



ANNUAL REPORT 2007-2008

Washington Writers' Academy

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Washington Writers' Academy will create a safe learning environment where all children gain the skills necessary to promote academic and social successes leading to positive life choices.

2007-2008 Highlights

- Improved ITBS scores
- *Reading First* Program Fully Implemented
- Successful creation and implementation of Busy Bee Time, a 30 minute Tier II reading intervention delivery system
- Lower office referrals than previous year, resulting in more instructional time
- School-wide Implementation of *Second Step* Program– Units in all grades on empathy, impulse control and problem solving, anger management
- Collaboration with arts organizations: Kalamazoo Institute of Arts and EFA Presents
- Student art work exhibited at downtown Art Hop, KPS Administration Building, KIA, and Bronson Hospital; instrumental music program (grade 5)
- 30 Kids Hope USA mentors from Westwood CRC and Bethany Reformed Church
- 5th grade student participation in KPS Elementary Track Meet
- WMU Teaching Intern and Pre-Intern Programs (Urban Program Site)
- Global Reading Challenge through the Kalamazoo Public Library
- Successful Co-Ed Soccer and Flag Football Teams (grade 5) this 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.
- Washington Writers' Academy is a K-5 building with an enrollment of 349 students
- Multicultural environment composed of 0.6% Native American, 71.9% African American, 1.1% Asian American, 3.7% Hispanic and 22.6% Caucasian students
- Daily attendance rate of 90.2%
- Student suspension ratio of 133/349
- Conferences: 83% fall and 73% 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

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 high or low poverty schools.
- No teachers are teaching in classroom in either the high or low poverty schools that are not highly qualified.
- 1 Administrator with a Masters+30.
- 28 teachers: 14 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.

Washington Writers' Academy Parent Involvement

All parents sign a Parent Compact at the beginning of the school year. Writing Expos are planned with the intent of engaging parents in hands-on and exploration activities and Title I Parent Corps participants are encouraged to bring parents with them the activities. Free take-home books are given to each student at conferences to aid in having books for children to read at home. Title1 Parent Corps participants are encouraged to become involved in School Improvement. They often participate in daytime meetings which are informative and provide opportunities for input. The staff reviews sign in sheets to establish whether more or fewer parents are in attendance at specific activities. Parents are encouraged to share the importance, value, and ideas for improvement through a yearly survey.

School Improvement Planning

All school improvement materials are housed in the Main Office. The meetings are held the last Monday of the month and additional ones are held as needed. The School Improvement Team reviews the plans each year and then edits the plans based on achievement data, programs and staff development initiatives. Every staff member has on-line access to the plan. A hard copy is kept in the Main Office. Parents or community members may obtain a hard copy in the Main Office. The results and evaluation of Washington's efforts in

2007-2008 becomes the basis for the School Improvement Plan 2008-2009.

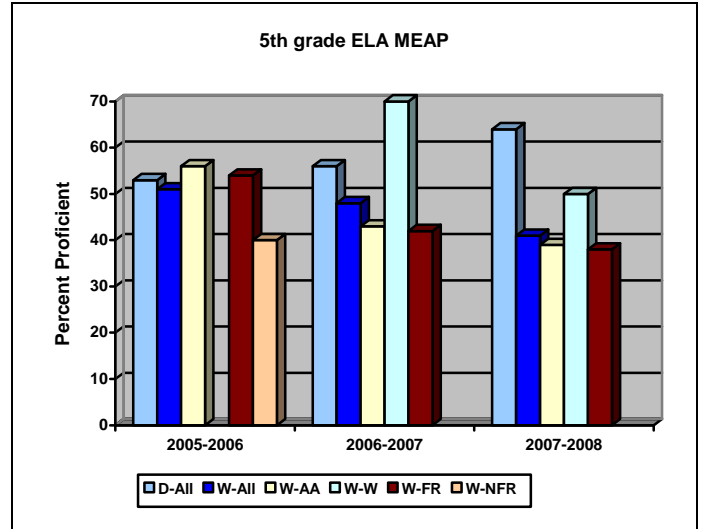
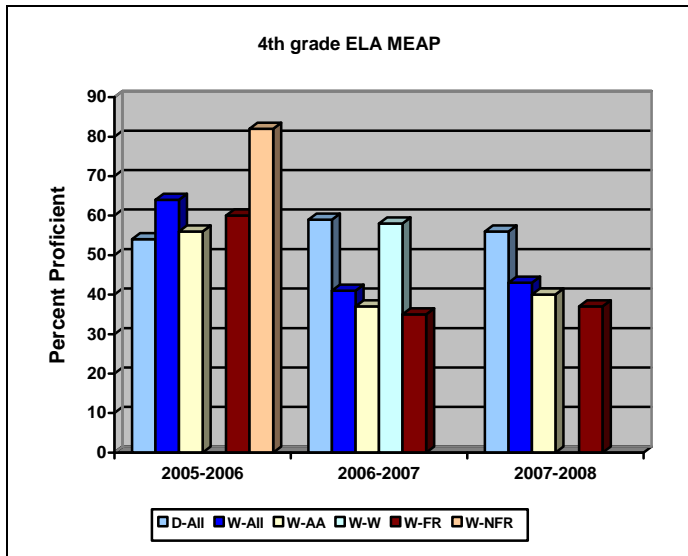
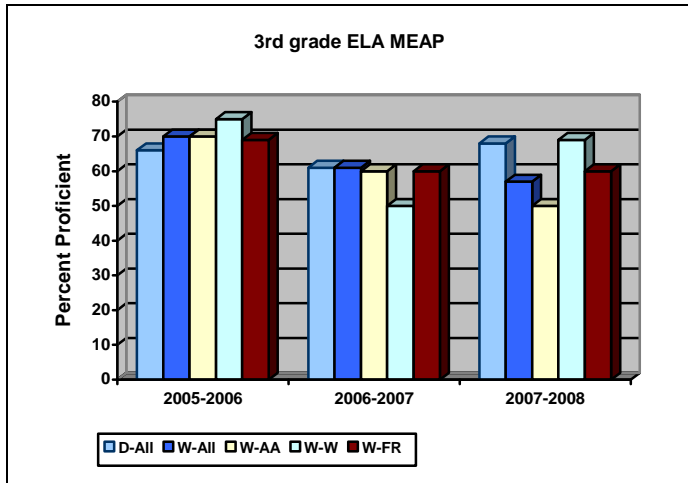
DATA (detailed assessment information is available at the school)

Michigan Educational Assessment Program – MEAP

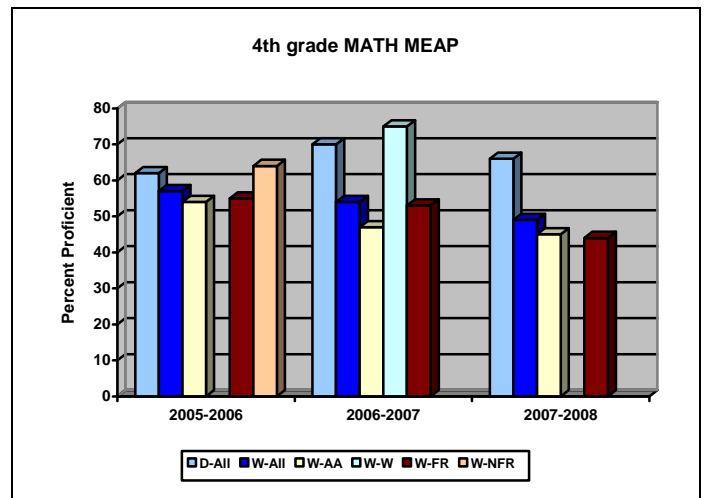
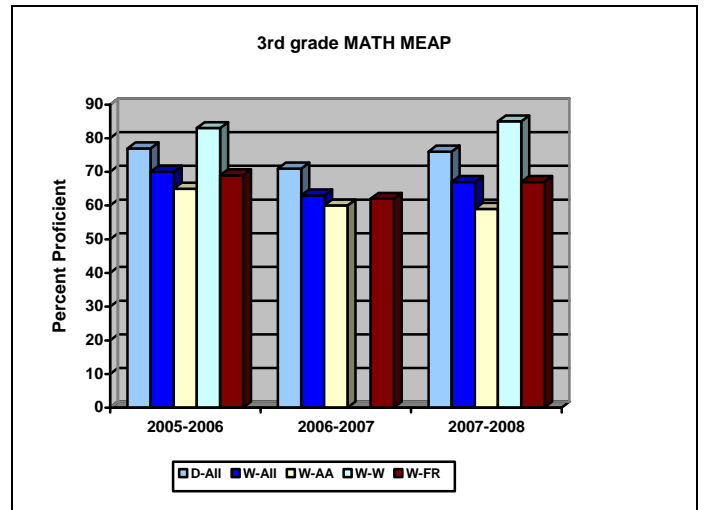
Key:
 D-All – All district students W – White
 All – All Washington students F.R. – Free/Reduced Lunch
 AA – African American

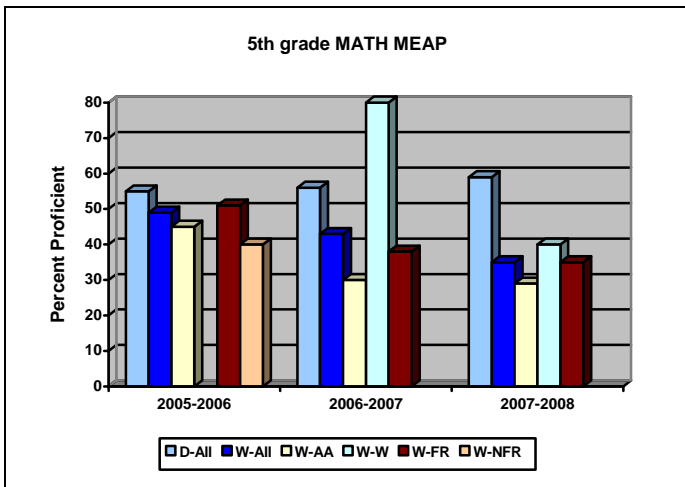
All proficiency scores are for categories with 10 or more students.

English Language Arts – State Proficiency Targets
 3rd grade – 60% 4th grade – 59%
 5th grade – 57%



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



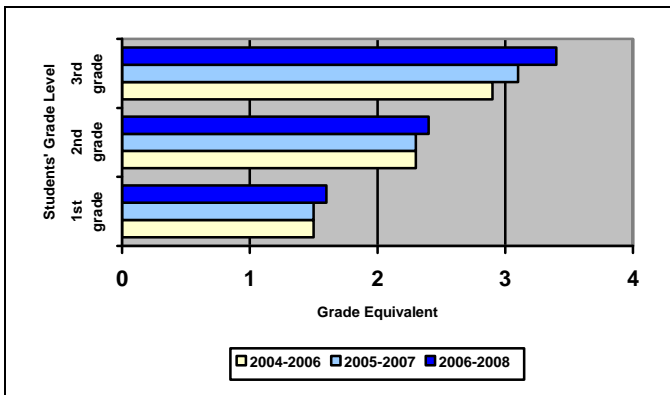


Nationally Normed Achievement Test – ITBS

W – Washington Writers' Academy D – District

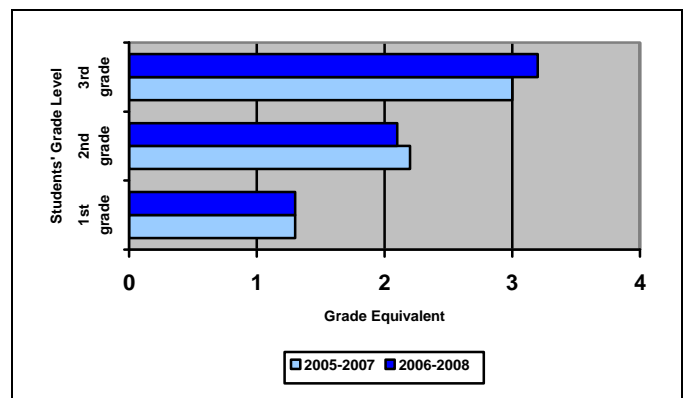
Reading Grade Equivalents						
Category	05-06		06-07		07-08	
	W	D	W	D	W	D
Grade 1 – Total	1.6	1.8	1.5	1.8	1.6	1.8
African American	1.5	1.5	1.5	1.5	1.5	1.5
Hispanic	1.2	1.5	1.4	1.5	1.7	1.6
White	1.8	2.1	1.6	2.1	1.9	2.1
Non-Free/Reduced	2.1	2.3	1.5	2.3	2.4	2.2
Free/Reduced	1.6	1.5	1.5	1.6	1.5	1.6
Non-Special Needs	1.7	1.8	1.5	1.8	1.7	1.9
Special Needs	1.4	1.5	1.2	1.3	1.5	1.4
Grade 2 – Total	2.3	2.6	2.4	2.8	2.2	2.8
African American	2.2	2.3	2.3	2.4	2.2	2.4
Hispanic	2.2	2.3	1.7	2.6	2.3	2.4
White	2.9	3.0	2.4	3.1	2.3	3.4
Non-Free/Reduced	3.3	3.3	1.8	3.5	2.2	3.8
Free/Reduced	2.1	2.3	2.5	2.4	--	2.4
Non-Special Needs	2.1	2.6	2.4	2.8	2.2	2.9
Special Needs	1.4	1.8	2.4	1.8	2.0	2.3
Grade 3 – Total	2.9	3.6	3.1	3.5	3.4	3.7
African American	2.8	3.1	3.0	3.0	3.0	3.2
Hispanic	3.0	3.1	3.2	3.1	3.9	3.4
White	3.3	4.2	3.7	4.1	4.3	4.3
Non-Free/Reduced	3.2	4.4	4.9	4.4	3.4	4.7
Free/Reduced	2.9	3.1	2.9	3.1	3.4	3.3
Non-Special Needs	3.0	3.7	3.1	3.5	3.6	3.8
Special Needs	2.1	2.6	2.3	2.7	2.9	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	
	W	D	W	D	W	D
Grade 1 – Total	1.3	1.5	1.2	1.5	1.3	1.6
African American	1.2	1.3	1.2	1.2	1.2	1.3
Hispanic	1.4	1.4	1.3	1.3	1.4	1.6
White	1.7	1.9	1.3	1.9	1.6	1.8
Non-Free/Reduced	2.3	2.0	1.4	2.0	1.7	1.9
Free/Reduced	1.3	1.3	1.2	1.3	1.3	1.4
Non-Special Needs	1.4	1.5	1.2	1.5	1.3	1.6
Special Needs	1.1	1.1	1.2	1.0	1.3	1.2
Grade 2 – Total	2.8	2.5	2.1	2.6	2.1	2.5
African American	2.2	2.3	2.1	2.2	2.0	2.2
Hispanic	2.2	2.3	1.9	2.5	2.2	2.4
White	2.5	2.9	2.3	3.0	2.3	3.1
Non-Free/Reduced	2.8	3.2	2.3	3.2	2.1	3.2
Free/Reduced	2.2	2.3	2.2	2.3	--	2.3
Non-Special Needs	2.3	2.5	2.2	2.6	2.1	2.6
Special Needs	2.0	1.8	3.0	1.7	2.1	2.2
Grade 3 – Total	3.2	3.4	3.0	3.3	3.2	3.5
African American	2.8	3.0	2.8	2.9	3.0	3.1
Hispanic	3.1	3.3	3.3	3.0	3.3	3.3
White	2.9	3.9	3.9	3.9	3.6	4.0
Non-Free/Reduced	3.3	4.1	3.9	4.0	3.3	4.3
Free/Reduced	2.8	3.1	2.8	3.0	3.2	3.2
Non-Special Needs	3.0	3.5	3.0	3.4	3.3	3.6
Special Needs	2.4	2.5	4.6	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.



Measurable Objectives for 2008-2009 School Improvement

- 60% of 3rd grade students will be proficient in ELA
- 59% of 4th grade students will be proficient in ELA
- 57% of 5th grade students will be proficient in ELA
- 67% of 3rd grade students will be proficient in math
- 65% of 4th grade students will be proficient in math
- 62% of 5th grade students will be proficient in math