

2009/2010

ANNUAL REPORT

**REED CITY
MIDDLE SCHOOL**

"You Can't Hide That Coyote Pride"

**PRINCIPAL
TIM WEBSTER**

INTRODUCTION

This Annual Education Report is intended to meet one portion of the Public Act 25 requirements set forth by Michigan's State of Board of Education in 1990. Included in this report is the status of the following areas:

1. SCHOOL IMPROVEMENT plan status report.
2. STUDENT ACHIEVEMENT based on standardized tests.
3. RETENTION AND DROPOUT RATE.
4. SPECIALIZED SCHOOLS and placement.
5. PARENT PARTICIPATION percentage in teacher conferences.
6. ACCREDITATION STATUS.
7. CORE CURRICULUM and implementation plan.
8. COMPARISON BETWEEN THE 2007-08 AND THE 2008-09 ANNUAL REPORTS.

1.

SCHOOL IMPROVEMENT

MISSION STATEMENT

We are committed to challenging students and staff to reach their highest potential by promoting academic excellence, nurturing positive self-esteem and reinforcing responsible social behavior.

GOALS AND PHILOSOPHY

The Reed City Middle School staff strives to maintain a safe and orderly environment in which we offer educational experiences that meet the wide variety of interests and needs created by individual differences and abilities among students. It is the intent of the Reed City Middle School that these needs be met by providing systematic educational programs and activities that are developmentally appropriate, that encourage intellectual and social growth, and help students with the transition from elementary to high school. We will work in partnership with the community to meet these needs.

- *We believe that each student has learning potential.
- *We believe that all students have unique skills and talents that need to be identified and nurtured.
- *We believe that students need sufficient time and appropriate support to learn.
- *We believe the task of schools is to create a learning environment that provides conditions for success.
- *We believe in the importance of self-esteem for a student's success as a learner and as a citizen.
- *We believe that we should make learning meaningful for all pupils.

CURRICULUM

The Reed City Middle School has developed core curriculum teams aligning us with the State of Michigan Curriculum Frameworks Model. In addition we attempt to teach more than just academics. Our curriculum is designed to meet our goals and philosophies to produce socially well-rounded and well-educated students. Following is a summary of our curriculum plan. We have a process in place to continually review and improve each curriculum area.

In addition to our curriculum plan this year we expanded the use of our curriculum area maps. Maps include a visual sequential chart, correlation to state benchmarks, and include best practices developed by department teams.

We revised our schedule in 2005-06, changing from a 4 Block to a 5 Period Day. In our five period schedule classes are 65 minutes each. Every day students attend each of the four core subjects and one enrichment rotation. Enrichment rotations change every six weeks. All students attended a 30 minute school wide silent reading period first thing in the morning that enhances our language arts curriculum. The reading time gives the language arts department more time in the schedule than any other subject. Giving language arts more time in the middle school schedule has always been a priority set and followed at the middle school. The following information is provided as an overview of time allotted per subject over the entire three year middle school experience:

FIVE PERIOD SCHEDULE

Language Arts	24% (School Wide Reading is counted as Language Arts)
Math	19%
Science	19%
Social Studies	19%
*Enrichments	<u>19%</u>
Total 100%	

* For Enrichments students attend one Six-Week Marking Period of each: Art, Computers, Daily Living, Shop (8th only), Health (6th & 7th only) and two Six-Week Marking Periods of Physical Education.

Band (if elected) splits the enrichment time daily in 6th grade. The 7th and 8th grade band students met daily and split an extended 100 minute period with their enrichment. This was possible by eliminating reading period for the 7th and 8th grade band students. Reading time of 30 minutes daily was expected at home. Band students falling behind in reading were assigned time in the Immediate Help Program until caught up.

Staff consensus regarding the new schedule has been positive. Even though the schedule change was initiated by budgetary necessity the majority of staff feels that the new schedule is better overall for our middle school students. Periods are still fairly long at 65 minutes thus leaving time for active learning. Language arts continue to have the largest amount of time allotted. Last year there were no teachers who disliked the schedule or thought we should improve it to enable them to be more effective teachers.

EVALUATION PROCESS

The main academic evaluation tool used in the middle school is the M.E.A.P. test.

Our School Improvement process has evaluation built in. Our goals based on our specific student population needs. The School Improvement goals themselves must be robust and measurable.

We received the grade of “B” by state of Michigan adequate yearly progress report. We have in place a continuous School Improvement process where we identify areas of weakness based on hard evidence, develop strategies for improvement, evaluate the effectiveness of our strategies, and finally we create new strategies or identify new areas that need improvement. All school improvement goals have at least two methods of evaluation.

We have “Star Math” and “Star Reading” tests available to our staff as an evaluation tool. They are a part of our “Accelerated Math” and “Accelerated Reading” programs.

This year we have also incorporated pre tests and post tests for each core curriculum subject. This gives us more assessment tools used to evaluate our successes and areas of weakness.

ACCELERATED MATH AND READER

We continue to use the accelerated math program to supplement our existing program. It gives teachers the ability to give accurate testing for grade level including specific strengths and weaknesses. Teachers are able to instantly provide remedial and advanced study guides, tests, and grading for students. This has increased the teacher's ability to individualize student instruction for all and track progress easily. This program also contains “Star Math”, a testing program that tells teachers at what grade level the students are currently working.

The Accelerated Math is available for all math students in the building and each special education classroom. We have materials available from 3rd grade level through Algebra.

We have and use Accelerated Reader in our school and continually upgrade it.

STAFF DEVELOPMENT

Each non-tenured teacher has a professional development plan. Tenured and non-tenured staff members are encouraged to seek out professional development opportunities and are required to receive 33.75 hours of professional development per year by contract. When curriculum areas are rewritten, training is provided when necessary. We have curriculum areas revised and reviewed on a rotating basis district wide.

BUILDING LEVEL DECISION MAKING

During the year we utilize a Principal's Advisory Team (P.A.T.) that meets monthly. The 7-person team was comprised of a teacher from each grade level, an enrichment teacher, a special ed. teacher, a counselor, and a teacher's aide. The purpose was to improve communication and foster a feeling of ownership and working together to run the school. The members of the PAT have also been the primary participants when we select a team to interview new teachers. Each group is responsible for selecting next years PAT member. This is a permanent part of our school improvement plan.

INPUT

DISTRICT LEADERSHIP TEAM

Our school has representation on the District Leadership Team. The team consists of the superintendent, a school board member, building administrators, counselors, and three parent representatives from each building in the district. The team discusses school issues and provides direction for school improvement.

MIDDLE GROUND

The Middle Ground Parent Group is active at the Middle School. They are a group of parents who volunteer for whatever is needed and meet biannually with the principal in an information-sharing forum. The Middle Ground parents have an opportunity to have input regarding any new programs and input on adjustments to current programs.

PARENT INVOLVEMENT

Prior to the start of school starts we held the Annual Open House. Parents and students came to meet their teachers, check out the school.

During the year teachers arranged personal meetings and held telephone conferences daily during their conference period. We held a year-end "Honors Breakfast" for parents and their student to recognize academic achievement. Academic awards were given if the student maintained at least a 3.4 GPA (grade point average where 4.0 = A and 3.0 = B). We gave "Best Effort" awards to students who had a great attitude and gave their best effort in all classes all year. We also gave grade level top student academic achievement awards in each of our exploratory classes. The district continued a "School Pride Week" in which numerous activities were held over five days including a celebration of the arts night.

Every six- weeks we sent a newsletter home to parents with report cards to insure that information about school and program opportunities reaches them. This opens the door to communication with parents and we have received positive feedback from many parents about the newsletter.

We continue to use the record keeping program called "Skyward". This program allows parents to log on and check progress of their child daily. There is access to assignment grades, missing assignments, class notes from the teacher, attendance, discipline, and more. We found that nearly 50% of the parents accessed information in this new program this year.

In 2008-09 we implemented a new policy to improve safety for our students. Previously we had allowed students to bring notes to excuse absences as late as the next day and sometimes not at all. This created a safety concern. It was possible for a student to skip school and the parent would think they were in school and the school would think they were home. To solve this problem we implemented a new policy where parents are required to call the school if their child is absent by 9am. If there is no call we call them and let them know their child is out. This has been working extremely well. The calling is being done by an automated system and parents appreciate the extra communication.

SCHOOL IMPROVEMENT PLAN

We have in place a continuous School Improvement process where we identify areas of weakness based on hard evidence, develop strategies for improvement, evaluate the effectiveness of our strategies, and finally we create new strategies or identify new areas that need improvement. All school improvement goals have at least two methods of evaluation.

We reviewed our MEAP scores and school needs with regard to our four goals set last year. Last year each goal area gave pre-test and post-tests so there would be more than one evaluation tool used when evaluating the success of our strategies. We have identified areas of weakness and developed strategies as we work toward improving the following goal areas.

1) Math Goals

- a. 6th grade goal - Improve student's ability to solve applied problems involving rate.
- b. 7th grade goal - Improve student's ability to use similarities of triangles and scale factors.
- c. 8th grade goal – Improve student's ability regarding applied use of the Pythagorean theorem.

2) Science Goal

Improve student's ability to understand and apply scientific research, informational text, and graphic displays.

3) Social Studies Goal

Improve student's ability to understand human and environment interactions.

4) Language Arts Goal

Improve student's ability to properly capitalize and punctuate their writing.

Note: We have identified writing, science understanding, and math understanding as weaknesses district wide and are making plans for professional development in this area which will in turn be incorporated into our curriculum plan.

The state of Michigan gave us a grade of “B” on our school report card. The grade is based on a variety of assessment information including test scores, class sizes, class offerings, number of counselors per student, etc.

IMMEDIATE HELP PROGRAM (early intervention program)

All students who were seriously struggling academically (in danger of failing) were required to stay after school for tutoring. Once identified and placed in the program a student who came to school with an incomplete assignment was given small group instruction after school on that same day to work on that particular assignment.

We were pleased with the identification process used to place students in the program and with the logistics of implementing the program. We finished the year with 37 of our 361 students enrolled in the program.

From the beginning in 2003-04 ago we saw immediate benefits of this program. Once in the program students worked harder getting assignments done on time. Teachers reported that IHP students worked harder in class to avoid staying after. It appeared to be a deterrent to others who saw what happens if you get in the program. Grades of students in the program when up. We had two 8th graders half of their core subjects. Since the program started we have averaged between two and three students fail in the entire school. We had only one other failure in the 6th and 7th grades combined. These results are about average since we implemented the program.

TUTORIAL PROGRAM

This year we offered tutoring to all 370 students, 5 days a week, all year long.

This not only helped students who needed some help but it helped parents who did not have time or the knowledge needed to give the extra help their children needed. We had many positive comments from parents. Teachers and our counselor reported that it was so nice to have a place to refer students who need a little help.

An unexpected benefit of this program surfaced when a student returned after a long absence. We had some students attend tutoring until they were caught up.

The above two accomplishments total cost was about half of what a summer school program would have cost (about \$7,000). This is the second year the district paid for the majority of the program. Previously grants were secured to pay for the program.

BREAKFAST FOR ALL PROGRAM

Our school has qualified for a grant that pays for all students to get breakfast daily for no charge regardless of income. This should help our student's ability to learn.

CURRICULUM MAPS

We have expanded the depth of our curriculum maps in all subjects. Extensive work has been done to add to the time line style maps that were completed last year. We are expanding the maps to include Grade Level Content Standards and staff worked as curriculum teams to agree on and document best practice strategies. The goal is to have an organized curriculum that we can continually tune up by identifying weaknesses or continue to teach consistently when we identify strengths, depending on how specific areas rate in our assessment. We also want it detailed enough so we know what all students are taught so it can be evaluated and so when we have staffing changes we will not lose consistency. These maps are very informative and play a key role in the organization and coordination of the middle school curriculum. The coordination within each department is already apparent and we are able to adjust curriculum strategies with ease. The next step will be to integrate curriculums making us more efficient.

2. STUDENT ACHIEVEMENT

AGGREGATE DATA

Our MEAP scores are the most important data we look at. Traditionally we improve cohort scores significantly from the elementary and are near the top of our ISD in most categories, particularly in Language Arts. The following are scores are from MEAP tests that were given in the fall. Sixth grade scores are not included because fall MEAP tests are taken before we can have significant time to teach. Ninth grade scores are included in this middle school report for the same reason.

**#1: LANGUAGE ARTS:
District/State Comparison of Achievement (MEAP)**
Level 1: Exceeded Michigan Standards
Level 2: Met Michigan Standards
Level 3: Basic Level
Level 4: Apprentice

SEVENTH GRADE READING

7th Grade Reading:

	RC Lev 1	RC Lev 2	RC Lev 3	RC Lev 4	RC Lev 1+2	MI Lev 1	MI Lev 2	MI Lev 3	MI Lev 4	MI Lev 1+2	+/- Mi Ave.
2006	14.1	57.0	12.5	16.4	71.1	26.0	54.0	10.0	10.0	80.0	- 8.9
2007	25.9	49.1	13.4	11.6	75.0	29.0	44.0	13.0	14.0	72.0	+ 3.0
2008	24.1	55.4	9.8	10.7	79.5	31.0	48.0	11.0	9.0	79.0	+ 0.5
2009	26	58	14	2	84	36	46	11	7	82	+ 2

SEVENTH GRADE WRITING

7th Grade Writing:

	RC Lev 1	RC Lev 2	RC Lev 3	RC Lev 4	RC Lev 1+2	MI Lev 1	MI Lev 2	MI Lev 3	MI Lev 4	MI Lev 1+2	+/- Mi Ave.
2006	0.0	55.5	30.5	14.1	55.5	2.0	64.0	24.0	10.0	65.0	- 10.0
2007	0.0	77.7	18.8	3.6	77.7	1.0	76.0	20.0	4.0	77.0	+ 0.7
2008	0.0	85.6	12.6	1.8	85.6	0.0	78.0	19.0	3.0	78.0	+ 7.6
2009	Not	tested	in	2009							

SEVENTH GRADE ENGLISH LANGUAGE ARTS

7th Grade English Language Arts:

	RC Lev 1	RC Lev 2	RC Lev 3	RC Lev 4	RC Lev 1+2	MI Lev 1	MI Lev 2	MI Lev 3	MI Lev 4	MI Lev 1+2	+/- Mi Ave.
2002	10.7	58.8	20.6	9.9	69.5	10.0	48.0	28.0	14.0	58.0	+ 11.5
2003	3.8	57.4	26.2	12.6	61.2	6.0	51.0	27.0	16.0	57.0	+ 5.1
2004	4.0	54.0	31.0	11.0	58.0	11.0	55.0	24.0	10.0	66.0	- 8.0
2005	2.2	71.2	24.5	2.2	73.4	6.7	66.1	19.0	8.2	72.8	+ 0.6
2006	3.0	63.0	23.0	11.0	66.0	9.0	66.0	17.0	7.0	75.0	- 9.0
2007	12.0	65.0	18.0	5.0	77.0	15.0	59.0	18.0	7.0	74.0	+ 3.0
2008	7.3	76.4	13.6	2.7	83.7	13	67.0	15.0	5.0	80.0	+ 3.7
2009	not	tested	in	2009							

EIGHTH GRADE READING

8th Grade Reading:

	RC Lev 1	RC Lev 2	RC Lev 3	RC Lev 4	RC Lev 1+2	MI Lev 1	MI Lev 2	MI Lev 3	MI Lev 4	MI Lev 1+2	+ / - Mi Ave.
2006	26.8	57.7	12.0	3.5	84.5	33.0	43.0	15.0	10.0	76.0	+ 8.5
2007	10.9	61.6	15.2	12.3	72.5	25.0	52.0	15.0	8.0	77.0	- 4.5
2008	24.4	54.6	16.8	4.2	79.0	32.0	44.0	17.0	8.0	76.0	+ 3.0
2009	26	58	14	2	84	31	53	13	3	83	+ 1

EIGHTH GRADE WRITING

8th Grade Writing:

	RC Lev 1	RC Lev 2	RC Lev 3	RC Lev 4	RC Lev 1+2	MI Lev 1	MI Lev 2	MI Lev 3	MI Lev 4	MI Lev 1+2	+ / - Mi Ave.
2006	0.0	64.8	25.4	9.9	64.8	5.0	62.0	20.0	13.0	67.0	- 2.2
2007	0.0	64.5	23.9	11.6	64.5	5.0	65.0	20.0	10.0	70.0	- 5.5
2008	0.0	69.7	21.8	8.4	69.7	1.0	73.0	19.0	7.0	74.0	- 4.3
2009	not	tested	in	2009							

EIGHTH GRADE ENGLISH LANGUAGE ARTS

8th Grade English Language Arts:

	RC Lev 1	RC Lev 2	RC Lev 3	RC Lev 4	RC Lev 1+2	MI Lev 1	MI Lev 2	MI Lev 3	MI Lev 4	MI Lev 1+2	+ / - Mi Ave.
2005	7.0	57.0	23.9	12.0	64.0	9.9	59.5	20.8	9.8	69.4	- 5.4
2006	11.0	67.0	19.0	4.0	78.0	18.0	53.0	19.0	9.0	71.0	+ 7.0
2007	5.0	64.0	24.0	7.0	69.0	16.0	59.0	18.0	7.0	75.0	- 6.0
2008	10.2	66.9	19.5	3.4	77.1	19.0	58.0	18.0	6.0	77.0	+ 0.1
2009	Not	Tested	in	2009							

#2: MATH:

District/State Comparison of Achievement (MEAP)

Level 1: Exceeded Michigan Standards

Level 2: Met Michigan Standards

Level 3: Basic Level

Level 4: Apprentice

SEVENTH GRADE MATH

7th Grade Math:

	RC Lev 1	RC Lev 2	RC Lev 3	RC Lev 4	RC Lev 1+2	MI Lev 1	MI Lev 2	MI Lev 3	MI Lev 4	MI Lev 1+2	+ / - Mi Ave.
2005	16.4	46.4	32.1	5.0	62.8	26.8	32.8	29.7	10.8	59.6	+ 3.2
2006	28.0	24.0	38.0	10.0	52.0	34.0	30.0	29.0	7.0	64.0	- 12.0
2007	43.0	33.0	22.0	2.0	76.0	41.0	32.0	24.0	4.0	73.0	+ 3.0
2008	57.5	24.8	15.9	1.8	82.3	53.0	30.0	15.0	2.0	83.0	- 0.7
2009	31	55	9	6	85	50	32	17	1	82	+ 3

EIGHTH GRADE MATH

8th Grade Math:

	RC Lev 1	RC Lev 2	RC Lev 3	RC Lev 4	RC Lev 1+2	MI Lev 1	MI Lev 2	MI Lev 3	MI Lev 4	MI Lev 1+2	+ / - Mi Ave.
2002	21.5	27.8	25.9	24.7	49.3	31.0	21.0	23.0	25.0	52.0	- 2.7
2003	36.4	25.0	25.8	12.9	61.4	38.0	25.0	21.0	16.0	63.0	- 1.6
2004	28.0	27.0	34.0	11.0	55.0	36.0	26.0	21.0	16.0	62.0	- 7.0
2005	37.7	29.5	24.0	8.9	67.2	30.5	32.7	22.7	14.2	63.2	+ 4.0
2006	20.0	46.0	28.0	6.0	66.0	29.0	39.0	25.0	7.0	68.0	- 2.0
2007	30.0	39.0	21.0	10.0	69.0	41.0	30.0	19.0	9.0	71.0	- 2.0
2008	40.3	33.6	18.5	7.6	73.9	43.0	32.0	18.0	7.0	75.0	- 1.1
2009	37	31	22	9	69	45	26	21	8	70	- 1

#3: SCIENCE:**District/State Comparison of Achievement (MEAP)**

Level 1: Exceeded Michigan Standards

Level 2: Met Michigan Standards

Level 3: Basic Level

Level 4: Apprentice

EIGHTH GRADE SCIENCE**8th Grade Science:**

	RC Lev 1	RC Lev 2	RC Lev 3	RC Lev 4	RC Lev 1+2	MI Lev 1	MI Lev 2	MI Lev 3	MI Lev 4	MI Lev 1+2	+ / - Mi Ave.
2002	8.2	57.0	28.5	6.3	65.2	17.0	48.0	23.0	12.0	65.0	+ 0.2
2003	12.0	52.6	28.6	6.8	64.6	14.0	52.0	24.0	10.0	66.0	- 1.4
2004	6.0	60.0	30.0	5.0	66.0	13.0	51.0	25.0	10.0	64.0	+ 2.0
2005	30.4	40.5	21.6	7.4	70.9	32.8	44.0	16.3	6.9	76.8	- 5.9
2006	35.0	46.0	16.0	3.0	81.0	32.0	43.0	17.0	8.0	75.0	+ 6.0
2007	31.0	49.0	18.0	1.0	80.0	37.0	42.0	15.0	5.0	79.0	+ 1.0
2008	24.4	52.9	18.5	4.2	77.3	35.0	42.0	17.0	6.0	77.0	+ 0.3
2009	20	57	20	2	78	30	46	19	5	76	+ 2

#4 SOCIAL STUDIES:**District/State Comparison of Achievement (MEAP)**

Level 1: Exceeded Michigan Standards

Level 2: Met Michigan Standards

Level 3: Basic Level

Level 4: Apprentice

NINTH GRADE SOCIAL STUDIES**9th Grade Social Studies:**

	RC Lev 1	RC Lev 2	RC Lev 3	RC Lev 4	RC Lev 1+2	MI Lev 1	MI Lev 2	MI Lev 3	MI Lev 4	MI Lev 1+2	+ / - Mi Ave.
2005	23.0	55.2	19.1	2.7	78.2	31.4	43.1	20.0	5.4	74.5	+ 3.7
2006	23.0	50.0	21.0	6.0	73.0	29.0	45.0	20.0	6.0	74.0	- 1.0
2007	25.0	42.0	23.0	10.0	67.0	33.0	37.0	21.0	9.0	70.0	- 3.0
2008	25.3	47.3	19.9	7.5	72.6	33.0	39.0	21.0	7.0	72.0	+ 0.6
2009	24	38	23	14	63	35	36	19	10	71	- 8

MECOSTA/OSCEOLA I.S.D. COMPARISONS

(Big Rapids, Chip Hills, Ewart, Morley, Reed City)

7th Grade ISD Fall 2009:

	Math	Reading	Writing	Language Arts
Big Rapids	90	87	Not Tested	In 2009
Chip Hills	83	85		
Ewart	79	79		
Morley	75	91		
Reed City	77	85	-	-
ISD Ave.	80	85	-	-
+ / - ISD	- 3	+/- 0		
RC ISD Rank	5	T 3		
Mi. State Ave.	82	82	-	-

8th Grade ISD Fall 2009:

	Math	Reading	Science	Writing	Language Arts	Soc. Studies (9 th Gr)
Big Rapids	70	79	71	Not	Tested	in 2009
Chip Hills	66	79	74			
Ewart	76	73	75			
Morley	56	88	70			
Reed City	69	84	78	-	-	
ISD Ave.	67	80	73	-	-	
+ / - ISD	+2	+4	+ 5			
IDS Rank	3	2	1			
Mi. State Ave.	70	83	76	-	-	

DESEGREGATION OF DATA AND TRENDS

As we analyze our MEAP data by sub group we have come to these conclusions:

Racial Minorities so thinly populate our student body, we have chosen not to report data disaggregated by race for fear that we should be violating students' right to privacy.

Gender differences in performance suggest the possibility of a trend that we need to monitor. Over several years it appears that our girls out perform our boys in many core areas. We need to address this problem in a manner that will assure that gender bias is not built into any of our programming.

Special Education and **Low Income** students tend to perform below state AYP standards and lower than our regular education and non-low income students. We have interventions at every level to address this problem including: Immediate Help/Tutorial program and remedial classes.

Limited English Proficiency students are nonexistent in our district.

Summary

Language Arts

Scores were very solid. We out performed the state and our ISD average.

Math

We were slightly below state average with 8th grade scores. We were 3% above state average in 7th grade math. We have math goals we are working on.

Science

We were 2% above state average in 8th grade Science.

Social Studies

Social studies had a significant drop in scored of the 9th grade test at 8% below state average. We will be looking into reasons and plan accordingly for next year.

Overall MEAP

When ranking scores compared to the other schools tested in our ISD we had a second place finish when totaling all areas tested. Total rank and scores follows: 1st Big Rapids (12 points 2.4 average out of 5 places), 2nd Reed City (14 points – 2.8 average), 3rd Chip Hills (15 points – 3.0 average), 4th Evart (16 points – 3.2 average), 5th Morley (17 points – 3.4 average).

When compared to state average we scored higher than state average in 4 of the 6 tests given.

3. RETENTION AND DROPOUT RATE

Our students are not allowed to dropout of school as stated in the Michigan Compulsory Attendance Law.

A copy of our retention process is attached at the end of this document (attachment # 4). When developing the process last year our research showed that retention in the middle school was generally ineffective. Our research also showed that passing students along who do not perform well is also generally ineffective. What the research did show was that early intervention and small group, “personalized tutoring”, prior to a student failing is the most effective way to insure success of an at risk student.

The tutorial/immediate help program we implemented met these needs. We were hopeful that our time developing the program and writing grants would help all students with tutoring and at risk students when they need it, possibly eliminating the need to retain students. It worked. We had four students in the entire school eligible to be retained (failed ½ of their core subjects). This is way down from the 12 to 20 we averaged prior to implementing this program four years ago.

MIDDLE SCHOOL TUTORIAL PROGRAM DETAILS

Over the past years we have had many parental requests for dependable and quality tutorial help. We have also discussed hopes for a needed tutorial program for many years that would assist students who are having general academic trouble or just need some extra time with an expert. Finally, on the same topic, we have discussed the need for a tutorial program to help students who are academically at risk, generally due to chronically missing assignments. We would like to work with these students, in conjunction with their parents, and schedule “immediate help tutoring” on the day an assignment is missed. This would insure success. Again, research shows that often an immediate intervention is the most effective way to help academically at risk students.

It is with these things in mind that we offered a daily tutorial service run by qualified middle school teachers. This program was available to all 408 Reed City Middle School students. We limited the size of the tutorial classes to 13 students. If we have more than 13 we hired more tutors to keep the

tutorial class size at 13 or less. “Immediate Help” students will count as 2.5 students when figuring the class size because we feel they require more individual attention than others do.

We operate this program for approximately \$7,000 annually.

The program:

- *Provided free tutorial services for all students.
- *Provided dependable tutorial services for all students.
- *Provided quality tutors who are professional educators.
- *Provided tutors familiar with Reed City Middle School curriculum.
- *Provide “immediate help” for at risk students, helping avoid retention.
- *Eliminated the need for summer school.
- *Provided catch-up time for students who were absent.
- *Served as a deterrent for all students, yet was a positive experience once they attended.

4. SPECIALIZED SCHOOLS

A) Mecosta-Osceola Education Center:

The MOISD Ed. Center/Satellite classrooms provide special education classrooms and ancillary services to handicapped students up to age 26 who reside in the Intermediate school district (schools of the Mecosta and Osceola counties). The center assists students in development of cognitive, affective, and psychomotor development.

B) Reed City Area Public Schools Alternative Education Program

The purpose of the Reed City Area Public Schools Alternative Education program is to serve disaffected children age's 14-21 years of age. Depending on circumstances, the age-range does not usually vary beyond a span of 5 years. Children are referred to this program and then screened via a committee of professional educators, to discuss their age, grades, progress and many other factors such as their social and emotional status. Individualized programs are initiated to help them successfully transition to a G.E.D. diploma or back to regular high school.

C) MOISD Middle School Emotionally Impaired classroom.

Housed in Big Rapids the emotionally impaired classroom is a small group of students in a self-contained classroom. Entry into this classroom is by certification and need. All schools in our ISD have access to sending students. A screening process is in place. This is a new program this year.

D) MOISD Hearing Impaired Classroom

**5. PARENT PARTICIPATION PERCENTAGES
DURING CONFERENCES**

This past school year, the Middle School held parent-teacher conferences in November (fall) and again in March (spring). These conferences were held to give parents an opportunity to discuss their child's progress with their teachers. Fall conferences were one afternoon (1-3 p.m.) combined with an evening (4-7 p.m.) and another evening two days later. In the spring we had a one conference day consisting of morning, afternoon, and evening sessions. It is important to note that we did not have a conference schedule that was district wide. The high school changed due to the trimester schedule. This seems to confuse parents and improved communication is needed. The percentage below is a computation of the number of report cards picked up at Parent-Teacher Conferences (by parents) in relation to the total number of students. The spring and fall attendance percentage numbers are combined to obtain the percent below. This year we had 51%. Instead of mailing reminders to parents we used the same amount of money and purchased prizes. Students were told to remind their parents to put their names in a drawing when they picked up report cards. This strategy seems to work, the students really do remind their parents and more parents are remembering to come.

YEAR	GRADE	PERCENT ATTENDING
1992/93	6 TH & 7 TH	36%
1993/94	6 TH , 7 TH & 8 TH	40%
1994/95	6 TH , 7 TH & 8 TH	36%
1995/96	6 TH , 7 TH & 8 th	44%
1996/97	6 TH , 7 TH & 8 TH	45%
1997/98	6 TH , 7 TH & 8 TH	43.5%
1998/99	6 TH , 7 TH , & 8 TH	46.5%
1999/00	6 TH , 7 TH & 8 TH	53%
2000/01	6 TH , 7 TH & 8 TH	42%
2001/02	6 TH , 7 TH & 8 TH	47%
2002/03	6 TH , 7 TH & 8 TH	56.5%
2003/04	6 TH , 7 TH & 8 TH	54.5%
2004/05	6 TH , 7 TH & 8 TH	49 %
2005/06	6 TH , 7 TH & 8 TH	47 %
2006/07	6 TH , 7 TH & 8 TH	53%
2007/08	6 TH , 7 TH & 8 TH	47%
2008-09	6 TH , 7 TH & 8 TH	51%
2009-10	6 TH , 7 TH & 8 TH	46%

6. ACCREDITATION REPORT

We no longer use NCA as our accreditation tool. We follow the State of Michigan required school improvement process.

Teacher Qualifications

Under No Child Left Behind (NCLB), districts are required to publish the professional qualifications of its teachers. Names of individual teachers do not need to be shared in the Annual Education Report.

A. Enter the percentages of teachers in your building who hold the different types of teaching certificates and advanced degrees.

100%

B. Enter the percentage of teachers teaching with emergency or provisional credentials.

0%

C. Enter the percentage of classes NOT taught by highly qualified teachers. The district must disaggregate this data by high-poverty compared to low-poverty schools.

0%

D. Of the teachers who are not considered highly qualified under NCLB, indicate what percent plan to become highly qualified by 2006/07. *Optional*

Not Applicable

E. Each district must have a plan to ensure that all of its teachers are highly qualified by 2005/06. State how your building is making annual progress towards Michigan's objective.

Not Applicable.

F. Every parent has the right to know the particular teacher qualifications of his/her child's teacher(s). The district must notify parents of this right to know provision. It is recommended that there be a single point of contact in the district for the dissemination of this information.

Notification is done during the IEP process.

It is included in our student/parent handbook that parents have the right to know and can request the information from our office and in our opening year newsletter.

7. CORE CURRICULUM

In our five-period schedule, classes are 65 minutes each. Every day students attend each of the four core subjects and one enrichment rotation. Enrichment rotations change every six weeks. All students, except 7th & 8th grade Band Students, attend a 30 minute school wide silent reading period first thing in the morning. Band students are required to read 30 minutes at home each night or the privilege of taking band may be jeopardized.

The reading time will give the language arts department more time in the schedule than any other subject. The following information is provided as an overview of time allotted, per subject, over the entire three year middle school experience:

Percent of time allotted per subject - FIVE PERIOD SCHEDULE

Language Arts	24% (School Wide Reading is counted as Language Arts)
Math	19%
Science	19%
Social Studies	19%
*Enrichments	<u>19%</u>
Total	100%

Students had one Six Week Marking Period of each: Art, Computers, Daily Living, and Health and two Six Week Marking Periods of Physical Education.

Band (if elected) replaced the above classes on alternate days in 6th grade. The 7th and 8th grade band students met daily all year long and split an extended 100 minute period with their 6-week enrichment. This was made possible by eliminating reading period. Reading time of 30 minutes daily was expected at home. Band students falling behind in reading were assigned time in the Immediate Help Program until caught up.

8. COMPARISON OF THE 2007/08 AND THE 2008/09 ANNUAL REPORT

Our MEAP scores are solid. We were very close to being the top school in the ISD. We are continually working on curriculum. We feel we made significant effort and it paid off with improved scores. We have to look into why the 9th grade social studies scores dropped.

The structure of how we organize the day, curriculum improvements made by staff after evaluating past areas of weak MEAP testing, and incorporating new strategies all appear to be moving in the right direction. We continue to work on school improvement and made significant progress on curriculum mapping, MEAP alignment, and establishing best practices.

The Immediate Help Program continued to be a success. We had four students fail that is only one more than last year.

Our school improvement process and Principal's Advisory Team are our main change agents in the middle school. Both are continually making improvements and evaluating the results.