



# SPRING LAKE

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## HIGH SCHOOL

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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 2015-16 educational progress for Spring Lake Alternative Education. 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 Mike Gilchrist for assistance.

The AER is available for you to review electronically by visiting the following web site, <http://www.springlakeschools.org/publications/annual-education-report> or you may review a copy in the high school office.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Spring Lake High School was not given a status in 2015-2016 school year. While Spring Lake High School continues to achieve on average 30% higher than the state average, the achievement gap between economically advantaged and economically disadvantaged students is widening.

**Student Assignment** - Students who are assigned to the Spring Lake Alternative Education program are students who are currently not meeting high school graduation credit hour requirements.

**School Improvement** – Our school is ready to begin year five of a 3 – 5 year School improvement cycle. Each of the four core academic areas (math, science, English and Social Studies) has a goal related to improving student performance on the Michigan Merit Exam (MME). The foreign language department also has a goal

that is a part of this same plan, which also relates to improving performance. The entire core curriculum at Spring Lake Alternative Education is aligned with the High School Content Expectations (HSCE's) that have been created by the Michigan Department of Education. Any individual who might be interested in reviewing a copy of the core curriculum can request this material from the appropriate high school department chairperson.

**Core Curriculum** – Spring Lake Alternative Education has joined with the Michigan Department of Education in adopting the Common Core State Standards. We have just completed our third year of implementation for Math and Language Arts. We will continue to use the state standards in Science and Social Studies until the state adopts the Next Generation standards in those areas. A copy of the curriculum can be found on the Spring Lake Public School's Curriculum website.

**Specialized Schools** – Some Spring Lake Public School students who are identified as having one or more handicaps are able to receive educational services at specialized schools and centers. The programs are operated by the Ottawa Area Intermediate School District and/or Spring Lake Public Schools. The decision to place a student in any special education program is made by an Individualized Education Plan Committee (IEPC) which includes at least one of the student's parents, a teacher, diagnostic personnel, and a school administrator. The goal of all specialized programs is to facilitate a student's educational growth to the maximum extent possible. Many of these programs are available from infancy through early adulthood. These programs include Autism, Severely Emotionally Impaired, Cognitively Impaired, Severely Multiply Impaired, Infant, and Total Communication Program.

**Student Achievement** – Data that shows the average ACT scores for those students in the graduating class of 2015, at Spring Lake Alternative Education, and throughout the state of Michigan, are listed below:

<b>SAT</b>	<b>Number Tested</b>	<b>Average Composite Score</b>
Alternative Education	3	776
State of Michigan	110,000	1001

Spring Lake Alternative Education continues to make minimal progress in regards to student achievement. Because our test scores continually rank in the top tier in the state, our gains will be in smaller increments than schools that perform much lower. We continually assess students on three standardized tests: The PLAN, EXPLORE, and in the spring of 2016, the SAT. Each of these assessments provides our staff with valuable information to target all learners. Discovery Education is utilized as an assessment in Math and Language Arts that can provide teachers with real-time information to assist all students and measure yearly growth. These efforts continue to accelerate student achievement and close persistent achievement gaps.

**Parent-Teacher Conferences** – Parents and other community members are tremendous supporters of the educational process at Spring Lake Alternative Education. Over eighty-six (86) percent of our students were represented by a parent or guardian at the Parent-Teacher Conferences in the fall of the 2015-2016 school year. The annual Open House in September 2016 was also very well attended. The conference session during the second trimester had over eighty-five (85) percent of the students represented. The third term conference sessions were by invitation only for struggling students, as they have been in the past. Lastly, over ninety-five (95) percent of our students are represented by parents or guardians who receive automated electronic progress reports.

**Post-Secondary Enrollment** – The number and percentage of Spring Lake High School students who received college credit through dual enrollment included 52 students of the 368 who were eligible. Fourteen (14) percent of the students who were eligible for the opportunity chose to participate.

**College Equivalent Courses** – Seven different Advanced Placement and nine International Baccalaureate courses are offered at our school. Those AP courses include Biology (currently offered every other year), Calculus AB, English Language and Composition, Microeconomics, Spanish, Statistics and United States History. The IB courses include Biology, Chemistry, English Literature, Math, Math Studies, Psychology, Spanish, Theory of Knowledge and World History, History of the Americas, Music and Visual Arts. The numbers and percentage of Spring Lake High School students enrolled in one or more college level equivalent courses in 2015-2016 were as follows:

<b>IB Courses</b>			
Freshman	Sophomore	Junior	Senior
0/202 = 0%	0/240 = 0%	42/200 = 21%	66/209 = 31%
<b>AP Courses</b>			
Freshman	Sophomore	Junior	Senior
0/202 = 0%	10/240 = 4%	64/200 = 31%	88/209 = 42%

**College Credit** –In the spring of 2016, 202 students attempted 208 AP exams. A score of three or better was earned by 126 of the individuals involved. This reflects a proficiency rate of sixty-eight (68) percent.

As one can see from the student achievement results listed throughout this letter, we have every right to be proud of our students at Spring Lake Alternative Education. We would also like to reiterate that we truly appreciate the commitment and dedication of our parents and staff. The strong bond that has been created between students, employees, and community members has allowed for a model of success to be firmly established at our school.

Sincerely,



Michael Gilchrist  
Principal, Spring Lake High School