

**ANNUAL REPORT 2007-2008**  
(Final Year for Chime Elementary School)

**Chime Elementary School**

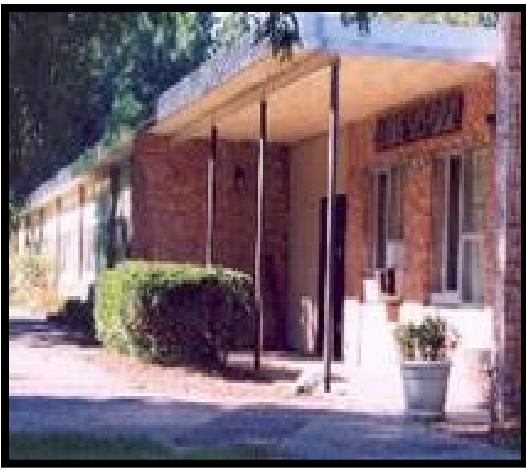
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*The mission of Chime Elementary School, a nurturing K-6 learning environment with an emphasis on academic excellence and responsible citizenship, is to ensure that each student becomes a life-long learner who achieves maximum academic and personal success, while strengthening each student's unique talents through the use of individualized instructional strategies and a comprehensive curriculum enhanced with technology, guided by a dedicated and knowledgeable staff in partnership with families and community.*

**2007-2008 Highlights**

- We achieved AYP (B) grade.
- Over 90% daily attendance and classrooms were honored and awards given for perfect attendance.
- In the spring, we held Dinner Around the World- with a variety of ethnic foods served by Chime families coordinated by parent, Mrs. Sullivan, KCIS and Mrs. Hawkins, HSS.
- Over 200 parents in attendance at both winter and spring concerts.
- The traditional Chime Spring Carnival attracted 100's of people.
- Book fairs and PTO book swaps throughout the year.
- Monthly Pride Assemblies for citizenship and life skills.
- Children viewed United Streaming which improved self-esteem and behavior through character building videos.
- Girls-On-The-Run - 30 girls 3rd, 4th, and 5th grades, led by Mrs. Goforth and Title I staff.
- All our 5th graders went skiing in the winter thanks to PTO.
- Both the girls and basketball teams showed exemplary sportsmanship during their very successful seasons. coached by Mr. Simpson, parent Mr. Prussel, Mr. Chambless.
- Sherman Lake Camp attended by the 6th grade in April.
- Chime 5th and 6th graders had outstanding success at the annual track and field meet. Taking first place in numerous events.
- Pastries with Parents put on by KCIS and Mrs. Hawkins.

**School Community**

The process by which students are assigned to district schools is as follows:

- Students can attend their home school based on specific attendance areas.
- Students can attend a magnet school. There are seven elementary magnet schools and two middle school magnet schools from which to choose.
- Students can attend any other district school as long as the district is not required to provide transportation.
- Enrollment will depend on the existence of adequate space within the building and grade level.

- Chime Elementary is a K-6 building with an enrollment of 375 students
- Multicultural environment composed of 2.7% Native American, 24.8% African American, 3.2% Asian American, 6.1% Hispanic and 63.2% Caucasian students
- Daily attendance rate of 94.0%
- Student suspension ratio of 29/375
- Conferences: 97% fall and 97% spring

**Annual Yearly Progress**

AYP Status	05-06	06-07	07-08
% Participation	100%	100%	100%
Phase 0 – 5	Phase 0	Phase 0	Phase 0
Met AYP	X	X	X
Did Not Meet AYP			
Composite Grade	B	B	B

**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 high or low poverty schools that are not highly qualified.
- 1 Administrator with a Masters+30
- 19 teachers; 5 with a Bachelors Degree, 13 with a Masters Degree, and 1 with a Masters Degree +30.
- All Title I instructional paraprofessionals are compliant with the NCLB requirements for highly qualified.

**Parent Involvement**

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

**Chime Parent Involvement**

All school improvement materials are housed in the office of the principal. Meetings are scheduled to be held the third Tuesday of the Month, except August, December and June. However, Chime attempted to pilot other times in order to maximize parent participation. All the school improvement minutes and materials are kept in the office of the school administrator. The school improvement team meets at different times during the day and parents are individually invited to the meetings through the newsletters, by written invitation and personal contact. During the 2007-2008 parents

volunteer in the classrooms, attend fieldtrips and are involved in monthly building team meetings. The parent activities are evaluated by word of mouth and an annual survey.

**School Improvement Planning**

The School Improvement Team is composed of parents and staff. Meetings are held monthly, September through May. All the school improvement minutes and materials are kept in the office of the school administrator. At Chime, the decision-making and goals setting process is done within the framework of the School Improvement Team with input generated by staff, parents, students and community members. The current plan is in the last phase of a three-year plan based on the following priorities that are aligned with the district's ACES goals.

- Restructure curriculum delivery at all grades.
- Ensure full parent and community participation.
- Provide a safe and orderly learning environment.
- Accurately monitor, continue and evaluate existing activities.
- Increase the use of technology in the classroom.

The results and evaluation of Chime's efforts in 2007-2008 become the basis for the School Improvement Plan 2008-2009.

**DATA** (detailed assessment information is available at the school)

Michigan Educational Assessment Program – MEAP

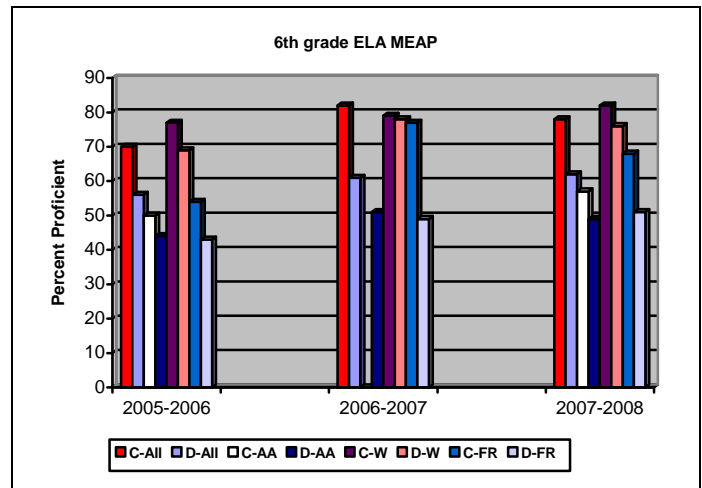
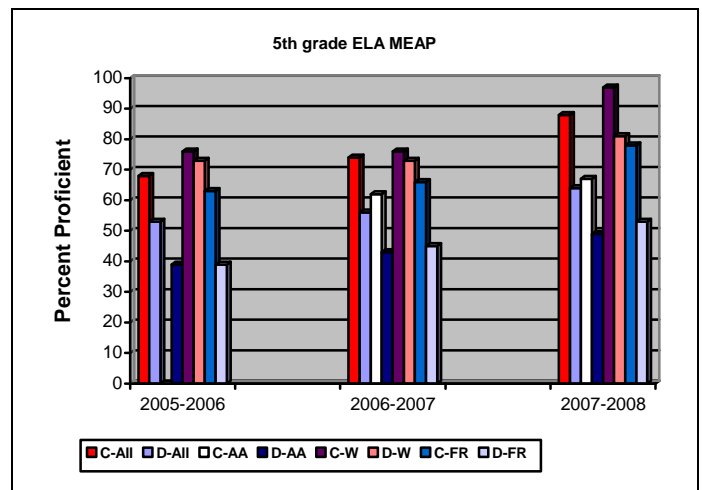
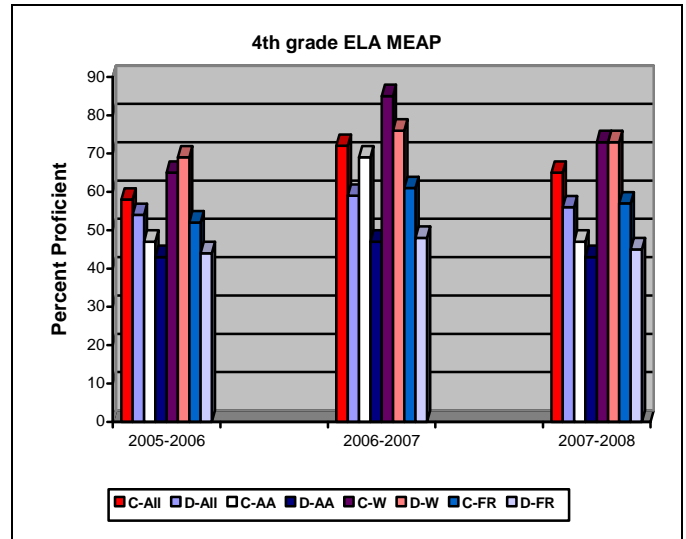
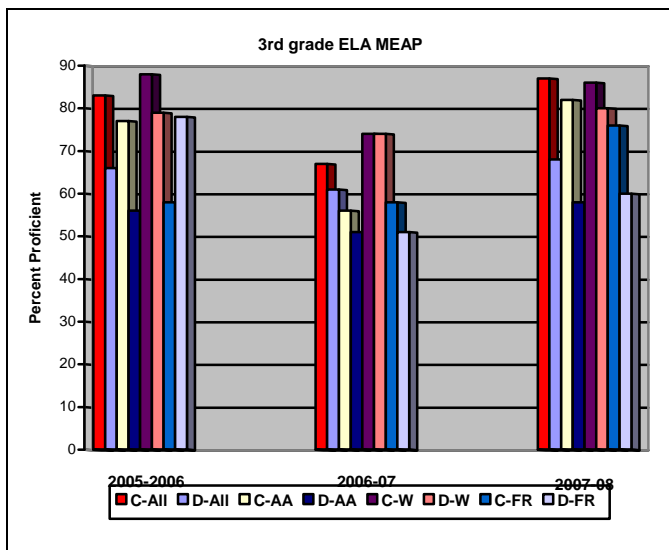
Key:

All – All Chime students tested	W – White
AA – African American	F.R. – Free/Reduced Lunch

All proficiency scores are for categories with 10 or more students.

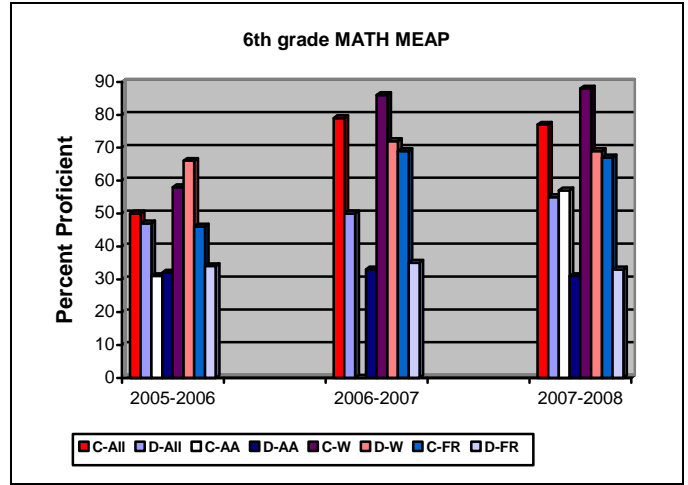
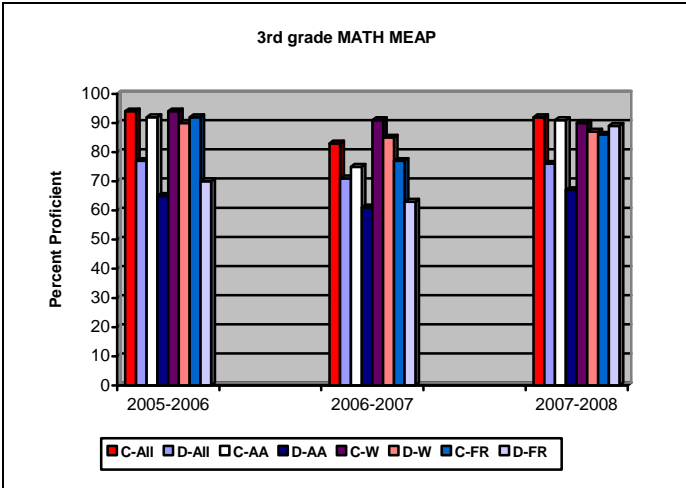
English Language Arts – State Proficiency Targets

3<sup>rd</sup> grade – 60%      4<sup>th</sup> grade – 59%  
 5<sup>th</sup> grade – 57%      6<sup>th</sup> grade – 56%



Mathematics – State Proficiency Target

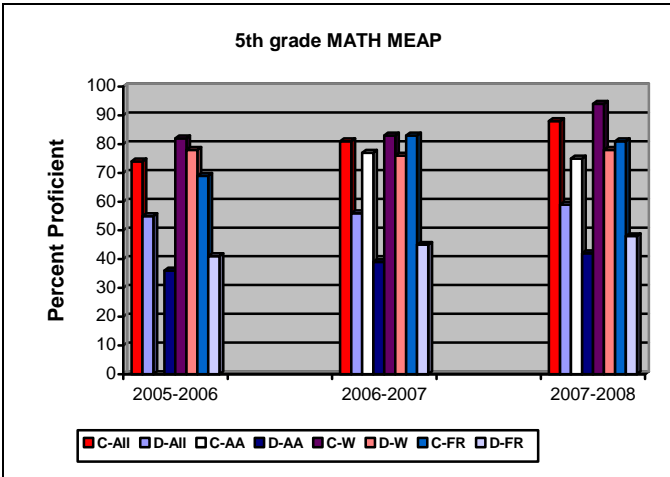
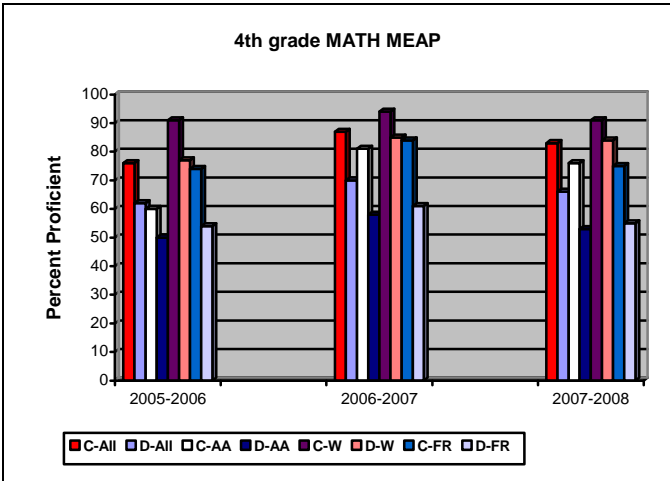
3<sup>rd</sup> grade – 67%      4<sup>th</sup> grade – 65%  
 5<sup>th</sup> grade – 62%      6<sup>th</sup> grade – 60%



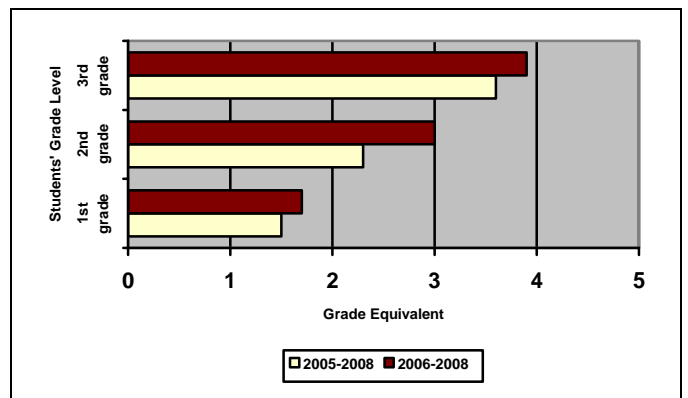
Nationally Normed Achievement Test – ITBS

C – Chime      D – District

Reading Grade Equivalents						
Category	05-06		06-07		07-08	
	C	D	C	D	C	D
<b>Grade 1 – Total</b>	<b>2.3</b>	<b>1.8</b>	<b>1.8</b>	<b>1.8</b>	<b>1.7</b>	<b>1.8</b>
African American	3.6	3.1	1.4	1.5	1.7	1.5
Hispanic	0.0	3.1	1.5	1.5	1.7	1.6
White	3.7	4.2	2.0	2.1	1.7	2.1
Non-Free/Reduced	--	3.6	2.0	2.3	1.8	2.2
Free/Reduced	--	3.3	1.6	1.6	1.6	1.6
Non-Special Needs	3.7	3.7	1.8	1.8	1.7	1.9
Special Needs	--	2.6	--	1.3	--	1.4
<b>Grade 2 – Total</b>	<b>2.8</b>	<b>2.6</b>	<b>3.0</b>	<b>2.8</b>	<b>3.1</b>	<b>2.8</b>
African American	2.8	2.3	2.4	2.4	2.5	2.4
Hispanic	1.6	2.3	3.3	2.6	2.7	2.4
White	2.8	3.0	3.1	3.1	3.3	3.4
Non-Free/Reduced	--	--	3.6	3.5	3.4	3.8
Free/Reduced	--	--	2.6	2.4	2.7	2.4
Non-Special Needs	2.8	2.6	3.0	2.8	3.1	2.9
Special Needs	1.4	1.8	--	1.8	--	2.3
<b>Grade 3 – Total</b>	<b>3.7</b>	<b>3.6</b>	<b>3.6</b>	<b>3.5</b>	<b>3.9</b>	<b>3.7</b>
African American	3.6	3.1	3.1	3.0	3.2	3.2
Hispanic	--	3.1	3.4	3.1	4.2	3.4
White	3.7	4.2	3.9	4.1	4.1	4.3
Non-Free/Reduced	--	3.6	4.0	4.4	4.6	4.7
Free/Reduced	--	3.3	3.3	3.1	3.4	3.3
Non-Special Needs	3.7	3.7	3.6	3.5	3.9	3.8
Special Needs	--	2.6	3.9	2.7	--	2.8



In the following chart each color bar represents the same group of students and their progression from 1<sup>st</sup> through 3<sup>rd</sup> grade on the IOWA reading assessment.



Math Grade Equivalents						
Category	05-06		06-07		07-08	
	C	D	C	D	C	D
<b>Grade 1 – Total</b>	<b>1.9</b>	<b>1.4</b>	<b>1.9</b>	<b>1.5</b>	<b>1.5</b>	<b>1.6</b>
African American	1.6	1.3	1.3	1.2	1.2	1.3
Hispanic	1.6	1.4	2.0	1.3	1.3	1.6
White	2.2	1.9	2.1	1.9	1.7	1.8
Non-Free/Reduced	--	1.5	2.1	2.0	1.6	1.9
Free/Reduced	--	1.4	1.6	1.3	1.4	1.4
Non-Special Needs	2.1	1.5	1.9	1.5	1.7	1.6
Special Needs	--	1.1	--	1.0	--	1.2
<b>Grade 2 – Total</b>	<b>2.1</b>	<b>2.4</b>	<b>3.0</b>	<b>2.6</b>	<b>3.0</b>	<b>2.5</b>
African American	2.1	2.3	2.6	2.2	2.5	2.2
Hispanic	2.0	2.3	3.4	2.5	2.7	2.4
White	2.3	2.9	2.8	3.0	3.2	3.1
Non-Free/Reduced	--	2.5	3.4	3.2	3.2	3.2
Free/Reduced	--	2.3	2.6	2.3	2.8	2.3
Non-Special Needs	2.3	2.5	3.0	2.6	3.0	2.6
Special Needs	2.1	1.8	--	1.7	--	2.2
<b>Grade 3 – Total</b>	<b>3.2</b>	<b>3.4</b>	<b>3.5</b>	<b>3.3</b>	<b>4.2</b>	<b>3.5</b>
African American	3.0	3.0	3.0	2.9	3.8	3.1
Hispanic	--	3.3	3.0	3.0	3.5	3.3
White	3.2	3.9	3.9	3.9	4.3	4.0
Non-Free/Reduced	--	3.5	4.0	4.0	4.6	4.3
Free/Reduced	--	3.3	3.3	3.0	3.8	3.2
Non-Special Needs	3.1	3.5	3.5	3.4	4.2	3.6
Special Needs	--	2.5	3.6	2.8	--	2.7

### 2008-2009 School Improvement Plan Measurable Objectives

- All economically disadvantaged students will be at state target of 59% proficiency in ELA by 2008-2009 (writing)
- All African Americans students will be at state target of 65% proficiency in Math by 2008-2009
- All 4<sup>th</sup> grade economically disadvantaged students will be at state target of 59% 08-09.

In the following chart each color bar represents the same group of students and their progression from 1<sup>st</sup> through 3<sup>rd</sup> grade on the IOWA math assessment.

