

600 W. Jefferson
Ann Arbor, MI 48103
(734) 994-1949
Shelley Bruder, Principal

Bach

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

At Bach School we are dedicated to creating an environment that inspires learning. We strive to challenge each student to achieve full academic potential and maintain consistent standards for socially responsible behavior. We believe education is a shared responsibility of the staff, students, parents and the community. We value children as unique individuals and recognize their ethnic diversity and various learning styles as strengths.

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

- Bach School was designated a GREEN SCHOOL and a Wildlife Habitat because of our focus on the environment.
- Upper and lower grades continued with literacy and writing training.
- Classes participated in "Pennies for Peace". Pennies collected to help educate kids in Pakistan and Afghanistan. We collected \$848.00 for this cause.
- Some students were paired with Big Brothers or Big Sisters.
- ESL Homework Club met weekly.
- Lower Elementary classes participated in a Literacy Night sponsored by our U of M pre-service teachers.
- ESL Parent Workshops held to answer questions about school, fill out forms and to review classroom activities.
- All fifth graders attended Camp Storer for 4 days.
- Every student experienced guided reading at their level with books that matched their interests and the curriculum.
- Enhanced bookroom collections for guided reading K-5 with an emphasis on increasing the nonfiction collection to coordinate with science and social studies lessons.
- Authors/Illustrators Tom Woodruff, Kelly DiPucchio, Laura Raynor, Jacqueline Galloway-Blake and Kirk Lignell shared their stories, pictures and strategies with us.
- All School Reading Night included adults and students reading to audiences from books in different languages and also with a focus on multicultural literature. Readers' Theater took place in one room while in other rooms; students played reading games, worked on reading related crafts and had a snack.
- Continued focus on the building practice of each student belonging to all of us resulted in improved student behaviors.
- Opening Day Assembly in September reviewed behavioral expectation with students.
- Zero the Hero visited on the 100th day of school.
- On Parent Involvement Day over 250 visitors came to see a student they know at school.
- Building renovations and design changes began to take place this year and will continue this summer
- The Walkathon in October was our biggest fundraiser this year.
- Every student participated in at least one musical performance or play with his or her class. Students performed for the school population during the day and for parents and family members at night.

- UNICEF was supported with funds raised by bake sales and Trick or Treat collection.
- Social Worker Moses Price and teacher Robin Gleason, worked with our Service Squad to collect food for Food Gatherers.
- Meetings with staff to talk about students not making adequate progress occurred three times during the year
- Family Science, sponsored by the PTO, featured the Hands On Museum staff coming here to engage the students and their parents in activities.
- Julie Speiser worked with third graders to produce plays based on literature.
- Kindergarten RoundUp and later a student visit and tour of our school helped incoming Kindergartners and their parents be more comfortable coming to school in the fall.
- The Ice Cream Social and Field Day gave students an opportunity to have fun outdoors and socialize with one another.
- Karen Gilbert received a \$1500 grant from the Japanese Society of Detroit. Ms. Bishop received a \$1000.00 grant from the AA Community Foundation
- PTO sponsored our third annual Pancake Supper and also prepared a fabulous Staff Appreciation Luncheon in May. Bach Staff hosted a breakfast to thank volunteers.
- We all participated in 6 fire drills, 2 severe weather drills and 2 building lockdown drills this year.
- PTO and SIT sponsored mini-grant programs allowed teachers and parents to plan activities that support the arts, science, literacy and/or mathematics.
- Over 25 4th and 5th graders took part in the Knowledge Master Open. The January team placed 1st in the state and the March team placed 1st in the state. Fifth grade teacher Mrs. Ezekiel is the staff sponsor.
- Bach remains the ESL (English as a Second Language) magnet school for the West Side of town. Students with limited English who live in the Wines, Haisley, Abbot, Eberwhite or Lakewood attendance areas may choose to attend Bach School to receive language assistance. This program began in the 2002-2003 school year. We have over 50 students in the program.
- ESL noon hour social groups supervised by ESL staff gave students an opportunity to meet with other students who speak their language in an informal setting. The ESL after school tutoring program gave students a chance to get assistance with their homework.
- A Latino parents group also met twice a month with our ESL staff. Time was spent in the computer lab, at the Ann Arbor District Library and culminated with a luncheon.
- Reading Intervention Instruction was in its third year. This program allows K-2 students to receive individualized or small group reading instruction.
- A Kindergarten EDO (Extended Day Option) had a very successful year with 21 students participating.
- TrailBlazers, students from Pioneer High School, were paired with first and fifth graders to provide academic and social support. They met everyday for part of the lunch hour. Mr. Stern, the Pioneer High School social worker, organizes this very successful program. Pioneer teacher and Bach School parent Don Packard, assists with the program.
- Classes are paired as learning buddies. Students do projects together, read and practice skills. They also did special projects together.
- Many staff and small group discussions focused on student achievement.
- ESL and childcare staff members have teamed to offer foreign language instruction to children in our KCare program.
- The all school Talent Show and spring Field Day continue to be highlights of the school year.
- March is Reading Month's theme was "Bach is Reading the USA with Lady Liberty". Students and staff participated in many reading related activities. Lady Liberty and Mrs. Trudell went up on the roof to read because the students read enough minutes!
- Students in grades 3-5 participated in "Unplug Your TV During the MEAP".
- Staff took part in Equity Training and CARE training
- Conflict Managers Program, Safety Patrol, Service Squad, Library Helpers and Lunch Servers assist in the school
- Partnership with NSF, International, was stronger this year. Carol Detmer worked with NSF volunteers and paired them up with Bach staff to tutor, work in the library and computer lab, and lead activity sessions. We also have a partnership with Nicola's Books this year. Nicola supported our school with discounts on purchases, sending authors here for children to meet and hosting sessions at the bookstore. Nicola also sponsored a book fair at the school in May. Kathy Trudell works closely with Nicola on this partnership.
- Suggested summer reading list sent home with report letters. Lists were compiled by Media Specialist, Kathy Trudell.
- Girls on the Run program helped girls learn about their health, exercise and running. Ms. Temme worked with 37 girls throughout the year. Many of them ran in a 5K race.
- Several Bach Staff members participated in the district Charity Fitness Challenge.

Major Issues Identified for Next Year's Team

- Continue having parents, students and community resources support integrating ESL students into the school community including more staff development for staff members.
- Changes in district wide special education services and response to intervention will require staff to look together at ways support all students and document interventions that are in place.
- Review data, as a staff and as individuals, to help guide areas of focus for next year.
- Continued focus on improving achievement of students in areas of reading, math and science on the MEAP.
- Increase use of technology by staff and students.
- A focus on non-achieving students to discover what we need to do differently to meet their needs. Continue Not Yet There meetings with staff members.
- Continue discussions on homework, meeting the needs of our high achieving students and parent involvement.
- Take a closer look at achievement in all areas of writing.

2008-2009 SIT Team Members

Keiko Gottsman, Tamala Bell, Marliese Temme, Kathy Trudell, Andrea Deranian, Kristi Bishop, Robert Warburton-Brown, and Shelley Bruder

Staff Development Activities:

- Writing Across the Curriculum
- Math Advisory person presented to staff
- CARE Team Workshop
- Equity Breakfasts were held to discuss issues around equity
- Technology workshops provided by Bach staff
- MY Access Training
- Data collection and interpretation process as a staff and in small groups
- Strategies for students to use when taking the MEAP
- Strategies shared of how to reach all learners
- Literacy Training-at the building and district level
- Genre Study Workshops
- Analysis of MEAP writing samples
- Equity Training-3 sessions, 1.5 hours each, held throughout the year
- Lenses on Learning Math Activities shared
- Adaptive Schools Strategies shared
- Literacy Teams met to share ideas and successful teaching strategies
- Curriculum contact staff members present to staff at staff meetings
- Writing Rubrics shared and studied
- Highlighting students--teacher sharing positives about students and their teaching

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 Bach's teachers meets 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.

Bach Elementary School

2008-2009

Parent Participation: Parents regularly volunteer to support our math lab, field trips, noontime enrichment program and school assemblies. Your contributions and support are crucial factors in our students' success. We are pleased to report that 100 percent of all Bach students were represented by one or more parents at 2008-2009 parent-teacher conferences. In 2007-2008, 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. Bach's attendance rate for 2008/09, as calculated by the state, was 95.7%.

2008-2009 ENROLLMENT

Ethnic Group	Native American	Caucasian	Latino/ Hispanic	African American	Asian/Pac. Islander	Middle Eastern	Multi-Ethnic	Other	Male	Female
Number	1	202	28	22	38	0	38	1	146	184
Percentage	0.3	61.2	8.5	6.7	11.5	0.0	11.5	0.3	44.2	55.8
Total Enrollment	330									

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

BACH
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	46	0.0	0.0	15.6	53.3	31.1	84.4	84.4	49	0.0	2.0	14.3	42.9	40.8	83.7	83.7	47	0.0	4.3	13.0	37.0	45.7	82.7	83.0
	08/09	49	0.0	0.0	4.3	69.6	26.1	95.7	95.8	48	0.0	0.0	2.1	61.7	36.2	97.9	97.9	49	0.0	0.0	15.6	37.8	46.7	84.5	84.4
Female	07/08	29	0.0	0.0	13.8	44.8	41.4	86.2	86.2	25	0.0	0.0	16.0	36.0	48.0	84.0	84.0	21	0.0	0.0	9.5	38.1	52.4	90.5	90.5
	08/09	29	0.0	0.0	3.6	71.4	25.0	96.4	96.4	31	0.0	0.0	0.0	51.6	48.4	100.0	100.0	23	0.0	0.0	22.7	31.8	45.5	77.3	77.3
Male	07/08	17	0.0	0.0	18.8	68.8	12.5	81.3	81.3	24	0.0	4.2	12.5	50.0	33.3	83.3	83.3	26	0.0	8.0	16.0	36.0	40.0	76.0	76.9
	08/09	20	0.0	0.0	5.6	66.7	27.8	94.5	95.0	17	0.0	0.0	6.3	81.3	12.5	93.8	93.8	26	0.0	0.0	8.7	43.5	47.8	91.3	91.3
African American	07/08	6	0.0	0.0	16.7	83.3	0.0	83.3	83.3									4	0.0	0.0	25.0	75.0	0.0	75.0	75.0
	08/09	5	0.0	0.0	20.0	60.0	20.0	80.0	80.0	9	0.0	0.0	0.0	88.9	11.1	100.0	100.0	4	0.0	0.0	50.0	50.0	0.0	50.0	50.0
Asian	07/08									5	0.0	0.0	20.0	60.0	20.0	80.0	80.0	7	0.0	0.0	28.6	28.6	42.9	71.5	71.4
	08/09	6	0.0	0.0	0.0	100.0	0.0	100.0	100.0									5	0.0	0.0	33.3	66.7	0.0	66.7	66.7
Caucasian	07/08	28	0.0	0.0	7.1	50.0	42.9	92.9	92.9	32	0.0	0.0	6.3	40.6	53.1	93.7	93.8	29	0.0	0.0	7.1	35.7	57.1	92.8	93.1
	08/09	27	0.0	0.0	4.0	60.0	36.0	96.0	96.2	28	0.0	0.0	3.6	46.4	50.0	96.4	96.4	33	0.0	0.0	6.5	29.0	64.5	93.5	93.5
Hispanic	07/08									6	0.0	16.7	33.3	50.0	0.0	50.0	50.0								
	08/09	7	0.0	0.0	0.0	85.7	14.3	100.0	100.0									5	0.0	0.0	40.0	60.0	0.0	60.0	60.0
Multi-ethnic	07/08	7	0.0	0.0	42.9	28.6	28.6	57.2	57.1									5	0.0	20.0	20.0	20.0	40.0	60.0	60.0
	08/09	4	0.0	0.0	0.0	66.7	33.3	100.0	100.0	5	0.0	0.0	0.0	80.0	20.0	100.0	100.0								
Econ. Disadvantaged	07/08	10	0.0	0.0	30.0	60.0	10.0	70.0	70.0	5	0.0	20.0	40.0	40.0	0.0	40.0	40.0	8	0.0	28.6	42.9	14.3	14.3	28.6	37.5
	08/09	15	0.0	0.0	14.3	78.6	7.1	85.7	86.7	9	0.0	0.0	0.0	100.0	0.0	100.0	100.0	5	0.0	0.0	60.0	40.0	0.0	40.0	40.0
Special Education	07/08	6	0.0	0.0	66.7	33.3	0.0	33.3	33.3									4	0.0	33.3	66.7	0.0	0.0	0.0	25.0
	08/09	7	0.0	0.0	20.0	80.0	0.0	80.0	85.7	6	0.0	0.0	16.7	83.3	0.0	83.3	83.3	4	0.0	0.0	75.0	25.0	0.0	25.0	25.0
LEP	07/08	6	0.0	0.0	20.0	80.0	0.0	80.0	80.0	9	0.0	11.1	33.3	44.4	11.1	55.5	55.6	6	0.0	16.7	33.3	16.7	33.3	50.0	50.0
	08/09	13	0.0	0.0	0.0	91.7	8.3	100.0	100.0									11	0.0	0.0	42.9	57.1	0.0	57.1	57.1

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

BACH
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	46	0.0	0.0	11.1	46.7	42.2	88.9		49	0.0	4.1	2.0	34.7	59.2	93.9		47	0.0	8.7	4.3	15.2	71.7	86.9	
	08/09	49	0.0	0.0	4.3	37.0	58.7	95.7		48	0.0	0.0	0.0	46.8	53.2	100.0		49	0.0	0.0	15.6	26.7	57.8	84.5	
Female	07/08	29	0.0	0.0	10.3	34.5	55.2	89.7		25	0.0	4.0	4.0	28.0	64.0	92.0		21	0.0	0.0	4.8	23.8	71.4	95.2	
	08/09	29	0.0	0.0	0.0	42.9	57.1	100.0		31	0.0	0.0	0.0	29.0	71.0	100.0		23	0.0	0.0	22.7	27.3	50.0	77.3	
Male	07/08	17	0.0	0.0	12.5	68.8	18.8	87.6		24	0.0	4.2	0.0	41.7	54.2	95.9		26	0.0	16.0	4.0	8.0	72.0	80.0	
	08/09	20	0.0	0.0	11.1	27.8	61.1	88.9		17	0.0	0.0	0.0	81.3	18.8	100.1		26	0.0	0.0	8.7	26.1	65.2	91.3	
African American	07/08	6	0.0	0.0	16.7	83.3	0.0	83.3										4	0.0	0.0	25.0	25.0	50.0	75.0	
	08/09	5	0.0	0.0	20.0	40.0	40.0	80.0		9	0.0	0.0	0.0	66.7	33.3	100.0		4	0.0	0.0	50.0	50.0	0.0	50.0	
Asian	07/08									5	0.0	0.0	0.0	60.0	40.0	100.0		7	0.0	14.3	0.0	42.9	42.9	85.8	
	08/09	6	0.0	0.0	0.0	50.0	50.0	100.0										5	0.0	0.0	33.3	66.7	0.0	66.7	
Caucasian	07/08	28	0.0	0.0	3.6	39.3	57.1	96.4		32	0.0	0.0	3.1	25.0	71.9	96.9		29	0.0	0.0	3.6	7.1	89.3	96.4	
	08/09	27	0.0	0.0	4.0	20.0	76.0	96.0		28	0.0	0.0	0.0	28.6	71.4	100.0		33	0.0	0.0	6.5	16.1	77.4	93.5	
Hispanic	07/08									6	0.0	33.3	0.0	50.0	16.7	66.7									
	08/09	7	0.0	0.0	0.0	85.7	14.3	100.0										5	0.0	0.0	40.0	60.0	0.0	60.0	
Multi-ethnic	07/08	7	0.0	0.0	28.6	28.6	42.9	71.5										5	0.0	40.0	0.0	0.0	60.0	60.0	
	08/09	4	0.0	0.0	0.0	33.3	66.7	100.0		5	0.0	0.0	0.0	80.0	20.0	100.0									
Econ. Disadvantaged	07/08	10	0.0	0.0	20.0	60.0	20.0	80.0		5	0.0	40.0	0.0	40.0	20.0	60.0		8	0.0	57.1	14.3	14.3	14.3	28.6	
	08/09	15	0.0	0.0	14.3	57.1	28.6	85.7		9	0.0	0.0	0.0	87.5	12.5	100.0		5	0.0	0.0	60.0	40.0	0.0	40.0	
Special Education	07/08	6	0.0	0.0	50.0	50.0	0.0	50.0										4	0.0	66.7	33.3	0.0	0.0	0.0	
	08/09	7	0.0	0.0	40.0	60.0	0.0	60.0		6	0.0	0.0	0.0	83.3	16.7	100.0		4	0.0	0.0	75.0	25.0	0.0	25.0	
LEP	07/08	6	0.0	0.0	20.0	80.0	0.0	80.0		9	0.0	22.2	0.0	66.7	11.1	77.8		6	0.0	33.3	0.0	33.3	33.3	66.6	
	08/09	13	0.0	0.0	0.0	66.7	33.3	100.0										11	0.0	0.0	42.9	57.1	0.0	57.1	

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

BACH
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	46	0.0	2.2	22.2	75.6	0.0	75.6		49	0.0	0.0	30.6	67.3	2.0	69.3		47	0.0	2.2	30.4	67.4	0.0	67.4	
	08/09	49	0.0	0.0	13.0	87.0	0.0	87.0		48	0.0	0.0	34.0	66.0	0.0	66.0		49	0.0	0.0	17.8	82.2	0.0	82.2	
Female	07/08	29	0.0	0.0	20.7	79.3	0.0	79.3		25	0.0	0.0	28.0	68.0	4.0	72.0		21	0.0	0.0	28.6	71.4	0.0	71.4	
	08/09	29	0.0	0.0	10.7	89.3	0.0	89.3		31	0.0	0.0	25.8	74.2	0.0	74.2		23	0.0	0.0	22.7	77.3	0.0	77.3	
Male	07/08	17	0.0	6.3	25.0	68.8	0.0	68.8		24	0.0	0.0	33.3	66.7	0.0	66.7		26	0.0	4.0	32.0	64.0	0.0	64.0	
	08/09	20	0.0	0.0	16.7	83.3	0.0	83.3		17	0.0	0.0	50.0	50.0	0.0	50.0		26	0.0	0.0	13.0	87.0	0.0	87.0	
African American	07/08	6	0.0	0.0	33.3	66.7	0.0	66.7										4	0.0	0.0	100.0	0.0	0.0	0.0	
	08/09	5	0.0	0.0	20.0	80.0	0.0	80.0		9	0.0	0.0	77.8	22.2	0.0	22.2		4	0.0	0.0	50.0	50.0	0.0	50.0	
Asian	07/08									5	0.0	0.0	80.0	20.0	0.0	20.0		7	0.0	0.0	42.9	57.1	0.0	57.1	
	08/09	6	0.0	0.0	0.0	100.0	0.0	100.0										5	0.0	0.0	66.7	33.3	0.0	33.3	
Caucasian	07/08	28	0.0	0.0	17.9	82.1	0.0	82.1		32	0.0	0.0	15.6	84.4	0.0	84.4		29	0.0	0.0	17.9	82.1	0.0	82.1	
	08/09	27	0.0	0.0	8.0	92.0	0.0	92.0		28	0.0	0.0	25.0	75.0	0.0	75.0		33	0.0	0.0	6.5	93.5	0.0	93.5	
Hispanic	07/08									6	0.0	0.0	66.7	33.3	0.0	33.3									
	08/09	7	0.0	0.0	42.9	57.1	0.0	57.1										5	0.0	0.0	40.0	60.0	0.0	60.0	
Multi-ethnic	07/08	7	0.0	14.3	28.6	57.1	0.0	57.1										5	0.0	0.0	40.0	60.0	0.0	60.0	
	08/09	4	0.0	0.0	0.0	100.0	0.0	100.0		5	0.0	0.0	20.0	80.0	0.0	80.0									
Econ. Disadvantaged	07/08	10	0.0	10.0	30.0	60.0	0.0	60.0		5	0.0	0.0	60.0	40.0	0.0	40.0		8	0.0	14.3	71.4	14.3	0.0	14.3	
	08/09	15	0.0	0.0	35.7	64.3	0.0	64.3		9	0.0	0.0	62.5	37.5	0.0	37.5		5	0.0	0.0	60.0	40.0	0.0	40.0	
Special Education	07/08	6	0.0	16.7	66.7	16.7	0.0	16.7										4	0.0	0.0	100.0	0.0	0.0	0.0	
	08/09	7	0.0	0.0	40.0	60.0	0.0	60.0		6	0.0	0.0	83.3	16.7	0.0	16.7		4	0.0	0.0	75.0	25.0	0.0	25.0	
LEP	07/08	6	0.0	0.0	20.0	80.0	0.0	80.0		9	0.0	0.0	77.8	22.2	0.0	22.2		6	0.0	16.7	50.0	33.3	0.0	33.3	
	08/09	13	0.0	0.0	16.7	83.3	0.0	83.3										11	0.0	0.0	57.1	42.9	0.0	42.9	

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

BACH
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	46	0.0	0.0	2.2	23.9	73.9	97.8	97.8	49	2.0	0.0	2.1	33.3	64.6	97.9	97.9	47	0.0	0.0	12.8	10.6	76.6	87.2	87.2
	08/09	49	0.0	0.0	8.5	19.1	72.3	91.4	91.8	48	0.0	0.0	2.1	31.3	66.7	98.0	97.9	49	0.0	0.0	8.2	8.2	83.7	91.9	91.8
Female	07/08	29	0.0	0.0	3.4	20.7	75.9	96.6	96.6	25	4.0	0.0	0.0	41.7	58.3	100.0	100.0	21	0.0	0.0	9.5	14.3	76.2	90.5	90.5
	08/09	29	0.0	0.0	6.9	24.1	69.0	93.1	93.1	31	0.0	0.0	3.2	32.3	64.5	96.8	96.8	23	0.0	0.0	13.0	17.4	69.6	87.0	87.0
Male	07/08	17	0.0	0.0	0.0	29.4	70.6	100.0	100.0	24	0.0	0.0	4.2	25.0	70.8	95.8	95.8	26	0.0	0.0	15.4	7.7	76.9	84.6	84.6
	08/09	20	0.0	0.0	11.1	11.1	77.8	88.9	90.0	17	0.0	0.0	0.0	29.4	70.6	100.0	100.0	26	0.0	0.0	3.8	0.0	96.2	96.2	96.2
African American	07/08	6	0.0	0.0	16.7	16.7	66.7	83.4	83.3									4	0.0	0.0	25.0	25.0	50.0	75.0	75.0
	08/09	5	0.0	0.0	20.0	40.0	40.0	80.0	80.0	9	0.0	0.0	0.0	55.6	44.4	100.0	100.0	4	0.0	0.0	50.0	25.0	25.0	50.0	50.0
Asian	07/08									5	0.0	0.0	0.0	20.0	80.0	100.0	100.0	7	0.0	0.0	0.0	0.0	100.0	100.0	100.0
	08/09	6	0.0	0.0	0.0	33.3	66.7	100.0	100.0									5	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Caucasian	07/08	28	0.0	0.0	0.0	17.9	82.1	100.0	100.0	32	0.0	0.0	0.0	21.9	78.1	100.0	100.0	29	0.0	0.0	6.9	10.3	82.8	93.1	93.1
	08/09	27	0.0	0.0	7.7	7.7	84.6	92.3	92.6	28	0.0	0.0	0.0	21.4	78.6	100.0	100.0	33	0.0	0.0	3.0	6.1	90.9	97.0	97.0
Hispanic	07/08									6	0.0	0.0	16.7	83.3	0.0	83.3	83.3								
	08/09	7	0.0	0.0	14.3	42.9	42.9	85.8	85.7									5	0.0	0.0	20.0	20.0	60.0	80.0	80.0
Multi-ethnic	07/08	7	0.0	0.0	0.0	42.9	57.1	100.0	100.0									5	0.0	0.0	40.0	20.0	40.0	60.0	60.0
	08/09	4	0.0	0.0	0.0	0.0	100.0	100.0	100.0	5	0.0	0.0	20.0	40.0	40.0	80.0	80.0								
Econ. Disadvantaged	07/08	10	0.0	0.0	0.0	40.0	60.0	100.0	100.0	5	20.0	0.0	25.0	75.0	0.0	75.0	75.0	8	0.0	0.0	62.5	12.5	25.0	37.5	37.5
	08/09	15	0.0	0.0	21.4	50.0	28.6	78.6	80.0	9	0.0	0.0	11.1	55.6	33.3	88.9	88.9	5	0.0	0.0	60.0	20.0	20.0	40.0	40.0
Special Education	07/08	6	0.0	0.0	0.0	66.7	33.3	100.0	100.0									4	0.0	0.0	75.0	25.0	0.0	25.0	25.0
	08/09	7	0.0	0.0	60.0	0.0	40.0	40.0	57.1	6	0.0	0.0	16.7	50.0	33.3	83.3	83.3	4	0.0	0.0	50.0	50.0	0.0	50.0	50.0
LEP	07/08	6	0.0	0.0	0.0	33.3	66.7	100.0	100.0	9	0.0	0.0	11.1	55.6	33.3	88.9	88.9	6	0.0	0.0	16.7	0.0	83.3	83.3	83.3
	08/09	13	0.0	0.0	15.4	30.8	53.8	84.6	84.6									11	0.0	0.0	9.1	9.1	81.8	90.9	90.9

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

ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

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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

BACH
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									47	0.0	2.1	8.5	12.8	76.6	89.4		49	0.0	0.0	0.0	36.7	63.3	100.0	
	08/09																								
Female	07/08									21	0.0	0.0	9.5	14.3	76.2	90.5		23	0.0	0.0	0.0	52.2	47.8	100.0	
	08/09																								
Male	07/08									26	0.0	3.8	7.7	11.5	76.9	88.4		26	0.0	0.0	0.0	23.1	76.9	100.0	
	08/09																								
African American	07/08									4	0.0	0.0	25.0	25.0	50.0	75.0		4	0.0	0.0	0.0	100.0	0.0	100.0	
	08/09																								
Asian	07/08									7	0.0	14.3	0.0	14.3	71.4	85.7		5	0.0	0.0	0.0	40.0	60.0	100.0	
	08/09																								
Caucasian	07/08									29	0.0	0.0	3.4	10.3	86.2	96.5		33	0.0	0.0	0.0	21.2	78.8	100.0	
	08/09																								
Hispanic	08/09									5	0.0	0.0	0.0	100.0	0.0	100.0									
Multi-ethnic	07/08									5	0.0	0.0	40.0	0.0	60.0	60.0									
Econ. Disadvantaged	07/08									8	0.0	12.5	37.5	37.5	12.5	50.0		5	0.0	0.0	0.0	100.0	0.0	100.0	
	08/09																								
Special Education	07/08									4	0.0	0.0	50.0	50.0	0.0	50.0		4	0.0	0.0	0.0	100.0	0.0	100.0	
	08/09																								
LEP	07/08									6	0.0	16.7	0.0	33.3	50.0	83.3		11	0.0	0.0	0.0	63.6	36.4	100.0	
	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			
BACH	96	98	85
DISTRICT	90	89	88
STATE	83	77	78
Reading			
BACH	96	100	85
DISTRICT	91	92	90
STATE	86	83	82
Writing			
BACH	87	66	82
DISTRICT	79	65	79
STATE	61	44	63
Mathematics			
BACH	91	98	92
DISTRICT	96	94	92
STATE	91	88	77
Science			
BACH			100
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, BACH 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 BACH Elementary School received a composite grade of **A**.