



Cassopolis Ross Beatty Jr./Sr. High School
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Mr. Dave VanLue, Principal
Mr. Matt Brawley, Dean of Students/Athletic Director

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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 2016-17 educational progress for Ross Beatty Jr./Sr. 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 the Principal, Mr. Dave VanLue, for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://goo.gl/UQX5bG>, or you may review a copy in the main office at your child's school.

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 label is given.

Ross Beatty Jr./Sr. High School has not been given one of these labels.

The key challenges for Ross Beatty Jr./Sr. High School referring to this data is the fact that the 2016-17 data from the M-STEP assessment is not yet available for comparison as this was the third year this assessment was administered. We are not allowed to use this date until this assessment has been administered for three years. One key challenge was having the technology available and upgraded in order to administer the M-STEP assessment online. One initiative of our school was to replace outdated computers with newer computers that were compatible with the requirements of the M-STEP assessment. Ross Beatty has undertaken several new initiatives in order to accelerate student achievement and close persistent gaps in

achievement such as providing an Advisory class five days per week for state assessment practice, installing one half day per month to work on school improvement goals and objectives, participating in a five part series of an Academic Literacy Project, and implementing tutoring within the school during lunch two days per week and at the Cass County District Library two days per week, for our most at-risk students with the focus on Math, Science, and ELA.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All students in grades 7-12 who reside in the school district boundaries, or who attend through the school of choice program, have the opportunity to attend Ross Beatty Jr./Sr. High School. Some students may attend one of the programs listed in #3 listed below. Cassopolis Public Schools offers a range of specialized programs that meet the needs of its students.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Ross Beatty Jr./Sr. High School implemented a strategic school improvement plan that includes focusing on the weaknesses in core curriculum with the purpose of increasing standardized test scores. The school improvement team meets bimonthly in creating challenging, yet attainable, goals and objectives across the core curriculum. The school improvement team reports to the entire staff at bi-weekly staff meetings and half day PD days one day per month.

3. BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- Adult/Alternative Education is designed to meet the needs of the non-traditional student whose goal is to earn a high school diploma. Independent study classes are offered at Squires Educational Center from 8:00 am to 3:30 pm and 5:30 pm to 8:30 pm, Monday through Thursday and from 8:00 am to 12:00 pm on Friday's. Transportation and breakfast and lunch are provided for interested students.
- Special Education services are provided from pre-school through the 12th grade as required by the Michigan Mandatory Special Education Act. PA 451, and the Individuals with Disabilities Education Act (IDEA). Programs and services are also developed to meet the needs of students covered by Section 504 of the Rehabilitation Act of 1973. The Individual Educational Planning Committee (IEPC) process determines eligibility and coordinates the special education program for each student.
- Special Education services include hearing evaluations, tympanometry, and hearing aid fitting and assessment, are provided for Cassopolis students. A referral for a hearing evaluation for a child is usually made by school staff, however, it can also be made by a parent or guardian.

- Brookside Learning Center and North Pointe Center. Lewis Cass Intermediate School District (LCISD) operates specialized programs at both locations to educate most birth to 26 year old students whose disabilities are severely mentally impaired, which qualifies them for a Free Appropriate Public Education (FAPE).

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL.

The area that has the most impact on student achievement is curriculum. All students need the opportunity to be taught the State mandated curriculum. Currently our Math, English Language Arts, Science, and Social Studies programs are aligned to the Common Core State Standards (CCSS).

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

The 2016-2017 school year was the third time the state offered the M-STEP in grades 7th and 8th and 11th grades. 28.0% of 7th grade students were proficient on M-STEP in ELA, 32.0% in Math, and 21.6% in Science. 31.7% of 8th grade students were proficient on M-STEP in ELA, 17.5% in Math, and 21.9% in Social Studies. 31.4% of 11th grade students were proficient on M-STEP in Social Studies. Students in 11th grade had a mean SAT test score of 946.3 (52.9% met or exceeded expectations in ERW and 19.6% met or exceeded expectations in Math), students in 10th grade had a mean PSAT 10 test score of 898 (48% met or exceeded expectations in ERW and 16% met or exceeded expectations in Math), students in 9th grade had a mean PSAT 9 test score of 808 (48% met or exceeded expectations in ERW and 16% met or exceeded expectations in Math), 7th grade students had a Spring RIT score of 222.7 in Math, 217.0 in Reading, and 214.1 in Science, 8th grade students had a Spring RIT score of 225.2 in Math, 219.3 in Reading, and 214.3 in Science, 9th grade students had a Spring RIT score of 220.7 in Math, 212.8 in Reading, and 207.7 in Science, 10th grade students had a Spring RIT score of 227.7 in Math, 212.3 in Reading, and 211.9 in Science, the 4-year graduation rate is at 93.0% and the dropout rate of 3.23%.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

During the 2015-16 school year, we averaged around 20% attendance at parent/teacher conferences.

During the 2016-17 school year, we averaged around 25% attendance at parent/teacher conferences.

During the 2017-18 school year, we averaged approximately 23% attendance at parent/teacher conferences.

7. FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:

A. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

2015-2016 - 282 students total (9th - 12th); 27 students dual enrollment (15 Southwestern Michigan College and 12 Van Buren Technology Center); 9.67% of students are dual enrolled.

2016-2017 - 269 students total (9th - 12th); 64 students dual enrollment (22 Southwestern Michigan College, 34 Indiana University Students and 8 Van Buren Technology Center); 23.8% of students are dual enrolled.

2017-2018 - 254 students total (9th - 12th); 63 students dual enrollment (33 Southwestern Michigan College, 14 IUSB Students and 16 Van Buren Technology Center); 24.8% of students are dual enrolled.

B. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED

2015-2016 - 1 Speech (IUSB credit), 1 World Literature (IUSB credit), 1 College Composition (IUSB credit), AP Calculus (online), AP Trig (online), Andrews University

2016-2017 - 1 College Composition (IUSB credit)

2017-2018 - 1 World Literature (IUSB credit)

C. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES.

2015-2016 - 0 students; 0%

2016-2017 - 15 students; 5.9%

2017-2018 - 13 students; 5.1%

D. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT.

2015-2016 - 0 students; 0%

2016-2017 – 5.9%

2017-2018 – Data not yet available

At Ross Beatty, we have an excellent FFA program and Agricultural Science program. We have numerous district, regional, state, and national championships in these areas. We have a Robotics team that competes at the State and World Championships. We are proud to offer dual credit enrollment through our rigorous classes that are partnered with Indiana University of South Bend through the Advanced College Project. For those students that want an early start earning college credits, we offer the opportunity to take classes at nearby Southwestern Michigan College. Ross Beatty also offers several CTE courses for students to enroll. Due to being a small, rural school district, our students have the same opportunities as their peer counterparts from other neighboring districts. For more information, visit our website at <http://cassopolis.k12.mi.us/> or call our office at 269-445-0540. Ross Beatty Jr./Sr. High School students are proud to be called Respectful, Responsible, Resilient Rangers!

Sincerely,

David E. VanLue

Dave VanLue, Principal