

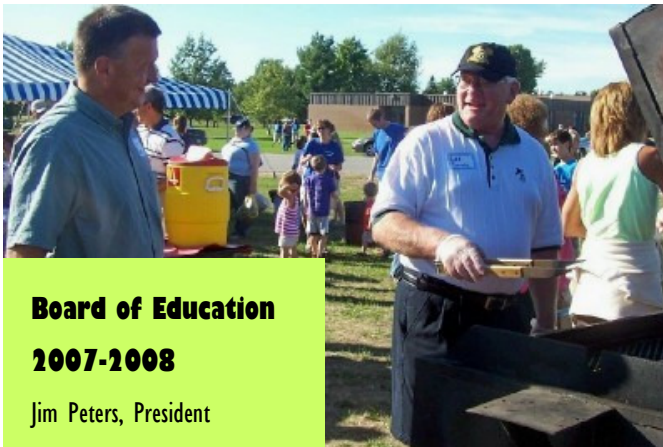
Kalkaska Public Schools Annual Report

2007-2008

Mission Statement

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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.



Board of Education

2007-2008

Jim Peters, President
Robert Dunn, Vice Pres.
Terry Thomas, Secretary
Jennifer King, Treasurer
David Hogerheide, Trustee
Bill Hardy, Trustee
Michael Gaylord, Trustee

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.

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 is accredited through the AdvancED program, formerly known as the North Central Association (NCA).

During the 2007-2008 school year, teams visited the middle school and the high school to evaluate several areas of performance. Both buildings received very positive feedback.

School Improvement Plan

The district continually works toward improving student achievement, and is accredited through AdvancED (formerly called NCA, or the North Central Association).

District goals include improving student achievement in math, reading in the content areas, and writing.

The Board of Education has also met with a facilitator to develop district-wide school improvement goals. These include not only raising student achievement, but the further development of Professional Learning Communities, the establishment of a public relations com-

mittee, encouraging energy conservation, addressing capital improvements, and fostering staff development. These goals were established in 2006.

The district voters passed a \$750,000 technology bond in May of 2008, which will provide many upgrades in all buildings.

The middle school and high school played host for a team of educators in April, 2008 for an AdvancED Quality Assurance Review. The information gained from this review will also assist in the school improvement process.



Top: Fun at Cherry St. Field Day
Bottom Photo: Class Wars



Highly Qualified Staff

- Kalkaska Public Schools employs 98 certified staff members—teachers, counselors and administrators.
- At the end of the 2007-08 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.

The Michigan Merit Curriculum was adopted by the KPS Board of Education, increasing course requirements and credits for the Class of 2011.

Multiple courses are offered in Language Arts, Foreign Language, Busi-

ness, Science, Social Studies, Mathematics 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

Due to the change at KHS from a six-period to a seven-period day, the amount of credits necessary for graduation has changed:

Class of 2008 23 credits total

Class of 2009 24 credits total

Class of 2010 25 credits total

Class of 2011 25 credits total

- Four credits of English/Language Arts—English 1, 2, 3, 4.
- Two and one-half credits of Social Studies—Civics/Global Issues, American History, Economics.

- Classes of 2010 and 2011—Three credits of Social Studies (World History)

- Three credits of Mathematics—Algebra, Geometry

- Classes of 2010 and 2011—Four credits of Mathematics (Algebra 2)

- Two credits of Science (Earth Science, Biology)
- Classes of 2010 and 2011—Three credits of Science (Chemistry/Physics)
- One credit of Health and Physical Education.
- Classes of 2010 and 2011—On-line learning experience.

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

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

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 MERIT EXAMINATION (MME) ELEVENTH GRADE RESULTS

Levels 1 and 2	CLASS OF 2008		CLASS OF 2009		
	KHS	State	KHS	STATE	
Reading	64%	60%	53%	62%	<i>Level 1: Endorsed-Exceeded Michigan Standards Level 2: Endorsed-Met Michigan Standards Level 3: Endorsed at Basic Level Level 4: Not endorsed</i>
Math	45%	46%	41%	46%	
Science	58%	56%	53%	57%	
Writing	43%	40%	36%	41%	
Social Studies	87%	83%	76%	80%	
ACT (Composite)	18.7	19.0	17.8	18.8	

Gender Results

	CLASS OF 2008				CLASS OF 2009			
	KHS Males	State	KHS Females	State	KHS Males	State	KHS Females	State
Reading	61%	56%	67%	64%	50%	58%	56%	66%
Math	56%	49%	35%	44%	45%	49%	35%	43%
Science	69%	57%	47%	55%	60%	58%	46%	55%
Writing	45%	36%	40%	44%	36%	36%	35%	46%
Social Studies	85%	82%	88%	85%	76%	80%	75%	80%

SUMMARY OF TEST RESULTS

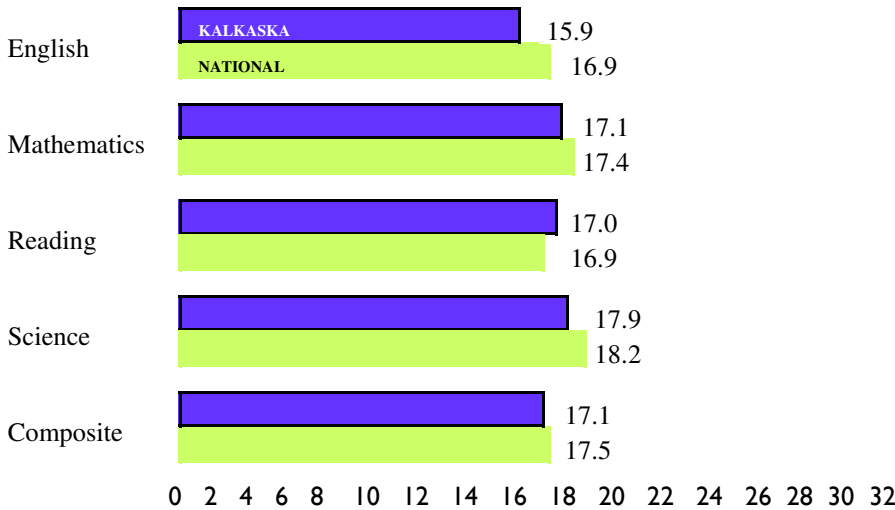
- All eleventh grade students at KHS participate in the Michigan Merit Exam (MME), along with all eleventh grade students in Michigan. The test assesses student achievement in reading, writing, math, science and social studies. Also incorporated in the MME is the ACT, which is a national assessment for college bound students. In addition, students have the chance to qualify for the Michigan Promise Scholarship.
- In reviewing the test results, the Class of 2009 performed below state averages in all areas of the test. State averages actually increased in reading, science, and writing, while math stayed the same. Social studies scores dropped three percent statewide.
- In comparison with last year's results, scores dropped between 4 and 11 percent. The Class of 2008 outperformed state averages on four out of five state tests. Math scores were one percent below state averages a year ago.
- KHS males outperformed females in four out of the five tests, by significant numbers in math and science—10 percent or above. As a subgroup, economically disadvantaged students in the Class of 2008 fared well in many aspects of the test. This was not the case with the Class of 2009.
- The staff at KHS will study the data and will work at monthly staff meetings on test-taking techniques, curricular issues, strategies, and common assessments to help increase student achievement.

- Number of students taking post-secondary courses—2
- Number of AP/College equivalent courses offered to students enrolled in the district - 19
- In the high school—3
- In cooperative programs—16
- Number of students enrolled in at least one AP/College level equivalent course, disaggregated by grade level: Ninth grade—0, tenth grade—0, eleventh grade—15, twelfth grade—19.
- Number of students enrolled in at least one AP/College level course, taking the college level equivalent credit examination—34
- 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—19

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

2007 ACT PLAN MEAN TEST SCORES

How does KHS performance compare with that of 10th grade students nationwide?



In the 2007-08 school year, KHS began testing all ninth grade students with the ACT EXPLORE test, and all tenth grade students with the ACT PLAN test. This decision was made due to the new state assessment—the Michigan Merit Exam (MME), which includes the ACT.

ACT EXPLORE

The EXPLORE program contains four curriculum-based tests that measure academic achievement in the areas of English, mathematics, reading, and science. This test can help ninth graders explore a broad range of options for their future. EXPLORE prepares students not only for their high school coursework, but for their post-high school choices as well. It marks an important beginning for a student's future academic and career success. Kalkaska High School's scores are measured in comparison to a national norm group established by the ACT. The EXPLORE test is based on a scoring range of 1-25.

We tested 94 students in a one-day testing environment, but our results do not include the 14 students who received extended time accommodations. Our students were above the mean average of the national norm group in Reading and Science. In English and Math, the students were one point or less below the mean average of the national norm group. Overall, our students did well on the EXPLORE test for the first time in administering it, and our hope is that scores will improve with future test taking.

Michigan School Report Card

2005-2006: Composite Grade B—Met AYP
 2006-2007: Composite Grade C—Met AYP
 2007-2008—Composite Grade B—Met AYP

ACT PLAN

The PLAN program consists of four curriculum-based tests that measure academic achievement in the areas of English, mathematics, reading and science. The PLAN program helps tenth graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years. PLAN can help all students—those who are college-bound as well as those who are likely to enter the workforce directly after high school.

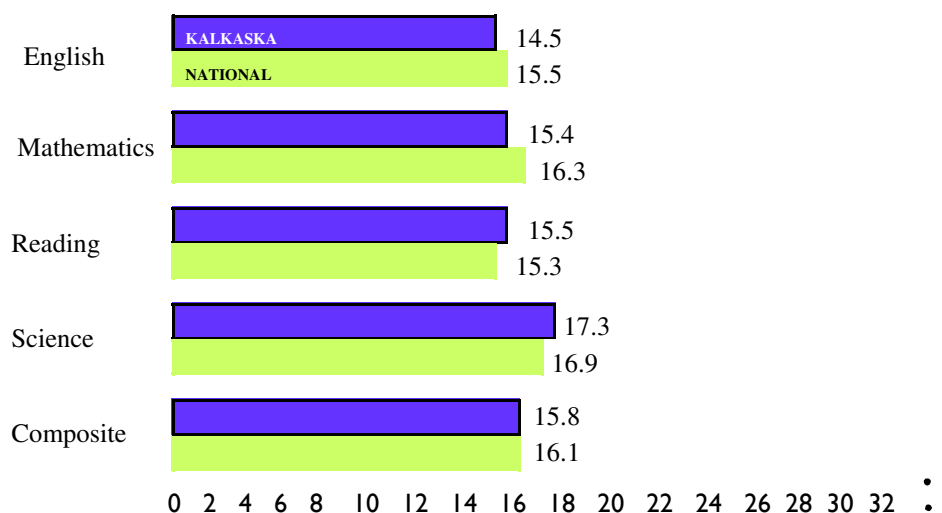
As a "pre-ACT" test, PLAN is a powerful predictor of success on the ACT. At the same time, many schools recognize the importance of PLAN testing for all students, as it focuses attention on both career preparation and academic achievement.

This test is based on a scoring range of 1-32.

We tested 120 students; however, our eight students who received extended time were not included in our results. Kalkaska High School students scored above the national norm group in Reading, but were slightly below national norm groups in English, math and science. The testing environment for the PLAN was new to the class of 2010, and our hope is that their scores will improve for next year's Michigan Merit Exam.

2007 EXPLORE MEAN TEST SCORES

How does KHS performance compare with that of 9th grade students nationwide?



More student achievement data comparisons

Kalkaska District Student Achievement Data
Grades 3-8 Fall 2007
3 Year Comparisons

READING								MATHEMATICS				
Year	Level	Grade	Level 4	Level 3	Level 2	Level 1	Levels 1&2	Level 4	Level 3	Level 2	Level 1	Levels 1&2
2007	KPS	5	9%	10%	46%	34%	80%	7%	37%	36%	20%	56%
	State	5	7%	11%	40%	42%	82%	4%	21%	35%	39%	74%
2006	KPS	5	5%	16%	60%	19%	79%	10%	27%	42%	32%	64%
	State	5	5%	11%	48%	36%	84%	4%	20%	40%	36%	76%
2005	KPS	5	6%	17%	57%	20%	77%	5%	24%	52%	19%	71%
	State	5	7%	13%	56%	24%	80%	6%	21%	42%	32%	73%
2007	KPS	4	2%	22%	54%	23%	76%	3%	23%	45%	30%	75%
	State	4	3%	12%	52%	32%	84%	2%	12%	45%	41%	86%
2006	KPS	4	4%	15%	60%	21%	81%	4%	19%	60%	17%	77%
	State	4	2%	13%	52%	33%	85%	3%	13%	50%	34%	85%
2005	KPS	4	3%	20%	64%	12%	77%	4%	20%	55%	21%	76%
	State	4	2%	15%	61%	22%	83%	4%	14%	45%	36%	82%
2007	KPS	3	4%	9%	55%	32%	88%	0%	6%	59%	35%	94%
	State	3	3%	11%	47%	39%	86%	0%	10%	41%	49%	90%
2006	KPS	3	8%	13%	48%	31%	79%	0%	27%	40%	33%	73%
	State	3	3%	9%	45%	42%	87%	1%	11%	37%	51%	88%
2005	KPS	3	1%	20%	50%	29%	79%	4%	20%	55%	21%	76%
	State	3	1%	12%	39%	48%	87%	4%	14%	45%	36%	82%

Kalkaska District Student Achievement Data
Grades 3-8 Fall 2007
3 Year Comparison



READING								MATHEMATICS				
Year	Level	Grade	Level 4	Level 3	Level 2	Level 1	Levels 1&2	Level 4	Level 3	Level 2	Level 1	Levels 1&2
2007	KPS	8	10%	9%	59%	22%	81%	5%	24%	40%	30%	71%
	State	8	8%	15%	52%	25%	77%	9%	19%	30%	41%	72%
2006	KPS	8	5%	17%	58%	20%	78%	4%	35%	41%	21%	61%
	State	8	10%	15%	43%	33%	76%	7%	25%	39%	29%	68%
2005	KPS	8	8%	24%	51%	17%	68%	22%	29%	25%	24%	49%
	State	8	12%	16%	54%	19%	73%	14%	23%	33%	31%	63%
2007	KPS	7	11%	20%	51%	18%	69%	3%	23%	48%	25%	74%
	State	7	14%	13%	44%	29%	72%	4%	24%	32%	41%	73%
2006	KPS	7	13%	7%	65%	15%	80%	4%	32%	36%	28%	64%
	State	7	10%	10%	54%	26%	80%	7%	29%	30%	34%	64%
2005	KPS	7	8%	19%	59%	14%	73%	8%	37%	40%	15%	55%
	State	7	11%	14%	58%	18%	76%	11%	13%	42%	34%	76%
2007	KPS	6	1%	18%	59%	23%	81%	5%	26%	33%	35%	69%
	State	6	4%	14%	52%	30%	82%	8%	20%	29%	44%	73%
2006	KPS	6	14%	20%	47%	19%	66%	7%	36%	34%	23%	57%
	State	6	6%	11%	50%	33%	83%	8%	23%	35%	34%	69%
2005	KPS	6	9%	18%	62%	12%	74%	8%	38%	43%	12%	55%
	State	6	6%	14%	57%	23%	80%	10%	25%	36%	29%	65%

Kalkaska District Student Achievement Data
 Grades 3-8 Fall 2007
 Students with Disabilities

READING								MATHEMATICS				
School	Grade	#	Level 4	Level 3	Level 2	Level 1	Levels 1&2	Level 4	Level 3	Level 2	Level 1	Levels 1&2
MS	8	14/119	14%	43%	37%	6%	43%	21%	14%	57%	7%	64%
MS	7	15/117	20%	33%	33%	13%	47%	13%	56%	31%	0%	31%
MS	6	11/102	0%	45%	36%	18%	55%	18%	55%	9%	18%	27%
CS	5	NO	DATA									
RC	5	NO	DATA									
CSI	4	10/83	10%	70%	10%	10%	20%	20%	20%	50%	10%	60%
RC	4	NO	DATA									
BS	3	10/100	0%	30%	50%	20%	70%	0%	30%	50%	20%	70%
RC	3	NO	DATA									

Kalkaska District Student Achievement Data
 Grades 3-8 Fall 2007
 Economically Disadvantaged

READING								MATHEMATICS				
School	Grade	#	Level 4	Level 3	Level 2	Level 1	Levels 1&2	Level 4	Level 3	Level 2	Level 1	Levels 1&2
Dist	8	60/119	12%	13%	63%	12%	75%	8%	28%	50%	13%	63%
Dist	7	74/117	9%	23%	55%	12%	68%	3%	24%	55%	12%	68%
Dist	6	50/102	2%	20%	58%	20%	78%	4%	28%	40%	28%	68%
Dist	5	51/97	8%	16%	43%	33%	76%	10%	33%	39%	18%	57%
Dist	4	53/110	4%	32%	51%	13%	64%	2%	30%	47%	21%	68%
Dist	3	60/112	5%	10%	62%	23%	85%	0%	7%	63%	30%	93%

Kalkaska District Student Achievement Data
 Grades 3-8 Fall 2007
 Economically Disadvantaged
 State of Michigan Comparison

READING								MATHEMATICS				
School	Grade	#	Level 4	Level 3	Level 2	Level 1	Levels 1&2	Level 4	Level 3	Level 2	Level 1	Levels 1&2
Dist	8	60/119	12%	13%	63%	12%	75%	8%	28%	50%	13%	63%
State	8	45,272	14%	21%	52%	13%	65%	16%	28%	33%	23%	56%
Dist	7	74/117	9%	23%	55%	12%	68%	3%	24%	55%	12%	68%
State	7	46,683	24%	19%	42%	15%	57%	6%	36%	35%	23%	58%
Dist	6	50/102	2%	20%	58%	20%	78%	4%	28%	40%	28%	68%
State	6	46,262	7%	22%	55%	16%	71%	13%	29%	32%	26%	58%
Dist	5	51/97	8%	16%	43%	33%	76%	10%	33%	39%	18%	57%
State	5	47,072	12%	17%	44%	26%	71%	8%	32%	37%	23%	60%
Dist	4	53/110	4%	32%	51%	13%	64%	2%	30%	47%	21%	68%
State	4	47,677	6%	19%	57%	19%	75%	4%	19%	51%	26%	77%
Dist	3	60/112	5%	10%	62%	23%	85%	0%	7%	63%	30%	93%
State	3	48,808	4%	17%	54%	25%	79%	0%	16%	51%	33%	84%




Middle School MEAP

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP)

The following are comparisons of MEAP scores. The scores are also disaggregated by gender.

Notes about the MEAP- The MEAP was moved from January to October in 2005-06. The tests have been revised at every level. We are continuing to monitor gender equity in the MEAP along with overall student achievement. These issues will be addressed in School Improvement Target Area Goal Committees as our ongoing process to increase student performance. We will be developing/revising strategies that will hopefully increase student achievement at all levels, targeting the students who struggle at third and fourth levels in order to help them score proficiently on the MEAP while increasing their overall academic achievement. **Students scoring a Level I or 2 are considered proficient by state standards.**

(Parentheses indicate scores from previous year)

Sixth Grade 			Seventh Grade 			Eighth Grade 					
	Male	Female		Male	Female		Male	Female			
Mathematics			Mathematics			Mathematics					
Level I	35% (23%)	42 (23)	28 (23)	Level I	25% (28%)	25 (36)	26 (21)	Level I	30% (21%)	38 (26)	23 (15)
Level 2	33% (34%)	25 (36)	42 (33)	Level 2	48% (36%)	41 (28)	55 (43)	Level 2	40% (41%)	29 (43)	51 (38)
Level 3	26% (36%)	29 (34)	24 (38)	Level 3	23% (32%)	27 (31)	19 (33)	Level 3	24% (35%)	22 (2)	26 (6)
Level 4	5% (7%)	4 (7)	6 (7)	Level 4	3% (4%)	7 (5)	0 (3)	Level 4	5% (4%)	10 (2)	0 (6)
Level I and II		69% (57%)		Level I and II		74% (64%)		Level I and II		71% (61%)	
State		73%		State		73%		State		72%	
Reading			Reading			Reading					
Level I	23% (19%)	19 (18)	26 (21)	Level I	18% (15%)	9 (16)	26 (14)	Level I	22% (20%)	24 (21)	20 (19)
Level 2	59% (47%)	65 (47)	52 (46)	Level 2	51% (65%)	45 (59)	56 (70)	Level 2	59% (58%)	45 (55)	72 (62)
Level 3	18% (20%)	13 (21)	22 (20)	Level 3	20% (7%)	27 (10)	13 (5)	Level 3	9% (23%)	16 (36)	3 (10)
Level 4	1% (14%)	2 (14)	0 (13)	Level 4	11% (13%)	16 (16)	5 (11)	Level 4	10% (5%)	16 (4)	5 (6)
Level I and II		81% (66%)		Level I and II		69% (80%)		Level I and II		81% (78%)	
State		82%		State		72%		State		77%	
Writing			Writing			Writing					
Level I	0% (0%)	0 (0)	0 (0)	Level I	2% (1%)	0 (0)	3 (2)	Level I	9% (3%)	5 (2)	13 (4)
Level 2	74% (47%)	73 (65)	74 (82)	Level 2	83% (80%)	82 (74)	84 (86)	Level 2	68% (70%)	66 (58)	69 (81)
Level 3	23% (20%)	23 (28)	22 (16)	Level 3	14% (17%)	18 (22)	10 (13)	Level 3	21% (23%)	24 (36)	18 (10)
Level 4	4% (14%)	4 (0)	4 (2)	Level 4	2% (2%)	0 (3)	3 (0)	Level 4	3% (5%)	5 (4)	0 (6)
Level I and II		74% (74%)		Level I and II		85% (81%)		Level I and II		77% (72%)	
State		73%		State		77%		State		70%	
English Language Arts			English Language Arts			English Language Arts					
Level I	7% (3%)	4 (0)	10 (5)	Level I	9% (3%)	2 (2)	15 (5)	Level I	16% (14%)	19 (11)	13 (17)
Level 2	75% (61%)	79 (60)	72 (62)	Level 2	68% (75%)	62 (69)	74 (81)	Level 2	63% (60%)	50 (58)	75 (62)
Level 3	17% (31%)	15 (30)	18 (33)	Level 3	18% (20%)	31 (26)	6 (14)	Level 3	14% (20%)	21 (23)	8 (17)
Level 4	1% (5%)	2 (11)	0 (0)	Level 4	5% (2%)	5 (3)	5 (0)	Level 4	7% (6%)	10 (8)	3 (4)
Level I and II		82% (64%)		Level I and II		77% (79%)		Level I and II		79% (74%)	
State		80%		State		74%		State		79%	
Social Studies			English Language Arts			Science					
Level I	34% (40%)	44 (36)	24 (26)	Level I	9% (3%)	2 (2)	15 (5)	Level I	35% (28%)	47 (26)	26 (19)
Level 2	44% (34%)	38 (34)	50 (44)	Level 2	68% (75%)	62 (69)	74 (81)	Level 2	50% (52%)	47 (53)	58 (52)
Level 3	13% (16%)	13 (13)	12 (26)	Level 3	18% (20%)	31 (26)	6 (14)	Level 3	13% (17%)	10 (9)	16 (25)
Level 4	9% (9%)	4 (18)	14 (3)	Level 4	5% (2%)	5 (3)	5 (0)	Level 4	1% (3%)	1 (2)	0 (4)
Level I and II		78% (74%)		Level I and II		77% (79%)		Level I and II		86% (80%)	
State		73%		State		74%		State		79%	

Level 1: Endorsed-Exceeded Michigan Standards
 Level 2: Endorsed-Met Michigan Standards
 Level 3: Endorsed at Basic Level
 Level 4: Not endorsed

2008 - L.M.C. ALL ACADEMIC TEAM



Lake Michigan Conference All-Academic Team: (back row) Jeremy Batterbee, Toran Keith, Brent Pettigrew, Brent Prough, (middle row) Superintendent Lee Sandy, Kaitlyn Jones, Amanda Reblin, Mica Kole, Kyle Scott, Principal Dale Kasza, (front row) Counselor Nadine Holzbauer, Jessica Gunderson, Devin Gurung, John Sherrill, Jamee Wellman.



Jamie Morrison on the drums.

Fun for Cherry St. students



Middle schoolers on the annual Inland Seas trip.



Champion Softball Team



Top Ten Grads

Front page photos: Board of Education President Jim Peters and Superintendent Lee Sandy at the “Blazer Bash,” and students dancing at the annual visit from Fort Michilimackinac.

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. A very special back-to-school event, the “Blazer Bash,” takes place each year to welcome the entire community to another school year. Local businesses donate items and volunteers provide a hot dog meal and entertainment. Families are also invited to tour the schools and meet staff.

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.

07-08 ATTENDANCE RATE
The high school average daily attendance rate was 91%.

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—2006-07 Statistics

KHS retention rate—97.58%

KHS dropout rate—2.42%

Dropouts—16

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.