



Bay City Public Schools Annual School Improvement Report

Western High School 2004-2005

*Accredited by the State of Michigan
~Education YES! Grade "B"~*

Staff....Students....Success

Mission

Through a dedicated and committed partnership of staff, students, parents, and community, all students will leave Western High School with the knowledge, life-long learning skills, and social responsibility necessary to be productive members of our society.

Western High School at a Glance...

Enrollment:	1423
Professional Staff:	
Teachers:	62
Administrators:	3
Office Professionals:	7.5
Counselor:	4
Dean of Students:	.5

School Improvement Plan

Western's North Central Team promotes and reviews school improvement practices and policies. Parents are kept informed through regularly scheduled parent advisory meetings and periodic parent newsletters.

Targeted Goals for 2004-2005

1. Develop a new seven block schedule.
2. Continue High School of the 21st Century
3. Continue work on raising MEAP scores.
4. Continue new teacher evaluation system.

Accomplishments to Date -School Improvement Process-

- Parent Advisory Council post prom party and a senior commencement party to provide alternatives for students.
- North Central Leadership Committee that guides the school improvement process.
- School-To-Work coordinator to help provide students with experiences in various career settings.
- Successful completion North Central Outcome Accreditation Process.
- Staff generated mission and belief statements.
- A continual emphasis on effective instructional practices including cooperative learning, varied teaching strategies, multiple intelligences and alternative assessment.
- A continual emphasis on success for all students.
- Ongoing evaluation of school climate as perceived by students and staff.
- Continued work on specific target goals.
- Portfolio writing across the curriculum.
- Preparation (practice exams) for State Proficiency Testing.
- Extensive co-op opportunities for students with area business and industry.
- Active staff involvement in District-wide K-12 curriculum council.
- Addition of Tech Exploration course to Industrial Arts curriculum.
- Computer Assisted Instruction Lab staffed by co-ops and used extensively by all departments.
- Implementation of new eight block schedule.
- Continued expansion of opportunities for students during connections classes and seminar.
- Established student volunteer program.

Added Components

Role of Nova Net, Libraries, Community Colleges, Universities

The Nova Net program is utilized often for students who need extra credits as is our neighboring Delta College and SVSU through dual enrollment. The Western library is part of the White Pine Consortium which includes all area school and public libraries.

Role of Volunteers and Community Resources

Western has an active volunteer program coordinated by a parent volunteer coordinator. They assist in many aspects of our school.

Building Level Decision-Making

The entire staff is highly involved in the decision making process at Western. Committees which facilitate this process are the Faculty Advisory Committee, North Central School Improvement Committee, and others as needed.

Identification of Adult Roles

Adult Roles we are preparing our students for as identified by staff committees are:

1. Self Esteem as a learner and person
2. Cognitive Levels—low to high
3. Self-directed learner
4. Concern for others
5. Process Skills including:
 - a. problem solving
 - b. communication
 - c. decision making
 - d. accountability
 - e. group process

Identification of Education Skills

We receive feedback from a variety of sources to determine the skills our graduates need. Follow-up from colleges, our co-op coordinator, our business partner (Dow Corning), and District follow-up surveys are included.

School Curriculum Providing Pupils with Education and Skills

Data from the State Proficiency Test, ACT, PSAT are also analyzed to assure that our curriculum is meeting the needs of our students.

Curriculum Changes Made Over Last Several Years

A revised 9-12th grade curriculum was infused with both oral and written communication skills, problem solving, decision making, accountability and group learning opportunities. A High School of the 21st Century curriculum was developed and implemented in the fall of 2001.

Development of Alternative Methods of Assessment

Alternative methods of assessment at Western include video assessment in speech, performance evaluation in music and forensics, project and group problem solving in a number of courses, evaluation of success of a company in Economics, and observation of work with 3 and 4 year olds in Child Development.

Effective Technology

Technology is used in all departments. The use of computers is rapidly expanding for many different projects and activities. Specifically, technology-related courses are presently offered in Industrial Arts, Math and Business. We have also replaced computers in our three existing labs and added two new labs for career development.

On the Job Learning

On the job learning is found in our very extensive Co-operative Education, School-to-Work programs and our elementary and intermediate tutoring programs are offered for credit.

Student Attendance Rate

This is the percentage of Western HS students who attend school daily.

2004-05	2003-04	2002-03
94.46%	94.81%	90.13%

Percentage of parents attending our Parent/Teacher Conferences for the past three years :

Year	Fall	Spring
2002-03	40%	30%
2003-04	41%	39%
2004-05	44%	40%

HOW ARE OUR STUDENTS ACHIEVING?

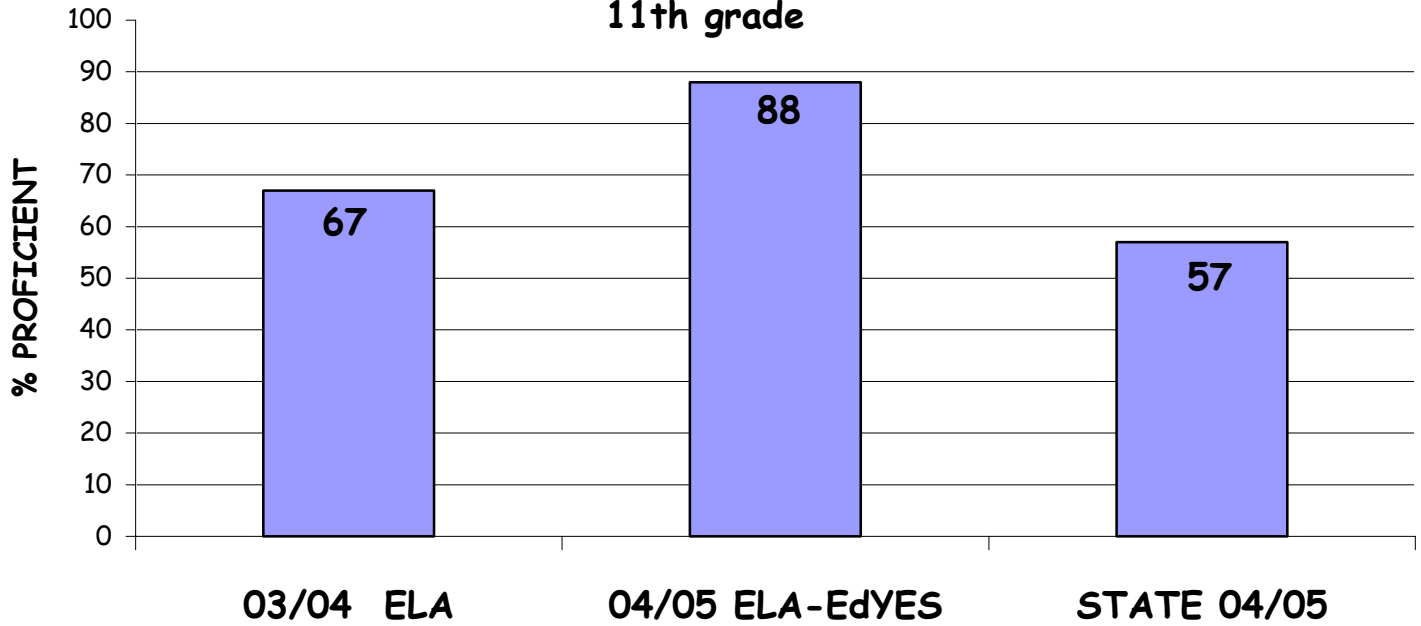
ACT Scores	State			Western		
	2003	2004	2005	2003	2004	2005
English	21.7	21.8	21.9	22.4	21.8	22.7
Math	22.3	22.4	22.4	23.1	22.0	23.1
Reading	22.8	22.9	22.9	24.6	22.8	24.3
Science	22.5	22.5	22.6	23.8	22.3	23.9
Comp	22.5	22.5	22.6	23.7	22.4	23.6

ACT Scores reflect students enrolled in academic college-bound classes.

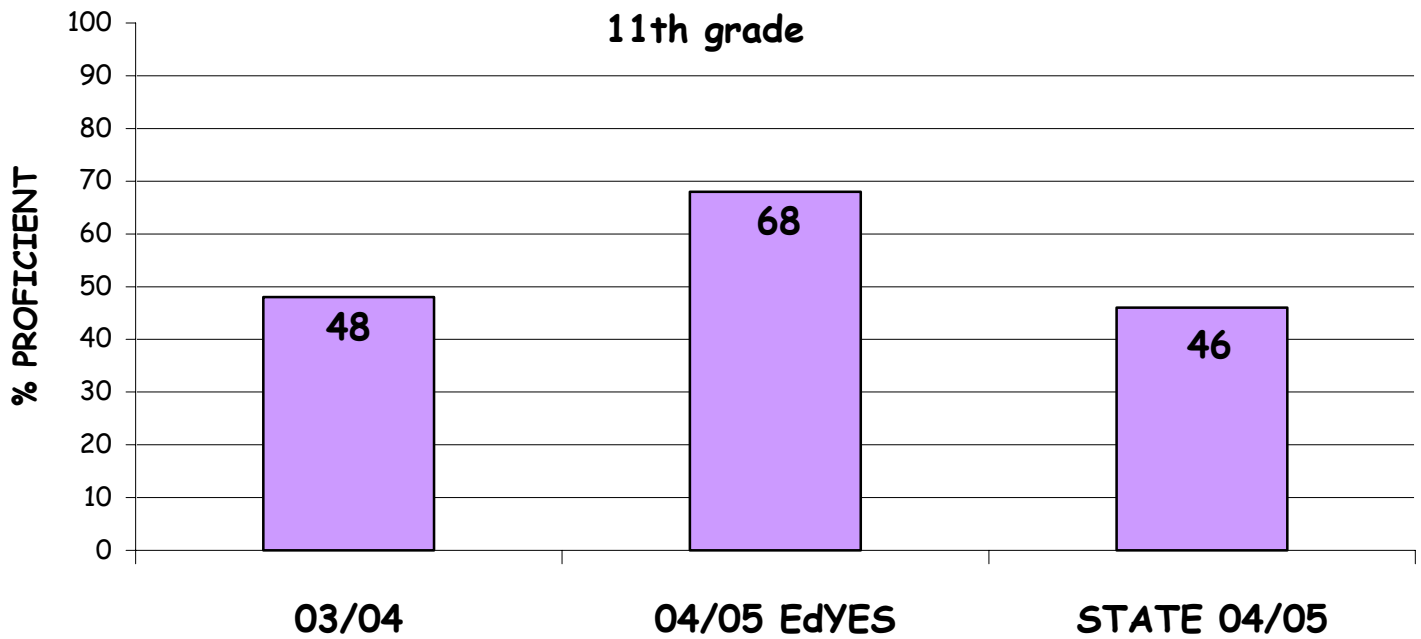
MEAP Results Disaggregated by Subgroups												
Western High School	Math - 11th			ELA - 11th			Sci. - 11th			So St. - 11th		
	EdYES			EdYES								
	2003	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005
All	49	48	68	65	67	88	67	56	48	34	23	27
Male	54	54	50	56	64	52	70	65	55	43	29	33
Female	42	40	42	78	73	61	62	42	40	22	15	21
Am. Ind.						100						
Asian			50			100						
Black						100						
Hispanic			63			63						
White	50	49	69	66	69	88	67	57	47	35	24	27
Multi-Racial												
No Econ Disadvantaged	50	50	47	65	69	58	66	58	49	35	24	27
Economic Disadvantaged	40	24	41	75	44	87	77	29	29	< 10	6	21
LEP	<10		20	< 10		80	< 10		<10	< 10		<10

MEAP Results—Two Year History with State Comparison

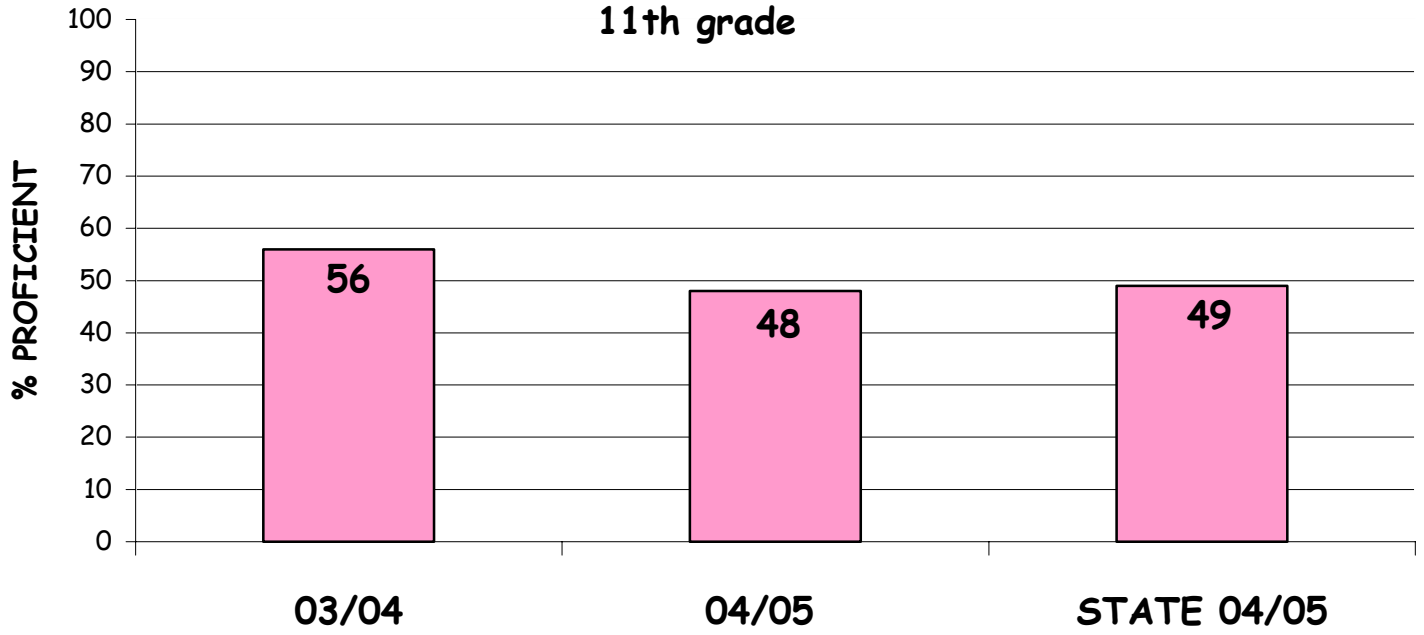
**MEAP ELA
WESTERN HS
11th grade**



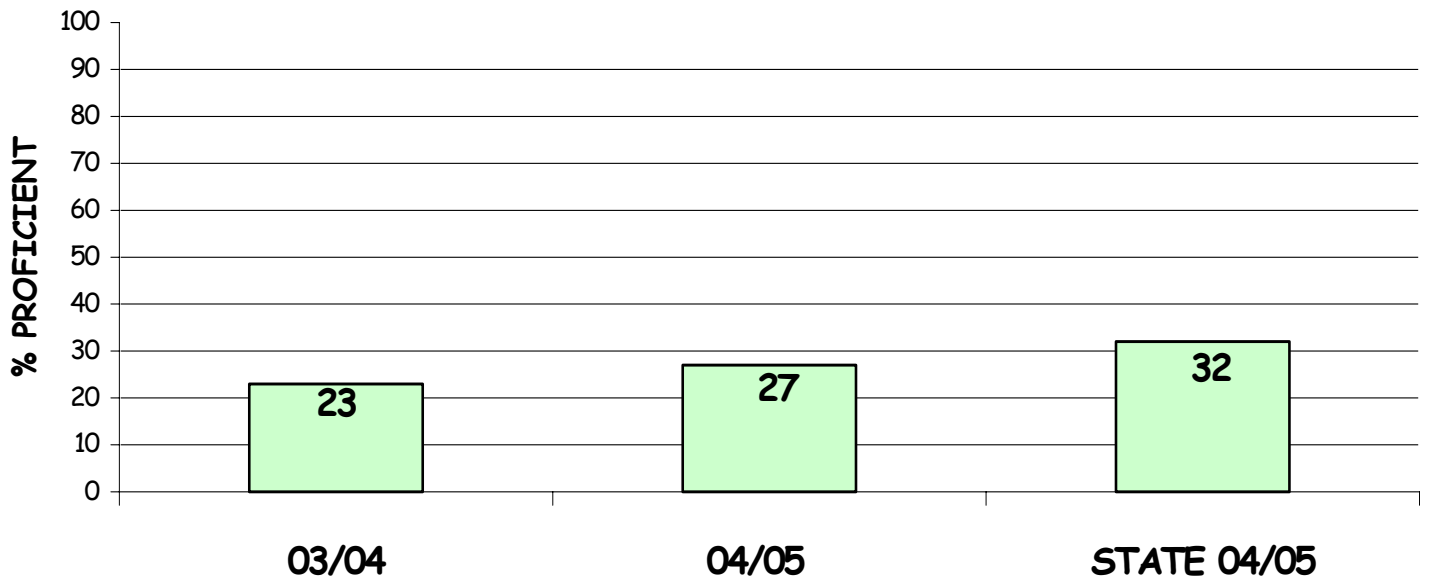
**MEAP MATH
WESTERN HS
11th grade**



**MEAP SCIENCE
WESTERN HS
11th grade**



**MEAP SOCIAL STUDIES
WESTERN HS
11th grade**



Bay City Public Schools Parent Involvement Policy

In accordance with No Child Left Behind Act, the Bay City Board of Education encourages parent/guardian participation in Title I programs by offering substantial and meaningful opportunities to participate in the education of their children.

The Board directs the following: (Summation)

- Parent/guardian involvement in planning, implementation and evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams
- Invitations to attend at least an annual meeting, with additional meeting opportunities being available as needed, designed to provide Title I information/program services, and to solicit suggestions on program development, planning, evaluation and operation
- Assistance in understanding Title I
- Notification of Title I student selection and criteria for selection
- Information regarding child's achievement and progress
- A provision for input by Title I staff at parent/guardian-teacher conferences
- Opportunities to enhance the capacity to work with children in the home on school learning
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent/guardian involvement strategies
- Ongoing communication
- Other appropriate activities (ie. Family Math Nights, etc.)

Bay City Public Schools Parent Involvement Written Plan Policy (Summation)

The Bay City Public School District, as a recipient of Title I funds, hereby, adopts the following policy statement regarding the development of a District-wide plan for parental/guardian involvement in the development of a Title I plan, and directs the administration to:

- Involve parents/guardians in the development of the plan
- Develop a plan that provides for the involvement of parents/guardians in the Title I activities
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parental/guardian involvement activities to improve student academic achievement and school performance
- Integrate/coordinate plans/policies for parental/guardian involvement in Title I programs with parental/guardian involvement in other programs, including but not limited to Head Start
- Review/evaluate the District's plan annually and share the results with the Board
- Assure that the policy/plan contains a compact that outlines how parents/guardians, the school staff and students will share the responsibility of improved student achievement
- Distribute District plan to parents/guardians of participating children & the local community

Migrant Education Program (MEP) Parent Guardian Involvement

Parents/guardians of students in MEP will be involved in, and regularly consulted, about the development, implementation, operation and evaluation of the program.

Limited English Proficiency (LEP) Parent/Guardian Involvement (Summation)

Parents/guardians of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Notification of their rights regarding the programs content and participation, including the right to choose among programs if alternatives are available will also be provided. The notice must also:

- ◇ Include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards.
- ◇ Include an explanation of the right to remove the child from an LEP program and to place the child in the regular program.
- ◇ Be in a format families can comprehend and, if possible, in a language understood by the family.

PARENT INFORMATION

The following opportunities for parent involvement are offered:

Booster Club meets monthly and contributes time, effort and dollars to all aspects of the school.

Parent Advisory Council meets a minimum of three times a year to discuss school policies and practices—acts as liaison with community and has been the initiator of a number of new programs beneficial to our students and parents.

Parent Volunteers help with many varied projects.

Curriculum Night presents parents an opportunity to meet teachers.

Student/Parent/Counselor Conferences at the end of the eighth grade establish long-range goals for each student.

CORE CURRICULUM

During the 2004-05 school year, the Bay City Public Schools made progress in the four core curriculum areas.

English/Language Arts

The English/Language Arts curriculum for K-11 was implemented through a professional development model of in-service teachers for grades K-11. District designed benchmarks assessments were developed and implemented to assess grade level expectations. Work continued towards the district goal of 90% of all third graders reading on grade level. Based on our DRA score, 77% of our third graders are reading at grade level. The K-12 ELA committee met on a quarterly basis to discuss curriculum, instruction and assessment.

Math

The Mathematics curriculum for K-10 is in place and supported by providing in-service for K-5 elementary teachers and support staff. District designed math benchmark assessments we administered to students in grades K-10. The K-12 Math committee met on a quarterly basis to discuss curriculum, instruction and assessment.

Science

The Science curriculum for K-10 is in place and supported by providing science kit training sessions for new teachers in grades K through 7. The Science Center provides a hands-on science program for over 6,000 district students. The K-12 Science committee met on a quarterly basis to discuss curriculum, instruction and assessment.

Social Studies

The Social Studies curriculum for grades K-12 is in place and supported by purchasing new textbooks for High School Social Studies, High School Psychology, High School Sociology and AP Government. In-service was provided for the teachers using these new resources to deliver grade level benchmarks. The K-12 Social Studies Committee met on a quarterly basis to discuss curriculum, instruction and assessment.

RETENTION/DROPOUT RATES

Retention Rate - The retention rate refers to the percentage of ninth graders who graduate from high school within four years. Adjustments are made for the students who move in and out of the district and to alternative programs. The retention rate for 2004-05 at Western High School was 99.11%.

Dropout Rate - The annual dropout rate is the percentage of students who leave school in any one year. The dropout rate at Western High School is 0.89% after adjusting for those students who move in and out of the district.

COMMUNITY INFORMATION

- Saginaw Valley League Champions - Football
- Saginaw Valley League Championships - Girls Softball
- MHSASA District Champions - Girls Softball
- #1 rating for Concert and Symphonic Bands at District Festival in March
- #1 rating for Select Women's Ensemble at District Solo & Ensemble Festival
- #1 rating for Concert Women's Ensemble at District Solo & Ensemble Festival
- #1 rating Select Choir at the District Choral Festival
- Participation in Relay for Life in Bay County
- Participation in Paint N Pride

SPECIALIZED SCHOOLS

Specialized schools available to Western students are the Bay Arenac Career Center, the Saginaw Ruben Daniels Center for the Arts and Sciences, Delta College, Saginaw Valley State University and Great Lakes Junior College through the District's Dual Enrollment Program.

More information about any of the topics covered in this report is available by calling:

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