

# REESE PUBLIC SCHOOLS

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August 12, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for Reese 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 Brian Galsterer, Principal for assistance.

The AER is available for you to review electronically by visiting the following web link <http://www.reese.k12.mi.us/LinkClick.aspx?fileticket=4GHGa8adWgc%3d&tabid=53&mid=3015> OR you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school it is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

## **Focus School**

Reese High School has been identified as a Focus School. Reese was named a Focus School because the school has a large student achievement gap between the top 30% of highest achieving students and the bottom 30% of lowest achieving students across the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). We are actively working to address the school issues by thoroughly analyzing our data to determine which students are struggling with which

learning targets. We are committed to providing the best individualized instructions for all students.

Our school faces challenges to decrease this achievement gap between the bottom thirty percent and the top thirty percent of student test scores. This recent new measurement has Reese High School staff focusing on different strategies when delivering instruction. Revisiting major concepts throughout the school year and monitoring these results will certainly decrease the gap while helping all students obtain true meaning and understanding of content. The high school has committed to common planning time for the upcoming year in order to improve communication with all stakeholders. How we service our special education population will become more individualized to the learners needs. Weekly team meetings will discuss the progress and challenges of students with an IEP. Finally, opportunity for school day interventions will be expected and provided for all struggling students. The master schedule has been changed to include a 23 minute period at the end of the day which will allow for academic support in specific core areas.

### **Top to Bottom Ranking- Detail Data and Status**

Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance. Each school's Top to Bottom ranking will be based on student achievement, student growth over time, school improvement over time and achievement gaps across the five tested subjects (mathematics, reading, science, social studies and writing). Reese High School increased its ranking from a 52% ranking to 67% ranking. We are very pleased with the progress and look to continue such trends.

### **Process for Assigning Students to Each School**

All K-12 students are ensured of being placed in courses/subjects necessary for them to receive adequate instruction in the core academic curricular areas. All students have opportunities to participate in all programs offered by the district or individual schools. Federal laws are followed in providing access equally for all students. There is one elementary school, one middle school and one high school for Reese Public Schools.

## **Status of School Improvement Plan**

The school improvement team analyzed student data when determining goals in each core curriculum areas. The team received outside guidance from a literacy coach. We also included a local ISD professional who brought valuable experience with the school improvement process. Brief descriptions of a few building goals are given. To obtain the entire school improvement plan, please go to the Reese home page – [www.reesek12.mi.us](http://www.reesek12.mi.us) Click on the high school button.

**Goal 1:** Math Goal – All students will increase their mathematic skills at all levels.

Our math goal revolves around the Focused Instructional Model (FIM) which was implemented into all math classes last year. This year we will continue to offer our student’s targeted board work problems that spiral throughout the school year. Problems are selected based upon the questions given on the MME and ACT assessments. Our next step is to emphasis progress monitoring bi-weekly assessments that will measure the understanding of mathematical concepts more frequently. Our staff will continue to receive professional development in order to ensure the FIM is implemented with proper support and guidance. Using formative assessments to drive instruction will make the learning environment more efficient and productive.

**Goal 2:** Writing – All students will show improvement in written expression.

In order to ensure that writing expectations are covered in all subject areas, the school improvement team developed a plan to incorporate persuasive/argument papers in Social Studies and Science classes. Lead by the English Department, the staff will teach and model the components of a quality, five paragraph paper. The instruction will take place during the first semester by the English instructor. The second semester will see Science and Social Studies classes assign a five paragraph paper. The topics will be subject driven with support provided by the Language Arts Department. Writing across the curriculum activities will better prepare students for the ACT writing assessment. High school staff will continue to use common language towards a uniform writing process. Local trainers will be used to further investigate instruction with proven track records.

**Goal 3:** Social Studies- Decrease the gap that exists between genders on the MME Social Studies assessment.

Strategies/Progress: Social Studies instructors will lesson plan with emphasis on incorporating the significance of women in history. Such planning will take place throughout the course rather a unit dedicated to how women influenced the world. When addressing historical events with contemporary issues, our staff will reveal the progression of women in leadership roles.

Staff will discuss and implement methods that encourage females to participate in class discussions and activities. The department will

### **Description of Each School**

Reese Public Schools is a district of approximately 1000 students in grades K-12. It operates in three buildings. There is one elementary building (B4K-4), one middle school (5-8) and one high school (9-12). Each building has at least one computer lab, one gymnasium, one media center with specialized classrooms for art, and other rooms dedicated to specific areas. The district has many athletic facilities for students and community use as well as playground equipment for elementary students.

Reese High School is 9-12 building serving the village of Reese and its surrounding area. Reese has a population of approximately 1,346 residents and our district is open to outlying areas. Approximately one in five students is a school of choice pupil. The high school enrollment numbers generally hover around 350 students. There are seven class periods that meet five days per week for 49 minutes. We also have a seminar class that meets daily for 23 minutes. Our professional staff consists of a principal, part-time athletic director, part-time dean of students, part-time counselor, 20 highly qualified teachers, and two secretaries.

### **Status of Core Curriculum Implementation**

Reese Public Schools has an aligned curriculum in all of the core areas: English Language Arts, Mathematics, Science and Social Studies. Professional Development has focused on Mathematics and the implementation of a vertical alignment in the K-12 setting. In addition the Technology Curriculum has also been revised to reflect the district's technology plan. The High School will continue to transition towards the Common Core curriculum as approved by the State. Continued effort towards full implementation will require aligning subject areas vertically throughout the k-12 setting. The Common Core Content Expectations will be reviewed to ensure the proper learning objectives will be provided to all

students. The core curriculum is available for review on the district website: [www.reese.k12.mi.us](http://www.reese.k12.mi.us) or made available at the high school office. The curriculum is monitored on a regular basis using current research, professional development trainings, state and national standards and trends, local expertise from area educators, and community needs to determine content. The Fine Arts Curriculum is also being monitored as the state makes changes to their frameworks in that area.

## **Dual Enrollment and AP Opportunities**

Student may choose to participate in the Dual Enrollment program if they qualify for the courses according to the laws of the State of Michigan. Reese has a significant number of students (35) who are obtaining college credit through Delta College. Those 35 students or 10% of the high school population were granted 74 postsecondary course credits.

Students can elect to enroll in a variety of AP courses through on-line opportunities. Reese High School has partnered with Genesee Country ISD where students can enroll in AP courses using the Gen-Net portal. Students can choose between 18 AP classes. We had one student take two AP courses. The student received high enough scores to receive college credit in both classes. Reese High School is an approved AP testing site with an approved AP site-coordinator.

## **Standardized Assessments**

### **ACT Scores**

The average ACT scores have maintained a level of consistency over the past five years. We are very pleased to raise our composite score by one whole point from the year previous. An increase of .3 is considered a significant gain. Our continued focus on Math scores will keep us well above the State Average and prepare our students to be college ready.

• School year	RHS Composite score	State Average
• 2009	21.1	19.6
• 2010	20.4	19.7
• 2011	20.8	20.0
• 2012	19.8	20.1
• 2013	20.8	19.9

### **NWEA Results**

This computer generated test is given to all high school students twice per year. Our special education students will be assessed four times per year.

This will be our third year of administering this assessment. Students receive an immediate score once completed in the areas of Math, Reading, and Language Arts.

### **Parent/Teacher Conference Data & Parent Involvement Policies**

The Reese High School staff firmly believes that parental involvement in the educational process is vital to a student's success in school. Parents are encouraged to take an active role in their child's education. In an effort to enhance communication between home and school, we schedule parent/teacher conferences at the end of the first marking period. The conference is designed to inform parents of their child's progress in school, as well as to provide an opportunity to meet the teachers and get to know the operation of our school system. About 48% of our parents attended the 2012-2013 fall conferences.

Reese High School staff is committed to our mission of providing a quality curriculum that develops academic skills, employability skills, and candid discussions/lessons on career awareness. We remain determined to have a High School in which you can take great pride. Your support is vital towards the achievement of our mission.

Sincerely,

Brian W. Galsterer  
Principal, RHS