

Annual Education Report

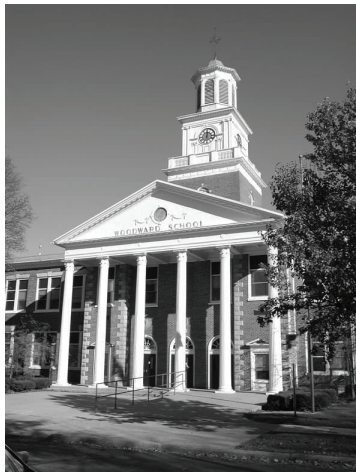
2009-2010

Woodward School for Technology & Research

606 Stuart Ave.

Kalamazoo, MI 49007

Phone Number 269.337.0810 . Fax Number 269-337-1638



The mission of Woodward School for Technology and Research is to create a nurturing environment where children can grow and flourish to reach their full potential.

Superintendent: Dr. Michael F. Rice

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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 Woodward School for Technology and Research. 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 Mrs. Beth Yankee 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, Woodward School for Technology and Research 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,

Beth Yankee
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	69.5	C	68.9	D
English Language Arts	N/A	N/A	53.6	F
Reading	52.1	F	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	60.8	D	61.3	D
Indicators of School Performance	100	A	100	A
Preliminary	74	C	74	C
AYP Status	Met AYP? Y		Met AYP? Y	
Composite Grade	C		C	
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

Specialized School

The Woodward School for Technology and Research is a science and technology magnet program with an emphasis on guided inquiry and cooperative learning. Students learn in multiage/ team taught classrooms.

2009–2010 Highlights

- Teachers completed training to increase writing achievement by teaching 21st century skills.
- Implemented the “Secret Stories” program to increase literacy achievement.
- Provided Parent Literacy Workshop for parents during Spring Conferences.
- Offered after school literacy & math tutoring for students grades K-5.
- Implemented year 3 the federal Magnet Schools Assistant Program grant, received outstanding remarks.
- 5th grade students represented WSTaR at the State of Michigan’s History Day, 7 students went to district finals and 4 students went to state finals. Three students received 2nd place in the state.
- 4th grade Global Reading Challenge team took 2nd place for the district.
- Outstanding Winter & Spring concerts which integrated technology, African Drumming, Instrumental concert and magnet theme.
- Outstanding parent participation at Literacy Night and the Family End of the Year Celebration.
- Honored over 60 Star Students, with 98% parent participation for the breakfast

2009–2010 Highlights (cont.)

- Participated in JIFF (Jump Into Food and Fitness) through Michigan State University Extension.
- Served as Girls on the Run site for 2 teams.
- Strengthened partnership with New Genesis to provide after school math and literacy tutoring for 80 students.
- Hosted a 5-K Run/Walk to support our PTO.
- Teachers attended NSTA, ISTE, and ASCD professional development conferences.
- Celebrated thirteen-year partnership with Kalamazoo College in the following activities and projects: thousands of volunteers have worked as mentors, literacy tutors, math tutors, writing tutors, science mentors, and activity helpers during and after the school day.
- Strengthened partnership with Fair Food Matters through the Growing Matters Garden program.
- Started a partnership with the Kalamazoo Nature Center through the “No Child Left Inside” initiative.

Parent Involvement

Parent-Teacher Conference Attendance Rates				
School	Fall 2009		Spring 2010	
	#	%	#	%
Woodward	366	97	379	98

Par-

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.

Woodward’s 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.

Highly Qualified Staff

- 100% of the staff is teaching in their credential area of experience.
- No teachers with emergency or provision credentials are teaching in either the high or low poverty schools.
- No teachers are teaching in the classroom in either the high or low poverty schools that are not highly qualified.
- 1 Administrator with a Masters
- 25 teachers; 19 with a Bachelors Degree; 5 with a Masters Degree; and 1 with a Masters+30
- All Title I instructional paraprofessionals are compliant with the NCLB requirements for highly qualified.

School Improvement Plan

Reading	
Goal:	All students will be proficient in reading by 2014.
Data to support goal selection:	<p>Based on a review of student achievement data sources (MEAP, Scantron Performance and DIBELS) only 42% of 4th grade students are scoring proficient on MEAP assessment compared to the goal of 100% proficient.</p> <p>Based on a review of student achievement data sources (MEAP, Scantron Performance and DIBELS) only 54% of 5th grade students are scoring proficient on MEAP assessment compared to the goal of 100% proficient.</p> <p>36% of 4th grade African American students scored proficient on the Reading MEAP. 50% of 5th grade African American students scored proficient on the Reading MEAP. 40% of 4th grade Economically Disadvantaged students scored proficient on the Reading MEAP. 43% of 5th grade Economically Disadvantaged students scored proficient on the Reading MEAP.</p> <p>There is a gap between African American and White student reading levels. The average reading level for 3rd grade African American students is 3.2 while White students performed at 3.8 on the spring Scantron Performance test. The average reading level for 4th grade African American students is 3.7 while White students performed at 3.9 on the spring Scantron Performance test. Both groups are below grade level in reading achievement. The average reading level for 5th grade African American students is 4.2 while White students performed at 5.3 on the spring Scantron Performance test.</p>
Planned Strategies and Interventions:	<p>Rewards: Grade 4 and 5 teachers will implement Rewards literacy intervention program for students who are intensive and strategic in reading.</p> <p>Project Optimize: Classroom teachers with the assistance of the Title I Classroom Paraprofessional will implement and monitor the Project Optimize Program for intensive kindergarten and first grade students.</p> <p>Corrective Reading: Special Education staff will implement Corrective Reading as a Tier 3 reading intervention for intensive students in grades 3-5.</p> <p>Reading Recovery: Two Reading Recovery teachers will implement the scientifically researched-based program in grade 1.</p> <p>Thinking Maps: Staff will implement Thinking Maps to increase the high level writing, critical thinking and vocabulary knowledge of all students.</p> <p>Individual Student Plans: Each teacher in grades K-5 will create an individual student literacy plan to increase student achievement. Teachers will work with District Title I Literacy Coach, principal and Magnet Curriculum Integration Teacher to ensure that plans are based on diagnostic data and that interventions are appropriately implemented and frequently monitored.</p>
Accomplishments:	Increased interventions to 5 days a week 30-minutes daily. Additional targeted literacy intervention throughout the day or extended day. Implemented new Magnet Curriculum aligned to State GLCEs. All staff trained in high level literacy and writing professional development through magnet consultants.
Implications for next year:	<p>Continue to use the following interventions: Literacy Coach, Reading Recovery, Title I Hourly Tutors, Magnet Consultants, and after school tutoring.</p> <p>Each teacher in grades K-5 will create an individual student literacy plan to increase student achievement. Teachers will work with District Title I Literacy Coach, principal, and Magnet Curriculum Integration Teacher to ensure that plans are based on diagnostic data and that interventions are appropriately implemented and frequently monitored.</p>

School Improvement Plan

Math	
Goal:	All students will be proficient in math by 2014.
Data to support goal selection:	<p>Based on a review of student achievement data sources (MEAP, Scantron Performance) only 72% of 4th grade students and 51% of 5th grade students are scoring proficient on the MEAP assessment compared to the goal of 100%.</p> <p>74% of 4th grade African American students scored proficient on the Math MEAP. 50% of 5th grade African American students scored proficient on the Math MEAP.</p> <p>70% of 4th grade Economically Disadvantaged students scored proficient on the Math MEAP. 44% of 5th grade Economically Disadvantaged students scored proficient on the Math MEAP.</p> <p>Based on a review of student achievement data sources for math on the Spring Scantron Performance test: The average grade level equivalency for all 3rd grade students is 3.0 (Grade 3 month 0). The average grade level equivalency for African American 3rd grade students is 2.8 (Grade 2 month 8). The average grade level equivalency for economically disadvantaged 3rd grade students is 2.9 (Grade 2 month 9).</p> <p>The average grade level equivalency for all 4th grade students is 3.4 (Grade 3 month 4). The average grade level equivalency for African American 4th grade students is 3.4 (Grade 3 month 4). The average grade level equivalency for economically disadvantaged 4th grade students is 3.3 (Grade 3 month 3).</p> <p>The average grade level equivalency for all 5th grade students is 4.5 (Grade 4 month 5). The average grade level equivalency for African American 5th grade students is 3.9 (Grade 3 month 9). The average grade level equivalency for economically disadvantaged 5th grade students is 3.8 (Grade 3 month 8).</p>
Planned Strategies and Interventions:	<p>Math interventions: Design math interventions for students who are below grade level in math. Teachers will use pre-post unit assessments data to make instructional recommendations.</p> <p>After school tutoring: Provide after school tutoring for students.</p> <p>Parent Involvement: Provide parents with multiple opportunities to support their child at home.</p>
Accomplishments:	Targeted small group math interventions, creation of Individual Development Plan for all students.
Implications for next year:	<p>Additional targeted math intervention throughout the day or extended day.</p> <p>5th Grade content specific grouping for math and science/social studies.</p> <p>Revised and targeted after school math tutoring program.</p> <p>Targeted after school tutoring.</p>



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School Improvement Plan

Writing	
Goal:	All students will be proficient in writing by 2014.
Data to support goal selection:	<p>Based on a review of student achievement data sources (MEAP, Scantron Performance and DIBELS) only 33% of 3rd grade students scored proficient on MEAP Writing assessment compared to the goal of 100% proficient. 4% of 4th grade students scored proficient on MEAP Writing assessment compared to the goal of 100% proficient. 35% of 5th grade students scored proficient on MEAP Writing assessment compared to the goal of 100% proficient.</p> <p>28% of 3rd grade African American students scored proficient on the Writing MEAP. 5% of 4th grade African American students scored proficient on the Writing MEAP. 26% of 5th grade African American students scored proficient on the Writing MEAP.</p> <p>29% of 3rd grade Economically Disadvantaged students scored proficient on the Writing MEAP. 2% of 4th grade Economically Disadvantaged students scored proficient on the Writing MEAP.</p> <p>29% of 5th grade Economically Disadvantaged students scored proficient on the Writing MEAP.</p>
Planned Strategies and Interventions:	Thinking Maps: Teachers will implement Thinking Maps in daily writing to increase the high level writing, critical thinking and vocabulary knowledge of all students.
Accomplishments:	Implemented Woodward Writing Process. Training in Thinking Maps.
Implications for next year:	Continue to use the following interventions: Magnet Consultants Rick & Helen Writing Workshops/PD

Social Studies	
Goal	All students will be proficient in social studies by 2014.
Data to support goal selection	<p>Based on a review of student achievement data sources (MEAP) only 35% of 6th grade students are scoring proficient on the MEAP assessment compared to the goal of 100%.</p> <p>There is a significant gap between the economically disadvantaged and non-economically disadvantaged subgroup. 12% of economically disadvantaged students scored proficient on the Social Studies MEAP in comparison to the total of 35% overall.</p> <p>There is a gap between the 14% of African American students scoring proficient and White students scoring proficient on the Social Studies MEAP.</p>
Planned Strategies and Interventions:	Staff will design that will reflect research-based practices. The building socials studies leadership team will provide information for instructional staff based on the review of district data and needs arising from curriculum documents. The professional dialogue will be based on research-based strategies and professional learning for adults. Other professional opportunities provide teacher with on-site professional conversations around curriculum, instruction, and assessment.
Accomplishments	Implemented new Magnet Curriculum aligned to State Social Studies GLCEs. All staff trained in high level literacy and writing professional development through magnet consultants.
Implications for next year:	High level writing implemented throughout social studies.

School Improvement Plan

Science	
Goal:	All students will be proficient in science by 2014.
Data to support goal selection:	<p>Based on a review of student achievement data sources (MEAP) only 43% of 5th grade students are scoring proficient on the MEAP assessment compared to the goal of 100%. There is a significant gap between the economically disadvantaged and non-economically disadvantaged subgroup. 32% of economically disadvantaged students scored proficient on the Science MEAP. 90% of non-economically disadvantaged students scored proficient on the Science MEAP. 33% of African American students scored proficient on the Science MEAP. 58% of white students scored proficient on the Science MEAP.</p> <p>Based on a review of student Spring 2010 Science Scantron Performance data:</p> <p>3rd grade students were .8 of a year behind grade level.</p> <p>4th grade students were 1.1 years behind grade level.</p> <p>5th grade students were 1.2 years behind grade level.</p> <p>Based on a review of student Spring 2010 Science Scantron Performance sub group data:</p> <p>The average grade level equivalency for all 3rd grade students is 3.0 (Grade 3 month 0).</p> <p>The average grade level equivalency for African American 3rd grade students is 2.8 (Grade 2 month 8).</p> <p>The average grade level equivalency for economically disadvantaged 3rd grade students is 2.9 (Grade 2 month 9)</p> <p>The average grade level equivalency for all 4th grade students is 3.7 (Grade 3 month 7).</p> <p>The average grade level equivalency for African American 4th grade students is 3.5 (Grade 3 month 5).</p> <p>The average grade level equivalency for economically disadvantaged 4th grade students is 3.6 (Grade 3 month 6)</p> <p>The average grade level equivalency for all 5th grade students is 4.1 (Grade 4 month 1).</p> <p>The average grade level equivalency for African American 5th grade students is 4.0 (Grade 4 month 0).</p> <p>The average grade level equivalency for economically disadvantaged 5th grade students is 3.8 (Grade 3 month 8)</p>
Planned Strategies and Interventions:	Implement Magnet curriculum: Implement the Magnet Curriculum with a focus on 21st century skills that promotes high level questions, reading, and writing.
Accomplishments:	Implemented new Magnet Curriculum aligned to State Science GLCEs.
Implications for next year:	High level writing implemented throughout science.



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School Assessment Data

Local and Norm Referenced Achievement Data

At Woodward Magnet School 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 on 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	1.6	1.5	1.6	1.3
African American	1.5	1.4	1.4	1.2
Hispanic	1.5	N/A	1.4	N/A
White	2.1	2.1	2.0	1.6
Economically Disadvantaged	1.5	1.5	1.5	1.3
Special Education	N/A	N/A	N/A	N/A
Second Grade				
All	2.4	2.6	2.1	2.3
African American	2.3	2.5	2.0	2.2
Hispanic	1.5	N/A	1.8	N/A
White	2.7	2.8	2.5	2.6
Economically Disadvantaged	2.3	2.5	2.8	2.3
Special Education	N/A	N/A	N/A	N/A
Third Grade				
All	3.0	3.3	3.0	3.2
African American	2.8	3.1	2.8	3.0
Hispanic	2.5	N/A	2.9	N/A
White	3.7	3.7	3.5	3.8
Economically Disadvantaged	2.9	3.3	2.8	3.0
Special Education	2.1	N/A	3.4	N/A
Fourth Grade				
All	3.9	3.7	3.8	3.7
African American	3.6	3.4	3.6	3.6
Hispanic	N/A	N/A	3.7	N/A
White	5.0	N/A	4.8	4.3
Economically Disadvantaged	3.6	3.6	3.5	3.6
Special Education	3.1	N/A	3.0	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	5.0	4.4	4.5	3.9
African American	4.5	4.1	4.3	3.7
Hispanic	N/A	N/A	N/A	N/A
White	6.7	5.1	5.1	4.2
Economically Disadvantaged	4.7	4.1	4.4	3.6

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 2007-2008, 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 resource audits for specific elective English courses will occur during 2011-2012 with possible adoption recommendations and curriculum development work in 2012-2013.

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Students will be selected for intervention programs though data collected by classroom teachers, data from Reading Recovery, School Psychologist, MiBLSI Assistant, and Special Education Teachers in the building. Student performance and achievement will be reviewed weekly through grade level meetings. Teachers will use Progress Monitoring Data, Benchmark Assessment, along with anecdotal records, work sampling, and student performance assessments to create flexible groupings for literacy interventions. Hourly tutors will be specifically trained by District Literacy Coach, School Psychologist to provide targeted literacy interventions. Students who are intensive will be referred to a Family Support Team Meeting. Kalamazoo College students will be used in the after school tutoring program to provide one-on-one targeted interventions for our most at-risk population of African American and Economically Disadvantaged students.

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

Woodward

Students will be selected for intervention programs though data collected by classroom teachers, School Psychologist, and Special Education Teacher in the building. Student performance and achievement will be reviewed weekly through grade level meetings. Teachers will use anecdotal records, work sampling, and student performance assessments to create appropriate math instruction groups. Students who are intensive will be referred to a Family Support Team Meeting. Kalamazoo College students will be used in the after school tutoring program to provide one-on-one targeted interventions for our most at-risk population of African American and Economically Disadvantaged students. New Genesis will provide after school tutoring for our at-risk families to increase literacy and math achievement.

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 teachers 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 a 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 2008-20-9. 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.

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Students will be selected for science intervention programs through data collected by classroom teachers, School Psychologist, and Special Education Teacher in the building. Student performance and achievement will be reviewed through grade level meetings. Teachers will use anecdotal records, work sampling, and student performance assessments to create appropriate science and social studies interventions. Students who are intensive will be referred to a Family Support Team Meeting.

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.



WSTaR

Student-Parent-Teacher Compact 2009-10

Dear WSTaR Parents/Guardians,

Please read and sign this compact with your child. This compact will serve as a reminder that we all believe in working together to make this school year the very best for your child! Keep this at home and refer to it throughout the year.

As a Parent/Guardian I will encourage my child's learning by:

- Requiring regular school attendance.
- Providing a quiet, well-lighted study area.
- Establishing a regular time for homework.
- Encouraging positive attitudes about school.
- Supporting the KPS Strategic Planning Expectations.
- Attending all Parent/Teacher conferences and meetings. Volunteering at school (at least twice a year).
- Participating in decisions that affect the education of my child.
- Monitoring television watching and making positive use of extracurricular time.
- Supporting the building-wide expectations of being SAFE, RESPONSIBLE and RESPECTFUL.
- Supporting the building magnet theme in creating a high level thinking student for the 21st century.
- Reading and supporting Parent/Student Handbook.

As a school, we will encourage and support students and parents by:

- Demonstrating care and concern for each student.
- Providing a high-quality curriculum and instruction in a supportive, effective learning environment that enables students to meet State standards.
- Supporting parent academic and behavioral concerns through Family Support Team meetings which are linked to community resources and school interventions.
- Providing parents with regular reports on their children's progress.
- Welcoming the participation of parents in the classroom and their support in helping their children achieve.
- Communicating information about school, community, classroom activities, events and resources through newsletters, community meetings, and website.
- Modeling the KPS Strategic Planning Expectations.
- Welcoming and supporting suggestions for improvement between home and school.
- Supporting the building magnet theme in creating a high level thinking student for the 21st century.

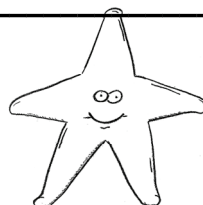
Signed: _____

Signed: _____

As a Student, I will become an active partner in my own learning by:

Attending school regularly and being on time. Completing my assignments and homework. Being Safe, Responsible, and Respectful. Cooperating with adults and students. Doing my personal best.

Signed: _____



Full Annual Education Report

School-Level Student Assessment Data for Kalamazoo RESA, Kalamazoo Public School District, Woodward School for Technology and Research

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%	65.2%	12.1%	53%	28.8%	6.1%
All Students	2009-10	100%	89.8%	86.5%	79.7%	20.3%	59.4%	20.3%	0%
Female	2008-09	100%	88.3%	79.4%	64.3%	10.7%	53.6%	32.1%	3.6%
Female	2009-10	100%	91.9%	88.4%	80%	17.1%	62.9%	20%	0%
Male	2008-09	100%	84.6%	77.5%	65.8%	13.2%	52.6%	26.3%	7.9%
Male	2009-10	100%	87.9%	84.7%	79.3%	24.1%	55.2%	20.7%	0%
Black or	2008-09	100%	75.1%	72.6%	64%	6%	58%	34%	2%

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%	78.7%	19.1%	59.6%	21.3%	0%
American Indian or Alaska Native	2008-09	<10	84.6%	81.8%	<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%	76.9%	30.8%	46.2%	0%	23.1%
White	2009-10	100%	92.7%	92.4%	80%	20%	60%	20%	0%
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	<10	63.4%	51%	<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)
Students with Disabilities	2009-10	<10	71%	69.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	79.1%	71.8%	62.7%	6.8%	55.9%	30.5%	6.8%
Economically Disadvantaged	2009-10	100%	84.5%	82.1%	77.2%	19.3%	57.9%	22.8%	0%
Grade: 04									
All Students	2008-09	100%	82.8%	66.8%	52%	6%	46%	40%	8%
All Students	2009-10	100%	84.1%	70.6%	41.5%	7.5%	34%	50.9%	7.5%
Female	2008-09	100%	84.7%	70.1%	29.4%	5.9%	23.5%	64.7%	5.9%
Female	2009-10	100%	86.1%	72.4%	41.7%	8.3%	33.3%	50%	8.3%
Male	2008-09	100%	80.9%	63.5%	63.6%	6.1%	57.6%	27.3%	9.1%
Male	2009-10	100%	82.1%	68.7%	41.4%	6.9%	34.5%	51.7%	6.9%
Black or African American	2008-09	100%	65.6%	53.6%	50%	2.5%	47.5%	40%	10%
Black or African American	2009-10	100%	68.6%	58.5%	35.7%	4.8%	31%	54.8%	9.5%
American Indian or Alaska Native	2008-09	<10	81.7%	61.5%	<10	<10	<10	<10	<10
American Indian or	2009-10	<10	83.5%	81.8%	<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									
White	2008-09	<10	88%	84.7%	<10	<10	<10	<10	<10
White	2009-10	<10	88.9%	86.2%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	54.7%	30.6%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	58%	47.2%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	72.9%	56.4%	45%	2.5%	42.5%	47.5%	7.5%
Economically Disadvantaged	2009-10	100%	75.7%	62.5%	40%	4%	36%	52%	8%
Grade: 05									
All Students	2008-09	100%	81.5%	64.1%	55.4%	15.4%	40%	29.2%	15.4%
All Students	2009-10	100%	85.2%	72.4%	54%	12%	42%	24%	22%
Female	2008-09	100%	83.4%	66.4%	60.5%	15.8%	44.7%	26.3%	13.2%
Female	2009-10	100%	86.8%	76.8%	35%	10%	25%	40%	25%
Male	2008-09	100%	79.8%	61.7%	48.1%	14.8%	33.3%	33.3%	18.5%
Male	2009-10	100%	83.5%	67.8%	66.7%	13.3%	53.3%	13.3%	20%
Black or African American	2008-09	100%	63.5%	52.9%	41.3%	4.3%	37%	39.1%	19.6%
Black or African American	2009-10	100%	70.4%	61.8%	50%	8.3%	41.7%	22.2%	27.8%

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)
American									
American Indian or Alaska Native	2009-10	<10	82.5%	91.7%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	90.8%	93.8%	<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%	86.7%	46.7%	40%	6.7%	6.7%
White	2009-10	100%	89.8%	86.3%	58.3%	25%	33.3%	33.3%	8.3%
Limited English Proficient	2008-09	<10	56.2%	63.4%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	49.2%	34.9%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	57.6%	46.2%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	70.5%	55.6%	47.9%	8.3%	39.6%	31.3%	20.8%
Economically Disadvantaged	2009-10	100%	76.6%	63.1%	42.5%	5%	37.5%	30%	27.5%

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)
Disadvantaged									
Grade: 06									
All Students	2008-09	100%	80.5%	70%	43.6%	15.4%	28.2%	23.1%	33.3%
Female	2008-09	100%	82.9%	71.7%	45%	10%	35%	20%	35%
Male	2008-09	100%	78.2%	68.1%	42.1%	21.1%	21.1%	26.3%	31.6%
Black or African American	2008-09	100%	63.5%	57%	40%	8.6%	31.4%	25.7%	34.3%
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	89.1%	92.3%	<10	<10	<10	<10	<10
White	2008-09	<10	85.7%	84.5%	<10	<10	<10	<10	<10
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%	38.2%	5.9%	32.4%	26.5%	35.3%
Mathematics									
Grade: 03									

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)
All Students	2008-09	100%	91.3%	81.2%	82.1%	26.9%	55.2%	16.4%	1.5%
All Students	2009-10	100%	94.8%	92.4%	85.7%	36.5%	49.2%	14.3%	0%
Female	2008-09	100%	90.9%	78.6%	82.1%	28.6%	53.6%	17.9%	0%
Female	2009-10	100%	94.8%	92.2%	80%	34.3%	45.7%	20%	0%
Male	2008-09	100%	91.6%	83.7%	82.1%	25.6%	56.4%	15.4%	2.6%
Male	2009-10	100%	94.8%	92.6%	92.9%	39.3%	53.6%	7.1%	0%
Black or African American	2008-09	100%	78.9%	73.7%	82.4%	19.6%	62.7%	15.7%	2%
Black or African American	2009-10	100%	87.7%	89.2%	85.1%	29.8%	55.3%	14.9%	0%
American Indian or Alaska Native	2008-09	<10	92.4%	81.8%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	98%	100%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	86.9%	74.3%	<10	<10	<10	<10	<10
White	2008-09	100%	94.9%	92.2%	84.6%	61.5%	23.1%	15.4%	0%
White	2009-10	100%	96.9%	96.1%	86.7%	53.3%	33.3%	13.3%	0%
Limited English Proficient	2008-09	<10	85.1%	71.9%	<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)
Limited English Proficient	2009-10	<10	92.1%	90.3%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	79.7%	71.3%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	87.8%	82.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	85.7%	76.1%	83.1%	25.4%	57.6%	15.3%	1.7%
Economically Disadvantaged	2009-10	100%	91.9%	90.2%	85.7%	30.4%	55.4%	14.3%	0%
Grade: 04									
All Students	2008-09	100%	87.9%	69%	64%	8%	56%	30%	6%
All Students	2009-10	100%	92.3%	83.1%	71.7%	7.5%	64.2%	28.3%	0%
Female	2008-09	100%	87.9%	67.9%	35.3%	5.9%	29.4%	52.9%	11.8%
Female	2009-10	100%	92.9%	83.5%	70.8%	4.2%	66.7%	29.2%	0%
Male	2008-09	100%	87.8%	70.2%	78.8%	9.1%	69.7%	18.2%	3%
Male	2009-10	100%	91.6%	82.6%	72.4%	10.3%	62.1%	27.6%	0%
Black or African American	2008-09	100%	73.8%	56.9%	57.5%	2.5%	55%	35%	7.5%
Black or African American	2009-10	100%	82.3%	74.9%	73.8%	2.4%	71.4%	26.2%	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)
American Indian or Alaska Native	2008-09	<10	87%	61.5%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	89.5%	72.7%	<10	<10	<10	<10	<10
White	2008-09	<10	92%	83.9%	<10	<10	<10	<10	<10
White	2009-10	<10	95.1%	93.5%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	68.1%	46.9%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	80%	70%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	80.4%	59.4%	57.5%	2.5%	55%	35%	7.5%
Economically Disadvantaged	2009-10	100%	87.8%	78.4%	70%	4%	66%	30%	0%
Grade: 05									
All Students	2008-09	100%	76.8%	54.3%	53.8%	15.4%	38.5%	29.2%	16.9%
All Students	2009-10	100%	79.5%	61.4%	51%	13.7%	37.3%	27.5%	21.6%
Female	2008-09	100%	75.8%	51.4%	50%	15.8%	34.2%	26.3%	23.7%
Female	2009-10	100%	79.6%	63.6%	42.9%	14.3%	28.6%	23.8%	33.3%
Male	2008-09	100%	77.8%	57.2%	59.3%	14.8%	44.4%	33.3%	7.4%

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)
Male	2009-10	100%	79.4%	59.2%	56.7%	13.3%	43.3%	30%	13.3%
Black or African American	2008-09	100%	55.2%	41.1%	41.3%	6.5%	34.8%	37%	21.7%
Black or African American	2009-10	100%	62.5%	50.1%	50%	8.3%	41.7%	25%	25%
American Indian or Alaska Native	2009-10	<10	71.7%	41.7%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	92.3%	87.5%	<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%	80%	33.3%	46.7%	13.3%	6.7%
White	2009-10	100%	84.3%	76.9%	50%	25%	25%	33.3%	16.7%
Limited English Proficient	2008-09	<10	60.7%	41.7%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	46.9%	29.9%	<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)
Students with Disabilities	2009-10	<10	52.8%	50%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	64.4%	44.9%	50%	8.3%	41.7%	33.3%	16.7%
Economically Disadvantaged	2009-10	100%	69.8%	51.6%	43.9%	9.8%	34.1%	29.3%	26.8%
Grade: 06									
All Students	2008-09	100%	79.9%	68%	48.7%	10.3%	38.5%	38.5%	12.8%
Female	2008-09	100%	80.9%	69.2%	40%	5%	35%	45%	15%
Male	2008-09	100%	78.9%	66.7%	57.9%	15.8%	42.1%	31.6%	10.5%
Black or African American	2008-09	100%	61.2%	52.8%	45.7%	2.9%	42.9%	42.9%	11.4%
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	93%	92.3%	<10	<10	<10	<10	<10
White	2008-09	<10	85.2%	82.9%	<10	<10	<10	<10	<10
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

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%	69%	58.6%	41.2%	5.9%	35.3%	44.1%	14.7%
Science									
Grade: 05									
All Students	2008-09	100%	83.1%	57.8%	47.7%	15.4%	32.3%	32.3%	20%
All Students	2009-10	100%	81%	59%	43.1%	11.8%	31.4%	37.3%	19.6%
Female	2008-09	100%	83.3%	56.2%	52.6%	18.4%	34.2%	34.2%	13.2%
Female	2009-10	100%	81.1%	60.2%	28.6%	14.3%	14.3%	42.9%	28.6%
Male	2008-09	100%	82.9%	59.4%	40.7%	11.1%	29.6%	29.6%	29.6%
Male	2009-10	100%	80.8%	57.7%	53.3%	10%	43.3%	33.3%	13.3%
Black or African American	2008-09	100%	61.8%	42.4%	32.6%	6.5%	26.1%	41.3%	26.1%
Black or African American	2009-10	100%	59.6%	42.7%	33.3%	5.6%	27.8%	41.7%	25%
American Indian or Alaska Native	2009-10	<10	77.2%	75%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific	2008-09	<10	90.9%	87.5%	<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)
Islander									
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%	86.7%	40%	46.7%	6.7%	6.7%
White	2009-10	100%	87.5%	78.9%	58.3%	25%	33.3%	33.3%	8.3%
Limited English Proficient	2008-09	<10	59%	48.4%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	63.6%	47.1%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	60.7%	36.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	72.3%	47.8%	39.6%	10.4%	29.2%	37.5%	22.9%
Economically Disadvantaged	2009-10	100%	70.6%	48.6%	31.7%	7.3%	24.4%	43.9%	24.4%

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: 06								
All Students	2008-09	<10	87.9%	80%	<10	<10	<10	<10
Male	2008-09	<10	86.6%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	84.5%	<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: 06								
All Students	2008-09	<10	83.1%	80%	<10	<10	<10	<10
Male	2008-09	<10	84.1%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	77.8%	<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: 03								
All Students	2009-10	<10	31.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	31.2%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	29.9%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	30.4%	<10	<10	<10	<10	<10
Grade: 04								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
All Students	2009-10	<10	50.7%	34.5%	<10	<10	<10	<10
Female	2009-10	<10	50.6%	42.9%	<10	<10	<10	<10
Male	2009-10	<10	50.8%	31.8%	<10	<10	<10	<10
Black or African American	2009-10	<10	43.8%	33.3%	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	46.3%	<10	<10	<10	<10	<10
White	2009-10	<10	52.8%	41.7%	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	44.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	49.8%	28%	<10	<10	<10	<10
Grade: 05								
All Students	2009-10	<10	50%	31.1%	<10	<10	<10	<10
Male	2009-10	<10	48%	37.5%	<10	<10	<10	<10
Black or African American	2009-10	<10	41.1%	27.6%	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48%	28.6%	<10	<10	<10	<10
Mathematics								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Grade: 03								
All Students	2009-10	<10	60.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	62.2%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	54.5%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	60.8%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2009-10	<10	73%	64.5%	<10	<10	<10	<10
Female	2009-10	<10	71.2%	57.1%	<10	<10	<10	<10
Male	2009-10	<10	74%	66.7%	<10	<10	<10	<10
Black or African American	2009-10	<10	67.4%	68.8%	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	68.1%	<10	<10	<10	<10	<10
White	2009-10	<10	76.4%	69.2%	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	75%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	72.5%	59.3%	<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
Grade: 05								
All Students	2009-10	<10	62.6%	60.9%	<10	<10	<10	<10
Male	2009-10	<10	63.6%	68%	<10	<10	<10	<10
Black or African American	2009-10	<10	55.2%	53.3%	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	60.3%	60.5%	<10	<10	<10	<10

2009-10 School-Level Accountability (AYP) Detail Reporting for Kalamazoo RESA, Kalamazoo Public School District, Woodward School for Technology and Research

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99.3%	89.3%
Mathematics	99.3%	89.9%
School		
English Language Arts / Reading	98.8%	87.3%
Mathematics	99.4%	87.7%
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	99.2%	85.2%
Mathematics	99.2%	85.1%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
American Indian or Alaska Native		
State		
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%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	94.2%	97.1%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
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		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.6%	94.2%
Mathematics	99.6%	95%
School		
English Language Arts / Reading	102.8%	92.6%
Mathematics	102.8%	94.4%
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		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
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

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Economically Disadvantaged		
State		
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	98%	85.6%
Mathematics	98.7%	86.1%

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	

Graduation Rate (High Schools only) (Goal 80%)	
	63.74%
Black or African American	
State	
	56.59%
District	
	58.52%
American Indian or Alaska Native	
State	
	65%
District	
	<10
Asian, Native Hawaiian, or Pacific Islander	
State	
	84.47%

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

District

71.01%

Hispanic or Latino

State

59.94%

District

<5%

White

State

81.85%

District

72.89%

Multiracial

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

State

71.12%

District

<10

Limited English Proficient

State

65.51%

District

47.06%

Students with Disabilities

State

57.61%

District

33.33%

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

Economically Disadvantaged

State

59.8%

District

55.83%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

92.1%

School

92.4%

Black or African American

Attendance Rate (Goal 90%)	
State	
	91%
District	
	90.3%
School	
	91.9%
American Indian or Alaska Native	
State	
	93.7%
District	
	91%
School	
	92.3%
Asian, Native Hawaiian, or Pacific Islander	

**Attendance Rate
(Goal 90%)**

State

96.5%

District

95.4%

School

97.4%

Hispanic or Latino

State

94.1%

District

93.2%

School

94.3%

White

**Attendance Rate
(Goal 90%)**

State

95.7%

District

93.9%

School

93.4%

Multiracial

State

94.8%

Limited English Proficient

State

94.6%

District

93.3%

**Attendance Rate
(Goal 90%)**

School

94.1%

Students with Disabilities

State

93.5%

District

89.1%

School

91.5%

Economically Disadvantaged

State

94.8%

District

91.9%

Attendance Rate (Goal 90%)
School
92.6%

* All data based on students enrolled for a full academic year.

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2013-14	100%	100%	100%	100%	100%	100%	100%

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, Woodward School for Technology and Research

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	C	N/A	0

December, 2009 School-Level Teacher Quality Reporting for Kalamazoo RESA, Kalamazoo Public School District, Woodward School for Technology and Research

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	22	7	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
	97	21	43	31	5

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not ELL					

‡ 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
	98	32	37	24	7

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not ELL					

‡ 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
	97	35	35	24	7

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not ELL					

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	2	60	33	8	#

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
ELL	98	27	42	28	3
Not ELL					

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