

Memphis High School 2009-2010 Annual Report

June 30, 2010

Dear Parents and Members of the Community:

Each year Memphis High School provides parents and community members with the Annual Report (AER) which provides key information on the 2009-2010 educational progress made by Elementary students. The AER addresses the reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP), teacher highly qualified status, School Improvement Plan, Core Curriculum, and more. If you have any questions about the AER, please contact the High School principal, Brad Gudme, for assistance.

The AER is available for you to review electronically by visiting www.memphis.k12.mi.us or you may request a copy at your child's school office.

AYP Summary:

Memphis High School made Adequate Yearly Progress (AYP) in English Language Arts, and mathematics. Each year the staff is continuously working towards improving student achievement and reaching the AYP goal. AYP performance level percentages to be reached are set by the federal government as part of No Child Left Behind. Additional information on AYP is provided in the Annual Report.

Basic Facts about Memphis High School:

Memphis High School is a fairly new building that was built in 2000. In 2007, four classrooms were added onto the building with the passing of a bond and due to an increase in the number of students. The high school is staffed by 19 highly qualified teachers with 84% of them having a minimum of a master's degree.

Pupil Assignment Process 2009-2010*:

Students are located as follows:

Memphis High School houses students in grades 9, 10, 11, & 12. New students entering the building are placed in the appropriate grade based on the year they started kindergarten. High School students are enrolled in classes according to their current grade and previous classes.

The Memphis Community School District has a policy and process in place for non-district resident's school of choice requests. Copies are available at the Administrative Office.

*This information was the same in the 2008-09 school year.

School Improvement Status 2009-2010*:

The High School Improvement Team collected data in areas of achievement, demographics, process and perception. The results of this data gave the team direction in setting school improvement goals.

One high school goal was to improve parent communication. A new High School Parent Club was formed and held meetings during the school year. Investigation into the school's ability to use mass email was conducted. Guest speakers were brought into the school to speak with parents about issues pertaining to their student. Teachers were encouraged to maintain weekly contact with parents.

A second high school goal was to Increase English Language Arts proficiency rates. A new English class was created for underachieving students in grades 9-11. Teachers incorporated a daily English ACT/MME review and prep.

Third, the team set a goal to increase math proficiency on the MME test taken in 11th grade. Teachers worked on the development of common assessments for math classes.

A final goal was to increase Science proficiency rates as measured by the MME test. Teachers worked on the development of common assessments for science.

*This information was the same in the 2008–09 school year.

Specialized Schools and Alternative Education:

The following programs are offered to Memphis students:

- The Academic Transitional Academy (ATA) provides pre-vocational support to 9th- and 10th-grade students. In 2009–10, 12 Memphis students attended the ATA. Thirteen Memphis students attended in the 2008–09 school year.
- St. Clair TEC offers countywide career and technical training to high school students. In 2009–10, 35 students attended TEC. Forty-one students attended in 2008–09.
- Woodland Developmental Center serves students with severe learning disabilities to age 26. Four students attended Woodland in 2009–10. In 2008–09, five students attended.

Core Curriculum 2009-2010*:

Memphis Elementary and Memphis Junior High have aligned each subject of the core academic curriculum (reading, math, science, social studies) to the Michigan Curriculum Framework with focus on Grade Level Content expectations (GLCEs). The Michigan Citizenship Collaborative Curriculum for Social Studies was implemented to meet the content expectations. The High school has aligned each subject to the course content expectations of the Michigan Merit Curriculum. The curriculum is reviewed every four years by the District School Improvement Team, building-level school improvement teams and department-level teachers.

Recommendations are made for revisions to the curriculum and for the purchase of needed textbooks and supplemental materials. Yearly professional development is provided in all four of the core academic areas to provide staff with the opportunity to improve instruction and student learning in each subject. In addition, other non-core subject areas (such as fine arts, foreign language and health/physical education) are reviewed once every four years. All curriculum review is done with the goal of having Memphis Community Schools' curriculum aligned with state standards and requirements, providing students with the greatest opportunity to excel in all academic areas. During the 2009-2010 school year, the math curriculum was reviewed.

*This information was the same in the 2008–09 school year.

Parent-Teacher Conference Rate:

2009-2010 34%

2008-2009 38%

Dual Enrollment:

Dual Enrollment extends learning options to 11th and 12th graders. Qualified students may take classes at a post-secondary institution while attending high school. During the 2009–10 school year, four students (1.14% of the total secondary student population) enrolled in one or more post-secondary courses while nine students (or 2% of the total population) enrolled during the 2008–09 school year.

Advanced Placement:

Advanced Placement Calculus and History were made available to high school students. In 2009–10, 24 12th-grade students (6.86% of the total secondary student population) and three 11th-grade students (.86%) enrolled in these courses and took a college equivalent examination. In 2008–09, 13 (3.71%) students enrolled and took a college equivalent examination.

Parent Involvement Policy 2009-2010*:**SUBJECT: PARENTAL INVOLVEMENT IN EDUCATION**

It is the policy of Memphis Community Schools to encourage and promote the involvement of parents and legal guardians in the care, teaching and education of their children. They are a welcomed and essential part of our educational system. Parents participate at all levels and in a number of activities ranging from Parent Advisory Councils, school/district improvement committees, parent-teacher organizations to involvement as volunteers in classrooms, on field trips, in booster clubs, and more.

To this end, the Board of Education has established a Parent Involvement Policy in which parents and legal guardians may determine and direct the care, teaching and education of their children and to review teaching materials and to observe instructional activities of the District to extent provided by law.

Parent Involvement in the School Program

The Board of Education believes that quality learning is more likely to occur when there is an effective partnership between the school and the student's parents. As such, the Board has adopted policy to support parent involvement. Parental involvement will be encouraged by the following:

- The District will hold an annual open house, at all levels, that encourages parent participation and informs parents of their right to be involved in the educational process of their child.
- The District will establish an effective two-way communication with all families through conferences and other meetings, building and district newsletters, voice mail, email, and on line grade book.
- The District will provide student progress results through report cards, parent conferences, progress notes, etc., as needed.
- The District will provide support and coordination to implement and sustain appropriate parent involvement from kindergarten through graduation, including parent information sessions and workshops, as well as parent involvement in advisory groups and committees.
- The District will develop strategies and learning experiences for parents to enable them to actively participate in their children's education, and utilizing schools to connect students and families with community resources that provide enrichment and support.
- The District will provide parents with the opportunity to review the curriculum, textbooks, and teaching materials used by the District. Parents wishing to review these materials should contact the building principal to make arrangements for the review.
- Parents or legal guardians may observe the instructional activity in a class or course held on District grounds in which their child is enrolled. Visitations must be prearranged through the building principal, not occur during testing activity of students, and be non-disruptive to the educational environment. Observation times may be limited, scheduled and/or rescheduled by the building principal to accommodate the reasonable interest(s) of the instructor, students, other parents or legal guardians and the District.

Relations with Parents:

The Board of Education feels that it is the parents who have the ultimate responsibility for their student’s behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority. The Board, through its designated administrators, recognizes the school’s responsibility to monitor student’s behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct. For the benefit of the child, the Board believes that parents have a responsibility to encourage appropriate behavior and high academic achievement by the following:

- Parents will support the school in requiring their child observe school rules and regulations, and by accepting their own responsibility for their child’s willful in-school behavior.
- Parents will send their child to school with proper attention to his/her health, personal cleanliness, and dress.
- Parents will support good attendance and reporting on time for classes. Documentation of absences will be given to the school when a child is absent three or more days.
- Parents will maintain an active interest in their child’s daily work and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study.
- Parents will read all communications from the school, and signing and returning them promptly, when required.
- Parents will cooperate with the school in attending conferences and student assistance meetings set up for exchange of information of their child’s progress in school.

*This information was the same in the 2008–09 school year.

Graduation rate*:

Graduation rates are shown for all students and for subgroups with 30 or more students.

	2009-10	2008-09
State	75%	75%
Memphis Community Schools		
All	87.91%	93%
Caucasian	88.24%	93%
Economically disadvantaged	83.33%	Not reported
Students with disabilities	77.78%	Not reported

* Graduation rates are based on the number of students who earn regular diplomas within four years of entering high school.

** The state does not calculate rates higher than 95%.

Retention rate:

The retention rate is the percentage of students who are accounted for within a graduating class. The class retention rate is determined by taking the fall enrollment from 2009 and dividing by the fall 2008 enrollment.

2009–10: 93.41%

2008–09: 95%

Attendance:

2009-2010: 99%

2008-2009: 97%

Student Enrollment:

2009-2010: 350

2008-2009: 354

Points of Pride:

The 2009–2010 school year was a very successful year for Memphis High School. The National Honor Society took 24 of its 50 members to New York City. Our Outdoor Adventure Challenge Club was regionally recognized for its leadership skills and team building. The Band received ratings of 1 at the district and state level. The Choir received a level 1 rating at the district level. The Varsity Football, Volleyball, Girls Basketball, Baseball, and Softball teams all won league championships. The Varsity Girls Soccer team won a District Championship and the Varsity Baseball team won a District and Regional Championship.

Thank you to everyone involved with Memphis Community Schools. We are fortunate to have the wonderful support of the staff, parents, and students at Memphis High School. With the support and determination of everyone we will sustain our high standards and continue to be a “successful small school where big things occur.”

Sincerely,

Brad Gudme

Principal, Memphis High School