

Annual Education Report

2008
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2009

Wavecrest Career Academy



Director: Tony Petersen

2008-2009 Board of Education

President: Dave Neifer

Vice President: Rosemary Ervine

Treasurer/Secretary: Jan Dalman

Trustee: Clyde Robinson Trustee: Brian Davis

I. Overview of School

Mission Statement:

Wavecrest Career Academy provides individualized learning programs that enable students to achieve a high school diploma that includes career preparation and education, a focused transition into the career of their choice and post-secondary education.

Shared Vision:

All students will realize that they can positively impact their future.

Wavecrest Values:

Acceptance
Integrity
Growth
Community
Accomplishment

Wavecrest Career Academy is a **unique public high school** that provides career focused learning opportunities for students in grades 9-12 who may not be experiencing success in the traditional school setting.

From the moment students enroll in our school, they play a key role in shaping their personal high school experience. Working in partnership with teacher-advisors and parents, students develop an individual education plan to guide them through their high school years and help them achieve academic, personal and professional success. At Wavecrest failure is simply not an option.

Accomplishments and points of pride for the 2008-2009 School Year:



Wavecrest Graduated 39 Seniors this year, half of which went on to enroll in college and three enlisted into the Marines. Megan Trevino, a 2009 Graduate, received a \$1,000 scholarship from the LARMA Group. The colleges the graduates will be attending are:
Baker College
Grand Rapids Community College



The Wavecrest Robotics Team participated in two competitions this year. They participated in the Boilermaker Regional Competition at Purdue University in Indiana and at the Grand Valley State University competition in Allendale, Michigan.

Wavecrest Career Academy participated in its first season of basketball through the newly formed Lakeshore Honors Basketball League. The league consists of other alternative high schools and community programs throughout Ottawa County.

Wavecrest's calling all colors organization hosted a diversity day at Wavecrest in which students, parents and neighbors were invited. ___ ___ was invited as a guest speaker and spoke about modern day racism and the importance of accepting others. Several booths were set up that featured countries from around the world and included information about the country as well as food to be sampled. The countries were representative of the many cultures and heritages represented at Wavecrest.

The Holland Police department joined the students for a lunchtime volleyball competition. Eryn Sluiter, a teacher at Wavecrest, put together the event to help build a positive relationship with the students and the local law enforcement. Both the students and the officers had a great time playing volleyball together.

The art class taught by Lisa Rilley took a trip to Chicago to visit the Art Institute. The students were able to visit the school as well as the art museum.

Ben Gitler, Wavecrest school counselor, organized college visits for students at both Western Michigan University and Grand Valley State University. The seniors who participated in the visits were able to experience a playoff football game at Grand Valley.

After school tutoring was implemented this year with the teachers each volunteering their time to be available to students after school two days a week. The tutoring allowed for students to make up assignments and retake test and quizzes as well as get one on one assistance with content in which they were struggling. As a result of the tutoring program there was a thirty-four percent reduction in incompletes over the course of the school year.

The Lakeshore Human Resources Management Association (LHRMA) brought volunteers from local businesses into the school to conduct mock interviews with our juniors and seniors. A senior reception was also held at the end of the year at Camp Geneva in Holland to celebrate the accomplishments of the 2009 graduates.

Representatives from Davenport University conducted a financial aid night for graduating seniors.

Representatives from ITT Technical Institute conducted a life after high school presentation for Wavecrest students.

Our teen parents participated in the Teen Pregnant and Parenting conference. These students also participate in a monthly group for teen moms and dads lead by Eryn Sluiter and Ben Gitler to provide support and resources.

Accreditation Status & Education YES! Grades

The chart below identifies our building's accreditation status and grades as determined by Education YES!

| Education Yes! Report Card | 2008 - 2009 | |
|-----------------------------------|--------------------|--------------|
| | Score | Grade |
| Mathematics | 50 | F |
| English Language Arts | 50 | F |
| Science | 50 | F |
| Social Studies | 54.3 | F |
| Achievement Subtotal | 51.1 | F |
| Indicators of School Performance | 100 | A |
| Preliminary | 67 | D |
| AYP Status | Met AYP? No | |
| Composite Grade | D | |

Specialized School

Wavecrest provides a unique opportunity for student learning. Wavecrest is the only area high school with a career focus and requirement of successful completion of a career course for high school graduation. Wavecrest utilizes a six module format to assist students in meeting course content standards for graduation and the obtainment of credit. Wavecrest offers the opportunity for students to recover lost credits through an online computer based program giving them an opportunity for success and a stronger hope of obtaining a high school diploma. Wavecrest focuses on differentiated instruction and provides a competency based learning process for credit acquisition that involves students in their learning process.

Retention Rates

This chart reflects retention rate comparisons for the past two years. Retention rate means the proportion of students who have not dropped out of school.

| Retention Rate | | |
|-----------------------------|-----------------------------|-----------------------------|
| 2006-07 | 2007-08 | 2008-09 |
| 9 th : 11 drops | 9 th : 24 drops | 9 th :14 drops |
| 10 th : 11 drops | 10 th : 13 drops | 10 th : 15 drops |
| 11 th : 15 drops | 11 th : 15 drops | 11 th :15 drops |
| 12 th : 6 drops | 12 th : 9 drops | 12 th :9 drops |

This chart reflects the grade levels within our school along with each grade's average class size.

| Grade | Avg. Class Size |
|-------|-----------------|
| 9 | 40 |
| 10 | 40 |
| 11 | 35 |
| 12 | 35 |

II. School Improvement Plan

English/Language Arts

If you have separate reading and writing goals, include both in this box.

| | |
|---------------------------------------|---|
| Goal: | -All students will improve their fluency and stamina when reading a variety of longer texts. |
| Data to support goal selection: | -MME scores, classroom assessment scores |
| Planned Strategies and Interventions: | -Use fluency strategies working with smaller texts including texts of interest -Include texts of increasing difficulty and length in unit assessments |
| Accomplishments: | -Fluency strategies were practiced and learned throughout the year -Student reading levels were tested -MME reading scores improved from previous year -Many students' grade level reading scores improved |
| Implications for next year: | -Test all student reading levels at the beginning of the year -Include grade level reading in each module with reading logs -Continue teaching fluency strategies in all content areas -Continue reading portions of increasing difficulty and length in unit Assessments <u>in all content areas.</u> |

Math

| | |
|---------------------------------------|---|
| Goal: | All students will improve their use of reasoning skills to solve practical problems in mathematics. |
| Data to support goal selection: | MME scores, classroom assessment scores, transcripts |
| Planned Strategies and Interventions: | Word Wall with current vocabulary Closing Journal: What did I learn today? Did I understand? Bring in outsiders who use math Teach format to word problems from more to less structure |
| Accomplishments: | Improved comprehension and test scores especially with hands on lesson plans that were developed. Students were able to explain and assist other students more readily. |
| Implications for next year: | Bring in community members as speakers to show the implications of math in the real world. Develop more interactive lessons depicting using math in the real world. |

Science

| | |
|---------------------------------------|--|
| Goal: | <p>All Students will improve their ability to generalize from given information and draw conclusions, gain new information, or make predictions.</p> <p>Students will be able to:</p> <ul style="list-style-type: none">• Read a graph• Use scientific equipment• Have a working knowledge of the scientific method.• Make inferences, and hypotheses• Communicate predictions. |
| Data to support goal selection: | MME scores, classroom assessment scores, transcripts |
| Planned Strategies and Interventions: | Portfolios bell openers use of graphs, charts interpret data hands on modeling of principles self evaluations |
| Accomplishments: | <p>Students used Cornell notes in science notebooks, and related science notes in a specific notebook exclusive to science, for use in class. They were required to turn in bell openers, and did so at a higher rate than last year. I note an increase of 40% as tabulated from grade book data. Students created graphs and charts from data and drew conclusions from the graphic depiction of data in a laboratory on climate trends. Growth in graphic interpretation was good and students could independently determine the appropriate method of data description. Use of Labs increased by 46% and Students were able to organize their labs in a thoughtful manner.</p> |
| Implications for next year: | <p>The goals for this year shall stay in place with greater emphasis on implementing science portfolios, including laboratory report books. An increase in hands on and application learning of concepts will be used to increase performance in all areas. An increased emphasis on formative assessment, including student self evaluation will be put in place.</p> |

Social Studies

| | |
|--|--|
| Goal: | All students will write multiple forms of opinion and persuasive letters and essays. |
| Data to support goal selection: | MME, classroom assessments, and transcripts |
| Planned Strategies and Interventions: | Rubric for letters and essays, portfolios that include examples of student writing, and student-written opinion pieces for school newsletter |
| Accomplishments: | Fifty-three percent (53%) of students scored proficient or advanced on the social studies portion of the MME test. Writing scores need improvement. Students used the Document Based Questions method to write opinion essays answering essential content questions. Essays involved using primary and secondary documents to support thesis statements. Students improved in the areas of stating opinions and using supporting facts and arguments from the content. |
| Implications for next year: | Use common writing rubrics developed with other content areas to guide student writing. Rubrics will be modeled after writing requirements for the MME and similar tests. Students will write one opinion based essay or letter per grading period. The DBQ method will be used to write document based essays. Collaborate with ELA teacher to create a common method of providing feedback on written work. Include content essays on final assessments. |

III. Student Assessment Data

Wavecrest Career Academy administers state assessments in the content areas and grades as identified in the charts that follow.

| SUBJECT: SOCIAL STUDIES (Aggregate only required 2006-07) | | | | | | | | | |
|--|--------------------|--|--|---|---|---|---------------------------|----------------------|----------------------------|
| <u>Student Group</u> Grade: 9th | <u>School Year</u> | <u>School Percent of Student Proficient & Advanced</u> | <u>District Percent of Student Proficient & Advanced</u> | <u>State Percent of Student Proficient & Advanced</u> | <u>Percent Tested OR Not Tested in Grade Span</u> — | <u>Percent of Student in School at Each Achievement Level</u> | | | |
| | | | | | | <u>Advanced Level 1</u> | <u>Proficient Level 2</u> | <u>Basic Level 3</u> | <u>Below Basic Level 4</u> |
| All Students | 2006-07 | 0.40 | 0.40 | 0.74 | | 0.10 | 0.30 | 0.40 | 0.20 |
| | 2007-08 | 0.40 | 0.40 | 0.71 | | 0.08 | 0.33 | 0.23 | 0.38 |
| | 2008-09 | 0.51 | 0.51 | 0.72 | | 0.26 | 0.26 | 0.34 | 0.14 |
| African American | 2006-07 | 0.50 | 0.50 | 0.62 | | 0.00 | 0.50 | 0.50 | 0.00 |
| | 2007-08 | 0.00 | 0.00 | 0.43 | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | 0.47 | | | | | |
| American Indian/ Native Alaskan | 2006-07 | 0.00 | 0.00 | 0.68 | | 0.00 | 0.00 | 1.00 | 0.00 |
| | 2007-08 | | | 0.66 | | | | | |
| | 2008-09 | | | 0.69 | | | | | |
| Asian/Pacific Islander | 2006-07 | | | 0.84 | | | | | |
| | 2007-08 | | | 0.81 | | | | | |
| | 2008-09 | | | 0.82 | | | | | |
| Hispanic | 2006-07 | 0.29 | 0.29 | 0.62 | | 0.00 | 0.29 | 0.71 | 0.00 |
| | 2007-08 | 0.50 | 0.50 | 0.56 | | 0.07 | 0.43 | 0.14 | 0.36 |
| | 2008-09 | | | 0.59 | | | | | |
| White | 2006-07 | 0.47 | 0.47 | 0.82 | | 0.16 | 0.32 | 0.26 | 0.26 |
| | 2007-08 | 0.36 | 0.36 | 0.79 | | 0.08 | 0.28 | 0.28 | 0.36 |
| | 2008-09 | 0.56 | 0.56 | 0.81 | | 0.33 | 0.22 | 0.39 | 0.06 |
| Students With Disabilities | 2006-07 | 0.33 | 0.33 | 0.40 | | 0.00 | 0.33 | 0.56 | 0.11 |
| | 2007-08 | 0.21 | 0.21 | 0.32 | | 0.00 | 0.21 | 0.21 | 0.57 |
| | 2008-09 | | | 0.35 | | | | | |
| Limited English Proficient | 2006-07 | | | 0.42 | | | | | |
| | 2007-08 | | | 0.37 | | | | | |
| | 2008-09 | | | | | | | | |
| Economically Disadvantaged | 2006-07 | 0.50 | 0.50 | 0.59 | | 0.17 | 0.33 | 0.33 | 0.17 |
| | 2007-08 | 0.50 | 0.50 | 0.54 | | 0.25 | 0.25 | 0.25 | 0.25 |
| | 2008-09 | | | 0.57 | | | | | |
| Migrant | 2006-07 | | | 0.51 | | | | | |
| | 2007-08 | | | 0.39 | | | | | |
| | 2008-09 | | | 0.42 | | | | | |
| Male | 2006-07 | 0.38 | 0.38 | 0.73 | | 0.19 | 0.19 | 0.38 | 0.25 |
| | 2007-08 | 0.43 | 0.43 | 0.70 | | 0.13 | 0.30 | 0.22 | 0.35 |
| | 2008-09 | 0.48 | 0.48 | 0.73 | | 0.24 | 0.24 | 0.38 | 0.14 |
| Female | 2006-07 | 0.43 | 0.43 | 0.75 | | 0.00 | 0.43 | 0.43 | 0.14 |
| | 2007-08 | 0.35 | 0.35 | 0.71 | | 0.00 | 0.35 | 0.24 | 0.41 |
| | 2008-09 | | | 0.72 | | | | | |

SUBJECT: MATH

| <u>Student Group</u> Grade: 11th | <u>School Year</u> | <u>School Percent of Student Proficient & Advanced</u> | <u>District Percent of Student Proficient & Advanced</u> | <u>State Percent of Student Proficient & Advanced</u> | <u>Percent Tested OR Not Tested in Grade Span</u> — | <u>Percent of Student in School at Each Achievement Level</u> | | | |
|-------------------------------------|--------------------|--|--|---|---|---|---------------------------|----------------------|----------------------------|
| | | | | | | <u>Advanced Level 1</u> | <u>Proficient Level 2</u> | <u>Basic Level 3</u> | <u>Below Basic Level 4</u> |
| All Students | 2006-07 | 0.13 | 0.13 | | | 0.00 | 0.13 | 0.19 | 0.69 |
| | 2007-08 | 0.03 | 0.03 | | | 0.00 | 0.03 | 0.07 | 0.90 |
| | 2008-09 | 0.11 | 0.11 | | | 0.04 | 0.07 | 0.25 | 0.64 |
| African American | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| American Indian/ Native Alaskan | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Asian/Pacific Islander | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.50 | 0.50 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| Hispanic | 2006-07 | 0.17 | 0.17 | | | 0.00 | 0.17 | 0.17 | 0.67 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| White | 2006-07 | 0.14 | 0.14 | | | 0.00 | 0.14 | 0.19 | 0.67 |
| | 2007-08 | 0.06 | 0.06 | | | 0.00 | 0.06 | 0.11 | 0.83 |
| | 2008-09 | 0.19 | 0.19 | | | 0.06 | 0.13 | 0.25 | 0.56 |
| Students With Disabilities | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| Limited English Proficient | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Economically Disadvantaged | 2006-07 | 0.25 | 0.25 | | | 0.00 | 0.25 | 0.00 | 0.75 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| Migrant | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Male | 2006-07 | 0.14 | 0.14 | | | 0.00 | 0.14 | 0.21 | 0.64 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.06 | 0.94 |
| | 2008-09 | | | | | | | | |
| Female | 2006-07 | 0.11 | 0.11 | | | 0.00 | 0.11 | 0.17 | 0.72 |
| | 2007-08 | 0.07 | 0.07 | | | 0.00 | 0.07 | 0.07 | 0.86 |
| | 2008-09 | 0.10 | 0.10 | | | 0.00 | 0.10 | 0.20 | 0.70 |

SUBJECT: MATH

| <u>Student Group</u> Grade: 12th | <u>School Year</u> | <u>School Percent of Student Proficient & Advanced</u> | <u>District Percent of Student Proficient & Advanced</u> | <u>State Percent of Student Proficient & Advanced</u> | <u>Percent Tested OR Not Tested in Grade Span</u> — | <u>Percent of Student in School at Each Achievement Level</u> | | | |
|-------------------------------------|--------------------|--|--|---|---|---|---------------------------|----------------------|----------------------------|
| | | | | | | <u>Advanced Level 1</u> | <u>Proficient Level 2</u> | <u>Basic Level 3</u> | <u>Below Basic Level 4</u> |
| All Students | 2006-07 | | | | | | | | |
| | 2007-08 | 0.13 | 0.13 | | | 0.00 | 0.13 | 0.13 | 0.75 |
| | 2008-09 | | | | | | | | |
| African American | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| American Indian/ Native Alaskan | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Asian/Pacific Islander | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.50 | 0.50 |
| | 2008-09 | | | | | | | | |
| Hispanic | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.20 | 0.80 |
| | 2008-09 | | | | | | | | |
| White | 2006-07 | | | | | | | | |
| | 2007-08 | 0.25 | 0.25 | | | 0.00 | 0.25 | 0.00 | 0.75 |
| | 2008-09 | | | | | | | | |
| Students With Disabilities | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| Limited English Proficient | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Economically Disadvantaged | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| Migrant | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Male | 2006-07 | | | | | | | | |
| | 2007-08 | 0.29 | 0.29 | | | 0.00 | 0.29 | 0.00 | 0.71 |
| | 2008-09 | | | | | | | | |
| Female | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.22 | 0.78 |
| | 2008-09 | | | | | | | | |

SUBJECT: SCIENCE

| <u>Student Group</u> Grade: 11th | <u>School Year</u> | <u>School Percent of Student Proficient & Advanced</u> | <u>District Percent of Student Proficient & Advanced</u> | <u>State Percent of Student Proficient & Advanced</u> | <u>Percent Tested OR Not Tested in Grade Span</u> — | <u>Percent of Student in School at Each Achievement Level</u> | | | |
|-------------------------------------|--------------------|--|--|---|---|---|---------------------------|----------------------|----------------------------|
| | | | | | | <u>Advanced Level 1</u> | <u>Proficient Level 2</u> | <u>Basic Level 3</u> | <u>Below Basic Level 4</u> |
| All Students | 2006-07 | 0.03 | 0.03 | | | 0.00 | 0.03 | 0.10 | 0.87 |
| | 2007-08 | 0.06 | 0.06 | | | 0.00 | 0.06 | 0.06 | 0.87 |
| | 2008-09 | 0.18 | 0.18 | | | 0.00 | 0.18 | 0.18 | 0.64 |
| African American | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| American Indian/ Native Alaskan | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Asian/Pacific Islander | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| Hispanic | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2007-08 | 0.11 | 0.11 | | | 0.00 | 0.11 | 0.11 | 0.78 |
| | 2008-09 | | | | | | | | |
| White | 2006-07 | 0.05 | 0.05 | | | 0.00 | 0.05 | 0.16 | 0.79 |
| | 2007-08 | 0.06 | 0.06 | | | 0.00 | 0.06 | 0.06 | 0.88 |
| | 2008-09 | 0.19 | 0.19 | | | 0.06 | 0.13 | 0.25 | 0.56 |
| Students With Disabilities | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| Limited English Proficient | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Economically Disadvantaged | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| Migrant | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Male | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.08 | 0.92 |
| | 2007-08 | 0.13 | 0.13 | | | 0.00 | 0.13 | 0.06 | 0.81 |
| | 2008-09 | | | | | | | | |
| Female | 2006-07 | 0.06 | 0.06 | | | 0.00 | 0.06 | 0.11 | 0.83 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.07 | 0.93 |
| | 2008-09 | 0.15 | 0.15 | | | 0.00 | 0.15 | 0.20 | 0.65 |

SUBJECT: SCIENCE

| <u>Student Group</u> Grade: 12th | <u>School Year</u> | <u>School Percent of Student Proficient & Advanced</u> | <u>District Percent of Student Proficient & Advanced</u> | <u>State Percent of Student Proficient & Advanced</u> | <u>Percent Tested OR Not Tested in Grade Span</u> — | <u>Percent of Student in School at Each Achievement Level</u> | | | |
|-------------------------------------|--------------------|--|--|---|---|---|---------------------------|----------------------|----------------------------|
| | | | | | | <u>Advanced Level 1</u> | <u>Proficient Level 2</u> | <u>Basic Level 3</u> | <u>Below Basic Level 4</u> |
| All Students | 2006-07 | | | | | | | | |
| | 2007-08 | 0.07 | 0.07 | | | 0.00 | 0.07 | 0.20 | 0.73 |
| | 2008-09 | | | | | | | | |
| African American | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| American Indian/ Native Alaskan | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Asian/Pacific Islander | 2006-07 | | | | | | | | |
| | 2007-08 | 0.50 | 0.50 | | | 0.00 | 0.50 | 0.00 | 0.50 |
| | 2008-09 | | | | | | | | |
| Hispanic | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.20 | 0.80 |
| | 2008-09 | | | | | | | | |
| White | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.29 | 0.71 |
| | 2008-09 | | | | | | | | |
| Students With Disabilities | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.33 | 0.67 |
| | 2008-09 | | | | | | | | |
| Limited English Proficient | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Economically Disadvantaged | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| Migrant | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Male | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.22 | 0.78 |
| | 2008-09 | | | | | | | | |
| Female | 2006-07 | | | | | | | | |
| | 2007-08 | 0.17 | 0.17 | | | 0.00 | 0.17 | 0.17 | 0.67 |
| | 2008-09 | | | | | | | | |

SUBJECT: SOCIAL STUDIES (Aggregate only required 2006-07)

| <u>Student Group</u> Grade: 11th | <u>School Year</u> | <u>School Percent of Student Proficient & Advanced</u> | <u>District Percent of Student Proficient & Advanced</u> | <u>State Percent of Student Proficient & Advanced</u> | <u>Percent Tested OR Not Tested in Grade Span</u> — | <u>Percent of Student in School at Each Achievement Level</u> | | | |
|-------------------------------------|--------------------|--|--|---|---|---|---------------------------|----------------------|----------------------------|
| | | | | | | <u>Advanced Level 1</u> | <u>Proficient Level 2</u> | <u>Basic Level 3</u> | <u>Below Basic Level 4</u> |
| All Students | 2006-07 | 0.53 | 0.53 | | | 0.06 | 0.47 | 0.22 | 0.25 |
| | 2007-08 | 0.49 | 0.49 | | | 0.06 | 0.43 | 0.23 | 0.29 |
| | 2008-09 | 0.53 | 0.53 | | | 0.07 | 0.47 | 0.27 | 0.20 |
| African American | 2006-07 | 1.00 | 1.00 | | | 0.00 | 1.00 | 0.00 | 0.00 |
| | 2007-08 | 0.67 | 0.67 | | | 0.33 | 0.33 | 0.00 | 0.33 |
| | 2008-09 | | | | | | | | |
| American Indian/ Native Alaskan | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| Asian/Pacific Islander | 2006-07 | 1.00 | 1.00 | | | 0.00 | 1.00 | 0.00 | 0.00 |
| | 2007-08 | 0.50 | 0.50 | | | 0.00 | 0.50 | 0.50 | 0.00 |
| | 2008-09 | | | | | | | | |
| Hispanic | 2006-07 | 0.57 | 0.57 | | | 0.14 | 0.43 | 0.29 | 0.14 |
| | 2007-08 | 0.56 | 0.56 | | | 0.00 | 0.56 | 0.33 | 0.11 |
| | 2008-09 | | | | | | | | |
| White | 2006-07 | 0.45 | 0.45 | | | 0.05 | 0.40 | 0.25 | 0.30 |
| | 2007-08 | 0.45 | 0.45 | | | 0.05 | 0.40 | 0.20 | 0.35 |
| | 2008-09 | 0.65 | 0.65 | | | 0.12 | 0.53 | 0.24 | 0.12 |
| Students With Disabilities | 2006-07 | 0.38 | 0.38 | | | 0.00 | 0.38 | 0.25 | 0.38 |
| | 2007-08 | 0.14 | 0.14 | | | 0.00 | 0.14 | 0.43 | 0.43 |
| | 2008-09 | | | | | | | | |
| Limited English Proficient | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Economically Disadvantaged | 2006-07 | 0.67 | 0.67 | | | 0.00 | 0.67 | 0.00 | 0.33 |
| | 2007-08 | 1.00 | 1.00 | | | 0.00 | 1.00 | 0.00 | 0.00 |
| | 2008-09 | | | | | | | | |
| Migrant | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Male | 2006-07 | 0.46 | 0.46 | | | 0.08 | 0.38 | 0.23 | 0.31 |
| | 2007-08 | 0.53 | 0.53 | | | 0.06 | 0.47 | 0.18 | 0.29 |
| | 2008-09 | | | | | | | | |
| Female | 2006-07 | 0.58 | 0.58 | | | 0.05 | 0.53 | 0.21 | 0.21 |
| | 2007-08 | 0.44 | 0.44 | | | 0.06 | 0.39 | 0.28 | 0.28 |
| | 2008-09 | 0.57 | 0.57 | | | 0.00 | 0.57 | 0.19 | 0.24 |

SUBJECT: SOCIAL STUDIES (Aggregate only required 2006-07)

| <u>Student Group</u> Grade: 12th | <u>School Year</u> | <u>School Percent of Student Proficient & Advanced</u> | <u>District Percent of Student Proficient & Advanced</u> | <u>State Percent of Student Proficient & Advanced</u> | <u>Percent Tested OR Not Tested in Grade Span</u> — | <u>Percent of Student in School at Each Achievement Level</u> | | | |
|-------------------------------------|--------------------|--|--|---|---|---|---------------------------|----------------------|----------------------------|
| | | | | | | <u>Advanced Level 1</u> | <u>Proficient Level 2</u> | <u>Basic Level 3</u> | <u>Below Basic Level 4</u> |
| All Students | 2006-07 | | | | | | | | |
| | 2007-08 | 0.60 | 0.60 | | | 0.00 | 0.60 | 0.27 | 0.13 |
| | 2008-09 | | | | | | | | |
| African American | 2006-07 | | | | | | | | |
| | 2007-08 | 1.00 | 1.00 | | | 0.00 | 1.00 | 0.00 | 0.00 |
| | 2008-09 | | | | | | | | |
| American Indian/ Native Alaskan | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Asian/Pacific Islander | 2006-07 | | | | | | | | |
| | 2007-08 | 0.50 | 0.50 | | | 0.00 | 0.50 | 0.00 | 0.50 |
| | 2008-09 | | | | | | | | |
| Hispanic | 2006-07 | | | | | | | | |
| | 2007-08 | 0.40 | 0.40 | | | 0.00 | 0.40 | 0.40 | 0.20 |
| | 2008-09 | | | | | | | | |
| White | 2006-07 | | | | | | | | |
| | 2007-08 | 0.71 | 0.71 | | | 0.00 | 0.71 | 0.29 | 0.00 |
| | 2008-09 | | | | | | | | |
| Students With Disabilities | 2006-07 | | | | | | | | |
| | 2007-08 | 0.67 | 0.67 | | | 0.00 | 0.67 | 0.33 | 0.00 |
| | 2008-09 | | | | | | | | |
| Limited English Proficient | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Economically Disadvantaged | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 1.00 | 0.00 |
| | 2008-09 | | | | | | | | |
| Migrant | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Male | 2006-07 | | | | | | | | |
| | 2007-08 | 0.67 | 0.67 | | | 0.00 | 0.67 | 0.22 | 0.11 |
| | 2008-09 | | | | | | | | |
| Female | 2006-07 | | | | | | | | |
| | 2007-08 | 0.50 | 0.50 | | | 0.00 | 0.50 | 0.33 | 0.17 |
| | 2008-09 | | | | | | | | |

SUBJECT: READING (OPTIONAL)

| <u>Student Group</u> Grade: 11th | <u>School Year</u> | <u>School Percent of Student Proficient & Advanced</u> | <u>District Percent of Student Proficient & Advanced</u> | <u>State Percent of Student Proficient & Advanced</u> | <u>Percent Tested OR Not Tested in Grade Span</u> — | <u>Percent of Student in School at Each Achievement Level</u> | | | |
|-------------------------------------|--------------------|--|--|---|---|---|---------------------------|----------------------|----------------------------|
| | | | | | | <u>Advanced Level 1</u> | <u>Proficient Level 2</u> | <u>Basic Level 3</u> | <u>Below Basic Level 4</u> |
| All Students | 2006-07 | 0.28 | 0.28 | | | 0.00 | 0.28 | 0.31 | 0.41 |
| | 2007-08 | 0.10 | 0.10 | | | 0.00 | 0.10 | 0.33 | 0.57 |
| | 2008-09 | 0.21 | 0.21 | | | 0.00 | 0.21 | 0.36 | 0.43 |
| African American | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.50 | 0.50 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.67 | 0.33 |
| | 2008-09 | | | | | | | | |
| American Indian/ Native Alaskan | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Asian/Pacific Islander | 2006-07 | 0.50 | 0.50 | | | 0.00 | 0.50 | 0.00 | 0.50 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.50 | 0.50 |
| | 2008-09 | | | | | | | | |
| Hispanic | 2006-07 | 0.33 | 0.33 | | | 0.00 | 0.33 | 0.00 | 0.67 |
| | 2007-08 | 0.14 | 0.14 | | | 0.00 | 0.14 | 0.14 | 0.71 |
| | 2008-09 | | | | | | | | |
| White | 2006-07 | 0.29 | 0.29 | | | 0.00 | 0.29 | 0.43 | 0.29 |
| | 2007-08 | 0.11 | 0.11 | | | 0.00 | 0.11 | 0.33 | 0.56 |
| | 2008-09 | 0.31 | 0.31 | | | 0.00 | 0.31 | 0.38 | 0.31 |
| Students With Disabilities | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.25 | 0.75 |
| | 2007-08 | 0.14 | 0.14 | | | 0.00 | 0.14 | 0.14 | 0.71 |
| | 2008-09 | | | | | | | | |
| Limited English Proficient | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Economically Disadvantaged | 2006-07 | 0.50 | 0.50 | | | 0.00 | 0.50 | 0.50 | 0.00 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 1.00 | 0.00 |
| | 2008-09 | | | | | | | | |
| Migrant | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Male | 2006-07 | 0.14 | 0.14 | | | 0.00 | 0.14 | 0.36 | 0.50 |
| | 2007-08 | 0.06 | 0.06 | | | 0.00 | 0.06 | 0.19 | 0.75 |
| | 2008-09 | | | | | | | | |
| Female | 2006-07 | 0.39 | 0.39 | | | 0.00 | 0.39 | 0.28 | 0.33 |
| | 2007-08 | 0.14 | 0.14 | | | 0.00 | 0.14 | 0.50 | 0.36 |
| | 2008-09 | 0.20 | 0.20 | | | 0.00 | 0.20 | 0.40 | 0.40 |

SUBJECT: READING (OPTIONAL)

| <u>Student Group</u> Grade: 12th | <u>School Year</u> | <u>School Percent of Student Proficient & Advanced</u> | <u>District Percent of Student Proficient & Advanced</u> | <u>State Percent of Student Proficient & Advanced</u> | <u>Percent Tested OR Not Tested in Grade Span</u> — | <u>Percent of Student in School at Each Achievement Level</u> | | | |
|-------------------------------------|--------------------|--|--|---|---|---|---------------------------|----------------------|----------------------------|
| | | | | | | <u>Advanced Level 1</u> | <u>Proficient Level 2</u> | <u>Basic Level 3</u> | <u>Below Basic Level 4</u> |
| All Students | 2006-07 | | | | | | | | |
| | 2007-08 | 0.31 | 0.31 | | | 0.00 | 0.31 | 0.25 | 0.44 |
| | 2008-09 | | | | | | | | |
| African American | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| American Indian/ Native Alaskan | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Asian/Pacific Islander | 2006-07 | | | | | | | | |
| | 2007-08 | 0.50 | 0.50 | | | 0.00 | 0.50 | 0.00 | 0.50 |
| | 2008-09 | | | | | | | | |
| Hispanic | 2006-07 | | | | | | | | |
| | 2007-08 | 0.40 | 0.40 | | | 0.00 | 0.40 | 0.00 | 0.60 |
| | 2008-09 | | | | | | | | |
| White | 2006-07 | | | | | | | | |
| | 2007-08 | 0.25 | 0.25 | | | 0.00 | 0.25 | 0.50 | 0.25 |
| | 2008-09 | | | | | | | | |
| Students With Disabilities | 2006-07 | | | | | | | | |
| | 2007-08 | 0.50 | 0.50 | | | 0.00 | 0.50 | 0.00 | 0.50 |
| | 2008-09 | | | | | | | | |
| Limited English Proficient | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Economically Disadvantaged | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| Migrant | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Male | 2006-07 | | | | | | | | |
| | 2007-08 | 0.29 | 0.29 | | | 0.00 | 0.29 | 0.29 | 0.43 |
| | 2008-09 | | | | | | | | |
| Female | 2006-07 | | | | | | | | |
| | 2007-08 | 0.33 | 0.33 | | | 0.00 | 0.33 | 0.22 | 0.44 |
| | 2008-09 | | | | | | | | |

SUBJECT: WRITING (OPTIONAL)

| <u>Student Group</u> Grade: 11th | <u>School Year</u> | <u>School Percent of Student Proficient & Advanced</u> | <u>District Percent of Student Proficient & Advanced</u> | <u>State Percent of Student Proficient & Advanced</u> | <u>Percent Tested OR Not Tested in Grade Span</u> — | <u>Percent of Student in School at Each Achievement Level</u> | | | |
|-------------------------------------|--------------------|--|--|---|---|---|---------------------------|----------------------|----------------------------|
| | | | | | | <u>Advanced Level 1</u> | <u>Proficient Level 2</u> | <u>Basic Level 3</u> | <u>Below Basic Level 4</u> |
| All Students | 2006-07 | 0.07 | 0.07 | | | 0.00 | 0.07 | 0.48 | 0.45 |
| | 2007-08 | 0.04 | 0.04 | | | 0.00 | 0.04 | 0.68 | 0.29 |
| | 2008-09 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.75 | 0.25 |
| African American | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.50 | 0.50 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 1.00 | 0.00 |
| | 2008-09 | | | | | | | | |
| American Indian/ Native Alaskan | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Asian/Pacific Islander | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.50 | 0.50 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 1.00 | 0.00 |
| | 2008-09 | | | | | | | | |
| Hispanic | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.43 | 0.57 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.63 | 0.38 |
| | 2008-09 | | | | | | | | |
| White | 2006-07 | 0.12 | 0.12 | | | 0.00 | 0.12 | 0.53 | 0.35 |
| | 2007-08 | 0.06 | 0.06 | | | 0.00 | 0.06 | 0.63 | 0.31 |
| | 2008-09 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.81 | 0.19 |
| Students With Disabilities | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.40 | 0.60 |
| | 2008-09 | | | | | | | | |
| Limited English Proficient | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Economically Disadvantaged | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.67 | 0.33 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 1.00 | 0.00 |
| | 2008-09 | | | | | | | | |
| Migrant | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Male | 2006-07 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.36 | 0.64 |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.67 | 0.33 |
| | 2008-09 | | | | | | | | |
| Female | 2006-07 | 0.11 | 0.11 | | | 0.00 | 0.11 | 0.56 | 0.33 |
| | 2007-08 | 0.08 | 0.08 | | | 0.00 | 0.08 | 0.69 | 0.23 |
| | 2008-09 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.75 | 0.25 |

SUBJECT: WRITING (OPTIONAL)

| <u>Student Group</u> Grade: 12th | <u>School Year</u> | <u>School Percent of Student Proficient & Advanced</u> | <u>District Percent of Student Proficient & Advanced</u> | <u>State Percent of Student Proficient & Advanced</u> | <u>Percent Tested OR Not Tested in Grade Span</u> — | <u>Percent of Student in School at Each Achievement Level</u> | | | |
|-------------------------------------|--------------------|--|--|---|---|---|---------------------------|----------------------|----------------------------|
| | | | | | | <u>Advanced Level 1</u> | <u>Proficient Level 2</u> | <u>Basic Level 3</u> | <u>Below Basic Level 4</u> |
| All Students | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.60 | 0.40 |
| | 2008-09 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.75 | 0.25 |
| African American | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 1.00 | 0.00 |
| | 2008-09 | | | | | | | | |
| American Indian/ Native Alaskan | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Asian/Pacific Islander | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 1.00 | 0.00 |
| | 2008-09 | | | | | | | | |
| Hispanic | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.40 | 0.60 |
| | 2008-09 | | | | | | | | |
| White | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.57 | 0.43 |
| | 2008-09 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.81 | 0.19 |
| Students With Disabilities | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 1.00 | 0.00 |
| | 2008-09 | | | | | | | | |
| Limited English Proficient | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Economically Disadvantaged | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.00 | 1.00 |
| | 2008-09 | | | | | | | | |
| Migrant | 2006-07 | | | | | | | | |
| | 2007-08 | | | | | | | | |
| | 2008-09 | | | | | | | | |
| Male | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.67 | 0.33 |
| | 2008-09 | | | | | | | | |
| Female | 2006-07 | | | | | | | | |
| | 2007-08 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.50 | 0.50 |
| | 2008-09 | 0.00 | 0.00 | | | 0.00 | 0.00 | 0.75 | 0.25 |

Local and Norm Referenced Achievement Data

At Wavecrest Career Academy we administer a variety of assessments to help determine student needs and progress.

IV. Adequate Yearly Progress (AYP) Data

Achievement Targets in Relation to AYP Targets and Graduation Rate

| <u>Student Group</u> (if N ≥ 30) | English Language Arts | | | | Mathematics | | | | Science | | | | Additional Academic Indicators | |
|--|-----------------------|-------|-------------------------------|-------|----------------|-------|-------------------------------|-------|----------------|-------|-------------------------------|-------|--------------------------------|-------|
| | Percent Tested | | Percent Proficient & Advanced | | Percent Tested | | Percent Proficient & Advanced | | Percent Tested | | Percent Proficient & Advanced | | Graduation Rate | |
| | Goal: 100% | | Goal: % | | Goal: 100% | | Goal: % | | Goal: 100% | | Goal % | | 2008-09 | |
| | School | State | School | State | School | State | School | State | School | State | School | State | School | State |
| All Students | 70 | | 14.3 | | 70 | | 10.7 | | 70 | | 17.9 | | 20.37 | |
| African American | | | | | | | | | | | | | | |
| American Indian/ Native Alaskan | | | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| White | | | 25 | | | | 19 | | | | 25 | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| Limited English Proficient | | | | | | | | | | | | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | |

V. Parent Involvement

Parent Teacher Conference

Parents were provided with parent teacher conferences in November 2007 and February 2008.

| Year | # Attending | | % Attending | |
|---------|-------------|--------|-------------|--------|
| | Fall | Spring | Fall | Spring |
| 2006-07 | 30 | 0 | 25% | 0 |
| 2007-08 | | 24 | | 16% |
| 2008-09 | 42 | 27 | 28% | 20% |

Parent Involvement Policy

The Board of Directors recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the school to educate all students effectively, the school staff and parents must work as knowledgeable partners.

Although parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. This school, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

To this end, the Board supports the development, implementation, and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature. It will include, but not be limited to, the following components of successful parent involvement programs:

- Communication between home and school is regular, two-way, and meaningful
- Responsible parenting is promoted and supported
- Parents play an integral role in assisting student learning
- Parents are welcome in the school, and their support and assistance are sought
- Parents are full partners in the decisions that affect children and families
- Community resources are made available to strengthen school programs, family practices, and student learning

The board of directors supports professional development opportunities for staff members to enhance understanding of effective parent involvement strategies. The board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

The Board of Directors supports the development, implementation, and regular evaluation of a program to involve parents in the decisions and practices of the school, using to the degree possible, the components listed above. Engaging parents is essential to improved student achievement. This school shall foster and support active parent involvement.

VI. Safe Schools

School Violence

Enter data here.

Drug and Alcohol Abuse

Enter Information here.

Suspensions

Total Suspensions: 178

In School Suspensions: 45

Out of School Suspensions: 133

Long Term Suspensions: 0

Suspension Reasons:

Damage to Property: 1

Drugs/Alcohol: 7

Disruption of Education Process: 34

Gambling: 2

Larceny/Theft: 3

Other Behaviors (tobacco, disrespect, etc.): 52

Physical Assault: 14

Racial/Ethnic Intimidation: 1

Truancy (leaving campus): 17

Weapons: 0

Two random drug dog searches: Nothing found

Expulsions

None

VII. Required High School Criteria for Current Year and Previous Year

Advanced Placement/International Baccalaureate/College Equivalent Courses

Wavecrest Career Academy has not had any students take advance placement courses.

| School Year | # of Courses | Course Title(s) | Brief Description |
|----------------|--------------|-----------------|-------------------|
| 2006-07 | 0 | | |
| | | | |
| | | | |
| | | | |
| | | | |
| 2007-08 | 0 | | |
| | | | |
| | | | |
| | | | |
| | | | |
| 2008-09 | 0 | | |

Enrollment/Passing Rate

Wavecrest Career Academy provided students with the opportunity to take college level equivalent courses. The number of students participating in this opportunity are outlined below.

| College Equivalent Courses by Grade Level | # of Enrolled Students 2006-07 | % of Enrolled Students 2006-07 | Passing Rate % 2006-07 | # of Enrolled Students 2007-08 | % of Enrolled Students 2007-08 | Passing Rate % 2007-08 |
|---|--------------------------------|--------------------------------|------------------------|--------------------------------|--------------------------------|------------------------|
| 9th Grade | 0 | | | | | |
| 10th Grade | 0 | | | | | |
| 11th Grade | 0 | | | | | |
| 12 th Grade | 0 | | | | | |

College Credit/Dual Enrollment

There were multiple opportunities for students to ...

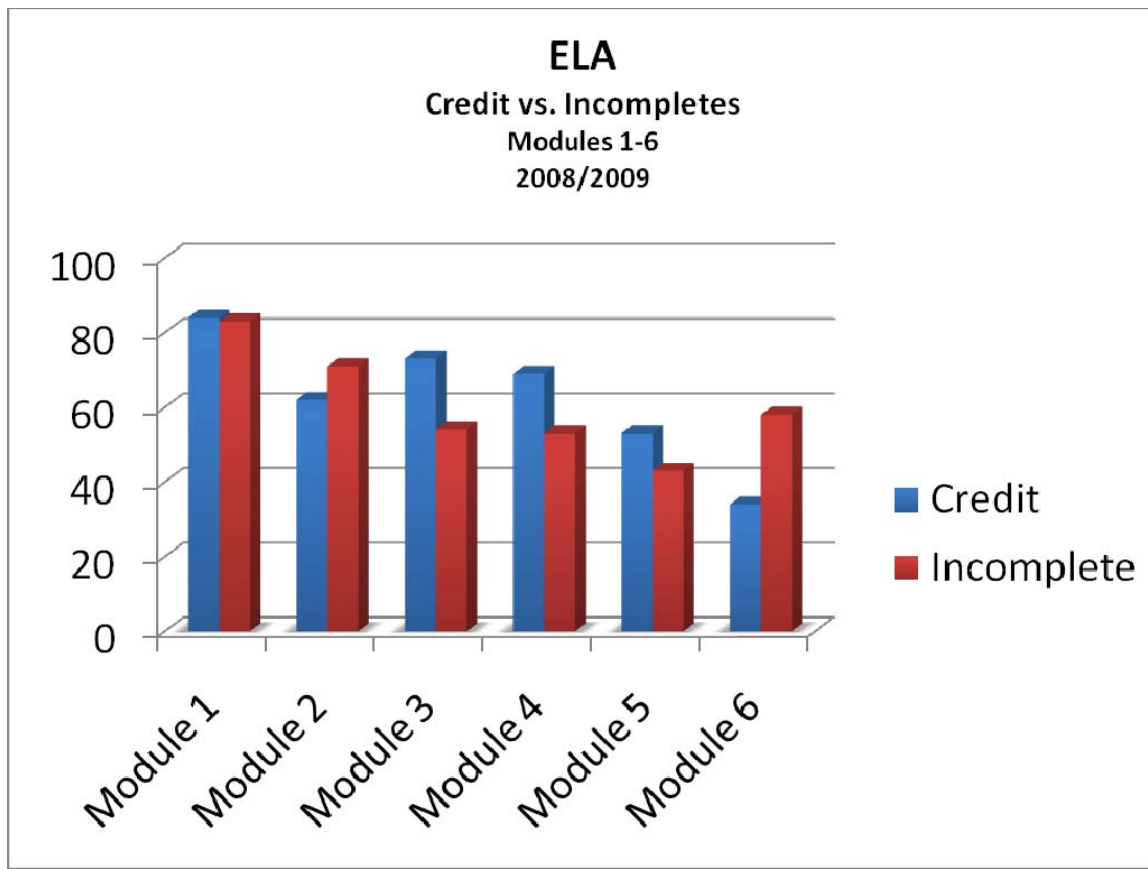
| | 2006-2007 | | 2007-2008 | | 2008-2009 | |
|---|------------|---------------|------------|---------------|------------|---------------|
| | # Students | % of Students | # Students | % of Students | # Students | % of Students |
| Students Receiving College Credit through Dual Enrollment | 0 | 0 | 0 | 0 | 0 | 0 |
| Students Who Enrolled in College Courses and Took Exam | 0 | 0 | 0 | 0 | 0 | 0 |
| Students Who Achieved a Score to Receive College Credit | 1 | .005 | 0 | 0 | 0 | 0 |

IX. Core Curriculum

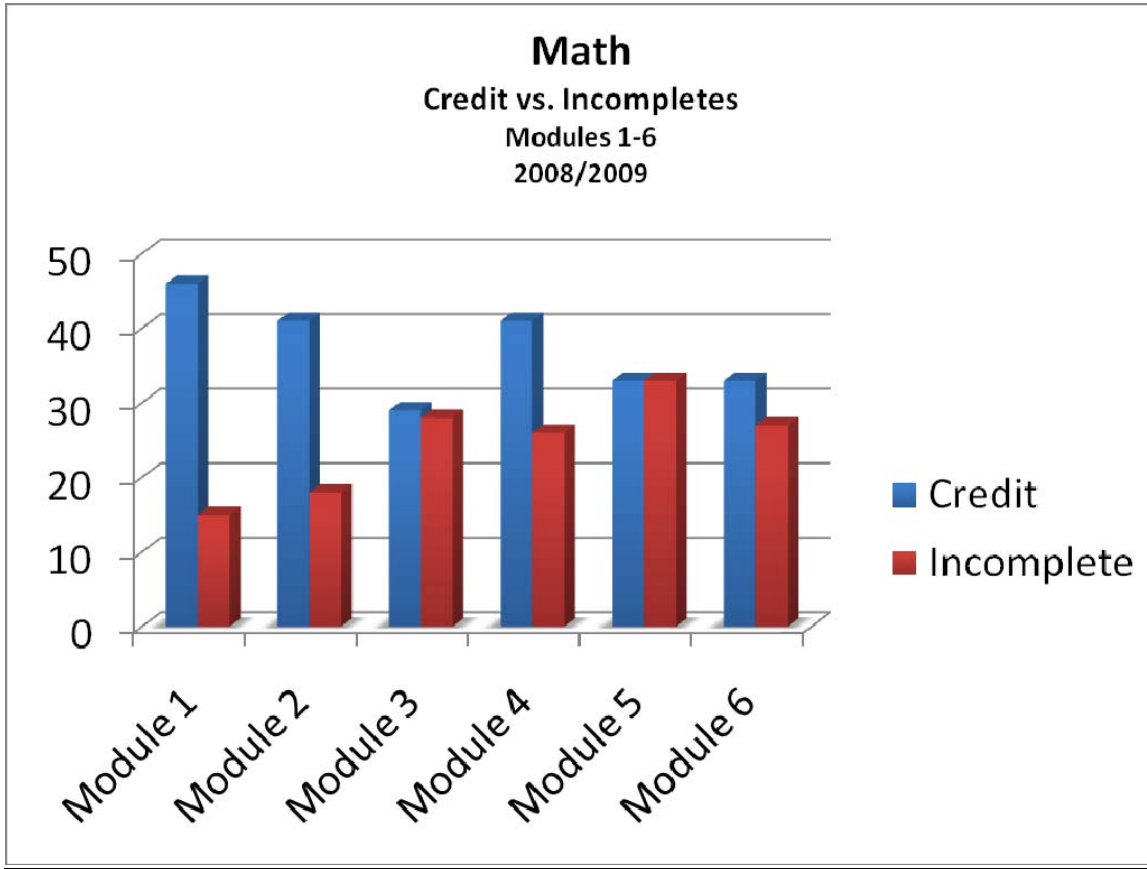
The curriculum implemented in our school is based on the Michigan curriculum frameworks and state graduation requirements. The curriculum is also formed around the Rigor and Relevance framework with a career focus each module. Each class is developed to achieve high levels of rigor while also making the content relevant to students by presenting a real world approach to learning. The Wavecrest grading system is A, B, C, and incomplete. Students cannot earn a grade lower than a C-. Students are given every opportunity to convert the incomplete into a grade.

To help determine continued needs in regard to its implementation, the following data help to support improvements in curriculum and its delivery.

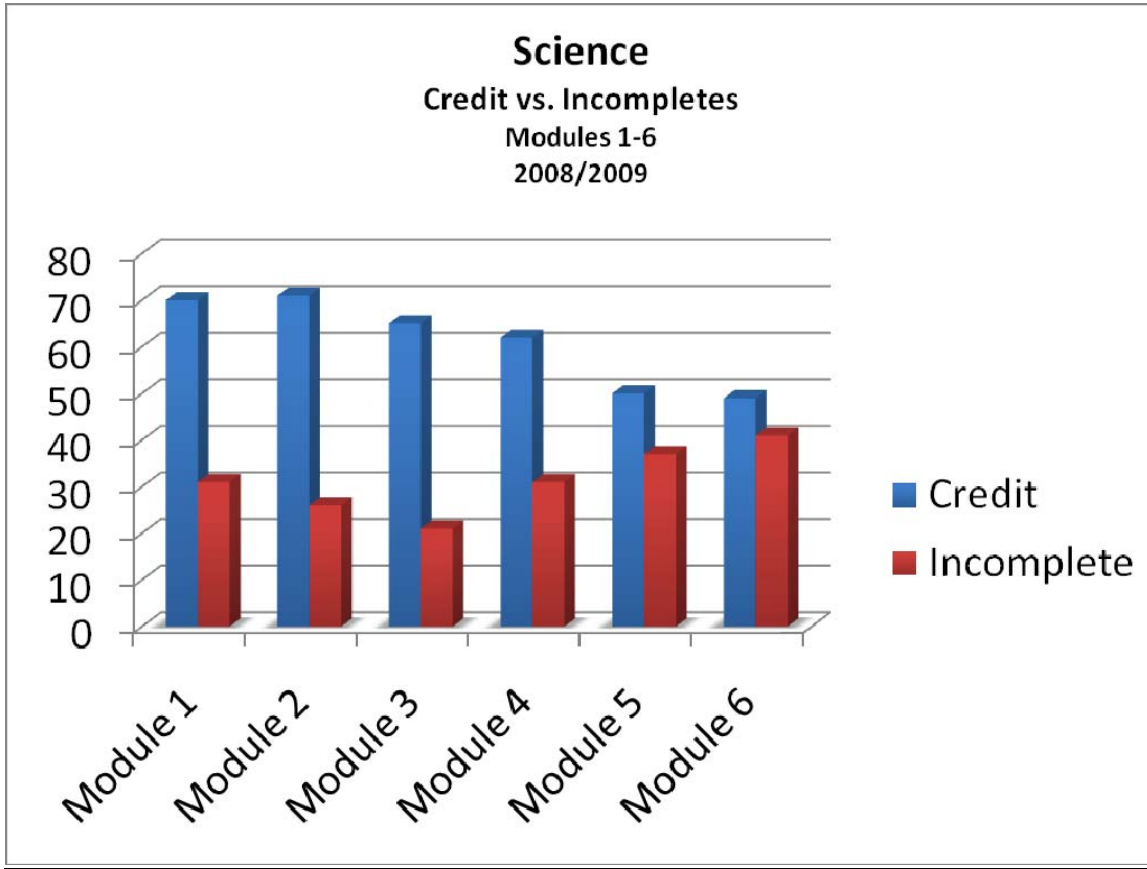
English Language Arts



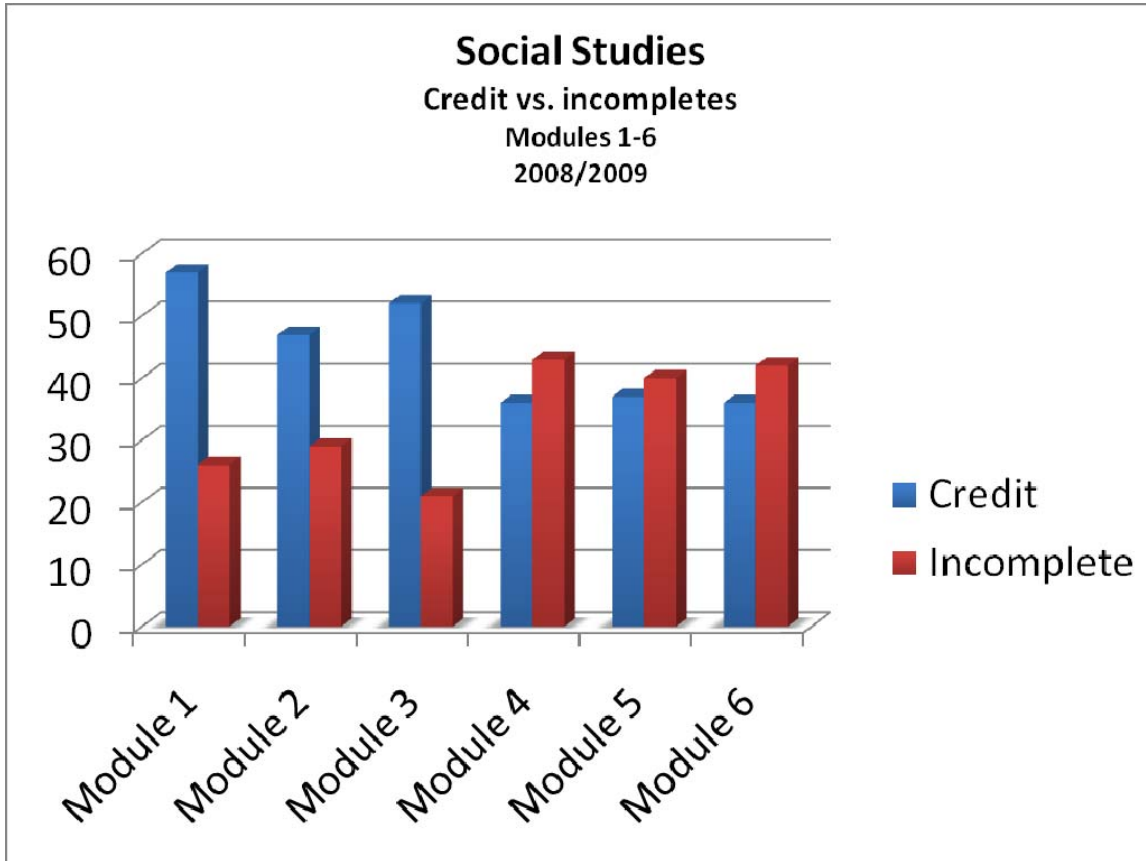
Math



Science



Social Studies



IX. Teacher Qualification

No Child Left Behind (NCLB), federal legislation, requires the reporting of its teachers professional qualifications. What follows reflects...

| | B.A. | B.A. + 15 credit hours | M.A. | M.A. + 15 credit hours | M.A. + 30 credit hours | Ph.D. |
|--|------|---------------------------|------|---------------------------|---------------------------|-------|
| Professional Qualifications of All Public Elementary and Secondary School Teachers in the School | 6 | 1 | | | 1 | |
| | | | | | | |
| Percentage of Teachers in the School who are Highly Qualified | 100% | | | | | |
| Percentage of Teachers in the School with Emergency Credentials | NA | | | | | |
| Percentage of Core Academic Subject classes not Taught by Highly Qualified Teachers | NA | | | | | |