



Assessment & School Improvement
 Kristin Gekiere, Ph.D., Director

To: Board of Education and Sue Zurvalec, Superintendent
 From: Kris Gekiere
 Date: November 15, 2010
 Re: 09-10 High School and District Education YES! Report Cards
 Adequate Yearly Progress Results

Please find below a chart depicting the 09-10 High School Education YES! Report Card Grades along with school status for the No Child Left Behind (NCLB), Adequate Yearly Progress (AYP) for our twenty-two schools.

School	Grades	School AYP Status 2009-10	Ed YES! Grade	School Phase 2009-10
Beechview	3 - 6	Met Adequate Yearly Progress	A	0
Eagle	3 - 6	Met Adequate Yearly Progress	A	0
Flanders	3 - 6	Met Adequate Yearly Progress	A	0
Forest	3 - 6	Met Adequate Yearly Progress	A	0
Gill	3 - 6	Met Adequate Yearly Progress	A	0
Highmeadow	3 - 6	Met Adequate Yearly Progress	A	0
Hillside	3 - 6	Met Adequate Yearly Progress	A	0
Kenbrook	3 - 6	Met Adequate Yearly Progress	A	0
Lanigan	3 - 6	Met Adequate Yearly Progress	A	0
Longacre	3 - 6	Met Adequate Yearly Progress	A	0
Wm Grace	3 - 6	Met Adequate Yearly Progress	A	0
Wood Creek	3 - 6	Met Adequate Yearly Progress	A	0
Wooddale	3 - 6	Met Adequate Yearly Progress	A	0
Dunckel	6 - 8	Met Adequate Yearly Progress	A	0
East	6 - 8	Met Adequate Yearly Progress	A	0
Power	6 - 8	Met Adequate Yearly Progress	A	0
Warner	6 - 8	Met Adequate Yearly Progress	A	0
Farmington Central	11	-	No Grade	1
Farmington	11	Met Adequate Yearly Progress	A	2
Harrison	11	Met Adequate Yearly Progress	B	0
North Farmington	11	Met Adequate Yearly Progress	A	0
Cloverdale	3 - 11	Did Not Make Adequate Yearly Progress	No Grade	2

Cloverdale did not make Adequate Yearly Progress due to not meeting the state objective in Mathematics category. These students took the MI Access for Participation and Supported Independence (see definitions below). Cloverdale also did not receive a grade due to the low number of students tested. Cloverdale became a Shared Educational Entity (SEE) in 2010 and will not receive an AYP status in the future as student scores will be sent back to their home district. Farmington Central High School's enrollment is too low to receive AYP or a grade.

Please find below the chart that depicts District AYP. Farmington Public Schools made Adequate Yearly Progress with three out of three levels meeting the criteria.

2010 District AYP Status - Yes

Grade Level	AYP Status ELA	AYP Status Math	AYP Status
Elementary (3-5)	Yes	Yes	Met AYP
Middle School (6-8)	Yes	Yes	Met AYP
High School (11)	Yes	Yes	Met AYP

MI Access

1. What is MI-Access? - MI-Access is Michigan's alternate assessment system, designed for students with cognitive impairments whose IEP (Individualized Educational Program) Team has determined that MEAP or MME assessments, even with accommodations, are not appropriate. MI-Access is administered to students in grades 3-8 and grade 11 who have, or function as if they have, mild, moderate or severe cognitive impairment that limits their ability to generalize or transfer learning.

2. What assessment types are administered for MI-Access? - MI-Access is available for three student populations.

1. The Participation (P) assessments are for students who have, or function as if they have, *severe* cognitive impairment. These students may have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and thus makes determining their actual abilities and skills difficult.

2. The Supported Independence (SI) assessments are for students who have, or function as if they have, *moderate* cognitive impairment. These students may also have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills.

3. The Functional Independence (FI) assessments are for students who have, or function as if they have, *mild* cognitive impairment. These students typically can assess their personal strengths and limitations, and access resources, strategies, supports, and linkages to help them maximize their independence.