

Cadillac Junior High School

Annual Report

2006-2007

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.

Cadillac Junior High School Staff

Principal	Dave Champion
Assistant Principal	Rich Giddens
Administrative Assistants	Mindy Hinkle
	Diane Dunbar
Number of Teachers:	39
Counselor	Ann Bush

Address:

500 Chestnut Street
Cadillac, Michigan 49601

Grades:

Eighth and Ninth

Telephone: 1.231.876.5700

Web: <http://www.vikingnet.org>

Enrollment:

521 students

Curriculum

Cadillac Area Public Schools embraces a curriculum reflecting *Michigan Content Standards for Curriculum* and national standards. Our School Improvement goals show our desire to improve the performance of all students in reading comprehension of informational materials, student understanding and application of scientific processes, student understanding of social studies context and the application of geography skills, student use of mathematics and logic skills in problem solving. All Cadillac Junior High School students learn about technology and refine their skills as they apply them across content areas. The district curriculum guide, *Michigan Content Standards and Benchmarks*, textbooks, technology plan, computer software, and building personnel are focused on desired student outcomes in each of the four goal areas. The Instructional Advisory Committee, district, and building content area committees review and update the district curriculum and materials throughout the year to support student-learning goals. All Cadillac Junior High School students engage in challenging and purposeful learning that prepares them for the future.

Assessment

Each goal area has established assessments to measure progress toward obtaining the stated goal. They include: Respect and Protect, discipline records, grades, attendance records, students receiving awards, MEAP (Michigan Educational Assessment Program), progress report comparisons, student career interest survey, parent surveys, staff surveys, curricular assessment and teacher observation.

Community Resources

Cadillac Junior High School prepares students for successful entry into the world of work and/or continuing education in order to pursue their career goals. Collaboration with the community beyond the walls of the classroom is a vital component to help students develop the skills, attitudes, and behaviors needed to get and keep a good job. Students need to see a clear connection between what they learn in class and what they will need to succeed in a career.

Cadillac Area Chamber of Commerce, through the Leadership Program, sponsors a LEAD as well as a LEAD JR. Program twice a year for 8th and 9th grade students to learn how to be young leaders in the community.

The Wexford-Missaukee Career Technical Center (CTC) is another component of the community resources available to Cadillac students. The Career Technical Center is available to provide up-to-date vocational training and instruction to high school students. The primary objectives of the CTC are to prepare individuals for full-time, gainful

employment on the completion of high school or to prepare students for further vocational technical education. CTC also holds an annual Career Expo for 9th grade students to hear speakers share information about their careers.

Distance Learning and Michigan Virtual High School courses may be offered when the student's individual needs can't be met at the school.

Teacher Qualifications

During the 2006/2007 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.

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.

Values Statement

The Cadillac Junior High community understands staff behaviors are the cornerstone to advancing our school's Mission and Values Statements. We are committed, both collectively and individually, to the following practices:

1. We will provide an inviting classroom environment with clear expectations and specific academic and behavioral goals.
2. We will promote positive behaviors and attitudes by modeling the qualities of good character (respect, support, and personal integrity) both with colleagues and students.

3. We will collaborate with students throughout the learning process to achieve academic success and celebrate accomplishments.
4. We will collaborate with colleagues to apply proven, effective classroom learning strategies and management practices to enhance student learning.
5. We will demonstrate excellence through character education by providing a variety of opportunities and encouraging participation by all.
6. We will be committed to keeping parents informed about their students' progress and seek opportunities to incite their active support of Cadillac Junior High and its students.
7. We will be dedicated to developing and improving teaching strategies through professional development.

School Improvement Goals

Language Arts

80% of 9th graders will perform 70% or higher on the final informational text exam given at the end of the school year. (10% more students than the 2005-06 school year.) 85% of the 8th grade students will pass with an 80% or above on a final context clues exam. (5% more students than the 2005-06 school year.)

Science

Goal: We will integrate the Collins Writing strategies into the science curriculum.

Indicators: We will:

- 1) familiarize ourselves with the four types of writing as defined by Collins.
- 2) determine how many of each writing type will be required each semester.
- 3) keep a portfolio of writings assigned to students.

Measures: We will:

- 1) routinely monitor our progress within collaborative groups.
- 2) Analyze teacher writing portfolio at the end of each semester (should include numerous type 1 & 2 writings, as well as at least one type 3, 4, or 5 writing).

Targets: 1) Improve students' overall MEAP proficiency in Science from 77% (2006-07 school year) to 80% in 2007-08.

Social Studies

Students will improve their proficiency scores in geography, civics, history and economics. This will result in students improving their overall Social Studies MEAP proficiency (Level 1 & 2), from 80% in 2006-07 to 83% this year (2007-08).

Math

Students' weaknesses will be identified and strategies implemented to improve students' overall MEAP proficiency in mathematics from 75% to 78% during the 2007-08 school year.

Fine Arts

The students will demonstrate the creative application of learned material through participation in the Connections event Monday, May 21, 2007.

1. Students will show a 5% improvement for pass rate on the 2nd semester mathematics common assessment.
2. Staff will examine the 8th and 9th grade science curriculum to determine its alignment to the Michigan Curriculum Frameworks High School objectives.
3. Students will improve their proficiency scores in geography, civics, history and economics by increasing level 2 from 28% to 33% and level 3 from 29% to 34% on the MEAP Assessment.
4. 70% of 9th grade students will pass a final informational text exam given at the end of the school year. 80% of the 8th grade students will pass with an 80% or above on a final context clues exam.

Evaluation Process

The staff at Cadillac Junior High School uses varied methods of assessment pertaining to student progress. This includes, but is not limited to, the following methods:

1. Teacher Observation
2. Student Projects
3. Peer Interaction
4. Student Portfolios
5. MEAP Scores
6. Oral Presentations
7. Written Test
8. Oral Test
9. I.S.D. Quarterly Assessment Scores

Professional Development

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 to 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

Decision-Making Process

Decisions that affect the Cadillac Junior High School learning process are made in the following manner:

1. Team Decisions
2. Departmental Decisions
3. Staff Meeting Decisions
4. Administrative Decisions
5. School Improvement Committee

Retention Rate

The Cadillac Junior High School defines retention as: when a student must repeat an entire grade level over the following year. The retention rate for the 2006-07 school year was .5% for our student population. The Cadillac Junior High School had zero students drop out of school.

Cadillac Junior High School MEAP Results Grade 8

Science

	<u>2004</u>	<u>Winter 2005</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Proficient (level 1&2) State	79 66	68 65	78 77	77 75
Exceeded Standards	31	12	33	33
Met Standards	48	56	44	44
At Basic Level	16	24	17	15
Apprentice	5	9	6	8
Econ. Disadvantaged % Proficient	69	67	69	61
Students with disabilities % Proficient	34	23	27	33
Gender % Proficient				
Male	78	69	79	77
Female	80	66	76	77

ELA – English Language Arts

	<u>Fall 2005</u>	<u>Fall 2006</u>
Proficient (level 1&2)	69	71
State	69	71
Exceeds Standards	12	21
Met Standards	57	50
At Basic Level	18	16
Apprentice	13	13
Econ. Disadvantaged		
% Proficient	64	53
Students with disabilities		
% Proficient	5	11
Gender % Proficient		
Male	64	62
Female	75	80

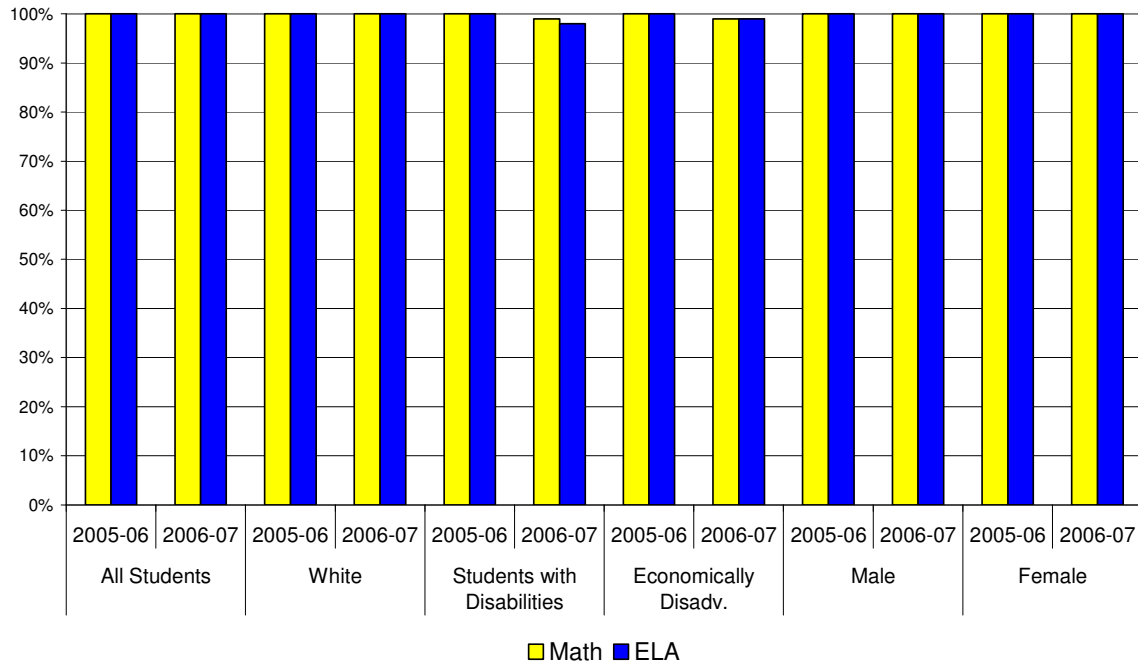
Mathematics

	<u>2004</u>	<u>Winter 2005</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Proficient (level 1&2)	76	64	61	75
State	63	62	64	68
Exceeds Standards	54	34	26	33
Met Standards	22	30	35	42
At Basic Level	14	19	24	20
Apprentice	10	17	15	5
Econ. Disadvantaged				
% Proficient	61	49	51	60
Students with disabilities				
% Proficient	55	11	12	32
Gender - % Proficient				
Male	80	57	60	78
Female	72	71	62	72

Social Studies – 9th Grade

	<u>Fall 2005</u>	<u>Fall 2006</u>
Proficient (level 1&2)	74	80
State	75	74
Exceeded Standards	31.2	29
Met Standards	43.2	51
At Basic level	17.7	16
Apprentice	7.9	4
Econ. Disadvantaged		
% Proficient	63	74
Students with disabilities		
% Proficient	27	39
Gender % Proficient		
Male	70	82
Female	77	78

**Cadillac Junior High School
Percent of Students Tested on MEAP**



Specialized Schools

Cadillac Junior High School provides opportunities for students who have special needs. Special schooling is provided for emotionally impaired students through the Intermediate School District, as well as for the severely mentally impaired and trainable mentally impaired students. Cadillac Junior High School also provides an Alternative Education Program for ninth grade students. This program is housed at the Cooley Alternative School on Granite Street.

Parent/Teacher Conferences

The following is a percentage of parents that attended the fall and spring parent/teacher conferences:

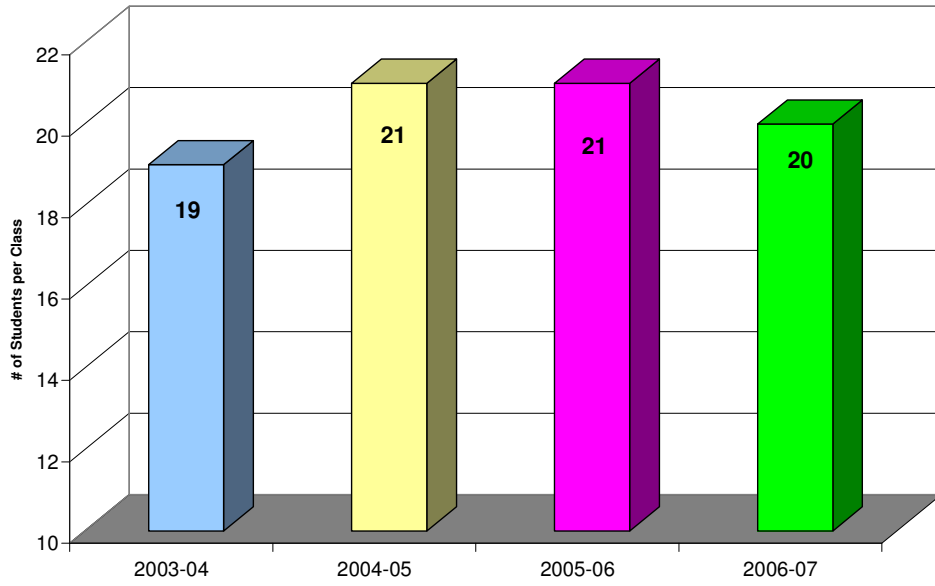
2003 Fall Attendance 74%	2005 Spring Attendance 89%
2004 Fall Attendance 77%	2006 Spring Attendance 79%
2005 Fall Attendance 44%	2007 Spring Attendance 27%
2006 Fall Attendance 44%	

Technology

Cadillac Junior High School makes a concentrated effort to provide professional development for all staff in technology knowledge, application, and integration. Staff members are encouraged to evaluate the usefulness of emerging technologies and to think outside the box when incorporating technology in the classroom. Students learn with and about technology preparing them to live responsibly in a democratic, technologically driven society. Both staff and students use technology for knowledge, acquisition, communication, information management, problem solving, creative expression, research, and design across disciplines. Cadillac Junior High School continues to identify individual student's needs and to address those needs through all appropriate means including the use of electronic curricula and technology tools.

Technology plays an important role in communication with parents and the community. We are doing local broadcasting in our school for our morning announcements and to communicate our character development program.

CJH Average Class Size 2003-2007



CJH Average Daily Attendance Summary 2004-2007

