

ANNUAL REPORT

2003-04

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SPECIAL POINTS OF INTEREST:

- Sustained academic growth in MEAP scores
- All buildings met AYP
- High quality athletic program
- Excellent parent support and involvement
- Family atmosphere with teacher and student relationships

ABOUT OUR SCHOOL DISTRICT

Here at Oakridge Public Schools, we uphold a tradition of excellence both in and out of the classroom. There is a unique relationship that students and teachers share throughout the district. Learning is an interactive process that teachers and students are involved in. Students also have the confidence that teachers care about their performance in all aspects of their lives. Students and teachers aren't just friends at OPS they're family. The Oakridge faculty works hard to provide the best learning experience possible. In every step of the education process, from pre-school to high school, parents can be assured that each facility is NCA accredited. Oakridge Public Schools provide a safe and friendly atmosphere in order to promote academic excellence and this is evident in our graduation rate of 92.7%. The students at Oakridge have many opportunities to participate in a wide variety of events from sports teams to clubs that help unite the student body. There is no other district like Oakridge. This is a place where you can be part of an ongoing tradition of hard work, pride, and excellence.



Written by Oakridge High School Seniors -

Honora Lucas and Lyndsey Gibson

MISSION STATEMENT

Oakridge Public Schools exist to empower every student with the knowledge, competencies and social skills to be a successful, contributing member of society.

OAKRIDGE EXIT OUTCOMES

In Oakridge Schools, we believe the following to be essential exit outcomes for all students:

- Students will be self-motivated, life-long learners.
- Students will communicate effectively in verbal, non-verbal and written language.
- Students will be aware of and able to use technological tools available to assist them in problem solving and other academic pursuits.
- Students will have a knowledge of the interdependence of the world community and the environment.
- Students will be tolerant, respectful, responsible citizens able to work cooperatively with individuals and groups.
- Students will be aware of their responsibility for personal health and wellness.
- Students will have the ability to think creatively, to solve problems logically and to utilize higher level thinking skills.
- Students will have positive self-esteem.
- Students will have the ability to apply knowledge to daily life.



CORE CURRICULUM

Oakridge Public Schools is currently working on developing and aligning our local standards with the Michigan Curriculum Framework (MCF) and Grade Level Content Expectations (GLCE). We are identifying instructional resources to address these rigorous standards and creating common assessments to collaboratively measure our success in the core academic areas of language arts, math, science, and social studies at the preK-12 levels. The District School Improvement Team plays a significant role in coordinating this curriculum improvement process. During the 2004-05 school year, we will be continuing efforts with several initiatives: (1) initiating a math textbook adoption process that will be implemented in the 2005-06 school year, (2) developing curriculum maps to enable teachers to collaborate and build on each others strengths while preparing standards based lessons/common assessments, and (3) preparing for an implementation of a standards based report card for the 2005-06 school year. We believe these efforts will provide our teachers with the tools to continue to provide our students with the quality education our community expects. Our current curriculum can be reviewed in our school buildings or at the office of the Director of Curriculum at 275 S. Wolf Lake Road, Muskegon, MI, 49422.

“What gets measured, gets done.”

...Anonymous

DISTRICT SCHOOL IMPROVEMENT TEAM

The District School Improvement Team (DSIT) is made up of teachers, administrators, parents, support staff, Board Members, community members and students. The DSIT is the first group of stakeholder that provide feedback and leadership in district wide initiatives. Team members spent the 2003-2004 school year on several initiatives: (1) Needs assessment for Title I and NCA, (2) developed district school improvement goals, (3) lead Ed Yes! and AYP responsibilities, and (4) identified focus areas that impact affective domains in our district. Individual school buildings develop their own school improvement plans that are aligned with district goals.



HIGHLY QUALIFIED TEACHERS

The No Child Left Behind Act of 2001 requires that all teachers of core academic subjects be highly qualified. Core academic subjects include English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Michigan's Teacher Certification System has evolved over the years during which Federal requirements have occurred. Those who are currently certificated to teach in Michigan may not meet the definition of "highly qualified" and will need to meet the new requirements by the end of the 2005-06 school year.

Oakridge is proud of our teaching staff and their qualifications. The table to the upper right demonstrates the number of teachers at each building who hold Michigan certificates

All teachers at Oakridge Public

	Provisional Certificate	Professional, Continuing, Permanent Certificate
ECC	3	3
Lo. El.	6	21
Up. El.	16	9
MS	4	17
HS	27	9

Schools are either "Highly Qualified" according to NCLB or are taking the steps necessary to become "Highly Qualified" by the end of the 2005-06 school year.

If you have questions regarding the qualification of your child's teacher, please contact:

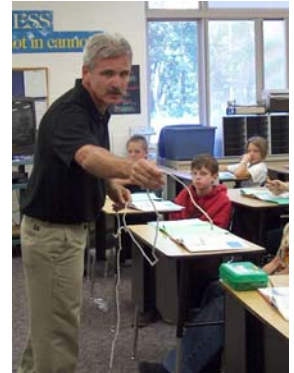
Oakridge Public Schools

Tom Livezey

Director of Curriculum

275 S. Wolf Lake Rd

Muskegon, MI 49442.

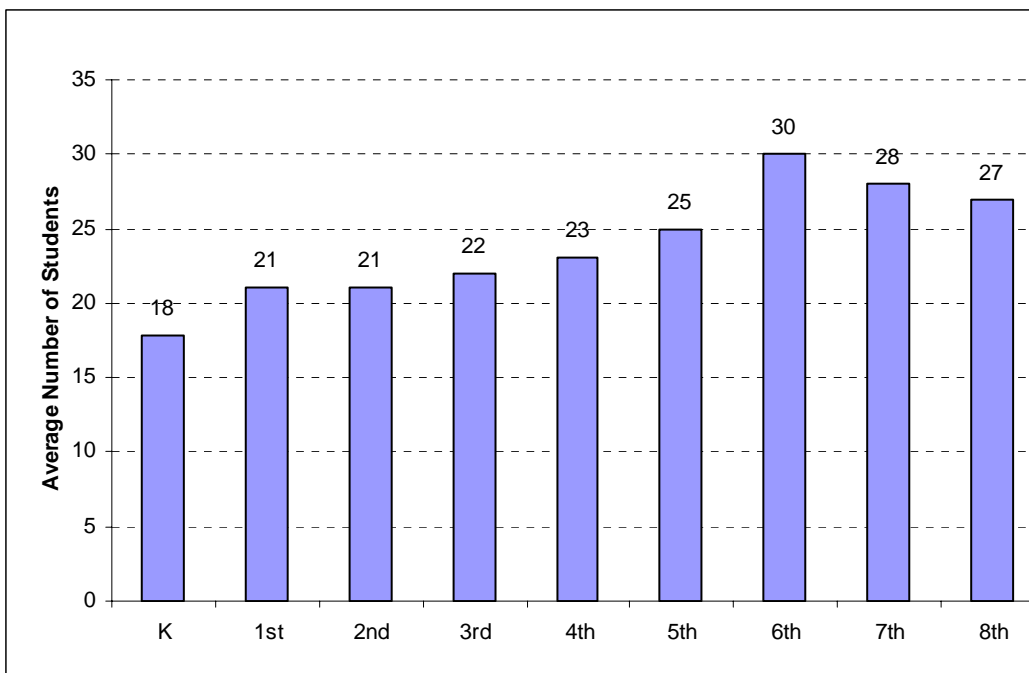


Mr. Webb at Oakridge Upper Elementary engaging students in a hands-on science lesson.

"Native ability without education is like a tree without fruit."

Aristippus

AVERAGE CLASS SIZE



DISTRICT ENROLLMENT

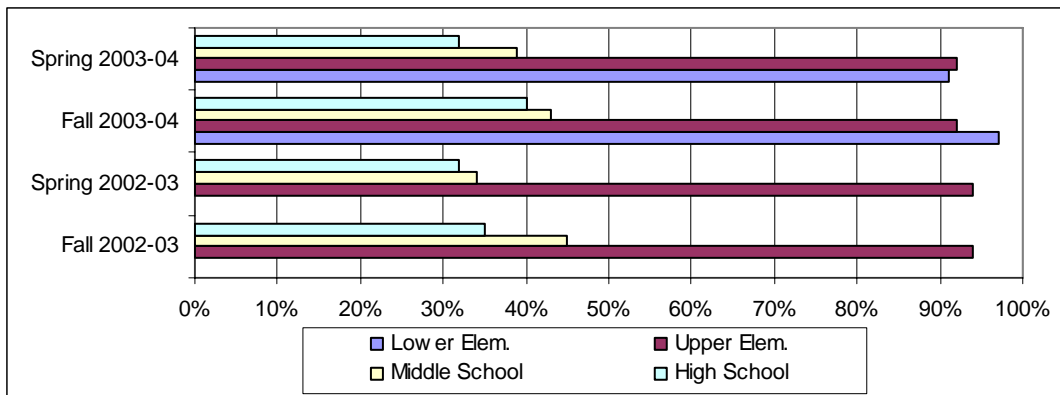
	Sept. 25, 2002	Sept. 24, 2003
K	172	160
1st	134	147
2nd	132	128
3rd	127	137
4th	149	121
5th	163	152
6th	161	173
7th	148	165
8th	158	153
9th	153	141
10th	160	148
11th	125	151
12th	149	118
Total	1931	1894

PARENT INVOLVEMENT

Oakridge has an open door policy with our parents. Parents are encouraged to visit, volunteer, and participate in our learning activities by simply contacting the classroom teacher or building office to schedule arrangements. Access to student grades, attendance, tardiness, and assignments is available through our website at www.oakridgeschools.org. This website also contains the student handbooks, monthly newsletters, parent resources, athletic events, media center/library news, and the district newsletter. We offer Parent/Teacher Conferences twice per year. The chart below demonstrates the percentage of parents who take advantage of this opportunity to speak face to face with their child’s classroom teacher(s) about what is best for the student.



Students being social in the cafeteria.



* No data available for Early Childhood Center.

MEAP ASSESSMENT DATA

The following several pages present student performance data from the 2003-04 Michigan Education Assessment Program, otherwise known as the MEAP test. The visual format provides a clear picture on how Oakridge students are performing on this annual test. We believe it is only fair to use multiple measures to rate the quality of education we are providing Oakridge students. The MEAP test is a single test on a single day. Having said that, we feel it important to report this information to the community to provide consistent and objective annual progress of our students. The

title on each graph explains which content area it represents. A more detailed explanation of the key is as follows:

- Level 1 - Exceeds Michigan standards
- Level 2 - Meets Michigan standards
- Level 3 - Basic level understanding
- Level 4 - Apprentice

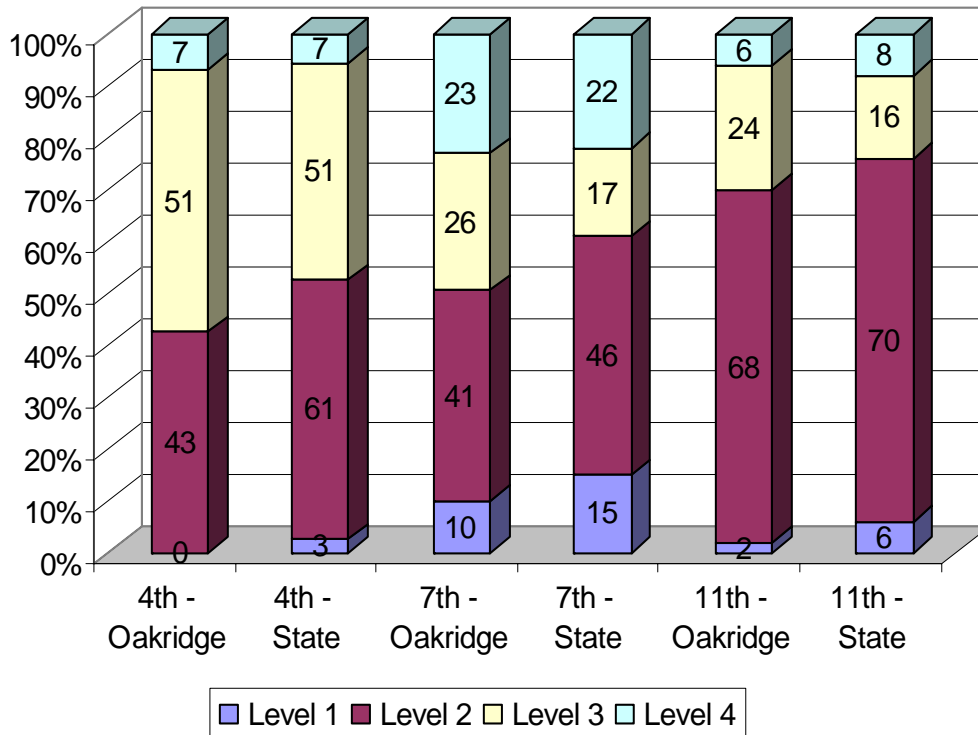
“Oakridge has an open door policy with our parents.”

Oakridge Staff



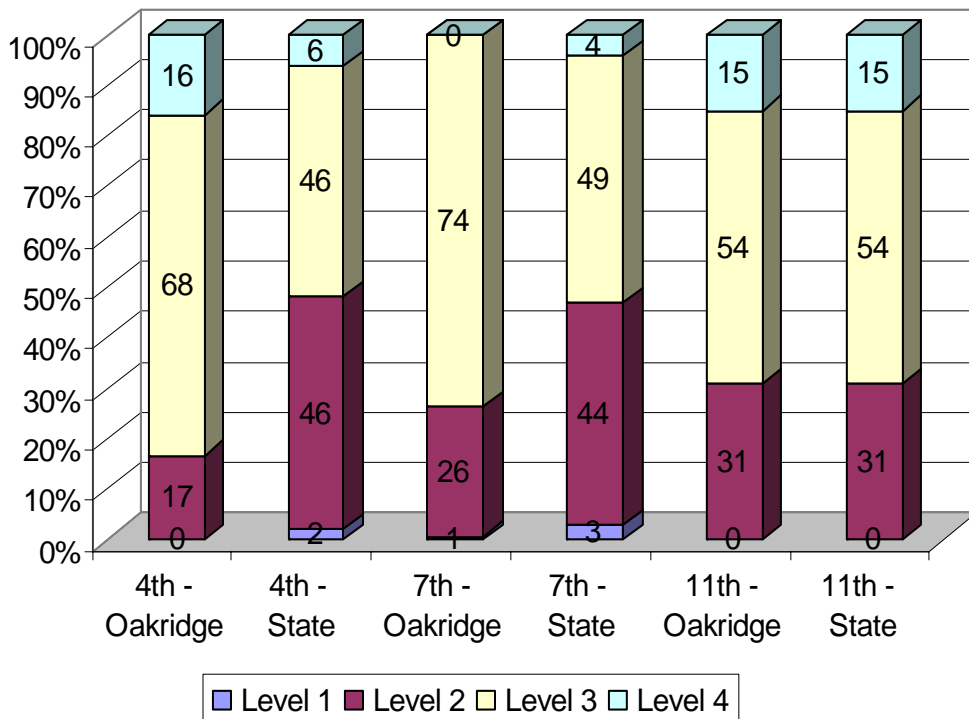
Upper Elementary students catching up on current events over lunch.

2004 District/State Reading Comparison



Lower Elementary students enjoying the playground equipment on a beautiful day.

2004 District/State Writing Comparison



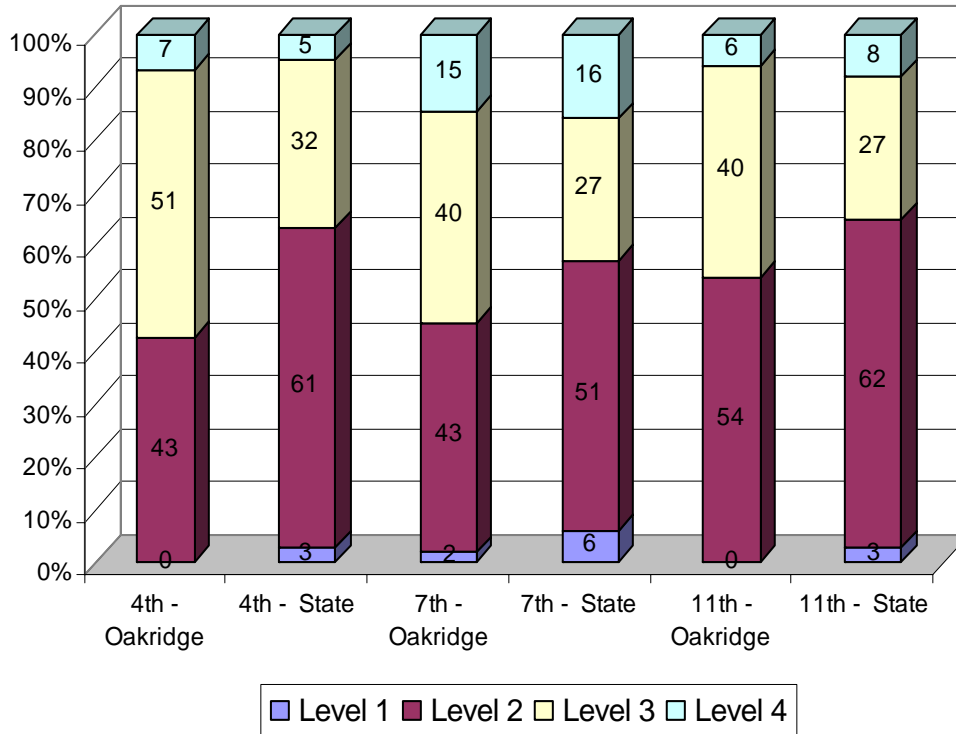
“The whole world opened to me when I learned to read.”

Mary McLeod Bethune



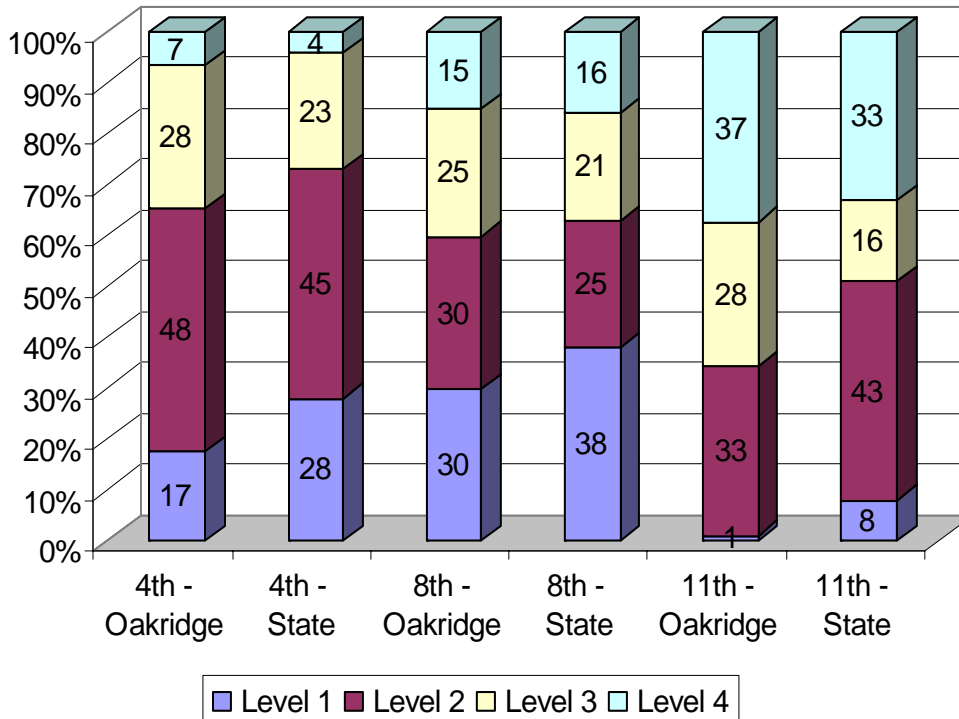
Books being read with excitement and intrigue.

2004 District/State English/Language Arts Comparison



High school lunch time is a time to relax and refresh with friends.

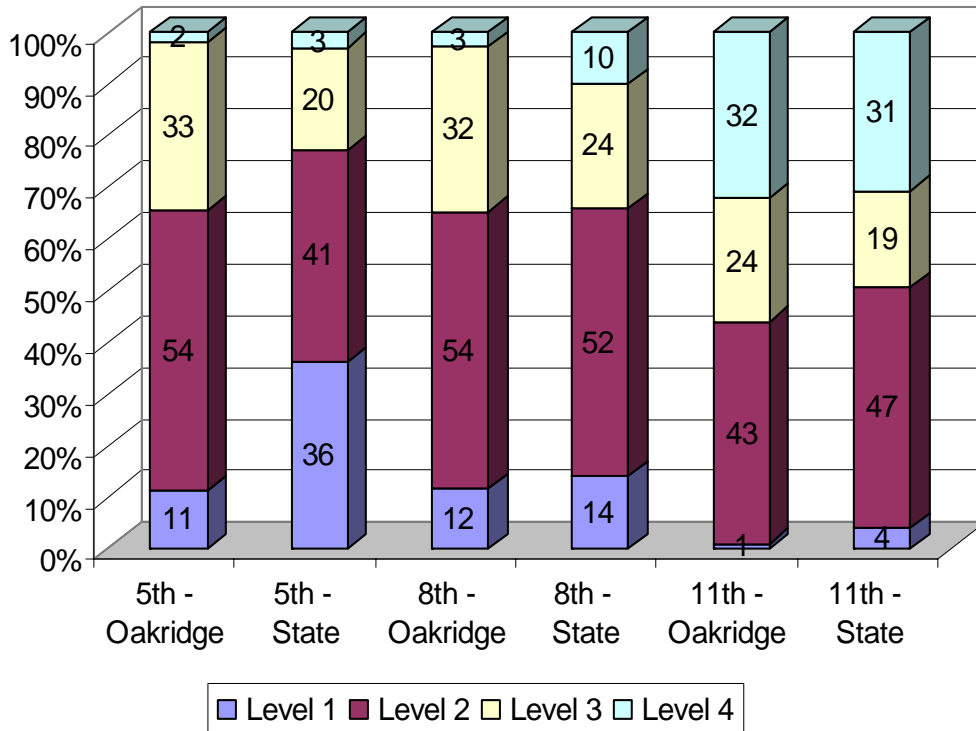
2004 District/State Math Comparison



"The main hope of a nation lies in the proper education of its youth."

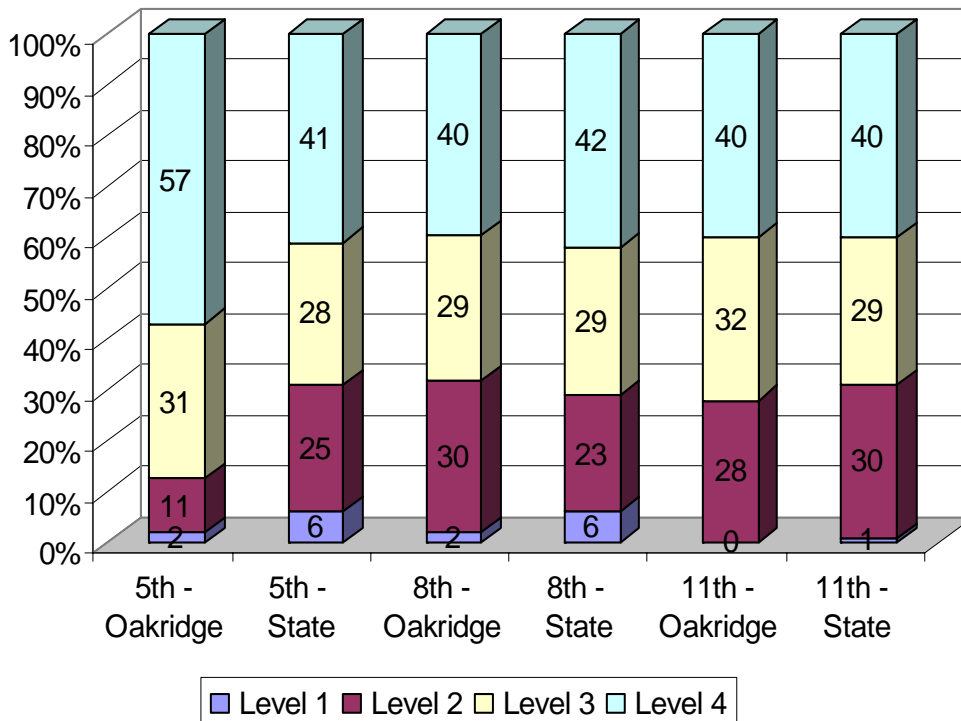
Erasmus

2004 District/State Science Comparison



Well behaved and patient students wait their turn to get their lunch at the Lower Elementary.

2004 District/State Social Studies Comparison



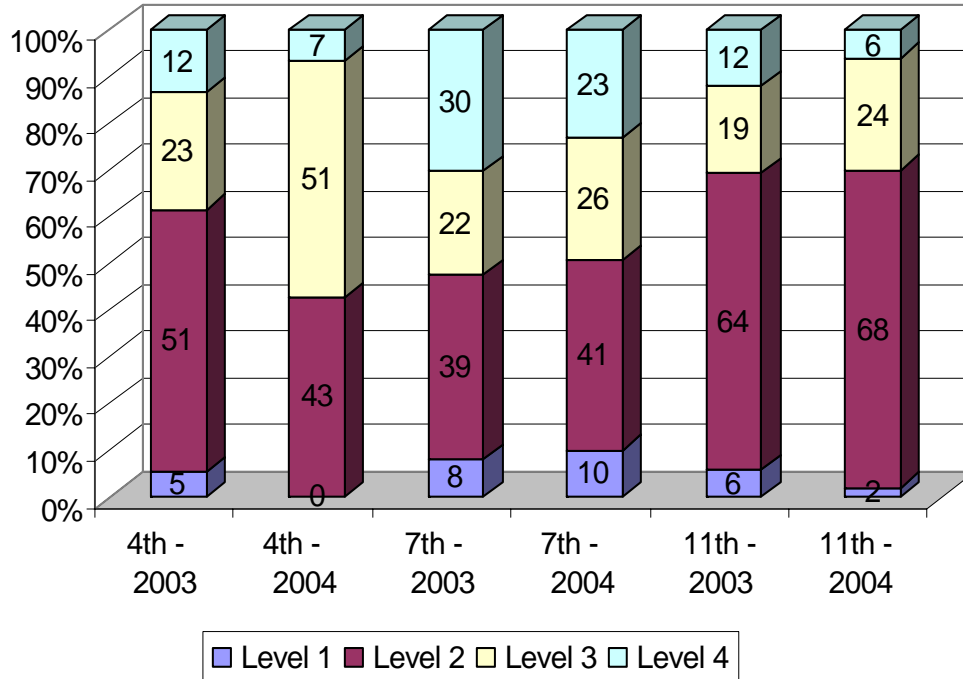
“Education is the key to unlock the golden door of freedom.”

George Washington Carver

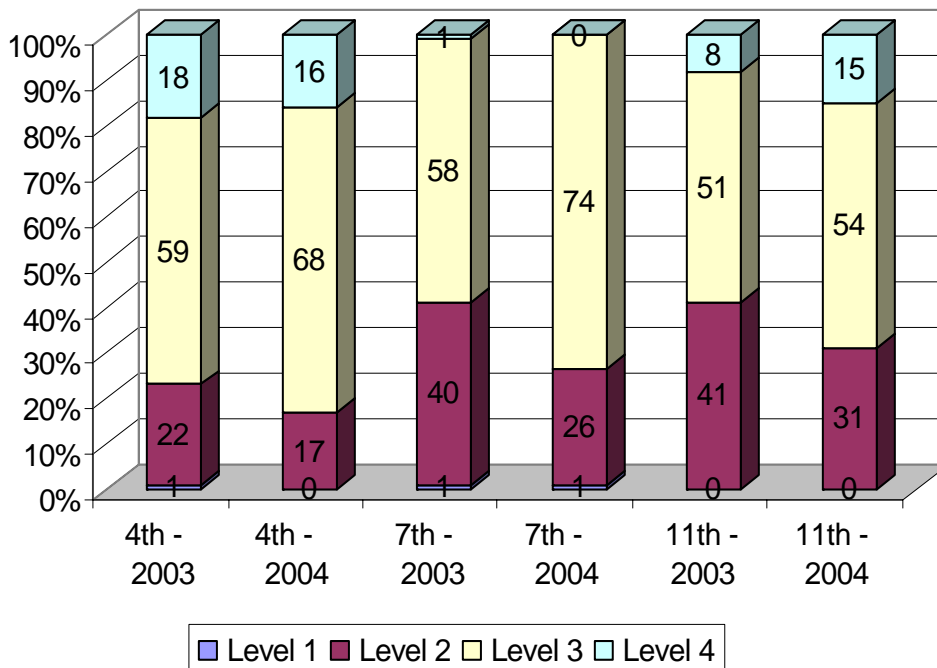


Students eagerly wait for instructions to get started on their project.

2003 vs 2004 District Reading Longitudinal Comparison



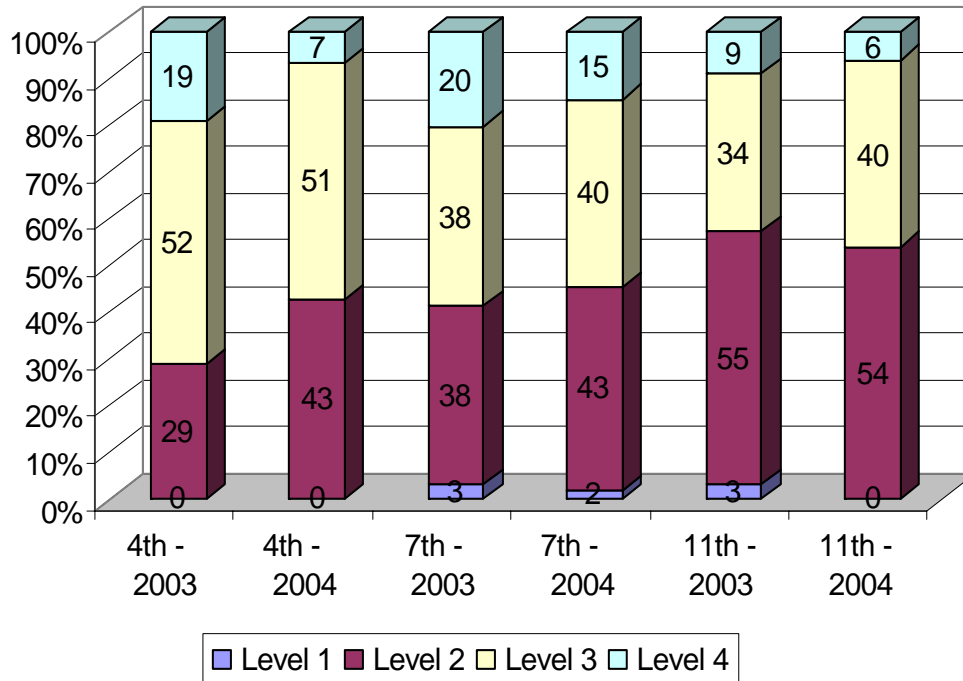
2003 vs. 2004 District Writing Longitudinal Comparison



“ It is the supreme art of a teacher to awaken joy in creative expression and knowledge.”

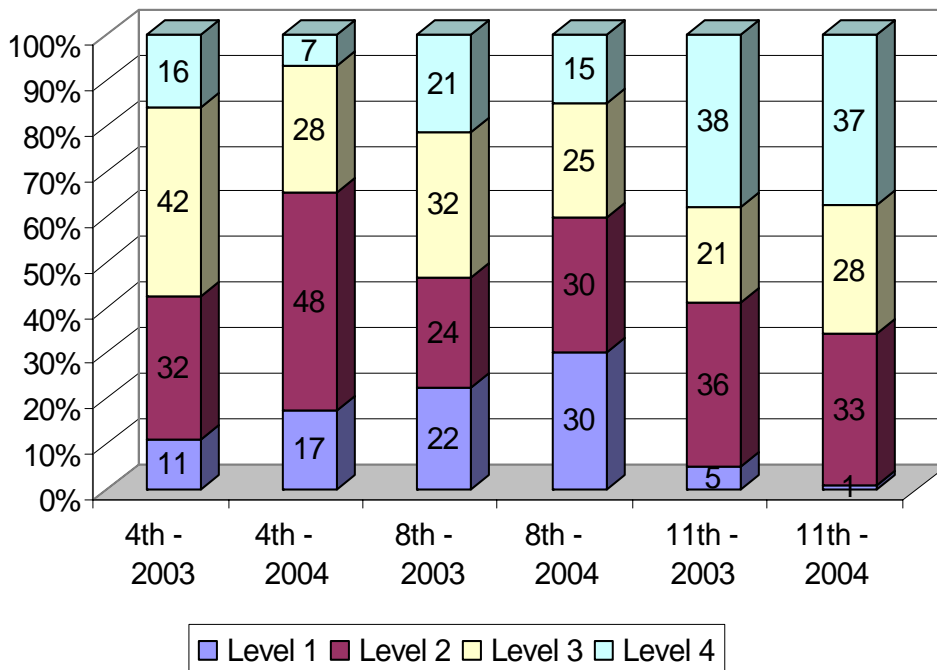
Albert Einstein

2003 vs 2004 District English Language Arts Longitudinal Comparison



Mr. Brown discussing aspirations of a middle schools student.

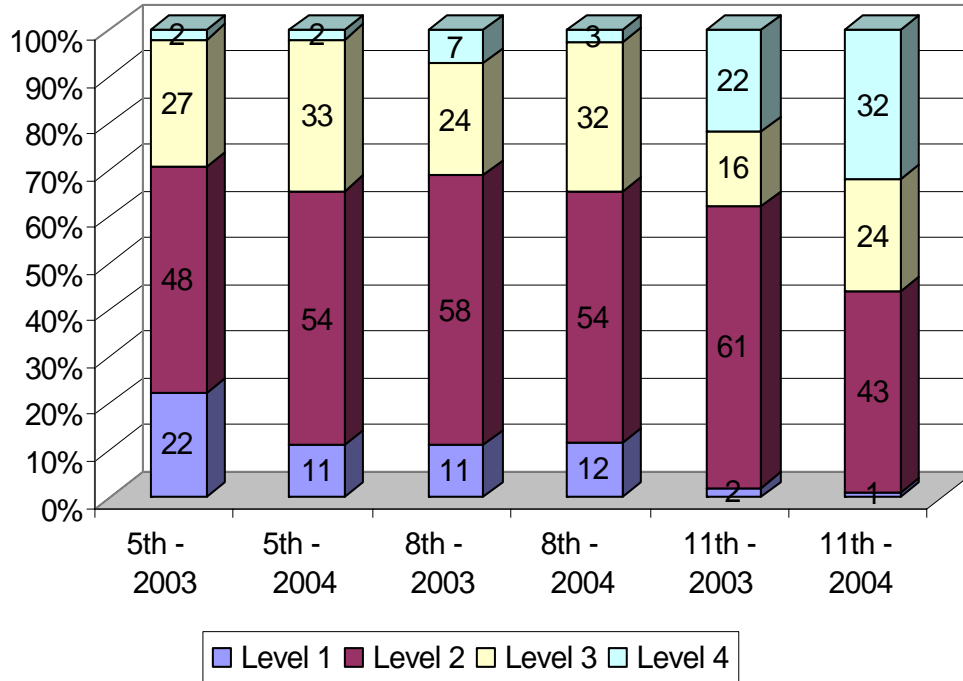
2003 vs 2004 District Math Longitudinal Comparison



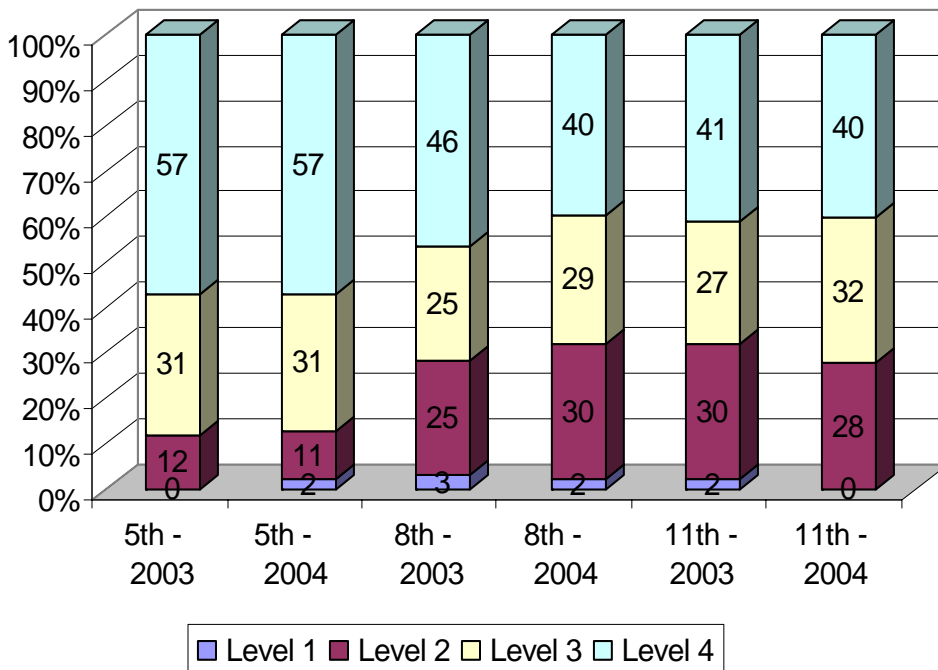
“What sculpture is to a block of marble, education is to the soul.”

Joseph Addison

2003 vs 2004 District Science Longitudinal Comparison



2003 vs 2004 District Social Studies Longitudinal Comparison



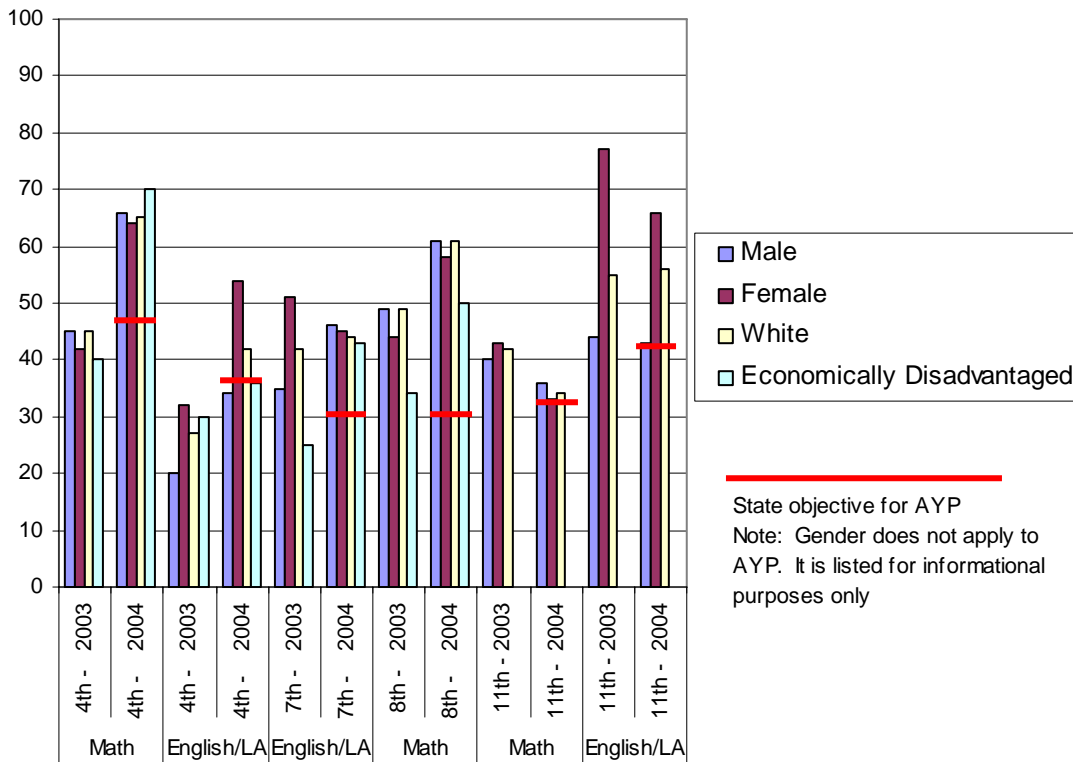
“To learn anything fast and effectively, you have to see it, hear it, and feel it.”

Tony Stockwell

ADEQUATELY YEARLY PROGRESS (AYP)

NCLB requires that AYP be calculated for all public schools, for each school district, and for the state. The school or district must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category (basic and apprentice) of achievement by 10% (“safe harbor”). A school or district must also test at least 95% of its students enrolled in the grade level tested for the school as a whole and for each required subgroup. In addition, the school must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools. These achievement goals must be reached for each subgroup that has at least 30 students in the group.

OAKRIDGE AYP DATA



“The secret to education is respecting the pupil.”

Ralph Waldo Emerson

* Due to an error in the SRSD (Single Record Student Database), the scores above 100% were calculated.

School Status in Meeting AYP Components

Elementary - English Language Arts

Student Group	Percent Assessed	State Objective for Proficiency	Safe Harbor	Attendance Objective	AYP
All Students	100	41.9		100	yes
Ethnicity:					
Black or African American					
American Indian or Alaska Native					
Asian American Native Hawaiian or other Pacific Islander					
Hispanic or Latino					
White	98.2	41.7		100	yes
Multiracial					
Students with Disabilities					
Limited English Proficient					
Economically Disadvantaged	142.9 *			100	yes
State minimums	95%	38%	10% growth	80%	

Elementary - Mathematics

Student Group	Percent Assessed	State Objective for Proficiency	Safe Harbor	Attendance Objective	AYP
All Students	100	63.7		100	yes
Ethnicity:					
Black or African American					
American Indian or Alaska Native					
Asian American Native Hawaiian or other Pacific Islander					
Hispanic or Latino					
White	98.2	63		100	yes
Multiracial					
Students with Disabilities					
Limited English Proficient					
Economically Disadvantaged	142.9 *	68.6		100	yes
State minimums	95%	47%	10% growth	80%	

School Status in Meeting AYP Components

Middle School - English Language Arts

Student Group	Percent Assessed	State Objective for Proficiency	Safe Harbor	Attendance Objective	AYP
All Students	100	43.6		95.1	yes
Ethnicity:					
Black or African American					
American Indian or Alaska Native					
Asian American Native Hawaiian or other Pacific Islander					
Hispanic or Latino					
White	99.4	42.9		95.1	yes
Multiracial					
Students with Disabilities					
Limited English Proficient					
Economically Disadvantaged	97%	41.6		94.4	yes
	State minimums 95%	31%	10% growth	80%	

Middle School - Mathematics

Student Group	Percent Assessed	State Objective for Proficiency	Safe Harbor	Attendance Objective	AYP
All Students	96.8	60		95.1	yes
Ethnicity:					
Black or African American					
American Indian or Alaska Native					
Asian American Native Hawaiian or other Pacific Islander					
Hispanic or Latino					
White	95.1	60.9		95.1	yes
Multiracial					
Students with Disabilities					
Limited English Proficient					
Economically Disadvantaged	96	50		94.4	yes
	State minimums 95%	31%	10% growth	80%	

* Due to an error in the SRSD (Single Record Student Database), the scores above 100% were calculated.

School Status in Meeting AYP Components

High School - English Language Arts

Student Group	Percent Assessed	State Objective for Proficiency	Safe Harbor	Graduation Rate	AYP
All Students	100	57.8		92.76	Yes
Ethnicity:					
Black or African American					
American Indian or Alaska Native					
Asian American Native Hawaiian or other Pacific Islander					
Hispanic or Latino					
White	97.9	58.7		n/a	Yes
Multiracial					
Students with Disabilities					
Limited English Proficient					
Economically Disadvantaged					
	State minimums	95%	42%	10% growth	80%

High School - Mathematics

Student Group	Percent Assessed	State Objective for Proficiency	Safe Harbor	Graduation Rate	AYP
All Students	101.9 *	38.9		92.76	Yes
Ethnicity:					
Black or African American					
American Indian or Alaska Native					
Asian American Native Hawaiian or other Pacific Islander					
Hispanic or Latino					
White	100	37.6		n/a	Yes
Multiracial					
Students with Disabilities					
Limited English Proficient					
Economically Disadvantaged					
	State minimums	95%	33%	10% growth	80%

EARLY CHILDHOOD CENTER – HIGHLIGHTS

- Multiple preschool options for families including Michigan School Readiness Preschool, Head Start, and tuition preschool.
- Young 5's Kindergarten – a developmentally sound approach that allows students to benefit from a two-year loop with their teacher
- Kindergarten
- Integrated Kindergarten Enrichment classes – Library, Art, and Music and Motion classes that are planned to support the kindergarten curriculum
- B.A.S.E. – wrap-around licensed child-care available to all families in the district with children ages 3 – 12.
- On-site Social Worker – providing support to children and their families through classroom activities, small group sessions, and individual sessions.



SCHOOL IMPROVEMENT PROCESS

The purpose of assistance under Title I is to improve the educational opportunities of At-Risk Children by helping such children:

- To succeed in the regular program.
- To attain grade level proficiency.
- To improve achievement in basic and more advanced skills.

The above purposes shall be accomplished through such means as:

- Supplemental instruction to at-risk students as a regularly scheduled whole class learning activity.
- Support to at-risk students as part of regular class time.
- Remediation of specific emergent literacy skills (pull-out services, both in groups and individually).

Role of the Language Specialist:

- Extending, reinforcing, and supporting all of the main literacy concepts taught in the classroom.
- Identifying and addressing “gaps” in learning.
- Sharing informal assessment information and making decisions about a student’s progress and instructional plans.
- Adapting literacy concepts to individual learning styles.
- Creating an environment where cooperation and coordination flourish.
- Conferencing with parents to assist their children in emergent literacy learning.
- Provide parents with information and opportunities to learn about emergency literacy (parent workshops and family activities).
- Promote the importance of reading to children in the home.

Cooperation Between Title I Staff and Regular Education Staff is accomplished as listed below:

- The Title I program supports the general education program in content and deliv-

ery. The Title I Personnel work alongside the Classroom Teacher. There needs to be scheduled planning time. Classroom procedures should be followed.

- Both whole class instruction and intervention and/or remedial instruction is coordinated and related. The consistency and reinforcement in instruction should build upon the core curriculum and facilitate mastery of that curriculum.
- Students targeted for individual instruction will remain in the classroom while receiving the necessary additional support. This allows for peer interaction and support as instruction is presented in a cooperative group setting.

Each section of kindergarten will have a regularly scheduled weekly lesson taught by the Title I Literacy Specialist. The weekly lessons will coordinate with the Language Arts curriculum being presented in the classroom. The Title I Literacy Specialist will reinforce and extend the concept that is being taught using a wide variety of strategies and techniques. This will include games, music, table activities, and direct instruction and review.

The Title I Literacy Specialist will also have regularly scheduled time in each kindergarten classroom to further support the language learning of the week. The emphasis here will be to work with small groups or individuals to supplement instruction of any concepts that may require additional teaching and learning time.

The third component of the Title I Literacy Specialist’s job will be to provide opportunities for parents to learn about emergent literacy and language development, and to learn strategies they can use at home to enhance their child’s progress in this area. This will be accomplished through parent meetings, family activities, materials sent home with students, and personal contacts.

“Education is not the filling of a pail, but the lighting of a fire.”

Heraclitus

LOWER ELEMENTARY – HIGHLIGHTS

- Kids' Hope volunteers in the building meeting with students 1 day a week
- OLE Parent Club
- Big Brothers/ Big Sisters from the High School partner with a 2nd Grade classroom
- MLPP (Michigan Literacy Progress Profile)

SCHOOL IMPROVEMENT PROCESS

As educators, the Oakridge Lower Elementary School Improvement Team is mindful that our classroom instruction must include procedures and processes whereby students experience opportunities to make choices and have a voice. Students need to be encouraged to question, construct meaning, and to be responsible for their learning. Our reform strategies were designed around three major goals that resulted from the analysis of our past test results. Strategies were and will continue to be realigned as needs arise. We understand our role is to facilitate the learning of our students in a caring environment that are characterized by:

- All students will be proficient in performing scientific investigations and responding to written text.
- All students will demonstrate proficiency in the understanding of Core Democratic Values and respond to written text.
- All students will demonstrate proficiency in reading for understanding.

It became clear to our School Improvement Team in the spring of 2000 that we needed to be more responsible for ensuring that our students were successful in all academic areas. The process that followed took the next few school years to develop an alignment between grade levels in many of the curricular areas. We began to see the building from one grade level to another. This process has continued through the 2002/2003 school year as the assessments were given. The 2003/2004 year will be the fourth year for these goals to be in place.

Criteria for success:

- Qualified teaching staff members, as

well as additional staff of 1.0 teachers, will develop and implement identified strategies for the areas of achievement in the core curriculum areas.

- Professional development will be provided through continued MLPP training, collaborative planning times, and additional in-service, conferences and/or workshops.
- Strategies to increase parental involvement include curriculum parent evening, homework assignments and/or projects, improved report cards, and reporting forms.
- Teachers are included in the formation of the reporting forms, the development of the rubrics for assessments, and written surveys to assess the effectiveness of our aligned strategies.
- Activities that will provide additional assistance to those students having difficulty with mastering the state standards include the classroom Explorer Program, use of computer lab programs, running records, and small group instructional settings.
- Title One resources will support the Title One goals through the use of individual student running records, small group instruction and the Explorer Program.
- The programs included in the school wide program include Title One, Community foundation opportunities, M.A.I.S.D. workshop opportunities, and state curriculum council opportunities.
- The program, Test Wiz, and Terra Nova Scoring will be used to disaggregate some of the data. The MLPP data will be collected and shared.

**"You know
you've read a
good book when
you turn the last
page and feel a
little as if you
have lost a
friend."**

Paul Sweeney



UPPER ELEMENTARY HIGHLIGHTS

- Grade-Level Celebrations at the end of each marking period to recognize students for exemplary academic achievement, perfect attendance and good citizenship
- Student Council gives students a voice for positive change at OUE – leaders organized food drive at Christmas, presented a skating night for all students and staff, and organized a school-wide talent show
- Students enjoy a variety of unique learning experiences away from school:
 - ◊ 4th graders traveled to a variety of productions at the Frauenthal Theater and visited Michigan’s Adventure
 - ◊ 5th graders traveled to the State Capitol in Lansing and visited the IMAX Theater in Grand Rapids and heard the Grand Rapids Symphony Orchestra at DeVos Hall
 - ◊ 6th Graders enjoyed a week of outdoor education at Camp Pinewood
- 5th Grade Students created a Peace Garden with a grant from Sappi Fine Paper
- 5th graders enjoyed track and field day
- All students enjoyed the Character Rocks assembly
- All students benefited from the following activities:
 - ◊ Student-Led Parent-Teacher Conferences – fall and spring
 - ◊ Weekly Collaborative Planning sessions at each grade level
 - ◊ Mid-marking period reports sent home in Friday Folders
- Destination Imagination – 7 teams involving nearly 50 students
- Award-winning elementary Band Program involves approximately 150 students in 5th and 6th grades

SCHOOL IMPROVEMENT PROCESS

- Utilized the school profile, the NCA approved goals and developed a task team for each goal area:
- Goal: Reading comprehension across the curriculum focusing upon comparing, contrasting, summarizing, and making inferences; identified common practices to increase student comprehension; professional development activities to increase teacher expertise in delivering instruction for these reading instructional strategies; and, identified appropriate district and standardized assessments to determine student progress in this goal area.
- Goal: Writing across the curriculum focusing upon organization, word choice and multiple task compositions; identified the Six + 1 Writing Traits Program with accompanying staff development opportunities; and, identified appropriate district and standardized assessments to determine student achievement in this goal area.
- Goal: Problem-solving across the curriculum focusing upon decision-making, analyzing and applying what we have learned; identified the Peaceworks Training to assist in the direct instruction of the resolution of conflict without injury to others; and, identified appropriate district and standardized assessments to determine achievement in this goal area.

**“One’s mind,
once stretched
by a new idea,
never regains its
original
dimensions.”**

**Oliver Wendall
Holmes**



Students solving complex math equations with technology tools.

MIDDLE SCHOOL—HIGHLIGHTS

- Oakridge Middle School's entire 8th grade attended Muskegon Community College Career Fair.
- One hundred eighty-nine students were on the Honor Roll four out of five marking periods, thus earning a trip to Michigan Adventure. This translates to 28% of the student body.
- Over 21,914 in candy bars were sold with revenues of \$10,957 to offset cost for a trip to Chicago.
- A record number of students participated in Band this year.
- Athletics for both boys and girls including Football, basketball, cheerleading, volleyball, and track.
- Student Council Activities including: dances, canned good drive to help the needy, Christmas decorating, spirit week, lunchroom competitions, etc.
- Destination Imagination
- Tutoring after school
- National Junior Honor Society
- Chicago Trip for 8th graders
- Honoring students for achievements including: Honor Roll, Michigan Adventure, special talents, awards assembly, lunch with the principal, etc.
- Channel One News
- Geography Bee
- Spelling Bee
- Choir and Band concerts
- "News from the Middle" newsletter written and produced by students.
- Demonstration of favorite stories/books through skits and other activities to encourage reading.
- A State of the Art computer lab, large enough to accommodate a single class with open lab times.
- Accelerated Reader: A computer reading software that empowers children to challenge themselves in reading comprehension.

SCHOOL IMPROVEMENT PROCESS

As instructors, the Oakridge Middle School Improvement Team, are aware that our instruction must include procedures and processes. Students need to be encouraged to question, construct meaning, and be responsible for their learning. The analysis done on our MEAP scores have helped design the district four major goals. The specific objectives that we put in place will continue to be realigned at the building level as the need arises. We understand our role is to facilitate the learning of our students in an environment that is characterized by these four goals:

- Goal 1: All students will improve in reading comprehension skills. (Language Arts)
- Goal 2: All students will improve their strategies and skills for scientific investigation. (Science)
- Goal 3: All students will improve their problem solving skills in math. (Math)
- Goal 4: All students will demonstrate knowledge of core demographic values. (Social Studies)

It became clear to our School Improvement Team that we needed to be more responsible for ensuring that our students

were successful in all academic areas relative to the MEAP expectations.

In the First year of this process we decided that alignment between Michigan Standards (MCLIMB) in all four core curricular areas was the first step in our pursuit to our goals. We will also ensure that all teachers be state certified and highly qualified by the standards placed by No Child Left Behind.

Criteria for success:

- Qualified teaching staff will develop and implement of identified strategies in the areas of Math and Language Arts.
- Professional development will be provided with district half-days of collaborative planning and the Mark Dressel Trainings.
- Strategies to increase parental involvement include open house, parent teacher conferences, homework assignments and/or projects, improved reporting using the internet and other reporting forms.
- Teachers will formulate of the report forms, develop assessments to assess the effectiveness of strategies.
- Study Island and Test Wiz will be used to disaggregate some of the data.

"Unless you try to do something beyond what you have already mastered, you will never grow."

John Lennon

HIGH SCHOOL—HIGHLIGHTS

- Academic All-State Football
- Academic All-State Girl's Basketball
- Academic All-State Volleyball
- Academic All-State Girl's
- Soccer State Finalist Football
- State Semi-Finalist Baseball
- Varsity Volleyball achieved best record in a single season.
- Straight #1 Rating Band Festival
- \$650,000 in College Scholarships-Class of 2004
- Student Activities:
 - Science Olympiad
 - Drama
 - Quiz Bowl
 - Debate
 - Spanish Club
 - Fellowship of Christian Athletes
 - S.A.D.D
- OHS Media Center is a key component of OHS classroom instruction.
- Internet Access is available in all classrooms. Three computer labs are available for classroom use.
- Ten boys' sports and ten girls' sports are available. Over 340 student athletes participate.
- Advance Placement English has returned to the OHS curriculum.
- Career Preparation and Education Committees were formed as a result of school improvement process.
- Student Council
- Community Service Activities:
 - Salvation Army soup kitchen volunteers
 - Toys for Tots volunteers
 - Lower Elementary reading volunteers
- Charity Activity: Skating party to benefit three OHS families
- Over 60 students participated in the Muskegon County Share Vocational Program.
- Twenty-two different dual enrollment classes were taken at local colleges (MCC and Baker College) by OHS students.
- Forty-seven students received the Michigan Merit Award.
- National Honor Society
- Community Service Activities:
 - Hosted two annual blood drives through the Michigan Red Cross
 - Members tutored peers and elementary students
- OHS participated in both Close-Up Pacific Rim and Close-Up Washington D.C.
- OHS achieved Annual Yearly Progress.



“The highest result of education is tolerance.”

Helen Keller

SCHOOL IMPROVEMENT PROCESS

N. C. A. is the affiliation chosen as the governing association for the school improvement process. We are in the last year of a second 5-year cycle. As a staff, we have chosen four goals: to improve both 1) writing, 2) non-fiction reading skills; 3) to provide our students with conflict resolution skills, and, 4) to instill a sense of pride and responsibility in our students.

In addition, two other groups have re-

cently formed as a result of a received and state legislation. They are career preparation and Education Yes respectively.

Our school improvement workdays are imbedded into the school-year calendar with five ½ days scheduled for the 2004-2005 school year. The school improvement process is staff driven and the results of our plans and interventions for our students will be assembled and measured in the spring of 2005.

We are on the Internet!

WWW.OAKRIDGESCHOOLS.ORG

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Where Kids Come First

It is the policy of the Oakridge Public Schools not to discriminate on the basis of age, ancestry, color, gender, race, religion, national origin, height, weight, marital status, and disability.

For concerns or questions regarding the above, contact the President of Oakridge Board of Education, 275 S. Wolf Lake Rd, Muskegon MI 49442

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