

**ANNUAL REPORT 2008-09**  
**CROSSROADS ALTERNATIVE HIGH SCHOOL**

**Accreditation Status:**

Component	Score	Grade
Achievement Status	-	-
Indicators of School Performance	100	-
AYO Status	(did not meet)	
Composite Grade	N/A	

**Retention Rate:**

	Crossroads
Retention	<b>59.43%</b>

**Information About:**

Crossroads Alternative High School/Kentwood Community Education provides services for a wide range of student populations at a single location. This is accomplished by maximum use of the current building, with more than 12 hours of class use per day.

The enrollment in the daytime at Crossroads Alternative High School is over 250 students. Classes run from 7:38 am until 2:38 pm with an additional 2 hours of after school classes. This program offers comprehensive high school curriculum to 9<sup>th</sup> through 12<sup>th</sup> grade students as well as providing coursework for 18 Alternative Education Program students (including middle school) through the special education department.

Evening classes for Adult High School Completion and English as a Second Language are offered from 5:06 (ESL 4:30) pm until 8:06 pm. Participation in these two programs over the course of the school year was over 120, with an attendance rate of 48 %.

Students have excelled in many student achievement areas during this school year. The basketball team captured the Boys Class B Michigan Alternative Education Championship. The Chess Team was State Runner-Up, with an individual Gold Medal award as well. Twenty-five awards were received by Crossroads students at the MAEO Stars State Competition. Four awards were won at KIDSPEAK. Three awards of Excellence were given to students by the Michigan Community Blood Center as a result of the 3 blood drives sponsored by students. Seventy-one units were donated with a potential of saving 213 lives. Five scholarships were awarded to Crossroads' Class of 2009. Students chose the American Red Cross as the recipient of their cash donation.

### **School Improvement:**

The Crossroads School Improvement Team consists of all staff members who not only attend meetings within the building, but at other buildings including EKHS and KISD as well. Staff members continue to utilize the Master Teacher Series and Capturing Kids' Hearts at staff meetings. The book Good To Great was received by staff as well.

### **English Language Arts**

English Language Arts staff received and worked on a common syllabus template for all courses. Work continues on common assessments, course mapping, and a writing style manual. Read 180 classes continued to be successful, with an average lexile increase of 138 points, up from 126 points increase last year. Next year, a school newspaper produced by students is an ELA goal.

### **Mathematics**

Mathematics staff members continued to work with high school committees to update software and make it more student and parent friendly. The new McDougall textbook for Algebra was put into use for this year. Next year, a new McDougall Geometry text will be used.

### **Social Studies**

A new course in World Religions was offered during Trimester 1. Emphasis in all Social Studies classes remained on learning styles and differentiated instruction. US History coursework will be revised over the summer to further align with State. Continued work will be done to ensure differentiated instructional strategies are employed.

### **Science**

Science staff focused on looking at Biology content to forge a better alignment with State Standards and now includes offering optional chapters as well.

### **Non-Core Academic Areas**

A new course in Personal Finance, utilizing FEFE materials, was added as a Senior Math Elective. Physical Education staff added Fitness Assessments in the Muscular Strength and Endurance areas, as well as implementing a new Glencoe textbook for both Health I and II. Occupational Success (Employability Skills) has been revised to put more emphasis on applications and examples, particularly first job problems and challenges. E2020 was piloted Third Trimester as an online coursework replacement for NovaNet in the next school year. Differentiated instruction in all curriculum areas has been a cornerstone of instruction and will be a focus area for next year.

**Student Assessment Data:**

**Most Recent MME Data**

**MME Demographic Summary - School**

KENTWOOD PUBLIC - Crossroads HS  
English Language Arts - 11th Grade

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	61%	24%	59%	52%	0%	24%	48%	29%
Male	2008-09	61%	N/A	55%	47%	N/A	N/A	N/A	N/A
Female	2008-09	61%	31%	62%	57%	0%	31%	46%	23%
Native American	2008-09	61%	N/A	N/A	38%	N/A	N/A	N/A	N/A
Asian	2008-09	61%	N/A	39%	64%	N/A	N/A	N/A	N/A
African American	2008-09	61%	18%	42%	24%	0%	18%	45%	36%
Hispanic	2008-09	61%	N/A	38%	35%	N/A	N/A	N/A	N/A
White	2008-09	61%	N/A	72%	59%	N/A	N/A	N/A	N/A
Multiracial	2008-09	61%	N/A	N/A	52%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	61%	20%	40%	32%	0%	20%	40%	40%
Limited English Proficient	2008-09	61%	N/A	7%	12%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	61%	N/A	9%	17%	N/A	N/A	N/A	N/A

# MME Demographic Summary – School

KENTWOOD PUBLIC - Crossroads HS  
Mathematics - 11th Grade

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	55%	14%	59%	49%	0%	14%	14%	71%
Male	2008-09	55%	N/A	63%	52%	N/A	N/A	N/A	N/A
Female	2008-09	55%	23%	56%	47%	0%	23%	0%	77%
Native American	2008-09	55%	N/A	N/A	36%	N/A	N/A	N/A	N/A
Asian	2008-09	55%	N/A	58%	72%	N/A	N/A	N/A	N/A
African American	2008-09	55%	0%	36%	16%	0%	0%	9%	91%
Hispanic	2008-09	55%	N/A	49%	32%	N/A	N/A	N/A	N/A
White	2008-09	55%	N/A	72%	56%	N/A	N/A	N/A	N/A
Multiracial	2008-09	55%	N/A	N/A	48%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	55%	10%	42%	29%	0%	10%	10%	80%
Limited English Proficient	2008-09	55%	N/A	7%	20%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	55%	N/A	6%	12%	N/A	N/A	N/A	N/A

## **Attendance Rate: 73.72%**

### **Parent Involvement**

Parental Contact is made on a continuous basis through email, phone calls, mailed alerts, website updates, and progress reports. Parents are also present at intervention meetings whenever a student needs focus on tardies, behaviors, or academics. During the 2008-09 school year, 224 such meetings were held. Over 400 other parent-staff meetings were held as well.

Attendance at fall Parent Teacher Conferences, within the scheduled times, was 32.6%, with parents of 70 students attending. Additional conferences were held during flex times, by telephone, and as open door conferences. These extra accommodations address a wide range of parent/guardian work schedules and commitments. An attempt was made by all staff members to call and invite all parents of our students to Parent Teacher Conferences. This was done by assigning student lists and taking time during a staff meeting to conduct a phone bank.

### **Parent Involvement Policy: Board Policy GAAE**

#### Board Policy GAAE

The board representatives to each building shall meet upon request for the purpose of providing parents of Title I students an opportunity to participate in the design and implementation of the Title I program. Any parents of Title I students within the building shall be invited to this meeting.

The board strongly encourages parental involvement in the district's programs. A program that will encourage parental participation and training will be developed according to the Title I Federal Guidelines.

Approved April 29, 2002

### **Additional Required High School Criteria for Current Year and Previous Year**

(Not offered during current or previous year)

- A. Dual Enrollment

- B. College Equivalent Courses
- C. College Equivalent Exams
- D. College Credit Awarded

## **Core Curriculum**

### **Process:**

Kentwood Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and Benchmarks. We continue working on assuring that our curriculum incorporates all Grade Level Content Expectations. Our assessments and report card are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored consistently by building principals and academic support personnel.

### **Alignment:**

Each grade level on the elementary level and each content area at the secondary levels meet monthly to study curriculum issues and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted annually with the MEAP testing information and the curriculum is examined for areas of strength and weaknesses. After this audit, necessary adjustments are made.

### **Equity:**

Excellence and Equity for All is the motto of Kentwood Public Schools. Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common electronic standards-based report card help us work toward our goal of equity. In addition, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development, study groups, and constant communication between regular education, special education, and gifted programs also facilitate this process. We are committed to ALL of our students having multiple opportunities to learn and be successful in the core curriculum.

## **Teacher Qualification**

100% of the teachers at Crossroads Alternative High School are considered Highly Qualified. They hold the appropriate teaching credentials and/or have advanced degrees in the areas in which they are teaching.

The district has identified all teachers who are not considered Highly Qualified according to No Child Left Behind Guidelines and has required these teachers to develop a plan for becoming Highly Qualified. In addition, the district has adopted the Michigan Department of Education Portfolio Option for teachers. A letter of agreement to support this option has been signed with the local teacher association.

Every parent has the right to know the particular teacher qualifications of his/her child's teacher(s). The district publishes the process in the November issue of the district newsletter. The Human Resources Office is the single point of contact for the dissemination of teacher qualification information.