

Grayling High School

2010-2011 Annual Report

Crawford AuSable School District



Donna Boughner, Principal

Introduction

Grayling High School is committed to academic excellence and high student achievement. The talented staff is dedicated to creating positive relationships with students, families and the community. GHS graduates are informed, productive citizens prepared with skills and abilities that are flexible for an ever-changing world.

School Improvement Team & School Goals

Grayling High School's Leadership Committee (SLC) works to improve teaching and learning at GHS. During the 2010-2011 school year, the team used student achievement data to determine appropriate goals, objectives, strategies, interventions and student specific programs. The team will measure success and determine school growth by looking at end year disaggregated data for the building, subgroups and individual students.

The team and staff worked on the following building goals:

- 1) Reading: All GHS students will improve in content area reading.
- 2) Attendance: All GHS students will stay within 8 or less absences in every class ever trimester.
- 3) "No" Failure: We will increase the percentage of students that pass classes the first time. Reduce repeats!
- 4) Student Achievement: GHS achievement scores will improve on high stakes assessments by .5%. – MME, ACT, AP, and NWEA.

Core Curriculum

The Mathematics, Science, Language Arts, Social Studies and Vocational/Technical curricula are consistent with state core curriculum standards. All curricula are reviewed and updated annually.

Educational Opportunity for All

At Grayling High School, we believe:

- All students can learn, at some level, with some method, through someone.
- No single method of teaching is right for every student.
- Teaching to individual learning styles is essential for student success.
- All students should have the opportunity to develop their unique talents.
- Education is a process, not a goal.
- Students must be encouraged to become life-long learners.
- All students have value and should be treated with respect.
- All students are responsible for their own behavior.
- All students will benefit from self-management skills.
- The educational community should provide a safe and secure environment for learning.
- Education is a responsibility to be shared between the school, students, parents and the community.
- Teachers are instrumental in the learning process, and should model the attitudes, behavior and work ethics that they want their students to acquire.
- Applied academics provide a more tangible meaning to learning.

STUDENT ENROLLMENT

Fall 4th Friday Count: 576
Spring 4th Friday Count: 550

Points of Pride

Staff participated in the following staff development activities for the 2010-2011 school year:

Acc./Fin. Adv. Board Mtg.

Algebra For All

Algebra Roundtable

BCAM

COOR Data Dir. Training
COOR Fine Arts Roundtable
COOR Math Roundtable
COOR School Improv. Workshop
COOR SLC Meeting
Education Strategies for START
EMATHS (Alg.2) TI Inspire
June Common Assessment
MACUL -Mich. Assn. for Computer Users in Learning
MACAUL - McComb Principals Academy
MASC/MAHS
MASSP Soaring Eagle
MHSFCA Clinic
Michigan Skyward User Group
MPAAA/CEPI MSDS Summer Workshop
Non-Violent Crisis Intervention
Read 180 Training Day 1
Read 180 Training Part I
Safe Talk/Train the Trainee Assist Program
Skyward Attendance
Skyward Future Sch./Dist. Issues
Skyward Grading Day 2
Skyward Inquiry Overview
Skyward Standards Gradebook/Activities/Athletics
Skyward State Reporting
START Conference
SWIFT Writing Conference

CCSS

COOR ELA Roundtable
COOR For. Lang. Roundtable
COOR Professional Dev.
COOR Science Roundtable
Data Director
EMATHS Conference
Instrumental Music Educator
MaComb ISD Roll Out CCSS
Users in Learning
MASSP - Mackinac Island
MHSAA Football Clinics:
Michigan Art Education Assn.
MPAAA/CEPI TSDL
Notre Dame Clinic
Read 180 Training Day 2
Read 180 Training Part II
Skyward Future Sch. Day 2
Skyward Grading Day 1
Skyward Grad. Requirements
Skyward 2ndary Gradebook
Start Training
Suicide Prevention Coalition
TSDL Webinar

Parent Involvement Helps Create Success

Parent/teacher conferences take place during each trimester at the high school. One hundred fifty-four parents attended the fall conferences and made 742 contacts with staff. The winter conference breakdown is listed in the chart below. The spring priority scheduling event, which occurred on a snow day, had thirty-two parents in attendance. The Freshmen Five orientation held prior to the start of school had 87% of our freshmen class in attendance, along with 93 parents attending the luncheon. In addition, Individualized Education Planning Committee (IEPC) meetings are held to determine special education eligibility and placement. One hundred twelve IEPCs were held at the high school level this year.

Parent Teacher Conference Attendance Data		
Subgroups	Winter 2011	
	number of students represented	% of students represented
All	160	29%
Amer. Indian/Native Alaskan	0	0
Asian/Pacific Islander	2	1.3%
Black, Not of Hisp. Origin	0	0
Hispanic	1	.7%
White, Not of Hisp. Origin	157	98%
Students with Disabilities	19	11.9%
Limited English Prof.	0	0
Economically Disadvantaged	68	42.5%

ACT Results

Academic Area	Class of 2011
Composite	18.5
English	17.5
English + Writing	17.7
Math	19.9
Reading	17.4
Science	18.6
Writing	6.9

Student Achievement

MME, Michigan Merit Exam

Members of the Class of 2012 took the MME in March of 2011. The percentages of class members in each of the five tested academic areas are listed in the chart to the right:

Academic Area	GHS Percentage Proficient for 2011	GHS Percentage Proficient for 2011		Economically Disadvantaged	Special Education
		Male	Female		
Mathematics	62%	68%	56%	58%	19%
Science	73%	77%	70%	66%	25%
Reading	60%	63%	58%	54%	19%
Writing	48%	52%	45%	39%	6%
Social Studies	91%	91%	91%	92%	63%

Advanced Placement Testing

Thirty-nine students from the graduating Class of 2011 took a total of 54 Advanced Placement Exams. Scores of 3 or higher generally are granted college credit. Tests were taken in the subjects of Biology, Calculus AB, English Lit/Comp, and European History. Of the 54 tests taken, 42 were scores of 3 or higher (78%). In most cases, scores of 3 or higher equate to varying amounts of college credit, depending upon the college or university. The Class of 2011 had five AP Scholars, and one AP Scholar with Honor. The breakdown of the scores is as follows:

Test	# of Students Tested	Score									
		1	2	3	4	5	1	2	3	4	5
Biology	12	1		3	3	5					
Calculus AB	11	3	3	4	1						
Chemistry											
English Lit/Comp	11		1	9	1						
European History	20	1	3	9	5	2					
US History											
World History											
Totals	54	5	9%	7	13%	25	46%	10	19%	7	13%

Graduation And Drop Out Rate

The graduation rate for the G.H.S. Class of 2010, as calculated by the State of Michigan was 79.02 percent. The state graduation rate was 75.95 percent. The dropout rate for the G.H.S. Class of 2010, as calculated by the State of Michigan is 6.99 percent. The state dropout rate was 11.07 percent. This information is published by the state approximately one year after the class graduates.

Retention Rate

The Class of 2011 enrolled 157 students in the fall of 2007 for their freshman year. During the four years between the fall of 2007 and their graduation in June of 2011:

- 23 transferred to other districts (includes six out of state)
- 24 transferred to the district alternative ed. program
- 0 transferred to the district adult ed. program
- 4 decided to home school
- 2 failed to graduate with their class after four years
- 5 dropped out of school
- 2 were retained
- 0 died
- 0 were expelled
- 0 were incarcerated or placed in detention

The retention rate is calculated as the percentage of students who graduate from high school four years after entering the ninth grade. Students who move away or move in during the four years do not enter in the calculation. The retention rate for the graduating Class of 2011 is 87 percent.

Graduate Plans

One hundred thirty-four students graduated with the Grayling High School Class of 2011. Ninety-five percent plan to go on to some type of post-secondary training:

- 50% plan to attend a four-year College or University
- 38% plan to attend a two-year College or Vocational School
- 7% will enlist for military training

Michigan Competitive Scholarship

All college-bound students are encouraged to take the ACT test in their junior year. Those students whose combined scores on the four sub-tests total 90 or more receive certificates of merit and are eligible for the State of Michigan Competitive Scholarships. Twenty-seven students in the Class of 2011 qualified for the Michigan Competitive Scholarship.

Scholarships

The 134 graduates of the Class of 2011 earned over \$414,040 in scholarships from colleges and over \$49,950 in local scholarship funds, for a total of \$463,900.

Attendance Percentage Rate

The annual attendance percentage rate for Grayling High School for the 2010-11 school year was 95.2 percent.

Co-Curricular Activities

Grayling High School offers a wide range of co-curricular activities to enhance students' education experiences. Grayling High School is a member of the Lake Michigan Conference with Boyne City, Charlevoix, East Jordan, Elk Rapids, Kalkaska, Harbor Springs, and Traverse City St. Francis. Our sports offered are:

Fall: Football; Girls Volleyball; Girls Golf; Boys Tennis; Boys Soccer

Winter: Girls Basketball; Boys Basketball; Girls and Boys Skiing; Wrestling

Spring: Boys Baseball; Girls Softball; Boys and Girls Track; Boys Golf; Girls Soccer; Girls Tennis

GHS also offers outstanding opportunities in our Fine Arts Department with the following groups:

- *Fall Play
- *Choir
- *Yearbook/newspaper
- *Youth in Government
- *Fly Fishing Club
- *Spring Musical
- *Jazz, Marching & Pep Band
- *Key Club
- *Student Senate
- *M.I.T.E.S.

as well as other before or after school groups.

Closing Statement

The Grayling High School staff proudly works with families to meet the individual needs of every student. On the Michigan Merit Exam, GHS had an increase in the percent of proficient students in every subject! The Grayling Viking Renaissance rewards program is experiencing increased membership. Teachers are invested in student achievement, and students continue to improve academically. Students work towards individual and school learning goals, and alumni celebrate post-graduation success. GHS is growing to greatness!