



# ST. LOUIS T.S. NURNBERGER MIDDLE SCHOOL

2021-2022 SCHOOL ANNUAL REPORT COVER LETTER

Steve Taylor, Principal

## Principal's Greeting/Message

January 31, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 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 Steve Taylor, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3nJPiNJ>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. 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. State law also requires that we report additional information, which you can find on the following pages.

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 focusing 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,

Steve Taylor, Principal

ST. LOUIS T.S. NURNBERGER MIDDLE SCHOOL

2021-2022

Annual Education Report



<ul style="list-style-type: none"> <li>specific skills that students are missing to achieve core academic and behavioral objectives.</li> <li>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.</li> </ul>		X	
All students at TSN will improve in writing proficiency			
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>		X	
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All students at TSN will improve in science proficiency			
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		X	
		X	

## Core Curriculum Status

A copy of the Core Curriculum is available at [stlouisschools.net](http://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 2017-2018 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 2018-2019 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 be receiving professional development on the Next Generation Science Standards as the implementation timeline is updated. Staff will also receive PD on inquiry based teaching using modeling.

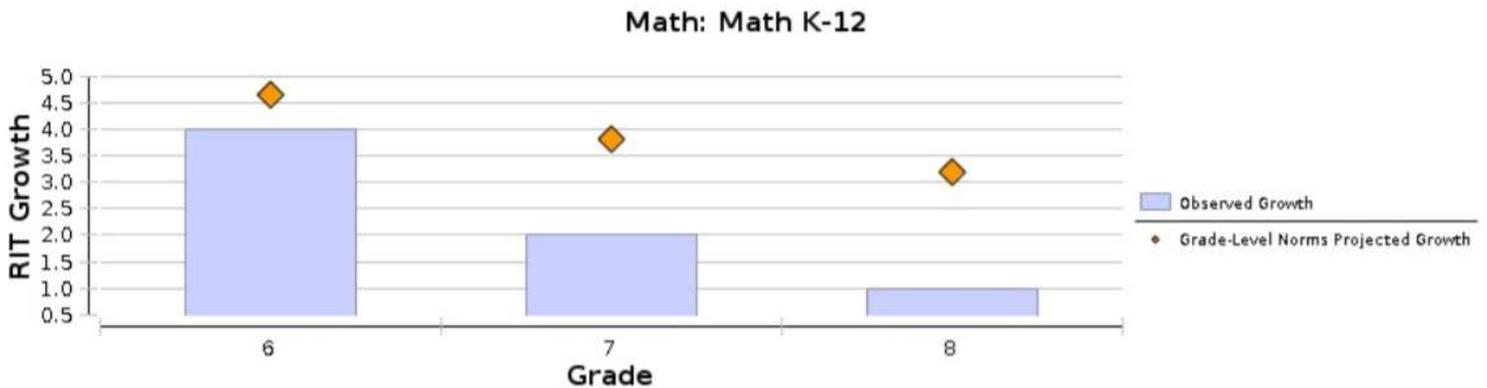
### Social Studies

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.

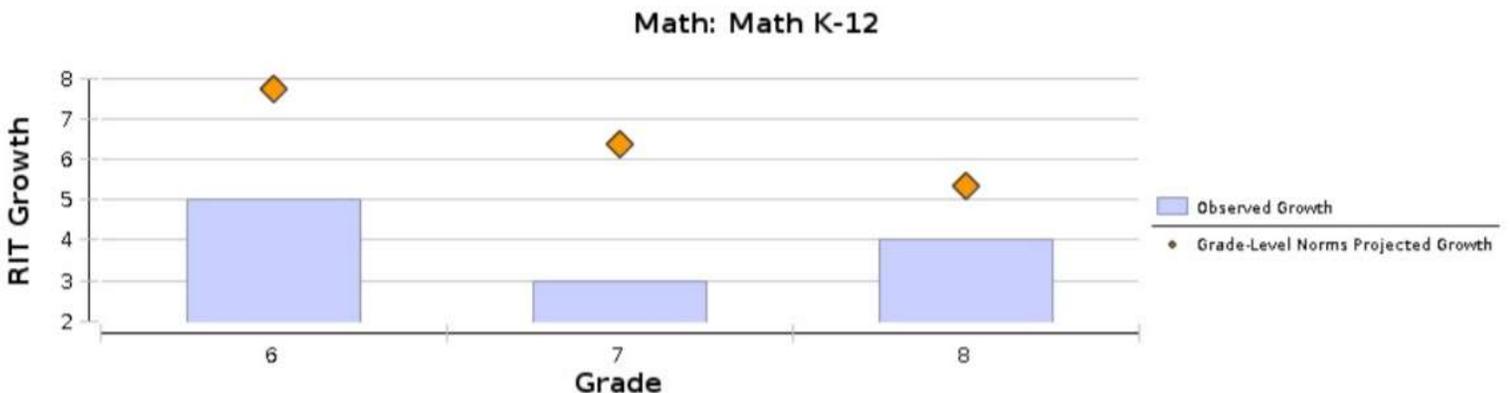
## Aggregate Local Assessment Data

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 projected growth. For the 2019-20 school year we had gains in all categories from our mid-year test. This is not a full year test cycle due to COVID closing school in March 2020. 6th and 7th grade were able to beat their growth target in reading and were making nice gains in math. 8th grade was also improving in math and reading, but at a lesser rate. For the 2020-2021 school year 6<sup>th</sup> and 7<sup>th</sup> grade showed gains in both math and reading. 8<sup>th</sup> graders showed gains in math. All of the gains fell short of our projected growth targets. Our students performed well despite how difficult this year was due to COVID causing disruptions by switching between learning formats (in-person and virtual learning) and students having extended absences due to being quarantined/isolated for extended periods of time.

### 2019-2020 NWEA Mathematics Results:

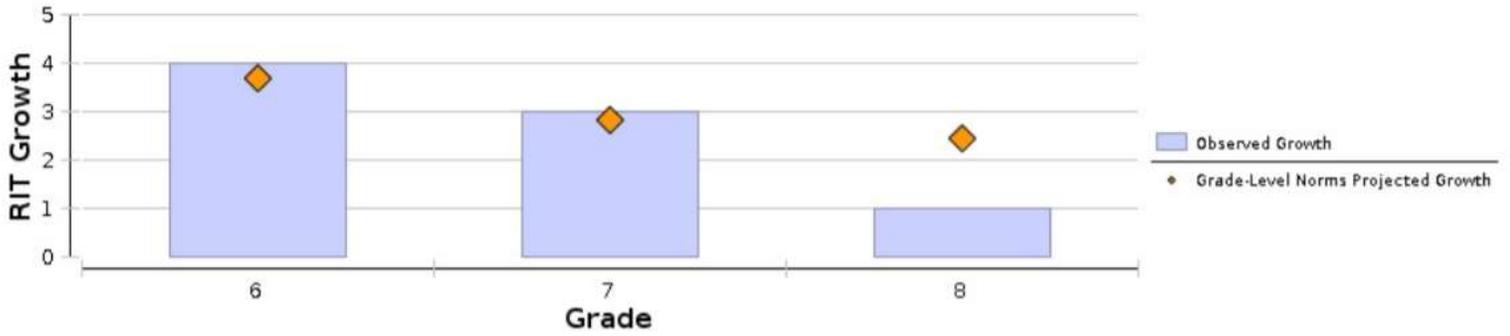


### 2020-2021 NWEA Mathematics Results:



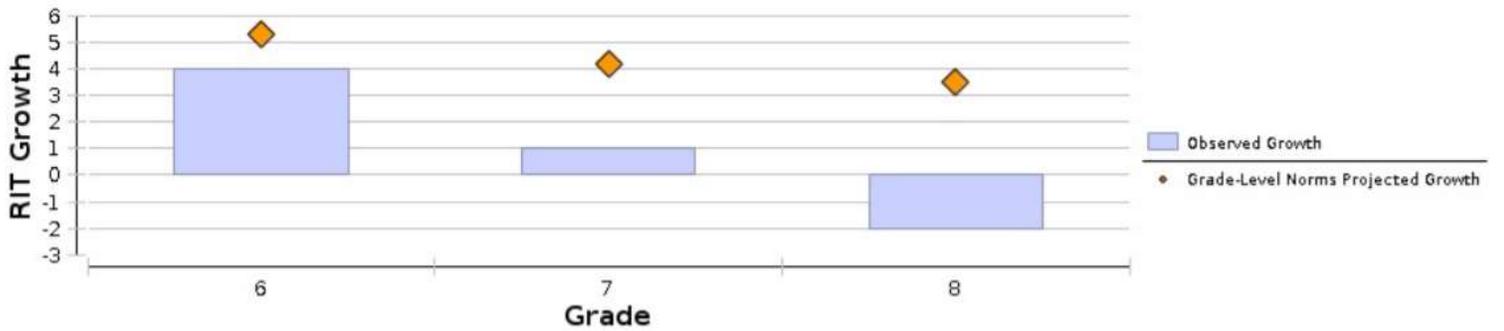
2019-2020 NWEA Reading Results:

### Language Arts: Reading



2020-2021 NWEA Reading Results:

### Language Arts: Reading



## Parent Teacher Conference Attendance Data

	2019-20		2020-21	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	98	38.3%	70	29.8%