



ANNUAL REPORT 2007-2008

Woods Lake Elementary: A Magnet Center for the Arts

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Woods Lake Elementary: A Magnet Center for the Arts --where academics and the arts create opportunities for learning.

2007-2008 Highlights

- Reading First successfully implemented year three --Paraprofessionals worked with classroom teachers during the daily uninterrupted reading block in grades K-3 --Multiple interventions were used and documented for children at the strategic and intensive levels as indicated by DIBELS assessment
- A two day institute was held in June of 2007 with the ongoing work of arts integration.
- Continuation of Positive Behavior Supports was established and specific procedures and routines were modeled and practiced throughout the year. SWIS data was routinely reported to the School Improvement Team and staff in creating behavior plans for specific students. Office referrals were dramatically reduced from 1, 782 in 2006-2007 to 978 in 07-08. Days of suspension also decreased from 643 to 283.
- An additional Title I Academic Facilitator was hired in August to work with identified students on academic achievement and desired school appropriate behaviors.
- A half time later elementary Literacy Coach (06-07) was increased to full time (07-08) to facilitate grade level meetings, work with students, coordinate assessment schedule and implementation of assessments, and run the Book Nook.
- Part time paraprofessionals worked with later elementary, grades 4, 5 and 6 students with *Read Naturally* and small math intensive groups.
- Core content was reinforced through arts integration activities, which included two school plays with over 60 students, the Gilmore Keyboard lab that provides group piano lessons for 80 students, 3rd grade workshops with the Wellspring Dance Company members, and the Kalamazoo Symphony Orchestra partnership for all students K-5.
- Two KPS Innovation Grants were awarded to Woods Lake to support the development of the "Book Nook" – a lending library for students and families; and financial support for experiential field trips for students.
- Two bilingual staff members worked with students in their classrooms and were translators at Parent/Teacher Conferences.
- A Literacy/Math night for targeted students in first grade at the intensive level were provided in the winter including a meal, stations to see teachers and literacy coaches working with children, tubs of books and materials for parents to take home and work with their child, and door prizes. Translators were also provided to assist with Hispanic parents.
- Daily classroom attendance increased by 1.7%.
- Made AYP.

School Community

The process by which students are assigned to district schools is as follows:

- Students can attend their home school based on specific attendance areas.
- Students can attend a magnet school. There are seven elementary magnet schools and two middle school magnet schools from which to choose.
- Students can attend any other district school as long as the district is not required to provide transportation.
- Enrollment will depend on the existence of adequate space within the building and grade level.
- Woods Lake Elementary is a K-6 building with an enrollment of 549 students
- Multicultural environment composed of 1.6% Native American, 45.2% African American, 2.7% Asian American, 22.4% Hispanic and 28.1% Caucasian students
- Daily attendance rate of 93.8%
- Student suspension ratio of 99/549
- Conferences: 95% fall and spring

Annual Yearly Progress

AYP Status	05-06	06-07	07-08
% Participation	100%	100%	100%
Phase 0 – 5	Phase 2	Phase 3	Phase 3
Met AYP	X		X
Did Not Meet AYP		X	
Composite Grade	D-Alert	C	C

If AYP is met by the end of the 2008-2009 school year, Woods Lake will return to Phase 0 for the 2009-2010 school year.

Highly Qualified Staff

- 100% of the staff is teaching in their credential area of experience.
- No teachers with emergency or provision credentials are teaching in either the high or low poverty schools.
- No teachers are teaching in the classroom in either the high or low poverty schools that are not highly qualified.
- 2 Administrators: 1 with a Masters and 1 with a Masters+30.
- 40 teachers: 21 with a Bachelors Degree; 14 with a Masters Degree and 5 with a Masters+30.
- All Title I instructional paraprofessionals are compliant with the NCLB requirements for highly qualified.

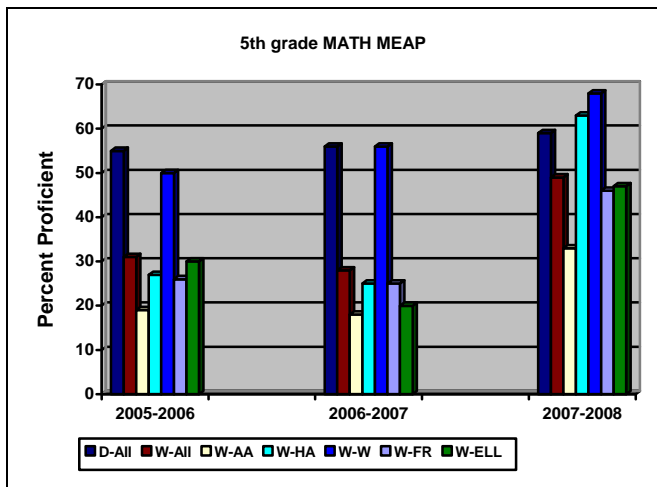
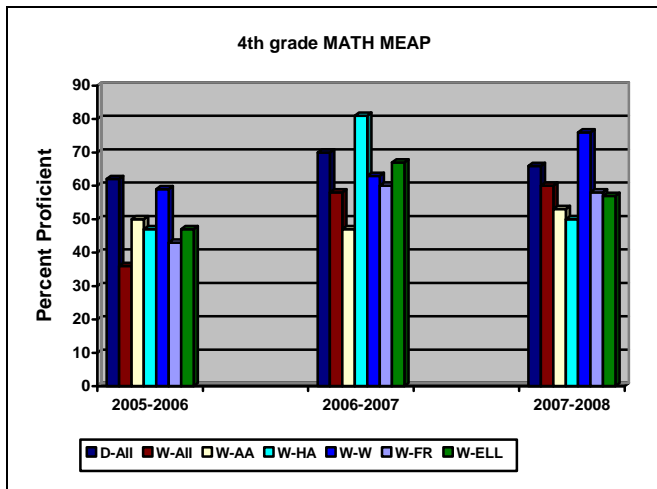
Parent Involvement

District Policy

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

Woods Lake Parent Involvement:

Parental involvement was increased through personalized invitations to events and performance assemblies. Committee involvement is offered through classrooms. Parental support



The 6th grade students were moved back to Woods Lake from Maple Street Magnet in 2007-2008. Therefore, a three year comparison is not available.

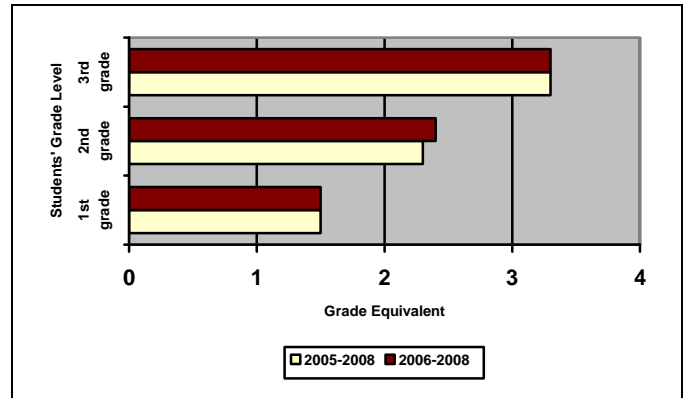
Nationally Normed Achievement Test – ITBS

W – Woods Lake Elementary D – District

Reading Grade Equivalents						
Category	05-06		06-07		07-08	
	W	D	W	D	W	D
Grade 1 – Total	1.5	1.8	1.6	1.8	1.5	1.8
African American	1.5	1.5	1.6	1.5	1.5	1.5
Hispanic	1.3	1.5	1.3	1.5	1.2	1.6
White	1.7	2.1	2.1	2.1	1.8	2.1
Non-Free/Reduced	1.7	2.3	2.2	2.3	2.1	2.2
Free/Reduced	1.5	1.5	1.5	1.6	1.4	1.6
Non-Special Needs	1.5	1.8	1.6	1.8	1.5	1.9
Special Needs	1.5	1.5	--	1.3	1.4	1.4
Grade 2 – Total	2.3	2.6	2.4	2.8	2.6	2.8
African American	2.1	2.3	2.6	2.4	2.4	2.4
Hispanic	2.0	2.3	2.1	2.6	2.1	2.4
White	2.7	3.0	2.6	3.1	3.4	3.4
Non-Free/Reduced	3.2	3.3	2.8	3.5	3.5	3.8
Free/Reduced	2.1	2.3	2.4	2.4	2.6	2.4
Non-Special Needs	2.4	2.6	2.6	2.8	2.7	2.9
Special Needs	1.9	1.8	2.3	1.8	2.6	2.3
Grade 3 – Total	3.1	3.6	3.3	3.5	3.3	3.7
African American	2.8	3.1	3.2	3.0	3.3	3.2
Hispanic	3.3	3.1	2.8	3.1	3.0	3.4
White	3.4	4.2	3.5	4.1	3.6	4.3
Non-Free/Reduced	3.9	4.4	4.3	4.4	4.2	4.7

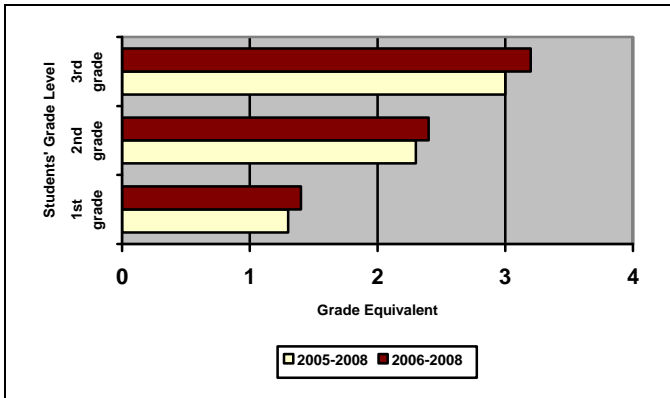
Reading Grade Equivalents						
Category	05-06		06-07		07-08	
	W	D	W	D	W	D
Free/Reduced	3.0	3.1	3.0	3.1	3.2	3.3
Non-Special Needs	3.1	3.7	3.3	3.5	3.4	3.8
Special Needs	2.8	2.6	3.7	2.7	2.6	2.8

In the chart below, each color bar represents the same group of students and their progression from 1st grade through 3rd grade on the IOWA reading assessment.



Math Grade Equivalents						
Category	05-06		06-07		07-08	
	W	D	W	D	W	D
Grade 1 – Total	1.4	1.5	1.3	1.5	1.4	1.6
African American	1.4	1.3	1.1	1.2	1.2	1.3
Hispanic	1.2	1.4	1.1	1.3	1.3	1.6
White	1.3	1.9	1.6	1.9	1.6	1.8
Non-Free/Reduced	1.3	2.0	1.6	2.0	1.8	1.9
Free/Reduced	1.3	1.3	1.2	1.3	1.3	1.4
Non-Special Needs	1.3	1.5	1.3	1.5	1.4	1.6
Special Needs	1.1	1.1	--	1.0	1.2	1.2
Grade 2 – Total	2.3	2.5	2.4	2.6	2.4	2.5
African American	2.0	2.3	2.4	2.2	2.1	2.2
Hispanic	2.2	2.3	2.2	2.5	2.2	2.4
White	2.6	2.9	2.5	3.0	2.9	3.1
Non-Free/Reduced	2.8	3.2	2.8	3.2	2.6	3.2
Free/Reduced	2.2	2.3	2.4	2.3	2.3	2.3
Non-Special Needs	2.3	2.5	2.4	2.6	2.4	2.6
Special Needs	1.8	1.8	2.3	1.7	2.3	2.2
Grade 3 – Total	3.0	3.4	3.0	3.3	3.2	3.5
African American	2.6	3.0	3.9	2.9	3.2	3.1
Hispanic	3.4	3.3	4.5	3.0	3.0	3.3
White	3.2	3.9	4.7	3.9	3.3	4.0
Non-Free/Reduced	3.5	4.1	3.9	4.0	3.6	4.3
Free/Reduced	3.0	3.1	2.8	3.0	3.1	3.2
Non-Special Needs	3.0	3.5	3.0	3.4	3.3	3.6
Special Needs	3.0	2.5	3.0	2.8	2.5	2.7

In the chart below, each color bar represents the same group of students and their progression from 1st grade through 3rd grade on the IOWA math assessment.



Measurable Objectives for 2008-2009 School Improvement

- Sixty percent of the economically disadvantaged third, fifth and sixth graders will score proficient in writing on the MEAP test.
- All elementary special education students will score proficient in reading on the MEAP test.
- All 5th and 6th grade economically disadvantaged students will meet or exceed state targets of 57% and 54% respectively in Math.