

Johannesburg-Lewiston High School



P.A. 25/NCLB Annual Education Report (AER)

2016-2017

Non-Discrimination Policy

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disability Act of 1990, and the Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Johannesburg-Lewiston Area Schools that no person shall, on the basis of race, color, religion, national origin or ancestry, gender, age, disability, age, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service, or in employment. For information, contact: Superintendent, Johannesburg-Lewiston Area Schools, 10854 M-32 East, Johannesburg MI 49751, 989-732-1773

May 9, 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 Johannesburg-Lewiston 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 Curt Chrencik for assistance.

The AER is available for you to review electronically by visiting the following web site **www.jlas.org**, <https://goo.gl/C72NnL>, 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 earned an overall index of 81.33.

Based on Mi School Data Report from the spring of 2017, JL's key challenges center on students that are in the bottom 30% and general student math proficiency. JL has modified scheduling and support for students identified in the 30%. We have also taken action to support math as a whole, implementing support through academic mentors, at-risk aides and research based instructional strategies.

State law requires that we also report additional information.

- Enrollment in our school is open to both students who reside within the district boundaries and 'school of choice' students who reside outside of the district boundaries. 'School of choice' students are required to enroll prior to the published enrollment deadline dates. All students follow the same course selection procedures, and placement in classes is based on availability and any course pre-requisites.
- The 3-5 year School Improvement Plan currently lists the following goals:
 - All Students will improve their skills in the area of math.
 - Teachers will target improvement, develop strategies and implement improvement plans in:
 - Math Vocabulary
 - Word problems

- Written equations
- All students will improve their skills in the area of reading
 - Teachers will target improvement, develop strategies and implement improvement plans in:
 - Vocabulary
 - Chronological ordering of events
 - Making inferences within an article
 - Narrator stance
 - Summarizing
- All Students will improve their skills in the area of Science.
 - Teachers will target improvement, develop strategies and implement improvement plans in:
 - Curricular vocabulary
 - Analyze and interpret graphs
 - Complex data tables
 - Problem solve with increased variables
 - Make inferences, persevere
 - Draw conclusions from data and readings
 - Break down long questions and passages
- All Students will improve their skills in the area of English.
 - Teachers will target improvement, develop strategies and implement improvement plans in:
 - Vocabulary
 - Rhetorical skills
 - Use of specific detail
 - Tense shifts
 - Apostrophe use
 - Logical ordering
 - Transitions
 - Sentence structure
 - Paragraph organization

We have implemented the common core standards and the High School Content Expectations available at mi.gov/mde

Building Goals

- To coordinate common assessments for courses based on CCSS and use the Illuminate data system to house and analyze that data in an effort to modify instruction based on student needs.

- To continue to improve the level of communication between the school and the home, and to promote a welcoming atmosphere to our parents and visitors.
- To raise levels of assessment as to increase students achieving college readiness standards and proficiency by an avg of 10%. (Math, ELA, Science, SS)
- To achieve 9-10th grade PSAT Math and ELA scores above the state and ISD averages in ALL categories of assessment.

Progress continues to be made in these areas, and the goals are updated annually by the High School Improvement Team (HSIT) which includes parents and staff.

- One Career and Technical Education (CTE) program is currently offered to students at the high school – Business Administration Management and Operations. This programs are available to all students enrolled at the high school.
- The high school follows the Michigan Merit Curriculum (MMC) which is mandated by the State of Michigan. Any variances to this curriculum are carried out on an individual student basis through an approved personal curriculum as mandated by the state. A copy of the Michigan Merit Curriculum is available for review in the Principal’s office.
- Our school administers two national-norm referenced achievement tests to our students – SAT/M-Step. JL 11th graders had a mean SAT score of 1014, this is above both the ISD and state averages. 63.5% of students were proficient in ELA in 2016-17. 34.5% of students are proficient in math.
- During the 2016/17 school year, approximately 48% of our students were represented by parents/guardians at parent-teacher conferences. Compared to 51% of our students were represented by parents/guardians at parent-teacher conferences during the 2015/16 school year.

High School reporting:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
 - i. 96 students, 224 courses = 39.47%
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 - i. 2
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
 - i. students = 10 %
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>

i. 89 students = 39.03%

Johannesburg-Lewiston High School will analyze, assess and accommodate the areas of concern from the 2016/17 school year and build on the successes and accomplishments we achieved. As we move forward, we must continue to set high standards and work as a community to achieve the goals and results that we expect at JLHS. Please do not hesitate to contact me regarding any information that is contained in the attached report. And as always, "It's a great day to be a Cardinal!"

Sincerely,
Curt Chrencik
Principal/CTE
Johannesburg-Lewiston High School