



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 Luppo, 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
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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.