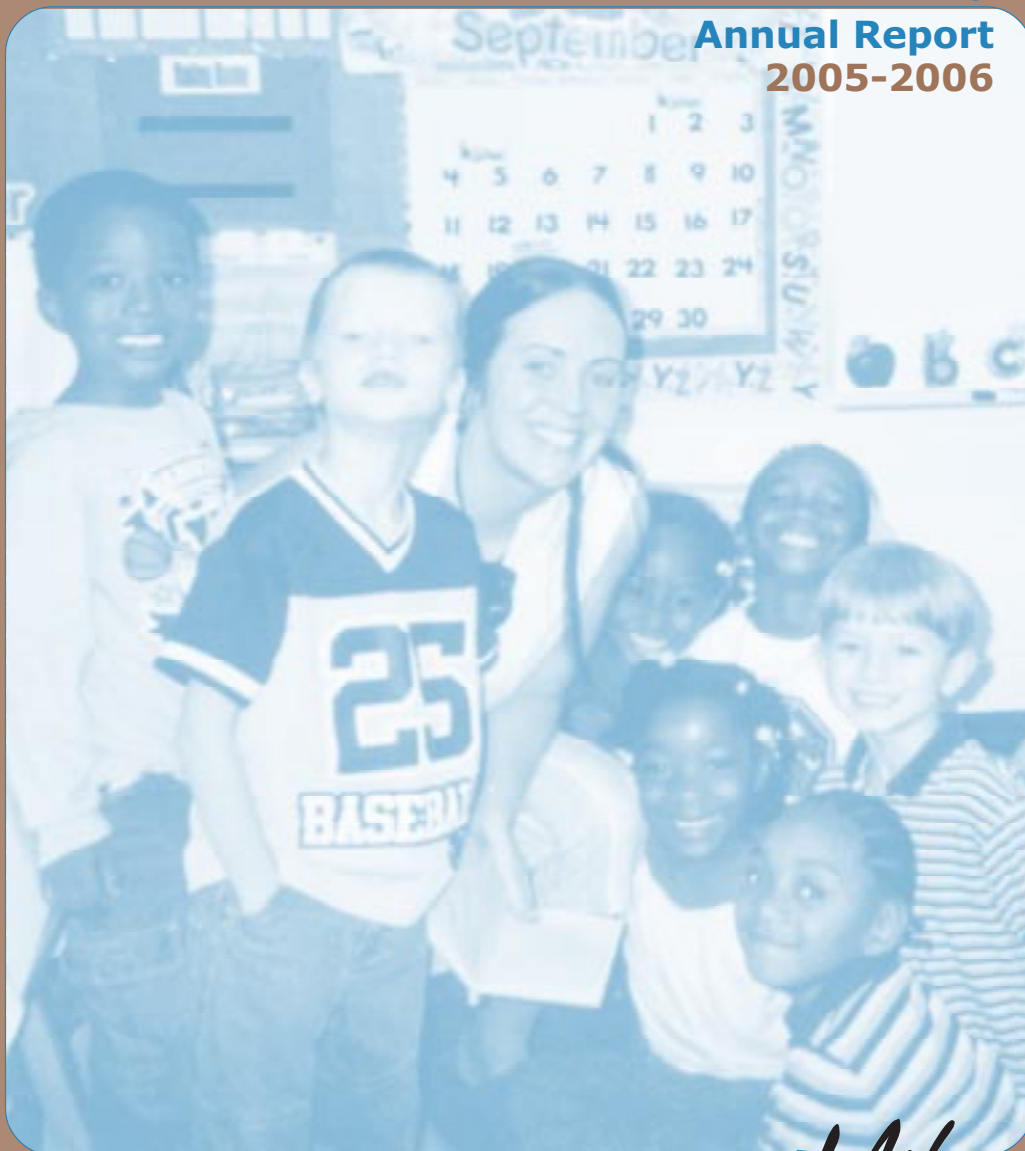


David Hicks Elementary

Annual Report 2005-2006



Welcome to David Hicks Elementary School!

Our staff of 34 teachers and paraprofessionals was very pleased to provide instruction and assistance to our 370 students during the 2005-2006 academic school year. Committed to becoming a successful learning community, our staff, students and parents have worked diligently to establish a safe, orderly, cooperative and student-centered working environment where learning is the ultimate prize. Again this year, our staff and parents, working together, have cooperatively provided an Athletics Through Academics program. In addition, we have established after school reading and math programs that have benefited our most at risk students. Also, our school offered the MEAP Academy for the first time this year and our MEAP scores improved significantly. In fact in many of the content areas assessed by our state our students performed above the state and district averages. Furthermore, various groups met with our school social worker and psychologist during their lunchtime to develop appropriate social skills. In addition to these programs, our teachers often arrived to school early and stayed beyond the regular school hours to work with students. Working as a cohesive unit the David Hicks staff, students, parents and community worked as a team to provide our students the very best educational experiences.

Our PTA has actively supported our efforts, providing supplies for the classrooms, financing field trips, and sponsoring numerous family activities for the Hicks Community. In short, it has been a very exciting and successful year at David Hicks Elementary. We can assure you that the future is bright as well.





Mission Statement

With the assistance and cooperation of staff, parents and the community, we will instill confidence and self-worth in children by empowering them with responsibility. Each day, we, the staff and Hicks Elementary School, will offer a productive learning environment conducive to meeting the individual needs of our diverse student population.

Points of Pride

- After School Math Program
- Poetry Club
- DARE Movie Day
- Family Math Workshops
- Parent Literacy Workshops
- School Community Meetings
- After School Reading Program
- Newspaper Club
- School-wide positive discipline program & Gold Awards
- Participation in federal Reading First program
- Rouge River Project
- Plymouth Symphony Project
- Academics Through Athletics program
- Second Step violence prevention program
- First Grade Poetry Night
- PTA Halloween Funfest
- School-wide Talent Show
- North Central Association
- Black History Month Activities
- Fifth Grade YMCA Camp Storer
- Reading Month Celebrity Readers
- Scholastic Book Fair
- PTA Food & Toy Drive
- Class field trips to: Lansing State Capital, Domino Farms, Marquise Theater, The Henry Ford, Greenfield Village, Nankin Mills
- Spring Concert
- Winter Sing-A-Long



Adequate Yearly Progress (AYP)

The No Child Left Behind Act of 2001 (NCLB) requires that Title I schools make Adequate Yearly Progress (AYP) in reading and mathematics. AYP is measured by State achievement targets. Schools must disaggregate test results by sub-groups of thirty (30) or more students. Examples of sub-group populations may include ethnicity, economically disadvantaged, limited English proficient, and special education.

Every Wayne-Westland elementary, middle, and high school attained Adequate Yearly Progress (AYP) in the 2005-2006 school year. The Michigan Department of Education has also announced that Wayne-Westland Community Schools, as a district, has attained AYP.

MEAP Information

Under the provisions of No Child Left Behind (NCLB), the MEAP tests are designed to measure student performance in English language arts (ELA) and mathematics. Test results report how well students and schools in Michigan are performing in comparison to curriculum standards established by the Michigan State Board of Education.

The categories below represent the percentage of students whose MEAP scores were classified as: Level 1 (Exceeded State Standards); Level 2 (Met State Standards); Level 3 (Basic Knowledge of State Standards); Level 4 (Apprentice). The state has deemed levels 1 and 2 to meet proficiency.

Due to the changing of the MEAP tests and the testing dates from winter to fall, it is not possible to add a two year achievement trend this year.

Adequate Yearly Progress (AYP) 2005-2006

AYP groups that are applicable to Wayne-Westland are listed as follows.

Grade 3

Hicks English Language Arts (ELA) Grade 3 Demographic Analysis of Performance Levels					
Category	% at Level 1	% at Level 2	% at Level 3	% at Level 4	% not Tested
SUMMARY	6	73	16	4	0
Ethnicity					
Amer. Indian or Alaskan Native					
Asian or Pacific Islander					
Black, not of Hispanic Origin	3	70	20	7	0
Hispanic	<				0
White, not of Hispanic Origin	11	78	11	0	0
Multiracial					
Special Education					
Yes	<				0
No	6	73	17	4	0
Limited English Proficient					
Yes					
No	6	73	16	4	0
Economically Disadvantaged					
Yes	3	73	17	7	0
No	11	74	16	0	0

Hicks Math Grade 3 Demographic Analysis of Performance Levels					
Category	% at Level 1	% at Level 2	% at Level 3	% at Level 4	% not Tested
SUMMARY	31	57	12	0	0
Ethnicity					
Amer. Indian or Alaskan Native					
Asian or Pacific Islander					
Black, not of Hispanic Origin	20	60	20	0	0
Hispanic	<				0
White, not of Hispanic Origin	50	50	0	0	0
Multiracial					
Special Education					
Yes	<				0
No	31	56	13	0	0
Limited English Proficient					
Yes					
No	31	57	12	0	0
Economically Disadvantaged					
Yes	30	60	10	0	0
No	32	53	16	0	0

Grade 4

Hicks English Language Arts (ELA) Grade 4 Demographic Analysis of Performance Levels					
Category	% at Level 1	% at Level 2	% at Level 3	% at Level 4	% not Tested
SUMMARY	0	71	23	6	0
Ethnicity					
Amer. Indian or Alaskan Native	<				0
Asian or Pacific Islander					
Black, not of Hispanic Origin	0	58	33	8	0
Hispanic					
White, not of Hispanic Origin	0	81	14	5	0
Multiracial					
Special Education					
Yes	<				0
No	0	72	21	6	0
Limited English Proficient					
Yes					
No	0	71	23	6	0
Economically Disadvantaged					
Yes	0	70	22	9	0
No	0	72	24	4	0

Hicks Math Grade 4 Demographic Analysis of Performance Levels					
Category	% at Level 1	% at Level 2	% at Level 3	% at Level 4	% not Tested
SUMMARY	20	49	20	10	0
Ethnicity					
Amer. Indian or Alaskan Native	<				0
Asian or Pacific Islander					
Black, not of Hispanic Origin	12	52	24	12	0
Hispanic					
White, not of Hispanic Origin	33	48	10	10	0
Multiracial					
Special Education					
Yes	<				0
No	21	50	19	10	0
Limited English Proficient					
Yes					
No	20	49	20	10	0
Economically Disadvantaged					
Yes	17	50	21	13	0
No	24	48	20	8	0

Grade 5

Hicks English Language Arts (ELA) Grade 5 Demographic Analysis of Performance Levels					
Category	% at Level 1	% at Level 2	% at Level 3	% at Level 4	% not Tested
SUMMARY	6	69	22	3	0
Ethnicity					
Amer. Indian or Alaskan Native	<				0
Asian or Pacific Islander					
Black, not of Hispanic Origin	2	68	25	5	0
Hispanic	<				0
White, not of Hispanic Origin	12	73	15	0	0
Multiracial					
Special Education					
Yes	<				0
No	6	68	23	3	0
Limited English Proficient					
Yes					
No	6	69	22	3	0
Economically Disadvantaged					
Yes	5	60	33	3	0
No	6	81	9	3	0

Hicks Math Grade 5 Demographic Analysis of Performance Levels					
Category	% at Level 1	% at Level 2	% at Level 3	% at Level 4	% not Tested
SUMMARY	17	40	35	8	0
Ethnicity					
Amer. Indian or Alaskan Native	<				0
Asian or Pacific Islander					
Black, not of Hispanic Origin	11	39	39	11	0
Hispanic					
White, not of Hispanic Origin	23	46	27	4	0
Multiracial					
Special Education					
Yes	<				0
No	14	42	35	9	0
Limited English Proficient					
Yes					
No	17	40	35	8	0
Economically Disadvantaged					
Yes	13	30	43	15	0
No	22	53	25	0	0

District Level School Improvement

During the 2005-2006 school year the Wayne-Westland Community School District continued the school improvement process in accordance with Public Acts 25, 335 and 339. The district mission statement guided the work of the District School Improvement Team.

The District School Improvement Goals for 2005-2006 were as follows:

- Goal 1:** All Wayne-Westland students will increase their academic achievement in English Language Arts (ELA) as defined by the Michigan Curriculum Framework (MCF) and Grade Level Content Expectations (GLCEs).
- Goal 2:** All Wayne-Westland students will increase their academic achievement in mathematics as defined by the Michigan Curriculum Framework (MCF) and Grade Level Content Expectations (GLCEs).
- Goal 3:** All Wayne-Westland students will increase their academic achievement in science as defined by the Michigan Curriculum Framework (MCF).
- Goal 4:** All Wayne-Westland students will increase their academic achievement in social studies as defined by the Michigan Curriculum Framework (MCF).

District Accreditation

All seventeen elementary schools, four middle schools and four district high schools (two comprehensive high schools, a career-technical center, and an alternative high school) are fully accredited by the North Central Association Commission on Accreditation and School Improvement (NCA-CASI). All schools within the Wayne-Westland District are also accredited through the Michigan Accreditation Plan as indicated in the Education Yes! School Report Card.



Core Curriculum

The Wayne-Westland Community Schools' Board of Education has adopted a K-12 curriculum in all content areas. Each curriculum reflects the Michigan Curriculum Framework. At the elementary and middle school levels, Mathematics and English Language Arts have been adjusted to address the Grade Level Content Expectations (GLCEs). Science and Social Studies will be modified once the Grade Level Content Expectations have been finalized.

At the high school level, Core Content Expectations are being finalized by the Michigan Department of Education. Once these are approved, the district will review and adjust the high school curriculum.



Highly Qualified Staff

The Wayne-Westland Community School District is committed to making sure that all of its teachers are Highly Qualified in accordance with the No Child Left Behind (NCLB) Act of 2001.

Currently each of the District's teachers holds a valid State of Michigan teaching certificate, permit or vocational authorization valid for the position to which he or she is assigned. During the 2005/2006 school year, approximately nine of the District's 825+ teachers were teaching outside of their endorsed area because of the scarcity of teachers in those particular areas.

NCLB states that parents must be informed of their right to know a teacher's qualifications. According to information submitted to the Michigan Department of Education's Registry of Educational Personnel (REP), 100% of the District's high school, middle school and elementary teachers will meet the highly qualified standards for the courses and classes they will teach during the 2006/2007 school year.

Hicks School Improvement

Building Goals

All students will improve in their mathematical application and problem solving

All students will improve their ability to recognize and utilize content area vocabulary

All students will improve their ability to read and recognize various genres

All students will improve their ability to utilize the writing process and write in various genres

Hicks Parent-Teacher Conference Representation

95% of the total student population, had parent/guardian representation.

Hicks Attendance

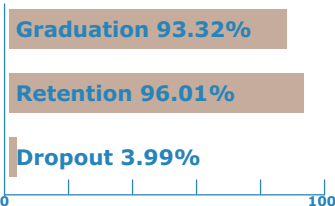
2005/2006—94%

District Parent Involvement

Extensive parent involvement is a hallmark of all Wayne-Westland Community Schools. Board policy is in place to support volunteers, parent organizations, and other parent and school partnerships. Parent support is a key component of every student's success. Parents and community volunteers help students at home and also support school events, special projects, and assist in classrooms.

Parents and community members are encouraged to participate in school programs and activities. Parent organizations include PTA and PTO groups, parent advisory councils, and extra-curricular booster organizations.

District Rates for 2004 - 2005



The 2005-2006 graduation and dropout rates were not released as of the time of printing.

Great...

Futures Start Right Here!

wwcsd.net

Wayne-Westland Community Schools

Gregory J. Baracy, Ed.D., Superintendent