



# Montabella Community Schools

MONTABELLA.COM

## JUNIOR/SENIOR HIGH

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## Montabella Junior/Senior High Annual Education Report

May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Montabella Junior/Senior High. 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/district/district\\_info.html](http://www.montabella.com/district/district_info.html) or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. 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 Junior/Senior High continues to see a gap in student achievement. The analysis of the data in the combined report shows a large gap in student performance. In English, students were not able to meet the objective on the state assessments; however English did exceed its objectives on local assessments for all students. It was not able to meet or exceed its objectives on local assessments for students with disabilities or the bottom 30. In math, all students did not achieve the objective on the state assessments, and they were unable to achieve the objective on the local assessments (missing it by only 1%). In science, students were not able to meet the objectives on the state assessments; and all students were also unable to achieve the objective on the local assessment. In social studies, all students did not meet the objective on the state assessment; all students did meet the objective on local assessments and students with disabilities missed the objective by .6%. In order to bridge the gap between student achievement and the objectives, a number of initiatives will be incorporated into the school improvement process and regular operations at the school for the 2017-2018 school year. Core content areas will continue to meet on a regular basis to

analyze student performance and make adjustments to instructional practice. All content staff members will analyze student writing assignments to address performances in reading, writing, and questioning strategies. The school continued an informal mentoring program for some of the students identified as at-risk. The core content areas will also incorporate specific strategies or initiatives (detailed in the school improvement plan). The English department will use vocabulary strategies, an online feedback program for writing, regular use of information reading and writing activities, and the school has incorporated a class for eighth grade students to increase reading opportunities. The math department will use Thinking Maps visual organizers and vocabulary strategies. The science department will use lab based activities, improved questioning, and spacing learning over time. The social studies department continues to incorporate additional inferencing activities through document based questioning. They will also teach and post important vocabulary words in the rooms. The school continues to identify struggling learners and will provide Title 1/At-Risk in math and reading/writing through lab classes and reduced class sizes.

State law requires that we also report additional information. Students attend Montabella Junior/Senior High if they live in the Montabella Community School district or choose Montabella through schools of choice and are in 7<sup>th</sup> through 12<sup>th</sup> grade. Eligible students at Montabella Junior/Senior High are provided access to special education services provided 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. Programs available for eligible students also include the Montcalm Area Career Center, dual enrollment, Early/Middle College, community as school, Michigan Virtual High School and Edgenuity online classes, and Montabella Online Virtual Academy.

All instructional staff at Montabella Junior/Senior High are involved in the development and monitoring of the school improvement plan. Goals, objectives, strategies, and actions are determined after analysis of multiple sources of data. Results of specific objectives for 2015-2016 & 2016-2017 school years are outlined below:

### **English Language Arts:**

**2015-2016 ELA Goal:** All students will demonstrate their ability to read and write effectively at their grade level

**Objectives:** 64% of All Students will demonstrate a proficiency of content expectations in English Language Arts by 06/30/2016 as measured by scoring a 3 or 4 on the 2016 state assessment and 77% of all students will demonstrate proficiency as measured by 60% or better on the local final assessment.

33% of Students with Disabilities students will demonstrate a proficiency in content standards in English Language Arts by 06/30/2016 as measured by scoring a 3 or 4 on the 2016 state Reading assessment, and 61% of Students with Disabilities will demonstrate proficiency as measured by 60% or better on the local final assessment.

59% of Economically Disadvantaged students will demonstrate a proficiency in content standards in English Language Arts by 06/30/2016 as measured by a proficient score on the 2016 state Reading assessment, and 73% of Economically Disadvantaged students will demonstrate proficiency as measured by 60% or better on the local final assessment.

**Summary of Results:**

	Target	2016 ELA M-Step	Target	Local Final Assessment
All Students	64%	45.0% did not attain	77%	87.3% attained
Students with Disabilities	28%	5.6% did not attain	25%	78.5% attained
Economically Disadvantaged	58%	41.2% did not attain	58%	89.5% attained*

\*Data for grade 12 students is unavailable.

**2016-2017 ELA Goal:** All students will demonstrate their ability to read and write effectively at their grade level

**Objectives:** 47% of all students will demonstrate a proficiency of content expectations in English Language Arts by 06/30/2017 as measured by scoring a 3 or 4 on the 2017 ELA M-STEP, and 77% of all students will demonstrate proficiency as measured by 60% or better on the local final assessment.

29% of Students with Disabilities students will demonstrate a proficiency in content standards in English Language Arts by 06/30/2017 as measured by scoring a 3 or 4 on the 2017 ELA M-STEP, and 61% of Students with Disabilities will demonstrate proficiency as measured by 60% or better on the local final assessment.

49% of Bottom 30% students will demonstrate a proficiency in content standards in English Language Arts by 06/30/2017 as measured by a score of 3 or 4 on the 2017 ELA M-STEP, and 73% of the Bottom 30% students will demonstrate proficiency as measured by 60% or better on the local final assessment.

**Summary of Results:**

	Target	2017 ELA M-Step	Target	Local Final Assessment
All Students	47%	45.4% did not attain	77%	78.7% attained
Students with Disabilities	29%	0.0% did not attain	61%	55.1% did not attain
Bottom 30%*	49%	0.0% did not attain	73%	34.8% did not attain

\*Data for grade 11 students is unavailable.

**Mathematics:**

**2015-2016 Mathematics Goal:** All students will demonstrate understanding of concepts and application of mathematical skills and show success in mathematics

**Objectives:** 46% of all students will demonstrate a proficiency of content expectations in Mathematics by 06/30/2016 as measured by scoring a 3 or 4 on 2016 state Math assessments and 64% of all students will demonstrate proficiency as measured by 65% on the local final assessment.

22% of Students with Disabilities students will demonstrate a proficiency of content expectations in Mathematics by 06/30/2016 as measured by scoring a 3 or 4 on the 2016 state Math assessment and 57% of Students with Disabilities will demonstrate proficiency as measured by 65% or better on the local final assessment.

25% of Economically Disadvantaged students will demonstrate a proficiency of content expectations in Mathematics by 06/30/2016 as measured by scoring a 3 or 4 on the 2016 state Math assessment and 67% of economically disadvantaged students will demonstrate proficiency as measured by 65% or better on the local final assessment.

**Summary of Results:**

	Target	2016 Math M-Step	Target	Local Final Assessment
All Students	46%	13.0% did not attain	64%	52.9% did not attain
Students with Disabilities	22%	5.6% did not attain	57%	32.4% did not attain
Economically Disadvantaged	25%	10.3% did not attain	67%	47.1% did not attain*

\*Data for grade 12 students is unavailable.

**2016-2017 Mathematics Goal:** All students will demonstrate understanding of concepts and application of mathematical skills and show success in mathematics

**Objectives:** 24% of all students will demonstrate a proficiency of content expectations in Mathematics by 06/30/2017 as measured by scoring a 3 or 4 on 2017 Math M-STEP and 64% of all students will demonstrate proficiency as measured by 65% on the local final assessment.

29% of Bottom 30% students will demonstrate a proficiency of content expectations in Mathematics by 06/30/2017 as measured by scoring a 3 or 4 on the 2017 Math M-STEP and 67% of Bottom 30% Students will demonstrate proficiency as measured by 65% or better on the local final assessment.

**Summary of Results:**

	Target	2017 Math M-Step	Target	Local Final Assessment
All Students	46%	14.9% did not attain	64%	63% did not attain
Bottom 30%*	22%	0% did not attain	57%	4.9% did not attain

\*Data for grade 11 students is unavailable.

**Science:**

**2015-2016 Science Goal:** All students will demonstrate science skills and apply knowledge of science concepts

**Objectives:** 43% of All Students will demonstrate a proficiency on content expectations in Science by 06/30/2016 as measured by scoring a 3 or 4 on the 2016 state Science assessment and 84% of all students will demonstrate proficiency as measured by 60% or better on local final assessments.

22% of Students with Disabilities students will demonstrate a proficiency of content expectations in Science by 06/30/2016 as measured by a 3 or 4 on the 2016 state Science assessment and 54% of students with disabilities will demonstrate proficiency as measured by 60% or better on local final assessments.

23% of Economically Disadvantaged students will demonstrate a proficiency of content expectations in Science by 06/30/2016 as measured by a 3 or 4 on the 2016 state Science assessment and 82% of economically disadvantaged students will demonstrate proficiency as measured by 60% or better on local final assessments.

**Summary of Results:**

	Target	2016 Science M-Step	Target	Local Final Assessment
All Students	43%	17.6% did not attain	84%	75.1% did not attain
Students with Disabilities	22%	0.0% did not attain	54%	53.7% attained
Economically Disadvantaged	23%	14.3% did not attain	82%	75.2% did not attain

2016-2017 Science Goal: All students will demonstrate science skills and apply knowledge of science concepts

Objectives: 31% of all students will demonstrate a proficiency on content expectations in Science by 06/30/2017 as measured by scoring a 3 or 4 on the 2017 Science M-STEP and 84% of all students will demonstrate proficiency as measured by 60% or better on local final assessments.

**Summary of Results:**

	Target	2017 Science M-Step	Target	Local Final Assessment
All Students	31%	15.8% did not attain	84%	73.8% did not attain

**Social Studies:**

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

Objectives: 50% of all students will demonstrate a proficiency of content expectations in Social Studies by 06/30/2016 as measured by scoring a 3 or 4 on the 2016 state Social Studies assessment and 80% of all students will demonstrate proficiency as measured by 60% or better on the local final assessment.

35% of Economically Disadvantaged students will demonstrate a proficiency of content expectations in Social Studies by 06/30/2016 as measured by scoring a 3 or 4 on the 2016 state Social Studies assessment and 78% of economically disadvantaged students will demonstrate proficiency as measured by 60% or better on the local final assessment.

26% of Students with Disabilities students will demonstrate a proficiency of content expectations in Social Studies by 06/30/2016 as measured by scoring a 3 or 4 on the 2016 state Social Studies assessment and 56% of students with disabilities will demonstrate proficiency as measured by 60% or better on the local final assessment.

**Summary of Results**

	Target	2016 Social Studies M-Step	Target	Local Final Assessment
All Students	50%	29.8% did not attain	80%	77.3% did not attain
Economically Disadvantaged	35%	24.3% did not attain	78%	77.2% did not attain
Students with Disabilities	26%	7.1% did not attain	56%	62.9% attained

2016-2017 Social Studies Goal: All students will demonstrate and apply knowledge of social studies concepts

Objectives: 42% of all students will demonstrate a proficiency of content expectations in Social Studies by 06/30/2017 as measured by scoring a 3 or 4 on the 2017 Social Studies M-STEP and 80% of all students will demonstrate proficiency as measured by 60% or better on the local final assessment.

29% of Students with Disabilities students will demonstrate a proficiency of content expectations in Social Studies by 06/30/2017 as measured by scoring a 3 or 4 on the 2017 Social Studies M-STEP and 56% of students with disabilities will demonstrate proficiency as measured by 60% or better on the local final assessment.

### Summary of Results

	Target	2017 Social Studies M-Step	Target	Local Final Assessment
All Students	42%	39.2% did not attain	80%	83.4% attained
Students with Disabilities	29%	7.1% did not attain	56%	55.4% did not attain

Montabella Junior/Senior High core curriculum is aligned with the Michigan Content Standards as 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 & Math assessments are administered at Montabella Junior/Senior High in grades 7-12. 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. 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

2015-16 Grade Level	# of students	STAR Math Percentile				STAR Reading Percentile			
		Below 25 <sup>th</sup>	25 <sup>th</sup> – 49 <sup>th</sup>	50 <sup>th</sup> – 74 <sup>th</sup>	75 <sup>th</sup> & above	Below 25 <sup>th</sup>	25 <sup>th</sup> – 49 <sup>th</sup>	50 <sup>th</sup> – 74 <sup>th</sup>	75 <sup>th</sup> & above
7	51*	14 27.5%	15 29.4%	16 31.4%	6 11.8%	10 19.6%	18 35.3%	16 31.4%	7 13.7%
8	65*	23 35.4%	24 36.9%	16 24.6%	2 3.1%	23 35.4%	17 26.2%	19 29.2%	6 9.2%
9	51*	19 37.3%	16 31.4%	16 31.4%	0 0.0%	22 43.1%	17 33.3%	10 19.6%	2 3.9%
10	73*	13 17.8%	20 27.4%	33 45.2%	7 9.6%	24 32.9%	26 35.6%	18 24.7%	5 6.8%
11	48*	4 8.3%	9 18.8%	27 56.3%	8 16.7%	20 41.7%	14 29.2%	13 27.1%	1 2.1%
12	NA*	NA	NA	NA	NA	NA	NA	NA	NA
2016-17 Grade Level	# of students	STAR Math Percentile				STAR Reading Percentile			
		Below 25 <sup>th</sup>	25 <sup>th</sup> – 49 <sup>th</sup>	50 <sup>th</sup> – 74 <sup>th</sup>	75 <sup>th</sup> & above	Below 25 <sup>th</sup>	25 <sup>th</sup> – 49 <sup>th</sup>	50 <sup>th</sup> – 74 <sup>th</sup>	75 <sup>th</sup> & above
7	38	13 34.2%	12 31.6%	8 21.1%	5 13.2%	17 44.7%	8 21.1%	11 28.9%	2 5.3%
8	53	12 22.6%	21 39.6%	15 28.3%	5 9.4%	12 22.6%	15 28.3%	19 35.8%	7 13.2%
9	70	32 45.7%	15 21.4%	16 22.9%	7 10.0%	27 38.6%	17 24.3%	20 28.6%	6 8.6%
10	45	12 26.7%	14 31.1%	17 37.8%	2 4.4%	14 31.1%	23 51.1%	7 15.6%	1 2.2%
11	61/59	14 23.0%	13 21.3%	25 41.0%	9 14.8%	23 38.9%	17 28.8%	14 23.7%	6 10.1%
12		NA	NA	NA	NA	NA	NA	NA	NA

\*Renaissance Learning data reports from the 2016-17 school year are no longer available. The data provided includes only students who are currently enrolled in the 2017-18 school year.

Montabella students began taking the SAT rather than the ACT beginning with the graduating class of 2017. Students in the graduating class of 2017 had an average composite score of 926.6 on the SAT. The table shows the 5 year trend of the ACT/SAT Montabella, Michigan, and National averages.

Graduating Class	Montabella Average	State Average	National Average
2017	926.6 SAT	1007.6 SAT	1060 SAT
2016	18.3	20.3	20.8
2015	17.7	20.1	21.0
2014	17.7	19.8	21.0
2013	18.1	19.7	20.9

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.

	15-16		16-17	
Fall Conference	176/393	44.7%	147/384	38.2%
Spring Conference	111/385	28.8%	122/381	32.0%

Post-secondary enrollments (juniors and seniors) are summarized below:

	The Number And Percent Of Postsecondary Enrollments (Dual Enrollment)	The Number Of College Equivalent Courses Offered (AP/IB)	The Number And Percentage Of Students Enrolled In College Equivalent Courses (AP/IB)	The Number And Percentage Of Students Receiving A Score Leading To College Credit
2015-2016	Dual Enrollment 5 students took 1 class 6 students took 2 classes 2 students took 4 classes 1 student took 5 classes Early/Middle College: 1 student took 1 class 1 student took 4 classes 1 student took 5 classes 1 student took 6 classes 3 students took 8 classes 1 student took 9 classes Total of 22 students of 135 took 79 classes (16.2%)	0	0	22 of 135 students received college credit (16.2%)
2016-2017	Dual Enrollment 4 students took 1 class 4 students took 2 classes 2 students took 3 classes 2 students took 4 classes Early/Middle College: 2 students took 1 class 1 student took 3 classes 1 student took 4 classes 2 student took 7 classes 1 students took 9 classes 1 student took 10 classes Total of 20 students of 140 took 68 classes (14.2%)	0	0	19 of 140 students received college credit (13.5%)

Montabella Junior/Senior High is a small rural school, and its size provides both challenges and benefits. One of the challenges revolves around the aspect of economics and funding, and the school continues to find creative ways to deliver a strong educational curriculum and unique experiences to students. One of the benefits of its size is the ability for staff members to get to know each and every individual student and provide specific strategies and interventions for students.

This allows staff members to develop positive relationships with students. Montabella Junior/Senior High continues as a Title I school-wide school and provides interventions and reduced class sizes for struggling learners through these designated funds. We also provide at-risk counseling interventions through at-risk funding. Administration is also working with outside agencies to help provide a system of interventions for students' circumstances outside of the classroom. A staff member from Cherry Health maintains a regular presence in the school. The school continues to promote a college-going and post-secondary training atmosphere through its partnership with Michigan College Access Network (MICAN). With the sustained use of PLCs, Montabella will continue to analyze data and look for effective strategies to deliver a strong educational product to its students and provide a constructive influence in its surrounding communities.

Sincerely,

Shane Riley  
Junior/Senior High Principal