

EAST GRAND RAPIDS HIGH SCHOOL

2016-2017 Annual Education Report



EAST GRAND RAPIDS PUBLIC SCHOOLS

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

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**2016-2017
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February 7, 2017

Dear Parents and Community Members:

We are pleased to present our Annual Education Report (AER) which provides key information on the 2015-2016 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 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 [link](#).

For the 2016-2017 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. Some schools are not identified with any of these labels. In these cases no label is given. Our school was identified as a Reward School.

PARENT-TEACHER CONFERENCES

East Grand Rapids High School Parent-Teacher conferences are well attended. At Parent-Teacher conferences in November of 2016, for which an appointment system was implemented, 748 students were represented at a participation rate of 75%. During the November 2015 Parent-Teacher conferences, 860 students were represented at a participation rate of 87%.

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.

COLLEGE EQUIVALENT COURSES

Many East Grand Rapids High School students take advantage of the opportunity to enroll in college level equivalent courses including Advanced Placement (AP) and International Baccalaureate (IB) courses.

ADVANCED PLACEMENT

Fourteen Advanced Placement courses were offered in 2015-2016 and in 2016-2017 including 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.

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.

2015-2016	291 students (30% of the student body) took 564 AP exams with a passing rate of 89%
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%

AP Exams: Passing Rate (3 or above)								
	2016	2015	2014	2013	2012	2011	2010	2009
Avg. Pass Rate	91%	95%	97%	88%	86%	83%	91%	88%

ADVANCED PLACEMENT EQUITY AND EXCELLENCE REPORT		
Group	Percentage	How is This Calculated?
Graduating Class Summary	54%	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%	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	40%	
10th Grade	21%	

INTERNATIONAL BACCALAUREATE

The district's International Baccalaureate (IB) Diploma Programme was implemented in the Fall of 2016 with a cohort of 25 students pursuing the full IB Diploma. Thirteen IB courses are available to the full Diploma students and to those not pursuing the full diploma. These include: IB Language and Literature HL/SL, IB Spanish HL/SL, IB Latin SL, IB French SL, IB Biology HL, IB Physics HL/SL, IB Film HL/SL, IB Music HL, IB Visual Arts SL, Theory of Knowledge, IB History HL/SL, IB Math Studies SL, and IB Mathematics HL/SL. There are 153 students certificating, plus the 25 full Diploma students, enrolled in one or more IB courses (72% of the junior student body). The high school will administer its first set of IB examinations in May of 2017 for IB Spanish SL and IB Psychology HL. All IB subjects will have IB examinations in May of 2018.

DUAL ENROLLMENT

Twenty-one students took 28 dual enrollment courses through which they had the opportunity to receive college credit.

2015-2016	21 of 21 Students received college credit through dual enrollment (for 28 courses)
2014-2015	12 of 12 Students received college credit through dual enrollment
2013-2014	28 of 28 Students received college credit through dual enrollment
2012-2013	14 of 14 Students received college credit through dual enrollment
2011-2012	19 of 19 Students received college credit through dual enrollment
2010-2011	12 of 12 Students received college credit through dual enrollment
2009-2010	8 of 8 Students received college credit through dual enrollment
2008-2009	14 of 14 Students received college credit through dual enrollment
2007-2008	28 of 28 Students received college credit through dual enrollment
2006-2007	18 of 18 Students received college credit through dual enrollment

STUDENT ACHIEVEMENT RESULTS FOR LOCAL AND NATIONALLY NORMED ACHIEVEMENT TESTS

EAST GRAND RAPIDS HIGH SCHOOL SAT SPRING 2016 Class of 2017 as 11th Grade Students			
	SAT	SAT ERW	SAT MATH
MEAN	1185	600	585
MET BENCHMARKS	73%	92%	69%

EAST GRAND RAPIDS HIGH SCHOOL PSAT 10 SPRING 2016 Class of 2018 as 10th Grade Students			
	PSAT 10	PSAT 10 ERW	PSAT MATH
MEAN	1084	548	536
MET BENCHMARKS	72%	90%	74%

EAST GRAND RAPIDS HIGH SCHOOL PSAT 9 SPRING 2016 Class of 2019 as 9th Grade Students			
	PSAT 9	PSAT 9 ERW	PSAT 9 MATH
MEAN	1016	516	500
MET BENCHMARK	73%	90%	74%

SCHOOL IMPROVEMENT GOALS AND STRATEGIES

GOAL #1: All students at East Grand Rapids High School will become college and career ready in Reading, Writing, and Social Studies.

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

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

STRATEGY #1: 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 #2: 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

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 Individualized Education 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: 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