

# **FERNDALE'S ALTERNATIVE 9Xi Whcb**

## **ANNUAL EDUCATION REPORT (AER) COVER LETTER**

August 19, 2010

Dear Parents and Community Members:

I am pleased to present the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for Ferndale's Alternative 9Xi Whcb" This Annual Education Report addresses the reporting requirements identified by the United States Office of Education and the Michigan Department of Education.

Included in the report are Alternative 9Xi Whcb's points of pride, school improvement plan, parent involvement data, student assessment results, Adequate Yearly Progress data and status information, and teacher qualification data. The format of the report was provided by the Michigan Department of Education. For your convenience, the report may be viewed in its entirety or by selecting individual chapters. To review the report by chapter, click on the chapter heading you wish to review.

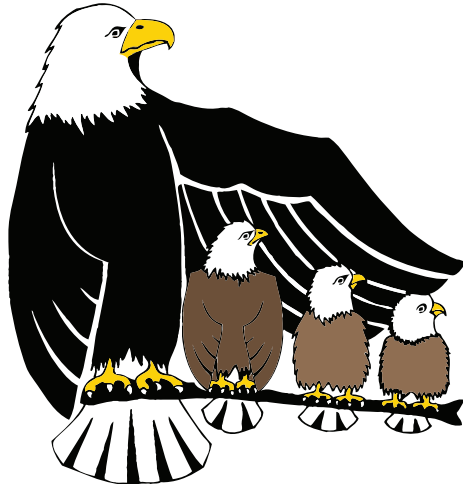
For 2009-2010, Ferndale's Alternative 9Xi Whcb did not make Adequate Yearly progress (AYP) in English language arts and mathematics. We are continuously working to improve our test scores and number of students tested. We appreciate the continued support of parents, staff and our community in this effort.

The report is available for review electronically at [www.ferndaleschools.org/publicationsreports](http://www.ferndaleschools.org/publicationsreports) or you may contact, Jessica Stilger at (248) 586-8677 to obtain a printed copy.

If you have questions regarding this report contact me at (248) 586-8916.

Sincerely,

Francine Foote, Director



# 2009-2010

## ALTERNATIVE EDUCATION ANNUAL EDUCATION REPORT FERNDALÉ PUBLIC SCHOOLS

### 1. Alternative Education Information

Introduction to School, Points of Pride, Curriculum, School Improvement Plan,  
and Additional State Required Data and Information

### 2. Alternative Education Student Assessment Results

### 3. Alternative Education AYP Results

### 4. Alternative Education Teacher Data

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Just can't hide our Eagle pride!  
[www.ferndaleschools.org](http://www.ferndaleschools.org)



# FERNDALE ADULT EDUCATION 2009-2010 ANNUAL REPORT

AUGUST 2010

FRAN FOOTE, DIRECTOR

FERNDALE PUBLIC SCHOOLS

## Introduction to Adult & Alternative Education Programs

### Adult Education

The Adult and Alternative Education program offers adult educational opportunities to anyone over the age of 20 years who is interested in completing their high school diploma, preparing to take the GED, improving their basic skills of reading or math, or learning English as a second language.

Classes in GED preparation or to complete a high school diploma are offered daytime at our Jefferson Center in Oak Park and the Taft Education Center in Ferndale and two evenings a week at our Crossroads Campus in Southfield. Scheduling can be flexible and online learning classes are available.

Ferndale Adult and Alternative Education also have a partnership with Superior Medical Education which allows students to earn certification in several medical careers while completing their credits for a high school diploma. Certification can be earned in Phlebotomy, Certified Medical Assistant, Emergency Medical Technician, and Paramedic.

Adult Basic Education classes are offered five mornings a week at the Taft Education Center. These classes are designed to help improve the literacy skills of adult learners. The classes are small with personalized instruction. A tutor is available for extra support. Computerized learning is part of the instruction to enhance skills and accelerate the learning.

### English as a Second Language

English as a Second Language classes are offered five mornings a week at the Jewish Community Center in Oak Park and five evenings a week at JVS in Southfield. Classes are taught by veteran English as second language teachers who structure the instruction to be relevant for the learners by using thematic lessons that focus on acculturation and citizenship. Free transportation is offered for the evening program.

### Alternative Education

Alternative Education classes are for students 16 to 19 years of age who are no longer attending high school and want to complete their education and earn a high school diploma. Classes are available at the Jefferson Center in Oak Park, Taft Education Center in Ferndale and the Crossroads Campus in Southfield. Classes are scheduled daytime, Monday through Friday as well as Monday and Tuesday evenings for students who want flexible scheduling or need to take an evening class. Online learning is available to offer additional flexibility for students. All teachers are certificated in their content area and highly qualified.

Childcare is available for the children ages 6 months to three years at the Jefferson Center. Though this service is used primarily by the teen parents attending the program, many adult students value the childcare support.

## Mission Statement

Our mission is to provide all our students with a stable learning environment that encourages academic and personal growth.

## School Assignments

Enrollment is open to alternative education students 16 to 19 years of age from any community. Registration takes place twice a year, in August and January. After completing paperwork, students meet with a counselor or advisor to receive a schedule and review the program.

Adult students from any community have the opportunity to register three times a year in the high school completion program—August, January and March. The English as Second Language and Adult Basic Education programs offer open enrollment when space is available. Counselors meet with students to complete an Adult Learning Plan and a schedule.

## Specialized Program

Ferndale's Adult and Alternative Education specializes in offering education to students who have not been successful in a traditional high school environment. Students often start attending after they have completed one or more years in a traditional grade 9-12 setting. Flexible scheduling, various learning strategies and staff who are accustomed to non-traditional learners increase the success for students.

## Points of Pride

Career/College Fair was held March 17, 2010. Over 200 students and 36 representatives for colleges, universities, the military and businesses attended.

Alternative Education basketball team finished second in the state for the second year in a row.

Social Studies teachers completed the curriculum for grades 9-12, U.S.

History and Geography I and II, and World History and Geography I and II.

Ferndale Adult and Alternative Education had one of our larger graduating classes in the past five years with 273 graduates.

The Grad Coach program continued to successfully target seniors who were at-risk of dropping out. Under a grant through Oakland Schools our Grad Coach cohort group participated in targeted services and support to better leverage their chances of graduating on schedule .

Ferndale Adult Education partnership with Oakland Community College, Oakland County Michigan Works, other adult education programs in the county and several service agencies forming the Oakland Adult Learning Collaborative (OALC) substantially expanded this year. The grant that generated the formation of the OALC requires the creation of appropriate processes intended to smooth the transition for adults from secondary education to post secondary education and employment.

Ferndale Adult and Alternative Education continued the partnership with St. Paul Lutheran in Royal Oak to offer a shared time program to St. Paul's K-8 students.

Students at Taft participated in President Obama's "Race for the Top" commencement speech competition by creating a video highlighting why Ferndale Adult and Alternative high schools would merit his visit.

The Taft's student council raised \$1000 for donation to the American Red Cross relief efforts for Haiti.

The Adult and Alternative Relay for Life team exceeded our goal of \$3000 for cancer research.

Interns from the Human Services programs at Baker College worked with our students supporting their efforts to reach their goals.

Over 200 students received awards at our first annual Student Recognition evening.

Quarterly student art exhibits highlighted the success of our new art program.

Parent Input Night offered parents, students and staff an opportunity to voice their opinions on critical program issues to the building administrators.

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## **Parent Involvement**

The Alternative Education program offers basketball as an extra-curricular activity. Many parents attend basketball games, conferences and communicate regularly with student advisors and counselors about their students' progress. This year in an effort to increase parent involvement a Parent Input Meeting was held in April to open the dialogue between the families and our staff on their perceptions of our program. "Do we meet their needs and how we can better serve them?" was the theme of the evening. Although the number of parents in attendance was small, the conversations were insightful and hopefully have laid the foundation for further meetings intended to increase our parent connections.

## **Student/Parent/Teacher Conference Attendance**

Alternative Education programs schedule student/parent/teacher conferences in both the fall and the winter. Letters are sent home to the parents of 16 and 17 year old students and follow up phone calls are made by staff to encourage attendance. Older students meet with their teachers before and after school. Seventy eight parents/guardians attended fall conferences and sixty parents/guardians came to spring conferences; this was 39% and 30% of the parents/guardians of 16-17 year olds respectively for the two conferences.

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## **Core Curriculum**

Steady progress has been made on aligning and writing the core curriculum to meet the high school reform initiative and the needs of alternative education students. The English Language Arts (ELA) department has completed the curriculum for 9th through 12th grade and it was implemented in the fall of 2009.

The Social Studies department has completed the curriculum for US History and Geography I and II, World History and Geography I and II, Civics, and Economics. The two remaining courses, Practical Law and The Survey of Social Studies, should be completed by the end of the 2010-2011 school year.

The math department has analyzed the break down of the Algebra I and Geometry curriculum to align better within a quarterly delivery system. The creation of common unit assessments will be completed and implemented during the 2010-2011 school year.

The science teachers reviewed and accepted the proposal to use Ferndale High School's foundational curriculum, Physics First, to be the foundational science class in our program. They will use the next school year to realign the science course sequence to match Ferndale High School's.

It is anticipated that next year, 2010-2011, will be the first year that the majority of the students entering alternative education will be subject to the new high school reform. District aligned curriculum will continue to be used in all core subjects until all of the curriculum revisions are complete.

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## School Improvement Action Plan

Ferndale Adult and Alternative Education set high expectations for school improvement. Because over 90% of the students begin our program with a deficit in skills, credits or both, it is the goal of the staff to rewrite the curriculum to meet the new high school expectations as well as the needs of the students.

Our department goal for the 2009-2010 year was to improve writing across the curriculum by 43% by 2010. Our school community continued using the skills developed utilizing the Six Traits of Writing and the common five point rubric scale. To continue our efforts to improve writing for all students we have used the ACT Prep practice test as a quarterly common assessment combined with classroom writing samples to help monitor the gap in student achievement.

A math goal of improving student scores by 30% from the math entrance assessment was completed during the second semester. The students who were consistently tested increased their scores 13 to 28 percentage points. The fundamental transient attendance of our at-risk population creates a barrier to both persistence and consistency of testing.

The support classroom program which is designed to assist students who need remediation or credit recovery continued this year through specific the core content areas of mathematics and English. Several on-line tools are available to individualize instruction and support the instructor in the classroom.

The Grad Coach program, a mentoring program for seniors in danger of dropping out before graduation, continued to prove its fundamental value. The graduation rate for participants in the program is 95%.

The school improvement plan has been developed by the staff with the assistance of the district secondary curriculum coordinator, the program director and the program supervisors.

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## Student Achievement Report

Standardized tests present a series of challenges in the alternative education setting. This is due in part to a variety of social as well as academic challenges that exist for the students. Our goal is to build on foundation skills that will make our students successful in this area. These skills include attendance, practice with common assessments, confidence and a belief that they are able to succeed.

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## Teacher Quality Data

All of the teachers meet the standards for highly qualified as dictated by the State of Michigan. Two positions completed the year with substitutes when teachers left mid-year and no replacements could be found.

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## Full Annual Education Report

# School-Level Student Assessment Data for Oakland Schools, Ferndale Public Schools, Ferndale Adult Education

### 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									

<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>
Grade: 11									
All Students	2008-09	68.8%	59.9%	37.7%	9.4%	0%	9.4%	37.5%	53.1%
All Students	2009-10	71.6%	65.2%	47.3%	20.8%	0%	20.8%	43.8%	35.4%
Female	2008-09	62.5%	64.2%	41.6%	8%	0%	8%	44%	48%
Female	2009-10	70.6%	68%	49.7%	16.7%	0%	16.7%	45.8%	37.5%
Male	2008-09	73.6%	55.5%	33.7%	10.3%	0%	10.3%	33.3%	56.4%
Male	2009-10	72.7%	62.3%	44.9%	25%	0%	25%	41.7%	33.3%
Black or African American	2008-09	68.9%	33.4%	30%	9.7%	0%	9.7%	37.1%	53.2%
Black or African American	2009-10	71.6%	37.5%	40.3%	20.8%	0%	20.8%	43.8%	35.4%
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	67.2%	<10	N/A	N/A	N/A	N/A	N/A
White	2008-09	<10	66.1%	60.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48.5%	43.7%	<10	<10	<10	<10	<10
Mathematics									

<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>
Grade: 11									
All Students	2008-09	61.3%	49.3%	24%	3.5%	0%	3.5%	3.5%	93%
All Students	2009-10	61.2%	50.4%	26.1%	12.2%	0%	12.2%	2.4%	85.4%
Female	2008-09	55%	47.2%	20.1%	4.5%	0%	4.5%	4.5%	90.9%
Female	2009-10	58.8%	48.3%	20.8%	10%	0%	10%	0%	90%
Male	2008-09	66%	51.5%	28.1%	2.9%	0%	2.9%	2.9%	94.3%
Male	2009-10	63.6%	52.5%	31.2%	14.3%	0%	14.3%	4.8%	81%
Black or African American	2008-09	61.1%	16.4%	15.2%	3.6%	0%	3.6%	3.6%	92.7%
Black or African American	2009-10	61.2%	16.4%	16.3%	12.2%	0%	12.2%	2.4%	85.4%
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	72.3%	<10	N/A	N/A	N/A	N/A	N/A
White	2008-09	<10	56.5%	48.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	30.4%	21.2%	<10	<10	<10	<10	<10

## 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 Oakland Schools, Ferndale Public Schools, Ferndale Adult Education

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

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	89.1%	91.4%
Mathematics	88.3%	88.4%
School		
English Language Arts / Reading	21.1%	80%
Mathematics	17.9%	47.1%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	83.5%	88.1%
Mathematics	82.6%	83.2%
School		
English Language Arts / Reading	21.5%	80%
Mathematics	18.3%	47.1%
American Indian or Alaska Native		
State		

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

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
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	99.2%	95.3%
Mathematics	98.8%	95.1%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
Limited English Proficient		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	125.9%	77.8%
Mathematics	133.3%	83.3%
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	109.4%	72.6%
Mathematics	108.8%	82%
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	96.3%	88.8%
Mathematics	96.4%	87.5%
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	42.33%
School	17.78%

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

Black or African American

State

56.59%

District

36.28%

School

17.68%

American Indian or Alaska Native

State

65%

District

<10

School

<10

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

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

<10

School

<10

Hispanic or Latino

State

59.94%

District

<10

White

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

State

81.85%

District

83.33%

School

<10

Multiracial

State

71.12%

District

<10

Limited English Proficient

State

65.51%

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

District

<10

Students with Disabilities

State

57.61%

District

45.16%

School

<10

Economically Disadvantaged

State

59.8%

District

43.17%

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

School

<5%

**Attendance Rate**  
**(Goal 90%)**

All Students

State

94.7%

District

96.7%

School

100%

Black or African American

State

91%

District

<b>Attendance Rate (Goal 90%)</b>	
	96.9%
School	
	100%
American Indian or Alaska Native	
State	
	93.7%
District	
	92.8%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	
	98.1%
School	

<b>Attendance Rate (Goal 90%)</b>	
	100%
Hispanic or Latino	
State	
	94.1%
District	
	92.5%
White	
State	
	95.7%
District	
	96.6%
School	
	100%
Multiracial	

**Attendance Rate  
(Goal 90%)**

State

94.8%

District

93.2%

School

100%

Limited English Proficient

State

94.6%

District

96.5%

Students with Disabilities

State

93.5%

<b>Attendance Rate (Goal 90%)</b>	
District	
	94.7%
Economically Disadvantaged	
State	
	94.8%
District	
	96.7%
School	
	100%

\* 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 Oakland Schools, Ferndale Public Schools, Ferndale Adult Education**

### **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	D-Alert	Corrective Action	3

## **December, 2009 School-Level Teacher Quality Reporting for Oakland Schools, Ferndale Public Schools, Ferndale Adult Education**

	<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	0	0	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	
	<b>School Aggregate</b>
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	