



Springport High School Annual Report



2007-2008 School Year



The SHS Wrestling team was victorious in claiming the Regional title in 2008.

Inside this issue:

School Improvement Evaluation Process	2
Staff Development	2
Goals & Strategies Centered on Student Learning	2
Attendance	3
Graduation Rates	3
Parent-Teacher Conference Percentages	3
Accelerated Reader	3
Criterion/Collins' Writing	3
Achievement Data	4-6
MMC	7
Certificate of Completion	8
School Considerations & Counseling	9
Teacher Professional Qualifications	9
Parental Involvement	9

Introduction

The Springport High School staff continues its commitment to increase student achievement. As part of this process, we have again centered a great portion of our professional development time addressing two main focus areas: student achievement, specifically with a concentration on curriculum alignment throughout the 2007-2008 school year.

The curriculum alignment process became essential with new Michigan High School Content Expectations in all of the core areas. Further, the school's emphasis on character development/education continues to grow and be integrated into all areas. Increasing our students' achievement is obviously our first goal and did

not reach an acceptable level during the 2007-2008 school year.

Our staff, in cooperation with the elementary and middle school staffs will take part in an in-depth, rigorous improvement process. Staff will look deeply at current achievement data—mostly MME and ACT. Throughout the year teachers will:

- Find areas of weakness based on existing data
- Set very specific goals of achievement
- Create a discrete plan of improvement (including best practices, curriculum alignment, etc.)
- Assess regularly to monitor progress towards the goal
- Adjust the strategies as necessary.

Our staff has set specific goals in the areas of mathematics, reading, writing, and social studies. Further, the

means by which we assess these goals and the data gathered will be discussed. The character education program is entering its 4th year. The activities, themes, assemblies, and rewards are carefully planned by alternating teams of teachers. It is our belief that character and the lessons learned through it will not only create better people, but it will also logically result in high academic achievement for our students.

High School Mission Statement

The mission of Springport High School is to develop caring, productive citizens.

District Mission:

The mission of Springport Public Schools is to provide a world class education through diverse learning experiences. We are dedicated to meeting the individual needs of each student as we prepare them to be productive, responsible citizens and lifelong learners. of facilities.

District Belief Statements:

- High expectations are essential to high achievement.
- All students are capable of learning, and we have the obligation to assist each student in pursuing his/her potential as a life-long learner.
- All students learn at different rates and in a variety of ways.
- Our schools will be orderly, safe and respectful.
- Our facilities are a vital part of the growth of our community and will be maintained at high standards.
- A quality education is a shared responsibility among the students, families, staff, school board and community.

School Improvement:

Springport Vision:

Springport Public Schools continues to progress toward providing each student with a world class education.

Our community has provided our students with outstanding facilities and tremendous support.

Improving student achievement and providing each student with a quality learning experience is our priority.

Our Board of Education, school staff, and community have established high expectations in terms of quality student programs, effective instruction strategies, creating a positive, caring and safe learning environment, and guiding our students to become life-long learners.

Parents, staff and students work collaboratively to prepare each student to become a competent, self sufficient and contributing citizen in our global society.

Springport Public Schools is committed to excellence.

Evaluation Processes

The School Improvement Plan will be evaluated on a yearly basis. Time will be allocated throughout the school year to evaluate and alter the plan. Since both pre and post assessments will be given, analysis will be made at the beginning and end of the school years and strategy invention throughout. Staff development time will ensure that collaboration is being done to reach our goals. Due to new High School Content Expectations being finalized during the 2007-2008 school year, a great portion of school improvement time was spent on alignment and development of curriculum in all core areas. Copies of the aligned curriculum are available from each teacher and located in the high school office.

Staff Development

The implementation of "RD Days" or Research Development Days has improved the staff's focused on professional development. Students are released two hours early from their normally scheduled day. The staff then has the opportunity to collaborate on some of the following topics:

- Data driven school improvement
- Character Education
- Curriculum—All units will be aligned/ developed to meet new content expectations
- Integration of new Content Expectations
- Collins' Writing
- Scheduling (reformatting master schedule to better fit new Mich. Merit Curric. Requirements)
- Reading/Writing Strategies
- MME/ACT Preparation

School Improvement Goal Statements:

Student Performance Goal #1 - Mathematics

- We, all teaching staff at Springport High School, will improve student's skills in all MME math strands in order to achieve a 55% proficient level for all students. In addition there will be an overall improvement, from pre to post tests, on state created exit exams by 35% in both algebra and geometry.

Student Performance Goal #2- English Language Arts:

- Overall ELA proficiency scores will increase 15% by 2009. (from 37%-52% proficient).

Student Performance Goal #3- Science:

- Teachers will emphasize construction and reflection of scientific knowledge in all science and science related courses to increase MME proficiency to 60% in 2009 and 70% in 2010.

Student Performance Goal #4- Social Studies:

- The teachers of Springport High School will increase social studies proficiency to 80% for all students on the 2009 MME test by exposing students to test specific material aligned to district curriculum.

Daily Attendance

Springport High School places a great emphasis on the value of good attendance. There obviously is a correlation between attendance and academic achievement.

The high school rewards students at the end of each semester who have acquired 1 or fewer absences with a special field trip. The daily attendance rate for the 2007-2008 school year was **95.7%**.

Graduation Rate

The graduation rate is calculated using the total number of diplomas awarded to seniors divided by the "actual" enrollment of seniors. The percentage does not include those seniors who left SHS and later graduated from another institution.

2003-2004 = 95.35%

2004-2005 = 95.24%

2005-2006 = 95.2%

2006-2007= 98.5%

Parent-Teacher Conference Participation Percentage

We, as a staff understand the importance of teacher-parent communication. Efforts have been put in place to increase the number of parent contacts throughout a semester. The school has adopted an online parent-viewer system which allows parents to track their student's academic progress. Further, in order to increase participation in parent-teacher conferences, the district now uses the Global Connect mass calling system to remind parents of P-T dates and times.

Fall 2005-2006 = 41% 142 students represented
(total enrollment = 346)

Fall + Spring 2006-2007 = 42% 147 students represented
(total enrollment = 351)

Fall + Spring 2007-2008 = 40% 131 students represented
(total enrollment = 340)

Accelerated Reader

The high school was in its 3rd year of the accelerated reader program during 2007-2008. The protocol calls for students (9th graders) to read within their established reading zone and to set goals based on the amount of time they will spend reading each day. Each of the ELA teachers has built in silent reading time once per week during class time.



Every Wednesday was Reading Wednesday for a half hour in the high school. The reading time rotated through each of the block classes.

Criterion/Collins' Writing

Four ELA teachers and two special education teachers are in their second year of integrating the Collins' writing system and 6-traits writing into curriculum. In addition, the high school was fortunate to become part of phase II of the Enhancing Education Through Technology Grant. This grant provided the training for our ELA staff as well as the technology and training to install the Criterion Writing Program as well as Moodle.

Achievement Data

Accreditation Status: Springport High School did not meet Adequate Yearly Progress for the 2007-2008 school year.

"The best way to predict the future, is to create it."

District Goals:

1. The Springport Board of Education will foster strong academic programs in which each student will progress towards meeting State of Michigan curriculum standards, be prepared to meet individual career goals, and become productive, contributing citizens.
2. The Springport Board of Education will work to improve the fiscal stability of the District.
3. The Springport Public School district will maintain effective communication within our school system and the community we serve.
4. Springport Public Schools will provide support and resources to maintain the investment our community has made in our district's facilities.

Springport High School MME/ACT Achievement Data for 2007-2008

The following charts below depict the scores of all Springport High School students in Grade 11 in the spring of 2008 and the state average for all students in Grade 11 for spring of 2008.



Teachers at SHS focus on student achievement and increasing motivation.

MME READING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1077)	(1078-1099)	(1100-1157)	(1158-1250)	(1100-1250)
2008	87	1098	1092-1104	23%	30%	46%	1%	47%
2007	63	1106	1100-1112	14%	21%	63%	2%	65%

MME READING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1077)	(1078-1099)	(1100-1157)	(1158-1250)	(1100-1250)
2008	113,642	1105	1105-1105	17%	21%	59%	3%	62%
2007	113,956	1104	1104-1104	17%	24%	58%	2%	60%

MME WRITING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)	(1100-1250)
2008	87	1080	1074-1086	13%	69%	17%	1%	18%
2007	62	1084	1077-1091	15%	55%	31%	0%	31%

MME WRITING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)	(1100-1250)
2008	112,954	1090	1090-1090	11%	48%	39%	3%	41%
2007	111,479	1090	1090-1090	10%	50%	38%	2%	40%



The Agriscience barn construction was completed for the 2007 school year.

MME TOTAL ENGLISH LANGUAGE ARTS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1064)	(1065-1099)	(1100-1151)	(1152-1250)	(1100-1250)
2008	87	1089	1084-1094	21%	43%	36%	1%	37%
2007	62	1096	1090-1102	10%	44%	47%	0%	47%

MME TOTAL ENGLISH LANGUAGE ARTS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1064)	(1065-1099)	(1100-1151)	(1152-1250)	(1100-1250)
2008	112,506	1098	1098-1098	13%	35%	50%	2%	52%
2007	111,000	1098	1098-1098	12%	37%	49%	2%	51%

“A mind once stretched by a new idea never regains its original dimensions.”

MME MATHEMATICS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1088)	(1089-1099)	(1100-1127)	(1128-1250)	(1100-1250)
2008	86	1082	1077-1087	58%	23%	17%	1%	19%
2007	63	1090	1085-1095	46%	17%	32%	5%	37%

MME MATHEMATICS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1088)	(1089-1099)	(1100-1127)	(1128-1250)	(1100-1250)
2008	113,234	1093	1093-1093	38%	16%	36%	10%	46%
2007	113,839	1093	1093-1093	38%	16%	37%	10%	46%



SHS students showcased their talents for organization and responsibility in presentations to elementary through the nutrition education program.

MICHIGAN MERIT CURRICULUM (MMC) High School Graduation Requirements

Effective for Class of 2011

To prepare Michigan's students with the knowledge and skills needed for the jobs in the 21st Century, the State of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation. With these new graduation requirements, students will be well-prepared for future success in college and the workplace.

The Michigan Merit Curriculum requires students entering 8th grade in 2006, to obtain a minimum of 16 credits for graduation, which could be met using alternative instructional delivery methods such as alternative course work, humanities course sequences, career and technology courses, industrial technology or vocational education courses, or through a combination of these programs. In addition, students entering the 3rd grade in 2006 (Class of 2016) will need to complete two credits of a language other than English in grades 9-12; OR an equivalent learning experience in grades K-12 prior to graduation.

State Endorsed Diploma Requirements:

Michigan Merit Curriculum High School Graduation Requirements
MATHEMATICS - 4 Credits
Algebra I Geometry Algebra II ONLINE LEARNING One math course in final year of high school
ENGLISH LANGUAGE ARTS - 4 Credits
English Language Arts 9 English Language Arts 11 English Language Arts 10 English Language Arts 12
SCIENCE - 3 Credits
Biology + One additional science credit Physics or Chemistry
SOCIAL STUDIES - 3 Credits
.5 credit in Civics .5 credit in Economics U.S. History and Geography & World History and Geography
PHYSICAL EDUCATION & HEALTH - 1 Credit
VISUAL, PERFORMING AND APPLIED ARTS - 1 Credit
ONLINE LEARNING EXPERIENCE Course, Learning or Integrated Learning Experience
LANGUAGE OTHER THAN ENGLISH - 2 Credits In grades 9-12; OR an equivalent learning experience in grades K-12 effective for students entering third grade in 2006 (Class 2016)

Total credit requirement for state endorsed diploma:
16 required + 6 electives = 22 credits (beginning in 2011-2012).

***Additional "local" graduation requirements:

Complete (with reasonable effort) all section of the Michigan Merit Exam.

Successful completion of Senior Transitions course.

On-Line learning experience—through technology course or embedded in MMC required courses.



Certificate of Completion Requirements:

****Class of 2011** will have the opportunity to graduate with a "Certificate of Completion" if they do not fulfill the MMC requirements.

- English- 3 credits (6 semesters) – 2 credits must be taken from English 9, and English 10. One (1) credit must be taken from the following electives: English 11, English 12, Creative Writing, Modern Novels, Science Fiction and Mythology, Writing Laboratory, Writing Laboratory, or Advanced Placement English.
- Science- 3 credits (6 semesters) – Students must earn one (1) credit in Biology and one (1) credit in Physics or Chemistry.
- Math- 3 credits (6 semesters)
- Physical Education- 1 credit (2 semesters)
*Class of 2008 and later must complete 1 credit (2 semesters) of Healthy Living.
- Social Studies- 3 credits (6 semesters) – to be taken from 1 credit of World History/ Global Studies, 1 credit of United States History, .5 credit of Government, and .5 credit of Economics
- Electives- 6 credits (12 semesters) – to be taken from the curriculum in any area for all classes.

Certificate of Completion = 20 credits (beginning 2011-2012)

All required courses/credits must be aligned with Course/Credit Content Expectations and Guidelines developed by Michigan Department of Education, may be acquired through Career and Technical Education programs, and integrated courses.

In addition to the local requirements, students must meet the requirements as set forth by the Michigan Department of Education to secure a state approved or state endorsed diploma. Students must meet the requirements of the High Stakes Proficiency Tests given annually to meet this requirement.

A student must take all required classes for graduation within the curriculum of the Springport High School. Correspondence credit, summer school credit, or community education credit will not be accepted without prior approval of the principal or guidance counselor. **ANY REQUIRED CLASS FAILED MUST BE MADE UP IN A BONA FIDE CLASSROOM PROGRAM.** Community education and summer school are examples of bona fide classroom programs. Correspondence work does not fulfill this requirement.

A maximum of one elective credit will be accepted toward the graduation requirement through successful completion of correspondence work.

The physical education requirement may be waived if there is an annual submission of a doctor's request for such. One year of band, one year of choir, or successful completion of one sport will be allowed as a substitute for one semester of physical education for the class of 2002. Starting with the class of 2003 students may have an annual submission of a doctor's request, one year of band or successful completion of one sport substituted for one semester of physical education.

To be eligible to receive a Springport High School diploma and to participate in commencement exercises, a student must be enrolled at Springport High School for at least one semester. Additionally, the student must be enrolled on the 1st day of the second semester of the year of graduation.

To be eligible for special honors, a student must have attended Springport High School for at least one (1) full semester and have been in attendance during his/her seventh (7th) semester at Springport High School.



Students will be given the opportunity to choose to receive a state-endorsed diploma or a certificate of completion.

To develop caring, productive citizens.

Special and Confidential Considerations

If parents feel that the attendance code created undue hardship on their students, or if unusual circumstances in the family affect student attendance, and the family wishes to keep their reasons confidential, they should contact the high school principal directly and as soon as reasonably possible for special and confidential consideration of their problem.

Counseling Department

Guidance and counseling services provided by a professional school counselor are available to every student at Springport High School. Classroom guidance lessons and informative group sessions will be taught throughout the school year. The high school guidance counselor provides direct counseling services to students, educational and support services to parents, and consultation services to teacher. In addition she/he facilitates referrals to community support services for students and families. Students are advised on academic planning; career guidance for students and career information for parents are provided. Networking is also done with the post-secondary schools. Parents who wish to contact the school counselor may do so by calling (517) 857-3475 ext. 309.



All students at Springport High School were involved in the Character Education program which not only impacted the school environment, but also the community.

Teacher Professional Qualifications

All contracted high school teachers are Highly Qualified in their teaching area and are in compliance with the Federal requirements of No Child Left Behind (NCLB).

Parental Involvement

The success of our high school and the success of the students are largely based on the involvement of parents in the education process and all of the programs at SHS. We welcome and encourage parent involvement. Input and feedback is always welcome. The more our parents are involved—the more successful we will be. The district has an adopted Parental Involvement Policy that can be found on the district webpage at www.springportschools.net

We're on the web!
www.springportschools.net



**SPRINGPORT HIGH
SCHOOL**

300 W. Main St.
Springport, MI 49284

Phone: (517) 857-3475
Fax: (517) 857-3251
www.springportschools.net

Non-Discriminate Statement

It is the policy of the Springport Public Schools District not to discriminate on the basis of race, color, national origin, sex, age, or disability in its programs, services, or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Randall Cook, Superintendent, Springport Public Schools, 300 West Main Street, Springport, Mi. 49284 (517) 857-3495