

# GARBER HIGH SCHOOL

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“HOME OF THE DUKES”

Barry Kenniston - Principal

Suzanne Brown - Assistant Principal

April 15, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for Garber 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 Barry Kenniston, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [www.e-hps.net](http://www.e-hps.net) or you may review a copy from 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 is one that 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. Our school has not been given one of these labels.

Key challenges for Garber High School are in the areas of math and academic performance of subgroups as noted in the attached test scores. As a district we are altering our math curriculum sequence, increasing the use of technology including a plan for a one to one computer initiative, and adding more hands-on, real-world applications in the classroom. TI-Nspire technology was added to all math classes in 2014-2015. We have also added more credit recovery options for students, summer school and additional interventions in all areas.

State law requires that we also report additional information:

1. Garber High School houses all ninth through twelfth grade students in the district. All students in those grade levels are assigned to Garber High School.
2. Garber High School participates in the AdvancED/North Central Accreditation school improvement process. In the 2012-2013 school year, a Quality Assurance Review visit was hosted at Garber where we received detailed feedback on our educational programs and school improvement process. The district has revised our school improvement plan to strive for continuous improvement in all areas and the new plan is being implemented in the 2014-15 school year.
3. Garber does not host any specialized programs.
4. Garber utilizes the Michigan Curriculum Framework, High School Content Expectations, and Common Core to establish the curriculum for each grade level. Implementation of curriculum is facilitated at the district level in coordination with the Bay-Arenac Intermediate School District. Information about the curriculum can be found on the Michigan Department of Education website, or by contacting the principal.

5. The eleventh grade students take the English, Math, Science and Social Studies M-Step test. They also take the ACT and the aggregate results on the ACT assessment for the past 6 years are as follows:

Six Year Trend – Average ACT Scores

Grad Year	English		Mathematics		Reading		Science		Composite	
	Local	State	Local	State	Local	State	Local	State	Local	State
2009	18.6	18.2	19.8	19.3	20.0	19.2	20.3	19.5	19.8	19.2
2010	19.1	18.6	19.6	19.5	20.4	19.6	20.7	19.8	20.1	19.5
2011	19.7	18.5	19.8	19.6	20.6	19.3	20.9	20.0	20.4	19.5
2012	20.7	18.7	20.8	19.7	21.1	19.5	21.2	19.9	21.1	19.6
2013	19.5	19.3	19.9	19.9	20.4	20.2	20.7	20.4	20.3	20.1
2014	19.3	19.4	20.0	19.9	20.5	20.3	20.3	20.4	20.1	20.1

6. At our parent-teacher conferences, 116 out of 555, or 21% of parents were in attendance. In addition to parent-teacher conferences, Garber utilizes Skyward, a web-based communication tool, to provide parents with access to grades, calendars, progress and assignments on a daily basis. This has had an impact on the number of parents that choose to attend parent-teacher conferences. Out of the 555 students enrolled, 472, or 85% were Skyward users.
7. a. Garber had twelve students complete dual enrollment classes. That equals 2.0% of all Garber students participated.
- b. Four AP courses are offered at Garber, including AP History which is offered every other year.
- c. AP courses include AP English with 22 students, AP Calculus with 9 students, and AP Chemistry with 35 students. The student counts for the AP courses correspond with 3.9%, 1.6%, and 6.3% and of the overall student population, respectively.
- d. Ten students received qualifying scores (3 or better) on AP exams. This equals approximately 1.8% of the students at Garber High School.

I am very pleased with the accomplishments of our students, staff, and parents. Garber continues to excel academically. It is my expectation that the partnership we have with all of our stakeholders will continue to pay dividends now and in the future. We have a challenge to increase academic achievement and prepare for college and career readiness standards. This will take everyone's best effort this year and in years to come. I know we can accomplish that goal if we work together. Thank you for your efforts both in the past and in the future.

Sincerely,

Barry Kenniston



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**M-STEP Grades 3-8**

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
Social Studies	8th Grade Content	All Students	2013-14	25.6%	36.7%	36.7%	4.7%	32%	43.3%	20%
Social Studies	8th Grade Content	African American	2013-14	6.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2013-14	14.6%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2013-14	22.9%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2013-14	31.2%	38.8%	38.8%	5%	33.8%	43.9%	17.3%
Social Studies	8th Grade Content	Female	2013-14	22.4%	26.6%	26.6%	1.6%	25%	39.1%	34.4%
Social Studies	8th Grade Content	Male	2013-14	28.7%	44.2%	44.2%	7%	37.2%	46.5%	9.3%
Social Studies	8th Grade Content	Economically Disadvantaged	2013-14	12.9%	22%	22%	1.7%	20.3%	47.5%	30.5%
Social Studies	8th Grade Content	Students With Disabilities	2013-14	6.4%	12.5%	12.5%	0%	12.5%	41.7%	45.8%



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**M-STEP Grade 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
Mathematics	11th Grade Content	All Students	2014-15	28.5%	31.6%	31.6%	9.6%	22.1%	31.6%	36.8%
Mathematics	11th Grade Content	All Students	2013-14	28.8%	30.8%	30.8%	2.3%	28.5%	43.1%	26.2%
Mathematics	11th Grade Content	African American	2014-15	8.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	African American	2013-14	5.9%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Asian	2014-15	60.7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Asian	2013-14	60.7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2013-14	14.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Two or More Races	2014-15	24.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Two or More Races	2013-14	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	31.9%	31.9%	8.4%	23.5%	32.8%	35.3%
Mathematics	11th Grade Content	White	2013-14	33.5%	33.6%	33.6%	2.5%	31.1%	40.3%	26.1%
Mathematics	11th Grade Content	Female	2014-15	29.1%	36.1%	36.1%	14.8%	21.3%	32.8%	31.1%



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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
Mathematics	11th Grade Content	Female	2013-14	26.5%	25.4%	25.4%	3%	22.4%	44.8%	29.9%
Mathematics	11th Grade Content	Male	2014-15	27.8%	28%	28%	5.3%	22.7%	30.7%	41.3%
Mathematics	11th Grade Content	Male	2013-14	31.1%	36.5%	36.5%	1.6%	34.9%	41.3%	22.2%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	18.5%	18.5%	3.7%	14.8%	33.3%	48.1%
Mathematics	11th Grade Content	Economically Disadvantaged	2013-14	13%	14.3%	14.3%	0%	14.3%	45.7%	40%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2013-14	4.2%	0%	0%	0%	0%	7.7%	92.3%
Reading	11th Grade Content	All Students	2013-14	58.7%	62.6%	62.6%	10.7%	51.9%	27.5%	9.9%
Reading	11th Grade Content	African American	2013-14	31.3%	<10	<10	<10	<10	<10	<10
Reading	11th Grade Content	Asian	2013-14	71.8%	<10	<10	<10	<10	<10	<10
Reading	11th Grade Content	Hispanic of Any Race	2013-14	45.5%	<10	<10	<10	<10	<10	<10
Reading	11th Grade Content	Two or More Races	2013-14	58.6%	<10	<10	<10	<10	<10	<10
Reading	11th Grade Content	White	2013-14	65%	64.2%	64.2%	11.7%	52.5%	25.8%	10%



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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
Reading	11th Grade Content	Female	2013-14	62.4%	65.7%	65.7%	16.4%	49.3%	26.9%	7.5%
Reading	11th Grade Content	Male	2013-14	55%	59.4%	59.4%	4.7%	54.7%	28.1%	12.5%
Reading	11th Grade Content	Economically Disadvantaged	2013-14	43%	55.6%	55.6%	5.6%	50%	25%	19.4%
Reading	11th Grade Content	Students With Disabilities	2013-14	24.1%	14.3%	14.3%	0%	14.3%	42.9%	42.9%
ELA	11th Grade Content	All Students	2014-15	49.3%	64.7%	64.7%	19.1%	45.6%	22.8%	12.5%
ELA	11th Grade Content	African American	2014-15	25.8%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Asian	2014-15	64.8%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Two or More Races	2014-15	49.1%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	66.4%	66.4%	20.2%	46.2%	19.3%	14.3%
ELA	11th Grade Content	Female	2014-15	55.4%	77%	77%	24.6%	52.5%	13.1%	9.8%
ELA	11th Grade Content	Male	2014-15	43.3%	54.7%	54.7%	14.7%	40%	30.7%	14.7%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	48.1%	48.1%	7.4%	40.7%	37%	14.8%



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### M-STEP Grade 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	11th Grade Content	Students With Disabilities	2014-15	12.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	44.9%	44.9%	11.8%	33.1%	28.7%	26.5%
Science	11th Grade Content	All Students	2013-14	28.4%	33.1%	33.1%	7.7%	25.4%	35.4%	31.5%
Science	11th Grade Content	African American	2014-15	7.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	African American	2013-14	5.5%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2014-15	47.8%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2013-14	48.5%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2014-15	17%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2013-14	15.5%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2014-15	27.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2013-14	27.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	44.5%	44.5%	13.4%	31.1%	28.6%	26.9%
Science	11th Grade Content	White	2013-14	33.4%	35.3%	35.3%	8.4%	26.9%	36.1%	28.6%

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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
Science	11th Grade Content	Female	2014-15	26.7%	37.7%	37.7%	8.2%	29.5%	36.1%	26.2%
Science	11th Grade Content	Female	2013-14	24.6%	28.4%	28.4%	3%	25.4%	32.8%	38.8%
Science	11th Grade Content	Male	2014-15	32.1%	50.7%	50.7%	14.7%	36%	22.7%	26.7%
Science	11th Grade Content	Male	2013-14	32.2%	38.1%	38.1%	12.7%	25.4%	38.1%	23.8%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	40.7%	40.7%	11.1%	29.6%	18.5%	40.7%
Science	11th Grade Content	Economically Disadvantaged	2013-14	14.2%	20%	20%	2.9%	17.1%	37.1%	42.9%
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2013-14	5.5%	0%	0%	0%	0%	23.1%	76.9%
Social Studies	11th Grade Content	All Students	2014-15	43.9%	56.6%	56.6%	10.3%	46.3%	36%	7.4%
Social Studies	11th Grade Content	All Students	2013-14	43.9%	46.2%	46.2%	11.5%	34.6%	41.5%	12.3%
Social Studies	11th Grade Content	African American	2014-15	18%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	African American	2013-14	16.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Asian	2014-15	61.7%	<10	<10	<10	<10	<10	<10





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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
Social Studies	11th Grade Content	Asian	2013-14	61.3%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2013-14	31%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2014-15	41.4%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2013-14	43.7%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	58%	58%	10.1%	47.9%	33.6%	8.4%
Social Studies	11th Grade Content	White	2013-14	50%	47.1%	47.1%	12.6%	34.5%	41.2%	11.8%
Social Studies	11th Grade Content	Female	2014-15	40.5%	54.1%	54.1%	6.6%	47.5%	37.7%	8.2%
Social Studies	11th Grade Content	Female	2013-14	39.7%	41.8%	41.8%	7.5%	34.3%	43.3%	14.9%
Social Studies	11th Grade Content	Male	2014-15	47.2%	58.7%	58.7%	13.3%	45.3%	34.7%	6.7%
Social Studies	11th Grade Content	Male	2013-14	48.2%	50.8%	50.8%	15.9%	34.9%	39.7%	9.5%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	51.9%	51.9%	7.4%	44.4%	44.4%	3.7%
Social Studies	11th Grade Content	Economically Disadvantaged	2013-14	27.5%	37.1%	37.1%	5.7%	31.4%	48.6%	14.3%



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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
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2013-14	10.9%	7.7%	7.7%	0%	7.7%	46.2%	46.2%



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## Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
No Data to Display									



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## 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
No Data to Display									



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## MI-Access Supported Independence

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



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# Annual Education Report Garber High School

## 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
No Data to Display									



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**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	Mathematics	98.1%	36.5%	99.6%	N/A	98.6%	N/A
All Students	ELA	98.1%	48.5%	99.5%	N/A	98.6%	N/A
All Students	Science	97.5%	22.2%	99.3%	N/A	98.6%	N/A
All Students	Social Studies	97.4%	31.8%	99.5%	N/A	98.6%	N/A
American Indian	Mathematics	98.2%	27.8%	N/A	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	N/A	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	N/A	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	N/A	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	<30	N/A	<30	N/A
African American	ELA	96.5%	24.5%	<30	N/A	<30	N/A
African American	Science	95.4%	6.1%	<30	N/A	<30	N/A
African American	Social Studies	95.2%	11%	<30	N/A	<30	N/A
Asian	Mathematics	99.1%	66.3%	<30	N/A	<30	N/A
Asian	ELA	98.7%	70.2%	<30	N/A	<30	N/A
Asian	Science	99%	38%	<30	N/A	<30	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	<30	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	100%	N/A	<30	N/A
Hispanic of Any	ELA	98.3%	36.1%	100%	N/A	<30	N/A



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**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**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	<30	N/A	<30	N/A
Two or More Races	ELA	98.5%	46.9%	<30	N/A	<30	N/A
Two or More Races	Science	98.5%	20.1%	<30	N/A	<30	N/A
Two or More Races	Social Studies	98.1%	28.3%	<30	N/A	<30	N/A
White	Mathematics	98.5%	42.5%	99.6%	N/A	98.4%	N/A
White	ELA	98.5%	55%	99.6%	N/A	98.4%	N/A
White	Science	98.1%	26.6%	99.2%	N/A	98.4%	N/A
White	Social Studies	98%	37.3%	99.5%	N/A	98.4%	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	99.2%	N/A	<30	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	99.2%	N/A	<30	N/A
Economically Disadvantaged	Science	96.8%	11.7%	98.3%	N/A	<30	N/A





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**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**
English Language Learners	Social Studies	97.9%	8.1%	N/A	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	98.2%	N/A	<30	N/A
Students With Disabilities	ELA	96.6%	24.7%	98.2%	N/A	<30	N/A
Students With Disabilities	Science	96.5%	15.4%	97.8%	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	97.6%	N/A	<30	N/A



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## Accountability Details Graduation Data

Testing Group	Statewide	District	School
All Students	78.6%	97.8%	97.8%
American Indian	64.8%	N/A	N/A
African American	64.5%	N/A	N/A
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Migrant	63.2%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	97.6%	97.6%
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	N/A	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	N/A	N/A
Homeless	54.0%	N/A	N/A

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



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**Accountability Details Attendance Data**

Testing Group	Statewide	District	School
All Students	94.7%	96.4%	N/A

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



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# Annual Education Report Garber High School

## Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing 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



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# Annual Education Report Garber High School

## Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
No Data to Display														

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**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	12	18	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%	0.0%

**Teacher Quality - Provisional**

Certification Percent	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%



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**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 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	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	†	†	†	†
Native Hawaiian/Pacific Islander	#	†	†	†	†
Two or More Races	3	†	†	†	&#8225
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

† 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.



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**Annual Education Report  
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**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 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	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	†	†	†	†
Native Hawaiian/Pacific Islander	#	†	†	†	†
Two or More Races	2	†	†	†	†
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
Not ELL					

† 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.





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**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	35	54	37	9	0
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability	9	78	19	3	0
SD	91	30	43	25	2
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	33	41	24	2
Not ELL					

\* 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.



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**Annual Education Report  
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**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 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	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	#	#	#	#
Native Hawaiian/Pacific Islander	#	#	#	#	#
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

# 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.



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**Annual Education Report  
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**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 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	20	47	44	9	8#35
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	#	#	#	#
Two or More Races	2	#	#	#	#
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

# 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.



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**Annual Education Report  
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**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 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	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

# 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.



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**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