

## School Annual Education Report (AER) Cover Letter

Birchview Elementary School

663 Poplar Street

Ishpeming, Michigan 49849

August 26, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for the Birchview Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Brian P. Veale, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site [www.ishpemingschools.com](http://www.ishpemingschools.com) or you may review a copy from the principal's office at your child's school.

- For 2009-2010, Birchview Elementary did not make Adequate Yearly Progress (AYP) because we did not test 95% of our economically disadvantaged students. The State reports that we did not test all of our students; however, we believe that we have tested all of our students and have made adequate yearly progress. We are currently contesting our State results.

The students in grades 1-4 of the Ishpeming School District are all assigned to the Birchview Elementary School. Kindergarten students are placed in either of the two kindergarten classrooms with knowledge of student outcomes in the kindergarten screening process, parental requests and location to the school. Parents outside of the District can attain a Schools of Choice application from the Superintendent's Office.

There are no specialized schools within the Ishpeming School District.

Parents may access a copy of the core curriculum in the Birchview Elementary Office and the Office of the Superintendent of Schools. The curriculum is reviewed

on a five year cycle and the teachers are responsible to maintain a checklist making sure they are teaching the grade level expectations.

MEAP test results, grade level benchmark test results and results of DIBELS testing are maintained in the Title I and Principal's office.

The Birchview Elementary teachers held three parent / teacher conferences during the school year. The fall conferences had a 99% attendance rate or 332 parents showed up for the 335 scheduled conferences. The mid-year conference had an 84% attendance rate. Teachers scheduled 72 meetings and 61 parents participated. The spring parent / teacher conferences had 39 scheduled conferences and 34 parents attended for a rate of 87%.

Birchview Elementary School is a wonderful school with a caring and supportive staff. We work hard to meet the individual needs of our students and encourage all of our students to perform at their highest abilities.

We encourage parents to be in close contact with their student's individual teachers. We also encourage parents to take an active role in their student's achievements.

Sincerely,

Brian P. Veale  
Principal



<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Black or African American	2009-10	<10	80.6%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	84.6%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.1%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	90%	91.4%	91.4%	50%	41.4%	8.6%	0%
White	2009-10	100%	92.7%	95.9%	95.9%	55.1%	40.8%	4.1%	0%
Students with Disabilities	2008-09	<10	63.4%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	100%	71%	81.8%	81.8%	27.3%	54.5%	18.2%	0%
Economically Disadvantaged	2008-09	100%	79.1%	93.1%	93.1%	51.7%	41.4%	6.9%	0%
Economically Disadvantaged	2009-10	100%	84.5%	93.3%	93.3%	46.7%	46.7%	6.7%	0%
Grade: 04									
All Students	2008-09	100%	82.8%	96.4%	96.4%	52.7%	43.6%	1.8%	1.8%

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
All Students	2009-10	100%	84.1%	96.8%	96.8%	54.8%	41.9%	1.6%	1.6%
Female	2008-09	100%	84.7%	93.5%	93.5%	54.8%	38.7%	3.2%	3.2%
Female	2009-10	100%	86.1%	94.3%	94.3%	57.1%	37.1%	2.9%	2.9%
Male	2008-09	100%	80.9%	100%	100%	50%	50%	0%	0%
Male	2009-10	100%	82.1%	100%	100%	51.9%	48.1%	0%	0%
Black or African American	2008-09	<10	65.6%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	68.6%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	83.5%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	91.6%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	72.6%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	88%	96%	96%	54%	42%	2%	2%
White	2009-10	100%	88.9%	96.6%	96.6%	55.2%	41.4%	1.7%	1.7%
Students with Disabilities	2008-09	<10	54.7%	<10	<10	<10	<10	<10	<10
Students	2009-10	100%	58%	90%	90%	20%	70%	0%	10%





<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
American									
Black or African American	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	89.5%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	95.1%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	81%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	92%	95.9%	95.9%	55.1%	40.8%	4.1%	0%
White	2009-10	100%	95.1%	93.2%	93.2%	37.3%	55.9%	6.8%	0%
Students with Disabilities	2008-09	<10	68.1%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	100%	80%	81.8%	81.8%	18.2%	63.6%	18.2%	0%
Economically Disadvantaged	2008-09	100%	80.4%	92.3%	92.3%	50%	42.3%	7.7%	0%
Economically Disadvantaged	2009-10	100%	87.8%	93.5%	93.5%	38.7%	54.8%	6.5%	0%

## Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

## MI-Access

### Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 04								
All Students	2008-09	<10	83.5%	<10	<10	<10	<10	<10
Male	2008-09	<10	83.1%	<10	<10	<10	<10	<10

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
White	2008-09	<10	85.2%	<10	<10	<10	<10	<10
Mathematics								
Grade: 04								
All Students	2008-09	<10	86.5%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.7%	<10	<10	<10	<10	<10
White	2008-09	<10	88.2%	<10	<10	<10	<10	<10

### Supported Independence

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
No records to display.								

### Participation

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
No records to display.								

## MEAP-Access

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>
Reading								
Grade: 04								
All Students	2009-10	<10	50.7%	<10	<10	<10	<10	<10
Female	2009-10	<10	50.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	50.8%	<10	<10	<10	<10	<10
White	2009-10	<10	52.8%	<10	<10	<10	<10	<10
Mathematics								
Grade: 04								
All Students	2009-10	<10	73%	<10	<10	<10	<10	<10
Male	2009-10	<10	74%	<10	<10	<10	<10	<10
White	2009-10	<10	76.4%	<10	<10	<10	<10	<10

# 2009-10 School-Level Accountability (AYP) Detail Reporting for Marquette-Alger RESA, Ishpeming Public School District, Birchview School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99.3%	94.8%
Mathematics	99.5%	93.9%
School		
English Language Arts / Reading	99.1%	98.2%
Mathematics	99.1%	97%
Black or African American		
State		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	<30	<30

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
Mathematics	<30	<30
School		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.3%	94.9%
Mathematics	99.5%	94.1%
School		
English Language Arts / Reading	99.1%	98.1%
Mathematics	99.1%	96.8%
Multiracial		
State		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	105.4%	79.8%
Mathematics	105.4%	81.9%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Economically Disadvantaged		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	90.4%	92.3%
Mathematics	90.4%	91.7%
School		
English Language Arts / Reading	69.7%	98.6%
Mathematics	69.7%	95.8%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

\* [AYP Targets \(Annual Measurable Objectives\)](#)

<b>Graduation Rate (High Schools only)</b> <b>(Goal 80%)</b>	
All Students	
State	
75.39%	
District	
90.63%	

**Graduation Rate (High Schools only)**  
**(Goal 80%)**

Black or African American

State

56.59%

District

<10

American Indian or Alaska Native

State

65%

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

<10

**Graduation Rate (High Schools only)**  
**(Goal 80%)**

Hispanic or Latino

State

59.94%

White

State

81.85%

District

90.32%

Multiracial

State

71.12%

Limited English Proficient

State

<b>Graduation Rate (High Schools only)</b> <b>(Goal 80%)</b>	
65.51%	
Students with Disabilities	
State	
57.61%	
District	
<10	
Economically Disadvantaged	
State	
59.8%	
District	
86.67%	
<b>Attendance Rate</b> <b>(Goal 90%)</b>	
All Students	
State	

<b>Attendance Rate (Goal 90%)</b>	
	94.7%
District	
	98.6%
School	
	96.1%
Black or African American	
State	
	91%
District	
	98.4%
School	
	97.2%
American Indian or Alaska Native	
State	

<b>Attendance Rate (Goal 90%)</b>	
	93.7%
District	
	99.4%
School	
	90.1%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	
	95.6%
School	
	94.2%
Hispanic or Latino	
State	

<b>Attendance Rate (Goal 90%)</b>	
	94.1%
District	
	98.8%
School	
	94.2%
White	
State	
	95.7%
District	
	98.5%
School	
	96.2%
Multiracial	
State	

<b>Attendance Rate (Goal 90%)</b>	
	94.8%
District	
	100%
Limited English Proficient	
State	
	94.6%
Students with Disabilities	
State	
	93.5%
District	
	98.7%
School	
	96.3%
Economically Disadvantaged	

<b>Attendance Rate (Goal 90%)</b>	
State	94.8%
District	98.6%
School	96.4%

\* All data based on students enrolled for a full academic year.

\*\* More information regarding AYP can be found at the following link:

[http://www.michigan.gov/mde/0,1607,7-140-22709\\_22875---,00.html](http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html)

## Michigan Annual AYP Objectives

### Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%



# 2009-10 School-Level Accountability (AYP) Status Reporting for Marquette-Alger RESA, Ishpeming Public School District, Birchview School

## School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Not Met	Not Met	Not Met	B	N/A	0

# December, 2009 School-Level Teacher Quality Reporting for Marquette-Alger RESA, Ishpeming Public School District, Birchview School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	10	10	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	<b>School Aggregate</b>
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

# Michigan Report Card for the National Assessment of Educational Progress

## NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

## NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

## NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	#	‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

## NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡

<b>Reporting Group</b>	<b>Percent of Students</b>	<b>Percent below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

<b>Grade</b>	<b>Subject</b>	<b>Participation Rate for Students with Disabilities</b>	<b>Standard Error</b>	<b>Participation Rate for IEP Students</b>	<b>Standard Error</b>	<b>Participation Rate for Limited English Proficient Students</b>	<b>Standard Error</b>
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505