



*Our Mission: Inspire Students Today for Their Success Tomorrow*

**Boyd W. Arthurs Middle School:  
Annual Education Report for 2021-2022**

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January 15, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Boyd W. Arthurs 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 Debbie Rhoades, Principal, for assistance.

The AER is available for you to review electronically by visiting the following <https://bit.ly/3oY41oB>, or you may review a copy in our main office.

During the 2022-23 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. In these cases, no label is given.

Boyd W. Arthurs Middle School has not been given one of these labels.

State law requires that we report additional information. Arthurs participates in a continuous cycle for school improvement. An annual review of our goals is completed each spring. The plan is utilized with staff throughout the year as they work in their Professional Learning Communities to review and analyze the data as well as implement strategies to address our areas in need of improvement.

The school improvement goals include:

1. Increase student proficiency and reduce achievement gaps in the area of science.
2. Increase student proficiency and reduce achievement gaps in the area of mathematics.
3. Increase student proficiency and reduce achievement gaps in reading and writing.
4. Increase student proficiency and reduce achievement gaps in the area of social studies.
5. Provide an environment to maximize growth, student citizenship and academic achievement.

Arthurs Middle School staff has identified our largest achievement gaps to be with students who are economically disadvantaged and students with disabilities. The staff is focused on closing the gaps in the proficiency levels of students in these sub groups over the next three years. Interventions and supports have been implemented during the school day. We also have staff

led teams for Positive and Behavior Interventions and Supports (PBIS) and a Student Success Team (SST). These teams look to data to drive the interventions that need to be in place to help students be successful. Since Covid, we are also looking at ways to help our students' social emotional needs as well.

Arthurs' staff (teachers, counselors, social worker, and administration) meet twice a marking period during Thumbs Up meetings to review data on a regular basis about student academic and behavioral success. The SST (Student Success Team) takes the Thumbs Up data and looks at Tier 2 and 3 interventions that focus on supporting students who are struggling with their daily success by developing an individualized plan. They consider a plan for improving the environment and maximizing student growth, citizenship and academic achievement. The plan is tailored to each student and could include a mentor, check-in/check-out, scheduled breaks, or other supports to increase their achievement.

Additionally, ongoing professional development opportunities allow the staff to develop additional techniques that will support students directly in the classroom and meet their academic needs. Tier 1 interventions will provide daily opportunities for all students' success.

Trenton Public Schools core curriculum is aligned with the Michigan Academic Standards in all subject areas. These standards serve as a framework for instruction and assessment in our classrooms. Grade level curriculum is located on the District website at <https://www.trentonschools.com/domain/81>.

Beginning in the 2012-13 school year, the assessment, Measurement of Academic Progress (MAP), was administered to students in grades six and seven in the content areas of reading and math. Grade eight was added in 2013-14 and the content area of science was added for all grades in 2017. By 2020, the decision was to drop the science portion. Below are the Spring results for Arthurs Middle School students for the five most recent school years:

<b>Percentage of Students at or above Norm Grade Level Mean</b>									
<b>Year</b>	<b>Grade 6</b>			<b>Grade 7</b>			<b>Grade 8</b>		
	Reading	Math	Science	Reading	Math	Science	Reading	Math	Science
Spring 2022	59	56	NA	49	50	NA	53	52	NA
Spring 2021	53	54	NA	48	53	NA	56	58	NA
Spring 2020	covid	covid	covid	covid	covid	covid	covid	covid	covid
Spring 2019	71	58	70	57	65	70	64	64	66
Spring 2018	60	59	69	61	59	73	61	68	69

Students are assigned to Arthurs Middle School based on residency in Trenton. Trenton Public Schools also participates in a limited Schools of Choice Program. The district operates a center-based Auditory/Oral Program for students with hearing impairment. The program services 17 neighboring school districts with students ranging in age from birth to grade 12.

Historically, Arthurs Middle School has been fortunate to have tremendous parent support. During the 2021-2022 school year parent teacher conferences were done virtually due to COVID 19. Our participation dropped to 33% (169/518) of parents/guardians attended parent/teacher conferences. 35% (195/558) of parents/guardians attended during the 2020-21 school year. Our parent participation has dropped since Covid-19 but we have many opportunities for parents to participate throughout the year such as parent meetings, Student of the Month ceremonies, Academic Excellence breakfast, and chaperoning school event and field trips. Parents can also keep updated on their student academic progress through MiSTAR.



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We are extremely proud of the accomplishments of our students, staff, and community. In March 2016 and 2019, Arthurs Middle School received the *Schools to Watch* re-designation, being one of only 16 middle schools in Michigan with this honor. *Michigan Schools to Watch* seeks to identify and recognize high performing middle schools. Due to the complications of Covid, we did not seek re-designation in 2022.

Please contact my office at (734) 676-8700 or [rhoadesd@trentonschools.com](mailto:rhoadesd@trentonschools.com) if I may provide assistance with the Annual Education Report.

Sincerely,

Deborah Rhoades, Ed.S.  
Principal, Arthurs Middle School