

ESCANABA MIDDLE SCHOOL



2007-2008 ANNUAL REPORT

The mission of the staff at the Escanaba Middle School is to educate all students to become competent learners and critical thinkers. Through our inclusive curriculum, we provide an atmosphere, which fosters positive academic achievement according to students' abilities. The Escanaba Middle School offers opportunities for social and emotional growth enabling students to become appreciative of and responsive to the world.

ABOUT OUR SCHOOL

On March 20, 1930, Escanaba voters approved a bond issue to construct this building, which opened in 1931 with Mr. Clarence Zerbel as principal. The school originally housed seventh, eighth, and ninth grades, until the present high school was constructed in 1963 when the district changed to a 6-2-4 plan, and the ninth grade was incorporated into the senior high. In 2000 we began a renovation/addition to the EJHS that was completed in September 2003. In 2004, fifty-nine sixth grade students, the Districts Administration Staff, and the itinerant special education staff joined the seventh and eighth grades students and the school officially became the Escanaba Middle School. Mr. Bob Micensky, Mr. Roy Hivala, Mr. Erv Slade and Mr. Robert Koski have followed Mr. Zerbel as principals of the Escanaba Middle School. Mrs. Kay Johnson became the principal beginning in July of 2006.

Over the past twelve years the Escanaba Middle School administration and instructional staff have been formulating a change to a middle school philosophy. Teachers have attended 2,354 hours of professional development to become trained in the philosophy and methods of a middle school approach.

In the fall of 1997 the Escanaba Middle School implemented team teaching into its program. Students were placed in "houses" with core content teachers. This allowed teachers the ability to focus attention on meeting students' needs. The flexibility provided opportunities such as resource time, interdisciplinary units, and placements of students in appropriate classes, field trips and special projects.

During the 2007-2008 school year, the middle school served 493 students in grades six, seven and eight. Our Principal, Kay Johnson, and Assistant Principal, Jude VanDamme, head our professional teaching staff of 32. One hundred percent of the staff are highly qualified and participated in thirty or more hours of professional development activities during the past school year. Professional support staff include: school social workers, a school psychologist, speech therapist, special education teacher consultant, and the intermediate school district staff. Custodians, secretaries, aides, and lunchroom personnel help the building operate in an organized manner. To facilitate our goal to provide all learners with skills, knowledge, and sensitivity for others in an environment enabling each student to reach maximum learning potential while developing a positive self-image, the middle school curriculum provides learning experiences in language arts, mathematics, science, social studies, health and physical education, art, music, industrial and modular Tech and computer instruction. The school has access to the Fitzharris Alternative School, the Delta-Schoolcraft Intermediate School District's Learning Center for students who require specialized school programs.

PARENT PARTICIPATION

The Escanaba Middle School staff and administration believe parent participation improves student performance. During the school year, parents attended 81 Individual Education Program Committee (IEPC) meetings and 164 Team meetings. Parent/Teacher Conferences were held in November and 83% of the parents took advantage of these parent-school partnership opportunities. In the spring, approximately 140 sixth-grade students and their teachers visited the building. Teachers contacted parents over 3,500 times by either e-mail, telephone, direct contact, or mailed progress reports and report cards. All students carry a student planner that has a parent/teacher communication component and throughout the year 91% of our parents regularly monitor their child's progress via our web-based student information program. This program allowed parents to access school information and their child's grades, attendance, future assignments as soon as this information was placed in the students file.

VOLUNTEERS

EMS has a parent support group, Parents as Partners, which assists students and staff as media center assistants, athletic event aides, club advisors, tutors, design spirit clothing and field trip chaperones. This organization supported enrichment clubs (Drama, Cooking, Golf, Automotive) A variety of community, professional, and business leaders volunteer their expertise as guest classroom presenters.

ACCREDITATION STATUS REPORT (Adequate Yearly Progress AYP)

The Escanaba Middle School has met the Adequate Yearly Progress and received a grade of A on the State Report Card. All teachers are highly qualified to teach their assigned classes and 77 % of our 8th grade students successfully passed the State Technology Test.

Student Achievement	Status 2007-2008	Adjusted 2007-2008	Ed YES! 2007-2008
English Language Arts	75.7	75.7	C
Mathematics	96.9	100	A
Science	82.6	82.6	B
Social Studies	80.4	80.4	B
Achievement Subtotal	83.9	84.7	B
Performance Indicators		100	A
Preliminary Grade		90	A
AYP Status		Met AYP	
Composite Grade		A	

CORE CURRICULUM (Technology Integration)

Curriculum has been developed and approved in the areas of math, science, social studies, language arts and technology. The core curriculum is on file at the superintendent's office, the school facilitator's office and the Intermediate School District. Every core classroom teacher has a copy of his/her grade level objectives with ideas and examples of lesson plans for specific lessons as aligned with the benchmarks. Teachers are currently working on a web-based lesson management system entitled, Build Your Own Curriculum.

2007-2008 SCHOOL IMPROVEMENT GOALS

1. To continue to promote collaboration among all those who contribute to the education, and wellness of young adolescents.
2. To review District curriculum and State benchmarks with all Core Teachers.
3. To increase the number of students receiving passing grades on the MEAP tests.
4. To study various middle school grade configurations.
5. To promote and expand the appropriate use of technology.
6. To meet the guidelines and standards set in "Education Yes" and "No Child Left Behind".
7. To develop a school emergency response team and crisis management procedures.
8. To adopt and provide parent access to our new student information system.

REVIEW OF 2007-2008 SCHOOL IMPROVEMENT GOALS

The School Improvement Core Committee is pleased with the 2007-08 school improvement progress. Because we know that school success is directly related to the degree of family support and involvement in the child's education, we introduced parent access to PowerSchool, continued our "Parents As Partners" support group, held a November parent/teacher conference, and gave each student a school planner with a

communication component. To partner with the community, we developed partnerships with the City of Escanaba, DSISD, Mead, Bay de Noc Community College, and the Delta County Health Department.

Our staff attended several workshops provided by Delta Schoolcraft Intermediate School District, Michigan State University, Central Michigan University, Northern Michigan University, Marygrove and University of Phoenix. Topics covered at these in-service sessions included: teaching methods for all Core subject areas, nature of young adolescents, characteristics of middle schools, transition to middle schools, elements of teaming, student recognition programs, PowerSchool, cooperative learning, team leadership, diversity, advisor/advisee, alternative programs for middle level students, orientation from middle to high school, critical thinking, and curriculum alignment to the State of Michigan benchmarks.

To facilitate an increase in the number of students receiving passing grades on the MEAP tests, all Core teachers studied the State and District Curriculums. In addition, each staff members participated in 52 hours of professional development in an effort to improve curriculum and instructional delivery.

Every staff member continued their training in PowerSchool. Parents were granted access and 92% parents monitored their child's progress via the Internet. All teachers (100%) participated in the ISD's area wide training sessions.

A school emergency response team and crisis management procedures were developed. Working with the Delta-Schoolcraft Immediate School District we provide each staff member crisis management grab and go bag and simulated several crisis situation (i.e. fire, bomb threat, lockdown, chemical accident). Several fire drills, tornado drills and three lockdown drills were conducted this school year.

CURRICULUM ALIGNMENT

Escanaba Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on and aligns with the Michigan Department of Education Curriculum Framework and the Grade Level Content Expectations in grades 6-8.

TEACHER QUALIFICATION

The Escanaba Middle School hires only state certified teachers and only places teachers in their area of certification. 100% of EMS teachers are highly qualified according to their Michigan Teaching Certificate and in compliance with the current NCLB requirements and timeline.

	B.A.	BA + 15	M.A.	M.A. + 15	PhD/Ed.D
Professional qualifications of teachers in the school.	2	16	9	4	

Parents Right to Know of Teacher Qualifications:

The principal will notify parents if a teacher is not highly qualified in the area to which she/he is assigned to teach. Parents may always inquire about the certification and qualifications of any teacher employed by the Escanaba Area Schools.

STUDENT ATTENDANCE

The Escanaba Middle School feels strongly that there is a direct relationship between student attendance and academic performance. Students with high absentee rates may be placing their academic standing in jeopardy. The percentage of student who were:

Less than 10 days absent:	85 %
10-30 days absent	10 %
More than 30 days absent:	05 %

STUDENT RETENTIONS:

Out of 497 students, no students were retained for the 2007-2008 school year.

PROFESSIONAL DEVELOPMENT

Escanaba Middle School's staff development process is coordinated with school and district goals, identified needs and research strategies for increasing student achievement. Our staff participated in a variety of in-service and professional development conferences and on-site sessions. Several staff attended the 2007 Schools to Watch Conference at Central Michigan University where topics included curriculum planning and development, adolescent development, instructional strategies, middle school programs and MEAP prep activities.

EVALUATION

Students are assessed both formally and informally in all classes using a variety of instruments including projects, performances and technology based presentations.

MEAP

A variety of assessment instruments are utilized by EMS to determine student achievement. Most notable is the MEAP (Michigan Education Assessment Program). MEAP is a criterion referenced test, meaning students are not compared to each other, but rather to their actual performance on the test in terms of numbers correct. Student complete teacher created assessments and final exams in most classes. These figures represent the percentage of students from each grade level that achieved essential competency, as determined by the Michigan State Board of Education in 2007-2008. These results represent those students who exceeded/met standards in reading, mathematics, writing, science and social studies.

Grade 6 ELA

Student Group	School Year	Number Tested	Levels 1 and 2	Level 1	Level 2	Level 3	Level 4
DISTRICT	2007-08	89	84.3	13.5	70.8	15.7	0
STATE	2007-08	116,642	80	15	65	19	2
School MALE	2007-08	45	76	13	63	24	0
School FEMALE	2007-08	44	93	14	79	7	0
ECONOMICALLY DISADVANTAGED	2007-08	40	81	8	73	20	1
STUDENTS W/ DISABILITIES	2007-08	16	63	0	63	38	0

Grade 6 Math

Student Group	School Year	Number Tested	Levels 1 and 2	Level 1	Level 2	Level 3	Level 4
DISTRICT	2007-08	89	77.5	47.2	30.3	16.9	5.6
STATE	2007-08	117,925	73	44	29	20	8
MALE	2007-08	45	74	46	28	20	7
FEMALE	2007-08	44	82	49	33	14	5
ECONOMIC DISADVANTAGED	2007-08	40	68	38	30	23	10
STUDENTS W/ DISABILITIES	2007-08	16	19	6	13	56	25

Grade 6 Social Studies

Student Group	School Year	Number Tested	Levels 1 and 2	Level 1	Level 2	Level 3	Level 4
DISTRICT	2007-08	89	86.5	58.4	28.1	82.	70.8
STATE	2007-08	117,968	73	43	29	13	14
MALE	2007-08	45	80	54	26	13	7
FEMALE	2007-08	44	93	63	30	5	1
ECONOMIC DISADVANTAGED	2007-08	40	80	45	35	13	8
STUDENTS W/ DISABILITIES	2007-08	16	50	13	38	25	25

Grade 7 ELA

Student Group	School Year	Number Tested	Levels 1 and 2	Level 1	Level 2	Level 3	Level 4
DISTRICT	2007-08	169	85	18	67	12	3
STATE	2007-08	121,192	74	15	59	18	7
MALE	2007-08	83	83	78	11	67	16
FEMALE	2007-08	86	91	24	67	8	1
ECONOMIC DISADVANTAGED	2007-08	88	80	13	67	14	7
STUDENTS W/ DISABILITIES	2007-08	31	48	13	35	23	29

Grade 7 Math

Student Group	School Year	Number Tested	Levels 1 and 2	Level 1	Level 2	Level 3	Level 4
DISTRICT	2007-08	196	80	40	40	19	1
STATE	2007-08	121,763	73	41	32	24	4
MALE	2007-08	83	80	38	42	17	2
FEMALE	2007-08	86	80	41	39	20	0
ECONOMIC DISADVANTAGED	2007-08	88	76	31	45	23	1
STUDENTS W/ DISABILITIES	2007-08	31	84	42	42	16	0

Grade 8 ELA

Student Group	School Year	Number Tested	Levels 1 and 2	Level 1	Level 2	Level 3	Level 4
DISTRICT	2007-08	197	77	18	60	19	4
STATE	2007-08	122,261	75	16	59	18	7
MALE	2007-08	104	69	8	61	26	5
FEMALE	2007-08	93	86	29	57	11	3
ECONOMIC DISADVANTAGED	2007-08	90	73	13	60	21	6
STUDENTS W/ DISABILITIES	2007-08	29	45	10	35	28	28

Grade 8 Math

Student Group	School Year	Number Tested	Levels 1 and 2	Level 1	Level 2	Level 3	Level 4
DISTRICT	2007-08	197	87	53	35	11	1
STATE	2007-08	122,797	72	41	30	19	9
MALE	2007-08	104	87	50	37	12	2
FEMALE	2007-08	93	89	56	33	11	1
ECONOMIC DISADVANTAGED	2007-08	92	87	49	38	12	1
STUDENTS W/ DISABILITIES	2007-08	29	86	55	31	14	0

Grade 8 Science

Student Group	School Year	Number Tested	Levels 1 and 2	Level 1	Level 2	Level 3	Level 4
DISTRICT	2007-08	197	86	47	40	11	3
STATE	2007-08	122,780	79	37	42	15	5
MALE	2007-08	104	85	46	39	11	4
FEMALE	2007-08	93	87	47	40	11	2
ECONOMIC DISADVANTAGED	2007-08	92	83	40	43	12	4
STUDENTS W/ DISABILITIES	2007-08	29	62	24	38	24	14