

Camden-Frontier HIGH SCHOOL ANNUAL REPORT 2014-15

General Description and Staffing

Camden-Frontier High School serves students in grades 9-12 within our K-12 complex. Classes are offered on a traditional 7 period academic day schedule. Periods are 48 minutes long with 4 minutes of passing time. All high school courses are yearlong. Students are assigned by credits earned within the curriculum requirements.

In addition, a building administrator, school secretary, counselor, computer teacher, special education teacher, health teacher, physical education teacher, spanish teacher, math teacher, social studies teacher and a media specialist/librarian are shared with the middle school. An art teacher, music teacher, Spanish teacher and physical education teacher are shared with the high school and elementary school. Assisting with the organization and management of the high school are a food services staff, a custodial staff, and bus drivers that provide services for the entire school district.

School Facilities

The facilities and infrastructure of Camden-Frontier High School is currently adequate to provide a quality education. There are sufficient classroom spaces for all high school classes currently scheduled. During the 2014-15 school year the district has continued to utilize funds from the Sinking Fund to maintain the school facilities. School renovations continued throughout the building year round. During the summer of 2014 the carpet was replaced in 5 classrooms, the parking lots were seal coated and fencing was installed in the bus drop-off/pick-up area to help ensure student safety. The district's sinking fund was approved by the voters of the community.

Aggregate student achievement at each proficiency level on state assessments.

STATE ASSESSMENT: State assessment at the high school level is accomplished through the ACT national standardized test. The ACT tests all students in designated areas to answer the question, "Are students meeting statewide performance objectives?" ACT results provide yearly updates on the progress of Michigan education to the State Board of Education, the Governor, the Legislature, local educators, teachers, and parents. The High School Proficiency Test assesses 11th grade students in the areas of English/language arts (reading, writing and listening), mathematics, science, and social studies. The ACT is designed to assess student mastery of the model core curriculum and common core content standards approved by the State Board of Education. .

PSAT/NMSQT: The Preliminary SAT/National Merit Scholarship Qualifying Test is given to high school juniors who indicate that they plan to attend college. As such there are a limited number of students who complete this examination. In addition, since the majority of the colleges and universities within the State of Michigan do not use the SAT in making admissions decisions, students who plan on attending college in the state may decide not to take this assessment unless they have an interest in competing for the National Merit Scholarship. The PSAT/NMSQT measures verbal reasoning, mathematics problem solving and writing skills. Two goals have been established for future years for the PSAT/NMSQT. The first goal is to have 100% of the 11th grade students enrolled complete the PSAT/NMSQT annually.

The second goal is for students who complete the PSAT/NMSQT to score at or above the 50th percentile annually. The class of 2016 achieved this goal. Sophomores will take the PSAT 10 and the freshman will take the PSAT 8/9 for the 2015-16 school year

PLAN TEST: The PLAN test allows sophomores to take a practice ACT test and for the school to get a preliminary assessment of student needs. The scoring categories are the same as for the ACT test. Our performance goal is to have students completing the PLAN test score at or above the national averages in English, Mathematics, Reading, Science Reasoning, and in their composite score.

The status of the core curriculum and the school improvement plan.

CORE ACADEMIC CURRICULUM: The common core academic curriculum at Camden-Frontier High School provides each student with the opportunity to meet desired learning objectives in the areas of mathematics, science, reading, history, geography, economics, United States government, and writing while still allowing for study in other career and vocational endeavors. Additional programs in the areas of art, music, foreign language, computer technology, health, and physical education round out the curriculum offered by the school. The release of the Michigan Common Core Curriculum with associated credit requirements of all high school core programs to insure that each is aligned to these new standards. The core curriculum revolves around the content standards and benchmarks specified by the Michigan Department of Education. Specifically, each student must meet the following minimum graduation requirements:

GENERAL GRADUATION REQUIREMENTS:

To graduate from Camden-Frontier High School, each student must have:

1. Complete at least eight (8) semesters of high school,
2. Develop, annually review, and successfully carry out an individual Educational Development Plan.
3. Receive academic credit (as measured by mastery of specific content expectations for each course) for programs of instruction as specified below. Courses in which students receive a failing (F), incomplete (I), or no credit (NC) grade do not count toward graduation credit although they are counted against the overall cumulative grade point average. To be issued a diploma, the academic transcript must show successful completion of the following:

<u>CURRICULAR AREA</u>	<u>REQUIREMENT</u>	
English/Language Arts	4 credits	(English/Language Arts 9, 10, 11, and 12)
Mathematics	4 credits	(Algebra I, Geometry, Algebra II and one math or math-related course completed during the senior year) (Note 1)
Science	3 credits	(Biology and one additional science course)
Social Studies	3 credits	(U.S. History/Geography, World History/Geography and Civics/Economics) (Note 2)
World Language	2 credits	
Health	0.5 credits (Note 3)	
Physical Education	0.5 credits (Note 3)	
Visual, Performing & Applied Arts	1.0 credits (Note 3)	
On-Line Learning Experience (Note 5)		

TOTAL CORE UNITS REQUIRED	18 CREDITS
EDP ELECTIVES	6 CREDITS (Note 4)
GRADUATION REQUIREMENTS	24 CREDITS

Note 1: If a student meets the qualifications for the “Personal Curriculum”, the mathematics requirements may be modified as indicated below:

All Students:

- ✓ Must complete at least 3.5 math or math-related credits
- ✓ Must complete a math or math-related credit in the senior year of high school

Algebra II Modifications:

- ✓ Complete 2.5 credits including 0.5 credits of Algebra II OR,
- ✓ Complete a two year Career & Technical Education program that includes 0.5 credits of Algebra II
- ✓ Complete Algebra II over a two-year period with credit given for each year (i.e., Algebra IIA and Algebra IIB)

Note 2: If a student meets the qualifications for the “Personal Curriculum”, the mathematics requirements may be modified as indicated below:

- ✓ Civics must be completed for graduation
- ✓ Each student must earn at least two (2) credits in Social Studies
- ✓ The third credit can be earned if the student earns an additional credit beyond that already required in English/Language Arts, Mathematics, Science, or a Language other than English

Note 3: If a student meets the qualifications for the “Personal Curriculum”, this requirement may be modified by earning an additional credit beyond that already required in English/Language Arts, Mathematics, Science, or a Language other than English

Note 4: Educational Development Plan electives are in those areas that directly support post-secondary plans as indicated in the existing development plan and are not to be considered “free” electives. Band and choir would be exceptions to this requirement. Students opting for enrollment in Jackson Area Career Center, Hillsdale Workforce Development Center, or Branch Area Career Center or other trade programs that support their EDP would gain six (6) credits for these programs for a two-year enrollment period.

Note 5: The on-line learning experience may be completed as either a credit program or in a non-credit system.

CURRICULUM ALIGNMENT: Significant effort was given during school year 2014-2015 to the curriculum alignment area. The curriculum alignment will be revisited significantly over 2015-2016 school years. Alignment would not be just a matter of arranging topics within a course but a wholesale restructure of the high school curriculum. Once this step is completed the internal alignment process will resume.

PROGRAM CHANGES: There were only beginning level changes made to the high school program of instruction for the 2014-2015 school year.

SCHOOL IMPROVEMENT PLAN: The school improvement plan covering the years 2014-2015 has begun to be implemented during this school year. It was a comprehensive plan encompassing all facets of school operations and functions from academics to food service. Each team was required to develop an initial matrix of goals, actions, and responsibilities for their area of responsibility that focused on the part that they play in enhancing student achievement. Student achievement results will be assessed in light of each annex to the plan to insure that each component of the school is focused on this singular goal.

CORE ACADEMIC CURRICULUM: All middle school students will be enrolled in four “core” courses per semester plus three “exploratory” programs per semester. The academic day, itself, consists of a schedule of the four core programs (language arts, mathematics, science and social studies). The exploratory programs give students the opportunity to “explore” subject areas outside the traditional core topics and allow them a degree of choice in their selection. Each student typically has three exploratory classes per semester. These exploratory

programs include music, band (full year), art, physical education, technology education, and Spanish. The core curriculum revolves around the content standards and benchmarks specified by the Michigan Department of Education.

Information of parent-teacher conference attendance

A goal of 70% participation in one of our scheduled activities this year had been set for school year 2014-2015 as an indicator of family involvement in educational programs. The overall percentage indicated in the chart and in the graph below includes parent-teacher conferences in November and March.

Grade	12	11	10	9	TOTAL
Enrolled	32	42	39	45	158
Overall Attendance for Year	10	15	18	24	67
Percentage	32%	36%	47%	54%	43%

Parent-teacher conference data for the last Three years shows a sporadic percentage of parents/families participating with the best year last year. The goal of 70% was not met for this school year. I do believe that the drop this year was due to PowerSchool, which gives parents daily access to student progress. Parents felt they already knew where their child was and had no need to come in and talk with the teacher. There was almost a thirty (30%) percent drop in parent participation from November to March.

School Year	Percentage for Year
2012-2013	64%
2013-2014	60%
2014-2015	43%

ADDITIONAL INFORMATION

Camden-Frontier Schools is fortunate to have all the community support and parental support that it receives. Parents and community members dedicate their personal time and money to support our school district and with their support and commitment it enables the district to support and provide many opportunities for the students that they might not otherwise receive.

Field Trips

The Camden-Frontier School Board firmly believes that Field Trips are an extension of the classroom and can easily promote a richer more in-depth understanding of educational content. The Board also believes that our students who work hard and are successful should be rewarded for their efforts. All Field trips are treated with the greatest care, with educational content and all are well supervised with staff and adult chaperones.

Activity	Explanation
Senior	While this is the last time they get to do something as a class, the trip still has to be an activity with an educational base. This year's class went to Washington D.C.
Honor Trips	All CF HS students have the opportunity to earn honor trips, this years trips were to Hillside Lanes, Timber Ridge Ski Resort, Kalahari, and Cedar Point
Band Festival	The band participated in an ensemble with Springport High School and Morenci High School. They traveled to each school and performed as one band.
AG/FFA	The FFA traveled to Louisville for the National FFA Convention

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The Junior class held a smorgasbord fundraiser that was not only good for the class but is very enjoyable for the entire community. Almost 600 people were able to take part, which made the smorgasbord more like a class/family reunion than a fundraiser.

The Future Farms of America (FFA) was very active in the past year and were able to do some wonderful things:

The F.F.A. fruit, spring flats of flowers, and pots of flowers. They raised a sow that gave birth to 6 live babies. Our local chapter was able to take a group of students to the national convention.. The final activity for the F.F.A. was their banquet that was well attended and well received.

Sports during the school year Camden-Frontier School is associated with many sports.

Fall- Football/Cheerleading/Volleyball
Winter-Girls and Boys Basketball/ Cheerleading
Sprint-Track/ Baseball / Softball

The teachers continued creating more up to date lesson plans that included where the lesson taught what benchmarks and what adaptation or adjustments were done for the gifted students as well as the Special Education student. The teachers also started the process of power standards which will aide in the alignment of standards.

POST SECONDARY ENROLLMENTS

Camden-Frontier Schools offered 12 post-secondary courses throughout the 2014-15 school year. Fifteen students took advantage of the post-secondary option. For the 2014-15 school year, the post-secondary option will continue to be extended to include Sophomores and Juniors. Camden-Frontier High School had seven graduates enrolled in post-secondary courses. The seniors earned a total of 134 college credits.