

School Annual Education Report (AER) Cover Letter

February 2, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Grand Haven 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 Instructional Services Director, Mary Jane Evink at (616) 850-5075 for assistance.

The AER is available for you to review electronically by visiting the following website - [MI School Data](#), or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, 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 has not been given one of these labels.

Grand Haven High School is a building with nearly 1,600 very diverse learners and our focus is making certain we are meeting the needs of each of our students. This requires that we offer a tiered level of support. The interventions and accommodations that we offer for all learners are increased as we work to support our most struggling learners. We ensure that our class options include a wide-range of academic levels to support lower functioning students all the way to our high achieving learners. Our students have worked hard with our staff to recover from the learning loss they experienced in earlier years based on the Pandemic. Our Student Support TEAMS continue to monitor progress on a weekly basis. Students continue to take advantage of all opportunities to recover credits that help them to stay on track. This report also includes data for some of our programs.

State law requires that we also report additional information.

Pupil Assignment

Grand Haven High School's students are assigned to our building by geographic boundaries as well as school of choice requests.

3-5 Year School Improvement

GHHS has a detailed plan that outlines school improvement strategies centered on our two building goals.

- (1) To increase the overall Climate at GHHS so that ALL students and staff feel safe and supported.
- (2) To increase teacher effectiveness and student achievement through the use of Five-Dimensions of Teaching & Learning and Professional Learning Teams.

We are in the middle of our 3-5 year School Improvement cycle and we will continue to evaluate all progress to determine next steps moving forward.

1. **SOCIAL/EMOTIONAL WELLNESS:** *To increase the overall Climate at GHHS so that ALL students and staff are supported.* At GHHS we use *Capturing Kids' Hearts* and are embedding *Positive Behavior and Intervention Strategies (PBIS)* to focus our attention on the social/emotional aspects of our students' growth. *TEAM GH. One Family, One Team, One Grand Haven. Be Kind. Always.* is an intentional approach to be inclusive along with a focused approach to cultural competency. Our PBIS Matrix has been implemented and we continue to teach the behavioral expectation in every area of our building through School Improvement Lessons (*T.E.A.M. GH = Together, Excellence, Accountability, Mindfulness Grand Haven*). An added component to our Climate Goal has been the focus on Social Emotional Wellness with the *TRAILS* curriculum taught during our Academy School Improvement Lesson times. This curriculum comes from the University of Michigan and provides common language around Social Emotional Wellness. Also added this school year is a partnership with Positive You! Kenny Spear, CEO. We have provided educational sessions on Socio-Emotional Learning for Staff, Students and Parents. This partnership will continue to develop over the next few years. We continue to support the Mental Wellbeing of our kids by using Question, Persuade, Refer (QPR) techniques in situations of high need. Mental Health & Suicide Awareness/Prevention is a critical focus. Our MTSS/PBIS TEAM continues to grow the awareness within our building community to both staff and students. We are proud of the efforts we've made in this area most recently.
2. **STUDENT GROWTH AND SUCCESS:** *To increase teacher effectiveness and student achievement through the use of Five-Dimensions of Teaching & Learning and Professional Learning Teams.* Providing teaching feedback through the 5-Dimensions observation tool gives immediate feedback and collaborative support for growing the classroom professional practice. This professional development strategy allows for more succinct lesson structure and development. Working within a Professional Learning Community, our teachers are developing common pacing guides, lessons, formative and summative assessments. Students are now being assessed in a common fashion with the use of common language and rubrics. Teachers are continuing to grow their practice through PLC Teams as peers share common embedded practices within their content. Our PLC process has grown a great deal over the past 2-years and will continue to get even better. The use of Five-Dimensions of Teaching and Learning supports the structure behind the lesson development.

Core Curriculum

Grand Haven Area Public Schools has joined the state of Michigan in adopting Michigan's State Standards which include the Common Core State Standards. Students are afforded a rigorous, guaranteed and viable curriculum. A copy of the core curriculum, its implementation, and how it may vary from state curriculum can be accessed by contacting the Office of Instructional Services at (616) 850-5075.

Student Achievement

In 11th grade, students take the Michigan Merit Exam (MME), which consists of the SAT college entrance exam, ACT WorkKeys career readiness assessment, and M-STEP assessments in science and social studies. Overall proficiency over the past few years are as follows:

YEAR	SAT	M-STEP	MI-Access
2024-2025	ELA 69.4% Math 43.7%	Social Studies 48.2% Science 47.1%	ELA 71.3% Math 57.3% Science 35.7%
2023-2024	ELA 71.1% Math 43.3%	Social Studies 47% Science 54%	ELA 71.2% Math 54.5% Science 38.4%
2022-2023	ELA 74.6% Math 49.2%	Social Studies 53.9% Science 69%	ELA 75.3% Math 55.7% Science 41.1%

Parent-Teacher Conferences

Our school program is effective because of the consistent support from our parents. Our conference data represents the number of students represented out of the full student population during our in-person, phone and email conference with staff.

2024-25: 1,174 students (75%)

2023-24: 988 students (63.1%)

2022-23: 1,011 students (57.7%)

2021-22: 985 students (56.3%)

We also invite parents into the high school to participate in Parent Learning Walks. During the 2024-25 school year, we had 22 parents take advantage of this learning opportunity. You can schedule that with the building principal at (616) 850-6071.

Dual Enrollment

GHHS students have the option of enrolling in college courses while attending high school once a student has exceeded our curriculum.

2024-25: 4 students dual enrolled in 6 different courses

2023-24: 4 students dual enrolled in 4 different courses

2022-23: 7 students dual enrolled in 8 different courses

2021-22: 5 students dual enrolled in 8 different courses

Early College

GHHS began an Early College program with the Ottawa Area Intermediate School District, Spring Lake High School, Allendale High School, and Coopersville High School in the fall of 2013, called the Northwest Ottawa County Early College.

Year Started	Cohort #	# of Students	Completion Year	Completion Rate
2013-2014	1	10	May 2016	80%
2014-2015	2	33	May 2017	91%
2015-2016	3	35	May 2018	86%
2016-2017	4	31	May 2019	97%
2017-2018	5	20	May 2020	94%
2018-2019	6	17	May 2021	85%
2019-2020	7	21	May 2022	82%
2020-2021	8	14	May 2023	76%
2021-2022	9	14	May 2024	86%
2022-2023	10	14	May 2025	86%
2023-2024	11	15	May 2026	
2024-2025	12	12	May 2027	
2025-2026	13	16	May 2028	

This is a 3-year program starting during students junior year of high school and concluding in year 12+, so when we talk about current Early College students, we are talking about 11th grade, 12th grade and 12+ grade. Students complete in year 12+ earning their Grand Haven High School diploma and a Muskegon Community College associates degree or transfer agreement. During the 2024-2025 school year, we had 41 students enrolled in the Early College Program.

AP Courses / Enrollment

Grand Haven High School offered 18 AP courses in the 2024-2025 school year with a total of 734 students (46.9%) taking a minimum of one AP course.

- 2023-24 school year we offered 20 AP classes with 465 students (26.6%) taking those courses.
- 2022-23 school year we offered 16 AP classes with 539 students (31%) taking those courses.
- 2021-22 school year we offered 14 AP classes with 540 students (30.9%) taking those courses.
- 2020-21 school year we offered AP classes to our in-person and virtual learners with a total of 577 students enrolled (32.4%) enrolled. 16 AP classes were offered in-person with 14 of them seated and 16 were run virtually using the Michigan Virtual curriculum.

College Credit

College Credit can be awarded through Dual Enrollment, Early College, Direct Credit and AP Course testing success.

2024-25: 307 (89.50%) of AP course students received college credit
 24 credits were earned through Dual Enrollment
 786 credits were earned through Early College

2023-24:	344 (87.76%) of AP course students received college credit 12 credits were earned through Dual Enrollment 769 credits earned through Early College
2022-23:	236 (82.81.0%) of AP course students received college credit 18 credits earned through Dual Enrollment 823 credits earned through Early College
2021-22:	209 (78.57%) of AP course students received college credit 37 credits earned through Dual Enrollment 1070 credits earned through Early College
2020-21:	238 (73.91%) of AP course students received college credit 38 credits earned through Dual Enrollment 980 credits earned through Early College

It makes me extremely proud to share both our successes and our areas of focused growth with our community. Grand Haven High School is a comprehensive high school serving nearly 1,600 students who come together each day, growing into respectful, contributing citizens.

The nearly 200 adults who work closely with our students have witnessed tremendous growth in compassion and empathy across our student body. While this growth is not reflected in traditional data points such as standardized test scores or college and career benchmarks, it is a critical component of the social and emotional learning we take very seriously.

This report also cannot fully capture the significant time, effort, and energy devoted to supporting families who determined that virtual learning was the best option during the national pandemic. While we certainly learned through mistakes, we remained committed to providing meaningful support and attention to this population to the best of our ability.

Our graduating Class of 2025 included many students who have successfully completed the Michigan Merit Curriculum and are excited about the next steps in their journey. Our graduates are pursuing a wide range of postsecondary paths, including four-year and two-year college programs, skilled trades, military service, and entry into the workforce. Each of these choices represents a meaningful and appropriate pathway, and we are committed to supporting our students well beyond their time at Grand Haven High School.

We continue to see academic growth across all content areas, driven in large part by the strength of our PLC process, along with notable success in our PBIS efforts. As a result, student engagement continues to increase, and adults throughout the building are more deeply engaged in our shared focus areas than ever before.

Our Mission Statement: *Grand Haven High School prepares ALL students for success beyond graduation by empowering individuals to think critically, act with integrity, and find purpose.* This summary report cannot fully do justice to the remarkable work happening within the walls of Grand Haven High School—you truly need to see it for yourself. We would be happy to welcome you for a learning walk to experience all that takes place here each day.

Sincerely,



Tracy LN Wilson, Principal
Grand Haven High School

Team GH ... One Family, One Team, One Grand Haven. Be Kind. Always. Together, Excellence, Accountability, Mindfulness Grand Haven!