

Annual Education Report

2025-2026

Parkwood-Upjohn Elementary School

2321 South Park Street

Kalamazoo, MI 49001

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The mission of Parkwood-Upjohn Elementary School is to provide an excellent academic and socially equitable education in a safe and respectful environment.

Superintendent: Dr. Darrin Slade

Principal: Ms. Jessica Rosecrans

Board of Education

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Kalamazoo Public Schools

Every child, every opportunity, every time!

School Annual Education Report (AER) Cover Letter

February 19, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Parkwood-Upjohn Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Instruction & Student Services at 269-337-0186 for assistance.

The AER is available for you to review electronically by visiting www.kalamazoopublicschools.com and navigating to the Curriculum, Instruction and Professional Development section under the Departments tab, or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2022-23. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in a previous cycle. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not assigned any of these labels.

The AER containing additional information as required by state and federal law can be found at mischooldata.org/annual-education-report/. Please contact your school's principal if you have any questions regarding this information or your child's education experience.

Sincerely,

Ms. Jessica Rosecrans
Principal



Parent Conferences

Parent/Teacher Conferences Parkwood/Upjohn Elementary School		
	2023-2024	2024-2025
# of Hispanic/Latino Conferences	36	38
Hispanic/Latino Enrollment	41	41
Percent %	87.8%	92.7%
# of African American Conferences	96	103
African American Enrollment	121	108
Percent %	79.3%	95.4%
# of Caucasian Conferences	225	213
Caucasian Enrollment	236	218
Percent %	95.3%	97.7%
# of Multiracial Conferences	55	54
Multiracial Enrollment	61	56
Percent %	90.2%	96.4%
# of Male Students	202	205
Male Enrollment	227	215
Percent %	89%	95.3%
# of Female Students	214	209
Female Enrollment	236	214
Percent %	90.7%	97.7%
# of Students with Disabilities Conf.	52	60
Students with Disabilities Enrollment	70	70
Percent %	74.3%	85.7%
# of Total Conferences	416	414
Total Enrollment	463	429
Percent %	89.8%	96.5%

School Assignment Process

Students are assigned to schools within the district based on geographic boundaries that are published on the district website:

<http://www.kalamazoopublicschools.com>

Students who wish to attend one of our magnet schools must submit an application to enter the magnet lottery.



School Improvement Plan Status

In the wake of more than a year of remote learning, in response to the COVID-19 pandemic, Kalamazoo Public Schools had developed a three-year plan for accelerating learning. The [KPS Acceleration Plan](#) is a comprehensive school improvement framework, built upon research and community stakeholder input. The plan is centered around four focus areas :



Student, Family, and Educator Well-being is well documented in educational research (Child Development, Jan. 2011). Attainment of social-emotional skills is tightly linked to whole-child well-being and positive academic outcomes. Engaging students, families, and educators with the common goal of providing safe and healthy learning environments, through participation in carefully selected activities, supports the well-being of the school community as a whole.

Assessing, Monitoring, and Evaluating Needs as part of a robust Multi-Tiered System of Supports (MTSS) enables school staff to target academic and social-emotional supports to meet the needs of students in a proactive manner (Bernhardt, 2018). School staff will use universal and targeted assessments to inform decision-making related to meeting students' varying needs.

Equity, Access, and Targeted Instruction is a commitment to continue to engage in critical conversation around current practices to ensure that Kalamazoo Public Schools is living up to its philosophy, "Every Child, Every Opportunity, Every Time." Engaging students with a strengths-based approach to learning and growing builds on success as a stepping stone to accelerating learning (Clay, 2019).

Through Leveraging Community Partnerships, Kalamazoo Public Schools is planning several activities to support student needs. Effective community partnerships have long been recognized as a vehicle for promoting positive communication, interaction, and growth within the greater school community (Epstein, 2018). The district recognizes that it "takes a village" to raise our children. The Kalamazoo community continues to work closely with the district to meet the needs of the students. These partnerships will continue to grow and expand for the needs in the transition.

Additional details on the specific of the [KPS Acceleration Plan](#) specifics can be found on the Kalamazoo Public Schools Website.

School Assessment Data

We administer a variety of assessments to help determine student needs and progress. We use the FastBridge aReading and aMath assessments to assess reading and mathematics achievement for students in kindergarten through grade 5. The following table shows the percentage of students scoring at or above grade level on the spring assessment.

FastBridge aReading and aMath				
% of Students At or Above Grade Level				
Grade Level	Reading		Math	
	23-24	24-25	23-24	24-25
Kindergarten	39%	35%	51%	63%
First Grade	56%	57%	63%	66%
Second Grade	47%	58%	37%	56%
Third Grade	69%	51%	56%	52%
Fourth Grade*	45%	68%	36%	52%
Fifth Grade**	68%	52%	52%	39%
<i>*In 22-23, 4th and 5th grade students used the MAP assessment instead of FastBridge. In 23-24 5th grade students used MAP.</i>				

Curriculum

Overview of District Curriculum

The elementary curriculum for KPS is designed to offer challenge, richness and high academic achievement. The curriculum is based on performance standards aligned to the Common Core State Standards, as well as best practices in teaching for learning. Developmentally appropriate and rich in hands-on experiences, this curriculum motivates students for optimal learning. Extended-day kindergarten sessions are located in 15 of our 17 elementary buildings. For more information on the Common Core State Standards or implementation of the KPS curriculum, please visit the following websites:

<http://www.corestandards.org/>

<http://www.kalamazoopublicschools.com/>

