

King 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

All students will reach their maximum potential as life-long learners in a stimulating, positive, and safe environment.

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

Student Achievement Goals

- The purpose of the MLK School Improvement Team (SIT) team is to:
 - Support the requirements of Education Yes!
 - Facilitate the improvement of MLK School through the analysis of data
 - Implement strategies to support Education Yes! Strand 4
 - Fulfill the requirements of Public Act 25 of 1990.
- The King SIT goals have been written with input from and agreed upon by the King staff and the King SIT. These goals reflect our commitment to systemic academic improvement for all students in relationship to the Michigan School Improvement Framework and Education Yes!

School Improvement Goals

- MLK students will write paragraphs as measured by grade level report card outcomes and Grade Level Content Expectations.
- MLK students will revise their writing as measured by the grade level report cards and Grade Level Content Expectations.
- Achievement target list students will read at or above grade level targets as measured by the grade level report card outcomes and Grade Level Content Expectations.

Issues, Decisions, and Accomplishments

- Highest writing scores ever at King School in association with the Michigan Educational Assessment Program (MEAP) testing
- Support for students achieving below expected reading benchmarks
- Identification of discrete school improvement goals using the State of Michigan's School Improvement Framework
- School Improvement Team focus on parent education section in Strand 4 of Education Yes
- Continuation of "Courageous Conversations About Race" dialogue among staff members
- Completion of benchmark reading assessments for all students at least three times during the year

- First ever implementation of building-wide writing calendars to support more consistent implementation of writing curriculum
- Increased use of computers and technology by teachers and students to support learning processes
- Use of Achievement Target List and Achievement Team process to engage parents and develop plans for student success
- Promotion of balanced literacy practices with emphasis on writing
- Implementation of recommendations of 2007-08 Building Renovation Committee to facilitate building input around school renovations in connection with 2004 bond
- Successful completion of the 2008-09 State of Michigan Education Yes! Report
- Receiving an "A" school grade from the State of Michigan
- Continuation of Parent Writing Presentation to increase understanding of good writing practice
- Implementation of first ever Family Writing Workshop to put good writing practice into a context in which families can participate together
- Planning for 09-10 Parent Literacy Night
- An active and interested PTO that supports a wide variety of school and community events and interests
- Extensive family participation through a myriad of PTO events
- Enormously successful PTO International Night with 25+ student performances
- Continued school participation in Academic Games and Science Olympiad as academic enrichment opportunities
- Establishment of Math Olympiad as an academic enrichment opportunity
- Presentation about building achievement data with parents and teachers as part of curriculum night

Major Issues Identified for Next Year's Team

- Emphasize full implementation of balanced literacy with special emphasis on guided reading and the Units of Study in writing.
- Continued use of Michigan School Improvement framework and its implementation
- Implement professional development that addresses reading instruction, writing instruction, use of technology in the classroom, implementation of new science units, and a better understanding of the Grade Level Content Expectations (GLCEs) in math.
- Continued focus on target list of students who are not meeting grade level expectations and interventions to support them.
- Support writing needs across grades and content areas and promote effective implementation of writing curriculum.
- Promote teacher dialogue and discussion to support consistent use of Grade Level Content Expectations for reading, writing, and math.
- Promote teacher dialogue and discussion to support consistent implementation and use of assessment rubrics for reading, writing and math.
- Work with PTO to continue enrichment opportunities for all children
- Promote involvement of parents and families from all segments of the school community

2008-2009 SIT Team Members

Teachers: Tom Clarkson, Stephanie Harris, Susan Lake, Colleen McAlinden, Lisa Teshima

Parents: Suman Shankar, Teresa McMahon, Diane Massell

Co-chairs: Camille Ziolek and Kevin Karr

Staff Development Activities:

- Science Advisory Grade Level Content Expectation Training
- Dreamkeepers Book Club
- Gender Differences Workshop
- Running Record Training
- Guided Reading Activities Workshop
- Grade Level Content Expectation analysis in relationship to school improvement goals
- Power School Training
- Revising and Editing Training
- Watery Earth Workshop
- Nature's Recyclers Workshop
- Light Workshop

- Electricity Workshop
- Science Writing Workshop
- Courageous Conversations About Race And Student Achievement Workshops
- Action Research Presentation
- Beyond Diversity Training with Pacific Educational Group
- Equity Team Training with Pacific Educational Group
- Collaborative Action Research for Equity (C.A.R.E.) training with Pacific Educational Group
- Everyday Mathematics Training
- Balanced Literacy Training
- MEAP Preparation Training
- University Musical Society Workshop
- Guided Reading Seminar
- Autism/Aspbergers Training
- Lucy Calkins Writing Training
- Third, Fourth and Fifth Grade Writing Rubric Analysis Workshop
- Technology Training
- KALPA Professional Development Report Training
- Bloodborne Pathogens Training
- CPR Training
- Epipen Training
- Parent Writing Night
- Differentiation in Everyday Math Training
- Achievement Procedures Training
- Web Design For Classrooms Training
- Phonics Training For Kindergarten, First and Second Grades
- MyAccess Training In Support of Teaching of Writing
- Working effectively with Cognitively Impaired students training and support
- Science Companion Training
- New Teacher Support Workshops
- Handwriting Without Tears Training
- Running Records Training
- Sheltered Instruction Observation Protocol Training
- Grade Level Content Expectation and Curriculum Alignment Workshop with Deborah Wahlstrom
- MEAP Writing Audit Workshop
- Eastern Michigan Writing Workshop

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 King 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 participation at MLK is very high. The partnership that exists between parents and teachers is powerful--and it is alive and well at MLK. Perhaps this is best exemplified by the 100% parent participation during fall parent-teacher conferences. Other opportunities for parents exist in classrooms with teachers and in the planning and implementation of the following King PTO sponsored events and programs:

<p>ACADEMIC ENRICHMENT Teacher Mini-Grants and Toledo Zoo Noon Hour Programs and Jiffy Mix Plant Tours Washtenaw Elementary Science Olympiad (WESO) Academic Games Team Math Olympiad Leslie Science Center Presentations and Workshops Wild Swan Theater Henry Ford Museum/Greenfield Village/Rouge Plant Tour U-M Natural History Museum Book Fair (s) Reading Month Activities Writing Workshops for students Writing Workshops for families</p>	<p>PERFORMANCES/EVENTS/OTHER Ecology Center Author Visitations University Musical Society Presentations Wild Swan Theater Presentations Leslie Science Center Presentations</p>
<p>EDUCATIONAL ACTIVITIES International Night Book Fair (s) Reading Fair Reading Month Activities</p>	<p>SOCIAL ACTIVITIES Welcome Night for Newcomers Welcome Back Dessert Night Bingo Night Ice Cream Social Bagels and Buns Community Breakfast Popcorn Fridays King of Hearts family 5K run</p>
<p>TEACHER APPRECIATION ACTIVITIES Dinner - Curriculum Night Dinner - Parent/Teacher Conferences 5th grade graduation celebration Cookie Platters - During Holiday Season Secretary's Day Appreciation Teacher Appreciation Week Activities and Luncheon Farewell Gifts to retiring teachers</p>	<p>FUNDRAISERS Silent Auction (raised nearly \$20,000) Grocery Store Certificate Program Ice Cream Social Book Fairs Gift Card Program</p>
<p>STUDENT COUNCIL Turkey Trot Salvation Army Canned Goods Drive Last day farewell to retiring teachers Green School Team Composting Team</p>	<p>COMMUNITY SERVICE Disaster Relief Activities UNICEF Halloween Collection Coat/Mitten Drive Landscaping Days Snowflake Gifts</p>
<p>HEALTHY STUDENTS Feelin' Good Mileage Club National Walk and Bike to School Day Healthier breakfast options Classroom nutrition education</p>	<p>KING COMMUNICATION/ADMINISTRATION First-Day Packets King Phone Director King Email Lists Website Blogs Twitter Bylaws Revision committee Weekly Newsletters (e-notes) King Chronicle Monthly Newsletter</p>

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 (734) 994-1940
 Kevin Karr, Principal

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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. King's attendance rate for 2008/09, as calculated by the state, was 98.1%.

2008-2009 ENROLLMENT

Ethnic Group	Native American	Caucasian	Latino/ Hispanic	African American	Asian/Pac. Islander	Middle Eastern	Multi-Ethnic	Other	Male	Female
Number	2	186	13	25	152	9	36	6	222	207
Percentage	0.5	43.4	3.0	5.8	35.4	2.1	8.4	1.4	51.7	48.3
Total Enrollment	429									

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

KING
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	75	0.0	0.0	0.0	45.5	54.5	100.0	100.0	77	0.0	0.0	1.4	42.5	56.2	98.7	98.7	72	0.0	0.0	4.2	48.6	47.2	95.8	95.8	
	08/09	80	3.8	0.0	4.0	40.0	56.0	96.0	94.8	81	4.9	0.0	5.2	41.6	53.2	94.8	94.8	76	0.0	0.0	1.3	37.3	61.3	98.6	98.7	
Female	07/08	41	0.0	0.0	0.0	51.4	48.6	100.0	100.0	27	0.0	0.0	0.0	37.5	62.5	100.0	100.0	30	0.0	0.0	6.7	43.3	50.0	93.3	93.3	
	08/09	45	2.2	0.0	4.5	34.1	61.4	95.5	95.5	45	2.2	0.0	6.8	36.4	56.8	93.2	93.2	30	0.0	0.0	3.4	31.0	65.5	96.5	96.7	
Male	07/08	34	0.0	0.0	0.0	37.9	62.1	100.0	100.0	50	0.0	0.0	2.0	44.9	53.1	98.0	98.0	42	0.0	0.0	2.4	52.4	45.2	97.6	97.6	
	08/09	35	5.7	0.0	3.2	48.4	48.4	96.8	93.9	36	8.3	0.0	3.0	48.5	48.5	97.0	97.0	46	0.0	0.0	0.0	41.3	58.7	100.0	100.0	
African American	07/08	5	0.0	0.0	0.0	60.0	40.0	100.0	100.0	4	0.0	0.0	0.0	66.7	33.3	100.0	100.0	6	0.0	0.0	0.0	100.0	0.0	100.0	100.0	
	08/09	6	16.7	0.0	40.0	40.0	20.0	60.0	60.0	6	0.0	0.0	16.7	33.3	50.0	83.3	83.3									
Asian	07/08	28	0.0	0.0	0.0	47.8	52.2	100.0	100.0	24	0.0	0.0	0.0	36.4	63.6	100.0	100.0	23	0.0	0.0	4.3	39.1	56.5	95.6	95.7	
	08/09	28	7.1	0.0	0.0	24.0	76.0	100.0	96.2	30	6.7	0.0	3.6	42.9	53.6	96.5	96.4	23	0.0	0.0	0.0	30.4	69.6	100.0	100.0	
Caucasian	07/08	29	0.0	0.0	0.0	28.6	71.4	100.0	100.0	35	0.0	0.0	2.9	40.0	57.1	97.1	97.1	27	0.0	0.0	3.7	33.3	63.0	96.3	96.3	
	08/09	34	0.0	0.0	3.0	42.4	54.5	96.9	97.1	32	3.1	0.0	0.0	32.3	67.7	100.0	100.0	34	0.0	0.0	0.0	41.2	58.8	100.0	100.0	
Hispanic	07/08									4	0.0	0.0	0.0						4	0.0	0.0	0.0	75.0	25.0	100.0	100.0
	08/09	4	0.0	0.0	0.0	50.0	50.0	100.0	100.0																	
Middle Eastern	07/08	4	0.0	0.0	0.0	66.7	33.3	100.0	100.0																	
Multi-ethnic	07/08									7	0.0	0.0	0.0	42.9	57.1	100.0	100.0	9	0.0	0.0	0.0	77.8	22.2	100.0	100.0	
	08/09	8	0.0	0.0	0.0	75.0	25.0	100.0	100.0	5	20.0	0.0	0.0	75.0	25.0	100.0	100.0	8	0.0	0.0	12.5	25.0	62.5	87.5	87.5	
Other	07/08	4	0.0	0.0	0.0	100.0	0.0	100.0	100.0																	
Econ. Disadvantaged	07/08	9	0.0	0.0	0.0	100.0	0.0	100.0	100.0	4	0.0	0.0	0.0	100.0	0.0	100.0	100.0	9	0.0	0.0	11.1	88.9	0.0	88.9	88.9	
	08/09	6	0.0	0.0	33.3	50.0	16.7	66.7	66.7	8	12.5	0.0	42.9	14.3	42.9	57.2	57.1	4	0.0	0.0	0.0	100.0	0.0	100.0	100.0	
Special Education	07/08	9	0.0	0.0	0.0	50.0	50.0	100.0	100.0	6	0.0	0.0	25.0	25.0	50.0	75.0	83.3									
	08/09	7	28.6	0.0	66.7	33.3	0.0	33.3	40.0	9	33.3	0.0	50.0	33.3	16.7	50.0	50.0	7	0.0	0.0	0.0	50.0	50.0	100.0	100.0	
LEP	07/08	15	0.0	0.0	0.0	80.0	20.0	100.0	100.0	5	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	
	08/09	5	20.0	0.0	0.0	50.0	50.0	100.0	100.0	9	11.1	0.0	12.5	75.0	12.5	87.5	87.5	4	0.0	0.0	0.0	75.0	25.0	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

KING
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	75	0.0	0.0	0.0	30.3	69.7	100.0		77	0.0	0.0	0.0	30.1	69.9	100.0		72	0.0	1.4	0.0	33.3	65.3	98.6	
	08/09	80	3.8	1.3	2.7	18.7	77.3	96.0		81	2.5	2.5	3.8	20.3	73.4	93.7		76	0.0	0.0	2.7	17.3	80.0	97.3	
Female	07/08	41	0.0	0.0	0.0	40.5	59.5	100.0		27	0.0	0.0	0.0	16.7	83.3	100.0		30	0.0	0.0	0.0	30.0	70.0	100.0	
	08/09	45	2.2	2.3	2.3	15.9	79.5	95.4		45	0.0	2.2	4.4	22.2	71.1	93.3		30	0.0	0.0	3.4	17.2	79.3	96.5	
Male	07/08	34	0.0	0.0	0.0	17.2	82.8	100.0		50	0.0	0.0	0.0	36.7	63.3	100.0		42	0.0	2.4	0.0	35.7	61.9	97.6	
	08/09	35	5.7	0.0	3.2	22.6	74.2	96.8		36	5.6	2.9	2.9	17.6	76.5	94.1		46	0.0	0.0	2.2	17.4	80.4	97.8	
African American	07/08	5	0.0	0.0	0.0	60.0	40.0	100.0		4	0.0	0.0	0.0	33.3	66.7	100.0		6	0.0	0.0	0.0	100.0	0.0	100.0	
	08/09	6	16.7	20.0	20.0	20.0	40.0	60.0		6	0.0	0.0	0.0	33.3	66.7	100.0									
Asian	07/08	28	0.0	0.0	0.0	26.1	73.9	100.0		24	0.0	0.0	0.0	22.7	77.3	100.0		23	0.0	0.0	0.0	26.1	73.9	100.0	
	08/09	28	7.1	0.0	0.0	16.0	84.0	100.0		30	0.0	3.3	6.7	30.0	60.0	90.0		23	0.0	0.0	0.0	17.4	82.6	100.0	
Caucasian	07/08	29	0.0	0.0	0.0	14.3	85.7	100.0		35	0.0	0.0	0.0	40.0	60.0	100.0		27	0.0	3.7	0.0	18.5	77.8	96.3	
	08/09	34	0.0	0.0	3.0	21.2	75.8	97.0		32	3.1	0.0	0.0	6.5	93.5	100.0		34	0.0	0.0	2.9	20.6	76.5	97.1	
Hispanic	07/08																	4	0.0	0.0	0.0	50.0	50.0	100.0	
	08/09	4	0.0	0.0	0.0	0.0	100.0	100.0																	
Middle Eastern	07/08	4	0.0	0.0	0.0	66.7	33.3	100.0																	
Multi-ethnic	07/08									7	0.0	0.0	0.0	14.3	85.7	100.0		9	0.0	0.0	0.0	44.4	55.6	100.0	
	08/09	8	0.0	0.0	0.0	25.0	75.0	100.0		5	20.0	0.0	0.0	25.0	75.0	100.0		8	0.0	0.0	12.5	0.0	87.5	87.5	
Other	07/08	4	0.0	0.0	0.0	100.0	0.0	100.0																	
Econ. Disadvantaged	07/08	9	0.0	0.0	0.0	83.3	16.7	100.0		4	0.0	0.0	0.0	50.0	50.0	100.0		9	0.0	0.0	0.0	88.9	11.1	100.0	
	08/09	6	0.0	16.7	16.7	33.3	33.3	66.6		8	0.0	12.5	25.0	12.5	50.0	62.5		4	0.0	0.0	0.0	33.3	66.7	100.0	
Special Education	07/08	9	0.0	0.0	0.0	50.0	50.0	100.0		6	0.0	0.0	0.0	50.0	50.0	100.0									
	08/09	7	28.6	0.0	66.7	33.3	0.0	33.3		9	22.2	14.3	28.6	28.6	28.6	57.2		7	0.0	0.0	0.0	16.7	83.3	100.0	
LEP	07/08	15	0.0	0.0	0.0	60.0	40.0	100.0		5	0.0	0.0	0.0	50.0	50.0	100.0		6	0.0	0.0	0.0	100.0	0.0	100.0	
	08/09	5	20.0	0.0	0.0	50.0	50.0	100.0		9	0.0	11.1	11.1	55.6	22.2	77.8		4	0.0	0.0	0.0	75.0	25.0	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

KING
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	75	0.0	0.0	15.2	84.8	0.0	84.8		77	0.0	0.0	19.2	79.5	1.4	80.9		72	0.0	1.4	19.4	76.4	2.8	79.2	
	08/09	80	3.8	0.0	6.7	93.3	0.0	93.3		81	4.9	0.0	22.1	77.9	0.0	77.9		76	0.0	0.0	6.7	93.3	0.0	93.3	
Female	07/08	41	0.0	0.0	13.5	86.5	0.0	86.5		27	0.0	0.0	16.7	83.3	0.0	83.3		30	0.0	0.0	13.3	83.3	3.3	86.6	
	08/09	45	2.2	0.0	4.5	95.5	0.0	95.5		45	2.2	0.0	15.9	84.1	0.0	84.1		30	0.0	0.0	6.9	93.1	0.0	93.1	
Male	07/08	34	0.0	0.0	17.2	82.8	0.0	82.8		50	0.0	0.0	20.4	77.6	2.0	79.6		42	0.0	2.4	23.8	71.4	2.4	73.8	
	08/09	35	5.7	0.0	9.7	90.3	0.0	90.3		36	8.3	0.0	30.3	69.7	0.0	69.7		46	0.0	0.0	6.5	93.5	0.0	93.5	
African American	07/08	5	0.0	0.0	20.0	80.0	0.0	80.0		4	0.0	0.0	33.3	66.7	0.0	66.7		6	0.0	0.0	50.0	50.0	0.0	50.0	
	08/09	6	16.7	0.0	40.0	60.0	0.0	60.0		6	0.0	0.0	66.7	33.3	0.0	33.3									
Asian	07/08	28	0.0	0.0	4.3	95.7	0.0	95.7		24	0.0	0.0	0.0	100.0	0.0	100.0		23	0.0	0.0	8.7	87.0	4.3	91.3	
	08/09	28	7.1	0.0	0.0	100.0	0.0	100.0		30	6.7	0.0	14.3	85.7	0.0	85.7		23	0.0	0.0	8.7	91.3	0.0	91.3	
Caucasian	07/08	29	0.0	0.0	10.7	89.3	0.0	89.3		35	0.0	0.0	34.3	62.9	2.9	65.8		27	0.0	0.0	14.8	85.2	0.0	85.2	
	08/09	34	0.0	0.0	9.1	90.9	0.0	90.9		32	3.1	0.0	19.4	80.6	0.0	80.6		34	0.0	0.0	8.8	91.2	0.0	91.2	
Hispanic	07/08																	4	0.0	25.0	0.0	75.0	0.0	75.0	
	08/09	4	0.0	0.0	0.0	100.0	0.0	100.0																	
Middle Eastern	07/08	4	0.0	0.0	33.3	66.7	0.0	66.7																	
Multi-ethnic	07/08									7	0.0	0.0	14.3	85.7	0.0	85.7		9	0.0	0.0	44.4	44.4	11.1	55.5	
	08/09	8	0.0	0.0	0.0	100.0	0.0	100.0		5	20.0	0.0	0.0	100.0	0.0	100.0		8	0.0	0.0	0.0	100.0	0.0	100.0	
Other	07/08	4	0.0	0.0	100.0	0.0	0.0	0.0																	
Econ. Disadvantaged	07/08	9	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		9	0.0	0.0	55.6	44.4	0.0	44.4	
	08/09	6	0.0	0.0	33.3	66.7	0.0	66.7		8	12.5	0.0	71.4	28.6	0.0	28.6		4	0.0	0.0	0.0	100.0	0.0	100.0	
Special Education	07/08	9	0.0	0.0	25.0	75.0	0.0	75.0		6	0.0	0.0	75.0	25.0	0.0	25.0									
	08/09	7	28.6	0.0	100.0	0.0	0.0	0.0		9	33.3	0.0	66.7	33.3	0.0	33.3		7	0.0	0.0	16.7	83.3	0.0	83.3	
LEP	07/08	15	0.0	0.0	40.0	60.0	0.0	60.0		5	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	
	08/09	5	20.0	0.0	0.0	100.0	0.0	100.0		9	11.1	0.0	37.5	62.5	0.0	62.5		4	0.0	0.0	25.0	75.0	0.0	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

KING
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	75	0.0	0.0	0.0	5.8	94.2	100.0	98.7	77	0.0	0.0	0.0	14.7	85.3	100.0	100.0	72	0.0	0.0	1.4	18.1	80.6	98.7	98.6
	08/09	80	2.5	0.0	0.0	2.6	97.4	100.0	98.7	81	2.5	0.0	2.6	5.1	92.3	97.4	97.5	76	0.0	0.0	0.0	6.7	93.3	100.0	100.0
Female	07/08	41	0.0	0.0	0.0	5.3	94.7	100.0	97.6	27	0.0	0.0	0.0	3.8	96.2	100.0	100.0	30	0.0	0.0	0.0	23.3	76.7	100.0	100.0
	08/09	45	0.0	0.0	0.0	2.2	97.8	100.0	100.0	45	0.0	0.0	2.3	4.5	93.2	97.7	97.8	30	0.0	0.0	0.0	6.9	93.1	100.0	100.0
Male	07/08	34	0.0	0.0	0.0	6.5	93.5	100.0	100.0	50	0.0	0.0	0.0	20.4	79.6	100.0	100.0	42	0.0	0.0	2.4	14.3	83.3	97.6	97.6
	08/09	35	5.7	0.0	0.0	3.2	96.8	100.0	97.0	36	5.6	0.0	2.9	5.9	91.2	97.1	97.1	46	0.0	0.0	0.0	6.5	93.5	100.0	100.0
African American	07/08	5	0.0	0.0	0.0	25.0	75.0	100.0	100.0	4	0.0	0.0	0.0	33.3	66.7	100.0	100.0	6	0.0	0.0	0.0	66.7	33.3	100.0	100.0
	08/09	6	16.7	0.0	0.0	40.0	60.0	100.0	100.0	6	0.0	0.0	0.0	20.0	80.0	100.0	100.0								
Asian	07/08	28	0.0	0.0	0.0	3.7	96.3	100.0	100.0	24	0.0	0.0	0.0	0.0	100.0	100.0	100.0	23	0.0	0.0	0.0	0.0	100.0	100.0	100.0
	08/09	28	3.6	0.0	0.0	0.0	100.0	100.0	96.3	30	0.0	0.0	0.0	3.3	96.7	100.0	100.0	23	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Caucasian	07/08	29	0.0	0.0	0.0	0.0	100.0	100.0	100.0	35	0.0	0.0	0.0	25.7	74.3	100.0	100.0	27	0.0	0.0	3.7	7.4	88.9	96.3	96.3
	08/09	34	0.0	0.0	0.0	0.0	100.0	100.0	100.0	32	3.1	0.0	0.0	0.0	100.0	100.0	100.0	34	0.0	0.0	0.0	8.8	91.2	100.0	100.0
Hispanic	07/08																	4	0.0	0.0	0.0	75.0	25.0	100.0	100.0
	08/09	4	0.0	0.0	0.0	0.0	100.0	100.0	100.0																
Middle Eastern	07/08	4	0.0	0.0	0.0	0.0	100.0	100.0	100.0																
Multi-ethnic	07/08									7	0.0	0.0	0.0	0.0	100.0	100.0	100.0	9	0.0	0.0	0.0	33.3	66.7	100.0	100.0
	08/09	8	0.0	0.0	0.0	0.0	100.0	100.0	100.0	5	20.0	0.0	0.0	50.0	50.0	100.0	100.0	8	0.0	0.0	0.0	12.5	87.5	100.0	100.0
Other	07/08	4	0.0	0.0	0.0	33.3	66.7	100.0	75.0																
Econ. Disadvantaged	07/08	9	0.0	0.0	0.0	60.0	40.0	100.0	88.9	4	0.0	0.0	0.0	50.0	50.0	100.0	100.0	9	0.0	0.0	0.0	66.7	33.3	100.0	100.0
	08/09	6	0.0	0.0	0.0	33.3	66.7	100.0	100.0	8	0.0	0.0	28.6	28.6	42.9	71.5	75.0	4	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Special Education	07/08	9	0.0	0.0	0.0	0.0	100.0	100.0	88.9	6	0.0	0.0	0.0	50.0	50.0	100.0	100.0								
	08/09	7	28.6	0.0	0.0	33.3	66.7	100.0	80.0	9	22.2	0.0	33.3	16.7	50.0	66.7	71.4	7	0.0	0.0	0.0	16.7	83.3	100.0	100.0
LEP	07/08	15	0.0	0.0	0.0	23.1	76.9	100.0	100.0	5	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
	08/09	5	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	4	0.0	0.0	0.0	0.0	100.0	100.0	100.0

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ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

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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

KING
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									72	0.0	1.4	0.0	31.9	66.7	98.6		76	1.3	0.0	1.4	13.5	85.1	98.6	
	08/09																								
Female	07/08									30	0.0	0.0	0.0	33.3	66.7	100.0		30	0.0	0.0	0.0	17.2	82.8	100.0	
	08/09																								
Male	07/08									42	0.0	2.4	0.0	31.0	66.7	97.7		46	2.2	0.0	2.2	11.1	86.7	97.8	
	08/09																								
African American	07/08									6	0.0	0.0	0.0	83.3	16.7	100.0									
Asian	07/08									23	0.0	0.0	0.0	17.4	82.6	100.0		23	0.0	0.0	0.0	4.3	95.7	100.0	
	08/09																								
Caucasian	07/08									27	0.0	3.7	0.0	25.9	70.4	96.3		34	2.9	0.0	3.0	12.1	84.8	96.9	
	08/09																								
Hispanic	07/08									4	0.0	0.0	0.0	75.0	25.0	100.0									
Multi-ethnic	07/08									9	0.0	0.0	0.0	33.3	66.7	100.0		8	0.0	0.0	0.0	25.0	75.0	100.0	
	08/09																								
Econ. Disadvantaged	07/08									9	0.0	0.0	0.0	88.9	11.1	100.0		4	0.0	0.0	0.0	33.3	66.7	100.0	
	08/09																								
Special Education	08/09									7	0.0	0.0	16.7	0.0	83.3	83.3									
LEP	07/08									6	0.0	0.0	0.0	66.7	33.3	100.0		4	0.0	0.0	0.0	25.0	75.0	100.0	
	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.

	Grade 3	Grade 4	Grade 5
Eng Lang Arts			
KING	96	95	99
DISTRICT	90	89	88
STATE	83	77	78
Reading			
KING	96	94	97
DISTRICT	91	92	90
STATE	86	83	82
Writing			
KING	93	78	93
DISTRICT	79	65	79
STATE	61	44	63
Mathematics			
KING	100	97	100
DISTRICT	96	94	92
STATE	91	88	77
Science			
KING			99
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, KING 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 KING Elementary School received a composite grade of **A**.