

Calhoun Community High School

15 Arbor Street
Battle Creek, MI 49045
(269) 565-4782; Fax (269)-565-4784

March 29, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for the Battle Creek Area Learning Center. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Tim Allard, the director for the Battle Creek Area Learning Center for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.mischooldata.org/AER/CombinedReport/StudentAssessmentTabularResults.aspx?IsdId=70&Isd=Calhoun+ISD&DistrictId=911&District=Battle+Creek+Area+Learning+Center&SchoolId=1&School=All+Schools+in+District> or you may review a copy in the main office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school HAS NOT BEEN GIVEN ONE OF THESE LABELS because the number of students we assess is not large enough to generate a score that is statistically reliable. Nonetheless, we know we have significant challenges and we continue to address them.

Key challenges for our school have to do with the fact that better than 90% of our students come in with multiple risk factors. State and local assessments consistently indicate our students read, write, and perform math below grade level.

Assistance from the Calhoun Intermediate School District: For the last five years and continuing into this year Calhoun Community High School has received considerable assistance in its efforts to improve the school.

- a. Calhoun ISD has assigned or hired out a Leadership Coach to the school to assist the staff in creating a Professional Learning Community.
- b. CISD hired out Instructional Coaches in English Language Arts and Math to assist teachers in these subject areas in implementing instructional strategies in their classrooms to increase student engagement and learning. BCALC has used Title II funds to pay for this support in the 2015-16 school year.
- c. The Battle Creek Area Learning Center's Board of Education authorized an assistant director in charge of instructional leadership to work with teachers to improve instruction and learning.
- d. CCHS held PLC meetings an average of 2 days (afternoons for 45 minutes) per week to review student learning plans, formative and summative assessment data, and interventions to help struggling students.
- e. CCHS hired a fulltime school interventionist to work with students on social, emotional, and academic deficiencies.

f. CCHS hired a fulltime graduation coach with at-risk (31a) funds who focuses on college and career readiness.

g. CCHS uses Title I and 31a funds to employ three paraprofessional support staff members to assist all of our at-risk population as we are a school-wide title I program.

f. CCHS applied for and obtained a clock hours and days waiver to allow flexibility in our schedule to meet the needs of our students who exhibit poor attendance and low achievement.

Parent Involvement: As a school that receives money under Title 1 we are committed to doing as much as possible to increase parent and community involvement in our school. Research indicates that when parents are involved in a student's activities at school student achievement increases. Calhoun Community High School has developed a Parent Involvement Plan, copies of which are available in the school's office. The plan establishes a Parent/Student Advisory Group which will develop an action plan for parent/community involvement in the school for this coming school year. Parent volunteers are always needed to participate in the Parent/Student Advisory Group. To be a part of this effort, simply notify Mr. Allard at 269-565-4783 of your interest or stop by the school office for further details.

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

State law requires that we also report additional information as follows:

1. How students are assigned to a building:

The school is a single building and operates as a charter school. A student applies to come to this school as they would in any school district. An intake interview is held with the student and a parent or guardian if the student is under the age of 18. Unless there are reasons precluding admission that would preclude admission to any public school district, the student will be admitted on a space available basis.

2. Status of the School Improvement Plan:

In 2013-14 CCHS became a school-wide Title I school. With this approval, we were able to dedicate our Title I funding to 100% of our students.

The 3-5 year School Improvement Plan contains 3 goals as follows:

Goal 1: All teachers building-wide will improve their use of data in Professional Learning Communities.

Goal 2: All students at Battle Creek Area Learning Center will improve student engagement and student achievement in English, Math, Science and Social Studies...

Goal 3: All students at Battle Creek Area Learning Center will improve reading in all content areas (English, Math, Science and Social Studies).

3. Describe any specialized schools:

As a single building we have no specialized schools. This school is designated as a 9-12 grade alternative high school and serves all of the students in the geographical boundaries of the chartering college, Kellogg Community College. About 95% of our students come from other area public and private schools.

4. How do you access a copy of core curriculum? How is it implemented? How does it vary from the state's model?

Our courses are aligned with and meet Michigan Merit curriculum requirements.

Graduation requirements are outlined fully in the Student Handbook, which is available on line and in hard copy. A copy of the Handbook is provided to students and parents at the time of the intake interview.

Course descriptions and syllabi are available on the school's website electronically and in hard copy in the Director's office at the school. In addition CCHS used a web-based system known as Skyward where school staff record student progress on a daily basis.

Staff, parents and students have access to Skyward and can monitor student progress 24 hours, 7 days a week. The school will offer a demonstration of Skyward and teach parents and students how to use it at

Open Houses, Parent Conferences or on an individual basis as arranged between the school and the individual. Simply call 269-565-4782 to arrange an appointment if you are unable to attend one of the regularly scheduled sessions.

5. The aggregate student achievement results for any local competency tests or nationally normed Achievement Tests:

Students at CCHS take the Michigan Merit Exam which includes the ACT and ACT Work Keys Tests. These are nationally-normed tests. Results are as follows:

MI School Data											
2014-15 ACT College Readiness Snapshot											
Battle Creek Area Learning Center: All Subjects / All Students											
Location	School Year	Subject	Student Group	Student Type/Crosstab	Mean ACT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Battle Creek	2014-15	Composite	All Students	All Students	14.3	N/A	1	2.20%	44	97.80%	45
Battle Creek	2014-15	English	All Students	All Students	13.4	18	8	17.80%	37	82.20%	45
Battle Creek	2014-15	Mathematics	All Students	All Students	15	22	1	2.20%	44	97.80%	45
Battle Creek	2014-15	Reading	All Students	All Students	14.8	22	6	13.30%	39	86.70%	45
Battle Creek	2014-15	Science	All Students	All Students	13.6	23	4	8.90%	41	91.10%	45
Some percentages may not add to 100% due to rounding.											

MI School Data ~ MStep

School Year	Grade Content	Subject	Report Category	Students Advanced or Proficient	Advanced	Proficient	Partially Proficient	Not Proficient	Number Assessed	Mean Scaled Score	Standard Deviation
2014-15	11th Grade Co	ELA	All Students	10.50%	2.60%	7.90%	15.80%	73.70%	38	2,071.10	23.8
2014-15	11th Grade Co	Mathematics	All Students	2.60%	0%	2.60%	10.50%	86.80%	38	2,059.20	20
2014-15	11th Grade Co	Science	All Students	5.30%	5.30%	0%	10.50%	84.20%	38	2,065.00	19.6
2014-15	11th Grade Co	Social Studies	All Students	15.40%	0%	15.40%	33.30%	51.30%	39	2,072.80	18.4
2014-15	11th Grade Co	ELA	Hispanic of Ar	0%	0%	0%	0%	100.00%	5	2,064.80	17.8
2014-15	11th Grade Co	Mathematics	Hispanic of Ar	0%	0%	0%	0%	100.00%	5	2,059.80	12.5
2014-15	11th Grade Co	Science	Hispanic of Ar	0%	0%	0%	0%	100.00%	5	2,059.40	8.4
2014-15	11th Grade Co	Social Studies	Hispanic of Ar	0%	0%	0%	80.00%	20.00%	5	2,071.60	12.7
2014-15	11th Grade Co	ELA	Two or More R	33.30%	0%	33.30%	0%	66.70%	3	2,080.70	32.9
2014-15	11th Grade Co	Mathematics	Two or More R	0%	0%	0%	33.30%	66.70%	3	2,071.00	14.1
2014-15	11th Grade Co	Science	Two or More R	33.30%	33.30%	0%	0%	66.70%	3	2,079.70	38.4
2014-15	11th Grade Co	Social Studies	Two or More R	33.30%	0%	33.30%	33.30%	33.30%	3	2,081.30	21
2014-15	11th Grade Co	ELA	White	10.00%	3.30%	6.70%	20.00%	70.00%	30	2,071.20	24.2
2014-15	11th Grade Co	Mathematics	White	3.30%	0%	3.30%	10.00%	86.70%	30	2,058.00	21.5
2014-15	11th Grade Co	Science	White	3.30%	3.30%	0%	13.30%	83.30%	30	2,064.40	18.7
2014-15	11th Grade Co	Social Studies	White	16.10%	0%	16.10%	25.80%	58.10%	31	2,072.10	19.2
2014-15	11th Grade Co	ELA	Female	15.40%	7.70%	7.70%	23.10%	61.50%	13	2,079.70	29
2014-15	11th Grade Co	Mathematics	Female	7.70%	0%	7.70%	30.80%	61.50%	13	2,072.80	19.7
2014-15	11th Grade Co	Science	Female	15.40%	15.40%	0%	15.40%	69.20%	13	2,073.80	25.7
2014-15	11th Grade Co	Social Studies	Female	23.10%	0%	23.10%	30.80%	46.20%	13	2,076.60	20.3
2014-15	11th Grade Co	ELA	Male	8.00%	0%	8.00%	12.00%	80.00%	25	2,066.70	19.8
2014-15	11th Grade Co	Mathematics	Male	0%	0%	0%	0%	100.00%	25	2,052.20	16.5
2014-15	11th Grade Co	Science	Male	0%	0%	0%	8.00%	92.00%	25	2,060.40	14
2014-15	11th Grade Co	Social Studies	Male	11.50%	0%	11.50%	34.60%	53.90%	26	2,070.80	17.4
2014-15	11th Grade Co	ELA	Economically	11.50%	3.90%	7.70%	15.40%	73.10%	26	2,073.40	25.1
2014-15	11th Grade Co	Mathematics	Economically	3.90%	0%	3.90%	11.50%	84.60%	26	2,061.50	21
2014-15	11th Grade Co	Science	Economically	7.70%	7.70%	0%	15.40%	76.90%	26	2,065.70	22.8
2014-15	11th Grade Co	Social Studies	Economically	18.50%	0%	18.50%	33.30%	48.20%	27	2,073.90	19.8
2014-15	11th Grade Co	ELA	Not Economic	8.30%	0%	8.30%	16.70%	75.00%	12	2,066.30	20.7
2014-15	11th Grade Co	Mathematics	Not Economic	0%	0%	0%	8.30%	91.70%	12	2,054.40	17.6
2014-15	11th Grade Co	Science	Not Economic	0%	0%	0%	0%	100.00%	12	2,063.30	10.4
2014-15	11th Grade Co	Social Studies	Not Economic	8.30%	0%	8.30%	33.30%	58.30%	12	2,070.30	15
2014-15	11th Grade Co	ELA	Not English La	10.50%	2.60%	7.90%	15.80%	73.70%	38	2,071.10	23.8
2014-15	11th Grade Co	Mathematics	Not English La	2.60%	0%	2.60%	10.50%	86.80%	38	2,059.20	20
2014-15	11th Grade Co	Science	Not English La	5.30%	5.30%	0%	10.50%	84.20%	38	2,065.00	19.6
2014-15	11th Grade Co	Social Studies	Not English La	15.40%	0%	15.40%	33.30%	51.30%	39	2,072.80	18.4
2014-15	11th Grade Co	ELA	Students With	14.30%	0%	14.30%	0%	85.70%	7	2,062.70	24
2014-15	11th Grade Co	Mathematics	Students With	0%	0%	0%	0%	100.00%	7	2,047.60	17.6
2014-15	11th Grade Co	Science	Students With	0%	0%	0%	0%	100.00%	7	2,058.00	9.5
2014-15	11th Grade Co	Social Studies	Students With	14.30%	0%	14.30%	14.30%	71.40%	7	2,067.70	18.3

6. For October Conferences, 18 parents or 10% of parents attended. For December Conferences, 15 Parents or 8% of parents attended, For February Conferences 26 parents or 15%, For May Conferences, 30 parents or 17% attended conferences. The increase in conference attendance was due to adding phone conferences and allowing student 18 and older to do their own conferences.

7.
 - a. This year we had 2 students (1%) enrolled in dual enrollment courses this is down 6% from the previous year.
 - b. There were no EQUIVALENT COURSES OFFERED (AP/IB) at CCHS.
 - c. Because there were no AP/IB courses offered, there were zero STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB).
 - d. Because there were no AP/IB courses offered, there were zero students RECEIVING A SCORE LEADING TO COLLEGE CREDIT.

The 2014-15 school year saw a slight increase in enrollment, and with the addition of Section 25 money, we were able to positively add to the fund balance. 63 Students participated in commencement on June 4, 2015. With support from our managing school (Lakeview Schools) we implemented Professional Learning Communities (PLCs). As a staff we are focused on developing quality learning plans as we assess student growth through formative and summative assessments. With the addition of support staff through 31a and Title funds, we expect to see improvement in graduation rates and credits earned. We have high expectations for the 2015-16 school year and with some incentives like Make-Up Mondays, after school credit recovery, and new service-learning projects, we hope to see improved attendance numbers and better grades and test scores. As always, it's a great day to be at CCHS.

Sincerely,



Timothy J. Allard