



# ASHLEY MIDDLE SCHOOL

## 2016-2017 SCHOOL ANNUAL REPORT COVER LETTER

Traci Gavenda, Principal

### Principal's Greeting/Message

April 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Ashley Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Traci Gavenda, principal, for assistance.

The AER is available for you to review electronically by clicking the link; [2016-17 Ashley Middle School Annual Education Report](#), or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given any of these labels.

Ashley Middle School has an enrollment of less than a 100 students in 5<sup>th</sup> -8<sup>th</sup> grade. This allows the school district to offer small class sizes; which allows teachers the ability to directly assist students and positively impact student academic growth. With this said, due to the low number of students at each grade level the achievement results will fluctuate; as a student's results will count 5-10% depending on the number of students tested. Other factors that may impact testing results are this test is new and was given to students on the computer.

Teachers have searched for a variety of ways to engage students as well as differentiating the curriculum requirements to meet the needs of all students. This has required a larger amount of collaboration and time on the part of the teacher. Teachers have implemented MAISA writing units, Study Island, Moby Max, Accelerated Reader, Star Reading and Math. It is with this information teachers are able to help guide individual instruction for each student.

It is the belief at Ashley Middle School that all students can learn. Given this, and given that we refuse to give up on any student for any reason, we believe that it is our solemn duty to mold all of our students into productive members of our society. To this end, we believe an emphasis on the basics, reading, writing, and arithmetic is essential, as well as creating an educational environment that is rooted in personal responsibility and empathy for others.

Sincerely,  
Traci Gavenda, Principal

ASHLEY MIDDLE SCHOOL

2016-2017

Annual Education Report

## Description of the School

Ashley Middle School serves students in 5th -8th grades. Programs provided at the school include Band, Technology, Physical Education, and Spanish along with the Common Core academic essentials.

## Process for Assigning Pupils to the School

All district pupils in 5th -8th are assigned to Ashley Middle School since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

## Status of 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is available [www.ashleyschools.net](http://www.ashleyschools.net). The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
All Ashley Middle School students will be career and college ready in Mathematics.			
<ul style="list-style-type: none"> <li>• Multi-Tiered System of Support</li> </ul>		X	
All Ashley Middle School students will be college and career readers and writers.			
<ul style="list-style-type: none"> <li>• Multi-Tiered System of Support</li> </ul>		X	
All Ashley Middle School students will be college and career ready in Science.			
<ul style="list-style-type: none"> <li>• Multi-Tiered System of Support</li> </ul>		X	
All Ashley Middle School students will be career and college ready in the area of Social Studies.			
<ul style="list-style-type: none"> <li>• Multi-Tiered System of Support</li> </ul>		X	

## Core Curriculum Status

A copy of the Core Curriculum is available at ELA Common Core Standards; Math Common Core Standards or can also be obtained in the principal's office.

### English Language Arts

The English Language Arts curriculum follows Michigan approved Common Core State Standards. Building educators utilize Language Network: Grammar, Writing, Communication textbook and Literature and Integrated Studies textbook verified by research conducted by McDougal Littell and Scott Foresman. The English Language Arts curriculum was last approved by our local Board of Education in 2012.

### Mathematics

The Mathematics curriculum follows Michigan approved Common Core State Standards. Building educators utilize Engage NY, Mathematics Application and Pre-Algebra verified by research conducted by Glencoe. The Mathematics curriculum was last approved by our local Board of Education in 2012.

### Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. In addition to the GLCE/HSCes, the building is analyzing the Next Generation Science Standards. Although not yet state approved, these standards provide a road map to future science instruction. Building educators utilize Science Interactions Course 2 and 3 textbooks verified by research conducted by Glencoe. The Science curriculum was last approved by our local Board of Education in 2012. As the Next Generation Science Standards begin to roll out our Science teachers continue to attend Professional Development to ensure our school is ready.

### Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize America History of a Nation textbook; Discover Our Heritage; Build Our Nation; The World and It's People textbook verified by research conducted by Houghton Mifflin, Glencoe and Pearson. The Social Studies curriculum was last approved by our local Board of Education in 2012. Teachers continue to find new ways to engage our students.

## Aggregate Local Assessment Data

The most accurate assessments are continuous and cumulative in nature. Assessment of student achievement should occur in a variety of settings involving ordinary tasks and situations. Assessment techniques include observation, checklists and self-appraisal. Reporting student achievement through report cards showing skill levels is much more meaningful than letter grades.

The building's standard based report card links the curriculum to assessment and reporting. Assessments that are linked to the curriculum, allow for a better measure of student outcomes and success in the core curricular areas. The COMMON CORE national standards are now implemented into our assessment tools. Writing samples are also collected and scored using teacher designed and COMMON CORE aligned scoring rubrics. Progress reports, conferences and student work are also appropriate means to share student information with parents. This information is reviewed periodically with teachers and parents and presented to their next year's teacher.

NWEA MAP has been implemented as an Interim assessment. This data is being utilized to ensure all students are being supported in area of most need, as well as helping our teachers make data driven curriculum decisions that we were not able to do before. This assessment is used in conjunction with Accelerated Reader, Moby Max, and Dibels. Accelerated Reader allows students set AR goals at the beginning of year, read books and take comprehension tests throughout the year to work toward achieving their goal. Moby Max is a web based tool that both formatively assesses students in all content areas as well as provides engaging practice activities that aides in filling academic gaps in learning. Dibels measures reading fluency at the beginning of year, mid-year, and end of year.

## Parent Teacher Conference Attendance Data

	2015-2016		2016-2017	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	84	98%		