



ST. LOUIS EUGENE M. NIKKARI ELEMENTARY

2016-2017 SCHOOL ANNUAL REPORT COVER LETTER

Eugene Binder, Principal

Principal's Greeting/Message

May 23, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the St. Louis Eugene M Nikkari Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Eugene Binder, principal, for assistance.

The AER is available for you to review electronically by visiting the [2016-2017 Nikkari Elementary Combined Report](#), or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given any of these labels.

Eugene M. Nikkari has always worked hard at creating a positive learning environment for all children to flourish academically, socially and emotionally. Our success is due to the shared efforts and sacrifices of our teachers, parents and community volunteers. Our continued efforts will be put towards increasing student literacy and improving student achievement. Our student data shows that we continue to have a high population of economically disadvantaged students and a high level of students needing intensive or strategic support in Math and Reading. In order to address these areas, we have implemented the following:

- All students are on a 1:1 chrome book initiative. We continue to integrate technology into our teaching to enhance student engagement and achievement.
- Professional development has focused on the RTI/MTSS model, identifying essential skills, and methods to overcome the effects of poverty and creating a positive school culture.
- A schedule that provides common planning time to teachers throughout the school day to assist in creating cohesive instruction across a grade level.
- Grade level reading intervention blocks implemented and designed to meet every student at their instructional level in reading regardless if they were on grade level, below grade level or at grade level.

The Nikkari Elementary School firmly believes that all students can learn. We have made this our focus at every level. Our decisions, both with resource allocation at the school level, and in the classroom, are based on this belief. We expect to meet each student at their current academic level and guide them throughout their education. We partner with parents to provide an

exceptional educational experience within our school, our community and our world. Thank you for partnering with us on this mission. We look forward to continuing to broaden the scope of knowledge of our students in 2016- 2017.

Sincerely,

Eugene Binder, Principal

Description of the School

Eugene M. Nikkari Elementary serves students in grades 3-5. Programs provided at the school include a center based Deaf Education Classroom through the Gratiot Isabella RESD.

Process for Assigning Pupils to the School

All district pupils in 3rd-5th grade 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 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is available on our school's website at www.stlouisschools.net as well as any of the school offices. 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. Monthly meetings are also held for all staff members to continue the collaborative process of school improvement.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
All students will be proficient in reading.			
<ul style="list-style-type: none"> Tier 1 Curriculum, Instruction, & Assessment- Our school will implement a solid tier level of curriculum, instruction, and an assessment to improve effective instruction for all children and early identification for all children to master core academic and behavioral objective. 		X	
<ul style="list-style-type: none"> Tier 2 Supplemental Instruction - Tier two supplemental instruction will be given to students not meeting achievement expectations to target specific skills that students are missing in to achieve core academic and behavioral objectives. 		X	
<ul style="list-style-type: none"> Tier 3 Intensive Instruction - The district will provide intense instruction in addition to tiers 1 and 2 to students not mastering core academic and behavioral objectives. 		X	
All students with be proficient in writing.			
<ul style="list-style-type: none"> Tier 1 Curriculum, Instruction, & Assessment-Our school will implement a solid tier level of curriculum, instruction, and an assessment to improve effective instruction for all children and early identification for all children to master core academic and behavioral objective. 		X	

<ul style="list-style-type: none"> • Tier 2 Supplemental Instruction - Tier two supplemental instruction will be given to students not meeting achievement expectations to target specific skills that students are missing in to achieve core academic and behavioral objectives. 		X	
<ul style="list-style-type: none"> • Tier 3 Intensive Instruction - The district will provide intense instruction in addition to tiers 1 and 2 to students not mastering core academic and behavioral objectives. 		X	
All students will be proficient in science.			
<ul style="list-style-type: none"> • Tier 1 Curriculum, Instruction, & Assessment - The district will implement a solid tier 1 level of curriculum, instruction, and assessment to improve effective instruction for all children and early identification. 		X	
<ul style="list-style-type: none"> • Tier 2 Supplemental Instruction - Tier two supplemental instruction will be given to student not meeting achievement expectations to target specific skills that students are missing in to achieve core academic and behavioral objectives. 	X		
<ul style="list-style-type: none"> • Tier 3 Intensive Instruction - We will provide intense instruction in addition to tiers 1 and 2 to students not mastering core academic and behavioral objectives. 	X		
All students will be proficient in social studies.			
<ul style="list-style-type: none"> • Tier 1 Curriculum, Instruction, & Assessment - The district will implement a solid tier 1 level of curriculum, instruction, and assessment to improve effective instruction for all children and early identification. 		X	
<ul style="list-style-type: none"> • Tier 2 Supplemental Instruction - Tier two supplemental instruction will be given to student not meeting achievement expectations to target specific skills that students are missing in to achieve core academic and behavioral objectives. 	X		
<ul style="list-style-type: none"> • Tier 3 Intensive Instruction - We will provide intense instruction in addition to tiers 1 and 2 to students not mastering core academic and behavioral objectives. 	X		
All students will be proficient in math.			
<ul style="list-style-type: none"> • Tier 1 Curriculum, Instruction, & Assessment - The district will implement a solid tier 1 level of curriculum, instruction, and assessment to improve effective instruction for all children and early identification. 		X	
<ul style="list-style-type: none"> • Tier 2 Supplemental Instruction - Tier two supplemental instruction will be given to student not meeting achievement expectations to target specific skills that students are missing in to achieve core academic and behavioral objectives. 		X	
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Core Curriculum Status

A copy of the Core Curriculum is available on our school's website at www.stlouisschools.net. Our curriculum is aligned with the Common Core State Standards in English Language Arts and Mathematics. Science curriculum follows Michigan K-12 Science Standards, and Social Studies follows Michigan Grade Level Content Expectations (GLCE's). Each of these standards can also be found at the following link: http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html. Curriculum mapping and revising continues to take place. A copy of our most up to date core curriculum documents can be accessed in our school office. We are currently in the process of establishing essential standards in each of these areas. The essential standards and

common assessments for mathematics have been created and have been implemented in the 2016-2017 school year. Our building continues to work on essential standards and common assessments in ELA.

English Language Arts

The English Language Arts curriculum follows Michigan approved Common Core State Standards. Building educators utilize the Houghton Mifflin Harcourt Journeys Reading series, copyright 2014 verified by research conducted by University of Oregon. The English Language Arts curriculum was approved by our local Board of Education in 2015. Supplemental materials include Reading A to Z, iXL, Trade books, and Research-Based strategies. Teachers received Professional Development to aid in the utilization of Journeys.

Mathematics

The Mathematics curriculum follows Michigan approved Common Core State Standards. Building educators utilize Scott Foresman Addison Wesley Math, copyright 1999, XtraMath, Common Core Sheets, Khan Academy, and EngageNY. 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. In addition to the GLCE/HSCes, the building is analyzing Michigan K-12 Science Standards, which are based on the Next Generation Science Standards. These standards provide a roadmap to future science instruction. Building educators utilize McGraw-Hill Science, copyright 2002. The Science curriculum was last approved by our local Board of Education in 2004.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. Building educators utilize Harcourt Social Studies series. The Social Studies curriculum was last approved by our local Board of Education in 2004.

Aggregate Local Assessment Data

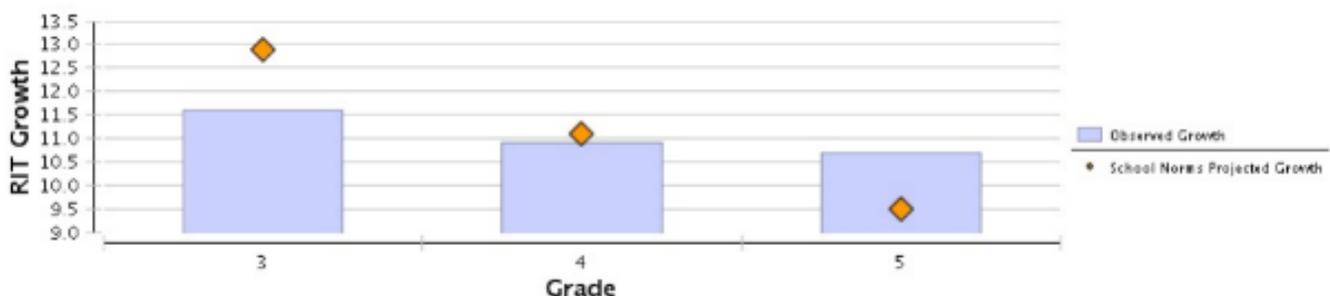
The Eugene M. Nikkari staff has aligned their curriculum to meet the current State Standards, Benchmarks and High School Content Expectations. Assessments are based on the criteria set forth by the State of Michigan and the Federal Government. St. Louis Public Schools also utilize the Northwest Evaluation Assessment (NWEA) as an additional assessment tool to measure student progress. The tables below display recent assessment data from NWEA and M-STEP assessments. The NWEA charts below show the projected growth goals for our school in mathematics and reading. The diamonds indicate the norm of where our school is projected to grow. The blue bar graph shows the amount of growth actually achieved by our students in each grade level. The M-STEP results display proficiency percentages over the past two years.

Nikkari

Mathematics

Grade (Spring 2018)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2017			Spring 2018			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
3	78	186.5	9.6	25	198.2	10.2	21	11.6	0.9	12.9	-0.53	30	78	32	41	40
4	73	196.9	11.7	20	207.7	12.9	21	10.9	0.8	11.1	-0.13	45	73	33	45	39
5	66	207.5	14.4	29	218.2	14.2	35	10.7	0.7	9.5	0.46	68	66	33	50	48

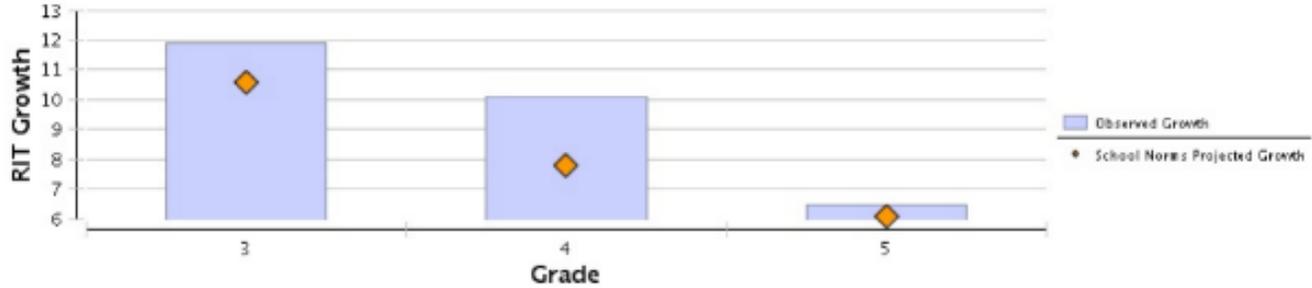
Mathematics



Reading

Grade (Spring 2018)	Growth Count	Comparison Periods						Growth Evaluated Against									
		Fall 2017			Spring 2018			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
3	78	184.2	14.6	27	196.1	12.4	35	11.9	0.9	10.6	0.66	75	78	46	59	59	
4	73	196.7	15.5	35	205.8	15.7	49	10.1	0.9	7.8	1.35	91	73	48	66	62	
5	66	206.6	14.2	56	213.1	13.4	58	6.5	0.9	6.1	0.24	89	66	37	58	53	

Reading



	2015-2016				2016-2017			
	M-Step Math	M-Step ELA	M-Step Science	M-Step Social Studies	M-Step Math	M-Step ELA	M-Step Science	M-Step Social Studies
Grade 3	38.6%	48.6%	NA	NA	35.9%	26.9%	NA	NA
Grade 4	33.3%	50.0%	11.7%	NA	39.7%	47.9%	12.2%	NA
Grade 5	14.5%	44.0%	NA	6.5%	18.1%	42.2%	NA	12.9%

Parent Teacher Conference Attendance Data

	2015-2016		2016-2017	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	185	81%	163	71%