



# 2005 - 2006 ANNUAL REPORT

Waverly High School  
160 Snow Road  
Lansing, MI 48917  
(517) 323-3831

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Mr. Tracy Thomas, *Deputy Principal*

Mr. David Percival, *Principal*

Ms. Christine Holman, *Assistant Principal*

September, 2006

**TO:** All Readers  
**FROM:** Tracy Thomas  
**SUBJECT:** Annual Report

The Annual Education Report is a requirement of the Revised School Code of Michigan, MCL 380.1204a. Michigan's new accreditation system **Education YES!** And the federal **No Child Left Behind (NCLB)** legislation also have reporting requirements. This report helps us meet the existing reporting requirements as well as those for the NCLB Report Card. The information in this report, combined with other data obtained throughout the year, is used by the High School Improvement Team to develop goals, objectives, and strategies that will help us address curricular and instructional areas that need improvement.

Please be advised that some of the questions on the Annual Report remain unanswered. This is due to the fact that at the time this report was submitted, some of the information was not available. Questions will be answered as the data becomes available. If you would like a copy of this report, we will be happy to make one for you.

# Annual Education Report for Waverly High School

## I. Overview of School

### **Waverly High School's Accreditation Status.**

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Waverly High School has obtained full North Central Accreditation status as of 2003.

### **Compare Your Current Year's Status To Last Year's Status.**

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Waverly High School is starting year 4 of the 5 year cycle of accreditation with NCA.

### **Specialized School Status.**

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Waverly High School is not a specialized school.

### **Student Retention Rates For This Current Year?**

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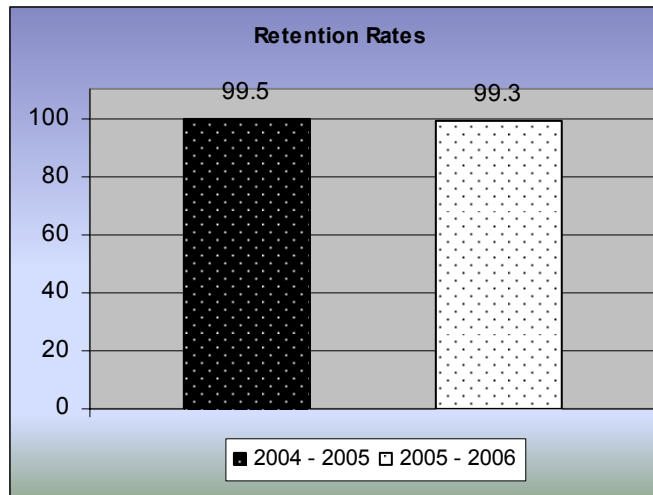
Waverly High School's retention rate is 99.3%.

### **Current Retention Rates Compared To The Previous Year's Retention Rates.**

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04-05 year's retention rate was 99.50%.

05-06 year's retention rate was 99.3%.



### **Waverly High School's Logo (Mascot).**

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Warriors



## **Interesting Information About Waverly High School.**

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Specialized programs that are offered at Waverly High School are:

- LAMP Program
- Capital Area Career Center Opportunities
- Lansing Community College/MSU Dual Enrollment
- Advanced Classes at Lansing Community College and MSU (i.e. Champs)
- Work Experience
- Business Communication Program – Leadership Programs
- Waverly Correspondence Institute
- English as Second Language Class
- Cadet Teacher
- Student Tutors
- Co-Curricular Activities – i.e. Student Senate, National Honor Society, Spanish Honor Society, French Honor Society, PALS (Peer Assistance Leadership), World Culture Club, Ethnic Service Clubs, Athletics (23 different sports for men and women), Technology Society
- 9<sup>th</sup> Grade Transition Program



## II. School Improvement Plan

### **School Improvement Need**

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Data indicated that we needed to focus on math and reading in the core curricular areas. Students are not fully aware of skills needed for the world of work thus an additional goal of increased participation in career awareness.

### **Implementation of Core Academic Improvement Objectives**

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Three goals established are

1. All students will demonstrate improvement in math.
2. All students will improve their reading ability.
3. All students will increase their participation in career pathways.

### **English/Language Arts**

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Data indicates students are struggling with the reading portion of the MEAP test. 30% are not reaching the basic requirement and male students are scoring lower, indicating some intervention is needed.

### **Math**

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MEAP, ACT and GPA's reflect a need to focus on basic skills and concepts.

### **Science**

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Process of curriculum mapping is in place.

### **Social Studies**

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Process of curriculum mapping is in place.

### **Evaluation/Conclusion**

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Plan was established in the spring of 2003. First year of implementation was 2003-2004. Conclusions and improvement will be based on year to year evaluation.

**How the evaluation of data and the current year's school improvement process led your School Improvement Team to select your building's improvement objectives in the core academic curriculum for the next school year.**

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Data from MEAP, ACT and GPA's indicated that we needed to focus on math and reading in the core curricular areas.

Data from staff, students, parents, former students and community indicated students are not fully cognizant of skills needed for the world of work nor are they connecting with classes they take in careers related to those classes.

**Comparing Last Year's To This Year's School Improvement**

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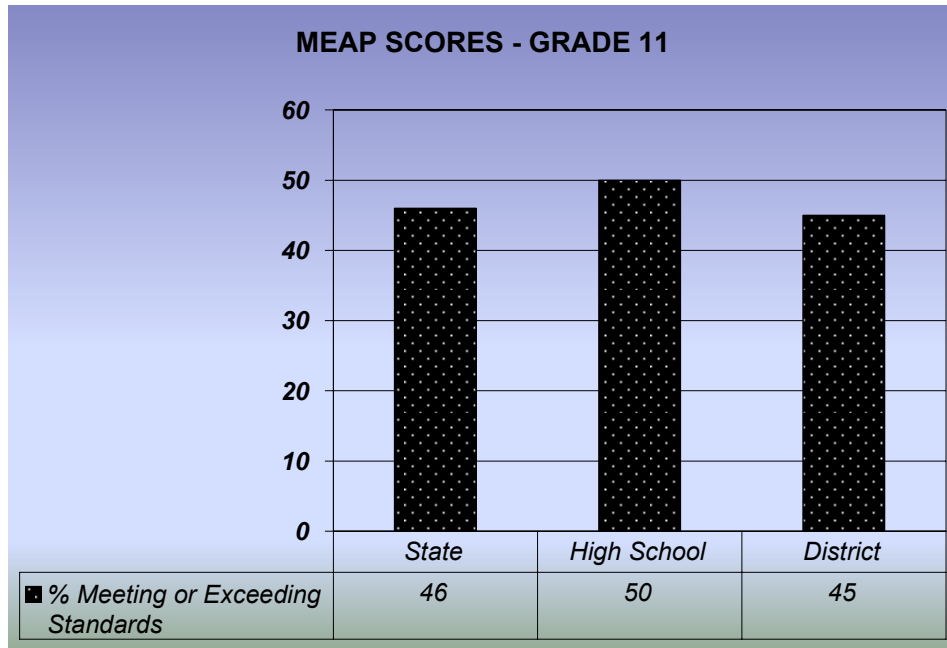
We are in the 4th year of a new NCA 5 year cycle.



### III. Student Assessment Data

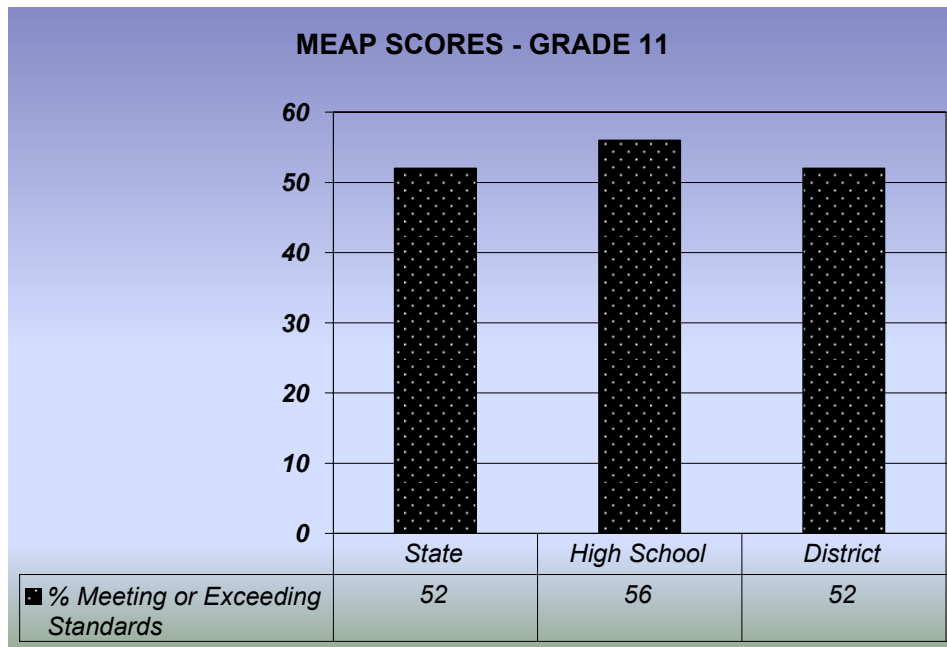
#### Math Data:

50% of the students tested met the requirements of categories 1 & 2 which also qualify them for the Merit Award compared to the state average of 46%.



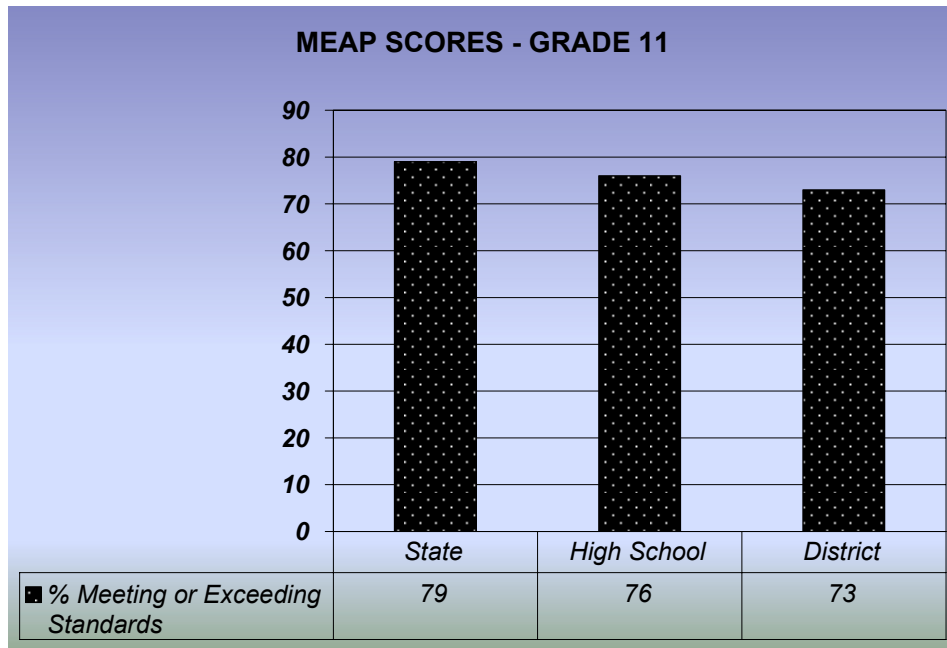
#### Science Data:

56% of the students tested met the requirements of categories 1 & 2 which also qualify them for the Merit Award compared to the state average of 52%.



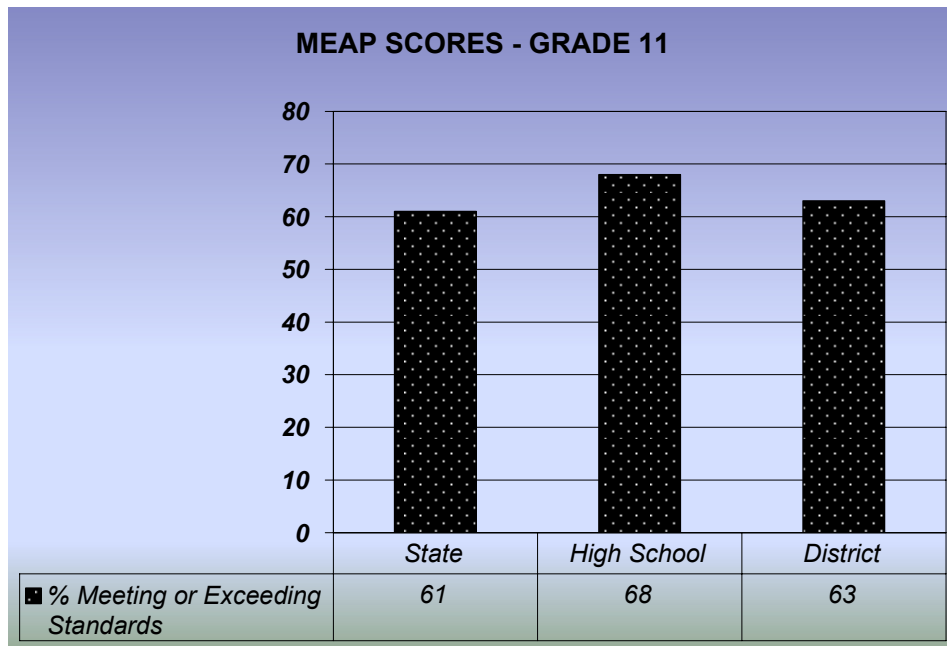
**Social Studies Data:**

76% of the students tested met the requirements of categories 1 & 2 which also qualify them for the Merit Award compared to the state average of 79%.



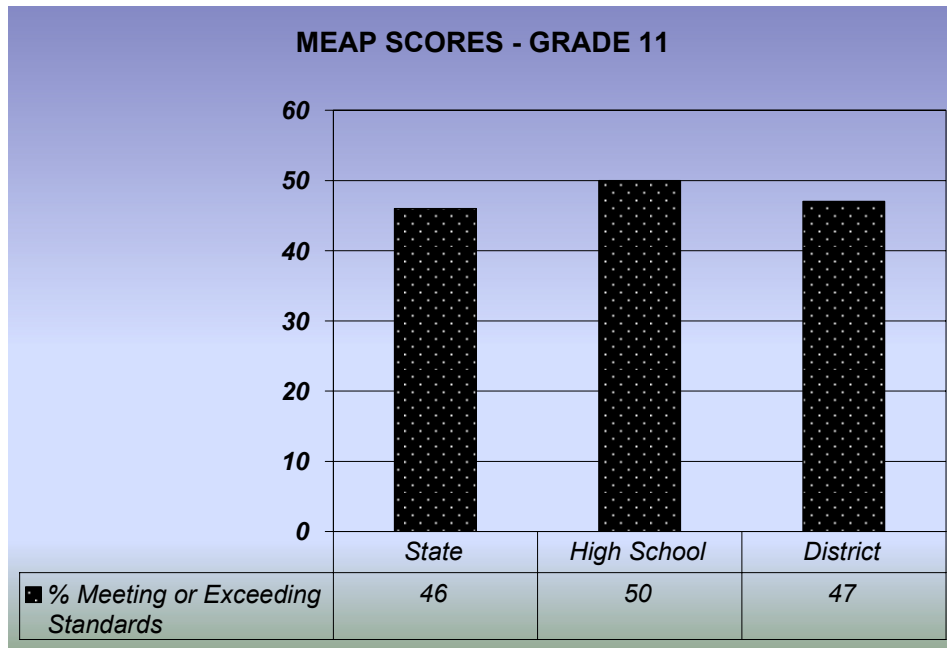
**Reading Data:**

68% of the students tested met the requirements of categories 1 & 2 which qualify them for the Merit Award compared to the state average of 61%.



**Writing Data:**

50% of the students tested met the requirements of categories 1 & 2 which qualify them for the Merit Award compared to the state average of 6%.



**Information Regarding English Proficient Students**

These learners are supported by both an ESL coordinator and a paraprofessional. Our building level professional library includes timely and updated resources to assist staff with ESL students and their unique needs.



## IV. Adequate Yearly Progress Data

### **1. English/Language Arts** (elementary, middle school, high school)

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71% English

### **2. Math** (elementary, middle school, high school)

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60% Math

### **3. Science** (middle school and high school; elementary beginning no later than 2007/08)

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66% Science

### **4. Social Studies** (middle school and high school)

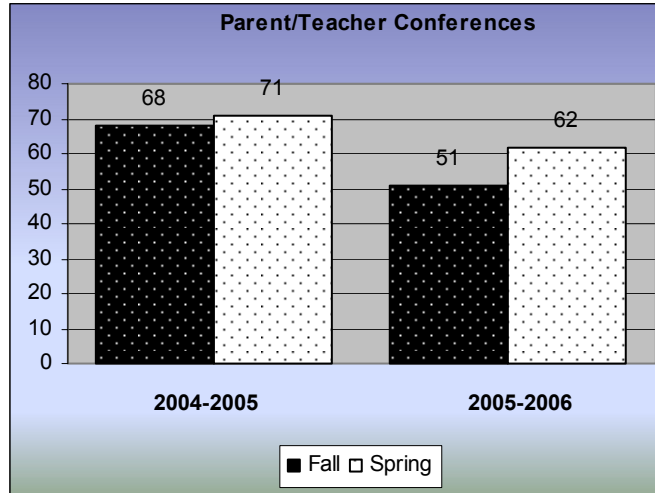
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42% Social Studies



## V. Parent Involvement

### Parents/Guardians Attending Parent/Teacher Conferences for this year and the Previous Year.



### Parent Involvement Policy For Waverly Community Schools.

District Policy #1100 addresses our commitment to communication with the public, it states in summary:

- Reasonable means should be employed to keep community informed.
- Information process shall relay information about achievements and needs.
- Regular publications and newsletters will be published.
- Cable television will be an avenue of communication.

### The Extent And Type Of Parental Involvement In Our School.

Parent involvement at Waverly High School involves many activities. Important information about students at each grade level is shared with counselors and parents. Other opportunities for parents to get involved are Booster groups, members of staff interview teams, speakers in classrooms, and attendance at many of the co-curricular activities.



## VI. Advanced Placement

### **Percentage Of Students Completing Advanced Placement or International Baccalaureate Courses.**

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151 students participated in 6 different AP Courses during the 05-06 school year. 147 students were seniors and 4 were juniors. All but 3 students completed the courses.

While 98% completed their AP courses, 48% chose to take a national AP exam in May.

### **Description of the Advanced Placement or International Baccalaureate Courses.**

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Only AP courses are offered. Teachers are trained and do teach the curriculum described by College Board's Advanced Placement Program. Each student receives instruction for fifty-five minutes/day for 180 days. Official AP courses that we offer are: English Literature, Spanish Language, Chemistry, Biology, Calculus, US History, and Psychology.

### **Passing Rate For Students Taking Advanced Placement or International Baccalaureate tests.**

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Of the 6 different AP courses offered - were taken by 151 students. All students passed his/her AP class; therefore,  $148/151 = 98\%$  passing rate. National test scores parallel out school grades closely.

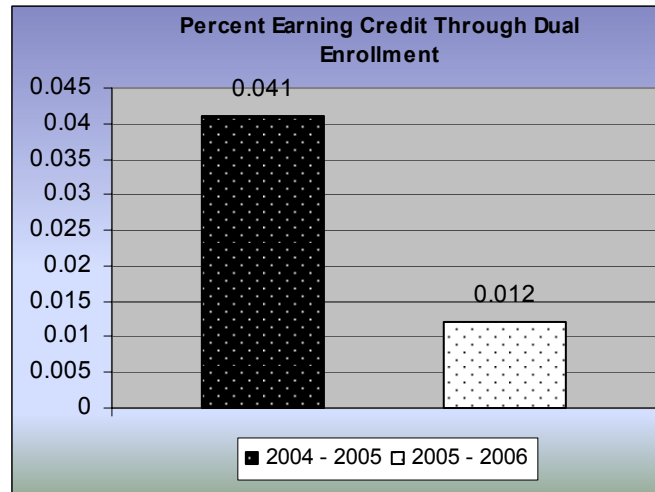


## VII. Additional Required High School Criteria for Current Year and Previous Year

**A. State the number and percentage of students who received college credit through dual enrollment for this year and the previous year.**

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04-05 43 students - 1042 total students = 0.041  
05-06 12 students - 1027 total students = 0.012



**B. State the number and description of college equivalent courses (i.e., AP courses) OFFERED this year and the previous year.**

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AP Chemistry 05/06

AP English Literature 05/06

AP Spanish 05/06

AP Psychology 05/06

AP Calculus 05/06

AP Biology 05/06

Curriculum for these classes is designed by the College Board Advanced Placement Program

**Number and Percentage of Pupils ENROLLED in College Level Equivalent Courses (i.e., AP courses)**

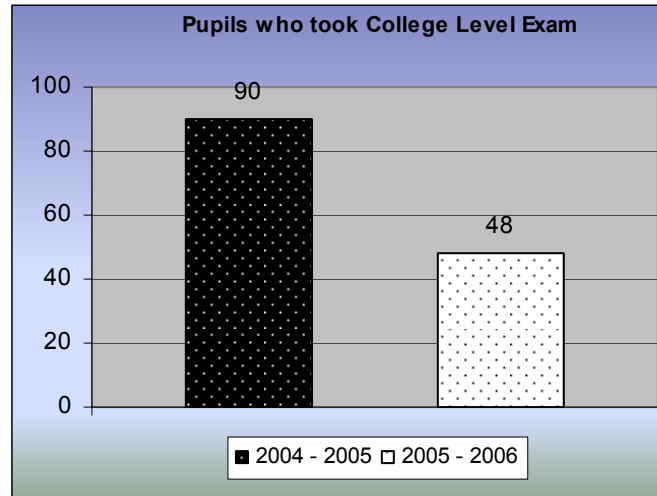
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05-06 – students enrolled in AP courses 151/1027 students = 0.147

**Number and Percentage of Pupils Enrolled in College Level Equivalent Courses (i.e., AP courses) Who Took a College Level Equivalency Credit Exam This Year and the Previous Year.**

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04-05 -- 90% choose to take the national exam.  
05-06 -- 48% choose to take the national exam.



**Number and Percentage of Pupils Who Took a College Level Equivalency Exam (i.e., AP courses) and Those Who Achieved a Score to Receive College Credit This Year and the Previous Year.**

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Each college has different criteria for awarding college credit so we can't answer this question. Percentages are in "D"



## VIII. Core Curriculum

### **Process for Aligning With Michigan Curriculum Framework**

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We have district level curriculum coordinators who provide direction to building level department chairs who articulate the curriculum to all instructional staff. Our district is intentional to matching our curriculum to the Michigan Frameworks.

We are aligned and consistent with our Language Arts and Math Curriculum. We are working toward full alignment in the areas of Social Studies and Science. This work is done through the office of the Director of Curriculum and Instruction with support of 1.6 F.T.E. Curriculum Specialists, Building Principals, building chairs or department heads, curriculum committees, and input from the teaching staff.

### **Curriculum Alignment**

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The district strategic plan has resources and professional development commitment to curriculum mapping. Curriculum mapping is a communication tool that outlines what is actually taught in the classrooms as it relates to the Michigan Frameworks. We are in the second year of a five-year implementation plan.

We attend directly to the staff published Michigan Curriculum Framework. Staff has been in-serviced on the use of MI Climb. Curriculum Materials are purchased after extensive committee review with much attention paid to how the materials align with the state benchmarks and standards. We are beginning to implement a curriculum management system (ABACUSxp) and also an extensive district wide Curriculum Mapping Project.

### **How Pupils are Ensured Equitable Access to Appropriate Instruction in the Core Academic Curriculum, how ALL Pupils have the Same Opportunities to learn the Core Curriculum**

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All pupils are given equal access to instruction through a variety of support systems such as teacher consultants, mentors, Title I staff, homebound services, tutor, student teachers and interns, support staff, tutorial programs, and before and after school programs.



## IX. Teacher Qualification

**Under No Child Left Behind (NCLB), districts are required to publish the professional qualifications of its teachers. Names of individual teachers do not need to be shared in the Annual Education Report.**

### **Percentages of Teachers in Your Building Who Hold the Different Types of Teaching Certificates and Advanced Degrees.**

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All of the high school teachers hold Michigan teaching certificates.

### **Percentage of Teachers Teaching With Emergency or Provisional Credentials.**

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There are no teachers here at Waverly High School with emergency or provisional credentials.

### **Percentage of Classes NOT Taught by Highly Qualified Teachers.**

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No teachers have classes outside of the area they are highly qualified for.

### **Every Parent has the Right to Know the Particular Teacher Qualifications of His/Her child's Teacher(s). The District Must Notify Parents of This Right to know Provision.**

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For the 2004-2005 school years, the point of contact for this information is the Waverly Community Schools Human Resources Office. If you have questions regarding a particular teacher's qualification, ask for the Assistant Superintendent, Jacklin Blodgett. She can be reached by phone at 517 – 321-7265.

