

WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT

Learning and Leading for Tomorrow

April 1, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Woodhaven 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 school's administration for assistance.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2VYWhUR> , or you may review a copy in the main office at your child's school upon request.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. *Our school has been given the label of Targeted Support and Improvement.*

Even though Woodhaven High School's percent proficient in both English and Math increased and WHS's overall SAT score increased by 15 points from last year, areas of improvement remain. The key challenges at WHS this year were in the areas of ELA, Math. Our school had 44% of our students proficient on the Math SAT while the state average was 37% proficient. On the ELA portion of the SAT our school had 69% of our students proficient while the state average was 58% proficient.

Our school departments and Professional Learning Communities are analyzing, evaluating, and implementing research-based strategies to improve these scores. For the 2017-18 school year, our ELA curriculum will ensure that instructional delivery is tightly aligned with the SAT, PSAT, and M-Step examinations and the Michigan Merit Curriculum standards, and will develop class-level intervention plans to follow for students who need it. We will consistently review our areas of weakness according to our comprehensive needs assessment. Our departments will continue to disaggregate data to determine areas of improvement, as well as focus classroom assessments that incorporate higher order thinking questions

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Woodhaven-Brownstown School District, Bylaws and Policies, #5120

The Board of Education directs that the assignment of students to schools within this District be consistent with the best interests of students and the best use of the resources of this District. The Board shall determine periodically the school attendance areas of the District and shall expect the students within each area to attend the school so designated. No assignment to schools or attendance schedules shall discriminate against students on the basis of gender, race, religion, disability, or national origin.

The Status of the 3-5 Year School Improvement Plan

Goal 1: All students at Woodhaven High School will increase their reading and writing skills across the curriculum.

Goal 2: All students at Woodhaven High School will increase competency in reading complex scientific text. Students will improve data analysis skills to improve critical thinking skills.

Goal 3: All students at Woodhaven High School will increase their math skills across the curriculum. Students will demonstrate mathematical reasoning and appropriate strategies to preserve and solve problems with confidence.

Goal 4: All students at Woodhaven High School will increase Social Studies document and data analysis skills. All students will increase non-fiction reading analytical skills.

During the 2017-2018 school year, the Woodhaven High School academic and financial resource plan aligned to our school goals.

All students at Woodhaven High School will increase their reading and writing skills across the curriculum.

- Align Curriculum to the Common Core - Utilizing professional development days, department release time, and English department meetings, the English department will review and revise the curricula of Sophomore, Junior, and Senior English to insure Common Core State Standards alignment and will collaborate to insure the quality and fidelity of the curriculum as a whole.
- Data from multiple sources was analyzed. (PSAT 9, PSAT 10, SAT, M-Step). Student weakness were identified and organized into concepts. Concepts were refined into Areas of Focus. Common teaching techniques were created so that teachers could incorporate the strategy in their curriculum and instruction.

All students at Woodhaven High School will increase competency in reading complex scientific text. Students will improve data analysis skills to improve critical thinking skills.

- Realign Courses - Realignment of core courses is changed to address Michigan Merit Curriculum. Adjust order of classes within the Science department to meet the Michigan Merit Curriculum standards.
- Improve scientific reading and comprehension - Scientific vocabulary and reading comprehension will improve. Read and assess information from scholarly journal articles.
- Graph analysis - Graph construction and analysis skills will improve. Review experimental data and write recommendations to extend the experiment/research.

All students at Woodhaven High School will increase their math skills across the curriculum. Students will demonstrate mathematical reasoning and appropriate strategies to preserve and solve problems with confidence.

- Improve student problem-solving skills. - In order to increase WHS student achievement on standardized testing, our students need practice and training with how to take high-stakes tests by content. Each content rotation (math, science, reading/English) of the course will be taught by content experts in the District. Incorporate more story problems in formative and summative assessments.
- Provide students with extra support and resources. - Utilizing professional development days, department release time, and math department meetings, the math department and WHS staff and administration will continually collaborate, monitor, and assess the execution of the high school mathematics standards and practices across the curriculum. In order to increase WHS student achievement on the math Standardized testing, our students need practice and training with how to take high stakes tests by content. Each content rotation (math, science, reading/English) of the course will be taught by content experts in the District.
- Before- and after-school math help and test correction sessions for all students are made available several times each week.

All students at Woodhaven High School will increase Social Studies document and data analysis skills. All students will increase non-fiction reading analytical skills.

- Review and update common assessments - Social Studies teachers will review previously developed common assessments and make changes to meet state standards. Social Studies department will review common assessments for each course within the department and they will utilize Document-Based questions and assessments.
- Align Social Studies Curriculum - Review course content for all Social Studies courses and align them to the State of Michigan Standards. Evaluate current curriculum against the Common Core Standards.
- Improve student's ability to analyze text - Improve student's ability to analyze text pertaining to Social Studies including both primary and secondary sources. Summarizing information reading, through the use of close and critical reading strategies.
- Interpreting data - Improve ability to interpret data in tables and graphs. Students creating data illustrations (charts, graphs, diagrams) that demonstrate a concept or result of a concept.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The Woodhaven-Brownstown School District works diligently to provide educational access to all of its students to meet their diverse learning needs. The district provides early education experiences to our students as well as surrounding districts through our TOTE program. Teach Our Tots Early (TOTE) is an infant/toddler special education program for developmentally delayed children birth to three years of age. As part of Early On Wayne County, we service children who qualify for special education in their home setting. Gudith Elementary houses our cognitively impaired program for the district as well as the ECP classroom. Students residing in Woodhaven-Brownstown also are sent to consortium center-based programs based on their educational needs. In addition, our district participates in a career and technical consortium that allows our students at the high school to take courses in skilled trades classes that provide experiences for college and career readiness.

The Core Curriculum

The Woodhaven-Brownstown School District's core curriculum is based upon the State of Michigan standards in all subjects. These standards serve as a framework for instruction and assessment in all of our classrooms. Curriculum recommendations are reviewed by district stakeholders through a comprehensive process including administration, teachers, district level staff, and the Board of Education. Teachers meet regularly in their professional learning communities to continually review and assess the curriculum and student learning. The standards for our core curriculum can be found on our district website.

Aggregate Student Achievement Results from Local Competency Tests

Woodhaven High School assesses its students using the PSAT 10 to determine student skill deficiencies and interventions. This test assists teachers in determining proper learning progressions for students and predict future success on the SAT.

PSAT 10 Below is the mean score for students and the percent of students meeting both evidence based reading and writing and math college ready benchmarks

Grade	2017	2018
10	958 41%	936 35%

Percent of parents participating in Parent-Teacher Conferences

Year	Percentage of Parents Participating
2017-18	31%
2018-19	25%

High School Reporting

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

Woodhaven High School had 98 students participate in Early Middle College program in 2018-19 (8.1%). There were 15 students enrolled in dual enrollment courses which is about 1% of our population.

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

Woodhaven High School offers 17 Advanced Placement Courses.

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

Woodhaven High School had 248 students take an Advanced Placement course which was 20% of our population.

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

173 students received a score leading to college credit which was 14.2% of our population.

Thank you for your ongoing support of the children at Woodhaven High School and the Woodhaven-Brownstown School District. Please feel free to contact me or any of our professional staff to discuss how we may better serve the needs of the community.

Sincerely,

Matthew Czajkowski
Principal, Woodhaven High School