

Bellaire Public Schools

Annual Education Report 2008-2009

The mission of the Bellaire Public School community is to provide a learning environment that develops all students into self-sufficient and productive individuals who are able to adapt to a challenging and changing world.



Home of the Eagles

204 West Forest Home Avenue
Bellaire, Michigan 49615
231-533-8141

Message from the Superintendent

The 2007-2008 school year was marked with many exciting events that touched all students and made the community proud of Bellaire Public Schools. Athletic accomplishments, great bands, outstanding State assessment scores all helped create an excellent year. Some of the “Points of Pride” of 2007-2008 includes:

- Both John R. Rodger Elementary and the high school/middle school earned an “A” on the Michigan School Report Card.
- Both the elementary and the high school/middle school made Adequate Yearly Progress (AYP)
- New construction and extensive renovations were completed at the high school/middle school complex
- Bellaire Public School athletic teams saw numerous student athletes earn all-conference, all-district, all-region, all-state honors as well as academic all-state recognition.
- Bellaire Middle School Band earned a 1st Division rating at the District Festival and a 2nd Division rating at the State Band Festival.
- Bellaire Middle School Band students earned eighteen 1st Division Medals and three 2nd Division medals at the District Solo and Ensemble Festival.
- Bellaire High School Band earned a 1st Division rating at both the District and the State Band Festivals.
- Bellaire High School Band members earned sixteen 1st Division medals and five 2nd Division medals at the District Solo and Ensemble Festival.
- State runner-up in the Voice of Democracy Essay contest sponsored by the VFW.
- The high school yearbook claimed the “Gold Award” for excellence – one of the top awards given annually by the Michigan Interscholastic Press Association.
- Bellaire High School had several student authors get their work published by Creative Communications, a regionally recognized publishing company.
- The Three Lakes Association awarded one scholarship to a high school student for his work during a summer internship program that helped monitor local water conditions.
- Five Bellaire High School Career-Tech students earned entrance into the National Technical Honor Society.
- The Traverse Bay Area Intermediate School District Career-Tech Center also recognized two Bellaire students as outstanding students in their respective programs and three were awarded scholarships.
- After school activities which include KidzArt and Odyssey of the Mind
- Junior Achievement program is available for students grades K-7.
- “Jump Rope for Heart” at the elementary raised several thousand dollars for the American Heart Association
- The Middle School Student Senate once again led Antrim County schools in collecting and donating to the annual “Toys for Tots” campaign.
- Great educational field trips were taken at every grade level

As a school, we look forward to serving this community and its children. If you have questions or concerns, please feel free to contact me.

Yours in Education,

James R. Emery
Superintendent

Bellaire Public Schools Demographics

Bellaire Public Schools consist of two school buildings: John R. Rodger Elementary and Bellaire Middle/High School. For the 2007-08 school year, students were assigned in the following manner: grades K-5 attended the elementary building and grades 6-12 attended the middle/high school building.

Enrollment for the year was as follows: Elementary (K-5) 250 students; Middle School (grades 6-8) 118 students; and high school (grades 9-12) 164 students for a total K-12 enrollment of 532 students.

The district employs 34 teachers, 20 support staff members and has 2 administrators. Class sizes are relatively small allowing for increased teacher/student interaction.

The Bellaire Public School District encompasses 75.1 square miles of Antrim County.

NCLB Staff Requirements

The federal No Child Left Behind Act requires that all teachers have a major in the core subjects that they are assigned to teach. At Bellaire Public Schools, all staff members meet the highly qualified criterion required by this federal standard.

Accreditation

The District currently is accredited through the Education YES! process based upon achieving Adequate Yearly Progress based upon achievement data and a self-evaluation tool.

Adequate Yearly Progress

Adequate Yearly Progress (AYP) is one of the cornerstones of the federal No Child Left Behind (NCLB) Act of 2001. In the state of Michigan, it is a measure of year-to-year student achievement on the MEAP test in Reading and Mathematics. According to NCLB, Michigan and other states must develop target starting goals for AYP and the State must "raise the bar" in gradual increments so 100 percent of the students in the state are proficient by the end of the 2013-14 school year. Under federal law, school districts are required to test 95% of all students.

NCLB also requires other indicators to be used in determining AYP. Attendance rates as well as graduation rates are also used.

AYP applies to each district and school in the state; however, NCLB sanctions for school that do not make AYP for two years in a row only apply to those districts and schools that receive Title I funds. Because Bellaire Public Schools does receive Title I funding, we will closely monitor all the indicators used to determine AYP.

AYP status must also be achieved by several subgroups of students based on the following categories: race/ethnicity, students with disabilities, Limited English Proficiency (LEP), and economically disadvantaged. According to the Michigan State Board of Education, each subgroup must include at least 30 students to ensure confidentiality and statistical reliability. This does create a slight problem for Bellaire Public Schools, since the student population is too small to create all these necessary subgroups. We are still required to monitor the categories, but will need to utilize 2 or 3-year averages of our data to ensure that AYP has been achieved.

Both the Elementary and Secondary buildings met AYP for the 2008-2009 school year.

Michigan School Report Card

The Michigan School Report Card is given for each school building and school district in the state. The report card combines the reporting requirements of No Child Left Behind and the State Accreditation system, Education YES! Schools annually receive a letter grade based on numerous components, including

improvement of MEAP scores, indicators of school performance, and adequate yearly progress. For the 2008-2009 school year both **John R. Rodger Elementary** and the **high school/middle school** complex earned the **grade of “A” on the Michigan School Report Card**.

Core Academic Curriculum

The curriculum currently offered by Bellaire Public Schools is aligned with the State Board of Education’s standards and benchmarks. All grade level and subject area course descriptions have been revised and will continue to be evaluated.

School Improvement

The Bellaire Public School District is engaged in a process of continuous improvement that is student-focused, data-driven, community owned, and results measured. Our approach is systemic in nature, with the key driving forces being work completed during Professional Learning Community time and work by the School Improvement Committee.

Our School Improvement Committee is composed of faculty members, support staff members, students, parents, and other community members. The committee meets throughout the year to set goals, oversee curricular initiative, and monitor progress.

This year’s Annual Education Report includes information and data required by P.A. 25. More importantly, it also includes results and progress on additional student achievement measures outlined in the District’s Framework. Bellaire’s success indicators (established by its school improvement committee) are much more rigorous and demanding than the state requires. Bellaire Public Schools is committed to preparing its students to be the best they can be in the following adult life roles:

- Literate individuals who are capable of learning over a lifetime
- Competent and productive workers in career of choice
- Competent and productive citizens
- Responsible family members and parents
- Healthy and fit individuals
- Creative, innovative, and well-rounded individuals

Continuing Goals:

To develop:

- Self-directed learners, who, over a lifetime, have the ability to identify problems of significance, develop strategies and act responsibly to resolve them.
- Collaborative workers who demonstrate leadership and group skills within diverse settings.
- Concerned ethical citizens who recognize differing value systems and contribute their knowledge and talents to improve the quality of life in school, community, and work affairs.
- Quality producers who use any combination of intellectual, artistic, practical and physical skills to produce work that reflects originality high standards, and use of appropriate technology.

Professional Learning Community

Bellaire Public Schools has embraced the philosophy of the Professional Learning Community (PLC) as a way to improve student learning. The term PLC actually describes a collegial group of administrators and school staff who are united in their commitment to student learning. In a PLC, there is a shared vision among the entire staff with the objective to work and learn collaboratively. It can be thought of as a staff development approach for school change and school improvement. At Bellaire Public Schools staff met weekly throughout the year to brainstorm activities, work on curriculum, and evaluate student assessments.

In addition to the Bellaire Public School’s certified and non-certified staff members, the district relies on personnel from the Traverse Bay Area Intermediate School District to provide services in the areas of

speech/language, social work, psychology, teacher consultation, physical, occupational therapy and a behavior specialist.

Members of the Bellaire School staff have participated in numerous post-graduate academic and professional development advance training opportunities. Most local workshops focus on the District’s Professional Learning Community goals. Other workshops attended by members of our staff include issues related to federal and state initiatives, technology, and effective instructional practices.

Achievement Data

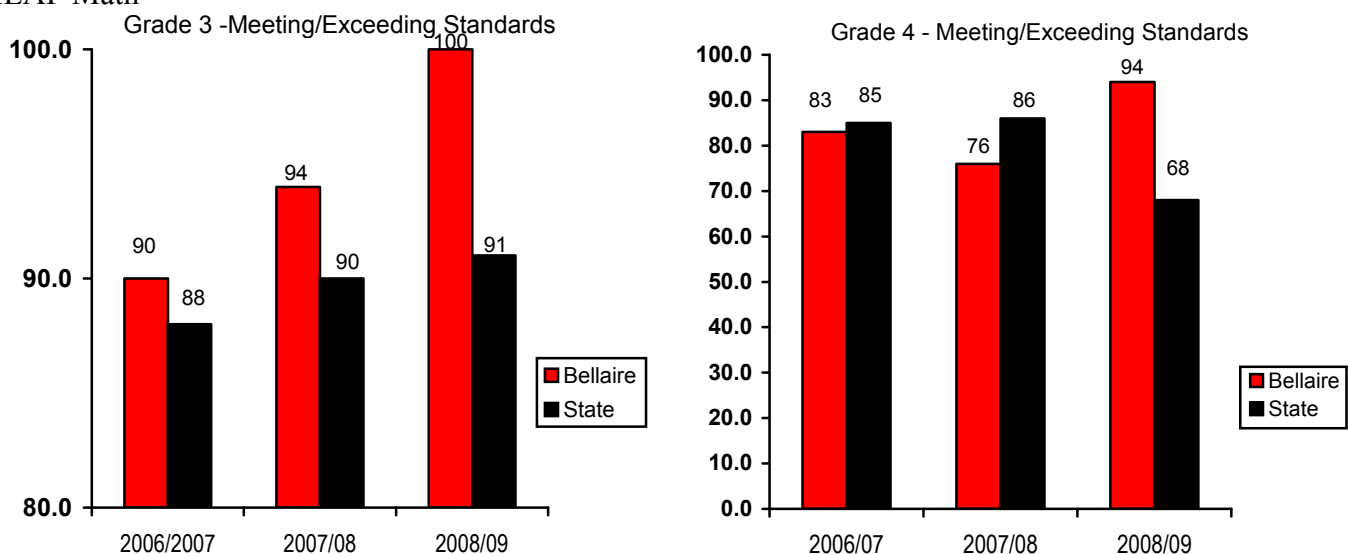
Bellaire Public Schools maintains a coordinated program of student assessments. The following instruments are included within the testing programs: the Michigan Educational Assessment Program (MEAP), the Michigan Merit Exam (MME), the PLAN (Pre-ACT), ACT, and ACT Work Keys test. To chart individual student achievement we also test our students using assessments from the Northwest Evaluation Association (NWEA). These assessments are state-aligned computerized tests that provide accurate and useful information about individual student achievement and growth.

The MEAP test is given annually to students in grades 3 through 8 in the subject areas of math, reading, and writing (English/Language arts). In addition, students in grades 5 and 8 also take a test in science and students in grades 6 and 9 take a test in social studies. Numbers can be deceiving; due to the smaller class sizes at Bellaire Public Schools, test results can change dramatically for a group based on just a few individual scores. Caution must be used when attempting to interpret test scores of any kind. Observers must follow a group of students from one year and grade level to the next, not simply look at scores at the same grade level each year. One must also understand that the scores do not necessarily reflect the same group of tested students each year either – student populations do move into and out of the district each year.

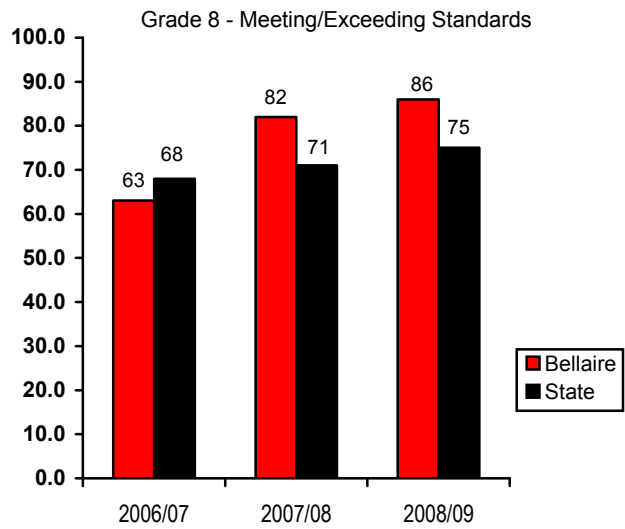
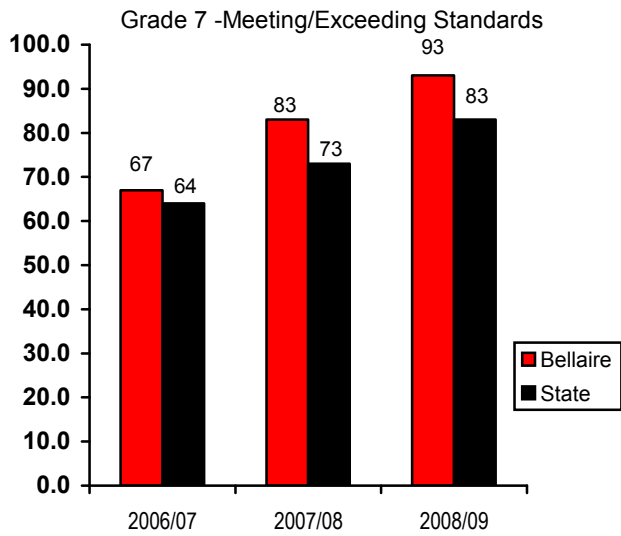
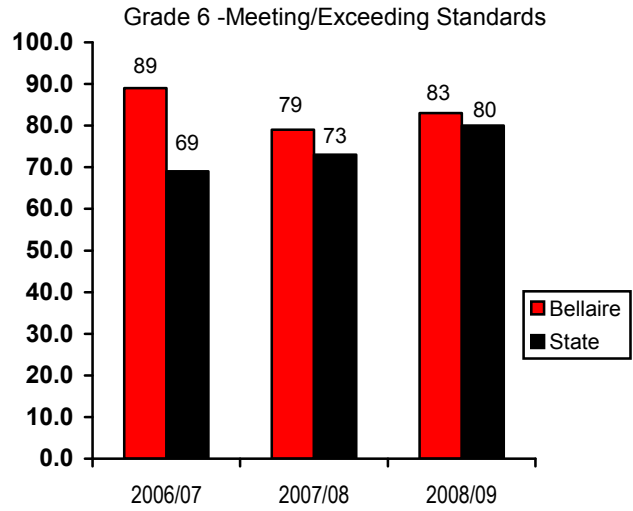
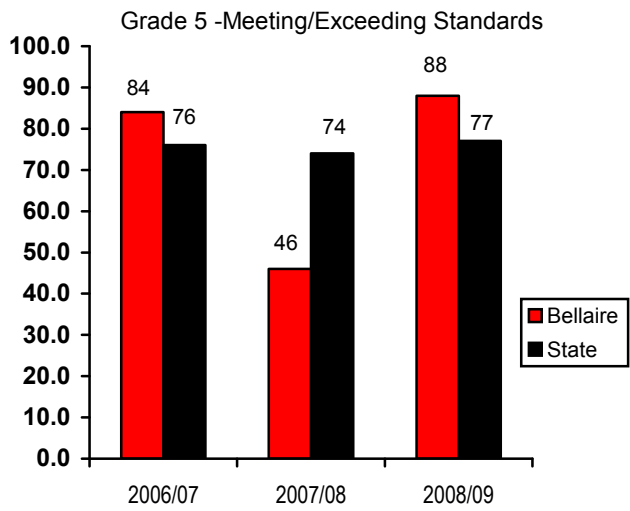
The MEAP test is scored using four levels, three of which earn a state endorsement. Level 1 = Endorsed: Exceeded Michigan Standards; Level 2 = Endorsed: Met Michigan Standards; Level 3 = Endorsed: At Basic Level; and Level 4 = Not Endorsed.

The following graphs reflect the percentage of students considered to be proficient (Students Exceeding and/or Students Meeting Michigan Standards) by earning a Level 1 or Level 2 Endorsement.

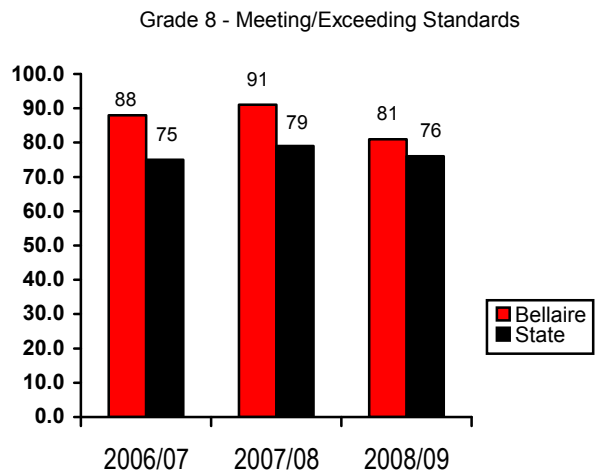
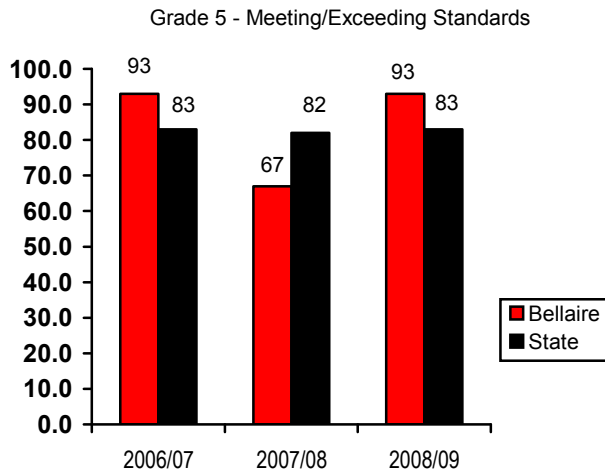
MEAP Math

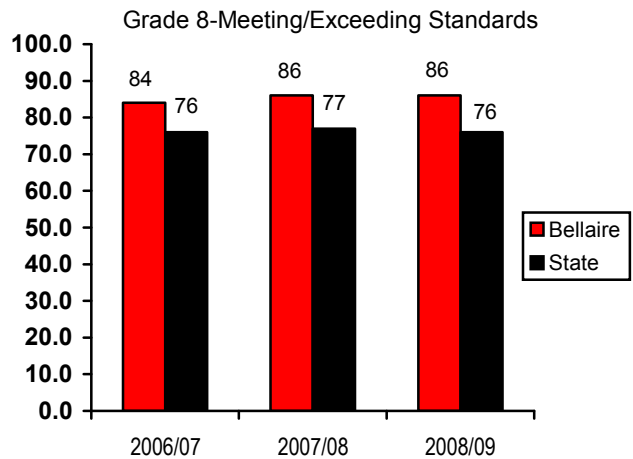
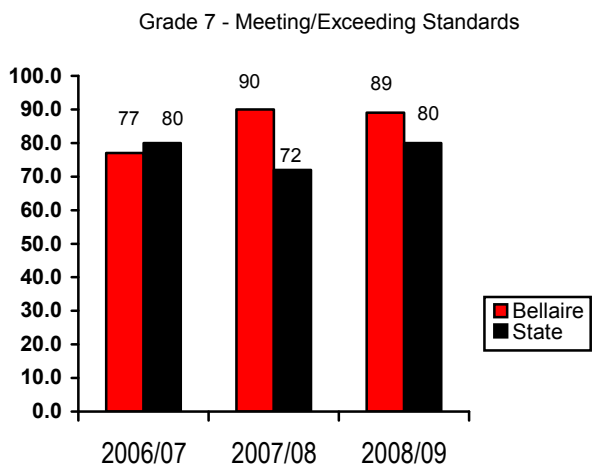
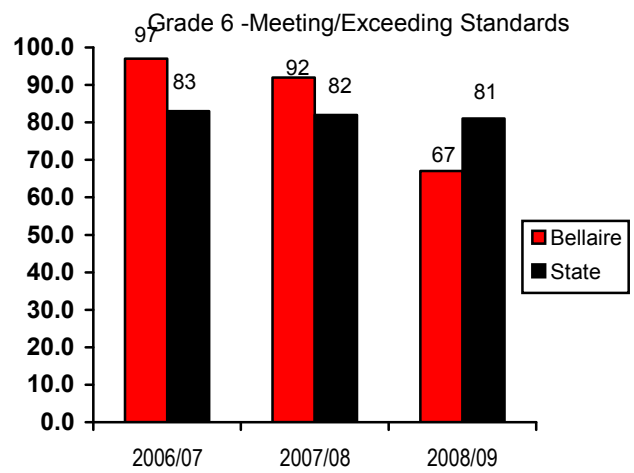
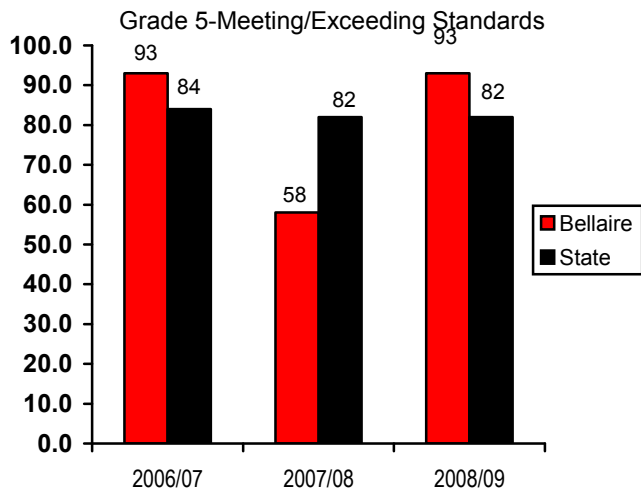
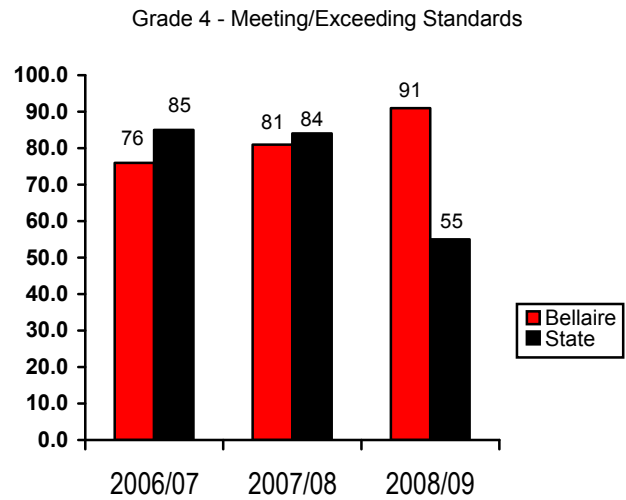
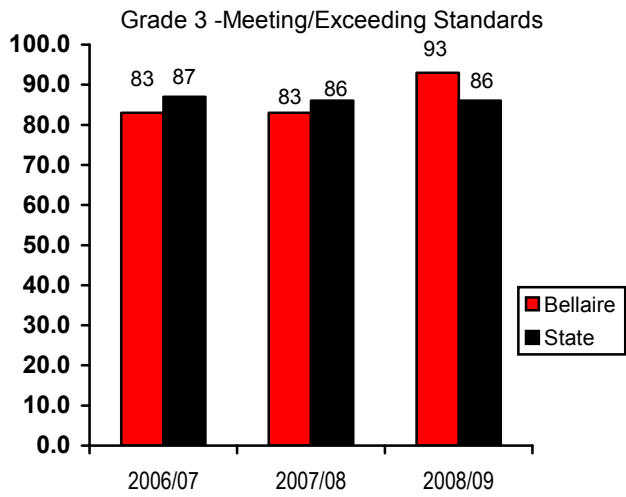


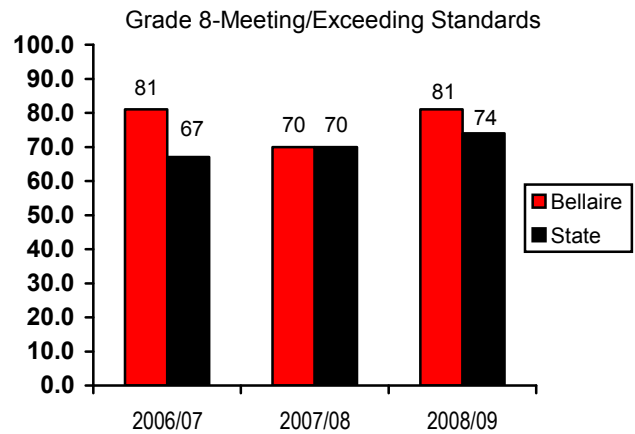
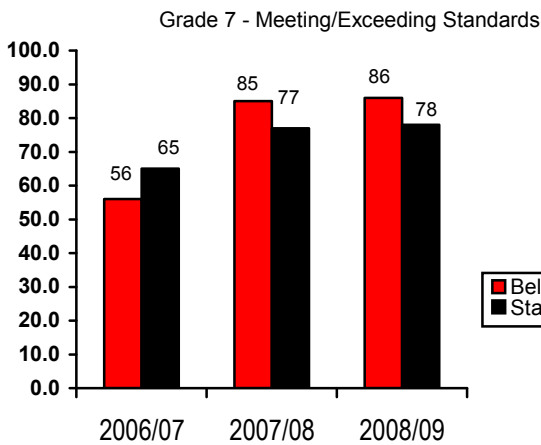
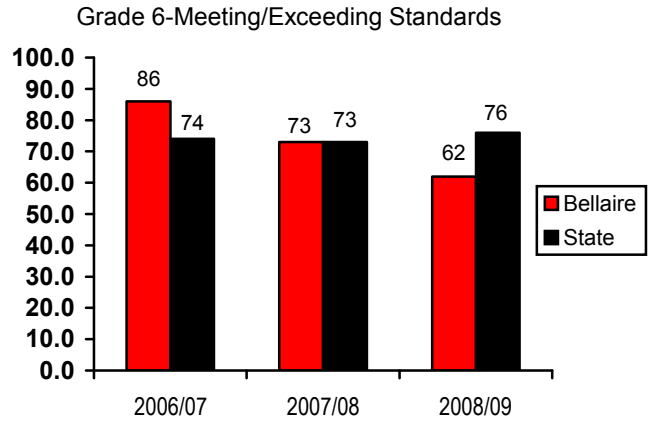
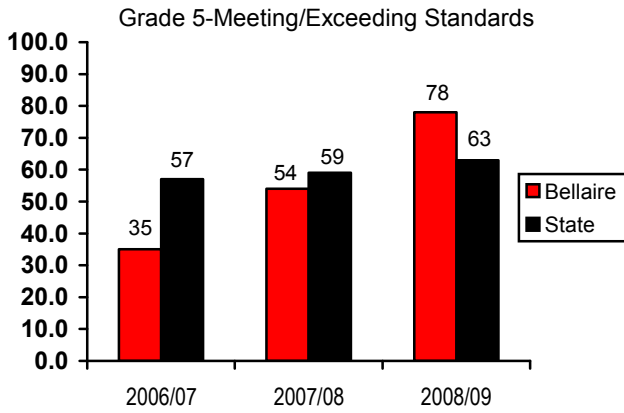
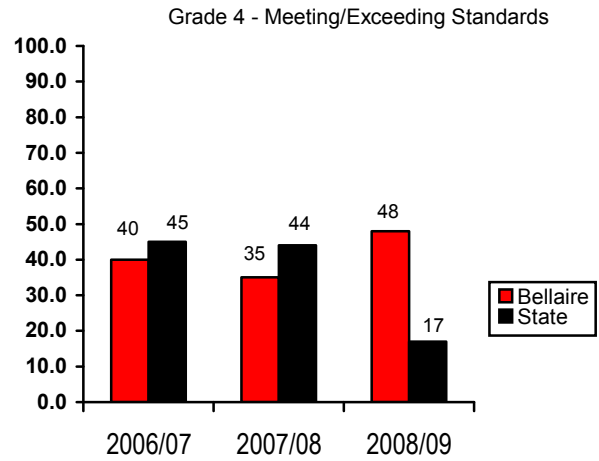
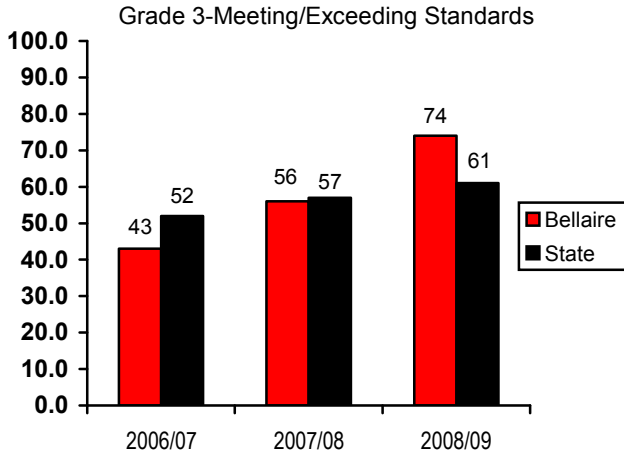
MEAP Math (Continued)



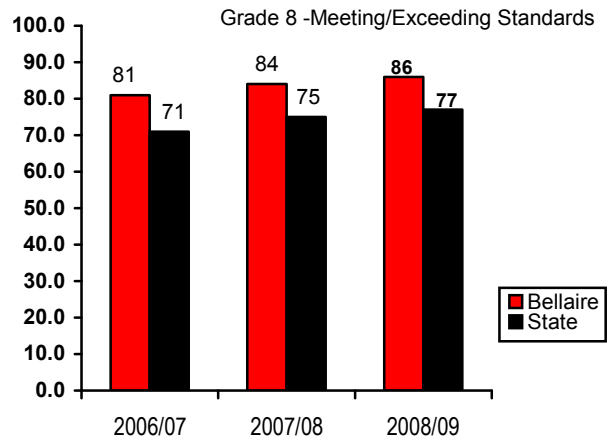
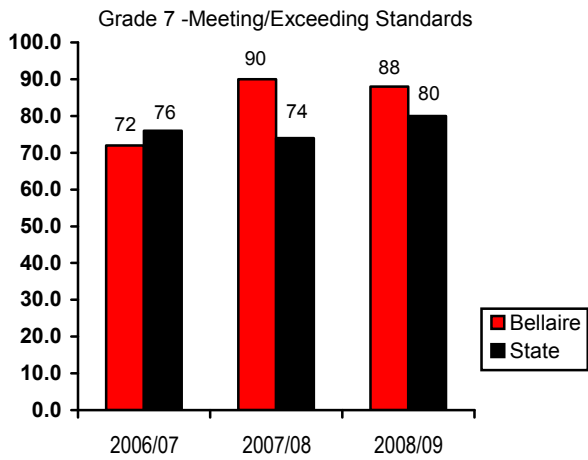
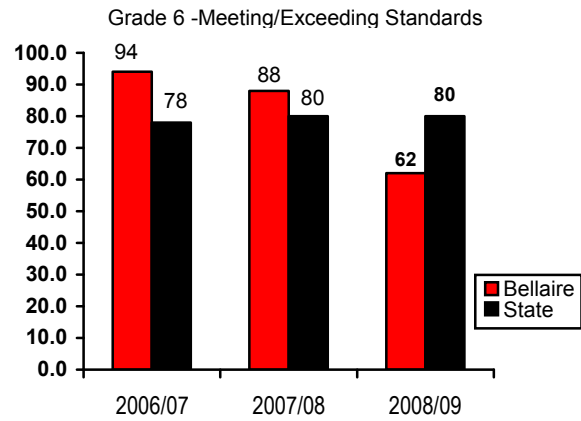
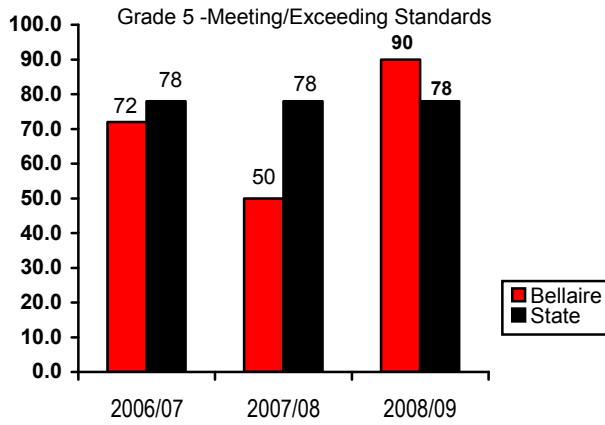
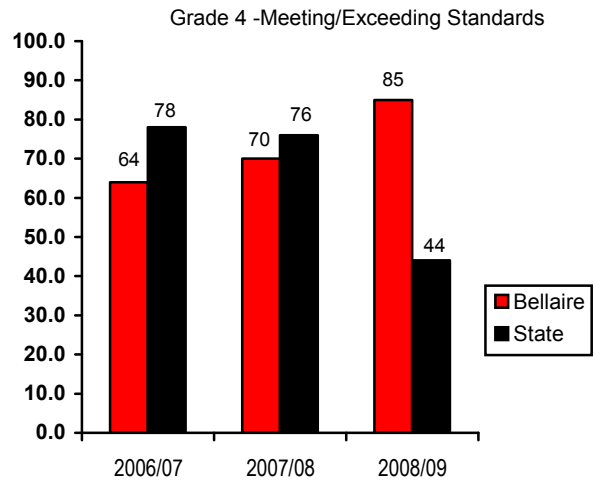
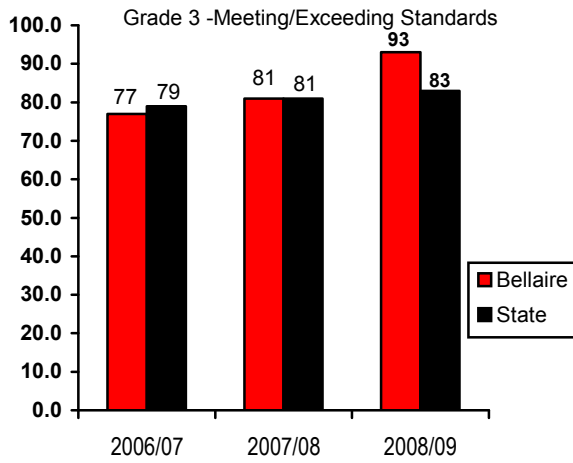
MEAP Science



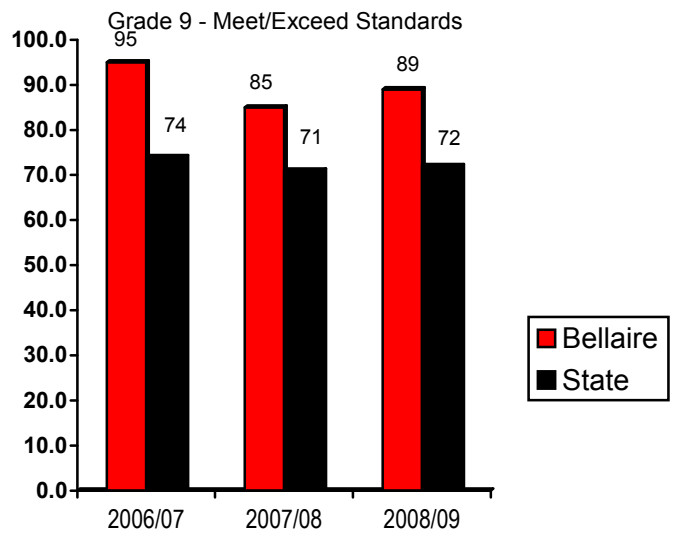
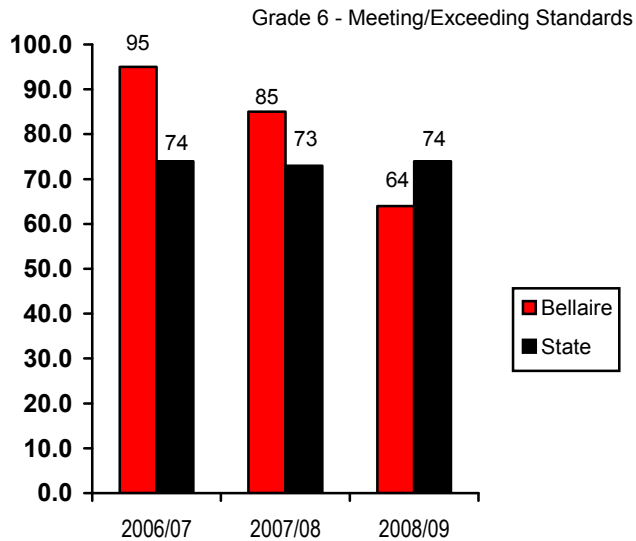




MEAP English/Language Arts



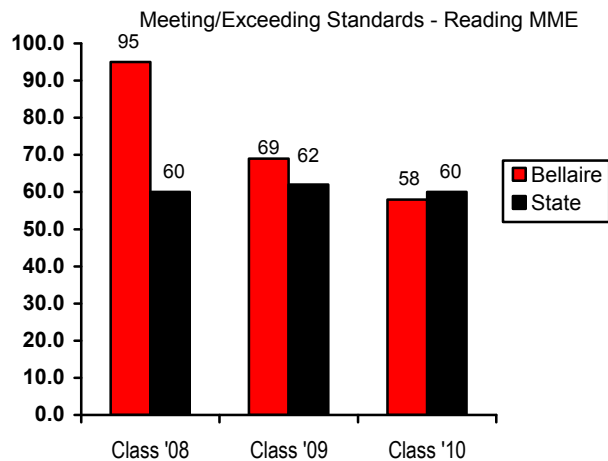
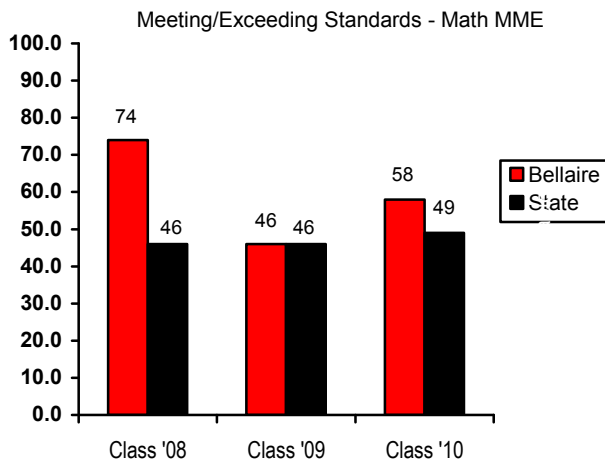
MEAP Social Studies

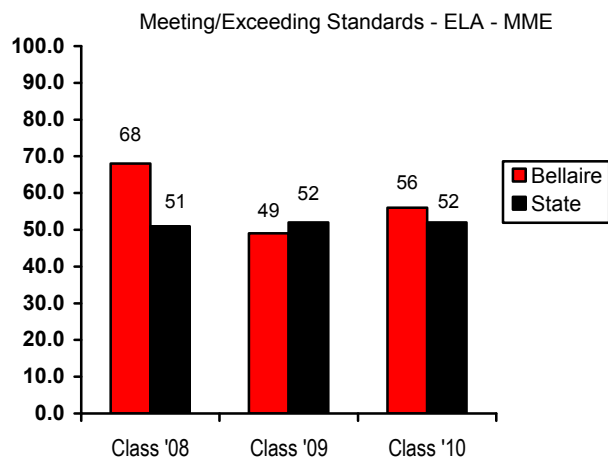
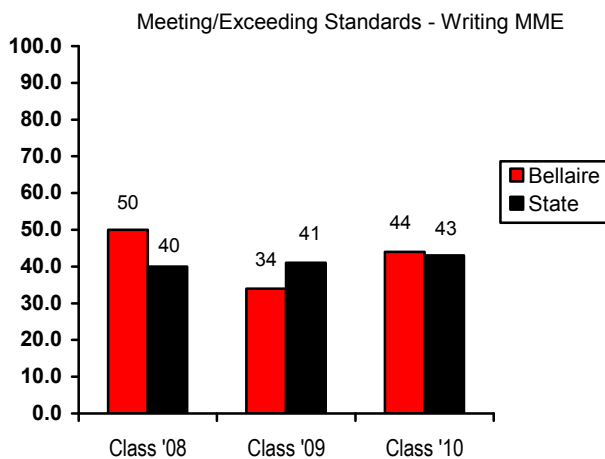
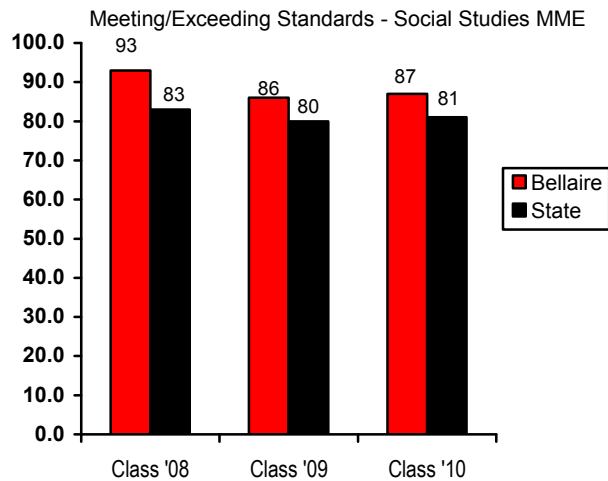
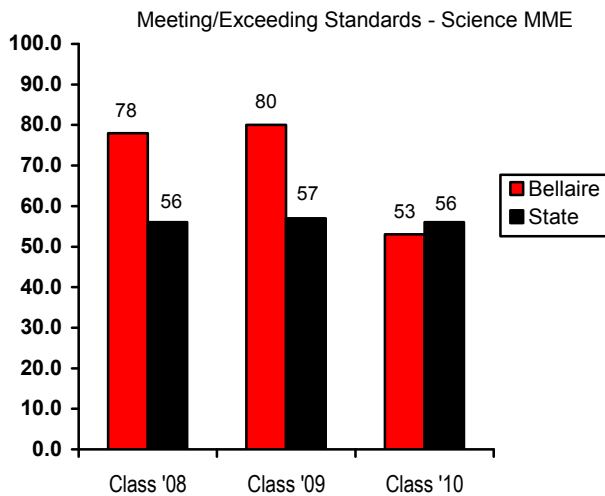


Michigan Merit Exam (MME)

The Michigan Merit Exam is the state assessment administered to all students enrolled in Grade 11 in March of each year. The MME consists of three major components: the ACT college entrance exam, the WorkKeys job skills assessments in reading and mathematics, and Michigan assessments in mathematics, science, social studies, and persuasive writing. The combined MME assessment measures student learning in the Michigan high school standards, benchmarks, and core content expectations. Beginning with the Class of 2009, this assessment will only be given one time to the students. The Class of 2008 was the last class that could take the MME multiple times – allowing them to earn higher scores each time it was taken. The Class of 2009 and beyond were only allowed to take it the one time.

The following chart indicates how BPS students faired on this assessment compared to their peers across the State:





Students meeting or exceeding the State standards on all areas of the MME earned the Michigan Promise Scholarship. This \$1000 will be given to the student for their first year of college; another \$1000 will be awarded to the student for their second year of college and the remaining \$2000 will be given to the student after they complete their second year of post-secondary work for a total scholarship of \$4000.

ACT

The ACT is a college admissions test that evaluates student skills in English, mathematics, reading and science reasoning. Now that all juniors are required to take the MME it needs to be understood that not all of them have taken the necessary core curriculum classes to be completely successful on the assessment. The implementation of the Michigan Merit Curriculum will help with this dilemma. The Class of 2011 will be the first graduating class that will have taken the state-mandated curriculum coursework that should lead to higher test scores. The Class of 2010 had student ACT composite scores range from 13 to 30. The chart below indicates the average composite scores for the 37 juniors who took the test during the MME testing window in the spring.

| | Bellaire | Michigan |
|---------------|----------|----------|
| Class of 2009 | 19.6 | 19.6 |
| Class of 2008 | 20.7 | 19.6 |
| Class of 2007 | 21.8 | 21.5 |

The Class of 2009 had 77% their class accepted into post-secondary institutions prior to graduation from Bellaire High School.

Attendance & Dropout Rates

Attendance

Daily attendance is as critical to success at school as it is to success on the job. Studies have shown that students who attend on a regular basis are better able to keep current on their assignments, master material, and achieve their goals. Bellaire's attendance rate last year in the Elementary building was 94.5%, while the 6-12 building was 96.7%.

Graduation/Dropout Rates

In order to comply with The No child left Behind (NCLB) Act of 2001, the state of Michigan had to move to an accountability system for high schools in which a graduation rate includes only "on-time" graduates who earn diplomas in four years. This calculation aligns with the guidelines provided by the National Governors Association (NGA) Graduation Counts Compact and the United States Department of Education (USDE).

The "four-year adjusted cohort graduation rate" is calculated by tracking individual students from the time they were enrolled as first-time ninth-graders, with a four-year expected completion rate. The formula accounts for students who leave school and return later, for students retained in a grade and stay in school, and for students who transferred into and out of the public school system. Thus, this is a more accurate measure of the Graduation rate. Students included in building rates must have been reported to the state for two or more count days. Students included in district rates must have been reported to the state for one or more count days. This year's statewide graduation rate was 75.5 %; Bellaire Public School District's graduation rate was 97.62 %. The dropout rate statewide was 14.9 %; Bellaire Public School District's dropout rate was 0%.

Parent Participation

Research consistently indicates that students do better in their academic programs when parents take an active interest in the students' educational program. Parent-teacher conferences are but one indication of active parental interest in the education program of a child. Bellaire Public Schools provide regularly scheduled parent-teacher conferences at times believed to be convenient for parents. Through such contact an "educational team" consisting of parents(s) students and educational professionals is developed, resulting in improved educational opportunities for the student. Additional indicators of parental involvement include volunteering, tutoring and serving on district school improvement committees and through informal meetings with district personnel. Levels of parent participation for each building are indicated below.

Elementary School:

Formal parent-teacher conferences are held twice yearly. Additionally, informal conferences are held throughout the year as needed. Phone conversations, home visits, notes to parents, weekly work envelopes; and classroom, building and district newsletters are used to maintain communication with parents. The percentage of students represented by parents and/or guardians at:

| | 2006-07 | 2007-08 | 2008-09 |
|--------------------|----------------|----------------|----------------|
| Fall Conferences | 96 % | 96 % | 93% |
| Spring Conferences | 96 % | 96 % | 88 % |

Middle/High School:

Formal, parent/teacher conferences are held in the fall then during early-Spring. In addition to these conferences, staff members are available to meet with parents during their conference period and before or after school. There are as many conferences during these times as during the regularly scheduled conferences. The acquisition of the student management software program known as Power School allows parents (and students) to check their grades in every class – anytime/anywhere – provided that they have an internet connection. This

ability to check grades so often may be a reason for lower percentage of parents actually attending conferences at the secondary level. It is important for parents and the school to work together, as partners, in preparing our students for their adult life roles by providing a solid educational experience. The following figures represent the percentage of parents who met with their son's or daughter's teacher's during conferences.

High School/Middle School:

| | 2006-07 | 2007-08 | 2008-09 |
|--------------------|---------|---------|---------|
| Fall Conferences | 55% | 41 % | 25 % |
| Spring Conferences | 39 % | 39 % | 46 % |

Special Programs

The Bellaire Public Schools participate with the Traverse Bay Area Intermediate School District in providing a full range of services for students with special education needs. Special Education services are provided for students either in their home school or at center based programs within the Intermediate School District area. Consultants for the learning impaired, as well as occupational and physical therapists provide services as required. Students participate in inclusive education programs as per parent request.

K-12 Spanish Integration

The Bellaire District is engaged in a K-12, standards-based Spanish integration program. Spanish is becoming the second language in our country, and for many job seekers, a working knowledge of Spanish may be the deciding factor in obtaining employment. In addition to the acquisition of second language skills, another goal of the Spanish integration program is to expose our students to the culture of another significant population and increase their appreciation of diversity.

Special Education

Bellaire Public Schools participates with the Traverse Bay Area Intermediate School District in providing a full range of services for students with special needs. Students identified as being autistically impaired, emotionally impaired, cognitively impaired, hearing impaired, speech/language impaired, learning disabled, physically and otherwise health impaired, pre-primary impaired, and visually impaired are provided with age and ability level appropriate programs.

Career & Technical Education

Students in their junior and/or senior year may elect to attend the Career-Tech Center provided by the Traverse Bay Area Intermediate School District. During the 2008-09 school year, 20 students from Bellaire participated in programs at the center, which offers career preparation in more than 200 job titles in 22 occupational areas: Accounting/Office Technology; Agriscience/ Natural Resources; Auto Body/Repair; Automotive Technology; Building Trades; Construction Trades; Cosmetology; Culinary Arts; Drafting/Design; Early Childhood Education; Electrical Occupations; Information Technology Academy; Manufacturing Technology Academy; Medical Careers Technology; Power Equipment Technology; Precision Machining Technology; Public Safety/Protective Services; Skilled Trades; Teacher Academy; Visual Imaging Technology; Web Programming and Design; and Welding.

Alternative Education

During the 2008-098 school year, the alternative education program was provided by the Midtown Alternative School. Midtown provides high school completion programs for students who require a less traditional approach to educational programming. Placement in the alternative education program is made upon consultation with the high school counselor, principal, parents and the staff of the alternative high school program. Students placed in alternative education may earn credits toward graduation from Bellaire High School, and upon completion of their program, receive a Bellaire High School diploma, or they may work

toward a Midtown diploma. Three Bellaire students attended the alternative education program during the 2008-09 school year; two were underclassman and one earned their Midtown diploma.

Post Secondary Enrollment

Students who qualify to be dually enrolled in college courses are encouraged and assisted to do so. During the 2008-09 school year, no students from Bellaire took college classes for dual enrollment purposes with the proximity of area colleges being a big factor in the lack of student participation. In an effort to help with the problem, the district also makes courses available over the Internet.