



Otsego High School

Annual Education Report 2014-15

Hervé Dardis,
Principal

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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 2015-2016 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 Herve Dardis for assistance.

The AER is available for you to review electronically by visiting the following website: [2015-16 OHS Annual Report](#), or you may review a copy in our main office.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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.

The faculty and staff at Otsego High School provide a quality education for all students in an environment that encourages the discovery and development of skills, knowledge and attitudes necessary for lifelong learning. Parents and community members are encouraged to join us in this endeavor.

One key challenge facing Otsego High School is addressing the dual goals of helping all students remain in school and on track to receive a diploma while also working to get all students to meet increasing expectations for achievement. Aware that experiences of success are critical to motivation for learning, we have adopted initiatives intended to help all students meet essential learning targets. In core content areas, we will identify the most essential skills and knowledge for students to learn. We will also develop common assessments of these learning targets so that all students will have the same expectations. Finally, we will use data for two purposes- to assess the effectiveness of our programs and to identify students in need of help to meet the learning targets.

One key initiative underway at Otsego High School is the integration of literacy skills,

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specifically argumentative writing and the reading of informational text, across all content areas and courses.

STATE LAW REQUIRES THAT WE ALSO REPORT ADDITIONAL INFORMATION.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Otsego High School houses all of the district's 9th-12th grade students.

2. 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.

3. 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

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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.

4. CORE CURRICULUM

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 at www.otsegops.org. For more information, please contact Melissa Koenig, Director of Elementary Instruction or Heather Kortlandt, Director of Secondary Instruction at 269-692-6066.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

ACT only scores. These scores reflect the most recent test taken by students; 175 (100%) students took the ACT.

Grad Year	English		Math		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State
2013	20.4	19.1	21.3	19.9	21.3	20.0	21.7	20.2	21.3	19.9
2014	21.3	19.4	20.9	19.5	21.4	20.1	21.5	20.1	21.4	20.1
2015										

6. PARENT PARTICIPATION AT PARENT-TEACHER CONFERENCES

	<u>2014-15</u>	<u>2015-16</u>
Fall	22%	Fall 14%
Winter	12%	Winter 10%
Spring	did not hold	Spring 7%

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7. FOR HIGH SCHOOLS, EXTENDED LEARNING OPPORTUNITIES:

Students in Dual Enrollment:	19 (3%)
College Equivalent Courses (AP) offered:	6
Students Enrolled in AP courses:	144 (24%)
Students receiving a scores leading to college credit:	66 (10%)

We are very proud of all we do and offer at Otsego High School. We have a dedicated staff of 33 teachers and 12 ancillary staff who help our 660 students reach their full learning 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,

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Points of Pride

- Our graduating class of 2016 had the highest average ACT scores in Allegan County and in the Wolverine Conference on the English, Math, Science, and Composite test scores.
- Our graduation rate remains nearly 100%.
- We were able to present over \$100,000 worth of local scholarships to graduating seniors in June.
- 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, a bi-annual week of fundraising to support cancer research, 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.
- Senior Luke Ford won an individual state championship as the #1 tennis singles player.
- Our girls' cross country team won the state championship, and the boys' team was runner-up.

