

T.S. Nurnberger Middle School



2010-2011 ANNUAL REPORT

Steve Brimmer, Principal

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Principal's Greeting/Message

August 30, 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 T.S. Nurnberger Middle 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 Mr. Steve Brimmer for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://www.stlouisschools.net> or you may review a copy from the office at your child's school. State law requires that we also report additional information that is found in this document in the subsequent pages.

For 2010-2011, T.S. Nurnberger Middle 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.

This school year, our school has earned an "A" grade on our Michigan Department of Education Report Card. This has happened because of our dedicated staff and commitment to excellence. We are proud of our accomplishments of the past year, and look forward to the new challenges the future presents.

Sincerely,

Steve Brimmer

Principal, T.S. Nurnberger Middle School

Description of the School

T.S. Nurnberger Middle School serves students in grades 6, 7, and 8. Each TSN student has four core subjects, English, mathematics, social studies, and science. In addition, each student has a Mini-Studies course and Reading Rotation. Reading Rotation focuses on reading skills and involves a variety of topics picked by the individual teacher. The students also move between P.E. and band throughout the day. The teaching staff at TSN is 100% highly qualified as defined by No Child Left Behind. The staff is as follows:

Brian Caszatt-Bachelor's Degree, Megan Feldpausch-Master's Degree, Gayle Janasik-Bachelor's Degree, Kurt Kristin-Bachelor's Degree, Rachel Brasher-Bachelor's Degree, Tracy Seeley-Master's Degree, Todd Starry-Bachelor's Degree, Homero Trevino-Master's Degree, Stephanie Wendt-Master's Degree, Steve Lawhorne-Master's Degree, Pat McLaughlin-Bachelor's Degree, Paul Beavers-Masters Degree.

Process for Assigning Pupils to the School

All district pupils in grades 6, 7, and 8 are assigned to T.S. Nurnberger Middle School since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

Status of School Improvement Plan

A copy of the School Improvement Plan is available at <http://stlouisschools.net/15812011116950967/site/default.asp>. 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 TSN Middle School will be proficient writers. | | | |
| • <i>Balanced Assessment System</i> | | x | |
| • <i>Differentiated Instruction</i> | | x | |
| • <i>RTI</i> | | | x |
| All students at TSN Middle School will be proficient readers. | | | |
| • <i>Balanced Assessment System</i> | | x | |
| • <i>Strategic Reading</i> | | | x |
| • <i>Reading Apprenticeship</i> | | | x |
| All students at T.S. Nurnberger will be proficient in math | | | |
| • <i>Math Mini Studies class</i> | | | x |
| • <i>Differentiated instruction</i> | | x | |
| • <i>Balanced Assessment System</i> | | x | |

Core Curriculum Status

A copy of the Core Curriculum is available at <http://stlouisschools.net/158120111116950967/site/default.asp>.

English Language Arts

The English Language Arts curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize trade books, various materials to support writing, Writers Inc-grammar and writing, and the McDougal-Littell: The Language of Literature 2001 series in 6th, 7th, and 8th grades which was verified by research conducted by our Curriculum Review and Development Council. The English Language Arts curriculum was last approved by our local Board of Education in 2000. There will be professional development provided to support teachers in teaching ELA. The PD planned is to train in Differentiated Instruction, Balanced Assessment Systems, and Response to Intervention/Pyramid of Interventions to focus on specific needs.

Mathematics

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Glenco 2009 and Prentice Hall 2008 (Algebra I) verified by research conducted by our Curriculum Review and Development Council. The Mathematics curriculum was last approved by our local Board of Education in 2007. Final book purchases were made in the 2008-2009 school year. Staff will be receiving professional development on differentiated instruction and learning as well as Response to Intervention/Pyramid of Interventions to focus on specific needs.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize McMillan/McGraw Hill 2002 and Glenco 2002 verified by research conducted by our Curriculum Review and Development Council. The Science curriculum was last approved by our local Board of Education in 2001. Staff will be receiving professional development on differentiated instruction and learning as well as Response to Intervention/Pyramid of Interventions to focus on specific needs.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize McDougal Littell 2003, Silver Burdett Ginn, and Prentice Hall verified by research conducted by our Curriculum Review and Development Council. The Social Studies curriculum was last approved by our local Board of Education in 2002 for 6th grade. Seventh and eighth grade curriculums are up for review this coming school year 2010-11. Staff will be receiving professional development on differentiated instruction and learning as well as Response to Intervention/Pyramid of Interventions to focus on specific needs.

Local Assessment Data

The State of Michigan requires that all students grade 3-8 participate in the Michigan Education Assessment Program (MEAP). Classroom assessments, which include grade level content expectation assessments, end of unit assessments, teachers observations, and MEAP tests, are given on a regular basis.

The following pages contain MEAP data.

2009/2010 School Year - Social Studies MEAP Proficiency Report with AYP Groups for
Gratiot-Isabella RESD, St. Louis Public Schools, T.S. Nurnberger Middle School - Grade 06

English Language Arts / Reading

Grade 6 Reading

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|----------------------|--------------------|---|---|--|---|-----------------------------|-------------------------------|------------------------------|--|
| All | 2010-2011 | 89.4% | 89.4% | 84% | | 35.3% | 54.1% | 7.1% | 3.5% |
| Black | 2010-2011 | 100% | 100% | 68.2% | | 100% | 0% | 0% | 0% |
| Hispanic | 2010-2011 | 83.3% | 83.3% | 75.3% | | 0% | 83.3% | 0% | 16.7% |
| White | 2010-2011 | 89.7% | 89.7% | 88.8% | | 37.2% | 52.6% | 7.7% | 2.6% |
| EDD | 2010-2011 | 89.1% | 89.1% | 75.5% | | 26.1% | 63% | 8.7% | 2.2% |
| ELL | 2010-2011 | 0% | 0% | 51.3% | | 0% | 0% | 0% | 100% |
| Male | 2010-2011 | 86.1% | 86.1% | 81.1% | | 41.7% | 44.4% | 11.1% | 2.8% |
| Female | 2010-2011 | 91.8% | 91.8% | 86.9% | | 30.6% | 61.2% | 4.1% | 4.1% |
| Migrant | 2010-2011 | 0% | 0% | 69.1% | | 0% | 0% | 0% | 100% |
| SWD | 2010-2011 | 57.1% | 57.1% | 48.5% | | 0% | 57.1% | 42.9% | 0% |

Grade 7 Reading

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|----------------------|--------------------|---|---|--|-------------------------------------|-------------------------|---------------------------|----------------------|----------------------------|
| All | 2010-2011 | 84.9% | 84.9% | 79% | | 36.6% | 48.4% | 6.5% | 8.6% |
| Asian or Pac. Isl. | 2010-2011 | 100% | 100% | 89.1% | | 0% | 100% | 0% | 0% |
| Hispanic | 2010-2011 | 66.7% | 66.7% | 71.6% | | 0% | 66.7% | 16.7% | 16.7% |
| White | 2010-2011 | 86% | 86% | 84.4% | | 39.5% | 46.5% | 5.8% | 8.1% |
| EDD | 2010-2011 | 76.9% | 76.9% | 68.6% | | 25.6% | 51.3% | 7.7% | 15.4% |
| Male | 2010-2011 | 73.2% | 73.2% | 74.9% | | 36.6% | 36.6% | 12.2% | 14.6% |
| Female | 2010-2011 | 94.2% | 94.2% | 83.3% | | 36.5% | 57.7% | 1.9% | 3.8% |
| Migrant | 2010-2011 | 100% | 100% | 57.4% | | 0% | 100% | 0% | 0% |
| SWD | 2010-2011 | 14.3% | 14.3% | 36.3% | | 0% | 14.3% | 28.6% | 57.1% |

Grade 8 Reading

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|----------------------|--------------------|---|---|--|-------------------------------------|-------------------------|---------------------------|----------------------|----------------------------|
| All | 2010-2011 | 88% | 88% | 81.9% | | 29.6% | 58.3% | 10.2% | 1.9% |
| Black | 2010-2011 | 50% | 50% | 67.4% | | 0% | 50% | 50% | 0% |
| Hispanic | 2010-2011 | 100% | 100% | 74.4% | | 0% | 100% | 0% | 0% |
| White | 2010-2011 | 88.1% | 88.1% | 85.9% | | 31.7% | 56.4% | 9.9% | 2% |
| EDD | 2010-2011 | 84.7% | 84.7% | 72.7% | | 22% | 62.7% | 11.9% | 3.4% |
| ELL | 2010-2011 | 100% | 100% | 55.8% | | 0% | 100% | 0% | 0% |
| Male | 2010-2011 | 87% | 87% | 77.8% | | 31.5% | 55.6% | 9.3% | 3.7% |
| Female | 2010-2011 | 88.9% | 88.9% | 86.1% | | 27.8% | 61.1% | 11.1% | 0% |
| Migrant | 2010-2011 | 100% | 100% | 63.6% | | 0% | 100% | 0% | 0% |
| SWD | 2010-2011 | 66.7% | 66.7% | 43% | | 16.7% | 50% | 16.7% | 16.7% |

Grade 7 Writing

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|--------------------|-------------|--|--|---|------------------------------|------------------|--------------------|---------------|---------------------|
| All | 2010-2011 | 60.2% | 60.2% | 47.8% | | 4.3% | 55.9% | 33.3% | 6.5% |
| Asian or Pac. Isl. | 2010-2011 | 0% | 0% | 69.9% | | 0% | 0% | 100% | 0% |
| Hispanic | 2010-2011 | 50% | 50% | 37% | | 0% | 50% | 16.7% | 33.3% |
| White | 2010-2011 | 61.6% | 61.6% | 53.5% | | 4.7% | 57% | 33.7% | 4.7% |
| EDD | 2010-2011 | 46.2% | 46.2% | 33.6% | | 2.6% | 43.6% | 43.6% | 10.3% |
| Male | 2010-2011 | 46.3% | 46.3% | 39.5% | | 0% | 46.3% | 41.5% | 12.2% |
| Female | 2010-2011 | 71.2% | 71.2% | 56.5% | | 7.7% | 63.5% | 26.9% | 1.9% |
| Migrant | 2010-2011 | 100% | 100% | 25.4% | | 0% | 100% | 0% | 0% |
| SWD | 2010-2011 | 0% | 0% | 9.6% | | 0% | 0% | 57.1% | 42.9% |

Grade 6 Math

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|---------------|-------------|--|--|---|------------------------------|------------------|--------------------|---------------|---------------------|
| All | 2010-2011 | 85.7% | 85.7% | 84.5% | | 36.9% | 48.8% | 13.1% | 1.2% |
| Black | 2010-2011 | 100% | 100% | 68.9% | | 100% | 0% | 0% | 0% |
| Hispanic | 2010-2011 | 66.7% | 66.7% | 79% | | 0% | 66.7% | 16.7% | 16.7% |
| White | 2010-2011 | 87% | 87% | 88.8% | | 39% | 48.1% | 13% | 0% |
| EDD | 2010-2011 | 82.2% | 82.2% | 76.5% | | 28.9% | 53.3% | 15.6% | 2.2% |
| ELL | 2010-2011 | 0% | 0% | 67.8% | | 0% | 0% | 0% | 100% |
| Male | 2010-2011 | 85.7% | 85.7% | 82.9% | | 48.6% | 37.1% | 14.3% | 0% |
| Female | 2010-2011 | 85.7% | 85.7% | 86.1% | | 28.6% | 57.1% | 12.2% | 2% |
| Migrant | 2010-2011 | 0% | 0% | 80.4% | | 0% | 0% | 0% | 100% |
| SWD | 2010-2011 | 33.3% | 33.3% | 54.1% | | 0% | 33.3% | 66.7% | 0% |

Grade 7 Math

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|----------------------|--------------------|---|---|--|-------------------------------------|-------------------------|---------------------------|----------------------|----------------------------|
| All | 2010-2011 | 88.2% | 88.2% | 84.5% | | 54.8% | 33.3% | 11.8% | 0% |
| Asian or Pac. Isl. | 2010-2011 | 100% | 100% | 93.4% | | 100% | 0% | 0% | 0% |
| Hispanic | 2010-2011 | 50% | 50% | 79.4% | | 16.7% | 33.3% | 50% | 0% |
| White | 2010-2011 | 90.7% | 90.7% | 89.1% | | 57% | 33.7% | 9.3% | 0% |
| EDD | 2010-2011 | 82.1% | 82.1% | 76.4% | | 33.3% | 48.7% | 17.9% | 0% |
| Male | 2010-2011 | 85.4% | 85.4% | 82.9% | | 53.7% | 31.7% | 14.6% | 0% |
| Female | 2010-2011 | 90.4% | 90.4% | 86.3% | | 55.8% | 34.6% | 9.6% | 0% |
| Migrant | 2010-2011 | 100% | 100% | 80.5% | | 0% | 100% | 0% | 0% |
| SWD | 2010-2011 | 42.9% | 42.9% | 51.4% | | 0% | 42.9% | 57.1% | 0% |

Grade 8 Math

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|----------------------|--------------------|---|---|--|-------------------------------------|-------------------------|---------------------------|----------------------|----------------------------|
| All | 2010-2011 | 86.1% | 86.1% | 78% | | 53.7% | 32.4% | 12% | 1.9% |
| Black | 2010-2011 | 50% | 50% | 56.6% | | 50% | 0% | 50% | 0% |
| Hispanic | 2010-2011 | 80% | 80% | 69.8% | | 20% | 60% | 20% | 0% |
| White | 2010-2011 | 87.1% | 87.1% | 83.6% | | 55.4% | 31.7% | 10.9% | 2% |
| EDD | 2010-2011 | 79.7% | 79.7% | 66.9% | | 40.7% | 39% | 16.9% | 3.4% |
| ELL | 2010-2011 | 0% | 0% | 56.3% | | 0% | 0% | 100% | 0% |
| Male | 2010-2011 | 87% | 87% | 77.8% | | 72.2% | 14.8% | 9.3% | 3.7% |
| Female | 2010-2011 | 85.2% | 85.2% | 78.1% | | 35.2% | 50% | 14.8% | 0% |
| Migrant | 2010-2011 | 0% | 0% | 70.9% | | 0% | 0% | 100% | 0% |
| SWD | 2010-2011 | 33.3% | 33.3% | 43.5% | | 33.3% | 0% | 33.3% | 33.3% |

Grade 6 Social Studies

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|----------------------|--------------------|---|---|--|---|-----------------------------|-------------------------------|------------------------------|--|
| All | 2010-2011 | 81.2% | 81.2% | 75.3% | | 29.4% | 51.8% | 14.1% | 4.7% |
| Black | 2010-2011 | 100% | 100% | 51.6% | | 100% | 0% | 0% | 0% |
| Hispanic | 2010-2011 | 50% | 50% | 67.4% | | 16.7% | 33.3% | 33.3% | 16.7% |
| White | 2010-2011 | 83.3% | 83.3% | 82% | | 29.5% | 53.8% | 12.8% | 3.8% |
| EDD | 2010-2011 | 76.1% | 76.1% | 63.3% | | 23.9% | 52.2% | 19.6% | 4.3% |
| ELL | 2010-2011 | 0% | 0% | 44.3% | | 0% | 0% | 0% | 100% |
| Male | 2010-2011 | 83.3% | 83.3% | 74.1% | | 33.3% | 50% | 13.9% | 2.8% |
| Female | 2010-2011 | 79.6% | 79.6% | 76.5% | | 26.5% | 53.1% | 14.3% | 6.1% |
| Migrant | 2010-2011 | 0% | 0% | 59.6% | | 0% | 0% | 0% | 100% |
| SWD | 2010-2011 | 42.9% | 42.9% | 45.1% | | 0% | 42.9% | 42.9% | 14.3% |

Grade 8 Science

| Student Group | School Year | School Percent of Students Proficient & Advanced | District Percent of Students Proficient & Advanced | State Percent of Students Proficient & Advanced | Percent Not Tested in School | Advanced Level 1 | Proficient Level 2 | Basic Level 3 | Below Basic Level 4 |
|----------------------|--------------------|---|---|--|---|-----------------------------|-------------------------------|------------------------------|--|
| All | 2010-2011 | 86.1% | 86.1% | 78.1% | | 39.8% | 46.3% | 13% | 0.9% |
| Black | 2010-2011 | 50% | 50% | 56.4% | | 0% | 50% | 0% | 50% |
| Hispanic | 2010-2011 | 80% | 80% | 68.6% | | 40% | 40% | 20% | 0% |
| White | 2010-2011 | 87.1% | 87.1% | 84.1% | | 40.6% | 46.5% | 12.9% | 0% |
| EDD | 2010-2011 | 79.7% | 79.7% | 66.7% | | 35.6% | 44.1% | 20.3% | 0% |
| ELL | 2010-2011 | 100% | 100% | 48.2% | | 0% | 100% | 0% | 0% |
| Male | 2010-2011 | 92.6% | 92.6% | 76.9% | | 50% | 42.6% | 5.6% | 1.9% |
| Female | 2010-2011 | 79.6% | 79.6% | 79.4% | | 29.6% | 50% | 20.4% | 0% |
| Migrant | 2010-2011 | 100% | 100% | 59.1% | | 0% | 100% | 0% | 0% |
| SWD | 2010-2011 | 33.3% | 33.3% | 44.3% | | 33.3% | 0% | 66.7% | 0% |

Parent Involvement

Parent Involvement Policy

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. the District expects the parents to be involved in the program, including their participation in the development of the plan;
- B. meetings will be conducted with parents including provision for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program;
- F. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;
- J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;
- K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Superintendent shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

- A. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;
- B. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- C. will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;
- D. will provide participating students' parents with:
 - 1. timely information about the Title I programs;
 - 2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
 - 3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;
- E. develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:
 - 1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;

2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
3. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

Parents Right to Know Statement

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the Superintendent shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student's classroom teachers:

- A. whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching
- B. whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived
- C. the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned
- D. the qualifications of any paraprofessionals providing services to their child(ren)

In addition, the parents **shall** be provided:

- E. information on the level of achievement of their child(ren) on the required State academic assessments;
- F. timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

20 U.S.C. 6311, Elementary and Secondary Education Act of 1965

34 C.F.R. Part 200 et seq.

Adopted 1/20/03

The Parent Involvement Policy is approved by the St. Louis Public Schools Board of Education and fulfils the requirements of No Child Left Behind.

Parent Conferences

Parent Teacher Conference Attendance Data

| Subgroups | 2009-2010 | | 2010-2011 | |
|--|--|---|---------------------------------------|---|
| | Number of students represented | Percentage of students represented | Number of students represented | Percentage of students represented |
| All | 79 | 27 | 75 | 26 |
| American Indian/ Native Alaskan | 0 | 0 | 0 | 0 |
| Asian/ Pacific Islander | 0 | 0 | 0 | 0 |
| Black, Not of Hispanic Origin | 2 (non-Caucasian) | >1 | 2 (non-Caucasian) | >1 |
| Hispanic | This number is included in non-Caucasian | NA | 6 | 1 |
| White, Not of Hispanic Origin | 77 | 26 | 77 | 26 |
| Students with Disabilities | 5 | >1 | 1 | >1 |
| Limited English Proficient | NA | NA | NA | NA |
| Economically Disadvantaged | 33 | 11 | 22 | 30 |