

Woodland Meadows Elementary

Mr. David Raft, Principal
350 Woodland Drive, Saline, MI 48176
944-8985

Grades 1-4

2006-2007
Annual Report

Our Mission

The Woodland Meadows School community works to ensure that we are prepared to meet the needs of students. We collaborate to empower all students to reach their potential in a safe, productive environment that values diversity and encourages respect.

Together, we provide a quality education so our students are prepared for their next transition and become responsible contributors in their complex world environment.

Education Yes Accreditation Status

2005-2006 and 2006-2007

The Michigan Education Yes! Report Card assesses each school's year progress on the Michigan Educational Assessment Program (MEAP) tests, compares MEAP scores over time, and examines other factors such as parent involvement in the schools.

Woodland Meadows Elementary School's Education Yes!

Report Card grade for the 2005-2006 school year was an **A**.

Woodland Meadows Elementary School met Adequate Yearly Progress (AYP) for the 2005-2006 school year.

Woodland Meadows Elementary School's Education YES! Report card grade for 2006-2007 was an **A**.

Woodland Meadows Elementary School met Adequate Yearly Progress (AYP) for the 2006-2007 school year.

Points of Pride:

- NCA Accredited
- Safety Patrol
- PTA is very active and supports numerous worthwhile projects. Raising funds, supplemental educational materials and experiences.
- Counting On Math
- Walk To School Day
- Field Day
- Extensive Literacy Program
- U of M / MSU Can Drive

Overview of School

Class Size

The contract with the Saline Education Association has class size maximums for the various grades and programs. Once class sizes reach the maximum there is a provision for an overage for each grade. The maximum class sizes are as follows:

- Kindergarten 25
- Grade 1 27
- Grades 2-6 30
- Grades 7-12 31

Building Staff Development

- Lucy Calkins Units of Study for Teaching Writing
- Grade Level Content Standards and Curriculum
- Crisis Planning
- First Aid and CPR
- NCA/School Improvement Team Meetings and Training

School Improvement Plan

Data provided to each school's School Improvement Team assisted the team in analyzing how the school implements the curriculum in each core academic area and in delivering instruction to meet the needs of all students. Data helps staff to select the objectives and strategies that systematically moves the school toward the desired goals.

The implementation plan for the core academic improvement process includes strategies, professional development (to support teaching and learning), supervision and evaluation of staff by building administrators and district supervisors and the establishment of professional learning communities where all adults endeavor to improve their knowledge and skills and become collaborative partners.

The School Improvement Plan achieved its objectives of improved student academic performance. MEAP scores in all four core content areas (English Language Arts, Mathematics, Science and Social Studies) were maintained above the State's expectations. Terra Nova test results were good, as well. Classroom observations and evaluation of instruction also indicate the Plan has been effectively implemented.

The School Improvement Plan is reviewed consistently. MEAP results and end of year Terra Nova test results are used to adjust the Plan's focus, reflecting students' changing academic needs. Implementation of the School Improvement Plan is an important component behind Woodland Meadows' success, leading it towards exemplary status

Student Assessment Data

Michigan uses the Michigan Educational Assessment Program (MEAP) to measure the Adequate Yearly Progress (AYP) in reading and mathematics required by the No Child Left Behind Act (NCLB). Michigan's accreditation system requires that:

- Students demonstrate proficiency as defined by the State in reading and mathematics each year. NCLB requires that 100 percent of students be proficient by 2013-14.
- Michigan identifies incremental targets for student achievement in reading and mathematics as we progress toward 100% proficiency. The state targets for 2006-2007 are listed below:

| | |
|-------------------------|-----|
| English / Language Arts | |
| Elementary | 59% |
| Middle School | 54% |
| High School | 55% |

| | |
|---------------|-----|
| Mathematics | |
| Elementary | 65% |
| Middle School | 54% |
| High School | 61% |

- Student scores for identified subgroups (*ethnic groups, special needs, limited English, economically disadvantaged*) that are greater than 30 must be disaggregated and the subgroups must make AYP.
- At least 95 percent of all students must be tested to make AYP

The Michigan Educational Assessment program (MEAP) has four levels for identifying achievement of State standards. The levels are:

- Level 1 – Exceeds Michigan Standards
- Level 2 – Meets Michigan Standards
- Level 3 – Basic
- Level 4 – Apprentice

Students are proficient on the MEAP if they meet or exceed the Michigan standards. The assessment results reported on the following chart reflects the percent proficient for each category.

2006-2007 Education Yes Report Data

Assessment Results by Grade level and Subgroup-Woodland Meadows Elementary School

Grade 3 English Language Arts

| Student Group | 2005-2006 | 2006-2007 | State Target | Difference From State Target | Students Tested |
|--------------------------------|------------------|------------------|---------------------|-------------------------------------|------------------------|
| All Students | 95% | 94% | 59% | 35% | 128 |
| African American/Black | | | | | |
| American Indian/Native Alaskan | | | | | |
| Asian/Pacific Islander | | | | | |
| Hispanic | | | | | |
| Multiracial | | | | | |
| White | 94% | 94% | 59% | 35% | 118 |
| Other | | | | | |
| Students with Disabilities | | | | | |
| Limited English Proficient | | | | | |
| Economically Disadvantaged | | | | | |
| Migrant | | | | | |
| Male | 92% | 93% | 59% | 34% | 54 |
| Female | 98% | 95% | 59% | 36% | 74 |

2006-2007 Education Yes Report Data

Assessment Results by Grade level and Subgroup-Woodland Meadows Elementary School

Grade 3 Mathematics

| Student Group | 2005-2006 | 2006-2007 | State Target | Difference From State Target | Students Tested |
|--------------------------------|------------------|------------------|---------------------|-------------------------------------|------------------------|
| All Students | 97% | 98% | 65% | 33% | 128 |
| African American/Black | | | | | |
| American Indian/Native Alaskan | | | | | |
| Asian/Pacific Islander | | | | | |
| Hispanic | | | | | |
| Multiracial | | | | | |
| White | 100% | 97% | 65% | 32% | 118 |
| Other | | | | | |
| Students with Disabilities | | | | | |
| Limited English Proficient | | | | | |
| Economically Disadvantaged | | | | | |
| Migrant | | | | | |
| Male | 95% | 96% | 65% | 31% | 54 |
| Female | 100% | 99% | 65% | 34% | 74 |

2006-2007 Education Yes Report Data
Assessment Results by Grade level and Subgroup-Woodland Meadows Elementary School

Grade 4 English Language Arts

| Student Group | 2005-2006 | 2006-2007 | State Target | Difference From State Target | Students Tested |
|--------------------------------|------------------|------------------|---------------------|-------------------------------------|------------------------|
| All Students | 89% | 94% | 59% | 35% | 114 |
| African American/Black | | | | | |
| American Indian/Native Alaskan | | | | | |
| Asian/Pacific Islander | | | | | |
| Hispanic | | | | | |
| Multiracial | | | | | |
| White | 88% | 94% | 59% | 35% | 102 |
| Other | | | | | |
| Students with Disabilities | | | | | |
| Limited English Proficient | | | | | |
| Economically Disadvantaged | | | | | |
| Migrant | | | | | |
| Male | 83% | 92% | 59% | 33% | 59 |
| Female | 94% | 96% | 59% | 37% | 55 |

2006-2007 Education Yes Report Data
Assessment Results by Grade level and Subgroup-Woodland Meadows Elementary School

Grade 4 Mathematics

| Student Group | 2005-2006 | 2006-2007 | State Target | Difference From State Target | Students Tested |
|--------------------------------|------------------|------------------|---------------------|-------------------------------------|------------------------|
| All Students | 98% | 94% | 65% | 29% | 116 |
| African American/Black | | | | | |
| American Indian/Native Alaskan | | | | | |
| Asian/Pacific Islander | | | | | |
| Hispanic | | | | | |
| Multiracial | | | | | |
| White | 98% | 94% | 65% | 29% | 104 |
| Other | | | | | |
| Students with Disabilities | 80% | | | | |
| Limited English Proficient | | | | | |
| Economically Disadvantaged | | | | | |
| Migrant | | | | | |
| Male | 97% | 93% | 65% | 28% | 61 |
| Female | 99% | 95% | 65% | 30% | 55 |

Adequate Yearly Progress Data

| Reading / Language Arts | | |
|-------------------------|---|--------------------------------|
| Made AYP (Yes/No) | Identified for School Improvement | Phase of School Improvement |
| Yes | No | 0 |
| Mathematics | | |
| Made AYP (Yes/No) | Identified for School Improvement | Phase of School Improvement |
| Yes | No | 0 |

Parent Participation in Parent-Teacher Conferences

Fall 2005 - 98%
Fall 2006 - 98%

Parent Participation in Curriculum Nights/Open Houses

Fall 2005 - 99%
Fall 2006 - 99%

District Parent Participation

The Saline Board of Education recognizes that the Saline Area Schools can best serve the needs of its students by working together with parents and legal guardians to develop each pupil's intellectual capabilities and vocational skills in a safe and positive environment. In accordance with the Saline Area Schools Mission Statement, the Saline Board of Education is committed to working in partnership with families to provide the best possible education for each student and the community.

It is the policy of the Saline Board of Education to view parent/guardians as collaborators. The district encourages and promotes the participation of parents in their child's education while ensuring a positive educational setting for all students. Parental involvement in the learning process includes expressed access to classroom information and activities.

Parenting Activities

- Math Night
- Science Night
- Many family Nights - Halloween Bingo, Gingerbread House, Hands on Science Night,
- Woodland Meadows and Heritage Spirit Week
- Mileage Club
- Entrepreneur Club for 3rd and 4th graders

School Safety

Saline Area Schools places a great emphasis on safe and orderly learning environments. The district takes a "No tolerance" stand on violence, weapons, and illegal possession of controlled substances.

Under Public Act 102, School Safety, the reportable incidents were 152 for an enrollment of over 5,400 students for the 2006-2007 school year. This figure represents an entire calendar year for 8 school locations and the 34 school buses.

Core Curriculum

The implementation of the Saline Area Schools curriculum is continually supported by district and building level professional development along with monitoring by building principals and central office supervisors to ensure appropriate instruction and equitable access to the curriculum for all students.

Staffing and Teacher Qualifications

Building Staff

| | |
|------|-------------------|
| 1.0 | Principal |
| 0.5 | Counselors |
| 1.6 | Secretaries |
| 29.3 | Teachers |
| 10.0 | Paraprofessionals |
| 3.0 | Lunch staff |
| 2.5 | Custodians |

District staff who serve our school include social workers, psychologists and speech pathologists.

Percentage of Teachers with BA, MA, MA plus 30 & PhD

| Type of Degree | Certified Teaching Staff |
|----------------|--------------------------|
| Bachelor | 12% |
| Master | 50% |
| Master's +30 | 33% |
| PhD | 4% |

Percentages of Teachers with Emergency or Provisional Credentials

Every teacher employed by Saline Area Schools during the 2006-2007 school year was fully certified. No teachers were employed who held an emergency or provisional credential.

Percentage of Classes not taught by Highly Qualified Teachers

None

Plan for Ensuring that all Teachers are Highly Qualified

The Saline Area Schools hires only state certified teachers and only places teachers in their area of certification.

From time-to-time, it may become necessary for the school district to retain long-term substitutes to replace teachers who are away from work due to pregnancy, serious illness/accidents or other circumstances. It is not always possible to hire a long-term substitute who meets the "highly qualified" definition set forth by the No Child Left Behind Act. This is viewed as a temporary and emergency situation and is remedied as soon as possible. Additionally, the Saline Area Schools is committed to providing intensive support and professional development opportunities to help substitute teachers provide the level of instruction necessary for your child to be successful in school.

Parents Right to Know of Teacher Qualifications

The Saline administration will notify parents if a teacher is not highly qualified in the area to which he/she is assigned to teach.

Parents may always inquire about the certification and qualifications of any teacher employed by the Saline Area Schools. More specifically, upon request, parents will be advised: 1) whether their child's teacher has met Michigan qualification and licensing criteria for the grade level and/or subject area he/she teaches; b) whether their child's teacher is teaching under emergency or provisional status; c) the degrees held and the degree major their child's teacher holds; and d) whether their child receives services from a paraprofessional and, if so, the qualifications of the paraprofessional.