

**FRANCIS REH PSA (Title)**[Explain AYP](#)

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**School Report Card - Grades Tested 3 - 8**

This report card provides an assessment of several measures of the school's performance.

	<b>Status Score 2008-2009</b>	<b>Adjusted Score 2008-2009</b>	<b>Ed Yes! Grade 2008-2009</b>
<b>Student Achievement</b>			
English Language Arts	60.5	75.5	C
Mathematics	75.6	68.1	D
Science	58.6	58.6	F
Social Studies	60.1	60.1	D
<b>Achievement Subtotal</b>	<b>63.7</b>	<b>65.6</b>	<b>D</b>
<b>Indicators of School Performance</b>		<b>100</b>	<b>A</b>
<b>Preliminary Grade</b>		<b>77</b>	<b>C</b>
<b>AYP Status (Adequate Yearly Progress)</b>		<b>Did Not Make AYP</b>	
<b>Composite Grade</b>		<b>C</b>	

**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 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.

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