

1019 W. Washington  
Ann Arbor, MI 48103  
(734) 994-2004  
Christopher Curtis, Principal, 2009-2010  
Patricia Rose, Principal, 2008-2009

# Slauson

## 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

Slauson is committed to educational excellence, the development of self-esteem, and the cultivation of academic and social skills in a safe and supportive environment where respect for individual differences and rights of others guide school behavior.

#### LEARNING

1. Learning is directly influenced by basic human needs — including security, care, control, freedom and enjoyment; we can be more effective learners when these are met.
2. Learning is life long; everyone can progress from his/her present level of learning.
3. Students must be supported in learning through opportunities to identify and assess the effects of values, beliefs and behaviors on learning.
4. Our students can develop responsibility for their learning as they are provided with awareness, strategies, support and opportunities.
5. Learning should be assessed, acknowledged, respected and recognized.

#### CITIZENSHIP

1. Human behavior is influenced by basic needs for security, care, control, freedom and enjoyment.
2. Students will be more effective in meeting their needs as we join parents in providing awareness, strategies, support and opportunities.
3. We must help students to identify and assess effects of their behavior and beliefs.
4. Students are responsible for controlling their behavior.
5. Students can live up to the responsibilities and rights defined in the Rights and Responsibilities Handbook.
6. Students should be recognized and acknowledged when they meet their needs according to these Rights and Responsibilities.
7. When students violate these Rights and Responsibilities, we need to help them recognize and experience the consequences and improve their decision-making.
8. To improve students' decision-making, we need to involve them in a timely problem-solving and planning process.
9. Parents are partners with us in influencing their children's decision making.

#### 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

- ➔ Continuation of work on building-wide achievement for all students, concentrating on strategies that would improve academic growth - especially for students who are failing or in danger of failing.
- ➔ Continued our emphasis on reading, using the READ 180 program and System 44 program, which emphasized reading skills for ESL students, special education students, and exceptionally low readers, in conjunction with our literacy plan.
- ➔ Continued to work on our building-wide achievement plan to address issues identified as reasons for student failure.
- ➔ Continue to address self-esteem and relationship issues as they relate to student achievement.

- Continue to address suspensions, both in school and out-of-school, and tardies as both have a negative effect on student achievement.
- Continue to address the issue of equity, making sure that all students are provided with the tools needed to be successful as well as the opportunity to develop relationships that are supportive and necessary to success.

## Major Issues Identified for Next Year's Team

- Continue working on building-wide achievement, concentrating on strategies that will improve academic growth for all students but especially for students who are failing or in danger of failing.
- Continue emphasis on our reading goal in conjunction with our literacy plan for the middle schools, Read 180 and System 44, which emphasizes reading skills for ESL students, special education students, and exceptionally low readers.
- Continue looking for ways to involve parents more directly in the education of their children, especially students that are failing or in danger of failing.
- Continue working on ways to reduce the number of suspensions and the number of times a student is tardy.
- Continue working on Equity in the Schools, supporting students and staff in the process of relationship building and making sure that all students have the have the tools to achieve.

## 2008-2009 SIT Team Members

Michael Uhler, Gretchen Hahn, Karen Shambaugh, Karen Sherman, Sandy Warren, Jill McGinn, Grace Harbison, Janae Townsend, Douglas McIntyre, Patricia A. Rose

## Staff Development Activities:

- Balanced literacy across the curriculum
- Training for staff in their areas of expertise/teaching
- Continued training for staff in the My Access writing program, Read 180 and System 44
- Data review and interpretation
- Cultural Competency Conversations/Equity Training
- Provided opportunities for teachers to attend in-service in areas where they were looking for personal growth.

**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 Slauson 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:** Parents regularly volunteer to support our students by helping in classrooms, going on field trips, serving on school committees, helping with school assemblies, sharing ideas and inspiration and working with our very active PTSO. Their contributions and support are crucial factors in our students' success. We are pleased to report that 75 percent of all Slauson students were represented by one or more parents at 2008-09 parent-teacher conferences/parent meetings.

# Slauson Middle School

2008-2009

**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. Slauson's attendance rate for 2008/09, as calculated by the state, was 95.3%.

## 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>	4	413	28	79	102	8	50	10	353	341
<b>Percentage</b>	0.6	59.5	4.0	11.4	14.7	1.2	7.2	1.4	50.9	49.1
<b>Total Enrollment</b>	694									

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

**SLAUSON**  
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	223	0.4	0.0	8.5	60.1	31.5	91.6	91.8	258	0.0	1.2	10.8	52.4	35.6	88.0	88.3	235	0.4	2.6	8.6	51.3	37.5	88.8	88.9
	08/09	233	1.3	0.9	7.6	51.1	40.4	91.5	91.7	213	0.9	1.4	4.8	65.4	28.4	93.8	93.8	245	1.6	1.3	5.5	43.8	49.4	93.2	93.3
Female	07/08	110	0.0	0.0	8.5	55.7	35.8	91.5	91.7	138	0.0	1.5	12.7	41.8	44.0	85.8	86.1	111	0.9	0.9	5.6	49.1	44.4	93.5	93.6
	08/09	110	0.0	0.0	6.5	49.5	43.9	93.4	93.5	101	1.0	2.0	3.0	63.6	31.3	94.9	95.0	128	2.3	1.7	5.8	44.6	47.9	92.5	92.7
Male	07/08	113	0.9	0.0	8.4	64.5	27.1	91.6	91.9	120	0.0	0.9	8.6	64.7	25.9	90.6	90.8	124	0.0	4.0	11.3	53.2	31.5	84.7	84.7
	08/09	123	2.4	1.7	8.5	52.5	37.3	89.8	90.0	112	0.9	0.9	6.4	67.0	25.7	92.7	92.7	117	0.9	0.9	5.3	43.0	50.9	93.9	93.9
African American	07/08	28	0.0	0.0	30.8	69.2	0.0	69.2	71.4	38	0.0	9.1	30.3	57.6	3.0	60.6	65.8	30	0.0	10.7	21.4	67.9	0.0	67.9	70.0
	08/09	28	7.1	0.0	23.1	61.5	15.4	76.9	76.9	23	4.3	13.6	9.1	72.7	4.5	77.2	77.3	28	7.1	4.2	16.7	66.7	12.5	79.2	80.8
Asian	07/08	32	0.0	0.0	3.4	48.3	48.3	96.6	96.7	31	0.0	0.0	13.3	40.0	46.7	86.7	86.7	32	3.1	3.2	12.9	38.7	45.2	83.9	83.9
	08/09	39	0.0	2.6	2.6	41.0	53.8	94.8	94.9	29	0.0	0.0	7.4	37.0	55.6	92.6	92.6	33	0.0	0.0	12.5	31.3	56.3	87.6	87.5
Caucasian	07/08	132	0.8	0.0	3.9	60.9	35.2	96.1	96.2	153	0.0	0.0	4.6	51.3	44.1	95.4	95.4	139	0.0	0.7	4.3	50.4	44.6	95.0	95.0
	08/09	134	0.0	0.0	3.8	50.8	45.4	96.2	96.2	130	0.8	0.0	2.3	68.2	29.5	97.7	97.7	148	0.7	0.0	2.8	38.6	58.6	97.2	97.3
Hispanic	07/08	8	0.0	0.0	28.6	42.9	28.6	71.5	75.0	6	0.0	0.0	60.0	40.0	0.0	40.0	50.0	11	0.0	9.1	18.2	63.6	9.1	72.7	72.7
	08/09	11	0.0	0.0	9.1	72.7	18.2	90.9	90.9	9	0.0	0.0	25.0	62.5	12.5	75.0	77.8	8	0.0	28.6	0.0	71.4	0.0	71.4	71.4
Multi-ethnic	07/08	16	0.0	0.0	12.5	62.5	25.0	87.5	87.5	21	0.0	0.0	14.3	61.9	23.8	85.7	85.7	17	0.0	0.0	11.8	41.2	47.1	88.3	88.2
	08/09	15	6.7	7.1	21.4	42.9	28.6	71.5	71.4	13	0.0	0.0	7.7	69.2	23.1	92.3	92.3	21	4.8	0.0	5.0	55.0	40.0	95.0	95.0
Other	07/08	5	0.0	0.0	0.0	60.0	40.0	100.0	100.0	6	0.0	0.0	0.0	66.7	33.3	100.0	100.0	5	0.0	0.0	0.0	80.0	20.0	100.0	100.0
	08/09	6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6	0.0	0.0	0.0	83.3	16.7	100.0	100.0	5	0.0	0.0	0.0	80.0	20.0	100.0	100.0
Econ. Disadvantaged	07/08	41	2.4	0.0	19.4	72.2	8.3	80.5	82.5	49	0.0	4.7	39.5	48.8	7.0	55.8	61.2	42	0.0	12.5	17.5	65.0	5.0	70.0	71.4
	08/09	44	6.8	0.0	25.6	66.7	7.7	74.4	75.6	29	0.0	10.3	6.9	79.3	3.4	82.7	82.8	38	2.6	8.8	14.7	67.6	8.8	76.4	77.8
Special Education	07/08	22	0.0	0.0	43.8	56.3	0.0	56.3	68.2	41	0.0	8.8	32.4	50.0	8.8	58.8	65.9	25	0.0	17.4	26.1	47.8	8.7	56.5	60.0
	08/09	23	13.0	5.6	38.9	50.0	5.6	55.6	60.0	22	0.0	9.5	28.6	61.9	0.0	61.9	63.6	38	5.3	6.1	21.2	51.5	21.2	72.7	75.0
LEP	07/08	8	0.0	0.0	66.7	33.3	0.0	33.3	60.0	9	0.0	0.0	71.4	28.6	0.0	28.6	37.5	10	10.0	22.2	55.6	22.2	0.0	22.2	22.2
	08/09	9	0.0	14.3	28.6	57.1	0.0	57.1	57.1	4	0.0	0.0	50.0	0.0	50.0	50.0	50.0	8	0.0	20.0	60.0	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 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

**SLAUSON**  
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	223	0.4	0.9	5.6	40.4	53.1	93.5		258	0.0	6.8	5.2	32.4	55.6	88.0		235	0.4	4.3	6.5	42.2	47.0	89.2	
	08/09	233	1.3	1.3	6.7	26.7	65.3	92.0		213	0.9	2.4	5.3	41.3	51.0	92.3		245	1.6	2.1	4.3	27.7	66.0	93.7	
Female	07/08	110	0.0	1.9	5.7	38.7	53.8	92.5		138	0.0	9.7	3.0	28.4	59.0	87.4		111	0.9	2.8	4.6	38.9	53.7	92.6	
	08/09	110	0.0	0.0	6.5	28.0	65.4	93.4		101	1.0	2.0	5.1	40.4	52.5	92.9		128	2.3	2.5	4.1	29.8	63.6	93.4	
Male	07/08	113	0.9	0.0	5.6	42.1	52.3	94.4		120	0.0	3.4	7.8	37.1	51.7	88.8		124	0.0	5.6	8.1	45.2	41.1	86.3	
	08/09	123	2.4	2.5	6.8	25.4	65.3	90.7		112	0.9	2.8	5.5	42.2	49.5	91.7		117	0.9	1.8	4.4	25.4	68.4	93.8	
African American	07/08	28	0.0	3.8	19.2	65.4	11.5	76.9		38	0.0	27.3	15.2	42.4	15.2	57.6		30	0.0	14.3	17.9	53.6	14.3	67.9	
	08/09	28	7.1	0.0	23.1	42.3	34.6	76.9		23	4.3	13.6	13.6	59.1	13.6	72.7		28	7.1	4.2	12.5	66.7	16.7	83.4	
Asian	07/08	32	0.0	0.0	3.4	31.0	65.5	96.5		31	0.0	10.0	3.3	20.0	66.7	86.7		32	3.1	9.7	6.5	29.0	54.8	83.8	
	08/09	39	0.0	2.6	2.6	20.5	74.4	94.9		29	0.0	3.7	7.4	22.2	66.7	88.9		33	0.0	3.1	9.4	25.0	62.5	87.5	
Caucasian	07/08	132	0.8	0.8	1.6	39.8	57.8	97.6		153	0.0	1.3	3.3	28.3	67.1	95.4		139	0.0	1.4	3.6	41.7	53.2	94.9	
	08/09	134	0.0	0.0	3.1	23.8	73.1	96.9		130	0.8	0.8	2.3	38.8	58.1	96.9		148	0.7	0.7	2.1	21.4	75.9	97.3	
Hispanic	07/08	8	0.0	0.0	14.3	42.9	42.9	85.8		6	0.0	20.0	20.0	60.0	0.0	60.0		11	0.0	9.1	9.1	72.7	9.1	81.8	
	08/09	11	0.0	0.0	9.1	54.5	36.4	90.9		9	0.0	0.0	25.0	62.5	12.5	75.0		8	0.0	14.3	14.3	42.9	28.6	71.5	
Multi-ethnic	07/08	16	0.0	0.0	12.5	31.3	56.3	87.6		21	0.0	9.5	4.8	52.4	33.3	85.7		17	0.0	0.0	11.8	29.4	58.8	88.2	
	08/09	15	6.7	7.1	21.4	28.6	42.9	71.5		13	0.0	0.0	7.7	53.8	38.5	92.3		21	4.8	5.0	0.0	20.0	75.0	95.0	
Other	07/08	5	0.0	0.0	20.0	20.0	60.0	80.0		6	0.0	0.0	0.0	33.3	66.7	100.0		5	0.0	0.0	0.0	60.0	40.0	100.0	
	08/09	6	0.0	0.0	0.0	50.0	50.0	100.0		5	0.0	0.0	0.0	50.0	50.0	100.0		5	0.0	0.0	0.0	60.0	40.0	100.0	
Econ. Disadvantaged	07/08	41	2.4	0.0	11.1	63.9	25.0	88.9		49	0.0	25.6	18.6	41.9	14.0	55.9		42	0.0	10.0	17.5	57.5	15.0	72.5	
	08/09	44	6.8	2.6	23.1	51.3	23.1	74.4		29	0.0	10.3	10.3	62.1	17.2	79.3		38	2.6	8.8	11.8	52.9	26.5	79.4	
Special Education	07/08	22	0.0	6.3	31.3	43.8	18.8	62.6		41	0.0	14.7	23.5	38.2	23.5	61.7		25	0.0	17.4	26.1	43.5	13.0	56.5	
	08/09	23	13.0	5.6	33.3	55.6	5.6	61.2		22	0.0	19.0	28.6	33.3	19.0	52.3		38	5.3	12.1	12.1	39.4	36.4	75.8	
LEP	07/08	8	0.0	0.0	66.7	33.3	0.0	33.3		9	0.0	57.1	0.0	28.6	14.3	42.9		10	10.0	44.4	22.2	33.3	0.0	33.3	
	08/09	9	0.0	14.3	28.6	57.1	0.0	57.1		4	0.0	0.0	50.0	0.0	50.0	50.0		8	0.0	20.0	60.0	20.0	0.0	20.0	

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**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

**SLAUSON**  
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
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	08/09	233	0.9	1.3	7.5	91.2	0.0	91.2		213	0.9	1.0	6.3	92.8	0.0	92.8		245	1.2	1.7	8.5	85.6	4.2	89.8	
Female	07/08	110	0.0	2.8	6.6	87.7	2.8	90.5		138	0.0	0.7	11.9	84.3	3.0	87.3		111	0.9	1.9	7.4	75.9	14.8	90.7	
	08/09	110	0.0	0.0	6.5	93.5	0.0	93.5		101	1.0	1.0	3.0	96.0	0.0	96.0		128	1.6	1.6	8.2	86.1	4.1	90.2	
Male	07/08	113	0.9	1.9	14.0	81.3	2.8	84.1		120	0.0	0.0	19.0	78.4	2.6	81.0		124	0.0	5.6	11.3	75.8	7.3	83.1	
	08/09	123	1.6	2.5	8.4	89.1	0.0	89.1		112	0.9	0.9	9.2	89.9	0.0	89.9		117	0.9	1.8	8.8	85.1	4.4	89.5	
African American	07/08	28	0.0	3.8	30.8	65.4	0.0	65.4		38	0.0	3.0	33.3	60.6	3.0	63.6		30	0.0	17.9	17.9	64.3	0.0	64.3	
	08/09	28	3.6	3.7	22.2	74.1	0.0	74.1		23	4.3	9.1	27.3	63.6	0.0	63.6		28	7.1	4.2	29.2	66.7	0.0	66.7	
Asian	07/08	32	0.0	3.4	6.9	82.8	6.9	89.7		31	0.0	0.0	20.0	76.7	3.3	80.0		32	3.1	3.2	16.1	58.1	22.6	80.7	
	08/09	39	0.0	5.1	0.0	94.9	0.0	94.9		29	0.0	0.0	0.0	100.0	0.0	100.0		33	0.0	0.0	9.4	84.4	6.3	90.7	
Caucasian	07/08	132	0.8	2.3	5.5	89.8	2.3	92.1		153	0.0	0.0	7.9	89.5	2.6	92.1		139	0.0	0.7	5.0	84.2	10.1	94.3	
	08/09	134	0.0	0.0	3.8	96.2	0.0	96.2		130	0.8	0.0	3.1	96.9	0.0	96.9		148	0.7	0.7	2.1	91.7	5.5	97.2	
Hispanic	07/08	8	0.0	0.0	28.6	71.4	0.0	71.4		6	0.0	0.0	40.0	60.0	0.0	60.0		11	0.0	18.2	27.3	45.5	9.1	54.6	
	08/09	11	0.0	0.0	18.2	81.8	0.0	81.8		9	0.0	0.0	12.5	87.5	0.0	87.5		8	0.0	28.6	28.6	42.9	0.0	42.9	
Multi-ethnic	07/08	16	0.0	0.0	18.8	75.0	6.3	81.3		21	0.0	0.0	23.8	71.4	4.8	76.2		17	0.0	0.0	11.8	70.6	17.6	88.2	
	08/09	15	6.7	0.0	21.4	78.6	0.0	78.6		13	0.0	0.0	15.4	84.6	0.0	84.6		21	0.0	0.0	19.0	81.0	0.0	81.0	
Other	07/08	5	0.0	0.0	0.0	100.0	0.0	100.0		6	0.0	0.0	33.3	66.7	0.0	66.7		5	0.0	0.0	0.0	100.0	0.0	100.0	
	08/09	6	0.0	0.0	0.0	100.0	0.0	100.0		6	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	
Econ. Disadvantaged	07/08	41	2.4	2.8	22.2	75.0	0.0	75.0		49	0.0	2.3	37.2	60.5	0.0	60.5		42	0.0	15.0	20.0	65.0	0.0	65.0	
	08/09	44	4.5	5.0	27.5	67.5	0.0	67.5		29	0.0	6.9	17.2	75.9	0.0	75.9		38	2.6	8.8	26.5	64.7	0.0	64.7	
Special Education	07/08	22	0.0	12.5	50.0	37.5	0.0	37.5		41	0.0	2.9	47.1	50.0	0.0	50.0		25	0.0	26.1	13.0	60.9	0.0	60.9	
	08/09	23	8.7	5.3	42.1	52.6	0.0	52.6		22	0.0	4.8	19.0	76.2	0.0	76.2		38	5.3	6.1	27.3	63.6	3.0	66.6	
LEP	07/08	8	0.0	33.3	33.3	33.3	0.0	33.3		9	0.0	0.0	71.4	28.6	0.0	28.6		10	10.0	33.3	33.3	33.3	0.0	33.3	
	08/09	9	0.0	28.6	14.3	57.1	0.0	57.1		4	0.0	0.0	50.0	50.0	0.0	50.0		8	0.0	20.0	60.0	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 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

**SLAUSON**  
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	223	0.0	2.8	8.8	12.9	75.6	88.5	88.8	258	0.0	0.4	9.9	21.8	67.9	89.7	89.5	235	0.4	2.6	4.8	17.0	75.7	92.7	92.7
	08/09	233	0.0	1.7	6.5	9.1	82.7	91.8	91.8	213	0.9	0.5	8.1	10.0	81.4	91.4	91.5	245	0.4	3.3	3.8	15.9	77.0	92.9	93.0
Female	07/08	110	0.0	1.9	7.5	15.0	75.7	90.7	90.9	138	0.0	0.7	8.8	25.0	65.4	90.4	90.6	111	0.9	0.0	5.6	14.0	80.4	94.4	94.5
	08/09	110	0.0	1.8	3.7	11.0	83.5	94.5	94.5	101	1.0	1.0	8.1	7.1	83.8	90.9	91.0	128	0.8	4.0	4.0	19.4	72.6	92.0	92.1
Male	07/08	113	0.0	3.6	10.0	10.9	75.5	86.4	86.7	120	0.0	0.0	11.2	18.1	70.7	88.8	88.3	124	0.0	4.9	4.1	19.5	71.5	91.0	91.1
	08/09	123	0.0	1.6	9.0	7.4	82.0	89.4	89.4	112	0.9	0.0	8.1	12.6	79.3	91.9	91.9	117	0.0	2.6	3.5	12.2	81.7	93.9	94.0
African American	07/08	28	0.0	15.4	38.5	26.9	19.2	46.1	50.0	38	0.0	2.9	35.3	41.2	20.6	61.8	65.8	30	3.3	11.5	15.4	42.3	30.8	73.1	75.9
	08/09	28	0.0	11.1	29.6	11.1	48.1	59.2	60.7	23	4.3	0.0	31.8	40.9	27.3	68.2	68.2	28	0.0	16.7	20.8	33.3	29.2	62.5	67.9
Asian	07/08	32	0.0	0.0	3.2	3.2	93.5	96.7	96.9	31	0.0	0.0	0.0	9.7	90.3	100.0	100.0	32	0.0	0.0	0.0	6.3	93.8	100.1	100.0
	08/09	39	0.0	0.0	2.6	5.1	92.3	97.4	97.4	29	0.0	0.0	0.0	6.9	93.1	100.0	100.0	33	0.0	0.0	0.0	3.0	97.0	100.0	100.0
Caucasian	07/08	132	0.0	1.5	3.8	12.3	82.3	94.6	94.7	153	0.0	0.0	4.6	15.8	79.6	95.4	94.8	139	0.0	1.4	3.6	14.4	80.6	95.0	95.0
	08/09	134	0.0	0.0	0.7	8.2	91.0	99.2	99.3	130	0.8	0.8	5.4	5.4	88.4	93.8	93.8	148	0.7	0.0	0.7	13.0	86.3	99.3	99.3
Hispanic	07/08	8	0.0	0.0	14.3	14.3	71.4	85.7	87.5	6	0.0	0.0	60.0	40.0	0.0	40.0	50.0	11	0.0	9.1	9.1	36.4	45.5	81.9	81.8
	08/09	11	0.0	0.0	9.1	18.2	72.7	90.9	90.9	9	0.0	0.0	25.0	12.5	62.5	75.0	77.8	8	0.0	37.5	25.0	37.5	0.0	37.5	37.5
Multi-ethnic	07/08	16	0.0	0.0	12.5	12.5	75.0	87.5	87.5	21	0.0	0.0	14.3	38.1	47.6	85.7	85.7	17	0.0	0.0	6.3	6.3	87.5	93.8	94.1
	08/09	15	0.0	0.0	26.7	13.3	60.0	73.3	73.3	13	0.0	0.0	0.0	15.4	84.6	100.0	100.0	21	0.0	4.8	4.8	19.0	71.4	90.4	90.5
Other	07/08	5	0.0	0.0	0.0	20.0	80.0	100.0	100.0	6	0.0	0.0	0.0	50.0	50.0	100.0	100.0	5	0.0	0.0	0.0	20.0	80.0	100.0	100.0
	08/09	6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6	0.0	0.0	16.7	0.0	83.3	83.3	83.3	5	0.0	0.0	0.0	40.0	60.0	100.0	100.0
Econ. Disadvantaged	07/08	41	0.0	10.8	32.4	21.6	35.1	56.7	61.0	49	0.0	2.3	36.4	43.2	18.2	61.4	65.3	42	2.4	10.8	10.8	32.4	45.9	78.3	80.5
	08/09	44	0.0	9.5	28.6	14.3	47.6	61.9	63.6	29	0.0	0.0	20.7	34.5	44.8	79.3	79.3	38	0.0	20.0	20.0	34.3	25.7	60.0	63.2
Special Education	07/08	22	0.0	18.8	37.5	18.8	25.0	43.8	59.1	41	0.0	2.9	31.4	28.6	37.1	65.7	68.3	25	4.0	15.0	15.0	40.0	30.0	70.0	75.0
	08/09	23	0.0	13.6	31.8	31.8	22.7	54.5	56.5	22	0.0	4.8	47.6	19.0	28.6	47.6	50.0	38	0.0	15.2	12.1	30.3	42.4	72.7	76.3
LEP	07/08	8	0.0	0.0	16.7	0.0	83.3	83.3	87.5	9	0.0	0.0	25.0	12.5	62.5	75.0	77.8	10	0.0	10.0	10.0	20.0	60.0	80.0	80.0
	08/09	9	0.0	0.0	22.2	22.2	55.6	77.8	77.8	4	0.0	0.0	25.0	0.0	75.0	75.0	75.0	8	0.0	25.0	12.5	12.5	50.0	62.5	62.5

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**

**SLAUSON  
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																	235	0.0	1.3	6.0	26.2	66.5	92.7	
	08/09																	245	0.4	3.8	7.1	27.5	61.7	89.2	
Female	07/08																	111	0.0	0.9	6.4	22.9	69.7	92.6	
	08/09																	128	0.8	3.2	8.1	29.8	58.9	88.7	
Male	07/08																	124	0.0	1.6	5.6	29.0	63.7	92.7	
	08/09																	117	0.0	4.3	6.0	25.0	64.7	89.7	
African American	07/08																	30	0.0	7.1	25.0	46.4	21.4	67.8	
	08/09																	28	0.0	12.0	24.0	52.0	12.0	64.0	
Asian	07/08																	32	0.0	0.0	3.1	28.1	68.8	96.9	
	08/09																	33	0.0	3.0	3.0	27.3	66.7	94.0	
Caucasian	07/08																	139	0.0	0.0	2.9	21.6	75.5	97.1	
	08/09																	148	0.7	1.4	3.4	21.9	73.3	95.2	
Hispanic	07/08																	11	0.0	9.1	18.2	18.2	54.5	72.7	
	08/09																	8	0.0	37.5	12.5	37.5	12.5	50.0	
Multi-ethnic	07/08																	17	0.0	0.0	0.0	23.5	76.5	100.0	
	08/09																	21	0.0	0.0	19.0	33.3	47.6	80.9	
Other	07/08																	5	0.0	0.0	0.0	60.0	40.0	100.0	
	08/09																	5	0.0	0.0	0.0	20.0	80.0	100.0	
Econ. Disadvantaged	07/08																	42	0.0	5.0	15.0	50.0	30.0	80.0	
	08/09																	38	0.0	14.3	22.9	48.6	14.3	62.9	
Special Education	07/08																	25	0.0	8.7	30.4	30.4	30.4	60.8	
	08/09																	38	0.0	11.8	23.5	35.3	29.4	64.7	
LEP	07/08																	10	0.0	10.0	30.0	40.0	20.0	60.0	
	08/09																	8	0.0	25.0	37.5	37.5	0.0	37.5	

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.

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

**SLAUSON  
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	223	1.3	6.9	6.4	22.9	63.8	86.7																	
	08/09	233	0.4	6.1	8.2	16.9	68.8	85.7																	
Female	07/08	110	0.9	7.3	8.3	23.9	60.6	84.5																	
	08/09	110	0.0	4.6	6.4	22.9	66.1	89.0																	
Male	07/08	113	1.8	6.4	4.6	22.0	67.0	89.0																	
	08/09	123	0.8	7.4	9.8	11.5	71.3	82.8																	
African American	07/08	28	0.0	33.3	11.1	48.1	7.4	55.5																	
	08/09	28	0.0	17.9	35.7	14.3	32.1	46.4																	
Asian	07/08	32	3.1	3.2	9.7	19.4	67.7	87.1																	
	08/09	39	0.0	7.7	2.6	12.8	76.9	89.7																	
Caucasian	07/08	132	1.5	1.6	4.7	17.8	76.0	93.8																	
	08/09	134	0.0	1.5	3.7	17.2	77.6	94.8																	
Hispanic	07/08	8	0.0	25.0	0.0	25.0	50.0	75.0																	
	08/09	11	0.0	9.1	0.0	45.5	45.5	91.0																	
Multi-ethnic	07/08	16	0.0	6.3	6.3	31.3	56.3	87.6																	
	08/09	15	6.7	14.3	21.4	7.1	57.1	64.2																	
Other	07/08	5	0.0	0.0	20.0	20.0	60.0	80.0																	
Econ. Disadvantaged	07/08	41	0.0	23.1	10.3	38.5	28.2	66.7																	
	08/09	44	2.3	23.8	28.6	21.4	26.2	47.6																	
Special Education	07/08	22	4.5	31.6	15.8	31.6	21.1	52.7																	
	08/09	23	4.3	27.3	31.8	22.7	18.2	40.9																	
LEP	07/08	8	12.5	42.9	14.3	42.9	0.0	42.9																	
	08/09	9	0.0	33.3	11.1	33.3	22.2	55.5																	

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
<b>Eng Lang Arts</b>			
SLAUSON	92	94	93
DISTRICT	90	92	91
STATE	80	80	77
<b>Reading</b>			
SLAUSON	92	92	94
DISTRICT	91	91	90
STATE	81	80	76
<b>Writing</b>			
SLAUSON	91	93	90
DISTRICT	88	91	89
STATE	76	78	74
<b>Mathematics</b>			
SLAUSON	92	91	93
DISTRICT	91	93	88
STATE	80	83	75
<b>Science</b>			
SLAUSON			89
DISTRICT			90
STATE			76
<b>Social Studies</b>			
SLAUSON	86		
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, SLAUSON 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 SLAUSON Middle School received a composite grade of **A**.