

*Chassell Township Schools*  
41585 U.S. Hwy 41 – P.O. Box 140  
Chassell, Michigan 49916-0140  
[www.chassellschools.org](http://www.chassellschools.org)

**Superintendent:**  
George G. Stockero, Jr  
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**Principal Office:**  
  
High School: (906) 523-4491

**Board of Education:**  
Chris Holmes, President  
Carl Olson, Vice President  
Suzanna Tuomi, Secretary  
Lynn Gierke, Treasurer  
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Ken Kytia, Trustee

August 17, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Chassell Township Schools. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact George Stockero, Superintendent for assistance.

The AER is available for you to review electronically by visiting the following web site [www.chassellschools.org](http://www.chassellschools.org) or you may review a copy from the superintendent's office at school.

For 2010-2011, Chassell Township School made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Chassell is a one building district with one section of students per grade level. As such, all students are assigned to their respective classroom grade levels as appropriate. Chassell Township Schools is a school of choice district. All incoming students will be assigned on a space available basis.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

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. For the 2009-2010 school year the staff continued to review our School Improvement Plan. During the 2010-2011 school year, our staff worked on implementing the School Improvement goals by developing Pacing Guides for Social Studies and Science. Teachers also developed course outlines for all courses taught in the district. 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.

*Beliefs Statements:*

- Education is a life-long process.
- Learning is our highest priority.
- All students can learn and achieve.
- Students will be active participants in their education.
- Education is the responsibility of the entire community.
- Board members and staff will be prepared for their roles and be positive and caring to all.

*School Improvement Goals (related to MEAP scores):*

- Writing: Maintain at least 80% proficiency on writing MEAP
- Reading: Maintain at least 85% proficiency on reading MEAP.
- Math: Maintain at least 85% proficiency on mathematics MEAP.
- Science: Maintain at least 85% proficiency on social studies MEAP.
- Social Studies: Maintain at least 85% proficiency on science MEAP.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The Chassell Township School District does not have any specialized schools.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL

A copy of the **Michigan Merit Curriculum High School Graduation Requirements** may be obtained from the following Michigan Department of Education website:

**Graduation Requirements:**

<http://www.michigan.gov/mde/0,1607.7-140-38924----.00.html>

**Frequently Asked Questions:**

[http://www.michigan.gov/documents/mde/FAQ - Entire Document 12.07 217841 7.pdf](http://www.michigan.gov/documents/mde/FAQ_-_Entire_Document_12.07_217841_7.pdf)

**Chassell High School Graduation Requirements:**

[www.chassellschools.org](http://www.chassellschools.org)

Our requirements are listed in the student handbook.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Chassell students do not take any local or national normed tests.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Parent Participation—Fall		
Year	Elementary (K-6 <sup>th</sup> )	Secondary (7 <sup>th</sup> – 12 <sup>th</sup> )
2010-2011	85% (136 Parents)	71% (82 Parents)
2009-2010	88% (141 Parents)	54% (63 Parents)
2008-2009	85% (136 Parents)	62% (72 Parents)

Parent Participation—Spring		
Year	Elementary (K-6 <sup>th</sup> )	Secondary (7 <sup>th</sup> – 12 <sup>th</sup> )
2010-2011	85% (136 Parents)	69% (80 Parents)
2009-2010	86% (138 Parents)	62% (71 Parents)
2008-2009	85% (136 Parents)	59% (68 Parents)

7. FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:

a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (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. In the 2008-2009 school year, 10 students dual enrolled which is approximately 41.7% of our senior class enrollment. In the 2009-2010 school year, we had no students dual enrolled. During 2010-2011, the district had six students dual enrolled which is approximately 27.3% of our graduating seniors.

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

Chassell offers one AP class – AP Economics.

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

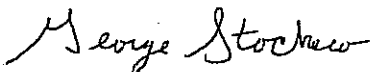
Four students enrolled which is approximately 23.4% of the junior class.

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>

No students received AP credit.

The Chassell Township School District is working diligently to meet our School Improvement Goals. Our dedicated staff meets regularly to discuss our curriculum. We are honored to be named as "One of America's Best High Schools" by the U.S. News and World Report for the years 2008, 2009, 2010, and 2011. Additionally, we are pleased to report that we have earned an overall grade of an A on our school report card for the 2010-2011 school year. We are proud of the performance and achievement of our Chassell students and of the dedication and professionalism of our teaching staff. If you are interested in learning more about our school please do not hesitate to contact me.

Sincerely,



George Stockero

**CHASSELL TOWNSHIP SCHOOLS**

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***"The community of Chassell develops academic, social and moral excellence to foster lifelong learning."***

**BOARD OF EDUCATION**

Chris Holmes	President
Carl Olson	Vice- President
Suzanna Tuomi	Secretary
Lynn Gierke	Treasurer
Dana Johnson	Trustee
Ken Kytta	Trustee
Marcia Messer	Trustee

**SUPERINTENDENT'S OFFICE**

George Stockero	Superintendent
Jennifer Marshall	Administrative Assistant
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**PRINCIPAL'S OFFICE**

George Stockero	Principal
Carol Pomeroy	Principal's Secretary
Phone: (906)523-4491	Fax: (906)523-4969

**ELEMENTARY  
FACULTY**

Angela Danison  
Brandi Hainault  
Heather Hainault  
Sue Hietala  
Sarah Hoekstra  
Rebekah Schmidt  
Mike Shea  
Sally Van Kleeck

**HIGH SCHOOL  
FACULTY**

Sara Alvord  
Dave Hanke  
Annie Klein  
Mary Markham  
Michael Randell  
Steve Spahn  
Tricia Tervo  
Kendra Turpeinen  
Mark Ware  
Debra Zei

**SUPPORT STAFF**

Lisa Anderson  
Amanda Campbell  
Sandy Curnow  
Denise Daavettila  
Cory Dompier  
Barb Egbuke Suojanen  
Gayle Johnson  
Lorna Kaspala  
Jerry Luoma  
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Tammi Monette  
Patti Perfetti  
Mark Roth  
Naomi Tervo

**AMERICORPS**

Richard Chiochios  
Georgeann Jukuri

## **CHASSELL TOWNSHIP SCHOOLS GENERAL SCHOOL INFORMATION**

The Chassell Township School District is a Kindergarten through twelfth grade public school. During the 2010-2011 academic year there were 275 students enrolled in our school. We have 18 teachers and an almost equal number of support staff. Our staff is a dedicated and caring staff and they 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. We also offer on-line classes such as Odesseyware and the Michigan Virtual High School. Additionally, we offer dual enrollment at Michigan Technological University, Finlandia University and Gogebic Community College. Chassell Township Schools is classified as an "off campus site" for Gogebic Community College, which means that classes are held within our building.

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 Public School Foundation that provides funding to support the academic programs of the school.

## **PUPIL ASSIGNMENT AT CHASSELL TOWNSHIP SCHOOLS**

Chassell is a one building district with one section of students per grade level. As such, all students are assigned to their respective classroom grade levels as appropriate. Chassell Township Schools is a school of choice district. All incoming students will be assigned on a space available basis.

## Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

## Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	All Students	2009-10	100%	89.8%	95.7%	95.7%	60.9%	34.8%	4.3%	0%
English Language Arts / Reading	03	All Students	2010-11	100%	85.8%	87.5%	87.5%	45.8%	41.7%	8.3%	4.2%
English Language Arts / Reading	03	Two or More Races	2009-10	<10	88.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	White	2009-10	100%	92.7%	95.5%	95.5%	59.1%	36.4%	4.5%	0%
English Language Arts / Reading	03	White	2010-11	100%	90.4%	87.5%	87.5%	45.8%	41.7%	8.3%	4.2%
English Language Arts / Reading	03	Female	2009-10	100%	91.9%	100%	100%	58.3%	41.7%	0%	0%
English Language Arts / Reading	03	Female	2010-11	100%	89.3%	100%	100%	58.3%	41.7%	0%	0%
English Language Arts / Reading	03	Male	2009-10	100%	87.9%	90.9%	90.9%	63.6%	27.3%	9.1%	0%
English Language Arts / Reading	03	Male	2010-11	100%	84.3%	75%	75%	33.3%	41.7%	18.7%	8.3%
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.6%	93.8%	93.8%	56.3%	37.5%	6.3%	0%
English Language Arts / Reading	03	Economically Disadvantaged	2010-11	100%	80.2%	83.3%	83.3%	50%	33.3%	8.3%	8.3%
English Language Arts / Reading	03	Students with Disabilities	2010-11	<10	82.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	All Students	2009-10	100%	84.1%	88.2%	88.2%	41.2%	47.1%	11.8%	0%
English Language Arts / Reading	04	All Students	2010-11	100%	84.1%	90.9%	90.9%	50%	40.9%	4.5%	4.5%

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	04	Two or More Races	2010-11	<10	83.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	White	2009-10	100%	88.9%	88.2%	88.2%	41.2%	47.1%	11.8%	0%
English Language Arts / Reading	04	White	2010-11	100%	88.5%	90.5%	90.5%	52.4%	38.1%	4.8%	4.8%
English Language Arts / Reading	04	Female	2009-10	<10	86.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Female	2010-11	100%	87%	91.7%	91.7%	50%	41.7%	8.3%	0%
English Language Arts / Reading	04	Male	2009-10	<10	82.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Male	2010-11	100%	81.3%	90%	90%	50%	40%	0%	10%
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	<10	75.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Economically Disadvantaged	2010-11	100%	76.1%	84.6%	84.6%	61.5%	23.1%	7.7%	7.7%
English Language Arts / Reading	04	Students with Disabilities	2009-10	<10	58%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Students with Disabilities	2010-11	<10	54.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	All Students	2009-10	100%	85.2%	86.7%	86.7%	0%	66.7%	28.6%	4.8%
English Language Arts / Reading	05	All Students	2010-11	100%	85.1%	86.7%	86.7%	40%	46.7%	13.3%	0%
English Language Arts / Reading	05	White	2009-10	100%	89.8%	86.7%	86.7%	0%	66.7%	28.6%	4.8%

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English Language Arts / Reading	05	White	2010-11	100%	89%	86.7%	86.7%	40%	46.7%	13.3%	0%
English Language Arts / Reading	05	Female	2009-10	<10	86.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Female	2010-11	<10	87.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Male	2009-10	100%	83.5%	73.3%	73.3%	0%	73.3%	20%	6.7%
English Language Arts / Reading	05	Male	2010-11	<10	82.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Economically Disadvantaged	2009-10	100%	76.6%	81.8%	81.8%	0%	81.8%	18.2%	0%
English Language Arts / Reading	05	Economically Disadvantaged	2010-11	<10	77.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Students with Disabilities	2009-10	<10	57.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Students with Disabilities	2010-11	<10	53%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	All Students	2009-10	100%	87.7%	92.3%	92.3%	30.8%	61.5%	0%	7.7%
English Language Arts / Reading	06	All Students	2010-11	100%	84%	100%	100%	43.5%	56.5%	0%	0%
English Language Arts / Reading	06	White	2009-10	100%	91.1%	92.3%	92.3%	30.8%	61.5%	0%	7.7%
English Language Arts / Reading	06	White	2010-11	100%	88.8%	100%	100%	43.5%	56.5%	0%	0%
English Language Arts / Reading	06	Female	2009-10	<10	90%	<10	<10	<10	<10	<10	<10

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English Language Arts / Reading	06	Female	2010-11	<10	86.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Male	2009-10	<10	85.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Male	2010-11	100%	81.2%	100%	100%	50%	50%	0%	0%
English Language Arts / Reading	08	Economically Disadvantaged	2009-10	<10	81.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Economically Disadvantaged	2010-11	<10	75.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Students with Disabilities	2010-11	<10	48.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	All Students	2009-10	100%	82%	100%	100%	38.9%	61.1%	0%	0%
English Language Arts / Reading	07	All Students	2010-11	100%	79%	84.6%	84.6%	38.5%	46.2%	15.4%	0%
English Language Arts / Reading	07	Black or African American	2009-10	<10	64.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	White	2009-10	100%	87.3%	100%	100%	41.2%	58.8%	0%	0%
English Language Arts / Reading	07	White	2010-11	100%	84.4%	84.6%	84.6%	38.5%	46.2%	15.4%	0%
English Language Arts / Reading	07	Female	2009-10	100%	84.5%	100%	100%	60%	40%	0%	0%
English Language Arts / Reading	07	Female	2010-11	<10	83.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Male	2009-10	<10	79.8%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	07	Male	2010-11	<10	75%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Economically Disadvantaged	2009-10	100%	72.4%	100%	100%	25%	75%	0%	0%
English Language Arts / Reading	07	Economically Disadvantaged	2010-11	<10	68.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Students with Disabilities	2009-10	<10	48%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	All Students	2009-10	100%	83.4%	93.3%	93.3%	40%	53.3%	6.7%	0%
English Language Arts / Reading	08	All Students	2010-11	100%	81.8%	94.7%	94.7%	31.6%	63.2%	5.3%	0%
English Language Arts / Reading	08	Black or African American	2010-11	<10	67.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	White	2009-10	100%	88.9%	93.3%	93.3%	40%	53.3%	6.7%	0%
English Language Arts / Reading	08	White	2010-11	100%	85.9%	94.4%	94.4%	33.3%	61.1%	5.8%	0%
English Language Arts / Reading	08	Female	2009-10	<10	87.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Female	2010-11	100%	88.1%	100%	100%	50%	50%	0%	0%
English Language Arts / Reading	08	Male	2009-10	<10	79.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Male	2010-11	<10	77.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Economically Disadvantaged	2009-10	<10	75%	<10	<10	<10	<10	<10	<10

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English Language Arts / Reading	08	Economically Disadvantaged	2010-11	<10	72.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Students with Disabilities	2009-10	<10	48.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Students with Disabilities	2010-11	<10	43%	<10	<10	<10	<10	<10	<10
Mathematics	03	All Students	2009-10	100%	94.8%	95.7%	95.7%	47.8%	47.8%	4.3%	0%
Mathematics	03	All Students	2010-11	100%	95.3%	91.7%	91.7%	50%	41.7%	8.3%	0%
Mathematics	03	Two or More Races	2009-10	<10	94.3%	<10	<10	<10	<10	<10	<10
Mathematics	03	White	2009-10	100%	98.9%	95.5%	95.5%	50%	45.6%	4.6%	0%
Mathematics	03	White	2010-11	100%	97.1%	91.7%	91.7%	50%	41.7%	8.3%	0%
Mathematics	03	Female	2009-10	100%	94.8%	100%	100%	50%	50%	0%	0%
Mathematics	03	Female	2010-11	100%	95.3%	83.3%	83.3%	41.7%	41.7%	18.7%	0%
Mathematics	03	Male	2009-10	100%	94.8%	90.9%	90.9%	45.5%	45.5%	9.1%	0%
Mathematics	03	Male	2010-11	100%	95.3%	100%	100%	58.3%	41.7%	0%	0%
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.9%	83.8%	83.8%	50%	43.8%	8.3%	0%
Mathematics	03	Economically Disadvantaged	2010-11	100%	92.7%	83.3%	83.3%	58.3%	25%	16.7%	0%
Mathematics	03	Students with Disabilities	2010-11	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	04	All Students	2009-10	100%	92.3%	88.2%	88.2%	58.8%	29.4%	11.8%	0%
Mathematics	04	All Students	2010-11	100%	91.5%	100%	100%	54.2%	45.8%	0%	0%
Mathematics	04	Black or African American	2010-11	<10	81.2%	<10	<10	<10	<10	<10	<10
Mathematics	04	Two or More Races	2010-11	<10	90.9%	<10	<10	<10	<10	<10	<10
Mathematics	04	White	2009-10	100%	95.1%	88.2%	88.2%	58.8%	29.4%	11.8%	0%
Mathematics	04	White	2010-11	100%	94.3%	100%	100%	61.9%	38.1%	0%	0%
Mathematics	04	Female	2009-10	<10	92.9%	<10	<10	<10	<10	<10	<10
Mathematics	04	Female	2010-11	100%	91.6%	100%	100%	53.8%	46.2%	0%	0%
Mathematics	04	Male	2009-10	<10	91.6%	<10	<10	<10	<10	<10	<10
Mathematics	04	Male	2010-11	100%	91.3%	100%	100%	54.5%	45.5%	0%	0%

## Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

## Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	04	Economically Disadvantaged	2009-10	<10	87.8%	<10	<10	<10	<10	<10	<10
Mathematics	04	Economically Disadvantaged	2010-11	100%	86.9%	100%	100%	53.8%	46.2%	0%	0%
Mathematics	04	Students with Disabilities	2009-10	<10	80%	<10	<10	<10	<10	<10	<10
Mathematics	04	Students with Disabilities	2010-11	<10	77.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	100%	79.5%	100%	100%	42.9%	57.1%	0%	0%
Mathematics	05	All Students	2010-11	100%	78.9%	80%	80%	33.3%	46.7%	20%	0%
Mathematics	05	White	2009-10	100%	84.3%	100%	100%	42.9%	57.1%	0%	0%
Mathematics	05	White	2010-11	100%	85.1%	80%	80%	33.3%	46.7%	20%	0%
Mathematics	05	Female	2009-10	<10	79.6%	<10	<10	<10	<10	<10	<10
Mathematics	05	Female	2010-11	<10	80.1%	<10	<10	<10	<10	<10	<10
Mathematics	05	Male	2009-10	100%	78.4%	100%	100%	46.7%	53.3%	0%	0%
Mathematics	05	Male	2010-11	<10	79.7%	<10	<10	<10	<10	<10	<10
Mathematics	05	Economically Disadvantaged	2009-10	100%	69.8%	100%	100%	63.6%	36.4%	0%	0%
Mathematics	05	Economically Disadvantaged	2010-11	<10	70.2%	<10	<10	<10	<10	<10	<10
Mathematics	05	Students with Disabilities	2009-10	<10	52.8%	<10	<10	<10	<10	<10	<10
Mathematics	05	Students with Disabilities	2010-11	<10	50.2%	<10	<10	<10	<10	<10	<10
Mathematics	06	All Students	2009-10	100%	82%	92.3%	92.3%	76.9%	15.4%	7.7%	0%
Mathematics	06	All Students	2010-11	100%	84.5%	95.7%	95.7%	39.1%	56.5%	4.3%	0%
Mathematics	06	White	2009-10	100%	87.5%	92.3%	92.3%	76.9%	15.4%	7.7%	0%
Mathematics	06	White	2010-11	100%	88.8%	95.7%	95.7%	39.1%	56.5%	4.3%	0%
Mathematics	06	Female	2009-10	<10	83%	<10	<10	<10	<10	<10	<10
Mathematics	06	Female	2010-11	<10	86.2%	<10	<10	<10	<10	<10	<10
Mathematics	06	Male	2009-10	<10	81.1%	<10	<10	<10	<10	<10	<10
Mathematics	06	Male	2010-11	100%	82.9%	93.8%	93.8%	43.8%	50%	6.3%	0%
Mathematics	06	Economically Disadvantaged	2009-10	<10	72.6%	<10	<10	<10	<10	<10	<10
Mathematics	06	Economically Disadvantaged	2010-11	<10	76.5%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	06	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	100%	82.2%	94.4%	94.4%	55.6%	38.8%	5.8%	0%
Mathematics	07	All Students	2010-11	100%	84.6%	92.3%	92.3%	69.2%	23.1%	7.7%	0%
Mathematics	07	Black or African American	2009-10	<10	62.6%	<10	<10	<10	<10	<10	<10
Mathematics	07	White	2009-10	100%	87.6%	94.1%	94.1%	52.8%	41.2%	5.9%	0%
Mathematics	07	White	2010-11	100%	89.1%	92.3%	92.3%	69.2%	23.1%	7.7%	0%
Mathematics	07	Female	2009-10	100%	82.6%	100%	100%	80%	20%	0%	0%
Mathematics	07	Female	2010-11	<10	88.3%	<10	<10	<10	<10	<10	<10
Mathematics	07	Male	2009-10	<10	81.7%	<10	<10	<10	<10	<10	<10
Mathematics	07	Male	2010-11	<10	82.9%	<10	<10	<10	<10	<10	<10
Mathematics	07	Economically Disadvantaged	2009-10	100%	72.4%	91.7%	91.7%	33.3%	58.3%	8.3%	0%
Mathematics	07	Economically Disadvantaged	2010-11	<10	76.4%	<10	<10	<10	<10	<10	<10
Mathematics	07	Students with Disabilities	2009-10	<10	51.2%	<10	<10	<10	<10	<10	<10
Mathematics	08	All Students	2009-10	100%	70.3%	93.3%	93.3%	73.3%	20%	6.7%	0%
Mathematics	08	All Students	2010-11	100%	78%	84.2%	84.2%	52.6%	31.6%	15.8%	0%
Mathematics	08	Black or African American	2010-11	<10	58.8%	<10	<10	<10	<10	<10	<10
Mathematics	08	White	2009-10	100%	77.1%	93.3%	93.3%	73.3%	20%	6.7%	0%
Mathematics	08	White	2010-11	100%	83.6%	83.3%	83.3%	50%	33.3%	16.7%	0%
Mathematics	08	Female	2009-10	<10	70.6%	<10	<10	<10	<10	<10	<10
Mathematics	08	Female	2010-11	100%	78.1%	100%	100%	80%	20%	0%	0%
Mathematics	08	Male	2009-10	<10	70%	<10	<10	<10	<10	<10	<10
Mathematics	08	Male	2010-11	<10	77.8%	<10	<10	<10	<10	<10	<10
Mathematics	08	Economically Disadvantaged	2009-10	<10	58.3%	<10	<10	<10	<10	<10	<10
Mathematics	08	Economically Disadvantaged	2010-11	<10	68.9%	<10	<10	<10	<10	<10	<10
Mathematics	08	Students with Disabilities	2009-10	<10	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	08	Students with Disabilities	2010-11	<10	43.5%	<10	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	100%	81%	100%	100%	80%	20%	0%	0%

## Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

## Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	05	All Students	2010-11	100%	78.1%	80%	80%	48.7%	33.3%	20%	0%
Science	05	White	2009-10	100%	87.5%	100%	100%	80%	20%	0%	0%
Science	05	White	2010-11	100%	85.5%	80%	80%	48.7%	33.3%	20%	0%
Science	05	Female	2009-10	<10	81.1%	<10	<10	<10	<10	<10	<10
Science	05	Female	2010-11	<10	78.6%	<10	<10	<10	<10	<10	<10
Science	05	Male	2009-10	100%	80.8%	100%	100%	86.7%	13.3%	0%	0%
Science	05	Male	2010-11	<10	77.5%	<10	<10	<10	<10	<10	<10
Science	05	Economically Disadvantaged	2009-10	100%	70.6%	100%	100%	100%	0%	0%	0%
Science	05	Economically Disadvantaged	2010-11	<10	66.6%	<10	<10	<10	<10	<10	<10
Science	05	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10	<10
Science	08	All Students	2009-10	100%	75.9%	86.7%	88.7%	40%	48.7%	13.3%	0%
Science	08	All Students	2010-11	100%	78.1%	89.5%	88.5%	42.1%	47.4%	10.5%	0%
Science	08	Black or African American	2010-11	<10	58.4%	<10	<10	<10	<10	<10	<10
Science	08	White	2009-10	100%	83.1%	86.7%	86.7%	40%	48.7%	13.3%	0%
Science	08	White	2010-11	100%	84.1%	88.9%	88.5%	44.4%	44.4%	11.1%	0%
Science	08	Female	2009-10	<10	77%	<10	<10	<10	<10	<10	<10
Science	08	Female	2010-11	100%	79.4%	90%	80%	70%	20%	10%	0%
Science	08	Male	2009-10	<10	74.9%	<10	<10	<10	<10	<10	<10
Science	08	Male	2010-11	<10	76.9%	<10	<10	<10	<10	<10	<10
Science	08	Economically Disadvantaged	2009-10	<10	63.1%	<10	<10	<10	<10	<10	<10
Science	08	Economically Disadvantaged	2010-11	<10	66.7%	<10	<10	<10	<10	<10	<10
Science	08	Students with Disabilities	2009-10	<10	42.3%	<10	<10	<10	<10	<10	<10
Science	08	Students with Disabilities	2010-11	<10	44.3%	<10	<10	<10	<10	<10	<10

## Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

## Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	11	All Students	2009-10	100%	65.2%	66.7%	66.7%	0%	66.7%	18.7%	16.7%
English Language Arts / Reading	11	All Students	2010-11	100%	83.4%	58.8%	58.8%	0%	58.8%	41.2%	0%
English Language Arts / Reading	11	White	2009-10	100%	71.5%	66.7%	66.7%	0%	66.7%	16.7%	16.7%
English Language Arts / Reading	11	White	2010-11	100%	70.1%	58.8%	58.8%	0%	58.8%	41.2%	0%
English Language Arts / Reading	11	Female	2009-10	100%	68%	72.7%	72.7%	0%	72.7%	0%	27.3%
English Language Arts / Reading	11	Female	2010-11	<10	68%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Male	2009-10	100%	62.3%	61.5%	61.5%	0%	61.5%	30.8%	7.7%
English Language Arts / Reading	11	Male	2010-11	100%	60.8%	45.5%	45.5%	0%	45.5%	54.5%	0%
English Language Arts / Reading	11	Economically Disadvantaged	2009-10	100%	48.5%	63.6%	63.6%	0%	63.6%	9.1%	27.3%
English Language Arts / Reading	11	Economically Disadvantaged	2010-11	<10	48.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Students with Disabilities	2009-10	<10	23.6%	<10	<10	<10	<10	<10	<10
Mathematics	11	All Students	2009-10	100%	50.4%	70.8%	70.8%	20.8%	50%	12.5%	16.7%
Mathematics	11	All Students	2010-11	100%	52%	64.7%	64.7%	5.9%	58.8%	29.4%	5.9%
Mathematics	11	White	2009-10	100%	57.9%	70.8%	70.8%	20.8%	50%	12.5%	16.7%
Mathematics	11	White	2010-11	100%	58.3%	64.7%	64.7%	5.9%	58.8%	29.4%	5.9%
Mathematics	11	Female	2009-10	100%	48.3%	72.7%	72.7%	9.1%	63.6%	9.1%	18.2%
Mathematics	11	Female	2010-11	<10	50.9%	<10	<10	<10	<10	<10	<10
Mathematics	11	Male	2009-10	100%	52.5%	69.2%	69.2%	30.8%	38.5%	15.4%	15.4%
Mathematics	11	Male	2010-11	100%	53.1%	63.6%	63.6%	9.1%	54.5%	27.3%	9.1%

Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11	Economically Disadvantaged	2009-10	100%	30.4%	63.6%	63.6%	18.2%	45.5%	18.2%	18.2%
Mathematics	11	Economically Disadvantaged	2010-11	<10	32.3%	<10	<10	<10	<10	<10	<10
Mathematics	11	Students with Disabilities	2009-10	<10	11.2%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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**Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School**

Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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**Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School**

Student Assessment Data - MI-Access : Participation

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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**Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School**

Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
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### Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

#### AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	100%	98.4%
All Students	District	Mathematics	100%	99.2%
All Students	School	English Language Arts / Reading	100%	98.4%
All Students	School	Mathematics	100%	99.2%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	<30	<30
Black or African American	District	Mathematics	<30	<30
Black or African American	School	English Language Arts / Reading	<30	<30
Black or African American	School	Mathematics	<30	<30
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
Two or More Races	School	English Language Arts / Reading	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%
White	District	English Language Arts / Reading	100%	98.4%
White	District	Mathematics	100%	99.2%
White	School	English Language Arts / Reading	100%	98.4%
White	School	Mathematics	100%	99.2%
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	100%	96.8%
Economically Disadvantaged	District	Mathematics	100%	98.4%
Economically Disadvantaged	School	English Language Arts / Reading	100%	96.8%
Economically Disadvantaged	School	Mathematics	100%	98.4%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%

### Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

#### AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	<30	<30
Students with Disabilities	District	Mathematics	<30	<30
Students with Disabilities	School	English Language Arts / Reading	<30	<30
Students with Disabilities	School	Mathematics	<30	<30

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

### Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

#### AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
All Students	District	90.48%
All Students	School	95%
American Indian or Alaska Native	State	65.87%
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Black or African American	State	57.97%
Hispanic or Latino	State	63.52%
Two or More Races	State	66.55%
White	State	82.04%
White	District	90.48%
White	School	95%
Economically Disadvantaged	State	66.59%
Economically Disadvantaged	District	<10
Economically Disadvantaged	School	<10
Limited English Proficient	State	83.13%
Students with Disabilities	State	58.68%

\* All data based on students enrolled for a full academic year.

### Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

#### AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	95.4%
All Students	School	95.4%
American Indian or Alaska Native	State	94%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	94.8%
Asian, Native Hawaiian, or Pacific Islander	School	94.8%
Black or African American	State	91.9%
Black or African American	District	95.4%
Black or African American	School	95.4%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	96%
Hispanic or Latino	School	96%
Two or More Races	State	94.7%
Two or More Races	District	90.2%
Two or More Races	School	90.2%
White	State	95.6%
White	District	95.4%
White	School	95.4%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	95.1%
Economically Disadvantaged	School	95.1%
Limited English Proficient	State	94.8%
Students with Disabilities	State	93.4%
Students with Disabilities	District	96.1%
Students with Disabilities	School	96.1%

\* All data based on students enrolled for a full academic year.

## Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

## Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	48%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

School AYP Status

Title I Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	A	N/A	0

% of Schools making AYP: 0%  
 % of Schools in School Improvement status: 0%  
 % of Schools in Corrective Action status: 0%  
 % of Schools in Restructuring status: 0%  
 % of Title I Schools making AYP: 0%  
 % of Title I Schools in School Improvement status: 0%  
 % of Title I Schools in Corrective Action status: 0%  
 % of Title I Schools in Restructuring status: 0%

**Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School**

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	9	7	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

**Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School**

Teacher Quality Data

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

**Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School**

Teacher Quality Data

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

### Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

#### NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	±	±	±	±	±
Info not available					
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	±	±	±	±
Unclassified	1	±	±	±	±
Student classified as having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

± Reporting Standards not met.

Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education, Institute for Education Sciences, National Center for Education Statistics, National Assessment Program (NAEP) 2009 Mathematics Achievement.

### Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

#### NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute for Education Sciences, National Center for Education Statistics, National Assessment Program (NAEP) 2009 Mathematics Achievement.

### Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

#### NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
Info not available		‡			
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

# Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

### Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

#### NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	†	†	†	†	†
Info not available					
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	†	†	†	†
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

† Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

## Combined Reports Data for Copper Country ISD, Chassell Township School District, Chassell K-12 School

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.88	2.788	81.89	3.063
	Reading	72.05	2.592	72.01	2.83	81.18	3.53
8	Math	78.39	2.581	78.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.296	85.15	4.505

## **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. For the 2009-2010 school year the staff continued to review our School Improvement Plan. During the 2010-2011 school year, our staff worked on implementing the School Improvement goals by developing Pacing Guides for Social Studies and Science. Teachers also developed course outlines for all courses taught in the district. 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.

### *Beliefs Statements:*

- Education is a life-long process.
- Learning is our highest priority.
- All students can learn and achieve.
- Students will be active participants in their education.
- Education is the responsibility of the entire community.
- Board members and staff will be prepared for their roles and be positive and caring to all.

### **School Improvement Goals (related to MEAP scores):**

Writing:	Maintain at least 80% proficiency on writing MEAP
Reading:	Maintain at least 85% proficiency on reading MEAP.
Math:	Maintain at least 85% proficiency on mathematics MEAP.
Science:	Maintain at least 85% proficiency on social studies MEAP.
Social Studies:	Maintain at least 85% proficiency on science MEAP.

## **CURRICULUM DEVELOPMENT**

Every year we continually review our curriculum to access the needs of our students. Michigan has set benchmarks 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 began 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. There are twenty-six credits required for graduation from the Chassell Township School District.

### HIGHLY QUALIFIED TEACHERS

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

### ACT - COLLEGE ADMISSION TEST

	<u>CTS</u>
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
2009-2010	20.4
2010-2011	20.1

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

## 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 eight students enrolled in the Career Technical Education Courses. Nine seniors have enrolled in these classes for the upcoming year. Chassell also provides vocational classes on site. These courses include small engines, consumer automotive, basic electronics/robotics, drafting, C.A.D., and wood shop.

## CAREER PREPARATION

Chassell Township Schools adopted a 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 Agri-Science. Students are introduced to various careers throughout elementary school. In eighth grade, there is a nine week course taught by one of our staff members that explores careers in a more formal setting. Both on paper and electronically, students store information about their interests. Next the students will be advised to take the courses which are needed to prepare them for their selected career path. These choices and interests are updated annually or more often if necessary.

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.

## 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.

<u>Parent Participation—Fall</u>			<u>Parent Participation—Spring</u>		
<u>Year</u>	<u>Elementary (K-6<sup>th</sup>)</u>	<u>Secondary (7<sup>th</sup> – 12<sup>th</sup>)</u>	<u>Year</u>	<u>Elementary (K-6<sup>th</sup>)</u>	<u>Secondary (7<sup>th</sup> – 12<sup>th</sup>)</u>
2010-2011	85%	71%	2010-2011	85%	69%
2009-2010	88%	54%	2009-2010	86%	62%
2008-2009	85%	62%	2008-2009	85%	59%
2007-2008	90%	67%	2007-2008	90%	73%
2006-2007	95%	72%	2006-2007	81%	45%
2005-2006	91%	82%	2005-2006	92%	70%
2004-2005	94%	78%	2004-2005	94%	70%
2003-2004	94%	83%	2003-2004	94%	80%
2002-2003	94.6%	81.5%	2002-2003	91%	83%
2001-2002	95%	96%	2001-2002	96%	89%
2000-2001	96.5%	90%	2000-2001	90%	82%
1999-2000	93%	89%	1999-2000	89%	77%
1998-1999	96.5%	79%	1998-1999	89%	76%
1997-1998	96%	78%	1997-1998	90%	79%
1996-1997	95%	82%	1996-1997	92%	76%
1995-1996	99%	86%	1995-1996	94%	81%

**RETENTION AND DROPOUT RATE**

<b>School Year</b>	<b>Enrollment</b>	<b>No. of Graduates</b>	<b>Graduation Rate</b>
2010-2011	22	22	100%
2009-2010	19	19	100%
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%

**SCHOOL ENROLLMENT**

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

<b>School Year</b>	<b>Enrollment</b>
2010-2011	275
2009-2010	272
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

## ELEMENTARY AND MIDDLE SCHOOL ATTENDENCE RATES

For the 2010-2011 school year the average daily attendance in the building was 95.4%.

## 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. In the 2008-2009 school year, 10 students dual enrolled which is approximately 41.7% of our senior class enrollment. In the 2009-2010 school year, we had no students dual enrolled. During 2010-2011, the district had six students dual enrolled which is approximately 27.3% of our graduating seniors.

## AP CLASS OFFERINGS

Chassell offers one AP class in economics and a variety of online AP courses. In the 2008-2009 school year, six students chose to take the AP test which is 7% of our school population and 50% of those students past the test. In the 2009-2010 school year, nine students chose to take the AP test which is 9% of our school population and 0% of those students past the test. During the 2010-2011 school year, four students took the AP Econ test and six students took the AP Chemistry Exam and no students passed either exam.

## 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](http://michigan.gov/mde)> and clicking on Michigan School Report Cards.

## 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 fewer than 30 students in each class or sub group. If the group has fewer 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 2010-2011 as reported by the Michigan Department of Education:

### School Report Card – Grades Tested 3-11

<u>Student Achievement</u>	<u>Ed Yes! Grade 2010-2011:</u>
AYP Status (Adequate Yearly Progress)	A
Composite Grad	A

Chassell Township Schools has earned an overall grade of an **"A"** for the 2010-2011 school year.

Chassell High School was named **"One of America's Best High Schools"** by the *U.S. News and World Report* for the years 2008, 2009, 2010, and 2011.

### **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 school year, 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	0
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.

## **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. George G. Stockero, 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. George G. Stockero, 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.