



**High achievement by all students,
where learning is our most important work**

Susan H. Zurvalec
Superintendent

August 2011

Sheilah P. Clay
President

Dear Parents and Community Members:

Karen L. Bolsen
Vice President

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for Wood Creek Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact the main office at 248.785.2077 for assistance.

Priscilla Brouillette
Secretary

The AER is available for you to review electronically by visiting the following web site www.farmington.k12.mi.us/schools/annualreports or you may review a copy from the main office.

Frank L. Reid
Treasurer

For 2010-2011, Wood Creek Elementary School made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

Deborah L. Brauer
Trustee

I want to thank you for taking the time to read about Wood Creek Elementary School. We continue to make progress in meeting our goals of raising student achievement and closing learning gaps for all of our students. Our mantra continues to be "High achievement for all students where learning is our most important work."

Timothy A. Devine
Trustee

Sincerely,

A handwritten signature in black ink that reads "Kathy Smith". The signature is written in a cursive style with a large, looping "K" and "S".

Kathy Smith
Principal, Wood Creek Elementary School

Howard I. Wallach
Trustee

Office of the Superintendent

32500 Shiawassee Street
Farmington, MI 48336

Phone: 248.489.3339
Fax: 248.489.3334

E-mail: info@farmington.k12.mi.us
www.farmington.k12.mi.us

Wood Creek Elementary School

28400 S. Harwich • Farmington Hills, Michigan 48334 • 248.785.2077

2010-2011 Annual Report

2010-2011 Kathy Smith

About Our School

Wood Creek Elementary School serves 457 students (235 females, 222 males) in grades K-4. There are 27 professional teaching staff members and appropriate staff to meet special needs.

School Mission Statement

The Wood Creek educational community, including parents and staff, are committed to building a positive learning environment where all children are honored and encouraged to become lifelong learners, fully developing their unique abilities and interests. Children will be guided in an educational process enabling them to acquire and synthesize academic, social and affective knowledge in order to prepare for life's transitions.

MEAP Scores

For detailed MEAP information, [click here!](#)

Wood Creek School Improvement Goals

1. **Writing:** All students will improve in the writing skills of word choice, sentence fluency and /or organization across genres of writing.
2. **Reading:** All students will improve their reading comprehension skills.
3. **Math:** All students will be proficient in math skills.

Progress on School Improvement Goals

Reading:

This year, Wood Creek staff focused on using S.M.A.R.T. goals to help develop mini lessons to support student instruction beyond the text, about the text and within the text questions to strengthen comprehension skills. Teachers used the Daily 5 model and the Lucy Calkins Units of Reading as tools to help guide their classroom instruction. Using the strategy of conferring, guided reading groups and small group instruction, teachers were able to check and monitor for student reading application. With the support of our Leveled Literacy Interventionists and literacy coaches, teachers were able to support every student and their reading needs.

Writing:

Staff continues with the Writer's Workshop model of writing instruction, focusing on Organization, Sentence Fluency, and Word Choice. A focus on Word Choice will strengthen students' vocabulary and also impact their reading progress. A marked improvement in Ideas and Content on District writing prompts led to the change in staff's S.M.A.R.T. goal focus. Professional Learning Communities (PLC) teams continue to assess student writing on grade level common assessments developed in grade level teams for use with major writing genre units. This close monitoring moves Writer's Workshop mini-lessons forward and informs instructional decisions. Lucy Calkins' writing units are used and modified at each grade level in order to ensure a school-wide common writing language

Math:

All staff members implemented the new Bridges Mathematics program. In addition to traditional computational methods, teachers are using the Bridges program in order to emphasize computational strategies. All teachers received intense grade level training this year. Using data, teachers narrowed their math skills' focus to grade level specific goals. Our staff continues to focus on the teaching and reinforcement of math computational skills. Many students received extended practice and reinforcement during the day. Teachers also took advantage of current technology programs as tools to strengthen math skills.

Parents continue to be an important part of our progress with an emphasis on reading strategies, encouraging writing at home, and practicing math computation.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

District Student Achievement Data

Students are assessed through the Farmington Public Schools' Assessment Model. Assessments provide multiple opportunities and a variety of approaches to measure student achievement against the State standards and content expectations. Standardized tests are used to compare student performance against State (Michigan Educational Assessment Program also known as the MEAP and Michigan Merit Exam) and national (ACT Series and Iowa Tests of Basic Skills) results. In addition to standardized tests, end of grade, term and unit assessments provide teachers with information about student achievement that is tied directly to the curriculum (e.g., mathematics, language arts). Classroom assessments are not limited to paper/pencil tests and may include portfolios, demonstrations, research projects and other direct measures of performance. The goal of the assessment program is to provide all students with varied and fair opportunities to demonstrate what they know and are able to do. This complete assessment program is used to monitor the learning of all students and provide feedback for instructional and curricular purposes. We assess all of our elementary students annually with Iowa Tests of Basic Skills, Fountas & Pinnell reading assessment, and 6+1 Writing Traits assessment to determine skill levels in mathematics and English Language Arts.

Parent Participation

Following is the number of students whose parents/guardians participated in at least one conference during the school year.

2010-2011 Total 449

Females 231; Males 218

Specialized Schools Serve Students

In addition to the regular K-12 program, Farmington Public Schools provides educational alternatives and opportunities for students, as well as meeting special education needs. These schools are:

- Cloverdale School*
- Farmington Central High School
- Oakland Technical Center
- Visions Unlimited

*For detailed MI Access information, [click here!](#)

Learner Profile

Students will exhibit these characteristics:

- Knowledgeable
- Resourceful Problem Solver
- Communicator
- Interdependent Team Member
- Lifelong Learner
- Global Citizens
- Healthy Individual
- Culturally Competent

Elementary School Curriculum Development

Curriculum maps (K-12) and common assessments continue to be developed and updated for grade level content areas and courses. These maps identify and prioritize essential learnings for our students at each grade level. Completed curriculum maps are available on the District web site and the staff curriculum shared folders. Research-based strategies are incorporated into the maps as learning and teaching tools. The elementary math committee, following the District Frameworks process, examined math programs representing research-based math strategy instruction and a match for our students. The Bridges elementary math program is in its second year of implementation. Reader and writer's workshop continues to be a District direction, along with inquiry hands-on learning. Relationship building strategies among and between staff and students is also a focus. A standards-based report card is utilized to reflect student expectations. All curriculum development is done by committee with strong teacher leadership, using State standards as the guide.

National Education Legislation

(NCLB). This law contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changed the federal government's role in kindergarten through grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The Act contains four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. Farmington Public Schools is addressing the implications of this federal legislation along with the Michigan Accreditation System to meet the needs of all our learners

School Accreditation at Wood Creek Elementary School

No Child Left Behind (NCLB) requires that Adequate Yearly Progress (AYP) be calculated for all public schools, for each school district, and for the state. The school or district must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category (partially proficient and not proficient) of achievement by 10% ("safe harbor"). A school or district must also test at least 95% of its students enrolled in the grade level tested for the school as a whole and for each required subgroup. In addition, the school must meet or exceed the other academic indicators set by the state: graduation rate for high schools of 80% and attendance rate for elementary and middle schools of 85%. These achievement goals must be reached for each subgroup that has at least the minimum number of students in the group.

Title I is a federally funded program to aid and assist economically disadvantaged children to gain equal access to standard curriculum. Under the targeted assistance status, the selected schools must generate lists of targeted students based on academic and social need. Based on the poverty rate, four elementary schools, one upper elementary school and one middle school were eligible and selected to receive Title One targeted assistance.

Title I Schools include Beechview Elementary, Gill Elementary, Lanigan Elementary, Wood Creek Elementary, Power Upper Elementary and East Middle School. None (0%) of these schools have been identified for school improvement.

The 2010-11 year's school improvement process focused School Data Profile/Analysis, State-required building school improvement plans, and supporting NCA District Accreditation. In the Spring of 2011, Farmington Public Schools completed Standards Assessment Report and hosted Quality Assurance Review (QAR) April 11-13, 2011. Based on the evidence reviewed by the QAR team, Farmington Public Schools was awarded the status of Accredited.

The Michigan School Accreditation System (MI-SAS) will replace Education YES! in the 2011-12 school year and will be based on student achievement and compliance with Michigan statutes. These components are combined to assign an Annual State Accreditation Status to each school. To provide educators, parents, and employers with a complete picture of the school, additional information about the school and its district, community, and the state is included as part of the "dashboard" display.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

Graduation Rate

The graduation rate is the percentage of ninth-graders who graduate from high school within four years adjusting for students who move in or out of the District and to alternative programs. The rate is calculated by the State from data provided by the District for the 2009-2010* school year.

FHS 95.30%

HHS 90.16%

NFHS 96.34%

FCHS 38.89%

District

2009-2010 89.20%

2008-2009 85.05%

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

**2010-2011 graduation data was not available at press time.*

Farmington Public Schools' District Accreditation

During the 2008-09 school year, Farmington Public Schools began the process of District Accreditation from North Central Association Commission on Accreditation and School Improvement (NCA CASI). District Accreditation is a systems approach to improving student performance results over time. District Accreditation recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the education system - the district, school, and classroom - work together to meet the needs of students.

District Accreditation applies the three pillars of accreditation - high standards, continuous improvement, and quality assurance – to the entire District to ensure alignment and support between and among all the departments and operating units of the District and its schools. The District Accreditation process provides the District with a comprehensive framework for continually improving student learning and District effectiveness.

In the Spring of 2011, Farmington Public Schools completed Standards Assessment Report and hosted Quality Assurance Review (QAR) April 11-13, 2011. The Quality Assurance Review (QAR) Team included eight members, four educators from Wyoming, Oklahoma and Indiana and four from Michigan. The team interviewed 195 Farmington stakeholders, reviewed artifacts for the 63 indicators and evaluated Farmington using each of the seven AdvancED standards. Findings were based on the team's ratings on evidence that was aligned with the seven AdvancED standards and related indicators. The following seven standards were judged and Farmington's ratings from Highly Functioning, Operational, Emerging or Not Evident are noted:

1. Vision and Purpose - FPS is Highly Functioning
2. Governance and Leadership - FPS is Highly Functioning
3. Teaching and Learning - FPS is Highly Functioning
4. Documenting and Using Results - FPS is Operational
5. Resource and Support Systems - FPS is Highly Functional
6. Stakeholder Communications and Relationships - FPS is Highly Functional
7. Commitment to Continuous Improvement - FPS is Operational

Based on the evidence reviewed by the QAR team, Farmington Public Schools was awarded the status of Accredited.

District employs only highly qualified staff

All teachers employed by Farmington Public Schools have earned "highly qualified" status, as defined by the No Child Left Behind Act. This means that a series of stringent requirements have been met by the teacher, in addition to qualifying for a teaching certificate in the State of Michigan. Some of these requirements include: passing the Michigan Test for Teacher Certification (MTTC) subject content examination for various subjects taught, earning an academic major in the content area, earning a Master's Degree in a related area, earning National Board Certification, teaching for at least three years AND earning 18 semester hours in an approved program directly related to content area or 90 contact hours of professional development, or demonstrating competence as outlined in a local performance assessment portfolio.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

Points of Pride

1. Our school communities have changed across the entire school district. We had new students, new families, and new staff members at every school in Farmington Public Schools. Change can be challenging, however it has been an exciting time at Wood Creek for new ideas, new opportunities and new traditions. Even with a major transition in students, parents and families, and staff, Wood Creek has solidified into a cohesive school with a sense of family. We are proud to be at Wood Creek! Wood Creek will continue to be the school and community we visualize, create and grow together.
2. Wood Creek PTA hosted for the first time a Dad's Reading Night to celebrate March is Reading Month. The goal of the program was for students to see male role models supporting and leading a program in the school. Given the national statistics with differences in reading achievement between boys and girls, an additional benefit of the program was to help boys realize the importance of reading. At this event, community members were engaged in supporting reading with special guest readers such as our State Representative and Mayor of the City of Farmington Hills. Michigan Parent Teacher Association (MPTA) recognizes the importance of including males in education and created a new award this year for "Best Male Involvement Program." Wood Creek Elementary was the first winner of this state award for our Dad's Reading Night event!
3. Our School Improvement Process and its focus on using data/S.M.A.R.T. goals to adjust instructional strategies and meet the needs of our students was phenomenal. In spite of the many changes, staff members were immediately engaged in our School Improvement Process. Farmington Public Schools had an AdvancEd Quality Assurance Review (QAR-formerly known as NCA) for the entire school district.

AdvancED is a global leader in advancing education excellence through accreditation and school improvement. The AdvancEd Accreditation Process, a protocol embraced around the world, is a clear and comprehensive program of evaluation and external review, supported by research-based standards, and dedicated to helping schools, districts and education providers continuously improve.

As part of this review, in the process for school district accreditation, two elementary schools were chosen by Farmington Public Schools for the external teams to visit. Wood Creek was selected as one of the schools for this visitation. With only a few days advanced notice to the schools, the QAR team reviewed school documents and data, visited classrooms, met with various staff committees and teams, and spoke with students and parents. There were seven standards used as the foundation for their visitation.

Following their school visitations, Farmington Public Schools (FPS) was recommended for Accreditation status.

4. The Wood Creek staff takes pride in its Positive Behavior Support and Conscious Discipline Programs. Student behavior is viewed as an opportunity to teach students. As a school, we focused this year on school expectations and school pride through our new mascot, BEAR. (Be respectful, Encourage others, Act safely, and Respect others, self and area). We worked to collectively teach students successful ways to communicate, appropriate strategies to resolve conflicts, and effective methods to manage their emotions while positively interacting with others. Collaborating with families, identifying needs and causes of behavior, devising and implementing plans, monitoring plans, and building staff/student capacity to facilitate growth has led to positive results. We look forward to continuing to work with families to support all of our students.
5. Special Learning Opportunities and Programs. Wood Creek PTA and school focused on enhancing the curriculum and providing enrichment opportunities for students throughout the year. Parents organized a writing challenge where students were given the opportunity to write to the newly elected Governor. Students studied and competed in Math Pentathlon tournaments to learn math thinking skills. A quarterly home reading log program titled "Well Read Bears" was done to encourage reading outside of school. The annual Science Fair was held where students were allowed to demonstrate or learn about a scientific topic. A Reflections Art Program was provided for students to enter art work, and writing entries in a state PTA competition. Students also participated in several opportunities for Community Service Projects, which allowed students to learn about giving back to the community. One example includes the formation of the first Junior Optimist Club at Wood Creek. The students worked collaboratively on many community service projects.

Challenges We Face

1. Parents are a critical part of the success for each child. Students come to school with varying levels of academic preparation and practice at home. Students' educational and learning experiences outside of school vary tremendously, as well as the vocabulary development and foundation of language each child possesses. The school and PTA will work together to enhance our parent education, communication, and educational opportunities, as parents are significant in the social, emotional and academic progress of their children. We will also continue to explore connecting families with resources in the community that can positively impact their child's growth and development.
2. We want to encourage and engage all parents/families to give time and get involved in their child's school and programs. This is a celebration, as well as an area for more growth. The PTA provides many opportunities for parents to be involved at Wood Creek. There are currently many families that volunteer to support Wood Creek children. Statistically, we know that students do better when their parents/ family is engaged and involved during the school year. In a changing economy, it is critical to find creative ways for parents to be involved in a smaller time commitment. One example could include using the Michigan PTA "Three For Me" program in which parents commit to three hours a year of volunteering in their child's school. These expanded types of opportunities for all parents, with increased families volunteering, will benefit our very special Wood Creek children.
3. With decreased funding from the state, reductions of programs and staffing will require us to look for creative ways to continue to provide these types of support for our students. We will continue to identify the most effective programs, supports and interventions for our students. Keeping our focus on student learning will be at the forefront of our decision-making process. Continuing with the belief that each of us is responsible for the progress of all of our students is a critical aspect in overcoming this challenge. The entire school community, truly collaborating and working together, will be able to address and solve these challenges.
4. Although we have made great strides in math, our data indicates that our school community needs to continue our efforts for student achievement in math computation, problem solving and math terminology. Since reading achievement continues to be a stronger area, we need to address writing through the reading/writing connection. The main priorities to increase student achievement continue to be focused quality instruction, ongoing implementation and monitoring of instructional action plans, progress monitoring for student results, and deeper parent engagement and collaboration

Combined Reports Data for Oakland Schools, Farmington Public School District, Highmeadow Common Campus School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	All Students	2009-10	100%	89.8%	94.1%	98.1%	81.5%	16.7%	1.9%	0%
English Language Arts / Reading	03	All Students	2010-11	100%	86.8%	90.4%	96.3%	70.4%	25.9%	3.7%	0%
English Language Arts / Reading	03	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	95.1%	94.9%	100%	83.3%	16.7%	0%	0%
English Language Arts / Reading	03	Asian, Native Hawaiian, or Pacific Islander	2010-11	100%	93.9%	96.6%	96.2%	69.2%	26.9%	3.8%	0%
English Language Arts / Reading	03	Black or African American	2009-10	<10	80.6%	90.7%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Black or African American	2010-11	<10	74.7%	82.8%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Hispanic or Latino	2009-10	<10	84.6%	76.9%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	White	2009-10	100%	92.7%	95.7%	95.8%	79.2%	16.7%	4.2%	0%
English Language Arts / Reading	03	White	2010-11	100%	90.4%	90.6%	95%	70%	25%	5%	0%
English Language Arts / Reading	03	Female	2009-10	100%	91.9%	96.5%	100%	87.5%	12.5%	0%	0%
English Language Arts / Reading	03	Female	2010-11	100%	89.3%	93.8%	96.2%	76.9%	19.2%	3.8%	0%
English Language Arts / Reading	03	Male	2009-10	100%	87.9%	91.6%	95.5%	72.7%	22.7%	4.5%	0%
English Language Arts / Reading	03	Male	2010-11	100%	84.3%	87.2%	96.4%	64.3%	32.1%	3.6%	0%
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	<10	84.5%	85%	<10	<10	<10	<10	<10