



Ashley Middle School

2011-2012 ANNUAL REPORT

Michael Allison, Principal

Principal's Greeting/Message

August 15, 2012

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2011-2012 educational progress for 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, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact the Central Office for assistance.

The AER is available for you to review electronically by visiting the following web site www.ashleyschools.net or you may review a copy from the Central Office. State law requires that we also report additional information that is found in this document in the subsequent pages.

For 2011-2012, Ashley Middle School made Adequate Yearly Progress (AYP) in English Language Arts and Mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and community in this effort.

I am confident that through the improvement process, Ashley Middle School will become a leader for learners in the central Michigan area.

Sincerely,

Michael Allison, Principal
Ashley Community Schools

Description of the School

Ashley Middle School serves students in grades 5-8. Programs provided at the school include a full range of English Language Arts, Science, Social Studies, and Mathematics. With this, programs such as 5th Grade Band, Middle School Band, Middle School Physical Education, Middle School Industrial Technology, Middle School Spanish, Middle School Computers, and Middle School Exploration are also offered.

Process for Assigning Pupils to the School

All district pupils in grades 5-8 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 School Improvement Plan

A copy of the School Improvement Plan is available in the High School Office. 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
Reading Improvement			
<ul style="list-style-type: none"> • Strategy: Balanced Assessment System <ul style="list-style-type: none"> ○ Activity: Formative Assessment: Grade Level/Department Team Training for Diagnosis • Strategy: Differentiated Instruction <ul style="list-style-type: none"> ○ Activity: Differentiated Instruction: RTI Scheduling to allow for Individual and small group instruction 		X	
Writing Achievement			
<ul style="list-style-type: none"> • Strategy: Balanced Assessment System <ul style="list-style-type: none"> ○ Activity: Formative Assessment: Grade Level/Department Team Training for Diagnosis • Strategy: Differentiated Instruction <ul style="list-style-type: none"> ○ Activity: Differentiated Instruction: RTI Scheduling to allow for Individual and small group instruction 		X	
Improving Mathematics			
<ul style="list-style-type: none"> • Strategy: Balanced Assessment System <ul style="list-style-type: none"> ○ Activity: Formative Assessment: Grade Level/Department Team Training for Diagnosis • Strategy: Differentiated Instruction <ul style="list-style-type: none"> ○ Activity: Differentiated Instruction: RTI Scheduling to allow for Individual and small group instruction 		X	

Core Curriculum Status

A copy of the Core Curriculum is available in the High School Office

English Language Arts

The English Language Arts curriculum follows the Common Core State Standards approved by Michigan's State Board of Education. The English Language Arts curriculum was last approved by our local Board of Education in 2012. English Language Arts teachers review, update, and adjust the curriculum as the need arises each and every year through K-12 Curriculum Teams. All English Language Arts teachers go through yearly professional development with respects to the courses they teach.

Mathematics

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. The Mathematics curriculum was last approved by our local Board of Education in 2012. Mathematics teachers review, update, and adjust the curriculum as the need arises each and every year through K-12 Curriculum Teams. All Mathematics teachers go through yearly professional development with respects to the courses they teach.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. The Science curriculum was last approved by our local Board of Education in 2012. Science teachers review, update, and adjust the curriculum as the need arises each and every year through K-12 Curriculum Teams. All Science teachers go through yearly professional development with respects to the courses they teach.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. The Social Studies curriculum was last approved by our local Board of Education in 2012. Social Studies teachers reviews, update, and adjust the curriculum as the need arises each and every year through K-12 Curriculum Teams. All Social Studies teachers go through yearly professional development with respects to the courses they teach.

Local Assessment Data

Local assessment data includes the Middle School MEAP test and Disciplinary Rates. The Middle School MEAP test evaluates our effectiveness in delivering the essentials of the State mandated Grade Level Content Expectations and some of the High School Content Expectations. The Disciplinary Rates measure the success level of Ashley Middle School in assisting our students to successfully assume responsibility for their own actions.

Parent Involvement

Parent Involvement Policy

The staff at Ashley Community Schools believes that schools clearly work best when parents take an active interest in their children's education and encourage them to do well. Research has demonstrated that parent involvement is a critical component of the learning process. The evidence has shown that programs with strong parent involvement, and schools that relate well to their communities, have students who out perform other schools. To this end, the following are programs, activities, or initiatives that Ashley Community Schools have implemented to insure parental involvement within our district:

- Ashley Community School's parents are involved in the design, implementation, and evaluation of the school wide plan through regular meetings of the SIT team, community long range planning meetings, open School Board meetings, and open dialogue with community members regarding the school and its policies, procedures, and operations.
- Power School is available via the internet to parents. This allows parents immediate access to their child's grades and academic progress.
- Throughout the year, parent involvement activities are scheduled to provide parents with resources to assist their students at home with academic content material.
- Ashley Community Schools has developed an annual evaluation of the parent involvement plan. This will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc) and devising strategies to improve parental involvement.
- Ashley Community School's parents will be encouraged to complete evaluation sheets as a means of providing feedback on the effectiveness of a program or activity along with suggestions for improvement.
- Ashley Community Schools provides parents with the following individual academic assessment reports. These individual academic assessment reports (and all communications home) will be communicated to the parents in a language the parents can understand, including an interpretation of the results, to the parents of a child who participates in the academic assessments required by Section 1111(b)(3).
 - a. Progress Reports – K-4 weekly, 5-12 as needed and accessible through Teacher Ease.
 - b. Report Cards
 - c. MEAP / MME Parent Reports
 - d. A copy of IEP's, Three Year Evaluation, and Evaluation Reviews and associated materials
 - e. IEP, Social Work, Speech, OT, and PT progress reports
 - f. DIBELS, , ASVAB, ACT, Plan and Explore Parent Reports
- Ashley Community Schools supports involvement of all parents in the development, planning, and implementation of the School wide plan. Annually, parents are provided with an overview of the School wide plan both verbally and written. Every effort is taken to assure that this information and all other information distributed to parents is in their native language. As a part of the enrollment process parents are asked what the native language of the home is. Ashley does not have a population that has a language other than English, so there are not resources specifically in any other language. If there is a need for such materials, resources are dedicated to produce such.
- Teacher, Administrators and all other district staff shall be trained on the value of contributions of parents. Staff has multiple avenues of communication with parents (ie, phone calls, notes, emails, classroom news letters, etc.). Additionally, staff is trained on techniques in working with parents as equal partners. Additionally, all staff, teachers and administration, are involved with the Parent Teacher Organization (PTO). Annually, the PTO and the district host an Open House the week prior to the start of school to provide an opportunity for parents to visit the school, meet teachers, and complete enrollment papers. At this Open House the School Improvement team is charged with sharing the School wide plan and recruiting parent involvement in the process.

- The district's policies are under review and revision to include appropriate language to provide other reasonable support for parental involvement activities parents may request. Additionally, the district shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.
- A School-Parent Compact was developed in conjunction with parents and community members designed to establish a true partnership for learning between the home and school. This compact is used annually at parent teacher conferences and as needed at Student Study Team meetings.

The Parent Involvement Policy is approved by the Ashley School Board of Education and fulfils the requirements of No Child Left Behind.

Parents Right to Know Statement

The Board of Education believes that all reasonable means should be employed to keep the public informed on matters of importance regarding District policies, finances, programs, personnel, and operations. It is the purpose of this policy to provide the ways and means to accomplish this purpose.

The Superintendent shall direct an information program designed to acquaint the citizens of the community and general public with the achievements and the needs of the schools.

Toward this end, the Board shall provide parents or guardians and other District residents opportunities for orientation and information regarding State regulations and local school procedures, and will utilize, insofar as practical, all appropriate means and media at achieve this end. (Board of Education Policy, 9120)

The Parent Involvement Policy is approved by the Ashley School Board of Education and fulfils the requirements of No Child Left Behind.

Parent Conferences

Parent Teacher Conference Attendance Data

Subgroups	2010-2011		2011-2012	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	100	63%	93	68.8%
American Indian/ Native Alaskan	0	0%	0	0%
Asian/ Pacific Islander	0	0%	0	0%
Black, Not of Hispanic Origin	0	0%	0	0%
Hispanic	1	100%	2	0%
White, Not of Hispanic Origin	99	62.62%	90	68.9%
Students with Disabilities	11	90.0%	14	50%
Limited English Proficient	0	0%	0	0%
Economically Disadvantaged	16	26.66%	19	52.63%