



## Annual Report – 2007

### GENERAL INFORMATION

The purpose of this report is to provide parents and community members with a review of the district's performance and improvement efforts, as well as the status of teacher qualifications and core curriculum alignment during the 2006-2007 school year. The contents of this report have been established by the standards of Public Act 25, the federal No Child Left Behind Act (NCLB) and the state's new accreditation system - Education YES! For the purpose of this report, English Language Arts is indicated as ELA. Should you have any questions regarding the contents of this report, please feel free to contact the Administration Building at (810) 639-6131.

### **2006-07 BOARD OF EDUCATION**

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### **MCS MISSION STATEMENT**

A Learning Community Committed To Helping Students Shape Their Future Through Excellence In Teaching, Communication And Innovation.

### **MCS VISION**

To Create An Exceptional Learning Organization, Based On Continuous Improvement – Focused On Preparing All Students For The Future.

### STUDENT ACHIEVEMENT

#### **CARTER ELEMENTARY**

At the elementary school level, testing is required for at least 95% of all students in the 4<sup>th</sup> grade. While most students fulfill that requirement through participation in the Michigan Educational Assessment Program (MEAP), students with special needs may take an alternative assessment. For the purposes of annual reporting, student achievement at Carter is reported in terms of the MEAP results. During the 2006-07 year, over 95% of Carter students participated in this assessment program. The following chart displays the number of students who have met or exceeded state standards over a four-year period. Scores represent the percentage of students who met or exceeded Michigan standards in reading, writing, and math.

Testing Area	Carter 2006	State 2006	Carter 2005	State 2005	Carter 2005	State 2005	Carter 2004	State 2004
3 <sup>rd</sup> Grade Math	100%	88%	92%	89%	NA	NA	NA	NA
3rd Grade Reading	95%	87%	91%	89%	NA	NA	NA	NA
3rd Grade Writing	76%	52%	57%	54%	NA	NA	NA	NA
ELA	95%	79%	84%	81%	NA	NA	NA	NA
4 <sup>th</sup> Grade Math MEAP	99%	82%	95%	84%	85%	72%	73%	73%
4 <sup>th</sup> Grade Reading MEAP	91%	85%	92%	86	96%	82%	79%	80%
4 <sup>th</sup> Grade Writing MEAP	58%	55%	69%	58%	37%	46%	NA	NA
ELA	86%	78%	91%	79%		68%	79%	NA

The following chart further disaggregates the previous scores by demographic groupings. For purposes of statistically sound reporting, demographic groups that consist of less than 30 students are not reported. Again, scores represent the percentage of students who met or exceeded Michigan standards.

Grade	Test Area	Male	Female	Ethnicity*	Econ. Dis.	Non-Econ. Dis.	Spec. Ed.	Reg. Ed.
4 <sup>th</sup> Grade	Reading	93	89	88	88	94	93	93
4 <sup>th</sup> Grade	Math	99	98	98	96	100	96	98
3 <sup>rd</sup> Grade	Reading	89	93	92	89	93	88	92
3 <sup>rd</sup> Grade	Math	100	100	NR	100	100	100	100

\* White of Non-Hispanic Origin. All other ethnic groups consisted of less than 10 students.

\*\* English Language Arts

### KUEHN-HAVEN MIDDLE SCHOOL

At the middle school level, testing is required for at least 95% of all students in grades 5-8. While most students fulfill that requirement through participation in the Michigan Educational Assessment Program (MEAP), students with special needs may take an alternative assessment. Through these two assessment formats, 100% of the students at KHMS met the annual testing requirement during the 2006-2007 school year. For the purposes of annual reporting, student achievement at KHMS is reported in terms of MEAP results. Accordingly, the following chart displays the percentage of students who met or exceeded Michigan standards over a five-year period.

Testing Area	KHMS Fall 2006	State Fall 2006	KHMS Fall 2005	State Fall 2005	KHMS Winte r2005	State Winte r2005	KHMS 2004	State 2004	KHMS 2003	State 2003
5 <sup>th</sup> Grade Reading	85	84	89	80	No Data - Not Previously Tested					
5 <sup>th</sup> Grade Writing	72	57	54	63	No Data - Not Previously Tested					
5 <sup>th</sup> Grade ELA*	83	78	80	75	No Data - Not Previously Tested					
5 <sup>th</sup> Grade Math	80	76	78	73	No Data - Not Previously Tested					
5 <sup>th</sup> Grade Science	92	83	83	77	69	79	70	78	69.5	77
6 <sup>th</sup> Grade Reading	87	83	68	80	No Data - Not Previously Tested					
6 <sup>th</sup> Grade Writing	78	74	72	75	No Data - Not Previously Tested					
6 <sup>th</sup> Grade ELA*	84	74	68	77	No Data - Not Previously Tested					

6 <sup>th</sup> Grade Math	<b>78</b>	<b>69</b>	57	65	No Data - Not Previously Tested					
6 <sup>th</sup> Grade Social Studies	<b>88</b>	<b>74</b>	75	78	No Data - Not Previously Tested					
7 <sup>th</sup> Grade Reading	<b>78</b>	<b>80</b>	82	76	81	73	60	61	71	61
7 <sup>th</sup> Grade Writing	<b>70</b>	<b>65</b>	70	67	71	54	64	47	71.1	56
7 <sup>th</sup> Grade ELA*	<b>73</b>	<b>76</b>	76	73	80	66	59	57	71.1	58
7 <sup>th</sup> Grade Math	<b>65</b>	<b>64</b>	55	60	No Data - Not Previously Tested					
8 <sup>th</sup> Grade Reading	<b>72</b>	<b>76</b>	78	73	No Data - Not Previously Tested					
8 <sup>th</sup> Grade Writing	<b>73</b>	<b>67</b>	64	65	No Data - Not Previously Tested					
8 <sup>th</sup> Grade ELA*	<b>73</b>	<b>71</b>	73	69	No Data - Not Previously Tested					
8 <sup>th</sup> Grade Math	<b>72</b>	<b>68</b>	65	63	59	62	64	63	51.5	52
8 <sup>th</sup> Grade Science	<b>82</b>	<b>75</b>	78	77	72	65	81	66	76.1	65

\* English Language Arts (a composite of the reading and writing scores)

In addition, performance scores are further disaggregated according to demographic groupings. For purposes of statistically sound reporting, scores for demographic groups consisting of less than 30 students are not listed. Scores represent the percentage of students who scored at each performance level (1-Exceeds, 2-Met, 3-Basic, and 4-Apprentice).

<b>5<sup>th</sup> Grade</b>	<b>Reading</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Male	30	49	11	11	Male	0	57	38	4
	Female	42	50	8	0	Female	0	85	13	2
	Econ. Dis.	30	47	14	9	Econ. Dis.	0	63	33	5
	Non-Econ. Dis.	40	52	6	2	Non-Econ. Dis.	0	79	19	2
	Students w/Disabilities	N/A	N/A	N/A	N/A	Students w/Disabilities	N/A	N/A	N/A	N/A
	<b>ELA*</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mathematics</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Male	13	60	19	9	Male	49	26	21	4
	Female	17	77	6	0	Female	37	49	14	0
	Econ. Dis.	19	56	19	7	Econ. Dis.	37	35	23	5
	Non-Econ. Dis.	12	79	8	2	Non-Econ. Dis.	47	40	13	0
	Students w/Disabilities	N/A	N/A	N/A	N/A	Students w/Disabilities	N/A	N/A	N/A	N/A
	<b>Science</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<i>Less than 10 students with disabilities were tested at this grade level.</i>				
	Male	45	40	15	0					
	Female	45	53	2	0					
Econ. Dis.	33	56	12	0						
Non-Econ. Dis.	55	40	6	0						
Students w/Disabilities.	N/A	N/A	N/A	N/A	<i>* English Language Arts (a composite of the reading and writing scores)</i>					
<b>6<sup>th</sup> Grade</b>	<b>Reading</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Male	24	62	13	2	Male	2	70	24	5
	Female	31	57	10	2	Female	4	82	14	0
	Econ. Dis.	20	70	11	0	Econ. Dis.	2	76	20	2
	Non-Econ. Dis.	32	53	12	3	Non-Econ. Dis.	3	75	19	3
	Students w/Disabilities	N/A	N/A	N/A	N/A	Students w/Disabilities	N/A	N/A	N/A	N/A
	<b>ELA*</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mathematics</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Male	13	68	17	2	Male	46	35	17	2
	Female	22	67	12	0	Female	37	37	25	0
	Econ. Dis.	11	72	17	0	Econ. Dis.	35	41	24	0
	Non-Econ. Dis.	21	65	13	1	Non-Econ. Dis.	47	32	19	1
	Students w/Disabilities	N/A	N/A	N/A	N/A	Students w/Disabilities	N/A	N/A	N/A	N/A
	<b>Social Studies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<i>Less than 10 students with disabilities were tested at this grade level.</i>				
	Male	48	38	11	3					
	Female	51	39	10	0					
Econ. Dis.	48	43	7	2						
Non-Econ. Dis.	50	35	13	1						
						<i>* English Language Arts (a composite of the reading and writing scores)</i>				

	Students w/Disabilities	N/A	N/A	N/A	N/A					
<b>7<sup>th</sup> Grade</b>	<b>Reading</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Male	26	54	9	12	Male	1	65	17	13
	Female	28	48	14	10	Female	2	72	17	9
	Econ. Dis.	11	54	15	20	Econ. Dis.	0	62	21	16
	Non-Econ. Dis.	41	48	8	3	Non-Econ. Dis.	41	48	8	3
	Students w/Disabilities	7	40	20	33	Students w/Disabilities	0	73	20	7
	<b>ELA*</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mathematics</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Male	6	67	22	6	Male	39	29	26	6
	Female	12	62	22	3	Female	40	21	29	10
	Econ. Dis.	3	59	28	10	Econ. Dis.	23	28	38	11
	Non-Econ. Dis.	14	70	17	0	Non-Econ. Dis.	55	23	18	5
Students w/Disabilities	0	53	40	7	Students w/Disabilities	20	7	40	33	
<b>8<sup>th</sup> Grade</b>	<b>Reading</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Male	36	27	19	19	Male	5	59	23	13
	Female	37	45	18	0	Female	3	81	13	3
	Econ. Dis.	29	39	21	11	Econ. Dis.	4	71	18	7
	Non-Econ. Dis.	42	33	16	9	Non-Econ. Dis.	5	67	19	9
	Students w/Disabilities	6	11	50	33	Students w/Disabilities	0	25	25	50
	<b>ELA*</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mathematics</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Male	19	45	23	13	Male	33	37	20	9
	Female	27	57	16	0	Female	25	48	22	4
	Econ. Dis.	23	45	27	5	Econ. Dis.	23	39	29	9
	Non-Econ. Dis.	22	55	15	8	Non-Econ. Dis.	34	44	16	6
	Students w/Disabilities	0	22	44	33	Students w/Disabilities	0	17	50	33
	<b>Sciences</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<i>*English Language Arts (a composite of the reading and writing scores)</i>				
	Male	39	39	15	8					
	Female	28	58	10	3					
	Econ. Dis.	29	48	16	7					
Non-Econ. Dis.	37	48	10	5						
Students w/Disabilities	6	33	39	22						

### HILL-MCCLOY HIGH SCHOOL

At the high school level, testing is required for at least 95% of all students in the 11<sup>th</sup> grade. While most students fulfill that requirement through participation in the MEAP for the class of 2007 and the Michigan Merit Exam for the class of 2008. Students with special needs may take an alternative assessment. For the purposes of annual reporting, student achievement at HMHS is reported in terms of the MEAP and MME results. During the 2006-2007 school year, over 95% of HMHS students participated in this assessment program. To that end, the following chart displays the percentage of students who have received a level II or higher rating over a three-year period.

Testing Area	HMHS MME 2007	HMHS MEAP 2006	HMHS MEAP 2005
Math	45	34	50
Science	58	50	58
Social Studies	82	27	31
Reading	63	60	79
Writing	21	39	45
English Lang. Arts	43	52	55

The following chart further disaggregates the scores for the 11<sup>th</sup> grade class of the 2006-2007 school year by demographic groupings. For purposes of statistically sound reporting, demographic groups that consist of less than 30 students are not reported (NA). Again, scores represent the percentage of students who met or exceeded Michigan standards.

Grade	Test Area	Male	Female	Ethnicity*	Econ. Dis.	Non-Econ. Dis.	Spec. Ed.	Reg. Ed.
11 <sup>th</sup>	ELA	44	41	NA	NA	51	NA	49
11 <sup>th</sup>	Math	49	41	NA	NA	54	NA	51

### **MONTROSE CHOICE SCHOOL**

The mission of Montrose Choice School is to provide a quality education, in an alternative learning environment, which accepts individual challenges, while enhancing the strengths of all students and empowering them to become successful and contributing members of their communities. At the Choice School, testing is required for at least 95% of all the students. While most students fulfill that requirement through participation in the MEAP (Michigan Education Assessment Program) and the Michigan Merit Exam (MME), students with special needs may take an alternative assessment. For the purposes of annual reporting, student achievement is reported in terms of the results of MEAP (9<sup>th</sup> grade) and MME (11<sup>th</sup> grade). During the 2006-2007 school year, over 95% of Choice students participated in this assessment program. Although Montrose Choice School participates in all mandated testing, there are not enough students tested to meet the AYP minimum subgroup requirements.

### **ADEQUATE YEARLY PROGRESS**

#### **CARTER ELEMENTARY**

For the 2005-2006 school year, Michigan has established the starting point for Adequate Yearly Progress (AYP) at 56% of the Elementary school student population meeting or exceeding the state's objectives in the areas of Mathematics and 48% for Elementary English Language Arts. This standard must be met by each demographic subgroup that consists of 30 or more students in order for the school to achieve AYP. In both content areas this year, the percentage of Carter Elementary School exceeded those standards as follows:

	Carter 2006	Carter Males	Carter Females	Carter Econ. Dis. Students	2006 AYP Standard
4 <sup>th</sup> Grade Reading	91%	93.5%	89%	87%	Met
4 <sup>th</sup> Grade Mathematics	99%	98%	100%	97%	Met
3 <sup>rd</sup> Grade Reading	95%	97%	99%	98%	Met
3 <sup>rd</sup> Grade Mathematics	100%	100%	100%	100%	Met

#### **KUEHN-HAVEN MIDDLE SCHOOL**

Each year, Michigan sets the minimum percentage of students who must meet or exceed state performance standards for English Language Arts (ELA) and mathematics in order for a school to achieve Adequate Yearly Progress (AYP) status. This standard must be met by each demographic subgroup that consists of 30 or more students.

Grade Level/Content Area	2006 AYP Standard	KHMS Males	KHMS Females	KHMS Econ. Dis.	KHMS Non-Econ. Dis.	KHMS Students with Disabilities
5 <sup>th</sup> Grade ELA	48	72	94	74	90	N/A
5 <sup>th</sup> Grade Mathematics	56	74	86	72	87	N/A
6 <sup>th</sup> Grade ELA	43	81	88	83	85	N/A
6 <sup>th</sup> Grade Mathematics	43	81	75	76	79	N/A
7 <sup>th</sup> Grade ELA	43	72	74	62	83	53
7 <sup>th</sup> Grade Mathematics	43	68	60	51	77	27
8 <sup>th</sup> Grade ELA	43	64	84	68	77	22
8 <sup>th</sup> Grade Mathematics	43	71	73	63	78	17

Standards for the attainment of AYP at the middle school level also include student attendance rates. During the 2006-2007 school year, Kuehn-Haven Middle School maintained an average daily attendance rate of 92.4%. In addition, during the 2006-2007 school year, approximately 1.7% of the student population was retained in their current grade level due to low academic performance or social reasons

### HILL-MCCLOY HIGH SCHOOL

For the 2006-2007 school year, Michigan has established the starting point for Adequate Yearly Progress (AYP) at 52% of the high school student population meeting or exceeding the state's objectives in the areas of English Language Arts (ELA) (\* indicates AYP achieved due to 3-year average) and 44% in Mathematics. This standard must be met by each demographic subgroup that consists of 30 or more students in order for the school to achieve AYP. In both content areas, the percentage of Hill-McCloy High School exceeded those standards as follows:

Grade Level/Content Area	2007 AYP Standard	HHMS Males	HHMS Females	HHMS Econ. Dis.	HHMS Non-Econ. Dis.	HHMS Students with Disabilities
Mathematics	44%	66%	62%	47%	65%	N/A
English Language Arts	52%	60%	63%	47%*	69%	N/A

(% Proficient)

Area	HMHS 2007	HMHS Econ. Dis. Students	2006 AYP Standard
English Language Arts	61%	47%*	52
Math	64%	47%	44

### MONTROSE CHOICE SCHOOL

Although Montrose Choice School participates in all mandated testing, there are not enough students tested to meet the AYP minimum subgroup requirements.

## ACCREDITATION

### CARTER ELEMENTARY

Under the accreditation system established under Education YES!, schools are given a letter grade (A, B, C, D, or F) that reflects their achievement status, change, and growth, as well as an assessment of several indicators of school performance. Scores assigned in these areas are averaged and then factored with the school's AYP status to determine the schools composite grade. Carter Elementary has a composite score of A.

Carter Elementary School has been accredited by the North Central Association (NCA) since 1999. The NCA validates and recommends direction for school improvement. During the 2005-06 school year, Carter Elementary continued a new five-year school improvement cycle under the guidelines of the Performance Accreditation model. As part of that process, a parent performance and perception opinion survey was distributed and analyzed. Target goals are being implemented. Carter Elementary School also maintains a Building Leadership Team that helps to formulate decisions regarding school improvement and building operational issues. This team includes members from all areas of the building including support staff and parents.

Component	Status Score	Adjusted Score	Grade
Student Achievement - ELA	87.7	87.7	B
Student Achievement - Mathematics	91.1	100	A
<b>Student Achievement Subtotal</b>	<b>89.4</b>	<b>93.9</b>	<b>A</b>
<b>Indicators of School Performance</b>		<b>92</b>	<b>A</b>
<b>Preliminary Grade</b>		<b>93</b>	<b>A</b>
AYP Status (Adequate Yearly Progress)	<b>Met AYP</b>		
<b>Composite Grade</b>	<b>A</b>		

### KUEHN-HAVEN MIDDLE SCHOOL

Under the accreditation system established under *Education YES!*, schools are given a letter grade (A, B, C, D, or F) that reflects their achievement status, change, and growth, as well as an assessment of several indicators of school performance. Scores assigned in these areas are averaged and then factored with the school's AYP status to determine the schools composite grade as outlined in the following chart.

Component	Status Score	Adjusted Score	Grade
Student Achievement - ELA	75.8	75.8	C
Student Achievement - Mathematics	89	99	A
Student Achievement - Science	80	90	A
Student Achievement - Social Studies	78	78	C
<b>Student Achievement Subtotal</b>	<b>80.7</b>	<b>85.7</b>	<b>B</b>
<b>Indicators of School Performance</b>		<b>95</b>	<b>A</b>
<b>Preliminary Grade</b>		<b>89</b>	<b>B</b>
AYP Status (Adequate Yearly Progress)	<b>Met AYP</b>		
<b>Composite Grade</b>	<b>B</b>		

Kuehn-Haven Middle School has been accredited by the North Central Association (NCA) since 1999. The NCA validates and recommends direction for school improvement. During the 2005-2006 school year, KHMS compiled a comprehensive school profile report and selected two goal areas:

1. All students will improve their understanding and application of mathematics skills across the curriculum.
2. All students will improve their understanding and application of academic vocabulary in all content areas.

During the 2006-2007 school year, the KHMS staff developed a detailed plan describing how the identified goals will be achieved and measured. The elements of this plan will be implemented during the following school year. In addition, Kuehn-Haven Middle School also maintains a Building Leadership Team that helps to formulate decisions regarding school improvement and building operational issues.

### **HILL-MCCLOY HIGH SCHOOL**

Under the accreditation system established under Education YES!, schools are given a letter grade (A, B, C, D, or F) that reflects their achievement status, change, and growth, as well as an assessment of several indicators of school performance. Scores assigned in these areas are averaged and then factored with the school's AYP status to determine the schools composite grade. Hill-McCloy High School received a grade of "C".

Component	Status Score	Adjusted Score	Grade
Student Achievement - ELA	62.7	57	F
Student Achievement - Mathematics	67.8	61	D
Student Achievement - Science	78.1	77.2	C
Student Achievement - Social Studies	90	90	A
<b>Student Achievement Subtotal</b>	<b>74.6</b>	<b>70.5</b>	<b>C</b>
<b>Indicators of School Performance</b>		<b>90</b>	<b>A</b>
<b>Preliminary Grade</b>		<b>77</b>	<b>C</b>
AYP Status (Adequate Yearly Progress)	<b>MET AYP</b>		
<b>Composite Grade</b>			<b>C</b>

The North Central Association (NCA) has also accredited Hill-McCloy High School since 1999. The NCA validates and recommends direction in school improvement. In March of 2004, Hill-McCloy High School became fully Outcomes Accredited by the North Central Association. Hill-McCloy High School also maintains a Building Leadership Team that helps to formulate decisions regarding school improvement and building operational issues.

### **MONTROSE CHOICE SCHOOL**

Due to Montrose Choice School not meeting the minimum number of students to assess indicators as mandated by Education Yes!, the accreditation system is not applicable.

### **CORE CURRICULUM**

The Montrose Community Schools are continuously involved in a curriculum and instructional materials review process to ensure that students receive instruction that is aligned with the Michigan Curriculum Framework and grade-level content expectations. To that end, a review of the entire core curriculum has been completed and adopted by the Montrose Board of Education.

## **STAFF QUALIFICATIONS**

### **CARTER**

The entire instructional staff of Carter Elementary School possess teaching certificates from the State of Michigan and each are placed in classroom assignments consistent with their major or minor areas of study and areas of certification. At this time 100% of the teachers have already met the standards for *Highly Qualified Teachers* that have been established as a result of the federal No Child Left Behind Act that becomes completely effective in the 2005-2006 school year. Currently 100% of the Title 1 paraprofessional staff at Carter Elementary have passed the Work Keys test and are considered *Highly Qualified* to work with students as is required by No Child Left Behind.

### **KUEHN-HAVEN MIDDLE SCHOOL**

All teachers at Kuehn-Haven Middle School possess a teaching certificate from the State of Michigan and are given classroom assignments consistent with their major or minor areas of study and areas of certification. At this time, the entire staff meets the standards for *Highly Qualified Teachers* that have been established as part of the federal No Child Left Behind education act. In addition, over 67% of the KHMS staff has earned graduate level degrees.

### **HILL-MCCLOY HIGH SCHOOL**

The entire instructional staff of Hill-McCloy High School possess teaching certificates from the State of Michigan with endorsements in their major and minor area of study. By June 30, 2007 all Hill-McCloy High School staff will have met the standards for *Highly Qualified Teachers* that have been established as a result of the federal No Child Left Behind Act that become completely effective in the 2006-2007 school year. Teachers who have emergency certification are making steady progress towards to completion of the requirements.

### **MONTROSE CHOICE SCHOOL**

All teachers at Montrose Choice School possess teaching certificates from the State of Michigan with endorsements in their major and minor area of study. All teachers have also met the requirements of High Qualified Teachers as required by the federal No Child Left Behind Act. There are currently three teachers and one long-term substitute teacher at Montrose Choice School. Each teacher is endorsed in the subjects he/she teaches and the substitute teacher is currently earning a degree in her subject area.

## **PARENT INVOLVEMENT**

### **CARTER ELEMENTARY**

Parent involvement is an essential ingredient to successful schools. It is important that schools develop and support positive working relationships with homes and the community. One way in which parent involvement is measured is through the percentage of parents that attend parent/teacher conferences. Accordingly, parent participation rates at the Fall Parent/Teacher Conferences represented nearly 90% of our students and 70% at the Spring Parent/Teacher Conferences. Nearly 90% of families attended our annual Open House. Over 180 parents /community members were invited to a volunteer tea in celebration of their efforts at Carter. A formalized committee was created to facilitate the many volunteers within the building. The Carter PTO and RIF organizations continue to maintain a roster of parent and staff membership. It is our goal to continue encouraging families to participate in the many activities at Carter Elementary.

### **KUEHN-HAVEN MIDDLE SCHOOL**

Inasmuch that parent involvement is an essential ingredient to successful schools, it is important that schools develop and support positive working relationships with homes and the community. One way in which parent involvement is measured is through the percentage of parents that attend parent/teacher conferences. Accordingly, during the 2006-2007 school year, parent participation rates at the Fall Parent/Teacher Conferences represented 61.1% of our students and 61.3% at the Spring Parent/Teacher Conferences.

### **HILL-MCCLOY HIGH SCHOOL**

Parent involvement is key to engaging students in the educational process. Parent Teacher Conferences are an excellent way to gage parent participation. Accordingly, parent participation rates at the Fall Parent/Teacher Conferences represented 72.5% of our students and 60.3% at the Spring Parent/Teacher Conferences.

### **MONTROSE CHOICE SCHOOL**

Parent involvement is encouraged at Montrose Choice School. 61 % of the Choice student's parents participated in the back to school Choice orientation. Parent conferences are held periodically throughout the year.

### **RETENTION AND DROP-OUT RATE**

Montrose Community Schools continues to have a very high retention / completion rate, which indicates that the number of students who enter high school each year remains constant until graduation. It also shows that the high school is doing a good job of meeting the academic and social needs of our students. \*The process for calculating retention/completion and dropout rates changed for the graduating class of 2006. The rates are now based on the cohort group of students who started the 2002 school year as 9<sup>th</sup> grade students and graduated in four years.

<b>Year</b>	<b>Retention / Completion Rate</b>	<b>Drop-out Rate</b>
2005-2006*	91.68%	2.2%
2004-2005	96.53%	1.0%
2003-2004	90.9%	2.0%

### **Dual Enrollment / Advanced Placement Testing**

High school students have the option of taking college classes while still in high school, this is called dual enrollment. Students also may take Advanced Placement tests to receive credit for college. The following table reflects our participation in these programs over the last three years.

<b>Year</b>	<b>Dual Enrollment</b>	<b>AP Testing</b>
2006-2007	28	5
2005-2006	13	13
2004-2005	5	14