



Whittemore-Prescott High School

Annual Education Report August 19, 2014



6001 Mills Road
Whittemore, MI 48770

WHITTEMORE-PRESCOTT HIGH SCHOOL MISSION
THE MISSION OF THE WHITTEMORE-PRESCOTT AREA SCHOOL COMMUNITY IS TO PRODUCE CITIZENS WHO CAN
EFFECTIVELY COMMUNICATE, GATHER AND USE INFORMATION, AND MAKE RESPONSIBLE LIKE DECISIONS.

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D. Bunny Miller, Principal

August 19, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for the Whittemore-Prescott Area 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 the building principal, D. Bunny Miller for assistance.

The AER is available for you to review electronically by visiting the following web site www.wpas.net or you may review a copy from the high school office or principal at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has been identified as – Our school has not been given a label by the state, however, our scorecard status is lime green which means we attained at least 70% but less than 85% of possible points.

Whittemore-Prescott High School is working to address the gaps in our test scores with both the bottom 30% and students with disabilities subgroups, in which there is some overlap. At-risk support services are provided to all students, including special education students, in English (grades 9-11), math (Geometry and Algebra I & II, and science (grade 9). Additional support is provided before school, during lunch, and after school by certified staff and during intervention period for all students and grade levels.

Intervention focuses on developing skills unique to each grade level. Freshmen focus on study skills, goal setting, and relationship building using the Rachel's Challenge Program; sophomores and juniors focus on test preparation and career/college planning; seniors focus on career/college planning and making the change from high school student to adult. Embedded at each grade level is a focus on reading and depth of knowledge, key components of the Common Core. All

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supports derive from the data we gathered in our annual student data analysis and are a part of our school improvement plan. Additionally, the school improvement plan focuses on regular data monitoring and collection to better provide interventions to address the gaps with both the bottom 30% and students with disabilities subgroups.

Whittemore-Prescott High School is seeking out more school improvement stakeholders. Parents and community members are encouraged to visit the school to see what we are doing and to become involved in the school improvement committee.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Whittemore-Prescott student generally derive to us by virtue of living within the boundaries of the Whittemore-Prescott Area School District. Students are assigned to the high school according to grade level and credits earned toward obtaining a high school diploma. There is only one building for grades 9-12. Open Enrollment is offered to students living outside the district twice during the school year for all grade levels.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The staff, administration and parents at the high school are deeply committed to providing high quality educational experiences for their students. The core curriculum, student achievement and needs, and overall programs are continuously monitored, evaluated, and revised to ensure success throughout the high school. The school improvement committee establishes data-driven goals.

The high school improvement plan is at the end of a three-year cycle and has been evaluated by the school improvement team. The focus of the plan included

- Using professional learning communities, job embedded professional development, and teacher collaboration to identify curriculum gaps and develop strategies to improve instruction using state and local assessment data
- Using technology to help shorten the time period in which students are identified as needing support and/or intervention (NWEA, Skyward)
- Providing extended learning time for students needing additional support using at-risk services

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The focus of the 2014-15 includes the above; however, after evaluating the previous plan, additional supports have been included and some changes to supports in place have been made

- Intervention time
 - uses materials that will better support achievement measurement
 - now includes reading program based on WorkKeys levels
 - more focused skill instruction for intervention using data from 2013-14 NWEA testing
- At-risk services have also remained in the plan; however, those services have been broadened credit recovery class provided by a certified teacher highly qualified in math and English
- Professional development on Common Core to improve reading instruction and understanding of depth of knowledge levels
- TRIG Participation
- Using professional development and professional communities learning to create activities that require higher cognitive demand of students and develop higher order thinking skills
- MAISA lessons were implemented and continue to be added

Included in these goals are strategies to improve student attendance and graduation rates. The junior high (7th/8th grade) has become a part of our plan and we are working toward becoming a Title I Schoolwide School. The plan is updated annually to ensure the school's goals are focused and revised based on students' achievement and submitted to the state. MAISA lessons were implemented. The school improvement team welcomes and encourages more staff, parent, and community to get involved with the plan.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

It is the belief of Whittemore Prescott Area Schools to serve each special needs person in the least restrictive environment. Educational placement options are provided through the cooperative efforts of the Whittemore Prescott Area School District and the Iosco Regional Educational Services Agency (IRESA). A few of our students attend specialized educational programs through the IRESA.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

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"Michigan's content standards are a set of learning expectations developed by parents, educators, business leaders and university professors to assist schools in the development of local district curricula. These standards and more detailed learning objectives called *benchmarks* are contained within the Michigan Curriculum Framework". You can learn more by visiting the MDE website: <http://michigan.gov/mde>. To prepare Michigan's students with the knowledge and skills needed for the jobs in the 21st Century, the State of Michigan has enacted a rigorous set of statewide graduation requirements called the Michigan Merit Curriculum High School Graduation Requirements and the common core curriculum. You can learn more about these requirements by visiting this website: <http://www.corestandards.org/>. The staff at Whittemore-Prescott High School follows the standards and benchmarks put forth by the State of Michigan. The staff is continually striving to improve their instruction of this material. A copy of curriculum can also be found in the principal's office.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Aggregate student achievement results for national assessments can be viewed on <http://www.michigan.gov/ayp> or <https://www.mischooldata.org>. Local aggregate student achievement results are collected through report cards, teacher tests, observations, and other means that include both formative and summative assessments. The MME/ACT and NWEA (Northwest Evaluation Association) are additional assessments used to support and implement instruction.

MME DATA

Proficient		Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
2008-2009		2010-2011	2010-2011	2011-2012	2011-2012	2012-2013	2012-2013	2013-14
MME Grade	MME Subject	New Cut Score%	State Avg	New Cut Score%	State Avg	New Cut Score%	State Avg	New Cut Score%
11	Math	10%	25	4%	27	16%	29	13%
11	Reading	38%	54	42%	53	29%	54	33%
11	Science	4%	24	9%	26	9%	26	15%
11	Social Studies	26%	38	26%	41	17%	39	25%
11	Writing	31%	44	33%	47	30%	49	33%

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IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Parents are encouraged to contact or visit our school throughout the year. Several attempts are made to involve parents. In addition freshman orientation is held before each new-year begins and a financial aid informational session for parents held during the evening. Attendance at the Parent Teacher Conferences for the three most recent years is as follows:

Parent Participation % for the Parent/Teacher Conferences							
2013-14		2012-13		2011-12		2010-11	
10-9-13	24%	10-4-12	23%	10-6-11	39%	10-7-10	31%
11-7-13	15%	11-8-12	27%	11-10-11	18%	11-11-10	23%
3-13-14	24%	2-21-13	09%	2-23-12	08%	2-24-11	14%
*3-13-14 AM/PM Times		4-11-13	15%	3-29-12	16%	4-11-11	15%

HIGH SCHOOLS MUST ALSO REPORT ON THE FOLLOWING:

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

WHITTEMORE-PRESCOTT HIGH SCHOOL COLLEGE CLASSES NUMBER AND PERCENT OF DUAL ENROLLMENT

School Year	Fall Enrollment		Spring Enrollment	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students
2010-11	35/338	10%	34/334	10%
2011-12	32/349	09%	32/328	10%
2012-13	18/321	06%	18/311	06%
2013-14	7/283	02%	7/283	02%

NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

Whittemore Prescott High School does not offer AP/IB classes, therefore, the number of college equivalent courses = 0

THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

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Since Whittemore Prescott High School does not offer AP/IB classes
the number enrolled = 0

THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

2011-12				2012-13				2013-14			
Number of Students		Percentage of Students		Number of Students		Percentage of Students		Number of Students		Percentage of Students	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
32	9%	32	10%	18	6%	18	6%	7	2%	7	2%

We are serious and dedicated toward increasing student achievement and we appreciate the continued support of parents, staff, and our community in this effort to improve. We are proud of the successes we have had this year and look forward to the ongoing support of our community. As we look forward to the upcoming school year, we congratulate and thank all of you for helping our students complete their academic goals.

Sincerely,

D. Bunny Miller
Principal

Mission Statement: The mission of the Whittemore-Prescott Area School is to produce citizens who can effectively communicate, gather and use information, and make responsible life decisions.

Vision Statement: The vision of the Whittemore-Prescott High School is to provide each student with equal educational opportunities. Through combined school and community involvement, we seek to provide positive role models and a positive environment. Our purpose is to furnish each student with the knowledge, life skills he/she will need to foster self-esteem, positive attitudes and responsible social behavior.

Belief Statement: We believe at Whittemore-Prescott High School that the cooperation of family, school, and community, all students can learn.