



Warren Consolidated Schools

Creating Dynamic Futures through Student Achievement, High Expectations, and Strong Relationships

ADMINISTRATION BUILDING

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Butcher Educational Center Annual Education Report (AER) Cover Letter

March, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the programs at the Butcher Educational Center. 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 Dr. Catherine Neuhoff for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.wcskids.net/District/Annual-report/index.html>, or you may review a copy in the main office at your child's school.

For the 2016-2017 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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".

Butcher Educational Center (BEC) currently houses three magnet programs serving students from within Warren Consolidated Schools (WCS) and Macomb County for the high school only WCS for the two middle school programs. Students attending BEC programs struggle with similar academic issues as their home school peers when itemizing local and state assessment data: relatively low ability to make inferences within text; marshaling appropriate evidence to validate claims and consideration of

counterpoints in their writing; limits in academic vocabulary; and the ability to transfer problem solving skills learned in one curriculum to another.

To respond to academic issues, staff focuses their professional goals and classroom strategies on improving students' inference, critical writing, and academic vocabulary skills while helping them make real world connections through the Gold Star Project-Based Learning (PBL) method approach at the middle school levels and critical research practices in the high school courses. Staff development and community outreach efforts are employed that allow BEC counseling and instructional staff to access wrap around services needed to support the non-academic needs of students.

State law requires that we also report the following additional information for the two most recent years:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:**
Butcher Educational Centers' (BEC) three unique educational entities use a selection process that consider the following criteria for the high school Macomb Mathematics Science and Technology Program (MMSTC): currently enrolled in Algebra I or Accelerated Geometry in 8th grade; teacher recommendations and grades for mathematics and science coupled with a behavior/academic inventory survey; counselor recommendation; performance on an Algebra readiness assessment, MMSTC entrance exam, and the CoGAT[®]. Students are ranked according to points earned cumulatively. The Middle School Mathematics Science and Technology Center (MS2TC) and the Middle School Visual and Performing Arts Program (MSVPA) apply similar criteria for entrance: students' academic and personal behavioral traits derived from the Parent Application; Student Application writing assessment; students' performance on the fall IOWA and CoGAT[®] assessments; and teacher recommendations. Additional information is gathered on students' grades, attendance and behavior patterns. A stakeholder committee reviews the cumulative data making final recommendations.
2. Butcher Educational Center was not required to complete a school improvement plan for the 2015-2016 school.
3. Warren Consolidated Schools offers several specialized programs to meet the needs of a variety of learners.

The **Macomb Math, Science and Technology Center (MMSTC)** is an honors program for 9th – 12th grade students in 9 Macomb County districts who are interested in advanced/accelerated mathematics, science, and computer technology. Students must apply and be selected for the program based upon placement testing and teachers' recommendations. The Center's program is a half day; students attending MMSTC take mathematics, science, and interdisciplinary studies at the BEC and their remaining courses through their home high schools.

The **Middle School Mathematics Science Technology Center (MS)2TC** offers an advanced and enhanced mathematics, science, and English language arts option for middle school students. The (MS)2TC program integrates curriculum, challenging students with project-based learning experiences. Students who are accepted into the program split their day between their home middle schools,

where they will take their social studies and two elective classes, and Butcher Educational Center, where they will take their mathematics, science and English language arts classes.

The **Middle School- School of Performing Arts (MSVPA)** is an exciting, creative program that has been designed to build on the district's nationally-acclaimed, award-winning high school performing arts program (WCSPA) located at Sterling Heights High School. MS-WCSPA is intended for academically-focused and creative students who seek to blend their academic experience with interest in the performing arts. Students who are accepted into the program split their school day between their home middle schools, where they will take their language arts, science, and math classes, and Butcher Educational Center, where they will take their social studies and two performing arts electives. The performing arts electives will include visual arts, music, movement, and theatre exploratory experiences.

The **Career Preparation Center (CPC)** programs are open to Clintondale, Fraser, and Warren Consolidated 11th and 12th grade students. CPC programs are designed to provide students with skills to enter the workforce or continue with additional college or workplace training. Career Technical Education (CTE) classes at the CPC provide technical skills and knowledge. Students enrolled in these programs are often able to earn technical certifications as well as college credit.

Community High School is an alternative education program for high school students. The primary objective of the school is to assist enrolled students in meeting their high school graduation requirements in a timely manner. It is located at the Flynn Educational Center along with the adult **ESL program**.

The **Hatherly Early Childhood Center** supports the mission and vision of Warren Consolidated Schools in a variety of ways. The building is home to the WCS Early Childhood Special Education (ECSE) Program, the World of Fours (grant-supported pre-school for 4 year-olds) Program, Transitional kindergarten, and several Macomb-Intermediate School District Head-Start classrooms.

Year-round education offers many benefits for students and families such as increased student achievement and retention rates, more effective learning environment by reduced time spent reviewing, expanded enrichment and intervention opportunities for students, and expanded educational choice options for parents. Year-round education is offered at Siersma and Holden Elementary Schools.

4. Warren Consolidated Schools follows all State of Michigan curriculum guidelines. The Board of Education has adopted a core curriculum based on Michigan Curriculum Framework, Grade-Level Content Expectations/Michigan State Standards, Michigan Science Expectations, College Board curriculum for MMSTC courses, and the Michigan Merit Curriculum approved by the State Board of Education. A copy of the core curriculum may be accessed at www.wcskids.net.
5. Butcher Educational Center students were assessed using the NWEA and IOWA for local measures and the SAT, ACT WorkKeys, and M-STEP as required by the state

of Michigan with their scores reported through their home middle and high schools. While students attending the center tend to outscore their home school peers by as much as 40 percentile points, students universally struggle in reading for meaning, academic vocabulary, and marshaling substantive evidence and taking counterpoints in their writing.

Fall 2015 Iowa Percent Proficient (M-Step Four Level Companion)

	Area	Grade	Total Students	Level 1	Pct	Level 2	Pct	Level 3	Pct	Level 4	Pct	Level 3 & 4
MMSTC	CORE	9	45	0	0.0%	0	0.0%	4	8.9%	41	91.1%	100.0%
	ELA	9	46	0	0.0%	0	0.0%	6	13.0%	40	87.0%	100.0%
	MATH	9	45	0	0.0%	0	0.0%	7	15.6%	38	84.4%	100.0%
	CORE	10	37	0	0.0%	0	0.0%	1	2.7%	36	97.3%	100.0%
	ELA	10	45	0	0.0%	0	0.0%	1	2.2%	44	97.8%	100.0%
	MATH	10	37	0	0.0%	0	0.0%	3	8.1%	34	91.9%	100.0%
MS2TC	CORE	6	84	0	0.0%	3	3.6%	50	59.5%	31	36.9%	96.4%
	ELA	6	84	0	0.0%	7	8.3%	43	51.2%	34	40.5%	91.7%
	MATH	6	84	1	1.2%	7	8.3%	42	50.0%	34	40.5%	90.5%
	CORE	7	157	0	0.0%	4	2.5%	77	49.0%	76	48.4%	97.5%
	ELA	7	159	0	0.0%	4	2.5%	50	31.4%	105	66.0%	97.5%
	MATH	7	161	2	1.2%	13	8.1%	79	49.1%	67	41.6%	90.7%
	CORE	8	134	0	0.0%	5	3.7%	62	46.3%	67	50.0%	96.3%
	ELA	8	136	0	0.0%	5	3.7%	48	35.3%	83	61.0%	96.3%
	MATH	8	136	1	0.7%	9	6.6%	69	50.7%	57	41.9%	92.6%

Level 1 1-23 NPR

Level 2 24-45 NPR

Level 3 46-79 NPR

Level 4 80-99 NPR

6. Parent Participation at Fall and Spring Conferences

MMSTC	YEAR	FALL	SPRING
	2014-2015	71%	50%
	2015-2016	69%	40%
	CHANGE	-2%	-10%
(MS)2TC/MSVPA	YEAR	FALL	SPRING
	2014-2015	77%	55%
	2015-2016	71%	43%
	CHANGE	-6%	-12%

7. Additional high school information:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT): 6 all earned credit.
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB): 1 AP Calculus; however students attending MMSTC register to take the AP Physics, AP Chemistry, and AP Statistics exams as well in their senior years.
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES: 20% or 61.
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT: (home high schools report this data)

The 2015-2016 school year was very exciting for students, their parents, and staff at Butcher Educational Center as collectively they worked diligently to supplement each program financially with family fund raisers, performances, and grant writing. Working together strengthened relationships between each set of stakeholders simultaneously giving our students exciting and rewarding educational experiences.

Sincerely,

Dr. Catherine Neuhoff

Director of Math/Science and Special Programs

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	7th Grade Content	All Students	2015-16	47.1%	48.1%	97.8%	64.4%	33.3%	2.2%	0.0%
ELA	7th Grade Content	Asian	2015-16	71.6%	64.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	21.5%	29.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	40.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	55.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	53.7%	49.0%	97.3%	62.2%	35.1%	2.7%	0.0%
ELA	7th Grade Content	Female	2015-16	53.8%	54.9%	100.0%	75.0%	25.0%	0.0%	0.0%
ELA	7th Grade Content	Male	2015-16	40.6%	41.7%	94.1%	47.1%	47.1%	5.9%	0.0%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	39.0%	100.0%	66.7%	33.3%	0.0%	0.0%
ELA	8th Grade Content	All Students	2015-16	48.9%	45.7%	100.0%	77.8%	22.2%	0.0%	0.0%
ELA	8th Grade Content	Asian	2015-16	73.6%	64.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	24.4%	30.6%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	8th Grade Content	Two or More Races	2015-16	47.8%	52.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	55.2%	45.8%	100.0%	72.7%	27.3%	0.0%	0.0%
ELA	8th Grade Content	Female	2015-16	54.9%	49.8%	100.0%	84.6%	15.4%	0.0%	0.0%
ELA	8th Grade Content	Male	2015-16	43.0%	41.6%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	35.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	35.3%	22.9%	91.1%	55.6%	35.6%	8.9%	0.0%
Mathematics	7th Grade Content	Asian	2015-16	68.1%	33.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	10.4%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	27.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	34.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	41.6%	23.7%	89.2%	51.4%	37.8%	10.8%	0.0%
Mathematics	7th Grade Content	Female	2015-16	34.5%	22.5%	89.3%	50.0%	39.3%	10.7%	0.0%
Mathematics	7th Grade Content	Male	2015-16	36.1%	23.3%	94.1%	64.7%	29.4%	5.9%	0.0%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	16.3%	91.7%	66.7%	25.0%	8.3%	0.0%

M-STEP Grades 3-11

Mathematics	8th Grade Content	All Students	2015-16	32.7%	24.2%	100.0%	55.6%	44.4%	0.0%	0.0%
Mathematics	8th Grade Content	Asian	2015-16	67.6%	48.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	8.4%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2015-16	29.8%	26.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	38.3%	23.7%	100.0%	45.5%	54.5%	0.0%	0.0%
Mathematics	8th Grade Content	Female	2015-16	34.1%	24.0%	100.0%	53.8%	46.2%	0.0%	0.0%
Mathematics	8th Grade Content	Male	2015-16	31.4%	24.4%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	16.7%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	23.9%	18.7%	60.0%	26.7%	33.3%	31.1%	8.9%
Science	7th Grade Content	Asian	2015-16	41.9%	20.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2015-16	5.4%	10.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	13.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	17.7%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	7th Grade Content	White	2015-16	28.9%	20.2%	59.5%	24.3%	35.1%	32.4%	8.1%
Science	7th Grade Content	Female	2015-16	22.6%	16.9%	57.1%	35.7%	21.4%	32.1%	10.7%
Science	7th Grade Content	Male	2015-16	25.1%	20.3%	64.7%	11.8%	52.9%	29.4%	5.9%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	12.0%	58.3%	25.0%	33.3%	33.3%	8.3%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	23.8%	94.4%	50.0%	44.4%	5.6%	0.0%
Social Studies	8th Grade Content	Asian	2015-16	53.8%	42.6%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	11.8%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	34.8%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	34.3%	23.1%	90.9%	36.4%	54.5%	9.1%	0.0%
Social Studies	8th Grade Content	Female	2015-16	26.0%	20.1%	92.3%	53.8%	38.5%	7.7%	0.0%
Social Studies	8th Grade Content	Male	2015-16	32.6%	27.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	14.8%	<10	<10	<10	<10	<10



Annual Education Report
Middle School Mathematics Science Technology Center

02/07/2017

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	99.7%	68.0%	100.0%	98.4%
All Students	Mathematics	98.6%	62.1%	99.7%	57.8%	100.0%	100.0%
All Students	Science	98.1%	50.0%	99.5%	43.1%	100.0%	88.6%
All Students	Social Studies	98.1%	59.3%	99.6%	53.1%	<30	<30
Bottom 30%	ELA	N/A	25.1%	N/A	14.6%	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	13.2%	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	4.7%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	3.4%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	N/A	N/A
Asian	ELA	99.3%	84.3%	100.0%	76.0%	<30	<30
Asian	Mathematics	99.4%	83.7%	100.0%	69.3%	<30	<30
Asian	Science	99.3%	65.5%	99.7%	55.2%	<30	<30
Asian	Social Studies	99.3%	76.0%	99.7%	67.7%	<30	<30
Black or African American	ELA	97.7%	46.9%	99.8%	58.3%	<30	<30
Black or African American	Mathematics	97.4%	37.3%	99.7%	43.9%	<30	<30
Black or African American	Science	96.5%	23.9%	99.3%	33.2%	<30	<30
Black or African American	Social Studies	96.6%	33.6%	99.8%	44.3%	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	100.0%	64.0%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	60.4%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	100.0%	48.9%	<30	<30

Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	100.0%	58.1%	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	<30	<30	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	100.0%	66.3%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	100.0%	51.5%	<30	<30
Two or More Races	Science	98.5%	45.2%	97.1%	36.1%	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	98.7%	46.6%	<30	<30
White	ELA	99.0%	75.6%	99.7%	68.5%	100.0%	97.9%
White	Mathematics	98.9%	68.4%	99.6%	58.5%	100.0%	100.0%
White	Science	98.6%	57.1%	99.6%	43.1%	100.0%	88.9%
White	Social Studies	98.5%	65.8%	99.6%	52.6%	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	99.7%	61.4%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.7%	52.4%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	99.5%	35.0%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	99.4%	43.4%	<30	<30
English Language Learners	ELA	98.8%	49.5%	99.7%	46.5%	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	99.7%	46.0%	N/A	N/A



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	99.6%	21.0%	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	99.4%	25.0%	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	99.2%	39.9%	N/A	N/A
Students With Disabilities	Mathematics	97.1%	36.5%	99.3%	35.0%	N/A	N/A
Students With Disabilities	Science	97.0%	26.5%	98.9%	27.2%	N/A	N/A
Students With Disabilities	Social Studies	96.6%	30.8%	99.7%	29.7%	N/A	N/A



Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	82.01%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	87.50%	N/A
Black or African American	67.31%	86.21%	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	80.42%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	74.12%	N/A
English Language Learners	72.14%	54.19%	N/A
Students With Disabilities	57.12%	72.26%	N/A
Bottom 30%	N/A	N/A	N/A

* All data based on students enrolled for a full academic year.



MI School Data

Annual Education Report Middle School Mathematics Science Technology Center

02/07/2017

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	95.14%	N/A

* All data based on students enrolled for a full academic year.



Annual Education Report
Middle School Mathematics Science Technology Center

02/07/2017

Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



Annual Education Report
Middle School Mathematics Science Technology Center

02/07/2017

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Middle School Mathematics Science Technology Center	Green	2	Green	2	Green	2	Green	2	Green	22



Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	0	16	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0