

MARYSVILLE PUBLIC SCHOOLS

# 2004-05 Annual Report



*Providing quality education to all learners*

# Superintendent's message

The compilation of our annual report provides an opportunity for reflection and celebration. As we reflect on the 2004-05 school year, we find that there is much to celebrate, as is evident in the body of this report.

Our success is dependent on the contributions of many individuals. As we look within the District, we know that we have cause to be thankful for the dedication and hard work of every teacher, administrator, secretary, custodian, paraprofessional, food service worker, and every other employee of the Marysville Public Schools. We are fortunate indeed to be able to count on such a strong and talented group of employees who have demonstrated a vested interest in our students and our District.

We also benefit from being led by seven dedicated Marysville residents who have made the commitment to serve as members of our Board of Education. We are fortunate that these individuals, different from one another in their backgrounds, beliefs, and personal interests, are consistently united in their mission to insure that every Board decision and action is based on what is in the best interests of Marysville students.

Contributions to our success are certainly not limited to those who work for the Marysville Public Schools. We know that each and every student has a much greater chance to succeed when his/her parents or guardians take an interest and provide the support, encouragement, and assistance that all children thrive upon. It also makes a positive difference when parents work cooperatively with the schools in the best interests of our students, and we are grateful to be able to boast of a high level of active parent involvement.

Finally, our success is also attributable to the support and assistance of the community as a whole, and all of those who make up this outstanding community. From city government and city services, service organizations, and local businesses to individual citizens, who are so generous in sharing their time, talent, manpower, expertise, and funding or other resources, our students benefit from being part of a true community that cares for and looks after its youngest citizens.

This report also provides an opportunity for self-analysis, and we recognize that, as always, there is room for improvement. We take this to heart, and remain committed to the philosophy of continual improvement, especially in the area of student achievement. The more everyone contributes to this effort, and the more we collaborate to make things better for our students, the more we will meet with success.

As a proverb that has been quite frequently cited in recent years maintains, "It takes a whole village to raise a child." This spirit is very much evident in Marysville. Thanks to this spirit, and the actions that spring from it, our students' success is our success, and we all have good reason to be proud.



**SUPERINTENDENT**  
**John Silveri**



**'Excellence is doing ordinary things extraordinarily well.'**  
– John Gardner

## District mission statement

The mission of Marysville Public Schools is to provide quality educational options for all learners.

## Contacting us

Marysville Public Schools  
1111 Delaware Avenue  
Marysville, MI 48040  
Tel: (810) 364-7731  
Fax: (810) 364-3150  
[www.marysville.k12.mi.us](http://www.marysville.k12.mi.us)

## 2005-06 Board of Education

**Janet Clayton**

*President*

**Kevin Palmateer**

*Vice President*

**Nancy Archer**

*Secretary*

**Thomas Malone**

*Treasurer*

**Kenn Davis**

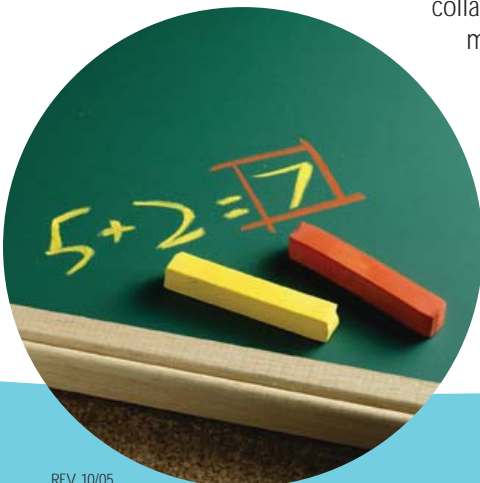
*Trustee*

**Larry Eagen**

*Trustee*

**Dennis Socha**

*Trustee*



# School improvement update

Marysville Public Schools continue to be guided by the District's strategic plan, which includes two broad-based goals. The MPS Strategic Plan Goals are:

*Goal one: To teach all students in the MPS district so they will demonstrate a standards-based proficiency in the areas of core academics, thinking skills, communication skills, and personal management skills.*

*Goal two: To provide a framework to ensure that all schools and departments become exemplary. The framework will provide continuity within all subject areas and instructional levels. It also will provide an environment that is conducive to exemplary learning and effective learning partnerships with all community stakeholders.*

Adhering to the North Central Association Accreditation protocols, MPS has continued to focus on student learning and achievement. With teacher leadership at the building level, the 2004-05 school year was used to develop each school's School Improvement Plan. By year's end, all buildings submitted and had their improvement plans approved by the state office.

To be approved, the NCA improvement plans must show evidence that assessments, strategies, professional development, and resources are aligned with each of the building goals. Research continues to show that student achievement is maximized by curriculum alignment, implementation, monitoring, and data analysis.

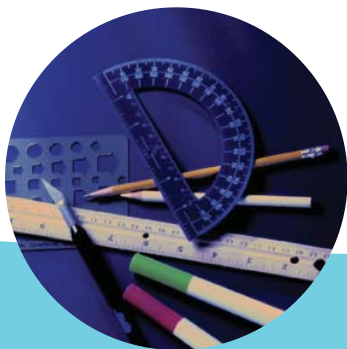
To view each building's profile, goals, and improvement plans, visit the District's Web site at [www.marysville.k12.mi.us](http://www.marysville.k12.mi.us) and click on the building School Improvement Plans link.

For specific information about each building's 2004-05 curriculum and instruction accomplishments, visit the District Web site and click on the 2004-05 Curriculum Accomplishments link.

## Community involvement and learning partnerships

A highlight of the 2004-05 school year was the participation of the following TV M6 Communication Arts Sponsors:

- Marysville Lions Club
- Jim McGuigan/O'Connor Realty
- Sylvan Learning Centers
- Edward Jones
- AAA/Tom Bower Agency
- Huron Car Wash
- Varty & Gates Construction Co.
- E&A Credit Union
- Allstate Home Inspection & Household Environmental Testing Services
- USA Credit Union
- Paul Kraklan & Associates/Nationwide Insurance
- Pete Fernandes/State Farm Insurance
- City Deli
- RE/MAX/Mike Deising
- St. Clair Collision Center, Inc
- Sarnamotive Blue Water Inc.
- Prime Time Video/Pizza
- Bill's Gaming World



## Community involvement and learning partnerships

Marysville Public Schools work closely with local government, businesses, higher education, parents, and the community to increase student achievement.

Sponsors of M6, the television programming of Marysville Public Schools' Communication Arts program, receive courtesy announcements during events recognizing them for their donation. These learning partners financially assist the district, maintain quality equipment, expand communication arts programs, and provide an unprecedented learning environment for all students.

The administration encourages community involvement through:

- Increased programming on M6
- Web site management review
- Parent Advisory Committees
- Community surveys
- Expanded mailing lists
- Use of classroom-based telephones
- Parents In The Know programs
- Publication of Diversity In Learning brochure and M6 weekly TV program guide

## State accreditation

Marysville Public Schools are interim-accredited through the Michigan Department of Education. District schools meet all legislative requirements, as well as student achievement standards in mathematics, reading, science, and writing as measured by the Michigan Educational Assessment Program (MEAP).

# Facilities and growth update

One of the key components of effective learning is safe, comfortable, and updated facilities. As our buildings continue to age, the Marysville District continues to analyze and assess buildings and sites in furtherance of the Board of Education's Strategic Plan to enhance learning, technological, and communication needs of staff, students, and the community.

During the summer and fall of 2004, the Board of Education commissioned a focus group study, which was conducted by the St. Clair County Regional Educational Service Agency, to seek input on addressing District facility needs and future growth. This study provided vital information regarding our community's interest in upgrading all facilities.

The District continues to maintain and upgrade its facilities on a daily basis. Additionally, renovations completed during the past year include:

- Enhancements to lighting, ceiling and flooring for middle school classrooms
- Installation of new playground for special needs students at Washington Elementary
- Replacement of playground fallsafe materials Districtwide
- Enhancement to baseball and softball diamonds Districtwide

Technology continues to be a vital teaching tool and operational necessity. Improvements in this area during the past year include:

- Continued scheduled replacements of regular classroom hardware
- Installation of new file server for the high school
- Installation of new office computers and printers at elementary buildings
- Continued scheduled replacement upgrades of educational software
- Continued support of Zangle software program Gradebook
- Upgrade to secondary core network components resulting in faster communication and enhanced capabilities
- Installation of enhanced internal student Web server and Districtwide Web server software to facilitate content management



## Parent-teacher conferences

Annual parent-teacher conferences give parents an opportunity to meet with teachers and discuss their child's progress. During the 2004-05 school year, 98 percent of elementary, 83 percent of middle school, and 59 percent of high school students' parents/guardians attended conferences.

During the 2003-04 school year, 97 percent of elementary, 81 percent of middle school, and 61 percent of high school students' parents/guardians attended conferences.

## 2004-05 safety report

State law requires all schools to report incidents occurring in schools, which have been reported to law enforcement agencies.

The 2004-05 safety reports for Marysville Public Schools are as follows:

Enrollment and staffing		
2004-05	Students	Staff
Gardens	493	28
Morton	313	22
Washington	413	26
Middle School	627	37
High School	833	50

District fingertip facts	
2004-05 Enrollment	2679
Buildings	5
Certified Staff	171
Support Staff	116
Revenue Per Pupil	\$6,700
Operating Millage Residential	6 mills
Operating Millage Non-Homestead	18 mills
Sinking Fund Millage	1 mill
Debt Millage	2.13 mills
Operating Budget	\$20,736,815.00

School	# of Incidents	Cost
Gardens Elementary	1	0
Morton Elementary	2	\$100
Washington Elementary	2	0
Marysville Middle School	7	\$400
Marysville High School	29	\$700



## Core academic curriculum

The Marysville curriculum is standards-based for all students and is aligned to the State of Michigan standards. A standards-based curriculum communicates to students, parents, and the community exactly what Marysville students are expected to learn. Expectations as outlined in the Federal No Child Left Behind Act and Michigan's Education YES! program shape the district's standards at all grade levels.

Curriculum staff, teachers, and administrators have worked collaboratively to develop the Marysville Public Schools curriculum with explicit standards and benchmarks that call for specific elements of knowledge and skill to deliver powerful teaching and learning. The teacher curriculum guide offers instructional resources to teach given standards along with aligned assessments. Assessments measure student learning and act as regular checkpoints for curriculum and instructional monitoring for adjustments in student delivery of state standards.

Students at all levels are enrolled in Marysville curriculum courses that provide necessary instruction to meet state aligned academic standards. Students identified as needing support will receive assistance as part of the overall district support system.

Preparation for tomorrow evolves from meaningful education today. State expectations influence what educators teach instructionally every day.

## Teacher qualifications

The No Child Left Behind (NCLB) federal act requires all school districts to publish the professional qualifications of its teachers. The following information is provided in accordance with that requirement.

If you have any questions regarding the qualification(s) of your child's teacher(s) please contact John Silveri, Superintendent of Schools, at (810) 364-7731.

2004-05 teacher certification statistics		
Degree	Number of Teachers	Percent of Teaching Staff
Bachelor's	51	36%
Master's	88	61%
Education Specialist	4	3%
Certificate Type		
Provisional (Initial)	48	33%
Professional	34	24%
Permanent	8	6%
30-Hour/Continuing	53	37%
Emergency	0	0%
2004-05 highly qualified teacher status		
Classification	Highly Qualified	Not Highly Qualified
Elementary	69	0
Middle School	34	4
High School	42	4



### Additional learning opportunities

Meeting the individual needs and interests of students is a priority for Marysville Public Schools, which are proud to offer the following opportunities:

St. Clair Technical Education Center (TEC) offers high school students career and technical training. During the 2004-05 school year, 83 Marysville students attended TEC. Students interested in enrolling should see their school counselor.

Woodland Developmental Center serves students with severe learning disabilities through the age of 26. Students are enrolled at Woodland after receiving a complete diagnostic evaluation and referral by the school district. During the 2004-05 school year, four Marysville students attended Woodland.

Alternative education opportunities exist for students not thriving in the traditional education setting. During the 2004-05 school year, 37 Marysville students attended alternative education classes.

The Academic Transitional Academy provides academic pre-vocational support to ninth- and tenth-grade students. During the 2004-05 school year, 27 Marysville students attended the ATA.

## Student privacy notice and consent/opt-out for specific activities

The Protection of Pupil Rights Amendment (PPRA), 20 USC § 1232h, requires the Marysville Public Schools District to obtain consent or allow parents to opt their child out of participating in certain school activities, including a student survey, analysis, or evaluation in an applicable program that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as lawyers, physicians, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parent/guardian; or
8. Income, other than as required by law to determine program eligibility or financial assistance.

This opt-out right also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”) and to certain physical exams and screenings.

Please note that this notice and consent/opt-out transfers from parents to any students who are 18 or older or an emancipated minor under Michigan Law. If any activities are scheduled, parents will be notified and have the opportunity to opt their son/daughter out of participating.

## Alternate assessment testing

In addition to administering the Michigan Educational Assessment Program tests, students in Marysville schools were assessed by the District in English language arts and math. The chart below illustrates how students scored. The numbers reported reflect only those students who have been tested.

Alternate assessment testing													
	Oral Language			Reading Comprehension			Writing			Reading Level		Math	
	C/P	DV	NCP	C/P	DV	NCP	C/P	DV	NCP	On Grade Level	Below Grade Level	On Grade Level	Below Grade Level
<b>Gardens</b>	85%	11%	0%	84%	11%	1%	72%	22%	1%	95%	2%	96%	4%
<b>Morton</b>	78%	14%	>1%	80%	10%	3%	62%	26%	5%	90%	3%	94%	6%
<b>Washington</b>	90%	5%	0%	84%	8%	1%	57%	35%	1%	91%	3%	93%	7%
<b>District</b>	85%	10%	0%	83%	10%	1%	64%	27%	2%	92%	3%	94%	6%

C/P = Capable/Proficient • DV = Developing • NCP = Not Capable/Proficient



### Nondiscrimination policy

The Board of Education of the Marysville Public Schools District complies with all federal and state laws and regulations of the United States Department of Education and the Michigan Department of Education. It is the policy of the Marysville Board of Education that no person on the basis of sex, race, color, religion, national origin or ancestry, age, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program, employment practice, or activity which it receives financial assistance from the United States Department of Education or the Michigan Department of Education.

### K-12 academics

Reviewing and developing curriculum is ongoing in the Marysville Public Schools District. The District strives toward meeting Michigan Department of Education standards, and to prepare students to be productive citizens and family members.

### Free and reduced lunch

The Marysville Public Schools participate in the Michigan Free and Reduced Lunch program. The lunches meet recommendations set by the state. During the 2004-05 school year, 268 students qualified for free and reduced lunches.

Applying for free or reduced lunch is easy. Applications are available at all Marysville schools and are kept confidential.

## Dual enrollment and advanced placement classes

Dual enrollment is a program that extends learning options. Qualified students may take classes at a post-secondary institution while attending high school. During the 2004-05 school year, 61 students (7 percent of the total secondary student population) enrolled in one or more post-secondary courses. Twenty-four students or 2.8 percent of the total population enrolled during the 2003-04 school year. Sixty-one students (7 percent) earned college credit through dual enrollment during the 2004-05 school year as compared to 8 students (0.9 percent) during the 2003-04 school year.

AP calculus and all Michigan Virtual High School AP classes were made available to high school students. AP classes available through Michigan Virtual High School include art history, biology, chemistry, computer science, English language arts and composition, English literature and composition, French, macroeconomics, microeconomics, physics, psychology, Spanish, statistics, U.S. government and politics, and U.S. history. For more information about MVHS classes, visit their Web site at [www.mivhs.org](http://www.mivhs.org).

In 2004-05, no ninth- or tenth-grade students enrolled, 7 eleventh-grade students (1 percent of the student population) enrolled, and 39 twelfth-grade students (5 percent) enrolled in at least one AP/college level equivalent course. Of those students, 39 (5 percent of the total secondary population) took a college equivalent credit examination and earned college credit (27 students, or 3 percent, did during the 2003-04 school year).

## Marysville High School MEAP scores

The scores shown below are the results from the spring 2004 testing period for Marysville High School and are shown in comparison to the scores of 2003. Scores reported are the percent of students in the satisfactory category, which is a combination of levels I and II. Students who score satisfactorily in all areas not including social studies are eligible for the Michigan Merit Award Scholarship. Those in the satisfactory and moderate categories are endorsed by the state.

High School MEAP Scores		2003	2004
<b>Math</b>	District : State	74 : 60	45 : 59
<b>Math</b>	Male : Female	32 : 40	45 : 55
<b>Reading</b>	District : State	83 : 67	76 : 76
<b>Reading</b>	Male : Female	56 : 74	38 : 62
<b>Science</b>	District : State	77 : 61	55 : 63
<b>Science</b>	Male : Female	39 : 44	51 : 49
<b>Social Studies</b>	District : State	23 : 26	26 : 35
<b>Social Studies</b>	Male : Female	13 : 8	54 : 46
<b>Writing</b>	District : State	71 : 61	49 : 58
<b>Writing</b>	Male : Female	23 : 30	34 : 66



### Retention and Dropout Rates

The Michigan Department of Education calculates official retention and graduation rates for all school districts in the state. The retention rate is the number of students who began attending a school in ninth grade and graduated from that same school within four years. The dropout rate is the percentage of the senior class that did not graduate at the end of the year. During the 2004-05 school year, the retention rate for our district was 88 percent. The dropout rate during the 2004-05 school year was 1.5 percent.

During the 2003-04 school year, the retention rate was 99.55 percent while the dropout rate was 0.45 percent.

### Graduation Requirements

High school course options include more than 150 classes in 11 departments. Forty-four semester hours of credit are required for graduation.

Dual enrollment gives eligible eleventh- and twelfth-grade students the opportunity to take college-level courses while attending high school. Marysville High School students also may earn college credit through advanced placement courses and exams in the subjects of biology, calculus, chemistry, computer science, English language and composition, English literature and composition, European history, macroeconomics, microeconomics, physics, psychology, Spanish, statistics, government and politics, and U.S. history.

# Student testing data



Standardized tests are one measure of student achievement. Marysville Public Schools annually administer Michigan Educational Assessment Program (MEAP) tests. Students in grade four are tested in math and English language arts (ELA). Fifth graders take the MEAP science and social studies tests. Seventh-grade students take the ELA test, and eighth graders take the MEAP science, social studies, and math tests. Middle school students achieving the satisfactory scores are eligible for the Michigan Merit Award Scholarship. Scores are reported from the state in four levels with levels I and II considered satisfactory. The graphs below show students' satisfactory scores in each area. Figures have been rounded for graphic purposes.

English language arts (ELA) MEAP scores						
	Grade 4 Reading		Grade 4 Writing		Grade 4 ELA (R+W)	
Building	2004	2005	2004	2005	2004	2005
Gardens Elementary	91	97	43	64	75	95
Morton Elementary	91	100	49	45	73	79
Washington Elementary	93	90	52	71	77	83
District Average	92	96	52	61	77	87
State Average	80	82	48	46	64	69
	Grade 7 Reading		Grade 7 Writing		Grade 7 ELA (R+W)	
Building	2004	2005	2004	2005	2004	2005
Marysville Middle School	64	86	34	58	59	76
State Average	61	73	47	54	57	66
Math, science and social studies MEAP scores						
	Grade 4 Math		Grade 5 Science		Grade 5 Social Studies	
Building	2004	2005	2004	2005	2004	2005
Gardens Elementary	87	96	94	96	49	54
Morton Elementary	84	78	91	91	44	48
Washington Elementary	85	88	91	92	49	65
District Average	86	89	93	93	48	56
State Average	73	72	78	79	31	26
	Grade 8 Math		Grade 8 Science		Grade 8 Social Studies	
Building	2004	2005	2004	2005	2004	2005
Marysville Middle School	74	75	74	69	36	27
State Average	63	62	66	65	29	30

# Equity in learning



The No Child Left Behind federal legislation requires districts to report MEAP scores by subgroups in the areas of ethnicity, migratory, special education/disabled, limited English proficiency, gender, and economically disadvantaged. Districts and buildings need only report the percentage of students who scored satisfactory if more than 30 students were tested in each subgroup. In Marysville, less than 30 students were tested in all subgroups except gender and economically disadvantaged. Scores are reported from the state in four levels with levels I and II considered satisfactory. Percentages of satisfactory subgroup scores for fourth-, fifth-, seventh-, and eighth-grade students in the areas of gender and economically disadvantaged are listed below.

District subgroup MEAP scores						
	Grade 4 Reading		Grade 4 Writing		Grade 4 ELA (R+W)	
Building	Male	Female	Male	Female	Male	Female
Gardens Elementary	89	94	35	53	78	72
Morton Elementary	87	95	39	59	70	77
Washington Elementary	93	92	66	68	79	84
District Average	95	97	46	73	83	90
	Grade 4 Reading		Grade 4 Writing		Grade 4 ELA (R+W)	
Economically Disadvantaged	2004	2005	2004	2005	2004	2005
District Average	90	94	45	55	74	70
	Grade 4 Math		Grade 5 Science		Grade 5 Social Studies	
Building	Male	Female	Male	Female	Male	Female
Gardens Elementary	87	88	96	92	47	51
Morton Elementary	78	91	100	83	58	33
Washington Elementary	93	77	97	80	63	25
District Average	88	89	96	91	56	55
	Grade 4 Math		Grade 5 Science		Grade 5 Social Studies	
Economically Disadvantaged	2004	2005	2004	2005	2004	2005
District Average	84	79	81	77	29	52
	Grade 7 Reading		Grade 7 Writing		Grade 7 ELA (R+W)	
Building	Male	Female	Male	Female	Male	Female
Marysville Middle School	84	88	48	66	75	78
	Grade 8 Math		Grade 8 Science		Grade 8 Social Studies	
Building	Male	Female	Male	Female	Male	Female
Marysville Middle School	74	75	67	72	32	21

# About Michigan's school report cards



The Michigan State Board of Education annually publishes the Michigan School Report Cards. These report cards provide information about each school, including test performance, teacher qualifications, student safety, awards, and parent involvement. School Report Cards provide an opportunity for schools to highlight their strengths and explain what they are doing to improve. In addition, much of this information is required to be reported to parents by the federal No Child Left Behind Act (NCLB).

Adequate Yearly Progress (AYP) is one of the cornerstones of the NCLB Act. In Michigan, it's a measure of year-to-year student achievement on the MEAP test. According to NCLB, Michigan and other states must develop target starting goals for AYP. The state must raise the bar in gradual increments so 100 percent of the students in the state are proficient on state assessments by the 2013-14 school year. AYP applies to each school and district in the state; however, NCLB sanctions for schools that do not make AYP for two or more years in a row only apply to those districts and schools that receive Title I funds.

The Composite Grade is the overall grade for the school, arrived at by combining the following factors:

- Student Achievement
- Indicators of School Performance
- Adequate Yearly Progress Status

A composite grade was only assigned when the state was able to put together enough years of comparable data with 30 or more students each year.

Report card data is based on final 2002-03 MEAP results from October 2003 and MEAP research that districts used for their appeal.

A complete school report card for each school can be viewed online at <http://ayp.mde.state.mi.us/ayp/index.asp>.



Gardens Elementary School				
Student Achievement	Status	Score	Grade	Composite Grade <b>A</b>
English Language Arts	81.7	90.8	A	
Math	90	95	A	
Achievement Subtotal	85.8	92.9	A	
Indicators of School Performance	--	96	A	
Preliminary Grade	--	94	A	
AYP Status	Met AYP			

Morton Elementary School				
Student Achievement	Status	Score	Grade	Composite Grade <b>A</b>
English Language Arts	78.8	87.8	B	
Math	84.6	92.3	A	
Achievement Subtotal	81.7	90.1	A	
Indicators of School Performance	--	96	A	
Preliminary Grade	--	92	A	
AYP Status	Met AYP			

Washington Elementary School				
Student Achievement	Status	Score	Grade	Composite Grade <b>A</b>
English Language Arts	86.9	93	A	
Math	90	95	A	
Achievement Subtotal	88.4	94	A	
Indicators of School Performance	--	100	A	
Preliminary Grade	--	96	A	
AYP Status	Met AYP			

Marysville Middle School				
Student Achievement	Status	Score	Grade	Composite Grade <b>B</b>
English Language Arts	79.2	86.8	B	
Math	90	87.8	B	
Science	80.9	75.4	C	
Social Studies	79.4	73.5	C	
Achievement Subtotal	82.4	80.9	B	
Indicators of School Performance		96	A	
Preliminary Grade		86	B	
AYP Status	Met AYP			

Marysville High School				
Student Achievement	Status	Score	Grade	Composite Grade <b>B</b>
English Language Arts	75.8	74.6	C	
Math	73.2	66.6	D	
Science	77.5	68.8	D	
Social Studies	75.9	73.1	C	
Achievement Subtotal	75.6	70.8	C	
Indicators of School Performance		98	A	
Preliminary Grade		80	B	
AYP Status	Met AYP			

## Principal's message: Highlighting last year's accomplishments

I would like to take this opportunity to thank and recognize students, staff, parents, and community members for their ongoing support of Marysville High School. This was another successful school year highlighted by active student participation, curriculum alignment, and continued school improvement with the North Central Association Commission on Accreditation and School Improvement.

Marysville High School staff members continued to receive valuable professional development opportunities during Pro-Start school days. This year's emphasis was on school and curriculum improvement, safety, technology, and improved teaching strategies.

Students remain actively involved with many extracurricular activities and a variety of options to further individualize their education through the following programs: Academic Transitional Academy, alternative education, St. Clair TEC, co-op, internships, Woodland Developmental Center, dual enrollment, and advanced placement classes. For students needing academic support, the following assistance programs are available on a daily basis: Focused Instructional Time, EXCEL, and Check for Success.



If you would like more information about any of these programs, please contact your child's counselor or call me at 364-7161.

Thank you again for your continued support. I look forward to another successful school year.

William Farnsworth, Principal

## School improvement goals and update

**Goal one: All students will demonstrate an improved ability to read and comprehend in all curricular areas.** To reach this goal, all staff utilized the comprehensive reading strategy KWL to improve students' reading comprehension. To improve students' ability to comprehend and summarize, the GIST strategy was used in all content areas. A building-wide vocabulary improvement will be implemented and used on a weekly basis. Eighty-five percent of the graduating Class of 2004 met or exceeded the state's Basic Level of Endorsement category on the Michigan Educational Assessment Program test.

**Goal two: All students will demonstrate an improvement in writing across the curriculum.** To improve their writing skills, students used three brainstorming techniques as a method of pre-writing. Students learned to paraphrase in an authentic voice, display a command of grammatical conventions, and construct a paragraph with specific supporting details based on the topic sentence. Eighty-eight percent of the graduating Class of 2004 met or exceeded the state's Basic Level of Endorsement category on the MEAP test.

**Goal three: All students will show improvement in the area of mathematics across the curriculum.** Across the curriculum all students will demonstrate the ability to create and interpret graphs/charts and apply math skills to real world applications. To improve in the area of problem-solving, all teachers will teach and model the six-step process to solve problems. Seventy-seven percent of the graduating class of 2004 met or exceeded the state's basic level of endorsement category on the MEAP test.



### Our mission

The mission of Marysville High School is to provide all students with a safe and positive learning environment, a variety of curriculum options, and extracurricular opportunities designed to help students lead positive and satisfying lives.

### Contacting us

1325 Michigan Ave.  
Marysville, MI 48040  
Phone: 810/364-7161

### William Farnsworth

*Principal*

### Tom Valko

*Assistant Principal*

### Jan Schmorrow

*Secretary*

### Merlene Lindke

*Secretary*

### Michael Patterson

*Co-op Coordinator*

### Points of pride

- Staff and students participated in the American Cancer Societies' Relay for Life and raised \$11,169.
- Students maintained an average daily attendance rate of 96 percent.

## Principal's message: Highlighting last year's accomplishments

**"Continuous Updates" was the theme for Marysville Middle School** during the 2004-05 school year. With help from St. Clair County Regional Educational Service Agency and District curriculum director Sue Jacobs, our staff remained on top of curriculum changes from the state. New math, science, English language arts, and social studies books were purchased that best match our new curriculum and meet the needs of our students.

Our major focus continued to be meeting the requirements of the federal No Child Left Behind legislation and the state's Education YES! program. We also continued the North Central Association Commission on Accreditation and School Improvement process. Although these state and federal mandates are extremely important, we were also able to devote time to these endeavors:

- Students participated in many academic competitions including Michigan Math League, Social Studies Olympiad, Mathcounts Competition (1st Place Regional finish – 2005, 16th Place State finish), Science Fair, Math Pro-Solve, Art Fair, and National Geography Bee.
- Staff continued to update their credentials to meet federal and state requirements.
- Staff and students maintained their title as top school fund-raiser in the state for the March of Dimes Walk America event.

I welcome students and staff back for another year of continued success and high academic excellence.

John Sazehn, Principal



### Our mission

Marysville Middle School will maintain a safe, positive, and interactive environment that provides students with skills and confidence needed for success in high school and the community.

### Contacting us

400 Collard Drive  
Marysville, MI 48040  
Phone: 810/364-6336

**John Sazehn**

*Principal*

**Mark Decker**

*Assistant Principal*

**Sue Weyand**

*Secretary*

**Sabra Morenko**

*Secretary*

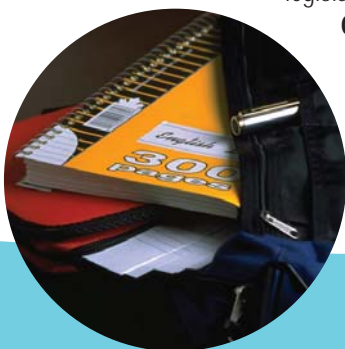
## School improvement goals and update

The School Improvement Team recognizes the importance of the North Central Association accreditation process and the measurable goals developed as a part of our school improvement plan. We support and are working toward fulfillment of the following goals:

**Goal one (NCA goal): All students will demonstrate an improved ability to read and comprehend expository text in all curriculum areas.** We revised our English language arts curriculum for grades 6-8. New strategies were piloted and implemented for sixth-grade students. Students with low MEAP reading scores were required to participate in a reading lab. An extra emphasis on reading across the curriculum was another measure put into place.

**Goal two (NCA goal): All students will demonstrate an improved ability to express their comprehension in a written format in all curricular areas.** Strategies to improve writing skills were continuously analyzed across the curriculum. We revised our ELA curriculum, examined student errors on the MEAP test, and directed our attention to requirements of the No Child Left Behind legislation.

**Goal three (Building/Education YES! goal): All students will explore career pathways in order to create an Educational Development Plan before entering high school.** Students used the Careers Pathways computer program, My Dream Explorer, and other technology resources to create their own EDP. In the 2005-06 school year, we will continue to require seventh-grade students to complete one semester of a Life Skills class so they can create their EDP. Students will then make changes to their EDP when they are in eighth grade.



### Points of pride

- Students maintained an average daily attendance rate of 95 percent.
- Several students and staff members donated their long hair to the charity Locks of Love which provides hairpieces to financially disadvantaged children suffering from various forms of medical hair loss.

## Principal's message: Highlighting last year's accomplishments

The North Central Accreditation process continued to be a major focus during the 2004-05 school year as staff continued to work through phase two of the five-year process.

After completing the school profile and developing three school improvement goals, we met in goal committees. Each of the three goal committees worked as a team to define the meaning of their specific academic goal. Strategies were then developed to help achieve each goal and assessments were identified for measuring the success of these strategies. Activities based on best instructional practices were listed. Timelines, resources, and staff development activities were written for each activity. This information packet, which includes a well-defined plan for each goal, forms our school improvement action plan.

The contents of our school improvement action plan were approved by an NCA representative in April 2005. We are now ready to proceed to the next phase of the NCA process—implementing and monitoring the action plan for each goal.

Additionally, we changed from the traditional report card to a standards-based report card. This new card allows student progress to be reported in terms of the specific curriculum students are taught.

Teaching staff received training on English Language Arts, MEAP, writing, the electronic report card system, and health and safety issues. Third-grade teachers met for science curriculum support while fourth- and fifth-grade teachers met for social studies curriculum support.

We will have our NCA action plan to assist us in our school improvement efforts during the 2005-06 school year.

Elaine Roffey, Principal



Grandparents are special to third graders on Grandparent's Day.

## School improvement goals and update

Our three goals were developed last year through the NCA process. Action plans were developed for each goal this school year. Staff reviewed data to specifically target areas for student instruction and staff training. These three goals will be implemented beginning this school year:

**Goal one: All students will show improvement in reading comprehension skills across the curriculum.** We will help students connect relationships between characters and/or concepts, use details to support the main idea, and use context clues to make inferences. Teachers will model and teach: (1) Inference strategies to enhance comprehension, (2) Relationships between characters or concepts in multiple texts, and (3) Supporting the main idea across multiple texts.

**Goal two: All students will show improvement in their written expression across the curriculum.** We will help students use organizational skills, supporting details, and self-expression strategies to enhance their writing skills. Teachers will model and implement: (1) Methods to demonstrate details and specific examples in student writing, (2) Graphic organizer use in conjunction with student writing, and (3) Various forms of self-evaluation and strategies as guides for writing.

**Goal three: All students will increase skills in problem-solving at all grade levels.** We will focus on helping students increase their problem-solving skills through the use of geometry and measurement. Teachers will implement the following strategies: (1) Reinforcement and application of geometric vocabulary through math activities, (2) Increased use of student measurement activities using math manipulatives, and (3) Engaging students in geometric problem-solving activities.



### Our mission

Gardens Elementary School, in cooperation with the community, will provide all students with learning experiences in a safe and caring environment that supports, encourages, and challenges their social, emotional, physical, and academic growth while promoting lifelong learning and responsible citizenship.

### Contacting us

1076 6th Street  
Marysville, MI 48040  
Phone: 810/364-7141

**Elaine Roffey**

*Principal*

**Jane Dusellier**

*Secretary*

### Points of pride

- Book fairs, assemblies, playground equipment, classroom materials, field trip support, and field day activities are a few of the many projects made possible through the support of the Parent Teacher Organization.
- Our students participated in beyond the classroom activities including community and school service work, operating the school store, and caring for the school's flower gardens.

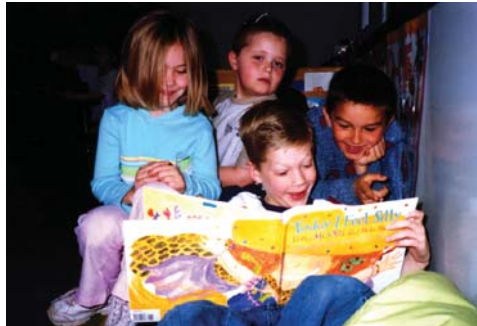
## Principal's message: Highlighting last year's accomplishments

**Morton Elementary is an awesome place to learn!** We know it takes students, staff, parents and community members working together to meet the needs and encourage high achievement of all students. This team approach makes Morton Elementary a warm, inviting, and safe environment. This sense of community and expectations for high achievement are evident in our programs, activities, and initiatives:

- Diligent effort by staff focused on the North Central Accreditation (NCA) process
- Consistently high rate of attendance at Parent-Teacher Conferences
- Providing facilities for the HeadStart, LatchKey, and KinderClub programs
- Continual parental involvement in our parent group MSALT
- Consistently high rate of daily student attendance
- Ongoing flow of information through the Morton Web site and school and classroom newsletters
- Parent Advisory Committee
- Family lunch days once per month
- Fire and police liaison officers

We believe students will achieve when they have quality teachers, a well-rounded and aligned curriculum, family support, and a caring community.

Cynthia Raymo, Principal



Students share a book during class time.

## School improvement goals and update

We continue to work toward developing the most effective and efficient school improvement plan. This process includes school-wide involvement, analysis of data, curriculum alignment, and identification of research based strategies and assessments. ProStart days are a valuable resource for addressing the NCA process and drafting our school improvement action plan for the following goals:

**Goal one: All students will show improvement in reading comprehension skills across the curriculum.** Our staff used data and the latest research about reading comprehension to write our action plan to address reading comprehension. This plan includes aligning classroom instruction with the District curriculum, continued implementation of English language arts MEAP prototypes, focusing on building fluency, and helping students make inferences and cross-text connections. We continue to use various tools and ongoing assessments to make instructional decisions. On the 2003-04 fourth-grade reading MEAP test, 91 percent of students were proficient, while 93 percent were proficient in 2002-03.

**Goal two: All students will show improvement in their written expression across the curriculum.** Our NCA action plan for writing includes additional staff professional development activities focusing on implementing the District curriculum, developing and using a sound writing program, and scoring writing samples. Forty-nine percent of students were proficient on the 2003-04 fourth-grade ELA writing MEAP test. Thirty-eight percent of students were proficient in 2003-03.

**Goal three: All students will increase skills in mathematical problem-solving, concepts, and computation at all grade levels.** Staff identified areas of need in mathematics. Staff used the District curriculum and various math activities to boost students' math skills. Additionally, results from the above activities and the MEAP test provided data to help inform instruction. Our NCA action plan for math focuses on basic facts, problem-solving, and measurement. Fourth-grade students scored 84 percent proficient on the 2003-04 math MEAP test as compared to 64 percent in 2002-03.



### Our mission

It is the mission of Morton Elementary School to educate all children by developing within them the knowledge and skills necessary for being successful in all aspects of life.

### Contacting us

920 Lynwood  
Marysville, MI 48040  
Phone: 810/364-2990

**Cynthia Raymo**

*Principal*

**Carolyn Kraft**

*Secretary*

### Points of prides

- Staff and students illustrated their capacity to care by giving to various charities including the St. Jude's Math-A-Thon, Ronald McDonald House, American Red Cross Tsunami Relief fund, Rotary Club Thailand Shoe Project, Salvation Army Food Drive and Hat and Mitten Tree, and the Music For All Foundation. We are a small school with a big heart!
- Our school collaborated with Port Huron Hospital Foundation to pilot a walking program, The Morton Movers.

## Principal's message: Highlighting last year's accomplishments

**The 2004-05 school year proved to be one of change and transition.** New staff and a new curriculum enriched and challenged our students, parents, staff, and school community. We continued to focus on the North Central Accreditation process and work on our school improvement plan. We developed strategies, interventions, and assessments to support our established school improvement goals. Our plan was accepted by NCA this year and we were encouraged to continue to use the goals and developed strategies for school-wide student improvement and learning.

Staff worked together to provide many learning opportunities and enrichment activities to support student achievement. Staff was trained in the use of the new English language arts curriculum and successfully implemented its classroom use. Teachers also began using the new electronic report card system.

As part of our school theme, Shine Your Light On, students participated in monthly activities. Activities focused on promoting positive student behavior.

Our school provided an ongoing flow of information and communication through our school newsletter, The Washingtonian, the school Web site, Channel M6, classroom newsletters, parent-teacher conferences, Parent Advisory Council, and many other opportunities to welcome and talk with parents.



Second-grade students work on their "egg-o-nomics" unit.

The Washington School community has worked together to provide students with a quality education with a well-rounded and aligned curriculum. We appreciate the dedication of our teachers, paraprofessionals, and all staff who support and encourage our children on a daily basis. We promote the continued support of our families to help us teach our children and make them successful learners.

Judith Shorkey, Interim Principal, 2004-05 school year

## School improvement goals and update

We are in the third year of our NCA school improvement process. This year, NCA approved our plan and we are working on our goals and developing strategies for continuous improvement. Our three established goals are based on student data and analysis of that data to increase student achievement. Staff has devoted ProStart meetings to work together and in individual goal areas to evaluate and monitor student learning and activities to support our goals.

**Goal one: All students will increase in mathematical reasoning across the curriculum.** This goal was developed after analyzing MEAP data for all test areas. Students are working to improve in the area of creating and interpreting charts and graphs across the curriculum.

**Goal two: All students will show improvement in their written expression across the curriculum.** This goal was developed after reviewing MEAP data results and end-of-year district testing. Students are working to improve in the areas of voice, purposeful use of details, and descriptive language across the curriculum.

**Goal three: All students will show improvement in reading comprehension skills across the curriculum.** This goal was developed after analyzing MEAP data and district assessments. Our school improvement plan provides for strategies and activities to help students improve their reading comprehension skills. Students are working to improve in the areas of making inferences, vocabulary and pre-reading strategies, and comprehending informational text across the curriculum.



### Our mission

The Washington Elementary School staff will provide a safe and orderly environment in which our students will learn. We will provide developmentally appropriate activities and opportunities which are designed to assure success and will benefit the student physically, socially, intellectually, and emotionally. Our students will master those skills which are necessary to succeed at their next level of education and help increase their awareness of their role in society.

### Contacting us

905 16th Street  
Marysville, MI 48040  
Phone: 810/364-7101

### Tracie Eschenburg

*Principal*

### Judy Thomas

*Secretary*

### Point of pride

Washington students benefited from many parent volunteer hours and activities for parent involvement to support our programs, classrooms, parent workroom and STP programs including a family reading night and school assemblies.