



**Mount Clemens Middle School
Annual Report 2008-2009
School Improvement Plan Status Report**

11 Grand, Mount Clemens, Michigan 48043
Mr. Paul W. Reeves, Principal
(586) 461-3300

Mount Clemens Middle School serves approximately 340 students in grades six, seven, and eight who are housed in the new middle school location.

Teachers at Mount Clemens Middle School work together in instruction comprised of 5 General Education teachers in each core academic area and at least one Special Education teacher. Additionally, we have 5 “Specials” teachers.

The teaching schedule at Mount Clemens Middle School allows for regular collaborative planning times each day within the grade-level teams and with the departments and/or entire staff each week. This collaborative planning time is for the core academic team to plan together. During the collaborative planning, the team analyzes, identifies, and discusses target areas of high priority in relationship to areas of weakness on the MEAP, as well as the parameters and expectations of the International Baccalaureate Organization program. The subject-related team develops strategies which assist these students in being successful in all areas of school, especially the core academic classes. Each semester the high priority area assessments are compared to monitor student achievement.

Our comprehensive instructional program includes:

- One Guidance Counselor
- Title 1 Program
- Three 30-station computer stations in Computer Classrooms
- Campus upgrades
 - Parking lot
 - New Lockers
 - New Carpeting
 - Cafeteria
- Author Specialist Knowledge (Distance Learning)



Mission Statement

Mount Clemens Junior High is committed to challenging students to reach their maximum achievement as lifelong learners in a global community. Working as a team, students, teachers, and parents pursue excellence in a cooperative, trusting, and caring environment.

Enrollment

Mount Clemens Middle School is comprised of 115 6th graders, 100 7th graders, and 122 8th graders.

Staff

All staff members at Mount Clemens Middle School are highly trained and certified to teach in their respective areas consistent with the guidelines of North Central Accreditation. Professional Development opportunities are available throughout the year to continually update our staff on the newest research-proven strategies to increase student achievement.

The Mount Clemens Middle School staff for the 2008-2009 school year included:

Principal: Mr. Paul W. Reeves

Office Support Staff:

Sharon Jewell Secretary
Phyllis Williams Secretary

6th Grade Team: (133 students)

Melissa Rissman - Mathematics
Diane Jackson—Reading
Deana Pankotai—Science
Mark Sabella – Social Studies
Melissa Matta – English/Technology

7th Grade Team: (165 students)

Walter Paton – Mathematics
Jean Farago– Reading
Mirella Lang – Science
Elizabeth Bercaw – Social Studies
Charles Slack–English/Technology

8th Grade Team: (149 students)

Larry Benson – Mathematics
Chris Burnett – Reading
Michelle Kirkland – Science
Myles McHaney – Social Studies
Paul Cuthbertson—Writing/Technology

Specials:

Mary Hughes - Physical Education
 Mary Beth Fortunate – Spanish
 Sarah Mohler – Spanish
 Maureen Fuhs – Art
 Lissa Volz – Band
 Paula Geiger – Library/Media Specialist

Special Education

Stacy Tomlingson—SE Teacher Consultant
 Christine Parry—Speech and Language
 Sheron Hunter – Psychologist
 Sandy Gendreau – Social Worker
 Karen Ingrum – Classroom Teacher
 Pam Willhite - Classroom Teacher
 Kristine Litten - Classroom Teacher
 Lillie Loder – Classroom Teacher
 Christina Monarez - Classroom Teacher
 Barbara Yatooma-Jones – Classroom Teacher

Staff Acknowledgements

During the 2008-2009 academic year, Charles Slack was selected by the staff of Mount Clemens Middle School as the “Teacher of the Year” nominee. He is a seventh grade teacher and uses the latest research proven techniques to encourage his students to achieve their highest potential.

Accreditation

The North Central Association has accredited Mount Clemens Middle School for the 2008 – 2009 school year. Decision-making at the building level is generally initiated through the School Improvement Team. The School Improvement Team is also the Mount Clemens Middle School NCA team. The School Improvement Team with the staff, administration and parent representation have met regularly to develop school improvement decisions concerning programs and activities at Mount Clemens Middle School. A School-Wide Implementation Plan has been developed and shared to all staff to insure high standards and accountability.

Core Curriculum

Three of the four core curriculum areas have been revised and aligned with the State of Michigan Benchmarks and Standards during the 2007 –2008 school year. We continually assess our instruction programs to align with the State of Michigan Benchmarks and Standards, using research findings to update our teaching strategies to improve student achievement.

One goal of our School Improvement Team is to identify low performing benchmarks and to create research based strategies and assessments to monitor progress.

Pacing guides and calendars have been developed in all core areas.

Parent Participation

Parent Participation and involvement in their children’s education is strongly encouraged at Mount Clemens Middle School. A monthly newsletter is sent home, informing parents of upcoming events, instructional highlights, parenting information and community resources. E-mail alerts are sent to parent subscribers, which is an electronic version of the newsletter. The Parent-Teacher Committee meets monthly to discuss activities to enhance education. Curriculum and building issues are also discussed to inform parents of the various issues and strategies teachers are using to increase student achievement.

Parent Participation in Parent-Teacher Conferences

Parent-Teacher Conferences are held once per semester to keep parents informed as to their child’s successes, achievements and areas of concern. Parents are strongly encouraged to take an active part in their child’s education.

Average Parent Attendance per Conference

2007-2008	2008-2009
243	185

* Note: 2 Conferences per year

School Report Card - Grades Tested 6 - 8

	Status Score 2008-2009	Adjusted Score 2008-2009	Ed Yes! Grade 2008-2009
Student Achievement	View Details		
English Language Arts	64.5	64.5	D
Mathematics	80.3	65.3	D
Science	62.8	50	F
Social Studies	60.4	60.4	D
Achievement Subtotal	67	60.1	D
Indicators of School Performance		100	A
Preliminary Grade		73	C
AYP Status (Adequate Yearly Progress)	Did Not Make AYP		View Details
Composite Grade	C		

MEAP SCORES – 3-YEAR COMPARISON

8th Grade Mathematics – MEAP Passing Rate

Fall 2006	Fall 2007	Fall 2008
52	60	44

8th Grade ELA – MEAP Passing Rate

Fall 2006	Fall 2007	Fall 2008
62	56	47

8th Grade Reading – MEAP Passing Rate

Fall 2006	Fall 2007	Fall 2008
64	66	48

8th Grade Writing – MEAP Passing Rate

Fall 2006	Fall 2007	Fall 2008
60	47	44

8th Grade Science – MEAP Passing Rate

Fall 2006	Fall 2007	Fall 2008
51	56	37

7th Grade Mathematics – MEAP Passing Rate

Fall 2006	Fall 2007	Fall 2008
55	44	66

7th Grade ELA – MEAP Passing Rate

Fall 2006	Fall 2007	Fall 2008

68	43	57
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7th Grade Reading – MEAP Passing Rate

Fall 2006	Fall 2007	Fall 2008
73	43	58

7th Grade Writing – MEAP Passing Rate

Fall 2006	Fall 2007	Fall 2008
65	51	54

6th Grade Mathematics – MEAP Passing Rate

Fall 2006	Fall 2007	Fall 2008
NA	43	64

6th Grade ELA – MEAP Passing Rate

Fall 2006	Fall 2007	Fall 2008
NA	54	53

6th Grade Writing – MEAP Passing Rate

Fall 2006	Fall 2007	Fall 2008
NA	48	50

6th Grade Reading – MEAP Passing Rate

Fall 2006	Fall 2007	Fall 2008
NA	62	58

6th Grade Social Studies – MEAP Passing Rate

Fall 2006	Fall 2007	Fall 2008

School Report Card - Achievement Change

Content Area / Grade Level	Year	% Proficient				
English Language Arts						
Middle School	2009	62.50%				
	2008	-				
	2007	-				
	2006	-				
Improvement Rate		Actual	Predict	Difference	Adjustment	Adjust Score
		-	-	-	-	64.5%
Content Area Average Adjusted Score						
64.5%						
Mathematics						
Middle School	2009	48.20%				
	2008	63.87%				
	2007	51.88%				
	2006	36.52%				
Improvement Rate		Actual	Predict	Difference	Adjustment	Adjust Score
		48.2%	63.61%	-15.41%	-15%	65.3%
Content Area Average Adjusted Score						
65.3%						
Science						
Middle School	2009	37.59%				
	2008	60.50%				
	2007	50.39%				
	2006	61.90%				
Improvement Rate		Actual	Predict	Difference	Adjustment	Adjust Score
		37.59%	55.95%	-18.36%	-15%	47.8%
Content Area Average Adjusted Score						
50%						
Social Studies						
Middle School	2009	58.12%				
	2008	46.43%				
	2007	58.78%				
	2006	59.46%				
Improvement Rate		Actual	Predict	Difference	Adjustment	Adjust Score
		58.12%	53.16%	4.96%	0%	60.4%
Content Area Average Adjusted Score						
60.4%						

School Report Card - Achievement Status

Content Area / Grade Level	Year	Weighted Index Value	Status Score	Change Adjustment	Adjusted Score
View Details					
English Language Arts					
Middle School	2009	95.9			
	2008	101.1			
	2007	98.8			
	Average	97.9	64.5	0	64.5
Content Area Average			64.5		64.5
Mathematics					
Middle School	2009	97.3			
	2008	98.9			
	2007	94.7			
	Average	96.9	80.3	-15	65.3
Content Area Average			80.3		65.3
Science					
Middle School	2009	90.1			
	2008	99.9			
	2007	95.9			
	Average	94.9	62.8	-15	50
Content Area Average			62.8		50
Social Studies					
Middle School	2009	98.9			
	2008	95.9			
	2007	97.9			
	Average	97.6	60.4	0	60.4
Content Area Average			60.4		60.4

School Report Card - AYP Status English Language Arts - Grades Tested 6 - 8

Michigan sets specific objectives in testing and attendance for students in several demographic categories. This table indicates which of those objectives were met. The Federal No Child Left Behind Act requires schools to test a minimum of 95 percent of enrolled students in a state assessment test aligned with state standards to meet Adequate Yearly Progress (AYP). The achievement objective can be met by student performance meeting Michigan's objective, or by improvement in student achievement measured by safe harbor. Elementary and middle schools must have an attendance rate above 90%. At the high school level, a school must meet Michigan's minimum graduation rate of 80%. Graduation rates are reported by the Center for Educational Performance and Information.

School Status in Meeting AYP Components						
Student Group	Percent Assessed 2008-09	State Objective 2008-09	Safe Harbor 2008-09	Attendance Objective 2008-09	Attendance Improvement 2008-09	AYP 2008-09
	View Details	View Details	View Details	View Details	View Details	
All Students	Yes	Yes	N/A	Yes	N/A	Yes
Ethnicity						
Black or African American	Yes	Yes	N/A	Yes	N/A	Yes
American Indian or Alaska Native	-	-	N/A	-	N/A	-
Asian American						
Native Hawaiian or other Pacific Islander	-	-	N/A	-	N/A	-
Hispanic or Latino	-	-	N/A	-	N/A	-
White	Yes	Yes	N/A	Yes	N/A	Yes
Multiracial	-	-	N/A	-	N/A	-
Limited English Proficient	-	-	N/A	-	N/A	-
Students with Disabilities	Yes	No	No	Yes	N/A	No
Economically Disadvantaged	Yes	Yes	N/A	Yes	N/A	Yes

School Report Card - AYP Status Mathematics - Grades Tested 6 - 8

Michigan sets specific objectives in testing and attendance for students in several demographic categories. This table indicates which of those objectives were met. The Federal No Child Left Behind Act requires schools to test a minimum of 95 percent of enrolled students in a state assessment test aligned with state standards to meet Adequate Yearly Progress (AYP). The achievement objective can be met by student performance meeting Michigan's objective, or by improvement in student achievement measured by safe harbor. Elementary and middle schools must have an attendance rate above 90%. At the high school level, a school must meet Michigan's minimum graduation rate of 80%. Graduation rates are reported by the Center for Educational Performance and Information.

School Status in Meeting AYP Components						
Student Group	Percent Assessed 2008-09	State Objective 2008-09	Safe Harbor 2008-09	Attendance Objective 2008-09	Attendance Improvement 2008-09	AYP 2008-09
	View Details	View Details	View Details	View Details	View Details	
All Students	Yes	Yes	N/A	Yes	N/A	Yes
Ethnicity						
Black or African American	Yes	Yes	N/A	Yes	N/A	Yes
American Indian or Alaska Native	-	-	N/A	-	N/A	-
Asian American						
Native Hawaiian or other Pacific Islander	-	-	N/A	-	N/A	-
Hispanic or Latino	-	-	N/A	-	N/A	-
White	Yes	Yes	N/A	Yes	N/A	Yes
Multiracial	-	-	N/A	-	N/A	-
Limited English Proficient	-	-	N/A	-	N/A	-
Students with Disabilities	Yes	Yes	N/A	Yes	N/A	Yes
Economically Disadvantaged	Yes	Yes	N/A	Yes	N/A	Yes

**MEAP – Fall of 2008
DEMOGRAPHIC DATA**

Grade 6

English Language Arts

	Number Tested	Level 4 Apprentice	Level 3 Basic	Level 2 Meets	Level 1 Exceeds	Level 2 / Level 1 Meets/Exceeds
School Total	111	5%	41%	43%	10%	53%
Males	55	6%	44%	42%	9%	51%
Females	56	5%	39%	45%	11%	55%
White	42	5%	36%	41%	19%	60%
Black	60	5%	45%	45%	5%	50%
Econ. Disadvantaged	88	7%	51%	34%	8%	42%
Students with Disabilities	12	17%	83%	0%	0%	0%

Mathematics

	Number Tested	Level 4 Apprentice	Level 3 Basic	Level 2 Meets	Level 1 Exceeds	Level 2 / Level 1 Meets/Exceeds
School Total	118	5%	31%	37%	26%	64%
Males	58	3%	31%	33%	33%	66%
Females	60	7%	32%	42%	20%	62%
White	46	2%	24%	35%	39%	74%
Black	63	8%	38%	33%	21%	54%
Econ. Disadvantaged	95	6%	36%	40%	18%	58%
Students with Disabilities	13	23%	62%	15%	0%	15%

Grade 7

English Language Arts

	Number Enrolled	Level 4 Apprentice	Level 3 Basic	Level 2 Meets	Level 1 Exceeds	Level 2 / Level 1 Meets/Exceeds
School Total	99	12%	31%	51%	6%	57%
Males	53	19%	32%	45%	4%	49%
Females	46	4%	30%	57%	9%	65%
Black	57	7%	39%	53%	2%	54%
White	31	23%	26%	39%	13%	52%
Students with Disabilities	10	*	*	*	*	*
Econ. Disadvantaged	82	12%	33%	52%	2%	55%

Mathematics

	Number Enrolled	Level 4 Apprentice	Level 3 Basic	Level 2 Meets	Level 1 Exceeds	Level 2 / Level 1 Meets/Exceeds
School Total	103	8%	26%	28%	38%	66%
Males	54	30%	19%	41%	11%	52%
Females	46	17%	17%	41%	24%	65%
Black	57	23%	19%	44%	14%	58%
White	32	31%	19%	34%	16%	50%
Students with Disabilities	10	*	*	*	*	*
Econ. Disadvantaged	98	30	30	36	5	41

Grade 8

English Language Arts

	Number Tested	Level 4 Apprentice	Level 3 Basic	Level 2 Meets	Level 1 Exceeds	Level 2 / Level 1 Meets/Exceeds
School Total	119	26%	27%	40%	8%	47%
Males	55	36%	22%	33%	9%	42%
Females	64	17%	31%	45%	6%	52%
Black	70	24%	27%	43%	6%	49%
White	39	28%	23%	41%	8%	49%
Students with Disabilities	23	65%	30%	4%	0%	4%
Econ. Disadvantaged	98	30%	30%	36%	5%	41%

Mathematics

	Number Tested	Level 4 Apprentice	Level 3 Basic	Level 2 Meets	Level 1 Exceeds	Level 2 / Level 1 Meets/Exceeds
School Total	121	16%	40%	26%	17%	44%
Males	57	18%	40%	21%	21%	42%
Females	64	14%	41%	31%	14%	45%
Black	72	17%	44%	26%	13%	39%
White	38	16%	32%	26%	26%	52%
Students with Disabilities	23	48%	13%	35%	4%	39%
Econ. Disadvantaged	101	18%	44%	26%	13%	39%

Advanced Classes

The middle school offers advanced classes in Reading, Humanities, Science, English/Technology, and Mathematics.