

# ANNUAL EDUCATION REPORT

2013  
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2014

## Grandville Public Schools GRANDVILLE HIGH SCHOOL

August, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for **Grandville High School**. The AER addresses the complex reporting information required by federal and state laws. **Grandville High School's** report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact **Chris VanderSlice**, principal of **Grandville High School**, for assistance.

The AER is available for you to review electronically by visiting the following website <https://www.hs.gpsbulldogs.org/> or you may review a copy in the school office at the **Grandville High School**.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

For 2013-2014, **Grandville High School** was identified as a Focus School because the school has a large student achievement gap between the top 30% of highest achieving students and the bottom 30% of lowest achieving students across the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). We are actively working to address the achievement gap by thoroughly analyzing our data to determine appropriate learning targets and interventions for all students. We are committed to providing the best individualized instruction for all students.

Grandville Public Schools and Grandville High School received a 2013-2014 “yellow” Accountability Scorecard rating.

State law requires that we also report the following **additional information**:

### **ASSIGNING PUPILS TO THE SCHOOLS**

Students are assigned to schools primarily based upon the concept of “neighborhood schools”. The district has only one middle and one high school so students are assigned to those buildings based on grade level. At the elementary level, the neighborhood school concept is the first criteria if room exists. If not, then building assignment is based upon space and proximity to the student’s home. Inter-district requests to change schools occur on a yearly basis and space is the number one priority. The second criteria is distance – does the district have a bus route that would allow the student to attend that school or does the parent agree to be responsible for transporting the student to the requested school.

# SCHOOL IMPROVEMENT PLAN – HIGH SCHOOL

Also available on district website.

2013-2014 (updates reflected) and 2012-2013	
Reading	
<b>Goal</b>	All students will demonstrate proficiency in <b>Reading</b> as measured by the ACT/MME. We will also narrow the gap between the Students with Disabilities (SWD) and General Education students.
<b>Progress</b>	Students with Disabilities (SWD) decreased from 43% (2013) to 35% (2014) proficiency; overall student proficiency improved from 65% (2013) to 72% (2014). Areas of Growth: Economically Disadvantaged students demonstrated 55% proficiency; Hispanic students demonstrated 60% proficiency. The gap in proficiency with these demographic groups as compared to all students needs to be addressed.
Writing	
<b>Goal</b>	All students will demonstrate proficiency in <b>Writing</b> as measured by the ACT/MME. We will also narrow the gap between the Students with Disabilities (SWD) and General Education students.
<b>Progress</b>	Overall proficiency increased from 58% (2013) to 63% (2014); Students with Disabilities (SWD) showed a decrease in proficiency from 25% (2013) to 10% (2014). Areas of Growth: SWD, and Economically Disadvantaged students are still demonstrating a low level of proficiency.
Math	
<b>Goal</b>	All students will demonstrate proficiency in <b>Math</b> as measured by the ACT/MME. We will also narrow the gap between the Students with Disabilities (SWD) and General Education students.
<b>Progress</b>	Overall proficiency increased from 41% (2013) to 44% (2014) proficiency; Students with Disabilities (SWD) showed a decrease from 4% (2013) to 3% (2014) proficiency. Areas of Growth: Economically disadvantaged 24% (2014) and SWD 3% (2014) proficiency needs to improve.
Science	
<b>Goal</b>	All students will demonstrate proficiency in <b>Science</b> as measured by the ACT/MME. We will also narrow the gap between the Students with Disabilities (SWD) and General Education students.
<b>Progress</b>	Students with Disabilities (SWD) showed a decrease from 22% (2013) to 7% (2014) proficiency. Economically disadvantaged students showed an increase of 3% from 18% (2013) to 21% (2014) proficiency. Areas of Growth: Economically disadvantaged and SWD proficiency needs to improve.
Additional	
<b>Goal</b>	Increase engagement for all students.
<b>Progress</b>	One of the items that we feel will positively impact our gap in achievement will be to ensure that students are actively engaged, both academically and within extra-curricular and co-curricular activities. We feel that students who are not engaged are less likely to be invested in their education and that lack of connection will be demonstrated in their academic performance. We are utilizing a new tool, through the On Time Graduation Project to identify students who may not be engaged, demonstrated through poor attendance or academic performance. Additionally, our staff will be participating in various book studies and conversations focused on ways to increase student engagement.

### HIGH SCHOOL ADVANCED PLACEMENT CLASSES

School Year	# of Courses	# of Students Tested	# of Tests Taken	Received Passing Rate (3 ≥)
2013-2014	19	380	814	84%
2012-2013	19	368	747	85%

### ADVANCED PLACEMENT CLASS OFFERINGS

2013-2014 AND 2012-2013		
AP American Government	AP Chemistry	AP Physics
AP American History	AP Economics	AP Psychology
AP Art	AP English Language	AP Spanish
AP Biology	AP English Literature	AP Statistics
AP Calculus	AP Environmental Science	

### DUAL ENROLLMENT

Dual Enrollment	# of Students 1 <sup>st</sup> Semester	# of Students 2 <sup>nd</sup> Semester	Total Classes
2013-2014	12	12	28
2012-2013	13	13	31

### COLLEGE CREDIT ENROLLMENT

College Equivalent Courses	2013-2014			2012-2013		
	# of Enrolled Students	% of Enrolled Students	Passing Rate %	# of Enrolled Students	% of Enrolled Students	Passing Rate %
10 <sup>th</sup> Grade	82	18	100	60	13	100
11 <sup>th</sup> Grade	188	42	100	155	34	100
12 <sup>th</sup> Grade	201	45	100	201	46	100

### **PARENTS ARE AN IMPORTANT PART OF OUR TEAM**

Parents influence their children's education more than any teacher or school. Parent involvement can boost children's achievement. By taking an active role in our school, parents show their children that they are valued and that education is important. Children learn that parents and the school are a team, working together to help them succeed.

### **ADDITIONAL WAYS PARENTS CAN PARTICIPATE**

Read to your child daily ... Listen to your child read daily ... Attend the Open House/Annual Meeting ... Attend Parent/Teacher Conferences ... Visit the Family Reading Experience ... Participate in field trips, class activities, projects, and our volunteer program ... Participate in workshops/informational meetings

### **SPECIALIZED SCHOOL**

Specialized schools are those established by the district for a specific purpose and with specific criteria for admission, such as vocational or alternative high schools. Grandville Public Schools does not operate any "specialized" schools.

### **CORE CURRICULUM**

Each public school system in Michigan is obligated to identify core curriculum at elementary, middle and secondary school levels. The core academic curriculum defines learning outcomes to be achieved by all students, based on the State's core curriculum as defined in the Michigan Curriculum Framework. High performance core academic standards have been developed in the areas of mathematics, science, English Language Arts and social studies at the elementary, middle and secondary school levels. The standards have been developed by State committees and provide a K-12 clarity of focus and an alignment of skills and concepts. As a district, committees have worked collaboratively to review and revise district curriculum and ensure that materials are aligned with the state standards. Enrichments and extensions are continually being developed to go beyond the basic core. Materials and resources are frequently updated as revisions are made. We are currently in the process of transitioning to the Common Core Standards.

### **NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

#### **Grandville High School**

School Year	Number/Percent Attending		School Year	Number/Percent Attending	
	Fall 2013	Spring 2014		Fall 2012	Spring 2013
2013-2014	1058/59	768/43	2012-2013	1036/57	754/42

Grandville Public Schools has a proud tradition of excellence in student achievement, and our curriculum is designed to meet the needs of academically advanced students as well as those with unique learning needs. We strive to establish a strong connection between home and school for our students and their families. Together, we will continue to give our students the knowledge and resources needed for a successful future.

Sincerely,

**Chris VanderSlice, Principal**

**GRANDVILLE HIGH SCHOOL**

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09/05/2014

**Annual Education Report**  
**Grandville 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

### Grandville 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 Grade	All Students	2012-13	28.6%	41%	41%	11.7%	29.3%	40.5%	18.5%
Mathematics	11th Grade	All Students	2013-14	28.8%	43.8%	43.8%	11.2%	32.6%	34.8%	21.4%
Mathematics	11th Grade	American Indian	2012-13	15.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	African American	2012-13	5.7%	9.1%	9.1%	0%	9.1%	36.4%	54.5%
Mathematics	11th Grade	African American	2013-14	5.9%	0%	0%	0%	0%	25%	75%
Mathematics	11th Grade	Asian	2012-13	58.8%	61.9%	61.9%	33.3%	28.6%	28.6%	9.5%
Mathematics	11th Grade	Asian	2013-14	60.7%	60%	60%	20%	40%	25%	15%
Mathematics	11th Grade	Hispanic of Any Race	2012-13	15.3%	27.9%	27.9%	2.3%	25.6%	46.5%	25.6%
Mathematics	11th Grade	Hispanic of Any Race	2013-14	14.6%	21.7%	21.7%	6.5%	15.2%	37%	41.3%
Mathematics	11th Grade	Native Hawaiian or Other Pacific Islander	2013-14	38.9%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Two or More Races	2012-13	23.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Two or More Races	2013-14	24.5%	23.8%	23.8%	0%	23.8%	33.3%	42.9%
Mathematics	11th Grade	White	2012-13	33.3%	43.1%	43.1%	12.3%	30.8%	39.9%	17%
Mathematics	11th Grade	White	2013-14	33.5%	48.4%	48.4%	12.5%	36%	35.4%	16.1%
Mathematics	11th Grade	Female	2012-13	27%	38.2%	38.2%	7%	31.2%	43.7%	18.1%
Mathematics	11th Grade	Female	2013-14	26.5%	38.8%	38.8%	9.2%	29.6%	39.6%	21.7%
Mathematics	11th Grade	Male	2012-13	30.3%	43.4%	43.4%	15.8%	27.6%	37.7%	18.9%
Mathematics	11th Grade	Male	2013-14	31.1%	49.5%	49.5%	13.6%	36%	29.4%	21%

## Annual Education Report

### Grandville 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 Grade	Economically Disadvantaged	2012-13	13%	25.7%	25.7%	2.9%	22.8%	43.4%	30.9%
Mathematics	11th Grade	Economically Disadvantaged	2013-14	13%	24%	24%	3.8%	20.2%	32.7%	43.3%
Mathematics	11th Grade	English Language Learners	2012-13	7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	English Language Learners	2013-14	6.7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Students With Disabilities	2012-13	3.7%	4.3%	4.3%	0%	4.3%	39.1%	56.5%
Mathematics	11th Grade	Students With Disabilities	2013-14	4.2%	3.3%	3.3%	0%	3.3%	30%	66.7%
Reading	11th Grade	All Students	2012-13	53.5%	65.1%	65.1%	20.8%	44.3%	22.5%	12.4%
Reading	11th Grade	All Students	2013-14	58.7%	71.9%	71.9%	19.8%	52.1%	18.9%	9.2%
Reading	11th Grade	American Indian	2012-13	47.3%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	African American	2012-13	28.9%	27.3%	27.3%	0%	27.3%	36.4%	36.4%
Reading	11th Grade	African American	2013-14	31.3%	33.3%	33.3%	0%	33.3%	41.7%	25%
Reading	11th Grade	Asian	2012-13	64.9%	61.9%	61.9%	38.1%	23.8%	23.8%	14.3%
Reading	11th Grade	Asian	2013-14	71.8%	85%	85%	30%	55%	5%	10%
Reading	11th Grade	Hispanic of Any Race	2012-13	39.9%	51.2%	51.2%	11.6%	39.5%	37.2%	11.6%
Reading	11th Grade	Hispanic of Any Race	2013-14	45.5%	60%	60%	13.3%	46.7%	20%	20%

## Annual Education Report

### Grandville 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)
Reading	11th Grade	Native Hawaiian or Other Pacific Islander	2013-14	63.2%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Two or More Races	2012-13	52.8%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Two or More Races	2013-14	58.6%	47.6%	47.6%	9.5%	38.1%	33.3%	19%
Reading	11th Grade	White	2012-13	59.1%	68.9%	68.9%	21.4%	47.5%	19.6%	11.4%
Reading	11th Grade	White	2013-14	65%	75.2%	75.2%	21.4%	53.8%	18%	6.8%
Reading	11th Grade	Female	2012-13	56%	67.3%	67.3%	18.6%	48.7%	22.1%	10.6%
Reading	11th Grade	Female	2013-14	62.4%	74.2%	74.2%	21.7%	52.5%	18.3%	7.5%
Reading	11th Grade	Male	2012-13	51%	63.2%	63.2%	22.8%	40.4%	22.8%	14%
Reading	11th Grade	Male	2013-14	55%	69.3%	69.3%	17.7%	51.6%	19.5%	11.2%
Reading	11th Grade	Economically Disadvantaged	2012-13	37.9%	55.1%	55.1%	11%	44.1%	27.9%	16.9%
Reading	11th Grade	Economically Disadvantaged	2013-14	43%	51%	51%	12.5%	38.5%	26.9%	22.1%
Reading	11th Grade	English Language Learners	2012-13	13.2%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	English Language Learners	2013-14	19.4%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Students With Disabilities	2012-13	19%	43.5%	43.5%	4.3%	39.1%	26.1%	30.4%



**Annual Education Report**
**Grandville 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)
Reading	11th Grade	Students With Disabilities	2013-14	24.1%	35.5%	35.5%	0%	35.5%	22.6%	41.9%
Science	11th Grade	All Students	2012-13	25.7%	36%	36%	13.5%	22.6%	25.8%	38.1%
Science	11th Grade	All Students	2013-14	28.4%	36.8%	36.8%	13%	23.8%	28.9%	34.4%
Science	11th Grade	American Indian	2012-13	17%	<10	<10	<10	<10	<10	<10
Science	11th Grade	African American	2012-13	3.9%	9.1%	9.1%	0%	9.1%	9.1%	81.8%
Science	11th Grade	African American	2013-14	5.5%	0%	0%	0%	0%	33.3%	66.7%
Science	11th Grade	Asian	2012-13	44.7%	57.1%	57.1%	19%	38.1%	9.5%	33.3%
Science	11th Grade	Asian	2013-14	48.5%	50%	50%	25%	25%	30%	20%
Science	11th Grade	Hispanic of Any Race	2012-13	12.2%	13.3%	13.3%	4.4%	8.9%	26.7%	60%
Science	11th Grade	Hispanic of Any Race	2013-14	15.5%	17.4%	17.4%	4.3%	13%	23.9%	58.7%
Science	11th Grade	Native Hawaiian or Other Pacific Islander	2013-14	32.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Two or More Races	2012-13	21.1%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Two or More Races	2013-14	27.2%	23.8%	23.8%	9.5%	14.3%	23.8%	52.4%
Science	11th Grade	White	2012-13	30.4%	39.2%	39.2%	15.2%	24%	26.6%	34.2%
Science	11th Grade	White	2013-14	33.4%	40.5%	40.5%	14.2%	26.3%	29.5%	30%
Science	11th Grade	Female	2012-13	22.5%	32%	32%	8.5%	23.5%	31.5%	36.5%
Science	11th Grade	Female	2013-14	24.6%	30.8%	30.8%	10%	20.8%	32.9%	36.3%

## Annual Education Report

### Grandville 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)
Science	11th Grade	Male	2012-13	28.9%	39.6%	39.6%	17.8%	21.7%	20.9%	39.6%
Science	11th Grade	Male	2013-14	32.2%	43.5%	43.5%	16.4%	27.1%	24.3%	32.2%
Science	11th Grade	Economically Disadvantaged	2012-13	11.5%	18%	18%	5%	12.9%	32.4%	49.6%
Science	11th Grade	Economically Disadvantaged	2013-14	14.2%	21.2%	21.2%	4.8%	16.3%	20.2%	58.7%
Science	11th Grade	English Language Learners	2012-13	2.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade	English Language Learners	2013-14	3.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Students With Disabilities	2012-13	5.1%	13%	13%	0%	13%	26.1%	60.9%
Science	11th Grade	Students With Disabilities	2013-14	5.5%	0%	0%	0%	0%	10%	90%

**Annual Education Report  
Grandville High School****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

### Grandville High School

#### 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)
Mathematics	11th Grade	All Students	2012-13	65.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade	All Students	2013-14	67%	<10	<10	<10	<10	<10
Reading	11th Grade	All Students	2012-13	91.9%	<10	<10	<10	<10	<10
Reading	11th Grade	All Students	2013-14	90.6%	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2012-13	59%	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2013-14	56.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Asian	2013-14	75%	<10	<10	<10	<10	<10
Reading	11th Grade	Asian	2013-14	91.7%	<10	<10	<10	<10	<10
Science	11th Grade	Asian	2013-14	33.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Hispanic of Any Race	2012-13	70%	<10	<10	<10	<10	<10
Reading	11th Grade	Hispanic of Any Race	2012-13	88.8%	<10	<10	<10	<10	<10
Science	11th Grade	Hispanic of Any Race	2012-13	57%	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2013-14	73.7%	<10	<10	<10	<10	<10
Reading	11th Grade	White	2013-14	93.2%	<10	<10	<10	<10	<10
Science	11th Grade	White	2013-14	64.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Female	2013-14	63.2%	<10	<10	<10	<10	<10
Reading	11th Grade	Female	2013-14	92.4%	<10	<10	<10	<10	<10
Science	11th Grade	Female	2013-14	53%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Male	2012-13	69.7%	<10	<10	<10	<10	<10

**Annual Education Report**
**Grandville High School**
**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)
Mathematics	11th Grade	Male	2013-14	69.1%	<10	<10	<10	<10	<10
Reading	11th Grade	Male	2012-13	91.3%	<10	<10	<10	<10	<10
Reading	11th Grade	Male	2013-14	89.6%	<10	<10	<10	<10	<10
Science	11th Grade	Male	2012-13	61.3%	<10	<10	<10	<10	<10
Science	11th Grade	Male	2013-14	57.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Economically Disadvantaged	2012-13	63.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Economically Disadvantaged	2013-14	65.7%	<10	<10	<10	<10	<10
Reading	11th Grade	Economically Disadvantaged	2012-13	91.2%	<10	<10	<10	<10	<10
Reading	11th Grade	Economically Disadvantaged	2013-14	89.7%	<10	<10	<10	<10	<10
Science	11th Grade	Economically Disadvantaged	2012-13	57.2%	<10	<10	<10	<10	<10
Science	11th Grade	Economically Disadvantaged	2013-14	53.4%	<10	<10	<10	<10	<10

## Annual Education Report

### Grandville 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)
Mathematics	11th Grade	All Students	2012-13	88.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade	All Students	2013-14	89.1%	<10	<10	<10	<10	<10
ELA	11th Grade	All Students	2012-13	85%	<10	<10	<10	<10	<10
ELA	11th Grade	All Students	2013-14	84.3%	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2012-13	83.1%	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2013-14	87.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2012-13	86.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2013-14	89.9%	<10	<10	<10	<10	<10
ELA	11th Grade	White	2012-13	84.3%	<10	<10	<10	<10	<10
ELA	11th Grade	White	2013-14	84.8%	<10	<10	<10	<10	<10
Science	11th Grade	White	2012-13	83.1%	<10	<10	<10	<10	<10
Science	11th Grade	White	2013-14	87%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Male	2012-13	88.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Male	2013-14	88.3%	<10	<10	<10	<10	<10
ELA	11th Grade	Male	2012-13	84.4%	<10	<10	<10	<10	<10
ELA	11th Grade	Male	2013-14	83.7%	<10	<10	<10	<10	<10
Science	11th Grade	Male	2012-13	84.1%	<10	<10	<10	<10	<10
Science	11th Grade	Male	2013-14	86%	<10	<10	<10	<10	<10

**Annual Education Report  
Grandville High School****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

**Annual Education Report  
Grandville High School**

**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	N/A	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	99.6%	75.8%
Bottom 30%	District	Mathematics	N/A	25.1%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	97.8%	53.9%
Asian	District	Mathematics	100%	91.3%
Hispanic of Any Race	District	Mathematics	99%	65.8%
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	100%	65.6%
White	District	Mathematics	99.7%	77.7%
Economically Disadvantaged	District	Mathematics	99.2%	63.5%
English Language Learners	District	Mathematics	100%	48.2%
Students With Disabilities	District	Mathematics	99.4%	47.6%
All Students	School	Mathematics	98.1%	60.5%
Bottom 30%	School	Mathematics	N/A	0%
African American	School	Mathematics	<30	<30
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	95.7%	31.7%
Native Hawaiian or Other Pacific Islander	School	Mathematics	<30	<30



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**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	98.4%	65.2%
Economically Disadvantaged	School	Mathematics	94.7%	33%
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	94.7%	20%
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	99.5%	93.8%
Bottom 30%	District	Reading	N/A	80.4%
American Indian	District	Reading	<30	<30
African American	District	Reading	96.7%	73.1%
Asian	District	Reading	100%	93.5%
Hispanic of Any Race	District	Reading	99%	89.5%
Native Hawaiian or Other Pacific Islander	District	Reading	<30	<30
Two or More Races	District	Reading	100%	92.4%
White	District	Reading	99.7%	95.1%
Economically Disadvantaged	District	Reading	99.2%	87.6%
English Language Learners	District	Reading	98.3%	56.6%
Students With Disabilities	District	Reading	99.1%	74.4%
All Students	School	Reading	98.3%	90.1%

**Annual Education Report  
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**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	School	Reading	N/A	68.5%
African American	School	Reading	<30	<30
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	93.6%	75%
Native Hawaiian or Other Pacific Islander	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	98.9%	92.7%
Economically Disadvantaged	School	Reading	94.7%	76.3%
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	97.4%	60%
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	99.2%	58.5%
Bottom 30%	District	Science	N/A	0.3%
American Indian	District	Science	<30	<30
African American	District	Science	97.5%	17.7%
Asian	District	Science	100%	65.8%
Hispanic of Any Race	District	Science	98.4%	38.8%
Native Hawaiian or Other Pacific Islander	District	Science	<30	<30
Two or More Races	District	Science	100%	58.2%

**Annual Education Report  
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**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	District	Science	99.3%	61.9%
Economically Disadvantaged	District	Science	98.2%	39.3%
English Language Learners	District	Science	<30	<30
Students With Disabilities	District	Science	97.9%	21%
All Students	School	Science	98.1%	62.6%
Bottom 30%	School	Science	N/A	0%
African American	School	Science	<30	<30
Asian	School	Science	<30	<30
Hispanic of Any Race	School	Science	95.7%	36.6%
Native Hawaiian or Other Pacific Islander	School	Science	<30	<30
Two or More Races	School	Science	<30	<30
White	School	Science	98.4%	66.1%
Economically Disadvantaged	School	Science	94.7%	39.2%
English Language Learners	School	Science	<30	<30
Students With Disabilities	School	Science	94.7%	22.9%
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	N/A	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	98.7%	74%
Bottom 30%	District	Social Studies	N/A	17.5%
African American	District	Social Studies	95.7%	52.6%

**Annual Education Report  
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**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Asian	District	Social Studies	100%	77.4%
Hispanic of Any Race	District	Social Studies	97.9%	57.1%
Native Hawaiian or Other Pacific Islander	District	Social Studies	<30	<30
Two or More Races	District	Social Studies	100%	60.7%
White	District	Social Studies	98.8%	77.7%
Economically Disadvantaged	District	Social Studies	97.2%	58.2%
English Language Learners	District	Social Studies	<30	<30
Students With Disabilities	District	Social Studies	95.5%	33%
All Students	School	Social Studies	98.7%	80.6%
Bottom 30%	School	Social Studies	N/A	35.2%
African American	School	Social Studies	<30	<30
Asian	School	Social Studies	<30	<30
Hispanic of Any Race	School	Social Studies	98%	61%
Native Hawaiian or Other Pacific Islander	School	Social Studies	<30	<30
Two or More Races	School	Social Studies	<30	<30
White	School	Social Studies	98.7%	84%
Economically Disadvantaged	School	Social Studies	96.9%	68.4%
English Language Learners	School	Social Studies	<30	<30
Students With Disabilities	School	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%

**Annual Education Report  
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**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	99.4%	83.2%
Bottom 30%	District	Writing	N/A	44.6%
American Indian	District	Writing	<30	<30
African American	District	Writing	97.6%	63.3%
Asian	District	Writing	100%	89.1%
Hispanic of Any Race	District	Writing	98.5%	67.8%
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing	100%	75%
White	District	Writing	99.5%	85.8%
Economically Disadvantaged	District	Writing	98.7%	73.2%
English Language Learners	District	Writing	<30	<30
Students With Disabilities	District	Writing	98.4%	48.1%
All Students	School	Writing	98.7%	80.2%
Bottom 30%	School	Writing	N/A	34.1%
African American	School	Writing	<30	<30
Asian	School	Writing	<30	<30
Hispanic of Any Race	School	Writing	95.7%	61.9%
Native Hawaiian or Other Pacific Islander	School	Writing	<30	<30
Two or More Races	School	Writing	<30	<30
White	School	Writing	99.2%	83.1%
Economically Disadvantaged	School	Writing	95.6%	61.1%
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30

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**Accountability Details Graduation Data**

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	91.8%
Hispanic of Any Race	District	80.7%
White	District	93%
Economically Disadvantaged	District	80.6%
Students With Disabilities	District	52.9%
Bottom 30%	District	93%
All Students	School	93.8%
Hispanic of Any Race	School	83.3%
White	School	95%
Economically Disadvantaged	School	84.4%
Bottom 30%	School	93%

*\* 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%)
All Students	Statewide	94.3%
All Students	District	96%

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



09/05/2014

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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



**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
Grandville Public Schools	Grandville High School	Focus School	Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	44

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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	43	61	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%

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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.

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**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 Hawaiian/Pacific		0	0	0	0
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.

## Annual Education Report

### Grandville High School

#### 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					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
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 Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

‡ 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	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	0	0	0	0	0
Info not available					
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	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	9	0
SD	93	23	32	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 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 Hawaiian/Pacific	0	0	0	0	0
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 Hawaiian/Pacific	0	0	0	0	0
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 Reading	87 73	1.9 3.7	95 90	2.0 2.5
8	Math Reading	84 76	3.6 3.3	84 83	5.2 4.0