



Western High School

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Janet Greif
Superintendent

March 10, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Western 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 Judy Cox, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [Western High School's AER Combined Report Link](#), or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school HAS NOT BEEN GIVEN ONE OF THESE LABELS.

Western High School is proud of our accomplishments in regards to SAT scores, graduation rate, AP offerings and the implementation of Inclusion. We will be reviewing AP data and work to increase the number of students that receive college credit based on their AP score. We have also identified a need to close the achievement gap between our top and bottom 30% of students. We have identified instructional strategies that will help all students achieve to the next level and will implement those across the curriculum. These strategies are identified in our School Improvement plan.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

All pupils are assigned to a school based on current residency unless the parent or guardian submits the district school of choice or building choice form. A School of Choice form would apply to students who reside in a different school district while a building choice form would apply to students who would like to attend another school

within their resident district other than their home school. All enrollment requests by pupils living outside the School's residency area must be approved through the Office of Student Support Services.

2. Our 2016-2017 School Improvement plan will continue to focus on instructional strategies that will maximize learning for all students. We began implementing these college and career ready strategies across the curriculum in the 2015-2106 school year. We will continue to focus on these along with positive supports for all students.
3. 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 <http://bcschoolscurriculum.weebly.com/>
4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

ACT Scores		
	2014	2015
English	18.8	19.4
Math	19.5	19.4
Reading	19.9	20.2
Science	20.3	20.6
Composite	19.7	20

SAT Scores	
	2016
ERW (Evidence-Based Reading & Writing)	530
Math	525
Total	1055

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

Parent Teacher Conference Attendance			
Year	Trimester 1	Trimester 2	Trimester 3
2014-15	42%	40%	34%
2015-16	30%	25%	
2016-17	76%	74%	N/A

6. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- a. In 2014-2015, twenty-three students were dual enrolled in 41 college courses, in 2015-2016, thirty-six students were dual enrolled in 66 college courses, in 2016-2017 32 students were enrolled in 52 college classes.
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) – see chart below
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) – see chart below
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT – see chart below

College Equivalent Courses							
Total Courses = 9	2014-15			2015-16			2016-17
	# Enrolled	# Tested	% of Tested Students Receiving College Credit	# Enrolled	# Tested	% of Tested Students Receiving College Credit	# Enrolled
AP English-11th gr	39	24	41%	94	39	54%	73
AP English-12th gr.	55	28	60%	22	8	38%	88
AP US History	33	29	27%	45	31	69%	37
AP Government	24	17	58%	57	42	57%	61
AP M/M Economics	17			6	4	50%	16
AP Wld History	11	3	100%	18	2	50%	20
AP Chemistry	17	9	66%	34	23	83%	20
AP Biology	37	26	61%	42	33	88%	19
AP Calculus	48	38	86%	51	8	38%	49

Western High School is very proud to have the highest SAT scores in the County. We recognize that this takes hard work and dedication from our students, staff and families. We are appreciative of the continued support of our families and community! We will continue to work hard to ensure all students are prepared for their next step.

Sincerely,

Judy Cox

Judy Cox
Principal