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DEPARTMENT OF EDUCATION
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SUPERINTENDENT OF
PUBLIC INSTRUCTION

Fort Gratiot Middle School 2013-14 Annual Education Report

August 16, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Fort Gratiot 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 Principal Debra Ladensack for assistance.

The AER is available for you to review electronically by visiting the following web site www.phasd.us or you may review a copy in our main office at your child's school.

The state has identified some schools with the status of *reward*, *focus*, or *priority*. A *Reward school* is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A *Focus school* is one that has a large achievement gap in 30% of its student achievement scores. A *Priority school* is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been given one of these labels.

Data indicates that the FGMS achievement gap relates to students in the socioeconomically disadvantaged and special education population. We identified this population in the fall and each teacher analyzed data and began planning classroom interventions and differentiation to raise achievement and close the gap. The data we used was from MEAP and NWEA MAP scores. After school tutoring was also offered by a letter to parents as an invitation to this population. (Tutoring was not limited to this student population.) Students from our NJHS assisted in after school tutoring program. We offered a math masters course as

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an additional math class for students in our bottom 30%. We used two teacher interventionists to teach math masters. Select faculty members were trained to use System 44 to help our students performing below grade level in 6th grade ELA and Do the Math Now for our 6th and 7th grade below level pre-algebra students.

State law also requires that we report additional information.

Pupil Assignment Process*

Students in the Port Huron Area School District were enrolled as follows:

Elementary students were divided among 10 elementary schools serving grades K–5 at Cleveland, Crull, Edison, Garfield, Indian Woods, Keewahdin, Kimball, Michigamme, Roosevelt and Woodrow Wilson.

Port Huron Area School District had Michigan Great Start School Readiness Program grant funded pre-school instruction for early childhood students in several elementary buildings.

Our District operated three middle schools serving 6th through 8th grades at Central, Fort Gratiot and Holland Woods.

Port Huron High School and Port Huron Northern High School served students in grades 9 through 12.

An alternative program and adult education were offered at the Harrison Center. The Port Huron Area School District had a policy and process in place for both in-district and county/contiguous Schools of Choice requests. Copies of the policy and procedures were available throughout the District, in publications and at the administration building.

*This information was the same in the 2012-13 school year.

School Improvement Plan Status 2013–14

Goal #1 – Reading – We made progress on our reading goal with 3% actual growth. Our 2014-2015 plan is to continue with the activator and summarizer strategy and writing to learn in all subject areas. Select faculty members were trained to use System 44 to help our below grade level 6th grade ELA students. The consistency these strategies bring to all classrooms is making a difference.

Our writing goal showed -9% actual growth dropping after a significant growth jump during the 2012-2013 school year. Our score was still good comparatively; however, we now need 11.13 percent catch up growth to reach the 86% proficiency requirement by 2021-2022.

Goal #2 – Math – We need to implement measures for catch up growth in math having made -1% actual growth. For the 2014-2015 school year we have an intensive plan for intervention and reinforcement for all grade levels. This strategy includes an additional 25 minute daily time frame devoted to improving math skills. We also offered Do the Math Now to our students in grades 6 & 7 who were below level in proficiency. We offered a math masters course as an additional math class for students in the bottom 30%. We will continue to use writing to learn in math enabling students to verbalize/write their

understanding and application of math concepts. Activators and summarizers will continue as well in an effort to give daily data to teachers through formative assessment. This data enables more effective differentiation, re-teaching, and reinforcement of concepts as necessary.

Goal # 3 – We will continue focusing on graphs and charts in science instruction as well as across the board use of activators and summarizers. Our growth goal was made with 11% actual growth.

Goal #4 – Social Studies – We will continue our strategies in social studies (similar to those for science) and will set our focus on the 11.13% catch up growth needed for the required proficiency set for 2021-2022.

Our strengths include over 40 percent of our 8th grade math students taking algebra for high school credit. Since 2011, 98.5% of students taking a world language have passed earning high school credit.

100% of our math masters students showed growth in performance and confidence. It is a second class in math that specifically targets students' deficit areas.

School Improvement Plan Status 2012–13

Goal #1- All students will be proficient in English Language Arts (ELA).

Objective- 6% of Economically Disadvantaged students will demonstrate proficiency in literacy in English Arts by 6/30/2014 as measured by state assessments and local district assessments.

Status- 6th grade: 74% proficient (2012-2013), 79% proficient (2011-2012)
7th grade: 71% proficient (2012-2013), 67% proficient (2011-2012).
8th grade: 62% proficient (2012-2012), 61% proficient (2011-2012).

Goal #2- All students will be proficient in Mathematics.

Objective- 6% of Economically Disadvantaged students will demonstrate proficiency in math on state assessments and district objectives by 6/30/2014 as measured by State assessments and local district assessments.

Status: 6th grade: 52% proficient (2012-2013), 54% proficient (2011-2012).
7th grade: 47% proficient (2012-2013), 33% proficient (2011-2012).
8th grade: 27% proficient (2012-2013), 20% proficient (2011-2012).

Goal #3- All students will be proficient in Science.

Objective- 6% of Economically Disadvantaged students will demonstrate proficiency on state assessments and local district objectives in Science by 6/30/2014 as measured by State assessments and local district assessments.

Status: 8th grade: 12% proficient (2012-2013), 20% proficient (2011-2012).

Goal #4- All students will be proficient in Social Studies.

Objective- 6% of Economically Disadvantaged Students will demonstrate proficiency on state assessments and local district objectives in Social Studies by 6/30/2014 as measured by state assessments and local district assessments. **Status:** 6th grade: 37% proficient (2012-2013), 26% proficient (2011-2012).

Specialized Schools and Alternative Education*

The following programs are offered to PHASD students:

- St. Clair TEC offers countywide career and technical training to high school students.
- Woodland Developmental Center serves students with severe learning disabilities to age 26.

*This information was the same in the 2012-13 school year.

Core Curriculum 2013–14

The core academic curriculum is the foundation of the Port Huron Area School District's instructional program. It defines the outcomes to be achieved by all students and is based on the District's educational mission and goals. The District's purpose is to enable students to meet or exceed state requirements for achievement, with an ongoing emphasis that encourages academic excellence for all students.

Our curriculum is based on standards approved by the State Board of Education. In addition, it has been developed and written by Port Huron Area School District teachers, administrators and consultants who specialize in curriculum development.

As part of the core instruction, ELA and math instructors have aligned and written curriculum to support and implement the Common Core State Standards. A balanced assessment system is also a core part of this movement. Measures of Academic Progress (MAP) testing from NWEA provides teachers with screening and diagnostic tools to dig deeper into reading, grammar, and mathematic deficiencies to give teachers more data with which to support their students.

To access a copy of the core curriculum, contact the Department of Instruction at (810) 984-3101.

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**Aggregate Student Achievement Results for Local Assessment:
NWEA MAP-North West Evaluation Association measures of Progress**

READING Ft Gratiot Middle	FALL TO SPRING Mean RIT			
	Ft Gratiot Fall 2013	National Norm Fall 2013	Ft Gratiot Spring 2014	National Norm Spring 2014
Grade 6	200.4	212.3	211.5	216.4
Grade 7	208.1	216.3	215.0	219.7
Grade 8	216.3	219.3	218.1	222.4

MATH Ft Gratiot Middle	FALL TO SPRING Mean RIT			
	Ft Gratiot Fall 2013	National Norm Fall 2013	Ft Gratiot Spring 2014	National Norm Spring 2014
Grade 6	213.6	219.6	221.1	225.6
Grade 7	219.5	225.6	224.4	230.5
Grade 8	223.9	230.2	230.4	234.5

Parent-teacher conference rate

2013-14 – 65%

2012-13 — 68%

In regards to MEAP testing, Fort Gratiot remains the top scoring middle school in the Port Huron Area School District. This would include every subject tested at every grade level. All our scores in 6th and 7th grade, top the state average scores. We continue to work on closing the gap between our top 30% and bottom 30% of students. Our Focus school designation has been removed by the state department of education as a result of our Fall 2013 MEAP scores. We are very pleased with that progress.

Sincerely,

Debra Ladensack

Debra Ladensack

Principal, Fort Gratiot Middle School