

INTRODUCTION

The calendar includes dates for school events, Board of Education meetings and the grading periods. Also included is our annual report. Annual reports are intended to be widely distributed in the community and making it part of our calendar helps to accomplish that goal.

CHASSELL TOWNSHIP SCHOOLS GENERAL SCHOOL INFORMATION

The Chassell Township School District is a Kindergarten through twelfth grade public school. In 2008-2009 there were 280 students enrolled in our school. We have 17 teachers and an almost equal number of support staff. We have a dedicated and caring staff who supply the students with respect, fair and firm discipline and individual attention.

Chassell Township Schools are central to life in this community and exemplify the importance of schools to their communities. The Chassell school system is built on a strong family atmosphere and continual interactions between community groups and the school.

The District has a wide-ranging program involving various student groups, band, recreation and sports. The district curriculum is augmented by the distance learning room that brings in classes such as French and sends Finnish classes to area schools. We also offer on-line classes through Michigan Tech, Gogebic classes within the building, and Michigan Virtual High School.

Our school facility includes two computer labs for student use. The building is cabled for building-wide networking and has a wireless network that exists throughout the facility. All classrooms are fitted with projectors that hook up to teachers' laptops for power point and other presentations.

Our school also has an active foundation that provides funding to support the academic programs of the school.

CHASSELL TOWNSHIP SCHOOLS

41585 U.S. Highway 41 - P.O. Box 140
Chassell, Michigan 49916-0140
www.chassellschools.org

"Learning For Life"

BOARD OF EDUCATION

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SCHOOL IMPROVEMENT OBJECTIVES AND GOALS

During the 2008-2009 school year the staff completed the Comprehensive Needs Assessment by answering 90 questions from five different areas to examine building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement. A School Improvement Plan has been completed that addresses student learning and system needs that were identified through the Comprehensive Needs Assessment process. The following is a brief summary of the School Improvement Plan:

Vision Statement: Chassell Township School's vision is to be the Copper Country's leading school district. Being a leader means providing both an outstanding academic education and community service so that we make every student a life-long learner.

Mission Statement: The community of Chassell develops academic, social and moral excellence to foster lifelong learning.

School Improvement Goals (related to MEAP scores):

- | | |
|-----------------|--|
| Writing: | K-8 students will improve writing skills as measured on the MEAP within 3 years |
| Reading: | All 8 th grade students will increase skills in the areas of narrative text and reading comprehension |
| Math: | Maintain at least 85% proficiency on mathematics MEAP for our economically disadvantaged students in grades 3-8 |
| Science: | Maintain at least 85% proficiency on social studies MEAP for our economically disadvantaged students in grades 3-8 |
| Social Studies: | Maintain at least 85% proficiency on science MEAP for our economically disadvantaged students in grades 3-8 |

PARENT / TEACHER CONFERENCES

Our school system has always benefited from an interested and active school family. The parents of school children show a high degree of support for the educational program. The evidence of parental support is provided by the data showing involvement in Parent / Teacher conferences.

Parent Participation—Fall		
Year	Elementary (K-6 th)	Secondary (7 th – 12 th)
2008-2009	85%	62%
2007-2008	90%	67%
2006-2007	95%	72%
2005-2006	91%	82%
2004-2005	94%	78%
2003-2004	94%	83%
2002-2003	94.6%	81.5%
2001-2002	95%	96%
2000-2001	96.5%	90%
1999-2000	93%	89%
1998-1999	96.5%	79%
1997-1998	96%	78%
1996-1997	95%	82%
1995-1996	99%	86%

Parent Participation—Spring		
Year	Elementary (K-6 th)	Secondary (7 th – 12 th)
2008-2009	85%	59%
2007-2008	90%	73%
2006-2007	81%	45%
2005-2006	92%	70%
2004-2005	94%	70%
2003-2004	94%	80%
2002-2003	91%	83%
2001-2002	96%	89%
2000-2001	90%	82%
1999-2000	89%	77%
1998-1999	89%	76%
1997-1998	90%	79%
1996-1997	92%	76%
1995-1996	94%	81%

CURRICULUM DEVELOPMENT

Every year we continually review our curriculum to access the needs of our students. Michigan has set bench marks for every grade. These benchmarks and standards have been divided up into Grade Level Content Expectations or GLCEs. Our teachers review these GLCEs and incorporate them into the curriculum.

Our state has passed a law that sets a curriculum for every high school student in the state of Michigan. These new graduation standards will begin with the class of 2011.

MICHIGAN MERIT CURRICULUM

The Merit Curriculum requires 16 credits for graduation, which could be acquired through subject and integrated (mixed subject) classes, as well as, career and technical education programs. Credits include:

4 Credits	Mathematics including algebra I; geometry, algebra II; including one credit in senior year
4 Credits	English Language Arts aligned with subject area content expectations developed by MDE
3 Credits	Science including biology; physics or chemistry; one additional science credit
3 Credits	Social studies including: .5 credit in government; .5 credit in economics; 1 credit each in U.S. History, World History, or Geography
1 Credit	Physical education/health credit guidelines to be developed by MDE
1 Credit	Visual, performing, applied arts credit guidelines to be developed by MDE

ADDITIONAL GRADUATION REQUIREMENTS:

In addition to the credits outlined above, students must take an on-line course or learning experience; OR have the on-line learning experience incorporated into each of the required credits of the Michigan Merit Curriculum. Beginning with the Class of 2016 students will need to complete 2 credits of a world language in grades 9-12; OR have an equivalent learning experience in grades K-12. To help with the world language experience, we will provide Finnish to our elementary students once every week for 30 minutes. Total required credits will increase for the 2009 graduating class to 23; Class of 2010 to 24; Class of 2011 to 25; and the Class of 2012 to 26.

MEAP TESTS

MEAP tests are standardized tests administered by the State of Michigan in 3rd, 4th, 5th, 6th, 7th, and 8th grades. They are based on standards or benchmarks that are familiar to all teachers in Michigan. Below are our scores for grades 3 through 8. A student can achieve a 1-4 score on each subject area. The state deems a student proficient if they score a 1 or 2 on the test. Below are our students compared to the state averages.

2007 / 2008

THIRD GRADE

Math:	Chassell % Proficient	100%	State % Proficient	90%
Reading:	Chassell % Proficient	96%	State % Proficient	86%
Writing:	Chassell % Proficient	57%	State % Proficient	52%
Total English Language Arts:				
	Chassell % Proficient	87%	State % Proficient	81%

FOURTH GRADE

Math:	Chassell % Proficient	100%	State % Proficient	86%
Reading:	Chassell % Proficient	91%	State % Proficient	84%
Writing:	Chassell % Proficient	82%	State % Proficient	44%
Total English Language Arts:				
	Chassell % Proficient	91%	State % Proficient	76%

FIFTH GRADE

Science:	Chassell % Proficient	95%	State % Proficient	82%
Math:	Chassell % Proficient	90%	State % Proficient	74%
Reading:	Chassell % Proficient	94%	State % Proficient	82%
Writing:	Chassell % Proficient	75%	State % Proficient	59%
Total English Language Arts:				
	Chassell % Proficient	90%	State % Proficient	78%

2008 / 2009

THIRD GRADE

Math:	Chassell % Proficient	100%	State % Proficient	91%
Reading:	Chassell % Proficient	94%	State % Proficient	86%
Writing:	Chassell % Proficient	71%	State % Proficient	61%
Total English Language Arts:				
	Chassell % Proficient	82%	State % Proficient	83%

FOURTH GRADE

Math:	Chassell % Proficient	95%	State % Proficient	88%
Reading:	Chassell % Proficient	91%	State % Proficient	83%
Writing:	Chassell % Proficient	59%	State % Proficient	44%
Total English Language Arts:				
	Chassell % Proficient	91%	State % Proficient	77%

FIFTH GRADE

Science:	Chassell % Proficient	100%	State % Proficient	83%
Math:	Chassell % Proficient	86%	State % Proficient	77%
Reading:	Chassell % Proficient	93%	State % Proficient	82%
Writing:	Chassell % Proficient	79%	State % Proficient	63%
Total English Language Arts:				
	Chassell % Proficient	93%	State % Proficient	78%

MEAP TESTS

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2007 / 2008

SIXTH GRADE

Social Studies:

	Chassell % Proficient	92%	State % Proficient	73%
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Math:	Chassell % Proficient	100%	State % Proficient	73%
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Reading:	Chassell % Proficient	100%	State % Proficient	82%
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Writing:	Chassell % Proficient	92%	State % Proficient	73%
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Total English Language Arts:

	Chassell % Proficient	100%	State % Proficient	80%
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SEVENTH GRADE

Math:	Chassell % Proficient	100%	State % Proficient	72%
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Reading:	Chassell % Proficient	91%	State % Proficient	72%
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Writing:	Chassell % Proficient	91%	State % Proficient	77%
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Total English Language Arts:

	Chassell % Proficient	96%	State % Proficient	77%
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EIGHTH GRADE

Science:	Chassell % Proficient	94%	State % Proficient	79%
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Math:	Chassell % Proficient	94%	State % Proficient	72%
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Reading:	Chassell % Proficient	76%	State % Proficient	77%
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Writing:	Chassell % Proficient	82%	State % Proficient	70%
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Total English Language Arts:

2008 / 2009

SIXTH GRADE

Social Studies:

	Chassell % Proficient	100%	State % Proficient	74%
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Math:	Chassell % Proficient	90%	State % Proficient	80%
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Reading:	Chassell % Proficient	95%	State % Proficient	81%
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Writing:	Chassell % Proficient	90%	State % Proficient	76%
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Total English Language Arts:

	Chassell % Proficient	95%	State % Proficient	80%
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SEVENTH GRADE

Math:	Chassell % Proficient	100%	State % Proficient	83%
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Reading:	Chassell % Proficient	100%	State % Proficient	80%
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Writing:	Chassell % Proficient	93%	State % Proficient	78%
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Total English Language Arts:

	Chassell % Proficient	100%	State % Proficient	80%
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EIGHTH GRADE

Science:	Chassell % Proficient	96%	State % Proficient	72%
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Math:	Chassell % Proficient	96%	State % Proficient	75%
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Reading:	Chassell % Proficient	78%	State % Proficient	76%
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Writing:	Chassell % Proficient	96%	State % Proficient	74%
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Total English Language Arts:

Chassell % Proficient 94% State % Proficient 75%

Chassell % Proficient 91% State % Proficient 77%

MEAP TESTS

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THRID GRADE

	Math			Reading	
	Chassell	State		Chassell	State
1- Advanced	65%	56%	1- Advanced	47%	41%
2- Proficient	35%	35%	2- Proficient	47%	46%
3- Partially Proficient	0%	9%	3- Partially Proficient	6%	13%
4- Not Proficient	0%	0%	4- Not Proficient	0%	1%

	Writing			Total English Language Arts	
	Chassell	State		Chassell	State
1- Advanced	0%	0%	1- Advanced	18%	17%
2- Proficient	71%	61%	2- Proficient	65%	66%
3- Partially Proficient	29%	35%	3- Partially Proficient	18%	16%
4- Not Proficient	0%	4%	4- Not Proficient	0%	1%

FOURTH GRADE

	Math			Reading	
	Chassell	State		Chassell	State
1- Advanced	45%	44%	1- Advanced	45%	32%
2- Proficient	50%	44%	2- Proficient	45%	51%
3- Partially Proficient	5%	11%	3- Partially Proficient	9%	15%
4- Not Proficient	0%	3%	4- Not Proficient	0%	3%

	Writing			Total English Language Arts	
	Chassell	State		Chassell	State
1- Advanced	0%	0%	1- Advanced	5%	11%
2- Proficient	59%	44%	2- Proficient	86%	66%
3- Partially Proficient	41%	56%	3- Partially Proficient	9%	22%
4- Not Proficient	0%	0%	4- Not Proficient	0%	2%

MEAP TESTS

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FIFTH GRADE

	Math		Reading		
	Chassell	State	Chassell	State	
1- Advanced	64%	45%	1- Advanced	43%	36%
2- Proficient	21%	32%	2- Proficient	50%	45%
3- Partially Proficient	14%	19%	3- Partially Proficient	0%	13%
4- Not Proficient	0%	4%	4- Not Proficient	7%	5%

	Writing		Total English Language Arts		
	Chassell	State	Chassell	State	
1- Advanced	0%	0%	1- Advanced	29%	18%
2- Proficient	79%	63%	2- Proficient	64%	60%
3- Partially Proficient	21%	35%	3- Partially Proficient	7%	19%
4- Not Proficient	0%	1%	4- Not Proficient	0%	3%

	Science	
	Chassell	State
1- Advanced	57%	43%
2- Proficient	43%	40%
3- Partially Proficient	0%	13%
4- Not Proficient	0%	4%

SIXTH GRADE

	Math		Reading		
	Chassell	State	Chassell	State	
1- Advanced	62%	51%	1- Advanced	19%	35%
2- Proficient	29%	29%	2- Proficient	76%	45%
3- Partially Proficient	10%	17%	3- Partially Proficient	5%	14%
4- Not Proficient	0%	3%	4- Not Proficient	0%	6%

	Writing		Total English Language Arts		
	Chassell	State	Chassell	State	
1- Advanced	0%	0%	1- Advanced	14%	18%
2- Proficient	90%	76%	2- Proficient	81%	61%
3- Partially Proficient	10%	21%	3- Partially Proficient	5%	19%
4- Not Proficient	0%	3%	4- Not Proficient	0%	2%

	Social Studies	
	Chassell	State
1- Advanced	62%	44%
2- Proficient	38%	30%
3- Partially Proficient	0%	13%
4- Not Proficient	0%	13%

MEAP TESTS

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SEVENTH GRADE

Math			Reading		
	<u>Chassell</u>	<u>State</u>		<u>Chassell</u>	<u>State</u>
1- Advanced	73%	53%	1- Advanced	40%	31%
2- Proficient	27%	30%	2- Proficient	60%	48%
3- Partially Proficient	0%	15%	3- Partially Proficient	0%	11%
4- Not Proficient	0%	2%	4- Not Proficient	0%	9%

Writing			Total English Language Arts		
	<u>Chassell</u>	<u>State</u>		<u>Chassell</u>	<u>State</u>
1- Advanced	0%	0%	1- Advanced	20%	13%
2- Proficient	93%	78%	2- Proficient	80%	67%
3- Partially Proficient	7%	19%	3- Partially Proficient	0%	15%
4- Not Proficient	9%	3%	4- Not Proficient	0%	5%

EIGHTH GRADE

Math			Reading		
	<u>Chassell</u>	<u>State</u>		<u>Chassell</u>	<u>State</u>
1- Advanced	78%	43%	1- Advanced	39%	32%
2- Proficient	17%	32%	2- Proficient	39%	44%
3- Partially Proficient	4%	18%	3- Partially Proficient	17%	17%
4- Not Proficient	0%	7%	4- Not Proficient	4%	8%

Writing			Total English Language Arts		
	<u>Chassell</u>	<u>State</u>		<u>Chassell</u>	<u>State</u>
1- Advanced	0%	1%	1- Advanced	17%	19%
2- Proficient	96%	73%	2- Proficient	74%	58%
3- Partially Proficient	4%	19%	3- Partially Proficient	9%	18%
4- Not Proficient	0%	7%	4- Not Proficient	0%	6%

Science		
	<u>Chassell</u>	<u>State</u>
1- Advanced	65%	35%
2- Proficient	30%	42%
3- Partially Proficient	4%	17%
4- Not Proficient	0%	6%

ACT - COLLEGE ADMISSION TEST

	CTS
2001-2002	21.8
2002-2003	20.7
2003-2004	23.0
2004-2005	24.0
2005-2006	21.8
2006-2007	20.2
2007-2008	20.0
2008-2009	20.2

Starting in the year 2005 **all** juniors are required to take the ACT. Prior to 2005, only college-bound students were required to take it.

VOCATIONAL TECHNICAL EDUCATION

Seven Copper Country school districts are members of the Consortium to provide Career Technical Education Courses. This year CTE classes are offered in Nurse's Aide, Automotive Technology and Health Careers. Last year we had over nine students signed up for these classes. Six seniors have enrolled in these classes for next year. Chassell also provides vocational classes on site. These include small engines, consumer automotive, basic electronics/robotics, drafting, C.A.D., and wood shop.

CAREER PREPARATION

Chassell Township Schools adopted a new program from the Michigan Department of Education during 2000-2001, termed the Career Pathways Initiative. Career Pathways focuses on six career paths. They are (1)Arts and Communication, (2)Business, Management, Marketing and Technology, (3) Engineering/Manufacturing and Industrial Technology, (4) Health Sciences, (5) Human Services and (6) Natural Resources and Agriscience. Students are introduced to various careers throughout elementary school. In eighth grade there is a nine week course taught by our guidance counselor that explores careers in a more formal setting. Then on paper and also electronically they store information about their interests. They will then be guided to make sure they take the courses they need to prepare for certain paths. These choices and interests can be updated as needed, but at least every year.

Our school district also developed a six page report on all the career preparation that is already done in the elementary school and high school. We have a variety of speakers and field trips at all age levels.

SCHOOL ENROLLMENT

The historical enrollment for the district (as of the fall pupil count day each school year) is as follows:

School Year	Enrollment
2008-2009	280
2007-2008	264
2006-2007	279
2005-2006	289
2004-2005	311
2003-2004	314
2002-2003	325
2001-2002	312
2000-2001	333
1999-2000	307

RETENTION AND DROPOUT RATE

School Year	Enrollment	No. of Graduates	Graduation Rate
2008-2009	25	24	96%
2007-2008	17	17	100%
2006-2007	31	30	97%
2005-2006	21	20	95%
2004-2005	23	21	91%
2003-2004	22	21	96%
2002-2003	27	24	89%
2001-2002	22	22	100%

ELEMENTARY AND MIDDLE SCHOOL ATTENDANCE RATES

For the 2008-2009 school year the average daily attendance in the building was 97%.

POSTSECONDARY OPTIONS – DUAL ENROLLMENT

The Postsecondary Options Act provides that students who meet certain criteria enroll in college courses at nearby colleges or universities. Students may elect to receive college credit, high school credit or, in some cases, both high school and college credit for these courses. The local school district is required to pay for a prorated portion of tuition costs.

SCHOOL ACCREDITATION

The school accreditation process has been replaced by EDUCATION YES! and No Child Left Behind legislation. Our School Report Card has been published for the elementary and middle school. We have been judged as making adequate yearly progress in both of these sections of our school. You may access this information on the internet by going to <michigan.gov/mde> and clicking on Michigan School Report Cards.

HIGHLY QUALIFIED TEACHERS

We have reviewed the qualifications of our staff carefully. All are teaching in the areas for which they are “highly qualified.”

ADEQUATE YEARLY PROGRESS

The Education YES! program determines adequate yearly progress by comparing the number of students in level 1 and level 2 to a predetermined state objective. The state also uses numbers from the last three years to calculate this for our school because we have less than 30 students in each class or sub group. If the group has less than 30 members, it is not considered statistically valid and comparisons are not reliable. We were determined to have AYP or Adequate Yearly Progress.

The following is the school report card for the Chassell Township Schools for the year 2008-2009 as reported by the Michigan Department of Education:

School Report Card – Grades Tested 3-11

<u>Student Achievement:</u>	<u>Ed Yes! Grade 2008-2009:</u>
English Language Arts	A
Mathematics	A
Science	A
Social Studies	A
Achievement Subtotal	A
Indicators of School Performance	A
AYP Status (Adequate Yearly Progress)	A
Composite Grade	A

Chassell Township Schools has earned an overall grade of an A for the 2008-2009 school year.

CHASSELL TOWNSHIP SCHOOLS NONDISCRIMINATION POLICY

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Title II of the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, it is the policy of the Chassell Township School District that no person shall, on the basis of race, color, national origin, sex, age, religion, marital status, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program or activity or in employment.

The following individual has been designated to handle inquiries regarding the nondiscrimination policy: Mr. Michael A. Gaunt, Superintendent, Chassell Township Schools, P.O. Box 140, Chassell, MI 49916.

CHASSELL TOWNSHIP SCHOOLS GRIEVANCE PROCEDURE

Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Title II of the Americans with Disabilities Act of 1990
Section 504 of the Rehabilitation Act of 1973, Age Discrimination Act of 1975

Section I - Any person believing that the Chassell Township School District or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Title II of the Americans with Disabilities Act of 1990, (4) Section 504 of the Rehabilitation Act of 1973, and (5) the Age Discrimination Act of 1975, may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinator at the following address: Mr. Michael A. Gaunt, Chassell Township Schools, P.O. Box 140, Chassell, MI 49916

Section II - The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant within five (5) business days. The complainant may initiate formal procedures according to the following steps.

Step 1 - A written statement of the grievance signed by the complainant shall be submitted to the Local Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2 - A complainant wishing to appeal the decision of the Local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complaint within ten (10) business days.

Step 3 - If unsatisfied, the complainant may appeal through a signed written statement to the Board of Education within five (5) business days of receiving the Superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting.

Step 4 - If at this point the grievance has not been settled to the satisfaction of the complainant, further appeal may be made to the Office for Civil Rights, Department of Education, Washington, D.C. 20202.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office for Civil Rights, Department of Education, Washington, D.C. 20202. The local Coordinator, on request, will provide a copy of the district's grievance procedure and will investigate all complaints in accordance with this procedure. A copy of each of the acts and regulations on which this notice is based may be found in the Civil Rights Coordinator's office.

SPECIALIZED SCHOOLS INFORMATION - SPECIAL EDUCATION

In addition to special programs and services provided by the Chassell Township Schools for children from birth through 25 years, special education is also provided for children who are more severely impaired at the Copper Country Intermediate School District Learning Center program in Hancock. The purpose of the center program is to provide classroom programs, specialized equipment and supportive services for children in a larger geographic area to better meet their specific needs.

During the 1998-99 schoolyear, Chassell Township School instituted a Special Education Program. The program was started so that the majority of Chassell Township students that need special education services could remain at the Chassell Township School and not have to transfer to another school district. Our designation is a Resource Room and this past year had 10 students who received services there.

Students requiring the services of a speech and language therapist, occupational therapist, physical therapist, school social worker, or teacher consultant receive these services in their own school buildings. The therapists, social workers, and teacher-consultants are employed by the Copper Country Intermediate School District and travel to the Chassell Township School to work with the children.

<u>Ancillary Services:</u>	<u># of Students</u>
Speech Therapy	6
Teacher-Consultant for Autistic	1
Occupational Therapy	1
School Social Worker	2
Physical Therapy	2

Students are placed in the appropriate program or service through the Chassell Township Schools' Individual Planning and Placement Committee process. The specific needs of each child are provided for by, and outlined in, his/her Individualized Educational Plan which may include basic classroom programs, occupational, physical and speech therapy, school social work, school psychological testing, teacher consultant, and other supportive services.

Measures of success include program outcome indicators designed by the Michigan Department of Education, as well as the Program Effectiveness Review Project. Each child's Educational Plan includes specific evaluation criteria and is reviewed by school officials and the parents at least annually. Marked gains occur when students receive early and continuous intervention services.