

Lakeshore Middle School

2005 - 2006 Annual Report

Grand Haven Area Public Schools

www.ghaps.org/lakeshore



Welcome!

The 2005-06 school year at Lakeshore Middle School produced continued progress for staff and students on Robert Marzano's research based strategies on increasing student achievement. Marzano's strategies on Summarizing and Notetaking were used for our building's school improvement goals. Teachers pre-tested, taught, and post tested students on the different frames of summarizing. All students improved their summarizing skills during the 2005-06 school year.

Our WEB (Welcome Every Body) Program continues to perform at a very high level under the guidance of Robin Leppanen. Eighth graders mentoring sixth graders as they transition into the middle years is beneficial for all Lakeshore students.

The annual Hispanic Family Night continues to be a yearly highlight. Hispanic Family Night gives us an opportunity to celebrate Hispanic culture, renew friendships, and meet new families.

Lakeshore continues to promote good behavior through our motto "Catch the Kindness". Lakeshore students pride themselves in "Doing Their Best" and "Doing What's Right".

Parents and volunteers provide strong support for in-school and after-school activities, as well as, financial support through PTA in such valuable extras as high quality assemblies, field trip scholarships, athletic uniforms and many extras.

Julia Houle, Principal

Assessment

Lakeshore Middle School students continue to excel on state and local assessments.

Local Assessments

Grand Haven Area Public Schools assesses seventh grade students' writing skills with local assessments.

ELA (English Language Arts) – The majority of our seventh grade students earned a passing score on the district ELA assessment.

(View ELA results)



MEAP Assessments

The Michigan Educational Assessment Program (MEAP) is the statewide assessment program used in Michigan to test and report student achievement in the core academic subjects at certain grade levels. This year: 75 percent of Lakeshore's eighth graders met or exceeded the state standards for mathematics; 90 percent of Lakeshore's eighth graders met or exceeded state standards for science; 85 percent of eighth graders met or exceeded in English Language Arts. 86 percent of seventh graders met or exceeded expectations in English Language Arts this year. 79 percent of seventh graders met or exceeded state standards for math. In the sixth grade, 95 percent met or exceeded state standards for English Language Arts; 89 percent of sixth graders met or exceeded state standards for math; 94 percent met or exceeded state standards for social studies.

Student Subgroup Performance

Assessment

Student subgroups are groups of 30 or more students who share common characteristics, including gender, racial/ethnic groups, students with disabilities, students from low income families, and students with limited English proficiency. No Child Left Behind (NCLB) requires that districts look at a variety of groups of students to ensure that the needs of all students are met. Each subgroup of students must make adequate yearly progress (AYP). AYP is a level of proficiency determined by the state and applied to the whole school, school district, and to each subgroup. The goal is high levels of academic achievement for all students.

Our boys and girls scored comparably in all assessments. We have noticed a difference in the scores of our students with disabilities and those who are economically disadvantaged. Our staff is being trained to meet and understand the learning needs of these students.

(View subgroup performance results)

It is the mission of Lakeshore Middle School to foster the unique needs of our students during their transition into adolescence.

Within a supportive community, it is our purpose to provide students with diverse educational opportunities in a safe, supportive environment that promotes self-discipline, motivation, personal responsibility and success for all.

- Lakeshore Middle School Mission Statement

No Child Left Behind

Adequate Yearly Progress

AYP is the measure used to hold schools and districts responsible for student achievement in English language arts and mathematics. AYP is based on Michigan Educational Assessment Program (MEAP) test results, participation rates in MEAP testing, and attendance or graduation rates.

In order to achieve AYP, students' MEAP proficiency must exceed the state's target. Proficiency is defined as students scoring in levels 1 or 2 (exceeds Michigan standards or meets Michigan standards) on MEAP or Surpassed the Performance Standard or Attained the Performance Standard on MI-Access. This includes aggregate student attendance as well as aggregate and sub-group exceeding the state's annual measurable objectives in English Language Arts and Math.

Lakeshore Middle School is pleased to have achieved the requirements of Adequate Yearly Progress.

State Accreditation

Education YES!

Education YES! is the accreditation system created by the state of Michigan in compliance with No Child Left Behind (NCLB). Education YES! measures our students' achievement, attendance and graduation rates and overall school programming.

Each school receives a composite grade. The Composite Grade is the overall grade for the school, arrived at by combining the following factors:

Student Achievement includes the measure of achievement status and achievement change. Student participation in MEAP testing and attendance rates are also included in this measure.

- Student Achievement Status indicates how well a school has performed on the 2005-06 MEAP test.
- Student Achievement Change measures how well a school has improved in student achievement and how well that lines up with state objectives for improvement.

Indicators of School Performance combine several factors, such as school facilities, attendance, and graduation rate.

Under these requirements, we are pleased to report that Lakeshore Middle School earned an “A.”

School Improvement

Goal 1: Science Goal: All students will improve their ability to apply and describe scientific reasoning to a problem or situation

Goal 2: Language Arts Goal: All students will improve their understanding and use of informational text. (ie. Predicting, inferences, cross text questions).

Goal 3: Math Goal: All students will be proficient at analyzing a question, forming an answer, and supporting that answer with data and processes.

Goal 4: Social Studies Goal: All students will improve in their knowledge and skills of Historical Perspective and Civics by increasing use of vocabulary and inquiry skills.

We have identified specific strategies to reach these goals.

[\(View goals and strategies\)](#)

School Programs

The Lakeshore Middle School students will:

- ***Read at or above grade level***
- ***Communicate effectively utilizing appropriate social skills***
- ***Work independently and cooperatively***
- ***Gain an appreciation of cultural diversity***
- ***Be health conscious and have a commitment to positive self-worth***
- ***Understand their civic and global responsibility***
- ***Participate in the fine arts and other enrichment activities***
- ***Think critically***
- ***Become life-long learners***

- Lakeshore Middle School Vision Statement

School Programs

Highlights

Once again Sarah McElrath, Media Specialist, with help from Nate Mihalek and Robin Leppanen wrote and won a Samsung Hope For Education National Essay Contest. Their first place prize included \$20,000 worth of Samsung digital technology to be used throughout Lakeshore Middle School.



Core Curriculum

K-12 core curriculum teams meet three to four times annually to review and revise curriculum, discuss instructional practices, and create and revise common assessments. There is one teacher (at least) from each of the elementary buildings, two to three teachers from each middle school, and two to three teachers from the high school, including the high school department head. There is also a representative on each of the teams from Central High School and at least one administrator.

The main function of the core curriculum teams is to be on the forefront of information regarding their designated area of the curriculum (English language arts, math, science or social studies). These teams make decisions regarding professional development, analyze data from the MEAP and share general information. One of the main obligations of the team members is to go back to their sites and communicate to all affected parties regarding the content and decisions of the meeting.

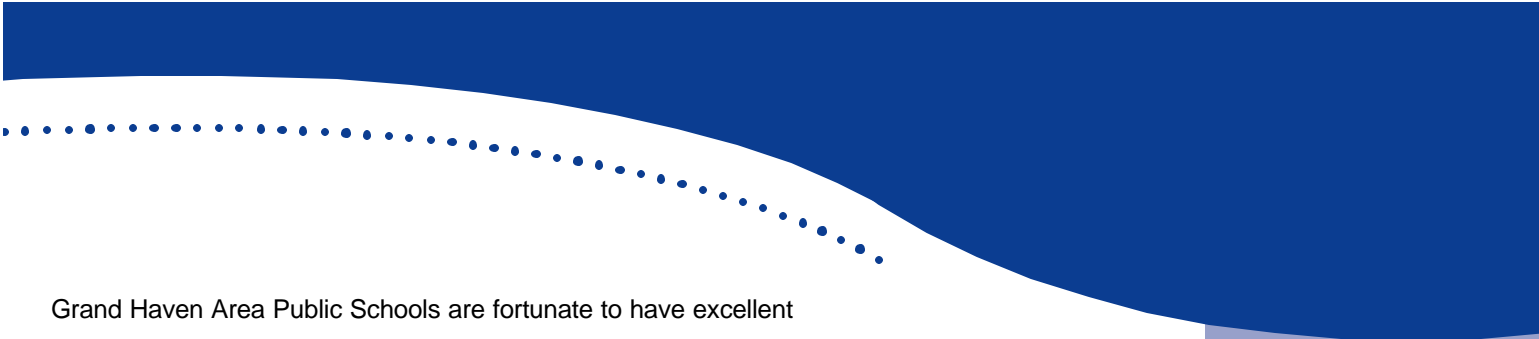
The Curriculum Council consists of key members from the K-12 curriculum teams, teacher leaders of each special area staff, key principals, a counselor, the Special Needs Director and the Executive Director of Instructional Services. This group meets three to four times annually to review district-wide instructional practices, operates as guides for future district activities and serves, with parents, as the district improvement team.

This year the following activities were accomplished in the K-12 Core Curriculum Teams and the Curriculum Council.

- K-12 English Language Arts and Math curriculum team members aligned district common, quarterly assessments with the Michigan Department of Education's Grade Level Content Expectations for Kindergarten through 8th grade. DRAFT assessments will be field tested in 2006-07. Data will be analyzed to ensure validity and reliability, and instructional practices will be adjusted to better meet student needs.
- K-12 Science curriculum team members analyzed MEAP test results and reviewed current practices. The upcoming Grade Level/ Span Content Expectations in Science were discussed and preparations for alignment were started. 9th and 10th grade staff used their common curriculum maps to develop common assessments, which were field tested in these courses.
- K-12 Social Studies curriculum team members reviewed current practices and prepared for the upcoming Michigan Department of Education's Social Studies Grade Level Content Expectations. 9th and 10th grade staff used their common curriculum maps to develop common assessments, which were field tested in these courses.
- Curriculum Council team members finalized the District Improvement Plan. Design teams led curriculum alignment and assessment development projects in the content areas where grade level content expectations were available from the MI Department of Education. The Curriculum Council additionally reviewed the Department of Education's new School Improvement Framework, and determined that district assessment projects were well aligned with the State's requirements for Strand I: Teaching for Learning.

School Programs

During the 2005-2006 school year, the Lakeshore Middle School student attendance rate was 99.6 percent.



Grand Haven Area Public Schools are fortunate to have excellent teaching and support staff. In order to meet the requirements under NCLB, districts are required to have highly-qualified teachers - defined as having: a bachelor's degree; full state certification or licensure; and prove that they know each subject they teach.

The NCLB Act also requires states:

- measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students.
- adopt goals and plans to ensure all teachers are highly qualified.
- publicly report plans and progress in meeting teacher quality goals.

Lakeshore Middle School has 100 percent of teaching staff designated as highly qualified.

Under the provisions of NCLB, parents have the right to request information regarding teacher qualifications. Please contact the office of Human Services.

Our school program is effective because of the consistent support from our parents. Parents were involved in the school program in many ways.

- In 2005-2006, 93.7 percent met with teachers during the fall conferences and 88 percent in the spring.
- Parents were involved in lunch supervision, school store, chaperoning field trips, and after-school activities such as Buc Blasters and evening events.

Staff

*Parent
Involvement*

The district's parent involvement policy is distributed through student handbooks and the district website.