

2300 Prairie  
Ann Arbor, MI 48105  
(734) 994-1970  
Patricia A. Manley, Principal

# Thurston 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 Thurston community is committed to nurturing, within each student, the joy of learning by fostering high academic standards, developing positive relationships, and promoting social responsibility

### 2008-2009 Student Achievement Goals

*The school student achievement goals are 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

*Thurston's student achievement goals are based on district wide achievement goals with the focus on academic success and Equity for all students. These goals reflect the district's commitment to facilitate systemic academic improvement at each school throughout this district and eliminating the achievement gap.*

- To improve academic achievement for all students
- To improve special education services for students with special needs
- To improve communication between home and school about programs and services
- To improve the integration of technology to benefit student learning and achievement
- To increase enrichment and differentiation opportunities for all students
- To maintain a climate of equity and acceptance that respects, values and responds to the diversity of all its members

### Issues, Decisions, and Accomplishments

- Assessed and monitored progress toward goals and sub-goals
- Provided site based funds for literacy training, classroom visits and coaching for teachers
- Provided after school Math computation enrichment - Thurston Fast Facts
- Provided Reading Intervention for Kindergarten through 2<sup>nd</sup> grade
- Provided daily take home leveled reading material for targeted subgroup
- Provided Everyday Math Handbooks -upon request
- Provided Teacher Reading Exchange opportunities
- Provided support to teachers for attending workshops and purchasing supplies
- Provided a world language class, Spanish, for enrichment
- Created and provided a Parent Handbook in collaboration with the PTO
- Increased participation of the Thurston Black Parent Support Group
- Housed a self-contained, Cognitively Impaired, class
- Received classroom grant for Dzanc Writer in Residency Program

## Major Issues Identified for Next Year's Team

- Continue focus on Thurston as a Professional Learning Community
- Increased focus on our Preschool Program
- Use 2008-2009 standardized test results to identify target area/group to improve academic success
- Identifying and continuous monitoring of our targeted group
- Continued focus and support on Techniques of Teaching Writing
- Provide an evening program for Parents on literacy or math
- Continuation of MyAccess/Writing Program
- Continuation of Thurston Fast Facts Program
- Offer Tutoring or Academic Extended Day program
- Provide opportunities for Extension/Differentiation/Enrichment for advanced students
- Continue Focus on Bullying
- Continue Focus on Equity and Collaborative Action Research in Equity (CARE)
- Continue Focus on Parent/Teacher Communication
- Implementation of World Language Program for 3<sup>rd</sup> graders (Spanish)

## 2008-2009 School Improvement Team Members (SIT)

Parents: Martha Farmer, Jubei Hughes, and Carrie Magee

Staff: David Borgsdorf, Michael Johnson, Yael Rothfeld and Principal Patricia Manley

District Liaison: Jane Landefeld

## Staff Development Activities:

- Balanced Literacy Coaching
- Epi-Pen Training
- Mentor/Mentee Training
- Building Equity Team participation in District Equity Focus
- Building CARE Team participation in District Collaborative Action Research in Equity
- Lucy Calkins Writer's PD Workshops
- Grade Level Science PD Workshops
- Grade Level Everyday Math PD Workshops
- Training in new Science Program
- New to Grade Level Workshops
- Helping Struggling Readers
- University Musical Society Workshops
- Ann Arbor Symphony Workshops
- Bullying Workshop
- SRI/Lexile Training
- Genre Writing Studies
- Grade Level GLCE's Training
- MyAccess Training
- Read 180 Training
- Assistive Technology Training
- SISS (Special Education) Workshops
- Co-Teaching Training Workshops
- CPR and First Aid Training
- No Child Left Behind - Ed YES Workshops
- MEAP Training and Assessment Review
- Book Studies on Equity and the Achievement Gap
- Team Work Staff Development PD
- Math Institute 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 Thurston 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.

# Thurston Elementary School

2008-2009

**Parent Participation:** - Parents regularly volunteer to support our classrooms, field trips, school enrichment programs and school assemblies. Many participate in PTO programs which require parent participation: Friday Bagel sale, Fall Social, New Book Sale, Turkey Trot, International Night, Chess Club, Science Fair, Science Olympiad, Ice Cream Social, Used Book Sale, Thurston Play, Lunch Supervision, Thurston grounds work days, Field day, Pancake Supper, Movie Nights, ESL Tutors, and assist with the annual Talent Show. One or more parents at 2008-09 parent-teacher conferences represented 100 percent of all Thurston students.

Thurston parent contributions and support are crucial factors to our students' success and in the success of our being a Professional Learning Community. We are very fortunate to have such an involved and supportive parent community.

**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. Thurston's attendance rate for 2008/09, as calculated by the state, was 95.8%.

## 2008-2009 ENROLLMENT

Ethnic Group	Native American	Caucasian	Latino/Hispanic	African American	Asian/Pac. Islander	Middle Eastern	Multi-Ethnic	Other	Male	Female
<b>Number</b>	1	171	14	43	124	8	36	14	206	205
<b>Percentage</b>	0.2	41.6	3.4	10.5	30.2	1.9	8.8	3.4	50.1	49.9
<b>Total Enrollment</b>	411									

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**

**THURSTON**  
Elementary School

**Grade: 3**

**Grade: 4**

**Grade: 5**

**ENGLISH LANGUAGE ARTS (ELA)**

		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	6.0	40.0	54.0	94.0	94.0	62	1.6	0.0	8.5	47.5	44.1	91.6	91.5	77	0.0	0.0	6.8	50.0	43.2	93.2	93.4
	08/09	64	1.6	0.0	12.7	49.2	38.1	87.3	87.3	59	0.0	0.0	8.6	60.3	31.0	91.3	91.4	68	0.0	1.5	6.1	43.9	48.5	92.4	92.4
Female	07/08	26	0.0	0.0	4.2	37.5	58.3	95.8	95.8	34	2.9	0.0	15.2	39.4	45.5	84.9	84.8	39	0.0	0.0	5.3	50.0	44.7	94.7	94.7
	08/09	28	0.0	0.0	7.1	46.4	46.4	92.8	92.9	30	0.0	0.0	10.0	66.7	23.3	90.0	90.0	39	0.0	2.7	8.1	32.4	56.8	89.2	89.2
Male	07/08	27	0.0	0.0	7.7	42.3	50.0	92.3	92.3	28	0.0	0.0	0.0	57.7	42.3	100.0	100.0	38	0.0	0.0	8.3	50.0	41.7	91.7	92.1
	08/09	36	2.8	0.0	17.1	51.4	31.4	82.8	82.9	29	0.0	0.0	7.1	53.6	39.3	92.9	92.9	29	0.0	0.0	3.4	58.6	37.9	96.5	96.6
African American	07/08									4	0.0	0.0	25.0	75.0	0.0	75.0	75.0	10	0.0	0.0	12.5	62.5	25.0	87.5	90.0
	08/09	4	0.0	0.0	50.0	25.0	25.0	50.0	50.0	4	0.0	0.0	25.0	50.0	25.0	75.0	75.0	4	0.0	0.0	25.0	50.0	25.0	75.0	75.0
Asian	07/08	16	0.0	0.0	6.7	40.0	53.3	93.3	93.3	12	8.3	0.0	0.0	55.6	44.4	100.0	100.0	20	0.0	0.0	15.8	52.6	31.6	84.2	84.2
	08/09	21	4.8	0.0	10.0	45.0	45.0	90.0	90.0	18	0.0	0.0	11.8	52.9	35.3	88.2	88.2	16	0.0	0.0	7.1	21.4	71.4	92.8	92.9
Caucasian	07/08	26	0.0	0.0	4.0	32.0	64.0	96.0	96.0	30	0.0	0.0	3.3	46.7	50.0	96.7	96.7	37	0.0	0.0	2.7	40.5	56.8	97.3	97.3
	08/09	31	0.0	0.0	9.7	54.8	35.5	90.3	90.3	26	0.0	0.0	0.0	57.7	42.3	100.0	100.0	32	0.0	0.0	3.1	50.0	46.9	96.9	96.9
Hispanic	08/09																	5	0.0	20.0	20.0	40.0	20.0	60.0	60.0
Middle Eastern	07/08									4	0.0	0.0	25.0	75.0	0.0	75.0	75.0								
Multi-ethnic	07/08									6	0.0	0.0	0.0	0.0	100.0	100.0	100.0	7	0.0	0.0	0.0	71.4	28.6	100.0	100.0
	08/09	5	0.0	0.0	20.0	40.0	40.0	80.0	80.0	5	0.0	0.0	40.0	60.0	0.0	60.0	60.0	5	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Econ. Disadvantaged	07/08	4	0.0	0.0	25.0	75.0	0.0	75.0	75.0	5	0.0	0.0	40.0	60.0	0.0	60.0	60.0	7	0.0	0.0	20.0	60.0	20.0	80.0	85.7
	08/09	9	11.1	0.0	25.0	50.0	25.0	75.0	75.0	8	0.0	0.0	25.0	75.0	0.0	75.0	75.0	7	0.0	0.0	28.6	71.4	0.0	71.4	71.4
Special Education	07/08	4	0.0	0.0	0.0	50.0	50.0	100.0	100.0	7	0.0	0.0	28.6	57.1	14.3	71.4	71.4	4	0.0	0.0	50.0	50.0	0.0	50.0	75.0
	08/09	6	0.0	0.0	66.7	33.3	0.0	33.3	33.3	4	0.0	0.0	25.0	75.0	0.0	75.0	75.0	7	0.0	14.3	28.6	28.6	28.6	57.2	57.1
LEP	07/08	11	0.0	0.0	12.5	62.5	25.0	87.5	87.5	10	0.0	0.0	37.5	62.5	0.0	62.5	62.5	7	0.0	0.0	50.0	33.3	16.7	50.0	50.0
	08/09	7	14.3	0.0	33.3	50.0	16.7	66.7	66.7	7	0.0	0.0	33.3	66.7	0.0	66.7	66.7	9	0.0	14.3	28.6	57.1	0.0	57.1	57.1

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**

**THURSTON**  
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	53	0.0	0.0	2.0	28.0	70.0	98.0		62	1.6	3.4	5.1	30.5	61.0	91.5		77	0.0	0.0	5.4	33.8	60.8	94.6	
	08/09	64	1.6	0.0	11.1	28.6	60.3	88.9		59	0.0	0.0	3.4	37.9	58.6	96.5		68	0.0	1.5	6.1	24.2	68.2	92.4	
Female	07/08	26	0.0	0.0	0.0	33.3	66.7	100.0		34	2.9	6.1	9.1	21.2	63.6	84.8		39	0.0	0.0	5.3	34.2	60.5	94.7	
	08/09	28	0.0	0.0	7.1	25.0	67.9	92.9		30	0.0	0.0	3.3	46.7	50.0	96.7		39	0.0	2.7	8.1	16.2	73.0	89.2	
Male	07/08	27	0.0	0.0	3.8	23.1	73.1	96.2		28	0.0	0.0	0.0	42.3	57.7	100.0		38	0.0	0.0	5.6	33.3	61.1	94.4	
	08/09	36	2.8	0.0	14.3	31.4	54.3	85.7		29	0.0	0.0	3.6	28.6	67.9	96.5		29	0.0	0.0	3.4	34.5	62.1	96.6	
African American	07/08									4	0.0	0.0	25.0	75.0	0.0	75.0		10	0.0	0.0	0.0	62.5	37.5	100.0	
	08/09	4	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		4	0.0	0.0	25.0	50.0	25.0	75.0	
Asian	07/08	16	0.0	0.0	6.7	26.7	66.7	93.4		12	8.3	0.0	0.0	44.4	55.6	100.0		20	0.0	0.0	15.8	42.1	42.1	84.2	
	08/09	21	4.8	0.0	5.0	15.0	80.0	95.0		18	0.0	0.0	5.9	35.3	58.8	94.1		16	0.0	0.0	7.1	14.3	78.6	92.9	
Caucasian	07/08	26	0.0	0.0	0.0	20.0	80.0	100.0		30	0.0	3.3	0.0	30.0	66.7	96.7		37	0.0	0.0	2.7	24.3	73.0	97.3	
	08/09	31	0.0	0.0	9.7	35.5	54.8	90.3		26	0.0	0.0	0.0	34.6	65.4	100.0		32	0.0	0.0	3.1	21.9	75.0	96.9	
Hispanic	08/09																	5	0.0	20.0	20.0	40.0	20.0	60.0	
Middle Eastern	07/08									4	0.0	0.0	25.0	25.0	50.0	75.0									
Multi-ethnic	07/08									6	0.0	0.0	0.0	0.0	100.0	100.0		7	0.0	0.0	0.0	14.3	85.7	100.0	
	08/09	5	0.0	0.0	20.0	20.0	60.0	80.0		5	0.0	0.0	20.0	40.0	40.0	80.0		5	0.0	0.0	0.0	0.0	100.0	100.0	
Econ. Disadvantaged	07/08	4	0.0	0.0	0.0	75.0	25.0	100.0		5	0.0	0.0	40.0	40.0	20.0	60.0		7	0.0	0.0	20.0	60.0	20.0	80.0	
	08/09	9	11.1	0.0	12.5	50.0	37.5	87.5		8	0.0	0.0	0.0	62.5	37.5	100.0		7	0.0	0.0	28.6	57.1	14.3	71.4	
Special Education	07/08	4	0.0	0.0	0.0	50.0	50.0	100.0		7	0.0	14.3	14.3	42.9	28.6	71.5		4	0.0	0.0	50.0	50.0	0.0	50.0	
	08/09	6	0.0	0.0	66.7	0.0	33.3	33.3		4	0.0	0.0	25.0	25.0	50.0	75.0		7	0.0	14.3	28.6	28.6	28.6	57.2	
LEP	07/08	11	0.0	0.0	12.5	62.5	25.0	87.5		10	0.0	12.5	25.0	37.5	25.0	62.5		7	0.0	0.0	50.0	33.3	16.7	50.0	
	08/09	7	14.3	0.0	16.7	33.3	50.0	83.3		7	0.0	0.0	16.7	66.7	16.7	83.4		9	0.0	14.3	28.6	42.9	14.3	57.2	

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**

**THURSTON**  
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	53	0.0	2.0	18.0	74.0	6.0	80.0		62	1.6	0.0	23.7	74.6	1.7	76.3		77	0.0	0.0	20.3	78.4	1.4	79.8	
	08/09	64	1.6	4.8	12.7	82.5	0.0	82.5		59	0.0	0.0	31.0	69.0	0.0	69.0		68	0.0	0.0	16.7	83.3	0.0	83.3	
Female	07/08	26	0.0	0.0	20.8	70.8	8.3	79.1		34	2.9	0.0	27.3	69.7	3.0	72.7		39	0.0	0.0	15.8	84.2	0.0	84.2	
	08/09	28	0.0	0.0	14.3	85.7	0.0	85.7		30	0.0	0.0	33.3	66.7	0.0	66.7		39	0.0	0.0	21.6	78.4	0.0	78.4	
Male	07/08	27	0.0	3.8	15.4	76.9	3.8	80.7		28	0.0	0.0	19.2	80.8	0.0	80.8		38	0.0	0.0	25.0	72.2	2.8	75.0	
	08/09	36	2.8	8.6	11.4	80.0	0.0	80.0		29	0.0	0.0	28.6	71.4	0.0	71.4		29	0.0	0.0	10.3	89.7	0.0	89.7	
African American	07/08									4	0.0	0.0	50.0	50.0	0.0	50.0		10	0.0	0.0	37.5	62.5	0.0	62.5	
	08/09	4	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		4	0.0	0.0	75.0	25.0	0.0	25.0	
Asian	07/08	16	0.0	6.7	6.7	66.7	20.0	86.7		12	8.3	0.0	0.0	88.9	11.1	100.0		20	0.0	0.0	26.3	73.7	0.0	73.7	
	08/09	21	4.8	0.0	10.0	90.0	0.0	90.0		18	0.0	0.0	23.5	76.5	0.0	76.5		16	0.0	0.0	7.1	92.9	0.0	92.9	
Caucasian	07/08	26	0.0	0.0	16.0	84.0	0.0	84.0		30	0.0	0.0	23.3	76.7	0.0	76.7		37	0.0	0.0	16.2	81.1	2.7	83.8	
	08/09	31	0.0	6.5	9.7	83.9	0.0	83.9		26	0.0	0.0	26.9	73.1	0.0	73.1		32	0.0	0.0	9.4	90.6	0.0	90.6	
Hispanic	08/09																	5	0.0	0.0	60.0	40.0	0.0	40.0	
Middle Eastern	07/08									4	0.0	0.0	50.0	50.0	0.0	50.0									
Multi-ethnic	07/08									6	0.0	0.0	0.0	100.0	0.0	100.0		7	0.0	0.0	0.0	100.0	0.0	100.0	
	08/09	5	0.0	20.0	20.0	60.0	0.0	60.0		5	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	
Econ. Disadvantaged	07/08	4	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		7	0.0	0.0	60.0	40.0	0.0	40.0	
	08/09	9	11.1	12.5	37.5	50.0	0.0	50.0		8	0.0	0.0	50.0	50.0	0.0	50.0		7	0.0	0.0	71.4	28.6	0.0	28.6	
Special Education	07/08	4	0.0	0.0	0.0	100.0	0.0	100.0		7	0.0	0.0	71.4	28.6	0.0	28.6		4	0.0	0.0	100.0	0.0	0.0	0.0	
	08/09	6	0.0	50.0	16.7	33.3	0.0	33.3		4	0.0	0.0	50.0	50.0	0.0	50.0		7	0.0	0.0	57.1	42.9	0.0	42.9	
LEP	07/08	11	0.0	12.5	37.5	50.0	0.0	50.0		10	0.0	0.0	50.0	50.0	0.0	50.0		7	0.0	0.0	66.7	33.3	0.0	33.3	
	08/09	7	14.3	0.0	33.3	66.7	0.0	66.7		7	0.0	0.0	50.0	50.0	0.0	50.0		9	0.0	0.0	71.4	28.6	0.0	28.6	

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**

**THURSTON**  
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	53	0.0	0.0	1.9	13.2	84.9	98.1	98.1	62	0.0	1.6	3.2	17.7	77.4	95.1	95.2	77	0.0	0.0	4.0	14.7	81.3	96.0	96.1
	08/09	64	0.0	0.0	3.1	9.4	87.5	96.9	96.9	59	0.0	0.0	5.1	11.9	83.1	95.0	94.9	68	0.0	1.5	5.9	5.9	86.8	92.7	92.6
Female	07/08	26	0.0	0.0	0.0	19.2	80.8	100.0	100.0	34	0.0	2.9	5.9	23.5	67.6	91.1	91.2	39	0.0	0.0	5.1	17.9	76.9	94.8	94.9
	08/09	28	0.0	0.0	3.6	10.7	85.7	96.4	96.4	30	0.0	0.0	6.7	10.0	83.3	93.3	93.3	39	0.0	2.6	10.3	7.7	79.5	87.2	87.2
Male	07/08	27	0.0	0.0	3.7	7.4	88.9	96.3	96.3	28	0.0	0.0	0.0	10.7	89.3	100.0	100.0	38	0.0	0.0	2.8	11.1	86.1	97.2	97.4
	08/09	36	0.0	0.0	2.8	8.3	88.9	97.2	97.2	29	0.0	0.0	3.4	13.8	82.8	96.6	96.6	29	0.0	0.0	0.0	3.4	96.6	100.0	100.0
African American	07/08									4	0.0	0.0	25.0	50.0	25.0	75.0	75.0	10	0.0	0.0	0.0	12.5	87.5	100.0	100.0
	08/09	4	0.0	0.0	25.0	25.0	50.0	75.0	75.0	4	0.0	0.0	25.0	50.0	25.0	75.0	75.0	4	0.0	0.0	25.0	0.0	75.0	75.0	75.0
Asian	07/08	16	0.0	0.0	0.0	6.3	93.8	100.1	100.0	12	0.0	0.0	0.0	0.0	100.0	100.0	100.0	20	0.0	0.0	5.0	15.0	80.0	95.0	95.0
	08/09	21	0.0	0.0	0.0	4.8	95.2	100.0	100.0	18	0.0	0.0	5.6	0.0	94.4	94.4	94.4	16	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Caucasian	07/08	26	0.0	0.0	0.0	7.7	92.3	100.0	100.0	30	0.0	0.0	0.0	16.7	83.3	100.0	100.0	37	0.0	0.0	2.7	16.2	81.1	97.3	97.3
	08/09	31	0.0	0.0	0.0	9.7	90.3	100.0	100.0	26	0.0	0.0	3.8	3.8	92.3	96.1	96.2	32	0.0	0.0	0.0	9.4	90.6	100.0	100.0
Hispanic	08/09																	5	0.0	0.0	60.0	0.0	40.0	40.0	40.0
Middle Eastern	07/08									4	0.0	0.0	0.0	25.0	75.0	100.0	100.0								
Multi-ethnic	07/08									6	0.0	0.0	0.0	16.7	83.3	100.0	100.0	7	0.0	0.0	14.3	0.0	85.7	85.7	85.7
	08/09	5	0.0	0.0	20.0	20.0	60.0	80.0	80.0	5	0.0	0.0	0.0	60.0	40.0	100.0	100.0	5	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Econ. Disadvantaged	07/08	4	0.0	0.0	25.0	25.0	50.0	75.0	75.0	5	0.0	20.0	20.0	60.0	0.0	60.0	60.0	7	0.0	0.0	20.0	20.0	60.0	80.0	85.7
	08/09	9	0.0	0.0	0.0	0.0	100.0	100.0	100.0	8	0.0	0.0	12.5	37.5	50.0	87.5	87.5	7	0.0	14.3	28.6	14.3	42.9	57.2	57.1
Special Education	07/08	4	0.0	0.0	0.0	25.0	75.0	100.0	100.0	7	0.0	0.0	14.3	28.6	57.1	85.7	85.7	4	0.0	0.0	50.0	50.0	0.0	50.0	75.0
	08/09	6	0.0	0.0	33.3	16.7	50.0	66.7	66.7	4	0.0	0.0	0.0	75.0	25.0	100.0	100.0	7	0.0	0.0	28.6	14.3	57.1	71.4	71.4
LEP	07/08	11	0.0	0.0	0.0	27.3	72.7	100.0	100.0	10	0.0	10.0	10.0	20.0	60.0	80.0	80.0	7	0.0	0.0	14.3	28.6	57.1	85.7	85.7
	08/09	7	0.0	0.0	0.0	14.3	85.7	100.0	100.0	7	0.0	0.0	14.3	14.3	71.4	85.7	85.7	9	0.0	11.1	33.3	0.0	55.6	55.6	55.6

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

**ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION**

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

**ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS**

**THURSTON**  
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									77	0.0	0.0	0.0	32.0	68.0	100.0		68	0.0	1.5	4.4	26.5	67.6	94.1	
	08/09																								
Female	07/08									39	0.0	0.0	0.0	35.9	64.1	100.0		39	0.0	2.6	7.7	25.6	64.1	89.7	
	08/09																								
Male	07/08									38	0.0	0.0	0.0	27.8	72.2	100.0		29	0.0	0.0	0.0	27.6	72.4	100.0	
	08/09																								
African American	07/08									10	0.0	0.0	0.0	50.0	50.0	100.0		4	0.0	0.0	25.0	50.0	25.0	75.0	
	08/09																								
Asian	07/08									20	0.0	0.0	0.0	30.0	70.0	100.0		16	0.0	0.0	0.0	18.8	81.3	100.1	
	08/09																								
Caucasian	07/08									37	0.0	0.0	0.0	29.7	70.3	100.0		32	0.0	0.0	0.0	28.1	71.9	100.0	
	08/09																								
Hispanic	08/09									5	0.0	20.0	40.0	0.0	40.0	40.0									
Multi-ethnic	07/08									7	0.0	0.0	0.0	14.3	85.7	100.0		5	0.0	0.0	0.0	0.0	100.0	100.0	
	08/09																								
Econ. Disadvantaged	07/08									7	0.0	0.0	0.0	100.0	0.0	100.0		7	0.0	0.0	28.6	57.1	14.3	71.4	
	08/09																								
Special Education	07/08									4	0.0	0.0	0.0	100.0	0.0	100.0		7	0.0	14.3	14.3	14.3	57.1	71.4	
	08/09																								
LEP	07/08									7	0.0	0.0	0.0	57.1	42.9	100.0		9	0.0	11.1	22.2	44.4	22.2	66.6	
	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
<b>Eng Lang Arts</b>			
THURSTON	87	91	92
DISTRICT	90	89	88
STATE	83	77	78
<b>Reading</b>			
THURSTON	89	97	92
DISTRICT	91	92	90
STATE	86	83	82
<b>Writing</b>			
THURSTON	83	69	83
DISTRICT	79	65	79
STATE	61	44	63
<b>Mathematics</b>			
THURSTON	97	95	93
DISTRICT	96	94	92
STATE	91	88	77
<b>Science</b>			
THURSTON			94
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, THURSTON 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 THURSTON Elementary School received a composite grade of **A**.