Yale Public Schools

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Kurt Sutton, Superintendent of Schools

Yale High School 2024-25 Annual Report

February 6, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Yale 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 Mr. Brad Dykstra for assistance.

The AER is available for you to review electronically by visiting the following website https://bit.ly/3Oiv3sx, or you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels

The staff at the high school continues to analyze data from tests (PSAT8/9, PSAT10, PSAT, MME including the SAT) in order to identify areas of need for student success. We have been incorporating more technology in the classrooms to enhance the students' learning experience to increase comprehension. Our teachers are identifying standards essential to their course and differentiating their instruction. Through the implementation of cooperative learning, we are getting the students more actively engaged in the curriculum as well. The Math department is continuing with the Institute of Educational Excellence's FIM model. This system assists teachers and students by identifying strength and areas needing improvement as identified by key state standards.

More Yale High School information
In addition to the facts and figures you will find in the Annual Report, we want to share the following information with you:
Pupil assignment process

Students are located as follows: Kindergarten through Grade 5 is located at Yale, Avoca or Farrell-Emmett elementary schools. A preschool for 4-year-olds is also located at each elementary school. The District operates one junior high school building and one high school building with an alternative education program housed in a wing of the building.
The Yale Public School District and the St. Clair County Regional Educational Service Agency (RESA) have a policy and process in place for non-district residents' school of choice requests. Copies of this policy and procedures are available at the principal's office or through the central office.

School Improvement Plan Status
The school improvement team and staff continue to look at student performance data on assessments such as the PSAT8/9, PSAT10, PSAT, MME including the SAT to monitor potential student growth. Teachers are also working on continuous curriculum review to include the expectations of the new national curriculum standards and its implementation, especially ensuring all students understand the foundational standards. In order to further support student achievement, the school improvement team and staff is focusing on strategies in the classroom which will more actively engage students in daily lessons. Interactive technology and research-based instructional strategies are now installed in all core curricular classes to assist in this plan. Below is a chart listing our areas of focus:

Areas of Focus 2025 - 2026 School Year	
Provide a rigorous, well-rounded education where all students are prepared to utilize our Portrait of a Learner traits to develop college and career readiness skills	Review data, provide professional development and adjust practices accordingly in the following areas: ● Safe and positive learning environment ● Consistent, viable curriculum that includes instructional practices and expectations ● Multi-tiered systems of supports
Provide authentic learning experiences to engage all students to develop college and career readiness skills	Create and provide engaging opportunities for all students to explore college and career readiness, which includes professional development for staff: ● Increase meaning making and transfer activities following the ALT learning model ● Strengthen student engagement through lesson design ● Increase opportunities to grow and develop Portrait of a Learner skills

Specialized schools and alternative education:
Yale Public Schools offers several programs designed to meet a variety of student needs and interests, opening the educational process to all students. Through these programs, each student can learn and experience success.
— 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.
— The Phoenix Alternative School is an option for students grades 7–12 who are at risk of not succeeding in the traditional school setting.

- Blue Water Middle College Academy works with schools in the county to provide college level courses, in collaboration with the LEA's.

Core curriculum
Core Curriculum and Curriculum Maps, as well as Pacing Guides, may be accessed at each of our school buildings. Additionally, all K-12 information may be found in the office of the Assistant Superintendent housed at Central Office. This curriculum is closely followed and monitored by teachers and administration to ensure coverage of material.

Aggregate Student Achievement Results
Yale High School continues to improve in standardized and state tests. Due to the Covid-19 pandemic, longitudinal growth is difficult to report. The latest student index report shows the following: *https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,12317,1693,112*

Parent-teacher conference rate:
2025-2026- 43%
2024-2025- 50%
2023-2024- 51%

Dual Enrollment:
Dual Enrollment extends learning options to 10th, 11th, and 12th graders. Qualified students may take classes at a post-secondary institution while attending high school. For the 2025-2026 school year, there are 155 (31%) enrollments in post-secondary courses. During the 2024–2025 school year, 130 (25%) students enrolled in one or more post-secondary courses.

Advanced Placement:
For the 2024-2025 school year, we altered our advance course model as shown above in our dual enrollment numbers. There were 37 students enrolled in English 101 and 102. This course was taught by a YPSD High School teacher that was also an adjunct professor at St. Clair Community College. This course was part of the school day and met in person in our high school classroom. Additionally, there were 9 students enrolled in AP Computer Science Principles, 1 student took AP Calculus, 1 student was enrolled in AP Statistics, and 10 student took AP Art.
In the 2023-2024 school year, 45 students were enrolled in AP English Language and Composition, 11 students took AP English Literature, 8 students were enrolled in AP Art, and 0 students took AP Computer Science and AP Environmental Science. In AP English Language and Composition, 19 students (50%) scored a 3 or higher. In AP Literature, 7 (87.5%) students scored a 3 or higher. In AP Art, 4 (80%) students scored a 3 or higher. For the 2022-2023 and the 2023-2024 school years, 6 AP courses (AP Calculus AB, AP English Literature and Composition, AP English Language and Composition, AP Computer Science Principles, AP Art, and AP Environmental Science) were offered in the high school.

It is amazing what our staff and students are doing at Yale High School. With all of the changes in education lately, our staff continues to adapt and maintain their high levels of expectations for student success. Administration and support staff have also helped to work with teachers to maintain a safe, welcoming environment for students. Teachers are always reviewing their curriculum, and now learning strategies to incorporate in the new national curriculum, so Yale High School can continue to be one of the top performing schools in our area. Students here are proud of what we are and it shows throughout our community and beyond.

Sincerely,



Brad Dykstra, Principal, Yale High School