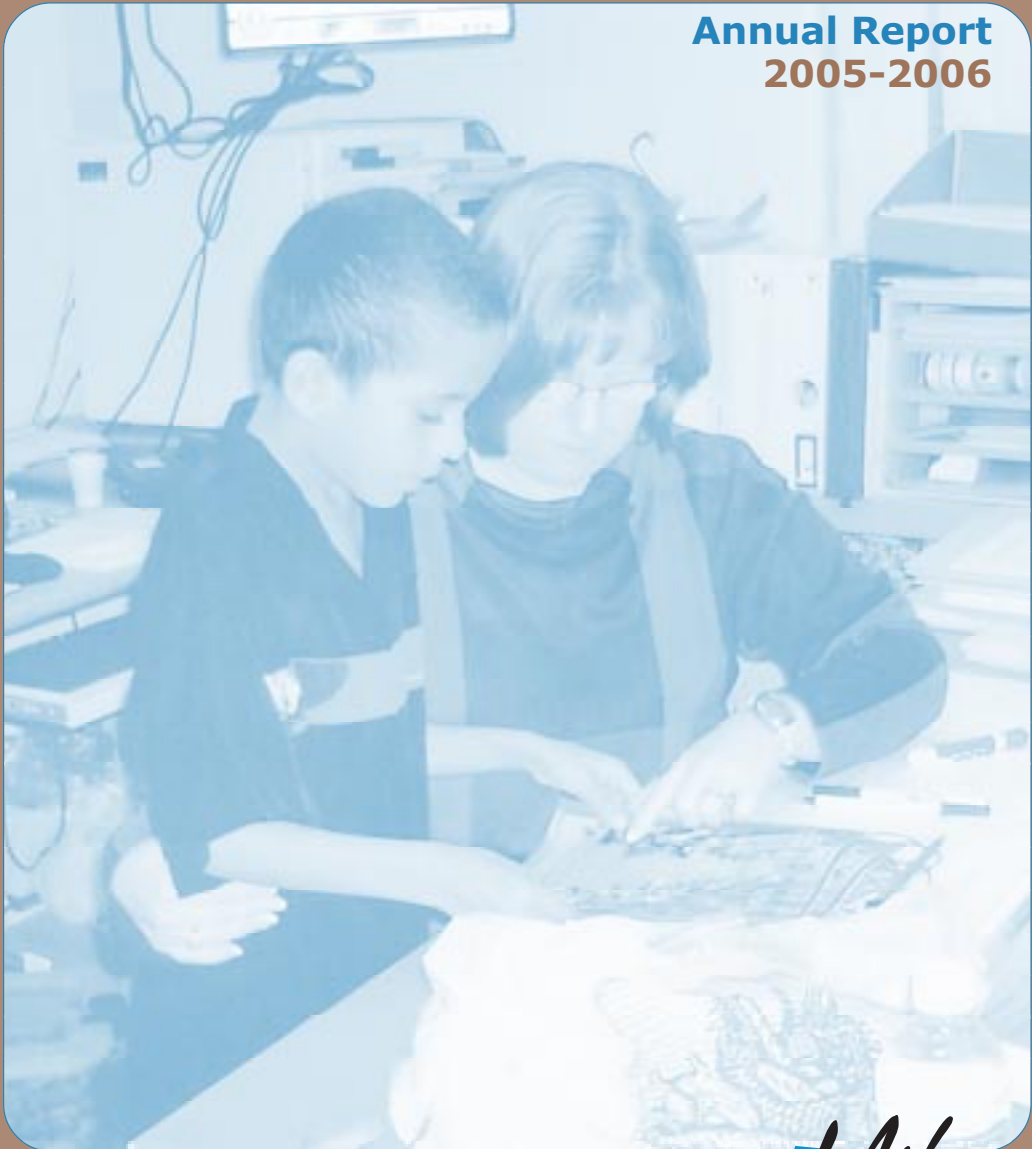


# Kettering Elementary

**Annual Report**  
**2005-2006**



**Wayne-Westland**  
COMMUNITY SCHOOLS

## Welcome to Kettering!

Kettering Elementary School has completed another exciting and productive year. Our academic emphasis continued to focus on early literacy, with the Reading Recovery program graduating eleven first grade students who were given individualized instruction from the building's literacy leader. A small group of dedicated parent volunteers, who were trained by the literacy leader, also spent each morning assisting the first grade teachers with guided reading groups. As a result, the great majority of our first graders are now reading at or above the benchmark level for entering second grade. We are very grateful to the parent volunteers whose participation helped make this accomplishment possible.

Another important initiative this year also capitalized on the help of volunteers. A group of committed parents worked with kindergarten children to help develop the physical motor skills which are important for early brain development and the integration of sensory systems. Experiences involving balance, bilateral motor activities, visual-motor coordination, and directionality are often precursors to early academic success. The volunteers helped every child to improve these critical motor skills.

The Kettering teachers continued to work diligently with their students in the core academic areas. Students were given challenging assignments designed to improve their knowledge and skills in reading, writing, math, science and social studies. Although the results of this year's MEAP test cannot be compared to past years because the tests were new and they were given much earlier in the school year, we are pleased that our students did well in comparison to other students throughout Michigan, and that our school made adequate yearly progress, as defined by the state.

The many special activities and programs that were offered to our students this year were made possible by the participation and support of parents, grandparents, relatives and friends. The Kettering staff greatly appreciated the opportunity to work together with so many people who contributed to the enriched educational experiences that our students enjoyed.

Sincerely,

Paula Hotaling  
Principal



## **Mission Statement**

Kettering celebrates respect, team spirit, growth and learning for all.

## Points of Pride

- Presentation by author Gary Bower
  - Dr. Seuss Breakfast
  - Guided Reading for 1st grade
  - Pop Into Reading
  - Ice Cream Social celebrating 6,528 Accelerated Reader Points
  - Cross-age Study Buddies
  - Mini-Society
  - Fifth grade Honor Roll
  - Family Math Night,
  - Plymouth Symphony Program
  - Spring Concert
  - Student Art Gallery
  - Walk Across America
  - Motor Moms and Dads
  - Field Day
  - DARE and BABES programs
  - Student of the Week
  - Fire Safety Program
  - Holiday baking for families in need
  - Holiday gifts to soldiers in Iraq
- PTO sponsored charity drives
  - Field trips to the Police Station, Greenfield Village, Wayne Aquatic Center, Plymouth Apple Orchard, Wayne Library, Museum of Natural History, African-American Museum, Leslie Science Center, Health Exploration Center, Henry Ford Museum, Planetarium, State Capitol in Lansing, and the Marquis Theater
  - PTO and parent involvement



## 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

Kettering 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
	19	59	21	2	0
Amer. Indian or Alaskan Native					
Asian or Pacific Islander					
Black, not of Hispanic Origin	<				0
Hispanic	<				0
White, not of Hispanic Origin	22	59	18	0	0
Multiracial					
<b>Special Education</b>					
Yes	<				0
No	19	60	19	2	0
<b>Limited English</b>					
Yes	<				0
No	19	60	19	2	0
<b>Economically</b>					
Yes	27	45	23	5	0
No	14	67	19	0	0

Kettering Math Grade 3 Demographic Analysis of Performance Levels					
Category	% at Level 1	% at Level 2	% at Level 3	% at Level 4	% not Tested
	55	36	9	0	0
Amer. Indian or Alaskan Native					
Asian or Pacific Islander					
Black, not of Hispanic Origin	<				0
Hispanic	<				0
White, not of Hispanic Origin	59	35	6	0	0
Multiracial	<				0
<b>Special Education</b>					
Yes	<				0
No	55	35	9	0	0
<b>Limited English</b>					
Yes	<				0
No	55	35	9	0	0
<b>Economically</b>					
Yes	50	41	9	0	0
No	58	33	8	0	0

## Grade 4

Kettering 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
	10	61	27	2	0
Amer. Indian or Alaskan Native	<				0
Asian or Pacific Islander	<				0
Black, not of Hispanic Origin	<				0
Hispanic	<				0
White, not of Hispanic Origin	13	63	21	3	0
Multiracial	<				0
<b>Special Education</b>					
Yes	<				0
No	11	60	29	0	0
<b>Limited English</b>					
Yes	<				0
No	10	63	25	2	0
<b>Economically</b>					
Yes	10	57	33	0	0
No	11	64	21	4	0

Kettering Math					
Grade 4 Demographic Analysis of Performance Levels					
Category	% at Level 1	% at Level 2	% at Level 3	% at Level 4	% not Tested
	38	44	16	2	0
Amer. Indian or Alaskan Native	<				0
Asian or Pacific Islander	<				0
Black, not of Hispanic Origin	<				0
Hispanic	<				0
White, not of Hispanic Origin	42	42	16	0	0
Multiracial	<				0
<b>Special Education</b>					
Yes	<				0
No	41	41	15	2	0
<b>Limited English</b>					
Yes	<				0
No	38	44	17	2	0
<b>Economically</b>					
Yes	36	41	18	5	0
No	39	46	14	0	0

## Grade 5

Kettering 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
	13	67	18	2	0
Amer. Indian or Alaskan Native	<				0
Asian or Pacific Islander	<				0
Black, not of Hispanic Origin	9	45	45	0	0
Hispanic	<				0
White, not of Hispanic Origin	13	74	11	2	0
Multiracial	<				0
<b>Special Education</b>					
Yes	<				0
No	13	67	18	2	0
<b>Limited English</b>					
Yes	<				0
No	13	67	18	2	0
<b>Economically</b>					
Yes	7	61	29	4	0
No	18	73	9	0	0

Kettering Math					
Grade 5 Demographic Analysis of Performance Levels					
Category	% at Level 1	% at Level 2	% at Level 3	% at Level 4	% not Tested
	26	44	25	5	0
Amer. Indian or Alaskan Native	<				0
Asian or Pacific Islander	<				0
Black, not of Hispanic Origin	9	36	27	27	0
Hispanic	<				0
White, not of Hispanic Origin	30	47	23	0	0
Multiracial	<				0
<b>Special Education</b>					
Yes	<				0
No	27	43	25	5	0
<b>Limited English</b>					
Yes	<				0
No	27	45	23	5	0
<b>Economically</b>					
Yes	18	46	29	7	0
No	33	42	21	3	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.

## Kettering School Improvement

- GOAL I: All students will improve reading comprehension across the curriculum
- GOAL II: All students will improve math skills school-wide
- GOAL III: All students will improve their competency in social studies at all grade levels

## Kettering Parent-Teacher Conference Representation

410 students, or 98.5% of the total student population, had parent/guardian representation.

## Kettering Attendance

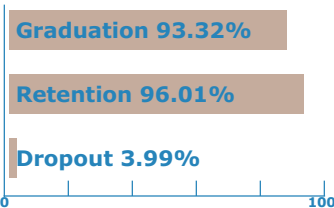
2005/2006—95%

## 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](http://wwcsd.net)

**Wayne-Westland Community Schools**

**Gregory J. Baracy, Ed.D., Superintendent**