



REED CITY AREA PUBLIC SCHOOLS

Every Student, Every Day...Commit, Succeed, and Lead

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Reed City High School Annual Education Report (AER) Cover Letter

January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Reed City 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 Mr. Monty Price, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/QAW5wJ> or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. 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".

We believe in continuous improvement and continue to implement a district-wide multi-tiered system of support to address any student achievement that falls in the bottom 30% and achievement gaps of our students with disabilities. We are continuously working to improve our curriculum and instruction to best meet the needs of our students and to provide evidence-based interventions to accelerate closing these gaps in achievement. We will continue to focus on excellent initial instruction and provide additional levels of support (Tier II and Tier III instruction) for students not meeting the standards.

State law requires that we also report additional information.

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:** Reed City High School houses all of the district's ninth, tenth, eleventh, and twelfth grade students. These students are assigned to this building when they enroll into the district. Reed City Area Public Schools also offers School of Choice opportunities.

2. **SCHOOL IMPROVEMENT PLAN:** Our School Improvement Team monitors and evaluates our goals throughout the year. Data collection of both summative and formative assessments are an integral part of evaluation our students' progress. Through professional development and collaboration, high school staff members continue to improve methods of instruction. A complete copy of the School Improvement Plan is located in the school office. The following school improvement goals have been developed as determined by data analysis:

- All Reed City High School students will be proficient in science.
- All Reed City High School students will be proficient in social studies.
- All Reed City High School students will be proficient in reading.
- All Reed City High School students will increase be proficient in writing.
- All Reed City High School students will be proficient in mathematics.

Reed City High School staff will continue to analyze M-STEP, SAT/PSAT, NWEA and formative and summative classroom assessment data to monitor whether instructional strategies are effective in improving student growth. Modifications will be made on an annual basis to our school improvement plan, based on data analysis of student performance. Teachers are implementing evidence-based instructional strategies that are aligned to the RCHS School Improvement Plan and collect evidence to monitor the impact of the strategies and activities.

3. **SPECIALIZED SCHOOL:** Mecosta-Osceola ISD offers a variety of programs to educate students from 0 to 26 with various handicapping conditions, which include: early childhood development delay, infants and toddlers severe multiple impairments, autism spectrum disorder, cognitive impairments and emotional impairments. Students also attend specialized programs in other districts within Mecosta County as well as in other counties through contracted services. Eligible special education students are enrolled in the MOISD School through the Individualized Educational Planning Committee (IEPC) process. Each student's needs are discussed, using the 13 step least restrictive environment process as a guide, to determine appropriate program placement.

4. **CORE CURRICULUM:** As mandated by the State of Michigan, Reed City Area Schools has developed curriculum for the various subject areas. Learning goals to be achieved by all students have been defined based upon the Michigan Academic State Standards for English Language Arts, Mathematics, and Literacy in History/Social Studies, Science, and Technical Subjects. We are using Michigan's K-12 Science Standards and Michigan's Social Studies K-12 Content Standards. Copies of core curriculum are available at all buildings, at the district office, and on our website.

5. AGGREGATE STUDENT ACHIEVEMENT RESULTS:

2018	RCHS Mean	National Mean
PSAT 9	822	N/A
PSAT 10	886	N/A
SAT	948	1060

2019	RCHS Mean	National Mean
PSAT 9	831	N/A
PSAT 10	884	N/A
SAT	938	1059

SAT/M-STEP	2017/Proficient	2018/Proficient	2019/Proficient
ELA	55%	48%	43%
MATH	28%	27%	26%
SCIENCE	20%	N/A	N/A
SOCIAL STUDIES	21%	43%	40%

6. PARENT-TEACHER CONFERENCES: During the 2016-2017 school year with 506 students, 40+% attendance was achieved. During the 2017-2018 school year with 506 students, 40+% attendance was achieved and during the 2018-19 school year with 503 students, 30+% attendance was achieved.

7. DUAL ENROLLMENT/AP Courses:

Opportunity/Year	2016-17 (number of students)	2017-18 (number of students)	2018-19 (number of students)
Dual Enrollment	9	27	20
AP Courses*	74	63	66

*AP British Literature, AP World Literature and AP Calculus are offered at Reed City High School.

In closing, Reed City High School's faculty and administration are committed to providing an exemplary learning experience for our high school students. To meet the challenges of the ever-changing world, Reed City High School will share with the community the responsibility to plan, initiate, and provide programs and experiences so that individual pupils will develop the skills they need to accomplish their best and fulfill their potential for career and college readiness. Furthermore, Reed City High School shall share with the parents the responsibility for the development of appropriate moral, ethical, and social values in the students, as well as the responsibility for developing aesthetic values and appreciation.

Respectfully Submitted,

Matt Hudson, Principal
Reed City High School