

FERNDALE MIDDLE 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 Middle 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 FMS'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.

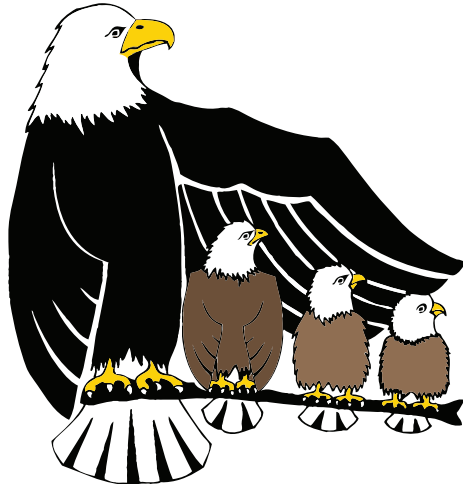
For 2009-2010, Ferndale Middle School made Adequate Yearly progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

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) 541-1783.

Sincerely,

Dawn Warren, Principal



2009-2010

FERNDALE MIDDLE SCHOOL ANNUAL EDUCATION REPORT

FERNDALE PUBLIC SCHOOLS

1. Ferndale Middle School Information

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

2. Ferndale Middle School Student Assessment Results

3. Ferndale Middle School AYP Results

4. Ferndale Middle School Teacher Data

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



FERNDALE MIDDLE SCHOOL 2009-2010 ANNUAL REPORT

AUGUST 2010

DAWN WARREN, PRINCIPAL

FERNDALE PUBLIC SCHOOLS

Introduction

Ferndale Middle School serves all seventh and eighth grade students in the Ferndale School District. We offer a sound state-supported curriculum taught by highly qualified instructors in each of their respective fields. In addition, we offer many extracurricular sporting and academic club activities. Our philosophy is that all students need to belong and be a contributing part of a bigger family or community. We strive to develop in our students a respect for themselves, their learning, their classmates, staff, school and community. Our socioeconomic and racial diversity helps to strengthen our students' experiences developing in them a deeper acceptance of all. Our staff works hard to nurture these relationships and provide learning activities to promote success in all of our students. Our building leadership recognizes that middle school age children need to develop the skills necessary to be autonomous decision makers. This learning often occurs through our behavior modification process that instructs as well as provides a foundation of personal skills that lead to stronger character development. Our goal is to produce life-long learners who become successful adults.

Mission Statement

The mission of Ferndale Middle School is to challenge its school community to attain its highest levels of achievement while providing an environment that is safe, orderly and respectful of individual and cultural differences.

Vision Statement

The vision of FMS is to be recognized as an academically excellent, socially equitable and artistically enriched middle school community.

Points of Pride Academics

Ferndale Middle School has maintained an overall grade of "B" on our Annual State of Michigan Education Yes! Report Card.

Trimester scheduling continues to be successful at FMS, offering the students additional opportunities to try extra-curricular classes.

The Laurence Sophiea chapter of the National Junior Honor Society adopted more stringent standards for the 2009-2010 school year and beyond. Students must now achieve and maintain a 3.5 grade point average to be a NJHS member. This is more in line with national standards.

More than 45 students were inducted into the Laurence Sophiea chapter of the National Junior Honor Society. More than 84 students are members of NJHS; that means approximately 20 percent of FMS students are in NJHS!!!

FMS now has an advanced math program which reaches down to 6th grade students. Eight 7th graders enrolled in Algebra I. ALL were advanced into and will attend Honors Geometry next year at the high school!

31 students made the 4.0 honor roll and more than 276 students made the 3.0 or better honor roll at least once this year.

More than 200 seventh and eighth grade students were selected to be Student of the Month for their positive contributions as model students.

Power Hour tutoring, an after-school teacher-directed free tutoring program, was offered three days per week.

Fine & Performing Arts

FMS students participated in the FHS Fall Play *Pride and Prejudice* and in the FHS Spring Musical *The Pajama Game* directed by FMS/FHS Drama teacher Melissa Smith.

The FMS Middle School Dance class performed both semesters with more than 45 students under the direction of dance instructor Jan Whinham. During the All-City dance recital, a special dance was choreographed by FMS students.

The FMS choir, band and orchestra held concerts in both fall and spring. The FMS band, under the direction of Tim Burke, also performed during Memorial Day services for the city of Pleasant Ridge.

Athletics

The boys' 8th grade basketball team posted a successful record.

The girls' softball team achieved unprecedented success during their season.

The girls' 7th grade basketball team posted a winning record.

The girls' 8th grade basketball team had an excellent record.

Both 7th and 8th grade boys' football teams were stellar in their field performances this year.

Trips

FMS 7th graders continue to attend Hero's Camp at Camp Copneconic. More than 120 students attended this three-day, overnight camp which is based on the character education traits of the hero within us all.

FMS 8th graders attended a field trip to Chicago where they visited the Chicago Institute of Arts, the Museum of Science and Industry, the Museum of Natural History, Navy Pier and Medieval Times. They also had salsa dancing lessons! Students participated in fundraising activities to defer costs.

Staff

Susan laquinta was selected FMS Teacher of the Year, and Barbara Ponkey was selected FMS Employee of the Year. Each of these employees showed outstanding dedication to our students and school.

The school store, under the direction of Anton Djonaj, hired new employees and donated money so that all students would be able to attend the spring musical.

Under the direction of the Behavior Team at FMS, Character Education initiatives were incorporated into homeroom.

The school continues to use the Ferndale Five. This year's focus was on: behavior and behavior modification, classroom management, best practices, improved communication and school functions/planning.

Clubs / Activities

Ferndale Youth Assistance and the FMS STAND club sponsored two SAFE NIGHT events with a total combined participation of 550 students.

The middle school PTSA combined with the high school PTSA to become one unit, now called the Ferndale Secondary PTSA (FS PTSA). As a result, there is more continuity between the two schools.

To celebrate their transition to high school, 8th grade students attended a special breakfast and an Evening Under the Stars event.

Ferndale Youth Assistance continues to offer our students opportunities for mentoring, counseling, attendance, parenting skills, tutoring and many other services.

Fundraisers

More than \$2000 was raised during the annual FMS jog-a-thon. The money raised was used to offset the cost of 7th grade camp, the 8th grade Chicago trip and 8th grade transition activities.

More than \$800 was raised during our annual penny drive for the Leukemia Society of Michigan.

Parent Involvement

We have a supportive PTSA, now combined with the high school PTSA, and welcome more parent involvement.

Parents may be part of our Open Classroom reading program where they read and lead student discussion groups on a variety of books.

All parents are welcome to attend after-school extra-curricular, sports, and music activities.

Parents are welcome to become part of our School Improvement Steering Committee.

Middle School parents are encouraged to help with the high school plays.

Parents are encouraged to share information about their careers or other appropriate subject area with our students.

Parents are encouraged to chaperone field trips.

Parents are invited and encouraged to attend Student of the Month breakfast celebrations.

Parents are welcome to visit classrooms.

Parent/Teacher Conference Attendance

FMS held three separate parent-teacher conferences to coincide with the trimester schedule. During the first conference period, many families were represented for an average of 60%. There was also a good turnout for conferences in January at 36%, and in May FMS families represented an average of 25% of the FMS student body.

Daily Attendance Rate

Ferndale Middle School has a daily attendance rate of 98%.

School Improvement Plan

The following data was used to lead the School Improvement Team (SIP) to select our building's improvement objectives in the core academic curriculum: content standards and GLCEs from Oakland Schools, FMS subject area curriculum documents, MEAP released items and the CMP Mathematics plan.

The SIP team represents a variety of stakeholders. Under the leadership of Derek Adams, department heads, teachers, parents and school administrators meet monthly to discuss curriculum and assessment.

Based on the MEAP data, two goals continue to be our focus. They are:

Improve reading proficiency

Increase student achievement in mathematics

To achieve the goals, lab classes continued on the FMS schedule for math and language arts. These classes offered support for selected students.

Teachers met monthly in cross-curricular and vertical alignment teams to increase student achievement and monthly department meetings

provided an opportunity for discussion and decision making regarding curriculum and instruction.

Discussion of common assessment results, common vocabulary, questioning techniques and common rubrics at weekly department meetings ensured that FMS student goals were being met.

FMS continues its designation as a school wide Title One location. Our plan has been totally approved, and we have received State of Michigan approval as a school wide Title One building.

Teams are using MEAP, quarterly exams and ACT-Plan results to develop common assessments, tests and classroom lesson plans. This evaluation and re-evaluation process greatly assists in supporting our student goals in meeting state standards in the areas of math and language arts.

FMS has developed an accelerated mathematics program. Using placement tests, 6th grade students may participate in 7th grade math classes and 7th grade math students may take Algebra I.

Teacher Quality Data

One hundred percent of the staff is highly qualified according to the No Child Left Behind Act for the subjects they teach. Professional development is emphasized for all our staff.

Achievement Data

We were very pleased to note gains in reading. The school experienced a drop in mathematics across both grade levels (as well as across state levels). As a result, the staff has developed a plan to address content standards not met this year.

Full Annual Education Report

School-Level Student Assessment Data for Oakland Schools, Ferndale Public Schools, Ferndale Middle 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: 07									
All Students	2008-09	100%	79.6%	76.8%	76.8%	25.9%	50.8%	12.4%	10.8%
All Students	2009-10	100%	82%	77.6%	77.6%	26.5%	51%	13.8%	8.7%
Female	2008-09	100%	82.8%	83.7%	83.7%	27.2%	56.5%	8.7%	7.6%
Female	2009-10	100%	84.5%	82.5%	82.5%	32%	50.5%	10.7%	6.8%
Male	2008-09	100%	76.5%	69.9%	69.9%	24.7%	45.2%	16.1%	14%
Male	2009-10	100%	79.6%	72%	72%	20.4%	51.6%	17.2%	10.8%
Black or African American	2008-09	100%	61.6%	72.4%	72.4%	17.1%	55.2%	14.3%	13.3%

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)
Black or African American	2009-10	100%	64.4%	71.4%	71.4%	16.1%	55.4%	17.9%	10.7%
American Indian or Alaska Native	2008-09	<10	76.6%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	79.2%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	89.9%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	89.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	71.7%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	84.7%	84.7%	84.7%	41.7%	43.1%	9.7%	5.6%
White	2009-10	100%	87.3%	90%	90%	42.9%	47.1%	4.3%	5.7%
Limited English Proficient	2008-09	<10	52.3%	<10	<10	<10	<10	<10	<10
Limited	2009-10	100%	54.3%	58.3%	58.3%	33.3%	25%	25%	16.7%

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)
Students with Disabilities	2008-09	<10	35.1%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	100%	48.6%	57.9%	57.9%	0%	57.9%	26.3%	15.8%
Economically Disadvantaged	2008-09	100%	62.7%	68.1%	68.1%	21.2%	46.9%	20.4%	11.5%
Economically Disadvantaged	2009-10	100%	75%	76.2%	76.2%	20.6%	55.6%	20.6%	3.2%
Mathematics									
Grade: 07									
All Students	2008-09	100%	82.6%	77.8%	77.8%	45.4%	32.4%	21.1%	1.1%
All Students	2009-10	100%	82.2%	77.5%	77.5%	42%	35.5%	22%	0.5%
Female	2008-09	100%	84.2%	79.3%	79.3%	44.6%	34.8%	20.7%	0%
Female	2009-10	100%	82.6%	80%	80%	47.6%	32.4%	20%	0%
Male	2008-09	100%	81.1%	76.3%	76.3%	46.2%	30.1%	21.5%	2.2%
Male	2009-10	100%	81.7%	74.7%	74.7%	35.8%	38.9%	24.2%	1.1%
Black or African American	2008-09	100%	63.4%	74.3%	74.3%	31.4%	42.9%	23.8%	1.9%
Black or African American	2009-10	100%	62.6%	71.6%	71.6%	31%	40.5%	27.6%	0.9%

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	79.1%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	78.5%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	93.9%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.2%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	75.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	87.9%	80.6%	80.6%	63.9%	16.7%	19.4%	0%
White	2009-10	100%	87.6%	88.6%	88.6%	60%	28.6%	11.4%	0%
Limited English Proficient	2008-09	<10	66%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	100%	66%	66.7%	66.7%	50%	16.7%	33.3%	0%
Students	2008-09	100%	45.7%	45%	45%	10%	35%	55%	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)
Disabilities									
Students with Disabilities	2009-10	100%	42.3%	30%	30%	6.7%	23.3%	43.3%	26.7%
Economically Disadvantaged	2008-09	100%	61.9%	58.4%	58.4%	4.4%	54%	28.3%	13.3%
Economically Disadvantaged	2009-10	100%	63.1%	58.5%	58.5%	13.3%	45.2%	29.6%	11.9%

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: 07								
All Students	2008-09	<10	87.7%	<10	<10	<10	<10	<10
All Students	2009-10	<10	88.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	89%	<10	<10	<10	<10	<10
Female	2009-10	<10	90.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	86.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	86.9%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	83.7%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	84.9%	<10	<10	<10	<10	<10
White	2009-10	<10	90.2%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2008-09	100%	91.1%	100%	100%	80%	20%	0%
All Students	2009-10	<10	91.4%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Female	2008-09	<10	91.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	92.7%	<10	<10	<10	<10	<10
Male	2008-09	<10	90.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	90.6%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	87.6%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	86.6%	<10	<10	<10	<10	<10
White	2008-09	<10	93%	<10	<10	<10	<10	<10
Mathematics								
Grade: 07								
All Students	2008-09	<10	72.7%	<10	<10	<10	<10	<10
All Students	2009-10	<10	70.9%	<10	<10	<10	<10	<10
Female	2008-09	<10	69.7%	<10	<10	<10	<10	<10
Female	2009-10	<10	68.7%	<10	<10	<10	<10	<10
Male	2008-09	<10	74.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	72.2%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	64.9%	<10	<10	<10	<10	<10
Black or African	2009-10	<10	61.9%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
American								
White	2009-10	<10	74.9%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2008-09	100%	83.6%	90%	90%	70%	20%	10%
All Students	2009-10	<10	81.1%	<10	<10	<10	<10	<10
Female	2008-09	<10	80.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	79.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	85.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	82.1%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	78%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	74.8%	<10	<10	<10	<10	<10
White	2008-09	<10	86.5%	<10	<10	<10	<10	<10
Science								
Grade: 08								
All Students	2008-09	100%	47.5%	40%	40%	10%	30%	60%
All Students	2009-10	<10	52.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	42.1%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Female	2009-10	<10	50%	<10	<10	<10	<10	<10
Male	2008-09	<10	50.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	53.5%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	30.4%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	34.8%	<10	<10	<10	<10	<10
White	2008-09	<10	57.4%	<10	<10	<10	<10	<10

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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)
English Language Arts								
Grade: 07								
All Students	2009-10	<10	63.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	64.7%	<10	<10	<10	<10	<10
White	2009-10	<10	64.2%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2009-10	<10	59%	<10	<10	<10	<10	<10
Female	2009-10	<10	62.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	56.8%	<10	<10	<10	<10	<10
White	2009-10	<10	56.9%	<10	<10	<10	<10	<10
Mathematics								
Grade: 07								
All Students	2009-10	<10	47.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	48.5%	<10	<10	<10	<10	<10
White	2009-10	<10	47.4%	<10	<10	<10	<10	<10
Grade: 08								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
All Students	2009-10	<10	48.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	45.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	50.3%	<10	<10	<10	<10	<10
White	2009-10	<10	47.8%	<10	<10	<10	<10	<10
Science								
Grade: 08								
All Students	2009-10	<10	66.8%	<10	<10	<10	<10	<10
Female	2009-10	<10	63.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	69.1%	<10	<10	<10	<10	<10
White	2009-10	<10	66.5%	<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
Reading								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Grade: 07								
All Students	2009-10	100%	52.1%	50%	50%	0%	50%	50%
Female	2009-10	<10	56.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	49.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	41.1%	<10	<10	<10	<10	<10
White	2009-10	<10	55.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	48.7%	50%	50%	0%	50%	50%
Grade: 08								
All Students	2009-10	100%	58%	58.3%	58.3%	8.3%	50%	41.7%
Female	2009-10	<10	65.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	54.2%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	48.8%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	68.4%	<10	<10	<10	<10	<10
White	2009-10	<10	61.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	57.1%	50%	50%	0%	50%	50%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Mathematics								
Grade: 07								
All Students	2009-10	<10	47.2%	<10	<10	<10	<10	<10
Female	2009-10	<10	43.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	49.6%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	38.2%	<10	<10	<10	<10	<10
White	2009-10	<10	50.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	46.1%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2009-10	<10	37.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	36.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	34%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	35.2%	<10	<10	<10	<10	<10

2009-10 School-Level Accountability (AYP) Detail Reporting for Oakland Schools, Ferndale Public Schools, Ferndale Middle 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%
School		
English Language Arts / Reading	100%	91.1%
Mathematics	99.8%	95%
Black or African American		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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%	87.1%
Mathematics	99.6%	92.1%
American Indian or Alaska Native		
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

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

Subject	% Tested (Goal 95%)	% Proficient for AYP*
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%
Mathematics	98.8%	95.1%
School		
English Language Arts / Reading	100%	97.1%
Mathematics	100%	98.5%
Multiracial		
State		

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

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	109.4%	72.6%
Mathematics	108.8%	82%
School		
English Language Arts / Reading	118%	71%
Mathematics	118%	80.6%
Economically Disadvantaged		
State		
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	103.6%	88.7%
Mathematics	103.6%	93.5%

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

Attendance Rate (Goal 90%)	
	94.7%
District	
	96.7%
School	
	99.1%
Black or African American	
State	
	91%
District	
	96.9%
School	
	98.7%
American Indian or Alaska Native	
State	

Attendance Rate (Goal 90%)	
	93.7%
District	
	92.8%
School	
	96.7%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	
	98.1%
School	
	99.9%
Hispanic or Latino	
State	

Attendance Rate (Goal 90%)	
	94.1%
District	
	92.5%
School	
	100%
White	
State	
	95.7%
District	
	96.6%
School	
	99.7%
Multiracial	
State	

Attendance Rate (Goal 90%)	
	94.8%
District	
	93.2%
Limited English Proficient	
State	
	94.6%
District	
	96.5%
School	
	99.8%
Students with Disabilities	
State	
	93.5%
District	

Attendance Rate (Goal 90%)	
	94.7%
School	
	97.3%
Economically Disadvantaged	
State	
	94.8%
District	
	96.7%
School	
	99.1%

* All data based on students enrolled for a full academic year.

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
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 Middle 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, Ferndale Middle School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	9	17	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%