



St. Joseph High School Annual Education Report (AER) Cover Letter

May 11, 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 St. Joseph 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 Kelly Gaideski, Curriculum Director for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/VwBeM9> 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.

For the 2016-17 school year, St. Joseph High School was not given any of these labels.

We are still continuously working to improve in our instructional approach so that we can continue to see growth in student achievement. Our school improvement plan is focused on writing, reading, school climate, and we have made a commitment to PLC's in order bring a culture of collaboration to our school, allow us to identify the areas of need for our students, and intervene with those students not achieving at desired levels in order to close our gaps in student achievement.

State law requires that we also report additional information.



PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL St. Joseph High School is the sole high school representing St. Joseph Public Schools. Students are assigned by their resident address within school boundaries. In addition, families may also apply for School of Choice from the other adjacent counties and ISD's that qualify during an annual application window.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

St. Joseph Public Schools is a continuous improvement district. Upton Middle School Improvement Plan is revised annually using student achievement data. Our 3-5 Year School Improvement Plan was developed in the spring of 2014 with input from school stakeholders and is reflective of our district strategic plan. As we enter the final year of our plan, many strategies have been implemented and monitored. New strategies are being researched and developed as we are currently creating a new five year plan. Parents and stakeholders are kept informed about the progress of our school plan through electronic communication.

SPECIALIZED SCHOOLS

Specialized schools provide educational alternatives and opportunities for handicapped students as well as meeting their special needs. These programs are an integral part of the continuum of educational services available to special students in Berrien County. Following is a brief description of the specialized schools that serve St. Joseph Public School District students.

- **BLOSSOMLAND LEARNING CENTER BERRIEN REGIONAL EDUCATION SERVICE AGENCY BERRIEN SPRINGS, MICHIGAN** The purpose of Blossomland Learning Center is to provide services to students who have been diagnosed as moderately to severely mentally impaired up to age 26 who reside within the Berrien Regional Education Service Agency. The school assists students in preparing for entry into their respective communities. Eighteen (18) St. Joseph Public School District residents attended this program during the 2016-17 school year. Students are placed in the program through an Individual Educational Planning Committee composed of local district and Berrien RESA diagnostic and educational staff.
- **LIGHTHOUSE EDUCATION CENTER BERRIEN REGIONAL EDUCATION SERVICE AGENCY ST. JOSEPH, MICHIGAN** The Lighthouse Education Center program is operated as a therapeutic and educational program for students diagnosed as severely emotionally impaired up to age 26 who reside within the Berrien Regional Education Service Agency. These students exhibit a severity of emotional difficulties which prohibits them from regular attendance within the resident district. During the 2016-17 school year, eleven (11) St. Joseph Public School District residents attended this program,



with the goal being eventual re-integration into the resident district's educational system.

- **HEARING IMPAIRED PROGRAM BERRIEN SPRINGS PUBLIC SCHOOLS BERRIEN SPRINGS, MICHIGAN** The Berrien County Hearing Impaired Program provides educational services for hearing impaired students from Berrien, Cass, and Van Buren counties. During the 2016-17 school year, zero (0) students from St. Joseph Public School District attended the program, which includes children from pre-school age through 26 years. This program is operated by the Berrien Springs Public Schools and is funded by the Berrien Regional Education Service Agency. In addition to classroom and teacher consultant services, the program also serves as a diagnostic center and employs an audiologist for the purpose of assessing severity and type of hearing loss. Some students, when determined educationally appropriate by an Individualized Educational Planning Committee, are educated in their resident district with the support of a teacher consultant provided by the Hearing Impaired Program.
- **SOUTHSIDE PROGRAM NILES COMMUNITY SCHOOLS NILES, MI** Niles operates center based programs for low incidence special education students needing a full time placement. The program for the Severely Emotionally Impaired (SEI) includes students with severe emotional or behavioral problems. These students receive a very strict, highly structured program designed to change inappropriate behavior patterns and allow learning to take place. Expectations for performance are high with the goal being the students successful readmission to their former school. Classroom programs serve students ages 6 through 25. Students in the Pre-Vocational program have below average ability levels, making success in their local high schools extremely difficult. Often their low ability is compounded by a weak self-concept and inadequate social skills. Once at Southside a few may pursue a diploma, but most will follow a curriculum designed to promote independent living. Classrooms are available to serve ages 16 through 25. During the 2016-17 school year, three (3) students from the St. Joseph Public School District attended this program.

SJPS CORE CURRICULUM

St. Joseph Public Schools staff members are working under the direction of our Curriculum Director, Kelly Gaideski, to ensure alignment with the CCSS in ELA and Math and follow the Michigan expectations for Science and Social Studies. Teachers work to create clarity around the essential standards from the CCSS, MSS, and Michigan expectations in other content areas. Aligned materials and proven instructional strategies which are targeted at achievement of the standards have



been implemented. For a better understanding of the SJPS curriculum, please contact the school office or visit the website:

(<https://www.sjschools.org/st-joseph-public-schools/curriculum>). St. Joseph High School's core curriculum meets and exceeds the Michigan Merit Curriculum. In addition, the district offers opportunities to challenge high achieving students, prepares students for postsecondary education and employment through career technical education, and offers a comprehensive special education program. Additional information on the Michigan Merit Curriculum can be found on the Michigan Department of Education web site at www.michigan.gov/mde.

Each year the high school publishes and distributes to students the Academic and Course Description Handbook. This handbook is available to students on-line at <https://www.sjschools.org/guidance/course-description-booklet>.

NATIONALLY NORMED ACHIEVEMENT TESTS

St. Joseph Public Schools administers the Northwest Educational Association's (NWEA) Measures of Academic Progress (MAP) and PSAT tests to all students in 9th and 10th grade. Students take the reading and math assessments in the fall and again in the spring. Additionally, all 11th grade students are assessed by the State of Michigan using the M-STEP and SAT. Our results are presented in the attached documents.

Early College Opportunities

St. Joseph High School offers multiple paths for students to gain college credit while in high school.

- **Dual Enrollment** 2% of our students were enrolled in college courses in the 2016-17 school year. Of those students enrolled, 100% received college credit.
- **Direct Credit** SJHS offers direct credit courses in conjunction with Lake Michigan College. With SJHS teachers certified as adjunct faculty, students have the opportunity to earn up to 103 college credits through their SJHS courses. Opportunities for Direct Credit include a variety of core curriculum and Career Technical Education offerings. 29% of our students enrolled in DC courses. Of that 99% received college credit in 2016-17.
- **Advanced Placement Courses** SJHS offers 11 AP courses. 22% of our students took AP courses. Of those students choosing AP courses, 74% took the AP test, of those students, 79% received college credit in 2016-17.



ST. JOSEPH HIGH SCHOOL PARENT INVOLVEMENT

Parent volunteers and participation are instrumental in our schools success. Opportunities for involvement include school day, academic clubs and athletic or fine arts booster clubs. Our parent participation in events is illustrated below.

- **Freshmen/New Student Orientation** - held just before the start of school. Over 92% of 9th grade students were represented and over 92% of new students were represented.
- **Back-to-School Night** - provided for parents to visit each teacher and classroom related to their student's schedule. 50% of parents attended.
- **Parent Teacher Conferences** - held in November, 34% of parents attended. Parents are continually informed through use of Parent Internet Viewer (PIV) of student's academic performance. During the spring, parents and 8th grade students are invited for a scheduling meeting, which 94% attended.

At St. Joseph High School we are committed to continuous improvement so that we can continue to meet the needs of our students. Our vision of "Inspiring Lifelong Learners, and Creating Tomorrow's Leaders", is what drives our work. We know much of what we are able to accomplish here at SJHS has to do with the parent and community support we receive, we want to thank all stakeholders for their continuous support for SJHS, and the staff at SJHS is thrilled to be an integral part of this team!

Sincerely,

Mr. Greg Blomgren, Principal
St. Joseph High School

Aggregate by School

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

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2016 - Spring 2017
 Weeks of Instruction: Start - 4 (Fall 2016)
 End - 32 (Spring 2017)

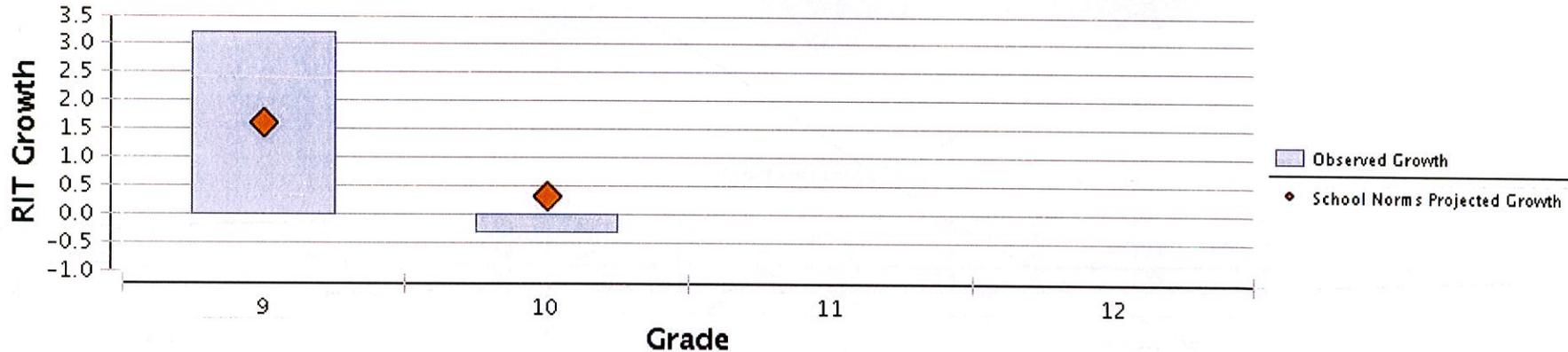
Grouping: None
 Small Group Display: No

St. Joseph High School

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
9	252	228.7	12.8	88	231.9	13.0	91	3.2	0.5	1.6	0.71	76	252	149	59	64
10	238	231.7	14.2	92	231.4	16.9	89	-0.3	0.6	0.3	-0.23	41	238	106	45	54
11	0	**			**			**					**			
12	0	**			**			**					**			

Reading



Explanatory Notes

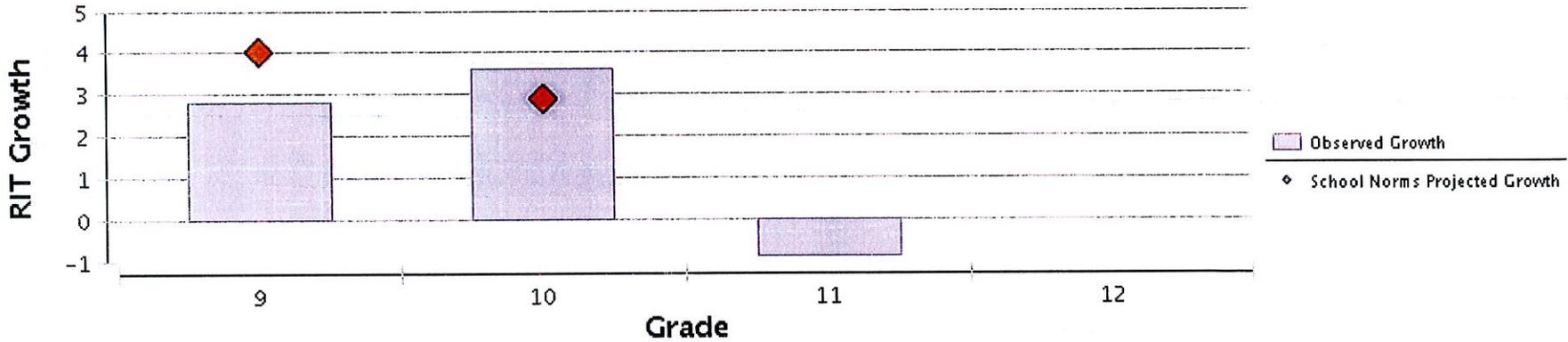
Means for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 Growth count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

St. Joseph High School

Mathematics

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
9	244	242.4	15.5	91	245.2	17.8	88	2.8	0.4	4.0	-0.52	30	244	134	55	51
10	230	248.3	19.3	97	251.9	22.4	97	3.6	0.6	2.9	0.25	60	230	144	63	59
11	71	238.6	11.6	70	237.8	13.6	60	-0.9	1.3				0			
12	4	*			*			*					*			

Mathematics



Explanatory Notes

- † Counts for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
- ‡ Percentiles not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
- § Percentile provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.