April 22, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for the Woodcreek Achievement Center. 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 Carl Word for assistance.

The AER is available for you to review electronically by visiting the following website https://goo.gl/N7K2z8, or you may review a copy in the main office at your child’s school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been given one of these labels.

The key challenge for us as it relates to data and closing the achievement gap is that the majority of our students are, or were, disconnected from school. I believe in creating a culture for achievement for this special group of students. A greater challenge is that 98% are at risk or behind in their grade level, credits and academic skills. Our challenge is to create a family environment with high expectations for achievement. To achieve this challenge, we have the key initiatives of our staff establishing solid personal relationships with our students; personally encourage, monitor, and re-teach academic skills to our students as they struggle to complete challenging and rigorous coursework; and provide a vision of a future that each student can create for themselves providing a reason to graduate from high school looking forward into a life of success.

State law requires that we also report additional information:
1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL – Bases on credit progression in the traditional setting and student/parent interviews.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN – The SIP has been submitted on time to the State for the 2015-2016 school year.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL – As an Alternative Education School, we are not considered a “specialized school”. We do however, specialize in creating an environment of achievement for at risk students while providing an avenue toward recovering missing academic credits and completing graduation requirements to receive a Lansing School District diploma.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL – The CORE curriculum can be accessed on line at https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html. Apex curriculum is aligned to the CORE curriculum for the State of Michigan with no variances from the State’s model.

5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES Over 90 parents (45%) attended our new model for Parent-Teacher conferences last fall. We provided a breakfast for parents, students, and staff from 8:30 – 10:30 am. Conferences were held until 5:00 pm. In addition for parents to speak with their child’s teachers, they were invited to watch instruction. In the spring, we modified our fall model to include an additional conference day timed from 3:00 – 5:00 pm the day before the breakfast. Our spring attendance was comprised of over 40 (30%) of our current parents.

6. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

   a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT) zero
   b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) zero
   c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) zero
d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT> zero

We are encouraged with the effort and progress of our students at Woodcreek, especially in light that this was a transition year for us. We transitioned from a Business Model utilizing a professional education company to a District Model with the assistance from Apex Learning. Our behavior index remained low at 2%; our teacher retention rate remained high; and our parent-teacher conference model was well-received by our parents, students, and staff.

Sincerely,

Carl Word, Principal