



Otsego High School Annual Education Report (AER) 2016-17

May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Otsego 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 Principal, Hervé Dardis, for assistance.

The AER is available for you to review electronically by visiting the [MI School Data Website for Otsego High School](#) or the following web site: <https://goo.gl/uX31cE>, or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

State law requires that we also report additional information:

Process for assigning pupils to the school.

All of Otsego's 9th – 12th grade students attend Otsego High School.

The status of the 3-5 year school improvement plan

The staff of Otsego High has committed to a School Improvement Plan based upon a Response to Intervention model in which we strive to help all students meet the most important learning targets. Teachers in core content areas have identified the

most essential, skill-based targets and have developed assessments to measure student proficiency on these goals. We have started school-wide interventions to help students who struggle to meet these essential targets. Teachers in non-core departments, meanwhile, have developed activities to integrate literacy skills into their respective disciplines. To support the work of the improvement plan, we have focused time and attention to the development of professional learning teams in which the teachers collaborate on a weekly basis to work toward continuous improvement.

Our School Improvement process is founded upon our mission and shared beliefs:

Our mission- The mission of Otsego High School, in partnership with students, parents, and the community, is to create an engaging learning environment that supports the full potential of each student.

We believe:

- Students should experience a variety of academic and co-curricular programs.
- Students should learn to think critically and to solve problems.
- The school should help students develop the skills and knowledge necessary for current and future success.
- Teachers should use instructional strategies that provide students with focus, feedback, and sufficient opportunities for success.
- Teachers should collaborate on a regular basis through PLC's, using data to address learning, identifying areas and strategies for improvement as well as reasons to celebrate success.

Our pledge:

- Use of instructional strategies that provide students with focus, feedback, and sufficient opportunities to master skills.
- Improve individual and collective performance by coming together regularly for learning, decision-making, problem-solving, and celebration as a professional learning community.

A brief description of each specialized school

Programs and services located in the Otsego Public Schools include:

- Early Childhood Special Education - a special education classroom designed to provide preschool aged students with disabilities services to prepare them for Kindergarten.
- Hearing and Visual Consultant Services - specialists in the areas of hearing and visual impairments work with students in our local schools to support them in the general education classroom.

- Social Work, Speech Pathology and Occupational Therapy services are available to all students.
- Autism Spectrum Disorder Consultant Services - specialists in the area of Autism Spectrum Disorder work with both students and teachers in our local schools to support their success in the educational environment.
- Walk in services and small group learning opportunities for students with disabilities ages 3 - 5 who qualify.
- Level 2 Programs - these programs are designed to provide educational services to students with disabilities who need more intensive learning support both in the classroom and in life.
- Level 1 Programs - these services are designed to provide students with disabilities academic and social support within the general education classroom and curriculum

In addition to the programs and services provided locally in the Otsego Public Schools, students with special needs also attend specialized county programs at the Hillside Learning and Behavior Center. Hillside's West campus houses programs for students with severe cognitive, physical, and neurologic impairments. Hillside's East campus houses programs for students with severe emotional and behavioral impairments.

Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model

As mandated by the State of Michigan, Otsego Public Schools has developed a core curriculum at all school levels. Outcomes to be achieved by all students have been defined based upon the district's educational mission, student performance objectives, Common Core State Standards, the Michigan Grade Level Content expectations and the Michigan High School Content Expectations.

Common Core State Standards are used in K-12 for English Language Arts and Math. GLCES are followed for all other subjects in K-8 and HSCES for all other subjects 9-12. Common Core State Standards are available online on the [Curriculum and Instruction Webpage](#). In addition, pursuant to Public Act 170 of 2016, between our HS US History and World History classes, our students receive 6 hours of genocide instruction during their high school careers. For more information, please contact Heather Kortlandt, Director of Instruction at 269-692-6066.

The aggregate student achievement results for any local competency tests or nationally normed achievement tests

N/A

Identify the number and percent of students represented by parents at parent-teacher conferences

2016-17

Fall – 16%

Winter – 8%

Spring – 6%

2015-16

Fall – 14%

Winter – 10%

Spring – 7%

For high schools, only also report on the following:

The number and percent of postsecondary enrollments (dual enrollment)

- 25 students, 4%

The number of college equivalent courses offered (ap/ib)

- 6 AP courses

The number and percentage of students enrolled in college equivalent courses (ap/ib)

- 311 students, 46%

The number and percentage of students receiving a score leading to college credit

- 97 students, 14%

We are very proud of all we do and offer at Otsego High School. We have a dedicated staff of 30 highly-qualified, certified teachers, and 11 support staff personnel who help our 674 students learn to their full potential. We are always looking at ways to improve student achievement on the individual student level and look forward to another great year ahead. Please look at our Points of Pride below to see all of the ways our students are excelling in school and in life experiences.

Sincerely,

Hervé Dardis,
Otsego High School Principal

Otsego High School Points of Pride

- Our graduating class of 2017 had the highest average test scores on the Michigan M-STEP state testing during the spring of their junior year.
- Our graduation rate remains nearly 100%.
- We were able to present over \$140,000 worth of local scholarships to graduating seniors in June.
- We started weekly interventions during the school day to help struggling students meet essential learning targets.
- Our students raised over \$10,000 to cancer research at the Van Andel Institute during our Purple Game Week in the fall.
- Our students continue to embrace service to others as part of their educational mission. Annual activities include a food drive for local charities, a toy drive for needy children during holiday season, multiple blood drives at the school, a campaign to deliver supplies to a local shelter, and a class fundraising competition during Sno-coming week to support a local or national charity.
- Our instrumental and vocal music programs continue to excel, earning division 1 ratings at district competitions and maintaining stellar reputations in the region.
- Our girls' cross country team repeated as Michigan state champions.