

2002-2003 No Child Left Behind – Blue Ribbon Schools Program Cover Sheet

Name of Principal Mr. Bill Sillau (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Marcus-Meriden-Cleghorn Community School District (As it should appear in the official records)

School Mailing Address P.O. Box 667, 400 East Fenton Street (If address is P.O. Box, also include street address)

City Marcus State Iowa 51035-0667 Zip Code+4 (9 digits total)

Tel. (712) 376-4171 Fax (712) 376-4302

Website/URL www.marcus-mer-cleg.k12.ia.us Email bsillau@marcus-mer-cleg.k12.ia.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Principal's Signature Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Mr. Kevin Hart (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Marcus-Meriden-Cleghorn Community School District Tel. (712) 376-4171

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date

Name of School Board Mr. Bryan Petersen (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date

PART II – DEMOGRAPHIC DATA

District (Questions 1-2 not applicable to private schools)

1. Number of schools in district:
- 1** Elementary schools
 - 1** Middle schools
 - Junior high schools
 - 1** High schools
 - 3** TOTAL

2. District Per Pupil Expenditure: **\$4592**

Average Sate Per Pupil Expenditure: **\$4557**

School (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of urban area
- Suburban
- Small city or town in a rural area
- Rural

4. **10** Number of years the principal has been in his/her position at this school

___ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8			
2				9	28	23	51
3				10	26	15	41
4				11	23	27	50
5				12	20	24	44
6				Other			
Total Students in the Applying School							186

6. Racial/ethnic composition of the students in the school: 98.5 % White
 0.5 % Black or African American
 0.5 % Hispanic or Latino
 0.5 % Asian/Pacific Islander
 0.0 % American Indian/Alaskan Native
100 % Total

7. Student turnover, or mobility rate, during the past year: **4%**

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of Oct 1, multiplied by 100.

(1)	Number of students who transferred <i>to</i> the school after Oct. 1 until the end of the year	1
(2)	Number of students who transferred <i>from</i> the school after Oct. 1 until the end of the year	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	1
(4)	Total number of students in the school as of Oct. 1	187
(5)	Subtotal in row (3) divided by total in row (4)	0.005
(6)	Amount in row (5) multiplied by 100	0.5

8. Limited English Proficient students in the school: **0.0 %**
0.0 Total Limited English Proficient

Number of languages present: 1
 Specify languages: **English**

9. Students eligible for free/reduced price meals: **17 %**
32 Total of Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services **8 %**
15 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

_____ Autism	_____ Orthopedic Impairment
<u> 1 </u> Deafness	_____ Other Health Impaired
_____ Deaf-Blindness	<u> 14 </u> Specific Learning Disability
_____ Hearing Impairment	_____ Speech or Language Impairment
_____ Mental Retardation	_____ Traumatic Brain Injury
_____ Multiple Disabilities	_____ Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full Time</u>	<u>Part Time</u>
Administrators	1	0
Classroom teachers	18	0
Special resource teachers/specialists	1	0
Paraprofessionals	0	0
Support Staff	4	0
Total Number	24	0

12. Student-“classroom teacher” ratio: **10:3**

13. MMC High School has regrettfully experienced one student each year during the last three years who has dropped out of classes and then failed to graduate from our alternative program. The drop-off rate includes students who graduate at midyear. MMC averages about five move outs a year except for 1999-2000 where we had no movement either in or out during school year.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	179.8	195.1	203.1	205.25	207.34
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	12%	11%	11%	10%	10%
Student dropout rate	0.5%	0.5%	0.5%	0%	0.5%
Student drop-off rate	4%	4%	2%	2%	2%

14. (High Schools Only) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	47
Enrolled in a 4-year college or university	58 %
Enrolled in a community college	17 %
Enrolled in vocational training	6 %
Found employment	8 %
Military service	2 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	100 %

PART III – SUMMARY

Marcus-Meriden-Cleghorn High School in Marcus, Iowa has one powerful mission statement:
*Striving for Excellence in preparing **all** students for success throughout life.*

MMC is the school that never sleeps. Any day begins at 5:55 a.m. when Coach Clayberg opens the weight room for dedicated athletes. By 6:55 a.m. Madrigal Choir or Jazz Band begin practice. Our Jazz Band has competed at the state level four out of five years to bring home the first place trophy twice. The choir program had the distinction of four students selected to all-state this year. Our music program of 116 participants always expects the best from each member.

By this time several students have run several miles around the all-weather track. Trophies in the case prove their devotion. At the same time, twenty high-steppers arrive to prepare for Drill Team Night, a long tradition at MMC.

The first of three college classes begins at 7:00 A.M. in the Iowa Communications Network (ICN) room via the cable system. Dr. Andreasen and his students have now arrived to trouble-shoot our computer system. By 7:15 A.M. both the art and speech teacher are working with creative fine arts students preparing for the next contest. This year Mrs. Bork boasted that two student paintings received the highest honors at a recent regional Scholastic Art Show. Miss Diment just found out via e-mail that MMC had an extraordinary record breaking nine events selected to the prestigious Iowa All-State Individual Speech Festival.

At 7:20 A.M. the Industrial Technology teacher, Mr. Pearson, arrives to continue building an elaborate playhouse for the Children's Miracle Network with the construction class. His work is never done. He and his students have built a computer desk for the principal, garage for a community organization, and new restrooms for the golf course. Concurrently he is preparing 29 students for the Technology Student Association State conference. By 7:45 A.M. teachers are tutoring early-arriving students.

On Thursdays at 7:50 A.M. Successfully Teaching At-Risk Students (STARS) meetings are held. Faculty make action plans for students falling behind academically, socially, behaviorally, or emotionally to ensure that each aspect of the student's needs are met. Classes begin at 8:25 A.M. Secretaries report 98 percent daily attendance. Students receiving excellence in academics and showing involvement in the community are invited to a pizza party during lunch. All students are enjoying low-fat snacks provided by Mrs. Boothby's nutrition class.

By 3:10 P.M. the final bell rings, but the halls are hardly empty. Peering into rooms will find teachers tutoring individual students. Our math department works until all have been helped sometimes until 6:00 P.M. It's called "Quality Time." The counselor is bombarded with seniors filing for scholarships. Last year \$270,000 in scholarships were given. The Spanish Club is preparing for their annual fund-raiser for another trip to Mexico. The yearbook and newspaper staffs are busy flashing pictures and determining cut-lines. The library is inundated with students researching articles for Advanced Biology. The activity director is organizing a photo shoot for our Iowa State third place wrestling team. Leadership Team members are posting advertisements for the newest community service project, May baskets for shut-ins. Last year 99 percent participated in at least one service project. A curriculum writing committee is meeting in the social studies room. Intern students returning from businesses arrive in time for golf practice.

Tonight is a Parent-Student-Teacher Association (PSTA) meeting. The topic tonight is "how to talk to your child or teen about war." PSTA will compete with vocal and band students practicing in the hall for there are no rooms available. The saws are still buzzing in the Industrial Tech room. The last one leaving locks the door around 10:00 P.M. It is no accident that the school that never sleeps has ranked in the top 10 percent of Iowa Schools for years. Excellence runs deep.

PART IV—INDICATORS OF ACADEMIC SUCCESS

1. At MMC High School we choose to report our scores using National Percentile Rank (NPR). The National Percentile Rank (NPR) with school norms is a score that indicates a school's standing within a nationally representative group of schools in the same grade who were tested at the same time of year as the students from our school. NPRs are based on national standardization—the testing of large numbers of students in each grade in a set of schools that represents the nation in terms of enrollment size, geographic region, and other characteristics. The NPR (school norms) is derived by comparing the average standard score (SS) for the grade group with average standard scores achieved by other groups of students in the same grade in schools across the nation. For example, in our report, the average standard score on the Math Total test is 290. When this average SS was compared to the estimated distribution of grade nine averages for schools through out the United States, approximately 98 percent of these grade nine groups had an average SS for Math Total that was less than 290. Thus, our ranking in the national testing was 98 out of 100 schools.
 - a. According to Iowa Department of Education, we may disaggregate the data for only two subgroups: socioeconomic and gender. It should be noted that our total score is according to national school norms. However, our subgroups can only be interpreted using national student norms. Little disparity is seen between our subgroups.
 - b. No groups are excluded from our data. As stated on the test data pages, in rare incidences a student may miss the testing for extended illness or blatant disregard for the test. These students are then assessed with our alternate testing procedures required by the state of Iowa.
 - c. Test data is attached. Please refer to pages 9-12.
2. The primary purpose of using a standardized achievement battery like the Iowa Tests of Educational Development (ITED) is to provide information that can be used to improve instruction and student learning. It is valuable to the extent that its use contributes to better instructional decisions than our educators could make without it. ITEDs do not replace careful teacher observation or information gained through thoughtful classroom assessment, but it does provide supplementary information used in selecting learning targets and choosing instructional materials. The ITED scores determine areas of relative strength and weakness in skill development and to estimate year-to-year growth. These norms also allow our students to be compared with other students and allow our school to be compared to other schools. This affords the opportunity for our school to look at the achievement levels of our students in relation to a nationally representative student group. One inservice per year is scheduled to analyze the ITED scores. Our teachers are especially interested in the group item analysis report provided by the Iowa Testing Program. This helps our teachers identify weaknesses in our curriculum and an understanding of how our students problem-solve on individual test questions. Teachers also spend time looking at individual student scores to help decide which methods or approaches to use with individuals to reach our learning targets.
3. Six weeks before the testing in the fall, the counselor probes the previous year's test results with the students. The students evaluate their own individual strengths and weaknesses and determine goals for this year's testing. The students need to know their scores so they can allocate time and effort to their learning and which specific content areas in which they may want to expend extra effort. As soon as the test scores are returned from processing, the counselor meets with the students to determine if individual goals were met. MMC believes it is important to inform the students as quickly as possible as to their performance. As they get older, students need to make realistic decisions about future learning opportunities and career possibilities. Parents likewise need this information to allow them to support the development of their child and offer realistic guidance for the types of decisions the student will need to make. Results from the ITED battery helps to supplement the other information available to students and their parents for these purposes. We publish our school scores in the local and county newspaper and our scores are included in our Annual Progress Report (APR). For our patrons, visitors, and our students, a summary of our school

scores is posted in the hallways. Our community can be proud of our children's achievements. Each year the counselor also gives a presentation to the MMC school board on the ITED results.

4. MMC High School is more than high test scores. Our student body is our greatest advertisement. Whether our students are participating in sports, speech, or music contests, we are proud of our student body character away from MMC. We believe that this aspect more than any other will best share our success. Our students have presented at the Iowa State School Board convention in Des Moines, and would look forward to presenting at the School Administrators of Iowa annual meeting. Our school is not unique to Iowa. We represent over 300 high schools in Iowa, which are similar in size and demographics. We are not unique to rural schools across the mid-west. We would welcome the opportunity to share our successes with these schools as well. Rural schools have unique features of our own, but consistent among them all is pride. A passion to be the best to bring the best out of each student. MMC was ecstatic to be nominated for the Blue Ribbon School program and if selected would be humbly honored to share our story.

PART V – CURRICULUM AND INSTRUCTION

1. MMC High School maintains a high standard by requiring 44 credits to graduate. Of these 28 are required classes. For all students we require eight semesters of English, six semesters of Social Studies, four semesters of science, one semester of computer applications, and two semesters of physical education. In addition, we require five semesters of math, two semesters of living skills classes and one semester of communications skills. Thus, all our students graduate with a broad-liberal arts background. In addition, 80 percent of our students choose to take at least two years of foreign language. Added to our four-year sequencing of Spanish is a fifth year of Spanish Literature. In its first year, 16 students chose to participate. Approximately 90 percent of the graduating class continue on to post-secondary education each year. Graduate follow-up surveys indicate that 98 percent of our college students feel “very well prepared” in the areas of English, science, and math. Our vocational classes include computer programming, industrial technology, family & consumer sciences, business and marketing. 17 percent take community college/vocational courses and 9 are involved in a job intern program. Our vocational students are able to take auto mechanics, construction trades and industrial machining at the local community college. Several students each year take anatomy and physiology, as well. Within the last four years we have seen a 42 percent increase in our juniors and seniors that have taken college classes while in high school. Next year we have 50 percent of our juniors and seniors already pre-registered for college courses. Through our Iowa Communications Network (ICN), Internet courses (Iowa State University Biology 123 and AP Calculus) and correspondence courses (French and Latin) our students have advantage.
2. The educational diversity of the high school Language Arts program fulfills the needs of a student body with a variety of challenge levels and educational desires. The core curriculum includes English I and II, and American literature. Students must fulfill two additional English requirements. They have a variety of classes to choose from with varying degrees of educational intensity: Journalism I and II, speech, practical writing and grammar, advanced composition, modern contemporary literature, mythology, British literature, and advanced placement English.

Students begin their language arts experience with English I. In this introductory course, students experience multiple genres of literature: short stories, poetry, drama, novels, and mythology. Furthermore, this course provides the basis for other venues of Language Arts, including speech, vocabulary comprehension, grammar and mechanics, the writing process, and resource use.

To promote reading, students continue their involvement in the Accelerated Reader program. Students must earn a set number of points each quarter by taking literacy quizzes over their books or presenting traditional and non-traditional book reports. The points they earn are based on the readability levels of the books. Students can choose novels at a comfortable reading level without the pressures of staying caught up with a regimented reading program.

The instruction in the English curriculum is derived from current educational research on teaching strategies. Students experience active learning techniques as they engage in collaborative groups, reciprocal teaching activities, and discovery learning. Students take on the challenges of classrooms that promote literary engagement and community, whether they are discussing young adult novels in contemporary literature or analyzing canonical classics in advanced placement English.

3. The MMC High School mathematics curriculum is designed to prepare all students for success in life by offering a variety of courses that meet the needs of students in our district. Because the majority of our students are college-bound, they strive for excellence in their high school mathematics course work and complete more than the two and one-half year requirement. Courses they take are Algebra I, geometry, Algebra II, advanced math and an elective, discrete math, all of which emphasize a strong foundation of the essential skills related to number sense, measurement, algebra, geometry,

trigonometry, and data analysis. For the graduating classes of 2001-2003, 72 percent took Algebra II and 41 percent took advanced math.

Our other students also strive for excellence in their mathematics courses. Their options include Algebra I in two years (Math I and Math II), informal geometry, and vocational math. (Several however elect to take geometry and Algebra II upon completion of Math II.) These courses are designed to prepare students for success in vocational and technical fields. Skills emphasized include number sense, measurement, algebra, geometry, and data analysis.

One of the main reasons students succeed in math is because of the variety of teaching methods employed. Lessons are designed to utilize graphing calculators, explorations with computers, and cooperative learning. The instructors, in cooperation with administrators and parents, strive to help each student reach his full potential by working individually with students before and after school, by maintaining frequent contact with parents, and by completing various professional development programs to enhance their teaching methods.

4. MMC teachers prepare students by varying their teaching styles to match up with individual students. As a district, our administration has been directly involved in challenging our teachers to use a wide range of styles when interacting with students. The entire district implements components of the Dimensions of Learning program, which is a comprehensive model that uses what researchers and theorists, know about learning. Its premise includes five dimensions: 1. Establish positive attitudes 2. Acquire and integrate knowledge 3. Extend and refine knowledge 4. Use knowledge meaningfully 5. Develop habits of the mind. Teachers understand the diversity of students, thus plan lessons which include Dr. Gardner's Multiple Intelligences. These learning styles involve how students use their abilities. Our staff has studied the newest of brain research by studying Dr. David Sousa. Teachers incorporate a multi-sensory approach consistently so students are actively involved in their learning. In an effort to motivate our students, teachers commonly provide learning opportunities, which will be expected in "real world" situations. We provide a construction class in the fall, internship experiences in the spring and a student-run restaurant and pre-school in May. Our computer applications classes prepare brochures, video advertisements and business presentations for our community. Our availability to provide college classes assists to challenge the high-achieving students. Through the Iowa Teaching Standards, our teachers realize the responsibility of their impact on students. Our teachers are striving for mastery.
5. Our professional development program is based on our comprehensive school improvement plan. Our goals are:
 - a. To increase the reading comprehension skills of all MMC students.
 - b. To increase the problem-solving ability of all MMC students.
 - c. To support improved student learning by increasing the use of technology in math and science.
 - d. To ensure our school environment is safe, inviting and suitable for learning.

The high school staff worked to develop a curriculum vocabulary list for all students to meet the first reading goal. Students are then tested each semester on these critical vocabulary words. The second and third goal led the high school teachers to develop a plan to analyze ITED test scores in math, science, and problem-solving. Weaknesses in areas are evaluated and plans for improvement are incorporated into teaching methods. Based on the Iowa Youth Survey, teachers and staff developed a character education program that fosters respectful behaviors. This is one way we are meeting our final goal. Teachers continue to attend workshops and participate in research studies based on these goals.

In the last two years the faculty and staff have completed studies in character education development, effective teaching strategies based on the Dr. Harry Wong model and a book study on The Explosive

Child by Dr. Ross Greene. In addition, our curriculum writing is broken down into a six-year cycle. Each year teachers K-12 examine the curriculum to guarantee the highest of standards. Our teachers are encouraged to attend Area Educational Association meetings in their special subject areas.

Marcus-Meriden-Cleghorn High School
Referenced Against National Norms
1999-2002

Grade: 9 Language Scores **Test:** Iowa Tests of Educational Development

Edition/Publication year: 1993/2000 **Publisher:** Riverside Publishing Company

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded. In rare occasions extended illness or absenteeism or blatant disregard of the test may be reasons for exclusion.

Scores are reported here as: National Percentiles

	2001-2002	2000-2001	1999-2000
Testing Month	November	November	October
School Scores			
Total Scores	90	97	90
Number of Students Tested	41	51	51
Percent of Total Students Tested	100%	94%	100%
Number of Students Excluded	0	3	0
Percent of Students Excluded	0%	6%	0%
SUBGROUP SCORES (using national student norms)			
1.Low Socio-Econ--Free/Reduced Lunch	86%PR	86%PR	56%PR
2.Males	90%PR	76%PR	69%PR
3.Females	99%PR	89%PR	73%PR
4.Ethnic/Racial	N/A	N/A	N/A

Marcus-Meriden-Cleghorn High School
Referenced Against National Norms
1999-2002

Grade: 9 Math Scores

Test: Iowa Tests of Educational Development

Edition/Publication year: 1993/2000

Publisher: Riverside Publishing Company

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded. In rare occasions extended illness or absenteeism or blatant disregard of the test may be reasons for exclusion.

Scores are reported here as: National Percentiles

	2001-2002	2000-2001	1999-2000
Testing Month	November	November	October
School Scores			
Total Scores	91	99	99
Number of Students Tested	41	51	51
Percent of Total Students Tested	100%	94%	100%
Number of Students Excluded	0	3	0
Percent of Students Excluded	0%	6%	0%
SUBGROUP SCORES (using national student norms)			
1.Low Socio-Econ--Free/Reduced Lunch	88%PR	99%PR	62%PR
2.Males	96%PR	97%PR	87%PR
3.Females	99%PR	90%PR	65%PR
4.Ethnic/Racial	N/A	N/A	N/A

Marcus-Meriden-Cleghorn High School
Referenced Against National Norms
1999-2002

Grade: 11 Language Scores

Test: Iowa Tests of Educational Development

Edition/Publication year: 1993/2000

Publisher: Riverside Publishing Company

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded. In rare occasions extended illness or absenteeism or blatant disregard of the test may be reasons for exclusion.

Scores are reported here as: National Percentiles

	2001-2002	2000-2001	1999-2000
Testing Month	November	November	October
School Scores			
Total Scores	92	96	93
Number of Students Tested	45	46	53
Percent of Total Students Tested	98%	96%	95%
Number of Students Excluded	1	2	3
Percent of Students Excluded	2%	4%	5%
SUBGROUP SCORES(using national student norms)			
1.Low Socio-Econ (free/reduced lunch)	92%PR	68%PR	82%PR
2.Males	87%PR	65%PR	67%PR
3.Females	99%PR	96%PR	75%PR
4.Ethnic/Racial	N/A	N/A	N/A

Marcus-Meriden-Cleghorn High School
Referenced Against National Norms
1999-2002

Grade: 11 Math Scores

Test: Iowa Tests of Educational Development

Edition/Publication year: 1993/2000

Publisher: Riverside Publishing Company

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded. In rare occasions extended illness or absenteeism or blatant disregard of the test may be reasons for exclusion.

Scores are reported here as: National Percentiles

	2001-2002	2000-2001	1999-2000
Testing Month	November	November	October
School Scores			
Total Scores	95	96	99
Number of Students Tested	45	46	53
Percent of Total Students Tested	98%	96%	95%
Number of Students Excluded	1	2	3
Percent of Students Excluded	2%	4%	5%
SUBGROUP SCORES(using national student norms)			
1.Low Socio-Econ (free/reduced lunch)	97%PR	80%PR	94%PR
2.Males	99%PR	78%PR	87%PR
3.Females	99%PR	74%PR	86%PR
4.Ethnic/Racial	N/A	N/A	N/A