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Carpenter 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

The Carpenter School community will create a nurturing environment in which each student is academically, socially, and emotionally prepared to face the future.

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 to Professional Development

Student Achievement Goals

- Elimination of predictability in performance between and among classroom, grade level and school groups.
- Students in all classrooms will complete and demonstrate progress on benchmark papers in September, January and May.
- Monitor implementation of new science units at all grade levels with special support to encourage Title I eligible students to fully participate in Science activities.
- 90 % of students will demonstrate at least 80% mastery of grade level math outcomes.
- MEAP Math results will meet or exceed targets:

3rd	100%
4th	90%
5th	95%
- All children will progress through the reading curriculum and meet grade level targets by the end of 5th grade.
- 90% of Carpenter students will achieve grade level reading targets as reported at each marking period.
- MEAP data will demonstrate achievement over last year's scores.

Issues, Decisions, and Accomplishments

Issues

- Construction of a survey to get input from large percentage of Carpenter families.
- Coordination and implementation of construction, remodeling plans during the school year.
- Support for realigned and new staff members.
- Implement new Response to Intervention/Achievement Team model
- Establish CARE team and begin peer observations

Decisions:

- Establish regular grade level meeting time to support collaboration and professional sharing
- Establish CARE team and begin peer observations
- Use portion of SIT budget to support new to grade level and new teacher needs
- Continue and extend Carpenter's participation in Safe Routes to School

Accomplishments:

- Completed survey for families. Results indicate a high degree of support and satisfaction with Carpenter School.
 - 95% would recommend Carpenter to a friend or relative
 - 94% rated their child's academic experience at Carpenter as good or excellent
 - 97% said that safety and security at Carpenter School was excellent or good
- Completed training and guided practice in Collaborative Analysis of Student Work for all staff
- Worked with Eastern Michigan University, Mitchell School and Pittsfield School to offer free summer reading tutoring for target children.
- Received three grants from the Ann Arbor Educational Foundation to bring Detroit Science Center Programs to Carpenter, develop a first grade take home library and provide additional music for fifth grade instrumental music classes.
- The Carpenter Safe Routes to School Committee helped to secure two grants. The first will provide \$10,000 for the County Road Commission to improve safety at the corner of Packard and Dalton. The second will provide \$2,000 to improve walking/biking safety around the school grounds.
- Expanded summer offerings for Carpenter Students through both Title I "Stretch for Success" reading program, and PTO's purchase of Summer Work Books for kindergarten through fourth grade students.
- Reading Intervention and Title I reading focused on first and second grade and were able to get the vast majority of them to demonstrate reading ability at grade level.
- Expectations for transitions in the classroom, between areas within the school and entering and exiting school.

Major Issues Identified for Next Year's Team

- Work with families to organize a safe, efficient dismissal process.
- Develop a parent Handbook
- Develop a Volunteer Handbook and training process
- Support implementation of READ 180 as an upper elementary reading intervention
- Work with families to eliminate excessive tardiness
- Use information from survey to address two major concerns:
 - Traffic flow and safety in the parking lot and around the school
 - Develop more opportunities for enrichment and extensions of basic curriculum

2008-2009 SIT Team Members

Arbie Brown, Melinda Carlson, Ron Collins, Lyn Freeman, Pam Hogan, Christine Kwierant, Pete Larson, Janet Min, Therese Niemi, Gwen Phelps, Natasha York

Staff Development Activities:

- Monthly training and guided practice with Collaborative Analysis of Student Learning, CASL, for grade level teams.
- Met as a staff to study, analyze and discuss Carpenter's MEAP results to identify areas of strength and areas for improvement.
- EmPOWER writing training introduced to entire staff and extended for teachers of older children (Grades 3-5).
- Lucy Calkins work for all staff
- K-2 staff participated in session led by Dr. Pat Edwards on Literacy and Parent Involvement.
- Staff completed new to Grade Level and New Teacher training sessions

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 Carpenter 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.

Carpenter Elementary School

2008-2009

Parent Participation: Carpenter parents continue to demonstrate a strong desire to support their children and their school. Attendance at Curriculum Night/Open House, Parent Teacher Conferences and PTO events is excellent. Musical performances are standing room only! The inclusion of student activities in Title I parent nights has increased attendance significantly. Parents volunteer their time willingly and often. We see parents helping in classrooms, chaperoning field trips, greeting students and assisting in the lunchroom. Parents that cannot volunteer during the day demonstrate their support through regular communication with teachers. Carpenter parents and guardians continue to participate in parent- teacher conferences at better than 95%.

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. Carpenter's attendance rate for 2008/09, as calculated by the state, was 95.2%.

2008-2009 ENROLLMENT

Ethnic Group	Native American	Caucasian	Latino/Hispanic	African American	Asian/Pac. Islander	Middle Eastern	Multi-Ethnic	Other	Male	Female
Number	1	130	29	64	38	12	36	10	169	151
Percentage	0.3	40.6	9.1	20.0	11.9	3.8	11.3	3.1	52.8	47.2
Total Enrollment	320									

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

CARPENTER
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	47	0.0	0.0	10.6	72.3	17.0	89.3	89.4	55	0.0	3.6	12.7	60.0	23.6	83.6	83.6	58	1.7	7.0	19.3	49.1	24.6	73.7	73.7
	08/09	48	2.1	0.0	13.0	60.9	26.1	87.0	87.2	42	0.0	2.4	11.9	73.8	11.9	85.7	85.7	55	1.8	1.9	14.8	53.7	29.6	83.3	83.3
Female	07/08	24	0.0	0.0	20.8	75.0	4.2	79.2	79.2	37	0.0	0.0	13.5	62.2	24.3	86.5	86.5	25	4.0	0.0	20.8	50.0	29.2	79.2	79.2
	08/09	18	0.0	0.0	11.1	61.1	27.8	88.9	88.9	19	0.0	5.3	10.5	78.9	5.3	84.2	84.2	40	2.5	0.0	20.5	53.8	25.6	79.4	79.5
Male	07/08	23	0.0	0.0	0.0	69.6	30.4	100.0	100.0	18	0.0	11.1	11.1	55.6	22.2	77.8	77.8	33	0.0	12.1	18.2	48.5	21.2	69.7	69.7
	08/09	30	3.3	0.0	14.3	60.7	25.0	85.7	86.2	23	0.0	0.0	13.0	69.6	17.4	87.0	87.0	15	0.0	6.7	0.0	53.3	40.0	93.3	93.3
African American	07/08	8	0.0	0.0	0.0	100.0	0.0	100.0	100.0	13	0.0	0.0	30.8	61.5	7.7	69.2	69.2	16	6.3	13.3	40.0	26.7	20.0	46.7	46.7
	08/09	14	7.1	0.0	23.1	69.2	7.7	76.9	76.9	7	0.0	0.0	0.0	100.0	0.0	100.0	100.0	11	9.1	0.0	20.0	70.0	10.0	80.0	80.0
Asian	07/08	5	0.0	0.0	0.0	60.0	40.0	100.0	100.0	5	0.0	0.0	0.0	80.0	20.0	100.0	100.0	5	0.0	0.0	20.0	60.0	20.0	80.0	80.0
	08/09	5	0.0	0.0	0.0	40.0	40.0	20.0	60.0	5	0.0	0.0	40.0	40.0	20.0	60.0	60.0	5	0.0	0.0	0.0	40.0	60.0	100.0	100.0
Caucasian	07/08	19	0.0	0.0	10.5	63.2	26.3	89.5	89.5	26	0.0	3.8	7.7	61.5	26.9	88.4	88.5	21	0.0	4.8	4.8	47.6	42.9	90.5	90.5
	08/09	21	0.0	0.0	5.0	50.0	45.0	95.0	95.2	16	0.0	6.3	6.3	68.8	18.8	87.6	87.5	28	0.0	3.6	10.7	53.6	32.1	85.7	85.7
Hispanic	07/08	5	0.0	0.0	0.0	80.0	20.0	100.0	100.0	5	0.0	20.0	0.0	60.0	20.0	80.0	80.0	7	0.0	0.0	28.6	57.1	14.3	71.4	71.4
	08/09	4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4	0.0	0.0	25.0	75.0	0.0	75.0	75.0	6	0.0	0.0	33.3	66.7	0.0	66.7	66.7
Middle Eastern	07/08									4	0.0	25.0	25.0	50.0	0.0	50.0	50.0								
Multi-ethnic	07/08	6	0.0	0.0	33.3	66.7	0.0	66.7	66.7																
	08/09	4	0.0	0.0	0.0	50.0	50.0	100.0	100.0	6	0.0	0.0	16.7	83.3	0.0	83.3	83.3								
Econ. Disadvantaged	07/08	17	0.0	0.0	23.5	70.6	5.9	76.5	76.5	13	0.0	15.4	30.8	30.8	23.1	53.9	53.8	23	0.0	13.0	30.4	47.8	8.7	56.5	56.5
	08/09	25	4.0	0.0	20.8	66.7	12.5	79.2	79.2	13	0.0	7.7	15.4	69.2	7.7	76.9	76.9	16	6.3	6.7	20.0	60.0	13.3	73.3	73.3
Special Education	07/08									4	0.0	50.0	50.0	0.0	0.0	0.0	0.0								
	08/09	7	0.0	0.0	50.0	50.0	0.0	50.0	57.1																
LEP	07/08	7	0.0	0.0	14.3	85.7	0.0	85.7	85.7	9	0.0	11.1	22.2	66.7	0.0	66.7	66.7	9	0.0	0.0	22.2	77.8	0.0	77.8	77.8
	08/09	7	0.0	0.0	14.3	85.7	0.0	85.7	85.7	5	0.0	20.0	40.0	40.0	0.0	40.0	40.0	8	0.0	0.0	25.0	75.0	0.0	75.0	75.0

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

CARPENTER
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	47	0.0	0.0	4.3	46.8	48.9	95.7		55	0.0	1.8	9.1	41.8	47.3	89.1		58	1.7	7.0	15.8	31.6	45.6	77.2	
	08/09	48	2.1	0.0	6.5	43.5	50.0	93.5		42	0.0	2.4	7.1	52.4	38.1	90.5		55	1.8	5.6	9.3	31.5	53.7	85.2	
Female	07/08	24	0.0	0.0	4.2	62.5	33.3	95.8		37	0.0	0.0	5.4	48.6	45.9	94.5		25	4.0	0.0	16.7	33.3	50.0	83.3	
	08/09	18	0.0	0.0	0.0	55.6	44.4	100.0		19	0.0	5.3	10.5	63.2	21.1	84.3		40	2.5	5.1	12.8	41.0	41.0	82.0	
Male	07/08	23	0.0	0.0	4.3	30.4	65.2	95.6		18	0.0	5.6	16.7	27.8	50.0	77.8		33	0.0	12.1	15.2	30.3	42.4	72.7	
	08/09	30	3.3	0.0	10.7	35.7	53.6	89.3		23	0.0	0.0	4.3	43.5	52.2	95.7		15	0.0	6.7	0.0	6.7	86.7	93.4	
African American	07/08	8	0.0	0.0	0.0	75.0	25.0	100.0		13	0.0	7.7	15.4	46.2	30.8	77.0		16	6.3	13.3	33.3	13.3	40.0	53.3	
	08/09	14	7.1	0.0	7.7	61.5	30.8	92.3		7	0.0	0.0	0.0	85.7	14.3	100.0		11	9.1	0.0	20.0	50.0	30.0	80.0	
Asian	07/08	5	0.0	0.0	0.0	40.0	60.0	100.0		5	0.0	0.0	0.0	40.0	60.0	100.0		5	0.0	0.0	20.0	40.0	40.0	80.0	
	08/09	5	0.0	0.0	0.0	40.0	60.0	100.0		5	0.0	0.0	20.0	60.0	20.0	80.0		5	0.0	0.0	0.0	0.0	100.0	100.0	
Caucasian	07/08	19	0.0	0.0	5.3	42.1	52.6	94.7		26	0.0	0.0	3.8	42.3	53.8	96.1		21	0.0	4.8	4.8	28.6	61.9	90.5	
	08/09	21	0.0	0.0	5.0	20.0	75.0	95.0		16	0.0	6.3	6.3	31.3	56.3	87.6		28	0.0	10.7	3.6	32.1	53.6	85.7	
Hispanic	07/08	5	0.0	0.0	20.0	20.0	60.0	80.0		5	0.0	0.0	20.0	60.0	20.0	80.0		7	0.0	0.0	28.6	57.1	14.3	71.4	
	08/09	4	0.0	0.0	0.0	100.0	0.0	100.0		6	0.0	0.0	0.0	100.0	0.0	100.0		6	0.0	0.0	16.7	50.0	33.3	83.3	
Middle Eastern	07/08									4	0.0	25.0	0.0	75.0	0.0	75.0									
Multi-ethnic	07/08	6	0.0	0.0	0.0	50.0	50.0	100.0																	
	08/09	4	0.0	0.0	0.0	50.0	50.0	100.0		6	0.0	0.0	16.7	33.3	50.0	83.3									
Econ. Disadvantaged	07/08	17	0.0	0.0	11.8	64.7	23.5	88.2		13	0.0	7.7	23.1	38.5	30.8	69.3		23	0.0	13.0	21.7	47.8	17.4	65.2	
	08/09	25	4.0	0.0	8.3	62.5	29.2	91.7		13	0.0	7.7	7.7	69.2	15.4	84.6		16	6.3	6.7	20.0	40.0	33.3	73.3	
Special Education	07/08																	4	0.0	50.0	50.0	0.0	0.0	0.0	
	08/09	7	0.0	0.0	16.7	66.7	16.7	83.4																	
LEP	07/08	7	0.0	0.0	14.3	42.9	42.9	85.8		9	0.0	0.0	22.2	77.8	0.0	77.8		9	0.0	0.0	11.1	77.8	11.1	88.9	
	08/09	7	0.0	0.0	0.0	85.7	14.3	100.0		5	0.0	20.0	20.0	60.0	0.0	60.0		8	0.0	0.0	12.5	50.0	37.5	87.5	

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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

CARPENTER
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	47	0.0	6.4	36.2	57.4	0.0	57.4		55	0.0	1.8	38.2	60.0	0.0	60.0		58	1.7	1.8	45.6	52.6	0.0	52.6	
	08/09	48	2.1	2.2	21.7	76.1	0.0	76.1		42	0.0	0.0	54.8	45.2	0.0	45.2		55	1.8	1.9	22.2	75.9	0.0	75.9	
Female	07/08	24	0.0	12.5	50.0	37.5	0.0	37.5		37	0.0	0.0	40.5	59.5	0.0	59.5		25	4.0	0.0	50.0	50.0	0.0	50.0	
	08/09	18	0.0	5.6	22.2	72.2	0.0	72.2		19	0.0	0.0	57.9	42.1	0.0	42.1		40	2.5	0.0	28.2	71.8	0.0	71.8	
Male	07/08	23	0.0	0.0	21.7	78.3	0.0	78.3		18	0.0	5.6	33.3	61.1	0.0	61.1		33	0.0	3.0	42.4	54.5	0.0	54.5	
	08/09	30	3.3	0.0	21.4	78.6	0.0	78.6		23	0.0	0.0	52.2	47.8	0.0	47.8		15	0.0	6.7	6.7	86.7	0.0	86.7	
African American	07/08	8	0.0	0.0	50.0	50.0	0.0	50.0		13	0.0	0.0	46.2	53.8	0.0	53.8		16	6.3	6.7	60.0	33.3	0.0	33.3	
	08/09	14	7.1	7.7	30.8	61.5	0.0	61.5		7	0.0	0.0	71.4	28.6	0.0	28.6		11	9.1	0.0	40.0	60.0	0.0	60.0	
Asian	07/08	5	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		5	0.0	0.0	60.0	40.0	0.0	40.0	
	08/09									5	0.0	0.0	60.0	40.0	0.0	40.0		5	0.0	0.0	20.0	80.0	0.0	80.0	
Caucasian	07/08	19	0.0	5.3	42.1	52.6	0.0	52.6		26	0.0	3.8	34.6	61.5	0.0	61.5		21	0.0	0.0	23.8	76.2	0.0	76.2	
	08/09	21	0.0	0.0	10.0	90.0	0.0	90.0		16	0.0	0.0	37.5	62.5	0.0	62.5		28	0.0	3.6	14.3	82.1	0.0	82.1	
Hispanic	07/08	5	0.0	0.0	20.0	80.0	0.0	80.0		5	0.0	0.0	60.0	40.0	0.0	40.0		7	0.0	0.0	57.1	42.9	0.0	42.9	
	08/09									4	0.0	0.0	75.0	25.0	0.0	25.0		6	0.0	0.0	33.3	66.7	0.0	66.7	
Middle Eastern	07/08																	4	0.0	0.0	50.0	50.0	0.0	50.0	
Multi-ethnic	07/08	6	0.0	16.7	33.3	50.0	0.0	50.0																	
	08/09	4	0.0	0.0	25.0	75.0	0.0	75.0		6	0.0	0.0	66.7	33.3	0.0	33.3									
Econ. Disadvantaged	07/08	17	0.0	17.6	47.1	35.3	0.0	35.3		13	0.0	7.7	61.5	30.8	0.0	30.8		23	0.0	0.0	65.2	34.8	0.0	34.8	
	08/09	25	4.0	4.2	29.2	66.7	0.0	66.7		13	0.0	0.0	76.9	23.1	0.0	23.1		16	6.3	6.7	33.3	60.0	0.0	60.0	
Special Education	07/08																	4	0.0	25.0	75.0	0.0	0.0	0.0	
	08/09	7	0.0	16.7	33.3	50.0	0.0	50.0																	
LEP	07/08	7	0.0	0.0	28.6	71.4	0.0	71.4		9	0.0	0.0	77.8	22.2	0.0	22.2		9	0.0	0.0	66.7	33.3	0.0	33.3	
	08/09	7	0.0	0.0	28.6	71.4	0.0	71.4		5	0.0	0.0	80.0	20.0	0.0	20.0		8	0.0	0.0	37.5	62.5	0.0	62.5	

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

CARPENTER
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	47	0.0	0.0	4.3	34.0	61.7	95.7	95.7	55	0.0	1.8	14.5	34.5	49.1	83.6	83.6	58	1.7	1.8	10.5	28.1	59.6	87.7	87.7
	08/09	48	0.0	0.0	8.5	10.6	80.9	91.5	91.7	42	0.0	0.0	2.4	38.1	59.5	97.6	97.6	55	0.0	3.6	9.1	18.2	69.1	87.3	87.3
Female	07/08	24	0.0	0.0	8.3	50.0	41.7	91.7	91.7	37	0.0	2.7	13.5	35.1	48.6	83.7	83.8	25	4.0	4.2	8.3	29.2	58.3	87.5	87.5
	08/09	18	0.0	0.0	11.1	11.1	77.8	88.9	88.9	19	0.0	0.0	0.0	63.2	36.8	100.0	100.0	40	0.0	5.0	10.0	25.0	60.0	85.0	85.0
Male	07/08	23	0.0	0.0	0.0	17.4	82.6	100.0	100.0	18	0.0	0.0	16.7	33.3	50.0	83.3	83.3	33	0.0	0.0	12.1	27.3	60.6	87.9	87.9
	08/09	30	0.0	0.0	6.9	10.3	82.8	93.1	93.3	23	0.0	0.0	4.3	17.4	78.3	95.7	95.7	15	0.0	0.0	6.7	0.0	93.3	93.3	93.3
African American	07/08	8	0.0	0.0	0.0	62.5	37.5	100.0	100.0	13	0.0	7.7	23.1	38.5	30.8	69.3	69.2	16	6.3	0.0	20.0	40.0	40.0	80.0	80.0
	08/09	14	0.0	0.0	14.3	28.6	57.1	85.7	85.7	7	0.0	0.0	0.0	71.4	28.6	100.0	100.0	11	0.0	9.1	9.1	36.4	45.5	81.9	81.8
Asian	07/08	5	0.0	0.0	0.0	20.0	80.0	100.0	100.0	5	0.0	0.0	0.0	20.0	80.0	100.0	100.0	5	0.0	0.0	0.0	0.0	100.0	100.0	100.0
	08/09	5	0.0	0.0	0.0	0.0	100.0	100.0	100.0	5	0.0	0.0	0.0	0.0	100.0	100.0	100.0	5	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Caucasian	07/08	19	0.0	0.0	5.3	31.6	63.2	94.8	94.7	26	0.0	0.0	11.5	34.6	53.8	88.4	88.5	21	0.0	4.8	0.0	19.0	76.2	95.2	95.2
	08/09	21	0.0	0.0	0.0	0.0	100.0	100.0	100.0	16	0.0	0.0	0.0	31.3	68.8	100.1	100.0	28	0.0	0.0	10.7	17.9	71.4	89.3	89.3
Hispanic	07/08	5	0.0	0.0	0.0	40.0	60.0	100.0	100.0	5	0.0	0.0	40.0	40.0	20.0	60.0	60.0	7	0.0	0.0	14.3	57.1	28.6	85.7	85.7
	08/09	4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4	0.0	0.0	25.0	25.0	50.0	75.0	75.0	6	0.0	16.7	0.0	16.7	66.7	83.4	83.3
Middle Eastern	07/08									4	0.0	0.0	25.0	25.0	50.0	75.0	75.0				25.0	25.0	50.0	75.0	75.0
Multi-ethnic	07/08	6	0.0	0.0	16.7	0.0	83.3	83.3	83.3																
	08/09	4	0.0	0.0	0.0	0.0	100.0	100.0	100.0	6	0.0	0.0	0.0	33.3	66.7	100.0	100.0								
Econ. Disadvantaged	07/08	17	0.0	0.0	11.8	52.9	35.3	88.2	88.2	13	0.0	7.7	38.5	15.4	38.5	53.9	53.8	23	0.0	0.0	21.7	47.8	30.4	78.2	78.3
	08/09	25	0.0	0.0	16.0	20.0	64.0	84.0	84.0	13	0.0	0.0	0.0	69.2	30.8	100.0	100.0	16	0.0	6.3	18.8	25.0	50.0	75.0	75.0
Special Education	07/08									4	0.0	25.0	50.0	25.0	0.0	25.0	25.0								
	08/09	7	0.0	0.0	50.0	0.0	50.0	50.0	57.1																
LEP	07/08	7	0.0	0.0	0.0	57.1	42.9	100.0	100.0	9	0.0	0.0	22.2	66.7	11.1	77.8	77.8	9	0.0	0.0	11.1	33.3	55.6	88.9	88.9
	08/09	7	0.0	0.0	28.6	14.3	57.1	71.4	71.4	5	0.0	0.0	20.0	40.0	40.0	80.0	80.0	8	0.0	12.5	0.0	12.5	75.0	87.5	87.5

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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

CARPENTER
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									58	1.7	1.8	21.1	36.8	40.4	77.2		08/09	55	1.8	3.7	9.3	38.9	48.1	87.0	
Female	07/08									25	4.0	0.0	20.8	33.3	45.8	79.1		08/09	40	2.5	5.1	12.8	38.5	43.6	82.1	
Male	07/08									33	0.0	3.0	21.2	39.4	36.4	75.8		08/09	15	0.0	0.0	0.0	40.0	60.0	100.0	
African American	07/08									16	6.3	0.0	20.0	60.0	20.0	80.0		08/09	11	9.1	10.0	10.0	70.0	10.0	80.0	
Asian	07/08									5	0.0	0.0	20.0	40.0	40.0	80.0		08/09	5	0.0	0.0	0.0	40.0	60.0	100.0	
Caucasian	07/08									21	0.0	4.8	4.8	23.8	66.7	90.5		08/09	28	0.0	0.0	7.1	39.3	53.6	92.9	
Hispanic	07/08									7	0.0	0.0	57.1	42.9	0.0	42.9		08/09	6	0.0	16.7	16.7	0.0	66.7	66.7	
Middle Eastern	07/08									4	0.0	0.0	75.0	0.0	25.0	25.0										
Econ. Disadvantaged	07/08									23	0.0	4.3	43.5	43.5	8.7	52.2		08/09	16	6.3	6.7	13.3	53.3	26.7	80.0	
Special Education	07/08									4	0.0	0.0	50.0	50.0	0.0	50.0										
LEP	07/08									9	0.0	0.0	44.4	44.4	11.1	55.5		08/09	8	0.0	12.5	12.5	37.5	37.5	75.0	

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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.

CARPENTER Elementary School

2008/2009

	Grade 3	Grade 4	Grade 5
Eng Lang Arts			
CARPENTER	87	86	83
DISTRICT	90	89	88
STATE	83	77	78
Reading			
CARPENTER	94	91	85
DISTRICT	91	92	90
STATE	86	83	82
Writing			
CARPENTER	76	45	76
DISTRICT	79	65	79
STATE	61	44	63
Mathematics			
CARPENTER	92	98	87
DISTRICT	96	94	92
STATE	91	88	77
Science			
CARPENTER			87
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, CARPENTER 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 CARPENTER Elementary School received a composite grade of **A**.