



Mackinac Island Public Schools

Annual PA 25 Report
2007-2008 School Year

Annual PA 25 Report for Mackinac Island School 2007-2008 School Year

From The Desk of the Superintendent – Dr. Roger Schrock	3
Mission Statement.....	3
Contacting the School.....	3
Board of Education.....	3
Board Meetings	4
School Profile	4
Facilities	4
Enrollment Trends.....	4
Attendance Rates	4
Graduation and Dropout Rate.....	5
Retention Rate.....	5
Post-Secondary Program Enrollment	5
School Staff.....	5
Elementary & Middle School.....	5
High School	5
Office and Support Staff	5
Teaching Staff Profile.....	5
Special Programs	6
Pre-School.....	6
Special Education.....	6
Parent-Teacher Conferences	2
Statistical & Financial Profile of the Mackinac Island School District	2
Grade Level Assignment	3
Elementary – Grades K - 3.....	3
Junior High – Grades 4 - 7	3
High School – Grades 8 - 12.....	3
Grading System.....	3
Graduation Requirements	3
Accreditation/Adequate Yearly Progress (AYP).....	3
Standardized Testing.....	4
Michigan Educational Assessment Program (MEAP).....	4
Other Standardized Testing.....	14
Asbestos-containing Materials in the School	6
School Lunch Program.....	8
Student Records and the Privacy Act	8
Statement of Assurance of Compliance with Federal Law	8
Accomplishments During the Past Year	9
Intermediate School District Services	9
Parent Involvement policy	9
Conflict Resolution Guide.....	10

From The Desk of the Superintendent – Dr. Roger Schrock

Dear Parents, Students, Taxpayers and School Patrons:

The PA25 report has been designed to satisfy three needs:

- (1) It should provide answers to questions frequently asked about various school matters, and
- (2) It should meet the legal requirements imposed by Public Act 25, legislation that requires all Michigan school districts to provide an "Annual Education Report."
- (3) It should meet the legal requirements imposed by No Child Left Behind (NCLB) legislation.

We hope that you will find this document useful and informative; likewise, we would welcome your comments and suggestions about its format and contents.

Sincerely,

Dr. Roger Schrock, Superintendent

Mission Statement

The Mackinac Island Public School Community is dedicated to inspiring all we serve to develop their full potential as lifelong learners.

Contacting the School

Mailing Address: P.O. Box 340
Mackinac Island, MI 49757

Telephone Numbers: 906-847-3376
906-847-3377
Office Fax: 906-847-3773



Board of Education 2008/2009

Benjamin Mosley	President
Jason St. Onge	Vice-President
Terry Andress	Secretary
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Kelly Bean	Trustee
Larry Rickley	Trustee
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Board Meetings

The Mackinac Island Board of Education will meet on the following dates and times for the 2008/2009 school year. Special meetings will be posted in the lobbies of First National Bank and the Post Office as well as on the bulletin board outside the school office.

Thur. Jul. 24, 2008	Tues. Nov. 13, 2008	Thur. Mar. 19, 2009
Thur. Aug. 21, 2008	Thur. Dec. 11, 2008	Thur. Apr. 23, 2009
Thur. Sept. 25, 2008	Thur. Jan. 22, 2009	Thur. May 21, 2009
Thur. Oct. 23, 2008	Thur. Feb. 19, 2009	Thur. Jun. 18, 2009

School Profile

Facilities

The school was built in 1960 and has been well maintained. A science laboratory, library, interactive TV classroom, teacher lounge and a small classroom were added in 1990. The Mackinac Island Community approved a \$2.84 million bond proposal in the fall of 1998 for the addition of a new gymnasium, locker rooms, ADA approved bathrooms, mechanical & electrical improvements, and other remodeling throughout the building.

Enrollment Trends

Grade	2004/05 (Actual)	2005/06 (Actual)	2006/07 (Actual)	2007/08 (Actual)	2008/09 (Proposed)
K	1	6	4	3	11
1	0	3	6	4	4
2	8	2	4	4	4
3	5	7	3	4	5
4	6	6	7	1	4
5	5	6	7	7	3
6	8	6	7	7	8
7	7	8	5	8	7
8	8	7	8	5	8
9	5	10	6	7	4
10	2	5	11	6	6
11	8	2	6	11	7
12	4	9	3	6	10
TOTALS	67	77	76	73	81

Attendance Rates

K –12th 92.27%

Our attendance rate has held steady for the past several years, being a little above or below this year's rate. We would like to see a 100% attendance rate, but know it is impossible due to illness and the fact our students must leave the island for the majority of their medical and personal appointments. Also, families take their vacations during the school year because they work during the summer in our tourist industry, not allowing them to take vacations in the summer.

Graduation and Dropout Rate

For the past ten years we have achieved a 100% graduation rate and a zero dropout rate. Parents, staff, and community members support the students in their educational pursuits and they in turn work hard to be successful. Through peer pressure, the students have encouraged one another to, complete their schooling and pursue higher education, job training, military service or enter the job market.

Retention Rate

0 % of students were retained in their 2007/2008 grade level for the 2008/2009 school year.

Post-Secondary Program Enrollment

During the 2007/2008 school no students were enrolled in any post-secondary programs.

School Staff 08/09

The district employed nine (9) teachers.

Parents of students in Title I schools are guaranteed annual notification of their "right to know" about teacher qualifications by their school district. That means parents may request and receive from that office information regarding the professional qualifications of the student's classroom teachers, including: (a) whether the teacher is state-certified; (b) whether a teacher is teaching under emergency or other provisional status; and (c) the baccalaureate degree major of the teacher and any other graduate degree major or certification. Mackinac Island Public School is *not* a Title I school.

Elementary & Middle School

		Years Experience
Kindergarten/First Grade	Vicki Urman	27
Grades 2 and 3 and 21 st Century Director	Laura Eiseler	16
Grades 4 thru 7 Math & Science	Elizabeth Staats Burt	15
Grades 4 thru 7 Language Arts, Social Studies	Karen Allen	32

High School

Math & Business Education	Susan Bennett	22
Science	Richard Waite	10
English	Lance Greenlee	13
Physical Education (all grades)	Mary Patay	3
Social Studies	Seth Baker	3

Office and Support Staff

Superintendent	Roger Schrock	37
Administrative Assistant	Barbara Fisher	21
Custodian and Maintenance	Michael Bradley	19
Special Education	Kathleen Peterson	2
Food Service/Custodian	Donna Killips	10

Teaching Staff Profile

Average number of years of teaching experience	15.66
Number with Masters Degree	1
Average Salary at M.I.P.S.	\$53,866

School Improvement Plan (SIP)/Core Curriculum

The School Improvement Committee (SIC), is made up of students, staff, board members, parents and other community members. The responsibility of the SIC is to review the SIP mission statement, beliefs, goals, adult roles for which students must be prepared, and make recommendations to revise the SIP as needed the School Improvement Plan.

The School Improvement Plan identified the following goals:

- 1.) Continue to maintain and increase scores in science, math and english.
- 2.) All students will achieve grade level scores in social studies.
- 3.) Students will learn to use technology in preparation to succeed in the outside world.

The plan includes strategies, a professional development plan and an action plan for each of these goals. Copies of the entire plan can be obtained by contacting the school office.

The core curriculum used by our district was developed by personnel at the Kent County Intermediate School district and is based on the state core curriculum. It is now complete for Language Arts, Math, Science and Social Studies. Additionally Mackinac Island teachers are working with or have worked with other teachers from the Eastern Upper Intermediate School District to further develop curriculum in those areas.

Special Programs

Pre-School

The Community Action pre-school program was offered to Community four-year-olds. Community Action reopened their program in October 2006.

Special Education

Mackinac Island Public School employs a certified K-12 Special Education teacher and contracts Speech and Language with a certified teacher. Individualized programs are offered to eligible students. Additional services are provided as needed to Mackinac Island Public School by personnel from the Eastern Upper Peninsula Intermediate School District through a cooperative agreement that has been in operation for many years.

Currently, the following programs are being offered at facilities of the EUPISD or in the various constituent districts throughout the EUPISD, or both:

- 1.) Speech Therapy
- 2.) Hearing and Vision Screening
- 3.) Educational Diagnostic Services
- 4.) Occupational Therapy
- 5.) Physical Therapy
- 6.) Educational Placement Services
- 7.) School Social Worker
- 8.) School Psychologist
- 9.) Classes for:
 - A. Trainable Mentally Impaired
 - B. Educable Mentally Impaired
 - C. Emotionally Impaired
 - D. Hearing Impaired
 - E. Learning Disabled
 - F. Pre-Primary Impaired
- 10.) Transitional Services
- 11.) Early On

Grade Level Assignment

Elementary – Grades K - 3

Grade level is determined by the previous grade passed according to the child's permanent school record.

Junior High – Grades 4 - 7

Grade level is determined by the previous grade passed according to the child's permanent school record.

High School – Grades 9 - 12

Grade	Criteria
8	Promoted from Grade 7
9	6 High School Credits
10	13 High School Credits
11	19 High School Credits
12	25 High School Credits
Graduate	32 High School Credits

Grading System

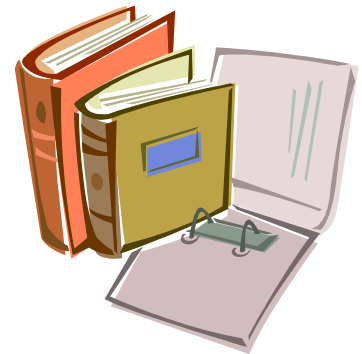
Students in grades K – 5 are graded using achievement levels of Outstanding, Satisfactory or Unsatisfactory.

Students in grades 6 – 12 are graded on the traditional A, B, C, D, E system.

Graduation Requirements

The minimum number of credits required for graduation is 26. Following are the required courses for graduation:

<u>CURRICULAR AREA</u>	<u>CREDITS</u>	<u>Specific Class/Grade Level</u>
English	4	English/ 9/10/11/12
Math	4	Algebra or Pre-Algebra
Science	4	Science Health
Social Studies	4	US Government/Economics US History
Business Education	1	Student Option
Physical Education	1	P. E. or participation in four varsity sports seasons



Accreditation/Adequate Yearly Progress (AYP)

The district is presently working toward accreditation by complying with all legislative mandates regarding Education Yes, however due to our small size we will not receive a letter grade for our performance. The district did meet Adequate Yearly Progress as reported on the Michigan Department of Education web site and in compliance with the U.S. Department of Education. NOTE: Mackinac Island School is not a Title I school due to our low rate of free and reduced lunch applications.

Standardized Testing

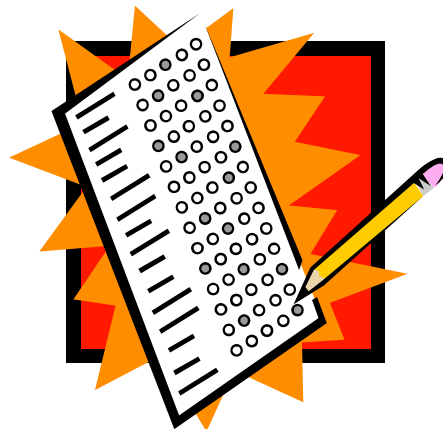
Michigan Educational Assessment Program (MEAP)

The MEAP was introduced in 1969, but the scope and nature of the test has changed considerably since that time. The High School MEAP began in the spring of 1996 and is taken by the 11th grade students. One hundred percent (100%) of students enrolled at the Mackinac Island School are tested each year.

Some of the most significant facts are as follows:

- 1) Students are tested using a format that is far more comprehensive than used in the past.
- 2) School testing results are reported publicly.
- 3) The MEAP/HSMEAP seriously attempts to measure not only the "facts" that students have learned but "critical and higher-level" thinking skills as well.
- 4) Test results are "disaggregated" and schools are expected to report these "disaggregated" results to the public. By "disaggregation," it is meant that schools must report test results by both gender and ethnicity. It is recommended by the Michigan Department of Education that scores be disaggregated if the group contains more than 30 students. Our district has fewer than 30 students in a group making disaggregated scores statistically invaluable.

MEAP test results are reported in a range from level 1 to level 4. Levels 1 & 2 are considered passing so the results given below are the percentage of students who achieved those levels.



Michigan Merit Examination

In March 2007, Michigan high schools participated in the first statewide administration of the new Michigan Merit Examination (MME) for all eleventh grade students. This assessment gives students an opportunity to be eligible for early receipt of Michigan Promise Scholarship funds (see www.michigan.gov/mistudentaid), as well as receive independent results for the ACT Plus Writing college entrance exam, and Reading for information and Applied Mathematics portions of the WorkKeys job skills assessment.

The MME measures what students know and can do based on the high school core content expectations identified in the Michigan Curriculum Framework. Most schools have adopted similar curriculum standards. Because the ACT Plus Writing and WorkKeys assessments do not completely cover Michigan high school content by themselves, the MME also includes Michigan specific components in Math, science, social studies and persuasive writing.

Performance Level Descriptors

Level 1: Exceed Michigan Standards

The student's performance exceeds proficiency standards and indicates substantial understanding and application of key curriculum concepts defined for Michigan students.

Level 2: Met Michigan Standards

The student's performance is proficient and indicates sufficient understanding and application of key curriculum concepts defined for Michigan students.

Level 3: Basic

The student's performance is not yet proficient, indicating a partial understanding and application of key curriculum concepts defined for Michigan students.

Level 4: Apprentice

The student's performance is not yet proficient and indicates minimal understanding and application of key curriculum concepts defined for Michigan students.

Nine MIPS Juniors took the MME in the spring of 2008. One qualified for Michigan Promise scholarship immediately. The others plan to retake the test in the spring of 2009 as most were close to passing the test at the appropriate level. In most cases only one or two questions were the difference between a scholarship level score and the need to retake the test.

CTBS – Terra Nova Testing

Every year in addition to the MEAP and MME, the Mackinac Island Public School administers an achievement test to students in grades K-10. CTBS Terra Nova Complete Battery of Basic Skills. The table below indicates the school's performance level. The scores are reported in "Grade Mean Equivalents (GME's)" and are not reported as percentages.

Although they may seem complicated, GME's are very useful to parents, teachers, students and administrators for several reasons:

FIRST, student performance on a variety of tests can be meaningfully compared since GMEs mean the same thing from one test to another.

SECOND, information from different tests across different subjects, grades and years can be combined and compared.

THIRD, the size of the GME unit is small enough that it allows accurate measurement of academic improvement on a given test.

	Reading 07/08	Vocabulary 07/08	Reading Composite 07/08	Language 07/08	Language Mechanics 07/08	Language Composition 07/08	Math 07/08	Math Computation 07/08	Math Composite 07/08	Total Score 07/08	Science 07/08	Social Studies 07/08	Spelling 07/08
Grade Mean Equivalent Standard Deviation	K 1.7 1.6			2.1 1.4			1.5 .4			1.2 .4			
Grade Mean Equivalent Standard Deviation	1 1.9 0.7	2.0 0.8	1.9 0.8	2.4 0.2			2.4 0.9	2.5 0.9	2.5 0.9	2.3 0.6	3.3 4.7	3.7 2.4	
Grade Mean Equivalent Standard Deviation	2 4.5 0.9	5.7 1.2	5.4 0.2	8.9 4.2	5.6 2.9	7.1 3.3	5.9 4.4	4.3 1.0	4.9 2.3	6.0 1.5	3.9 0.3	6.6 0.8	4.8 4.5
Grade Mean Equivalent Standard Deviation	3 9.3 2.3	5.9 3.0	7.3 2.7	7.8 3.9	4.9 0.3	5.7 1.6	6.2 0.8	6.0 1.5	6.1 0.6	7.4 2.2	7.0 2.1	6.2 1.2	5.6 0.6
Grade Mean Equivalent Standard Deviation	4 7.7 3.6	5.9 2.9	6.6 3.5	5.6 2.4	5.7 3.9	5.6 2.7	5.6 1.4	5.8 0.3	5.7 0.7	6.0 1.8	7.6 0.8	5.7 1.2	4.8 0.6
Grade Mean Equivalent Standard Deviation	5 11.0 2.5	8.4 2.6	9.9 2.2	9.7 2.1	7.4 2.6	8.4 2.7	8.5 2.1	7.2 1.3	7.8 1.2	9.6 1.8	8.5 3.2	9.0 2.2	6.8 1.3
Grade Mean Equivalent Standard Deviation	6 9.9 2.1	7.8 2.7	8.7 1.9	10.9 2.5	10.6 2.3	10.8 2.5	8.2 1.7	9.8 2.2	8.8 1.9	9.3 2.2	9.6 2.4	8.2 1.9	8.7 2.2
Grade Mean Equivalent Standard Deviation	7 12.7 2.0	11.8 3.4	12.2 2.9	12.9 3.4	10.5 3.6	11.6 3.4	10.9 2.5	12.3 2.8	11.2 2.6	11.6 2.8	11.8 2.8	12.0 2.7	9.4 3.0
Grade Mean Equivalent Standard Deviation	8 8.2 4.5	6.7 3.8	7.4 4.1	8.5 4.2	6.5 4.2	7.4 4.5	7.8 4.1	8.8 3.4	8.3 3.5	8.1 4.2	11.4 3.1	9.5 2.8	7.8 2.7
Grade Mean Equivalent Standard Deviation	9 11.0 3.4	10.8 3.5	10.9 3.4	11.1 3.0	9.8 3.1	10.6 3.2	11.1 3.6	10.4 2.5	10.8 2.9	11.1 3.3	12.0 3.7	12.0 3.7	10.7 2.0
Grade Mean Equivalent Standard Deviation	10 12.9 0.8	12.9 1.9	12.9 1.0	12.6 1.6	11.3 0.7	12.1 1.3	12.9 0.0	12.9 1.3	12.9 0.3	12.9 0.8	12.9 1.1	12.9 1.1	10.7 3.2



Asbestos-containing Materials in the School

This notice is to inform you that the district has an asbestos inspection and management plan as required by the Asbestos Hazard Emergency Response Act (AHERA). The management plan has been completed and submitted to the State of Michigan for approval, and is currently available for review in the school's office.

The management plan contains information regarding the locations of asbestos-containing materials (ACM), and a plan for dealing with the ACM. At least once each year the district will inform you in a similar manner about asbestos activities including: reinspection, periodic surveillance, response actions, and post response action activities that are planned or in progress.

The following asbestos activities are currently planned for the district:

Re-inspections:

A re-inspection of all district buildings is required by law every three years after implementation of the management plan. The school's first re-inspection was conducted in 1992. The Mackinac Island School was reinspected in the spring of 2003 as required by law. The inspection report is on file at MIPS and we met all requirements.

Response Actions:

These are activities designed to reduce or eliminate the potential for asbestos hazards. In general, the asbestos-containing materials (ACM) present in the school district's buildings include:

Asbestos Containing Materials

- 1) Asbestos-containing ceiling materials.
- 2) Floor tiles on corridor and classroom floors
- 3) Ceiling containing asbestos

Response Actions

- 1) All exposed asbestos-containing ceiling materials were removed in July and August 1988.
- 2) Monitored through operation and maintenance programs; corridor tile was removed in the summer of 1991.
- 3) The original asbestos ceiling in the math room was covered with sheet rock in 1976. The sheet rock was covered with a suspended ceiling in 1988. Monitored through operation and maintenance program.

Vinyl asbestos tile was removed from the school corridor during the summer of 1991. This tile was replaced with vinyl tile. The tile replacement project in the school corridor was undertaken because of the poor condition of the tile, NOT because of any hazards presented by its asbestos content. Any questions about asbestos-containing materials in the school should be directed to the superintendent, the district's designated contact person.

School Lunch Program

The Mackinac Island School makes available to every child in the district a nutritious lunch that meets the Federal Type "A" format. Each meal, at a minimum, must contain the following:

- 1/2 pint of milk
- 2 oz. of protein
- 1/4 cup consisting of two or more vegetables or fruits or both
- 1 slice of bread or equivalent (bun, roll, pasta, etc.)
- 1 tbs. of butter or margarine

Hot lunch prices for school year 2007/2008 were as follows:

K-6: \$1.25 8-12: \$1.50 Staff: \$2.50 Visitors: \$3.00

As in the past, these prices do not reflect the overall cost of the lunch. The actual cost is considerably higher and the board supports the food service program to the extent of approximately \$25,000 each year.

Student Records and the Privacy Act

- 1) Records may be reviewed by parents with or without a student under the age of eighteen being present. Proper forms must be filled out in the office. Records may be amended if they are inaccurate, misleading, or are in violation of the student's rights.
- 2) Records may be reviewed by students eighteen years or older without parental permission by filling out the proper forms in the office.
- 3) Parents of students over eighteen years old must have the student's permission to review his/her records.
- 4) An outside (third) party may review records only with written parental permission or, if the student is eighteen years or older, with his/her written permission.
- 5) The student or parent must consent to disclosure of personally identifiable information contained in the student's records except to unauthorized disclosures allowed by the law.

Statement of Assurance of Compliance with Federal Law

The Mackinac Island Public School, as an Equal Opportunity/Affirmative Action employer, complies with applicable federal and state laws prohibiting discrimination, including Title 1X of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. It is the policy of the Mackinac Island Public School that no person, on the basis of race, sex, color, religion, national origin or ancestry, age, marital status, or handicap, will be discriminated against in employment, educational programs and activities, or admission.

Accomplishments During the Past Year

- ❖ Interactive TV courses taken by our students were as follows:
Spanish II
- ❖ **Michigan Virtual High School Internet Courses** completed by our students: Digital Photography, Spanish I, Music Appreciation, Composition, Psychology, AP Stats, Career Planning, French, Small Engine Repair, Study Skills, Web Design, Computer Programming
American School – Photography, Drafting, Home Design
- ❖ Six students graduated this year. Five are enrolled in college for 2008-2009.
- ❖ MIPS boys' basketball team won the Northern Lights League Conference regular season and playoff Championships. The soccer team won the regular season Conference championship. One golf team member won the UP individual championship. One track team member won second place in the long jump at the UP State Track Finals.



Intermediate School District Services

Our school district, together with all the Schools of the Eastern Upper Peninsula, receives a variety of education services from the Eastern Upper Peninsula Intermediate School District (EUPISD). We are very pleased with the EUPISD, as they are helpful with any questions we ask and willing to go the extra mile to help.

Parent Involvement policy

Parent Involvement Program Guidelines

The parent program in the Mackinac Island School District shall:

1. Involve parents/guardians of students at all grade levels in a variety of roles
2. Be comprehensive and coordinated
3. Recognize that communication between the home and the District should be regular, two-way, and meaningful

Parents/Guardians and Teacher Conferences & Progress Reports

To encourage communication with parents/guardian, the Mackinac Island School District shall:

1. Schedule not less than three parent/guardian and teacher conferences per school year.
2. Provide no less than 2 reports of student progress during each 9 weeks period at the high school.

Providing Specific Events During Which Parent/Guardian Volunteers Play an Integral Role

Parent Volunteer Opportunities are available including but not limited to the following:

1. After School Tutor
2. Reading Buddy
3. Lunch Recess Duty
4. Library Volunteer
5. Organize Classroom Parties
6. Organize Holiday Events
7. Soup Labels
8. Field Trip Assistant
9. Mini-Lesson Teacher



Conflict Resolution Guide

Step 1: Take your concern to the person closest to the problem

No matter where the problem is, take your concern there first. Whether in the classroom, on the way to school, or on the practice field, the quickest and easiest solution is usually found with the staff member most directly involved.

It's best if you make time to talk with school personnel regularly, before problems are encountered. Know who your children's teachers, class advisors, and coaches are and how they may be contacted. Tell them when things are going well, and communicate any concerns you have quickly and openly.

If you call for an appointment to see your child's teacher, why not let them know in advance, what the general nature of your concern is? This gives them an opportunity to ask other staff members for information that might relate to your problem or concern. If a personal visit isn't possible, why not call once to state the problem, and during that conversation, offer to call back at a time when you can both discuss the situation in more detail.

The problem you or your child faces may be the result of an oversight or misunderstanding that can be easily corrected once it is brought to the attention of the staff member most directly involved. Give them a chance to tackle the problem first.

Step 2: Present your concern to the next level.

The Superintendent is responsible for supervision of the staff. The Superintendent is the next level of school personnel you should contact if the staff member closest to the problem hasn't been able to satisfactorily resolve the difficulty.

The Superintendent's ability to help will be improved if you share the steps you've already taken with the staff member closest to the problem, or if you will take time to openly share the reasons why you feel uncomfortable dealing directly with the person who is closest to the situation.

The superintendent will rarely have ready access to the information they need to be of immediate assistance and working through them will often require additional time.

Keep in mind that the superintendent's day starts early and often ends late in the evening. Part of the superintendent's job requires attendance at area-wide meetings outside the district. As a consequence, a meeting with the superintendent will probably require some advance planning.

Step 3: Contact your school board members.

School board members are elected to represent the interest of all parents and district residents, and you should always feel free to tell them your point of view. School board members do not, however, have direct authority in day-to-day school operations. All authority is the result of official actions by a majority of the board at meetings open to the public.

The board's primary responsibility is to make policies that guide the school district, any change in policy requires two readings at two separate public meetings; a procedure that often takes two or more months. Some policy changes may require substantial public input and consultation with the school district's attorney. These requirements often increase the time required for the board to make a response.

So when should a board member be contacted and what can they do?

Contact a board member:

- after other means to solve a problem have been tried
- when a policy is being enforced but you believe it results in bad consequences
- when you believe a policy isn't being enforced
- when policies or procedures are not enforced fairly for all

A board member may take one or all of the following actions:

- informally discuss the issue with the superintendent or other administrators to consider whether policies or rules should be changed
- request that the board review the specific policies that relate to the situation
- propose new policies for the board's consideration