

ANNUAL REPORT 2007-2008

Indian Prairie Elementary School

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The mission of Indian Prairie Elementary School, a child-centered, family oriented community, is to nurture young children into responsible, productive, emotionally secure citizens who are life-long learners, through a program characterized by high academic achievement, and involved community and exemplary staff that encourage the unique abilities of each person.

Highlights for 2007-2008

- KPEF (Kalamazoo Public Education Foundation) grant recipient
- Above average 3rd grade Michigan Educational Assessment Program (MEAP) scores
- Strong parental involvement (i.e. PTO, School Improvement Team, Volunteering)
- New Student/Community Visitation Day
- EFA (Education for the Arts) participant
- School Crisis & safety training with Kalamazoo Township Police Department
- Strong academically talented and At-Risk programs
- Restructuring classroom math, reading, & writing blocks (rotations)
- Achieved Adequate Yearly (AYP) Progress status
- Innovative Grant awarded to Indian Prairie for an extended day (after-school-program)
- Maintenance of enrollment throughout the school year
- "Reach for the Stars" After school enrichment program for targeted students
- 92% of all students reading at or above grade level
- (Kindergarten) Wrap Around extended day Program
- 98% Parent Teacher attendance
- Before school (reading) interventions for targeted students
- Recipient of four (4) Kalamazoo Communities in Schools grants
- Kalamazoo Symphony Orchestra/Gilmore Foundation partner school
- Continued (educational) partnerships with:
 - Kalamazoo Township Police Department
 - Kappa Alpha Psi (Kalamazoo Alumni Chapter)
 - Western Michigan University
 - Kalamazoo Valley Community College
 - Northside Ministerial Alliance
 - Western Michigan University
 - Bronson Methodist Hospital
 - Education for the Arts
 - Family Independence Agency
 - Kalamazoo Community Mental Health

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.
- Indian Prairie Elementary is a K-3 building with an enrollment of 247 students
- Multicultural environment composed of 0.8% Native American, 23.9% African American, 3.2% Asian American, 6.1% Hispanic and 66.0% Caucasian students
- Daily attendance rate of 95.1%
- Student suspension ratio of 4/247
- Conferences: 97% fall and 97% 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	A	A	A

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.
- 14 teachers; 3 with a Bachelors Degree; 10 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.

Indian Prairie Parent Involvement:

The school improvement meetings are held the 3rd Tuesdays of each month and all materials are housed in the office of the principal. We have continued to implement a variety of activities & school programs to encourage

community & family participation and expanded our collaboration with the Parent-Teacher Organization. It has been our goal to actively implement more parent enrichment opportunities and expand upon utilization of community contacts and organizations. We have facilitated involvement using flexible scheduling (i.e. day/evening programs, home projects, organization driven projects, weekend opportunities) and have worked to keep the school website up-to-date. Our efforts have been evaluated through the use of surveys, observations, overall participation, parental interviews, attendance records and hits on the school website.

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 Indian Prairie, 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 is in the last phase of a three-year plan based on the following priorities that are aligned with the district's ACES goals. The results and evaluation of Indian Prairie's efforts in 2007-2008 become the basis for the School Improvement Plan 2008-2009.

DATA (detailed assessment information is available at the school)

Michigan Educational Assessment Program – MEAP

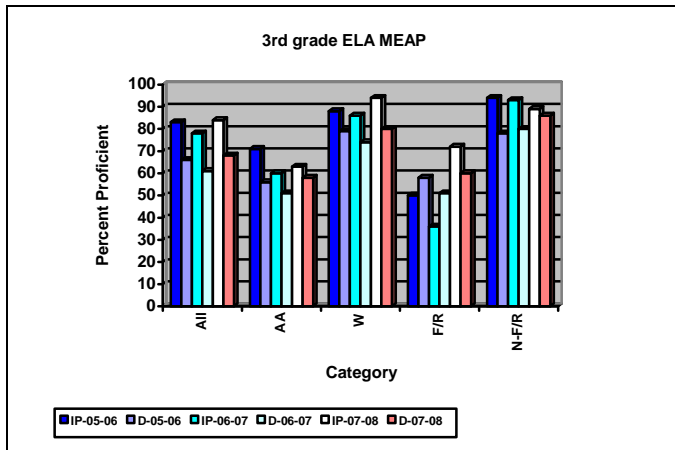
Key

All – All students tested F.R. – Free/Reduced Lunch
 AA – African American Non-F.R. – Non-Free/Reduced Lunch
 W – White

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

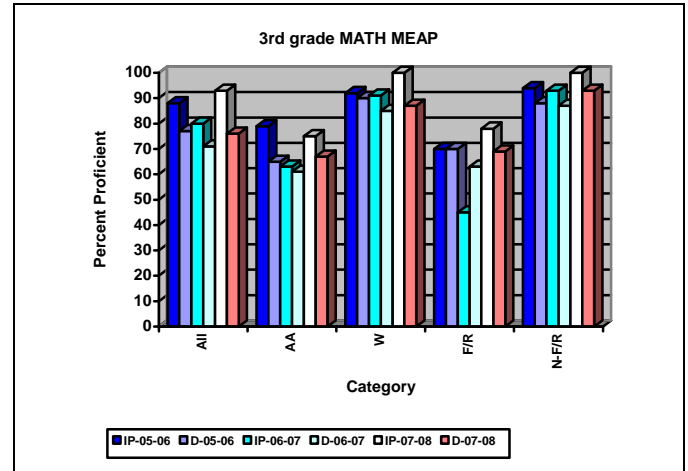
English Language Arts

State Proficiency Target - 3rd grade – 60%



Mathematics

State Proficiency Target - 3rd grade – 67%



Nationally Normed Achievement Test – ITBS

IP – Indian Prairie D – District

Category	05-06		06-07		07-08	
	IP	D	IP	D	IP	D
Reading Grade Equivalents						
Grade 1 – Total	2.4	1.8	2.5	1.8	2.5	1.8
African American	1.7	1.5	2.0	1.5	2.1	1.5
Hispanic	3.2	1.5	2.1	1.5	1.7	1.6
White	2.7	2.1	2.7	2.1	2.8	2.1
Non-Free/Reduced	2.7	2.3	2.7	2.3	2.7	2.2
Free/Reduced	1.8	1.5	2.2	1.6	2.1	1.6
Non-Special Needs	2.5	1.8	2.5	1.8	2.6	1.9
Special Needs	1.1	1.5	--	1.3	1.5	1.4
Grade 2 – Total	3.6	2.6	3.9	2.8	4.0	2.8
African American	3.0	2.3	3.2	2.4	3.0	2.4
Hispanic	NA	2.3	4.0	2.6	3.6	2.4
White	3.9	3.0	4.0	3.1	5.4	3.4
Non-Free/Reduced	3.9	3.3	4.1	3.5	4.2	3.8
Free/Reduced	2.8	2.3	3.1	2.4	3.4	2.4
Non-Special Needs	3.6	2.6	3.9	2.8	4.0	2.9
Special Needs	NA	1.8	--	1.8	--	2.3
Grade 3 – Total	4.1	3.6	4.2	3.5	4.8	3.7
African American	3.3	3.1	3.3	3.0	3.7	3.2
Hispanic	5.5	3.1	--	3.1	4.6	3.4
White	4.6	4.2	4.8	4.1	5.3	4.3
Non-Free/Reduced	4.6	4.4	4.6	4.4	5.2	4.7
Free/Reduced	2.9	3.1	3.0	3.1	4.1	3.3
Non-Special Needs	4.2	3.7	4.2	3.5	4.8	3.8
Special Needs	3.1	2.6	--	2.7	4.1	2.8

Category	05-06		06-07		07-08	
	IP	D	IP	D	IP	D
Math Grade Equivalents						
Grade 1 – Total	2.1	1.5	2.2	1.5	2.2	1.6
African American	1.5	1.3	1.7	1.2	1.8	1.3
Hispanic	2.4	1.4	2.1	1.3	1.4	1.6
White	2.3	1.9	2.4	1.9	2.4	1.8
Non-Free/Reduced	2.2	2.0	2.3	2.0	2.3	1.9
Free/Reduced	1.6	1.3	2.0	1.3	1.9	1.4
Non-Special Needs	2.1	1.5	2.2	1.5	2.2	1.6
Special Needs	1.0	1.1	--	1.0	1.2	1.2
Grade 2 – Total	3.5	2.5	3.3	2.6	3.4	2.5
African American	3.1	2.3	2.6	2.2	2.4	2.2
Hispanic	NA	2.3	3.7	2.5	3.0	2.4
White	3.6	2.9	3.5	3.0	3.7	3.1

Category	05-06		06-07		07-08	
	IP	D	IP	IP	D	IP
Non-Free/Reduced	3.6	3.2	3.4	3.2	3.6	3.2
Free/Reduced	2.6	2.3	3.2	2.3	3.0	2.3
Non-Special Needs	3.5	2.5	3.3	2.6	3.4	2.6
Special Needs	NA	1.8	--	1.7	--	2.2
Grade 3 – Total	3.9	3.4	4.0	3.3	4.1	3.5
African American	3.0	3.0	3.2	2.9	3.3	3.1
Hispanic	4.6	3.3	--	3.0	4.0	3.3
White	4.3	3.9	4.4	3.9	4.4	4.0
Non-Free/Reduced	4.3	4.1	4.3	4.0	4.3	4.3
Free/Reduced	2.6	3.1	2.8	3.0	3.7	3.2
Non-Special Needs	3.9	3.5	4.0	3.4	4.2	3.6
Special Needs	3.2	2.5	--	2.8	3.3	2.7

Measurable Objectives for 2008-2009 School Improvement

- To increase overall 3rd grade performance levels for all students in the proficient range of the MEAP from 87% to 90%
- To increase overall 3rd grade performance levels for all students in the proficient range of the MEAP from 84% to 87%
- To increase overall 3rd grade performance levels for all students in the proficient range of the MEAP to 94%