

**HONEY CREEK
COMMUNITY SCHOOL**
Integrating Life, Learning, and Community

**ANNUAL REPORT
2007**



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About Our School

Mission Statement

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The mission of Honey Creek Community School is to provide an education of the whole child, to integrate the different aspects of children's learning and lives so as to make them fuller and more meaningful. Honey Creek Community School offers an integrated, thematic and project-based curriculum with an emphasis on Academic Service-Learning; drawing on experiences at home, in the school, and in the larger community, and encouraging parents and other community members to participate in the school and share their expertise. The interaction among students, teachers, family members, and community members is designed to allow students to view their learning from a variety of different perspectives and, in the process, to learn to develop their own views while simultaneously developing an understanding of their local and global communities and ecosystems, and learning to participate more meaningfully in them.

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Belief Statements

- ❖ We believe that people learn and grow best when various aspects of their education and experience are integrated and interactive.
 - ❖ We believe that students are most effectively guided by "Expert Models" who participate in cooperative apprenticeships.
 - ❖ We believe that complex, situated learning environments and experiences enable all individuals to progress as successful, life-long learners.
 - ❖ We believe that the development of cooperative learning strategies and the ability to work successfully as a team member are essential life skills.
 - ❖ We believe that understanding and appreciating differences and diversity are integral to becoming successful adults in our changing democracy.
 - ❖ We believe that it is essential for children to understand themselves as active participants in their school and in their larger community.
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Background

Honey Creek was started by parents who were interested in finding quality alternative education for their children. In 1995, a charter was granted through Washtenaw Intermediate School District, and Honey Creek opened its doors for its first school year.

Honey Creek Community School is a public charter school designed to guide the students in a multi-age setting emphasizing social skills, technology, literacy, and environmental studies. Honey Creek is housed at the High Point Center, located on 40 acres with nature trails, where we share a playground, indoor heated pool, interact with High Point students and learn appreciation for those who are different from ourselves. Our students are residents of Washtenaw County's ten school districts and thus supported with state and county funds and federal grants. Our charter was renewed in May 2005 for another five years.

Honey Creek Community School houses grades K-8. The middle school, grades 6-8, was implemented in 2001, beginning with only 6th and 7th grades that first year. 154 students were enrolled at Honey Creek in 2006-2007. Early Elementary and Middle Elementary both had an 18:1 student per teacher ratio and Later Elementary offered a 16:1 students per teacher ratio. The Middle School had a ratio of 17

students per teacher.

Honey Creek Community School's overarching philosophy rests on the assumption that people learn and grow best when the various aspects of their education and experience are integrated and interactive. To that end, Honey Creek Community School bases learning on an integrated curriculum and on combining thinking with doing. In addition, Honey Creek Community School fosters connections between the home, the school, the community, and among children and adults of different ages and backgrounds. The curriculum emphasizes the integration of thought and experience, and the integration of subject areas, by centering learning on themes and projects with meaning and purpose in the students' lives. A model of apprenticeship best characterizes the nature of the learning experience, in which adults with various kinds of expertise, including teachers, parents, and other community members, share in the teaching of the children. The children's lives inside the school and outside the school are connected by those relationships and by visits to community sites which are important to the projects and themes the students are doing and studying. Within the school, those projects and themes are explored through learning centers, workstations, and through Academic Service-Learning, which allow teachers to guide students as they learn through hands-on activities, both individually and in groups.

Overview of Academic Achievement

Board Goals for 2006-2007

- The Honey Creek Board of Trustees supports the Executive Director and the school improvement goals by:

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- ❖ Serving as an educational model
- ❖ Strengthening infrastructure
- ❖ Maximizing community resources
- ❖ Maintaining diversity and stability

School Improvement Goals

School Improvement Planning
Statement of Affirmation

Through the strategic planning process, Honey Creek Community School will strive to be a model of innovative education. We will work to foster an environment of sharing, trust and open dialogue where all potential and personal growth is achieved. Everyone in the community is a life-long learner.

Together we construct a standards-based, balanced curriculum utilizing individual strengths, meeting students where they are, while accelerating their learning through sound instruction and assessment.

This will be accomplished by focusing on these three broad goal areas:

1. Improve student achievement in the area of mathematics
2. Improve student achievement in the area of literacy
3. Improve the culture and climate of the school community

These broad areas were developed based on a review of previous year's NCA data/reports, school-wide data, recommendations of NCLB and staff/parent input. The work of the School Improvement Teams (SIT) will be to use the broad goal areas to develop specific, *measurable* "action" goals and strategies, inclusive of timelines, resources and the professional development needed. A previous goal of improving parent involvement and home communication was integrated into the remaining broad goal areas.

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Methods of Assessment

MEAP Testing

In accordance with the Michigan Department of Education, Honey Creek participates in the MEAP test. This test is given to all students in third through eighth grade equivalent learning levels. With only a handful of students taking the test each year, one student's score can account for 10-20 percentage point variations in our overall percentages, and it is therefore meaningless to compare our scores to districts with hundreds or thousands of students. While our group data is difficult to analyze, we do use MEAP scores as one of many tools for assessing and planning for individual students. We are very happy that individual student scores are reflecting the progress we have watched those students make during their time at Honey Creek Community School.

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Honey Creek Community School Current 2006-2007 MEAP Standings

Honey Creek Community School Demonstrates Continued Improvement on 2006-07 MEAP Results

Narrative:

Honey Creek Community School continues to outperform the state average. In 13 out of 21 subgroups/content areas, HCCS meets or exceeds (levels 1 and 2) state standards. We will continue to forge ahead until we meet this challenge across all grades and content areas!

Highlights and Findings:

Ø 86% of HC students in grades 3-8 meet or exceed state standards in Reading. This continues to be a strong area for Honey Creek.

Ø The key below represents: the areas with highest percentage achieved, areas of growth comparing 2005 to 2006 and areas that overall are above the state average.

Ø Though Honey Creek Community School students continue to exceed state writing averages in third, fifth, and seventh grade, writing continues to be an area of targeted growth.

Ø Both the third and fifth grade students at Honey Creek exceed state averages in all subject areas.

Ø Comparison is made to Ann Arbor only because this represents the largest demographic area of our student enrollment population.

Ø HCCS staff is cognizant of the reality that MEAP results provide only one lens. We will continue to develop and use traditional, alternative and authentic assessments (at the classroom and building level) to assess student learning.

Ø Our ongoing goal is for 100% of HCCS students to either meet or exceed the state standards (top two performance categories).

Percentage of Grade 3, 4, 5, 6, 7 and 8 Students (including SE students) Meeting or Exceeding MEAP (Levels 1 and 2):

Honey Creek State Ann Arbor

Jan 05 Jan 06 Oct 06 Jan 05 Jan 06 Oct 06 Jan 05 Jan 06 Oct 06

8 Science	60	93*	67	64	77	75	79	87	88
8 Math	80	80*	60	62	63	68	82	82	86
8 Reading	N/A	93*	80*	N/A	73	76	N/A	88	90
8 Writing	N/A	87*	60	N/A	64	67	N/A	80	84
7 Math	N/A	38	47	N/A	60	64	N/A	81	85
7 Reading	100	88*	73	73	76	80	86	91	91
7 Writing	88	50	73*	53	67	65	76	82	79
6 Social Studies	N/A	93*	83*	N/A	78	74	N/A	89	87
6 Math	N/A	71*	78*	N/A	65	69	N/A	84	87
6 Reading	N/A	86*	78	73	80	83	86	91	94
6 Writing	N/A	71	65	53	75	74	76	86	86
5 Science	87	95*	88*	79	77	83	88	88	92
5 Math	N/A	86*	82*	N/A	73	76	N/A	90	92
5 Reading	N/A	95*	100*	N/A	80	84	N/A	89	93
5 Writing	N/A	48	65*	N/A	63	57	N/A	75	75
4 Math	77	93*	88*	73	82	85	87	93	93
4 Reading	100	100*	94*	82	83	85	89	93	93
4 Writing	18	57*	25	46	55	45	49	67	58
3 Math	N/A	92*	95*	N/A	87	88	N/A	96	96
3 Reading	N/A	92*	90*	N/A	87	87	N/A	93	93
3 Writing	N/A	69*	55*	N/A	52	52	N/A	59	67

Key:

* Above state average Highest level of academic achievement Score higher from previous year
Fall 2006 per content area

**Honey Creek Community School Current Composite Education YES! Standings
2006-2007**

Grades Tested	Ed Yes! Grade	AYP Status	School Improvement Phase
3-8	A	Met AYP	0

AYP

Adequately Yearly Progress (AYP) is calculated for all public schools, for each district, and for the state. The Michigan Department of Education (MDE) established “annual state objectives” (the required percent of students proficient on MEAP and English Language Arts and Math tests). These annual objectives must be reached for the school and each subgroup that has at least 30 students in the group. These subgroups include: special education, free and reduced lunch, African-Americans, Caucasians, etc. To make AYP, schools must:

- Test at least 95% of its students (can be averaged over three years)
- Attain the annual objectives **or** reduce the percentage of students in the non-proficient category of

achievement by 10% (safe harbor)

- Meet or exceed other academic indicators
 - graduation rate for high schools (80%)
 - attendance rate (80%) for elementary and middle schools

IMPROVEMENT PHASE

N/A= Schools may be listed as N/A for the Improvement Phase at a grade range that is not used for calculating the official AYP for the school. Generally, the official AYP for a school comes from the highest tested grade level in the school.

0= The school is not identified for improvement.

To obtain Honey Creek records, please visit <http://www.mcgi.state.mi.us/mischoolinfo/>

Curriculum Celebration

Selecting appropriate assessment tools for any educational program requires aligning the assessment methods with the developmental age of the students, the content of the curriculum, and the understanding of learning that is embodied in the school. This final element, all too often overlooked in the rush to “pick a test and get on with it,” is essential if we are to provide a full picture of *how* as well as *what* our children learn.

Honey Creek has elected to measure our students’ learning and to demonstrate that learning to the community through a unique semi-annual Curriculum Celebration at each level. The Celebration embodies all forms of alternative assessment, including performance assessment, product assessment, portfolios of student work, student exhibition and personal communication. Every student in every classroom participates after the completion of a unit; therefore they tell the story of what and how they have been learning in our school. Visitors to the Celebration see student-made products, watch demonstrations, hear students describe their work, ask questions, and – as they walk through a series of rooms filled with bright displays and chattering children – gain an understanding of both Honey Creek’s curriculum and our philosophy.

Annually Each Fall:

Nature of Event: Exploratory/Interactive
 Format: Theme Based
 Content Focus: Social Studies and Science
 Layout: Large common spaces

Annually Each Spring:

Nature of Event: Exhibition
 Format: Theme Based
 Content Focus: Integrated Projects
 Layout: Individual Classrooms

Performance Series

Students in the third through eighth grade are administered the Scantron Performance Series Test twice per year. The test is administered in Math, Reading, and Language Arts. This instrument allows the school to monitor individual growth in each academic area. The growth can be monitored over the course of a student’s academic tenure at HCCS or over the course of a few months. Because this is a

computer adaptive test, skill levels can be pinpointed and referenced to state benchmarks, which allows the program to develop specific academic objectives for each student in each academic discipline. These objectives are then used to advance individual achievement.

Articulating the results of this instrument to students and parents is a top priority. The procedure for doing so is in the final stages of development and should be implemented in early spring of 2008. This report will play a key role in future goal setting conferences.

Other Curricular Programs

Academic Service-Learning

SERVICE-LEARNING IS A METHOD BY WHICH YOUNG PEOPLE LEARN AND DEVELOP THROUGH ACTIVE PARTICIPATION IN A THOUGHTFULLY ORGANIZED SERVICE EXPERIENCE THAT...

1. Meets actual community needs;
2. Is coordinated in collaboration with the school and community;
3. Is integrated into each young person's academic curriculum;
4. Provides structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity;
5. Provides young people with opportunities to use newly acquired academic skills and knowledge in real-life situations in their own community
6. Enhances what is taught in the school by extending student learning beyond the classroom; and
7. Helps foster the development of sense of caring for others.

AS-L partnerships included: AAA Safety Patrol, Earth Force, Faith in Action, Food Gatherers, Gretchen's House, Gross Electric, Inc., Hancock Fabrics, Heifer International, Huron River Watershed Council, High Point School, High Point PSO, High Point & Honey Creek Girl Scouts, Honey Creek PTO, Just Us Club, The LEAGUE Powered by Learning to Give, Leslie Science Center, National Wildlife Federation, Organic Food, State Farm, State Farm Agent Garrett Roe, Rich Scarlotti, SOS Shelter, Ann Viaux, Washtenaw Intermediate School District



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HONEY CREEK COMMUNITY SCHOOL **ACADEMIC SERVICE-LEARNING PROGRAM HIGHLIGHTS** **2006-2007**

- Honey Creek Community School finished its sixth and final year of eligibility as a recipient of the Learn & Serve Grant. The final two years of funding required all grantees to educate other

- schools/districts about Academic Service-Learning. Total funding: \$95,000 over 6 years.
- ❑ HCCS again participated in The LEAGUE Powered by *Learning to Give*. The Honey Creek Middle School was named the State of Michigan LEAGUE Champion by completing more service than all other Michigan middle schools participating.
 - ❑ The average HCCS student spends over 55 hours each year engaged in service to others. The entire HCCS student body (154 students) spends over 8,827 hours per year engaged in service to others.
 - ❑ Thirty-nine Honey Creek students earned the President's Volunteer Service Award (50+ hours of service). Seven of those students earned the Silver Award (75+ hours) and three earned the Gold Award (100+ hours of service).
 - ❑ Two middle school students served on the statewide Service-Learning Youth Council (SLYC).
 - ❑ Our middle school history/social studies teacher presented a workshop entitled: *Trader Joe's Bonanza* at both the Regional Service-Learning Conference at Schoolcraft College in Livonia, Michigan, and at the National Service-Learning Conference in Albuquerque.
 - ❑ Two middle school students presented a workshop entitled *Amazon Rain Forest Journey* at the Regional Service-Learning Conference at Schoolcraft College in Livonia, Michigan.
 - ❑ Honey Creek's AS-L coordinator and Advisory Committee Chairperson presented several workshops for the Michigan Community Service Committee.

Specialized Education

Honey Creek students who have special needs receive special education services through Honey Creek Community School contractors and staff. Honey Creek provides teacher consultant services and Dearborn Speech and Sensory Services provides contracted speech, occupational therapy and social work services. The special education staff, Honey Creek teachers, and parents work together to best meet the needs of the student.

Overview of other pertinent information

Instructional Consultation Teams (ICT)

Honey Creek Community School is part of the Michigan Consortium of IC teams. ICT is a model of support for schools. Instructional consultation can be accessed when a teacher has a concern regarding a student. Instructional Consultation has three critical components. The first component is a delivery system consisting of a representative team, request for assistance procedures, case management and documentation. The second component includes the process variables of collaborative communication, systematic problem solving and curriculum based assessment. The final component is evaluation design. Evaluation design includes training of team members and continually assessing the outcomes of the ICT program as a whole.

The goal of instructional consultation at Honey Creek Community School is to enhance, improve and increase student and staff performance.

The objectives are to:

1. Develop a systematic support network within the building, including a trained Instructional Consultation team.
2. Enhance teachers' skills in and application of best practices of instructional assessment and delivery.
3. Develop school-wide norms of collaboration and problem-solving.
4. Utilize data for classroom and school decisions.

*Adapted from ICT Training Manual, Lab for IC teams, University of Maryland

Currently, Honey Creek's IC Team is in its third phase of implementation. In phase one, a facilitator was trained and data was collected. In phase two, Honey Creek's IC team was formed and trained in

instructional consultation. Phase three involves the institutionalization and integration of ICT into the school as a whole.

The Honey Creek IC team goals for the 2006-2007 school year were: 1) Learn strategies by moving original team members from training to experiential mode. 2) Move from individual to group/class cases. 3) Make statements on student documentation forms more measurable and observable and relate goals directly to these statements. 4) All Honey Creek teachers will have requested assistance from the IC team by December, 2007. 5) Maintain size of team to six or more members.

Goals one, two and three were accomplished as all team members worked on practice cases in reading, writing and behavior. Three cases out of a total of eleven were small group cases within the classroom. Team members refined their skills in making statements more measurable and observable as they worked through their cases with mentor teachers. Goal four was almost attained as ninety percent of the classroom teaching staff requested assistance from the IC Team. Goal five was achieved. Although we lost three team members, we gained four new team members. These four new team members are in training and are currently working on reading assessments and instructional consultation practice cases.

Highlights and Accomplishments

- ❖ GRANT AWARD! Honey Creek Community School received a Small Rural School Achievement grant (\$26,215) for the fourth year in a row. We can use this money in a number of ways, including teacher and administrative development, learning improvements, and social services
- ❖ GRANT AWARD! Honey Creek was the recipient of Learn and Serve (AS-L) grant for \$15,000 for the 6th straight (and final) year.
- ❖ GRANT AWARD! Honey Creek was the recipient of Equity and Literacy grants from Washtenaw Intermediate School District for \$2,000 each.

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Parent Participation

Cooperative Efforts: All Honey Creek parents are encouraged to join us as partners in the educational process. Over 98% of our parents provided support to Honey Creek in some way during the 2006-07 school year. This is a fantastic participation percentage. We have awesome parents at Honey Creek and we are so grateful for all that they do. Below are examples of the ways parents have helped:

- ❖ P.T.O. fundraisers
 - T-Shirt sale
 - Bagel sales
 - Scrip sales/purchases
 - Classroom fundraisers
 - Annual Fundraiser
 - Lasagna Dinner & Talent Show
- ❖ Boundless Playground upkeep

- ❖ Fall Festival
- ❖ Winter Carnival
- ❖ HC/HP Craft Fair
- ❖ HC/HP Media Center
- ❖ School Age Advisory Committee
- ❖ Art Classes
- ❖ Graduation ceremony & dance
- ❖ Staff meeting snacks
- ❖ Life skills
 - Event Planning
 - Knitting
 - Chemistry of Cooking
 - Art
 - Creative Writing
 - Computer Programming
 - Finance
 - Sustainable Architecture
 - Gardening
- Field study chaperones
- ❖ Reading with children
- ❖ Room parents
- ❖ Donation of time and money
- ❖ Grant writing
- ❖ Academic Service-Learning
- ❖ AS-L Committee and presentation work
- ❖ Honey Creek Community School Board



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HONEY CREEK COMMUNITY SCHOOL
SCHOOL AGE PROGRAM HIGHLIGHTS 2006-2007

- ❑ Honey Creek Community School’s After School and Summer Camp Programs continue to be licensed by the Family Independence Agency.
- ❑ During the school year, approximately 179 students were enrolled in the After School Programs.
- ❑ Approximately 130 children participated in the Summer Camp Program last year.
- ❑ In addition to providing high quality childcare and a variety of developmentally appropriate activities for students in grades K-8, the after school programs offered the following enrichment activities:

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|-------------------------|---------------------|------------------|
| n Piano Lessons | n Soccer | n Performing Art |
| n Swim Lessons | n Field Hockey | n Basketball |
| n Private Music Lessons | n Italian Class | n Chinese Class |
| n Guitar Club | n 1 - 1 Tutoring | n Campfire USA |
| n Brownies | n Girl Scouts | n Homework Club |
| n Creative Movement | n Honey Creek Idols | |

Overview of School Information

Demographics

Students	95-96		96-97		97-98		98-99		99-00		00-01		01-02		02-03		03-04		04-05		05-06		06-07	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
African American	2	6	5	8	5	5	5	7	2	9	3	8	4	4	3	6	7	5	6	7	5	5	7	6
American Indian	1	0	1	0	2	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	3	1	1	1	2	3	2	4	3	4	2	8	3	8	1	7	3	9	8	14	6	10	4	9
Caucasian	9	12	21	17	26	29	29	37	31	34	30	30	46	42	53	47	49	52	45	51	47	52	53	46
Hispanic	1	0	2	1	0	4	1	3	1	3	5	3	4	3	4	2	3	1	4	2	5	2	2	1
Multi-ethnic	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	3	13	0	5	4	6	13	13
Totals	16	19	39	37	35	41	38	51	39	50	40	49	57	61	63	66	65	80	62	80	67	75	79	75

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Financial Data: 2006-2007

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Local Fund		School Age Endowment Funds	
Net assets - beginning		Net assets - beginning	\$ 62,819
Additions		Additions	
Interest income		Interest income	2,141
Deductions		Deductions	
Endowment activities		Endowment activities	<u>0</u>
Net assets - ending		Net assets - ending	\$ 64,690
Expenses			
Administration	\$ 757,809		
Instructional services	475,778		
Community services	157,527		
Interest on long-term debt	<u>566</u>		
Total expenses	\$ 1,391,680		
Change (decrease) in net assets	\$ 121,786		

Reportable Incidences

There was one reportable incident for the 2006-2007 school year.

Nondiscriminatory Policy

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Honey Creek Community School is non-religious and shall accept students and hire staff without discrimination as to race, color, religion, national origin, sex, marital status, sexual orientation, educational affiliation, handicap status, or age, and complies with all applicable laws and regulations.

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Staff

Administration: Interim Director – JoAnn Okey, Assistant Director – Shellee Almquist, School Age Supervisor – Sue Huczek, Administrative Assistant – Karen Giltrow

Teachers: *Early El* – Stephanie Boling and Barbara Naess; *Middle El* - Mary Bassett and Salli Kropp; *Later El* –Teresa Gonzalez and Krista Early; *Middle School* – Jennifer Fiser, Elizabeth Baessler, Jonathan Baek, Cindy Wauer and Joe Griffith

Specials: Amy Broadhurst (PE and Swimming), Chris Prince (Band/General Music Teacher), Meg Szczygiel (Student Support Teacher), Paula Uche (Environmental Education Teacher)

Staff Support: Matt Tunstall (Technology Specialist), Arlene Saalbach (Media Specialist), Karen Berg (Teacher Consultant), Dearborn Speech and Sensory (Speech, Social Worker and Occupational Therapy)

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