

School Annual Education Report (AER) Cover Letter

August 10, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for the Alternative Education. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact the Principal, Kirk Evenson for assistance.

The AER is available for you to review electronically by visiting the following web site hartlandschools.us or you may review a copy from the Principal, Kirk Evenson's office at your child's school. For 2009-2010, Alternative Education did not make Adequate Yearly Progress (AYP) because;

- We did not test 95% of our students.
- We did not attain target achievement goals in English language arts.
- We did not attain target achievement goals in Mathematics.

Because our school has not made AYP for 5 years, we are identified for restructuring. We will continue to utilize the School Improvement process as specified by the Michigan Department of Education. Last year, only 93% of our students participated in the assessment. Additionally, only 10% of the students were proficient in English language arts and reading and in mathematics.

As a scheduling option for Hartland High School students; the Alternative School has provided a small, warm, and friendly environment for at-risk students to thrive. A typical student referral to LEGACY includes students that have not had success, but instead experienced failure in the traditional school and are in need of a more personal setting to learn and grow.

Referrals are also made from the Livingston County Juvenile Court system through a contract awarded by the Livingston County Board of Commissioners. Male students, age 13-17 are sentenced and ordered to attend school at the Hartland Alternative Education program. Additionally, students from the surrounding districts attend LEGACY by way of school of choice because of the failure experienced in the traditional setting.

Recent achievement for the Alternative school includes an increase in the graduation rate to an impressive 85%, well ahead of the state average. The average composite ACT score is 15.4, just under the state average. The school improvement goals reflect a desire to support achievement measures and success on the ACT test. Parent-teacher conference data shows that only 28% of the student population was represented this past year. In the 2009-2010 school year, there was zero participation in dual enrollment and no AP courses offered at the Alternative school.

In closing, it is noteworthy to mention that the Alternative School in Hartland is successful in many other ways beyond AYP status or national achievement data. The school boasts an impressive 85% graduation rate, a waiting list to gain access, Dale-Carnegie training, a small-caring environment where students can thrive, small class sizes and many other valuable program assets. The coming school year presents many challenges but none greater than our goal of earning AYP status.

Sincerely,

Kirk E. Evenson
Principal

Full Annual Education Report

School-Level Student Assessment Data for Livingston ESA, Hartland Consolidated Schools, Alternative Education

Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Grade: 11									
All Students	2008-09	97%	59.9%	66.8%	25%	0%	25%	53.1%	21.9%
All Students	2009-10	93.2%	65.2%	72.6%	9.8%	0%	9.8%	53.7%	36.6%
Female	2008-09	93.8%	64.2%	70.9%	33.3%	0%	33.3%	60%	6.7%
Female	2009-10	95%	68%	76.1%	10.5%	0%	10.5%	52.6%	36.8%
Male	2008-09	100%	55.5%	63.1%	17.6%	0%	17.6%	47.1%	35.3%
Male	2009-10	91.7%	62.3%	69.1%	9.1%	0%	9.1%	54.5%	36.4%
Black or African American	2009-10	<10	37.5%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	51.8%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	59.1%	<10	<10	<10	<10	<10	<10
White	2008-09	96.9%	66.1%	67.6%	25.8%	0%	25.8%	51.6%	22.6%
White	2009-10	92.7%	71.5%	72.6%	7.9%	0%	7.9%	57.9%	34.2%
Multiracial	2009-10	<10	64.4%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	23.5%	26.3%	<10	<10	<10	<10	<10
Students	2009-10	<10	23.6%	30%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Alaska Native									
White	2008-09	93.8%	56.5%	60.9%	10%	0%	10%	20%	70%
White	2009-10	85.4%	57.9%	66.6%	8.6%	0%	8.6%	8.6%	82.9%
Multiracial	2009-10	<10	44%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	10.2%	13.5%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	11.2%	6.9%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	28.9%	42.9%	20%	0%	20%	10%	70%
Economically Disadvantaged	2009-10	88.2%	30.4%	50.7%	0%	0%	0%	6.7%	93.3%

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
No records to display.								

2009-10 School-Level Accountability (AYP) Detail Reporting for Livingston ESA, Hartland Consolidated Schools, Alternative Education

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99.4%	97.5%
Mathematics	99.2%	97.6%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
School		
English Language Arts / Reading	83.3%	83.3%
Mathematics	77.1%	54.5%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	97.1%	96.7%
Mathematics	97.1%	100%
Hispanic or Latino		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	100%	98.1%
Mathematics	100%	96.3%
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.5%	97.5%
Mathematics	99.2%	97.6%
School		
English Language Arts / Reading	82.2%	83.3%
Mathematics	75.6%	54.5%
Multiracial		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	99.7%	84.6%
Mathematics	99.4%	87.8%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	107%	95.1%
Mathematics	106.6%	96.4%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
	75.39%
District	
	92.73%
School	
	56.25%
Black or African American	
State	
	56.59%
District	
	<10
American Indian or Alaska Native	

Graduation Rate (High Schools only)
(Goal 80%)

State

65%

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

<10

Hispanic or Latino

State

59.94%

District

90.91%

White

Graduation Rate (High Schools only)
(Goal 80%)

State

81.85%

District

92.65%

School

56.25%

Multiracial

State

71.12%

Limited English Proficient

State

65.51%

Students with Disabilities

Graduation Rate (High Schools only)
(Goal 80%)

State

57.61%

District

90.91%

School

<10

Economically Disadvantaged

State

59.8%

District

60.42%

School

37.5%

**Attendance Rate
(Goal 90%)**

All Students

State

94.7%

District

96.6%

School

88.7%

Black or African American

State

91%

District

96.4%

School

95.1%

**Attendance Rate
(Goal 90%)**

American Indian or Alaska Native

State

93.7%

District

94.2%

School

100%

Asian, Native Hawaiian, or Pacific Islander

State

96.5%

District

96.3%

Hispanic or Latino

**Attendance Rate
(Goal 90%)**

State

94.1%

District

97.1%

School

96.6%

White

State

95.7%

District

96.6%

School

88.4%

Multiracial

**Attendance Rate
(Goal 90%)**

State

94.8%

District

95.1%

Limited English Proficient

State

94.6%

Students with Disabilities

State

93.5%

District

95.7%

School

89.7%

Attendance Rate (Goal 90%)	
Economically Disadvantaged	
State	94.8%
District	96.6%
School	90.3%

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

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%

2009-10 School-Level Accountability (AYP) Status Reporting for Livingston ESA, Hartland Consolidated Schools, Alternative Education

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
No	Not Met	Not Met	Not Met	No Grade	Restructuring	5

December, 2009 School-Level Teacher Quality Reporting for Livingston ESA, Hartland Consolidated Schools, Alternative Education

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	4	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

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	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 Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	#	‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505