

3300 Lorraine
Ann Arbor, MI 48108
(734) 971-1694

Edward M. Broom, Jr., Interim Principal, 2009-2010
Dr. Benjamin P. Edmondson, Principal, 2008-2009

Scarlett

Middle 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

At Scarlett Middle School, it is our mission to create and support a community of learners committed to scholarship, citizenship, and leadership.

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.

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

Issues, Decisions, and Accomplishments

- 1:1 laptop emphasis
- Improved climate
- All subgroups met AYP in all academic areas
- Improved academic achievement based on number of students inducted into the Scarlett Academic Society
- A sound percentage of special education students inducted into the Scarlett Academic Society
- Narrowed the existing academic achievement gap
- Implemented a successful Challenge Day at the 7th grade
- On-going Building-Based Professional Development for Scarlett Staff
- 8th grade Portfolio Day
- Third Annual Career Day
- Ross School of Business, Black Business Association, Junior Achievement Blitz
- Third Annual Student Led Conferences
- 50 university students serving as REACH OUT mentors
- Ongoing, collaborative RAHS services
- Web-based instruction and on-going assessment in reading, writing, and math
- Improved student morale and pride
- 3 staff members honored as Celebration of Excellence recipients (Kelly Kellar, Mitchell Lawrence, Gary Graff)
- Student service projects through Academic Society
- Successful National African American Parent Involvement Day (NAAPID)
- School wide Dr. Martin Luther King, Jr., Celebration
- All teachers are Highly Qualified in their subject areas
- Successful implementation of Elevate Math, Title I program
- Developed and implemented a successful Title I summer school program
- Ann Arbor Public Schools Charity Fitness Challenge Division Winner
- 100% student exposure to University Musical Society events
- First Annual Latino Family Night
- Inaugural Ball
- Hosted the Ann Arbor Public Schools Foundation Fundraising Dinner

Major Issues Identified for Next Year's Team

- Use of GLCE - Grade Level Content Expectations school wide
- Develop opportunities for student voice and choice
- Foster meaningful parent / community involvement to benefit the academic and developmental growth of our students
- Increased parent participation in school matters
- Creating multiple after school opportunities for students
- More staff involvement in the PTSO
- Opportunities for staff collaboration
- Establishing grade level benchmarks
- Title I Push - In programming
- Incorporating Elevate Math
- READ 180 throughout all grades

2008-2009 SIT Team Members

Benjamin Edmondson, Principal; Edward Broom, Assistant Principal; William Moran, Counselor; Nancy Schleicher, Counselor; Susan Buchan, Counselor; Ray Reetz, Curriculum Leader; Candida Justyna, ESL Teacher; Cathy Campbell, Curriculum Leader; Marla McKelvey, Title I Teacher; Ellen Daniel, Curriculum Leader; Scott Turner, Curriculum Leader; Tina Hotchkiss, Parent; Mr. and Mrs. Roca, Parents

Staff Development Activities:

- Equity work
- Grade level Content Expectations work
- Establishing Benchmark Assessments

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 994-2315 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 Scarlett 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: 75% of all invited Scarlett parents attended our 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. Scarlett'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
Number	5	184	61	169	51	22	48	11	278	273
Percentage	0.9	33.4	11.1	30.7	9.3	4.0	8.7	2.0	50.5	49.5
Total Enrollment	551									

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

SCARLETT Middle School

Grade: 6

Grade: 7

Grade: 8

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	171	0.6	1.2	17.5	63.9	17.5	81.4	81.0	196	0.0	3.8	15.1	62.4	18.8	81.2	81.0	186	2.2	3.3	16.0	61.9	18.8	80.7	80.2
	08/09	189	0.0	1.6	19.0	63.6	15.8	79.4	78.8	168	0.6	2.5	13.0	71.6	13.0	84.6	84.3	196	0.0	3.8	14.1	58.4	23.8	82.2	81.4
Female	07/08	81	1.2	0.0	17.9	55.1	26.9	82.0	81.0	100	0.0	4.3	12.8	58.5	24.5	83.0	82.8	92	3.3	2.3	11.4	64.8	21.6	86.4	85.4
	08/09	89	0.0	1.1	19.3	60.2	19.3	79.5	79.8	83	1.2	1.3	11.4	69.6	17.7	87.3	86.4	102	0.0	2.1	12.5	60.4	25.0	85.4	84.2
Male	07/08	90	0.0	2.3	17.0	71.6	9.1	80.7	80.9	96	0.0	3.3	17.4	66.3	13.0	79.3	79.2	94	1.1	4.3	20.4	59.1	16.1	75.2	75.3
	08/09	100	0.0	2.1	18.8	66.7	12.5	79.2	78.0	85	0.0	3.6	14.5	73.5	8.4	81.9	82.4	94	0.0	5.6	15.7	56.2	22.5	78.7	78.5
African American	07/08	53	0.0	3.8	32.7	59.6	3.8	63.4	64.2	60	0.0	1.8	16.1	73.2	8.9	82.1	81.7	73	0.0	2.7	21.9	67.1	8.2	75.3	75.3
	08/09	59	0.0	5.2	29.3	56.9	8.6	65.5	64.4	49	0.0	6.1	24.5	59.2	10.2	69.4	69.4	64	0.0	3.3	18.0	65.6	13.1	78.7	78.1
Asian	07/08	19	0.0	0.0	10.5	47.4	42.1	89.5	89.5	17	0.0	0.0	0.0	64.7	35.3	100.0	100.0	14	7.1	0.0	15.4	61.5	23.1	84.6	84.6
	08/09	14	0.0	0.0	0.0	76.9	23.1	100.0	92.9	16	0.0	0.0	0.0	75.0	25.0	100.0	100.0	21	0.0	5.3	5.3	57.9	31.6	89.5	85.0
Caucasian	07/08	54	1.9	0.0	5.7	67.9	26.4	94.3	94.3	68	0.0	0.0	9.1	62.1	28.8	90.9	89.7	53	1.9	1.9	1.9	61.5	34.6	96.1	96.2
	08/09	62	0.0	0.0	9.7	61.3	29.0	90.3	90.3	54	1.9	0.0	3.8	78.8	17.3	96.1	96.2	70	0.0	1.5	7.5	50.7	40.3	91.0	90.0
Hispanic	07/08	16	0.0	0.0	35.7	50.0	14.3	64.3	64.3	24	0.0	18.2	31.8	45.5	4.5	50.0	54.2	16	12.5	14.3	42.9	35.7	7.1	42.8	42.9
	08/09	22	0.0	0.0	22.7	72.7	4.5	77.2	77.3	18	0.0	0.0	29.4	64.7	5.9	70.6	70.6	20	0.0	11.1	33.3	55.6	0.0	55.6	57.9
Middle Eastern	07/08	6	0.0	0.0	0.0	100.0	0.0	100.0	83.3	8	0.0	25.0	25.0	50.0	0.0	50.0	50.0	6	0.0	0.0	0.0	66.7	33.3	100.0	100.0
	08/09	8	0.0	0.0	25.0	75.0	0.0	75.0	75.0	7	0.0	0.0	20.0	80.0	0.0	80.0	71.4	5	0.0	20.0	40.0	40.0	0.0	40.0	40.0
Multi-ethnic	07/08	17	0.0	0.0	5.9	76.5	17.6	94.1	94.1	12	0.0	0.0	27.3	54.5	18.2	72.7	75.0	14	0.0	0.0	15.4	61.5	23.1	84.6	78.6
	08/09	19	0.0	0.0	25.0	62.5	12.5	75.0	78.9	18	0.0	5.9	0.0	88.2	5.9	94.1	94.4	11	0.0	0.0	0.0	70.0	30.0	100.0	100.0
Other	07/08	6	0.0	0.0	16.7	83.3	0.0	83.3	83.3	7	0.0	0.0	16.7	50.0	33.3	83.3	83.3	10	0.0	10.0	20.0	60.0	10.0	70.0	70.0
	08/09	5	0.0	0.0	20.0	80.0	0.0	80.0	80.0	6	0.0	0.0	16.7	66.7	16.7	83.4	83.3	5	0.0	0.0	20.0	80.0	0.0	80.0	80.0
Econ. Disadvantaged	07/08	62	0.0	1.7	26.7	70.0	1.7	71.7	71.7	63	0.0	8.3	18.3	63.3	10.0	73.3	72.6	71	1.4	7.2	26.1	63.8	2.9	66.7	65.7
	08/09	82	0.0	0.0	34.6	60.3	5.1	65.4	65.9	64	0.0	4.9	23.0	68.9	3.3	72.2	73.4	61	0.0	9.1	20.0	52.7	18.2	70.9	71.2
Special Education	07/08	26	0.0	4.2	41.7	45.8	8.3	54.1	53.8	31	0.0	9.1	45.5	36.4	9.1	45.5	54.8	23	0.0	9.1	27.3	59.1	4.5	63.6	60.9
	08/09	31	0.0	11.5	61.5	26.9	0.0	26.9	32.3	30	0.0	11.5	38.5	46.2	3.8	50.0	53.3	31	0.0	13.6	31.8	45.5	9.1	54.6	58.1
LEP	07/08	16	0.0	6.7	40.0	53.3	0.0	53.3	53.3	25	0.0	27.3	36.4	36.4	0.0	36.4	41.7	17	17.6	21.4	50.0	28.6	0.0	28.6	28.6
	08/09	15	0.0	0.0	46.7	53.3	0.0	53.3	53.3	12	0.0	0.0	40.0	60.0	0.0	60.0	63.6	23	0.0	19.0	42.9	38.1	0.0	38.1	38.1

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 54%; Mathematics 54%

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

SCARLETT
Middle School

Grade: 6

Grade: 7

Grade: 8

READING

		Grade: 6								Grade: 7								Grade: 8							
		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	171	0.6	3.0	13.3	53.6	30.1	83.7		196	0.0	8.6	13.4	46.2	31.7	77.9		186	2.2	5.5	11.6	54.1	28.7	82.8	
	08/09	189	0.0	6.0	11.4	48.9	33.7	82.6		168	0.6	4.9	10.5	51.9	32.7	84.6		196	0.0	5.4	13.5	41.6	39.5	81.1	
Female	07/08	81	1.2	0.0	16.7	43.6	39.7	83.3		100	0.0	9.6	10.6	45.7	34.0	79.7		92	3.3	4.5	9.1	51.1	35.2	86.3	
	08/09	89	0.0	6.8	9.1	45.5	38.6	84.1		83	1.2	5.1	7.6	51.9	35.4	87.3		102	0.0	4.2	11.5	43.8	40.6	84.4	
Male	07/08	90	0.0	5.7	10.2	62.5	21.6	84.1		96	0.0	7.6	16.3	46.7	29.3	76.0		94	1.1	6.5	14.0	57.0	22.6	79.6	
	08/09	100	0.0	5.2	13.5	52.1	29.2	81.3		85	0.0	4.8	13.3	51.8	30.1	81.9		94	0.0	6.7	15.7	39.3	38.2	77.5	
African American	07/08	53	0.0	7.7	26.9	53.8	11.5	65.3		60	0.0	7.1	14.3	60.7	17.9	78.6		73	0.0	4.1	13.7	65.8	16.4	82.2	
	08/09	59	0.0	10.3	19.0	53.4	17.2	70.6		49	0.0	14.3	14.3	55.1	16.3	71.4		64	0.0	3.3	19.7	52.5	24.6	77.1	
Asian	07/08	19	0.0	0.0	0.0	52.6	47.4	100.0		17	0.0	0.0	0.0	64.7	35.3	100.0		14	7.1	0.0	23.1	46.2	30.8	77.0	
	08/09	14	0.0	0.0	0.0	38.5	61.5	100.0		16	0.0	0.0	0.0	37.5	62.5	100.0		21	0.0	5.3	10.5	26.3	57.9	84.2	
Caucasian	07/08	54	1.9	0.0	3.8	50.9	45.3	96.2		68	0.0	1.5	12.1	33.3	53.0	86.3		53	1.9	1.9	1.9	51.9	44.2	96.1	
	08/09	62	0.0	1.6	6.5	41.9	50.0	91.9		54	1.9	0.0	7.7	48.1	44.2	92.3		70	0.0	4.5	4.5	34.3	56.7	91.0	
Hispanic	07/08	16	0.0	7.1	28.6	35.7	28.6	64.3		24	0.0	27.3	22.7	40.9	9.1	50.0		16	12.5	35.7	21.4	21.4	21.4	42.8	
	08/09	22	0.0	4.5	13.6	59.1	22.7	81.8		18	0.0	0.0	23.5	64.7	11.8	76.5		20	0.0	16.7	27.8	44.4	11.1	55.5	
Middle Eastern	07/08	6	0.0	0.0	0.0	80.0	20.0	100.0		8	0.0	50.0	12.5	25.0	12.5	37.5		6	0.0	0.0	0.0	66.7	33.3	100.0	
	08/09	8	0.0	12.5	12.5	62.5	12.5	75.0		7	0.0	0.0	20.0	40.0	40.0	80.0		5	0.0	20.0	40.0	40.0	0.0	40.0	
Multi-ethnic	07/08	17	0.0	0.0	5.9	58.8	35.3	94.1		12	0.0	9.1	18.2	54.5	18.2	72.7		14	0.0	0.0	15.4	46.2	38.5	84.7	
	08/09	19	0.0	6.3	12.5	37.5	43.8	81.3		18	0.0	5.9	0.0	52.9	41.2	94.1		11	0.0	0.0	0.0	60.0	40.0	100.0	
Other	07/08	6	0.0	0.0	16.7	83.3	0.0	83.3		7	0.0	0.0	16.7	33.3	50.0	83.3		10	0.0	10.0	20.0	40.0	30.0	70.0	
	08/09	5	0.0	20.0	0.0	80.0	0.0	80.0		6	0.0	0.0	16.7	66.7	16.7	83.4		5	0.0	0.0	20.0	20.0	60.0	80.0	
Econ. Disadvantaged	07/08	62	0.0	6.7	23.3	61.7	8.3	70.0		63	0.0	15.0	20.0	50.0	15.0	65.0		71	1.4	10.1	17.4	62.3	10.1	72.4	
	08/09	82	0.0	7.7	19.2	57.7	15.4	73.1		64	0.0	8.2	14.8	63.9	13.1	77.0		61	0.0	10.9	18.2	40.0	30.9	70.9	
Special Education	07/08	26	0.0	12.5	25.0	50.0	12.5	62.5		31	0.0	13.6	45.5	27.3	13.6	40.9		23	0.0	13.6	18.2	54.5	13.6	68.1	
	08/09	31	0.0	26.9	38.5	34.6	0.0	34.6		30	0.0	19.2	23.1	46.2	11.5	57.7		31	0.0	18.2	27.3	40.9	13.6	54.5	
LEP	07/08	16	0.0	6.7	20.0	73.3	0.0	73.3		25	0.0	45.5	18.2	36.4	0.0	36.4		17	17.6	35.7	35.7	28.6	0.0	28.6	
	08/09	15	0.0	13.3	26.7	60.0	0.0	60.0		12	0.0	0.0	30.0	70.0	0.0	70.0		23	0.0	23.8	42.9	23.8	9.5	33.3	

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 54%; Mathematics 54%

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

SCARLETT
Middle School

Grade: 6

Grade: 7

Grade: 8

WRITING

		Grade: 6								Grade: 7								Grade: 8							
		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	171	0.6	1.2	25.9	68.7	4.2	72.9		196	0.0	1.6	15.6	82.3	0.5	82.8		186	2.2	8.3	23.2	60.8	7.7	68.5	
	08/09	189	0.0	2.2	22.3	75.5	0.0	75.5		168	0.6	0.6	16.0	83.3	0.0	83.3		196	0.0	3.2	17.8	78.9	0.0	78.9	
Female	07/08	81	1.2	0.0	15.4	78.2	6.4	84.6		100	0.0	1.1	12.8	85.1	1.1	86.2		92	3.3	8.0	21.6	59.1	11.4	70.5	
	08/09	89	0.0	1.1	20.5	78.4	0.0	78.4		83	1.2	0.0	12.7	87.3	0.0	87.3		102	0.0	1.0	15.6	83.3	0.0	83.3	
Male	07/08	90	0.0	2.3	35.2	60.2	2.3	62.5		96	0.0	2.2	18.5	79.3	0.0	79.3		94	1.1	8.6	24.7	62.4	4.3	66.7	
	08/09	100	0.0	3.1	24.0	72.9	0.0	72.9		85	0.0	1.2	19.3	79.5	0.0	79.5		94	0.0	5.6	20.2	74.2	0.0	74.2	
African American	07/08	53	0.0	1.9	36.5	59.6	1.9	61.5		60	0.0	0.0	14.3	85.7	0.0	85.7		73	0.0	9.6	34.2	53.4	2.7	56.1	
	08/09	59	0.0	5.2	31.0	63.8	0.0	63.8		49	0.0	2.0	30.6	67.3	0.0	67.3		64	0.0	4.9	24.6	70.5	0.0	70.5	
Asian	07/08	19	0.0	0.0	21.1	68.4	10.5	78.9		17	0.0	0.0	5.9	94.1	0.0	94.1		14	7.1	0.0	7.7	69.2	23.1	92.3	
	08/09	14	0.0	0.0	7.7	92.3	0.0	92.3		16	0.0	0.0	0.0	100.0	0.0	100.0		21	0.0	5.3	0.0	94.7	0.0	94.7	
Caucasian	07/08	54	1.9	0.0	17.0	79.2	3.8	83.0		68	0.0	1.5	10.6	86.4	1.5	87.9		53	1.9	7.7	15.4	67.3	9.6	76.9	
	08/09	62	0.0	1.6	9.7	88.7	0.0	88.7		54	1.9	0.0	3.8	96.2	0.0	96.2		70	0.0	1.5	9.0	89.6	0.0	89.6	
Hispanic	07/08	16	0.0	7.1	35.7	50.0	7.1	57.1		24	0.0	9.1	22.7	68.2	0.0	68.2		16	12.5	21.4	21.4	57.1	0.0	57.1	
	08/09	22	0.0	0.0	36.4	63.6	0.0	63.6		18	0.0	0.0	41.2	58.8	0.0	58.8		20	0.0	5.6	50.0	44.4	0.0	44.4	
Middle Eastern	07/08	6	0.0	0.0	20.0	80.0	0.0	80.0		8	0.0	0.0	62.5	37.5	0.0	37.5		6	0.0	0.0	16.7	50.0	33.3	83.3	
	08/09	8	0.0	0.0	37.5	62.5	0.0	62.5		7	0.0	0.0	20.0	80.0	0.0	80.0		5	0.0	0.0	40.0	60.0	0.0	60.0	
Multi-ethnic	07/08	17	0.0	0.0	23.5	70.6	5.9	76.5		12	0.0	0.0	9.1	90.9	0.0	90.9		14	0.0	0.0	7.7	76.9	15.4	92.3	
	08/09	19	0.0	0.0	25.0	75.0	0.0	75.0		18	0.0	0.0	5.9	94.1	0.0	94.1		11	0.0	0.0	0.0	100.0	0.0	100.0	
Other	07/08	6	0.0	0.0	16.7	83.3	0.0	83.3		7	0.0	0.0	33.3	66.7	0.0	66.7		10	0.0	10.0	30.0	60.0	0.0	60.0	
	08/09	5	0.0	0.0	20.0	80.0	0.0	80.0		6	0.0	0.0	0.0	100.0	0.0	100.0		5	0.0	0.0	20.0	80.0	0.0	80.0	
Econ. Disadvantaged	07/08	62	0.0	1.7	31.7	66.7	0.0	66.7		63	0.0	3.3	21.7	75.0	0.0	75.0		71	1.4	17.4	36.2	43.5	2.9	46.4	
	08/09	82	0.0	3.8	34.6	61.5	0.0	61.5		64	0.0	0.0	31.1	68.9	0.0	68.9		61	0.0	7.3	27.3	65.5	0.0	65.5	
Special Education	07/08	26	0.0	8.3	58.3	33.3	0.0	33.3		31	0.0	4.5	40.9	54.5	0.0	54.5		23	0.0	13.6	45.5	40.9	0.0	40.9	
	08/09	31	0.0	7.7	69.2	23.1	0.0	23.1		30	0.0	3.8	53.8	42.3	0.0	42.3		31	0.0	18.2	22.7	59.1	0.0	59.1	
LEP	07/08	16	0.0	0.0	46.7	53.3	0.0	53.3		25	0.0	9.1	36.4	54.5	0.0	54.5		17	17.6	28.6	28.6	42.9	0.0	42.9	
	08/09	15	0.0	0.0	60.0	40.0	0.0	40.0		12	0.0	0.0	60.0	40.0	0.0	40.0		23	0.0	9.5	57.1	33.3	0.0	33.3	

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 54%; Mathematics 54%

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

SCARLETT
Middle School

Grade: 6

Grade: 7

Grade: 8

MATHEMATICS

		Grade: 6								Grade: 7								Grade: 8							
		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	171	0.6	5.4	22.0	22.6	50.0	72.6	72.9	196	0.0	2.1	22.5	32.6	42.8	75.4	76.5	186	0.5	4.3	19.0	30.4	46.2	76.6	76.8
	08/09	189	0.0	2.7	17.4	22.3	57.6	79.9	79.9	168	0.6	0.6	11.6	27.4	60.4	87.8	87.4	196	0.5	7.5	17.2	29.6	45.7	75.3	75.9
Female	07/08	81	1.2	3.8	24.1	22.8	49.4	72.2	72.5	100	0.0	1.1	22.1	34.7	42.1	76.8	78.0	92	0.0	3.3	22.0	29.7	45.1	74.8	75.0
	08/09	89	0.0	3.4	15.9	25.0	55.7	80.7	80.9	83	1.2	0.0	8.8	32.5	58.8	91.3	91.5	102	0.0	6.2	20.6	33.0	40.2	73.2	73.5
Male	07/08	90	0.0	6.7	20.2	22.5	50.6	73.1	73.3	96	0.0	3.3	22.8	30.4	43.5	73.9	75.0	94	1.1	5.4	16.1	31.2	47.3	78.5	78.5
	08/09	100	0.0	2.1	18.8	19.8	59.4	79.2	79.0	85	0.0	1.2	14.3	22.6	61.9	84.5	83.5	94	1.1	9.0	13.5	25.8	51.7	77.5	78.5
African American	07/08	53	0.0	13.5	30.8	32.7	23.1	55.8	56.6	60	0.0	1.8	25.0	51.8	21.4	73.2	75.0	73	0.0	6.8	26.0	35.6	31.5	67.1	67.1
	08/09	59	0.0	5.2	27.6	27.6	39.7	67.3	66.1	49	0.0	2.0	22.4	38.8	36.7	75.5	75.5	64	0.0	14.8	19.7	41.0	24.6	65.6	65.6
Asian	07/08	19	0.0	0.0	5.3	15.8	78.9	94.7	94.7	17	0.0	0.0	11.8	23.5	64.7	88.2	88.2	14	0.0	0.0	0.0	28.6	71.4	100.0	100.0
	08/09	14	0.0	0.0	0.0	0.0	100.0	100.0	100.0	16	0.0	0.0	0.0	6.3	93.8	100.1	100.0	21	0.0	0.0	5.0	15.0	80.0	95.0	95.2
Caucasian	07/08	54	1.9	3.8	11.3	17.0	67.9	84.9	84.9	68	0.0	1.5	15.2	24.2	59.1	83.3	83.8	53	0.0	3.8	7.5	24.5	64.2	88.7	88.7
	08/09	62	0.0	0.0	6.5	24.2	69.4	93.6	93.5	54	1.9	0.0	5.8	17.3	76.9	94.2	94.3	70	1.4	1.5	13.6	18.2	66.7	84.9	85.5
Hispanic	07/08	16	0.0	0.0	43.8	12.5	43.8	56.3	56.3	24	0.0	4.5	50.0	13.6	31.8	45.4	50.0	16	0.0	6.3	43.8	37.5	12.5	50.0	50.0
	08/09	22	0.0	4.5	22.7	27.3	45.5	72.8	72.7	18	0.0	0.0	11.1	38.9	50.0	88.9	88.9	20	0.0	15.8	36.8	42.1	5.3	47.4	50.0
Middle Eastern	07/08	6	0.0	0.0	20.0	20.0	60.0	80.0	83.3	8	0.0	0.0	12.5	50.0	37.5	87.5	87.5	6	0.0	0.0	16.7	0.0	83.3	83.3	83.3
	08/09	8	0.0	12.5	37.5	0.0	50.0	50.0	50.0	7	0.0	0.0	16.7	16.7	66.7	83.4	85.7	5	0.0	0.0	20.0	40.0	40.0	80.0	80.0
Multi-ethnic	07/08	17	0.0	0.0	23.5	23.5	52.9	76.4	76.5	12	0.0	9.1	18.2	36.4	36.4	72.8	75.0	14	7.1	0.0	16.7	25.0	58.3	83.3	84.6
	08/09	19	0.0	0.0	18.8	25.0	56.3	81.3	84.2	18	0.0	0.0	5.9	29.4	64.7	94.1	88.9	11	0.0	0.0	20.0	30.0	50.0	80.0	81.8
Other	07/08	6	0.0	0.0	33.3	33.3	33.3	66.6	66.7	7	0.0	0.0	28.6	14.3	57.1	71.4	71.4	10	0.0	0.0	20.0	40.0	40.0	80.0	80.0
	08/09	5	0.0	0.0	20.0	0.0	80.0	80.0	80.0	6	0.0	0.0	16.7	50.0	33.3	83.3	83.3	5	0.0	20.0	0.0	40.0	40.0	80.0	80.0
Econ. Disadvantaged	07/08	62	0.0	8.1	33.9	27.4	30.6	58.0	58.1	63	0.0	4.9	31.1	29.5	34.4	63.9	65.1	71	1.4	8.7	31.9	31.9	27.5	59.4	60.0
	08/09	82	0.0	3.8	30.8	26.9	38.5	65.4	65.9	64	0.0	0.0	16.1	37.1	46.8	83.9	82.8	61	0.0	15.8	15.8	40.4	28.1	68.5	68.9
Special Education	07/08	26	0.0	16.7	37.5	29.2	16.7	45.9	50.0	31	0.0	13.6	45.5	27.3	13.6	40.9	58.1	23	0.0	13.6	31.8	31.8	22.7	54.5	56.5
	08/09	31	0.0	7.7	61.5	15.4	15.4	30.8	38.7	30	0.0	3.7	37.0	33.3	25.9	59.2	60.0	31	0.0	22.7	36.4	22.7	18.2	40.9	54.8
LEP	07/08	16	0.0	6.3	43.8	18.8	31.3	50.1	50.0	25	0.0	4.3	52.2	26.1	17.4	43.5	48.0	17	0.0	5.9	41.2	41.2	11.8	53.0	52.9
	08/09	15	0.0	13.3	26.7	33.3	26.7	60.0	60.0	12	0.0	0.0	16.7	66.7	16.7	83.4	83.3	23	0.0	17.4	34.8	39.1	8.7	47.8	47.8

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 54%; Mathematics 54%

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

SCARLETT
Middle School

Grade: 6

Grade: 7

Grade: 8

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									186	0.5	3.3	16.8	42.4	37.5	79.9		196	0.0	3.2	17.1	48.1	31.6	79.7	
	08/09																								
Female	07/08									92	0.0	3.3	14.3	49.5	33.0	82.5		102	0.0	2.1	17.5	52.6	27.8	80.4	
	08/09																								
Male	07/08									94	1.1	3.2	19.4	35.5	41.9	77.4		94	0.0	4.4	16.7	43.3	35.6	78.9	
	08/09																								
African American	07/08									73	0.0	2.7	23.3	56.2	17.8	74.0		64	0.0	4.9	23.0	57.4	14.8	72.2	
	08/09																								
Asian	07/08									14	0.0	0.0	7.1	42.9	50.0	92.9		21	0.0	0.0	10.0	50.0	40.0	90.0	
	08/09																								
Caucasian	07/08									53	0.0	1.9	5.7	32.1	60.4	92.5		70	0.0	0.0	7.5	40.3	52.2	92.5	
	08/09																								
Hispanic	07/08									16	6.3	13.3	33.3	40.0	13.3	53.3		20	0.0	15.8	36.8	47.4	0.0	47.4	
	08/09																								
Middle Eastern	07/08									6	0.0	0.0	0.0	33.3	66.7	100.0		5	0.0	0.0	40.0	40.0	20.0	60.0	
	08/09																								
Multi-ethnic	07/08									14	0.0	0.0	15.4	23.1	61.5	84.6		11	0.0	0.0	0.0	70.0	30.0	100.0	
	08/09																								
Other	07/08									10	0.0	10.0	30.0	30.0	30.0	60.0		5	0.0	0.0	40.0	0.0	60.0	60.0	
	08/09																								
Econ. Disadvantaged	07/08									71	1.4	4.3	27.5	47.8	20.3	68.1		61	0.0	5.3	29.8	49.1	15.8	64.9	
	08/09																								
Special Education	07/08									23	0.0	4.5	40.9	36.4	18.2	54.6		31	0.0	13.6	27.3	45.5	13.6	59.1	
	08/09																								
LEP	07/08									17	5.9	18.8	43.8	37.5	0.0	37.5		23	0.0	8.7	52.2	39.1	0.0	39.1	
	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 54%; Mathematics 54%
 The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

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ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

SCARLETT
Middle School

Grade: 6

Grade: 7

Grade: 8

SOCIAL STUDIES

		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	171	0.0	19.5	15.4	34.9	30.2	65.1																	
	08/09	189	0.0	14.1	15.2	32.1	38.6	70.7																	
Female	07/08	81	0.0	18.8	16.3	35.0	30.0	65.0																	
	08/09	89	0.0	14.8	17.0	23.9	44.3	68.2																	
Male	07/08	90	0.0	20.2	14.6	34.8	30.3	65.1																	
	08/09	100	0.0	13.5	13.5	39.6	33.3	72.9																	
African American	07/08	53	0.0	32.7	28.8	30.8	7.7	38.5																	
	08/09	59	0.0	24.1	20.7	29.3	25.9	55.2																	
Asian	07/08	19	0.0	5.3	5.3	42.1	47.4	89.5																	
	08/09	14	0.0	0.0	15.4	46.2	38.5	84.7																	
Caucasian	07/08	54	0.0	9.3	7.4	37.0	46.3	83.3																	
	08/09	62	0.0	8.1	9.7	25.8	56.5	82.3																	
Hispanic	07/08	16	0.0	31.3	12.5	25.0	31.3	56.3																	
	08/09	22	0.0	18.2	22.7	40.9	18.2	59.1																	
Middle Eastern	07/08	6	0.0	20.0	20.0	20.0	40.0	60.0																	
	08/09	8	0.0	25.0	0.0	37.5	37.5	75.0																	
Multi-ethnic	07/08	17	0.0	23.5	5.9	35.3	35.3	70.6																	
	08/09	19	0.0	6.3	18.8	31.3	43.8	75.1																	
Other	07/08	6	0.0	0.0	33.3	66.7	0.0	66.7																	
	08/09	5	0.0	0.0	0.0	60.0	40.0	100.0																	
Econ. Disadvantaged	07/08	62	0.0	32.3	22.6	33.9	11.3	45.2																	
	08/09	82	0.0	23.1	21.8	34.6	20.5	55.1																	
Special Education	07/08	26	0.0	33.3	33.3	16.7	16.7	33.4																	
	08/09	31	0.0	50.0	34.6	15.4	0.0	15.4																	
LEP	07/08	16	0.0	43.8	12.5	43.8	0.0	43.8																	
	08/09	15	0.0	26.7	26.7	40.0	6.7	46.7																	

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 54%; Mathematics 54%
 The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

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Subject Area	Grade 6	Grade 7	Grade 8
Eng Lang Arts			
SCARLETT	79	85	82
DISTRICT	90	92	91
STATE	80	80	77
Reading			
SCARLETT	83	85	81
DISTRICT	91	91	90
STATE	81	80	76
Writing			
SCARLETT	76	83	79
DISTRICT	88	91	89
STATE	76	78	74
Mathematics			
SCARLETT	80	88	75
DISTRICT	91	93	88
STATE	80	83	75
Science			
SCARLETT			80
DISTRICT			90
STATE			76
Social Studies			
SCARLETT	71		
DISTRICT	85		
STATE	74		

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 54% and Mathematics 54%. 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, SCARLETT Middle 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 SCARLETT Middle School received a composite grade of **A**.