

2135 Runnymede
Ann Arbor, MI 48103
(734) 994-1928
Mike Madison, Principal

Dicken

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

Dicken School's positive environment and strong measurable academic focus empowers our diverse community of students to achieve their full potential as lifelong learners.

2008-2009 District 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.

- To improve academic achievement for all students
- To improve special education services for students with special needs
- To improve facilities
- To improve marketing of programs and services
- To improve the integration of technology to benefit student learning and achievement
- To create a climate of equity and acceptance that respects, values and responds to the diversity of all its members
- To develop a guiding framework for transitioning the district to a systemic approach to Professional Development

2008-2009 Student Goals

- To improve academic achievement for all students
- To create a culturally competent school environment to ensure equity and equality for all students
- To improve the delivery of curriculum through differentiated instruction
- To improve special education services for students with special needs
- To improve the integration of technology to benefit student learning and achievement

Issues, Decisions, and Accomplishments

- Awarded Ann Arbor Public Schools Educational Foundation Grant
- Initiated Kindergarten Readiness Program for At Risk Students
- Held Monthly Courageous Conversations based on Race and Improving Instruction with all Dicken staff
- Presented at Ann Arbor Public Schools Educational Foundation Grant Innovation Celebration
- 4th Grade staff Initiated a new team teaching approach to deliver science curriculum
- Scheduled and held Achievement Team meetings weekly to identify and give proper supports to struggling students
- Retooled and expanded the Dicken website
- Continued alignment of Dicken SIT plan with Ann Arbor Schools Improvement Plan.
- Kindergarten students gained access to Title I, Math and Reading Intervention support services
- Reviewed data based upon student reading levels and achievement towards district reading benchmark targets.
- Two teachers looped with their classes and both were academically and socially successful.
- Increased collaboration between Reading Intervention and Title I programs
- Continued with distribution of A-Z booklets and at home leveled library books to encourage parental involvement and reinforcement for below grade level readers
- Reviewed data based on student achievement on standardized assessments.
- Reviewed "Education Yes!" standards and planned school improvement initiatives around them.
- Continued relationship with Hands on Museum, after School Science classes, Super Science Day, and Museum visits
- Held fifth annual Dicken Woods Candlelight walk.
- Continued Partnership with BIGS "Big Brothers and Big Sisters" Program.
- Service Squad was formed and they initiated many community activities such as "Pasta for Pennies" Leukemia Penny Drive and "Red Cross" Blood drive.
- Created All School Assessment schedule for MEAP administration.
- Held Third & Fourth Grade Disability Day
- Made progress on closing the achievement gap
- Partnered with Pioneer High school - Trailblazers
- Participation in the UM K-Grams/Pen pal program and UM Community Outreach Program

- Partnered with EMU and UM for student and pre-student teachers
- Held Pumpkin Patch, Art Cards student project, and Grade Level Movie Nights
- Partnered with the Friends of Dickens Woods organization which provides "Hands-On" Science workshops for all students
- Added books to Dicken Literacy Book Room inventory.
- Continued partnership with Peace Neighborhood
- Presentation of Parent Literacy Workshops during NAAPID.
- Improved monthly Dicken Data to increase communication between school and home
- Continuation of the study of the Lifelong Guidelines and Life Skills.
- Scheduled Camp Copneconic for all fifth grade students,
- Continued with Lansing field trip for all fourth grade students
- Offered Title One Dicken Scholars (in math and reading) to 2nd, 3rd, 4th and 5th Grade students after school
- Title I expanded extended day options for 2nd, 3rd and 4th grade students 2008-09 to include writing, science and math. All grades have had the opportunity for expanded day during lunch for students needing supplemental work time.
- Title I supplemental tutoring with a certified teacher was expanded from 2/3 to full time.
- Staff participated in the second year of equity professional development and method for differentiating instruction for all children, but in particular to address the cultural achievement gap.
- Staff from both upper and lower grade teams participated in Number Sense training to facilitate student numeration achievement school-wide.
- Dicken continued to have a community-tutoring program in reading, ROAR (Reach Out and Read) with volunteers from all sectors, including the neighborhood.
- Reading Intervention and Title I continued collaboration through the school year to ensure that all students in K-2 below grade-level had daily supplemental instruction in reading in addition to daily classroom guided reading.
- Continued Ann Arbor Public Library field trip for 2nd second graders
- Held additional environmental Science focused field trips such as Leslie Science Center and Pioneer Planetarium for all students
- Formalized Partnership with Knox Church to provide family food baskets, student backpacks and classroom supplies for teachers
- Partnered with Midwest Financial CU to provide new shoes to qualifying students.
- Partnered with AAPD (Ann Arbor Police Department) to provide holiday gifts to students (Warm the Children)
- Participated in WISD Art Show and Ann Arbor Art Walk
- Offered Dicken All School Talent Show, Field Day and Dicken Family Picnic and Ice Cream Social
- Continued our Anti-Bullying curriculum "Take a Stand"
- Participated in Slauson School Cluster Concert
- Student Council sponsored bake sales to raise money for community service projects.
- Offered Dicken E-News, which is e-mail Dicken announcement list for interested families.
- Provided and expanded the Dicken Data Newsletter.
- Student Council sponsored "Random Acts of Kindness" every Wednesday
- Student Council created Quilts that were given away at Dicken Winter Walk.
- Offered focused field trips to all grade levels.
- Evening presentations of musical performances for all grade level families.
- Presentation of multicultural assemblies such as our Dr. Martin Luther King and Community of Cultures Assemblies
- Offered Title One Family Nights throughout the year which focused on literacy and math including a Night at Hands on Museum.
- Continued partnership with Comerica Bank thru Junior Achievement
- Facilitated cleanup of the Dicken Habitat Garden
- Presentation of New and Used Book Fairs with Scholastics Books
- Participated in "Labels and Boxtops for Education" Program.
- Offered of Comerica Bank sponsored Chess instruction for fourth grade students.
- Offered Science Olympiad (WESO) program for participating students
- Offered the program "Authors and Illustrators in Schools" to first and second grades
- Continued the "Dicken Book-A-Thon" which included 100% student participation
- Held Annual Family Reading and Literacy Night
- Created Dicken's first Student Anthology Book
- Offered Safety Patrol to fourth and fifth grade students
- Continued use of FASTT Math instruction for struggling students
- Received grants from the Michigan Council for Arts and Cultural Affairs, Humanities Council

Major Issues Identified for Next Year's Team

- Continue focus on Achievement, School Improvement, ED Yes and District Achievement Goals
- Continue focus on improvement in Writing at all grade levels
- Continue focus on Math - Pre Algebra skills
- Continue focus on Equity with the support of the District and Dicken Equity Teams providing training
- Continue focus on instruction using standardized assessment and benchmark data to support achievement

- Continue support of teacher training in Read 180 and FASTT Math
- Continue encouragement of all families to participate in their child's education
- Continue Kindergarten Readiness Program for At Risk students
- Continue focus on increasing parental involvement in PTO
- Continue peer and team collaboration among staff
- Continue support and improvement of Dicken website
- Continue growth of partnerships with community resources
- Continue focus on revising Bullying program
- Continue focus on Title I and ESL to improve student achievement
- Continue focus of Dicken's Woods to enhance outdoor education
- Continue support of Dicken's Multi-Cultural Celebration activity

2008-2009 SIT Team Members

Jennifer Brogno - parent/teacher; Olida Harris - teacher; Michael Madison - principal; Amanda Stolt - teacher; Skii Thomas - parent; and Mary Ann Whitmer - teacher

Staff Development Activities:

- Analyzing student achievement data and learning to create lessons to support areas of weaknesses
- Cultural Competency & Learning Styles Training
- Differentiated Instruction Training
- Monthly Courageous Conversation on Equity and Race, learning to become Anti-Racist leaders
- K-2 Fontas and Pinell Assessment Kits Training
- Advanced Kindergarten Guided Rdg In services
- EDM grade level & math literacy training
- Office equipment training
- Dicken Woods Grant collaboration
- Grade Level Science implementation training
- Grade Level Writing In services
- MEAP In service - writing prompts, compare/contrast strategy skills, and persuasive writing techniques
- Lenses on Learning Math In service Training
- Literacy Reading Continuum Training
- FASTT Math Training
- Number Sense Math Training
- WESO Science Olympiad In-service
- Disability Workshops
- Cultural Assets In service training
- FAS In service
- Monthly Special Area Staff Dept mtgs
- Racial Identity Training
- Technology Workshops including Sitemaker
- MYACCESS training
- Mentor/Mentee Training
- Reading intervention coaching and peer collaboration workshops
- Read 180 & System 44 In Service Training
- District Achievement Team Training
- Running Records In Service Training
- Genre Studies for writer's workshop
- Balanced Literacy In Service Training
- Achievement In services
- Non Violent Crisis Intervention Training
- Working With English Language Learners: Strategies for Paraprofessionals
- Math Differentiation Training
- Autism Awareness Workshop
- SISS Encore Training
- SISS - Inclusion Training
- Co-Teaching with Dr Villa In Service
- Ed Yes and School Improvement Training
- Diabetes, peanut allergy and Epi-pen training
- Equity & CARE Team Training
- Review and discussion of Michigan Department of Education GLCEsJMS Workshop
- New Social Studies Curriculum Workshops
- Elementary Kindergarten Literacy Training
- Dicken Staff Representation at district level Science, Social Studies, ELA And Math Advisory Groups
- Adaptive Schools Data Driven training
- Lucy Calkins' Writing Training
- Teacher Evaluation and the role of the principal 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 Dicken 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.

Dicken Elementary School

2008-2009

Parent Participation: Parent volunteers are visible on a daily basis at Dicken supporting classroom teachers in numerous ways. At the building level parents participate as classroom volunteers, ROAR readers, SIT and/or PTO board members, coordinators of special events and financially through the PTO to allow for field trips and enrichment activities. We are pleased to report that 99% of all Dicken students were represented by a parent/guardian at the 2008-09 parent-teacher conferences. In 2007-08 the participation rate was 100%.

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

2008-2009 ENROLLMENT

Ethnic Group	Native American	Caucasian	Latino/ Hispanic	African American	Asian/Pac. Islander	Middle Eastern	Multi-Ethnic	Other	Male	Female
Number	3	205	19	68	33	8	35	8	208	171
Percentage	0.8	54.1	5.0	17.9	8.7	2.1	9.2	2.1	54.9	45.1
Total Enrollment	379									

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

DICKEN
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	78	2.6	1.3	11.8	59.2	27.6	86.8	86.8	62	0.0	3.2	16.1	51.6	29.0	80.6	80.6	57	3.5	0.0	7.5	54.7	37.7	92.4	92.7
	08/09	58	0.0	1.7	6.9	55.2	36.2	91.4	91.4	67	1.5	0.0	15.4	67.7	16.9	84.6	84.6	61	1.6	3.3	10.0	36.7	50.0	86.7	86.7
Female	07/08	33	3.0	0.0	6.3	65.6	28.1	93.7	93.8	29	0.0	3.4	13.8	51.7	31.0	82.7	82.8	23	4.3	0.0	18.2	40.9	40.9	81.8	81.8
	08/09	24	0.0	0.0	0.0	66.7	33.3	100.0	100.0	32	0.0	0.0	16.1	74.2	9.7	83.9	83.9	28	3.6	3.7	11.1	37.0	48.1	85.1	85.2
Male	07/08	45	2.2	2.3	15.9	54.5	27.3	81.8	81.8	33	0.0	3.0	18.2	51.5	27.3	78.8	78.8	34	2.9	0.0	0.0	64.5	35.5	100.0	100.0
	08/09	34	0.0	2.9	11.8	47.1	38.2	85.3	85.3	35	2.9	0.0	14.7	61.8	23.5	85.3	85.3	33	0.0	3.0	9.1	36.4	51.5	87.9	87.9
African American	07/08	15	0.0	0.0	20.0	80.0	0.0	80.0	80.0	14	0.0	7.1	35.7	50.0	7.1	57.1	57.1	10	10.0	0.0	22.2	66.7	11.1	77.8	77.8
	08/09	10	0.0	0.0	30.0	60.0	10.0	70.0	70.0	13	0.0	0.0	30.8	69.2	0.0	69.2	69.2	15	6.7	14.3	28.6	50.0	7.1	57.1	57.1
Asian	07/08	4	0.0	0.0	0.0	75.0	25.0	100.0	100.0	9	0.0	11.1	0.0	66.7	22.2	88.9	88.9	6	0.0	0.0	0.0	33.3	66.7	100.0	100.0
	08/09	7	0.0	0.0	0.0	57.1	42.9	100.0	100.0	10	0.0	0.0	0.0	66.7	22.2	88.9	88.9	10	0.0	0.0	0.0	20.0	80.0	100.0	100.0
Caucasian	07/08	43	0.0	0.0	9.3	51.2	39.5	90.7	90.7	28	0.0	0.0	10.7	46.4	42.9	89.3	89.3	33	0.0	0.0	3.2	51.6	45.2	96.8	97.0
	08/09	30	0.0	0.0	3.3	46.7	50.0	96.7	96.7	36	0.0	0.0	8.3	63.9	27.8	91.7	91.7	26	0.0	0.0	3.8	38.5	57.7	96.2	96.2
Hispanic	08/09	4	0.0	0.0	0.0	100.0	0.0	100.0	100.0																
Middle Eastern	07/08	5	20.0	0.0	25.0	75.0	0.0	75.0	75.0																
Multi-ethnic	07/08	8	12.5	14.3	14.3	42.9	28.6	71.5	71.4	5	0.0	0.0	0.0	40.0	60.0	100.0	100.0								
	08/09	5	0.0	20.0	0.0	60.0	20.0	80.0	80.0	7	14.3	0.0	16.7	66.7	16.7	83.4	83.3	5	0.0	0.0	0.0	20.0	80.0	100.0	100.0
Econ. Disadvantaged	07/08	26	0.0	3.8	23.1	61.5	11.5	73.0	73.1	16	0.0	12.5	43.8	37.5	6.3	43.8	43.8	11	9.1	0.0	20.0	70.0	10.0	80.0	80.0
	08/09	18	0.0	5.6	16.7	72.2	5.6	77.8	77.8	15	0.0	0.0	28.6	64.3	7.1	71.4	71.4	14	7.1	15.4	30.8	53.8	0.0	53.8	53.8
Special Education	07/08	12	8.3	0.0	27.3	45.5	27.3	72.8	72.7	8	0.0	25.0	37.5	37.5	0.0	37.5	37.5	8	12.5	0.0	40.0	60.0	0.0	60.0	71.4
	08/09	6	0.0	16.7	33.3	50.0	0.0	50.0	50.0	12	8.3	0.0	36.4	54.5	9.1	63.6	63.6	6	0.0	33.3	16.7	50.0	0.0	50.0	50.0
LEP	07/08	5	0.0	0.0	40.0	60.0	0.0	60.0	60.0																
	08/09	5	0.0	0.0	0.0	100.0	0.0	100.0	100.0	5	0.0	0.0	0.0	100.0	0.0	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

DICKEN
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	78	2.6	2.6	6.6	43.4	47.4	90.8		62	0.0	3.2	6.5	46.8	43.5	90.3		57	3.5	1.9	3.8	32.1	62.3	94.4	
	08/09	58	0.0	1.7	6.9	39.7	51.7	91.4		67	1.5	3.1	7.7	52.3	36.9	89.2		61	0.0	4.9	6.6	24.6	63.9	88.5	
Female	07/08	33	3.0	0.0	6.3	50.0	43.8	93.8		29	0.0	3.4	3.4	44.8	48.3	93.1		23	4.3	4.5	9.1	27.3	59.1	86.4	
	08/09	24	0.0	0.0	0.0	33.3	66.7	100.0		32	0.0	0.0	6.5	74.2	19.4	93.6		28	0.0	7.1	7.1	28.6	57.1	85.7	
Male	07/08	45	2.2	4.5	6.8	38.6	50.0	88.6		33	0.0	3.0	9.1	48.5	39.4	87.9		34	2.9	0.0	0.0	35.5	64.5	100.0	
	08/09	34	0.0	2.9	11.8	44.1	41.2	85.3		35	2.9	5.9	8.8	32.4	52.9	85.3		33	0.0	3.0	6.1	21.2	69.7	90.9	
African American	07/08	15	0.0	0.0	13.3	80.0	6.7	86.7		14	0.0	7.1	21.4	64.3	7.1	71.4		10	10.0	11.1	11.1	33.3	44.4	77.7	
	08/09	10	0.0	0.0	30.0	50.0	20.0	70.0		13	0.0	0.0	15.4	84.6	0.0	84.6		15	0.0	20.0	20.0	53.3	6.7	60.0	
Asian	07/08	4	0.0	0.0	0.0	50.0	50.0	100.0		9	0.0	11.1	0.0	55.6	33.3	88.9		6	0.0	0.0	0.0	16.7	83.3	100.0	
	08/09	7	0.0	0.0	0.0	57.1	42.9	100.0		10	0.0	0.0	0.0	0.0	0.0	0.0		10	0.0	0.0	0.0	0.0	100.0	100.0	
Caucasian	07/08	43	0.0	0.0	2.3	32.6	65.1	97.7		28	0.0	0.0	3.6	32.1	64.3	96.4		33	0.0	0.0	3.2	32.3	64.5	96.8	
	08/09	30	0.0	0.0	3.3	26.7	70.0	96.7		36	0.0	2.8	5.6	38.9	52.8	91.7		26	0.0	0.0	3.8	19.2	76.9	96.1	
Hispanic	08/09	4	0.0	0.0	0.0	100.0	0.0	100.0																	
Middle Eastern	07/08	5	20.0	0.0	50.0	25.0	25.0	50.0																	
Multi-ethnic	07/08	8	12.5	28.6	0.0	28.6	42.9	71.5		5	0.0	0.0	0.0	40.0	60.0	100.0									
	08/09	5	0.0	20.0	0.0	20.0	60.0	80.0		7	14.3	0.0	16.7	33.3	50.0	83.3		5	0.0	0.0	0.0	0.0	100.0	100.0	
Econ. Disadvantaged	07/08	26	0.0	7.7	15.4	61.5	15.4	76.9		16	0.0	12.5	18.8	62.5	6.3	68.8		11	9.1	0.0	10.0	60.0	30.0	90.0	
	08/09	18	0.0	5.6	16.7	61.1	16.7	77.8		15	0.0	0.0	21.4	64.3	14.3	78.6		14	0.0	21.4	21.4	50.0	7.1	57.1	
Special Education	07/08	12	8.3	0.0	18.2	36.4	45.5	81.9		8	0.0	25.0	25.0	37.5	12.5	50.0		8	12.5	20.0	20.0	60.0	0.0	60.0	
	08/09	6	0.0	16.7	33.3	50.0	0.0	50.0		12	8.3	9.1	27.3	36.4	27.3	63.7		6	0.0	33.3	16.7	16.7	33.3	50.0	
LEP	07/08	5	0.0	0.0	60.0	40.0	0.0	40.0																	
	08/09	5	0.0	0.0	0.0	100.0	0.0	100.0		5	0.0	0.0	0.0	100.0	0.0	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

DICKEN
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	78	2.6	0.0	28.9	69.7	1.3	71.0		62	0.0	1.6	41.9	56.5	0.0	56.5		57	0.0	0.0	16.4	83.6	0.0	83.6	
	08/09	58	0.0	3.4	20.7	75.9	0.0	75.9		67	0.0	1.5	45.5	53.0	0.0	53.0		61	1.6	1.7	25.0	73.3	0.0	73.3	
Female	07/08	33	3.0	0.0	28.1	68.8	3.1	71.9		29	0.0	3.4	34.5	62.1	0.0	62.1		23	0.0	0.0	26.1	73.9	0.0	73.9	
	08/09	24	0.0	0.0	16.7	83.3	0.0	83.3		32	0.0	0.0	48.4	51.6	0.0	51.6		28	3.6	3.7	25.9	70.4	0.0	70.4	
Male	07/08	45	2.2	0.0	29.5	70.5	0.0	70.5		33	0.0	0.0	48.5	51.5	0.0	51.5		34	0.0	0.0	9.4	90.6	0.0	90.6	
	08/09	34	0.0	5.9	23.5	70.6	0.0	70.6		35	0.0	2.9	42.9	54.3	0.0	54.3		33	0.0	0.0	24.2	75.8	0.0	75.8	
African American	07/08	15	0.0	0.0	73.3	26.7	0.0	26.7		14	0.0	0.0	78.6	21.4	0.0	21.4		10	0.0	0.0	40.0	60.0	0.0	60.0	
	08/09	10	0.0	10.0	40.0	50.0	0.0	50.0		13	0.0	0.0	92.3	7.7	0.0	7.7		15	6.7	7.1	64.3	28.6	0.0	28.6	
Asian	07/08	4	0.0	0.0	0.0	100.0	0.0	100.0		9	0.0	11.1	22.2	66.7	0.0	66.7		6	0.0	0.0	0.0	100.0	0.0	100.0	
	08/09	7	0.0	0.0	0.0	100.0	0.0	100.0		10	0.0	0.0	0.0	100.0	0.0	100.0		10	0.0	0.0	0.0	100.0	0.0	100.0	
Caucasian	07/08	43	0.0	0.0	14.0	83.7	2.3	86.0		28	0.0	0.0	28.6	71.4	0.0	71.4		33	0.0	0.0	6.5	93.5	0.0	93.5	
	08/09	30	0.0	3.3	13.3	83.3	0.0	83.3		36	0.0	0.0	27.8	72.2	0.0	72.2		26	0.0	0.0	15.4	84.6	0.0	84.6	
Hispanic	08/09	4	0.0	0.0	50.0	50.0	0.0	50.0																	
Middle Eastern	07/08	5	20.0	0.0	25.0	75.0	0.0	75.0																	
Multi-ethnic	07/08	8	12.5	0.0	28.6	71.4	0.0	71.4		5	0.0	0.0	20.0	80.0	0.0	80.0									
	08/09	5	0.0	0.0	40.0	60.0	0.0	60.0		7	0.0	14.3	42.9	42.9	0.0	42.9		5	0.0	0.0	0.0	100.0	0.0	100.0	
Econ. Disadvantaged	07/08	26	0.0	0.0	53.8	46.2	0.0	46.2		16	0.0	6.3	81.3	12.5	0.0	12.5		11	0.0	0.0	45.5	54.5	0.0	54.5	
	08/09	18	0.0	5.6	50.0	44.4	0.0	44.4		15	0.0	0.0	78.6	21.4	0.0	21.4		14	7.1	7.7	69.2	23.1	0.0	23.1	
Special Education	07/08	12	8.3	0.0	36.4	63.6	0.0	63.6		8	0.0	12.5	75.0	12.5	0.0	12.5		8	0.0	0.0	83.3	16.7	0.0	16.7	
	08/09	6	0.0	16.7	66.7	16.7	0.0	16.7		12	0.0	8.3	50.0	41.7	0.0	41.7		6	0.0	16.7	50.0	33.3	0.0	33.3	
LEP	07/08	5	0.0	0.0	60.0	40.0	0.0	40.0																	
	08/09	5	0.0	0.0	40.0	60.0	0.0	60.0		5	0.0	0.0	100.0	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

DICKEN
Elementary School

Grade: 3

Grade: 4

Grade: 5

MATHEMATICS

		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	78	0.0	0.0	2.6	30.8	66.7	97.5	97.4	62	0.0	0.0	4.8	24.2	71.0	95.2	95.2	57	0.0	1.8	10.7	16.1	71.4	87.5	87.7
	08/09	58	0.0	0.0	1.7	19.0	79.3	98.3	98.3	67	0.0	0.0	7.5	32.8	59.7	92.5	92.5	61	0.0	1.6	6.6	8.2	83.6	91.8	91.8
Female	07/08	33	0.0	0.0	0.0	39.4	60.6	100.0	100.0	29	0.0	0.0	6.9	27.6	65.5	93.1	93.1	23	0.0	0.0	21.7	17.4	60.9	78.3	78.3
	08/09	24	0.0	0.0	0.0	16.7	83.3	100.0	100.0	32	0.0	0.0	6.3	50.0	43.8	93.8	93.8	28	0.0	0.0	10.7	14.3	75.0	89.3	89.3
Male	07/08	45	0.0	0.0	4.4	24.4	71.1	95.5	95.6	33	0.0	0.0	3.0	21.2	75.8	97.0	97.0	34	0.0	3.0	3.0	15.2	78.8	94.0	94.1
	08/09	34	0.0	0.0	2.9	20.6	76.5	97.1	97.1	35	0.0	0.0	8.6	17.1	74.3	91.4	91.4	33	0.0	3.0	3.0	3.0	90.9	93.9	93.9
African American	07/08	15	0.0	0.0	6.7	66.7	26.7	93.4	93.3	14	0.0	0.0	7.1	71.4	21.4	92.8	92.9	10	0.0	10.0	40.0	20.0	30.0	50.0	50.0
	08/09	10	0.0	0.0	10.0	40.0	50.0	90.0	90.0	13	0.0	0.0	15.4	61.5	23.1	84.6	84.6	15	0.0	6.7	20.0	26.7	46.7	73.4	73.3
Asian	07/08	4	0.0	0.0	0.0	0.0	100.0	100.0	100.0	9	0.0	0.0	0.0	11.1	88.9	100.0	100.0	6	0.0	0.0	0.0	0.0	100.0	100.0	100.0
	08/09	7	0.0	0.0	0.0	14.3	85.7	100.0	100.0	10	0.0	0.0	0.0	0.0	100.0	100.0	100.0	10	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Caucasian	07/08	43	0.0	0.0	0.0	20.9	79.1	100.0	100.0	28	0.0	0.0	7.1	7.1	85.7	92.8	92.9	33	0.0	0.0	0.0	15.6	84.4	100.0	100.0
	08/09	30	0.0	0.0	0.0	6.7	93.3	100.0	100.0	36	0.0	0.0	0.0	19.4	80.6	100.0	100.0	26	0.0	0.0	3.8	0.0	96.2	96.2	96.2
Hispanic	08/09	4	0.0	0.0	0.0	50.0	50.0	100.0	100.0																
Middle Eastern	07/08	5	0.0	0.0	0.0	20.0	80.0	100.0	100.0																
Multi-ethnic	07/08	8	0.0	0.0	12.5	37.5	50.0	87.5	87.5	5	0.0	0.0	0.0	0.0	100.0	100.0	100.0								
	08/09	5	0.0	0.0	0.0	40.0	60.0	100.0	100.0	7	0.0	0.0	14.3	28.6	57.1	85.7	85.7	5	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Econ. Disadvantaged	07/08	26	0.0	0.0	7.7	61.5	30.8	92.3	92.3	16	0.0	0.0	12.5	68.8	18.8	87.6	87.5	11	0.0	9.1	36.4	18.2	36.4	54.6	54.5
	08/09	18	0.0	0.0	5.6	44.4	50.0	94.4	94.4	15	0.0	0.0	20.0	60.0	20.0	80.0	80.0	14	0.0	7.1	21.4	28.6	42.9	71.5	71.4
Special Education	07/08	12	0.0	0.0	8.3	50.0	41.7	91.7	91.7	8	0.0	0.0	25.0	37.5	37.5	75.0	75.0	8	0.0	14.3	28.6	14.3	42.9	57.2	62.5
	08/09	6	0.0	0.0	16.7	66.7	16.7	83.4	83.3	12	0.0	0.0	16.7	33.3	50.0	83.3	83.3	6	0.0	16.7	33.3	0.0	50.0	50.0	50.0
LEP	07/08	5	0.0	0.0	0.0	60.0	40.0	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	0.0	80.0	20.0	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

DICKEN
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									57	0.0	1.8	10.7	33.9	53.6	87.5		61	1.6	1.7	8.3	28.3	61.7	90.0	
	08/09																								
Female	07/08									23	0.0	4.3	13.0	43.5	39.1	82.6		28	3.6	3.7	7.4	40.7	48.1	88.8	
	08/09																								
Male	07/08									34	0.0	0.0	9.1	27.3	63.6	90.9		33	0.0	0.0	9.1	18.2	72.7	90.9	
	08/09																								
African American	07/08									10	0.0	10.0	40.0	20.0	30.0	50.0		15	6.7	7.1	21.4	57.1	14.3	71.4	
	08/09																								
Asian	07/08									6	0.0	0.0	0.0	0.0	100.0	100.0		10	0.0	0.0	0.0	20.0	80.0	100.0	
	08/09																								
Caucasian	07/08									33	0.0	0.0	3.1	34.4	62.5	96.9		26	0.0	0.0	3.8	26.9	69.2	96.1	
	08/09																								
Multi-ethnic	08/09									5	0.0	0.0	0.0	0.0	100.0	100.0									
Econ. Disadvantaged	07/08									11	0.0	9.1	36.4	45.5	9.1	54.6		14	7.1	7.7	23.1	69.2	0.0	69.2	
	08/09																								
Special Education	07/08									8	0.0	0.0	42.9	57.1	0.0	57.1		6	0.0	0.0	16.7	50.0	33.3	83.3	
	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			
DICKEN	91	85	87
DISTRICT	90	89	88
STATE	83	77	78
Reading			
DICKEN	91	89	89
DISTRICT	91	92	90
STATE	86	83	82
Writing			
DICKEN	76	53	73
DISTRICT	79	65	79
STATE	61	44	63
Mathematics			
DICKEN	98	93	92
DISTRICT	96	94	92
STATE	91	88	77
Science			
DICKEN			90
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, DICKEN 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 DICKEN Elementary School received a composite grade of **A**.