

2008-2009

A YEAR IN REVIEW

Accomplishments



2008-2009 Board of Education

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Michael Bazzana, VP Operations
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2008-2009 Administration

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William Holdsworth, Dir. of Curriculum/Technology
Deborah Lee, Director of Finance
Mark Greathead, Dir. of Personnel/Employee Services
Walter Pytlak, Director of Special Education
Lee Anzicak, Director of Maintenance/Transportation
Mark Floros, Network Administrator
Karen Guobis, Director of Food Services
Janet Wasko, High School Principal
Michael Darga, H.S. Assistant Principal
Ken Stephens, H.S. Athletic Director/Asst. Principal
Tanya Duffy, Director of Community School/Services
Michael Dawson, Middle School Principal
Mark Lowe, Middle School Assistant/Athletic Dir.
Susan Vokal, Arno Elementary Principal
Cathryne Goulet, Bennie Elementary Principal
Janine Hall, Ed.D., Lindemann Elementary Principal

Mission Statement

Allen Park Public Schools is a community committed to helping students reach their potential with the ability to creatively think as well as collaborate and thrive in a global society. We believe that our mission is to educate for lifelong learning with an uncompromising commitment to excellence.

Long-Range Planning

Goals Focus on Change

The 2007-2008 year marked the beginning of the District's long-range planning. Guided by a powerful new mission, vision and goals, the long-range plan is designed to reshape the future in order to prepare all of our students for a changing world. Recognizing that change will be constant and to ensure that all of our students are well-prepared, we are committed to excellence ensuring high achievement where learning is our most important task.

The long-range plan was developed by a team of 40 individuals representing school personnel, board members, students, parents, and members of the community. Through their discussions and an exchange of information, the group incorporated the District's objectives and resources into being responsive to students and the community. They developed a desired future and a blueprint for implementing change in order to increase student success.

The long-range plan is designed to guide decisions and investments. The plan is meant to provide a structured approach for anticipating the future and will provide guidance for the school district. The District can, and must, prepare students for the future by acting now on what is known. The District is now beginning its third year of the five-year plan.

The long-range plan is not the school district's process—it is the community's process. The future of the school district is placed in the hands of the community that entrusts its children to school educators each day—to community members who support this school district with their time, their energy, and their tax dollars. The Board of Education invites the community to be active stakeholders in charting the future of our schools.

Vision Statement

In the year 2012-13, we will see a school district that continues to be committed to excellence by:

- Graduating students with the ability to compete in a diverse, technological, and global society;
- Observing students that are achieving at the highest levels possible in an environment that is conducive to learning;
- Maintaining highly skilled and highly qualified and innovative staff in all positions through appropriate training and staff development;
- Observing technology as an integrated component in every classroom to support instruction;
- Observing a K-12 assessment system for all students that provides immediate feedback to drive instruction;
- Communicating regularly with a meaningful flow of information between the home, school, and community;
- Observing fiscal responsibility that is maintained through awareness, evaluation, education and collaboration; and,
- Maintaining the excellent conditions of the equipment, buildings and grounds in the Allen Park School District.

District Goal

To graduate students with the ability to compete in a diverse, technological and global society

District Accomplishments

- Completed the final step in the reorganization of the curriculum review process through the creation of content committees that are representative of grade levels within the District. The following K-12 committees were established: Career Technology, English Language Arts, Fine and Visual Arts, Math, Physical Education and Health, Science, Social Studies, and World Languages. The committees evaluate the effectiveness of the curriculum for each content area based on the level of each student.
- Implemented a staff development program that includes activities for staff, individual schools, grade levels, and departments. The activities include student assessment, best teaching practices, and discussing strategies for remediation.
- Increased common assessments within grade levels to measure student achievement and the effectiveness of the curriculum in preparing students for the future.
- Established a partnership with State Farm Insurance and Baker College which resulted in a project to provide life transition skills for students to guide them toward the appropriate degree program and higher education institutions based on their needs and abilities.
- Increased student online courses for the use of credit recovery, summer school program, and math for students eligible for special education services.

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Accomplishments



Allen Park Public Schools' Accountability

Professional Staff

■ There are 192 teachers in the Allen Park Public Schools. One hundred percent of the teachers are "highly qualified" as defined by the U.S. Department of Education under the No Child Left Behind Act and are teaching in their area of qualifications.

Scholarships abound

■ Graduating seniors of the Allen Park Public Schools were offered \$1,940,285 in scholarships for higher education during the 2008-2009 school year.

Dual enrollment, another privilege

■ Dual enrollment enables a student to take classes that earn high school and college credit simultaneously. During the 2008-2009 school year, four high school students attended college classes.

Attendance Rate

■ The attendance rates for our schools during the 2008-2009 school year are:

Arno Elementary	95.00%
Bennie Elementary	95.00%
Lindemann Elementary	99.00%
Middle School	95.39%
High School	97.09%
Community School	62.00%

Visit our school district Web site at www.apps.k12.mi.us to click on the Web link to your child's school!

District Goal

To have students achieve at the highest level possible in an environment conducive to learning

District Accomplishments

■ Implemented the Collins Writing program for students which included staff training and classroom demonstrations. Student writing samples are used to evaluate student progress.

■ Established a committee to explore alternative scheduling at the high school to determine optimum daily scheduling options for high school students.

■ Purchased licensing for the *Measurement of Academic Progress* program through the Northwest Evaluation Association for all students in grades two through ten. Students will be tested during the year in the areas of reading, math, and English language arts. The program will provide teaching staff with in-depth feedback on student testing within a 24-hour period. The data enables the teaching staff to measure student learning immediately.

■ Purchased new textbooks with online resources that included third grade social studies, fifth through eighth grade science, and world languages.

■ Expanded literacy assessment training at the first and third grade levels. Teaching staff is now trained in the Developmental Reading Assessment (DRA) and will measure student literacy skills as a result.

■ All schools were accepted as a candidate for AdvancED District Accreditation which provides nationally recognized accreditation for the District and all of its schools.

District Goal

To recruit and maintain highly skilled, highly qualified, and innovative staff in all positions through appropriate training and staff development

District Accomplishments

■ Teaching staff and maintenance personnel participated in online safety courses.

■ Maintenance staff participated in an all-day Expo to gain additional understanding on various topics that include safety, cleaning, and repair.

■ Food service staff participated in a county-wide Expo that focused on marketing and commodity products.

■ Ongoing training of personnel continues in effective use of computers and software.

■ Teaching staff fulfilled thirty-hours of staff development as structured by the District's Instructional Curriculum Council and administration. In-service sessions were held throughout the year to address writing across the curriculum and MEAP.

District Goal

To use current technology as an integrated component in every classroom to support instruction

District Accomplishments

■ Continued execution of the long-range technology plan endorsed by the Allen Park Board of Education and the Michigan Department of Education to address the ever-changing technological tools available to improve the instructional process.

■ In-service training continued in the use of technology tools, such as software and hardware, to integrate into the curriculum throughout the school district.

■ Added a Web-based geometry course to the high school's curriculum for students eligible for special education services. A Web-based pre-algebra course has been added to the middle school's curriculum.

■ Increased the number of students and teachers at the secondary level using Blackboard, a Web-based program that improves student engagement and achievement by increasing interaction among students and the classroom teacher.

■ Reallocated computers to create a drop-in lab and mini-lab for middle school students.

■ The use of document cameras in classrooms have added a new dimension to instruction.

■ Additional funds have been allocated for technology equipment repair and replacement.

■ Increased online resources are available to students and staff as new textbooks are approved for purchase by the Board of Education.

■ Through technology, student publications are fully produced by students including layout and design, photography and typesetting which gives students an opportunity to experience publishing a newspaper and yearbook from "beginning to end."

■ High school students gained a real-life experience working as production assistants with Detroit Public Television when DPTV used the Allen Park Center for the Arts as its venue for a national program production.



Parental Involvement

The Allen Park Public Schools encourages parental involvement in the schools through programs and activities designed to increase communication and to involve parents in the development and implementation of educational policies and school programs. Fall open house and fall and spring parent/teacher conferences were again well attended.

Arno Elementary	864
Bennie Elementary	948
Lindemann Elementary	1374
Allen Park Middle School	1329
Allen Park High School	1561
Allen Park Community School	74

Graduation/Dropout Rate

All states, including Michigan, calculate the graduation and dropout rate using the same method. A cohort method is used in which all students entering the ninth grade are expected to graduate within four years. There are some exceptions in which students are given five years to graduate. The State and each school district keeps track of the students based on their year of graduation. The following report for our District has been provided by the State.

Class of 2007 Four Year and Five Year Cohort

4 year	Overall District	High School	Community School
Grad. rate	80.47%	95.02%	39.34%
5 year	Overall District	High School	Community School
Grad. rate	86.42%	97.72%	59.68%
Dropout rate	06.07%	01.90%	11.29%

Class of 2008 Four Year Cohort

4 year	Overall District	High School	Community School
Grad. rate	83.65%	96.21%	48.15%
Dropout rate	04.36%	00.34%	11.11%

For further information, visit www.michigan.gov/mde

District Goal

To implement a K-12 assessment system for students to provide immediate feedback to drive instruction

District Accomplishments

- Added the *Measurement of Academic Progress* for students in grades two through ten to the assessment program which currently includes the DRA, BEAR spelling, San Diego Quick, and Star Assessment at the elementary level; the MEAP for grades three through nine; the Hannah-Orleans for incoming eighth graders; the ACT Plan for tenth graders; and the Michigan Merit Curriculum for eleventh graders.

- Increased the use of common assessments administered to students in the secondary schools.

- The Michigan Educational Assessment Program (MEAP) and Michigan Merit Exam (MME) were analyzed to assist classroom instruction.

District Goal

To communicate regularly between the home, school, and community

District Accomplishments

- Participation in the Wayne County K-12 Parent Alerting System allows parents, who register, to receive a message regarding school closings or emergencies.

- ParentConnection, the Web-based program for parents to access student information, was widely used by parents throughout the District.

- District publications are available on the District's Web site and include Board of Education meeting agendas and minutes; the school district newsletter, *Connection Online*; and financial registers, budgets, and statements.

- Relations with school-affiliated groups such as PTAS/PTSA, Boosters, and others are continually improving to benefit the District and its students.

- The Board fine-tuned and approved the District's "AP" logo as the official symbol (or brand image) for the Allen Park Public Schools and has redesigned the District's Web site to make it more dynamic and user friendly.

District Goal

To maintain fiscal responsibility through awareness, evaluation, education, and collaboration

District Accomplishments

- Developed and continued to improve upon a successful budgetary process, including full reports and budget amendments to the Board as necessary.

- Successful borrowing process to supplement cash flow.

- With the changes brought about by Proposal A and funding at the state level, the District has been able to function very effectively within its budget.

- Negotiations occurred throughout the school year with employee bargaining groups with the goal of settling agreements in a fair and equitable manner.

- Implemented the Energy Essentials program to realize energy savings and reduce costs.

- Participation in the DROM (Down River Operations Managers) program with 19 other school districts to consolidate services and purchases for equipment and supplies in order to decrease costs.

- Continued efforts put forth by staff and administration to secure funding through grants.

- Financial information such as check registers, wire transfers, budget, audit, and information regarding the upcoming Federal Stimulus Funding is available and posted for public and staff review on the District's Web site.

District Goal

To maintain the excellent conditions of the equipment, buildings, and grounds

District Accomplishments

- A Facilities Advisory Committee, comprised of administration, board members, and custodial staff, continue to meet on a regular basis to identify needs and develop action plans.

- Established student pride groups to create a sense of pride and ownership in their school by completing renovation projects.

- Volunteer and family "clean-up" activities occur throughout the year to beautify the outdoor environment.

- Established summer maintenance schedule to complete projects during the summer months.

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Points of Pride



The Allen Park Public School District offers a wide variety of enrichment and support opportunities for students. We are proud of our students, staff, parents, and volunteers for their many achievements during the 2008-2009 school year.

Shining Stars

★ The APHS, in partnership with Baker College, received a \$200,000 grant for their "Allen Park REACH" program. The goal is to ease the transition to college for our young people and, in turn, have them help younger students in setting educational goals for themselves.

★ The Down River Operations Managers (DROM) received the Award of Excellence and \$1,000 from the Michigan School Business Officials. The newly formed DROM includes 20 school districts (including Allen Park) that participate in collaborative purchasing of supplies, services, and equipment. Their efforts to consolidate services has generated a combined annual savings of \$250,000. The DROM also hosted the first annual DROM Maintenance Expo.

★ The District has implemented the Energy Essentials program which is a comprehensive, systemic approach to energy savings. An Energy Task Force has been assembled to study data and find additional ways to save dollars for education while reducing energy costs.

★ The Allen Park Public Schools has been accepted as a candidate for AdvancED District Accreditation. The AdvancED provides nationally recognized accreditation for the District and all of its schools.

★ The District is now participating in the Wayne County K-12 Parent Alerting System. By registering, parents now have the ability to receive a message regarding school closings or emergencies via their home phone, cell phone, and/or e-mail.

★ The Allen Park High School Marching Band, under the direction of Ms. Kristi Kruger, had been invited to participate in the Thanksgiving Day Parade held in Detroit. This is the third time the band has been invited to participate.

★ Members of the PTA/PTSA expend a considerable amount of time, talent, and energy to provide support to the schools. Once again, the PTA/PTSA Council sponsored scholarships for ten graduating senior students. This generous organization has supported our graduates with scholarships totaling \$258,000 since the fund began in 1959. In addition, the PTA/PTSA celebrated 112 years of commitment to children at the Founder's Day celebration held each year to honor PTA founders and past leaders.

★ Allen Park Middle School students created a new organization, "AP PRIDE." Their goal is to create a sense of pride and ownership in their school. The students renovated the school's courtyard with trees, bushes, and plants, to be enjoyed by all students and the community.

★ All junior students participated in a new real-world experience at APHS when community members served as interviewers for the second annual Professional Interview Day. As closure to a career research paper and project that each junior student completed, students had an authentic interview by community members from all walks of life and all kinds of professions.

★ Parents, grandparents, retirees, and citizens volunteer their time weekly to enhance the quality of children's education. The volunteer force (VOICE) donated 2,361 hours of time and effort during the 2008-2009 school year. Since the program's inception, 17 years ago, there have been 46,439 hours volunteered! The year-end Volunteers Organized to Improve Children's Education reception held in April recognized participants who have served one to seventeen years in the program.

★ A key element in student success is parental involvement and the support of family. Many parents are involved through the PTA/PTSA, booster clubs, District committees, volunteer program, or serving as a room mother/father and attending school activities to reinforce family advocacy in their child's learning process.

★ Students and staff raised over \$97,000 for this year's Relay for Life event to celebrate survivorship and raise money for research and programs for the American Cancer Society.

★ The gift of charity is a hallmark of the students and staff. Throughout the school year, funds were raised to benefit such programs as Relay for Life, American Heart Association, Adopt-a-Mom, Toys for Tots, Michigan Humane Society, Allen Park Animal Shelter, and many more!

★ Middle School students participated in the University of Michigan's Middle School Model United Nations (MIMUN) program that raises awareness of international issues. Students researched topics and debated from the point of view of an assigned country.

★ Sports teams continued to experience highly successful seasons. Student athletes and coaches can be proud of their many accomplishments. From division league championships to setting new records, athletic teams had an excellent year.

★ The APHS students and staff honored veterans representing wars from World War II, Afghanistan, and Iraq during a Veteran's Day ceremony. Students presented letters, poems, pictures, speeches, and music to show their appreciation of the sacrifice and commitment made by the veterans serving our country.

★ APHS student Stephanie Bonner-Daniels was selected as the regional winner of the Princeton University Race Relations Scholarship; the Allen Park Middle School Jazz Band, under the direction of Music Director Kim Lappin, received a first-division rating in the MSBOA state jazz festival; Mr. Youness Farokhrani's Advanced Placement Calculus class at APHS received a 100 percent passing rate; APMS student Caitlin LaRoux won state honors for literature in the PTSA Reflections contest; Arno Elementary formed a partnership with the Allen Park Presbyterian Church to present the Kids HOPE USA program that provides one-to-one mentors for students; the drawing of APHS student Clarissa Dohring was published in an edition of a popular magazine, Shonen Jump; Mr. Jeff Goulasarian's wood-working students Nick Stathakis, Vincent Villanueva, and Eric Chachick received first-place awards from the Michigan Industrial and Technology competition for their hand-made furniture.

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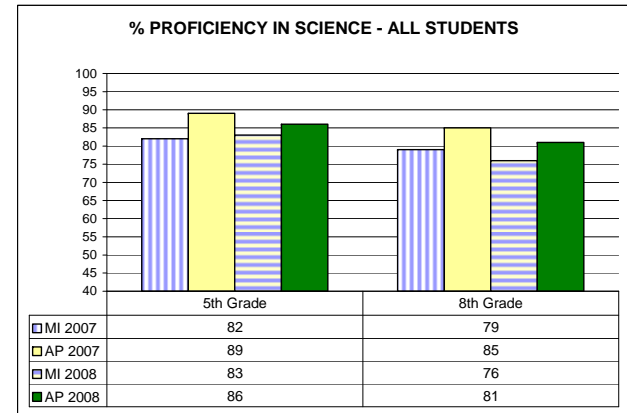
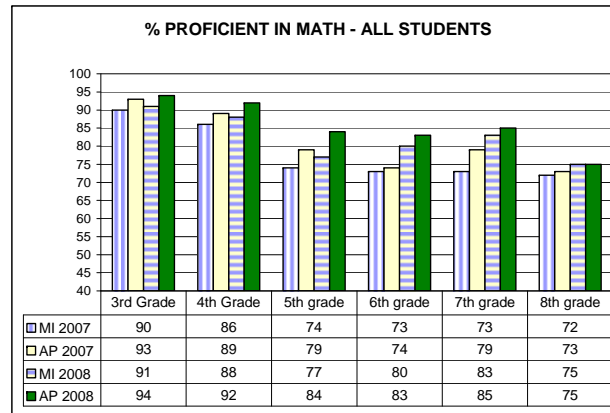
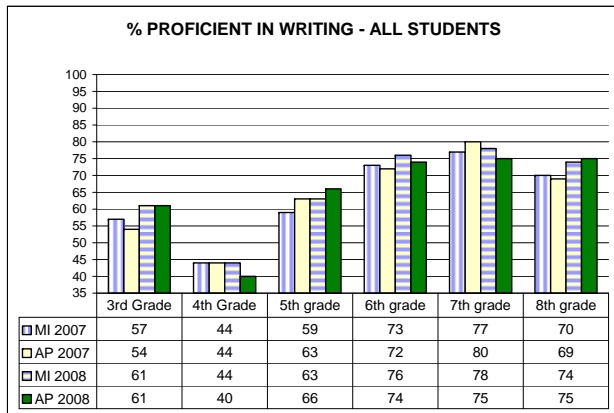
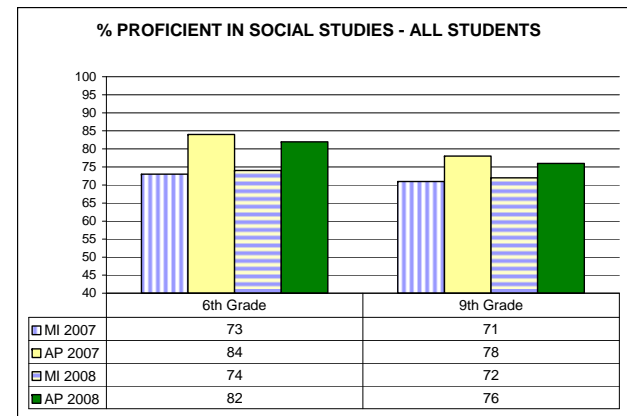
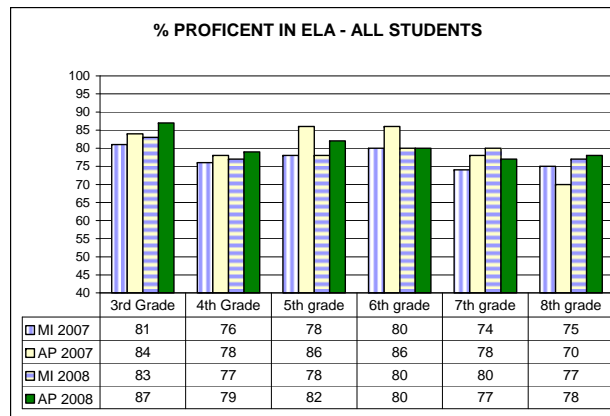
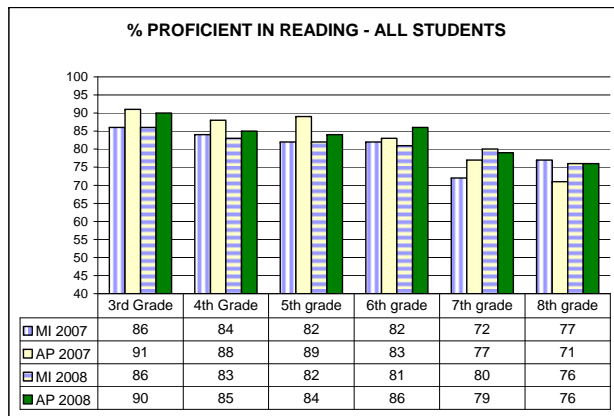
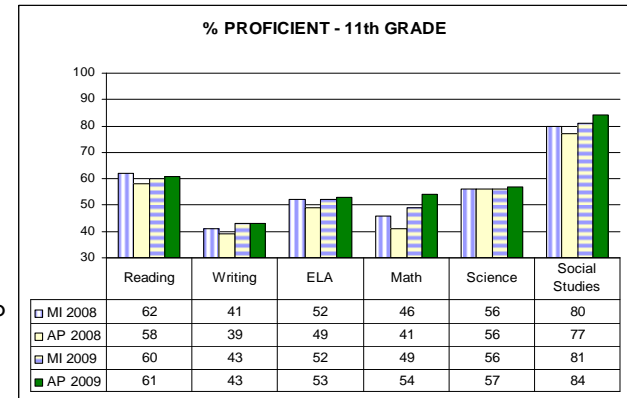


Assessment

The purpose of assessment is to examine student results, make decisions about curriculum adjustments, and to increase student learning. The assessments in the Allen Park Public Schools include teacher observation, teacher-made tests, student projects, the Michigan Literacy Progress Profile, the Developmental Reading Assessment, STAR Reading Assessment, ACT Plan, the Michigan Educational Assessment Program (MEAP), and the Michigan Merit Exam (MME).

As required by the No Child Left Behind (NCLB) legislation, all school districts are required to report the performance results of all students tested on the MEAP and MME. In addition, under the federal requirements of NCLB, school districts are required to report data that is statistically sound, which the State of Michigan has defined as the results for any group of 30 or more students based on race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

The information provided on this page and the following page reflects the student results on the MEAP and MME for the last two school years. The percentage of students tested on the MEAP is above the federal requirement of 95%. For further information about the NCLB federal legislation and resources, please refer to the following Internet Web site www.michigan.gov/mde.



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Assessment



Student Group 3rd Grade	School Year	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient
		Reading	Reading	Writing	Writing	ELA	ELA	Math	Math
All Students	2007-08	86%	91%	57%	54%	81%	84%	90%	93%
	2008-09	86%	90%	61%	61%	83%	87%	91%	94%
Male	2007-08	84%	91%	53%	50%	78%	82%	90%	94%
	2008-09	85%	86%	56%	55%	81%	83%	92%	94%
Female	2007-08	89%	91%	62%	59%	84%	87%	90%	91%
	2008-09	88%	94%	66%	68%	86%	91%	91%	94%
Students with Disabilities	2007-08	63%	78%	30%	34%	53%	69%	77%	88%
	2008-09	63%	63%	31%	37%	55%	56%	80%	81%
Economically Disadvantaged	2007-08	79%	85%	45%	49%	71%	79%	84%	92%
	2008-09	79%	80%	48%	50%	74%	76%	86%	89%

Student Group 6th Grade	School Year	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient
		Reading	Reading	Writing	Writing	ELA	ELA	Math	Math
All Students	2007-08	82%	83%	73%	72%	80%	86%	73%	74%
	2008-09	81%	86%	76%	74%	80%	80%	80%	83%
Male	2007-08	79%	78%	66%	65%	76%	83%	72%	72%
	2008-09	78%	82%	71%	69%	77%	77%	79%	81%
Female	2007-08	85%	88%	79%	79%	83%	89%	73%	76%
	2008-09	83%	91%	80%	79%	82%	84%	81%	85%
Students with Disabilities	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2008-09	45%	48%	37%	24%	41%	33%	45%	45%
Economically Disadvantaged	2007-08	71%	74%	60%	51%	67%	75%	58%	68%
	2008-09	69%	89%	64%	69%	68%	82%	80%	83%

Student Group 4th Grade	School Year	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient
		Reading	Reading	Writing	Writing	ELA	ELA	Math	Math
All Students	2007-08	84%	88%	44%	44%	76%	78%	86%	89%
	2008-09	83%	85%	44%	40%	77%	79%	88%	92%
Male	2007-08	82%	84%	39%	41%	73%	74%	86%	90%
	2008-09	81%	83%	39%	34%	74%	74%	88%	93%
Female	2007-08	87%	92%	50%	46%	80%	83%	86%	88%
	2008-09	85%	89%	50%	47%	79%	85%	88%	91%
Students with Disabilities	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2008-09	55%	61%	17%	26%	44%	52%	68%	73%
Economically Disadvantaged	2007-08	75%	86%	30%	29%	63%	75%	77%	80%
	2008-09	73%	79%	30%	31%	64%	70%	80%	94%

Student Group 7th Grade	School Year	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient
		Reading	Reading	Writing	Writing	ELA	ELA	Math	Math
All Students	2007-08	72%	77%	77%	80%	74%	78%	73%	79%
	2008-09	80%	79%	78%	75%	80%	77%	83%	85%
Male	2007-08	69%	73%	70%	72%	70%	72%	71%	76%
	2008-09	77%	69%	72%	63%	76%	66%	81%	81%
Female	2007-08	76%	83%	84%	91%	79%	86%	74%	83%
	2008-09	83%	89%	84%	88%	84%	89%	84%	89%
Students with Disabilities	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2008-09	43%	42%	38%	42%	41%	42%	46%	44%
Economically Disadvantaged	2007-08	57%	66%	65%	78%	59%	69%	58%	76%
	2008-09	68%	74%	67%	68%	69%	74%	83%	86%

Student Group 5th Grade	School Year	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient
		Reading	Reading	Writing	Writing	ELA	ELA	Math	Math
All Students	2007-08	82%	89%	59%	63%	78%	86%	74%	79%
	2008-09	82%	84%	63%	66%	78%	82%	77%	84%
Male	2007-08	79%	85%	54%	55%	75%	81%	82%	82%
	2008-09	80%	83%	58%	60%	76%	80%	78%	89%
Female	2007-08	84%	93%	64%	71%	81%	92%	82%	76%
	2008-09	83%	86%	69%	72%	81%	83%	76%	79%
Students with Disabilities	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2008-09	49%	45%	26%	29%	42%	39%	47%	78%
Economically Disadvantaged	2007-08	71%	81%	44%	48%	65%	77%	60%	71%
	2008-09	70%	74%	49%	54%	66%	72%	64%	70%

Student Group 8th Grade	School Year	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient
		Reading	Reading	Writing	Writing	ELA	ELA	Math	Math
All Students	2007-08	77%	71%	70%	69%	75%	70%	72%	73%
	2008-09	76%	76%	74%	75%	77%	78%	75%	75%
Male	2007-08	72%	63%	62%	62%	69%	61%	71%	75%
	2008-09	73%	72%	68%	66%	73%	72%	75%	74%
Female	2007-08	82%	79%	77%	77%	81%	79%	72%	72%
	2008-09	79%	81%	81%	86%	81%	86%	74%	77%
Students with Disabilities	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2008-09	35%	30%	31%	26%	34%	30%	39%	30%
Economically Disadvantaged	2007-08	65%	66%	56%	58%	62%	62%	56%	67%
	2008-09	63%	66%	62%	66%	64%	68%	74%	70%

Student Group 11th Grade	School Year	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient	State % Proficient	District % Proficient
		Reading	Reading	Writing	Writing	ELA	ELA	Math	Math	Science	Science	Social Studies	Social Studies
All Students	Spring 2009	60%	61%	43%	43%	52%	53%	49%	54%	56%	57%	81%	84%
	Spring 2008	62%	58%	41%	39%	52%	49%	46%	41%	57%	56%	80%	77%
Male	Spring 2009	56%	56%	38%	35%	47%	45%	52%	54%	57%	55%	82%	83%
	Spring 2008	58%	55%	36%	30%	48%	40%	49%	41%	58%	56%	80%	77%
Female	Spring 2009	64%	66%	49%	52%	57%	61%	47%	53%	54%	60%	80%	84%
	Spring 2008	66%	60%	46%	46%	57%	56%	43%	41%	55%	55%	80%	78%
Students with Disabilities	Spring 2009	27%	19%	11%	16%	17%	18%	12%	14%	17%	14%	52%	52%
	Spring 2008	19%	16%	7%	3%	11%	3%	8%	0%	17%	10%	41%	42%
Economically Disadvantaged	Spring 2009	42%	50%	24%	34%	32%	40%	29%	48%	35%	55%	68%	77%
	Spring 2008	43%	48%	21%	33%	31%	37%	25%	33%	36%	43%	65%	67%

2008-2009

A YEAR IN REVIEW

Accreditation



Adequate Yearly Progress and Education YES!

■ Adequate Yearly Progress (AYP) is required by the federal legislation of the No Child Left Behind (NCLB) Act. The AYP is the term that is used to measure student achievement from one year to the next. There are many indicators used to determine if a school is making adequate progress. The major indicators include the student results of the Michigan Educational Assessment Program (MEAP), the Michigan Merit Examination (MME), graduation rates, and attendance rates.

The Michigan Department of Education (MDE) has determined that the Allen Park High School, Allen Park Middle School, Arno Elementary, Bennie Elementary, and Lindemann Elementary have made AYP for the 2008-2009 school year. The Community School did not make AYP.

Similar to the schools, the MDE awards AYP for each school district based on the status of their schools. While the AYP status of the District has not been released at the time of this writing for the 2008-2009 school year, the Allen Park Public Schools did make AYP for the 2007-2008 school year and it is assumed the District will make AYP for the 2008-2009 school year based on individual school results.

All schools within the State of Michigan are measured and accredited through the EducationYES! (A Yardstick for Excellent Schools) program. The reporting portion of this state program is a letter grade for each school based on a number of indicators, including assessment results and performance indicators. The MDE has determined the following letter grades for the 2008-2009 school year:

Arno Elementary	A
Bennie Elementary	A
Lindemann Elementary	A
Allen Park Middle School	B
Allen Park High School	B
Community School	Phase 5*

*Phase 5 requires that the school must notify parents of AYP status and implement a restructuring plan.

For further information and the most up-to-date results on AYP and the EducationYES! program, refer to the MDE Web site at www.michigan.gov/mde.

Accreditation

The Allen Park Public Schools is a member of AdvancED (<http://www.advanc-ed.org/>) which is the world's largest regional accreditation association. The organization works with schools to improve the quality of education through a continuous process of accreditation and evaluation. Being accredited means that the school has met standards for membership and the school has the resources, personnel, and leadership necessary for effective student learning.

During the 2008-2009 school year, a decision was made by the Allen Park Board of Education to transition from school accreditation to District accreditation. The District received formal notice by AdvanceED of the candidate status for District accreditation on March 11, 2009.

AdvancED describes District accreditation as:

"A powerful systems approach to improving student performance results and organizational effectiveness over time. District accreditation recognizes that increasing student achievement involves more than improving instruction. It is a result of how well all the parts of the education system (the district, school, and classroom) work together to meet the needs of students."

The steps that must be taken in preparing for a quality assurance review, that will occur in two years, is to adhere to the AdvancED accreditation standards and, as a District, commits and actively self-assess and continues to improve as measured by student achievement.

Specialized Schools

Students are offered a variety of special services and programs. For students with special needs, services are available through the Individuals with Disabilities Education Act and through Section 504 of the Rehabilitation Act. The special education services that a student receives are determined by an Individualized Educational Planning Team (IEPT). The services may be provided within the District, in center programs, or in programs that are available in neighboring districts. Within the District, services are provided by teachers of the learning disabled, autistically impaired, emotionally impaired, cognitively impaired, and early childhood developmentally delayed. Additional services may include speech and language, school social work, teacher consultant, homebound, occupational therapy and psychological assessment.

Special education center programs include the following: Brighton Skills Center (cognitively impaired); Beacon Day Treatment Center (emotionally impaired); Dearborn/Trenton (hearing impaired); Garden City (autistically impaired); Lincoln Park (visually impaired and autistically impaired); Taylor (physically/otherwise health impaired); Woodhaven-Brownstown (early intervention program); Wyandotte (cognitively impaired and autistically impaired).

Early Childhood Program

The Allen Park Public Schools' early childhood program is a program that responds to preschool-aged children with special needs.

Preschool Program

The tuition-based preschool program for three- and four-year-olds offers a developmentally appropriate curriculum and learning environment as a first school experience.

Before and After School Child Care

The school district's latchkey program meets the needs of working parents by providing before- and after-school child care that gives students a balance of activities in a nurturing environment. In addition, Summer Day Camp is offered during the summer months for children between the ages of 3 and 13.





Finance

Funding Education

In Michigan, public school districts receive a sum of money from the state called a foundation grant (or state aid). The amount of this grant is different for each school district. In the Allen Park Public School District, the foundation grant accounted for approximately 81% of the District's income.

The District also receives local funding from sources including the 18 mills levied on **non-homestead** properties and various grants. The District receives 8% of its funds from local revenues.

While the District does receive federal funds accounting for 7% of its income, these monies are earmarked for specific programs and are in the form of grants.

Each year, the Allen Park Public Schools is audited by an independent auditing firm, Plante & Moran, PLLC. The audit report is presented each year to the Board of Education and public at the second meeting in October. Upon completion of the audit, the financial statements are available for review on the District's Web site.

The Board of Education has incorporated, into its long-range strategic plan, a goal to maintain the excellent condition of the buildings, grounds, and equipment that were part of the construction and technology projects established by the 2003 bond issue. New building additions, site improvements, and technology improvements will greatly help Allen Park Public Schools' students meet the expectations of the 21st Century.

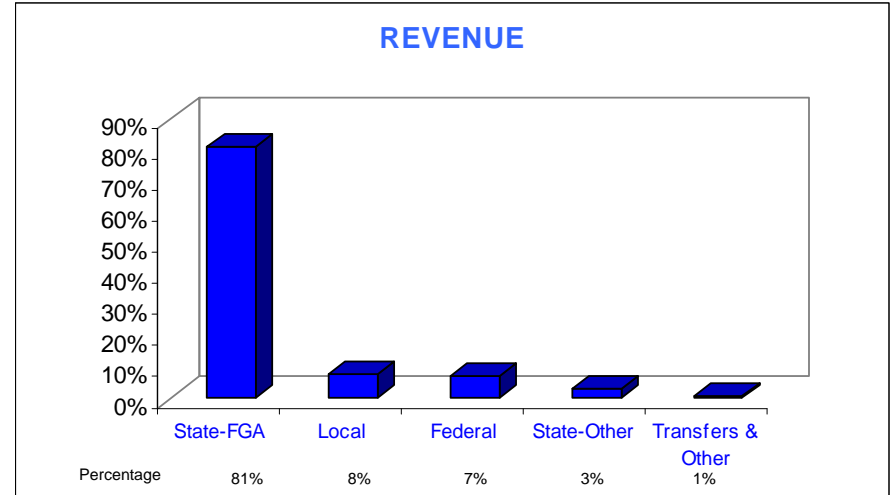
The current economic crisis has impacted every Michigan business and family. Unfortunately, the Allen Park Public Schools is not immune to this struggling economy. There will continue to be an impact to our schools, with increased costs and limited growth in revenues. We know that some difficult decisions may be facing the school community as it prepares for the future. The District continuously monitors the State's financial condition as the revenue to schools is directly linked to the state's financial condition after Proposal A.

The State's economy directly impacts the Allen Park Public Schools as it receives revenue primarily through the foundation grant. As the state's economy continues to struggle, so does the funding provided to Michigan schools. Over the past several

years, the Allen Park Public Schools has made over \$2,000,000 in reductions. During the 2009-2010 school year, the District will draw funds out of our savings account — or fund equity in order to maintain current programming. The District has implemented the Energy Essentials program which is a comprehensive, systemic approach to energy savings. In addition, two years ago a group of facility directors from 20 school districts formed a group, the Down River Operations Managers (DROM), to discuss ways to consolidate services and combine purchasing power. Since then, their efforts to consolidate services generated a combined annual savings of \$250,000. Despite the efforts to increase revenue and reduce costs, it is very evident that more adjustments must be made to protect the future of our schools. Since we are part of a funding system that does not allow us to control our revenues, there are limited options that include additional reductions or a refocus of resources to ensure there is support for the educational mission of our District.

Due to the efforts of the Board of Education and administration, the District has been able to sustain current programming despite state and federal funding challenges. The District is always examining ways to use current resources more effectively and creatively, as well as seeking alternative sources of funding. Finding new ways to fund education in the District is an ongoing goal. Careful planning and wise investments help to assure the District's financial stability and continued success.

The District's financial health requires that the District continue to be vigilant in balancing the budget annually, while still maintaining the quality instruction our children deserve. The Board and staff will continue working hard to provide educational excellence and equity for all students within available resources.



Expenditures by Program

Instruction	\$19,950,538
Auxiliary Services	3,042,103
Administrative Services	2,099,424
Operations/Maintenance	3,276,447
Transportation	689,599
Fiscal Services	409,699
Support Services	644,859
Community Services	472,316
Transfers	538,361
Total	\$31,123,346

Expenditures by Function

Salary and Benefits	\$27,106,857
Purchased Services	1,494,195
Supplies and Materials	1,679,552
Capital Outlay	151,953
Transfers and Other	690,789
Total	\$31,123,346