

HONEY CREEK COMMUNITY SCHOOL

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August 22, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2012-2013 educational progress for Honey Creek Community school. 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 Al Waters, Executive Director.

The AER is available for you to review electronically by visiting the following web site <http://honeycreekschool.org/who-are-we/school-reports> or you may review a copy in the principal's 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 been identified as a Focus school.

The State of Michigan implemented a new accountability system last year. This system is a result of the state's waiver to the 100% proficiency requirement in the "No Child Left Behind" legislation. Under this new accountability system, Honey Creek Community School has been identified as a "focus school." A focus school is a school with an achievement gap. This gap is measured by comparing the average Michigan Educational Assessment (MEAP) scores of the lowest performing 30% of students with the scores of highest performing 30% of students. The 10% of schools in the state with the largest gap are identified as focus schools. Honey Creek Community School had gaps in the areas of Mathematics, Writing and Science. At the same time, the accountability system rated Honey Creek student achievement in Reading, Social Studies, and Science as superior.

Mathematics achievement is rated as significantly above average and Writing achievement is rated as slightly above average.

Our previous school improvement plans placed great emphasis on reading. The results of the fall 2012 MEAP indicate that our gap in this area has been significantly reduced. Of the 47 students in the lowest 30%, 37 of the students are ranked as proficient. We will continue our efforts to support all students in developing their reading skills.

This August, faculty and administration invested a great deal of effort in reviewing the achievement data in the areas of Mathematics and Writing. This data review revealed some significant trends in both Mathematics and Writing that we will be addressing this year. Identifying those content expectations where fewer than 60% of our students are proficient revealed the trends. In the areas of Mathematics, you will see an increased use of both manipulatives and movement to reinforce the concepts of numeracy and place value as well as develop mastery in the basic operations. Additionally, our 4/5 Mathematics program will be transitioning to a workshop approach to better target instruction to the specific needs of the student. We will be taking the same approach with Course One in the middle school.

Our Intervention Specialist will support the instructional changes. Both State and Federal regulation require us to use our Title I funds (\$11K) to address gap areas; therefore, the funding that was targeted toward providing reading intervention will now be used to support Mathematics intervention. (We will continue to use general funds to support our struggling readers.) Our Intervention Specialist will be providing both push-in and pull-out services to help students master specific learning targets necessary for success in the classroom.

In the area of writing, our faculty has established common expectations that will be reinforced in all subject areas. This will include both horizontally and vertically aligned checklists. Teachers at all levels will increase the use of prewriting strategies including graphic organizers such as maps, webs, and Venn Diagrams. Please note that this is only a brief summary of our Single Building District Improvement Plan. You will be able to access the complete plan from our website in early October.

For the past two years, our faculty has been aligning our Math and English Language with the Common Core Standards. This year we will begin our efforts to align science with the new Next Generation Science Standards. Specific information regarding the curriculum can be obtained through your child's teacher.

Honey Creek serves children in grades kindergarten through eight who reside within the Washtenaw Intermediate School District Service Area. There is an enrollment process that begins with parents attending an enrollment meeting in January. Due to the increasing demand for placement in our school, the names of children whose families complete the process are placed in a lottery. Once the enrollment order is established, children are invited to enroll as spots open.

Below are tables and charts that outline student progress as measured by the TerraNova 3 assessment. The table provides you with the aggregate mean of the National Percentile (NP) and Scaled Score (SS). The national percentile is determined by the pool of students taking the exam any given year. As this pool of students changes each year, fluctuations in the NP are common. The scaled score is based on the number of questions a student answered correctly, and is a better reference to measure actual student achievement. A decrease in the scaled score from one year to the next

indicates less than one year of academic growth. An increase in the scaled score from one year to the next indicates more than one year's academic growth.

Any one assessment can only give us a snap shot of how a student or group of students is performing on any given day. There is always the chance that other influences can impact a student's performance negatively. It is for that reason that I prefer to look at patterns.

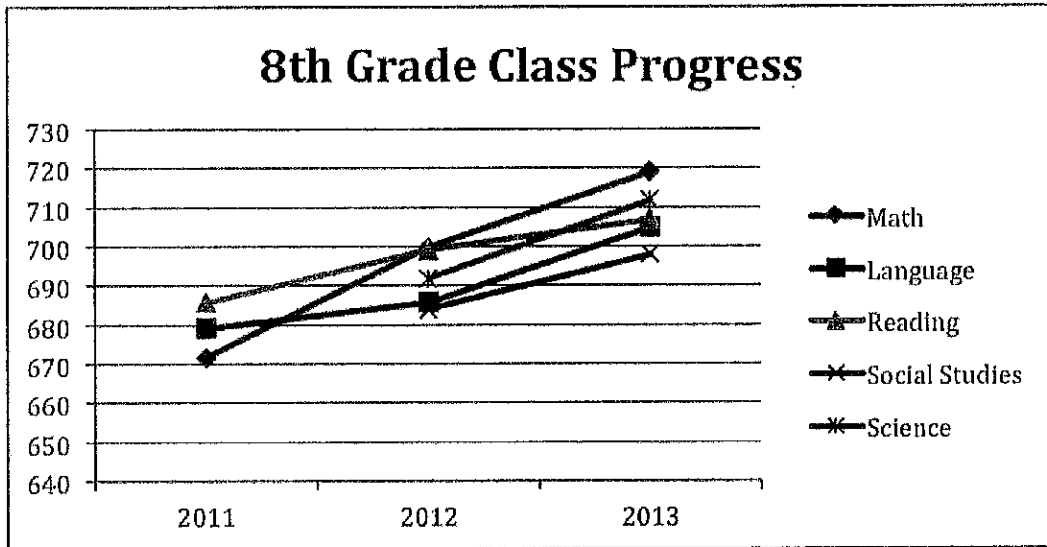
The table below provides mean grade level scaled score for the three most recent assessment windows. The charts below track a given classes performance for those windows.

		Reading 2011	Reading 2012	Reading 2013	Language 2011	Language 2012	Language 2013	Math 2011	Math 2012	Math 2013
Grade 2	NP	74.4	70.5	71				75.5	75	68
	SS	636.4	623	621				589.7	607.8	589
Grade 3	NP	69	86	68	52	49.7	55	60	77	78
	SS	631.6	650.7	642	609.6	620.8	615	623.9	629.4	630
Grade 4	NP	74	69	68	72	64.7	70	64.5	66	70
	SS	659.8	648.7	657	651	649.3	656	643.4	647.2	645
Grade 5	NP	71	76	77	69	79	77	68.3	77	59
	SS	668.1	661	668	661.3	663.3	669	663.1	666.6	647
Grade 6	NP	64	78	80	75	75	85	65	73	72
	SS	685.7	684.6	689.5	679.1	680.6	693.5	671.8	693.4	688
Grade 7	NP	81.3	74.3	78	81.5	80.5	71	68.5	79	84
	SS	691.7	699.1	691.5	686.7	685.7	682	694.6	699.6	707
Grade 8	NP	75	80.3	76	72	81.7	82	87	76	84
	SS	699.8	706.5	707	694.5	703.9	705	725.3	714.1	719

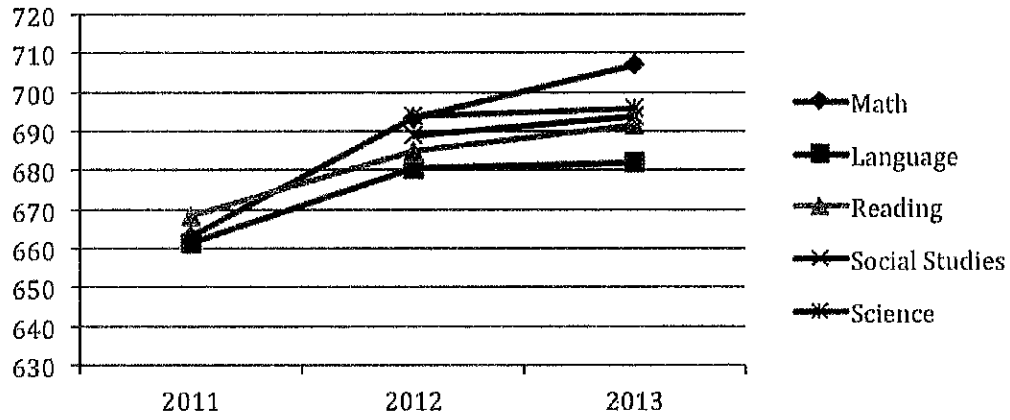
Middle School Social Studies and Science Scores: These assessments were not administered in 2011.

		Social Studies	Social Studies	Science	Science
		2012	2013	2012	2013
Grade 6	NP	80.3	79	75	72
	SS	688.9	694	687.9	685
Grade 7	NP	67	74	68.5	73
	SS	684	694	691.9	696
Grade 8	NP	78.5	76	78.5	74
	SS	707.7	698	713.5	712

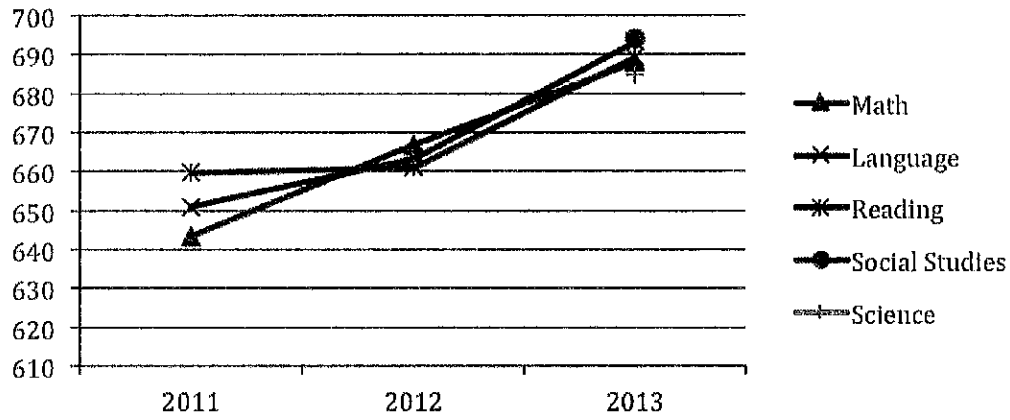
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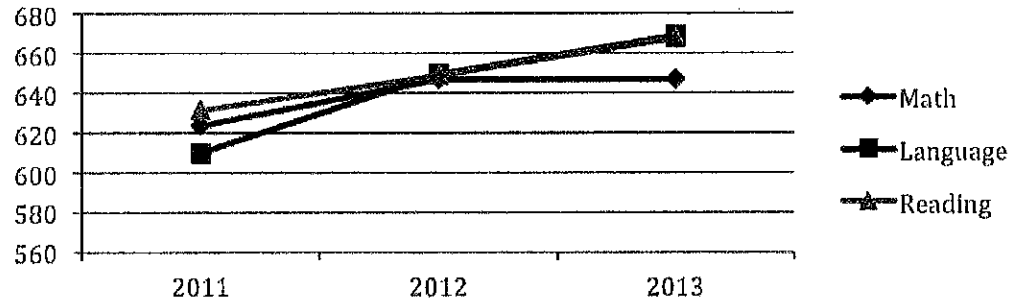
Grade 7 Class Progress



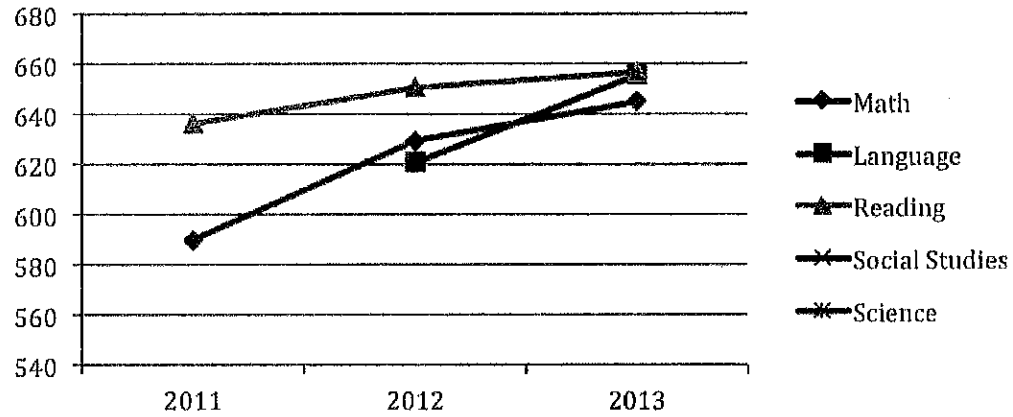
Grade 6 Class Progress



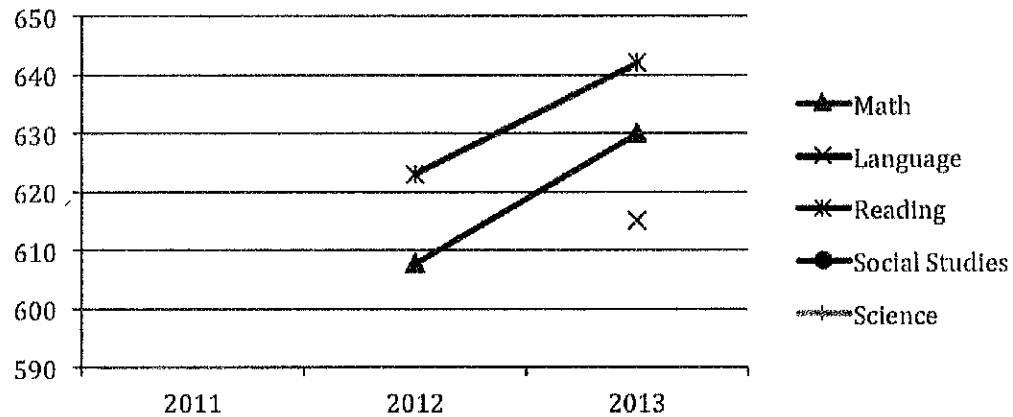
5th Grade Class Progress



4th Grade Class Progress



3rd Grade Class Progress



Both Michigan assessments and TerraNova indicate a level of achievement that is above average for the state and the nation. We know that a child's success is highly influenced by the level of parent involvement. As a community school, we strongly encourage parents to be involved. We believe that our 99% attendance rate at student-parent-teacher conferences is a major factor in each student's success. Honey Creek strongly encourages parents to maintain this high level of involvement.

As can be seen in the above paragraphs, as well as the attached data tables, students at Honey Creek Community School exceed the State's academic performance expectations in all areas; however, simply judging a student or a school based on a set of test scores provides a narrow perspective on both. At HCCS, we believe it is our culture, which is built around providing a safe and nurturing environment for students and families, that sets us apart from other schools. Our small class sizes and strong student teacher relationships foster greater growth both socially and academically. If you would like to learn more about Honey Creek Community School, please attend one of our enrollment meetings in January. Our calendar can be found on our website, www.honeycreekschool.org .

Sincerely,

A handwritten signature in cursive script that reads "Al Waters". The signature is written in black ink and is enclosed within a simple, hand-drawn oval shape.

Al Waters
Executive Director
HoneyCreek Community School