

ANNUAL REPORT 2007-2008

Spring Valley Center for Exploration

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Spring Valley Center for Exploration will develop individual and social abilities necessary for success in a global society through a challenging curriculum and innovative, technology-enhanced instruction taught in a safe atmosphere by a nurturing staff in partnership with parents and the community.

2007-2008 Highlights

- Increase attendance at the spring parent/teacher conferences by 5%
- Increased by 14.6% the number of students reading at grade level. This represented more than 80 additional students reading at grade level
- Increase attendance at the spring parent/teacher conferences by 5%
- Increased the number of children reading at grade level by 80. This represented a 14.6% increase in students reading at grade level
- Reduced by 30% the number of referrals to the office averaging less than 3 per day
- One of five schools to receive a Reading First grant for 2008-2009
- Held a parent celebration night serving dinner for more than 400 people
- Implemented more than 30 different programs in conjunction with Kalamazoo Community in Schools serving over more than 300 children. Programs ranged from reading tutors to backpack food for week-ends, to vision and dental, to in school counseling service, to coats and boots for winter
- Implemented additional reading programs for the entire school targeted at students with reading difficulties
- Had sport teams in soccer, boys and girls basketball, and flag football
- Boys basketball team won the league and received the sportsmanship award for the year

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.
- Spring Valley Center for Exploration is a K-6 building with an enrollment of 406 students
- Multicultural environment composed of 1.7% Native American, 46.8% African American, 0.7% Asian American, 10.3% Hispanic and 40.4% Caucasian students
- Daily attendance rate of 94.2%
- Student suspension ratio of 53/406
- Conferences: 88% fall and 92% 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	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.
- 1 Administrator with a Doctorate.
- 31 teachers; 17 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.

Spring Valley Parent Involvement

We developed a support team with the involvement of four parents and school staff, which processes communication about various aspects of the school culture and curriculum. Four parents participated in the parent corp program at our school. A series of four parent nights were implemented during the school year to encourage parent involvement. In addition, the school conducted a fall open house and a spring literacy night. The support team did an informal evaluation of parental involvement in the school. They used this data to make recommendations to the school improvement team for changes to next year.

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. We consider the ACES focus that the Board has adopted for the district; and we review the programs, curriculum, instruction and staff development practices currently in place at the school. We review the achievement data to consider what seems to be working and what seems to be ineffective. The results and evaluation of Spring Valley's efforts in 2007-2008 becomes the basis for the School Improvement Plan 2008-2009.

DATA (detailed assessment information is available at the school)

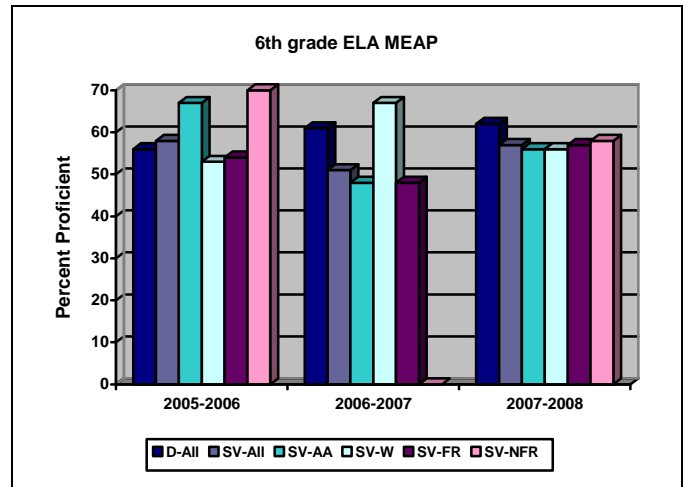
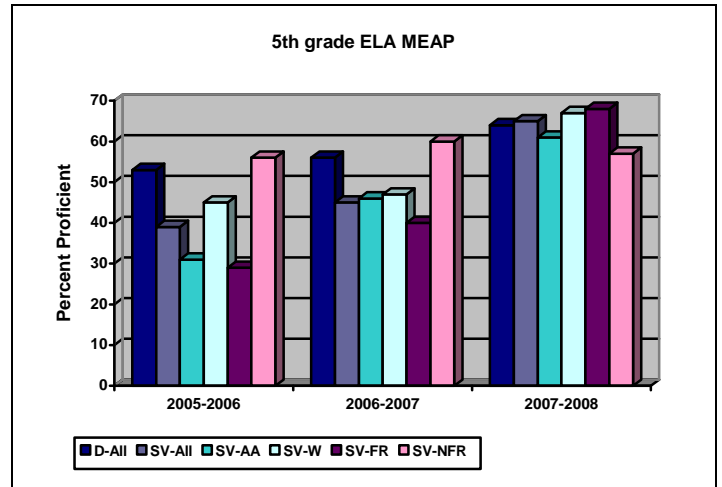
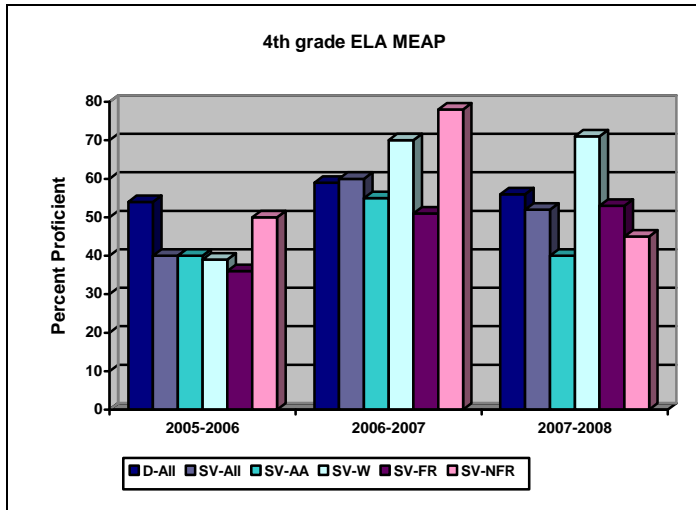
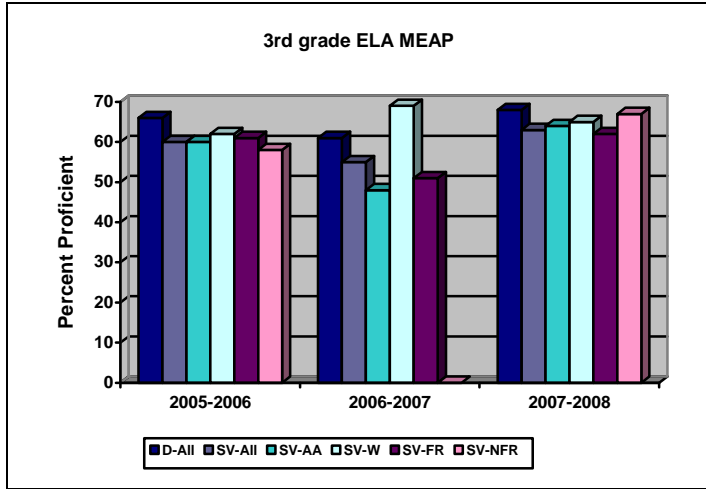
Michigan Educational Assessment Program – MEAP

Key:
 D-All – All district students FR – Free/Reduced Lunch
 SV-All – All Spring Valley NFR – Non-Free/Reduced
 students
 AA – African American
 W – White

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

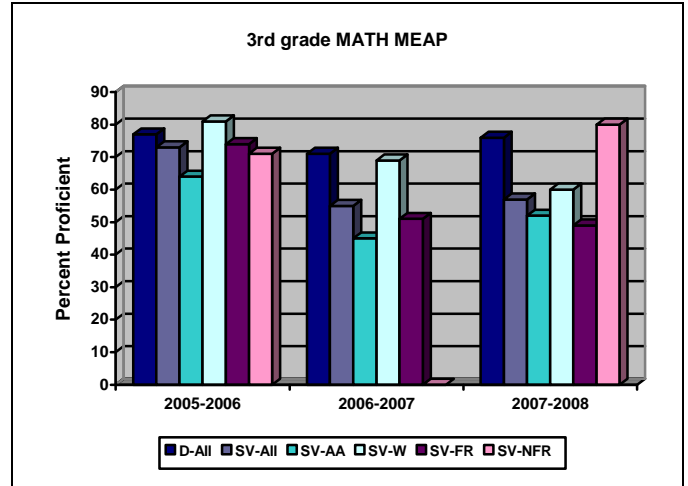
English Language Arts – State Proficiency Targets

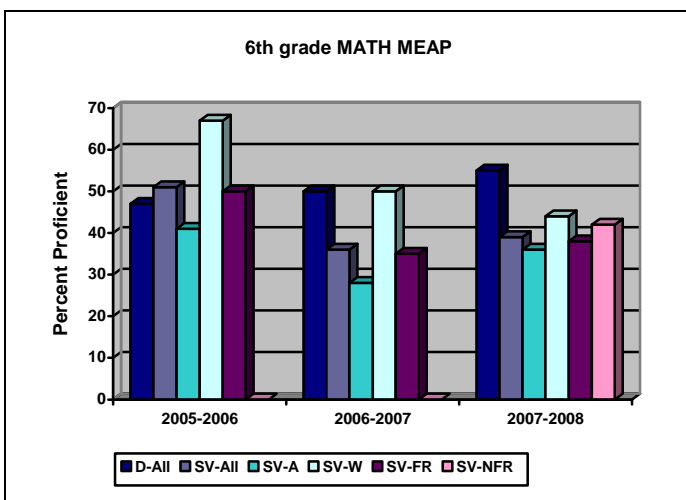
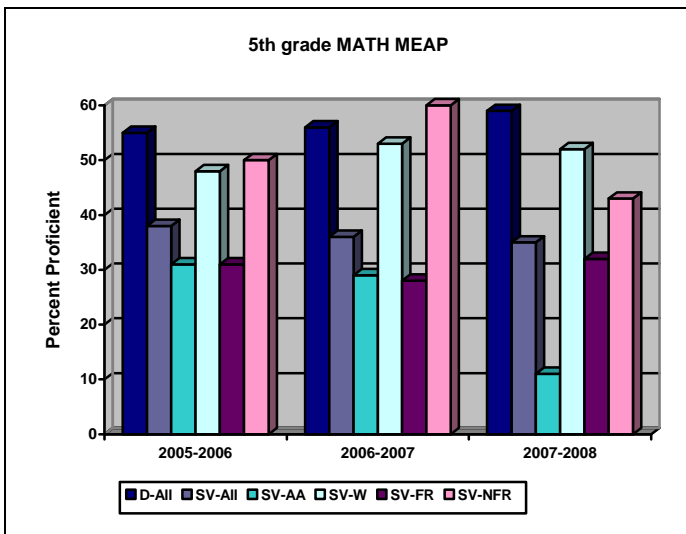
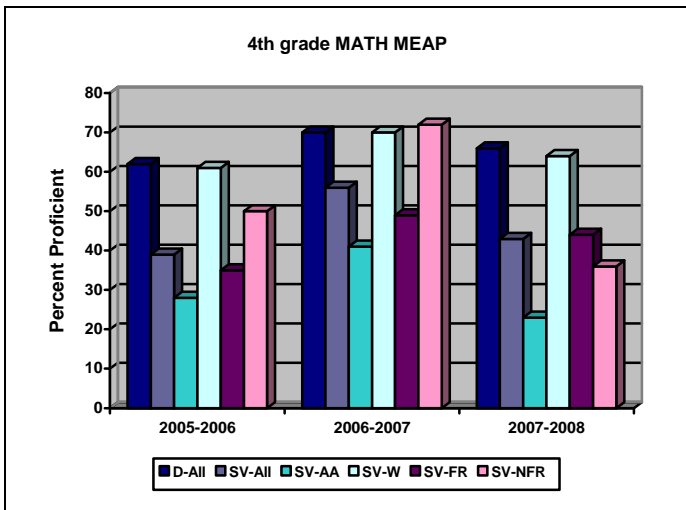
3rd grade – 60% 4th grade – 59%
 5th grade – 57% 6th grade – 56%



Mathematics – State Proficiency Targets

3rd grade – 67% 4th grade – 65%
 5th grade – 62% 6th grade – 60%





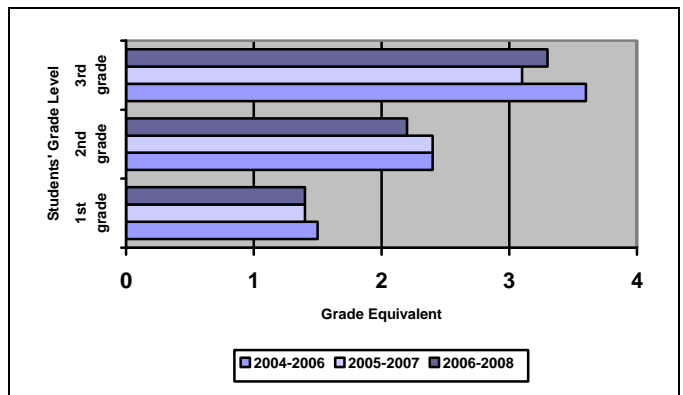
Reading Grade Equivalents

Category	05-06		06-07		07-08	
	SV	D	SV	D	SV	D
Non-Special Needs	1.4	1.8	1.7	1.8	1.9	1.9
Special Needs	1.3	1.5	--	1.3	1.2	1.4
Grade 2 – Total	2.4	2.6	2.2	2.8	2.9	2.8
African American	2.4	2.3	2.1	2.4	2.7	2.4
Hispanic	2.5	2.3	2.3	2.6	2.9	2.4
White	2.7	3.0	2.5	3.1	3.1	3.4
Non-Free/Reduced	2.6	3.3	2.6	3.5	3.5	3.8
Free/Reduced	2.4	2.3	2.2	2.4	2.8	2.4
Non-Special Needs	2.4	2.6	2.3	2.8	3.0	2.9
Special Needs	NA	1.8	1.2	1.8	1.9	2.3
Grade 3 – Total	3.6	3.6	3.1	3.5	3.3	3.7
African American	3.4	3.1	2.9	3.0	3.0	3.2
Hispanic	3.1	3.1	3.3	3.1	2.9	3.4
White	3.7	4.2	3.7	4.1	3.9	4.3
Non-Free/Reduced	3.7	4.4	3.7	4.4	4.3	4.7
Free/Reduced	3.4	3.1	2.9	3.1	3.1	3.3
Non-Special Needs	3.6	3.7	3.0	3.5	3.3	3.8

Math Grade Equivalents

Category	05-06		06-07		07-08	
	SV	D	SV	D	SV	D
Grade 1 – Total	1.3	1.5	1.2	1.5	1.3	1.6
African American	1.0	1.3	1.1	1.2	1.1	1.3
Hispanic	1.1	1.4	1.2	1.3	1.5	1.6
White	1.4	1.9	1.4	1.9	1.6	1.8
Non-Free/Reduced	1.5	2.0	1.6	2.0	1.7	1.9
Free/Reduced	1.1	1.3	1.1	1.3	1.2	1.4
Non-Special Needs	1.1	1.5	1.2	1.5	1.4	1.6
Special Needs	K.9	1.1	--	1.0	K.7	1.2
Grade 2 – Total	2.6	2.5	2.3	2.6	2.6	2.5
African American	2.6	2.3	2.2	2.2	2.4	2.2
Hispanic	2.2	2.3	2.3	2.5	2.8	2.4
White	2.8	2.9	2.5	3.0	2.8	3.1
Non-Free/Reduced	2.7	3.2	2.9	3.2	2.8	3.2
Free/Reduced	2.5	2.3	2.2	2.3	2.6	2.3
Non-Special Needs	2.6	2.5	2.4	2.6	2.6	2.6
Special Needs	NA	1.8	1.0	1.7	2.2	2.2
Grade 3 – Total	3.2	3.4	2.9	3.3	3.2	3.5
African American	3.0	3.0	2.6	2.9	3.0	3.1
Hispanic	3.3	3.3	3.0	3.0	3.0	3.3
White	3.3	3.9	3.7	3.9	3.6	4.0
Non-Free/Reduced	3.1	4.1	3.2	4.0	4.2	4.3
Free/Reduced	3.2	3.1	2.8	3.0	3.0	3.2
Non-Special Needs	3.2	3.5	2.9	3.4	3.2	3.6
Special Needs	2.2	2.5	2.2	2.8	2.5	2.7
Special Needs	2.2	2.6	3.1	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.



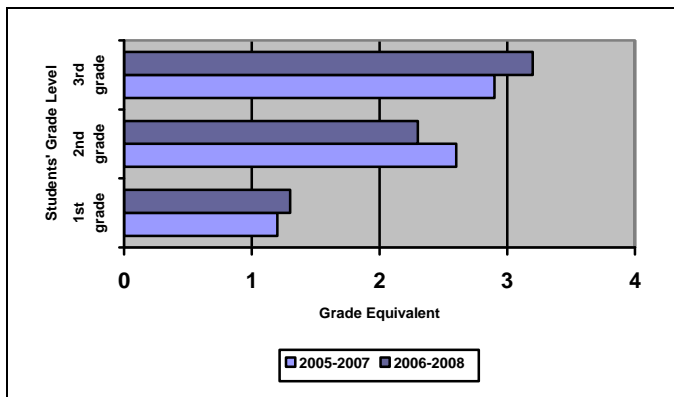
Nationally Normed Achievement Test – ITBS

SV – Spring Valley D – District

Reading Grade Equivalents

Category	05-06		06-07		07-08	
	SV	D	SV	D	SV	D
Grade 1 – Total	1.4	1.8	1.7	1.8	1.7	1.8
African American	1.2	1.5	1.5	1.5	1.4	1.5
Hispanic	1.2	1.5	1.9	1.5	1.7	1.6
White	1.6	2.1	2.0	2.1	2.0	2.1
Non-Free/Reduced	1.9	2.3	2.6	2.3	2.2	2.2
Free/Reduced	1.3	1.5	1.5	1.6	1.5	1.6

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.



Measurable Objectives for 2008-2009 School Improvement

- The proficiency scores for writing will increase from 33% to 50% for all students at all grade levels as measured by the MEAP.
- The proficiency scores for writing for African-American students in grades 3 thru 5 will increase 23% to 50% as measured by the MEAP,
- Increase overall reading proficiency scores to 80%.
- The proficiency scores for African-American students in the fourth grade will increase from 23% to 50%.
- The proficiency scores for African-American students in the fifth grade will increase from 11% to 50%.