

Annual Education Report

2025-2026

Loy Norrix High School

606 E. Kilgore Street

Kalamazoo, MI Zip 49001

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Loy Norrix High School Purpose Statement

We the staff and students of Loy Norrix High School will:

1. Establish mutual accountability;
2. Provide clear expectations;
3. Maximize student's academic, social, and personal success;
4. Uphold a safe, welcoming, and orderly environment; and
5. Partner with all stakeholders.

Superintendent: Dr. Darrin Slade

Principal: Mr. Chris Aguinaga

Board of Education

President: Ms. TiAnna Harrison

Vice-President: Ms. Carol McGlinn

Secretary: Ms. Jennie Hill

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Trustee: Ms. Takisha Johnson

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Kalamazoo Public Schools

Every child, every opportunity, every time!

School Annual Education Report (AER) Cover Letter

February 19, 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 Loy Norrix 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 Instruction & Student Services at 269-337-0186 for assistance.

The AER is available for you to review electronically by visiting www.kalamazoopublicschools.com and navigating to the Curriculum, Instruction and Professional Development section under the Departments tab, or you may review a copy in the main office at your child's school.

For the 2025-26 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. 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 2022-23. 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 a previous cycle. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was previously identified as an Additional Targeted Support school.

The AER containing additional information as required by state and federal law can be found at mischooldata.org/annual-education-report/. Please contact your school's principal if you have any questions regarding this information or your child's education experience.

Sincerely,

Mr. Chris Aguinaga
Principal



Parent Conferences

Parent/Teacher Conferences Loy Norrix High School		
	2023-2024	2024-2025
# of Hispanic/Latino Conferences	64	43
Hispanic/Latino Enrollment	297	284
Percent %	21.5%	15.1%
# of African American Conferences	87	116
African American Enrollment	488	491
Percent %	17.8%	23.6%
# of Caucasian Conferences	249	224
Caucasian Enrollment	774	708
Percent %	32.2%	31.6%
# of Multiracial Conferences	36	42
Multiracial Enrollment	195	197
Percent %	18.5%	21.3%
# of Male Students	247	240
Male Enrollment	948	855
Percent %	26.1%	28.1%
# of Female Students	203	201
Female Enrollment	854	884
Percent %	23.8%	22.7%
# of Students with Disabilities Conf.	56	52
Students with Disabilities Enrollment	197	189
Percent %	28.4%	27.5%
# of Total Conferences	450	441
Total Enrollment	1802	1739
Percent %	25%	25.4%

Retention Rate

4-Year Retention Rate		
	2022-23	2023-24
District	83.7%	89.5%
Loy Norrix	86.7%	92.7%

School Assignment Process

Students are assigned to schools within the district based on geographic boundaries that are published on the district website:

<http://www.kalamazoopublicschools.com>



School Improvement Plan Status

In the wake of more than a year of remote learning, in response to the COVID-19 pandemic, Kalamazoo Public Schools had developed a three-year plan for accelerating learning. The [KPS Acceleration Plan](#) is a comprehensive school improvement framework, built upon research and community stakeholder input. The plan is centered around four focus areas :

Student, Family, and Educator Well-being is well documented in educational research (Child Development, Jan. 2011). Attainment of social-emotional skills is tightly linked to whole-child well-being and positive academic outcomes. Engaging students, families, and educators with the common goal of providing safe and healthy learning environments, through participation in carefully selected activities, supports the well-being of the school community as a whole.

Assessing, Monitoring, and Evaluating Needs as part of a robust Multi-Tiered System of

Supports (MTSS) enables school staff to target academic and social-emotional supports to meet the needs of students in a proactive manner (Bernhardt, 2018). School staff will use universal and targeted assessments to inform decision-making related to meeting students' varying needs.

Equity, Access, and Targeted Instruction is a commitment to continue to engage in critical conversation around current practices to ensure that Kalamazoo Public Schools is living up to its philosophy, "Every Child, Every Opportunity, Every Time." Engaging students with a strengths-based approach to learning and growing builds on success as a stepping stone to accelerating learning (Clay, 2019).

Through Leveraging Community Partnerships, Kalamazoo Public Schools is planning several activities to support student needs. Effective community partnerships have long been recognized as a vehicle for promoting positive communication, interaction, and growth within the greater school community (Epstein, 2018). The district recognizes that it "takes a village" to raise our children. The Kalamazoo community continues to work closely with the district to meet the needs of the students. These partnerships will continue to grow and expand for the needs in the transition.

Additional details on the specific of the [KPS Acceleration Plan](#) specifics can be found on the Kalamazoo Public Schools Website.



Advanced Placement/College Equivalent Courses

We offer a variety of advanced placement courses for students. Each spring, students are given the opportunity to take the advanced placement test to receive college credit for the course. Please refer to the current Bulletin of Courses for complete information on the different courses offered.

Enrollment in Advanced Placement Courses

Year	# of Courses Offered	# of Students Enrolled	% of Student Population	% Receiving A 3 or Higher
2023-2024	14	327	19%	76%
2024-2025	18	329	18%	78%

Students are also given the opportunity to take courses at local colleges and universities.

Dual Enrollment

Year	# of Students Enrolled	% of Student Population
2023-2024	32	1.7%
2024-2025	37	2.1%

Curriculum

Overview of District Curriculum

The high school curriculum for KPS is designed to offer challenge, richness and high academic achievement. The curriculum is based on performance standards aligned to the Common Core State Standards, as well as best practices in teaching for learning. Emphasis on mastery of core subjects prepares students well for both post-secondary education and the changing work force of the future. Opportunities are also available to students for an in-depth study in areas of specific interest. In addition, Kalamazoo Area Mathematics and Science Center (KAMSC) offers advanced study in math and science. Alternative educational pathways are available. Enrichment opportunities are provided through the many Advanced Placement courses as well as elective courses including Fine Arts, Work Experience, Technology, and World Languages. Exciting off-campus courses are available through Education for the Arts, Education for Employment, and at local colleges and universities. For more information on the Common Core State Standards or implementation of the KPS curriculum, please visit the following websites:

<http://www.corestandards.org/>

<http://www.kalamazoopublicschools.com/curriculum>

