



ST. LOUIS HIGH SCHOOL

2010-2011 ANNUAL REPORT

Sandra Russell, Principal

Principal's Greeting/Message

July 23, 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 St. Louis High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact St. Louis High School 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 St. Louis High School 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, St. Louis High School made Adequate Yearly Progress (AYP) in English/Language Arts and Mathematics. While we are pleased to have reached this important goal, we are continually looking to improve. We appreciate the continued support of parents, staff, and our community in this effort.

The No Child Left Behind Act (NCLBA) requires that teachers are to be "highly qualified" to teach. All of our teachers and paraprofessionals at St. Louis High School meet NCLBA requirements as "highly qualified."

This school year, our school earned a "B" grade on our Michigan Department of Education Report Card which is a 3 year average. We are excited about scoring above state average on 3 of the 5 MME Assessments this past year. The other 2 areas showed good improvements from the previous year's scores.

We are proud of our accomplishments of the past year, and look forward to the new challenges the future presents to us!

Sincerely,

Sandra Russell

Sandra Russell, Principal, St. Louis High School

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Description of the School

St. Louis High School serves students in grades 9-12. During the year, we touched the lives of 351 9-12 grade students. At St. Louis High School, we provide curriculum that is aligned with the Michigan Curriculum Frameworks in all academic areas. All areas are on a four-year review cycle. We also provide learning opportunities that include: art, music, physical education, computer technology, agri-science, and foreign language.

SLHS Points of Pride include, but are not limited to: Safe, Secure and Caring Learning Environment, Michigan Merit Curriculum, Fall Harvest Festival, Tri-Valley Academic Competitions, Music Department with Marching, Jazz, and Steel Drum Bands, Athletics, Student Council, National Honor Society, BPA, FCCLA, FFA, Pep Club, Spanish Club, Art Club, Links (German Exchange), The Freshman Bridge, Capstone Math, Year-long Algebra I/II, Credit Recovery, After-School Tutoring, Summer School, Talent Show, Vocational Courses, AP Courses, and Dual-Enrollment.

Process for Assigning Pupils to the School

All district pupils in grades 9-12 are assigned to St. Louis High 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/1581201219202053257/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 will be proficient in reading			
• Balanced Assessment Systems		x	
All students will be proficient in writing			
• Balanced Assessment System		x	
All students will be proficient in Math			
• Balanced Assessment System		x	

Core Curriculum Status

A copy of the Core Curriculum is available <http://stlouisschools.net/1581201219202053257/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 texts and/or supplemental resources verified by research conducted by Holt, Rinehart and Winston. The English Language Arts curriculum was last approved by our local Board of Education in 2005.

Mathematics

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. Building educators utilize texts and/or supplemental resources verified by research conducted by Glencoe McGraw-Hill. The Mathematics curriculum was last approved by our local Board of Education in 2006.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. Building educators utilize texts and/or supplemental resources verified by research conducted by Prentice Hall. A revised Science curriculum will be approved by our local Board of Education during the 2009-10 school year.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. Building educators utilize texts and/or supplemental resources verified by research conducted by Prentice Hall and Holt, Rinehart and Winston. A revised Social Studies curriculum will be approved by our local Board of Education during the 2010-2011 school year.

Local Assessment Data

The following charts reflect our school scores on the Michigan Educational Assessment Program (MEAP). The data reflects scores for the overall student body, and applicable sub-groups as required by the No Child Left Behind Act.

Grade 9 Social Studies Fall 2010	No. of students assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 and 2
Total All Students	85	918	4.00%	18.00%	48.00%	31.00%	79.00%
Gender							
Male	33	916	0.00%	27.00%	42.00%	30.00%	73.00%
Female	52	919	6.00%	12.00%	52.00%	31.00%	83.00%
Ethnicity							
Black or African American	<10						
White							
Hispanic of any race	10	911	10.00%	30.00%	40.00%	20.00%	60.00%
Additional Reporting Categories							
Economically Disadvantaged Yes	41	907	7.00%	29.00%	46.00%	17.00%	63.00%
No	44	927	0.00%	7.00%	50.00%	43.00%	93.00%

English Language Learners Yes							
No	10	891	30.00%	40.00%	30.00%	0.00%	30.00%
Students with Disabilities Total							
Gender							
Male							
Female							

Grade 11 MME Reading Spring 2011	No. of students assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 and 2
Total All Students	70	1106	11.00%	23.00%	63.00%	3.00%	66.00%
Gender							
Male	41	1104	15.00%	22.00%	61.00%	2.00%	63.00%
Female	29	1109	7.00%	24.00%	66.00%	3.00%	69.00%
Ethnicity							
Black or African American	<10						
White	65	1107	11.00%	23.00%	63.00%	3.00%	66.00%
Hispanic of any race							
Additional Reporting Categories							
Economically Disadvantaged Yes	32	1097	16.00%	25.00%	59.00%	0.00%	59.00%
No	38	1113	8.00%	21.00%	66.00%	5.00%	71.00%
English Language Learners Yes							
No	69	1107	10.00%	23.00%	64.00%	3.00%	67.00%
Students with Disabilities Total							
Gender							
Male							
Female							

Grade 11 MME Writing Spring 2011							
	No. of students assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 and 2
Total All Students	72	1090	7.00%	51.00%	39.00%	3.00%	42.00%
Gender							
Male	41	1104	15.00%	22.00%	61.00%	2.00%	63.00%
Female	29	1109	7.00%	24.00%	66.00%	3.00%	69.00%
Ethnicity							
Black or African American	<10						
White	67	1091	6.00%	49.00%	42.00%	3.00%	45.00%
Hispanic of any race							
Additional Reporting Categories							
Economically Disadvantaged Yes	32	1083	13.00%	50.00%	34.00%	3.00%	38.00%
No	40	1096	3.00%	53.00%	43.00%	3.00%	45.00%
English Language Learners							
Yes							
No	71	1091	6.00%	52.00%	39.00%	3.00%	42.00%
Students with Disabilities Total							
Gender							
Male							
Female							

Grade 11 MME Mathematics Spring 2011							
	No. of students assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 and 2
Total All Students	70	1086	34.00%	19.00%	37.00%	10.00%	47.00%
Gender							
Male	41	1082	34.00%	22.00%	29.00%	15.00%	44.00%
Female	29	1093	34.00%	14.00%	48.00%	3.00%	52.00%
Ethnicity							
Black or African American	<10						
White	65	1089	32.00%	18.00%	38.00%	11.00%	49.00%
Hispanic of any race							
Additional Reporting Categories							
Economically Disadvantaged Yes	32	1081	41.00%	19.00%	34.00%	6.00%	41.00%
No	38	1091	29.00%	18.00%	39.00%	13.00%	53.00%

English Language Learners Yes							
No	69	1088	33.00%	19.00%	38.00%	10.00%	48.00%
Students with Disabilities Total							
Gender							
Male							
Female							

Grade 11 MME Science Spring 2011	No. of students assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 and 2
Total All Students	71	1107	20.00%	14.00%	59.00%	7.00%	66.00%
Gender							
Male	41	1107	17.00%	15.00%	56.00%	12.00%	68.00%
Female	30	1106	23.00%	13.00%	63.00%	0.00%	63.00%
Ethnicity							
Black or African American	<10						
White	66	1109	17.00%	14.00%	62.00%	8.00%	70.00%
Hispanic of any race							
Additional Reporting Categories							
Economically Disadvantaged Yes	32	1101	28.00%	19.00%	50.00%	3.00%	53.00%
No	39	1112	13.00%	10.00%	67.00%	10.00%	77.00%
English Language Learners Yes							
No	70	1108	19.00%	14.00%	60.00%	7.00%	67.00%
Students with Disabilities Total							
Gender							
Male							
Female							

Grade 11 MME Social Studies Spring 2011							
	No. of students assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 and 2
Total All Students	70	1125	4.00%	14.00%	37.00%	44.00%	81.00%
Gender							
Male	41	1127	5.00%	17.00%	27.00%	51.00%	78.00%
Female	29	1121	3.00%	10.00%	52.00%	34.00%	86.00%
Ethnicity							
Black or African American	<10						
White	65	1126	3.00%	12.00%	38.00%	46.00%	85.00%
Hispanic of any race							
Additional Reporting Categories							
Economically Disadvantaged Yes	32	1119	3.00%	16.00%	44.00%	38.00%	81.00%
No	38	1129	5.00%	13.00%	32.00%	50.00%	82.00%
English Language Learners Yes							
No	69	1125	3.00%	14.00%	38.00%	45.00%	83.00%
Students with Disabilities Total							
Gender							
Male							
Female							

Parent Involvement

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	99	27%	91	26%
American Indian/ Native Alaskan	NA	NA	NA	NA
Asian/ Pacific Islander	NA	NA	NA	NA
Black, Not of Hispanic Origin	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA
White, Not of Hispanic Origin	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA

Post-Secondary Enrollment

Students from St. Louis High School have the opportunity to dual enroll in post-secondary classes at Alma College, Mid-Michigan Community College, and Central Michigan University. During the 2008-09 school year, 6 students, which was 3% of the junior/senior student body, were enrolled in post-secondary programs. During the 2009-10 school year 8 students, which was 4% of the junior/senior student body, were enrolled in post-secondary programs. 8 students, which was 4% of the student body received college credit for these courses.

College Equivalent Courses (AP/IB)

Students from St. Louis High School have the opportunity to enroll in college equivalent courses in Calculus, English Language, and Chemistry. During the 2008-09 school year 39 junior/senior students, which was 22% of the junior/senior student body, were enrolled in college equivalent courses. Of the students enrolled, during the 2010-2011 school year 5 students, which was 3% of the junior/senior student body, were enrolled in college equivalent courses. 5 students, which was 3% of the junior/senior student body received college credit for these courses.