

**NAPOLEON
COMMUNITY
SCHOOLS**

**DISTRICT
ANNUAL
REPORT**

2005-2006

VISION STATEMENT:

THE VISION OF THE NAPOLEON COMMUNITY SCHOOLS IS TO CREATE A "QUALITY CULTURE", DEVOID OF TRADITIONAL BARRIERS OF LEARNING, THAT WILL ALLOW OUR LEARNERS TO DEVELOP SKILLS ENABLING THEM TO ADAPT AND SUCCEED IN A CHANGING SOCIETY.

THE DISTRICT WILL:

- BE THE CENTER OF LEARNING FOR ALL AGES.
- UTILIZE A VARIETY OF METHODOLOGIES TO MEET THE NEEDS OF THE LEARNERS.
- PROVIDE AN ENVIRONMENT TO BUILD CHARACTER, PRIDE AND CITIZENSHIP.
- ACCEPT THE CHALLENGES THAT ACCOMPANY CHANGE.

MISSION STATEMENT:

IN PARTNERSHIP WITH OUR COMMUNITY, THE MISSION OF NAPOLEON COMMUNITY SCHOOLS, AS A LEADER IN EDUCATION, IS TO STRIVE FOR EXCELLENCE BY PROVIDING STUDENTS WITH QUALITY, EQUITABLE AND DIVERSE LEARNING EXPERIENCES PREPARING THEM TO BECOME RESPONSIBLE AND PRODUCTIVE MEMBERS OF A COMPETITIVE SOCIETY.

Welcome to the Napoleon Community Schools!

Dear Resident,

This 2005-2006 Annual Report has been provided through the leadership of the Napoleon Community Schools Board of Education and our family of employees in the district. The publishing and distribution of the annual Report continues to be one of several positive efforts by the district to foster and strengthen communication across the community. The Board of Education and staff are proud of the educational programs and activities that are provided to Napoleon students and residents and wish to extend appreciation to the community for their continued support.

The district vision, mission and beliefs, which center around the development of responsible and productive citizens, remain the focus of the district school improvement committee, the Aim For Excellence Committee, which meets monthly to oversee the district school improvement efforts. In this age of rapidly changing society, our goal is to provide students with a learning environment that will enhance student achievement. This can best be accomplished through hard work, commitment and cooperation, which together will result in the best for all students. Included in this year's Annual Report to the community is information about:

- District Goals
- Building Level School Improvement
- Accreditation
- Student Achievement
- Staff Development
- Core Curriculum
- Parent & Community Participation
- Student Graduation and Drop Out Rate
- Specialized Schools
- Adult & Community Education
- Child Care Center Programs
- Budget
- Goals 2000
- Drug Free Schools

In addition, building Annual Reports are available at each building or by contacting the Administration office at 536-8667.

Sincerely,

James Graham
Superintendent

PROFILE

The Napoleon Community Schools are the focus of a growing community, ideally located in eastern Jackson County. The district is primarily comprised of Napoleon Township and portions of Columbia, Grass Lake, Norvell and Sharon Townships, with a growing population of approximately 7,000 residents.

Integrated within our fundamental curriculum of arts, health, language arts, math, science and social studies, are learning experience in pre-school, gifted and talented, career pathways, technology, and special education services. In addition to district programs, activities and facilities are used extensively for child care, youth and adult enrichment, senior citizens and other community organizations.

Programs are located in four buildings: Ackerson Lake Community Center, Ezra Eby Elementary School, Napoleon Middle School, Napoleon High School and the Athletic Complex. The district also contains administration and transportation buildings. Ezra Eby Elementary, the middle and high school are accredited through North Central Association in the Transitions process. The Napoleon Community Schools participate in the "Schools of Choice" option in Jackson County Intermediate School District and have a low bond debt.

NAPOLEON COMMUNITY SCHOOLS BOARD OF EDUCATION

The Board of Education for the 2005-2006 school year included Mike Hritzak, President, Dan Goostrey, Vice President; Karen VanWagnen, Secretary; Homer Davis, Treasurer; Shawn Murphy, Trustee; Traci Johnson, Trustee; Stuart Smith, Trustee and Tom Knutson, Trustee.

The strength of Napoleon Community Schools continues to be enhanced through the commitment and dedication demonstrated by the members of the Board of Education. The Board of Education, once again in the 2005-2006 school year, received recognition from the Michigan Association of School Boards for Board member training on school board issues and policy responsibilities. The Board of Education continued for the future through monitoring progress of the following Success Indicators:

EDUCATIONAL PROGRAMS:

An educational program that prepares all students to pursue their life and career choices.

Measurement Instruments:

- District Proficiency Tests
- Data based on the NCA credentialing process

SCHOOL CLIMATE:

A school climate that fosters a safe and enriching environment.

Measurement Instruments:

- Administer commercial school climate surveys.
- Discipline tracking

COMMUNICATION:

A fully informed community as a result of effective on-going communication and active involvement.

Measurement Instruments:

- Community Survey every 5 years
- Parent Teacher Conference attendance tracking

FINANCE:

Manages dollars invested in our school prudently and wisely and work with all funding entities to help ensure that we have the dollars necessary to provide a quality educational experience for all children.

Measurement Instruments:

- Annual balanced budget
- Minimum 10% fund equity

HUMAN RESOURCES:

Recruit; employ and retain the very best faculty and staff available, establishing clear and high expectations for their performance, evaluate their contributions and provide continuous and meaningful growth and development opportunities,

Measurement Instruments:

- All staff will be Highly Qualified for their position by June, 2006 according to NCLB.
- All staff participates in professional development annually (including outside conferences and workshops)

FACILITY:

Provide the facility needs of the district and diligently maintain the investment the community has made.

Measurement Instruments:

- Preventative Maintenance Plan
- Long Range Planning – Facilities Committee – track data (including technology infrastructure)
- Data collected on each Success Indicator will form the basis for the annual evaluation of the Superintendent and Administrative Team.
- Individual building reports address specific building staff credentials.

SCHOOL IMPROVEMENT STRATEGIC LONG RANGE PLAN

During the course of the year the district has continued to review the district school improvement/strategic plan. Current facilities are functional with the only real concerns being enrollment and potential need for space in the near future. All three buildings have been involved in restructuring based on current educational research and best practice. At the elementary, the implementation of multiage and multiyear classrooms continues. At the middle school, the staff has focused on continuous improvement of a full middle school concept structure while the high school continues to focus on Career Pathways with block scheduling in a trimester format to better meet student needs. All three buildings have continued with special education delivery through an inclusion model that is a model program for the county and has added a resource room to enhance the current strategy. With the addition of Reading Recovery a solid foundation is in place K-12 and the focus has now turned full force to the challenge of bringing student achievement levels to ever higher levels for all students. As such, goals for the district are directly tied to student performance on the MEAP tests which have been developed at the state level to measure student achievement levels on the Michigan Core Curriculum. The district Aim For Excellence Committee made up of parents, teachers, students, board members, community members and administrators developed the goals and each building set their annual benchmarks for progress they are aiming towards in meeting the district goals. The goals and their benchmarks are as follows:

AIM FOR EXCELLENCE DISTRICT GOALS
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- 1. A minimum of 75% of 3rd grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in math each academic year.**

	<u>State Average</u>
2005/2006 Actual: 96%	2005/2006: 87%
- 2. A minimum of 75% of 3rd grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in reading each academic year.**

	<u>State Average</u>
2005/2006 Actual: 86%	2005/2006: 98%
- 3. A minimum of 75% of 3rd grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in writing each academic year.**

	<u>State Average</u>
2005/2006 Actual: 56%	2005/2006: 51.5%
- 4. A minimum of 75% of 3rd grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in English language arts/reading and writing combined each academic year.**

	<u>State Average</u>
2005/2006 Actual: 91%	2005/2006: 78%
- 5. A minimum of 75% of 4th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in math each academic year.**

	<u>State Average</u>
2003/04 Actual: 82%	2003/04: 73%
2004/05 Actual: 82%	2004/05: 72%
2005/06 Actual: 89%	2005/06: 82%

6. **A minimum of 75% of 4th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in reading each academic year.**

State Average

2003/04 Actual: 91%	2003/04: 79%
2004/05 Actual: 90%	2004/05: 82%
2005/06 Actual: 92%	2005/06: 83%

7. **A minimum of 75% of 4th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in writing each academic year.**

State Average

2003/04 Actual: 44%	2003/04: 48%
2004/05 Actual: 53%	2004/05: 46%
2005/06 Actual: 58%	2005/06: 55%

8. **A minimum of 75% of 4th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in english/language arts each academic year.**

State Average

2003/04 Actual: 75%	2003/04: 64%
2004/05 Actual: 81%	2004/05: 69%
2005/06 Actual: 86%	2005/06: 77%

9. **A minimum of 75% of 5th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in math each academic year.**

State Average

2005/06: Actual: 88%	2005/06: 73.4%
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10. **A minimum of 75% of 5th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in reading each academic year.**

State Average

2005/06: Actual: 89%	2005/06: 80%
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11. **A minimum of 75% of 5th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in writing each academic year.**

State Average

2005/06: Actual: 58%	2005/06: 63%
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12. **A minimum of 75% of 5th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in english language arts each academic year.**

State Average

2005/06: Actual: 83%	2005/06: 75%
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13. **A minimum of 75% of 5th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in science each academic year.**

State Average

2003/04 Actual: 91%	2003/04: 78%
2004/05 Actual: 89%	2004/05: 79%
2005/06 Actual: 91%	2005/06: 77%

14. **A minimum of 75% of 5th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in social studies each academic year.**

	<u>State Average</u>
2003/04 Actual: 36%	2003/04: 31%
2004/05 Actual: 36%	2004/05: 26%
2005/06 Actual: Test not given	2005/06: Test not given

15. **A minimum of 75% of 6th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in writing each academic year.**

	<u>State Average</u>
2005/06 Actual: 60%	2005/06: 74.8%

16. **A minimum of 75% of 6th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in reading each academic year.**

	<u>State Average</u>
2005/06 Actual: 81.2%	2005/06: 79.68%

17. **A minimum of 75% of 6th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in English language arts each academic year.**

	<u>State Average</u>
2005/06 Actual: 73%	2005/06: 76.7%

18. **A minimum of 75% of 6th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in math each academic year.**

	<u>State Average</u>
2005/06 Actual: 66.7%	2005/06: 65.1%

19. **A minimum of 75% of 6th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in social studies each academic year.**

	<u>State Average</u>
2005/06 Actual: 81.2%	2005/06: 78.3%

20. **A minimum of 75% of 7th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in english/language arts each academic year.**

	<u>State Average</u>
2003/04 Actual: 67%	2003/04: 57%
2004/05 Actual: 72%	2004/05: 66%
2005/06 Actual: 70%	2005/06: 72.8%

21. **A minimum of 75% of 7th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in writing each academic year.**

	<u>State Average</u>
2003/04 Actual: 62%	2003/04: 47%
2004/05 Actual: 49%	2004/05: 54%
2005/06 Actual: 70%	2005/06: 66.7%

22. **A minimum of 75% of 7th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in reading each academic year.**
- | | |
|---------------------|----------------------|
| | <u>State Average</u> |
| 2003/04 Actual: 68% | 2003/04: 61% |
| 2004/05 Actual: 76% | 2004/05: 73% |
| 2005/06 Actual: 73% | 2005/06: 75.8% |
23. **A minimum of 75% of 7th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in math each academic year.**
- | | |
|---------------------|----------------------|
| | <u>State Average</u> |
| 2005/06 Actual: 68% | 2005/06: 59.6% |
24. **A minimum of 75% of 8th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in science each academic year.**
- | | |
|---------------------|----------------------|
| | <u>State Average</u> |
| 2003/04 Actual: 77% | 2003/04: 66% |
| 2004/05 Actual: 76% | 2004/05: 65% |
| 2005/06 Actual: 86% | 2005/06: 76.8% |
25. **A minimum of 75% of 8th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in writing each academic year.**
- | | |
|---------------------|----------------------|
| | <u>State Average</u> |
| 2005/06 Actual: 68% | 2005/06: 64.7% |
26. **A minimum of 75% of 8th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in math each academic year.**
- | | |
|---------------------|----------------------|
| | <u>State Average</u> |
| 2003/04 Actual: 77% | 2003/04: 63% |
| 2004/05 Actual: 61% | 2004/05: 62% |
| 2005/06 Actual: 77% | 2005/06: 63% |
27. **A minimum of 75% of 8th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in reading each academic year.**
- | | |
|---------------------|----------------------|
| | <u>State Average</u> |
| 2005/06 Actual: 78% | 2005/06: 72% |
28. **A minimum of 75% of 8th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in english/language arts each academic year.**
- | | |
|---------------------|----------------------|
| | <u>State Average</u> |
| 2005/06 Actual: 73% | 2005/06: 69.4% |
29. **A minimum of 75% of 9th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in social studies each academic year.**
- | | |
|---------------------|----------------------|
| | <u>State Average</u> |
| 2005/06 Actual: 83% | 2005/06: N/A% |

30. **A minimum of 75% of 11th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in math each academic year.**

State Average

2003/04 Actual: 58.6%	2003/04: 51%
2004/05 Actual: 47%	2004/05: 46%
2005/06 Actual: 67%	2005/06: 52%

31. **A minimum of 75% of 11th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in reading each academic year.**

State Average

2003/04 Actual: 79.5%	2003/04: 76%
2004/05 Actual: 57%	2004/05: 65%
2005/06 Actual: 78%	2005/06: 70%

32. **A minimum of 75% of 11th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in science each academic year.**

State Average

2003/04 Actual: 59.4%	2003/04: 51%
2004/05 Actual: 65%	2004/05: 49%
2005/06 Actual: 79%	2005/06: 57%

33. **A minimum of 75% of 11th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in writing each academic year.**

State Average

2003/04 Actual: 57.7%	2003/04: 48%
2004/05 Actual: 27%	2004/05: 47%
2005/06 Actual: 56%	2005/06: 55%

34. **A minimum of 75% of 11th grade students enrolled in Napoleon Community Schools will demonstrate competency (as defined by the Michigan Department of Education on Michigan Educational Assessment Program assessments) in social studies each academic year.**

State Average

2003/04 Actual: 31.8%	2003/04: 31%
2004/05 Actual: 26%	2004/05: 32%
2005/06 Actual: 38%	2005/06: 36%

To meet these ambitious goals the district has focused on curriculum alignment for all content areas. District level competency tests are continuously being developed that will monitor student progress in mastering course outcomes. Professional development efforts for staff will be focused on effective instructional delivery techniques tailored to address the variety of students' learning styles. Finally the staff will be working to develop even stronger partnerships with families in regards to their student's progress through increased communication and shared decision-making.

School Improvement

School Improvement is a collaborative process at both the district Aim For Excellence Committee and building levels School Improvement Teams, through which the Board of Education, school staff, and community members develop, implement, and evaluate plans for educational programming leading to improved student learning. School Improvement Teams are comprised of Board members, administrators, teachers, students, support staff, parents and community members. These teams meet on a regular basis to set goals and develop plans of action and implement new programs. School Improvement Plans focused on the following areas for the 2005/06 year:

1. Emphasized professional development in the areas of reading, writing, mathematics, science, social studies and career pathways.

2. Continued to work toward improving MEAP scores for students scoring below the state standards.
3. Continued to work toward fulfilling North Central Accreditation (NCA) requirements for the Performance Accreditation Model.
4. Continued to implement the district-wide Technology Plan.
5. Began the process of compliance with Education Yes! And NCLB requirements.

Staff Development

Staff development continued as a high priority of the district in the 2005/06 school year with the Board of Education approving, as an addition to the School Improvement Strategic Long Range Plan, the strategy to plan and implement staff development that supports all areas of our programs/departments. A breadth of employee opportunities for growth has been provided through workshops, seminars, in service days and special training programs to continue overall improvement of educational preparation for the most effective delivery of instruction to students in the Napoleon Community Schools. The district continues to provide staff development for support staff that placed an emphasis on training programs designed to effectively and efficiently complete daily responsibilities as needed. A more detailed listing of staff development activities has been outlined in each of the buildings' annual reports. A major emphasis with staff development, once again, this past year was on curriculum design and alignment. During the 2005-2006 school year the elementary, middle school and high school staffs worked on building school improvement and put considerable time into the Performance Accreditation Model process for North Central Association. At all levels, a significant amount of time was spent on expanding education opportunities, with the elementary continuing the multiage and multiyear instructional program assessment and adding reading recovery and literacy training. The middle school spent extensive time on teaching strategies, classroom management, brain research and assessment to enhance student achievement levels. The high school focused on language arts, science curriculum, social studies, career pathways and assessment to enhance student achievement and success beyond high school.

Accreditation

Accreditation has been and continues to be important to the Napoleon Community Schools. Each of the K-12 buildings within the Napoleon Community Schools has achieved North Central Association Accreditation through established goals focusing on student achievement. All three (3) of the K-12 buildings (Ezra Eby Elementary, Napoleon Middle School and Napoleon High School) had received full NCA accreditation status as of the end of the 1999-00 school year under the Outcomes Endorsement Model

Though not a state requirement, as a district the Napoleon Community Schools has decided to be recognized as a school in the Performance Accreditation model of the North Central Association. It is a new model that is more focused on individual student achievement through goals that the schools create based on a triangulation of data that show need. We are currently in year three of this model, and because of the previous two years in Transitions, we have our profile, goals, research and assessments all in place and nearly implemented.

Each school will be accredited individually. While the focus is on individual student achievement, preparing students for the transition from building to building remains an integral part of the process.

As a district we have selected the areas of math, reading and writing for our goals. The goals within each building reflect the needs of the students. Through these goals and the Performance Accreditation model, we will be able to align the schools through the curriculum, and social aspects that confront our students as they progress through the Napoleon Community Schools.

Student Achievement

District growth and achievement is measured and reported both on an individual basis and through the use of scores on criterion referenced assessments and informal assessment. The Michigan Educational Assessment Program (MEAP) is given each year at specific grade levels at the elementary, middle and high school. In the Annual Report, the scores from this criterion referenced assessment have been reported by grade level and gender scores. This information along with additional student/school data, will be used by the building School Improvement Teams as part of the student profiles in identifying strategies for student improvement.

Michigan Educational Assessment Program (MEAP)

<u>MATH</u>	<u>Achievement Category</u>	<u>2006 Winter</u>	<u>2005 Winter</u>	<u>2004</u>
3 rd Grade	Level 1	64	Test	Test
	Level 2	32	Not	Not
	Level 3	4	given	given
	Level 4	0		
4 th Grade	Level 1	37	30	32
	Level 2	52	52	50
	Level 3	10	17	17
	Level 4	1	1	1
5 th Grade	Level 1	39	Test	Test
	Level 2	49	Not	Not
	Level 3	11	given	given
	Level 4	1		
6 th Grade	Level 1	22	Test	Test
	Level 2	44	Not	Not
	Level 3	25	given	given
	Level 4	9		
7 th Grade	Level 1	30	Test	Test
	Level 2	39	Not	Not
	Level 3	24	given	given
	Level 4	8		
8 th Grade	Level 1	36	35	53
	Level 2	41	26	24
	Level 3	12	24	13
	Level 4	11	15	9
11 th Grade	Level 1	1	1	10
	Level 2	37	46	48.6
	Level 3	14	16	21.6
	Level 4	28	37	19.8

<u>READING</u>	<u>Achievement Category</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>
3 rd Grade	Level 1	38	Test	Test
	Level 2	60	Not	Not
	Level 3	2	given	given
	Level 4	0		
4 th Grade	Level 1	24	Test	Test
	Level 2	68	Not	Not
	Level 3	7	given	given
	Level 4	1		
5 th Grade	Level 1	42	Test	Test
	Level 2	47	Not	Not
	Level 3	8	given	given
	Level 4	3		
6 th Grade	Level 1	24	Test	Test
	Level 2	57	Not	Not
	Level 3	15	given	given
	Level 4	4		
7 th Grade	Level 1	12	25	22
	Level 2	61	51	45
	Level 3	14	13	18
	Level 4	13	11	14
8 th Grade	Level 1	16	Test	Test
	Level 2	62	Not	Not
	Level 3	13	given	given
	Level 4	9		
11 th Grade	Level 1	0	2	16.1
	Level 2	65	55	63.4
	Level 3	15	24	13.4
	Level 4	13	19	7.1

<u>SCIENCE</u>	<u>Achievement Category</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>
5 th Grade	Level 1	47	38	42
	Level 2	44	51	49
	Level 3	9	10	9
	Level 4	0	1	0
8 th Grade	Level 1	41	16	14
	Level 2	45	60	63
	Level 3	10	19	20
	Level 4	3	5	3
11 th Grade	Level 1	0	1	1.8
	Level 2	66	64	57.6
	Level 3	14	12	38.7
	Level 4	16	22	1.8

<u>WRITING</u>	<u>Achievement Category</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>
3 rd Grade	Level 1	3	Test	Test
	Level 2	53	Not	Not
	Level 3	33	given	given
	Level 4	11		
4 th Grade	Level 1	3	Test	Test
	Level 2	55	Not	Not
	Level 3	40	given	given
	Level 4	2		
5 th Grade	Level 1	2	Test	Test
	Level 2	56	Not	Not
	Level 3	40	given	given
	Level 4	2		
6 th Grade	Level 1	5	Test	Test
	Level 2	55	Not	Not
	Level 3	37	given	given
	Level 4	3		
7 th Grade	Level 1	0	1	4
	Level 2	70	48	58
	Level 3	25	47	38
	Level 4	5	4	0
8 th Grade	Level 1	6	Test	Test
	Level 2	62	Not	Not
	Level 3	28	given	given
	Level 4	4		
11 th Grade	Level 1	0	0	1.7
	Level 2	47	27	56
	Level 3	37	54	38
	Level 4	15	19	1.7

<u>ELA</u>	<u>Achievement Category</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>
3 rd Grade	Level 1	17	Test	Test
	Level 2	74	Not	Not
	Level 3	9	given	given
	Level 4	0%		
4 th Grade	Level 1	11	Test	Test
	Level 2	75	Not	Not
	Level 3	14	given	given
	Level 4	0		
5 th Grade	Level 1	18	Test	Test
	Level 2	65	Not	Not
	Level 3	15	given	given
	Level 4	2		
6 th Grade	Level 1	10	Test	Test
	Level 2	62	Not	Not
	Level 3	23	given	given
	Level 4	4		

7 th Grade	Level 1	1	10	7
	Level 2	70	62	60
	Level 3	22	20	28
	Level 4	7	8	5
8 th Grade	Level 1	5	Test	Test
	Level 2	68	Not	Not
	Level 3	20	given	given
	Level 4	7		
11 th Grade	Level 1		0	1*
	Level 2		46	56*
	Level 3		33	39*
	Level 4		21	4*

*Percentage does not reflect retakes.

<u>Listening</u>	<u>Achievement Category</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>
7 th Grade	% Level M	54	67	71
11 th Grade	% Level M	54	71	79
<u>SOCIAL STUDIES</u>	<u>Achievement Category</u>		<u>2005</u>	<u>2004</u>
6 th Grade	Level 1	55	Test	Test
	Level 2	26	Not	Not
	Level 3	14	given	given
	Level 4	5		
8 th Grade	Level 1	Moved	2	5
	Level 2	To	24	27
	Level 3	9 th Grade	37	41
	Level 4		37	28
9 th Grade	Level 1	1	Test	Test
	Level 2	16	Not	Not
	Level 3	50	given	given
	Level 4	33		

In addition to the achievement results highlighted in this summary of district results, each building has compiled building annual reports, which include more information. The Napoleon High School Annual Report also includes a summary of results on the ACT (American College Test) which is given at the eleventh and twelfth grade levels. These reports are available by contacting the specific building and requesting a copy of the building annual report.

Core Curriculum

The Napoleon Community Schools continues to use the State Board of Education Michigan Curriculum Frameworks, established in 1996, as the framework to ensure that all schools offer courses which meet the intent of the core curriculum with support and involvement of our local school district. During the 2005-06 school year various content area curriculum reviews were continued to ensure correlation with the Michigan Curriculum Framework as part of this on-going process. It is the intent of the Napoleon Community Schools to offer a core curriculum, where feasible and practical, that closely meets and aligns with the Michigan Curriculum Framework.

Parent & Community Involvement

One of the most important factors in the educational success of our students is the ongoing support and involvement of parents and community volunteers in our schools. This has and continues to be a major strength of the Napoleon Community Schools, with involvement and support coming from parents, district residents, and community and school groups.

At the district level, students, parents, senior citizens, business and industry representatives and many community residents (who do not currently have children in the schools) are involved with a vast array of programs and support activities to strengthen the school community. This volunteerism and involvement in giving many hours of time to complete programs and projects for students in the district, serving on committees and task forces, participating in community outreach services, supporting fund raising activities and events, and, most importantly, demonstrating a sincere caring and interest in Napoleon Community Schools is a unique asset to the community.

The Napoleon Board of Education and family of school employees wish to, once again, extend a *"thank you"* to the special groups of individuals and organizations who continue to be invaluable to the success of the Napoleon Community School District.

Adequate Yearly Progress Data

Ezra Eby Elementary

Report Card	2005-2006	2004-2005
School Performance	95%	N/A
Student Achievement Status	87.3%	N/A
Composite Grade	90%	N/A
Met Adequate Yearly Progress	Yes	N/A

Middle School

Report Card	2005-2006	2004-2005
School Performance	93.0	93.0
Student Achievement Status	83.2	82.8
Preliminary Grade	86.0	86.0
Met Adequate Yearly Progress	Yes	Yes

High School

Report Card	2005-2006	2004-2005
School Performance	95	95
Student Achievement Status	75.6	79.9
Preliminary Grade	82	82
Met Adequate Yearly Progress	Yes	Yes

Student Graduation & Dropout Rate

A major concern is to keep our young people in school through graduation. Keeping records and reporting this information using the Michigan Department of Education guidelines for both dropout and graduation rates at the high school level is done using a calculation formula given by the State Department

Napoleon High School had 508 students enrolled in grades 9-12 for the state count day in February of 2006. The dropout rate at the high school for 2005-2006 is less than one percent for grades 9-12. This percentage reflects one student who left our program and made no request for records.

The retention rate (graduation rate) shall be defined as the number of students entering high school in the ninth grade who also graduated from the same district. The February 2003 official count for the

Class of 2006 was 135 students. This year the same class graduated a total of 118 students in the two district programs. Napoleon's retention rate for the graduating Class of 2005 is 87.4%.

Specialized Schools

In addition to the regular kindergarten through twelfth grade, the Napoleon Community Schools has available specialized school opportunities through the Jackson County Intermediate School District.

Lyle A. Torrant Center

The Lyle A. Torrant Center is a specialized school that provides education services to handicapped students from ages 3 to 26 who reside within Jackson County. During the 2005-06 school year, the Napoleon Community Schools district participated in this program.

Jackson Areas Career Center

The Jackson Area Career Center provides vocational programs to the students of Napoleon, with sixty one (61) students taking advantage of these offerings during the last school year. Student programs ranged from Commercial Foods to Building Trades. On a daily basis, students were transported to the Career Center for their half-day career instructions, either morning or afternoon

Alternative & Community Education

Napoleon Alternative and Community Education commemorated its' 29th year with the graduating class of 2006. Twenty-two seniors graduated from Ackerson Lake Community High School. Ackerson Lake Community High School mirrored the trimester schedule established by Napoleon High School. This schedule allowed busing, parent/teacher conferences, and half days for exams to be consistent.

Napoleon Community Education reaches into the community by providing enrichment classes for adults as well as for children. After school classes, summer sports camps, and adult classes are offered at Ackerson Lake Community Center and on the main campus of Napoleon Community Schools. Over three hundred children and adults participated in classes offered by Napoleon Community Education. This number does not include those high school and middle school students who attend summer school or evening tuition classes for credit.

A senior citizen group met two times a week at Ackerson Lake Community Center. Hot lunches, opportunities for fellowship, trips, and medical information are provided.

Ackerson Lake Child Care Center

The Ackerson Lake Child Care Center, located at 1426 W. Brooklyn Road, Jackson, Michigan (517) 764-0761, is licensed by the State of Michigan to provide child care to children ages 1-12 years of age. Ackerson Lake Child Care Center is open year around from 6:30 a.m. to 6:00 p.m., Monday through Friday. Child Care is provided for the "before and after school" children, (Latch Key), with transportation to and from Ezra Eby Elementary School. A summer program is also provided for school age children, consisting of a variety of field trips to the pool, skating, picnics, miniature golf, the zoo, bowling, movies and Full Blast Water Park. Ackerson Lake Child Care Center serves approximately 80 children annually.

Ackerson Lake Preschool is located at 4126 W. Brooklyn Road, Jackson Michigan (517) 754-0761. Our teachers are certified by the State of Michigan. Ackerson Lake Preschool provides classes for three and four year old children. Free preschool for four year olds is provided for those who qualify under the Michigan School Readiness Grant program. Our focus is on physical, academic and social readiness for kindergarten. During the 2005-2006 school year, preschool teachers worked to align the program with the Ezra Eby Elementary kindergarten program. Parent/Teacher conferences are held twice a year and are well attended. Field trips, workshops, and special fun days are provided for both students and parents. Ackerson Lake Preschool serves approximately 80 children.

Drug Free School Notice

The Napoleon Community School District attempts to provide a safe and healthy environment for all of its students and patrons. To that end and because of the use of illicit drugs and the unlawful possession and use of alcohol is harmful, the district complies with all provisions of the Federal Drug Free Schools Act.

In accordance with this federal law and Board of Education policy, the use, possession, concealment, or distribution of drugs or alcohol by students on school grounds in school or school approved vehicles, or at any school related event is prohibited. Any student who violates this policy will be subject to disciplinary action, in accordance with due process, up to and including expulsion from school and prosecution. Compliance to these standards by students is mandatory.

The district is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which he/she receives help through programs and services available in the community.

Budget

The Napoleon Community Schools Board of Education is required by law to adopt a budget prior to July 1 of each year (July 1 being the beginning of a new fiscal year). The district continues to operate in a fiscally sound manner. The budget is amended as required throughout the fiscal year as projections in revenue become known. It is usually November of each year (four months into the fiscal year) before the student audit counts are firm and actual revenue is known.

The residents of the Napoleon Community School District have continued to maintain a strong fiscal commitment to providing a wide range of programs and services to students, staff and the community. At the completion of each fiscal year, all district financial records undergo an audit, currently done by Rehmann Robson, CPA, Consultants, P.C.

<u>2005-06 General Fund Budget*</u>	
Revenue	
Local	\$ 1,337,306
State	\$10,406,893
Federal	\$ 203,418
Other	\$ 718,391
Total Revenue	\$12,666,008
Expenditures	
Instruction	\$ 8,081,624
Support Services	\$ 4,258,166
Capital Outlay	\$ 260,955
Other	\$ 313,023
Total Expenses	\$12,913,768
Fund Balance (7-1-05)	\$ 1,605,885
Revenues	\$12,666,008
Expenses	\$12,913,768
Fund Balance (6-30-06)	\$ 1,358,125

*Unaudited Figures

Administrators:

James E. Graham, Superintendent
Anita K. Zimmerman, Business Manager
Jim Penn, Operations Manager/Transportation
Pamela Barnes, Elementary Principal
Michel McGonegal, Elementary Assistant Principal
Shelley Jusick, Middle School Principal/Technology Director
Wade Beitelschies, Middle School Assistant Principal
Scott Ashe, High School Co-Principal/Athletic Director
Barbara Nugent, High School Co-Principal
Elaine Dailey and Cheryl Rosenau, Co-Administrators, Ackerson Lake Community Center