economically Disadvantaged

CJH strives to provide a quality education for all students. The Cadillac area, while growing, continues to support a significant number of economically disadvantaged families. Michigan has the highest unemployment rate of all fifty states.



Instructional Day

The basic instructional day in each building was as follows:

Cadillac Junior High

Begin: 8:00 A.M. Dismissal: 2:50 P.M.

Support Services and Programs

In order to improve student achievement and graduation rate:

- Collaborative Teams were created to develop best practice strategies
- Counseling services were offered
- Teaching staff received training in how to provide accommodations/modifications for their struggling students
- Progress reports and CJH Newsletters were mailed home every three weeks to parents of each CJH student
- Weekly progress reports were mailed home for students receiving an “E” in a subject area
- Before and after school tutoring programs met Tuesday and Thursday every week
- A late assignment policy was developed, allowing students to hand in late work for partial credit
- The “Buddy Teacher” program was developed, which allowed teachers to take a personal interest in students who were struggling academically or socially
- Additional opportunities were provided in order to integrate special education students into general education classrooms
- Summer school classes were offered

School Improvement

Language Arts

Seventy percent of male students will increase proficiency on the ELA portions of the state standardized assessments.

Science

Our special education students will attain an average mean scale score on the MEAP equal to, or above the state average for special education students. At least 50 % of our special education students will attain MEAP mastery at levels 1 & 2.

Social Studies

All students will meet or exceed the content expectations for their grade level. At least 77% of CJHS students will be proficient on the MEAP.

Math

All students will meet or exceed the content expectations for their grade level. At least 79% of CJH students will be proficient on the MEAP. Students with Disabilities will at least meet the state average. Class averages will be above fifty percent on the WMISD common math assessment.

Fine Arts

The students will demonstrate the creative application of learned material through participation in the Connections event Monday, May 18, 2009.

Assessment

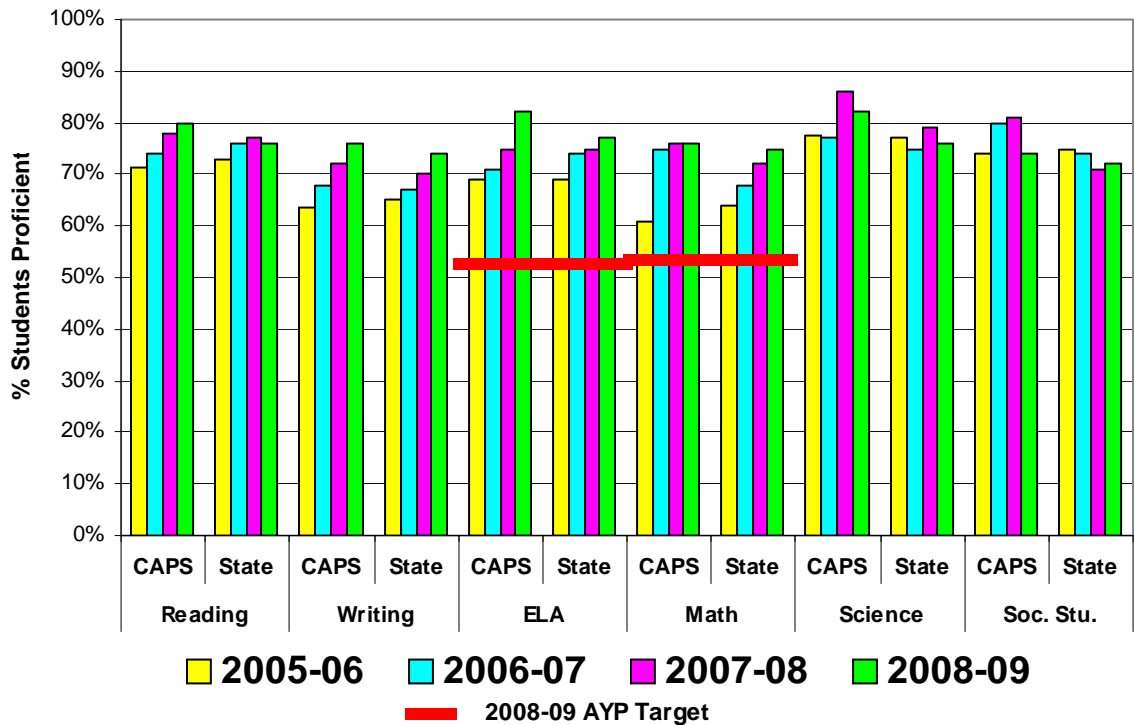
MEAP Analysis

Cadillac Junior High teachers meet weekly in their collaborative teams. MEAP data is analyzed and discussed during these meetings. Lesson plans are created to improve areas of weakness and strategies are discussed in order to meet the needs of all students.

CJH students are scoring at or above the state average in all areas. Similar to last year, one of the areas in which CJH students had the lowest percentage of proficient students was writing. In order to improve students writing skills, Collins Writing strategies continued to be integrated throughout the curriculum.

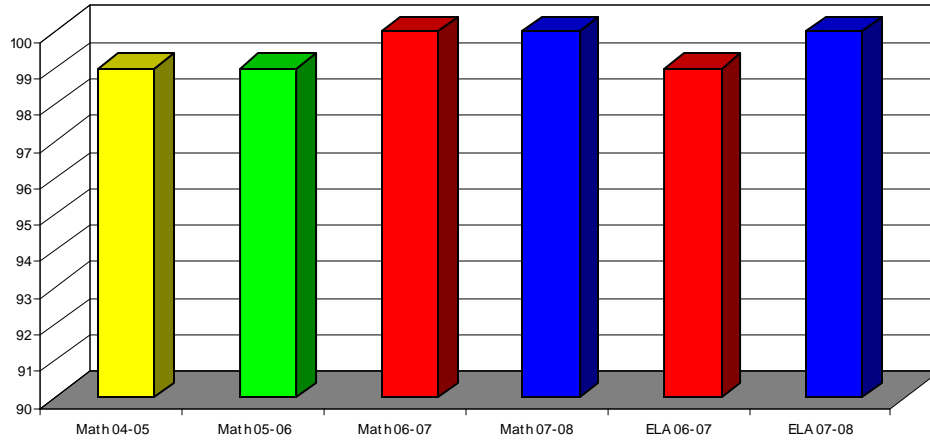
MEAP Data

8th & 9th Grade MEAP Scores 2005-2009



Percent of Students Taking MEAP

CJH Percent of Students Tested on Math MEAP



CADILLAC JUNIOR HIGH SCHOOL MEAP RESULTS % OF STUDENTS TESTED DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	ELA	MATH
All Students	2007-08	100%	100%
	2008-09	99%	99%
White	2007-08	100%	100%
	2008-09	100%	100%
Students with Disabilities	2007-08	*	*
	2008-09	99%	99%
Economically Disadv.	2007-08	93%	93%
	2008-09	97%	97%
Male	2007-08	100%	100%
	2008-09	99%	99%
Female	2007-08	100%	100%
	2008-09	99%	99%

* Demographic groups not shown or not listed are not statistically significant and will not be reported

** All data has been rounded to the nearest percentage

Demographics

Federal legislation for No Child Left Behind requires results from state English language arts (ELA), math, science, and social studies assessments (MEAP) be disaggregated by major demographic groups to show comparisons in students achievement. Groups with fewer than 30 students are not considered statistically significant and are not included in this report. Cadillac Junior High strives to test all students in each demographic group. A summary of the data comparing CJH, CAPS, and the State of Michigan is shown.

8TH GRADE ELA MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
				Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	71%	71%	13%	16%	50%	21%
	2007-08	75%	75%	5%	20%	54%	21%
	2008-09	82%	77%	4%	14%	62%	20%
Male	2006-07	62%	65%	18%	20%	44%	18%
	2007-08	69%	69%	9%	22%	50%	19%
	2008-09	79%	73%	6%	15%	62%	17%
Female	2006-07	80%	78%	8%	12%	55%	25%
	2007-08	81%	81%	1%	18%	58%	23%
	2008-09	84%	81%	3%	13%	61%	23%
White	2006-07	72%	78%	13%	15%	50%	22%
	2007-08	75%	82%	5%	20%	53%	22%
	2008-09	82%	82%	4%	14%	62%	20%
Economically Disadv.	2006-07	53%	56%	23%	24%	47%	6%
	2007-08	64%	62%	5%	31%	55%	9%
	2008-09	71%	64%	9%	20%	62%	9%
Students with Disabilities	2006-07	11%	27%	65%	24%	11%	0%
	2007-08	28%	34%	16%	56%	12%	16%
	2008-09	33%	34%	24%	43%	27%	6%

* Other demographic groups are not statistically significant and will not be reported

8TH GRADE MATH MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
				Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	75%	68%	5%	20%	42%	33%
	2007-08	76%	72%	7%	17%	32%	44%
	2008-09	76%	75%	6%	18%	33%	43%
Male	2006-07	78%	68%	5%	17%	40%	38%
	2007-08	79%	71%	8%	13%	32%	47%
	2008-09	73%	75%	7%	20%	28%	45%
Female	2006-07	72%	68%	5%	23%	45%	27%
	2007-08	73%	72%	5%	22%	33%	40%
	2008-09	79%	74%	6%	15%	39%	40%
White	2006-07	75%	76%	5%	20%	41%	34%
	2007-08	77%	79%	5%	17%	33%	45%
	2008-09	77%	81%	6%	17%	33%	44%
Economically Disadv.	2006-07	60%	51%	10%	30%	37%	23%
	2007-08	69%	56%	9%	22%	46%	23%
	2008-09	64%	62%	10%	26%	35%	29%
Students with Disabilities	2006-07	32%	30%	18%	50%	29%	3%
	2007-08	16%	32%	36%	48%	16%	0%
	2008-09	36%	39%	21%	43%	27%	9%

* Other demographic groups are not statistically significant and will not be reported

8TH GRADE SCIENCE MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
				Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	77%	75%	8%	15%	44%	33%
	2007-08	86%	79%	3%	11%	49%	37%
	2008-09	82%	76%	4%	14%	54%	28%
Male	2006-07	77%	74%	8%	15%	38%	39%
	2007-08	81%	79%	4%	15%	40%	41%
	2008-09	79%	75%	6%	15%	46%	33%
Female	2006-07	77%	75%	8%	15%	49%	28%
	2007-08	90%	80%	1%	9%	59%	31%
	2008-09	84%	77%	3%	13%	61%	23%
White	2006-07	78%	84%	8%	14%	43%	35%
	2007-08	86%	87%	2%	12%	49%	37%
	2008-09	82%	84%	4%	14%	54%	28%
Economically Disadv.	2006-07	61%	58%	13%	26%	44%	17%
	2007-08	80%	65%	3%	17%	60%	20%
	2008-09	69%	62%	7%	24%	52%	17%
Students with Disabilities	2006-07	33%	41%	36%	31%	30%	3%
	2007-08	56%	48%	8%	36%	52%	4%
	2008-09	33%	42%	27%	40%	24%	9%

* Other demographic groups are not statistically significant and will not be reported

9TH GRADE SOCIAL STUDIES MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	CJH % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
					Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	80%	80%	74%	4%	16%	51%	29%
	2007-08	81%	81%	71%	3%	16%	38%	43%
	2008-09	74%	74%	72%	9%	17%	36%	38%
Male	2006-07	82%	82%	73%	4%	14%	48%	34%
	2007-08	84%	84%	70%	2%	14%	34%	50%
	2008-09	79%	79%	73%	6%	15%	35%	44%
Female	2006-07	78%	78%	75%	5%	17%	57%	21%
	2007-08	78%	78%	71%	5%	17%	41%	37%
	2008-09	69%	69%	72%	11%	20%	39%	30%
White	2006-07	80%	80%	82%	4%	16%	51%	29%
	2007-08	83%	83%	79%	3%	14%	38%	45%
	2008-09	75%	75%	81%	8%	17%	37%	38%
Economically Disadv.	2006-07	74%	74%	59%	5%	21%	53%	21%
	2007-08	65%	65%	54%	8%	27%	37%	28%
	2008-09	60%	60%	57%	13%	27%	46%	14%
Students with Disabilities	2006-07	39%	39%	40%	20%	41%	37%	2%
	2007-08	45%	45%	32%	18%	37%	39%	6%
	2008-09	24%	24%	37%	45%	31%	21%	3%

* Other demographic groups are not statistically significant and will not be reported

Accreditation Status and Adequate Yearly Progress

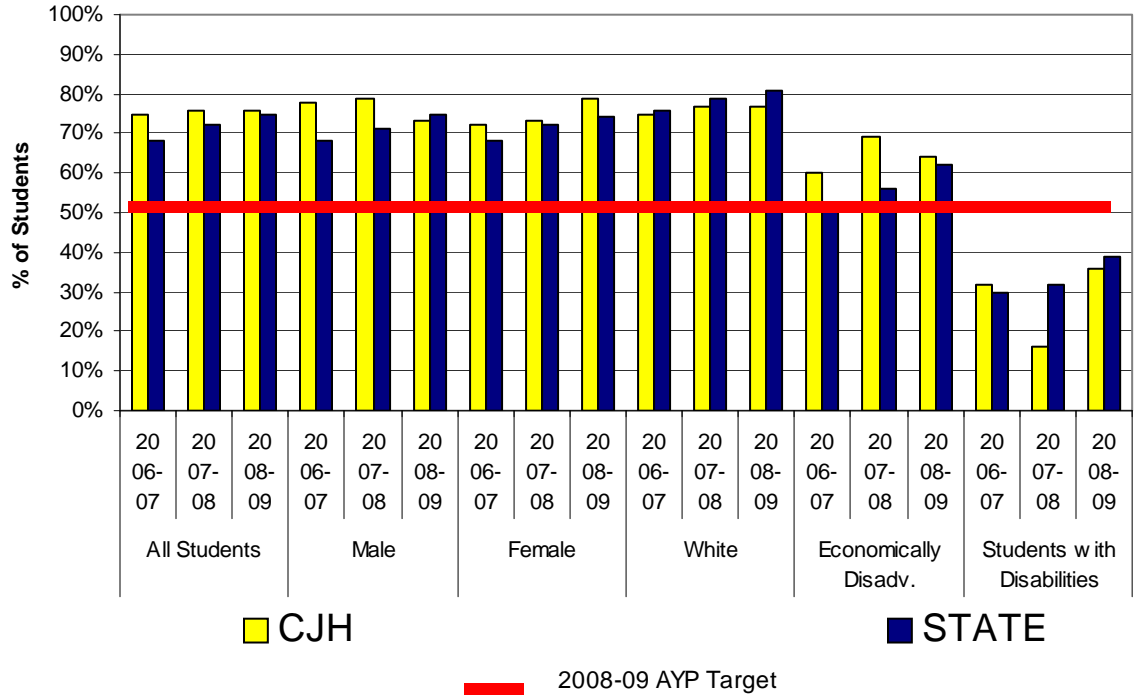
Accreditation Status for 2007-2009

From the Education Yes! Report Card

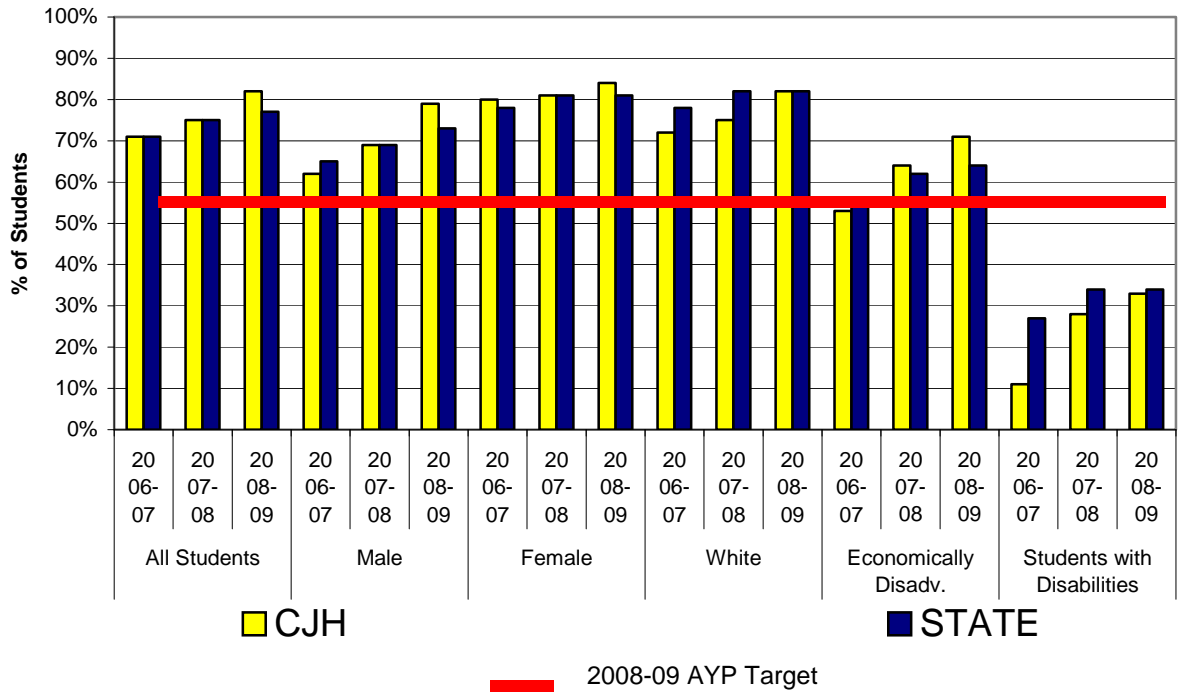
School	Title 1 School	AYP Phase 2008-09	Grade for 2007-08	AYP	Grade for 2008-09	AYP
Cadillac Junior High	No	0	A	Met AYP	B	Met AYP
District				Yes		Yes

Achievement Results for 2006-2009

8th Grade Cadillac Junior High School Percent Students Proficient on Math MEAP



**8th Grade Cadillac Junior High School
Percent Students Proficient on ELA MEAP**



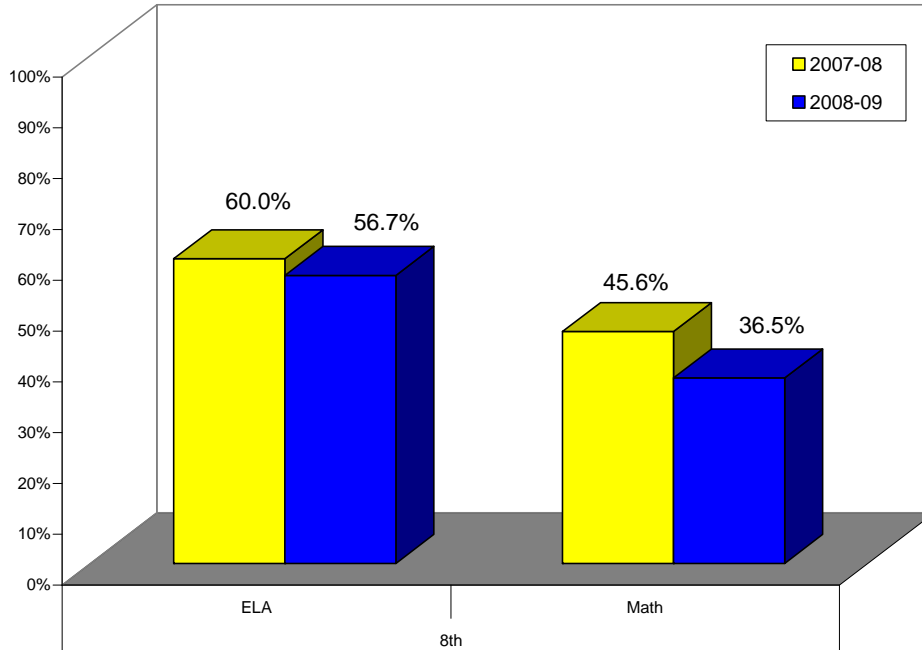
Cadillac Junior High School AYP Attendance Rates 2008-2009			
Group	ELA	Math	State Target
All Students	93.2%	93.2%	85.00%
Male	93.5%	93.5%	85.00%
Female	92.8%	92.8%	85.00%
White	91.3%	91.3%	85.00%
Economically Disadv.	90.4%	90.4%	85.00%
Students with Disabilities	88.2%	88.2%	85.00%

Other Tests

Common Assessments

Wexford-Missaukee ISD schools participate in a common assessment process for all 8th^h grade students. CJH results are shown below:

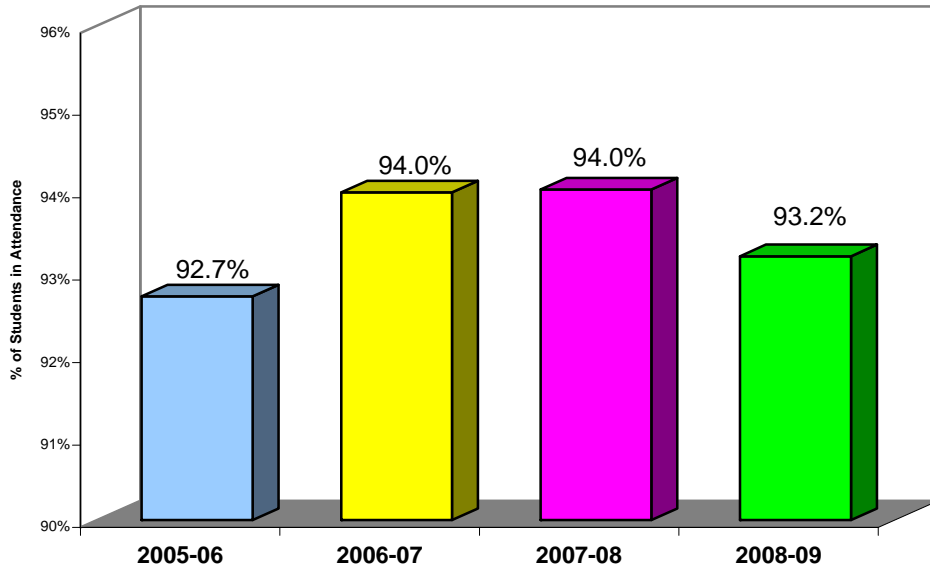
CJH Q2 Common Assessment Class Averages



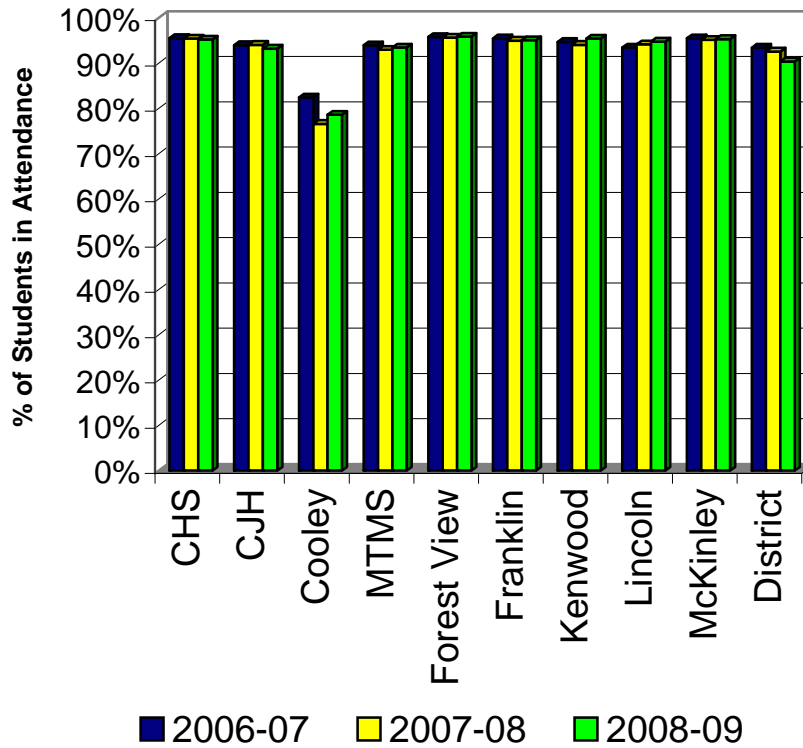
Other Indicators

Attendance

CJH Average Daily Attendance Summary 2005-2009



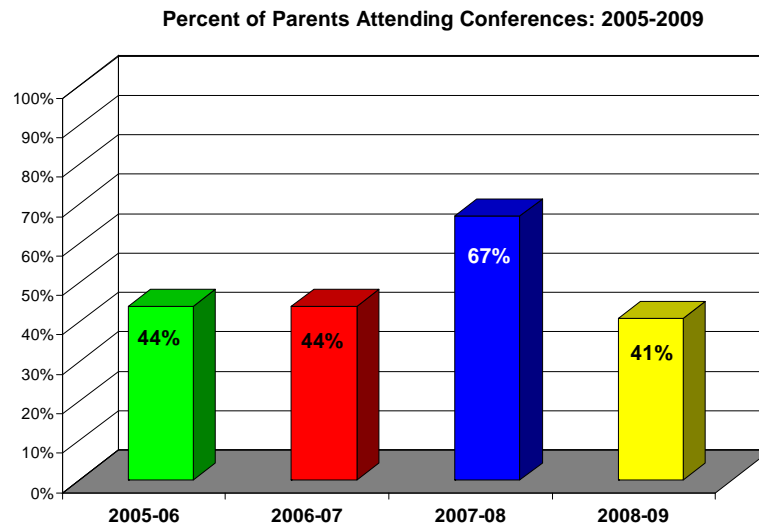
CAPS Average Daily Attendance Summary



Parent Involvement

We understand the importance of parental involvement in regards to student success. Therefore, we encourage parents to be involved in various ways, such as:

- Attending Parent-Teacher conferences twice a year
- Utilizing Parent-Connect in order for parents to use the internet to monitor their student's information
- Serving on the building and district School Improvement Teams
- Volunteering to chaperone dances and other activities



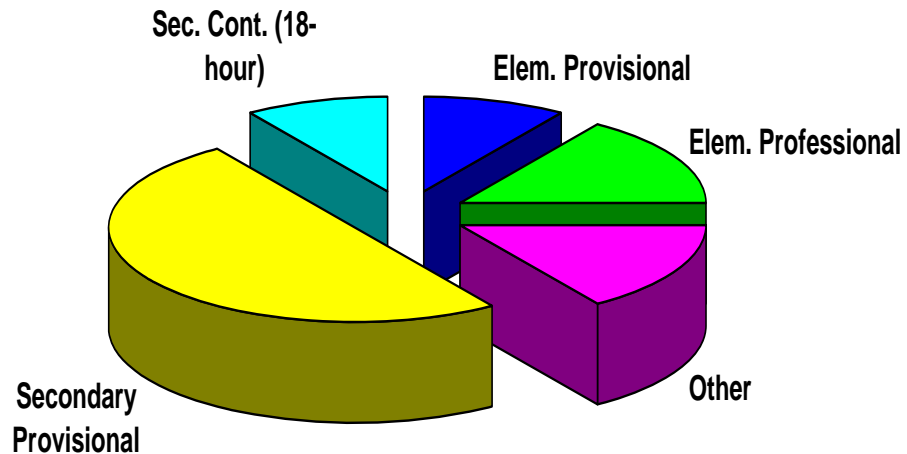
Curriculum

Cadillac Junior High's curriculum is a reflection of the Grade Level Content Expectations and High School Content Expectations provided by the Michigan Department of Education. Eighth grade students are allowed to take high school classes for credit. Students are also allowed to receive credit for a class by demonstrating mastery through assessments.

CAPS Instructional Staff Qualifications and Professional Development

During the 2008/2009 school year, 100% of the Cadillac Junior High professional staff met the “Highly Qualified Teacher” definition set forth by “No Child Left Behind” legislation. Each staff member teaches in his/her major or minor area of study.

CJH Teacher Certification by Type 2008-09



Cadillac Junior High School Professional Development is aligned with School Improvement, curriculum, instruction and assessment and is an ongoing process directed toward increased performance for all students. It promotes continuous improvement of all members of the learning community and enhances school improvement by encouraging a culture of collaboration and sharing to achieve or exceed the School Improvement goals. Professional development is provided throughout the school year in a multitude of opportunities. Some of these include:

1. Staff Meetings
2. Team Meetings
3. Department Meetings
4. Attending Conferences
5. In-District In-service Sessions
6. ISD In-service Sessions