

2543 Pittsfield Blvd.
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Carol Shakarian, Principal

Pittsfield

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

Achievement for all in a safe, nurturing environment

2008-2009 Student Achievement Goals

The school student achievement goals are based on both district-wide achievement goals and the building action plan with the focus of academic success for all students. These goals reflect the district's and the school's commitment to facilitate systemic academic improvement. Pittsfield staff use the district/school action plan and the School Improvement Framework to enhance instruction to meet the needs of our student population. This plan, then, is our achievement road map throughout the school year.

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

Content Area: Reading

Student Goal Statement: Pittsfield will implement practices that eliminate predictability in performance between and among sub-groups with an emphasis on African American and Hispanic sub-groups.

Content Area: Writing

Student Goal Statement: Pittsfield students will demonstrate continuous improvement in writing proficiency.

Content Area: Mathematics

Student Goal Statement: Pittsfield students will demonstrate performance in mathematics at 90% proficient or advanced as measured by the MEAP math assessment with increases seen in Hispanic and LEP (limited English proficiency) sub groups, and by 90% of students demonstrating 80% mastery of grade level math outcomes.

Content Area: Parent Involvement

Student Goal Statement: Research indicates that parent involvement in school is strongly correlated with student achievement. Pittsfield Elementary School staff will work with its parent community to offer opportunities, training and support to increase parental involvement for children underrepresented in school activities.

Issues, Decisions, and Accomplishments

- Over 79% of Pittsfield children in grades 3-5 scored proficient / advanced in MEAP reading assessments.
- Over 51% of Pittsfield children in grades 3-5 scored proficient in MEAP writing assessments.
- Nearly 85% of Pittsfield children in grades 3-5 scored proficient / advanced in MEAP mathematics assessments.
- Over 71% of Pittsfield 5th grade students scored proficient / advanced in MEAP science assessments.
- Fourth grade MEAP scores shined in particular with Pittsfield students at or above the district and state scores across the board (in Reading, Writing and Mathematics). In some sub-categories there were no predictable gaps.
- Spanish instruction continues at Pittsfield, in grades K-5, during the 2008/9 school year.
- Collaboration among and between teams continues to be a professional focus of Pittsfield Elementary.
- Reading Intervention is offered to identified K --> 2nd grade students.
- Science Fair and Math / Science Nights were successful family events during the 2008/9 school year.
- Student enrichment and family events are supported by our PTO and our Partners in Excellence: Borders Books and The Pittsfield Grange. New partner this year was Coldwater Creek, Briarwood store. Coldwater Creek supported specific efforts in reading, science fair, and robotics club.
- Collaboration with local universities and colleges, University of Michigan, Eastern Michigan, and Concordia provide teaching interns, pre-student teachers and classroom volunteers.
- Title I services (additional support in curricular areas) are provided to identified students in grades K -->5.
- Robotics Club provides technology and engineering enrichment to our students.
- Math mentors from Huron High School provides math support and math enrichment opportunities to Pittsfield students.
- ESL services are provided to our English Language Learners.
- Special parent involvement evenings are held for our ESL community throughout the school year. Specifically, parents asked for English classes and we provided this for our families.
- Collaboration with Leslie Science Center provides support for students in literacy and science.
- Student art portfolios are displayed on-line, accessible via the school's website and throughout Ann Arbor.
- Kindergarten Roundup and follow up activities help new families make the transition to Kindergarten.
- All grades participate in AAPS' environmental field trips.
- Fifth grade students experienced a 3-day camp at Camp Storer and experienced the Chemistry Lab at Huron High School.
- Facilities improvements include four new playground structures, new sign above main doorway, resurfaced track on playground, new stage lighting, back curtains, new instructional station for the computer teacher, new lighting in the gymnasium, new kindergarten tables, chairs and play stations, among other improvements.
- Response to Intervention process helped identified students progressed toward achievement plans.
- Ample parent involvement in classroom activities, workshops, centers, and as chaperones, and putting on special events.
- Anti-bullying curriculum in all classrooms begins in the month of September.
- Collaboration time during the school day has allowed effective teaming with specials teachers, special education staff, ESL staff, Title I staff, Spanish staff and grade level teams.
- All-school events to build community such as MLK, Jr. Celebration, Inauguration Ceremony Viewing, Gemini Concert, and more.
- All Pittsfield Staff attended CPR/First Aid Training in February 2009.

Major Issues Identified for Next Year's Team

- Meet and exceed the goals identified in the School Improvement Plan - specifically goals listed above in Reading, Writing, Mathematics, and Parent Involvement.
- Provide equitable learning experiences and success, lessening the chance for predictable gaps in achievement.
- Provide differentiation of instruction to those who need such, including those who need enrichment of curriculum.
- Successfully launch the A2LP - the Ann Arbor Language Program in partnership with the University of Michigan.
- Maintain a warm, nurturing, inclusive climate that supports the growth of all students.
- Align staff professional development with our student achievement needs as identified in our School Improvement Plan.

- Nurture collaborative professional learning communities to help us attain high levels of achievement for all students.
- Share instructional technology knowledge between staff to enhance student achievement.
- New technology integration ideas and new computers will enhance classroom instruction capabilities.

2008-2009 SIT Team Members

Carol Shakarian, Char Hornak, Barb Killewald, Sarah Lynch, JoAnn Parkus, Amy Pufahl, Karen Stein

Staff Development Activities:

- District-offered curriculum-based professional development activities in K-5 in all content areas
- Writing in Science
- Equity Team training with Pacific Education Group
- Readers / Writers Workshop
- Project Read
- Science Unit workshops
- Lenses On Learning - Mathematics workshop
- Mathematics differentiation workshops
- Collaborative work around MEAP item analysis, School Improvement Framework, support for at-risk students
- Leadership conferences
- Co-Teaching
- Birds, Ecology and Conservation workshop
- Handwriting without Tears
- Performance Learning Systems and Live Event Planning
- IDEA (Individuals with Disabilities Education Act) conference
- CPR / First Aid Training

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 Pittsfield 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 volunteer regularly in classrooms and on field trips. There are many opportunities for involvement with PTO sponsored events. Your contributions and support are crucial factors in our students' success. We are pleased to report that one or more parents at 2008-2009 parent-teacher conferences represented 97 percent of all Pittsfield students.

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%.

Pittsfield Elementary School

2008-2009

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. Pittsfield's attendance rate for 2008/09, as calculated by the state, was 97.7%.

2008-2009 ENROLLMENT

Ethnic Group	Native American	Caucasian	Latino/Hispanic	African American	Asian/Pac. Islander	Middle Eastern	Multi-Ethnic	Other	Male	Female
Number	1	83	44	35	23	7	34	8	112	123
Percentage	0.4	35.3	18.7	14.9	9.8	3.0	14.5	3.4	47.7	52.3
Total Enrollment	235									

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

PITTSFIELD
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	36	2.8	0.0	11.4	60.0	28.6	88.6	88.6	39	0.0	2.7	13.5	64.9	18.9	83.8	83.8	48	0.0	2.3	13.6	50.0	34.1	84.1	81.3
	08/09	43	0.0	4.8	16.7	57.1	21.4	78.5	78.6	35	0.0	0.0	8.8	70.6	20.6	91.2	91.2	35	0.0	5.7	31.4	45.7	17.1	62.8	62.9
Female	07/08	19	0.0	0.0	5.3	63.2	31.6	94.8	94.7	24	0.0	0.0	17.4	73.9	8.7	82.6	82.6	21	0.0	0.0	5.0	65.0	30.0	95.0	95.2
	08/09	21	0.0	4.8	9.5	57.1	28.6	85.7	85.7	16	0.0	0.0	6.3	75.0	18.8	93.8	93.8	23	0.0	4.3	34.8	52.2	8.7	60.9	60.9
Male	07/08	17	5.9	0.0	18.8	56.3	25.0	81.3	81.3	15	0.0	7.1	7.1	50.0	35.7	85.7	85.7	27	0.0	4.2	20.8	37.5	37.5	75.0	70.4
	08/09	22	0.0	4.8	23.8	57.1	14.3	71.4	71.4	19	0.0	0.0	11.1	66.7	22.2	88.9	88.9	12	0.0	8.3	25.0	33.3	33.3	66.6	66.7
African American	07/08	7	0.0	0.0	14.3	71.4	14.3	85.7	85.7	7	0.0	0.0	14.3	85.7	0.0	85.7	85.7	11	0.0	0.0	0.0	66.7	33.3	100.0	90.9
	08/09	6	0.0	0.0	50.0	50.0	0.0	50.0	50.0	6	0.0	0.0	16.7	83.3	0.0	83.3	83.3	8	0.0	0.0	37.5	62.5	0.0	62.5	62.5
Asian	07/08	5	20.0	0.0	0.0	100.0	0.0	100.0	100.0	5	0.0	0.0	25.0	50.0	25.0	75.0	75.0	6	0.0	0.0	0.0	66.7	33.3	100.0	100.0
	08/09	4	0.0	0.0	0.0	75.0	25.0	100.0	100.0	5	0.0	0.0	0.0	100.0	0.0	100.0	100.0								
Caucasian	07/08	12	0.0	0.0	0.0	50.0	50.0	100.0	100.0	10	0.0	0.0	0.0	60.0	40.0	100.0	100.0	18	0.0	5.6	0.0	55.6	38.9	94.5	94.4
	08/09	17	0.0	0.0	0.0	70.6	29.4	100.0	100.0	12	0.0	0.0	0.0	58.3	41.7	100.0	100.0	10	0.0	0.0	10.0	40.0	50.0	90.0	90.0
Hispanic	07/08									8	0.0	14.3	14.3	57.1	14.3	71.4	71.4	6	0.0	0.0	60.0	20.0	20.0	40.0	50.0
	08/09	9	0.0	25.0	37.5	37.5	0.0	37.5	37.5	7	0.0	28.6	28.6	42.9	0.0	42.9	42.9								
Multi-ethnic	07/08	6	0.0	0.0	50.0	33.3	16.7	50.0	50.0	5	0.0	0.0	20.0	60.0	20.0	80.0	80.0								
	08/09	4	0.0	0.0	0.0	25.0	75.0	100.0	100.0	6	0.0	0.0	33.3	33.3	33.3	66.6	66.7	5	0.0	0.0	40.0	40.0	20.0	60.0	60.0
Econ. Disadvantaged	07/08	17	0.0	0.0	17.6	64.7	17.6	82.3	82.4	13	0.0	0.0	16.7	66.7	16.7	83.4	83.3	24	0.0	4.8	28.6	47.6	19.0	66.6	66.7
	08/09	23	0.0	9.1	31.8	45.5	13.6	59.1	59.1	17	0.0	0.0	12.5	75.0	12.5	87.5	87.5	15	0.0	13.3	20.0	60.0	6.7	66.7	66.7
Special Education	07/08																	8	0.0	25.0	25.0	50.0	0.0	50.0	50.0
LEP	07/08									6	0.0	25.0	50.0	25.0	0.0	25.0	25.0	7	0.0	0.0	66.7	33.3	0.0	33.3	42.9
	08/09	8	0.0	28.6	42.9	28.6	0.0	28.6	28.6	4	0.0	0.0	0.0	100.0	0.0	100.0	100.0	4	0.0	50.0	50.0	0.0	0.0	0.0	0.0

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

PITTSFIELD
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	36	2.8	0.0	5.7	51.4	42.9	94.3		39	0.0	2.7	5.4	54.1	37.8	91.9		48	0.0	2.3	6.8	45.5	45.5	91.0	
	08/09	43	0.0	4.8	16.7	40.5	38.1	78.6		35	0.0	0.0	8.8	50.0	41.2	91.2		35	0.0	14.3	17.1	42.9	25.7	68.6	
Female	07/08	19	0.0	0.0	0.0	68.4	31.6	100.0		24	0.0	0.0	8.7	65.2	26.1	91.3		21	0.0	0.0	5.0	50.0	45.0	95.0	
	08/09	21	0.0	4.8	9.5	42.9	42.9	85.8		16	0.0	0.0	6.3	62.5	31.3	93.8		23	0.0	13.0	21.7	43.5	21.7	65.2	
Male	07/08	17	5.9	0.0	12.5	31.3	56.3	87.6		15	0.0	7.1	0.0	35.7	57.1	92.8		27	0.0	4.2	8.3	41.7	45.8	87.5	
	08/09	22	0.0	4.8	23.8	38.1	33.3	71.4		19	0.0	0.0	11.1	38.9	50.0	88.9		12	0.0	16.7	8.3	41.7	33.3	75.0	
African American	07/08	7	0.0	0.0	0.0	85.7	14.3	100.0		7	0.0	0.0	0.0	100.0	0.0	100.0		11	0.0	0.0	0.0	55.6	44.4	100.0	
	08/09	6	0.0	0.0	50.0	50.0	0.0	50.0		6	0.0	0.0	16.7	66.7	16.7	83.4		8	0.0	0.0	25.0	62.5	12.5	75.0	
Asian	07/08	5	20.0	0.0	0.0	25.0	75.0	100.0		5	0.0	0.0	25.0	25.0	50.0	75.0		6	0.0	0.0	0.0	33.3	66.7	100.0	
	08/09	4	0.0	0.0	0.0	50.0	50.0	100.0		5	0.0	0.0	0.0	75.0	25.0	100.0									
Caucasian	07/08	12	0.0	0.0	0.0	41.7	58.3	100.0		10	0.0	0.0	0.0	30.0	70.0	100.0		18	0.0	5.6	0.0	44.4	50.0	94.4	
	08/09	17	0.0	0.0	0.0	41.2	58.8	100.0		12	0.0	0.0	0.0	41.7	58.3	100.0		10	0.0	0.0	10.0	40.0	50.0	90.0	
Hispanic	07/08									8	0.0	14.3	0.0	71.4	14.3	85.7		6	0.0	0.0	0.0	80.0	20.0	100.0	
	08/09	9	0.0	25.0	37.5	37.5	0.0	37.5		7	0.0	42.9	14.3	14.3	28.6	42.9									
Multi-ethnic	07/08	6	0.0	0.0	33.3	33.3	33.3	66.6		5	0.0	0.0	0.0	40.0	60.0	100.0									
	08/09	4	0.0	0.0	0.0	0.0	100.0	100.0		6	0.0	0.0	33.3	16.7	50.0	66.7		5	0.0	0.0	20.0	60.0	20.0	80.0	
Econ. Disadvantaged	07/08	17	0.0	0.0	11.8	52.9	35.3	88.2		13	0.0	0.0	8.3	50.0	41.7	91.7		24	0.0	4.8	14.3	52.4	28.6	81.0	
	08/09	23	0.0	9.1	31.8	36.4	22.7	59.1		17	0.0	0.0	12.5	56.3	31.3	87.6		15	0.0	26.7	0.0	53.3	20.0	73.3	
Special Education	07/08																	8	0.0	25.0	25.0	25.0	25.0	50.0	
LEP	07/08									6	0.0	25.0	25.0	50.0	0.0	50.0		7	0.0	0.0	33.3	66.7	0.0	66.7	
	08/09	8	0.0	28.6	42.9	28.6	0.0	28.6		4	0.0	0.0	0.0	100.0	0.0	100.0		4	0.0	100.0	0.0	0.0	0.0	0.0	

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

PITTSFIELD
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	36	2.8	5.7	28.6	65.7	0.0	65.7		39	0.0	0.0	45.9	51.4	2.7	54.1		48	0.0	6.8	31.8	61.4	0.0	61.4	
	08/09	43	0.0	11.9	31.0	57.1	0.0	57.1		35	0.0	0.0	32.4	67.6	0.0	67.6		35	0.0	2.9	68.6	28.6	0.0	28.6	
Female	07/08	19	0.0	0.0	26.3	73.7	0.0	73.7		24	0.0	0.0	52.2	47.8	0.0	47.8		21	0.0	10.0	20.0	70.0	0.0	70.0	
	08/09	21	0.0	9.5	28.6	61.9	0.0	61.9		16	0.0	0.0	31.3	68.8	0.0	68.8		23	0.0	0.0	73.9	26.1	0.0	26.1	
Male	07/08	17	5.9	12.5	31.3	56.3	0.0	56.3		15	0.0	0.0	35.7	57.1	7.1	64.2		27	0.0	4.2	41.7	54.2	0.0	54.2	
	08/09	22	0.0	14.3	33.3	52.4	0.0	52.4		19	0.0	0.0	33.3	66.7	0.0	66.7		12	0.0	8.3	58.3	33.3	0.0	33.3	
African American	07/08	7	0.0	14.3	28.6	57.1	0.0	57.1		7	0.0	0.0	85.7	14.3	0.0	14.3		11	0.0	22.2	33.3	44.4	0.0	44.4	
	08/09	6	0.0	16.7	50.0	33.3	0.0	33.3		6	0.0	0.0	66.7	33.3	0.0	33.3		8	0.0	0.0	87.5	12.5	0.0	12.5	
Asian	07/08	5	20.0	0.0	0.0	100.0	0.0	100.0		5	0.0	0.0	50.0	25.0	25.0	50.0		6	0.0	0.0	33.3	66.7	0.0	66.7	
	08/09	4	0.0	0.0	50.0	50.0	0.0	50.0		5	0.0	0.0	25.0	75.0	0.0	75.0									
Caucasian	07/08	12	0.0	0.0	25.0	75.0	0.0	75.0		10	0.0	0.0	20.0	80.0	0.0	80.0		18	0.0	5.6	11.1	83.3	0.0	83.3	
	08/09	17	0.0	0.0	29.4	70.6	0.0	70.6		12	0.0	0.0	16.7	83.3	0.0	83.3		10	0.0	0.0	40.0	60.0	0.0	60.0	
Hispanic	07/08									8	0.0	0.0	42.9	57.1	0.0	57.1		6	0.0	0.0	60.0	40.0	0.0	40.0	
	08/09	9	0.0	50.0	25.0	25.0	0.0	25.0		7	0.0	14.3	57.1	28.6	0.0	28.6									
Multi-ethnic	07/08	6	0.0	16.7	33.3	50.0	0.0	50.0		5	0.0	0.0	40.0	60.0	0.0	60.0									
	08/09	4	0.0	0.0	0.0	100.0	0.0	100.0		6	0.0	0.0	50.0	50.0	0.0	50.0		5	0.0	0.0	80.0	20.0	0.0	20.0	
Econ. Disadvantaged	07/08	17	0.0	11.8	41.2	47.1	0.0	47.1		13	0.0	0.0	58.3	41.7	0.0	41.7		24	0.0	14.3	57.1	28.6	0.0	28.6	
	08/09	23	0.0	22.7	31.8	45.5	0.0	45.5		17	0.0	0.0	43.8	56.3	0.0	56.3		15	0.0	6.7	80.0	13.3	0.0	13.3	
Special Education	07/08																	8	0.0	25.0	25.0	50.0	0.0	50.0	
LEP	07/08									6	0.0	0.0	100.0	0.0	0.0	0.0		7	0.0	0.0	83.3	16.7	0.0	16.7	
	08/09	8	0.0	57.1	42.9	0.0	0.0	0.0		4	0.0	0.0	33.3	66.7	0.0	66.7		4	0.0	25.0	75.0	0.0	0.0		

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

PITTSFIELD
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	36	2.8	0.0	2.9	34.3	62.9	97.2	97.1	39	0.0	0.0	17.9	33.3	48.7	82.0	82.1	48	0.0	4.5	20.5	15.9	59.1	75.0	72.9			
	08/09	43	0.0	4.7	9.3	27.9	58.1	86.0	86.0	35	0.0	0.0	2.9	34.3	62.9	97.2	97.1	35	0.0	5.7	22.9	28.6	42.9	71.5	71.4			
Female	07/08	19	0.0	0.0	5.3	31.6	63.2	94.8	94.7	24	0.0	0.0	16.7	45.8	37.5	83.3	83.3	21	0.0	5.0	25.0	15.0	55.0	70.0	66.7			
	08/09	21	0.0	9.5	0.0	33.3	57.1	90.4	90.5	16	0.0	0.0	0.0	43.8	56.3	100.1	100.0	23	0.0	4.3	30.4	34.8	30.4	65.2	65.2			
Male	07/08	17	5.9	0.0	0.0	37.5	62.5	100.0	100.0	15	0.0	0.0	20.0	13.3	66.7	80.0	80.0	27	0.0	4.2	16.7	16.7	62.5	79.2	77.8			
	08/09	22	0.0	0.0	18.2	22.7	59.1	81.8	81.8	19	0.0	0.0	5.3	26.3	68.4	94.7	94.7	12	0.0	8.3	8.3	16.7	66.7	83.4	83.3			
African American	07/08	7	0.0	0.0	0.0	85.7	14.3	100.0	100.0	7	0.0	0.0	28.6	57.1	14.3	71.4	71.4	11	0.0	11.1	55.6	11.1	22.2	33.3	36.4			
	08/09	6	0.0	0.0	16.7	66.7	16.7	83.4	83.3	6	0.0	0.0	0.0	66.7	33.3	100.0	100.0	8	0.0	12.5	25.0	50.0	12.5	62.5	62.5			
Asian	07/08	5	20.0	0.0	0.0	25.0	75.0	100.0	100.0	5	0.0	0.0	20.0	20.0	60.0	80.0	80.0	6	0.0	0.0	0.0	0.0	100.0	100.0	100.0			
	08/09	4	0.0	0.0	0.0	0.0	100.0	100.0	100.0	5	0.0	0.0	0.0	40.0	60.0	100.0	100.0											
Caucasian	07/08	12	0.0	0.0	0.0	8.3	91.7	100.0	100.0	10	0.0	0.0	0.0	10.0	90.0	100.0	100.0	18	0.0	5.6	5.6	22.2	66.7	88.9	88.9			
	08/09	17	0.0	0.0	0.0	23.5	76.5	100.0	100.0	12	0.0	0.0	0.0	16.7	83.3	100.0	100.0	10	0.0	0.0	0.0	20.0	80.0	100.0	100.0			
Hispanic	07/08									8	0.0	0.0	37.5	37.5	25.0	62.5	62.5	6	0.0	0.0	20.0	20.0	60.0	80.0	66.7			
	08/09	9	0.0	22.2	33.3	22.2	22.2	44.4	44.4	7	0.0	14.3	28.6	14.3	42.9	57.2	57.1											
Multi-ethnic	07/08	6	0.0	0.0	0.0	50.0	50.0	100.0	100.0	5	0.0	0.0	20.0	20.0	60.0	80.0	80.0											
	08/09	4	0.0	0.0	0.0	0.0	100.0	100.0	100.0	6	0.0	0.0	16.7	33.3	50.0	83.3	83.3	5	0.0	0.0	40.0	40.0	20.0	60.0	60.0			
Econ. Disadvantaged	07/08	17	0.0	0.0	5.9	41.2	52.9	94.1	94.1	13	0.0	0.0	23.1	30.8	46.2	77.0	76.9	24	0.0	9.5	33.3	19.0	38.1	57.1	54.2			
	08/09	23	0.0	8.7	13.0	39.1	39.1	78.2	78.3	17	0.0	0.0	0.0	52.9	47.1	100.0	100.0	15	0.0	6.7	26.7	33.3	33.3	66.6	66.7			
Special Education	07/08																	8	0.0	25.0	25.0	50.0	0.0	50.0	50.0			
LEP	07/08									6	0.0	0.0	66.7	33.3	0.0	33.3	33.3	7	0.0	0.0	50.0	16.7	33.3	50.0	42.9			
	08/09	8	0.0	25.0	37.5	25.0	12.5	37.5	37.5	4	0.0	0.0	0.0	50.0	50.0	100.0	100.0	4	0.0	25.0	50.0	0.0	25.0	25.0	25.0			

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ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

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State proficiency targets for 2008/2009: ELA 59%; Mathematics 65%

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ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

PITTSFIELD
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									48	0.0	2.3	11.4	43.2	43.2	86.4		35	0.0	0.0	28.6	45.7	25.7	71.4	
	08/09																								
Female	07/08									21	0.0	5.0	15.0	30.0	50.0	80.0		23	0.0	0.0	34.8	47.8	17.4	65.2	
	08/09																								
Male	07/08									27	0.0	0.0	8.3	54.2	37.5	91.7		12	0.0	0.0	16.7	41.7	41.7	83.4	
	08/09																								
African American	07/08									11	0.0	0.0	22.2	55.6	22.2	77.8		8	0.0	0.0	50.0	37.5	12.5	50.0	
	08/09																								
Asian	07/08									6	0.0	0.0	0.0	16.7	83.3	100.0									
	08/09																								
Caucasian	07/08									18	0.0	0.0	11.1	38.9	50.0	88.9		10	0.0	0.0	10.0	30.0	60.0	90.0	
	08/09																								
Hispanic	07/08									6	0.0	0.0	0.0	60.0	40.0	100.0		7	0.0	0.0	28.6	57.1	14.3	71.4	
	08/09																								
Multi-ethnic	08/09									5	0.0	0.0	20.0	60.0	20.0	80.0									
Econ. Disadvantaged	07/08									24	0.0	4.8	19.0	47.6	28.6	76.2		15	0.0	0.0	26.7	60.0	13.3	73.3	
	08/09																								
Special Education	07/08									8	0.0	0.0	50.0	50.0	0.0	50.0									
	08/09																								
LEP	07/08									7	0.0	16.7	16.7	33.3	33.3	66.6		4	0.0	0.0	50.0	50.0	0.0	50.0	
	08/09																								

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

ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

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PITTSFIELD Elementary School

2008/2009

	Grade 3	Grade 4	Grade 5
Eng Lang Arts			
PITTSFIELD	79	91	63
DISTRICT	90	89	88
STATE	83	77	78
Reading			
PITTSFIELD	79	91	69
DISTRICT	91	92	90
STATE	86	83	82
Writing			
PITTSFIELD	57	68	29
DISTRICT	79	65	79
STATE	61	44	63
Mathematics			
PITTSFIELD	86	97	72
DISTRICT	96	94	92
STATE	91	88	77
Science			
PITTSFIELD			71
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, PITTSFIELD 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 PITTSFIELD Elementary School received a composite grade of **A**.