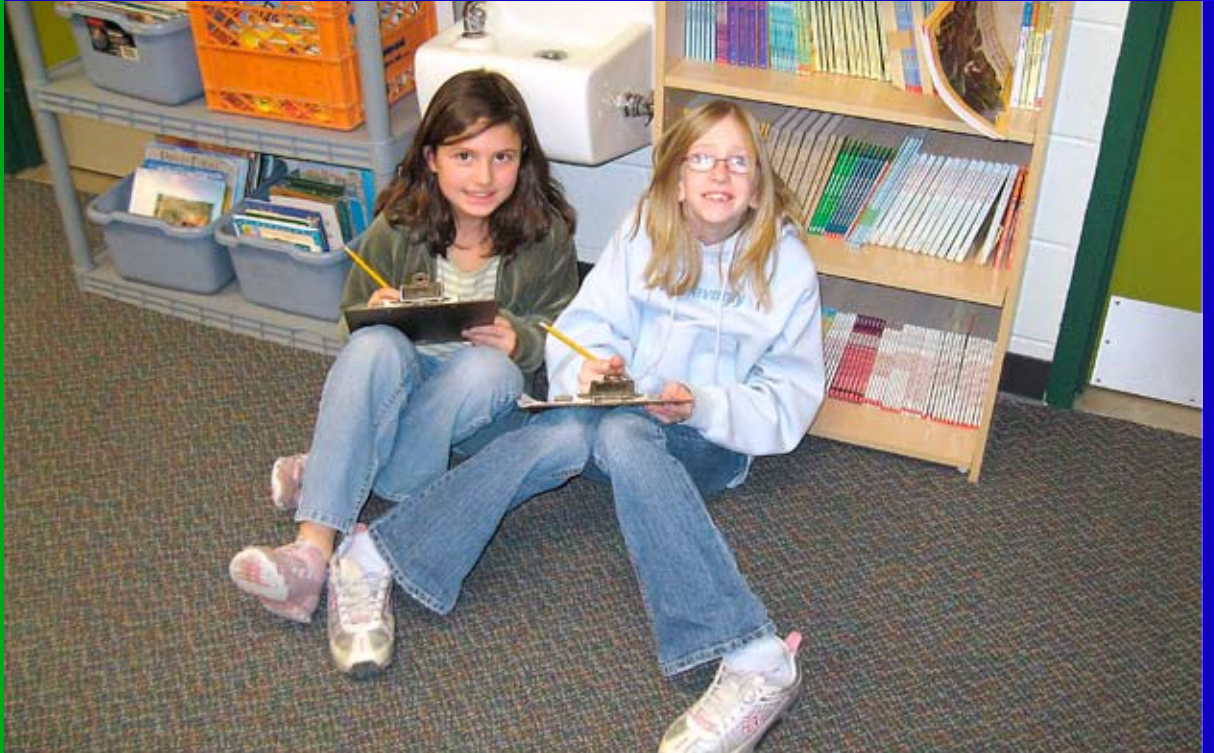


2007-2008

Graham Annual Report



GREAT FUTURES START RIGHT HERE!

Gregory J. Baracy, Ed.D., Superintendent

Welcome to Graham!

Graham is a great place for children to learn. Our 420 students were taught by 17 classroom teachers, 5 Expressive Arts teachers, and numerous support staff. These included: a Resource Room / Teacher Consultant, Psychologist, Social Worker, Speech and Language Pathologist, and a Reading Recovery / Literacy Leader. Further support was provided by Paraprofessionals, Custodians, Lunch Supervisors, Media Clerk, Secretary, and the Principal.



Supportive parents and extended community support are important ingredients in the success of P. D. Graham School. Students are encouraged to establish responsible and caring behaviors as they pursue their academic goals. P.D. Graham continues to be certified by NCA/CASI. This organization monitors school improvement and continues to help us focus on the education of all students at P.D. Graham School. Additionally, the state assessment scores (MEAP) were analyzed and revisions made to address the needs of students as we continue to improve building performance. MEAP scores at Graham continue to fall near the top of the District scores. We are focused on making P.D. Graham an outstanding place to learn. We feel we are challenging the students to prepare for an ever-changing world.

P.D. Graham is fortunate to have a supportive, active Parent-Teacher Association. Many of their services directly benefit students and staff. This past year was very busy. Our Accelerated Reader program continues to be a significant part of our school day. This is a supplemental program, but we feel the program is beneficial to students, as well as inspiring school unity. An assembly is scheduled each month to honor students from first grade to fifth grade. Additionally, students receive pizza parties for reaching their goals and student names are drawn to have individual lunches with the principal. A similar program called Math Facts also honors students as they master those pesky, sometimes overlooked math facts.

We are all proud of the P. D. Graham Elementary School Community. As I conclude this school year (my "return to Graham"), I am encouraged by the support and dedication of the staff to meet your student's needs. With your support we will continue our work together to develop in our students those skills necessary to make them successful students and positive, contributing members to an ever-changing society. I truly welcome your input and ideas as together we strive to meet these goals.

Sincerely,
Dan Briody
Principal

Mission Statement

The students, staff and parents of P.D. Graham Elementary School work together to create a caring, cooperative learning atmosphere, which will produce a responsible, lifelong learner.

BELIEVE-ACHIEVE- SUCCEED

Points of Pride

- NCA Accredited
- Kindergarten Picnic in August
- Accelerated Reader Program
- Scholastic Book Fairs
- Safety and Service Squad Programs
- Spirit Days
- Reading Month
- Parent - Student MEAP Night
- MEAP excellence
- Winter and Spring Music Concerts
- Plymouth Symphony visits
- Open House Activities
- PTA funded Field Trips
- Computer Lab
- Family Resource Center Liasons
- Resource Room Successes
- Literacy Leader Inservices
- DARE Program
- School Spelling Bee
- Talent Show
- Science Alive Program
- All School Read-In
- Book-It Program
- Ident - A - Kid Program
- Rooting for The Rouge Project
- School Yearbook
- Awards Assembly
- PTA Sponsored Assemblies
- Plymouth Whaler visits and games
- Flat Stanley Project
- Pen Pal Exchanges
- Pen Pal Picnics



Building Goals

READING: All students will become more proficient in reading comprehension skills with emphasis on comprehensive strategies.

MATH: All students will improve math proficiency.

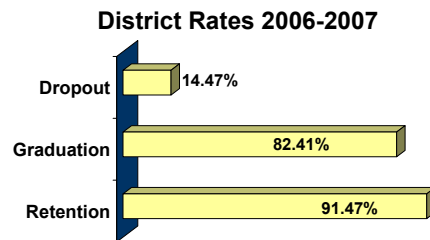
WRITING: All students will improve the quality of their writing across the curriculum.

Parent-Teacher Conference Representation

407 or 97% of our students had parent/guardian representation at conferences.

Graham Attendance

2007-2008 – 96%



The 2007-2008 Wayne-Westland District graduation and dropout rates were not available at time of printing.

District Level School Improvement

During the 2007-2008 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 2007-2008 were as follows:

- Goal 1: All Wayne-Westland students will increase their academic achievement in reading and writing (ELA) as defined by the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).
- Goal 2: All Wayne-Westland students will increase their academic achievement in mathematics as defined by the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).
- Goal 3: All Wayne-Westland students will increase their academic achievement in science as defined by the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).
- Goal 4: All Wayne-Westland students will increase their academic achievement in social studies as defined in the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).

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. Science and Social Studies have been adjusted to address the Grade Level Content Expectations finalized by the Michigan Department of Education (MDE) during the 2007-2008 school year.

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. To promote communication between school and home, parents can contact all teachers through voice mail and email. Parents may also access their student's data via the internet through a web-based service known as ParentConnect.



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 2007/2008 school year, all of the District's 850+ teachers were teaching in their endorsed area. 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 met the highly qualified standards for the courses and classes they taught for the 2007/2008 school year.

Student Achievement Information

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 and middle school obtained Adequate Yearly Progress (AYP) in the 2007–2008 school year. At the time of printing this annual report, the Michigan Department of Education has not released AYP status for high schools in the district.

GRAHAM ELEMENTARY AYP										
Student Group	English Language Arts				Mathematics				Additional Academic Indicator	
	Percent Tested Target: 95%		Percent Proficient Target: 59%		Percent Tested Target: 95%		Percent Proficient Target: 65%		Attendance Rate Target: 85%	
	School	State *	School	State *	School	State *	School	State *	School	State *
All Students	99.5		90		100		88.8		96	
Black or African American	<		<		<		<		<	
American Indian or Alaskan Native	<		<		<		<		<	
Asian, Native Hawaiian or Pacific Islander	<		<		<		<		<	
Hispanic or Latino	<		<		<		<		<	
White	100		91.2		100		89.8		96.1	
Multiracial	<		<		<		<		<	
Students with Disabilities	102.3		51.2		102.3		45.2		94.7	
Limited English Proficient	<		<		<		<		<	
Economically Disadvantaged	94.9		69.1		96.6		64.8		94.8	

< indicates that fewer than 30 students were enrolled in the building

* indicates that the 2007-2008 State Data is not available at this time.

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 (Advanced); Level 2 (Proficient); Level 3 (Partially Proficient); Level 4 (Not Proficient). The state has deemed levels 1 and 2 to meet proficiency.

MEAP GRADE 3

GRAHAM ELEMENTARY English Language Arts - Grade 3

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	95	77	78	0	19	76	3	2
	2006-07	93	79	79	0	27	66	7	0
	2007-08	93	79	81	0	33	60	7	0
Male	2005-06	93	72	75	0	10	83	3	3
	2006-07	88	72	75	0	23	65	13	0
	2007-08	87	76	78	0	16	71	13	0
Female	2005-06	97	83	81	0	29	68	4	0
	2006-07	100	86	84	0	32	68	0	0
	2007-08	100	82	84	0	54	46	0	0
American Indian / Alaskan Native	2005-06	NA	<	74					
	2006-07	NA	<	76					
	2007-08	NA	<	79					
Asian/Pacific Islander	2005-06	<	79	87					
	2006-07	<	85	88					
	2007-08	<	90	90					
Black, Not of Hispanic Origin	2005-06	<	69	62					
	2006-07	<	70	65					
	2007-08	<	72	67					
Hispanic	2005-06	<	69	65					
	2006-07	<	74	66					
	2007-08	<	56	71					
White, Not of Hispanic Origin	2005-06	94	80	83	0	20	74	4	2
	2006-07	94	82	84	0	24	70	7	0
	2007-08	96	82	85	0	35	61	4	0
Economically Disadvantaged	2005-06	85	71	66	0	14	71	7	7
	2006-07	92	72	68	0	25	67	8	0
	2007-08	<	74	71					
English Language Learners	2005-06	<	39	60					
	2006-07	<	41	59					
	2007-08	NA	48	63					
Migrant	2005-06	NA	NA	59					
	2006-07	NA	NA	55					
	2007-08	NA	NA	64					
Students with Disabilities	2005-06	<	50	51					
	2006-07	<	49	50					
	2007-08	<	53	53					

MEAP GRADE 3

GRAHAM ELEMENTARY Mathematics - Grade 3

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	96	90	87	0	74	22	3	0
	2006-07	100	89	88	0	76	24	0	0
	2007-08	98	91	90	0	68	30	2	0
Male	2005-06	93	91	87	0	80	13	7	0
	2006-07	100	90	88	0	71	29	0	0
	2007-08	97	91	90	0	58	39	3	0
Female	2005-06	100	89	87	0	68	32	0	0
	2006-07	100	89	88	0	82	18	0	0
	2007-08	100	90	90	0	81	19	0	0
American Indian / Alaskan Native	2005-06	NA	<	87					
	2006-07	NA	<	87					
	2007-08	NA	<	90					
Asian/Pacific Islander	2005-06	<	93	94					
	2006-07	<	93	95					
	2007-08	<	100	97					
Black, Not of Hispanic Origin	2005-06	<	81	71					
	2006-07	<	82	73					
	2007-08	<	81	76					
Hispanic	2005-06	<	86	79					
	2006-07	<	84	80					
	2007-08	<	97	85					
White, Not of Hispanic Origin	2005-06	96	93	92	0	76	20	4	0
	2006-07	100	92	92	0	74	26	0	0
	2007-08	98	93	94	0	76	22	2	0
Economically Disadvantaged	2005-06	93	85	79	0	64	29	7	0
	2006-07	100	85	80	0	67	33	0	0
	2007-08	<	87	84					
English Language Learners	2005-06	<	74	78					
	2006-07	<	86	78					
	2007-08	NA	88	83					
Migrant	2005-06	NA	NA	76					
	2006-07	NA	NA	81					
	2007-08	NA	NA	85					
Students with Disabilities	2005-06	<	76	72					
	2006-07	<	75	73					
	2007-08	<	76	77					

MEAP GRADE 4

GRAHAM ELEMENTARY English Language Arts - Grade 4

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	89	72	76	0	5	84	8	3
	2006-07	95	78	78	0	18	77	3	2
	2007-08	82	76	76	0	8	73	18	0
Male	2005-06	91	67	72	0	5	86	8	0
	2006-07	93	74	74	0	10	83	7	0
	2007-08	73	71	73	0	7	67	27	0
Female	2005-06	85	77	80	0	4	81	8	8
	2006-07	97	82	81	0	26	71	0	3
	2007-08	90	82	80	0	10	80	10	0
American Indian / Alaskan Native	2005-06	NA	<	71					
	2006-07	NA	<	69					
	2007-08	NA	<	74					
Asian/Pacific Islander	2005-06	<	71	86					
	2006-07	<	67	88					
	2007-08	<	82	86					
Black, Not of Hispanic Origin	2005-06	<	64	59					
	2006-07	<	70	61					
	2007-08	<	66	56					
Hispanic	2005-06	<	48	62					
	2006-07	<	69	66					
	2007-08	NA	65	64					
White, Not of Hispanic Origin	2005-06	90	75	81	0	5	85	7	3
	2006-07	98	81	83	0	21	77	0	2
	2007-08	80	81	82	0	6	74	20	0
Economically Disadvantaged	2005-06	86	64	63	0	0	86	14	0
	2006-07	86	72	65	0	13	73	7	7
	2007-08	82	71	63	0	9	73	18	0
English Language Learners	2005-06	<	23	55					
	2006-07	NA	36	56					
	2007-08	<	36	49					
Migrant	2005-06	NA	NA	54					
	2006-07	NA	NA	57					
	2007-08	NA	NA	58					
Students with Disabilities	2005-06	<	56	43					
	2006-07	<	51	45					
	2007-08	<	52	43					

MEAP GRADE 4

GRAHAM ELEMENTARY Mathematics - Grade 4									
Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	86	81	82	0	46	40	11	3
	2006-07	95	82	85	0	48	47	3	2
	2007-08	93	85	86	0	43	51	7	0
Male	2005-06	95	81	82	0	46	49	3	3
	2006-07	97	82	85	0	59	38	3	0
	2007-08	94	85	86	0	29	65	6	0
Female	2005-06	73	82	82	0	46	27	23	4
	2006-07	94	81	85	0	39	55	3	3
	2007-08	93	84	86	0	57	37	7	0
American Indian / Alaskan Native	2005-06	NA	<	82					
	2006-07	NA	<	82					
	2007-08	NA	<	85					
Asian/Pacific Islander	2005-06	<	94	92					
	2006-07	<	100	93					
	2007-08	<	92	95					
Black, Not of Hispanic Origin	2005-06	<	67	60					
	2006-07	<	72	67					
	2007-08	<	77	69					
Hispanic	2005-06	<	70	71					
	2006-07	<	73	76					
	2007-08	NA	73	79					
White, Not of Hispanic Origin	2005-06	86	85	88	0	46	40	12	2
	2006-07	94	85	90	0	52	42	4	2
	2007-08	96	88	91	0	42	54	4	0
Economically Disadvantaged	2005-06	79	73	70	0	29	50	14	7
	2006-07	96	74	85	0	49	47	4	0
	2007-08	100	79	77	0	33	67	0	0
English Language Learners	2005-06	<	88	68					
	2006-07	NA	64	75					
	2007-08	<	70	74					
Migrant	2005-06	NA	NA	70					
	2006-07	NA	NA	69					
	2007-08	NA	NA	81					
Students with Disabilities	2005-06	<	81	59					
	2006-07	<	70	64					
	2007-08	<	70	65					

MEAP GRADE 5

GRAHAM ELEMENTARY English Language Arts - Grade 5

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	84	79	75	0	3	81	15	0
	2006-07	96	78	78	0	10	86	3	0
	2007-08	94	80	78	0	32	62	6	0
Male	2005-06	83	75	71	0	0	83	17	0
	2006-07	97	73	74	0	6	91	3	0
	2007-08	87	76	75	0	23	63	13	0
Female	2005-06	87	83	79	0	7	79	14	0
	2006-07	95	83	82	0	17	78	4	0
	2007-08	100	84	81	0	39	61	0	0
American Indian / Alaskan Native	2005-06	NA	70	69					
	2006-07	<	NA	72					
	2007-08	NA	<	73					
Asian/Pacific Islander	2005-06	<	88	86					
	2006-07	<	100	88					
	2007-08	<	80	86					
Black, Not of Hispanic Origin	2005-06	<	71	56					
	2006-07	<	70	61					
	2007-08	<	71	58					
Hispanic	2005-06	<	66	63					
	2006-07	NA	60	65					
	2007-08	<	77	63					
White, Not of Hispanic Origin	2005-06	86	82	81	0	2	84	14	0
	2006-07	98	81	83	0	9	89	2	0
	2007-08	95	82	84	0	33	62	5	0
Economically Disadvantaged	2005-06	<	71	61					
	2006-07	100	71	65	0	8	92	0	0
	2007-08	100	72	65	0	38	62	0	0
English Language Learners	2005-06	NA	85	56					
	2006-07	NA	46	54					
	2007-08	<	53	44					
Migrant	2005-06	NA	NA	52					
	2006-07	NA	NA	60					
	2007-08	NA	NA	45					
Students with Disabilities	2005-06	<	58	40					
	2006-07	<	47	42					
	2007-08	<	47	42					

MEAP GRADE 5

GRAHAM ELEMENTARY Mathematics - Grade 5

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	76	77	77	0	38	38	20	3
	2006-07	91	78	76	0	62	29	9	0
	2007-08	89	76	74	0	61	27	10	2
Male	2005-06	77	78	78	0	48	29	16	6
	2006-07	100	80	77	0	77	23	0	0
	2007-08	97	77	75	0	62	34	3	0
Female	2005-06	76	76	76	0	28	48	24	0
	2006-07	78	76	75	0	39	39	22	0
	2007-08	82	75	73	0	61	21	15	3
American Indian / Alaskan Native	2005-06	NA	90	75					
	2006-07	<	<	74					
	2007-08	NA	<	68					
Asian/Pacific Islander	2005-06	<	94	85					
	2006-07	<	100	90					
	2007-08	<	100	90					
Black, Not of Hispanic Origin	2005-06	<	61	50					
	2006-07	<	64	52					
	2007-08	<	61	51					
Hispanic	2005-06	<	60	62					
	2006-07	NA	68	64					
	2007-08	<	73	62					
White, Not of Hispanic Origin	2005-06	80	82	85	0	41	39	20	0
	2006-07	90	81	83	0	60	30	9	0
	2007-08	87	80	81	0	59	28	11	2
Economically Disadvantaged	2005-06	30	68	62	0	20	10	60	10
	2006-07	67	69	62	0	42	25	33	0
	2007-08	77	68	60	0	54	23	23	0
English Language Learners	2005-06	NA	39	54					
	2006-07	NA	46	57					
	2007-08	<	84	54					
Migrant	2005-06	NA	NA	51					
	2006-07	NA	NA	61					
	2007-08	NA	NA	58					
Students with Disabilities	2005-06	<	69	46					
	2006-07	<	57	46					
	2007-08	<	52	44					