



March 14, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for Comstock Northeast Middle School. 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 Kelley Howard, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/jSGN5w> , or you may review a copy in the main office at your child's school.

Comstock Northeast Middle school (NEMS) educates approximately 450 students in fifth through eighth grade. The state of Michigan issues annual school report cards reporting on individual school achievement. On that document NEMS is rated with the color yellow, indicating that the school attained at least 60% but less than 70% of total points. NEMS received . As a school we met the proficiency target for all students in all subjects. This is an improvement over the previous year when we did not meet the proficiency target in eighth grade science nor sixth grade social studies. Our subgroups met the proficiency target in all areas except for our bottom thirty percent in science. Our scorecard rating in proficiency is 52/54 points. NEMS exceeded the allowed number of students taking the test for students with disabilities. This is an ethical decision. The state allows 1% of the student population to take the MI-Access test instead of M-step. NEMS has a special education population of more than 17%. We choose to assess student with the test appropriate to their learning level. Our scorecard rating of yellow is the result of not meeting the proficiency target for the bottom 30% in science and exceeding the permitted number of disabled d students taking the MI-Access assessment.

The AER combined report indicates proficiency percentages that are compared to the state average and the district average. The district average is a combination of NEMS students and the Comstock Public School STEM school students. The report also disaggregates the data based on demographic subgroups.

In English Language Arts, the percentage of students meeting the proficiency target for

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all students were:

Grade	State Average	NEMS Average
5 th	48.7%	21.9%
6 th	44.7%	29.6 %
7 th	49.1%	41.9%
8 th	47.6%	49.3%

Our school improvement plan in ELA focuses on increasing the systematic integration of reading strategies that increase student efficacy in using informational text to learn. We continue to increase the rigor of the ELA materials with professional development on writing to text and close reading. We have a strong intervention program and those teachers are supported with professional development from Western Michigan University and KRESA.

In mathematics, the percentage of students meeting the proficiency target for all students were:

Grade	State Average	NEMS Average
5 th	33.4%	9.8%
6 th	33%	10.3%
7 th	33%	20%
8 th	32.2%	25%

Our school improvement plan in math in mathematics focuses on applying the Common Core State Standards Mathematical Practice Standards and using a progression of concrete, representational, abstract when unpacking standards. This is the second year that NEMS has contracted with a KRESA math consultant to provide math coaching throughout the school year.

In science, the percentage of students meeting the proficiency target for all students was:

Grade	State Average	NEMS Average
7 th	22%	19%

Our school improvement plan for science has included new programming that moves to significantly increased hands on problem solving. The summer of 2015 the science department completed aligning the curriculum to the NGSS standards. These two actions will continue to increase student proficiency as the instructional methods increase inquiry based learning.

In social studies, the percentage of students meeting the proficiency target for all students was:

Grade	State Average	NEMS Average
5 th	22%	8%
8 th	29%	30%

Our school improvement plan for social studies has focused on the proposed C3 framework for Social Studies. We have realigned the curriculum and will make permanent adjustments when they have been approved.

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As demonstrated in the Annual Education Report, NEMS did not achieve the state average in most content areas. As a school with 77% economically disadvantaged and 17% special education students, our focus is to meet individual student needs with a robust curriculum and a system rich in social/emotional behavior support and training.

Comstock Public Schools administers the nationally normed NWEA test each fall. This computer adaptive tests identifies each students level of mastery and instruction. Teachers use this information to plan and adapt instruction to meet each student's academic needs.

Our continuum of instruction ranging from special education, to Title I classes, to classroom interventions supported by teachers and paraprofessionals, to advanced classes permit us to individualize each student's schedule so they receive the instruction best aligned to their achievement level. We offer Art, physical education, computer technology, and Spanish to support a well rounded middle school experience.

Comstock offers two middle school experiences. Students attend Northeast Middle School or they can apply to the Comstock STEM Academy. The STEM Academy requires that students be achieving at grade level and have no record of behavior problems. Any student not meeting those criteria attend NEMS.

The NEMS school improvement plan includes the focuses listed above as well as training on positive behavior supports, comprehensive student engagement, high impact questioning and working with students of poverty.

In response to ongoing state curriculum changes, our curricula is available on the school website at www.comstockps.org. All curriculum meets or exceeds all state requirements.

Students are making academic strides at Northeast Middle School. The 2015 M-step saw many schools lose significant ground on a more rigorous test. NEMS gained approximately 29% in state percentile ranking on the M-step. We continue to set goals, apply research and best practice to our work, and learn as an adult community to support the students that we are so fortunate to educate.

Sincerely,

Kelley Howard
Principal

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