



Montabella Community Schools

MONTABELLA.COM

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Montabella Elementary School Annual Education Report (AER)

March 8, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Montabella Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact me or Jacki Fredricks for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.montabella.com/index.php/about-us/annual-report/> or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

Montabella Elementary has several areas that can be considered opportunities for improvement. There will be a high emphasis in the area of Mathematics and Language Arts. Mathematics proficiency rates ranged from 22% to 39% depending on grade level. Language Arts proficiency rates ranged from 23% to 31% depending on grade level. An on-site technology coach will continue to provide job embedded professional development in the integration of technology in both math and reading to include multiple online resources as well as those aligned with the text resources. The second year of implementation of a new reading series will be enhanced by the status as a lab school with the Reading Now Network. This status

enhanced by the status as a lab school with the Reading Now Network. This status will provide Montabella Elementary with a needs assessment resulting in a focused plan, professional development, resources and support from the Network.

State law requires that we also report additional information. Students attend Montabella Elementary school if they are in Kindergarten through 6th grade and live in the Montabella Community School district or choose Montabella through schools of choice. We also provide a prekindergarten program through the Great Start Readiness Program for eligible students. Montabella Elementary students who are eligible for special education are provided access to appropriate services by the district or the Montcalm Area Intermediate School District as determined by an Individualized Education Plan. We also provide school-wide Title I and At Risk services to students needing interventions to assist in achievement.

Montabella Elementary School Improvement Plan is designed to be a "living document" that will span three to five years. Please note that the objectives in this document have been adjusted to reflect the change in proficiency scoring from a 1 or 2 to a 3 or 4 on the state test in 2015. Results of specific objectives for the 2013-2014, 2014-2015, & 2015-2016 school years are outlined below:

English Language Arts:

2013-2014 ELA Goal: All students will be proficient in reading and writing

Objectives: 69% of All Students will demonstrate a proficiency of grade level content expectations in English Language Arts by 01/19/2014 as measured by a 1 or 2 on the 2013 Reading MEAP and 26% of Students with Disabilities will demonstrate a proficiency of grade level content expectations in English Language Arts by 01/19/2014 as measured by a 1 or 2 on the 2013 Reading MEAP.

39% of All Students will demonstrate a proficiency of grade level content expectations in English Language Arts by 01/19/2014 as measured by a 1 or 2 on the 2013 Writing MEAP and 9% of Students with Disabilities students will demonstrate a proficiency of grade level content writing expectations in English Language Arts by 01/19/2014 as measured by a 1 or 2 on the 2013 Writing MEAP.

Summary of Results:

	Target	2013 Reading MEAP	Target	2013 Writing MEAP
All Students	69%	52.4% did not attain	39%	16.8% did not attain
Students with Disabilities	26%	7.7% did not attain	9%	0% did not attain

2014-2015 ELA Goal: All students will be proficient in reading and writing

Objectives: 71% of All Students will demonstrate a proficiency of grade level content expectations in English Language Arts by Jun 30, 2015 as measured by a 3 or 4 on the 2015 Reading MEAP+ and 45% of students will demonstrate proficiency in English Language Arts by 6/30/2015 as measured by the Grade Equivalency scoring on STAR Reading.

26% of Students with Disabilities will demonstrate a proficiency of grade level content expectations in English Language Arts by Jun 30, 2015 as measured by a 3 or 4 on the 2015 Reading MEAP.

Summary of Results:

	Target	2015 ELA M-Step	Target	STAR grade equivalency
All Students	71%	26% did not attain	45%	41% did not attain
Students with Disabilities	26%	5% did not attain	NA	NA

Objectives: 40% of All Students will demonstrate a proficiency of grade level content expectations in English Language Arts by 06/30/2015 as measured by a 3 or 4 on the 2015 Writing MEAP.

11% of Students with Disabilities will demonstrate a proficiency of grade level content writing expectations in English Language Arts by 06/30/2015 as measured by a 3 or 4 on the 2015 Writing MEAP.

Summary of Results:

No separate writing test was scored.

2015-2016 ELA Goal: All students will be proficient in reading and writing

Objectives: 73% of All Students will demonstrate a proficiency of grade level content expectations in English Language Arts by 06/30/2016 as measured by a 3 or 4 on the 2016 Reading state assessment and 38% of students will demonstrate proficiency of grade level Reading content expectations as measured by meeting the appropriate STAR grade equivalency by 6/30/2016.

27% of Students with Disabilities students will demonstrate a proficiency of grade level content expectations in English Language Arts by 06/30/2016 as measured by a 3 or 4 on the 2016 Reading state assessment and 20% of Students with Disabilities will demonstrate proficiency of grade level Reading content expectations as measured by meeting the appropriate STAR grade equivalency by 6/30/2016.

Summary of Results:

	Target	2016 ELA M-Step	Target	STAR grade equivalency
All Students	73%	27.8% did not attain	38%	55% attained
Students with Disabilities	27%	0% did not attain	20%	28% attained

Objectives: 47% of All Students will demonstrate a proficiency of grade level content expectations in English Language Arts by 06/30/2016 as measured by a 3 or 4 on the 2016 Writing state assessment.

22% of Students with Disabilities students will demonstrate a proficiency of grade level content writing expectations in English Language Arts by 06/30/2016 as measured by a 3 or 4 on the 2016 Writing state assessment.

Summary of Results:

No separate writing test was scored. The following State Writing Assessment Rubric information will be used for baseline data "as measured by a rubric score of 3 or 4 in both Organization/Purpose & Evidence/Elaboration or Development/Elaboration and a 2 in Conventions on the 10-point State Writing Essay Rubric."

	Target	2016 M-Step Essay Rubric
All Students	22%	3.1%
Students with Disabilities	22%	0%

Mathematics:

2013-2014 Math Goal: All students will demonstrate understanding of concepts and application of mathematical skills

Objectives: 35% of All Students will demonstrate a proficiency of grade level content expectations in Mathematics by 01/19/2014 as measured by a 1 or 2 on the 2013 Math MEAP and 21% of Students with Disabilities students will demonstrate a proficiency of grade level content expectations in Mathematics by 01/19/2014 as measured by a 1 or 2 on the 2013 Math MEAP.

Summary of Results:

	Target	2013 Math MEAP
All Students	35%	16.0% did not attain
Students with Disabilities	21%	6.3% did not attain

2014-2015 Math Goal: All students will demonstrate understanding of concepts and application of mathematical skills

Objectives: 41% of All Students will demonstrate a proficiency of grade level content expectations in Mathematics by 06/30/2015 as measured by a 3 or 4 on the 2015 Math M-Step and 45% of all students will demonstrate proficiency of grade level content expectations in Mathematics as measured by the STAR grade equivalency by 6/30/2015.

21% of Students with Disabilities will demonstrate a proficiency of grade level content expectations in Mathematics by 06/30/2015 as measured by a 3 or 4 on the 2015 Math M-Step and by Grade Level equivalence of STAR.

Summary of Results:

	Target	2015 Math M-Step	Target	STAR grade equivalency
All Students	41%	30% did not attain	45%	53.5% attained
Students with Disabilities	21%	14% did not attain	21%	18.1% did not attain

2015-2016 Math Goal: All students will demonstrate understanding of concepts and application of mathematical skills

Objectives: 47% of All Students will demonstrate a proficiency of grade level content expectations in Mathematics by 06/30/2016 as measured by a 3 or 4 on the 2016 Math state assessment and 52% of all students will demonstrate proficiency of grade level Mathematics content expectations as measured by meeting the appropriate STAR grade equivalency by 6/30/2016.

25% of Students with Disabilities students will demonstrate a proficiency of grade level content expectations in Mathematics by 06/30/2016 as measured by a 3 or 4 on the 2016 Math state assessment and 28% of Students with Disabilities will demonstrate proficiency of grade level Mathematics content expectations as measured by meeting the appropriate STAR grade equivalency by 6/30/2016.

Summary of Results:

	Target	2016 Math M-Step	Target	STAR grade equivalency
All Students	47%	30.3% did not attain	52%	76% attained
Students with Disabilities	25%	14.3% did not attain	28%	76% attained

Science:

2013-2014 Science Goal: All students will improve in skills and content in the area of Science

Objectives: 29% of All Students will demonstrate a proficiency of grade level content expectations in Science by 01/19/2014 as measured by a 1 or 2 on the 2013 Science MEAP and 9% of Students with Disabilities will demonstrate a proficiency of grade level content expectations in Science by 01/19/2014 as measured by a 1 or 2 on the 2013-14 state Science assessment.

Summary of Results:

	Target	2013 Science MEAP
All Students	29%	20% did not attain
Students with Disabilities	9%	0% did not attain

2014-2015 Science Goal: All students will improve in skills and content in the area of Science

Objectives: 36% of All Students will demonstrate a proficiency of grade level content expectations in Science by 06/30/2015 as measured by a 3 or 4 on the 2015 Science M-Step.

11% of Students with Disabilities will demonstrate a proficiency of grade level content expectations in Science by 06/30/2015 as measured by a 3 or 4 on the 2015 state Science assessment.

Summary of Results:

	Target	2015 Science M-Step
All Students	36%	5% did not attain
Students with Disabilities	11%	0% did not attain

2015-2016 Science Goal: All students will improve in skills and content in the area of Science

Objectives: 43% of All Students will demonstrate a proficiency of grade level content expectations in Science by 06/30/2016 as measured by a 3 or 4 on the 2016 Science state assessment.

21% of Students with Disabilities students will demonstrate a proficiency of grade level content expectations in Science by 06/30/2016 as measured by a 3 or 4 on the 2016+ state Science assessment.

Summary of Results:

	Target	2016 Science M-Step
All Students	43%	0% did not attain
Students with Disabilities	21%	0% did not attain

Social Studies:

2013-2014 Social Studies Goal: All students will demonstrate and apply knowledge of social studies concepts

Objectives: 36% of All Students will demonstrate a proficiency of grade level content expectations in Social Studies by 01/19/2014 as measured by a 1 or 2 on the 2013 Social Studies MEAP and 28% of Students with Disabilities

students will demonstrate a proficiency of grade level content expectations in Social Studies by 01/19/2014 as measured by a 1 or 2 on the 2013-14 state Social Studies assessment.

Summary of Results:

	Target	2013 Social Studies MEAP
All Students	36%	23.0% did not attain
Students with Disabilities	28%	12.5% did not attain

2014-2015 Social Studies Goal: All students will demonstrate and apply knowledge of social studies concepts

Objectives: 43% of All Students will demonstrate a proficiency of grade level content expectations in Social Studies by 06/30/2015 as measured by a 3 or 4 on the 2015 Social Studies M-Step.

28% of Students with Disabilities students will demonstrate a proficiency of grade level content expectations in Social Studies by 06/30/2015 as measured by a 3 or 4 on the 2015 state Social Studies assessment.

Summary of Results:

	Target	2015 Science M-Step
All Students	43%	5% did not attain
Students with Disabilities	28%	25% did not attain

2015-2016 Social Studies Goal: All students will demonstrate and apply knowledge of social studies concepts

Objectives: 49% of All Students will demonstrate a proficiency of grade level content expectations in Social Studies by 06/30/2016 as measured by a 3 or 4 on the 2016 Social Studies state assessment.

30% of Students with Disabilities students will demonstrate a proficiency of grade level content expectations in Social Studies by 06/30/2016 as measured by a 3 or 4 on the 2016 state Social Studies assessment.

Summary of Results:

	Target	2016 Science M-Step
All Students	49%	7.8% did not attain
Students with Disabilities	30%	0% did not attain

Montabella Elementary core curriculum is aligned with the Michigan Content Standards identified by the state. The KC4 curriculum, which is used by classroom teachers to prepare daily lessons, can be accessed by contacting the Principal's office.

STAR Reading and Math assessments are administered at Montabella Elementary in grades K-6 and the data is used, along with other information, to determine student needs. The table below shows the number and percent of students in each percentile range at each grade level (Kindergarten does not report Percentile Ranks). Percentile Ranks range from 1-99 and express student ability relative to the scores of other students in the same grade. For a particular student, this score indicates the percentage of students in the norms group who obtained lower scores.

For example, if a student has a PR of 85, the student's reading skills are greater than 85% of other children in the same grade.

Percentile Rank Distribution

2015-2016 Grade Level	# of students	STAR Math Percentile				STAR Reading Percentile			
		Below 25 th	25 th – 49 th	50 th – 74 th	75 th & above	Below 25 th	25 th – 49 th	50 th – 74 th	75 th & above
1	8 ^{^@}	0 0.0%	0 0.0%	3 37.5%	5 62.5%	0 0.0%	0 0.0%	0 0.0%	8 100.0%
2	5 ^{^@}	0 0.0%	0 0.0%	1 20.0%	4 80.0%	0 0.0%	0 0.0%	1 20.0%	4 80.0%
3	38 [^]	2 5.3%	7 18.4%	11 28.6%	18 47.4%	10 26.3%	8 21.1%	10 26.3%	10 26.3%
4	47 [^]	5 10.6%	12 25.5%	14 29.8%	16 34.0%	9 19.1%	14 29.8%	15 31.9%	9 19.1%
5	60 [^]	17 28.3%	13 21.7%	15 25.0%	15 25.0%	20 33.3%	13 21.7%	16 26.7%	11 18.3%

[^]Renaissance Learning data reports from the 2015-16 school year are no longer available. The data provided includes only students who are currently enrolled in the 2016-17 school year.

[@]Grades K-2 use STAR Early Literacy as the primary assessment. Only students who have tested out of STAR Early Literacy are included in the table.

2014-2015 Grade Level	# of students	STAR Math Percentile				STAR Reading Percentile			
		Below 25 th	25 th – 49 th	50 th – 74 th	75 th & above	Below 25 th	25 th – 49 th	50 th – 74 th	75 th & above
6	44 [^]	15 34.1%	14 31.8%	9 20.5%	6 13.6%	19 43.2%	13 29.5%	12 27.3%	0 0.0%
1	48/49 [^]	4 8.3%	4 8.3%	5 10.4%	35 72.9%	27 55.1%	9 18.4%	6 12.2%	7 14.3%
2	42/41 [^]	8 19%	5 11.9%	9 21.4%	20 47.6%	12 29.3%	14 34.1%	10 24.4%	5 12.2%
3	46 [^]	6 13%	13 28.3%	11 23.9%	16 34.8%	14 30.4%	11 23.9%	12 26.1%	9 19.6%
4	59 [^]	12 20.3%	12 20.3%	18 30.5%	17 28.8%	14 23.7%	17 28.8%	16 27.1%	12 20.3%
5	52 [^]	12 23.0%	10 19.2%	15 28.8%	15 28.8%	16 30.8%	19 36.5%	15 28.8%	2 3.8%
6	54/53 [^]	15 27.8%	14 25.9%	14 25.9%	11 20.4%	22 41.5%	13 24.5%	11 20.8%	7 13.2%

[^]Renaissance Learning data reports from the 2014-15 school year are no longer available. The data provided includes only students who are currently enrolled in the 2015-16 school year.

2013-2014 Grade Level	# of students	STAR Math Percentile				STAR Reading Percentile			
		Below 25 th	25 th – 49 th	50 th – 74 th	75 th & above	Below 25 th	25 th – 49 th	50 th – 74 th	75 th & above
1	57	13 22.8%	14 24.6%	14 24.6%	16 28.1%	33 57.9%	12 21.1%	7 12.3%	5 8.8%
2	53	8 15.1%	11 20.8%	10 18.9%	24 45.3%	20 37.7%	9 17.0%	12 22.6%	12 22.6%
3	65	19 29.2%	16 24.6%	15 23.1%	15 23.1%	29 44.6%	16 24.6%	14 21.5%	6 9.2%
4	67	15 22.4%	16 23.9%	23 34.3%	13 19.4%	17 25.4%	17 25.4%	23 34.3%	10 14.9%
5	57	16 28.1%	17 29.8%	9 15.8%	15 26.3%	12 21.1%	19 33.3%	18 31.6%	8 14.0%
6	69	25 36.2%	21 30.4%	17 24.6%	6 8.7%	21 30.4%	28 40.6%	14 20.3%	6 8.7%

Parent teacher conferences are held in the fall and spring. The table below shows the number and percent of students represented at parent teacher conferences.

	12-13		13-14		14-15		15-16	
Fall Conference	272/424	64.1%	301/435	69.1%	314/407	66%	306/391	78.2%
Spring Conference	254/422	60.1%	293/434	67.5%	271/397	68%	256/389	65.8%

Montabella Elementary students and staff will continue to set goals and monitor progress, striving to have the highest expectations. The 2017-2018 school year will present some new and exciting challenges for Montabella Elementary.

Implementation with fidelity of Journey's (reading series) and Math Expressions (math series) will be a top priority. Additional reading supports will be offered through the newly formed relationship with the Reading Now Network. Preparing student for the world of technology will also be emphasized with coaching being offered on a daily basis. At Montabella Elementary we embrace the idea that all students can learn and our staff is committed to coaching every student, every day in order to help each student realize their full potential.

Sincerely,

Michael Moore
Montabella Elementary Principal