

ANNUAL REPORT 2007-2008



Maple Street Magnet School for the Arts

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Maple Street Magnet School for the Arts, dedicated to the success of all our diverse students as they prepare for high school and their future, will provide an innovative program ensuring high academic achievement, social skills and moral values through integrating the arts across the curriculum, enhanced by dynamic technologies; through a caring and knowledgeable staff developing the unique talents and abilities of each student; through involving families and the community in our school; and through teaching life-long skills for success in the 21st Century.

2007-2008 Highlights

- Extended Day programming is strong at Maple Street. After school programs include: tutoring, clubs such as Young Chef's Academy, Dance Company, Chess, and History Detectives. A Saturday tutoring program (SAMS) and parent group began in fall 2007 and continues 2008-2009. July 2008 marked the third Maple Street Summer Arts Camp two- week program.
- Maple Street students had 95% attendance in the 2007-2008 school year.
- Outside grants continue to supplement arts programming at Maple Street. A Gilmore Foundation grant (for \$61,000 in 08-09 shared with 3 other schools) brings artists into the classroom to work on using creative art forms to teach core content. (2005-present)
 - A KPS 2007-2008 Innovation Grant provided funding for the first year of Saturdays at Maple Street (SAMS).
 - 3rd year of GEAR UP grant from the US Department of Education. Gaining Early Awareness and Readiness for Undergraduate Programs. (2005-2009)
 - Students have received over \$5,000 in scholarship grants from Education for the Arts for private arts lessons and summer opportunities, such as Blue Lake Fine Arts Camp.
- Art Installations outside the building – 3 murals: 1/Inspired by the quilting artists from Gee's Bend, Alabama (summer arts camp 2007); 2/Inspired by Kente Cloth designs, traditional African patterns (summer arts camp 2008); 3/ Maple Street Experience Mural – created by bilingual students in 2003. A Mandala Installation is in place along the school fence.
- Positive Behavior Supports (PBS) continued and specific procedures and routines were modeled and practiced throughout the year. SWIS data is routinely reported to the School Improvement Team and staff who then create behavior plans for specific students. Office referrals were dramatically reduced in 07-08 by 30% from 06-07. Days of suspension also decreased 15% in 07-08 from 06-07.
- Maple Street became an A+ School (A+ Schools, North Carolina) in 2007 after a 3 year professional development course with Fellows from North Carolina. Teachers continue to work within the A+ framework in order to use the arts to teach core content. In addition, artists from the community have collaborated with teachers for over five years to create integrated units for their classrooms.

- Maple Street Instrumental and Choral Students earn number 1 rating at district solo and ensemble.
- Maple Street has a Middle School Jazz Band Program in addition to orchestra and band.
- Maple Street has a professional quality dance studio. Dance is offered as part of the physical education offerings and after school.
- Instrumental and Choral Students earn 1's at District Solo and Ensemble
- Middle School Jazz Band Program; Keyboard Lab; Theory classes W
- Where the Lilies Bloom and You're a Good Man, Charlie Brown were the plays performed in the 6th year of the Maple Street Drama program. (2007-2008)
- Over half of the staff and students participate in the Education for the Arts/Aesthetic Education (EFA/AE) program which gives over 300 of our students an opportunity to see world class works of arts, such as the *Alvin Ailey Dance Company*, *American Indian Dance Troupe*, *Saved from the Storm: Masterpieces from the New Orleans Museum of Art*, and more. Participating teachers spend in a week of summer training from EFA in order to have their students part of this program.
- Maple Street offers arts and technology to students through its' TV/Film production studio and Keyboard Lab where students can compose music and learn music theory and basic piano skills.

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.
- Maple Street Magnet School is a 7-8 grade building with an enrollment of 576 students
- Multicultural environment composed of 1.4% Native American, 47.7% African American, 0.9% Asian American, 14.8% Hispanic and 32.2% Caucasian students
- Daily attendance rate of 94.5%
- Student suspension ratio of 194/576
- Conferences: 54% fall and 31% spring

Annual Yearly Progress

AYP Status	05-06	06-07	07-08
% Participation	100%	100%	100%
Phase 0 – 5	Phase 4	Phase 4	Phase 4
Met AYP		X	
Did Not Meet AYP	X		X
Composite Grade	C	C	C

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.
- 2 administrators: 1 with a Masters and 1 with a Masters+30.
- 35 teachers: 15 with a Bachelors Degree; 15 with a Masters Degree; and 5 with a Masters+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.

Maple Street Magnet School Parent Involvement

- The Parent Involvement School Improvement Team has developed, implemented and evaluated a new parental involvement policy, which includes a system for parents to evaluate parental involvement activities.
- Plan and implement GEAR UP activities that include parents in college visitations and other activities designed to prepare students for attending college.
- Ongoing recruiting at all student-based arts performances and events, PTSO meetings, open houses
- Team and room parents are recruited.
- Notification of activities is sent home in a weekly calendar.
- Articles are submitted each month to the district communication newsletter—*Excelsior*—that goes into all homes in the district.
- All messages are in English and in Spanish.
- Free family suppers are offered with Parent Teacher Conferences.
- Arts Night activities are held often.
- Grade level teams monitor and record family contacts.
- Parents are included in planning and chaperoning school activities.
- A newsletter is sent home monthly.
- Home Access Computer grade reporting system to be fully implemented.
- GEAR Up supports a parent grant-writing event where families are given aid in writing arts grants for their children.

These activities are evaluated by the Parent Involvement SIT committee. One of the responsibilities of this committee was to develop a parent evaluation system for parent activities. Statistics are kept for the twice a year parent teacher conferences. This data is disaggregated by race. Minutes of the SIT and PTSO indicate parent attendance. When available, the W. K. Kellogg Foundation Michigan Middle Start Initiative Parent Survey is given. District-created, school-based “report card” is sent to families.

School Improvement Planning

All school improvement materials are housed in the office of the principal. The meetings are held every 2nd Monday of the month, in the library, at 6:00 PM. It is the task of the School Improvement Team, the entire building staff and district administration to adopt procedures ensuring that all groups of students become proficient in the core areas. The School Improvement Team in conjunction with the district coordinator of assessments determines what will be needed to fully evaluate student achievement. Teams of teachers along with interested parents under the direction of the administration develop plans. All plans are based on needs assessments and grounded in sound research. This data guides the teams to make informed decisions about how to best address the needs of Maple Street’s students as evidenced by the data. They are presented to the staff and stakeholders for input and to the SIT for input and approval. They are also emailed to all families whose email address is available. The results of the 2007-2008 objectives become the basis for the 2008-2009 School Improvement Plan.

DATA (detailed assessment information is available at the school)

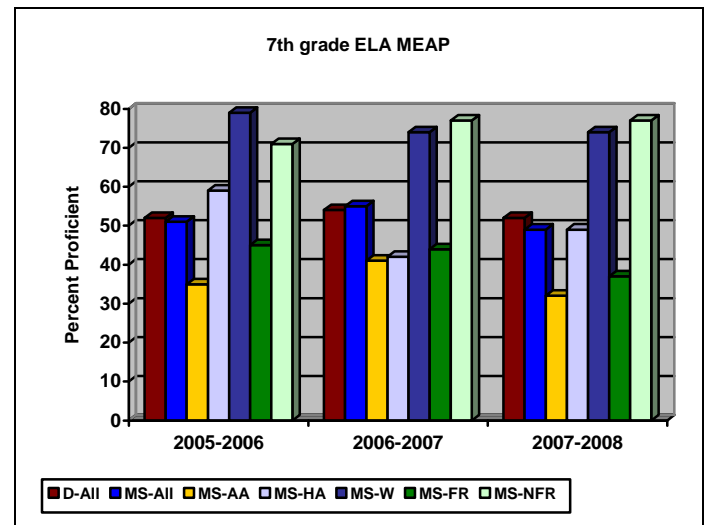
Michigan Educational Assessment Program – MEAP

Key:

D-All – All district students	W – White
MS-All – All Maple Street students	FR – Free/Reduced Lunch
AA – African American	NFR – Non-Free/Reduced
HA – Hispanic American	

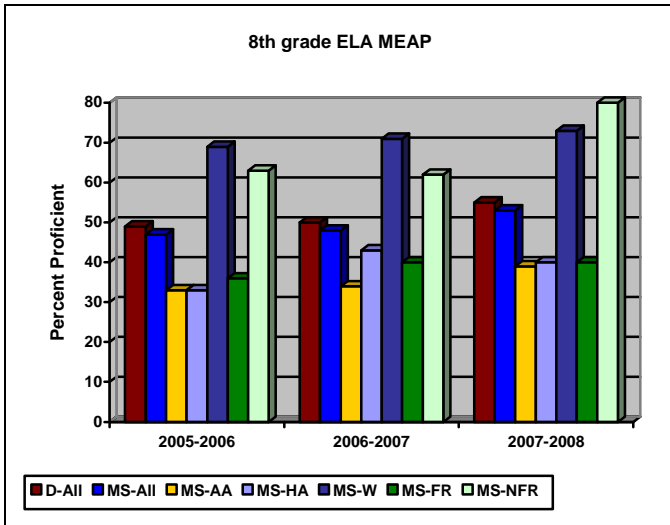
All proficiency scores are for categories with 10 or more students.

English Language Arts – State Proficiency Targets
7th grade – 54% 8th grade – 53%



Measurable Objectives for 2008-2009 School Improvement

- Students will improve their writing to (70%) for specific purposes using the John Collins and 6 Traits + 1 writing programs
- MEAP Measurement – All students will increase writing proficiency to 70%
- Students will improve their reading to (70%) for specific purposes
- MEAP Measurement – All students will increase reading proficiency to 70%
- MEAP Measurement – All students will increase mathematics proficiency to 70%



Mathematics – State Proficiency Targets
 7th grade – 57% 8th grade 54%

