



March 25, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2017-2018 education progress for 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 building principal for assistance.

The AER is available for you to review electronically by visiting the following web site:<http://bit.ly/2uelc66> or you may review a copy in the principal's office at your child's school.

State of Michigan Rankings

For the 2017-18 school year, schools were identified using definitions and labels as required in the 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 or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school was identified as a "TARGETED SUPPORT AND IMPROVEMENT SCHOOL".

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 6/11/2024 as measured by spring 2024 state assessment.
-  10% of all students will demonstrate a proficiency across all strands as aggregate scores in reading in English language arts by 6/11/2024 as measured by spring 2024 state assessment.
-  10% of all students will demonstrate a proficiency across all strands as aggregate scores in writing in social studies by 6/11/2024 as measured by spring 2024 state assessment.
-  10% of all students will demonstrate a proficiency across all strands as aggregate scores in science by 6/11/2024 as measured by spring 2024 state assessment.



✍ 10% of all students will demonstrate a proficiency across all strands as aggregate scores in social studies by 6/11/2024 as measured by spring 2024 state assessment.

Alternative Learning Center had a successful 2017-2018 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 objectives.

Alternative Learning Center data teams utilized a variety of assessments to analyze data including state and classroom assessments. Teachers meet on a regular basis with the principal to analyze data and collaborate in planning classroom lessons and intervention strategies.

Key Challenges

The key challenge faced by the Alternative Learning Center is getting students to on time graduation. The key to this situation is increasing proficiency in both literacy and mathematics. This will be accomplished with appropriate teacher professional development in these areas.

Student Enrollment

Students attend the Alternative Learning Center based on their need due to a deficiency in credits towards graduation. Students and parents discuss this option with their traditional school's counselors or administrators and then complete an application to the program which is reviewed for acceptance. The program has rolling admissions throughout most of the school year.

Specialty Programs

All students have the opportunity to have equitable access to Specialty Programs through an open and accessible process. Please see Policy 6275 posted on www.uticak12.org under the Board of Education tab for further information.

Utica Academy for International Studies

Utica Academy for International Studies is a four-year, full-immersion specialty program designed for all students to have the opportunity to earn the International Baccalaureate (IB) Diploma in addition to their state of Michigan high school diploma. Classes in 9th and 10th grade prepare students for the rigors of the IB classes that begin at the start of junior year, where all students are required to register for seven IB courses, complete the 4,000-word Extended Essay on a topic of their choice, and complete at least 150 hours of creativity, activity and service hours. This rigorous and internationally minded curriculum encourages students to become active, compassionate and lifelong learners who value intercultural understanding and respect for others.

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.



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.

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 follow the Michigan

Academic Standards in English Language Arts and Mathematics and are transitioning to the Michigan Science Standards. All other content areas continue to follow the High School Content Expectations (HSCE). These standards can be accessed at www.michigan.gov/mde under the Career and College Ready tab – Graduation Requirements and Standards – Standards. The district's vision and mission statements can be accessed at www.uticak12.org.

Parent/Teacher Conference Attendance 2016-2017

Number: 95

Percentage: 20.6

Parent/Teacher Conference Attendance 2017-2018

Number: 101

Percentage: 21.3

High School Dual Enrollment 2016-2017

Number: 10

Percentage: 3

High School Dual Enrollment 2017-2018

Number: 12

Percentage: 3.2

High School College Equivalent Courses Offered 2016-2017

Number: 0



High School College Equivalent Courses Offered 2017-2018

Number: 0

High School Students Enrolled in College Equivalent Courses 2016-2017

Number: 10

Percentage: 3

High School Students Enrolled in College Equivalent Courses 2017-2018

Number: 12

Percentage: 3.2

College Credit Potential 2016-2017

Number: 10

Percentage: 3

College Credit Potential 2017-2018

Number: 12

Percentage: 2.3

Points of Pride

Our school continues to celebrate success in a number of key ways. Below are some of our

Points of Pride:

Social/Emotional Mentor Groups, Green Club, Student of the Month, Course Completion Certificates, Course Completion Phone Call Home, Course Completion Raffle, CARE Committee, Birthday Recognition, Health and Well Being assembly, UCNCT Mentoring, Reading Mentoring at Schwarzkoff, ALNET Sporting events and Quiz Bowl, Honors Assemblies, Annual Open House and Parent Teacher Conferences, Dual Enrollment, AP Government

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 Community Schools

Utica Alternative Learning Center

Alternative Learning Center is fortunate to be serviced by a community that cares so deeply about education. Thank you again for your continued support of our students and the Utica Community Schools.

Sincerely,

Marc B. Kay M.S.W.; M.Ed.S

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