

COOLIDGE INTERMEDIATE SCHOOL

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 Coolidge Intermediate School. 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 Coolidge'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.

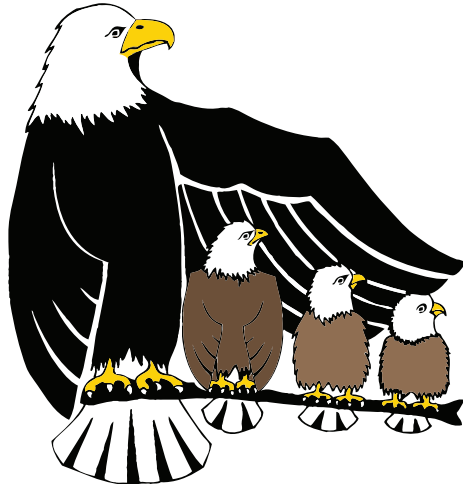
For 2009-2010, Coolidge Intermediate made Adequate Yearly progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

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

If you have questions regarding this report contact 7cc`]X] Y at (248) 547-1700.

Sincerely,

Gail Snoddy, Principal



2009-2010

COOLIDGE INTERMEDIATE SCHOOL ANNUAL EDUCATION REPORT FERNDALÉ PUBLIC SCHOOLS

1. Coolidge Intermediate School Information

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

2. Coolidge Intermediate School Student Assessment Results

3. Coolidge Intermediate School AYP Results

4. Coolidge Intermediate School Teacher Data

Just can't hide our Eagle pride!
www.ferndaleschools.org



COOLIDGE INTERMEDIATE SCHOOL 2009-2010 ANNUAL REPORT

AUGUST 2010

GAIL SNODDY, PRINCIPAL

FERNDALE PUBLIC SCHOOLS

An Introduction to Coolidge Intermediate School

Coolidge Intermediate School services fourth, fifth, and sixth grade students. The school atmosphere is positive and nurturing. The instructional model is active participation with an emphasis on hands-on learning projects. Students at Coolidge receive instruction in the self-contained classroom format. They receive special classes; vocal music, instrumental music, Spanish, physical education, and art, in addition to the core curriculum. Their assignment to the classroom is based on the student's learning style and individual needs.

Academic programs are focused learning through problem-solving and inquiry-based acquisition of knowledge. All students are taught to use higher-level thinking skills. Teachers use researched-based, effective instructional practices as the foundation for instruction in their classrooms.

School Mission Statement

Our mission is to create a positive learning environment where everyone is treated with respect: staff, students, parents, and guests. Each person in the environment has clear, high expectations for students' achievement. The goal is to provide academic relevance, positive learning relationships, content rigor, and lifelong learning skills.

School Vision Statement

All students will meet or exceed the State Performance Standards in the core content areas at Grades 4, 5, and 6.

Points of Pride

Coolidge School met the State Standards and Benchmarks for the 4th, 5th, and 6th grades. This is the fifth year of the restructured configuration of grade levels; however, the re-organization was very successful. Students continue to make academic gains in the instructional core.

Coolidge offers a full range of learning opportunities for the students:

1. Peer Mediation
2. Huntington Banking Program
3. After-School Activities/ Tutoring /Interventions
4. Comprehensive Computer Instruction
5. Daily Spanish - Grades 5 and 6
6. Band and Orchestra
7. Hands-On Science Instruction
8. Math Academic Game
9. Emphasis on thinking skills
10. Honors Choir for Grades 4, 5 & 6
11. Summer School Program

Parents

Parents participated in a workshop (Parent Rally) which was designed to support them in helping their children with homework, understanding different approaches to teaching mathematics, internet safety and bullying, Attention Deficient-Hyperactivity Disorder (ADHD) and Attention Deficient Disorder (ADD).

Prior to the beginning of school, a parent orientation provides detailed information about every aspect of Coolidge School. The orientation specifically addresses the learning expectations of students and strategies for parents to help their children succeed. Parents receive information about the Title I Funds and how they are used at Coolidge.

Parent Teacher Conference Attendance

During the Parent Conferences in November 2009, 315 parents attended the conferences, or 97% of Coolidge Parents. The Spring Conferences attendance rate was 72% (only certain parents were requested to attend).

School Programs

Coolidge Intermediate School's average daily attendance rate is 93.3%.

Student retention rate for Coolidge School for the 2009-10 school year is .02%

Accreditation status- Coolidge Intermediate School met the requirements of the NCLB – Adequate Yearly Progress (AYP) for the 2008-09 school year, and received an EdYes grade of B.

Overall Curricular Implementation

The District Curriculum is monitored during the school year in several different ways. The staff is provided a Pacing Chart, which identifies the essential learning expectations in each content area in a given specific time period. The chart was developed to ensure that teachers stay focused and on target as they deliver instruction.

Each grade level has at least one meeting per month. The purpose of the grade level meeting is to monitor the progress of the students and the effectiveness of the instruction. It is an opportunity for the administrator, literacy consultant, and staff to have professional discussions about teaching and learning. The meetings are extremely helpful in assessing instruction. This is an opportune time to provide the staff support for instructional improvements.

The staff is required to complete weekly lesson plans. The administrator reviews the plans to monitor the teacher's progress based on the pacing chart. If there is a considerable difference in the classroom lesson and the timeline of the pacing chart, a teacher-administrator conference is held to determine the reason. Teachers are held accountable for covering the curriculum.

The building administrator conducts bi-weekly walk-through observations and debriefs with the instructional staff. Professional conversations occur on a daily basis between the administrator and staff.

At the end of the school year, during the Coolidge Learning Fair, each classroom highlights their academic accomplishments for the parents and community.

School Improvement Plan to Improve Student Achievement

The School Improvement Committee reviews data and information from the Coolidge Intermediate School Screening Committee. The Screening Support Team reviews all of the test data and information that is provided from Standardized Tests. The DRA2 data is combined with quarterly assessments in English Language Arts (ELA) and Mathematics (Math Quarterly) from each grade level, plus the unit test from the Harcourt

Trophies Series for grades 4, 5, and 6. Also, the Student Academic Support Team provides specific information about the most at-risk students. The data is carefully reviewed by the School Improvement Planning Team. They report their findings to the staff. Recommendations are made for specific interventions to support the instructional plan. Coolidge Intermediate School adopted the Response to Intervention Model (RTI) for improvement.

The focus of the data review is to identify the areas of instructional improvements, as well as, individual student needs. Once the needs have been identified, a plan for the instructional improvements is developed. Students' progress is monitored with AimsWeb for the tier 3, most at-risk students. All other students are monitored with common assessments, end of unit test, and short lesson evaluations.

The Coolidge School Improvement Team held bi-monthly meetings to review the data from the MEAP and quarterly assessments. The team was divided into grade levels to look at specific instructional content expectations. The team determined the goals.

Language Arts Goals

1. To improve students' reading comprehension skills by developing strategies to determine genre, compare/contrast, summarize, etc.
2. To improve students writing skills by teaching grammar and paragraph development using Writer's Workshop.
3. To use the coaching protocol for instructional improvement.

Mathematics Goals

1. To strengthen student's ability to identify the correct operation to solve a given problem.
2. To be able solve multi-step problems math problems.

Three Year Improvement Plan

Each year begins with a summer school program that provides an intensive review and re-teaching of specific areas in math and reading that were below the State Standards. The students participating in the summer program attend 4 days a week, for a total of ten days. The purpose of the program is to prepare students to begin the school year with a review of critical content expectations, learning routines and self-confidence. Our past experiences indicate students who attend summer school are able to sustain improvement well into the new school year. It is the positive reinforcement of learning success that is developed in the small instructional setting. This approach works extremely well with the struggling learner.

Summer school mathematics is focused on playing math games from the Everyday Math Series that reinforce the concepts taught during the previous year. Students enjoy the opportunity to play the games. Usually, students can easily see the relationships between the concepts of math and using them in everyday experiences.

The third year of the School Improvement Plan (SIP) is focused on improving the students' writing skills. Students are weak in writing mechanics. The District has revised the writing curriculum to align across grade levels. The team developed instructional strategies that were used in all the content areas to address the deficiencies in writing. All staff worked to reinforce grammar skill development.

In addition to the focus on writing mechanics, the team identified summarizing narrative and informational text as areas for improvement. The team made recommendations for strategies that all staff would implement across content areas. Students were given tasks that require think-

ing and writing.

The third year of the SIP will continue to focus on using Writer's Workshop to teach the mechanics of writing and the comprehension skill of summarization, identification of genre, vocabulary, and making inferences.

The School Improvement Plan for the 2009-2010 school year was successful in improving writing and math skills that were identified as a need from the data. The improvements occurred in small increments, yet there were improvements.

The improvement plan was developed to improve academic achievement for all students. Our goal is to instruct the individual student at their appropriate instructional level. Some students need challenges and some need remedial support. The 30 minute intervention period, four days per week, were significantly effective in increasing the academic achievement in our most at-risk learners.

The evaluation process includes bi-weekly progress monitoring, monthly common assessments, and quarterly grade level evaluations of the students. The formal assessments include the MEAP Test, Iowa Test of Basic Skills, and the Developmental Reading Assessment (DRA2).

The School Improvement Committee meets approximately three times per year. The schedule is as follows:

Fall Meeting – Review of the Action Plan, School Improvement Plan Implementation.

Mid-Year (January) - Assessment of the progress of the Plan.

June Meeting – The Plan effectiveness is determined by using data from testing and other indexes.

The Committee uses formative and summative data collected from the previous school year. The team uses the MEAP results, ELA and Math quarterly assessments, weekly content assessments, unit test, and teacher

observations from the current year to monitor the progress of their students. Areas of instructional weakness are identified and staff development activities are then planned to address deficiencies.

This year's school improvement process was fine-tuned based on the summative data from last year. Monitoring student progress became a priority this year. It provided an ongoing process for assessing the effectiveness of the instructional core. The staff was responsible for developing the action plan and taking ownership of the SIP implementation.

The focus of the team was on monitoring the plan and making adjustments to the process on a quarterly basis. The staff was better prepared for instruction by using the information from the SIP.

Teacher Quality Data

The Coolidge Intermediate School Staff is dedicated to providing the highest quality of classroom instruction. Ten of the fifteen staff members are involved in the Mathematics Education Resource Center (MERC) Project. This project is an aggressive approach to changing the principals of teaching mathematics. Coolidge Students are benefactors of the specialized staff training.

In addition, the Coolidge Staff is willing to learn and share best instructional practices. They are comfortable in the role of learner, as well as teacher.

100% of classes are taught by highly qualified teachers, according to the No Child Left Behind Act.

Staff, Parent, & Student Survey Results

Staff Perceptions

The Coolidge Staff has excelled in most areas of the survey (per the staff). They are committed to

maintaining high standards in all performance areas. They understand the focus of the school is teaching, learning, and pursuit of new ways to maintain the standards. The staff will demonstrate commitment to students by teaching with techniques that engage all learners. Each of our classrooms has a wide range of ability levels that require strategic teaching to benefit each individual learner. To enhance instruction, the staff has included the following into professional development plans: Response to Interventions, Implementation of the Best Practices, and How to Integrate Technology in our Classrooms.

The staff identified areas for improvement for the 2010-2011 school year. Grade-level meetings with on-going reviews of data will provide staff an opportunity to provide input on instructional decisions. The grade level meeting will occur once a month from September to May. The next area for improvement is the utilization of community resources to support and strengthen our school programs. The school currently has a partnership with the Huntington National Bank and would like to add Junior Achievement. We also plan to expand our citizen volunteer tutoring program, continue the Tutoring Project with the Elks, and encourage parents to volunteer in school activities.

Parent Perceptions

Based on the results of the survey, parents have a positive perception of Coolidge Intermediate School, the programs, and the staff. Overall, parents feel they are informed about what is going on. Parents also feel their children are well prepared academically and that teachers are providing instructional activities that give students various ways to learn. They believe that Coolidge provides a safe and orderly learning environment. Parents rated the principal highly in terms of her accessibility. They feel she is committed to provid-

ing instructional programs in an environment that promotes learning.

The results of the parent surveys reveal some areas for improvement. Some parents reported that they did not know what their child is expected to learn each year, what their child's standardized test scores indicate, or what to do in case of a school emergency. Parents also indicated they were not aware of the various ways the community is involved in the school. Furthermore, they feel the community programs outside of school are not affordable. Some parents reported that teachers do not regularly communicate their child's progress to them. Parents also want to know how Coolidge Intermediate compares academically with similar schools.

As a staff, we feel strongly that knowledgeable and involved parents are essential to our school-wide success. Therefore, we want to provide more information to parents about our academic programs, assessment results, instructional approaches, students' progress and community programs. These things need to be presented to parents during Curriculum Night and parent-teacher conferences at the beginning of school and throughout the year. Parents of students who are experiencing difficulty want more regular communication from teachers. Weekly progress reports or phone calls will help parents monitor their child's academic progress. We hope to encourage parents to come to school through regularly scheduled family nights and student performances.

Student Perceptions

The results of our survey indicate that Coolidge students largely feel prepared to succeed at the next grade level. They look at their report cards to see how they are doing in classes and discuss those report cards with their parents. They know their teachers expect them to do their best, and that opportunities exist for help after

school should they need assistance with school work.

A cross-section of Coolidge Students was involved in a Student Dialog Day that provided Coolidge students an opportunity to discuss their concerns with middle school students. The dialog day was co-sponsored by the Ferndale Middle School members of SADD and Coolidge Intermediate School. The audience was composed of students in the fifth and sixth grades. The following are students' areas of concern and suggestions:

A peer mediation program should continue with full-time staff support. Those staff could also provide dialoging opportunities for problem-solving peer relationships and other issues. Monthly grade-level meetings with students would help identify problems and solutions. Class officers and class meetings could increase student commitment to maintaining a peaceful environment.

A reward system could be implemented to increase student use of planners.

Parents could be introduced to the use of student planners and their benefit at orientation and curriculum night. This would be reinforced at parent teacher conferences.

Refrigerator magnets with important dates or phone numbers and color-coded paper would provide increased communication with families.

Description of Programs

There are many programs at Coolidge to ensure students who are experiencing difficulty mastering proficient levels of academic achievement are provided with timely assistance.

After-school tutoring is available to all students.

Small group and individual tutoring is available during the school day.

All students are scheduled for Science Lab twice a week.

Summer school provides additional instruction in classes with low pupil to teacher ratios.

Summary of the Results

Coolidge Intermediate School has completed a needs assessment that focuses on the academic achievement of all students. This process included conducting surveys of staff, parents and students and an analysis of the results to identify strengths and weaknesses. Academic achievement data (MEAP tests results in ELA, Math, Science and Social Studies and disaggregated MEAP test results for subgroups) was carefully analyzed for trends and needs. In addition to the MEAP results, the staff analyzes and evaluates the academic achievement of students using the following assessments: Iowa Test of Basic Skills (ITBS), Harcourt End-of-Selection Tests and Holistic Assessments, and Mathematics Quarterly Assessments.

These assessments have been used by the staff to determine the following elements of the School Improvement Plan:

1. Percentage of students who must score proficient on the MEAP.
2. The specific academic needs of students and subgroups that are not achieving the content expectations.
3. Teaching strategies and best practices to address the needs of under achieving students.
4. Programs and alternative strategies for under achieving students.

During School Improvement Team and general staff meetings, we examined the data and generated goals and strategies to be developed in the School Action Plan. We developed goals and action strategies in reading, writing and math. We believe that as students improve in reading and writing ability, their scores in science and social studies will also improve.

Title I School

Coolidge Intermediate School has been a Title 1 school for 18 years during which time it has made Adequate Yearly Progress every year.

Achievement Data

MEAP Analysis

The Michigan Educational Assessment Program is a criterion referenced test that shows how students in grades 3-6 score in reading, writing, language arts, math and social studies (5th grade) and science (6th grade). Individual student scores show how well each student has learned the state curriculum. While students are not really compared to other students in this type of test, the state "cut score" determines proficiency after all of the tests in the state have been scored.

The numbers in the attached charts indicate the percentage of students who achieved in reading, language arts, math, science and social studies on the 2009 MEAP tests. All students in grades 3-8 take the reading and language arts' tests. Fifth grade takes the science test and sixth grade takes the social studies test.

Grade 4

The performance of students in grade 4 improved in the following: Reading increased from 65% in 2008 to 70% in 2009; subgroups, African-American students increased from 60% to 71%; and Economically Disadvantaged students increased from 65% to 68%. In the content area of Mathematics, students increased in math from 68% to 84%; subgroups, African-American students increased from 65% to 82%; and Economically Disadvantaged students increased from 69% to 82%, respectively. The results indicate a large reduction of the achievement gap. The instructional model of Response to Interventions attributes to effective targeted student support.

Grade 5

The proficiency performance of students at grade 5 improved in the following: Reading increased from 61% in 2008 to 73% in 2009; subgroups, African-American students increased from 46% to 70%; Economically Disadvantaged students increased from 57% to 70%. In the content area of Mathematics, students increased from 55% to 67%; subgroups, African-American students increased from 43% to 64%; Economically Disadvantaged students increased from 47% to 65%, respectively. The increases can be attributed to targeted, intensive interventions.

Grade 6

The proficiency performance of students at grade 6 improved in the following: Reading increased from 69% in 2008 to 83% in 2009; subgroups, African-American students increased from 63% to 74%; Economically Disadvantaged students increased from 63% to 78%. The content area of Mathematics, students increased from 73% to 80%; subgroups, African-American students increased from 70% to 73%; Economically Disadvantaged students increased from 74% to 79%, respectively. In Social Studies, Coolidge students gain 1% point, from 55% to 56%.

Full Annual Education Report

School-Level Student Assessment Data for Oakland Schools, Ferndale Public Schools, Coolidge Intermediate 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)
English Language Arts / Reading									
Grade: 04									
All Students	2008-09	100%	82.8%	71.2%	65.3%	14.4%	50.8%	26.3%	8.5%
All Students	2009-10	100%	84.1%	77.9%	70.2%	13.8%	56.4%	19.1%	10.6%
Female	2008-09	100%	84.7%	74.2%	68.9%	14.8%	54.1%	23%	8.2%
Female	2009-10	100%	86.1%	86.3%	81.4%	18.6%	62.8%	14%	4.7%
Male	2008-09	100%	80.9%	68.2%	61.4%	14%	47.4%	29.8%	8.8%
Male	2009-10	100%	82.1%	70.4%	60.8%	9.8%	51%	23.5%	15.7%
Black or African American	2008-09	100%	65.6%	60.2%	56.6%	6.6%	50%	32.9%	10.5%

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)
Limited English Proficient	2009-10	<10	64.3%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	54.7%	46.2%	44.4%	5.6%	38.9%	38.9%	16.7%
Students with Disabilities	2009-10	100%	58%	42.1%	27.3%	18.2%	9.1%	54.5%	18.2%
Economically Disadvantaged	2008-09	100%	72.9%	64.8%	63.2%	10.3%	52.9%	26.4%	10.3%
Economically Disadvantaged	2009-10	100%	75.7%	68.1%	63.5%	10.8%	52.7%	24.3%	12.2%
Grade: 05									
All Students	2008-09	100%	81.5%	70.3%	60.6%	16.2%	44.4%	26.3%	13.1%
All Students	2009-10	100%	85.2%	76.1%	73.2%	25.2%	48%	17.9%	8.9%
Female	2008-09	100%	83.4%	73.3%	62.7%	15.7%	47.1%	19.6%	17.6%
Female	2009-10	100%	86.8%	78.4%	74.6%	28.8%	45.8%	15.3%	10.2%
Male	2008-09	100%	79.8%	67.1%	58.3%	16.7%	41.7%	33.3%	8.3%
Male	2009-10	100%	83.5%	74%	71.9%	21.9%	50%	20.3%	7.8%
Black or African American	2008-09	100%	63.5%	46.3%	43.3%	3.3%	40%	36.7%	20%
Black or African American	2009-10	100%	70.4%	70.2%	69.4%	23.5%	45.9%	21.2%	9.4%

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)
American Indian or Alaska Native	2008-09	<10	80.9%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	82.5%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	90.8%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.6%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	71.2%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	74.6%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	86.9%	93.1%	90.6%	37.5%	53.1%	6.3%	3.1%
White	2009-10	100%	89.8%	82.7%	79.4%	29.4%	50%	11.8%	8.8%
Multiracial	2008-09	<10	82.9%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	61.8%	<10	<10	<10	<10	<10	<10
Students	2008-09	100%	49.2%	42.1%	33.3%	6.7%	26.7%	33.3%	33.3%

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)
American Indian or Alaska Native	2009-10	<10	84.7%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	89.1%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.8%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	68.7%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	85.7%	86.3%	83.7%	27.9%	55.8%	14%	2.3%
White	2009-10	100%	91.1%	94.3%	97%	45.5%	51.5%	3%	0%
Multiracial	2008-09	<10	79.8%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	51.2%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	70%	<10	<10	<10	<10	<10	<10
Students with	2008-09	100%	44.7%	45.8%	47.8%	8.7%	39.1%	39.1%	13%

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)
Alaska Native									
American Indian or Alaska Native	2009-10	<10	89.5%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	95.1%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	96.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	89.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	92%	85.7%	76.3%	28.9%	47.4%	21.1%	2.6%
White	2009-10	100%	95.1%	97.1%	92.6%	29.6%	63%	7.4%	0%
Multiracial	2008-09	<10	86.7%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	75.7%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	86.6%	<10	<10	<10	<10	<10	<10
Students with	2008-09	100%	68.1%	56%	44.4%	5.6%	38.9%	55.6%	0%

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)
Indian or Alaska Native									
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	92.3%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	66.1%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	83%	84.7%	78.1%	53.1%	25%	21.9%	0%
White	2009-10	100%	84.3%	83.6%	72.7%	45.5%	27.3%	18.2%	9.1%
Multiracial	2008-09	<10	76.6%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	67.6%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	46.9%	31.6%	26.7%	13.3%	13.3%	46.7%	26.7%
Students with Disabilities	2009-10	100%	52.8%	59.3%	47.4%	15.8%	31.6%	42.1%	10.5%

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)
Native Hawaiian, or Pacific Islander									
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.8%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	71.3%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	75.6%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	85.2%	84.9%	83.7%	46.5%	37.2%	11.6%	4.7%
White	2009-10	100%	87.5%	92.9%	93.9%	57.6%	36.4%	6.1%	0%
Multiracial	2008-09	<10	79.2%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	62.3%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	68.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	45.5%	52%	56.5%	17.4%	39.1%	26.1%	17.4%
Students with Disabilities	2009-10	100%	52.3%	68.4%	61.5%	30.8%	30.8%	38.5%	0%

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)
Alaska Native									
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	90.9%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.8%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	72.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	68.8%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	89.4%	86.1%	84.4%	37.5%	46.9%	15.6%	0%
White	2009-10	100%	87.5%	78.4%	72.7%	18.2%	54.5%	21.2%	6.1%
Multiracial	2008-09	<10	84.5%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	56.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	63.6%	47.4%	53.3%	6.7%	46.7%	20%	26.7%
Students with Disabilities	2009-10	100%	60.7%	53.6%	52.6%	5.3%	47.4%	36.8%	10.5%

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)
Economically Disadvantaged	2008-09	100%	72.3%	58.8%	57.8%	4.7%	53.1%	32.8%	9.4%
Economically Disadvantaged	2009-10	100%	70.6%	55.7%	56.1%	10.2%	45.9%	35.7%	8.2%

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: 04								
All Students	2008-09	<10	83.5%	<10	<10	<10	<10	<10
Male	2008-09	<10	83.1%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	77.6%	<10	<10	<10	<10	<10
White	2008-09	<10	85.2%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2009-10	<10	81%	<10	<10	<10	<10	<10
Male	2009-10	<10	80.6%	<10	<10	<10	<10	<10
White	2009-10	<10	83.2%	<10	<10	<10	<10	<10
Mathematics								
Grade: 04								
All Students	2008-09	<10	86.5%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.7%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	81.3%	<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)
White	2008-09	<10	88.2%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2009-10	<10	71.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	74.2%	<10	<10	<10	<10	<10
White	2009-10	<10	74.1%	<10	<10	<10	<10	<10
Science								
Grade: 05								
All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Male	2009-10	<10	61.6%	<10	<10	<10	<10	<10
White	2009-10	<10	63.2%	<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)
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
Reading								
Grade: 04								
All Students	2009-10	<10	50.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	50.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	43.8%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	49.8%	<10	<10	<10	<10	<10
Grade: 05								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
All Students	2009-10	<10	50%	<10	<10	<10	<10	<10
Female	2009-10	<10	53.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	41.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48%	<10	<10	<10	<10	<10
Grade: 06								
All Students	2009-10	<10	48.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	49.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	47.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	39.1%	<10	<10	<10	<10	<10
White	2009-10	<10	52%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	44.3%	<10	<10	<10	<10	<10
Mathematics								
Grade: 06								
All Students	2009-10	<10	47.7%	<10	<10	<10	<10	<10
Female	2009-10	<10	46.4%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Male	2009-10	<10	48.5%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	46.4%	<10	<10	<10	<10	<10
White	2009-10	<10	49%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48.1%	<10	<10	<10	<10	<10

2009-10 School-Level Accountability (AYP) Detail Reporting for Oakland Schools, Ferndale Public Schools, Coolidge Intermediate School

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

Subject	% Tested (Goal 95%)	% Proficient for AYP*
District		
English Language Arts / Reading	89.1%	91.4%
Mathematics	88.3%	88.4%
School		
English Language Arts / Reading	100.3%	91.4%
Mathematics	100.3%	94.7%
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	100.5%	89.4%
Mathematics	100.5%	94.2%
American Indian or Alaska Native		

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

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.2%	95.3%
Mathematics	98.8%	95.1%
School		
English Language Arts / Reading	100%	94.5%
Mathematics	100%	94.5%
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		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	125.9%	77.8%
Mathematics	133.3%	83.3%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
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%
School		
English Language Arts / Reading	109.5%	72.4%
Mathematics	111.9%	84.7%
Economically Disadvantaged		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	96.3%	88.8%
Mathematics	96.4%	87.5%
School		
English Language Arts / Reading	104.2%	90.2%
Mathematics	105%	94.1%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

**Attendance Rate
(Goal 90%)**

All Students

State

94.7%

District

96.7%

School

93.3%

Black or African American

State

Attendance Rate (Goal 90%)	
	91%
District	
	96.9%
School	
	92.5%
American Indian or Alaska Native	
State	
	93.7%
District	
	92.8%
School	
	91%
Asian, Native Hawaiian, or Pacific Islander	
State	

Attendance Rate (Goal 90%)	
	96.5%
District	
	98.1%
School	
	96.6%
Hispanic or Latino	
State	
	94.1%
District	
	92.5%
School	
	93.9%
White	
State	

Attendance Rate (Goal 90%)	
	95.7%
District	
	96.6%
School	
	94.6%
Multiracial	
State	
	94.8%
District	
	93.2%
School	
	92.9%
Limited English Proficient	
State	

Attendance Rate (Goal 90%)	
	94.6%
District	
	96.5%
School	
	95.5%
Students with Disabilities	
State	
	93.5%
District	
	94.7%
School	
	93.4%
Economically Disadvantaged	
State	

Attendance Rate (Goal 90%)	
94.8%	
District	
96.7%	
School	
93.4%	

* 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%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
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%
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, Coolidge Intermediate 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
Yes	Met	Met	Met	B	N/A	0

December, 2009 School-Level Teacher Quality Reporting for Oakland Schools, Ferndale Public Schools, Coolidge Intermediate School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	3	22	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%
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	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%