



2007 - 2008 ANNUAL REPORT

Waverly Middle School
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Vincent C. Perkins, *Principal*

Christine Holman, *Assistant Principal*

Oct. 2008

TO: All Readers
FROM: Vincent C. Perkins
SUBJECT: **Annual Report**

The Annual Education Report is a requirement of the Revised School Code of Michigan, MCL 380.1204a. Michigan's new accreditation system **Education YES!** and the federal **No Child Left Behind** (NCLB) legislation also have reporting requirements. This report helps us meet the existing reporting requirements as well as those for the NCLB Report Card. The information in this report, combined with other data obtained throughout the year, is used by Waverly Middle School's School Improvement Team to develop goals, objectives, and strategies that will help us address curricular and instructional areas that need improvement.

Please be advised that some of the questions on the Annual Report remain unanswered. This is due to the fact that at the time this report was submitted, some of the information was not available. Questions will be answered as the data becomes available. If you would like a copy of this report, we will be happy to make one for you.

Annual Education Report Requirements for Waverly Middle School 2007 - 2008

I. Overview of School

Describe your building's accreditation status and grades as determined by Education YES! You have the option to describe an alternate accreditation status (i.e., North Central Association, Baldrige) as well as your Education YES! accreditation status.

Our Education YES! Scores reflect the following areas:

- ❖ Strand I: Teaching and Learning
- ❖ Strand II: Leadership
- ❖ Strand III: Personnel and Professional Learning
- ❖ Strand IV: School and Community Relations
- ❖ Strand V: Data and Information Management

The Indicators of School Performance was 100.

The Achievement Subtotal was 75.6

Accreditation Status: Met AYP

Accreditation Status

Accreditation Status: Waverly Middle School received a "B" for our state report card.

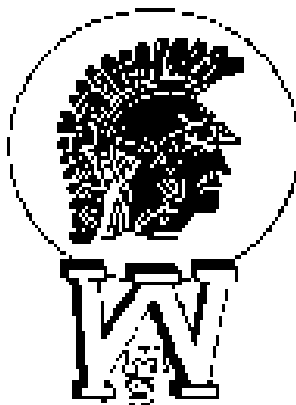
Student Retention Rates

N/A at this level but Waverly High School will have this information on their report.

Average Class Size

Class size in grades 7 & 8 averages 24 students with a range of 20 to 28 students in a particular class.

Waverly Middle School Logo



Interesting Information about Waverly Middle School.

Staff and parents at Waverly Middle School provide a wide variety of activities and opportunities which allow students to contribute, be challenged, and expand their knowledge. Some best experiences from the 2005-2006 school year include:

BUILDING RELATIONSHIPS

- # Relationship Building- Teachers make extra effort to connect with many students across grade levels, becoming part of the student's "Quality World."
- # School Environment – Our approach to student management is based on the establishment of a caring bond between people that is safe and non-coercive.
- # Lunch times are divided into two groups (one per grade level) to keep that time manageable. Students have forty minutes, time enough to eat and build relationships.
- # Students have a safe place to go after school (the media center) to work that is supervised.
- # The middle school has an active student government (student council) that meets bi-monthly.
- # The school has a police liaison officer (Eaton County Sheriff Dept.) who spends regular time in the building.

MEANINGFUL LEARNING

- # Diversity Week: Each classroom provided unique looks at different cultures and students reported on them in class and during the morning announcements.
- # Math Tutors.
- # Enrichment classes – Classes such as Current Events, Science Lab, Money Management, Creative Writing, Industrial Arts, and "Race Through Latin America" are held periodically throughout the year after school or at lunch to expand and enrich student learning.
- # Quality School – Based on the teachings of Dr. William Glasser, we strive to provide a need-fulfilling learning environment to attain academic excellence.
- # School Store Helpers – Students run our school store, learning salesmanship and mathematical skills.
- # Assemblies – School-wide assembly topics range from music to computer safety to instruction in social skills. Dr. Clarence Underwood from Michigan State University provided two assemblies for the students to encourage them to achieve and become the best they can.
- # Varied Instructional Models – Students and their families have instructional choices and which teachers with whom they want their child to participate.
- # Language Arts students compete in essay contests with area students.
- # Seventh graders participated in "Disappearance of Angela Day" an interactive mystery.
- # "Mix it up Day" Where students ate lunch with different people than they normally do to interact better with our diverse population. We then had an assembly and class discussions regarding the activities of the day.

CONNECTIONS WITH COMMUNITY

- # Student Council – This group leads the student body in various community service activities.
- # Our 8th grade Life Skills class has developed a list of community speakers that come into the classroom.
- # Middle school students do community service that exposes them to several different areas of our community.
- # Our Health classes participated in the "Hoops for Hearts" program.
- # Special education has developed a "Junior Humane Society" volunteer program.
- # The middle school student council sponsors a "Food Drive" every winter.
- # 8th graders participate in "reality store" and listened to career speakers.
- # 7th graders participated in "career day" where they learn about many different careers through guest speakers.



II. School Improvement Plan

SCHOOL IMPROVEMENT GOALS

Students will improve reading skills and comprehension over the course of the year as measured each trimester through the Gates-MacGinitie Test.

Students will improve mathematic skills and comprehension over the course of the school year.

Students will improve writing skills over the course of the year.

Implementation of core academic improvement objectives.

School Improvement Process

All members of the Middle School staff are members of our school improvement efforts. We have many non-tenured teachers in our building, bringing a new enthusiasm and academic background to share. Ongoing training with the newer and senior staff members focus on making connections between the Waverly Strategic Plan, the Middle School Improvement Plan, the Waverly curriculum and our personal philosophical beliefs. Our classroom and school-wide practices are based on the theories of Dr. William Glasser, the Quality School model, and the use of Reality Therapy and Choice Theory. The School Improvement Steering Committee continues their pledge to move Waverly Middle School toward becoming more of a Quality School. As a result they have refocused curriculum to positively impact student achievement and added more instructional time to core academic classes. They build in a formal reading time (daily) for all students. Lastly, they refocused and improved enrichment offerings.

The Middle School will continue with a strong focus on academic excellence, keeping it compatible with asset building, service learning, personal education goals, and Glasser's philosophy.

English/Language Arts

All students will be able to communicate effectively in written, visual and spoken language to become more creative and innovative people in the community and master the skills and strategies necessary for success on the MEAP. Pre/post testing will be implemented for students who are new to the Waverly Middle School. The students will be provided with MEAP practice. All classes will provide opportunities to communicate in written, visual, and verbal forms, including but not limited to journals, graphs, charts, political cartoons, graphic organizers, photographs, demonstrations, speeches, etc. Assessments will be given using oral, written and visual communication, including but not limited to role-playing, journals, projects and oral reporting or presentations.

Math

The staff is purposeful in attaining math materials and resources that directly support the state benchmarks and content strands. In this sense receive a dual instructional piece covering math.

Science

Science instruction and benchmarks are embedded in our Language Arts goal related to informational text. The staff and reading support team are purposeful in attaining reading materials and resources that directly support the state benchmarks and content strands. In this sense, students receive a dual instructional piece for both reading and science.

Social Studies

Social studies instruction and benchmarks are embedded in our Language Arts goal related to informational text. The staff and reading support team are purposeful in attaining reading materials and resources that directly support the state benchmarks and content strands. In this sense, students receive a dual instructional piece for both reading and social studies.

Evaluation/Conclusion

We believe that our School Improvement plan positively affected our three goal areas. We were led to this conclusion as the team reviewed our progress as we prepared our spring board presentation. We also received many accommodations from the AdvancED team visit in the spring.

Process

The middle school used a consensus model in which all data is evaluated by the entire staff. This means the non-academic (Phys. Ed., Industrial Arts, Art, etc.) as well as the academic (Math, Science, English and Social Studies) staff. The model is a “true” consensus where everyone must agree on the structure of each goal. The same course of action is followed in the development of our “Action Steps.”

Change in Process

This year’s process was much the same as we had done in previous years, but because of our involvement with NCA and AdvancED, we were much more diligent and deliberate with attaining our goals. We focused on our three new School Improvement Goals from the fall of the 2007-08 school year and worked on those improvements over the course of the 2007-08 school year. We also focused much more on data driven school improvement by collecting, disaggregating, and evaluating the data we collected throughout the year.

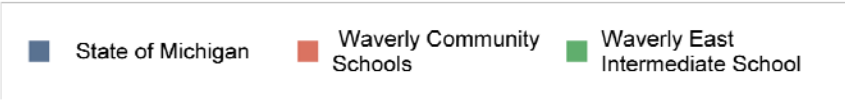
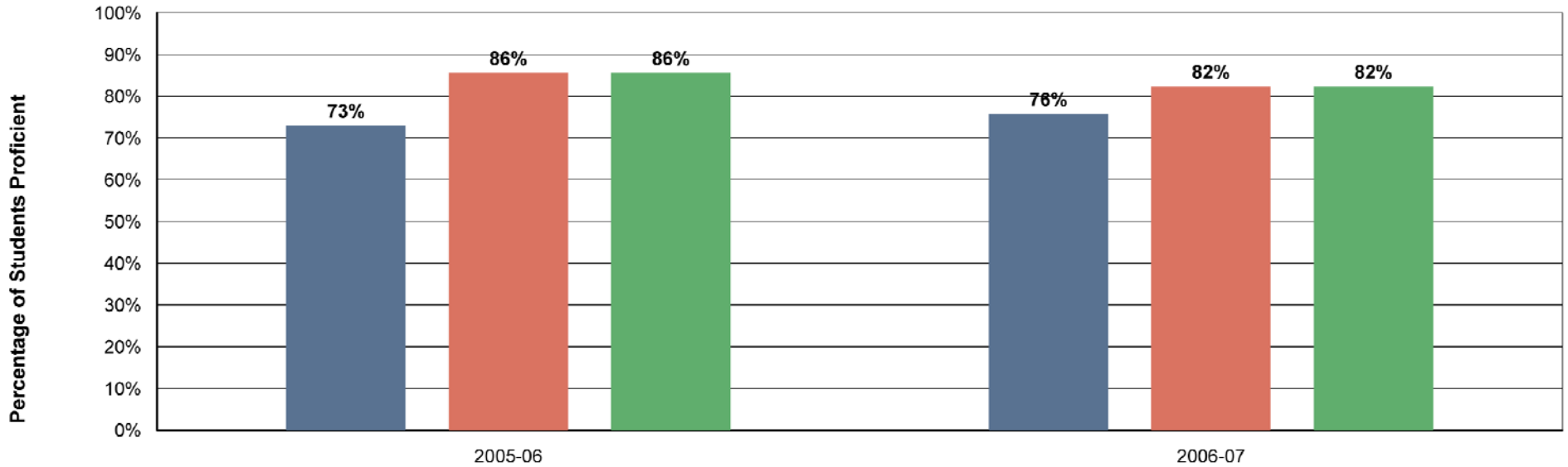


III. Student Assessment Data

Percentage of Students Scoring in Proficient Levels on MEAP Test, Grouped by Instructional School, District and State

Waverly Community Schools MEAP Grade 7 English Language Arts

All Students

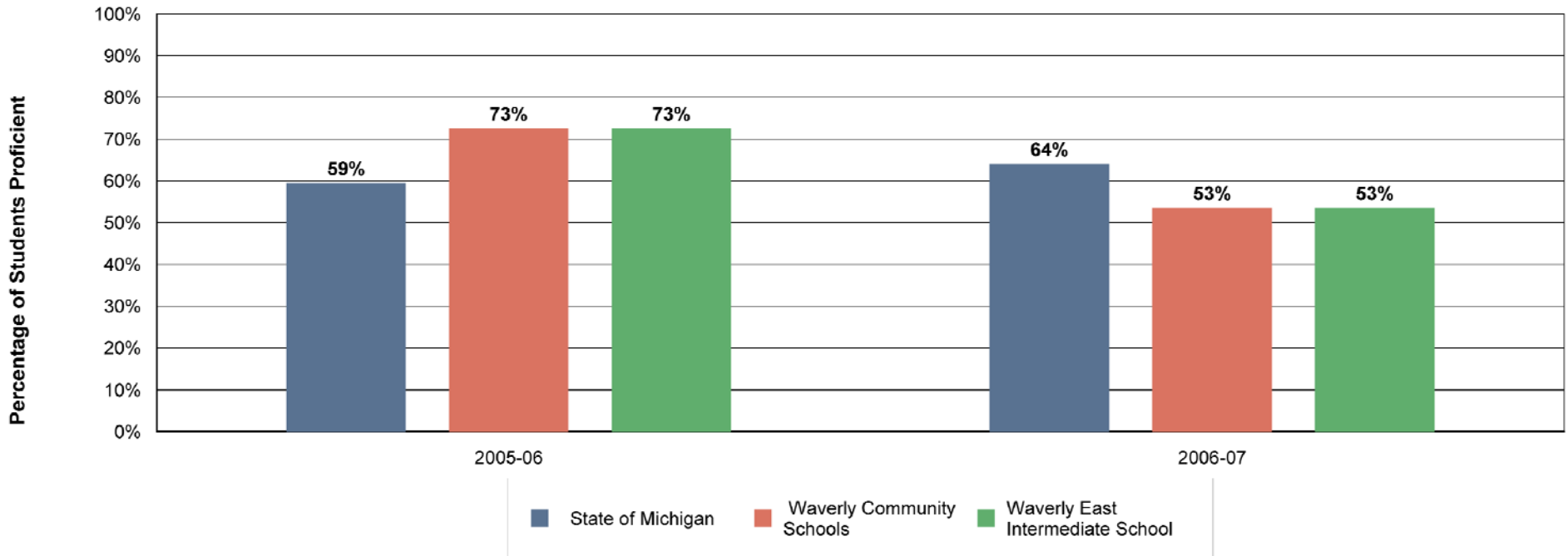


# Students in Each Group		Level 1		Level 2		Level 3		Level 4		Total
		#	%	#	%	#	%	#	%	
State of Michigan	2005-06	35,860	7%	338,112	66%	97,336	19%	40,980	8%	512,288
	2006-07	44,652	9%	327,460	67%	84,344	17%	34,728	7%	491,184
Waverly Community Schools	2005-06	16	7%	168	78%	19	9%	12	6%	215
	2006-07	12	6%	165	77%	15	7%	23	11%	215
Waverly East Intermediate School	2005-06	16	7%	168	78%	19	9%	12	6%	215
	2006-07	12	6%	165	77%	15	7%	23	11%	215

**Percentage of Students Scoring In Proficient Levels
on MEAP Test, Grouped by Instructional School, District and State**

**Waverly Community Schools
MEAP Grade 7 Mathematics**

All Students

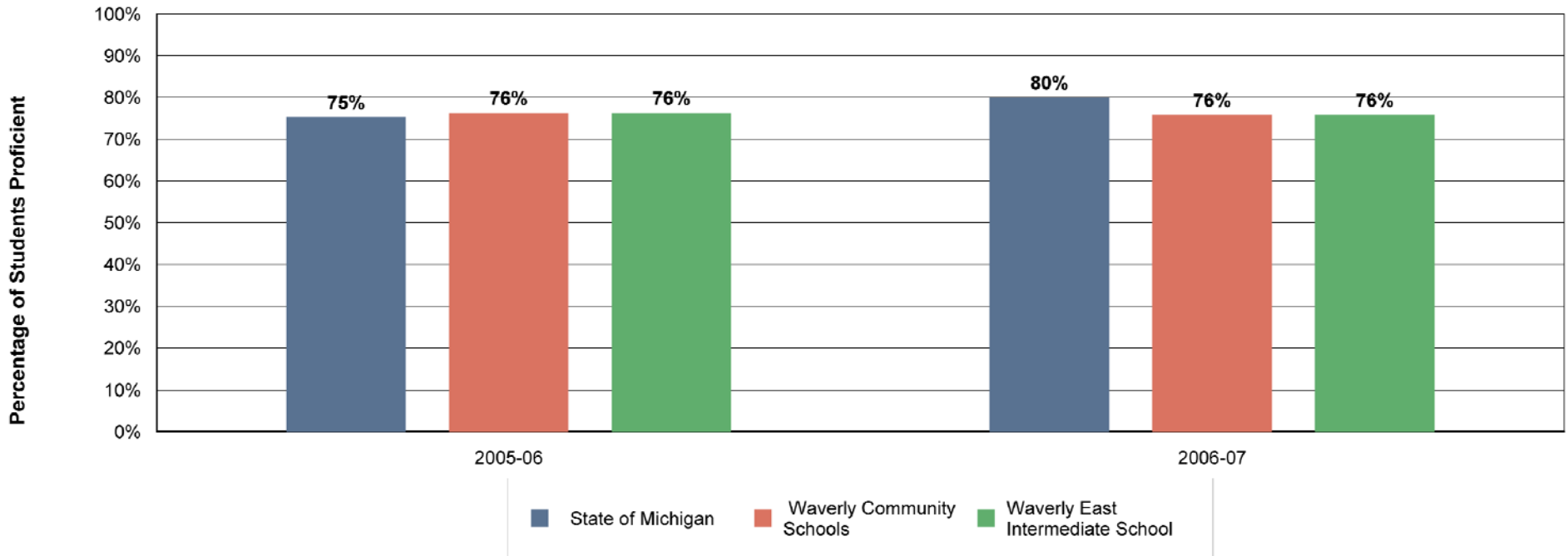


# Students in Each Group		Level								Total
		Level 1	Level 2	Level 3	Level 4	Level 4	Level 4	Level 4	Level 4	
State of Michigan	2005-06	139,136	27%	170,052	33%	154,596	30%	56,684	11%	520,468
	2006-07	169,676	34%	149,712	30%	144,724	29%	34,932	7%	499,044
Waverly Community Schools	2005-06	61	27%	100	45%	39	18%	22	10%	222
	2006-07	52	24%	63	29%	81	38%	19	9%	215
Waverly East Intermediate School	2005-06	61	27%	100	45%	39	18%	22	10%	222
	2006-07	52	24%	63	29%	81	38%	19	9%	215

**Percentage of Students Scoring In Proficient Levels
on MEAP Test, Grouped by Instructional School, District and State**

**Waverly Community Schools
MEAP Grade 7 Reading**

All Students

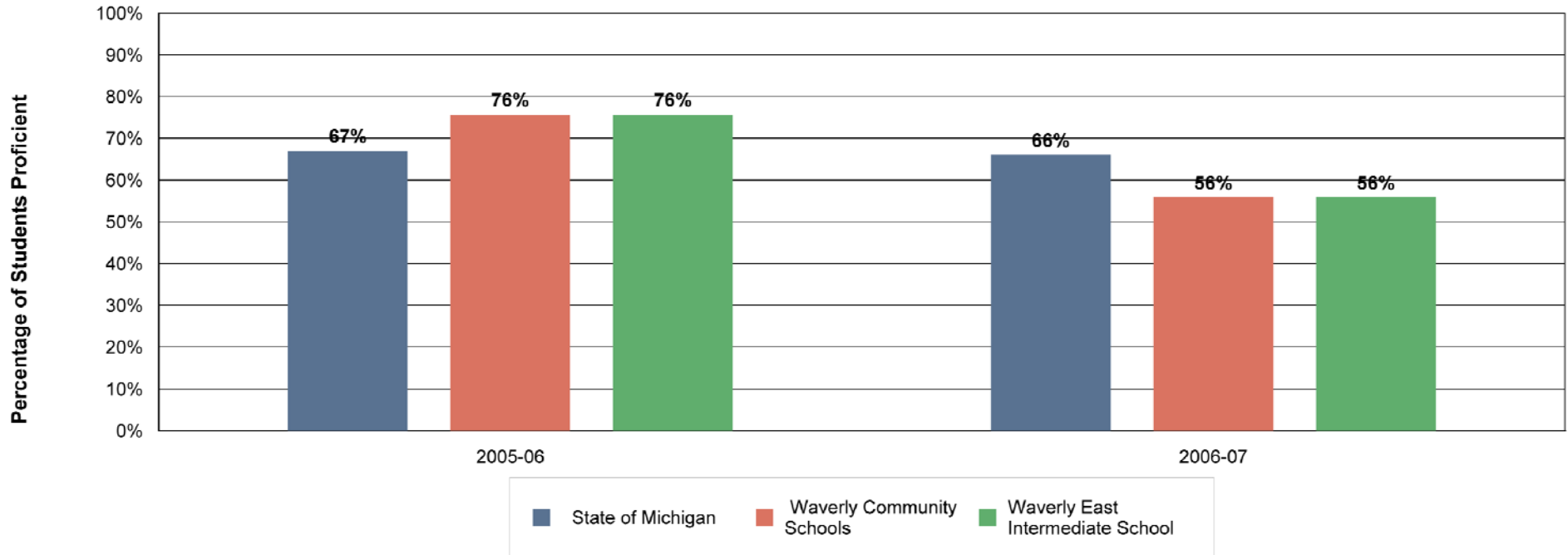


# Students in Each Group		Level 1		Level 2		Level 3		Level 4		Total
		Count	%	Count	%	Count	%	Count	%	
State of Michigan	2005-06	92,532	18%	298,156	57%	71,968	14%	56,544	11%	519,200
	2006-07	129,452	26%	268,860	54%	49,788	10%	49,788	10%	497,888
Waverly Community Schools	2005-06	48	22%	116	54%	26	12%	25	12%	215
	2006-07	37	17%	126	59%	24	11%	28	13%	215
Waverly East Intermediate School	2005-06	48	22%	116	54%	26	12%	25	12%	215
	2006-07	37	17%	126	59%	24	11%	28	13%	215

**Percentage of Students Scoring In Proficient Levels
on MEAP Test, Grouped by Instructional School, District and State**

**Waverly Community Schools
MEAP Grade 7 Writing**

All Students

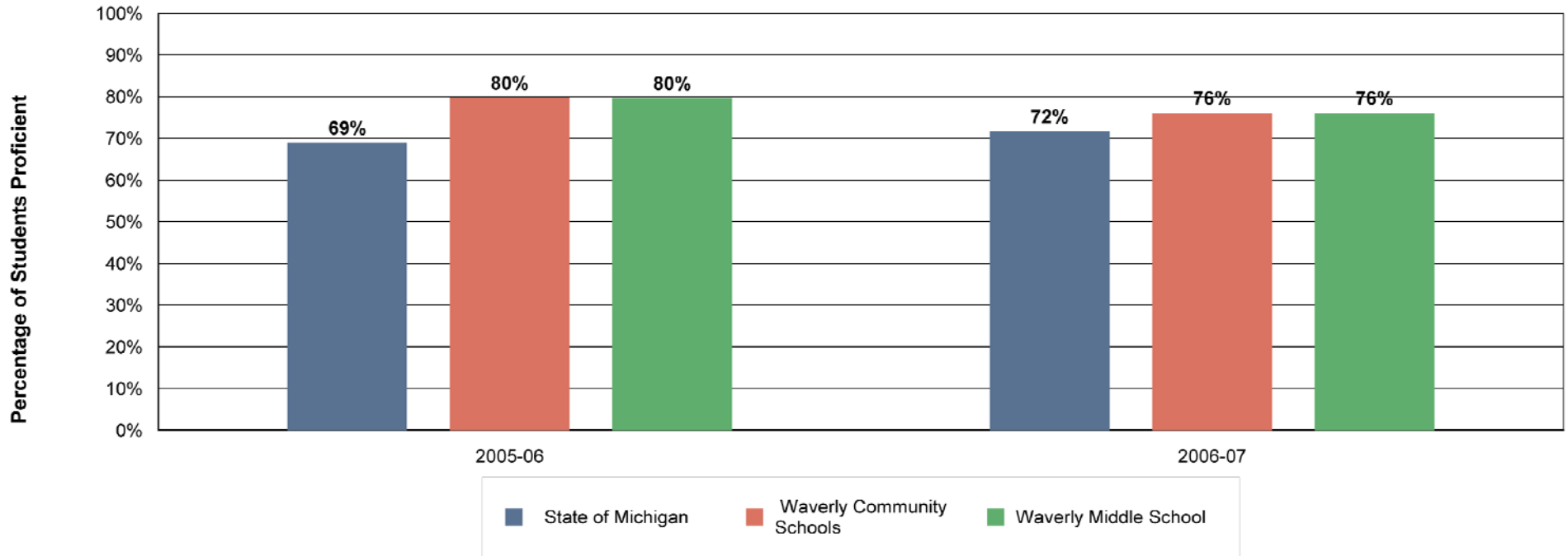


# Students in Each Group		Level 1				Level 2				Level 3				Level 4				Total
		#	%	#	%	#	%	#	%	#	%	#	%	#	%			
State of Michigan	2005-06	15,372	3%	328,004	64%	143,500	28%	25,624	5%							512,500		
	2006-07	9,924	2%	317,688	64%	119,132	24%	49,636	10%							496,380		
Waverly Community Schools	2005-06	3	1%	165	74%	46	21%	8	4%							222		
	2006-07	2	1%	118	55%	64	30%	31	14%						215			
Waverly East Intermediate School	2005-06	3	1%	165	74%	46	21%	8	4%						222			
	2006-07	2	1%	118	55%	64	30%	31	14%						215			

**Percentage of Students Scoring In Proficient Levels
on MEAP Test, Grouped by Instructional School, District and State**

**Waverly Community Schools
MEAP Grade 8 English Language Arts**

All Students

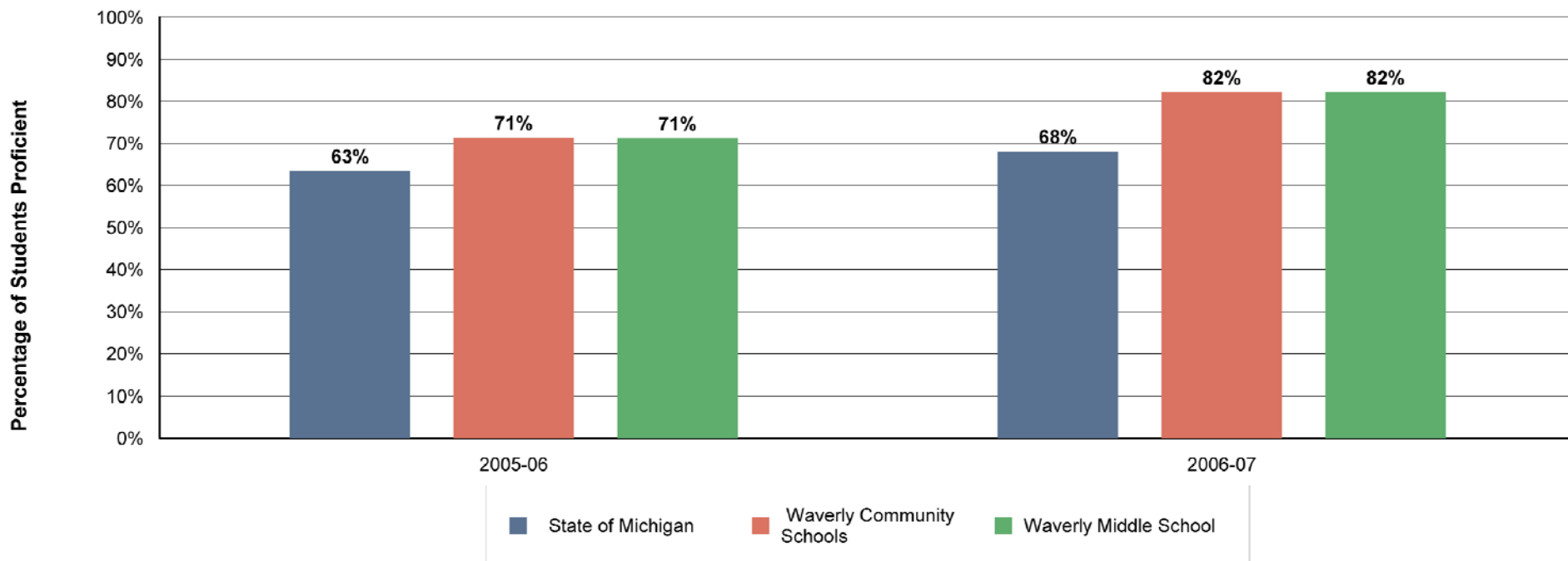


# Students in Each Group		Level 1		Level 2		Level 3		Level 4		Total
		#	%	#	%	#	%	#	%	
State of Michigan	2005-06	51,600	10%	304,440	59%	108,360	21%	51,600	10%	516,000
	2006-07	90,840	18%	267,476	54%	95,888	19%	45,420	9%	499,624
Waverly Community Schools	2005-06	14	6%	171	74%	24	10%	23	10%	232
	2006-07	23	9%	165	67%	33	13%	26	11%	247
Waverly Middle School	2005-06	14	6%	170	74%	24	10%	23	10%	231
	2006-07	23	9%	165	67%	33	13%	26	11%	247

Percentage of Students Scoring In Proficient Levels on MEAP Test, Grouped by Instructional School, District and State

Waverly Community Schools MEAP Grade 8 Mathematics

All Students

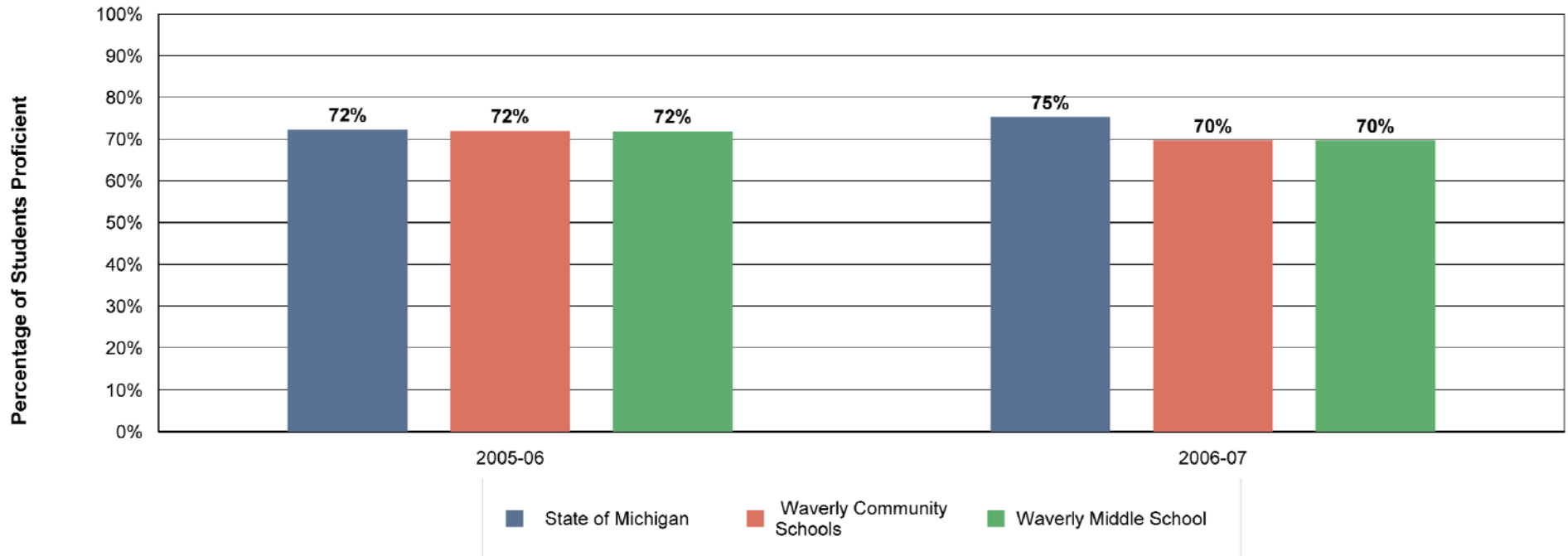


# Students In Each Group		Level								Total
		1	2	3	4	5	6	7	8	
State of Michigan	2005-06	160,760	31%	171,132	33%	119,272	23%	72,600	14%	523,764
	2006-07	147,088	29%	197,812	39%	126,800	25%	35,504	7%	507,204
Waverly Community Schools	2005-06	70	30%	99	42%	36	15%	32	14%	237
	2006-07	62	25%	140	57%	25	10%	19	8%	246
Waverly Middle School	2005-06	69	29%	99	42%	36	15%	32	14%	236
	2006-07	62	25%	140	57%	25	10%	19	8%	246

**Percentage of Students Scoring in Proficient Levels
on MEAP Test, Grouped by Instructional School, District and State**

**Waverly Community Schools
MEAP Grade 8 Reading**

All Students

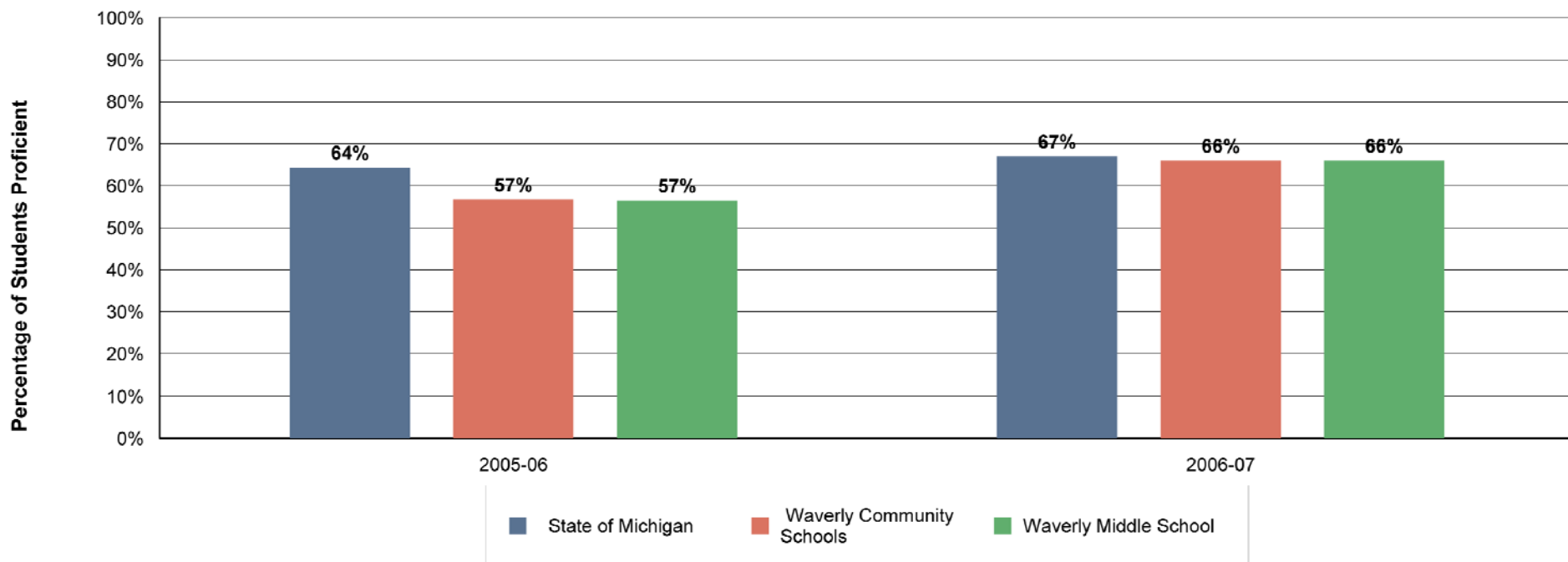


# Students in Each Group		Level 1		Level 2		Level 3		Level 4		Total
		Count	%	Count	%	Count	%	Count	%	
State of Michigan	2005-06	98,424	19%	279,740	53%	82,884	16%	62,164	12%	523,212
	2006-07	167,228	33%	217,904	43%	76,012	15%	50,672	10%	511,816
Waverly Community Schools	2005-06	27	12%	140	60%	37	16%	28	12%	231
	2006-07	52	21%	120	49%	50	20%	25	10%	247
Waverly Middle School	2005-06	26	11%	140	61%	37	16%	28	12%	231
	2006-07	52	21%	120	49%	50	20%	25	10%	247

**Percentage of Students Scoring In Proficient Levels
on MEAP Test, Grouped by Instructional School, District and State**

**Waverly Community Schools
MEAP Grade 8 Writing**

All Students

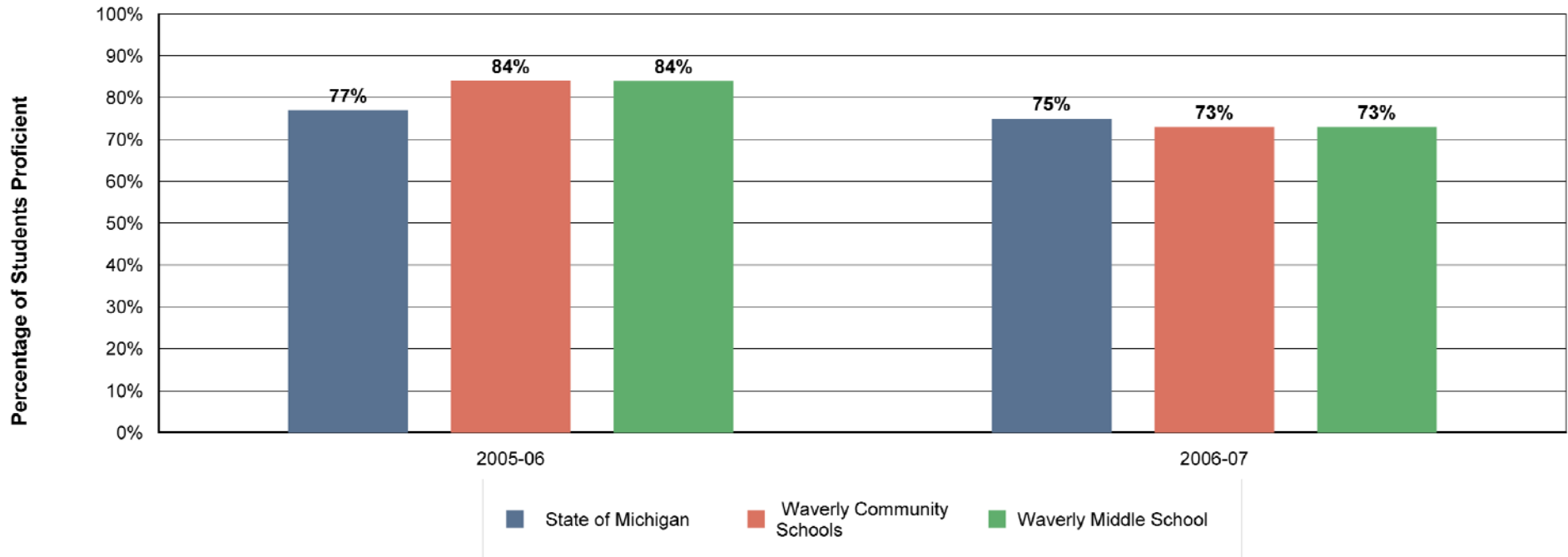


# Students in Each Group		Level 1		Level 2		Level 3		Level 4		Total
		#	%	#	%	#	%	#	%	
State of Michigan	2005-06	41,296	8%	294,240	56%	144,536	28%	41,296	8%	521,368
	2006-07	25,244	5%	313,024	62%	100,976	20%	65,632	13%	504,876
Waverly Community Schools	2005-06	6	3%	129	54%	78	33%	25	11%	238
	2006-07	6	2%	157	64%	51	21%	33	13%	247
Waverly Middle School	2005-06	6	3%	128	54%	78	33%	25	11%	237
	2006-07	6	2%	157	64%	51	21%	33	13%	247

**Percentage of Students Scoring In Proficient Levels
on MEAP Test, Grouped by Instructional School, District and State**

**Waverly Community Schools
MEAP Grade 8 Science**

All Students



# Students in Each Group		Level								Total
		Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	
State of Michigan	2005-06	171,268	33%	228,356	44%	83,036	16%	36,328	7%	518,988
	2006-07	162,512	32%	218,376	43%	86,332	17%	40,628	8%	507,848
Waverly Community Schools	2005-06	69	29%	130	55%	28	12%	10	4%	237
	2006-07	71	29%	107	44%	45	18%	21	9%	244
Waverly Middle School	2005-06	68	29%	130	55%	28	12%	10	4%	236
	2006-07	71	29%	107	44%	45	18%	21	9%	244

English As A Second Language

These learners are supported by an ESL certified teacher. Our building level professional library includes timely and updated resources to assist staff with ESL students and their unique needs.

Information regarding assessment for students in grades 1-5.

In the elementary we have in place annual tracking of “individual student growth over time” as specified in NCLB in the areas of both Reading and Math. This information is readily available to instructors and parents in the student’s CA-60 and is compiled on a Benchmark Assessment card that is displayed as a graph that can be easily interpreted to show growth for individual learners. The assessments used include a common math benchmark test given annually as a pre and post test and the Rigby Benchmark common reading assessment given in specified test windows in spring and fall of each year. This information is available with all first through fourth grade students. (Kdg as appropriate if beginning readers) As noted, and per the intent of NCLB, this data documentation process meets the need to document annual growth over extended time for individual learners.

Exceptional Learning & Mobility

We are successful with the Schools of Choice option and believe that when given choice many families are choosing Waverly Community Schools for the education of their children. We do have an Exceptional Learning program that replaces our old version of Gifted and Talented. The Exceptional Learning program is inclusive of all interested children and provides them with an array of community and district opportunities such as MSU Kids college or our Destination Imagination Program.



IV. Adequate Yearly Progress Data

Adequate Yearly Progress (AYP) status in each of the core academic areas.

English/Language Arts

Met AYP

Math

Met AYP

Science

Met AYP

Social Studies

Met AYP

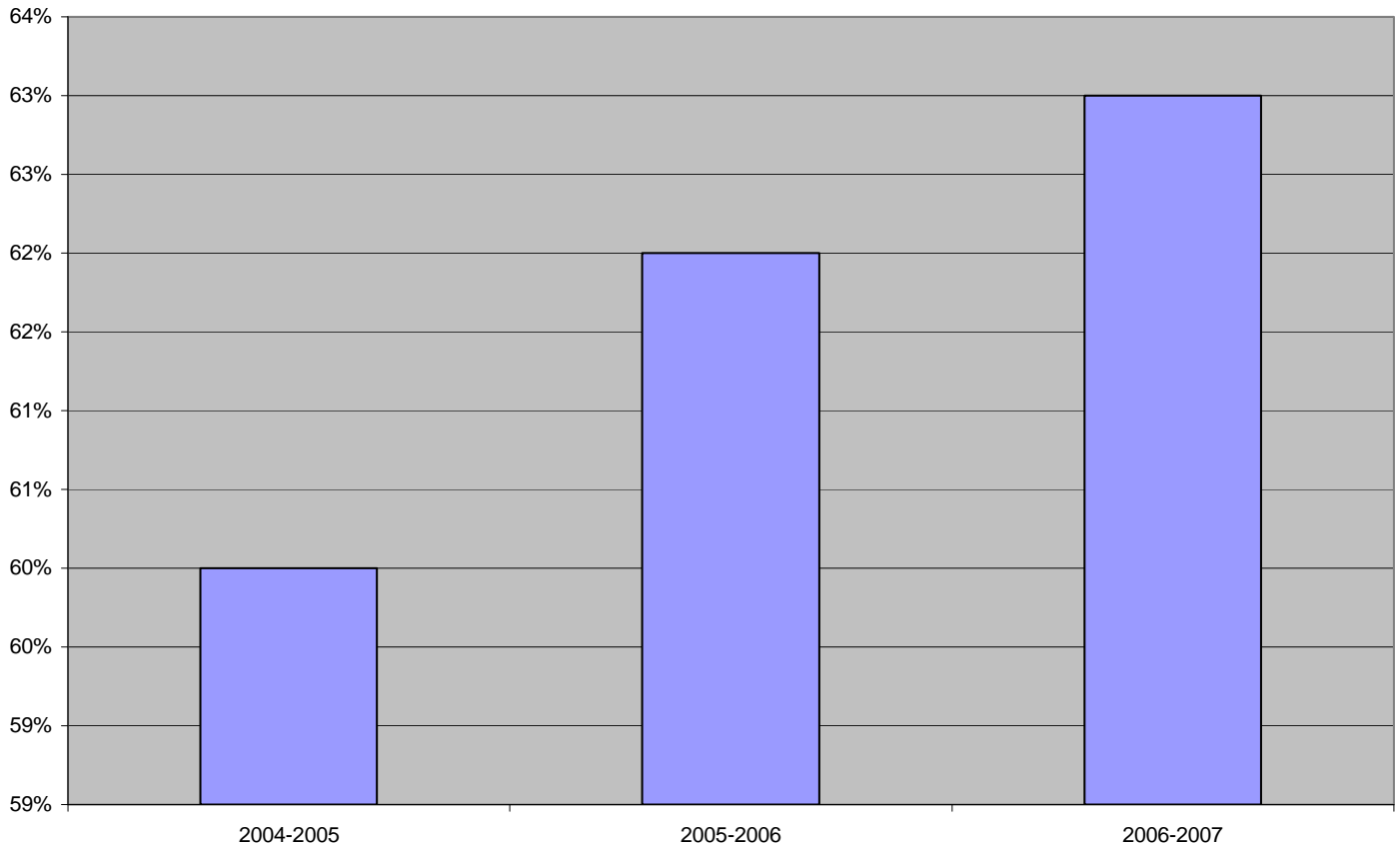
Attendance Rate

Attendance rates are not a concern at our school because rates are above 95%. There is little difference across sub groups.



V. Parent Involvement

PARENT TEACHER CONFERENCE PARTICIPATION



Parent involvement policy for Waverly Middle School and Waverly Community Schools.

Middle School Student and Parent Handbook page 3: The Middle School encourages community involvement in volunteering to help in its daily operation and governance. Parents and interested community citizens may get involved in many different facets of school life. Parents and others who wish to become involved are encouraged to contact either of the principals or the Middle School office (321-7240). District Policy #1100

The extent and type of parental involvement in our school.

Parent Participation

An essential element of any school is the support and involvement of the parents and families. The Middle School encourages and values the energy, enthusiasm, and many talents the parents bring to our program. Parents volunteer to assist teachers with special programs, tutor students, work in the Media Center, plan celebrations, and supervise field trips. In addition, parents participate in their child's education by reviewing and assisting with homework, reading daily with their child, and joining with teachers to develop Personal Education Goals. Parents and teachers stay in contact through regular communication, including Parent Conferences. Parents also participate in Bring Your Parent to Lunch Days which occur once per month.

The Parent/Teacher Council continued to be active during the 2007-08 school year. That council held monthly meetings and became actively involved in supporting the Middle School and its programs through time, talents and fundraising.



Core Curriculum

Process for Development of Core Curriculum

We have district level curriculum coordinators who provide direction to building level department chairs who articulate the curriculum to all instructional staff. Our district is intentional to matching our curriculum to the Michigan Grade Level Content Expectations (GLCEs).

We are aligned and consistent with our Language Arts and Math Curriculum. We are working toward full alignment in the areas of Social Studies and Science. This work is done through support of building principals, department heads, curriculum committees, and input from the teaching staff.

Curriculum Alignment

The district strategic plan has resources and professional development commitment to curriculum mapping. Curriculum mapping is a communication tool that outlines what is actually taught in the classrooms as it relates to the Michigan GLCEs. We are in the fourth year of a five year implementation plan. We attend directly to the state published Michigan Curriculum Framework. Staff has been inserviced on the use of MI Climb. Curriculum materials are purchased after extensive committee review with much attention paid to how the material aligns with the state benchmarks and standards. We are beginning to implement a curriculum management system (ABACUSxp), and also an extensive district wide Curriculum Mapping Project.

Equal Access

All pupils are given equal access to instruction through a variety of support systems such as teacher consultants, mentors, Title I staff, homebound services, tutor, student teachers and interns, support staff, tutorial programs, and before and after school programs.

Teacher Qualification

Teacher Certification

All of our Middle School teachers hold Michigan certificates. Of the 36 teachers assigned to the Middle School 26 have advanced degrees or 72%.

The Middle School has 0% teachers teaching with emergency or provisional credentials.

Highly Qualified

We have reached our 100% goal of all teachers being highly qualified. Secondly, we are only hiring staff that meets NCLB qualification.

Parent Right to Know

For the 2007-2008 school year, the point of contact for this information is the Waverly Community Schools Human Resources Office. If you have questions regarding particular teacher qualifications, ask for Assistant Superintendent Jacklin Blodgett at 517-321-7265.