

WEST BRANCH-ROSE CITY AREA SCHOOLS

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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 2023-24 educational progress for the **Rose City 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 our Director of Curriculum and Instruction, Jenny Winter, for assistance.

The AER is available for you to review electronically by visiting the following web site www.wbrc.k12.mi.us selecting the **Academics** button as you scroll down on the home page; then clicking on "Annual Education Reports" on the right or you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. 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.

Key Initiatives to Accelerate Achievement and Close Achievement Gaps

We are working to increase the achievement levels of all students at Rose City School. Strategies being utilized to accomplish this include implementing the district-adopted reading program with fidelity, continuing to ensure that the Essential Literacy Practices are being implemented in every classroom, and continued adherence to the district math curriculum. Teachers meet on a regular basis in grade-level Professional Learning Communities (PLCs) to analyze student data in order to adjust their instruction to best meet the needs of the students. In addition, data meetings are held each trimester after NWEA administration in order to analyze the data and make instructional adjustments as necessary in order to maximize student growth. Implementation of curriculum and best practices are monitored by administration during frequent observations over the course of

the school year, using the 5 Dimensions of Teaching and Learning rubrics. 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 programming. Addressing the social-emotional needs of the students is also a high priority and is accomplished through implementation of building-wide PBIS (Positive Behavioral Interventions and Supports), and the district-wide program, Capturing Kids' Hearts along with professional development for teachers in social emotional learning.

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 district buildings based on traditional boundaries for established attendance areas and by parent request. Parents can contact the transportation department at 989.343.2240 with inquiries regarding the attendance areas.

2. 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. The district submits an improvement plan that is aligned to the specific needs of the students in each building. 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. The school improvement team consists of representatives of all stakeholders. School improvement documents are available in each building, at central office, and on the web site www.wbrc.k12.mi.us.

3. Description of Each Specialized School

The district's Great Start Readiness four-year-old program is designed to give students a start on school skills before entering kindergarten. Our Rose City School qualifies as schoolwide Title 1 building. Students receive instructional services to eliminate reading and math deficits through careful planning and instruction from interventionists and extended day teachers. Additional grants support summer learning. 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.

4. Core Curriculum

Alignment to our state academic standards set forth by the Michigan Department of Education is reviewed following the district schedule of curriculum review and implementation. Adjustments are made within that schedule and as needed to meet the required changes. The Michigan standards outline learning expectations for our students and guide our work at the district level. Local content experts work together to choose the necessary resources, instructional strategies and pacing to meet the rigorous standards which are assessed using local and state assessments. K-5 uses the ReadyGen reading series and grades 6-12 use MyPerspectives. We continue our work to integrate the Essential Literacy Practices. Our math instruction K-5 uses Engage NY resources, while our higher math has recently adopted the CPM program

focused on problem solving and collaboration. Teachers are immersed in professional learning surrounding our math and reading programs. Our Science instruction is focused on inquiry. We currently utilize Mystery Science at the K- 5 level, the Modeling Curriculum 6-12, and Project Lead the Way in our Rose City School. Social studies teachers utilize McGraw-Hill.

5. Student Achievement Results for Nationally Normed Achievement and Local Competency Tests

NWEA (Northwest Evaluation Association) was administered to all students K-5 in the 2022-23 and 2023-24 school years. Results are as follows:

2022-2023	NWEA – READING			NWEA – MATHEMATICS		
	Achievement Status		Growth	Achievement Status		Growth
	Fall 2022	Spring 2023	Spring 2023	Fall 2022	Spring 2023	Spring 2023
Grade	Percentile	Percentile	Percent	Percentile	Percentile	Percent
K	99	87	33	99	91	29
1	58	93	82	43	57	47
2	1	5	45	1	25	80
3	9	48	94	23	68	76
4	54	18	26	52	12	11
5	36	15	27	34	25	36

2023-2024	NWEA – READING			NWEA – MATHEMATICS		
	Achievement Status		Growth	Achievement Status		Growth
	Fall 2023	Spring 2024	Spring 2024	Fall 2023	Spring 2024	Spring 2024
Grade	Percentile	Percentile	Percent	Percentile	Percentile	Percent
K	80	60	41	50	82	94
1	68	86	78	60	78	78
2	66	53	42	22	68	83
3	2	1	39	4	9	44
4	32	25	64	39	55	71
5	16	32	71	21	45	82

Status Percentile: Percentage ranking compared to the same grade and subject in the NWEA norms study.
Growth Percent: The percent that met or exceeded the growth projection for the grade from Fall to Spring.

6. Students Represented by Parents at Parent-Teacher Conferences

Parent-teacher conferences were scheduled for November and March. The percent of students represented by a parent or guardian at conferences are as follows:

Fall 2023: 92% **Spring 2024:** 94%

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,

A handwritten signature in blue ink, appearing to read "Gail Hughey". The signature is fluid and cursive, with a large initial "G" and "H".

Gail Hughey, Superintendent