

# Memphis Junior High School 2010-2011 Annual Report

Aug. 22, 2011

Dear Parents and Members of the Community:

Each year Memphis Junior High School provides parents and community members with the Annual Report (AER) which provides key information on the 2010-2011 educational progress made by junior high students. The AER addresses the reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP), teacher highly qualified status, School Improvement Plan, Core Curriculum, and more. If you have any questions about the AER, please contact the Junior High principal, Kenneth Reygaert, for assistance.

The AER is available for you to review electronically by visiting [www.memphis.k12.mi.us](http://www.memphis.k12.mi.us) or you may request a copy at your child's school office.

## **AYP Summary:**

Memphis Junior High made Adequate Yearly Progress (AYP) in English Language Arts, and mathematics. Each year the staff is continuously working towards improving student achievement and reaching the AYP goal. AYP performance level percentages to be reached are set by the federal government as part of No Child Left Behind. Additional information on AYP is provided in the Annual Report.

## **Basic Facts about Memphis Junior High:**

### **Pupil Assignment Process 2010-2011\*:**

Students are located as follows:

The District operates one junior high/senior high building serving students grades 6-12.

Junior High classrooms are separated from the high school. Common areas with the high school are library, band room, gym, computer lab, choir and media center.

The Memphis Community School District has a policy and process in place for non-district resident's school of choice requests. Copies are available at the Administrative Office.

\*This information was the same in the 2009-2010 school year.

### **School Improvement Status 2010-2011:**

Memphis Junior High School Improvement Team set the following goals to work on during the 2010-2011 school year.

Goal One: Student scores on the MEAP test will increase by 2% in the content areas of math and science. A Study skills class, lunchtime support and after school tutoring was offered for students to receive individual support to increase academic progress. Teachers received professional development on the use of a variety of instructional strategies to promote student success. Algebra for All and Graphing Calculator seminars were held for teachers. Textbook review and selection of a new textbook for implementation 2010- 2011 were conducted.

Goal Two: Student scores in English Language Arts will increase by 2% on the 2010 MEAP test. Grade level curriculum meetings were held to review and align curriculum. Teacher participation on county wide development of writing curriculum occurred. Increased time on task for reading across the curriculum was implemented.

Goal Three: Student scores on the Social Studies MEAP test 2010 will increase by 2%. Implementation of the Michigan Citizenship Collaborative Curriculum. Content area meeting for grades 6-12 was held to align curriculum and to identify areas of concern.

Goal Four: Increase parent involvement at the junior high level. After school informational meetings for parents were held on drug awareness, college readiness and awareness, Internet safety and TIPS program.

\*This information was the same in the 2009–10 school year.

### **Specialized Schools and Alternative Education:**

The following programs are offered to Memphis students:

- St. Clair TEC offers countywide career and technical training to high school students. In 2009–10, 35 students attended TEC. Forty-one students attended in 2008–09.
- Woodland Developmental Center serves students with severe learning disabilities to age 26. Four students attended Woodland in 2009–10. In 2008–09, five students attended.
- Memphis Cooperative Highly Accelerated Math Program is offered for students in grades 7-10 in conjunction with MSU. Fifteen students were enrolled in our pilot school for 2010-2011.

### **Core Curriculum\*:**

Memphis Elementary and Memphis Junior High have aligned each subject of the core academic curriculum (reading, math, science, social studies) to the Michigan Curriculum Framework with focus on Grade Level Content expectations (GLCEs). The Michigan Citizenship Collaborative Curriculum for Social Studies was implemented to meet the content expectations. The High school has aligned each subject to the course content expectations of the Michigan Merit Curriculum. The curriculum is reviewed every four years by the District School Improvement Team, building-level school improvement teams and department-level teachers. Recommendations are made for revisions to the curriculum and for the purchase of needed

textbooks and supplemental materials. Yearly professional development is provided in all four of the core academic areas to provide staff with the opportunity to improve instruction and student learning in each subject. In addition, other non-core subject areas (such as fine arts, foreign language and health/physical education) are reviewed once every four years. All curriculum review is done with the goal of having Memphis Community Schools' curriculum aligned with state standards and requirements, providing students with the greatest opportunity to excel in all academic areas. During the 2010-2011 school year, math, language arts, science and social studies curriculum were reviewed.

\*This information was the same in the 2009-2010 school year.

#### **Alternate Assessment Data:**

ACT Explore, Scholastic Reading Inventory, AIMS, students projects and Writing Samples are used to assess student performance during the school year.

#### **Parent-Teacher Conference Rate:**

**2010-2011 86%**  
2009-2010 61%  
2008-2009 59%

#### **Parent Involvement Policy 2010-2011\*:**

SUBJECT: PARENTAL INVOLVEMENT IN EDUCATION

It is the policy of Memphis Community Schools to encourage and promote the involvement of parents and legal guardians in the care, teaching and education of their children. They are a welcomed and essential part of our educational system. Parents participate at all levels and in a number of activities ranging from Parent Advisory Councils, school/district improvement committees, parent-teacher organizations to involvement as volunteers in classrooms, on field trips, in booster clubs, and more.

To this end, the Board of Education has established a Parent Involvement Policy in which parents and legal guardians may determine and direct the care, teaching and education of their children and to review teaching materials and to observe instructional activities of the District to extent provided by law.

#### **Parent Involvement in the School Program**

The Board of Education believes that quality learning is more likely to occur when there is an effective partnership between the school and the student's parents. As such, the Board has adopted policy to support parent involvement. Parental involvement will be encouraged by the following:

- The District will hold an annual open house, at all levels, that encourages parent participation and informs parents of their right to be involved in the educational process of their child.

- The District will establish an effective two-way communication with all families through conferences and other meetings, building and district newsletters, voice mail, email, and on line grade book.
- The District will provide student progress results through report cards, parent conferences, progress notes, etc., as needed.
- The District will provide support and coordination to implement and sustain appropriate parent involvement from kindergarten through graduation, including parent information sessions and workshops, as well as parent involvement in advisory groups and committees.
- The District will develop strategies and learning experiences for parents to enable them to actively participate in their children's education, and utilizing schools to connect students and families with community resources that provide enrichment and support.
- The District will provide parents with the opportunity to review the curriculum, textbooks, and teaching materials used by the District. Parents wishing to review these materials should contact the building principal to make arrangements for the review.
- Parents or legal guardians may observe the instructional activity in a class or course held on District grounds in which their child is enrolled. Visitations must be prearranged through the building principal, not occur during testing activity of students, and be non-disruptive to the educational environment. Observation times may be limited, scheduled and/or rescheduled by the building principal to accommodate the reasonable interest(s) of the instructor, students, other parents or legal guardians and the District.

**Relations with Parents:**

The Board of Education feels that it is the parents who have the ultimate responsibility for their student's behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority. The Board, through its designated administrators, recognizes the school's responsibility to monitor student's behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct. For the benefit of the child, the Board believes that parents have a responsibility to encourage appropriate behavior and high academic achievement by the following:

- Parents will support the school in requiring their child observe school rules and regulations, and by accepting their own responsibility for their child's willful in-school behavior.
- Parents will send their child to school with proper attention to his/her health, personal cleanliness, and dress.
- Parents will support good attendance and reporting on time for classes. Documentation of absences will be given to the school when a child is absent three or more days.
- Parents will maintain an active interest in their child's daily work and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study.
- Parents will read all communications from the school, and signing and returning them promptly, when required.

- Parents will cooperate with the school in attending conferences and student assistance meetings set up for exchange of information of their child's progress in school.

**Attendance:**

**2010-2011**

All students — 97%

**2009-10:**

All students — 96%

Caucasian students\* — 96%

**2008-09:**

All students — 96%

Caucasian students\* — 97%

\* The No Child Left Behind Act of 2001 requires that middle and elementary schools report attendance numbers for subgroups containing 30 or more students.

**Student Enrollment:**

**2010-2011 — 238**

2009-2010 — 250

2008-2009 — 252

**Points of Pride:**

- Memphis Junior High is the 1<sup>st</sup> school in the State of Michigan to offer the MICHAMPS (gifted Math) Program.
- Our Junior High Band received a #1 rating at regional competition and a #2 rating at state competition.
- Our Junior Honor Society continues to support our school and community in service and leadership.
- We have record numbers of students participating in our athletic programs.
- Our Junior High Parent Club continues to be a valuable organization that is always ready to lend a helping hand.
- In a combined effort with the high school, we offered parent presentations that dealt with drug awareness, college information and Internet safety.
- In a K-12 endeavor, the "Wizard of Oz" was performed for our school and community.
- Out of 600 entries, a Memphis Junior High 6<sup>th</sup> grade student won the "Best Older Friend" writing contest sponsored by the Marwood Manor.

**CLOSING STATEMENT**

I would like to offer a heartfelt thank you to our Junior High Parent Club for their continued support to our school. They remain active in assisting our students and staff with the purchase of team uniforms, classroom supplies, books and resources for school beautification. I truly believe that parent involvement helps to foster an outstanding school.

Also, a big thank you to our teachers , support staff and all school employees for their dedication to our students, their hard work in the area of curriculum development, data driven school improvement and the general personal pride taken towards our school and community.

I look forward to a year of continued success and growth at Memphis Junior High School.

Sincerely,  
Kenneth Reygaert  
Principal Memphis Junior High