



Columbia School District Annual Report 2010-11

District Mission Statement

The Columbia School District, in partnership with the community, will provide a safe and positive learning environment, which will prepare all students to contribute and compete in a global society.

www.columbiaschooldistrict.org



2010-2011 ANNUAL REPORT

August 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 2010-2011 educational progress for the Columbia School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws; however, our staff is available to help you understand this information. Please contact Lisa Petersen, Director of Curriculum and Instruction, at 517-592-4401 for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site www.columbiaschooldistrict.org or you may review a copy in the Administration office or principal's office at your child's school.

The report contains the following information:

Student Assessment Data – Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan's Alternative Assessment Program (MI-Access)

- Presents achievement data for English language arts and mathematics for grades 3 to 8 (MEAP), for grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students
- Provides achievement data for English language arts, mathematics and science for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students
- Helps readers understand achievement progress within schools and compare these to district and state achievement

Adequate Yearly Progress (AYP) – Detail Data and Status

Provides information from assessments, graduation and attendance rates and AYP status in relation to four criteria:

- The district must test 95% of students in total and in each required subgroup

- The district must attain achievement goals in English language arts and mathematics or reduce the percentage of students in the non-proficient category of achievement significantly ("safe harbor") annually
- The district must attain achievement goals for each subgroup that has at least 30 students in the group
- The district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools

Teacher Quality Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

For 2010-2011, Columbia School District made Adequate Yearly Progress (AYP) in English language arts and mathematics; however, all schools in the district did not make AYP. Below you will find information on the schools not making AYP, the reasons for not making AYP and a summary of the actions underway to improve. The principals have a letter and school specific AER that will help answer your questions. These are also posted on the district and school web sites.

School Name	Reason(s) for not making AYP	Key actions underway to address the Issues
Columbia Alternative Education (COHS)	We did not meet the 80% Graduation Rate goal.	*Operate a Title I – like program. *Offer e2020 and seat-time waivers as an academic alternative.
Columbia Central High School	Data reported shows we did not test 95% of our students.	*Institute a checks and balances procedure for reviewing the Tested Roster.

Sincerely,

Brent Beamish
Superintendent
Columbia School District



Administration Office
11775 Hewitt Rd.
Brooklyn, MI 49230
517-592-6641

SUPERINTENDENT'S MESSAGE
Brent Beamish

The 2010-2011 school year has proven to be another exemplary year! Columbia School District excelled in academics by graduating over half of the senior class with honors while underclassmen through our elementary levels ranked above average in 17 out of 18 tested categories on the Michigan Educational Assessment Program tests. Three of our school buildings received "A" ratings by the State of Michigan Report Card and one received a "B".

Eagle Pride soared as our student athletes surpassed many team and individual sport records while at the same time meeting their academic requirements and demonstrating sportsmanship. Our music and art programs continue to extremely well and were highlighted throughout the school year. At the core of these achievements is a strong overall student citizenship foundation nurtured by our staff's commitment to highlight the importance of positive character traits.

2010-11 ANNUAL REPORT

District Information – pg. 3

CENTRAL OFFICE ADMINISTRATION

Brent Beamish
Superintendent

Lisa Petersen
Director of Curriculum, Instruction,
State, and Federal Programs

Administrative Support Staff

Ann Dyjach – Administrative Assistant

Betty Bruce – Bookkeeping

Carolyn Cattell – Payroll/Benefits

2010-11 BOARD OF EDUCATION

Randy Schiel, President

Martha Kelly-Spicer, Vice-President

Bob Wahr, Treasurer

Doug Schedeler, Secretary

Dan Fulara, Trustee

Mark Fish, Trustee

Chuck Connolly, Trustee





District Profile

Columbia School District lies in a rural area that stretches into four southeastern Michigan counties and seven townships. One hundred scenic square miles comprise the school district, nestled in the Irish Hills. Within the district, one finds a multitude of inland lakes and plenty of recreational opportunities. The beautiful and peaceful atmosphere has attracted many new residents from urban areas.

In the late 1960's, the current school district was formed through the consolidation of the Brooklyn, Cement City, and Clarklake school systems. Today, the Columbia School District provides educational services for about 1550 students and is a Class B school. Columbia Central High School (grades 9-12) is located on Hewitt Road, near Lake Columbia. Columbia Middle School (grades 6-8) and Brooklyn Elementary (pre-school – 5 and childcare) are in the Village of Brooklyn, situated at the East end of School Street. Norman A. Miller Elementary (pre-school-5 and childcare) is in Cement City, southwest of Lake Columbia. Clarklake Community Education Center is home to our Adult Education and Columbia Options High School (9-12 alternative high school). At the end of the 2010-2011 school year, Miller Elementary closed. For the 2011-2012 school year, Brooklyn Elementary will be renamed Columbia Elementary and will house grades K-4. Columbia Middle School will house grades 4-8. In addition, the district has the Columbia Community Fitness Center, which is attached to Columbia Central High School. Columbia employs close to 210 people and operates on an annual budget of \$14,747,923.

Core Curriculum

The Columbia School District has a comprehensive curriculum in the four core content areas. Curriculum documents in Language Arts, Math, Science and Social Studies include content expectations, student friendly language, instructional strategies and common assessments. These guides were developed by teachers to aid in creating a quality curriculum guide for all staff. Our documents are revised and updated based on teacher use, input, and state mandates. Our curriculum documents are aligned with Michigan's Curriculum Framework and content Expectations.

The math curriculum was reviewed this year. A new math course was added at the high school level. Committee work will continue in this area as we work to align with the Common Core standards. The arts education curriculum was also reviewed.

Curriculum Review Cycle

2011-2012	2012-13	2013-2014	2014-2015	2015-2016
Language Arts	Social Studies	Science	Physical Education	Math
Technology		World Lang.	Health	Arts Education



District School Improvement Goals for 2010-2011

The Columbia School District School Improvement Team set goals in June 2010.

- 1. All students will be proficient in Math.**
- 2. All students will be proficient in Reading.**
- 3. All students will be proficient in Writing.**

Student achievement continues to be a top priority for Columbia Schools. During the 2010-11 school year, many grade levels and school buildings met the districts school improvement goals as well as specific individual building goals. (See individual building reports for further details).





Schools of Choice Students

	2008-2009	2009-2010	2010-2011
BES	54	51	44
MES	58	71	71
CMS	32	36	54
CCHS	54	63	58
COHS	44	44	58
Total	242	265	285

Student Enrollment

	2008-2009	2009-2010	2010-2011
BES	328	308	278
MES	365	371	380
CMS	370	367	351
CCHS	538	531	496
COHS	72	77	83
Total	1673	1654	1588

*Figures based on Fall count data from the state.

High School Graduation Drop Out Rates

The Michigan Department of Ed. calculates official drop out rates for all school districts in the state. The four-year graduation rate is calculated by tracking individual students who first enrolled in ninth grade and graduated four years later. It accounts for students who transfer in and out of the district, who leave school permanently, who leave school during one school year and return in another, or who are retained in a grade but stay in school and graduate later than their original classmates. A dropout rate is not equivalent to subtracting the graduation rate from 100 percent because that method counts students who are "other completers" or "off-track continuing" as dropouts, which they are not.

	2009-2010 Drop Out Rate	2010-2011 Drop Out Rate	2009-2010 Graduation Rate	2010-2011 Graduation Rate
CCHS	1.54%	3.13	96.15%	94.53%
COHS	17.86%	25%	17.86%	21.43%

TEACHER QUALIFICATIONS

Under the No Child Left Behind Law, 100% of the Columbia School District teachers are Highly Qualified.

Level of Degree	Bachelor's	Master's	Emergency Certification
BES	60%	40%	0%
MES	62%	38%	0%
CMS	48%	52%	0%
CCHS	51%	49%	0%
COHS	80%	20%	0%

Parent Teacher Conferences

During November 2010, parents had the opportunity to meet with teachers to discuss their child's progress.

	2009-2010	2010-2011
BES	98%	98%
MES	98%	98%
CMS	95%	89%
CCHS	38%	39%
COHS	47%	N/A

Free & Reduced

The number of students in the district who qualify for free or reduced lunch has increased significantly in the past year.

	% 09-10	% 10-11
BES	56	58
MES	41	45
CMS	37	42
CCHS	39	40
COHS	87	93



SCHOOL REPORT CARDS/EDUCATION YES!

Adequate Yearly Progress (AYP) is the measure used to hold schools and districts responsible for student achievement in the key areas of English Language Arts and Mathematics. It is based on the Michigan Educational Assessment Program (MEAP) tests, which are designed to show whether or not students have attained the knowledge and skills they need in each of the core academic subjects. AYP also uses two other measures – attendance rates for elementary and middle schools and graduation rates for high schools – as indicators of a school’s or a district’s progress. The Michigan School Report Card provides information about the performance of all schools in Michigan. The report card provides a composite grade for each school, as well as the school’s AYP status.

	Composite Grade	AYP Status	Phase
Brooklyn Elementary	A	Met	0
Miller Elementary	A	Met	0
Columbia Middle	A	Met	0
Columbia Central High School	B	Not Met	0
Columbia Options High School	No Grade	Not Met	5

Three of the five buildings in the district received a grade of A and met the requirements for Adequate Yearly Progress. Columbia Central High School and Columbia Options High School did not make AYP. There was a data oversight in regards to the tested roster for CCHS. This caused the school to appear as if they didn’t meet the requirement to test 95% of the students. At Columbia Options High School, the transient population has resulted in a low graduation rate therefore affecting their AYP status. This puts the school in Phase 5 which is a restructuring Phase. The school will be operating a Title I-like program in order to target the lowest-performing students and help increase the academic achievement. Programs such as e2020 and seat-time waivers will be used in an effort to offer alternative learning environments for students.



DISTRICT MEAP SCORES % of students who have met or exceeded State Proficiency Levels 1 & 2

	ELA/Reading			Math				Science			Social Studies		
3rd	BES	MES	State		BES	MES	State						
R 09	100	96	90	2009	100	96	95						
R 10	98	98	87	2010	100	98	95						
W 09	Not	Tested											
W 10													
	ELA/Reading/Writing			Math				Science			Social Studies		
4th	BES	MES	State		BES	MES	State						
R 09	92	97	84	2009	97	99	92						
R 10	96	98	84	2010	98	100	92						
W 09	Not	Tested											
W 10	59	73	47										
	ELA/Reading			Math				Science			Social Studies		
5th	BES	MES	State	Math	BES	MES	State	BES	MES	State			
R 09	92	98	85	2009	86	100	80	78	100	81			
R 10	100	95	85	2010	88	97	80	90	97	78			
W 09	Not	Tested											
W 10													
	ELA/Reading			Math				Science			Social Studies		
6th		CMS	State			CMS	State				CMS	State	
R 09		93	88	2009		89	82				2009	84	73
R 10		90	84	2010		84	85				2010	75	75
W 09	Not	Tested											
W 10													
	ELA/Reading/Writing			Math				Science			Social Studies		
7th		CMS	State			CMS	State						
R 09		87	82	2009		92	82						
R 10		84	79	2010		93	85						
W 09	Not	Tested											
W10		44	48										
	ELA/Reading			Math				Science			Social Studies		
8th		CMS	State			CMS	State		CMS	State			
R 09		89	83	2009		77	70	2009	84	76			
R 10		91	82	2010		88	78	2010	89	78			
W 09	Not	Tested											
W 10													
								Social Studies					
9th									COHS	CCHS	State		
SS09								2009	N/A	76	71		
SS10								2010	N/A	81	73		



High School Michigan Merit Exam Percentage of Student Who Have Met or Exceeded State Performance Levels 1 & 2										
	Reading		Writing		Math		Science		Social Studies	
	09/10	10/11	09/10	10/11	09/10	10/11	09/ 10	10/11	09/10	10/11
CCHS	78	83	56	60	57	57	75	77	87	85
COHS	33	N/A	8	N/A	18	N/A	17	N/A	67	N/A
State	65	63	44	47	50	52	56	61	79	78

Average ACT Scores										
	Reading		English		Math		Science		Composite	
	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11
CCHS	20.8	21.1	19.8	20.4	19.8	19.6	21.3	21.3	20.6	20.8
COHS	15.3	16.2	14.9	15.6	15.9	15.9	15.1	16.1	15.3	16.1
State	19.7	20.1	18.9	19.3	19.7	19.9	19.9	20.3	19.7	20.0

NONDISCRIMINATION POLICY

The Columbia School District complies with all Federal laws and regulations of the U.S. Department of Education. It is the policy of the Columbia School District that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or limited English proficiency shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subject to discrimination in any program or activity to which it is responsible or for which it receives financial assistance from the U.S. Department of Education.



2010-2011 ANNUAL REPORT

August 23, 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 Brooklyn Elementary 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) and teacher quality. If you have any questions about the AER, please contact Deb Powell, Principal @ 517-592-6632 for assistance.

The AER is available for you to review electronically by visiting the following web site www.columbiaschooldistrict.org or you may review a copy from the office at your child's school.

For 2010-2011, Brooklyn Elementary School made Adequate Yearly Progress (AYP) in English language arts and mathematics. Our school also earned a grade of "A" on the Ed Yes! Report Card. 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.

In addition to the facts and figures you will find in the Annual Report, state law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Columbia School District assigns students to a school based on residency boundaries established by the district. Columbia School District also participates in Schools of Choice.

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

Brooklyn Elementary School engages in a continuous cycle of school improvement; conducting a comprehensive needs assessment and analyzing achievement trends, identifying areas of need, and designing and implementing strategies to address the needs. Specific goal information and their status can be found within the Brooklyn Elementary School Annual Report. As an identified Title I school, Brooklyn Elementary also ensures that all required components of a targeted assistance building are embedded within the school improvement plan.

I congratulate all of the students, staff, and parents of Brooklyn Elementary School for a tremendous year and look forward to continued success in the 2011-2012 school year.

Sincerely,

Deb Powell

Deb Powell

Principal



Brooklyn Elementary School Annual School Improvement Report 2010/2011

Columbia School District

Brooklyn Elementary School
320 School Street
Brooklyn MI 49230
517-592-6632

Principal: Deb Powell
deb.powell@myeagles.org

MISSION STATEMENT

The Columbia School District, in partnership with the community, will provide a safe and positive learning environment, which will prepare ALL students to contribute and compete in a global society.

PROFILE INFO

- Grade Span Preschool/Head Start -5th grade
- Number of Students 346 students
- Attendance Average 97%
- Teacher/Student Ratio 1:24
- School Organization 13 general education classrooms, 3 special education classrooms, 1 administrator, 15 teachers, 1 physical education teacher, 1 music teacher, 1 secretary, 6 instructional aides, 1 social worker, 1 preschool/ GSRP class,
- Cultural Diversity: American Indian 0%, Asian 1% , African American 1%, Caucasian 95 % , Hispanic 3%
- Student Retention 12 students
- Title I 146 students
- Free/Reduced Lunch Statistics 51%
- Employability Skills K-Kids, Student Council, Student run Credit Union, Career Day, Math/ Science Night, Junior Achievement, Author Night, Snack Cart, BES Champions, Safety Patrol, Peer Tutoring, Wee Mail, LINKS
- Media Center 14,932 titles, 349 reference, 132 professional titles



Brooklyn Elementary School Staff

	ED YES	MADE AYP
Composite Grade		
2010-2011 :	A	yes
2009-2010:	A	yes
2008-2009:	A	yes

HIGHLY QUALIFIED TEACHERS

Research shows teacher quality correlates with student academic achievement. Highly qualified teachers go hand-in-hand with a quality education. Under the State of Michigan guidelines and the Federal No Child Left Behind (NCLB) Act, all Columbia School District teachers are certified and highly qualified.

FACULTY AND STAFF

- Deb Powell, Principal
- Lori Hunter, Secretary
- Lisa Jordon, Social Worker
- Joleen Green, Media Aide
- Bill Cryderman, Music
- Paul McDonald Physical Ed.
- Hollis Jefferies, Physical Ed.
- Terri Kandell, Resource Room
- Margarita Berkemeier, Resource Room
- Nicole Goodman, Special Ed
- Nancy Knaup, Preschool
- Michelle Sexton, Kindergarten
- Olivia Hinkle, Kindergarten
- Linda Wills, 1st grade
- Chris Plowman, T/1 grade
- Angie Hogle, 2nd grade
- Jeff Clanton, 2nd grade
- Amy Pfister, 3rd grade
- Sharon Beaghan, 3rd grade
- Wendy Hawkins, 4th grade
- Lisa Weidenbach, 4th grade
- Ramie Bivens, 5th grade
- Kathy Jeness, 5th grade
- Jo Force, Aide
- Pam Wincent, Aide
- Karen Scholl, Latchkey Aide
- Cassandra Shong, Playground Aide
- Lori Kouba, Aide
- Val Buksar, Aide
- Donna Williams, Special Ed. Aide
- Cindy Kirk, Playground Aide
- Michelle, Weaver, Aide
- Cheryl Curtis, ISD Aide
- Connie Douglas, Special Ed. Aide
- Marlene Roulo, Aide
- Debbie Powell, Preschool Aide
- Holly Tilden, Cook
- Yvonne Sampler, Cashier
- Jennifer LaCombe, Kitchen Aide
- Ned Bernstein, Maintenance
- Arliss Bones, Maintenance
- Joanne Leupp, Latchkey
- Jake Leupp, Latchkey

PARENT AND COMMUNITY INVOLVEMENT

Junior Achievement, K- Kids, Career Day, Fire Safety, Columbia Police Liaison Program, Kiwanis Dictionary Program, Shoe Tree, Book-It, Brooklyn Food Pantry, ACES, Mileage Club, Release Time Bible, CP Credit Union, Boy Scouts, Girl Scouts, Brooklyn Buddies, I'm in Charge, Math/Science Night partnership with JCC and CP Credit Union,

Monthly PTO meetings, Book Bingo, Back to School Bash, Little House Pajama, MIS Partnership for March is Reading Month, Mother-Son Night, PTO Fall Carnival, PTO Flower Sale, Market Day, Scholastic Book Fairs, Popcorn Day, AR Store, Daddy/ Daughter Dance, Field Day, and Park field trip for Math Fact goal winners.

GOAL: Students will increase proficiency in math by 2%



STRATEGIES:

GLEC's posted/presented in classrooms in student friendly language during instruction

Computerized math ie Study Island , Education City, Accelerated Math and Math Facts in a Flash

Family Math/Science Night

Recall of basic math facts as appropriate per each grade level. Math Fact Academy after school program offered. Mid Year Incentive and End of Year Math Fact field trip/t-shirt reward for students who mastered the goals.

RESULTS:

100 % teacher participation in posting GLEC's

BES students answered 175, 812 questions with 72 % correct

Over 250 people in attendance at Family Math/Science Night

128 out of 286 students met grade level math fact goals

Math and Science Night

"Be the change you want to see in the world."

—Ghandi

GOAL: Students will increase proficiency in reading by 2%. 70% of Title One identified students shall be proficient on the 2010 MEAP.

STRATEGIES:

Brooklyn Buddies

GLECs posted/presented in classrooms in a student friendly language during instruction

Students will meet grade level goal during March is Reading Month

Reading Recovery/Literacy Groups for first and Second Graders.

Early Childhood Literacy

RESULTS:

46 students participated in Buddies

100% teacher participation in posting GLECs

Percentage of students who met the goal in each grade in March 2011.

14 Students participated in Reading Recovery and 42 students Literacy Groups.

Parents attended literacy night for first and kindergarten students. 48 Literacy bags were handed out to incoming Kindergarten students.



2nd Grade Readers



GOAL: All students will be proficient on the Countywide Writing Assessments and will increase proficiency by 2% in 2011 in grades 2-5.

STRATEGIES:

Students will write using Write-Steps writing model for 45 minutes each day as appropriate per grade level.

School Wide Postal Service will continue

Writing Sample averages three times per year, per classroom, scored by MLPP rubric for grades 1-2; scored by MEAP rubric for grades 3-5.

Awesome Author Grade level Assemblies

RESULTS:

Writing Workshop blocks in each classroom for 45 minutes daily. All classrooms

Monthly Wee Mail delivered to each classroom

Averages given to Writing Committee three times a year.

Monthly grade level assemblies featuring awesome authors per classroom. Certificates and incentives provided.



Awesome Author 2010-2011



Writers Workshop

STUDENT ACHIEVEMENT

- JCC Math/Science Night attended by more than 250 people
- Interschool mail system, Wee Mail, open with 3rd grade postal workers overseeing the postal system
- BES received the Emerald Award for going “Green.”
- The LINKS Peer Mentoring Program for students with Autism Spectrum Disorder was expanded to grades 2-5.
- BES was once again rated “A” by the State of Michigan!



Field Day 2011



COLUMBIA SCHOOL DISTRICT

Brent Beamish, Superintendent

11775 Hewitt Road
Brooklyn MI 49230
Phone: 517-592-6641
www.columbiaschooldistrict.org

STATEMENT OF NON-DISCRIMINATION

The Columbia School District does not discriminate on the basis of race, color, religion, national origin, gender, disability, age, height, weight, marital status, or any other legally protected characteristic, in its programs and activities.

PARENT/TEACHER CONFERENCE ATTENDANCE

2010-2011:	98%
2009-2010:	98%
2008-2009:	98%

Over 250 students and parents attended Math and Science Night launching rockets, studying chemical reactions, germ growth, calculator math games, and light refraction.



POINTS OF PRIDE

- Student Council Students implemented activities and earned the “Emerald Award” for going “Green.”
- Parents and Students participated in a walk fundraiser, Race for Education.
- BES Student Council involved in Food Drives, Thanksgiving Baskets, Adopt a Family at Christmas
- K-Kid School Store, Cancer Fundraiser Hat Day, Trick or Treat for UNICEF
- Clanton’s Christmas Carolers sang to local businesses
- Bully Proofing Assembly
- Over 300 people attended Special Person’s Luncheon
- 47 4th grade students and 35 parents attended the 3 day trip to Mackinac Island and Northern Michigan
- Character Champions recognized each month
- Over 150 parents, community members, and CCHS students logged in more than 3000 volunteer hours in BES classrooms.
- All students participated in Mileage Club for a total of over 5,000 miles.
- Literacy Parent Meeting for all Kindergarten/first grade parents
- Autism Parent Support Group
- Math Fact Reward Picnic for students meeting grade level goals—t-shirts awarded.

CORE AND EXTENDED CURRICULUM

Columbia School District has a comprehensive curriculum in the four core content areas. Curriculum documents in Language Arts, Math, Science and Social Studies include content expectations, student friendly language, instructional strategies and common assessments. These guides were developed by teachers to aid in creating a quality curriculum guide for all staff. Our documents are revised and updated based on teacher use, input and state mandates. Our curriculum documents are aligned with the Michigan’s Curriculum Framework and Content Expectations. Documents may be viewed

at the administration office. Brooklyn Elementary School also has curriculum offerings in... physical education, music, art, technology, and library. After school programs include Writers Workshop, Math Fact Academy, Study Island/Education City, Math/Science Night. Extended curriculum programs include 4th grade Mackinac Trip, 5th grade Exchange City, 3rd grade Ella Sharp, 2nd grade Hands On Museum, Wee Mail, Story Fest, Safetyville, Sauder Village, Binder Park Zoo, LINKS program and ACES.



Student Council/ K-Kids Bake Sale 2010



2010-2011 ANNUAL REPORT

August 23, 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 Miller Elementary 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) and teacher quality. If you have any questions about the AER, please contact Geoff Bontrager, Principal @ 517-592-2181 for assistance.

The AER is available for you to review electronically by visiting the following web site www.columbiaschooldistrict.org. A hard copy may be viewed at the administration office

For 2010-2011, Miller Elementary School made Adequate Yearly Progress (AYP) in English language arts and mathematics. Our school also earned a grade of "A" on the Ed Yes! Report Card. 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.

In addition to the facts and figures you will find in the Annual Report, state law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Columbia School District assigns students to a school based on residency boundaries established by the district. Columbia School District also participates in Schools of Choice.

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

Miller Elementary School engages in a continuous cycle of school improvement; conducting a comprehensive needs assessment and analyzing achievement trends, identifying areas of need, and designing and implementing strategies to address the needs. Specific goal information and their status can be found within the Miller Elementary School Annual Report.

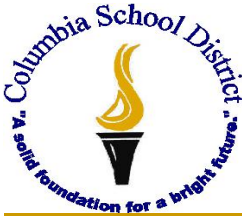
I commend the students, staff, and parents of Miller Elementary School for a successful year!

Sincerely,

Geoff Bontrager

Geoff Bontrager

Principal



2010-2011

MILLER ELEMENTARY SCHOOL IMPROVEMENT PLAN

FACULTY & TEACHING STAFF

Geoff Bontrager, Principal
 Geoff.Bontrager@myeagles.org

Pamela Anderson, Secretary

Michelle McBean, Social Worker

Trudy Kelly

Leissa Bernstein

Alicia Dickens

Carol Moran

Sheryl Halverson

Cindy Bruntjens

Cindy Caryl

Jennifer Hittle

Lindsay Slusher

Terri Crawford

Zach Kanaan

Jennifer Stucky

Willow Jeffreys

David Hamilton

Marc Iott

Ray Howland

Eric Kelly

Mindy Hendrick

Jennifer Uhl

MISSION STATEMENT

THE COLUMBIA SCHOOL DISTRICT, IN PARTNERSHIP WITH THE COMMUNITY, WILL PROVIDE A SAFE AND POSITIVE LEARNING ENVIRONMENT, WHICH WILL PREPARE ALL STUDENTS TO CONTRIBUTE AND COMPETE IN A GLOBAL SOCIETY.

Profile Information

- Grade Span: **Pre-K–5**
- Number of Students: **380 (K-5)**
55 (Preschool)
- Attendance Average: **94%**
- Teacher:Student Ratio: **14:380**
- School Organizations: **Preschool-5th grade Daycare/Latchkey Services**
- Cultural Diversity:
 - American Indian .2%**
 - Asian .9%**
 - African American .4%**
 - White 97%**
 - Hispanic 1.6%**
- Student Retention: **97%**
- At-Risk: **41%**
- Free/Reduced Lunch Statistics: **45%**
- Employability Skills:
 - Character Education**
 - Bucket Filling Philosophy**
- Media Center contains 15,800 books and two computer labs



Miller Elementary held the 8th Annual Hope Run to benefit and raise money for the American Cancer Society.

	ED YES	Made AYP
	Composite Grade	
2010-2011:	A	Yes
2009-2010:	A	Yes
2008-2009:	A	Yes
2007-2008:	A	Yes

PARENT AND COMMUNITY INVOLVEMENT

- Parent/Teacher Conferences
- Miller Spring Carnival
- Holiday Help Project—Adopt a family and assistance initiative
- Miller Meet and Greet Open House
- Food Pantry Partnership
- Canvas Bag Program—recycle education
- Parent Teaching Organization (PTO)
- Modern Disposal Recycle Program
- CP Federal Credit Union Student Banking Program
- Two Scholastic Book Fairs
- Kiwanis Clothing Closet Partnership
- Local Church Support—Projects/Programming/Needs
- Special Person's Day
- Ronald McDonald House—tab collection
- Nurturing Parenting Education
- Family Nursery Rhyme Night
- Smiles on Wheels—dental program



Miller Elementary students participate in school-wide reading month Rock-a-thon to raise funds for the PTO.

WRITING GOAL: TO INCREASE THE PERCENTAGE OF STUDENTS ACHIEVING A PROFICIENT LEVEL ON THE WRITING PORTION OF THE C.W.C.A.

STRATEGIES:

- Collins Writing Program
- 6 Traits Writing
- Using graphic organizers/ Thinking Maps
- Using rubrics to evaluate peer samples
- Using revising check list
- Shared writing
- Cross-text writing
- EET Writing Program
- DOL (Peer Response)
- MLPP

RESULTS:

Miller Elementary staff chose this district school improvement goal to help students in grades 2-5 to improve their writing proficiency scores on the County Wide Common Assessment (C.W.C.A.). After reviewing the C.W.C.A. 2010 writing data, we noticed a slight decline in our writing proficiency scores. Since the scores in this performance area are still weak we plan to continue a writing goal next year in Columbia Elementary School.

MATH GOAL: TO INCREASE THE NUMBER OF STUDENTS PROFICIENT IN GRADE LEVEL MATH FACTS.

STRATEGIES:

- Math Wizards— send home packets to involve families.
- Math Facts in a Flash— Monthly
- Mad Minutes— Monthly
- Accelerated Math

RESULTS:

Miller Elementary staff selected this target area to help students recall basic math facts fluently. Students will be able to spend less time computing basic facts and spend more time computing higher level concepts. By implementing the various strategies listed, we found overall increase in all grades. Implementing a basic math fact test from our math text series assessed this increase. Although we showed significant increase we will be continuing this goal for the following year. Most of all, we want the students to have the confidence to perform well in math.

See Appendix B

Quote by Mr. Bontrager

“We are a bucket-filling school. We fill buckets...No dipping!”



5th grade students participate in Jackson Citizen Patriot spelling bee.

SCIENCE GOAL:

TO INCREASE THE ABILITY OF STUDENTS TO VISUALLY REPRESENT THE STEPS IN THE SCIENTIFIC PROCESS.

STRATEGIES:

- Use the 8 thinking maps
- Conduct science experiments at every grade level
- Grade level science series (McGraw Hill)
- Science literature enrichment
- Use tables, graphs, and charts with science lessons
- Thinking map posters displayed in every classroom
- Scientific process posted in every classroom
- 4th grade Study Island

RESULTS:

Miller Elementary School is striving for excellence in the identification and understanding of the scientific process. A school-wide teacher made science assessment was created using a flow map from the Thinking Map program. Increases in each grade level were achieved in 2010-2011 as follows: 5th grade 24% increase, 4th grade 86% increase, 3rd grade 10% increase, 2nd grade 75% increase, 1st grade 63% increase, Kindergarten 85% increase. It is not expected that the science goal will be maintained at the combined Elementary School.

See Appendix C



Students enjoy watching U of M weather balloon team.

Over 50% of our teaching staff have earned Master's degrees or higher.

STUDENT ENRICHMENT & SUPPORT

- Quiz Bowl Competition
- Assemblies & Special Speakers
- School-wide Talent Show
- Mackinac Field Trip for Michigan History
- Field Trips
- Mileage Club
- Presidential Physical Fitness Challenge
- Geography Night
- Nature Night
- Nursery Rhyme Night
- Peer & Volunteer Tutors
- Academic Support Services (ISD)
- At-Risk Instructional Assistance
- Social Work Services
- Social Skills Lessons
- Individual & Group Counseling
- Miller Math Madness



Aaron Zenz teaches students how to be an author and illustrator.

Columbia School District
Brent Beamish, Superintendent

11775 Hewitt Road
Brooklyn, MI 49230
Phone: 517-592-6641

STATEMENT OF NON-DISCRIMINATION
The Columbia School District does not discriminate on the basis of race, color, religion, national origin, gender, disability, age, height, weight, marital status, or any other legally protected characteristic, in its



We Fill Buckets! No Dipping!

**Parent/Teacher
Conference Attendance**

2010-2011	98%
2009-2010	98%
2008-2009	98%
2007-2008	99%

POINTS OF PRIDE

- Miller Elementary students performed above the state average in all areas of the M.E.A.P. assessment—See Appendix D
- Miller Elementary met AYP for the 9th year
- Composite grade of “A” on the Michigan School Report Card
- Michigan Green School—Evergreen Status
- 8th Annual Hope Run for the American Cancer Society
- Student Council—10th year receiving National Elementary Principal’s Association Award
- Parent Teacher Organization contributions
- Student Recognition Program

**CORE & EXTENDED
CURRICULUM**

Columbia School District has a comprehensive curriculum in the four content areas. Curriculum documents in Language Arts, Math, Science and Social Studies include content expectations, student friendly language, instructional strategies and common assessments. These guides were developed by teachers to aid in creating a quality curriculum guide for all staff. Our documents are revised and updated based on teacher use, input and state mandates. Our curriculum documents are aligned with the Michigan’s Curriculum Framework and Content Expectations and can be viewed at the administration office.

Miller Elementary School also has curriculum opportunities in :

- Accelerated Reader
- Accelerated Math
- Summer School
- Study Island
- Musical Performances
- Field Day
- HIV/AIDS Education
- Puberty/Hygiene Program
- I’m In Charge (Alcohol/Tobacco)
- Expanded Expression Tool
- Summer Math and Library
- Got Art Program
- World of Water Science Project

- CP Federal Credit Union Banking Program
- 101 Healthy Hearts
- Exchange City
- Junior Achievement
- Reading Month Activities
- Miller Post Office-Student Managed

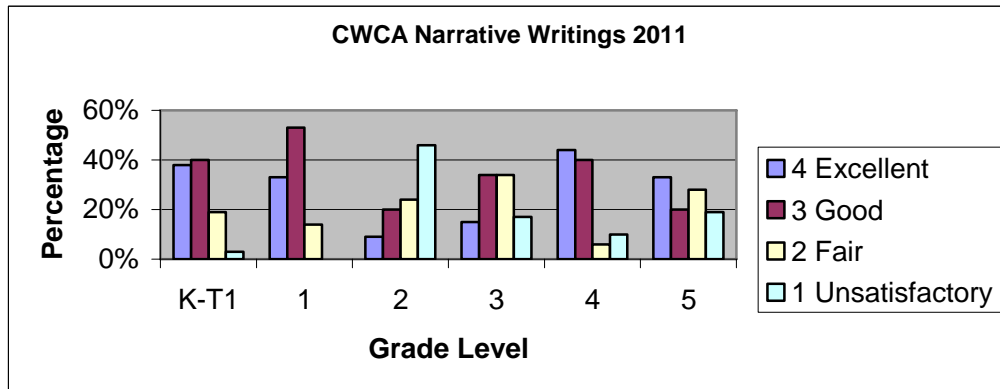
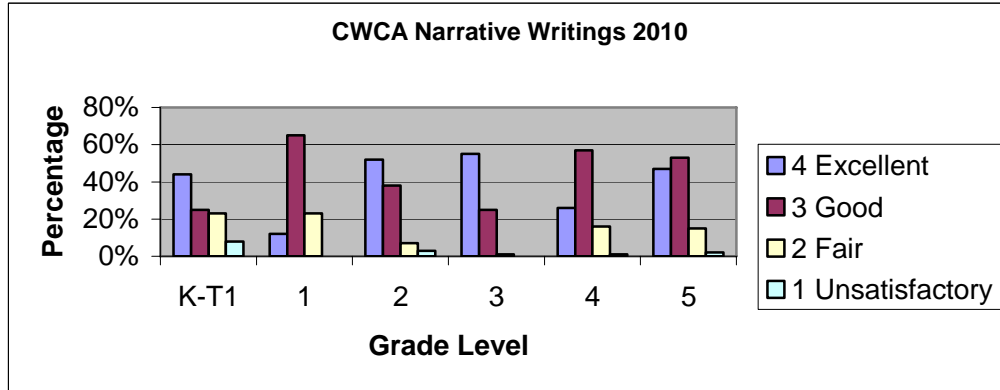


Students from Student Council wrapped Christmas gifts for their adopted family.

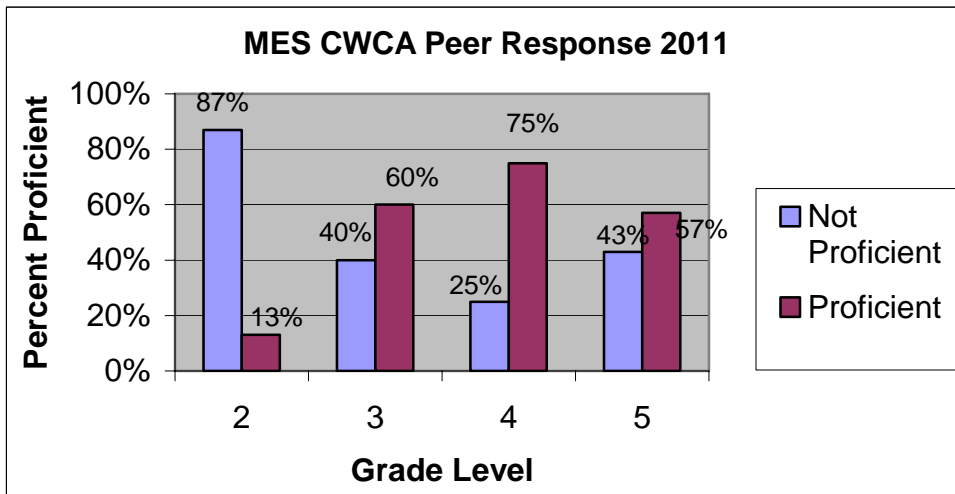
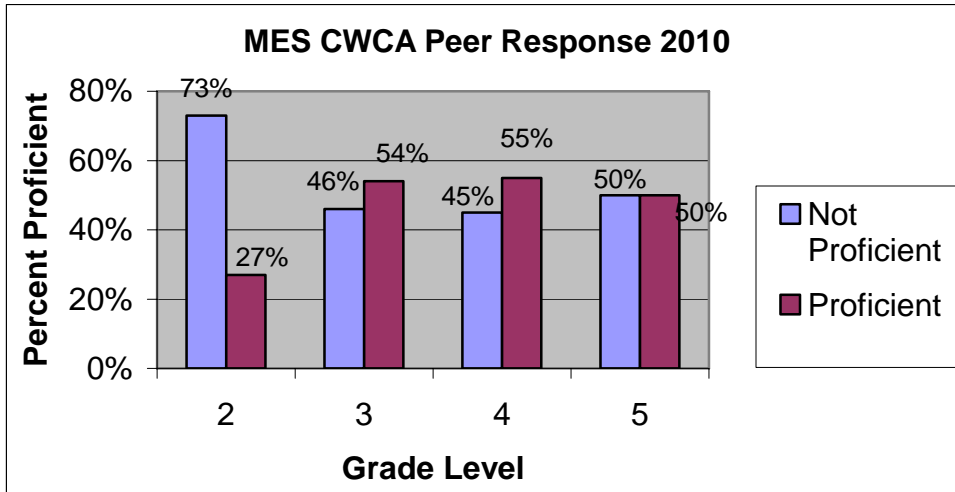
APPENDIX A

Miller Elementary 2010/2011 Writing School Improvement Results

Goal: To increase the percentage of students achieving a proficient level on the writing portion of the C.W.C.A.



These bar graphs show the results for K-5th grades at Miller Elementary on the 2010 and 2011 CWCA Narrative Writing Assessment. A four- point rubric was used for scoring with 4 being “Excellent” and 1 being “Unsatisfactory”. Students scoring a 4 or 3 are considered to be in the proficient level. Kindergarten-Transition 1st increased their proficiency level from 69% to 78% scoring proficient. First grade proficiency scores jumped from 77% to 86% from 2010 to 2011. In addition, 84% of fourth grade students scored proficient. Second, third and fifth grade scores declined.

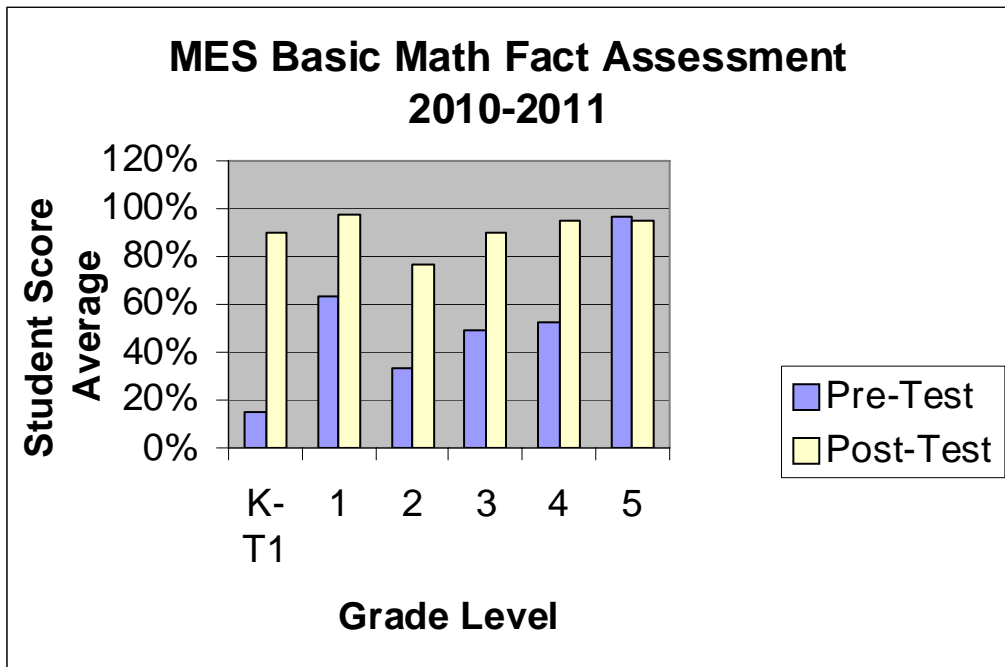
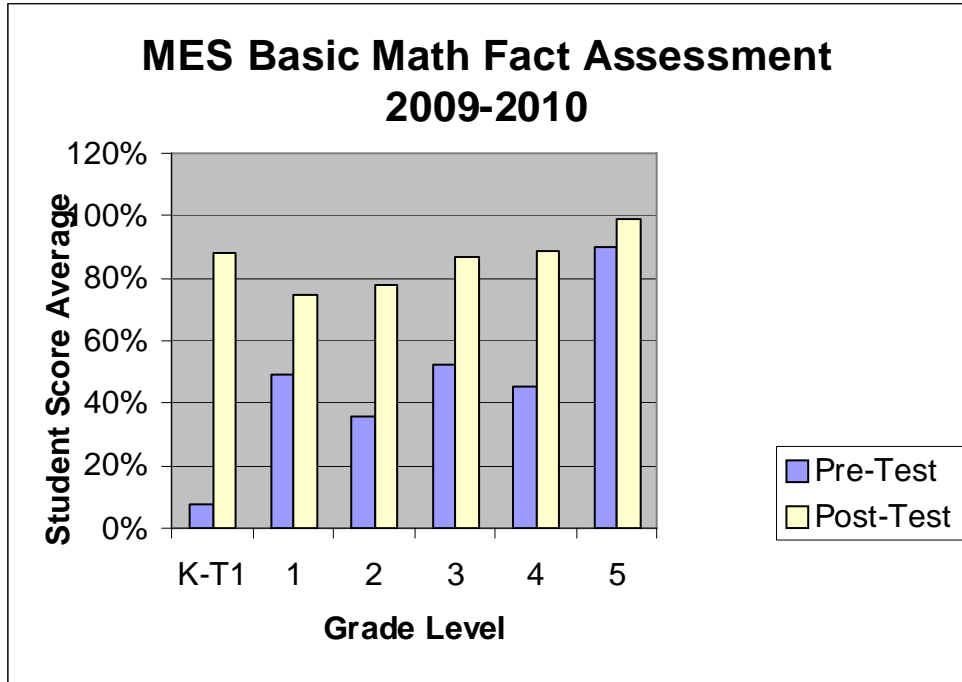


This bar graph displays the results of the Jackson Countywide Common Assessment Peer Response Writing for 2nd-5th grades at Miller Elementary. Third grade students increased their proficiency scores from 54% to 60% proficient and fourth grade scores increased by 20%. Both third and fifth grade classes show a slight increase in student proficiency scores. There was a slight decline in second grade proficiency scores.

APPENDIX B

Miller Elementary 2009/2010 and 2010/2011 Math School Improvement Results

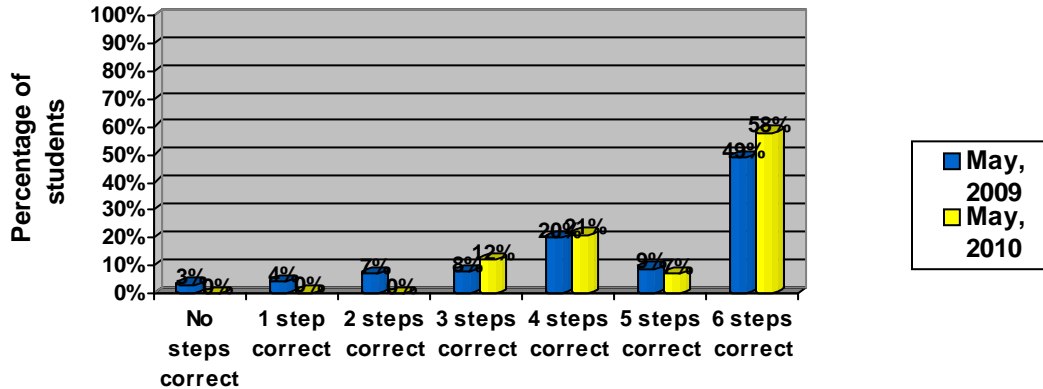
Goal: To increase the number of students proficient in grade level math facts.



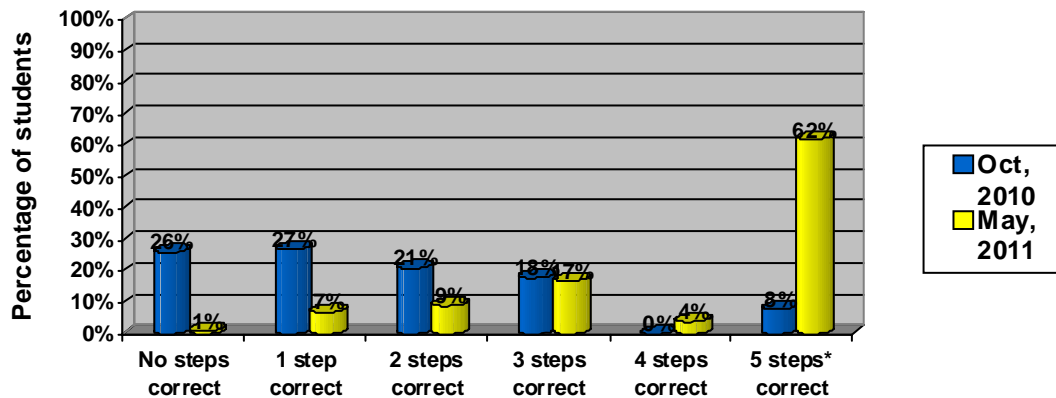
These graphs represent the results of the pre and post-tests for the basic math fact assessment administered in October 2009 and 2010 and again in May 2010 and 2011 from our math series. There was an overall increase in the percentage of facts recalled in all grades. The largest improvement was seen in kindergarten, first, and fourth grades.

APPENDIX C

Miller Elementary 2009/2010 Science School Improvement Results- School Wide
Goal: To increase the ability of students to visually represent the steps in the scientific process.



Miller Elementary 2010/2011 Science School Improvement Results- School Wide
Goal: To increase the ability of students to visually represent the steps in the scientific process.



The preceding graphs detail the results from the third year implementation of our Science school improvement goal. The second graph shows the results of our post-test assessment of the student’s knowledge of the scientific process in May 2010 to the post-test of May 2011. The results show a 54% increase in the number of students school-wide that were able to identify all five steps correctly. The research based strategies to improve this goal included the use of Thinking Maps, science experiments at every grade level, using grade level science series, science literature enrichment, focusing on the use of tables, graphs and charts in school wide science lessons, thinking map posters of the scientific process in every classroom, and 4th grade Study Island.

*Please note the scientific process thinking map was reduced from 6 steps to 5 steps for the 2010-2011 school year.

APPENDIX D

MES MEAP RESULTS

Subject	2010-2011	
Reading (3 rd Grade)	Miller Elementary	98%
	State	87%
Mathematics (3 rd Grade)	Miller Elementary	98%
	State	95%
Reading (4 th Grade)	Miller Elementary	98%
	State	84%
Mathematics (4 th Grade)	Miller Elementary	100%
	State	92%
Reading (5 th Grade)	Miller Elementary	95%
	State	85%
Math (5 th Grade)	Miller Elementary	97%
	State	80%
Science (5 th Grade)	Miller Elementary	97%
	State	78%



2010-2011 ANNUAL REPORT

August 23, 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 Columbia Middle 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) and teacher quality. If you have any questions about the AER, please contact Geoff Bontrager, Principal @ 517-592-2181 for assistance.

The AER is available for you to review electronically by visiting the following web site www.columbiaschooldistrict.org or you may review a copy from the office at your child's school.

For 2010-2011, Columbia Middle School made Adequate Yearly Progress (AYP) in English language arts and mathematics. Our school also earned a grade of "A" on the Ed Yes! Report Card. 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.

In addition to the facts and figures you will find in the Annual Report, state law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Columbia School District assigns students to a school based on residency boundaries established by the district. Columbia School District also participates in Schools of Choice.

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

Columbia Middle School engages in a continuous cycle of school improvement; conducting a comprehensive needs assessment and analyzing achievement trends, identifying areas of need, and designing and implementing strategies to address the needs. Specific goal information and their status can be found within the Columbia Middle School Annual Report. As an identified Title I school, Columbia Middle School also ensures that all required components of a targeted assistance building are embedded within the school improvement plan.

I commend all of the students, staff, and parents of Columbia Middle School for a fantastic year and look forward to continued success in the 2011-2012 school year.

Sincerely,

Geoff Bontrager

Geoff Bontrager

Principal



Columbia Middle School

Annual School Improvement Report

2010/2011

Columbia School District

Columbia Middle School
321 School Street
Brooklyn MI 49230
517-592-2181

Principal: Greg Meschke
Greg.Meschke@myeagles.org

MISSION STATEMENT

The Columbia School District, in partnership with the community, will provide a safe and positive learning environment, which will prepare ALL students to contribute and compete in a global society.

PROFILE INFO

- Grade Span: 6-8th
- Number of Students: 351
- Attendance Average: 95%
- Teacher/Student Ratio: 1:19
- School Organization: Teams are designed by grade level. Each team has a special education teacher, with whom they meet with daily. Cultural Diversity: American Indian 1%; Asian 2%; African American 2%; Caucasian 94%; Hispanic 1%.
- Student Retention: 2
- At-Risk: 110 Students, 30% of student population
- Free/Reduced Lunch Statistics: 42% of our students qualify for free or reduced meals.
- Employability Skills: Students at CMS are required to use an agenda for recording daily assignments and hall use. Students who demonstrate positive character and citizenship in and out of the classroom are rewarded and highlighted through our Student of the Month Program.
- Media Center: 68 Student computers and two additional computer labs; The latest educational software and internet accessibility.
-



Columbia Middle School
321 School Street
Brooklyn, Michigan

	ED YES Composite Grade	MADE AYP Y or N
2010-2011	A	Y
2009-2010:	A	Y
2008-2009:	A	Y

HIGHLY QUALIFIED TEACHERS

Research shows teacher quality correlates with student academic achievement. Highly qualified teachers go hand-in-hand with a quality education. Under the State of Michigan guidelines and the Federal No Child Left Behind (NCLB) Act, all Columbia School District teachers are certified and highly qualified.

FACULTY AND STAFF

- Greg Meschke, Principal
- Christi O'Neil, Counselor
- Bonnie Bernstein, Secretary
- Krista Schatzle, 6th Grade Teacher
- Wendy Diefenthaler, 6th Grade Teacher
- Nathan Williams, 6th Grade Teacher
- Nate Moore, 6th Grade Teacher
- Nicole Elder, 6th Grade Resource Room
- Karen Liebau, 7th Grade Science Teacher
- Kari Lape, 7th Grade Math Teacher
- Barb Dagenais, 7th Grade Language Arts Teacher
- Jill Kielhorn, 7th Grade Resource Room Teacher
- Nick Rulewicz, 7th Grade Social Studies Teacher
- Ron Guernsey, 8th Grade Social Studies Teacher
- Leslie Schmidt, 8th Grade Language Arts Teacher
- Lisa Kennell, 8th Grade Science Teacher
- Wendy Eastman, 8th Grade Math Teacher
- Dana Daniels, Spanish Teacher
- Rich Spooner, 8th Grade Resource Room Teacher
- Donna Guernsey, Physical Education Teacher
- Bill Cryderman, Computer Education Teacher
- Donna Guernsey, Physical Education Teacher
- Patti Kanaan, Special Education Aide
- Monika Cook, Academic Behavior Change Room
- Gail Maybee, Library Aide
- Dale Davis, Building Maintenance
- Ned Bernstein, Building Maintenance
- Ric Carroll, Building Maintenance
- Mary Devine, Food Service
- Lois Staub, Food Service
- Gail Townsley, Food Service
- Bonnie Mc Cabe, Food Service
- Jennifer Wallace, Technology Specialist

PARENT AND COMMUNITY INVOLVEMNET

Parents at Columbia Middle School are involved in many school related events. Volunteers are required to sign a special form with a copied picture ID. These are monitored via the administration office. Participation ranges from field trip chaperones to PTO events. Parents are very willing to become involved when needs arise. Columbia Middle School offers a parent education night on a yearly basis. Topics include: cyber bullying, sexual health education, school violence, prevention and street law/truancy and effective communication strategies for teens.

The PTO at Columbia Middle School, organized by a group of dedicated parents, hold a variety of activities and fund raising events to support the educational experience of our students. Some of the events include: yearly community fundraising school competition, dances, popcorn Friday, CMS lock-in, teacher appreciation luncheon, Box Tops for Education, and annual book fair. Monies raised through the PTO are dispersed at teacher requests. The PTO also has monthly meetings and publishes a monthly newsletter for all parents in the district.



Columbia Middle School Improvement Plan



Brooklyn, Michigan



“Our mission is to create a well-rounded curriculum with our passion for the fine arts.” - Exploratory Team



Greg Meschke, Principal

“Columbia Middle School provides a foundation for students to be successful in a global society.”

GOAL: In 2010, 3% of 5th grade students did not meet proficiency standards on the ELA MEAP. In addition, 10.4% of 6th grade students, 15.7% of 7th grade students and 9.3% of 8th grade students did not meet this criteria. Our goal was to decrease the previous years score by 2% by aligning the school wide curriculum with the state Language Arts GLCE's. Grade level teams, along with increased parental, community and civic involvement, will identify and make decisions through the analysis of data to provide intervention for assisting struggling students.

STRATEGIES: As a School Improvement Team, we looked at MEAP data and the EXPLORE scores to determine what areas are in need of assistance. After review, CMS is focusing efforts on the bottom two levels of achievement in the MEAP and EXPLORE. To assist in achieving these goals, we have incorporated several programs that directly link to helping students succeed in the classroom. Some of these programs include advanced counseling efforts, an Academic Behavior Center, Advisory Class, Study Island, MEAP Fridays, and after school tutoring. Our focus is to bridge the achievement gap from our struggling learners to those that are proficient. We then monitored their assessment scores and chart the appropriate interventions that took place to attempt to increase achievement scores.

RESULTS: In the 6th through 8th grade, students met the new MEAP standards and were successful in meeting our stated goal. Improvement continues to be made in all the content areas with MEAP test results exceeding the State standards. The school improvement goals continue to focus on student achievement. Faculty members actively work to update all curriculum areas to align with the state GLCE's. Columbia Middle School aims to provide the most challenging and appropriate resources and education for each grade level. The possible reason for the students not meeting our goal was for the change in the state curriculum.

GOAL: In 2010, 56.2% of 7th graders were considered to be measured as partially to not proficient on the MEAP. It was our goal to decrease the previous years score by 2% by aligning the school wide curriculum with the state writing GLCE's. Grade level teams, along with increased parental involvement, will identify and make decisions through the analysis of data to provide intervention for assisting struggling students.

STRATEGIES: As a School Improvement Team, we looked at MEAP data and the EXPLORE scores to determine what areas are in need of assistance. After review, CMS is focusing efforts on the bottom two levels of achievement in the MEAP and EXPLORE. To assist in achieving these goals, we have incorporated several programs that directly link to helping students succeed in the classroom. Some of these programs include advanced counseling efforts, an Academic Behavior Center, Advisory Class, Study Island, MEAP Fridays, new Science materials and books and after school tutoring. Our focus is to bridge the achievement gap from our struggling learners to those that are proficient. We will then monitor their assessment scores and chart the appropriate interventions that took place to attempt to increase achievement

RESULTS: In the 7th grade, students met new MEAP standards and were unsuccessful in meeting our state goal. Students scored 4.2% below the Michigan state averages. Improvement continues to be made in all the content areas. The school improvement goals continue to focus on student achievement. Faculty members continue to update all curriculum areas to align with the state GLCE's. Columbia Middle School aims to provide the most challenging and appropriate resources and education for each grade level. Students have been successful in meeting this goal and we have decided to discontinue this goal.





GOAL: In 2010, 7% of 5th grade students did not meet proficiency standards on the Math MEAP. In addition, 16% of 6th graders, 6.6% of 7th graders and 11.9% of 8th graders did not meet proficiency standards on the Math MEAP. It was our goal to decrease the previous years scores by 2% by the use of Grade level Team meetings, continuation of our after school homework programs, and individual tutoring along with increased parental involvement. We will identify and make decisions through the analysis of data to provide intervention for assisting our struggling students.

STRATEGIES: As a School Improvement Team, we looked at MEAP data and the EXPLORE scores to determine what areas are in need of assistance. After review, CMS is focusing efforts on the bottom two levels of achievement in the MEAP and EXPLORE. To assist in achieving these goals, we have incorporated several programs that directly link to helping students succeed in the classroom. Some of these programs include advanced counseling efforts, an Academic Behavior Center, Study Island, SuccessMaker, Advisory Class, MEAP Fridays, and after school tutoring. Our focus is to bridge the achievement gap from our struggling learners to those that are proficient. We will then monitor their assessment scores and chart the appropriate interventions that took place to attempt to increase achieve-

RESULTS: In the 6th through 8th grade, students met the new MEAP standards and were successful in meeting our stated goal. Improvement continues to be made in all the content areas with MEAP test results exceeding the State standards. Improvement continues to be made in all the content areas with MEAP test results exceeding the State standards. The school improvement goals continue to focus on student achievement. Faculty members continue to update all curriculum areas to align with the state GLCE's. We will continue our math goal for the next school year focusing on the standards students scored lowest.

“Preparing students for transitions to high school and beyond is our greatest gift.” - 8th Grade Team



79% of our teaching staff have earned master's degrees or higher.

STUDENT ACHIEVEMENT

Reading Year	6 th Grade Level I & II	7 th Grade Level I & II	8 th Grade Level I & II
2010	89.6%	86.6%	90.7%
2009	93%	92%	89%

Writing Year	6 th Grade Level I & II	7 th Grade Level I & II	8 th Grade Level I & II
2009	*Writing / ELA was not included on the 2009 MEAP.		
2010		43.8%	

Math Year	6 th Grade Level I & II	7 th Grade Level I & II	8 th Grade Level I & II
2010	83.8%	93.4%	88.1%
2009	89%	92%	77%

Science Year	8 th Grade Level I & II
2010	89%
2009	84%

Social Studies Year	6 th Grade Level I & II	9 th Grade Level I & II
2010	75.2%	73%
2009	84%	75%

**Great job CMS!
Keep working toward our achievement goals!**

“We choose children, for all the right reasons.” - 7th Grade Team





Columbia Middle School Improvement Plan

COLUMBIA SCHOOL DISTRICT

Brent Beamish, Superintendent

11775 Hewitt Road
Brooklyn MI 49230
Phone: 517-592-6641
www.columbiaschooldistrict.org

STATEMENT OF NON-DISCRIMINATION

The Columbia School District does not discriminate on the basis of race, color, religion, national origin, gender, disability, age, height, weight, marital status, or any other legally protected characteristic, in its programs and activities.

PARENT/TEACHER CONFERENCE ATTENDANCE

2010-2011	89%
2009-2010:	95%
2008-2009:	96%
2007-2008:	95%

Did you know that CMS offers Spanish in the CORE Curriculum and 8th grade students can use this class to get a head start on their high school curriculum?

POINTS OF PRIDE

Challenge Day: Students learn about breaking down social barriers, acceptance and communication skills.

The Anti-Bullying Rubric: A behavior rubric, which allows proper discipline action to take place for bullying acts.

Student Council: Students from grades 6-8 participate in projects and volunteer work to better the greater community.

Builders Club: A group of 6-8 grade students who team up with our local Kiwanis chapter.

Michigan Green Group: Students gathering together to "green" the school.

Athletics: We offer a variety of sports programs for males and females to participate in throughout the school year.

After School Homework Help: Provides individualized support for students who need extra help with assignments. This program meets twice a week after school.

Academic Behavior Change Room: Assists struggling students in their academic environment.

Girl Quest/Boy Quest: 6th and 7th grade girls and boys participate in a variety of activities that are designed to teach about nutrition, decision-making, self-esteem and fitness.

Guitar Lessons

Our principal offers guitar lessons to those students with a musical interest.

Exploratory Classes: We offer a variety of classes for our students.

Team Nutrition Grant: Students and teachers attended a conference at Ford Field to learn how to improve school breakfast.

Transitions Class: Our Transitions class is made up of students with special needs. They focus on learning the skills necessary for everyday living and career education.

Student Led Conferences: Students in grades 7 and 8 create portfolios and lead conferences

with parents.

Career Cruising: On this computer-based system students create a comprehensive education development plan beginning in 7th grade that carries throughout high school.

Title One: We receive this grant money and use it for a variety of programs to meet the needs of kids who are at-risk.

Sex Education Curriculum: Taught at each grade level by a certified Health Educator.

Credit Union: Students build responsibility and money management skills by utilizing our student banking system.

Student of the Month: Recognition of student for their honorable work in the classroom and beyond.

Student Improvement Breakfast: Recognition of students who have made improvements in academics, behaviors or attitudes.

Individual Counseling: One on one emotional and academic support for students.

Group Counseling: Groups include a walking club, divorce group, academic success group, and various relationship-building groups.

Classroom Guidance Lessons: Lessons are taught at each grade level on various topics.

Transition Programs: Several activities for parents and students are offered to make the transition from elementary to middle and middle to high school a comfortable and secure event.

Website The website will be designed to inform parents and students on the happenings of the middle school. The website will also include articles for parent and student education.

Resource Center: Counseling staff works with local community to offer resources to parents and students ranging from educational support, family counseling, and family activities.

CORE AND EXTENDED CURRICULUM

Columbia School District has a comprehensive curriculum in the four core content areas. Curriculum documents in Language Arts, Math, Science and Social Studies include content expectations, student friendly language, instructional strategies and common assessments. These guides were developed by teachers to aid in creating a quality curriculum guide for all staff. Our documents are revised and updated based on teacher use, input and state mandates. Our curriculum documents are aligned with the Michigan's Grade Level Content Expectations. Documents can be viewed at the administration office.

Columbia Middle School has met or exceeded the State Board of Education Core Curriculum in all of the following areas: Health and Physical Education, Language Arts Education, Math and Science Education, World Studies Education (Social Studies), Computer/Media Technology, and Music/Arts Education.

Curriculum objectives are met through a variety of instructional strategies and methodologies. Teacher and subject specialists – music, physical education, media specialist, exploratory teachers, etc., - work together to optimize the learning

experiences available at Columbia Middle School. The courses of study offer a variety of interesting subjects while emphasizing the core areas of study. This effort is seen through the following activities: Applied math; Applied technology; Instruction in student organizational skills; Fine arts for all students; Environmental awareness in the curriculum; Applied life science; and current events.

Throughout the school year, obvious efforts to offer extended learning opportunities were evident. A variety of activities were implemented through the collaboration of students, staff, parents, business partners and the community. Below are some of the activities that greatly enhanced the middle school experience: Detroit trip, ABC Room, Girls/Boys Quest,, Accelerated Reader, Accelerated Math, Interscholastic sports, Band, Concerts, Assemblies, Student Council, Student of the Month celebrations, Spirit Week activities, After-school tutoring, Game Club, Study Island, Guitar lessons, Breakout Programs, Career Cruising, CP Federal Credit Union, Builders' Club, Student Improvement Breakfast, Michigan Green Group and a Comprehensive Counseling Program.



"We guide students in helping them to take that first step towards an independent future." - 6th Grade Team



2010-2011 ANNUAL REPORT

August 23, 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 Columbia Central 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) and teacher quality. If you have any questions about the AER, please contact Dave Slusher, Principal @ 517-592-6634 for assistance.

The AER is available for you to review electronically by visiting the following web site www.columbiaschooldistrict.org or you may review a copy from the office at your child's school.

For 2010-2011, Columbia Central High School did not make Adequate Yearly Progress (AYP) because data shows that we did not test at least 95% of our students. This was due to an oversight in the data review process. Although, the school did test the required amount of students, our records did not match the state's records, therefore indicating that we were out of compliance. Once we were alerted of this error, it was too late to correct it and AYP indicators were final. Checks and balances have been put in place to ensure that accurate data review occurs next year. If we do not make AYP for two years in a row, we will be identified for school improvement.

Our school earned a grade of "B" on the Ed Yes! Report Card. We met all of the targeted achievement goals in English language arts and math. 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.

In addition to the facts and figures you will find in the Annual Report, state law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Columbia School District assigns students to a school based on residency boundaries established by the district. Columbia School District also participates in Schools of Choice.

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

Columbia Central High School engages in a continuous cycle of school improvement; conducting a comprehensive needs assessment and analyzing achievement trends, identifying areas of need, and designing and implementing strategies to address the needs. Specific goal information and their status can be found within the Columbia Central High School Annual Report.

3. POSTSECONDARY ENROLLMENT/COLLEGE EQUIVALENT COURSES

- * 13 students were dual enrolled, representing 1% of the total student population
- * 6 AP classes were offered: Eng. 11 & 12, AB and BC Calculus, Psych., and Biology
- * 128 seats were filled for the 6 AP courses; 93 total AP exams were taken
- * 32 students earned a score leading to college credit

I want to congratulate the students, staff, and parents of Columbia Central High School for a successful year and look forward to continued success in the 2011-2012 school year.

Sincerely,

Dave Slusher

Dave Slusher
Principal



Columbia Central High School

Annual School Improvement Report
2010-11

Columbia School District

Columbia Central High School
11775 Hewitt Rd
Brooklyn MI 49230
517-592-6634

Principal: David E. Slusher
dave.slusher@myeagles.org

MISSION STATEMENT

The Columbia School District, in partnership with the community, will provide a safe and positive learning environment, which will prepare ALL students to contribute and compete in a global society.

PROFILE INFO

Grade Span: 9-12

Number of Students 496

Attendance Average: 94.5%

Teacher/Student Ratio: 18/1

School Organization: Grades 9-12, Special Education (Learning Disabled, Emotionally Impaired, Cognitively Impaired)

Cultural Diversity: (Am Indian, 1%; Asian, 3%; Hispanic, 2%; African Am. 1%, White, 93%)

Homeless: 3%

At-Risk: 36%

Free/Reduced Lunch Statistics: 40%

Employability Skills: Stressed in every class; this comprises as much as 15% of the grade

Media Center: Reference: 1410, Regular: 7135, Accelerated Reader: 2524, fiction: 153, NGT: 13, Other: 167, Paperback: 51, Reference: 1343

Computers: Circulation: 2, Walk-in Lab: 12, Library lab: 26, Application Lab: 30, Accelerated Reader/ Card Catalogue: 3

Library Software/Applications: Follett: Circulation, Collection, Patron Maintenance; Gaggie: Student e-mail; Accelerated Reading; Star Reading (taken yearly to track reading levels; JDL: Audiobook downloads and research databases

Advanced Placement: Language Arts, Grade 11, 12; Psychology, Grade 12; Calculus, AB Grade 11, ;Biology, Grade 11,12.

Special Programs: Summer School, Eighth Hour Classes, After-School Tutoring

Community Programs and Facilities Available to Students/Community: Fitness Center, Auditorium

School/Community Partnerships: Educational Foundation, Kiwanis, United Way, MADD, Safe and Drug Free Schools, Gay-Straight Alliance.

- Additional Enrichment: Assembly Programs for Families (Character Counts)



Mr. Johnson shares his creative skills with students.

	ED YES	
2011	B	No
2010	A	Yes
2009	B	Yes

PARENT AND COMMUNITY INVOLVEMENT

The Columbia Central High School Parent/Student/Teacher Organization has worked to provide after-school activities for students. Parents are involved in our leadership activities: Communications' Camp provides personal growth opportunities for 40 students annually, and Project Graduation affords graduates the opportunity to spend one last evening together after graduation. Also, parents are well represented in the school improvement process. Parents also are represented as volunteer coaches in several of our athletic teams.

HIGHLY QUALIFIED TEACHERS

Research shows teacher quality correlates with student academic achievement. Highly qualified teachers go hand-in-hand with a quality education. Under the State of Michigan guidelines and the Federal No Child Left Behind (NCLB) Act, all Columbia School District teachers are certified and highly qualified. In addition, more than half our staff has a masters degree in their teaching field.

FACULTY AND STAFF

- David Slusher, Principal
- Zachary Kanaan, Assistant Principal
- Coley Johnson, Athletic Director
- Danielle Agnello, Language Arts, Psychology
- Inge Alger, Foreign Language
- Hollis Jeffreys, Industrial Technology, Physical Education
- Michael Dickens, Biology
- Scott Dukate, Special Education
- Peggy Eaton, Computers
- Emily Fish, Special Education
- Joseph Folts, Band, Choir
- Larry Gerdel, Social Studies
- Michael Jordon, Health, Physical Education
- Amanda Keineth, Special Education
- Tyler Lake, Math
- Dennis Lupp, Special Education
- Steve Malewitz, Math
- Michelle McBean, Counselor
- Dave DeVitt, Math, Computers
- Kevin Miller, Social Studies
- Jamie Mueller, Librarian
- Jason Rychener, Language Arts, Social Studies
- Keith Russell, Language Arts, Yearbook
- Kim Samson, Science
- Martha Shean, Math
- Julie Slusher, Language Arts, Psychology
- Kendon Smith, Chemistry
- Nathan Smith, Special Education
- Melissa Spring, Math
- Karen Trudeau, Special Education
- Jennifer VanWagnen, Science
- Craig Vitale, Speech, Social Studies
- Karen Wilcox, Counselor



Students in Mr. McDevitt's Class work to master their skills in geometry..



Mr. Smith's Classes spend much time in the chemistry lab; hands-on learning increases interest.

GOAL: Increase writing scores on the ACT and MME

STRATEGIES:

Improvement in writing skills has been a major focus this year; all language arts classes have required three major writing during the course of the year, each was evaluated by the entire language arts staff for content and growth. Also, writing has been a major focus in the daily classroom work.

MERIT EXAM: WRITING

YEAR	PROFICIENCY
2011	60%
2010	56%
2009	52%
2008	53%
2007	39%

GOAL: Promotion of Positive Character Traits

STRATEGIES:

Targeted for improvement are: reduction of detentions, discipline referrals, suspensions/expulsions, acts of insubordination, bullying, and general misbehavior. Strategies include the following:

Character Counts Agenda: The agenda is laden with positive philosophy and motivational quotes by successful leaders and noted historians. Staff members are encouraged to use these daily as a source of motivation for positive behavior.

The staff will use assignments, when possible, to embrace and promote civic responsibility and positive behaviors. All students followed the "student forum" with a reactionary paper.

The National Honor Society requires a determined number of volunteer hours to maintain good status with the organization. Examples include tutoring, helping the elderly, and working with community organizations.

Recognition of student success: Student of the Week, Student of the Month, and rewards at Senior Awards Night are all ways of highlighting student behavior.

RESULTS:

The overall behavioral climate at CCHS has improved during the year; the number of major discipline referrals (expulsions have declined by 40%), and acts of general misbehavior have declined by 6%, when compared to the previous year.

Student willingness to participate in the many community service programs has shown substantial increase; working at the local living center, raking leaves for the elderly, providing for the needs of the unfortunate during the Holidays, and working on the school grounds have been made a priority of CCHS Students. CCHS was host to two Red Cross Blood Drives this year.

The Freshman Class has embraced the "Project Green" movement; recycling has become commonplace at CCHS (the cognitively impaired classroom has taken over this task), trees and flower gardens have been planted, and students care and concern for the facility has grown. Student environmental concern has grown; many students have reported that they are now engaged in "recycling" at home.

The numbers in community service groups has grown by 14%.

.The emergence of the GSA (gay straight alliance) and the acceptance by the student population is supportive of diversity.



GOAL: READING IMPROVEMENT

STRATEGIES:

Required reading in all ELA Classes using the accelerated reading program. The STAR Reading program is also used to chart pre and post reading levels.

Eighth hour and summer school classes for students below reading level.

Early identification program in operation; students are counseled by staff, referred to an academic counselor, parents are contacted, and principal meets with student.

On-Line opportunities for credit recovery

Summer reading requirements for AP Language Arts Classes



National Honor Society Induction Ceremonies are always well attended; students prepare to accept membership.

MERIT EXAM: READING

YEAR	PROFICIENCY
2011	83%
2010	79%
2009	67%
2008	72%
2007	56%

GOAL: MATH IMPROVEMENT

Goal: All students will increase proficiency in the math areas of “figures and properties”, and “interpreting data” so that: All students will increase scores by 2%.

Strategies include:

Use of “Study Island” by all “at-risk” students.

Incorporate a common ACT/MME Prep, focusing in the areas concern.

Credit recovery: Eighth Hour during the school year, summer school, and E2020 Classes.

After-school tutoring: This is offered by all math teachers.

Staff will implement effective research based math strategies through professional development for all teachers (professional development registration, materials for PD, subs/stipends).

Quarterly assessments: Given at a levels, data is presented below.

Performance Chart for 2010-11:

MICHIGAN MERIT EXAM: FIVE YEAR PROFICIENCY PROFILE

YEAR	READING	WRITING	MATH	SCIENCE	SOCIAL STUDIES
2007	56%	39%	47%	59%	88%
2008	72%	53%	46%	65%	88%
2009	67%	52%	54%	68%	89%
2010	79%	56%	57%	77%	88%
2011	83%	60%	57%	77%	85%

Columbia Central High School Students have improved dramatically over the last five years; scores are higher in every category. Over the five years, curriculum changes and a weighted grading system have been implemented. Students are encouraged to enroll in academic electives and pursue a rigorous academic schedule. Columbia scores are always near the top of the county.

MERIT EXAM: MATH

YEAR	PROFICIENCY
2011	57%
2010	57%
2009	54%
2008	46%
2007	47%



Basketball Homecoming 2011:
Fan excitement abounds as they cheer for the home team.



COLUMBIA SCHOOL DISTRICT
Brent Beamish, Superintendent

POINTS OF PRIDE

11775 Hewitt Road
Brooklyn MI 49230
Phone: 517-592-6641
www.columbiaschooldistrict.org

For the first time ever, Columbia Central High School received a grade of "A" on the AYP composite report.

Academic:

ACT/MME: Consistent exceeding the state average.

Exceptional Curriculum: A.P. level courses in Biology, Psychology, Language Arts, Calculus, World History, Chemistry

A weighted grading system encourages students to take advanced level courses.

Most students graduate with honors.

Non-Academic

Exemplary Leadership Class: Very successful "student forum" annually, two blood drives each year, innovative community service projects.

Athletics

Exceptional program that encourages participation, good sportsmanship, and positive character growth. Approximately 60% of our students participate, many in two or three sports.

CCHS is a showcase for hosting tournament athletic events: District basketball, Competitive Cheer, and Soccer, AAU Tournaments, and many more.

Music/Drama

CCHS Band continues to be a leader at the state competition; the percussion unit was state champion and the CCHS Band performed for the 67th consecutive year at Holland.

The fall play and spring musical are exemplary.

School Safety

Identification is worn by all, liaison officer on duty; sixteen cameras monitor the building, inside and out. CCHS has a closed campus policy.

STATEMENT OF NON-DISCRIMINATION

The Columbia School District does not discriminate on the basis of race, color, religion, national origin, gender, disability, age, height, weight, marital status, or any other legally protected characteristic, in its programs and activities.

PARENT/TEACHER CONFERENCE ATTENDANCE

2010-2011: Approx. 39%

Advanced Placement Testing (students participating)

2010:	2011
22	93

CORE AND EXTENDED CURRICULUM

Columbia School District has a comprehensive curriculum in the four core content areas. Curriculum documents in Language Arts, Math, Science and Social Studies include content expectations, student friendly language, instructional strategies and common assessments, and cumulative exams. These guides were developed by teachers to aid in creating a quality curriculum guide for all students. Our documents are revised and updated based on teacher use, input and state mandates. Our curriculum documents are aligned with the Michigan's Curriculum Framework and Content Expectations.

Columbia Central High School also has curriculum offerings in many elective areas to foster a well-rounded educational experience. Industrial Arts, Physical Education, Drama, Psychology, A.P. Psychology, Advanced Computers, Engineering (including Introduction to Engineering Design, Principles of Engineering, and Mathematics of Engineering), and Art allow for self-development, self-expression, and personal development. A multitude of opportunities are available at the career center; over 30 offerings are available to our students.



Class Officers address the audience during Graduation 2011.



DOCUMENTED PROGRESS 2010-2011

Growth Report for Star Reading

Grade	Beginning Level	Ending Level
9	8.85	9.86
10	9.74	10.86
11	10.76	11.87
12	11.77	12.83

This program mandates that students read age/level appropriate material. Student growth is documented.



The Jordan sisters (valedictorian and salutatorian) speak at graduation.

Accelerated Reader

Grade	2010 Points	2011 Points
9	12.1	7978
10	2629	6452
11	8116	3420
12	2258	3535
Totals	13,015	21,385

Concentration on Reading has led to vast increases in the number of points earned by students. Also, prizes were given for attaining specified levels; the goal of increasing reading scores is documented.

MEAP

NINTH GRADE MEAP SCORES: ALL STUDENTS.

	ALL STUDENTS	STUDENTS WITH DISABILITIES	ALL EXCEPT STUDENTS WITH DISABILITIES
2007	86%	70%	86%
2008	86%	47%	91%
2009	76%	29%	88%
2010	81%	44%	87%

Significant improvement was shown during the 2010-2011 school year for all students, and for students with disabilities.



Staff members (Mr. Rychener and Mrs. Mueller) give diplomas at graduation.

ACT SCORES

YEAR	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
2011	NA	NA	NA	NA	NA
2010	19.8	19.8	20.8	21.3	20.6
2009	18.6	19.3	20.0	20.5	19.7
2008	19.4	19.1	20.4	20.7	20.0
2007	22.0	21.7	23.5	22.7	21.5

The ACT Scores at Columbia Central High School consistently exceed the state and national average; CCHS also has shown improvement annually in all categories. Since 2008, the first year the State of Michigan required all students to take the ACT, CCHS has exceeded the state and national average as well.

2010 CWCA GRADE 9

WRITING CONSTRUCTED RESPONSE
Students % Students

Advanced	0	0
Proficient	12	10
Basic	44	36
Below Basic	39	32
Far Below Basic	27	22
Total	122	100

2011 CWCA GRADE 10

WRITING CONSTRUCTED RESPONSE
Students % Students

Advanced	4	3
Proficient	34	29
Basic	51	44
Below Basic	21	18
Far Below Basic	6	5
Total	116	100



WRITING: Writing has been a main area of concentration over the last three years; special effort has been made to perform school-wide writing projects, county-wide common assessment testing has been completed, and special writing assessments have been part of all language arts classes.

CCHS Writing Assessment Scores

December Average: 2.25

May Average: 3.15



Writing: Writing assignments have been an area of “focus” for the 2010-11 school year.



Mr. Rychener’s Class is all about academics.

READING: Reading has been a major focus for the last three years; school-wide reading assessments have become part of the curriculum, STARR Reading Program has been used at all grade levels, and the Accelerated Reading Program is used in all language arts classes.

CCHS Reading Assessments

MME Reading scores rose by 4% over the last year.

STARR Reading scores rose substantially at all levels.

Accelerated Reading points rose from 13,000 points to 21,000 points over the last year.



Senior Transitions: Students await the exit interview; a requirement for graduation.



Reading: Students focus on reading in Mr. Moran’s Classroom.

MATH: Math scores on the Michigan Merit Exam remained constant over the last two years. School-wide math assessments showed steady growth during the year; the December scores were 5.37, the March scores were 6.57, and the May average was 7.23. ACT Math scores are not yet available.



2010-2011 ANNUAL REPORT

August 23, 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 Columbia Options 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) and teacher quality. If you have any questions about the AER, please contact Ralph Piepkow, Principal @ 517-529-9400 for assistance.

The AER is available for you to review electronically by visiting the following web site www.columbiaschooldistrict.org or you may review a copy from the office at your child's school.

For 2010-2011, Columbia Options High School (Columbia Alternative Education) did not make Adequate Yearly Progress (AYP) in English language arts and mathematics because:

- We did not meet the 80% graduation rate goal.

Since we have not made AYP, we are identified for Restructuring. Columbia Options High School continues to modify curriculum, develop appropriate interventions and utilize State funding as available. For the 2011-2012 school year we are offering e2020 and seat-time waivers as an alternative instructional option for students and will continue with Title I-like programming in order to provide extended learning opportunities.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Enrollment in Columbia Options High School is done upon a referral from student's home High School or as an option through Schools of Choice. Most students come to COHS being credit deficient and at risk of not graduating with their class. Students may also come to COHS after having challenging behavior in their home district that proved to be difficult to manage in the traditional high school setting. Students may also come to COHS because they just do not "fit in" to the traditional High School setting.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Columbia Options High School engages in a continuous cycle of school improvement; conducting a comprehensive needs assessment and analyzing achievement trends, identifying areas of need, and designing and implementing strategies to address the needs. Specific goal information and their status can be found within the COHS Annual Report.

Columbia Options High School staff is working diligently to improve outcomes of all its students. Through continued support of parents and the community, we look forward to a successful 2011-2012 school year.

Sincerely,

Ralph Piepkow
Principal



Columbia Community Education

Annual School Improvement Report
2010/2011

Columbia School District

CCE
4600 North Lake Rd
Clarklake MI 49234
517-529-9400

Principal: Ralph Piepkow
Ralph.Piepkow@myeagles.org

MISSION STATEMENT

The Columbia School District, in partnership with the community, will provide a safe and positive learning environment, which will prepare ALL students to contribute and compete in a global society.

PROFILE INFO

- Grade Span 8-12
- Number of Students: 136
- Attendance Average: 86%
- Teacher/Student Ratio: 26:1
- School Organization: 9th-12th grade, Adult Education, Special Education, Youth Enrichment.
- Cultural Diversity: American Indian 1%, African American 2%, White 95%, Hispanic 2%.
- Student Retention: 12% of students retained in grade level.
- At-Risk: 98% of student population
- Free & Reduced Lunch— 93.4% of students
- Graduation Rate: 63% (graph in appendix)
- Employability Skills: Character Education, Portfolio/Community Service, Career Cruising, Social Skills Education and Current Events.



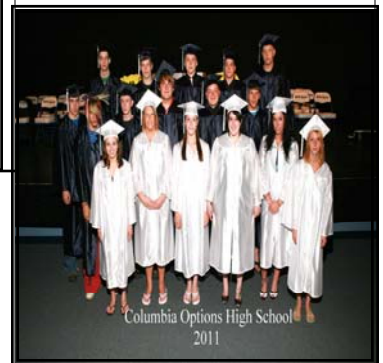
	ED YES	MADE AYP
2010-2011	No	No
2009-2010	D	No
2008-2009:	D	No
2007-2008:	D	No

HIGHLY QUALIFIED TEACHERS

Research shows teacher quality correlates with student academic achievement. Highly qualified teachers go hand-in-hand with a quality education. Under the State of Michigan guidelines and the Federal No Child Left Behind (NCLB) Act, all Columbia School District teachers are certified and highly qualified.

FACULTY AND STAFF

- *Ralph Piepkow, Director*
- *Justin Claucherty, Science*
- *Melissa Francis, Social Studies*
- *Lisa Klink, English*
- *Josh Kubiak, Math*
- *Robin Tackett, Student Services*
- *Jeanne Meinka, Secretary*



Community Programs

Many community members and students participated in the classes offered during the 2010-2011 school year. The following is a list of classes that were available:

- Night School
- Summer School
- Credit Recovery
- Spanish
- Social Dance
- Water Color Painting
- Guitar lessons
- Boaters Safety

- Bitty Basketball
- Youth Volleyball
- Wrestling
- Cheerleading clinic
- Boys Elementary B Ball
- Boys Basketball Camp
- Girls Basketball Camp
- Girls Elementary B Ball
- Boys/Girls Basketball Tournaments
- JR. High Basketball
- CMS Football
- Football Camp
- Pee Wee Football
- Pickle Ball

Education & Special

We have other special programs available to our students. We have a Student service worker, ISD social worker, Career Center and Career Cruising. We have had several guest speakers through out the school year. We have linked students with several outside services to help meet their individual needs. Through referrals from our Student Service Worker our students have access to Jackson county programs that are suited to fit their individual needs. We have worked with many different agencies to help meet the needs of our students. We are constantly looking for community resources and services to better serve our students.

Failure is not an option. The graduating class of 2010/2011. Taralee Bable, Anna Kroske, Ashley Caler, Hannah Johnson, Brook Finch, Amber Sears, Kyle Basile, Chase Baldwin, Tyler Bush, Tyler Schulz, Steven Tyler-McDonald, Nate Edwards, Mark Dufek, Tom Lempke, Corey Shircliff and Robert Hatt.



Principal Ralph Piepkow

“Columbia Options High School serves youth seeking another option for their secondary education. In a small, caring, student centered learning environment, we customize our students programs to address individual needs. We encourage respect, by all individuals in the learning process. Teachers have the right to teach, students have the right to learn and Failure is not a Option here at Columbia Options High School.



Secretary Jeannie Meinka

GOAL: Failure is not an option. Decrease discipline issues by 10 %.

STRATEGIES:

1. Behavior and academic contracts along with current Time outs and Board offenses.
2. More intervention by COHS staff, Student Service worker and liaison officer.
3. Offer financial incentives for students with good attendance and no discipline issues. (through titled monies)
4. Character education, speakers and small groups focused on intervention.

RESULTS:

1. Professional development opportunities were utilized by all teachers/staff.
2. Staff was proactive not reactive. Students response more positive and better received.
3. Contact with parents and guardians. Early intervention is key to reaching at risk students.
4. Using contracts to motivate and encourage students who are having a difficult time. Utilizing Student service worker.

We will be continuing this into the 2011/2012 school year. We are constantly updating and reviewing ways to decrease discipline issues and help meet the needs of our students. We were able to decrease discipline issues through very persistent monitoring of students and their individual needs.

GOAL: Failure is not an option. Decrease drop out rate by 2%.

STRATEGIES:

1. Calling students homes when not present.
2. Offer online instruction to enrich student learning experience during a marking period.
3. Professional development: staff meetings and conferences.
4. Utilize Saturday School, after school, Liaison officer, and student service worker.

RESULTS:

1. Calling parent/guardians to find out where students are let them know we are keeping heads up on attendance and behavior.
2. E2020 was implemented to provide our students with classes in order to meet MME standards. Also utilized for credit recovery to aid our students further towards graduation.
3. Staff meetings and teacher mentors. In depth discussions on students and new strategies and practices to best serve our students.
4. Saturday school was only utilized in the start of the school year. It was found to not be very effective. Students had access to the student service worker. Aiding them with the services that they need or matched them up with community programs.

This goal is one that we will continue with for 2011/2012 school year. It is part of our Failure Is Not An Option Program. We were not able to meet our goal this year. Out of the students that did not graduate many had unavoidable life issues and hardships.



GOAL: Improve percentage of students scores in writing on MME by 2%.

STRATEGIES:

1. Have 6 week classes for 11th grade students taking the test, in each subject area, devoted to preparation for the test.
2. Standardized test prep in each class. Start pre-testing with 9th and 10th grade students.
3. Offer extra study sessions. After school or online preparation.
4. Prepared and qualified students will take test. (refer to student handbook.)

RESULTS:

1. Due to conflict in class scheduling a class was not offered for just test preparation.
2. Books are aligned according with curriculum. New books being purchased as needed.
3. Extra study sessions were offered and online test prep was available.

We put measures in place to help test scores. Professional Development being one of those tools we used and will continue to use to improve test scores. We had only a few testers 10/11 school year. (-5) We will be modifying this into the 2011-2012 school year. Our new goal will be to increase percentage of proficient scores on ACT/MME.



COHS Students in PE class. Melissa Francis, health education teacher in multi-purpose room.



Ralph Piepkow and COHS students getting ready for another day at school.

Seat Time Waivers/Education 2020

Perhaps the biggest change for next year is a program called Seat Time Waivers. STW can serve all students who have attendance issues, social/emotional issues, working students, teen parents with child care responsibilities, students with medical problems, accelerated learners, expelled or suspended students and students working post secondary credits. Or any other area of need not mentioned. In an effort to expand opportunities for Michigan High School Students, the State of Michigan Superintendent, Mike Flanagan has invited schools and school districts to seek waivers from the administrative rules and pupil accounting rules that cause barriers to innovation and student academic success. Flanagan says, "It's not about seat time, but about student centered instruction and using all the available tools." CCE is looking for students that

may qualify for this on-line learning experience. We will be spending the next few months interviewing students for the appropriateness of this experience. Students must have the initiative and the ability to work on their own with minimal guidance from a mentor who will be supervising the learning experience. Exams will be taken under the mentor's supervision and credits earned will be tabulated here at Columbia Community Education. Columbia Options HS has been using Education 2020 (e2020), an online virtual school setting, to offer courses in subjects where we lack a highly qualified teacher. These subject areas include: health, physics, and chemistry. In addition, we utilize e2020 as a credit recovery option for students who are behind in credits.



Brittany Henderson, Kyle Laurie and Corey Shircliff getting ready to play against Jonesville Alternative High School.



Jordan Tuttle up to bat against Jonesville. He hit a double.

Columbia Option co-ed softball team competes in the MAAA. We have successfully ran a program with the philosophy of 'if we play we win' and with this philosophy we have been successful thought the years competing in district and regional events for our students. Coach Josh Kubiak.



COLUMBIA SCHOOL DISTRICT

Brent Beamish, Superintendent

11775 Hewitt Road
Brooklyn MI 49230
Phone: 517-592-6641
www.columbiaschooldistrict.org

STATEMENT OF NON-DISCRIMINATION

The Columbia School District does not discriminate on the basis of race, color, religion, national origin, gender, disability, age, height, weight, marital status, or any other legally protected characteristic, in its programs and activities.

POINTS OF PRIDE

- Six week marking periods. Achieve success and credit every six weeks.
- Smaller school setting kids take ownership and pride in their school. Also participate in interior and exterior projects.
- Seniors have a choice between doing a traditional portfolio or doing community service project. They must do required number of community service hours and provide necessary documentation and fulfill all parts of service project.

At Columbia Community Education we are the only Adult Education program in Jackson County. We provide High School completions and G.E. D. preparation for any student over the age of 20.

Character Education is part of our curriculum. We offer a 6 week class on the basic principals of Character education. We teach and do classroom exercises on Respect, Responsibility, Citizenship and Integrity. We place a large emphasis on Respecting others and they will respect you.



2011 OPTIONS BASKETBALL: It was truly an honor to coach the 2011 Columbia Options Boys Basketball team. They stuck together as a team all season long, played with heart, and left it all on the court. They truly enjoyed playing the game and playing together. Effort and enthusiasm are key factors that are difficult to coach. This group of athletes brought out those traits from within, which is where it needs to come from, as talent alone will only get you so far. With that being said, this was the most talented team to come through COHS. A difficult schedule and a couple of close and heartbreaking losses couldn't even take away from that fact. The home playoff game was the epitome of the season. A thrilling and action packed game against the defending state champions, almost resulted in an extraordinary upset. This team can take solace in the fact that even though the breaks didn't always fall our way, they stayed together and gave it their all. Coach Justin Claucherty.

CORE AND EXTENDED CURRICULUM

Pictured: Mitzi DeBeer, Jeanne Meinka, Melissa Francis, Lisa Klink, Robin Tackett, Roger Downey, Josh Kubiak, Justin Claucherty, Brent Beamish, Ralph Piepkow and Officer Josh Hudson.



Core Beliefs

All Students can learn
Failure is not an Option
All students need a safe and positive learning environment.
The family and community are integral parts of the educational system.
Character Education and achievement will promote life long learning.
All students can positively impact and contribute to our community and the global society.

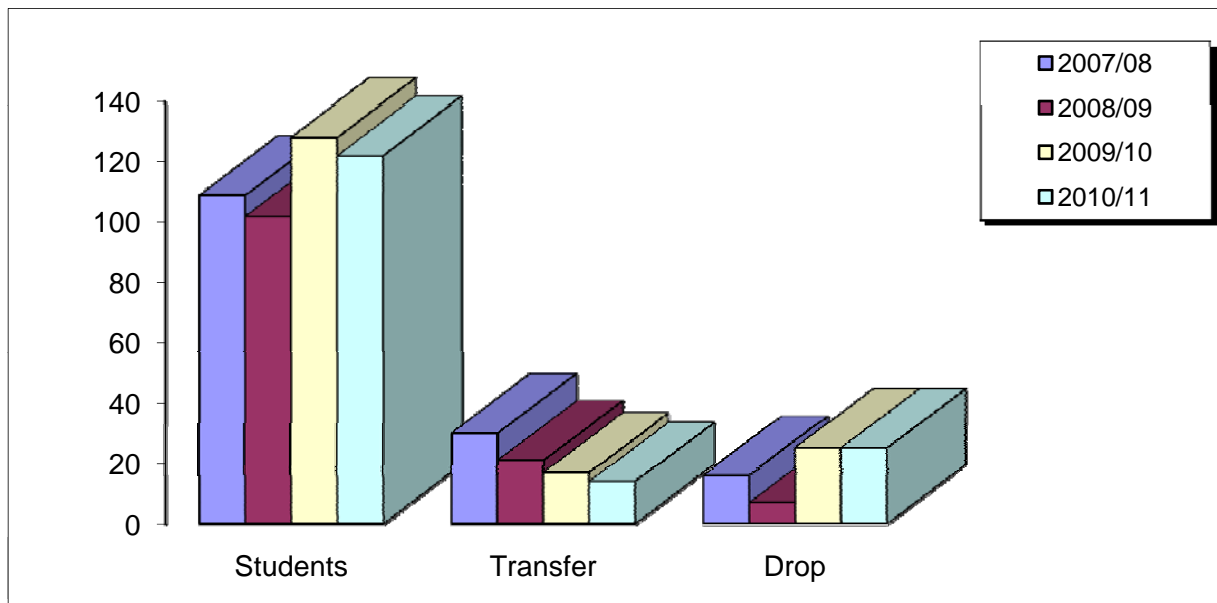
Columbia School District has a comprehensive curriculum in the four core content areas. Curriculum documents in Language Arts, Math, Science and Social Studies include content expectations, student friendly language, instructional strategies and common assessments. These guides were developed by teachers to aid in creating a quality curriculum guide for all staff. Our documents are revised and updated based on teacher use, input and state mandates. Our curriculum documents are aligned with the Michigan's Curriculum Framework and Content Expectations.

Columbia Community Education also has curriculum offerings in...

- Adult Education
- Summer School
- G.E. D. Preparation
- Night School Classes
- E2020
- Credit Recovery
- Alpha Math
- Alpha Reading
- Saturday School Classes
- Career Interests
- Seat time waiver

STUDENT RETENTION

	2007/08	2008/09	2009/10	2010/11
Students	109	102	128	122
Transfer	30	21	17	14
Drop	16	7	25	25



We are working on Student Retention as part of our Failure is not an option goal. We are calling students homes when they are not present at school. We have parent meetings, parent teacher conferences and regularly notify parents when there is an issue that needs to be addressed.

We have many challenges that we face when it comes to Student Retention. Many of our students who have dropped out of school have had issues with transportation and have also needed to gain employment or take care of family members. Transportation issues are magnified due to the fact that many of our students are from out of district. In addition, skyrocketing fuel prices made student travel to school more difficult for many of our students as well.