

MARQUETTE AREA PUBLIC SCHOOLS

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Deborah L. Veiht, Superintendent

Debra L. Barry, Assistant Superintendent for Finance

District Annual Education Report

August 22, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Marquette Area Public Schools and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws; however, our staff is available to help you understand this information. Please contact Superintendent, Deborah Veiht, for help if you need assistance at 225-5320.

The AER is available for you to review electronically by visiting the following web site www.mapsnet.org or you may review a copy in the principal's office at your child's school.

The report contains the following information:

Student Assessment Data– Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan's Alternative Assessment Program (MI-Access)

- Presents achievement data for English language arts and mathematics for grades 3 to 8 (MEAP), grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students
- Provides achievement data for English language arts, mathematics and science for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students
- Helps readers understand achievement progress within schools and compare these to district and state achievement

Adequate Yearly Progress (AYP) – Detail Data and Status

Provides information from assessments, graduation and attendance rates and AYP status in relation to four criteria:

- The district must test 95% of students in total and in each required subgroup
- The district must attain achievement goals in English language arts and mathematics or reduce the percentage of students in the non-proficient category of achievement significantly ("safe harbor") annually
- The district must attain achievement goals for each subgroup that has at least 30 students in the group

- The district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools

Teacher Quality Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

AYP Status - District Made AYP, One School Did Not, and One School Continues to be Identified for Improvement

- For 2010-2011, Marquette Area Public Schools made Adequate Yearly Progress (AYP) in English language arts and mathematics; however, all schools in the district did not make AYP.
- The Alternative High School did not make AYP due to not achieving the state required graduation rate. Action underway to improve scores has been to review and revise the School Improvement Plan using student data and identifying areas of need. The staff has also developed strategies to support individual student strengths and areas of refinement. The Alternative Education supervisor, Tony Parlato, has a letter and school specific AER that will help answer questions. These are also posted on the school web site.
- Marquette Senior High School made AYP for the 2010-11 school year. The high school will continue its reform efforts using research-based instructional programs and strategies in line with Smaller Learning Communities. Principal Anthony will have additional information to help understand the achievement progress and AYP status of the school. A copy of the school AER and cover letter will be available in the school office for review.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8
- Cannot be compared with MEAP results for grades 4 and 8 because there are no national standards

State Information

PUPIL ASSIGNMENT

The Marquette Area Public School District has identified attendance areas for each building as well as a policy and process to address parents' school of choice requests. Copies of these policy and procedures are available on the district website and at each building office. Following are MAPS' Board Policies on Resident and Nonresident Schools of Choice.

Board Policy #5121 – Resident Schools of Choice

- A. Counseling and information about the procedures for transferring will be available through each building.
- B Parent request for student transfers will be submitted to the Administration Office, Marquette

- . Area Public Schools, on a School of Choice form. (A resident of the District must submit the School of Choice form by April 15th.)
- C A weighted selection process will be utilized if requests to transfer exceed space available.
 - 1. Weighted preference will be given to students based on the number of years the student has been at the requested school.
 - 2. Preference will be given to students with siblings attending the requested school.
- D. School of Choice forms will be reviewed by the principals. Principals will make a recommendation to the Superintendent for approval or denial of the request.
- E. The Superintendent will notify the parent, in writing, by June 1st.
- F. The transfer is in effect for one (1) school year.

M.C.L.A. 388.1623a
Revised 7/10/2000

Board Policy 5124 – Nonresident Schools of Choice Program

- The Board of Education has determined that it will allow nonresident students, residing within the Marquette-Alger Intermediate School District and who qualify, to enroll in the District through a School of Choice Program during the forthcoming school year.
- The Board shall review this decision annually based on information provided by the Superintendent concerning the availability of space in each of the district's schools and programs. The board shall determine and publish whether or not it will accept applications for enrollment by new constituent district students, contiguous district students, or tuition students by the second Friday in August for the next school year. The Board may, at its option, choose to accept Schools of Choice students for any second semester openings. Openings for second semester must be published two (2) weeks prior to the end of the first semester.

A. DEFINITIONS

The following definitions will apply to the District's Schools of Choice Program.

1. Constituent District

A School District located within the Marquette-Alger Intermediate School District.

2. Home District

A nonresident student's District of resident within the Intermediate School District.

3. Constituent-District Student

A student who is a legal resident or otherwise legally entitled to attend school in another school district within the Intermediate School District and who seeks admission to this District under School of Choice.

4. Program Size

The enrollment or size restriction in a specific program, course, class or building. The District reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain a proper learning environment, and comply with contracts, grants, and applicable laws and regulations.

5. Resident Student

A student who is a legal resident of this District and is consequently entitled to attend school in this District in accordance with policy, or past District policy regarding Eligibility of Resident/Nonresident Students.

6. Tuition Student

A student who resides within or outside the Intermediate School District and has enrolled or seeks to enroll in this District upon payment of the established tuition fee.

7. Cooperative Educational Programs

A written voluntary agreement between/among two (2) or more constituent/intermediate school district and approved by all districts involved.

B. REVIEW OF CHOICE PROGRAM

1. The Board shall review this decision annually based on information provided by the Superintendent concerning the availability of space in each of the District's schools and programs. The Board shall determine by **June 1st** whether or not it will accept applications for enrollment by nonresident students for the next school year.
2. If the Board determines that for a forthcoming school year that no space is available for a Schools of Choice Program, students who have been enrolled in the District through such a program may or may not be able to continue their enrollment depending upon the number of new resident students enrolling for the coming year. If fewer spaces exist than in the preceding school year, the Superintendent shall determine on a random-selection basis which nonresident students may enroll for the coming school year.
3. The Superintendent shall annually determine the number of available enrollments (if any) for nonresident students under this policy and shall convey that information to the Board by no later than its **regular May Board meeting**. The Board shall then make its decision by no later than **June 1st**.

C. ENROLLMENT OF NONRESIDENT STUDENTS

1. If the number of applications for admission for nonresident students exceeds the number of available enrollment opportunities, nonresident students shall be selected for admission using a random selection process.
2. Enrollment priority shall be given to sibling and to other school age children who reside in the same household of a nonresident student already admitted under this program.
3. Tuition students shall be included in the determination of class and program size prior to accepting Schools of Choice students.
4. Enrollment may or may not be available to any nonresident student who has been suspended, expelled or otherwise released or excluded from his/her home district for disciplinary reasons. The Superintendent shall make the decision based on the circumstances involved.
5. The District policy - Equal Educational Opportunity shall apply to all applicants under this program. In addition, the District will not discriminate on the basis of an applicant's intellectual, academic, artistic, athletic, or other ability, talent, or accomplishment, or based on a mental or physical disability.

D. DEVELOPMENT OF ADMINISTRATIVE GUIDELINES

The Superintendent shall be responsible for developing and promulgating administrative guidelines to implement this policy. Such guidelines shall address at least the following matters:

1. Communication with the parents of nonresident students seeking admission (or the student, if legally emancipated) concerning the timelines and other requirements for application as well as a statement of nondiscrimination (See Policy - Access to Equal Educational Opportunity).
2. Participation in interscholastic athletics.
3. District transportation services.
4. Pre-requisites and other eligibility standards associated with courses of study.
5. Transfer of academic credit.
6. Assignment within the District.
7. Return to the resident district if space is not available in a forthcoming school year.
8. Admission of special education students.
9. Payment of fees and other charges.

E. RELEASE OF RESIDENT STUDENTS

1. The Board shall release any resident student who wishes to apply for enrollment in a constituent district under its School of Choice Program. The Superintendent shall ensure that the records of a resident student who transfers to a constituent district are sent promptly to the other district.
2. The Superintendent shall inform the State Department of Education should the number of resident students transferring to constituent districts under a School of Choice program exceed ten percent (10%) of the District's resident student population.

F. POLICY REVIEW This policy shall be reviewed annually on or before May 1st.

Revised 2/26/2002

SCHOOL IMPROVEMENT

School Improvement planning continues to be a priority at MAPS. The District School improvement plans are updated annually, and on file at the Administration Office.

Site Based Decision-Making Process

The district encourages shared decision-making at all levels. Each building has a School Improvement Team (SIT) with invited representatives from the following areas: principal, teachers, parents, support staff, and students (at appropriate levels). The building School Improvement Team reports to the District School Improvement Team/District Curriculum Council via selected school representatives. Input from SIT is part of the process for decision-making and consensus-building for building and district issues.

Process:

The primary purpose of School Improvement Teams (SIT) is to establish goals that will affect student outcomes and to develop plans to accomplish these goals. The teams focus on the continued improvement of teaching and learning for the success of all learners. Objectives and activities of the teams shall be dedicated to improving curriculum, instruction, and supervision in educational settings. The team will formulate and present recommendations affecting the nature and design of curriculum, instruction and supervision.

The staff also assists with the use and evaluation of resources for teaching and learning. Goals established by SIT and staff are compatible with the MAPS mission statement and goals. Goals and objectives reflect the district's desire to continue to achieve Adequate Yearly Progress. The SIT plan oversees programs and activities leading toward attainment of these goals. The staff implements the core curriculum which identifies the instructional program, units of study, teaching materials and methods of evaluation for grade levels. The staff also serves on committees to plan, monitor, and evaluate student outcomes. A plan has been developed to involve stakeholders from the school and community in the building and district decision making process.

The primary evidence for determining effectiveness is obtained by monitoring and evaluating student outcomes. The outcomes will be observable and measurable to assure students, parents, teachers, administrators and community that students are mastering essential skills.

Parents and community members participate in the development of workable solutions to improve student outcomes by supporting faculty and administrators in establishing a school atmosphere conducive to learning. Parents take an active role as the students' first teacher in the educational process and communicate with school personnel regarding concerns or problems with their child. They may participate in school programs as part of school associations. Parents and volunteers are an integral part of our school. Involvement of parents, community members, organizations and resources provide additional avenues to enhance the educational process as a whole.

SPECIALIZED SCHOOLS

Marquette Adult and Community Education has been offering classes to residents of Marquette for more than 49 years. Classes are held at various school buildings.

GED Services

GED prep class is offered each semester to help students prepare for the GED exam. Marquette Community Schools is an official GED Testing Center with testing offered by appointment on a weekly basis. One thousand-two hundred eleven adults have utilized the Testing Center since its inception in January 1994; twenty-one adults earned GED certificates from July 1, 2012-June 30, 2011.

Community Education

Over 1,129 adults and children attended enrichment programs in 2010-11. Approximately 317 children participated in the summer 2011 enrichment program for youth. These programs include video game cyber camps, youth swim instruction, tennis, gymnastics, competitive swim and diving classes.

Tutoring/Credit Recovery

In the summer of 2011, thirty-six MSHS students and eight BMS students participated in the on-line summer school program. This program, staffed by a certified teacher, offers on-line credit recovery classes for MSHS students who need additional credits in order to graduate on time. Approximately 86% of participants successfully completed the program, which was held in the MSHS library computer lab.

Alternative Education Program

The mission of the Marquette Area Public Schools Alternative Education Program is to provide an option for students who wish to work toward a diploma. The program was initiated following the MAPS Board of Education's October 27, 2003 action to support the recommendation of the district's Alternative Education - School within a School Committee. The committee began meeting and studying the issue of alternative education in September 2002. It was determined the district needed to be proactive in creating a program to meet the needs of struggling and at-risk students. It was felt an alternative program at the secondary level would help recapture and/or retain those students. Creating such a program was in line with the district mission to provide educational opportunities for all students, to acknowledge diversity, and require varied methods for teaching and learning.

In the MAPS Alternative Education Program, students learn, earn credit and graduate in an environment that fosters academic and individualized personal growth. This pilot program was evaluated in the 2005-06 regarding sustainability for coming years. The pilot label was removed and the alternative program was given authorization to continue.

The 2010-11 school year saw the school reach its capacity serving the equivalent of 129 students, graduating 26 in the spring. This program has served the community by enabling students to earn a diploma prior to becoming a productive citizen within our society.

CORE CURRICULUM

A statement on the district's alignment to the Michigan Core and Merit Curriculums and professional development activities planned to support the curricular goals as well as the School Improvement Plan goals is provided in the School Improvement Plan.

Other district-level committees, with representation from all buildings and levels, are actively involved in developing core curriculum guidelines, evaluating and recommending instructional materials, and assisting with professional development.

Principals and teachers share leadership responsibilities with the assistant superintendent. Committees provide informational reports and recommendations to the District School Improvement Team/District Curriculum Council and the Board Planning and Performance Committees.

Current active committees are:

- Crisis
- Family Life Advisory Committee
- Fine Arts
- Health

- Physical Education
- Professional Development
- Literacy
- Mathematics
- Safe and Drug-Free Schools
- Science
- Social Studies
- Technology

Action teams are created to address specific goals to assist the district with decision-making.

English Language Arts

1. **Process in place to review and revise curriculum:** School Improvement Teams as well as the district curriculum committees follow a five year curriculum review planning calendar. The five-step process includes the following components: Align (curriculum is reviewed and aligned to State Standards and Benchmarks); Plan/Recommend (textbooks and materials are reviewed and recommended for purchase upon board approval); Implement (revised curriculum and newly purchased textbooks and materials are used in the classroom); Monitor (student achievement and teacher implementation of curriculum and textbooks are reviewed); Evaluation (results from district assessment is compiled; curriculum alignment is evaluated). At the conclusion of the 2010-2011 school year, the elementary levels are in the Monitor phase with the middle and high school, also in the Monitor phase. This was after receiving additional literature textbooks, supplemental writing books and trade book novels to reflect course alignment.

2. **Processes to develop alternative measures of assessment:** Various methods of student performance assessment are utilized at elementary, middle school, and high school levels. Current assessment practices include:

- MEAP [grades 3-8]
- Michigan Merit Exam [grade 11]
- Michigan Literacy Progress Profile [MLPP – grades 1-5]
- DIBELS [grades K-5]
- Scholastic Reading Inventory [grades 2-11]
- Curriculum Based Measurement, Reading Fluency [grades 1-5]
- District created tools
- Classroom tests in subject areas
- Writing portfolios
- Performance-based assessments
- Projects/products
- Skill performance demonstration: physical, verbal, musical, dramatic, technological
- Surveys
- Teacher observation/documentation
- Standardized tests

Each building's School Improvement Team continually addresses assessment issues. These assessments align with set educational goals. They provide information about a

student's performance proficiencies as related to the content standards. For example, a common K-5 writing prompt is administered to all students to develop a longitudinal profile; a similar practice is conducted for grades 6-12. With an emphasis to improve writing skills across the district, all levels have worked to create standardization practices and scoring rubrics. Assessment procedures continue to be monitored and reviewed while numerous teachers and administrators have participated in workshops and presentations regarding alternative assessment.

3. **Strategies for technology:** The district supports integration of technology skills in all core content areas. English Language Arts activities include:
ELEMENTARY/INTERMEDIATE – Develop a product integrating text and graphics; select and use an electronic database such as the media center catalog or an electronic encyclopedia. **MIDDLE SCHOOL** – Expand on internet research skills, evaluating sources, copyright, computer ethics, and online safety; implement use of peripherals such as video production, desktop publishing, and PowerPoint software when making classroom presentations. **HIGH SCHOOL** – Through the use of Microsoft Office students will write stories and essays, create a time period newsletter and personal resumes; students will create a multi-media collection of literature review through the use of the internet.
4. **Variations from MCF:** The district continues to work to reduce and eliminate minor variations from the Michigan Curriculum Frameworks as the five year curriculum review cycle moves forward.

Math

1. **Process in place to review and revise curriculum:** The district follows a five year curriculum review planning calendar. The five-step process includes the following components: Align (curriculum is reviewed and aligned to State Standards and Benchmarks); Plan/Recommend (textbooks and materials are reviewed and recommended for purchase upon board approval); Implement (revised curriculum and newly purchased textbooks and materials are used in the classroom); Monitor (student achievement and teacher implementation of curriculum and textbooks are reviewed); Evaluation (results from district assessment is compiled; curriculum alignment is evaluated). In 2010-2011, all levels continue in the Monitor phase of curriculum review. Over the course of the past three years, the district has worked with each level to align curriculum with GLCE/HSCEs and purchase new materials, all the way from the Developmental Kindergarten program up to Advanced Placement Calculus.
2. **Processes to develop alternative measures of assessment:** Various methods of student performance assessment are utilized at elementary, middle school, and high school levels. Current assessment practices include:
 - . MEAP [grades 3-8]
 - . Michigan Merit Exam [grade 11]
 - . Mathematics Curriculum Based Measurement (M-CBM) [grades 1-5]
 - . AIMSweb
 - . District created assessment tools
 - . Classroom tests in subject areas
 - . Performance-based assessments
 - . Projects/products
 - . Skill performance demonstration: technical and technological
 - . Teacher observation/documentation
 - . Standardized tests

Each building's School Improvement Team continually addresses assessment issues. For example, an elementary assessment survey was developed to measure district scores in meeting exit outcomes. Students are also administered the AIMSweb probe three times per year to assess math fluency. Assessment procedures continue to be monitored and reviewed while numerous teachers and administrators have participated in workshops and presentations regarding alternative assessment.

3. **Strategies for technology:** The district supports integration of technology skills in all core content areas. Math strategies include: **ELEMENTARY/INTERMEDIATE** – Create simple tables, graphs and charts; demonstrate independent access and use of on-line databases. **MIDDLE SCHOOL** – Demonstrate more advanced features of databases and charts/graphs on the computer; begin to work with advanced spreadsheets, including the use of formulas. **HIGH SCHOOL** – In Geometry, students will participate in cross-curriculum activities with computer aided drafting (CAD) software; students will use graphing tools as a bridge between the concrete and abstract.
4. **Variations from MCF:** The mathematics curriculum is in very close alignment with the State MCF and GLCEs. The district continues to work to reduce and eliminate minor variations from the Michigan Curriculum Frameworks as the five year curriculum review cycle moves forward.

Science

1. **Process in place to review and revise curriculum:** The district follows a five year curriculum review planning calendar. The five-step process includes the following components: Align (curriculum is reviewed and aligned to State Standards and Benchmarks); Plan/Recommend (textbooks and materials are reviewed and recommended for purchase upon board approval); Implement (revised curriculum and newly purchased textbooks and materials are used in the classroom); Monitor (student achievement and teacher implementation of curriculum and textbooks are reviewed); Evaluation (results from district assessment is compiled; curriculum alignment is evaluated). The school year of 2008-09 was a monumental year for alignment of curriculum for K-12. Each grade level realigned to match the accompanying GLCE/HSCEs and then moved forward with purchasing of materials over a two-year span. There were minimal changes at the K-3 level with larger modifications starting in grade 4 and continuing through grade 9. The entire district is in the Monitor stage of the curriculum review cycle.
2. **Processes to develop alternative measures of assessment:** Various methods of student performance assessment are utilized at elementary, middle school, and high school levels. Current assessment practices include:
 - . MEAP [grades 5 and 8]
 - . Michigan Merit Exam [grade 11]
 - . District created tools
 - . Classroom tests in subject areas
 - . Performance-based assessments
 - . Projects/products
 - . Skill performance demonstration: physical, verbal, technical, technological
 - . Teacher observation/documentation
 - . Science investigations

The building School Improvement Teams receives update on assessment issues; in particular, students are required to conduct investigations using performance tasks.

3. **Strategies for technology:** The district supports integration of technology skills in all core content areas. Science strategies include: **ELEMENTARY/INTERMEDIATE** – Use the internet as a research tool; electronically compile and graph data collected with electronic tools, e.g., weather station, electronic microscopes, digital cameras. **MIDDLE SCHOOL** – Collect and gather data for use in multimedia presentations; use of peripherals such as scientific probes and digital microscopes to analyze data. **HIGH SCHOOL** – Use of optical technologies for research and analysis such as digital cameras and digital microscopes; use of electronic probes for measurement/analysis with computer interface.
4. **Variations from MCF:** The district continues to work to reduce and eliminate minor variations from the Michigan Curriculum Frameworks as the five year curriculum review cycle moves forward. There have been modifications as to the placement of the introduction of concepts (i.e., introduction of the elements at later elementary as opposed to middle school in Strand IV, Standard 1) to better meet local curriculum needs.

Social Studies

1. **Process in place to review and revise curriculum:** The district follows a five year curriculum review planning calendar. The five-step process includes the following components: Align (curriculum is reviewed and aligned to State Standards and Benchmarks); Plan/Recommend (textbooks and materials are reviewed and recommended for purchase upon board approval); Implement (revised curriculum and newly purchased textbooks and materials are used in the classroom); Monitor (student achievement and teacher implementation of curriculum and textbooks are reviewed); Evaluation (results from district assessment is compiled; curriculum alignment is evaluated). In 2008-2009, the new elementary GLCEs rolled out for social studies. After reviewing the changes, the district social studies committee made the recommendation to align the curriculum with the GLCEs/HSCes. This meant a major overhaul of where topics are taught in the curriculum continuum. The committee worked with the schools to align and then made recommendations for purchasing and reassigning materials. Some levels received more materials based on the alignment need. At the secondary level, materials were purchased to make up for all students being required to take World Geography. For 2010-2011, elementary level is in the Implement phase while secondary is in Monitor phase.
2. **Processes to develop alternative measures of assessment:** Various methods of student performance assessment are utilized at elementary, middle school, and high school levels. Current assessment practices include:
 - . MEAP [grades 5 and 9]
 - . Michigan Merit Exam [grade 11]
 - . Classroom tests in subject areas
 - . Performance-based assessments
 - . Projects/products
 - . Skill performance demonstration: verbal, dramatic, technological
 - . Surveys
 - . Teacher observation/documentation
 - . Entrepreneurial activities (i.e. Bothwell Mall, Sandy Knoll Store, and Superior Hills Post office)
 - . Real world application (i.e. Living History and Street Law)

The building School Improvement Teams continually addresses assessment issues. Assessment procedures continue to be monitored and reviewed while numerous teachers and administrators have participated in workshops and presentations regarding alternative assessment. Teachers and students are encouraged to use real world scenarios with social studies applications as part of interdisciplinary units of study.

3. **Strategies for technology:** The district supports integration of technology skills in all core content areas. Social Studies strategies include: **ELEMENTARY/INTERMEDIATE** - Research the impact of technology on people's lives and careers; develop and present a multi-media project. **MIDDLE SCHOOL** – Use of electronic software such as MapPoint, GPS, and MapMaking; develop a multimedia research presentation. **HIGH SCHOOL** – Create an electronic travel guide for an area of the world, country or state; access and use online databases for research such as CIA fact book, History Channel, National Geographic, etc.
4. **Variations from MCF:** The district continues to work to reduce and eliminate minor variations from the Michigan Curriculum Frameworks as the five year curriculum review cycle moves forward. With the elementary realignment done this year, the variation is very slight.

**MARQUETTE AREA PUBLIC SCHOOLS
LOCAL ASSESSMENT – SPRING 2011**

GRADE LEVEL	LITERACY [students achieving Independent Level]	MATH [student achieving Proficient Level]
Grade 1	62%	52%
Grade 2	61%	33%
Grade 3	65%	51%
Grade 4	38%	74%

PARENT-TEACHER CONFERENCE PARTICIPATION

Building	2009-10		2010-11	
	%	# Parents	%	# Parents
Cherry Creek Elementary School	98	345	98	323
Sandy Knoll Elementary School	98	345	97	329
Superior Hills Elementary School	96	358	97	366
Bothwell Middle School	60	409	70	594
Marquette Senior High School	47	505	49	488
Alternative Education	65	65	46	56

PARENT INVOLVEMENT

Parent Involvement, in accordance with No Child Left Behind requirements, is addressed in the following Marquette Area Public School Board Policies. The Board Policies are accessible from the MAPS website, www.mapsnet.org; or copies can be provided by any school office.

- 2416 – Student Privacy and Parental Access to Information (surveys)
- 2261.01 – Parent Participation in Title I Programs
- 2262.02 – Title I Parents’ Right to Know (also see next page of this report)
- 9130 - Public Complaints and Grievances (which addresses parents’ right to inspect instructional materials)

TITLE I NOTICE TO PARENTS – NO CHILD LEFT BEHIND

Parents of students attending the Marquette Area Public Schools have the right to know the professional qualifications of the classroom teachers who instruct their children. This rule applies to students attending Cherry Creek, Sandy Knoll, Superior Hills and Vandebloom Elementary Schools; and Graveraet Intermediate School. Federal law allows parents to request certain information about classroom teachers and requires public school districts to provide this information in a timely manner, if requested. Specifically, parents have the right to ask for the following information about each classroom teacher:

- Whether the Michigan Department of Education has licensed or qualified the teacher for the grades and subject he or she teaches.

- Whether the Michigan Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional aide in the Title I program provides services to a child and, if they do, the aide's qualifications.

Please contact Deborah Veiht at 225-5320 to request any of this information.*

ACCREDITATION STATUS
2010-2011 Education "YES" Report Card Grades

Education YES! Report Card	Composite Grade	AYP Status [Adequate Yearly Progress]
Cherry Creek Elementary School	A	Met AYP
Sandy Knoll Elementary School	A	Met AYP
Superior Hills Elementary School	A	Met AYP
Bothwell Middle School	A	Met AYP
Marquette Senior High School	A	Met AYP
Marquette Alternative Education (Graveraet School)	No Grade	Did Not Make AYP

Marquette Area Public Schools is a district striving to meet the needs of all. Test scores are exemplary, dropout rates are extremely low, and programs exist at all ends of the educational spectrum. Nearly 400 full and part-time employees stand ready to serve. We pledge to serve your interests to the best of our abilities. Thank you for entrusting the education of your children to Marquette Area Public Schools. Our system has great capacity, staff remains willing and able, and promises of tremendous growth are everywhere!

Sincerely,

Mrs. Deborah L. Veiht
 Superintendent, Marquette Area Public Schools