

Yale High School 2010-11 Annual Report — Introduction

Aug. 22, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2010–11 educational progress for Yale High School. 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), teacher quality and more. If you have any questions about the AER, please contact Principal Kenneth Nicholl at (810) 387-3231 for assistance.

The AER is available for you to review electronically by visiting www.yale.k12.mi.us or you may review a copy at your child's school office.

AYP summary:

For 2010–11, Yale High 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. See the Annual Report for further details on our AYP grade.

More Yale High School information

In addition to the facts and figures you will find in the Annual Report, we want to share the following information with you:

Pupil assignment process — 2010–11*:

Students are located as follows: Kindergarten through Grade 5 is located at Yale, Avoca or Farrell-Emmett elementary schools. A preschool for 4-year-olds is also located at each elementary school. The District operates one junior high school building and one high school building with an alternative education program housed in a wing of the building.

The Yale Public School District and the St. Clair County Regional Educational Service Agency (RESA) have a policy and process in place for non-district residents' school of choice requests. Copies of this policy and procedures are available at the principal's office or through the central office.

* This information was the same in the 2009–10 school year.

School Improvement Plan status — 2010-11

The high school staff is continuing to work on development of teaching strategies for increased active student engagement in the class lessons in order to minimize at-risk status for students as well as to differentiate instruction for increased student performance on standardized tests. Staff has continued training on how to utilize student performance data to identify gaps or areas of concern in the curriculum to

strengthen instruction. Achievement goals based on ACT College Readiness Standards are still being used as a guide for classroom instruction.

2009–10:

- Our staff has been very diligent in curriculum alignment as it relates to No Child Left Behind (NCLB) and the state of Michigan graduation requirements. The expanded use of common assessments in the core content areas has assisted in student performance and growth, in addition to staff development. The dynamic process of curriculum mapping in all of the content areas helped identify any voids in the curriculum and provided focus for instructional delivery.
- Departmental collaboration with consultants and field experts assisted in narrowing the gap of instructional theory into practice.
- Teachers infused technology into instructional practices. Additionally, through the use of Data Director, staff identified student performance and made better connections to student learning.
- Staff is in the early stages of the study and implementation of research-based learning strategies for each of the content areas. This conscious effort of identification of proven learning strategies and sharing will have a positive impact upon student performance and learning.

Specialized schools and alternative education:

Yale Public Schools offers several programs designed to meet a variety of student needs and interests, opening the educational process to all students. Through these programs, each student can learn and experience success.

- The Academic Transitional Academy (ATA) provides pre-vocational support to 9th- and 10th-grade students.
- St. Clair TEC offers countywide career and technical training to high school students.
- Woodland Developmental Center serves students with severe learning disabilities to age 26.
- The Phoenix Alternative Yale School is an option for students grades 7–12 who are at risk of not succeeding in the traditional school setting.

Core curriculum — 2010-11

Core Curriculum and Curriculum Maps, as well as Pacing Guides, may be accessed at each of our school buildings. Additionally, all K-12 information may be found in the office of the Director of Personnel and Instruction housed at Central Office. This year is an exciting one indeed in that all of our curriculum K-12 will be aligned to the National Core State Standards and represents one of the broadest and most comprehensive changes as it relates to educational reform.

2009–10:

The Yale Public Schools' core curriculum is developed and monitored by the District's Curriculum Committee. A dynamic process that is multistep and ongoing guides curriculum development. Each content curriculum is reviewed every five years. The District carries out this process in a planned and systematic manner that includes the following components:

- Writing a curriculum, aligned to state standards, for all classes.
- Developing assessment strategies for each curricular objective.
- Aligning each objective to one of the Michigan Department of Career Development's six Career Pathways.
- Providing staff with professional development on best practices in all curricular areas.

The end product of this curriculum review process is a working document that will assist teachers in lesson planning and provide assurances that the District has a curriculum that is aligned, taught and tested. Questions about the Yale curriculum may be addressed to Principal Nancy LePla or to James Heimbuch, Director of Instruction and Personnel, at (810) 387-3231.

Alternate assessment testing: No alternate assessment testing is done in the Yale District.

Parent-teacher conference rate:

2010–11 — 60%
2009–10 — 85%

Dual Enrollment:

Dual Enrollment extends learning options to 11th and 12th graders. Qualified students may take classes at a post-secondary institution while attending high school. During the 2010–11 school year, 21 students enrolled in one or more post-secondary courses while 22 students enrolled during the 2009–10 school year.

Advanced Placement:

Advanced Placement Calculus and History were made available to high school students. In 2010–11, 0 student enrolled in these courses and took a college equivalent examination. In 2009–10, 22 students enrolled and took a college equivalent examination.

Yale High School continues to be among the leaders in the area in student achievement. Our high scores can be attributed to the dedication of staff to the curriculum review process and the belief that all children can succeed. We are proud of the work our teachers do, as well as the results shown by our students. We look forward to continued improvement with the dedication to improving student engagement in the classroom and working more with assistive technology at the high school level to improve the learning experience for all students.

For these reasons and many others, I commend the students, staff and parents of Yale High School and look forward to continued success in the 2010–11 school year.

Sincerely,

Paul Flynn
Principal, Yale High School