

NICE COMMUNITY SCHOOL DISTRICT

300 Westwood Drive - Ishpeming, MI 49849 - (906) 485-3176



ANNUAL EDUCATION REPORT 2008-09

The purpose of this annual education report is to meet the requirements of Michigan Public Acts 25, 335, and 336. This report is intended to provide parents and the community with information about the 2008-2009 school year.

OUR DISTRICT

The N.I.C.E. Community School District is a rural district nestled in the rolling hardwood-covered hills immediately west of the city of Ishpeming in Michigan's Upper Peninsula consisting of two state-of-the-art facilities: Westwood High School and Aspen Ridge Elementary/Middle School. The district is representative of four districts that consolidated in the late 1960's and early 1970's. Today, the N.I.C.E. Community School District spans more than 680 square miles. The acronym N.I.C.E. stands for:

N	National Mine
I	Ishpeming Township
C	Champion-Humbolt-Spurr Townships
E	Ely Township

Since its opening in 1974, Westwood High School has offered students a solid curriculum in a safe environment. The Aspen Ridge School opened its doors in 1997, and is a "state-of-the-art" facility that operates as two independent schools: Aspen Ridge Elementary School and Aspen Ridge Middle School.

Community support is tremendous in the NICE Community School District. Parents and students, both past and present, are proud of their community school, which has resulted in ongoing support for the district's programs and services. It is no wonder that NICE Community Schools is a great place to live and learn.

POINTS OF PRIDE

- A Highly Qualified Professional Staff
- State-of-the-Art Technology
- Pursuing District Accreditation
- Active Parent-Teacher Organization
- Award-Winning Family Resource Center
- After-School Learning Labs and Enrichment Opportunities
- Child Care Programs
- Homework Hotline & Family Access
- High Degree of Student Achievement
- Foreign Language Opportunities
- Olympic Size Swimming Pool and an All-Weather Track Facility
- Career & Technical Education
- Drama, Forensics, Quiz Bowl, Music, National Honor Society, Key Club, Action Troupe, Business Professionals, Spanish Club, Student Council, Yearbook
- Rich Athletic Offerings
- High-Quality Fine Arts Programs
- Performing Arts Auditorium
- Michigan's Only High School Shakespeare Company
- WHS Career Pathway/College Credit Opportunities
- Westwood High School named one of America's Top High Schools by US News & World Report (2008)

Aspen Ridge Elementary School Annual Education Report – Page 8
Aspen Ridge Middle School Annual Education Report – Page 12
Westwood High School Annual Education Report – Page 14



INTRODUCING THE ANNUAL REPORT

It is with enthusiasm and pride that we publish our Annual Education Report to the Community, covering the 2008-09 school year. The N.I.C.E. Annual Education report includes links to the information required by Michigan's PA 25 and the federal No Child Left Behind Act. The report also includes student performance information, School Improvement goals and objectives, and a narrative about what makes the N.I.C.E. Community School District a great place to learn.

The N.I.C.E. Community School District is like no other. Our students, staff and community are proud of our outstanding academics, which are under girded by a vibrant array of arts, athletics and vocational programs. Students receiving a N.I.C.E. education learn about excellence, teamwork, and community. Furthermore, they learn the value of hard work, tenacity and perseverance.

A lot was accomplished in 2008-09. As you read the pages that follow, we're hopeful that you will see our progress and share our pride. We look forward to continued success in the coming year and appreciate your support as a member of our school community.

Educationally,

Michael S. Haynes

Michael Haynes, Superintendent
N.I.C.E. Community School District

ADMINISTRATION

Michael Haynes
Superintendent

James Delongchamp
Business Manager

Peggy Koski
Administrative Assistant

Eric Shipman
Technology Director

Neil Oysti
Transportation Director

Renee Michaud
Special Education Director

Jill Zueger
Special Services Coordinator

Scott Hall
Elementary Principal

Dennis Tasson
Middle School Principal

Jay LeRoy
Middle School Asst. Principal

David Boase
High School Principal

Renee Michaud
Asst. High School Principal

MISSION STATEMENT

The NICE Community School District will promote learning in a positive, dynamic environment that is both physically safe and emotionally supportive and will encourage cooperation with the home and community to maximize the academic, social, and physical achievements of each student.

N.I.C.E. BOARD OF EDUCATION

The NICE Community School District Board of Education represents the diversity present in our wonderful community. Among the “profiles” that Board members represent are parents of current and former students, educators, representatives from local industries, representatives from the business, technology and science professions and representatives from the health and human services.



Tonja Acker-Richards
Trustee



Donna Champion
Secretary



John Heikkila
Treasurer



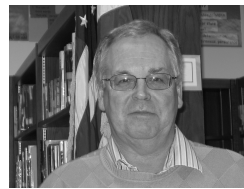
Christopher Ray
Vice President



Chris Roose
Trustee



William Stream
Trustee



Glenn Wing
President

DISTRICT STATISTICS

Year	Enrollment	# of Buildings	Teachers (Not FTE)	Support Staff	Administrators	Est. # of Computers	Per Pupil Foundation	General Fund Budget Expenditures
1995-96	1516	4	100	55	9	Data Not Available (DNA)	5,338	\$ 9,731,401
1996-97	1439	2	103	56	9	DNA	5,493	\$ 9,697,412
1997-98	1382	2	99	54	9	DNA	5,647	\$ 9,685,212
1998-99	1347	2	96	55	9	270	5,647	\$ 9,526,942
1999-00	1319	2	92	57	9	270	5,885	\$ 9,730,102
2000-01	1320	2	92	58	10	270	6,186	\$ 9,712,752
2001-02	1320	2	88	58	10	290	6,486	\$ 9,827,104
2002-03	1289	2	89	63	10	305	6,700	\$10,479,434
2003-04	1294	2	86	60	11.15	305	6,700	\$10,384,747
2004-05	1282	2	79	63	9.86	305	6,700	\$10,435,000
2005-06	1230	2	84	60	9.59	310	6,875	\$10,366,000
2006-07	1209	2	79	59	9.59	310	7,085	\$10,429,000
2007-08	1182	2	78	58	8.68	350	7,204	\$10,697,511
2008-09	1175	2	77	56	8.68	390	7,316	\$10,998,148
2009-10	1180	2	76	58	8.68	420	\$7316	\$10,400,000

The figures above were collected from a variety of sources and in some cases represent estimates.

ACCREDITATION STATUS

Self-assessment is required by the State of Michigan as a part of the state accreditation program. Eleven indicators were evaluated, which enabled the N.I.C.E. Community School District to determine areas for ongoing improvement.

These indicators are as follows:

Indicators of Engagement:	Indicators of Instructional Quality	Indicators of Learning Opportunities
Curriculum Alignment	Teacher Quality and Professional Development	Family Involvement
Continuous Improvement	Arts Education and Humanities for All Students	Student Attendance and Dropout Rate
Performance Management Systems	Extended Learning Opportunities	Four-Year Education and Employment Plan
	Advanced Coursework	School Facilities

MICHIGAN SCHOOL REPORT CARD GRADES

Building	2007	2008
Aspen Ridge Elementary School	A	A
Aspen Ridge Middle School	A	A
Westwood High School	B	TBD

During the 2008-09 school year, staff and administrators began taking steps to pursue district accreditation through the North Central Association of Colleges and Schools (NCA). The district hosted a "Readiness Visit" and was granted approval for candidacy.

PARTNERSHIPS WITH COLLEGES & UNIVERSITIES

Like other Marquette and Alger schools, NICE maintains articulation agreements with local colleges and universities such as Northern Michigan University and Bay College. At Westwood High School (WHS) the staff has developed a plan to allow high school students to take full advantage of existing agreements which will allow students in our district the opportunity to earn a significant amount of college credit-before graduation. Westwood High School's "Career Pathway" plan allows students to take courses throughout their sophomore, junior and senior years in one of two pathways: *Industrial Vocational Arts* or *Business Administration*. Using current articulation agreements, students can earn up to 18 college credits (free) that can be applied to several one, two or four-year degree programs. (Limitations are made based on the individual degree program.)

ADEQUATE YEARLY PROGRESS

Building	2007	2008
District	Met AYP	Met AYP
Elementary	Met AYP	Met AYP
Middle	Met AYP	Met AYP
High	Met AYP	Met AYP

Aspen Ridge Elementary School receives Title I monies to serve students at risk of failing to meet core curriculum standards and is, therefore, classified as a Title I –Targeted Assistance School. Aspen Ridge Elementary has met the federal requirements for making adequate yearly progress in the required areas of English Language Arts and Mathematics and it is not identified as being in need of improvement.

PUPIL ASSIGNMENT

The NICE Community School District is comprised of three schools: an elementary, middle and high school. At the high school level, our district is in consortium with Ishpeming and Negaunee to provide an alternative high school program via the Ishpeming, Negaunee, N.I.C.E. Community Education Program.

Aspen Ridge Elementary School	Pre-K through 5
Aspen Ridge Middle School	6 through 8
Westwood High School	9 through 12
INN Community Education	9 through 12

GRADUATION & DROPOUT RATE

2007	2008
95.24%	98.6%

SPECIALIZED SCHOOLS

As per the state definition, the NICE Community School District has *no* specialized schools. It does, however, offer the following specialized programs:

The Ishpeming, Negaunee, NICE Community Schools Program is an alternative high school established to enable students to successfully complete high school graduation requirements.

Shared-Time Programming allows students to enroll in vocational classes.

SCHOOLS OF CHOICE

139 non-resident students attended the NICE Community School District.

STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The District 3-5 year plan for continuing school improvement is reviewed and revised on a yearly basis by the district school improvement team. The district's priority is to maintain and strengthen our tradition of excellence in academic programming and instruction. The NICE Community School District shall continue to deliver high quality educational programming and services while being ever-mindful of declining enrollment trends and the financial impact that results. In addition, building level teams meet on a regular basis to devise and implement plans that result in optimum learning for all students in their charge. Throughout the 2008-09 year, these teams revised their School Improvement Plans to include new goals based on student academic achievement. *Refer to the 2009-2014 School Improvement Plan for more information.*

STATUS OF CORE CURRICULUM

The core curriculum is the basic learning program in curricular areas for all students. The core curriculum for each content area is based upon the Michigan Curriculum Framework. The core curriculum defines expected student outcomes based on the goals and objectives developed by the school district. These also reflect the State of Michigan's core curriculum goals and objectives. In order to facilitate ongoing alignment with the Michigan Curriculum Framework, individual buildings evaluate and review each curricular area on a rotating basis.

HIGHLY-QUALIFIED STAFF

100% of the faculty and staff in 2008-09 were highly qualified according to the No Child Left Behind requirements.

PARENT-TEACHER CONFERENCE PARTICIPATION

Building	2006	2007	2008
Aspen Ridge Elementary	93%	94%	95%
Aspen Ridge Middle	51%	60%	56%
Westwood High School	39%	37%	33%

ASSESSMENT DATA

The N.I.C.E. Community School District uses a variety of measures to determine student success and mastery of the curriculum that is taught. The assessment map below outlines the manner in which student achievement data is collected and turned into information that is used at all levels.

Kindergarten <ul style="list-style-type: none">■ LDCAA 1st Grade <ul style="list-style-type: none">■ LDCAA■ Michigan Literacy Proficiency Profile (MLPP) 2nd Grade <ul style="list-style-type: none">■ LDCAA■ Michigan Literacy Proficiency Profile (MLPP) 3rd Grade <ul style="list-style-type: none">■ MEAP Reading, Writing and Math■ LDCAA■ Michigan Literacy Proficiency Profile (MLPP) 4th Grade <ul style="list-style-type: none">■ MEAP Reading, Writing and Math■ LDCAA■ Scholastic Reading Inventory■ STAR	5th Grade <ul style="list-style-type: none">■ MEAP Reading, Writing and Math■ LDCAA■ Scholastic Reading Inventory■ STAR 6th Grade <ul style="list-style-type: none">■ MEAP Reading, Writing, Math and Social Studies■ LDCAA■ STAR 7th Grade <ul style="list-style-type: none">■ MEAP Reading, Writing and Math■ LDCAA■ STAR 8th Grade <ul style="list-style-type: none">■ MEAP Reading, Writing, Math and Science■ Gates-MacGinitie Reading Comprehension■ LDCAA■ STAR	9th Grade <ul style="list-style-type: none">■ MEAP Social Studies■ LDCAA 10th Grade <ul style="list-style-type: none">■ Locally-Developed Content Area Assessments 11th Grade <ul style="list-style-type: none">■ Michigan Merit Exam Reading, Writing, Math, Social Studies and Science■ ACT■ LDCAA■ ASVAB Military Aptitude Test 12th Grade <ul style="list-style-type: none">■ LDCAA
<p style="text-align: center;"><u>KEY</u> <i>Locally-Developed Content Area Assessments: LDCAA</i> <i>Standardized Test for Achievement in Reading: STAR</i> <i>Michigan Education Assessment Program: MEAP</i></p>		

AGGREGATE STUDENT PERFORMANCE

The following data represents the aggregate performance for students in grades 3-9 and grade 11 on the MEAP test for the past two years.

Aspen Ridge Elementary School												
<i>Percentage of Students Who Met or Exceeded State Standards</i>												
Grade	Reading		Writing		ELA		Math		Social Studies		Science	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
3	90	84	55	51	84	79	94	88	NA	NA	NA	NA
4	93	92	40	42	85	86	94	87	NA	NA	NA	NA
5	90	87	64	67	82	84	85	81	NA	NA	94	90

Aspen Ridge Middle School												
<i>Percentage of Students Who Met or Exceeded State Standards</i>												
Grade	Reading		Writing		ELA		Math		Social Studies		Science	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
7	80	86	86	75	82	81	81	86	NA	NA	NA	NA
8	87	80	87	80	88	85	77	86	NA	NA	95	88
9									82	80		

Westwood High School												
<i>Percentage of Students Who Met or Exceeded State Standards</i>												
Grade	Reading		Writing		ELA		Math		Social Studies		Science	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
11	71	67	52	37	65	53	58	56	94	77	59	59

DISAGGREGATED STUDENT PERFORMANCE

Upon review of our disaggregated data we have not found any significant discrepancies between sub-groups including gender, economic status, and students with disabilities, as each group met the requirements for adequate yearly progress as defined on the Education Yes! School Report Card. The tables shown in each appendix (Elementary Annual Report, Middle School Annual Report and High School Annual Report) lists the percentage of students scoring at each level for each subject tested.

LOCALLY-DEVELOPED OR ADMINISTERED ASSESSMENTS

Locally-administered assessments measure critical skills at each level and the information gathered is used to identify opportunities for improvement. Please refer to the appendix section for results of locally-developed or administered assessments.

DISTRICT PUPIL RETENTION DATA

Pupil dropout rate refers to the percentage of high school students who leave school in any one year with no records forwarded to another learning institution. In 2007-08, no students left Westwood High School without enrolling in another school.

ENROLLMENT IN POST-SECONDARY/COLLEGE EQUIVALENT COURSES/DUAL ENROLLMENT

Two students enrolled in one or more post-secondary courses during the 2008-09 school year, representing 3.0%.

PARENT INVOLVEMENT POLICY

Parents are integral partners in the education of children. The NICE Community School District welcomes the presence and participation of parents and volunteers through its award-winning Family Resource Institute and through its many volunteer and committee opportunities. A parent involvement policy exists as a part of the district's Title I Plan and may be reviewed at any time by contacting the school.

ASPEN RIDGE ELEMENTARY SCHOOL

350 Aspen Ridge School Road - Ishpeming, MI 49849 - (906) 485-3176

The purpose of this annual education report is to meet the requirements of Michigan Public Acts 25, 335, and 336. This report is intended to provide parents and the community with information about the 2008-2009 school year.

BUILDING MISSION STATEMENT

We, the staff at Aspen Ridge Elementary School, believe that all students, when provided with the proper learning environment and family support, can learn and apply the skills necessary to succeed in school and beyond, while developing life-long positive behaviors and attitudes. We accept the challenge to assist our students in attaining their maximum potential.

STATUS OF THE 3 TO 5 YEAR SCHOOL IMPROVEMENT PLAN

The 3-5 year plan for continuing school improvement efforts has been in effect since the opening of the Aspen Ridge Elementary School. Implementation and evaluation are ongoing and the school has continued to make progress in each of the goal areas of the School Improvement Plan. In addition, the National Educational Goals are incorporated into the building and district 3-5 year school improvement plans and are monitored regularly and updated annually.

HIGHLY QUALIFIED TEACHERS

100% of general education teachers meet the standard of highly qualified. No classes (0%) are taught by teachers NOT highly qualified.

STATUS OF CORE CURRICULUM

As of 2008, all core subject areas were reviewed and aligned. Beginning in 2009, the mathematics, physical education, technology and art curricula will be reviewed. Music and the career & employability curricula will be reviewed in 2010.

POINTS OF PRIDE

- ARES participates in *Michigan's Integrated Behavior and Learning Support Initiative* to implement programs that would help students become better readers and use appropriate behavior for increased success in both school and the community.
- The Family Resource Center, the Playgroup Series, Welcome NICE Babies- Infant Outreach Program and NICE Families – Community Outreach Program
- Kinder Club Program
- Voices for Youth Parenting Group
- Family Night
- Parent-Teacher Organization

ARES has met *Adequate Yearly Progress* for 2008-2009 and has earned a grade of "A" from the State of Michigan.

**97% Average Daily
Attendance for 2008-09**

STUDENT ACHIVEMENT

2008 MEAP: PERCENTAGE OF STUDENTS PROFICIENT (ACHIEVING LEVEL 1 or 2)									
Subject	3 rd Grade			4 th Grade			5 th Grade		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Reading	93	90	84	91	93	92	91	90	87
State	52	57	61	45	44	45	58	59	63
Writing	51	55	51	35	40	42	63	64	67
State	52	57	61	45	44	45	58	59	63
ELA Total	87	84	79	83	85	86	83	82	84
State	79	81	83	78	76	77	78	78	78
Math	92	94	88	91	94	87	91	85	81
State	88	90	91	85	86	88	76	74	77
Science							95	94	90
State							83	82	83

MEAP 2008: Grade 3				
	Math	Reading	Writing	ELA
Level 1: Advanced	43.4%	31.6%	0%	10.5%
Level 2: Proficient	44.7%	52.6%	51.3%	68.4%
Level 3: Partially Proficient	11.8%	14.5%	39.5%	19.7%
Level 4: Not Proficient	0%	1.3%	9.2%	1.3%

MEAP 2008: Grade 4				
	Math	Reading	Writing	ELA
Level 1: Advanced	34.6%	29.1%	0%	5.1%
Level 2: Proficient	52.6%	63.3%	41.8%	81%
Level 3: Partially Proficient	11.5%	7.6%	58.2%	13.9%
Level 4: Not Proficient	1.3%	0%	0%	0%

MEAP 2008: Grade 5					
	Math	Reading	Science	Writing	ELA
Level 1: Advanced	50.6%	38.4%	54.7%	0%	16.3%
Level 2: Proficient	30.6%	48.8%	34.9%	67.4%	67.4%
Level 3: Partially Proficient	16.5%	9.3%	9.3%	32.6%	14%
Level 4: Not Proficient	2.4%	3.5%	1.2%	0%	2.3%

Oral Reading - MLPP											
Grade	Year	A/B	C	D	E	F	G	H	I	J	K+
1 st	08-09	3%	0%	8%	1%	13%	2%	1%	1%	11%	59%
	07-08	1%	0%	4%	0%	3%	3%	3%	4%	6%	76%
	06-07	5%	0%	5%	1%	6%	6%	5%	5%	5%	63%
2 nd		K	L	M	N	O	P	Q	R	S	T+
	08-09	3%	3%	1%	1%	7%	7%	0%	8%	8%	56%
	07-08	12%	9%	3%	5%	5%	8%	6%	2%	11%	39%
	06-07	9%	0%	6%	4%	7%	9%	0%	1%	10%	54%
3		2	3	4	5	6	7	8	9	10	11
	08-09	4%	4%	0%	4%	1%	4%	3%	3%	3%	76%
	07-08	8%	0%	0%	1%	1%	5%	6%	2%	4%	73%
	06-07	1%	1%	0%	1%	3%	1%	9%	2%	2%	77%

Sight Word Recognition				
Year	Pre-Primer/ Primer	1st Grade	2nd Grade	3rd Grade
08-09	20%	28%	13%	39%
07-08	9%	19%	30%	42%
06-07	21%	27%	17%	35%
05-06	14%	15%	28%	43%

Scholastic Reading Inventory					
Grade	Year	At-Risk	Basic	Proficient	Advanced
4	08-09	8%	31%	41%	20%
	07-08	15%	23%	42%	20%
	06-07	12%	19%	46%	23%
5	08-09	8%	20%	42%	28%
	07-08	11%	15%	47%	27%
	06-07	7%	19%	38%	36%

STAR Assessment (Pre/Post)				
Grade	Year	Mean	Instructional Reading	Grade Equivalent
4	08-09	470/557	3.9/4.6	4.1/5.0
	07-08	492/557	3.9/4.7	4.3/5.0
	06-07	480/574	3.9/4.9	4.2/5.2
	05-06	482 / 587	4.0 / 5.1	4.2 / 5.3
5	08-09	591/680	5.1/5.7	5.4/6.3
	07-08	601/708	5.2/6.2	5.4/6.4
	06-07	633/693	5.4/5.8	5.8/6.3

Harcourt Math									
Grade	Year	0-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
1	08-09				2%	17%	13%	14%	38%
	07-08		1%	2%	4%	12%	12%	19%	50%
	06-07				2%	8%	26%	23%	42%
2	08-09	1%	1%	3%	3%	7%	35%	20%	30%
	07-08	2%	0%	6%	12%	14%	20%	23%	23%
	06-07			1%	6%	12%	21%	36%	23%
3	08-09	3%	13%	15%	7%	24%	19%	15%	0%
	07-08			7%	8%	13%	21%	20%	31%
	06-07	3%	5%	2%	21%	33%	30%	9%	1%
4	08-09	4%	2%	5%	5%	9%	22%	40%	14%
	07-08		1%	1%	5%	7%	21%	33%	32%
	06-07		1%	1%	5%	13%	15%	38%	26%
5	08-09	4%	2%	5%	7%	13%	25%	34%	11%
	07-08	1%	5%	6%	7%	6%	23%	31%	21%
	06-07	1%	4%	2%	7%	24%	20%	27%	14%

DISAGGREGATED STUDENT PERFORMANCE

While each sub-group met the requirements of adequate yearly progress, there are discrepancies identified between male and female students in Grade Reading and Math, and Grade 5 Writing and Math. This issue will be addressed in 2008-09 by the school improvement team. Percentages of students who met or exceeded state standards in 2008 are listed below:

	Male 06-07	Female 06-07	Male 07-08	Female 07-08	Male 08-09	Female 08-09
Reading Gr. 4	94	93	94	92	98	87
Math Gr. 4	89	93	97	92	95	79
Writing Gr. 5	48	73	62	68	59	73
Math Gr. 5	86	98	86	82	85	78

Special Education students appear to lag behind in performance most significantly in each of the tested areas. This area will receive special focus in the next academic year.

Grade	Subject Area	Special Education	Non-Special Education
3	ELA	41%	90%
	Reading	53%	93%
	Writing	18%	61%
	Math	76%	92%
4	ELA	61%	93%
	Reading	72%	76%
	Writing	6%	52%
	Math	72%	92%
5	ELA	50%	90%
	Reading	57%	93%
	Writing	36%	74%
	Math	64%	85%
	Science	71%	93%

BUILDING ACADEMIC GOALS

- Goal #1: Students will show a 5% increase in proficiency on MEAP informational reading as determined by their reading, science, and social studies scores on the MEAP and local assessments.
- Goal #2: Students will produce cohesive responses on the ELA, Science and Social Studies extended responses as evidenced by an increase in their proficiency level on the MEAP test and local assessments.
- Goal #3: There will be a 5% increase in the number of students attaining proficiency in writing as determined by their MEAP writing score.
- Goal #4: 80% of students will reach ORF benchmark scores as measured by the Dibels assessments
- Goal #5: Students will show a 5% increase in proficiency on MEAP mathematics in the area of solving problems using picture/charts/graphs as evidenced by their MEAP scores (mathematics strand: measurement)

ASPEN RIDGE MIDDLE SCHOOL

350 Aspen Ridge School Road - Ishpeming, MI 49849 - (906) 485-3176

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BUILDING MISSION/VISION STATEMENT

We, the staff at Aspen Ridge Middle School, believe that all students, when provided with the proper learning environment, with family support, can learn and apply the skills necessary to succeed in school and be empowered to develop life performance abilities for success in a changing world.

STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

A 3-5 year plan is in place. It contains core curriculum goals as well as a professional development plan. This new plan also contains a Life Performance Wheel serving as a graphic representation of skills that our middle school staff believes the student needs to be a successful member of society as well as a lifelong learner. The 3-5 year plan has been updated for 2009-2014 and contains core curriculum goals written in SMART form.

HIGHLY QUALIFIED TEACHERS

All teachers assigned to classes in core subjects at Aspen Ridge Middle School are currently teaching in an area of their major or minor. Ongoing professional development is an additional priority for ARMS and teachers regularly attend workshops and conferences.

STATUS OF CORE CURRICULUM

The core curriculum is the basic learning program for all students, and defines student outcomes based on goals and objectives developed by the school district. These are also based upon Michigan's core curriculum outcomes. Staff development activities regarding the implementation and improvements in core curriculum areas are conducted through workshops, in-service training and during staff meetings. Student progress toward goal attainment is monitored through assessment. Curriculum alignment has taken place in the core subject areas of language arts, social studies, math, music, life skills, art, science, as well as technology as GLCES become available.

POINTS OF PRIDE

- A Robust Variety of Elective Classes including Art, Band, Choir, Physical Education, Life Skills and Technology
- Broadcasting Class
- Community Service (Service Learning)
- Athletic Programs
- Entrepreneurial Unit
- Geography Bee
- Literary Enhancement Program
- Quiz Bowl
- Reading Renaissance
- Yearbook
- Spelling Bee
- Student Recognition Programs Including: Honor Roll, the Principal's Award, Highest Achiever, Outstanding Student Award and *Day of Excellence*
- Parent Teacher Organization
- Career Day/Job Shadowing
- Aspen Ridge Middle School Homework Hotline
- A Veterans Day Program
- Clear Lake
- Safe School
- A.C.E.S. (All Children Exercise Simultaneously)
- Mackinac Island Trip
- Quarterly Reward Outings
- Great America Trip
- Guest Speakers
- Student Teachers

ARMS has met *Adequate Yearly Progress* for 2008-2009 and has earned a grade of "A" from the State of Michigan.

**95.5% Average Daily
Attendance for 2008-09**

STUDENT ACHIVEMENT

MEAP 2008 3-9: Grade 6					
	Math	Reading	Social Studies	Writing	ELA
Level 1: Advanced	52.3%	39.1%	NA	0	17.2%
Level 2: Proficient	38.4%	42.5%	26.1%	79.3%	62.1%
Level 3: Partially Proficient	9.3%	16.1%	12%	18.4%	19.5%
Level 4: Not Proficient	0	2.3%	5.4%	2.3%	1.1%

Fall MEAP 2008 3-9: Grade 7				
	Math	Reading	Writing	ELA
Level 1: Advanced	59.1%	33%	0	11.4%
Level 2: Proficient	27.3%	53.4%	75%	69.3%
Level 3: Partially Proficient	12.5%	8%	17%	13.6%
Level 4: Not Proficient	1.1%	5.7%	8%	5.7%

MEAP 2008: Grade 8					
	Math	Reading	Science	Writing	ELA
Level 1: Advanced	44.8%	29.9%	44.8%	0	14.9%
Level 2: Proficient	41.4%	50.6%	43.7%	80.5%	70.1%
Level 3: Partially Proficient	10.3%	17.2%	9.2%	12.6%	12.6%
Level 4: Not Proficient	3.4%	2.3%	2.3%	6.9%	2.3%

2006-07 Gates-MacGinitie Reading Test of Vocabulary and Comprehension (8th Grade)												
Grade Equivalent	3	4	5	6	7	8	9	10	11	12	Post HS	Total Tested
Number of Students	0	3	5	11	3	9	5	8	3	3	38	88
Percent	0	3.4	5.7	12.5	3.4	10.2	5.7	9.1	3.4	3.4	43.2	
75% Students AT or ABOVE Grade Level												

2007-08 Gates-MacGinitie Reading Test of Vocabulary and Comprehension (8th Grade)												
Grade Equivalent	3	4	5	6	7	8	9	10	11	12	Post HS	Total Tested
Number of Students	0	0	0	1	5	3	12	9	10	11	44	95
Percent	0	0	0	1	5	3	13	9	11	12	46	
94% Students AT or ABOVE Grade Level												

2008-09 Gates-MacGinitie Reading Test of Vocabulary and Comprehension (8th Grade)												
Grade Equivalent	3	4	5	6	7	8	9	10	11	12	Post HS	Total Tested
Number of Students	0	1	3	8	4	12	4	6	11	3	38	90
Percent	0	1	3	9	4	13	4	7	12	3	42	
82% Students AT or ABOVE Grade Level												

DISAGGREGATED STUDENT PERFORMANCE

While each sub-group met the requirements of adequate yearly progress, there are discrepancies identified between students with disabilities and their non-disabled peers. Special education students performed lower than non-special education students. The small number of students included in this sample continues to make it difficult to determine a trend, however the issue is being addressed through our focus on literacy across the curriculum and the gap is closing from year to year. In addition, special education resource room teachers have recently implemented a plan to remediate special education students in the areas of reading and writing and will monitor results.

WESTWOOD HIGH SCHOOL

300 Westwood Drive - Ishpeming, MI 49849 - (906) 485-3176

The purpose of this annual education report is to meet the requirements of Michigan Public Acts 25, 335, and 336. This report is intended to provide parents and the community with information about the 2008-2009 school year. As required by law, this Annual Education Report will be filed with the Marquette-Alger Intermediate School District by September 1st. This report has been prepared by our building school improvement team with input from other staff members, students, and parents.

BUILDING MISSION STATEMENT

Westwood High School is committed to developing the intellectual, cultural, vocational, physical, and social capabilities of every student, every day.

STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Implementation and evaluation are ongoing. The school improvement plan is updated annually to reflect progress on identified goals and to address changing needs. We base the improvement of our building on faculty, students, community, and sometimes MARESA feedback. This is in addition to standardized and building level test performance. A copy of the School Improvement plan is on file in the Superintendent's office and at the Marquette-Alger Regional Education Service Agency's Curriculum and Instruction Department.

HIGHLY QUALIFIED TEACHERS

All of the teachers at Westwood High School have attained teaching certificates and meet the high teaching standards set forth for teachers by the State of Michigan. National "No Child Left Behind" legislation requires additional rigorous requirements which are also met by all of the Westwood High School staff.

STATUS OF CORE CURRICULUM

The core curriculum is the basic learning program in curricular areas for all students. The core curriculum for each content area is based upon the Michigan Curriculum Framework: Content Standards and Benchmarks and more recently the Grade Level Content Expectations. The core curriculum defines expected student outcomes based on the goals and objectives developed by the school district. These also reflect the State of Michigan's core curriculum goals and objectives. In order to facilitate ongoing alignment with the Michigan Curriculum Framework, individual buildings evaluate and review each curricular area on a rotating basis.

POINTS OF PRIDE

- Business Professionals of America
- Chess Club
- Drama Club
- Fall Play
- Forensics
- High School Bowl
- Key Club
- National Honor Society
- Our New Plays
- Shakespeare Troupe
- Spanish Club
- Basketball (Boys)
- Basketball (Girls)
- Cheerleading
- Cross Country
- Football
- Golf
- Swimming
- Hockey
- Tennis
- Volleyball (Girls)
- Wrestling

WHS has met Adequate Yearly Progress for 2008-2009 from the State of Michigan.

96% Average Daily Attendance for 2008-09

PUPIL ASSIGNMENT

The NICE Community School District has identified attendance areas for each building as well as a policy and process to address parents' schools of choice requests. Copies of this policy and procedures are available at each building principal's office as well as the central administration office. Parents have been notified of the policy and process for schools of choice requests.

SPECIALIZED SCHOOLS

Westwood High School has additional opportunities for seniors who find themselves at credit risk.

- Ishpeming, Negaunee, NICE Community Schools Program provides an additional academic program for seniors. The goal of the program is to enable students to successfully complete high school graduation requirements. Enrollment is based on the following criteria: (1) School counselor recommendation for a student short of credits for graduation and (2) All enrollments must have high school principal approval.
- Marquette County Youth Home is a program in Marquette for those students involved in the court system. Referrals come from the courts.
- Summer Classes are available to seniors to complete credit requirements that they were unable to complete during their senior year.

STUDENT ACHIEVEMENT

While we only have the 9th grade students for a short time prior to the 9th grade testing window, our middle school social studies teachers do an excellent job of preparing our students for success. Our 9th graders consistently score among the top schools in the Upper Peninsula.

Our high school consistently performs above the state and national level on the MME and ACT, respectively. While the spring 2009 scores were an improvement over our 2008 scores, they showed a consistency with the number of students that did not choose to take the classes that make up the core academic classes recommended for post secondary education. The following tables provide standardized test information on MEAP and MME:

MEAP: 9th Grade Social Studies (%)				
	2005	2006	2007	2008
Level 1: Advanced	43	45	39	55
Level 2: Proficient	43	38	44	38
Level 3: Partially Proficient	10	18	15	6
Level 4: Not Proficient	4	0	2	1

MME 2007: 11th Grade (%)						
	Math	Reading	Science	Social Studies	Writing	ELA
Level 1: Advanced	14	4	7	49	0	1
Level 2: Proficient	43	67	52	44	65	39
Level 3: Partially Proficient	17	20	23	6	31	26
Level 4: Not Proficient	25	8	18	0	4	9

MME 2008: 11th Grade (%)						
	Math	Reading	Science	Social Studies	Writing	ELA
Level 1: Advanced	12	1	5	35	1	1
Level 2: Proficient	44	65	53	43	36	52
Level 3: Partially Proficient	11	19	20	16	55	35
Level 4: Not Proficient	33	15	21	7	8	12

MME 2009: 11th Grade (%)						
	Math	Reading	Science	Social Studies	Writing	ELA
Level 1: Advanced	13	1	8	38	0	1
Level 2: Proficient	51	60	60	40	45	54
Level 3: Partially Proficient	7	29	12	15	51	39
Level 4: Not Proficient	29	10	20	7	4	6

MME Levels 1&2: 2007-2009 (%)						
	Math	Reading	Science	Social Studies	Writing	ELA
2009	64	61	68	79	45	55
2008	56	67	59	77	37	53
2007	58	71	59	94	52	65

OTHER ACHIEVEMENT/DATA

Another form of assessment we use at the high school is the ACT (American College Testing) scores. The ACT test is given to juniors and seniors planning to attend a college or university. The program tests English, math, reading, and science reasoning. The scores reflect higher order thinking skills required to be successful as a college freshman. Listed below are the average ACT composite scores of Westwood students who reported taking the academic core of classes as well as the total testing group compared to State and National averages.

Year	TOTAL TEST GROUP			CORE ACADEMICS GROUP
	WHS Average	State Average	National Ave.	
2005	22.4	21.4	20.9	23.4
2006	21.7	21.5	21.1	22.6
2007	22.6	21.5	21.2	24.0
2008	20.9	19.6	21.1	23.2
2009	TBD	TBD	TBD	

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is administered in the fall of the junior year for all students who choose to take the test. Also available to juniors and seniors are the Armed Services Vocational Aptitude Battery (ASVAB). For Special Needs Students, there are vocational evaluations conducted by Marquette-Alger RESA and used in the transition process.