

2008 - 2009 Annual Report

PATHWAY TO THE FUTURE



Montabella Junior/Senior High

1324 E. North County Line Road, Blanchard, Michigan 49310 www.montabella.com

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Montabella Junior/Senior High Mission Statement

To ensure equal access to an excellent education program that prepares contributing citizens who can function in a changing technical global society.

Montabella Community Schools District Learning Expectations

- ❖ **Effective problem solvers demonstrate the ability to:**
 - Clearly identify and understand the problem
 - Gather all needed information
 - Clearly define the essential characteristics of an acceptable solution
 - Consider existing solutions
 - Investigate ways to break the problem down into smaller problems
 - Explore other ways to view the problem
 - Review and evaluate alternative solutions
 - Plan a preferred solution
 - Test the planned solution
 - Implement the planned solution
 - Evaluate the results
 - Make adjustments as/when needed
 - Periodically review the performance as appropriate
- ❖ **Team workers**
 - Work cooperatively in a group
 - Monitor own behavior as a group member
 - Contribute as a leader and as a team member
 - Demonstrate appropriate interpersonal skills
 - Demonstrate consideration and tolerance for individual differences
 - Accommodate new ideas and compromises
- ❖ **Skillful communicators**
 - Demonstrate effective expression of ideas
 - Demonstrate active listening skills
 - Utilize verbal and nonverbal communication
 - Demonstrate an understanding of the barriers to communication
 - Demonstrate the expression of feelings in acceptable ways
- ❖ **Productive citizens**
 - Contribute time, energies, and talents
 - Improve the welfare of others in their diverse communities
 - Actively participate in the democratic process
 - Demonstrate a responsibility for the environment
- ❖ **Life-long learners**
 - Develop aesthetic appreciation
 - Demonstrate self-motivation
 - Exhibit productive work skills
 - Establish and prioritize goals
 - Monitor and evaluate progress
 - Accept responsibility for choices and actions

Telephone Numbers

Central Office	989.427.5148	Food Service	989.427.3527
Junior/Senior High	989.427.5175	Bus Garage	989.427.5024
Elementary	989.427.5414	Maintenance/Technology	989.427.5653

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Montabella Junior/Senior High Overview

Specialized schools involve those programs that are outside the regular K-12 school program. A variety of services are offered to the students at Montabella Junior/Senior High depending on their grade level. Among these services are Special Education, Advanced programs, and Career Center.

Accreditation Status

Montabella Junior/Senior High made Adequate Yearly Progress through Michigan Department of Education's Ed Yes! Report Card for the 2008-09 school year.

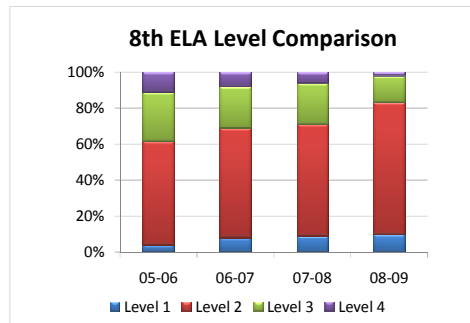
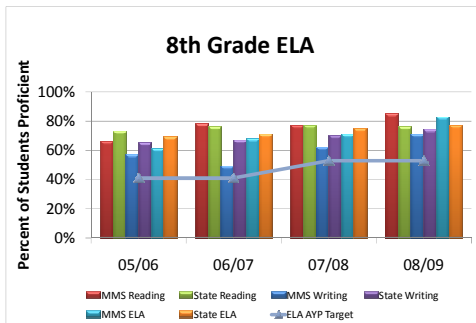
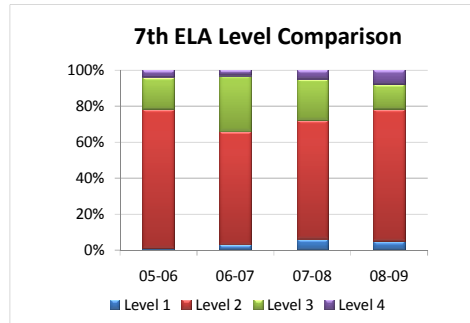
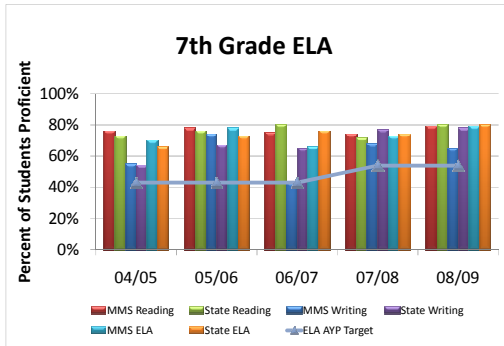
School Improvement Plan

Montabella High continues our commitment to the improvement process. Using data and research, we have created 3 primary goals for improvement: Writing, basic math computation, and assisting our at-risk students' academic progress. Our goals have been outlined and strategies and interventions brainstormed. Our next step will be to finalize strategies and research interventions. Some strategies have been implemented and evaluated. Additional strategies will continue to be incorporated.

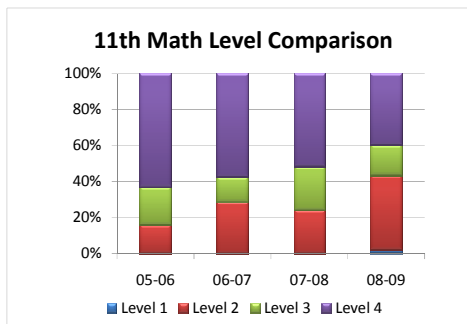
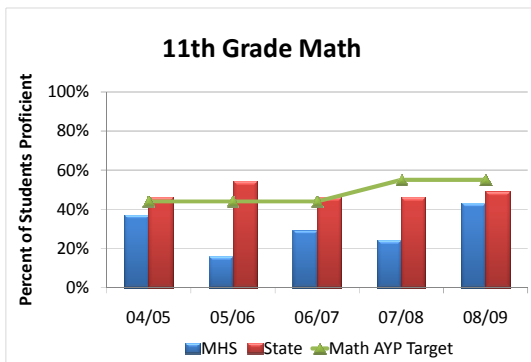
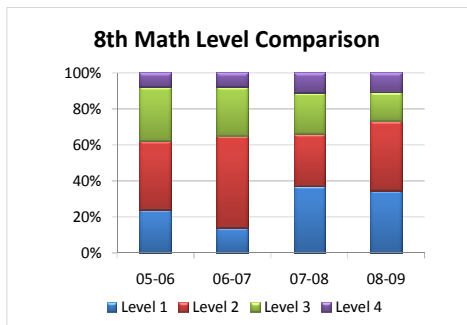
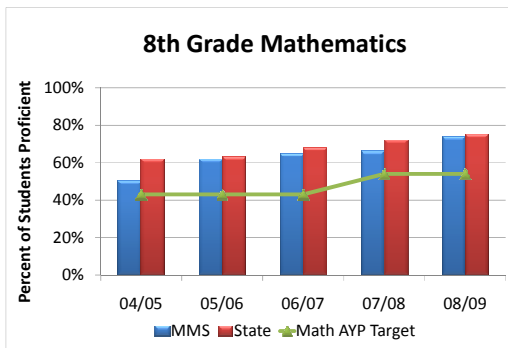
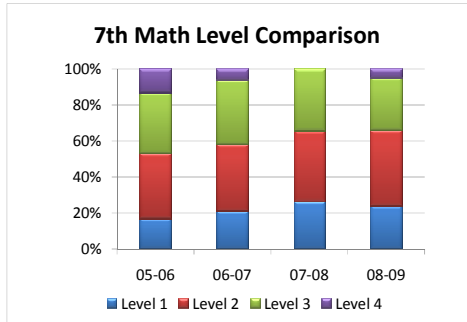
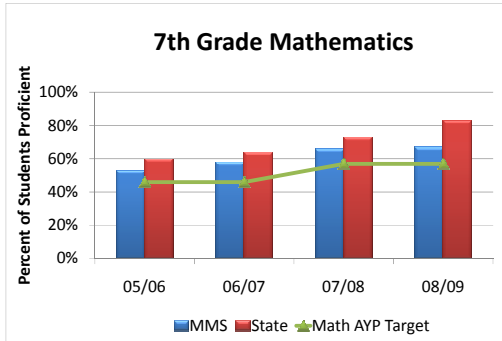
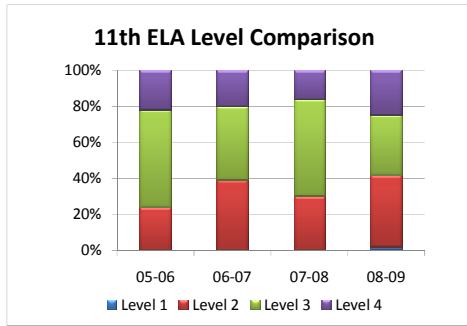
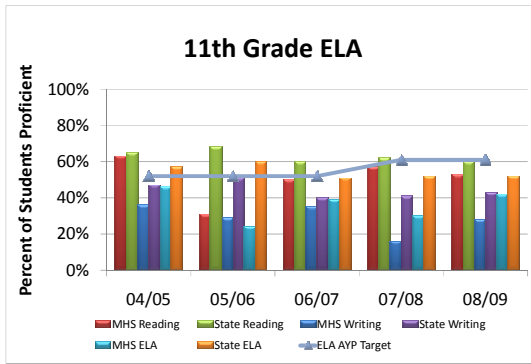
Early dismissal time was used to work on goals which included developing an atmosphere as a professional learning community and evaluating the programs offered by the Junior/Senior High through the use of the performance indicators. It was also through these meetings that new committees to drive school improvement in areas additional to academic performance were formed.

Student Assessment Data

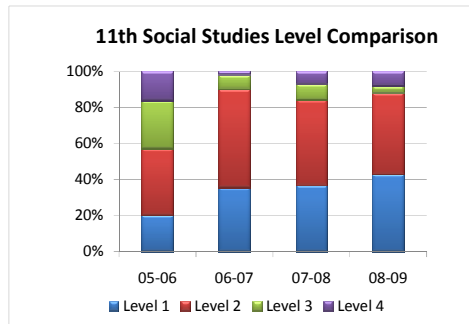
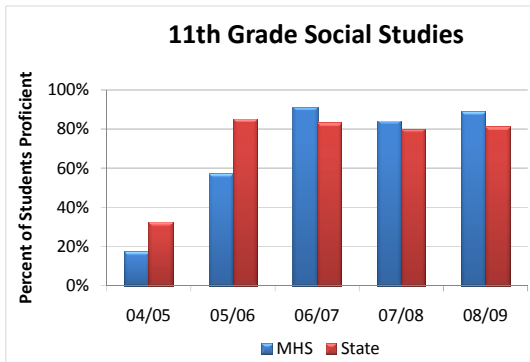
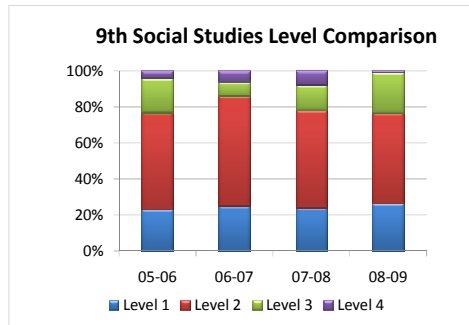
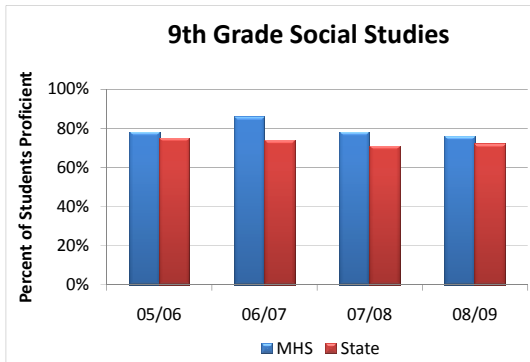
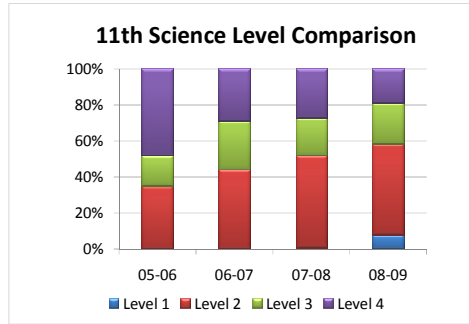
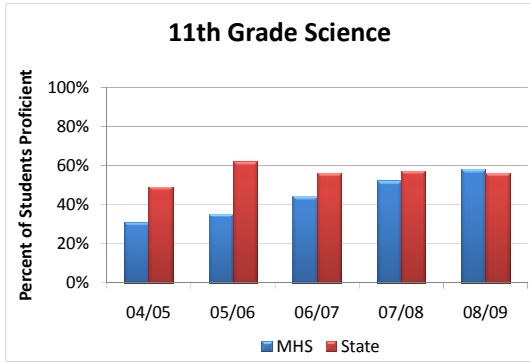
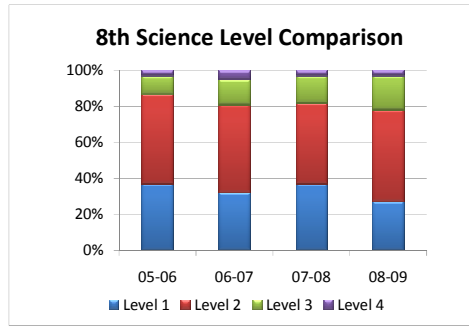
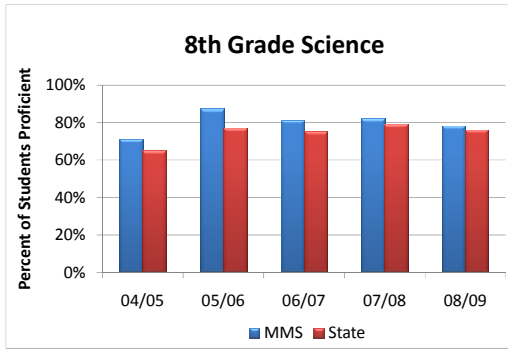
MEAP/MME Trends



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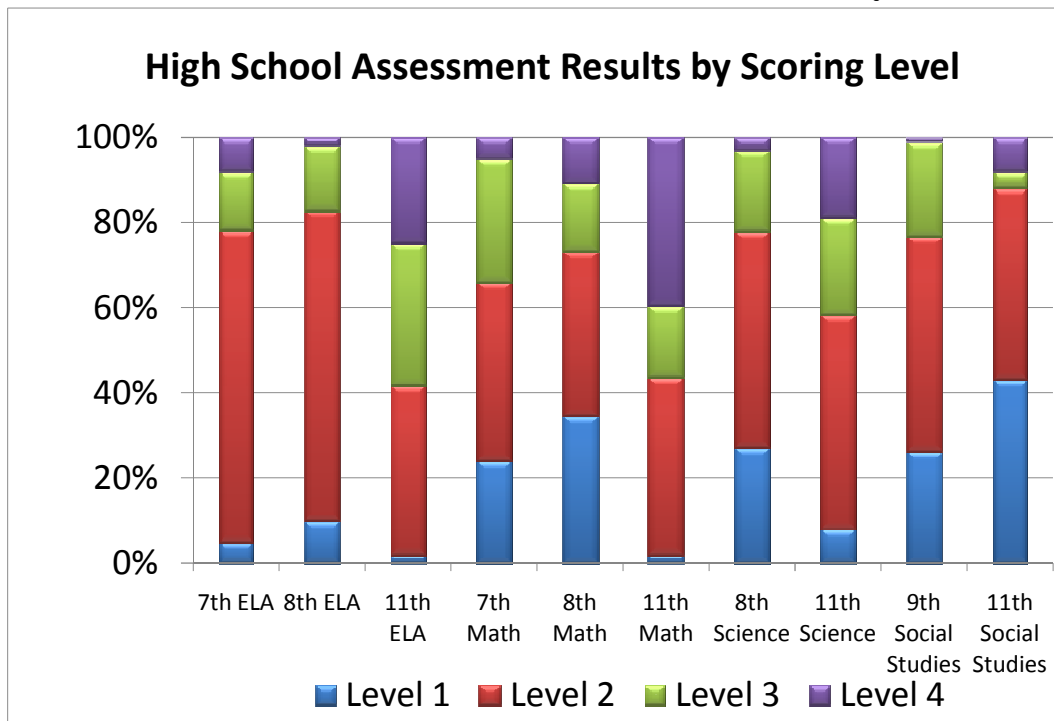


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MME Gender Report Trend

Grade	2006	2007	2008	2009
11				
Math:				
Male	18	29	31	34
Female	13	28	15	54
Science:				
Male	44	32	63	52
Female	23	56	36	67
Social Studies:				
Male	53	85	86	90
Female	63	97	82	88
ELA:				
Male	20	29	27	17
Female	30	50	36	71

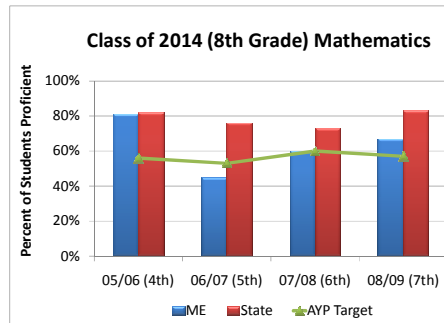
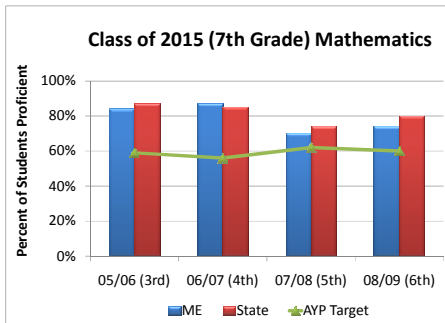
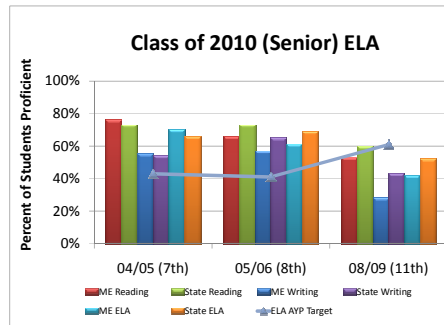
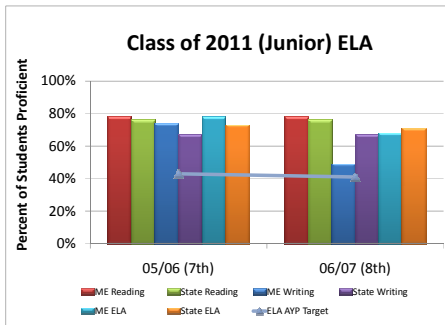
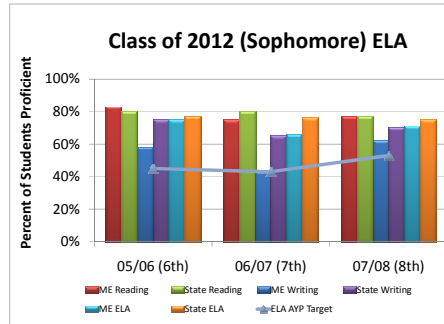
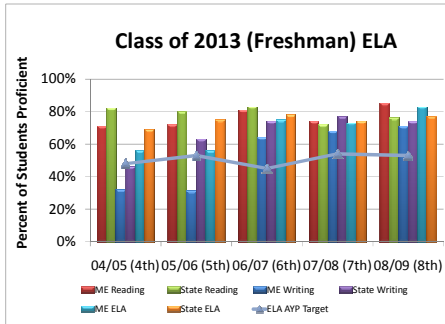
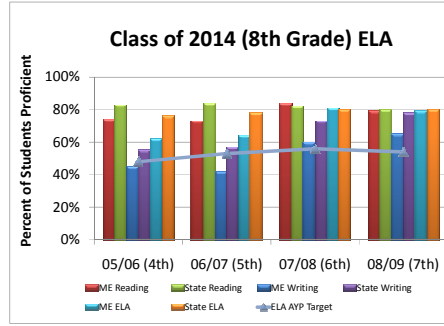
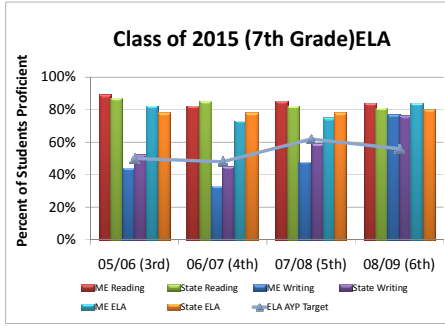
2008/09 MEAP/MME Assessment Results by Scoring Level



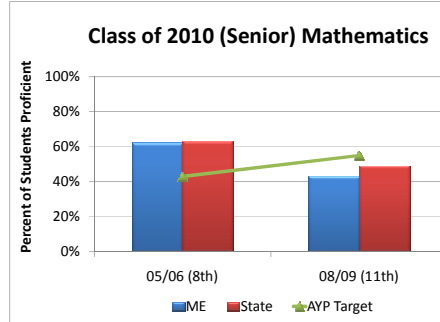
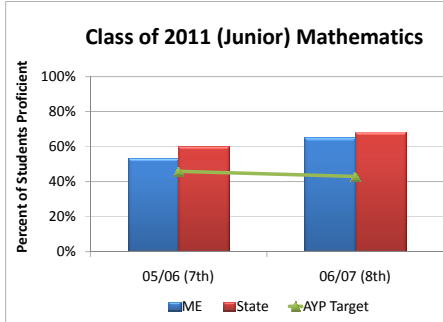
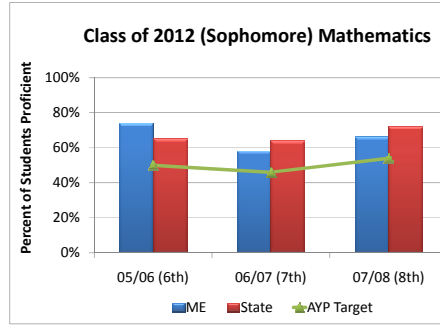
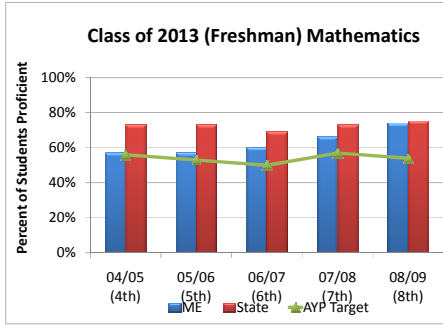
Level 1 = Exceeds (Student work exceeds standards) Level 2 = Meets (Student work meets standards)
 Level 3 = Basic (Student work is at basic level) Level 4 = Apprentice (Student work is apprentice level)

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MEAP Cohort Analysis



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The following table shows the percentage of student scores in each of the 4 categories of achievement. Due to rounding the sum of the percentages for each sub group may not equal 100.

1 = Exceeds (Student work exceeds standards)
3 = Basic (Student work is at basic level)

2 = Meets (Student work meets standards)
4 = Apprentice (Student work is apprentice level)

Grade 7 Achievement 2008 MEAP		English Language Arts				Mathematics			
All		1	2	3	4	1	2	3	4
	District	5	74	14	8	24	42	29	5
	State	31	48	11	9	53	30	15	2
Gender		1	2	3	4	1	2	3	4
	Male	8	68	16	8	22	39	33	6
	Female	0	83	10	7	27	47	23	3
Racial/Ethnic		1	2	3	4	1	2	3	4
	White	5	72	15	8	27	40	28	5
	Black	<10				<10			
	Hispanic	<10				<10			
	Asian	None				None			
	Native American	<10				<10			
	Multiracial	<10				<10			
Limited English Proficient		1	2	3	4	1	2	3	4
		None				None			
Migrant		1	2	3	4	1	2	3	4
		None				None			
Special Education		1	2	3	4	1	2	3	4
		<10				<10			
Economically Disadvantaged		1	2	3	4	1	2	3	4
	Yes	5	61	22	12	22	34	37	7
	No	4	96	0	0	28	56	16	0

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Grade 8 Achievement 2008 MEAP		English Language Arts				Mathematics			
All		1	2	3	4	1	2	3	4
	District	10	73	15	2	35	39	16	11
	State	19	58	18	6	43	32	18	7
Gender		1	2	3	4	1	2	3	4
	Male	6	72	19	3	32	45	10	13
	Female	15	74	11	0	38	31	23	8
Racial/Ethnic		1	2	3	4	1	2	3	4
	White	19	66	10	5	36	39	14	11
	Black	None				None			
	Hispanic	None				None			
	Asian	None				None			
	Native American	<10				<10			
	Multiracial	None				None			
Limited English Proficient		1	2	3	4	1	2	3	4
		None				None			
Migrant		1	2	3	4	1	2	3	4
		None				None			
Special Education		1	2	3	4	1	2	3	4
		<10				<10			
Economically Disadvantaged		1	2	3	4	1	2	3	4
	Yes	11	70	11	8	20	46	23	11
	No	32	59	9	0	59	27	5	9

Grade 11 Achievement 2009 MME		English Language Arts				Mathematics			
All		1	2	3	4	1	2	3	4
	District	2	40	34	25	2	42	17	40
	State	3	49	36	12	12	37	15	36
Gender		1	2	3	4	1	2	3	4
	Male	0	17	52	31	0	34	21	45
	Female	4	67	13	17	4	50	13	33
Racial/Ethnic		1	2	3	4	1	2	3	4
	White	2	41	33	24	2	45	16	37
	Black	<10				<10			
	Hispanic	<10				<10			
	Asian	None				None			
	Native American	None				None			
	Multiracial	None				None			
Limited English Proficient		1	2	3	4	1	2	3	4
		None				None			
Migrant		1	2	3	4	1	2	3	4
		None				None			
Special Education		1	2	3	4	1	2	3	4
		<10				<10			
Economically Disadvantaged		1	2	3	4	1	2	3	4
	Yes	0	22	39	39	4	17	26	52
	No	3	53	30	13	0	60	10	30

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ACT Scores

(American College Testing Service)

Year	Montabella Average	State Average	National Average
2008 - 2009	17.0	19.6	21.1
2007 - 2008	18.1	19.6	21.1
2006 - 2007	19.9	21.5	21.2
2005 - 2006	19.2	21.5	21.1

Adequate Yearly Progress Data

According to Michigan School Report Card data Montabella Junior/Senior High met the criteria for Adequate Yearly Progress (AYP) for the 2008-2009 school year. Adequate Yearly Progress (AYP) is determined by meeting target percentages in levels 1 & 2 combined on the English Language Arts and Math MEAP tests. All students, as well as certain subgroups are required to meet the target. Formulas are used that consider students who have not been in attendance at a district for a full academic year as well as those whose scores are close to the target and may be considered provisionally proficient. The chart below indicates our raw scores without taking those formulas into consideration, therefore in areas where there is a negative number it appears we did not meet the state target, however when the formulas are applied the standards were met. Looking at the raw scores helps us to see the true achievement of our students and helps us better determine needs.

2008/09 MEAP/MME Assessment Comparison to State Target

Grade 7	All	Gender		Racial Ethnic Background					Sp Ed	Economically Disadvantaged	
		Male	Female	White	Black	Nat Am	Hispanic	Multiracial	Yes	Yes	No
Enrolled	66	37	29	60	<10	<10	<10	<10	<10	41	25
ELA	79%	76%	83%	77%	na	na	na	na	na	66%	100%
State Target	54%										
Difference	25%	22%	29%	23%	na	na	na	na	na	12%	46%
Enrolled	66	36	30	60	<10	<10	<10	<10	<10	41	25
Math	67%	61%	73%	67%	na	na	na	na	na	56%	84%
State Target	57%										
Difference	10%	4%	16%	10%	na	na	na	na	na	-1%	27%
Grade 8	All	Gender		Racial Ethnic Background				Sp Ed	Economically Disadvantaged		
		Male	Female	White		Nat Am		Yes	Yes	No	
Enrolled	59	32	27	58		<10		<10	37	22	
ELA	83%	78%	89%	83%		na		na	78%	91%	
State Target	53%										
Difference	30%	25%	36%	30%		na		na	25%	38%	
Enrolled	57	31	26	56		<10		<10	35	22	
Math	74%	77%	69%	75%		na		na	66%	86%	
State Target	54%										
Difference	20%	23%	15%	21%		na		na	12%	32%	

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Grade 11	All	Gender		Racial Ethnic Background			Sp Ed	Ec Dis	
		Male	Female	White	Black	Hispanic	Yes	Yes	No
Enrolled	53	29	24	49	<10	<10	<10	23	30
ELA	42%	17%	71%	43%	na	na	na	22%	57%
State Target	61%								
Difference	-19%	-44%	10%	-18%	na	na	na	-39%	-4%
Enrolled	53	29	24	49	<10	<10	<10	23	30
Math	43%	34%	54%	47%	na	na	na	22%	60%
State Target	55%								
Difference	-12%	-21%	-1%	-8%	na	na	na	-33%	5%

ELA = English Language Arts

*Combined Level 1 (Exceeds State Standards) and Level 2 (Meets State Standards).

Graduation rates are also used at the Junior/Senior High in the determination of AYP. The graduation rate for the 2008/09 school year was 87.5% which meets the target of 80%

Although Montabella Junior/Senior High is not identified for school improvement the following information is provided as a service to parents.

No Child Left Behind Right to Know Provisions

A local educational agency shall promptly provide to a parent or parents of each student enrolled in an elementary school or a secondary school identified for school improvement, for corrective action, or for restructuring:

- An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the State educational agency involved;
- The reasons for the identification;
- An explanation of what the school identified for school improvement is doing to address the problem of low achievement;
- An explanation of what the local educational agency or State educational agency is doing to help the school address the achievement problem;
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- An explanation of the parents' option to transfer their child to another public school with transportation provided by the agency when required or to obtain supplemental educational services for the child.

Parent Involvement

The Montabella Community School Board of Education scheduled three parent teacher conferences in the 2008-09 school year to address student progress in each trimester. Other individual conferences may be requested by parents or teachers when necessary. The Board also encourages parental involvement in the schools through programs and activities designed to increase parent-school communications and to involve parents in the development and implementation of educational policies and school programs. Special consideration is given to scheduling meetings, programs, and events so that working parents can attend.

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Parent/Teacher Conference Attendance	Fall	Spring	
2004-05	37%	Not held	
2005-06	39%	32%	
2006-07	43%	24%	
2007-08	37%	22%	
	1 st Tri	2 nd Tri	3 rd Tri
2008-09	31%	24%	23%

Montabella Junior/Senior High's parent participation is represented in the Band Boosters and Sports Boosters. The senior class parents organize Project Graduation, which is an all night, alcohol free party, at a local university.

Advanced Placement



During the 2008-09 school year there was one student at Montabella Junior/Senior High taking dual enrollment courses. Eleven students took advantage of AP calculus and two 8th grade students enrolled in high school electives to provide enriched opportunities.

Core Curriculum

Montabella Community Schools has been writing curriculum for each grade level and course for the past twenty years. The Curriculum Council is responsible for the development of curriculum at Montabella.

As of July 2009 Montabella has nine K-12 curriculums written to reflect the state core curriculum mandates. These nine curriculums are: language arts, mathematics, science, social studies, physical education, health, music, art, and technology. These curriculums are under constant review and revision by curriculum council and staff.

During the 2008/2009 school year the Montabella district focused on aligning evaluation and assessments to curriculum. Co-teaching training was a focus at the junior/senior high through work with Central Michigan University's Center for Excellence in Education (CEIE). Other training through CEIE included instructional coaching in professional learning community practices and high school leadership seminars. Committees were developed to provide opportunity for shared leadership in the areas of data, at-risk students, school climate, special education, school leadership, scheduling, and professional development.

Teacher Qualifications

All teachers at Montabella Junior/Senior High meet the State of Michigan as well as Federal No Child Left Behind requirements to be considered highly qualified. Special education services are being provided in co-taught classrooms by special education teachers and a highly qualified general education teacher.