

23750 David
Eastpointe, MI 48021
(586) 445-4665
Susan Miller, Principal



VISION

Woodland students will achieve academic success and develop respect for others by acquiring skills needed to succeed in a global society.

MISSION STATEMENT

In pursuit of academic excellence, the Woodland Community provides a safe, nurturing environment while preparing students to be responsible members of our culturally diverse society.

Woodland Elementary School



Annual Report to the Community 2008/2009

EAST DETROIT PUBLIC SCHOOLS

Woodland Elementary is ...

Students

350	K-5 Students
83	School aged child care

Professional Staff

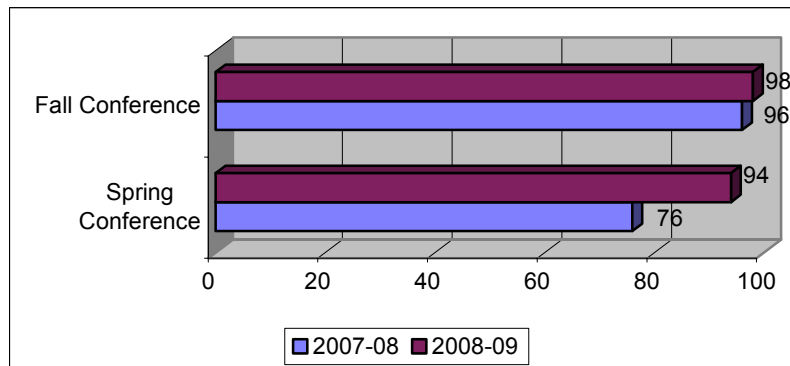
1	Principal
15	Teachers, K-5
7	Special Subject Teachers
1	Special Education Teacher
4	Support services personnel
3	County Support Service Staff

Support Staff

1.5	Clerical Workers
3.0	Custodians
16	Cafeteria
3	School Aged Child Care
.3	Literacy Coach
1	Title I Literacy Paraprofessional
1	RtI Paraprofessional

Family Involvement Increases Student Success

The School district invites all residents to learn more about their schools by volunteering to serve on district committees and attending regularly scheduled meetings. Woodland reaches out to families through a building newsletter, parent/teacher conferences, special parent programs, teacher notes, telephone calls, and parent club meetings. Below are the participation results of the parent/teacher fall and spring conferences.



Accreditation Status

The state of Michigan continues the accreditation process established in 2003/2004. Woodland was accepted into membership of the North Central Association Commission on Accreditation and School Improvement in October of 2003. The profile and goals were approved by NCA in 2005. In the fall of 2006 Woodland presented a strategic school improvement plan to an NCA peer review committee.

NCA has unified with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement to form **AdvancED**. Through this unified organization, research-based accreditation standards have been established along with a unified accreditation process designed to help schools continuously improve. Schools will host a review once every five years. Woodland is scheduled to have a Quality Assurance Review in 2011.

Staff Continues Curriculum Review and Improvement

Curriculum review is an ongoing process. The work began in the 2001-02 school year with the alignment of the Standards and Benchmarks of the Michigan Core Curriculum Framework. More recently, those Standards and Benchmarks have been narrowed to specific Grade Level Content Expectations (GLCEs). Staff continues working on aligning these GLCEs with classroom instruction. The alignment of the GLCEs, the analyzing of data, and the collaboration across curriculum areas will lead to improved achievement for all students.

RtI (Response to Intervention)

The RtI program continued in the Kindergarten and was implemented at the first grade level in all 6 elementary schools. This program focuses on early reading intervention. The goal of RtI is to be proactive in education by providing prevention and intervention for students, not being reactive to those with reading difficulties. With the addition of full day Kindergarten two years ago, a classroom culture was created that supports RtI, allowing more time to implement reading interventions.

Highly Qualified Staff

Woodland Elementary School is not yet in compliance with the requirements of Section 1119 of the *No Child Left Behind Act of 2001*. All of our teachers hold at least a bachelor's degree and are certified by the State of Michigan to teach elementary school. All existing paraprofessionals have at least a high school diploma and meet the standards for newly hired paraprofessionals.

Percentage of each professional qualification for Woodland Elementary school core teachers						
B.A.	B.A. + 20 credit hours	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours	Ph.D.	Other.
6.7%	13.3%	73.3%	6.7%	0.0%	0.0%	0.0%
Percentage of teachers with Emergency/Provisional Certification						0%
Percentage of core academic subject classes not taught by highly qualified teachers						0%

Professional Development / Staff Training

- What Gets Taught is What Gets Learned: Coherent, Focused and Rigorous Curriculum
- Foundations (LETRS) Training
- Differentiated Leadership
- KPALS and 1st Grade PALS
- PBS (Positive Behavior Support)
- Title I Workshops and Institutes
- Departmental Meetings and Networks

Goals for Student Success

Listed below are the school improvement goals the Woodland staff and students continue to work toward through an action plan.

All students will demonstrate improvement in their reading comprehension across the curriculum.

All students will improve their writing skills across the curriculum.

All students will improve math problem solving skills.

More details about the School Improvement Plan may be obtained by contacting the principal.

For current information about our school, please visit our website at

<http://www.macomb.k12.mi.us/eastdet/Woodland.htm>

Programs for Special Needs Children

The East Detroit Special Services department offers services to all eligible students from birth through graduation. Comprehensive diagnostic evaluations including psychological, psychiatric, social work, and speech/language occupational and physical therapy assessments are provided. Transition services are also provided.

In accordance with state and federal laws, East Detroit Public Schools provides special education programs that guarantee all students with disabilities the opportunity to an education appropriate to meet their needs. These services include, resource and basic classroom programs, social work, and speech/language therapy. These programs are developed on an individual basis through a team approach, including parents, staff, and support personnel.

During the 2008-09 school year 47 Woodland learning disabled, emotionally impaired, cognitively impaired, or speech/language students received services through the Special Services Department. Also, Woodland special needs students are served through Macomb County Specialized Schools.

For more information, contact Sally Cairo, Director of the Department of Special Services at 445-4438.

Measuring Student Achievement

The Michigan Department of Education conducts yearly assessments in the elementary core curriculum areas at the 3rd, 4th and 5th grade levels. Below are the Fall 2008 scores for English Language Arts (a combination of the reading and writing scores), Math and Science compared to the 2007 scores.

Each Michigan school district must report scores for all students and for some subgroup populations with 30 or more students representing the group. Identified subgroups are: gender, race/ethnicity, economically disadvantaged, special education and limited English proficient. The state of Michigan has determined that mastery is the total percentage of students whose scores are advanced or proficient, based on the standards set by the State.

English Language Arts – 3rd Grade									
		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
All Students Fall 2008									
School	(% Mastery = 74%)	13	10	74	65	11	24	2	2
District	(% Mastery = 76%)	15	9	64	67	17	23	4	1
State	(% Mastery = 83%)	22	17	59	66	16	16	3	1
School Subgroups									
Total Tested: 62 (100%)		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
Male	77%	16	12	71	65	10	23	3	0
Female	72%	9	8	78	64	13	25	0	3
ETHNICITY									
American Indian / Alaskan Native	*	--	--	--	--	--	--	--	--
Asian / Pacific Islander	*	--	--	--	--	--	--	--	--
Black	*	--	--	--	--	--	--	--	--
Hispanic	*	--	--	--	--	--	--	--	--
White	88%	13	12	79	76	5	12	3	0
Multiracial	*	--	--	--	--	--	--	--	--
Economically Disadvantaged	68%	--	10	--	58	--	30	--	3
English Language Learners	*	--	--	--	--	--	--	--	--
Migrant	*	--	--	--	--	--	--	--	--
Special Education	*	--	--	--	--	--	--	--	--

* The indicated subgroups are not reported individually, due to the small number of students tested (<30).

Math – 3rd Grade									
		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
All Students Fall 2008									
School	(% Mastery = 85%)	41	48	52	37	7	15	0	0
District	(% Mastery = 90%)	44	51	46	39	9	10	0	0
State	(% Mastery = 91%)	49	56	41	35	10	9	0	0
School Subgroups									
Total Tested: 62 (100%)		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
Male	88%	45	54	45	35	10	12	0	0
Female	83%	35	44	61	39	4	17	0	0
ETHNICITY									
American Indian / Alaskan Native	*	--	--	--	--	--	--	--	--
Asian / Pacific Islander	*	--	--	--	--	--	--	--	--
Black	*	--	--	--	--	--	--	--	--
Hispanic	*	--	--	--	--	--	--	--	--
White	93%	50	66	47	27	3	7	0	0
Multiracial	*	--	--	--	--	--	--	--	--
Economically Disadvantaged	78%	--	45	--	33	--	23	--	0
English Language Learners	*	--	--	--	--	--	--	--	--
Migrant	*	--	--	--	--	--	--	--	--
Special Education	*	--	--	--	--	--	--	--	--

* The indicated subgroups are not reported individually, due to the small number of students tested (<30).

Measuring Student Achievement

English Language Arts – 4th Grade

All Students Fall 2008			% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
			2007	2008	2007	2008	2007	2008	2007	2008
School	(% Mastery = 65%)		18	5	60	60	18	29	5	5
District	(% Mastery = 66%)		10	7	55	60	30	31	5	3
State	(% Mastery = 77%)		16	11	60	66	21	22	3	2

Total Tested: 55 (100%)			% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
School Subgroups			2007	2008	2007	2008	2007	2008	2007	2008
Male	70%		--	6	--	64	--	24	--	6
Female	59%		--	5	--	55	--	36	--	5
ETHNICITY										
American Indian / Alaskan Native	*		--	--	--	--	--	--	--	--
Asian / Pacific Islander	*		--	--	--	--	--	--	--	--
Black	*		--	--	--	--	--	--	--	--
Hispanic	*		--	--	--	--	--	--	--	--
White	81%		19	8	68	72	9	17	4	3
Multiracial	*		--	--	--	--	--	--	--	--
Economically Disadvantaged	*		--	--	--	--	--	--	--	--
English Language Learners	*		--	--	--	--	--	--	--	--
Migrant	*		--	--	--	--	--	--	--	--
Special Education	*		--	--	--	--	--	--	--	--

* The indicated subgroups are not reported individually, due to the small number of students tested (<30).

Math – 4th Grade

All Students Fall 2008			% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
			2007	2008	2007	2008	2007	2008	2007	2008
School	(% Mastery = 79%)		32	24	53	55	14	22	2	0
District	(% Mastery = 80%)		28	32	53	49	16	18	3	2
State	(% Mastery = 88%)		41	44	45	44	12	11	2	1

Total Tested: 55 (100%)			% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
School Subgroups			2007	2008	2007	2008	2007	2008	2007	2008
Male	88%		--	27	--	61	--	12	--	0
Female	64%		--	18	--	45	--	36	--	0
ETHNICITY										
American Indian / Alaskan Native	*		--	--	--	--	--	--	--	--
Asian / Pacific Islander	*		--	--	--	--	--	--	--	--
Black	*		--	--	--	--	--	--	--	--
Hispanic	*		--	--	--	--	--	--	--	--
White	86		36	33	55	53	9	14	0	0
Multiracial	*		--	--	--	--	--	--	--	--
Economically Disadvantaged	*		--	--	--	--	--	--	--	--
English Language Learners	*		--	--	--	--	--	--	--	--
Migrant	*		--	--	--	--	--	--	--	--
Special Education	*		--	--	--	--	--	--	--	--

* The indicated subgroups are not reported individually, due to the small number of students tested (<30).

English Language Arts – 5th Grade

All Students Fall 2008		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
School	(% Mastery = 83%)	17	24	54	59	24	13	4	4
District	(% Mastery = 73%)	17	12	57	60	20	25	6	3
State	(% Mastery = 78%)	22	18	56	60	17	19	5	3
Total Tested: 46 (100%)		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
School Subgroups									
Male	72%	--	33	--	39	--	17	--	11
Female	89%	--	18	--	71	--	11	--	0
ETHNICITY									
American Indian / Alaskan Native	*	--	--	--	--	--	--	--	--
Asian / Pacific Islander	*	--	--	--	--	--	--	--	--
Black	*	--	--	--	--	--	--	--	--
Hispanic	*	--	--	--	--	--	--	--	--
White	84%	23	27	60	57	14	11	3	5
Multiracial	*	--	--	--	--	--	--	--	--
Economically Disadvantaged	*	--	--	--	--	--	--	--	--
English Language Learners	*	--	--	--	--	--	--	--	--
Migrant	*	--	--	--	--	--	--	--	--
Special Education	*	--	--	--	--	--	--	--	--

Math – 5th Grade

All Students Fall 2008		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
School	(% Mastery = 89%)	20	61	41	28	28	9	11	2
District	(% Mastery = 77%)	32	39	39	38	23	19	5	5
State	(% Mastery = 77%)	39	45	35	32	21	19	4	4
Total Tested: 46 (100%)		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
School Subgroups									
Male	83%	--	56	--	28	--	17	--	0
Female	93%	--	64	--	29	--	4	--	4
ETHNICITY									
American Indian / Alaskan Native	*	--	--	--	--	--	--	--	--
Asian / Pacific Islander	*	--	--	--	--	--	--	--	--
Black	*	--	--	--	--	--	--	--	--
Hispanic	*	--	--	--	--	--	--	--	--
White	86%	23	68	51	19	20	11	6	3
Multiracial	*	--	--	--	--	--	--	--	--
Economically Disadvantaged	*	--	--	--	--	--	--	--	--
English Language Learners	*	--	--	--	--	--	--	--	--
Migrant	*	--	--	--	--	--	--	--	--
Special Education	*	--	--	--	--	--	--	--	--

Science – 5th Grade

All Students Fall 2008		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
School	(% Mastery = 87%)	20	42	48	44	30	13	2	0
District	(% Mastery = 80%)	28	31	50	48	18	18	4	2
State	(% Mastery = 83%)	41	43	41	40	14	13	5	4
Total Tested: 45 (97.8%)		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
School Subgroups									
Male	78%	--	56	--	22	--	22	--	0
Female	93%	--	33	--	59	--	7	--	0
ETHNICITY									
American Indian / Alaskan Native	*	--	--	--	--	--	--	--	--
Asian / Pacific Islander	*	--	--	--	--	--	--	--	--
Black	*	--	--	--	--	--	--	--	--
Hispanic	*	--	--	--	--	--	--	--	--
White	86%	26	47	54	39	17	14	3	0
Multiracial	*	--	--	--	--	--	--	--	--
Economically Disadvantaged	*	--	--	--	--	--	--	--	--
English Language Learners	*	--	--	--	--	--	--	--	--
Migrant	*	--	--	--	--	--	--	--	--
Special Education	*	--	--	--	--	--	--	--	--

* The indicated subgroups are not reported individually, due to the small number of students tested (<30).

Adequate Yearly Progress Report

The federal law *No Child Left Behind* requires each school to achieve Adequate Yearly Progress (AYP). Several factors contribute to AYP including; student attendance, test scores, and graduation rates. Our average daily attendance for the 2008-2009 school year was 92.69 %.

The achievement target Michigan has established for elementary school students is 59% for English Language Arts and 65% for Mathematics. This target represents the percentage of students demonstrating mastery on the Michigan Education Assessment Program (MEAP).

Woodland has met AYP since 2004 with a composite grade of B. In 2008-2009 Woodland again achieved a letter grade of B and met AYP standards in all sub groups.

School Subgroups	ELA	MATH
	2008-2009	2008-2009
ALL STUDENTS	YES	YES
<u>ETHNICITY</u>	--	--
American Indian / Alaskan Native	*	*
Asian / Pacific Islander	*	*
Black	YES	YES
Hispanic	*	*
White	YES	YES
Multiracial	*	*
Economically Disadvantaged	YES	YES
English Language Learners	*	*
Special Education	*	*

* The indicated subgroups are not reported individually, due to the small number of students tested (<30).

School Report Card 2008-2009 / Grades Tested 3 - 5

This report card provides an assessment of several measures of the school's performance.

WOODLAND ELEMENTARY SCHOOL (Title I)			
	Status Score 2008-2009	Adjusted Score 2008-2009	Ed Yes! Grade 2008-2009
Student Achievement			
English Language Arts	80.4	75.4	C
Mathematics	88.8	88.8	B
Achievement Subtotal	84.6	82.1	B
Indicators of School Performance		100	A
Preliminary Grade		88	B
AYP Status (Adequate Yearly Progress)		MET AYP	
COMPOSITE GRADE		B	

Please visit the Michigan Department of Education Website for more detailed information about this school's performance.

<https://oeaa.state.mi.us/ayp/>

Points of Pride

Student Honors and Recognitions

Citizens of the Month
Polite and Proud Awards
W.O.W. (Woodland Outstanding Workers)
Fishbowl Draws for Helpful and Kind Acts
Accelerated Reader Awards
Awards for Achievement Outside of School
Awards for Special Subject Classes
Honor Roll Recognition (Academic & Citizenship)
1st - 5th Grade Spelling Bees
Attendance Awards
Presidential Awards - Excellence - Achievement
McDonald's Art Show, Fine Arts Festival
Presidential Physical Fitness Awards

P.T.O./School Activities

Donations for field trips
Assemblies
Scholarship for Woodland Alumnae
Canned-food Drive
Blanket Collection
Talent Show
Santa Shop
Funky Field Day
Fall Frolic
Safety/Service Awards

Thank you for being involved

Volunteers

Fundraiser Helpers
Field Trip Chaperones
School Improvement Team
Santa Secret Shop Helpers
Picture Day Volunteers
March is Reading Month
Book Fair Helpers - Accelerated Reading Store
Funky Field Day Volunteers
PTO
Classroom Volunteers
Box Tops / Campbell Soup Label Collection
TerraCycle - recycling juice pouches.

Business and School Partnerships

Mobile Dentist
Mobil Station, Nine Mile

Community Relations

Community Education Classes
Parks & Recreation Programs
Cub Scouts, Brownies, Girl Scouts
Boys' Basketball
Leisure & Enrichment
Lifetouch
St. Jude Hospital Mathathon

Parent Club Contributions

Citizen of the Month Awards
Beautification Projects
Teacher Appreciation
Polite/Proud Awards
Open House
Reading Materials
Hospitality Gifts to Staff/Families
Fund Raising
Teacher Supplies
Field Day
Field Trips
Assemblies
Food baskets to Woodland Families

A Parents Right to Know

Woodland Elementary receives funds from the Title I, Part A program. Title I, Part A is a federal supplemental program designed to help children reach high academic standards. In receiving funds from this program, the district has a requirement to inform you, of information available to you regarding the professional qualifications of your child's classroom teacher(s). Information will be provided to you in a **timely manner, upon written request to the Instructional Services Office**, of the following:

- Whether your child's teacher has met Michigan qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your child's teacher is teaching under emergency or other provisional status through which Michigan qualification or licensing criteria have been waived.
- The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether your child is provided services by paraprofessionals, and, if so, their qualifications.

You will also receive timely notice if your child is, for whatever reason, assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified. A highly qualified teacher would be defined as a teacher that meets Michigan's qualification and licensing criteria for the grade level or subject area in which the teacher is providing instruction.

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Mr. Bruce Kefgen, Superintendent of Schools
15115 Deerfield
Eastpointe, MI 48021
445-4410

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445-4406

Office of Fiscal Services

Tom DeLuca, Director
445-4414

Office of Special Education

Sally Cairo, Director
445-4438

Office of Instruction

Joanne Lelekatch, Director
445-4425

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Kelly Garrison, Supervisor
445-4453

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Lisa Cardamone, Director
445-4402

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445-4562