

2004-05
Annual Report



Whitmore Lake
Public Schools

Whitmore Lake, Michigan



WLPS Vision—

Providing each individual the inspiration to dream and the skills to succeed

WLPS Mission—

Partnering with students, parents, and the community to provide exceptional, personalized education

WLPS Guiding Principles—

*Integrity
Diversity
Innovation
Leadership
Respect
Stewardship
Citizenship*

Whitmore Lake Public Schools, 8845 Main Street, Whitmore Lake, MI 48189, subscribes to equal opportunity in its employment as required by law and does not discriminate on the basis of religion, race, color, national origin, sex, age, height, weight, familial or marital status, or disability in its programs and activities.



Accreditation

All three schools in the Whitmore Lake Public School District—elementary, middle, and high school—are accredited by North Central Association Commission on Accreditation and School Improvement (NCA.)

Curriculum

The district curriculum area for review and focus for 2004-05 was language arts. A curriculum committee comprised of two elementary teachers, a middle school teacher, high school teacher and technology teacher worked on developing pacing guides that are aligned with the state standards and identify areas to be addressed in 9 week periods.

In addition to the language arts review, parent curriculum guides were distributed in the areas of math, English language arts, science and social studies. Grade level guides were developed from Kindergarten through the 4th grade. Middle school and high school guides provide information for all grades in those buildings. Copies of the curriculum guides can be obtained by contacting the building principal or downloading them from our website at: www.wlps.net

Introduction

The Whitmore Lake Public School District continues to strive to achieve its mission of “partnering with students, parents and the community to provide exceptional, personalized education.” This annual report provides a snapshot of various measures of success as well as activities that were pursued at the building level in support of our mission. The district is pleased to report that each of our buildings met Adequate Yearly Progress (AYP) as required by the No Child Left Behind Act (NCLB). Although MEAP is only one measure of academic achievement, it does provide information for the district to use when evaluating whether the curriculum is addressing the required standards. In addition to professional development efforts to ensure our students achieve at higher levels, the Board of Education has also adopted a family involvement plan. Research is clear that parent involvement in education makes a difference in student achievement. Success for our students requires the time, energy and commitment of the students, their parents and our teachers. Working together we will continue to see all students progress. We believe the annual report presents an opportunity to share with the community the ways in which the school district is working to improve achievement for all students. We appreciate the support of parents and the community in the important work of educating our children.

2004-05 Operating Budget

The audited numbers for the 2004-05 operating budget and fund balance were not available at time of publication.



After one short year of construction, the new Whitmore Lake high school has really taken shape. One of the unique features of the high school is the use of a geothermal heating and cooling system. Nearly 250,000 feet of pipe (approximately 47 miles) have been buried six feet below the ground and in the pond at the back of the school. This system will use heat from the earth to assist in heating the building and during the summer months it will discharge heat from the building back into the ground to help keep the building cool. The use of the geothermal system will result in significant savings on utility expenses.

MEAP Scores

Reading and math scores reflect the percent who performed at a satisfactory level. Science scores reflect the percent who were proficient. Social Studies scores reflect the percent who met or exceeded Michigan standards. High school scores represent the percentage of those tested who met or exceeded state standards.

MEAP RESULTS

	2005	State Avg.	2004	AYP	2003	2002
4 th Grade ELA*	55%	54%	56%	48%	58%	68.9%
4 th Grade Math	60%	72%	65%	56%	59%	66.7%
5 th Grade Science	77%	79%	81%		82%	64.6%
5 th Grade Social Studies	13%	26%	14%		17%	10.8%
7 th Grade ELA*	54%	60%	48%	43%	65%	61.3%
8 th Grade Science	66%	65%	72%		63%	73.3%
8 th Grade Math	48%	62%	68%	43%	62%	63.4%
8 th Grade Social Studies	27%	30%	21%		30%	31.9%
11 th Grade ELA*	56%	57%	65%	52%	66%	78.6%
11 th Grade Math	48%	46%	60%	44%	49%	72.4%
11 th Grade Science	44%	49%	49%		68%	68.4%
11 th Grade Social Studies	26%	32%	51.6%		48%	41.8%

*ELA—English Language Arts, a combined reading and writing assessment.

MEAP data disaggregated by gender.

4th grade	7th Grade	11th Grade
Math M—51% F—68%	ELA* M—50% F—76%	ELA* M—61% F—70%
ELA* M—57% F—75%	8th Grade Math M—55% F—46%	Math M—62% F—57%
5th Grade Science M—89% F—64%	Science M—61% F—71%	Science M—59% F—34%
Soc Stu M—17% F—7%	Soc Stu M—54% F—44%	Soc Stu M—36% F—30%

Graduation Rates

	WL	State Avg.
2000	83.3%	79.6%
2001	92.87%	80.9%
2002	84.48%	86.25%
2003	85.09%	84.8%
2004	89.22%	88.7%

“The four year graduation rate indicates, with no change in future retention rates, the percentage of ninth-grade students who will complete their senior year of school and graduate.” (CEPI background on graduation and dropout rates—www.michigan.gov/cepi)

Drop Out Rates

	WL	State Avg.
2000	4.6%	5.7%
2001	2.33%	5.5%
2002	3.71%	4.14%
2003	3.46%	4.1%
2004	3.08%	3.0%



ELEMENTARY SCHOOL



Enrollment

September Count, 2004

Kindergarten	104
1 st Grade	94
2 nd Grade	96
3 rd Grade	93
4 th Grade	<u>116</u>
Total Enrollment	503

Special Awards

Student awards include:

Attendance Awards, Honor Roll, the Presidential Award, Safety Patrol Recognition, Student Achievement Awards, and individual classroom awards.

Parent Participation

Parent participation is an important part of the educational process at Whitmore Lake Elementary.

Ninety-eight percent of our students were represented by parents or guardians at conferences during the 2004-2005 school year.

We have implemented a Parent-Student-Teacher compact. We all share the responsibility in helping each child achieve his or her greatest potential.

Parents have participated in the education of their children through volunteering and involvement in many activities organized by our PTA. Parents are invited to many school events, such as Open House, Family Math and Reading Nights, Computer Workshops, Book Fairs, Riggs Parent Night, Science Fair, Talent Show, Dances, Family Fun Night, Portfolio Night and Grade Level Music Programs.

Our parents are involved in direct decision making by being members on our School Improvement Team and District-Wide Curriculum Committees.

School Improvement Plan

The Elementary is proud to currently be Outcomes Endorsed by North Central Association. The 2004-2005 year marked the beginning of our new 5-year NCA School Improvement Cycle. We have adopted the district mission and vision and completed our school profile. The School Improvement Committee has established goals in the areas of writing, math and social studies. Our School Improvement Plan will be data driven and strategies will be based on established Best Practices. The Elementary works in partnership with the Washtenaw Intermediate School District (WISD) to facilitate our School Improvement process.

MISSION STATEMENT

Partnering with students, parents and the community to provide exceptional, personalized education.

VISION STATEMENT

Providing each individual the inspiration to dream and the skills to succeed.

Building Summary

Education YES! Grade—C (Composite score: 79%)

Adequate Yearly Progress (AYP) - Yes

Highly Qualified Teachers—100%

Attendance Rate—96.5% (The State objective is 80%.)

Accreditation Status

We are beginning a new NCA School Improvement Cycle. The elementary has been accredited without warning for the 2004-2005 school year.

Curriculum

Our district is aligned with the state standards and new grade level expectations in all content areas. This year we continued working at grade levels on activities and assessments in math and language arts.

Evaluation

Students are assessed using MEAP tests, pre/post testing in all core content areas, Michigan Literacy Progress Profile (MLPP) assessments, portfolios, rubrics, and other authentic classroom assessments.

Staff Development Activities

During the 2004-2005 school year staff development was concentrated in the areas of our NCA Target Goal areas (reading, writing and science), Technology Integration and Differentiated Instruction. All staff was trained in Differentiated Instruction and I-3 Training (Technology Integration).

In reading and writing we are working on a balanced literacy program. All staff have been trained to administer the Michigan Literacy Progress Profile (MLPP). It is a tool to be used to ensure that all children become independent readers and writers by the end of the third grade. The assessments are used to help the teachers make informed decisions about instruction. Other workshops that staff have attended include Instructional Consultation Teams, Best Practice for Early Learning, Phonemic Awareness, Six Traits Writing Workshop, LETRS Training, The Differentiated State Conference, The Michigan Testing Conference, NCA Conference, MACUL Technology Conference, WISD Leadership and Design, Love & Logic, Behavior Management Conference, Math Facts Workshop, Math Pacing Guides, Autism Workshop, Non-violent Crisis Intervention, Special Education Law, Social Stories Workshop, and Michigan AEYC Conference.

MIDDLE SCHOOL



School Improvement Goals

School improvement in the Middle School focused on improving student achievement in math, science, social studies and English language arts for all students through the use of effective instructional practices. Our partnership with the Intermediate School District supported the goals by providing consultants, resource materials for classroom teachers and staff development in the areas of technology, differentiating instruction, reading, writing, special education and building leadership. All middle school students were given the STAR Math Assessment this year and a bullying survey. The results of this data will be used to plan for school improvement in 2005/06.

MISSION STATEMENT

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Building Summary

Education YES! Grade—C (Composite score: 78%)

Adequate Yearly Progress (AYP) - Yes

Highly Qualified Teachers—100%

Attendance Rate—95.4% (The State objective is 80%.)

Accreditation Status

North Central Outcomes Accredited

Curriculum

Developed pacing guides that break down curriculum into 9 week segments for the Language Arts area. The Intermediate School District continued to support our school improvement plan with funding for staff development and consultants for differentiating instruction in all content areas to improve student achievement.

Evaluation

We have reviewed the MEAP data, grades, discipline referrals, at-risk student performance, special education student performance, attendance and student survey results. Our school improvement goals and strategies are based on this data analysis. We have completed surveys at all grade levels to assess bullying and school climate. The results will be used to plan for school improvement in 2005/06.

Staff Development Activities

Five teachers have participated in the Strategies and Tools to Enhance Learning for All (STELA) Project. Including the tools of technology in the general education classrooms is the goal of this program.

All teachers are learning how to differentiate instruction to meet the needs of students through Real Reading in the Middle, Direct Instruction reading, Inspiring, Innovative Integration (I3—using software and the tools of technology), and the STELA Project.

Enrollment

September Count, 2004

5 th Grade	92
6 th Grade	96
7 th Grade	109
8 th Grade	107
Total Enrollment	404

Special Awards

Awards include: Honor Roll, Perfect Attendance, MEAP, Presidential Academic Fitness, Awards for RoboFest Competitions, Northfield Township Police Writing Competitions, Athletic Awards, Physical Fitness Awards, Behavior/Responsibility Code, Students of the Month, and individual classroom awards are presented to students who earn them.

Parent Participation

We have a Very Interested Persons (VIP) Committee of parents and staff who meet quarterly to discuss issues involving the middle school. Curriculum, MEAP testing, parenting, school improvement and enrichment activities have all been focus areas during the school year. A more comprehensive transition plan for fourth grade students and parents has been developed. We have included parents on our school improvement team and on our human sexuality committee. Total parent participation was eighty percent.





HIGH SCHOOL

Enrollment

	<i>September Count</i>		
	2004	2003	2002
9 th grade	112	120	100
10 th grade	88	88	95
11 th grade	83	79	65
12 th grade	84	56	75
Alt. Ed.	17	15	
Total:	384	358	335

Special Awards

Honor Roll, Perfect Attendance, MEAP, Presidential Academic Fitness, Athletic Awards, Physical Fitness Awards, Behavior/Responsibility Code, Students of the Month, and individual classroom awards are presented to students who earn them.

Parent Participation

Parent and teacher conferences were conducted throughout the year. WLHS hosts a two night open conference in the Fall. The 2004 participation from our students' parents was thirty eight percent. Grade level participation ranged from a high of forty seven percent for our junior class to a low of thirty-four percent for our freshmen class.

Advanced Placement

WLHS offers Advanced Placement (AP) courses to students. These are comparable to entry level college courses and prepare students to write the related AP test in May for possible college credit. Two of the courses are taught by teachers at WLHS. Some students take tests for which a class is not offered.*

CLASS	#/%tested	#/%passed
Eng. Literature	8/44%	5/63%
Eng. Language	6/33%	3/50%
Calculus AB	3/25%	3/0%
Spanish Lang.*	2/10%	2/0%

Dual Enrollment

Dual enrollment, an extension of the high school curriculum, allows students to attend courses at local colleges in addition to their high school. During 2004/05, thirteen students (3.4% of the total high school population; 7.8% of juniors and seniors) participated in dual enrollment.

School Improvement Plan

The 2004/05 school year marked the beginning of a new NCA accreditation cycle. The first step in the cycle is to create a building profile. Our profile work began in the fall with community surveys. We also conducted several student surveys, as well as compiling achievement information. The purpose of the profile is to develop improvement goals. Goal development will occur in the 2005/06 school year.

MISSION STATEMENT

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Building Summary

Education YES! Grade—B (Composite score: 82%)

Adequate Yearly Progress (AYP) - Yes

Highly Qualified Teachers—95%

Accreditation Status

North Central Outcomes Accredited

Curriculum

Our core academic curriculum covers grades 9 through 12 and describes what a student will know and be able to do for each subject area. All WLHS curricula are based upon the Michigan Curriculum Framework and national standards.

Evaluation

The school is evaluated both formally and informally on a regular basis. Standardized tests (including the MEAP, PLAN, and ACT), along with the curriculum review process are used to evaluate the curriculum.

ACT Scores

The ACT test is taken by most students who will be attending college. It is given at the end of the junior year or at the beginning of the senior year and is used for college admission in the state of Michigan.

Year	English		Mathematics		Reading		Science		Composite	
	WL	State	WL	State	WL	State	WL	State	WL	State
00/01	21.0	20.5	21.1	21.1	21.7	21.7	21.2	21.6	21.4	21.3
01/02	19.2	20.4	19.2	21.2	19.8	21.7	21.3	21.6	20.0	21.3
02/03	19.3	20.5	18.9	21.1	21.1	21.7	20.4	21.6	20.1	21.3
03/04	19.5	20.5	19.1	21.1	20.8	21.8	20.4	21.5	20.0	21.4
04/05	18.8	20.7	19.4	21.2	20.3	21.8	20.5	21.6	19.9	21.4

Alternative Education

WLHS's Center for Applied Learning opened in 2003. The alternative education facility is a school within a school. The students participate in band, yearbook, dual enrollment, RCTC, and extra-curricular activities. In 2004/2005, seventeen students were enrolled in this program.

Staff Development Activities

Our staff continues its support of the writing curriculum. Additionally, an emphasis on technology in the core curriculum was supported by several staff members attending the MACUL conference. Teachers have begun training on integrating computers into classroom instruction through a program called I3. Our first group of teachers participated in workshops aimed at differentiating instruction.