Marysville
Public Schools

"Every student will excel, both personally and for the benefit of humanity."

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Marysville 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 William Farnsworth, principal for assistance.

The AER is available for you to review electronically by visiting the following web site **http://bit.ly/2swFmQ1**, or you may review a copy in the main office at your child's school.

For the 2018-19 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

In the past five years Marysville High School has experienced an increase of economically disadvantaged students. This increase is also being experienced statewide. Marysville High School's well established systematic intervention program is making great strides to meet the needs of the students. Marysville High School participates in a strong district initiative, Multi-Tiered Systems of Support (MTSS). The training and professional development for staff members is helping our most at-risk students academically and behaviorally. Additionally, Marysville High School participates in another strong district initiative, Adaptive Schools. The goal of Adaptive Schools is to develop the collective identity and capacity of organization members as collaborators and inquirers and leaders, focusing on our District's Mission Statement; Personalize learning for every student through, rigor, relevance and relationships.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

In 2018-19, Marysville High School had a student population consisting of 878 children ranging from ninth through twelfth grades. The majority of these students were assigned to our school, based upon district boundaries set forth by the Marysville Public Schools' Board of Education. Other children attending Marysville High School were participants in the "School of Choice" option available to those students residing in St. Clair County, MI.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:
The staff and students at Marysville High School continue to make progress on our established goals in the four core areas of instruction: English Language Arts, math, science, and social studies. Staff professional development plays a key role in our school improvement plan. They meet monthly as a Professional Learning Community (PLC) to provide professional development in areas of curriculum, instruction, assessment, and technology, which are all linked to our school improvement plan. Furthermore, our school improvement plan encourages and supports parent involvement to increase student achievement. We continue to investigate additional ways to inform parents of learning objectives, gain input on a variety of topics, and support learning at home. Furthermore, Marysville High School participates in the District Wide initiatives of M.T.S.S. blended with the Marysville Public Schools Board of Education's District Strategic Plan.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:
The following programs are offered to Marysville students:

- St. Clair TEC offers countywide career and technical training to high school students.
- Woodland Developmental Center serves students with severe learning disabilities to age 26.

CORE CURRICULUM:
The Marysville Public Schools' preK-12 curriculum can be retrieved on the District's website at http://www.marysville.k12.mi.us/district/curriculum--instruction-/. The District's curriculum provides instructional resources to teach District, state and national-level standards, along with aligned assessments (e.g., NWEA MAP Growth, M-STEP, PSAT, SAT, ACT WorkKeys, etc.).

Our curriculum alignment is a continuous process and is based upon current state standards (e.g., Common Core State Standards, Next Generation Science Standards, Grade Level Content Expectations, etc.). These standards call for specific elements of knowledge and define what students should understand and be able to do by the end of each grade. Because of this, our instructional and District administrative staff members collaboratively work together to improve Marysville Public Schools' curriculum. Grade-level committees also closely monitor our District's curriculum/instructional program for its effectiveness so that adjustments can be made (e.g., pacing, differentiation, technology integration, etc.).

The District's assessment program carefully measures students' learning and acts as a progress monitoring system for various grade level claims, targets, and standards. Assessment data is strategically used to close achievement gaps.

Students, who are identified as needing more support, receive assistance as part of our Multi-Tiered System of Supports program (e.g., Lexia Strategies, Corrective Reading).

Finally, throughout the school year, preK-12 staff members actively participate in focused professional development activities aligned to the District's academic needs and goals in improving students' learning (i.e., PLCs, CITW, Corrective Reading, Lexia Strategies, MTSS, etc.). These professional development trainings are focused on research-based best practices.

STUDENT ACHIEVEMENT:

Grade Level	EBRW SAT	Math SAT	Social Studies M-Step
11th (2017-18)	65.4%	49.2%	64.2%
11th (2018-19)	70%	55%	59.4%

PARENT-TEACHER CONFERENCES:
2017-2018 54.48% (441 students)
2018-2019 56.21% (494 students)

POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT):
2017-2018 0.7% (6 students)
2018-2019 1.3% (12 students)

COLLEGE EQUIVALENT COURSES OFFERED:
2017-2018 12 college equivalent courses
2018-2019 12 college equivalent courses

STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP):
2017-2018 33% (283 students)
2018-2019 30% (263 students)

STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT:
2017-2018 52.3% (148 students)
2018-2019 57% (150 students)

During the 2018-2019 school year, fifteen students participated in Dual Enrollment. Marysville High School offered 12 college equivalent courses, in which 450 students were enrolled. Marysville High School will be adding the following classes to enhance elective options for our students beginning the 2019-2020 school year: Advanced Placement Environmental Science.

It is with great pride that we thank and recognize the students, staff and parents of the Marysville Community. With their continued dedication, support, and effort, Marysville High School continues to provide a well-established culture of academic excellence and outstanding student participation in a wide variety of extracurricular activities.

Sincerely,

William Farnsworth

William Farnsworth
Principal, Marysville High School