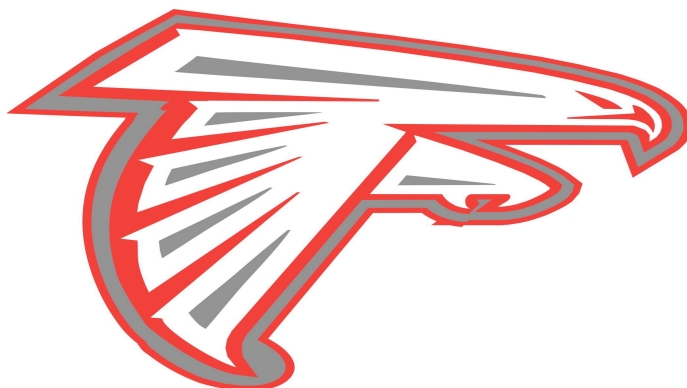


Annual Education Report 2009 – 2010



Constantine Public Schools

Administrative Team

Superintendent: Charles Frisbie
Eastside Principal: Craig Badman
Riverside Principal: Todd Boyer
Middle School Principal: Jean Logan
High School Principal: Michael Mulligan
Alternative Education Director: Dale Wentela
Business Manager: Lisa Seidner

2009-2010 Board of Education

President: John Shuler
Vice-President: Mary Smith
Secretary: Chuck Colley
Treasurer: Pat Touse
Trustee: Connie Dalrymple
Trustee: Marilyn Ritzer
Trustee: Terry Burgess

I. Overview of Individual Schools

Eastside Elementary

Accreditation Status & Education YES! Grades

The chart below identifies Eastside Elementary accreditation status and grades as determined by Education YES!

Education YES! Eastside Elementary Report Card – 2007 - 2010

	<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>	
	Score	Grade	Score	Grade	Score	Grade
Mathematics	82.8	B	83.6	B	83.8	B
English Language Arts	79.4	C	82.8	B	86	B
Science	N/A		N/A		N/A	
Social Studies	N/A		N/A		N/A	
Achievement Subtotal	81.1.	B	83.2	B	84.9	B
Indicators of School Performance	100	A	100	A	100	A
Preliminary	87	B	89	B	90	A
AYP Status	Met AYP	Met AYP	Met AYP	Met AYP	Met AYP	Met AYP
Composite Grade	B	B	B	B	A	A
Michigan Accreditation Status	Yes	Yes	Yes	Yes	Yes	Yes
Other Accreditation Status (if applicable)	Yes	Yes	Yes	Yes	Yes	Yes

School Overview

Eastside Elementary services grades Young Five through 2nd Grade. During 2009-10 Eastside focused on the school improvement process as well as many additional projects.

Grades	Avg. Class Size
Y5	20.9
Kindergarten	23.0
First Grade	26.0
Second Grade	21.4

Riverside Elementary

Accreditation Status & Education YES! Grades

The chart below identifies Riverside Elementary accreditation status and grades as determined by Education YES!

Education YES! Riverside Elementary Report Card for 2007 – 2010

	<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>	
	Score	Grade	Score	Grade	Score	Grade
Mathematics	80.8	B	85.1	B	85.6	B
English Language Arts	82.2	B	79.7	B	89.2	B
Science	N/A		N/A		<i>N/A</i>	
Social Studies	N/A		N/A		<i>N/A</i>	
Achievement Subtotal	81.5	B	82.4		87.4	B
Indicators of Performance	100	A	100	A	100	A
Preliminary	88	B	88	B	92	A
AYP Status	Met AYP	Met AYP	Met AYP	Met AYP	Met AYP	Met AYP
Composite Grade	B	B	B	B	A	A
Michigan Accreditation Status	Yes	Yes	Yes	Yes	Yes	Yes
Other Accreditation Status (if applicable)	Yes	Yes	Yes	Yes	Yes	Yes

School Overview

Riverside Elementary services students in grades third through fifth. During 2009-2010 Riverside focused on School Improvement goals as well as many other projects.

Grade	Avg. Class Size
Third Grade	24.0
Fourth Grade	26.5
Fifth Grade	24.5

Constantine Middle School

Accreditation Status & Education YES! Grades

The chart below identifies Riverside Elementary accreditation status and grades as determined by Education YES!

Education YES! Constantine Middle School Report Card for 2007 – 2010

	<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>	
	Score	Grade	Score	Grade	Score	Grade
Mathematics	97.8	A	100	A	85	B
English Language Arts	77.6	C	64.7	D	90.5	A
Science	87.4	B	89.4	B	67.6	D
Social Studies	98.5	A	90.6	A	90.6	A
Achievement Subtotal	90.3	A	86.2	B	83.4	B
Indicators of Performance	100	A	100	A	100	A
Preliminary Grade	94	A	91	A	89	B
AYP Status	Met AYP	Met AYP	Met AYP	Met AYP	Met AYP	Met AYP
Composite Grade	B	B	A	A	B	B
Michigan Accreditation Status	Yes	Yes	Yes	Yes	Yes	Yes
Other Accreditation Status	Yes	Yes	Yes	Yes	Yes	Yes

School Overview

Constantine Middle School services students in grades sixth through eighth. During 2009-2010 Constantine Middle School focused on School Improvement goals as well as many other projects.

Grade	Avg. Class Size
Sixth Grade	23.2
Seventh Grade	22.5
Eighth Grade	18.5

Constantine High School

Accreditation Status and Education YES! Grades

The chart below identifies Riverside Elementary accreditation status and grades as determined by Education YES!

Education YES! Constantine High School Report Card for 2007 – 2010

	<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>	
	Score	Grade	Score	Grade	Score	Grade
Mathematics	50	F	60	D	78.8	C
English Language Arts	56	F	57.8	F	85.6	B
Science	68.5	D	69.3	D	88.5	B
Social Studies	65.1	D	74.8	C	93.2	A
Achievement Subtotal	59.9	D	65.5	D	86.5	B
Indicators of Performance	N/A		100	A	100	A
Preliminary	60	D	77	C	91	A
AYP Status	Didn't Meet AYP	Didn't Meet AYP	Met AYP	Met AYP	Met AYP	Met AYP
Composite Grade	D-	D-	C	C	A	A
Michigan Accreditation Status	Yes	Yes	Yes	Yes	Yes	Yes
Other Accreditation Status	Yes	Yes	Yes	Yes	Yes	Yes

School Overview

Constantine High School services grades 9-12. During 2009-2010 the High School worked on School Improvement goals as well as many other projects.

Grade	Avg. Class Size
Freshmen	22
Sophomores	22
Juniors	18
Seniors	16

Constantine Alternative Education

Accreditation Status & Education YES! Grades

The chart below identifies Constantine Alternative Education accreditation status and grades as determined by Education YES!

Education YES! Constantine Alternative Education Report Card for 2007-2010

	<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>	
	Score	Grade	Score	Grade	Score	Grade
Mathematics	NA	NA	NA	NA	NA	NA
English Language Arts	NA	NA	NA	NA	NA	NA
Science	NA	NA	NA	NA	NA	NA
Social Studies	NA	NA	NA	NA	NA	NA
Achievement Subtotal	NA	NA	NA	NA	NA	NA
Indicators of Performance	NA	NA	NA	NA	100	NA
Preliminary	NA	NA	NA	NA	NA	NA
AYP Status	NA	NA	NA	NA	NA	NA
Composite Grade	NA	NA	NA	NA	NA	NA
Michigan Accreditation Status	NA	NA	NA	NA	NA	NA
Other Accreditation Status (if applicable)	NA	NA	NA	NA	NA	NA

School Overview

Constantine Alternative Education services students in grades 9-12. During 2009-2010 Alternative Education focused on School Improvement goals as well as many other projects. Alternative Education provides an on-line curriculum. Since 2008-2009 was the first year that the building was recognized as its own there is no comparison data from previous years.

Session	Avg. Class Size
Morning	18
Afternoon	18
Evening	18

District

Specialized Schooling:

In addition to the Young Fives through grade twelve programs, many school districts provide specialized schools for their students. Specialized schools provide educational opportunities and alternatives for students as well as meeting special educational needs.

The following are brief descriptions of the specialized schools and programs that serve the Constantine Community;

PATHFINDER CENTER

Pathfinder is a Special Education School serving handicapped students who reside in St. Joseph County Intermediate School District making up nine separate districts. The Center provides educational services to primarily Autistic Impaired, Severely Mentally Impaired, Severely Multiple Impaired and Trainable students ranging in age from 3 to 26 years.

KALAMAZOO MATH & SCIENCE CENTER

In order to qualify for this center for advanced learning, eligible students must apply and gain acceptance, have exceptionally high scores on competitive academic tests, and gain personal recommendations.

ST. JOSEPH CAREER TECHNICAL EDUCATION CONSORTIUM (CTE)

Students choosing to attend CTE classes are selected on the basis of their desire and commitment to receive vocational training in areas such as Agra-Science & Natural Resources, Automotive Technology, Medical Occupations, Computer Applications for Business, Computer Information Technologies, Computer Aided Design, Building Trades, Early Childhood Education, Electro-Mechanical, Manufacturing Technologies and Marketing Education. The courses are located at four sites within St. Joseph County: Sturgis High School, Centreville High School, Three Rivers High School and Glen Oaks Community College.

JUVENILE DETENTION TREATMENT (JDT)

Students having legal issues can be assigned to the JDT program located in Centreville by a Juvenile Court Judge. Students participating in this program are required to attend from 8:00 AM until 7:00 PM, Monday through Friday. Students are provided with on-line learning and support. Students and parents not in compliance with attendance regulations may be assigned a jail sentence.

DUAL ENROLLMENT

Qualified Constantine students may take courses and pursue special interests at any area college or university.

II. School Improvement Plan

ENGLISH/LANGUAGE ARTS	
Goal:	Improve Student Achievement in reading and writing
Data to Support Goal Selection:	MEAP scores and classroom assessments
Strategies & Interventions:	Implement new reading series Y5-5 th Grade Focus on alignment –reading & writing – K-12 Continue implementing Collins Writing Continue work with 6 Traits
Accomplishments:	The new reading series has been implemented K-8 A new aligned curriculum is in place with the help of “Curriculum Crafters” Collins Writing has been implanted on a K-12 basis
Implications for Next Year:	Continue curriculum work towards the Common Core Continue training with Collins Writing Explore differentiated instruction and Response to Intervention (RTI)

MATH	
Goal:	Improve student achievement in math
Data to Support Goal Selection:	MEAP scores and classroom assessments
Strategies and Interventions:	A district math consultant will work with to align curriculum and assessments
Implications for next year:	Focus on aligning the curriculum with the Common Core

SCIENCE

Goal:	Focus on vertical and horizontal alignment of curriculum and GLCE's.
Data to Support Goal Selection:	MEAP scores, Golden Package & classroom assessments
Strategies and Interventions:	Meet with grade level/content areas
Accomplishments:	Transitional Meetings held with work on assessments.
Implications for Next Year:	Focus on aligning the current curriculum with the Common Core

SOCIAL STUDIES

Goal:	Improve student achievement in Social Studies
Data to Support Goal Selection:	MEAP data and classroom assessments
Strategies and Interventions:	Transitional meetings and review curriculum and assessments
Accomplishments:	Meetings and assessment work has been done
Implications for Next Year:	Focus on aligning current curriculum with the Common Core

III. Student Assessment Data

**RIVERSIDE ELEMENTARY GRADE LEVEL
DATA**

CONSTANTINE MIDDLE SCHOOL DATA

CONSTANTINE HIGH SCHOOL DATA

IV. Adequate Yearly Progress Data

CONSTANTINE PUBLIC SCHOOLS DISTRICT DATA

V. Parent Involvement

Eastside Elementary

	# Attending			% Attending		
2005-2006	NA	NA	NA	96%	NA	42%
2006-2007	NA	NA	NA	98%	90%	NA
2007-2008	NA	NA	NA	97%	91%	NA
2008-2009	NA	NA	NA	90%	NA	NA
2009-2010	NA	NA	NA	91%	NA	NA

Riverside Elementary

	# Attending			% Attending		
2005-2006	NA	NA	NA	95%	NA	40%
2006-2007	277	82	NA	98%	28%	NA
2007-2008	NA	NA	NA	98%	30%	NA
2008-2009	288	84	NA	96%	28%	NA
2009-2010	NA	NA	NA	90%	NA	NA

Constantine Middle School

	# Attending			% Attending		
2005-2006	NA	NA	NA	46%	NA	NA
2006-2007	119	89	45	32%	24%	12%
2007-2008	97	112	NA	29%	33%	NA
2008-2009	132	102	NA	42%	33%	NA
2009-2010	NA	NA	NA	92%	NA	NA

Constantine High School

	# Attending			% Attending		
2005-2006	NA	NA	NA	28.5%	NA	NA
2006-2007	148	62	NA	31%	14%	NA
2007-2008	112	44	NA	26%	10%	NA
2008-2009	97	34	NA	23%	8%	NA
2009-2010	NA	NA	NA	32%	12%	NA

Constantine Alternative Education

Parent Teacher conferences have not been scheduled in the past on a regular basis and are done on an as needed basis to monitor and update parents on student progress.

Parent Involvement Policy

The Board of Education believes student success is more likely to occur when there is an effective partnership between the school and the student's parents/guardians. Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s).

The Board is committed to communicating to parents at their level and in a language they can understand, where possible.

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and parents in matters relating to conduct.

VI. Required High School Criteria for Current Year and Previous Year

Advanced Placement/International Baccalaureate/College Equivalent Courses

School Year	# of Courses	Course Titles	Brief Description
2005- 2006	1	AP English	The course studies the structure, value, and meaning of literary works.
2006-2007	1	AP English	The course studies the structure, value and meaning of literary works.
2007-2008	1	AP English	The course studies the structure, value and meaning of literary works.
2008-2009	1	AP English	The course studies the structure, value and meaning of literary works.
2009-2010	1	AP English	The course studies the structure, value and meaning of literary works.

Enrollment/Passing Rate

Constantine High School provided students with the opportunity to take college level equivalent courses. Eleven students enrolled during the 2005-06 school year. In 2006-07, 9 students enrolled in college equivalent courses. In 2008-09, 12 students enrolled in a college equivalent course and in 2009-10 ??? students enrolled in a college equivalent course.

College Equivalent Courses by Grade Level	# of Enrolled Students 2007-08	% of Enrolled Students 2007-08	Passing Rate % 2007-08	# of Enrolled Students 2008-09	% of Enrolled Students 2008-09	Passing Rate % 2008-09	# of Enrolled Students 2009-10	% of Enrolled Students 2009-10	Passing Rate % 2009-10
9 th Grade	0	0%	N/A	0	0%	N/A	0	0%	N/A
10 th Grade	0	0%	N/A	0	0%	N/A	0	0%	N/A
11 th Grade	0	0%	N/A	0	0%	N/A	1	1%	100%
12 th Grade	14	15%	100%	12	13%	100%	12	14%	100%

College Credit/Dual Enrollment Summary

	2007-2008		2008-2009		2009-2010	
	# Students	% of Students	# of Students	% of Students	# of Students	% of Students
Students receiving College Credit through Dual Enrollment	2	1%	12	6%	13	14%
Students Who Enrolled in College Courses and Took Exam	2	1%	12	6%	13	14%
Students Who Achieved a Score to Receive College Credit	2	1%	12	6%	13	14%

VII. Core Curriculum

Each school district in the State is asked to annually report on the district's "core curriculum". The local core curriculum defines the standards to be achieved by all students and is based on the district's educational mission and the locally developed goals and objectives for students, and is aligned with the Michigan Curriculum Framework. Local school districts determine their own instructional programs for implementing their core curriculum, including the identification of courses and units of study, time allocation and instructional support materials. All students have access to equitable curriculum through regular course/grade selection and/or through special education courses.

In addition to teaching our local curriculum, we are continually examining the State Board of Education's Content Expectations to determine the correlation between the Constantine Public Schools' recommended curriculum and the State Board's model. Each of our buildings (Eastside, Riverside, Middle School, High School and Alternative Education) conducts this comparative examination and focuses on areas for attention appropriate within that building. If Constantine's core curriculum varies from the State Board of Education's Curriculum frameworks, we will indicate to the public where any variances exist.

The district uses a variety of data to monitor curriculum. Currently, MEAP/MME reports, MI-Tracker data disaggregate reports, and other achievement data are used to ensure that all students are reaching their maximum potential. The district continues to place an emphasis on curriculum mapping and aligning. This is an ongoing process.

English Language Arts (ELA)

English Language Arts is aligned with the Michigan Curriculum Framework. Each building is focused on teaching the Grade Level Content Expectations or High School Content Expectations.

Math

Math is aligned with the Michigan Curriculum Framework. Each building is focused on teaching the Grade Level Content Expectations or High School Content Expectations.

Science

Science is aligned with the Michigan Curriculum Framework. Each building is focused on teaching the Grade Level Content Expectations or High School Content Expectations and continually works to align new expectations from the State.

Social Studies

Social Studies is aligned with the Michigan Curriculum Framework. The focus is on Grade Level Content Expectations or High School Content Expectations.

Special Education

The district has focused its attention on aligning the special education curriculum with the general curriculum. The process will continue.

VIII. Teacher Qualifications

Federal legislation, No Child Left Behind (NCLB), requires the reporting of its teachers professional qualifications. What follows reflects the professional qualifications and highly qualified status of Constantine educators.

	B.A.	B.A. + 20	B.A. + 40	M.A. + 10	M.A. + 20	Ph.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	15	9	24	26	5	0

Percentage of Teachers in the School who are Highly Qualified	100%
Percentage of Teachers in the School with Emergency Credentials	0%
Percentage of Core Academic Subject classes not taught by Highly Qualified Teachers	0%

Highly Qualified Progress Plan

All teachers were considered to be highly qualified at the conclusion of 2009-10.

Parent Notification & Point of Contact

District Office	Charles Frisbie, Superintendent	435-8900
Eastside Elementary	Craig Badman, Principal	435-8960
Riverside Elementary	Todd Boyer, Principal	435-8950
Constantine Middle School	Jean Logan, Principal	435-8940
Constantine High School	Michael Mulligan, Principal	435-8920