



Mason County Central Middle School



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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 2015-16 educational progress for Mason County Central Middle 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 Jeff Tuka for assistance.

The AER is available for you to review electronically by visiting the following web site: mccschools.org, or you may review a copy in the main office at your child's school.

For the 2016-17 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 was not identified by the state as a school with one of these labels.

One challenge that our school is facing is the persistent problem of funding from the State of Michigan. Funding has been an issue for a number of years and this continues to be a challenge today. As academic expectations grow regarding student growth, more resources should be provided by state and federal governments.

Another challenge is providing remediation programs to every student and bringing the lowest functioning students up to proficiency. We do include reading and math remediation programs in our middle school, however more is needed and this coincides with funding mentioned in the previous paragraph. Our programs along with the implementation of MTSS will help us prosper in this area.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL-Students are assigned based on age and grade level. We are a grade 6-8 building, therefore we service students that reside in our district and students that choose us through school of choice.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN-The school improvement plan is a living, breathing process that is constantly being changed and updated. It reflects changes in state mandates as well as changing based on growth, improvement and professional development needs for teachers. MTSS and Positive School Climate are two of the most recent focuses.
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL-We do not have specialized schools.
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-Our curriculum reflects the Common Core State Standards. Copies of this can be viewed in the Middle School office, central business office or the Michigan Department of Education (MDE) website. The school improvement plan may be reviewed with the principal.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS-
We use the NWEA test to gauge student growth and adjust our instruction. NWEA used a RIT score that is a measure of our student's scores compared to the national average and the state standards including the common core state standards (CCSS). The following shows each grade levels growth by RIT score for the 2015-16 testing:

	Fall 2015 RIT	Spring 2016 RIT
6th	216	221
7th	217	220
8th	226	228

6. The average attendance for parent-teacher conferences for our 2014-15 school year was 47% while our average for the 2015/16 school year was also 47%. It is important to note these numbers and representations reflect an average over two separate parent/teacher conferences and three grade levels.

It is our fundamental goal to continually improve upon the progress we have made in academic achievement, parent involvement and overall school wide programming. We are striving to prepare our students to compete in a global environment through introducing a variety of social and educational opportunities for them to participate in. Thank you for your continued contributions to these efforts.

Sincerely,



Jeffrey A. Tuka
Principal/Student Assessment Coordinator