

Grass Lake High School

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Brian Thompson, Principal

Eric McCalla, Asst. Principal/Athletic Director

March 31, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for Grass Lake Community Schools. 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 Brian Thompson at 517-522-5575 or brian.thompson@grasslakeschools.com for assistance.

The AER is available for you to review electronically by visiting the following web site <http://grasslakeschools.com> or you may review a copy in the main office at your child's school.

The key challenges for every public education institution are to provide the opportunities for all students to achieve their highest possible academic success. The 2016 graduating class, according to the Michigan Merit Examination, scored slightly below the state proficiency average in mathematics and science. This group also scored slightly above state proficiency average in reading. The Grass Lake Community School Districts Strategic Plan and the Grass Lake High School Improvement Plans are designed to create an environment that enhances the academic achievement of all students. The Six Goals that were established, in the strategic planning process, by the community members, administrators, teachers, business leaders and students involved in the process reflect the needs and challenges that the district must work on in both the short and long term. A link to Grass Lake Community Schools' Strategic Plan can be found at <http://bit.ly/12msztr>.

State law requires that we also report additional information. The students of Grass Lake Community Schools attend one of three buildings in the district. Students in grades K-5 attend George Long Elementary, students in grades 6-8 attend Grass Lake Middle School, and students in grades 9-12 attend Grass Lake High School. In the High School, parent communication is ongoing through daily PowerSchool updates, e-mail, and personal phone calls. Conferences are available on an as-needed basis throughout the school year.

During the 2014-2015 school year, the High School offered four Advanced Placement Classes for college credit: Statistics, Spanish, English and US History. Twenty-five students enrolled in the Advanced Placement classes; fourteen enrolled in one class, eight enrolled in two classes and three students took three classes. Of

these students (6.7% of the high school student body), 78% of the AP English students, 86% of the AP US History, 14% of AP Statistics, and 71% of the AP Spanish students received a score leading to college credit. All seniors are involved in a blended learning class called "Transitions" and English/Language Arts 12. In addition, thirty-seven students, 10% of our total 9-12 students were dual enrolled in 89 college level classes and earned 267 college credits.

The School Improvement Plans for the district and buildings have been completed and submitted. A District Leadership Team helps to ensure that the building and district plans are aligned. The district's teaching standards and benchmarks align with the Michigan Department of Education's Framework, including Grade Level Content Expectations for grades K-8 and High School Content Expectations for grades 9-12. The Common Core Standards are aligned with the district's core curriculum standards. Common Core Standards are being implemented throughout the district. The district continues to utilize curriculum mapping to ensure alignment with the Common Core Standards. Our students are assessed using MSTEP and ACT scores. School Improvement assessments and semester exams are also administered to students. More information can be found at www.grasslakeschools.com.

Grass Lake Community Schools is extremely proud of our achievement status. The district continues to trend upward in our ACT scores. The teachers, administrators, staff, community, and students are all deserving of credit for this accomplishment. In the spirit of continuous improvement, our teachers, administrators, and staff are ready to provide even greater rigor in an effort to improve upon an already impressive product.

Sincerely, Brian Thompson Grass Lake High School Principal

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Thompson". The signature is written in a cursive style with a long horizontal stroke at the end.

Principal
Grass Lake High School



03/09/2016

Annual Education Report
Grass Lake High School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

Annual Education Report
Grass Lake High School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th	All Students	2013-14	28.8%	27.8%	27.8%	3.1%	24.7%	38.1%	34%
Mathematics	11th	White	2013-14	33.5%	27.8%	27.8%	3.1%	24.7%	38.1%	34%
Mathematics	11th	Female	2013-14	26.5%	28.6%	28.6%	3.6%	25%	33.9%	37.5%
Mathematics	11th	Male	2013-14	31.1%	26.8%	26.8%	2.4%	24.4%	43.9%	29.3%
Mathematics	11th	Economically Disadvantaged	2013-14	13%	16%	16%	0%	16%	40%	44%
Mathematics	11th	Students With Disabilities	2013-14	4.2%	<10	<10	<10	<10	<10	<10
Reading	11th	All Students	2013-14	58.7%	58.8%	58.8%	12.4%	46.4%	33%	8.2%
Reading	11th	White	2013-14	65%	58.8%	58.8%	12.4%	46.4%	33%	8.2%
Reading	11th	Female	2013-14	62.4%	62.5%	62.5%	16.1%	46.4%	33.9%	3.6%
Reading	11th	Male	2013-14	55%	53.7%	53.7%	7.3%	46.3%	31.7%	14.6%
Reading	11th	Economically Disadvantaged	2013-14	43%	32%	32%	8%	24%	56%	12%
Reading	11th	Students With Disabilities	2013-14	24.1%	<10	<10	<10	<10	<10	<10
Science	11th	All Students	2013-14	28.4%	26.8%	26.8%	7.2%	19.6%	24.7%	48.5%
Science	11th	White	2013-14	33.4%	26.8%	26.8%	7.2%	19.6%	24.7%	48.5%
Science	11th	Female	2013-14	24.6%	21.4%	21.4%	10.7%	10.7%	23.2%	55.4%
Science	11th	Male	2013-14	32.2%	34.1%	34.1%	2.4%	31.7%	26.8%	39%
Science	11th	Economically Disadvantaged	2013-14	14.2%	12%	12%	0%	12%	24%	64%

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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th	Students With Disabilities	2013-14	5.5%	<10	<10	<10	<10	<10	<10

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
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No Data to Display

Annual Education Report
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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

Annual Education Report
Grass Lake High School

MI -Access Supported Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

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MI -Access Participation

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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No Data to Display

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Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	78.58%
American Indian	Statewide	64.83%
African American	Statewide	64.46%
Asian	Statewide	89.08%
Hispanic of Any Race	Statewide	68.82%
Migrant	Statewide	63.16%
Native Hawaiian or Other Pacific Islander	Statewide	78.86%
Two or More Races	Statewide	74.17%
White	Statewide	82.86%
Female	Statewide	82.91%
Male	Statewide	74.43%
Economically Disadvantaged	Statewide	65.64%
English Language Learners	Statewide	68.17%
Students With Disabilities	Statewide	55.07%
Homeless	Statewide	53.96%

* All data based on students enrolled for a full academic year.

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Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
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No Data to Display

** All data based on students enrolled for a full academic year.*



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Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



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Annual Education Report
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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	8	16	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

Annual Education Report

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility	54	35	45	18	2
Eligible	46	9	34	45	12
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native	‡	‡	‡	‡	‡
Hawaiian/Pacific Islander	2	16	50	24	10
Two or More Races					
Student classified as having a disability	12	50	34	15	1
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	8	21	40	32	7
ELL	92	21	40	32	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

Annual Education Report

Grass Lake High School

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility	46	46	38	14	2
Eligible	54	16	42	32	10
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native		0	0	0	0
Hawaiian/Pacific Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	12	50	34	14	2
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	3	74	24	2	0
ELL	97	28	41	24	7
Not ELL					

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

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NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility	35	54	37	9	0
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native	0	0	0	0	0
Hawaiian/Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability	9	78	19	3	0
SD	91	30	43	25	2
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	33	41	24	2
Not ELL					

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	0	0	0	0	0
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability					
SD	7	66	25	9	0
Not SD	93	23	32	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

Annual Education Report Grass Lake High School

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility	46	34	47	18	1
Eligible	54	13	42	40	5
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native	0	0	0	0	0
Hawaiian/Pacific Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	10	59	34	7	0
SD	90	19	45	33	3
Not SD					
Student is an English Language Learner	8	61	30	8	1
ELL	92	34	34	25	7
Not ELL					

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

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NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native	0	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0