

EAST GRAND RAPIDS HIGH SCHOOL

2015-2016 Annual Education Report



EAST GRAND RAPIDS PUBLIC SCHOOLS

*Educating and inspiring each
student to navigate successfully
in a global community*

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2015-2016
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EAST GRAND RAPIDS PUBLIC SCHOOLS

April 19, 2016

Dear Parents and Community Members:

We are pleased to present our Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for East Grand Rapids 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 me for assistance at jfee@egrps.org.

The 2014-2015 Annual Education Report (AER) is available for you to review electronically by visiting the following website [link](#) or you may review a copy in the school main office. This cover letter is available at <http://goo.gl/H7mrJR>.

PARENT-TEACHER CONFERENCES

To say that parents are involved in East Grand Rapids High School is an understatement. East Grand Rapids High School Parent-Teacher conferences are always well attended, and the past two years were no exception. During the November 2015 Parent-Teacher conferences, 860 students were represented at a participation rate of 87%. At Parent-Teacher conferences in November of 2014, 836 students were represented at a participation rate of 84%.

SCHOOL PLACEMENT

Placement in any of our three elementary buildings is based on attendance area, availability, and class size. At the secondary level, we have one middle school for students in grades 6-8 and one high school for students in grades 9-12.

CORE CURRICULUM

As part of our Strategic Plan, East Grand Rapids Public Schools' teachers, parents, administrators, and community members work together to align all curriculum areas with state and national standards. The Common Core State Standards have been embedded into our K-12 ELA, K-12 mathematics, and 6-12 social studies and science curricula. Our goal is to develop an integrated framework for 21st century student outcomes that encompasses curriculum, instruction, and assessment, which ultimately affect student learning. All curriculum documents are available on our website: www.egrps.org/District/Curriculum/index.html.

Through collaboration at every level, East Grand Rapids stands out as a model of public school success and we have received many state and national accolades, honors, and awards in our long history. We view these achievements as a challenge as we endeavor to continually improve our curriculum and instructional practices to meet the needs of all students.

ADVANCED PLACEMENT

Fourteen Advanced Placement courses were offered in 2014-2015. AP Psychology, AP Language, AP Literature, AP Spanish, AP Calculus AB, AP Calculus BC, AP Physics, AP Biology, AP Statistics, AP World History, AP US History, AP Government, AP Microeconomics, and AP Macroeconomics. Many East Grand Rapids High School students take advantage of the opportunity to enroll in college level equivalent courses/AP courses.

In addition to participating in AP courses, many students complete one or more AP Examinations with a very high percentage earning a passing score and, subsequently, college credit.

2014-2015	291 students (27% of the student body) took 547 AP exams with a passing rate of 94%
2013-2014	311 students (32% of the student body) took 595 AP exams with a passing rate of 94%
2012-2013	314 students (32% of the student body) took 598 AP exams with a passing rate of 88%
2011-2012	311 students (32% of the student body) took 528 AP exams with a passing rate of 84%
2010-2011	257 students (27% of the student body) took 416 AP exams with a passing rate of 82%
2009-2010	239 students (21% of the student body) took 336 AP exams with a passing rate of 87%
2008-2009	194 students (21% of the student body) took 355 AP exams with a passing rate of 87%

AP Exams: Passing Rate by Subject (3 or above)								
	2015	2014	2013	2012	2011	2010	2009	2008
Biology	100%	100%	86%	45%	36%	75%	57%	48%
Calculus AB	100%	87%	93%	70%	70%	93%	91%	96%
Calculus BC	94%	100%	100%	96%	100%	100%	100%	100%
Econ-Macro	96%	98%	91%	97%	98%	81%	100%	84%
Econ-Micro	-	100%	96%	97%	91%	92%	100%	70%
English Lang.	92%	95%	92%	100%	100%	100%	100%	67%
English Lit.	86%	92%	81%	79%	93%	89%	91%	95%
Government	95%	95%	81%	91%	89%	87%	100%	94%
Psychology	92%	93%	100%	NA	NA	NA	NA	NA
Physics B	-	92%	72%	67%	100%	100%	94%	86%
Physics C	78%	100%	100%	100%	NA	100%	50%	100%
Spanish	100%	100%	68%	71%	67%	89%	63%	74%
Statistics	100%	96%	99%	91%	96%	100%	97%	100%
US History	94%	83%	86%	78%	81%	87%	76%	95%
World History	98%	92%	83%	89%	62%	77%	95%	87%
Human Geography	N/A	N/A	83%	92%	NA	NA	NA	NA
Avg. Pass Rate	93%	94%	88%	84%	83%	91%	88%	87%

ADVANCED PLACEMENT EQUITY AND EXCELLENCE REPORT

Group	Percentage	How is This Calculated?
Graduating Class Summary	54.0%	Number of school's seniors who scored 3 or higher on at least one AP Exam at any point during high school, divided by the total number of school's seniors.
12th Grade	46.8%	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.
11th Grade	41.4%	
10th Grade	26.1%	

DUAL ENROLLMENT

Fourteen (14) students took 23 dual enrollment courses through which they had the opportunity to receive college credit.

2014-2015	12 Students received college credit through dual enrolment
2013-2014	28 Students received college credit through dual enrolment
2012-2013	14 Students received college credit through dual enrollment
2011-2012	19 Students received college credit through dual enrollment
2010-2011	12 Students received college credit through dual enrollment
2009-2010	8 Students received college credit through dual enrollment
2008-2009	14 Students received college credit through dual enrollment
2007-2008	28 Students received college credit through dual enrollment
2006-2007	18 Students received college credit through dual enrollment

STUDENT ACHIEVEMENT RESULTS FOR LOCAL AND NATIONALLY NORMED ACHIEVEMENT TESTS

ACT % Meeting College Readiness Benchmarks														
EGRHS	Spring 2015	State 2015	Spring 2014	State 2014	Spring 2013	State 2013	Spring 2012	State 2012	Spring 2011	State 2011	Spring 2010	State 2010	Spring 2009	State 2009
English	87.2	58.4	89	56.8	89	NA	84	54	81	53	80	56	81	50
Mathematics	69.2	33.5	72	32.1	73	NA	67	33	59	32	62	33	67	35
Reading	65.2	36.1	76	42	74	NA	74	41	69	40	62	40	59	39
Science	69.6	32.4	50	23.5	51	NA	49	24	50	23	43	25	46	22
Meet All Four	55.1	20.2	45	17.8	47	NA	43	18	43	17	38	19	37	15

SCHOOL IMPROVEMENT GOALS

GOAL #1: All students at East Grand Rapids High School will become college and career ready in English (Reading and Writing)

Objective: 87% of 9th, 10th, and 11th grade students will demonstrate a proficiency level at or above the college readiness benchmark in English by 06/05/2015 as measured by the EXPLORE, PLAN, or ACT English assessments.

Objective: 87% of 11th grade students will demonstrate a proficiency level at or above the MME proficiency cut score in English by 06/05/2015 as measured by MME Reading assessment.

Objective: 83% of 11th grade students will demonstrate a proficiency level at or above the MME proficiency cut score in English by 06/05/2015 as measured by MME Writing assessment.

GOAL #2: All students at East Grand Rapids High School will become college and career ready in Mathematics

Objective: 74% of 9th, 10th, and 11th grade students will demonstrate a proficiency level at or above the college readiness benchmark in math by 06/05/2015 as measured by the EXPLORE, PLAN, or ACT mathematics assessments.

Objective: 70% of 11th grade students will demonstrate a proficiency level at or above the MME proficiency cut score in math by 06/05/2015 as measured by MME math assessment.

GOAL #3: All students at East Grand Rapids High School will become college and career ready in Science

Objective: 59% of 9th, 10th, and 11th grade students will demonstrate a proficiency level at or above the college readiness benchmark in science by 06/05/2015 as measured by the EXPLORE, PLAN, or ACT science assessments.

Objective: 63% of 11th grade students will demonstrate a proficiency level at or above the MME proficiency cut score in English by 06/05/2015 as measured by MME science assessment.

GOAL #4: All students at East Grand Rapids High School will become college and career ready in Social Studies/Social Science Reading

Objective: 77% of 9th, 10th, and 11th grade students will demonstrate a proficiency level at or above the college readiness benchmark in reading by 06/05/2015 as measured by the EXPLORE, PLAN, or ACT reading assessments.

Objective: 79% of 11th grade students will demonstrate a proficiency level at or above the MME proficiency cut score in social studies by 06/05/2015 as measured by the MME social studies assessment.

STRATEGY

STRATEGY: HIGH YIELD INSTRUCTION FOR COMPLEX, HIGHER ORDER THINKING

Teachers will learn about and implement high-quality, high-results instruction that addresses a range of higher-level, complex thinking skills. Particular emphasis shall focus on the following five high-order skills and research-based instruction approaches:

Higher-Order Skills

- Thesis and Rhetorical Argument (primary and secondary resources)
- Reading, Interpreting, and Analyzing Data using multiple graphs, charts, and tables
- Understanding and Making Interdisciplinary/Cross-Curricular Connections
- Logic and Reasoning
- Multi-Step Problem Solving

Instructional Approaches

- Clear and concise instructional communication
- Scaffolding and gradual release of responsibility
- Modeling and articulating thinking strategies (meta-cognition)
- Using of high quality questioning, probing, and queuing
- Identifying similarities and differences
- Summarizing and note taking
- Integrating non-linguistic representations
- Utilizing cooperative learning
- Providing feedback on learning progress
- Generating and testing hypothesis
- Using advanced organizers

STRATEGY: HIGH YIELD READING AND LITERACY INSTRUCTION

Teachers of all disciplines will learn about and implement high-quality, high-results instruction for improving the reading and literacy skills of all students. Particular emphasis shall focus on the following instructional approaches and reading/literacy skills:

Instructional Approaches

- Modeling and practice of Close Reading techniques
- Integration of both literary narratives and informational passages
- Progressive implementation of increasingly complex literary narratives and informational passages
(*from uncomplicated, to more challenging, to complex*)

Reading/Literacy Skills

- Identifying organizational constructs of texts
- Identifying main ideas
- Inferring main ideas
- Locating details used to support point or argument

- Interpreting details
- Understanding overall approach/point of argument
- Ordering sequence of events
- Understand relationships people, characters, ideas, and details
- Identifying cause and effect relationships
- Drawing generalizations
- Summarizing
- Using context to determine meaning

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Teachers will participate in curriculum development and training opportunities related to the development and implementation of the International Baccalaureate Diploma Programme.

SPECIAL EDUCATION

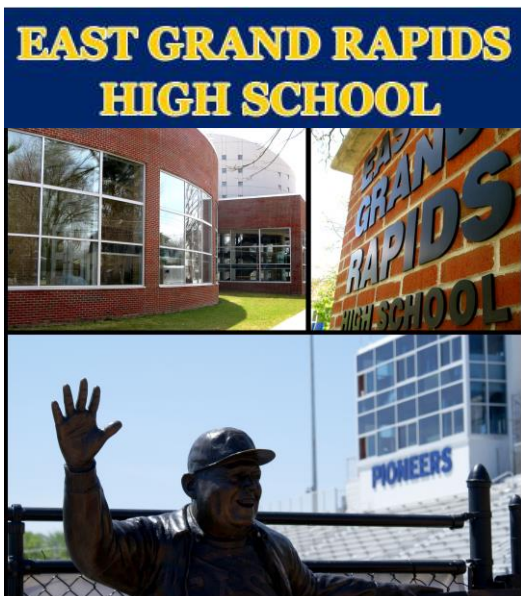
Our district provides educational interventions, opportunities, and support for students with special needs. Special Education services include early childhood, self-contained, and resource room programs, and occupational therapy, physical therapy, psychological, school social work, speech and language, and teacher consultant services. The Individual Educational Program (IEP) Team, including administrators, parents/guardians, teachers, and students when appropriate, meets at least once per year to decide what is required for each eligible student to make educational progress.

Services are provided for our preschool students, ages three to five, through a variety of options. We evaluate our pre-school age children at our Early Childhood Assessment Center. A continuum of services are provided, based on student need, including Early Childhood Home and Community, Early Childhood Special Education Classroom, and related itinerant services.

Resource room support is provided in each of our elementary school buildings. East Grand Rapids Middle and High Schools also provide resource room services for eligible students. By their sixteenth birthday, all East Grand Rapids special education students plan transition activities to reach their post-secondary vision.

Our district also offers self-contained classrooms for students with moderate cognitive impairments at the middle school and high school buildings. Additionally, through cooperative agreements with other school districts, East Grand Rapids Public Schools provide programs and services for our youngest students, from birth to age three, and for our students who require more specialized programs.

For additional information, please contact the Special Education Department located in the James E. Morse Administration Center at Woodcliff, or refer to the Special Education section on our website: <http://www.egrps.org/District/Special-Education/index.html>.



At East Grand Rapids High School, our entire school community is dedicated to the pursuit of excellence.

- *East students* are motivated, enthusiastic and have opportunities for success with a broad array of academic and co-curricular activities.
- *East teachers* continually challenge students through a strong knowledge-base and a wide variety of instructional strategies.
- *East parents and community members* generously support our academic, co-curricular, and athletic programs.

Students, teachers, parents, and community—strong partners in the educational experience at *East*!

Sincerely,

Jennifer S. Fee
Principal

