



Alternative Learning Center

May 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for the Utica Alternative Learning Center. 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 principal for assistance.






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

The state has identified some school 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 been identified as not having one of these labels.

School Improvement Plan

Utica Alternative Learning Center School's Tier I Objectives:

-  *10% of all students will demonstrate a proficiency across all strands as aggregate scores in mathematics by 6/11/2019 as measured by spring 2019 state assessment.*
-  *10% of all students will demonstrate a proficiency across all strands as aggregate scores in reading in English language arts by 6/11/2019 as measured by spring 2019 state assessment.*
-  *10% of all students will demonstrate a proficiency across all strands as aggregate scores in writing in social studies by 6/11/2019 as measured by spring 2019 state assessment.*
-  *10% of all students will demonstrate a proficiency across all strands as aggregate scores in science by 6/11/2019 as measured by spring 2019 state assessment.*
-  *10% of all students will demonstrate a proficiency across all strands as aggregate scores in social studies by 6/11/2015 as measured by spring 2015 state assessment.*

Utica Alternative Learning Center had a successful 2016-2017 school year. Students showed measurable growth in meeting the rigorous goals that staff set for student achievement, based on the School Improvement Plan and our school's Tier I objectives.

Utica Alternative Learning Center data teams utilized a variety of assessments, including NWEA, PSAT, SAT, M-Step, and end of course and unit assessments to examine student career and college readiness skills. Teachers meet on a regular basis in subject area data teams to analyze data and collaborate in planning classroom lessons and intervention strategies.

Our school is unique in the sense that we have transformed ourselves into a program where students can recover credits and then choose to either return to their traditional home school or remain in our program doing grade level credit courses. All courses are based on a blended learning and small group instruction approach. Our students typically come to our school almost a year behind in their credits towards graduation, which is a very difficult position for both the students and the school. However, with our model and the dedication of the staff and the students, many of our students are returning to their home school or remaining in our program and graduating on time.

Our PSAT, SAT and M-Step scores are below the district average in all subject areas and we have been working on improving their basic skills as they enter our program with remediation courses, tutoring programs and pull outs for Math and ELA at least twice per week throughout the school year. As we move forward we will focus more on their previous assessments as they enter our program to check which areas are in need and craft their academic programs based off of those test scores and credit needs.

Student Enrollment

Students attend the Utica Alternative Learning Center based on the attendance area serviced within our school boundary. A number of Utica Community Schools' students in other attendance areas enroll in our school based on the district's open enrollment process and nonresident students may attend through the Schools of Choice program.

Specialized Programs

Utica Center for Math, Science and Technology

The Utica Center for Mathematics, Science and Technology is designed to bring advanced students with special talents and interests together with leading-edge technology. The Center utilizes an advanced curriculum for grades 9-12 which serves to inspire, challenge, and prepare students to pursue careers in mathematics and science. The Center follows the Utica tradition of providing the finest instruction and innovation. Students are selected based on their academic record and performance on tests of aptitude and achievement.

Utica Academy for International Studies

This is a four-year high school academy designed to prepare students for completion of the International Baccalaureate (IB) Diploma Program. All students are expected to take part in artistic activities (*creativity*); sports or physical activity (*action*); and community or social service projects (*service*). This unique curriculum and the personal growth it requires of its students will provide them a mobility and adaptability that prepare students to successfully lead in the global workforce of the 21st century.

Utica Center for Science and Industry

The Center for Science and Industry is a half day shared time program that provides 9th through 12th grade students with a variety of cutting-edge Career and Technology Education taught in an integrated manner. Along with core math and English classes, students select from electives which will support one of three career strands:

1) Engineering and Technology, 2) Mechatronics, or 3) Multi-Media Technology. The CSI is project based and provides students with a wide array of experiences with professionals from business and industrial partners.

Partial Immersion Mandarin Program

Oakbrook Elementary School offers a partial immersion Mandarin program. This program provides students with a full day of elementary instruction beginning in kindergarten in which half the day is taught in English and the other half is taught by a Mandarin speaking teacher. This program was implemented in kindergarten through fourth grade.

Core Curriculum

All the schools in Utica Community Schools offer students a comprehensive and rigorous academic program that meets and exceeds all state and federal standards. Our schools have transitioned to the Common Core State Standards in English Language Arts and Mathematics and continue to follow the High School Content Expectations (HSCE) in all other content areas. These standards can be accessed on <http://www.macombo.k12.mi.us/utica/info/>. The district's vision document, entitled Indicators of Excellence, can be accessed at: <http://www.uticak12.org> under the district information tab, then the annual reports link.

District Assessments

Utica Community Schools not only looks at state assessments but we go above and beyond in monitoring the progress of our students. The following assessments are also given at each of the different levels to follow each student's academic progress.

PSAT

PSAT tests are preliminary SAT assessments given to all eighth, ninth and tenth grade students in Utica Community Schools to help students prepare for high school coursework, higher education and SAT success. It assesses students' skills in English, reading, mathematics and science.

Parent/Teacher Conference Representation

Number: 51

Percentage: 25%

High School Dual Enrollment

Number: 10

Percentage: 3%

High School College Equivalent Courses Offered

Number: 0

High School Students Enrolled in College Equivalent Courses

Number: 10

Percentage: 0%

College Credit Potential

Number: 15

Percentage: 5%

State of Michigan Rankings

For the 2016-2017 school year, schools were identified using new definitions and labels as required in Every Student Succeeds Act (ESSA).

- A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup.
- An Additional targeted Support (ATS) school is one that has three or more underperforming student subgroups.
- A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state.

Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as a Comprehensive Support and Improvement School.

We are pleased to provide this annual education report to our school community. The information that is contained in this report demonstrates our continued efforts to ensure every student achieves in our school. This report, however, only tells a small part of our success story. Every day our staff is continually finding new ways to enhance teaching and learning and engage our students in their education. We invite you to continue to be active participants in your child's education by volunteering in the classrooms, serving on our parent groups, and working closely at home with your students on their assignments.

Utica Alternative Learning Center is fortunate to be serviced by a community that cares so deeply about education.

Thank you for your continued support of our students and the Utica Community Schools.

Sincerely,

Marc Kay
Principal
UCS Alternative Learning Center