

August 19, 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 Belding Alternative School of Education (BASE). 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 John Deiter for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.bas-k12.org/index.php/news/article/baseaer/>

For 2009-2010, BASE did not make Adequate Yearly Progress (AYP) because we did not attain target achievement goals in English language arts and mathematics.

Because our school has not made AYP for five years, we are identified for restructuring. The following steps are being taken to improve student achievement:

- Closing of the Washington Street building
- Relocation of the BASE program to Belding High School
- Delivery of the BASE program as a school-within-a-school model

## **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Students are eligible to enroll at BASE by virtue of living within the boundaries of Belding Area Schools. Students may attend BASE by a parent/student initiated decision. Additionally, students are periodically referred to the BASE program through administration and counselor recommendations.

## 2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our school improvement (SI) plan was developed in accordance to the guidelines established by the State of Michigan and North Central Association (NCA). The SI team reviewed and analyzed data to identify needs and write goals that address these needs. There are goals for all four core areas. The plan is reviewed and updated annually.

## 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

BASE offers students a smaller classroom setting with a high level individualized attention. Students are afforded flexibility in their daily schedules and utilize the E 20/20 computer software. All students receive additional support through a classroom paraprofessional. Furthermore, qualifying students receive social work services.

## 4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

The BASE curriculum can be found on the district's web page or copies are available in the main office. BASE has adopted and follows the state of Michigan curriculum.

## 5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

BASE MME				
	ELA		Math	
Year	BASE	State	BASE	State
2010	<10 tested	59.9	<10 tested	49.3
2009	31.3	62.5	25.0	50.4

## 6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Parent teacher conferences were held in the fall and winter. Approximately 20% attendance rates were observed at these events. However, numbers were not kept for fall and winter conferences.

**7. FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:**

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT): 0
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED: 0
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES: 0
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT: 0

Restructuring our BASE program to a school-within-a-school model affords our students a similar level of individualized attention, yet expanded learning opportunities. Ultimately, we believe the changes planned for the 2010-2011 school year will have a positive impact on student achievement. We look forward to working with you and your children in the upcoming school year.

Sincerely,

John Deiter, Ph.D.

## Full Annual Education Report

# School-Level Student Assessment Data for Ionia ISD, Belding Area School District, Belding Comm., Adult and Alternative Ed.

### 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									
Grade: 11									
All Students	2008-09	100%	59.9%	59.1%	31.3%	0%	31.3%	12.5%	56.3%
All Students	2009-10	<10	65.2%	67.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	64.2%	71.8%	<10	<10	<10	<10	<10
Female	2009-10	<10	68%	66.7%	<10	<10	<10	<10	<10
Male	2008-09	100%	55.5%	47.7%	27.3%	0%	27.3%	9.1%	63.6%
Male	2009-10	<10	62.3%	69.2%	<10	<10	<10	<10	<10
White	2008-09	100%	66.1%	60.6%	33.3%	0%	33.3%	6.7%	60%
White	2009-10	<10	71.5%	69.6%	<10	<10	<10	<10	<10
Multiracial	2008-09	<10	60.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	23.5%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	42.4%	56.5%	36.4%	0%	36.4%	9.1%	54.5%
Economically Disadvantaged	2009-10	<10	48.5%	57.7%	<10	<10	<10	<10	<10
Mathematics									
Grade: 11									

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
All Students	2008-09	100%	49.3%	51.2%	25%	6.3%	18.8%	18.8%	56.3%
All Students	2009-10	<10	50.4%	63.4%	<10	<10	<10	<10	<10
Female	2008-09	<10	47.2%	51.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	48.3%	60.3%	<10	<10	<10	<10	<10
Male	2008-09	100%	51.5%	51.2%	18.2%	9.1%	9.1%	18.2%	63.6%
Male	2009-10	<10	52.5%	67.2%	<10	<10	<10	<10	<10
White	2008-09	100%	56.5%	52.3%	20%	6.7%	13.3%	20%	60%
White	2009-10	<10	57.9%	62%	<10	<10	<10	<10	<10
Multiracial	2008-09	<10	47.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	10.2%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	28.9%	45.2%	18.2%	0%	18.2%	27.3%	54.5%
Economically Disadvantaged	2009-10	<10	30.4%	60.6%	<10	<10	<10	<10	<10

## **MI-Access**

## **Functional Independence**

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

## **Supported Independence**

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

## **Participation**

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
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 Ionia ISD, Belding Area School District, Belding Comm., Adult and Alternative Ed.

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	99.9%	92.8%
Mathematics	99.9%	92.9%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
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
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
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	<30	<30
Mathematics	<30	<30
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	100%	94.7%
Mathematics	100%	84.2%
White		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.9%	92.5%
Mathematics	99.9%	93.1%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	116.3%	95.8%
Mathematics	116.3%	83.3%
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	106.3%	71.6%
Mathematics	106.3%	74.2%
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	101.1%	90.8%
Mathematics	101.1%	91%
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 \(Annual Measurable Objectives\)](#)

<b>Graduation Rate (High Schools only)</b> <b>(Goal 80%)</b>	
All Students	
State	
	75.39%
District	
	69.15%
School	
	6.06%

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

Black or African American

State

56.59%

American Indian or Alaska Native

State

65%

District

<10

School

<10

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

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

District

<10

Hispanic or Latino

State

59.94%

District

<10

School

<10

White

State

81.85%

District

70.05%

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

School

6.9%

Multiracial

State

71.12%

District

<10

School

<10

Limited English Proficient

State

65.51%

District

<10

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

Students with Disabilities

State

57.61%

District

34.78%

School

<10

Economically Disadvantaged

State

59.8%

District

51.47%

School

<5%

**Attendance Rate  
(Goal 90%)**

All Students

State

94.7%

District

94.9%

School

74.2%

Black or African American

State

91%

District

93.7%

American Indian or Alaska Native

**Attendance Rate  
(Goal 90%)**

State

93.7%

District

90.5%

Asian, Native Hawaiian, or Pacific Islander

State

96.5%

District

89%

School

39.1%

Hispanic or Latino

State

94.1%

**Attendance Rate  
(Goal 90%)**

District

95.2%

School

27.3%

White

State

95.7%

District

95%

School

75.6%

Multiracial

State

94.8%

<b>Attendance Rate (Goal 90%)</b>	
District	
	93.5%
School	
	60.9%
Limited English Proficient	
State	
	94.6%
District	
	95.5%
Students with Disabilities	
State	
	93.5%
District	
	93.4%

<b>Attendance Rate (Goal 90%)</b>	
School	
	71.2%
Economically Disadvantaged	
State	
	94.8%
District	
	95.3%
School	
	78.9%

\* 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](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%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

## Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

**2009-10 School-Level Accountability (AYP) Status Reporting for Ionia ISD, Belding Area School District, Belding Comm., Adult and Alternative Ed.**

**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 Ionia ISD, Belding Area School District, Belding Comm., Adult and Alternative Ed.**

	<b>Other</b>	<b>B.A.</b>	<b>M.A.</b>	<b>Ph.D</b>
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	3	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%
	<b>School Aggregate</b>
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

<b>Reporting Group</b>	<b>Percent of Students</b>	<b>Percent below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
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	†	†	†	†	†

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
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 having a disability					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

‡ 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	‡	‡	‡	‡	‡

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

‡ 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	#	‡	‡	‡	‡

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

# 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	‡	‡	‡	‡	‡

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

# 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