

Annual Education Report

2009-2010

Parkwood-Upjohn Elementary School

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The mission of Parkwood-Upjohn Elementary School is to provide an excellent academic and socially equitable education in a safe and respectful environment.

Superintendent: Dr. Michael F. Rice

Principal: Mrs. Carol Steiner

2009-10 Board of Education

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Kalamazoo Public Schools

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School Annual Education Report (AER) Cover Letter

August, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for the Parkwood-Upjohn Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact < SCHOOL STAFF NAME> for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.kalamazoopublicschools.com/2009-2010-kalamazoo-public-schools-building-annual-reports> or you may review a copy from the office at your child's school.

For 2009-2010, Parkwood-Upjohn made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Sincerely,

Carol Steiner
Principal

Overview of School

Accreditation Status & Education YES! Grades

The chart below identifies our buildings accreditation status and grades as determined by Education YES!

Education Yes! Report Card	2009-2010		2008 – 2009	
	Score	Grade	Score	Grade
Mathematics	87.6	B	82	B
English Language Arts	N/A	N/A	67.7	D
Reading	77.7	C	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
Achievement Subtotal	82.7	B	74.9	C
Indicators of School Performance	100	A	100	A
Preliminary	88	B	83	B
AYP Status	Met AYP: Y		Met AYP: Y	
Composite Grade	B		B	
Michigan Accreditation	Accredited		Accredited	

*

Schools continue to be accredited unless they receive a D Alert grade, at which point they become designated as unaccredited for the state of Michigan

2009–2010 Highlights

- Increased reading scores at every grade level
- Halloween Parade-each class chose a book and made costumes and posters that promoted their chosen book. Books were presented at an assembly, and then the school paraded around the neighborhood.
- October is always Mystery Month. Clues are given twice a week on 'Parkwood-Upjohn Mystery Theater'. This year had a old west theme.
- Free books were given to all parents and children who attended conferences.
- December begins our Community Read. Fundraising allowed every family to own a copy of the selected book, Little House on the Prairie. The community read culminated with a family Chili Cook-off.
- March is reading month. Students prepared for and participated in 'The Global Reading Challenge', competing against other area schools. Classrooms competed to read the highest number of books. Culminating event was hosted by Kalamazoo Valley Museum.
- Panther Power Hour accelerated individual learning with organized programs targeting students with needs ranging from below grade level to the academically talented. PPH moved a record number of students to grade-level in reading.
- PTO actively supported science learning with 'Science in a Sack'; a program that sends a science experiment home four times a year to every family.

2009–2010 Highlights (cont.)

- PTO and staff cooperated to offer many community-building family activities such as a Meet Your Teacher BBQ, First Day Tears and Cheers Coffee, HOOPLA, (a celebrity basketball game and silent auction), the Family Carnival, two book fairs, movie nights and Art Hop.
- A paid drumming teacher lead drum circles twice a week during activity time thanks to a grant written by a parent. Spring Art Hop included an open drum circle.
- An EFA grant allowed Scarlett Vasquez to teach dance during activity three times a week for children from grades 1-5
- Federal funding through Title I provided families of students reading below grade-level with a year's subscription to either Big Back Yard or Ranger Rick magazine to increase reading at home.
- YMCA Primetime program before and after school provided supervision and homework help.
- School-wide and individual classroom newsletters and personal invitations to parents, transportation as needed, along with school-provided baby-sitting during PTO and SIT meetings have increased parent involvement.
- Parent Corps program hired 3 parents of academically at-risk students to work in classrooms.
- PEEP site, provided a half-day program for identified four-year-olds.

Parent Involvement

Parent-Teacher Conference Attendance Rates				
School	Fall 2009		Spring 2010	
	#	%	#	%
Parkwood-	479	96	469	93

Parent Involvement Policy

District Policy

The District will consistently work, in a variety of ways, to strengthen meaningful family participation in the education of their children.

Parkwood-Upjohn Parent Involvement

Parents are encouraged to participate in the Parents Association, the school improvement team and other school enrichment activities. Parent involvement is assessed through the yearly parent survey.

School Assignment Process

Students are assigned to schools within the district based on geographic boundaries that are published on the district website- <http://www.kalamazoopublicschools.com/district-attendance-areas>

Students who wish to attend one of our specialized magnet schools must submit an application to enter the magnet lottery.

School Improvement Plan

Reading	
Goal:	All students will be proficient in reading by 2014.
Data to support goal selection:	As measured by the 2009 MEAP Reading test, the African American and economically disadvantaged students are achieving an average of 23% less than white, non-economically disadvantaged students, concentrated in grades 4 and 5.
Planned Strategies and Interventions:	Use of Title I hourly tutors under supervision of teachers for research-based small group interventions during specified time of day for each grade level (Panther Power Hour).
Accomplishments:	Spring DIBELS scores indicate that all grade levels have increased percentage of children reading at or above grade level over this time last year.
Implications for next year:	We will continue Panther Power Hour. Teachers will observe and replicate grade levels who have made the largest gains in reading.

Writing	
Goal:	All students will be proficient in writing by 2014.
Data to support goal selection:	As measured by the 2008 MEAP Writing test, African American students achieved an average of 39% less than White students. Economically disadvantaged students averaged 44% less than non-economically disadvantaged students.
Planned Strategies and Interventions:	Teachers will design writing lessons to reflect research-based writing workshop model, and individually meet with at-risk students at least weekly to discuss the child's writing. Teachers and students will evaluate writing using 6 traits writing rubrics. The most at-risk grade levels will work with volunteers in a grant-based publishing center to make their writing into a book.
Accomplishments:	Grades 1 and 3 edited writing with their teachers and then worked with volunteers in the publishing center to create their own books. Grade 5 cross-grouped to allow one teacher to focus on the area of writing.
Implications for next year:	Teachers will increase focus on using the vocabulary and concepts outlined in the six-trait writing rubric, and on conferencing using the writing workshop model. Professional Development in vocabulary mastery is a priority for next year.

School Improvement Plan

Math	
Goal:	All students will be proficient in math by 2014.
Data to support goal selection:	African American students are achieving an average of 32% less than White students in Math concentrated in grades 4 and 5.
Planned Strategies and Interventions:	Staff will increase the variety of research based best practices including academic vocabulary, the gradual release of responsibility, time on task, and problem solving.
Accomplishments:	Kalamazoo Public Schools adopted a new math curriculum this year, and teachers received professional development. Teachers in grades 4 and 5 cross-grouped to allow one teacher in each grade to specialize and increase focus on mathematics subject area.
Implications for next year:	Teachers will improve delivery of new curriculum, with focus on academic vocabulary and practice for fluency in problem solving. Professional Development in vocabulary mastery is a priority for next year.

School Improvement Plan

Science	
Goal:	All students will be proficient in science by 2014.
Data to support goal selection:	African American fifth graders achieved an average of 38% on the 2009 MEAP as compared to 84% of White students. Economically disadvantaged fifth graders achieved an average of 46%. This gap appears in all strands tested on the MEAP.
Planned Strategies and Interventions:	Teachers will increase instructional focus on vocabulary comprehension and critical thinking abilities to raise academic achievement of all students including all subgroups. Teachers will explicitly link hands-on science projects to key scientific concepts.
Accomplishments:	Teachers in grades 4 and 5 cross-grouped this year to allow one teacher to focus more thoroughly in the area of science.
Implications for next year:	Teachers will improve delivery of science curriculum, with focus on academic vocabulary and practice using the scientific method. Teachers will increase use of hands-on, minds-on projects. Professional Development in vocabulary mastery is a priority for next year.

Social Studies	
Goal:	All students will be proficient on the area of social studies as specified in the Grade Level Content Expectations as demonstrated on the 6th grade MEAP.
Data to support goal selection:	African American students achieved 45% less than White students on the 6th grade social studies 2008 MEAP test.
Planned Strategies and Interventions:	Teachers will design lessons that reflect research-based practices including academic vocabulary, the gradual release of responsibility, time on task, graphic organizers, and culturally responsive teaching.
Accomplishments:	Teachers in grades 4 and 5 cross-grouped this year to allow one teacher to focus more thoroughly in the area of social studies.
Implications for next year:	Professional Development in vocabulary mastery is a priority for next year.



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School Assessment Data

Local and Norm Referenced Achievement Data

At Parkwood-Upjohn Elementary School we administer a variety of assessments to help determine student needs and progress. Students in grades 1 through 4 take the Iowa Test of Basic Skills to determine how students are progressing compared to a national peer group. Students in grades 3-9 also take Performance Series. Performance Series is a computer based assessment that gives teachers instant feedback on how well students are performing compared to their national peers and on the Michigan GLCE's.

Nationally Normed Achievement Tests – Iowa Test of Basic Skills (ITBS)

ITBS				
Sub-group	Reading GLE		Math GLE	
	08-09	09-10	08-09	09-10
First Grade				
All	2.2	2.1	1.8	2.0
African American	1.6	1.8	1.2	1.7
Hispanic	2.2	N/A	1.9	N/A
White	2.6	2.3	2.1	2.1
Economically Disadvantaged	1.9	1.9	1.4	1.8
Special Education	1.1	N/A	1.0	N/A
Second Grade				
All	3.1	3.4	2.6	2.8
African American	2.5	2.4	2.1	2.2
Hispanic	3.8	N/A	3.2	N/A
White	3.6	4.0	2.9	3.2
Economically Disadvantaged	2.8	2.8	2.3	2.4
Special Education	2.0	N/A	1.7	N/A
Third Grade				
All	3.9	4.1	3.5	3.8
African American	3.1	3.3	3.0	3.1
Hispanic	3.4	N/A	3.7	N/A
White	4.9	4.6	4.1	4.2
Economically Disadvantaged	3.2	3.8	3.0	3.5
Special Education	2.8	N/A	3.0	N/A
Fourth Grade				
All	5.0	5.3	4.5	5.1
African American	3.9	4.0	3.6	4.3
Hispanic	3.1	N/A	3.6	N/A
White	6.0	6.1	5.3	5.7
Economically Disadvantaged	4.1	4.4	3.9	4.6
Special Education	3.0	N/A	3.4	N/A

Nationally Normed Achievement Tests – Performance Series

Performance Series				
Sub-group	Reading GLE		Math GLE	
	08-09	09-10	08-09	09-10
Fifth Grade				
All	5.9	6.4	4.9	5.0
African American	5.1	5.0	4.2	4.0
Hispanic	N/A	N/A	N/A	N/A
White	7.7	8.3	6.0	5.8
Economically Disadvantaged	5.2	5.2	4.3	4.3



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Core Curriculum

The purpose of the Kalamazoo Public Schools curriculum is to ensure that all students learn the same essential content based on the Michigan Department of Education (MDE) standards and expectations. The curriculum ensures that students will be able to access, evaluate, and use information in a technology-dependent world. The curriculum provides optimal learning opportunities for all students and is designed to ensure post-secondary success in institutions of higher education and the workplace.

The Process of Curriculum Development and Alignment

As of 2007-2009, curriculum leaders in conjunction with teachers, have integrated three major approaches to curriculum work in the development model. This model recognizes that creating curriculum guides alone does not enhance student achievement; it is merely the first step. Curriculum work must funnel down to classroom instruction, assessment, and instructional improvement based on data in order to maximize student achievement. As such, the model is focused on the work of Ainsworth, Marzano, Wiggins, and Tomlinson specifically as related to using standards for curriculum development, unit design, lesson design, instruction, differentiated instruction, and assessment (formative and summative). Our current process is indicated below:

- Unpack and prioritize Michigan Department of Education's grade level content standards (i.e., GLCEs and HSCEs).
- Unpack expectations using Ainsworth model of identifying verbs, nouns, concepts, skills, big ideas, essential questions, identify level of Bloom's Taxonomy for each expectation, create assessment items aligned to each prioritized standard
- Prioritize expectations
- Group expectations to create measurement topics
- Create end of course assessments
- Create assessment map
- Chunk
- Create course map and common formative assessments*
- Train team in data analysis
- Create units of instruction using the Understanding by Design (UbD) model
- Implement, assess, reflect, modify for improvement

*Common formative assessments are defined as periodic or interim assessments, collaboratively designed by grade-level or course teams of teachers and administered to all students in a grade level or course several times during the quarter, semester, trimester, or entire school year (Ainsworth, 2006).

The process of revising curriculum guides in the district involves teachers and curriculum leaders collaboratively conducting gap analyses using the following approach, in part, outlined by MDE:

- Standards and expectations published by MDE are identified and prioritized.
- Teams review existing documents to 1) determine whether GLCEs or HSCEs are taught in the curriculum and 2) identify the level of proficiency outcomes should be met.
- Pacing guides are reviewed to determine alignment along with corresponding resources.

Guides requiring revisions adhere to the cycle noted under *Process for Curriculum Development*.

All curriculum guides in the district are based on state standards and expectations. Serving as *living documents*, curriculum guides are reviewed annually to ensure alignment to state expectations and to incorporate needed revisions based on student data, research on best practices, and feedback from all stakeholders. In an effort to increase student achievement and effectively implement the curriculum, teachers across content areas engage in ongoing professional development. The sessions are designed to assist teachers in developing their capacity to a) further study and develop strategies to implement the GLCEs and HSCEs, b) use data to drive instruction, and c) identify areas of interest to strengthen classroom instruction. The district offers a variety of professional growth opportunities: differentiated professional development that allows teachers to develop in areas of interest; grade level/department sessions; school and district-wide sessions based on curriculum, data, and school improvement plans; training for group facilitators and content leaders representing their respective buildings; and voluntary after school sessions to further support instruction.

Several data warehousing systems are accessed to plan and evaluate professional development (building and district level), evaluate the impact of curriculum and instruction on student achievement, and support the development of school improvement plans. At the building level, staff members further align classroom instruction based on results from item analyses, disaggregated data based on subgroups, and noted trends over a period of time. At the district level, both aggregate and disaggregated data are used to establish academic goals, identify programming needs, and plan meaningful and relevant professional development.

The Foundation of Core Courses

All core courses (English Language Arts, mathematics, science, and social studies) are based on GLCEs or HSCEs. Students have access to courses across levels with opportunities for differentiated instruction. Resources are aligned to curriculum guides based on state expectations and offer activities to meet diverse learning styles and needs. Classes plan for small and whole group differentiated instruction to ensure that all students have equal and equitable access to appropriate core outcomes. Student data (formative and context-bound) is also used to guide decision making and select appropriate resources. Special education teachers receive core curriculum guides and participate in training to interpret expectations for areas under study. Special education teachers also have the opportunity to work with building teams in identifying best practices for reaching struggling learners. Professional development opportunities with corresponding resources are offered to all teachers in the district

Teaching to Expectations (Units of Study)

Curriculum documents are designed to teach the Michigan Grade Level Content Expectations (GLCEs) to all students. The units of study are divided into three stages based on the genres to be explicitly taught at each grade level. **Stage 1** of each unit identifies the desired results for all students in a specific grade level. Stage 1 specifies what each student should know, understand, and be able to do at the end of the unit. The "desired results" designates the content worthy of understanding, what enduring understandings are desired, and what essential questions will be explored. Stage 1 calls for clarity about the priorities of the unit. **Stage 2** of each unit determines the acceptable evidence from the desired understandings and content of the unit of study. Stage 2 provides diagnostic, formative, and summative assessment to allow educators to know when students have achieved the desired results of the unit. This stage describes the acceptable evidence of a student's understanding and proficiency. The assessment evidence reflects the desired results of Stage 1. **Stage 3** of each unit is the instructional plan. Stage 3 suggests the activities, sequence, and resources which are best suited to accomplish the goals established in Stage 1. This stage focuses on the knowledge and skills students need to perform effectively to achieve the desired results. The goal is to make teaching engaging and effective for learners, while always keeping the end in mind.

English Language Arts

The kindergarten through third grade curriculum writing teams drafted reading guides winter 2009. All elementary teachers received draft guides and professional development fall 2009 and 2010. Full implementation of guides in classrooms is scheduled fall 2010.

In the area of writing at the elementary level, teams will assemble during the 2009-2010 school year to review resources. The outcome of the review will drive development of K-5 writing curriculum guides during 2010-2011 with full implementation and professional development in 2011-2012. Serving as living documents, writing teams will review guides yearly to a) incorporate diagnostic assessments, b) adjust expectations for learning experiences based on data, c) include scaffolding and reference materials, and d) strengthen units of study. At the secondary level, teams assembled fall 2009 to review resources and write guides for targeted courses. English curriculum guides drafted in 2007-2008 were scheduled for full implementation during 2009-2010 or 2010-2011. Professional development activities occurred fall 2009 and will in fall 2010. Plans to conduct resources audits for specific elective English courses will occur during 2011-2012 with possible adoption recommendations and curriculum development work in 2012-2013.

Math

A representative group of elementary teachers assembled in fall 2008 to explore options for new resources aligned with state expectations and based on best practices for grades K-5. Following the scheduled resource pilot in January 2009, mathematics leadership team members will identify and recommended a new series in March 2009. Professional development activities were scheduled for late summer and fall 2009 that provided assistance to classroom teachers with using guides and new textbook series to teach grade-level content expectations. During 2008-2010, the curriculum writing team, along with classroom teachers, convened periodically to report on the quality of guides and offered recommendations for improvement. The implementation began in fall 2009 and will be provided with ongoing opportunities for improving guide components and professional development.

With respect to middle school mathematics, the leadership team will review resources during 2009-2010 to investigate quality, relevance in meeting state expectations, and unification of format and content with the K-5 program. Based on findings, the adoption and curriculum development process may occur in 2010-2011 with scheduled professional development in fall 2011. In the meantime, to focus instruction on grade-level content expectations and support instructional practices, mathematics writing teams will assemble in winter 2009 to strengthen currently used guides. In winter 2009, high school curriculum writing teams collaborated with teachers to complete guides drafted during 2007-2008. In fall 2009, teachers received drafts guides and are expected to fully implement the program during 2009-2010. Plans to conduct resource audits for specific elective courses will occur 2010-2011. Revisions in state course expectations will direct future curriculum writing efforts during 2010-2011 and 2011-2012.

Science

During the 2007-2008, the district adopted a K-6 science program developed by Battle Creek Area Mathematics and Science Center (BCAMSC) in Battle Creek, Michigan. BCAMSC curriculum guides contain instructional units aligned with grade level content expectations for life, earth, and physical science strands. On a yearly basis, BCAMSC provides teachers with updated unit activities and curriculum guides (components), includes resources to address realignment needs indicated by MDE, and offers professional development. Over the past two years, the district has phased in units by specific grade levels. In accordance with the final phase of implementation plan, 3rd through 6th grade teacher received the newly realigned science units with curriculum guides and training in fall 2009. consistent with the elementary direction and based on the results of an resource audit conducted in 2007, the science leadership teams will consider piloting BCAMSC units along with other resource options for 7th and 8th grades in spring 2010. Upon approval, the leadership team will deliver professional development sessions during 2010-2011. In the meantime, the 7th grade curriculum writing team assembled in winter 2009 to draft pacing guides and identify supplementary materials for use in fall 2009. Similarly, the 8th grade curriculum writing team assembled in winter 2009 to continue writing pacing guides previously drafted in 2007-2008. Seventh and eighth grade teachers received draft pacing guides in fall 2009 with supporting professional development. Full implementation of the 7th and 8th grade science curriculum guides will occur 2010-2011.

In 2010-2011, curriculum writing teams will implement secondary science guides drafted during 2008-2009. Curriculum teams worked during the summer in writing these guides to provide teachers with drafts and professional development in the fall 2009. Teachers will fully implement revised guides in 2011 with opportunities for improving guide components and professional development. Curriculum writing teams will assemble during 2009-2010 and 2010-2011 to investigate alignment between high school content expectations and currently used textbooks in honors and elective courses. Based on findings, recommendations for adoptions and the subsequent revision of curriculum guides will occur in winter 2010 with professional development during 2010-2011.

Social Studies

To address MDE revisions at the elementary level curriculum writing teams conducted K-5 resource audits to ensure alignment to the grade level content expectations. Teachers will receive draft guides in fall 2010 with supporting professional development. Full implementation of guides is expected fall 2011. At the middle school level, 6th grade recently underwent a textbook adoption and as a result, curriculum writing teams assembled draft curriculum guides that provide direction in implementing the newly adopted series in the fall of 2009. Teachers engaged in professional development in fall 2009 and will continue the work during the year. Full implementation of the revised guide is scheduled fall 2010.

During 2009-10, the middle school social studies curriculum writing team will review grade level content expectations and resources to determine cohesiveness of the 6th and 7th grade courses. Recommendations to shift or redistribute partial content in 7th grade to 6th may occur based on breadth of current MDE social studies topics. This decision will assist with ensuring vertical articulation between courses. Based on resource needs, the curriculum writing team may recommend an adoption during 2009-2010. The 7th grade curriculum writing team will continue drafting curriculum pacing guides during 2009-2010 with full implementation in 2011. In 8th grade, a textbook adoption committee convened in 2007-2008 to conduct a resource audit and pilot selected resources. As a result of the pilot, committee members recommended a new textbook series for adoption in winter 2010. In the meantime, the curriculum writing team will complete 8th grade previously drafted in 2008-2009. Teachers received draft guides in fall 2009 with scheduled professional development. Full implementation of the 8th grade guides with new resources is scheduled 2011.

High school social studies curriculum guides drafted in 2007-2008 are scheduled for full implementation in 2010-2011. To meet timelines, curriculum teams have assembled this year to continue writing guides. Several of these guides will undergo major revisions due to new MDE high school content expectations. Teachers received draft guides in fall 2009 along with professional development. With respect to elective courses, curriculum writing teams will conduct resource audits during 2010-2011 and 2011-2012. Curriculum writing teams may offer recommendations for adoptions based on findings. Writing teams will complete related work with developing curriculum guides between 2011-2012 and 2012-2013.

Variations

All schools use Kalamazoo Public School's curriculum guides that are aligned to MDE expectations and standards. Magnet schools and schools with special themes integrate their specialized areas into the KPS curriculum.

School-Level Title I Parent School Compact

The administration, staff and parents of Parkwood-Upjohn School believe that the improved academic achievement of each student is a responsibility shared by the entire school community to prepare students for a life-long love of learning.

Parent involvement activities in the school will include opportunities for:

- Parents to volunteer and be involved in school activities.
- Staff development and parent education.
- Parents to provide home support for their student's education.
- Parents to participate in school decision-making.

Effective communication between the school and parent.

Responsibilities

The School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the state academic standards. The school will employ highly qualified teachers who will be provided professional development and will continually update resources and maintain an environment that facilitates learning. Involve parents in an organized, ongoing and timely way in the planning, review and improvement on the Title I programs, plans and policies by participation on the School Improvement Team. The Parent Compact will be jointly developed by parents and staff.

With regard to School-Level Parent Involvement Policy, the School will:

- Facilitate and implement the parent involvement policy.
- Involve parents in the planning, review and improvement of the policy at least annually by inviting them to take part in developing the School Improvement Plan (SIP).
- Provide the policy in an understandable and uniform format and to community at the Fall Open House, online through the school/district websites as well as in the school office.

Provide Title I funds to pay reasonable and necessary expenses associated with parent involvement activities which may include transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.

With regard to parent meetings, the School will:

- Host an annual meeting at the Open House in September to inform parents of their school's participation in Title I, the requirement of Title I and the right of parents to be involved. Inform parents of the meeting and encourage and invite parents to attend through notices sent home with students, monthly newsletter, and via the district and school web page. Parents unable to attend will be offered an alternative time to meet with the principal and/or teacher.

With regard to professional development, the School will:

- Provide training to school staff to strengthen parent involvement efforts relating to:
 - The value and utility of contributions of parents
 - How to reach out, communicate with, and work with parents as equal partners
 - Implementing and coordinating parent programs
 - Building ties between parents and the School
- Parental participation in homework and teacher communication

With regard to the coordination with other programs, the School will:

- Collaborate with community agencies and businesses to provide activities that encourage and support parent participation in the education of their student:
 - Working with the PTO
 - Mentoring programs
 - Tutoring or homework programs
- School facility improvements

- Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology as appropriate, to foster parental involvement:

- Family reading/math/writing nights
- Parent/Teacher conferences

- Ensure that all information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practical, in a language that parents can understand:

- Provide monthly newsletters informing parents of activities, workshops, awards and important telephone numbers
- School website
- Assess the needs of parents, teachers and students through surveys

Provide access to educational resources for parents to use together with their students via links on the school website

The staff will:

- Assist the administration in facilitating and implementing the School Level Parent Involvement policy and parent involvement activities

- Advise parents of their student's progress on a regular basis through:

- Mid-marking period progress reports
- Nine week progress reports
- Be accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student's progress and to participate as appropriate in the decisions relating to their student's education. Hold at least one parent/teacher conference during the year at which the Student/Parent/Teacher Compact will be discussed as it relates to the student's achievement.

Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities.

I have received a copy of Parkwood-Upjohn Elementary School's Parental Involvement Policy and was given an opportunity to offer suggestions for improvement.

Student's Name

Grade

Teacher

Parent's Signature

Date

Full Annual Education Report

School-Level Student Assessment Data for Kalamazoo RESA, Kalamazoo Public School District, Parkwood-Upjohn Elementary School

Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									
Grade: 03									
All Students	2008-09	100%	86.4%	78.4%	87.8%	37.8%	50%	12.2%	0%
All Students	2009-10	100%	89.8%	86.5%	93.4%	39.5%	53.9%	5.3%	1.3%
Female	2008-09	100%	88.3%	79.4%	90.5%	40.5%	50%	9.5%	0%
Female	2009-10	100%	91.9%	88.4%	91.4%	42.9%	48.6%	5.7%	2.9%
Male	2008-09	100%	84.6%	77.5%	84.4%	34.4%	50%	15.6%	0%
Male	2009-10	100%	87.9%	84.7%	95.1%	36.6%	58.5%	4.9%	0%
Black or	2008-09	100%	75.1%	72.6%	77.4%	16.1%	61.3%	22.6%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
African American									
Black or African American	2009-10	100%	80.6%	81.9%	88.9%	18.5%	70.4%	11.1%	0%
American Indian or Alaska Native	2008-09	<10	84.6%	81.8%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	84.9%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	93.1%	91.3%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.1%	100%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	79%	70.6%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	84.6%	80.9%	<10	<10	<10	<10	<10
White	2008-09	100%	90%	87.4%	94.4%	61.1%	33.3%	5.6%	0%
White	2009-10	100%	92.7%	92.4%	97.6%	51.2%	46.3%	0%	2.4%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Limited English Proficient	2008-09	<10	74.9%	67.4%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	82.2%	82.4%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	63.4%	51%	63.6%	9.1%	54.5%	36.4%	0%
Students with Disabilities	2009-10	100%	71%	69.1%	100%	33.3%	66.7%	0%	0%
Economically Disadvantaged	2008-09	100%	79.1%	71.8%	81.6%	13.2%	68.4%	18.4%	0%
Economically Disadvantaged	2009-10	100%	84.5%	82.1%	90.7%	20.9%	69.8%	9.3%	0%
Grade: 04									
All Students	2008-09	100%	82.8%	66.8%	68.2%	28.8%	39.4%	22.7%	9.1%
All Students	2009-10	100%	84.1%	70.6%	83.1%	40%	43.1%	15.4%	1.5%
Female	2008-09	100%	84.7%	70.1%	74.4%	38.5%	35.9%	23.1%	2.6%
Female	2009-10	100%	86.1%	72.4%	87.9%	45.5%	42.4%	9.1%	3%
Male	2008-09	100%	80.9%	63.5%	59.3%	14.8%	44.4%	22.2%	18.5%
Male	2009-10	100%	82.1%	68.7%	78.1%	34.4%	43.8%	21.9%	0%
Black or African American	2008-09	100%	65.6%	53.6%	37.5%	4.2%	33.3%	45.8%	16.7%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2009-10	100%	68.6%	58.5%	63.6%	13.6%	50%	31.8%	4.5%
American Indian or Alaska Native	2008-09	<10	81.7%	61.5%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.5%	95%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	72.6%	58.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	74.3%	61.9%	<10	<10	<10	<10	<10
White	2008-09	100%	88%	84.7%	91.9%	48.6%	43.2%	5.4%	2.7%
White	2009-10	100%	88.9%	86.2%	92.5%	57.5%	35%	7.5%	0%
Limited English Proficient	2008-09	<10	61.2%	60%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	64.3%	60%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	54.7%	30.6%	8.3%	0%	8.3%	66.7%	25%
Students with	2009-10	<10	58%	47.2%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Disabilities									
Economically Disadvantaged	2008-09	100%	72.9%	56.4%	43.2%	2.7%	40.5%	40.5%	16.2%
Economically Disadvantaged	2009-10	100%	75.7%	62.5%	67.6%	17.6%	50%	29.4%	2.9%
Grade: 05									
All Students	2008-09	100%	81.5%	64.1%	76.3%	36.8%	39.5%	15.8%	7.9%
All Students	2009-10	100%	85.2%	72.4%	77.1%	42.9%	34.3%	18.6%	4.3%
Female	2008-09	100%	83.4%	66.4%	71.1%	34.2%	36.8%	18.4%	10.5%
Female	2009-10	100%	86.8%	76.8%	87.8%	53.7%	34.1%	7.3%	4.9%
Male	2008-09	100%	79.8%	61.7%	81.6%	39.5%	42.1%	13.2%	5.3%
Male	2009-10	100%	83.5%	67.8%	62.1%	27.6%	34.5%	34.5%	3.4%
Black or African American	2008-09	100%	63.5%	52.9%	63.3%	30%	33.3%	30%	6.7%
Black or African American	2009-10	100%	70.4%	61.8%	58.3%	16.7%	41.7%	37.5%	4.2%
American Indian or Alaska Native	2008-09	<10	80.9%	80%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	82.5%	91.7%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.6%	100%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	71.2%	67.8%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	74.6%	64%	<10	<10	<10	<10	<10
White	2008-09	100%	86.9%	76.5%	86.5%	48.6%	37.8%	5.4%	8.1%
White	2009-10	100%	89.8%	86.3%	91.9%	62.2%	29.7%	8.1%	0%
Limited English Proficient	2008-09	<10	56.2%	63.4%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	61.8%	62.2%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	49.2%	34.9%	50%	10%	40%	10%	40%
Students with Disabilities	2009-10	<10	57.6%	46.2%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	70.5%	55.6%	65.9%	22%	43.9%	26.8%	7.3%
Economically Disadvantaged	2009-10	100%	76.6%	63.1%	63.2%	31.6%	31.6%	28.9%	7.9%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Grade: 06									
All Students	2008-09	100%	80.5%	70%	73.7%	36.8%	36.8%	15.8%	10.5%
Female	2008-09	100%	82.9%	71.7%	78.6%	39.3%	39.3%	17.9%	3.6%
Male	2008-09	100%	78.2%	68.1%	69%	34.5%	34.5%	13.8%	17.2%
Black or African American	2008-09	100%	63.5%	57%	53.3%	13.3%	40%	20%	26.7%
Hispanic or Latino	2008-09	<10	68.7%	70.7%	<10	<10	<10	<10	<10
White	2008-09	100%	85.7%	84.5%	83.3%	47.2%	36.1%	11.1%	5.6%
Limited English Proficient	2008-09	<10	51.2%	63.5%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	44.7%	26.3%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	69.2%	61.4%	51.7%	13.8%	37.9%	27.6%	20.7%
Mathematics									
Grade: 03									
All Students	2008-09	100%	91.3%	81.2%	82.4%	50%	32.4%	17.6%	0%
All Students	2009-10	100%	94.8%	92.4%	97.4%	50%	47.4%	2.6%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Female	2008-09	100%	90.9%	78.6%	83.3%	47.6%	35.7%	16.7%	0%
Female	2009-10	100%	94.8%	92.2%	97.1%	51.4%	45.7%	2.9%	0%
Male	2008-09	100%	91.6%	83.7%	81.3%	53.1%	28.1%	18.8%	0%
Male	2009-10	100%	94.8%	92.6%	97.6%	48.8%	48.8%	2.4%	0%
Black or African American	2008-09	100%	78.9%	73.7%	71%	29%	41.9%	29%	0%
Black or African American	2009-10	100%	87.7%	89.2%	96.3%	18.5%	77.8%	3.7%	0%
American Indian or Alaska Native	2008-09	<10	92.4%	81.8%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	92.8%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	96%	90.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	98%	100%	<10	<10	<10	<10	<10
Hispanic or	2008-09	<10	86.9%	74.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Latino									
Hispanic or Latino	2009-10	<10	92.3%	90.4%	<10	<10	<10	<10	<10
White	2008-09	100%	94.9%	92.2%	91.7%	75%	16.7%	8.3%	0%
White	2009-10	100%	96.9%	96.1%	97.6%	65.9%	31.7%	2.4%	0%
Limited English Proficient	2008-09	<10	85.1%	71.9%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	92.1%	90.3%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	79.7%	71.3%	54.5%	18.2%	36.4%	45.5%	0%
Students with Disabilities	2009-10	100%	87.8%	82.7%	100%	41.7%	58.3%	0%	0%
Economically Disadvantaged	2008-09	100%	85.7%	76.1%	71.1%	28.9%	42.1%	28.9%	0%
Economically Disadvantaged	2009-10	100%	91.9%	90.2%	97.7%	34.9%	62.8%	2.3%	0%
Grade: 04									
All Students	2008-09	100%	87.9%	69%	80.3%	30.3%	50%	16.7%	3%
All Students	2009-10	100%	92.3%	83.1%	92.3%	44.6%	47.7%	6.2%	1.5%
Female	2008-09	100%	87.9%	67.9%	82.1%	43.6%	38.5%	12.8%	5.1%
Female	2009-10	100%	92.9%	83.5%	93.9%	45.5%	48.5%	6.1%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Male	2008-09	100%	87.8%	70.2%	77.8%	11.1%	66.7%	22.2%	0%
Male	2009-10	100%	91.6%	82.6%	90.6%	43.8%	46.9%	6.3%	3.1%
Black or African American	2008-09	100%	73.8%	56.9%	58.3%	4.2%	54.2%	37.5%	4.2%
Black or African American	2009-10	100%	82.3%	74.9%	81.8%	22.7%	59.1%	18.2%	0%
American Indian or Alaska Native	2008-09	<10	87%	61.5%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	96.9%	95%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	81%	67%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	89.3%	80.6%	<10	<10	<10	<10	<10
White	2008-09	100%	92%	83.9%	94.6%	45.9%	48.6%	5.4%	0%
White	2009-10	100%	95.1%	93.5%	97.5%	60%	37.5%	0%	2.5%
Limited English Proficient	2008-09	<10	75.7%	64%	<10	<10	<10	<10	<10
Limited English	2009-10	<10	86.6%	81%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Proficient									
Students with Disabilities	2008-09	100%	68.1%	46.9%	50%	8.3%	41.7%	41.7%	8.3%
Students with Disabilities	2009-10	<10	80%	70%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	80.4%	59.4%	67.6%	8.1%	59.5%	27%	5.4%
Economically Disadvantaged	2009-10	100%	87.8%	78.4%	88.2%	32.4%	55.9%	8.8%	2.9%
Grade: 05									
All Students	2008-09	100%	76.8%	54.3%	56.6%	40.8%	15.8%	36.8%	6.6%
All Students	2009-10	100%	79.5%	61.4%	55.7%	25.7%	30%	38.6%	5.7%
Female	2008-09	100%	75.8%	51.4%	52.6%	31.6%	21.1%	39.5%	7.9%
Female	2009-10	100%	79.6%	63.6%	68.3%	36.6%	31.7%	29.3%	2.4%
Male	2008-09	100%	77.8%	57.2%	60.5%	50%	10.5%	34.2%	5.3%
Male	2009-10	100%	79.4%	59.2%	37.9%	10.3%	27.6%	51.7%	10.3%
Black or African American	2008-09	100%	55.2%	41.1%	43.3%	23.3%	20%	50%	6.7%
Black or African American	2009-10	100%	62.5%	50.1%	29.2%	12.5%	16.7%	58.3%	12.5%
American Indian or	2008-09	<10	72.3%	46.7%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Alaska Native									
American Indian or Alaska Native	2009-10	<10	71.7%	41.7%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93%	95.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	66.1%	40.9%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	71%	53.8%	<10	<10	<10	<10	<10
White	2008-09	100%	83%	74.7%	70.3%	59.5%	10.8%	24.3%	5.4%
White	2009-10	100%	84.3%	76.9%	75.7%	37.8%	37.8%	21.6%	2.7%
Limited English Proficient	2008-09	<10	60.7%	41.7%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	67.6%	48.8%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	46.9%	29.9%	30%	0%	30%	40%	30%
Students with Disabilities	2009-10	<10	52.8%	50%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Economically Disadvantaged	2008-09	100%	64.4%	44.9%	39%	22%	17.1%	51.2%	9.8%
Economically Disadvantaged	2009-10	100%	69.8%	51.6%	39.5%	10.5%	28.9%	52.6%	7.9%
Grade: 06									
All Students	2008-09	100%	79.9%	68%	73.7%	45.6%	28.1%	24.6%	1.8%
Female	2008-09	100%	80.9%	69.2%	75%	39.3%	35.7%	21.4%	3.6%
Male	2008-09	100%	78.9%	66.7%	72.4%	51.7%	20.7%	27.6%	0%
Black or African American	2008-09	100%	61.2%	52.8%	40%	13.3%	26.7%	53.3%	6.7%
Hispanic or Latino	2008-09	<10	71.3%	73.7%	<10	<10	<10	<10	<10
White	2008-09	100%	85.2%	82.9%	86.1%	61.1%	25%	13.9%	0%
Limited English Proficient	2008-09	<10	62.3%	71.8%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	45.5%	31.2%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	69%	58.6%	51.7%	20.7%	31%	44.8%	3.4%
Science									

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Grade: 05									
All Students	2008-09	100%	83.1%	57.8%	64.5%	35.5%	28.9%	23.7%	11.8%
All Students	2009-10	100%	81%	59%	67.1%	28.8%	38.4%	23.3%	9.6%
Female	2008-09	100%	83.3%	56.2%	60.5%	26.3%	34.2%	26.3%	13.2%
Female	2009-10	100%	81.1%	60.2%	76.2%	35.7%	40.5%	19%	4.8%
Male	2008-09	100%	82.9%	59.4%	68.4%	44.7%	23.7%	21.1%	10.5%
Male	2009-10	100%	80.8%	57.7%	54.8%	19.4%	35.5%	29%	16.1%
Black or African American	2008-09	100%	61.8%	42.4%	50%	13.3%	36.7%	30%	20%
Black or African American	2009-10	100%	59.6%	42.7%	38.5%	7.7%	30.8%	42.3%	19.2%
American Indian or Alaska Native	2008-09	<10	83.9%	66.7%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	77.2%	75%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.8%	81%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Hispanic or Latino	2008-09	<10	72.9%	52.3%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	68.8%	58.1%	<10	<10	<10	<10	<10
White	2008-09	100%	89.4%	78.5%	78.4%	56.8%	21.6%	18.9%	2.7%
White	2009-10	100%	87.5%	78.9%	84.2%	47.4%	36.8%	13.2%	2.6%
Limited English Proficient	2008-09	<10	59%	48.4%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	56.7%	52.3%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	63.6%	47.1%	30%	0%	30%	30%	40%
Students with Disabilities	2009-10	<10	60.7%	36.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	72.3%	47.8%	51.2%	17.1%	34.1%	31.7%	17.1%
Economically Disadvantaged	2009-10	100%	70.6%	48.6%	46.3%	12.2%	34.1%	36.6%	17.1%

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 03								
All Students	2009-10	<10	81%	<10	<10	<10	<10	<10
Male	2009-10	<10	81.3%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	75.4%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics								
Grade: 03								
All Students	2009-10	<10	76.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	69.3%	<10	<10	<10	<10	<10

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Reading								
Grade: 04								
All Students	2009-10	100%	50.7%	34.5%	50%	0%	50%	50%
Male	2009-10	100%	50.8%	31.8%	50%	0%	50%	50%
White	2009-10	100%	52.8%	41.7%	50%	0%	50%	50%
Economically Disadvantaged	2009-10	<10	49.8%	28%	<10	<10	<10	<10
Grade: 05								
All Students	2009-10	100%	50%	31.1%	75%	25%	50%	25%
Female	2009-10	<10	53.8%	23.8%	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Male	2009-10	100%	48%	37.5%	100%	33.3%	66.7%	0%
Black or African American	2009-10	100%	41.1%	27.6%	66.7%	0%	66.7%	33.3%
White	2009-10	<10	52.5%	35.7%	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	48%	28.6%	66.7%	0%	66.7%	33.3%
Mathematics								
Grade: 04								
All Students	2009-10	100%	73%	64.5%	50%	0%	50%	50%
Male	2009-10	100%	74%	66.7%	50%	0%	50%	50%
White	2009-10	100%	76.4%	69.2%	50%	0%	50%	50%
Economically Disadvantaged	2009-10	<10	72.5%	59.3%	<10	<10	<10	<10
Grade: 05								
All Students	2009-10	100%	62.6%	60.9%	100%	0%	100%	0%
Female	2009-10	<10	60.9%	52.4%	<10	<10	<10	<10
Male	2009-10	100%	63.6%	68%	100%	0%	100%	0%
Black or African American	2009-10	100%	55.2%	53.3%	100%	0%	100%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
White	2009-10	<10	65.9%	78.6%	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	60.3%	60.5%	100%	0%	100%	0%

2009-10 School-Level Accountability (AYP) Detail Reporting for Kalamazoo RESA, Kalamazoo Public School District, Parkwood-Upjohn Elementary School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99.3%	89.3%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	99.3%	89.9%
School		
English Language Arts / Reading	100%	91.6%
Mathematics	100%	92.5%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	99.6%	85.2%
Mathematics	99.5%	85.4%
School		
English Language Arts / Reading	104.1%	87.5%
Mathematics	104.1%	86.6%
American Indian or Alaska Native		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	91.5%	92.6%
Mathematics	91.5%	97.1%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	94.2%	98.1%
Mathematics	94.2%	97.1%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	99.3%	87.9%
Mathematics	99.8%	89.1%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.6%	94.2%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	99.6%	95%
School		
English Language Arts / Reading	103.4%	95%
Mathematics	103.4%	96.1%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	98%	85.5%
Mathematics	99.1%	85.7%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	100.5%	63.2%
Mathematics	100.6%	71%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Economically Disadvantaged		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	99.4%	85.8%
Mathematics	99.5%	87.2%
School		
English Language Arts / Reading	99.2%	86.9%
Mathematics	99.2%	88.1%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
	75.39%
District	
	63.74%
Black or African American	

Graduation Rate (High Schools only)
(Goal 80%)

State

56.59%

District

58.52%

American Indian or Alaska Native

State

65%

District

<10

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

71.01%

Graduation Rate (High Schools only)
(Goal 80%)

Hispanic or Latino

State

59.94%

District

<5%

White

State

81.85%

District

72.89%

Multiracial

State

71.12%

Graduation Rate (High Schools only)
(Goal 80%)

District

<10

Limited English Proficient

State

65.51%

District

47.06%

Students with Disabilities

State

57.61%

District

33.33%

Economically Disadvantaged

Graduation Rate (High Schools only)
(Goal 80%)

State

59.8%

District

55.83%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

92.1%

School

93.9%

Black or African American

State

Attendance Rate (Goal 90%)	
	91%
District	
	90.3%
School	
	93.4%
American Indian or Alaska Native	
State	
	93.7%
District	
	91%
School	
	95.6%
Asian, Native Hawaiian, or Pacific Islander	
State	

Attendance Rate (Goal 90%)	
	96.5%
District	
	95.4%
School	
	93.9%
Hispanic or Latino	
State	
	94.1%
District	
	93.2%
School	
	93.3%
White	
State	

Attendance Rate (Goal 90%)	
	95.7%
District	
	93.9%
School	
	94.3%
Multiracial	
State	
	94.8%
Limited English Proficient	
State	
	94.6%
District	
	93.3%
School	

Attendance Rate (Goal 90%)	
	94.3%
Students with Disabilities	
State	
	93.5%
District	
	89.1%
School	
	92.8%
Economically Disadvantaged	
State	
	94.8%
District	
	91.9%
School	

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

2009-10 School-Level Accountability (AYP) Status Reporting for Kalamazoo RESA, Kalamazoo Public School District, Parkwood-Upjohn Elementary School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	B	N/A	0

December, 2009 School-Level Teacher Quality Reporting for Kalamazoo RESA, Kalamazoo Public School District, Parkwood-Upjohn Elementary School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	16	23	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

† Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	#	‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	†	†	†	†	†
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	†	†	†	†
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
Not ELL	98	27	42	28	3

Rounds to zero

† Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505