

Kalkaska Public Schools Annual Report

2005-2006

Mission Statement

The Kalkaska Public School District, in cooperative partnership with students, staff, family and community, believes all students can learn. We will provide a caring environment that promotes academic achievement and social responsibility. This partnership will help all students develop their maximum potential and adapt and contribute to a changing world.

Dan McKenzie,
Superintendent
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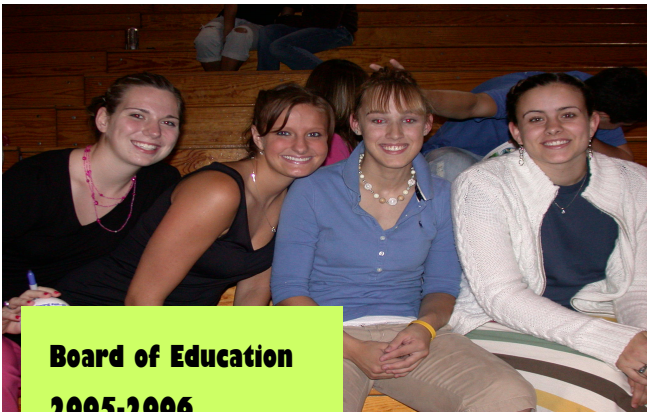
School Summary

Kalkaska Public Schools provides education to students within a 440 square-mile area. Within the county seat of Kalkaska, the school district operates five campuses, and in Rapid City, the district provides an elementary campus.

The buildings and grade alignments follow:

- Birch Street Elementary School—PreK-3
- Cherry Street Intermediate—grades 4 & 5
- Kalkaska Middle School—grades 6-8
- Kalkaska High School—grades 9-12
- Northside Educational Center—alternative high school
- Rapid City Elementary—PreK-5

The school district is located in a rural area of northern Michigan.



Board of Education

2005-2006

Jim Peters, President
Joyce Ann Golden, Vice Pres.
Terry Thomas, Secretary
Patti Bury, Treasurer
David Hogerheide, Trustee
Donna Wednieski, Trustee
Robert Dunn, Trustee

Accreditation Status

Accreditation is a process through which the staff, district personnel and Board of Education commit to meet a set of preconditions or standards necessary for quality education. It assures a community that its local schools meet certain standards for educational qual-

ity, and enables graduates to gain college admission without having to take a special exam.

The district was the first class 'B' system in the state to earn full NCA accreditation in 1990. Since then, work has continued on

meeting the requirements of NCA, and this prepared the school district to meet the more stringent requirements of Federal legislation in the No Child Left Behind law.

School Improvement Plan

A new school improvement process began during the 2002-2003 school year. The 40-member District School Improvement Team, which includes members of the Board of Education, administration, teachers, parents and students, met



to review the School Improvement Plan and pertinent student achievement data. District goals were established with a focus in the academic areas of math, language arts and social science.

All staff has worked during professional development days, provided by the district, to refine the district goals.



Highly Qualified Staff

- Kalkaska Public Schools employs 98 certified staff members—teachers, counselors and administrators.
- At the end of the 2005-06 school year, all certified staff met No Child Left Behind (NCLB) requirements by teaching in their major or passing the Michigan Test for Teacher Certification (MTTC) - academic content area examination.
- Paraprofessionals required by NCLB to be certified have complied with the legislation.

Prior to beginning a high school career, all students must meet with a counselor and 'map out' a four-year schedule. As a student progresses through school, the counselor and student meet periodically to assess academic progress.

Core Curriculum

Kalkaska Public Schools has an active Curriculum Development Council. This council ensures continuity and coordination K-12. Graduation requirements have been established using both the state core curriculum and CDC requirements.

On the local level, the curriculum has been developed to facilitate a logical sequence, serving the needs of both college and vocationally bound students. Carefully con-

structed course outlines represent outcomes necessary to prepare students for the 21st Century.

All disciplines created curriculum mapping during the 2004-2005 school year. Curriculum review in social studies was completed during the 2005-2006 school year, with English/Language Arts planned for 2006-07.

Multiple courses are offered in Language Arts, Foreign Language, Business, Science, Social Studies, Mathe-

matics and Fine Arts. The high school also offers Advanced Placement and credit recovery options through Michigan Virtual High School and Novanet computer courses. Additionally, 23 vocational training programs are offered to junior and senior level students through the Intermediate School District Career Technical Center. Individual student skills and interests determine curriculum choices.

Graduation Requirements



- Four credits of English/ Language Arts—English I, II, III, IV.
- 2.5 credits of Social Studies— Civics/Global Issues, American History, Economics.
- 2 credits of Mathematics— Algebra, Geometry
- (3 credits of Mathematics for the Class of 2009).
- 2 credits of Science—Earth Science, Biology.
- .5 credit of Health.
- .5 credit of Physical Education.
- Total of 21 credits for Classes of 2006, 2007, 2008. Class of 2009—22 credits.

Kalkaska High School graduates must be prepared to succeed in a changing world.

Adult Roles for KHS Graduates

Kalkaska High School graduates will be able to:

1. Interact respectfully with diverse groups and individuals;
2. Exhibit responsibility for oneself, others and environment;
3. Participate in the democratic process, actively address social issues,
4. define one's role in a local and/ or global community;
5. Learn how to learn and how to take responsibility for one's own lifelong learning;
6. Communicate clearly with others using effective speaking, reading, writing and listening;
7. Work both independently and cooperatively as an effective team member;
8. Be creative, innovative and productive;
9. Think critically to solve problems and make decisions to meet personal, social and employment needs;
10. Demonstrate academic competencies to receive a state-endorsed diploma and to enter advanced learning options without remediation or duplication;
11. Formulate and pursue significant goals and employ a self-motivating work ethic;
12. Use technology and data-based research.



Building Level Decision Making

Within the guidelines of the district goals established by the Board of Education, each school has collaboratively selected school improvement goals in terms of measurable student outcomes. Staff members meet regularly to develop strategies for improving instruction and to

make recommendations that will increase student learning. The district continues to encourage site-based management as a decision making model.



Student Achievement

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP) 11TH Grade Results—Spring 2006 (Class of 2007)

Levels 1 and 2	KHS	State	Level 1: Endorsed-Exceeded Michigan Standards
Reading	73%	61%	Level 2: Endorsed-Met Michigan Standards
Math	57%	46%	Level 3: Endorsed at Basic Level
Science	59%	52%	Level 4: Not endorsed
Writing	50%	46%	
Social Studies	87%	79%	

Gender Results

	KHS Males	State	KHS Females	State
Reading	68%	57%	79%	64%
Math	53%	47%	62%	45%
Science	57%	55%	62%	49%
Writing	39%	37%	63%	55%
Social Studies	85%	77%	90%	82%

Summary

All eleventh grade students at KHS participate in the Michigan Educational Assessment Program (MEAP) along with all eleventh grade students in Michigan. The test assesses student achievement in reading, writing, math, science, and social studies.

In reviewing test results, the Class of 2007 outperformed state averages in all areas of the test in comparison to the KHS Class of 2006. There is a significant increase in student scores in the areas of math, reading and social studies—over double digit increases. Science continues to be an area of strength at KHS. Writing scores have varied over the years and once again are above state averages. Although KHS students outperformed state averages, the KHS staff will need to focus on one troubling aspect of the MEAP results; we wish to achieve gender equity in all aspects of the MEAP. On the other hand, in review of state gender reports, KHS males and females outperformed their state counterparts in all areas of the test.

- Number of students taking post-secondary courses—2
- Number of AP/College equivalent courses offered to students enrolled in the district - 21
- In the high school—4
- In cooperative programs—17
- Number of students enrolled in at least one AP/College level equivalent course, disaggregated by grade level: Ninth grade—0, tenth grade—1, eleventh grade—3, twelfth grade—25.
- Number of students enrolled in at least one AP/College level course, taking the college level equivalent credit examination—22
- Number of students who have taken an AP/College level equivalent credit examination, and achieving a score that is at or above the level recommended by the testing service for college credit—6

KHS continues to offer an array of Advanced Placement courses through Michigan Virtual High School and in our own building.

Northwest Evaluation Association, Assessment Test (NWEA) 2005 Results—Grade Mean RIT Score/Norm Group RIT Score

	9th Fall	9th Spring	Growth	10th Fall	10th Spring	Growth
Reading	218.4/221	222.3/236	3.9/15	223.8/224	224.3/224	.5/0
Language	219.6/220	222.4/222	2.8/2	222.5/223	224.2/223	1.7/1
Math	224.6/232	232/236	7.4/4	230.9/236	233.7/238	2.8/2
Science	210.9/214	216.1/220	5.2/6	216.7/218	217.1/219	.4/1
Concept/ Processes	209.7/212	214/NA	4.3/NA	213/215	215.3/NA	2.3/NA

Adequate Yearly Progress
Five of the six campuses in the district met Adequate Yearly Progress (AYP). The exception is Northside Educational Center, the alternative high school. Northside is working toward meeting AYP, but it is not uncommon for alternative programs to struggle with this.

Summary of Test Results

ACT

Sixty-four students took the ACT test during the 2005-2006 school year. We are pleased that the number of Kalkaska High School students taking the ACT has increased the past two years, but we are concerned that our composite score on this test has fallen from 20.4 for the 2004-05 school year to 19.8 for the 2005-06 school year. This gives us reason for concern and we will be addressing this matter through our professional learning communities in the 2006-07 school year.

One strategy already implemented for the 2006-07 school year is to encourage all students to take a third and fourth year of math through new math classes added to the high school curriculum.

In addition, a new science class has been developed to encourage all students to continue in science as well.

It is our hope that these strategies will help out students to take more than the basic requirements in the core subjects, thus improving our ACT scores.

NWEA

During the 2005-2006 school year, Kalkaska Public Schools began giving the Northwest Evaluation Association, Assessment Test (NWEA) to replace the Metropolitan Achievement Tests (MAT). The NWEA test is able to give test results within two days and teachers can use the results to determine in which academic areas a student struggles. The battery of tests includes: reading, language usage, mathematics, general science, and science —concepts and process.

NWEA assessments use a measurement scale that has proven to be exceptionally stable and valid over time. The scale is based on the same modern test theory that informs the SAT, Graduate Record Exam, and Law School Admission Test. The benefit of this test theory is that it aligns student achievement levels with item difficulties on the same scale. The scale the test uses is divided into equal parts, like centimeters on a ruler. The parts are referred to as RITs, which is short for Rasch Unit (after the test theory's founder, Danish statistician Georg Rasch).

The Norm Group average is the observed score for students in the NWEA Norm study who were in the same grade and tested in the same season. The NWEA Norm Group Study includes data from 5616 schools located in 719 school districts in 32 states.

Results: 2005 was our inaugural year for using the NWEA test. We were pleased with the overall scores showing an increase from the fall testing window to the spring testing window. However, our students are below the national norm group scores. Now that the ninth graders are used to the NWEA test and using a computerized standardized test, our hope is that their scores will improve as tenth graders next year.



**Student
Achievement**

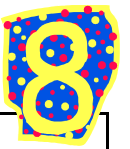
Middle school test results



Sixth Grade			
		Male	Female
Mathematics			
Level 1	12%	18	6
Level 2	43%	40	46
Level 3	38%	32	44
Level 4	8%	11	4
Reading			
Level 1	12%	15	9
Level 2	62%	53	71
Level 3	18%	16	19
Level 4	9%	15	1
Writing			
Level 1	1%	0	1
Level 2	52%	52	51
Level 3	44%	41	47
Level 4	4%	7	0
English Language Arts			
Level 1	2%	1	3
Level 2	62%	62	63
Level 3	28%	23	32
Level 4	8%	14	1
Social Studies			
Level 1	35%	37	34
Level 2	43%	32	49
Level 3	11%	8	13
Level 4	11%	16	4



Seventh Grade			
		Male	Female
Mathematics			
Level 1	15%	20	11
Level 2	40%	45	35
Level 3	37%	30	44
Level 4	8%	5	11
Reading			
Level 1	14%	16	12
Level 2	59%	55	63
Level 3	19%	18	19
Level 4	8%	11	5
Writing			
Level 1	3%	0	5
Level 2	73%	75	70
Level 3	23%	23	23
Level 4	2%	2	2
English Language Arts			
Level 1	4%	0	7
Level 2	65%	66	65
Level 3	27%	30	23
Level 4	4%	4	5



Eighth Grade			
		Male	Female
Mathematics			
Level 1	24%	26	22
Level 2	25%	23	28
Level 3	29%	29	29
Level 4	22%	23	22
Reading			
Level 1	17%	13	20
Level 2	51%	50	52
Level 3	24%	24	25
Level 4	8%	13	3
Writing			
Level 1	2%	0	3
Level 2	43%	32	54
Level 3	44%	53	35
Level 4	11%	15	8
English Language Arts			
Level 1	5%	3	6
Level 2	55%	49	60
Level 3	35%	38	32
Level 4	6%	10	2
Science			
Level 1	24%	25	23
Level 2	49%	51	47
Level 3	21%	13	29
Level 4	6%	11	2

Like the high school, the middle school also administered the NWEA test for the first time in 2005. *(Please refer to the previous page for info about this test.)*

**Northwest Evaluation Association, Assessment Test (NWEA)
2005 Results—Grade Mean RIT Score/Norm Group RIT Score**

	6th F	6th S	Growth	7th F	7th S	Growth	8th F	8th S	Growth
Reading	207.6/211	211.2/215	3.6/4	209.4/215	215.6/218	6.2/3	215.7/218	218.5/221	2.8/3
Language	209.0/212	211.4/216	2.4/4	213.0/216	215.6/218	2.6/2	216.1/218	216.3/220	0.2/2
Math	212.3/217	217.6/223	5.3/6	215.8/223	222.1/228	6.3/5	222.1/228	225.3/233	4.3/5
Science	203.4/204	207.2/209	3.8/5	205.8/207	209.4/212	3.6/5	208.5/210	212.1/215	3.6/5
Concept/ Processes	201.9/206	205.2/210	3.3/4	204.1/208	206.5/212	2.4/4	207.6/210	209.3/216	1.7/6



Elementary Test Results



MEAP RESULTS

GRADE THREE (FIRST YEAR TAKING THE TEST)

PROFICIENT	Birch Street	Math	77%
	Rapid City	Math	86%
	Birch Street	Reading	88%
	Rapid City	Reading	86%
	Birch Street	Writing	51%
	Rapid City	Writing	68%

GRADE FOUR

	STUDENTS TESTED	LEVEL 1	2	3	4	PROFICIENT
READING	Cherry St. 105	14%	63%	22%	1%	77%
	Rapid City 24	4%	71%	13%	13%	75%
WRITING	Cherry St. 105	0%	32%	58%	10%	32%
	Rapid City 24	0%	42%	50%	8%	42%
TOTAL ELA	Cherry St. 105	1%	61%	32%	6%	62%
	Rapid City 24	0%	67%	29%	4%	67%
MATH	Cherry St. 105	19%	57%	19%	5%	76%
	Rapid City 24	29%	46%	25%	0%	75%

GRADE FIVE

	STUDENTS TESTED	LEVEL 1	2	3	4	PROFICIENT
READING	Cherry St. 107	20%	57%	18%	6%	77%
	Rapid City 21	19%	57%	14%	10%	76%
WRITING	Cherry St. 107	0%	44%	52%	4%	44%
	Rapid City 21	0%	38%	57%	5%	38%
TOTAL ELA	Cherry St. 107	4%	62%	30%	5%	65%
	Rapid City 21	10%	57%	19%	14%	67%
MATH	Cherry St. 107	16%	53%	26%	5%	69%
	Rapid City 21	33%	48%	14%	5%	81%
SCIENCE	Cherry St. 107	21%	54%	23%	1%	76%
	Rapid City 21	29%	57%	14%	0%	86%





Student Achievement

KPS provides a number of opportunities for parents to meet with school staff. Examples include orientation nights for students moving from one building to another, Saturday morning coffee hours for parents of college-bound seniors, Junior Parents' Night, Open Houses, parent-teacher conferences, and family nights at the elementary level.

KALKASKA PUBLIC SCHOOLS

05-06 ATTENDANCE RATE
The high school average daily attendance rate was 92.2%.

Parent Involvement



One of the most important factors in a child's educational success is the involvement of parents and guardians. It is important for parents, teachers, and students to meet regularly to discuss student progress. To encourage and measure parental participation, records are maintained on the number and percentage of students whose parents/guardians participate in conferences. For the purpose of this report, a parent-teacher conference is one where an open invitation is given to all parents/guardians of the school, inviting them to visit the school to exchange information related to the progress of their student in the school.

Parent-teacher conferences are held during each semester. Afternoon and evening sessions are provided to enable parents to meet with the teachers and discuss the educational program and progress of individual students.

The percentage of parents/guardians who participated in parent-teacher conferences for the past two years has been an average of over three-quarters (75%) district-wide.

Retention and Dropout Rates

RETENTION RATE

Retention rate is an indication of the success of a school district in delivering services to its students, and is measured by comparing the number of students who enter the high school program in ninth grade and exit four years later, having earned a high school diploma. Retention rates are adjusted to account for students who leave to attend alternative education programs or who move out of the district. The opposite of this figure is the dropout rate.

DROPOUT RATE—2004-05 Statistics

Grade	Class of	% Dropouts
9	2008	1.34%
10	2007	1.41%
11	2006	5.76%
12	2005	.8%

KHS retention rate—97.66%

KHS dropout rate—2.34%

Total students—555 Dropouts—13

Specialized Schools

KHS students have the opportunity to attend Northside Alternative High School, operated by Kalkaska Public Schools for the area. Approximately 80 to 90 students attend Northside, 60 from Kalkaska. Students having difficulty with the traditional high school may opt for a more non-traditional setting.

Eighty-eight Kalkaska students (including Northside) attended Traverse Bay Area Career Technical Center on a daily basis for the 2005-2006 school year.



PRESCHOOL—At the preschool level, we are proud to provide several learning opportunities to prepare children for school. A fours program, a tuition-based preschool, a Montessori program at Rapid City and Head-start program are available for young students.