



2006 - 2007 ANNUAL REPORT

Waverly High School
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Mr. Tracy Thomas, Deputy Principal

Mr. David Percival, Principal

Ms. Christine Holman, Assistant Principal

September 24, 2007

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.

Attachment

The Annual Education Report Introduction

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 template helps you meet the existing reporting requirements as well as the NCLB Report Card requirements. Unless denoted as "*optional*," all of the components in this template are required for ALL school buildings.

It is the responsibility of the district to pull together the information from each building into a comprehensive district report. The template is a tool used by a district to collect all of the components from each building in a uniform way; it is a suggested tool for the format of the content, not the presentation of the final Report.

Your Annual Education Report should communicate to parents and community members the type of district you are, the distinctiveness of each of your schools and the great job you are doing of educating their children. So keep the language easy to understand, the format easy to read, and focus on the wonderful things going on for the children in your district.

The publication of an Annual Education Report is as unique as each district. Some districts turn this report into a calendar, some into a glossy magazine, others into a web-based publication. If your district chooses to publish to the web, your community must be notified how to access the electronic Report. You must also have some printed copies available for those who request a hard copy.

Although the Annual Education Report is compiled and published by the school district, each school building in the district must distribute its part of the Annual Education Report and the district report to the public at an open meeting no later than October 15 of each year.

Reports must be widely available through public means. Districts are allowed to use the Internet as a primary vehicle for distribution, but must make hard copies available to the public upon request. Schools should evaluate Internet availability and use in the community and make appropriate judgments regarding dissemination of the report. In addition, PA 25 requires that the report be made available to the Department of Education. This is done by submitting a copy of the report to the Intermediate School District.

This report should be constructed when all data is available to school districts and be made available to the public on a timely basis. The federal requirement is to make the report card available before the beginning of the school year. The PA 25 requirement is that the report be available no later than October 15.

This template and other additional information will be available on the MDE website at <http://www.michigan.gov/mde>. Guidance may be available from your local ISD or from Paul Bielawski at bielawp@michigan.gov or (517) 335-5784.

A special thanks goes to Karen Ruple and the Kent Intermediate School District that worked on the following template. Their willingness to share their work is greatly appreciated.

Annual Education Report Requirements

I. Overview of School

Waverly High School's Accreditation Status.

Waverly High School has obtained full North Central Accreditation status as of 2007.

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

Waverly High School is starting a new cycle of accreditation with NCA.

Specialized School Status.

Waverly High School is not a specialized school.

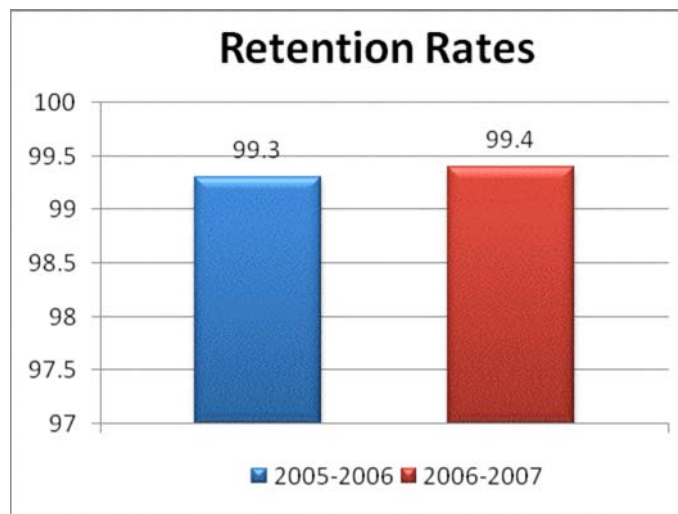
Student Retention Rates For This Current Year?

Waverly High School's retention rate is 99.3%

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

05-06 year's retention rate was 99.3%

06-07 year's retention rate was 99.4%



Waverly High School's Logo (Mascot).

Warriors



Interesting Information About Waverly High School.

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 (Limited)
- Business Communication Program – Leadership Programs
- Waverly Correspondence Institute
- English as Second Language class
- Student Tutors
- Co Curricular Activities – i.e. Student Senate, National Honors 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
- Credit Recovery

II. School Improvement Plan

School Improvement Need

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

Objectives will be established as we begin the new NCA cycle. The building has started work with Courageous Leadership Academy where the focus is "Failure Is Not An Option"

English/Language Arts

Data indicates students are struggling with the reading portion of the MME test. 67% are not reaching the basic requirement and male students are scoring lower, indicating some intervention is needed.

Math

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

Science

Process of curriculum mapping is in place.

Social Studies

Process of curriculum mapping is in place.

Evaluation/Conclusion.

A review of the current goals and their revisions will take place in the 07-08 school year.

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.

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

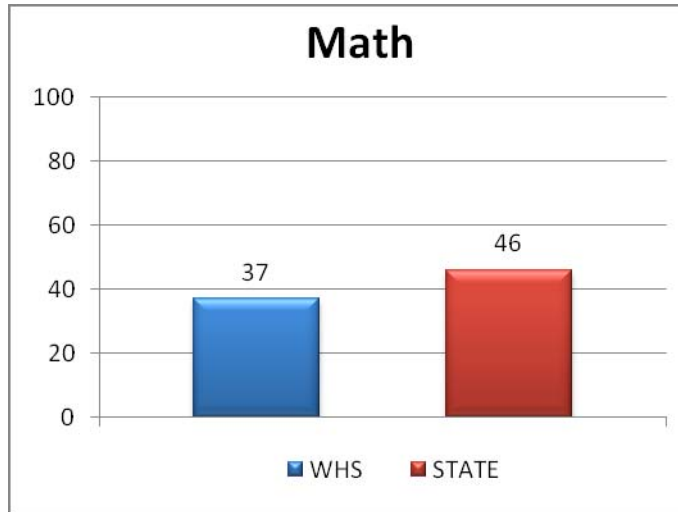
Comparing Last Year's To This Year's School Improvement

We completed a 5 year NCA cycle.

III. Student Assessment Data

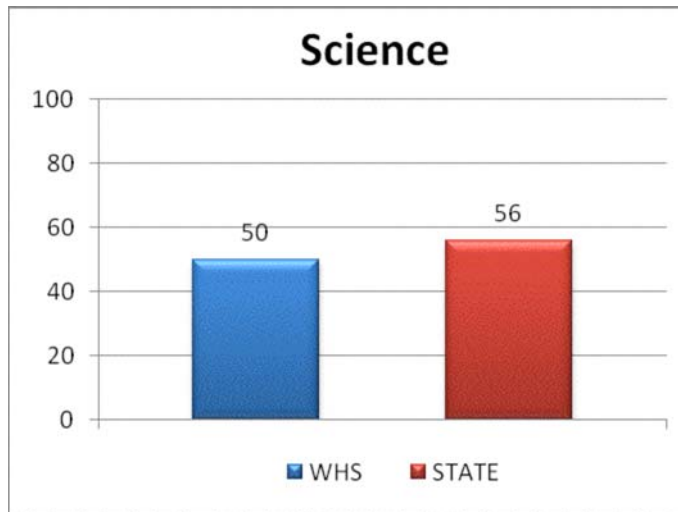
Math Data:

37% of the students tested met the requirements of categories 1 & 2 which also qualify them for the MI Promise Scholarship Award compared to the state average of 46 %.



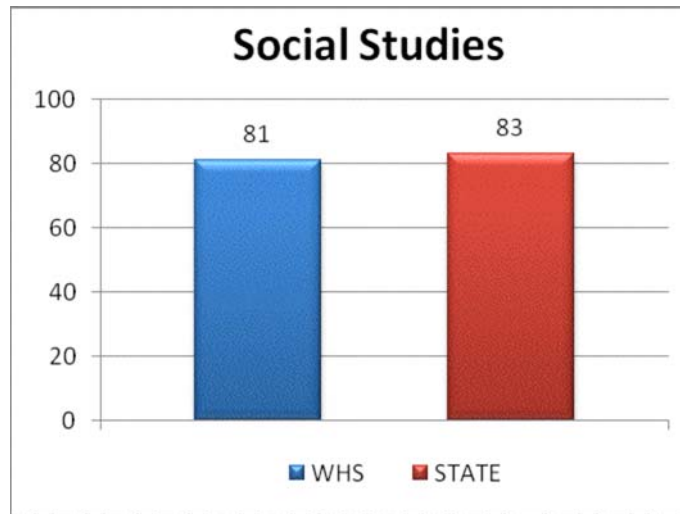
Science Data:

50% of the students tested met the requirements of categories 1 & 2 which also qualify them for the MI Promise Scholarship compared to the state average of 56 %.



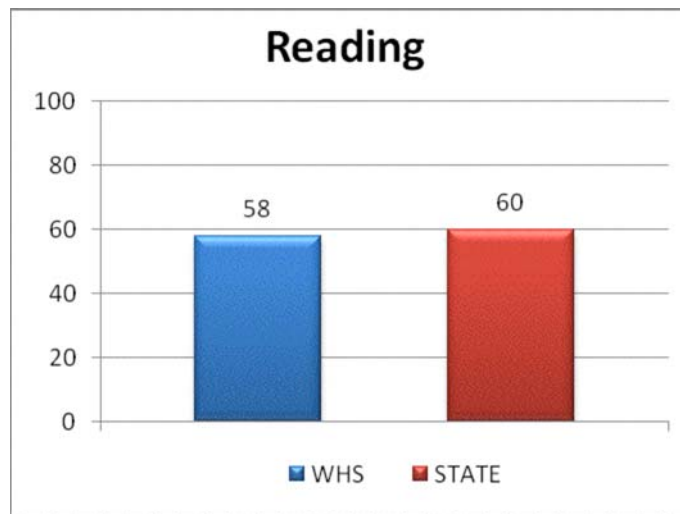
Social Studies Data:

81% of the students tested met the requirements of categories 1 & 2 which also qualify them for the MI Promise Scholarship compared to the state average of 83%.



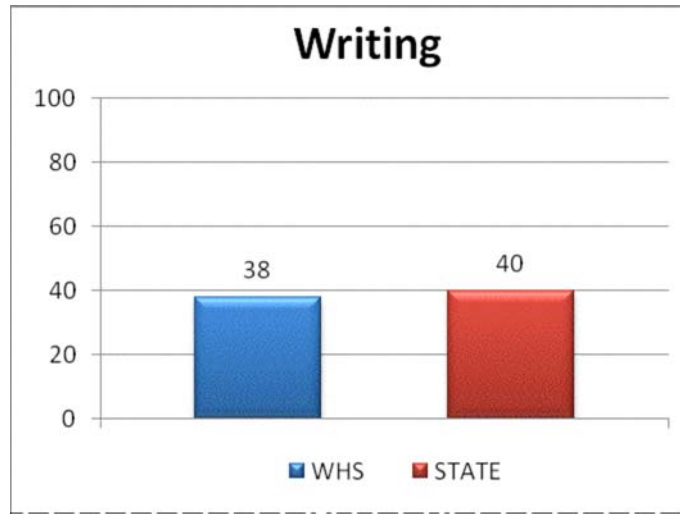
Reading Data:

58% of the students tested met the requirements of categories 1 & 2 which qualify them for the MI Promise Scholarship compared to the state average of 60%.



Writing Data:

38% of the students tested met the requirements of categories 1 & 2 which qualify them for the MI Promise Scholarship compared to the state average of 40%.



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)

% English

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

% Math

3. Science (middle school and high school)

% Science

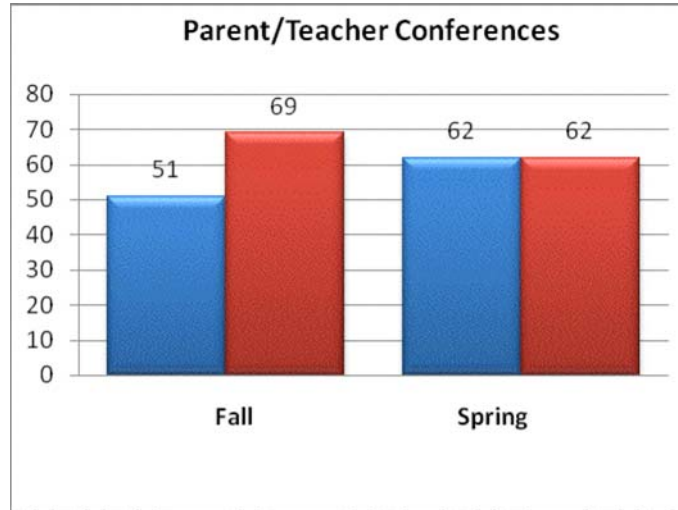
4. Social Studies (middle school and high school)

% Social Studies

V. Parent Involvement

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

05-06 – 51% Fall / 62% Spring
06-07 – 69% Fall / 62% Spring



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.

145 students participated in 7 different AP courses during the 06-07 school year. 109 students were seniors and 36 were juniors. All completed the courses.

While 100% completed their AP courses, 73 or 50% of the students chose to take a national AP exam. All students passed their AP courses

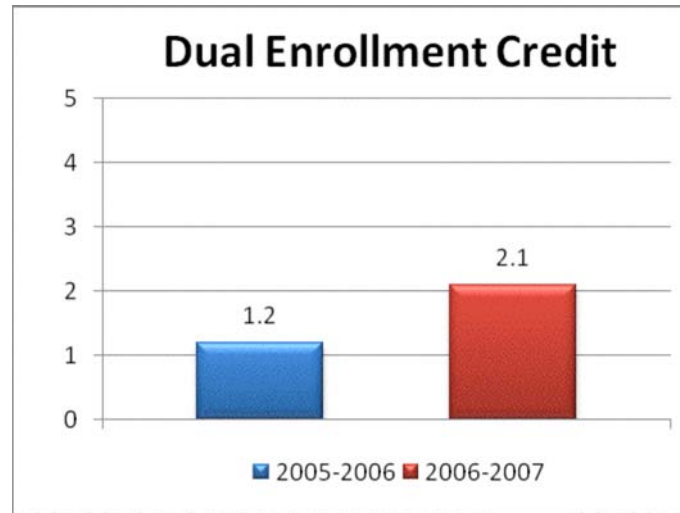
Description of the Advanced Placement or International Baccalaureate Courses.

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 AM, US History, and Psychology.

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.

05-06 12 students - 1027 total students = .012
06-07 23 students - 1060 total students = .021



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

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
AP U.S. History

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

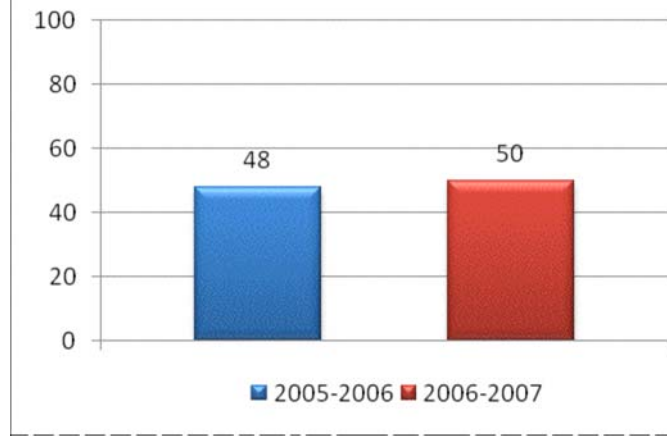
Number and Percentage of Pupils ENROLLED in College Level Equivalent Courses (i.e., AP courses)

06-07 – Students enrolled in AP courses 145/1060 students = 0.136%

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.

05-06 -- 48% choose to take the national exam.
06-07 -- 50% choose to take the national exam.

AP 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.

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

We have district level curriculum 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 building principals, building chairs or department heads, curriculum committees, and input from the teaching staff. Monthly meetings with Middle School to review alignment.

Curriculum Alignment

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

All pupils are given equal access to instruction through a variety of support systems such as teacher consultants, mentors, Title One 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.

All of the high school teachers hold Michigan teaching certificates.

Percentage of Teachers Teaching With Emergency or Provisional Credentials.

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

Percentage of Classes NOT Taught by Highly Qualified Teachers.

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.

For the 2006-2007 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.