

1608 S. University
Ann Arbor, MI 48104
(734) 994-1907
Gary Court, Principal, 2009-2010
Robin Jackson, Principal, 2008-2009

Angell 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

Angell Elementary School is committed to creating a learning environment in which parents, teachers and students:

- expect academic excellence
- value diversity
- challenge all students to reach their individual and collective potential
- promote personal responsibility, respectful behavior, and problem-solving skills
- nurture the unique qualities in each child
- effectively communicate with each other, and
- provide for extended learning opportunities for adults as well as children

We will collaborate and cooperate as a caring and supportive community, which reflects the international and diverse nature of our population.

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.

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

Issues, Decisions, and Accomplishments

- ➔ Continued use of data, both formal and informal, to inform instruction and team decisions
- ➔ Continued to follow progress of “attuned” students, updated their profiles, and identified new students to “attune”
- ➔ Focused on writing for all students using the emPower writing program
- ➔ Trained staff to implement the READ 180 reading program
- ➔ Worked with district staff to begin the teaching of a world language, Spanish in 2009-10
- ➔ Obtained SOLO suite site technology license for CoWriter, Write Outloud, and Read Outloud, software programs to help improve students' reading and writing performance
- ➔ Sustained and replenished Schools Attuned Learning bins containing unique tools and strategies to be accessed by teachers for use with students identified with learning needs in specific constructs
- ➔ Conducted Disability Awareness Day
- ➔ The Achievement Team continued to apply Schools Attuned thinking to learning issues of students
- ➔ Utilized Schools Attuned assessment regarding an individual student's learning profile and resulting interventions in addition to district assessments and in some cases, those provided by the Achievement Team
- ➔ Focused on generating “courageous conversations” amongst staff regarding race through monthly meetings using specific movies to prompt discussion, activities generated through the Equity Team

Major Issues Identified for Next Year's Team

- Continue to explore how the Schools Attuned constructs may be utilized in the building
- Continue to use emPower, a writing program, building-wide
- Review professional development training needs for the emPower writing program
- Purchase various materials necessary to meet the learning needs of those students "attuned" through the Schools Attuned process
- Review staff development needs regarding Schools Attuned
- Continue to utilize team meetings to support implementation of School Attuned program and the emPower writing program
- Review progress of "target" students at the Achievement Team who were identified for initial "attuning" work in past year and add to the "target" list for this year.
- Develop ways to assess the impact of Schools Attuned in addition to district and state assessment tools
- Focus on and discuss issues of equity, race and achievement at staff meetings
- Continue to establish/monitor student achievement goals that are data driven and results oriented.
- Continue to promote an environment to meet the needs of all students along the learning continuum.
- Continue to create nurturing classroom communities, the unique nature of each child, and the appreciation of the cultural diversity within our school through activities over the course of the school year generated by our Equity Team

2008-2009 SIT Team Members

Betsy McCallister, Amy Shepherd, Robin Jackson, Sally Freeman, Annie Walker

Staff Development Activities:

- DVD Club: explored and discussed issues of race and equity
- emPower writing program training for all staff
- Achievement Team training
- Read 180 professional development

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.

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 Angell'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 at Angell. Whether working in the Media Center or the classroom, helping with playground supervision or chaperoning a field trip, presenting an art talk or sponsoring after school clubs, parents enhance our educational program. Parents are on our School Improvement Team and assist with musical productions. Our PTO is successfully active promoting our community through numerous celebratory activities. We are proud to report that 99 percent of all Angell students were represented by one or more parents at the 2008-2009 parent-teacher conferences.

Angell Elementary School

2008-2009

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. Angell's attendance rate for 2008/09, as calculated by the state, was 96.8%.

2008-2009 ENROLLMENT

| Ethnic Group | Native American | Caucasian | Latino/Hispanic | African American | Asian/Pac. Islander | Middle Eastern | Multi-Ethnic | Other | Male | Female |
|-------------------------|-----------------|-----------|-----------------|------------------|---------------------|----------------|--------------|-------|------|--------|
| Number | 2 | 138 | 13 | 6 | 124 | 10 | 13 | 1 | 168 | 139 |
| Percentage | 0.7 | 45.0 | 4.2 | 2.0 | 40.4 | 3.3 | 4.2 | 0.3 | 54.7 | 45.3 |
| Total Enrollment | 307 | | | | | | | | | |

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

ANGELL
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 | 65 | 1.5 | 1.7 | 3.3 | 50.0 | 45.0 | 95.0 | 95.0 | 33 | 0.0 | 0.0 | 7.1 | 28.6 | 64.3 | 92.9 | 92.9 | 50 | 0.0 | 0.0 | 2.3 | 34.9 | 62.8 | 97.7 | 97.7 |
| | 08/09 | 55 | 1.8 | 0.0 | 6.1 | 40.8 | 53.1 | 93.9 | 93.9 | 55 | 0.0 | 0.0 | 3.8 | 53.8 | 42.3 | 96.1 | 96.2 | 34 | 5.9 | 4.3 | 0.0 | 30.4 | 65.2 | 95.6 | 95.7 |
| Female | 07/08 | 33 | 0.0 | 3.3 | 3.3 | 46.7 | 46.7 | 93.4 | 93.3 | 21 | 0.0 | 0.0 | 5.3 | 31.6 | 63.2 | 94.8 | 94.7 | 25 | 0.0 | 0.0 | 4.5 | 45.5 | 50.0 | 95.5 | 95.7 |
| | 08/09 | 22 | 4.5 | 0.0 | 0.0 | 44.4 | 55.6 | 100.0 | 100.0 | 28 | 0.0 | 0.0 | 0.0 | 48.1 | 51.9 | 100.0 | 100.0 | 19 | 5.3 | 0.0 | 0.0 | 26.7 | 73.3 | 100.0 | 100.0 |
| Male | 07/08 | 32 | 3.1 | 0.0 | 3.3 | 53.3 | 43.3 | 96.6 | 96.7 | 12 | 0.0 | 0.0 | 11.1 | 22.2 | 66.7 | 88.9 | 88.9 | 25 | 0.0 | 0.0 | 0.0 | 23.8 | 76.2 | 100.0 | 100.0 |
| | 08/09 | 33 | 0.0 | 0.0 | 9.7 | 38.7 | 51.6 | 90.3 | 90.3 | 27 | 0.0 | 0.0 | 8.0 | 60.0 | 32.0 | 92.0 | 92.0 | 15 | 6.7 | 12.5 | 0.0 | 37.5 | 50.0 | 87.5 | 87.5 |
| Asian | 07/08 | 21 | 4.8 | 0.0 | 6.3 | 56.3 | 37.5 | 93.8 | 93.8 | 11 | 0.0 | 0.0 | 0.0 | 33.3 | 66.7 | 100.0 | 100.0 | 14 | 0.0 | 0.0 | 11.1 | 33.3 | 55.6 | 88.9 | 88.9 |
| | 08/09 | 21 | 0.0 | 0.0 | 5.9 | 41.2 | 52.9 | 94.1 | 94.1 | 14 | 0.0 | 0.0 | 0.0 | 45.5 | 54.5 | 100.0 | 100.0 | 13 | 15.4 | 0.0 | 0.0 | 33.3 | 66.7 | 100.0 | 100.0 |
| Caucasian | 07/08 | 35 | 0.0 | 0.0 | 2.9 | 42.9 | 54.3 | 97.2 | 97.1 | 18 | 0.0 | 0.0 | 0.0 | 27.8 | 72.2 | 100.0 | 100.0 | 27 | 0.0 | 0.0 | 0.0 | 24.0 | 76.0 | 100.0 | 100.0 |
| | 08/09 | 24 | 0.0 | 0.0 | 0.0 | 33.3 | 66.7 | 100.0 | 100.0 | 34 | 0.0 | 0.0 | 2.9 | 52.9 | 44.1 | 97.0 | 97.1 | 16 | 0.0 | 0.0 | 0.0 | 31.3 | 68.8 | 100.1 | 100.0 |
| Hispanic | 07/08 | 5 | 0.0 | 20.0 | 0.0 | 80.0 | 0.0 | 80.0 | 80.0 | | | | | | | | | 4 | 0.0 | 0.0 | 0.0 | 50.0 | 50.0 | 100.0 | 100.0 |
| | 08/09 | 4 | 0.0 | 0.0 | 33.3 | 66.7 | 0.0 | 66.7 | 66.7 | | | | | | | | | | | | | | | | |
| Multi-ethnic | 08/09 | 4 | 0.0 | 0.0 | 25.0 | 50.0 | 25.0 | 75.0 | 75.0 | | | | | | | | | | | | | | | | |
| Econ. Disadvantaged | 07/08 | 7 | 0.0 | 0.0 | 0.0 | 85.7 | 14.3 | 100.0 | 100.0 | 4 | 0.0 | 0.0 | 33.3 | 33.3 | 33.3 | 66.6 | 66.7 | 7 | 0.0 | 0.0 | 0.0 | 57.1 | 42.9 | 100.0 | 100.0 |
| | 08/09 | 5 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 | 100.0 | 100.0 | 5 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 | 100.0 | 100.0 | | | | | | | | |
| Special Education | 07/08 | 5 | 0.0 | 20.0 | 20.0 | 40.0 | 20.0 | 60.0 | 60.0 | | | | | | | | | 7 | 0.0 | 0.0 | 0.0 | 66.7 | 33.3 | 100.0 | 100.0 |
| | 08/09 | 6 | 0.0 | 0.0 | 16.7 | 66.7 | 16.7 | 83.4 | 83.3 | 6 | 0.0 | 0.0 | 16.7 | 66.7 | 16.7 | 83.4 | 83.3 | | | | | | | | |
| LEP | 07/08 | 15 | 6.7 | 0.0 | 10.0 | 70.0 | 20.0 | 90.0 | 90.0 | 6 | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 12 | 0.0 | 0.0 | 16.7 | 66.7 | 16.7 | 83.4 | 83.3 |
| | 08/09 | 10 | 10.0 | 0.0 | 0.0 | 75.0 | 25.0 | 100.0 | 100.0 | 9 | 0.0 | 0.0 | 0.0 | 83.3 | 16.7 | 100.0 | 100.0 | 9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

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

ANGELL
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 | 65 | 0.0 | 1.6 | 3.3 | 32.8 | 62.3 | 95.1 | | 33 | 0.0 | 0.0 | 7.1 | 17.9 | 75.0 | 92.9 | | 50 | 0.0 | 0.0 | 2.3 | 20.9 | 76.7 | 97.6 | |
| | 08/09 | 55 | 1.8 | 0.0 | 4.1 | 20.4 | 75.5 | 95.9 | | 55 | 0.0 | 0.0 | 1.9 | 32.7 | 65.4 | 98.1 | | 34 | 5.9 | 4.3 | 0.0 | 13.0 | 82.6 | 95.6 | |
| Female | 07/08 | 33 | 0.0 | 3.3 | 3.3 | 30.0 | 63.3 | 93.3 | | 21 | 0.0 | 0.0 | 5.3 | 21.1 | 73.7 | 94.8 | | 25 | 0.0 | 0.0 | 4.5 | 31.8 | 63.6 | 95.4 | |
| | 08/09 | 22 | 4.5 | 0.0 | 0.0 | 16.7 | 83.3 | 100.0 | | 28 | 0.0 | 0.0 | 0.0 | 29.6 | 70.4 | 100.0 | | 19 | 5.3 | 0.0 | 0.0 | 13.3 | 86.7 | 100.0 | |
| Male | 07/08 | 32 | 0.0 | 0.0 | 3.2 | 35.5 | 61.3 | 96.8 | | 12 | 0.0 | 0.0 | 11.1 | 11.1 | 77.8 | 88.9 | | 25 | 0.0 | 0.0 | 0.0 | 9.5 | 90.5 | 100.0 | |
| | 08/09 | 33 | 0.0 | 0.0 | 6.5 | 22.6 | 71.0 | 93.6 | | 27 | 0.0 | 0.0 | 4.0 | 36.0 | 60.0 | 96.0 | | 15 | 6.7 | 12.5 | 0.0 | 12.5 | 75.0 | 87.5 | |
| Asian | 07/08 | 21 | 0.0 | 0.0 | 5.9 | 52.9 | 41.2 | 94.1 | | 11 | 0.0 | 0.0 | 0.0 | 16.7 | 83.3 | 100.0 | | 14 | 0.0 | 0.0 | 11.1 | 22.2 | 66.7 | 88.9 | |
| | 08/09 | 21 | 0.0 | 0.0 | 5.9 | 5.9 | 88.2 | 94.1 | | 14 | 0.0 | 0.0 | 0.0 | 36.4 | 63.6 | 100.0 | | 13 | 15.4 | 0.0 | 0.0 | 0.0 | 100.0 | 100.0 | |
| Caucasian | 07/08 | 35 | 0.0 | 0.0 | 2.9 | 22.9 | 74.3 | 97.2 | | 18 | 0.0 | 0.0 | 0.0 | 16.7 | 83.3 | 100.0 | | 27 | 0.0 | 0.0 | 0.0 | 16.0 | 84.0 | 100.0 | |
| | 08/09 | 24 | 0.0 | 0.0 | 0.0 | 16.7 | 83.3 | 100.0 | | 34 | 0.0 | 0.0 | 2.9 | 26.5 | 70.6 | 97.1 | | 16 | 0.0 | 0.0 | 0.0 | 12.5 | 87.5 | 100.0 | |
| Hispanic | 07/08 | 5 | 0.0 | 20.0 | 0.0 | 40.0 | 40.0 | 80.0 | | | | | | | | | | 4 | 0.0 | 0.0 | 0.0 | 25.0 | 75.0 | 100.0 | |
| | 08/09 | 4 | 0.0 | 0.0 | 0.0 | 66.7 | 33.3 | 100.0 | | | | | | | | | | | | | | | | | |
| Multi-ethnic | 08/09 | 4 | 0.0 | 0.0 | 25.0 | 50.0 | 25.0 | 75.0 | | | | | | | | | | | | | | | | | |
| Econ. Disadvantaged | 07/08 | 7 | 0.0 | 0.0 | 0.0 | 42.9 | 57.1 | 100.0 | | 4 | 0.0 | 0.0 | 33.3 | 33.3 | 33.3 | 66.6 | | 7 | 0.0 | 0.0 | 0.0 | 42.9 | 57.1 | 100.0 | |
| | 08/09 | | | | | | | | | 5 | 0.0 | 0.0 | 0.0 | 60.0 | 40.0 | 100.0 | | | | | | | | | |
| Special Education | 07/08 | 5 | 0.0 | 20.0 | 20.0 | 40.0 | 20.0 | 60.0 | | | | | | | | | | 7 | 0.0 | 0.0 | 0.0 | 50.0 | 50.0 | 100.0 | |
| | 08/09 | 6 | 0.0 | 0.0 | 0.0 | 83.3 | 16.7 | 100.0 | | 6 | 0.0 | 0.0 | 16.7 | 66.7 | 16.7 | 83.4 | | | | | | | | | |
| LEP | 07/08 | 15 | 0.0 | 0.0 | 9.1 | 63.6 | 27.3 | 90.9 | | 6 | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 | | 12 | 0.0 | 0.0 | 16.7 | 66.7 | 16.7 | 83.4 | |
| | 08/09 | 10 | 10.0 | 0.0 | 0.0 | 25.0 | 75.0 | 100.0 | | 9 | 0.0 | 0.0 | 0.0 | 66.7 | 33.3 | 100.0 | | 9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |

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

ANGELL
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 | 65 | 1.5 | 1.7 | 18.3 | 75.0 | 5.0 | 80.0 | | 33 | 0.0 | 0.0 | 21.4 | 78.6 | 0.0 | 78.6 | | 50 | 0.0 | 0.0 | 18.6 | 76.7 | 4.7 | 81.4 | |
| | 08/09 | 55 | 1.8 | 2.0 | 20.4 | 77.6 | 0.0 | 77.6 | | 55 | 0.0 | 0.0 | 15.4 | 84.6 | 0.0 | 84.6 | | 34 | 5.9 | 0.0 | 8.7 | 91.3 | 0.0 | 91.3 | |
| Female | 07/08 | 33 | 0.0 | 3.3 | 10.0 | 83.3 | 3.3 | 86.6 | | 21 | 0.0 | 0.0 | 21.1 | 78.9 | 0.0 | 78.9 | | 25 | 0.0 | 0.0 | 22.7 | 72.7 | 4.5 | 77.2 | |
| | 08/09 | 22 | 4.5 | 0.0 | 16.7 | 83.3 | 0.0 | 83.3 | | 28 | 0.0 | 0.0 | 14.8 | 85.2 | 0.0 | 85.2 | | 19 | 5.3 | 0.0 | 0.0 | 100.0 | 0.0 | 100.0 | |
| Male | 07/08 | 32 | 3.1 | 0.0 | 26.7 | 66.7 | 6.7 | 73.4 | | 12 | 0.0 | 0.0 | 22.2 | 77.8 | 0.0 | 77.8 | | 25 | 0.0 | 0.0 | 14.3 | 81.0 | 4.8 | 85.8 | |
| | 08/09 | 33 | 0.0 | 3.2 | 22.6 | 74.2 | 0.0 | 74.2 | | 27 | 0.0 | 0.0 | 16.0 | 84.0 | 0.0 | 84.0 | | 15 | 6.7 | 0.0 | 25.0 | 75.0 | 0.0 | 75.0 | |
| Asian | 07/08 | 21 | 4.8 | 6.3 | 12.5 | 81.3 | 0.0 | 81.3 | | 11 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 | 100.0 | | 14 | 0.0 | 0.0 | 22.2 | 77.8 | 0.0 | 77.8 | |
| | 08/09 | 21 | 0.0 | 0.0 | 11.8 | 88.2 | 0.0 | 88.2 | | 14 | 0.0 | 0.0 | 9.1 | 90.9 | 0.0 | 90.9 | | 13 | 15.4 | 0.0 | 0.0 | 100.0 | 0.0 | 100.0 | |
| Caucasian | 07/08 | 35 | 0.0 | 0.0 | 14.3 | 77.1 | 8.6 | 85.7 | | 18 | 0.0 | 0.0 | 16.7 | 83.3 | 0.0 | 83.3 | | 27 | 0.0 | 0.0 | 8.0 | 84.0 | 8.0 | 92.0 | |
| | 08/09 | 24 | 0.0 | 4.2 | 12.5 | 83.3 | 0.0 | 83.3 | | 34 | 0.0 | 0.0 | 14.7 | 85.3 | 0.0 | 85.3 | | 16 | 0.0 | 0.0 | 6.3 | 93.8 | 0.0 | 93.8 | |
| Hispanic | 07/08 | 5 | 0.0 | 0.0 | 60.0 | 40.0 | 0.0 | 40.0 | | | | | | | | | | 4 | 0.0 | 0.0 | 25.0 | 75.0 | 0.0 | 75.0 | |
| | 08/09 | 4 | 0.0 | 0.0 | 66.7 | 33.3 | 0.0 | 33.3 | | | | | | | | | | | | | | | | | |
| Multi-ethnic | 08/09 | 4 | 0.0 | 0.0 | 50.0 | 50.0 | 0.0 | 50.0 | | | | | | | | | | | | | | | | | |
| Econ. Disadvantaged | 07/08 | 7 | 0.0 | 0.0 | 42.9 | 57.1 | 0.0 | 57.1 | | 4 | 0.0 | 0.0 | 66.7 | 33.3 | 0.0 | 33.3 | | 7 | 0.0 | 0.0 | 42.9 | 57.1 | 0.0 | 57.1 | |
| | 08/09 | | | | | | | | | 5 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 | 100.0 | | | | | | | | | |
| Special Education | 07/08 | 5 | 0.0 | 0.0 | 60.0 | 40.0 | 0.0 | 40.0 | | | | | | | | | | 7 | 0.0 | 0.0 | 50.0 | 50.0 | 0.0 | 50.0 | |
| | 08/09 | 6 | 0.0 | 16.7 | 50.0 | 33.3 | 0.0 | 33.3 | | 6 | 0.0 | 0.0 | 66.7 | 33.3 | 0.0 | 33.3 | | | | | | | | | |
| LEP | 07/08 | 15 | 6.7 | 10.0 | 30.0 | 60.0 | 0.0 | 60.0 | | 6 | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 | | 12 | 0.0 | 0.0 | 33.3 | 66.7 | 0.0 | 66.7 | |
| | 08/09 | 10 | 10.0 | 0.0 | 25.0 | 75.0 | 0.0 | 75.0 | | 9 | 0.0 | 0.0 | 16.7 | 83.3 | 0.0 | 83.3 | | 9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

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ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

**ANGELL
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 | 65 | 0.0 | 0.0 | 0.0 | 21.5 | 78.5 | 100.0 | 100.0 | 33 | 0.0 | 0.0 | 3.0 | 15.2 | 81.8 | 97.0 | 97.0 | 50 | 0.0 | 0.0 | 0.0 | 12.2 | 87.8 | 100.0 | 100.0 |
| | 08/09 | 55 | 0.0 | 0.0 | 3.6 | 12.7 | 83.6 | 96.3 | 96.4 | 55 | 0.0 | 0.0 | 0.0 | 12.7 | 87.3 | 100.0 | 100.0 | 34 | 0.0 | 0.0 | 2.9 | 2.9 | 94.1 | 97.0 | 97.1 |
| Female | 07/08 | 33 | 0.0 | 0.0 | 0.0 | 15.2 | 84.8 | 100.0 | 100.0 | 21 | 0.0 | 0.0 | 4.8 | 14.3 | 81.0 | 95.3 | 95.2 | 25 | 0.0 | 0.0 | 0.0 | 20.8 | 79.2 | 100.0 | 100.0 |
| | 08/09 | 22 | 0.0 | 0.0 | 4.5 | 18.2 | 77.3 | 95.5 | 95.5 | 28 | 0.0 | 0.0 | 0.0 | 7.1 | 92.9 | 100.0 | 100.0 | 19 | 0.0 | 0.0 | 5.3 | 0.0 | 94.7 | 94.7 | 94.7 |
| Male | 07/08 | 32 | 0.0 | 0.0 | 0.0 | 28.1 | 71.9 | 100.0 | 100.0 | 12 | 0.0 | 0.0 | 0.0 | 16.7 | 83.3 | 100.0 | 100.0 | 25 | 0.0 | 0.0 | 0.0 | 4.0 | 96.0 | 100.0 | 100.0 |
| | 08/09 | 33 | 0.0 | 0.0 | 3.0 | 9.1 | 87.9 | 97.0 | 97.0 | 27 | 0.0 | 0.0 | 0.0 | 18.5 | 81.5 | 100.0 | 100.0 | 15 | 0.0 | 0.0 | 0.0 | 6.7 | 93.3 | 100.0 | 100.0 |
| Asian | 07/08 | 21 | 0.0 | 0.0 | 0.0 | 9.5 | 90.5 | 100.0 | 100.0 | 11 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 | 100.0 | 100.0 | 14 | 0.0 | 0.0 | 0.0 | 14.3 | 85.7 | 100.0 | 100.0 |
| | 08/09 | 21 | 0.0 | 0.0 | 0.0 | 9.5 | 90.5 | 100.0 | 100.0 | 14 | 0.0 | 0.0 | 0.0 | 7.1 | 92.9 | 100.0 | 100.0 | 13 | 0.0 | 0.0 | 0.0 | 7.7 | 92.3 | 100.0 | 100.0 |
| Caucasian | 07/08 | 35 | 0.0 | 0.0 | 0.0 | 17.1 | 82.9 | 100.0 | 100.0 | 18 | 0.0 | 0.0 | 0.0 | 22.2 | 77.8 | 100.0 | 100.0 | 27 | 0.0 | 0.0 | 0.0 | 3.8 | 96.2 | 100.0 | 100.0 |
| | 08/09 | 24 | 0.0 | 0.0 | 0.0 | 12.5 | 87.5 | 100.0 | 100.0 | 34 | 0.0 | 0.0 | 0.0 | 5.9 | 94.1 | 100.0 | 100.0 | 16 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 | 100.0 | 100.0 |
| Hispanic | 07/08 | 5 | 0.0 | 0.0 | 0.0 | 80.0 | 20.0 | 100.0 | 100.0 | | | | | | | | | 4 | 0.0 | 0.0 | 0.0 | 25.0 | 75.0 | 100.0 | 100.0 |
| | 08/09 | 4 | 0.0 | 0.0 | 25.0 | 0.0 | 75.0 | 75.0 | 75.0 | | | | | | | | | | | | | | | | |
| Multi-ethnic | 08/09 | 4 | 0.0 | 0.0 | 0.0 | 25.0 | 75.0 | 100.0 | 100.0 | | | | | | | | | | | | | | | | |
| Econ. Disadvantaged | 07/08 | 7 | 0.0 | 0.0 | 0.0 | 28.6 | 71.4 | 100.0 | 100.0 | 4 | 0.0 | 0.0 | 0.0 | 50.0 | 50.0 | 100.0 | 100.0 | 7 | 0.0 | 0.0 | 0.0 | 28.6 | 71.4 | 100.0 | 100.0 |
| | 08/09 | | | | | | | | | 5 | 0.0 | 0.0 | 0.0 | 20.0 | 80.0 | 100.0 | 100.0 | | | | | | | | |
| Special Education | 07/08 | 5 | 0.0 | 0.0 | 0.0 | 60.0 | 40.0 | 100.0 | 100.0 | | | | | | | | | 7 | 0.0 | 0.0 | 0.0 | 33.3 | 66.7 | 100.0 | 100.0 |
| | 08/09 | 6 | 0.0 | 0.0 | 16.7 | 50.0 | 33.3 | 83.3 | 83.3 | 6 | 0.0 | 0.0 | 0.0 | 50.0 | 50.0 | 100.0 | 100.0 | | | | | | | | |
| LEP | 07/08 | 15 | 0.0 | 0.0 | 0.0 | 20.0 | 80.0 | 100.0 | 100.0 | 6 | 0.0 | 0.0 | 16.7 | 0.0 | 83.3 | 83.3 | 83.3 | 12 | 0.0 | 0.0 | 0.0 | 25.0 | 75.0 | 100.0 | 100.0 |
| | 08/09 | 10 | 0.0 | 0.0 | 10.0 | 10.0 | 80.0 | 90.0 | 90.0 | 9 | 0.0 | 0.0 | 0.0 | 22.2 | 77.8 | 100.0 | 100.0 | 9 | 0.0 | 0.0 | 11.1 | 0.0 | 88.9 | 88.9 | 88.9 |

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

ANGELL
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 | | | | | | | | | 50 | 0.0 | 0.0 | 6.1 | 26.5 | 67.3 | 93.8 | | 34 | 2.9 | 0.0 | 6.1 | 30.3 | 63.6 | 93.9 | |
| | 08/09 | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | 07/08 | | | | | | | | | 25 | 0.0 | 0.0 | 4.2 | 33.3 | 62.5 | 95.8 | | 19 | 0.0 | 0.0 | 0.0 | 26.3 | 73.7 | 100.0 | |
| | 08/09 | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 07/08 | | | | | | | | | 25 | 0.0 | 0.0 | 8.0 | 20.0 | 72.0 | 92.0 | | 15 | 6.7 | 0.0 | 14.3 | 35.7 | 50.0 | 85.7 | |
| | 08/09 | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 07/08 | | | | | | | | | 14 | 0.0 | 0.0 | 14.3 | 42.9 | 42.9 | 85.8 | | 13 | 0.0 | 0.0 | 15.4 | 46.2 | 38.5 | 84.7 | |
| | 08/09 | | | | | | | | | | | | | | | | | | | | | | | | |
| Caucasian | 07/08 | | | | | | | | | 27 | 0.0 | 0.0 | 3.8 | 11.5 | 84.6 | 96.1 | | 16 | 6.3 | 0.0 | 0.0 | 6.7 | 93.3 | 100.0 | |
| | 08/09 | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 07/08 | | | | | | | | | 4 | 0.0 | 0.0 | 0.0 | 25.0 | 75.0 | 100.0 | | | | | | | | | |
| | 08/09 | | | | | | | | | | | | | | | | | | | | | | | | |
| Econ. Disadvantaged | 07/08 | | | | | | | | | 7 | 0.0 | 0.0 | 0.0 | 57.1 | 42.9 | 100.0 | | | | | | | | | |
| | 08/09 | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Education | 07/08 | | | | | | | | | 7 | 0.0 | 0.0 | 0.0 | 50.0 | 50.0 | 100.0 | | | | | | | | | |
| | 08/09 | | | | | | | | | | | | | | | | | | | | | | | | |
| LEP | 07/08 | | | | | | | | | 12 | 0.0 | 0.0 | 25.0 | 58.3 | 16.7 | 75.0 | | 9 | 0.0 | 0.0 | 22.2 | 66.7 | 11.1 | 77.8 | |
| | 08/09 | | | | | | | | | | | | | | | | | | | | | | | | |

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 |
|----------------------|---------|---------|---------|
| Eng Lang Arts | | | |
| ANGELL | 94 | 96 | 96 |
| DISTRICT | 90 | 89 | 88 |
| STATE | 83 | 77 | 78 |
| Reading | | | |
| ANGELL | 96 | 98 | 96 |
| DISTRICT | 91 | 92 | 90 |
| STATE | 86 | 83 | 82 |
| Writing | | | |
| ANGELL | 78 | 85 | 91 |
| DISTRICT | 79 | 65 | 79 |
| STATE | 61 | 44 | 63 |
| Mathematics | | | |
| ANGELL | 96 | 100 | 97 |
| DISTRICT | 96 | 94 | 92 |
| STATE | 91 | 88 | 77 |
| Science | | | |
| ANGELL | | | 94 |
| 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, ANGELL 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 ANGELL Elementary School received a composite grade of **A**.