



SOUTH HAVEN PUBLIC SCHOOLS

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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 2014-15 educational progress for South Haven 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 Jerome J. Sardina at South Haven High School for assistance.

The AER is available for you to review electronically by visiting the following web site www.shps.org, or you may review a copy in the main office at South Haven High School.

South Haven high school is a comprehensive high school serving over 600 students in grades 9-12. Thanks to our supportive community, the district passed a bond in 2013. Approximately 30 million dollars of project monies are being used to create new learning spaces where we will be able to offer new 21st Century programming, as well as renovate many existing areas in our building, update security, and provide technology upgrades including a district wide 1:1 device initiative.

Students attend school from 7:30 am to 2:19 pm. Each student is enrolled in 6 courses each semester that meet daily for 55 minutes with a 5 minute passing period between classes and students are given 25 minutes for lunch.

We serve a large population of economically disadvantaged students with a free and reduced lunch rate of approximately 70 percent for the district. South Haven is a diverse community as the student body is comprised of about 17 percent African American and 17 percent Hispanic students and we also enroll many migrant students each school year. South Haven is a rural community located on the lakeshore of Southwest Michigan in Van Buren County. Approximately 50 percent of the homes in our community are second homes as the city is a well-known summer tourist destination. The diversity and significant number of economically disadvantaged students we serve create several challenges for our school as we strive to make sure that all segments of this society achieve at the highest academic levels.

While South Haven High School is very proud to announce that according to 2014-2015 MME data, we are above state average in percent of all students proficient in ELA/Reading, Science, and Social Studies, we are continuously working to improve. A key challenge for our school is in regards to achievement gaps in racial subgroups. We are tirelessly working to close these gaps through the implementation of academic support classes, after school programs, and learning communities among staff. Through these efforts we continue to strive for offering innovative learning opportunities to our students that engage, ignite, and challenge them so they can take control of their own futures through service, citizenship, scholarship, and personal responsibility.

Student Placement

The guidance/counseling department schedules students to the appropriate courses based on a number of variables including their Four-Year Educational Development Plan (EDP), course selections sheet (student and parent input), prerequisite course work, achievement, attendance data, teacher recommendation, student needs, and available space. Students may be denied course enrollment due to a lack of available space or the need to pass prerequisites. Schedules are provided to each student prior to school or upon enrollment. Parents may request a particular student placement into a course, however the above mentioned variables as well as school board policy will be taken into consideration.

Given the time and input provided in the development of each student's schedule, we rarely make course changes unless a student is inappropriately placed in a course, where s/he has not fulfilled the prerequisite credit, has an incomplete schedule, or is scheduled into a course where s/he has previously earned credit. In addition, we typically do not accept student/parent requests for changes that reduce the rigor of a student's schedule, switch class periods, or rearrange their classes to be with friends or a specific teacher. Any questions or concerns about a student's schedule should be discussed with their counselor.

Our Core Curriculum

A copy of the high school curriculum is available in the main office of South Haven High School and in the superintendent's office in the administrative building. A copy of the South Haven High School course guide that list all courses of study and a brief course description for each course is available in the main office of South Haven High School and online within the resources section of the high school website at <http://www.highschool.shps.org/resources>

The core curriculum is implemented daily through the use of evidenced based materials, instructional best practices and quality instruction. Instruction is monitored and feedback given regularly through administrative classroom walkthrough observations, and the district supervision and evaluation system. The South Haven High School English, visual, performing and applied arts, health and physical education, math, science, social studies, and world languages departments use the Common Core State Standards (CCSS), Next Generation Science Standards, and other state approved standards within the Michigan Merit Curriculum as the foundation for curriculum development, designing lessons, and developing common benchmark assessments. The CCSS and other state approved curriculum standards can be found online at Michigan Department of Education website at http://www.michigan.gov/mde/0,4615,7-140-28753_38924---,00.html

In addition to our core curriculum, South Haven High School has a strong intervention program for students including:

- RAM hour a Tier 2 intervention - standards and assessments in these courses are consistent with the general course, but additional time and intervention are available to support learning.
- Personal Curriculum as permitted by state statute and board policy.
- Alternative Education – In partnership Lake Michigan College (LMC), students in need of a smaller learning environment can attend South Haven's Career and Early College Academy
 - Online Learning – students are given the opportunity to take one or more online courses via Edgenuity and Michigan Virtual High School
 - Credit Recovery – students may cover credit by retaking a course through Edgenuity

SHHS 3-5 year school Improvement Plan

Professional Learning Communities (PLC) Nurture and empower members of our professional learning community to provide direction for our school, enhance professional practice, and accept collective responsibility for student learning.

- Reflection upon instructional practices and desired student benchmarks
- Monitoring of student outcomes to ensure success.
- Work collaboratively to meet the needs of all learners
- Data driven decision making: Analyzing data from curriculum based and standardized assessments for the purpose of improving instruction and student learning.

Team Based Teacher Leaders (TBTL) Guide department work and ensuring it is coordinated with school goals. To this end, s/he leads effective data-based inquiry, guides colleagues to make instructional decisions informed by the professional knowledge base, supports effective instructional practice, and cultivates a professional culture of shared ownership for student learning in the school.

Direct Interactive Instruction (DII)

- Instructional framework to guide teachers to disaggregate and sequence even the most difficult concepts at the highest levels of cognition and achieve a high success rate with all students.
- Ensure every student is interacting with content from bell to bell.
- Proper use of academic learning time
- Application of (1) Standards and Measureable Objectives, (2) Lesson structure and sequence, (3) Student Engagement, Feedback and Correctives, (4) Proactive Classroom Management

Illuminate Education

- Data and Assessment tool to capture data, improve instruction, and make targeted decisions focused on specific students.
- Build and administer formative assessments and provide feedback

Parent Attendance at Conferences

Parent-teacher conferences are held in the fall of each school year. The following table shows the average percent of parents that signed in to speak with each teacher at South Haven High School in a specified school year.

School Year	Fall Attendance Rate
2012-2013	59%
2013-2014	65%
2014-2015	46.69%
2015-2016	45.70%

Aggregate Student Achievement Results

In March of each year, juniors in the state of Michigan have taken the Michigan Merit Exam (MME). This assessment was used to measure “Adequate Yearly Progress” as required under the No Child Left Behind Act. In the 2014-2015 school year the state of Michigan modified the MME with the elimination of the MEAP and the inclusion of a new assessment called the M-STEP. The state of Michigan also replaced the ACT plus writing with the SAT plus writing. The new MME consists of three components:

- (1) SAT Plus Writing college entrance examination
- (2) WorkKeys Job skills assessment in information reading, applied mathematics, and locating information (i.e., reading, analyzing and interpreting charts, tables, graphs and maps)
- (3) Michigan developed assessments M-Step (similar to MEAP) in science and social studies

Students’ scores were divided into four performance levels: Advanced (Level 1), Proficient (Level 2), Partially Proficient (Level 3), and Not Proficient (Level 4).

The following table reflects the percent of students at South Haven High School by cohort who have demonstrated proficiency on the MME by scoring in the proficient or advanced levels.

Michigan Merit Exam Results	Math	Reading	Science	Social Studies	Writing
Class of 2011	33	61	31	40	45
Class of 2012	32	57	34	45	56
Class of 2013	34	54	27	35	50
Class of 2014	28	53	27	44	55
Class of 2015	25	57	27	37	43

The table below shows how South Haven High School achieved on the academic categories of the M-STEP for the 2014-2015 school year. With all school improvement data, there are number of factors that go into the overall academic proficiency of the school. The M-STEP is just one factor that is considered.

Accountability Area	Percent Proficient (State)	Percent Proficient (South Haven HS)
English Language Arts	49.3%	50.7%
Science	29.4%	37.2%
Mathematics	28.5%	22.1%
Social Studies	43.9%	44.2%

Post-Secondary Enrollments

The table below shows post-secondary data for South Haven High School.

Category	2014-2015	2015-2016
# and % of post-secondary enrolments (Dual Enrollment)	106 students 19.6%	92 15.5%
# of college equivalent courses	3	3
# and % of students enrolled in college equivalent courses (AP/IB)	24 4.4%	23 3.8%
# and % of students receiving a score leading to college credit	7 36.8%	Not Available

Each of us is committed to your child's success and serving your family's needs within a safe and respectful setting. Our goal is to provide South Haven students with the most innovative and future-focused educational opportunities possible through 21st Century learning experiences. These experiences include learning and information skills, media and technology skills, and life and career skills. Our overarching mission is to provide our students innovative learning opportunities that engage, ignite and challenge them and to support our students in taking control of their own futures through service, citizenship, scholarship, and personal responsibility. A commitment to this goal with excellence shared by staff, students, parents, and community makes South Haven High School a leader in providing exemplary educational programming and an engaging experience for all students. We appreciate your continued support and look forward to the 2016-17 school year.

Sincerely,

Jerome J. Sardina