

# Annual Education Report

2009  
2010



## Parchment Parchment Middle School Data

Superintendent: Matthew J. Miller  
Asst. Superintendent/Curriculum: Ruth Rowe  
Asst. Superintendent/Finance: Julie Chappie

### **2009-2010 Board of Education**

President: Steve Gibson

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# I. Overview of Building

## Demographics

The Middle School is located downtown in the city of Parchment in northern Kalamazoo County. The September 2009 student count indicated the Parchment Middle School serves 379 students in grades 6-8. There were 26 teachers with additional support staff to assist student learning. Students have a full range of curriculum choices with advanced courses in Math, ELA and critical thinking. The free and reduced lunch percentage is currently at 46 %.

## District Curriculum Overview

The District School Improvement Plan includes goals in Language Arts, Math, Science and Social Studies. Professional Development activities were held to enhance instruction in each of these areas with particular emphasis on training staff in Six Traits Writing and Collins Writing Strategies. Staff members met often by grade level and by department to review and update curriculum and share instructional strategies. The District Core Curriculum covers all of the core content areas as well as art, music, physical education and Life Management in grades K-12. The District Core Curriculum is aligned within the State Grade Level Content Expectations (GLCEs) and High School Content Expectations (HSCEs)

## Average Class Sizes

| Grade | Average Class Size |
|-------|--------------------|
|       | Middle School      |
| 6     | 27                 |
| 7     | 28                 |
| 8     | 27                 |

## **II. School Improvement Plan**

### **School Improvement Process**

We are fully endorsed by AdvancedED and accredited with North Central Association. We are currently engaged in a District level endorsement through NCA. As such we have developed goals in Reading, Writing and Mathematics. These goals were developed from our MEAP, MAP and internal data.

The data was analyzed by the school improvement team and the goals were developed from the data. In addition, support for the goals was realized from the needs assessment done on 1/12/09. We currently have our school improvement plan in place and are implementing changes for the fall of 2010.

### **Implementation Plan**

The plan to implement the strategies is in place and began last school year. Each of the strategies has a specific process for implementation which includes training, development, and a plan of specific implementation. Each teacher has been trained in the strategies and have specific plans to implement the tools in the classrooms.

### **Evaluation Process**

The goals and specific strategies will be evaluated for effectiveness using quarterly internal assessments, three testing dates for the MAP test, and a summative test using the MEAP test results.

### **Evaluation Data**

This is the second year of the continual process implementation plan. As such the current goals were developed from the assessment data mentioned above. Each year, detailed data is utilized to determine the effectiveness of the goals and strategies in place so adjustments are continuously made in the process.

### **III. Core Curriculum**

The Parchment School District have been working with the curriculum mapping process to align the curriculum with the Michigan Curriculum Framework. Our staff meets a minimum of twice a year to determine resources needed and continue to work on common assessments that align to the GLCE's and HSCE's for all of the content areas.

Through the ongoing process of looking at our data through MAPS, MEAP, PLAN, ACT and classroom assessments, we review our curriculum maps and continue to monitor that we are teaching and assessing to the Michigan Frameworks.

Our process for curriculum review consists of forming a Preschool-Adult subject centered committee, doing an in-depth study of best practices research and a rigorous study of our current curriculum as it relates to the data. We identify our students strengths and weaknesses through our data and relate it to our curriculum maps so we can make adjustments with time, resources and staff.

#### **English Language Arts**

Due to changes in the GLCE's we continuously review the material for English Language Arts. Our data indicates that we need to monitor and adjust our writing and informational reading.

#### **Math**

Math is currently under review. We have full implementation of the Kent County Collaborative Curriculum in math. We are working on the aligning with the new National Standards and plan to implement in the 2011-12 school year.

#### **Science & Social Studies**

We have begun the review of these curriculums and are continuing the mapping process.

#### **Equitable Access**

Through the curriculum mapping process, special education teachers have been a part of this process in order to be able to modify the curriculum to meet the needs of all students.

## IV. Student Assessment Data

### Local and Norm Referenced Achievement Data

In the spring of 2004, the District contracted with Northwest Education Association to provide a normed med test which is also aligned with the Michigan State standards. The Measures of Academic Progress (MAP) test is administered in the fall and in the spring to grades 2 – 8. This provides a means for the district to measure student growth during a school year.

#### Reading

| Grade |          | District |      | MS  |      |
|-------|----------|----------|------|-----|------|
|       |          | RIT      | %ile | RIT | %ile |
| 6     | Spr 2009 | 213      | 38   | 213 | 38   |
|       | Spr 2010 | 217      | 54   | 217 | 54   |
| 7     | Spr 2009 | 218      | 45   | 220 | 50   |
|       | Spr 2010 | 218      | 47   | 218 | 47   |
| 8     | Spr 2009 | 220      | 59   | 222 | 49   |
|       | Spr 2010 | 224      | 55   | 224 | 55   |

#### Math

| Grade |          | District |      | MS  |      |
|-------|----------|----------|------|-----|------|
|       |          | RIT      | %ile | RIT | %ile |
| 6     | Spr 2009 | 219      | 35   | 220 | 45   |
|       | Spr 2010 | 226      | 53   | 226 | 53   |
| 7     | Spr 2009 | 223      | 35   | 224 | 37   |
|       | Spr 2010 | 225      | 40   | 225 | 40   |
| 8     | Spr 2009 | 227      | 34   | 228 | 34   |
|       | Spr 2010 | 232      | 45   | 232 | 45   |

## IV. Parent Involvement

### Parent Teacher Conference

| Building      | 2008-2009                      |      |     |             |      |     | 2009-2010                      |      |     |             |      |     |
|---------------|--------------------------------|------|-----|-------------|------|-----|--------------------------------|------|-----|-------------|------|-----|
|               | Number of Students Represented |      |     | % Attending |      |     | Number of Students Represented |      |     | % Attending |      |     |
|               | Fall                           | Wntr | Spr | Fall        | Wntr | Spr | Fall                           | Wntr | Spr | Fall        | Wntr | Spr |
| Middle School | 247                            | n/a  | 209 | 62          | n/a  | 46  | 240                            | n/a  | 175 | 61          | n/a  | 46  |

\*\* Parents at the Middle School have access to their student's grades and attendance via the Internet. This data is updated at least once a week.

### Parent Involvement Policy

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing desired learning outcomes;
- B. providing a mutually supporting school and home environment which encourages learning.

The Board is committed to communicating with parents at a level and in a language they can understand, where practicable.