



ST. LOUIS HIGH SCHOOL

2017-2018 SCHOOL ANNUAL REPORT COVER LETTER

Jennifer McKittrick, Principal

Principal's Greeting/Message

March 7, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the 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, accountability, and teacher quality. If you have any questions about the AER, please contact Jennifer McKittrick, principal, for assistance.

The AER is available for you to review electronically by visiting the [2017-2018 St. Louis High School Combined Report](#), or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using 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 or has a graduation rate at or below 67%. 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.

St. Louis High School is committed to providing an environment that allows our students to grow academically, mentally, emotionally, and socially. Our staff and parents are committed to this goal and we continue to evaluate our practices to ensure we provide the best education for our students. Our key focus is on increasing the literacy skills of our students. We continue to focus on closing the gap between our economically disadvantaged students and non-economically disadvantaged. We saw an increase in the percentage of our economically disadvantaged being proficient in math from 3.4% in 2014-2015 to 14.8% proficiency in 2015- 2016. We saw a decrease in proficiency levels in reading by 1.4% from 2014 to the 2015 school year. In order to address these areas we have implemented the following:

- We have a building wide intervention twice a week to help address our reading levels. -We have students upload their PSAT, SAT, and NWEA scores into KHAN Academy. The program will complete prescribed module based on a student's strength and weakness.
- We use NWEA scores to assess a student's reading and math level in order to determine specific need for each individual student.
- We have department time and grade level meetings with our staff to discuss student achievement. Through these discussions we determine areas that we need to intervene and address concerns through research based strategies.
- We have an at-risk counselor to monitor student progress and provide additional supports.

St. Louis High School is very proud of the progress we have made through implementing a building wide intervention. We believe the time we have created in our schedule will help to

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remediate students below grade level and at the same time enrich our student above grade level. Our staff has worked with schedule changes that reflect our focus on literacy and supporting all students Staff is also committed to collaborating on curriculum, instruction, and using data to drive their decisions both in the classrooms and in their departments. We are driven to provide our students with the skills and knowledge to prepare them to be college and/or career ready when they leave our building. Lastly, our students take pride in being a St. Louis shark and we commend them on their hard work and dedication on being a lifelong learner.

Sincerely,

Jennifer McKittrick, Principal

Description of the School

St. Louis High School serves students in grades nine, ten, eleven, and twelve. The programs we provide at the school include providing learning opportunity in art, music, physical education, business, computer technology, agri-science, and foreign language. St. Louis High School also provides students with opportunities to participate in extracurricular programs. These programs include, but are not limited to the following: Fall Harvest Festival, Tri-Valley Academic Competitions, Marching Band, Choir, Jazz Band, Steel Pan Band, Athletics, Student Council, National Honor Society, Business Professionals of America, Future Farmers of America, Pep Club, Spanish Club, American Sign Language, Deaf and Hard of Hearing program, MOCI, Art Club, Students of Influence, the LINKS Foreign Exchange Program, Credit Recovery, Tutor Hall, Summer School, Tri-Valley Talent Show, AP Courses, and Dual Enrollment.

Process for Assigning Pupils to the School

All district pupils in grades 9th -12th 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 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is available 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 will demonstrate a proficiency rating in reading and writing based on state assessments.			
<ul style="list-style-type: none"> The school will implement a solid Tier 1 level of curriculum, common instruction and assessment, to improve effective instruction. Tier 2 supplemental instruction will be given to students not meeting achievement expectations, to target specific skills that students are missing in order to achieve academic and behavioral objectives. The school will provide intense instruction to Tiers 1 and 2 students not mastering core academic and behavioral objectives. 		X	
All students will demonstrate a proficiency rating in mathematics on state assessments.			
<ul style="list-style-type: none"> The school will implement a solid Tier 1 level of curriculum, common instruction and assessment, to improve effective instruction. 		X	

<ul style="list-style-type: none"> • Tier 2 supplemental instruction will be given to students not meeting achievement expectations, to target specific skills that students are missing in order to achieve academic and behavioral objectives. • The school will provide intense instruction to Tiers 1 and 2 students not mastering core academic and behavioral objectives. 		X	
All students will receive a proficiency rating in science based on state assessments.			
<ul style="list-style-type: none"> • The school will implement a solid Tier 1 level of curriculum, common instruction and assessment, to improve effective instruction. • Tier 2 supplemental instruction will be given to students not meeting achievement expectations, to target specific skills that students are missing in order to achieve academic and behavioral objectives. • The school will provide intense instruction to Tiers 1 and 2 students not mastering core academic and behavioral objectives. 	X	X	
All students will demonstrate a proficiency rating in social studies based on state assessments.			
<ul style="list-style-type: none"> • The school will implement a solid Tier 1 level of curriculum, common instruction and assessment, to improve effective instruction. • Tier 2 supplemental instruction will be given to students not meeting achievement expectations, to target specific skills that students are missing in order to achieve academic and behavioral objectives. • The school will provide intense instruction to Tiers 1 and 2 students not mastering core academic and behavioral objectives. 		X	

Core Curriculum Status

A copy of the Core Curriculum is available on the St. Louis Public Schools website (St. Louis Public Schools Curriculum) or a paper copy can be picked up in the main office. Through curriculum mapping the core curriculum has been implemented and will continue to be reviewed and evaluated through the curriculum review cycles established by the District.

English Language Arts

The English Language Arts curriculum follows Michigan approved Common Core State Standards. Building educators utilize use text 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. The ELA department has been working on a vertically and horizontally aligned curriculum, with common assessments.

Mathematics

The Mathematics curriculum follows Michigan approved Common Core State Standards. Building educators utilize text 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. The math department K-12 has been working on establishing essential skills and common assessments.

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. Although not yet state approved, these standards provide a road map to future science instruction. Building educators utilize text and/or supplemental resources verified by research conducted by Prentice Hall. The Science curriculum was last approved by our local Board of Education in 2001. The science department is completing mapping their curriculum in order to align horizontally and vertically. Essentials skills are being taught to every grade level, and assessed through essential skills common assessments

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize text and/or supplemental resources used verified by research conducted by Holt/McDougal, 2012, and our Curriculum Review and Development Council. The Social Studies curriculum was last approved by our local Board of Education in 2012, leading to new text purchases and availability to students in 2012-2013.

Aggregate Local Assessment Data

The St. Louis High School 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. For the 2017-2018 school year, we administered the NWEA assessment for Math, Reading, Language Usage, and Science. The charts below show the projected growth goals for our school. 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.

Note: Jen, please let me know if I can help pull any of your NWEA growth data. ☺ Heidi

Parent Teacher Conference Attendance Data

	2016-2017		2017-2018	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	113	34%	92	26%

Post-Secondary Information

Students from St. Louis High School have the opportunity to dual enroll in post-secondary classes at Mid-Michigan Community College, Lansing Community College, and any other community college that fits their post-secondary academic goals.

	2016-2017		2017-2018	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
Number and Percent of Postsecondary Enrollments (Dual Enrollment)	33	10%	32	10%
Number of College Equivalent Courses Offered (AP/IB)	3		2	
Number and Percentage of Students Enrolled in College Equivalent Courses (AP/IB)	27	8%	12	4%
Number and Percentage of Students Receiving a Score Leading to College Credit	9	33%	7	62%