



COLUMBIA SCHOOL DISTRICT

ANNUAL REPORT 2007-2008

Brent Beamish, Superintendent

Barbara Vallieu, School Improvement Facilitator

Lisa Petersen, Director State/Federal Programs

Mission Statement

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

Revised by the Columbia Board of Education on April, 2008

Columbia School District 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.

Revised 2008

Parameters

The Columbia School District operates in accordance with the state and federal legislation and the Board of Education policies. The following guidelines will be used to accomplish the adopted mission.

- Each building will maintain a safe and secure environment in which to learn, to teach, and to work.
- Nothing will take precedence over the K-12 programs and services necessary to meet the district's mission and student expectations.
- Site-based decisions will be consistent with established district goals and objectives.
- Decisions will have measurable outcomes.
- New programs, as well as existing programs and services, will be consistent with the district's school improvement plan.
- Behavior which diminishes the dignity or self-worth of any individual will not be tolerated.
- The benefits of diversity will be cultivated throughout the district.

Revised April 2008

Student Expectations

A Columbia School District graduate will be a

...a responsible life-long learner who

communicates effectively,
is skilled in reading, writing, math, social studies,
science, and technology,
is a strategic problem solver,
cultivates an appreciation for the arts,
and is a critical thinker

...a responsible citizen who

is a compassionate and respectful individual with a
a commitment to the larger community.

...a responsible adult who

demonstrates punctuality, motivation, capability, and
adaptability,
and who incorporates decision-making, ethics,
cooperation, and perseverance.

Revised 2008

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 placid atmosphere has attracted many new residents from urban areas. This influx from the cities has provided our school district with a richly diverse population and a rapidly growing business community.

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 1800 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 (grades PKindergarten – 5 and childcare) are in the Village of Brooklyn, situated at the east end of School Street. Norman Miller Elementary (PKindergarten – 5 and childcare) is in Cement City. Clarklake Community Education Center is home to our Adult and Community Education; Options High School (9-12 alternative high school) and infant care. In addition, on August 1, 2003 the district opened its new Columbia Community Fitness Center, which is attached to Columbia Central High School. As a full service school district, Columbia employs close to 240 people and operates on an annual budget of \$14,869,297.

MICHIGAN MERIT CURRICULUM

The Michigan Merit Curriculum (MMC) has been designed to prepare students with the knowledge and skills needed for the jobs in the 21st Century. The goal is to ensure that Michigan's high school graduates have the necessary skills to succeed either in postsecondary education or in the workplace. The MMC includes a new set of statewide graduation requirements that are among the best in the nation. The Class of 2011 has the following graduation requirements:

4 credits of math	4 credits of English Language Arts
3 credits of science	3 credits of social studies
1 credit physical education/health	1 credit visual, performing, and applied arts
Online learning experience	2 credits of language other than English

Credit is based on proficiency in expectations, not seat time and may be earned prior to a student entering high school or by testing out. Credit may also be earned through one or more of the following: alternative course work, humanities course sequences, career and technical education, industrial education courses, or vocational education. The Jackson County Career Center is realigning their curriculum to integrate these specific expectations.

The K-12 Social Studies curriculum was reviewed this year. A committee of teachers began by examining the newly adopted grade level content expectations or high school content expectations, writing them in student friendly language, selecting assessments which will measure the expectations, and reviewing instructional materials. The Board of Education adopted the 2009 Glencoe/McGraw Hill textbooks and the 2009 edition of McDougal-Littel for

9th – 12th grades. Additional work will be done this coming school year to complete the instructional units, curriculum mapping, and lesson designs using these materials. New Psychology texts were also adopted.

SCHOOL IMPROVEMENT GOALS

1. Increase writing opportunities for all students in the content areas of reading, math, social studies, and science

- Provide professional development opportunities and support for all teachers.

BES Lucy Calkins Writing Collins Writing Literacy Links ELA Inservice Social Studies Glce's	MES Thinking Maps Wee Write Collins Writing ELA Inservice Social Studies Glce's Data 4 StudentSuccess	CMS Prewriting Journals Writing to Learn Criterion Writing Learning Logs Social Studies Glce's	CCHS Collins Writing Social Studies Glce's Failure Is Not An Option	CCE MAEO Conference Collins Writing ELA Glce's Failure Is Not An Option
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- Align the K-12 Social Studies curriculum to the State of Michigan Grade Level Content Expectations and High School Content Expectations
- Adopt an updated K-12 Social Studies curriculum
 - Board adoption occurred in May, 2008
- Develop assessments, portfolios, and/or a plan for reporting student achievement in the content areas.
 - The second annual County Wide Common Assessment was administered in May with the data reviewed by the end of school for designing instruction when school resumes as well as developing building school improvement plans.
 - Implementation of “Data Director” as a country data warehouse tool

- Celebrate success.

BES Learning Fair Showcase Displays Musicals Award Assemblies Students of Month	MES Pizza with Principal Award Assemblies Musicals Miller Mail Showcase Displays	CMS Writers' Touch Poetry Recognition Assemblies Students of Month	CCHS Awards Assemblies Local Publicity	CCE Awards Assemblies Local Publicity
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2. Use marketing strategies to make Columbia School District THE School of Choice

	'03-04	'04-05	'05-06	'06-07	'07-08
Brooklyn Elementary	9	24	21	27	28
Miller Elementary	17	32	24	43	36
Columbia Middle	11	30	29	26	34
Columbia Central High	18	35	37	50	33
Columbia Options	62	8	45	60	29
Total	117	129	173	206	160

The Columbia School District has made a conscious decision to admit students from other districts as long as space is available and the student demonstrates a real willingness to learn.

3. Evaluate, Enhance, and Expand internal and external district communications.

4. Set clear and concise expectations.

STUDENT ACHIEVEMENT

Michigan Educational Assessment Program (MEAP) Fall 2005 2006 2007

Grade	Columbia School District	Jackson County	State of Michigan
	05 '06 '07	'05 '06 '07	05 '06 '07
Reading 3rd	98/94/98	84/87/86	
87/87/86			
Writing 3rd	78/64/69	60/45/51	52/52/57
ELA 3rd	97/87/98	75/76/78	78/79/81
Math 3rd	99/96/100	87/91/93	87/88/90
Reading 4th	98/98/94	82/85/92	
83/85/85			
Writing 4th	67/66/69	63/36/40	55/45/45
ELA 4th	97/93/91	74/76/74	76/78/76
Math 4th	95/99/98	81/87/85	82/85/86
Reading 5th	92/98/95	76/86/82	
80/84/82			
Writing 5th	74/71/84	71/52/82	63/57/82
ELA 5th	87/94/95	71/78/78	75/77/78
Math 5th	83/96/95	67/79/75	73/76/74
Science 5th	92/97/95	76/88/82	77/83/83
Reading 6th	93/92/84	76/84/81	
80/83/82			
Writing 6th	87/81/81	70/69/70	75/74/73
ELA 6th	89/90/81	71/78/79	77/78/80
Math 6th	83/90/83	60/68/72	65/69/73

Social Studies 6th 37/74/73	94/79/78	75/76/72	
Reading 7th 76/80/73	97/94/83	76/82/71	
Writing 7th	76/80/83	75/60/76	67/65/77
ELA 7th	96/92/87	72/75/74	73/75/74
Math 7th	72/65/72	58/58/70	60/64/73
Reading 8th 73/76/77	84/81/84	72/77/75	
Writing 8th	71/78/86	74/66/68	65/67/70
ELA 8th	81/81/86	66/71/73	69/68/75
Math 8th	67/70/83	61/70/67	63/68/72
Science 8th	86/88/90	79/71/80	77/75/79
Social Studies 9th NA/74/71	NA/80/84	NA/79/72	

COLUMBIA CENTRAL HIGH SCHOOL

Michigan Merit Examination 2007/2008

	#Students	Level 1 Apprentice	Level 2 Basic	Level 3 Met	Level 4 Exceeded	Passed	Change
Reading'07	143	14%	33%	53%	0%	53%	
Reading'08	147	9 %	21%	68%	2%	70%	+17%
Writing'07	142	10%	54%	36%	1%	37%	
Writing'08	148	9%	41%	49%	1%	50%	+13%
ELA'07	142	11%	44%	45%	0%	45%	
ELA'08	147	9%	29%	60%	0%	60%	+15%
Math'07	143	38%	18%	41%	3%	44%	
Math'08	146	36%	21%	38 %	5%	43%	-1%
Science'07	142	24%	20%	51%	5%	56%	
Science'08	148	22%	16%	55%	8%	63%	+7%
Social Studies'07	143	7%	7%	51%	35%	86%	
Social Studies'08	148	3%	11%	41%	45%	86%	=

A Jackson County end-of-the year assessment for grades 3-8 was developed by a committee of teachers and administered to students in May. Assessments in both reading and math were designed to determine areas achievement as well as areas to be addressed. Data was reviewed by all classroom teachers in order to provide a plan for assisting students accordingly.

ADEQUATE YEARLY PROGRESS*

	<u>Composite Grade</u>	<u>AYP Status</u>	<u>Phase</u>
Brooklyn Elementary	A	Met AYP	0
Miller Elementary	A	Met AYP	0
Columbia Middle	A	Met AYP	0
Columbia Central High	B	Met AYP	0
Options High	No Grade	Did not meet AYP	3

GRADUATION AND RETENTION RATES

The Michigan Department of Education has a formula for calculating the Graduation Rate and Retention Rate. The Graduation is a four-year estimated rate that is derived by multiplying together the retention rates of four graduating classes and yielding an average retention rate. This average is then multiplied by 100 to get the graduation rate percentage. Class retention rates are determined by taking one graduation class (grade) at a time and dividing the fall enrollment by the preceding fall enrollment, after all the transfers-in and transfers-out have been identified. The Dropout Rate is the percentage of unaccounted-for students at the secondary level for a school year. It is derived by subtracting the secondary school's total retention rate from 100%.

	2004-05	2005-06
Graduation Rate	83.2%	84.32%
Retention Rate	95.56%	95.93%
Drop Out Rate	4.44%	4.07%

SAFE AND DRUG FREE SCHOOLS

A broad-based committee of community and school members worked together to prepare a wellness policy which was adopted by the Columbia School District Board of Education in April, 2006. Emphasizing nutrition and regular physical activity, several goals were established for implementation within the curriculum as well as the operational procedures of the buildings.

The Columbia School District offers a variety of activities and programs for students under the Safe and Drug Free Schools and Community Act. The elementary schools participated in a program called Families and Children Together (FACT) with distribution of backpacks that focused on violence prevention, substance abuse, and social skill development. Columbia Middle School participated in RIOT (Restoring Ideal Options for Teens) program – an exercise and asset-building activity approach – helping identified young people make healthier decisions regarding drugs, violence and to develop untapped leadership potential.

The Michigan Profile for Healthy Youth (MiPHY) is a computerized survey given every other year to 7th, 9th, and 11th in April. At the end of the school year, the results were reviewed by all grade level teachers to determine areas of need regarding alcohol and tobacco use, violence and other asset building factors. Future presentations will be made to the School Board, groups of students, as well as parents to inform and invite participation to make our school community as healthy as possible in which to work and live.

TECHNOLOGY

Student achievement is the focus of curriculum and curriculum drives the technology at Columbia School District; therefore, technology tools are used to support instruction, communication, and data management. A technologically enriched curriculum requires a learning environment that encompasses the following strategies:

1. Active Learning – Students must share the responsibility for how and what they learn both individually and in teams. Technology must be aimed at providing a dimension of learning that parallels real-life situations.
2. Access to Information – Students will pursue an expanded use of multiple technologies and information resources in a world with an expanding knowledge base.
3. Teacher/Student Collaboration – Two-way interactive learning will be developed irregardless of time, distance, age, and ability.
4. Global Learning – the entire world can become an extension of the classroom through technological links.
5. Home/School/Community Link for Learning and Communication – The learning day can be extended and the learning audience can be expanded, so that home and school are linked for success.

The Columbia School District Technology Plan 2006-09 includes the following:

District-Wide Goals

- Establish a plan for the continual improvement of the teaching and learning process used in the schools.
- Provide opportunities to learner with access to local and global information through availability of current technologies.
- Maximize current technology resources.
- Promote a pattern of innovation.
- Support employee development to insure technological competency.

Teacher and Student Goals

- Promote a pattern of innovation.
- All teachers will use technology as a tool to improve teaching and learning, educational effectiveness, reduce data management time, and promote better communications between parents, teachers, and other staff.
- Students will learn to use technology as a tool to aid them in achieving educational goals as global thinkers.

STAFF

The highly qualified Columbia teaching and administrative staff consists of sixty-eight females and thirty-six males, for a total of ninety-five teachers and nine administrators . Thirty-six have earned a Bachelors Degree; sixty-one certified staff members have continued on to earn Masters Degrees. According to the new guidelines established by *No Child Left Behind*, our teachers meet the “highly qualified” criteria in all areas.

Approximately thirty-four paraprofessionals serve as classroom aides and playground aides. In addition, ten secretaries, one bookkeeper, one financial secretary, fifteen custodial-maintenance personnel, sixteen food service providers, and twenty transportation drivers are

employed by the Columbia School District. These staff members continually strive for improvement by attending workshops, seminars and inservices. Input from the staff is considered when designing professional development opportunities that will lead to improved services for students.

DISTRICT COMMUNICATIONS

The Torch Bearer is published 4 times during the year to highlight curricular and extracurricular activities within the district and to inform the community of school events. Every effort is made to recognize those individual students, groups of students, and staff members who have done successful and extraordinary things. The newsletter also provides current information, announcements and news items to maintain community outreach. The administration coordinates and publishes an **Annual District Calendar** establishing meeting dates for the upcoming year and showcases fine art talents of district students. *The Exponent*, a weekly publication for the Brooklyn area, and the *Jackson Citizen Patriot*, a daily newspaper, report district happenings to a much larger area. Monthly meetings of the Columbia School District Board of Education and other important district events (athletic contests, concerts, plays, etc.,) are telecast on the local People Channel. The district website (www.myeagles.org) is kept current and contains a wide range of information regarding the district as well as the individual buildings.

PARENT AND COMMUNITY PARTICIPATION

Parents and community members play an essential role in the success of the Columbia School District. Without a doubt, extended opportunities are available to students because of the kind-hearted and dedicated support system the district enjoys. At each level – preschool, elementary, middle school and high school – options are available for parents and community members including Parent Teacher Organizations, Athletic Boosters, Academic Boosters, Music Boosters, Project Graduation, Sexual Education Advisory Committee, field trip chaperones, and other special project groups.

Policies and procedures have been implemented to monitor and ensure quality participation in these groups so that the mission of the district will be honored in every decision that is made. Starting with the Columbia Board of Education, the administrative staff, teachers and support staff, every attempt is made to arrive at decisions that are representative of the community in which we live, work and learn.

As part of our commitment to communicating with our “public,” various formats are utilized to disseminate information in a timely and appropriate manner. Each building has regularly published newsletters that are sent to families of students enrolled. In addition, many teachers take advantage of weekly notices, e-mails and telephone correspondences to keep vital news flowing between school and home. The district publishes a quarterly newsletter, *Torch Bearer*, to all post office box holders of the school district. *The Exponent*, a weekly publication for the Brooklyn area, and the *Jackson Citizen Patriot*, a daily newspaper, coverage of district happenings are conveyed to a much larger area. All regularly scheduled Board of Education

meetings and other important district events (athletic contests, concerts, plays, etc.,) are televised on the People Channel, a local public access station.

STUDENT SUPPORT SERVICES

The Columbia School District is dedicated to providing resources to address all aspect of developmental students' needs. In an effort to do this, a K-12 counseling program has three counselors and two social workers available for individual, small group and building needs. Services range from one-on-one counseling, college admissions guidance, development of academic schedules, preventive programs, and promotion of student growth.

Breakfasts, hot lunches, salad bars, and a la carte items are available to students and staff on a daily basis. The sixteen Food Service workers are diligent in their duties, providing nutritious meals to all buildings.

A well-maintained transportation fleet provides safe and convenient services to our students. Each year, the fleet undergoes a comprehensive inspection by Michigan State Police. We have received excellent ratings indicating superior attention by our bus mechanic. Over 300,000 of miles are put on our buses to deliver students to/from school and to special events such as field trips and athletic events. Twenty-seven "runs" carry students between home and school daily. Transportation personnel receive annual training to keep their skills up-to-date.

SPECIALIZED PROGRAMS

Adult and Community Education

A full service adult education program is operated by the Columbia School District at the Columbia Community Education Center in Clarklake. During the school year, the educational needs of 56 adult learners who completed 128 classes for a 67% completion rate. Ten graduated with a diploma. A wide range of opportunities are coordinated by the CCE staff – from community enrichment and recreational offerings, infant nursery, to youth soccer, basketball, and other activities.

Special Education

The Columbia School District works very closely with the Jackson County Intermediate School District in meeting the specialized needs of individual students. A variety of learning options for qualifying students are available at all levels throughout the district. This program provides for those who are learning disabled, cognitively impaired, physically or otherwise impaired, or emotionally impaired. Students attend the Lyle Torrent Center and the Community Based Instruction program as determined by their Individualized Education Plan. On an individual basis, a few students received specialized schooling in out-of-district facilities.

Options High School

The Options High School at the Columbia Community Education center in Clarklake is an alternate educational setting designed for students in grades 9 – 12 to earn full academic credit toward graduation and may participate in classes offered at the Jackson Area Career Center. Services provided to these students include child-care, transportation, co-op training in related

fields, and other school district services. Twenty-seven (27) students, the largest number ever, graduated in May.

Jackson Area Career Center

The Jackson Area Career Center, a service through the Jackson County Intermediate School District, provided vocational classes to seventy-seven high school students. Support staff from the Career Center helped district staff members monitor student development of Educational Development Plan (EDP) with eighth graders.

SCHOOL-TO-WORK

The Columbia School District is the recipient of \$18,237 designated to further career preparation of our students. The final expenditure report includes

- Technology Education support for the library and Golden Eagle Report
- Work-based Learning which consisted of job shadowing, career fair, and field trips
- Career Contextual Learning
- EDP's (Educational Development Plan for 8th graders) – Career Cruising

EXPANDED CURRICULUM

Throughout the Columbia School District, (the two elementary schools, middle school, high school and alternative) obvious efforts to offer extended learning opportunities were evident during the school year. A variety of activities were enacted through the collaboration of students, staff members, parents, business partners and community volunteers. Below are listed some of the events that added greatly to student learning:

- Assemblies, Speakers, Family Nights, and Demonstrations
- Library Participation
- Clubs and Councils
- Academic Enrichment
- Field Trips, Field Days, Camping Experiences
- Drug Free Programs and Activities
- Arts, Theater, and Speech
- Study Island
- Title I Instructional Assistance
- Portfolio Development
- Community Service Activities
- Dual Enrollment Options
- Student-run Credit Unions
- Career Fairs, Job Shadowing
- Student Leadership

GRANTS

Many grants have been received by the Columbia School District to provide additional services to our students. Several of these grants offer educational support for students and staff: Title I, Safe Drug Free Schools and Communities, Title IIA, Title V, At-Risk, Michigan School Readiness, Head Start, and School-To-Work. As a result of these partnerships, students and this community have extended opportunities to learn and grow.

BUDGET

In the 2007-2008 school year, the Columbia School District supplied a wide spectrum of programs and services to students and staff. The district continues to operate in a fiscally responsible fashion.

- 6 mills Homestead and 18 mills Non-Homestead were levied for the operation of the school district.
- 1.40 mills were levied for payment of bond debt which covers district improvements which occurred in 1998 and 2002.
- Operational Revenues generated:
 - \$4,144,326 in local taxes
 - \$8,911,620 in State Aid for 1723 students
 - \$737,687 from investments of funds, rental fees, tuition charges, and local sources
 - \$804,847 Federal and Jackson County Intermediate School District funds

During 2007-2008 operating budget of **\$14,896,297** was broken down into the following:

Instruction

Basic Programs

Elementary.....	6,878,269
Added Needs.....	1,463,038
Adult/Continuing Education.....	162,409

Total Instruction.....\$8,503,716

Support Services

Pupil Services.....	464,187
Instructional Services.....	597,895
General Administration.....	392,221
School Administration.....	888,743
Fiscal Business Service.....	271,529
Operation and Maintenance.....	1,774,611
Pupil Transportation.....	877,827
Information Management.....	345,736
Communication Services.....	50,860
Athletic and Support Services.....	272,800
Debt Services.....	98,018

Community Services.....329,319
Capital Outlay.....28,835
Total Support Services.....\$6,392,581

2007-2008 Grand Total.....\$14,869,297

The district undergoes a comprehensive audit, performed by Willis & Jurasek, at the end of each fiscal year (June 30). A formal report is presented to the community each fall that provides a full accounting of the district's financial activities and procedures.

ANNUAL REPORT MEETING DATES

**Brooklyn Elementary School – Library
Wednesday, August 27, 2008 5:15 PM**

**Miller Elementary School – Library
Wednesday, August 27, 2008 5:15 PM**

**Columbia Middle School – Library
Tuesday, August 26, 2008 7:30 PM**

**Columbia Central High School – Library
Wednesday, August 27, 2007 7:00 PM**

**Columbia Alternative Education Center – Multi-Purpose Room
Tuesday, August 26, 2008 – 5:00 PM**

Columbia School District Board of Education

**Jeff Arnett, President
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Todd Branda, Trustee
Chuck Connolly, Trustee**

Brent D. Beamish, Superintendent
Barbara Vallieu, School Improvement Facilitator
Lisa Petersen, Director State/Federal Programs

The Columbia Board of Education accepted this Annual School Report on Monday, August 11, 2008 at its regular monthly meeting.

It is the policy of the Columbia School District that no person on the basis of race, color, religion, national origin of ancestry, status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity to which it is responsible for which it receives financial assistance from the U. S. Department of Education.