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Ann Arbor, MI 48103
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Mary Anne Jaeger, Principal

Haisley 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

It is the mission of the Haisley Staff, in partnership with parents and the community, to provide each student the opportunity to grow academically, socially and emotionally. We believe all students can:

- demonstrate proficiency in the academic skills
- expand individual potential
- express creativity
- develop independence, responsibility and a positive self-image.

We commit ourselves to the success of all 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

- Continued alignment of Haisley SIT plan with AAPS Achievement Action Plan.
- Building focus on full implementation of Balanced Literacy with a focus on Writer's Workshop through staff collaboration, demonstrations, observations, staff evaluations, and continuous staff development.
- Review of "Education Yes!" materials and reports during staff meetings and SIT.
- Building focus on full implementation of Everyday Math through staff collaboration, demonstrations, observations, staff evaluations, and continuous staff development.
- Grade level reviews of data based upon student achievement on standardized assessments.
- Common performance data collected and analyzed to guide instruction.
- Continued use and improvement of our Bully Proofing Your School program, Conflict Management Program, Life Skills Program and M.A.G.I.C. (Make a Good, Intelligent Choice).
- Partnered with BIGS "Big Brothers and Big Sisters" Program.
- Fourth Grade Disability Day
- Partnered with UM Athletic Community Outreach Program
- Partnered with UM and EMU to receive ELMAC and undergraduate student teachers and pre-student teachers
- Partnered with Pioneer High School's Health Science Program
- Implementation of curriculum with focus on State Content Standards and Benchmarks
- Offering of Camp Storer for all fifth grade students, Lansing fieldtrip to all fourth grade students, and various UMMS fieldtrips
- Offered Math Club to identified fourth and fifth grade students.
- Participated in Science Olympiad
- Partnered with Homeless Coalition and AAPS PTSO Thrift Shop to provide shoes and clothing for families in need.
- Partnered with AAPD and Skyline High School to provide clothing and holiday toys for families in need. This included a public speaking engagement by principal over local radio airwaves.
- Participated in district sponsored public art shows.
- Held all school Haisley Walk-a-thon and Ice Cream Social.
- Ann Arbor Fire Dept. held presentations and tour of fire equipment for students.
- Held All School Assembly to honor national election.
- Donated student collected Halloween candy to Food Gatherers and canned foods to the Ann Arbor Rotary Club.
- Selected students participated and presented at the Student Technology Showcase in Lansing and at the MACUL conference.
- Offered "Ship Shape" after school program to families.

- Received school defibrillator.
- Provided summer learning skill packets to all K-5 students, through the support of an AAPS Education Foundation Grant and Haisley PTO.
- Provided Haisley t-shirts to identified students.
- Provided Haisley yearbooks to all students.
- Provided educational school assemblies which included: The Spoon Man, Chinese Acrobats, Latino South American musical group "Alborada", local authors, Wild Swan Theater, and special Celebration of Dr. Martin Luther King.
- Offered student holiday caroling to local senior citizen center.
- Presented the annual Kindergarten and Fifth Grade "I am Thankful" Assembly.
- Participated in the Ann Arbor News "Kids Next Door" Program
- Offered after school "Super Scholars" Enrichment Program
- Participated in UM Principals' Focus Group and Student Teacher/Intern Mock Interviews.
- Selected Haisley teachers participated in writing items for future assessments and teacher certification tests at the state level .
- Participated in the UM "What PE Means to Me" Program
- Offered after school Haisley Oratorical Club
- Offered parent presentation of new after school Ann Arbor Public Library online homework support program.
- Held both a K-2 and 3-5 Latin America Celebration during the day and evening.
- Adopted SRI Lexile testing for grades 3-5.
- Offered Student Council sponsored special student days such as "Wear Words Day" and "Book Character Dress Up Day".
- Participated in the "Pennies for Peace" program.
- Numerous fifth grade students were awarded service grants from the Ann Arbor Area Community Foundation.

Major Issues Identified for Next Year's Team

- Continued focus on full implementation of Balanced Literacy with focus on Writer's Workshop through staff collaboration, demonstrations, observations, staff evaluations, and continuous staff development.
- Focus on identifying environment factors and instructional practices which provide the greatest leverage points for promoting student success supported by Haisley SIT and AAPS goals.
- Continued use of collected common performance data for analysis to guide instruction.
- Continued implementation of FASTT MATH, Read 180, and System 44.
- Improved communication with parents to increase parent knowledge and understanding of school curriculum supported through a focus on Equity training and awareness.
- Increased parent involvement through enrichment activities, Math Night, and Balanced Literacy Night.
- Continue using and improving our use of Bully Proofing Your School program, Conflict Management, Life Skills Program and M.A.G.I.C. (Make a Good, Intelligent Choice).
- Increase our employment of differentiated activities at each grade level to improve achievement for all students.

2008-2009 SIT Team Members

Judy Burns, Christine Horning, Mary Anne Jaeger, Marianne Rose, Nancy Schafer, Melissa Sokel-Keith, Kristin Stoops, Darcy Suydam, and Hillary Wooley.

Staff Development Activities:

- Balanced Literacy Training
- Foundations of Learning
- Cultural Competency
- Autism Awareness
- Handwriting
- Using Data to Improve Instruction
- State Content Standards and Benchmarks
- District Workshops Related to District Goals
- MEAP Student Performance study to adjust instructional practices
- SPEAK
- SRI
- Bal-A-Vis-X
- Co-Teaching with Dr. Villa
- The Science of Behavior
- Trouble-free playground games

Haisley Elementary School

2008-2009

- Apple technology training
- FASTT math
- Effective Math and Literacy Strategies
- Assistive technology training
- CPR, First Aid and Crisis Management training
- Universal Design for Learning

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 Haisley 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: Parent contributions and support have significantly enhanced our programs at Haisley. Parents support our literacy goals through regularly volunteering to read with students. Our PTO Enrichment committee coordinated several school activities, various assemblies, and events. In addition the PTO gave financial support to field trips, projects, and school assemblies. We are pleased to report that 98.5 percent of all Haisley students were represented by one or more parents at 2008-09 parent-teacher conferences.

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. Haisley's attendance rate for 2008/09, as calculated by the state, was 94.5%.

2008-2009 ENROLLMENT

Ethnic Group	Native American	Caucasian	Latino/ Hispanic	African American	Asian/Pac. Islander	Middle Eastern	Multi-Ethnic	Other	Male	Female
Number	1	257	9	41	41	15	50	8	215	207
Percentage	0.2	60.9	2.1	9.7	9.7	3.6	11.8	1.9	50.9	49.1
Total Enrollment	422									

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

HAISLEY
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	86	0.0	2.4	4.9	53.7	39.0	92.7	90.7	67	1.5	1.6	7.9	60.3	30.2	90.5	87.9	65	0.0	4.8	11.1	34.9	49.2	84.1	81.5			
	08/09	71	0.0	3.0	13.6	51.5	31.8	83.3	81.7	85	0.0	3.6	12.0	53.0	31.3	84.3	84.7	68	0.0	1.6	12.5	53.1	32.8	85.9	80.9			
Female	07/08	36	0.0	2.8	0.0	50.0	47.2	97.2	97.2	36	2.8	0.0	3.0	60.6	36.4	97.0	91.4	31	0.0	0.0	10.3	37.9	51.7	89.6	83.9			
	08/09	31	0.0	3.3	10.0	43.3	43.3	86.6	83.9	37	0.0	2.7	8.1	54.1	35.1	89.2	89.2	35	0.0	3.1	6.3	46.9	43.8	90.7	82.9			
Male	07/08	50	0.0	2.2	8.7	56.5	32.6	89.1	86.0	31	0.0	3.3	13.3	60.0	23.3	83.3	83.9	34	0.0	8.8	11.8	32.4	47.1	79.5	79.4			
	08/09	40	0.0	2.8	16.7	58.3	22.2	80.5	80.0	48	0.0	4.3	15.2	52.2	28.3	80.5	81.3	33	0.0	0.0	18.8	59.4	21.9	81.3	78.8			
African American	07/08	10	0.0	0.0	12.5	75.0	12.5	87.5	80.0	8	0.0	0.0	25.0	62.5	12.5	75.0	75.0	6	0.0	50.0	16.7	16.7	16.7	33.4	33.3			
	08/09	4	0.0	0.0	25.0	50.0	25.0	75.0	75.0	10	0.0	11.1	33.3	55.6	0.0	55.6	60.0	8	0.0	0.0	25.0	62.5	12.5	75.0	75.0			
Asian	07/08	7	0.0	0.0	0.0	28.6	71.4	100.0	100.0									9	0.0	0.0	0.0	11.1	88.9	100.0	100.0			
	08/09	8	0.0	0.0	0.0	42.9	57.1	100.0	100.0	6	0.0	0.0	0.0	50.0	50.0	100.0	100.0	4	0.0	0.0	0.0	33.3	66.7	100.0	75.0			
Caucasian	07/08	52	0.0	2.0	5.9	51.0	41.2	92.2	92.3	39	0.0	0.0	2.7	62.2	35.1	97.3	92.3	44	0.0	0.0	11.9	45.2	42.9	88.1	84.1			
	08/09	45	0.0	2.4	11.9	54.8	31.0	85.8	84.4	53	0.0	1.9	9.6	51.9	36.5	88.4	88.7	39	0.0	0.0	11.1	50.0	38.9	88.9	82.1			
Middle Eastern	07/08	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	50.0	4	0.0	0.0	0.0	50.0	50.0	100.0	100.0											
Multi-ethnic	07/08	9	0.0	0.0	0.0	62.5	37.5	100.0	88.9	11	9.1	0.0	10.0	50.0	40.0	90.0	90.0	4	0.0	0.0	25.0	25.0	50.0	75.0	75.0			
	08/09	6	0.0	16.7	0.0	50.0	33.3	83.3	83.3	7	0.0	0.0	14.3	71.4	14.3	85.7	85.7	12	0.0	8.3	8.3	58.3	25.0	83.3	83.3			
Econ. Disadvantaged	07/08	16	0.0	6.7	20.0	60.0	13.3	73.3	68.8	13	7.7	0.0	33.3	66.7	0.0	66.7	66.7	12	0.0	16.7	25.0	50.0	8.3	58.3	58.3			
	08/09	17	0.0	6.3	37.5	50.0	6.3	56.3	58.8	18	0.0	11.8	35.3	41.2	11.8	53.0	55.6	13	0.0	0.0	23.1	61.5	15.4	76.9	76.9			
Special Education	07/08	15	0.0	9.1	27.3	63.6	0.0	63.6	60.0	12	8.3	12.5	50.0	37.5	0.0	37.5	36.4	15	0.0	23.1	38.5	23.1	15.4	38.5	33.3			
	08/09	18	0.0	0.0	50.0	42.9	7.1	50.0	55.6	19	0.0	17.6	29.4	29.4	23.5	52.9	57.9	16	0.0	8.3	33.3	41.7	16.7	58.4	43.8			

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

HAISLEY
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	86	0.0	2.4	3.7	31.7	62.2	93.9		67	1.5	3.2	4.8	30.2	61.9	92.1		65	0.0	6.3	7.9	17.5	68.3	85.8	
	08/09	71	0.0	3.0	9.1	36.4	51.5	87.9		85	0.0	3.6	9.6	26.5	60.2	86.7		68	0.0	4.7	9.4	23.4	62.5	85.9	
Female	07/08	36	0.0	0.0	2.8	27.8	69.4	97.2		36	2.8	0.0	3.0	27.3	69.7	97.0		31	0.0	0.0	6.9	27.6	65.5	93.1	
	08/09	31	0.0	3.3	10.0	26.7	60.0	86.7		37	0.0	2.7	8.1	21.6	67.6	89.2		35	0.0	3.1	6.3	25.0	65.6	90.6	
Male	07/08	50	0.0	4.3	4.3	34.8	56.5	91.3		31	0.0	6.7	6.7	33.3	53.3	86.6		34	0.0	11.8	8.8	8.8	70.6	79.4	
	08/09	40	0.0	2.8	8.3	44.4	44.4	88.8		48	0.0	4.3	10.9	30.4	54.3	84.7		33	0.0	6.3	12.5	21.9	59.4	81.3	
African American	07/08	10	0.0	12.5	0.0	50.0	37.5	87.5		8	0.0	0.0	25.0	25.0	50.0	75.0		6	0.0	50.0	16.7	16.7	16.7	33.4	
	08/09	4	0.0	0.0	0.0	75.0	25.0	100.0		10	0.0	11.1	22.2	44.4	22.2	66.6		8	0.0	0.0	25.0	37.5	37.5	75.0	
Asian	07/08	7	0.0	0.0	0.0	28.6	71.4	100.0										9	0.0	0.0	0.0	11.1	88.9	100.0	
	08/09	8	0.0	0.0	0.0	14.3	85.7	100.0		6	0.0	0.0	0.0	16.7	83.3	100.0		4	0.0	0.0	0.0	0.0	100.0	100.0	
Caucasian	07/08	52	0.0	0.0	5.9	29.4	64.7	94.1		39	0.0	2.7	0.0	27.0	70.3	97.3		44	0.0	2.4	9.5	19.0	69.0	88.0	
	08/09	45	0.0	2.4	7.1	38.1	52.4	90.5		53	0.0	1.9	7.7	21.2	69.2	90.4		39	0.0	0.0	11.1	13.9	75.0	88.9	
Middle Eastern	07/08	4	0.0	0.0	0.0	25.0	75.0	100.0																	
	08/09	4	0.0	0.0	33.3	33.3	33.3	66.6		4	0.0	0.0	0.0	25.0	75.0	100.0									
Multi-ethnic	07/08	9	0.0	0.0	0.0	37.5	62.5	100.0		11	9.1	0.0	0.0	50.0	50.0	100.0		4	0.0	0.0	0.0	25.0	75.0	100.0	
	08/09	6	0.0	16.7	0.0	33.3	50.0	83.3		7	0.0	0.0	14.3	42.9	42.9	85.8		12	0.0	16.7	0.0	41.7	41.7	83.4	
Econ. Disadvantaged	07/08	16	0.0	13.3	13.3	40.0	33.3	73.3		13	7.7	0.0	25.0	41.7	33.3	75.0		12	0.0	25.0	16.7	33.3	25.0	58.3	
	08/09	17	0.0	6.3	25.0	50.0	18.8	68.8		18	0.0	11.8	29.4	41.2	17.6	58.8		13	0.0	7.7	15.4	46.2	30.8	77.0	
Special Education	07/08	15	0.0	9.1	27.3	54.5	9.1	63.6		12	8.3	12.5	37.5	25.0	25.0	50.0		15	0.0	30.8	30.8	0.0	38.5	38.5	
	08/09	18	0.0	0.0	35.7	42.9	21.4	64.3		19	0.0	17.6	23.5	23.5	35.3	58.8		16	0.0	25.0	16.7	16.7	41.7	58.4	

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

HAISLEY
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	86	0.0	3.7	17.1	78.0	1.2	79.2		67	1.5	0.0	44.4	50.8	4.8	55.6		65	0.0	7.9	22.2	68.3	1.6	69.9	
	08/09	71	0.0	1.5	24.2	74.2	0.0	74.2		85	0.0	0.0	42.2	57.8	0.0	57.8		68	0.0	0.0	25.0	75.0	0.0	75.0	
Female	07/08	36	0.0	5.6	19.4	75.0	0.0	75.0		36	2.8	0.0	30.3	63.6	6.1	69.7		31	0.0	6.9	17.2	72.4	3.4	75.8	
	08/09	31	0.0	0.0	20.0	80.0	0.0	80.0		37	0.0	0.0	35.1	64.9	0.0	64.9		35	0.0	0.0	12.5	87.5	0.0	87.5	
Male	07/08	50	0.0	2.2	15.2	80.4	2.2	82.6		31	0.0	0.0	60.0	36.7	3.3	40.0		34	0.0	8.8	26.5	64.7	0.0	64.7	
	08/09	40	0.0	2.8	27.8	69.4	0.0	69.4		48	0.0	0.0	47.8	52.2	0.0	52.2		33	0.0	0.0	37.5	62.5	0.0	62.5	
African American	07/08	10	0.0	0.0	50.0	50.0	0.0	50.0		8	0.0	0.0	62.5	37.5	0.0	37.5		6	0.0	50.0	33.3	16.7	0.0	16.7	
	08/09	4	0.0	0.0	25.0	75.0	0.0	75.0		10	0.0	0.0	77.8	22.2	0.0	22.2		8	0.0	0.0	50.0	50.0	0.0	50.0	
Asian	07/08	7	0.0	0.0	0.0	100.0	0.0	100.0										9	0.0	0.0	0.0	100.0	0.0	100.0	
	08/09	8	0.0	0.0	0.0	100.0	0.0	100.0		6	0.0	0.0	33.3	66.7	0.0	66.7		4	0.0	0.0	0.0	100.0	0.0	100.0	
Caucasian	07/08	52	0.0	2.0	13.7	82.4	2.0	84.4		39	0.0	0.0	40.5	54.1	5.4	59.5		44	0.0	4.8	23.8	69.0	2.4	71.4	
	08/09	45	0.0	0.0	23.8	76.2	0.0	76.2		53	0.0	0.0	32.7	67.3	0.0	67.3		39	0.0	0.0	22.2	77.8	0.0	77.8	
Middle Eastern	07/08	4	0.0	0.0	0.0	100.0	0.0	100.0																	
	08/09	4	0.0	0.0	66.7	33.3	0.0	33.3		4	0.0	0.0	50.0	50.0	0.0	50.0									
Multi-ethnic	07/08	9	0.0	0.0	25.0	75.0	0.0	75.0		11	9.1	0.0	50.0	40.0	10.0	50.0		4	0.0	0.0	50.0	50.0	0.0	50.0	
	08/09	6	0.0	0.0	50.0	50.0	0.0	50.0		7	0.0	0.0	42.9	57.1	0.0	57.1		12	0.0	0.0	25.0	75.0	0.0	75.0	
Econ. Disadvantaged	07/08	16	0.0	6.7	60.0	33.3	0.0	33.3		13	7.7	0.0	83.3	16.7	0.0	16.7		12	0.0	25.0	41.7	33.3	0.0	33.3	
	08/09	17	0.0	6.3	56.3	37.5	0.0	37.5		18	0.0	0.0	70.6	29.4	0.0	29.4		13	0.0	0.0	38.5	61.5	0.0	61.5	
Special Education	07/08	15	0.0	9.1	54.5	36.4	0.0	36.4		12	8.3	0.0	100.0	0.0	0.0	0.0		15	0.0	38.5	38.5	23.1	0.0	23.1	
	08/09	18	0.0	7.1	50.0	42.9	0.0	42.9		19	0.0	0.0	70.6	29.4	0.0	29.4		16	0.0	0.0	50.0	50.0	0.0	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 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

**HAISLEY
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	86	0.0	0.0	4.9	24.4	70.7	95.1	94.2	67	0.0	4.7	4.7	21.9	68.8	90.7	89.6	65	0.0	6.3	3.2	15.9	74.6	90.5	89.2
	08/09	71	0.0	0.0	1.5	30.9	67.6	98.5	98.6	85	0.0	2.4	9.6	22.9	65.1	88.0	88.2	68	0.0	3.1	3.1	17.2	76.6	93.8	88.2
Female	07/08	36	0.0	0.0	2.8	22.2	75.0	97.2	97.2	36	0.0	2.9	2.9	17.6	76.5	94.1	91.7	31	0.0	3.4	3.4	17.2	75.9	93.1	90.3
	08/09	31	0.0	0.0	3.3	23.3	73.3	96.6	96.8	37	0.0	2.7	5.4	27.0	64.9	91.9	91.9	35	0.0	3.1	0.0	15.6	81.3	96.9	88.6
Male	07/08	50	0.0	0.0	6.5	26.1	67.4	93.5	92.0	31	0.0	6.7	6.7	26.7	60.0	86.7	87.1	34	0.0	8.8	2.9	14.7	73.5	88.2	88.2
	08/09	40	0.0	0.0	0.0	36.8	63.2	100.0	100.0	48	0.0	2.2	13.0	19.6	65.2	84.8	85.4	33	0.0	3.1	6.3	18.8	71.9	90.7	87.9
African American	07/08	10	0.0	0.0	25.0	50.0	25.0	75.0	80.0	8	0.0	12.5	12.5	12.5	62.5	75.0	75.0	6	0.0	50.0	16.7	0.0	33.3	33.3	33.3
	08/09	4	0.0	0.0	0.0	75.0	25.0	100.0	100.0	10	0.0	0.0	55.6	33.3	11.1	44.4	50.0	8	0.0	12.5	12.5	25.0	50.0	75.0	75.0
Asian	07/08	7	0.0	0.0	0.0	0.0	100.0	100.0	100.0									9	0.0	0.0	0.0	0.0	100.0	100.0	100.0
	08/09	8	0.0	0.0	0.0	0.0	100.0	100.0	100.0	6	0.0	0.0	0.0	0.0	100.0	100.0	100.0	4	0.0	0.0	0.0	0.0	100.0	100.0	75.0
Caucasian	07/08	52	0.0	0.0	2.0	19.6	78.4	98.0	98.1	39	0.0	2.7	2.7	21.6	73.0	94.6	92.3	44	0.0	2.4	0.0	23.8	73.8	97.6	95.5
	08/09	45	0.0	0.0	2.3	25.0	72.7	97.7	97.8	53	0.0	3.8	1.9	23.1	71.2	94.3	94.3	39	0.0	2.8	0.0	19.4	77.8	97.2	89.7
Middle Eastern	07/08	4	0.0	0.0	0.0	25.0	75.0	100.0	100.0																
	08/09	4	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								
Multi-ethnic	07/08	9	0.0	0.0	0.0	50.0	50.0	100.0	88.9	11	0.0	9.1	0.0	18.2	72.7	90.9	90.9	4	0.0	0.0	25.0	0.0	75.0	75.0	75.0
	08/09	6	0.0	0.0	0.0	66.7	33.3	100.0	100.0	7	0.0	0.0	0.0	42.9	57.1	100.0	100.0	12	0.0	0.0	8.3	16.7	75.0	91.7	91.7
Econ. Disadvantaged	07/08	16	0.0	0.0	20.0	46.7	33.3	80.0	81.3	13	0.0	15.4	15.4	23.1	46.2	69.3	69.2	12	0.0	16.7	8.3	33.3	41.7	75.0	75.0
	08/09	17	0.0	0.0	6.3	68.8	25.0	93.8	94.1	18	0.0	0.0	35.3	41.2	23.5	64.7	66.7	13	0.0	7.7	15.4	15.4	61.5	76.9	76.9
Special Education	07/08	15	0.0	0.0	27.3	54.5	18.2	72.7	73.3	12	0.0	22.2	33.3	22.2	22.2	44.4	50.0	15	0.0	30.8	7.7	38.5	23.1	61.6	60.0
	08/09	18	0.0	0.0	6.3	62.5	31.3	93.8	94.4	19	0.0	11.8	29.4	23.5	35.3	58.8	63.2	16	0.0	8.3	16.7	16.7	58.3	75.0	56.3

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

HAISLEY
Elementary School

Grade: 3

Grade: 4

Grade: 5

SCIENCE

		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	3.2	11.1	19.0	66.7	85.7		
	08/09																68	0.0	6.3	3.1	35.9	54.7	90.6		
Female	07/08																31	3.2	0.0	17.2	17.2	65.5	82.7		
	08/09																35	0.0	6.3	0.0	40.6	53.1	93.7		
Male	07/08																34	0.0	5.9	5.9	20.6	67.6	88.2		
	08/09																33	0.0	6.3	6.3	31.3	56.3	87.6		
African American	07/08																6	0.0	16.7	33.3	33.3	16.7	50.0		
	08/09																8	0.0	12.5	12.5	62.5	12.5	75.0		
Asian	07/08																9	0.0	0.0	0.0	11.1	88.9	100.0		
	08/09																4	0.0	0.0	0.0	0.0	100.0	100.0		
Caucasian	07/08																44	2.3	2.4	9.5	21.4	66.7	88.1		
	08/09																39	0.0	2.8	0.0	33.3	63.9	97.2		
Multi-ethnic	07/08																4	0.0	0.0	25.0	0.0	75.0	75.0		
	08/09																12	0.0	16.7	0.0	50.0	33.3	83.3		
Econ. Disadvantaged	07/08																12	0.0	8.3	25.0	50.0	16.7	66.7		
	08/09																13	0.0	15.4	7.7	30.8	46.2	77.0		
Special Education	07/08																15	6.7	15.4	30.8	23.1	30.8	53.9		
	08/09																16	0.0	25.0	16.7	16.7	41.7	58.4		

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.

	Grade 3	Grade 4	Grade 5
Eng Lang Arts			
HAISLEY	83	84	86
DISTRICT	90	89	88
STATE	83	77	78
Reading			
HAISLEY	88	87	86
DISTRICT	91	92	90
STATE	86	83	82
Writing			
HAISLEY	74	58	75
DISTRICT	79	65	79
STATE	61	44	63
Mathematics			
HAISLEY	99	88	94
DISTRICT	96	94	92
STATE	91	88	77
Science			
HAISLEY			91
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, HAISLEY 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 HAISLEY Elementary School received a composite grade of **A**.