

2100 Crestland
Ann Arbor, MI 48104
(734) 991-1961
Che Carter, Principal, 2009-2010
Terra Webster, Principal, 2008-2009

Pattengill Elementary School

2008-2009 ANNUAL REPORT

2009-2010 Board of Education • Karen D. Cross, President • Irene Patalan, Vice President
Susan Baskett, Randy Friedman, Helen Gates-Bryant, Deb Mexicotte, Glenn Nelson

Mission Statement

The mission of Bryant/Pattengill is to inspire every student to think, to learn, to achieve, and to care.

2008-2009 Student Achievement Goals

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

DISTRICT GOALS

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

SCHOOL GOALS

- To engage in 'Courageous Conversations' to understand the barriers to higher achievement faced by students of color

Issues, Decisions, and Accomplishments

- The implementation of a cultural competency program to create a better understanding of diversity.
- 'Scholar's Club' after school math enrichment for Title One students.
- Continued the school wide climate and discipline program with a focus on Positive Discipline.
- Enhancement of creative dramatics by offering FREE after-school performance arts classes.
- Continued efforts with Bryant (our paired school) to identify reading strategies that make effective change.
- Plan to use Math Workshop as a method for enhancing Everyday Math.
- Continued development of the Science Olympiad and the Science Club for improved interest in science.
- Continue to promote Academic Games for students.
- Continue to involve Pioneer Trailblazers at Pattengill.
- The utilization of team building activities to promote classroom unity, self-esteem, communication and conflict management.
- Continue student leadership opportunities, i.e. Conflict Managers and Safety Patrol officers.
- Continue running club "Martian Marathon" sponsored by Running Fit shoe store, to promote physical activity.
- Continue annual 5th Grade overnight camping experience.
- Continued efforts to maintain small class sizes at the 3rd grade level.

Major Issues Identified for Next Year's Team

- Continue to strengthen relationships with Bryant Elementary, our paired school.
- Continue 'Courageous Conversations' around race and diversity.
- Greater emphasis on writing and the use of the writing rubric to monitor student performance.
- Continue to encourage parental involvement / participation from our diverse population.

2008-2009 SIT Team Members

Co-chairs - Angela Anderson, Karen Gerhart, Christie Dickinson, Greta Furlong, Mary Catherine Rudberg, Rita Hayward, Jennifer Puente, Rachel Toon, Erin Wright, Kafi Laramore-Josey, Dr. Benjamin Edmondson, Ronald Ludwig, Susan Baskett, Felix Rubderg, Dr. Luther Corbitt and Terra E. Webster.

Pattengill Elementary School

2008-2009

Staff Development Activities:

- Cultural competency / Diversity training
- Balanced Literacy
- Everyday Mathematics
- Learning to use the new building technology
- Customer service
- Building based 'Developing Cross-Cultural Competence' activities/discussions
- District Balanced Literacy workshops
- Building and district grade level meetings, benchmark data reviews, curriculum advisory committee meetings
- Faculty Advisory Committee (FAC) consisting of staff members who along with the principal, field focus discussions surrounding our school's goals
- CARE Teams & Equity Teams (Equity Training with Pacific Educational Group-PEG)

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

Highly Qualified Teachers: The federal No Child Left Behind law requires public school elementary and secondary teachers to meet their state's definition of highly qualified teacher for each core academic subject they teach. These qualifications include a bachelor's degree, full state certification as defined by the state, and demonstrated competency, as defined by the state, in each core academic subject area they teach. Currently 100 % of Pattengill 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 to support our classrooms, media center, field trips, enrichment programs and school assemblies. Your contributions and support are crucial factors in our students' success. The parents at Pattengill and Bryant are instrumental in creating a welcome back picnic, international night, science fair, math night, Science Olympiad, talent show, end of the year picnic, and much more. The parents have also been active in fund raising for the Bryant/Pattengill literacy endowment, which has raised significant funds for book purchases.

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. Pattengill's attendance rate for 2008/09, as calculated by the state, was 95.4%

2008-2009 ENROLLMENT

Ethnic Group	Native American	Caucasian	Latino/ Hispanic	African American	Asian/Pac. Islander	Middle Eastern	Multi-Ethnic	Other	Male	Female
Number	0	106	18	67	44	9	26	9	139	140
Percentage	0.0	38.0	6.5	24.0	15.8	3.2	9.3	3.2	49.8	50.2
Total Enrollment	279									

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

PATTENGILL
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	104	3.8	1.0	12.4	50.5	36.1	86.6	87.0	97	0.0	2.1	12.6	53.7	31.6	85.3	85.4	105	2.9	3.0	17.2	40.4	39.4	79.8	79.4
	08/09	93	0.0	0.0	20.9	54.9	24.2	79.1	79.6	91	0.0	2.3	16.1	56.3	25.3	81.6	82.2	96	0.0	3.3	13.0	56.5	27.2	83.7	83.9
Female	07/08	49	2.0	0.0	8.3	52.1	39.6	91.7	91.7	54	0.0	3.8	13.2	45.3	37.7	83.0	83.3	50	2.0	2.1	10.4	39.6	47.9	87.5	87.8
	08/09	42	0.0	0.0	19.5	48.8	31.7	80.5	81.0	45	0.0	2.2	17.8	57.8	22.2	80.0	80.0	54	0.0	3.8	15.1	52.8	28.3	81.1	81.5
Male	07/08	55	5.5	2.0	16.3	49.0	32.7	81.7	82.7	43	0.0	0.0	11.9	64.3	23.8	88.1	88.1	55	3.6	3.9	23.5	41.2	31.4	72.6	71.7
	08/09	51	0.0	0.0	22.0	60.0	18.0	78.0	78.4	46	0.0	2.4	14.3	54.8	28.6	83.4	84.4	42	0.0	2.6	10.3	61.5	25.6	87.1	87.2
African American	07/08	19	0.0	5.6	27.8	50.0	16.7	66.7	68.4	24	0.0	0.0	26.1	65.2	8.7	73.9	75.0	22	0.0	9.1	45.5	36.4	9.1	45.5	45.5
	08/09	20	0.0	0.0	52.6	26.3	21.1	47.4	50.0	22	0.0	4.8	42.9	47.6	4.8	52.4	54.5	26	0.0	4.0	24.0	68.0	4.0	72.0	73.1
Asian	07/08	23	13.0	0.0	10.0	60.0	30.0	90.0	90.0	13	0.0	0.0	0.0	41.7	58.3	100.0	100.0	12	25.0	0.0	0.0	33.3	66.7	100.0	100.0
	08/09	14	0.0	0.0	7.1	64.3	28.6	92.9	92.9	16	0.0	0.0	6.7	80.0	13.3	93.3	93.3	14	0.0	0.0	0.0	50.0	50.0	100.0	100.0
Caucasian	07/08	41	2.4	0.0	2.6	46.2	51.3	97.5	97.5	40	0.0	2.5	7.5	40.0	50.0	90.0	90.0	49	0.0	0.0	2.2	47.8	50.0	97.8	95.9
	08/09	34	0.0	0.0	5.9	61.8	32.4	94.2	94.1	36	0.0	0.0	5.7	48.6	45.7	94.3	94.4	36	0.0	5.6	5.6	50.0	38.9	88.9	88.9
Hispanic	07/08	5	0.0	0.0	40.0	40.0	20.0	60.0	60.0	5	0.0	20.0	0.0	80.0	0.0	80.0	80.0	5	0.0	0.0	40.0	60.0	0.0	60.0	60.0
	08/09	6	0.0	0.0	60.0	0.0	40.0	40.0	50.0	5	0.0	20.0	0.0	80.0	0.0	80.0	80.0	6	0.0	0.0	20.0	60.0	20.0	80.0	80.0
Middle Eastern	07/08	4	0.0	0.0	25.0	75.0	0.0	75.0	75.0																
	08/09	5	0.0	0.0	0.0	100.0	0.0	100.0	100.0																
Multi-ethnic	07/08	8	0.0	0.0	0.0	57.1	42.9	100.0	100.0	11	0.0	0.0	27.3	63.6	9.1	72.7	72.7	7	0.0	0.0	28.6	14.3	57.1	71.4	71.4
	08/09	11	0.0	0.0	27.3	72.7	0.0	72.7	72.7	5	0.0	0.0	25.0	50.0	25.0	75.0	80.0	10	0.0	0.0	20.0	70.0	10.0	80.0	80.0
Other	07/08	4	0.0	0.0	25.0	25.0	50.0	75.0	75.0	4	0.0	0.0	0.0	50.0	50.0	100.0	100.0	7	0.0	0.0	14.3	28.6	57.1	85.7	85.7
	08/09																								
Econ. Disadvantaged	07/08	30	0.0	3.6	25.0	57.1	14.3	71.4	73.3	31	0.0	3.3	23.3	60.0	13.3	73.3	73.3	26	0.0	11.5	46.2	30.8	11.5	42.3	42.3
	08/09	32	0.0	0.0	43.3	40.0	16.7	56.7	59.4	26	0.0	4.3	34.8	56.5	4.3	60.8	64.0	30	0.0	6.7	26.7	60.0	6.7	66.7	66.7
Special Education	07/08	12	0.0	11.1	44.4	44.4	0.0	44.4	58.3	11	0.0	20.0	60.0	20.0	0.0	20.0	27.3	14	0.0	9.1	54.5	36.4	0.0	36.4	42.9
	08/09	14	0.0	0.0	35.7	57.1	7.1	64.2	64.3	9	0.0	11.1	44.4	33.3	11.1	44.4	44.4	12	0.0	25.0	33.3	41.7	0.0	41.7	41.7
LEP	07/08	10	0.0	0.0	20.0	60.0	20.0	80.0	80.0	11	0.0	10.0	0.0	80.0	10.0	90.0	90.0	8	0.0	0.0	25.0	50.0	25.0	75.0	75.0
	08/09	14	0.0	0.0	28.6	64.3	7.1	71.4	71.4	5	0.0	0.0	25.0	75.0	0.0	75.0	75.0	7	0.0	0.0	0.0	100.0	0.0	100.0	100.0

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

ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

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

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

ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

PATTENGILL
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	104	3.8	2.1	10.3	38.1	49.5	87.6		97	0.0	4.2	6.3	43.2	46.3	89.5		105	2.9	7.1	9.1	26.3	57.6	83.9	
	08/09	93	0.0	0.0	19.8	30.8	49.5	80.3		91	0.0	3.4	9.2	43.7	43.7	87.4		96	0.0	5.4	7.6	33.7	53.3	87.0	
Female	07/08	49	2.0	0.0	8.3	41.7	50.0	91.7		54	0.0	3.8	9.4	34.0	52.8	86.8		50	2.0	4.2	4.2	25.0	66.7	91.7	
	08/09	42	0.0	0.0	14.6	31.7	53.7	85.4		45	0.0	4.4	11.1	40.0	44.4	84.4		54	0.0	7.5	9.4	26.4	56.6	83.0	
Male	07/08	55	5.5	4.1	12.2	34.7	49.0	83.7		43	0.0	4.8	2.4	54.8	38.1	92.9		55	3.6	9.8	13.7	27.5	49.0	76.5	
	08/09	51	0.0	0.0	24.0	30.0	46.0	76.0		46	0.0	2.4	7.1	47.6	42.9	90.5		42	0.0	2.6	5.1	43.6	48.7	92.3	
African American	07/08	19	0.0	5.6	22.2	44.4	27.8	72.2		24	0.0	0.0	8.7	73.9	17.4	91.3		22	0.0	22.7	22.7	22.7	31.8	54.5	
	08/09	20	0.0	0.0	47.4	26.3	26.3	52.6		22	0.0	9.5	19.0	57.1	14.3	71.4		26	0.0	12.0	12.0	52.0	24.0	76.0	
Asian	07/08	23	13.0	0.0	10.0	45.0	45.0	90.0		13	0.0	0.0	0.0	41.7	58.3	100.0		12	25.0	0.0	0.0	33.3	66.7	100.0	
	08/09	14	0.0	0.0	7.1	35.7	57.1	92.8		16	0.0	0.0	6.7	53.3	40.0	93.3		14	0.0	0.0	0.0	33.3	66.7	100.0	
Caucasian	07/08	41	2.4	0.0	0.0	35.9	64.1	100.0		40	0.0	5.0	5.0	20.0	70.0	90.0		49	0.0	0.0	0.0	30.4	69.6	100.0	
	08/09	34	0.0	0.0	5.9	29.4	64.7	94.1		36	0.0	0.0	2.9	31.4	65.7	97.1		36	0.0	5.6	2.8	16.7	75.0	91.7	
Hispanic	07/08	5	0.0	20.0	20.0	20.0	40.0	60.0		5	0.0	20.0	0.0	60.0	20.0	80.0		5	0.0	0.0	40.0	40.0	20.0	60.0	
	08/09	6	0.0	0.0	60.0	0.0	40.0	40.0		5	0.0	20.0	0.0	40.0	40.0	80.0		6	0.0	0.0	20.0	60.0	20.0	80.0	
Middle Eastern	07/08	4	0.0	0.0	25.0	75.0	0.0	75.0																	
	08/09	5	0.0	0.0	0.0	80.0	20.0	100.0																	
Multi-ethnic	07/08	8	0.0	0.0	14.3	28.6	57.1	85.7		11	0.0	9.1	18.2	45.5	27.3	72.8		7	0.0	14.3	0.0	14.3	71.4	85.7	
	08/09	11	0.0	0.0	27.3	18.2	54.5	72.7		5	0.0	0.0	25.0	25.0	50.0	75.0		10	0.0	0.0	10.0	40.0	50.0	90.0	
Other	07/08	4	0.0	0.0	25.0	0.0	75.0	75.0		4	0.0	0.0	0.0	50.0	50.0	100.0		7	0.0	0.0	14.3	0.0	85.7	85.7	
	08/09																								
Econ. Disadvantaged	07/08	30	0.0	3.6	28.6	46.4	21.4	67.8		31	0.0	6.7	10.0	60.0	23.3	83.3		26	0.0	23.1	26.9	30.8	19.2	50.0	
	08/09	32	0.0	0.0	40.0	30.0	30.0	60.0		26	0.0	8.7	26.1	47.8	17.4	65.2		30	0.0	10.0	16.7	43.3	30.0	73.3	
Special Education	07/08	12	0.0	22.2	33.3	33.3	11.1	44.4		11	0.0	30.0	40.0	20.0	10.0	30.0		14	0.0	36.4	9.1	36.4	18.2	54.6	
	08/09	14	0.0	0.0	28.6	35.7	35.7	71.4		9	0.0	11.1	44.4	33.3	11.1	44.4		12	0.0	25.0	25.0	41.7	8.3	50.0	
LEP	07/08	10	0.0	0.0	20.0	60.0	20.0	80.0		11	0.0	10.0	0.0	80.0	10.0	90.0		8	0.0	0.0	25.0	50.0	25.0	75.0	
	08/09	14	0.0	0.0	28.6	42.9	28.6	71.5		5	0.0	0.0	25.0	75.0	0.0	75.0		7	0.0	0.0	0.0	100.0	0.0	100.0	

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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

PATTENGILL
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	104	3.8	2.1	22.7	71.1	4.1	75.2		97	0.0	0.0	45.3	54.7	0.0	54.7		105	2.9	4.0	29.3	63.6	3.0	66.6	
	08/09	93	0.0	4.4	28.6	67.0	0.0	67.0		91	0.0	0.0	52.9	47.1	0.0	47.1		96	0.0	0.0	25.0	75.0	0.0	75.0	
Female	07/08	49	2.0	0.0	16.7	79.2	4.2	83.4		54	0.0	0.0	34.0	66.0	0.0	66.0		50	2.0	2.1	25.0	66.7	6.3	73.0	
	08/09	42	0.0	2.4	26.8	70.7	0.0	70.7		45	0.0	0.0	44.4	55.6	0.0	55.6		54	0.0	0.0	24.5	75.5	0.0	75.5	
Male	07/08	55	5.5	4.1	28.6	63.3	4.1	67.4		43	0.0	0.0	59.5	40.5	0.0	40.5		55	3.6	5.9	33.3	60.8	0.0	60.8	
	08/09	51	0.0	6.0	30.0	64.0	0.0	64.0		46	0.0	0.0	61.9	38.1	0.0	38.1		42	0.0	0.0	25.6	74.4	0.0	74.4	
African American	07/08	19	0.0	5.6	38.9	55.6	0.0	55.6		24	0.0	0.0	69.6	30.4	0.0	30.4		22	0.0	9.1	63.6	27.3	0.0	27.3	
	08/09	20	0.0	10.5	36.8	52.6	0.0	52.6		22	0.0	0.0	81.0	19.0	0.0	19.0		26	0.0	0.0	44.0	56.0	0.0	56.0	
Asian	07/08	23	13.0	5.0	5.0	90.0	0.0	90.0		13	0.0	0.0	41.7	58.3	0.0	58.3		12	25.0	0.0	22.2	66.7	11.1	77.8	
	08/09	14	0.0	0.0	21.4	78.6	0.0	78.6		16	0.0	0.0	46.7	53.3	0.0	53.3		14	0.0	0.0	0.0	100.0	0.0	100.0	
Caucasian	07/08	41	2.4	0.0	17.9	71.8	10.3	82.1		40	0.0	0.0	25.0	75.0	0.0	75.0		49	0.0	2.2	8.7	84.8	4.3	89.1	
	08/09	34	0.0	2.9	17.6	79.4	0.0	79.4		36	0.0	0.0	31.4	68.6	0.0	68.6		36	0.0	0.0	16.7	83.3	0.0	83.3	
Hispanic	07/08	5	0.0	0.0	60.0	40.0	0.0	40.0		5	0.0	0.0	60.0	40.0	0.0	40.0		5	0.0	20.0	60.0	20.0	0.0	20.0	
	08/09	6	0.0	20.0	40.0	40.0	0.0	40.0		5	0.0	0.0	80.0	20.0	0.0	20.0		6	0.0	0.0	40.0	60.0	0.0	60.0	
Middle Eastern	07/08	4	0.0	0.0	50.0	50.0	0.0	50.0																	
	08/09	5	0.0	0.0	40.0	60.0	0.0	60.0																	
Multi-ethnic	07/08	8	0.0	0.0	14.3	85.7	0.0	85.7		11	0.0	0.0	54.5	45.5	0.0	45.5		7	0.0	0.0	28.6	71.4	0.0	71.4	
	08/09	11	0.0	0.0	45.5	54.5	0.0	54.5		5	0.0	0.0	50.0	50.0	0.0	50.0		10	0.0	0.0	30.0	70.0	0.0	70.0	
Other	07/08	4	0.0	0.0	25.0	75.0	0.0	75.0		4	0.0	0.0	50.0	50.0	0.0	50.0		7	0.0	0.0	28.6	71.4	0.0	71.4	
	08/09																								
Econ. Disadvantaged	07/08	30	0.0	7.1	42.9	46.4	3.6	50.0		31	0.0	0.0	70.0	30.0	0.0	30.0		26	0.0	7.7	65.4	26.9	0.0	26.9	
	08/09	32	0.0	10.0	43.3	46.7	0.0	46.7		26	0.0	0.0	82.6	17.4	0.0	17.4		30	0.0	0.0	43.3	56.7	0.0	56.7	
Special Education	07/08	12	0.0	22.2	44.4	33.3	0.0	33.3		11	0.0	0.0	100.0	0.0	0.0	0.0		14	0.0	18.2	54.5	27.3	0.0	27.3	
	08/09	14	0.0	7.1	50.0	42.9	0.0	42.9		9	0.0	0.0	88.9	11.1	0.0	11.1		12	0.0	0.0	75.0	25.0	0.0	25.0	
LEP	07/08	10	0.0	0.0	20.0	80.0	0.0	80.0		11	0.0	0.0	70.0	30.0	0.0	30.0		8	0.0	12.5	62.5	25.0	0.0	25.0	
	08/09	14	0.0	7.1	42.9	50.0	0.0	50.0		5	0.0	0.0	100.0	0.0	0.0	0.0		7	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

PATTENGILL
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	104	1.0	0.0	6.0	22.0	72.0	94.0	91.3	97	0.0	0.0	4.2	38.5	57.3	95.8	95.9	105	0.0	1.9	11.7	23.3	63.1	86.4	84.8
	08/09	93	0.0	0.0	5.5	25.3	69.2	94.5	94.6	91	0.0	0.0	11.4	30.7	58.0	88.7	89.0	96	1.0	2.1	11.7	21.3	64.9	86.2	86.3
Female	07/08	49	0.0	0.0	8.2	20.4	71.4	91.8	91.8	54	0.0	0.0	5.7	39.6	54.7	94.3	94.4	50	0.0	2.0	6.1	20.4	71.4	91.8	90.0
	08/09	42	0.0	0.0	4.9	26.8	68.3	95.1	95.2	45	0.0	0.0	13.3	31.1	55.6	86.7	86.7	54	1.9	3.8	7.7	21.2	67.3	88.5	88.7
Male	07/08	55	1.8	0.0	3.9	23.5	72.5	96.0	90.7	43	0.0	0.0	2.3	37.2	60.5	97.7	97.7	55	0.0	1.9	16.7	25.9	55.6	81.5	80.0
	08/09	51	0.0	0.0	6.0	24.0	70.0	94.0	94.1	46	0.0	0.0	9.3	30.2	60.5	90.7	91.3	42	0.0	0.0	16.7	21.4	61.9	83.3	83.3
African American	07/08	19	0.0	0.0	27.8	38.9	33.3	72.2	68.4	24	0.0	0.0	8.7	73.9	17.4	91.3	91.7	22	0.0	4.5	27.3	45.5	22.7	68.2	68.2
	08/09	20	0.0	0.0	15.8	42.1	42.1	84.2	85.0	22	0.0	0.0	33.3	52.4	14.3	66.7	68.2	26	0.0	0.0	20.0	44.0	36.0	80.0	80.8
Asian	07/08	23	0.0	0.0	4.3	4.3	91.3	95.6	95.7	13	0.0	0.0	0.0	7.7	92.3	100.0	100.0	12	0.0	0.0	0.0	8.3	91.7	100.0	100.0
	08/09	14	0.0	0.0	0.0	14.3	85.7	100.0	100.0	16	0.0	0.0	0.0	25.0	75.0	100.0	100.0	14	0.0	0.0	7.1	14.3	78.6	92.9	92.9
Caucasian	07/08	41	2.4	0.0	0.0	17.9	82.1	100.0	97.5	40	0.0	0.0	2.5	22.5	75.0	97.5	97.5	49	0.0	0.0	4.3	14.9	80.9	95.8	91.8
	08/09	34	0.0	0.0	2.9	11.8	85.3	97.1	97.1	36	0.0	0.0	2.9	17.1	80.0	97.1	97.2	36	2.8	5.7	5.7	11.4	77.1	88.5	88.6
Hispanic	07/08	5	0.0	0.0	0.0	40.0	60.0	100.0	100.0	5	0.0	0.0	20.0	40.0	40.0	80.0	80.0	5	0.0	0.0	60.0	20.0	20.0	40.0	40.0
	08/09	6	0.0	0.0	0.0	60.0	40.0	100.0	100.0	5	0.0	0.0	20.0	20.0	60.0	80.0	80.0	6	0.0	0.0	33.3	33.3	33.3	66.6	66.7
Middle Eastern	07/08	4	0.0	0.0	0.0	75.0	25.0	100.0	100.0																
	08/09	5	0.0	0.0	0.0	40.0	60.0	100.0	100.0																
Multi-ethnic	07/08	8	0.0	0.0	0.0	14.3	85.7	100.0	87.5	11	0.0	0.0	0.0	63.6	36.4	100.0	100.0	7	0.0	0.0	0.0	28.6	71.4	100.0	100.0
	08/09	11	0.0	0.0	9.1	27.3	63.6	90.9	90.9	5	0.0	0.0	25.0	0.0	75.0	75.0	80.0	10	0.0	0.0	10.0	0.0	90.0	90.0	90.0
Other	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	25.0	75.0	100.0	100.0	4	0.0	0.0	0.0	50.0	50.0	100.0	100.0	7	0.0	14.3	0.0	28.6	57.1	85.7	85.7
Econ. Disadvantaged	07/08	30	0.0	0.0	10.7	42.9	46.4	89.3	83.3	31	0.0	0.0	9.7	64.5	25.8	90.3	90.3	26	0.0	7.7	26.9	38.5	26.9	65.4	65.4
	08/09	32	0.0	0.0	10.0	43.3	46.7	90.0	90.6	26	0.0	0.0	33.3	50.0	16.7	66.7	69.2	30	0.0	3.3	20.0	36.7	40.0	76.7	76.7
Special Education	07/08	12	0.0	0.0	11.1	55.6	33.3	88.9	66.7	11	0.0	0.0	20.0	70.0	10.0	80.0	81.8	14	0.0	8.3	25.0	41.7	25.0	66.7	57.1
	08/09	14	0.0	0.0	14.3	42.9	42.9	85.8	85.7	9	0.0	0.0	44.4	44.4	11.1	55.5	55.6	12	0.0	16.7	25.0	25.0	33.3	58.3	58.3
LEP	07/08	10	0.0	0.0	0.0	10.0	90.0	100.0	100.0	11	0.0	0.0	9.1	45.5	45.5	91.0	90.9	8	0.0	0.0	25.0	12.5	62.5	75.0	75.0
	08/09	14	0.0	0.0	7.1	42.9	50.0	92.9	92.9	5	0.0	0.0	0.0	40.0	60.0	100.0	100.0	7	0.0	0.0	28.6	28.6	42.9	71.5	71.4

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.

ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

PATTENGILL
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									105	0.0	1.9	13.6	34.0	50.5	84.5		96	1.0	6.4	7.4	36.2	50.0	86.2	
	08/09																								
Female	07/08									50	0.0	4.1	12.2	28.6	55.1	83.7		54	1.9	3.8	7.7	34.6	53.8	88.4	
	08/09																								
Male	07/08									55	0.0	0.0	14.8	38.9	46.3	85.2		42	0.0	9.5	7.1	38.1	45.2	83.3	
	08/09																								
African American	07/08									22	0.0	4.5	36.4	40.9	18.2	59.1		26	3.8	8.3	25.0	45.8	20.8	66.6	
	08/09																								
Asian	07/08									12	0.0	8.3	0.0	33.3	58.3	91.6		14	0.0	14.3	0.0	28.6	57.1	85.7	
	08/09																								
Caucasian	07/08									49	0.0	0.0	4.3	27.7	68.1	95.8		36	0.0	2.8	2.8	19.4	75.0	94.4	
	08/09																								
Hispanic	07/08									5	0.0	0.0	20.0	80.0	0.0	80.0		6	0.0	16.7	0.0	50.0	33.3	83.3	
	08/09																								
Multi-ethnic	07/08									7	0.0	0.0	14.3	28.6	57.1	85.7		10	0.0	0.0	0.0	70.0	30.0	100.0	
	08/09																								
Other	07/08									7	0.0	0.0	14.3	14.3	71.4	85.7									
Econ. Disadvantaged	07/08									26	0.0	0.0	42.3	42.3	15.4	57.7		30	3.3	6.9	20.7	51.7	20.7	72.4	
	08/09																								
Special Education	07/08									14	0.0	0.0	33.3	50.0	16.7	66.7		12	0.0	16.7	16.7	58.3	8.3	66.6	
	08/09																								
LEP	07/08									8	0.0	12.5	12.5	50.0	25.0	75.0		7	0.0	42.9	0.0	28.6	28.6	57.2	
	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.

PATTENGILL Elementary School

2008/2009

	Grade 3	Grade 4	Grade 5
Eng Lang Arts			
PATTENGILL	79	82	84
DISTRICT	90	89	88
STATE	83	77	78
Reading			
PATTENGILL	80	87	87
DISTRICT	91	92	90
STATE	86	83	82
Writing			
PATTENGILL	67	47	75
DISTRICT	79	65	79
STATE	61	44	63
Mathematics			
PATTENGILL	95	89	86
DISTRICT	96	94	92
STATE	91	88	77
Science			
PATTENGILL			86
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, PATTENGILL 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 PATTENGILL Elementary School received a composite grade of **A**.