

FERNDALE HIGH 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 Ferndale High 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 FHS'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.

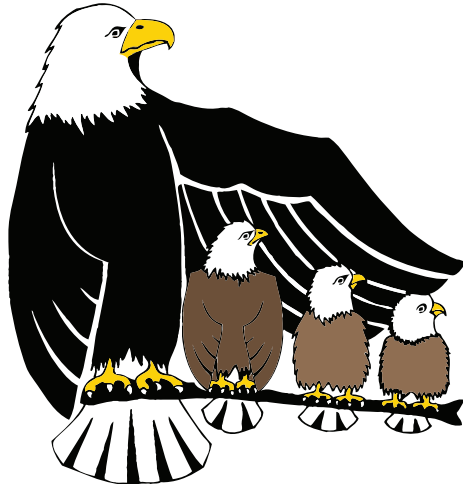
For 2009-2010, Ferndale High School made Adequate Yearly progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

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 me at (248) 586-8600.

Sincerely,

Herbert Ivory, Principal



2009-2010 FERNDALE HIGH SCHOOL ANNUAL EDUCATION REPORT FERNDALE PUBLIC SCHOOLS

1. Ferndale High School Information

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

2. Ferndale High School Student Assessment Results

3. Ferndale High School AYP Results

4. Ferndale High School Teacher Data

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



FERNDALE HIGH SCHOOL 2009-2010 ANNUAL REPORT

AUGUST 2010

HERBERT IVORY, PRINCIPAL

FERNDALE PUBLIC SCHOOLS

An Introduction to Ferndale High School

Ferndale High School is proud of its ethnic diversity and the harmony that exists among its 1000 students. We consider ourselves a microcosm of young adults from varied social, racial, ethnic and economic backgrounds. We are comprised of the following four communities: Ferndale, Oak Park, the Charter Township of Royal Oak, and Pleasant Ridge. In addition, we are fully accredited by the North Central Accreditation Association and continue to strive for academic excellence.

School Mission Statement

The staff of Ferndale High School, in partnership with its stakeholders, educates all students in an environment of respect to become quality workers who are proficient in all content areas and contributing citizens in a diverse and changing world.

Ferndale High School Beliefs

- Students learn in a variety of environments, situations & ways.
- Learning is a lifelong process.
- Education is the responsibility of the entire community.
- Our diversity is a strength.
- Each person has dignity, worth, and deserves respect.
- High expectations lead to higher achievements.
- All people can learn.
- Individual responsibility is fundamental to success.
- Working cooperatively enhances the educational environment.

Points of Pride

FHS Teacher of the Year & District High School Teacher of the Year
– **Todd Whalen**

FHS Employee of the Year & District Employee of the Year
– **Hubert Griffin**

Work Partnership Program – for special education & at-risk students

John F. Kennedy Scholarship Winners
– **Peter Ceglarek & Jaclyn Tolchin**

Class of 2010

220 graduating students earned \$1.3 million in scholarships

Michigan Interscholastic Press Association Writing Awards – The student newspaper, *The Eagle*, won a 1st place Spartan Award. Seven students won Honorable Mention Awards for newspaper articles.

Equity and Excellence from the College Board Awards based on Advanced Placement scores
– **Twenty-three students**

USA (student government)

Community and School projects:

- Charity Days – proceeds totaling \$2500 went to the Camp Make a Dream and the
- Detroit Rescue Mission
- \$800 for Pennies for Patients for the Leukemia and Lymphoma Society
- \$2,000 for Christmas presents in the Adopt a Child program
- \$2,000 for the Giving Tree and the Adopt a Family program for four needy Ferndale families
- Ran three American Red Cross blood drives (125 pints of blood)

- Awarded one scholarship for \$250 by the American Red Cross

- Prepared 300 bag lunches for the homeless

- Teacher Appreciation Luncheon

- Jeans for Teens

SADD

Students Against Destructive Decisions

- Co-sponsored Safe Night

- Chain of Life

- Two Red Ribbon programs

- Presented a Drugs, Drinking, and Bullying program to Coolidge and FMS

- Co-sponsored the Connecting Up program – mentoring middle school students

- SADD was recognized by the South Oakland County Coalition and also received a Congressional Recognition from Sander Levin

National Honor Society

- Prepared 80 lunches for the homeless

- Tutoring program at FHS and FMS

- Each student put in at least 15 hours of community service

- Visited senior citizen homes

- Worked with Focus Hope

- Spring Clean Up for Ferndale Education Foundation

Recycling Club

- Earth Day Clean Up

- FHS & FMS Paper Recycling Program

Ferndale Youth Assistance

- Co-sponsored 2 Safe Nights

- Co-sponsored Connecting Up – FHS/FMS Mentor Group

- Co-sponsored Challenge Day

- Family Education – Gun Safety

- Family Education – Love and Logic
- Family Education – Stop the Bullying, An American Girl Event
- Sponsored Summer Day Camp – 66 Ferndale students to Summer Day Camp

Boy's and Girl's Club – After school program for grades 7-12

- Sponsored by the Royal Oak Chapter, Ferndale Parks and Recreation, and Ferndale Public Schools

W.I.N.G.S. Program – Working to Inspire, Nurture and Guide Self-efficacy: A Female Mentoring Program – 40 students

F.I.R.S.T. Robotics Team – Competed in Detroit (semi-finals) and Kettering regional competitions. 15 students participated

Fine & Performing Arts

FHS Marching Band – 5th State Championship in Flight III, State Finals at Ford Field

FHS Wind Ensemble, Symphony and Jazz Band – received superior ratings at Festival

FHS Symphony Orchestra – received superior ratings at Festival

District IV Honors Band
- 10 students

Region C Honors Choir
- Two students

MSVMA State Honors Choir
- Two students

Michigan Youth Arts Festival All-State Choir
- One students

All-State Band, Orchestra, Choir - one student for each program

Michigan Youth Arts Band - two students

District IV Teacher of the Year - Elon Jamison

Scholastic Art Awards
– two students

Empty Bowls Luncheon – sponsored by the Art Club, raised \$1000

Supplied Art Work for a movie to be shown on Showtime

Sander Levin Art Competition
-Five students received awards

2010 Congressional Artistic Discovery Ceremony
-Six students honored

One student received a \$3,000 scholarship to the Cranbrook Summer Art Academy

FHS Theatre Program completed two successful shows – *Pride & Prejudice*, and *Pajama Game!*

University of Michigan sponsored German Day Competition
– Two 1st place awards and one 2nd place award, involving 50 students

Athletics

All-State Girls' Track – four girls

All-State Boys' Track – seven boys

Boys' Track Team – League Champions, 4th in the State

All-State Wrestling – five students

Boys' Basketball Team – undefeated in League, League Champions

World Champion Tumbler in St. Petersburg, Russia - One student

42% of student body participated in at least one sport

Parent Involvement

Ferndale High School has many parent groups that support our students in both their academic and extra-curricular activities. Our Fine Arts Boosters' mission is to support, encourage and promote all of the Ferndale Schools' Fine Arts Program through parental and community involvement. Our PTSA is also active and involved in our school community, fundraising by rummage sales and silent auctions, to name a few, which fund various

scholarships for FHS seniors. The Eagles Nest, our football boosters group, held their third golf outing, which raised thousands of dollars for their program, as well as sponsoring a youth football camp. Parents are continually involved with our building and feel comfortable participating in our many activities

Parent/Teacher Conference Attendance

For the 2009-2010 school year, 528 parents/guardians attended Parent/Teacher Conferences. This represented 50% of our students.

State of the Core Curriculum

Ferndale High School is in a continuous process of reviewing the Core Curriculum. At minimum, every five years one particular department is charged with reviewing their curriculum and ensuring that is revised/aligned with the Michigan Core Curriculum, Standards and Benchmarks.

Accreditation Status

Ferndale High School hosted a North Central Association Commission on Accreditation and School Improvement Quality Assurance Review (NCA CASI) on April 29-30, 2008. During the visit, members of the Quality Assurance Review Team interviewed administrators, teachers, students, support staff, parents and community stakeholders to examine the school's systems and processes in relation to the seven AdvancED standards:

- Vision & Purpose
- Governance & Leadership
- Teaching & Learning
- Documenting & Using Results
- Resource & Support Systems
- Stakeholder Communications & Relationships
- Commitment to Continuous Improvement

A key aim of the Quality Assurance Review (QAR) is to verify that the school is operating with institutional integrity- that is fulfilling its mission for its students. In turn, the QAR Team granted full accreditation with commendations and recommendations for continuous improvement.

Continuous School Improvement Plan

Over the course of creating our School Improvement Plan the staff of Ferndale High School has followed the guidelines of the NCA process. This procedure allowed the entire staff to look critically at the seven AdvancED standards to develop goals that promote continuous improvement.

Goal #1: English Language Arts- Reading

Student Goal Statement: All students at Ferndale High School will be proficient at reading and comprehending text.

Measurable Objective Statement to support Goal: By 2011, 79% of all students tested at Ferndale High School will score proficient on the reading portions of the ACT/ Michigan Merit Exam. 79% of the African American and low socio-economic subgroups will score proficient on the reading portions of the ACT/Michigan Merit Exam.

Goal #2: English Language Arts- Writing

Student Goal Statement: All students at Ferndale High School will be proficient in writing.

Measurable Objective Statement to support Goal: By 2011, 79% of all students tested at Ferndale High School will score proficient on the writing portion of the ACT/ Michigan Merit Exam. 79% of the African American and low socio-economic subgroups will score proficient on the writing portion of the ACT/ Michigan Merit Exam.

Goal #3: Mathematics

Student Goal Statement: All students at Ferndale High School will be proficient in Mathematics.

Measurable Objective Statement to support Goal: By Spring 2011 70% of all students will score in the proficient category in mathematics on the ACT/Michigan Merit Exam.

The 2010-2011 School Improvement Action Plan was completed June 2010.

Strategies for accomplishing the goals

The following includes various strategies that are currently being used or developed to address the goals.

- Continous Professional Development
- School-wide ACT/ MME Intervention Plan Implementation
- ACT/ MME Preparation Camps
- Co-Teaching
- Common Assessments (timed/ untimed/ ACT/MME formatted)
- Curriculum aligned with state standards & benchmarks
- Stacking Model for Scheduling
- Common Planning
- Teacher-Student Mentor Program
- Free After-school Tutoring
- Mandatory Athletic Study Table

Assessments

Assessments will be standards based, reviewed every card marking and aligned with School Improvement Goals.

Technology

The district has a technology plan with the Michigan Department of Education & Technology. Technology available for learning includes:

- Computer Labs
- Smart Board Teacher Instruction
- Pearson Learning Clickers
- United Streaming Website Learning
- Compass Learning (Credit Recovery)
- Michigan Virtual High School
- Career Cruising

Professional Development

Professional Development is often done through Oakland Schools and covers assessment, grading and achievement data. Professional Development is scheduled throughout the school year with topics determined at the beginning of the year and aligned with the School Improvement Plan.

Utilization of Community Resources/Volunteers

On the job training is provided through Vocational Ed and available to 11th & 12th grade students. The Ferndale Youth Assistance Program is available to all students to assist as needed.

Building Level Decision-Making Process

A Leadership Team, comprised of Administration, Department Chairs and teachers, was formed and met on a monthly basis to plan and implement ideas/activities for Professional Development and student achievement.

School Improvement Team Members: Cathy Brady, Shaun Butler, Paula Cardelli, Marie Cooper, Kim Ellis, Herb Ivory, Elon Jamison, Alan Kantor, Melissa Kuznar, Jessica Lesniak-Adams, Alison Maes, Tom Maes, Leslie Miller, Gayle Minneci, Rachel Morrison, Roger Smith, Tracy Veresh, Scott Welborn, Todd Whalen, Lisa Williams.

Teacher Quality Data

Several professional development activities were held for staff in an effort to provide support to enhance student achievement. For the 2009-2010 school year 100% of our teachers were highly qualified as defined by the guidelines set by No Child Left Behind.

Full Annual Education Report

School-Level Student Assessment Data for Oakland Schools, Ferndale Public Schools, Ferndale High School

Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	74.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	44.5%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	50.7%	<10	<10	<10	<10	<10	<10
White	2008-09	98.9%	66.1%	60.6%	62%	5.4%	56.5%	25%	13%
White	2009-10	98.8%	71.5%	70.1%	69%	4.8%	64.3%	17.9%	13.1%
Multiracial	2008-09	<10	60.7%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	18.6%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	22.2%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	23.5%	15.4%	15.4%	0%	15.4%	15.4%	69.2%
Students with Disabilities	2009-10	88.9%	23.6%	6.3%	6.3%	0%	6.3%	31.3%	62.5%
Economically Disadvantaged	2008-09	99.2%	42.4%	37.3%	35.2%	0%	35.2%	38.3%	26.6%
Economically Disadvantaged	2009-10	95.9%	48.5%	43.7%	42.7%	1.7%	41%	25.6%	31.6%

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)
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	72.3%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	72.1%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	32.4%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	33.8%	<10	<10	<10	<10	<10	<10
White	2008-09	97.8%	56.5%	48.4%	49.5%	16.5%	33%	17.6%	33%
White	2009-10	98.8%	57.9%	56.3%	57.1%	10.7%	46.4%	10.7%	32.1%
Multiracial	2008-09	<10	47.7%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	20.2%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	17.3%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	10.2%	0%	0%	0%	0%	0%	100%
Students with	2009-10	88.9%	11.2%	6.3%	6.3%	0%	6.3%	0%	93.8%

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)
Disabilities									
Economically Disadvantaged	2008-09	97.7%	28.9%	18.6%	19.8%	3.2%	16.7%	14.3%	65.9%
Economically Disadvantaged	2009-10	95.1%	30.4%	21.2%	28.4%	2.6%	25.9%	12.9%	58.6%

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: 11								
All Students	2008-09	<10	87.7%	<10	<10	<10	<10	<10
All Students	2009-10	<10	89.8%	<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	2008-09	<10	88%	<10	<10	<10	<10	<10
Female	2009-10	<10	90.8%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	89.2%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	80.3%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	81.9%	<10	<10	<10	<10	<10
White	2008-09	<10	91%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	85.8%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2008-09	<10	70.3%	<10	<10	<10	<10	<10
All Students	2009-10	<10	71.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	63.9%	<10	<10	<10	<10	<10
Female	2009-10	<10	65.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	74.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.8%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	53.8%	<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)
Black or African American	2009-10	<10	53.7%	<10	<10	<10	<10	<10
White	2008-09	<10	76.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	68.9%	<10	<10	<10	<10	<10
Science								
Grade: 11								
All Students	2008-09	<10	62.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	70.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	59.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	67.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	65.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	73%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	42.6%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	51.5%	<10	<10	<10	<10	<10
White	2008-09	<10	71.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	60.6%	<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: 11								
All Students	2009-10	<10	76.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.2%	<10	<10	<10	<10	<10
White	2009-10	<10	74.4%	<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								
Grade: 11								
All Students	2009-10	<10	68.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	74%	<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	70.7%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2009-10	<10	55.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	59.1%	<10	<10	<10	<10	<10
White	2009-10	<10	55.4%	<10	<10	<10	<10	<10
Science								
Grade: 11								
All Students	2009-10	<10	46.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	47%	<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 Oakland Schools, Ferndale Public Schools, Ferndale High School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	89.1%	91.4%
Mathematics	88.3%	88.4%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
School		
English Language Arts / Reading	98%	86.5%
Mathematics	97.3%	72.9%
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	97.5%	84.5%
Mathematics	96.8%	68.8%
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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		
English Language Arts / Reading	99.2%	95.3%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	98.8%	95.1%
School		
English Language Arts / Reading	98.9%	87.8%
Mathematics	97.7%	80.2%
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	<30	<30
Mathematics	<30	<30
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	96.8%	80.2%
Mathematics	96%	71.4%

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

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

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
	75.39%
District	
	42.33%
School	

Graduation Rate (High Schools only)	
(Goal 80%)	
	80.78%
Black or African American	
State	
	56.59%
District	
	36.28%
School	
	76.35%
American Indian or Alaska Native	
State	
	65%
District	
	<10
School	

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

<10

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

<10

Hispanic or Latino

State

59.94%

District

<10

School

<10

White

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

State

81.85%

District

83.33%

School

88.35%

Multiracial

State

71.12%

District

<10

School

<10

Limited English Proficient

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

State

65.51%

District

<10

Students with Disabilities

State

57.61%

District

45.16%

School

73.68%

Economically Disadvantaged

State

59.8%

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

District

43.17%

School

74.23%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

96.7%

School

97%

Black or African American

State

Attendance Rate (Goal 90%)	
	91%
District	
	96.9%
School	
	96.3%
American Indian or Alaska Native	
State	
	93.7%
District	
	92.8%
School	
	93%
Asian, Native Hawaiian, or Pacific Islander	
State	

Attendance Rate (Goal 90%)	
	96.5%
District	
	98.1%
School	
	98.6%
Hispanic or Latino	
State	
	94.1%
District	
	92.5%
School	
	91.4%
White	
State	

Attendance Rate (Goal 90%)	
	95.7%
District	
	96.6%
School	
	98.2%
Multiracial	
State	
	94.8%
District	
	93.2%
School	
	94.4%
Limited English Proficient	
State	

Attendance Rate (Goal 90%)	
	94.6%
District	
	96.5%
School	
	98.2%
Students with Disabilities	
State	
	93.5%
District	
	94.7%
School	
	96.2%
Economically Disadvantaged	
State	

Attendance Rate (Goal 90%)	
94.8%	
District	
96.7%	
School	
97%	

* 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, Ferndale High School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
No	Met	Met	Met	C	Restructuring	4

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

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	51	56	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	1.9%
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	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%