

2560 Towner Blvd.  
Ann Arbor, MI 48104  
(734) 971-5901  
Joan Fitzgibbon, Principal

# Allen

## Elementary School

### 2008-2009 ANNUAL REPORT

2009-2010 Board of Education • Deb Mexicotte, President • Irene Patalan, Vice President  
Susan Baskett, Randy Friedman, Helen Gates-Bryant, Adam Hollier, Glenn Nelson

#### Mission Statement

All students, staff and parents are valued members of a multicultural and diverse community. We are committed to being responsible for our lifelong learning through a variety of academic and social experiences. We strive to provide a safe and secure environment where every person is accepted and respected.

#### 2008-2009 Student Achievement Goals

*The school student achievement goals are now based on district-wide achievement goals with the focus of academic success for all students. These goals reflect the district's commitment to facilitate systemic academic improvement at each school throughout this district.*

#### DISTRICT GOALS

- To improve academic achievement for all students
- To improve special education services for students with special needs
- To improve facilities
- To improve marketing of programs and services
- To improve the integration of technology to benefit student learning and achievement
- To create a climate of equity and acceptance that respects, values and responds to the diversity of all its members
- To develop a guiding framework for transitioning the district to a systemic approach for Professional Development

#### SCHOOL GOALS

- To improve academic achievement for all students
- To create a climate of equity and acceptance that respects, values and responds to the diversity of all its members
- To provide culturally relevant teaching
- To improve special education services for students with special needs and eliminate disproportionality
- To improve marketing of programs and services
- To improve the integration of technology to benefit student learning and achievement
- To develop a guiding framework for transitioning the district to a systemic approach for Professional Development

#### Issues, Decisions, and Accomplishments

- Analyzed student data to make decisions about our instructional program
- Use Text Wall to monitor achievement of benchmark assessments by grade
- Continued training in writing rubrics and writing genres
- Professional Development in Standards Based Math instruction
- Developed and monitored Site-Based and Title I budgets
- New Family Orientation
- Curriculum Night for all parents/guardians
- Family Writing workshop sponsored by Eastern Michigan University
- Provided extensive support with Title One and Reading Intervention
- Provided extensive support with Title One and Math Intervention
- Participation in Equity Team Training (Building and District)
- Participation with CARE- Collaborative Action Research for Equity
- Wednesday Class meetings focusing on character development and conflict management
- Take a Stand - Bullying curriculum taught during September
- AAA Partners for Excellence: Reading Buddies, Tutors, AAA Safety Patrol Recognition Party, Art work
- Open House / Reception @ Main Street AAA Branch, child ID program

- Science Olympiad Participation
- Math Olympiad participation
- Enrichment opportunities provided for all grades during the school day 2x week
- Family Movie Nights
- Bi-monthly school newsletter
- Continued use of FASTT Math program to support underachieving students in Math
- Curriculum-based field trips
- ESL support
- Title One after school tutoring
- Lunchtime math tutoring program
- Weekly after-school science activities sponsored by Hands On Museum, with activities aligned with district science curriculum and Michigan GLCEs
- Night at the Hands On Science Museum
- Staff participation in CASL- Collaborative Analysis of Student Learning and monthly Professional Learning Communities
- Official Green School - Evergreen status
- Fourth and Fifth grade Pride teams
- Fifth grade peer mediators
- ThinkStretch summer enrichment program and neighborhood study group sessions
- Title One summer program @ Mitchell Elementary for exiting first and fourth graders
- Pennies for Peace- Presentation and fundraiser

## Major Issues Identified for Next Year's Team

- Maintain the vision for Allen School with focus on children first and learning for all members of our community.
- Work with Parent Council, staff, and all school groups to focus efforts on our school improvement goals.
- Analyze standardized test scores and district level assessments for continued academic improvement.
- Continue the use of the "Text Wall" as a visual tracking of reading progress.
- Implement inclusion model for Resource Room students in grades first - fifth.
- Continue to implement and improve the Achievement Team process
- School Improvement Framework implemented with whole staff participation
- Continue to provide enrichment opportunities for students during and after-school
- Hold an all school Spring Open House Community Dinner
- Continue to modify and improve on conflict management process and train peer mediators
- Host Bucket Filling assembly to support our Character Education Program

## 2008-2009 SIT Team Members

Joan Fitzgibbon, Cindy Johengen, Marie Lemmer, Katie Lewit, Pam Lowe, Kim Gardiner, Mary Beth Damm, Amy Stamps-Allen, Tina Paraventi, Donna Welch, Stephanie Browne, Jenny York

## Staff Development Activities:

- Michigan Music Conference
- Title One Rules and Regulations In-service
- Equity Training- Administrative and Building team
- Technology Training
- MEAP item analysis
- UMS Workshops
- Collaborative Action Research for Equity
- Masters Course Work
- Reading Recovery Training & Conference
- Midwest Music Conference
- Standards Based Math - Lenses on Learning
- WISD Math Institute
- Nonviolent Crisis Intervention Training
- K-2 Fountas and Pinnell Assessment training
- SIOP training for ESL learners
- Special Education Staff Training-RTI
- Advisory - ELA, Math, Social Studies, Science
- Writing - Lucy Calkins
- Extending Comprehension for Reading Intervention Students
- SISS Eliminating Disproportionality
- My Access/History Alive/Persuasive Essay
- WISD Administrative Leadership Academy
- MACUL - Technology conference

2560 Towner Blvd.  
 Ann Arbor, MI 48104  
 (734) 971-5901  
 Joan Fitzgibbon, Principal

# Allen Elementary School

## 2008-2009 ANNUAL REPORT

2009-2010 Board of Education • Deb Mexicotte, President • Irene Patalan, Vice President  
 Susan Baskett, Randy Friedman, Helen Gates-Bryant, Adam Hollier, Glenn Nelson

**Core Curriculum Status:** Core curriculum is a standard curriculum covering each subject area and all grade levels in the district. See the district annual report or call 994-2252 for information on the district core curriculum. All students are ensured enrollment in all courses or subject areas in the academic core curriculum.

**Highly Qualified Teachers:** The federal No Child Left Behind law requires public school elementary and secondary teachers to meet their state's definition of highly qualified teacher for each core academic subject they teach. These qualifications include a bachelor's degree, full state certification as defined by the state, and demonstrated competency, as defined by the state, in each core academic subject area they teach. Currently 100% of Allen's teachers meet this requirement. \*\*

\*\*5 of 180 total district Student Intervention and Support Service staff are completing the requirements to meet Highly Qualified status as approved by the Michigan Department of Education.

**Parent Participation:** Parents regularly volunteer for field trips, library, academic support, tutoring, and school assemblies. Parent contributions and support are crucial factors in our students' success. We are pleased to report that one or more parents at the 2008-09 parent-teacher conferences represented 100 percent of all Allen students. In 2007-08, the participation rate was 100 percent.

**District Cohort Graduation and Drop Out Data:** The Federal NCLB legislation has mandated that Michigan, along with all other states, change the way graduation rates are calculated. Students must be tracked over the entire high school career to determine graduation and dropout rates. The graduation class of 2008 used data available over 5 years (Fall 2004-Fall 2008) to accommodate this requirement. Students enrolled in 9th grade in Fall 2004 anywhere in the state are included at the last school they attended. Students who move into the district/school in the 2008 graduating class are also included. Students who move out of a school, but within the state, must be enrolled by another school before being dropped from our district data. The 2008 graduation rate was 87.7%.

**Specialized Schools:** In addition to the regular K-12 and adult education programs, the Ann Arbor Public Schools provide educational alternatives and meet the special education needs of students. See the district annual report or call 994-2236 for additional information.

**Student Attendance:** A school's attendance rate is calculated as the total number of possible days of attendance for all students in the school, divided by the total number of possible days of attendance for all students. Allen's attendance rate for 2008/09, as calculated by the state, was 95.0%.

### 2008-2009 ENROLLMENT

Ethnic Group	Native American	Caucasian	Latino/Hispanic	African American	Asian/Pac. Islander	Middle Eastern	Multi-Ethnic	Other	Male	Female
Number	0	153	21	67	50	29	47	17	200	184
Percentage	0.0	39.8	5.5	17.4	13.0	7.6	12.2	4.4	52.1	47.9
<b>Total Enrollment</b>	384									

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity available in any school on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, socio-economic status, height, weight, marital or familial status, or disability.

# ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

**ALLEN**  
Elementary School

**Grade: 3**

**Grade: 4**

**Grade: 5**

**ENGLISH LANGUAGE ARTS (ELA)**

		Grade: 3								Grade: 4								Grade: 5							
		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08	56	0.0	1.8	3.6	43.6	50.9	94.5	94.5	62	0.0	0.0	14.8	65.6	19.7	85.3	85.5	63	0.0	4.8	9.5	47.6	38.1	85.7	85.7
	08/09	72	0.0	0.0	11.1	54.2	34.7	88.9	88.9	60	0.0	0.0	13.3	71.7	15.0	86.7	86.7	59	0.0	0.0	15.5	56.9	27.6	84.5	83.1
Female	07/08	29	0.0	3.4	3.4	48.3	44.8	93.1	93.1	32	0.0	0.0	15.6	56.3	28.1	84.4	84.4	32	0.0	6.3	9.4	34.4	50.0	84.4	84.4
	08/09	35	0.0	0.0	8.6	57.1	34.3	91.4	91.4	32	0.0	0.0	15.6	65.6	18.8	84.4	84.4	32	0.0	0.0	15.6	46.9	37.5	84.4	84.4
Male	07/08	27	0.0	0.0	3.8	38.5	57.7	96.2	96.2	30	0.0	0.0	13.8	75.9	10.3	86.2	86.7	31	0.0	3.2	9.7	61.3	25.8	87.1	87.1
	08/09	37	0.0	0.0	13.5	51.4	35.1	86.5	86.5	28	0.0	0.0	10.7	78.6	10.7	89.3	89.3	27	0.0	0.0	15.4	69.2	15.4	84.6	81.5
African American	07/08	12	0.0	8.3	0.0	66.7	25.0	91.7	91.7	12	0.0	0.0	25.0	75.0	0.0	75.0	75.0	16	0.0	6.3	12.5	56.3	25.0	81.3	81.3
	08/09	11	0.0	0.0	18.2	72.7	9.1	81.8	81.8	12	0.0	0.0	25.0	66.7	8.3	75.0	75.0	13	0.0	0.0	23.1	69.2	7.7	76.9	76.9
Asian	07/08	4	0.0	0.0	0.0	66.7	33.3	100.0	100.0	7	0.0	0.0	0.0	50.0	50.0	100.0	100.0	7	0.0	0.0	0.0	50.0	50.0	100.0	85.7
	08/09	10	0.0	0.0	10.0	60.0	30.0	90.0	90.0	6	0.0	0.0	0.0	83.3	16.7	100.0	100.0	7	0.0	0.0	0.0	50.0	50.0	100.0	85.7
Caucasian	07/08	25	0.0	0.0	8.0	32.0	60.0	92.0	92.0	21	0.0	0.0	9.5	61.9	28.6	90.5	90.5	31	0.0	0.0	6.5	38.7	54.8	93.5	93.5
	08/09	33	0.0	0.0	6.1	48.5	45.5	94.0	93.9	24	0.0	0.0	8.3	66.7	25.0	91.7	91.7	21	0.0	0.0	14.3	42.9	42.9	85.8	85.7
Hispanic	07/08									7	0.0	0.0	14.3	57.1	28.6	85.7	85.7								
	08/09	4	0.0	0.0	25.0	25.0	50.0	75.0	75.0									6	0.0	0.0	16.7	50.0	33.3	83.3	83.3
Middle Eastern	07/08									6	0.0	0.0	16.7	83.3	0.0	83.3	83.3								
	08/09	5	0.0	0.0	20.0	60.0	20.0	80.0	80.0	4	0.0	0.0	25.0	75.0	0.0	75.0	75.0	5	0.0	0.0	0.0	80.0	20.0	100.0	100.0
Multi-ethnic	07/08	8	0.0	0.0	0.0	25.0	75.0	100.0	100.0	5	0.0	0.0	20.0	80.0	0.0	80.0	80.0	7	0.0	14.3	14.3	28.6	42.9	71.5	71.4
	08/09	6	0.0	0.0	0.0	66.7	33.3	100.0	100.0	9	0.0	0.0	22.2	66.7	11.1	77.8	77.8	4	0.0	0.0	25.0	75.0	0.0	75.0	75.0
Other	07/08									4	0.0	0.0	25.0	50.0	25.0	75.0	75.0								
Econ. Disadvantaged	07/08	16	0.0	6.7	13.3	53.3	26.7	80.0	80.0	19	0.0	0.0	27.8	72.2	0.0	72.2	73.7	22	0.0	9.1	22.7	59.1	9.1	68.2	68.2
	08/09	25	0.0	0.0	24.0	56.0	20.0	76.0	76.0	21	0.0	0.0	33.3	66.7	0.0	66.7	66.7	18	0.0	0.0	29.4	58.8	11.8	70.6	66.7
Special Education	07/08	5	0.0	0.0	20.0	80.0	0.0	80.0	80.0	11	0.0	0.0	20.0	80.0	0.0	80.0	81.8	11	0.0	27.3	36.4	36.4	0.0	36.4	36.4
	08/09	7	0.0	0.0	42.9	42.9	14.3	57.2	57.1	9	0.0	0.0	55.6	44.4	0.0	44.4	44.4	13	0.0	0.0	33.3	66.7	0.0	66.7	61.5
LEP	07/08	5	0.0	0.0	0.0	50.0	50.0	100.0	100.0	8	0.0	0.0	42.9	57.1	0.0	57.1	62.5								
	08/09	10	0.0	0.0	50.0	40.0	10.0	50.0	50.0									5	0.0	0.0	80.0	20.0	0.0	20.0	20.0

Subgroups with less than four students are not included in these figures.

**ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION**

The Proficient/Advanced ELA and Math figures above can provide an estimate of a school's Adequate Yearly Progress (AYP) status. However, the actual calculation of AYP is based only on those students who attended the school the previous year, for the entire year. That calculation combines all of the tested grades from the school; separate calculations for subgroups are carried out only if there are 30 or more students in the subgroup.

State proficiency targets for 2008/2009: ELA 59%; Mathematics 65%

The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

**ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS**

**ALLEN  
Elementary School**

**Grade: 3**

**Grade: 4**

**Grade: 5**

**READING**

		Grade: 3								Grade: 4								Grade: 5							
		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08	56	0.0	1.8	1.8	34.5	61.8	96.3		62	0.0	1.6	9.8	57.4	31.1	88.5		63	0.0	6.3	7.9	31.7	54.0	85.7	
	08/09	72	0.0	0.0	9.7	30.6	59.7	90.3		60	0.0	1.7	6.7	45.0	46.7	91.7		59	0.0	0.0	12.1	37.9	50.0	87.9	
Female	07/08	29	0.0	3.4	3.4	34.5	58.6	93.1		32	0.0	3.1	6.3	46.9	43.8	90.7		32	0.0	9.4	6.3	28.1	56.3	84.4	
	08/09	35	0.0	0.0	8.6	22.9	68.6	91.5		32	0.0	3.1	6.3	43.8	46.9	90.7		32	0.0	0.0	15.6	25.0	59.4	84.4	
Male	07/08	27	0.0	0.0	0.0	34.6	65.4	100.0		30	0.0	0.0	13.8	69.0	17.2	86.2		31	0.0	3.2	9.7	35.5	51.6	87.1	
	08/09	37	0.0	0.0	10.8	37.8	51.4	89.2		28	0.0	0.0	7.1	46.4	46.4	92.8		27	0.0	0.0	7.7	53.8	38.5	92.3	
African American	07/08	12	0.0	8.3	0.0	58.3	33.3	91.6		12	0.0	8.3	8.3	58.3	25.0	83.3		16	0.0	12.5	6.3	37.5	43.8	81.3	
	08/09	11	0.0	0.0	9.1	72.7	18.2	90.9		12	0.0	0.0	8.3	66.7	25.0	91.7		13	0.0	0.0	23.1	46.2	30.8	77.0	
Asian	07/08	4	0.0	0.0	0.0	66.7	33.3	100.0		7	0.0	0.0	0.0	50.0	50.0	100.0		7	0.0	0.0	0.0	33.3	66.7	100.0	
	08/09	10	0.0	0.0	10.0	20.0	70.0	90.0		6	0.0	0.0	0.0	66.7	33.3	100.0		7	0.0	0.0	0.0	33.3	66.7	100.0	
Caucasian	07/08	25	0.0	0.0	4.0	20.0	76.0	96.0		21	0.0	0.0	9.5	42.9	47.6	90.5		31	0.0	0.0	9.7	22.6	67.7	90.3	
	08/09	33	0.0	0.0	6.1	24.2	69.7	93.9		24	0.0	0.0	8.3	37.5	54.2	91.7		21	0.0	0.0	9.5	19.0	71.4	90.4	
Hispanic	07/08									7	0.0	0.0	28.6	42.9	28.6	71.5									
	08/09	4	0.0	0.0	25.0	0.0	75.0	75.0										6	0.0	0.0	16.7	50.0	33.3	83.3	
Middle Eastern	07/08									6	0.0	0.0	0.0	100.0	0.0	100.0									
	08/09	5	0.0	0.0	20.0	40.0	40.0	80.0		4	0.0	25.0	0.0	25.0	50.0	75.0		5	0.0	0.0	0.0	60.0	40.0	100.0	
Multi-ethnic	07/08	8	0.0	0.0	0.0	25.0	75.0	100.0		5	0.0	0.0	0.0	100.0	0.0	100.0		7	0.0	14.3	14.3	28.6	42.9	71.5	
	08/09	6	0.0	0.0	0.0	16.7	83.3	100.0		9	0.0	0.0	11.1	33.3	55.6	88.9		4	0.0	0.0	0.0	75.0	25.0	100.0	
Other	07/08									4	0.0	0.0	25.0	50.0	25.0	75.0									
Econ. Disadvantaged	07/08	16	0.0	6.7	6.7	53.3	33.3	86.6		19	0.0	5.6	22.2	66.7	5.6	72.3		22	0.0	13.6	18.2	36.4	31.8	68.2	
	08/09	25	0.0	0.0	20.0	48.0	32.0	80.0		21	0.0	4.8	19.0	57.1	19.0	76.1		18	0.0	0.0	29.4	41.2	29.4	70.6	
Special Education	07/08	5	0.0	0.0	0.0	100.0	0.0	100.0		11	0.0	0.0	30.0	60.0	10.0	70.0		11	0.0	36.4	36.4	9.1	18.2	27.3	
	08/09	7	0.0	0.0	42.9	28.6	28.6	57.2		9	0.0	11.1	22.2	66.7	0.0	66.7		13	0.0	0.0	41.7	41.7	16.7	58.4	
LEP	07/08	5	0.0	0.0	0.0	50.0	50.0	100.0		8	0.0	0.0	42.9	57.1	0.0	57.1									
	08/09	10	0.0	0.0	50.0	20.0	30.0	50.0										5	0.0	0.0	60.0	40.0	0.0	40.0	

Subgroups with less than four students are not included in these figures.

**ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION**

The Proficient/Advanced ELA and Math figures above can provide an estimate of a school's Adequate Yearly Progress (AYP) status. However, the actual calculation of AYP is based only on those students who attended the school the previous year, for the entire year. That calculation combines all of the tested grades from the school; separate calculations for subgroups are carried out only if there are 30 or more students in the subgroup.

State proficiency targets for 2008/2009: ELA 59%; Mathematics 65%  
The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

**ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS**

**ALLEN  
Elementary School**

**Grade: 3**

**Grade: 4**

**Grade: 5**

**WRITING**

		Grade: 3								Grade: 4								Grade: 5							
		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08	56	0.0	3.6	14.5	80.0	1.8	81.8		62	0.0	0.0	37.7	60.7	1.6	62.3		63	0.0	3.2	36.5	55.6	4.8	60.4	
	08/09	72	0.0	5.6	13.9	80.6	0.0	80.6		60	0.0	0.0	31.7	68.3	0.0	68.3		59	0.0	0.0	22.4	77.6	0.0	77.6	
Female	07/08	29	0.0	3.4	13.8	79.3	3.4	82.7		32	0.0	0.0	31.3	65.6	3.1	68.7		32	0.0	3.1	18.8	71.9	6.3	78.2	
	08/09	35	0.0	5.7	11.4	82.9	0.0	82.9		32	0.0	0.0	28.1	71.9	0.0	71.9		32	0.0	0.0	21.9	78.1	0.0	78.1	
Male	07/08	27	0.0	3.8	15.4	80.8	0.0	80.8		30	0.0	0.0	44.8	55.2	0.0	55.2		31	0.0	3.2	54.8	38.7	3.2	41.9	
	08/09	37	0.0	5.4	16.2	78.4	0.0	78.4		28	0.0	0.0	35.7	64.3	0.0	64.3		27	0.0	0.0	23.1	76.9	0.0	76.9	
African American	07/08	12	0.0	16.7	8.3	75.0	0.0	75.0		12	0.0	0.0	41.7	58.3	0.0	58.3		16	0.0	6.3	56.3	31.3	6.3	37.6	
	08/09	11	0.0	27.3	27.3	45.5	0.0	45.5		12	0.0	0.0	50.0	50.0	0.0	50.0		13	0.0	0.0	23.1	76.9	0.0	76.9	
Asian	07/08	4	0.0	0.0	33.3	66.7	0.0	66.7		7	0.0	0.0	0.0	100.0	0.0	100.0		7	0.0	0.0	16.7	83.3	0.0	83.3	
	08/09	10	0.0	0.0	10.0	90.0	0.0	90.0		6	0.0	0.0	33.3	66.7	0.0	66.7		7	0.0	0.0	16.7	83.3	0.0	83.3	
Caucasian	07/08	25	0.0	0.0	12.0	84.0	4.0	88.0		21	0.0	0.0	28.6	71.4	0.0	71.4		31	0.0	0.0	25.8	67.7	6.5	74.2	
	08/09	33	0.0	0.0	9.1	90.9	0.0	90.9		24	0.0	0.0	16.7	83.3	0.0	83.3		21	0.0	0.0	19.0	81.0	0.0	81.0	
Hispanic	07/08									7	0.0	0.0	42.9	42.9	14.3	57.2									
	08/09	4	0.0	0.0	25.0	75.0	0.0	75.0										6	0.0	0.0	16.7	83.3	0.0	83.3	
Middle Eastern	07/08									6	0.0	0.0	33.3	66.7	0.0	66.7									
	08/09	5	0.0	20.0	20.0	60.0	0.0	60.0		4	0.0	0.0	50.0	50.0	0.0	50.0		5	0.0	0.0	20.0	80.0	0.0	80.0	
Multi-ethnic	07/08	8	0.0	0.0	0.0	100.0	0.0	100.0		5	0.0	0.0	80.0	20.0	0.0	20.0		7	0.0	0.0	57.1	42.9	0.0	42.9	
	08/09	6	0.0	0.0	0.0	100.0	0.0	100.0		9	0.0	0.0	44.4	55.6	0.0	55.6		4	0.0	0.0	50.0	50.0	0.0	50.0	
Other	07/08									4	0.0	0.0	75.0	25.0	0.0	25.0									
Econ. Disadvantaged	07/08	16	0.0	6.7	26.7	66.7	0.0	66.7		19	0.0	0.0	55.6	44.4	0.0	44.4		22	0.0	4.5	59.1	36.4	0.0	36.4	
	08/09	25	0.0	16.0	24.0	60.0	0.0	60.0		21	0.0	0.0	52.4	47.6	0.0	47.6		18	0.0	0.0	41.2	58.8	0.0	58.8	
Special Education	07/08	5	0.0	0.0	60.0	40.0	0.0	40.0		11	0.0	0.0	40.0	60.0	0.0	60.0		11	0.0	18.2	72.7	9.1	0.0	9.1	
	08/09	7	0.0	14.3	42.9	42.9	0.0	42.9		9	0.0	0.0	100.0	0.0	0.0	0.0		13	0.0	0.0	41.7	58.3	0.0	58.3	
LEP	07/08	5	0.0	0.0	50.0	50.0	0.0	50.0		8	0.0	0.0	71.4	28.6	0.0	28.6									
	08/09	10	0.0	20.0	30.0	50.0	0.0	50.0										5	0.0	0.0	80.0	20.0	0.0	20.0	

Subgroups with less than four students are not included in these figures.

**ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION**

The Proficient/Advanced ELA and Math figures above can provide an estimate of a school's Adequate Yearly Progress (AYP) status. However, the actual calculation of AYP is based only on those students who attended the school the previous year, for the entire year. That calculation combines all of the tested grades from the school; separate calculations for subgroups are carried out only if there are 30 or more students in the subgroup.

State proficiency targets for 2008/2009: ELA 59%; Mathematics 65%  
The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

# ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

**ALLEN**  
Elementary School

**Grade: 3**

**Grade: 4**

**Grade: 5**

**MATHEMATICS**

		Grade: 3								Grade: 4								Grade: 5							
		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08	56	0.0	0.0	3.6	21.4	75.0	96.4	96.4	62	0.0	0.0	1.6	32.8	65.6	98.4	98.4	63	0.0	0.0	12.7	15.9	71.4	87.3	87.3
	08/09	72	0.0	0.0	5.6	16.7	77.8	94.5	94.4	60	0.0	0.0	5.0	30.0	65.0	95.0	95.0	59	0.0	0.0	3.4	17.2	79.3	96.5	96.6
Female	07/08	29	0.0	0.0	6.9	20.7	72.4	93.1	93.1	32	0.0	0.0	0.0	34.4	65.6	100.0	100.0	32	0.0	0.0	12.5	15.6	71.9	87.5	87.5
	08/09	35	0.0	0.0	5.7	20.0	74.3	94.3	94.3	32	0.0	0.0	9.4	34.4	56.3	90.7	90.6	32	0.0	0.0	6.3	15.6	78.1	93.7	93.8
Male	07/08	27	0.0	0.0	0.0	22.2	77.8	100.0	100.0	30	0.0	0.0	3.4	31.0	65.5	96.5	96.7	31	0.0	0.0	12.9	16.1	71.0	87.1	87.1
	08/09	37	0.0	0.0	5.4	13.5	81.1	94.6	94.6	28	0.0	0.0	0.0	25.0	75.0	100.0	100.0	27	0.0	0.0	0.0	19.2	80.8	100.0	100.0
African American	07/08	12	0.0	0.0	8.3	33.3	58.3	91.6	91.7	12	0.0	0.0	8.3	41.7	50.0	91.7	91.7	16	0.0	0.0	31.3	12.5	56.3	68.8	68.8
	08/09	11	0.0	0.0	36.4	27.3	36.4	63.7	63.6	12	0.0	0.0	8.3	50.0	41.7	91.7	91.7	13	0.0	0.0	7.7	30.8	61.5	92.3	92.3
Asian	07/08	4	0.0	0.0	0.0	50.0	50.0	100.0	100.0	7	0.0	0.0	0.0	16.7	83.3	100.0	100.0								
	08/09	10	0.0	0.0	0.0	10.0	90.0	100.0	100.0	6	0.0	0.0	0.0	33.3	66.7	100.0	100.0	7	0.0	0.0	0.0	16.7	83.3	100.0	100.0
Caucasian	07/08	25	0.0	0.0	0.0	8.0	92.0	100.0	100.0	21	0.0	0.0	0.0	42.9	57.1	100.0	100.0	31	0.0	0.0	3.2	16.1	80.6	96.7	96.8
	08/09	33	0.0	0.0	0.0	12.1	87.9	100.0	100.0	24	0.0	0.0	4.2	12.5	83.3	95.8	95.8	21	0.0	0.0	4.8	19.0	76.2	95.2	95.2
Hispanic	07/08									7	0.0	0.0	0.0	28.6	71.4	100.0	100.0								
	08/09	4	0.0	0.0	0.0	25.0	75.0	100.0	100.0									6	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Middle Eastern	07/08									6	0.0	0.0	0.0	16.7	83.3	100.0	100.0								
	08/09	5	0.0	0.0	0.0	40.0	60.0	100.0	100.0	4	0.0	0.0	0.0	100.0	0.0	100.0	100.0	5	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Multi-ethnic	07/08	8	0.0	0.0	0.0	25.0	75.0	100.0	100.0	5	0.0	0.0	0.0	20.0	80.0	100.0	100.0	7	0.0	0.0	28.6	0.0	71.4	71.4	71.4
	08/09	6	0.0	0.0	0.0	0.0	100.0	100.0	100.0	9	0.0	0.0	11.1	22.2	66.7	88.9	88.9	4	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Other	07/08									4	0.0	0.0	0.0	25.0	75.0	100.0	100.0								
Econ. Disadvantaged	07/08	16	0.0	0.0	12.5	31.3	56.3	87.6	87.5	19	0.0	0.0	5.6	33.3	61.1	94.4	94.7	22	0.0	0.0	31.8	31.8	36.4	68.2	68.2
	08/09	25	0.0	0.0	16.0	28.0	56.0	84.0	84.0	21	0.0	0.0	9.5	52.4	38.1	90.5	90.5	18	0.0	0.0	11.8	17.6	70.6	88.2	88.9
Special Education	07/08	5	0.0	0.0	20.0	60.0	20.0	80.0	80.0	11	0.0	0.0	10.0	40.0	50.0	90.0	90.9	11	0.0	0.0	54.5	27.3	18.2	45.5	45.5
	08/09	7	0.0	0.0	0.0	42.9	57.1	100.0	100.0	9	0.0	0.0	11.1	66.7	22.2	88.9	88.9	13	0.0	0.0	8.3	41.7	50.0	91.7	92.3
LEP	07/08	5	0.0	0.0	20.0	40.0	40.0	80.0	80.0	8	0.0	0.0	0.0	57.1	42.9	100.0	100.0								
	08/09	10	0.0	0.0	10.0	40.0	50.0	90.0	90.0									5	0.0	0.0	0.0	40.0	60.0	100.0	100.0

Subgroups with less than four students are not included in these figures.

**ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION**

The Proficient/Advanced ELA and Math figures above can provide an estimate of a school's Adequate Yearly Progress (AYP) status. However, the actual calculation of AYP is based only on those students who attended the school the previous year, for the entire year. That calculation combines all of the tested grades from the school; separate calculations for subgroups are carried out only if there are 30 or more students in the subgroup.

State proficiency targets for 2008/2009: ELA 59%; Mathematics 65%

The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

**ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS**

**ALLEN  
Elementary School**

**Grade: 3**

**Grade: 4**

**Grade: 5**

**SCIENCE**

		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08									63	0.0	1.6	14.3	39.7	44.4	84.1		59	0.0	1.7	3.4	46.6	48.3	94.9	
	08/09																								
Female	07/08									32	0.0	3.1	9.4	31.3	56.3	87.6		32	0.0	3.1	3.1	46.9	46.9	93.8	
	08/09																								
Male	07/08									31	0.0	0.0	19.4	48.4	32.3	80.7		27	0.0	0.0	3.8	46.2	50.0	96.2	
	08/09																								
African American	07/08									16	0.0	0.0	31.3	50.0	18.8	68.8		13	0.0	0.0	7.7	69.2	23.1	92.3	
	08/09																								
Asian	08/09									7	0.0	0.0	0.0	50.0	50.0	100.0									
Caucasian	07/08									31	0.0	0.0	3.2	35.5	61.3	96.8		21	0.0	4.8	0.0	33.3	61.9	95.2	
	08/09																								
Hispanic	08/09									6	0.0	0.0	0.0	66.7	33.3	100.0									
Middle Eastern	08/09									5	0.0	0.0	0.0	60.0	40.0	100.0									
Multi-ethnic	07/08									7	0.0	0.0	14.3	57.1	28.6	85.7		4	0.0	0.0	0.0	25.0	75.0	100.0	
	08/09																								
Econ. Disadvantaged	07/08									22	0.0	4.5	31.8	50.0	13.6	63.6		18	0.0	5.9	5.9	58.8	29.4	88.2	
	08/09																								
Special Education	07/08									11	0.0	0.0	45.5	54.5	0.0	54.5		13	0.0	8.3	8.3	75.0	8.3	83.3	
	08/09																								
LEP	08/09									5	0.0	20.0	20.0	60.0	0.0	60.0									

Subgroups with less than four students are not included in these figures.

**ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION**

The Proficient/Advanced ELA and Math figures above can provide an estimate of a school's Adequate Yearly Progress (AYP) status. However, the actual calculation of AYP is based only on those students who attended the school the previous year, for the entire year. That calculation combines all of the tested grades from the school; separate calculations for subgroups are carried out only if there are 30 or more students in the subgroup.

State proficiency targets for 2008/2009: ELA 59%; Mathematics 65%  
The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

	Grade 3	Grade 4	Grade 5
<b>Eng Lang Arts</b>			
ALLEN	89	87	85
DISTRICT	90	89	88
STATE	83	77	78
<b>Reading</b>			
ALLEN	90	92	88
DISTRICT	91	92	90
STATE	86	83	82
<b>Writing</b>			
ALLEN	81	68	78
DISTRICT	79	65	79
STATE	61	44	63
<b>Mathematics</b>			
ALLEN	95	95	97
DISTRICT	96	94	92
STATE	91	88	77
<b>Science</b>			
ALLEN			95
DISTRICT			92
STATE			83

**Adequate Yearly Progress (AYP)**

The No Child Left Behind (NCLB) Act requires monitoring AYP on the MEAP English Language Arts (ELA) and the Mathematics tests. To make AYP, a school must have at least 95% of its students taking the MEAP or the alternative MI-Access assessment, and the total percent proficient must be equal to or higher than the state target percentages for the school year. MEAP State proficiency targets for 2008/09 are ELA 59% and Mathematics 65%. Both the participation rates and the performance levels must be met not only for the school as a whole but also for selected groups of students with 30 or more students enrolled.

In 2008/09, ALLEN Elementary School **Met** requirements for AYP.

**Accreditation/Education Yes**

State school accreditation is based on the state's Education Yes report card. Education Yes assigns letter grades to schools based on a combination of MEAP scores (both status and improvement), a self-assessment of selected performance indicators, and AYP. Schools with grades of D or higher are accredited. In 2008/09 ALLEN Elementary School received a composite grade of **A**.