

Tekonsha Community Schools
Annual Report
2009-2010

*“Tekonsha Schools
Tekonsha’s Pride”*

Organizational Profile

The Tekonsha School District serves children and families from the villages of Tekonsha, Burlington, Ferdonia, Marshall, Butler, and Girard. Our District boundaries encompass farmland, small communities, and natural surroundings within a short driving distance of Battle Creek and Kalamazoo. We are a group of communities rich with time and talent; willing and able to demonstrate a strong commitment to educating our children.

The District has an Elementary School located in Tekonsha and this past year we served around 150 students, grades kindergarten through sixth. We also offered a developmental kindergarten classroom and provided a Michigan School Readiness Program for children four years of age. Our Middle School and High School are located in the village of Tekonsha. The Middle School had an enrollment of around 55 students; grades sixth through eighth. The High School had an enrollment of around 100 students, grades ninth through twelfth.

We offer a comprehensive program of academic study, fine arts, interscholastic athletics and other extra-curricular activities. We have maintained the distinction of being accredited at the high school through the North Central Association of Colleges and Schools since 1997. We continue to create more opportunities for academic excellence through our strong relationships with the Battle Creek Math and Science Center, the Calhoun Area Technology Center, the Kellogg Community College, and the Nova Net. We invite you to read further and learn more about this excellent school southeast of Battle Creek.

Organizational Culture

The following organizational framework was created through the staff and supported by the Tekonsha Board of Education:

Our Core Mission for the schools:

The Tekonsha Community School District is committed to providing a safe, secure environment that fosters the love of learning in which individuals can realize their full potential in both academic and non-academic areas, all within the framework bounded by state regulations and local community consent.

Our Strategic Goals related to our core mission:

- **Our students will meet, or exceed, proficiency standards as measured by the state's standardized assessment in the core content areas of science, social studies, English/language arts, and mathematics.**
- **Our students will successfully complete their secondary education.**
- **Our students will progress to post-secondary education and/or training after graduating from the Tekonsha Community School.**

Please note the targeted benchmarks for each strategic goal will be set on an annual basis until we can accomplish 100% of our core mission.

Our Guiding Principles for the teaching, learning, and work environment for both staff and students are:

1. **We always act in the best interest of those we serve.**
2. **No one has the right to harm others.**
3. **Everyone has a responsibility to help.**

Teaching and Support Staff

The Tekonsha Community School had 22 professional educators teaching across our District this past year. We also had 5 paraprofessionals assisting our students in the educational process, and 17 support staff seeing to it that our students were transported safely, fed healthy and nutritious meals, and were able to learn in a clean, orderly, and functional school environment. Our administrative team and building secretarial staff included 5 more dedicated professionals striving for excellence in education.

Federal oversight and accountability placed on schools through the No Child Left Behind (NCLB) legislation required every school district in America document how their teachers met the standards to be recognized as Highly Qualified. An audit completed by the Michigan Department of Education found that all of our teachers in the Tekonsha District (or 100%) met the federal standards for being Highly Qualified to teach their assignments. 100% of our teachers hold a valid teacher certification with the state of Michigan.

Curriculum

The Tekonsha Community School was a proud participant of the National Science Foundation's Research PROM/SE Grant to study instructional techniques, curriculum coherence, and student outcomes for science and mathematics. This is a five-year effort to take a deep dive into just how we are teaching our students in these content areas and what changes can be made so our students can become some of the highest achievers in science and mathematics. The data collected will go far in helping us provide the best instruction we possibly can in these subject areas. The project is guided by Michigan State University and a large collaborative with Calhoun, Ingham and St. Clair Counties in Michigan and Cleveland and Cincinnati in Ohio. Our math curriculum in grades K-6 is a traditional math series that is research based and provides elementary students with a great foundation in mathematics. Our Middle School math series is Connected Math 2 and is endorsed by Michigan State University.

The Michigan Merit Core Curriculum and the State's graduation requirements require rigorous academic requirements for this year's juniors. Although the Tekonsha Board of Education and teaching staff adopted new graduation requirements one year earlier that matched the new state requirements, each class hereafter must meet these increased standards for Michigan.

The high school provides dual enrollment opportunities through Kellogg Community College as well as opportunities to attend the Calhoun Area Career Center and the Battle Creek Area Math and Science Center.

We continue to provide all day/every day Kindergarten and believe such a program has had significant impact on our children's readiness to learn and their subsequent academic growth. We continue our Pre-School program for 4 year olds. We had 11 proud graduates this year who are best equipped to meet the demands of Kindergarten! We have aggressively pursued Title One grants which allow us to provide targeted instruction to children who need a little extra help through 8th grade.

Athletics and Extra-Curricular Activities

Our interscholastic sports program continues to move forward in a very positive and constructive direction. Tekonsha offers student athletes the opportunity to compete in the following sports: Football, Cross Country, Basketball, Volleyball, Track and Field, Baseball and Softball. We had a very busy year with extra-curricular activities offered through the schools in Tekonsha. The following activities were provided through the year: Student Council, National Honor Society, Yearbook, and a Cabaret. It is also important to note that many of our teachers and support staff were involved with our students in extra-curricular activities and/or interscholastic sports throughout the year. Field trips were an important extra learning activity in all grades. Visits were made to Chicago area museums, Kalamazoo Air Zoo, Binder Park Zoo and Lansing points of interest.

District Technology

This past year we continued to build upon our solid foundation in the use of technology across the District and in the educational process for students. We have 3 instructional computer labs in the district. We operate both at the network and user levels on a Microsoft based system. Our curriculum for computer technology meets all of the Michigan Educational Technology Standards for learning, and many of these benchmarks are achieved by the time our students finish the 8th grade. We provide technology classes from kindergarten through eighth grade.

Parental Involvement

The Tekonsha Community School begins each year with an Open House designed to introduce and orient parents to our staff and facilities. At the beginning of each sports season, a Parent Night is held to introduce the coaching staff and Athletic Director and to review the athletic handbook or other rules/regulations pertaining to student athletes. Twice each year the schools provide Parent/Teacher Conferences to update parents on their child's academic progress and to address any concerns parents may have with their child's school experiences. Over 75% of parents attend these conferences. We also have a large number of parents using our Parent Connect web-based system to monitor attendance, grades, and nutrition. Both the elementary and middle schools provide regular newsletters home to parents, and the high school uses email to communicate weekly updates to parents.

Aside from these regular opportunities for input, parents are encouraged to drop in to our school offices at any time. Our Board of Education holds a Business Session the second Tuesday of each month. Parents and community members are welcome to provide "public comments" at the appropriate times during the agenda and can participate extensively in the work session topics as they are discussed by the Board.

We also have a standing Committee on Sex Education, the Athletic Boosters Club, and a Band Boosters Club, that have parent participation. Tekonsha Elementary has a longstanding Parent Teacher Organization (PTO) made up of concerned parents wishing to have a more formal and

positive influence on our schools. There were a number of opportunities for parents to volunteer in special projects around our District last year. We cannot adequately express our appreciation for all of the parents and community members who volunteered their time and talents so selflessly to help our schools and students.

Student Achievement

Our core mission is really student achievement, plain and simple. Although we are often given many tasks and priorities by the state and federal government and by our own communities, our main purpose is to educate our students and help them reach their fullest human potential. Toward that end, we will review our strategic goals and the related data from our performance last year.

Our students will meet, or exceed, proficiency standards as measured by the state’s standardized assessment in the core content areas of science, social studies, English/language arts (reading and writing), and mathematics.

One way of measuring this goal is by the state’s standardized assessment scores on the MEAP for grades 3rd, 4th, 5th, 6th, 7th, 8th, & 9th, and the Michigan Merit Exam (MME) for the 11th grade. The following table is a comparison of the 2009/2010 MEAP scores for Tekonsha’s students to the state average. The scores actually represent the percentage of students that met or exceeded the proficiency standard for each content area.

2009 MEAP Scores in Comparison with the State

* score was better than last year's score

Subject	Grade	Tekonsha %proficient	State %proficient	
Reading	Third	100	90*	
	Fourth	81	84*	
	Fifth	81	85*	
	Sixth	100	88*	
	Seventh	80	82*	
	Eighth	50	83*	
	Math	Third	90	95*
		Fourth	83	92*
Fifth		75	79*	
Sixth		93	82*	
Seventh		80	82	
Eighth		53	70	
Science	Fifth	82	81	
	Eighth	64	76	
Social St.	Sixth	73	73	

Subject	Grade	Tekonsha %proficient	State %proficient
	Ninth	58	71

2009 MME Scores in Comparison with the State

Subject	Grade	Tekonsha %proficient	State %proficient
Reading	High School	65	65
Math	High School	35	50
Science	High School	66	58
Social St.	High School	75	79
Writing	High School	40	44

Besides the standardized testing administered by the state, we offer numerous other assessments to determine the needs of the students. At the elementary level, there are Reading assessments such as DIBELs and Read Naturally. The math program has additional assessments and the science kits have pre and post tests. Teachers also use a variety of formative and summative assessments in both the elementary and high school. The high school has end-of-course exams which are given to all students.

Another way of considering how our District is meeting its responsibilities for student achievement is to use the Michigan Department of Education's Ed YES Report Card. In this report, the school is assessed on 90 different data points to determine if we met Adequate Yearly Progress (AYP) on student achievement and what our school building's composite grade should be for the year. In the school year ending 2010, all three of our schools met AYP. Our Elementary School received a grade of B, our Middle School received a grade of B, and our High School received a grade of B.

Another important indicator of Student Success is the graduation rate. This is a percent that the State uses to help them determine our AYP status and Grade. The graduating class of 2010 had a 100% "graduation rate." This is our proudest achievement!

When reviewing such data from the state and federal level on student academic performance, we also look closely at our special needs population. Each year the Michigan Department of

Education performs an audit of 40 requirements from the Individuals with Disabilities Education Act (IDEA). These requirements range in nature from official documentation and planning, time lines and legal actions, to student achievement and graduation. Our determination rating was a 2 overall; which is the best rating possible for a district indicating that we met all such requirements.

2010 District AYP Status - Yes

Grade Level	AYP Status Reading	AYP Status Math	AYP Status	
Elementary (3-5)	Yes	Yes	Met AYP	View Details
Middle School (6-8)	Yes	Yes	Met AYP	View Details
High School (11)	Yes	Yes	Met AYP	View Details

The federal No Child Left Behind Act requires that Adequate Yearly Progress (AYP) be calculated for all public schools, and for each school district. The school district must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient (basic and apprentice) category of achievement by 10% ("safe harbor"). A school district must also test at least 95% of its students enrolled in the school as a whole and in each required student group. In addition, the district must meet or exceed the other academic indicators set by the state: graduation rate for the high school level and attendance rate for elementary and middle school levels. These achievement goals must be reached for each subgroup that has at least 30 students in the group. The group size is the same for the school, and for the school district. It is possible for a district to not make AYP at a grade range, even though all of its schools make AYP, because there may be student groups measured at the district level that are not measured at the building level.

In calculating adequate yearly progress (AYP) for a district, the district is considered to be one big "school." The requirements for an individual school to make AYP are then applied to the district. Total district enrollment is thus used (for example, all 4th graders in the district combined together) to determine if the district makes AYP in terms of participation in state assessment. The same calculation is carried out for proficiency and for the additional academic indicator. Note that a school district is considered to have "made AYP" if the district makes AYP (in both reading and in mathematics) at two of the three grade ranges - elementary, middle, or high school.

For more information, please go to the following link (<http://aer.data4ss.org/Default.aspx>) and use the tabs on the side of the page. There is much more detailed information available here.