



ST. LOUIS T.S. NURNBERGER MIDDLE SCHOOL

2016-2017 SCHOOL ANNUAL REPORT COVER LETTER

Shane Brooks, Principal

ST. LOUIS T.S. NURNBERGER MIDDLE SCHOOL

2016-2017

Annual Education Report

Principal's Greeting/Message

May 21, 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 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, accountability, and teacher quality. If you have any questions about the AER, please contact Shane Brooks, principal, for assistance.

The AER is available for you to review electronically by visiting the [2016-2017 TSN 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.

The TSN School Improvement Team has identified the reading and math abilities of our students as weaknesses, through district NWEA testing, and State assessment data, including MEAP and M-Step. In order to improve the reading and math skills of our students, we have created a schedule that has intervention time for all students. We call this "WIN time", which is an acronym for What I Need. All students that test below grade level will be placed into either a reading intervention or math intervention, and will be grouped based on their assessment scores, in order to narrow the focus of each intervention class. Students who test above grade level in math and reading will take an enrichment class that will provide them an opportunity to extend their learning to a deeper level.

Through the review of data in the combined report, as well as other data, we are improving student attendance, and focusing first on student literacy. We are striving to make TS Nurnberger a model school, providing an atmosphere where all students will be academically challenged, and feel comfortable to be themselves and prepare academically for a successful high school career.

Sincerely,

Shane M. Brooks, Principal

Description of the School

T.S. Nurnberger Middle School serves approximately 250 students in grades six, seven and eight. Each student takes four core classes daily including Math, Science, Social Studies, and English, as well as Physical Education, Reading Rotation and Mini-Studies classes. Student may take Band instead of Mini-Studies. TSN offers accelerated classes for advanced math students in grades 7 and 8. We also assist at-risk learners by offering intervention courses in ELA and Math for grades 6-8. We also work with the Gratiot RESD to provide on-site Deaf and Hard of Hearing education, as well as a program that assists moderately cognitively impaired students. All of our staff meet the requirements of "Highly Qualified" as ordered by the NCLB (No Child Left Behind) Law. The faculty of TSN consists of: Paul Beavers Master's Degree, Cindy Castillo- Bachelor's Degree, Stephanie Casillo- Master's Degree, Jeff Derosia- Bachelor's Degree, Kevin Fletcher- Bachelor's Degree, Amy Gurski- Bachelor's Degree, Gayle Janasik- Master's Degree, Hannah Livingston- Bachelor's Degree, Patrick McLaughlin- Bachelor's Degree, Ashley Merritt- Bachelor's Degree, William Reck- Bachelor's Degree, Tracy Seeley- Master's Degree, Todd Starry- Bachelor's Degree, Steve Taylor- Master's Degree, Homero Trevino- Master's Degree, Brian Tomanek- Master's Degree, Angela Ziems-Starry- Bachelor's Degree.

Process for Assigning Pupils to the School

All district pupils in 6-8 are assigned to T.S. Nurnberger because 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 the district website, www.stlouisschools.net. 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 will improve in reading proficiency			
<ul style="list-style-type: none"> • Tier 1 Instruction- TSN will implement a solid tier 1 level of curriculum, instruction, and assessment to improve effective instruction for all children and early identification for all children to master core academic and behavioral objectives. • 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 to achieve core academic and behavioral objectives. • Tier 3 Intense Instruction- TSN will provide intense instruction in addition to tiers 1 and 2 to students not mastering core academic and behavioral objectives. 		X	
All students at TSN will improve in math proficiency			
<ul style="list-style-type: none"> • Tier 1 Instruction- TSN will implement a solid tier 1 level of curriculum, instruction, and assessment to improve effective instruction for all children and early identification for all children to master core academic and behavioral objectives. • Tier 2 Supplemental Instruction- Tier two supplemental instruction will be given to students not meeting achievement 		X	

<p>expectations to target specific skills that students are missing to achieve core academic and behavioral objectives.</p> <ul style="list-style-type: none"> • Tier 3 Intense Instruction- TSN will provide intense instruction in addition to tiers 1 and 2 to students not mastering core academic and behavioral objectives. 		X	
All students at TSN will improve in writing proficiency			
<ul style="list-style-type: none"> • Tier 1 Instruction- TSN will implement a solid tier 1 level of curriculum, instruction, and assessment to improve effective instruction for all children and early identification for all children to master core academic and behavioral objectives. • 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 to achieve core academic and behavioral objectives. • Tier 3 Intense Instruction- TSN will provide intense instruction in addition to tiers 1 and 2 to students not mastering core academic and behavioral objectives. 		X	
		X	
		X	
All students at TSN will improve in science proficiency			
<ul style="list-style-type: none"> • Tier 1 Instruction- TSN will implement a solid tier 1 level of curriculum, instruction, and assessment to improve effective instruction for all children and early identification for all children to master core academic and behavioral objectives. • 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 to achieve core academic and behavioral objectives. • Tier 3 Intense Instruction- TSN will provide intense instruction in addition to tiers 1 and 2 to students not mastering core academic and behavioral objectives. 		X	
		X	
		X	

Core Curriculum Status

A copy of the Core Curriculum is available at stlouisschools.net. The core curriculum follows the state mandated grade level content expectations and the implemented common core standards for Math and English/ Language Arts.

English Language Arts

The English Language Arts curriculum follows Michigan approved Common Core State Standards. Building educators utilize Prentice Hall's Writing Coach 2012 and Literature Common Core edition 2012 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. Staff will be receiving professional development on scaffolding and differentiated instruction.

Mathematics

The Mathematics curriculum follows Michigan approved Common Core State Standards. Building educators utilize Glenco 2009 and Prentice Hall 2008 (Algebra 1) 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. There has been professional development provided in 2016-2017 to support teachers in teaching mathematics number sense and refining essential standards through the RESD's math curriculum specialist.

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 the Next Generation Science Standards. Next Generation Science Standards were approved by the state of Michigan in 2015, and implementation will begin in the 2017-2018 school year following the state's timeline for implementation. 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 PD in Next Generation Science Standards following the state's timeline for implementation. Staff will receiving professional development on the Next Generation Science Standards as the implementation timeline is updated.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Holt/ McDougal, 2012, 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 2012. Staff has received PD on DBQ (Document Based Questioning) and will be receiving professional development on differentiated instruction.

Aggregate Local Assessment Data

The T.S. Nurnberger 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. T.S. Nurnberger also utilizes the NWEA assessment suite as an interim assessment to gauge student learning between state assessments. The following charts are a graphic representation of our student's performance in reading and math, compiled by subject and grade level. The blue bars represent observed growth, and the gold diamonds represent expected growth. We had very good gains in all categories, with each grade level beating their growth target in every subject, with the exception of 6th grade in reading, which exactly matched their projected growth of 5.4 RIT points.



Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
District: St. Louis Public Schools

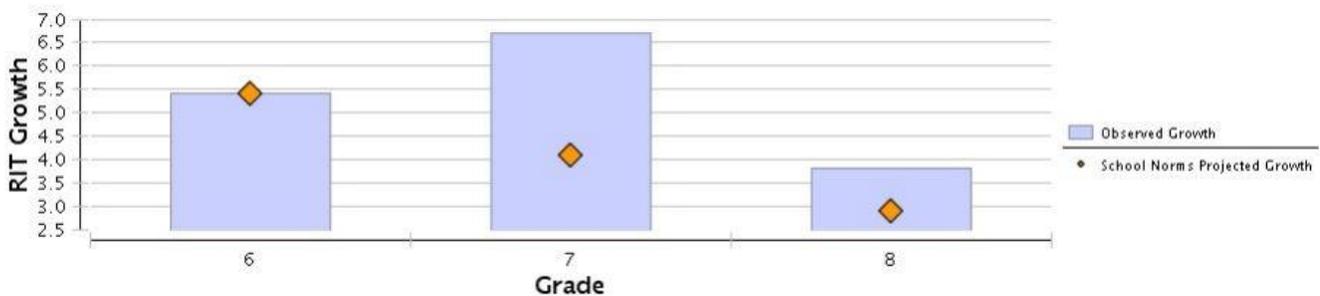
Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2016 - Spring 2017
Weeks of Instruction: Start - 2 (Fall 2016)
End - 32 (Spring 2017)
Grouping: None
Small Group Display: No

TSN

Reading

Grade (Spring 2017)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2016			Spring 2017			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
6	71	206.1	17.4	24	211.5	13.8	25	5.4	1.0	5.4	0.00	50	71	33	46	45
7	77	213.2	13.6	45	219.9	11.2	60	6.7	0.9	4.1	1.33	91	77	50	65	63
8	73	221.6	12.3	73	225.5	11.7	77	3.8	0.8	2.9	0.44	67	73	41	56	54

Reading





Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
 District: St. Louis Public Schools

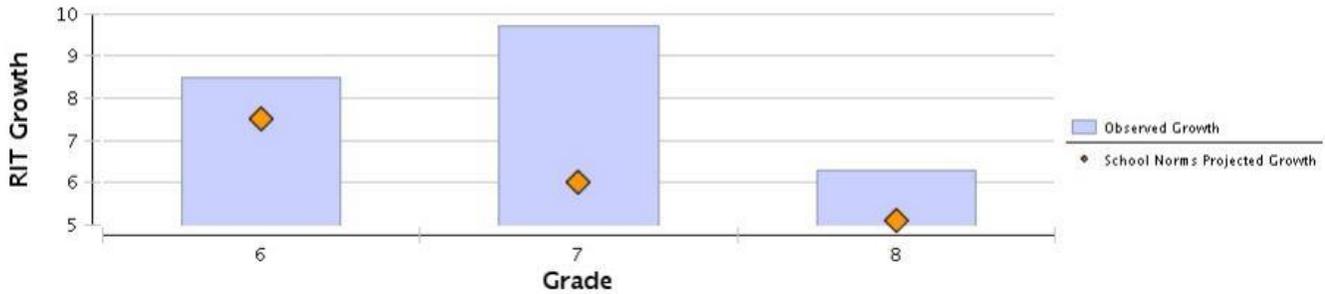
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TSN

Mathematics

Grade (Spring 2017)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2016			Spring 2017			Growth		School Norms			Student Norms			Student Median Conditional Growth Percentile
		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	
6	75	206.3	12.8	7	214.8	14.9	10	8.5	0.7	7.5	0.41	66	75	41	55	48
7	75	215.1	11.1	18	224.8	13.7	33	9.7	0.8	6.0	1.66	95	75	57	76	69
8	72	227.3	12.8	56	233.7	14.8	61	6.3	0.7	5.1	0.56	71	72	51	71	57

Mathematics



Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
 District: St. Louis Public Schools

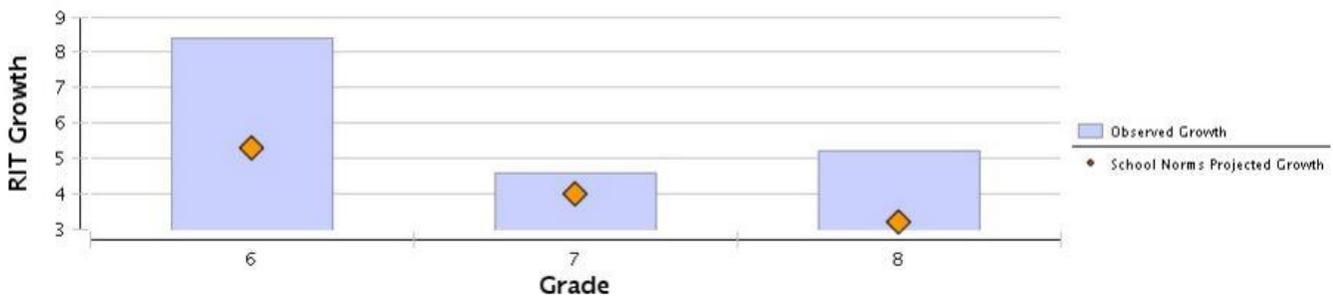
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TSN

Language Usage

Grade (Spring 2017)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2016			Spring 2017			Growth		School Norms			Student Norms			Student Median Conditional Growth Percentile
		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	
6	72	204.3	16.7	16	212.7	16.9	33	8.4	1.0	5.3	1.61	95	72	48	67	64
7	69	214.9	11.6	59	219.4	10.2	62	4.6	0.7	4.0	0.27	61	69	38	55	50
8	71	218.0	12.8	63	223.2	10.6	73	5.2	0.7	3.2	1.00	84	71	50	70	62

Language Usage





Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
 District: St. Louis Public Schools

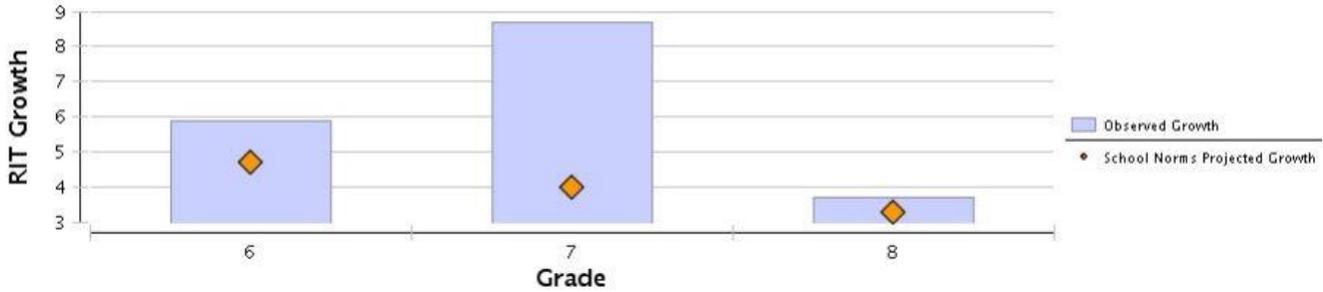
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 Growth Comparison Period: Fall 2016 - Spring 2017
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 Grouping: None
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TSN

Science - General
 Science

Grade (Spring 2017)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2016			Spring 2017			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
6	73	200.3	11.8	25	206.2	13.4	33	5.9	0.8	4.7	0.69	75	73	46	63	58
7	75	207.1	10.8	52	215.8	11.1	81	8.7	0.9	4.0	3.17	99	75	59	79	76
8	72	216.0	10.7	85	219.7	10.4	85	3.7	0.6	3.3	0.19	58	72	44	61	59

Science - General Science



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	163	65.2%	121	48.4