



**Western Middle School  
Annual Education Report  
2009-2010**



**Western Middle School**  
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Douglas L. Newcombe, MBA/CPA  
Superintendent

August 4, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for Western 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 Mrs. Amy Bailey for assistance. The AER is available for you to review electronically by visiting the following web site [www.bcschools.net](http://www.bcschools.net) or you may review a copy from the Principal's office at your child's school.

For 2009-2010, Western 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 our community in this effort.

State law requires that we also report additional information. This information can be found in our Annual Education Report attached.

Congratulations to all of our students, parents, and staff for their hard work and dedication during the 2009-2010 school year. I encourage you to continue to strive for academic excellence.

Sincerely,

*Amy Bailey*

Amy Bailey,  
Principal

# Western Middle School

*Accredited by the State of Michigan  
~Education YES! Grade "A"~*

## Mission

“Learning...Growing...Caring”

Western Middle School is a place where teachers have the right to teach, and students have a right to learn in a safe and orderly environment.

## Western Middle School at a Glance...

Enrollment: 867

### Professional Staff

Teachers: 39  
Administrators: 2  
Administrative Support: 3.5  
Counselors: 2  
Librarian: .5

## PARENT INFORMATION

- Email group for announcements
- Monthly newsletters mailed home
- Parent Advisory Committee
- Parent/Teacher conferences
- Parent Night regarding curriculum
- Three awards assemblies each year
- All students are given a planner to assist students in organizing their day
- Responsible Thinking Process in dealing with student discipline

## Western Middle School Points of Pride

Student Council  
Head to Head  
Student Dances  
Talent Show  
Food Donations  
Toys for Tots  
Writing Contests  
Math Counts  
Science Fair  
Kids' Night Out  
Band/Music Concerts  
Guest Speakers  
Special Field Trips  
Pep Rallies  
Crisis Kits in all rooms  
Geography Bee  
Many Club Activities

**Western Middle School**  
**School Improvement Goals**  
**for 2010-2011**

**Reading Comprehension**

**Student Goal Statement:** Students at Western Middle School will be proficient readers in all content areas.

**Objective:** All students will increase by 5% in overall reading comprehension and reading in the content areas as measured by the MEAP.

**Strategies and Activities:** Core teachers will use comprehension strategies while teaching content and EET to support vocabulary.

**Writing in All Content Areas**

**Student Goal Statement:** Students at Western Middle School will be proficient writers.

**Objective:** All students will show progress in their writing proficiency as measured by the district benchmark assessment.

**Strategies and Activities:** Core teachers will increase the use of EET, short answer questions, and anchor papers, DEW is also an expectation.

**Math Proficiency**

**Student Goal Statement:** Western Middle School students will be proficient in math.

**Objective:** 5% of students will move from levels three and four to levels one and two as assessed by the MEAP.

**Strategies and Activities:** Teachers across content areas will include math skills, and incorporate foldables. Math literacy portfolios will also be utilized to support instruction.

**Special Education Needs**

**Student Goal Statement:** Special Education students at Western Middle School will show improvement in all content areas.

**Objective:** Teachers will receive professional development on meeting students' needs and implementing accommodations. Students with disabilities will show a 5% increase as measured by MEAP.

**Strategies and Activities:** All teachers will be trained in methods designed to improve overall student achievement using the inclusion model in all content areas.

**School Safety and Climate**

**Student Goal Statement:** Students at Western Middle School will have a warm, caring climate built on trust, respect and communication.

**Objective:** There will be an increase in peer to peer aggression awareness and prevention. There will be a reduction in peer to peer aggression write-ups as compared to previous year's data.

**Strategies and Activities:** Teachers will implement a consistent behavior plan that includes a rating scale to clarify consequences for both teachers and students.

**More information about any of the topics covered regarding Western MS is available by calling:**

Mrs. Amy Bailey, Principal

Mrs. JoAnn Brozewski, Asst. Principal

Western Middle School

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# District School Improvement Plan

The District School Improvement plan focused on curriculum, instruction and assessment in Mathematics, Social Studies, Science and English Language Arts. An additional goal was established linking positive behavior to student achievement.

Goal 1: All students will be proficient in Mathematics

Goal 2: All students will be proficient in Social Studies

Goal 3: All students will be proficient in Science

Goal 4: All students will be proficient in English Language Arts

Goal 5: All student academic performance will increase with positive behavior

In addition, three elementary schools implemented Michigan's Integrated Behavior and Learning Support Initiative, (MiBLSi) to help schools develop school wide support systems in reading and behavior.

**Building Level Decision Making-** Each building develops/modifies a school improvement plan based on student achievement results. The plan is developed at the building level impacting all staff members.

**Staff Development** – Each professional staff member attends 30 hours of district professional development to improve his/her skills in the classroom.

## CORE CURRICULUM

**During the 2009-2010 school year, Bay City Public Schools made progress in the four core curriculum areas.**

### English/Language Arts

The English Language Arts Curriculum K-12 was supported through professional development and district aligned resources. Writing across the curriculum was emphasized in grades 6-12 with professional development sessions for teachers throughout the year. Grade level meetings for elementary teachers in grades K-5 focused on analyzing student achievement data in developing targeted teaching strategies for English/Language Arts. High school English teachers worked on the development of a pacing guide and common end of course exams.

### Mathematics

The Mathematics Curriculum was supported through professional development for teachers. Middle School and High School math teachers participated in content focused professional development to support student achievement in grades 6-9 and high school Algebra II. Secondary math teachers met throughout the year to become proficient in the use of the new math resources. High school mathematic teachers worked on the development of a pacing guide and common end of course exams.

### Science

The K-7 science kit program was re-aligned with the new grade level content expectations along with the purchase of new resources for implementation in 2009-2010. High school science teachers worked on the development of a pacing guide and common end of course exams.

### Social Studies

District implementers and content coaches worked together to develop pacing guides aligned with core content. Middle School social studies teachers selected new resources for grades 6 and 7 to be implemented in 2009-2010. High School social studies teachers participated in the new social studies resources in U.S. History and World History.

The District K-12 Curriculum Council met four times during the school year to discuss the curriculum, instruction and assessment of the four core areas.

## How can a parent or community member be involved?

Bay City Public Schools welcomes involvement from parents and community members. You can choose from a wide variety of volunteer opportunities...

**In a particular school...**many volunteers prefer to focus their efforts helping in a classroom, working in a school library, accompanying field trips, serving on a school improvement committee, working on fund-raisers or special events. Contact your school office or building principal for more information.

**In any school...**individuals can register as a Community Resource Volunteer to be a guest speaker sharing information about an occupation or special talent, sign up to be a tutor, or help with special projects. Contact District Volunteer Coordinator, Irene Holcomb at (989) 671-8107.

**In our school system...**parents and community members serve on committees for facilities, curriculum, technology, school/community relations, and, of course, school board members are volunteers, too.

**As a school/business partner...**local businesses can become involved by providing a student with a one day job-shadowing, employing co-op students for a semester or school year, providing volunteer opportunities to employees, or donating resources for school use. For more information, contact District Volunteer Coordinator, Amy Basket, at (989) 671-8148.

### Bay City Public Schools Parent Involvement Policy

In accordance with *No Child Left Behind Act*, the Bay City Board of Education encourages parent/guardian participation in Title I programs by offering substantial and meaningful opportunities to participate in the education of their children.

The Board directs the following: (Summation)

- Parent/guardian involvement in planning, implementation and evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams
- Invitations to attend at least an annual meeting, with additional meeting opportunities being available as needed, designed to provide Title I information/program services, and to solicit suggestions on program development, planning, evaluation and operation
- Assistance in understanding Title I
- Notification of Title I student selection and criteria for selection
- Information regarding child's achievement and progress
- A provision for input by Title I staff at parent/guardian-teacher conferences
- Opportunities to enhance the capacity to work with children in the home on school learning teachers and staff to enhance their understanding of effective parent/guardian involvement strategies
- Ongoing communication
- Other appropriate activities (i.e. Family Math Nights, etc.)

### Bay City Public Schools Parent Involvement Written Plan Policy (Summation)

The Bay City Public School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent/guardian involvement in the development of a Title I plan, and directs the administration to:

- Involve parents/guardians in the development of the plan
- Develop a plan that provides for the involvement of parents/guardians in the Title I activities
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent/guardian involvement activities to improve student academic achievement and school performance
- Integrate/coordinate plans/policies for parent/guardian involvement in Title I programs with parental/guardian involvement in other programs, including but not limited to Head Start
- Review/evaluate the District's plan annually and share the results with the Board
- Assure that the policy/plan contains a compact that outlines how parents/guardians, the school staff and students will share the responsibility of improved student achievement
- Distribute District plan to parents/guardians of participating children and the local community

### Limited English Proficiency (LEP) Parent/Guardian Involvement (Summation)

Parents/guardians of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program and will be notified of their rights regarding program content and participation, including the right to choose among programs if alternatives are available. The notice must also:

- Include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards.
- Include an explanation of the right to remove the child from an LEP program and to place the child in the regular program.
- Be in a format families can comprehend and, if possible, in a language understood by the family.

# Individual Building MEAP Results Disaggregated by Subgroups % Proficient

## Middle School Results

Middle School	2010 Reading 6th			2010 Math 6th			2010 Reading 7th			2010 Math 7th			2010 Reading 8th			2010 Math 8th			2010 Science 8th		
	Handy	Western	STATE	Handy	Western	STATE	Handy	Western	STATE	Handy	Western	STATE	Handy	Western	STATE	Handy	Western	STATE	Handy	Western	STATE
All	81.1	89.8	87.7	80.4	88.4	82	75.9	86.5	82	77.4	85.1	82.2	69.6	88.2	83.4	62.3	79.6	70.3	63.1	86.7	75.9
Male	78.7	89.6	85.4	80.8	89	81.1	72.4	83.4	79.6	78.4	82.1	81.7	59.7	84.2	79.4	57.1	80.1	70	61.2	86.3	74.9
Female	83.5	89.9	90	80	87.6	83	79.7	90	84.5	76.4	88.6	85.6	81.9	92.5	87.5	68.7	78.9	70.6	65.5	87.1	77
Am. Ind.	<	<	84.7	<	<	78.2	72.7	<	79.2	50	<	78.5	<	<	80.7	<	NA	63	<	NA	70.4
Asian	<	<	93.8	<	<	93.8	<	<	89.9	<	<	93.2	NA	<	91	NA	<	88.7	NA	<	86.9
Black	68.4	<	75.8	61.1	<	62.3	63.6	<	64.4	57.6	<	62.6	69.2	<	70.9	53.8	<	44.7	57.7	<	50
Hispanic	72.7	<	82.3	69.7	<	75.6	61.3	<	71.7	67.7	<	75.3	73.5	<	76.5	55.9	<	59.1	50	<	65
White	84.1	89.2	91.1	82.7	87.7	87.5	78.3	87	87.3	81.8	85.5	87.6	69.1	88.8	86.9	64	79.9	77.1	65.7	87.3	83
Multi-Racial	<	<	87	<	<	80	<	<	77.4	<	<	77	NA	<	79.1	<	<	64.2	NA	<	69.6
Economic Disadvantaged	76.2	88	81.1	76.5	80.4	72.5	67.4	78.9	72.4	69.5	70.5	72.4	61.9	78.4	75	52.9	64.8	56.3	52.7	78.4	63.1
LEP	60	<	70	66.7	<	68.37	45.5	NA	54.3	27.3	NA	66	45.5	<	61	18.2	<	50.2	18.2	<	48.3
Sp. Ed.	45.3	65.6	59.9	42.9	62.5	52.3	24.2	36.4	48	28.6	31.3	51.2	24.7	41.2	48.6	18.4	23.5	31.6	19.7	29.4	42.3

# Michigan Report Card for the National Assessment of Educational Progress (NAEP)

NAEP, or the National Assessment of Educational Progress, produces the Nation's Report Card, to inform the public about the academic achievement of elementary and secondary students in the United States. Sponsored by the department of Education, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects, beginning in 1969. NAEP collects and reports academic achievement at the national level, and for certain assessments, at the state and district levels. The results are widely reported by the national and local

NAEP 2009 Grade 4 Mathematics Results					
Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
<b>National Lunch Program Eligibility</b>					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
<b>Race Ethnicity</b>					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
<b>Student classified as having a disability</b>					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
<b>Student is an English Language Learner</b>					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

NAEP 2009 Grade 8 Mathematics Results					
Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
<b>National Lunch Program Eligibility</b>					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	†	†	†	†	†
<b>Race Ethnicity</b>					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	†	†	†	†
Unclassified	†	†	†	†	†
<b>Student classified as having a disability</b>					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
<b>Student is an English Language Learner</b>					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

NAEP 2009 Grade 4 Reading Results					
Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
<b>National Lunch Program Eligibility</b>					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	†	†	†	†	†
<b>Race Ethnicity</b>					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
<b>Student classified as having a disability</b>					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
<b>Student is an English Language Learner</b>					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

NAEP 2009 Grade 8 Reading Results					
Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
<b>National Lunch Program Eligibility</b>					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	†	†	†	†	†
<b>Race Ethnicity</b>					
White	74	21	32	32	3
Black	18	54	37	9	0
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	†	†	†	†
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
<b>Student classified as having a disability</b>					
SD	9	73	22	4	0
Not SD	91	23	43	30	3
<b>Student is an English Language Learner</b>					
ELL	2	60	33	8	0
Not ELL	98	27	42	28	3

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
4	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
8	Reading	70.72	3.239	70.46	3.298	85.15	4.505

† Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding.

## Parent/Teacher Conference Attendance Percentage:

<b>ELEMENTARY</b>	<b><u>FALL 2009</u></b>	<b><u>SPRING 2010</u></b>
Auburn	97%	95%
Hampton	95%	94%
Kolb	93%	91%
Linsday	85%	80%
MacGregor	89%	87%
Mackensen	98%	96%
McAlear-Sawden	96%	90%
Washington	93%	88%
<b>MIDDLE SCHOOL</b>	<b><u>FALL 2009</u></b>	<b><u>SPRING 2010</u></b>
Handy MS	66%	52%
Western MS	47%	35%

<b>HIGH SCHOOL</b>	<b><u>Trimester 1</u></b>	<b><u>Trimester 2</u></b>	<b><u>Trimester 3</u></b>
Central HS	38%	31%	26%
Western HS	48%	27%	33%
Wenona @ Eside	57%	39%	30%

### **PROCESS FOR ASSIGNING PUPILS TO BUILDINGS**

The Process for assigning pupils to each individual school in the Bay City Public School District is based on the student's "Attendance Area" or current street address.