



**BEAVERTON
JUNIOR/SENIOR
HIGH SCHOOL**

3090 Crockett • Beaverton, MI 48612

989.246.3010

BeavertonSchools.net

February 13, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for the Beaverton 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 Beaverton Jr/Sr High School office for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://mischooldata.org/parent-dashboard-page?PageUrl=https://legacy.mischooldata.org/ParentDashboard/ParentDashboardSchoolOverview.aspx?LocationId=S%2c5668%2c920%2c18>, or you may review a copy in the main office at your child's school. For the 2024-25 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

I would like to personally congratulate all of the students, parents, and school personnel who work to improve the achievement levels in Beaverton Schools District.

Go, Beavers!

Renee Inscho
Principal, Beaverton Junior/Senior High School



Key Challenges & Initiatives

Beaverton Junior/Senior High School is committed to increasing academic achievement across all core subject areas while intentionally closing educational gaps among student subgroups. We remain focused on striving toward a 100% graduation rate by ensuring every student receives the support needed to succeed. This year's professional development has been strategically designed around strengthening student achievement and refining our focus on essential power standards to maximize learning for all students.

Initiatives

1. English Language Arts

- The 7-12 English department has implemented a balanced literacy approach that is in its fifth year. The balanced literacy components included: independent reading, word study (Greek/Latin Roots), mentor sentences, and reading and writing mini lessons that are aligned to the Michigan Common Core State Standards.

2. Common Unit Assessments & Semester Exams have been created and implemented.

- We continue to review our assessments and rewrite, if necessary, them to make the transition to the Common Core State Standards from the Michigan High School Content Expectations.
- Our student assessment results are used to drive our instruction.
- Assessments are being rewritten to add higher depth of knowledge questions.

3. Understand by Design Curriculum Development

- Teachers are continuing with the process of updating their curriculum using the Understanding by Design model. The curriculum development has produced pacing guides, unit outlines, and assessments.

4. Balanced Mathematics

- Balanced Mathematics has been ongoing in the Jr/Sr high school for the past several years. Teachers maintain the daily practices of daily math review, mental math, and math talk.
- The Jr/Sr high school math department has implemented a math workshop that focuses on small, individualized group work led by the teacher.

5. Junior High Math and ELA Interventions

- There is additional, at-risk, intervention support staff in the 7th & 8th grade math and ELA classes. The intervention support staff pulls small groups of students after direct instruction to reteach



concepts that students are struggling with. The intervention support staff also works with students on skills that they may be lacking in that may be hindering their progress in math and/or ELA.

6. What I Need

- This is the fourth year for the WIN (What I Need) courses. These courses meet 35 minutes daily. Students have been divided up amongst their grade level peers and receive instruction around time management, life skills, study habits, and social & emotional health. WIN teachers check in with students two times a week addressing students grades and any other areas of concerns. The main focus of this class is to build relationships among teachers and students and students and students

7. Math Lab/Reading Lab

- This targeted support program is designed to strengthen essential literacy and numeracy skills for high school students. Through 60-minute, teacher-led, self-paced sessions, the initiative provides focused intervention, skill-based instruction, and reteaching of key concepts for students who may be at risk or need additional support. The goal is to close learning gaps, build confidence, and ensure every student has a strong academic foundation for success across all courses.

Description of the School

Beaverton Jr./Sr. High School serves students in grades 6–12 and provides a comprehensive educational experience designed to support academic growth and student success. The school offers a wide range of programs and services, including the National Free Breakfast & Lunch Program, at-risk math interventions, credit recovery, dual enrollment, Early College opportunities, and Career and Technical Education (CTE), along with enriching coursework in instrumental music, art, STEM, and Spanish. Beyond the classroom, students are encouraged to explore their interests through a variety of clubs, extracurricular activities, competitive athletics; fostering innovation, teamwork, and problem-solving skills.

Process for Assigning Pupils to the School

During the 2024–2025 school year, all district students in grades 6 through 12 were assigned to Beaverton Jr./Sr. High School, as it is the district's sole building serving this grade span. In some cases,



students were also placed at this building to participate in specific programs designed to better meet their individual educational needs.

Status of School Improvement Plan

A copy of the School Improvement Plan is available online at beavertonschools.net and can be requested in print from the BJSHS office. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOAL	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
Beaverton Junior/Senior High School 's goal is to improve tier 1 instruction for students in order to improve state level assessment proficiency by 5% annually in core academic areas through 6/30/2025.			
<u>Strategy 1: Guaranteed and Viable Curriculum</u> <u>Activity 1:</u> Gradual Release of Responsibility - All teachers will have an understanding of the GRR process and will be expected to implement it effectively in their classroom as evidenced by opportunities for: - Direct Instruction - Collaborative Learning - Independent Learning <u>Activity 2:</u> High Quality Instruction - All students will receive high quality instruction (see district vision documents) based upon the following: - Daily instruction in (1 class period of each per day): - English - Math		X	



▪ Science ▪ Social Studies ○ Additional daily instruction in: ▪ Electives ▪ CTE (Optional: Grades 10, 11, 12) ▪ Dual Enrollment (Optional: Grades 9-12) ▪ Early College (Optional: Grades 10-12 + 1) ▪ Michigan Virtual University (Optional: Grades 10-12) <u>Activity 3:</u> Horizontally & Vertically Aligned Curriculum ● Teachers will deliver a horizontally and vertically aligned curriculum In all subjects utilizing the following based programs: ○ Into Literature ○ Into Math/Into AGA ○ MI STARR, ○ HMH Social Studies, MC3			
<u>Strategy 2: Instructional Student Engagement Strategies</u> <u>Activity 1:</u> Student Engagement ● Teachers will increase student engagement by intentionally selecting a strategy from one of many different resources that provide instructional strategies. ○ The strategy chosen should be selected purposely and used to carefully plan lessons to engage students in the learning of specific content.		X	
<u>STRATEGY 3: Instructional Leadership Routines</u> ● <u>Activity 1:</u> District Instructional Leadership ○ District instructional leadership (superintendent, principals, instructional coaches) will meet monthly to develop, implement, and continuously monitor district and building level systems including: ▪ Professional Development ▪ District Data ▪ School Improvement		X	



● <u>Activity 2: Instructional Coaches</u> ○ BJSHS will utilize an instructional/ MTSS coach to improve systems through: ▪ Modeling ▪ Cognitive Coaching ▪ Coaching Meetings & Discussions ▪ Educational Support Team Meetings			
<u>Strategy 4: Talent Management</u> ● <u>Activity 1: District Systems</u> ○ Principals will utilize all District Systems (processes and procedures to: ▪ Effectively communicate and problem solve ▪ Improve student learning by managing staff performance through monitoring: ● SLO Goals ● Student Engagement Strategies ● 5D+ Performance Evaluation System ● Strategies that lead to Instructional Improvement		X	
<u>Strategy 5: Teacher Collaborative Routines</u> ● <u>Activity 1: Professional Learning Communities</u> ○ Teachers will engage in a minimum of one-hour weekly professional learning communities (PLC) during early release Wednesdays. This time will be committed to collegial dialogue based on: ▪ Instructional Design and Delivery ▪ Teacher Reflective Practices ▪ Data Analysis		X	



Strategy 6: Literacy Essentials

- Activity 1: Course Wide Literacy Inclusion
 - Instruction will include strategies to incorporate content specific literacy in all subject areas such as:
 - Nancy Boyle's and Cris Tovani's comprehension strategies
 - Close Reading Techniques
 - Reading Apprenticeship Strategies
 - Disciplinary Literacy Essentials
 - Extended Response Tasks
- Activity 2: Career Development Instruction
 - Instruction will include career development instruction as outlined in the Career Development Model documents:
 - Career Awareness: Grades 6- 8
 - Career Awareness: Grades 9-12

X

Core Curriculum Status

A copy of the Core Curriculum is available in the Junior/Senior High School in either paper or electronic format.

English Language Arts

The English Language Arts curriculum follows the Common Core State Standards approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The main, guaranteed and viable curriculum for English Language Arts is from Houghton Mifflin Harcourt, Into Literature.

Mathematics

The Mathematics curriculum follows the Common Core State Standards approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The main, guaranteed and viable curriculum for Mathematics is from Houghton Mifflin Harcourt, Into Math and Into AGA.



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Science

The Science curriculum follows the Michigan Next Generation Science Standards approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The guaranteed and viable curriculum for 6th, 7th, & 8th grades is MI STARR.

Social Studies

The Social Studies curriculum follows the Michigan Social Studies Standards approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The guaranteed and viable curriculum for social studies is from Houghton Mifflin Harcourt and the Michigan Citizenship Curriculum (MC3).



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Parent/Teacher Conferences

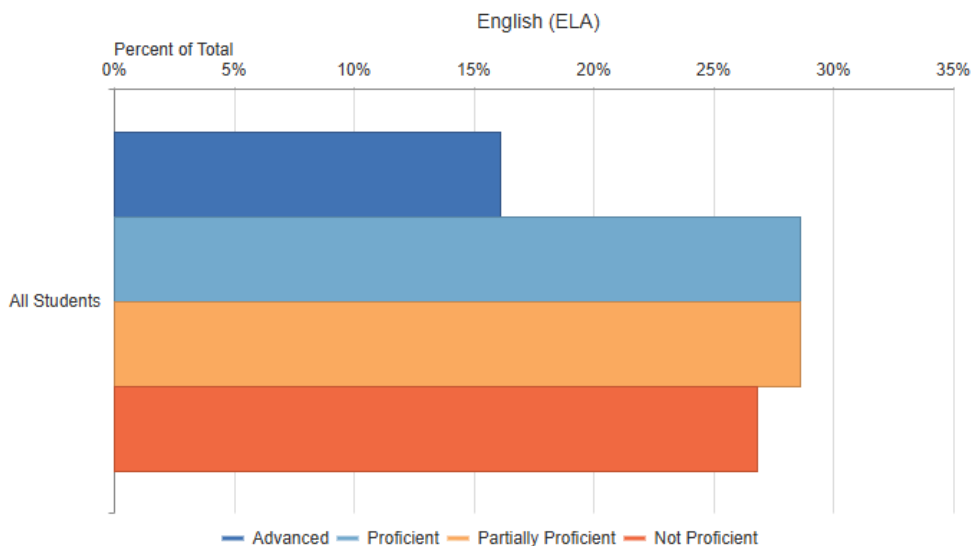
Grade Level	# In Class	# In Attendance	Economically Disadvantaged	Race/ Ethnicity	Special Education	Homeless	Male	Female
6	69	52---75%	23	2	12/19---63%	0	26/34	26/35
7	59	31---53%	1	1	5/15---33%	3	19/33	12/26
8	52	30---58%	11	1	5/10---50%	0	16/32	14/20
9	67	30---48%	4	0	3/14---21%	1	13/40	17/27
10	60	26---43%	4	3	2/11---18%	0	18/43	8/25
11	55	21---42%	2	1	4/9---44%	0	11/30	10/25
12	40	11---28%	3	3	0/6---0%	2	5/26	6/14
Total	402	201---50%						



Student Achievement Results

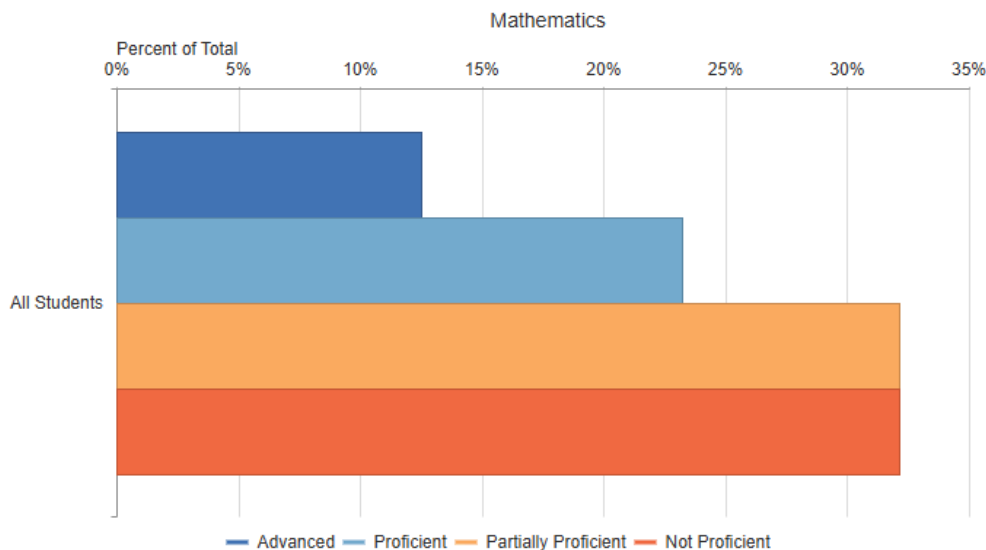
6th Grade ELA MSTEP

[Show Student Count View](#)



6th Grade Math MSTEP

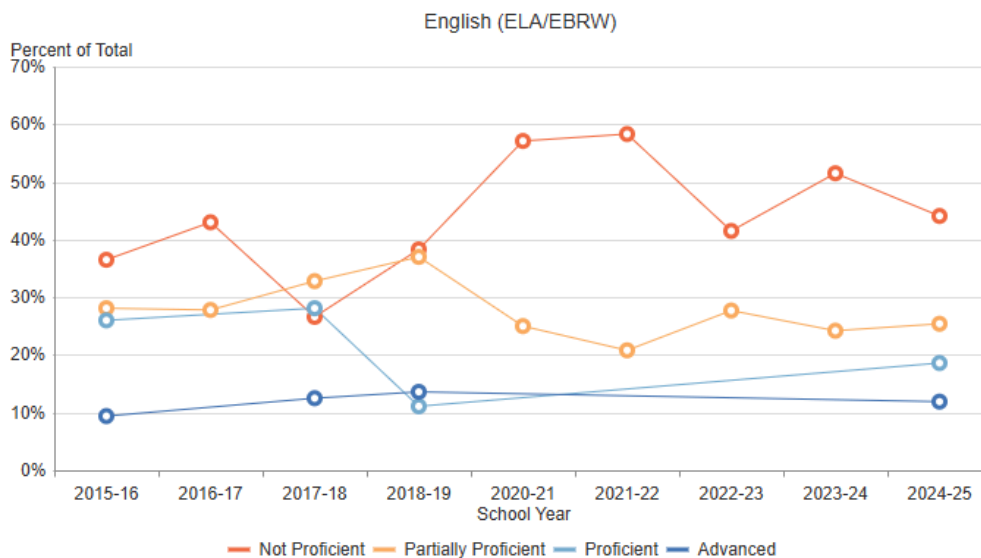
[Show Student Count View](#)





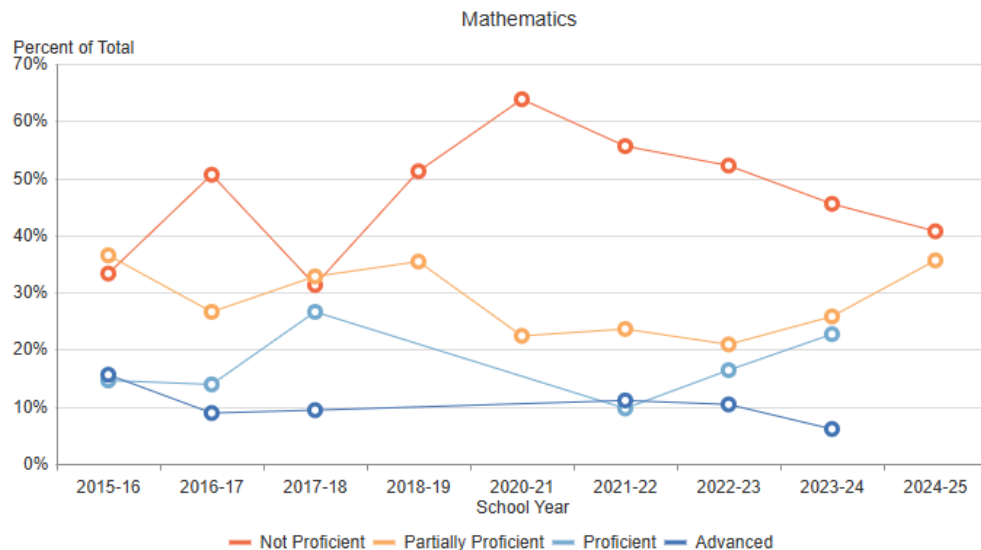
7th Grade ELA MSTEP

[Show Student Count View](#)



7th Grade Math MSTEP

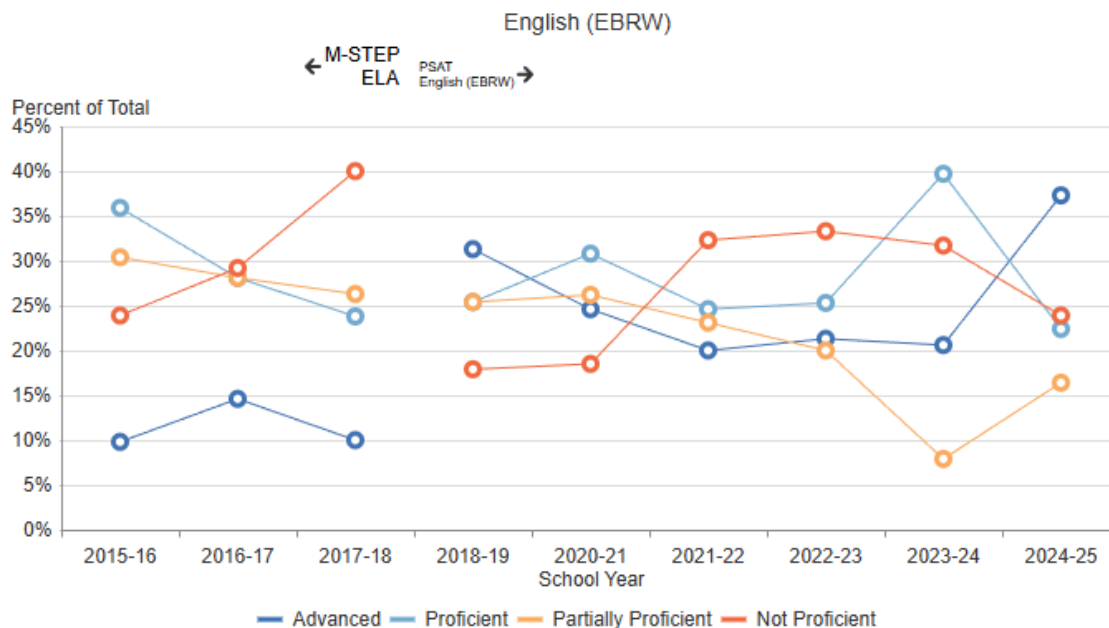
[Show Student Count View](#)





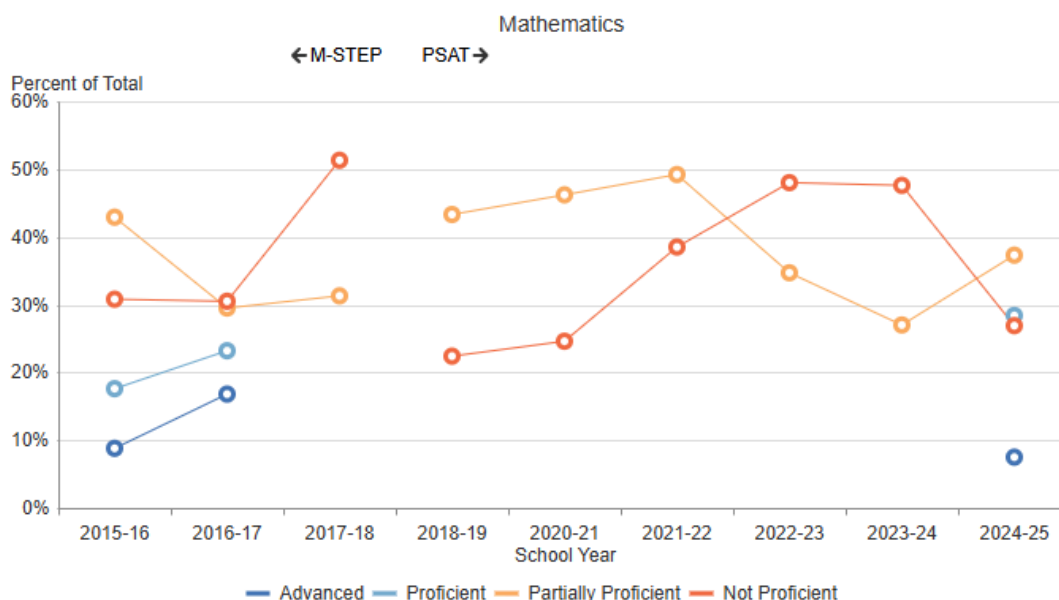
8th Grade ELA MSTEP/EBRW PSAT

[Show Student Count View](#)



8th Grade Math MSTEP/PSAT

[Show Student Count View](#)



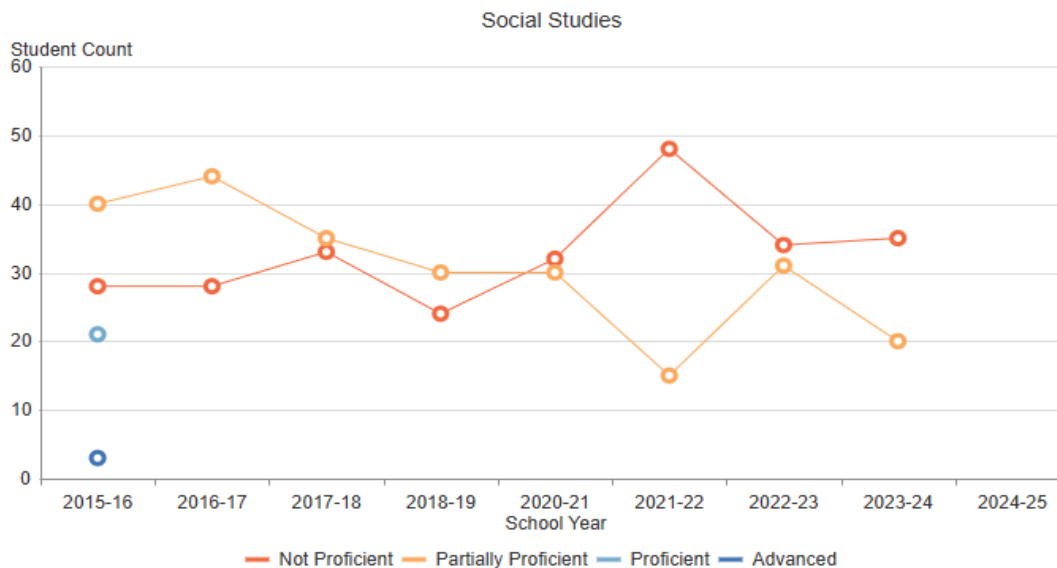


8th Grade Science MSTEP

No Available Data

8th Grade Social Studies MSTEP

[Show Percent of Total View](#)



Grade 9: Evidence-Based Reading & Writing: All Students

Reading and Writing

	# of Testers	% Percentage	Score Distribution	Mean Reading and Writing Score (120-720) ⓘ
All Groups	63	100%		120 414 720
Male	32	51%		120 402 720
Female	31	49%		120 427 720
Another	0	N/A	Not calculated	Score is not calculated for less than 10 testers
No Response	0	N/A	Not calculated	Score is not calculated for less than 10 testers



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Grade 9: Evidence-Based Math: All Students

Math

	# of Testers	% Percentage	Score Distribution	Mean Math Score (120-720) ⓘ
All Groups	63	 100%		120  385  720
Male	32	 51%		120  374  720
Female	31	 49%		120  396  720
Another	0	N/A	Not calculated	Score is not calculated for less than 10 testers
No Response	0	N/A	Not calculated	Score is not calculated for less than 10 testers

Grade 10: Evidence-Based Reading & Writing: All Students

Reading and Writing

Performance Levels

■ Meets/ Exceeds Benchmark ■ Approaching Benchmark ▨ Not Yet Approaching Benchmark

	# of Testers	% Percentage	Performance Levels			Benchmark Distribution
			■	■	▨	
All Groups	49	 100%	41%	14%	45%	0%  100%
Male	26	 53%	31%	15%	54%	0%  100%
Female	23	 47%	52%	13%	35%	0%  100%
Another	0	N/A	Not calculated			Benchmark not calculated for less than 10 testers
No Response	0	N/A	Not calculated			Benchmark not calculated for less than 10 testers



Grade 10: Evidence-Based Math: All Students

Math

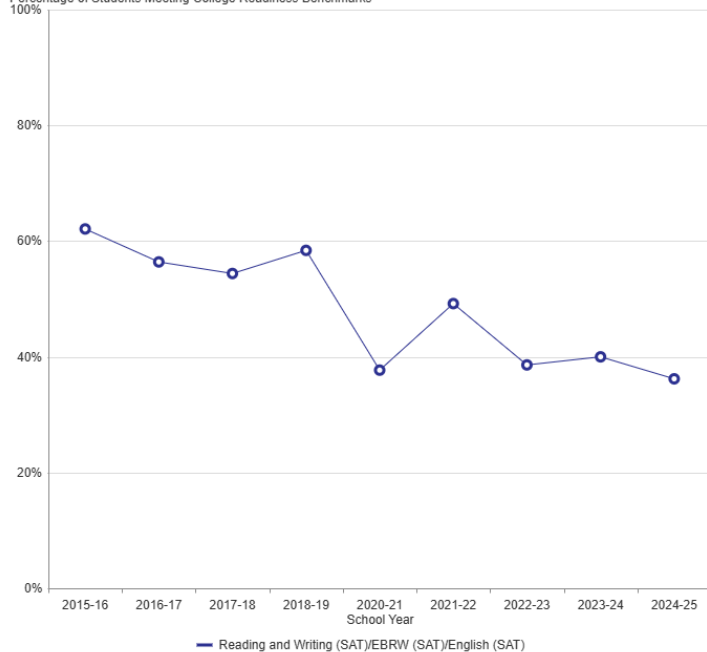
Performance Levels

■ Meets/ Exceeds Benchmark ■ Approaching Benchmark ▨ Not Yet Approaching Benchmark

	# of Testers	% Percentage	Performance Levels			Benchmark Distribution
			■	■	▨	
All Groups	49	100%	10%	8%	82%	0% 100%
Male	26	53%	12%	4%	85%	0% 100%
Female	23	47%	9%	13%	78%	0% 100%
Another	0	N/A	Not calculated			Benchmark not calculated for less than 10 testers
No Response	0	N/A	Not calculated			Benchmark not calculated for less than 10 testers

11th grade SAT: Evidenced Based Reading & Writing

Percentage of Students Meeting College Readiness Benchmarks

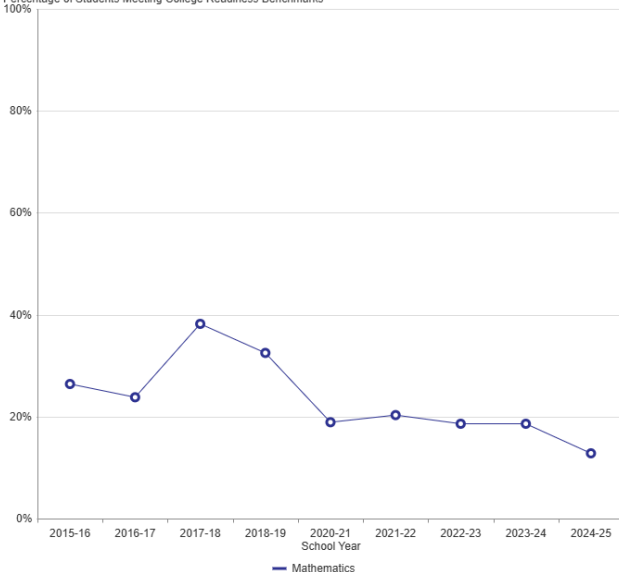


Note: In Spring 2024 the College Board SAT Suite of Assessments transitioned to a new online assessment design.



11th Grade Math SAT

Percentage of Students Meeting College Readiness Benchmarks



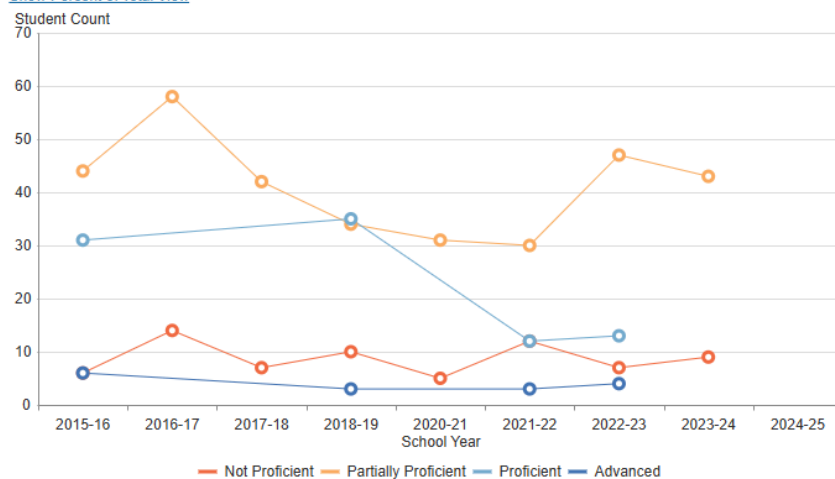
Note: In Spring 2024 the College Board SAT Suite of Assessments transitioned to a new online assessment design.

11th Grade Science MSTEP

No Available Data

11th Grade Social Studies MSTEP

[Show Percent of Total View](#)





Postsecondary Enrollments

Dual Enrollment

Beaverton Jr/Sr High School had approximately 275 students in grades 9th – 12th. There were 44 unique dual enrolled students. Those students took 160 college courses throughout the year. There are no College Equivalent Courses (AP/IB) offered at Beaverton Jr/Sr High, so no students receive scores that lead to college credit.

Graduation/Dropout Rate

