



Department of Special Services

Kelly Thomas, Director
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School Annual Education Report (AER) Cover Letter

March 24, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for the Southgate Transitions Program. 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 Wanda A. Alvarado for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.southgateschools.com/?idpage=5> or you may review a copy in the main 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. The Southgate Transitions Program has not been identified as a Reward, Focus or Priority School by the Michigan Department of Education.

The Southgate Transitions Program provides services for students age 18—26 with dual diagnoses of a cognitive and emotional impairments. Students may be certified as cognitively impaired with noted behavioral or emotional difficulties or as primarily emotionally impaired with developmental delays. Students can be referred from any Wayne County School district, except Detroit. (Detroit has its own program). Students are usually referred after exhibiting substantial difficulty in various educational /residential settings. Students referred to the program must have a current IEP developed from their resident district. The process of referral also includes a tour of the school, a student interview to identify goals and a placement IEP meeting with their guardian/parent and the special education team from the resident district.

The Transitions program is a *non-academic credit* Program. Although students are unable to gain academic credits, a high priority is placed on using academic materials to maintain and improve math and reading skills. Improvement is often seen as students are exposed to many real-world experiences where the student

uses their skills to achieve their goals. Each student is provided with academic materials suited to their current level of achievement.

Due to the age of our students State Assessment are not conducted as students are beyond the age limit for testing. However, student's progress is monitored through teacher observations, classroom work, job-site coach's feedback sheets and progress toward individual IEP goals. Classroom teachers uses a set of formal (Woodcock-Johnson, WIAT-II) and informal (teacher made test) assessments to chart student's progress.

A major component of the Transitions Program is to provide a wide variety of out-of-the classroom experiences. The school prepares students for their adult life roles of family member, worker, recreation participant and involved citizen through community based instruction. These outings are a mix of social and vocational outings which provide students an opportunity to experience the wider community and build non-school relationships. Each student must demonstrate appropriate behavior in the program as a requirement for outing participation. The intention is to create a set of natural rewards and consequences to motivate the student to improve behavior

Administrators and teachers, with student's input, continue to work together towards meeting our school improvement plan goals. During the past two years the students continued to expand their life skills and vocational skills by participating on volunteer job sites as well as paid job sites with the assistance of a job coach or an aide. Work sites such as the Woodhaven Goodwill provided students the opportunity to learn and practice vocational skills. The students are learning about developing resumes, the interview process and the importance of the behaviors needed to maintain a job. In the past 2 years students have develop portfolios that capture samples of work completed in the classroom as well as job experiences. Each student's portfolio also has a cover letter, their resume, and list of references that can be use when completing job applications. Student leaves the program with a portfolio that highlights their job experiences, skills and an updated resumes.

The program has gone through some changes. On September 2015 the program relocated to a new building and now is housed inside the Gerisch Middle School building. The new environment and new classroom setting allows students the opportunity to have access to a full gym, a home economics class, a student cafeteria as well as access to a school library. Inside their assigned classrooms the students have more space to work on projects, practice presentations using the video projectors and use the computers to access online applications that can be print. All of the students continued to show progress towards their individual IEP goals as measured by systematic and formal observations.



Department of Special Services

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Since 2013 the program has provided services to 20 students with special needs and 5 students have graduated with a certificate of completion. Community Agency information is provided to the students and the parent/guardian during IEP meetings and parent/teacher conferences. Our parent/teacher conference attendance has remained the same from previous years; in October 2014 only 75% of the students/ guardian attended the conferences and in October 2015 the attendance rate was also 75%.

The Transitions program provides students the opportunity to be connected with other Mental Health agencies such as ARKAY, Community Living Services and Michigan Rehabilitation Services to obtain job opportunities in the community. We encourage our students and their families/guardians to take advantage of the opportunities that outside agencies provide for our students when they complete the program at Transitions. As of today, two of our former students who completed the program are now employed by ARKAY and worked at Comerica Park during the regular baseball season. On June 2016 we will have two more students applying for job development and job sites with ARKAY and we will contact them in a year after graduation to monitor their placement.

Any parent, guardian or care provider wishing to obtain additional information about the program or who would like to serve on the School Improvement Committee should contact the office a 734-246-4619.

Sincerely,

Wanda A. Alvarado-Rodriguez

Wanda A. Alvarado-Rodriguez, M.S.E.
Supervisor for the Transition Program
Assistant Director Special Services
Southgate Community Schools



03/24/2016

Annual Education Report
Sp Ed - Transitions

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
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No Data to Display



03/24/2016

Annual Education Report
Sp Ed - Transitions

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
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No Data to Display



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Annual Education Report
Sp Ed - Transitions

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
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No Data to Display

Annual Education Report
Sp Ed - Transitions

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

Annual Education Report
Sp Ed - Transitions

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

Annual Education Report
Sp Ed - Transitions

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

Annual Education Report

Sp Ed - Transitions

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%	95.7%	N/A	N/A	N/A
All Students	ELA	98.1%	48.5%	95.6%	N/A	N/A	N/A
All Students	Science	97.5%	22.2%	91.7%	N/A	N/A	N/A
All Students	Social Studies	97.4%	31.8%	92.3%	N/A	N/A	N/A
American Indian	Mathematics	98.2%	27.8%	<30	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	<30	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	<30	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	<30	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	94.4%	N/A	N/A	N/A
African American	ELA	96.5%	24.5%	93.5%	N/A	N/A	N/A
African American	Science	95.4%	6.1%	87.6%	N/A	N/A	N/A
African American	Social Studies	95.2%	11%	90.9%	N/A	N/A	N/A
Asian	Mathematics	99.1%	66.3%	<30	N/A	N/A	N/A
Asian	ELA	98.7%	70.2%	<30	N/A	N/A	N/A
Asian	Science	99%	38%	<30	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	98.2%	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	96.9%	N/A	N/A	N/A
Hispanic of Any Race	Science	97.9%	11.7%	93.6%	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	96.5%	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	<30	N/A	N/A	N/A

Annual Education Report

Sp Ed - Transitions

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%	<30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	<30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	<30	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	<30	N/A	N/A	N/A
Two or More Races	ELA	98.5%	46.9%	<30	N/A	N/A	N/A
Two or More Races	Science	98.5%	20.1%	<30	N/A	N/A	N/A
Two or More Races	Social Studies	98.1%	28.3%	<30	N/A	N/A	N/A
White	Mathematics	98.5%	42.5%	95.6%	N/A	N/A	N/A
White	ELA	98.5%	55%	95.7%	N/A	N/A	N/A
White	Science	98.1%	26.6%	92%	N/A	N/A	N/A
White	Social Studies	98%	37.3%	92%	N/A	N/A	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	95.1%	N/A	N/A	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	94.6%	N/A	N/A	N/A
Economically Disadvantaged	Science	96.8%	11.7%	90.8%	N/A	N/A	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	91.1%	N/A	N/A	N/A
English Language Learners	Mathematics	98.6%	20.3%	100%	N/A	N/A	N/A
English Language Learners	ELA	98.2%	24%	100%	N/A	N/A	N/A
English Language Learners	Science	98.2%	3.9%	<30	N/A	N/A	N/A

Annual Education Report
Sp Ed - Transitions
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%	<30	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	97.3%	N/A	N/A	N/A
Students With Disabilities	ELA	96.6%	24.7%	97.3%	N/A	N/A	N/A
Students With Disabilities	Science	96.5%	15.4%	97.2%	N/A	N/A	N/A
Students With Disabilities	Social Studies	95%	13.9%	96.2%	N/A	N/A	N/A

**Annual Education Report
Sp Ed - Transitions**
Accountability Details Graduation Data

Testing Group	Statewide	District	School
All Students	78.6%	44.3%	N/A
American Indian	64.8%	N/A	N/A
African American	64.5%	27.3%	N/A
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	52.8%	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%	45.7%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	37.4%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	44.9%	N/A
Homeless	54.0%	N/A	N/A

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

Annual Education Report
Sp Ed - Transitions**Accountability Details Attendance Data**

Testing Group	Statewide	District	School
All Students	94.7%	93.9%	N/A

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



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Annual Education Report Sp Ed - Transitions

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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Annual Education Report
Sp Ed - Transitions

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
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No Data to Display

Annual Education Report

Sp Ed - Transitions

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	2	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%	0.0%

Teacher Quality - Provisional

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

Annual Education Report

Sp Ed - Transitions

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	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	#
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	‡	‡	‡	‡
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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Sp Ed - Transitions

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
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
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					
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.

Annual Education Report

Sp Ed - Transitions

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
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	0	0	0	0	0
Hawaiian/Pacific	1	0	0	0	0
Islander					
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
SD	91	30	43	25	2
Not SD					
Student is an English Language Learner					
ELL	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.*

Annual Education Report

Sp Ed - Transitions

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	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
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.

Annual Education Report

Sp Ed - Transitions

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	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	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.

Annual Education Report

Sp Ed - Transitions

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
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
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	0	0	0	0	0
Hawaiian/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.

**Annual Education Report
Sp Ed - Transitions**
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
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0