

Wayland Union High School

ANNUAL REPORT FOR 2022-2023

Wayland Union High School
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Principal, Santino Di Cesare
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Mission Statement

**We will challenge and
inspire all students to
become lifelong learners
and productive citizens.**

February 15, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022 - 2023 educational progress for Wayland Union 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 Principal Tom Cutler for assistance.

The AER is available for you to review electronically by visiting the following web site [2022-2023 WUHS Annual Report](#), or you may review a copy in the main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. The high school was not given one of these labels.

One of the key challenges facing the high school is in math proficiency where there is a need for curriculum change and/or instructional interventions. The strategy of mathematics intervention in high school algebra is being implemented through team-teaching methods. An intervention teacher is assigned to specific classes to work with a highly qualified teacher on a daily basis. Together they meet to discuss lessons, strategies and reflect on the program. This initiative directly effects approximately students who have been identified through teacher recommendation and evaluation of course records (grades, attendance, and discipline referrals). The team teachers

monitor and assess the students through a variety of formative assessments and intervene when necessary. Interventions include but are not limited to splitting the classes into needs based groups, splitting instruction on challenging topics and reviewing in small groups.

State law requires that we also report additional information:

Process for assigning pupils to our school

Our district has one middle school and Wayland Union High School houses approximately 900 students in 9th—12th grades.

School Improvement

Over the past four years, our school has diligently worked to implement and refine the district's Michigan Integrated Continuous Improvement Plan (MICIP), with a specific focus on enhancing students' proficiency in claim, evidence, and reasoning (CER) skills. Through strategic planning, collaborative efforts among educators, Professional Learning Community (PLC) teams, and targeted classroom instruction in all content areas, we have witnessed excellent progress in the development of these critical academic competencies among our students. The implementation of evidence-based teaching strategies, ongoing professional development for teachers, and a commitment to data-driven decision-making contribute to the positive outcomes observed, as students demonstrate an increased ability to construct well-supported arguments, critically analyze information, and effectively communicate their ideas.

Special Programs

Wayland Union Schools provides all students with an exceptional academic education, geared towards individual student needs. Individualized supports, interventions and opportunities are provided to empower students to reach their full potential. For students who are eligible for special education we provide a continuum of services to meet their needs. The Individualized Educational Plan Team (IEPT) makes decisions regarding the appropriate programs and services providing a Free Appropriate Public Education (FAPE) in the least restrictive environment. Along with instructional support, the district employs ancillary support services that include speech and language pathologists, school social workers, teacher consultants, occupational therapists, and school psychologists. In cooperation with Allegan Area Educational Service Agency (AAESA) teacher consultant services for visual impairments, hearing impairments, autism spectrum disorder, and orientation and mobility, behavioral consultants and physical therapists.

Special education programs are provided in compliance with the Individuals with Disabilities Education Act (IDEA), Michigan Administrative Rules for Special Education (MARSE) and the Allegan Area Educational Service Agency's ISD Plan. Special education programs are located in each building in the district and are based on each individual student's level of need as an alternative to the disability specific programs outlined in MARSE. Programs and services for our youngest students, age birth to three, and for our students whose level of need requires extensive ongoing support throughout the day are provided through AAESA.

Core Curriculum

The core curriculum provides a framework for our educational programs. It is a set of expectations all students should achieve to progress in their schooling. We are working to deliver a curriculum that provides all students with the knowledge and skills necessary for living effectively today and in the future.

Wayland Union High School teachers use district approved curriculum resources to implement our core instruction. These include Language Arts, Math, Science, Social Studies, Technology, Fine and Performing Arts, and Physical Education. All areas of the curriculum are reviewed annually within a five-year cycle.

The five year process includes reviewing the current curriculum along with the revisions received from the Michigan Department of Education, revising the curriculum, implementing the revision, monitoring the

implementation, and finally, evaluating the data and the curriculum revisions to determine when certain concepts should be introduced at a particular grade level. Curriculum revisions and/or textbook and software purchases are reviewed and recommended to the Board of Education by the District School Improvement Committee.

Teachers receive professional development and training in areas of the curriculum that have been revised or when students have not been able to demonstrate adequate performance. It is important for teachers to be aware of each individual student that is not performing to district and state standards and plan their instruction accordingly.

Our curriculum provides expanded opportunities designed to meet individual needs for both struggling and advanced students. Our building offers accelerated classes in the areas of language arts, math, and foreign language. Course offerings exceed core curriculum requirements established by the Michigan Department of Education. Strong academic programming is supported by quality technology and facilities.

Integrated with our core academic curriculum and enhancing a student's quality educational experiences are:

- Community partnerships
- Field trips, assemblies, and special activities/events
- Integration of technology into instruction and assessment
- Library-media resources
- Active and involved parent participation with the Parent Advisory Council

Student achievement remains our top priority. Higher standards and greater expectations have resulted in the implementation of a variety of instructional methods, progressive teaching strategies, and specialized programs designed to respond to the individual needs and learning styles of a diverse student population. We offer a demanding academic and fine and performing arts schedule for all students with an emphasis on post-secondary preparation skills.

We embrace the concept of a brain-compatible learning environment, recognizing that individuals learn at different rates of growth through different methods of instruction and a variety of teaching/learning styles. Our curriculum makes provisions for the variability of academic skills, interests, and social, emotional, and physical development within our student population.

In addition, our students are encouraged to participate in MHSSA athletic opportunities and extracurricular initiatives in order to practice teamwork and citizenship qualities.

Advanced Placement/College Equivalent Courses

In the 2022-2023 school year, 253 students enrolled in AP classes. * 10 out of 14 AP Calculus students earned college credit through LMC (71.4%).

Course	Students enrolled in course	Percentage of students in class who took the AP exam	Percentage that passed the AP exam
Statistics	21	85.7%	71.6%
*Calculus AB	14	14.2%	50%
World History	49	53.1%	53.8%
Biology	53	86.8%	76.1%
Chemistry	16	81.3%	92.3%
Language	46	89.1%	53.7%
Literature	12	66.7%	87.5%
Government	21	57.1%	41.7%
US History	15	66.7%	20%
Psychology (I.S.)	6	100%	66.7%

In the 2021-2022 school year, 298 students enrolled in AP classes. * 11 out of 12 AP Calculus students earned college credit through LMC (99.66%). 28 students participated in dual enrollment and 89.3% of students earned college credit.

Course	Students enrolled in course	Percentage of students in class who took the AP exam	Percentage that passed the AP exam
Statistics	14	78.5%	72.7%
*Calculus AB	12	1%	50%
European History	9	77.7%	57.1%
World History	29	68.9%	60%
Biology	20	85%	52.9%
Chemistry	16	87.5%	64.3%
Language	45	86.8%	74.4%
Literature	22	63.6%	92.9%
Government	28	71.4%	50%
US History	23	60.8%	64.3%
Physics (I.S.)	1	100%	100%
Psychology (I.S.)	3	100%	66.7%

SAT Scores

The Michigan Department of Education has transitioned to using the SAT as part of the Michigan Merit Exam. Wayland Union High School juniors took the SAT in the spring of 2022.

SAT	Composite Score
2022-2023	974.8
2021-2022	996.6

Parent and Community Involvement in our School

Parent and community involvement are essential in a child's education. One avenue is attendance at parent-teacher conferences:

PT Conferences	% Attending		
	Fall	Winter	Spring
2022-2023	15.3%	11.7%	6.9%
2021-2022	19.8%	17.3%	12.8%

We welcome parental input and involvement in a multitude of ways including but not limited to the following:

- Parent/Teacher Conferences
- High School Open House
- The Parent Portal for student grades and assignments
- Website resources and SMORE Building Newsletter
- Reproductive Health Committee Members
- School Activity Chaperones
- SAT Team Meetings
- Athletic Boosters
- Band Boosters
- Choir Boosters
- Orchestra Boosters
- Grad Party Members
- Teacher appreciation

Sincerely,
Santino Di Cesare, Principal
Wayland Union High School