

Warner Middle School

30303 W. 14 Mile Road • Farmington Hills, Michigan 48334 • 248.785.2030

2008-2009 Annual Report

Principal

Mark Watson

About Our School

Warner Middle School serves 584 students (284 females, 300 males) in grades 6-8. There are 36 professional teaching staff members and appropriate staff to meet special needs.

School Mission Statement

The mission of the Warner Middle School staff, parents and community is to provide each student with:

- A diverse education emphasizing excellence in achievement,
- A safe, supportive and engaging environment,
- Skills enabling them to become self-sufficient and respectful adults who contribute responsibly to the world.

Parent Participation

Following is the number of students whose parents/guardians participated in at least one conference during the school year.

2008-2009	100%
2007-2008	100%
Females	100%; Males 100%

Student Attendance

The calculation of attendance rate is based on data comparing:

1. Each student's total possible number of attendance days that year, based on the student's date of enrollment.
2. Each student's actual days of attendance, out of the total attendance days possible for that student.

2008-2009 96.4% Met AYP

For detailed information, go to www.farmington.k12.mi.us/district/annualreports/



Warner School Improvement Goals

1. All students will improve their mathematical skills including critical thinking, math reasoning and problem solving in real world applications.
2. All students will improve their writing skills across the curriculum.
3. All students will improve their ability to read and comprehend a variety of printed materials across all curriculum areas.

Progress on School Improvement Goals

1. Math grade level expectations with a considerable emphasis on geometry, algebra and data analysis continue to be a focus in our math curriculum, thus aspiring to the expectations that scores improve significantly. The MEAP math score increase in 2008 reflects a school-wide approach to teaching data analysis across the curriculum as a connected discipline. Additionally, a significant emphasis on hands-on and applications continue to be a focus in our math curriculum.
2. Intervention classes remain a vital component to our overall success. In addition to our rigorous core classes, our learning essential classes, math labs, journalism class, Viking Time schoolwide reading focus, and creative writing class enabled students to focus and improve upon our goals.
3. Middle school math support resources located on the district website remain a profound support tool for students.
4. The implementation of our professional staff coaching other staff members has proven to be an important piece to communicate goal improvement strategies to our entire staff.
5. All staff members continue to be trained in our district-wide writing initiative. Writing and reading is emphasized in all content areas. Inquiry-based programs in math and science put a stronger focus on student writing for learning in those areas.

For detailed information, go to www.farmington.k12.mi.us/district/annualreports/

District Student Achievement Data

Students are assessed through the Farmington Public Schools' Assessment Model. Assessments provide multiple opportunities and a variety of approaches to measure student achievement against the State standards and content expectations. Standardized tests are used to compare student performance against State (Michigan Educational Assessment Program also known as the MEAP and Michigan Merit Exam) and national (ACT Series) results. In addition to standardized tests, end of grade, term and unit assessments provide teachers with information about student achievement that is tied directly to the curriculum (e.g., mathematics, language arts). Classroom assessments are not limited to paper/pencil tests and may include portfolios, demonstrations, research projects and other direct measures of performance. The goal of the assessment program is to provide all students with varied and fair opportunities to demonstrate what they know and are able to do. This complete assessment program is used to monitor the learning of all students and provide feedback for instructional and curricular purposes.

Middle School Curriculum Development

Curriculum maps (K-12) and common assessments continue to be developed and updated for grade level content areas and courses. These maps identify and prioritize essential learnings for our students at each elementary grade level, K-5. Completed curriculum maps are available on the District web site and the staff curriculum shared folders. Research-based strategies are incorporated into the maps as learning and teaching tools. The elementary math committee, following the District Frameworks process, examined math programs representing research-based math strategy instruction and a match for our students. The Bridges elementary math program was approved by the Board in the spring. Reader and writer's workshop continues to be a District direction, along with inquiry hands-on learning. Relationship building strategies among and between staff and students is also a focus. A standards-based report card is utilized to reflect student expectations. All curriculum development is done by committee with strong teacher leadership, using State standards as the guide.

**Education YES!
Adequate Yearly Progress
Status (AYP)**

2008-2009 Met AYP
2007-2008 Met AYP

Composite Grade

2008-2009 A
2007-2008 A

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**Michigan Educational
Assessment Program (MEAP)**

MEAP scores shown below represent
the percent of students that met or
exceeded the state standard.

	WMS 08-09	State 08-09	WMS 07-08	State 07-08
Grade 6				
Reading	91 <small>F 92/M 90</small>	81	91	82
Writing	86 <small>F 90/M 80</small>	76	82	73
ELA	88 <small>F 90/M 86</small>	80	90	80
Math	86 <small>F 88/M 84</small>	80	84	73
Social Studies	85 <small>F 87/M 84</small>	74	86	73
Grade 7				
Reading	87 <small>F 89/M 86</small>	80	82	72
Writing	86 <small>F 94/M 78</small>	78	86	77
ELA	87 <small>F 90/M 84</small>	80	84	74
Math	91 <small>F 93/M 90</small>	83	86	73
Grade 8				
Reading	82 <small>F 89/M 76</small>	76	87	77
Writing	80 <small>F 85/M 76</small>	74	83	70
ELA	85 <small>F 92/M 79</small>	77	88	75
Science	85 <small>F 88/M 82</small>	76	86	79
Math	88 <small>F 84/M 90</small>	75	84	72

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National Education Legislation

On Jan. 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB). This law contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changed the federal government's role in kindergarten through grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The Act contains four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. Farmington Public Schools is addressing the implications of this federal legislation along with the Michigan Education YES! Accreditation System to meet the needs of all our learners.

**Adequate Yearly Progress and School Accreditation at
Warner Middle School**

No Child Left Behind (NCLB) requires that Adequate Yearly Progress (AYP) be calculated for all public schools, for each school district, and for the state. The school or district must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category (partially proficient and not proficient) of achievement by 10% ("safe harbor"). A school or district must also test at least 95% of its students enrolled in the grade level tested for the school as a whole and for each required subgroup. In addition, the school must meet or exceed the other academic indicators set by the state: graduation rate for high schools of 80% and attendance rate for elementary and middle schools of 85%. These achievement goals must be reached for each subgroup that has at least the minimum number of students in the group.

Farmington Public Schools is engaged in a variety of activities relative to school accreditation. All elementary, middle and high schools are accredited by the North Central Association Commission on Accreditation and School Improvement. Alameda and Farmington Community School Early Childhood Programs are accredited by the National Association for the Education of Young Children. Based on the successful completion of a five-year improvement process, which demonstrated gains in student achievement, Warner Middle School has finished the NCA Performance Accreditation five year cycle. The final year of NCA focused on documenting the school improvement process at the end of the five year cycle. This year's school improvement process will focus on NCA district accreditation and State-required building school improvement plans.

In 2002, the Michigan Board of Education approved a new state accreditation system after receiving input from diverse audiences across the state, including educators, parents, business and labor. Under Education YES! (Yardstick for Excellent Schools), schools will receive grades of A, B, C, D-Alert, or Unaccredited. The system takes multiple measures into account when grading schools. These factors include MEAP (elementary and middle school) and MME (high school) achievement data and school performance indicators. MEAP data are used for achievement status and achievement change scores and make up two-thirds of the Ed YES! Report Card grade. The other one-third of the grade comes from the Indicators of School Performance which are reported out by strand and include; Teaching for Learning, Leadership, Personnel and Professional Learning, School and Community Relations, and Data and Information Management.

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Farmington Public Schools District Accreditation

During the 2008-2009 school year, Farmington Public Schools began the process of District Accreditation from North Central Association Commission on Accreditation and School Improvement (NCA CASI). District Accreditation is a systems approach to improving student performance results over time. District Accreditation recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the education system - the district, school, and classroom - work together to meet the needs of students.

District Accreditation applies the three pillars of accreditation - high standards, continuous improvement, and quality assurance - to the entire District to ensure alignment and support between and among all the departments and operating units of the District and its schools. The District Accreditation process provides the District with a comprehensive framework for continually improving student learning and District effectiveness.

To earn and maintain District Accreditation, Farmington Public Schools will:

- Meet quality standards. The District meets the AdvancED Accreditation Standards for Quality School Systems and has a process in place for ensuring that its schools meet the AdvancED Accreditation Standards for Quality Schools.

Specialized Schools Serve Students

In addition to the regular K-12 program, Farmington Public Schools provides educational alternatives and opportunities for students, as well as meeting special education needs. These schools are:

- Cloverdale School*
- Farmington Central High School
- Farmington Community School – Adult Education Program
- Oakland Technical Center
- Visions Unlimited

*For detailed MI Access information, go to www.farmington.k12.mi.us/district/annualreports/

Graduate Profile Graduates will be:

- Collaborative Team Members
- Effective Communicators
- Healthy Individuals
- Knowledgeable Thinkers
- Lifelong Learners
- Quality Producers
- Responsible Citizens
- Thoughtful Problem Solvers

Graduation Rate

The graduation rate is the percentage of ninth-graders who graduate from high school within four years adjusting for students who move in or out of the District and to alternative programs.

The rate is calculated by the State from data provided by the District for the 2008-2009 school year.

FHS 94.88%

HHS 92.1%

NFHS 94.64%

FCBS 42.5%

District

2008-2009 85.05%

2007-2008 88.74%

For detailed information, go to www.farmington.k12.mi.us/district/annualreports/

Farmington Public Schools District Accreditation (Cont.)

- Engage in a continuous process of improvement. A District-led continuous improvement process is in place at both the district and school levels, whereby the District (including all departments and support systems) and all of its schools identify a shared vision, maintain a districtwide profile of the current reality, establish plans and assess the implementation of interventions, and document the results of their efforts to improve student learning and School/District effectiveness.
- Demonstrate quality assurance through internal and external review. The District has in place quality assurance systems and processes to maximize effectiveness across all departments and schools and to improve student performance. The District engages in regular internal self-review and hosts an external review once every five years.

District employs only highly qualified staff

All teachers employed by Farmington Public Schools have earned “highly qualified” status, as defined by the No Child Left Behind Act. This means that a series of stringent requirements have been met by the teacher, in addition to qualifying for a teaching certificate in the State of Michigan. Some of these requirements include: passing the Michigan Test for Teacher Certification (MTTC) subject content examination for various subjects taught, earning an academic major in the content area, earning a Master’s Degree in a related area, earning National Board Certification, teaching for at least three years AND earning 18 semester hours in an approved program directly related to content area or 90 contact hours of professional development, or demonstrating competence as outlined in a local performance assessment portfolio.

Professional qualifications of all teachers in Farmington Public Schools

Bachelors (BA and BS) - 174

Masters (MA and MS) - 732

Education Specialist (EdSp) - 19

Doctorate (PhD) - 10

Percentage of teachers in District that are Highly Qualified - 100%

Percentage of teachers in District with Full Year Permit - .0032

Percentage of core academic subject classes NOT taught by Highly Qualified teachers - 0%

For detailed information, go to www.farmington.k12.mi.us/district/annualreports/

Points of Pride

1. Dr. Tera Shamey, eighth grade social studies teacher, District sex-education advisor, school talent show coordinator, school Washington D.C. trip co-coordinator and school National Junior Honor Society co-coordinator, was selected as the Farmington Public Schools' Middle School Teacher of the Year. Congratulations, Dr. Shamey!
2. The Warner third annual Science Fair was another huge success. Over half of the student population, as well as the students' parents, participated in the evening event. Mr. Wright and Mrs. Barringer, in cooperation with our Parent Information Exchange (P.I.E.) group, developed and implemented another outstanding evening program to promote science exploration and excellence.
3. The Warner Middle School branch of the LOC Federal Credit Union continued with Mrs. Barringer as the teacher advisor. Mrs. Barringer's sixth-grade credit union students were trained and participated as bank managers, tellers, member guides and member service representatives.
4. The Warner community participated in another outstanding evening program, "Food for the Soul." Mrs. Brister developed, organized and implemented this excellent program that celebrates African American history and culture. We were also privileged to have Jessica Moore as a guest speaker.
5. Warner's National Junior Honor Society and the Warner Student Council worked collaboratively on improving the interior of the school. "The Extreme School Make-Over. . .Warner Addition" is in full effect. The PIE group donated funds, as well, to support the interior school makeover. Three beautiful murals have been selected by students and painted by artist Martin LaPraise.

Challenges We Face

1. We continue to face funding reductions. A consistent focus for our staff is to make sure that students are not affected by the impact of Michigan's significant economic challenges. In addition, we recognize and are very sensitive to the fact that many families are faced with economic challenges.
2. A consistent middle school challenge across America, at Warner as well, is "bullying." A strong emphasis on treating people appropriately is a focus at Warner. Mrs. Corbitt, Warner's Assistant Principal, in cooperation with parent support, formed a committee to address bullying at Warner. Our staff works diligently at developing strong relationships with students, so they will feel comfortable and safe in their environment.
3. We continue to address concerns that make learning difficult for all students. These concerns include social, emotional, physical and economic factors which extend themselves from home to school. We also continue to look at ways to better meet the needs of those students with special gifts and talents. Our goal is to create programs that will allow every student to reach their potential academically, socially and artistically.
4. We continue to look at strategies to align the curriculum with current MEAP expectations in order to improve student achievement. We have incorporated interventions for students who are experiencing difficulty finding success.