

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 2022-23 educational progress for the **West Branch-Rose City Area Schools**. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Heather Phelps, Director of Curriculum and Instruction, for help if you need assistance.

The District AER is available for you to review electronically by visiting the following web site www.wbrc.k12.mi.us Go to the "Academics" tab at the top; click on Annual Education Reports. The district report is available, as are the reports for each individual building. You may also review a copy in the main office at your child's school. Each school will be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate, and safety

Review the table below listing our schools. 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Ogemaw Heights High School	No Status Label	Alignment of Curriculum
Rose City School	No Status Label	Alignment of Curriculum
Surline Middle School	No Status Label	Alignment of Curriculum
Surline Elementary School	No Status Label	Alignment of Curriculum

The West Branch-Rose City staff is commended for the hard work and dedication that is evident on a daily basis. West Branch-Rose City Area Schools work to provide a quality education to all students and sets high academic standards. Teachers are expected to use data on a regular basis to differentiate instruction and increase rigor. Teachers are also expected to make the instructional shifts necessary to fully implement the Common Core State Standards. Accelerating academic achievement for all students is an expectation at all levels and will be accomplished by strengthening Tier 1 instruction and providing support for students through frequent progress monitoring, instructional interventions, and extended day and extended year programs.

Parent involvement is welcomed at all levels; parents are encouraged to contact the building principals to learn about opportunities that are available for parent involvement. The district also understands that the schools play a major part in the health and vitality of our community, and community and business partnerships are actively sought and maintained. I am proud of the fact that the district provides quality instruction for students and attracts schools of choice students due to quality programs. These goals will continue to be our organizational focus.

Sincerely,

Gail Hughey, Superintendent