

Emerson Middle School

<http://emerson.livoniapublicschools.org>



2018-2019 Annual Education Report

BOARD OF EDUCATION 2018-19

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Ann Owen, Principal
Paul Cassatta, Assistant Principal



April 11, 2019

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information about the continuous improvement goals and educational progress of Emerson Middle School students based on 2017-2018 assessment results. 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 me, Ann Owen, Principal of Emerson Middle School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://emerson.livoniapublicschools.org> or you may review a copy in the main office of our school.

Schools have been identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2017-2018 State Testing Results. A Target Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education.

Emerson Middle School's students are very successful as evidenced by our data in this report, but a few key challenges remain. Emerson Middle School is focusing on the needs of our special education students, students of color and those that are economically disadvantaged. Title I money is utilized to offer extended learning opportunities (after school and summer), lower the teacher to student ratio, increase remedial support and target literacy and math skills. Emerson staff and students participate in *The Leader in Me* program, focusing on developing student leadership through Steven Covey's *7 Habits of Highly Effective People*, to best prepare our students to meet the future challenges of the ever-changing world. These initiatives are intended to accelerate the student achievement of subgroups, including the state's identified Bottom 30%, that are not meeting our school's performance targets.

Our collaborative efforts positively impact our school's success and student achievement.

Sincerely,
Ann Owen, Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501). The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

MISSION STATEMENT

Emerson Middle School Mission Statement:

Soaring to excellence with respect, responsibility and learning.

We envision a school with a safe, caring culture that is conducive to learning:

We believe:

- A safe and physically comfortable environment promotes student learning.
- Teachers, administrators, parents and the community share the responsibility for helping students learn.
- Students learn best when they are involved in the learning process.
- Curriculum needs to incorporate a variety of learning activities to accommodate differences in student learning.
- Students learn best when our staff maintains high expectations for learning.

SCHOOL PROFILE

Emerson Middle School serves 750 students in grades 7 and 8. The principal of Emerson Middle School is Ann Owen, and the assistant principal is Paul Cassatta. There are 45 professional teaching staff members, one media specialist, and two counselors.

In addition, there is the following professional support staff: school psychologist, student assistance person, school social worker, speech and language therapist, resource classroom teachers, teacher consultant outreach, occupational and physical therapist, and homebound or hospitalized services.

Assisting all of us in keeping the building operating in an organized manner, keeping the building clean, serving nutritious food, and helping teachers and students are: custodians, secretaries, paraprofessionals, and lunchroom personnel.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Emerson based upon attendance within the geographic boundaries of the school as well as students who transfer in based upon seats available.

SCHOOL IMPROVEMENT

School improvement is a process in which stakeholders in a school work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making to formulate and implement achievement goals. The goals are determined through analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

Our goals for 2017-18 school year:

1. All students at Emerson Middle School will be proficient in mathematics.
2. All students at Emerson Middle School will be proficient in social studies/history.
3. All students at Emerson Middle School will be proficient in science.
4. All students at Emerson Middle School will be proficient in writing.
5. All students at Emerson Middle School will utilize technology tools to enhance their learning.

Our goals for 2018-19 school year:

6. All students at Emerson Middle School will be proficient in mathematics.
7. All students at Emerson Middle School will be proficient in social studies/history.
8. All students at Emerson Middle School will be proficient in science.
9. All students at Emerson Middle School will be proficient in reading/writing.
10. All students at Emerson Middle School will utilize technology tools to enhance their learning.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Emerson Middle School also received AdvancED accreditation. The AdvancED accreditation process supports and validates district and school level improvement efforts.

SPECIALIZED SCHOOLS OR PROGRAMS

Our middle school students may be enrolled in the Middle School Alternative Classrooms for the Academically Talented (MACAT) program at Frost and special education centers at Frost and Emerson as alternatives to the regular 7-8 program. Other special education programs are available in western Wayne County for our students with disabilities based upon their individual needs. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Emerson Middle School provides learning experiences in all areas of language arts (reading, writing, speaking, listening), mathematics, social studies, science, health, physical education, art, vocal and instrumental music, computer instruction, industrial education, family life education, business, world language, and technology instruction. The core curriculum is based on the grade level content expectations (GLCEs) from the Michigan Department of Education and the Common Core State Standards for Mathematics and English Language Arts.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well-defined educational outcomes, a Livonia Public School graduate will:

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.
- Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district's Academic Services Department.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED AND NATIONAL ASSESSMENTS

DISTRICT LITERACY ASSESSMENTS

The middle school ELA teachers administered a seventh and eighth grade reading objective assessment reflecting student learning that occurred with the implementation of the MAISA reading units of study.

| ELA Common Assessment – ELA Reading Objective Percent Met | | |
|----------------------------------------------------------------------|----------------|-----------------|
| Spring 2018 | Grade 7 | Grade 8* |
| Emerson | 63.7% | 76.8% |
| District | 66.8% | 77.5% |
| Spring 2017 | Grade 7 | Grade 8 |
| Emerson | 55.9% | 78.2% |
| District | 61.7% | 81.1% |

*8th grade MACAT took the 7th grade ELA assessment.

DISTRICT SOCIAL STUDIES ASSESSMENT

A seventh and eighth social studies writing assessment was administered this school year. The assessment, known as a Document Based Question (DBQ), measures a student's ability to make a claim and gather relevant information from multiple print sources, including primary source documents, as evidence to support their claim.

The following table shows the percentage of students considered proficient at each grade level.

| Middle School Social Studies Document Based Question Assessment Percent of Students Proficient | | |
|-----------------------------------------------------------------------------------------------------------|----------------|-----------------|
| 2017-2018 | Grade 7 | Grade 8* |
| Emerson | 77.9% | 93.9% |
| District | 84.0% | 90.7% |
| 2016-2017 | Grade 7 | Grade 8 |
| Emerson | 75.9% | 89.6% |
| District | 82.9% | 88.8% |

*8th grade MACAT took the 7th grade DBQ.

NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT) from Riverside Publishing is administered to eighth grade students.

| CogAT GRADE 8 Age Percentiles | | | | |
|----------------------------------------------|---------------|---------------------|------------------|------------------|
| 2017-2018 | Verbal | Quantitative | Nonverbal | Composite |
| Emerson | 56 | 54 | 62 | 59 |
| District | 60 | 61 | 66 | 64 |
| 2016-2017 | Verbal | Quantitative | Nonverbal | Composite |
| Emerson | 55 | 55 | 63 | 59 |
| District | 60 | 63 | 68 | 66 |

PARENT TEACHER CONFERENCES

One of the most important factors of a student's success in school is the involvement of parents or guardians in the educational process.

Emerson has a high degree of parent involvement with 32% parents attending fall Parent/Teacher Conferences and 20% attending spring Parent/Teacher Conferences during the 2017-2018 school year. Thirty-nine percent (293) of parents attended fall Parent/Teacher Conferences and 23% (173) attended spring Parent/Teacher Conferences during the 2018-2019 school year.

Emerson parents participate in a wide variety of activities. Our PTSA membership is 20% for families and 100% for staff. Emerson parents and guardians have lent uncountable hours to assist teachers, chaperone activities, work our book fair, attend field trips and much more.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

BOARD POLICY

IDD

**INSTRUCTIONAL PROGRAM
PARENT INVOLVEMENT**

**JUNE 20, 2011
Reviewed 5/2014**

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

DATA FROM MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT.
- Presents assessment information for English language arts and mathematics for grades 3 to 8, 11; science for grades 5, 8, 11; and MI-Access for grades 3 to 11, compared to state averages for all students as well as subgroups of students.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

Civil Rights Data

- Provides information on school quality, climate and safety.

The link <http://bit.ly/2HdCVHw> will take you to the reports provided by the Michigan Department of Education for Emerson Middle School.