

ANNUAL REPORT 2007-2008



Greenwood Elementary

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We believe that all children will learn. We will educate all of our students to achieve national and state standards while providing appropriate challenges, exciting experiences and learning extension that will motivate our students to be self-directed, life-long learners. Our school family will respect human diversity and foster responsible community members.

Highlights for 2007-2008

- Based on the DIBELS Instructional Recommendation, we accelerated the reading achievement of many students from the Fall of 2007 to the Spring of 2008.
 - ❖ In kindergarten, the number of students attaining Benchmark increased from 44% to 78%.
 - ❖ In second grade the number of students attaining Benchmark increased from 47% to 79%.
 - ❖ In third grade the number of students attaining Benchmark increased from 67% to 74%.
- Met State of Michigan Adequate Yearly Progress.
- PEEP collaborated with Milwood Magnet School to enhance literacy in the classroom.
- PEEP was involved with the Kalamazoo Public Library by way of adopting a grandparent.
- Staff implemented Positive Behavior Support using MiBLSI – Michigan Integrated Behavior and Learning Support Initiative.
- Community Involvement through local organizations – Western Michigan University, Kalamazoo Public Library, SLD Learning Center.
- Staff uses a collaborative model to increase student achievement and create a positive learning environment.
- Book Study was used by the staff to enhance classroom instruction.
- Technology updated and staff trained on use of instructional technology.
- 100% Parent/Teacher Conferences for the Fall and Spring.
- Increased student enrollment from 2006/2007 projections.
- Increase the average daily attendance rate from 93.6% to 94.7%

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.

- Greenwood Elementary is a K-3 building with an enrollment of 131 students
- Multicultural environment composed of 0.8% Native American, 32.8% African American, 3.8% Asian American, 9.9% Hispanic and 52.7% Caucasian students
- Daily attendance rate of 94.7%
- Student suspension ratio of 1/131
- Conferences: 100% fall and 100% 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 the high or low poverty schools that are not highly qualified.
- 1 Administrator with a Masters+30
- 12 teachers; 3 with a Bachelors Degree, 8 with a Masters Degree, and 1 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.*

Greenwood Parent Involvement

Parents are involved by being supportive of all activities at the school level. Greenwood has a parent group called the Parent Brigade that meets on a monthly basis to discuss matters that affect the school and to plan fun, educational activities for the children.

School Improvement Planning

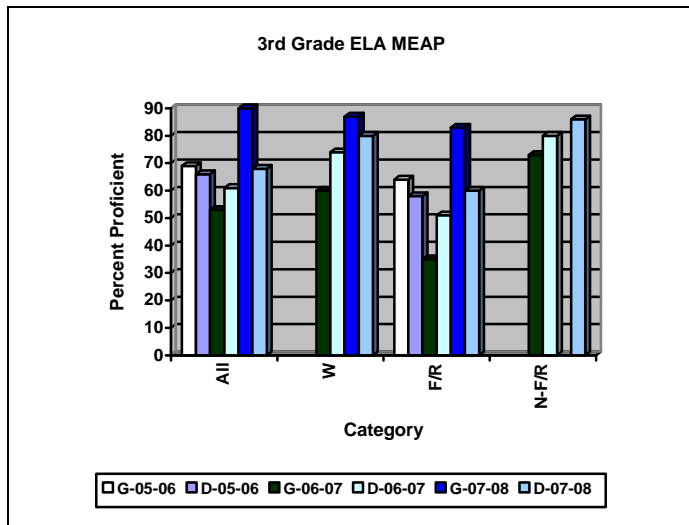
The School Improvement Team is composed of parents and staff. Meetings are held bi-monthly, September through May. All the school improvement minutes and materials are kept in the office of the school

administrator. At Greenwood, 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 finalized at the end of 2007-2008 school year. The results and evaluation of Greenwood's efforts in 2007-2008 becomes the basis for the School Improvement Plan 2008-2009.

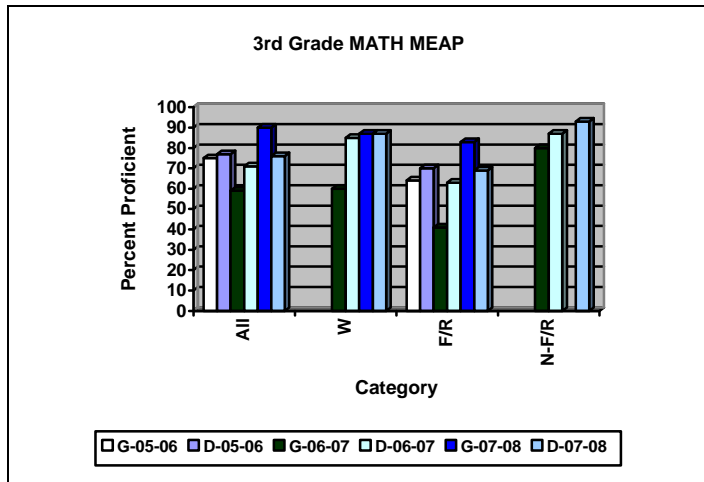
DATA (detailed assessment information is available at the school)
Michigan Educational Assessment Program – MEAP

Key:
 All – All Greenwood students tested
 AA - African American F/R – Free/Reduced Lunch
 W – White N-F/R – Non-Free/Reduced Lunch

English Language Arts – State Proficiency Target
 3rd grade – 60%



Mathematics – State Proficiency Target
 3rd grade – 67%



All proficiency scores are for categories with 10 or more students. Greenwood School does not have enough students in the third grade to figure the percent proficient for African American and Hispanic students.

Nationally Normed Achievement Test – ITBS

G – Greenwood D – District

Reading Grade Equivalents						
Category	05-06		06-07		07-08	
	G	D	G	D	G	D
Grade 1 – Total	2.3	1.8	1.9	1.8	1.8	1.8
African American	2.1	3.1	1.6	1.5	1.6	1.5
Hispanic	2.2	3.1	1.9	1.5	1.6	1.6
White	2.4	4.2	2.0	2.1	2.0	2.1
Non-Free/Reduced	2.9	3.6	2.1	2.3	2.0	2.2
Free/Reduced	2.1	3.3	1.9	1.6	1.7	1.6
Non-Special Needs	2.3	3.7	1.9	1.8	1.8	1.9
Special Needs	--	2.6	--	1.3	1.6	1.4
Grade 2 – Total	2.8	2.6	3.0	2.8	2.8	2.8
African American	2.8	2.3	2.2	2.4	2.1	2.4
Hispanic	1.6	2.3	--	2.6	2.9	2.4
White	2.8	3.0	3.3	3.1	3.2	3.4
Non-Free/Reduced	3.3	--	4.0	3.5	3.5	3.8
Free/Reduced	2.5	--	2.8	2.4	2.4	2.4
Non-Special Needs	2.8	2.6	3.1	2.8	2.8	2.9
Special Needs	1.4	1.8	--	1.8	2.8	2.3
Grade 3 – Total	3.7	3.6	3.4	3.5	4.3	3.7
African American	3.6	3.1	2.9	3.0	4.0	3.2
Hispanic	--	3.1	1.7	3.1	--	3.4
White	3.7	4.2	3.8	4.1	4.6	4.3
Non-Free/Reduced	5.1	3.6	3.9	4.4	5.1	4.7
Free/Reduced	3.0	3.3	2.7	3.1	4.0	3.3
Non-Special Needs	3.7	3.7	3.2	3.5	4.6	3.8
Special Needs	--	2.6	2.3	2.7	2.4	2.8

Math Grade Equivalents						
Category	05-06		06-07		07-08	
	G	D	G	D	G	D
Grade 1 – Total	2.1	1.4	1.9	1.5	1.8	1.6
African American	1.6	1.3	1.6	1.2	1.6	1.3
Hispanic	1.6	1.4	1.8	1.3	2.1	1.6
White	2.2	1.9	2.0	1.9	1.9	1.8
Non-Free/Reduced	2.3	1.5	2.2	2.0	1.9	1.9
Free/Reduced	2.0	1.4	1.8	1.3	1.7	1.4
Non-Special Needs	2.1	1.5	1.9	1.5	1.8	1.6
Special Needs	--	1.1	--	1.0	1.5	1.2
Grade 2 – Total	2.3	2.4	3.1	2.6	2.5	2.5
African American	2.1	2.3	2.5	2.2	1.9	2.2
Hispanic	2.0	2.3	--	2.5	3.1	2.4
White	2.3	2.9	3.5	3.0	3.0	3.1
Non-Free/Reduced	2.6	2.5	3.8	3.2	3.2	3.2
Free/Reduced	2.2	2.3	2.9	2.3	2.3	2.3
Non-Special Needs	2.3	2.5	3.1	2.6	2.5	2.6
Special Needs	2.1	1.8	--	1.7	3.5	2.2
Grade 3 – Total	3.1	3.4	3.4	3.3	3.8	3.5
African American	3.0	3.0	2.9	2.9	3.2	3.1
Hispanic	--	3.3	1.7	3.0	--	3.3
White	3.2	3.9	3.8	3.9	4.2	4.0
Non-Free/Reduced	4.3	3.5	3.6	4.0	4.4	4.3
Free/Reduced	2.7	3.3	2.8	3.0	3.5	3.2
Non-Special Needs	3.1	3.5	3.2	3.4	4.0	3.6
Special Needs	--	2.5	2.6	2.8	2.4	2.7

Measurable Objectives for the 2008-2009 School Improvement Goals

- 80% of children in grades K-3 will be proficient/at grade level in ELA by the end of 2008/2009
- 80% of children in grades K-3 will be proficient/grade level in Mathematics by the end of 2008/2009
- 80% of children in grades K-3 will be proficient/grade level in ELA-Writing by the end of 2008/2009