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Terra Webster, Principal, 2009-2010
Arlene Barnes Principal, 2008-2009

Logan 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

Logan Elementary School is committed to providing a safe and supportive environment. We take pride in our diversity and value it as strength. We provide the challenges and stimulation needed for all students to maximize and sustain their academic and personal potential. Parents, teachers and students work together to encourage a lifelong love of learning.

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 improve academic achievement for all students creating an environment for student learners where failure is not an option.
- To improve upon our equity efforts as a staff with The Pacific Education Group and Dr. Deborah Harmon, EMU.
- To improve upon our efforts to become a more inclusive community of learners that honors and respects all of its members.
- To improve the delivery of writing instruction K-5
- To improve special education services for students with special needs and promote more inclusion
- To improve facilities (new Logan facility fall 2010)
- 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 improve the membership and involvement of our under-represented families in PTSSO, SIT and school-wide activities
- To develop a guiding framework for transitioning the district to a systemic approach to Professional Development

Issues, Decisions, and Accomplishments

- ➔ Implemented school-wide assembly programs that are directly related to student achievement and social growth as a community.
- ➔ Held "Disability Awareness Day" for all fourth graders – a hands-on workshop in which students learn about various learning disabilities.
- ➔ Planned a NAAPID celebration that involved all populations of the school community with collaborative leadership by teachers and parents as a school-wide activity.
- ➔ Hosted special guests Dr. James Lee, local dentist, Ann Arbor Police Chief Barnett Jones, Professor George Shirley U of M, Dr. Crystal Holmes, U of M Hospital, Trustee Susan Baskett, Dr. Scott Mial, Dr. Cleon Flowers and founder of NAAPID Joseph Dulin who spoke to staff and all Logan students.
- ➔ Offered before school learning opportunities for selected students to reinforce academic (MEAP) and organizational skills.
- ➔ Continued professional development focus on race and achievement previously started with TRIPOD Project – establishing a climate for students to develop trusting relationships with one another and with their teachers. At present, we are working as a staff on race and equity issues with Glenn Singleton's Pacific Group and Dr. Deborah Harmon, professor at EMU.
- ➔ Continued K-Buddy Program pairing fifth graders with Full Day kindergartners during lunch and recess.
- ➔ Buddy program extended to include the CI rooms with general education classrooms
- ➔ Reinforced focus on the K-5 writing process with emphasis on the "Writer's Workshop" alignment with new State Standards, EDM workshop and the MEAP
- ➔ Continued to support parent volunteers in offering extended day programs for selected students (Student Newspaper, Science Olympiad, Chess Club).
- ➔ First graders had a fundraiser to support the Humane Society
- ➔ Strengthened Buddy to Buddy Program – addressing social goals and peer relationships with targeted students.

- Reviewed/revised existing building-wide safety procedures.
- Continued participation in national "Walk to School Day" in October.
- Strengthened home/school communications (e.g. Logan Website, E-Backpack mail, monthly Coffee with the Principal).
- Invited parents of incoming kindergartners and new students to visitations and parent meetings to strengthen parent involvement.
- Formulated a building based Equity Leadership Team "E-Team" who designs and delivers professional development activities that support school-wide equity transformation
- Create a Login CARE team to sustain our equity efforts under the auspices of The Pacific Group-Glenn Singleton
- Held annual "ACES" Day (All Children Exercising Simultaneously) to promote physical fitness.
- Hosted "ADA Walk" (American Diabetes Association) and fundraiser.
- Developed a writing guide to help parents support their children meet the goals of the MEAP and Grade Level Content Expectations (GLCE's).
- Complied with government mandate in recognizing Constitution Day in all classrooms.
- Increased participation in whole-grade team-building activities to promote academic achievement and sense of community.
- Established the first BAC Building Advisory Committee at Logan to look at building issues and concerns.
- Continue building district equity work to improve relations and raise the level of awareness of racial issues/concerns in our community and school district.

Major Issues Identified for Next Year's Team

- Increase number of under-represented student participants in Extended Day enrichment activities related to climate, equity, heritage and achievement.
- Increase the number of under-represented parents in school PTSO, SIT and school based activities
- Continue ALL equity work with district and Dr. Harmon, EMU
- Improve writing proficiency K-5
- Become a more inclusive school environment
- Continue conversations on professional articles/books that directly relate to student achievement, race and climate related topics such as culturally proficient teaching, second language literacy, and disabilities.
- Strengthen parent communication and participation.
- Continue mainstreaming opportunities for students in special needs classrooms on all levels
- Become a professional community of learners

2008-2009 SIT Team Members

Francesca Bamfo, Hae Mi Choe, Sarah Nicoli, (parents), Maria Boles, Wendy Gibson, Lynne Gulick, Katy LaCroix, Amy Naples (teachers), Arlene Barnes (principal).

Staff Development Activities:

- Building Based 'Developing Cross-Cultural Competence' activities/discussions.
- Logan equity team work with staff
- Teacher lead equity and curriculum discussions at staff meetings
- District Balanced Literacy events - Celebration of Literacy, Training for k-5 grade teachers, Reading Intervention strategies
- Workshops and presentations (e.g. Glenn Singleton – the Pacific Group and Dr. Harmon, EMU).
- Building and district grade level meetings, benchmark data reviews, curriculum advisory committee meetings
- Epi-Pen Training by Dummies on the Run, Non-Violent Crisis Intervention, Behavior Intervention, and Fetal Alcohol Syndrome Children workshop
- Building Based 'Professional Development Share Day' where staff shared their expertise with colleagues.
- Building Advisory Committee (BAC) consisting of staff members who along with the principal, held focus discussions surrounding our school's goals.

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.

Logan Elementary School

2008-2009

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 Logan 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: The Logan SIT and PTSO are very supportive of the faculty and staff, creating a strong partnership between home and school. Parents play an active role in our curriculum and instructional program. They routinely assist teachers in the classroom, attend field trips, chaperone fifth grade camp, coordinate fund raising activities to support enrichment experiences and serve on school committees. The Logan PTSO Academic Coordinator collaborates with SIT and staff in planning assemblies and classroom presentations related to science, health and safety as well as coordinating the Hands Are For Helping Program. Parents also facilitate enrichment experiences for students during lunchtime and before or after school events/clubs as part of our Extended Day Programs. Logan continues to maintain a 98% parent participation rate in our fall parent teacher conferences.

District Cohort Graduation and Drop Out Data: The Federal NCLB legislation has mandated that Michigan, along with all other states, change the way graduation rates are calculated. Students must be tracked over the entire high school career to determine graduation and dropout rates. The graduation class of 2008 used data available over 5 years (Fall 2004-Fall 2008) to accommodate this requirement. Students enrolled in 9th grade in Fall 2004 anywhere in the state are included at the last school they attended. Students who move into the district/school in the 2008 graduating class are also included. Students who move out of a school, but within the state, must be enrolled by another school before being dropped from our district data. The 2008 graduation rate was 87.7%.

Specialized Schools: In addition to the regular K-12 and adult education programs, the Ann Arbor Public Schools provide educational alternatives and meet the special education needs of students. See the district annual report or call 994-2236 for additional information.

Student Attendance: A school's attendance rate is calculated as the total number of possible days of attendance for all students in the school, divided by the total number of possible days of attendance for all students. Logan'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	1	143	6	37	109	23	40	3	193	169
Percentage	0.3	39.5	1.7	10.2	30.1	6.4	11.0	0.8	53.3	46.7
Total Enrollment	362									

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

LOGAN
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	64	1.6	0.0	8.8	54.4	36.8	91.2	91.9	75	0.0	0.0	9.9	45.1	45.1	90.2	89.0	53	1.9	0.0	8.0	48.0	44.0	92.0	92.2
	08/09	56	0.0	0.0	9.3	55.6	35.2	90.8	90.9	70	0.0	0.0	9.7	58.1	32.3	90.4	91.2	75	0.0	0.0	10.0	35.7	54.3	90.0	88.9
Female	07/08	33	0.0	0.0	12.9	51.6	35.5	87.1	87.9	29	0.0	0.0	6.9	37.9	55.2	93.1	93.1	26	3.8	0.0	8.0	36.0	56.0	92.0	92.0
	08/09	20	0.0	0.0	11.1	50.0	38.9	88.9	89.5	36	0.0	0.0	12.1	54.5	33.3	87.8	88.6	27	0.0	0.0	3.8	15.4	80.8	96.2	96.2
Male	07/08	31	3.2	0.0	3.8	57.7	38.5	96.2	96.6	46	0.0	0.0	11.9	50.0	38.1	88.1	86.4	27	0.0	0.0	8.0	60.0	32.0	92.0	92.3
	08/09	36	0.0	0.0	8.3	58.3	33.3	91.6	91.7	34	0.0	0.0	6.9	62.1	31.0	93.1	93.9	48	0.0	0.0	13.6	47.7	38.6	86.3	84.8
African American	07/08	11	0.0	0.0	10.0	80.0	10.0	90.0	90.9	7	0.0	0.0	16.7	66.7	16.7	83.4	85.7	4	0.0	0.0	0.0	75.0	25.0	100.0	100.0
	08/09	11	0.0	0.0	10.0	80.0	10.0	90.0	90.9	11	0.0	0.0	0.0	88.9	11.1	100.0	100.0	6	0.0	0.0	20.0	40.0	40.0	80.0	83.3
Asian	07/08	16	0.0	0.0	7.1	42.9	50.0	92.9	93.3	22	0.0	0.0	15.8	42.1	42.1	84.2	80.0	17	0.0	0.0	0.0	53.3	46.7	100.0	100.0
	08/09	25	0.0	0.0	0.0	66.7	33.3	100.0	100.0	17	0.0	0.0	7.1	71.4	21.4	92.8	93.3	23	0.0	0.0	20.0	20.0	60.0	80.0	76.2
Caucasian	07/08	24	0.0	0.0	4.5	45.5	50.0	95.5	95.8	33	0.0	0.0	0.0	51.5	48.5	100.0	100.0	25	0.0	0.0	12.0	40.0	48.0	88.0	88.0
	08/09	19	0.0	0.0	10.5	47.4	42.1	89.5	89.5	27	0.0	0.0	4.0	44.0	52.0	96.0	96.3	34	0.0	0.0	0.0	36.4	63.6	100.0	100.0
Middle Eastern	07/08	4	0.0	0.0	33.3	66.7	0.0	66.7	75.0	4	0.0	0.0	50.0	0.0	50.0	50.0	50.0								
	08/09	5	0.0	0.0	50.0	50.0	0.0	50.0	50.0	5	0.0	0.0	50.0	50.0	0.0	50.0	60.0	4	0.0	0.0	25.0	75.0	0.0	75.0	75.0
Multi-ethnic	07/08	5	0.0	0.0	20.0	60.0	20.0	80.0	80.0	5	0.0	0.0	0.0	40.0	60.0	100.0	100.0								
	08/09	8	0.0	0.0	25.0	37.5	37.5	75.0	75.0	5	0.0	0.0	0.0	60.0	37.5	75.0	75.0	5	0.0	0.0	0.0	60.0	40.0	100.0	100.0
Econ. Disadvantaged	07/08	14	0.0	0.0	8.3	83.3	8.3	91.6	92.9	11	0.0	0.0	33.3	55.6	11.1	66.7	63.6	8	0.0	0.0	25.0	37.5	37.5	75.0	75.0
	08/09	9	0.0	0.0	37.5	62.5	0.0	62.5	66.7	17	0.0	0.0	15.4	76.9	7.7	84.6	88.2	9	0.0	0.0	28.6	57.1	14.3	71.4	66.7
Special Education	07/08	17	0.0	0.0	33.3	41.7	25.0	66.7	76.5	8	0.0	0.0	33.3	33.3	33.3	66.6	62.5	7	0.0	0.0	33.3	50.0	16.7	66.7	71.4
	08/09	5	0.0	0.0	50.0	0.0	50.0	50.0	60.0	15	0.0	0.0	33.3	55.6	11.1	66.7	80.0	7	0.0	0.0	40.0	20.0	40.0	60.0	57.1
LEP	07/08	8	12.5	0.0	33.3	66.7	0.0	66.7	66.7	8	0.0	0.0	80.0	20.0	0.0	20.0	16.7								
	08/09	10	0.0	0.0	0.0	100.0	0.0	100.0	100.0	7	0.0	0.0	40.0	60.0	0.0	60.0	60.0	8	0.0	0.0	80.0	20.0	0.0	20.0	20.0

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

LOGAN
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	64	1.6	0.0	1.8	47.4	50.9	98.3		75	0.0	0.0	8.5	19.7	71.8	91.5		53	1.9	2.0	6.0	22.0	70.0	92.0	
	08/09	56	0.0	0.0	9.3	29.6	61.1	90.7		70	0.0	0.0	9.7	32.3	58.1	90.4		75	0.0	0.0	5.7	20.0	74.3	94.3	
Female	07/08	33	0.0	0.0	3.2	51.6	45.2	96.8		29	0.0	0.0	6.9	13.8	79.3	93.1		26	3.8	4.0	4.0	12.0	80.0	92.0	
	08/09	20	0.0	0.0	11.1	16.7	72.2	88.9		36	0.0	0.0	12.1	33.3	54.5	87.8		27	0.0	0.0	0.0	11.5	88.5	100.0	
Male	07/08	31	3.2	0.0	0.0	42.3	57.7	100.0		46	0.0	0.0	9.5	23.8	66.7	90.5		27	0.0	0.0	8.0	32.0	60.0	92.0	
	08/09	36	0.0	0.0	8.3	36.1	55.6	91.7		34	0.0	0.0	6.9	31.0	62.1	93.1		48	0.0	0.0	9.1	25.0	65.9	90.9	
African American	07/08	11	0.0	0.0	0.0	90.0	10.0	100.0		7	0.0	0.0	16.7	50.0	33.3	83.3		4	0.0	0.0	0.0	75.0	25.0	100.0	
	08/09									11	0.0	0.0	0.0	66.7	33.3	100.0		6	0.0	0.0	20.0	20.0	60.0	80.0	
Asian	07/08	16	0.0	0.0	7.1	21.4	71.4	92.8		22	0.0	0.0	15.8	15.8	68.4	84.2		17	0.0	0.0	0.0	20.0	80.0	100.0	
	08/09	25	0.0	0.0	0.0	41.7	58.3	100.0		17	0.0	0.0	7.1	35.7	57.1	92.8		23	0.0	0.0	10.0	20.0	70.0	90.0	
Caucasian	07/08	24	0.0	0.0	0.0	31.8	68.2	100.0		33	0.0	0.0	0.0	21.2	78.8	100.0		25	0.0	4.0	8.0	12.0	76.0	88.0	
	08/09	19	0.0	0.0	10.5	15.8	73.7	89.5		27	0.0	0.0	4.0	24.0	72.0	96.0		34	0.0	0.0	0.0	12.1	87.9	100.0	
Middle Eastern	07/08	4	0.0	0.0	0.0	100.0	0.0	100.0		4	0.0	0.0	25.0	25.0	50.0	75.0									
	08/09									5	0.0	0.0	50.0	25.0	25.0	50.0		4	0.0	0.0	0.0	50.0	50.0	100.0	
Multi-ethnic	07/08	5	0.0	0.0	0.0	60.0	40.0	100.0		5	0.0	0.0	0.0	0.0	100.0	100.0									
	08/09									8	0.0	0.0	25.0	0.0	75.0	75.0		5	0.0	0.0	0.0	40.0	60.0	100.0	
Econ. Disadvantaged	07/08	14	0.0	0.0	0.0	91.7	8.3	100.0		11	0.0	0.0	22.2	55.6	22.2	77.8		8	0.0	0.0	25.0	37.5	37.5	75.0	
	08/09	9	0.0	0.0	37.5	37.5	25.0	62.5		17	0.0	0.0	15.4	69.2	15.4	84.6		9	0.0	0.0	28.6	57.1	14.3	71.4	
Special Education	07/08	17	0.0	0.0	0.0	66.7	33.3	100.0		8	0.0	0.0	33.3	16.7	50.0	66.7		7	0.0	16.7	16.7	50.0	16.7	66.7	
	08/09	5	0.0	0.0	50.0	0.0	50.0	50.0		15	0.0	0.0	33.3	44.4	22.2	66.6		7	0.0	0.0	40.0	20.0	40.0	60.0	
LEP	07/08	8	12.5	0.0	16.7	83.3	0.0	83.3		8	0.0	0.0	80.0	20.0	0.0	20.0									
	08/09	10	0.0	0.0	0.0	88.9	11.1	100.0		7	0.0	0.0	40.0	40.0	20.0	60.0		8	0.0	0.0	60.0	40.0	0.0	40.0	

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

LOGAN
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	64	0.0	3.4	22.4	74.1	0.0	74.1		75	0.0	1.4	23.9	69.0	5.6	74.6		53	1.9	0.0	24.0	68.0	8.0	76.0	
	08/09	56	0.0	0.0	22.2	77.8	0.0	77.8		70	0.0	0.0	40.3	59.7	0.0	59.7		75	0.0	0.0	20.0	80.0	0.0	80.0	
Female	07/08	33	0.0	6.5	25.8	67.7	0.0	67.7		29	0.0	0.0	20.7	72.4	6.9	79.3		26	3.8	0.0	28.0	60.0	12.0	72.0	
	08/09	20	0.0	0.0	16.7	83.3	0.0	83.3		36	0.0	0.0	42.4	57.6	0.0	57.6		27	0.0	0.0	3.8	96.2	0.0	96.2	
Male	07/08	31	0.0	0.0	18.5	81.5	0.0	81.5		46	0.0	2.4	26.2	66.7	4.8	71.5		27	0.0	0.0	20.0	76.0	4.0	80.0	
	08/09	36	0.0	0.0	25.0	75.0	0.0	75.0		34	0.0	0.0	37.9	62.1	0.0	62.1		48	0.0	0.0	29.5	70.5	0.0	70.5	
African American	07/08	11	0.0	10.0	20.0	70.0	0.0	70.0		7	0.0	0.0	33.3	66.7	0.0	66.7		4	0.0	0.0	50.0	50.0	0.0	50.0	
	08/09									11	0.0	0.0	55.6	44.4	0.0	44.4		6	0.0	0.0	40.0	60.0	0.0	60.0	
Asian	07/08	16	0.0	7.1	7.1	85.7	0.0	85.7		22	0.0	5.3	15.8	68.4	10.5	78.9		17	0.0	0.0	6.7	80.0	13.3	93.3	
	08/09	25	0.0	0.0	25.0	75.0	0.0	75.0		17	0.0	0.0	28.6	71.4	0.0	71.4		23	0.0	0.0	25.0	75.0	0.0	75.0	
Caucasian	07/08	24	0.0	0.0	27.3	72.7	0.0	72.7		33	0.0	0.0	24.2	75.8	0.0	75.8		25	0.0	0.0	24.0	72.0	4.0	76.0	
	08/09	19	0.0	0.0	10.5	89.5	0.0	89.5		27	0.0	0.0	40.0	60.0	0.0	60.0		34	0.0	0.0	9.1	90.9	0.0	90.9	
Middle Eastern	07/08	4	0.0	0.0	66.7	33.3	0.0	33.3		4	0.0	0.0	50.0	25.0	25.0	50.0									
	08/09									5	0.0	0.0	50.0	50.0	0.0	50.0		4	0.0	0.0	50.0	50.0	0.0	50.0	
Multi-ethnic	07/08	5	0.0	0.0	20.0	80.0	0.0	80.0		5	0.0	0.0	20.0	60.0	20.0	80.0									
	08/09									8	0.0	0.0	37.5	62.5	0.0	62.5		5	0.0	0.0	20.0	80.0	0.0	80.0	
Econ. Disadvantaged	07/08	14	0.0	8.3	33.3	58.3	0.0	58.3		11	0.0	0.0	66.7	33.3	0.0	33.3		8	0.0	0.0	50.0	50.0	0.0	50.0	
	08/09	9	0.0	0.0	37.5	62.5	0.0	62.5		17	0.0	0.0	69.2	30.8	0.0	30.8		9	0.0	0.0	71.4	28.6	0.0	28.6	
Special Education	07/08	17	0.0	8.3	41.7	50.0	0.0	50.0		8	0.0	0.0	66.7	16.7	16.7	33.4		7	0.0	0.0	33.3	66.7	0.0	66.7	
	08/09	5	0.0	0.0	50.0	50.0	0.0	50.0		15	0.0	0.0	88.9	11.1	0.0	11.1		7	0.0	0.0	60.0	40.0	0.0	40.0	
LEP	07/08	8	0.0	14.3	42.9	42.9	0.0	42.9		8	0.0	20.0	80.0	0.0	0.0	0.0		8	0.0	0.0	80.0	20.0	0.0	20.0	
	08/09	10	0.0	0.0	55.6	44.4	0.0	44.4		7	0.0	0.0	60.0	40.0	0.0	40.0		8	0.0	0.0	80.0	20.0	0.0	20.0	

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

LOGAN
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	64	0.0	0.0	1.7	20.3	78.0	98.3	98.4	75	0.0	1.4	1.4	12.3	84.9	97.2	97.3	53	0.0	3.8	0.0	21.2	75.0	96.2	96.2
	08/09	56	0.0	0.0	1.8	9.1	89.1	98.2	98.2	70	0.0	0.0	4.7	20.3	75.0	95.3	95.7	75	0.0	1.4	2.7	13.7	82.2	95.9	94.7
Female	07/08	33	0.0	0.0	3.2	25.8	71.0	96.8	97.0	29	0.0	0.0	3.4	10.3	86.2	96.5	96.6	26	0.0	7.7	0.0	19.2	73.1	92.3	92.3
	08/09	20	0.0	0.0	0.0	21.1	78.9	100.0	100.0	36	0.0	0.0	5.9	20.6	73.5	94.1	94.4	27	0.0	0.0	7.4	14.8	77.8	92.6	92.6
Male	07/08	31	0.0	0.0	0.0	14.3	85.7	100.0	100.0	46	0.0	2.3	0.0	13.6	84.1	97.7	97.8	27	0.0	0.0	0.0	23.1	76.9	100.0	100.0
	08/09	36	0.0	0.0	2.8	2.8	94.4	97.2	97.2	34	0.0	0.0	3.3	20.0	76.7	96.7	97.1	48	0.0	2.2	0.0	13.0	84.8	97.8	95.8
African American	07/08	11	0.0	0.0	0.0	30.0	70.0	100.0	100.0	7	0.0	16.7	0.0	0.0	83.3	83.3	85.7	4	0.0	0.0	0.0	50.0	50.0	100.0	100.0
	08/09	11	0.0	0.0	0.0	30.0	70.0	100.0	100.0	11	0.0	0.0	0.0	44.4	55.6	100.0	100.0	6	0.0	20.0	0.0	0.0	80.0	80.0	83.3
Asian	07/08	16	0.0	0.0	0.0	13.3	86.7	100.0	100.0	22	0.0	0.0	0.0	4.8	95.2	100.0	100.0	17	0.0	0.0	0.0	6.3	93.8	100.1	100.0
	08/09	25	0.0	0.0	0.0	8.0	92.0	100.0	100.0	17	0.0	0.0	0.0	12.5	87.5	100.0	100.0	23	0.0	0.0	0.0	9.1	90.9	100.0	95.7
Caucasian	07/08	24	0.0	0.0	4.5	4.5	90.9	95.4	95.8	33	0.0	0.0	3.0	12.1	84.8	96.9	97.0	25	0.0	0.0	0.0	24.0	76.0	100.0	100.0
	08/09	19	0.0	0.0	0.0	5.3	94.7	100.0	100.0	27	0.0	0.0	4.0	16.0	80.0	96.0	96.3	34	0.0	0.0	5.9	14.7	79.4	94.1	94.1
Middle Eastern	07/08	4	0.0	0.0	0.0	66.7	33.3	100.0	100.0	4	0.0	0.0	0.0	50.0	50.0	100.0	100.0								
	08/09	5	0.0	0.0	0.0	40.0	60.0	100.0	100.0	5	0.0	0.0	25.0	25.0	50.0	75.0	80.0	4	0.0	0.0	0.0	25.0	75.0	100.0	100.0
Multi-ethnic	07/08	5	0.0	0.0	0.0	40.0	60.0	100.0	100.0	5	0.0	0.0	0.0	20.0	80.0	100.0	100.0								
	08/09	8	0.0	0.0	12.5	25.0	62.5	87.5	88.9	8	0.0	0.0	12.5	25.0	62.5	87.5	87.5	5	0.0	0.0	0.0	40.0	60.0	100.0	100.0
Econ. Disadvantaged	07/08	14	0.0	0.0	0.0	58.3	41.7	100.0	100.0	11	0.0	11.1	0.0	44.4	44.4	88.8	90.9	8	0.0	25.0	0.0	25.0	50.0	75.0	75.0
	08/09	9	0.0	0.0	12.5	25.0	62.5	87.5	88.9	17	0.0	0.0	0.0	53.8	46.2	100.0	100.0	9	0.0	14.3	14.3	14.3	57.1	71.4	66.7
Special Education	07/08	17	0.0	0.0	8.3	41.7	50.0	91.7	94.1	8	0.0	16.7	0.0	33.3	50.0	83.3	87.5	7	0.0	0.0	0.0	66.7	33.3	100.0	100.0
	08/09	5	0.0	0.0	25.0	25.0	50.0	75.0	80.0	15	0.0	0.0	22.2	33.3	44.4	77.7	86.7	7	0.0	20.0	0.0	20.0	60.0	80.0	71.4
LEP	07/08	8	0.0	0.0	0.0	50.0	50.0	100.0	100.0	8	0.0	0.0	0.0	42.9	57.1	100.0	100.0								
	08/09	10	0.0	0.0	0.0	20.0	80.0	100.0	100.0	7	0.0	0.0	14.3	0.0	85.7	85.7	85.7	8	0.0	0.0	0.0	12.5	87.5	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

LOGAN
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									53	0.0	0.0	1.9	40.4	57.7	98.1		75	0.0	0.0	5.5	20.5	74.0	94.5	
	08/09																								
Female	07/08									26	0.0	0.0	3.8	42.3	53.8	96.1		27	0.0	0.0	3.7	18.5	77.8	96.3	
	08/09																								
Male	07/08									27	0.0	0.0	0.0	38.5	61.5	100.0		48	0.0	0.0	6.5	21.7	71.7	93.4	
	08/09																								
African American	07/08									4	0.0	0.0	0.0	50.0	50.0	100.0		6	0.0	0.0	20.0	20.0	60.0	80.0	
	08/09																								
Asian	07/08									17	0.0	0.0	0.0	37.5	62.5	100.0		23	0.0	0.0	4.5	22.7	72.7	95.4	
	08/09																								
Caucasian	07/08									25	0.0	0.0	0.0	36.0	64.0	100.0		34	0.0	0.0	0.0	14.7	85.3	100.0	
	08/09																								
Middle Eastern	08/09									4	0.0	0.0	25.0	25.0	50.0	75.0									
Multi-ethnic	08/09									5	0.0	0.0	0.0	40.0	60.0	100.0									
Econ. Disadvantaged	07/08									8	0.0	0.0	12.5	50.0	37.5	87.5		9	0.0	0.0	28.6	57.1	14.3	71.4	
	08/09																								
Special Education	07/08									7	0.0	0.0	0.0	66.7	33.3	100.0		7	0.0	0.0	40.0	20.0	40.0	60.0	
	08/09																								
LEP	08/09									8	0.0	0.0	25.0	25.0	50.0	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.

	Grade 3	Grade 4	Grade 5
Eng Lang Arts			
LOGAN	91	90	90
DISTRICT	90	89	88
STATE	83	77	78
Reading			
LOGAN	91	90	94
DISTRICT	91	92	90
STATE	86	83	82
Writing			
LOGAN	78	60	80
DISTRICT	79	65	79
STATE	61	44	63
Mathematics			
LOGAN	98	95	96
DISTRICT	96	94	92
STATE	91	88	77
Science			
LOGAN			95
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, LOGAN 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 LOGAN Elementary School received a composite grade of **A**.