



January 8, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) providing key information on the 2019-2020 educational progress for Spring Lake 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. Gilchrist. You may review a copy of the AER in the high school office or electronically by visiting the following web site High School AER.

For the 2019-2020 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is that it has at least one underperforming student subgroup. An Additional targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. A label has not been given to Spring Lake High School. However, Spring Lake High School was ranked in the top 12% of schools in the state of Michigan, which is an outstanding ranking.

Key challenges- in 2019-20 included the inception of the COVID-19 shutdown for the 10 weeks in the spring. This posed significant challenges in the collection of formative and summative assessment data. We have already started to review data during the current school year, on an ongoing basis, in order to make sound instructional decisions.

Student Assignment - As Spring Lake High School is the only public school that accepts 9th through 12th grade students within the school district, there is no process established for assigning students to this building. All residents in the previously mentioned four grade levels attend SLHS. Furthermore, it should be noted that we currently have an approximate non-resident student enrollment of sixteen percent.

School Improvement - Our school is ready to begin year four 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 SAT and M-STEP assessments. The foreign language department also has a goal that is a part of this same plan, which also relates to improving performance through common assessment. The entire core curriculum at SLHS is aligned with the High School Content Expectations 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 Public Schools has joined with the Michigan Department of Education in adopting the Common Core State Standards. We have just completed our sixth year of implementation for Math and Language Arts, and have adopted the Michigan Science Standards. A copy of the school's core curriculum can be found at: [www.springlakeschools.org](http://www.springlakeschools.org). The SLPS core curriculum is implemented with fidelity at each building. There are no variances from the state curriculum model.

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 – The results of the 2019 M-STEP assessment, which was completed by the members of the student body who were in the 11th grade, are listed below showing the percentage of proficient students:

M-STEP Assessment Average Proficiency Percentage		
Content Area	Spring Lake High School	State of Michigan
Social Studies	58%	47%

Data that shows the average SAT scores for those students in the graduating class of 2021.

SAT Tested	Number Tested	Average Composite Score
Spring Lake High School	183	1122

Spring Lake High School continues to make minimal gains 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 four standardized tests: The MSTEP, PSAT 9, PSAT 10, and the SAT. Each of these assessments provides our staff with academic achievement information to identify strengths and weaknesses in academic achievement. These efforts continue to maintain and improve student achievement while closing persistent achievement gaps.

Parent-Teacher Conferences – Parents and community members are tremendous supporters of the educational process at Spring Lake High School. 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 2019-2020 school year. The conference session during the second trimester had over eighty-two (82) 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-six (96) percent of our students are represented by parents or guardians who receive automated electronic progress reports.

Post-Secondary Enrollment – The number and percentage of SLHS students who received college credit through dual enrollment included 71 students who took 143 courses (8.67% of students).

College Equivalent Courses – Seven different Advanced Placement and nine International Baccalaureate courses are offered at our school. Those AP courses include Biology, Calculus, 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 2019-20 were as follows:

I.B. Course enrollment		
Juniors	Seniors	Total enrollment for I.B. Courses
52	40	92 (11.23%)

AP Course enrollment				
Freshman	Sophomores	Juniors	Seniors	Total enrollment for AP Courses
1	41	71	71	184 (22.47%)

College Credit - In the spring of 2020, 200 AP exams were taken. A score of three or better was earned on 155 of the exams. This reflects a proficiency rate of seventy-eight (78) 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 High School. 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