



Community Education Office

Kentwood Public Schools

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BRIAN T. O'HARA
Director of Community Education
Principal of Crossroads Alternative High School

June 23rd, 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 Crossroads Alternative High School. 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 Mr. Brian O'Hara for assistance. The AER is available for you to review electronically by visiting the following web site www.kentwoodps.org/ourschools/crossroadsalternativeducation or you may review a copy from the Principals office here at Crossroads. For 2009-2010, Crossroads 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.
- We did not attain target achievement goals for all subgroups of students in English language arts.
- We did not meet the 80% graduation rate goal.
- We did not meet the 90% attendance rate goal.

Because our school has not made AYP for 2 or more years we are identified for school improvement. We are working hard to bring our achievement levels up. We have a comprehensive school improvement plan that is aligned to the State of Michigan Curriculum. Our school continues our focus by providing professional development, utilizing data to help us make decisions that are in the best interest of our pupils and prioritizing common assessments for the 2010-2011 school year. We welcome parent involvement and invite you to become engaged and involved in your child's school. If interested please see Mr. O'Hara to find out how you can become part of the success we build by carrying out our bumper sticker motto, "All students are honored students at Crossroads."

State law requires that we also report additional information.

Our process for assigning kids to Crossroads involves being referred from either our 9th grade building, our 10-12 East Kentwood building, or accepting applications when space is available for out of district residents. We first serve within district students needing an alternative way of receiving their education who have not been successful learning in a traditional environment.

Our continuous school improvement plan is completed annually and is submitted to the Department of Education for the State of Michigan. The process is rigorous and includes the 40 EdYes indicators of performance. For three days prior to the start of the 2010-2011 school year, our staff will collaborate on the 40 EdYes indicators and will decide what areas to narrow our focus so that we may continue work on developing our ever evolving school improvement plan.

At Crossroads, staff has been trained to access a copy of the core curriculum by going on line to our within district site as well as the Mich.Gov/mde. Web site

Our fall 2009 MEAP scores for grade 9 included 36 students who were tested. Out of those 36 students 42.9% of them met or exceeded the state standards. 57.1% did not meet state standards.

Our spring Michigan Merit Exam results were as follows:

English Language Arts. Partially proficient, proficient or advanced.....				69.2%
Reading	“	“	“	53.8%
Writing	“	“	“	82.0%
Mathematics. Partially proficient, proficient or advanced.....				21.1%
Science	“	“	“	34.3%
Social Studies	“	“	“	81.5%

At Crossroads we use the READ 180 reading comprehension improvement program. As a result of that our Scholastic Reading Inventory (Lexile) test results increased an average of 137 points from the beginning of the 2009-2010 school year to the end of the 2009-2010 school year

Insert ACT test aggregate, SRI aggregate and MEAP aggregate

There were 235 students attending Crossroads at the time of Parent/Teacher Conferences in October of 2009. 127 parents of individual students participated in conferences for an average of 54%. At the winter conferences in January 2010 there were 224 students attending Crossroads at the time of conferences. 91 parents of individual students participated in conferences for an average of 41%

Crossroads continues to excel in many things. One must be mindful that there are many indicators of a quality school. From the myriad of community service projects that our students excel in to the recent college scholarships that our students are now receiving. From the civility and kindness shown by staff and students alike to the hard work and determination displayed by so many of our most at-risk kids, there is so much to be proud of. With that said, we will never cease to try to improve every facet of our quality school. Feel free to stop in for a tour!

Sincerely,

Brian T. O’Hara

Full Annual Education Report

School-Level Student Assessment Data for Kent ISD, Kentwood Public Schools, Crossroads Alternative High School

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	95.1%	59.9%	59.6%	20.5%	0%	20.5%	33.3%	46.2%
All Students	2009-10	96.7%	65.2%	67.7%	37.9%	3.4%	34.5%	41.4%	20.7%
Female	2008-09	91.7%	64.2%	65.5%	31.8%	0%	31.8%	31.8%	36.4%
Female	2009-10	93.3%	68%	71.1%	42.9%	7.1%	35.7%	42.9%	14.3%
Male	2008-09	100%	55.5%	52.9%	5.9%	0%	5.9%	35.3%	58.8%
Male	2009-10	100%	62.3%	63.3%	33.3%	0%	33.3%	40%	26.7%
Black or African American	2008-09	100%	33.4%	43.3%	14.3%	0%	14.3%	38.1%	47.6%
Black or African American	2009-10	100%	37.5%	47.4%	35.7%	0%	35.7%	28.6%	35.7%
American Indian or Alaska Native	2008-09	<10	51.8%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	67.2%	45.5%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific	2009-10	<10	74.9%	61.4%	<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)
Islander									
Hispanic or Latino	2008-09	<10	44.5%	39%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	50.7%	65.1%	<10	<10	<10	<10	<10
White	2008-09	93.3%	66.1%	72.9%	35.7%	0%	35.7%	14.3%	50%
White	2009-10	100%	71.5%	78.4%	60%	10%	50%	40%	0%
Multiracial	2008-09	<10	60.7%	<10	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	64.4%	66.7%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	18.6%	0%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	23.5%	14%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	23.6%	28.3%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	42.4%	48.3%	21.4%	0%	21.4%	28.6%	50%
Economically Disadvantaged	2009-10	100%	48.5%	52.5%	36.4%	4.5%	31.8%	40.9%	22.7%
Mathematics									
Grade: 11									

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)
All Students	2008-09	92.7%	49.3%	56.1%	13.2%	0%	13.2%	7.9%	78.9%
All Students	2009-10	90%	50.4%	55.3%	14.8%	3.7%	11.1%	14.8%	70.4%
Female	2008-09	87.5%	47.2%	54.1%	23.8%	0%	23.8%	0%	76.2%
Female	2009-10	86.7%	48.3%	56.2%	23.1%	7.7%	15.4%	15.4%	61.5%
Male	2008-09	100%	51.5%	58.3%	0%	0%	0%	17.6%	82.4%
Male	2009-10	93.3%	52.5%	54.2%	7.1%	0%	7.1%	14.3%	78.6%
Black or African American	2008-09	100%	16.4%	32.2%	0%	0%	0%	4.8%	95.2%
Black or African American	2009-10	100%	16.4%	32.6%	0%	0%	0%	14.3%	85.7%
American Indian or Alaska Native	2008-09	<10	36.4%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	72.3%	57.6%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	72.1%	65.1%	N/A	N/A	N/A	N/A	N/A
Hispanic or	2008-09	<10	32.4%	46.3%	<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)
Latino									
Hispanic or Latino	2009-10	<10	33.8%	62.8%	<10	<10	<10	<10	<10
White	2008-09	86.7%	56.5%	70.1%	30.8%	0%	30.8%	7.7%	61.5%
White	2009-10	90%	57.9%	64.6%	<10	<10	<10	<10	<10
Multiracial	2008-09	<10	47.7%	<10	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	44%	38.1%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	20.2%	10.5%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	10.2%	7%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	11.2%	13.5%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	92.9%	28.9%	39%	7.7%	0%	7.7%	7.7%	84.6%
Economically Disadvantaged	2009-10	90.9%	30.4%	42.5%	20%	5%	15%	10%	70%

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 Kent ISD, Kentwood Public Schools, Crossroads Alternative High School

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

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	100.1%	94.6%
Mathematics	99.8%	94.3%
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	97.8%	90.7%
Mathematics	98%	92.2%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
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	103.8%	94.6%
Mathematics	101.5%	96.3%
School		
English Language Arts / Reading	<30	<30
Mathematics	N/A	N/A
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	100.5%	94.8%
Mathematics	100%	92.6%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	98.6%	96.7%
Mathematics	98.3%	95%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	125.9%	96.2%
Mathematics	127.2%	97.8%
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	109%	88.8%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	116.3%	93.5%
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	101.7%	73.5%
Mathematics	101.2%	72.7%
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		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.9%	92.7%
Mathematics	101.4%	93.1%
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	
	73.32%
School	
	17.39%
Black or African American	
State	

Graduation Rate (High Schools only) (Goal 80%)	
	56.59%
District	
	65.16%
School	
	32.43%
American Indian or Alaska Native	
State	
	65%
District	
	<10
School	
	<10
Asian, Native Hawaiian, or Pacific Islander	
State	

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

84.47%

District

88.68%

School

<10

Hispanic or Latino

State

59.94%

District

59.09%

School

<10

White

State

Graduation Rate (High Schools only) (Goal 80%)	
	81.85%
District	
	77.35%
School	
	9.3%
Multiracial	
State	
	71.12%
District	
	66.67%
School	
	<10
Limited English Proficient	
State	

Graduation Rate (High Schools only) (Goal 80%)	
	65.51%
District	
	62.16%
School	
	<10
Students with Disabilities	
State	
	57.61%
District	
	36.11%
School	
	5.88%
Economically Disadvantaged	
State	

Graduation Rate (High Schools only) (Goal 80%)	
	59.8%
District	
	60.61%
School	
	18.75%
Attendance Rate (Goal 90%)	
All Students	
State	
	94.7%
District	
	96.2%
School	
	86.4%
Black or African American	

**Attendance Rate
(Goal 90%)**

State

91%

District

95.9%

School

87.9%

American Indian or Alaska Native

State

93.7%

District

95.3%

School

74.5%

Asian, Native Hawaiian, or Pacific Islander

**Attendance Rate
(Goal 90%)**

State

96.5%

District

97.5%

School

83.8%

Hispanic or Latino

State

94.1%

District

95.7%

School

84.1%

White

**Attendance Rate
(Goal 90%)**

State

95.7%

District

96.4%

School

85.6%

Multiracial

State

94.8%

District

94.8%

School

81%

Limited English Proficient

Attendance Rate (Goal 90%)	
State	
	94.6%
District	
	96.3%
School	
	88.9%
Students with Disabilities	
State	
	93.5%
District	
	95.7%
School	
	93.4%
Economically Disadvantaged	

Attendance Rate (Goal 90%)	
State	94.8%
District	95.9%
School	86%

* 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%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%

2009-10 School-Level Accountability (AYP) Status Reporting for Kent ISD, Kentwood Public Schools, Crossroads Alternative High School

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	6

December, 2009 School-Level Teacher Quality Reporting for Kent ISD, Kentwood Public Schools, Crossroads Alternative High School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	11	9	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	4.8%
	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