



## Waterford School District Students Continue to Succeed!

According to the 2004 District AYP Report released last week by the Michigan Department of Education, the Waterford School District has failed to make Adequate Yearly Progress (AYP). AYP is a requirement of the federal education law called No Child Left Behind (NCLB) and compares the results of the reading/language arts and mathematics parts of the MEAP test over the past three years to determine the progress the District is making. Despite this announcement by the Michigan Department of Education, Waterford School District Students are performing well:

- Three more Waterford Schools were named Michigan Exemplary Blue Ribbon Schools (Haviland, Houghton, and Schoolcraft join Adams and Mott).
- Our district's retention rate is **97.05%**. The retention rate refers to the percentage of ninth grade students who graduate from high school within four years, adjusting for the students who move in and out of the district or to alternative programs.
- Our **graduation rate is 88.2%**.
- **Eighty-six percent** of our students consistently go on to higher education pursuits.
- The District received an **average grade of B** on the state report card.
- All **MEAP** testing levels in reading and math exceed state averages at all schools.
- All schools have exceeded the achievement levels established by NCLB for AYP (English language arts and mathematics) at each of the grade levels. (See chart.)

Understanding Adequate Yearly Progress (AYP) can be confusing. Here's how it works:

1. The MEAP scores of all students will be used in the district AYP determination. Participation will be calculated across the grade ranges for English language arts and mathematics. A district needs to meet the 95% tested requirement in both content areas.
2. The scores of all students that attended for a full academic year prior to administration of the assessment will be used in the district AYP determination. Achievement targets will be measured separately for **English language arts and mathematics** at each grade range (elementary, middle school, and high school). A district will need to meet the target in both English language arts and mathematics at two of the three grade ranges.

	English Language Arts			Mathematics		
	<i>Elementary</i>	<i>Middle</i>	<i>High</i>	<i>Elementary</i>	<i>Middle</i>	<i>High</i>
State Requirement	38%	31%	42%	47%	31%	33%
<b>Waterford Actual</b>	<b>69%</b>	<b>67%</b>	<b>62%</b>	<b>74%</b>	<b>68%</b>	<b>49%</b>

The report gives a simple yes or no AYP grade based solely on one state standardized test. Under NCLB, AYP is an all-or-nothing proposition. Our District did not make AYP because just **one subgroup (which consists of 30 students)**, special education, missed the targets for this year. Some of our students in this subgroup are not yet fluent in English and mathematics and missed the reading and language arts and mathematics goals. Please be aware that many good districts have not made AYP, both in our state and nationwide.

Our state requires us to track data for the following racial and ethnic categories: Black or African-American, Asian American, Native Hawaiian or other Pacific Islander, Hispanic, American Indian or Alaska Native, Latino, and white students. That's in addition to students with disabilities, limited English proficiency, and economically disadvantaged students. That's 10 different subgroups that must meet the set targets.