



ANNUAL REPORT 2007-2008

Milwood Elementary School

Chuck Pearson, Principal

Viola McFerrin, Assistant Principal

3400 Lovers Lane, 49001

Phone Number: 269.337-0660 ✦ Fax Number: 269.337-1627
pearsoncs@kalamazoo.k12.mi.us

The 3 R's: Respect, Responsibility, and Results

2007-2008 Highlights

- Maintained strong enrollment for the third consecutive year. The building and most classes were at or near capacity.
- Our discipline referral rate continued to fall due to the effectiveness of our school-wide behavioral support efforts.
- Our teachers continued to grow professionally, attending more than 1,000 hours of training and lead teacher development.
- The Milwood Parent Teacher Organization continued to increase in numbers and were successful in raising the money, gaining grants from a local foundation and completing Phase 1 by installing a new primary age playground
- We continue to offer numerous services to support our students and their families. We are a Kalamazoo Community in Schools partner, we have Community Mental Health counseling services on-site, we are a site for YMCA Primetime before and after school daycare, we have in-classroom behavior and academic support, there are 8 literacy interventionists who work with students to bring them up to grade level and beyond, KVCC nurses continue to staff our building each Thursday providing student and staff health care and healthy lifestyle education.
- Additional services for our students and families include: Girls and Boys basketball teams, intramural flag football sponsored by the city parks department, cheerleading, a proactive student incentive and awards program and community service program during the lunch hours.
- We run a full schedule of field trips tied to curriculum objectives. Students the past year have experienced a professional ballet, a visit to a working apple farm, a trip to the Upper Peninsula to learn Michigan history, visited Shedd Aquarium in Chicago, attended YMCA camp for team building and learning about the out-of-doors, explored the Michigan History Museum and visited the state capitol in Lansing and gone to the zoo and Kalamazoo Nature Center.
- Our achievement continues to improve for all our students. The number of students who are in the district Academically Talented enrichment program is growing, the number of students who score in the top two categories on all the MEAP tests is increasing over the year previous and our IOWA test scores are improving.
- We are beginning to close the achievement gap between minority and low-socioeconomic student and their white peers.

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.
- Milwood Elementary is a PreK-6 building with an enrollment of 610 students
- Multicultural environment composed of 1.8% Native American, 40.5% African American, 1.1% Asian American, 9.8% Hispanic and 46.7% Caucasian students
- Daily attendance rate of 94.1%
- Student suspension ratio of 35/610
- Conferences: 95% fall and 86% 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
Did Not Meet AYP		X*	
Composite Grade	C	C	C

Special Education students missed the State objective in English Language Arts. Parents/guardians in schools identified for AYP receive mailed notification of the schools classification and are given the opportunity to request an alternate school making AYP. Low-income families choosing to remain at the designated school may request supplemental services.

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.
- 1.5 administrators; 1 with a Masters+30 and .5 with a masters.
- 34 teachers; 20 with a Bachelors Degree; 11 with a Masters Degree; and 3 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.

Milwood Parent Involvement

We had two Make It Take It nights. Parents were asked to come in and make math manipulatives to take home and use with the children in support of their child's math lessons. Students and parents made Little Books for reading. They could also make games for science, math and writing. Phone calls were made to bring parents in to the building for PTO and the SIT team. The after school program has Parent Nights such as KCISF sponsored programs like Brownies and books. Kalamazoo Community in Schools will hold monthly parent workshops to build community and parental skills. Topics included: time management at home, discipline, understanding our curriculum and using the computer to help your child learn. We also provided parents with resources at school wide activities such as open house and conferences. Community agencies talk with parents; we offered free meals at those events to increase the likely hood that families can attend. We used classroom phones to communicate frequently with our families. Our social work interns call families when children have excessive absences. We send mid-quarter grade reports to all families. All our staff has voice mail to facilitate communication with families. Parent involvement is evaluated and reported by teachers. Feedback forms and parent input is sought at various events to ascertain parents' attitudes, views and ideas. The information is used to determine the number of parents participating in school functions. Conference attendance is tracked using sign-in sheets.

School Improvement Planning

All school improvement materials are housed in the office of the principal. The meetings are held every 2nd Thursday of the month. 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 is needed to fully evaluate student achievement. The School Improvement Team meets over the course of the school year, working to revise the plan as need and data dictate. We worked on objectives that would have the most effect on our student body based on the evidence of need for our school. The work from each meeting was e-mailed to all members of the SIT team. Staff input was sought throughout each step of the process. The results and evaluation of Milwood's efforts in 2007-2008 becomes the basis for the School Improvement Plan 2008-2009.

DATA (detailed assessment information is available at the school)

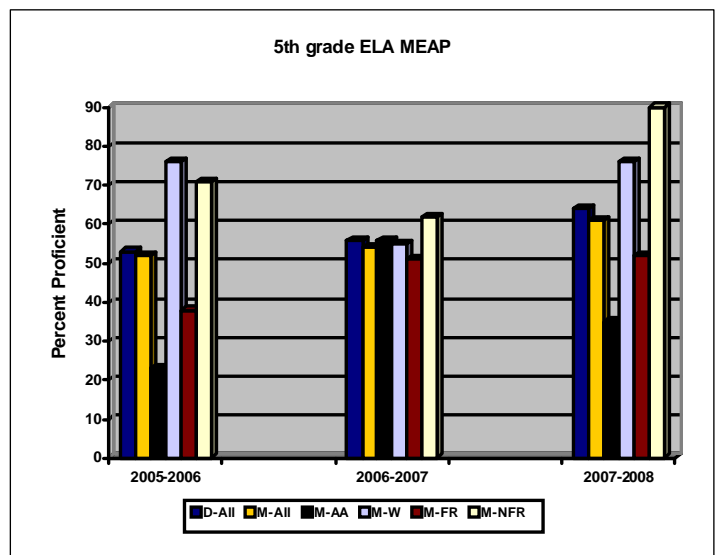
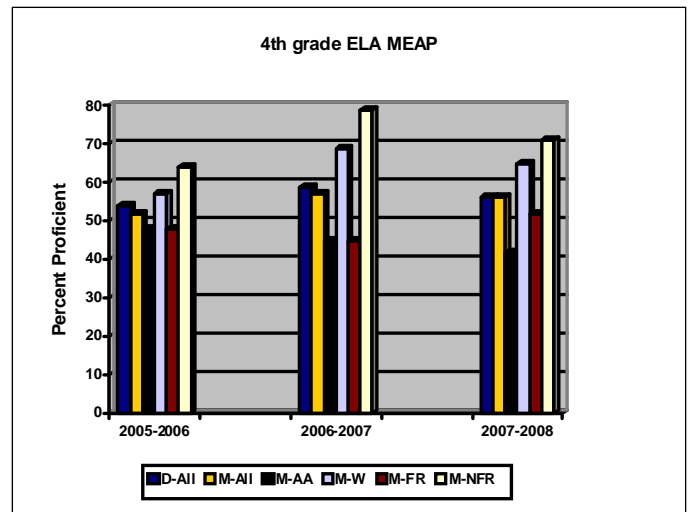
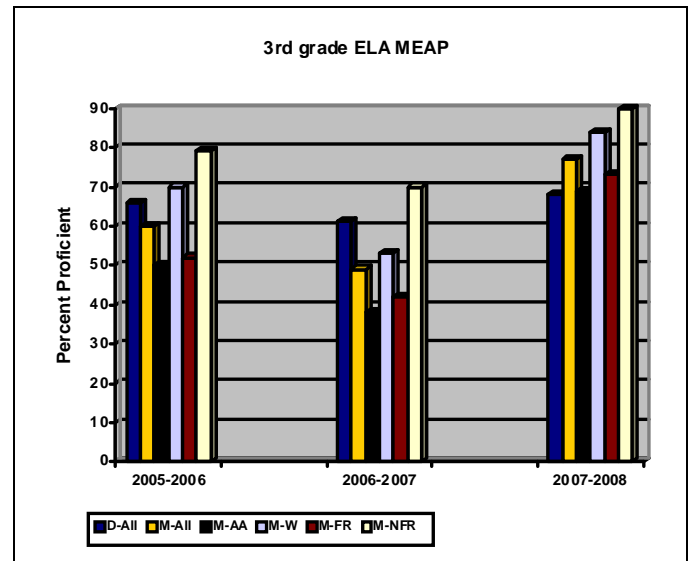
Michigan Educational Assessment Program – MEAP

Key:
 D-All – All district students F/R – Free/Reduced Lunch
 M-All – All Milwood students N-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

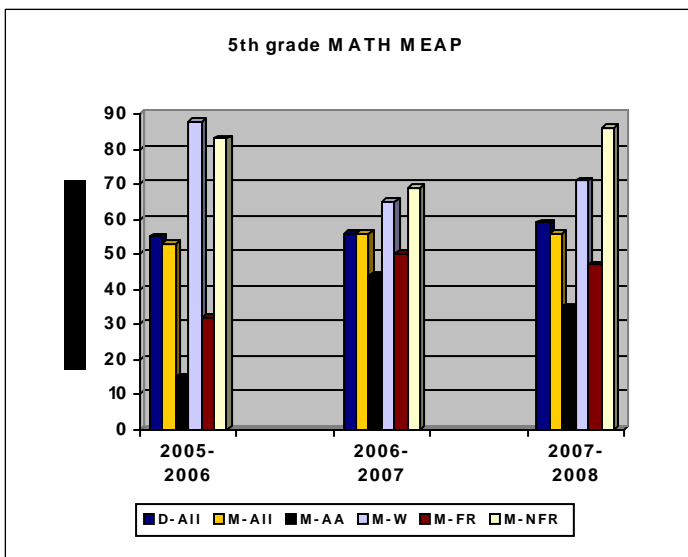
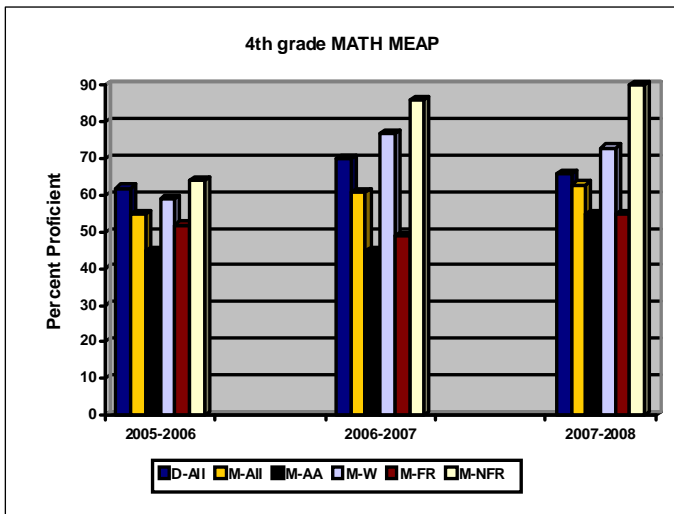
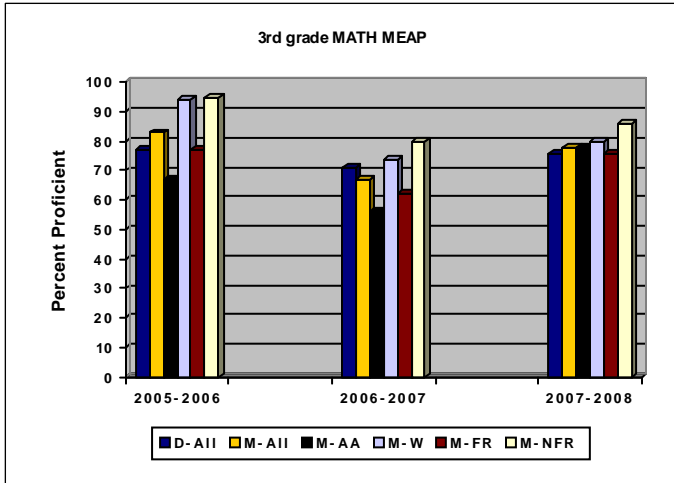
3rd grade – 60% 4th grade – 59% 5th grade – 57%



The 6th grade students were moved back to Milwood Elementary from Milwood Magnet in 2007-2008. Therefore, a three year comparison in ELA is not available.

Mathematics – State Proficiency Targets

3rd grade – 67% 4th grade 65% 5th grade – 62%



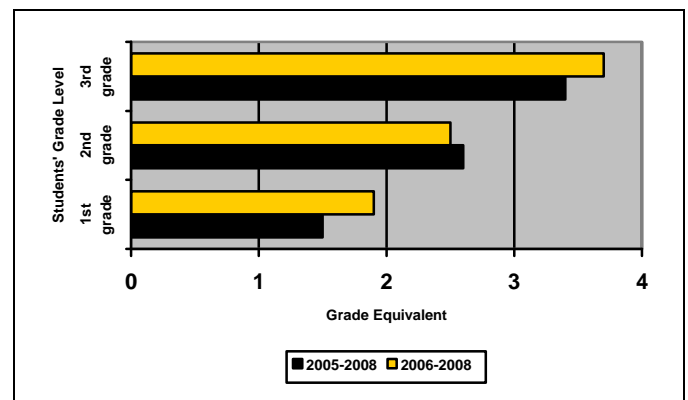
The 6th grade students were moved back to Milwood Elementary from Milwood Magnet in 2007-2008. Therefore, a three year comparison in Math is not available.

Nationally Normed Achievement Test – ITBS

M – Milwood D – District

Category	05-06		06-07		07-08	
	M	D	M	D	M	D
Reading Grade Equivalents						
Grade 1 – Total	1.9	1.8	1.9	1.8	1.8	1.8
African American	1.6	1.5	1.9	1.5	1.7	1.5
Hispanic	1.9	1.5	1.1	1.5	1.4	1.6
White	2.1	2.1	2.1	2.1	2.0	2.1
Non-Free/Reduced	2.4	2.3	2.4	2.3	2.2	2.2
Free/Reduced	1.7	1.5	1.7	1.6	1.7	1.6
Non-Special Needs	1.9	1.8	2.0	1.8	1.9	1.9
Special Needs	1.1	1.5	1.7	1.3	1.4	1.4
Grade 2 – Total	2.6	2.6	2.9	2.8	2.9	2.8
African American	2.1	2.3	2.4	2.4	2.8	2.4
Hispanic	2.3	2.3	2.8	2.6	2.2	2.4
White	3.1	3.0	2.9	3.1	3.1	3.4
Non-Free/Reduced	3.3	3.3	3.1	3.5	4.0	3.8
Free/Reduced	2.3	2.3	2.5	2.4	2.7	2.4
Non-Special Needs	2.6	2.6	2.7	2.8	3.0	2.9
Special Needs	1.7	1.8	1.5	1.8	1.9	2.3
Grade 3 – Total	3.7	3.6	3.4	3.5	3.7	3.7
African American	3.0	3.1	2.9	3.0	3.4	3.2
Hispanic	3.4	3.1	3.2	3.1	3.6	3.4
White	4.3	4.2	3.7	4.1	3.9	4.3
Non-Free/Reduced	4.7	4.4	4.0	4.4	4.7	4.7
Free/Reduced	3.3	3.1	3.2	3.1	3.4	3.3
Non-Special Needs	3.9	3.7	3.4	3.5	3.7	3.8
Special Needs	2.0	2.6	2.2	2.7	2.6	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.



Category	05-06		06-07		07-08	
	M	D	M	D	M	D
Math Grade Equivalents						
Grade 1 – Total	1.4	1.5	1.4	1.5	1.4	1.6
African American	1.2	1.3	1.3	1.2	1.2	1.3
Hispanic	1.5	1.4	K.9	1.3	1.4	1.6
White	1.5	1.9	1.5	1.9	1.6	1.8
Non-Free/Reduced	1.8	2.0	1.7	2.0	2.2	1.9
Free/Reduced	1.3	1.3	1.3	1.3	1.7	1.4
Non-Special Needs	1.4	1.5	1.4	1.5	1.4	1.6
Special Needs	K.6	1.1	1.4	1.0	1.3	1.2

Math Grade Equivalents						
Category	05-06		06-07		07-08	
	M	D	M	D	M	D
Grade 2 – Total	2.5	2.5	2.5	2.6	2.5	2.5
African American	2.2	2.3	2.3	2.2	2.4	2.2
Hispanic	2.3	2.3	2.6	2.5	2.3	2.4
White	2.8	2.9	2.6	3.0	2.8	3.1
Non-Free/Reduced	2.9	3.2	2.7	3.2	3.3	3.2
Free/Reduced	2.3	2.3	2.4	2.3	2.4	2.3
Non-Special Needs	2.5	2.5	2.5	2.6	2.6	2.6
Special Needs	1.8	1.8	1.2	1.7	1.9	2.2
Grade 3 – Total						
Grade 3 – Total	3.6	3.4	3.0	3.3	3.5	3.5
African American	3.0	3.0	2.7	2.9	3.3	3.1
Hispanic	3.3	3.3	2.8	3.0	3.5	3.3
White	4.2	3.9	3.3	3.9	3.7	4.0
Non-Free/Reduced	4.6	4.1	3.5	4.0	3.9	4.3
Free/Reduced	3.3	3.1	2.8	3.0	3.4	3.2
Non-Special Needs	3.8	3.5	3.0	3.4	3.5	3.6
Special Needs	2.0	2.5	3.8	2.8	3.3	2.7

Measurable Objectives for 2008-2009 School Improvement

- 100% of Milwood students will score at or above the state average for MEAP ELA (3rd -60%, 4th-59%, and 5th-57%).
- 100% of Milwood students will score proficient on the MEAP writing objective.
- African American in 3rd grade will score 25% proficient, 4th grade will score 15% proficient, and 5th grade students will score 28% proficient.
- 100% of Milwood students will meet the state target on the MEAP Math assessment: (4th-67% and 5th-65%).

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.

