

# Clague Middle 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

It is the mission of the Clague Middle School Community to create a positive, safe, success-oriented learning environment, designed to meet the unique and challenging individual needs of all our students.

### 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

- Established a Student Achievement Team that helped over 75 students achieve greater academic success
- Created individualized achievement plans for students not performing well
- Significant building remodeling occurred during the summer and school year
- Established an after school homework club
- Successful Performing Arts program. Began World Music Ensemble drumming group which participated in events outside of school including an evening event at Hill Auditorium
- Continued with character education program: Project Wisdom
- Pro-active Equity Team
- Career Pathways class for all 7th grade students
- Held Curriculum Meetings for building personnel to identify strengths and weaknesses
- Provide support classes for general education students
- Increased the use of technology in the classroom
- Continue to train all 6th, 7th, and 8th grade teachers in balanced literacy
- Martin Luther King, Jr. Day program was attended by community
- NAAPID program was attended by over 100 families
- Implemented READ 180 which improved reading levels of 30 struggling students by an average of two grade levels
- Developed a partnership with University of Michigan to set up tutoring
- Had ancient history presentation by U of M dept. of Archeology for entire 7<sup>th</sup> grade
- Civil War assembly and meal for grade 8
- Linda Prieskorn was selected as Michigan Middle School Social Studies Teacher of the Year
- Continued to excel on the math and science sections on State MEAP tests
- Academic Games students place at/and near the top of local and national tournaments
- Students placed in top 10 nationally on French test
- Two teachers received Fulbright's for study abroad in Turkey
- Principal was a delegate with the "Bridge to China" with ACT
- Students participated in Hikone Exchange
- Students placed in state Chess tournament and one student represented the US at international tournament

# Clague Middle School

2008-2009

- Students recognized in state and national Geography and Spelling contests
- An Anti-Bullying pledge was signed by the entire student body
- Continued our Intervention Program including anti-bullying and friendship classes for all 6<sup>th</sup> grade students
- Expanded choir program presented many concerts
- Continued to have many successful student performances at the District Solo and Ensemble Festivals
- The Enough Club and Spirit Girls collaborated and raised \$5,000 for a well in Sierra Leone
- Brought in a motivational assembly to encourage students to believe in themselves and make positive choices
- Began a Peer-to-Peer mentoring program for Special Education Students
- Implemented a Washington DC trip for 8<sup>th</sup> grade students

## Major Issues Identified for Next Year's Team

- Collect data to analyze diversity issues at Clague and identify a plan of action
- Analyze data from student grades, and MEAP scores to develop a plan to increase learning for all students, including specific strategies for low achieving students
- Maintain a positive school climate
- Analyze suspension data and develop a plan of action to reduce student misbehavior and suspensions
- Pilot new strategies in Special Education including Peer-to-Peer Mentoring
- Begin Parent University, a monthly program on relevant topics for parents of middle school students
- Further develop and enhance Achievement Team procedures
- Reorganize Teaming for all students

## 2008-2009 SIT Team Members

Cynthia Leaman (principal), Judy Hayes (asst. principal), Linda Prieskorn (teacher), Kay Pentzien (teacher), Soon Hotaiing (teacher), Patricia Lesko (parent), and Ellen Thomas (parent)

## Staff Development Activities:

- Data Analysis and Planning
- PowerSchool training
- Differentiation Conference
- Response to Intervention
- Peer-to-Peer mentoring
- Start Program
- Equity Team and LEA2Ds Team
- Continued to align classroom curriculum with state standards.
- Student Intervention and Achievement Team

**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 994-2209 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 Clague 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.

# Clague Middle School

2008-2009

**Parent Participation:** The Clague staff is thankful that we have so many parents regularly volunteering in the school. This creates a collaborative environment from which all benefit. Some of the many events parents were involved in include: Bring Your Parent to School Day, NAAPID, School Improvement Team, Capsule Night, Parent Teacher Conferences, Fun Nights, Running Club, The PTSO (Parent Teacher Student Organization), Music Evening Programs, Book Fair, and our Annual Pancake Dinner. Parents were also active voting participants in staff hiring interviews.

**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. Clague's attendance rate for 2008/09, as calculated by the state, was 96.5%.

## 2008-2009 ENROLLMENT

Ethnic Group	Native American	Caucasian	Latino/ Hispanic	African American	Asian/Pac. Islander	Middle Eastern	Multi-Ethnic	Other	Male	Female
Number	4	333	18	90	192	24	63	12	387	349
Percentage	0.5	45.2	2.4	12.2	26.1	3.3	8.6	1.6	52.6	47.4
Total Enrollment	736									

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

**CLAGUE**  
Middle School

**Grade: 6**

**Grade: 7**

**Grade: 8**

**ENGLISH LANGUAGE ARTS (ELA)**

		Grade: 6								Grade: 7								Grade: 8							
		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	231	0.4	0.4	5.4	51.6	42.6	94.2	94.2	229	0.0	1.8	5.0	49.5	43.6	93.1	92.9	232	2.6	0.5	3.7	44.2	51.6	95.8	96.0
	08/09	249	0.0	0.4	4.7	47.4	47.4	94.8	93.5	244	1.2	1.3	5.9	55.5	37.3	92.8	92.8	237	0.4	0.9	5.4	42.4	51.3	93.7	94.0
Female	07/08	111	0.9	0.0	5.5	51.4	43.1	94.5	94.5	109	0.0	0.0	1.9	43.7	54.4	98.1	97.2	111	0.9	0.0	1.9	41.1	57.0	98.1	98.2
	08/09	113	0.0	0.0	3.8	57.5	38.7	96.2	94.6	118	0.8	0.9	2.6	52.2	44.3	96.5	96.5	114	0.9	1.0	1.0	45.7	52.4	98.1	98.2
Male	07/08	120	0.0	0.9	5.3	51.8	42.1	93.9	94.0	120	0.0	3.5	7.8	54.8	33.9	88.7	89.0	121	4.1	0.9	5.5	47.3	46.4	93.7	94.0
	08/09	136	0.0	0.8	5.5	39.1	54.7	93.8	92.6	126	1.6	1.7	9.1	58.7	30.6	89.3	89.3	123	0.0	0.8	9.2	39.5	50.4	89.9	90.2
African American	07/08	22	0.0	4.5	9.1	77.3	9.1	86.4	86.4	27	0.0	7.7	15.4	57.7	19.2	76.9	74.1	28	0.0	4.8	19.0	52.4	23.8	76.2	82.1
	08/09	32	0.0	0.0	11.1	74.1	14.8	88.9	90.6	24	0.0	0.0	20.8	75.0	4.2	79.2	79.2	32	0.0	0.0	26.7	46.7	26.7	73.4	75.0
Asian	07/08	69	0.0	0.0	3.1	32.3	64.6	96.9	96.9	53	0.0	0.0	2.0	44.9	53.1	98.0	98.0	60	10.0	0.0	0.0	38.9	61.1	100.0	100.0
	08/09	63	0.0	1.6	4.9	39.3	54.1	93.4	93.4	78	2.6	1.4	4.2	44.4	50.0	94.4	94.4	52	0.0	0.0	4.0	38.0	58.0	96.0	96.1
Caucasian	07/08	102	1.0	0.0	4.0	58.6	37.4	96.0	96.0	105	0.0	0.0	0.0	53.0	47.0	100.0	100.0	107	0.0	0.0	2.8	46.2	50.9	97.1	97.2
	08/09	113	0.0	0.0	2.8	43.4	53.8	97.2	93.8	105	1.0	1.9	2.9	56.3	38.8	95.1	95.2	112	0.9	0.0	0.0	42.5	57.5	100.0	100.0
Hispanic	07/08	9	0.0	0.0	11.1	44.4	44.4	88.8	88.9	4	0.0	0.0	0.0	50.0	50.0	100.0	100.0	11	0.0	0.0	0.0	63.6	36.4	100.0	100.0
	08/09	6	0.0	0.0	16.7	33.3	50.0	83.3	83.3	7	0.0	0.0	0.0	57.1	42.9	100.0	100.0	5	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Middle Eastern	07/08	6	0.0	0.0	16.7	66.7	16.7	83.4	83.3	9	0.0	11.1	22.2	33.3	33.3	66.6	66.7	6	0.0	0.0	0.0	16.7	83.3	100.0	100.0
	08/09	6	0.0	0.0	0.0	40.0	60.0	100.0	100.0	8	0.0	0.0	25.0	50.0	25.0	75.0	75.0	10	0.0	10.0	10.0	50.0	30.0	80.0	80.0
Multi-ethnic	07/08	17	0.0	0.0	6.3	56.3	37.5	93.8	94.1	24	0.0	4.3	4.3	43.5	47.8	91.3	91.7	18	0.0	0.0	5.9	41.2	52.9	94.1	94.4
	08/09	23	0.0	0.0	4.3	52.2	43.5	95.7	95.7	18	0.0	0.0	5.6	61.1	33.3	94.4	94.4	21	0.0	5.0	0.0	45.0	50.0	95.0	95.2
Other	07/08	6	0.0	0.0	16.7	33.3	50.0	83.3	83.3	7	0.0	0.0	42.9	42.9	14.3	57.2	57.1								
	08/09	6	0.0	0.0	0.0	83.3	16.7	100.0	100.0	4	0.0	0.0	0.0	100.0	0.0	100.0	100.0	5	0.0	0.0	20.0	60.0	20.0	80.0	80.0
Econ. Disadvantaged	07/08	29	0.0	3.4	17.2	62.1	17.2	79.3	79.3	30	0.0	11.1	22.2	44.4	22.2	66.6	66.7	32	6.3	4.3	17.4	56.5	21.7	78.2	83.3
	08/09	36	0.0	0.0	13.8	72.4	13.8	86.2	88.6	23	0.0	0.0	17.4	69.6	13.0	82.6	82.6	36	0.0	3.2	19.4	38.7	38.7	77.4	80.6
Special Education	07/08	29	0.0	0.0	23.1	61.5	15.4	76.9	79.3	34	0.0	7.7	30.8	50.0	11.5	61.5	67.6	20	0.0	0.0	45.5	36.4	18.2	54.6	75.0
	08/09	25	0.0	7.7	23.1	53.8	15.4	69.2	72.0	22	4.5	15.0	20.0	60.0	5.0	65.0	66.7	32	0.0	8.7	26.1	56.5	8.7	65.2	75.0
LEP	07/08	11	0.0	0.0	42.9	42.9	14.3	57.2	57.1	14	0.0	10.0	0.0	90.0	0.0	90.0	90.9	13	46.2	0.0	0.0	85.7	14.3	100.0	100.0
	08/09	10	0.0	0.0	37.5	50.0	12.5	62.5	62.5	12	8.3	0.0	14.3	71.4	14.3	85.7	85.7	9	0.0	0.0	0.0	83.3	16.7	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 54%; Mathematics 54%

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

**CLAGUE**  
Middle School

**Grade: 6**

**Grade: 7**

**Grade: 8**

**READING**

		Grade: 6								Grade: 7								Grade: 8							
		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	231	0.4	2.2	4.5	35.0	58.3	93.3		229	0.0	3.2	4.1	29.4	63.3	92.7		232	2.6	0.5	2.8	35.9	60.8	96.7	
	08/09	249	0.0	2.1	4.7	25.2	67.9	93.1		244	1.2	2.5	6.4	33.1	58.1	91.2		237	0.4	1.3	6.3	29.5	62.9	92.4	
Female	07/08	111	0.9	0.9	4.6	33.9	60.6	94.5		109	0.0	1.0	1.9	29.1	68.0	97.1		111	0.9	0.0	1.9	29.0	69.2	98.2	
	08/09	113	0.0	0.0	3.8	34.0	62.3	96.3		118	0.8	0.9	6.1	30.4	62.6	93.0		114	0.9	1.9	1.9	30.5	65.7	96.2	
Male	07/08	120	0.0	3.5	4.4	36.0	56.1	92.1		120	0.0	5.2	6.1	29.6	59.1	88.7		121	4.1	0.9	3.6	42.7	52.7	95.4	
	08/09	136	0.0	3.9	5.5	18.0	72.7	90.7		126	1.6	4.1	6.6	35.5	53.7	89.2		123	0.0	0.8	10.1	28.6	60.5	89.1	
African American	07/08	22	0.0	9.1	13.6	68.2	9.1	77.3		27	0.0	11.5	11.5	30.8	46.2	77.0		28	0.0	4.8	14.3	57.1	23.8	80.9	
	08/09	32	0.0	7.4	11.1	48.1	33.3	81.4		24	0.0	8.3	16.7	58.3	16.7	75.0		32	0.0	3.3	23.3	40.0	33.3	73.3	
Asian	07/08	69	0.0	3.1	0.0	16.9	80.0	96.9		53	0.0	0.0	4.1	32.7	63.3	96.0		60	10.0	0.0	0.0	33.3	66.7	100.0	
	08/09	63	0.0	3.3	3.3	26.2	67.2	93.4		78	2.6	1.4	4.2	26.4	68.1	94.5		52	0.0	0.0	10.0	26.0	64.0	90.0	
Caucasian	07/08	102	1.0	1.0	3.0	39.4	56.6	96.0		105	0.0	0.0	1.0	29.0	70.0	99.0		107	0.0	0.0	1.9	34.0	64.2	98.2	
	08/09	113	0.0	0.9	3.8	15.1	80.2	95.3		105	1.0	2.9	4.9	29.1	63.1	92.2		112	0.9	0.0	0.0	27.4	72.6	100.0	
Hispanic	07/08	9	0.0	0.0	11.1	33.3	55.6	88.9		4	0.0	0.0	0.0	0.0	100.0	100.0		11	0.0	0.0	0.0	54.5	45.5	100.0	
	08/09	6	0.0	0.0	16.7	33.3	50.0	83.3		7	0.0	0.0	0.0	14.3	85.7	100.0		5	0.0	0.0	0.0	0.0	100.0	100.0	
Middle Eastern	07/08	6	0.0	0.0	16.7	66.7	16.7	83.4		9	0.0	22.2	11.1	33.3	33.3	66.6		6	0.0	0.0	0.0	16.7	83.3	100.0	
	08/09	6	0.0	0.0	20.0	0.0	80.0	80.0		8	0.0	0.0	25.0	37.5	37.5	75.0		10	0.0	10.0	10.0	40.0	40.0	80.0	
Multi-ethnic	07/08	17	0.0	0.0	6.3	37.5	56.3	93.8		24	0.0	4.3	4.3	30.4	60.9	91.3		18	0.0	0.0	5.9	29.4	64.7	94.1	
	08/09	23	0.0	0.0	0.0	34.8	65.2	100.0		18	0.0	0.0	5.6	38.9	55.6	94.5		21	0.0	5.0	0.0	30.0	65.0	95.0	
Other	07/08	6	0.0	0.0	16.7	0.0	83.3	83.3		7	0.0	14.3	14.3	14.3	57.1	71.4									
	08/09	6	0.0	0.0	0.0	66.7	33.3	100.0		4	0.0	0.0	0.0	100.0	0.0	100.0		5	0.0	0.0	20.0	40.0	40.0	80.0	
Econ. Disadvantaged	07/08	29	0.0	6.9	17.2	58.6	17.2	75.8		30	0.0	18.5	7.4	40.7	33.3	74.0		32	6.3	4.3	13.0	52.2	30.4	82.6	
	08/09	36	0.0	3.4	20.7	48.3	27.6	75.9		23	0.0	4.3	13.0	65.2	17.4	82.6		36	0.0	3.2	19.4	29.0	48.4	77.4	
Special Education	07/08	29	0.0	11.5	11.5	57.7	19.2	76.9		34	0.0	19.2	23.1	26.9	30.8	57.7		20	0.0	0.0	36.4	45.5	18.2	63.7	
	08/09	25	0.0	15.4	15.4	38.5	30.8	69.3		22	4.5	25.0	15.0	35.0	25.0	60.0		32	0.0	8.7	26.1	39.1	26.1	65.2	
LEP	07/08	11	0.0	14.3	28.6	14.3	42.9	57.2		14	0.0	10.0	20.0	70.0	0.0	70.0		13	46.2	0.0	0.0	71.4	28.6	100.0	
	08/09	10	0.0	12.5	25.0	50.0	12.5	62.5		12	8.3	0.0	28.6	42.9	28.6	71.5		9	0.0	0.0	16.7	66.7	16.7	83.4	

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**ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION**

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State proficiency targets for 2008/2009: ELA 54%; Mathematics 54%

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

**CLAGUE**  
Middle School

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**Grade: 7**

**Grade: 8**

**WRITING**

		Grade: 6								Grade: 7								Grade: 8							
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	08/09	113	0.0	0.0	1.9	98.1	0.0	98.1		118	0.8	0.0	2.6	97.4	0.0	97.4		114	0.9	0.0	3.8	85.7	10.5	96.2	
Male	07/08	120	0.0	2.6	16.7	75.4	5.3	80.7		120	0.0	0.9	15.7	81.7	1.7	83.4		121	4.1	1.8	8.2	68.2	21.8	90.0	
	08/09	136	0.0	2.3	3.9	93.8	0.0	93.8		126	1.6	0.8	12.4	86.8	0.0	86.8		123	0.0	3.4	9.2	82.4	5.0	87.4	
African American	07/08	22	0.0	4.5	27.3	63.6	4.5	68.1		27	0.0	0.0	23.1	76.9	0.0	76.9		28	0.0	4.8	23.8	61.9	9.5	71.4	
	08/09	32	0.0	0.0	7.4	92.6	0.0	92.6		24	0.0	4.2	12.5	83.3	0.0	83.3		32	0.0	6.7	23.3	66.7	3.3	70.0	
Asian	07/08	69	0.0	1.5	4.6	72.3	21.5	93.8		53	0.0	0.0	8.2	87.8	4.1	91.9		60	10.0	0.0	0.0	66.7	33.3	100.0	
	08/09	63	0.0	1.6	3.3	95.1	0.0	95.1		78	2.6	0.0	9.7	90.3	0.0	90.3		52	0.0	0.0	4.0	76.0	20.0	96.0	
Caucasian	07/08	102	1.0	1.0	10.1	83.8	5.1	88.9		105	0.0	0.0	4.0	93.0	3.0	96.0		107	0.0	1.9	4.7	67.9	25.5	93.4	
	08/09	113	0.0	1.9	0.9	97.2	0.0	97.2		105	1.0	0.0	4.9	95.1	0.0	95.1		112	0.9	0.0	1.9	95.3	2.8	98.1	
Hispanic	07/08	9	0.0	0.0	22.2	66.7	11.1	77.8		4	0.0	0.0	0.0	100.0	0.0	100.0		11	0.0	0.0	0.0	81.8	18.2	100.0	
	08/09	6	0.0	0.0	16.7	83.3	0.0	83.3		7	0.0	0.0	0.0	100.0	0.0	100.0		5	0.0	0.0	0.0	100.0	0.0	100.0	
Middle Eastern	07/08	6	0.0	0.0	50.0	33.3	16.7	50.0		9	0.0	0.0	33.3	55.6	11.1	66.7		6	0.0	0.0	0.0	100.0	0.0	100.0	
	08/09	6	0.0	0.0	0.0	100.0	0.0	100.0		8	0.0	0.0	25.0	75.0	0.0	75.0		10	0.0	0.0	20.0	70.0	10.0	80.0	
Multi-ethnic	07/08	17	0.0	0.0	6.3	93.8	0.0	93.8		24	0.0	0.0	8.7	91.3	0.0	91.3		18	0.0	5.9	11.8	52.9	29.4	82.3	
	08/09	23	0.0	0.0	4.3	95.7	0.0	95.7		18	0.0	0.0	5.6	94.4	0.0	94.4		21	0.0	5.0	0.0	85.0	10.0	95.0	
Other	07/08	6	0.0	16.7	0.0	83.3	0.0	83.3		7	0.0	14.3	28.6	57.1	0.0	57.1									
	08/09	6	0.0	0.0	0.0	100.0	0.0	100.0		4	0.0	0.0	0.0	100.0	0.0	100.0		5	0.0	20.0	40.0	40.0	0.0	40.0	
Econ. Disadvantaged	07/08	29	0.0	6.9	34.5	58.6	0.0	58.6		30	0.0	3.7	33.3	59.3	3.7	63.0		32	6.3	8.7	17.4	60.9	13.0	73.9	
	08/09	36	0.0	3.4	10.3	86.2	0.0	86.2		23	0.0	4.3	17.4	78.3	0.0	78.3		36	0.0	6.5	19.4	67.7	6.5	74.2	
Special Education	07/08	29	0.0	11.5	30.8	57.7	0.0	57.7		34	0.0	0.0	46.2	53.8	0.0	53.8		20	0.0	27.3	36.4	27.3	9.1	36.4	
	08/09	25	0.0	15.4	23.1	61.5	0.0	61.5		22	4.5	0.0	35.0	65.0	0.0	65.0		32	0.0	8.7	26.1	65.2	0.0	65.2	
LEP	07/08	11	0.0	0.0	42.9	57.1	0.0	57.1		14	0.0	0.0	30.0	70.0	0.0	70.0		13	46.2	0.0	0.0	85.7	14.3	100.0	
	08/09	10	0.0	0.0	25.0	75.0	0.0	75.0		12	8.3	0.0	14.3	85.7	0.0	85.7		9	0.0	0.0	33.3	66.7	0.0	66.7	

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 54%; Mathematics 54%

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

**CLAGUE**  
Middle School

**Grade: 6**

**Grade: 7**

**Grade: 8**

**MATHEMATICS**

		Grade: 6								Grade: 7								Grade: 8							
		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	231	0.4	2.6	7.0	9.3	81.1	90.4	90.4	229	0.0	0.9	6.3	11.3	81.4	92.7	91.7	232	0.0	3.6	4.5	9.4	82.5	91.9	91.8
	08/09	249	0.0	0.4	3.0	11.0	85.6	96.6	95.6	244	0.8	0.8	5.0	10.8	83.3	94.1	94.2	237	0.4	2.2	5.3	9.7	82.8	92.5	92.8
Female	07/08	111	0.9	1.8	5.5	8.3	84.4	92.7	92.7	109	0.0	0.0	2.9	10.6	86.5	97.1	94.5	111	0.0	2.8	4.6	10.2	82.4	92.6	91.9
	08/09	113	0.0	0.0	2.8	14.8	82.4	97.2	95.6	118	0.8	0.0	3.4	8.5	88.0	96.5	96.6	114	0.9	0.0	1.9	12.1	86.0	98.1	98.2
Male	07/08	120	0.0	3.4	8.5	10.2	78.0	88.2	88.3	120	0.0	1.7	9.4	12.0	76.9	88.9	89.2	121	0.0	4.3	4.3	8.7	82.6	91.3	91.7
	08/09	136	0.0	0.8	3.1	7.8	88.3	96.1	95.6	126	0.8	1.6	6.5	13.0	78.9	91.9	92.0	123	0.0	4.2	8.3	7.5	80.0	87.5	87.8
African American	07/08	22	0.0	9.5	28.6	42.9	19.0	61.9	63.6	27	0.0	7.7	23.1	15.4	53.8	69.2	70.4	28	0.0	23.8	14.3	28.6	33.3	61.9	67.9
	08/09	32	0.0	0.0	14.8	29.6	55.6	85.2	87.5	24	0.0	4.3	21.7	47.8	26.1	73.9	75.0	32	0.0	10.0	16.7	20.0	53.3	73.3	75.0
Asian	07/08	69	0.0	0.0	1.4	1.4	97.1	98.5	98.6	53	0.0	0.0	0.0	3.8	96.2	100.0	100.0	60	0.0	0.0	0.0	1.7	98.3	100.0	100.0
	08/09	63	0.0	1.6	0.0	6.3	92.1	98.4	98.4	78	0.0	0.0	2.6	0.0	97.4	97.4	97.4	52	0.0	2.0	0.0	0.0	98.0	98.0	98.1
Caucasian	07/08	102	1.0	3.0	4.0	5.0	88.0	93.0	93.1	105	0.0	0.0	1.0	13.0	86.0	99.0	96.2	107	0.0	1.9	2.8	10.4	84.9	95.3	95.3
	08/09	113	0.0	0.0	0.9	9.4	89.6	99.0	96.5	105	1.9	1.0	2.9	9.8	86.3	96.1	96.1	112	0.9	0.0	1.9	10.4	87.7	98.1	98.2
Hispanic	07/08	9	0.0	0.0	0.0	33.3	66.7	100.0	100.0	4	0.0	0.0	0.0	0.0	100.0	100.0	100.0	11	0.0	0.0	0.0	9.1	90.9	100.0	100.0
	08/09	6	0.0	0.0	0.0	33.3	66.7	100.0	100.0	7	0.0	0.0	0.0	0.0	100.0	100.0	100.0	5	0.0	0.0	20.0	0.0	80.0	80.0	80.0
Middle Eastern	07/08	6	0.0	16.7	16.7	0.0	66.7	66.7	66.7	9	0.0	0.0	33.3	0.0	66.7	66.7	66.7	6	0.0	0.0	0.0	16.7	83.3	100.0	100.0
	08/09	6	0.0	0.0	0.0	0.0	100.0	100.0	100.0	8	0.0	0.0	12.5	12.5	75.0	87.5	87.5	10	0.0	0.0	20.0	10.0	70.0	80.0	80.0
Multi-ethnic	07/08	17	0.0	0.0	18.8	12.5	68.8	81.3	82.4	24	0.0	0.0	13.0	13.0	73.9	86.9	87.5	18	0.0	5.9	23.5	5.9	64.7	70.6	72.2
	08/09	23	0.0	0.0	4.3	4.3	91.3	95.6	95.7	18	0.0	0.0	5.6	22.2	72.2	94.4	94.4	21	0.0	0.0	5.0	10.0	85.0	95.0	95.2
Other	07/08	6	0.0	0.0	16.7	16.7	66.7	83.4	83.3	7	0.0	0.0	14.3	42.9	42.9	85.8	85.7								
	08/09	6	0.0	0.0	16.7	16.7	66.7	83.4	83.3	4	0.0	0.0	0.0	0.0	100.0	100.0	100.0	5	0.0	20.0	20.0	40.0	20.0	60.0	60.0
Econ. Disadvantaged	07/08	29	0.0	10.7	28.6	25.0	35.7	60.7	62.1	30	0.0	7.4	25.9	18.5	48.1	66.6	70.0	32	0.0	20.0	20.0	20.0	40.0	60.0	68.8
	08/09	36	0.0	0.0	10.0	36.7	53.3	90.0	91.7	23	0.0	0.0	22.7	27.3	50.0	77.3	78.3	36	0.0	9.7	16.1	22.6	51.6	74.2	77.8
Special Education	07/08	29	0.0	11.5	23.1	19.2	46.2	65.4	69.0	34	0.0	7.7	34.6	26.9	30.8	57.7	58.8	20	0.0	36.4	9.1	18.2	36.4	54.6	70.0
	08/09	25	0.0	7.7	7.7	23.1	61.5	84.6	80.0	22	9.1	5.6	22.2	22.2	50.0	72.2	75.0	32	0.0	17.4	21.7	21.7	39.1	60.8	71.9
LEP	07/08	11	0.0	9.1	0.0	27.3	63.6	90.9	90.9	14	0.0	0.0	7.7	7.7	84.6	92.3	92.9	13	0.0	0.0	0.0	7.7	92.3	100.0	100.0
	08/09	10	0.0	0.0	0.0	20.0	80.0	100.0	100.0	12	0.0	0.0	0.0	0.0	100.0	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 54%; Mathematics 54%

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**

**CLAGUE**  
Middle School

**Grade: 6**

**Grade: 7**

**Grade: 8**

**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																	232	0.0	1.3	4.9	22.4	71.3	93.7	
	08/09																	237	0.4	1.8	4.4	28.2	65.6	93.8	
Female	07/08																	111	0.0	0.0	4.6	23.1	72.2	95.3	
	08/09																	114	0.9	0.0	4.7	31.8	63.6	95.4	
Male	07/08																	121	0.0	2.6	5.2	21.7	70.4	92.1	
	08/09																	123	0.0	3.3	4.2	25.0	67.5	92.5	
African American	07/08																	28	0.0	4.8	19.0	52.4	23.8	76.2	
	08/09																	32	0.0	10.0	13.3	46.7	30.0	76.7	
Asian	07/08																	60	0.0	1.7	1.7	16.7	80.0	96.7	
	08/09																	52	0.0	0.0	0.0	29.4	70.6	100.0	
Caucasian	07/08																	107	0.0	0.0	0.9	22.6	76.4	99.0	
	08/09																	112	0.9	0.0	1.9	23.6	74.5	98.1	
Hispanic	07/08																	11	0.0	0.0	9.1	27.3	63.6	90.9	
	08/09																	5	0.0	0.0	20.0	20.0	60.0	80.0	
Middle Eastern	07/08																	6	0.0	16.7	0.0	0.0	83.3	83.3	
	08/09																	10	0.0	0.0	20.0	20.0	60.0	80.0	
Multi-ethnic	07/08																	18	0.0	0.0	23.5	11.8	64.7	76.5	
	08/09																	21	0.0	5.0	0.0	20.0	75.0	95.0	
Other	08/09																	5	0.0	0.0	20.0	60.0	20.0	80.0	
Econ. Disadvantaged	07/08																	32	0.0	12.0	24.0	40.0	24.0	64.0	
	08/09																	36	0.0	9.7	12.9	41.9	35.5	77.4	
Special Education	07/08																	20	0.0	0.0	27.3	54.5	18.2	72.7	
	08/09																	32	0.0	8.7	17.4	52.2	21.7	73.9	
LEP	07/08																	13	0.0	7.7	7.7	53.8	30.8	84.6	
	08/09																	9	0.0	0.0	22.2	44.4	33.3	77.7	

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 54%; Mathematics 54%

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**

**CLAGUE**  
Middle School

**Grade: 6**

**Grade: 7**

**Grade: 8**

**SOCIAL STUDIES**

		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	231	0.0	6.6	7.9	16.6	69.0	85.6																	
	08/09	249	0.0	2.5	3.4	19.9	74.2	94.1																	
Female	07/08	111	0.0	4.5	6.4	20.9	68.2	89.1																	
	08/09	113	0.0	2.8	3.7	27.8	65.7	93.5																	
Male	07/08	120	0.0	8.4	9.2	12.6	69.7	82.3																	
	08/09	136	0.0	2.3	3.1	13.3	81.3	94.6																	
African American	07/08	22	0.0	22.7	36.4	13.6	27.3	40.9																	
	08/09	32	0.0	7.4	7.4	29.6	55.6	85.2																	
Asian	07/08	69	0.0	1.4	5.8	14.5	78.3	92.8																	
	08/09	63	0.0	3.2	6.3	12.7	77.8	90.5																	
Caucasian	07/08	102	0.0	6.9	2.0	17.8	73.3	91.1																	
	08/09	113	0.0	1.9	0.0	19.8	78.3	98.1																	
Hispanic	07/08	9	0.0	11.1	0.0	11.1	77.8	88.9																	
	08/09	6	0.0	0.0	16.7	16.7	66.7	83.4																	
Middle Eastern	07/08	6	0.0	0.0	33.3	0.0	66.7	66.7																	
	08/09	6	0.0	0.0	0.0	0.0	100.0	100.0																	
Multi-ethnic	07/08	17	0.0	6.3	6.3	25.0	62.5	87.5																	
	08/09	23	0.0	0.0	4.3	30.4	65.2	95.6																	
Other	07/08	6	0.0	0.0	16.7	33.3	50.0	83.3																	
	08/09	6	0.0	0.0	0.0	33.3	66.7	100.0																	
Econ. Disadvantaged	07/08	29	0.0	13.8	31.0	17.2	37.9	55.1																	
	08/09	36	0.0	10.0	3.3	40.0	46.7	86.7																	
Special Education	07/08	29	0.0	33.3	11.1	25.9	29.6	55.5																	
	08/09	25	0.0	15.4	7.7	38.5	38.5	77.0																	
LEP	07/08	11	0.0	27.3	27.3	18.2	27.3	45.5																	
	08/09	10	0.0	20.0	30.0	40.0	10.0	50.0																	

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 54%; Mathematics 54%

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

Subject Area	Grade 6	Grade 7	Grade 8
Eng Lang Arts			
CLAGUE	95	93	94
DISTRICT	90	92	91
STATE	80	80	77
Reading			
CLAGUE	93	91	92
DISTRICT	91	91	90
STATE	81	80	76
Writing			
CLAGUE	96	92	92
DISTRICT	88	91	89
STATE	76	78	74
Mathematics			
CLAGUE	97	94	93
DISTRICT	91	93	88
STATE	80	83	75
Science			
CLAGUE			94
DISTRICT			90
STATE			76
Social Studies			
CLAGUE	94		
DISTRICT	85		
STATE	74		

### **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 54% and Mathematics 54%. 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, CLAGUE Middle 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 CLAGUE Middle School received a composite grade of **A**.