

ANNUAL REPORT 2007-2008



Winchell Elementary School

Michael Hughes, Principal

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All activities at Winchell Elementary School are driven by the belief that “children come first.” Educational, family, and community resources are utilized to provide the necessary social and academic support for every student. We ensure our success by fostering a culture of care and belonging for every stakeholder, developing the staff’s capacity to differentiate the curriculum, utilizing current research-based best practices and providing timely research-based interventions for students failing to make progress.

2007-2008 Highlights

- Our MEAP Math and ELA scores were above the state target at every grade level.
- Our spring Dibels data showed a minimum increase of 5% for students reaching the grade level bench mark at every grade level.
- 84% of our students did not receive an office referral for the entire school, 94% of our students received one referral or less for the entire school year.
- Three of our Destination Imagination teams advanced to the state competition and one team advanced to the national competition.
- Through our partnership with kids hope, 32 students received one hour of weekly mentoring with a caring adult.

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.
- Winchell is a K-6 building with an enrollment of 518 students
- Multicultural environment composed of 2.3% Native American, 19.3% African American, 4.4% Asian American, 7.3% Hispanic and 66.6% Caucasian students
- Daily attendance rate of 95.5%
- Student suspension ratio of 17/468
- Conferences: 99% fall and 98% 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	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 degree.
- 27 teachers; 8 with a Bachelors Degree; 16 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.

Winchell Parent Involvement

- Participation on the School Improvement Team
- Participation on PTO
- School/community partnerships
- Numerous volunteer opportunities
- Family Literacy & Math Nights
- Fall Open House
- Spring Celebration of Learning
- Destination Imagination coaching
- Basketball coaching
- Flag football coaching
- Blood drive
- Parent/community tutors
- Library assistants
- Weekly home-school newsletters
- Positive phone calls
- Home visits

The evaluation of parent participation in the above activities includes:

- Attendance at conferences
- Attendance and participation at family events
- Results of the fall/spring parent survey

School Improvement Planning

All school improvement materials are housed in the office of the Principal. The meetings are held the 3rd Thursday, Monthly. 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

will be needed to fully evaluate student achievement. Academic goals were developed based on a review of data in all core content areas. All goals were reviewed at the end of the 2007-2008 school year by the entire team and goals were written or adjusted based on the data. The results of the review and evaluation become the objectives for the 2008-2009 school year.

DATA (detailed assessment information is available at the school)

Michigan Educational Assessment Program – MEAP

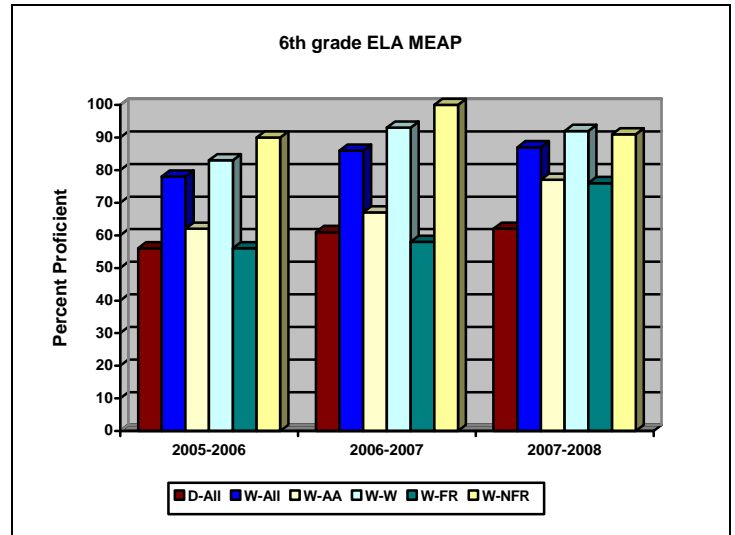
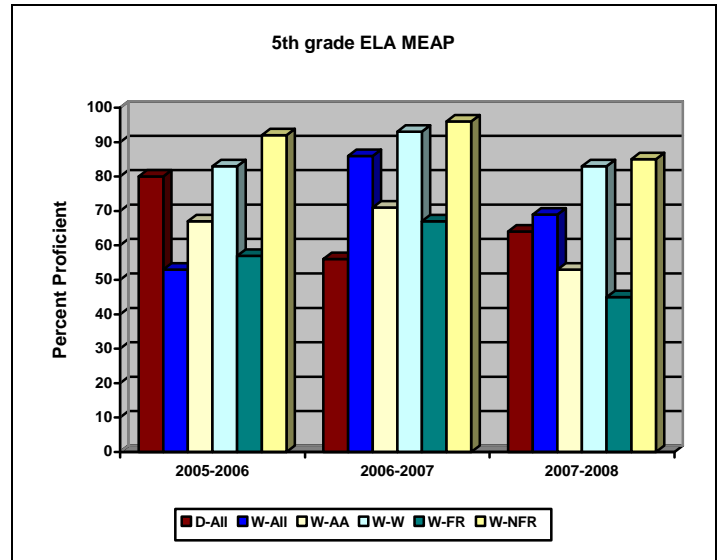
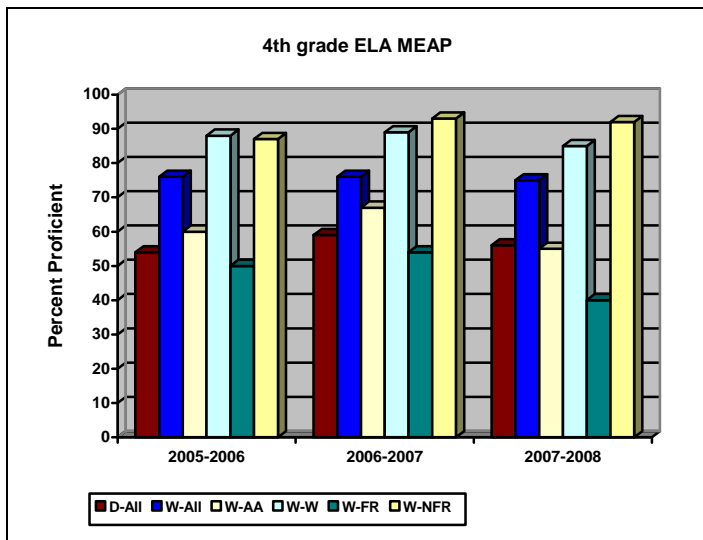
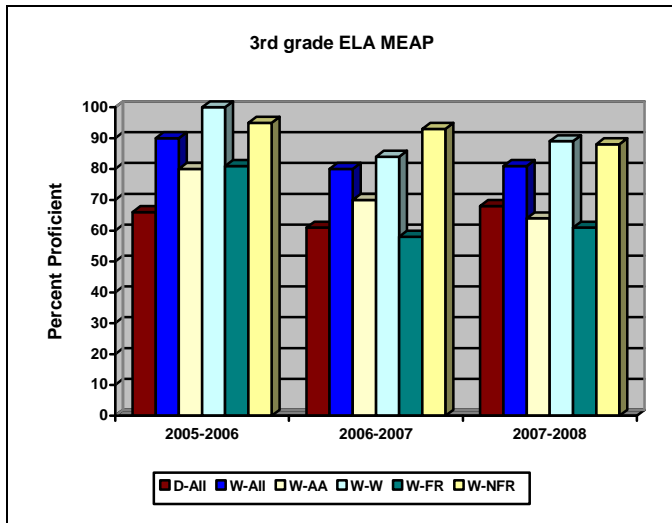
Key:

D-All – All district students	FR – Free/Reduced Lunch
W-All – All Winchell students	NFR – Non-Free/Reduced
AA – African American	
W – White	

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

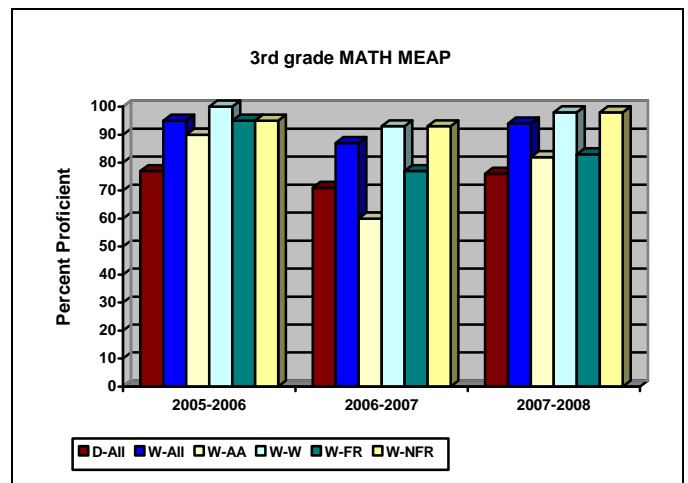
English Language Arts – State Proficiency Targets

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%

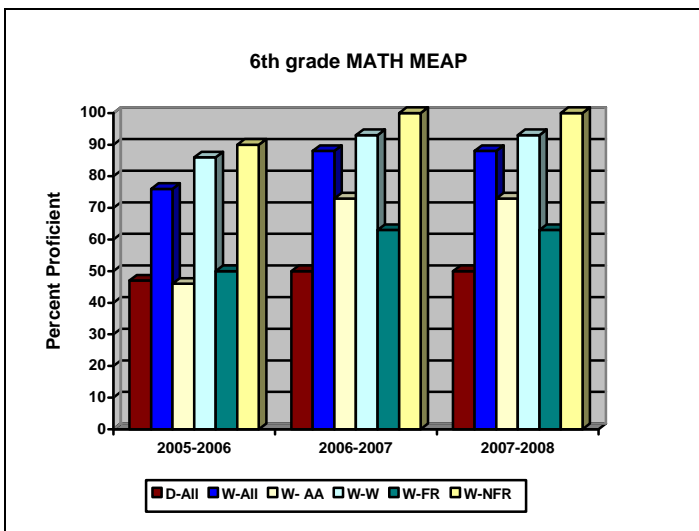
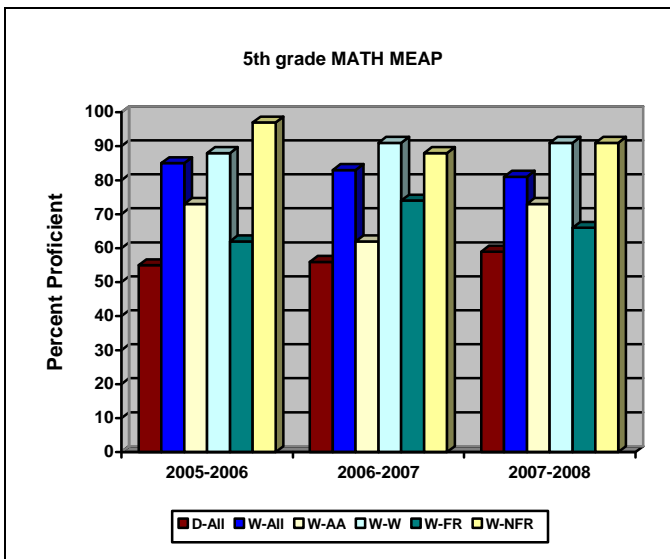
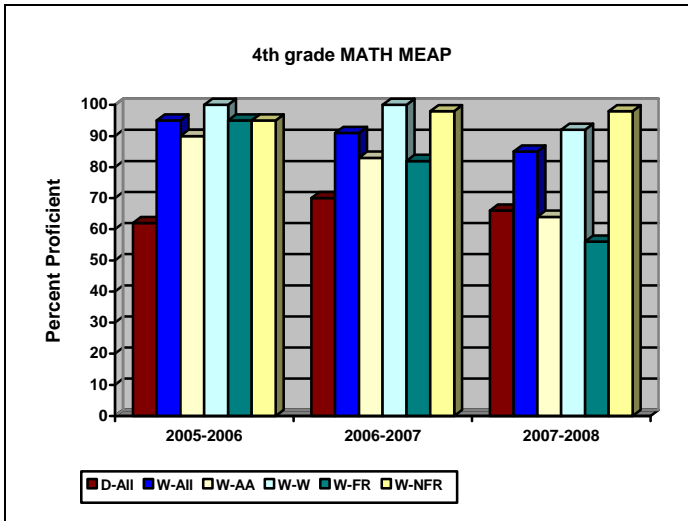
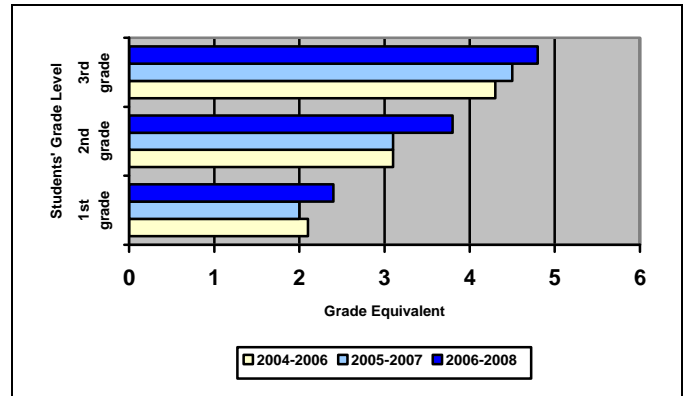


Nationally Normed Achievement Test – ITBS

W – Winchell D – District

Reading Grade Equivalents						
Category	05-06		06-07		07-08	
	W	D	W	D	W	D
Grade 1 – Total	2.4	1.8	2.4	1.8	2.3	1.8
African American	1.9	1.5	1.9	1.5	--	1.5
Hispanic	2.2	1.5	2.0	1.5	--	1.6
White	2.7	2.1	2.7	2.1	--	2.1
Non-Free/Reduced	2.7	2.3	2.7	2.3	2.4	2.2
Free/Reduced	1.8	1.5	1.7	1.6	2.1	1.6
Non-Special Needs	2.4	1.8	2.4	1.8	2.3	1.9
Special Needs	NA	1.5	--	1.3	--	1.4
Grade 2 – Total	3.1	2.6	3.8	2.8	3.7	2.8
African American	2.5	2.3	3.2	2.4	--	2.4
Hispanic	2.7	2.3	3.4	2.6	--	2.4
White	3.3	3.0	3.9	3.1	--	3.4
Non-Free/Reduced	3.7	3.3	4.1	3.5	4.1	3.8
Free/Reduced	2.3	2.3	2.8	2.4	2.8	2.4
Non-Special Needs	3.2	2.6	3.8	2.8	3.7	2.9
Special Needs	1.2	1.8	1.9	1.8	--	2.3
Grade 3 – Total	4.3	3.6	4.5	3.5	4.8	3.7
African American	3.6	3.1	3.3	3.0	4.0	3.2
Hispanic	2.2	3.1	3.7	3.1	4.1	3.4
White	5.0	4.2	4.8	4.1	5.0	4.3
Non-Free/Reduced	4.9	4.4	5.1	4.4	5.1	4.7
Free/Reduced	3.6	3.1	3.6	3.1	3.9	3.3
Non-Special Needs	4.3	3.7	4.6	3.5	4.8	3.8
Special Needs	2.3	2.6	2.6	2.7	3.3	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.



Measurable Objectives for 2008-2009 School Improvement

Math

- 3rd grade Students will score 81% or higher in fluency – computational estimation
- 4th grade Average percent correct in estimation will be 80% or higher; IOWA tests reflect third grade students performing above grade level in estimation (4.9).
- 5th grade Average percent correct in measurement will be 71% or higher
- 6th grade Average percent in measurement will be 69% or higher and average percent correct in estimation will be 72% or higher

Reading & Writing

- 3rd graders will score 92% in reading and will score 70% in writing
- 5th graders will score 86% proficient or advanced in reading and will score 50% proficient or advanced in writing
- 4th graders will score 92% proficient or advanced in reading and will score 70 % proficient or advanced in writing
- 6th graders will score 88% proficient or advanced in reading and will score 75% proficient or advanced in writing

DIBELS

- All students will increase one level (intensive to strategic, strategic to bench mark) from fall to spring assessments according to the DIBELS.
- Students who score benchmark in the fall will maintain benchmark status on the spring assessment on DIBELS.

Math Grade Equivalents						
Category	05-06		06-07		07-08	
	W	D	W	D	W	D
Grade 1 – Total	2.3	1.5	2.1	1.5	1.8	1.6
African American	1.4	1.3	1.4	1.2	--	1.3
Hispanic	2.0	1.4	1.4	1.3	--	1.6
White	2.3	1.9	2.3	1.9	--	1.8
Non-Free/Reduced	2.3	2.0	2.3	2.0	2.0	1.9
Free/Reduced	1.4	1.3	1.6	1.3	1.5	1.4
Non-Special Needs	2.1	1.5	2.1	1.5	1.8	1.6
Special Needs	NA	1.1	--	1.0	--	1.2
Grade 2 – Total	3.2	2.5	3.5	2.6	3.5	2.5
African American	2.4	2.3	2.8	2.2	--	2.2
Hispanic	2.8	2.3	3.3	2.5	--	2.4
White	3.3	2.9	3.7	3.0	--	3.1
Non-Free/Reduced	3.6	3.2	3.8	3.2	3.7	3.2
Free/Reduced	2.4	2.3	2.8	2.3	2.8	2.3
Non-Special Needs	3.2	2.5	3.5	2.6	3.5	2.6
Special Needs	1.7	1.8	1.7	1.7	--	2.2
Grade 3 – Total	3.9	3.4	4.3	3.3	4.4	3.5
African American	3.2	3.0	3.2	2.9	4.0	3.1
Hispanic	2.8	3.3	3.3	3.0	3.7	3.3
White	4.2	3.9	4.4	3.9	4.7	4.0
Non-Free/Reduced	4.2	4.1	4.6	4.0	4.8	4.3
Free/Reduced	3.5	3.1	3.6	3.0	3.7	3.2
Non-Special Needs	3.9	3.5	4.3	3.4	4.4	3.6
Special Needs	1.6	2.5	3.0	2.8	--	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.

