***WEST BRANCH-ROSE CITY AREA SCHOOLS***

*Daniel J. Cwayna, Superintendent*

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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 **Ogemaw Heights 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 Lorri Brunner, K-12 Curriculum Coordinator, for assistance.

The AER is available for you to review electronically by visiting the district web site [www.wbrc.k12.mi.us](http://www.wbrc.k12.mi.us) and selecting **Annual Education Reports** under **ACADEMICS** or by using the following direct link to the report: <http://www.wbrc.k12.mi.us/downloads/annual_reports/aer_2014_ohhs.pdf>. You may also review a copy of the report in the principal’s office 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 not been given one of these labels.

**Key Initiatives to Accelerate Achievement and Close Achievement Gaps**

A new subgroup has been added for accountability purposes: the bottom 30 percent. Each building in the district struggled to meet the achievement target for this subgroup. Two key initiatives are being undertaken in the school to accelerate student achievement and close gaps in achievement. Teachers are expected to use formative and interim data on a regular basis to differentiate instruction. Teachers are also expected to make the instructional shifts necessary to fully implement the Common Core State Standards in English Language Arts and Mathematics. Accelerating academic achievement for all students is an expectation across the curriculum and will be accomplished by strengthening Tier 1 instruction and providing Tier 2 and Tier 3 support for students through frequent progress monitoring, instructional interventions, and extended day and extended year programs.

State law requires that we also report additional information for the past two years. Below is a brief summary of the required information. More detailed information is provided in the annual reports developed by the building principals and the district curriculum coordinator. These reports are available on the district website [www.wbrc.k12.mi.us](http://www.wbrc.k12.mi.us).

1. **Process for Assigning Pupils to Schools**

The West Branch-Rose City school district services most of Ogemaw county and parts of Gladwin and Oscoda counties and covers an area of approximately 538 square miles. Students are assigned to the K-6 buildings based on traditional boundaries for established attendance areas. Parents can contact the transportation department at 343.2240 with inquiries regarding the attendance areas.

1. **Status of the 3-5 Year School Improvement Plan**

The district improvement plan identifies the academic goals for all district students, including a measurable objective, strategy and activity details, and required fiscal resources. Each building submits a school improvement plan that is aligned to the district plan but has the flexibility to focus on action plans specific to the needs of the students in that building identified in the School Data Analysis. The building school improvement team evaluates the effectiveness of the plan and reports progress toward achieving the school improvement goals to the district school improvement team each spring. School improvement documents are available in each building, at central office, and on the web site [www.wbrc.k12.mi.us](http://www.wbrc.k12.mi.us).

1. **Description of Each Specialized School**

The district’s four-year-old program is designed to give students a start on school skills before entering kindergarten. Both elementary and middle school buildings qualify as schoolwide Title 1 buildings, and students receive services accordingly. Besides in-district programs for students with specialized learning needs, students who are eligible may access the C.O.O.R. Educational Center at the ISD site. The purpose of the center is to provide services to students with specialized disabilities as defined by state statute.

1. **Core Curriculum**

The district has a long-range plan for curricular review and implementation. One or two content areas are fully reviewed each year and updates are made where necessary. The English Language Arts and Mathematics curriculum is aligned to the Common Core State Standards. All other curriculum content areas are aligned to the Michigan Grade Level Content Expectations for Grades K-8 (GLCEs) and the High School Content Expectations for Grades 9-12 (HSCEs). In 2013-2014 the Science curriculum and the Health curriculum were reviewed and updated to ensure students meet the Michigan content expectations. The curriculum is presented in the form of pacing guides or standards checklists. Copies of these documents and the standards and expectations are available at each building and at central office.

1. **Student Achievement Results for Nationally Normed Achievement Tests**

NWEA (Northwest Evaluation Association) was administered to grade 9 students in 2012-2013 and to grade 9 and 10 students in 2013-2014. The ACT PLAN is administered to grade 10 students. Results are below.

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|  |  | **NWEA – READING** | **NWEA – MATHEMATICS** |
|  |  | **Growth** | **Median** | **Growth** | **Median** |
|  |  | **Count** | **Percent** | **Percent** | **Count** | **Percent** | **Percent** |
| **Grade 9** | Fall 2012 – Spring 2013 | 168 | 40.5 | 56.9 | 177 | 52.0 | 49.2 |
|  |  |  |  |  |  |  |  |
| **Grade 9** | Fall 2013 – Spring 2014 | 143 | 38.5 | 58.8 | 143 | 58.0 | 51.6 |
| **Grade 10** | Fall 2013 – Spring 2014 | 178 | 39.3 | 50.5 | 172 | 48.3 | 49.7 |

**Growth:** The percent that met or exceeded typical growth from Fall to Spring.

**Median:** The percentage of students performing at or above the 50th percentile for their grade level.

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| **ACT PLAN – Grade 10 Mean Test Scores** |
|  | **2011** | **2012** | **2013** | **2014** |
| **Subject** | **OHHS** | **National** | **OHHS** | **National** | **OHHS** | **National** | **OHHS** | **National** |
| English | **16.5** | 17.4 | **17.8** | 16.4 | **18.2** | 16.4 | **17.5** | 16.4 |
| Mathematics | **16.9** | 17.8 | **18.8** | 17.9 | **18.2** | 17.9 | **17.7** | 17.9 |
| Reading | **16.8** | 17.2 | **18.3** | 16.9 | **18.1** | 16.9 | **17.8** | 16.9 |
| Science | **17.9** | 18.3 | **19.3** | 18.0 | **19.0** | 18.0 | **19.1** | 18.0 |
| Composite | **17.2** | 17.8 | **18.6** | 17.5 | **18.5** | 17.5 | **18.2** | 17.5 |

1. **Students Represented by Parents at Parent-Teacher Conferences**

Parent-teacher conferences are held in each building. The number and percent of students represented by a parent or guardian at conferences are as follows:

Fall 2012 Conferences: = 40%

Fall 2013 Conferences: 260 parents = 35%

1. **Postsecondary Enrollments and College Equivalent Courses**

Information regarding dual enrollment in postsecondary institutions and enrollment and credits earned in Advanced Placement (AP) college equivalent courses is provided below.

**2013-2014**: a. There were 8 students (1.1%) enrolled in dual enrollment courses.

 b. There were 4 AP courses offered onsite (plus online AP course offerings through MVU).

 c. There were 109 students (14.7%) enrolled in AP onsite and online courses.

 d. There were 22 students (3.0%) receiving a score of 3 or above leading to college credit.

 e. Total enrollment equals 742 students.

**2012-2013**: a. There were 9 students (1.2%) enrolled in dual enrollment courses.

b.There were 4 AP courses offered onsite (plus online AP course offerings through MVU).

c. There were 100 students (13.7%) enrolled in AP onsite and online courses.

 d. There were 25 students (3.4%) receiving a score of 3 or above leading to college credit.

 e. Total enrollment equals 731 students.

The West Branch-Rose City staff is commended for the hard work and dedication that is evident on a daily basis. The district works to provide a quality education to all students and sets high academic standards. Accelerating academic achievement for all students is an expectation across the curriculum. Parent, community, and business involvement is welcomed at all levels; contact the building principals to learn about opportunities to get involved. I am proud of the fact that the district provides quality instruction and programs for students with support from the community. This will continue to be our organizational focus.

Sincerely,

Daniel J. Cwayna

Superintendent