

Annual Education Report

2008
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2009

River Valley Middle/High School



Superintendent: Mr. Bob Schroeder
Principal: Mr. Wayne Warner

2008-09 Board of Education

President: William Farhat
Vice-President: Mike Ehlert
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River Valley School District is located in Berrien County in the Southwest corner of Michigan. The district encompasses approximately 90 square miles extending from the Indiana state line on the south to the shore of Lake Michigan on the west. Included within its boundaries are the towns and villages of Three Oaks, Sawyer, Harbert, New Troy and Lakeside. I-94 and the Red Arrow Highway traverse the district which includes the Warren Dunes State Park. We are just a short drive from South Bend, Indiana, and St. Joseph, Michigan and Three Oaks is just 100 minutes from Chicago. The River Valley School District is part of the Berrien county consortium that offers many academic opportunities throughout the county.

I. Overview of School

Accreditation Status & Education YES! Grades

The chart below identifies our building's accreditation status and grades as determined by Education YES!

Education Yes! Report Card High School (new test given 06-07)	2008 – 2009		2007 - 2008	
	Score	Grade	Score	Grade
Mathematics	65.9	D	67.2	D
English Language Arts	78.7	C	80.3	B
Science	76.7	C	87.8	B
Social Studies	86.2	B	87	B
Achievement Subtotal	76.9	C	80.6	B
Indicators of School Performance	100	A	100	A
Preliminary	84	B	87	B
AYP Status	Met AYP? YES		Met AYP? YES	
Composite Grade	B		B	
Michigan Accreditation Status *	YES		YES	
Other Accreditation Status (if applicable)	NCA		NCA	

Education Yes! Report Card Middle School	2008 – 2009		2007 - 2008	
	Score	Grade	Score	Grade
Mathematics	91.4	A	80	B
English Language Arts	74.5	C	72.4	C
Science	85.8	B	90.2	A
Social Studies	69.9	C	68	D
Achievement Subtotal	80.4	C	77.7	C
Indicators of School Performance	100	A	100	A
Preliminary	80	B	85	B
AYP Status	Met AYP? YES		Met AYP? YES	
Composite Grade	B		B	
Michigan Accreditation Status *	YES		YES	
Other Accreditation Status (if applicable)				

* Schools continue to be accredited unless they receive a D Alert grade, at which point they become designated as unaccredited for the state of Michigan.

Retention Rates

This chart reflects retention rate comparisons for the past two years. Retention rate means the proportion of students who have not dropped out of school.

Retention Rate	
2007-08	2008-09
98.86	94.25

This chart reflects the grade levels within our school along with each grade's average class size.

Grade	Avg. Class Size
7	Class Size
8	7-12 grades
9	is
10	different
11	each class
12	period

II. School Improvement Plan

School Improvement Process

The School Improvement team is in the middle of a five year school improvement plan. Goals were determined based on assessments in the core areas, Education Yes!, and ongoing self-assessment.

Implementation Plan

Core academic improvement goals are implemented through department meetings, curriculum council, and curriculum studies. Each department has identified persons responsible for overseeing these goals.

Evaluation Process

Evaluation of the School Improvement Plan is an ongoing process. During the 2007-08 school year, all faculty participated in reviewing the core curriculum areas and updating the School Improvement plan.

Evaluation Data

As part of the ongoing evaluation process data is consistently reviewed and analyzed by each department. Data is used to measure success and determine the need for implementation of new programs or procedures.

II. School Improvement Plan

English/Language Arts <i>If you have separate reading and writing goals, include both in this box.</i>	
Goal:	80% of all students will score a level 1 or 2 on the MEAP or alternate assessment by the year 2009
Data to support goal selection:	We are working towards 100%. Currently we are approaching the 80% goal
Planned Strategies and Interventions:	In service time to analyze district and building data; sharing of results with grade levels to determine area to work on; use MLPP results; plan after school and summer programs to help those students identified as needing help; compare and contrast activities presented by staff
Accomplishments:	In service time available to analyze test results, scores reaching the 80% average,
Implications for next year:	Continue grade level meetings and department meetings to evaluate/analyze test results. The use of Data Director from Berrien RESA.
Goal: Data to support goal selection: Planned Strategies and Interventions: Accomplishments: Implications for next year:	

Math

Goal:	By 2010 80% of all students will achieve a level 1 or 2 on the MEAP assessment or alternate test
Data to support goal selection:	MEAP/MME test results, report card grades. Results indicate students doing well until grade 5 and 6 and then scores tend to fall off.
Planned Strategies and Interventions:	Evaluate current curriculum and make revisions to align with the state standards and benchmarks, analyze results to determine the areas student show a decline in scores, evaluate current math materials, provide extra help at key grade levels.
Accomplishments:	In service time allowed for grade levels to get together and discuss curriculum, materials and test results, after school program held, funds provided for extra staff at key grade levels, new math materials purchased to follow math curriculum
Implications for next year:	Consider continuation of extra staff if funds allow, provide in service time for staff to evaluate math results, continue grade level meetings to discuss math curriculum. The use of Data Director from Berrien RESA.

Science

Goal:	By 2010 80% of our students will score at a level 1 or 2 on the MEAP/MME science test or alternate test
Data to support goal selection:	MEAP Scores have been on the increase and we wish to work toward the NCLB goal of 100%. The new MME test has been used only one year, results indicate a need to evaluate the curriculum at the high school level.
Planned Strategies and Interventions:	Grade level/department meetings to discuss and analyze results, grade level science projects, provide lessons on interpreting data, and review science curriculum area needing improvement.
Accomplishments:	The implementation of Data Director at Berrien RESA.
Implications for next year:	Continue program and share results and suggestions for improvement between grade levels

Social Studies

Goal:	By 2010 90% of all students will achieve a level 1 or 2 on the MEAP/MME assessment
Data to support goal selection:	Scores at all levels indicate stable scores; we need to be working towards higher goals as a result.
Planned Strategies and Interventions:	Analyze test data, staff should model and practice supporting a position, social studies vocabulary should be emphasized during classroom activities, junior achievement activities planned
Accomplishments:	Maintaining of scores, test data analyzed
Implications for next year:	Continue past practice and begin study of current curriculum. The use of Data Director from Berrien RESA

III. Student Assessment Data

River Valley High School administers state assessments in the content areas and grades as identified in the charts that follow. These data assist us...

SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)									
<u>Student Group</u> Grade: 11	<u>School Year</u>	<u>School Percent of Student Proficient & Advanced</u>	<u>District Percent of Student Proficient & Advanced</u>	<u>State Percent of Student Proficient & Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> ____	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	61				3	59	29	10
	2008-09	47			100% Tested	0	47	39	14
African American	2007-08								
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	61				3	58	29	11
	2008-09	49				0	49	41	10
Students with Disabilities	2007-08	33				N/A	N/A	64	36
	2008-09	0							
Limited English Proficient	2007-08					N/A	N/A	N/A	N/A
	2008-09								
Economically Disadvantaged	2007-08	47				0	47	37	16
	2008-09	36				0	36	43	21
Migrant	2007-08								
	2008-09								
Male	2007-08	49				5	44	37	15
	2008-09	39				0	39	35	26
Female	2007-08	74				0	74	21	5
	2008-09	54				0	54	43	4

SUBJECT: MATH

Student Group Grade: 11	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	State Percent of Student Proficient & Advanced	Percent Tested OR Not Tested in Grade Span ____	Percent of Student in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2007-08	41				5	36	20	39
	2008-09	37			100% Tested	4	33	14	49
African American	2007-08								
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	40				5	36	20	39
	2008-09	39				4	35	14	47
Students with Disabilities	2007-08	N/A				N/A	N/A	17	83
	2008-09								
Limited English Proficient	2007-08	N/A				N/A	N/A	N/A	N/A
	2008-09								
Economically Disadvantaged	2007-08	28				6	22	6	67
	2008-09	21				7	14	7	71
Migrant	2007-08								
	2008-09								
Male	2007-08	49				7	42	22	29
	2008-09	39				0	39	4	57
Female	2007-08	32				3	29	18	50
	2008-09	36				7	29	21	43

SUBJECT: SCIENCE

Student Group Grade: 11	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	State Percent of Student Proficient & Advanced	Percent Tested OR Not Tested in Grade Span ___	Percent of Student in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2007-08	64				4	60	19	18
	2008-09	45			100% Tested	2	43	29	25
African American	2007-08								
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	64				4	61	18	17
	2008-09	47				2	45	31	22
Students with Disabilities	2007-08	17				N/A	17	25	58
	2008-09					0	0	18	82
Limited English Proficient	2007-08	N/A				N/A	N/A	N/A	N/A
	2008-09								
Economically Disadvantaged	2007-08	32				0	32	26	42
	2008-09	29				7	21	29	43
Migrant	2007-08								
	2008-09								
Male	2007-08	71				7	63	12	17
	2008-09	39				0	39	30	30
Female	2007-08	56				0	56	26	18
	2008-09	50				4	46	29	21

SUBJECT: SOCIAL STUDIES (Aggregate only required 2006-07)

<u>Student Group</u> Grade: 11	<u>School Year</u>	<u>School Percent of Student Proficient & Advanced</u>	<u>District Percent of Student Proficient & Advanced</u>	<u>State Percent of Student Proficient & Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> ____	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	86				45	41	10	4
	2008-09	82			100% Tested	37	45	12	6
African American	2007-08								
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	86				45	47	11	4
	2008-09	86				39	47	10	4
Students with Disabilities	2007-08	50				8	42	33	17
	2008-09	64				0	64	36	0
Limited English Proficient	2007-08	N/A				N/A	N/A	N/A	N/A
	2008-09								
Economically Disadvantaged	2007-08	74				32	42	21	5
	2008-09	71				21	50	21	7
Migrant	2007-08								
	2008-09								
Male	2007-08	83				51	32	12	5
	2008-09	83				39	43	13	4
Female	2007-08	90				38	51	8	3
	2008-09	82				36	46	11	7

SUBJECT: SOCIAL STUDIES

Student Group Grade: 9	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	State Percent of Student Proficient & Advanced	Percent Tested OR Not Tested in Grade Span ___	Percent of Student in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2007-08	65				30	35	25	11
	2008-09	71			100% Tested	24	47	26	3
African American	2007-08								
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	67				31	36	22	11
	2008-09	70				23	46	27	4
Students with Disabilities	2007-08								
	2008-09								
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	43				14	29	50	7
	2008-09	71				41	29	24	6
Migrant	2007-08								
	2008-09								
Male	2007-08	59				37	22	22	19
	2008-09	59				22	38	34	6
Female	2007-08	70				23	47	27	3
	2008-09	85				27	58	15	0

SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)

Student Group Grade: 8	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	State Percent of Student Proficient & Advanced	Percent Tested OR Not Tested in Grade Span —	Percent of Student in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2007-08	68				16	52	24	8
	2008-09	78			100% Tested	27	51	15	7
African American	2007-08								
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	69				17	52	24	7
	2008-09	78				27	51	15	7
Students with Disabilities	2007-08								
	2008-09								
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	65				12	54	19	15
	2008-09	74				26	48	22	4
Migrant	2007-08								
	2008-09								
Male	2007-08	56				3	53	34	9
	2008-09	63				19	44	22	15
Female	2007-08	81				29	52	13	6
	2008-09	93				36	57	7	0

SUBJECT: MATH

<u>Student Group</u> Grade: 8	<u>School Year</u>	<u>School Percent of Student Proficient & Advanced</u>	<u>District Percent of Student Proficient & Advanced</u>	<u>State Percent of Student Proficient & Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> ____	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	63				23	39	19	19
	2008-09	71			100% Tested	41	30	23	5
African American	2007-08								
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	63				24	39	20	17
	2008-09	71				41	30	23	5
Students with Disabilities	2007-08	0							
	2008-09								
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	70				26	44	15	15
	2008-09	75				38	38	17	8
Migrant	2007-08								
	2008-09								
Male	2007-08	63				25	38	25	13
	2008-09	61				43	18	29	11
Female	2007-08	63				22	41	13	25
	2008-09	82				39	43	18	0

SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)

<u>Student Group</u> Grade: 7	<u>School Year</u>	<u>School Percent of Student Proficient & Advanced</u>	<u>District Percent of Student Proficient & Advanced</u>	<u>State Percent of Student Proficient & Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> ____	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	76				22	54	19	5
	2008-09	63			100% Tested	8	54	29	8
African American	2007-08								
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	77				22	53	19	5
	2008-09	63				10	54	30	6
Students with Disabilities	2007-08								
	2008-09								
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	76				9	67	18	6
	2008-09	49				5	43	35	16
Migrant	2007-08								
	2008-09								
Male	2007-08	68				18	50	21	11
	2008-09	69				9	60	23	9
Female	2007-08	84				26	58	16	0
	2008-09	57				8	49	35	8

SUBJECT: MATH									
Student Group Grade: 7	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	State Percent of Student Proficient & Advanced	Percent Tested OR Not Tested in Grade Span ____	Percent of Student in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2007-08	72				33	38	27	2
	2008-09	76			100% Tested	28	49	22	1
African American	2007-08								
	2008-09								
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	73				34	39	25	2
	2008-09	76				29	48	22	1
Students with Disabilities	2007-08								
	2008-09								
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	68				21	47	29	3
	2008-09	65				16	49	32	3
Migrant	2007-08								
	2008-09								
Male	2007-08	64				39	25	32	4
	2008-09	80				31	49	20	0
Female	2007-08	78				28	50	22	0
	2008-09	73				24	49	24	3

Student Group (if N ≥ 30) District 6 th Grade	English Language Arts				Mathematics				Science				Additional Academic Indicators			
	Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Attendance Rate 2007-08		Attendance Rate 2008-09	
	Goal: 100%		Goal: 54 %		Goal: 100%		Goal: 54 %		Goal: 100%		Goal %		Goal 85%		Goal 85%	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State
All Students	100	N/A	91	80	100	N/A	92	80					93	94.6	96.0	94.3
African American																
American Indian/ Native Alaskan																
Asian/Pacific Islander																
Hispanic																
White			90	85			92	85								
Students with Disabilities																
Limited English Proficient																
Economically Disadvantaged			86	68			93	69								

Student Group (if N ≥ 30) District 7 th Grade	English Language Arts				Mathematics				Science				Additional Academic Indicators			
	Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Attendance Rate 2007-08		Attendance Rate 2008-09	
	Goal: 100%		Goal: 54 %		Goal: 100%		Goal: 54 %		Goal: 100%		Goal %		Goal 85%		Goal 85%	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State
All Students	100	N/A	63	80	100	N/A	76	83					93	94.6	96.0	94.3
African American																
American Indian/ Native Alaskan																
Asian/Pacific Islander																
Hispanic																
White			63	85			76	88								
Students with Disabilities																
Limited English Proficient																
Economically Disadvantaged			49	69			65	72								

Student Group (if N ≥ 30) District 8 th Grade	English Language Arts				Mathematics				Science				Additional Academic Indicators			
	Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Attendance Rate 2007-08		Attendance Rate 2008-09	
	Goal: 100%		Goal: 54 %		Goal: 100%		Goal: 54 %		Goal: 100%		Goal %		Goal 85%		Goal 85%	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State
All Students	100	N/A	78	77	100	N/A	71	75	100	N/A	82	76	93	94.6	96	94.3
African American																
American Indian/ Native Alaskan																
Asian/Pacific Islander																
Hispanic																
White			78	82			71	81			82	84				
Students with Disabilities																
Limited English Proficient																
Economically Disadvantaged			74	64			75	62			79	62				

IV. Adequate Yearly Progress (AYP) Data

Achievement Targets in Relation to AYP Targets and Graduation Rate

Student Group (if N ≥ 30)	English Language Arts				Mathematics				Science				Additional Academic Indicators			
	Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Graduation Rate 2007-08		Graduation Rate 2008-09	
	Goal: 100%		Goal: %		Goal: 100%		Goal: %		Goal: 100%		Goal %		Goal 80%		Goal 80%	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State
All Students	100		47	52	100	N/A	37	49	100		45	56	86.2	75	NA	NA
African American																
American Indian/ Native Alaskan																
Asian/Pacific Islander																
Hispanic																
White	100		49	59	100		39	56	100		47	63				
Students with Disabilities	100		0	14	100		0	10	100		0	15				
Limited English Proficient																
Economically Disadvantaged	100		36	32	100		21	29	100		29	35				

Achievement Targets in Relation to AYP Targets and Attendance Rate

Student Group (if N ≥ 30)	English Language Arts				Mathematics				Science				Additional Academic Indicators			
	Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Attendance Rate 2006-07		Attendance Rate 2007-08	
	Goal: 100%		Goal: %		Goal: 100%		Goal: %		Goal: 100%		Goal %		Goal 85%		Goal 85%	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State
All Students	100		75		100		67.3		100		76.5		94.5	94.6	95	
African American																
American Indian/ Native Alaskan																
Asian/Pacific Islander																
Hispanic																
White			76				69				81.9					
Students with Disabilities																
Limited English Proficient																
Economically Disadvantaged			69				66				80					

V. Parent Involvement

Middle School Parent Teacher Conference

Parents are provided the opportunity to have scheduled conferences several times a year or may call to set up an appointment at another time if necessary. Below is a chart indicating the percentage of parents that participated in scheduled conferences the past two school years. It is difficult to list the number attending as in some situations a student of divorced parents will have several conferences and the number attending will be greater than the number of students enrolled.

Year	# Attending		% Attending	
	Fall	Spring	Fall	Spring
2007-08	147	93	75	51
2008-09	156	109	80	56

High School Parent Teacher Conference

Parents are provided the opportunity to have scheduled conferences several times a year or may call to set up an appointment at another time if necessary. Below is a chart indicating the percentage of parents that participated in scheduled conferences the past two school years. It is difficult to list the number attending as in some situations a student of divorced parents will have several conferences and the number attending will be greater than the number of students enrolled.

Year	# Attending		% Attending	
	Fall	Spring	Fall	Spring
2007-08	147	84	51	31
2008-09	158	106	64	43

Parent Involvement Policy

PARENT ORGANIZATIONS

The Board of Education supports all organizations of parents whose objectives are to promote the educational experiences of District students. However, in using the name of the District or its schools and in organizing a group whose identity derives from a school(s) of this District, the parental organization thereby shares responsibility with this Board for the welfare of participating students.

Any new parent organization desiring to use the name or auspices of the District must obtain the approval of the Board as a prerequisite to organizing

Representatives and members of approved school-related organizations shall in all circumstances be treated by District employees as interested friends of the schools and as supporters of public education in the School District.

The Board relies upon approved organizations to operate in a manner consistent with public expectations for the schools and reserves the right to withdraw sponsorship from organizations which violate the bounds of community taste.

RELATIONS WITH PARENTS

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The parents have the right to participate in the education of their children as well as the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority.

In accordance with Board policies and Policy 2240 Opt-Out, Policy 2413 and or Policy 2414 Health/Sex Education, and Policy 9150 School Visitors, the District shall provide the opportunity for parents to review curriculum and instructional materials and to visit the school to observe the instructional process.

With regard to student behavior, during school hours, the Board, through its designated administrators, acts in loco parentis or in place of the parents.

DISTRICT SUPPORT ORGANIZATIONS

The Board of Education appreciates the efforts of all organizations whose objectives are to enhance the educational experiences of District students, to help meet educational needs of students, and/or provide extra educational benefits not provided for, at the time, by the Board.

These needs may be educational to parents and/or children. In addition to parents, membership shall be available to the District's professional staff.

The Board recognizes that parent-teacher organizations and other school-related community organizations are channels through which school personnel, parents, and other citizens may discuss educational concerns, problems, and needs and work together toward solutions.

Each volunteer organization shall work within the appropriate school setting and in cooperation with the administration and other staff members. Each group will submit its bylaws to the Committee for its approval and shall abide by the policies of the Board and the guidelines established by the Committee.

The Superintendent shall implement administrative guidelines which ensure that each group's fund-raising activities are in compliance with Board policies and that the funds are used for school-related projects that have the approval of the administration.

VI. Safe Schools (*Optional*)

School Violence

Enter data here.

Drug and Alcohol Abuse

Enter Information here.

Suspensions

Enter information here.

Expulsions

Enter Information here.

VII. Required High School Criteria for Current Year and Previous Year

Advanced Placement/International Baccalaureate/College Equivalent Courses

Students at River Valley High School are ...

School Year	# of Courses	Course Title(s)	Brief Description
2007-08	0		
	(Classes were Taken at LMC)		
2008-09	1	Accounting	College Credit Class
	*58 students	Earned 268 hours of College Credit during the school year	Various college courses

Enrollment/Passing Rate

River Valley High School provided students with the opportunity to take college level equivalent courses. The number of students....

College Equivalent Courses by Grade Level	# of Enrolled Students 2007-08	% of Enrolled Students 2007-08	Passing Rate % 2007-08	# of Enrolled Students 2008-09	% of Enrolled Students 2008-09	Passing Rate % 2008-09
9th Grade						
10th Grade						
11th Grade				6	10	83
12 th Grade				8	11	75

College Credit/Dual Enrollment

There were multiple opportunities for students to ...

	2007-2008		2008-2009	
	# Students	% of Students	# Students	% of Students
Students Receiving College Credit through Dual Enrollment	18	19	23	32
Students Who Enrolled in College Courses and Took Exam	18	19	23	32
Students Who Achieved a Score to Receive College Credit			0	0

VII. Core Curriculum

Faculty members evaluate the available assessment data (MEAP scores, MME scores, and alternate assessments) on an ongoing basis to evaluate curriculum and increase student achievement. Faculty members participate in River Valley professional development days and available professional development courses offered through the Berrien County Intermediate School district if applicable.

All pupils are ensured equitable access to appropriate instruction in the core academic curriculum and have the same opportunities to learn the core curriculum. Placement in the special education courses versus the general education courses is determined on a case-by-case basis as a part of the students' Individual Education Plan Committee (IEPC) meeting following the least restrictive environment guidelines. The special education department follows the general education curriculum and the Michigan Curriculum Framework.

English Language Arts

During the 2002-03 school year the curriculum council reviewed the curriculum and rewrote it to better meet the Michigan Curriculum Frameworks. Implementation began in the fall with an evaluation done during the school year.

The English department began studying the new requirements for the fourth year of English requirement of the Michigan Merit Curriculum. There have been revisions to the curriculum in order to increase the use of informational text and technical writing in the third and fourth years of English.

Alternative measures of assessment include the use of unit tests, book reports, research papers, assessment of daily work, class participation, and portfolios. Grade level meetings were held to develop alternate assessment. English is in the process of developing common assessments for language arts and English courses.

Math

The math curriculum was reviewed during the 2005-06 school year. The math curriculum aligned the math courses to meet the new State of Michigan requirements for credits in mathematics. It will better meet the Michigan Curriculum Framework. Implementation began during the 2006-07 school year. Evaluation of the new strategies and materials will begin in the fall of 2007.

Alternative measures of assessment include the use of unit reviews, daily assignments, and grade level assessments. Math department meetings were held in order to develop alternative and common assessments.

Science

The science curriculum is being studied by curriculum council during the 2008-09 school year. Curriculum will be updated during the 2009-2010 school year. Purchases will be made during that year.

Teachers use the following ways to measure academic success: unit tests, daily assignments, science journals, observations and science investigations.

Social Studies

The social studies curriculum was reviewed during the 2007-08 school year with in-services and curriculum council making recommendations for new materials and new goals and objectives as dictated by Michigan Curriculum Framework. Implementation began during the 2008-09 school year. Faculty will evaluate the status of the revisions during the year.

The course sequence has been realigned for the 2007-08 school year to meet the Michigan Curriculum Framework and Michigan Merit Curriculum.

Alternative measures of assessment include the use of worksheets, reports, class participation, daily work, position papers, course exams and tests.

Variations

River Valley Middle/High School follows the Michigan Curriculum Framework, Grade Level Content Expectations and/or the High School Content Expectations fully. To our knowledge no variations exist.

IX. Teacher Qualification

No Child Left Behind (NCLB), federal legislation, requires the reporting of its teachers professional qualifications. What follows reflects...

	B.A.	B.A. + 15 credit hours	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours	Ph.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	5	7	3	6	7	0
Percentage of Teachers in the School who are Highly Qualified	100					
Percentage of Teachers in the School with Emergency Credentials	0					
Percentage of Core Academic Subject classes not Taught by Highly Qualified Teachers	0					

Note: The teachers that are non highly qualified are special education teachers. This is due to a change in State requirements. In 2008-2009 school year these teachers will again be highly qualified.

Highly Qualified Progress Plan

It is the intent of the school district to hire only highly qualified staff as described by NCLB. When jobs are posted through the Michigan Talent Bank or anywhere else qualifications are posted. If a person were to be hired that is not considered HQ, funds could be provided to help that person meet requirements as quickly as possible.

Parent Notification & Point of Contact

As a District--the River Valley Schools has a requirement to inform parents/guardians that they are entitled to request and receive information in regards to the qualifications of their child's teacher(s). Parents/guardians have a right to know whether the Michigan Department of Education has licensed or qualified the teacher for the grades and subjects being taught or whether the teacher can teach in a classroom without being licensed or qualified under special circumstances. Requested information may include the teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degree. A parent/guardian can also ask whether any teacher assistants, or similar paraprofessionals, provide any services to the child and, if the do, their qualification. If parents would like to receive any of this information they should place the request in writing and direct it to the building administrator.