

ANNUAL REPORT 2007-2008

Parkwood-Upjohn Elementary School

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The mission of Parkwood-Upjohn Elementary School, a diverse technology enhanced kindergarten through sixth grade learning center, is to ensure that all students receive a strong academic foundation that develops their unique talents and abilities through enriched, individualized instruction, rigorous academic standards, guided by a dedicated staff within a caring, safe and orderly environment, in partnership with families and the global community.

Highlights for 2007-2008

- Increased the student population by 68 students and qualified for a building assistant principal.
- Increase attendance at parent/teacher conference by 3% in the fall and 1% in the spring.

Parkwood-Upjohn promotes reading with our Halloween Parade. Each class chooses a book and makes costumes and posters that promote their chosen book. The parade is led by our band students.

October is Mystery Month. Staff participates in a mystery for the children to solve. Clues are given twice a week on 'Parkwood-Upjohn Mystery Theater'.

Parkwood-Upjohn gives away books to all parents and children who attend conferences.

Parkwood-Upjohn models the election process with a book election. Each building holds a convention and a primary to select a book candidate. On November 3rd, our school will hold its book election.

In December, families will participate in a Community Read of *The Tale of Despereaux*, culminating with an afternoon at the movies.

March is reading month. Students will prepare for and participate in 'The Global Reading Challenge', competing against schools internationally.

Panther Power Hour is a special time to regroup students to accelerate individual learning with organized programs targeting students with needs ranging from below grade level to the academically talented.

Parkwood-Upjohn PTO actively supports science learning with 'Science in a Sack'; a program that sends a science experiment home four times a year to every family. Our spring conferences highlight science learning.

Parkwood-Upjohn hosts many community building family activities such as a Meet Your Teacher BBQ, First Day Tears and Cheers Coffee, HOOPLA, (a celebrity basketball game and silent auction), the Family Carnival, two book fairs, movie nights, and an end of year ice cream social.

In the spring Parkwood-Upjohn hosts an Art Hop evening with student work displayed for the community.

Drumming is a major love at Parkwood-Upjohn.

- Carolyn Koebel leads drum circles twice a week during activity time thanks to a grant written by a parent
- Our sixth graders all participate in drumming education with Jennifer Nowlen weekly
- Our fifth and sixth grade classrooms will participate in a drumming workshop with master talking drummer, Adebisi Adeleke, on October 28.

Other outside grants supplement arts programming at Parkwood-Upjohn

- A EFA grant allows Scarlett Vasquez to teach dance during activity three times a week for children from grades 1-6

- Dr. Carol Hogan, second grade teacher, received a grant from State Farm for afterschool FINANCE CHILD SUCCESS targeting fifth and sixth graders.

YMCA Primetime program before and after school provides supervision and homework help. The YMCA has reduced fee scale for low income families.

We distribute school-wide and individual classroom newsletters and invitations to parents, and have school-provided baby-sitting and good food during meetings.

We participate in the Parent Corps program that hires three to four parents of academically at-risk students to work in classrooms.

We partner with Meijer's, Old Country Buffet, Junior Achievement, Kalamazoo Communities in Schools Foundation, Kalamazoo Public Library, Big Apple Bagels, Girls on the Run, Western Michigan University, Grand Valley State University, Kalamazoo Area Math and Science Center, and the Kalamazoo Kings.

Our school includes PEEP, a program for identified four-year-olds. Early Reading First is a component of PEEP.

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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.
- Parkwood-Upjohn Elementary is a K-6 building with an enrollment of 508 students
- Multicultural environment composed of 1.0% Native American, 34.8% African American, 2.4% Asian American, 7.9% Hispanic and 53.9% Caucasian students
- Daily attendance rate of 94.2%
- Student suspension ratio of 32/508
- Conferences: 96% fall and 93% 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 | C | 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 the high or low poverty schools that are not highly qualified.
- 2 Administrators both with a Master.
- 33 teachers; 13 with a Bachelors Degree; 18 with a Masters Degree; 1 with a Masters+30; and 1 with a Doctorate
- 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.

Building Parent Involvement

- Parkwood-Upjohn has an incredibly active PTO, as well as an expert and devoted School Improvement Team. Some (but not all) PTO highlights from last year include numerous family movie nights, two ice cream socials, a winter carnival, two scholastic book fairs, and sponsorship of field trips for every single child in the building, and professional guest performances. Parents served as reading and math tutors, library assistants, drivers, and school store volunteers. Parents donated snacks for MEAP weeks, and meals and treats for conferences, as well as gently used clothes for our muddy (or needy) students. Parents resurfaced the playground, and replaced bushes and plantings around the building. Parents take responsibility for beautifying our building, and for coaching scouts, Destination Imagination, and coaching our basketball program. These are just a few of the many wonderful enhancements to our environment made by our parent partners.
- Parkwood-Upjohn teachers are encouraged to send home classroom newsletters up to once a week, and to make frequent phone calls and other home communications. Most teachers phoned every family to welcome them within the first week of school. Teachers also communicate with parents by using daily check sheets when close monitoring is needed.
- Parkwood-Upjohn uses some of our Title 1 funds to house a Kalamazoo Community in Schools Foundation Employee who acts as a liaison to helping agencies throughout the Kalamazoo Area. Through KCISF families are connected to counseling, medical care, housing resources, etc.

School Improvement Planning

The School Improvement Team, in conjunction with the district coordinator of assessments, determines what will be needed to fully evaluate student achievement. Methods used are brainstorming, discussion, research and consensus. The opinion of the stakeholders is sought until a consensus is made. The results and evaluation of Parkwood-Upjohn's efforts in 2007-2008 becomes the basis for the School Improvement Plan 2008-2009.

Michigan Educational Assessment Program – MEAP

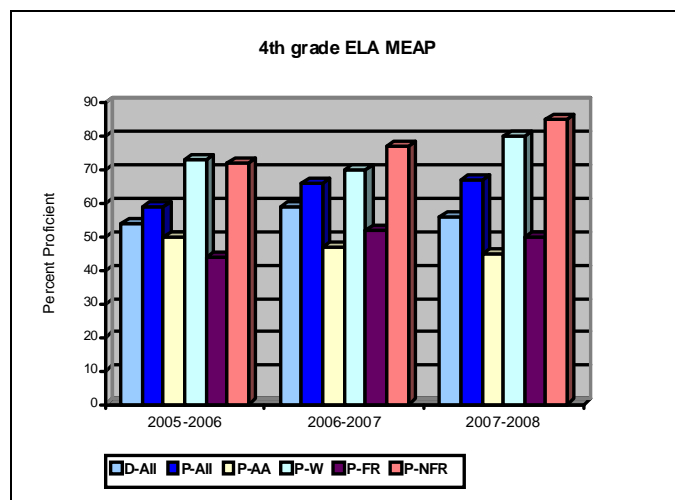
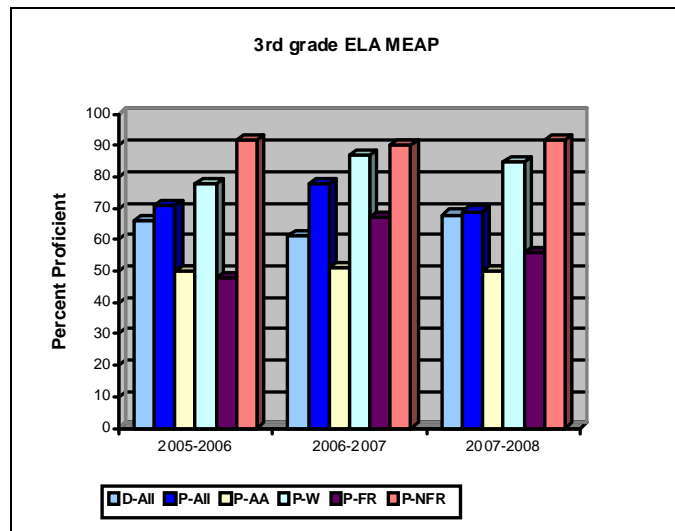
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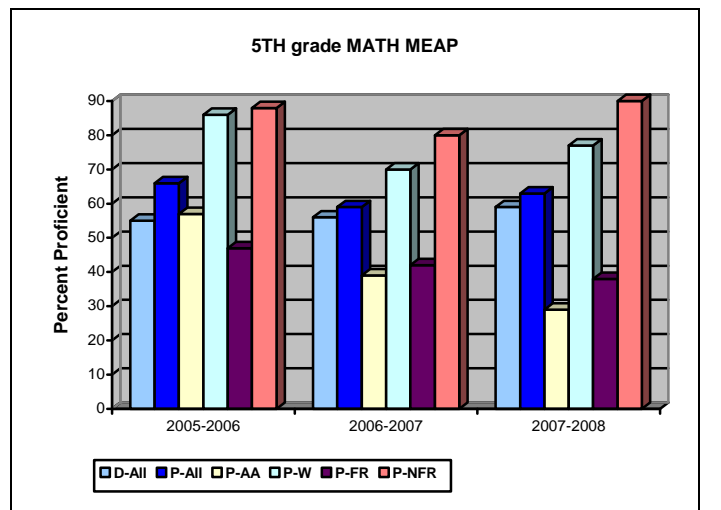
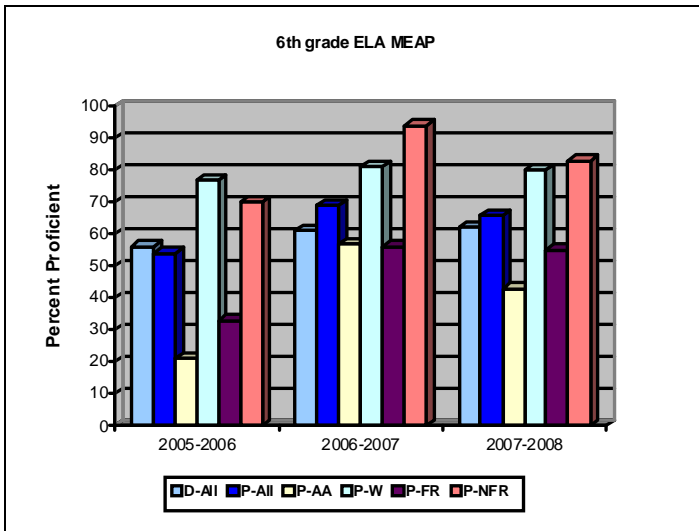
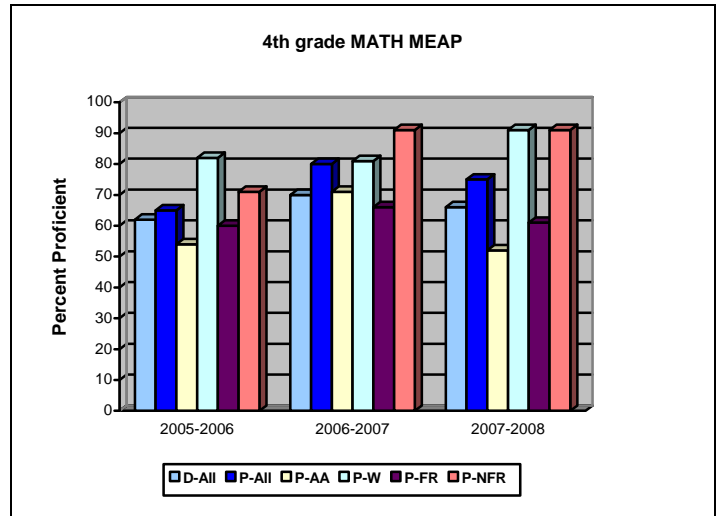
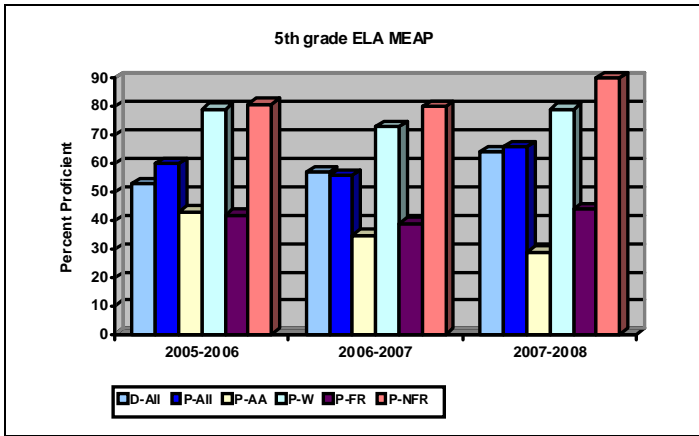
| | |
|--------------------------------------|-----------------------------------|
| D-All – All District students | F.R. – Free/Reduced Lunch |
| P-All – All Parkwood-Upjohn students | Non-F.R. – Non-Free/Reduced Lunch |
| AA – African American | |
| W – White | |

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

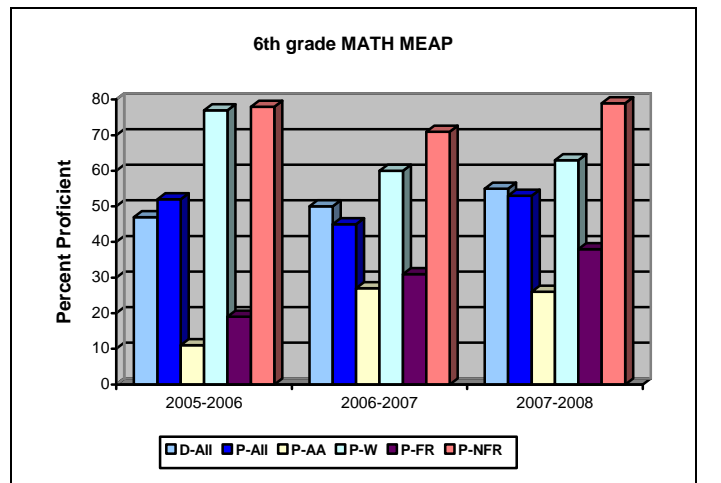
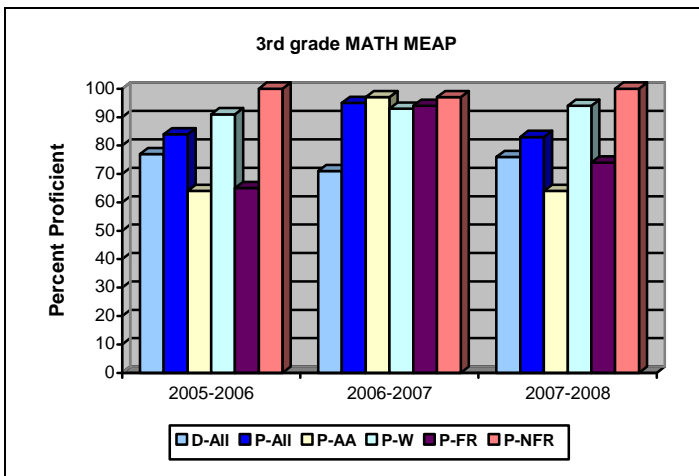
English Language Arts – State Proficiency Targets

| | |
|-----------------------------|-----------------------------|
| 3 rd grade – 60% | 4 th grade – 59% |
| 5 th grade – 57% | 6 th grade – 56% |





Mathematics – State Proficiency Targets
 3rd grade – 67% 4th grade – 65%
 5th grade – 62% 6th grade – 60%

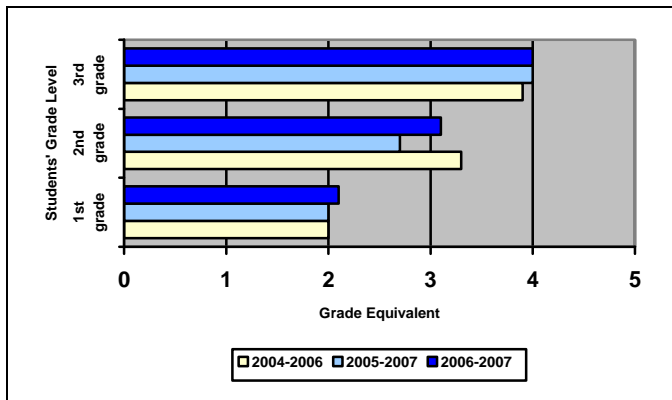


Nationally Normed Achievement Test – ITBS

P – Parkwood-Upjohn D – District

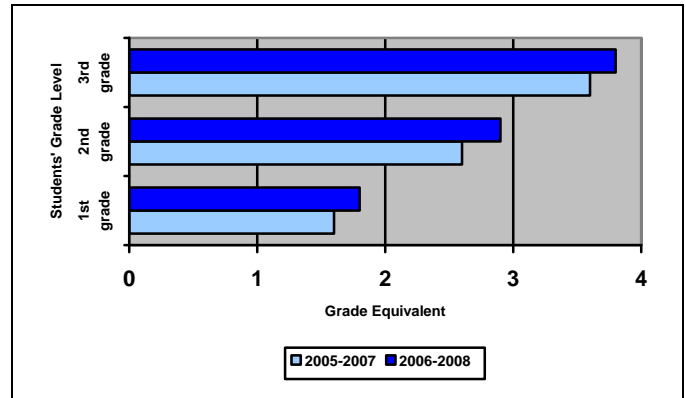
| Reading Grade Equivalents | | | | | | |
|---------------------------|------------|------------|------------|------------|------------|------------|
| Category | 05-06 | | 06-07 | | 07-08 | |
| | P | D | P | D | P | D |
| Grade 1 – Total | 2.1 | 1.8 | 2.1 | 1.8 | -- | 1.8 |
| African American | 1.8 | 1.5 | 1.7 | 1.5 | 1.6 | 1.5 |
| Hispanic | -- | 1.5 | 2.0 | 1.5 | 2.7 | 1.6 |
| White | 2.4 | 2.1 | 2.4 | 2.1 | 2.3 | 2.1 |
| Non-Free/Reduced | 2.4 | 2.3 | 2.5 | 2.3 | 2.5 | 2.2 |
| Free/Reduced | 1.7 | 1.5 | 1.7 | 1.6 | 1.7 | 1.6 |
| Non-Special Needs | 2.1 | 1.8 | 2.2 | 1.8 | 2.2 | 1.9 |
| Special Needs | 1.7 | 1.5 | 1.3 | 1.3 | 1.9 | 1.4 |
| Grade 2 – Total | 2.7 | 2.6 | 3.1 | 2.8 | 3.3 | 2.8 |
| African American | 2.4 | 2.3 | 2.4 | 2.4 | 2.6 | 2.4 |
| Hispanic | 2.8 | 2.3 | 3.9 | 2.6 | 4.1 | 2.4 |
| White | 3.3 | 3.0 | 3.7 | 3.1 | 4.1 | 3.4 |
| Non-Free/Reduced | 3.3 | 3.3 | 4.0 | 3.5 | 4.1 | 3.8 |
| Free/Reduced | 2.3 | 2.3 | 2.5 | 2.4 | 2.6 | 2.4 |
| Non-Special Needs | 2.7 | 2.6 | 3.1 | 2.8 | 3.5 | 2.9 |
| Special Needs | 1.9 | 1.8 | 2.2 | 1.8 | 2.4 | 2.3 |
| Grade 3 – Total | 3.9 | 3.6 | 4.0 | 3.5 | 4.0 | 3.7 |
| African American | 3.0 | 3.1 | 3.4 | 3.0 | 3.4 | 3.2 |
| Hispanic | 4.9 | 3.1 | 3.3 | 3.1 | 3.9 | 3.4 |
| White | 4.1 | 4.2 | 4.6 | 4.1 | 4.3 | 4.3 |
| Non-Free/Reduced | 5.0 | 4.4 | 4.5 | 4.4 | 5.0 | 4.7 |
| Free/Reduced | 3.0 | 3.1 | 3.4 | 3.1 | 3.4 | 3.3 |
| Non-Special Needs | 4.0 | 3.7 | 4.1 | 3.5 | 4.3 | 3.8 |
| Special Needs | 2.4 | 2.6 | 2.8 | 2.7 | 2.7 | 2.8 |

In the chart below, the color bar represents the same group of students and their progression from 1st grade through 3rd grade on the IOWA reading assessment.



| Math Grade Equivalents | | | | | | |
|------------------------|------------|------------|------------|------------|------------|------------|
| Category | 05-06 | | 06-07 | | 07-08 | |
| | P | D | P | D | P | D |
| Grade 3 – Total | 3.6 | 3.4 | 3.6 | 3.3 | 3.8 | 3.5 |
| African American | 2.8 | 3.0 | 3.2 | 2.9 | 3.2 | 3.1 |
| Hispanic | 3.9 | 3.3 | 3.2 | 3.0 | 3.6 | 3.3 |
| White | 3.8 | 3.9 | 4.5 | 3.9 | 4.2 | 4.0 |
| Non-Free/Reduced | 4.3 | 4.1 | 4.2 | 4.0 | 4.4 | 4.3 |
| Free/Reduced | 2.8 | 3.1 | 3.3 | 3.0 | 3.3 | 3.2 |
| Non-Special Needs | 3.6 | 3.5 | 3.7 | 3.4 | 3.9 | 3.6 |
| Special Needs | 2.4 | 2.5 | 3.3 | 2.8 | 2.7 | 2.7 |

In the chart below, the color bar represents the same group of students and their progression from 1st grade through 3rd grade on the IOWA math assessment.



| Math Grade Equivalents | | | | | | |
|------------------------|------------|------------|------------|------------|------------|------------|
| Category | 05-06 | | 06-07 | | 07-08 | |
| | P | D | P | D | P | D |
| Grade 1 – Total | 1.8 | 1.5 | 1.8 | 1.4 | -- | 1.6 |
| African American | 1.3 | 1.3 | 1.4 | 1.3 | 1.3 | 1.3 |
| Hispanic | -- | 1.4 | 1.7 | 1.9 | 2.2 | 2.6 |
| White | 2.2 | 1.9 | 2.1 | 2.0 | 2.0 | 1.8 |
| Non-Free/Reduced | 2.2 | 2.0 | 2.2 | 1.3 | 2.1 | 1.9 |
| Free/Reduced | 1.5 | 1.3 | 1.4 | 1.5 | 1.6 | 1.4 |
| Non-Special Needs | 1.9 | 1.5 | 1.9 | 1.0 | 1.9 | 1.6 |
| Special Needs | 1.2 | 1.1 | 1.0 | 1.0 | 1.6 | 1.2 |
| Grade 2 – Total | 2.6 | 2.5 | 2.9 | 2.5 | 2.9 | 2.5 |
| African American | 2.4 | 2.3 | 2.1 | 2.5 | 2.3 | 2.2 |
| Hispanic | 3.6 | 2.3 | 3.6 | 3.0 | 3.3 | 2.4 |
| White | 2.9 | 2.9 | 3.4 | 3.2 | 3.5 | 3.1 |
| Non-Free/Reduced | 2.9 | 3.2 | 3.3 | 2.3 | 3.5 | 3.2 |
| Free/Reduced | 2.4 | 2.3 | 2.5 | 2.6 | 2.2 | 2.3 |
| Non-Special Needs | 2.6 | 2.5 | 2.8 | 1.7 | 3.0 | 2.6 |
| Special Needs | 1.8 | 1.8 | 2.5 | 1.4 | 2.2 | 2.2 |

Measurable Objectives for 2008-2009 School Improvement

- African American and economically disadvantaged students at each grade level will meet the state target for each grade level on MEAP ELA test as determined by the state of Michigan.
- All student subgroups at each grade level will meet state target at each grade level on the MEAP Math test as determined by the state of Michigan.