



CASSOPOLIS PUBLIC SCHOOLS

Cassopolis Public Schools Administration Office

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Superintendent

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Principal

DeeAnn Melville-Voss
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District Annual Education Report (AER) Cover Letter

April 16, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Cassopolis Public 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 Brooke Brawley for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site < <https://goo.gl/UpSffX> > or you may review a copy at Central Office. Each school will also 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 science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes
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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

Review the table below listing our schools. For the 2016-17 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Ross Beatty Jr./Sr. High School	No Label Schools	Professional Development, Data to analyze student achievement, Readers Writers Workshop
Sam Adams Elementary School	No Label Schools	Professional Development, Data to analyze student achievement, Common Planning Time, Reader/Writers Workshop
Cassopolis Alternative Education	No Label Schools	Literacy Coach

Cassopolis Public Schools prides itself on getting to know each student as an individual. At CASS we work to **C**reate **A**venues for **S**tudent **S**uccess as we strive to recognize each student’s individualized learning style, needs, and interests and create pathways to ensure academic success.

Our goal is to ensure that every Cassopolis Public School graduate is not only college and career ready, but also life ready! Moving forward we are beginning to implement more hands-on, real-world applicable learning opportunities for our students with the implementation of project-based and problem-based learning. Students master content more readily and at a deeper level when learning is relevant. We continue to develop partnerships with local community and business organizations to provide extended learning opportunities for our students.

Professional development continues to be an ongoing process and has been formalized and goal focused through the implementation of Professional Learning Communities, common planning time, and grade level/departmental data days to analyze student achievement data, establish root cause analysis and adjust curriculum and instruction accordingly.

We appreciate the support of our community and with the upcoming changes and continued development of best practices, as well as the additional supports that have been put in place, we look forward to the growth that we anticipate we will see at Cassopolis Public Schools.

Sincerely,

Dr. Angela Piazza, Superintendent