



ITHACA JUNIOR-SENIOR HIGH SCHOOL

2018-2019 SCHOOL ANNUAL REPORT COVER LETTER

Brady Palmer, Principal

ITHACA JR./SR HIGH SCHOOL

2018-2019

Annual Education Report

Principal's Greeting/Message

January 30, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Junior-Senior High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Brady Palmer, Principal, for assistance.

The AER is available for you to review electronically by visiting the <http://bit.ly/2tHHaml>, or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given any of these labels.

Ithaca Junior-Senior High School's school improvement process is focused on making all students career and college ready in the areas of mathematics, science, and social studies. These goals are tied directly to the data in the combined report.

Sincerely,

Brady Palmer, Principal

Description of the School

Ithaca Junior-Senior High School serves students in grades 7-12. Programs provided at the school include six AP classes, 50 e2020 online classes, advanced technology in every classroom, a foreign language (Spanish), business, fine arts, and FFA. We provide a broad based, quality curriculum to meet the needs of all of our students.

Process for Assigning Pupils to the School

All district pupils in Grades 7-12 are assigned to Ithaca Junior-Senior High School since there is only one building in the district that serves this grade span. Students may also be assigned to this building for a program that better meets their educational needs. We accept students through the GIRESD schools of choice program and transfer students.

Status of 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is available online at www.ithacaschools.net and a paper copy is available in the junior-senior high school office. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
All students at Ithaca Junior-Senior High School will be career and college ready in the area of mathematics.			
A multi-tiered system of supports - Ithaca Junior-Senior High school will develop a strong MTSS system of support to include: Tier I instruction with 80 - 85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at risk learners.		In progress	
All students at Ithaca Junior-Senior High School will be career and college ready in the area of science.			
A multi-tiered system of supports - Ithaca Junior-Senior High school will develop a strong MTSS system of support to include: Tier I instruction with 80 - 85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at risk learners.		In progress	
All students at Ithaca Junior-Senior High School will be career and college ready in the area of social studies.			
A multi-tiered system of supports - Ithaca Junior-Senior High school will develop a strong MTSS system of support to include: Tier I instruction with 80 - 85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at risk learners.		In progress	

Core Curriculum Status

A copy of the Core Curriculum is available in the Junior-Senior High School office. Our curriculum is aligned to the GLCE's for grades 7 and 8 for science and social studies. Math and English language arts are aligned to the new common core standards for grades 7-12. At the high school level, science and social studies are aligned to the state standards for each content area.

English Language Arts

The English Language Arts curriculum follows the common core standards approved by Michigan's State Board of Education. Building educators utilize the Prentice Hall series of textbooks along with appropriate supplemental material as a tool in meeting the common core standards. The English Language Arts curriculum was last approved by our local Board of Education in 2012. The English department is involved in continuous professional development to further improve and refine the curriculum.

Mathematics

The Mathematics curriculum follows the common core standards approved by Michigan's State Board of Education. Building educators utilize the Prentice Hall series of textbooks along with appropriate supplemental material as a tool in meeting the new common core standards. The Mathematics curriculum was last approved by our local Board of Education in 2012. The math department is involved in continuous professional development to further improve and refine the curriculum.

Science

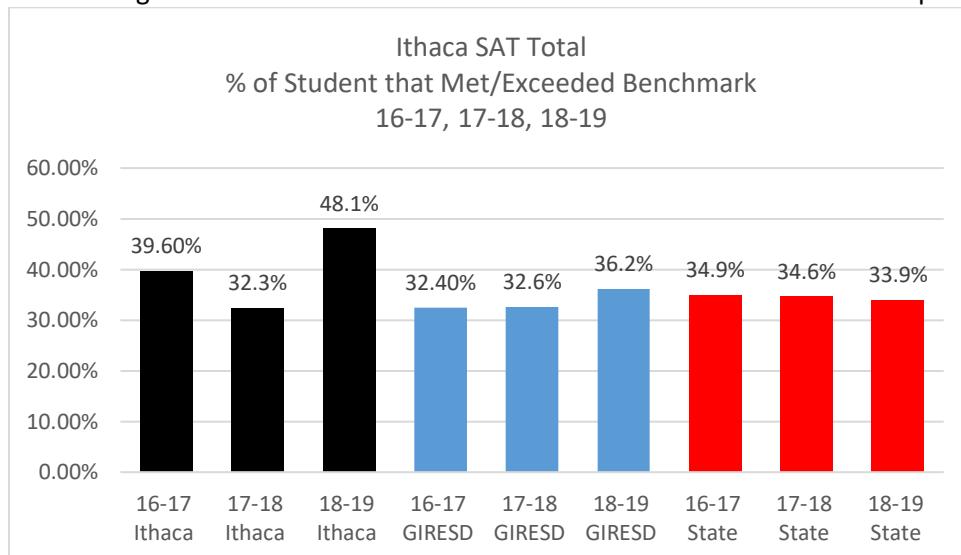
The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize the Holt series of textbooks along with other supplemental material in meeting the content expectations. The Science curriculum was last approved by our local Board of Education in 2011. The science department is involved in continuous professional development to further improve and refine the curriculum.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize the Holt, Prentice Hall, and Glencoe textbook series along with other supplemental material appropriate for meeting the content expectations. The Social Studies curriculum was last approved by our local Board of Education in 2010. The social studies department is involved in continuous professional development to further improve and refine the curriculum.

Aggregate Local Assessment Data

We use the PSAT 9 and 10 assessments to track how our students are progressing towards achieving career and college readiness. The PSAT 9 and 10 is a nationally normed achievement test that uses the same achievement scale as the SAT which all juniors take as part of the Michigan Merit Exam. Below is the 2018-2018 student SAT assessment proficiency data.



Parent Teacher Conference Attendance Data

	2017-18		2018-19	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	165	29	172	34%

Post-Secondary Information

Students from Ithaca Junior-Senior High School have the opportunity to dual enroll in post-secondary classes at Mid-Michigan Community College and Alma College.

	2017-18		2018-19	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
Number and Percent of Postsecondary Enrollments (Dual Enrollment)	35	9%	31	9%
Number of College Equivalent Courses Offered (AP/IB)	4		4	
Number and Percentage of Students Enrolled in College Equivalent Courses (AP/IB)	67	17%	59	17%
Number and Percentage of Students Receiving a Score Leading to College Credit	35	52%	67	48%