

February 20, 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 J.W. Sexton High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact J.W. Sexton High School Staff for assistance.

The AER is available for you to review electronically by visiting the following website: [Sexton Annual Education Report](#) 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was identified for: Comprehensive Support and Improvement

Sexton High School continues to face challenges related to student achievement and attendance. Annual Education Report data reflect ongoing gaps in proficiency and growth across multiple content areas, particularly in mathematics and ELA, along with continued concerns related to chronic absenteeism. In response, the school has prioritized strengthening instructional coherence and data-informed decision-making through targeted initiatives, including closer monitoring of student progress toward growth goals, implementation of pre- and post-assessment practices to inform instruction, and expanded academic intervention opportunities such as small-group supports and Saturday learning sessions. Sexton has also focused on improving attendance systems and documentation through MTSS-aligned processes, cohort-based tracking, and regular review of attendance data to support early identification and intervention. Collectively, these efforts are intended to accelerate student achievement and improve engagement through more consistent and intentional instructional and support systems.

Scores are included from M-Step, SAT, and MI-Access assessments:

- 24-25 ELA Proficiency % Target Met- 25.52
- 24-25 Math Proficiency % Target Met- 15.68

State law requires that we also report additional information.

J.W. Sexton High School serves students based on Lansing School District attendance boundaries. In addition to boundary-based enrollment, families may apply through the district's School of Choice process. School of Choice placements are reviewed and approved through established district procedures, including oversight by the Director of High Schools, Mitch Foster. This process ensures families have access to programming options while maintaining alignment with district enrollment guidelines.

Our four school improvement goals are the following:

- SIP Goal #1 - Students will improve English Language Arts skills.
- SIP Goal #2 - Students will improve Mathematics skills
- SIP Goal #3 - Improve and provide a positive and supportive school culture and climate
- SIP Goal #4 - Student learning experiences at Sexton will culminate in College & Career Readiness partnerships.

Sexton High School is actively implementing and refining its multi-year school improvement efforts in collaboration with Lansing School District leadership, the Ingham Intermediate School District, and the Michigan Department of Education. Building on prior needs assessments, the school has strengthened MTSS-aligned systems focused on academics, attendance, and behavior. This year's work reflects a shift from planning to implementation, with clearer structures for progress monitoring, data review, and documentation. Ongoing benchmark checks and internal data reviews are used to assess progress toward improvement goals and guide next steps as part of the school's continuous improvement cycle.

J.W. Sexton High School offers specialized programming designed to support college and career readiness. Sexton provides Advanced Placement (AP) coursework, allowing students the opportunity to engage in college-level instruction while in high school. These courses are aligned to rigorous academic standards and support students in developing critical thinking, analytical skills, and academic preparedness for postsecondary success. In addition, Sexton offers an Engineering Pathway that provides students with hands-on, applied learning experiences focused on problem-solving, design, and real-world applications. Through this pathway, students build foundational skills that align with postsecondary education and career opportunities in engineering and related fields.

#### I. [Core Curriculum](#)

#### II. Aggregate Test Scores:

- Winter NWEA Reading 22-23: 13.31%
- Winter NWEA Reading 23-24: 16%
- Spring NWEA Reading 24-25: 26%
- Winter NWEA Math 22-23: 6.85%
- Winter NWEA Math 23-24: 14%
- Spring NWEA Math 24-25: 24%

- III. The number and percent of students represented by parents at parent-teacher conferences:
  - a. 21-22: 111 Parents of 1019 Students for a total of 10.89%
  - b. 22-23: 97 Parents of 725 Students for a total of 13.38%
  - c. 23-24: 125 Parents of 604 Students for a total of 20.70%
  - d. 25-26: 198 Parents of 563 Students for a total of 35.16%
  - e. January 7, 2026, Parent Teacher Conferences - 108 Students were represented by parents = 48%
- IV. 2 students were enrolled in Dual Enrollment
  - a. AP Courses
  - b. AP Pre-Calculus
  - c. AP English Language
  - d. AP US History
  - e. AP Computer Science
  - f. AP African American History
  - g. AP Biology
  - h. AP English Literature
- V. The Number and Percentage of Students Enrolled in College Equivalent Courses- 130 students are enrolled in AP courses
  - a. AP Biology - 13
  - b. AP Pre-Calculus - 21
  - c. AP US History - 14
  - d. AP Computer Science - 13
  - e. AP English Language - 29
  - f. AP English Literature -22
  - g. AP African American Studies - 18
- VI. The Number and Percentage of Students Receiving a Score Leading to College Credit (Information based off percentage of students with a 3 or better)
  - a. AP African American Studies - 73.70%
  - b. AP Biology - 30.80%
  - c. AP English Language and Composition - 40%
  - d. English Literature and Composition - 16.70%
  - e. AP Pre-Calculus - 54.50%
  - f. AP United States History - 7.70%

J.W. Sexton High School recognizes that school improvement is a dynamic process. From 2023, the graduation rate was 76.88% with a 10.63% dropout rate, and in 2024 we saw an increase in the graduation rate to 88.97% and a reduction in the dropout rate to 4.41%. Our staff continues professional development in an effort to streamline effective teaching practices that support student growth. Our community partnerships help enhance the student experience. While improvement takes time, the work underway reflects a clear effort to strengthen systems, use data more intentionally, and better support students. We value the partnership of families and the community as this work continues. Please join us in this partnership.

Sincerely,

*Jami Scott*

Principal, J. W. Sexton High School