

EDISON ENVIRONMENTAL SCIENCE ACADEMY ✧ K-6
924 Russell St., 49001
Phone Number: 269.337-0550 ✧ Fax Number: 269.337-1621
Chuck Tansey, Principal

School Improvement Plan 2008 - 2009

District Mission Statement

Kalamazoo Public Schools will educate every child, every opportunity, every time.

School Mission Statement

The mission of Edison Environmental Science Academy is to ensure that each student demonstrates high academic achievement and becomes an ecologically responsible, contributing citizen through a nurturing and dedicated staff with a technologically advanced, integrated curriculum in cooperation with family and community.

Part II – Curriculum Development and Alignment / State Core Curriculum

The district is continuing to develop and implement a preK-12 core curriculum aligned with the state standards and benchmarks. The curriculum adheres to the new State School Improvement Framework. The district's *Curriculum Framework* document sets the timeline and process for examining the content areas of mathematics, language arts, science, social studies, world languages, fine arts, health and physical education and information literacy. The purpose of the *Curriculum Framework* is to ensure that the district systematically increases the alignment of our curriculum, professional development and assessment to state and national standards. A copy of the *Curriculum Framework* and core curriculum documents are housed in Teaching and Learning Services, with the Assistant Superintendent. There are no deviations from the State core curriculum and benchmarks.

Part III – Plan Development

A. Decision-Making Process / Site Based Decision Making

District: Currently working under the following Board Policy: The District will use a site-based decision-making process, involving students, parents/guardians, staff and community members when developing and implementing designated District activities and programs as specified by the Board/Superintendent team. Building profiles (encompassing attendance, parent involvement, self-discipline, assessment and special services) as well as a comprehensive assessment system were reviewed with each school to determine district and individual building improvements necessary to meeting the needs of all our children.

Building: All staff members are invited to be actively involved in our school improvement process and serve on our school improvement team. Decision-making and goal setting are done with input generated by staff, parents, and community members. Important decisions are made using a consensus method that aligns with district's continuous improvement plan.

B. Team Member Requirements / Parent Involvement Policies

Policy: The District will consistently work, in a variety of ways, to strengthen meaningful family participation in the education of their children.

Policy Specifics:

1. Families should feel they are welcome participants in the successful education of their children.
2. Families should feel they are informed participants in their children's learning.
3. District, building and staff decision-making should be enriched by family participation.

SIT Team Membership Verification

| <u>Name</u> | <u>Position/Stakeholder Group</u> | <u>Role (i.e. chair, secretary)</u> |
|--------------------|-----------------------------------|-------------------------------------|
| C. Tansey | Principal | Member |
| J. Kurtz | Staff | Co-Chair |
| N. Morford | Staff | Co-Chair |
| L. Tocco | Staff | Co-Chair |
| C. Ward | Staff | Secretary |
| C. Ullrey | Staff | Secretary |
| P. Hillsman | Parent | Parent Leader |
| E. Grabow | Staff | Member |
| E. Rapp | Staff | Member |
| M. Strung | Staff | Member |
| M. Pulley | Staff | Member |
| B. Smith | Staff | Member |
| M. Hansen | Staff | Member |
| B. Clopton-Bizzell | Staff | Member |
| Donna Carroll | Staff | Member |
| L. Brinkman | Staff | Member |
| T. Hodgson | Staff | Member |
| M. Timmons | Staff | Member |
| G. Garcia | Parent | Member |
| V. Gallegos | Parent | Member |
| W. Starks | Parent | Member |
| S. Baker | Parent | Member |
| A. McGee | Parent | Member |
| T. Endsley | Parent | Member |
| K. Hooper | Parent | Member |
| A. Manson Sr. | Parent | Member |
| B. Balwinski | Parent | Member |
| C. Myles | Parent | Member |
| N. Mason | Parent | Member |

Agendas and Minutes Available as well as Meeting Day and Time

All school improvement materials are housed in the office of the principal. The meetings are held the 2nd Thursday, Monthly.

How Are Plans Developed, Reviewed and Adopted

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 during the 2008-09 school year by the entire team and goals were written or adjusted based on the data.

What Constitutes Consensus

Consensus for the School Improvement Team is reached when all members agree through continued discussion and revision.

How Do All Stakeholders Receive Information and Provide Feedback

The School Improvement team invites input from staff, parent and community members concerning achievement data. Feedback is shared at faculty meetings, parent corps meetings and parent newsletters.

Part IV – No Child Left Behind Components

A. Michigan School Report Card

Met AYP: Composite Grade C, Phase 0, Identified for improvement: NO

B. Teacher/Administrator – Education Level

| Staff | # | Bachelors | Masters | Masters+30 | Doctorate |
|----------------|----|-----------|---------|------------|-----------|
| Administrators | 1 | | 1 | | |
| Teachers | 30 | 22 | 6 | 2 | |

Teaching Staff and Title I Instructional Paraprofessionals

All staff is compliant with the NCLB requirements for highly qualified.

Teacher Mentoring Program

The Teacher Induction Model provides a mentor teacher to a cluster of new teachers. Each cluster (maximum of 10 new teachers) functions as a learning community, meeting with their mentor regularly for professional development and debriefing of individual/building level professional development.

Attracting High Quality Teachers to AYP Schools

The Board and the district administration are subject to the guidelines established in the Kalamazoo Education Association’s negotiated contract. We are working diligently to adopt new language that would give the district more freedom to enhance the teaching staff at AYP schools. To some degree, this is being done with the magnet schools and the closing and opening of one of the middle schools. As teaching positions open, we post them with the specific needs of individual schools to enable us to hire staff most qualified and willing to commit to the school’s strategic plan.

Part V - Plan Design/Implementation Components

A. Evaluation of Goals / Evaluation of Program/Student Improvement

District: The evaluation process is driven by data collected on each of the district’s goals that describe the effectiveness of the activities designed indicating strengths and weakness. The goals for the district are yearly evaluated and new or modified goals are established for the coming year.

B. Building:

| Priority | Evidence of Improvement 2007 - 2008 | Evidence Achieved Yes/No | What... <ul style="list-style-type: none"> Worked well Needs to be adjusted Changes need to be made Strengths to build on |
|---|--|---|--|
| Priority #1 Increase in ELA proficiency | <ul style="list-style-type: none"> Increase 3rd grade proficiency scores from 46% to 51% Increase 4th grade proficiency scores from 39% to 44% Increase 5th grade proficiency scores from 37% to 42% | <p>No – decreased to 43%</p> <p>No – decreased to 37%</p> <p>No – increased to 39%</p> | Changes need to be made to the current reading block due to the achievement gap between reading and writing scores. An increased allocation of time for writing instruction will occur during the 2008-09 school year. It should be noted that at the 1st grade, Edison has seen the average percentile score increase by 11% on the ITBS. This is due to the 1 st grade literacy intervention program that was implemented during the 2007-08 school year. |

| Priority | Evidence of Improvement 2007 - 2008 | Evidence Achieved Yes/No | What... <ul style="list-style-type: none"> • Worked well • Needs to be adjusted • Changes need to be made • Strengths to build on |
|---|--|--|--|
| Priority #2 Increase in mathematics proficiency | <ul style="list-style-type: none"> ➤ Increase 3rd grade proficiency scores from 58% to 63% ➤ Increase 4th grade proficiency scores from 69% to 72% ➤ Increase 5th grade proficiency scores from 38% to 43% | Yes – increased to 68% No – decreased to 49% Yes – increased to 57% | Needs to be adjusted to include extra interventions for identified students in math instruction. |

B. Needs Assessment

MEAP - Percent Scoring Proficient

| READING | | | | | | | | | | | | | |
|---|-----------------|-----------|-----------|-----------|------------------|-----------|-----------|----------------------------|-----------|---------------------------|-----------|-------------------|-----------|
| Grade Level | | ALL | Gender | | Ethnicity | | | Economically Disadvantaged | | English Language Learners | | Special Education | |
| | | | Male | Female | African American | Hispanic | White | Yes | No | Yes | No | Yes | No |
| 3rd Grade | | | | | | | | | | | | | |
| 05-06 | Building | 59 | 48 | 74 | 52 | TF | TF | 59 | TF | TF | 55 | TF | |
| | District | 77 | 74 | 80 | 73 | 75 | 86 | 71 | 86 | 77 | 77 | 51 | |
| 06-07 | Building | 60 | 53 | 64 | 52 | TF | 81 | 55 | TF | TF | 62 | TF | 64 |
| | District | 73 | 69 | 76 | 64 | 67 | 84 | 67 | 84 | 62 | 73 | 44 | 75 |
| 07-08 | Building | 51 | 58 | 47 | 50 | TF | 50 | 50 | TF | TF | 50 | TF | 51 |
| | District | 76 | 74 | 79 | 70 | 71 | 85 | 70 | 92 | 69 | 77 | 50 | 79 |
| 4th Grade | | | | | | | | | | | | | |
| 04-05 | Building | 69 | 68 | 70 | 80 | TF | TF | 66 | TF | 67 | 71 | TF | |
| | District | 71 | 68 | 74 | 62 | 61 | 83 | 63 | 87 | 67 | 71 | 39 | |
| 05-06 | Building | 47 | 44 | 50 | 41 | TF | 36 | 49 | TF | TF | 42 | TF | |
| | District | 65 | 65 | 65 | 55 | 62 | 77 | 56 | 80 | 65 | 65 | 38 | |
| 06-07 | Building | 57 | 45 | 80 | 52 | TF | TF | 55 | TF | TF | 60 | TF | 62 |
| | District | 71 | 67 | 75 | 60 | 64 | 85 | 61 | 87 | 64 | 72 | 33 | 75 |
| 07-08 | Building | 57 | 42 | 66 | 55 | TF | 63 | 53 | TF | TF | 57 | TF | 58 |
| | District | 71 | 70 | 73 | 60 | 71 | 84 | 63 | 90 | 67 | 72 | 42 | 74 |
| 5th Grade | | | | | | | | | | | | | |
| 05-06 | Building | 40 | 43 | 38 | 41 | TF | TF | 36 | TF | TF | 44 | TF | |
| | District | 60 | 56 | 66 | 48 | 56 | 77 | 47 | 81 | 55 | 61 | 22 | |
| 06-07 | Building | 53 | 48 | 57 | 47 | TF | 54 | 54 | TF | TF | 55 | TF | 57 |
| | District | 66 | 63 | 68 | 56 | 57 | 78 | 56 | 83 | 52 | 67 | 35 | 69 |
| 07-08 | Building | 54 | 36 | 83 | 57 | TF | TF | 53 | TF | TF | 55 | TF | 60 |
| | District | 69 | 65 | 74 | 57 | 66 | 83 | 60 | 88 | 58 | 71 | 29 | 73 |
| 6th Grade (moved back from middle school) | | | | | | | | | | | | | |
| 07-08 | Building | 43 | TF | 53 | 44 | TF | TF | 42 | TF | TF | 44 | TF | 44 |
| | District | 65 | 62 | 69 | 54 | 66 | 77 | 55 | 85 | 56 | 66 | 32 | 69 |

| WRITING | | | | | | | | | | | | | |
|---|----------|--------|--------|------------------|----------|-------|----------------------------|----|---------------------------|----|-------------------|----|----|
| Grade Level | ALL | Gender | | Ethnicity | | | Economically Disadvantaged | | English Language Learners | | Special Education | | |
| | | Male | Female | African American | Hispanic | White | Yes | No | Yes | No | Yes | No | |
| 3rd Grade | | | | | | | | | | | | | |
| 05-06 | Building | 20 | 22 | 16 | 21 | TF | TF | 20 | TF | TF | 19 | TF | |
| | District | 37 | 35 | 39 | 30 | 22 | 48 | 29 | 50 | 29 | 38 | 27 | |
| 06-07 | Building | 16 | 12 | 18 | 19 | TF | 6 | 17 | TF | TF | 15 | TF | 18 |
| | District | 35 | 29 | 41 | 28 | 22 | 47 | 27 | 52 | 29 | 36 | 18 | 55 |
| 07-08 | Building | 20 | 16 | 22 | 15 | TF | 25 | 18 | TF | TF | 17 | TF | 19 |
| | District | 41 | 34 | 47 | 29 | 28 | 57 | 30 | 65 | 33 | 42 | 16 | 43 |
| 4th Grade | | | | | | | | | | | | | |
| 04-05 | Building | 26 | 16 | 35 | 32 | TF | TF | 29 | TF | TF | 31 | TF | |
| | District | 31 | 24 | 39 | 27 | 19 | 38 | 25 | 47 | 21 | 32 | 7 | |
| 05-06 | Building | 28 | 22 | 35 | 22 | TF | 27 | 30 | TF | TF | 24 | TF | |
| | District | 37 | 32 | 41 | 30 | 38 | 45 | 30 | 49 | 35 | 37 | 23 | |
| 06-07 | Building | 7 | 7 | 7 | 7 | TF | TF | 8 | TF | TF | 8 | TF | 8 |
| | District | 29 | 25 | 33 | 23 | 20 | 37 | 22 | 41 | 16 | 31 | 11 | 31 |
| 07-08 | Building | 12 | 11 | 13 | 6 | TF | 19 | 11 | TF | TF | 11 | TF | 13 |
| | District | 24 | 21 | 28 | 14 | 15 | 38 | 15 | 45 | 14 | 25 | 7 | 26 |
| 5th Grade | | | | | | | | | | | | | |
| 05-06 | Building | 23 | 19 | 27 | 18 | TF | TF | 23 | TF | TF | 22 | TF | |
| | District | 45 | 38 | 54 | 38 | 38 | 56 | 38 | 58 | 42 | 46 | 19 | |
| 06-07 | Building | 28 | 24 | 32 | 26 | TF | 31 | 29 | TF | TF | 31 | TF | 31 |
| | District | 37 | 32 | 42 | 27 | 18 | 52 | 28 | 52 | 13 | 39 | 12 | 39 |
| 07-08 | Building | 11 | 11 | 11 | 11 | TF | TF | 9 | TF | TF | 12 | TF | 13 |
| | District | 43 | 40 | 46 | 29 | 27 | 61 | 31 | 67 | 23 | 45 | 9 | 46 |
| 6th Grade (moved back from middle school) | | | | | | | | | | | | | |
| 07-08 | Building | 43 | TF | 42 | 44 | TF | TF | 38 | TF | TF | 44 | TF | 48 |
| | District | 62 | 56 | 68 | 49 | 58 | 76 | 51 | 83 | 46 | 63 | 20 | 60 |

| ENGLISH LANGUAGE ARTS | | | | | | | | | | | | | |
|---|----------|--------|--------|------------------|----------|-------|----------------------------|----|---------------------------|----|-------------------|----|----|
| Grade Level | ALL | Gender | | Ethnicity | | | Economically Disadvantaged | | English Language Learners | | Special Education | | |
| | | Male | Female | African American | Hispanic | White | Yes | No | Yes | No | Yes | No | |
| 3rd Grade – 05-07 State Target-50% 07-08 State Target-60% | | | | | | | | | | | | | |
| 05-06 | Building | 43 | 41 | 47 | 42 | TF | TF | 49 | TF | TF | 43 | TF | |
| | District | 66 | 64 | 68 | 56 | 56 | 79 | 85 | 78 | 59 | 66 | 41 | |
| 06-07 | Building | 46 | 18 | 61 | 35 | TF | 69 | 40 | TF | TF | 47 | TF | 52 |
| | District | 61 | 56 | 65 | 51 | 53 | 74 | 51 | 80 | 54 | 64 | 31 | 63 |
| 07-08 | Building | 43 | 37 | 47 | 41 | TF | 50 | 42 | TF | TF | 43 | TF | 45 |
| | District | 68 | 64 | 71 | 58 | 60 | 80 | 60 | 86 | 61 | 69 | 36 | 71 |
| 4th Grade – 05-07 State Target 48% 07-08 State Target 59% | | | | | | | | | | | | | |
| 04-05 | Building | 51 | 47 | 55 | 52 | TF | TF | 49 | TF | TF | 59 | TF | |
| | District | 53 | 48 | 59 | 40 | 46 | 69 | 43 | 74 | 51 | 53 | 15 | |
| 05-06 | Building | 38 | 33 | 42 | 28 | TF | 27 | 40 | TF | TF | 31 | TF | |
| | District | 54 | 52 | 56 | 43 | 48 | 69 | 44 | 72 | 49 | 54 | 30 | |
| 06-07 | Building | 39 | 38 | 40 | 34 | TF | TF | 38 | TF | TF | 43 | TF | 41 |
| | District | 59 | 55 | 64 | 47 | 53 | 76 | 48 | 79 | 50 | 61 | 22 | 63 |
| 07-08 | Building | 37 | 21 | 47 | 32 | TF | 44 | 32 | TF | TF | 36 | TF | 40 |
| | District | 56 | 54 | 59 | 43 | 51 | 73 | 45 | 82 | 45 | 57 | 30 | 59 |
| 5th Grade – 05-07 State Target 48% 07-08 State Target 57% | | | | | | | | | | | | | |
| 05-06 | Building | 30 | 24 | 35 | 32 | TF | TF | 26 | TF | TF | 34 | TF | |
| | District | 53 | 48 | 59 | 39 | 43 | 73 | 39 | 74 | 45 | 54 | 14 | |
| 06-07 | Building | 41 | 40 | 43 | 35 | TF | TF | 40 | TF | TF | 46 | TF | 37 |
| | District | 56 | 52 | 59 | 43 | 40 | 73 | 45 | 76 | 35 | 58 | 24 | 59 |
| 07-08 | Building | 39 | 25 | 61 | 40 | TF | TF | 38 | TF | TF | 38 | TF | 43 |
| | District | 64 | 59 | 68 | 49 | 61 | 81 | 53 | 87 | 54 | 65 | 23 | 67 |
| 6th Grade –07-08 State Target 56% (moved back from middle school) | | | | | | | | | | | | | |
| 07-08 | Building | 36 | TF | 42 | 38 | TF | TF | 35 | TF | TF | 36 | TF | 40 |
| | District | 62 | 56 | 68 | 49 | 58 | 76 | 51 | 83 | 46 | 63 | 27 | 35 |

| MATH | | | | | | | | | | | | | |
|--|----------|--------|--------|------------------|----------|-------|----------------------------|----|---------------------------|----|-------------------|----|----|
| Grade Level | ALL | Gender | | Ethnicity | | | Economically Disadvantaged | | English Language Learners | | Special Education | | |
| | | Male | Female | African American | Hispanic | White | Yes | No | Yes | No | Yes | No | |
| 3rd Grade – 05-07 State Target-59% 07-08 State Target-67% | | | | | | | | | | | | | |
| 05-06 | Building | 61 | 56 | 68 | 55 | TF | TF | 61 | TF | TF | 60 | TF | |
| | District | 77 | 76 | 78 | 65 | 76 | 90 | 70 | 88 | 79 | 77 | 52 | |
| 06-07 | Building | 58 | 53 | 61 | 50 | TF | 76 | 55 | 70 | TF | 59 | TF | 61 |
| | District | 71 | 71 | 72 | 61 | 66 | 85 | 63 | 87 | 64 | 72 | 55 | 73 |
| 07-08 | Building | 68 | 79 | 61 | 67 | TF | 75 | 67 | TF | TF | 69 | TF | 72 |
| | District | 76 | 78 | 75 | 67 | 72 | 87 | 69 | 93 | 73 | 76 | 52 | 78 |
| 4th Grade – 05-07 State Target-56% 07-08 State Target-65% | | | | | | | | | | | | | |
| 04-05 | Building | 64 | 70 | 58 | 73 | TF | TF | 64 | TF | TF | 75 | TF | |
| | District | 59 | 59 | 58 | 42 | 46 | 79 | 47 | 81 | TF | 58 | 39 | |
| 05-06 | Building | 44 | 48 | 40 | 31 | TF | 50 | 45 | TF | TF | 36 | TF | |
| | District | 62 | 63 | 61 | 50 | 64 | 77 | 54 | 77 | 67 | 62 | 42 | |
| 06-07 | Building | 69 | 55 | 94 | 72 | TF | TF | 68 | TF | TF | 73 | TF | 70 |
| | District | 70 | 68 | 71 | 58 | 60 | 85 | 61 | 86 | 59 | 71 | 46 | 72 |
| 07-08 | Building | 49 | 42 | 53 | 45 | TF | 56 | 45 | TF | TF | 49 | TF | 51 |
| | District | 66 | 67 | 64 | 53 | 56 | 84 | 55 | 89 | 55 | 67 | 49 | 67 |
| 5th Grade – 05-07 State Target-56% 07-08 State Target-62% | | | | | | | | | | | | | |
| 05-06 | Building | 33 | 32 | 35 | 31 | TF | TF | 30 | TF | TF | 36 | TF | |
| | District | 55 | 55 | 54 | 36 | 49 | 78 | 41 | 77 | 48 | 55 | 24 | |
| 06-07 | Building | 38 | 40 | 36 | 34 | TF | 46 | 38 | TF | TF | 37 | TF | 43 |
| | District | 56 | 59 | 52 | 39 | 53 | 76 | 45 | 75 | 53 | 56 | 36 | 58 |
| 07-08 | Building | 57 | 50 | 67 | 49 | TF | TF | 56 | TF | TF | 52 | TF | 60 |
| | District | 59 | 61 | 58 | 42 | 57 | 78 | 48 | 83 | 48 | 61 | 33 | 62 |
| 6th Grade – 07-08 State Target-60% (moved back from middle school) | | | | | | | | | | | | | |
| 07-08 | Building | 36 | TF | 32 | 38 | TF | TF | 35 | TF | TF | 40 | TF | 40 |
| | District | 55 | 49 | 46 | 31 | 35 | 69 | 33 | 75 | 23 | 50 | 28 | 59 |

| SCIENCE | | | | | | | | | | | | | |
|-----------------------------|----------------------|----------|----------|------------------|----------|----------|----------------------------|----------|---------------------------|----------|-------------------|----------|----------|
| Grade Level | ALL | Gender | | Ethnicity | | | Economically Disadvantaged | | English Language Learners | | Special Education | | |
| | | Male | Female | African American | Hispanic | White | Yes | No | Yes | No | Yes | No | |
| 5TH Grade | | | | | | | | | | | | | |
| 05-06 | Building District | 23 61 | 29 62 | 19 61 | 24 46 | TF 44 | TF 81 | 21 50 | TF 85 | TF 44 | 27 63 | TF 31 | |
| 06-07 | Building District | 43 56 | 37 56 | 50 55 | 31 36 | TF 49 | 69 81 | 42 40 | TF 80 | TF 46 | 44 56 | 41 37 | 41 60 |
| 07-08 | Building District | 26 62 | 17 62 | 39 63 | 28 46 | TF 60 | TF 80 | 24 51 | TF 86 | TF 51 | 28 64 | TF 50 | 27 63 |

| SOCIAL STUDIES | | | | | | | | | | | | | |
|-----------------------------|----------------------|---------|----------|------------------|----------|----------|----------------------------|---------|---------------------------|----------|-------------------|----------|---------|
| Grade Level | ALL | Gender | | Ethnicity | | | Economically Disadvantaged | | English Language Learners | | Special Education | | |
| | | Male | Female | African American | Hispanic | White | Yes | No | Yes | No | Yes | No | |
| 6TH Grade | | | | | | | | | | | | | |
| 07-08 | Building District | 4 48 | TF 49 | 0 46 | 6 31 | TF 35 | TF 69 | 4 33 | TF 75 | TF 23 | 4 50 | TF 35 | 4 49 |

Iowa Test of Basic Skills (Percent of students meeting grade-level expectations)

| Discipline | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | |
|--------------------------|---------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|
| | S | D | S | D | S | D | S | D | S | D | S | D | |
| Vocabulary | 03-04 | 33 | 36 | 21 | 42 | 27 | 38 | -- | -- | -- | -- | -- | -- |
| | 04-05 | 40 | 40 | 28 | 44 | 26 | 38 | 29 | 39 | -- | -- | 15 | 30 |
| | 05-06 | 35 | 47 | 26 | 39 | 28 | 42 | 23 | 38 | -- | -- | NA | 33 |
| | 06-07 | 29 | 46 | 22 | 45 | 28 | 40 | 30 | 44 | 27 | 41 | NA | 35 |
| | 07-08 | 33 | 42 | 25 | 47 | 20 | 46 | 23 | 43 | 22 | 46 | 17 | 36 |
| Comprehension | 03-04 | 40 | 44 | 35 | 49 | 28 | 40 | -- | -- | -- | -- | -- | -- |
| | 04-05 | 46 | 47 | 42 | 48 | 27 | 42 | 28 | 47 | -- | -- | 21 | 37 |
| | 05-06 | 34 | 51 | 31 | 44 | 28 | 45 | 30 | 46 | -- | -- | NA | 36 |
| | 06-07 | 39 | 53 | 30 | 54 | 29 | 45 | 34 | 51 | 31 | 44 | NA | 38 |
| | 07-08 | 55 | 58 | 38 | 57 | 24 | 49 | 30 | 47 | 28 | 48 | 23 | 40 |
| Reading Total | 03-04 | 34 | 39 | 26 | 44 | 27 | 38 | -- | -- | -- | -- | -- | -- |
| | 04-05 | 42 | 44 | 34 | 45 | 27 | 40 | 29 | 43 | -- | -- | 17 | 35 |
| | 05-06 | 33 | 49 | 28 | 41 | 28 | 44 | 27 | 43 | -- | -- | NA | 35 |
| | 06-07 | 31 | 50 | 24 | 48 | 29 | 45 | 33 | 47 | 29 | 43 | NA | 37 |
| | 07-08 | 42 | 50 | 30 | 51 | 22 | 48 | 27 | 45 | 25 | 47 | 20 | 39 |
| Reading Grade Equivalent | 03-04 | 1.5 | 1.6 | 2.2 | 2.7 | 2.9 | 3.5 | -- | -- | -- | -- | -- | -- |
| | 04-05 | 1.6 | 1.7 | 2.4 | 2.7 | 2.9 | 3.4 | 3.9 | 4.5 | -- | -- | 4.5 | 5.7 |
| | 05-06 | 1.5 | 1.8 | 2.2 | 2.6 | 3.0 | 3.6 | 3.8 | 4.4 | -- | -- | NA | 5.8 |
| | 06-07 | 1.5 | 1.8 | 2.1 | 2.8 | 3.0 | 3.5 | 4.0 | 4.7 | 4.6 | 5.4 | NA | 6.0 |
| | 07-08 | 1.6 | 1.8 | 2.3 | 2.8 | 2.8 | 3.7 | 3.7 | 4.6 | 4.3 | 5.6 | 4.7 | 6.1 |
| Math Total | 04-05 | 28 | 30 | 20 | 41 | 17 | 34 | 22 | -- | -- | -- | 24 | -- |
| | 05-06 | 18 | 32 | 25 | 37 | 21 | 35 | 22 | 36 | -- | -- | NA | 38 |
| | 06-07 | 17 | 32 | 20 | 40 | 21 | 32 | 26 | 39 | 31 | 39 | NA | 38 |
| | 07-08 | 29 | 35 | 27 | 39 | 18 | 38 | 22 | 37 | 23 | 43 | 23 | 39 |
| Math Grade Equivalent | 04-05 | 1.3 | 1.4 | 2.1 | 2.6 | 2.8 | 3.4 | 3.8 | -- | -- | -- | 5.2 | -- |
| | 05-06 | 1.4 | 1.5 | 2.3 | 2.5 | 2.9 | 3.4 | 3.8 | 4.3 | -- | -- | NA | 6.2 |
| | 06-07 | 1.2 | 1.5 | 2.1 | 2.6 | 2.9 | 3.3 | 3.9 | 4.4 | 4.8 | 5.3 | NA | 6.2 |
| | 07-08 | 1.4 | 1.6 | 2.3 | 2.5 | 2.8 | 3.5 | 3.8 | 4.3 | 4.5 | 5.4 | 5.1 | 6.2 |

| IOWA READING | | | | | | | | | | | | | | | | | | | |
|-----------------------------|--------|----|------|----|------------------|----|----------|----|-------|----|--------------------|----|-----|----|-------------------|----|-----|----|----|
| ITEMS | Gender | | | | Ethnicity | | | | | | Free/Reduced Lunch | | | | Special Education | | | | |
| | Female | | Male | | African American | | Hispanic | | White | | No | | Yes | | No | | Yes | | |
| | S | D | S | D | S | D | S | D | S | D | S | D | S | D | S | D | S | D | S |
| Vocabulary | | | | | | | | | | | | | | | | | | | |
| 1st Grade | | | | | | | | | | | | | | | | | | | |
| | 05-06 | 33 | 48 | 36 | 46 | 33 | 35 | 46 | 35 | 32 | 63 | 28 | 70 | 36 | 36 | 37 | 48 | 13 | 28 |
| | 06-07 | 32 | 47 | 24 | 46 | 27 | 34 | 25 | 31 | 40 | 62 | 50 | 70 | 27 | 35 | 29 | 51 | -- | 21 |
| | 07-08 | 29 | 45 | 35 | 42 | 26 | 29 | 17 | 34 | 55 | 57 | 34 | 63 | 32 | 31 | 32 | 44 | 36 | 22 |
| 2nd Grade | | | | | | | | | | | | | | | | | | | |
| | 05-06 | 32 | 38 | 19 | 40 | 24 | 28 | 15 | 22 | 32 | 59 | 54 | 69 | 25 | 27 | 29 | 41 | 10 | 17 |
| | 06-07 | 22 | 47 | 19 | 44 | 20 | 30 | 16 | 32 | 27 | 60 | 15 | 71 | 23 | 32 | 22 | 46 | 5 | 16 |
| | 07-08 | 24 | 48 | 25 | 47 | 26 | 30 | 16 | 26 | 43 | 72 | 34 | 80 | 24 | 31 | 25 | 49 | 23 | 24 |
| 3rd Grade | | | | | | | | | | | | | | | | | | | |
| | 05-06 | 34 | 45 | 25 | 41 | 31 | 31 | 17 | 28 | 31 | 58 | 78 | 65 | 26 | 31 | 29 | 44 | 16 | 17 |
| | 06-07 | 34 | 40 | 25 | 42 | 23 | 29 | 32 | 26 | 41 | 55 | 48 | 62 | 27 | 30 | 32 | 41 | 5 | 24 |
| | 07-08 | 20 | 49 | 19 | 44 | 20 | 34 | 19 | 40 | 19 | 61 | 33 | 70 | 19 | 36 | 22 | 48 | 8 | 24 |
| 4th Grade | | | | | | | | | | | | | | | | | | | |
| | 05-06 | 45 | 39 | 25 | 40 | 17 | 27 | 34 | 21 | 36 | 58 | 45 | 64 | 23 | 27 | 25 | 39 | 9 | 21 |
| | 06-07 | 38 | 44 | 25 | 43 | 29 | 30 | 21 | 28 | 32 | 62 | 47 | 67 | 26 | 34 | 30 | 45 | 12 | 20 |
| | 07-08 | 31 | 42 | 17 | 46 | 18 | 31 | 12 | 30 | 36 | 62 | 68 | 68 | 19 | 33 | 24 | 45 | 10 | 25 |
| 5th Grade | | | | | | | | | | | | | | | | | | | |
| | 06-07 | 22 | 37 | 33 | 44 | 21 | 27 | 49 | 29 | 38 | 59 | 18 | 67 | 28 | 29 | 30 | 43 | 11 | 20 |
| | 07-08 | 21 | 45 | 21 | 47 | 21 | 29 | 19 | 34 | 29 | 65 | 89 | 72 | 21 | 33 | 23 | 49 | 9 | 11 |
| 6th Grade | | | | | | | | | | | | | | | | | | | |
| | 07-08 | 11 | 35 | 30 | 37 | 11 | 23 | 43 | 29 | 28 | 56 | 8 | 64 | 17 | 24 | 19 | 39 | 5 | 14 |

| IOWA READING | | | | | | | | | | | | | | | | | | | |
|-----------------------------|---------------|----------|-------------|----------|-------------------------|----------|-----------------|----------|--------------|----------|---------------------------|----------|------------|----------|--------------------------|----------|------------|----------|----------|
| ITEMS | Gender | | | | Ethnicity | | | | | | Free/Reduced Lunch | | | | Special Education | | | | |
| | Female | | Male | | African American | | Hispanic | | White | | No | | Yes | | No | | Yes | | |
| | S | D | S | D | S | D | S | D | S | D | S | D | S | D | S | D | S | D | S |
| Comprehension | | | | | | | | | | | | | | | | | | | |
| 1 Grade | | | | | | | | | | | | | | | | | | | |
| | 05-06 | 37 | 53 | 28 | 49 | 31 | 4 | 52 | 42 | 31 | 64 | 37 | 71 | 34 | 40 | 35 | 52 | 23 | 33 |
| | 06-07 | 43 | 55 | 26 | 52 | 36 | 41 | 41 | 40 | 43 | 67 | 65 | 75 | 35 | 42 | 39 | 54 | -- | 27 |
| | 07-08 | 56 | 61 | 55 | 57 | 51 | 48 | 50 | 54 | 67 | 68 | 55 | 72 | 55 | 50 | 56 | 59 | 51 | 41 |
| 2nd Grade | | | | | | | | | | | | | | | | | | | |
| | 05-06 | 32 | 45 | 24 | 43 | 30 | 33 | 24 | 40 | 34 | 58 | 50 | 67 | 30 | 34 | 33 | 46 | 10 | 13 |
| | 06-07 | 32 | 58 | 27 | 52 | 28 | 39 | 30 | 52 | 29 | 66 | 15 | 76 | 33 | 42 | 31 | 56 | 3 | 12 |
| | 07-08 | 41 | 59 | 35 | 57 | 41 | 41 | 31 | 47 | 52 | 74 | 55 | 80 | 37 | 45 | 39 | 59 | 29 | 40 |
| 3rd Grade | | | | | | | | | | | | | | | | | | | |
| | 05-06 | 44 | 50 | 21 | 42 | 28 | 31 | 36 | 37 | 28 | 62 | 66 | 67 | 27 | 33 | 29 | 48 | 18 | 17 |
| | 06-07 | 39 | 47 | 22 | 44 | 26 | 30 | 25 | 36 | 40 | 61 | 51 | 68 | 26 | 33 | 32 | 46 | 9 | 19 |
| | 07-08 | 24 | 53 | 23 | 46 | 23 | 34 | 34 | 40 | 21 | 65 | 29 | 71 | 24 | 37 | 26 | 52 | 11 | 21 |
| 4th Grade | | | | | | | | | | | | | | | | | | | |
| | 05-06 | 49 | 50 | 30 | 45 | 26 | 33 | 46 | 35 | 33 | 64 | 61 | 68 | 29 | 36 | 33 | 49 | 6 | 15 |
| | 06-07 | 48 | 54 | 31 | 48 | 36 | 36 | 37 | 40 | 19 | 66 | 58 | 72 | 30 | 39 | 36 | 53 | 8 | 15 |
| | 07-08 | 39 | 49 | 18 | 47 | 25 | 33 | 29 | 40 | 42 | 65 | 72 | 70 | 25 | 36 | 31 | 50 | 9 | 23 |
| 5th Grade | | | | | | | | | | | | | | | | | | | |
| | 06-07 | 34 | 45 | 28 | 44 | 24 | 31 | 49 | 29 | 44 | 59 | 43 | 67 | 30 | 34 | 34 | 47 | 14 | 18 |
| | 07-08 | 33 | 50 | 26 | 47 | 28 | 34 | 27 | 38 | 28 | 65 | 96 | 70 | 26 | 37 | 30 | 51 | 7 | 11 |
| 6th Grade | | | | | | | | | | | | | | | | | | | |
| | 07-08 | 24 | 42 | 21 | 39 | 19 | 28 | 51 | 37 | 27 | 56 | 17 | 65 | 23 | 29 | 25 | 43 | 7 | 14 |

| IOWA READING | | | | | | | | | | | | | | | | | | | |
|-----------------------------|---------------|----------|-------------|----------|-------------------------|----------|-----------------|----------|--------------|----------|---------------------------|----------|------------|----------|--------------------------|----------|------------|----------|-----------|
| ITEMS | Gender | | | | Ethnicity | | | | | | Free/Reduced Lunch | | | | Special Education | | | | |
| | Female | | Male | | African American | | Hispanic | | White | | No | | Yes | | No | | Yes | | |
| | S | D | S | D | S | D | S | D | S | D | S | D | S | D | S | D | S | D | S |
| Reading Totals | | | | | | | | | | | | | | | | | | | |
| 1 Grade | | | | | | | | | | | | | | | | | | | |
| | 05-06 | 33 | 51 | 31 | 48 | 30 | 36 | 49 | 36 | 29 | 66 | 30 | 75 | 33 | 36 | 34 | 50 | 11 | 29 |
| | 06-07 | 35 | 51 | 21 | 49 | 28 | 35 | 29 | 33 | 40 | 37 | 58 | 76 | 29 | 37 | 31 | 51 | -- | 21 |
| | 07-08 | 39 | 53 | 44 | 50 | 35 | 35 | 27 | 43 | 63 | 65 | 44 | 71 | 42 | 38 | 42 | 52 | 42 | 26 |
| 2nd Grade | | | | | | | | | | | | | | | | | | | |
| | 05-06 | 37 | 41 | 22 | 41 | 26 | 30 | 18 | 29 | 32 | 58 | 51 | 67 | 27 | 29 | 30 | 42 | 9 | 15 |
| | 06-07 | 25 | 52 | 22 | 47 | 23 | 33 | 21 | 41 | 29 | 62 | 14 | 73 | 26 | 36 | 25 | 50 | 2 | 15 |
| | 07-08 | 31 | 53 | 29 | 51 | 32 | 35 | 21 | 35 | 46 | 72 | 43 | 79 | 29 | 37 | 31 | 53 | 25 | 31 |
| 3rd Grade | | | | | | | | | | | | | | | | | | | |
| | 05-06 | 39 | 48 | 24 | 42 | 30 | 31 | 27 | 33 | 29 | 61 | 72 | 66 | 27 | 32 | 30 | 46 | 17 | 17 |
| | 06-07 | 37 | 44 | 23 | 43 | 25 | 30 | 28 | 31 | 41 | 58 | 50 | 66 | 27 | 32 | 32 | 44 | 5 | 21 |
| | 07-08 | 23 | 51 | 22 | 45 | 22 | 34 | 27 | 40 | 20 | 64 | 31 | 71 | 22 | 37 | 25 | 50 | 9 | 23 |
| 4th Grade | | | | | | | | | | | | | | | | | | | |
| | 05-06 | 46 | 45 | 25 | 44 | 22 | 31 | 41 | 29 | 37 | 61 | 53 | 66 | 26 | 32 | 29 | 45 | 8 | 17 |
| | 06-07 | 43 | 49 | 29 | 46 | 33 | 34 | 30 | 35 | 24 | 64 | 53 | 70 | 29 | 37 | 34 | 49 | 9 | 17 |
| | 07-08 | 37 | 45 | 17 | 46 | 22 | 32 | 21 | 36 | 39 | 63 | 70 | 69 | 22 | 35 | 29 | 47 | 9 | 23 |
| 5th Grade | | | | | | | | | | | | | | | | | | | |
| | 06-07 | 29 | 42 | 29 | 43 | 22 | 29 | 48 | 30 | 41 | 60 | 31 | 67 | 29 | 32 | 32 | 45 | 11 | 19 |
| | 07-08 | 29 | 47 | 24 | 46 | 25 | 32 | 23 | 38 | 28 | 65 | 95 | 72 | 24 | 35 | 28 | 49 | 7 | 11 |
| 6th Grade | | | | | | | | | | | | | | | | | | | |
| | 07-08 | 18 | 40 | 24 | 39 | 15 | 25 | 47 | 34 | 27 | 57 | 11 | 66 | 20 | 27 | 23 | 42 | 4 | 14 |

IOWA READING

| ITEMS | Gender | | | | Ethnicity | | | | | | Free/Reduced Lunch | | | | Special Education | | | |
|-----------------------------|--------|------------|------|------------|------------------|------------|----------|------------|-------|------------|--------------------|------------|-----|------------|-------------------|------------|-----|------------|
| | Female | | Male | | African American | | Hispanic | | White | | No | | Yes | | No | | Yes | |
| | S | D | S | D | S | D | S | D | S | D | S | D | S | D | S | D | S | D |
| Reading Grade Level | | | | | | | | | | | | | | | | | | |
| 1st Grade | | | | | | | | | | | | | | | | | | |
| 05-06 | 1.5 | 1.8 | 1.5 | 1.7 | 1.5 | 1.5 | 1.7 | 1.5 | 1.5 | 2.1 | 1.5 | 2.3 | 1.5 | 1.5 | 1.5 | 1.8 | 1.1 | 1.5 |
| 06-07 | 1.5 | 1.8 | 1.3 | 1.8 | 1.4 | 1.5 | 1.5 | 1.5 | 1.6 | 2.1 | 2.0 | 2.3 | 1.5 | 1.6 | 1.5 | 1.8 | -- | 1.3 |
| 07-08 | 1.6 | 1.9 | 1.7 | 1.8 | 1.5 | 1.5 | 1.4 | 1.6 | 2.1 | 2.1 | 1.7 | 2.2 | 1.6 | 1.6 | 1.6 | 1.9 | 1.6 | 1.4 |
| 2nd Grade | | | | | | | | | | | | | | | | | | |
| 05-06 | 2.4 | 2.6 | 2.0 | 2.3 | 2.2 | 2.3 | 1.9 | 2.3 | 2.3 | 3.0 | 2.8 | 3.3 | 2.2 | 2.3 | 2.3 | 2.6 | 1.5 | 1.8 |
| 06-07 | 2.1 | 2.8 | 2.1 | 2.7 | 2.1 | 2.4 | 2.0 | 2.6 | 2.3 | 3.1 | 1.7 | 3.5 | 2.2 | 2.4 | 2.1 | 2.8 | 1.5 | 1.8 |
| 07-08 | 2.3 | 2.9 | 2.3 | 2.8 | 2.3 | 2.4 | 2.0 | 2.4 | 2.7 | 3.4 | 2.6 | 3.8 | 2.3 | 2.4 | 2.3 | 2.9 | 2.1 | 2.3 |
| 3rd Grade | | | | | | | | | | | | | | | | | | |
| 05-06 | 3.4 | 3.7 | 2.8 | 3.4 | 3.0 | 3.1 | 2.9 | 3.1 | 3.0 | 4.2 | 4.7 | 4.4 | 2.9 | 3.1 | 3.0 | 3.7 | 2.6 | 2.6 |
| 06-07 | 3.3 | 3.5 | 2.8 | 3.5 | 2.9 | 3.0 | 3.0 | 3.1 | 3.4 | 4.1 | 3.8 | 4.4 | 2.9 | 3.1 | 3.1 | 3.5 | 2.0 | 2.7 |
| 07-08 | 2.8 | 3.9 | 2.7 | 3.6 | 2.7 | 3.2 | 2.9 | 3.4 | 2.7 | 4.3 | 3.1 | 4.7 | 2.7 | 3.3 | 2.8 | 3.8 | 2.1 | 2.8 |
| 4th Grade | | | | | | | | | | | | | | | | | | |
| 05-06 | 4.6 | 4.6 | 3.7 | 4.5 | 3.4 | 3.9 | 4.3 | 3.9 | 4.1 | 5.3 | 5.0 | 5.6 | 3.7 | 4.0 | 3.9 | 4.6 | 2.7 | 3.2 |
| 06-07 | 4.5 | 4.8 | 3.9 | 4.6 | 4.0 | 4.0 | 3.9 | 4.1 | 3.6 | 5.4 | 4.9 | 4.9 | 3.9 | 4.2 | 4.0 | 4.8 | 2.8 | 3.2 |
| 07-08 | 4.1 | 4.6 | 3.2 | 4.6 | 3.5 | 4.0 | 3.4 | 4.1 | 4.3 | 5.4 | 5.9 | 5.8 | 3.4 | 4.1 | 3.8 | 4.7 | 2.8 | 3.6 |
| 5th Grade | | | | | | | | | | | | | | | | | | |
| 06-07 | 4.6 | 5.3 | 4.6 | 5.4 | 4.1 | 4.6 | 5.7 | 4.8 | 5.3 | 6.4 | 4.7 | 6.9 | 4.6 | 4.8 | 4.8 | 5.5 | 3.4 | 4.0 |
| 07-08 | 4.6 | 5.6 | 4.3 | 5.6 | 4.3 | 4.8 | 4.2 | 5.1 | 4.6 | 6.7 | 10.0 | 7.2 | 4.3 | 5.0 | 4.5 | 5.8 | 3.1 | 3.4 |
| 6th Grade | | | | | | | | | | | | | | | | | | |
| 07-08 | 4.6 | 6.1 | 5.0 | 6.0 | 4.3 | 5.1 | 6.6 | 5.7 | 5.2 | 7.3 | 4.0 | 7.9 | 4.8 | 5.2 | 4.9 | 6.2 | 3.3 | 4.2 |

IOWA MATH

| ITEMS | Gender | | | | Ethnicity | | | | | | Free/Reduced Lunch | | | | Special Education | | | |
|-----------------------------|--------|----|------|----|------------------|----|----------|----|-------|----|--------------------|----|-----|----|-------------------|----|-----|----|
| | Female | | Male | | African American | | Hispanic | | White | | No | | Yes | | No | | Yes | |
| | S | D | S | D | S | D | S | D | S | D | S | D | S | D | S | D | S | D |
| Math Totals | | | | | | | | | | | | | | | | | | |
| 1st Grade | | | | | | | | | | | | | | | | | | |
| 05-06 | 19 | 31 | 17 | 43 | 17 | 21 | 32 | 26 | 13 | 52 | 18 | 60 | 18 | 22 | 19 | 34 | 7 | 12 |
| 06-07 | 14 | 30 | 17 | 34 | 18 | 19 | 13 | 20 | 16 | 52 | 27 | 61 | 16 | 22 | 17 | 33 | -- | 10 |
| 07-08 | 26 | 34 | 30 | 37 | 25 | 22 | 29 | 35 | 45 | 62 | 26 | 56 | 29 | 26 | 29 | 37 | 26 | 18 |
| 2nd Grade | | | | | | | | | | | | | | | | | | |
| 05-06 | 23 | 34 | 31 | 42 | 21 | 26 | 18 | 29 | 29 | 55 | 67 | 64 | 24 | 27 | 27 | 39 | 3 | 9 |
| 06-07 | 17 | 39 | 23 | 43 | 15 | 25 | 26 | 35 | 31 | 57 | 16 | 64 | 19 | 29 | 19 | 42 | 5 | 9 |
| 07-08 | 21 | 36 | 32 | 43 | 28 | 23 | 22 | 30 | 41 | 62 | 34 | 67 | 26 | 27 | 27 | 40 | 23 | 23 |
| 3rd Grade | | | | | | | | | | | | | | | | | | |
| 05-06 | 25 | 35 | 21 | 36 | 21 | 23 | 28 | 30 | 24 | 53 | 42 | 59 | 20 | 25 | 23 | 36 | 3 | 12 |
| 06-07 | 21 | 31 | 26 | 35 | 16 | 26 | 19 | 24 | 36 | 51 | 27 | 57 | 20 | 24 | 22 | 33 | 11 | 19 |
| 07-08 | 14 | 37 | 26 | 39 | 19 | 21 | 30 | 31 | 12 | 57 | 21 | 63 | 18 | 28 | 19 | 40 | 11 | 16 |
| 4th Grade | | | | | | | | | | | | | | | | | | |
| 05-06 | NA | 35 | 3 | 39 | 19 | 24 | 48 | 32 | 11 | 55 | 51 | 59 | 21 | 28 | 27 | 38 | 1 | 16 |
| 06-07 | 31 | 39 | 23 | 41 | 26 | 26 | 22 | 30 | 26 | 55 | 34 | 63 | 24 | 30 | 27 | 41 | 14 | 15 |
| 07-08 | 24 | 35 | 29 | 39 | 12 | 24 | 63 | 29 | 47 | 57 | 44 | 63 | 20 | 27 | 23 | 38 | 3 | 24 |
| 5th Grade | | | | | | | | | | | | | | | | | | |
| 06-07 | 32 | 37 | 30 | 41 | 23 | 25 | 41 | 33 | 50 | 56 | 34 | 62 | 31 | 27 | 36 | 40 | 4 | 19 |
| 07-08 | 25 | 42 | 17 | 43 | 24 | 29 | 24 | 35 | 19 | 59 | 72 | 66 | 22 | 31 | 26 | 45 | 2 | 14 |
| 6th Grade | | | | | | | | | | | | | | | | | | |
| 07-08 | 21 | 39 | 25 | 38 | 23 | 24 | 26 | 33 | 24 | 56 | 32 | 62 | 22 | 27 | 26 | 41 | 4 | 16 |

| IOWA MATH | | | | | | | | | | | | | | | | | | | |
|-----------------------------|--------|------------|------|------------|------------------|------------|----------|------------|-------|------------|--------------------|------------|-----|------------|-------------------|------------|-----|------------|--|
| ITEMS | Gender | | | | Ethnicity | | | | | | Free/Reduced Lunch | | | | Special Education | | | | |
| | Female | | Male | | African American | | Hispanic | | White | | No | | Yes | | No | | Yes | | |
| | S | D | S | D | S | D | S | D | S | D | S | D | S | D | S | D | S | D | |
| Math Grade Level | | | | | | | | | | | | | | | | | | | |
| 1st Grade | | | | | | | | | | | | | | | | | | | |
| 05-06 | 1.2 | 1.4 | 1.2 | 1.6 | 1.2 | 1.3 | 1.5 | 1.4 | 1.1 | 1.9 | 1.2 | 2.0 | 1.2 | 1.3 | 1.2 | 1.5 | K.9 | 1.1 | |
| 06-07 | 1.1 | 1.4 | 1.2 | 1.5 | 1.2 | 1.2 | 1.1 | 1.3 | 1.2 | 1.9 | 1.4 | 2.0 | 1.2 | 1.3 | 1.2 | 1.5 | -- | 1.0 | |
| 07-08 | 1.4 | 1.6 | 1.4 | 1.6 | 1.4 | 1.3 | 1.4 | 1.6 | 1.7 | 1.8 | 1.4 | 1.9 | 1.4 | 1.4 | 1.4 | 1.6 | 1.4 | 1.2 | |
| 2nd Grade | | | | | | | | | | | | | | | | | | | |
| 05-06 | 2.2 | 2.4 | 2.4 | 2.6 | 2.2 | 2.3 | 2.1 | 2.3 | 2.3 | 2.9 | 3.2 | 3.2 | 2.2 | 2.3 | 2.3 | 2.5 | 1.3 | 1.8 | |
| 06-07 | 2.1 | 2.5 | 2.2 | 2.6 | 2.0 | 2.2 | 2.3 | 2.5 | 2.4 | 3.0 | 2.0 | 3.2 | 2.1 | 2.3 | 2.1 | 2.6 | 1.5 | 1.7 | |
| 07-08 | 2.2 | 2.5 | 2.4 | 2.6 | 2.3 | 2.2 | 2.2 | 2.4 | 2.6 | 3.1 | 2.4 | 3.2 | 2.3 | 2.3 | 2.3 | 2.6 | 2.2 | 2.2 | |
| 3rd Grade | | | | | | | | | | | | | | | | | | | |
| 05-06 | 3.1 | 3.4 | 2.9 | 3.5 | 2.9 | 3.0 | 3.2 | 3.3 | 3.0 | 3.9 | 3.6 | 4.1 | 2.9 | 3.1 | 3.0 | 3.5 | 2.0 | 2.5 | |
| 06-07 | 2.9 | 3.3 | 3.2 | 3.5 | 2.7 | 2.9 | 3.0 | 3.0 | 3.5 | 3.9 | 3.2 | 4.0 | 2.9 | 3.0 | 3.0 | 3.4 | 2.5 | 2.8 | |
| 07-08 | 2.6 | 3.5 | 3.2 | 3.6 | 2.8 | 3.1 | 3.3 | 3.3 | 2.5 | 4.0 | 2.9 | 4.3 | 2.8 | 3.2 | 2.8 | 3.6 | 2.5 | 2.7 | |
| 4th Grade | | | | | | | | | | | | | | | | | | | |
| 05-06 | NA | 4.3 | 2.5 | 4.4 | 3.6 | 3.9 | 4.7 | 4.2 | 3.2 | 5.0 | 4.8 | 5.2 | 3.7 | 4.0 | 3.9 | 4.4 | 2.1 | 3.5 | |
| 06-07 | 4.2 | 4.4 | 3.8 | 4.5 | 3.9 | 3.9 | 3.8 | 4.1 | 3.9 | 5.0 | 4.3 | 5.4 | 3.9 | 4.1 | 4.0 | 4.5 | 2.8 | 3.5 | |
| 07-08 | 3.9 | 4.3 | 4.1 | 4.4 | 3.3 | 3.9 | 5.4 | 4.1 | 4.7 | 5.1 | 4.6 | 5.4 | 3.6 | 3.9 | 3.8 | 4.4 | 2.5 | 3.9 | |
| 5th Grade | | | | | | | | | | | | | | | | | | | |
| 06-07 | 4.9 | 5.1 | 4.8 | 5.4 | 4.5 | 4.6 | 5.4 | 5.0 | 5.8 | 6.2 | 5.1 | 6.5 | 4.8 | 4.7 | 5.1 | 5.4 | 3.3 | 4.3 | |
| 07-08 | 4.8 | 5.4 | 4.3 | 5.5 | 4.5 | 4.8 | 4.5 | 5.1 | 4.3 | 6.3 | 7.1 | 6.7 | 4.4 | 4.9 | 4.6 | 5.6 | 3.0 | 4.0 | |
| 6th Grade | | | | | | | | | | | | | | | | | | | |
| 07-08 | 5.1 | 6.2 | 5.3 | 6.2 | 5.2 | 5.3 | 5.4 | 5.9 | 5.2 | 7.3 | 5.8 | 7.8 | 5.1 | 5.4 | 5.4 | 6.3 | 3.6 | 4.7 | |

SCHOOL PROFILE FOR NEEDS ASSESSMENT

School Demographics – Disaggregated by percent

| YEAR | Native American | | African American | | Asian | | Hispanic | | White | | Males | | Females | | F/R Lunch | | Paid Lunch | | TOTAL POPULATION |
|-------|-----------------|-----|------------------|------|-------|-----|----------|------|-------|------|-------|------|---------|------|-----------|-------|------------|-------|------------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 04-05 | 6 | 1.7 | 207 | 60.0 | 2 | 0.6 | 47 | 13.6 | 83 | 24.1 | 177 | 51.3 | 168 | 48.7 | 332* | 95.0* | 17* | 5.0* | 345 |
| 05-06 | 5 | 1.6 | 192 | 63.2 | 3 | 1.0 | 37 | 12.2 | 67 | 22.0 | 145 | 47.7 | 159 | 52.3 | 285* | 94.0* | 17* | 6.0* | 304 |
| 06-07 | 5 | 1.6 | 208 | 65.8 | 4 | 1.3 | 25 | 7.9 | 74 | 23.4 | 168 | 53.2 | 148 | 46.8 | 273* | 83.0* | 54* | 17.0* | 316 |
| 07-08 | 7 | 1.9 | 230 | 63.4 | 4 | 1.1 | 37 | 10.2 | 85 | 23.4 | 183 | 50.4 | 180 | 49.6 | 346* | 94.5* | 20* | 5.5* | 363 |

*12/6/07\State Count\Lunch Data

Yearly Attendance

| YEAR | Native American | African American | Asian | Hispanic | White | Total |
|-------|-----------------|------------------|-------|----------|-------|-------|
| 04-05 | 90.1 | 91.3 | 72.8 | 90.4 | 89.2 | 90.6 |
| 05-06 | 88.6 | 91.2 | 81.6 | 91.7 | 90.0 | 90.8 |
| 06-07 | 90.7 | 91.7 | 90.1 | 92.9 | 91.1 | 91.6 |
| 07-08 | 92.3 | 92.8 | 92.6 | 95.6 | 91.6 | 92.8 |

Suspensions (# of suspensions)

| Ethnicity | 04-05 | | | 05-06 | | | 06-07 | | | 07-08 | | |
|-----------------|------------|------------|-------------|------------|------------|------------|-------------|------------|-------------|-------------|------------|-------------|
| | Boy | Girl | Total | Boy | Girl | Total | Boy | Girl | Total | Boy | Girl | Total |
| N/A | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| Af/A | 63 | 31 | 94 | 31 | 10 | 41 | 56 | 12 | 68 | 159 | 43 | 202 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 3 | 0 | 3 | 1 | 1 | 1 | 2 | 0 | 2 | 19 | 1 | 20 |
| White | 15 | 3 | 18 | 16 | 0 | 16 | 10 | 3 | 13 | 60 | 3 | 63 |
| Total | 81 | 35 | 116 | 48 | 11 | 59 | 68 | 15 | 83 | 238 | 50 | 288 |
| District | 875 | 269 | 1144 | 749 | 219 | 968 | 1247 | 345 | 1592 | 1655 | 409 | 2064 |

Suspensions (# of students suspended)

| Ethnicity | 04-05 | | | 05-06 | | | 06-07 | | | 07-08 | | |
|-----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Boy | Girl | Total | Boy | Girl | Total | Boy | Girl | Total | Boy | Girl | Total |
| N/A | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Af/A | 36 | 17 | 53 | 16 | 8 | 24 | 27 | 10 | 37 | 52 | 23 | 75 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 3 | 0 | 3 | 1 | 1 | 2 | 2 | 0 | 2 | 5 | 1 | 6 |
| White | 7 | 2 | 9 | 6 | 3 | 9 | 8 | 3 | 11 | 11 | 1 | 12 |
| Total | 47 | 20 | 66 | 23 | 12 | 35 | 37 | 13 | 50 | 66 | 27 | 95 |
| District | 453 | 150 | 603 | 402 | 134 | 536 | 507 | 187 | 694 | 639 | 217 | 856 |

Offenses Category II (violent) & all Category III
6 or more infractions per year

| Infraction | 04-05 | 05-06 | 06-07 | 07-08 |
|------------|-------|-------|-------|-------|
| Fighting | 73 | 43 | 56 | |
| | | | | |

Special Education

| Year | Newly Identified | >10 Days Suspension |
|-------|-------------------------------|---------------------|
| 04-05 | 1 White; 2 Black | 0 |
| 05-06 | 1 Black/Male; 1 Hispanic/Male | 0 |
| 06-07 | 3 Black/Males | 0 |
| 07-08 | | |

Parent/Teacher Conferences by Percent

| | 04-05 | | 05-06 | | 06-07 | | 07-08 | |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
| Minority | 81 | 86 | 91 | 84 | 82 | 82 | 88 | 84 |
| Non-Minority | 84 | 93 | 18 | 94 | 86 | 90 | 90 | 90 |
| Total | 82 | 88 | 83 | 87 | 83 | 83 | 88 | 85 |

C. Student Academic Goals / program design (scientifically based methods and strategies)

| Section I: School Comprehensive Analysis Report on Student Achievement (based on Comprehensive Needs Assessment) | |
|--|---|
| Content area: English-Language Arts | <input type="checkbox"/> New Active Goal <input type="checkbox"/> Maintenance Goal <input checked="" type="checkbox"/> Revised Goal |
| Goal statement #1: All students will be reading and writing at, or above grade-level. | |
| Statement of gap: Based on the data review, there are a significant percentage of students scoring below grade-level especially in writing. | |
| Contributing cause for the gap: On average, 3 rd -5 th grade students scored 40% points lower on the writing portion of the MEAP compared to reading. | |
| List multiple sources of data used to identify this gap in student achievement: MEAP, IOWA, DIBELS, GATES, Text-Leveling, EdPerformance. | |
| Section II: Strategies/Action Steps | |
| Measurable Objective Statement to Support Goal: Improve percent of students scoring proficient on the English-Language Arts portion of the MEAP by a minimum of 5% at applicable grade-levels. | |
| Strategy Statement: A carefully designed early intervention program for children who experience difficulty in learning to read and write will continue to be implemented at the K-1 levels. | |

| Activity to implement the strategy (include P.D.) | Staff position responsible for implementing activity | | Timeline for activity | | Resources needed for activity | | Monitoring Plan for the activity | Evidence of activity success |
|---|---|---|-----------------------|--------|--|--|---|--|
| | Staff | Source/\$ | Begin | End | Materials | Source/\$ | | |
| 1 st grade intervention program, both during beyond the core reading block, in which students are placed in flexible groups to receive reading interventions at their instructional level. | Literacy Interventionist Hourly Tutors Literacy Coach | Title I/\$40,000 Reading First, hourly tutors/\$18,740 Reading First, Literacy Coach/\$86,144 | Sept08 | Jun09 | Leveled readers Harcourt intervention kits Reading Mastery, Fast Cycle Benchmark Phonics Kits | Most has already purchased with 2007-08 Title I & Reading First Funds. Benchmark Kits Title I/\$362 | Text-leveling - 3 times/year DIBELS – 3 times/year | Increase in percent of students scoring at or above grade-level on both the Text-leveling and DIBELS Assessments. % of 1 st grade students at or above grade-level will increase on the IOWA (% increase will be added after IOWA results are available) |
| Kindergarten intervention program, both during and beyond the core reading block, in which students are placed in flexible groups to receive reading interventions at their instructional level. | Literacy Interventionist Hourly Tutor Literacy Coach | Title I/\$40,000 Reading First, hourly tutors/\$18,740 Reading First, Literacy Coach/\$86,144 | Jan09 | Jun09 | Leveled readers Harcourt intervention kits Benchmark Phonics Kits | Most has already purchased with 2007-08 Title I & Reading First Funds. Benchmark Kits Title I/\$362 | Text-leveling - 3 times/year DIBELS – 3 times/year | Increase in percent of students scoring at or above grade-level on both the Text-leveling and DIBELS Assessments. % of Kindergarten students at or above grade-level will increase on the GATE (% increase will be added after IOWA results are available) |
| Reading Recovery for identified 1 st grade students. | Reading Recovery Teachers | Title I/\$20,000 | Sept08 | June09 | None | N/A | Text-leveling - 3 times/year DIBELS – 3 times/year | Increase in percent of students scoring at or above grade-level on both the Text-leveling and DIBELS Assessments. % of 1 st grade students at or above grade-level will increase on the IOWA (% increase will be added after IOWA results are available) |
| Small group reading interventions for identified 4 th -5 th grade students. | Achievement & Behavior Support Specialist Hourly Tutors | Title I/\$26,071 Title I/\$33,323 | Sept08 | Jun09 | Read Naturally Corrective Reading | Already purchased with previous Title I funds. | DIBELS – 3 times/year | % of 4 th -5 th grade students scoring proficient on the ELA portion of the MEAP assessment will increase by at least 5%. |
| School-wide model of structured note-taking and summarizing of information will be implemented during 60 minute writing block. | Teachers | None | Sept08 | Jun09 | None | None | Common writing assessments – 3 times/year | % of 4 th -5 th grade students scoring proficient on the writing portion of the MEAP assessment will increase by at least 5%. |

**Section I: School Comprehensive Analysis Report on Student Achievement
(based on Comprehensive Needs Assessment)**

Content area: Math New Active Goal Maintenance Goal Revised Goal

Goal statement #2: All students will be performing mathematics at or above grade level.

Statement of gap: Based on the data review, there is a significant percentage of students scoring below grade-level.

Contributing cause for the gap: At the 4th grade level, the District had 17% more students scoring at the proficient level on the MEAP.

List multiple sources of data used to identify this gap in student achievement: MEAP, IOWA, EdPerformance

Section II: Strategies/Action Steps

Measurable Objective Statement to Support Goal: To improve student math performance by 7%.

Strategy Statement: Students who struggle in the area of math will work in small groups to work on activities, problems and assignments.

| Activity to implement the strategy (include P.D.) | Staff position responsible for implementing activity | | Timeline for activity | | Resources needed for activity | | Monitoring Plan for the activity | Evidence of activity success |
|---|--|------------------|-----------------------|--------|-------------------------------|---------------|---|------------------------------|
| | Staff | Source/\$ | Begin | End | Materials | Source/\$ | | |
| Small group math interventions for identified 3 rd – 5 th grade students. | Achievement & Behavior Support Specialists | Title I/\$26,071 | Sept08 | June09 | Connecting Math Concepts | Title I/\$773 | End of unit Everyday Math assessments - Monthly | MEAP IOWA |
| | Hourly Tutors | Title I/\$16,615 | | | | | | |
| Interventions for identified 1 st -2 nd grade students | Hourly Tutors | Title I/\$16,615 | Sept08 | June09 | Connecting Math Concepts | Title I/\$773 | End of unit Everyday Math assessments - Monthly | IOWA |

**Section I: School Comprehensive Analysis Report on Student Achievement
(based on Comprehensive Needs Assessment)**

Content area: Science and Social Studies New Active Goal Maintenance Goal Revised Goal

Goal statement #3: All students will be performing science at or above grade level.

Statement of gap: 26% of 5th graders passed the science MEAP assessment.

Contributing cause for the gap: Edison's female students scored 22% points higher than males on the 5th grade science MEAP assessment.

List multiple sources of data used to identify this gap in student achievement: MEAP

Section II: Strategies/Action Steps

Measurable Objective Statement to Support Goal: Students scoring proficient on the science MEAP will increase by 7% at the 5th grade.

Strategy Statement: Instruction will be organized into broad, thematically based clusters of work through which reading, writing and speaking activities are interrelated to promote understanding of the connection among the activities and ideas.

| Activity to implement the strategy (include P.D.) | Staff position responsible for implementing activity | | Timeline for activity | | Resources needed for activity | | Monitoring Plan for the activity | Evidence of activity success |
|--|--|----------------------------|-----------------------|--------|-------------------------------|-----------|---|--|
| | Staff | Source/\$ | Begin | End | Materials | Source/\$ | | |
| Develop a thematic curriculum that integrates concepts from the fields of science & social studies into other core content areas. | Magnet curriculum teacher | MSAP/\$80,000 | Sept08 | June09 | N/A | | Lesson plans, classroom walkthroughs and formal classroom observations, federal evaluation of magnet program. | Increase in percent of students scoring at the proficient level in science and social studies. |
| Student participation within the community through Edison's summer garden program. | Magnet staff | MSAP/\$25,000 | June08 | Aug09 | | | Federal evaluation of Magnet Program | Increase in percent of students scoring at the proficient level in science and social studies. |
| Classroom activities that encourage inquiry-based model of instruction and offers collaboration between students, increases the use of technology and ties all learning to real world experiences. | Magnet curriculum teacher | MSAP/\$80,000 | Sept08 | June09 | | | Lesson plans, classroom walkthroughs and formal classroom observations, federal evaluation of magnet program. | Increase in percent of students scoring at the proficient level in science. |
| | Magnet technology support specialist | MSAP/\$25,000 | | | | | | |
| | Classroom teachers. | General Fund | | | | | | |
| Professional development for staff using the inquiry-based model of instruction, technology in the classroom, how poverty can effect learning and thematic curriculum. | Magnet curriculum teacher | MSAP/\$80,000 | July08 | June09 | | | Lesson plans, classroom walkthroughs and formal classroom observations, federal evaluation of magnet program. | Increase in percent of students scoring at the proficient level in science. |
| | Magnet technology support specialist | MSAP/\$25,000 | | | | | | |
| | Classroom teachers. | General Fund MSAP/\$15,000 | | | | | | |

D. School Improvement Resource Allocation

| Expenditure | Support for Expenditure | Funding Source & Cost for Expenditure | |
|---|--|---------------------------------------|------------------------------|
| | | Title I | Other Funding Sources |
| Literacy Interventionist, Hourly Tutors, Achievement and Behavioral Support Specialist salaries. Reading Recovery expenses and Literacy Coach salary. | Goal 1: All students will be reading and writing at, or above grade-level. | \$159,394 | (Reading First) \$104,884 |
| Hourly Tutors, Achievement and Behavioral Support Specialist salaries. | Goal 2: All students will be performing mathematics at or above grade level. | \$59,394 | (fund name) _____ \$ |
| Magnet program development and implementation | Goal 3: All students will be performing science at or above grade level. | \$ | (MSAP Grant) _____ \$145,000 |
| Parental Involvement | Goal 1: All students will be reading and writing at, or above grade-level. Goal 2: All students will be performing mathematics at or above grade level. Goal 3: All students will be performing science at or above grade level. | \$2,711 | (fund name) _____ \$ |
| Supplies needed for Title I staff. | Goal 1: All students will be reading and writing at, or above grade-level. Goal 2: All students will be performing mathematics at or above grade level. | \$2,771 | (fund name) _____ \$ |
| Full Day Kindergarten | Goal 1: All students will be reading and writing at, or above grade-level. Goal 2: All students will be performing mathematics at or above grade level. | \$160,178 | (fund name) _____ \$ |
| Total | | \$384,448 | |

*Must equal the total submitted in your Title I budget to the Business Office.

**E. Extended Learning
Before- and After-School Programs**

District: Kalamazoo Communities in Schools (KCIS) brings together major service providers, school officials, community volunteers, business leaders and other concerned citizens to focus on the needs of K-12 schools and students. KCIS provides personal one-on-one relationships with a caring adult, a safe place to learn and grow; a chance to give back to peers and the community, a healthy start for a healthy future and a marketable skill to use upon graduation. KCIS creates partnerships with community organizations and individuals to bring their expertise and talents directly to students in the schools they attend. By

helping to address social, emotional and physical needs as well as helping to extend learning opportunities, KCIS can increase the number of students who choose success. Kalamazoo Public Schools has ten full-service schools.

Building: Students have the option of becoming members the Boy's and Girls club.

Summer Extended Learning Program - Elementary

Student PreK-5 grade who have been identified as performing below grade level are eligible for the Elementary Summer Literacy Program. First grade students who have been evaluated and monitored as performing below grade level objectives by a team consisting of the principal, teachers, parent and itinerant staff is required to attend. Any student who has been identified and does not attend Elementary Summer Literacy program will be retained. Following the end of the program, a determination of student promotion to the second grade will be made.

VI – Development and Utilization of Community Resources/Parent Involvement

A. Strategies to Increase Parent/Guardian Involvement in School Improvement Planning.

EESA hires several Title I Parent Corps employees who are involved in providing input for School Improvement. They attend Title I meetings that focus on ways to be actively involved in schools.

B. Strategies to Increase Parent/Guardian Involvement in Building

Parent Corps employees are involved in Lunch and Learn, one on one tutoring, small group instruction, and P.T.O.

C. Evaluation of Parent Involvement Activities

Parent involvement is evaluated using a monthly report and an end of year report.

D. Community Resources

EESA is served by Kalamazoo Community in Schools (KCIS.). We have many agencies involved in our school, such as local businesses, volunteers, WMU student interns and the Kalamazoo Nature Center.

VII - Coordination

EESA has been fortunate to continue to implement the Reading First grant for the 2007-2008 school year. Many of our students attend PEEP at Edison as pre-schoolers. We receive extra assistance from the bilingual department. We have two special education resource rooms. Teachers of regular education and special education meet regularly to evaluate academic concerns and student goals throughout the school year. We serve a very large population of homeless students. Our reflection center staff works diligently with our student population.

VIII - Transition

A. Pre-school to Kindergarten

- Community day for kindergarten orientation.
- Early Reading First Program.
- Pre-kindergarten and Head Start students are pre-tested to assess their academic development.
- Pre-kindergarten teachers and Head Start staff make end-of-year home visits.
- Pre-kindergarten programs have been moved to the elementary school buildings.

B. Sixth to Middle School

- Site visit made by middle school staff to incoming middle school students.
- Students will visit the middle school which they will be attending.

Date Submitted

March 28, 2008