

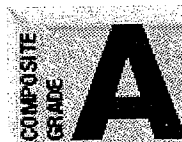
WHITMORE LAKE MIDDLE SCHOOL

Explain AYP

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School Report Card - Grades Tested 5 - 8

This report card provides an assessment of several measures of the school's performance. Click links within the table for more detail on how individual scores were obtained.

	Status Score 2008- 2009	Adjusted Score 2008- 2009	Ed Yes! Grade 2008- 2009
Student Achievement	<u>View Details</u>		
English Language Arts	80.6	80.6	B
Mathematics	93.1	100	A
Science	85.5	85.5	B
Social Studies	71.2	71.2	C
Achievement Subtotal	82.6	84.3	B
Indicators of School Performance		100	A
Preliminary Grade		90	A
AYP Status (Adequate Yearly Progress)		Met AYP	<u>View Details</u>
Composite Grade		A	

[Request student data for Whitmore Lake Middle School](#)

[Instructions for Correction of Report Card Data \(Viewing requires the free Adobe® Acrobat® Reader.\)](#)

[View school report card history for Whitmore Lake Middle School](#)

[View list of reports for Whitmore Lake Middle School](#)

The Composite Grade

An achievement score for each content area is computed by averaging the Status and Change (or adjusted Change) scores for a content area. A preliminary aggregate achievement score is derived by averaging the scores from each content area. The preliminary aggregate achievement score is weighted 67% and the School Self-Assessment (Indicator score) is weighted 33% in calculating the preliminary score and grade for a school.

The reporting format for the School Report Card has not changed from prior years in that scores and grades are calculated for each content area for each school. The content areas remain the same, using only English language arts and mathematics at the elementary level, and adding science and social studies at the middle school and high school levels. The score and grade for each content area is based on the score for achievement status, as adjusted by averaging it with the score for achievement change.

● **Achievement Status**

The weighted index continues to be the basis of the calculation of Achievement Status. A score for

Michigan School Report Cards: Whitmore Lake Middle School

Achievement Status is calculated for all schools where at least 30 students have valid MEAP scores in the content area at that grade range.

- **Achievement Change**

For elementary and middle schools, multiple linear regression has been used to predict each school's 2008-09 percent proficient based on the school's data from 2006-07, 2007-08, and 2008-09. A prediction has been made for each content area and grade level that was tested in previous years. The prediction is compared to the school's actual 2008-09 percent proficient. This method allows the determination of an Achievement Change component, even across assessments that are not comparable. The school's achievement status score in each content area is adjusted based on whether the school exceeds or does not meet the prediction.

- **Indicators of School Performance**

The school's self-rating for each component, and the evidence provided, is available in the Report Card "preview" that is available to authorized users. This information will be available to the public on the School Report Card when it is released.

Adequate Yearly Progress (AYP)

Changes made in the determination of AYP as a result of the expansion of the state assessments into grades 3-8 continue in the 2009 Report Card.

- **AYP Determination Using Aggregated Assessment Data Across Grades**

Proficiency for AYP is based on the weighted sum of the proficiency index that is computed at each grade (3-11) counted for AYP at the school. The proficiency index is weighted by the proportion of students tested at each grade level. The proficiency index is summed across the grades. The school meets the state objective if the overall Proficiency Index is 0 (zero) or greater.

- **Feeder Codes Used for AYP**

Because the fall assessments are based on content taught during the prior school year, Feeder Codes are used to attribute students' scores to the school where the student attended during 2007-08.

- **Subgroup Size for AYP Determination**

Michigan retains the minimum N of thirty to determine whether a separate AYP decision is made for a subgroup of students. Note that the minimum group size applies across all grades counted for AYP at the school. The minimum group size does not apply for the "all students" group, where an AYP determination is made for all schools.

- **Full Academic Year**

A student's score is excluded from the AYP determination if the student had not been enrolled at the school on the three previous official count days. The Michigan Department of Education used the Single Record Student Database (SRSD) to apply the definition of full academic year in calculating AYP. Documentation of full academic year is provided by enrollment in the school or district on the pupil count date. Other documentation of student mobility is not used under the definition.

- **Demographics Used for AYP Determination**

The Department used the Unique Identification Codes (UICs) to update the assessment demographics to use the data from the fall 2008 SRSD, which is considered most recent. Schools should be aware that the data used for AYP determination may not completely match the demographic analysis and other assessment reports. This will reduce the number of appeals needed. The Report Card web site allows authorized users to request a student data file showing the demographics used for AYP. The data file may be returned with corrected demographic information.

- **AYP and MI-Access Assessments**

Several federal policy issues and decisions have changed the ways that MI-Access data is used in making AYP decisions. The [Guide to Reading School Report Cards](#) contains information about these changes.

- **Title I Status**

School districts were asked to identify the Title I status of each school in the School Infrastructure Database (SID). Each school's Title I status is displayed in the secure Report Card site, and will be displayed to the public when the Report Card is released. The data will be updated based on the School Selection Process in the Michigan Electronic Grants System (MEGS) before the public release of the Report Card. Contact the school district for additional information.

[Michigan.gov Home](#) | [Report Cards Home](#) | [Contact Us](#) | [OEAA Home](#) | [State Web Sites](#)
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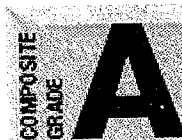
School Report Card History

School Year	Ed Yes! Composite Grade	AYP Status			NCLB Phase		
		AYP for ELA	AYP for Math	AYP Overall	Phase ELA	Phase Math	NCLB Phase
2001-02	-	Yes	Yes	Yes	0	0	0
2002-03	B	Yes	Yes	Yes	0	0	0
2003-04	B	Yes	Yes	Yes	0	0	0
2004-05	C	Yes	Yes	Yes	0	0	0
2005-06	B	Yes	Yes	Yes	0	0	0
2006-07	B	Yes	Yes	Yes	0	0	0
2007-08	B	Yes	Yes	Yes	0	0	0
2008-09	A	Yes	Yes	Yes	0	0	

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9251
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AYP Status (Adequate Yearly Progress) is a measure defined in the federal No Child Left Behind Act (NCLB) to hold schools and districts responsible for student achievement in English language arts and mathematics based on state assessment results. AYP must be met for participation, achievement for the school as a whole, and for each student subgroup in which 30 or more students are enrolled. Click on View Details to see how AYP goals were evaluated for each topic.

Student Group	AYP English Language Arts 2008-2009	AYP Math 2008-2009
	View Details	View Details
All Students	Yes	Yes
Ethnicity		
Black or African American	-	-
American Indian or Alaska Native	-	-
Asian		
American Native Hawaiian or other Pacific Islander	-	-
Hispanic or Latino	-	-
White	Yes	Yes
Multiracial	-	-
Limited English Proficient	-	-
Students with Disabilities	Yes	Yes
Economically Disadvantaged	Yes	Yes

A dash (-) indicates that there are too few students in this category for this rating to be applicable.

- [More Explanation of AYP Status](#)
- [List of Reports for Whitmore Lake Middle School](#)
- Whitmore Lake Middle School [Report Card](#)

Accreditation – The Michigan Revised School Code requires the Michigan State Board of Education to set standards for the accreditation of public schools in Michigan. The State Board of Education has set *Education YES!* as the system to accredit Michigan schools. Some schools are also accredited through the North Central Association Commission on Accreditation and School Improvement, which is one of six regional school accreditation authorities recognized by the U.S. Department of Education.

Achievement Status – One of two achievement components in *Education YES!* Achievement Status is computed using the weighted index derived from students' scores on the Michigan Educational Assessment Program. Achievement status is measured in English language arts and mathematics at the elementary level. It includes science and social studies at the middle school and high school levels. Up to three years of data from comparable assessments are included in a school's status grade. Cut scores for the grades in achievement status were set by representative panels that assigned grades to selected schools.

Achievement Change – One of two achievement components in *Education YES!* It is based on the goal of 100% percent proficiency in 2013-14, as set in the No Child Left Behind Act. Achievement Change is computed by dividing the computed improvement rate (slope) by the target improvement rate, determining the ratio of the target that the school has attained, using comparable scores from the Michigan Educational Assessment Program for up to five years.

Adequate Yearly Progress (AYP) – The measure used to hold schools and districts responsible for student achievement in English language arts and mathematics. AYP is based on Michigan Educational Assessment Program (MEAP) test results, participation rates in MEAP testing, and attendance or graduation rates.

Annual State Objective – The level of achievement on the MEAP English language arts and mathematics tests needed to make AYP based on achievement. The annual state objective will increase gradually until it reaches 100 percent in 2014.

Attendance Rate – The percentage of total school days that students in a school or district are present in school.

AYP Advisory - An alert that is given to a school with only one year's MEAP results, indicating that the results are below the annual state objective.

Children's Action Network – this is an interdepartmental group working across state government to improve student achievement in schools that have been identified for improvement under the No Child Left Behind Act.

Education YES! – The state accountability system used in Michigan to determine how well a school is performing based on MEAP results and other school characteristics. Each school is graded on its MEAP achievement and MEAP improvement, as well as performance indicators. YES is an acronym for “Yardstick for Excellent Schools.”

Graduation Rate - The percentage of students in a school or district who graduate from high school with a regular diploma in the standard number of years.

Identification for Improvement – The No Child Left Behind Act requires that any school where federal Title I funds are used be identified for improvement if the school does not make Adequate Yearly Progress (AYP) for two consecutive years in the same content area (English language arts or mathematics). Once a school is identified for improvement, it continues to be identified until it makes AYP in the content area for two consecutive years. Students and parents have certain opportunities, required by federal law, if they attend schools that are identified for improvement.

Improvement Rate – Actual – The amount of improvement, as calculated using a trend line, in the percent proficient in each content area, for up to the past five years on comparable tests under the Michigan Educational Assessment Program.

Improvement Rate - Target Slope – The school's target for improvement in each content area. It is the number of percentage points that the percent proficient must improve to reach the goal of 100% percent proficient in 2013-14, as set in the No Child Left Behind Act.

Indicators of School Performance – The indicators are investments that schools are making to improve student achievement. They are based on research and best practice. Schools completed self-ratings on 40 Key Characteristics of the School Improvement Framework. The school's grade on the indicators is derived from its self-rating.

Michigan Educational Assessment Program (MEAP) – The statewide assessment program used in Michigan to test and report student achievement in the core academic subjects at certain grade levels.

Michigan Merit Examination (MME) – Michigan's high school assessment is given to students in Grade 11 and is comprised of the ACT, WorkKeys, and Michigan components that address core subject areas not covered in the ACT and WorkKeys. It replaced the high school MEAP in Spring 2007. For additional information, go to www.michigan.gov/mme.

MI-Access – Michigan's alternate assessment program is designed for students from whom the Individualized Education Program (IEP) team has determined that the MEAP assessments, even with assessment accommodations, are not appropriate for the student.

No Child Left Behind Act of 2001 – The federal law that authorizes funding and contains the current requirements for Title I and other federal educational programs.

Participation Rate – The No Child Left Behind Act requires that at least 95% of students, in each district, school and subgroup, participate in state assessment. The participation rate is computed by dividing the number of students tested by the number enrolled, as reported through the Single Record Student Database.

Proficient – Students that meet or exceed Michigan standards on the Michigan Educational Assessment Program meet Michigan's definition of proficient.

Safe Harbor – If a school or district, as a whole or for a subgroup, does not meet the state objective, it may make AYP by showing improvement from the prior year, using the safe harbor provision.

Student Subgroup – AYP is applied to the whole school or school district, and to subgroups, including racial/ethnic groups (American Indians, Asian/Pacific Islanders, Blacks, Hispanics and Whites), students with disabilities, students from low income families, and students with limited English proficiency. The goal is high levels of academic achievement for all students.

Students with Disabilities – Students who are determined by an individualized education program team or hearing officer to have one or more specified impairments that necessitates special education or related services.

Students from Low-Income Families – Students who are eligible for free or reduced price lunch based on the income of their family.

Students with Limited English Proficiency – Students whose primary language is not English and who have difficulty speaking, reading, writing or understanding English.

Supplemental Educational Services – Instruction provided to students outside of the regular school day by a state-approved provider selected by the parents of each eligible student.

Title I – The federal education program that provides funds to help schools and districts improve student achievement through additional instruction for students, professional development for school staff and activities to help parents support their children's education.

Weighted Index – The method of computing achievement status using students' scale scores on the Michigan Educational Assessment Program as weighted by the performance category assigned to each student's score. The intent of the weighted index is to encourage schools to place priority on improving the achievement of students that attain the lowest scores on the MEAP assessments.