



February 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Spring Lake High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact me, Principal Ben Armey, at barmey@springlakeschools.org.

The AER is available for you to review electronically by visiting the following website: [Annual Report - Spring Lake Public Schools](#), or you may review a copy in the main office at the high school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our School was not given a label.

In reflection and celebration of the 2023-2024 school year, we point to the strengths of our stakeholders. Students, staff, families, and communities cumulatively play a role in our collective success. Some areas that we continue to iterate include our intervention and MTSS systems/practices (both internally and via districtwide K-12 teams), as well as growing our professional learning communities (PLCs). These PLC points are: a focus on student learning, building a collaborative culture, and a results orientation. Finally, we continue to hone culture by developing a PBIS system to support belonging for all. This year, we have been intentional about administering surveys and taking action steps based on data.

Parent/Guardian-Teacher Conferences

We proudly report for the 2023-2024 school year fall conferences, 25% of SLHS' 796 students were represented by parents. For the 2022-2023 school year and 2021-22 year, approximately 25% of parents/guardians attended.

School Placement

Placement in either of our two elementary schools is based on attendance area, availability, and class size. At the secondary level, we have one school for each respective level (Spring Lake Intermediate, Spring Lake Middle, and Spring Lake High School).

Core Curriculum

As part of our strategic plan, Spring Lake Public School staff, parents, and community members work together. From stakeholder survey work, we continue to be responsive and communicative of course

offerings and organization. The Common Core State Standards are taking center stage, with appropriate and relevant curriculum resources to complement learning. This effort is ongoing and curriculum documents are available via our [website](#).

College Equivalent Courses

Many Spring Lake High School students pursue participation in college-level equivalent courses, including dual enrollment and Advanced Placement (AP).

Advanced Placement

Twelve Advanced Placement courses were offered in 2023-24, including:

Additionally, a high number of students complete one or more AP examinations with a strong percentage earning a passing score and the potential for college credit.

- 2023-2024, 287 students (36% of the student body) took 530 AP exams with a passing rate of 94%
- 2022-2023, 231 students (29% of the student body) took 389 AP exams with a passing rate of 91%
- 2021-2022, 198 students (24% of the student body) took 347 AP exams with a passing rate of 87%

AP Exam Passing Rate (score of 3, 4 or 5)			
Year	2023	2022	2021
Percent of students with passing scores	91%	87%	80%
AP Placement Equity and Excellence Report			
Group	Percentage	How is this calculated?	
Graduating Class Summary Class of 2024 (12th gd)	57.8%	Number of school's seniors who scored "3" or higher on at least one AP exam at any point in high school, divided by the number of the school's total seniors.	
11th Gd	68%	Number of AP students per grade level who scored a "3" or higher on at least one AP exam this year, divided by the total number of students in each respective grade.	
10th Gd	15%		
9th Gd	0.4%		

Dual Enrollment

188 students took 224 dual enrollment courses in the 2023-24 school year, in which they had the opportunity to receive college credit.

2022-2023, 160 students (out of 160 dual enrollment students total) received college credit via dual enrollment (for 194 courses)

2021-2022, 138 students (out of 138 dual enrollment students total) received college credit via dual enrollment (for 170 courses)

**Student Achievement Results for any Local Competency Tests
or Nationally Normed Achievement Tests**

SAT Spring 2024 Class of 2025, as 11th Graders			
	SAT	SAT ERW	SAT Math
Mean	207	207	207
Met Benchmarks	Met both: 61% Met one subject: 23% Met none: 16%	83%	62%
SAT Spring 2024 Class of 2026, as 10th Graders			
	SAT	SAT ERW	SAT Math
Mean	186	186	186
Met Benchmarks	Met both: 54% Met one subject: 33% Met none: 13%	85%	55%
SAT Spring 2024 Class of 2027, as 9th Graders			
	PSAT	PSAT ERW	PSAT Math
Mean	186	186	186
Met Benchmarks	Met both: 61% Met one subject: 24% Met none: 16%	82%	63%

School Improvement

A shared leadership team meets regularly to help support student learning and discuss specific building topics. Ongoing conversations around student achievement, curriculum, and assessment occur during grade-level planning, staff meetings, and district grade-level meetings. We continue to monitor progress as a building team and work to foster a collaborative culture based on the tenets of professional learning communities.

Current commitments include further MTSS development through a district-wide, collaborative lens via a District Improvement Team. As stated in our Strategic Plan, priorities also include additional training and resources for creating a safe and nurturing student environment and responsive, restorative practices.

Climate and Culture (this is for 23-24)

Positive, proactive programs that support climate and nurture individual needs are incorporated into our schools. SLPS continues to use the MTSS framework for both academic support, as well as behavioral interventions. There is an active Tier 2 team in place at all grade levels.

Spring Lake Public Schools has made student mental health and each child's overall well-being a priority. This focus is echoed in our K-12 strategic plan, which was adopted this 23-24 school year.

Our schools are committed to ensuring a positive, healthy environment for all students. A student perception survey informs decision-making around school climate. Staff reviews and reflects upon this survey data, which in turn, informs teams about how connected students feel. Additionally, respective staff and community surveys are administered and reflected upon by SLPS as well.

Further, Spring Lake High School offers a vast number of clubs and sports, which total 33 and 48, respectively. In an effort to be community-minded, students throughout their high school careers actively volunteer their time to local organizations and participate in community service. Students model civic engagement through Student Council, Interact (in partnership with Spring Lake Rotary), Kids Food Basket, and National Honor Society. In addition, every Senior completes 18 hours of community service during their Senior year. Our staff prides itself on fostering a community mindset in our students.

Special Education

Spring Lake Schools provides educational interventions, opportunities, and support for all students through the Multi-Tiered System of Support (MTSS). If a student is suspected of having a disability, they may be evaluated for special education eligibility. If the student is found eligible and requires special education services, an Individual Education Program (IEP) team creates a plan of support. The IEP team consists of administrators, parents/guardians, teachers, itinerant service providers, and students, when appropriate. This team meets at least once per year to decide what is needed for each eligible student to make educational progress and receive a Free Appropriate Public Education (FAPE).

The special education programs provided in SLPS include early childhood special education, elementary ASD programming, and resource programming. Resource programming is provided at all building levels throughout the district. Additionally, elementary ASD programming is made available for those who require increased levels of support. By the age of 16, all SLPS students with an IEP engaged in a collaborative transition process. This process involves transition activities and goals to help students reach their post-secondary vision. Other in-district services include occupational therapy, physical therapy, school social work, speech and language therapy, and teacher consultant services.

For our preschool-age students under the age of three, SLPS partners with the Ottawa Intermediate School District (OAISD) to provide Early-On evaluations and services. More specialized programming for all age groups and post-secondary transition programs and services are provided by our OAISD partners.

Additional information about Special Education can be found via this department on our website. Click [here](#) to access the page.

As we reflect on the successes of the 2023-2024 school year, we are also excited to continue building upon our strengths. Our focus remains on fostering a collaborative culture that prioritizes student learning and growth. We will achieve this by:

- **Refining our intervention and MTSS systems:** We'll work with district-wide teams to further develop our Multi-Tiered System of Support for both academic and behavioral interventions.
- **Strengthening professional learning communities (PLCs):** We'll continue to develop our PLCs, focusing on student learning, collaboration, and results-oriented practices.
- **Enhancing our PBIS system:** We'll refine our Positive Behavior Intervention and Supports system to ensure a strong sense of belonging for all students.

We are committed to ongoing data analysis and action planning based on student surveys and other feedback mechanisms. We believe that by working together – students, staff, families, and community members – we can ensure a successful and enriching educational experience for all students of Spring Lake High School.

Sincerely,

SPRING LAKE HIGH SCHOOL

Ben Armey, Principal