



# Godfrey-Lee Public Schools

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Early Childhood Center (PK-2)  
Godfrey Elementary (3-5)  
Lee Middle School (6-8)  
Lee High School (9-12)  
East Lee Campus (10-12)

**David Britten**  
Lieut. Col, US Army, Ret.  
Superintendent

**Dr. Carol Lautenbach**  
Assistant Superintendent

**Kathryn Curry**  
MS/HS Principal

**James Jensen**  
Director of Community &  
Alternative Education

**Andrew Stekete**  
Godfrey Elementary  
Principal

**Peter Geerling**  
Early Childhood Center  
Principal

**Jane Dykhouse**  
Director of Student  
Services

**Mark Provost**  
Finance Director

**Daniel Townsend**  
Directory of Technology  
and Media Services

**Scott Bergman**  
Opns, Trans, Maint. &  
Food Service Supervisor

**Emily Truax**  
Executive Assistant,  
Communications & HR  
Coordinator

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February 15, 2017

Dear Parents and Community Members:

I am very pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for both Lee Middle & 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. Our staff is available to help you understand this information. If you have any questions about the AER, please contact Mrs. Kathryn Curry, Principal, or Mr. Rendel Todd, Assistant Principal, for assistance.

The AER is available for you to review electronically by visiting the following web sites or you may review a copy in the Lee Middle & High School main office.

Lee Middle School <https://goo.gl/b7FOZV>

Lee High School <https://goo.gl/mMHc3h>

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.

For this year, neither of our schools received labels.

We are focusing our efforts in the coming year on raising student achievement, particularly in math, reading and science. We'll be focusing on improving our instructional techniques, providing added

supports for students who did not score proficient in reading and math through Title I (middle school only) and 31A at-risk programs, and continuing for the seventh year with Scholastic Reading interventions. We are greatly expanding the use of technology to support student-learning interventions as well as extend learning time opportunities after school and during the summer months.

State law requires that we also report additional information:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL.** Our district operates a single middle and comprehensive high school. Students within our 6-12 school are assigned based on achievement of learning standards and criteria for promotion to the next grade. Some high school students may be selected for temporary attendance at our alternative high school if warranted. A faculty committee comprised of representation from both schools makes this recommendation to the administration. Parent and student input is also part of this process. Our goal is to place all of our students in the best possible program that will lead to their success.
2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN.** Our school improvement plans are available on our district website. It's aligned with the district improvement plan and Board of Education goals for attendance improvement as well as math and reading achievement. We are particularly focusing our efforts on raising achievement levels for our English language learner students and students scoring in the Bottom 30% on state achievement tests.
3. **CORE CURRICULUM.** Our staff accesses the curriculum utilizing the Kent County *Curriculum Crafter* online system that allows us to modify activities and assessments for high priority curriculum targets. Currently, we continue transitioning in the area of math and English language arts to the new Common Core State Standards fully in place this school year. Parents are always welcome to request a copy of any part of our curriculum by contacting us in the school office.
4. **THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS.** We utilize the ACT Explore, ACT Plan and ACT w/writing to determine if our students are on track for college and career readiness levels.

Mean Score

| Grade Level                          | Science | Reading | Mathematics | English | Composite |
|--------------------------------------|---------|---------|-------------|---------|-----------|
| ACT Explore<br>7 <sup>th</sup> Grade | 13.8    | 11.7    | 12.1        | 11.0    | 12.3      |
| ACT Explore<br>8 <sup>th</sup> Grade | 15.3    | 13.4    | 13.4        | 12.6    | 13.9      |
| ACT Plan 9 <sup>th</sup><br>Grade    | 16.2    | 14.0    | 14.2        | 13.5    | 14.6      |
| ACT Plan<br>10 <sup>th</sup> Grade   | 17.1    | 15.3    | 15.5        | 15.1    | 15.9      |
| ACT 11 <sup>th</sup><br>Grade        | 19.3    | 17.8    | 16.6        | 17.1    | 17.8      |

5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:

Grades 6-8

| <b>Year</b> | <b># Represented</b> | <b>% Represented</b> |
|-------------|----------------------|----------------------|
| 2014-15     | 189                  | 53                   |
| 2015-16     | 218                  | 51                   |

Grades 9-12

| <b>Year</b> | <b># Represented</b> | <b>% Represented</b> |
|-------------|----------------------|----------------------|
| 2014-15     | 161                  | 48                   |
| 2015-16     | 190                  | 38                   |

6. FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:

|   | <b>2014-15</b> | <b>2014-15</b> |
|---|----------------|----------------|
| Number and percent of dual enrollment students                                | 34 = 31.7%     | 49 = 37.7%     |
| Number of college equivalent courses (AP/IB) offered                          | 1 (AP Spanish) | 1 (AP Spanish) |
| Number and percent of students enrolled in college equivalent courses (AP/IB) | 22 = 24.4%     | 22 = 24.4%     |
| Number and percent of students receiving a score leading to college credit    | 22 = 100%      | 22 = 100%      |

I continue to be excited about the future of our secondary schools and the energy our staff and students put into improving learning outcomes. As a community, we take great pride in the success of each and every one of our students and we're thankful that our parents have placed their trust in us to provide their children with the very best education possible.

We have also moved more deeply into college readiness by hosting several on-site dual-enrollment courses with Grand Rapids Community College and are looking to expand this in the future to a full-fledged middle college program.

Sincerely,

Kathryn Curry  
Principal