

Kalkaska Middle School Annual Report 2007-2008

**We appreciate the
students in the
middle!**

Mission Statement

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Kalkaska Middle School exists to support the unique academic, physical, social and emotional needs of its students. Stakeholders have committed to creating and maintaining an orderly, trusting, and caring environment that fosters life-long learning.

**Lee Sandy,
Superintendent**
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School Summary

Kalkaska Middle School is a 6-8 grade building serving approximately 330 students. We have a seven period day in which students have classes in the four academics—math, social studies, English/Language Arts, science—plus physical education, exploratory offerings and advisory. We continue to review our school structure to reflect more of the middle level philosophy.



A high percentage of our student body is involved in extracurricular activities such as athletics, academic enrichment programs, drama, yearbook, Builders Club, chess club, Odyssey of the Mind and Student Council. We offer full inclusion for our special education resource students in all three grades.

Our Vision

Stakeholders of Kalkaska Middle School seek to establish an exemplary school by fostering a positive learning environment that sets high expectations for academic success, social, and moral responsibilities and personal safety.

Eighth grade students travel each year to Washington, DC. Seventh graders explore Grand Traverse Bay when they sail with the Inland Seas, and sixth graders meet with DNR officers and guides to discover the wildlife, woods and shifting sands of the Sleeping Bear Dunes National Park.

Board of Education

2007-2008

James S. Peters, Jr., President

Robert Dunn, Vice Pres.

Terry Thomas, Secretary

Jennifer King, Treasurer

Bill Hardy, Trustee

David Hogerheide, Trustee

Mike Gaylord, Trustee

Accreditation Status

KMS is accredited by NCA. We were first granted accreditation in the 1989-90 school year. We were granted our Outcomes Endorsement from NCA in the spring of 1996. The endorsement indicates that we were able to document increased student achievement over a five-year cycle.

We started a new cycle for NCA OA accreditation in the 96-97 school year with the development of a new mission statement, target areas, and goal statements. We hosted the NCA Result Visitation for the second cycle in November 2001. KMS was again granted our Outcomes Endorsement in the Spring of 2002.

In the spring of 2008, we were again granted accreditation through the new AdvancED system, formerly NCA. KMS was found to be "highly functional," the highest rating available, in the areas of Governance and Leadership, Teaching and Learning, Documenting and Using Results, and Resource and Support Systems.

School Improvement Plan

Along with the entire district, KMS has chosen the AdvancED (NCA CASI) accreditation model and participated in the QAR (Quality Assurance Review) process. School improvement is an ongoing process with the aim of improving student achievement. We reviewed/ revised our School Improvement Plan during the 2003-2004 school year. Our School Improvement Committee for NCA meets at least monthly to update/revise our plan. We also devote time to School Improvement/Staff Development at our monthly staff meetings. This is in addition to monthly school im-

provement meetings held by our individual goal committees. The middle school staff will be working on specific goal areas that align with the district-wide goals for the Performance Accreditation model:

- All students in the Kalkaska Public Schools District will demonstrate improved academic achievement in math.
- All students in the Kalkaska Public Schools District will demonstrate improved academic achievement in language arts.

- All students in the Kalkaska Public Schools District will demonstrate improved academic achievement in reading in the content areas.

These goals were identified in part from student/teacher interviews, local insights, and testing data. They are in direct alignment with the academic goals for the district. Each staff member will sit on one of the goal committees. Each goal committee will establish a measurable student outcome that the staff will continue to work on during this cycle. Strategies for school improvement in the three target goal areas will be implemented, monitored, and revised to promote ongoing student achievement. KMS was represented at the district School Improvement meetings held in 2006-2007.

The use of Professional Learning Communities is a means to strengthen our school improvement plan and student achievement. Each AdvancED committee works as a Professional Learning Community.

Highly Qualified Staff

All of the teachers at KMS are certified by the state of Michigan. They teach classes in their areas of expertise as defined by the state and the AdvancED. The federal guidelines established by the No Child Left Behind Act of 2001 require all teachers to be highly qualified in their assignments by the end of the 2005-06 school year. All teachers are Highly Qualified.



The No Child Left Behind Act of 2001 is a complex federal law that will govern education policy for many years. If you are interested in learning more about No Child Left Behind, please feel free to ask your child's principal for assistance.

Core Curriculum

A wide variety of curriculum is available to our students at KMS. This curriculum includes the basic academics: Science, Social Studies, Math, and Language Arts, along with Reading and Physical Education/Health. Students below grade level in reading are included in the "Read 180" program. We have found student confidence increases with improved reading comprehension. When below grade level in math, students are enrolled in a "Math Rap" class. This is in addition to the regular math class, and attempts to front-load students as well as to building their math skills up to grade level.

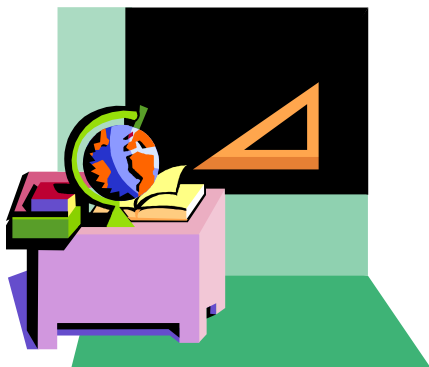
Exploratory courses are offered at different grade levels and include Art, Career Cruising, KMS Pride (service learning), Fun with Geography, Keyboarding, Computer Applications, Fun with Science, Drama, French (full year or exploratory), Spanish, jazz, marching and concert band. All of our students have access to our core curriculum at the appropriate grade level. Input from teachers, parents, students and counselors is used to determine a student's schedule. As a student progresses through school, the teacher, parent or counselor may meet periodically

to assess the student's academic progress.

Summer school was also re-established this year.

The district has a K-12 curriculum that is performance based. In addition, we have a Curriculum Development Council that annually reviews and updates student performances as recommended by the state. KMS teachers are active members of this council.

Student Achievement



OTHER STUDENT ACHIEVEMENTS...

Many of our students participate in academic, musical, and athletic conferences/competitions in which they meet or exceed expectations for their age group. This year many of our students did well in both regional and state academic competitions. The seventh/eighth grade band received a '1' rating at Band Festival.

We had two Odyssey of the Mind teams compete and receive rankings.

Our Christmas concert draws a packed house as the sixth, seventh, eighth and high school bands help bring in the holidays. The middle school jazz bands keep the audience jumping.

SEE TEST RESULTS ON PAGE 4

Adequate Yearly Progress

Kalkaska Middle School met Adequate Yearly Progress for the 2007-2008 school year, and received a 'B' on our state report card. Individually, our math scores received an 'A' rating.

Our Academic Night each spring is very successful. Parents and community members visit the school to see classroom projects, works of art, science projects and a band concert.

Parent Participation

At KMS we hold parent-teacher conferences in the fall and in the spring. These conferences are scheduled for the afternoon and evening. Parent-teacher conference participation is reflected below:

	06-07		07-08	
	Fall	Spring	Fall	Spring
6th	85	77	85	71
7th	83	77	88	65
8th	81	71	87	74

These figures represent a continued effort by staff to meet with parents of high-risk students for these formal parent-teacher conferences. This is an ongoing attempt to improve the performance of all students at KMS. All three grades decided to use student-led conferences for both fall and spring sessions. The increase in student participation and the positive comments indicate they were successful.

In addition to our two scheduled parent-teacher conferences, many of our parents and teachers are in contact with each other throughout the school year by means of

internet, telephone, and conferences held before and after school or during the teacher's conference period. We have parents who volunteer their time on a regularly-scheduled basis to help our students and staff. Our Parent, Teacher, Student Association parents work on various committees, including the School Improvement Committee. Parents mentored students in "Read 180" classes, math classes, homework labs and noon supervision.

KMS holds Open Houses/Academic Nights in the fall and spring.

The "Blazer Bash" has been added to increase parent/family participation. A community committee of parents, Board members, and business organizations organize this event, which takes place on the football field on an evening prior to the start of school. The school is open and teachers are available to answer questions and show students where their classrooms will be.

Student Attendance Rates

	2006-07	2007-08
6th	93.82%	93.4%
7th	93.72%	93.1%
8th	91.37%	92.2%
KMS	92.55%	92.9%






Student Achievement

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP)

The following are comparisons of MEAP scores. The scores are also disaggregated by gender.

Notes about the MEAP- The MEAP was moved from January to October in 2005-06. The tests have been revised at every level. We are continuing to monitor gender equity in the MEAP along with overall student achievement. These issues will be addressed in School Improvement Target Area Goal Committees as our ongoing process to increase student performance. We will be developing/revising strategies that will hopefully increase student achievement at all levels, targeting the students who struggle at third and fourth levels in order to help them score proficiently on the MEAP while increasing their overall academic achievement. **Students scoring a Level I or 2 are considered proficient by state standards.**

(Parentheses indicate scores from previous year)

Sixth Grade 			Seventh Grade 			Eighth Grade 		
	Male	Female		Male	Female		Male	Female
Mathematics			Mathematics			Mathematics		
Level 1	35% (23%)	42 (23) 28 (23)	Level 1	25% (28%)	25 (36) 26 (21)	Level 1	30% (21%)	38 (26) 23 (15)
Level 2	33% (34%)	25 (36) 42 (33)	Level 2	48% (36%)	41 (28) 55 (43)	Level 2	40% (41%)	29 (43) 51 (38)
Level 3	26% (36%)	29 (34) 24 (38)	Level 3	23% (32%)	27 (31) 19 (33)	Level 3	24% (35%)	22 (2) 26 (6)
Level 4	5% (7%)	4 (7) 6 (7)	Level 4	3% (4%)	7 (5) 0 (3)	Level 4	5% (4%)	10 (2) 0 (6)
Level I and II		69% (57%)	Level I and II		74% (64%)	Level I and II		71% (61%)
State		73%	State		73%	State		72%
Reading			Reading			Reading		
Level 1	23% (19%)	19 (18) 26 (21)	Level 1	18% (15%)	9 (16) 26 (14)	Level 1	22% (20%)	24 (21) 20 (19)
Level 2	59% (47%)	65 (47) 52 (46)	Level 2	51% (65%)	45 (59) 56 (70)	Level 2	59% (58%)	45 (55) 72 (62)
Level 3	18% (20%)	13 (21) 22 (20)	Level 3	20% (7%)	27 (10) 13 (5)	Level 3	9% (23%)	16 (36) 3 (10)
Level 4	1% (14%)	2 (14) 0 (13)	Level 4	11% (13%)	16 (16) 5 (11)	Level 4	10% (5%)	16 (4) 5 (6)
Level I and II		81% (66%)	Level I and II		69% (80%)	Level I and II		81% (78%)
State		82%	State		72%	State		77%
Writing			Writing			Writing		
Level 1	0% (0%)	0 (0) 0 (0)	Level 1	2% (1%)	0 (0) 3 (2)	Level 1	9% (3%)	5 (2) 13 (4)
Level 2	74% (47%)	73 (65) 74 (82)	Level 2	83% (80%)	82 (74) 84 (86)	Level 2	68% (70%)	66 (58) 69 (81)
Level 3	23% (20%)	23 (28) 22 (16)	Level 3	14% (17%)	18 (22) 10 (13)	Level 3	21% (23%)	24 (36) 18 (10)
Level 4	4% (14%)	4 (0) 4 (2)	Level 4	2% (2%)	0 (3) 3 (0)	Level 4	3% (5%)	5 (4) 0 (6)
Level I and II		74% (74%)	Level I and II		85% (81%)	Level I and II		77% (72%)
State		73%	State		77%	State		70%
English Language Arts			English Language Arts			English Language Arts		
Level 1	7% (3%)	4 (0) 10 (5)	Level 1	9% (3%)	2 (2) 15 (5)	Level 1	16% (14%)	19 (11) 13 (17)
Level 2	75% (61%)	79 (60) 72 (62)	Level 2	68% (75%)	62 (69) 74 (81)	Level 2	63% (60%)	50 (58) 75 (62)
Level 3	17% (31%)	15 (30) 18 (33)	Level 3	18% (20%)	31 (26) 6 (14)	Level 3	14% (20%)	21 (23) 8 (17)
Level 4	1% (5%)	2 (11) 0 (0)	Level 4	5% (2%)	5 (3) 5 (0)	Level 4	7% (6%)	10 (8) 3 (4)
Level I and II		82% (64%)	Level I and II		77% (79%)	Level I and II		79% (74%)
State		80%	State		74%	State		79%
Social Studies						Science		
Level 1	34% (40%)	44 (36) 24 (26)				Level 1	35% (28%)	47 (26) 26 (19)
Level 2	44% (34%)	38 (34) 50 (44)				Level 2	50% (52%)	47 (53) 58 (52)
Level 3	13% (16%)	13 (13) 12 (26)				Level 3	13% (17%)	10 (9) 16 (25)
Level 4	9% (9%)	4 (18) 14 (3)				Level 4	1% (3%)	1 (2) 0 (4)
Level I and II		78% (74%)				Level I and II		86% (80%)
State		73%				State		79%

Level 1: Endorsed-Exceeded Michigan Standards
 Level 2: Endorsed-Met Michigan Standards
 Level 3: Endorsed at Basic Level
 Level 4: Not endorsed

Northwest Evaluation Association, Assessment Test (NWEA) 2007-08 Results—Grade Mean RIT Score/Norm Group RIT Score

	6th F	6th S	Growth	7th F	7th S	Growth	8th F	8th S	Growth
Reading	209.1	213.1	4.0	213.8	216.8	3.0	216.3	220.9	4.6
Language	207.6	213.0	5.4	213.9	216.7	3.3	216.9	220.9	4.0
Math	210.9	216.7	6.2	217.9	221.0	3.1	217.6	222.6	5.0
Science	203.8	206.3	3.5	210.3	209.4	-9	Algebra 236.8 214.0	240.6 213.4	4.4 -6
Concept/ Processes	203.2	204.6	1.4	208.2	207.7	-5	211.9	212.6	.7

Student Achievement

The Northwest Evaluation Association (NWEA) is the second required assessment given at the middle school. The NWEA test is able to give test results within two days and teachers can use the results to determine which academic areas a student struggles in. The battery of tests includes: reading, language usage, mathematics, general science, and science —concepts and process.

NWEA assessments use a measurement scale that has proven to be exceptionally stable and valid over time. The scale is based on the same modern test theory that informs the SAT, Graduate Record Exam, and Law School Admission Test. The benefit of this test theory is that it aligns student achievement levels with item difficulties on the same scale. The scale the test uses is divided into equal parts, like centimeters on a ruler. The parts are referred to as RITs, which is short for Rasch Unit (after the test theory's founder, Danish statistician Georg Rasch).

The Norm Group average is the observed score for students in the NWEA Norm study, who were in the same grade and tested in the same season. The NWEA Norm Group Study includes data from 5616 schools located in 719 school districts in 32 states.



All photos in this report are from the Inland Seas trip last October.

The Year in Pictures



We appreciate students "in the middle!"

