

## Ishpeming High School Annual Education Report (AER) Cover Letter

August 27, 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 Ishpeming High 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 the high school principal for assistance.

The AER is available for you to review electronically by visiting the following web site **[www.ishpemingschools.org](http://www.ishpemingschools.org)** or you may review a copy from the office at Ishpeming High School.

For 2009-2010, the Ishpeming High School made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report the following additional information. All high school students within the Ishpeming School District are assigned to Ishpeming High School. The school has been continuously accredited through the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the State of Michigan for over 100 years and was recently named one of America's Top High Schools by U.S. News and World Report Magazine. IHS is in the fourth year of its five-year accreditation cycle and will receive a Quality Assurance Review from NCA CASI during the 2011-12 school year.

Ishpeming High School utilizes the Michigan Merit Curriculum as its core curriculum. A copy of the core curriculum is available for you to review electronically by visiting the following web site **[www.ishpemingschools.org](http://www.ishpemingschools.org)** or you may review a copy from the office at Ishpeming High School.

Our school district encourages students to challenge themselves by taking Advanced Placement (AP) courses and/or dual enrollment college courses. IHS offers AP English in our building as well as numerous other AP courses online. All students are welcome to enroll in AP courses and our district covers the entire cost of dual enrollment tuition including laptop fees.

During the 2008-09 school year, six IHS students (2 % of our student population) earned college credit through dual enrollment at Northern Michigan University. During the 2009-10 school year, seven IHS students (3 % of our student population) earned college credit through dual enrollment at Northern Michigan University. Transportation and scheduling issues limit the number of students who enroll in dual enrollment college courses.

During the 2008-09 school year, 23 IHS students (9 % of our student population) enrolled in AP courses, with 11 students (4 % of our student population) taking AP exams and receiving a qualifying score for college credit. During the 2009-10 school year, 16 IHS students (6 % of our student population) enrolled in AP courses, with 6 students (2 % of our student population) taking AP exams and receiving a qualifying score for college credit.

Parent-teacher are conducted once each year at IHS during the first semester. During the 2008-09 school year, 110 IHS students (43 % of our student population) had a parent or guardian attend the conferences. During the 2009-10 school year, 102 IHS students (41 % of our student population) had a parent or guardian attend the conferences. Parent/guardian attendance at the conferences had declined since the introduction of online grades and attendance at IHS. Parents now have 24/7 access to their child's grades and attendance, which has led to an increase in parent-teacher communications via email (anecdotal data).

Ishpeming High School has established a tradition of excellence in academics, extracurricular activities, and post-secondary achievement that is unparalleled. Our staff, students, parents and community are committed to success for all students. That success has earned IHS an 'A' on its state report card annually and led to IHS being recognized by U.S. News and World Report as one of America's Top High Schools. We are proud of our past achievements but are driven to accomplish even more as we provide our students with the 21<sup>st</sup> Century skills needed for future success. Thank you for your interest in Ishpeming High School and Go Hematites!

Sincerely,

R. Brian Sarvello, Principal  
Ishpeming High School

## Full Annual Education Report

# School-Level Student Assessment Data for Marquette-Alger RESA, Ishpeming Public School District, Ishpeming High School

### Michigan Educational Assessment Program (MEAP)

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.									

### Michigan Merit Examination (MME)

<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>
English Language Arts / Reading									
Grade: 11									
All Students	2008-09	100%	59.9%	60%	60%	1.7%	58.3%	36.7%	3.3%
All Students	2009-10	100%	65.2%	73.7%	73.7%	0%	73.7%	15.8%	10.5%
Female	2008-09	100%	64.2%	50%	50%	0%	50%	44.4%	5.6%
Female	2009-10	100%	68%	85.7%	85.7%	0%	85.7%	14.3%	0%
Male	2008-09	100%	55.5%	64.3%	64.3%	2.4%	61.9%	33.3%	2.4%
Male	2009-10	100%	62.3%	66.7%	66.7%	0%	66.7%	16.7%	16.7%
White	2008-09	100%	66.1%	60%	60%	1.7%	58.3%	36.7%	3.3%
White	2009-10	100%	71.5%	73.7%	73.7%	0%	73.7%	15.8%	10.5%
Students with Disabilities	2008-09	<10	23.5%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	23.6%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	42.4%	53.3%	53.3%	6.7%	46.7%	46.7%	0%
Economically Disadvantaged	2009-10	100%	48.5%	81.8%	81.8%	0%	81.8%	0%	18.2%
Mathematics									

<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>
Grade: 11									
All Students	2008-09	100%	49.3%	60%	60%	20%	40%	23.3%	16.7%
All Students	2009-10	100%	50.4%	57.9%	57.9%	12.3%	45.6%	12.3%	29.8%
Female	2008-09	100%	47.2%	50%	50%	5.6%	44.4%	33.3%	16.7%
Female	2009-10	100%	48.3%	61.9%	61.9%	19%	42.9%	9.5%	28.6%
Male	2008-09	100%	51.5%	64.3%	64.3%	26.2%	38.1%	19%	16.7%
Male	2009-10	100%	52.5%	55.6%	55.6%	8.3%	47.2%	13.9%	30.6%
White	2008-09	100%	56.5%	60%	60%	20%	40%	23.3%	16.7%
White	2009-10	100%	57.9%	57.9%	57.9%	12.3%	45.6%	12.3%	29.8%
Students with Disabilities	2008-09	<10	10.2%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	11.2%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	28.9%	60%	60%	20%	40%	26.7%	13.3%
Economically Disadvantaged	2009-10	100%	30.4%	50%	50%	4.5%	45.5%	22.7%	27.3%

## MI-Access

## Functional 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.								

## 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

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
No records to display.								

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

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	99.3%	94.8%
Mathematics	99.5%	93.9%
School		
English Language Arts / Reading	98.3%	90.6%
Mathematics	98.3%	88.7%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
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		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
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
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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	98.3%	90.6%
Mathematics	98.3%	88.7%
Multiracial		
State		
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%

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
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		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	90.4%	92.3%
Mathematics	90.4%	91.7%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

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%
School	
	93.44%
Black or African American	
State	

<b>Graduation Rate (High Schools only)</b> <b>(Goal 80%)</b>	
	56.59%
District	
	<10
School	
	<10
American Indian or Alaska Native	
State	
	65%
Asian, Native Hawaiian, or Pacific Islander	
State	
	84.47%
District	
	<10
School	

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

<10

Hispanic or Latino

State

59.94%

White

State

81.85%

District

90.32%

School

93.22%

Multiracial

State

71.12%

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

Limited English Proficient

State

65.51%

Students with Disabilities

State

57.61%

District

<10

School

<10

Economically Disadvantaged

State

59.8%

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

District

86.67%

School

92.86%

**Attendance Rate**  
**(Goal 90%)**

All Students

State

94.7%

District

98.6%

School

100%

Black or African American

State

<b>Attendance Rate (Goal 90%)</b>	
	91%
District	
	98.4%
School	
	100%
American Indian or Alaska Native	
State	
	93.7%
District	
	99.4%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	

<b>Attendance Rate (Goal 90%)</b>	
	95.6%
Hispanic or Latino	
State	
	94.1%
District	
	98.8%
White	
State	
	95.7%
District	
	98.5%
School	
	100%
Multiracial	

**Attendance Rate  
(Goal 90%)**

State

94.8%

District

100%

Limited English Proficient

State

94.6%

Students with Disabilities

State

93.5%

District

98.7%

School

100%

<b>Attendance Rate (Goal 90%)</b>	
Economically Disadvantaged	
State	94.8%
District	98.6%
School	100%

\* 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%



# 2009-10 School-Level Accountability (AYP) Status Reporting for Marquette-Alger RESA, Ishpeming Public School District, Ishpeming High 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
No	Met	Met	Met	A	N/A	0

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

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	17	5	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	‡	‡	‡	‡

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
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.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
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