



BYRON CENTER CHARTER 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 Byron Center Charter 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 school administrator, Tom Berriman, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/xbkmsn> (direct access), 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 has not been given on of these labels.

Byron Center Charter School continues to grow, in both enrollment and academics. The decline in enrollment that occurred from the 2013-2014 school year to the 2014-2015 school year has been dramatically reverse. In the last three years, Byron Center Charter School has seen a 21% increase in enrollment. While this increase is positive, the school is still working at continuing this increase. While this increase is positive, the enrollment of the school will continue to be a key challenge. The staff of Byron Center Charter School will also continue to address the challenge in balancing the MSTEP, SAT/PSAT, and NWEA MAP assessments. Through their Professional Learning Communities (PLCs), the staff will collaborate on methods of improving student growth on these assessments. The staff also meets to discuss ways of incorporating the seven Habits of Highly Successful

People, which is the topic of their book study of *The Leader in Me*. The ultimate goal of these new strategies is to achieve the school's vision of a student-centered learning environment.

State law requires that we also report additional information.

1. *Process for assigning pupils to the school* - Students will automatically be admitted for the following school year in each grade or class that does not reach full enrollment by the deadline date of April 15th. Siblings, children of current staff, and current board members will be given enrollment priority. Students will be selected for admission by random lottery for each grade or class that exceeds the enrollment cap, if their applications were received by the deadline date of April 15th. Enrollment is open to all students statewide.
2. *The status of the 3-5 year school improvement plan* - With the transition of state accountability from the MEAP and ACT to the MSTEP and SAT, there has been a lapse in assessment data at the state level that is substantial enough to measure the goals within the school improvement plan. However, one area of immediate concern that the 2015 MSTEP did uncover, was a weakness in the subject of Science. This has led us to revisit the School Improvement Plan and add a Science goal to address this weakness. The Math goal within the plan has been moving along very well with the use of the Math Expressions curriculum at the Elementary level and the incorporation of an online hybrid style class in high school Geometry. The English Language Arts goal has also been moving along successfully, thanks to the various interventions used at the Elementary level. These goals will continue to be a priority within the plan.
3. *A brief description of each specialized school* – not applicable
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 core curriculum used at Byron Center Charter School is modeled after the grade level content expectations/common core, as set by the State of Michigan. The school improvement team, staff, and administration to determine how to best implement this curriculum to meet the needs of the student body then use this framework. The team selects the textbooks that best meets the core curriculum as set by the state.

A copy of the core curriculum is available by calling the school office. The staff, with oversight from the administration, implements the curriculum to meet the student needs. This curriculum and the textbooks used to implement the curriculum are then analyzed by standardized testing results, along with teacher assessments. Any variances from the core curriculum would be to enhance, or add to what is required.

5. *The aggregate student achievement results for any local competency tests or nationally normed achievement tests - During the last two school years, BCCS continued to see great student achievement. All students in grades kindergarten through ninth took the Northwest Evaluation Association Standardized tests (a nationally normed achievement test) in September and May. Results for last two school years are on the following pages.*
6. *Identify the number and percent of students represented by parents at parent-teacher conferences -*

| | <u>2014-15</u> | <u>2015-16</u> |
|--|----------------|-----------------|
| Elementary parent-teacher conferences | 99/99 or 100% | 127/127 or 100% |
| Middle School parent-teacher conferences | 40/48 or 83% | 40/47 or 85% |
| High School parent-teacher conferences | 61/81 or 75% | 50/66 or 75% |

7. *For high schools, only also report on the following:*

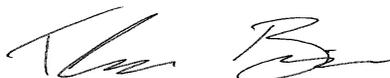
- a. the number and percent of postsecondary enrollments (dual enrollment) -

| | |
|-----------------------------|-----------------------------|
| <u>2014-15</u> - 6/34 - 18% | <u>2015-16</u> - 5/22 - 23% |
|-----------------------------|-----------------------------|
- b. the number of college equivalent courses offered (ap/ib) - none
- c. the number and percentage of students enrolled in college equivalent courses (ap/ib) - none
- d. the number and percentage of students receiving a score leading to college credit -

| | |
|---------------------------|--------------------------|
| <u>2013-14</u> - 6 - 100% | <u>2014-16</u> - 4 - 83% |
|---------------------------|--------------------------|

Byron Center Charter School continues to make strides in improving the academic growth of all of our students. Beginning with the 2016-2017 school year, the school has taken on the new theme of "Every Student by Name and Need". The staff has placed an emphasis on fostering a student-centered learning environment that encompasses the whole child experience of academics, character development, and leadership. This focus has begun to show results as our school was listed as one of the top-12 Charter High Schools in the state of Michigan. Our SAT and PSAT scores were competitive with our neighboring traditional school districts, and often times exceeded their results. Our NWEA scores demonstrated a clear improvement in student growth from 2014-2016. As always, the staff and students celebrated these successes but we continue to work towards continuing the growth. The recent success of Byron Center Charter School can be attributed to our staff and teachers that go beyond to provide our students with a top-notch education, as well as our students and their families that support the efforts of our school. There is no limit to where our school can go with the support and hard work of the Byron Center Charter School family.

Sincerely,



Principal/Superintendent, Byron Center Charter School

NWEA MAP GAIN SUMMARY COMPARISON 2014-2015 and 2015-2016

| | | | | | | | |
|---|-------------------------------|-------|-------|---|-------------------------------|-------|-------|
| 2 | Fall Cohort Mean RIT | 180.6 | 176.1 | 2 | Fall Cohort Mean RIT | 179.1 | 172.3 |
| | Fall Proficiency Percentile | 67 | 54 | | Fall Achievement Percentile | 65 | 35 |
| | Spring Cohort Mean RIT | 199.1 | 196.9 | | Spring Cohort Mean RIT | 198.9 | 196.2 |
| | Spring Proficiency Percentile | 97 | 96 | | Spring Achievement Percentile | 86 | 87 |
| | School Gains | 18.5 | 20.9 | | School Gains | 19.8 | 23.9 |
| | School Gains Percentile | 98 | 99 | | School Gains Percentile | 96 | 99 |
| 3 | Fall Cohort Mean RIT | 188.9 | 182.5 | 3 | Fall Cohort Mean RIT | 198.8 | 192.3 |
| | Fall Proficiency Percentile | 27 | 11 | | Fall Achievement Percentile | 92 | 73 |
| | Spring Cohort Mean RIT | 205.3 | 198.6 | | Spring Cohort Mean RIT | 211.1 | 207.3 |
| | Spring Proficiency Percentile | 72 | 56 | | Spring Achievement Percentile | 88 | 90 |
| | School Gains | 16.3 | 16.1 | | School Gains | 12.3 | 15.0 |
| | School Gains Percentile | 96 | 96 | | School Gains Percentile | 33 | 99 |
| 4 | Fall Cohort Mean RIT | 193.3 | 194.8 | 4 | Fall Cohort Mean RIT | 193.1 | 189.8 |
| | Fall Proficiency Percentile | 3 | 20 | | Fall Achievement Percentile | 7 | 10 |
| | Spring Cohort Mean RIT | 204.9 | 202.4 | | Spring Cohort Mean RIT | 208.3 | 198.1 |
| | Spring Proficiency Percentile | 19 | 34 | | Spring Achievement Percentile | 23 | 11 |
| | School Gains | 11.7 | 7.6 | | School Gains | 15.2 | 8.3 |
| | School Gains Percentile | 60 | 11 | | School Gains Percentile | 98 | 56 |
| 5 | Fall Cohort Mean RIT | 217.5 | 214.8 | 5 | Fall Cohort Mean RIT | 203.4 | 201.7 |
| | Fall Proficiency Percentile | 85 | 84 | | Fall Achievement Percentile | 13 | 26 |
| | Spring Cohort Mean RIT | 227.7 | 219.4 | | Spring Cohort Mean RIT | 214.1 | 213.7 |
| | Spring Proficiency Percentile | 90 | 92 | | Spring Achievement Percentile | 19 | 62 |
| | School Gains | 10.3 | 7.5 | | School Gains | 10.7 | 12.0 |
| | School Gains Percentile | 70 | 95 | | School Gains Percentile | 73 | 99 |
| 6 | Fall Cohort Mean RIT | 216.5 | 211.5 | 6 | Fall Cohort Mean RIT | 214.7 | 213.3 |
| | Fall Proficiency Percentile | 37 | 50 | | Fall Achievement Percentile | 34 | 64 |
| | Spring Cohort Mean RIT | 224.7 | 214.2 | | Spring Cohort Mean RIT | 225.1 | 220.3 |
| | Spring Proficiency Percentile | 55 | 40 | | Spring Achievement Percentile | 49 | 76 |
| | School Gains | 8.2 | 2.6 | | School Gains | 10.4 | 7.0 |
| | School Gains Percentile | 63 | 11 | | School Gains Percentile | 90 | 88 |
| 7 | Fall Cohort Mean RIT | 223.4 | 218.3 | 7 | Fall Cohort Mean RIT | 219.9 | 214.9 |
| | Fall Proficiency Percentile | 41 | 69 | | Fall Achievement Percentile | 36 | 53 |
| | Spring Cohort Mean RIT | 228.3 | 221.9 | | Spring Cohort Mean RIT | 230.8 | 225.5 |
| | Spring Proficiency Percentile | 46 | 69 | | Spring Achievement Percentile | 60 | 86 |
| | School Gains | 4.9 | 3.7 | | School Gains | 10.9 | 10.6 |
| | School Gains Percentile | 22 | 59 | | School Gains Percentile | 99 | 99 |
| 8 | Fall Cohort Mean RIT | 238.6 | 231.0 | 8 | Fall Cohort Mean RIT | 226.4 | 221.7 |
| | Fall Proficiency Percentile | 90 | 98 | | Fall Achievement Percentile | 50 | 72 |
| | Spring Cohort Mean RIT | 246.8 | 230.1 | | Spring Cohort Mean RIT | 241.4 | 222.8 |
| | Spring Proficiency Percentile | 98 | 91 | | Spring Achievement Percentile | 86 | 64 |
| | School Gains | 8.2 | -0.9 | | School Gains | 15.0 | 1.1 |
| | School Gains Percentile | 99 | 24 | | School Gains Percentile | 99 | 24 |