



ST. LOUIS PUBLIC SCHOOLS

2010-2011

ANNUAL EDUCATION REPORT

Steve Taylor, Interim Superintendent

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August, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2011-2012 educational progress for St. Louis Public Schools. The AER addresses the complex reporting information required by federal and state laws and our administrative staff is available to help you understand this information. Please contact our District Office or a Building Principal for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site <http://stlouisschools.net> 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), for 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

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

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

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.

For 2010 – 2011 all of our schools in St. Louis made Adequate Yearly Progress (AYP) except our high school. Unfortunately the high school did not reach the AYP target of testing 95% of all students in one subgroup area. This is the first year this school has not made AYP and sadly, it missed that mark by less than 1%. Although the district appealed to the state to reconsider, the state denied our appeal. This next year, it will be critical that our high school make AYP. Likewise, in order to prevent this from happening in the future new students joining our district will be immediately registered for and required to take all state required exams.

Overall, the District saw continued academic gains in reading and writing, and continued to work on its curriculum initiatives. The District was recognized for meeting the Governor's Drop-Out Challenge and as a result two students received Ipods from the state. Other note worthy highlights include: increasing our use of technology k-12 to enhance instruction and promote 21st Century learning in the classroom along with hiring a technology integration specialist to support both staff and students. Finally, we implemented summer time programming for elementary level learners to support literacy achievement and growth throughout the calendar year.

Sincerely,
Steve Taylor
Interim Superintendent

Board of Education

“Committed to Academic Excellence”

The Saint Louis Public School District Board of Education meets in regular session on the third Monday of each month at 7:00 p.m. All meetings of the Board are open to the public, except those specifically exempted in the Open Meetings Act. Regular meetings during the school year are held at the High School Media Center. When a special meeting is called, public notice in accordance with state law is given, and also provided to local media.

Board Members and the Last Year of Their Terms Are As Follows:

President	Mr. Jeff Baxter	2014
Vice-President	Mr. Jeff DeRosia	2016
Secretary	Mrs. Kathy Wiles	2012
Treasurer	Mrs. Kelly Bebow	2012
Trustee	Mr. David Best	2016
Trustee	Mrs. Carrie Salladay	2016
Trustee	Mrs. Carrie Beeson	2014

How We Are Elected:

The Board of Education is made up of seven school district representatives who are elected on the even year November election date (beginning in 2008) to six-year terms of office. All registered voters residing within the school district’s boundaries are eligible to run for Board seats. Nominating petitions are available at the school’s administration offices located at 113 E. Saginaw, Saint Louis, MI 48880.

Board Preparation:

Each Board member receives a copy of the agenda and related materials several days before the meeting. A key part of making informed decisions is advance preparation on items to come before the Board, including financial reports, staff reports, matters of student welfare, and messages from community groups or individuals.

What We Do:

As your elected representatives, the Board is charged with providing programs, which are in line with the community’s educational goals and objectives. Board members are also responsible for the district’s resources. Both individually and as a body, the Board of Education works as concerned citizens for the betterment of our local schools.

A quorum of four Board members is required to take action on official school business. The Superintendent and other administrative staff are present at Board meetings to provide background information and reports. The educational policies established by the Board are consistent with state and federal laws, which govern education.

Citizen Participation:

Communication between the Board of Education and citizens is always encouraged and members of the community have the opportunity to participate at all public board meetings. A special time is provided at the beginning of each Board of Education meeting for citizens to address the Board. If preferred, questions or concerns may also be expressed in writing.

Learning About Your School:

Please feel free to call the district offices at 681-2545 if you have questions or need information about the Saint Louis Public Schools. Office hours are from 7:30 a.m. to 4:00 p.m.

If You Have Special Concerns:

Many times individual concerns or problems are best dealt with by beginning at the source and proceeding through proper channels. Please take time to review the handout *Procedures for Handling Problems at School*. This will help provide you with a step-by-step procedure for solving problems.

If a matter is not resolved at these levels, the Superintendent will be glad to make arrangements to meet with concerned parents, citizens and groups.

Phone Numbers:

Superintendent’s Office	681-2545
Saint Louis High School	681-2500
Horizon’s Alternative Program.....	681-2620
T. S. Nurnberger Middle School.....	681-5155
Carrie Knause Early Childhood Learning Center.....	681-3535
Eugene Nikkari Elementary.....	681-5131
Community Education	681-2545
Food Service	681-5852
Maintenance/Custodial	681-2008
Transportation.....	681-3532

Our Strategic Plan

Mission:

Our mission is to help all students strive for excellence. In pursuit of this mission, the Saint Louis Public Schools will:

- Always place children first
- Provide a safe, caring educational environment
- Involve the community in the educational program
- Integrate technology into the learning process
- Keep the District financially sound

Vision:

Our vision is to assure that our students can succeed in a global society. In pursuit of this vision, we will:

- Develop an exemplary educational program
- Encourage each student to excel
- Emphasize the importance of lifelong learning
- Be leaders in developing innovative educational techniques and programming

Financial Report

ST. LOUIS PUBLIC SCHOOLS 2010-2011 GENERAL FUND BUDGETS

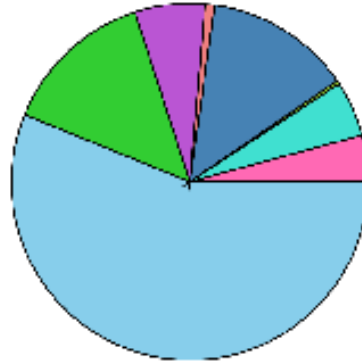
	2010-2011 Amended Budget 1/17/2011	2010-2011 Amended Budget 6/27/2011	2011-2012 Draft Budget 6/27/2011
REVENUES			
Local Sources	853,521	849,175	867,148
State Sources	7,945,105	7,953,364	7,620,426
Federal Sources	533,502	525,812	634,038
Other	470,756	480,838	313,757
Total Revenues	9,802,884	9,809,189	9,435,369
EXPENDITURES			
Basic Programs	4,503,634	4,494,951	4,729,237
Added Needs	1,387,942	1,427,532	1,181,842
Total Instruction	5,891,576	5,922,483	5,911,079
Pupil Services	149,879	155,945	179,934
Instructional Staff	444,966	493,875	423,699
Gen. Administration	310,996	294,566	314,633
School Administration	727,101	732,336	652,597
Business Services	285,674	289,280	247,509
Operations/Maint.	985,846	1,010,069	1,028,569
Transportation	558,141	470,485	397,949
Central Services	21,335	27,931	42,135
Total Support Services	3,483,938	3,474,487	3,287,025
Community Services	3,300	4,338	1,300
Prior Year Adjustments	-	-	-
Debt Service	73,500	61,961	68,000
Total Expenditures	9,452,314	9,463,269	9,267,404
Excess of Rev. over (under) Expenditures	350,570	345,920	167,965
Other Financing Sources Transfers Out	225,000	225,000	160,531
Net Change in Fund Balances	125,570	120,920	7,434
Estimated Fund Balance June 30, 2011	600,105	595,455	
	6.20%	6.15%	
Est. Fund Balance June 30, 2012			602,889
			6.39%

Budget Transparency Report: Personnel Expenditures

School District: St. Louis Public Schools (29100)

Fiscal Year: 2009-2010

Fund: General Fund (11)



Personnel Expenditures		
Salary (1xxx)	\$5,792,212	56.13 %
Employee Insurance Benefits (21xx)	\$1,363,669	13.22 %
FICA/Retirement/Unemployment/WC (28xx)	\$1,431,764	13.88 %
Other Personnel Expenditures (22x - 24xx, 29xx)	\$31,863	0.31 %
Total Personnel Expenditures	\$8,619,508	83.53 %

Remaining Expenditures		
Professional and Technical Purchased Services (31xx)	\$287,771	2.79 %
Client/Pupil Transportation Purchased Services (33xx)	\$1,926	0.02 %
Other Purchased Services (32xx, 34xx - 4xxx)	\$237,714	2.30 %
Supplies and Materials (5xxx)	\$521,267	5.05 %
Capital Outlay (6xxx)	\$88,570	0.86 %
Other Expenditures (7xxx)	\$195,723	1.90 %
Payments to Other Public School Districts(82xx)	\$127,171	1.23 %
Fund Modifications (81xx)	\$237,467	2.30 %
Other Transactions (83xx - 89xx)	\$1,322	0.01 %
Total General Fund Expenditures	\$10,318,439	100.00 %

* For charting purposes, Purchased Services is defined as object codes 3xxx-4xxx and 82xx.
 ** For charting purposes, Other Expenditures is defined as object codes 7xxx, 81xx and 83xx-89xx.

Report based on district's 2010 Financial Information Database (FID) submission.

Caution should be used when using these financial data. Sound conclusions can only be drawn when the data elements are used in proper context. As one example; many districts outsource some or all educational functions to other entities. As a result, the district may not incur direct employee salary and benefits for certain functions. The costs instead will appear in the purchased service category. While a district that hires its entire staff as district employees will include all the associated costs under a combination of salary and benefit accounts.

The personnel expenditure costs reported to the charts above are based on object codes as submitted to the Financial Information Database (FID). Districts are required by law (MCL 380.1281) to follow a common chart of accounts published as the Michigan Public School Accounting Manual when reporting financial data. Definitions for each of the object codes listed in the charts above may be found in the Manual available at: http://www.michigan.gov/documents/appendix_33974_7.pdf.

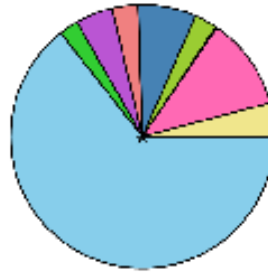
Additional district financial information can be found on-line at www.michigan.gov/cepl

Budget Transparency Report: Operating Expenditures

School District: St. Louis Public Schools (29100)

Fiscal Year: 2009-2010

Fund: General Fund (11)



Operating Expenditures		
Instructional Expenditures (1xx,293)	\$6,367,704	61.71 %
Pupil Support Services (21x)	\$235,407	2.28 %
Instructional Staff Support Services (22x)	\$450,859	4.37 %
General Administration (23x)	\$317,274	3.07 %
School Administration (24x)	\$703,201	6.81 %
Business Services (25x)	\$275,685	2.67 %
Operations and Maintenance (26x)	\$1,125,413	10.91 %
Transportation (27x)	\$405,317	3.93 %
Central & Other Support Services (28x, 291,292,295,299)	\$13,841	0.13 %
Total Current Operating Expenditures	\$9,894,701	95.89 %

Remaining Expenditures		
Community Services (3xx)	\$24,578	0.24 %
Facilities Acquisitions (45x), Debt Service (51x) and Capital Outlay	\$160,373	1.55 %
Other Transactions (41x-44x, 49x)	\$1,322	0.01 %
Fund Modification (6xx)	\$237,467	2.30 %
Total General Fund Expenditures	\$10,318,441	100.00 %

*For charting purposes, Remaining Expenditures is defined as function codes 3xx through 6xx.

Report based on district's 2010 Financial Information Database (FID) submission.

Caution should be used when using these financial data. Sound conclusions can only be drawn when the data elements are used in proper context. The operational expenditure costs reported to the charts above are based on function codes as submitted to the Financial Information Database (FID). Districts are required by law (MCL 380.1281) to follow a common chart of accounts published as the Michigan Public School Accounting Manual when reporting financial data. Definitions for each of the object codes listed in the charts above may be found in the Manual available at: http://www.michigan.gov/documents/appendix_33974_7.pdf.

Please note that Capital Outlay, an object category, was extracted from functional categories and reported with Facilities Acquisitions and Debt Service.

More district financial information can be found on-line at www.michigan.gov/cepl.

CARRIE KNAUSE ELEMENTARY



2010-2011 ANNUAL REPORT

Sandra Russell, Principal

Principal's Greeting/Message

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 Public School and our schools. The AER address the complex reporting information required by federal and state laws; our staff is available to help you understand this information. Please contact **Sandra Russell at (989) 681-3535** for help if you need 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 in the principal's office at your child's school.

The report contains the following information:

MISSION AND VISION

Vision: We continue to strive to be a school that is recognized for excellence.

Mission: We are committed to educating all students and instilling values of lifelong learning and responsible citizenship.

Belief: The staff of Carrie Knause Early Childhood Learning Center, in partnership with parents and community, believe that all students can learn.

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

- Presents achievement data for English language arts and mathematics for grades 3 to 5 (MEAP), and science for grades 5 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

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

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

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.

Sincerely,

Sandra Russell

Accreditation Status

Carrie Knause ECLC is fully accredited by the Michigan Department of Education and has not been identified for improvement by the State of Michigan. We continued to make Adequate Yearly Progress as well as receive the letter grade of "A" on the 2010-2011 Education Yes! Report Card.

School and District report card and accreditation status can be found at <https://oeaa.state.mi.us/ayp>.

School improvement plans may be found by visiting the district website at www.stlouisschools.net. Or a paper copy may be requested by calling (989) 681-3535.

School Improvement

The School Improvement Team, composed of several focus groups, meets regularly during the school year. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction. Goals that are being addressed:

- All students will become proficient with number and operation skills in math.
- All students at Carrie Knause will make progress on oral reading fluency based on grade level benchmarks and/or individual aim lines.
- All students at Carrie Knause will be proficient writers according to state standards and Grade Level Content Expectations.

Progress on all goals is on-going and supported by our professional development efforts.

Pupil Retention Rate

Grade			
	2010-2011	2009-2010	2008-2009
Kindergarten	89	94	89
First	85	92	89
Second	86	78	107
Building Total	260	264	285

Core Curriculum Status

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 numerous programs and resources including DIBELS, Zoo Phonics, Writers Workshop, Scott Foresman Reading, Orton-Gillingham methods as well as many supplemental materials. The English Language Arts curriculum was last approved by our local Board of Education in 2005. Ongoing professional development in reading best practices and Writers Workshop continues building wide.

Mathematics

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Scott Foresman Math, Essential Skills Software and other supplemental materials to teach the GLCE's. The Mathematics curriculum was last approved by our local Board of Education in 2006. Professional development in the area of number sense and basic computational skills is on-going.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Weekly Reader, McGraw-Hill texts and National Geographic Magazine to present the curriculum. Professional development will be established by the school improvement team at that time.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Weekly Reader and the Houghton-Mifflin Series to teach the Social Studies GLCE's. Professional development will be established by the school improvement team at that time.

Teacher Quality Data

2010-2011 Teacher Quality Data

Percentage of Certified Teachers	100
Percentage of Teachers with Emergency Credentials	0
Percentage of Core Academic Teachers Meeting NCLB Highly Qualified Requirement	100
Percentage of Core Academic Classes NOT Taught by Highly Qualified Teachers	0

The professional teaching staff at Carrie Knause is comprised of all highly qualified teachers and administrators. Of the 19 teachers, counselors and administrators, 5 hold Master level degrees and 14 hold Bachelor level degrees in elementary education.

During the 2010-2011 school year Carrie Knause ECLC was home to 1 Principal, 1.5 office clerical staff, 10 general education classroom teachers, .6 Title 1 teacher, 1 Special Education Teacher, 2 preschool teachers, a half time counselor, 1 Physical Education teacher and 1 Music teacher, 1 Media Center Paraprofessional, 6 Title 1 Paraprofessionals, and 1 half time speech teacher.

Points of Pride

<ul style="list-style-type: none"> Aligned curriculum Fall Harvest Festival Accelerated Reader Virtual Field Trips School Mall Fundraisers Counseling groups and services Character Education Star Lab Trip to Forest Hill Nature Center Writers Workshop-building wide Historical Society visit Mobile Dentist All Day/ Every day Kindergarten Trip to Temple Theater Food Play Assembly Big Brothers-Big Sisters In-School Mentoring Program 	<ul style="list-style-type: none"> Reading is Magic Assembly Fire Safety Assembly VIP Day Partnership with St. Louis Public Library Camp Monroe Nature trips Reading Month Singing Hands Program Trip to Chippewa Nature Center Knause House News (On-line) Steel Drum Band Trip to Potter's Park Therapy Dog visit Public Library Trips SPLASH grant to promote health GCF grant participant Target grant recipient
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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 parents to be involved in the programs including their participation in the development of the parent involvement plans.
- 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 Teacher Conference Attendance Data

Subgroup	Percentage of Students Having a Parent in Attendance	
	2010-2011	2009-2010
All	208	219
American Indian/ Native Alaskan	1	2
Asian/ Pacific Islander	1	2
Black, Not of Hispanic Origin	3	5
Hispanic	19	20
White, Not of Hispanic Origin	184	190
Students with Disabilities	31 (includes speech)	39 (includes speech)
Limited English Proficient	2	1
Economically Disadvantaged	106	103

Local Assessment Data

The State of Michigan requires that all students grade 3-8 participate in the Michigan Education Assessment Program (MEAP). While Carrie Knause students do not take the MEAP assessments, we believe the scores from 3rd-5th graders are accurate reflections of our success in teaching the Michigan Grade Level Content Expectations.

The staff at Carrie Knause worked all school year to learn more about Writers Workshop and the effective practices of teaching writing. We gave our students three writing prompts in September, January and May to assess student progress. Each prompt was scored using a 6 point rubric based on the MEAP writing rubric (1=little to no skill in writing and 6=highly skilled for age and grade level). The following is a summary of the scores our students received on each of these prompts. Note: Kindergarten students did not receive instruction in Writer's Workshop until second semester. Therefore, they were only assessed in writing in January and May.

Rubric Score	<i>Writing Prompt</i>		
	#1- Sept/ 2010	#2- Jan/2011	#3- May/2011
0 or 1	31	2	NA
2	47	25	NA
3	41	77	NA
4	24	40	NA
5	16	19	NA
6	5	7	NA

Data for writing prompt for May/2011 is not available at this time.

Other Local Assessment Data

According to our 2010-2011 end-of-year STAR Reading data:

75% of the first grade students tested were reading at or above grade level

84% of the second grade students tested were reading at or above the second grade level

According to beginning DIBELS assessments:

35% of 2nd graders were at some risk in the area of Oral Reading Fluency. When compared to mid-year assessments in ORF, only 17% of 2nd graders are at risk. Fourteen students moved from an at-risk rating to a no risk rating.

33% of 1st graders were at some risk in the area of Phonemic Segmentation Fluency. When compared to mid-year assessments in PSF, only 9% of 1st graders are at risk. Twenty students moved from an at-risk rating to a no risk rating.

According to beginning DIBELS assessments:

37% of 1st graders were at some risk in the area of Nonsense Word Fluency. When compared to mid-year assessments in NWF, 56% of 1st graders are at risk. Although, thirteen students moved from a higher level of risk to a lower level of risk or no risk at all.

Kindergarten students were assessed using DIBELS. Mid-year scores are as follows:

- ▶ 65% were at some risk in Initial Sound Fluency
- ▶ 48% were at some risk in Letter Naming Fluency
- ▶ 55% were at some risk in Phonemic Segmentation Fluency
- ▶ 46% were at some risk in Nonsense Word Fluency

Math proficiency was also assessed in a number of ways. One measurement included an Essential Skills Test. 2010-2011 results include the following:

- ▶ The average score in Mastering Numeration is 77% for kindergarten students.
- ▶ The average score in Mastering Numeration is 90% for 1st grade students.
- ▶ The average score in Mastering Numeration is 93% for 2nd grade students.
- ▶ 31- 2nd graders are at Mastering Numeration Level 2 with an average score of 94%.

MEAP DATA

The following charts are the Fall 2010 MEAP scores for our 3rd-5th graders. All AYP subgroups and non-AYP subgroups are summarized here as well as a comparison to State of Michigan overall scores.

MATHMATICS

All School Years - Mathematics MEAP Proficiency Report for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 03													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	25	34.7	42	58.3	5	6.9	0	0	67	93.1	5	6.9	72
09-10 School	50	52.1	42	43.8	4	4.2	0	0	92	95.8	4	4.2	96
08-09 School	51	53.1	38	39.6	7	7.3	0	0	89	92.7	7	7.3	96
07-08 School	42	46.2	42	46.2	7	7.7	0	0	84	92.3	7	7.7	91
06-07 School	46	52.9	35	40.2	6	6.9	0	0	81	93.1	6	6.9	87
05-06 School	47	48.5	41	42.3	9	9.3	0	0	88	90.7	9	9.3	97
10-11 District	25	34.7	42	58.3	5	6.9	0	0	67	93.1	5	6.9	72
09-10 District	50	52.1	42	43.8	4	4.2	0	0	92	95.8	4	4.2	96
08-09 District	51	53.1	38	39.6	7	7.3	0	0	89	92.7	7	7.3	96
07-08 District	42	46.2	42	46.2	7	7.7	0	0	84	92.3	7	7.7	91
06-07 District	46	52.9	35	40.2	6	6.9	0	0	81	93.1	6	6.9	87
05-06 District	47	48.5	41	42.3	9	9.3	0	0	88	90.7	9	9.3	97
10-11 ISD	440	47.9	451	49.1	28	3	0	0	891	97	28	3	919
09-10 ISD	501	51.3	447	45.8	28	2.9	0	0	948	97.1	28	2.9	976
08-09 ISD	563	58.8	344	35.9	50	5.2	1	0.1	907	94.7	51	5.3	958
07-08 ISD	472	48.7	453	46.7	44	4.5	1	0.1	925	95.4	45	4.6	970
06-07 ISD	539	58.1	332	35.8	57	6.1	0	0	871	93.9	57	6.1	928
05-06 ISD	505	52.6	364	37.9	85	8.9	6	0.6	869	90.5	91	9.5	960
10-11 State	57850	52.6	47042	42.7	5125	4.7	41	0	104892	95.3	5166	4.7	110058
09-10 State	58336	51.6	48828	43.2	5755	5.1	86	0.1	107164	94.8	5841	5.2	113005
08-09 State	64889	56.3	40382	35	9899	8.6	153	0.1	105271	91.3	10052	8.7	115323
07-08 State	56562	48.9	47652	41.2	11155	9.7	191	0.2	104214	90.2	11346	9.8	115560
06-07 State	59445	50.8	43446	37.1	13305	11.4	892	0.8	102891	87.9	14197	12.1	117088
05-06 State	56784	48.2	45840	38.9	13818	11.7	1451	1.2	102624	87	15269	13	117893

2010/2011 School Year - Mathematics MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 03													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	25	34.7	42	58.3	5	6.9	0	0	67	93.1	5	6.9	72
Female	9	25.7	23	65.7	3	8.6	0	0	32	91.4	3	8.6	35
Male	16	43.2	19	51.4	2	5.4	0	0	35	94.6	2	5.4	37

2010/2011 School Year - Mathematics MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 03													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
Homeless	0	0	1	100	0	0	0	0	1	100	0	0	1

2010/2011 School Year - Mathematics MEAP Proficiency Report with AYP Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 03													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	25	34.7	42	58.3	5	6.9	0	0	67	93.1	5	6.9	72
Black	0	0	1	100	0	0	0	0	1	100	0	0	1
Hispanic	0	0	4	80	1	20	0	0	4	80	1	20	5
White	25	37.9	37	56.1	4	6.1	0	0	62	93.9	4	6.1	66
EDD	11	24.4	30	66.7	4	8.9	0	0	41	91.1	4	8.9	45
SWD	1	7.7	9	69.2	3	23.1	0	0	10	76.9	3	23.1	13

All School Years - Mathematics MEAP Proficiency Report for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	43	44.8	50	52.1	3	3.1	0	0	93	96.9	3	3.1	96
09-10 School	33	35.9	55	59.8	4	4.3	0	0	88	95.7	4	4.3	92
08-09 School	51	58.6	30	34.5	5	5.7	1	1.1	81	93.1	6	6.9	87
07-08 School	53	63.9	29	34.9	1	1.2	0	0	82	98.8	1	1.2	83
06-07 School	48	47.5	47	46.5	6	5.9	0	0	95	94.1	6	5.9	101
05-06 School	41	46.1	40	44.9	5	5.6	3	3.4	81	91	8	9	89
10-11 District	43	44.8	50	52.1	3	3.1	0	0	93	96.9	3	3.1	96
09-10 District	33	35.9	55	59.8	4	4.3	0	0	88	95.7	4	4.3	92
08-09 District	51	58.6	30	34.5	5	5.7	1	1.1	81	93.1	6	6.9	87
07-08 District	53	63.9	29	34.9	1	1.2	0	0	82	98.8	1	1.2	83
06-07 District	48	47.5	47	46.5	6	5.9	0	0	95	94.1	6	5.9	101
05-06 District	41	46.1	40	44.9	5	5.6	3	3.4	81	91	8	9	89
10-11 ISD	381	38	540	53.8	82	8.2	0	0	921	91.8	82	8.2	1003
09-10 ISD	403	43	486	51.9	47	5	1	0.1	889	94.9	48	5.1	937
08-09 ISD	434	46.1	445	47.2	59	6.3	4	0.4	879	93.3	63	6.7	942
07-08 ISD	429	46.4	418	45.2	69	7.5	9	1	847	91.6	78	8.4	925
06-07 ISD	361	38.3	482	51.2	93	9.9	6	0.6	843	89.5	99	10.5	942
05-06 ISD	405	43.9	415	45	86	9.3	16	1.7	820	88.9	102	11.1	922
10-11 State	48270	42.7	55007	48.7	9559	8.5	83	0.1	103277	91.5	9642	8.5	112919
09-10 State	51561	45.3	53366	46.9	8414	7.4	395	0.3	104927	92.3	8809	7.7	113736
08-09 State	50503	44.2	49870	43.7	12625	11.1	1241	1.1	100373	87.9	13866	12.1	114239
07-08 State	47303	40.9	52003	44.9	13698	11.8	2698	2.3	99306	85.8	16396	14.2	115702
06-07 State	40278	34.4	58747	50.2	15054	12.9	2999	2.6	99025	84.6	18053	15.4	117078
05-06 State	42960	36.3	53544	45.3	17043	14.4	4653	3.9	96504	81.6	21696	18.4	118200

2010/2011 School Year - Mathematics MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	43	44.8	50	52.1	3	3.1	0	0	93	96.9	3	3.1	96
Female	23	39.7	33	56.9	2	3.4	0	0	56	96.6	2	3.4	58

2010/2011 School Year - Mathematics MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
Male	20	52.6	17	44.7	1	2.6	0	0	37	97.4	1	2.6	38
Migrant	1	100	0	0	0	0	0	0	1	100	0	0	1

2010/2011 School Year - Mathematics MEAP Proficiency Report with AYP Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	43	44.8	50	52.1	3	3.1	0	0	93	96.9	3	3.1	96
Black	0	0	1	100	0	0	0	0	1	100	0	0	1
Hispanic	3	42.9	4	57.1	0	0	0	0	7	100	0	0	7
White	40	45.5	45	51.1	3	3.4	0	0	85	96.6	3	3.4	88
EDD	20	38.5	30	57.7	2	3.8	0	0	50	96.2	2	3.8	52
ELL	1	50	1	50	0	0	0	0	2	100	0	0	2
SWD	3	27.3	8	72.7	0	0	0	0	11	100	0	0	11

All School Years - Mathematics MEAP Proficiency Report for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 05													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	34	38.6	35	39.8	19	21.6	0	0	69	78.4	19	21.6	88
09-10 School	20	23.5	43	50.6	21	24.7	1	1.2	63	74.1	22	25.9	85
08-09 School	41	47.7	31	36	14	16.3	0	0	72	83.7	14	16.3	86
07-08 School	41	42.3	35	36.1	16	16.5	5	5.2	76	78.4	21	21.6	97
06-07 School	21	25.6	44	53.7	15	18.3	2	2.4	65	79.3	17	20.7	82
05-06 School	35	38.5	36	39.6	13	14.3	7	7.7	71	78	20	22	91
10-11 District	34	38.6	35	39.8	19	21.6	0	0	69	78.4	19	21.6	88
09-10 District	20	23.5	43	50.6	21	24.7	1	1.2	63	74.1	22	25.9	85
08-09 District	41	47.7	31	36	14	16.3	0	0	72	83.7	14	16.3	86
07-08 District	41	42.3	35	36.1	16	16.5	5	5.2	76	78.4	21	21.6	97
06-07 District	21	25.6	44	53.7	15	18.3	2	2.4	65	79.3	17	20.7	82
05-06 District	35	38.5	36	39.6	13	14.3	7	7.7	71	78	20	22	91
10-11 ISD	426	44.9	346	36.5	166	17.5	11	1.2	772	81.3	177	18.7	949
09-10 ISD	396	41.6	372	39.1	149	15.7	34	3.6	768	80.8	183	19.2	951
08-09 ISD	449	48.1	327	35	142	15.2	16	1.7	776	83.1	158	16.9	934
07-08 ISD	391	41.9	352	37.7	162	17.4	28	3	743	79.6	190	20.4	933
06-07 ISD	396	42.1	386	41	143	15.2	16	1.7	782	83.1	159	16.9	941
05-06 ISD	306	35.1	375	43	166	19	25	2.9	681	78.1	191	21.9	872
10-11 State	50963	44.6	40315	35.3	20073	17.6	2883	2.5	91278	79.9	22956	20.1	114234
09-10 State	49011	43.4	40817	36.1	19129	16.9	4068	3.6	89828	79.5	23197	20.5	113025
08-09 State	51652	44.9	36704	31.9	21899	19	4782	4.2	88356	76.8	26681	23.2	115037
07-08 State	45024	38.8	41132	35.4	24822	21.4	5068	4.4	86156	74.2	29890	25.8	116046
06-07 State	42006	35.7	47446	40.3	23916	20.3	4459	3.8	89452	75.9	28375	24.1	117827
05-06 State	38213	31.6	50456	41.8	25517	21.1	6591	5.5	88669	73.4	32108	26.6	120777

2010/2011 School Year - Mathematics MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 05													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	34	38.6	35	39.8	19	21.6	0	0	69	78.4	19	21.6	88
Female	18	40	19	42.2	8	17.8	0	0	37	82.2	8	17.8	45
Male	16	37.2	16	37.2	11	25.6	0	0	32	74.4	11	25.6	43
Homeless	0	0	1	100	0	0	0	0	1	100	0	0	1

2010/2011 School Year - Mathematics MEAP Proficiency Report with AYP Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 05													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	34	38.6	35	39.8	19	21.6	0	0	69	78.4	19	21.6	88
Black	0	0	3	60	2	40	0	0	3	60	2	40	5
Hispanic	3	50	2	33.3	1	16.7	0	0	5	83.3	1	16.7	6
White	31	40.3	30	39	16	20.8	0	0	61	79.2	16	20.8	77
EDD	19	34.5	21	38.2	15	27.3	0	0	40	72.7	15	27.3	55
ELL	0	0	1	50	1	50	0	0	1	50	1	50	2
SWD	2	28.6	3	42.9	2	28.6	0	0	5	71.4	2	28.6	7

READING

All School Years - Reading MEAP Proficiency Report for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 03													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	35	49.3	22	31	13	18.3	1	1.4	57	80.3	14	19.7	71
09-10 School	40	41.2	52	53.6	5	5.2	0	0	92	94.8	5	5.2	97
08-09 School	46	48.4	46	48.4	3	3.2	0	0	92	96.8	3	3.2	95
07-08 School	42	46.2	39	42.9	8	8.8	2	2.2	81	89	10	11	91
06-07 School	52	60.5	32	37.2	0	0	2	2.3	84	97.7	2	2.3	86
05-06 School	38	39.2	55	56.7	2	2.1	2	2.1	93	95.9	4	4.1	97
10-11 District	35	49.3	22	31	13	18.3	1	1.4	57	80.3	14	19.7	71
09-10 District	40	41.2	52	53.6	5	5.2	0	0	92	94.8	5	5.2	97
08-09 District	46	48.4	46	48.4	3	3.2	0	0	92	96.8	3	3.2	95
07-08 District	42	46.2	39	42.9	8	8.8	2	2.2	81	89	10	11	91
06-07 District	52	60.5	32	37.2	0	0	2	2.3	84	97.7	2	2.3	86
05-06 District	38	39.2	55	56.7	2	2.1	2	2.1	93	95.9	4	4.1	97
10-11 ISD	419	45.7	404	44.1	80	8.7	14	1.5	823	89.7	94	10.3	917
09-10 ISD	384	39.6	519	53.5	60	6.2	7	0.7	903	93.1	67	6.9	970
08-09 ISD	442	46.8	417	44.2	82	8.7	3	0.3	859	91	85	9	944
07-08 ISD	398	42	452	47.7	81	8.5	17	1.8	850	89.7	98	10.3	948
06-07 ISD	456	49.8	405	44.3	37	4	17	1.9	861	94.1	54	5.9	915
05-06 ISD	350	37.1	518	54.9	58	6.1	18	1.9	868	91.9	76	8.1	944
10-11 State	45807	41.7	49570	45.1	12659	11.5	1899	1.7	95377	86.8	14558	13.2	109935
09-10 State	43575	38.8	57375	51.1	10242	9.1	1183	1.1	100950	89.8	11425	10.2	112375
08-09 State	46520	40.6	52519	45.8	14490	12.6	1062	0.9	99039	86.4	15552	13.6	114591
07-08 State	45253	39.4	54046	47	12545	10.9	3026	2.6	99299	86.4	15571	13.6	114870
06-07 State	49425	42.4	52398	45	10702	9.2	3939	3.4	101823	87.4	14641	12.6	116464
05-06 State	35682	30.5	65757	56.1	12033	10.3	3673	3.1	101439	86.6	15706	13.4	117145

2010/2011 School Year - Reading MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 03

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	35	49.3	22	31	13	18.3	1	1.4	57	80.3	14	19.7	71
Female	20	57.1	10	28.6	5	14.3	0	0	30	85.7	5	14.3	35
Male	15	41.7	12	33.3	8	22.2	1	2.8	27	75	9	25	36

2010/2011 School Year - Reading MEAP Proficiency Report with AYP Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 03

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	35	49.3	22	31	13	18.3	1	1.4	57	80.3	14	19.7	71
Black	1	100	0	0	0	0	0	0	1	100	0	0	1
Hispanic	1	20	4	80	0	0	0	0	5	100	0	0	5
White	33	50.8	18	27.7	13	20	1	1.5	51	78.5	14	21.5	65
EDD	15	34.1	17	38.6	11	25	1	2.3	32	72.7	12	27.3	44
SWD	2	15.4	0	0	10	76.9	1	7.7	2	15.4	11	84.6	13

All School Years - Reading MEAP Proficiency Report for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	35	36.5	54	56.2	7	7.3	0	0	89	92.7	7	7.3	96
09-10 School	35	38.9	46	51.1	9	10	0	0	81	90	9	10	90
08-09 School	41	46.6	41	46.6	6	6.8	0	0	82	93.2	6	6.8	88
07-08 School	47	57.3	32	39	3	3.7	0	0	79	96.3	3	3.7	82
06-07 School	46	45.1	50	49	6	5.9	0	0	96	94.1	6	5.9	102
05-06 School	25	29.1	55	64	6	7	0	0	80	93	6	7	86
10-11 District	35	36.5	54	56.2	7	7.3	0	0	89	92.7	7	7.3	96
09-10 District	35	38.9	46	51.1	9	10	0	0	81	90	9	10	90
08-09 District	41	46.6	41	46.6	6	6.8	0	0	82	93.2	6	6.8	88
07-08 District	47	57.3	32	39	3	3.7	0	0	79	96.3	3	3.7	82
06-07 District	46	45.1	50	49	6	5.9	0	0	96	94.1	6	5.9	102
05-06 District	25	29.1	55	64	6	7	0	0	80	93	6	7	86
10-11 ISD	283	28.4	595	59.8	105	10.6	12	1.2	878	88.2	117	11.8	995
09-10 ISD	379	40.6	444	47.6	97	10.4	13	1.4	823	88.2	110	11.8	933
08-09 ISD	290	31	532	56.9	98	10.5	15	1.6	822	87.9	113	12.1	935
07-08 ISD	337	37.1	491	54	61	6.7	20	2.2	828	91.1	81	8.9	909
06-07 ISD	346	37.2	466	50.1	98	10.5	21	2.3	812	87.2	119	12.8	931
05-06 ISD	225	24.9	585	64.8	84	9.3	9	1	810	89.7	93	10.3	903
10-11 State	35040	31.1	59588	52.9	15576	13.8	2345	2.1	94628	84.1	17921	15.9	112549
09-10 State	41997	37.2	53050	46.9	15700	13.9	2298	2	95047	84.1	17998	15.9	113045
08-09 State	35924	31.6	58052	51.1	16471	14.5	3114	2.7	93976	82.8	19585	17.2	113561
07-08 State	37018	32.2	60092	52.3	14015	12.2	3825	3.3	97110	84.5	17840	15.5	114950
06-07 State	38543	33.1	60221	51.7	15132	13	2475	2.1	98764	84.9	17607	15.1	116371
05-06 State	25734	21.9	72061	61.3	17079	14.5	2605	2.2	97795	83.2	19684	16.8	117479

2010/2011 School Year - Reading MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	35	36.5	54	56.2	7	7.3	0	0	89	92.7	7	7.3	96
Female	23	39.7	30	51.7	5	8.6	0	0	53	91.4	5	8.6	58
Male	12	31.6	24	63.2	2	5.3	0	0	36	94.7	2	5.3	38
Migrant	0	0	1	100	0	0	0	0	1	100	0	0	1

2010/2011 School Year - Reading MEAP Proficiency Report with AYP Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	35	36.5	54	56.2	7	7.3	0	0	89	92.7	7	7.3	96
Black	1	100	0	0	0	0	0	0	1	100	0	0	1
Hispanic	1	14.3	6	85.7	0	0	0	0	7	100	0	0	7
White	33	37.5	48	54.5	7	8	0	0	81	92	7	8	88
EDD	14	26.9	35	67.3	3	5.8	0	0	49	94.2	3	5.8	52
ELL	0	0	2	100	0	0	0	0	2	100	0	0	2
SWD	2	18.2	7	63.6	2	18.2	0	0	9	81.8	2	18.2	11

All School Years - Reading MEAP Proficiency Report for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 05													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	38	44.2	42	48.8	4	4.7	2	2.3	80	93	6	7	86
09-10 School	34	40	41	48.2	7	8.2	3	3.5	75	88.2	10	11.8	85
08-09 School	33	38.8	41	48.2	7	8.2	4	4.7	74	87.1	11	12.9	85
07-08 School	47	48.5	38	39.2	9	9.3	3	3.1	85	87.6	12	12.4	97
06-07 School	32	39	38	46.3	6	7.3	6	7.3	70	85.4	12	14.6	82
05-06 School	22	24.2	56	61.5	10	11	3	3.3	78	85.7	13	14.3	91
10-11 District	38	44.2	42	48.8	4	4.7	2	2.3	80	93	6	7	86
09-10 District	34	40	41	48.2	7	8.2	3	3.5	75	88.2	10	11.8	85
08-09 District	33	38.8	41	48.2	7	8.2	4	4.7	74	87.1	11	12.9	85
07-08 District	47	48.5	38	39.2	9	9.3	3	3.1	85	87.6	12	12.4	97
06-07 District	32	39	38	46.3	6	7.3	6	7.3	70	85.4	12	14.6	82
05-06 District	22	24.2	56	61.5	10	11	3	3.3	78	85.7	13	14.3	91
10-11 ISD	425	45	410	43.4	69	7.3	41	4.3	835	88.4	110	11.6	945
09-10 ISD	385	40.7	440	46.5	75	7.9	47	5	825	87.1	122	12.9	947
08-09 ISD	360	38.7	453	48.7	87	9.3	31	3.3	813	87.3	118	12.7	931
07-08 ISD	440	47.6	344	37.2	103	11.1	38	4.1	784	84.8	141	15.2	925
06-07 ISD	361	38.9	457	49.2	86	9.3	25	2.7	818	88.1	111	11.9	929
05-06 ISD	205	23.8	519	60.2	99	11.5	39	4.5	724	84	138	16	862
10-11 State	50534	44.4	46398	40.7	10727	9.4	6263	5.5	96932	85.1	16990	14.9	113922
09-10 State	49021	43.6	46795	41.6	10929	9.7	5764	5.1	95816	85.2	16693	14.8	112509
08-09 State	41711	36.5	51586	45.1	15344	13.4	5785	5.1	93297	81.5	21129	18.5	114426
07-08 State	48236	41.8	45951	39.8	13013	11.3	8171	7.1	94187	81.6	21184	18.4	115371
06-07 State	42177	36	56352	48.1	12779	10.9	5885	5	98529	84.1	18664	15.9	117193
05-06 State	29010	24.1	67099	55.8	15947	13.3	8086	6.7	96109	80	24033	20	120142

2010/2011 School Year - Reading MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 05													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	38	44.2	42	48.8	4	4.7	2	2.3	80	93	6	7	86
Female	21	47.7	20	45.5	2	4.5	1	2.3	41	93.2	3	6.8	44
Male	17	40.5	22	52.4	2	4.8	1	2.4	39	92.9	3	7.1	42

2010/2011 School Year - Reading MEAP Proficiency Report with AYP Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 05													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	38	44.2	42	48.8	4	4.7	2	2.3	80	93	6	7	86
Black	1	20	4	80	0	0	0	0	5	100	0	0	5
Hispanic	3	50	3	50	0	0	0	0	6	100	0	0	6
White	34	45.3	35	46.7	4	5.3	2	2.7	69	92	6	8	75
EDD	20	37.7	29	54.7	3	5.7	1	1.9	49	92.5	4	7.5	53
ELL	1	50	1	50	0	0	0	0	2	100	0	0	2
SWD	1	16.7	3	50	1	16.7	1	16.7	4	66.7	2	33.3	6

WRITING- Tested in 4th grade only

All School Years - Writing MEAP Proficiency Report for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	18	18.9	41	43.2	35	36.8	1	1.1	59	62.1	36	37.9	95
08-09 School	0	0	41	46.6	46	52.3	1	1.1	41	46.6	47	53.4	88
07-08 School	0	0	50	61	32	39	0	0	50	61	32	39	82
06-07 School	1	1	61	59.8	38	37.3	2	2	62	60.8	40	39.2	102
05-06 School	8	9.3	57	66.3	21	24.4	0	0	65	75.6	21	24.4	86
10-11 District	18	18.9	41	43.2	35	36.8	1	1.1	59	62.1	36	37.9	95
08-09 District	0	0	41	46.6	46	52.3	1	1.1	41	46.6	47	53.4	88
07-08 District	0	0	50	61	32	39	0	0	50	61	32	39	82
06-07 District	1	1	61	59.8	38	37.3	2	2	62	60.8	40	39.2	102
05-06 District	8	9.3	57	66.3	21	24.4	0	0	65	75.6	21	24.4	86
10-11 ISD	82	8.2	353	35.5	526	52.9	34	3.4	435	43.7	560	56.3	995
08-09 ISD	0	0	403	43.1	530	56.7	1	0.1	403	43.1	531	56.9	934
07-08 ISD	0	0	425	46.8	478	52.6	6	0.7	425	46.8	484	53.2	909
06-07 ISD	4	0.4	410	44	490	52.6	27	2.9	414	44.5	517	55.5	931
05-06 ISD	31	3.4	482	53.4	360	39.9	30	3.3	513	56.8	390	43.2	903
10-11 State	12907	11.5	40188	35.7	53782	47.8	5575	5	53095	47.2	59357	52.8	112452
08-09 State	0	0	50391	44.4	63045	55.5	133	0.1	50391	44.4	63178	55.6	113569
07-08 State	516	0.4	50638	44	62719	54.5	1181	1	51154	44.5	63900	55.5	115054
06-07 State	917	0.8	51617	44.4	59012	50.8	4669	4	52534	45.2	63681	54.8	116215
05-06 State	3566	3	60780	51.8	47096	40.1	5884	5	64346	54.8	52980	45.2	117326

2010/2011 School Year - Writing MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	18	18.9	41	43.2	35	36.8	1	1.1	59	62.1	36	37.9	95
Female	14	24.1	26	44.8	17	29.3	1	1.7	40	69	18	31	58

2010/2011 School Year - Writing MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
Male	4	10.8	15	40.5	18	48.6	0	0	19	51.4	18	48.6	37
Migrant	0	0	1	100	0	0	0	0	1	100	0	0	1

2010/2011 School Year - Writing MEAP Proficiency Report with AYP Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	18	18.9	41	43.2	35	36.8	1	1.1	59	62.1	36	37.9	95
Black	0	0	0	0	1	100	0	0	0	0	1	100	1
Hispanic	1	14.3	2	28.6	4	57.1	0	0	3	42.9	4	57.1	7
White	17	19.5	39	44.8	30	34.5	1	1.1	56	64.4	31	35.6	87
EDD	9	17.6	18	35.3	23	45.1	1	2	27	52.9	24	47.1	51
ELL	0	0	1	50	1	50	0	0	1	50	1	50	2
SWD	1	9.1	3	27.3	6	54.5	1	9.1	4	36.4	7	63.6	11

Annual Yearly Progress

During the 2010- 2011 school year, Carrie Knause Elementary made Adequate Yearly Progress in all tested areas and all counted sub-groups. The State objective levels are listed below. These are the percentages of passing scores deemed necessary by the State to meet AYP for reading and math.

School Year	Reading/ELA						
	Grade						
	3	4	5	6	7	8	11
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

School Year	Mathematics						
	Grade						
	3	4	5	6	7	8	11
67%	65%	62%	60%	57%	54%	55%	
67%	65%	62%	60%	57%	54%	55%	
67%	65%	62%	60%	57%	54%	55%	
75%	74%	71%	70%	67%	66%	67%	
83%	82%	81%	80%	78%	77%	78%	
91%	91%	90%	90%	89%	89%	89%	
100%	100%	100%	100%	100%	100%	100%	

Title 1 Services

Title I is a service that provides additional help for the four core areas of language arts, math, science, and social studies. We provide this support in many ways. Title I staff pull students out for one on one teaching or small group instruction. Our staff also goes into the classroom to provide additional support. We offer support in our Media Center. A common planning time is possible for staff at Carrie Knause each week due to Title I programming.

Students are identified for Title I intervention based on classroom assessments, Star Reading data, DIBELS data, and Grade Level Content Expectation/Benchmark data. If they have not achieved mastery, they are given Title I services.

EUGENE M. NIKKARI ELEMENTARY SCHOOL



2010-2011 ANNUAL REPORT

Carl Sztuczko, Principal

Principal's Greeting/Message

July 11, 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 Eugene M. Nikkari Elementary 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 Principal Carl Sztuczko 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 principal's 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, Eugene M. Nikkari Elementary School made Adequate Yearly Progress (AYP) in Reading 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.

Our school earned an "A" grade on our Michigan Department of Education Report Card for the past seven years. We are proud of our accomplishments, and look forward to the new challenges the future presents to us!

Sincerely,

Carl Sztuczko, Principal

Description of the School

Eugene M. Nikkari Elementary School serves students in Grades 3-5.

Process for Assigning Pupils to the School

All district pupils in Grades 3-5 are assigned to Eugene M. Nikkari Elementary 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://www.stlouisschools.net> or the Nikkari 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
<GOAL 1>Improve Writing Proficiency			
Each grade level will implement a grade-specific writing rubric.			X
Students will use Thinking Maps to assist with writing projects.		X	
Nikkari staff will learn how to implement formative assessments that will guide instruction for all learning levels.		X	
Title I staff will assist struggling learners.			X
<GOAL 2>Improve Reading Proficiency			
Students who fall below the DIBELS benchmark will be assigned to an intervention group.			X
Teachers will differentiate instruction in reading through consistently providing appropriate accommodations and modifications in everyday reading instruction to ensure that all students succeed.		X	
Teachers will incorporate Thinking Maps into reading instruction.		X	
<GOAL 3>Improve Math Proficiency			
Teachers will learn about and implement a Balanced Assessment System including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities, and other at-risk learners.		X	
Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the proficiency levels of economically disadvantaged children and students with disabilities in the area of Math.		X	

Core Curriculum Status

A copy of the Core Curriculum is available <http://www.stlouisschools.net> or the Nikkari Office.

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 Scott Foresman. 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 Scott Foresman-Addison Wesley. 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 McGraw Hill. 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 Heath (3rd Grade), Hillsdale Publishing (4th Grade) and McMillan-McGraw Hill (5th Grade). A revised Social Studies curriculum will be approved by our local Board of Education during the 2009-10 school year.

Local Assessment Data

The following pages show our MEAP results for our students. Results are from the 2008-09 school year to the 2010-11 school years. In addition, you will find results for our demographic groups.

Mathematics MEAP Proficiency Report for Eugene M. Nikkari Elementary - Grade 03

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	25	34.7	42	58.3	5	6.9	0	0	67	93.1	5	6.9	72
09-10 School	50	52.1	42	43.8	4	4.2	0	0	92	95.8	4	4.2	96
08-09 School	51	53.1	38	39.6	7	7.3	0	0	89	92.7	7	7.3	96
10-11 ISD	440	47.9	451	49.1	28	3	0	0	891	97	28	3	919
09-10 ISD	501	51.3	447	45.8	28	2.9	0	0	948	97.1	28	2.9	976
08-09 ISD	563	58.8	344	35.9	50	5.2	1	0.1	907	94.7	51	5.3	958
10-11 State	57850	52.6	47042	42.7	5125	4.7	41	0	104892	95.3	5166	4.7	110058
09-10 State	58336	51.6	48828	43.2	5755	5.1	86	0.1	107164	94.8	5841	5.2	113005
08-09 State	64889	56.3	40382	35	9899	8.6	153	0.1	105271	91.3	10052	8.7	115323

Reading MEAP Proficiency Report for Eugene M. Nikkari Elementary - Grade 03

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	35	49.3	22	31	13	18.3	1	1.4	57	80.3	14	19.7	71
09-10 School	40	41.2	52	53.6	5	5.2	0	0	92	94.8	5	5.2	97
08-09 School	46	48.4	46	48.4	3	3.2	0	0	92	96.8	3	3.2	95
10-11 ISD	419	45.7	404	44.1	80	8.7	14	1.5	823	89.7	94	10.3	917
09-10 ISD	384	39.6	519	53.5	60	6.2	7	0.7	903	93.1	67	6.9	970
08-09 ISD	442	46.8	417	44.2	82	8.7	3	0.3	859	91	85	9	944
10-11 State	45807	41.7	49570	45.1	12659	11.5	1899	1.7	95377	86.8	14558	13.2	109935
09-10 State	43575	38.8	57375	51.1	10242	9.1	1183	1.1	100950	89.8	11425	10.2	112375
08-09 State	46520	40.6	52519	45.8	14490	12.6	1062	0.9	99039	86.4	15552	13.6	114591

Mathematics MEAP Proficiency Report for Eugene M. Nikkari Elementary - Grade 04

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	43	44.8	50	52.1	3	3.1	0	0	93	96.9	3	3.1	96
09-10 School	33	35.9	55	59.8	4	4.3	0	0	88	95.7	4	4.3	92
08-09 School	51	58.6	30	34.5	5	5.7	1	1.1	81	93.1	6	6.9	87
10-11 ISD	381	38	540	53.8	82	8.2	0	0	921	91.8	82	8.2	1003
09-10 ISD	403	43	486	51.9	47	5	1	0.1	889	94.9	48	5.1	937
08-09 ISD	434	46.1	445	47.2	59	6.3	4	0.4	879	93.3	63	6.7	942
10-11 State	48270	42.7	55007	48.7	9559	8.5	83	0.1	103277	91.5	9642	8.5	112919
09-10 State	51561	45.3	53366	46.9	8414	7.4	395	0.3	104927	92.3	8809	7.7	113736
08-09 State	50503	44.2	49870	43.7	12625	11.1	1241	1.1	100373	87.9	13866	12.1	114239

Reading MEAP Proficiency Report for Eugene M. Nikkari Elementary - Grade 04

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	35	36.5	54	56.2	7	7.3	0	0	89	92.7	7	7.3	96
09-10 School	35	38.9	46	51.1	9	10	0	0	81	90	9	10	90
08-09 School	41	46.6	41	46.6	6	6.8	0	0	82	93.2	6	6.8	88
10-11 ISD	283	28.4	595	59.8	105	10.6	12	1.2	878	88.2	117	11.8	995
09-10 ISD	379	40.6	444	47.6	97	10.4	13	1.4	823	88.2	110	11.8	933
08-09 ISD	290	31	532	56.9	98	10.5	15	1.6	822	87.9	113	12.1	935
10-11 State	35040	31.1	59588	52.9	15576	13.8	2345	2.1	94628	84.1	17921	15.9	112549
09-10 State	41997	37.2	53050	46.9	15700	13.9	2298	2	95047	84.1	17998	15.9	113045
08-09 State	35924	31.6	58052	51.1	16471	14.5	3114	2.7	93976	82.8	19585	17.2	113561

Writing MEAP Proficiency Report for Eugene M. Nikkari Elementary - Grade 04

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	18	18.9	41	43.2	35	36.8	1	1.1	59	62.1	36	37.9	95
08-09 School	0	0	41	46.6	46	52.3	1	1.1	41	46.6	47	53.4	88
07-08 School	0	0	50	61	32	39	0	0	50	61	32	39	82
10-11 ISD	82	8.2	353	35.5	526	52.9	34	3.4	435	43.7	560	56.3	995
08-09 ISD	0	0	403	43.1	530	56.7	1	0.1	403	43.1	531	56.9	934
07-08 ISD	0	0	425	46.8	478	52.6	6	0.7	425	46.8	484	53.2	909
10-11 State	12907	11.5	40188	35.7	53782	47.8	5575	5	53095	47.2	59357	52.8	112452
08-09 State	0	0	50391	44.4	63045	55.5	133	0.1	50391	44.4	63178	55.6	113569
07-08 State	516	0.4	50638	44	62719	54.5	1181	1	51154	44.5	63900	55.5	115054

Mathematics MEAP Proficiency Report for Eugene M. Nikkari Elementary - Grade 05

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	34	38.6	35	39.8	19	21.6	0	0	69	78.4	19	21.6	88
09-10 School	20	23.5	43	50.6	21	24.7	1	1.2	63	74.1	22	25.9	85
08-09 School	41	47.7	31	36	14	16.3	0	0	72	83.7	14	16.3	86
10-11 ISD	426	44.9	346	36.5	166	17.5	11	1.2	772	81.3	177	18.7	949
09-10 ISD	396	41.6	372	39.1	149	15.7	34	3.6	768	80.8	183	19.2	951
08-09 ISD	449	48.1	327	35	142	15.2	16	1.7	776	83.1	158	16.9	934
10-11 State	50963	44.6	40315	35.3	20073	17.6	2883	2.5	91278	79.9	22956	20.1	114234
09-10 State	49011	43.4	40817	36.1	19129	16.9	4068	3.6	89828	79.5	23197	20.5	113025
08-09 State	51652	44.9	36704	31.9	21899	19	4782	4.2	88356	76.8	26681	23.2	115037

Reading MEAP Proficiency Report for Eugene M. Nikkari Elementary - Grade 05

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	38	44.2	42	48.8	4	4.7	2	2.3	80	93	6	7	86
09-10 School	34	40	41	48.2	7	8.2	3	3.5	75	88.2	10	11.8	85
08-09 School	33	38.8	41	48.2	7	8.2	4	4.7	74	87.1	11	12.9	85
10-11 ISD	425	45	410	43.4	69	7.3	41	4.3	835	88.4	110	11.6	945
09-10 ISD	385	40.7	440	46.5	75	7.9	47	5	825	87.1	122	12.9	947
08-09 ISD	360	38.7	453	48.7	87	9.3	31	3.3	813	87.3	118	12.7	931
10-11 State	50534	44.4	46398	40.7	10727	9.4	6263	5.5	96932	85.1	16990	14.9	113922
09-10 State	49021	43.6	46795	41.6	10929	9.7	5764	5.1	95816	85.2	16693	14.8	112509
08-09 State	41711	36.5	51586	45.1	15344	13.4	5785	5.1	93297	81.5	21129	18.5	114426

Science MEAP Proficiency Report for Eugene M. Nikkari Elementary - Grade 05

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	36	40.9	43	48.9	5	5.7	4	4.5	79	89.8	9	10.2	88
09-10 School	33	38.4	43	50	9	10.5	1	1.2	76	88.4	10	11.6	86
08-09 School	42	48.8	39	45.3	4	4.7	1	1.2	81	94.2	5	5.8	86
10-11 ISD	377	39.6	429	45.1	120	12.6	26	2.7	806	84.7	146	15.3	952
09-10 ISD	396	41.5	430	45.1	112	11.7	16	1.7	826	86.6	128	13.4	954
08-09 ISD	441	46.5	403	42.5	83	8.8	21	2.2	844	89	104	11	948
10-11 State	43955	38.4	45311	39.6	19504	17.1	5598	4.9	89266	78.1	25102	21.9	114368
09-10 State	43729	38.4	48460	42.6	18136	15.9	3544	3.1	92189	81	21680	19	113869
08-09 State	49451	43	46220	40.2	14659	12.7	4763	4.1	95671	83.1	19422	16.9	115093

**Student Achievement Data By Demographic Groups-2008-2009 School Year to 2010-2011 School Year
Key=EDD-Economically Disadvantaged Students**

ELL-English Language Learners

SWD-Students With Disabilities

2008/2009 School Year - Reading MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 03

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	46	48.4	46	48.4	3	3.2	0	0	92	96.8	3	3.2	95
Black	0	0	4	100	0	0	0	0	4	100	0	0	4
Hispanic	1	20	4	80	0	0	0	0	5	100	0	0	5
White	45	52.3	38	44.2	3	3.5	0	0	83	96.5	3	3.5	86
EDD	18	37.5	27	56.2	3	6.2	0	0	45	93.8	3	6.2	48
ELL	0	0	1	100	0	0	0	0	1	100	0	0	1
SWD	1	25	2	50	1	25	0	0	3	75	1	25	4

2009/2010 School Year - Reading MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 03

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	40	41.2	52	53.6	5	5.2	0	0	92	94.8	5	5.2	97
Black	1	100	0	0	0	0	0	0	1	100	0	0	1
Hispanic	0	0	4	80	1	20	0	0	4	80	1	20	5
White	39	42.9	48	52.7	4	4.4	0	0	87	95.6	4	4.4	91
EDD	16	30.2	33	62.3	4	7.5	0	0	49	92.5	4	7.5	53
ELL	0	0	1	50	1	50	0	0	1	50	1	50	2
SWD	2	28.6	4	57.1	1	14.3	0	0	6	85.7	1	14.3	7

2010/2011 School Year - Reading MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 03

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	35	49.3	22	31	13	18.3	1	1.4	57	80.3	14	19.7	71
Black	1	100	0	0	0	0	0	0	1	100	0	0	1
Hispanic	1	20	4	80	0	0	0	0	5	100	0	0	5
White	33	50.8	18	27.7	13	20	1	1.5	51	78.5	14	21.5	65
EDD	15	34.1	17	38.6	11	25	1	2.3	32	72.7	12	27.3	44
SWD	2	15.4	0	0	10	76.9	1	7.7	2	15.4	11	84.6	13

2008/2009 School Year - Mathematics MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 03

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	51	53.1	38	39.6	7	7.3	0	0	89	92.7	7	7.3	96
Black	1	25	3	75	0	0	0	0	4	100	0	0	4
Hispanic	3	60	2	40	0	0	0	0	5	100	0	0	5
White	47	54	33	37.9	7	8	0	0	80	92	7	8	87
EDD	22	45.8	20	41.7	6	12.5	0	0	42	87.5	6	12.5	48
ELL	0	0	1	100	0	0	0	0	1	100	0	0	1
SWD	2	40	2	40	1	20	0	0	4	80	1	20	5

2009/2010 School Year - Mathematics MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 03

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	50	52.1	42	43.8	4	4.2	0	0	92	95.8	4	4.2	96
Black	0	0	1	100	0	0	0	0	1	100	0	0	1
Hispanic	2	40	3	60	0	0	0	0	5	100	0	0	5
White	48	53.3	38	42.2	4	4.4	0	0	86	95.6	4	4.4	90
EDD	23	43.4	28	52.8	2	3.8	0	0	51	96.2	2	3.8	53
ELL	1	50	1	50	0	0	0	0	2	100	0	0	2
SWD	3	42.9	2	28.6	2	28.6	0	0	5	71.4	2	28.6	7

2010/2011 School Year - Mathematics MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 03

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	25	34.7	42	58.3	5	6.9	0	0	67	93.1	5	6.9	72
Black	0	0	1	100	0	0	0	0	1	100	0	0	1
Hispanic	0	0	4	80	1	20	0	0	4	80	1	20	5
White	25	37.9	37	56.1	4	6.1	0	0	62	93.9	4	6.1	66
EDD	11	24.4	30	66.7	4	8.9	0	0	41	91.1	4	8.9	45
SWD	1	7.7	9	69.2	3	23.1	0	0	10	76.9	3	23.1	13

2008/2009 School Year - Reading MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 04

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	41	46.6	41	46.6	6	6.8	0	0	82	93.2	6	6.8	88
Asian or Pac. Isl.	1	100	0	0	0	0	0	0	1	100	0	0	1
Black	1	100	0	0	0	0	0	0	1	100	0	0	1
Hispanic	0	0	4	80	1	20	0	0	4	80	1	20	5
White	39	48.1	37	45.7	5	6.2	0	0	76	93.8	5	6.2	81
EDD	14	43.8	14	43.8	4	12.5	0	0	28	87.5	4	12.5	32
SWD	0	0	4	66.7	2	33.3	0	0	4	66.7	2	33.3	6

2009/2010 School Year - Reading MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 04

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	35	38.9	46	51.1	9	10	0	0	81	90	9	10	90
Black	1	20	4	80	0	0	0	0	5	100	0	0	5
Hispanic	2	33.3	2	33.3	2	33.3	0	0	4	66.7	2	33.3	6
White	32	40.5	40	50.6	7	8.9	0	0	72	91.1	7	8.9	79
EDD	18	34	28	52.8	7	13.2	0	0	46	86.8	7	13.2	53
ELL	0	0	1	50	1	50	0	0	1	50	1	50	2
SWD	0	0	5	71.4	2	28.6	0	0	5	71.4	2	28.6	7

2010/2011 School Year - Reading MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 04

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	35	36.5	54	56.2	7	7.3	0	0	89	92.7	7	7.3	96
Black	1	100	0	0	0	0	0	0	1	100	0	0	1
Hispanic	1	14.3	6	85.7	0	0	0	0	7	100	0	0	7
White	33	37.5	48	54.5	7	8	0	0	81	92	7	8	88
EDD	14	26.9	35	67.3	3	5.8	0	0	49	94.2	3	5.8	52
ELL	0	0	2	100	0	0	0	0	2	100	0	0	2
SWD	2	18.2	7	63.6	2	18.2	0	0	9	81.8	2	18.2	11

2007/2008 School Year - Writing MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 04

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	0	0	50	61	32	39	0	0	50	61	32	39	82
Asian or Pac. Isl.	0	0	1	100	0	0	0	0	1	100	0	0	1
Hispanic	0	0	1	50	1	50	0	0	1	50	1	50	2
White	0	0	48	60.8	31	39.2	0	0	48	60.8	31	39.2	79
EDD	0	0	21	72.4	8	27.6	0	0	21	72.4	8	27.6	29
SWD	0	0	0	0	3	100	0	0	0	0	3	100	3

2008/2009 School Year - Writing MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 04

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	0	0	41	46.6	46	52.3	1	1.1	41	46.6	47	53.4	88
Asian or Pac. Isl.	0	0	0	0	1	100	0	0	0	0	1	100	1
Black	0	0	1	100	0	0	0	0	1	100	0	0	1
Hispanic	0	0	2	40	3	60	0	0	2	40	3	60	5
White	0	0	38	46.9	42	51.9	1	1.2	38	46.9	43	53.1	81
EDD	0	0	12	37.5	19	59.4	1	3.1	12	37.5	20	62.5	32
SWD	0	0	0	0	6	100	0	0	0	0	6	100	6

2010/2011 School Year - Writing MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 04

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	18	18.9	41	43.2	35	36.8	1	1.1	59	62.1	36	37.9	95
Black	0	0	0	0	1	100	0	0	0	0	1	100	1
Hispanic	1	14.3	2	28.6	4	57.1	0	0	3	42.9	4	57.1	7
White	17	19.5	39	44.8	30	34.5	1	1.1	56	64.4	31	35.6	87
EDD	9	17.6	18	35.3	23	45.1	1	2	27	52.9	24	47.1	51
ELL	0	0	1	50	1	50	0	0	1	50	1	50	2
SWD	1	9.1	3	27.3	6	54.5	1	9.1	4	36.4	7	63.6	11

2008/2009 School Year - Reading MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 05

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	33	38.8	41	48.2	7	8.2	4	4.7	74	87.1	11	12.9	85
Asian or Pac. Isl.	0	0	1	100	0	0	0	0	1	100	0	0	1
Hispanic	0	0	2	66.7	0	0	1	33.3	2	66.7	1	33.3	3
White	33	40.7	38	46.9	7	8.6	3	3.7	71	87.7	10	12.3	81
EDD	7	30.4	10	43.5	4	17.4	2	8.7	17	73.9	6	26.1	23
SWD	0	0	2	50	0	0	2	50	2	50	2	50	4

2009/2010 School Year - Reading MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 05

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	34	40	41	48.2	7	8.2	3	3.5	75	88.2	10	11.8	85
Asian or Pac. Isl.	0	0	1	100	0	0	0	0	1	100	0	0	1
Black	1	100	0	0	0	0	0	0	1	100	0	0	1
Hispanic	1	20	4	80	0	0	0	0	5	100	0	0	5
White	32	41	36	46.2	7	9	3	3.8	68	87.2	10	12.8	78
EDD	14	31.1	28	62.2	3	6.7	0	0	42	93.3	3	6.7	45
SWD	1	16.7	2	33.3	2	33.3	1	16.7	3	50	3	50	6

2010/2011 School Year - Reading MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 05

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	38	44.2	42	48.8	4	4.7	2	2.3	80	93	6	7	86
Black	1	20	4	80	0	0	0	0	5	100	0	0	5
Hispanic	3	50	3	50	0	0	0	0	6	100	0	0	6
White	34	45.3	35	46.7	4	5.3	2	2.7	69	92	6	8	75
EDD	20	37.7	29	54.7	3	5.7	1	1.9	49	92.5	4	7.5	53
ELL	1	50	1	50	0	0	0	0	2	100	0	0	2
SWD	1	16.7	3	50	1	16.7	1	16.7	4	66.7	2	33.3	6

2008/2009 School Year - Mathematics MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 05

Category	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Number Met	%	Not Met	%	Total Students				
All	41	47.7	31	36	14	16.3	0	0	72	83.7	14	16.3	86
Asian or Pac. Isl.	1	100	0	0	0	0	0	0	1	100	0	0	1
Hispanic	0	0	1	33.3	2	66.7	0	0	1	33.3	2	66.7	3
White	40	48.8	30	36.6	12	14.6	0	0	70	85.4	12	14.6	82
EDD	8	33.3	9	37.5	7	29.2	0	0	17	70.8	7	29.2	24
SWD	0	0	1	20	4	80	0	0	1	20	4	80	5

2009/2010 School Year - Mathematics MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 05

Category	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Number Met	%	Not Met	%	Total Students				
All	20	23.5	43	50.6	21	24.7	1	1.2	63	74.1	22	25.9	85
Asian or Pac. Isl.	0	0	1	100	0	0	0	0	1	100	0	0	1
Black	0	0	1	100	0	0	0	0	1	100	0	0	1
Hispanic	0	0	4	80	1	20	0	0	4	80	1	20	5
White	20	25.6	37	47.4	20	25.6	1	1.3	57	73.1	21	26.9	78
EDD	6	13.3	25	55.6	14	31.1	0	0	31	68.9	14	31.1	45
SWD	0	0	2	33.3	3	50	1	16.7	2	33.3	4	66.7	6

2010/2011 School Year - Mathematics MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 05

Category	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Number Met	%	Not Met	%	Total Students				
All	34	38.6	35	39.8	19	21.6	0	0	69	78.4	19	21.6	88
Black	0	0	3	60	2	40	0	0	3	60	2	40	5
Hispanic	3	50	2	33.3	1	16.7	0	0	5	83.3	1	16.7	6
White	31	40.3	30	39	16	20.8	0	0	61	79.2	16	20.8	77
EDD	19	34.5	21	38.2	15	27.3	0	0	40	72.7	15	27.3	55
ELL	0	0	1	50	1	50	0	0	1	50	1	50	2
SWD	2	28.6	3	42.9	2	28.6	0	0	5	71.4	2	28.6	7

2008/2009 School Year - Science MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 05

Category	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Number Met	%	Not Met	%	Total Students				
All	42	48.8	39	45.3	4	4.7	1	1.2	81	94.2	5	5.8	86
Asian or Pac. Isl.	0	0	1	100	0	0	0	0	1	100	0	0	1
Hispanic	0	0	2	66.7	0	0	1	33.3	2	66.7	1	33.3	3
White	42	51.2	36	43.9	4	4.9	0	0	78	95.1	4	4.9	82
EDD	12	50	9	37.5	2	8.3	1	4.2	21	87.5	3	12.5	24
SWD	1	20	3	60	0	0	1	20	4	80	1	20	5

2009/2010 School Year - Science MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 05

Category	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Number Met	%	Not Met	%	Total Students				
All	33	38.4	43	50	9	10.5	1	1.2	76	88.4	10	11.6	86
Asian or Pac. Isl.	1	100	0	0	0	0	0	0	1	100	0	0	1
Black	1	100	0	0	0	0	0	0	1	100	0	0	1
Hispanic	1	20	3	60	1	20	0	0	4	80	1	20	5
White	30	38	40	50.6	8	10.1	1	1.3	70	88.6	9	11.4	79
EDD	15	32.6	26	56.5	4	8.7	1	2.2	41	89.1	5	10.9	46
SWD	0	0	4	57.1	3	42.9	0	0	4	57.1	3	42.9	7

2010/2011 School Year - Science MEAP Proficiency Report with AYP Groups for Eugene M. Nikkari Elementary - Grade 05

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	36	40.9	43	48.9	5	5.7	4	4.5	79	89.8	9	10.2	88
Black	0	0	4	80	1	20	0	0	4	80	1	20	5
Hispanic	2	33.3	4	66.7	0	0	0	0	6	100	0	0	6
White	34	44.2	35	45.5	4	5.2	4	5.2	69	89.6	8	10.4	77
EDD	21	38.2	28	50.9	3	5.5	3	5.5	49	89.1	6	10.9	55
ELL	0	0	2	100	0	0	0	0	2	100	0	0	2
SWD	2	28.6	3	42.9	0	0	2	28.6	5	71.4	2	28.6	7

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.

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

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	Not Available	90%	243	90%
American Indian/ Native Alaskan	Not Available	Not Available		
Asian/ Pacific Islander	Not Available	Not Available		
Black, Not of Hispanic Origin	Not Available	Not Available		
Hispanic	Not Available	Not Available		
White, Not of Hispanic Origin	Not Available	Not Available		
Students with Disabilities	Not Available	Not Available		
Limited English Proficient	Not Available	Not Available		
Economically Disadvantaged	Not Available	Not Available		

T.S. Nurnberger Middle School



2010-2011 ANNUAL REPORT

Steve Brimmer, Principal

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/158120111116950967/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.			
• Balanced Assessment System		x	
• Strategic Reading			x
• Reading Apprenticeship			x
All students at T.S. Nurnberger will be proficient in math			
• Math Mini Studies class			x
• Differentiated instruction		x	
• Balanced Assessment System		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 fulfills 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



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

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.



ST. LOUIS PUBLIC SCHOOLS

2010-2011
ATHLETICS REPORT

JOANN SPRY, ATHLETIC DIRECTOR

August, 2011

Mission Statement:

The role of interscholastic athletics in the St. Louis Public Schools is to provide educational experiences in the framework of competitive athletics. By focusing on educational outcomes and student learning, athletics can provide avenues for physical, emotional, social, and intellectual growth.

Athletic Philosophy

Students are encouraged to become involved in extracurricular and co-curricular activities. Student participation in such activities, including interscholastic athletics, is provided as an opportunity for students as long as they agree to follow the rules and guidelines as outlined below. Inasmuch as participation is a privilege, not a right, students who violate the guidelines will be subject to the penalties outlined, up to and including suspension from participation in such activities. A student should realize that the extracurricular and co-curricular activity's guidelines apply at all times throughout the student's high school career; including off-season and all vacation periods. The guidelines are not limited to the time period in which the student participates in a particular activity, nor are the guidelines limited to student behavior at school-sponsored activities or on school property. A student who violates the guidelines will be subject to disciplinary action as outlined in the penalty provisions. In addition, a student participant and his/her parent or guardian must sign and return to the designated school official, a form that acknowledges the student and his/her parent or guardian understands and agrees to abide by the guidelines.

All penalties for violation of this Code of Conduct will be cumulative beginning with the student's participation in the freshman year.

Governance

A. *The Board of Education*

The Board of Education, responsible to the people, is the ruling agency for the St. Louis Public Schools.

The Board of Education is responsible for the following areas:

1. Interpreting the needs of the community,
2. Developing policies in accordance with state statutes and mandates and in accordance with the educational needs and wishes of the people of the St. Louis School District,
3. Approving means by which professional staff may make these policies effective, and
4. Evaluating the interscholastic athletic program in terms of its value to the community.

B. *Association Membership*

St. Louis High School is a member in good standing of the Michigan High School Athletic Association (MHSAA) that is a private, voluntary association of public, private and parochial secondary schools. The primary function of the Association is to sponsor tournaments and ensure that member schools have rules and guidelines to follow to promote equitable competition.

C. *League Affiliation*

St. Louis High School is a voluntary member the Tri-Valley Conference. The purpose of this conference shall be to improve interscholastic relations among the schools of the conference, to promote comprehensive interscholastic competition, to administer this program in a way that will promote good sportsmanship, develop character, and improve the relationships of the students participating in this interscholastic program. These things shall be done by establishing a definite and orderly procedure in the administration of the constitution of this conference.

Saint Louis Athletic Programs *(Program competition levels may be adjusted, at the beginning of each year or season, dependent upon number of athletes and budget constraints)*

A. *Fall Sports and Teams*

1. Volleyball (Girls) - Varsity, J. V., Freshmen, Eighth, and Seventh grade
2. Sideline Cheerleading – Varsity
3. Cross Country (Boys) - Varsity, J. V., Eighth, and Seventh grade
4. Cross Country (Girls) - Varsity, J. V., Eighth, and Seventh grade
5. Football - Varsity, J. V., and Freshmen
6. Golf (Girls) - Varsity and J. V.

B. *Winter Sports and Teams*

1. Basketball (Girls) - Varsity, J. V., Freshmen, Eighth, and Seventh grade
2. Basketball (Boys) - Varsity, J. V., Freshmen, Eighth, and Seventh grade
3. Competitive Cheerleading (Girls) – Varsity, Eighth, and Seventh grade
4. Pom Pon – Varsity
5. Wrestling - Varsity, J. V., and middle school
6. Bowling (Boys) – Varsity
7. Bowling (Girls) – Varsity

C. *Spring Sports and Teams*

1. Baseball (Boys) - Varsity and J. V.
2. Softball (Girls) - Varsity and J. V.
3. Track (Boys) - Varsity and J. V., and middle school
4. Track (Girls) - Varsity and J. V., and middle school
5. Golf (Boys) - Varsity and J. V.

Parent/Coach Communication

Research indicates that students involved in co-curricular activities have a greater chance for success during adulthood. We believe St. Louis High School's Athletic program helps develop the character traits that promote a successful life after high school. Both parenting and coaching are extremely challenging vocations. By establishing an understanding of each position, we are better able to accept the actions of each other, providing greater benefit to children. As parents, when your children become involved in our program, you have the right to understand what expectations are placed on your child. This begins with clear communication from the coach of your child's program. If a situation arises which requires a conference between the coach and the parent, this is encouraged. It is important that both parties involved have a clear understanding of the other's position.

A. *Communication you should expect from your son's/daughter's coach:*

1. Philosophy of the coach,
2. Expectations the coach has for the team,
3. Locations and times of all practices, contests, scrimmages, bus departures, meetings, banquets, and possible awards,
4. Team requirements, i.e., fees, special equipment, off-season conditioning,
5. Procedure should your child be injured during participation, and
6. Discipline that resulted in the denial of your child's participation.

The St. Louis Sharks have a history of positive sportsmanship and receive excellent support from our parents, community and Tri-Valley Conference.



Community Education

2010-2011

ANNUAL EDUCATION REPORT

Lori Hale, Program Director

August 18, 2011

Dear Parents and Community Members:

During the 2010-2011 school year, Saint Louis Community Education offered 28 formal and informal learning opportunities in the categories of art, arts & crafts, community related, exercise, health, music, recreation, safety, special interest, and technology. Based on course registrations 150 children, teens, and adults from Saint Louis, Alma, Shepherd, Breckenridge, and numerous other communities were served between August 2010 and June 2011.

Program Mission

Recognizing that education is a lifelong process whereby learning should take place in everything we do, the Saint Louis Community Education program will encourage community education programs and opportunities for citizens of all ages regardless of race, sex, or creed.

The schools are most effective when they involved the people of the community in programs designed to fulfill their needs. Community Education promotes efficient use of school facilities, equipment, and personnel.

The Saint Louis Board of Education and Saint Louis Community Education program will strive to provide to residents of the community recreational, educational, social, and cultural services, in accordance with the needs, interests, and concerns of the community by fostering a Community Education program.

The success of the Community Education program would not occur without the assistance of 85+ instructors, supervisors, coaches, and assistant coaches. To this number add employees of Saint Louis Public Schools, parents, and participants who work together as a team to ensure that this program meets its mission to provide lifelong learning opportunities for everyone.

Saint Louis Community Education Offerings

2010-2011

Art

- Beginning Watercolor Painting
- Intermediate Watercolor Painting

Community

- Annual Easter Egg Hunt (co-sponsored with the VFW)
- Downtown Decorating Halloween Contest
- Homecoming Parade

Exercise

- Dancing
- Strutter “Walking” Program
- Highland Dancing
- Zumba Class

Recreation

- After-School Basketball (K-5th)
- Open Shoot Basketball

Safety

- Boater Safety
- Hunter Safety

We Strive to offer courses that are beneficial, interesting, and exciting, plus encourage members of the community to share their hobbies, skills, and expertise as instructors in the program.

Information about the Saint Louis Community Education program can be found on <http://www.stlouisschools.net> or at 989-681-2545.