April 17, 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 Greenville Senior 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 Dr. Michael Leiter, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site https://goo.gl/8qT1Cc, 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 was not given one of these labels.

For the 2017-2018 school year we have implemented new initiatives to better support our at-risk populations. Early warning tracking data has been collected as part of the multi-tiered systems of support (MTSS) framework to help identify students at-risk of academic failure and provide actionable data to our student support team so they can assign and track interventions. In addition, acting on research by Richard DuFour, a renewed focus on offering a guaranteed and viable curriculum through the use of professional learning communities has aligned instruction with student assessment outcomes and has provided a cyclical process of teacher collaboration and curriculum review. Although we have seen a steady growth in all areas of standardized testing, we believe in constant improvement. We have recognized improvement areas in the area of science and math especially in our economically disadvantaged and students with disabilities sub groups. In addition to systemic improvements, our science teachers have gone through a long and arduous process of redesigning our science program to reflect content aligned with the next generation science standards and including best practice techniques in modeling and inquiry based instruction. Mathematics is in its second year of implementing the CPM curriculum. This curriculum is designed to help student gather information about problems,

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break the ideas into smaller parts, and look for patterns that lead to solutions. The CPM curriculum is yielding higher math achievement for all students at Greenville Senior High School.

**PROCESS FOR ASSIGNING STUDENTS TO SCHOOL**
Students are enrolled based on region of residency and by the school of choice application process.

**STATUS OF SCHOOL IMPROVEMENT PLAN**
District and School Improvement Plans have been submitted annually.

**A Brief Description of each Specialized School**

**A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

**Core Curriculum**
All curricula are aligned to the Michigan Merit Curriculum and Common Core State Standards. District personnel consistently review GPS curriculum and align both vertically K-12 and horizontally among departments. Essential standards have been identified for each course and guaranteed between course sections. A copy of our core curriculum is available on our district website.

**AGGREGATE STUDENT ACHIEVEMENT RESULTS**

<table>
<thead>
<tr>
<th></th>
<th>GHS 2016</th>
<th>State 2016</th>
<th>GHS 2017</th>
<th>State 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Mean Score</td>
<td>989.6</td>
<td>1001.0</td>
<td>998.5</td>
<td>1007.6</td>
</tr>
<tr>
<td>M-Step - Science</td>
<td>2088.9</td>
<td>2088.3</td>
<td>2091.1</td>
<td>2087.5</td>
</tr>
<tr>
<td>M-Step - Social Studies</td>
<td>2098.8</td>
<td>2097.8</td>
<td>2098.1</td>
<td>2099.1</td>
</tr>
</tbody>
</table>

**PARENT-TEACHER CONFERENCE PARTICIPATION**

<table>
<thead>
<tr>
<th></th>
<th>2015 - 2016</th>
<th>2016-2017</th>
</tr>
</thead>
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### POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Postsecondary</td>
<td>76</td>
<td>87</td>
</tr>
<tr>
<td>Percentage</td>
<td>6.9%</td>
<td>7.9%</td>
</tr>
</tbody>
</table>

### THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP)

<table>
<thead>
<tr>
<th></th>
<th>2015 - 2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

### THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

<table>
<thead>
<tr>
<th></th>
<th>2015 - 2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>107</td>
<td>110</td>
</tr>
<tr>
<td>Percentage</td>
<td>9%</td>
<td>10%</td>
</tr>
</tbody>
</table>

### THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

<table>
<thead>
<tr>
<th></th>
<th>2015 - 2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58</td>
<td>60</td>
</tr>
<tr>
<td>Percentage</td>
<td>66.7%</td>
<td>63.8%</td>
</tr>
</tbody>
</table>

### MISSION STATEMENT

As a cooperating partner of the community, Greenville Public Schools will assure all students the education necessary to participate as responsible citizens in an ever-changing world.
Through the school improvement process, Greenville High School teachers and administrators are working toward a multi-tiered system of support for all students. Our positive school climate initiatives have brought student engagement in the areas of culture/climate, youth mental health, and recognition/reward. In addition, steps are being taken to expand the course offerings in the high needs fields of career and technical education as well as expansion in our advanced coursework through expanded AP and Honors classes. Professional learning communities have taken root in Greenville Public Schools and have resulted in a commitment to constant improvement through collaboration and data analysis. The future is bright at Greenville Senior High School, we intend to use our strong community values to empower learners to be resilient, to respect differences, and to achieve academic success and emotional maturity in order to become responsible citizens. Thank you for joining us on this journey

Sincerely,

Dr. Michael Leiter

Michael Leiter
Principal
Greenville Senior High School

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