



Livingston Educational Service Agency

1425 West Grand River Avenue . Howell . MI 48843

Tel:(517)546-5550

School / District Annual Education Report (AER) Cover Letter

August 23, 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 Livingston Educational Service Agency. The AER addresses the complex reporting information required by federal and some requirements of state laws; however, our staff is available to help you understand this information. Please contact the Livingston Educational Service Agency for help if you need assistance at (517) 546-5550.

The AER is available for you to review electronically by visiting www.livingstonesa.org, or you may also review a hard copy at either LESA or Pathway School upon request.

The report contains the following information:

Student Assessment Data– Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan’s Alternative Assessment Program (MI-Access)

- Presents achievement data for English language arts and mathematics for grades 3 to 8 (MEAP), for grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students
- Provides achievement data for English language arts, mathematics and science for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students
- Helps readers understand achievement progress within schools and compare these to district and state achievement

Adequate Yearly Progress (AYP) – Detail Data and Status

Provides information from assessments, graduation and attendance rates and AYP status in relation to four criteria:

- The district must test 95% of students in total and in each required subgroup
- The district must attain achievement goals in English language arts and mathematics or reduce the percentage of students in the non-proficient category of achievement significantly ("safe harbor") annually
- The district must attain achievement goals for each subgroup that has at least 30 students in the group

- The district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools

Teacher Quality Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8
- Cannot be compared with MEAP results for grades 4 and 8 because there are no national standards.

For 2009-2010, Pathway School did not make Adequate Yearly Progress (AYP) because of the reasons listed below. Because our school has not made AYP for 2 years, we are identified for School Improvement. If parents are interested in becoming involved in the School Improvement Team, they are encouraged to contact the Director of Pathway School for more information.

School Name	Reason(s) for not making AYP	Key actions underway to address the Issues
Pathway	<ul style="list-style-type: none"> • 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 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. 	<ul style="list-style-type: none"> • School Improvement process • Strategic Planning process • Staff training and awareness activities

Our vision at LESA is to be a premier educational service agency. To that end, we are focused on providing appropriate supports for the students we serve in order to help each one achieve his or her fullest potential. The staff members at LESA recognize that student achievement is more than just the score on a test and are committed to using a full-array of data to measure student progress as they move through the educational system.



Sincerely,

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)
White	2008-09	<10	80.8%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	38.6%	<10	<10	<10	<10	<10	<10
Science									
Grade: 08									
All Students	2008-09	<10	76.3%	<10	<10	<10	<10	<10	<10
Male	2008-09	<10	75.4%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	83.5%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	42.5%	<10	<10	<10	<10	<10	<10

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)
No records to display.									

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)
English Language Arts								
Grade: 08								
All Students	2008-09	<10	91.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	90.9%	<10	<10	<10	<10	<10
White	2008-09	<10	93%	<10	<10	<10	<10	<10
Mathematics								
Grade: 07								
All Students	2009-10	<10	70.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	72.2%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	61.9%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Grade: 08								
All Students	2008-09	<10	83.6%	<10	<10	<10	<10	<10
Male	2008-09	<10	85.4%	<10	<10	<10	<10	<10
White	2008-09	<10	86.5%	<10	<10	<10	<10	<10
Science								
Grade: 08								
All Students	2008-09	<10	47.5%	<10	<10	<10	<10	<10
Male	2008-09	<10	50.6%	<10	<10	<10	<10	<10
White	2008-09	<10	57.4%	<10	<10	<10	<10	<10

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)
English Language Arts								
Grade: 03								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
All Students	2008-09	<10	83.3%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	82.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	80.2%	<10	<10	<10	<10	<10
White	2008-09	<10	84.2%	<10	<10	<10	<10	<10
White	2009-10	<10	80.6%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2008-09	<10	78.8%	<10	<10	<10	<10	<10
All Students	2009-10	<10	79.3%	<10	<10	<10	<10	<10
Female	2008-09	<10	77.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	79.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	79.5%	<10	<10	<10	<10	<10
White	2008-09	<10	76.8%	<10	<10	<10	<10	<10
White	2009-10	<10	79.4%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2008-09	<10	66.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	72.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	69.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	66.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	74.1%	<10	<10	<10	<10	<10
White	2008-09	<10	67.6%	<10	<10	<10	<10	<10
White	2009-10	<10	70.7%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Grade: 06								
All Students	2008-09	<10	84.3%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81.6%	<10	<10	<10	<10	<10
Female	2008-09	<10	87%	<10	<10	<10	<10	<10
Male	2008-09	<10	83%	<10	<10	<10	<10	<10
Male	2009-10	<10	82%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	83.3%	<10	<10	<10	<10	<10
White	2008-09	<10	85.9%	<10	<10	<10	<10	<10
White	2009-10	<10	82%	<10	<10	<10	<10	<10
Grade: 07								
All Students	2008-09	<10	81%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81.4%	<10	<10	<10	<10	<10
Female	2008-09	<10	84.5%	<10	<10	<10	<10	<10
Female	2009-10	<10	87.4%	<10	<10	<10	<10	<10
White	2008-09	<10	81.1%	<10	<10	<10	<10	<10
White	2009-10	<10	82.3%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2008-09	<10	80.2%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
All Students	2009-10	<10	79.6%	<10	<10	<10	<10	<10
Female	2009-10	<10	83.5%	<10	<10	<10	<10	<10
Male	2008-09	<10	79.8%	<10	<10	<10	<10	<10
White	2008-09	<10	80.5%	<10	<10	<10	<10	<10
White	2009-10	<10	79.8%	<10	<10	<10	<10	<10
Grade: 11								
All Students	2008-09	<10	80.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	76.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	83.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	74.7%	<10	<10	<10	<10	<10
Male	2008-09	<10	79%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.2%	<10	<10	<10	<10	<10
White	2008-09	<10	78%	<10	<10	<10	<10	<10
White	2009-10	<10	74.4%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2008-09	<10	85.2%	<10	<10	<10	<10	<10
All Students	2009-10	<10	87.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	85.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	88.3%	<10	<10	<10	<10	<10
White	2008-09	<10	86.2%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
White	2009-10	<10	86.2%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2008-09	<10	88.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	90.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	89.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	91%	<10	<10	<10	<10	<10
White	2008-09	<10	87.2%	<10	<10	<10	<10	<10
White	2009-10	<10	89.7%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2008-09	<10	80%	<10	<10	<10	<10	<10
All Students	2009-10	<10	85.9%	<10	<10	<10	<10	<10
Female	2009-10	<10	85.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	81.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	86.1%	<10	<10	<10	<10	<10
White	2008-09	<10	80.7%	<10	<10	<10	<10	<10
White	2009-10	<10	85.1%	<10	<10	<10	<10	<10
Grade: 06								
All Students	2008-09	<10	87.7%	<10	<10	<10	<10	<10
All Students	2009-10	<10	88.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	89.4%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Male	2008-09	<10	86.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	87.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	83.3%	<10	<10	<10	<10	<10
White	2008-09	<10	90.5%	<10	<10	<10	<10	<10
White	2009-10	<10	90.3%	<10	<10	<10	<10	<10
Grade: 07								
All Students	2008-09	<10	87.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	87.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	88.6%	<10	<10	<10	<10	<10
Female	2009-10	<10	89.2%	<10	<10	<10	<10	<10
White	2008-09	<10	90.9%	<10	<10	<10	<10	<10
White	2009-10	<10	87.6%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2008-09	<10	89%	<10	<10	<10	<10	<10
All Students	2009-10	<10	87.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	89.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	89%	<10	<10	<10	<10	<10
White	2008-09	<10	90.4%	<10	<10	<10	<10	<10
White	2009-10	<10	87.9%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Grade: 11								
All Students	2008-09	<10	84.3%	<10	<10	<10	<10	<10
All Students	2009-10	<10	83.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	86.5%	<10	<10	<10	<10	<10
Female	2009-10	<10	78.7%	<10	<10	<10	<10	<10
Male	2008-09	<10	83%	<10	<10	<10	<10	<10
Male	2009-10	<10	86%	<10	<10	<10	<10	<10
White	2008-09	<10	85.1%	<10	<10	<10	<10	<10
White	2009-10	<10	83.1%	<10	<10	<10	<10	<10
Science								
Grade: 05								
All Students	2008-09	<10	75.8%	<10	<10	<10	<10	<10
All Students	2009-10	<10	76.1%	<10	<10	<10	<10	<10
Female	2009-10	<10	75.9%	<10	<10	<10	<10	<10
Male	2008-09	<10	76%	<10	<10	<10	<10	<10
Male	2009-10	<10	76.2%	<10	<10	<10	<10	<10
White	2008-09	<10	77.7%	<10	<10	<10	<10	<10
White	2009-10	<10	76.4%	<10	<10	<10	<10	<10
Grade: 08								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
All Students	2008-09	<10	74.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	74.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	82.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	73%	<10	<10	<10	<10	<10
White	2008-09	<10	75.8%	<10	<10	<10	<10	<10
White	2009-10	<10	74.8%	<10	<10	<10	<10	<10
Grade: 11								
All Students	2008-09	<10	74.3%	<10	<10	<10	<10	<10
All Students	2009-10	<10	77.7%	<10	<10	<10	<10	<10
Female	2008-09	<10	77.7%	<10	<10	<10	<10	<10
Female	2009-10	<10	75.8%	<10	<10	<10	<10	<10
Male	2008-09	<10	72.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
White	2008-09	<10	76.6%	<10	<10	<10	<10	<10
White	2009-10	<10	77.9%	<10	<10	<10	<10	<10

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)
English Language Arts								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Grade: 03								
All Students	2008-09	<10	62%	<10	<10	<10	<10	<10
All Students	2009-10	<10	69.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	62.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	63.6%	<10	<10	<10	<10	<10
Male	2008-09	<10	61.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	71.9%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	47.4%	<10	<10	<10	<10	<10
White	2008-09	<10	63.4%	<10	<10	<10	<10	<10
White	2009-10	<10	71.9%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2008-09	<10	58.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	62.4%	<10	<10	<10	<10	<10
Female	2008-09	<10	53.9%	<10	<10	<10	<10	<10
Female	2009-10	<10	65.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	61.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	60.8%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	53.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	61.9%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
White	2008-09	<10	59.9%	<10	<10	<10	<10	<10
White	2009-10	<10	63.2%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2008-09	<10	60.7%	<10	<10	<10	<10	<10
All Students	2009-10	<10	62.1%	<10	<10	<10	<10	<10
Female	2008-09	<10	56.7%	<10	<10	<10	<10	<10
Female	2009-10	<10	61.8%	<10	<10	<10	<10	<10
Male	2008-09	<10	63.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	62.3%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	60.7%	<10	<10	<10	<10	<10
White	2008-09	<10	62.6%	<10	<10	<10	<10	<10
White	2009-10	<10	62.4%	<10	<10	<10	<10	<10
Grade: 06								
All Students	2008-09	<10	58.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	56.4%	<10	<10	<10	<10	<10
Female	2008-09	<10	52%	<10	<10	<10	<10	<10
Female	2009-10	<10	54.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	62.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	57.8%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	35.7%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
White	2008-09	<10	60.8%	<10	<10	<10	<10	<10
White	2009-10	<10	56.6%	<10	<10	<10	<10	<10
Grade: 07								
All Students	2008-09	<10	65.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	63.3%	<10	<10	<10	<10	<10
Female	2008-09	<10	62.7%	<10	<10	<10	<10	<10
Female	2009-10	<10	60.8%	<10	<10	<10	<10	<10
Male	2008-09	<10	67.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	64.7%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	56.3%	<10	<10	<10	<10	<10
White	2008-09	<10	65%	<10	<10	<10	<10	<10
White	2009-10	<10	64.2%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2008-09	<10	54.3%	<10	<10	<10	<10	<10
All Students	2009-10	<10	59%	<10	<10	<10	<10	<10
Female	2008-09	<10	54.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	62.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	54.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Male	2009-10	<10	56.8%	<10	<10	<10	<10	<10
White	2008-09	<10	50.2%	<10	<10	<10	<10	<10
White	2009-10	<10	56.9%	<10	<10	<10	<10	<10
Grade: 11								
All Students	2008-09	<10	62.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	68.9%	<10	<10	<10	<10	<10
Female	2008-09	<10	58.1%	<10	<10	<10	<10	<10
Female	2009-10	<10	61.5%	<10	<10	<10	<10	<10
Male	2008-09	<10	65.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	74%	<10	<10	<10	<10	<10
White	2008-09	<10	63.4%	<10	<10	<10	<10	<10
White	2009-10	<10	70.7%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2008-09	<10	68.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	70.7%	<10	<10	<10	<10	<10
Female	2008-09	<10	66%	<10	<10	<10	<10	<10
Female	2009-10	<10	63.9%	<10	<10	<10	<10	<10
Male	2008-09	<10	69.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	74%	<10	<10	<10	<10	<10
Hispanic or	2008-09	<10	57.9%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Latino								
White	2008-09	<10	68.9%	<10	<10	<10	<10	<10
White	2009-10	<10	71.4%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2008-09	<10	60.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	64.4%	<10	<10	<10	<10	<10
Female	2008-09	<10	52.7%	<10	<10	<10	<10	<10
Female	2009-10	<10	64.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	64.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	64.4%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	54.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	66.7%	<10	<10	<10	<10	<10
White	2008-09	<10	61.5%	<10	<10	<10	<10	<10
White	2009-10	<10	63%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2008-09	<10	59.4%	<10	<10	<10	<10	<10
All Students	2009-10	<10	58.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	55%	<10	<10	<10	<10	<10
Female	2009-10	<10	55.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	62.1%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Male	2009-10	<10	60.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	57.1%	<10	<10	<10	<10	<10
White	2008-09	<10	60.7%	<10	<10	<10	<10	<10
White	2009-10	<10	59.3%	<10	<10	<10	<10	<10
Grade: 06								
All Students	2008-09	<10	48.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	47.3%	<10	<10	<10	<10	<10
Female	2008-09	<10	42.6%	<10	<10	<10	<10	<10
Female	2009-10	<10	45.9%	<10	<10	<10	<10	<10
Male	2008-09	<10	52.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	48.1%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	28.6%	<10	<10	<10	<10	<10
White	2008-09	<10	51.3%	<10	<10	<10	<10	<10
White	2009-10	<10	47.9%	<10	<10	<10	<10	<10
Grade: 07								
All Students	2008-09	<10	54.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	47.1%	<10	<10	<10	<10	<10
Female	2008-09	<10	50%	<10	<10	<10	<10	<10
Female	2009-10	<10	44.6%	<10	<10	<10	<10	<10
Male	2008-09	<10	57.4%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Male	2009-10	<10	48.5%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	31.3%	<10	<10	<10	<10	<10
White	2008-09	<10	52.9%	<10	<10	<10	<10	<10
White	2009-10	<10	47.4%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2008-09	<10	43.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	48.3%	<10	<10	<10	<10	<10
Female	2008-09	<10	41.1%	<10	<10	<10	<10	<10
Female	2009-10	<10	45.5%	<10	<10	<10	<10	<10
Male	2008-09	<10	44.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	50.3%	<10	<10	<10	<10	<10
White	2008-09	<10	40.9%	<10	<10	<10	<10	<10
White	2009-10	<10	47.8%	<10	<10	<10	<10	<10
Grade: 11								
All Students	2008-09	<10	50%	<10	<10	<10	<10	<10
All Students	2009-10	<10	55.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	42.9%	<10	<10	<10	<10	<10
Female	2009-10	<10	49.7%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Male	2008-09	<10	55.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	59.1%	<10	<10	<10	<10	<10
White	2008-09	<10	49.2%	<10	<10	<10	<10	<10
White	2009-10	<10	55.4%	<10	<10	<10	<10	<10
Science								
Grade: 05								
All Students	2008-09	<10	61.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	66.7%	<10	<10	<10	<10	<10
Female	2008-09	<10	58.6%	<10	<10	<10	<10	<10
Female	2009-10	<10	63.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	62.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	68.6%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	62.8%	<10	<10	<10	<10	<10
White	2008-09	<10	65%	<10	<10	<10	<10	<10
White	2009-10	<10	68.8%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2008-09	<10	57.2%	<10	<10	<10	<10	<10
All Students	2009-10	<10	66.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	57.7%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Female	2009-10	<10	63.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	57%	<10	<10	<10	<10	<10
Male	2009-10	<10	69.1%	<10	<10	<10	<10	<10
White	2008-09	<10	59.7%	<10	<10	<10	<10	<10
White	2009-10	<10	66.5%	<10	<10	<10	<10	<10
Grade: 11								
All Students	2008-09	<10	40.8%	<10	<10	<10	<10	<10
All Students	2009-10	<10	46.3%	<10	<10	<10	<10	<10
Female	2008-09	<10	40.1%	<10	<10	<10	<10	<10
Female	2009-10	<10	45.5%	<10	<10	<10	<10	<10
Male	2008-09	<10	41.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	47%	<10	<10	<10	<10	<10
White	2008-09	<10	40.5%	<10	<10	<10	<10	<10
White	2009-10	<10	46%	<10	<10	<10	<10	<10

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,
Livingston ESA - District created from ISD, Pathway 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		
English Language Arts / Reading	94.3%	0%
Mathematics	94.3%	0%
School		
English Language Arts / Reading	94.3%	0%
Mathematics	94.3%	0%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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%
Mathematics	99%	92.4%
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

Subject	% Tested (Goal 95%)	% Proficient for AYP*
School		
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	<30	<30
Mathematics	<30	<30
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%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
District		
English Language Arts / Reading	91.7%	0%
Mathematics	91.7%	0%
School		
English Language Arts / Reading	91.7%	0%
Mathematics	91.7%	0%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
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	94.3%	0%
Mathematics	94.3%	0%
School		
English Language Arts / Reading	94.3%	0%
Mathematics	94.3%	0%
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
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%
School	
	<10
Black or African American	
State	
	56.59%
School	
	<10
American Indian or Alaska Native	
State	
	65%

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

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

Hispanic or Latino

State

59.94%

School

<10

White

State

81.85%

School

<10

Multiracial

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

State

71.12%

Limited English Proficient

State

65.51%

Students with Disabilities

State

57.61%

School

<10

Economically Disadvantaged

State

59.8%

**Attendance Rate
(Goal 90%)**

All Students

State

94.7%

Black or African American

State

91%

American Indian or Alaska Native

State

93.7%

Asian, Native Hawaiian, or Pacific Islander

State

96.5%

Hispanic or Latino

**Attendance Rate
(Goal 90%)**

State

94.1%

White

State

95.7%

Multiracial

State

94.8%

Limited English Proficient

State

94.6%

Students with Disabilities

State

Attendance Rate (Goal 90%)
93.5%
Economically Disadvantaged
State
94.8%

* 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%
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%

**2009-10 School-Level Accountability (AYP) Status Reporting for Livingston ESA,
Livingston ESA - District created from ISD, Pathway 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	School Improvement	2

December, 2009 School-Level Teacher Quality Reporting for Livingston ESA, Livingston ESA - District created from ISD, Pathway School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	2	19	13	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 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	‡	‡	‡	‡	‡
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	#	‡	‡	‡	‡
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	‡	‡	‡	‡	‡
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